

# 2018 Annual Report

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## Message from the President

Our world has never been in better shape. While this holds more truth in some countries than in others, perceptions in some parts of the European Union are often worse than reality. We, European universities, must counteract Euro-pessimism with our unwavering belief in the creative problem-solving power of our students, the future leaders.

This has become more important than ever as 2018 presented some serious challenges. It saw the Central European University in Hungary forced to move operations to another country, while the threat of Brexit pushed us to protect our excellent relations with British universities. It saw university autonomy deteriorating further in Turkey. And, despite economic growth, it witnessed the continued parsimony of governments toward universities in many countries. All of this reflects insufficient understanding of universities' crucial role in advancing knowledge societies.

EUA has made its voice heard on these topics. We have issued statements, conducted analyses and provided advice and support. We have worked on Open Access and big deals with scientific publishers, Horizon Europe and Erasmus+, academic freedom and institutional autonomy, learning and teaching, the evolving role of doctoral education and much more. We have talked with policy makers at the national level, in the European Parliament, at the European Commission and with colleagues from overseas.

I am proud of what we have achieved in 2018, and during my presidency. None of it would have been possible without the professional and intense involvement of the Association's staff. These excellent efforts must continue, with a focus on three key points: first, we need to speak up for a better Europe. We have the strength to do so as we represent members from 48 countries, well beyond the EU.

Second, we must fight for more quality in research and in teaching. We need to reward and recognise academics in a more scientific manner. Studies show that the results of research evaluations are often not reliable. This is a shame. And the central tenet of "publish or perish" is stale: We could offer society the same increase in knowledge by publishing better and fewer papers and books. This would also reduce publication costs.

Finally, we need to abandon the belief that we are "special". This may have been true when only a small percentage in a given cohort of young people studied. Today, in many countries, 50% of a cohort studies and being a university teacher or researcher is a job not too different from others. This "normalisation" calls for a stronger engagement with society, if we want to defend our relevance.

These issues will continue to be important in 2019 and beyond, even as changes are in store for European politics and society. This being my last message as EUA President, I would like to say what a privilege it has been to work with and serve you. In my 14 years at EUA, first in the Council and then as President, I have met many great people who represent the best of European academia. I wish the new President and the new Board much success in their mission to serve Europe's universities.

**Professor Rolf Tarrach**

EUA President



## Foreword from the Secretary General

2018 was a year in which EUA kept its focus firmly on the present while preparing for the major challenges ahead. We worked with our members to influence debates on how Europe should spend its next budget, the Multiannual Financial Framework - in particular the next generation of EU funding programmes for research and innovation, as well as for Erasmus+. We monitored the Brexit negotiations and supported member universities in understanding how this unprecedented situation will affect their futures, and that of the sector as a whole. EUA also represented the voice of universities on the major topics of our times. We debated, analysed and influenced policy makers on Open Access, energy and the environment, diversity and inclusion, as well as the role of universities in accomplishing the sustainable development goals.

In all of this, a specific topic stood out – one that is very much embedded in our current situation and will become ever more important in the years to come: university autonomy and academic freedom. 2018 saw disturbing developments in this area, especially in Hungary, where gender studies were banned and the Central European University was forced to relocate some of its activities. This after the European Parliament triggered a disciplinary procedure to determine if democratic values have been undermined in Hungary – including academic freedom.

EUA took these events very seriously as institutional autonomy and academic freedom are core values underpinning all university activities. We worked with partners like the Magna Charta Observatory and Scholars at Risk, the latter having launched an office in Europe. I personally sat on a roundtable at the EU Parliament to discuss the numerous challenges to academic freedom and university autonomy in Europe and stressed the need to raise the profile of this topic in EU policies. The 2018 Bologna Process Communiqué, to which EUA contributed, also recognised that fundamental values are being challenged in the EHEA.

These pressures are also indicative of the increasingly important societal role played by universities today. Our Annual Conference touched on this with a broad view of how engaged and responsible universities can shape Europe by generating knowledge, developing intercultural understanding and fostering civic engagement. Our Transatlantic Dialogue took this debate beyond Europe by focusing on the role that higher education can play in a politically disrupted world.

Together with our members, we deepened our reflection in 2018 on the role of values in defining the character and purpose of higher education. Today's universities work with their communities, participate in key social and political debates and address the major challenges of the day. We are looking forward to working with Europe's universities to extend our scope of vision even more as this is bound to increase in 2019, and in the years to come.

**Lesley Wilson**

EUA Secretary General

# SECTION 1: EUA Activities in 2018

As the largest and most extensive association of European universities, EUA offers its members a wide range of opportunities, through events and projects, to engage in mutual learning and exchange of good practice in the field of higher education and research. The Association provides a unique network and access to a wealth of knowledge that contributes to the strategic development of Europe's universities. EUA also offers opportunities to influence European policies and promote initiatives that will strengthen the role of universities in Europe's knowledge societies.

The 2018 Annual Report provides an overview of the many initiatives that EUA brought forward over the course of the year. The Association conducted these activities on behalf of and with support from its members. More detailed information about EUA events, publications and projects can be found on [the EUA website](#).

## EUA in 2018

53  
PUBLICATIONS

53 EVENTS AND  
WEBINARS

21 PROJECTS

825 MEMBERS

## A: Universities in the European Higher Education Area

With more than 800 member universities educating more than 18 million students, EUA is a major stakeholder in higher education policy. It advocates the interests of Europe's higher education community in the European Higher Education Area (EHEA) through its participation in the Bologna Process Follow-Up Group, and its working groups, as well as dialogue and cooperation with the European institutions. EUA's work in this area currently focuses on topics including learning and teaching, diversity and inclusion, mobility and strategic partnerships, recognition and quality assurance.

### BOLOGNA PROCESS

2018 marked the 20th anniversary of the Bologna Process. EUA participated in the Ministerial Conference in Paris (May) and highlighted the adoption of the Paris Communiqué with the publication of the position "[EUA Board welcomes outcomes of Ministerial Conference and challenges members to take Bologna Process forward](#)" (June). It urged members to use new-found impetus to take the Process forward both at the national and institutional level. Ahead of Ministerial Conference, EUA also issued recommendations for the further development of the EHEA and the Bologna Process in "[The Bologna Process looks towards its third decade: Enhancing achievements and responding to a changing context](#)" (May).

### LEARNING & TEACHING

EUA's work on learning and teaching is greatly reflected in its policy initiatives in the context of the Bologna Process. EUA works closely with its members to further the development of learning and teaching in Europe and to promote its relevance to the personal development, active citizenship and employability of graduates. The Association outlined the importance of learning and teaching as a core mission and responsibility of universities in the EUA position paper "[Learning and Teaching in Europe's Universities](#)" (Jan.). On the occasion of the Bologna Process Ministerial Conference, it published "[Background: EUA's initiatives to establish a European dimension on learning and teaching](#)" (May), an overview on its learning and teaching activities addressed policy makers.

Notably, the Association released the findings of “[Trends 2018: Learning and teaching in the European Higher Education Area](#)” (Oct.). The flagship report gathers data from more than 300 higher education institutions in 42 European countries and examines how learning and teaching evolves in the context of changing demands, technological and societal development, and European- and national-level policies and reforms. [Trends 2018 was officially presented](#) at an event in Brussels (Dec.) in the context of the EFFECT project (see below) and featured in a [dedicated EUA webinar](#).

In 2018, EUA continued its [Learning & Teaching Thematic Peer Groups](#). The new round, with participants from 38 universities, worked to share good practices across Europe. They focused on active learning, the evaluation of learning and teaching, teaching career paths, and the continuous development of teaching competences. The four groups shared their key findings during a joint workshop hosted by the University of Porto in Portugal (Nov.). EUA also began preparations for the [2019 European Learning & Teaching Forum](#).

EUA continued to promote “[The European Principles for the Enhancement of Learning and Teaching](#)” (2017) as a tool for self-reflection and strategic development for universities. In 2018, the Association held the webinar “[Ten Principles for Enhancing Learning & Teaching at the European level](#)” (Feb.). These principles, and a significant part of EUA’s work on learning and teaching, were developed under the European Forum for Enhanced Collaboration in Teaching (EFFECT) project, which focuses on institutional strategies and teaching enhancement. In 2018, the project held a series of three staff development webinars on inclusiveness and citizenship skills, gave a pilot experience on institutional strategies in learning and teaching, and published the “[Institutional Strategies Support Package](#)” (Oct.) and the “[National Initiatives in Learning and Teaching in Europe](#)” (Dec.). In 2018, the EFFECT project continued work on the feasibility study on “[Promoting a European dimension to learning and teaching](#)” (2019).

EUA’s efforts on this topic are guided by the European Learning & Teaching Forum Steering Committee (Annex 4).

## DIVERSITY & INCLUSION

Diversity and inclusion have become strategic questions for universities, impacting learning and teaching, research and institutional cultures. EUA facilitates an ongoing Europe-wide discussion on the topic. In 2018, the Association published “[Universities’ Strategies and Approaches towards Diversity, Equity and Inclusion](#)” (May), featuring seven case studies come from EUA member universities. It also launched the “[Strategies towards Equity, Diversity and Inclusion at Universities](#)” (INVITED) project, aiming to support universities in developing strategies in this field.

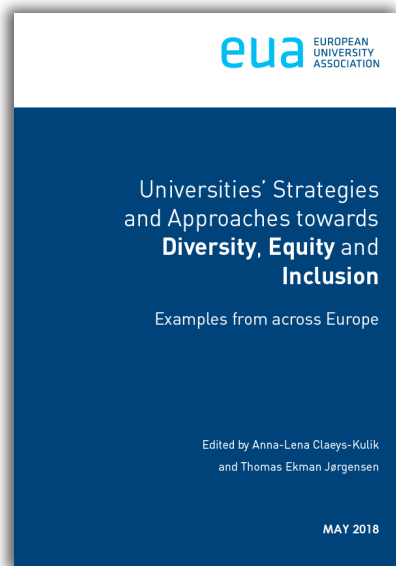
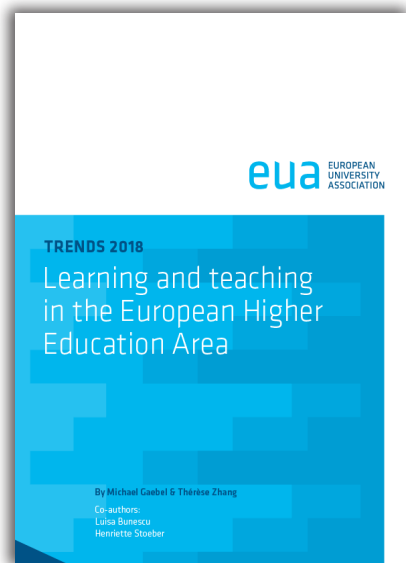
In 2018, EUA continued promoting the “[Refugees Welcome Map](#)” and it wrapped up the “Higher Education Supporting Refugees in Europe” (inHERE) project with an event in Brussels on “Synergies for Sustainability of Higher Education Projects Supporting Refugees in Europe” (Sept.). Prior to this, the project held a staff training week in Rome (April) and a policy dialogue in Paris (May). In 2018, EUA also participated in the “Refugees and Recognition – Toolkit 2” (REACT) project and the “Towards Empowered Migrant Youth in Southern Europe” (TandEM) project.

## ERASMUS+

In 2018, EUA continued its extensive work on formulating and communicating its vision for the future of Erasmus+, which is scheduled for renewal in 2020. Building on recommendations informed through a consultation with EUA members, the Association closely followed developments in Brussels and worked to influence policy makers. It provided new input with the publication “[Erasmus post-2020 proposal: new policy goals need even more investment](#)” (June). This is closely tied to EUA’s “EU Funding for Universities” campaign (Section C), which compares the EU’s long-term budget plans to its ambitions for the major EU programmes important to the university sector.

## EUROPEAN EDUCATION AREA

The European Commission further defined its 2017 plan to create of a “European Education Area” by 2025. In this context, the Commission launched its first call for the pilot “European Universities Initiative” to step up mobility, reinforce strategic partnerships and drive innovative and inclusive policies in the field. EUA developed key points that were considered by the European Commission in the formulation of the call. The Association took part in the European Commission’s stakeholder consultation group and kept members informed, including through a number of public presentations.





The proposal of a European Education Area gave way to renewed debates on recognition. EUA closely followed the topic and [responded to a European Commission public consultation](#) (Feb.) on promoting the mutual recognition of qualifications and study periods abroad. The consultation was part of the initiatives to establish the European Education Area by 2025. This was followed by the EUA response, “[European Education Area: EUA welcomes latest proposals on cross-border cooperation and recognition](#)” (May).

