

EUROPEAN UNIVERSITY ASSOCIATION

# EUA WORK PROGRAMME 2016/2017

# EUA Work Programme 2016/17

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## **Mission Statement: Strong Universities for Europe**

EUA is the largest and most comprehensive organisation representing research universities in Europe. As the voice of Europe's universities, EUA supports and promotes the interests of individual institutions and represents the European higher education sector as a whole.

## **Introduction: EUA's Work Programme 2016/2017**

The Work Programme 2016/2017 sets out EUA's priorities for policy development, project work, events, member services and other activities for the coming two years. The overarching objective for EUA's development – proposed by the EUA President and Board members elected in April 2015, and endorsed by Council in October – is to ensure that the societal role of universities is further strengthened and recognised by policy makers and society.

With this in mind, EUA will promote and reinforce universities as key societal actors responding to the challenges facing Europe and beyond, and seek to increase understanding and trust between universities and their stakeholders. EUA's objective is to show the purpose, value and results of universities' achievements in research, teaching and service to society, and to support individual institutions in fulfilling their missions. With over 800 university members in 47 higher education systems, EUA particularly aims to demonstrate the value added by Europe's large number of highly diverse universities, which operate in very different contexts. This diversity is an asset for Europe, and differentiates it from other world regions.

EUA aims to become even more active than in the past in important decision-making processes at European level. This means further strengthening EUA's advocacy and lobbying role, in particular vis-à-vis EU institutions, arguing for the societal relevance of Europe's universities, and working to ensure the most favourable framework conditions possible. EUA's advocacy activities need to address the growing range of policy areas that are important for universities and to which they can contribute, be they related to the changing nature of the job market, improving skills and employability, addressing Europe's energy needs or the integration of refugees. In the first months of 2016, EUA's policy agenda will particularly include contributions to the revision of the EU's 'Modernisation Agenda for Higher Education' and the Horizon 2020 mid-term review. The Association will also promote Open Science and Open Access on the basis of a Road Map for Open Access, to be published by EUA at the end of January 2016.

In addition, EUA will give high priority to communicating the long-term value added by universities, both in terms of their direct economic impact and 'intangible' contributions (communicating values, educating global citizens, etc.). This will require stepping up already ongoing efforts to establish an evidence base, including statistics, case studies, good practice examples, as well as 'stories' and 'anecdotes', both as effective lobbying tools with external stakeholders and as inspiration for universities themselves. This task cannot be realised by the EUA Board and Secretariat alone, it

can only be achieved through close cooperation with all national associations and with the support of individual members.

Finally, promoting the role of universities as key societal players will require the further development of existing relationships between academia and industry. Here, EUA is well placed to promote and support partnerships, by building upon the considerable activities already undertaken.

In the next two years, EUA will build upon its solid experience and expertise in taking forward these key objectives through concrete actions in five key thematic areas, which reflect the core missions of universities and the framework in which they operate. These are described in detail in the following sections: 1 - learning and teaching; 2 - research and innovation; 3 - internationalisation; 4 - governance and funding; 5 - institutional development, including specific member services.

## Priorities and key activities by thematic area

### 1. Learning and teaching: Universities in the European Higher Education Area (EHEA)

#### **Context and Policy Objectives**

Key challenges for higher education continue to be rising student numbers at most higher education institutions – despite demographic downtrends in some countries – as well as budget cuts or stagnation in most systems, changing labour market demands, technological innovation and continuing internationalisation. The impact of international conflicts on Europe and its societies is growing, as are their actual and potential consequences for higher education: on average the refugee and migrant population is young, which could lead to further growth and diversification of the student body. In addition, the role of universities in integrating diverse students and educating global citizens becomes ever more critical, not only in terms of communicating values and transversal skills but also by underlining the importance of humanities and languages. Fundamental questions on a broad range of issues linked to learning, qualifications and their recognition in the EHEA are also being opened up.

Major European-level policy agendas are currently being reshaped: the 2015 Yerevan Communiqué announced programmatic new themes for the Bologna Process, as well as experimentation with new methods of policy development and implementation. In the EU context, major issues are the revision of the Modernisation Agenda, the New Skills initiative (due to be launched in spring 2016), the mid-term review of Erasmus+ and the further development of European level instruments, among them the EQF.

