

# 10 YEAR ANNIVERSARY INSTITUTIONAL EVALUATION PROGRAMME

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EUA is pleased to dedicate this brochure to the pool of evaluators that have given so much of their time and shown such a high level of commitment to the Institutional Evaluation Programme over the years. They have worked tirelessly and travelled high and low to visit universities in Europe and further a field (e.g., South Africa and Latin America). In addition to their direct contribution to the Programme, they have always answered the call to represent the Association at key meetings worldwide and have upheld the values and principles of our membership. Throughout, the QA pool has enjoyed its work and shown its capacity to work in a friendly atmosphere, characterised by support to one another, good humour and, most of all, an unusual ability to understand universities in their specific context and to work cross-culturally.

Special thanks are also due to the “Founding Fathers” of the Programme, especially Hans Van Ginkel (UN University, Japan) and Frans Van Vught (University of Twente), to past and current steering committee members, particularly Henrik Toft Jensen (Roskilde University) as chair and Alberto Amaral (University of Porto) as vice chair, and to those who contributed directly or indirectly to the continuous improvements of the Programme, its visibility and its adaptation to an ever-changing higher education environment. We wish to express our gratitude to Andris Barblan (former Secretary General, CRE/EUA) and Sami Kanaan (former Programme Manager, CRE) for making this Programme what it is today, and to John Davies (University of East Anglia, UK), Luc Weber (University of Geneva, Switzerland), Adrian Verkleij and Don F. Westerheijden (CHEPS, University of Twente, The Netherlands) for their key contributions to the Guidelines.

The Programme underwent several evaluations over the years. Airi Rovio-Johansson (University of Göteborg, Sweden), Peter Williams (QAA, UK) and Stefanie Hofmann (then at HRK, now at ACQUIN) reviewed and analysed the evaluation reports: the “Key Questions and Recommendations” section of this brochure is a summary of Stephanie Hofmann’s report. In 2002, an external panel that evaluated the whole programme was chaired by Jan S. Nilsson (Sweden) and included Judith Eaton (USA), Eduardo Marçal Grilo (Portugal), Ko Scheele (The Netherlands) and Mary Henkel (UK) as Secretary. These cyclical evaluations were important in fine-tuning the Programme and helping the Association develop activities to better serve its members.

Finally, the universities in which the institutional evaluations have been carried out proved to be – each in their own way – important in helping to improve the Programme over the years. We would like to thank all the universities that provided us with quotes and pictures for this anniversary brochure.

Grateful acknowledgement is extended to all.



## THE INSTITUTIONAL EVALUATION PROGRAMME: TEN YEARS AS A CORNERSTONE OF EUA

The Institutional Evaluation Programme was launched ten years ago with the aim to prepare universities in meeting the emerging needs for external accountability. Today, national quality assurance agencies have been established in most countries but the Programme's attractiveness continues to grow. The following text is illustrated with a number of quotes whose consistency is revealing. They point to the major benefits that universities have derived from the Programme: an increased capacity for both strategic thinking and internal quality culture.

Today, these attributes are essential to European universities as they face two major conflicting sets of policy demands. The current debate on the need to concentrate research funds in order to meet the Lisbon Objectives (i.e., transforming Europe in the foremost knowledge society by 2010) could promote institutional diversity within countries and across Europe. The convergence requirement of the Bologna process, however, is leading some policy actors to promote the notion of common quality standards across the 40 Bologna signatory countries.

EUA is uniquely poised to bring some coherence to these two conflicting objectives. Beyond the national diversity represented within the Association, a consensus has emerged on the role that universities can and should play in the construction of Europe. This consensus includes several aspects that are promoted by the Institutional Evaluation Programme:

- Ensuring that higher education institutions of quality are distributed equally across the European continent to meet the Lisbon and Bologna objectives.
- Entrusting universities with a central role in quality assurance including accepting that each institution develops its own standards in the context of its specific mission, that it embeds a quality culture and that it is evaluated within a "fitness for purpose" approach.
- Pledging that universities will be open to a sustained dialogue with external stakeholders, particularly at local level, concerning both research and teaching, and viewing these two activities as a link that is fundamental to increasing European competitiveness and promoting the attractiveness of European higher education.

