

EUA Work Programme 2010/2011

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Mission Statement – Strong Universities for Europe

As the voice of universities at European level EUA's mission is to influence the outcomes of European policy debates on issues that will affect both its national and individual members as well as to support its members in understanding and responding to the increasingly complex and competitive global environment in which they operate.

To meet these goals, EUA activities focus on:

- *Developing common policies* in areas where universities have a vital interest in working together at European or international level. This goal is pursued through the work of the Board and Council, in Standing Committees and expert working groups and underpinned by policy analysis based on data collection and good practice, developed through the implementation of projects involving members, and the organisation of targeted events;
- *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. This is achieved through lobbying activities, working with a broad range of partners, and representation of universities' interests across Europe and beyond;
- *Offering a coherent programme of events and other services targeted to the different needs of an increasingly diversified membership.*

I. Common policies for European universities

The objective is to develop and advocate common policies for European universities that will contribute to creating a coherent higher education and research system for Europe built on strong, autonomous and well funded universities able to act in an increasingly complex and global environment.

Through its policy work EUA seeks to:

- *Consolidate its role in defining and shaping the agenda* at European level by building long-term relationships with European political actors on the broad range of policy areas important for universities;
- *Strengthen its position as the privileged partner* for a broad range of stakeholders at European level by seeking systematic involvement in all relevant consultation and decision-making processes;
- *Enhance the profile of universities* by monitoring, reporting and following up on EU and other policy documents and legislative texts through debate and targeted campaigns;
- *Develop strategic partnerships and coalitions* on issues of common concern, both at European and at international level;
- *Underpin policy development through project work involving members on priority themes:* by collecting and analysing data and good practice from a broad cross section of universities that feeds into policy development and underpins EUA's lobbying and advocacy activities.

The policy actions, projects and other activities proposed for 2010/2011 are designed to take forward the priorities set out in the 2009 Prague Declaration.

1.1 EUA Policy Development Bodies

Policy development takes place for the most part through the work of EUA statutory bodies, and in working groups established by the Board, the Council or the General Assembly.

EUA's main policy bodies are:

- EUA statutory bodies: the work of the EUA Presidency (3 annual meetings), Board (5 annual meetings) and Council (3 or 4 annual meetings) is predominately focused on policy development. However, in particular the Presidency and the Board are also responsible for overseeing the overall development of the association and ensuring the operational follow-up of decisions taken (cf Section IV). In addition, the present EUA Board has established a number of sub Committees and thematic working groups to advance reflection and action in particular policy areas.
- Research Policy Working Group (RPWG): activities focus on influencing European policies and on strengthening the role of universities as research institutions, in particular in the European Research Area (ERA) (3 to 4 annual meetings). The RPWG addresses issues related to the development and implementation of the Framework Programmes, maintains dialogue with the European Research Council (ERC) Scientific Council, European Research Area Board (ERAB), European Institute of Technology (EIT) Governing Board and other such bodies. The RPWG operates under a mandate from Council and reports back to Council on its activities. Priorities for 2010/2011 will focus on positioning EUA as the key stakeholder for input from Europe's universities on 5 European Commission Communications/Recommendations and DG Research Expert Groups reports in relation to next steps in the implementation of the European Research Area. In this context, dialogue with associations representing other main stakeholders in the ERA, including non-university research institutions, national research funding agencies and industry/business enterprises will be strengthened.
- European Energy Research Alliance, a key actor of the EU Strategic Energy Technology Plan (SET -PLAN): as partner in this initiative with the European Commission and national research institutes, EUA established a "European Platform of Universities engaged in Energy-related research" in 2009. This platform will provide contributions to the European Energy Research Alliance through mapping of research capacity in both project activities and postgraduate training in the field. A group of national scientific experts nominated by national university associations and a small Steering Group will guide this activity and report to the EUA Council.

