

European University Association

annual
report
2009



EUA

European University Association

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This report is only available in an electronic version.

ISBN: 9789078997191

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FOREWORD

FROM THE EUA PRESIDENT



Jean-Marc Rapp,
EUA President

Dear Colleagues,

As incoming EUA President, taking over from my predecessor Professor Georg Winckler at the March 2009 General Assembly at the Charles University in Prague, along with eight newly elected Board members, it is with great pleasure that I take this opportunity to report on what has been achieved during this first year of my mandate as well as on plans for the future.

The framework is set by the conclusions and priorities detailed in the Prague Declaration. This important statement developed by the 500 university leaders present in Prague for EUA's 5th Convention outlines a clear message for European governments: to invest in higher education during the economic and financial crisis and to accept that universities have a key role as a motor for economic recovery by providing the research-based education needed at all levels to promote creativity and innovation.

In addition to this strong message to political leaders, the Prague Declaration also includes a strategic agenda for universities, entailing 10 factors that we believe will determine future success. These include reinforcing autonomy, increasing and diversifying income and further enhancing quality, all of crucial importance if universities are to be able to assure their primary tasks of teaching, research, and service to society. Along with the increased attention that we believe must be paid to promoting collaboration and partnership of different kinds, and to enhancing internationalisation and mobility, they constitute the key elements that, together with the members of the Board, I would like to advance during my mandate as EUA President.

During this first year we have strengthened efforts to develop further and advocate common policies in all these key areas as well as to support our member universities through an ever broader range of membership services.

For European universities are a long-term investment in Europe's future and it is our role to support member universities in identifying the actions and policies needed to respond to the many and interlinked challenges they are facing.

On behalf of the Board I would like to thank you all for your active and continued support of EUA. It is our intention to ensure that with your support EUA remains the strong, influential and united voice for Europe's universities that Europe needs.

I would like to take this opportunity to thank Professor Georg Winckler and all members of the Board who stepped down last year for the excellent job they have done in developing EUA as an organisation.

A handwritten signature in blue ink, appearing to read 'Jm2 R', which is the signature of Jean-Marc Rapp.

Professor Jean-Marc Rapp
EUA President

FOREWORD

FROM THE EUA SECRETARY GENERAL



Lesley Wilson,
EUA Secretary General

The discussions on the role and membership of EUA and the adoption of revised statutes in 2008 have led to increased interest in EUA and its activities in support of universities. As a result, EUA membership has continued to expand in 2009 as has EUA's offer of services to members. Thus, in the course of the year the association was able to welcome 42 new members from 16 different countries, among them eight Universities of Applied Sciences, bringing the overall number of members to nearly 850.

In response to the needs of this growing and increasingly diverse membership the association has broadened the range of topics addressed, and expanded efforts to influence different areas of European policy in the interests of members. In parallel, in areas considered to be a particularly high priority for our members, an increased effort has been made to secure external funding for the implementation of projects in which members can participate and share experience. As a result we have been able to invite you to participate in new projects focussing on such diverse topics such as lifelong learning, quality culture in universities, diversifying university funding, implementing full-costing methodologies and developing research methodologies for research developed in partnership with stakeholders. At the same time, attention has also been paid to developing our specific services to members through the Institutional Evaluation Programme (IEP), the European Quality Assurance Forum (EQAR) and the Council for Doctoral Education (CDE).

All these types of activities represent different ways in which the association seeks to fulfil its role of promoting 'Strong Universities for Europe' as key stakeholders in the developing European Higher Education and Research Areas. In addition, 2009 has demonstrated the growing importance that internationalisation has for universities and this has also influenced EUA's work and resulted in the organisation of our Autumn conference focused on this topic. The need to strengthen our efforts to reinforce autonomy, and to work towards achieving financial sustainability for universities, a particular challenge in the present economic situation, is another important area of our work.

The activities carried out over the last year are described in the following pages. Together with my colleagues in the EUA secretariat we very much hope that our offer of services and support represent added value to you, our members, both in better understanding the complex environment in which you operate and in taking forward your own specific institutional mission and strategic goals. This is our purpose, and we welcome feedback from you to enable us to respond even better to your needs in the future. Thank you for your support.

A handwritten signature in blue ink that reads "Lesley Wilson".

Lesley Wilson
EUA Secretary General

SECTION 1: THE VOICE OF EUROPE'S UNIVERSITIES

As the voice of European universities, EUA's goal is to promote a coherent higher education and research system for Europe built on strong, autonomous and well-funded universities that are able to act in an increasingly complex, global environment. With this firmly in mind, EUA seeks to influence European policy debates and to define and shape the agenda on a broad range of issues affecting universities, in particular by:

- » developing common policies in areas where universities have a vital interest in working together. This work is underpinned by analysis based on data collection and good practice, developed through the implementation of projects involving members, and the organisation of targeted events
- » continuing to strengthen relationships with key European actors that enhance EUA's position as the privileged partner for a broad range of stakeholders at European level, for example by seeking systematic involvement in all relevant consultation and decision-making processes and by building strategic partnerships and coalitions on issues of common concern, both at European and at international level
- » enhancing the profile of Europe's universities by monitoring, reporting and following up on EU and other policy documents and legislative texts through debate and targeted campaigns
- » communicating and advocating policies to a wide range of stakeholders and

partners to ensure that the voice of universities is heard and also that individual members are aware of and can contribute to policy debates impacting on their development. For example by lobbying activities, working with a broad range of partners, and representing European universities' interests across Europe and beyond

Policy development takes place for the most part through the work of EUA statutory bodies: the Board, Council or the General Assembly (see section 3). In addition, the EUA Board has established a number of sub-Committees and thematic working groups to advance reflection and action in particular policy areas such as research policy, and university rankings and to steer the "European Platform of Universities engaged in energy-related research" (see section B).



EUA's Fifth Convention of European Higher Education Institutions
Prague, Czech Republic

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A. MOVING TOWARDS THE LAUNCH OF THE EUROPEAN HIGHER EDUCATION AREA (EHEA)

EUA has been closely involved in the Bologna Process since it began. Through its formal role as a consultative member in the Bologna Follow-Up Group, EUA represents universities in the different bodies that follow-up and manage the Bologna Process and seeks to ensure the full involvement of universities at all levels.

The last year has been critical for the future of the Bologna Process, involving a Ministerial meeting held in Leuven/Louvain-la-Neuve in Belgium in April 2009, as well as the first Global Policy Forum that took place immediately after that Ministerial meeting. In addition, preparations started for the 2010 formal launch of the European Higher Education Area (EHEA) to be celebrated through an event held in Budapest and Vienna in March 2010.

Discussions in 2009 focused principally on defining the priorities for the next decade (2010-2020). The Leuven/Louvain-la-Neuve Ministerial Communiqué, entitled 'The Bologna process 2020 – The European Higher Education Area (EHEA) in the new decade', underlined the importance of maintaining the existing stakeholder approach post 2010, which means that universities, students, business, together with governments, will share responsibility for the development of future reforms and cooperation. EUA President, Professor Jean-Marc Rapp, stressed the growing importance of institutions and students in making the reform a success over the next decade as the emphasis moves to

making things happen on the ground and ensuring broader ownership of the reforms among academics and students across the continent. The Communiqué also takes up many of the key points for universities stressed in EUA's Prague Declaration to Ministers, in particular, the importance of increasing the quality and quantity of mobility in Europe, improving researcher careers and taking forward lifelong learning, notably through the take-up of EUA's Lifelong Learning Charter (via the new EUA SIRUS project - see Section 2).

At the same time, the EUA President also pointed out the reservations that many universities have towards the growing emphasis on data collection and the importance attached to the development of so-called 'multidimensional transparency tools'. As a more general response to the growth in rankings, EUA also established in 2009 a high level working group to consider policy and action to be taken by EUA on this important topic in the future. The results of this working group will feed into the work programme for 2010/2011.

Looking to the future, 2009 saw the finalisation of an important report on the introduction of the master level in Europe that has also fed into the preparatory work done on the Trends report for the March 2010 Bologna anniversary conference to mark the official launch of the EHEA. The Trends 2010 study will make a direct contribution to the discussion by surveying not only the last three years but also by assessing the achievements of the

entire past decade of Bologna reforms, identifying the challenges lying ahead and setting priorities for the future from the perspective of universities.

Following the 2010 meeting, the next formal Ministerial Summit will take place in Romania in April 2012 with further meetings planned for 2015 and 2018.

QUALITY AT THE HEART OF THE EUROPEAN HIGHER EDUCATION AREA

EUA continues to be very active in the field of quality enhancement and quality assurance policy development in a number of fora. Policy debate at European level takes place first of all through the "E4" partnership with Quality Agencies (ENQA), the European Students' Union (ESU) and other higher education institutions (EURASHE). In addition to discussing issues of common concern this group also provides advice to the Bologna Process on all quality-related topics.

Furthermore, as a founding member of the European Quality Assurance Register for Higher Education (EQAR), EUA serves on its the Executive Board and also nominates two members of the European Register Committee, the body that takes decisions on applications submitted by quality agencies to join the Register. EQAR thus contributes to increasing transparency and enhancing trust and confidence in European higher education by listing quality assurance agencies that operate in Europe and have proven their credibility and reliability in a review against the European Standards and Guidelines for Quality Assurance (ESG). (Read more about EQAR at www.eqar.eu)

In 2009 EUA also continued to co-organise the annual European Quality Assurance Forum (EQAF), the landmark meeting of all higher education stakeholders involved in

QA. The fourth edition, held in Copenhagen in November gathered more than 500 higher education stakeholders from 54 countries on the theme: 'Creativity and diversity: Challenges for quality assurance beyond 2010'. The growing interest in this event demonstrated its importance as a platform for discussion and exchange of experiences and best practice. Participants underlined that attention should be paid to how quality assurance procedures are designed so that they do not lead to 'standardisation or harmonisation' of higher education but genuinely encourage creativity and support diversity. The fifth edition of the Forum will be hosted by University Claude Bernard Lyon I, France on 18-20 November 2010.

EUA actively underpins its policy development in quality with projects that gather data and evidence from members. In 2009, EUA completed the project (Quality Assurance for the Higher Education Change Agenda - QAHECA) which explored how quality assurance processes in teaching and learning (external and internal) can support creativity and innovation. At the end of 2009, EUA also launched a new project to examine the internal 'quality culture' within European universities, and how this has developed within the framework of the Bologna Process reforms.

