

2004

ANNUAL REPORT 2004
EUROPEAN UNIVERSITY ASSOCIATION

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FOREWORD FROM THE PRESIDENT

In 2004, EUA was able to build on the work done in the Bologna context through the Graz Convention and the Berlin Communiqué in 2003 to show that European universities are a force to be reckoned with when they speak with one voice, and that they have an important role to play in building both the European Higher Education and Research Areas.

2004 has seen the further expansion of the Association's activities, in particular through the introduction of a stronger research focus, both at policy level through close involvement in discussions launched by the European Commission on the role of universities in the European Knowledge Society, and in our projects. There is growing consensus on the need for increased investment in education, research and innovation if the Lisbon Strategy is to succeed, and it is increasingly clear that universities with their multiple teaching, research and knowledge transfer mission will play a crucial role in this process. This has been one of the key messages that EUA has been seeking to develop and transmit in the course of 2004, and it has underpinned much of the preparatory work for the 2005 Glasgow Convention that has been going on during the year through the organisation of a series of three conferences and continued project work with members.

The adoption of an Action Plan for the years 2004/2005, in Budapest in January 2004, provided the policy framework for this expansion in activities. This decision was accompanied by an agreement to increase membership fees as of 2005 to allow the Association to properly resource these new activities and thus to ensure their success and visibility, while at the same time allowing the necessary autonomy of action by decreasing the Association's dependency on externally funded 'once off' projects. This increase in resources should also enable the Association to further consolidate the Secretariat in the course of 2005. This is the only sustainable way in which to ensure in the future the ongoing quality and continuity of the work that EUA has been able to accomplish over the last four years.

This is the fourth and thus the final Annual Report prepared under the responsibility of the Founding Board that was elected in Salamanca in March 2001. It is for this reason that I have included as a supplement to this Report a short overview of the work of the Board during its four year mandate.

EUA has accomplished a considerable amount during its first four years and it has been a pleasure and an honour for me to lead the organisation during this period. I am sure that the Association will continue to develop and to serve its members, and the cause of European higher education, under the next President and Board to be elected in Glasgow on 31 March 2005.



Eric Froment
President



Eric Froment

FOREWORD FROM THE SECRETARY GENERAL



Lesley Wilson

The growth in membership that we have seen since the creation of EUA in 2001 continued apace in 2004 with a record sixty-one new members from twenty-eight countries joining the Association, bringing the total number of members to 753. As membership continues to grow, the way in which we interact with, and support, our increasingly diverse membership base becomes crucial.

2004 has thus seen the consolidation of the Association's member services taking account of the results of a membership survey carried out at the beginning of the year. On the one hand, members have been invited to take part in an ever increasing number of projects, conferences, seminars and workshops, covering a wide range of topics and targeting different audiences. On the other hand, there has been a significant increase in electronic information and communication with members, in particular through the introduction of a regular electronic newsletter and the opportunities offered by a redesigned website, the success of which is demonstrated by the growing number of universities and partners that visit our site each month.

The restructuring and consolidation of the EUA Secretariat in order to respond to this growing demand has been facilitated by the concentration of the Secretariat in Brussels that was completed in the course of the year. The appointment of a second Deputy Secretary General in charge of research and of a Director for Member Services, as well as the strengthening of the Information and Communications team, has been particularly important. These changes mean that the Secretariat is now constituted by a small but committed international team of twenty-six professionals with the broad expertise needed to deal with the complexities of a fast moving European higher education landscape.

Concentrating resources in Brussels has also made it possible to further develop links with the different European institutions, in particular the European Commission and the European Parliament, as well as with national scientific representations, thus increasing our visibility towards policy makers and allowing us to monitor more closely the different issues under discussion and of importance to universities. At the same time, both the Board and Secretariat have never before been so active in responding to requests from members to contribute to a variety of different events across Europe and beyond.

Finally, 2004 has also seen the gradual opening of our premises on Rue d'Egmont to members visiting Brussels or wishing to use our conference room facilities. The EUA building is graciously made available to us through the support of the Belgian universities by the Belgian University Foundation, our next door neighbour. We are grateful for their support in many ways, not least for allowing us, and EUA members, to make use of their accommodation, meeting room and restauration facilities.

A handwritten signature in black ink, which reads "Lesley Wilson". The signature is written in a cursive style.

Lesley Wilson
Secretary General

UNIVERSITIES IN THE EUROPE OF KNOWLEDGE

The EUA Action Plan for 2004/2005 approved by the Council in January 2004 identifies the importance of advocating the central role of universities in the Europe of knowledge as an overarching policy goal for EUA's activities during this period. In order to reach this long-term policy objective, and based on the principles of the Graz Declaration, EUA was asked to concentrate on strengthening universities by:

- Promoting the development of universities based on core values: equity and access, research, quality, diversity.
- Developing the highest levels of quality in institutional governance and leadership.

These strategic goals translated into the following priorities for 2004 activities:

- Establishing the framework and broad themes for discussion in the third biannual Convention of European Higher Education Institutions to be held in Glasgow in March 2005 and for preparation through a series of three Conferences to be held in 2004.
- Ensuring the central role of universities in the Bologna Process through a variety of activities.
- Ensuring that European QA respects institutional autonomy and diversity and avoids overregulation, unnecessary bureaucracy and costs and providing support to members in developing their profile and internal quality.
- Strengthening the link between research and teaching and increasing awareness of the crucial research role of European universities.
- Developing relations with partners and with EU policy actors.
- Ensuring international solidarity and cooperation in key geographical areas.

The following sections detail the activities that were developed to make progress toward achieving these goals and objectives.



General Assembly in Marseilles



Conference participants in Turin



Plenary session in Maastricht

FROM GRAZ TO GLASGOW – PREPARING THE CONVENTION

Soon after the finalisation of the Graz Declaration, EUA started preparing its next Convention that will be hosted by the three Glasgow universities at the end of March 2005. The Glasgow Convention will be a crucial opportunity for the Association to reaffirm the commitments made by Europe's higher education sector in Graz, to set priorities for EUA's 2005-2007 action agenda, and to develop a strong position from Europe's universities for the meeting of Europe's Ministers of Education in Bergen in May 2005.

Discussions in Glasgow will be based upon the outcomes of the 2004 EUA conference series (Marseilles, Turin, and Maastricht); the policy positions developed throughout the year on quality assurance and in response to the 7th Framework Programme (FP7) and the European Research Area (ERA); the *Trends IV* Report; the results of various Bologna meetings and events and various EUA activities such as the Quality Culture and Doctoral Programmes projects; the Institutional Evaluation Programme; and the workshop series entitled "Managing the University Community."

EUA offered a cycle of three conferences in 2004 whose goal was to identify and strengthen consensus on key policy issues and prepare the Glasgow Convention:

- "University and Society: Engaging Stakeholders" (April 2004): This conference, hosted by the Université de la Méditerranée (Aix-Marseille II), examined the need for increased stakeholder engagement in universities and its implications for academic values and university management and structures.
- "Charting the course between public service and commercialisation: prices, values and quality" (June 2004): This conference – co-sponsored with the Association of Commonwealth Universities (ACU), and hosted by the University of Turin at the occasion of its 600th anniversary – focused on the implications for academic values of massification, globalisation and competition.
- "Research Training as a Key to a Europe of Knowledge" (October 2004): This conference, hosted by Maastricht University, looked at the unique role of universities in training young researchers in light of the changing environment, and, in particular, taking account of the changing nature and multiplicity of researcher careers.

BOLOGNA PROCESS

Representing Universities in the Process

EUA continues to represent European universities in the regular meetings of the inter-governmental structures that manage the Bologna Process (the Bologna Follow-Up Group and its Board). As preparations for the 2005 Ministerial Conference in Bergen moved forward in the course of 2004, EUA focused on ensuring that the specific concerns of universities in the Process were properly taken into account. In a letter addressed to the Chair of the Bologna Process in October 2004, EUA drew attention to the growing importance of the role of universities as the Bologna Process reaches the halfway point to 2010, and thus increasingly moves from a period of legislative reform to one of implementation.

As part of the official Bologna Work Programme (2003-2005), EUA has organised or co-organised with partners a number of Bologna Seminars: on doctoral programmes (with the Austrian and German Ministries of Education (for February 2005); on employability (with ESIB) in October 2004 and on legislative change in Europe (with CEPES-UNESCO) in November 2004. In addition, EUA co-organised a special Bologna meeting for Ukrainian universities together with CEPES-UNESCO and the Council of Europe in May 2004.

Preparing TRENDS IV – Assessing Implementation in Universities

Like its predecessor, once again written by Sybille Reichert and Christian Tauch, *Trends IV* will be presented to Ministers at the next biannual Conference in May 2005. The report will offer an analysis of the ways in which institutions are responding to the Bologna Process, the impact that the Process is having on overall institutional developments, and the levels of awareness and support for these reforms among various institutional actors. As opposed to *Trends III* which was based on a quantitative analysis of questionnaires, *Trends IV* will draw on the results of sixty-two institutional site visits conducted in twenty-eight countries, making it possible to examine in greater depth how the Bologna reforms are actually implemented. The site visits were carried out by a team of sixteen researchers working with the support of national experts nominated by the national rectors' conferences. In parallel, the universities of the Coimbra Network carried out similar visits, whose results will be fed in the report. Thus, it is very much a collective effort of the European academic community. The preliminary results of *Trends IV* will be discussed during the EUA Convention in Glasgow and the report will be finalised for presentation to the Ministers meeting in Bergen in May 2005.

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 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

Trends IV Researchers

International

- *Andrée Sursock*, EUA Secretariat
- *Andrejs Rauhvargers*, Latvian Rectors' Conference
- *Antoinette Charon*, Université de Lausanne
- *Bernadette Conraths*, EUA Consultant
- *Christian Tauch*, German Rectors' Conference (HRK)
- *David Crosier*, EUA Secretariat
- *Dionnysis Kladis*, University of Peloponnese
- *Hanne Smidt*, EUA Consultant
- *Howard Davies*, London Metropolitan University
- *Karel Van Liempt*, Universiteit Antwerpen
- *Kate Geddie*, EUA Secretariat
- *Lars Ekholm*, formerly of the Association of Swedish Higher Education
- *Lazăr Vlăsceanu*, UNESCO-CEPES
- *Lewis Purser*, EUA Secretariat
- *Sandra Bitusikova*, EUA Secretariat
- *Sybille Reichert*, ETH Zürich

National

- *Andrea Frank*, German Rectors' Conference (HRK)
- *Andrejs Rauhvargers*, Latvian Rectors' Conference
- *Anne-Marie de Jonghe*, Vlaamse Interuniversitaire Raad
- *Bengt Karlsson*, Association of Swedish Higher Education
- *Claire Sourbès*, Conférence des Présidents d'Université
- *David Bohmert*, Association of Universities in the Netherlands
- *Carla Salvaterre*, Università degli Studi di Bologna
- *Edgar de Vries*, HBO-Raad
- *Ellen Hansen*, Rektorkollegiet
- *Freddy Coignoul*, Université de Liège
- *Gerard Madill*, Universities Scotland
- *Istvan Bilik*, Confederation of Hungarian Conferences on Higher Education
- *Ivan Leban*, Univerza v Ljubljani
- *Ivan Vickovic*, University of Zagreb
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- *Karin Riegler*, Austrian Rectors' Conference
- *Katerina Galanki*, Athens University of Economics & Business
- *Kestutis Krisciunas*, Lithuanian Universities Rectors' Conference
- *Maria Cikesova*, Slovak Rectors' Conference
- *Mart Laidmets*, Estonian Rectors' Conference
- *Nicole Nicolas*, Conférence des Présidents d'Université
- *Öktem Vardar*, Isik University
- *Ola Stave*, Norwegian Council for Higher Education
- *Patricia Ambrose*, Standing Conference of Principals
- *Constantin Bratianu*, Bucharest University of Technology
- *Jan M. Honzik*, Brno University of Technology
- *Raffaella Pagani*, Universidad Complutense
- *Susanne Obermayer*, Conférence des recteurs des universités suisses
- *Tapio Markkanen*, Finnish Council of University Rectors
- *Tish Bourke*, Universities UK

Coimbra Contribution

Report authors

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- *Erno Lehtinen*, Turun Yliopisto (Turku)
- *Ole Karlsson*, Åbo Akademi University
- *Gurli-Maria Gardberg*, Åbo Akademi University
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- *Alexandra Anderson*, Trinity College Dublin
- *Catherine Williams*, Trinity College Dublin
- *Luigi F Donà dalle Rose*, Università Degli Studi di Padova
- *Paolo Monari*, Università Degli Studi di Bologna
- *Carla Salvaterre*, Università Degli Studi di Bologna
- *Giovanna Filippini*, Università Degli Studi di Bologna
- *Carmela Tanzillo*, Università Degli Studi di Bologna
- *Marco Gori*, Università Degli Studi di Siena
- *Jan Kok*, Universiteit Groningen
- *Rafael Bonete Perales*, Universidad de Salamanca
- *Cristina Robalo Cordeiro*, Universidade de Coimbra
- *Olivier Vincent*, Université de Genève
- *Guido Langouche*, Katholieke Universiteit Leuven
- *Ulrike Krawagna*, Karl Franzens Universität
- *Sabine Pendl*, Karl Franzens Universität

External Experts

- *Zdzislaw Mach*, Jagiellonian University
- *Carla Salvaterre*, Università Degli Studi di Bologna
- *Giovanna Filippini*, Università Degli Studi di Bologna
- *Carmela Tanzillo*, Università Degli Studi di Bologna
- *Roberta Rasa*, Università Degli Studi di Padova
- *Luigi F Donà dalle Rose*, Università Degli Studi di Padova
- *Emanuela Pavia*, Università Degli Studi di Padova
- *Roberta Rasa*, Università Degli Studi di Padova
- *Giovanna Filippini*, Università Degli Studi di Bologna

QUALITY ASSURANCE

Following the EUA Convention in Graz and the meeting of Ministers in Berlin, EUA was very active in the quality assurance (QA) area in 2004.

At the Convention in Graz, EUA members agreed that the main responsibility for quality lies with higher education institutions:

- They re-affirmed their commitment to develop their **quality internally**.
- They endorsed a **code of principles for external QA processes** in Europe that is based on the following policy goals:
 - To promote a European QA dimension through greater transparency, mutual trust, and a reasonable degree of convergence in QA procedures at European level while respecting national subsidiarity and the diversity of national QA procedures.
 - To develop external QA procedures that preserve and extend institutional autonomy while meeting the need for accountability and promote innovative, creative and dynamic institutions in a context characterised by diversity of missions, levels and contexts.
 - To avoid large bureaucracy related to quality assurance or producing burdensome mechanisms and the standardisation of institutions and curricula.
- They approved the **creation of a Higher Education Quality Committee for Europe** with the following mandate for 2004:
 - Surveillance of QA trends in Europe and refining EUA policies in this area.
 - Shape and create a European consensus on a European QA dimension.
 - Develop the QA line of the Berlin Communiqué.

The **Education Ministers' meeting in Berlin** (September 2003):

- Recognised the role of HEIs in promoting quality: this constitutes the first official acknowledgement in the context of the Bologna Process and is a tribute to the commitment shown by EUA members in this area.
- Invited ENQA, in cooperation with EUA, ESIB and EURASHE, to develop an agreed set of standards, procedures and guidelines on QA as well as to explore ways of ensuring an adequate peer-review system for QA and accreditation agencies.

Following the Convention in Graz, the EUA Council installed an **EUA Quality Working Group** to further develop EUA's quality policy position and to discuss with ENQA, ESIB and EURASHE the presentation of a common report to the Bergen ministerial meeting. The work of the Quality Working Group was supported by a Swiss Confederation grant.

As a result of the Quality Working Group's work:

- EUA's position paper on QA was adopted by the EUA Council on 1 April 2004 in Marseille.
- The Quality Working Group was instrumental in negotiating with ENQA, ESIB and EURASHE a common report to be sent to the meeting of ministers in Bergen.

EUA has actively represented its policy position before numerous groups of academics, governments and QA agencies. A significant development this year has been the contacts developed with disciplinary associations such as the European Association of Deans of Sciences, the French association of deans of sciences, the French association of business schools, etc. In addition to its full membership in ENQA (based on its Institutional Evaluation Programme), EUA participates in a working group of the European Consortium for Accreditation in Higher Education (ECA) that is focused on developing future scenarios for accreditation.

Finally, EUA is closely monitoring discussions on the EU Directive on Services which holds implications for the way the European dimension of QA could be developed. The Association has expressed the concerns of its members to the European institutions.