1.2 Shaping and contributing to European policies through advocacy and partnership

EUA represents universities and lobbies actively on behalf of its members in a growing number of policy fora. At the same time policies are also advanced and further developed together with partners in areas where such cooperation makes sense. Thirdly, the association is increasingly asked to present its policies and projects to partners in Brussels, across Europe and at international level, as well as to participate in meetings and working groups together with members, governments and representatives of other stakeholder groups. In this context, the main areas of activity relate to:

i) The European Higher Education Area (EHEA)

EUA represents universities in the formal Bologna Follow Up Group (BFUG) structures and contributes to the various working groups established as part of the biannual Bologna Work Programmes on topics such as: Bologna implementation and data collection, Qualifications Frameworks, Mobility, the Social Dimension, European Higher Education in a Global Setting, Recognition, Transparency tools, and Stocktaking. These activities allow the association to contribute to policy making. Important components of this work are also: EUA's cooperation with the European Students' Union (ESU) and with a range of other consultative members such as the Council of Europe and Education International (EI).

In addition, EUA is active in the field of quality development and quality assurance through the 'E4' partnership with Quality Agencies (ENQA), ESU and other higher education institutions (EURASHE) that among other activities provides advice to the BFUG on quality related topics. As a founding member of the European Register of Quality Agencies (EQAR), together with its E4 partners, EUA is a member of the European Quality Assurance Register (EQAR) Executive Board and of the General Assembly and nominates two members of the European Register Committee that decides on applications to the Register. A priority for the next two years will be to manage the external evaluation of EQAR.

ii) The European Research Area (ERA)

EUA participates in several fora and expert groups established by the European Commission Directorate General for Research (DG RTD) addressing European Research Area policy development. Following its participation in the Advisory Committee and its several contributions to the major ERA Conference in Brussels, October 2009, EUA is involved as the main stakeholder for Europe's universities in follow-through consultations on new instruments beyond the 7th Framework Programme (FP7) and expert groups addressing key issues including common principles for conditions governing external funding of research, and factors enhancing research careers and mobility. Through the Research Policy Working Group's advice to Council, EUA seeks to take a pro-active approach towards the European Institutions to enhance the framework conditions required to ensure that Europe's universities play a full part in building the European Research Area. EUA also influences ERA developments through its role in the Responsible Partnering Steering Group, which includes representatives of EUA, European Industrial Research Management Association (EIRMA), European Association of Research and Technology Organisations (EARTO) and the European Knowledge Transfer Association named PROTONEUROPE. This group meets regularly to promote university/industry cooperation based upon good practice experience. In 2009 the group has prepared a revised edition of the 2005 Responsible Partnering Guidelines and will continue to promote these new guidelines in 2010/11. The Steering Group also contributes input to the EC-initiated University-Business Forum and the dialogue with the EIT.

iii) Governance, autonomy and funding

EUA's advocacy work in the area of governance, autonomy and funding reforms seeks to influence policy processes in both the EHEA and ERA and takes place predominantly outside formalised processes. Activities focus on influencing European and national/regional policies to improve funding conditions for higher education and research, and to contribute to debates on governance and autonomy reforms. These activities 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). EUA also participates in the follow-up on the DG RTD Expert Group on the "Impact of external funding", the working group "Towards common principles for external research funding" and in the Directorate General for Education and Culture (DG EAC) Modernisation cluster.

iv) Europe in a global context – Interregional Dialogue

In response to the growth in the international activities of European universities and the increasing interest in European developments in other parts of the world, EUA promotes dialogue with counterparts in other world regions. Specifically in 2010 EUA is co-organiser of the 12th Transatlantic Dialogue with the American Council on Education (ACE) and the Association of Universities and Colleges of Canada (AUCC) and will continue its ongoing cooperation with the US Council for Graduate Education (CGS). EUA also promote inter-regional dialogues as part of the Europe-Asia cooperation process (ASEM), which is elaborated on in section 2.1. of this document. February 2010 further sees the organisation of a Europe/Latin American workshop in Cartagena in Columbia. The outcomes of these meetings also contribute to a better understanding of global higher education and research trends, which feed into the preparation of EUA policy positions on issues such as the Global Dimension of the European Higher Education Area. In addition, EUA contributes to global policy dialogue on issues that are important for European universities, for example through participation in the relevant activities of UNESCO, and the OECD.

Quality assurance is a particularly important topic in a global context and EUA is actively engaged through its membership of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

v) Communication

As the European representative body of universities with an exceptionally wide coverage, both geographically and in terms of numbers, EUA has a responsibility for explaining and communicating the European perspective in relation to national developments as well as global debates on higher education and research. EUA assumes this role and contributes to these different processes by providing comparative data, and by raising awareness of both the issues of common importance to European universities and the added value of common approaches and solutions in the interests of all.