Both processes are set to focus on the enhancement of learning and teaching, with regard to innovation, quality, relevance, flexible provision, social inclusiveness, gender, employability and internationalisation. Other EU initiatives that will have an impact on higher education learning and teaching are the Digital Single Market, the revision of the Copyright Directive, and international trade agreements, in particular TTIP and TISA.

These policy processes and their outcomes are relevant to a range of topics, including ICT-based learning, innovative educational approaches, the changing role of teaching staff and the creation of open and innovative learning environments, with significant implications for institutional management, governance and communication. In 2016-2017, EUA will monitor and assess these developments and their implications for higher education institutions to support members in responding to the new challenges they face in learning and teaching and fulfilling their educational mission.

#### **Key Priorities and Specific Actions**

- Contribute to the work programme of the Bologna Process (2015-2018) through participation in the official working and advisory groups.
- Influence and inform members of EU policy initiatives and processes that are directly linked to or have significant implications for higher education (Erasmus+ mid-term review, ET 2020, Modernisation Agenda, New Skills for New Jobs initiative, Transatlantic Trade and Investment Partnership (TTIP),

etc.), through reinforced horizon-scanning and intensive exchange with relevant policy actors at the level of the EC and the Parliament, based on sound evidence collected from EUA's membership.

- Respond to a shift in focus in European policy processes, both in the Bologna and EU contexts, from structural reforms and instruments to the enhancement of learning and teaching, by facilitating exchange among EUA members to promote good practices in teaching and the development of supportive learning environments. Special attention will be paid to analysing the links between research and education and to addressing issues of social integration and inclusion in higher education, for instance through cooperation with public and private institutions and organisations to facilitate the transition into and from higher education (incl. targeted education offers, such as bridging courses, adult and further education and related recognition processes). This will also be of importance for students and staff with migrant and refugee backgrounds.
- Continued monitoring of the ongoing digitalisation of learning and teaching, including analysis from a pedagogical perspective, as well as in terms of its broader impact on HEIs and their management, communication systems, teaching collaboration, internationalisation and educational offer. This will require mainstreaming digital components into EUA's activities in the areas of learning and teaching, research and innovation and internationalisation.

### ***Ongoing Projects and other Membership Activities***

*HERE – Centralised Support for Higher Education Reform Experts (2015-2017, partner)*

The HERE project provides centralised support for the training of the pre-existing network of Higher Education Reform Experts (HERE) in European neighbourhood countries (former Tempus countries). It aims to raise awareness of EU higher education policy and policy developments in the EHEA, as well as build capacities and foster peer learning on issues ranging from the enhancement of learning and teaching, university governance and funding to mobility and quality assurance. The objective of the project is to foster the modernisation of higher education institutions and systems in the former Tempus countries, some of which have EUA members.

*STREAM – Streamlining Institutional Recognition: a Training Platform for Admissions Officers (2014-2016, partner)*

EUA is a partner and sits on the advisory group of the STREAM project, which aims to improve the knowledge and skills of admissions officers in providing fair and smooth recognition to university applicants. The specific objectives of STREAM are to disseminate the EAR HEI manual to European higher education institutions and policy makers, to develop a training platform for admissions officers in the use of the EAR HEI manual, and to collect and share good practices in recognition from admissions officers.

*EFFECT - European Forum for Enhanced Collaboration in Teaching – a feasibility study (2015-2018, coordinator)*

This project involves carrying out a feasibility study on how a European-level platform to support the development of university teaching staff could be established. The project will pilot the development of courses for individual practitioners, assess the prospects of providing support to institutions for learning and teaching strategy

development, and raise the general awareness of the importance and value of higher education teaching.

#### *European Universities for Refugees*

EUA will continue to develop communication tools (an online map, background reports) as a means of showcasing European universities' initiatives in support of refugees, thus contributing to exchange and developing good practices.

#### *Erasmus+ membership consultation*

EUA will carry out a survey on the implementation of the new Erasmus+ funding programme for Education, Training, Youth and Sport among its membership. The results will feed into future policy development, especially the upcoming EC consultation on Erasmus+.