Needless to say, these policy objectives imply greater responsibilities for universities. These objectives are concretised through the Institutional Evaluation Programme into improved strategic leadership and the development of internal quality. It is only in this way that universities will justify their autonomy, increase their credibility and improve their capacity to engage critically in civil society.

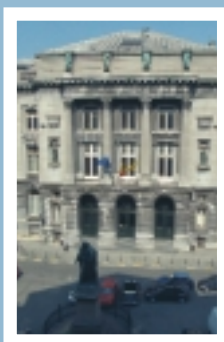
## A COHERENT APPROACH TO INSTITUTIONAL DEVELOPMENT

EUA's Institutional Evaluation Programme is a cornerstone of EUA's strategy to develop strong universities for Europe. It has laid a foundation on which to develop the policy role of EUA in the Bologna process and the discussions on the Lisbon objectives, and to design complementary activities such as the Quality Culture Project and management workshops and seminars. These activities have confirmed that several conditions must prevail for the successful introduction and development of a quality culture, including:

- The importance of institutional governance and leadership (vs. management) as well as attention paid to building a community through an effective communication strategy
- The importance of strategic thinking based on an accurate and thorough institutional and environmental analysis
- The integral causal link between strong institutional autonomy and the effective development of a quality culture as guarantor of academic freedom for individual professors and researchers
- The interlink between quality development and appropriate financial and human resources, including staff development schemes

These conditions cannot be met by distant political and administrative power centres but by autonomous universities, committed to building strong academic communities and engaged in learning through inter-institutional cooperation. Indeed, our ten-year experience in the Institutional Evaluation Programme holds two key lessons:

- It is through peer-to-peer exchange that higher education develops more effectively the capacity to cope with its changing environment. EUA approaches each evaluation supportively and offers recommendations for improvement without passing harsh judgments on current quality levels. EUA peers believe that, although quality control is necessary for accountability purposes, it does not necessarily promote quality. An improvement-orientated evaluation is more effective in inciting the academic community to change. In line with this belief, what better "quality champions" than senior university leaders making recommendations to one another for improving a specific university?
- There are no general recipes or a single blue print for improvement that would be valid for all universities. Responses and solutions must be context-specific and mission-driven. The experience of EUA in the Institutional Evaluation Programme is unique in scope and intensity and has heightened awareness for the need to respect national and institutional diversity and understand the boundary conditions of each university.



*The participation in the EUA Institutional Evaluation Programme led to:*

- *The mobilisation of staff across the institution, constructive exchanges and cooperation among different groups (academic and administrative staff, students, etc.) which strengthen identification with the university*
- *Refining the missions of the university through a careful examination of the wording used, based on the preparation of the self-evaluation report*
- *Identifying critically the university's situation, its strengths and also potential obstacles to meeting objectives*
- *Gaining from the experts' experience and taking appropriate measures for changing where required and checking implementation of reforms and projects*
- *Enjoying the opportunity, three years after the initial evaluation, to identify progress made, analyse the roots for lack of progress in some areas and make appropriate changes.*

**Université de Liège**



*"The presence of an international evaluation team had a considerable impact on the university. The panel members came from four European countries and represented four different university cultural and organisational models. This gave our young university the opportunity to be examined from four different perspectives."* **University of Lleida**



*"The follow-up evaluation (2002) raised awareness that the rector's role in a context of increased competition could no longer be that of balancing the different internal interests but in promoting innovation and leading the university's development strategy. Thanks to this experience, the "evaluation" culture has now become one of the distinctive features of the University of Trento within the national context."* **University of Trento**



*"The university has developed dynamically: it is characterised by a forward-looking strategic approach in order to maintain its position as one of the most important centres for higher education and basic and applied research in Slovakia. Internationalisation, innovative interdisciplinary programmes, Bologna reforms, the development of a quality culture are some of the features on which the university builds its future development. The EUA evaluation has allowed the university to move forward."* **University of Žilina**

## THE INSTITUTIONAL EVALUATION PROGRAMME: GOING FROM STRENGTH TO STRENGTH

The Institutional Evaluation Programme was launched ten years ago when there were few QA or accreditation agencies in Europe. Today, there are national agencies almost everywhere. Yet, the Institutional Evaluation programme is still going from strength to strength. In 2003, the programme saw the participation of 25 universities, including two sector-wide evaluations. The success of this programme is based on a combination of aspects that demarcate it from national accountability procedures.