II. Providing evidence based policy recommendations through EUA projects on priority topics

The most effective way for EUA as a European organisation to underpin its policy work at European level is through the collection and analysis of data, comparative reflection on policy development, and the identification of examples of good practice from different European countries. Projects developed together with and involving members from different countries provide such comparative information and good practice examples. Growing awareness of the importance of an international outlook and perspective for all universities is increasing the importance for members and the added value to EUA of such mutual learning activities. By drawing on the outcomes of these projects EUA is thus able to develop 'evidence based' - policy conclusions and recommendations 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 above (Section I.2). While core funding is provided from the core budget, securing funds from other sources to develop projects allows the association to operationalise and validate its policy positions, thus strengthening its overall credibility on key topics. EUA thus drives its own policy agenda also through external project funding and seeks to ensure that funding conditions set by external agencies do not challenge its independent status. EUA projects are also managed by independent steering committees as an additional safeguard and means of ensuring independent and critical analysis that can effectively contribute to sound policy making.

2.1 2010/2011 Projects in EUA 's core policy areas:

The European Higher Education Area (EHEA)

i) TRENDS 2010 – publication date: March 2010

EUA 's bi-annual TRENDS Reports reflect on the implementation of the Bologna Process. They have become a EUA trademark and are one of the association's most widely read publications. Trends 2010 is planned to coincide with the 2010 Bologna Ministerial meeting in Vienna and the formal launch of the European Higher Education Area, and will consider the achievements and challenges of building the European Higher Education Area over the last decade. In addition, it will also explore the relationship between the Bologna reforms and the multiple other reform processes that have been taking place in Europe in recent years based on materials from a wide range of sources including the 'traditional' TRENDS questionnaire which over 800 universities have completed, responses from national university associations, over 35 site visits as well as the results of EUA projects and publications. Based upon the outcomes of this work consideration will begin in 2010 on how best to follow-up the main outcomes in the future.

ii) Shaping Inclusive and Responsive University Strategies (SIRUS) – from 2009 to 2011

The SIRUS project is designed to follow up on the implementation of the European Universities' Charter on Lifelong Learning and will be implemented through a consortium of European partner organizations. It offers 20 universities with different profiles and interests in LLL an opportunity to develop and enhance their strategic LLL approaches through interactive 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.

iii) Examining Quality Culture (EQC) in higher education institutions – from 2009 to 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 in the 46 Bologna Process countries. For this purpose, a survey questionnaire will be widely disseminated among European higher education institutions. The analysis of the survey results and a set of interviews will subsequently support the identification and dissemination of good practices in relation to these internal quality assurance processes.

The European Research Area (ERA)

iv) DOC-CAREERS II – from 2009 to 2011

The main aim of DOC-CAREERS II is to contribute to enhanced employability of doctoral holders in the public and private sector. The project will also contribute to Europe's competitiveness by increasing the potential for innovation within the context of the Lisbon and Barcelona objectives. The project will further explore one of the key findings of DOC-CAREERS i.e. that collaborative doctoral education schemes are very diverse and tend to include local and regional cultural differences. In order to capture the diversity, DOC-CAREERS II will look at how universities work with their regional partners (local Small and Medium Enterprises, large Research and Development enterprises, non-university research institutions, non-governmental organizations and other industries). A series of Regional Workshops will be held in selected locations in Europe bringing together interested partners to discuss the following topics:

- skill developments and mobility strategies in doctoral education in relation to career development and employability;
- empirical insights relevant for the reform of doctoral programmes;
- regional cooperation and networking in dialogue with employers; and
- building sustainable partnerships, networks and initiatives aimed at fostering collaboration between the public and private sector.

v) EUIMA "Take-Up" activities – from 2009 to 2011

The overall goal of the "take-up" activities is to demonstrate that the ERA and the EHEA require a globally competitive European university sector. Within this framework EUIMA (European Universities Implementing the Modernisation Agenda) addresses two main elements of the 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 8 workshops throughout 2010/11.