EUA BOLOGNA-RELATED ACTIVITIES

Finally, together with Raabe Academic Publishers, EUA continues to produce four supplements per year of the Bologna Handbook that both underpins EUA Bologna related activities and contributes to the dissemination of research results on a variety of topics related to teaching and learning.

Projects underpinning these activities (please see section 2)

- » Trends 2010 (2008-2010)
- » Quality Assurance for the Higher Education Change Agenda (QAHECA) (2007-2009)
- » Survey of Masters programmes in Europe (2007-2009)
- » Shaping Inclusive and Responsive University Strategies – SIRUS (2009-2011)
- » Examining quality culture in higher education institutions (EQC) (2009-2011)
- » Bologna Handbook

B. UNIVERSITIES AS KEY STAKEHOLDERS IN THE EUROPEAN RESEARCH AREA

EUA's policy activities in the area of research and innovation are led by the Research Policy Working Group, headed since March 2009 by Vice-President Professor David Drewry (please see box below). EUA participates in a large number of fora and expert groups established by the European Commission Directorate General for Research (DG RTD) with the aim of establishing and reinforcing the role of universities as key stakeholders in the European Research Area (ERA). For example, in 2009 EUA participated in the high-level groups addressing: the development of common principles governing the external funding of research, the assessment of university-based research and the enhancement of research careers and mobility. EUA is also involved as the main stakeholder for Europe's universities in consultations on new funding instruments for the period after the end of the Commission's Seventh Framework Programme (FP7) in 2013, an activity that

will be reinforced in 2010 as the European Commission prepares its proposals for future programmes post 2013.

In May, Professor Jean-Marc Rapp became the first EUA President to address the EU's Competitiveness Council. He contributed to a debate with European Research Ministers on the need to strengthen relationships between the main public and private actors in research. This was an important milestone in the recognition of the role of universities in creating an effective ERA.

Highlighting the principal issues taken up in [EUA's Prague Declaration](#), the EUA President urged Ministers to invest in education and research to avoid losing the present generation of young researchers, and to tap the 'unused potential' in Europe by stepping up commitments to lifelong learning.

Professor Rapp also underlined the crucial role universities will play in enhancing European research capacity through their potential as focal points for dialogue and knowledge exchange. He urged policymakers to grant universities greater autonomy in their leadership and financial and administrative structures so they could offer more competitive salaries to researchers and recruit talent on a European and international level. He called for more sustainable funding conditions for university-based research, particularly from external funding sources, to cover indirect research costs.



EUA President, Jean-Marc Rapp's speaking at EUA's Fifth Convention

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RECOVERY OF INDIRECT RESEARCH COSTS

The issue of indirect research costs has been an issue of major concern for EUA given its importance for universities participating in the Framework Programmes. In 2009 the Commission followed EUA's recommendation to fix the flat rate cost recovery level at 60% for universities. However, there had been signs in the run up to the mid-term review of the FP7 programme that the Commission would

seek to significantly reduce this figure. EUA had lobbied on behalf of its member universities to maintain the current rate, arguing that any reduction would be premature and could threaten the financial sustainability of universities. EUA welcomed the Commission's subsequent decision in the summer of 2009 to maintain the 60% flat rate for universities participating in the 7th Framework Programme (FP7).



EUA President, Jean-Marc Rapp at Informal Meeting of Ministers for Competitiveness Prague, Czech Republic

Source: eu2009.cz

UNIVERSITY-INDUSTRY COOPERATION

EUA seeks to improve the framework for university/industry cooperation through its role in the 'Responsible Partnering' initiative, which includes representatives of the European Industrial Research Management Association (EIRMA), European Association of Research and Technology Organisations (EARTO) and the European Knowledge Transfer Association named PROTON EUROPE. This group meets regularly to promote university/industry cooperation based upon good practice experience. In 2009 the group prepared a revised edition of the 2005 Responsible Partnering Guidelines and will continue to promote these new guidelines in 2010/11. The Steering Group of this project also contributes to the EC-initiated University-Business Forum and promotes dialogue with the European Institute for Innovation and Technology (EIT).

In addition, in July the EUA President met with Dr Martin Schuurmans, the Chairman of the EIT Governing Board, to indicate EUA's continuing interest in the development of EIT on behalf of its members and to underline the need for the strong engagement of universities in all aspects of EIT's work. Dr Schuurmans placed emphasis on the importance of working with all stakeholders to make this new instrument work successfully.

EUA also continues to pursue its work on enhancing research careers (in both public and private sectors) and the quality of researcher mobility, through the EUA DOC-CAREERS projects (see section 2).

'EUROPEAN PLATFORM OF UNIVERSITIES ENGAGED IN ENERGY RESEARCH'

In 2009, EUA also established a 'European Platform of Universities engaged in Energy Research' (EPUE) as a mechanism to bring university-based research into the activities of the European Energy Research Alliance (EERA). The platform also provides a framework for consultation between universities that have a research capacity in a variety of energy-related fields. One of the EPUE's first activities has been to carry out a preliminary mapping of university

research and postgraduate education and training capacity in the energy field. A questionnaire was sent to all EUA member universities in December 2009. In 2010 EUA plans to continue this mapping exercise amongst its members as part of the development of the EPUE and believes this is an important step towards enhancing the visibility and future opportunities for Europe's universities in the EU's future support for energy research.

Projects underpinning policy work (please see section 2)

- » DOC-CAREERS I (2007-2009)
- » DOC-CAREERS II (2009-2012)
- » EUIMA Collaborative Research (2009-2011)
- » Responsible Partnering (new guidelines published in October 2009)

Research Policy Working Group Membership (as of November 2009)

Prof. David J. Drewry, Chair, EUA Vice President

Prof. Lauritz B. Holm-Nielsen, EUA Board Member

Prof Tadeusz Luty, EUA Board Member

Prof. Giuseppe Silvestri, EUA Board Member

Prof. Ing. Jan Bujnak, Rector, University of Zilina, Slovakia

Prof. Torbjorn Digernes, Rector, NTNU, Norway

Prof. Dr. Heinz Engl, Vice Rector, University of Vienna, Austria

Prof. Pam Fredman, Vice Chancellor, Goteborg University, Sweden

Prof. Julia Goodfellow CBE, Vice-Chancellor, University of Kent, UK

Prof. Dr. Vaclav Hampl, Rector, Charles University Prague, Czech Republic

Prof. Klaus Hulek, Vice-President for Research, Leibniz Universität Hannover, Germany

Prof. Karol Musiol, Rector Jagiellonian University, Krakow, Poland – Invited Observer from the European Research Area Board, ERAB

Prof. Jean-Luc Nahel, Permanent delegate of CPU, Former President, University of Rouen, France

Prof. Ilkka Niiniluoto, Chancellor, University of Helsinki, Finland

Prof. Ray O'Neill, Vice President Research, National University of Ireland Maynooth, Ireland

Prof. Marco Pasquali, Rector, Università di Pisa, Italy

Prof. Radovan Stanislav Pejovnik, Rector, University of Ljubljana, Slovenia

Prof. Fernando Ramoa Ribeiro, Rector, Technical University of Lisbon, Portugal

Prof. Dr. Gulsun Saglamer, Former Rector, Istanbul Teknik Üniversitesi, Turkey

Prof. José Carlos Gomez Sal, Vice-Rector, Cantabria University, Spain

Prof. Dr. Paul F. van der Heijden, Rector, Universiteit Leiden, The Netherlands

Prof. Stavros A. Zenios, Rector, University of Cyprus, Cyprus

C. IMPROVING UNIVERSITY GOVERNANCE: MORE AUTONOMOUS AND FINANCIALLY SUSTAINABLE UNIVERSITIES

EUA's work on university funding and autonomy is based upon the collection and analysis of data from universities and National Rectors' Conferences across Europe. This enables EUA both to present comparative information from the perspective of universities and also,

increasingly, to develop and advocate evidence-based policies - targeted towards both European and national policy makers - arguing for the increased autonomy and more sustainable funding universities need to be able to respond to the growing demands of society.

NEW IN-DEPTH STUDY OF UNIVERSITY AUTONOMY

In November 2009, EUA published a detailed comparative study of university autonomy across 34 countries based on more than 30 different indicators and focussing on four areas of institutional autonomy: organisational, financial, academic and staffing.

The study highlights that the great diversity of situations across Europe, pinpointing the different areas where universities still lack genuine autonomy or the ways it is severely restricted. While many governments, the sector itself and indeed the European Commission have recognised

that increased autonomy for universities will be a crucial step towards modernising universities in the 21st century university, EUA's work highlights the direct control and numerous restrictions still imposed on universities by public authorities in a large number of countries, be it in relation to their organisational or academic autonomy or in terms of their financing and staff management. This study will be the starting point for a major new project that seeks to benchmark different elements of university autonomy, comparing different national systems across Europe (please see section 2).

FINANCIAL SUSTAINABILITY AND FUNDING

Financial Sustainability

Inflating costs of teaching and research, growing participation and new societal demands in a context of competing public policies and scarce resources have all brought EUA's focus on financial sustainability to the forefront of the

debate on university funding. EUA's 2008 report "Towards full costing in European universities" showed that universities need to master their cost structures and identify the real costs of their activities for both internal and external purposes, but also that a large number of activities are not

appropriately funded. While calling for vital additional financial support from public authorities, which have a responsibility in the universities' long-term financial sustainability, universities also need to increase and diversify alternative sources of funding. EUA is presently taking this issue forward through a new EC-funded project: European Universities Diversifying Income Streams (EUDIS) (see section 2).

Simplification

EUA has become involved, on behalf of its members, in the difficult discussion on the further 'simplification' of EC funding, reporting and accountability measures. This is vital if, in future, the European Research Area is, indeed, to be built upon the premise of trust. Through its funding-related projects, EUA provides important empirical evidence from its member universities highlighting that simplification needs to cover the full funding cycle and that rules need to be consistent and stable and respect the diversity of Europe's universities. While

EUA advocates the need for a wider range of funding instruments at the European, national and regional level to help the development of their chosen research profiles and missions, these projects help to underpin EUA's call for streamlining the diverse rules and procedures. Universities also require sustainable funding conditions for university-based research, particularly from external funding sources in covering the full costs of research indirect costs included. The evidence from the funding-related projects contributed as well to EUA's work on the recovery of indirect research costs (see section B).