## **2. Research and Innovation: Universities in the European Research Area (ERA)**

### ***Context and Policy Objectives***

EUA's overarching objective is to strengthen the role of universities as key stakeholders in R&I policy development and to emphasise their contribution to addressing key societal challenges. The objectives for 2016/17 are grounded in the 2015 'EUA Antwerp Declaration – A strategic agenda for universities: Developing strong institutions to advance the knowledge-based society'.

Policy development is the responsibility of the Research Policy Working Group (RPWG), an advisory body of the EUA Council. RPWG, the EUA-CDE Steering Committee, the two new Expert Groups created in 2015 (on Science 2.0/Open Science and on Research and Innovation Strategies for Smart Specialisation) and the Steering Committee of the FP7 project UNI-SET are the five consultative bodies providing direction for EUA's activities and advice at EU level. Their input enables EUA to take the initiative where necessary and to respond in a timely way to EU policy initiatives affecting universities.

EUA's R&I activities include involvement in a wide range of topics and policy areas including the European Research Area, Horizon 2020, the European Strategic Energy Technology Plan (SET-Plan) and Energy Union, Regional Innovation Strategies for Smart Specialisation (RIS3) as part of the European Structural and Innovation Funds (ESIF), the Digital Agenda as well as the broad fields of doctoral education, academic careers and research partnerships. They also involve activities aimed at gathering evidence from the sector that is crucial in informing EU policy processes and thus identifying key messages.

### ***Key Priorities and Specific Actions***

- Enhance the overall visibility and impact of university research, including its crucial role in preparing the next generation of researchers, professionals and citizens.
- Influence next steps in the implementation of the European Research Area and related policies, such as Open Access to research publications, data protection

regulation, modernising the copyright framework, monitoring the implementation of Horizon 2020 and the Research and Innovation Strategies for Smart Specialisation (RIS3).

- Provide informed input to policy discussions concerning Horizon 2020 through consultation of EUA members, as a means of providing feedback from the sector ahead of the mid-term review (starting in the third quarter of 2016), also with a view to providing input to the next generation of research and higher education funding programmes post-2020.
- Enhance strategic dialogue with a broad range of policy bodies and other partners, including: European institutions (Commission DGs and other relevant services, European Parliament, European Research Area Committee (ERAC), High Level Group 'Scientific Advice Mechanism' (HLG SAM), European Research Council (ERC), European Institute of Innovation and Technology (EIT) etc.), and organisations active in the ERA Partnership (LERU, CESAER, EARTO, Science Europe and eventual new partners).
- Further mobilise the capacities of Europe's universities in the energy field, through the FP7-funded UNI-SET project and by consolidating the European Platform of Universities in Energy Research & Education (EPUE).
- Continue to develop and promote good practice guidelines and policy development in university-business cooperation based on the outcomes of the FP7 projects on collaborative doctoral education, specifically the 'U-B Tool' (a web-based tool for the self-assessment of university-business cooperation). Given the importance of further developing university-business partnerships EUA will examine the feasibility of introducing new activities, such as the development of membership services to support the professionalisation of staff involved in such partnerships, if possible in cooperation with organisations such as the European Industrial Research Management Association (EIRMA).
- Continue to drive structural reforms and build critical mass in doctoral education in Europe by further developing EUA's Council for Doctoral Education (CDE). CDE aims to launch a new policy paper in spring 2016, following on from the 2010 Salzburg Recommendations.

### ***Projects, Events and other Membership Activities***

#### *EUA-EPUE – European Platform of Universities in Energy Research & Education*

EUA will seek to consolidate further its energy platform as the main stakeholder representing the university sector in the SET-Plan governance and in the Energy Union, involving the wider EUA membership. Specific activities will be carried out under the FP7-funded UNI-SET project (see below).