Quality Working Group

- *Prof. Eric Froment* (Chair), former Rector, Université Lumière Lyon 2
- *Prof. Roderick Floud*, President and former Vice-Chancellor, London Metropolitan University
- *Prof. Jean-Marc Rapp*, Rector, Université de Lausanne
- *Prof. Frans van Vught*, Rector, University of Twente
- *Prof. Georg Winckler*, Rector, University of Vienna

Ad Hoc Research Policy Working Group

- *Prof. Bertil Andersson*, Chief Executive, European Science Foundation
- *Prof. John Archer*, Principal and Vice-Chancellor, Heriot-Watt University
- *Prof. Roger Bouillon*, Vice Rector, University of Leuven
- *Prof. Peter Gaetgens*, HRK President, former Rector of Freie Universität Berlin
- *Prof. Eric Froment*, EUA President, former Rector of Université Lumière Lyon 2
- *Prof. Josef Koubek*, Vice Rector, Institute of Chemical Technology
- *Prof. Luc Weber*, EUA Board member, former Rector of Université de Genève
- *Prof. Georg Winckler*, EUA Board member, Rector of the University of Vienna

RESEARCH

EUA has considerably strengthened activities in the research area in 2004, in line with the policy priorities outlined in the Graz Declaration and further developed in the EUA Action Plan for 2004/2005. Actions in this area are now reflected in the growing awareness on the importance of research in meeting Europe's ambitious Lisbon Agenda and increasing both investment in research and the number of researchers.

A small ad hoc research policy group was established for this purpose. This enabled:

- Presentation of a first position paper on the Research Role of Europe's Universities at the major Conference on "The Europe of Knowledge 2020: A vision for University-based Research and Innovation" organised by the European Commissioner for Research, Philippe Busquin, in Liège in April 2004 (cf. Annex 4).
- Preparation of a feasibility study on the financing of research in Europe's universities, also prepared as a discussion document for this occasion.
- Participation in the Forum on University Research established as a direct result of this Conference by the European Commission; the Forum will finalise its work in mid 2005 through the preparation of a report and the presentation of its findings to the new Commissioner for Research, Janez Potočnik.

In parallel, given the importance of strengthening the link between teaching and research – and thus also of linking the European Higher Education and Research Areas – EUA has concentrated throughout the year on a series of activities targeted towards enhancing the universities' unique role in research training. EUA's goal is both to raise awareness of the crucial role universities play all across Europe in training young researchers and to encourage institutions to take account of the changing environment in the development of their research strategies and specifically in the organisation and structure of their doctoral programmes. To back its policy statements in this area, EUA is running a major EU funded research project involving forty-eight member universities (cf. section 2 – Doctoral Programmes Project) and also debated this issue in its autumn conference held at Maastricht University (cf. conclusions at www.eua.be).

Discussions on the 7th Framework Programme also started in the Council and the ad hoc Research Working Group which allowed EUA to adopt in autumn 2004 a clear position on its priorities (cf. Annex 8). EUA has identified as key issues for universities both as institutions and individual researchers:

- Support to basic research, and the establishment of the European Research Council.
- Researcher training, career and mobility issues.
- Infrastructure development for universities.
- Improving coordination and university governance.
- The role of universities in fostering regional development.

These priorities will be followed up in the context of the further preparation of the 7th Framework Programme in 2005. An additional important issue will be that of continuing to promote "responsible partnering" between universities and industrial and business partners based upon preparatory work done together with EARTO, EIRMA and ProTon that has resulted in a publication following a joint conference held in early 2004.

Looking to the future, these above developments have prompted EUA to place emphasis more specifically on the contribution of universities as institutions – alongside that made by individual researchers – in promoting research in Europe. It is hoped that EUA perspectives can also be fed into different debates at European level where there is an increasing focus on the importance of education and research in realising the ambitious Lisbon Agenda and the growing expectations towards Europe's universities in this context.

RELATIONS WITH PARTNERS

In carrying out its activities EUA does not act alone as demonstrated by the multiple references to project steering committees and project partners throughout this report. Developing and maintaining partnerships and establishing good working relationships with a wide range of local, regional, national, European and international partners, both governmental and non governmental, is essential to making progress in all aspects of the Association's work, and each policy area has its specific group of core partners.

A particular feature of the last year has been the consolidation of EUA's relations with a number of different university networks such as the Coimbra Network that participated actively in the Trends IV exercise and the UNICA Network. EUA also continues to work closely with the partners involved in the "Tuning Educational Structures in Europe Project" and with the European Association for International Education (EAIE). In addition, meetings have taken place with the SEFI and CESAER Networks of engineering schools, and links have been developed with the recently formed League of European Research Universities (LERU). Finally, 2004 also saw first discussions with associations representing Medical and Dental schools and nurses at European level.

In particular in the Bologna context, EUA continues to work together closely with ESIB, the National Unions of Students in Europe, building on the partnership agreement concluded in 2002, and has involved ESIB representatives in a wide range of activities. In the research field, co-operation with organisations of young researchers, in particular EURODOC and the Marie Curie Fellowship Association, has been strengthened.

Relations with Partners at European Level

The 2004-2005 Action Plan identifies as an objective that the Association should gain greater external visibility by building stronger relations with European level policy makers, including members of the European Parliament and the Press, as well as with partner associations at national and European level. Given the growing importance of universities in a number of different policy areas, this is essential in order to have an impact on policy developments and on new funding opportunities of importance to members as they emerge. This is, however, a long-term objective. Action undertaken in 2004 following the European Parliament elections and the appointment of the new Commission is but the first step in a much longer campaign. This action is of importance to all EUA members as EU policies and programmes impact partner and neighbouring countries in a direct manner.

Targeted information has been sent to all Members of the European Parliament (MEPs) to introduce EUA's activities and direct contacts have been established with key figures in the relevant committees. There have also been meetings with new Commissioners, Mr. Ján Figel and Mr. Janez Potočnik in charge of Education, Culture and Multilingualism and Research and Development respectively, in addition to the ongoing regular meetings with civil servants.

As part of this campaign, EUA is closely following the progress of draft legislation at European level of importance for universities. 2004 saw in particular the initial phase of discussions on programming for 2007-2013 in relation to:

- Future European Research priorities.
- The development of the structural funds and regional policy.
- The new Education and Training Programme.

In as far as its resources allow, EUA will continue to monitor developments for its members on important issues such as the draft Directive on Professional Recognition, the draft Recommendation on Quality Assurance, and the draft Directive on Services in the internal market that may also affect universities. In addition, a Directive on visas for foreign students was adopted in 2004 and discussions are ongoing on the introduction of a "scientific visa." EUA's goal is to complement the activities of partner organisations in Brussels and of national rectors' conferences with the goal of creating, ultimately, an efficient network able to influence European legislation in the field of higher education and research.



Johan Almqvist, ESIB President; Eric Froment, EUA President; and Michel Laurent, Rector of Université de la Méditerranée (Aix-Marseille II) at the EUA Conference in Marseilles

ACTION AT INTERNATIONAL LEVEL

In parallel to actions being developed at European level, it is similarly important to view European developments in a broader context, and essential for EUA to maintain a presence internationally that complements the work of its members in order to promote better understanding of European higher education, to exchange information on international trends and to re-affirm core academic values and principles. The last year has seen a growth of interest in European developments, and in particular in the Bologna Process, from different parts of the world. EUA's growing international activities in 2004 included:

- Participation in a variety of international fora that enabled EUA to present the point of view of the European academic community: the International Commission of CHEA (Council on Higher Education Accreditation), the IAU (International Association of Universities), the OECD/UNESCO international QA initiative and the UNESCO Global Forum.
- Development of relations with the US academic community: through an invitation to address the autumn meeting of the American Association of Universities (AAU) on European developments and through growing cooperation with the Association of Graduate Schools (AGS) on the important issue of the impact of the new (Bologna) degree structures on admission of European students to US graduate schools; with the American Council on Education (ACE), planning has started on the organisation of a Transatlantic Dialogue focused upon "The Changing Social Compact: Higher education and the State" (Washington, DC, September 2005).
- Signature of an agreement with the Consejo Universitario Iberoamericano (CUIB) in May 2004 as a basis for the development of closer co-operation between Europe and Latin America. Specific joint activities were discussed at a meeting held in December in Madrid and, as a result, EUA will explore how to offer its Institutional Evaluation Programme to CUIB members.
- Attendance at several meetings in French-speaking Mediterranean countries which are in the process of planning or implementing Bologna reforms.
- Participation in meetings in Asia and hosting a growing number of Asian delegations in Brussels to present European Higher education and to discuss issues of common interest.
- The organisation of the international conference referred to in Section 1.A co-sponsored with the Association of Commonwealth Universities (ACU) that brought participants from around the world to the University of Turin in June 2004 to discuss the implications of the new higher education environment in terms of academic policies and values.
- Continued monitoring of discussions on the further inclusion of higher education in the current GATS (General Agreement on Trade in Services) round through an on-going dialogue with the signatories of the Joint Declaration (September 2001) as well as with IAU and ESIB, and active presence in any European or global forum addressing the issue. EUA monitors the international scene in order to be ready to alert its members of major developments and thus, following a consultation process, EUA endorsed a draft statement on education across borders – an initiative of IAU, ACE, CHEA and AUCC.

SERVICE AND SUPPORT TO MEMBERS

2

In response to the increase in and the conflicting nature of pressures facing higher education institutions, EUA seeks to strengthen universities by providing a range of activities to members aimed at promoting institutional improvement and capacity for change, improving administrative and strategic skills, developing leadership, implementing the Bologna Process and enhancing their research profile.

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.

EUA actively monitors trends in higher education both in Europe and internationally to ensure that EUA's activities are continually updated and relevant to members. Current trends informing these activities include:

- 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 the accelerated globalisation process 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.

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. Specifically, these activities are geared to developing institutional autonomy and quality while taking account of the policy context outlined above.

Steering Committee

- *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
- *Prof. Luc Weber*, EUA Board member, former Rector of Université de Genève
- *Dr. Don Westerheijden*, CHEPS, University of Twente
- *Prof. Klaus-Dieter Wolff*, University of Bayreuth

2003-2004 Round of the Institutional Evaluation Programme

Institutions Evaluated

- Czech Technical University, Czech Republic
- Masaryk University, Czech Republic
- Université Henri Poincaré, France
- University of Thessaly, Greece
- Vilnius University, Lithuania
- Vytautas Magnus University, Lithuania
- South East European University, Macedonia
- Istanbul Technical University, Turkey
- Erciyes University, Turkey

EUA Quality Review of Universities in Ireland

- National University of Ireland – Cork (UCC)
- Dublin City University (DCU)
- National University of Ireland – Dublin (UCD)
- University of Dublin (Trinity College)
- National University of Ireland – Galway (NUIG)
- University of Limerick (UL)
- National University of Ireland – Maynooth

EUA Quality Review of Universities in Bosnia-Herzegovina

- University of Banja Luka
- University of Bihac
- University “Dzemal Bijedic” of Mostar
- Sveuciliste u Mostaru
- University of Sarajevo
- University of Srpsko Sarajevo
- University of Tuzla

Follow-up Visits

- University of Talca, Chile
- World Maritime University, Sweden
- Universidad de Las Palmas de Gran Canaria, Spain

THE INSTITUTIONAL EVALUATION PROGRAMME

The Institutional Evaluation Programme examines institutions' capacity for change, their ability to develop and implement a strategic plan and the robustness of their internal quality arrangements. The evaluations are characterised by a dynamic and context-sensitive approach, and avoid recourse to universal criteria and standard recipes.

2004 marked a year of celebration as the Institutional Evaluation Programme completed its tenth year. Fortuitously, this was also a year marked by an unusually high number of evaluations (twenty-six). This included a quality review of all seven Irish universities at the joint request of the Irish Conference of University Presidents, the Irish Quality University Board and the Irish Higher Education Authority. The novelty of this exercise consisted in conducting quality audits set within an institutional overview and including university presidents from the US and Canada in our European teams. This work took place in parallel with an OECD evaluation of the Irish higher education sector. The Irish exercise was important in validating the quality processes that have been developed in Irish universities and in demonstrating the capacity of EUA to undertake institutional audits that are based on the experience developed in the Institutional Programme over ten years.

The Programme also evaluated all seven universities in Bosnia-Herzegovina (cf. section 2 – South East Europe) and a similar demand from Catalonia will lead to the review of almost all universities in 2004-2005.

The Programme continues to draw high attention from policy makers and university leaders and is becoming increasingly seen as a major development tool for institutions as they implement Bologna reforms and are developing internal quality arrangements. The Programme's focus on change management and strategic thinking is seen as essential in the current turbulent HE environment.

MANAGEMENT WORKSHOPS AND SEMINARS

Workshops and seminars are geared at improving institutional performance and leadership skills. The annual Management Seminar, co-organised with IMHE/OECD, took place at University College Cork, Ireland. This five-day residential seminar was designed for institutional leaders wishing to deepen their knowledge of university management in a European and international context. Its main aims were:

- To explore the role of executive heads in terms of leadership style and personal effectiveness in policy development and implementation.
- To develop skills in institutional diagnosis, mission setting and strategic policy formation in the context of recent higher education trends.
- To provide a forum for discussing issues of change management.
- To offer participants the opportunity to view their institution in a wider comparative context.
- To give participants the opportunity to develop relationships with their peers from other countries.

As governance and professional management become an increasingly central issue for universities, EUA developed a workshop series on "Managing the University Community." These workshops are based on case-studies and small group discussions to give an opportunity for senior university leaders to identify and exchange good practices in university management.

The series began with an exploration of governance and leadership issues (Katholieke Universiteit Leuven, December 2003) and was geared at rectors. The second one (University College Dublin, February 2004) targeted senior staff in charge of staff management and addressed human resource policy issues in universities. While both were very successful, the second one was significant in introducing EUA to senior university staff who were not familiar with the Association and succeeded in bringing together both academic and administrative university leaders.

A second series was focused on research management. Held at the Universitat Autònoma de Barcelona (June 2004, co-organised with OECD-IMHE), rectors, vice-rectors and heads of research offices discussed the implications of developing and funding a research strategy. The second workshop – co-organised with the German Rectors' Conference (HRK) and with the support of the European Microsoft Innovation Center (EMIC) – gathered a similar group and interdisciplinary project leaders in sharing experience regarding the challenges of interdisciplinary research projects and their management (February 2005 at the Technical University (RWTH) in Aachen).



Participants of the EUA Management Seminar in Cork



Peter van der Hijden, European Commission; Lesley Wilson, EUA Secretary General; and Noel Dempsey, Irish Minister for Education and Science presenting the first Irish Diplomat Supplement at the final ECTS/DS National Coordinators' meeting held in Letterkenny

ECTS/DS National Coordinators

- *Maria Edlinger*, Technische Universität Graz, Austria
- *Karel Van Liempt*, Universiteit Antwerpen, Belgium
- *Yves Van Haverbeke*, Université de Mons-Hainaut, Belgium
- *Nicolai Christov*, Technical University of Sofia, Bulgaria
- *Andreas Malloupas*, University of Cyprus, Cyprus
- *Jan Honzik*, Brno University of Technology, Czech Republic
- *Poul Bonde*, Aarhus Universitet, Denmark
- *Volli Kalm*, University of Tartu, Estonia
- *Heikki Pekkarinen*, University of Kuopio, Finland
- *Martine Froissart*, Ecole Supérieure de Commerce de Lille, France
- *Volker Gehmlich*, Fachhochschule Osnabrück, Germany
- *Katerina Galanaki-Spiliotopoulos*, Athens University of Economics and Business, Greece
- *Laszlo Kiss*, University of Debrecen, Hungary
- *Gisli Fannberg*, University of Iceland, Iceland
- *Danny Brennan*, Letterkenny Institute of Technology, Ireland
- *Maria Sticchi-Damiani*, LUISS Guido Carli, Italy
- *Mara Jure*, Riga Technical University, Latvia
- *Raimonda Markeviciene*, Vilnius University, Lithuania
- *Veronica Grech*, University of Malta, Malta
- *Robert Wagenaar*, University of Groningen, The Netherlands
- *George Francis*, University of Bergen, Norway
- *Maria Misiewicz*, Uniwersytet Wrocławski, Poland
- *Estela Pereira*, Universidade de Aveiro, Portugal
- *Henri Luchian*, University "A.I. Cuza", Romania
- *Jaroslava Staskova*, Prešovská Univerzita, Slovak Republic
- *Zarjan Fabjančič*, Univerza v Ljubljani, Slovenia
- *Julia Gonzalez*, Universidad de Deusto, Spain
- *Jan Erik Lundquist*, Linköping Universitet, Sweden
- *Antoinette Charon*, Université de Lausanne, Switzerland
- *Süheyda Atalay*, Ege University, Turkey
- *John Reilly*, University of Kent at Canterbury, United Kingdom

ECTS/DS SITE VISITS AND HELPLINE PROJECT

In 2004, EUA organised 141 site visits to higher education institutions as part of this Socrates financed project that has been running since 2001. As the years have passed, the object of these visits has become increasingly linked to the implementation of the Bologna reforms, with counsellors providing practitioners in institutions with concrete advice and examples of good practice on a wide range of issues related to the use of ECTS as a tool for curricular reform, ranging from the calculation of student workload to the definition and use of learning outcomes and the introduction of the Diploma Supplement.