Governance, autonomy and funding

vi) A-CARD Autonomy Scorecard – from 2009 to 2011

The Autonomy Scorecard project will consolidate and streamline data and findings from previous and current research on autonomy with the objective of developing an in-depth understanding of *all* aspects of autonomy. The project will compare different elements of university autonomy enabling governments to benchmark their progress on governance/autonomy reforms vis-à-vis other systems, and provide policymakers with feedback on national reforms from an institutional perspective. The scorecard will record trends and progress on a regular basis. It will include a fixed set of criteria allowing a "at a glance overview" of the status of university autonomy across Europe at any given time, thereby facilitating longitudinal analysis and cross-referencing with other data.

vii) EUDIS: European Universities: Diversifying income streams for sustainable institutions – from 2008 to 2010

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 spring 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 22-23 April 2010, which will bring together up to 200 participants. A project report will be drafted and disseminated in autumn 2010.

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Europe in a global context

ix) Europe-Asia Higher Education Platform/ASEM University Platform – ongoing activities in 2010-11

The EC funded 'EU-Asia Higher Education Platform (EAHEP)' initiative implemented by EUA in cooperation with its consortium partners German Academic Exchange Service (DAAD) and Netherlands Organisation for International Cooperation in Higher Education (Nuffic) came to an end in December 2009. However, the main purposes of the platform in terms of providing a framework for information exchange, dialogue, and cooperation in higher education and research between Europe and Asia remain and continue to be of great relevance to EUA's activities and of major interest to Asian university partners. For this reason, the European Commission has authorised EUA's continued use of the EAHEP Portal (www.eahep.org), which will underpin future work outlined below in relation to the Europe-Asia cooperation process (ASEM) Education process.

In 2008, in partnership with the Association of Southeast Asian Nations (ASEAN) University Network and the Asia European Foundation, EUA launched the ASEM University Platform. The objective of this platform, also known as the ASEM Rectors' Process, is to develop ASIA-Europe cooperation activities and to provide input to the ASEM Ministerial process.

For 2010/11 EUA has planned the following activities in the context of the Europe-Asia cooperation agenda:

- 2nd ASEM Rectors' Conference, Korea, end October, November 2010
- a dialogue event back-to-back with the 2nd ASEM Conference,
- participation in the ASEM Education Ministers Conference, Denmark 2011, and
- submission of a new project under Erasmus Mundus, on a topic of mutual interest to both potential Asian and European partners in order to continue the cooperation developed over the last two years.

x) Access to Success: Fostering Trust and Exchange between Europe and Africa – from 2008 to 2010

The Access to Success project is aimed at raising awareness on higher education access and retention issues in both Africa and Europe, and explores how these issues can be best 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.

The project 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. Three workshops and a final conference targeted at policy makers and funding agencies are being organised in the course of this second phase (2009–2010).

2.2 New projects proposed for 2010/2011

In order to take forward the policy priorities set out in its Prague Declaration, a number of new projects are under development and the 2010 and 2011 budgets include provision for a number of externally funded projects based on the activity levels of previous years. Among these projects are:

The European Higher Education Area (EHEA)

i) Publication of an Annual Review of Rankings–Proposal resulting from the work of the Council ad hoc group on rankings and endorsed by Council in October 2009

With the publication of an Annual Review of Rankings EUA would seek to assist higher education institutions in developing a better understanding of the methodologies behind the various international ranking and classification initiatives. This activity would further aim to contribute to the ranking and classification debate by creating a forum for critical discussion by independent experts through the publication of a selection of articles as part of each annual review.

ii) Mapping Mobility Patterns in Universities

Improving international student, young researcher and staff mobility is important for both the European Higher Education and Research Areas and a core principle of European integration. Despite the introduction of the three-cycle degree structure and other Bologna tools, it appears that mobility has not significantly improved. However, currently this assumption can neither be supported nor refuted by statistical evidence. EUA in partnership with Education International (EI) and the European Students' Union (ESU) have decided to join forces in order to move this agenda forward and ensure that the perspectives of universities, staff and students are taken into consideration in the discussions on the mobility benchmark and mobility indicators agreed by Bologna Ministers in Leuven, in 2009. The project is designed to map mobility patterns at the institutional level through a series of case studies, thus gaining a better understanding of what is happening within our institutions and on this basis to develop a set of key principles for promoting mobility.

iii) Employability of Bachelor and Master qualifications – ensuring graduates have the skills they need in a rapidly evolving labour market