Monitoring of the financial crisis

As part of this policy strand, EUA is also actively monitoring the impact of the ongoing economic crisis in national higher education systems, looking at both public and private funding sources, across Europe. Monitoring reports were published and widely disseminated to key stakeholders in 2009 and further updates will be provided in 2010.

OTHER RELATED ACTIVITIES

Other activities undertaken in this policy area in 2009 include the broad dissemination of project findings to inform and raise awareness among policy makers such as European and national members of Parliament and ministerial expert groups as well as participation in the follow-up on the European Commission's (DG Research) Expert Group on the "Impact of external funding", the working group "Towards common principles for external research funding" and regular invitations to report to the Directorate General for Education

and Culture (DG EAC) Modernisation cluster.

Projects underpinning policy work (please see section 2)

- » EUDIS: European Universities Diversifying Income Streams (2008-2011)
- » Autonomy Scorecard (2009-2011)
- » EUA Diversity Study – to be published in January 2010
- » EUIMA Full-Costing (2009-2011)

D. EUROPE IN A GLOBAL CONTEXT – EUA PROMOTING COOPERATION AND INTERREGIONAL DIALOGUE

In the past decade internationalisation has become a strategic goal of European governments and universities alike, as evidenced by the development of a Global Dimension strategy for the Bologna Process and the organisation of a Global Policy Forum back-to-back with the most recent Bologna Ministerial meeting. The present wave of international engagement builds upon the experience of the past decade, thus with universities increasingly using the various Bologna tools developed initially to promote cooperation within Europe to build develop international partnerships and networks.

At policy level, EUA is increasingly acts as a 'one stop shop' for international partners seeking to learn about developments in

Europe, and also, through its bilateral or multilateral activities with national and international associations, is a privileged partner for many associations around the world, thus playing a growing role as centre of expertise on European developments, as a facilitator in the international academic community and as a support to European universities seeking to internationalise their profile.

Against this background, EUA dedicated its 2009 Autumn Conference in Giessen to the topic of internationalisation. More than 300 university leaders gathered for three days of lively debate and discussion on emerging trends, challenges and strategies in international higher education. The event also included a one-day workshop on the provision of different types of transnational education (TNE) such as joint programmes (including Erasmus Mundus), branch campuses and off-shore programmes, corporate universities, and other cross-border delivery models.

Based upon the outcomes of the Giessen Conference and ongoing project work, EUA will continue to develop its expert role in support of universities and to promote the internationalisation of its members, taking account of their specific missions and profiles, and their different priorities. As the internationalisation of European higher education research continues to grow in importance, it will certainly become a ever more important crosscutting policy area for the association.



EUA Autumn Conference 2009
Internationalisation beyond Europe's frontiers

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EU-ASIA COLLABORATION

EUA's international cooperation activities reach out to all regions of the world. In terms of Europe-Asia collaboration, for example, EUA plays an important role in supporting the stakeholder input into the recently launched ASEM Education Process. In this context EUA represented European universities at the second meeting of Education Ministers from Asia and Europe (ASEM) in Hanoi, Vietnam in May 2009.

This followed on from the first Ministerial meeting and the first ASEM Rectors' Conference in 2008, which EUA organised jointly with the Asia Europe Foundation (ASEF), the ASEAN University Network and the German Rectors' Conference in Berlin. EUA is pleased that Ministers from both continents have recognised the ASEM Rectors' Conference Process as a dialogue partner, and welcomed the biennial organisation of such conferences.

EUA, in conjunction with consortium partners DAAD and Nuffic, has also recently completed, through a major event held in

Bangkok in October 2009, the activities of the two-year EC funded 'EU-Asia Higher Education Platform' (EAHEP), a project that organised a variety of bi-regional workshops and roundtables on major policy issues of importance for both Asian and European universities as well as two European Higher Education Fairs in various Asian countries (please see section 2).



EU-Asia Round Table
July 2009

ENGAGING WITH AFRICA

University obligations and interests in the developing world have also moved up the EUA agenda. Capacity building, inter-regional understanding and mutually benefiting partnerships will be crucial as EUA engages further with African partners. Under a new Erasmus Mundus funded project 'Access to Success: Fostering trust and exchange between Europe and Africa', EUA is developing a working relationship with African institutions and higher education associations. On the basis of events to be held in the coming year in Europe and in Africa, on topics

of common concern, a 'White Paper' on Europe-Africa cooperation will be prepared in the second half of 2010 as a major outcome of this project.



Access to Success
Workshop 1
Addis Ababa,
Ethiopia

THE TRANSATLANTIC DIALOGUE SERIES

EUA continues to work closely with partners in North America notably through the Transatlantic Dialogue initiative with the American Council on Education (ACE) and the Association of Universities and Colleges of Canada (AUCC). As a result of the last (11th) Transatlantic Dialogue meeting (2008) a new report "The Power of Partnerships" was published in 2009. The next Transatlantic Dialogue meeting on the theme "Higher Education in Turbulent Times: Facing Market

Forces; Promoting the Common Good" will take place in June 2010.

In addition, EUA took part in the May 2009 NAFSA Meeting in Los Angeles and in December 2009 the EUA Council for Doctoral Education (CDE) was well represented at the third Global meeting on doctoral education organised by the US Council of Graduate Schools (CGS) in San Francisco.

MAINTAINING HIGHER EDUCATION RELATIONS WITH LATIN AMERICA

EUA continues to follow closely developments in higher education in Latin America. Together with partners, the Association of Colombian Universities (ASCUN), the Observatory of Relations between Latin America and Europe (OBREAL), EUA will co-organise a policy dialogue conference 'Taking forward the higher education and research agenda between Latin America and Europe' in Cartagena, Colombia, 4-6 February, 2010, as the latest initiative to further cooperation between European and Latin American Rectors' conferences and university leadership.

The objective is to have a concerted dialogue on current higher education trends and reform in both regions and the role of university associations in driving cooperation. The EU-LAC policy agenda (ALCUE) and 'EU-LAC Higher Education and Knowledge Space' (launched in 2002 by Heads of State) will be debated as a central issue of the event ahead of the EU-LAC Heads of State Summit in Madrid, 18 May 2010.

'Taking forward the higher education and research agenda between Latin America and Europe' Conference Cartagena, Colombia



Projects underpinning policy work (please see section 2)

- » EU-Asia Higher Education Platform – EAHEP (2007 - ongoing)
- » Access to Success: Fostering trust and exchange between Europe and Africa (2008-2010)
- » Internationalisation Handbook

SECTION 2: MEMBERSHIP SERVICES

2.

EUA's added value lies in supporting the development of its members through the organisation of joint activities that promote mutual learning in a European and increasingly international context including: policy dialogue, conferences, workshops, projects, and more targeted services such as the Institutional Evaluation Programme, and an independent service dedicated to doctoral education, the Council for Doctoral Education.

All these activities are characterised by a focus on peer-to-peer learning and the promotion of innovative practice and are mostly tailored to the top management level of universities (rectors and vice-rectors)

or associations (president and secretary general). EUA also organises activities more targeted at senior academics and managers in specific areas (quality assurance, technology transfer, international officers, communication or research management professionals, etc.).

With around 850 members in 48 countries, EUA is well placed to bring together professionals with common interests from different backgrounds and to foster a broad exchange of experience and good practice in a European context and in this way providing added value through offering a platform for discussion and with a truly unique European perspective.

Benefits of being an EUA member


- » Regular updates on European Higher Education and Research policy developments
- » Numerous opportunities to participate in European conferences and other events on a broad range of themes, with renowned European and international speakers, offering opportunities to network, exchange experience and develop new partnerships
- » Participation in Europe-wide projects and studies offering added value in terms of exchange of experience and peer learning, and providing the opportunity to contribute to policy development at European level
- » Exchange with peers and leading experts on the latest trends and best practices in a range of different fields as a means of improving institutional management
- » Opportunities to increase the 'international' capacity of your institution through exchange of good practice
- » Privileged access to EUA experts and regular publications, reports and analysis of key higher education and research trends

A. EUA INSTITUTIONAL EVALUATION PROGRAMME (IEP)

The Institutional Evaluation Programme (IEP) is an independent membership service of the EUA 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. The intention is for these evaluations to support the participating institutions in the continuing development of their strategic management and internal quality culture.

The IEP evaluation takes place over a whole academic year and includes a self-evaluation phase, two site-visits and a final report that provides specific recommendations. Since 1994, the IEP methodology has been tested in 250 institutions across 44 countries worldwide.


IEP conducts institutional evaluations at the request of individual institutions as well as coordinated evaluations at whole country or region level and usually at the requests of rectors' conferences and governmental authorities. Institutions that have undergone an evaluation can participate in follow-up activities such as the alumni forum and a follow-up evaluation two to four years after the original evaluation has taken place. The Guidelines for Follow-up Evaluations outline the goals and practical aspects of the follow-up. In addition to IEP evaluations, EUA also offers consultancy services to institutions and their stakeholders.



Institutional Evaluation Programme (IEP)

- >> An independent membership service of the European University Association (EUA)
- >> Comprehensive evaluations conducted by a team of experienced European higher education leaders
- >> Supporting participating institutions in the continuing development of their strategic management and internal quality culture
- >> 250 evaluations in 44 countries, Europe and Worldwide making IEP methodology one of the best and most widely tested among international evaluation programmes currently available to European universities

www.eua.be/iep

IEP is a full member of:  ENQA
EUROPEAN ASSOCIATION OF NATIONAL QUALITY ASSURANCE AGENCIES

Contact: iep@eua.be

The IEP is led by a Steering Committee currently chaired by Eric Froment (former president of EUA and the University of Lyon II) and is composed of the following members:

- » Jean-Pierre Finance, ex-officio EUA Board member, President of the University of Nancy II
- » Tove Bull, former Rector, University of Tromsø, Norway
- » Malcolm Cook, former Deputy Vice-Chancellor, University of Exeter, UK
- » Rossella Iraci Capuccinello, student, Lancaster University, UK
- » Christina Rozsnyai, Programme Officer for Foreign Affairs, Hungarian Accreditation Committee
- » Gülsün Saglamer, former rector, Istanbul Technical University, Turkey
- » Carles Solà, former rector, Universitat Autònoma de Barcelona, Spain
- » Pdraig Walsh, Chief Executive, Irish Universities Quality Board, Ireland
- » Lothar Zechlin, former founding rector, University of Duisburg-Essen, Germany

The 2008/2009 round of evaluations included 12 individual evaluations (including follow ups) and the completion of the ongoing evaluation of public and private institutions in Portugal.