Also concerning this topic in 2018, EUA continued policy monitoring on EU trade agreements and the potential impact on recognition (Section D).

## QUALITY ASSURANCE

Quality assurance (QA) has long been a core focus of the Association’s work. In cooperation with its members and the E4 Group, which includes EUA, ENQA, ESU and EURASHE, the Association advanced its efforts in the field through a wide range of activities.

Notably, the [13th European Quality Assurance Forum](#) (EQAF) (Nov.) was hosted by the Vienna University of Economics and Business and AQ Austria. As EUA’s largest event, it gathered almost 500 participants to discuss the “Broadening the scope of QA”. Participants discussed how institutions and quality assurance agencies can build systems that encompass a broad range of activities, including learning and teaching, research, governance and administration, and service to society. In this context, EUA published a broad series of “[EQAF papers](#)” (Nov.) covering the many topics discussed at the event. EQAF is co-organised annually by the E4 Group and provides a unique platform for the higher education and quality assurance communities to monitor and shape developments in the field.

In 2018, EUA also published “[Enhancing Quality: from policy to practice](#)” (Feb.) and offered stakeholders the opportunity to participate in the webinar “[Enhancing quality: from policy to practice](#)” (Feb.). These were the final steps in a series of activities organised under the “Enhancing quality through innovative policy & practice” ([EQUIP](#)) project. The project aimed to support stakeholders in meeting the expectations of the “[Standards and Guidelines for Quality Assurance in the European Higher Education Area](#)” (ESG 2015), and to explore how to tackle the most common challenges in internal and external quality assurance in practice and at the policy level. Under the EQUIP project, EUA also released a [EQUIP policy leaflet](#) (Feb.) in 2018.

Finally, EUA partnered in the “Database of external quality assurance results” ([DEQAR](#)) project. Notably, the project launched the first public viewing of the database (May), which provides easy access to external quality assurance reports and decisions on higher education institutions and their programmes by EQAR-registered agencies through a single portal. The project also organised the DEQAR User Interface Workshop in Rome (June).



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## B: Research and Innovation: Universities in the European Research Area

Promoting the pivotal role of universities in research and innovation and its commitment to the European Research Area continued to be a central priority for EUA in 2018. Throughout the year, the Association provided timely and proactive input to the development of the next EU Framework Programme for Research and Innovation. It focused on Open Science, with activities addressing Open Access to research publications, EU digital legislation and “big deals” with scholarly publishers. EUA also monitored and influenced EU developments in innovation, artificial intelligence, health, energy and the environment. All of this took place in close collaboration with its Research Policy Working Group (Annex 5) and expert groups on Open Science, “big deals” and smart specialisation (Annex 6). The Association also continued to support and encourage exchange among members of the EUA Council for Doctoral Education.

### FRAMEWORK PROGRAMME FOR RESEARCH AND INNOVATION

At the top of the EU research policy discussion in 2018 was the next EU Framework Programme for Research and Innovation, Horizon Europe. As negotiations unfolded, EUA was on the frontline, monitoring developments, meeting with policy makers and proposing well-informed solutions with input from its members.



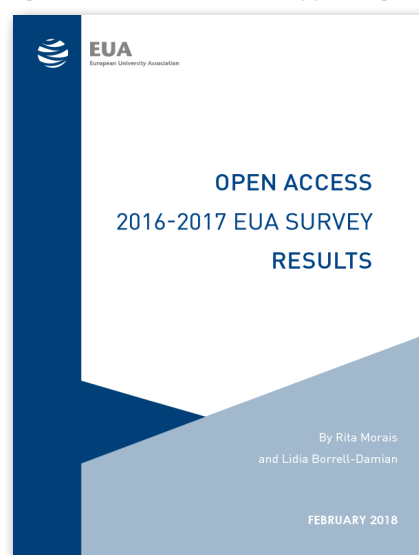
In the spring, EUA published [“The Design of Missions in the Next Framework Programme - Views from European Universities”](#) (April), addressing an EU Commission report on mission-oriented research and innovation. The Association set out four framework conditions for successful missions and identified six challenges and opportunities. As the Commission prepared the launch of its proposal for Horizon Europe, EUA published [“Designing the European Innovation Council for the benefit of society: Recommendations from European universities”](#) (May), proposing a broad and comprehensive design of the European Innovation Council to benefit society. In this paper, the Association outlines four key elements necessary in securing success.

Upon the release of the Commission’s proposal, which included many of EUA’s initial recommendations, the Association published [“Horizon Europe: EUA analysis of the European Commission proposal”](#) (June), responding to the underlying principles and structure of Horizon Europe, and highlighting the Association’s stance on the rules for participation. EUA complemented this work by joining more than a dozen other university associations to issue the common response [“Universities united for the best Horizon Europe”](#) (June) and by jointly proposing amendments to the Commission’s proposal.

The Association also conducted extensive work on the funding of Horizon Europe, including through its Europe-wide campaign on EU Funding for Universities. (Section C.) It was also a signatory of the joint statement [“Research excellence and cooperation must prevail in Horizon Europe”](#) (Nov.). EUA was also represented in the Horizon 2020 Advisory Group for the Marie Skłodowska-Curie Actions and the Horizon 2020 Advisory Group on Science and Society.

## OPEN SCIENCE, BIG DEALS, COPYRIGHT REFORM

The Association’s focus on Open Science is also seen in its extensive efforts in providing input to the EU’s research and innovation programmes. It is also linked to its work on “big deals” with scientific publishers and in influencing EU copyright reform. In 2018, EUA was again on the forefront of supporting and demonstrating how Open Science holds great promise in strengthening the competitiveness of the overall European science and research system. EUA actively supports universities in the transition to Open Science and addresses a broad range of issues including Open Access to research publications, text and data mining and big data. The Association’s Expert Group on Science 2.0/Open Science (Annex 6) closely follows developments and guides EUA’s work in this field.



Notably in 2018, EUA released [“Open Access in European universities: Results from the 2016-2017 EUA institutional survey”](#) (March), which tracks European universities’ progress towards Open Access by looking at the degree to which they have implemented institutional policies and practices in the field. This was followed by another key publication, [“EUA Big Deals Survey Report - The First Mapping of Major Scientific Publishing Contracts in Europe”](#) (April). Developed with the EUA High-Level Group on Big Deals (Annex 6), this report presents data from 28 negotiating consortia. To further the discussion on this topic, EUA held the webinar [“The landscape of ‘Big Deal’ contracts across Europe: views from](#)

[the university sector”](#) (April).

Also in this field, EUA published the [“EUA Roadmap on Research Assessment in the Transition to Open Science”](#) (June), to raise awareness and support EUA members with the improvement of research assessment approaches that focus on research quality, potential and future impact, and that take into account Open Science practices. The Association also issued [“Open Access by 2020: EUA supports Plan S for an open scholarly system”](#) (Sept.), as the initiative is in line with objectives outlined by EUA already in 2017. Moreover, EUA participated in the EU Commission’s Open Science Policy Platform in 2018. It is represented in the European Open Science Cloud Executive Board and the European Open Science Cloud Pilot Advisory Group (Annex 7).



In related efforts, EUA was closely involved in the legislative procedure on EU copyright reform. Building on its 2017 position, EUA advocated on an ongoing basis to members of the European Parliament, and permanent representations of EU member states to influence the December 2018 provisional agreement. In addition, EUA worked with the national rectors’ conferences, as well as organisations representing the European academic, library, education, research and digital rights communities to monitor and influence the reform process.

## REGIONAL INNOVATION ECOSYSTEMS AND SMART SPECIALISATION

EUA works closely with members to reinforce regional networks, foster university-business collaboration and support regional innovation initiatives, including smart specialisation strategies. In 2018, the Association consulted closely with its Expert Group on Research and Innovation Strategies for Smart Specialisation (Annex 6) and conducted a number of activities involving university leaders, regional and national policy makers and other stakeholders in regional innovation. Promoting European innovation ecosystems is also a key priority area of Horizon Europe.

In this context, EUA worked to strengthen the strategic role universities play in innovation ecosystems, specifically through the dedicated, “[EUA Innovation Ecosystems Project](#)”, which in 2018 gathered data from its members on their roles in regional innovation. The Association also published “[Coherent policies for Europe beyond 2020: maximising the effectiveness of smart specialisation strategies for regional development](#)” (Feb.), offering key messages aimed at maximising the effectiveness of smart specialisation strategies for regional development after the start of Horizon Europe.

The joint EUA and Science Business workshop “Breaking the silos: Getting Framework and Cohesion policies working together” (March) was an opportunity for EUA experts to enter into a policy dialogue with the European Parliament and the European Commission. The Association also issued the “[EUA response to Joint Research Centre report on regional innovation impact assessment for universities](#)” (July) and “[The future of innovation ecosystems: recommendations from the European Smart Specialisation Workshop](#)” (Dec.), highlighting the outcomes of the [2018 edition of this annual event](#), which was hosted by the University of Graz.

In 2018, EUA also participated in the Structured Dialogue with European Structural and Investment Funds’ partners group of experts (Annex 7), established by the European Commission. In addition, EUA responded to two public consultations: one on the implementation of the European Code of Conduct on Partnership in the framework of the European Structural and Investment Funds (January), and one on the EU funds in the area of Cohesion (March).

## RESEARCH ETHICS AND INTEGRITY

EUA initiated a reflection on the topic of research ethics and integrity in 2018. The Association’s aim was to support university leadership across Europe in developing institutional cultures in which research ethics and integrity are embedded at all levels of university activity. It also intended to support universities in encouraging proper conduct and in dealing with cases of research misconduct. In order to advance these goals, EUA established a dedicated task force, charged with drafting a roadmap (2019) to drive the Association’s work in this area.

## ARTIFICIAL INTELLIGENCE

In the field of artificial intelligence, EUA actively responded to the European Commission’s Communication on Artificial Intelligence for Europe. It published “[Artificial intelligence: EUA calls for openness, multidisciplinary and ethical standards](#)” (April), underlining how universities can contribute to developing artificial intelligence for the benefit of society through multidisciplinary and the close connection between research and education. The Association also among 23 organisations that signed an open letter (April) to the European Commission on maximising the benefits of artificial intelligence through future-proof rules on text and data mining. In cooperation with the EIRMA Association, EUA also held a joint webinar on “Artificial Intelligence: New Questions for Legislation and Applied Ethics” (May), involving university and industry representatives. Notably, EUA was represented in the EU Commission’s High-Level Expert Group on Artificial Intelligence (Annex 7).

## ENERGY AND ENVIRONMENT

EUA works closely with members and partners in energy and environment research, education and innovation. The Association’s goal is to facilitate the full participation of European universities in energy- and environment-related EU programmes and to support the realisation of the Energy Union. EUA represents the university sector in the Strategic Energy Technology (SET) Plan process in seven different working groups. It works primarily through the EUA Energy & Environment Platform (EUA-EPUE), where it connects members and partners active in the field.


 eua ENERGY AND  
ENVIRONMENT  
PLATFORM

In 2018, EUA kicked off its work in this field with [a new website for the EUA Energy & Environment Platform](#), which gives special attention to the environment. The occasion also served as the official launch of the “[Energy Transition Action Agenda for European Universities](#)” (2017). This was followed by a special brief on “[The Energy Challenge: Why Policymaking Needs Universities](#)” (Feb.) and the EUA Energy Clustering Event (March), hosted by the University of Lorraine, focusing on “[European Universities for a Clean Energy Future: Interdisciplinary Education, Training and Research](#).” This work was guided by the Energy Clustering Event Scientific Committee (Annex 4). The Association also issued the joint position “[A sustainable energy future at the centre of Horizon Europe](#)”

(May) with other stakeholders urging the European institutions to keep sustainable energy as a top priority in Horizon Europe. EUA also released a [“Response to the Public Consultation on the Strategy for long-term GHG emissions reduction”](#) (Oct.).

The EUA Energy & Environment Platform participated in an Energy Talk on „Interdisciplinary Education, Training and Research at European Universities” during the EU Sustainable Energy Week (June) in Brussels. All of these efforts are linked to EUA's work in promoting the role of universities in achieving the Sustainable Development Goals, as well as the Association's role in shaping EU research and innovation programmes.

## HEALTH

In 2018, EUA also submitted recommendations in the consultation on the future of health research launched by the Scientific Panel for Health of the Horizon 2020 Specific Programme (Sep.). EUA's response outlined a number of key messages, such as providing a clearer definition of the scope of health research; recommending a multidisciplinary approach to health research; and, calling for more details on the structure, composition, operating parameters and governance structure of the European Council for Health Research.