This project builds on the 2009 EUA Masters Study and intends to examine the Bologna Bachelor and Master degrees in relation to employability. At the institutional level, the project would address employability in the context of curriculum design, in particular in relation to learning outcomes, and look at how the employability of Bachelor and Master qualifications could be further enhanced. To promote accurate assessment of employability the project would also examine the way in which institutions monitor the employability of their graduates with a view to identifying good practices. In this context, the importance of managing alumni relations in relation to these activities would also be addressed. The project would further consider contextual factors at national level by mapping government and private sector initiatives addressing issues around employability in various European countries. Finally, in designing the project the feasibility of an interregional approach will be further explored with a view to establishing a trans-Atlantic peer-learning structure between Europe and the US.

iv) European Quality Assurance Forum in 2011

The sixth European Quality Assurance Forum (EQAF) is to be organised by the E4 group (ENQA, EURASHE, ESU and EUA) in November 2011. The EQAF has positioned itself as the main annual discussion forum on quality assurance in higher education. The audience for this event ranges from institutional leaders, quality assurance practitioners, staff of quality assurance agencies, students, higher education researchers, and intergovernmental organisations.

Governance, autonomy and funding

v) Modern universities facing common challenges: support for development of institutional leadership and management practices

EUA's work on autonomy, financial sustainability and institutional diversity all demonstrate the importance of robust institutional leadership and management and indicate that this is an area where both action at system level is required and where EUA should strengthen its support to members. These findings are confirmed by recent feedback from focus groups involving institutional leaders from across Europe who underlined the need for support in developing and introducing effective management practices in relation to complex topics such as autonomy, financial sustainability, promoting diversity and responding to rankings, in particular in the present context of multiple national reform processes.

EUA therefore proposes to support both institutions and national policy makers with the further implementation of the modernisation agenda by offering a series of conferences and workshops addressing the development needs of institutions and supportive measures at system level in the implementation of reforms in the following core areas:

- University Autonomy: challenges for modernised governance systems and management practices in the framework of enlarged institutional responsibility.
- Financial sustainability: financial sustainability across the whole institution (teaching, research and innovation) including both institutional development capacity for financial management and the implementation of support mechanisms by funding agencies.
- Rankings: the impact of rankings on university management and strategic planning processes.
- Diversity: tensions and challenges resulting from the need to develop mass higher education systems as well as to achieve excellence through concentration of research provision.

vi) Autonomy – developing an on-line tool for the Scorecard

This project would build on the Autonomy Scorecard project by further developing the pilot tool designed to record trends and progress on a regular basis. Whilst the core focus of the autonomy scorecard project is to develop a set of indicators, the purpose of this follow-up project would be to build a sophisticated on-line tool allowing the user to access data in an interactive and user friendly manner.

vii) Financially sustainable Universities III - Measuring the costs of accountability

Funding accountability requirements are often complex, fragmented, and disproportionate to the actual amounts received by institutions, which results in significant compliance costs for institutions. This project would propose to further explore these accountability costs and identify possible savings that could be made by using alternative procedures. These potential cost savings could be redistributed to teaching and research activities thereby providing additional funding for universities' core activities. This project would build on the outcomes of the current EUDIS project and would be further developed in the course of 2011.

Europe in a global context

viii) Erasmus Mundus Clustering Asia (EACEA Tender, 2010-2011)

The European Commission recently launched a tender to promote synergies between existing Erasmus Mundus Projects, and to analyse experiences as well as promote good practice with regard to these sorts of consortia projects. EUA has submitted a bid under this call in relation to Regional Clusters with a focus on Asia. The project would explore good practices on issues closely related to the Bologna Process (mobility, employability, joint degrees). It would also consider the sustainability of Master courses in terms of how they are embedded in the overall institutional context, and their possible impact on university-to-university exchange arrangements. These developments would be analysed through a survey and project findings would be disseminated at a workshop in Brussels. Project results are also expected to feed into the ASEM education process.

ix) Europe-LAC Higher Education cooperation

This project would take forward the outcomes of several rounds of policy dialogues that EUA has had with Latin American university associations. It would facilitate further exchange of good practice in various areas including governance, quality assurance, doctoral education and research. It would have a particular focus on exploring the potential for mutual learning and support structures. A more detailed activity scheme is currently under discussion.