The 2009/10 round, that began in September with the annual induction seminar for the experts that form the IEP pool, will include 10 institutions in Europe, Asia and Latin America.

Institutions evaluated in the 2008/2009 round

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
 Bahçeşehir University, Turkey
 Izmir University of Economics, Turkey
 Pamukkale University, Turkey
 Ternopil National Economic University, Ukraine
 South East European University (follow-up), The Former Yugoslav Republic of Macedonia (FYROM)
 Universitat de Lleida (follow-up), Spain

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 Saúde
 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

Institutions evaluated in the 2009/2010 round

University of Calabria, Italy
 Adnan Menderes University, Turkey
 Afyon Kocatepe University, Turkey
 Bilkent University, Turkey
 Istanbul University, Turkey
 Karadeniz Technical University, Turkey
 University of Primorska, Slovenia
 University of West Timișoara, Romania
 Universidad El Bosque, Colombia
 University Tohoku, Japan

For more information on the IEP programme, please visit: www.eua.be/iep

B. EUA COUNCIL FOR DOCTORAL EDUCATION

The EUA Council for Doctoral Education (EUA-CDE) was launched by EUA in 2008 to create a strong voice for European universities on doctoral education both inside Europe and internationally, and to contribute to enhancing the visibility and quality of doctoral/graduate/research schools and programmes.

EUA-CDE builds on the outcomes of EUA's policy and project work on doctoral education and research careers, and continues to respond to growing demand from members for a more structured supporting framework and additional opportunities to promote cooperation and exchange of good practice on issues of common concern related to the organisation and quality of doctoral education in universities across Europe.

In less than two years, nearly 180 institutions have joined the EUA-CDE, which demonstrates the importance of this issue to universities across Europe. In fact, EUA's work has shown that around half of Europe's universities have now created dedicated structures for managing doctoral education – structures that were not in place just a few years ago.

At the EUA-CDE Annual Meeting in June, Steering Committee Chairman, Jean Chambaz (University Pierre and Marie Curie), underlined that the growth of the EUA-CDE was a clear demonstration of the need and importance of such a forum for the exchange of good practice, mutual learning and cooperation in advancing doctoral education in Europe. The focus of the meeting was to address key components of doctoral education which established the future priorities for CDE members working together in further activities: supervision in structured programmes; research career development; internationalisation; research assessment and doctoral education; data collection on doctoral programmes and the role of networks and clusters of universities in doctoral education.

In addition, EUA-CDE organised two workshops addressing specific issues relevant to those dealing with doctoral education: the first on 'Enhancing of Supervision: Professional Development and Assessment of Supervisors' held at Imperial College, London, in January; and the second 'Structuring Doctoral Programmes – a means for continuous improvement' in Zagreb, Croatia.

Benefits of being a member of EUA-CDE

As members of EUA-CDE, universities will have access to additional, specialised and targeted membership services not covered by the EUA basic membership fee.

- » The opportunity to discuss and exchange experience and good practice with colleagues from across Europe and beyond
- » Access to workshops, seminars and relevant materials on hot topics related to doctoral education and research training
- » Participation in an annual thematic conference and members' business meeting (at a reduced fee)
- » Regular information on new developments and trends in doctoral education across Europe and worldwide (regular newsletter, EUA-CDE publications, updates on events and conferences, information on recent relevant studies and publications etc.)
- » The possibility to participate in research projects and studies

In a short time, EUA-CDE has established itself firmly as a point of reference in the discussions on doctoral education. It has grown to be the largest and most comprehensive organisation of its kind in Europe, and it has managed to provide a range of services for its members. It has also, importantly, become a meeting place for a new category of university leaders managing doctoral schools.

Looking to the future, EUA-CDE has decided to dedicate 2010 to the fifth anniversary of the 'Salzburg Principles'. Stakeholders will revisit and reassess these principles in the light of the widespread reforms of doctoral education towards structured programmes and doctoral schools. The aim is to reaffirm the research nature of the doctorate and the fundamental differences between doctorate education and the first and second cycle, and particularly to communicate the reforms that have taken place and underline the effort that universities have made to



Second EUA-CDE Annual Meeting
University of Lausanne, Switzerland

F. Imhof © UNIL

reforming doctoral education. In order to fulfil these aims, the EUA-CDE has organised four smaller working groups to consult with EUA-CDE members about a number of concrete issues such as Quality and Accountability, Credits and Outcomes, Admission and Recruitment, and Internationalisation of doctorates and International Joint Doctorates.

For more information on the EU-CDE, please visit: www.eua.be/cde

Members of the EUA-CDE Steering Committee

- » Giuseppe Silvestri, EUA Board Member, former Rector, University of Palermo, Italy (ex-officio)
- » Jean Chambaz, Vice President for Research, Université Pierre et Marie Curie, France
- » Mary Ritter, Pro-Rector for Postgraduate and International Affairs, Imperial College London, UK
- » Rymantas Kazys, Vice Rector for Research, Kaunas University of Technology, Lithuania
- » Melita Kovacevic, Vice-Rector for Science and Technology, University of Zagreb, Croatia
- » Maria Morras, Vice-Rector for International Relations, Universitat Pompeu Fabra, Barcelona, Spain
- » Amélie Mummendey, Vice-Rector for the Graduate Academy, Friedrich Schiller University, Jena, Germany
- » Berit Rokne, Prorector, University of Bergen, Norway

C. EUA PROJECTS

This section of the report provides a brief summary of EUA projects that were ongoing or launched in 2009. Developed together with and involving members from different countries, these projects provide crucial comparative information and data and examples of 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.

EUA focuses project development exclusively in support of activities in the four major policy areas set out (Section 1).

(All of the projects below – with the exception of the Diversity study – have received financial support from the European Commission)

THE EUROPEAN HIGHER EDUCATION AREA (EHEA)

Trends 2010 – A decade of change in European higher education. Report to be published in March 2010.

EUA’s Trends reports reflect on and analyse the implementation of the Bologna Process in Europe’s universities in 46 countries. They have become an EUA trademark and one of EUA’s most widely read publications, serving as crucial input to the Bologna Process. Trends 2010 studies the achievements and challenges of building the European Higher Education Area over the entire last decade. In addition, it explores the relationship between the Bologna reforms and the many other reform processes that have been taking place in Europe in recent years. The report, published in March 2010, coincides with the 2010 Bologna Ministerial Meeting and the official launch of the European Higher Education Area.

Implementing the Lifelong Learning Charter: Shaping Inclusive and Responsive University Strategies - SIRUS (2009-2011)

This project launched in 2009 has been designed to follow up on the implementation of the European

Universities’ Charter on Lifelong Learning

SIRUS

SHAPING INCLUSIVE AND RESPONSIVE UNIVERSITY STRATEGIES

and will be implemented through a consortium of European partner organisations. More than 20 universities with markedly different profiles and interests in lifelong learning will have the opportunity to develop and enhance their strategic approaches to lifelong learning through discussion with colleagues from different parts of Europe. The project outcomes are expected to contribute to the development of policy recommendations for the European Higher Education Area. The project will include four workshops and a final conference to disseminate the project outcomes.

Master Programmes in Europe (2007-2009)

This project, completed in 2009, was developed to explore the development of European Master degrees and their contribution to lifelong learning. In particular, it looked to gauge how universities, through the provision of Master level study programmes, are adjusting to lifelong learning demands, and to stimulate institutional, national

and European discussion of key challenges in developing Master degrees and universities' contribution to lifelong learning. The results of the project are based on 2 500 questionnaire responses from HEIs, academics, students and employers, nine case studies and extensive desk research. The surveys and case studies were designed to provide a picture of various states of play in the second cycle in Europe and to look at the possible changes in the provision of the Master programmes since the introduction of the Bologna degree system.

Examining Quality Culture (EQC) in Higher Education institutions (2009-2011)

This project (EQC) will map institutional responses to the Standards and Guidelines for Quality Assurance in European Higher Education (ESG) across the 46 Bologna signatory countries. It will build on previous EUA work on developing a quality culture and look at the implementation of quality culture within institutions. The analysis will focus on the development of a quality culture in higher education institutions with a view to providing an overview of the internal quality assurance processes used in institutions. For this purpose, a survey

questionnaire will be widely disseminated among European higher education institutions. The analysis of the results and site interviews will subsequently support the identification and dissemination of good practices in relation to these internal quality assurance processes.

Quality Assurance for the Higher Education Change Agenda (2007-2009)

EUA and its partners ACQUIN, the Higher Education Academy and the National University of Ireland, Maynooth, have completed the project: Quality Assurance for the Higher Education Change Agenda (QAHECA). This explored what kind of institutional quality processes for teaching and learning, both internal and external, would support creative and innovative higher education institutions and sought to limit the potentially problematic effects of these processes. The project built upon the institutional and quality assurance agency experience in order to address the balance between the requirements to have quality assurance processes as tools for institutional governance and external accountability and the need to ensure creativity and innovative practices in higher education.



Fourth European Quality Assurance Forum
Hosted by Copenhagen Business School, Denmark

THE EUROPEAN RESEARCH AREA (ERA)

DOC-CAREERS I (2007-2009) & II (2009-2012)

The main aim of DOC-CAREERS II is to contribute to enhanced employability of doctoral holders in both the public and private sector. The project will further explore one of the key findings of first DOC-CAREERS project, i.e. that collaborative doctoral education schemes are very diverse and tend to include local and regional cultural differences. Through a series of regional workshops it will study how universities work with their regional partners (local Small and Medium Enterprises, large Research and Development enterprises, non-university research institutions, non-governmental organisations and other industries).

European Universities Implementing their Modernisation Agenda - EUIMA "Take-Up" activities (2009-2011)

The overall goal of the "take-up" activities project is to demonstrate that the European higher education and research areas require a globally competitive European university sector. Within this framework EUIMA (European Universities Implementing their Modernisation Agenda) addresses

two main elements of the European Commission's modernisation agenda for Europe's universities, collaborative research and sustainable funding. The latter will be considered under the governance, autonomy and funding heading. The research part of the project will specifically look at the transparency and appropriateness of measurement tools for the assessment of university-based collaborative research, reflecting the diversity of universities' missions. Implementation of these activities will include eight workshops throughout 2010/11.