## EUA COUNCIL FOR DOCTORAL EDUCATION (EUA-CDE)

EUA works with members to strengthen their doctoral research capacity and to attract and shape talented early-stage researchers in a competitive and global environment. Notably, EUA has widely contributed to doctoral education reform in Europe, as well as research training. The Association carries out this work through its [Council for Doctoral Education](#) (EUA-CDE), a member service that promotes collaboration and exchange of good practices. EUA-CDE is the largest European network in the field, covering 36 countries and bringing together academic leaders and professionals from more than 250 universities.



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In 2018, EUA-CDE worked to support and encourage exchange between its members, as well as focus on doctoral education in a globalised world, career development, the well-being of doctoral candidates and inter-institutional collaboration. The community's annual thematic workshop was dedicated to [“The Impact and Outcomes of Doctoral Education Reform in Europe”](#) (January) and was hosted by University of Malta. This was followed by an event in Brussels on [“The transformation of doctoral education: Why it matters for Europe”](#) (March). On this occasion, EUA-CDE presented the leaflet [“Doctoral Education: Why it matters for Europe”](#).

The EUA-CDE Annual meeting on [“Excellence through diversity: doctoral education in a globalised world”](#) (June) was hosted by University of Ljubljana in Slovenia. This flagship event saw the participation of 220 people. In 2018, EUA-CDE also published its Focus Group report on [“Developing an Ethos of Research Integrity in Doctoral Education”](#) (Oct.), which presents the views of academic leaders, doctoral education professionals and research ethics and integrity officers on implementing research ethics and integrity as an integral part of doctoral education.



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Notably in 2018, EUA-CDE launched [“The Doctoral Debate”](#), an online platform featuring commentary and analysis on doctoral education in Europe. Monthly articles focus on trending topics in doctoral education and state-of-the-art policies and practices. The initiative also featured a theme month [“EUA-CDE explores mental health and wellbeing in doctoral education”](#) (Dec.). The Doctoral Debate showcases voices and views from EUA-CDE members and partners.

In 2018, EUA-CDE also conducted a Europe-wide survey on doctoral education, in collaboration with researchers at the University of Ghent. More than 300 institutions across Europe participated, resulting in preparations for the report [“Doctoral education today: approaches and institutional structures”](#) (2019). The Association's work in doctoral education is guided by the EUA-CDE Steering Committee (Annex 4).

## C: Governance, Autonomy and Funding

As the European Union prepared the next generation of EU funding programmes for the post-2020 period, budget discussions in 2018 were increasingly geared towards performance, European added value, trust and efficiency. Simplification was a cornerstone in the debate as it is seen as a way to achieve these goals. In 2018, EUA worked extensively on these topics with members and partner organisations, notably in the context of its [“Sufficient, Sustainable and Simple EU Funding for Universities”](#) campaign. The Association also maintained its priority of monitoring national funding for universities, as well as its advocacy work in promoting university autonomy in Europe.

### EU FUNDING FOR RESEARCH, INNOVATION AND EDUCATION

In 2018, EUA closely monitored and influenced debates surrounding the EU’s next long-term budget, the Multiannual Financial Framework, which will cover key funding programmes like Horizon Europe (the Framework Programme for Research & Innovation) and Erasmus. Building on two years of extensive work in this area, EUA published [“Where the EU should invest in the future - EUA recommendations for the post-2020 Multiannual Financial Framework and related funding programmes”](#) (March).

EUA developed advocacy materials for members to promote arguments in favour of EU-level investment in research and innovation and higher education. The “Reasons to step up EU-level investment in Research & Innovation” and „Reasons to step up EU-level investment in Higher Education exchange and cooperation“ were shared in several languages as posters and postcards for social media and were used by national rectors’ conferences in their own national campaigns.

The Association cooperated intensively on this topic with its national collective members, as well as with other major stakeholders, in campaigning for more funding for these programmes. The joint statement [“Double Investment in Research Innovation and Education to boost Europe's Competitiveness and Sustainability”](#), published along with 12 other organisations, (March) put forward a strong call for EU investment in the future.

When the European Commission issued its proposal for the long-term budget, EUA promptly responded with [“EU long-term budget proposal takes the right direction, but does not take the plunge”](#) (May), pointing out to policy makers that the numbers do not match the ambitions for Horizon Europe. Soon after, EUA issued [its analysis](#) (June) of the European Commission’s specific proposal for Horizon Europe, recommending amendments on the underlying principles, structure, and rules for participation (Section B). Under the Austrian EU Presidency, EUA produced further input to the development of the rules for participation, in particular on the topic of simplification.

### SIMPLIFICATION

Simplification is a strategic dimension of EU investment in research and innovation, one that has a direct impact on universities. In 2018, EUA continued arguing for the wider acceptance of nationally-recognised institutional management and accounting practices of beneficiaries as the most significant way to enhance efficiency and participation in the framework programme. The Association published [“Taking simplification of EU Funding to the next level - The university perspective”](#) (Feb.), outlining the challenges surrounding simplification in research and innovation and sharing perspectives and solutions from universities.

EUA collaborates with its members to work towards simplification that has a positive impact on universities. Notably, it presented [“EUA Member Consultation 2017-2018: Impactful Simplification of the EU Framework Programme for Research and Innovation”](#) (May), a poll aimed at collecting specific evidence about opportunities to further simplify and enhance the efficiency of the EU programme.

A dedicated group of university practitioners, with backgrounds in strategic development, governance and participation in EU funding programmes, provided EUA with additional expertise on this topic. In 2018, EUA brought together high-level representatives of the European Commission, the European Court of Auditors, national funders and several EUA members at the “EUA Simplification Group Workshop” (Feb.). The group generated high-quality input that informed EUA’s positions and proposals on the simplification of EU funding rules, which was notably taken up by the European Court of Auditors report on simplification.

More specifically, EUA issued the report [“Accepting university accounting practices under Horizon Europe: a compendium of national and institutional cases”](#) (Sept.), a collection of practical information based on the experiences shared by university practitioners from 12 European countries. The report also explores possibilities for a better alignment of practices between the EU and the national level. EUA summarised the data in the compendium in [“Accepting University Accounting Practices under Horizon Europe - Strategic and practical recommendations”](#) (Sept.) addressed to EU policy makers.



## EFFICIENCY

Many European universities are initiating strategic transformation programmes that either seek to step up institutional efficiency, respond to drastic shifts in higher education policy and financing, or improve their competitive academic advantage.

EUA worked in 2018 to help members to progress in this area and provide policy support, notably through the “[Universities for Strategic, Efficient and Autonomous Management](#)” (USTREAM) project. Its aim was to foster the exchange of good practices and strategies pursued by higher education institutions across Europe in order to address efficiency-driven policy priorities and tackle the related challenges and opportunities.

In the context of the project, EUA convened three national policy dialogues on efficiency and effectiveness, hosted by the University of Latvia (May), the University of Graz (June) and Vytautas Magnus University in Kaunas (June). Together with HUMANE, it held a peer-learning seminar on efficiency, leadership and governance (April), hosted by Vrije Universiteit Brussel. The results of the seminar, combined with collected qualitative data, were published in “[Efficiency, Leadership and Governance: Closing the gap between strategy and execution](#)” (Dec.). The document addresses university leaders grappling with the day-to-day challenges of implementing strategies and steering change in complex, often under-funded circumstances.

The Association also published two other reports summarising the discussions of USTREAM peer learning seminars held in 2017. One provided [insights from the UK and other countries](#) (April), the other [insights from Ireland and other countries](#) (Oct.). These give examples of government-led initiatives implemented in response to national policy objectives and university-led collaborative initiatives and partnerships.

EUA makes available the collected data, performed analysis and new knowledge acquired via its “[University Efficiency Hub](#)”, an online portal allowing university practitioners and policy makers across Europe to share knowledge and hands-on experience on efficiency, effectiveness and value for money in the field of higher education.



### Learn more about efficiency frameworks

Find out about framework conditions and policy trends in efficiency in different countries across Europe.



### Discover Good Practices

See what is being done to enhance efficiency in the university context and share your good practices and experiences.



### Evaluate where you stand

Take an online test to evaluate efficiency at your institution and find ways to move forward.

In 2018, EUA also presented “[A comparative analysis of public procurement frameworks and practices in universities in Portugal and selected EU member states](#)” (Dec.). The publication provides a comparative overview of the existing public procurement frameworks in selected EU member states and showcases the procurement systems and good practices at several universities.

## FUNDING

EUA's work on funding was in the spotlight at the [4th EUA Funding Forum](#) (Oct.), where university leaders and policy makers discussed how to achieve “Frameworks that empower, universities that deliver”. Notably, this EUA flagship event, hosted this year by Ramon Llull University in Barcelona, offered new and diverse interactive formats for its more than 200 participants. It also focused on empowering institutions and institutional leadership in financial and economic environments characterised by uncertainty and risk.

At the event, the Association also published a preview of the latest edition of the “[EUA Public Funding Observatory](#)” (2019), as well as individual country sheets and the [online tool](#). The Public Funding Observatory captures the very latest trends impacting

Europe's universities and offers the most up-to-date information on 34 different higher education systems across the continent.



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## AUTONOMY

Promoting institutional autonomy as a core principle is highly-relevant and important as it supports university values. In a tense political environment, attempts to limit or undermine autonomy can take many forms. Through its work, including the [University Autonomy tool](#), EUA supports a structured, fact-based dialogue on governance, autonomy and efficiency, in partnership with the sector and public authorities.

In 2018, EUA held a high-level workshop on “[University Autonomy in Europe: Trends, Benefits, Challenges and Threats](#)” (April), hosted by the University of Leicester. The two-day event gathered speakers from across Europe to compare levels of autonomy across Europe, discuss the importance of autonomy to university success and reflect on threats to autonomy and potential solutions.

EUA was also active in monitoring threats to university autonomy in Europe, in particular the case of Hungary where gender studies were banned, and the Central European University was forced to move some of its activities out of the country (Section E).

The Association furthered its work in the “Transition to University Autonomy in Kazakhstan” (TRUNAK) project, which seeks to develop both the management and governance of Kazakh universities, as well as the capacities of national authorities to modernise their higher education systems. Notably, the project organised the international conference “Transition to University Autonomy in Kazakhstan: Challenges and Perspectives” (Nov.), hosted by Karaganda State Medical University. Before that, EUA had organised a training seminar on the “Autonomy Scorecard” methodology for Kazakh partners (March) with a view to analyse the regulatory framework of Kazakh universities. EUA published the [corresponding analytical report](#) at the end of the year.

The Association also contributed to discussions on system-level reforms, for instance in Slovakia (governance), through the European Commission support facility; in Croatia (funding and efficiency); as well as in Canada (comparative regulatory framework analysis).

## D: European Universities in the Neighbourhood and Beyond

In 2018, EUA continued acting as the voice of European universities on the global higher education scene, while giving special attention to the EU Neighbourhood. It worked in five continents, partnering in university-focused global policy processes and monitoring global trends.

### THE NEIGHBOURHOOD

In the EU Neighbourhood, EUA's work focused on promoting the key role that higher education and research play in fostering cooperation between the European Union and its neighbours. This is key topic at EUA, also as its membership reaches far beyond the EU.

In this context, the Association continued implementing the “[Centralised Support for Higher Education Reform Experts](#)” (SPHERE) project, together with the University of Barcelona. The initiative supports capacity-building for higher education in countries neighbouring the EU, while strengthening the European Higher Education Area and its international dimension. In particular, it supports a network of 250 higher education reform experts (HERE) assigned by the governments of 26 countries, also providing an opportunity for collaboration. In 2018, the project held three study visits on “Developing entrepreneurial skills: a new challenge for Universities” (April), hosted by the University of Montpellier; “Learning and Teaching: Professional development of staff in higher education” (Sept.), hosted by King's College London and London School of Economics and Political Science; and “Joint degrees: Strategic and operational implementation; one size does not fit all” (Oct.). The project also held a seminar on “Research-based teaching and learning: From national and institutional policies to practice” (May), hosted by the University of Montenegro, and its annual conference “Capacity building for higher education reform: The impact of collaborative international projects” (Dec.), hosted by the University of Rome, La Sapienza.

The SPHERE project also published the report on the 2016 activities of the HERE experts. In addition to this extensive work, the project held 47 technical assistance missions implemented and laid the ground for 21 more to be implemented in 2019.

