

# annual report 2008

European University Association

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A free electronic version of this report is available through [www.eua.be](http://www.eua.be)

ISBN: 9789078997115

# annual report 2008

European University Association





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# FOREWORD

## from the President



**Professor Georg Winckler**  
EUA President

Europe needs strong autonomous, inclusive and responsive universities providing research-based education and learning to meet the new economic and societal challenges of moving towards the 21<sup>st</sup> century knowledge society.

One of the most important challenges for EUA has been to demonstrate the contribution of universities to research all over Europe and thus to underline the crucial role of universities in making a success of the European Research Area (ERA).


This has again been one of our key messages to policy makers in 2008 as crucial discussions begin not only on the future of the Bologna process but also on the contours of the ERA post 2010. It is universities with their core responsibility for PhD education and the training of young researchers that are crucial in connecting more closely the European Research Area and the European Higher Education Area. This will be a determining factor in enhancing the competitiveness of Europe's universities in the global higher education arena.

The demographic and technological transformation in Europe also means that universities will need to become more flexible and more inclusive: providing more education to more people. The European stage is set for lifelong learning – as outlined in the European Universities' Charter on Lifelong Learning that we launched at our Autumn Conference in Rotterdam. The purpose of this Charter is to assist Europe's universities in developing their specific role as lifelong learning institutions forming a central pillar of the Europe of Knowledge.

EUA's charter recognises that universities cannot address these challenges without the concerted actions of governments and regional partners. The commitments outlined in the charter will form the basis of policy discussions with governments to ensure that a suitable environment is created for universities to develop their contribution to lifelong learning.

On behalf of EUA Vice Presidents, Professor Christina Ullenius and Professor Jean-Marc Rapp, and the other members of the board, I thank you for your active and continued support of EUA.

As 2008 was my last full year as President of EUA, I would also like to say how much I have appreciated working closely with you. With your continued support and contributions, we can ensure that EUA is a strong united voice for Europe's universities – influencing key decision makers at all levels.

  
**Professor Georg Winckler**  
EUA President

# FOREWORD

## from the Secretary General



**Lesley Wilson**  
EUA Secretary General

This has been another exciting year in the development of the European University Association. Members voted in March to revise the organisation's statutes in a move designed to enhance the impact of the association at the European level: enabling EUA to become an even stronger player, working on behalf of its members to influence the development of the European Higher Education and Research areas.

The new statutes clarify membership criteria to ensure that only universities offering quality-assured degree programmes from two or three of the Bologna cycles and with a significant research base are eligible for membership. Taking account of the changes in HE systems taking place across Europe this means not only universities offering PhDs but also those able to demonstrate a strong research base in other ways are able to become members. I am pleased to say that a number of institutions have since taken the opportunity to join EUA and to take part in its numerous projects and activities.

EUA's major events in 2008 brought together more than 1,600 participants from across Europe and further afield. Events such as the Spring Conference in Barcelona and the Autumn Conference in Rotterdam provided unrivalled opportunities for the heads of universities and other senior staff, policy makers, and higher education experts to exchange experiences and best practices on key issues as well as providing invaluable input into the different areas of our policy work outlined in this report.

EUA now also offers two independent membership services to serve the needs of its members. In addition to the well-established Institutional Evaluation Programme (IEP), we have responded to the ongoing revolution of doctoral education in Europe by establishing the EUA Council for Doctoral Education. This unique platform for advancing the quality of doctoral education has already proven to be an amazing success, attracting well over 100 institutions in a little over six months and membership continues to grow rapidly.

Finally, on behalf of all my colleagues in the EUA Secretariat I would like to thank members for their contribution to our work in 2008, and look forward to further developing our cooperation, in response to your needs, in the year to come.

A handwritten signature in black ink, appearing to read 'Lesley Wilson'. The signature is fluid and cursive, with a large initial 'L'.

**Lesley Wilson**  
EUA Secretary General

# EUA - THE VOICE of universities at European level

## Introduction

The mission of EUA - as the voice of Europe's universities - is to influence the outcomes of European level policy debates on issues that affect both its 800 member universities and its 34 national university associations. EUA also seeks to support university leaders and their senior management teams in understanding and responding to the increasingly complex and competitive global environment in which they operate.

To meet these goals, EUA activities focus on:

- **developing common policies in areas where universities have a vital interest** in working together at European or international level. EUA's work is underpinned by analysis based on data collection and good practice gathered through projects involving members, as well as through conferences, workshops and other events that bring together universities from across Europe
- **providing a broad range of services to members through different specialised programmes and through organising a coherent programme of events and services** targeted to the needs of the EUA's diverse membership across 46 countries

- **communicating these policies to a broad range of stakeholders and partners.** This is achieved through a combination of lobbying activities, working with selected partners, and by representing universities' interests in various fora in Europe and beyond.

This report provides a summary of EUA's key activities in 2008; the year in which EUA renewed its basis as an organisation through the successful completion of a major statutory reform process voted by the General Assembly after more than two years of extensive discussion among members.

One immediate result of new statutes was the election of an EUA President-elect (Professor Jean-Marc Rapp) in Rotterdam, six months before taking office, thus giving him the time to plan his Presidency. Another was the

EUA President  
Georg Winckler  
and President-elect  
Jean-Marc Rapp  
after the election in  
Rotterdam





changing of EUA's membership criteria which meant that for the first time in October that a University of Applied Sciences with a strong research base could join the association.

This annual report is split into three sections: the first provides an overview of our policy work at the European level, while the second details the

different specialised membership services, EUA projects, and support as well as publications and web-based information available to member universities. The final section outlines the different governing and administrative bodies of EUA, and how membership has progressed during 2008.

## A. Shaping the Bologna process and the future of the European Higher Education Area

EUA continues to take a leading role in the development of the European Higher Education Area (EHEA) as the official university representative in the Bologna process.

The main focus in 2008 was to **'prepare the ground'** for the next biennial Bologna Ministerial meeting in April 2009 – where crucial decisions will be taken on defining the future of European higher education cooperation when the current framework ends in 2010. EUA participates in the official Bologna Follow-Up Groups (BFUG) which manage the process in between the Ministerial meetings, and also in the many topical working groups established to take forward key issues. Our role is to ensure that the perspective and viewpoint of universities are included in all policies and plans that are made for the future.

In particular, two important policy documents – that will both feed into the Bologna process meeting in April – were developed in 2008.

The first, the **European Universities' Charter on Lifelong Learning**, underlines EUA's commitment to promoting the lifelong learning agenda in the EHEA. The new document was launched at the **EUA Autumn Conference in Rotterdam**, where 300 participants held a series of debates on the importance of engaging in lifelong learning as a priority in the years to come.



The Charter is based around a series of 10 commitments made by universities in addressing the development and implementation of lifelong learning strategies, with a set of 10 matching commitments for governments and regional partners. In November, it was presented at a meeting of European Education Ministers by EUA President Georg Winckler, who called on governments and the European Commission to take up the commitments outlined in this new document, and underlined that take up of this agenda would be a key priority for EUA.

EUA also published a policy document outlining more globally the **university priorities for the future of the Bologna process post 2010**. Underlining four main priority areas for action, the document stresses that the achievements of the Bologna process have to be further consolidated and their sustainability ensured both at national level and within individual universities. EUA believes that careful attention must be given to following up unfinished business to ensure that the qualitative changes required are made and become sustainable across Europe.

Looking forward to 2010 and the official opening of the EHEA, EUA has also launched its latest **Trends survey** of European higher education institutions. Data and findings - due to be published in 2010 - will make a direct contribution to future policy discussions and on the achievements of the past decade.

**Projects underpinning policy work:**  
(please see section 2)

- **Trends 2010**
- **EUA Survey of Master Degrees in Europe**

**Enhancing the quality of European higher education**

EUA has a central role in developing the understanding of quality and quality assurance at the European level and in ensuring that the role of universities in this area is reflected in the Bologna process reforms.

In 2008, EUA participated actively in a number of new quality-related developments through its activities with the 'E4' group (consisting of EUA, the European Association for Quality Assurance in Higher Education, the European Students Union, and the European Association of Institutions in Higher Education).

In March, the E4 launched the **European Quality Assurance Register for Higher Education** which aims to provide clear and objective information about trustworthy quality assurance agencies that are working in Europe. EUA is presently chairing the Executive Board of EQAR. The first agencies were admitted in December to the register which is now available online: [www.eqar.eu](http://www.eqar.eu)

EUA also co-organises the annual **European Quality Assurance Forum** which has become a landmark event for higher education stakeholders working in quality. The 3<sup>rd</sup> edition of the Forum – held in Budapest in November - brought together 500 participants from 55 countries for a series of engaging debates. The wide-ranging contributions to the Forum demonstrated that much progress has been achieved in improving accountability of higher education in Europe.

At the same time, the meeting highlighted that there were a number of challenges to improving the quality of Europe's higher education. These

The 3<sup>rd</sup> Quality Assurance Forum was held in November at Corvinus University of Budapest, Hungary



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included ensuring that a successful 'quality culture' is grounded in the engagement of all in an institution, and identifying and implementing learning outcomes, which requires new approaches to teaching and learning. This is essential to ensure that a learning-outcomes approach does not become a bureaucratic exercise but leads to improved curricular development in the context of the Bologna process.

The fourth edition of the QA Forum is to be held in November 2009 at Copenhagen Business School in Denmark.

EUA also seeks to underpin its policy work in quality through its project work. In 2008 it has been leading a new project called QAHECA (Quality Assurance for the Higher Education Change Agenda) which seeks to develop a new quality assurance methodology focused on supporting creativity and innovation.

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**Projects underpinning policy work: (please see section 2)**

- **Quality Assurance for the Higher Education Change Agenda (QAHECA)**
- 



QA Forum participants visited the Hungarian Parliament

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## **B. Research and Innovation – universities in the European Research Area**

EUA's policy actions in the area of university research are driven and led by a **Research Policy Group** chaired by EUA President, Georg Winckler. The group's main activities focus on influencing European policies and strengthening the role of universities as research institutions, in particular in the **European Research Area (ERA)**.

One of the principal research issues for EUA in 2008 has been the follow up to the European Commission's **2007 Green Paper consultation on the future of the European Research Area (ERA)**. Following its detailed position paper published at the end of 2007, EUA has participated in a considerable number of ad hoc Working Groups and other advisory/consultative bodies established by the Commission to take forward the key topics identified in the follow-up of the ERA Green Paper discussion.

Meanwhile, another major policy concern for Europe's universities in 2008 has been the **recovery of indirect costs** in important research funding programmes notably the European Commission's Seventh Framework Programme (FP7). EUA is seeking to ensure the current level of **60% flat rate for recovery of indirect costs in FP7** research contracts is maintained – particularly in the run up to the programme's mid term review in 2010.

EUA lobbied hard on this issue in 2008 – also by challenging the funding conditions of the Commission's Innovative Medicines Initiative (IMI-JU) one of the public-private partnerships known as Joint Technology Initiatives (JTI). EUA challenged the stated first principle of the IMI funding mechanism, whereby universities can only claim a 20% flat rate to cover the indirect costs of these research projects from the IMI grants. This is in stark contrast to other

FP7 project contracts which, as seen, provide a 60% flat rate to contribute towards indirect research costs. EUA believes these issues are of fundamental importance in achieving the future sustainability of university-based research.

In October 2008, EUA Council accepted the European Commission's invitation to join the new **European Energy Research Alliance (EERA)** that seeks to foster cooperation between major national research institutes and universities. EUA will participate in EERA on behalf of Europe's universities in what is regarded as an important pilot development in the new 'joint programming' approach in the further building of the European Research Area. EUA will proceed in 2009 to establish a European platform of universities engaged in energy/energy technology research in order to bring university-based research into EERA activities.