#### *UNI-SET – Mobilising the research, innovation and educational capacities of Europe's universities in the SET-Plan (2014-2017, coordinator)*

UNI-SET aims to mobilise the research, innovation and educational capacities of Europe's universities in the energy field. It is implemented in cooperation with KU Leuven, which represents the universities in the KIC InnoEnergy. In 2016 UNI-SET will seek to increase the membership of EUA-EPUE and support the advocacy role of universities in the energy sector. It will reopen the online survey mapping of the energy-related activities of universities to include more institutions in the "European Atlas of Universities in Energy Research & Education". It will also organise a series of five Energy Clustering Events to discuss the development of new and multidisciplinary



research and master programmes, and to coordinate policy input from the university sector at EU level. A roadmap and a strategic agenda for universities in the energy sector will be developed during these events in consultation with university leaders. In addition, UNI-SET will analyse in 2016 non-academic energy sector employers' needs to allow universities to update and upgrade their energy education programmes.

#### *EUA Expert Group "Science 2.0/Open Science"*

The "Science 2.0/Open Science" Expert Group was created in 2015 to strengthen the voice of the university sector in high-level policy dialogue and to act as a forum for discussion and exchange with external experts. The group is composed of 20 members nominated by NRCs. It is chaired by Professor Jean-Pierre Finance, former President of CPU. The group's future activities will focus on Open Access to research publications (OA), namely the continuation of the annual survey of EUA's members on OA and the preparation of an EUA Open Access Roadmap.

#### *EUA Expert Group "Regional Innovation Strategies for Smart Specialisation" (RIS3)*

The Expert Group was formed to continue EUA's activities in the field of RIS3. The aim of the group is to support institutions in the implementation of RIS3 and to coordinate policy input at the European level. It is composed of 19 members nominated by NRCs. The chair of the group is Professor Peter Haring. In order to collect the necessary evidence for sound policy recommendations, Expert Group meetings will be organised back-to-back with regular workshops led by NRCs in coordination with EUA. In this way, the positions and recommendations of the Expert Group will feed into the workshops on RIS3, and the outcomes of the workshops will inform the discussions of the Expert Group. A statement on the main issues for universities will be developed and disseminated in 2016.

### **3. Internationalisation: European Universities in a Global Context**

#### ***Context and Policy Objectives***

The 2015 EUA Trends Report demonstrates clearly that internationalisation beyond the borders of the EHEA has become a reality and continues to be a priority for the large majority of European higher education institutions. Universities are facing competitive pressures from abroad, and nearly all are responding by recruiting international students, establishing strategic partnerships and generally reconsidering the ways in which they interact with the wider global academic community. The arrival of large numbers of refugees and the question of access for recently arrived migrants is likely to become an additional aspect of higher education internationalisation.

The internationalisation of higher education and research has also become a strategic goal for many European governments, resulting in the need to develop dedicated internationalisation strategies at institutional, national and European level. In this context EUA supports its membership in forging global partnerships, positioning themselves internationally and formulating coherent and forward-looking international strategies. EUA will also continue its engagement with different world regions, through policy dialogue, capacity building activities and other forms of cooperation. It will maintain its emphasis on the importance of a truly global

perspective in higher education internationalisation, and in this context, on the role of higher education dialogue and collaboration with partners from emerging countries and regions. Special attention will be given to the eastern and southern neighbourhood region in the context of the EU's Neighbourhood Policy and the response of European higher education institutions to refugees.

### ***Key Priorities and Specific Actions***

- Continue to shape the global dimension of the European Higher Education Area and drive the internationalisation policy agenda at European level, by contributing to relevant European policy processes (EU strategy 'European higher education in the world', the Erasmus+ programme and the global dimension of the Bologna Process), participating in bi-regional policy dialogue processes that incorporate higher education and research cooperation (ASEM, EU-LAC, EU-MED, European Neighbourhood Policy), and contributing to projects that enhance the visibility and recognition of European higher education abroad.
- Maintain and enhance global partnerships with university organisations and networks in different world regions (Asia, Africa, Latin America, Arab region, USA and Canada) through regular policy dialogue and exchanges on latest trends in global higher education, the outcomes of which inform EUA's policy work. Flagship activities in this respect are the HERE project (see thematic section 1) and the AECHE (Arab-Euro Conference on Higher Education) Platform, which addresses a range of bi-regional priorities.