Its special focus is unique. It looks at the capacity for change of a university by examining its decision-making processes and organisational structures and assesses the extent to which these support academic vitality, innovation and a strategic vision. It explores if the university has developed the processes, tools and structures required for an effective internal quality culture. As Martin Trow, distinguished professor of higher education (University of California, Berkeley) stated: "How an institution responds to change points to deep-seated qualities of the unit which must also show up in its research and teaching."

Our visiting panels include small European teams of university leaders, experienced in understanding the specific challenges faced by each institution in its national and international context. They are knowledgeable about European and international higher educational trends and are sensitive in applying this expertise to specific national and institutional situations.

Most importantly, our visiting panels understand the challenges of leading complex academic institutions in a context characterised by multiple and conflicting pressures, such as: greater and wider access, achieving excellence in research and teaching, serving the local and regional community, implementing Bologna, and dealing with stagnating or shrinking financial resources.

The evaluation method is innovative: we stress the self-evaluation process as key to the success of the evaluation. We support the universities during this crucial stage and our teams visit the universities twice to ensure thoroughness of understanding and the appropriateness of their recommendations.

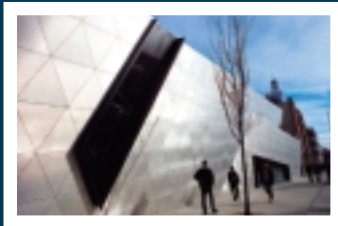


*“The self-evaluation process and the recommendations of the evaluation team on strategic planning, quality, teaching, internationalisation, co-operation with stakeholders and continuing education provided an opportunity to review strengths and identify weaknesses and areas that needed to be changed.”*

**University of Patras**



*“The rectorate and the senate were looking for ways to revise and implement a 1998 development plan in view of the new challenges it was facing. The very process of elaborating the self-evaluation report proved to be very productive. Opinion leaders of the university engaged in extensive discussion of the institution’s strengths and weaknesses with the result that a far better understanding of the main goals and the position of the university were soon achieved... oral and written evaluation reports provided the university with a sound analysis, and strategic and practical advice which has been useful in solving many problems over the years.”* **University of Klagenfurt**



*“The University of North London’s (UNL) mission – addressing the needs of social groups and categories typically excluded from higher education – had been strong for many years, but the value added went unrecognised by conventional measures of institutional productivity. It was important that the commitment be re-affirmed by all stakeholders. Subsequently, the self-evaluation stood UNL in good stead when it underwent inspection by the national quality assurance agency and when it resolved to merge with London Guildhall University to form London Metropolitan University.”* **London Metropolitan University**



*“In recent years the number of higher education institutions in Portugal has increased quite considerably with the establishment of mainly private universities and polytechnics while the number of students has been declining for demographic reasons. As a result, the competition between public and private institutions is very strong and does not always reflect best practices. In this context, it is necessary to set a clear framework for internal and international evaluations. EUA is precisely the structure that can play this role: its evaluation contributed to the modification of some important procedures at the university.”* **New University of Lisbon**



*“The participation of the University of Cyprus brought together the university community in an attempt to answer the tough questions posed in the self-evaluation report. We were forced to identify our strengths, pinpoint our weaknesses and analyse the challenging environment in which the university is operating, just before Cyprus joins the European Union.”* **University of Cyprus**

## KEY QUESTIONS AND RECOMMENDATIONS

A recent survey by Dr. Stefanie Hofmann (then at HRK, now at ACQUIN) of 90 evaluation reports examined the questions most frequently raised by the EUA panels and the resulting recommendations.