GOVERNANCE, AUTONOMY AND FUNDING

Autonomy Scorecard (2009-2011)

EUA has launched a new project to develop a scorecard that will benchmark university autonomy (on the national level) across Europe. The scorecard will be a major tool both at the national level and at the individual institutional level, serving as a reference for national governments wishing to benchmark their progress on governance reforms vis-à-vis other systems, whilst also helping to raise awareness among universities of the differences that exist in Europe. The starting point for the

scorecard was an in-depth comparative study of university autonomy across 34 countries based on more than 30 different indicators and focusing on four main areas of institutional autonomy (organisational, financial, academic and staffing autonomy) published in November 2009. The project will be carried out in conjunction with the German Rectors' Conference, Universities Denmark, the Conference of Rectors of Academic Schools in Poland (CRASP), and the University of Jyväskylä, Finland.

EUDIS: European Universities Diversifying Income Streams (2008-2011)

The EUDIS project explores how universities with different missions and profiles are diversifying their income streams and seeks to identify the essential conditions for doing so. It has enabled the compilation of an exclusive set of highly complex data on financial structures, diversification strategies, legal frameworks, and the impact of the economic downturn. The analysis will address a series of obstacles to income diversification and examine the crucial factors for successful diversification strategies, including external incentives. From autumn 2009 to the end of 2010 site visits will be conducted to obtain qualitative data for the analysis. An important project milestone will be the Experts' Conference to be held at the University of Bologna, on 13-14 September 2010, which will bring together up to 200 participants. A project report will be drafted and disseminated at the beginning of 2011.

European Universities Implementing the Modernisation Agenda (EUIMA) Full-costing activities (2009-2011)

As outlined above, the overall goal of the EUIMA project is to demonstrate that the ERA and the EHEA require a globally competitive European university sector. Within this framework EUIMA addresses

two main elements of the modernisation agenda for Europe's universities collaborative research and sustainable funding. The research part of the project has been elaborated under the European Research Area heading. The second part, sustainability of university funding, financial management and the development of full costing will look at the development of full costing to ensure sustainability of the sector as a whole. Implementation of these activities will include 7 workshops and four study visits throughout 2010/11.

Institutional Diversity in European Higher Education (Report published January 2010)

The issue of institutional diversity has moved to the centre of policy discussions in Europe as it looks to ensure a competitive knowledge-based society. EUA is pleased, therefore, to have completed a study that compares institutional diversity in five national higher education systems: England, France, Norway, Slovenia, and Sweden. Entitled 'Institutional Diversity in European Higher Education: tensions and challenges for policymakers and institutional leaders', the study, by author Sybille Reichert, analyses the complex interplay of the factors driving diversification or convergence (such as legal frameworks, funding incentives, QA procedures etc.).

EUROPE IN A GLOBAL CONTEXT

Europe-Asia Higher Education Platform/ ASEM University Platform (2007 – ongoing)

In 2009 EUA, in conjunction with consortium partners DAAD and Nuffic, completed the two-year EC funded 'EU-Asia Higher Education Platform' (EAHEP), a project that organised a variety of bi-regional workshops, roundtables and two European Higher Education Fairs (EHEFs). Given EUA's current role in supporting

the stakeholder input into the recently launched ASEM Education Process, www.eahep.org is now being converted into an information portal for the higher education community in Europe and Asia, featuring current cooperation initiatives. EUA will also re-launch the EAHEP Blog that will post current opinion articles and events relevant to Europe-Asia cooperation/competition.

Access to Success: Fostering Trust and Exchange between Europe and Africa (2008-2010)

This project raises awareness on higher education access and retention issues in both Africa and Europe, and explores how these issues can best be addressed by higher education institutions, governments and funding agencies. It also intends to contribute to a wider discussion on inter-institutional mobility and cooperation between Europe and Africa, in particular in relation to student and staff mobility schemes and capacity building partnerships. It brings together representatives of universities (senior leadership, faculty and students from African and European universities) as well as representatives of governments and

funding agencies. The project consists of two phases, a fact-finding phase presently nearing completion in which institutional surveys and student reports/focus groups were carried out in both Africa and Europe (2008-2009) followed by an analysis and dissemination phase.



Access to Success Workshop 2
Oslo, Norway

D. ENHANCING IMPACT, VISIBILITY AND EFFECTIVENESS: MEMBERSHIP DEVELOPMENT, COMMUNICATIONS AND EVENTS

Successful communication is crucial for enhancing the visibility and impact of the various policy actions, projects and membership services, and ensuring that EUA is a strong representative body of universities at the European level. In 2009, the main focus was on the following objectives:

- » Consolidating membership and developing marketing campaigns, particularly taking account of the criteria included in the revised EUA statutes
- » Improving communication to key multipliers within universities and other stakeholder organisations

- » Intensifying networking and lobbying in Brussels with the European institutions and others
- » Improving the functionalities and user friendliness of the EUA website, publications and newsletter and increasing dissemination of all these tools (please see below)
- » Further developing press contacts and networks across Europe and further afield

EUA's communication focuses not only the university leadership but also on different

target groups within member universities, such as the communications teams, and the research and international offices. In 2009, the EUA communication unit organised its second meeting in Brussels designed specifically for communication specialists working for National Rectors' Conferences across Europe and representatives of national associations of university communications specialists. This year's event focused on university research and research communication.

During the European Association for International Education (EAIE) conference in Madrid (September 2009) EUA invited its

members – mainly represented through the head of international offices – to a reception at the University Complutense to present different aspects of its international work.

In addition to promoting all EUA events as well as marketing for the Council for Doctoral Education and the Institutional Evaluation Programme as key membership services, EUA stepped up efforts to raise awareness of all its projects by developing special project websites, new publications, press work and direct marketing with the aim of involving more members in EUA's project work.



PUBLICATIONS, WEBSITE, NEWSLETTER AND PRESS WORK

EUA publications, events, website, the bi-weekly E-newsletter, and the work with the European higher education media are the key tools to ensure a regular information flow and enhancing external visibility.

2009 was a very busy year for publications: eight publications resulting from projects and policy work were published during the 12 months. EUA's media coverage across Europe also grew significantly in 2009 due to an increase in the number of press statements and requests for comments, views and expertise on higher education and research issues. The EUA President, Secretary General and senior programme managers and experts were regularly solicited for interviews by major European education journalists. The rise in press coverage shows that EUA's expert opinion is increasingly valued particularly

for major events such as the Ministerial meeting in Leuven/Louvain-la-Neuve in April 2009.

EUA's twice-monthly E-newsletter is disseminated to more than 9,000 higher education stakeholders in Europe and across the world. In collaboration with the academic publishers Raabe, EUA continues to market two important reference publications: EUA Bologna Handbook and the Internationalisation Handbook which now have subscribers in more than 65 different countries.

More information is available on both publications through their dedicated websites:

<http://www.bologna-handbook.com>

<http://www.handbook-internationalisation.com>

LOBBYING AND RAISING AWARENESS IN BRUSSELS

EUA continued to consolidate its lobbying activities through improved legislative monitoring, better contacts with political actors, increased participation in high-profile external events, and consolidation of the network of university representations in Brussels and other stakeholders in higher education and research. Presentations of EUA projects through launch events in

Brussels continue to be very successful. EUA now plans to create a series of Brussels networking events to raise even more awareness of its activities.

On an international level, EUA also maintained its presence in major international events such as the annual EAIE and NAFSA conferences.

SECTION 3: EUA ORGANISATION AND MEMBERSHIP

3.

A. EUA BOARD 2009-2011

**Professor Jean-Marc Rapp
(President)**

Former Rector
Université de Lausanne
Switzerland

**Professor Maria Helena Nazaré
(Vice-President)**

Former Rector
Universidade de Aveiro
Portugal

**Professor David Drewry
(Vice-President)**

Former Vice-Chancellor
(Vice-Chancellor until September 2009)
University of Hull
United Kingdom

Professor Jean-Pierre Finance

President
Université Henri Poincaré, Nancy 1
France

Professor Lauritz B. Holm-Nielsen

Vice-Chancellor
University of Aarhus
Denmark

Professor Tadeusz Luty

Former Rector
Wroclaw University of Technology
Poland

Dr. Sijbolt Noorda

President
Association of Universities
in the Netherlands (VSNU)
(President Emeritus of the University
of Amsterdam)
The Netherlands

Professor Giuseppe Silvestri

Former Rector
University of Palermo
Italy

Professor Margret Wintermantel

HRK (Hochschulrektorenkonferenz)
President
Germany



EUA Board 2009-2011

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B. EUA COUNCIL MEMBERS (AS OF 31/03/2010)

Austria

Prof. Hans Sünkel
President of Universities Austria

Belgium

Prof. Philippe Vincke
President
Rectors' Conference
French Community of Belgium

Belgium

Prof. Alain Verschoren
President
Flemish Interuniversity Council

Bulgaria

Prof. Borislav Borissov
President
Bulgarian Rectors' Conference

Croatia

Prof. Aleksa Bjelis
President
Croatian Rectors' Conference

Cyprus

Prof. Panos Razis
Chairman
Cyprus Rectors' Conference

Czech Republic

Prof. Dr. Petr Fiala
President
Czech Rectors' Conference

Denmark

Prof. Jens Oddershede
President
Universities Denmark

Estonia

Prof. Alar Karis
Chairman
Estonian Rectors' Conference

Finland

Prof. Lauri Lajunen
Chairman
Universities Finland

France

Prof. Lionel Collet
President
Conference of University Presidents

Germany

Prof. Dieter Lenzen
Permanent Representative
German Rectors' Conference

Greece

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

Holy-See

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

Hungary

Prof. Dr. Gábor Szabó
President
Hungarian Rectors' Conference

Iceland

Prof. Kristin Ingólfssdóttir
President
National Rectors' Conference in Iceland

Ireland

Prof. John Hughes
President
Irish Universities Association

Italy

Prof. Giovanni Puglisi
Permanent Representative
Conference of Rectors of Italian Universities

Latvia**Prof. Arvids Barševskis**

President

Latvian Rectors' Council

Lithuania**Prof. Romualdas Ginevicius**

President

Lithuanian Universities Rectors' Conference

Luxembourg**Prof. Rolf Tarrach**

Rector

University of Luxembourg

The Netherlands**Dr. Dirk Jan van den Berg**

Permanent Representative

Association of Universities in the Netherlands

Norway**Prof. Jan I. Haaland**

President

Norwegian Association for Higher Education Institutions

Poland**Prof. Katarzyna Chalasinska-Macukow**

President

Conference of Rectors of Academic Schools in Poland

Portugal**Prof. António Rendas**

President

Portuguese National Conference of Rectors

Romania**Prof. Ecaterina Andronescu**

President

Romanian Council of Rectors

Serbia**Prof. Branko Kovacevic**

President

Conference of the Universities of Serbia

Slovak Republic**Prof. Jan Bujnák**

Vice-President

Slovak Rectors' Conference

Slovenia**Prof. Danilo Zavrtnik**

President

Association of Rectors of Slovenia

Spain**Prof. Federico Gutiérrez-Solana Salcedo**

President

Conference of the Rectors of the Spanish Universities

Sweden**Prof. Pam Fredman**

Chairman

Association of Swedish Higher Education

Switzerland**Prof. Antonio Loprieno**

President

Rectors' Conference of the Swiss Universities

Turkey**Prof. Yusuf Ziya Ozcan**

President

Turkish University Rectors' Conference

United Kingdom**Prof. Steve Smith**

President

Universities UK



EUA Council Meeting, October 2009, Giessen, Germany

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IN MEMORIAM



Stefan Hormuth
 († 29 November 1949 - 21 February 2010)
 President of the University of Giessen and
 host of the EUA Autumn Conference 2009.
 He will always be remembered as a good
 friend to EUA.