x) EUA-CDE Global Summit on Doctoral Education

In the context of a global knowledge society developing strong doctoral education and training provision and capacity is becoming a major concern for higher education systems around the world, and for each and every university. Moreover, future researchers and teachers have to be able to address research issues that are global in scope and thus go far beyond national borders, thus enhancing the importance of international cooperation. EUA started an international dialogue on doctoral education with the US Council of Graduate Schools (CGS) several years ago. Since then CGS has taken the lead in promoting global dialogue by securing funding for a series of global summits and expanding participation to the Canadians, the Australians and a few Asian representatives. The Australians have taken the initiative to sponsor the 2010 event, with support from their respective national authorities. Given the importance of doctoral education for Europe, and the major changes taking place at present, it would be important for Europe (also) to be able to take the initiative in an area which represents a core mission of European universities. For these reasons the EUA-CDE will explore possibilities of organizing a meeting in Europe in 2011 of representatives of bodies dealing with doctoral and graduate education from around the world. The plan is to hold a two day meeting with about 50 participants from all continents.

III. Membership Services

EUA provides a broad range of services to its members as mission diversity grows and universities increasingly focus on developing their own specific institutional profiles. EUA thus offers a range of targeted activities supporting institutional development, information exchange, networking and the promotion of good practices, also through the project activities described in Section II. These activities include two major independently managed programme initiatives, with their own Steering Committees and annual work programmes namely the EUA Institutional Evaluation Programme (IEP) and the EUA Council for Doctoral Education (EUA-CDE) as well as numerous events and different forms of publications.

3.1 The Institutional Evaluation Programme (IEP)

The Institutional Evaluation Programme (IEP) is an independent membership service that has been operational since the mid 1990's. So far more than 250 evaluations have been carried out in 39 countries. It is managed by a Steering Committee which has full responsibility for the development, operation and monitoring of the programme and adopts the IEP annual work programme.

The IEP uses a pool of approximately 90 European experts with responsibility for about 15 institutional evaluations per year. The objective of these assessments is to evaluate the quality monitoring processes used by the university and assess how these relate to strategic management processes. The overall aim of the programme is to strengthen institutional autonomy and create support mechanisms for institutional change. The experts are current or former university leaders, higher education professionals and students, for whom IEP organises an annual training seminar to ensure the quality of IEP evaluations. The 2010 seminar will take place in Copenhagen from 30 September to 2 October.

For the year 2009/2010, in addition to 14 evaluations of Portuguese institutions continuing from last year, 11 evaluations will take place at the following institutions:

- University of Calabria, Italy
- University of West Timisoara, Romania
- University of Primorska, Slovenia
- Adnan Menderes University, Turkey
- Bilkent University, Turkey
- Istanbul University, Turkey
- Karadeniz Technical University, Turkey
- Universitat El Bosque, Colombia
- University of Tohoku, Japan

The IEP is a full member of ENQA (European Association for Quality Assurance in Higher Education) and is at present preparing an application for registration on the European Quality Assurance Register (EQAR).

3.2 The EUA Council for Doctoral Education (EUA-CDE)

The Council for Doctoral Education (EUA-CDE) is an integral part of EUA that provides specific services in relation to doctoral education and gathers information about trends in doctoral education in Europe and beyond. It organises thematic workshops and an annual meeting to facilitate dialogue among its members and provide a forum for the exchange of good practices between universities. It also acts as a voice for European universities to address common concerns in relation to doctoral education.

The Council is managed by a Steering Committee consisting of seven members from different universities as well as a member of the EUA Board. The Steering Committee adopts the annual work programme and oversees the implementation of projects and events.

Projects:

- "Salzburg II - assessing five years of reform of European doctoral education" is aimed at evaluating the 2005 Salzburg Principles in relation to recent reforms in European doctoral education. Through a series of consultation rounds with CDE members the project will deliver a set of recommendations on the implementation of these principles, to be launched in November 2010.
- The CDE is at present conducting a survey among its members to map the structures of European doctoral programmes in terms of their size, institutional context, career development opportunities, internationalisation, lifelong learning and quality. The survey results will be published on the internet in the summer of 2010.

Publications:

- The newsletter EUA-CDE News is published four times a year and distributed to the CDE members.
- The results of Salzburg II will be published as a folder.