### 1. What is the institution trying to do?

The starting question concerns the mission and objectives of the institution. EUA panels examine how clearly identified the mission and profile of an institution are, how they were developed, and how they translate into strategies and implementation at central and faculty levels.

Without a clear mission, it is difficult to develop objectives and a strategy to meet them. Yet, most institutions have difficulties with this central issue, sometimes because they are constrained by a legal framework that defines a single mission for all universities in a given country.

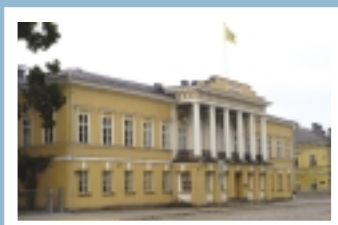
This lack of autonomy, however, is not the only reason for weak mission statements, which all too often are characterised by a lack of precision, coherence and an ineffective engagement of the university community in developing and identifying with a mission statement.

EUA panels address these weaknesses in a series of recommendations that addresses such issues as (i) engaging the community in a constructive process of mission development, (ii) devising appropriate instruments for implementing the mission and (iii) advising on the strategic partnerships that can contribute to meeting the objectives.



*“The first evaluation in 1999 helped the university in developing its corporate identity and formulating a mission statement which was implemented soon after and to face the challenges of introducing new models of leadership and decision making in the context of the new University Law (UG 2002). The university is poised to play a strong role as a dynamic regional institution with strong links to the social and economic development of Upper Austria.”*

**Johannes Kepler University of Linz**



*“The report and the follow-up evaluation facilitated the making of far-reaching reforms and constituted a point of departure in writing the new strategy of the university. In several matters, the reports contributed substantially to the university’s strategic decision making and stressed the necessity for strategic thinking as an important element in decision making at all levels.”*

**Åbo Akademi University**

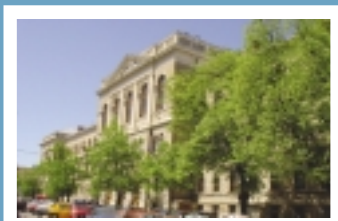
## 2. How is the institution trying to do it?

The second major question raised by the EUA panels focuses on the operational aspects of the university: What are the decision-making processes? Which instruments are used to reach the objectives? How is power distributed across the university? How clearly defined are the responsibilities and reporting lines?

It is clear that most continental universities have a traditional organisational structure based on collegiality, consensual decision making, a range of decision-making bodies with specific competences, a relatively weak central leadership and devolved power structures.

Because the EUA panels are thoroughly familiar with this tradition (in their twin role as rectors and evaluators), they are able to offer recommendations to redress the more negative aspects of this model. They address such issues as optimising the balance of power between the central leadership and the faculties, effectively supporting the rectorate and the central services, rationalising the decision-making processes through a more effective use of university bodies and committees, developing a communication strategy, clarifying responsibilities and accountability, and balancing broad community engagement in the preparation and implementation of decisions with the need to restrict decision making to competent bodies.

The EUA panels also examine aspects that are often neglected such as identifying the external stakeholders required to meet objectives, engaging students in decision making where their contribution is most useful and strengthening the role of the administration through the promotion of a service-orientated culture, staff development schemes, and reorganisation of administrative structures.



*“The observations of the EUA evaluation team have been answered through targeted actions in the three years that followed the evaluation undergone by Babeş-Bolyai University. The EUA recommendations, mainly in the field of quality assurance and strategic management, were thoroughly examined by the self-evaluation team and followed by proposals for actions submitted for approval to the Board of Administration or the Senate of the Babeş-Bolyai University”*  
**Babeş-Bolyai University, Cluj-Napoca**



*“The resulting evaluation report was widely distributed throughout the University of Twente and discussed at length. It has been a major input in the process leading to the strategic plan of the University. Many of the report’s recommendations have since been implemented. The institutional evaluation made an invaluable contribution towards the continued professionalisation and streamlining of the administrative process within the university. It has also served as an effective “mirror” to review our strategic objectives for the medium term.”*  
**University of Twente**

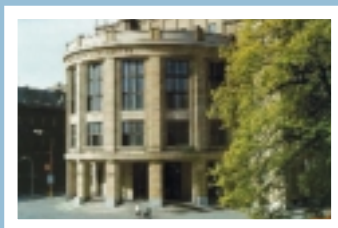
### 3. How does it know it works?