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C. MEMBERSHIP DEVELOPMENT

42 new members joined the Association in 2009 bringing the total number of members to nearly 850. Among these new

members listed below are 39 individual full members, three associate members and one affiliate.

INDIVIDUAL FULL MEMBERSHIP

University of Applied Sciences Upper Austria (Austria)
 Blaise Pascal University, Clermont-Ferrand II (France)
 University Cergy-Pontoise (France)
 University of Corsica (France)
 University of Limoges (France)
 Cologne University of Applied Sciences (Germany)
 FH Aachen University of Applied Sciences (Germany)
 Ingolstadt University of Applied Sciences (Germany)
 Karlsruhe University of Applied Sciences (Germany)
 Mannheim University of Applied Sciences (Germany)
 Münster University of Applied Sciences (Germany)
 Osnabrück University of Applied Sciences (Germany)

Philipps University Marburg (Germany)
 Budapest Tech (Hungary)
 International School for Advanced Studies – SISSA (Italy)
 University of Calabria (Italy)
 University of Eastern Piedmont ‘A. Avogadro’ (Italy)
 Free University Maria SS. Assunta (LUMSA) (Italy)
 University of Agder (Norway)
 Opole University of Technology (Poland)
 Pultusk Academy of Humanities (Poland)
 Warsaw School of Social Sciences and Humanities (Poland)
 Academy of Budget & Treasury (Russian Federation)
 Moscow State University for Economics, Statistics and Informatics – MESI (Russian Federation)
 Omsk State Technical University (Russian Federation)
 Udmurt State University (Russian Federation)
 University of Prešov in Prešov (Slovak Republic)
 University of Nova Gorica (Slovenia)
 CEU Cardinal Herrera University (Spain)
 University of Borås (Sweden)
 Adnam Menderes University (Turkey)
 Afyon Kocatepe University (Turkey)
 Chernivtsi Yuri Fedkovych National University (Ukraine)
 Petro Mohyla Black Sea State University (Ukraine)
 Kharkiv National University of Economics (Ukraine)
 Vinnytsia National Technical University (Ukraine)
 Volodymyr Dahl East Ukrainian National University (Ukraine)
 Institute of Education, University of London (United Kingdom)
 University of St. Andrews (United Kingdom)

INDIVIDUAL ASSOCIATE MEMBERSHIP

University of Applied Sciences Vienna (Austria)
 University of Nicosia (Cyprus)
 Çanakkale Onsekiz Mart University (Turkey)

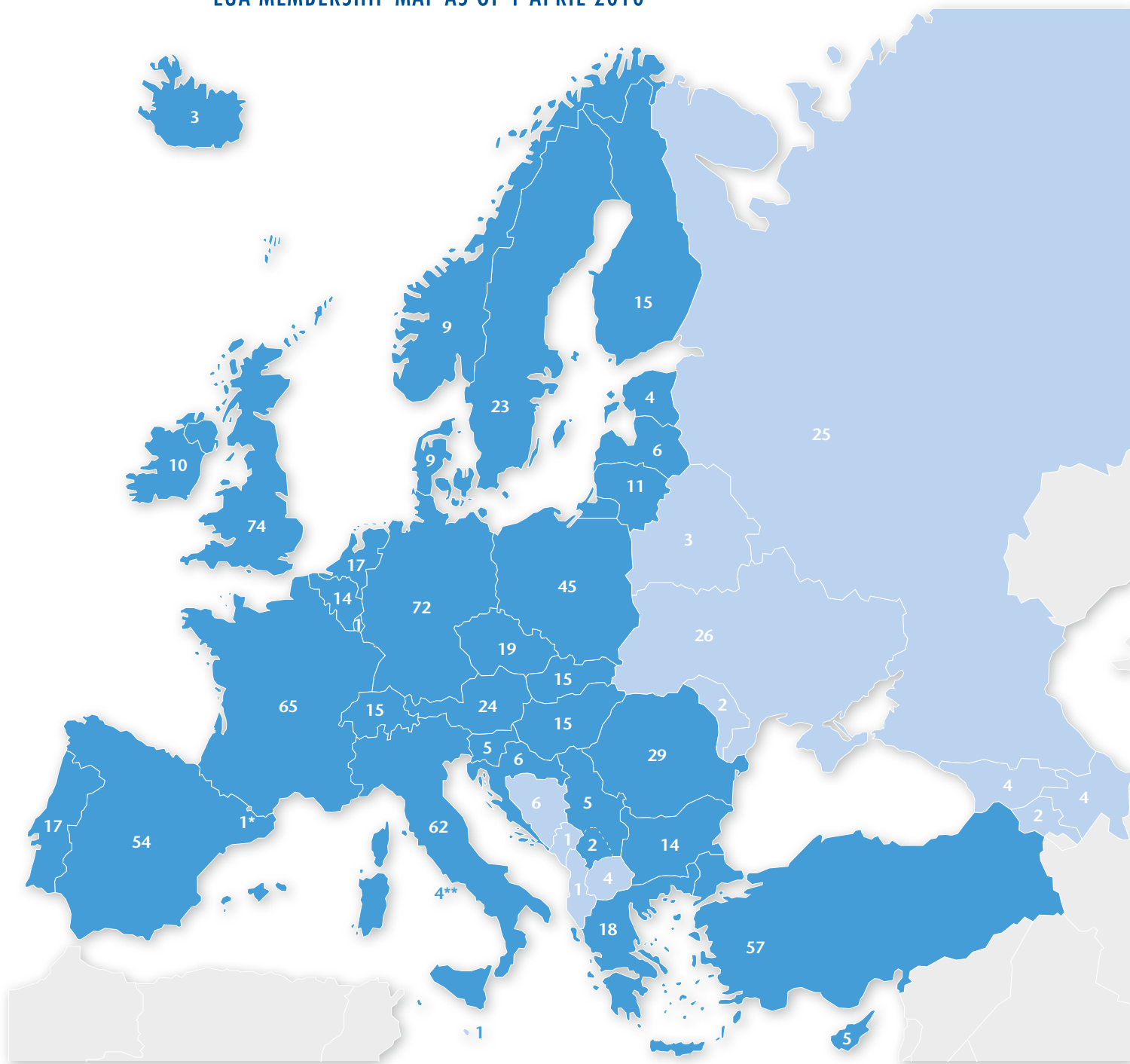
AFFILIATE STATUS

Fundación Universidad-Empresa (Spain)

MEMBERS THAT HAVE MERGED

Université de Mons-Hainaut and Faculté Polytechnique de Mons
 University Kuopio and University Joensuu

EUA MEMBERSHIP MAP AS OF 1 APRIL 2010



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

EUA has 23 Affiliates. They have not been integrated in the above map as they do not correspond necessarily to national bodies (please see www.eua.be for full list of members).

D. EUA SECRETARIAT (AS OF MARCH 2010)

SECRETARY GENERAL'S OFFICE

- » Lesley Wilson – Secretary General
- » Sue Pavis – PA to the Secretary General
- » Melissa Koops – Policy Officer
- » Isabelle Damman – HR Officer
- » Andrée Surssock – Senior Adviser

POLICY UNITS

Research & Innovation

- » John Smith – Deputy Secretary General
- » Lidia Borrell Damian – Senior Programme Manager
- » Gemma Applebee – Executive Assistant
- » Ulrich Beuter – Project Officer

Governance – Autonomy & Funding

- » Thomas Estermann – Head of Unit
- » Enora Pruvot – Project Officer
- » Mirna Bratoz – Project Officer
- » Michelle Mildiner – Administrative Assistant

Higher Education Policy

- » Michael Gaebel – Head of Unit
- » Michael Hörig – Programme Manager
- » Elizabeth Colucci – Project Officer
- » Lea Brunner – Project Officer
- » Ellen Mauritzen – Administrative Officer
- » Hanne Smidt – Senior Adviser
- » Howard Davies – Senior Adviser

MEMBER SERVICES

Institutional Evaluation Programme/Quality Forum

- » Tia Loukkola – Head of Unit
- » Thérèse Zhang – Project Officer
- » Joanne Byrne – Executive Assistant

Council for Doctoral Education (CDE)

- » Thomas Jørgensen – Head of Unit
- » Alexandra Bitusikova – Senior Adviser
- » Alessio Ruta – Events Organiser/Executive Assistant

SUPPORT SERVICES

Communication, Membership Services & Events

- » Ulrike Reimann – Director
- » Andrew Miller – Deputy Director, Press Officer
- » Nicole Basaraba – Web & Publications Officer
- » Annamaria Trusso – Editor
- » Letizia Bartocci – Membership/Statutory meetings Officer
- » Reka Sipos – Events Manager
- » Emilie de Rochelée – Events Organiser (Statutory meetings/database) on maternity leave
- » Gillian Santos – Events Organiser
- » Corinne Durand – Events Organiser
- » Françoise Van den Berghe – Administrative Assistant

Administration & Finance

- » John Ashton – Director
- » Julien Georis – Chief Accountant
- » Belinda do Espirito – Accountant/Financial Officer
- » Giacomina Lai – Accounting Assistant (on maternity leave)
- » Olivier Gelleroy – Accountant
- » Ikram Alaoui – Receptionist