### ***Ongoing Projects and other Membership Activities***

#### *AECHE - Arab European Conference on Higher Education*

AECHE is a project and also a process involving EUA and its partner, the Association of Arab Universities (AARU), and facilitated by the University of Barcelona. It includes bi-annual leadership conferences, held alternately in Europe and the Arab world (2016 in Barcelona, 2017 in Morocco) as well as a number of thematic events on topics of relevance to Arab and European universities, the most recent event having taken place in El Gouna in Egypt. A steering committee, in which EUA and the Association of Arab Universities (AARU) have a leading role, meets regularly to enhance synergies between different higher education networks and actors in both regions. A dedicated portal advertises relevant Arab-Euro dialogue events and projects.

#### *EU SHARE – Higher Education Support to South Asia (2015-2018, partner)*

The overall objective of this project is to strengthen regional cooperation and to enhance the quality, regional competitiveness and internationalisation of ASEAN higher education institutions. EUA's specific role will be to provide specific input to the development of a qualifications framework for the ASEAN countries, and to contribute to the regional working group on quality assurance. In addition, it will be responsible for a study and regional conference on ASEAN degree structures.

## **4. Governance and Funding**

### ***Context and Policy Objectives***

Universities across Europe need autonomy, fit-for-purpose governing structures, strong leadership and sound finances to fulfil their multiple and diverse missions and to respond to a constantly changing and challenging global environment. In the present context of weak economic growth, rising student numbers and costs, it is more important than ever to ensure favourable framework conditions for European higher education institutions in the form of appropriate regulations and sustainable public funding. At the same time, universities are tasked with improving their own governance structures and becoming more efficient and effective, both in their financial management and in their internal operations more generally.

In 2016-2017 EUA will continue its work on governance and funding by collecting and analysing baseline data and sharing good practices among institutional practitioners, public authorities and other stakeholders, and by developing and advocating common policies at the national and European levels.

### ***Key Priorities and Specific Actions***

- Building upon and expanding the work done in recent years, EUA aims, in the medium term, to establish a unified platform for the collection and exchange of useful information and tools for its membership.
- Monitor, analyse and communicate trends in public funding as well as on higher education governance and university autonomy in Europe, by updating the Public Funding Observatory (autumn 2016) and the Autonomy Scorecard (see below), and engaging EUA's collective members in system-level discussions on these issues.
- Capitalise on EUA's wide-ranging experience in analysing funding models and regulatory frameworks through the Europe-wide dissemination of the findings of the DEFINE project (funding models, merger processes) and of the methodology for capacity-building of the ATHENA project. EUA is currently exploring possibilities for providing expertise on the implementation of a new funding model in Armenia.
- Provide informed input to policy discussions concerning European funding programmes, including Horizon 2020, by offering structured feedback from the university sector in the context of the mid-term review (see below).
- Address issues around delivering value and efficient university management, as emerging topics of key importance to university leaders, managers and public authorities, through the USTREAM project and the 3<sup>rd</sup> EUA Funding Forum.
- Start to collect studies showing the impact of universities on society and economy in line with EUA's overall strategic priorities.

### ***Projects and other Membership Activities***

*USTREAM – Strategies for Efficient and Autonomous University Management (2016-2019, coordinator)*

The USTREAM project examines the measures put in place by universities across Europe to enhance efficiency at the operational level. In addition, it aims to analyse system-level policies which support universities in their efforts to operate more efficiently, with a view to identifying good practice examples and developing specific

recommendations. The data collection is organised in 2016; data validation will be structured around peer-learning seminars in 2017.

### *3<sup>rd</sup> EUA Funding Forum (September 2016)*

As the Forum is developing into a mature platform recognised by stakeholders from both university management and ministries, the event will bring together the funding community to discuss the topics of strategic investments and operational efficiencies, thus exploiting synergies with the USTREAM project.

### *Simplification, improvement and sustainability of EU funding programmes (2016-2017)*

EUA plans to carry out a series of activities in 2016 aimed at collecting and structuring feedback from the university community regarding the EU funding programmes from which EUA members benefit. EUA will use this input in the discussions with the European institutions regarding the mid-term review of the EU funding programmes (Horizon 2020, Erasmus+).