Also in the Neighbourhood, EUA concluded its work in the “[Modernisation of Institutional Management of Innovation and Research in South Neighbouring Countries](#)” (MIMIr) project, which aimed to develop innovation and research management capacity in the Arab world, particularly in Morocco and Jordan. Building on recent European developments and strengthening Euro-Mediterranean cooperation, the project engaged higher education institutions and ministries in a structured dialogue on the transfer and implementation of European practices. In 2018, the project ended with a dissemination and outreach event (Sept.), hosted by the Association of Arab Universities in Amman, Jordan. It also held a final conference (Oct.), hosted by the University of Rome, La Sapienza. The two-day events presented the project's outcomes and impact on the management of innovation and research in partner institutions.

## GLOBAL RELATIONS

Global connectivity is also crucial to the Association's work, especially in its continued dialogue with partners outside of Europe. EUA has consistently pushed for a global dimension of European higher education by building a joint European approach for international collaboration, supporting institutional internationalisation and promoting European higher education to its global partners.

In 2018, EUA continued to collaborate with its sister organisations and regional partners, such as the American Council on Education (ACE) and the Association of African Universities (AAU), and contribute actively in bi-regional policy dialogues, such as the Asia-Europe Meeting (ASEM), the EU-China High-Level People-to-People Dialogue and the EU-CELAC process with Latin America and the Caribbean.

In Asia, EUA wrapped up its work in the [“European Union Support to Higher Education in ASEAN Region”](#) (SHARE) project, which contributed to the establishment of an ASEAN regional quality assurance and a qualifications frameworks. In 2018, EUA contributed to a joint meeting of the ASEAN-European Expert Working Groups on Qualifications Frameworks and Quality Assurance (March) in Singapore, as well as the event “Preparing for the Future: The Role of ASEAN (Higher) Education Frameworks in a Disruptive World” (Oct.) in Bangkok.

In addition, as part of its commitment towards the EU-China High-Level People-to-People dialogue, EUA participated to the EU-China Higher Education Platform for Cooperation and Exchange, which took place in Beijing (Oct.), and gathered university leaders from the EU and China.

In Africa, the first stage of [“Harmonisation of African Higher Education Quality Assurance and Accreditation Initiative”](#) (HAQAA) Initiative wrapped up. The project focuses on regional collaboration and harmonisation of quality assurance measures in the African continent. This Initiative, funded by European Commission and implemented by a consortium including EUA, held a workshop (April) in Cairo, Egypt and a final conference (Dec.) in Dakar, Senegal. Notably, the project resulted in the publication of the [“African Standards and Guidelines for Quality Assurance in Higher Education”](#) (2019).

Also in Africa, EUA continued partnering in the project, [“Yebo! Development of the Internationalisation of PhD Studies in South Africa”](#), which is focused on further developing the internationalisation of doctoral education in South African universities. In 2018, it held the event “Internationalization rate meeting YEBO!” (April), hosted by Cape Peninsula University of Technology, in Cape Town, South Africa. The project also held its first training session on intercultural competencies (Oct.), hosted by the Central University of Technology in Bloemfontein, South Africa. A mid-term consortium meeting (Nov.) was hosted by Technical University in Berlin.

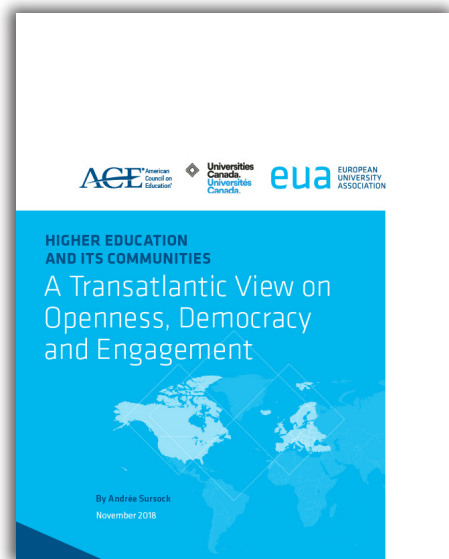
In the Americas, EUA worked closely with ACE and Universities Canada to organise the 15th Transatlantic Dialogue (July) at the European University Institute (EUI) in Florence. This event addressed the timely theme “Higher education and its communities: openness, democracy and engagement”. Participants examined the civic role of universities and debated how the contribution of higher education institutions to political and societal debates can be strengthened. Notably, the event resulted in the publication [“Higher Education and its Communities: a Transatlantic View on Openness, Democracy and Engagement”](#) (Nov.). The essay draws from discussions on how universities can best serve their students and their communities while upholding the values of openness and democracy. It also covers case studies and examines the civic role of universities and how the contribution of higher education institutions to the political and social debates can be strengthened.

The Transatlantic Dialogue series is a long-standing joint initiative by EUA and its transatlantic partners. It brings together university leaders from both sides of the Atlantic to engage in in-depth discussions on current and shared opportunities, as well as on the challenges faced by universities in advancing higher education, research and innovation.

In 2018, EUA also participated in a global exchange (Feb.) hosted by ACE in Washington, D.C. on improving degree attainment and equity. The debate echoed issues present in EUA's extensive work on the enhancement of learning and teaching and allowed the Association to benchmark European debates with those in other countries and regions.

In Latin America, EUA monitored developments and contributed to meetings, also in collaboration with the EU-LAC Foundations and other partner organisations.

The Association also continued policy monitoring on EU trade agreements and the potential impact on recognition (Section D). In





2018, EUA published [“CETA - How far has it come and where is it headed?”](#) (May); [“EU-Japan: how far does higher education feature in the recent agreements?”](#) (July); and [“EU-Korea: the Free Trade Agreement and the Framework Agreement – what do they mean for higher education?”](#) (Sept.). This work was also conducted in the context of EUA's higher education policy work, specifically on recognition (Section A).

## E: EUA in a Changing Political Context

Europe's universities witnessed and influenced notable developments in the political landscape in 2018, especially regarding the negotiations surrounding the EU's Multiannual Financial Framework, which covers key programmes for research, innovation and education (Sections B, C). The year also saw complex and unsettled negotiations in the Brexit process, leaving in limbo future EU-UK collaboration in those programmes. Markedly, 2018 presented more threats to core university values such as autonomy and academic freedom, with unprecedented developments in Hungary. All of this offered an opportunity for universities to discuss the role that higher education plays in a politically-disrupted world and to reflect on the sector's contribution to positive change, including in sustainable development and in public engagement.

### UNIVERSITY AUTONOMY AND ACADEMIC FREEDOM

In its efforts to promote university autonomy and academic freedom in circumstances of political repression, EUA worked in 2018 to support dialogue between the sector and public authorities. Of particular relevance was the case of Hungary, where attacks were witnessed throughout the year. Notably, the government banned teaching gender studies and forced the Central European University in Budapest, an EUA member, to move some of its activities outside the country. Academic freedom violations were also cited by the European Parliament as grounds for Hungary to be investigated for breaching core European values.

The Association also monitored the political situation in Turkey and its impact on the higher education sector. After the dismissal of additional public employees (July), including academics and higher education administrators, EUA expressed concern about the continued pressure on university autonomy and academic freedom and called on the government to respect internationally recognised principles.

EUA closely monitored these developments, shared information, issued statements and contributed to meetings organised across Europe on safeguarding academic freedom. The Association worked with its members, as well as partners Scholars at Risk (SAR) and The Magna Charta Observatory, to make the academic community's voice heard in specific cases. EUA provided the sector's input on a recommendation by the European Parliament on the [“Defence of academic freedom in the EU's external action”](#), which called on the European Council and Commission to take concrete measures, such as putting diplomatic pressure on countries that infringe upon academic freedom. It also sat on a high-level European Parliament roundtable (Dec.) on the numerous challenges to academic freedom and university autonomy in Europe.

In 2018, EUA organised a workshop on University Autonomy in Europe: Trends, Benefits, Challenges and Threats (April), also in the broader context of its long-standing focus on university autonomy in Europe (Section C). In addition, the Association furthered its work in the “Transition to University Autonomy in Kazakhstan” (TRUNAK) project (Section C).

### BREXIT

EUA has closely followed the Brexit debate since the very beginning, using its expertise in higher education and research policy to influence the potential impact on the sector. The focus of the Association's work is retaining the strong links between universities in the UK and the rest of Europe. It closely cooperates with its member Universities UK to ensure this.

In 2018, EUA closely monitored the negotiations, in particular the impact on UK participation in EU research programmes, like Horizon 2020 and Erasmus+. It issued [“EUA calls for comprehensive view on academic cooperation in Brexit negotiations”](#) (March), in preparation for phase two of the negotiations. As talks stalled, EUA issued [“Preparing for a no-deal Brexit: A checklist for universities”](#) (Nov. 2018). EUA also urged policy makers to provide technical guidelines on how universities participating in the EU programmes should manage EU-funded cooperation with the UK in the case of a no-deal scenario.

### SUSTAINABLE DEVELOPMENT

EUA is an active part of the worldwide agenda for achieving the United Nations' Sustainable Development Goals (SDGs). Universities contribute to the goals through research and education in a wide array of disciplines that can potentially contribute to a better future. EUA joined the European Commission's Multi-Stakeholder Platform on the Sustainable Development Goals to give input to



European policies for sustainability. The [common input of the platform](#) was presented to the European Commission (Oct.) with strong points on the role of research, education and innovation for achieving the SDGs. It is also a member of the GUNi Group of Experts in SDGs and Higher Education. In 2018, the Association published “[Universities and Sustainable Development Towards the Global Goals](#)” (Dec.).

## PUBLIC ENGAGEMENT

Research and higher education have an increasingly direct impact on society. Universities are therefore finding new ways to engage in a dialogue with citizens and stakeholders in society. In 2018, EUA gave special attention to this topic, including the growing awareness of this impact. Notably, it formed a dedicated focus group and held the event “[Universities and Public Engagement](#)” (January), hosted by the Open University of Catalonia. The focus group was made up of university practitioners from across Europe with expertise on the topic. They discussed how institutions across Europe engage strategically in sustaining a positive dialogue beyond their institutions. In addition, they shared best practices and discussed challenges.

The EUA 2018 Annual Conference focused on “[Engaged and responsible universities shaping Europe](#)” (April). It included examples of institutional practices and national and European policies and initiatives that bear evidence of university engagement. The topic was placed on a backdrop of overarching challenges including social and educational inequality, demographic changes, the rise of populism and threats to shared European values. Notably, the event also focused on the role of universities in sustainable development.

University leaders from Europe, Canada and the US met at the Transatlantic Dialogue (Section D) to discuss the civic role of universities in such challenging contexts. This event addressed the timely theme “Higher education and its communities: openness, democracy and engagement” (July).

# EUA ANNUAL CONFERENCE

## ENGAGED AND RESPONSIBLE UNIVERSITIES SHAPING EUROPE



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The EUA 2018 Annual Conference gathered nearly 400 participants at the University of Zurich to discuss the timely topic of “Engaged and responsible universities shaping Europe” (April).

As Europe faces challenges including social and educational inequality, demographic changes, increasing distrust in science, threats to democracy and other shared European values, there is a growing awareness of the social and ethical impact of universities’ activities. In this context, universities have a pivotal role to play in generating knowledge, developing intercultural understanding and fostering civic engagement through their core missions.

The Annual Conference built upon the Association’s work with its members on various topics linked to the societal mission of universities. It provided participants an opportunity to explore how universities across Europe demonstrate their social responsibility by ensuring that their activities contribute to shaping society at large. The conference included examples of institutional practices, and national and European policies and initiatives that bear evidence of today’s engaged and responsible universities.

Notably, the event offered a session on the role of universities in sustainable development and featured a hot topic session on citizen science. It also offered sessions on scientific integrity and ethics, the societal impact of Open Science, upholding academic values, diversity and social inclusion, among many others.

The EUA General Assembly was also hosted on this occasion, as was the EUA Leadership Roundtable on “Bottom-up or top-down approaches to developing universities’ social responsibility – the role of leadership”.



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## F: EUA Special Services

### INSTITUTIONAL EVALUATION PROGRAMME



The Institutional Evaluation Programme (IEP) aims to support higher education institutions and systems in developing their strategic leadership and capacity to manage change through a process of voluntary institutional evaluations. IEP uses an improvement-oriented, context-sensitive approach, that has been used in more than 430 higher education institutions in 49 countries. IEP is registered as an external quality assurance agency on the European Quality Assurance Register for Higher Education (EQAR).

During the 2017-18 academic year, IEP evaluated six individual institutions, while seven will be evaluated in 2018-19.