Another key area where EUA continues to be active through policy work is **university-enterprise collaboration**. Underpinning this work is the project, **DOC-CAREERS**, which examines doctoral programmes undertaken by universities in collaboration with business partners. In 2008, EUA contributed to a new report which outlined the findings of the latest

trends in R + D collaboration since the launch of the **Responsible Partnering Initiative** in 2004. Developed together with the European Industrial Research Management Association (EIRMA), the European Association of Research and Technology Organisations (EARTO) and the European Network of Knowledge Transfer Offices (ProTon Europe), Responsible Partnering is a voluntary code of conduct for enterprises and public research designed to maximise the benefits of collaborative research for all parties in a sustainable way.

The aim is now to revise the handbook guidelines so they include more 'human aspects', recognising the skills that make collaborations work well. The revised guidelines will also emphasise the importance of communication between partners on expectations and assumptions and methods of building trust.

As an active stakeholder in the policy development of the new **European Institute for Innovation and Technology (EIT)** and the **European Research Council (ERC)**, EUA has continued to maintain a regular dialogue with both bodies.

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**Projects underpinning policy work: (please see section 2)**

- **DOC-CAREERS**
  - **Financially Sustainable Universities: Towards Full Costing in European Universities**
  - **EUDIS: European Universities - Diversifying Income Streams for Sustainable Institutions**
- 

## C. Internationalisation - European universities working in a global context

Europe's universities are operating in an increasingly competitive global environment. There has been a growing interest in a wide variety of international issues from EUA members, but also interest in European higher education developments from stakeholders in other parts of the world. In response, EUA has significantly increased its internationalisation activities during the last year.

In particular, it has looked to **develop dialogue, facilitate networking and further cooperation**, with university associations and networks in other parts of the world. In 2008, EUA strengthened ongoing collaborations with networks in North America (such as the American Council on Education, the Council for Graduate Schools and the Association of Universities and Colleges in Canada), Australasia and Latin America, whilst embarking on new initiatives in **Asia and Africa**.

In June, EUA took part in the 11<sup>th</sup> **Transatlantic Dialogue meeting**: 'Brave New World Revisited - Competition and Cooperation in Higher Education' which brought together 30 higher education leaders from Europe and North America. There was clear agreement from participants that the need for cooperation

of all types becomes more acute as competition increases. Partnerships are a central strategy for institutions to increase their capacity, enhance their creativity and meet societal demands. The outcomes of the meeting have now been published and are available on the EUA website ([www.eua.be](http://www.eua.be)).



30 higher education leaders from Canada, Europe and the United States gathered in Vancouver in June for the 11<sup>th</sup> Transatlantic Dialogue meeting

© Alana J Yuill

The EUA Council and Consejo Universitario Iberoamericano (CUIB) also took the opportunity presented by EUA's Spring Conference in Barcelona to explore the development of **cooperation between European and Latin American & Caribbean (LAC) Universities**. Following up cooperation launched by the Declaration of Asturias (2006), they defined a declaration to be presented to the EU-LAC Heads of State and Government Summit in Lima in May that called for an increased participation of universities in policy making and to provide the necessary support for strengthening higher education and research cooperation between the two regions.

2008 also saw EUA embark on a series of new policy initiatives with Asian universities, which included the launch of the **EU-Asia Higher Education Platform** for European and Asian academics and policy makers.

In addition, EUA co-organised the **First ASEM (Asia Europe Meeting) Rectors' Conference** on the theme, '**Between Tradition and Reform: Universities in Asia and Europe at the Crossroads**'. The high-level meeting in Berlin – which looked to build on the inaugural meeting of Asian and European Ministers responsible for education, in May 2008 – brought together around one hundred university leaders and education experts to discuss higher education policy issues, such as governance and management of universities, quality assurance in higher education and trends in education and research cooperation between the two regions. Recommendations from the meeting will be forwarded to the 2nd ASEM Education Ministers' Meeting in Hanoi in May 2009.

Participants at the  
first ASEM Rectors  
conference



© HRK-David Ausserhofer

At the end of 2008, EUA also began a new EC-funded project that will strive to deepen European cooperation with **African university partners**. Another major new initiative for 2008 was the launch of the new **Handbook on Internationalisation of Higher Education**, a sister publication of the well-established EUA Bologna Handbook (both of which are published by Raabe academic publishers).

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**Projects underpinning policy work:  
(please see section 2)**

- **EU-Asia Higher Education Platform**  
[www.eahep.org](http://www.eahep.org)
  - **Access to Success: Fostering Trust and Exchange between Europe and Africa**
  - **Internationalisation Handbook**  
[www.handbook-internationalisation.com](http://www.handbook-internationalisation.com)
- 

## D. University governance - focus on autonomy and accountability and sustainable funding for European universities

EUA's Spring Conference in Barcelona focused on the **governance of European universities**, and debates outlined some of the key requirements that university leaders will need to guide their institutions into the next decade. The event underlined that universities were unique organisations that needed to integrate the strategic management of all three elements of the 'knowledge triangle' through education, scientific research and innovation activities.

As custodians of the institution, heads of universities would also need to 'embody the core academic mission of the university'; to sustain public confidence, whilst engaging all university stakeholders (including the public authorities, students, and business). It also highlighted that there needed to be a better understanding of the role of governing boards, so there is a clear definition between governance, management and administration.

EUA Spring  
Conference  
participants in  
Barcelona



The conference built on the outcomes of EUA's **2007 Conference in Wroclaw** which highlighted the extent to which the issues of university autonomy and accountability and governance are moving to the top of the European higher education agenda. As follow up to both these events, EUA has been working on a project to map developments in relation to autonomy and university governance across Europe in order to identify obstacles and success factors in specific countries.

These initiatives – in tandem with other EUA studies and projects – will create a platform where the outcomes of policy analysis, project results and events can be interwoven in such a way as to shape the debate on governance and contribute to enhancing the autonomy of European universities. EUA will seek to influence policy makers in order to ensure that reforms provide the appropriate conditions for strengthening Europe's universities and enhancing their contribution to social, cultural and economic wellbeing.

Discussions on governance and autonomy cannot be isolated from the issue of **university funding** and the future financial **sustainability of Europe's universities**. This is something that will become an increasingly important issue as the full impact of the global economic recession on higher education becomes clearer in 2009.

Throughout 2008, EUA increased its efforts to raise awareness of the issue of funding as being crucial to the future sustainability of all European higher education institutions and to demonstrate the links between governance, autonomy, costing/funding and accountability, in particular by highlighting the findings of its project which looked in particular at the issue of full costing of university activities.

EUA will now take this policy work forward with a new study focusing on **universities' diversification of income streams (EUDIS)**, which is the second step in consolidating higher education institutions' financial structures in times of global economic turmoil.

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#### Projects underpinning policy work: (please see section 2)

- **Financially Sustainable Universities: Towards Full Costing in European Universities**
  - **EUA study mapping developments in autonomy and university governance**
  - **EUDIS: European Universities - Diversifying Income Streams for Sustainable Institutions**
  - **EUA diversity study**
-

# MEMBERSHIP Services

## Introduction

EUA is building strong universities for Europe through a programme of activities aimed at supporting their development. In addition to the organisation's policy work, members can take part in a carefully designed programme of conferences, workshops, or turn to some of the more targeted services detailed below such as the **Institutional Evaluation Programme (IEP)** or the **new EUA Council for Doctoral Education** launched in 2008.

This section of the report also outlines in more detail the main projects which EUA is currently working on with its members in order to underpin our policy work and provide vital support to university leaders and their senior management.

Finally, it also describes how EUA communicates its various activities and policy work to its members and more widely to key higher education stakeholders.

Working group sessions during the Spring Conference in Barcelona focussed on how institutions are developing specific missions and profiles to address the needs of the knowledge society



### Institutions evaluated in the framework of the 2007/2008 round of the IEP

#### Individual evaluations

Universidad del Norte - *Colombia*  
Johannes Gutenberg University Mainz - *Germany*  
Corvinus University of Budapest - *Hungary*  
University of Palermo - *Italy*  
Vilnius Gediminas Technical University - *Lithuania*  
Technical University of Cluj-Napoca - *Romania*  
St Petersburg State University of IT - *Russia*  
Universitat Pompeu Fabra - *Spain*  
Abant Izzet Baysal University - *Turkey*  
Anadolu University - *Turkey*  
University of Yuzuncu Yil - *Turkey*  
Kadir Has University - *Turkey*  
London Metropolitan University - *UK*  
Ss Cyril and Methodius University - *Macedonia (follow-up)*

#### Evaluations in Portugal

Escola Superior de Enfermagem de Coimbra (ESENFC)  
Instituto Politécnico de Castelo Branco (IPCB)  
Instituto Politécnico de Saúde do Norte (IPSN)  
Instituto Politécnico de Setúbal (IPS)  
Instituto Português de Administração e Marketing  
Universidade da Beira Interior (UBI)  
Universidade da Madeira (UMA)  
Universidade de Lisboa (UL)  
Universidade Nova de Lisboa (UNL)



## A. EUA Institutional Evaluation Programme (IEP) and Consultancy

### EUA Institutional Evaluation Programme

The Institutional Evaluation Programme (IEP) is an independent EUA membership service that has been designed to ensure that higher education institutions gain maximum benefit from a comprehensive evaluation conducted by a team of experienced European higher education leaders. These evaluations support the participating institutions in the continuing development of their strategic management and internal quality culture.

So far, 250 evaluations have been conducted in 39 countries in Europe and worldwide. This makes the IEP methodology one of the best and most widely tested among international evaluation programmes currently available to universities in Europe.

The IEP takes place over a whole academic year, involving a self-evaluation process, two site-visits and presentation of a final evaluation report, including specific recommendations for change, by the EUA team. Thanks to its unique method, the IEP has proved to be extremely popular for both individual universities and as a response to specific demands at the level of national or regional higher education systems.

The 2007/8 round of evaluations included 14 individual European universities and an ongoing evaluation of public and private

institutions in Portugal. The IEP also completed two major reviews of national HE systems in Slovakia and Turkey.

The evaluation of 24 higher education institutions as well as an assessment of the national research capacity in the Slovak Republic involved over 56 peer reviewers from 24 European countries. The final report was presented at a special seminar in Bratislava in February that gathered 200 participants representing the higher education sector, various ministries and stakeholders. Here, Ján Mikolaj, Deputy Prime Minister and Minister of Education, stated that the comprehensive review would improve the functioning of universities in the Slovak Republic. He also noted that new amendments to the Slovak higher education legal framework had already been introduced to take into account the IEP recommendations.

The IEP report on the Turkish HE system was presented to the President of the Republic of Turkey by the evaluation team and EUA President Georg Winckler. The evaluation team based this report on an analysis of 17 individual institutional evaluations in Turkey and two meetings with institutional leaders. The work was conducted at the request of the Turkish Industrialists and Businessmen's Association (TUSAID).

Amongst the different challenges facing the HE sector, the report authors underlined that the greatest challenge for Turkey is granting greater

#### Institutions to be evaluated in the framework of the 2008/2009 round of the IEP

##### Individual evaluations

University of Mostar - *Bosnia and Herzegovina*  
University of Zenica - *Bosnia and Herzegovina*  
Università Degli Studi di Verona - *Italy*  
University of Mitrovica - *Kosovo (UN 1244)*  
University of Latvia - *Latvia*  
Université Saint-Esprit de Kaslik - *Lebanon*  
South East European University - *Macedonia (follow-up)*  
Universitat de Lleida - *Spain (follow-up)*  
Bahçeşehir University - *Turkey*  
Izmir University of Economics - *Turkey*  
Pamukkale University - *Turkey*  
Ternopil National Economic University - *Ukraine*

##### Evaluations in Portugal

Escola Superior de Design  
Instituto Politécnico de Leiria (follow-up)  
Instituto Politécnico de Tomar  
Instituto Politécnico do Porto (follow-up)  
Instituto Superior da Maia  
Instituto Superior de Ciências da Saude  
Instituto Superior de Gestão  
Universidade Autónoma de Lisboa  
Universidade de Évora (follow-up)  
Universidade do Minho (follow-up)  
Universidade do Porto  
Universidade Fernando Pessoa (follow-up)  
Universidade Lusíada de Lisboa

autonomy to higher education institutions while ensuring accountability. Specifically, it outlined the need for a reduction in the gap between institutional and legislative autonomy; and called for the YÖK (Turkish Higher Education Council) to be transformed into a national body that 'truly represents higher education to government'.