## **5. Institutional Development**

### **Quality Assurance and Rankings**

#### ***Context and Policy Objectives***

In the field of quality assurance, EUA is active both as an association on behalf of its members and through the E4 group of EUA, ENQA, EURASHE and ESU. In addition, as a founding member of the European Quality Assurance Register (EQAR) together with the other E4 partners, EUA is represented in the Executive Board and the Register Committee.

In 2016-2017 one of EUA's key activities in the field of quality assurance will be to promote the 2015 Standards and Guidelines for Quality Assurance in Higher Education in the EHEA (ESG) and support its members in implementing them.

EUA is also active beyond Europe, through the International Network for Quality Assurance (INQAAHE), the US Council for Higher Education Accreditation (CHEA), the Advisory Council of the CHEA International Quality Group (CIQG) and by maintaining links with partners in Africa (see details below) and Asia (for details, see SHARE).

#### ***Projects, Events and other Membership Activities***

##### *FAIR – Focus on automatic institutional recognition (2015-2017, partner)*

The FAIR project was launched in 2015 and aims to improve European recognition in European higher education institutions by implementing and testing elements of automatic recognition. Following the baseline assessment also carried out in 2015, resulted in recommendations for further improvement to the participating higher education institutions. In late 2016 EUA will measure the impact of new procedures in institutional recognition practices.

*11<sup>th</sup> and 12<sup>th</sup> European Quality Assurance Forum (17-19 November 2016 and November 2017)*

The annual European Quality Assurance Forum (EQAF) has become the leading European event for quality assurance in higher education. The Forum is jointly organised by the E4 partnership, with EUA handling the organisation on behalf of the partners. The 11<sup>th</sup> EQAF Forum will take place on 17-19 November 2016, hosted by the University of Ljubljana and the Slovenian Students Union in Ljubljana, Slovenia. EQAF is currently seeking a host for the 12<sup>th</sup> Forum to be held in November 2017.

*EQUIP: Enhancing Quality through Innovative Policy & Practice (2015-2018, partner)*

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015 were adopted in May 2015. In autumn 2015 a project consortium consisting of many of the stakeholders who authored the new version of the ESG, including EUA, launched a project aimed at enhancing quality in European higher education by supporting and promoting a consistent, efficient and innovative embedding of the ESG at grass-root level. The project will facilitate the use of the ESG through three training conferences and two webinars: (i) to identify and promote innovative ways to approach implementation of the ESG through focus groups with stakeholders; (ii) to highlight changes to be made in quality assurance at various levels with a study and recommendations on implementation challenges, solutions and policy impact; and (iii) to put forward European-level policy recommendations to feed into the discussions leading up to the 2018 EHEA Ministerial Conference.

*Harmonisation, Quality and Accreditation Initiative in Africa (2015-2018, tender funded by the EC, partner)*

The general objective of the initiative is to contribute and support the harmonisation of higher education programmes and the creation of a revitalised, distinctive, attractive and globally competitive African higher education space through enhanced intra-African collaboration. Specifically, the consortium of the University of Barcelona (lead partner), DAAD, ENQA, EUA and the Association of African Universities (AAU) will support the development of a harmonised quality assurance and accreditation system at institutional, national, regional and pan-African continental level through a variety of activities.

*STILE - Strategies for institutional learning and teaching enhancement (application stage, partner)*

The proposed project aims to develop and professionalise institutional strategies with regard to teaching and learning. It will bring together different institutional actors and perspectives to increase learning effectiveness and disseminate good practices – strategic principles as well as practical methods, tools and designs – across the EHEA. Particular emphasis will also be placed on the role of internal QA in this context.

### **Council for Doctoral Education (EUA-CDE)**

The Council for Doctoral Education (EUA-CDE) is an EUA membership service that focuses on strengthening and supporting doctoral education in European universities. A major priority for 2016 will be the finalisation of a doctoral education policy initiative, which builds on the experiences of implementing the Salzburg Principles and Recommendations and offers guidelines to continued implementation and meeting

new challenges for doctoral education. EUA-CDE also gives policy development input to EUA's work on the European Research Area, where doctoral education is a priority.