E. FINANCIAL STATEMENTS AND ACCOUNTS

PROFIT AND LOSS

ACTUALS

all euros

31.12.2009

31.12.2008

INCOME	Geneva	Brussels	Total	Total
Membership Fees	2.728.679	0	2.728.679	2.502.653
EUA Council for Doctoral Education (CDE)	170.500	0	170.500	92.000
sub total Membership Fees	2.899.179	0	2.899.179	2.594.653
Grants & Subventions	67.295	16.965	84.260	69.765
EC Projects	0	1.373.720	1.373.720	1.187.550
IEP Projects	470.442	0	470.442	1.103.461
Other Projects	125.155	128.620	253.775	375.003
sub total Projects	595.597	1.502.340	2.097.936	2.666.013
Financial and Other	59.783	57.986	117.769	150.998
Income transferred from GVA to BXL	-3.058.644	3.058.644	0	
Total Income	563.209	4.635.935	5.199.144	5.481.430
EXPENSES	Geneva	Brussels	Total	Total
EC Projects	0	1.822.033	1.822.033	1.534.639
IEP Projects	209.989	115.860	325.849	770.945
Other Projects	80.950	307.756	388.706	462.668
EUA Council of Doctoral Education (CDE)	153.563	163.238	316.800	194.872
EUA Projects Development	0	0	0	67.000
sub total Project	444.502	2.408.886	2.853.388	3.030.124
Salaries				
Staff Expenses	188.584	2.354.128	2.542.712	2.271.370
Provision Sal & Soc Chg	0	106.000	106.000	165.000
Fees	35.892	142.941	178.832	127.415
sub total Salaries	224.476	2.603.069	2.827.544	2.563.785
Recharged Salaries to EC Projects	0	-633.912	-633.912	-596.113
Recharged Salaries to IEP Projects	-29.493	-115.860	-145.352	-163.612
Recharged Salaries to Other Projects	-64.295	-129.359	-193.654	-180.982
Recharged Salaries to CDE	-38.482	-163.238	-201.720	-120.450
sub total Recharged Salaries	-132.270	-1.042.367	-1.174.637	-1.061.157
Info & Communications	0	111.825	111.825	129.617
Office Costs				
Rent	0	191.341	191.341	226.433
Utilities	0	0	0	0
Office Maintenance	0	3.697	3.697	528
sub total Office Costs	0	195.038	195.038	226.961
Core Expenses				
Travel & Meetings	7.843	158.976	166.818	189.042
Books and Periodicals	0	5.022	5.022	4.328
Printed Material	0	2.196	2.196	6.511
Copying	0	3.138	3.138	5.055
IT & Office Supplies	0	35.978	35.978	28.302
Insurances	140	8.749	8.890	7.317
Postage	179	18.240	18.419	11.208
Telephone, Fax	0	24.299	24.299	29.493
Fees, legal, audit, translation	0	15.983	15.983	6.396
Other Expenses	0	17.449	17.449	36.484
sub total Core	8.162	290.029	298.191	324.136
Depreciation	0	77.307	77.307	71.769
Financial Expenses	3.333	3.738	7.071	36.618
sub total Depr & Bank & W/O	3.333	81.045	84.378	108.387
Recharged Expenses to EC projects	0	-11.590	-11.590	-6.750
Total Expenses	548.202	4.635.935	5.184.137	5.315.104
Result surplus/(Deficit)	15.007	0	15.007	166.326

BALANCE SHEET

all euros	ACTUALS			
	31.12.2009		31.12.2008	
ASSETS	Geneva	Brussels	Total	Total
FIXED ASSETS				
Office Equipment	0	196.026		
	0	196.026	196.026	212.615
RECEIVABLES				
European Commission	0	98.885		
Membership	179.903	0		
Debtors	88.651	110.617		
Inter Company account	0	2.143.614		
	268.554	2.353.116	2.621.670	2.540.749
CASH				
Bonds and Shares	0	40.948		
Term accounts	3.448.175	0		
Bank (Business Accounts)	2.150.391	863.061		
Cash at Hand	0	1.538		
	5.598.566	905.547	6.504.113	4.390.865
PREPAID EXPENSES	4.269	2.145	6.414	27.750
INCOME RECEIVABLE	69.244	986.289	1.055.533	784.121
TOTAL ASSETS	5.940.633	4.443.123	10.383.756	7.956.100

LIABILITIES	Geneva	Brussels	Total	Total
OWN FUNDS				
Own funds carried forward	728.772	142.090		
Result Current Year 2009	15.007	0		
	743.779	142.090	885.869	870.746
PROVISIONS & ACCRUED EXPENSES				
Provision for Social Liabilities	140.000	510.000		
Provision for Projects development	400.000	420.000		
Other Provisions	187.671	150.000		
Accrued Holiday Allowance	0	106.000		
Other Accrued Expenses	108.060	27.230		
	835.731	1.213.230	2.048.961	2.109.072
PAYABLES				
European Commission	0	2.152.049		
Payables	120.003	935.393		
Inter Company account	2.143.614	0		
	2.263.617	3.087.442	5.351.060	4.109.457
DEFERRED INCOME	379.537	360	379.897	319.724
INCOME / FEES RCVD IN ADV	1.717.969	0	1.717.969	547.102
TOTAL LIABILITIES	5.940.633	4.443.123	10.383.756	7.956.100

NOTE	31.12.2009		31.12.2008	
ASSET BLOCKED AS GUARANTEE	0	0	0	4.800
GUARANTIES ISSUED FOR EC PROJECTS	0	420.000	420.000	420.000

NOTE:

Total projects are broken down as follows: EC projects 1.822.033 Euro, EUA projects for 1.031.355 Euro EC projects include EUA salaries 633.912 Euro and Partners salaries for 176.962 Euro; Travel: EUA 44.527 Euro and Partners travel for 338.736 Euro; Other 627.896 Euro. EUA projects expenses include salaries 537.538 Euro, Travel 468.917 Euro, Other 24.900 Euro

Fernand Maillard & Co

REVISEUR D'ENTREPRISES - BEDRIJFSREVISOR - AUDITOR

A partnership in the commercial form of an SPRL (private limited company)

Burgerlijke vennootschap met handelsvorm van bvba

Rue de la Vignette / Kleine Wijngaardstraat 179 b 2 - 1160 Bruxelles / Brussels - T 02 673 22 22 - F 02 675 05 46

Member firm of: CPA Associates International - GIE Audit Support Belgium RM²

European University Association
Association Européenne de l'Université
 ASBL
 Rue d'Egmont 13
 1000 BRUSSELS

Brussels, April 7th 2010

Our ref.: FM/fm/10.2108

Dear Sir/Madam,

Re: Certification of the 2009 financial statements

I should like to thank you for entrusting me with the responsibility of auditing your 2009 accounts.

In order to fulfil this engagement, I have been provided with all accounting documents (bank account extracts, transfer slips, supporting documents in of all kinds such as salary slips, supplier breakdowns, invoices, etc.) as well as accounting records and annual financial statements from prior years (including the corresponding accounting documents).

I have also been provided with financial documents relating to the early part of 2010. All my requests for additional information in connection with these various documents and all the association's activities have been answered unreservedly.

Based on the preceding, I have been able to confirm that the principle of continuity of measurement rules has been observed. Internal control is organised in an adequate manner relative to the size of the organisation, and there appear to be no notable gaps in the administrative and general organisation.

In relation to grants, I have not identified any duplicate subsidisation of costs and expenditure by the public authorities. Breakdowns and documents in support of grants must be still be subjected to the usual checks by the relevant authorities in place, who will confirm the final grants and eligible expenditure. In light of the information received, I am working on the assumption that the accounts reflect the opinion of the subsidising authorities in this regard.

CERTIFICATION

The annual financial statements ruled off as at 31 December 2009 under the responsibility of the Board of Directors, comprising the balance sheet and income statement, show a balance sheet total of €4,443,123 and 2009 net income of zero before deductions and appropriations.

In conclusion, in light of the above comments and the applicable legal and regulatory provisions, I certify without qualification that these financial statements, comprising the balance sheet and income statement as at 31 December 2009, provide a true and fair view of the association's assets and income and do not include any material errors.

Fernand Maillard
 Auditor
 Manager of SPRL Fernand Maillard & Co

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Registered office/Maatschappelijke zetel: Avenue de Nivelles 107, 1300 Wavre (Limal), T/F: +32 (0)10 41 19 28

RPM/RPR: Nivelles VAT/BTW: BE 0 459 528 194

Banque/Bank: 068-2198359-75 IBAN: BE05-0682-1983-5975 BIC: GKCCBEBB

Member firm of



CPA Associates International

GIE Audit Support Belgium RM²

SECTION 4: ANNEXES

4.

ANNEX 1: EUA EVENTS AND MEETINGS IN 2009

BOARD MEETINGS

Prague, 15 January 2009
Brussels, 2 April 2009
Lausanne, 18 June 2009
Brussels, 11 September 2009
Giessen, 7 October 2009
Aveiro, 27 November 2009

COUNCIL MEETINGS

Brussels, 15 January 2009
Prague, 18 March 2009
Brussels, 3 April 2009
Giessen, 8 October 2009

GENERAL ASSEMBLY

Prague, 19 March 2009

KEY EUA EVENTS

EUA-CDE Workshop

Enhancing of Supervision: Professional Development and Assessment of Supervisors

Hosted by Imperial College London, United Kingdom

8-9 January 2009

5th EUA Convention

Facing Global Challenges: European strategies for Europe's universities

Hosted by Charles University Prague, Czech Republic

18-21 March 2009

Second EUA-CDE Annual Meeting

Hosted by University of Lausanne, Switzerland

4-5 June 2009

Second EUA Meeting of Communication Professionals

Brussels, Belgium

1-2 October 2009

EUA Autumn Conference 2009

Enhancing attractiveness through global partnership and cooperation

Hosted by Justus-Liebig-University Giessen, Germany

8-10 October 2009

Fourth European Quality Assurance Forum

Creativity and Diversity: Challenges for quality assurance beyond 2010

Hosted by Copenhagen Business School, Denmark

19-21 November 2009

EUA Launch Event. New Report: University Autonomy In Europe

Brussels, Belgium

30 November 2009

Second EUA-CDE Workshop

Structuring Doctoral Programmes – a means for continuous improvement

Hosted by University of Zagreb, Croatia

10-11 December 2009

EUA Breakfast briefing

University-Business Partnerships in Research and Innovation: Getting it right

Brussels, Belgium

10 December 2010

ANNEX 2: EUA POLICY POSITIONS AND DECLARATIONS

EUA PRAGUE DECLARATION 2009

EUROPEAN UNIVERSITIES – LOOKING FORWARD WITH CONFIDENCE

European universities met in Prague from 18-21 March 2009 to discuss the topic “Facing Global Challenges: European strategies for European universities”. We also addressed the present financial and economic crisis and its impact. For this reason the first part of our Declaration is a targeted message to political leaders and decision makers in international donor organisations with proposals for immediate measures to address the crisis. The second part of the Declaration sets out a long-term strategic agenda for universities identifying 10 factors that will determine our future success.