As in previous years, EUA also ensured that all ninety-two counsellors, who not only participated in international site visits but also continued to act as national Helplines in their respective countries, were kept informed and regularly updated on policy discussions at European level through the organisation of three national coordinators' meetings and an annual training seminar that in 2004 was held at the University of Debrecen, Hungary. These discussions and briefing sessions were particularly important over the last year in relation to the creation of an overarching European Qualifications Framework. ECTS will be a key element in this context and EUA, together with the ECTS counsellors, published a statement on this issue in July 2004 that was endorsed by the EUA Council in October 2004 (cf. Annex 5).

In order to increase impact and improve the dissemination of information, an ECTS/DS web community was created in 2004 as a practical tool to facilitate the management of the counsellors' activities. This facilitated the planning and organisation of site visits and kept counsellors informed of wider developments, thus making it possible to improve the information flow to institutions and to offer more general advice on the implementation of the Bologna reforms. In this way, EUA facilitated the transition to the work of the national teams of Bologna Promoters that the Commission has established to take over from the ECTS/DS counsellors as of the academic year 2004/2005. Most of the ECTS/DS counsellors have joined the teams of Bologna Promoters and therefore, although the EUA managed ECTS/DS project ended in December 2004, the experience gained over the last three years will contribute to increasing understanding and disseminating good practice in the implementation of Bologna reforms across Europe.

QUALITY CULTURE PROJECT

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). Both documents (i) emphasised that, in issues of quality assurance, the point of departure must be the universities' capacity for developing a robust internal quality culture and (ii) stressed that this capacity was integrally linked to institutional autonomy and public accountability.

The Quality Culture Project aims at contributing to the development and embedding of a systematic and coherent quality culture in universities as well as to the general goals of the Bologna Process and the Lisbon objectives through increased transparency and attractiveness of European higher education.

An open call for Round II was circulated in autumn 2003. Forty institutions and higher education associations were selected to take part in this project and invited to focus on the following themes: 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). Results from the project will be available in the first part of 2005.

Round III was launched in December 2004 with the selection of forty-five institutions that will work on the following themes:

1. Research Strategy and Industrial Partnerships
2. Leadership
3. Implementing Bologna Reforms
4. Teaching and Learning: Implementing Learning Outcomes
5. Women in Universities: Research, Teaching and Leadership
6. Programme Evaluations: Joint Degrees

Quality Culture II Steering Committee

- *Prof. Henrik Toft Jensen* (Chair), University of Roskilde
- *Prof. Johann Gerlach*, Freie Universität Berlin
- *Mr. Nikki Heerens*, ESIB
- *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 Ostrovsky*, Comenius University in Bratislava

Participating Institutions

Network 1: Research Management and Managing Academic Staff Career

- Cracow University of Economics, Poland – *co-ordinator*
- University of Graz, Austria
- University of Versailles Saint-Quentin-en-Yvelines, France
- National and Kapodistrian University of Athens, Greece
- Budapest University of Economics Sciences and Public Administration, Hungary
- University of Padova, Italy
- State University – Higher School of Economics in Moscow, Russia*
- Alexander Dubcek University in Trencin, Slovakia

Network 2: Student Support Services

- Napier University, United Kingdom – *co-ordinator*
- Agricultural University in Plovdiv, Bulgaria
- Janíček Academy of Music and Performing Arts, Czech Republic
- Fachhochschule Frankfurt am Main, Germany
- University of Vilnius, Lithuania
- Warsaw School of Social Psychology, Poland
- Sabanci University, Turkey*

Network 3: Implementing Bologna Reforms

- University of Pecs, Hungary – *co-ordinator*
- Universitat d'Andorra, Andorra*
- FH – Joanneum, Austria
- University of Ghent Assoc. (4 HEIs), Belgium
- University of Paderborn, Germany
- Marijampole College, Lithuania
- University of Trollhatten – Uddevalla, Sweden

Network 4: Teaching and Learning

- Vienna University of Economics and Business Administration, Austria – *co-ordinator*
- Université de Lausanne (UNIL), Switzerland*
- Université François Rabelais, Tours, France
- Eszterhazy Karoly College, Hungary
- National University of Ireland (UCD), Ireland
- Klaipeda College of Social Science, Lithuania
- Medical University of Gdansk, Poland
- National School of Political Studies and Business Administration, Romania
- Constantine the Philosopher University in Nitra, Slovakia
- University of Bristol, United Kingdom

Network 5: Universities Partnerships

- K. U. Leuven Association (14 HEIs), Belgium – *co-ordinator*
- University of Vienna, Austria
- Belarussian Nat. Technical University, Belarus*
- University of West Bohemia, Czech Republik
- University of Economics in Bratislava, Slovakia

Network 6: Programme Evaluations

- Freie Universität Berlin, Germany – *co-ordinator*
- Pädagogische Akad. der Diözese Linz, Austria
- University of Srpsko Sarajevo, Bosnia-Herzegovina*
- University of Léon, Spain
- College of Nyiregyhaza, Hungary
- Hogeschool van Arnhem en Nijmegen, The Netherlands
- Poznan University of Economics, Poland
- Ovidius University of Constantza, Romania

* Non-Socrates funded participation.

EUROPEAN MASTERS NEW EVALUATION METHODOLOGY (EMNEM)

EUA began work on a new project, partially funded by the EU Erasmus Mundus Programme, to develop an evaluation methodology specifically tailored for joint Masters programmes. The aim is to help European universities better assume their responsibility for improving quality of joint programmes and also to improve the articulation with external national quality assurance and accreditation agencies.

Given the continually growing interest in developing joint programmes in Europe and the emphasis on quality, the project builds upon the outcomes of EUA's Quality Culture Project (cf. section 2) and the Joint Masters Project. The latter explored in 2003, with a group of eleven established joint Masters programmes, issues related to student experience and mobility, integrated curriculum development, and quality assurance. One of the concerns revealed in the Project was the often weak anchoring of joint Masters programmes within their institutions. This new project therefore aims to strengthen institutional responsibility through tackling very concretely the challenges posed by the transnational nature of joint programmes, such as the shared responsibility for course development and student services, and through defining the areas for which institutions should assume responsibility within their networks.

The first Steering Committee meeting of the Project was held in November 2004, and the aim is to finalise and publish the methodology by the end of 2005.

Steering Committee

- *Jürgen Kohler* (Chair), Greifswald University, Former Chair of EUA Joint Masters Project
- *Keith Chapman*, Co-ordinator of the Joint Master Programme in European Construction Engineering
- *Filomena Chirico*, Graduate student of the Joint Masters Programme in European Law and Economics
- *Julia Gonzalez*, Deusto University, Co-ordinator of the Joint Masters Programme in International Humanitarian Assistance (NOHA)
- *Stefanie Hoffmann*, ACQUIN
- *Predrag Lazetic*, ESIB

Steering Committee

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

DOCTORAL PROGRAMMES PROJECT

EUA's Doctoral Programmes Project that is financed through the EU Socrates Programme and supported by the Directorate General for Research of the European Commission arose from a desire to contribute to the debate on research training in the European higher education and research areas by demonstrating examples of good practice and pooling the experience of EUA members. Since the Berlin Ministerial meeting in September 2003, doctoral programmes have been included as the 'third cycle' in the Bologna Process and constitute the crucial link between these two processes. In the context of the ambitious Lisbon and Barcelona goals to increase both investment in research and the number of researchers, it becomes essential to take a closer look at existing doctoral programmes and to consider if and how their structure, functioning and quality could be enhanced in order to meet the different challenges identified.

It is for these reasons that EUA launched this project whose main objectives are to:

- Identify essential conditions for successful doctoral programmes across Europe taking into account the changing environment.
- Identify and exchange good practices in various organisational, administrative, educational and qualitative aspects of doctoral programmes.
- Contribute to the enhancement of the universities participating in the Project.
- Promote cooperation and mutual learning in the development of joint doctoral programmes at European level.

The Project aims to draw together and analyse information and to prepare recommendations targeted at a wide range of groups: universities and other academic institutions training young researchers, employers of PhD graduates, PhD candidates and young post-docs and higher education and research policy-makers at national and European levels.

Early in 2004, EUA launched a call for applications among its members to participate in this project. The response was considerable, and after a careful selection, forty-eight universities from twenty-three countries were selected to participate in six networks concentrating on the following themes:

1. Structure and organisation of doctoral programmes
2. Financing of doctoral programmes
3. Quality of doctoral programmes
4. Innovative practice for doctoral programmes
5. Comparative overview of all aspects ("control network")
6. Joint doctoral programmes established between different universities ("network of networks")

The participating universities met twice and had the opportunity for further discussions on the occasion of the EUA Conference in Maastricht (October 2004) that focused on the broad theme of research training. The reports of the different working groups will be finalised in early 2005 and an overall report prepared thereafter. This input from the universities involved in this project is already proving invaluable in informing EUA's policy development as an organisation and in preparing the EUA Convention in Glasgow.

Participating Institutions

Network 1: Structure and organisation of doctoral programmes

- Pierre et Marie Curie University (UPCM) Paris 6, France – *co-ordinator*
- 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 – *co-ordinator*
- 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 – *co-ordinator*
- 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 – *co-ordinator*
- 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 – *co-ordinator*
- 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 – *co-ordinator*
- 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-Socrates funded participation.

Steering Committee

- *Louise Ackers*, University of Leeds
- *Peter van den Besselaar*, NIWI-KNAW
- *Lennart Brantgarde*, Göteborg University (Swedish Social Science Data Service)
- *Karl Mueller*, Wiener Institut für Sozialwissenschaftliche Dokumentation und Methodik (WISDOM)
- *Annemarie Nase*, Social Science Information Centre, Bonn
- *Françoise Thys-Clément*, Université Libre de Bruxelles
- *So a Szomolányi*, Institute of Sociology, Slovak Academy of Sciences
- *Encarna Roca*, University of Barcelona

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
- Rish 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

MORESS – MAPPING OF EUROPEAN SOCIAL SCIENCES AND HUMANITIES

The MORESS project has been conceived, organised and coordinated by EUA with 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 interested researchers and decision-makers, 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 about existing social science and humanities research databases. The meta-level tool describes existing sources of information on social science and humanities research across Europe. In addition, the project aims to pursue the concept of “thematic mapping,” with the objective of developing the usefulness of catalogued data to respond to the needs of European public policies. Through tackling the challenge of improving access to comparable information and databases, MORESS will:

- Improve the visibility of research efforts and other knowledge resources in the social sciences and humanities.
- Promote better cooperation and networking among the social science and humanities research communities.
- Assist in the development and Europeanisation of social sciences and humanities research in the new member states and candidate countries.

Institutions from twenty-five European countries are involved in this two-year project, which began in April 2003. While the partners continue to input database information into the catalogue, the Project has now turned to the evaluation of the usefulness of the tool. MORESS will serve to identify the strengths and gaps in terms of access to information from databases in the different participating countries and constitute an important step towards establishing a European Social Sciences and Humanities information base.

HIGHER EDUCATION IN SOUTH EAST EUROPE

In this important period of post conflict higher education regeneration, South East Europe continues to be a priority region for EUA activity. With all the countries in the region now official members of the Bologna Process, EUA has been actively working to support the implementation of Bologna reforms within institutions as well as to stimulate action to support the research role of universities and their vital function in providing a range of important services to society.

EUA and the Stability Pact

Since the establishment of the Stability Pact for South East Europe in 1999, EUA has played a leading role as co-Chair of the Higher Education Working Group. In 2004, this work was handed over to a regionally-based "Education Reform Initiative of South Eastern Europe" (ERISEE), with greater emphasis now placed upon ownership within and across the region. In 2004, EUA accepted the invitation to become a member of the consultative governing body of the ERISEE initiative.

Universities in Kosovo

Higher education in Kosovo was again under the spotlight in 2004 and EUA co-operated actively with the United Nations Mission in Kosovo (UNMIK) and other partners to promote positive developments. However, the universities in Kosovo continued to be a focal point for tension and political interference, and in May 2004, the Minister of Education in Serbia and Montenegro removed from office the Rector of the University of Kosovska Mitrovica, imposing a new rector in his place. As a result of this act which violated both institutional autonomy and UN territorial authority, EUA issued a statement to its members on 2 June 2004 recommending that cooperation with the university be suspended until the decision of the Serbian Minister be annulled, and the status of the university assured under UN legitimacy. EUA has since continued to work closely with all key partners to help resolve this issue.

Institutional Evaluations in Bosnia-Herzegovina

At the request of the universities in Bosnia-Herzegovina, EUA teams conducted institutional evaluations of all seven universities during the year. These institutional evaluations have proved to be of major significance, providing a clear analysis of issues to be addressed both by the individual universities as well as by the stakeholders of the higher education system in the country. The results have been published both as individual reports for the universities, and within a transversal report highlighting the major challenges to be addressed (cf. section 2.C).

EUA also worked closely with ESIB during this project, fostering links between the divided student unions in the country, and raising awareness about the importance of pro-active student involvement in institutional matters.

The institutional evaluations took place within the framework of a wider two-year project on reforming governance and management of higher education, led by the Council of Europe and sponsored by the European Commission. In the second year of the project, EUA will continue to provide support and expertise to tackle some of the major issues within the institutions.

Institutional Evaluation in the Republic of Macedonia

Following the institutional evaluations of the Universities of Bitola and Skopje in the Republic of Macedonia in 2003, the South East Europe University in Tetovo also underwent an institutional evaluation in 2004. As in the case of the other universities, this institutional evaluation was made possible through generous co-funding from the German Rectors' Conference (HRK) and the Open Society Institute.

INFORMATION AND COMMUNICATIONS

3

In order to serve EUA's expanding membership – 67 new members in 2004, bringing the grand total to 753 – and support the Association's growing activities, a major priority for EUA in 2004 was to develop its information and communications' activities accordingly. This involved focusing on consolidating membership and ensuring external visibility for the Association and its activities by reinforcing targeted information actions and improving the promotion of EUA services, including the development of a more consistent 'EUA identity.'

The diversity of the academic community EUA seeks to engage (institutional leaders, individual academic and administrative staff), the broad array of policy makers and partners at European level and the variety of activities in which the Association is involved, represent significant challenges for developing an appropriate information and communications strategy.

The **EUA bi-weekly electronic newsletter** was a particularly successful initiative launched at the end of 2003 to ensure proper information flow between the Association and its members. The Newsletter gathers information about EUA activities and policies, important European initiatives and information from individual members (e.g., special events, job openings, etc.) and partner organisations. By the end of 2004, the Newsletter had over 5000 subscribers, amounting to a 20 per cent increase over the year.

The redesigned **website** has similarly proved to be a useful and attractive tool for members and partners. There has been a constant increase in the number of monthly visitors which rose to over 20 000 in December 2004, a three-fold augmentation in comparison to figures from 2003.

In 2004, the number of **events and meetings** that the EUA President, Board members and Secretariat have attended has continued to grow, whether at European and national level or in member universities across Europe. Similarly, the number of conferences, workshops, project and information meetings organised by EUA (cf. Annex 1) has also increased and a more systematic effort has been made to market these different events in the Newsletter, as well as in various leaflets and advertisements in other organisations' information products and websites. Finally, the move to Rue d'Egmont office and the facilities this location offers has proved instrumental in transforming the EUA office into a meeting place in Brussels for individual member universities, national organisations and European networks alike.

To support these different activities, an effort has been made over the course of the year to ensure that effective procedures are in place for the systematic updating of information held in the members' database. This is an essential precondition for an effective communications strategy.

In addition to the visibility provided by the Newsletter, the website and the many meetings and conferences organised and attended, EUA has started a process of identifying and more consistently targeting the media and developing media-friendly information 'products', including more accessible press releases and a new section for the Press on the EUA website giving details of the Association's main activities. At European level, meetings to discuss collaboration between EUA and selected media are on-going. At national level, EUA works closely with national rectors' conferences in line with important events and media requests.

In support of the information and communications strategy, an effort has been made to consolidate EUA's identity as an organisation through the preparation of a series of information documents such as a general brochure (in English and French), several posters, a slide show for conferences and an EUA 'icon' to be used by members on their own websites as well as through an increase in publications activity over the course of the year:

- Quality Assurance: A Reference System for Indicators and Evaluation Procedures – an ELU report by François Tavenas
- Developing Joint Masters Programmes for Europe: Results of the EUA Joint Masters Project, March 2002 – January 2004
- Responsible Partnering – A Guide to Better Practices for Collaborative Research and Knowledge Transfer between Science and Industry – Published by EIRMA, in association with EUA, ProTon Europe and EARTO
- 10 year anniversary of the Institutional Evaluation Programme
- EUA/ACU Turin conference proceedings
- Trends III report in French
- 2003 Annual Report
- 2004-2005 action plan and 2001-2003 activities (leaflets)

Both print and electronic versions of publications proved to be popular with the "bestsellers" for 2004 going to the *Trends III* report, the Quality Assurance study and the Joint Masters project report.