The 2008/9 round of IEP evaluations kicked off in September with the annual Induction Seminar for the experts who visit and evaluate

the universities during the year. New members of the IEP pool of evaluators received an introduction to the programme, its values and methodology, while all experts were updated on recent developments in higher education and discussed practical issues such as interviewing techniques and formulating recommendations.

A total of 12 higher education institutions from across Europe will be evaluated by the IEP in 2008/09 in addition to the ongoing review of the Portuguese HE sector.

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**For more information on the IEP programme, please visit: [www.eua.be/iep](http://www.eua.be/iep)**

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### Consultancy

Based on its wide experience in supporting institutional and system level development across Europe, in particular through the Institutional Evaluation Programme but also through its many quality improvement focused projects, EUA also offers consultancy on a wide variety of issues relating to quality and quality assurance in European higher education.

In 2008, for example, EUA was asked to carry out an audit of the Romanian Agency for Quality Assurance in Higher Education, ARACIS. The main objective of the audit process was to provide support to ARACIS in the development of its QA methodology and practice, and to

prepare the Agency in its application to become a full member of ENQA (European Association for Quality Assurance in Higher Education). More specifically the EUA evaluation panel was asked to look at the Agency's compliance with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

EUA was also invited by the Presidents of three universities in Strasbourg, France, to offer its expertise in the merger of the three institutions that was completed in January 2009.

The EUA project, finalised in December 2008, included seven consultancies on specific aspects of the merger, benchmarking, and an evaluation of the merger plan by an EUA expert team.

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**For more information about EUA consultancy, please contact [info@eua.be](mailto:info@eua.be)**

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IEP Steering Committee	
<ul style="list-style-type: none"> <li>• <b>Chair: Helena Nazaré</b>, Rector, University of Aveiro, Portugal</li> <li>• <b>Tove Bull</b>, former Rector, University of Tromsø, Norway</li> <li>• <b>Ferdinand Devinsky</b>, former Rector, Comenius University, Slovakia</li> <li>• <b>Malcolm Cook</b>, former Deputy Vice-Chancellor, University of Exeter, UK</li> <li>• <b>Lee Fritschler</b>, former President, Dickinson College, former Assistant Secretary for Post-Secondary Education, Department of Education, USA</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dionyssis Kladis</b>, Professor in Higher Education Policy, University of the Peloponnese, Greece</li> <li>• <b>Jürgen Kohler</b>, former Rector, University of Greifswald, Germany</li> <li>• <b>Christina Rozsnyai</b>, Programme Officer for Foreign Affairs, Hungarian Accreditation Committee and Secretary General, Central and Eastern European Network of Quality Assurance Agencies in Higher Education, Hungary</li> <li>• <b>Ex-officio: Christina Ullenius</b>, former Rector, Karlstads University, Sweden</li> </ul>

## B. EUA Council for Doctoral Education: a new membership service to advance doctoral education and research training

EUA considers the issue of doctoral programmes of the utmost importance and was instrumental in their inclusion as the third cycle in the Bologna process in 2003. This demonstrated how essential Europe's universities are to building the European knowledge society, therefore linking the European Higher Education and Research Areas through their teaching and research activities.

Since then, EUA has concentrated on a series of activities – projects, events and policy work – targeted towards enhancing 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.

In response to recent changes in European doctoral education and demand for more targeted activities in this area from our members, EUA launched a new independent membership service; the EUA Council for Doctoral Education (EUA-CDE) in 2008. The mission of this new body, the EUA-CDE, is to contribute to the development, advancement and improvement of doctoral education and research training in Europe. EUA-CDE will fulfil its mission through the organisation of conferences, training seminars and other events, research and

analyses, advocacy, the provision of information and the dissemination of good practice. It will also provide policy advice to the EUA Board and Council of EUA on new trends and developments in relation to doctoral programmes and research training in Europe.

The new Council is an integral part of EUA, functioning as an independent membership service under the responsibility of a Steering Committee (please see below). Membership is open to EUA full members and also to universities awarding doctoral degrees that are not members. The new Council will also seek active cooperation with partner organisations with similar interests such as national associations of doctoral education and young researchers' associations and other stakeholders.

In June, more than 270 participants gathered at the University of Lausanne for the inaugural meeting of the EUA-CDE to establish an agenda for improving the quality of doctoral programmes in Europe's universities. The conference discussions focused on outlining key priority areas to be addressed for advancing doctoral training in Europe.

By the end of the 2008, EUA was pleased to announce that the new body already had over 100 members, many of whom attended a special workshop on improving supervision of PhD candidates in January 2009.

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To find out more about the new EUA Council for Doctoral Education, please visit: [www.eua.be/cde](http://www.eua.be/cde)

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### EUA Council for Doctoral Education Steering Committee

**Jean Chambaz (Chair)**, *Vice-President for Research, Université Pierre et Marie Curie – Paris VI*

**Mary Ritter (Vice Chair)**, *Pro Rector (International Affairs), Imperial College London*

**Andreas Frijdal**, *Director, Academic Service, European University Institute, Florence*

**Lesley Wilson**, *Secretary General, EUA*

**Thomas Jørgensen**, *Senior Programme Manager, EUA*

## C. EUA Projects: providing evidence-based policy recommendations

The most effective way for EUA as a European organisation to underpin its policy work at European level is through the collection and analysis of data and examples of good practice from different European countries. Projects developed together with and involving members from different countries provide comparative information and good practice examples on key topics of importance for universities. By drawing

on the outcomes of these projects EUA is able to develop well founded - 'evidence-based' - policy conclusions and recommendations as well as to support individual universities through the broad dissemination of the project results.

This annual report provides a summary, by policy area, of the principal projects that EUA was involved in during 2008.

### SHAPING THE BOLOGNA PROCESS AND THE FUTURE OF THE EUROPEAN HIGHER EDUCATION AREA

#### Launch of Trends 2010

At the end of 2008, EUA launched the latest stage of its flagship Trends project. This is an ongoing study designed to gather reliable information about how universities are shaping the development of the European Higher Education Area across the continent.

The Trends Reports have become an EUA trademark and are one of the association's most widely read publications.

EUA is pleased to announce that the next edition of Trends will be published in 2010; a key date for achieving the goals of establishing the European higher education and research areas. The report will seek to: report on developments over the period 2007-2010 while also analysing the impact on higher education institutions of Bologna and other policy developments over the past decade. Recommendations made in Trends 2010 will seek to outline an agenda for the future of European higher education cooperation.

Once the results have been analysed, a programme of university site visits will be launched in mid-2009 to look in more depth at the findings of the data.

#### Master programmes in Europe

The purpose of this project is to assess the extent to which the Bologna process has had an impact on provision at Master level, and whether the function and significance of Master programmes has changed over the years.

The three main questions to be addressed are:

- Has Bologna allowed a recognisable European Master template to emerge and to be implemented – and how far is there still to go?
- Is there evidence that structural convergence is compatible with continuing diversity of provision?
- How significant is the Master qualification in terms of labour market access?

The EC-supported project will be conducted in three phases: an initial phase of data collection on Master programmes and the challenges of implementation through a questionnaire across the 46 countries of the Bologna process; a second phase conducting site visits to a small number of institutions, and a final phase for analysing findings, developing conclusions and disseminating the project results.

In 2008, the first two phases were completed and the project is now in its third and final phase of analysis and report writing. The final report will be available in spring 2009.

### **Linking quality assurance and creativity**

EUA's QAHECA (Quality Assurance for the Higher Education Change Agenda) EC-funded project will make significant progress in developing a new quality assurance methodology focused on supporting creativity and innovation.

This project explores the kinds of external and internal quality processes for teaching

and learning that will support creative and innovative higher education institutions. The results will be operational recommendations for a formative quality methodology providing the necessary space for originality while at the same time observing the requirements for institutional steering mechanisms and accountability. EUA is partnered in this initiative by: ACQUIN (DE), the Higher Education Academic (UK) and the National University of Ireland, Maynooth (IR).

The methodology will be developed by 30 universities, music and art schools, and quality assurance agencies through two seminars and will be tested to see how effective it can be in stimulating positive change processes within institutions and agencies.

The results, due in 2009, will then be widely disseminated among EUA members and partners, and the outcomes of the project will inform future debate on European quality assurance.

#### **QAHECA Steering Committee**

**Lothar Zechlin**, *Chair, Universität Duisburg-Essen*

**Gerd Zimmermann**, *Bauhaus-Universität in Weimar and ACQUIN*

**Anne Mikkola**, *European Students Union (ESU)*

**Saranne Magennis**, *NUI Maynooth*

**Bruno Curvale**, *European Association for Quality Assurance in Higher Education (ENQA)*

**Graeme Roberts**, *Higher Education Academy*

**Martin Prchal**, *European Association of Conservatories (EAC)*

**Andrée Sursock**, *Deputy Secretary General, EUA*

**Tia Loukkola**, *Senior Programme Manager, EUA*

## RESEARCH AND INNOVATION

EUA's work on research and innovation is mainly focused on policy development at European level. The policy priorities that are reflected in project work concern the career development of young researchers and strengthening university governance in order to enable universities to manage their research activities better, particularly externally funded research activities.

### Enhancing doctoral career opportunities: DOC-CAREERS Project

The EUA DOC-CAREERS project has been specifically designed to explore the relations between doctoral training programmes and the career development, employability and employment prospects of doctoral candidates, in particular outside of academia.

The project's key activities have been based around a series of workshops, the development of case studies and in depth consultation with key stakeholders (including industry, doctoral candidates, doctoral holders and universities). The final DOC-CAREERS report is due to be published in 2009.

EUA also plans to take this work forward in 2009 with the launch of DOC-CAREERS II. In particular, the next stage of the project will seek to contribute to enhancing employment opportunities of doctoral holders in public and private sectors. The project will look deeper at one of the key findings of the first DOC-CAREERS project - that collaborative doctoral education schemes are very diverse and tend to include local/regional cultural traits.

In order to capture this diversity, DOC-CAREERS II will look at how universities work with their regional partners (local SME, large R&D enterprises, RTD performers, NGO's, other industries i.e. health care) particularly in enhancing awareness of skill developments and mobility strategies with a view to career development; gaining empirical insights for reforming doctoral programmes; improving regional cooperation and networking in a dialogue with employers; building lasting partnerships and initiatives aimed at fostering collaboration between private and public sectors.

DOC-CAREERS II will also be strategically linked to the further development of the 'Responsible Partnering' initiative and EUA Council for Doctoral Education.

**DOC-CAREERS Steering Committee**

- Laudeline Auriol, OECD
- Emmanuel Boudard, European Commission
- Tim W. C. Brown, EURODOC / University of Surrey
- Andrew Dearing, EIRMA
- Josep Font Capafons, Universitat Rovira i Virgili
- Stephen Hagen, University of the West of England
- John Smith, Deputy Secretary General, EUA
- Lidia Borrell-Damian, Senior Programme Manager, EUA

## INTERNATIONALISATION - EUROPEAN UNIVERSITIES WORKING IN A GLOBAL CONTEXT

### **New project: EU Asia Higher Education Platform**

EUA is coordinating a major EU-financed 'Asia Link Project' entitled EU-Asia Higher Education Platform (EAHEP) that seeks to provide a vehicle for enhancing information exchange, dialogue, and cooperation in higher education and research between the two regions, develop best practice examples in relation to institutional development and cooperation, and foster mobility of students and academics between the two regions.

This project will be implemented together with the DAAD and NUFFIC over two years and encompasses a range of different activities including meetings, symposia and workshops on HE policy and practices, two European Higher Education Fairs in Asia, the launch of a website and other communication tools.