#### IEP evaluations 2017-18:

- Brno University of Technology, Czech Republic
- Tiradentes University, Brazil
- Palacky University, Olomouc, Czech Republic
- Gdansk University of Technology, Poland
- National University of Public Service, Hungary
- Aurel Vlaicu University of Arad, Romania (follow-up)

#### IEP evaluations 2018-19:

- University Politehnica of Bucharest, Romania
- University of Costa Rica, Costa Rica
- Lodz University of Technology, Poland
- Wroclaw University of Economics, Poland
- "Ion Ionescu de la Brad" University of Agricultural Sciences and Veterinary Medicine of Iasi (USAMV Iasi), Romania
- Wroclaw University of Science and Technology, Poland (will take place in autumn 2019)
- Nazarbayev University, Kazakhstan (Follow-up)

### COORDINATED EVALUATIONS

The Ministry of Education in Montenegro commissioned IEP to conduct another round of coordinated evaluations, following previous work there. In the latest exercise, IEP evaluated nine higher education institutions in 2017-18. A post-evaluation workshop took place in Podgorica (Oct.), where the system review report was presented.

In 2018, IEP closed its coordinated evaluations in the Republic of North Macedonia, which involved six institutions in 2016-17. The exercise ended with a post-evaluation workshop in Skopje (2018), and the presentation of the system review report.

### SUPPORTING IEP DEVELOPMENT

In order to develop evaluation skills and cultivate team dynamics, the IEP pool of experts met in Geneva for their annual seminar (Sept.). During the event, they discussed the key findings of EUA's [Trends 2018 Report](#) (Oct.) as well as the key findings of the coordinated evaluations in the Republic of North Macedonia and Montenegro. IEP also held a webinar on "[Exploring the impact of IEP](#)" (April) and published a study examining the impact of IEP evaluations (Oct.).

The Institutional Evaluation Programme is guided by a dedicated Steering Committee (Annex 4).

### EUA SOLUTIONS

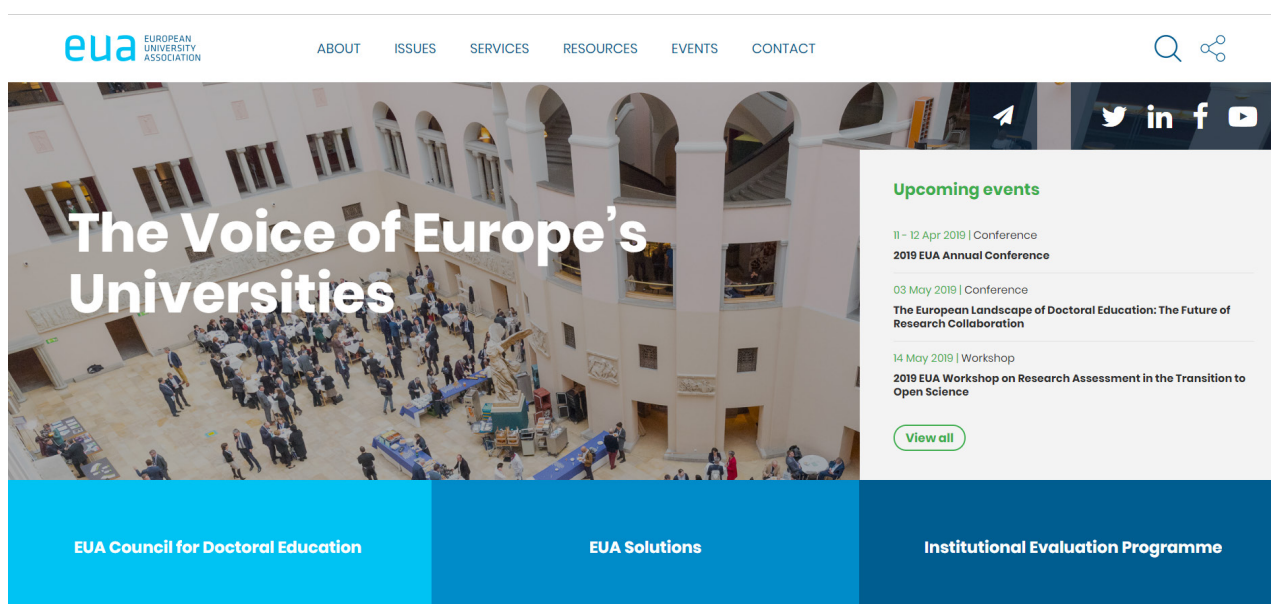
EUA Solutions is a tailored service created to assist a wide range of higher education institutions and stakeholders on particular issues. Designed to complement EUA's other membership services, EUA Solutions is based on a flexible, on-demand approach to specific requests from universities, decision-makers and national authorities seeking support for change processes and policy development.

## G: Communicating EUA's Messages

2018 saw the full implementation of the new EUA Communications Strategy defined the previous year. To tackle the need for clearer visual communications on a multiplicity of channels, the Association adopted a new logo and visual identity, which were applied to all formats, notably resulting in more attractive and easy-to-read publications. The Association also launched new websites, new newsletters and increased its presence on both social media and in the press.

### WEBSITES

The [EUA website](#) was entirely rethought and relaunched (Aug.) in 2018. It remains an essential part of the Association's communications and has the following features: content is now organised around 17 policies based on interests and searches demonstrated by members; a blog section entitled "Expert Voices" allows members and selected partners to contribute to a common reflection on those topics and to showcase developments at their institutions; a new "Resources" section includes all EUA publications and tools. The new site is fully responsive and allows for easy navigation on mobile devices, which was not possible before.



Since its launch, the new website has recorded more visits and, more importantly, visit time has increased by 70%, demonstrating the interest for the new content. Visitors in Spain, Germany, the United Kingdom, Italy, France, Austria and the Netherlands, have increased significantly.

The Association also created a new website (Jan.) dedicated to the "[EUA Energy and Environment Platform](#)" (Section B) to showcase EUA's work on this important topic. Notably, the new "[University Efficiency Hub](#)" (Section C), collecting data from the USTREAM project and aiming at benchmarking universities practices, was also launched (Oct.). Other thematic websites are still accessible and updated regularly such as the Institutional Evaluation Programme, the Council on Doctoral Education, the EUA Solutions service, and the Autonomy Scorecard website and the Merger tool. A new blog, "The Doctoral Debate", is now available for articles from CDE members and experts in this field.

### NEWSLETTERS

The Association worked in 2018 to address diverse audiences in the 48 European countries with EUA member institutions. It followed a strong strategy aimed at employing transforming communications channels and tools and worked to disseminate more EUA-rich content and encourage engagement with members and other stakeholders.

In 2018, EUA created specialised newsletters to better address the diverse of interests within its membership. These include the Energy & Environment Newsletter, the Smart specialisation mailing and the Refugees Newsletter. The "President's Newsletter" created at the end of 2017, had the highest reading rate of all EUA mailings. Aimed at rectors and other executive heads of the EUA membership, it is sent once a month as an update on the latest European policy trends in higher education and research. Meanwhile, the general EUA newsletter continues to provide information about EUA advocacy and thematic work, publications, events, as well as news from members and partners to nearly 11 000 subscribers.



## SOCIAL MEDIA

EUA increased the number of posts and tweets on social media through consistent editorial planning. The Association actively engaged with members and partners on Twitter, using all functionalities, including live streaming. This proved to be very useful during key political moments like the EUA campaign aimed at increasing EU funding for the next Research & Innovation and Erasmus+ programmes. It was also central in the Association's work to support member Central European University in Hungary when it faced infringements on its autonomy. Furthermore, social media was key in EUA's communications around the Brexit negotiations and the impact on the higher education community. The same is true for EUA's advocacy work in Brussels during European Parliament plenary sessions and Council meetings when the Association directly addressed key policy makers and partners on issues such as EU copyright reform and Open Access. Followers increased by 34% in 2018, while the reach of EUA tweets increased by 87%.

Furthermore, on LinkedIn, EUA developed its page and saw followers nearly double. People liking or sharing an EUA post have increased by 152%. In 2018, EUA continued catering to specific communities through its three existing LinkedIn groups on quality assurance, learning and teaching, and the EUA Council for Doctoral Education. On SlideShare, EUA added regular content featuring EUA's key messages and reached nearly 10 000 views in 2018. The Association also used paid advertisements in 2018 to promote specific events to a larger audience.

The EUA Facebook page was mobilised throughout the year to reach a younger audience with followers increasing by 53%. On YouTube, various interviews showcased EUA and members' initiatives in a variety of fields. At the end of 2018, EUA published its first publication summary video featuring the Trends report. Recorded EUA webinars were also uploaded. Nearly 20 000 minutes of EUA video content were watched in 2018.

## PRESS

In the press, the Association's presence increased significantly due to the rising number of editorials signed by EUA leadership in different outlets across Europe. In 2018, EUA placed 14 such editorials, which proved to be an effective way of voicing the Association's main policy messages. These covered topics including the Association's extensive work on influencing the future EU framework programmes for research, innovation and education, as well as the impact of Brexit on the sector; infringements on university autonomy and academic freedom; and the role of universities in the energy transition. EUA also continued to be widely cited, in the sector, mainstream and Brussels press. In 2018, the Association was mentioned more than 900 times in articles, interviews and in editorials. This fed into the Association's social media work and was central in the dissemination packages tailored around the launch of EUA's key publications, policy positions and events.

## PUBLICATIONS

Publications (Annex 2) are an important part of EUA's communications to members and stakeholders. In 2018, the Association presented more than 50 publications and, notably, invested in making them clearer and more attractive with improved visual elements. This work was done in the context of the change of the Association's visual identity. The publications now feature visual elements that are easy to use on social media, with a purpose of optimal reach. EUA also issued publications in a mix of digital and printed formats to address the largest audience possible.

Finally, EUA moved from its members database to a full-fledged Customer Relationship Management system, paying special attention to the new European conditions regarding data protection.

## In a nutshell

2018 saw the full implementation of the new EUA Communications Strategy, including a new logo and visual identity, new websites and newsletters and increased presence in the press and especially on social media.



21 941 minutes



2 605 likes



9 648 followers



3 167 followers

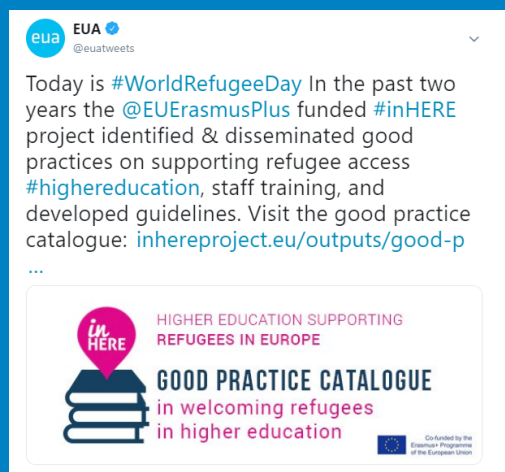
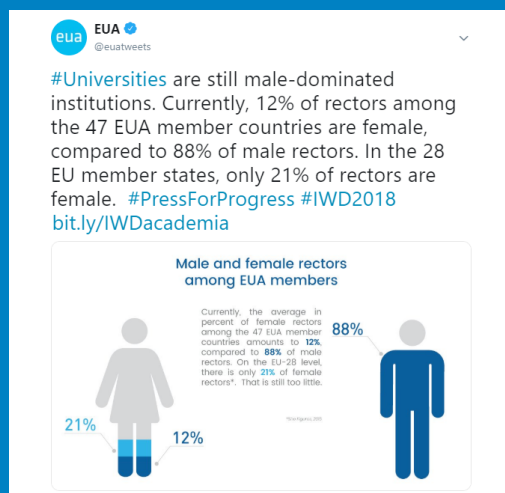


Newsletter  
55 081 openings



EUA website  
visit duration  
+69.59%

## Popular tweets



# SECTION 2: EUA as an Organisation

EUA is the most comprehensive and representative body of European universities with 825 members in 48 European countries. Members include individual universities and collective bodies of universities. EUA also has many affiliates ranging from universities outside of Europe to research bodies and other partner organisations.

This section focuses on EUA's organisational structures, including an overview of its Board, Council and General Assembly, the EUA Secretariat, and membership development in 2018.

## A: EUA Board

The EUA Board has nine members, including the EUA President, who chairs the Board. It meets at least three times per year and is responsible for the preparation and implementation of the Association's policy work, the planning of its activities and the management of its affairs.