The third set of questions raised by the EUA panels focuses on the feedback systems in place to ensure that objectives are met. It is clear that many universities show weaknesses in this key area. A culture of quality is often unsystematic and sometimes even incoherent across faculties. Staff members that are in charge of quality lack legitimacy and are not integrated into the decision-making processes. More fundamentally, many universities have not clarified their own standards for quality in the context of their specific mission and profile which, as mentioned above, is too vague to be useful. It is nearly impossible, however, to speak of quality in the abstract. Quality standards must be set within the context of specific missions and objectives.

The EUA panels offers recommendations on these aspects and discuss how to develop a university-wide policy on quality, including appropriate indicators and procedures, a feedback loop into decision-making processes, and linkages with other institutional initiatives such as staff development schemes, data management systems, and optimising the engagement of staff and students in an effective quality culture.



*"In 1995, the University of Ljubljana (UL) was looking to restructure its entire operation and to convert from a self-governed, fragmented institution to an autonomous integrated university. The Institutional Evaluation, concluded in 1996, in pointing to the main problems and identifying solutions, raised the awareness of many stakeholders, including the ministry, of the need for new thinking and a vision of the university based upon such key concepts as the leadership of an integrated institution, lump-sum funding, accountability and internal quality culture. Not only has the evaluation had a profound effect upon the university but it has also moulded the national quality assurance procedures and the internal quality processes. These will be enshrined in the new higher education law which will be approved by parliament this year. Many consider the evaluation and follow-up evaluation that UL underwent as the cornerstone and the key trigger for accelerating the development of quality culture and institutional integration of the university." **University of Ljubljana***



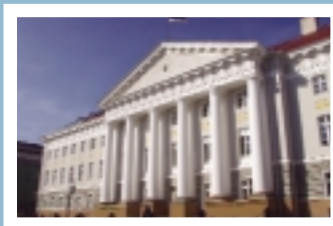
*"After the political changes of 1989, the top-management and the management culture in the university were also changed. The new senior management felt that it was probably going in the right direction but was unsure: Is the university compatible with the European system? Does it meet European standards? Is it progressing along the right path? Does its development – as it was being implemented – bode well for its future? Does the university possess the necessary intellectual and managerial potential to overcome the quite difficult transition from relative isolation as the largest, older and best local university to membership in the big family of larger, older and better European universities? As a result of the evaluation process, the sense of corporate solidarity and responsibility for the university has been raised considerably. The leadership of the university has been surprised to see how positive the faculties were in reacting and in helping one another. The feeling of trust in the strength of the university and in the university as the alma mater providing security at all times – both good and bad – have been clearly articulated." **Comenius University***



*“No doubt that the evaluation and the follow-up evaluation stimulated and influenced the strategic process at Copenhagen Business School (CBS) significantly. The self-evaluation, the site visits and the dialogue with the evaluation team were a turning point for the university. It allowed CBS, at all levels, to start thinking collectively about the way forward for developing an internal quality culture. The follow-up visit was not a mechanistic ‘tick the box’ exercise, but the experts (the same as for the first visit) gave the Copenhagen Business School ideas to help the university move to next stage of its development as a ‘learning university’.”* **Copenhagen Business School**



*“The Institutional Evaluation Programme was extremely positive for our university. The main effect was in the dissemination of a quality and evaluation culture across the university – from students and administrative staff to the executive board. This positive effect is clearly stated in the follow-up evaluation report, which states that ‘The concern about quality is now shared by many more UAB members and the number of initiatives addressing quality care and enhancement is impressive.’”* **Universitat Autònoma de Barcelona**