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**The project has a dedicated website for all news on the latest events:**  
[www.eahep.org](http://www.eahep.org)

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EUA Secretary General Lesley Wilson and Eng Chye Tan (National University Singapore) at a workshop of the EU-Asia Higher Education Platform in Beijing

### **New project: Fostering Trust and Exchange between Europe and Africa**

In 2008 EUA started work on a new project entitled 'Access to Success: Fostering Trust and Exchange between Europe and Africa' that will strive to deepen European cooperation with African university partners.

The primary objective of this two-year project is to address identified obstacles to EU-African higher education cooperation by providing structured opportunities for mutual exchange and discussion between the higher education communities in the two continents. The focus will be around issues of access to higher

education – a major policy challenge in both continents where dialogue offers enormous opportunities for mutual learning, cooperation and enlightened action.

The project will entail surveys on different dimensions of the access dilemma in Europe and Africa, looking both at state and institutional policies and on student perspectives and motivations. The studies will feed into three mutual learning seminars on different subthemes of the EU-Africa access debate and a high level conference on EU-Africa cooperation addressed to policy makers.

EUA is the lead partner in this Commission-funded project, and will be joined by: the

European Access Network; the Flemish Interuniversity Council – Department for University Cooperation for Development (VLIR-UOS, the branch of the VLIR that deals with North-South cooperation); the Norwegian Association of Higher Education Institutions; the European Students’ Union (ESU); and the Association of African Universities (AAU).

**New project: Internationalisation Handbook**



After the success of the Bologna Handbook, EUA teamed up with the Academic Cooperation Association (ACA) and Raabe Academic publishers in 2008 to develop a dedicated Handbook focusing on the internationalisation of Higher Education.

Entitled ‘The EUA/ACA Handbook: Internationalisation of European Higher Education’, the new publication is designed specifically for those involved in developing and implementing internationalisation strategies and measures, including university leadership and international office managers. It will also be an invaluable point of reference for a broader group of policy makers interested in internationalisation in a wider European context.

It focuses on all of the key issues of practical and operational interest in relation to European higher education and displays them in the context of global developments and overarching policy processes. It will also facilitate discussion on the goals of internationalisation at institutional level and their implementation.

To find out more about the handbook: [www.handbook-internationalisation.com](http://www.handbook-internationalisation.com)

**UNIVERSITY GOVERNANCE: FOCUS ON AUTONOMY, ACCOUNTABILITY AND SUSTAINABLE FUNDING FOR EUROPEAN UNIVERSITIES**

**EUA Funding Project – Towards Financially Sustainable Higher Education Institutions**

The goal of this major project was to learn more about the financial sustainability of higher education institutions in Europe, taking account of their very different institutional and national contexts. More specifically it concentrated on looking at progress made towards full cost development in the participating universities and identifying the links to the broader discussion on autonomy, governance and accountability.

Based on an in-depth, European-wide study, the findings of the project were published in a report in November. The report underlines that moving to full costing is essential for universities to reinforce their financial sustainability and

calls on national governments to recognise the importance of granting autonomy to universities and to assist in the implementation of full costing.

The authors also recommend that European funding schemes further simplify and develop their funding rules to meet universities’ needs and hence to strengthen their contribution to the European Higher Education and Research Areas.

This is part of EUA’s ongoing work on financial sustainability that will be taken forward in the EUDIS project.





## **EUDIS: European Universities – Diversifying Income Streams for Sustainable Institutions**

One of the main challenges for universities today is to maintain and raise quality standards while facing the challenge of managing an increasingly diversified activity portfolio (with an increasingly limited access to financial resources). To meet this challenge, institutions need to adopt more business-like perspectives in pursuing alternative income streams, while at the same time securing their core values and strengths. Funding and financing need to be integrated in the institution's overall strategy.

EUA's full costing project showed that higher education institutions are still largely state funded. And while there is a need for public expenditure to be increased, institutions themselves (with improved autonomy) have to broaden their income base through other streams.

This project will explore how universities with different missions and profiles are diversifying their income streams, identify the essential external conditions for this, and the obstacles and pitfalls involved.

### **EUA study on diversity**

There has been much discussion on the importance of promoting diversity in European higher education.

This is why EUA has launched, in 2008, a study that will explore the different levers promoting diversity between institutions as well as within institutions based upon in-depth analysis of the policies in place in five countries (France, Norway, Slovakia, Switzerland and the UK).

The goal is to analyse the extent to which diversity enables universities to respond to societal demands and to consider incentives for promoting diversity.

### **Comparative study on university autonomy across Europe**

This study is based upon initial data collected through a questionnaire which was addressed to EUA's 34 National Rectors' Conferences in 2007.

During 2008, this was completed by further analysis and a series of interviews. It aims at establishing the necessary knowledge basis for further benchmarking of university autonomy and governance issues in the future.

The survey specifically looked at the ability of universities to decide on institutional strategy and structures, on academic programmes, student-related aspects, finances, real estate, and human resources.

## **Financially Sustainable Universities: Towards Full Costing in European Universities**

### **Expert Group**

**Jaak Aaviksoo**, Former Rector, University of Tartu, Estonia (Chairman until July 2007)

**Mary Dooley, Bursar**, National University of Ireland Galway, Ireland

**Manuela Gross**, Director Controlling and Finances, Graz University of Technology, Austria

**Mehmet Ildem**, Bursar, İŞİK University, Turkey

**Paul Jolie**, Finance Director, Catholic University of Leuven, Belgium

**Lenka Koprivova**, Vice Bursar, Tomas Bata University in Zlín, Czech Republic

**Margarida Mano**, Head of Administration, University of Coimbra, Portugal

**Mats Ola Ottosson**, Senior Advisor to the Vice Chancellor, Uppsala University, Sweden

**Jerzy Pieszczyrkow**, Head of Administration, University of Warsaw, Poland

**Xavier Puente Chaudé**, Finance Director, University Carlos III of Madrid, Spain

**Diana Pustula**, University of Warsaw, Poland

**Wim Ruiters**, Financial and Economy Affairs, University of Twente, The Netherlands

**Thomas A. H. Schöck**, Chancellor, Friedrich-Alexander University of Erlangen-Nuremberg, Germany

**Fernando Seabra Santos**, Rector, University of Coimbra, Portugal

**Marleen Verlinden**, Research & Development, Catholic University of Leuven, Belgium

**Michael Yuille**, Finance Director, University of Liverpool, UK (Chairman as of July 2007)

**Thomas Estermann**, Senior Programme Manager, EUA (2007-2008)

**Hanna Kanep**, Programme Manager, Estonian Rectors' Conference, Estonia

**Nina Arnhold**, Senior Programme Manager, EUA (2006)

**Sandra Bitusikova**, Programme Manager, EUA

**John Smith**, Deputy Secretary General, EUA

**Enora Pruvot**, Project Officer, EUA

## D. EUA Communication and Membership Services

One of the key objectives of EUA's communication strategy continues to be to increase the visibility of European universities and the role of EUA as a representative body at European level, with an increasing number of partners in both higher education and research but also in a range of different policy areas. Another aim is to make EUA a gateway for information on European universities.

EUA carried out a series of communication initiatives in 2008 to achieve these goals and to adapt to the needs of complex and diverse membership. As a first step to communicating better with both individual and collective members, EUA has restructured and renamed the 'Communication and Information' Unit which is now 'Communication and Membership Services'.

The Unit is responsible for promoting and organising all key EUA events and for raising awareness of special membership services such as the IEP and the new EUA Council for Doctoral Education. It also oversees EUA participation and representation at international events such as the EAIE Annual Conference, and the NAFSA Annual meeting. Both meetings provide opportunities to highlight the broad range of EUA's work to a wide international audience.

In 2008, EUA also looked to focus on serving the needs on different target groups within their member universities such as the heads of international offices or the directors of communication. In this framework, EUA organised its first meeting of communication specialists in higher education working for National Rectors' Conferences across Europe.

This was the first opportunity to bring together these professionals from National Rectors' Conferences to discuss and share experiences of communicating national and European higher education issues and reforms to members, key stakeholders and the wider public. EUA also invited some representatives of national associations of university communications specialists (such as AICUN, Italy; Bundesverband Hochschulkommunikation, Germany; VONU, the Netherlands) to take part in the event.

After the successful start in 2008 the 'COMM-Meeting' will become an annual event.

### EUA publications, website, newsletter and press relations

EUA publications, the website, the bi-monthly newsletter, its work with the European higher education media together with our conferences are the key communication tools used to ensure a regular information flow with members and stakeholders, and for enhancing external visibility.

In addition to the project reports (see annex) the Communication and Membership Services Unit published the European Universities' Charter on Lifelong Learning which was widely disseminated to key stakeholders across Europe. A new membership leaflet 'Join EUA' was also designed in 2008 to attract new members and to remind existing members about the vast array of services – events, projects etc. – that they can be involved in.



EUA continues with Raabe publishers to market the EUA Bologna Handbook. In September 2008, EUA launched a new sister publication called the **Internationalisation Handbook**. The Handbook was presented at the 20<sup>th</sup> Annual Conference of the European Association for International Education, held in Antwerp in September, which was attended by nearly 3,000 stakeholders dealing with international education issues.

EUA's media coverage also grew significantly in 2008. This was due notably to the increasing demand for EUA statements, views and comment on higher education and research issues from the EUA President, Secretary General and the EUA Senior Programme managers who were regularly solicited for interviews by major European education journalists and their newspapers.

In November 2008, EUA was also the partner in an event organised by the Centre International d'Etudes Pédagogiques (CIEP) in Paris which brought together nearly 40 specialist education journalists from across Europe for three days of debate and discussion on issues relating to European higher education.

The fortnightly EUA newsletter continues to grow in popularity as it now has more than 7,000 subscribers around the world.

### **Lobbying and raising awareness in Brussels**

In 2008, EUA consolidated its lobbying activities in Brussels through improved legislative monitoring, better contacts with political

actors, participation in high-profile events, and consolidation of the network of university representations and other higher education and research stakeholders in Brussels.

The presentation of the EUA report on the financial sustainability of Europe's universities at a breakfast meeting to the 'Brussels audience' was a great success, EUA will continue to disseminate the key findings of its projects and policy work to key actors in Brussels with events like this in the future.



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## A. EUA Board 2005-2009

- Prof. Georg Winckler**, Rector, University of Vienna (President)
- Prof. Christina Ullenius**, former Rector, Karlstad University, Sweden (Vice-President)
- Prof. Jean-Marc Rapp**, former Rector, Université de Lausanne (Vice-President since October 2007)
- Prof. Peter Gaetgens**, former Rector, Freie Universität Berlin
- Prof. Pierre de Maret**, former Rector, Université Libre de Bruxelles
- Prof. Gülsün Sağlamer**, former Rector, Istanbul Technical University
- Prof. Frans van Vught**, former President and Rector Emeritus, University of Twente
- Prof. Lauritz Holm-Nielsen**, Rector, University of Aarhus\*
- Prof. Tadeusz Luty**, Rector, Wrocław University of Technology\*

\* Joined the Board in 2008.