Special events in 2004

- EUA had a strong presence at the annual **Conference of the European Association for International Association (EAIE)**, which was held at the University of Turin in September 2004. This annual event brings together some 1800 international relations officers from European universities as well as partners from other continents. Besides organising seven sessions and workshops on different EUA activities, the Association organised an information stand for the first time and was able to meet many EUA members as well as raise interest among non-members.
- The European Commission's major Conference on "The Europe of Knowledge 2020: A vision for University-based Research and Innovation" held in Liège in April 2004 and the first **European Science Open Forum (ESOF)** that took place in August in Stockholm gave EUA the opportunity to contribute significantly to two important events in support of the Association's developing research agenda and thus to engage with a new range of partners with whom the Association has hitherto been less visible.
- On the occasion of the EU enlargement, EUA was proud to have been a co-organiser together with the Polish Association of Universities (CRASP) and the University of Lublin for the conference entitled "Higher Education for a united Europe" (April 2004) which resulted in a Declaration on the nature of Europe at such a historic moment.



ORGANISATION

EUA Board

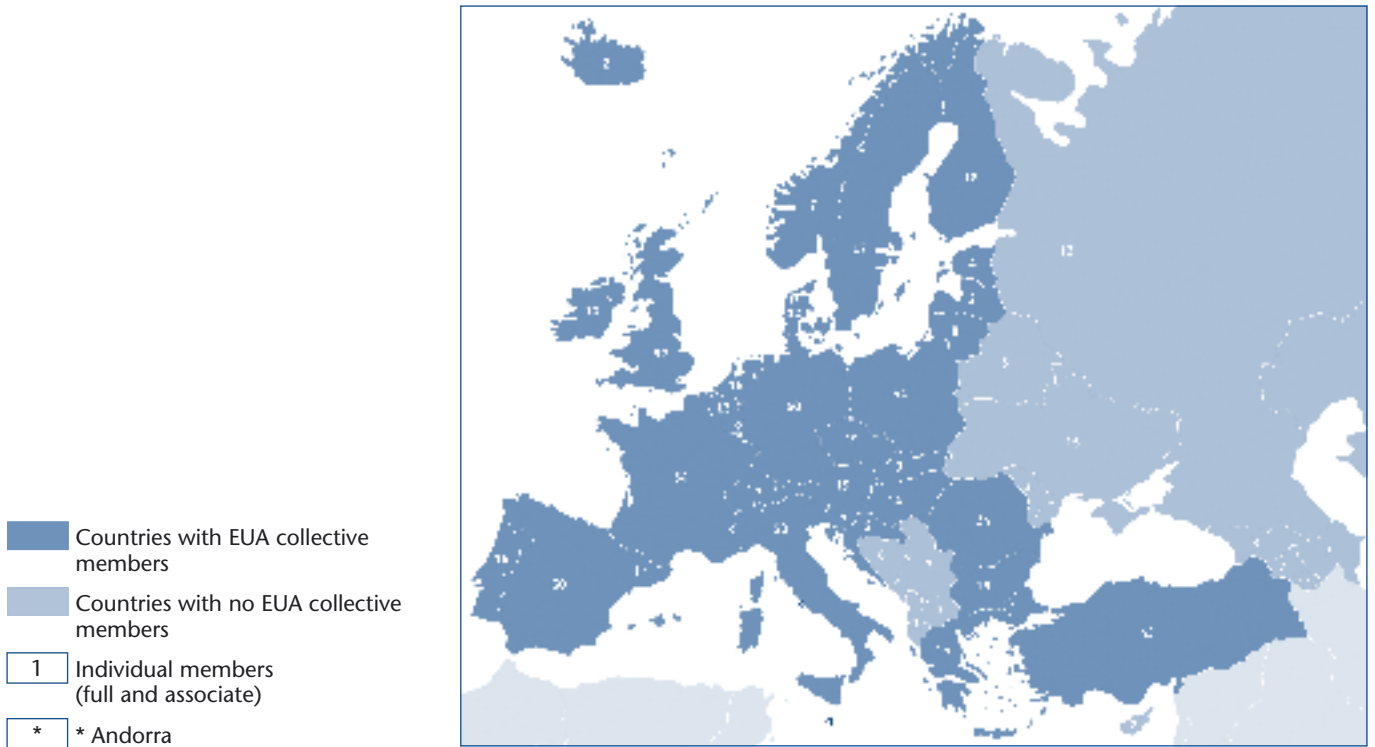
- *Prof. Eric Froment* (President), former Rector, Université Lumière Lyon 2
- *Prof. Lucy Smith* (Vice-President), former Rector, University of Oslo
- *Prof. Georg Winckler* (Vice-President), Rector, Universität Wien
- *Prof. Jaak Aaviksoo*, Rector, University of Tartu
- *Prof. Roderick Floud*, President and former Vice-Chancellor, London Metropolitan University
- *Prof. Andrei Marga*, former Rector, Babeş-Bolyai University, Cluj-Napoca
- *Prof. André Oosterlinck*, Rector, Katholieke Universiteit Leuven
- *Prof. Carles Solà Ferrando*, former Rector, Universitat Autònoma de Barcelona
- *Prof. Luc Weber*, former Rector, Université de Genève

EUA Council

as of 1 February 2005

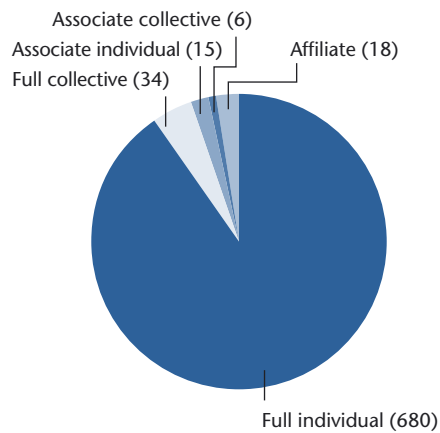
- **Austria**
Prof. Georg Winckler, President, Austrian Rectors' Conference
- **Belgium**
Prof. Willy Legros, President, Conseil Interuniversitaire de la Communauté française
- **Belgium**
Prof. Andre Oosterlinck, President, Vlaamse Interuniversitaire
- **Bulgaria**
Prof. Iordanka Kouzmanova, President, Bulgarian Rectors' Conference
- **Croatia**
Prof. Gordana Kralik, President, Croatian Rectors' Conference
- **Cyprus**
Prof. Stavros Zenios, Cyprus Rectors' Conference
- **Czech Republic**
Prof. Ivan Wilhelm, President, Czech Rectors' Conference
- **Denmark**
Prof. Linda Nielsen, President, Rektorkollegiet
- **Estonia**
Prof. Jaak Aaviksoo, President, Estonian Rectors' Conference
- **Finland**
Prof. Dr Gustav Björkstrand, 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. Peter Gaehtgens, 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. Páll Skúlason, 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. Janis Vetra, Chairman, Latvian Rectors' Council
- **Lithuania**
Prof. Dr Vytautas Kaminskas, President, Rectors' Conference of Lithuanian Universities
- **Luxembourg**
Prof. Rolf Tarrach, Rector, Université de Luxembourg
- **Netherlands**
Mr Ed. D'Hondt, Chairman, Association of Universities in the Netherlands
- **Norway**
Prof. Kirsti Koch Christensen, President, Norwegian Council for Higher Education
- **Poland**
Prof. Franciszek Ziejka, President, Conference of Academic Schools in Poland
- **Portugal**
Prof. Adriano Pimpão, President, Portuguese National Conference of Rectors
- **Romania**
Prof. Ecaterina Andronescu, President, Romanian Council of Rectors
- **Serbia & Montenegro**
Prof. Marija Bogdanovic, President, Serbian University Association
- **Slovak Republic**
Prof. Juraj Sinay, President, Slovak Rectors' Conference
- **Slovenia**
Prof. Joze Mencinger, 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. Ivor Crewe, President, Universities UK

EUA MEMBERSHIP BY CATEGORY

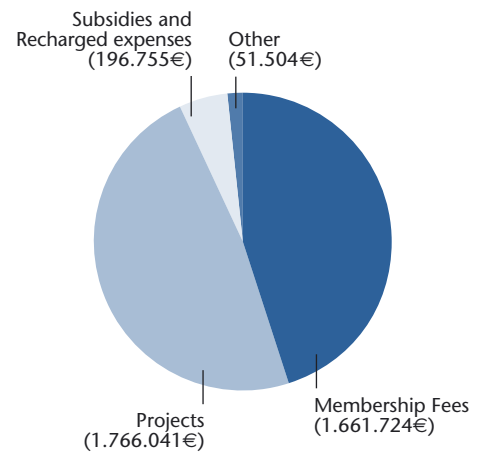


EUA has 18 Affiliate members. They are not integrated in the above map as they do not necessarily correspond to national bodies (cf. www.eua.be for full list of members).

Categories of members as of 21 January 2005



Source of income as of 31 December 2004



MEMBERSHIP DEVELOPMENT

Sixty-one new members from twenty-eight countries joined the Association in 2004 bringing the total number of members to 753. Among these new members listed below are forty-one full individual members, eight associate individual members, one full collective member, three associate collective members and eight affiliate members.

New Members in 2004

Full individual members

- **Austria**
 - Medical University of Graz, Graz
 - Medical University of Vienna, Vienna
- **Azerbaijan**
 - Baku State University, Baku
 - Khazar University, Baku
- **Belarus**
 - Yanka Kupala State University of Grodno, Grodno
- **Bulgaria**
 - Bourgas Free University, Bourgas
 - Varna University of Medicine, Varna
- **Estonia**
 - Tallinn Pedagogical University, Tallinn
- **France**
 - Institut National Polytechnique de Lorraine, Vandoeuvre-lès-Nancy
 - Université de Versailles Saint-Quentin-en-Yvelines, Versailles
 - Université Nancy 2, Nancy
 - Université Paris 7 – Denis Diderot, Paris
 - Université Victor Segalen Bordeaux 2, Bordeaux
- **Germany**
 - Otto-von-Guericke-Universität Magdeburg, Magdeburg
- **Hungary**
 - University of West Hungary, Sopron
 - Pázmány Péter Katolikus Egyetem, Budapest
- **Ireland**
 - Dublin Institute of Technology, Dublin
- **Italy**
 - Università Carlo Cattaneo – LIUC, Castellanza
 - Università degli Studi di Milano Bicocca, Milano
 - Università degli Studi di Urbino “Carlo Bo”, Urbino
 - Università degli Studi Mediterranea di Reggio Calabria, Reggio Calabria
- **Lithuania**
 - Siauliai University, Siauliai
- **Poland**
 - Poznan University of Medical Sciences, Poznan
 - Poznan University of Technology, Poznan
 - Rzeszow University of Technology, Rzeszow

- **Portugal**
 - Universidade Lusíada, Lisbon
- **Romania**
 - University of Agricultural Sciences and Veterinary Medicine-Bucharest, Bucharest
 - University of Architecture and Urbanism "Ion Mincu", Bucharest
- **Russia**
 - N.I. Lobachevski State University of Nizhni, Nizhni Novgorod
- **Slovakia**
 - Pavol Jozef Safárik University, Kosice
- **Spain**
 - Mondragon University, Gipuzkoa
 - University of the Balearic Islands, Palma
- **Sweden**
 - Jönköpings University, Jönköping
- **Turkey**
 - Sakarya University, Sakarya
- **Ukraine**
 - Luhansk Taras Shevchenko National Pedagogical University, Luhansk
 - National Technical University of Ukraine 'Kyiv Polytechnic Institute', Kyiv
 - Odessa National Academy of Food Technologies, Odessa
 - V.N Karazin Kharkiv National University, Kharkiv
- **United Kingdom**
 - City University, London
 - Glasgow Caledonian University, Glasgow
 - University of Wales Swansea, Swansea

Associate individual members

- **Bulgaria**
 - Bourgas Free University, Bourgas (later accepted as full individual member)
- **FYROM**
 - South East European University, Tetovo
- **Poland**
 - Warsaw School of Social Psychology, Warsaw
- **Romania**
 - Titu Maiorescu University, Bucharest

- **Slovenia**
 - University of Primorska, Koper
- **Spain**
 - Open University of Catalonia, Barcelona
- **Turkey**
 - Çag University, Mersin
 - Cankaya University, Ankara

Full collective members

- **Cyprus**
 - Cyprus Rectors' Conference, Nicosia

Associate collective members

- **Denmark**
 - Rectors' Conference for Danish University Colleges, Copenhagen
- **Netherlands**
 - HBO-raad, Gravenhage
- **Switzerland**
 - Swiss Conference of Schools for Teacher Education (SCTE), Bern

Affiliate members

- **France**
 - Europôle universitaire de Rennes, Rennes
 - Fédération Inter-Universitaire pour l'Université Médicale Virtuelle Francophone (U.M.V.F), Lille
- **Germany**
 - Certification, Quality Assurance Institute (ACQUIN), Bayreuth
- **Luxemburg**
 - European University Foundation – Campus Europae, Luxemburg
- **Spain**
 - Institut Joan Lluís Vives (IJLV), Castelló de la Plana
- **Sweden**
 - World Maritime University (WMU), Malmö
- **United Kingdom**
 - The European Association for Higher Education in Biotechnology, Edinburgh
 - UK Council for Graduate Education (UKCGE), Lichfield

Resignations in 2004

Full individual members

- **Austria**
 - Universität Mozarteum Salzburg, Salzburg
- **Germany**
 - Philipps-Universität Marburg, Marburg
 - Universität Hohenheim, Stuttgart
- **United Kingdom**
 - Queen Margaret University College, Edinburgh

Affiliate members

- **Belgium**
 - EUPEN Network – European Physics Education Network, Gent
- **Germany**
 - Higher Education Information System (HIS), Hanover

Readhesion in 2004

- **United Kingdom**
 - University of York, York

Based on the decision made by the EUA Council in Brussels on 21 January 2005, members who do not pay their membership fees are considered excluded from the Association.

Exclusion* in 2004

- 3 Full individual members (University of Banja Luka, Bosnia and Herzegovina; Università degli Studi di Macerata, Italy; Donbas Mining Metallurgical Institute, Ukraine)
- 1 Associate individual member (University of Art & Design Cluj-Napoca, Romania)
- 1 Full collective member (Russian Union of Rectors)

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

EUA SECRETARIAT

Policy Development & Institutional Relations

Lesley Wilson – Secretary General
Isabelle Damman – Personal Assistant
Ebba Ekselius – Membership Officer
David Crosier – Programme Development Director
Kate Geddie – Programme Manager
Agnieszka Luczynska – Intern

Quality Assurance

Andrée Sursock – Deputy Secretary General
Nina Arnhold – Senior Programme Manager (as of 1 September 2004)
Violeta Atanassova – Programme Officer
Harald Scheuthle – Programme Officer

Research

John Smith – Deputy Secretary General (as of 15 September 2004)
Inge Knudsen – Senior Programme Manager (until 28 February 2005)
Alexandra Bitusikova – Programme Manager
Charles Boisvert – Programme Officer

Information & Communications

Christel Vacelet – Director
Elizabeth Tapper – Press Officer (as of 1 May 2004)
Christina Crawley – Publications Officer
Emilie Derochelee – Administrative Assistant (as of 24 January 2005)

Member Services

Bernadette Conraths – Director (as of 1 October 2004)
Sylvie Brochu – Programme Manager
Joanne Dee – Conference Manager

Administrative Services

John Ashton – Financial Director
Josephine Lee – Office Manager (until 31 March 2005)
Daniel Oscinberg – IT Manager
Mayli Koos – Accountant/Financial Officer (as of 1 May 2004)
Julien Georis – Accountant/Financial Officer (as of 1 August 2004)

2001-2005

BUILDING ONE ASSOCIATION FOR EUROPE'S UNIVERSITIES

Report of the EUA President and Board 2001-2005

Foreword

As the term of office of the founding President and Board draws to a close the objective of this special supplement to the 2004 Annual Report is to summarise the achievements of EUA since its creation in March 2001 in Salamanca.

Thanks to the commitment and the investment of the Board, the Council, the members and the staff EUA has succeeded over this short period in becoming a strong association to support and promote European universities.