*“EUA institutional evaluation served as the launch pad for developing a new strategic plan. The SWOT analysis and self-evaluation reports – preceded by in-depth discussion involving a wide range of university staff and followed by the panel visits and a very detailed report – provided the foundation for a new strategic plan which was adopted shortly after. The report provided interesting insights into strategic management issues and helped consolidate the variety of counteracting views.”* **University of Tartu**



*“The EUA Institutional Evaluation Programme was an extremely important impetus for the process of reform at the University of Novi Sad. It supported the newly established leadership of the university in mobilising the academic community and making it aware of many issues of common concerns. The idea of investing time and effort into becoming part of the European Higher Education Area gained more credence, and thus shaped many future developments at the University. The self-evaluation phase was a significant learning experience. It created a solid base for receiving advice for our colleagues and making concrete changes in the following years. One of the most important changes, introduced by the Institutional Evaluation programme, was the introduction of the self-evaluation procedure as a continual and regular activity.”* **University of Novi Sad**

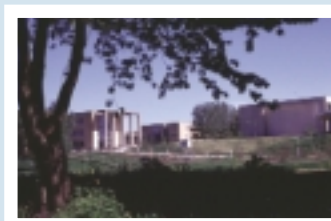
#### 4. How does the institution change in order to improve?

The fourth and final set of questions raised by EUA panels goes to the heart of the evaluation: What is the capacity of the university to change? Does it simply react or is it proactive? Does it have the ability to understand its external and internal environment and to anticipate changing demands? Does it have the ability to cope with the current challenges faced by higher education institutions?

The EUA panels have gained significant experience of the challenges faced by European universities, which include internationalisation, Europeanisation (European research and education area), decline in public funding, massification, changing demographic trends (for students and staff), their relevance to economic development, inter-and trans-disciplinarity, competition and market pressures.

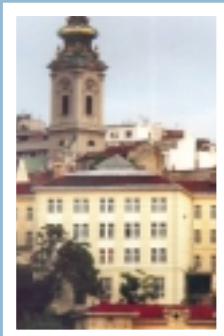
The EUA panels make recommendations on such key aspects as how to develop an effective change process through appropriate priority setting, institutional self-knowledge, planning, communication, and a good grasp of the appropriate sequence in a change process.

In short, it is clear that all universities, however good their teaching and research activities are, experience difficulties and challenges that are shared across the continent. They are never in a steady state and are constantly affected by changes in their external environment. While the challenges are widely shared, the solutions are specific to each. There is no single blue-print and not one model for the university. EUA panels are committed to a sensitive evaluation of the specifics of each institution and how, given its mission, external demands, internal requirements and resources, it can be strengthened and changed.

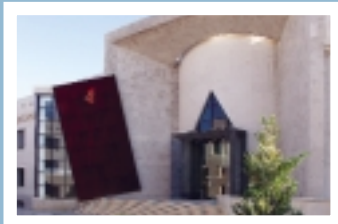


*“A self-evaluation team was set up. It included 15 participants from all majors groups and held very fruitful discussions across the university, bringing together university members who do not have an opportunity for such discussions. The self-evaluation team was forced to formulate and describe what the university was doing and why. The two visits from the peers gave us the challenge of reformulating the most important vision and goals underlying the daily activities of the university. The evaluation report stressed the educational model of Roskilde University. Student democracy was seen as an important part of the educational model and an essential way to secure quality. The report, however, also pointed out a pattern of conflict avoidance that we had expressed as ‘we agree to disagree’. We realised that conflict avoidance was problematic because it led to blockages. The evaluation report inspired us to change this situation and to use disagreements as a tool for development, change and innovation.”*

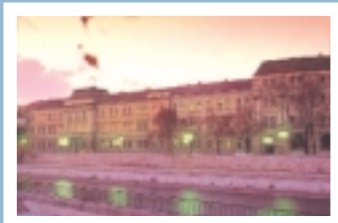
**Roskilde University**



*“Writing the self-evaluation report was a very useful exercise and subsequently a tool for change. The university examined the implications of the institutional evaluation at all levels and for all activities. The university community – including students and alumni, administrative and academic staff, social partners and the ministry – were engaged in the process and familiar with its objectives.”*  
**University of Arts in Belgrade**