## B. EUA Council members

as of February 2009

### Austria

**Prof. Wolfhard Wegscheider**, Permanent Representative, Universities Austria

### Belgium

**Prof. Bernard Rentier**, President, Rectors' Conference, French Community of Belgium

### Belgium

**Prof. Marc Vervenne**, President, Vlaamse Interuniversitaire Raad

### Bulgaria

**Prof. Borislav Borissov**, President, Bulgarian Rectors' Conference

### Croatia

**Prof. Danijel Rukavina**, President, Croatian Rectors' Conference

### Cyprus

**Prof. Panos Razis**, President, Cyprus Rectors' Conference

### Czech Republic

**Prof. Jan Hron**, President, Czech Rectors' Conference

### Denmark

**Prof. Jens Oddershede**, President, Universities Denmark

### Estonia

**Prof. Alar Karis**, President, Estonian Rectors' Conference



### Finland

**Prof. Krista Varantola**, President, Finnish Council of University Rectors

### France

**Prof. Lionel Collet**, President, Conférence des Présidents d'Universités

### Germany

**Prof. Margret Wintermantel**, President, Hochschulrektorenkonferenz

### Greece

**Prof. Dr. Athanasia Tsatsakou**, Permanent Representative, Greek Rectors' Conference

### Holy-See

**Rev. Prof. Gianfranco Ghirlanda**, President, Conferenza dei Rettori delle Università Pontificie Romane

### Hungary

**Prof. Imre Rudas**, President, Hungarian Rectors' Conferences

### Iceland

**Prof. Kristin Ingoldottir**, President, National Rectors' Conference in Iceland

### Ireland

**Prof. John Hughes**, Permanent Representative, Conference of Heads of Irish Universities

### Italy

**Prof. Giuseppe Silvestri**, Permanent Representative, Conferenza dei Rettori delle Università Italiane

### Latvia

**Prof. Tatjana Volkova**, Chairman, Latvian Rectors' Council

### Lithuania

**Prof. Romualdas Ginevičius**, President, Rectors' Conference of Lithuanian Universities

### Luxembourg

**Prof. Rolf Tarrach**, Rector, Université de Luxembourg

### Netherlands

**Dr. Sijbolt Noorda**, Chairman, Association of Universities in the Netherlands

### Norway

**Prof. Jarle Aarbakke**, President, Norwegian Association for Higher Education Institutions

### Poland

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

### Portugal

**Prof. Fernando Seabra Santos**, President, Portuguese National Conference of Rectors

### Romania

**Prof. Ecaterina Andronescu**, President, Romanian Council of Rectors

### Serbia

**Prof. Branco Kovacevic**, President, Conference of the Universities of Serbia

### Slovak Republic

**Prof. Vladimír Bálež**, President, Slovak Rectors' Conference

### Slovenia

**Prof. Rado Bohinc**, President, Association of Rectors of Slovenia

### Spain

**Prof. Angel Gabilondo Pujol**, President, Conferencia de Rectores de las Universidades Españoles

### Sweden

**Prof. Pam Fredman**, President, Association of Swedish Higher Education

### Switzerland

**Prof. Antonio Loprieno**, President, Conférence des Recteurs des Universités Suisses

### Turkey

**Prof. Yusuf Ziya Ozcan**, President, Turkish Council on Higher Education (YÖK)

### United Kingdom

**Prof. Rick Trainor**, President, Universities UK

## C. Membership development

Thirty-two new members joined the Association in 2008 bringing the total number of members to nearly 850 at the beginning of 2009. Among these new members listed below are 22 full individual members, 7 associate members and three affiliates.

### FULL INDIVIDUAL MEMBERS

**Facultés Universitaires Saint-Louis** (Belgium)  
**Ilia Chavchavadze State University** (Georgia)  
**Hochschule Fulda - University of Applied Sciences** (Germany)  
**Scuola Superiore Sant'Anna (SSSA)** (Italy)  
**University of Mitrovica** (Kosovo)  
**Daugavpils University** (Latvia)  
**Riga Technical University** (Latvia)  
**Leon Kozminski Academy of Entrepreneurship & Management** (Poland)  
**University of Agriculture in Krakow** (Poland)  
**Kazan State Technical University** (Russia)  
**North-Ossetian State University** (Russia)  
**Ulyanovsk State University** (Russia)  
**Moscow State Linguistic University** (Russia)  
**Matej Bel University in Banská Bystrica** (Slovakia)  
**Trnava University** (Slovakia)  
**Universidad Europea de Madrid** (Spain)  
**University Carlos III of Madrid** (Spain)  
**Yaroslav the Wise National Law Academy of Ukraine** (Ukraine)  
**Donetsk National University of Economics and Trade** (Ukraine)  
**Sumy State University** (Ukraine)  
**Lviv Polytechnic National University** (Ukraine)  
**University of London** (United Kingdom)

### ASSOCIATE INDIVIDUAL MEMBERS

**Universitatea "Petru Maior" Din Targu Mures** (Romania)  
**Vysoka Skola Manazmentu in Trencin** (Slovakia)  
**Dogus University** (Turkey)  
**Erzincan Üniversitesi** (Turkey)

### ASSOCIATE COLLECTIVE MEMBERS

**Coimbra Group ASBL** (Belgium)  
**UNICA - Network of Universities from the Capital of Europe** (Belgium)  
**Utrecht Network** (The Netherlands)

### AFFILIATES

**PRES - Université de Lyon** (France)  
**Deutscher Akademischer Austauschdienst - DAAD** (Germany)  
**Hungarian Higher Education Lifelong Learning Network** (Hungary)

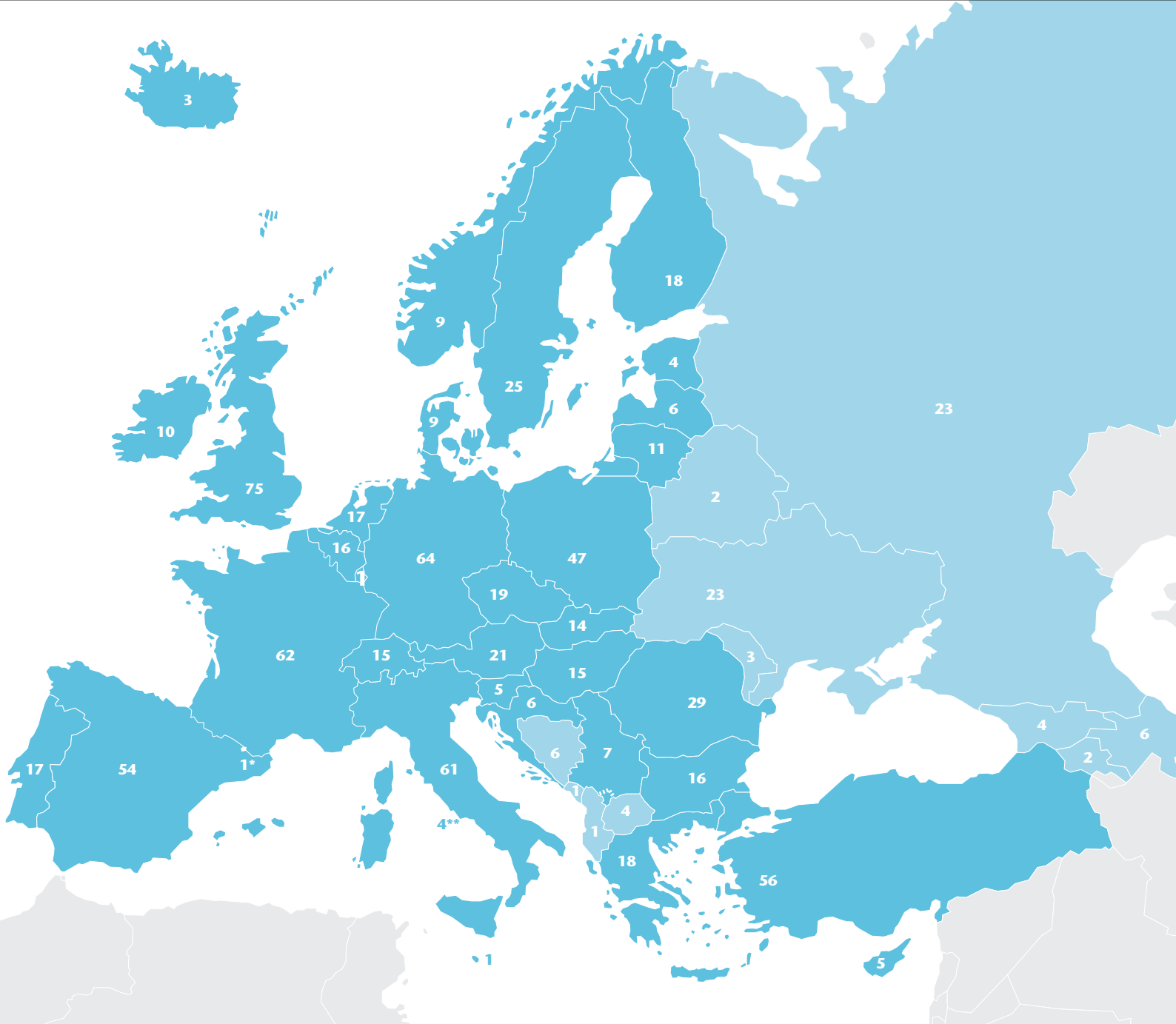
### Readhesion/reinstatements in 2008

**Westfälische Wilhelms-Universität Munster** (Germany)  
**Universität Rostock** (Germany)  
**Università degli studi di Modena e Reggio Emilia** (Italy)  
**Universidad del País Vasco** (Spain)

### Change of membership status in 2008

**Universität Oberta de Catalunya** (Spain) changed from an Associate to a become a full individual member

EUA Membership as of 10.04.2009



- Countries with EUA collective members
- Countries with no EUA collective members
- 1 Members per country
- \* Andorra
- \*\* Holy See

EUA has 23 Affiliates. They are not integrated in the above map as they do not necessarily correspond to national bodies (cf. [www.eua.be](http://www.eua.be) for full list of members).

## D. EUA Secretariat

As of December 2008

**Lesley Wilson** - Secretary General

**Andrée Sursock** - Deputy Secretary General  
(Institutional Development)

**John Smith** - Deputy Secretary General  
(Research)

### Policy, EUA Governance and External Relations

**Lesley Wilson** - Secretary General

**Michael Gaebel** - Senior Programme  
Manager

**Isabelle Damman** - PA to the Secretary  
General / HR Officer

**Michael Hörig** - Project Officer

**Elizabeth Colucci** - Project Officer

**Jonna Korhonen** - Project Officer

**Christine Masure** - Project Officer

**Betty Kasidi** - Administrative Assistant

### Quality Assurance Policy & Institutional Development

**Andrée Sursock** - Deputy Secretary General

**Tia Loukkola** - Senior Programme Manager

**Violeta Atanassova** - Programme Officer

**Thérèse Zhang** - Project Officer

### Research & Innovation

**John Smith** - Deputy Secretary General

**Lidia Borrell Damian** - Senior Programme  
Manager

**Thomas Estermann** - Senior Programme  
Manager

**Thomas Jørgensen** - Senior Programme  
Manager

**Alexandra Bitusikova** - Senior Adviser

**Enora Pruvot** - Project Officer

**Gemma Jackson** - Administrative Assistant

### Communication & Membership Services

**Ulrike Reimann** - Director, Communication  
& Membership Services

**Andrew Miller** - Deputy Director,  
Communication & Membership Services

**Annamaria Trusso** - Editor

**Reka Sipos** - Events Manager

**Emilie de Rochelée** - Events Organiser  
(on maternity leave)

**Gillian Santos** - Events Organiser

**Corinne Durand** - Events Organiser

**Françoise Van den Berghe** - Administrative  
Assistant

### Administration & Finance

**John Ashton** - Financial Director

**Julien Georis** - Chief Accountant

**Christiane Henrotaux** - Accountant/  
Financial Officer

**Giacomina Lai** - Accounting Assistant

**Ikram Alaoui** - Receptionist



## E. Financial statement and accounts

OGH Expertises Comptables et Fiscales SA  
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OGH Expertises

Entreprise de révision agréée en qualité d'expert-réviseur auprès de l'ASR

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 31<sup>st</sup>, 2008.