This has been achieved by focusing efforts on:

I. influencing the Bologna Process: through collective action in preparing the 2nd Convention of European Higher Education Institutions in Graz (May 2003), resulting in the Graz Declaration that had a direct impact on the Berlin Communiqué, and thus on the next steps in the Bologna Process;

II. including universities in the policy discussions on the European Research Area: through highlighting the research role of European universities in policy documents and involvement in discussions at European level on future EU research policy and programmes;

III. involving and supporting members: through the implementation of projects that include member universities as partners, through the organisation of conferences, workshops and seminars and through the development of targeted information and communication tools;

IV. strengthening EUA as an organisation: through considerably increasing membership over the four year period by 40% (from 542 to 759 members), consolidating EUA's finances and building one secretariat.

This short overview describes our main achievements hitherto in each of these areas not least through inclusion of a comprehensive list of the policy documents and publications that have been finalised since 2001.



Eric Froment
President

I. Bologna Process

EUA represents the universities in the official Bologna follow-up structures and has contributed to all the major Bologna work programme events. Based upon the Graz Declaration, the TRENDS III findings and the Quality Culture and Joint Masters Project, EUA was able to contribute to the drafting of the Berlin Communiqué, notably emphasising the key role of institutions in the process and specifically their prime responsibility for developing and maintaining internal quality.

EUA was also instrumental in ensuring the inclusion of an additional Bologna Action Line linking the European Higher Education and Research Areas with specific reference to the importance of doctoral training. Thanks to the Trends reports and to its extensive project work with members (Quality Culture, Joint Masters, ECTS, Doctorates project) EUA has been able to monitor developments inside European universities and thus to identify key challenges for the future. The expertise gained in this way has been invaluable in preparing the Association's policy positions.

Over the last two years this has been crucial in allowing EUA to take up the Bologna challenges identified in Graz and Berlin, in particular in the field of quality assurance. With the support of the Swiss authorities EUA has created a Quality Working Group that has allowed the Association to make a major contribution to the development of a framework for quality assurance at European level.

II. Research Policy

Traditionally not included in the research policy discussions at European level, through the efforts of EUA, the research role of universities is better understood, and universities increasingly have a real voice in shaping the on-going debates on future priorities for research at European level, in particular in relation to the new Framework Programme and the European Research Council. The special contribution universities as institutions can make to meeting the demand for more and better trained researchers in Europe, and for promoting innovation, is appreciated, and EUA is now consulted on all major new initiatives at EU level, thus being seen as the representative of European universities.

Given the importance of research training and career issues both for the Bologna Process and the European Research Area, EUA has focused considerable energy over the last two years on analysing the optimal structure and organisation of doctoral programmes in Europe through a pilot project involving some fifty universities. This has enabled the Association to demonstrate the importance universities attach to determining future action in this key area and to gain the expertise needed to influence the ongoing policy debates.

List of EUA Policy Documents and Publications 2001-2005

EUA Position Papers

General

- **Salamanca Convention** – The Bologna Process and the European Higher Education Area, 2001
- Joint Declaration on Higher Education and the General Agreement on Trade in Services, 28 September 2001
- EUA Statement to the European Convention, 29 January 2003
- EUA Response to the EC Communication on the Role of the Universities, May 2003
- **Graz Declaration** – Forward from Berlin: the role of universities, 2003
- Framework cooperation agreement between the Consejo Universitario Iberoamericano (CUIB) and the European University Association (EUA), 24 May 2004
- EUA Statement on the Dismissal by the Serbian Minister of Education of the Rector of the University of Kosovska Mitrovica, 2 June 2004

Higher Education

- Quality Assurance in Higher Education: A policy paper of the European University Association, 27 September 2001
- Students and Universities: An academic community on the move – EUA and ESIB Joint Declaration, 6 March 2002
- Credit Transfer and Accumulation – the Challenge for Institutions and Students, December 2002
- EUA Response to the EU Consultation Document on the Future Development of the European Union Education, Training and Youth Programmes after 2006, 24 February 2003
- EUA Activities targeting the Quality Assurance Action Line of the Berlin Communiqué, 11 November 2003
- EUA Quality Assurance policy position paper, 1 April 2004
- EUA Recommendation on the role of ECTS in the elaboration of a European Qualifications Framework (EQF), 23 June 2004
- Participation of Europe's higher education institutions in the Bologna Process, Letter to the Bologna Follow-Up Group, 8 October 2004

Research

- EUA statement to the European Council in Barcelona 2002, Universities as the motor for the construction of a Europe of knowledge, March 2002
- EUA response to the European Commission's communication on More Research for Europe – Towards 3% of GDP, October 2002
- EUA Policy Paper Concerning the establishment of a European Research Council, 4 July 2003
- EUA Statement on the Research Role of Europe's Universities, 21 April 2004
- EUA Response to the EC Communication "Science and technology, the key to Europe's future – Guidelines for future EU policy to support research," 28 October 2004
- EUA response to the European Research Council Identification Committee, 20 February 2005

Publications

- **The Brave New (and smaller) World of Higher Education: A Transatlantic View**
ACE/EUA Joint publication, 2002
- **Survey on Master Degrees and Joint Degrees in Europe**
By Christian Tauch and Andrejs Rauhvargers, 2002
- **Developing an Internal Quality Culture in European Universities**
Report on the Quality Culture Project, 2002-2003
- **Trends 2003: Progress towards the European Higher Education Area**
By Sybille Reichert and Christian Tauch, 2003
- **Quality Assurance: A Reference System for Indicators and Evaluation Procedures**
By François Tavenas, Prepared for the ELU (Latin European Universities group), 2004
- **Institutional Evaluation Programme 10 Year anniversary brochure, 2004**
- **Developing Joint Masters Programmes for Europe**
Results of the EUA Joint Masters Project, March 2002 - January 2004
- **EUA Conference on the occasion of the 600th anniversary of the University of Turin**
- "Charting the course between public service and commercialisation: prices, values and quality," 2004

III. Service to Members: Pilot Projects and Membership Services

Almost as soon as the Association was created in 2001, the decision was taken to base policy recommendations on the concrete experience of our member universities. For this reason a **series of pilot projects** were launched that encourage member universities to work together in networks in order to learn from each other, exchange good practice, and inform EUA policy. These projects, supported by the European Commission, focus on key issues for universities, such as quality culture, doctoral training, joint degrees, mapping research in social sciences and humanities and ECTS. The over three hundred EUA member universities involved so far have received a total amount of €2.176.000 in return for their participation.

In parallel, EUA has successfully developed its membership services and in particular **the Institutional Evaluation Programme (IEP)**. The IEP is a unique transnational European evaluation programme for institutions, which is improvement-oriented and relies on peer to peer expertise provided by teams of European university leaders. In 2004, the IEP celebrated its 10-year anniversary with a fully-packed programme of twenty-six institutional evaluations – including all the universities in Ireland and Bosnia-Herzegovina. Building upon the recent experience of evaluating all Portuguese medical faculties and Serbian universities, such nation-wide coverage demonstrates the impact being made by this highly valued programme.

In addition, a new series of **short workshops entitled "Managing the University Community"** was launched in 2003. The first events focused on the topics of leadership, human resources and research management and have proved to be very successful with members.

Special Action for South East Europe: EUA has devoted considerable time and resources to providing information, advice and support to its member universities in the countries of South East Europe, and to fostering cooperation and communication between these institutions and members in the rest of Europe. In particular, EUA has played an active role in supporting both governments and universities in the run-up to their acceptance as full members of the Bologna Process (Berlin 2003), and has provided input in discussions about the reform of higher education legislation in several countries.

Communications: disseminating information, knowledge and expertise: EUA is increasingly invited to contribute to events on higher education and research policy and practice across Europe. Direct involvement of the President, members of the Board, and the Secretariat has amounted to participation in almost one thousand events in thirty-five countries over the last four years. At the same time, a special effort has been made to improve EUA information tools to foster better communication with members and partners. A new EUA website, hosted by the University of Dijon, was launched at the end of 2003. It allows for the creation of specific working areas for projects and members, as well as an electronic newsletter which is now central to informing members and sustaining relationships. The policy documents and publications listed at the end of this report show the parallel development in the number of published statements, project reports and other publications.

2001-2005

IV. Strengthening EUA as an Organisation

Membership: 213 new individual members and 4 collective members have joined EUA since 2001 bringing the total membership to 759 thus showing the importance European universities attach to working together and to developing a European profile. Members have had the opportunity to participate in:

- EUA's eight major biannual conferences since March 2001, each involving 250-300 members and partners, focusing on: knowledge transfer (Dubrovnik), quality assurance (Roskilde), ECTS (Zurich), research (Bristol), joint degrees (Cluj), relations with stakeholders (Marseilles), values (Turin) and research training (Maastricht);
- The Second Convention of European Higher Education Institutions (Graz, May 2003), which attracted almost 600 participants to contribute to a Declaration setting out the higher education sector's priorities for the future development of European higher education and research. The Graz Reader now acts as a major reference manual for all the main Bologna texts.

EUA does not act alone: EUA has consolidated its relations with partner organisations and in particular with ESIB (National Unions of Students in Europe), through the adoption of a Joint Declaration in 2002 and the involvement of student representatives in many EUA activities. Joint Declarations were also signed in 2001 with ESF-ALLEA on research and with associations of universities in North America (ACE-AUCC-CHEA) on the potential impact of the ongoing GATS negotiations on higher education. Finally, an agreement with the CUIB in 2004 will enhance collaboration between European and Latin American universities.

Building one Secretariat

At the outset in 2001, EUA activities were supported by staff in two locations, a large majority in Geneva and a small Brussels office. It became clear from the end of 2002 that the various forms of support we received in Brussels, economic considerations and the momentum of Brussels were gradually leading us towards a single headquarters in that city. The decision to suspend our activities in Geneva was announced at the Leuven Council in July 2003. Over the last four years expenditure on staff has grown by 19% in comparison to an overall growth of over 50% in the Association's budget.

Consolidating EUA's finances

One of the major goals over the last four years has been to consolidate the Association's finances. Having taken office in March 2001, the Board discovered shortly afterwards that the consolidated budget for EUA showed a 120 000 CHF deficit. This made it all the more important to manage expenditure carefully and to seek new resources. Project funding from the European Commission and particularly the Directorate General Education, has enabled us not just to secure the necessary resources. In addition, support from the Swiss federal authorities which, notwithstanding our withdrawal from Switzerland, have continued to provide constant financial assistance throughout the four years, has been crucial as well as substantial support from the higher education directorate of the French Ministry and from the Belgian Fondation Universitaire, our neighbour and 'landlord' which made available renovated premises for us at a preferential rent.

V. Conclusions

EUA members present at the 2004 General Assembly recognised the considerable achievements and progress made over the period 2001/2004, with a limited budget and a small staff of twenty-two persons for a membership of over 750 universities, through their support for the Board's proposal to increase fees. Aware of the enormous potential of the Association for promoting, representing and supporting European universities, the General Assembly gave its approval to a considerable fee increase which will help in the years to come to afford increased financial autonomy and more political weight to the Association.

The support of our members is essential in achieving these ambitious objectives in a way that guarantees EUA's independence as the voice of European universities.

FINANCIAL ACTIVITIES – AUDITOR’S REPORT AND FINANCIAL STATEMENT

OGH Expertises

OGH Expertises Comptables et Fiscales SA
114, rue du Rhône
Case Postale 3174
1211 Genève 3
tel +41 (0)22 787 07 73
fax +41 (0)22 786 41 91
Mobil +41(0)79 203 45 19



Partenaire de ORFIS - membre de la Chambre Fiscale
Organe de Revision des Finances Associes SA
Aigle, Genève, Lausanne, Montreux, Vevey

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, 2004.

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 4th, 2005

OGH Expertises
Comptables et Fiscales SA

I. Gianni
Auditor in charge
Swiss Chartered Accountant

Enclosures

- Annual Financial Statements including the balance sheet, the profit and loss account and the attachment.

PROFIT AND LOSS all euros

	ACTUALS 31/12/2004			2003
	Geneva	Brussels	Total	Total
INCOME				
Membership Fees	45 850	1 615 874	1 661 724	1 560 117
Grants & Subventions	141 035	55 720	196 755	313 695
EC Projects	0	978 756	978 756	1 680 528
EUA Projects	778 275	9 010	787 285	341 968
Financial and Other	36 658	14 846	51 504	64 037
TOTAL INCOME	1 001 817	2 674 206	3 676 024	3 960 345
EXPENSES				
EC Projects* (see note)	0	1 331 012	1 331 012	1 960 320
EUA Projects	545 915	198 638	744 553	353 549
<i>Salaries</i>				
Staff Expenses	393 488	1 493 326	1 886 814	1 739 730
Provision Sal & Soc Chg	-43 593	146 500	102 907	82 481
Fees	59 525	0	59 525	
Sub total Salaries	409 420	1 639 826	2 049 246	1 822 211
Recharged Salaries to EC Projects		-641 779	-641 779	-802 909
Recharged Salaries to EUA Projects	-70 457	-168 264	-238 721	
<i>Office Costs</i>				
Rent	13 463	104 083	117 546	111 720
Utilities	3 781	0	3 781	2 488
Office Maintenance	2 780	1 619	4 399	4 734
Sub total Office Costs	20 024	105 702	125 726	118 942
<i>Core Expenses</i>				
Travel & Meetings	8 940	78 580	87 520	135 259
Conferences	0	24 904	24 904	35 758
Maintenance and Repairs	246	0	246	0
Books and Periodicals	893	3 323	4 216	7 492
Printed Material	145	27 642	27 787	14 966
Copying	96	3 317	3 413	2 874
Office Supplies	290	15 928	16 218	16 314
Insurances	455	5 272	5 727	9 843
Subscriptions	0	0	0	393
Postage	2 092	12 063	14 155	13 394
Telephone, Fax	2 941	24 249	27 190	20 451
IT Expenses	0	23 855	23 855	18 998
Fees, legal, audit, translation	13 729	29 047	42 776	17 601
Info & Communications	2 729	71 120	73 849	38 830
Other Expenses	24 472	1 291	25 763	15 365
Sub total Core	57 028	320 591	377 619	347 538
Depreciation	12 247	34 992	47 239	59 002
Financial Expenses	7 183	56	7 239	51 843
Sub total Depr & Bank & W/O	19 430	35 048	54 478	110 845
Recharged Other Expenses to EC Projects		-3 660	-3 660	-18 645
Recharged Expenses to EC Operating Grant		-168 298	-168 298	
TOTAL EXPENSES	981 360	2 648 816	3 630 176	3 891 851
Result surplus/(Deficit)	20 457 €	25 390 €	45 847 €	68 494 €

BALANCE SHEET all euros

	31/12/2004		12/31/03	
	Geneva	Brussels	Total	Total
ASSETS				
FIXED ASSETS				
Office Equipment	0	130 808		
	0	130 808	130 808	108 302
RECEIVABLES				
European Commission Debtors	0	494 555		
	223 388	67 402		
	223 388	561 957	785 345	945 728
CASH				
Bonds and Shares	168 382	0		
Bank	388 133	1 624 403		
Cash at Hand	968	0		
	557 483	1 624 403	2 181 886	1 072 472
INCOME RECEIVABLE				
European Commission	41 448	790 690		
	41 448	790 690	832 138	238 630
TOTAL ASSETS	822 319	3 107 858	3 930 177	2 365 132
LIABILITIES				
OWN FUNDS				
Net Asset brought forward	372 509	56 898		
Result Current Year 2004	20 457	25 389		
	392 967	82 288	475 255	429 408
PROVISIONS & ACCRUED EXPENSES				
Provision for Social Liabilities	90 000	450 000		
Provision for Projects development	35 000	60 000		
Other Provision	22 338	0		
Accrued Holiday Allowance	0	86 500		
Other Accrued Expenses	10 351	142 806		
	157 689	739 306	896 995	562 669
PAYABLES				
European Commission	0	1 894 760		
Other Payables	32 124	204 636		
	32 124	2 099 396	2 131 520	739 870
INCOME RECEIVED IN ADVANCE				
Income Rcvd in Advance	239 539	186 868		
	239 539	186 868	426 407	633 185
TOTAL LIABILITIES	822 319	3 107 858	3 930 177	2 365 132
NOTE				
	31/12/04		31/12/03	
Asset blocked as guarantee	8 282	8 962	17 244	11 514
Guaranties issued for EC Projects	0	0	0	660 410

* Note: Total project expenses are broken down as follows: EC projects for Euro 1 331 012 and EUA projects for Euro 744 553.
 EC projects include EUA salaries Euro 641 779 and Partners salaries Euro 227 448, this low figure is explained by Partners late reporting, Travel: EUA 25 124 and Partners 190 872 other Euro 245 789.
 EUA projects expenses include salaries Euro 238 721 and Partners salaries Euro 58 800 Travel: EUA Euro 54 204 and Partners 274 422 Other Euro 118 406.