I. Message to political leaders – combat the global economic and financial crisis through investment in higher education and research

WHY?

1. Universities – crucial for the future of Europe: through knowledge creation and by fostering innovation, critical thinking, tolerance and open minds we prepare citizens for their role in society and the economy and respond to their expectations by providing opportunities for individual development and personal growth. Through research-based education at all levels we provide the high-level skills and innovative thinking our modern societies need and on which future economic, social and cultural development depends. We strive for the long-term in addition to assuming new tasks and providing solutions to current problems.

2. Universities – motors for economic recovery: by striving for excellence in teaching, research and innovation, by offering opportunities to diverse groups of learners, and by providing the optimal creative environment for the talented young researchers that Europe needs, universities are increasingly central to future growth and to the consolidation of Europe’s knowledge society. With our reservoir of highly trained and flexible citizens able to

respond to changing labour markets and with the research skills needed to make Europe more creative and innovative, and thus ultimately more competitive, we are well placed to find answers to the global challenges of the 21st century.

3. Higher education and research needs a European stimulus package: As mainly public institutions serving the public good and educating almost half of Europe’s populations, universities are, more than ever under the present circumstances, crucial for future European development. The same is true of public support for higher education and research: when private support weakens and business falters public funding is essential to guarantee continuity. Europe cannot afford to run the risk of losing a generation of talented people or of a serious decrease in research and innovation activity. This means redoubling efforts to reach the Barcelona target of 3 % investment in research and development – signifying more than 700,000 additional researchers – and to invest at least 2 % of GDP in higher education, as proposed by the European Commission.

European Commission President Jose Manuel Barroso told conference participants in his video message it would be a mistake to cut public and private spending on education and research during the present economic downturn as this could have a “direct negative impact” on future growth. “Investing more in education and research will help Europe emerge from recession faster and in better shape...”

WHAT?

4. A European stimulus package through higher education and research: Every talent counts and therefore EUA urges decision makers at national and European level to emulate the major investment in higher education and research that characterises the US economic stimulus package. It supports both high end research and students and families struggling to pay for higher education, thus underlining the need for support to both education and research to ensure that research and innovation remain the engine of future economic development and that wide participation in higher education is maintained. Such support is similarly crucial to underpin the continued dynamic development of the European Higher Education and Research Areas that drive the activities of European universities. It will underpin European solidarity and will work against the present increased risk of nationalism and protectionism in Europe, ensuring that Europe emerges strong, resilient and forward-looking from the present crisis. As a sign of forward-thinking, of commitment and of solidarity EUA recommends:

- **Investing in the present generation of young researchers:** Europe must not sacrifice a generation of young researchers; a Europe-wide stimulus programme is needed to create opportunities and incentives to maintain young researchers across the continent in research careers, following the example of programmes adopted at national level, e.g. in the Netherlands. This requires substantially increasing funding opportunities available to young researchers at all levels: through the European Research Council – that can play an even greater role in promoting excellence in European research providing its funding is increased; through the EC's Research Framework Programmes and

through action at national and regional level, with guaranteed provision for pension and social security rights and transferability to allow balanced career mobility across Europe. In return, as universities, we commit to enhancing career opportunities for young researchers and to ensuring implementation of the issues addressed by the European Commission's Charter for Researchers and Code of Conduct for the Recruitment of Researchers.

- **Tapping unused potential:** through commitment, implementation and financing of lifelong learning across Europe to meet the goals set out in the European Universities' Charter on Lifelong Learning, to provide additional retraining and up-skilling while also reaching out to those who wish to enter higher education for the first time. This requires working together with both governments and business to develop and fund appropriate incentive measures, for example through redirecting unemployment benefits into covering the costs of people going back to universities. At European level structural/social funds should also be used to support such measures.

- **Upgrading universities' facilities and campus infrastructure** – to provide support to higher education and research while also stimulating the economy and providing employment in other sectors, e.g. construction. The proposed programme, with funding provided on a competitive basis at European level, should build on existing opportunities offered by the European Investment Bank (EIB), and be closely linked to the use of the structural funds as a way of supporting the renewal and upgrading of teaching and research infrastructure in universities especially in the new member states.

II. 10 Success Factors For European Universities in the Next Decade

PREAMBLE:

Our common vision is of autonomous universities as dynamic, flexible institutions promoting excellence and innovation in teaching, research, and knowledge transfer. At the same time universities are responsive to the changing and sometimes exceptional needs of our societies and economies and contribute to finding answers to global problems. This implies the continued existence and vigorous evolution of universities – defined by a commitment to offering research-based education to increasingly diverse student bodies, to strengthening the links between teaching and research and to providing graduates with the competences needed to respond to rapidly changing labour markets. This requires universities with different traditions, mission mixes, and strengths in the context of a system of European higher education institutions incorporating progression routes from one institution to another, based on equality of esteem for diverse missions, and aware of the importance of balancing the need for competitiveness with that of enhanced cooperation, social cohesion and solidarity.

For inclusive and responsive universities pursuing their primary tasks of teaching and research this requires:

1. Widening opportunities for participation in and successful completion of higher education:

making lifelong learning a reality by expanding the range of those entering higher education, ensuring continuing possibilities for learners throughout their lives and paying close attention to successful attainment.

2. Improving researcher careers:

through transparency of recruitment and promotion procedures and granting greater independence for young researchers at postdoctoral stage, thus enhancing the overall quality and attractiveness of research careers and optimising the research performance of universities.

3. Providing relevant and innovative study programmes:

reinforcing the teaching mission of universities by maintaining curricular reform and renewal by introducing new approaches to teaching, offering flexible learning paths adapted to the needs of diverse

learners and ensuring that tomorrow's graduates, also those entering the labour market at Bachelor level, have the skills and competences needed to make them employable on rapidly changing job markets.

4. Developing distinctive institutional research profiles:

by stimulating a rich variety of unique environments that promote interdisciplinary approaches to tackle 21st century global challenges; enhanced through theme focused project development, supported by competitive research funding, and strengthened by cooperation mechanisms through regional clustering and networking at the European level.

For strong and flexible universities pursuing excellence in their different missions this also requires:

5. Shaping, reinforcing, and implementing autonomy:

universities need strengthened autonomy to better serve society and specifically to ensure favourable regulatory frameworks which allow university leaders to; design internal structures efficiently, select and train

staff, shape academic programmes and use financial resources, all of these in line with their specific institutional missions and profiles.

6. Increasing and diversifying income: to achieve financial sustainability, by implementing sound accounting practices that identify the full costs of all activities, diversifying the income portfolio and securing adequate public funding, thus providing the basis to fulfill the university's core missions over the long-term.

7. Enhancing quality and improving transparency: by fully embracing the responsibilities derived from the commitment of universities to quality and by providing accurate information about institutional mission, activities, performance and results obtained to learners, employers and other stakeholders.

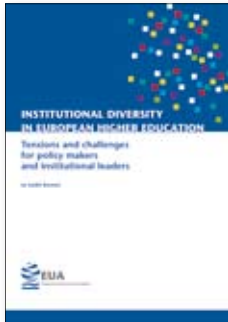
8. Promoting internationalisation: by enhancing global collaboration, partnership and presence beyond Europe as a priority for an ever greater number of universities with diverse missions, to ensure strategic presence and promote a more

international outlook among students and staff alike, and, in particular in times of global financial and crisis, to demonstrate active solidarity and cooperation.

9. Increasing and improving the quality of mobility: by developing coherent institutional strategies, providing structured opportunities, and removing obstacles to the mobility of students, staff, including administrative staff and researchers at all stages in their careers; encompassing mobility between sectors, institutions and internationally as a way of enhancing personal, academic and professional development and improving transferable skills, including linguistic competence.

10. Developing partnerships: for strengthening the various missions of universities, taking account of the needs of partners in curriculum development, research collaboration and innovation activities, in particular embracing the open innovation model of university/enterprise cooperation based on sound project management and improved intellectual property management reflecting respective interests.

ANNEX 3: EUA PUBLICATIONS 2009



Institutional Diversity in European Higher Education: Tensions and challenges for policy makers and institutional leaders
by Sybille Reichert



Responsible Partnering: Joining Forces in a World of Open Innovation: Guidelines for Collaborative Research and Knowledge Transfer Between Science and Industry
Published by EUA, EIRMA, ProTon Europe and EARTO



University Autonomy in Europe I – Exploratory Study
by Thomas Estermann and Terhi Nokkala



Improving Quality, Enhancing Creativity: Change Processes in European Higher Education Institutions
Final Report of the Quality Assurance for the Higher Education Change Agenda (QAHECA) Project



Collaborative Doctoral Education: University-Industry Partnerships for Enhancing Knowledge Exchange
DOC-CAREERS Project
by Lidia Borrell-Damian



Trends in Quality Assurance
A selection of papers from the 3rd European Quality Assurance Forum



Survey of Master Degrees in Europe
by Howard Davies



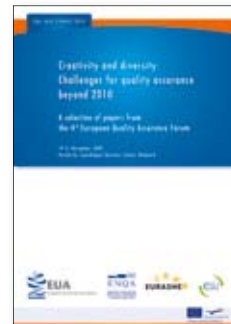
Prague Declaration 2009: European Universities – Looking Forward with Confidence

All publications are available online at www.eua.be.

SOME PUBLICATIONS TO LOOK OUT FOR IN 2010



**Trends 2010:
A decade of change
in European
Higher Education**
by Andrée Sursock &
Hanne Smidt



**Creativity and Diversity:
Challenges for quality
assurance beyond 2010**
A selection of papers from
the 4th European
Quality Assurance Forum

Concept & design
AC_PRESS
Gesellschaft für Marketing,
Werbung und Public Relations

European University Association

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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