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, February 18<sup>th</sup>, 2009

OGH Expertises  
Comptables et Fiscales SA

**Ingo GIANNI**  
Auditor in charge  
Swiss Chartered Accountant

Enclosures :

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

**PROFIT AND LOSS** all euros

**ACTUALS**

	31/12/2008			31/12/2007
<b>INCOME</b>	<b>Geneva</b>	<b>Brussels</b>	<b>Total</b>	<b>Total</b>
Membership Fees	2,502,653	0	2,502,653	2,296,027
EUA Council of Doctoral Education (CDE)	92,000	0	92,000	-
<b>sub total Membership Fees</b>	<b>2,594,653</b>	<b>0</b>	<b>2,594,653</b>	<b>2,296,027</b>
Grants & Subventions	19,765	50,000	69,765	371,812
EC Projects	0	1,187,550	1,187,550	1,067,093
IEP Projects	1,103,461	0	1,103,461	978,163
Other Projects	169,928	205,075	375,003	
<b>sub total Projects</b>	<b>1,273,388</b>	<b>1,392,625</b>	<b>2,666,013</b>	<b>2,045,256</b>
Financial and Other	120,886	30,112	150,998	153,239
Income transferred from GVA to BXL	-2,800,000	2,800,000	0	
<b>Total Income</b>	<b>1,208,693</b>	<b>4,272,737</b>	<b>5,481,430</b>	<b>4,866,334</b>
<b>EXPENSES</b>				
EC Projects	0	1,534,639	1,534,639	1,458,583
IEP Projects	644,222	126,724	770,945	1,310,561
Other Projects	127,458	335,210	462,668	
EUA Council of Doctoral Education (CDE)	109,607	85,265	194,872	-
EUA Projects Development	50,000	17,000	67,000	288,000
<b>sub total Project</b>	<b>931,287</b>	<b>2,098,838</b>	<b>3,030,124</b>	<b>3,057,144</b>
<b>SALARIES</b>				
Staff Expenses	93,571	2,177,799	2,271,370	2,268,964
Provision Sal & Soc Chg	50,000	115,000	165,000	87,000
Fees	33,792	93,623	127,415	133,165
<b>sub total Salaries</b>	<b>177,363</b>	<b>2,386,422</b>	<b>2,563,785</b>	<b>2,489,129</b>
Recharged Salaries to EC Projects	0	-596,113	-596,113	-696,087
Recharged Salaries to IEP Projects	-36,888	-126,724	-163,612	-488,638
Recharged Salaries to Other Projects	-14,624	-166,358	-180,982	
Recharged Salaries to CDE	-35,185	-85,265	-120,450	-
Recharged Salaries to EC Operating Grt	0	0	0	-109,506
<b>sub total Recharged Salaries</b>	<b>-86,697</b>	<b>-974,460</b>	<b>-1,061,157</b>	<b>-1,294,230</b>
Info & Communications	0	129,617	129,617	56,841
<b>OFFICE COSTS</b>				
Rent	0	226,433	226,433	171,000
Utilities	0	0	0	3,726
Office Maintenance	0	528	528	1,029
<b>sub total Office Costs</b>	<b>0</b>	<b>226,961</b>	<b>226,961</b>	<b>175,756</b>
<b>CORE EXPENSES</b>				
Travel & Meetings	18,905	170,137	189,042	165,241
Books and Periodicals	0	4,328	4,328	5,105
Printed Material	0	6,511	6,511	31,727
Copying	0	5,055	5,055	3,916
IT & Office Supplies	0	28,302	28,302	25,346
Insurances	8	7,308	7,317	10,300
Postage	0	11,208	11,208	16,021
Telephone, Fax	850	28,643	29,493	41,727
Fees, legal, audit, translation	0	6,396	6,396	9,013
Other Expenses	1,386	35,097	36,484	10,102
<b>sub total Core</b>	<b>21,149</b>	<b>302,986</b>	<b>324,136</b>	<b>318,500</b>
Depreciation	2,533	69,236	71,769	52,786
Financial Expenses	1,373	35,245	36,618	16,267
<b>sub total Depr &amp; Bank &amp; W/O</b>	<b>3,906</b>	<b>104,480</b>	<b>108,387</b>	<b>69,053</b>
EC Operating Grant	0	0	0	157,565
Recharged Expenses to EC Operating Grant	0	0	0	-48,059
Recharged Expenses to EC projects	0	-6,750	-6,750	-170,286
Recharged Expenses to EUA projects	0	0	0	-6,000
<b>Total Expenses</b>	<b>1,047,009</b>	<b>4,268,094</b>	<b>5,315,103</b>	<b>4,805,412</b>
<b>Result surplus/(Deficit)</b>	<b>161,684 €</b>	<b>4,643 €</b>	<b>166,326 €</b>	<b>60,922 €</b>

## BALANCE SHEET all euros

## ACTUALS

	31/12/2008			31/12/2007
ASSETS	Geneva	Brussels	Total	Total
FIXED ASSETS				
Office Equipment	0	212,615		
	<b>0</b>	<b>212,615</b>	<b>212,615</b>	<b>176,046</b>
RECEIVABLES				
European Commission	0	0		
Membership	173,144	0		
Debtors	371,447	188,737		
Inter Company account	0	1,807,421		
	<b>544,591</b>	<b>1,996,158</b>	<b>2,540,749</b>	<b>653,814</b>
CASH				
Bonds and Shares	0	31,992		
Term accounts	3,339,385	4,800		
Bank (Business Accounts)	537,610	476,022		
Cash at Hand	0	1,056		
	<b>3,876,995</b>	<b>513,870</b>	<b>4,390,865</b>	<b>4,561,869</b>
PREPAID EXPENSES	10,344	17,407	27,750	63,222
INCOME RECEIVABLE	56,280	727,841	784,121	946,237
<b>Total Assets</b>	<b>4,488,209</b>	<b>3,467,891</b>	<b>7,956,100</b>	<b>6,401,188</b>
LIABILITIES				
OWN FUNDS				
Net Asset brought forward	567,088	137,331		
Result Current Year 2008	161,684	4,643		
	<b>728,772</b>	<b>141,974</b>	<b>870,746</b>	<b>704,419</b>
PROVISIONS & ACCRUED EXPENSES				
Provision for Social Liabilities	140,000	510,000		
Provision for Projects development	400,000	420,000		
Other Provision	287,458	150,000		
Accrued Holiday Allowance	0	115,000		
Other Accrued Expenses	42,804	43,810		
	<b>870,262</b>	<b>1,238,810</b>	<b>2,109,072</b>	<b>2,047,398</b>
PAYABLES				
European Commission	0	1,551,522		
Payables	218,894	531,620		
Inter Company account	1,807,421	0		
	<b>2,026,315</b>	<b>2,083,142</b>	<b>4,109,457</b>	<b>2,152,524</b>
DEFERRED INCOME	315,759	3,965	319,724	369,082
INCOME / FEES RCVD IN ADV	547,102	0	547,102	1,127,766
<b>Total Liabilities</b>	<b>4,488,209</b>	<b>3,467,891</b>	<b>7,956,100</b>	<b>6,401,188</b>

## NOTE

31/12/2008

31/12/2007

ASSET BLOCKED AS GUARANTEE	0	4,800	4,800	9,262
GUARANTIES ISSUED FOR EC PROJECTS	0	420,000	420,000	420,000

Note: Total projects are broken down as follows : EC projects € 1,534,639, EUA projects for € 1,428,486 and € 67,000 in project development. EC projects include EUA salaries € 596,113 and Partners salaries for € 220,892; Travel: EUA € 28,683 and Partners travel for € 222,907; Other € 466,044. EUA projects expenses include salaries € 465,043, Travel € 551,077, Other € 412,366

## ANNEX 1

### EUA Events and meetings in 2008

#### Board Meetings

Brussels, 25 January 2008  
Barcelona, 26 March 2008  
Brussels, 6 June 2008  
Brussels, 3 July 2008  
Rotterdam, 22 October 2008  
Vienna, 29 November 2008

#### Council Meetings

Brussels, 25 January 2008  
Barcelona, 26 March 2008  
Brussels, 4 July 2008  
Rotterdam, 22 October 2008

#### General Assembly

Barcelona, 27 March 2008  
Rotterdam, 23 October 2008

#### Key EUA events

##### Third European Quality Assurance Forum - Co-organised by EUA

Hosted by the Corvinus University, Budapest, Hungary, 20-22 November 2008

##### EUA Autumn Conference 2008

*Inclusive and responsive universities - ensuring Europe's competitiveness in the knowledge society*

Hosted by Erasmus University Rotterdam, The Netherlands, 23-25 October 2008

##### EUA-CDE Conference

*The launch conference of the EUA Council for Doctoral Education*

Hosted by the University of Lausanne Switzerland, 1-3 June 2008

##### EUA Spring Conference 2008

*The Governance of European Universities Post 2010 (II): Enhancing Institutional Mission and Profiles*

Hosted by the University of Barcelona, Spain, 27-29 March 2008

##### EUA Experts Conference

*Towards Financially Sustainable Higher Education Institutions*

Brussels, Belgium, 7-8 February 2008

##### EUA Meeting of Communication Professionals

Brussels, Belgium, 30-31 October 2008

## ANNEX 2

### EUA Policy positions and declarations

#### The future of the Bologna process post 2010

##### I. Preamble: A strong and ambitious vision for the future

EUA believes that a coherent, transparent and outstanding university sector is essential for the cultural, economic and social development of Europe. Autonomous and well funded universities in a diversified system, but with shared objectives and values, will be key drivers in achieving Europe's goals.

For universities to realise this potential they will increasingly have to link their core missions in higher education, research and innovation, not least in order to be able to respond to public demand for universities, and to

contribute substantially to finding answers to global problems such as renewable energies, sustainable development or climate change.

This requires open, modern and flexible universities, with a strong European dimension, characterised by true European mobility and European careers, as well as engagement at global level. As a sector European universities need to be attractive to both European and international students that can contribute to and benefit from the rich and diversified European scientific and scholarly tradition.

##### II. Consolidation, communication and optimisation of existing reforms

The achievements of the Bologna process have to be consolidated and their sustainability at national and institutional level ensured within a coherent European framework. In particular the ongoing process of curricular renewal needs to be continued in universities across Europe.

In other words careful attention must be given to following up 'unfinished business' to ensure that the qualitative changes required are embedded in institutional and also subject specific cultures. It is crucial to avoid the risk of achieving only superficial structural change across Europe. Moreover, in pursuing the common goal of a major shift to student centred learning, linking qualifications and credits with the introduction of learning outcomes, the ongoing reform process needs to take account of different disciplinary cultures and also address the need for reform

in 'difficult areas' such as teacher training, medicine or in other regulated professions.

A survey of National Rectors' Conferences and university associations across Europe indicates that the following topics need particular attention:

- The proper implementation of ECTS & the introduction of modules;
- Consolidating the basic framework conditions for joint and double degrees;
- Improving recognition of prior learning, study periods and degrees;
- Ensuring that newly introduced Bachelor and Master programme are sufficiently flexible to allow for student mobility as well as removing obstacles to mobility both of students and staff (e.g. portability of grants and pensions etc.);

- The introduction of national QFs and the tuning of QFs between systems and at different levels;
- Pursuing the discussion on employability – with special emphasis on the role of the

bachelor on the labour market – while also balancing employability goals with the other purposes of HE.

### III. Future priorities – advancing Bologna

EUA proposes four major objectives and related action lines as priorities for advancing the European Higher Education Area post 2010. Many of the specific issues raised have in some way been addressed over the last ten years. The intention is to set new objectives, as well as reconsidering existing priorities in the light of the new challenges facing European higher education. It is important to focus on a small number of common goals, and for each objective to consider action lines required to address the particular challenge as well as specific measures that are relevant for universities and can be addressed by all partners, at European, national and institutional level.

1. Consolidating Europe's broad base of research-based higher education: reaffirming the essential link between higher education and research as a hallmark of European higher education and a determining factor of the competitiveness of Europe and European universities in the future. This in turn requires connecting more closely the European Higher Education and Research Areas. Success in bringing these two processes closer together will enhance the attractiveness of European higher education and strengthen considerably the European dimension. This requires:

- a. encouraging universities to develop further their own specific and increasingly varied research and innovation profiles in line with their own (increasingly differentiated) missions;
- b. maintaining the momentum in the ongoing reform of doctoral education;
- c. developing better career opportunities for young researchers;

d. removing obstacles to mobility and overcoming national fragmentation so as to promote Europe wide opportunities for teachers and researchers at all stages in their careers (career structures, recruitment, pension rights, visa issues, link to charter & code etc.).