### BOARD MEMBERS AS OF DECEMBER 2018

|                                       |                                       |
|---------------------------------------|---------------------------------------|
| Prof. Rolf Tarrach (President)        | University of Luxembourg              |
| Prof. Paul Boyle (Vice-President)     | University of Leicester               |
| Prof. Martine Rahier (Vice-President) | University of Neuchâtel               |
| Prof. Holger Burckhart                | University of Siegen                  |
| Prof. Hana Machková                   | University of Economics in Prague     |
| Prof. Michael Murphy                  | University College Cork               |
| Prof. Mari Sundli Tveit               | Norwegian University of Life Sciences |
| Prof. Wiesław Banyś                   | University of Silesia                 |

## B: EUA Council

The EUA Council is made up of the EUA Board and the Presidents of EUA's full collective members (33 national rectors' conferences), or their nominated representatives. In 2018, the Council met three times to define EUA's priorities and to endorse various policy positions and statements.

### COUNCIL MEMBERS AS OF DECEMBER 2018



|                 |  |  |
|-----------------|--|--|
| Austria         | Prof. Eva Blimlinger                       | President, Universities Austria                                      |
| Belgium         | Prof. Vincent Blondel                      | President, Rectors' Conference, French Community of Belgium          |
| Belgium         | Prof. Herman Van Goethem                   | President, Flemish Interuniversity Council                           |
| Croatia         | Prof. Dijana Vican                         | President, Croatian Rectors' Conference                              |
| Cyprus          | Prof. George Demosthenous                  | President, Cyprus Rectors' Conference                                |
| Czech Republic  | Prof. Mikuláš Bek                          | President, Permanent Representative, Czech Rectors Conference        |
| Denmark         | Prof. Anders Overgaard Bjarklev            | President, Technical University of Denmark                           |
| Estonia         | Prof. Mait Klaassen                        | President, Universities Estonia                                      |
| Finland         | Prof. Jukka Mönkkönen                      | President, Universities Finland – UNIFI                              |
| France          | Prof. Gilles Roussel                       | President, Conference of University Presidents                       |
| Germany         | Prof. Peter-André Alt                      | President, German Rectors' Conference                                |
| Greece          | Prof. Pericles Mitkas                      | Rector, Aristotle University of Thessaloniki                         |
| Holy See        | Prof. fr. Mauro Mantovani                  | President, Conference of Rectors of Roman Pontifical Universities    |
| Hungary         | Prof. Józsa János                          | President, Hungarian Rectors' Conference                             |
| Iceland         | Prof. Jon Atli Benediktsson                | President, National Rectors' Conference in Iceland                   |
| Ireland         | Dr Andrew J. Deeks                         | Representative, Irish Universities Association                       |
| Italy           | Prof. Gianmaria Ajani                      | President, Conference of Italian University Rectors                  |
| Latvia          | Prof. Arvids Barševskis                    | President, Latvian Rectors' Council                                  |
| Lithuania       | Prof. Artūras Žukauskas                    | President, Lithuanian University Rectors' Conference                 |
| Luxembourg      | Prof. Stéphane Pallage                     | President, University of Luxembourg                                  |
| The Netherlands | Dr Pieter Duisenberg                       | President, Association of Universities in the Netherlands            |
| Norway          | Prof. Mari Sundt Tveit                     | President, Norwegian Association for Higher Education Institutions   |
| Poland          | Prof. Jan Szmids                           | President, Conference of Rectors of Academic Schools in Poland       |
| Portugal        | Prof. António Augusto Fontainhas Fernandes | President, Portuguese National Conference of Rectors                 |
| Romania         | Prof. Sorin Cimpeanu                       | President, Romanian Council of Rectors                               |
| Serbia          | Prof. Ivanka Popović                       | President, Conference of the Universities of Serbia                  |
| Slovak Republic | Prof. Marek Smid                           | President, Slovak Rectors' Conference                                |
| Slovenia        | Prof. Danilo Zavrtanik                     | President, Slovenian Rectors' Conference                             |
| Spain           | Prof. Roberto Fernández Díaz               | President, The Conference of the Rectors of the Spanish Universities |
| Sweden          | Prof. Astrid Soderbergh Widding            | President, Association of Swedish Higher Education                   |
| Switzerland     | Prof. Michael Hengartner                   | President, swissuniversities   |
| Turkey          | Prof. Yekta Saraç                          | President, Turkish University Rectors' Conference                    |
| United Kingdom  | Dame Janet Beer                            | President, Universities UK   |

## C: General Assembly

The General Assembly, composed of the representatives of all member universities and rectors' conferences, meets at least once per year. Only full members are entitled to vote. The 2018 General Assembly was held at the University of Zurich in Switzerland on 5 April. It approved the 2018 budget and the 2017 accounts. It also received a report on the various activities undertaken by the Association in 2017.

## D: The EUA Secretariat

The EUA Secretariat, with approximately 40 staff members and headed by the Secretary General, ensures the daily management and implementation of all EUA activities.

### Secretary General's Office

- Lesley Wilson - Secretary General
- Thomas Jørgensen - Senior Policy Coordinator
- Monika Steinell - Senior Policy Analyst
- Anna-Lena Claeys-Kulik - Policy Coordinator
- Mireille Kratzborn - HR Manager
- Sue Pavis - PA to the Secretary General/Office Manager

### Research & Innovation

- Lidia Borrell Damián - Director
- Alexander Hasgall - Head of EUA Council for Doctoral Education
- Lennart Stoy - Project Manager
- Borana Taraj - Policy & Project Officer
- Kamila Kozirog - Policy & Project Officer
- Bregt Saenen - Policy & Project Officer
- Ana-Maria Peneoasu - Administrative Assistant

### Governance, Funding & Public Policy Development

- Thomas Estermann - Director
- Enora Bennetot Pruvot - Deputy Director
- Veronika Kupriyanova, Policy & Project Officer
- Valentina Lisi - Policy & Project Assistant
- Isabel Silva - Administrative Officer

### Higher Education Policy

- Michael Gaebel - Director
- Thérèse Zhang - Deputy Director
- Henriette Stöber - Policy Analyst
- Luisa Bunesco - Policy & Project Officer
- Gemma Fagan - Administrative Officer

### Institutional Development

- Tia Loukkola - Director
- Anna Gover - Programme Manager
- Helene Peterbauer - Policy & Project Officer
- Elena Cirlan - Policy & Project Assistant
- Caroline Marissal - Administrative Officer

## Communications, Public Affairs & Membership

- Christel Vacelet – Director
- Jessica Carter - Press and Communications Manager
- Sabien De Hanscutter - Events Manager
- Arianna Palomba - Events & Marketing Officer
- Aurélie Clenet - Events Officer
- Katerina Topalidou - Social Media and Community Officer
- Imane Benchaou - Junior Digital Media Officer
- Alice Amah - Office and Database Assistant

## Administration & Finance

- Julien Georis - Manager, Finance and Administration
- Lior Gianni - Office Manager (Geneva)
- Caroline Marquet - Accountant/Internal Control Officer
- Sabrina Cravero - Project Finance Officer
- Bakhodir Gosset - Membership and Statutory Meetings Assistant

## EUA Advisers

- Andrée Sursock - Senior Adviser, Higher Education Policy
- Hanne Smidt - Senior Adviser, Higher Education Policy
- Howard Davies - Senior Adviser, Higher Education Policy
- Rita Morais - Research & Innovation
- Elizabeth Colucci - Higher Education Policy

# E: Membership Development in 2018

In 2018, the Association welcomed 10 new members, while 22 members resigned or were excluded from the organisation for non-payment of membership fees.

## At the end of December 2018, EUA counted 825 members

- 704 Individual Full Members
- 33 Collective Full Members
- 60 Individual Associate Members
- 3 Collective Associate Members
- 25 with Affiliate status

## New Individual Full Members

- St Pölten University of Applied Sciences (Austria)
- University of Paris-Saclay (France)
- Paris Descartes University (France)
- Stralsund University of Applied Sciences (Germany)
- Regensburg Technical University of Applied Sciences (Germany)
- VID Specialised University (Norway)
- Cardinal Stefan Wyszyński University in Warsaw (Poland)
- Abat Oliba CEU University (Spain)
- University of Deusto (Spain)

## New Individual Associate Member

- Open University of Cyprus (Cyprus)

# SECTION 3: Financial Statements and Accounts

Please see item 5 of the General Assembly agenda.

# Annexes

## Annex 1: EUA Events in 2018

### EUA FOCUS GROUP

#### Universities and Public Engagement

*Hosted by the Open University of Catalonia, Barcelona, Spain*  
19 January 2018

### 11TH EUA-CDE THEMATIC WORKSHOP

#### The Impact and Outcomes of Doctoral Education Reform in Europe

*Hosted by the University of Malta, Valletta, Malta*  
18-19 January 2018

### EUA NEW YEAR'S RECEPTION

*Hosted by the European University Association, Brussels, Belgium*  
25 January 2018

### EUA SIMPLIFICATION GROUP WORKSHOP

*Hosted by the European University Association, Brussels, Belgium*  
2 February 2018

### EUA ENERGY AND ENVIRONMENT PLATFORM (EUA-EPUE)

#### European Universities for a Clean Energy Future

*Hosted by Université de Lorraine, Nancy, France*  
21-22 March 2018

### DOCTORAL EDUCATION EVENT

#### The Transformation of Doctoral Education: Why it Matters for Europe

*Royal Flemish Academy of Sciences and Arts, Brussels, Belgium*  
28 March 2018

### EUA 2018 ANNUAL CONFERENCE

#### Engaged and responsible universities shaping Europe

*Hosted by the University of Zurich, Switzerland*  
5-6 April 2018

## WORKSHOP: UNIVERSITY AUTONOMY IN EUROPE

### Trends, Benefits, Challenges and Threats

*Hosted by the University of Leicester, United Kingdom*

23-24 April 2018

## 11TH EUA-CDE ANNUAL MEETING

### Excellence through Diversity: Doctoral education in a globalised world

*Hosted by the University of Ljubljana, Slovenia*

7-8 June 2018

## 15TH TRANSATLANTIC DIALOGUE

### Higher education and its communities: openness, democracy and engagement

*Hosted by the European University Institute, Fiesole (Florence), Italy*

1-4 July 2018

## IEP ANNUAL SEMINAR

Novotel Geneva Centre, Geneva, Switzerland

27-28 September 2018

## 4TH EUA FUNDING FORUM

### Frameworks that empower, universities that deliver

*Hosted by Ramon Llull University, Barcelona, Spain*

18-19 October 2018

## EUA ANNUAL WORKSHOP ON RIS3

### Smart specialisation (RIS3): European workshop on universities as regional lead institutions

*Hosted by the University of Graz, Austria*

13 November 2018

## 13TH EUROPEAN QUALITY ASSURANCE FORUM

### Broadening the scope of QA

*Hosted by Vienna University of Economics and Business and AQ Austria, Vienna, Austria*

15-17 November 2018

## EUA LEARNING & TEACHING THEMATIC PEER GROUPS: FINAL WORKSHOP

*Hosted by the University of Porto, Portugal*

19-20 November 2018

## TRENDS 2018/EFFECT EVENT

### Learning and teaching in the European Higher Education Area

*Scotland House, Brussels, Belgium*

6 December 2018

## EUA WEBINARS

- **Ten Principles for Enhancing Learning & Teaching at the European level**  
1 February 2018
- **Enhancing quality: from policy to practice**  
28 February 2018
- **The landscape of 'Big Deal' contracts across Europe: views from the university sector**  
11 April 2018
- **Exploring the impact of IEP**  
25 April 2018
- **Learning and Teaching at European higher education: findings from TRENDS 2018**  
30 May 2018

## Project and Partner Events

### ENHANCING QUALITY THROUGH INNOVATIVE POLICY & PRACTICE (EQUIP)

- **EQUIP Breakfast event: Enhancing Quality through Innovative Policy and Practice**

*Fondation Universitaire, Brussels, Belgium*

27 February 2018

### HARMONISATION OF AFRICAN HIGHER EDUCATION QUALITY ASSURANCE AND ACCREDITATION (HAQAA INITIATIVE)

- **HAQAA Workshop Cairo**

*Hosted by NAQAAE, Cairo, Egypt*

24-25 April 2018

- **HAQAA Final Conference**

*Hosted by ANAQ-Sup, Dakar, Senegal*

3-4 December 2018

### CENTRALISED SUPPORT FOR HIGHER EDUCATION REFORM EXPERTS (SPHERE)

#### HERE study visits

- **Developing entrepreneurial skills: a new challenge for Universities**

*Hosted by the University of Montpellier, France*

19-20 April 2018

- **Learning and Teaching: Professional development of staff in higher education**

*Hosted by King's College London and London School of Economics and Political Science, UK*

3-4 September 2018

- **Joint degrees: Strategic and operational implementation; one size does not fit all**