ANNEX 1

EUA EVENTS AND MEETINGS IN 2004

Board Meetings

22 January 2004	Budapest, Hungary
1 April 2004	Marseilles, France
28-29 June 2004	Barcelona, Spain
9-10 September 2004	St Petersburg, Russia
27 October 2004	Maastricht, The Netherlands
3-4 December 2004	Brussels, Belgium

Council Meetings

23 January 2004	Budapest, Hungary
1 April 2004	Marseilles, France
28 October 2004	Maastricht, The Netherlands

General Assembly

2 April 2004	Marseilles, France
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EUA Conferences

“Universities & Society: Engaging Stakeholders”
2-3 April 2004, Marseilles, France

Conference upon the occasion of the 600th anniversary of the University of Turin:
“Charting the course between public service and commercialisation: Prices, Values
and Quality”

An event in partnership with the Association of Commonwealth Universities (ACU)
3-5 June 2004, Turin, Italy

“Research Training as a Key to a Europe of Knowledge”
28-30 October 2004, Maastricht, The Netherlands

EUA Management Seminar

2004 Leadership and Strategic Management of Universities Seminar
16-21 April 2004, Cork, Ireland

EUA Managing the University Community Workshops

“Human Resource Policies in Universities”
27-28 February 2004, Dublin, Ireland

“The Challenges of Research Management: Developing a strategy and funding it”
18-19 June 2004, Barcelona, Spain



Council meeting in Marseilles



Working groups in Maastricht



Plenary session in Turin

Bologna Seminars Co-organised by EUA

Bologna Follow-up Seminar on "Higher Education in Ukraine and the Bologna Process"
Organised by the National Technical University of Ukraine "Kyiv Polytechnic Institute"
and UNESCO-CEPES; in partnership with EUA and the Council of Europe; and in
collaboration with the Ministry of Education and Science of Ukraine.
3-4 May 2004, Kiev, Ukraine

Bologna Seminar on "Employability and its links to the objectives of the Bologna Process"
Organised by EUA and ESIB
21-24 October 2004, Bled, Slovenia

Bologna Seminar on "New Generations of Policy Documents and Laws for Higher Education"
Organised by UNESCO-CEPES and the Institute of Knowledge Society, in collaboration
with the Polish Ministry of National Education and Sport, EUA, the Council of Europe
and the Conference of Rectors of Academic Schools in Poland
4-6 November 2004, Warsaw, Poland

Events Co-organised by EUA

Joint EAIE/EUA/UUK Bologna Symposium
The Strategic Implications of the Bologna Process for UK Higher Education
30 January 2004, Leeds Metropolitan University, United Kingdom

The Second Irish Universities Quality Board Conference
A Joint European University Association (EUA) and Irish Universities Quality Board Conference
6-7 February 2004, National University of Ireland, Galway

Higher Education for United Europe – CRASP/UMCS Congress on the occasion of the
EU enlargement, in association with EUA
28 April - 1 May 2004, Lublin, Poland

ANNEX 2

MEETINGS ATTENDED BY EUA IN 2004

In addition to the events EUA organised for its members, the EUA Board and Secretariat were present at over 450 national, European and international workshops, seminars, meetings and conference over the course of the year. A large proportion consisted of presenting EUA's activities in the EHEA and EU research policy, mostly in EUA member institutions and organisations. Meetings with the main actors in European Higher education and research policy were also of great importance. Finally, the increase in EUA projects and services in 2004 led to a record number of working visits and meetings to be organised at EUA and with its members.

	Number of Meetings
Bologna Process	
■ Bologna Follow-up Group (BFUG)	8
■ Directors General for Higher Education meetings	2
■ Bologna Seminars	9
■ Presentations/Meetings about the EHEA	88
■ Trends	64
Quality Assurance	23
Research	55
Policy Discussions with EU Institutions	25
International Activities	14
Services, Projects and Conferences	
■ Institutional Evaluation Programme	55
■ ECTS/DS	7
■ Quality Culture	17
■ European Masters New Evaluation Methodology (EMNEM)	1
■ Doctoral Programmes Project	16
■ MORESS	4
■ South East Europe	11
■ Conference preparatory meetings with hosts	7
Meetings with National Rectors' Conferences	15
Fundraising	7

ANNEX 3

EUA'S QA POLICY POSITION IN THE CONTEXT OF THE BERLIN COMMUNIQUÉ

INTRODUCTION

The following policy paper develops further the EUA's QA position (Graz Declaration) in the context of the QA action lines of the Berlin Communiqué. Specifically, the Berlin Communiqué:

- Recognises the role of HEIs in promoting quality (this constitutes the first official acknowledgement in the context of the Bologna process).
- Invites ENQA, in cooperation with EUA, ESIB and EURASHE:
 - A. to develop an agreed set of standards, procedures and guidelines on quality assurance
 - B. to explore ways of ensuring an adequate peer-review system for QA & A agencies

This paper presents a discussion on the first policy line of the Berlin Communiqué, which has been endorsed by the EUA Council on 1 April 2004. The EUA position paper on the second line of the Berlin Communiqué will be presented to the Council during a consultation period (20 April - 20 May 2004) and will be circulated to the EUA membership shortly thereafter.

I. QUALITY AND STANDARDS

In discussions that EUA held with various stakeholders and members, it has become clear that the word "Standard" in the Berlin Communiqué is open to interpretation. Some understand that standards must refer to QA procedures and others argue that they refer to higher education institutions. Based on the discussions in the Bologna Follow-up Group and on the following considerations (cf. 1.1 – 1.3 below), EUA believes that the "standards, procedures and guidelines" were meant to refer to quality assurance. This is the perspective adopted in this paper and the following three points explain the rationale for this approach.

1.1 EUA strongly believes that it is important for the Bologna process to be articulated with the Lisbon objectives. In this perspective, it is difficult to see how a broad use of "standards" that would be applied to higher education institutions would allow Europe to reach the objectives of becoming the most competitive knowledge society in the world. This ambitious objective requires a diverse and innovative HE sector across the continent, as the current national debates show (e.g., France, Germany, Ireland, UK). In risking to stifle diversity and innovation in the sector, standards would constitute a threat to reaching the Lisbon objectives.

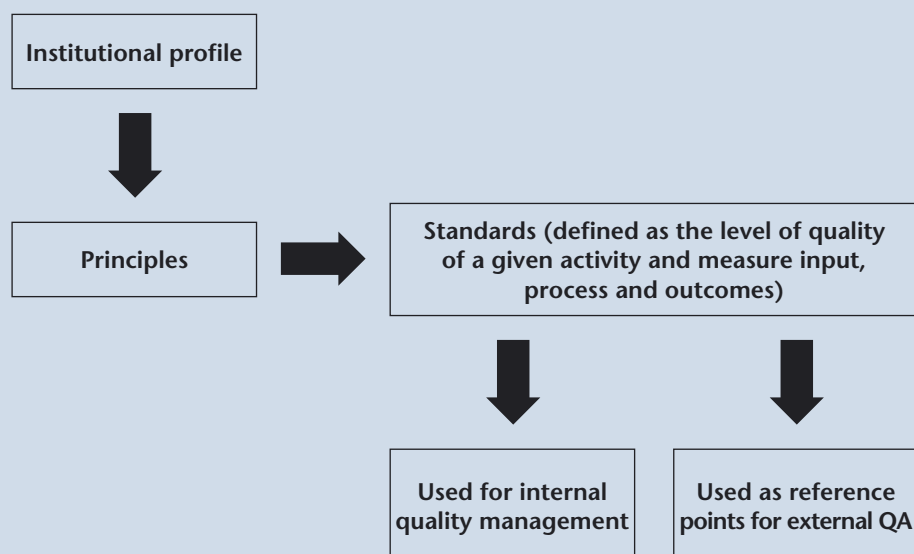
1.2 The Institutional Evaluation Programme has given EUA a solid experience in transnational evaluation, one that is unmatched anywhere in Europe and the world. EUA has evaluated close to 120 universities in 35 different countries. This ten-year experience, combined with the outcomes of the Quality Culture project, points to the fact that it is impossible to reach agreement on quality standards when dealing with a diversity of institutions across a whole continent.

ANNEX 3

1.3 Higher education institutions are characterised by a diffused and devolved power structure, complex and somewhat ambiguous goals, and outcomes that are difficult to measure or quantify. In this respect, we may well ponder the astute observation of Martin Trow, a distinguished professor of education at the University of California (Berkeley), who noted that “The real and substantial effects of the experience of higher education extend over the whole lifetime of graduates, and are inextricably entwined with other forces and experiences beyond the walls and the reach of universities” (Trow 1996). Martin Trow recommends that evaluations focus on the capacity for higher education institutions to change: “How an institution responds to change points to deep-seated qualities of the unit which must also show up in its research and teaching.” (Trow 1994).¹

This observation suggests that:

- Evaluation approaches that are based on standards, quantitative methods, sets of criteria, or checklists will not improve quality meaningfully and may not even control it significantly because they will not capture the complexity of the educational enterprise.
- Autonomy is a precondition for a capacity to respond to change. Thus, university autonomy requires that each institution decides on its standards in the context of its mission and goals. As the following graph illustrates:²



¹ Trow, Martin, 1994, “Academic reviews and the culture of excellence,” 1994, reprinted in *Quality Management in Higher Education Institutions*, Lemma Publisher, Utrecht, The Netherlands, 1999. Trow, Martin, 1996, “Trust, Markets and Accountability in Higher Education: A Comprehensive Perspective,” in SRHE, *The 30th Anniversary seminars*.

² Frans Van Vught, presentation at the EUA Seminar on the QA lines of the Berlin Communiqué, University of Zurich, 26 February 2004, funded by the Swiss Confederation.

II. POLICY GOALS

As discussed at the EUA Graz Convention (May 2003), the **policy goals** for an appropriate European QA dimension are:

■ **Achieve greater compatibility while managing diversity of QA & A procedures:**

There is a great diversity of national procedures in Europe that needs to be accepted as this diversity reflects specific national circumstances that each national QA framework tries to address. Upholding a widely shared set of standards in the QA area would ensure compatibility while minimising intrusiveness in national frameworks.

■ **Achieve trust:**

It is evident from discussions with various key actors, that some believe that trust across Europe can be achieved only if all QA & A agencies follow similar procedures and guidelines. EUA contends that trust emanates from the way in which and the spirit with which QA procedures and guidelines are carried out rather than simply in having a similar protocol of procedures or set of guidelines. In other words, trust is based on professionalism, grounded in a set of standards.

■ **Promote innovative and dynamic institutions in a context characterised by diversity of missions, goals and curricula:**

The Berlin Communiqué refers to “standards of QA procedures.” Section III below details what these standards might be. It is important to note that the proposed set of six standards is applicable to QA & A as indicated by the wording of the Berlin Communiqué (cf. Section I above for a fuller discussion of this point).

■ **Preserve and extend institutional autonomy while meeting the demands for accountability:**

It is essential that the development of a European QA dimension accompanies and extends institutional autonomy in order to ensure that QA & A is not merely window-dressing and a compliance exercise. The Berlin Communiqué acknowledges the central role that institutions must play in this respect.

■ **Avoid a big bureaucracy, burdensome QA & A mechanisms and promote cost-effective QA & A procedures:**

Care must be taken that funds are not wasted on complex bureaucratic arrangements or on QA & A procedures that put an undue drain on human and financial resources.

■ **Ensure the role of the HE sector in any future monitoring scheme:**

Given the emphasis placed by the Berlin Communiqué regarding the role of higher education institutions in promoting quality, it is essential that the sector plays a role in any future monitoring scheme in order to guarantee that academic core values are upheld and, most importantly, to ensure the adhesion of the academic community.

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III. STANDARDS, PROCEDURES AND GUIDELINES ON QUALITY ASSURANCE

EUA members discussed in Graz a code of principles. These principles are retained in this document but are now called "Standards" to use the wordings of the Berlin Communiqué. To each "Standard" corresponds a set of "Procedures" and "Guidelines".

This section identifies a set of standards, procedures and guidelines, which are defined as follows:

- **Standards** state the principles and values that need to be upheld
- **Procedures** identify the protocols used by external QA & A agencies to meet the standards
- **Guidelines** refer to reference points by which to evaluate if the standards are met

From the policy goals established above, EUA derives the following six standards and associated sets of procedures and guidelines for QA & A.

STANDARD 1: QA & A procedures will promote institutional autonomy and diversity and foster innovation by evaluating institutions against their mission and strategic plans.

- Procedure 1-1: QA & A will be based on a fitness for purpose approach and will evaluate against the specific mission and goals of an institution.
- Procedure 1-2: QA & A will start with an understanding of the legal scope of institutional autonomy, including funding arrangements and staff management issues in order to grasp what latitude the institutions has in its operations.
- Procedure 1-3: QA & A will assess the capacity of an institution to innovate by examining its decision-making processes and its ability for mid- and long-term strategic planning to assess the degree to which these are effective and efficient.
 - Guideline 1-A: Recommendations will be based on a fitness for purpose approach while questioning, where appropriate, the fitness of objectives in terms of their feasibility and desirability (i.e., both fitness for and of purpose will be examined).
 - Guideline 1-B: Recommendations will encourage institutions to take full advantage of their autonomy and, in cases where the legal framework is too restrictive, to make suggestions to enlarge this scope.
 - Guideline 1-C: Recommendations will promote innovative institutions by making specific suggestions to improve strategic planning capacity.
 - Guideline 1-D: Recommendations will take into account the financial resources and the funding arrangement of the institution in order to assess if preconditions are met to support its capacity for long-term planning and innovation.

STANDARD 2: QA & A procedures will promote organisational quality

- Procedure 2-1: Organisational quality refers to sound management and decision-making processes. Their evaluation will be anchored in an understanding of the complexity of functions and the collegial tradition of higher education. In other words, organisational quality of higher education institutions will (i) balance the need for efficiency with the requirements associated with public service and (ii) take into account both the relative flat hierarchy that characterises higher education institutions (where knowledge and expertise are distributed throughout the organisation) and their need to build a community through collegial decision-making.
 - Guideline 2-A: Recommendations will address the extent to which institutions meet the need for efficiency in appropriate areas (e.g., in the administrative line, business ventures, health and safety, management of equipment and buildings).

- Guideline 2-B: Recommendations will address the extent to which institutions are serving students and the public through an examination of such issues as access and diversity and links to the local and regional community.
- Guideline 2-C: Recommendations will address the extent to which collegiality and community building are promoted through an internal communication strategy and participation in decision-making processes.
- Guideline 2-D: Recommendations will address the balance between centralised and decentralised decision-making processes (i.e., the remit of rectorate vs. deans and department heads) and will address such issues as the clarity of responsibility and accountability of the various actors, the use of appropriate staff development schemes and feedback loop of internal quality monitoring into the decision-making process.

STANDARD 3: QA & A procedures will be geared at enhancement, which means that they will prompt institutions to develop internal quality measures and will emphasise self-evaluation as a key step in the procedure.

- Procedure 3-1: The self-evaluation phase is an essential element in QA & A procedures and will be viewed as a collective opportunity for the institution to develop further its capacity for self-reflection and an internal quality culture.
- Procedure 3-2: Internal quality monitoring will include the evaluation of all activities and programmes on a cyclical basis and be characterised by an understanding of quality standards that is widely shared across the institution.
 - Guideline 3-A: The QA & A agency has guidelines for the self-evaluation and offers training and support to institutions engaged in this process.
 - Guideline 3-B: The evaluation/accreditation report will be based on a self-evaluation report and will assess how successful the self-evaluation process was in bringing the institution together to reflect upon institutional strengths and weaknesses and its capacity to develop recommendations for improvement.
 - Guideline 3-C: Internal quality will not be viewed merely as a set of technical and managerial procedures but as a means to promote organisational quality through a proper embedding of a quality culture.
 - Guideline 3-D: Recommendations will address the extent to which a culture of quality and a common set of standards are shared across the institution.

STANDARD 4: QA & A procedures will assure public accountability by including stakeholders in the process, communicating the results to the public and be independent, in terms of their outcomes, of governments, interest groups and individual higher education institutions.

- Procedure 4-1: The external panel will be assembled according to the following principles: expertise, objectivity and fairness. The institution being evaluated will have a right of veto on any panel member who is deemed to have a conflict of interest. The institution, however, will not have the opportunity to nominate experts on the external panels.
- Procedure 4-2: The external panel will be given appropriate training to understand the procedures and scope of the evaluation and be sensitised to its ethical aspects.
- Procedure 4-3: The site visit programme will be agreed between the external panel and the institution (with input from the QA & A agency) and include discussions with all the key groups in the institution (e.g., leadership, students, academic and administrative staff) and external stakeholders. The institution, however, shall not dictate the programme of the site visit.