2. Providing more education to more people: responsive and flexible universities; ensuring that at least 50% of each age cohort has access to high education. This requires:

- a. a new pact/consensus on lifelong learning based upon the commitments made in the Lifelong Learning Charter for Europe's universities – in order to address the needs of an ever more diverse student population (flexibility of learning paths, recognition of informal learning, customising the educational offer etc.);
- b. increasing the permeability of systems by addressing related social questions (tuition fees, benefits, study grants/other financial aid);
- c. improving understanding and making better use of diversity (at institutional and programme level and in respect of the student body, while also taking account of the requirements of, and the demand for different disciplines, and the need to develop interdisciplinarity).

3. Redefining public responsibility: the new challenges facing higher education, along with the increased autonomy that allows universities to respond better to societal demands, means that the role of the state and the relationship between public responsibility and institutional autonomy needs to be reconsidered in respect of:

- a. responsibility for quality,
  - b. appropriate and sustainable funding,
  - c. governance issues,
  - d. the growth of private providers & the need for coherent systems of HE,
  - e. the need to strive for parity of esteem by promoting excellence in relation to a variety of different institutional missions.
4. Fit to face global challenges: The global engagement of the European Higher Education Area and the way in which European universities cooperate and compete on the global stage is a cross cutting priority that will be of major importance in the next decade. This requires:
- a. promoting 'European' internationalisation by considering incentives for enhancing the internationalisation of European universities based upon the Bologna tools and instruments developed over the last decade,
  - b. strengthening degree mobility, in particular at Master and Doctoral level while maintaining existing levels of mobility within degree programmes;
  - c. improving understanding of the relationship between the European and the global dimension by analysing:
    - where local, national, European and international agendas are becoming blurred (e.g. in research, with the global competition for researchers, which impacts on doctoral programmes, or in relation to transnational education, with Europe as both a provider and a consumer);
    - the extent to which the international dimension will grow in importance in the future, including: an analysis of the macroeconomic benefits of higher education, of the impact on national and institutional strategies, and of the need for more coherent policies and frameworks at European level.

## IV. Managing the process

There is a consensus that structured dialogue is necessary also in the future as it allows the mobilisation of all players in the interests of all; and that policy coordination and setting common goals will also be necessary in the future to meet new challenges.

Thus, it is the view of EUA that the maintenance of the present BFUG structure is important to accompany the next, more qualitative phase of the reforms but also to ensure that the present reforms are implemented in a sustainable manner and do not 'run out of steam.'

The momentum of the follow-up structure created over the last decade, and involving all stakeholders should not be lost. It has provided opportunities for universities, through EUA, to take a leading role in policy development, and this should be built upon in the future with the goal of shifting coordination of the implementation of reforms increasingly to the universities.

**Brussels, October 2008**

## European Universities' Charter on Lifelong Learning

### Preamble

**EUA has drafted this charter following on from a seminar on Lifelong Learning held in the Sorbonne in December 2007. At this time French Prime Minister François Fillon asked the European University Association to prepare a Charter on this key topic for Europe's universities and for society in the future.**

The Charter has been elaborated on the basis of extensive consultation, not only with EUA member universities and Rectors' Conferences, but also with a wide range of European higher education stakeholder organisations.

Since their foundation over 800 years ago, Europe's universities have championed research, fostered a civilised and tolerant society and prepared young people for their role in society and the economy. They have also shown themselves to be remarkably resilient and adaptable institutions, continually developing their role as society evolves.

In the twenty first century new expectations and demands on Europe's universities are mounting rapidly, as social and economic development becomes geared around the concept of a Europe of Knowledge. European citizens need strong, autonomous, responsive and inclusive universities providing research-based education and learning in order to meet the many challenges ahead. These social, and economic challenges are generated in particular by:

- the increasing speed of globalisation;
- the demographic transformation of Europe into ageing societies;
- the rapid pace of technological change.

These developments impact on, and require adaptation in, society and from labour markets everywhere. Universities are key actors in this process. The European stage is set for lifelong learning, and the decade of reforms that has taken place to develop the European higher education and research areas now needs to be consolidated and taken forward to address lifelong learning challenges, taking account

of existing achievements and good practice in Europe's universities to meet diversified learner needs. Currently the terminology of lifelong learning embraces many concepts – including initial education for disadvantaged groups, continuing education and training for well-qualified graduates, and post-retirement opportunities for cultural enrichment – and is subject to considerable local, regional and national interpretation.

For a European dialogue to be effective in guiding local and national developments, it is important to define better the overarching concepts and practices, and to clarify more precisely the particular contribution to the lifelong learning agenda that can be made by creating a culture of inclusive and responsive European universities.

Universities are among a spectrum of institutions that need to respond to these issues. They have a particular opportunity to provide research-based higher education for lifelong learners.

Currently European societies are missing out on a huge pool of readily available human talent, and comparing higher education participation rates in Europe with those in other world regions makes disturbing reading and calls for action. Widening access to higher education is not about introducing less qualified students, but rather about supporting all learners with the potential to benefit both themselves and society through participating in higher education. This means reaching out to an increasingly broad range of learners with different motivations and interests: not only offering programmes for professional development adapted to a fast-changing labour market, but also catering for the growing demand for personal development opportunities through the cultural enrichment that universities offer. There is also an urgent need for debate on how lifelong learning provision that will be of benefit to individuals, employers and society as a whole can best, and most fairly, be funded.

This impetus to develop more inclusive and responsive universities is not a call for revolution,



but rather for evolution. It is often assumed that lifelong learning provision is different in nature to the provision of education to traditional students. In reality, the key challenge is to find ways to open up a wider range of educational services to new learners and to returning learners, and to ensuring continuing opportunities for learners throughout their lives. Expanding the range of learners becomes the key strategic issue, and the key activities for universities to develop are the establishment of systems for fair assessment and validation of all forms of prior learning, and providing relevant, creative and innovative educational programmes.

Universities are also aware of the need to engage in and reinforce dialogue with society more broadly – with employers and employee

organisations, as well as with parents and students. This can best be achieved by strengthening partnerships at different levels, with particular attention to the local level where needs are most acutely perceived and expressed.

The purpose of this Charter, which is written in the form of commitments from universities in addressing the development and implementation of lifelong learning strategies, with a set of matching commitments for governments and regional partners to make, is to assist Europe's universities in developing their specific role as lifelong learning institutions forming a central pillar of the Europe of Knowledge.

## **Universities commit to:**

### **1. Embedding concepts of widening access and lifelong learning in their institutional strategies.**

Universities will grasp the opportunity to address lifelong learning centrally in their mission and strategy as part of a wider definition of excellence. The complexity of lifelong learning concepts has to be acknowledged and explored as a key aspect of developing the contribution of universities to a culture of lifelong learning.

### **2. Providing education and learning to a diversified student population.**

European universities will respond positively to the increasingly diverse demand from a broad spectrum of students – including post secondary students, adult learners, professionals who seek to up-grade skills for the workplace, senior citizens taking advantage of their increasing longevity to pursue cultural interests, and others – for high quality and relevant higher education throughout their lifetime. European universities recognise the important contribution that a diversified student body will make to the development of a culture of success and innovation in the institution and wider society, and the need to think how far different types of learners can interact together in a supportive mutual learning environment.

### **3. Adapting study programmes to ensure that they are designed to widen participation and attract returning adult learners.**

Flexible and transparent learning paths need to be in place for all learners to access and succeed in higher education in all its different forms. It is an essential responsibility of universities to ensure that this educational offer is always of high quality European universities acknowledge the diversity of individual learner needs and therefore their responsibility to adapt programmes and ensure the development of appropriate learning outcomes in a learner-centred perspective. They also pledge to play their part in promoting widening participation and continuing education.

### **4. Providing appropriate guidance and counselling services.**

Relevant academic and professional guidance, as well as other psychological counselling, should be available for all qualified potential students when needed. This support should be relevant to learners of all ages, and from all social and cultural backgrounds.

**5. Recognising prior learning.**

To ensure that all with the potential to benefit from higher education provision are enabled to do so, it is essential for universities to develop systems to assess and recognise all forms of prior learning. This is particularly important in the context of lifelong learning in a global era where knowledge is acquired in many different forms and places.

**6. Embracing lifelong learning in quality culture.**

Europe’s universities have taken important steps in developing internal quality culture, assuming prime responsibility for the quality of their provision. This work will adapt to an evolving framework for lifelong learning in order to ensure that an appropriate range of targeted learner support services are provided for increasing numbers of more diverse learners.

**7. Strengthening the relationship between research, teaching and innovation in a perspective of lifelong learning.**

Universities’ research and innovation missions can be strengthened through lifelong learning strategies, and universities’ specific contribution to lifelong learning should be underpinned by research. Researchers should also be recognised as a fine example of lifelong learners whose own educational needs are continually evolving, also taking account of the changing skills required by the labour market. Lifelong learning can also be a source of new research methodologies and topics.

**8. Consolidating reforms to promote a flexible and creative learning environment for all students.**

In creating the European higher education and research areas, Europe’s universities are engaged on a path of major reforms that places all learners

at the centre. Universities now need to exploit the potential of these reform processes and their tools (ECTS, Diploma Supplement, European Standards and Guidelines for Quality Assurance, Qualifications Frameworks, etc.) to enhance the development of a creative lifelong learning environment that is open to a more diverse population of learners, and thus responds to societal needs for the modernisation of higher education. Fully integrating lifelong learning to the mission of universities is essential to enhance the creativity and innovation profiles of institutions.

**9. Developing partnerships at local, regional, national and international level to provide attractive and relevant programmes.**

Providing relevant educational provision in a lifelong learning context cannot be done by institutions on their own. The need for structured partnerships – with a range of other educational institutions, employers, employees’ organisations (trade unions) as well as with other stakeholders – is essential if provision is to be responsive, flexible and innovative.

**10. Acting as role models of lifelong learning institutions.**

Universities are not only providers of higher education and research, but also major employers in their own right. They therefore have the potential to act as role models in society by offering lifelong learning opportunities for their own employees – whether academic, administrative or technical and auxiliary staff. They should also be key actors in lobbying for coherent policy development in national systems.

**Europe's universities cannot realise these commitments without the concerted actions of governments and regional partners in providing appropriate legal environments and funding. The following commitments are therefore expected from governments to ensure that a suitable environment is created for universities to develop their contribution to lifelong learning.**

## **Governments commit to:**

### **1. Recognising the university contribution to lifelong learning as a major benefit to individuals and society.**

Governments have a responsibility to ensure that universities are valued for their contribution to lifelong learning, and that this is not perceived as a minor addition to the roles of universities. It is a major cultural shift to respond to the demands of a fast evolving lifelong learning society and of long-term labour market needs, and requires significant financial investment.

### **2. Promoting social equity and an inclusive learning society.**

Governments should make efforts to ensure that lifelong learning achievements are valued by individuals, public and private employers and other actors, and that a culture of learning throughout life is shared as a common societal goal. Citizens need to be provided with information on accessing lifelong learning educational opportunities, while Europe's universities need to be supported to ensure that such opportunities are open to all who have the potential to benefit from higher education at whatever time in their life is appropriate.

### **3. Including lifelong learning objectives in the missions and work of national QA agencies and systems.**

Most countries have now developed quality assurance systems for higher education that have a major impact on the nature of programmes developed. Attention to issues of lifelong learning in quality assurance processes is therefore a necessity to ensure that lifelong learning is recognised as a national priority.