*Hosted by the University of Coimbra, Portugal*

2-3 October 2018

#### HERE seminar and annual conference

- **HERE Seminar: Research-based teaching and learning: From national and institutional policies to practice**

*Hosted by the University of Montenegro, Podgorica, Montenegro*

28-29 May 2018

- **HERE Annual Conference 2018: Capacity building for higher education reform: The impact of collaborative International Projects**

*Hosted by the University of Rome, La Sapienza, Italy*

12-13 December 2018

### HIGHER EDUCATION SUPPORTING REFUGEES IN EUROPE (INHERE)

- **Staff training event: Integration of Refugees: the role of universities**

*Hosted by the University of Rome, La Sapienza, Italy*

16-20 April 2018



- **Policy Dialogue: How national and European policies can support refugee students and researchers in European Higher Education**

*Hosted by Maison des Universités, Paris, France*

22 May 2018

- **Final Conference: Synergies for Sustainability of Higher Education Projects Supporting Refugees in Europe**

*Hosted by the European University Association, Brussels, Belgium*

19 September 2018

## MODERNISATION OF INSTITUTIONAL MANAGEMENT OF INNOVATION AND RESEARCH IN SOUTHERN NEIGHBOURING COUNTRIES (MIMIR)

- **Dissemination and Outreach Event**

*Hosted by the Association of Arab Universities, Amman, Jordan*

5-6 September 2018

- **MIMIR Final Conference**

*Hosted by the University of Rome, La Sapienza, Italy*

8 October 2018

## YEBO! DEVELOPMENT OF THE INTERNATIONALISATION OF PHD STUDIES IN SOUTH AFRICA

- **Internationalization rate meeting YEBO!**

*Hosted by Cape Peninsula University of Technology, Cape Town, South Africa*

12-13 April 2018

- **First training session on intercultural competencies**

*Hosted by the Central University of Technology, Bloemfontein, South Africa*

23-26 October 2018

- **Mid-term consortium meeting YEBO!**

*Hosted by Technical University, Berlin, Germany*

29-30 November 2018

## TRANSITION TO UNIVERSITY AUTONOMY IN KAZAKHSTAN (TRUNAK)

- **Training seminar – University autonomy in Kazakhstan: Analysis of the state of play**

*Hosted by the European University Association, Brussels, Belgium*

19-20 March 2018

- **International Conference: Transition to University Autonomy in Kazakhstan: Challenges and Perspective**

*Hosted by Karaganda State Medical University, Kazakhstan*

20-21 November 2018

## DATABASE OF EXTERNAL QUALITY ASSURANCE RESULTS (DEQAR)

- **DEQAR User Interface Workshop**

*Hosted by Ministero dell'Istruzione, dell'Università e della Ricerca, Rome, Italy*

25-26 June 2018

## EUROPEAN UNION SUPPORT TO HIGHER EDUCATION IN ASEAN REGION (SHARE)

- **Joint Meeting of the ASEAN – European Expert Working Groups on Qualifications Frameworks and Quality Assurance**

*Singapore*

16-17 March 2018

- **Preparing for the Future: The Role of ASEAN (Higher) Education Frameworks in a disruptive World**

*Bangkok*

29-31 October 2018

## EUROPEAN FORUM FOR ENHANCED COLLABORATION IN TEACHING (EFFECT)

- **Pilot group meeting on the 10 European Principles for the Enhancement of Learning and Teaching**

*Hosted by the European University Association, Brussels, Belgium*

31 January 2018

- **EFFECT pre-final meeting (consortium meeting)**

*Hosted by the European University Association, Brussels, Belgium*

12-13 April 2018

- **EFFECT pilot group debriefing on the 10 European Principles for the Enhancement of Learning and Teaching**

*Hosted by the European University Association, Brussels, Belgium*

26-27 April 2018

- **EFFECT online pedagogical staff development workshops on inclusion and citizenship skills**

17 July 2018

7 August 2018

26 September 2018

- **EFFECT Final consortium Meeting**

*Hosted by the European University Association, Brussels, Belgium*

5 December 2018

## UNIVERSITIES FOR STRATEGIC, EFFICIENT AND AUTONOMOUS MANAGEMENT (USTREAM)

### *Peer learning seminars*

- **Efficiency, leadership and governance**

*Hosted by Vrije Universiteit Brussel, Belgium*

18-19 April 2018

### *National policy dialogues*

- **Efficiency and effectiveness of Higher Education in Latvia**

*Hosted by the University of Latvia, Riga, Latvia*

8 May 2018

- **Effizienz und Effektivität an Hochschulen: Österreich im internationalen Vergleich**

*Hosted by the University of Graz, Graz, Austria*

6 June 2018

- **Efficiency and effectiveness of Higher Education in Lithuania**

*Hosted by Vytautas Magnus University, Kaunas, Lithuania*

15 June 2018

## Annex 2: EUA Publications in 2018

### ANNUAL REPORT

- [EUA Annual Report 2017 \(July\)](#)

### AUTONOMY & GOVERNANCE

- [Efficiency, Effectiveness and Value for Money: Insights from the UK and other countries](#) (April)
- [Efficiency, Effectiveness and Value for Money: Insights from Ireland and Other Countries](#) (Oct.)
- [Efficiency, Leadership and Governance: Closing the gap between strategy and execution](#) (Dec.)

### BOLOGNA PROCESS

- [EUA response to EU consultation on mutual recognition of qualifications and study periods abroad](#) (Feb.)
- [The Bologna Process looks towards its third decade: Enhancing achievements and responding to a changing context](#) (May)
- [European Education Area: EUA welcomes latest proposals on cross-border cooperation and recognition](#) (May)
- [EUA Board welcomes outcomes of Ministerial Conference and challenges members to take Bologna Process forward](#) (June)

### BREXIT

- [EUA calls for comprehensive view on academic cooperation in Brexit negotiations](#) (March)
- [Preparing for a no-deal Brexit: A checklist for universities](#) (Nov.)

### DIVERSITY & INCLUSION

- [Universities' Strategies and Approaches towards Diversity, Equity and Inclusion](#) (May)

### EU PROGRAMMES

#### Research & Innovation

- [The Design of Missions in the Next Framework Programme - Views from European Universities](#) (April)
- [Designing the European Innovation Council for the benefit of society: Recommendations from European universities](#) (May)
- [EUA Member Consultation 2017-2018: Impactful Simplification of the EU Framework Programme for Research and Innovation](#) (May)
- [Horizon Europe: EUA analysis of the European Commission proposal](#) (June)
- [Universities united for the best Horizon Europe](#) (June)
- [Accepting University Accounting Practices under Horizon Europe - Strategic and practical recommendations](#) (Sept.)
- [Accepting University Accounting Practices under Horizon Europe - A compendium of national and institutional cases](#) (Sept.)
- [Research excellence and cooperation must prevail in Horizon Europe](#) (Nov.)

#### Erasmus

- [Erasmus post-2020 proposal: new policy goals need even more investment](#) (June)

#### EU Funding

- [Taking simplification of EU Funding to the next level - The university perspective](#) (Feb.)
- [Where the EU should invest in the future - EUA recommendations for the post-2020 Multiannual Financial Framework and related funding programmes](#) (March)
- [Double Investment in Research Innovation and Education to boost Europe's Competitiveness and Sustainability](#) (March)
- [EU long-term budget proposal takes the right direction, but does not take the plunge](#) (May)

## DOCTORAL EDUCATION

- [Developing an Ethos of Research Integrity in Doctoral Education](#) (Oct.)
- [Doctoral Education: Why it matters for Europe](#) (March)

## ENERGY & ENVIRONMENT

- [The Energy Challenge: Why Policymaking Needs Universities](#) (Feb.)
- [A sustainable energy future at the centre of Horizon Europe](#) (May)
- [Response to the Public Consultation on the Strategy for long-term GHG emissions reduction](#) (Oct.)

## EUROPEAN INNOVATION ECOSYSTEMS

- [Coherent policies for Europe beyond 2020: maximising the effectiveness of smart specialisation strategies for regional development](#) (Feb.)
- [Artificial intelligence: EUA calls for openness, multidisciplinary and ethical standards](#) (April)
- [EUA response to Joint Research Centre report on regional innovation impact assessment for universities](#) (July)
- [The future of innovation ecosystems: recommendations from the European Smart Specialisation Workshop](#) (Dec.)

## FUNDING

- [EUA Public Funding Observatory 2017](#) (March)
- [EUA Public Funding Observatory 2017 - Country sheets](#) (March)
- [A comparative analysis of public procurement frameworks and practices in universities in Portugal and selected EU member states](#) (Dec.)

## GLOBAL RELATIONS

- [CETA - How far has it come and where is it headed?](#) (May)
- [EU-Japan: how far does higher education feature in the recent agreements?](#) (July)
- [EU-Korea: the Free Trade Agreement and the Framework Agreement – what do they mean for higher education?](#) (Sept.)
- [Higher Education and its Communities: a Transatlantic View on Openness, Democracy and Engagement](#) (Nov.)

## LEARNING & TEACHING

- [Learning and Teaching in Europe's Universities - An EUA position paper](#) (Jan.)
- [Background: EUA's initiatives to establish a European dimension on learning and teaching](#) (May)
- [Trends 2018: Learning and teaching in the European Higher Education Area](#) (Oct.)
- [Institutional Strategies Support Package](#) (Oct.)
- [National Initiatives in Learning and Teaching in Europe](#) (Dec.)

## OPEN SCIENCE

- [Open Access in European universities: Results from the 2016/2017 EUA institutional survey](#) (March)
- [EUA Big Deals Survey Report - The First Mapping of Major Scientific Publishing Contracts in Europe](#) (April)
- [EUA Roadmap on Research Assessment in the Transition to Open Science](#) (June)
- [Open Access by 2020: EUA supports Plan S for an open scholarly system](#) (Sept.)

## QUALITY ASSURANCE

- [Enhancing Quality: from policy to practice](#) (Feb.)
- [EQUIP policy leaflet](#) (Feb.)
- [EQAF papers](#) (Nov.)

## SUSTAINABLE DEVELOPMENT GOALS

- [Universities and Sustainable Development Towards the Global Goals](#) (Dec.)

## EUA ONLINE TOOLS

- [European Atlas of Universities in Energy Research & Education](#)
- [FRINDOC Tool](#)
- [Public Funding Observatory](#)
- [Refugees Welcome Map](#)
- [U-B Tool](#)
- [University Autonomy Tool](#)
- [University Efficiency Hub](#)
- [University Mergers Tool](#)

## Annex 3: EUA Projects in 2018

### DIVERSITY & INCLUSION

- [Refugees Welcome Map](#)\*
- [Higher Education Supporting Refugees in Europe](#) (inHERE)
- Refugees and Recognition – Toolkit 2 (REACT)
- [Towards Empowered Migrant Youth in Southern Europe](#) (TandEM)
- [Strategies towards Equity, Diversity and Inclusion at Universities](#) (INVITED)\*

### LEARNING & TEACHING

- EUA Learning & Teaching Initiative\*
- [EUA Trends 2018](#)\*
- [European Forum for Enhanced Collaboration in Teaching](#) (EFFECT)

### GOVERNANCE, AUTONOMY AND FUNDING

- [Public Funding Observatory 2018](#)\*
- [Sufficient, Sustainable and Simple EU Funding for Universities](#) (EUA campaign)\*
- [Universities for Strategic, Efficient and Autonomous Management](#) (USTREAM)
- [Transition to University Autonomy in Kazakhstan](#) (TRUNAK)

### NEIGHBOURHOOD & GLOBAL ACTIVITIES

- [Centralised Support for Higher Education Reform Experts](#) (SPHERE)
- [Modernisation of Institutional Management of Innovation and Research in Southern Neighbouring Countries](#) (MIMIR)
- [Harmonisation of African Higher Education Quality Assurance and Accreditation](#) (HAQAA)
- [European Union Support to Higher Education in ASEAN Region](#) (SHARE)
- [Yebol! Development of the Internationalisation of PhD Studies in South Africa](#)
- Harmonisation and Innovation in Central American Higher Education Curricula (HICA)

### QUALITY ASSURANCE

- [Enhancing Quality through Innovative Policy & Practice](#) (EQUIP)
- [Database of external quality assurance results](#) (DEQAR)

### RESEARCH & INNOVATION

- [Innovation Ecosystems Project](#)\*

*All projects are supported by funding from the European Commission unless otherwise stated. (\*)*

## Annex 4: Steering Committees

### EUA-CDE STEERING COMMITTEE

**Chair:** Luke Georghiou, Deputy President, Deputy Vice-Chancellor, University of Manchester, UK

**Hans-Joachim Bungartz**, Graduate Dean, Professor of Informatics and Mathematics, Technical University of Munich, Germany