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- Procedure 4-4: The external panel will produce a public report autonomously from the institution and the QA & A agency. The institution has the right to correct factual errors. In case of accreditation, the decision of the panel will be respected by the accreditation agency and the national authority.
 - Guideline 4-A: The QA & A agency has developed a code of ethics to ensure the independence of expert panels.
 - Guideline 4-B: The QA & A agency has a training programme for experts as well as guidelines for the site-visits and the report-writing phase.
 - Guideline 4-C: The external panels will meet the various key groups in the institution, unaccompanied by agency representatives or national authority. The external panel will meet students, academic and administrative staff members and external stakeholders, unaccompanied by representatives of the institutional leadership team.
 - Guideline 4-D: The report will reflect the view of all internal and external stakeholders whom the external panel met as well as the views of the whole expert panel.
 - Guideline 4-E: The report is made public after the institution has had the opportunity to correct factual errors. It will be written autonomously from the agency and the public authority and under the supervision of the chair of the expert panel (i.e., the report writer is an expert panel member rather than an agency or government representative).

STANDARD 5: QA & A procedures will follow guidelines that are transparent to the public and higher education institutions and will have specified and fair appeals procedures.

- Procedure 5-1: The QA & A agency has developed and published a set of guidelines for all phases of the procedures which have been widely discussed.
- Procedure 5-2: The QA & A agency has developed a set of procedures for appeals, especially in the case of negative accreditation decisions.
 - Guideline 5-A: The QA & A guidelines will be supported by the academic community as constituting fair and reasonable accountability procedures.
 - Guideline 5-B: The scope and limitations of QA & A procedures will be clear to the public and especially to students.
 - Guideline 5-C: Appeals board will include upstanding and independent members who have a demonstrated understanding of both higher education and evaluation. Board composition will be agreed upon in advance of any specific appeal procedure.
 - Guideline 5-D: Appeals board will hold hearings with the institution, the external panel and QA & A agency staff.
 - Guideline 5-E: Appeals board decisions will be reached independently of government, QA & A agency and higher education institutions and are binding.

STANDARD 6: QA & A agencies, where they exist, will have internal quality processes in place and be evaluated themselves, on a cyclical basis, in terms of the adequacy of their resources and their impact on institutions.

- Procedure 6-1: The QA & A agency has clearly established lines of responsibilities.
- Procedure 6-2: The QA & A agency has a training programme for its staff and a performance appraisal and staff development framework.
- Procedure 6-3: The QA & A agency monitors the impact of its work on institutions in terms of efficiency (its financial burden as expressed in staff and direct costs to the institutions) and efficacy (whether quality enhancement does indeed result from the procedures).

- Procedure 6-4: The QA & A agency is reviewed by a transnational expert panel that includes members of the higher education community and QA & A representatives, students and employers.
 - Guideline 6-A: There is documentation that QA & A agencies personnel policies have been openly discussed, published and implemented.
 - Guideline 6-B: The QA & A agency monitors its work by asking, within a year of an evaluation, that all institutions that it has evaluated provide the agency with an assessment of the procedure in terms of its outcome and cost.
 - Guideline 6-C: The transnational expert panel will be agreed with the national Rectors' Conference and the QA & A agency and will include one national member to assist in providing national understanding.
 - Guideline 6-D: The expert panel will interview a sample of all stakeholders to assess the fairness, independence and outcomes of the QA & A agency work.
 - Guideline 6-E: The expert panel will assess whether the QA & A agency has the appropriate financial and human resources and appropriate staff management policies to carry out its work professionally.

EUA, 12 April 2004

ANNEX 4

EUA STATEMENT ON THE RESEARCH ROLE OF EUROPE'S UNIVERSITIES

Prepared for the EC Conference on "The Europe of Knowledge 2020: A Vision for University based Research and Innovation", Liège, 26-28 April 2004.

I. PURPOSE: THE RESEARCH ROLE OF EUROPE'S UNIVERSITIES

1. *The Graz Declaration*¹ underlines that "Universities advocate a Europe of knowledge, based on a strong research capacity and research-based education in universities – singly and in partnership – across the continent. European universities are active on a global scale, contributing to innovation and sustainable economic development. Competitiveness and excellence must be balanced with social cohesion and access."

2. As "multi-actors" in the research process, through their teaching, training, research and innovation activities at regional, national and European/international level, Europe's universities have an essential role to play and are key actors in the debate on future research policies for Europe. This is the message that EUA wishes to deliver to the Liège Conference on behalf of its 680 individual members and 34 National Rectors Conferences.

II. CONTEXT

3. The Lisbon Process objectives and the Barcelona 3% target are becoming the reference framework not only for research policy discussions but also for the development of the European Higher Education Area. The European Higher Education and Research Areas are converging, linked by the central role of universities in the training of researchers. EUA is committed to reinforcing synergies between the two processes at all levels.

4. EUA's recently adopted Action Plan for 2004/2005 indicates the growing importance of the "research profile" of the Association. In the interests of its members, EUA is likewise committed to full engagement in the debate on research policies for Europe. Europe's universities support the European Commission's recent proposals for a new mechanism to fund individual project grants, and the establishment of a European Research Council, provided that the necessary funding is secured.

5. As the date of 1 May approaches, and the extension of EU membership to 25, it becomes all the more important for Europe to ensure the successful participation of universities from the new Member States in the development of the European Higher Education and Research Areas. Universities in the new Member States have played an important role in social and economic transition; the intensification of their research efforts needs particular support.

¹ Adopted by EUA in July 2003 and presented by EUA in September 2003 to European Higher Education Ministers meeting in Berlin to discuss next steps in the Bologna process.

III. UNIVERSITY STRATEGIES AND POLICIES: PRINCIPLES FOR ACTION

6. Universities are aware of the need to overcome their fragmentation and to develop institutional strategies underpinning their action. EUA has formulated a set of principles on which strategies and policies should be built. These reflect the unique research role of universities as institutions without which there would be no research and no researchers, and seek to identify a “European way” of fostering and utilising high quality research.

7. In formulating these principles, EUA acknowledges the importance of two phenomena that are increasingly and simultaneously shaping the landscape and character of Europe’s universities: on the one hand growing competition between universities that is resulting in increased differentiation, and on the other increased cooperation and interdependence between institutions that serve to create both focus and critical mass in research on a European scale.

8. The principles upon which Europe’s universities will build the research and innovation strategies and policies needed to meet the challenges of the Europe of Knowledge are:

- universities provide a *unique space for basic research*;
- universities play a *crucial role in the training of researchers* thus ensuring the continuity of the “research pipeline”;
- universities are research institutions *based upon the integral link between teaching and research*;
- universities pursue excellence in disciplinary research, and provide environments that enable the *cross-fertilisation of ideas across disciplines*;
- universities are knowledge centres that *create, safeguard and transmit knowledge vital for social and economic welfare*, locally, regionally and globally;
- universities are engaged in knowledge transfer as *full partners in the innovative process*;
- universities’ willingness to *focus and concentrate their efforts through enhanced cooperation* and networking among themselves and with business, industry and other partners.

IV. KEY CHALLENGES FOR UNIVERSITY BASED RESEARCH AND INNOVATION

9. Growing *competition between universities* is leading to certain degrees of specialisation as universities increasingly play to their strengths rather than maintain strong research profiles in every research field, thus also enhancing their capacity to compete globally. The proposed European Research Council, by funding the best basic research wherever it is found, should support this process. One result of growing competition is an increasing trend towards *differentiation* of mission between universities. Europe needs a diverse spectrum of research institutions, all of which are based upon the link between teaching and research and fulfill key research training and knowledge transfer functions.

10. As a result of more focusing of mission *the role of networks of institutions* at local, regional, national and European levels is growing, for research, research training and the provision of infrastructural support. Based upon complementarity of different interests, these networks foster enhanced cooperation and efficiencies of scale.

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11. The structure and performance of university research communities are related strongly to *attracting and retaining the most talented young people* and to the existence of appropriate career opportunities in both the public and private sectors.

12. Mobility is an important element of research training and career development and is not designed to promote brain drain inside or outside Europe; within Europe, universities should seek to contribute to the development of the continent as a whole by promoting mobility while *seeking to discourage long term 'brain drain' from one part of the continent to another*.

13. A comprehensive vision of university based research and innovation requires both the promotion of excellence in basic research and *the fostering of a research agenda that links more effectively research with innovation processes*, and better manages the ways in which the research base is used to benefit society in relation to both economic and social development and cultural engagement.

V. REALISING THE GOALS: FINANCIAL INDEPENDENCE, AUTONOMY AND RESPONSIBILITY

14. In order to realise these ambitious goals it is important to ensure that universities, as a unique space for basic research, are able to work in a long-term perspective. *Governments and universities alike must be committed to the long-term vision of a Europe of Knowledge based upon university based research and innovation*.

15. While universities need to be encouraged to develop in different forms and to generate funds from a variety of sources, *governments* must empower institutions and strengthen their essential autonomy by providing stable legal and funding environments thus ensuring that universities have the capability to manage themselves in a dynamic way and the freedom to act to seize the opportunities that are offered to them.

16. Universities accept accountability and assume the responsibility of fostering leadership, a quality culture and strategic management capacity in each institution as well as greater transparency, also in relation to the costing of research and innovation activities.

17. EUA is debating these issues with its members across Europe and has accepted the challenge of carrying out an analysis of issues related to the difficult and complicated question of the financing of university research. This question is of paramount importance in any debate on promoting research and innovation at European level and EUA looks forward to a broad discussion on the issues resulting from this study.

EUA, 21 April 2004

ANNEX 5

EUA RECOMMENDATION ON THE ROLE OF ECTS IN THE ELABORATION OF A EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

EUA originally formulated this recommendation as the coordinator of the ECTS and DS Counsellors. Following a discussion in the Bologna EQF Working Group it was sent to national Rectors' Conferences for comments. The text has been updated to take account of the feedback received and was adopted at the Council meeting on 28 October 2004

1. The October 2002 Zürich 'Bologna Preparatory' Conference demonstrated the support of Europe's universities for the implementation of ECTS as a generalised credit system for the EHEA. In particular the importance of the further development of ECTS as a credit accumulation system was underlined as a means of facilitating mobility boinside systems and internationally, and allowing transfer from outside the higher education context. In this way attention was drawn to the major role the use of credits plays in facilitating lifelong learning and promoting greater flexibility in learning and qualification processes more generally.
2. For all these reasons it was agreed in Zürich that the use of ECTS makes a major contribution to the Bologna goals of improving transparency and comparability of study programmes and qualifications and facilitating the mutual recognition of qualifications. This can be considered in itself as an important step towards helping describe qualifications and making them more transparent.
3. Ministers in Berlin echoed these sentiments through their call to implement ECTS not only as a transfer but also as an accumulation system and by calling upon those working on Qualifications Frameworks for the EHEA to 'encompass the wide range of flexible learning paths, opportunities and techniques and to make appropriate use of ECTS credits'.
4. For these reasons the EUA and the ECTS Counsellors recommend that from the outset the European Overarching Qualifications Framework should be conceived of as an integrated Credit and Qualifications Framework, thus implying that cycles, levels and qualifications may be described in terms of ECTS credits. This recommendation is based upon the experience of some 15 years of piloting, wiSocrates ERASMUS support, and now implementing ECTS across the vast majority of the Bologna signatory countries.
5. The decision to develop a credit based Qualification Framework at European level should be taken at the outset of the process. Although perhaps more complex a task initially, this takes account of the fact that broad agreement has already reached on the use of ECTS credits for the EHEA and indeed that a significant number of countries have introduced ECTS into their national legislation. It is therefore preferable, and indeed more useful to work being undertaken at national level, than the alternative of integrating them at a later stage.
6. This recommendation is made bearing in mind that the proposed overarching European QF must limit itself to describing a broad generic structure including those elements considered indispensable to ensuring comparable and compatible qualifications within the EHEA. We firmly believe that a credit based approach is one such indispensable element in this process.
7. The growing awareness of the importance of facilitating in very practical ways lifelong learning also speaks strongly in favour of conceiving of a Credit and Qualification Framework from the outset as a means of incorporating informal and non formal learning, and affording institutions a common language for describing all types of learning.

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8. A Credit and Qualifications Framework places learners firmly at the centre, enabling them to gain credit for their learning and facilitating the process of the transfer and accumulation of credits between programmes and institutions. The utilization of a credit based system will thus facilitate the goal of reaching a single system of credit transfer and accumulation for lifelong learning compatible across all sectors of higher education and vocational education and training. In this way it takes account of the wider Lisbon Agenda and the recommendations made in the Spring 2004 Report "Education and Training 2010".

9. In a Credit and Qualifications Framework credits need to be linked to learning outcomes and expressed in terms of notional workload, thus making the learning outcomes easier to compare, and expressing more clearly their value or 'currency'. This in turn increases the transparency of and compatibility between diverse national systems.

10. The experience of ECTS leads furthermore to the strong recommendation that the link between credits and levels and cycles be further developed. The importance of further investigating this link was already underlined in the conclusions of the Zürich Conference in October 2002.

11. It also follows that there may be a need for a further subdivision of the existing Bologna 3 cycles into 'sub-levels' in order to be able to show progression through the higher education system. This is, for example, crucial in terms of increasing access which in turn means being able to define attainable goals within shorter periods than those envisaged for final first cycle qualifications, and also provides a response to the request by Ministers in the Berlin Communiqué 'to explore whether and how shorter higher education may be linked to the first cycle of a Qualifications Framework'.

12. The use of credits permits the necessary articulation between sub-levels and cycles each with their own specific learning outcomes. The elaboration of a European framework should therefore provide guidance on level and cycle descriptors in order to provide a structure and reference points for standards, learning, assessment, etc.

13. We strongly recommend further action on this question and are ready as experienced practitioners representing the main stakeholders to work further on the concepts involved, and in particular on the definition of learning outcomes in terms of level/cycle descriptors, with a view to providing practical advice to those involved in the elaboration of qualification frameworks in their particular national contexts.

Brussels, 25 October 2004

ANNEX 6

EUA STATEMENT ON THE DISMISSAL BY THE SERBIAN MINISTER OF EDUCATION OF THE RECTOR OF THE UNIVERSITY OF KOSOVSKA MITROVICA

The European University Association (EUA) notes with grave concern recent higher education developments in Serbia, and in particular the decision of the Ministry of Education in Belgrade to dismiss Gojko Savic from the position of Rector of the University of Kosovska Mitrovica and to appoint Radivoj Papovic in his place. These developments are clearly against the spirit of the Bologna Process and are harmful to higher education in Serbia. Through this statement, EUA lends its support to the voices within the Serbian academic community, and notably the Serbian Association of Universities, which have publicly protested against this government action violating the fundamental principle of university autonomy.

One of the central tenets of EUA's mission is to promote the respect and protection of the fundamental university values and rights laid down in the Magna Charta Universitatum. The first fundamental principle of this document enshrines the respect for the university as an autonomous institution which is morally and intellectually independent of political authority.

EUA acknowledges that the legal situation of the University of Kosovska Mitrovica has many ambiguities, and that it is desirable for the university to have a firm legal basis in Kosovo – whether or not funding continues to be received from the Serbian government. The United Nations Mission in Kosovo (UNMIK) has an important responsibility to ensure that these legal issues are resolved, especially as it has played such a strong and supportive role in developing the university as a vital higher education provider in the region. There is also a need to pursue positive reforms within the university in the best interests of its students and the local and regional communities to ensure that the institution operates effectively, transparently and democratically. The recent action of the Serbian Ministry of Education has unfortunately served to make such positive developments more difficult to achieve.

In the country's recent past under the Milosevic regime, the 1998 higher education law, which violated fundamental principles of university autonomy and academic freedom, led to Serbian universities being further ostracised from European higher education developments. It is to be hoped that this period will remain firmly buried, and that the ongoing process of higher education reform and development will be pursued with commitment and solidarity from all actors.

In the name of its 700 member universities and rectors conferences, EUA therefore supports the demand of the Serbian Association of Universities for the annulment of the appointment of a new Rector at the University of Kosovska, and for the university to be enabled to pursue its internal organisation and development through a democratic process of internal elections, unhindered by external political interference.

EUA, Brussels, 2 June 2004

ANNEX 7

Lord Patten of Barnes
Chairman
ERC Identification Committee

Brussels, 20 February 2005

Dear Lord Patten,

Thank you for your letter of 1st February. On behalf of the European University Association (EUA) membership (Europe's 34 Rectors Conferences as well as 750 individual, PhD awarding universities), let me say that we highly appreciate your invitation to support the important work of the European Research Council Identification Committee.

From the outset, the EUA has expressed its strong support for the initiative to establish a European Research Council, and in its most recent Position Paper (11/2004) placed an emphasis on the importance of an ERC Scientific Governing Council taking full account of the needs and perspectives of universities both as major institutional actors in the management and financing of research, and as creative research environments for individual researchers and teams.