*The self-evaluation and the evaluation reports are excellent instruments for reflecting upon the university’s future strategy. The EUA evaluation process helped the academic community to better grasp the university’s strengths and weaknesses and to consolidate an evaluation culture, thus improving its participation in the national quality assurance system. The combined evaluation procedures multiply their effect in consolidating teaching and research at national and international levels.”*  
**University of the Algarve**



*“The EUA institutional evaluation significantly helped the university to identify the limitation of its existing patterns of organisation. The evaluation initiated a university-wide process of strategic planning with clearly defined vision, mission and action plan based on consensus about the priority goals and possible penrational responses, i.e., appropriate micro-and macro-policies around a series of interlocking themes in the area of quality management. This provided for a proactive approach in the process of institutional transformation in line with the Bologna process.”*  
**University of Niš**



*“The evaluation of the Faculty of Medicine, University of Porto, was of utmost usefulness in providing us with an opportunity to learn about the rationale and methodology of the EUA evaluation process. There was strong involvement across the faculty, multiple meetings characterised by lively and productive discussions, identification of the Faculty’s strengths and weaknesses, and threats and opportunities. The Faculty gained insights in clarifying both the actual state of the institution and the strategy it needed to reach its objectives. The gains were huge and the academic personality that formed the visiting panel added significantly to these gains.”*  
**Faculty of medicine, University of Porto**

## PRACTICAL ASPECTS

### Your choices

While the evaluation is focused on an institution as a whole, universities can select an additional focus, such as, but not restricted to:

- research management
- students support services
- internationalisation policies
- implementing Bologna
- working with stakeholders
- governance structures
- articulation between the centre and the faculties
- looking at specific faculties
- etc

This special focus will be considered within the overall institutional perspective. This will help ensure that our team grasps the context of the questions that a university has chosen to raise.

### Our teams

Based on your specific questions and the profile of your institution, we will form a team of four experts who are knowledgeable, practiced and skilled. Every year, we induct qualified new experts whom we distribute evenly across all teams to maintain the quality of the process, add new perspectives and ensure the continuation of the programme.

Our teams work together at all times during the two visits, except for three afternoons when they split into pairs. This ensures both depth and breadth of coverage as well as validation of data and analysis.

### Our follow-up procedures

We will continue to offer, on demand, our follow-up evaluation which is generally requested within two years of the initial evaluation. Since we will be sending out a team that is already familiar with the institution, this procedure can be more flexible and customised than the initial one.

In addition, we now offer:

- the possibility for an immediate follow-up, should a university wish to have one or two experts at their disposal for implementing a specific action line
- an alumni forum to gather the institutions that have participated in the programme: The forum meets twice a year to discuss topical issues related to quality

### **The Evaluation Cycle**

May	Invitations to apply are sent to members.
August	The institutions that have been selected for the up-coming round receive guidelines for the self-evaluation.
October	Introductory workshop
October – February	Organisation and production of the self-evaluation report
December – March	Preliminary visit of the evaluation team to get acquainted with the institution and to request additional information if needed.
March – June	Main evaluation visit and report

### **Who manages the programme?**

The Steering Committee – currently chaired by Henrik Toft Jensen (Rector, Roskilde University, Denmark) – examines the applications from interested institutions, recruits the evaluators, provides them with training and oversees the implementation of the programme with the help of the EUA Secretariat in Brussels.

### **How much does it cost to participate?**

The cost of participating in the programme is 27,000 Euro for EUA members, payable at the beginning of the evaluation procedure. It should be noted that the peer evaluators are paid no fee. In the past, international foundations and agencies have funded the participation of some institutions. EUA will support the application process.

### **For more information please contact the EUA office**

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## INSTITUTIONAL EVALUATION PROGRAMME WHO HAS PARTICIPATED SINCE 1994?