Events:

- 18-19 March 2010: Workshop, Researchers' Careers, Ghent University
- 15-16 April 2010: Workshop (co-operation with Wageningen University), "Building a research environment for Doctoral Education"
- June 2010: Annual Meeting, Free University of Berlin
- December 2010: Workshop, Joint Programmes, Eötvös Loránd University, Budapest

3.3 Annual Events and Publications 2010/2011

In addition to the many smaller events organised and publications envisaged as part of the projects described in Section II or in the context of the IEP and the CDE, EUA also organises an annual conference and General Assembly for its members as well as the annual European Quality Assurance Forum, and offers two publication series together with Raabe publishers.

Events:

i) Annual Conferences:

1. Annual Conference 20-23 October 2010, University of Palermo, Italy
2. Annual Conference 13-16 April 2011, University of Aarhus, Denmark

ii) The European Quality Assurance Forum (EQAF) in partnership with ESU, EURASHE and ENQA - November 2010:

Since 2006 EUA has organised the annual Quality Forum on behalf its E4 partners, ESU, EURASHE and ENQA. Interest has grown each year and the 500 participants in 2009 demonstrate that this event has become a major forum for discussions on quality in European higher education.

iii) Special event 2010:

11-12 March 2010, Presentation of TRENDS 2010: the EHEA- achievements and future challenges, University of Vienna, Austria

Publications:

i) EUA Bologna Handbook (together with Raabe Publishers)

The Bologna Handbook provides sound analysis and reporting on the implementation of the Bologna reforms. As such, it has been specifically mentioned in the 2007 London Communiqué. At present the Handbook has over 1000 subscribers and will continue to publish 4 annual supplements in 2010. While currently only available in hardcopy, the on-line version will be launched in 2010.

ii) EUA/ACA Internationalisation Handbook (together with Raabe Publishers)

After the successful launch of the pilot edition and a first supplement in 2008, the Internationalisation Handbook will continue with 3 annual supplements in 2010. The publication has also been made available online, and will be expanded in 2010 to include new features such as news items on upcoming events. At present the Internationalisation Handbook has over 600 subscribers and active promotion in 2010 should further increase this subscriber base.

IV. EUA as an association: Enhancing impact, visibility and effectiveness

4.1 Membership Development and Communications and Events

Successful communication is crucial for EUA given the association's key role in identifying and communicating the European perspective as a federating element in relation to national developments and also in the context of global debates on higher education and research. Therefore, EUA has developed a strong focus on ensuring both visibility and impact of its various policy recommendations, projects results and membership services through a range of linked promotion and communication activities, some of which have been outlined above.

a) In 2010/2011 EUA will further concentrate on:

- Consolidating membership and developing marketing campaigns taking account of the revised membership criteria included in the 2008 statutes;
- Undertaking market research to be able to effectively identify and respond to members' needs;
- Developing marketing strategies to underpin EUA's projects and policy work;
- Putting a strong focus on multipliers, networking and lobbying through intensified communication both with members, as well as with Brussels based and global partners;
- Improving the overall professionalism of EUA activities, the user friendliness of the website and the dissemination of publications and newsletters; and
- Further developing press contacts and networks.

b) Special Project: Enhancing EUA online services and data management practices:

The extranet will become an increasingly important communication platform for all member services. It will be re-designed to improve communication flows and networking possibilities and will enable members to access:

- a comprehensive and searchable members directory;
- their personal data and to update these data;
- a special personalised calendar including a list of upcoming events; and
- an online forum providing users with the possibility to communicate with other members

4.2 Efficient and effective management of the association

To enable the successful implementation of the various activities outlined in this Work Programme, EUA needs to ensure that its organisational structure and work practices are closely aligned to its mission, goals and objectives. This requires supporting the effective functioning of EUA's statutory bodies (Presidency, Board, Council, and General Assembly) and related working groups, such as the Nominations Committee and the Council Working Group on Membership, and a highly qualified and professional Secretariat.

Attracting, retaining and developing a skilled, multicultural, multilingual staff thus remains a priority for EUA in 2010/11. In addition, a particular effort will be made over the next two years to address the following key challenge:

- ***Diversifying the funding base of the association:***

To reinforce the independent nature of EUA's activities and maximise its project outcomes EUA has identified the development of a diversified funding base as a key priority. In order to take this work forward the EUA Board established a Board Committee on Fundraising in 2009. This committee has been given the mandate to develop a strategy, identify possible sources of funding, and approach potential donors to seek their support.