Our response to the questions raised in your letter revolves around the issues of **excellence, experience and European dimension** that we believe are the three key factors to be considered in arriving at an appropriate profile for the ERC as whole and for its members. We also have some specific remarks on the role of universities in the ERC.

I. Excellence in research and broad disciplinary coverage

(i) ERC Governing Council members should be *clearly representative of the wide breadth of the scientific community, but not be seen in any way as respective "nominees" from the various sectors or disciplines*. In the interests of accessibility it will therefore be important not to have a disproportionate number of members coming from a dominant cluster of disciplines. We fully support your remarks that members will act in their personal capacity, representing science and research, and not countries or other interests.

(ii) Council members should similarly *reflect the range of scientific institutions which carry out research in Europe* and take account of the weight of the different institutions involved in terms of percentage of overall research activities carried out (and thus not have a disproportionate number of members coming from 'big science' research institutions).

(iii) The ERC must be *seen as a competition within which scientific proposals are evaluated on their merit ("frontier research")* from across all institutions and scientific disciplines. Research proposals that involve interdisciplinary cooperation or research at the boundaries between disciplines will also need to be addressed. It will be essential to avoid creating misconceptions in parts of the scientific community that the ERC is "not for us".

II. Experience of setting priorities, establishing and overseeing processes and procedures

(i) The establishment of an ERC will be met with high expectations amongst research teams in universities across Europe. Hence, a strong level of demand for grants can be anticipated. This will produce a substantial workload for the Governing Council and implies both that the membership will need to possess not only appropriate knowledge and experience of the various scientific sectors across Europe, but also of priority setting and collective decision making. This also means that *the required level of time and commitment of each member may well be considerably higher than that associated normally with a national funding agency.*

(ii) Scientific excellence needs to be supported at all stages of a research career, from that of early stage career scientists through to research professors. Again, the success of an ERC will be measured by its attractiveness to 'up and coming' young male and female scientists seeking to build new research teams, as much as that of further support given to established research teams. An important factor in the identification process will be, therefore, to propose a membership that has the *independence to ensure that the best evaluated proposals are awarded, even if the "balance" of grants between these groups of scientists varies considerably across competition rounds/disciplines.*

(iii) We would like to see *Council members who meet the criteria of having substantial experience of managing universities* that increasingly have to develop a range of research strategies and policies (at regional, national, European and international level), and that have to face the challenge of setting priorities which include supporting teams and laboratories in new emerging areas while maintaining traditional strengths.

(iv) While we believe that members should have experience of science policy making and institutional management at different levels (major universities or/and national Funding Councils), it will, at the same time, be essential to *avoid persons who may be regarded as having a conflict of interest in serving as both ERC members and at national/institutional level.*

III. Building Europe: promoting frontier research at European level

(i) Governing Council members should have *as wide as possible a knowledge of the various national funding systems* and, therefore, how ERC grants as European added value investments can be built upon and maximised for the future development of the European Research Area.

(ii) The ERC Council should include members who have considerable experience of *working as a scientist in more than one country.* In the same way, *knowledge and experience of peer review systems and selection processes across several countries* would be an important additional criterion to meet.

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Finally, I would like to raise some **specific issues in relation to universities:**

(i) The ERC, by supporting individual teams, will have a major impact in terms of strengthening research capacity in universities. *Universities as institutions provide an environment that allows scientific, especially frontier research and entrepreneurial skills to flourish; that ensures proper links between research and teaching; that promotes collaboration across faculties and laboratories; that provides common infrastructure support at institutional level; and increasingly, that has autonomous responsibility for budgetary planning and financial accounting etc.*

(ii) Thus, we believe, *it will be crucial for Governing Council members to bring this experience to the ERC in order to help ensure that the organisation as a whole will be able to develop guidelines, procedures and policies that bring about a creative and productive dialogue with the institutions in which individual teams receiving grants are based.*

I hope that these comments are helpful and firmly believe that with the cooperation of the main representative organisations of the scientific community in Europe, in which the EUA is certainly willing to play a strong role, an innovative, well-received, and “frontier-breaking” ERC can be realised.

Yours sincerely,



Eric Froment
President

ANNEX 8

EUA RESPONSE TO THE EC COMMUNICATION: "SCIENCE AND TECHNOLOGY, THE KEY TO EUROPE'S FUTURE – GUIDELINES FOR FUTURE EUROPEAN UNION POLICY TO SUPPORT RESEARCH."

I. THE POLICY CONTEXT

1. The 7th Framework Programme will be critical to the development of the Europe of 25 in the period 2007-2013. Not only will the process of reaching agreement and the adoption of the proposals constitute one of the first challenges facing the new institutions of the enlarged Europe; through its different actions, FP7 will contribute significantly to meeting the Lisbon and Barcelona goals, and thus to supporting Europe's transition to a knowledge based society.

2. This is also the goal of the Bologna process that seeks in parallel to create a European Higher Education Area across 40 countries by 2010¹. Viewed together, EU support through the Framework Programme and the wider Bologna Process represent a major investment in Europe's education, training and research sector to meet the Lisbon and Barcelona goals, notably in combating the present lack of qualified manpower. It will be essential to ensure maximum synergies between these two processes.

3. It is in this policy context that the EUA welcomes the Commission's proposals including the substantial increase in funding proposed, and wishes to situate its comments.

II. STRENGTHENING THE RESEARCH EFFORT MEANS STRENGTHENING THE ROLE OF UNIVERSITIES

4. The key role of universities was recognised by the Commission in the 2003 Communication on the Role of the Universities in the Europe of Knowledge and the April 2004 Liège follow-up Conference². EUA responded to the former and played an active role in the latter. Our views on the pivotal research and research training role of European universities have been articulated and widely disseminated in several recent policy statements³.

5. EUA strongly recommends that future EU support to research should take account of the outcomes of this reflection on the role of universities as research institutions widely distributed across the EU 25 and thus as natural partners in the strategic policy debate.

¹ Cf Berlin Communiqué preamble.

² Statement on the Communication from the European Commission on "the Role of the Universities in the Europe of Knowledge" (May 2003).

³ Statement of the Research Role of Europe's Universities (presented at the EC Conference on "The Europe of Knowledge 2020: a Vision for University-based Research and Innovation" Liège, 26-28 April 2004).

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6. In addition, universities are strategically placed at the interplay of RTD, educational and regional development policies at both national and European level. Through their multiple mission that encompasses teaching, research training, basic research, knowledge transfer to foster university-industry partnerships and public policy development, and not least, informing a wider “knowledge society”, they have, as institutions, a unique role to play in bridging the policy framework ‘gap’ between actions in relation to education, training, research and regional development in the Enlarged Union. Future research policy and practice should take account of this unique role and thus of the potential added value brought by the universities to the European research effort in a mid to long term perspective.

7. Europe’s universities are, of course, already actors in the Framework Programmes. However, at present the emphasis is on the involvement of individual researchers and teams of researchers. Universities as institutions could, and should be encouraged to contribute more significantly than in the past. The goal of this statement is to describe how this could be achieved by:

- highlighting the areas where universities as institutions have most to offer in respect of meeting the stated objectives of FPs;
- making specific recommendations for instruments that will enhance university participation in the future;
- underlining issues, in particular administrative and process related issues, that limit (full) participation at present.

III. UNIVERSITIES AND THE SIX MAJOR OBJECTIVES

8. EUA has comments on all the objectives outlined in the Guidelines. However we have defined priorities and thus concentrate our remarks on following areas that we believe to be of particular significance to universities, taking account of their contribution as institutions and that of individual university based researchers:

- support to basic research that targets principally researchers
- research training and career issues that engage both individuals and institutions
- infrastructure development for universities
- strengthening university cooperation at European level (ERA-UNIV-NETS)
- the role of universities in fostering regional development

Stimulating the creativity of basic research through competition between teams at European level

9. EUA endorses the overall objective of increasing support to the very best researchers and research teams at European level while insisting at the same time on the importance for Europe of helping all universities to improve their research performance, as this will ultimately enhance the contribution of universities from across the EU and beyond to the research and innovation process. Harnessing European potential in this way will be crucial in promoting balanced European development in the mid term.

10. EUA welcomes the proposal to establish a “European Research Council” (ERC) and has been a strong advocate of the need for this new funding mechanism to support basic research. EUA believes that this new mechanism should aim to further develop and support, using scientific criteria of excellence, all fields of research including the social sciences and the humanities.

11. EUA believes that a European Research Council (ERC) will directly strengthen the research function of universities – including ultimately those institutions that will not benefit directly in the short term – and their contribution to building the European Research Area. EUA's July 2003 policy statement⁴ underlines in particular the importance of independence, of including all fields of research and of securing additional funding for this new mechanism while also drawing attention to the inherent risk involved of privileging strong universities in some countries and regions to the detriment of others where capacity needs to be further developed. This issue should be addressed by further facilitating the utilisation of EU Structural Funds to boost research infrastructure capacity where needed across the enlarged Union.

12. In relation to the governance of the ERC, EUA holds the view that universities as institutions – rather than represented by individual scientists – should be systematically involved, e.g. in the establishment and composition of a Senate, on internal decision-making structures, etc. On the key “operational issue” of funding procedures, EUA believes that ERC projects should be funded through grants to individual researchers or teams of researchers rather than the present EU contract procedures.

13. Without increasing the number of highly qualified graduates and well trained researchers Europe will not be able to meet the Lisbon objectives. Universities are crucial to this process given their quasi monopoly in relation to research training⁵. Moreover, experience shows that many of those who go on to become the best researchers working in the most research intensive universities will generally have been trained in a much more diverse group of European institutions; hence the need for all European universities to ensure the high quality of research training provided and to avoid concentrating funding in a small number of institutions.

14. For this reason enhancing the research training function of universities across Europe is a core concern of EUA⁶. EUA therefore supports strongly both the extension of the “Marie Curie” actions and the new emphasis placed on forging strategic policy linkage between these mobility actions and the development of European scientific careers. This will also promote synergies with the Bologna Process which includes a new Action Line linking the EHEA and the ERA and specific reference to the doctoral level as the third cycle in higher education. EUA believes that doctoral programmes form both the last stage of the educational process but also, crucially, the first stage of a research career.

15. EUA thus supports the Commission proposals for a “European Researchers Charter” and “Code of Conduct for the Recruitment of Researchers.” From their unique dual perspective as employers with a responsibility for the professional development of their teachers’ and researchers’ careers, and as “competitive environments” which must create the conditions to attract researchers and foster their ability to build research project collaborations and networks, Europe’s universities will be a key partner in following up this important initiative.

16. Universities similarly have an important role to play in further promoting the international dimension of the “Marie Curie” mobility schemes (through increased exchange with other parts of the world) given their substantial experience (based upon historical and cultural linkages) of hosting and attracting international researchers.

⁴ EUA Policy Statement on the establishment of a European Research Council, July 2003.

⁵ EUA response to the Communication on the role of Universities in the Europe of Knowledge, May 2003.

⁶ Graz Declaration, July 2003.

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17. From the perspective of the universities EUA furthermore recommends:

- increasing funding for Marie Curie actions in view of the present significant over-subscription;
- according a certain priority to research and training networks, but keeping the present flexibility of formats for fellowships;
- Supporting the development of European graduate schools as a particular innovative mechanism for concentrating/reorienting doctoral training to deal with new needs.

Developing Research Infrastructures of European Interest

18. EUA views the creation of the European Strategic Forum on Research Infrastructure (ESFRI) as a useful focal point and policy forum for Commission actions in research infrastructure support. Europe's universities house many types of research infrastructures in all fields of science, both large and small, and their coverage, needs and collective capacities should be assessed within the overall framework of developing a viable European strategy.

19. In a broader sense EUA believes that in future EU support should include some provision for covering the costs of maintaining university infrastructure. We believe this to be important in maximising the participation of universities and taking account of the historic under-financing of infrastructure in many parts of Europe.

20. Finally, following on from our remarks on the ERC (para.11 above), EUA also welcomes the proposal to strengthen policy complementarities between the use of the EU research budget and the Structural Funds (under the "Convergence" objective) which is particularly important in relation to research infrastructure renewal and up-grading in EU new member states.

Improving the coordination of national research programmes

21. The proposal to extend ERA-NET coordination activities to include financial support for research activities has potentially important implications for Europe's universities as many of the research projects of which these "national programmes" are comprised are based in universities. If these programmes are able to compete for additional European funds in future, universities, as institutions, will necessarily be involved in terms of administering the corresponding funding applications and contracts, in addition to those related to other Framework Programme mechanisms. It will therefore be of the utmost importance to ensure coherence across these various funding mechanisms.

22. Given the governance and management challenges universities face in trying to respond to EU policy and research funding instruments on the one hand and their considerable potential in contributing collectively as institutions to the European research effort on the other, EUA strongly recommends that university networks should in future be considered as eligible partners in the ERA-NET scheme. Such "ERA-UNIV-NETs" would address governance issues pertaining to the research mission of universities, such as university-industry collaborations, university financing and research costs, research career development and recruitment, research infrastructure support and maintenance, financial management and accounting, etc. Such coordinated sharing of knowledge, policy management experience and good practices would serve to strengthen "trust" and cooperation between universities at European and regional level.

Creating European Centres of Excellence through collaboration between laboratories

23. Many universities (in both old and new EU member states) cannot easily marshal the necessary "own resources" to apply for FP new instruments because of competing demands for these human and material resources. Thus university-based researchers are not always able to exploit fully the opportunities available. Thus, a "level playing field" does not exist regarding the conditions under which the three stated players (i.e. research centres, universities and companies) can enter effectively into transnational collaborations. Moreover, the current range of the research instruments is not necessarily suited to the needs of all sciences. In particular, large scale collaborative projects and networks are not adequate to achieve the greater contribution we would welcome of the social sciences and humanities.

24. EUA welcomes the overall findings and recommendations of the "Marimon Report"⁷ in this respect and is willing to offer advice on the implementation of these recommendations in as far as they relate to the enhancement of the participation of universities in FP7.

Launching European Technological Initiatives

25. This objective appears to be targeted towards large-scale technological projects involving industry and major research institutions. Universities are not specifically mentioned and thus further clarification would be needed for universities to be able to assess their potential contribution. More generally, universities need encouragement to develop a strong entrepreneurial culture, something often inhibited at European level by the diversity of national legislation at play. The legal status of universities differs, for example, from one European country to another as does their possibility of receiving private funding and/or attracting risk capital.

26. Finally, on the "Science and Society" dimension of "technology platforms", universities will have a valuable role to play as stakeholders at the interface with the public-at-large and "public interest" groups, as forums of exchange and dialogue on the socio-economic implications of technological developments.

"Raising Research Performance throughout the Union"

27. EUA welcomes the proposal to achieve greater complementarity between FP7 and the European Research Development Fund (ERDF) with a view to strengthening existing university-based regional innovation networks (university/industry/SME partnerships) and developing new ones. Given the crucial role universities already play in supporting regional development, EUA recommends that the experience and working practices of successful existing networks be taken into account before any new "intermediary bodies between universities and SMEs" (cf. § 34 of the Guidelines) are created. Instead of creating a new intermediate layer, universities should rather be encouraged to develop further direct relations with SMEs.

⁷ Marimon, Evaluation and Effectiveness of the New Instruments of Framework Programme VI, June 2004.

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“Doing Better to do More” – Removing Obstacles to Achieving Strengthened University Participation in Framework Programmes.

28. EUA welcomes the commitment to revise and simplify the FP regulatory, financial and administrative provisions which should help to reduce the costs of universities' engagement in EU research activities and notes that “externalised management” is proposed for the operation of certain components of FP7. From the perspective of Europe's universities, it is hoped that this will be implemented in the continued spirit of improving FP accessibility, a fundamental precondition for achieving a viable and attractive European Research Area. EUA believes that present priorities should be focused on fully involving the new Member States in the range of FP instruments and activities.

29. Towards the goal of streamlining administration and delivery mechanisms (presently viewed as an over- bureaucratic process for universities generally and off-putting for smaller players) EUA wishes to underline specifically the drawbacks of the single stage evaluation process which means that applicants have to spend a disproportionate amount of effort in preparing applications. We support demands for a two stage process but recognise the need also to ensure that such a process does not increase the time lag between submission of applications and final decisions.

30. Finally, and most importantly, the proposed FP7 budget increase should be used as an opportunity to address the key issue of how to improve the financial basis and viability of university participation in EU research activities. While to move from partial to full costs funding of EU research activities should be an ultimate goal, the short term implications of such a move would likely to be fewer projects being funded. In the medium term, however, steps towards full cost funding could be further explored valuably (and bearing in mind the present considerable differences between accounting and funding systems across Europe) in a framework of “partnership arrangements” at EU and national/regional levels in support of FP7 projects.

EUA, 2 November 2004

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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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