EUA-CDE will continue to organise the CDE Annual Meeting and an annual thematic workshop, publish the Doctoral Bulletin twice a year, and maintain a dialogue with other national and international networks. Specifically, EUA-CDE will deepen the dialogue with the Art Academies through their organisation ELIA (European League of Institutes of the Arts) about artistic research and the doctorate.

### **Institutional Evaluation Programme (IEP)**

The Institutional Evaluation Programme (IEP) is an independent membership service that marked 20 years of activity in 2014. IEP offers improvement orientated evaluations and supports institutions in managing change and enhancing quality. IEP is managed by a Steering Committee, which is currently conducting a strategic review and planning exercise to set the future direction of the Programme.

In 2016, evaluations will take place at the following institutions:

- Bülent Ecevit University, Turkey
- Sakarya University, Turkey
- TED University, Turkey
- Politechnic University of Turin, Italy (follow-up evaluation)
- University of Pharmacy and Medicine Gr. T Popa, Iasi, Romania (follow-up evaluation)
- University Institute of Lisbon - ISCTE, Portugal (follow-up evaluation)

Registration for evaluations in the academic year 2016-2017 is open until June 2016.

In the beginning of 2016 IEP will also prepare to carry out an external evaluation of the higher education sector in FYR Macedonia as part of World Bank funded Skills Development and Innovation Support Project.

### **EUA Solutions**

EUA Solutions is a service that was launched in spring 2014 in order to better serve the diverse needs of EUA's members. EUA Solutions offers specialised expert advice to higher education institutions and other stakeholders in the field, based on a flexible approach to specific requests. In addition to carrying out confirmed assignments, EUA Solutions will consolidate and further promote the consultancy services already on offer and explore possibilities for expanding the scope of its activities.

## **Annex 1: EUA events 2016 sorted by date (as of 18 January 2016)**

### **EUA events 2016 (as of 20 January 2016) sorted by date**

#### **9th EUA-CDE Workshop**

"Doctoral Supervision – practices and responsibilities"  
*Hosted by Delft University of Technology, Delft, Netherlands*  
20-21 January 2016

#### **EUA Webinar**

"Recent activities in energy - UNI-SET and the University Energy Atlas"  
27 January 2016

#### **EUA New Year's Reception**

*EUA offices, Brussels, Belgium*  
28 January 2016

#### **EUA Board and Council meeting**

*Brussels, Belgium*  
28-29 January 2016

#### **EQUIP-project Webinar**

*Brussels, Belgium*  
17 February 2016

#### **EUA Webinar**

"Recognition"  
24 February 2016

#### **1st UNI-SET Clustering Event**

"Addressing the human resource challenge to build the future energy system"  
*Hosted by the Norwegian University of Science and Technology (NTNU), Trondheim, Norway*  
24-26 February 2016

#### **EQUIP-project workshop**

Organised by ESU  
*Amsterdam, The Netherlands*  
14-15 March 2016

#### **EUA Webinar**

"Refugees Welcome"  
23 March 2016

#### **EUA Board and Council meeting**

*Hosted by the National University of Ireland, Galway, Ireland*  
6 April 2016

#### **EUA General Assembly**

*Hosted by the National University of Ireland, Galway, Ireland*  
7 April 2016 (09.00-11.00 am)

### **EUA Annual Conference 2016**

"Bricks and clicks for Europe: building a successful digital campus"

*Hosted by the National University of Ireland, Galway, Ireland*

7-8 April 2016

### **EQUIP-project Webinar**

*Brussels, Belgium*

13 April 2016

### **EUA Webinar**

"Doctoral initiative/Policy paper"

27 April 2016

### **EQUIP-project workshop**

Organised by ENQA

*Vienna, Austria*

9-10 May 2016

### **AECHE 3 Conference**

*Hosted by the University of Barcelona, Spain*

25-27 May 2016

### **EUA Webinar**

"Performance-based Funding"