**Paolo Biscari**, Dean of PhD School, Professor of Physics, Polytechnic University of Milan, Italy

**Edwin Constable**, Former Vice-Rector, Professor of Chemistry, University of Basel, Switzerland

**Aleksandra Kanjuo-Mrcela**, Head of Doctoral School, Professor of Sociology, University of Ljubljana, Slovenia

**Timo Korkeamäki**, Professor of Finance, Hanken School of Economics, Finland

**Barbara Dooley**, Dean of Graduate Studies, Professor of Psychology, University College Dublin, Ireland

**Murat Özgören**, Professor of Biophysics, Dokuz Eylül University, Turkey

**Mossadek Talby**, Director of the Doctoral College, Professor of Physics, University Aix-Marseille, France

**Martine Rahier**, EUA Vice-President, University of Neuchâtel, Switzerland (ex-officio EUA board member)

### IEP STEERING COMMITTEE

**Chair:** Sokratis Katsikas, Rector, Open University of Cyprus, Cyprus

**Carmen Fenoll**, former Vice-Rector, Universidad de Castilla-La Mancha, Spain

**Jacques Lanarès**, former Vice-Rector, University of Lausanne, Switzerland

**Jethro Newton**, Professor Emeritus, University of Chester, United Kingdom

**Terhi Nokkala**, Senior Researcher, University of Jyväskylä, Finland

**Georg Schulz**, former Rector, University of Music and Performing Arts Graz, Austria

**Marija Vasilevska**, student, University Ss. Cyril and Methodius in Skopje, North Macedonia

**Tatjana Volkova**, former Rector, BA School of Business and Finance, Riga, Latvia

### EUROPEAN LEARNING & TEACHING FORUM STEERING COMMITTEE

**Chair:** Michael Murphy, former President, University College Cork, Ireland

**Paolo Cherubini**, Deputy Rector and Pro-Rector for Education, University of Milan Bicocca, Italy

**Jolanta Choinska-Mika**, Vice-Rector, Warsaw University, Poland

**Ian Dunn**, Deputy Vice Chancellor (Student Experience), Coventry University, United Kingdom

**Kornelia Freitag**, Vice Rector for Teaching, Continuing Education and International Affairs, Ruhr University Bochum, Germany

**Gohar Hovhannisyan**, member of Executive Committee, European Students' Union, Belgium

**Riitta Pyykkö**, Vice-Rector, University of Turku, Finland

**Oliver Vettori**, Director of Program Management and Teaching & Learning Support, Vienna University of Economics and Business, Austria



## ENERGY CLUSTERING EVENT SCIENTIFIC COMMITTEE

**Chair: Torbjørn Digernes**, Rector, Norwegian University of Science and Technology, Norway

**Mihaela Albu**, Professor, University Politehnica of Bucharest, Romania

**Lidia Borrell-Damian**, Director Research and Innovation, European University Association, Belgium

**Douglas Halliday**, Senior Lecturer, Director Multidisciplinary Centre for Doctoral Training in Energy, Durham University, United Kingdom

**Fabrice Lemoine**, Professor, Université de Lorraine, France

**Wim Melis**, Senior Lecturer, Greenwich University, United Kingdom

## Annex 5: Research Policy Working Group

**Chair: Martine Rahier**, EUA Vice-President (former Rector, University of Neuchâtel, Switzerland)

**Peter-André Alt**, President, German Rectors' Conference, HRK, Germany

**Rui Manuel Costa Vieira de Castro**, Rector, University of Minho, Portugal

**Helen Dannetun**, Vice-Chancellor, Linköping University; Chair, SUHF, Sweden

**Richard Davies**, Vice-Chancellor, Swansea University, UK

**Lech Dzienis**, Rector, Białystok University of Technology, Poland

**Lokesh Joshi**, Vice-President, National University of Ireland, Galway, Ireland

**Peter Kjær**, Pro-Rector, Roskilde University, Denmark

**Matjaž Krajnc**, Vice Rector, University of Ljubljana, Slovenia

**Jan Lata**, Rector, University of Ostrava, CRC Vice-President for creative activities, Czech Republic

**Liisa Laakso**, Rector, University of Tampere, Finland

**Ignace Lemahieu**, Director, Research Department, Ghent University, Belgium

**Maria Cristina Messa**, Rector, University of Milano Bicocca, Italy

**Pierre Mutzenhardt**, President, University of Lorraine; President, CPU, France

**Dag Rune Olsen**, Rector, University of Bergen, Norway

**Maria Teresa Roldán Arjona**, Delegate for European Affairs, University of Córdoba, Spain

**Robert Redhammer**, Vice-President, Slovak Rectors' Conference, SRK, Slovakia

**Sezer Sener Komsuoglu**, former Rector, Kocaeli University, Turkey

**Elmer Sterken**, Rector, University of Groningen, the Netherlands

**Jean-Robert Tyran**, Vice-Rector for Research and International Affairs, University of Vienna, Austria

### EUA

**Lidia Borrell-Damian**, Director, Research and Innovation

**Rita Morais**, Senior Advisor

**Kamila Kozirog**, Policy & Project Officer

## Annex 6: Expert and High-Level Groups

### EUA SCIENCE 2.0/OPEN SCIENCE EXPERT GROUP

**Chair: Jean-Pierre Finance**

Former President, University La Lorraine, Nancy; former President of CPU, France

**Koen Becking**

President of Tilburg University, the Netherlands

**Neil Jacobs**

Head of Research lifecycle and Open Science, Jisc, United Kingdom

**Alexander Refsum Jensenius**

Associate Professor, Department of Musicology; Deputy Director of the RITMO Centre of Interdisciplinary Studies in rhythm, time and motion, University of Oslo, Norway

**Karel Luyben**

Rector Magnificus Emeritus, Delft University of Technology, the Netherlands; Representative of EUA/ALLEA/CESAER in the European Open Science Cloud (EOSC) Executive Board

**Dušan Meško**

Former Vice-Dean of the Jessenius Faculty of Medicine and former Vice-Rector of the Comenius University in Bratislava responsible for science and postgradual study, Comenius University, Slovakia

**Jukka Tapani Mönkkönen**

Rector, Chair of Finnish Council of University Rectors and the UNIFI Open Science and Data Action Plan; University of Eastern Finland, Finland

**Caroline Schober-Trummler**

Vice-Rector for Research and International Affairs, Medical University of Graz, Austria

**Wilhelm Widmark**

Director, Stockholm University Press, Stockholm University, Sweden

**Inge Van Nieuwerburgh**

Scholarly Communications Manager, Ghent University Library, Ghent University; Member of the Federal Co-operation Commission (FCC) concertation group on Open Access, Belgium

**Petr Dvorak**

Vice-Rector for Research, Masaryk University; Member of the R&D Council of the Czech Republic, Czech Republic

**Mogens Sandfær**

Head of Bibliometrics & Data Management, Technical University of Denmark, Denmark

**Norbert Lossau**

Vice-President, University of Göttingen; Member of the Board of the German Library Association LIBER; Chair of the Board of the international Confederation of Open Access Repositories COAR; Member of the working group "Digital Information in Research and Teaching" of the German Rectors' Conference, Germany

**Attila Péterfalvi**

President of the National Authority for Data Protection and Freedom of Information, Hungary

**John Fitzgerald**

Director of Information Services and University Librarian, University College Cork, Ireland

**Marek Niezgódka**

Director of the Center for Digital Science and Technology, Cardinal Stefan Wyszyński University in Warsaw, Poland

**Eloy Rodrigues**

Director of the University of Minho Documentation Services; Chair of the Repository Interoperability Working Group of the Confederation of Open Access Repositories (COAR), Portugal

**Pastora Martinez Samper**

Vice President for Globalization and Cooperation, Universitat Oberta de Catalunya (UOC), Spain

**Daniel Wyler**

Former Vice President for Medicine and Science, University of Zurich UZH, Switzerland

**Special Advisors:**

**Bernard Rentier**, Vice-Président du Conseil fédéral de la politique scientifique, Belgium; Chair of EOS (Enabling Open Scholarship); former Rector of the University of Liège, Belgium

**Eero Hyvönen**, Professor, Department of Computer Science; Research Director of the Semantic Computing Research Group (SeCo), Aalto University, Finland

**Robert Van Der Vooren**, Advisor, VSNU, Netherlands

## RESEARCH AND INNOVATION STRATEGIES FOR SMART SPECIALISATION (RIS3) EXPERT GROUP

**Chair: Peter Haring Bolivar**

Official “Representative” of EUA at the Structured Dialogue with European Structural and Investment Funds’ partners group of experts (ESIF SD), Vice-President for Research of the University of Siegen, Germany

**Vice-Chair: Ray O’Neill**

Official “Alternate” of EUA at the Structured Dialogue with European Structural and Investment Funds’ partners group of experts (ESIF SD), Vice-President for Innovation of the National University of Ireland Maynooth, Ireland

**Peter Riedler**

Vice-Rector of the University of Graz, Austria

**Koen De Bosschere**

Professor of Computer Science at the Ghent University, Belgium

**Kostas Gouliamos**

Rector of the European University Cyprus, Cyprus

**Martin Bares**

Deputy Rector and Vice-Rector for Development of the Masaryk University, Czech Republic

**Jari Kuusisto**

Rector of the University of Vaasa, Finland

**László Nádai**

Deputy Rector for Strategic and Institutional Development of the Óbuda University, Hungary

**Donato Iacobucci**

Rector’s delegate for Innovation and Technology Transfer; Marche Polytechnic University, Italy

**Marcin Pałys**

Rector of the University of Warsaw, Poland

**Tudor Prisecaru**

Vice-Rector, University Politehnica of Bucharest, Romania

**Stanislav Kmet**

Rector of the Technical University of Košice, Slovakia

**Jaume Carot**

Vice-Rector, University of the Balearic Islands, Spain

**Peter Värbrand**

Deputy Vice-Chancellor of the Linköping University, Sweden

**John Latham**

Vice-Chancellor of the Coventry University, United Kingdom

**António Fontainhas Fernandes**

Rector of the University of Trás-os-Montes and Alto Douro (UTAD); Portugal

**Karl Tombre**

Vice-President, European and International Strategy, Université de Lorraine, France

## **EUA HIGH-LEVEL GROUP ON BIG DEALS**

This high-level group works to strengthen the Open Access movement and improve transparency of costs and conditions of “big deals” with scientific publishers. It serves as a response to an increased strategic importance identified by university leadership on the costs of publishing and expenditure for access to research publications. It offers a platform for dialogue and sharing best practices.

## Annex 7: EUA member delegates in high-level EU committees

### EUROPEAN COMMISSION'S OPEN SCIENCE POLICY PLATFORM

**Norbert Lossau, EUA Representative**

Vice-President, University of Göttingen, Germany;  
Member of EUA Expert Group on Science 2.0/Open Science.

### EUROPEAN OPEN SCIENCE CLOUD (EOSC) EXECUTIVE BOARD

**Karel Luyben, Representative (EUA, ALLEA, CESAER)**

Rector Magnificus Emeritus, Delft University of Technology, the Netherlands;  
Member of EUA Expert Group on Science 2.0/Open Science.

### STRUCTURED DIALOGUE WITH EUROPEAN STRUCTURAL AND INVESTMENT FUNDS' PARTNERS GROUP OF EXPERTS

**Peter Haring Bolivar, EUA Representative**

Vice-President for Research, University of Siegen, Germany;  
Chair of EUA Expert Group on Research and Innovation Strategies for Smart Specialisation.

**Ray O'Neill, EUA Representative, alternate**

Vice-President for Innovation, National University of Ireland Maynooth, Ireland;  
Vice-chair of EUA Expert Group on Research and Innovation Strategies for Smart Specialisation.

### EUROPEAN COMMISSION'S HIGH-LEVEL EXPERT GROUP ON ARTIFICIAL INTELLIGENCE

**Thomas Metzinger, EUA Representative**

Professor of theoretical philosophy, Johannes Gutenberg University of Mainz, Germany;  
Observer in EUA Task Force on Research Ethics and Integrity (2019).

### HIGHER EDUCATION WORKING GROUP "MAKING MOBILITY A REALITY FOR ALL"

**Geneviève Cochez, EUA Representative**

Erasmus+ Institutional Coordinator, Ghent University, Belgium

*(As of December 2018)*

The European University Association (EUA) is the representative organisation of universities and national rectors' conferences in 48 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 voice of European universities is heard wherever decisions are being taken that will impact 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, websites and publications.