### **4. Supporting the development of appropriate guidance and counselling services.**

Professional academic guidance, careers advice and welfare services are essential for all learners to find their way successfully through the more flexible provision that is being developed by universities, but particularly important to those individuals most at risk of failing to complete higher education programmes and who have little support from family, friends and colleagues. Irrespective of whether services are delivered within or outside higher education institutions, governments have a responsibility to ensure high professional standards. Governments also need to ensure that guidance, careers and counselling services are linked up in a lifelong learning perspective to provide continuous support to citizens at all levels of education. This support should be relevant to students of all ages, and from all social and cultural backgrounds.

### **5. Recognising prior learning.**

Governments have the responsibility to support and motivate institutions in the recognition of all forms of prior learning. This task can be facilitated through the provision of appropriate incentives to institutions, and by ensuring full integration of prior learning in qualification frameworks.

### **6. Removing specific legal obstacles that prevent many potential learners from returning to higher education.**

Governments should address the systemic obstacles that discourage many potential learners from taking advantage of lifelong

learning opportunities. This means taking action on matters such as social security rights, precariousness of employment rights, lack of financial support for lifelong learning, and loss of pension contributions during periods of study.

**7. Ensuring autonomy and developing incentives for lifelong learning universities.**

Governments have a responsibility to ensure that universities have sufficient autonomy to develop their own responses to lifelong learning challenges and to decide their own admission requirements, but also sufficient incentives to be rewarded for pursuing this key mission. Major progress in developing lifelong learning provision can only take place if such a framework of autonomy with incentives is achieved.

**8. Encouraging partnerships at regional level with local authorities, employers and agencies.**

The benefits of high quality lifelong learning provision will largely be realised in Europe's regions, and regional development agencies, local employers, as well as employees' organisations (unions) therefore have a high stake in this agenda. Regional partnerships with

higher education institutions and social partners need to be strengthened as they are vital to the successful planning and delivery of lifelong learning educational services.

**9. Informing and encouraging citizens to take advantage of lifelong learning opportunities offered by universities.**

As a key aspect of the implementation of national lifelong learning strategy, governments have a special responsibility to ensure that citizens are informed and aware of the varied and diverse opportunities of university based lifelong learning provision.

**10. Acting as role models of lifelong learning institutions.**

Like universities, governments can set standards in society by acting as role models for the policies that they advocate. Governments should ensure that public sector employees therefore are encouraged to benefit from the range of lifelong learning opportunities offered by the universities and other providers.

Brussels, July 2008

**Annex - List of European higher education stakeholder organisations consulted during the drafting process:**

- Business Europe
- European Association for the Education of Adults (EAEA)
- European Association of Distance Teaching Universities (EADTU)
- European Access Network (EAN)
- Education International (EI)
- European Students' Union (ESU)
- European Trade Union Confederation (ETUC)
- European University Continuing Education Network (EUCEN)
- European Association of Institutions in Higher Education (EURASHE)
- Forum Européen De l'Orientation Académique (FEDORA)

# Recommendations from the EUA Working Group on Open Access adopted by the EUA Council on 26<sup>th</sup> of March 2008 (University of Barcelona, Spain)

## I. Working Group: Aims and Scope

In January 2007 EUA established a 'Working Group on Open Access' for a one year period as a platform of expert opinion to provide both a voice for, and visibility to European universities as stakeholders in the policy debate. Its mission was dual fold: to raise awareness of the importance of 'open access' issues to the wider university community, both in terms of its impact upon the research process and its financial implications for university libraries, and to develop recommendations for a common strategy for the university sector as key stakeholders in policy development in the field. The decision to set up the Working Group had reflected the general view that the interests of universities were not being heard in the growing policy debate on the issue of the wide implications of rapid development of digital ICT for publishing which tended to be dominated by the commercial interests of the major scientific publishing companies.

The Working Group membership drew upon the range of different university perspectives on the concept of 'open access' from those of academic researchers, librarians and university management. In the course of its three meetings in 2007 the Working Group gathered expert opinion on open access publishing business models, legal and copyright issues, technical development of national digital

repositories and their European networking, and the policies being developed towards open access publishing by funding agencies at the national level and the European Commission. Dr. Sijbalt Noorda (Chair of the Working Group) and members contributed also to several European Conferences held in 2007 including the major conference on 'Scientific Publishing in the Digital Age' held jointly by the European Commission DG Research and DG Information and Media in Brussels in February 2007 in which the university sector were recognised formally as a major 'stakeholder' in the open access policy debate.

In reaching its recommendations that are addressed to three audiences university leaders at the institutional level, National Rectors Conferences and the EUA Working Group has borne in mind the full spectrum of issues involved; these range from the clear opportunity offered to widen access to the results of research, to the implications of open access publishing for peer review and quality assurance in academic research and the rapidly rising costs of scientific publications for university libraries (through high subscription prices for both electronic and printed journals, including 'bundling' marketing strategies by publishers).

## II. European and Global Context of the Recommendations

The Working Group recommendations seek to build upon the findings of the 'Study on the Economic and Technical Evolution of Scientific Publications Markets in Europe' (European Commission, DG Research, project report, January 2006), and public statements issued by the European Research Council (ERC) and the European Research Advisory Board (EURAB) on open access as well as the current practices of

some funding agencies such as UK Research Councils and the newly adopted policy of the National Institutes of Health (NIH) in the United States concerning open access mandates for peer-reviewed publications arising from grants.

In the European context the most recent significant development has been the ERC announcement on 17th December 2007 of its position on open access, as follows: The ERC

requires that all peer-reviewed publications from ERC-funded research projects be deposited on publication into an appropriate research repository where available, such as PubMedCentral, ArXiv or an institutional repository, and subsequently made open access within 6 months of publication.

The Working Group recommendations seek also to provide support to European level initiatives promoting institutional repositories, their

networking and wider accessibility through the future Confederation of European Repositories being developed by the DRIVER project consortium (funded under the European Commission 7<sup>th</sup> Research Framework Programme) and other university-led initiatives such as EurOpenScholar and the UNICA network.

### III. Recommendations

The Working Group recommendations (below) are based upon the following core premises: the university's role and responsibility as guardian of research knowledge as a 'public good'; the results of publicly funded research should be publicly available as soon as possible; and quality assurance peer review processes are preconditions for scholarly publishing and therefore are essential to be maintained in the digital publishing mode.

It is important to emphasise that the scope of the Working Group recommendations cover as a priority the need for the enhancement of open

access to peer-reviewed published research literature only, and not scientific research data, teaching materials etc. Issues of access to research data, its archiving and preservation need further attention from universities, funding agencies and scientific professional bodies, and are subject to several initiatives at the national and European level which are not addressed here (e.g. the Alliance for Permanent Access and European Digital Information Infrastructure).

#### A. Recommendations for University Leadership

1. Universities should develop institutional policies and strategies that foster the availability of their quality controlled research results (in the form of research papers and other outputs) for the broadest possible range of users, maximising their visibility, accessibility and scientific impact.

2. The basic approach for achieving this should be the creation of an institutional repository or participation in a shared repository. These repositories should be established and managed according to current best practices (following recommendations and guidelines from DRIVER and similar projects) complying with the OAIPMH protocol and allowing interoperability and future networking for wider usage.

3. University institutional policies should require that their researchers deposit (selfarchive) their scientific publications in their institutional repository upon acceptance for publication. Permissible embargoes should apply only to the date of open access provision and not the date of deposit. Such policies would be in compliance with evolving policies of research funding agencies at the national and European level such as the ERC.

4. University policies should include copyright in the institutional intellectual property rights (IPR) management. It should be the responsibility of the university to inform their faculty researchers about IPR and copyright management in order to ensure the wider sharing and reuse of the

digital research content they have produced. This should include a clear policy on ownership and management of copyright covering scholarly publications and define procedures for ensuring that the institution has the right to use the material produced by its staff for further research, educational and instructional purposes.

5. University institutional policies should explore also how resources could be found and made available to researchers for author fees to support the emerging 'author pays model' of open access.

## **B. Recommendations for National Rectors' Conferences**

1. All National Rectors' Conferences should work with national research funding agencies and governments in their countries to implement the requirement for self archiving of research publications in institutional repositories and other appropriate open access repositories according to best practice models of the ERC and existing national research funding agencies operating open access mandates. National Rectors' Conferences should encourage governments to work within the framework of

the 'Council of the European Union Conclusions on Scientific Information in the Digital Age: Access, Dissemination and Preservation' adopted at the EU Competitiveness Council meeting on 22<sup>nd</sup> - 23<sup>rd</sup> November 2007.

2. National Rectors' Conferences should attach high priority to raising the awareness of university leadership to the importance of open access policies in terms of enhanced visibility, access and impact of their research results.

## **C. Recommendations for the European University Association**

1. EUA should continue to contribute actively to the policy dialogue on open access at the European level with a view to a self archiving mandate for all research results arising from EU research programme/project funding, hence in support of and building upon the ERC position and other international initiatives such as that of the US National Institutes of Health (NIH).

2. EUA should continue to be visible and to rally expertise from Europe's universities on open access issues to provide input to European and international events advancing open access to scientific publications, research data and their preservation.

## EUA Working Group Membership - OPEN ACCESS

as of 9 January 2008

### Chair:

**Sijbolt Noorda**, EUA Council member, NL

**Belgium (FI)**: Inge Van Nieuwerburgh, Ghent University

**Czech Republic**: Jan Stanek, Vice-Rector, Inst. of Chem. Technology, Prague

**Denmark**: Wilbert van der Meer, Special Adviser, Danish Rectors' Conference

**Finland**: Kalle Korhonen, Member of Finnish Open Access WG

**France**: Geneviève Gourdet, COUPERIN

**Germany**: Gerhard Schneider, Vice-Rector, University Freiburg

**Greece**: Claudine Xenidou-Dervou, Coordinator, HEAL-Link / Site Librarian, Physics & Informatics Depts. Aristotle University

**Italy**: Paola Gargiulo, Consorzio per le Applicazioni di Supercalcolo per Università e Ricerca (CASPUR)

**Netherlands**: Nol Verhagen, University of Amsterdam

**Norway**: Rune Nilsen, Professor, University of Bergen

**Portugal**: Eloy Rodrigues, Head of Documentation Services, Minho University Institutional Repository

**Spain**: Lluís Anglada I Ferrer, Director of Consorci de Biblioteques Universitaries de Catalunya

**Sweden**: Lars Björnshauge, Director of Libraries / Chief Librarian, University of Lund

**UK**: Stephen Pinfield, Director of SHERPA, Deputy Chief Information Officer & Director of Research and Learning Resources, University of Nottingham

### Observer:

**Françoise Vandooren**, Université Library, Université Libre de Bruxelles

### EUA:

**John Smith**, Deputy Secretary General

**Thomas Estermann**, Senior Programme Manager

**Gemma Jackson**, Administrative Assistant, Research and Innovation Unit



## ANNEX 3

### EUA Publications and reports in 2008

European Universities' Charter on Lifelong Learning

Published in English and French.

Financially Sustainable Universities: Towards Full Costing in European Universities

Implementing and Using Quality Assurance: Strategy and Practice - A selection of papers from the 2<sup>nd</sup> European Quality Assurance Forum

EUA Annual Report 2007

Join EUA Brochure

Update of Bologna Process Brochure



### Some publications to look out for in 2009

Trends in Quality Assurance: A selection of papers from the 3<sup>rd</sup> European Quality Assurance Forum

DOC-CAREERS Project Report

Survey of Master Degrees in Europe






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The European University Association (EUA) is the representative organisation of universities and national rectors' conferences in 46 European countries. EUA plays a crucial role in the Bologna process and in influencing EU policies on higher education, research and innovation. Thanks to its interaction with its members and a range of other European and international organisations EUA ensures that the independent voice of European universities is heard wherever decisions are being taken that will impact on their activities.

The Association provides a unique expertise in higher education and research as well as a forum for exchange of ideas and good practice among universities. The results of EUA's work are made available to members and stakeholders through conferences, seminars, website and publications.

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