### **Austria**

Johannes Kepler University of Linz  
University of Klagenfurt

### **Belgium**

Université Libre de Bruxelles  
Université de Liège  
Université catholique de Louvain

### **Bosnia and Herzegovina**

University of Banja Luka  
University of Bihac  
University "Dzermal Bijedic" of Mostar  
University of Mostar  
University of Sarajevo  
University of Srpsko Sarajevo  
University of Tuzla

### **Brasil**

Universidade Federal de Pernambuco  
Universidade do Estado do Rio de Janeiro  
Universidade Federal do Pará

### **Bulgaria**

Technical University of Varna

### **Chile**

University of Talca

### **Cyprus**

University of Cyprus

### **Croatia**

University of Zagreb

### **Czech Republic**

Czech Technical University in Prague  
Silesian University in Opava  
Palacky University of Olomouc  
Masaryk University

### **Denmark**

Copenhagen Business School  
Roskilde University

### **Estonia**

University of Tartu

### **Finland**

Åbo Akademi University  
Helsinki University of Technology  
Tampere University of Technology

### **France**

Université Paris XII - Val de Marne  
Université Paris X – Nanterre  
Université de Franche-Comté  
Université de Marne-la-Vallée  
Université Henri Poincaré, Nancy I

### **Georgia**

Tbilisi State Medical University

### **Germany**

Catholic University Eichstätt-Ingolstadt  
Siegen University

### **Great Britain**

University of North London

### **Greece**

University of Ioannina  
Aristotle University of Thessaloniki  
Democritus University of Thrace  
University of Patras  
University of Macedonia Economic and Social Sciences  
University of Crete  
University of Thessaly  
University of the Aegean

### **Hungary**

Lajos Kossuth University  
József Attila University  
University of Debrecen

### **Ireland**

University College Dublin  
University College Cork - National  
University of Ireland, Cork  
Dublin City University  
University of Dublin, Trinity College  
National University of Ireland, Galway  
University of Limerick  
National University of Ireland, Maynooth

### **Italy**

Università degli Studi di Camerino  
Università degli Studi di Catania  
Università degli Studi di Genova  
Università degli Studi di Macerata  
Università degli Studi di Roma Tre  
Università di Roma - Tor Vergata  
Università degli Studi di Trento  
Università Ca' Foscari - Venezia  
Istituto Universitario di Architettura  
di Venezia

### **Lithuania**

Vilnius University  
Vytautas Magnus University

### **FYR of Macedonia**

University "St. Kliment Ohridski", Bitola  
St. Cyril and Methodius University, Skopje  
South East European University, Tetovo

### **Norway**

Norwegian University of Science and Technology,  
Trondheim

### **Peru**

Universidade de Lima

### **Poland**

Wroclaw University

### **Portugal**

Universidade de Aveiro  
Universidade do Minho  
Universidade Católica Portuguesa, Lisboa  
Universidade Nova de Lisboa  
Universidade Técnica de Lisboa  
Universidade de Lisboa  
Universidade do Porto  
Universidade do Algarve

### **Romania**

"Babeş-Bolyai" University, Cluj-Napoca  
"Victor Babes" University of Medicine  
and Pharmacy of Timisoara  
University of Agricultural Sciences &  
Veterinary Medicine, Cluj-Napoca

### **Serbia and Montenegro**

University of Arts in Belgrade  
University of Belgrade  
University of Kragujevac  
University of Niš  
University of Novi Sad

### **Slovakia**

Comenius University in Bratislava  
Slovak University of Technology in Bratislava  
University of Economics in Bratislava  
University of Zilina

### **Slovenia**

University of Ljubljana  
University of Maribor

### **South Africa**

University of Potchefstroom

### **Spain**

Universitat Autònoma de Barcelona  
Universidad de Granada  
Universidad de Las Palmas de Gran Canaria  
Universitat de Lleida  
Universidad de Malaga  
Universidad de Vigo  
Universidad Politecnica de Cartagena

### **Sweden**

Göteborg University  
World Maritime University

### **The Netherlands**

Utrecht University  
University of Twente

### **Turkey**

Boğaziçi University  
Marmara University  
Middle East Technical University  
Uludağ University  
Istanbul Technical University  
Erciyes University

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