25 May 2016

### **EQUIP-project workshop**

Organised by EURASHE

*Lisbon, Portugal*

5-6 June 2016

### **EUA Board meeting**

*Brussels, TBC*

10 June 2016

### **9th EUA-CDE Annual Meeting**

*Hosted by Rovira i Virgili University, Tarragona, Spain*

16-17 June 2016

### **EUA Webinar**

Title TBC

29 June 2016

### **2nd UNI-SET Clustering Event**

*Hosted by Politecnico di Torino, Italy*

Week of 26 Sep (exact dates tbc)

### **IEP Annual Seminar**

*University of Lausanne, Switzerland*

29-30 September 2016

### **3rd Funding Forum**

*Hosted by University of Porto, Portugal*

6-7 October 2016



**EUA Board and Council meeting**

*Brussels, Belgium*

27-28 October 2016

**3rd UNI-SET Clustering Event**

*Hosted by University Politehnica of Bucharest, Romania*

Week of 21 Nov (exact dates tbc)

**11th European Quality Assurance Forum**

*Hosted by the Slovenian Student Union / University of Ljubljana, Ljubljana, Slovenia*

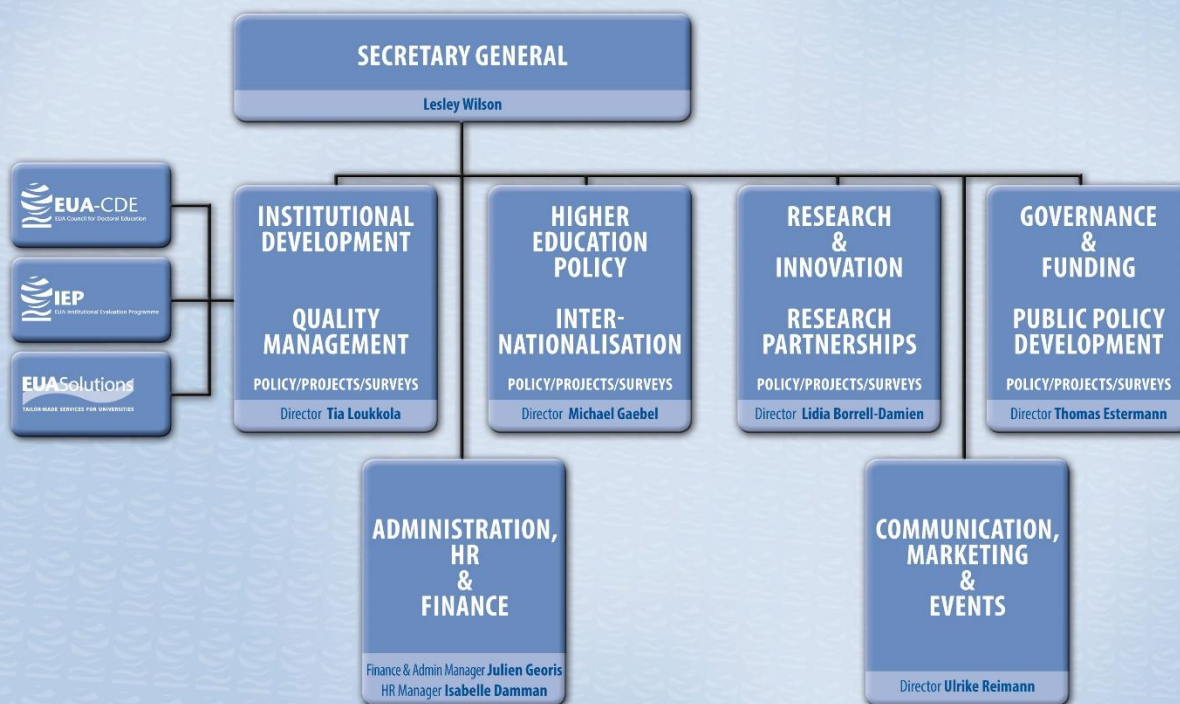
17-19 November 2016

**EUA Board meeting**

*Switzerland*

1-2 December 2016

## Annex 2: EUA secretariat organigramme



The European University Association (EUA) is the representative organisation of universities and national rectors' conferences in 47 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 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.

