

2003

Annual Report 2003

European University Association



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Foreword from the President



During the course of 2003, EUA has succeeded in becoming the strong association that its founders in Salamanca hoped for when they created it in early 2001.

EUA has demonstrated that universities are on the map:

- Through the collective actions and input of all members leading up to the Graz Declaration, as adopted in July 2003. The Declaration sets out a long-term vision for our universities and had a major impact on the Berlin Communiqué that now clearly recognises for the first time the role of the universities in assuring the long-term success and sustainability of the Bologna reforms. EUA's success in persuading policy makers is particularly evident in relation to the link now established between teaching and research and to the statements made on the responsibility of the different actors for quality assurance. Thus the Communiqué:
 - Includes a new Bologna Action Line linking the European Higher Education and Research Areas as a means of strengthening Europe's research capacity and improving the quality and attractiveness of European higher education. The Graz discussions were crucial in arguing that this can only be done by maintaining the integral link between teaching and research, strengthening universities in their efforts to ensure that all graduates have been exposed to research-based teaching and ensuring that the highest quality of training is offered to young researchers;
 - States for the first time that the primary responsibility for quality assurance lies with each university thus reflecting the views that universities expressed in Graz where EUA members proposed a coherent policy for the introduction of a European dimension to quality assurance based on the principle that universities are responsible for developing internal quality cultures and that next steps at European level must involve all stakeholders in the process.
- By promoting debate and articulating a European-wide consensus on behalf of its members in its response to the EC Commission's Communication on *The Role of the universities in the Europe of Knowledge* that highlights the essential role of the universities at the centre of this process.

EUA has worked to strengthen and diversify its services to members:

- By organising 2 major conferences (Bristol, Cluj) in addition to the Graz Convention, by intensifying its tried and tested Institutional Evaluation Programme that carried out 25 institutional audits over the year and by offering a new series of workshops entitled "Managing the University Community."
- By demonstrating the benefits to all from working together in pilot projects that serve to develop expertise by networking universities from across Europe to learn from each other on important issues (in 2003 these included projects on joint degrees, Quality Culture, ECTS/DS, the mapping of social sciences and humanities and most recently the launch of a project on doctoral programmes). Experience has shown that working together promotes mutual learning among the individual universities that take part (over 300 EUA members were involved in the last year) while at the same time allowing the Association to acquire a collective expertise that it can bring back into the policy arena.
- By making a considerable effort to increase its visibility and improve its communication in the course of 2003 through the successful launch of its new website and a range of related services.

Finally, the Association continued to attract new members in 2003: 44 universities from 25 countries bringing the total number of members to 692.

2003 has seen the role of the universities increasingly recognised in the debate on the future growth and prosperity of Europe. In 2004 EUA will work to consolidate the progress made and to intensify its efforts to strengthen universities all across Europe in order to ensure that EUA and its members are able to live up to this challenge.

A handwritten signature in black ink, appearing to read 'E. Froment'.

Eric Froment

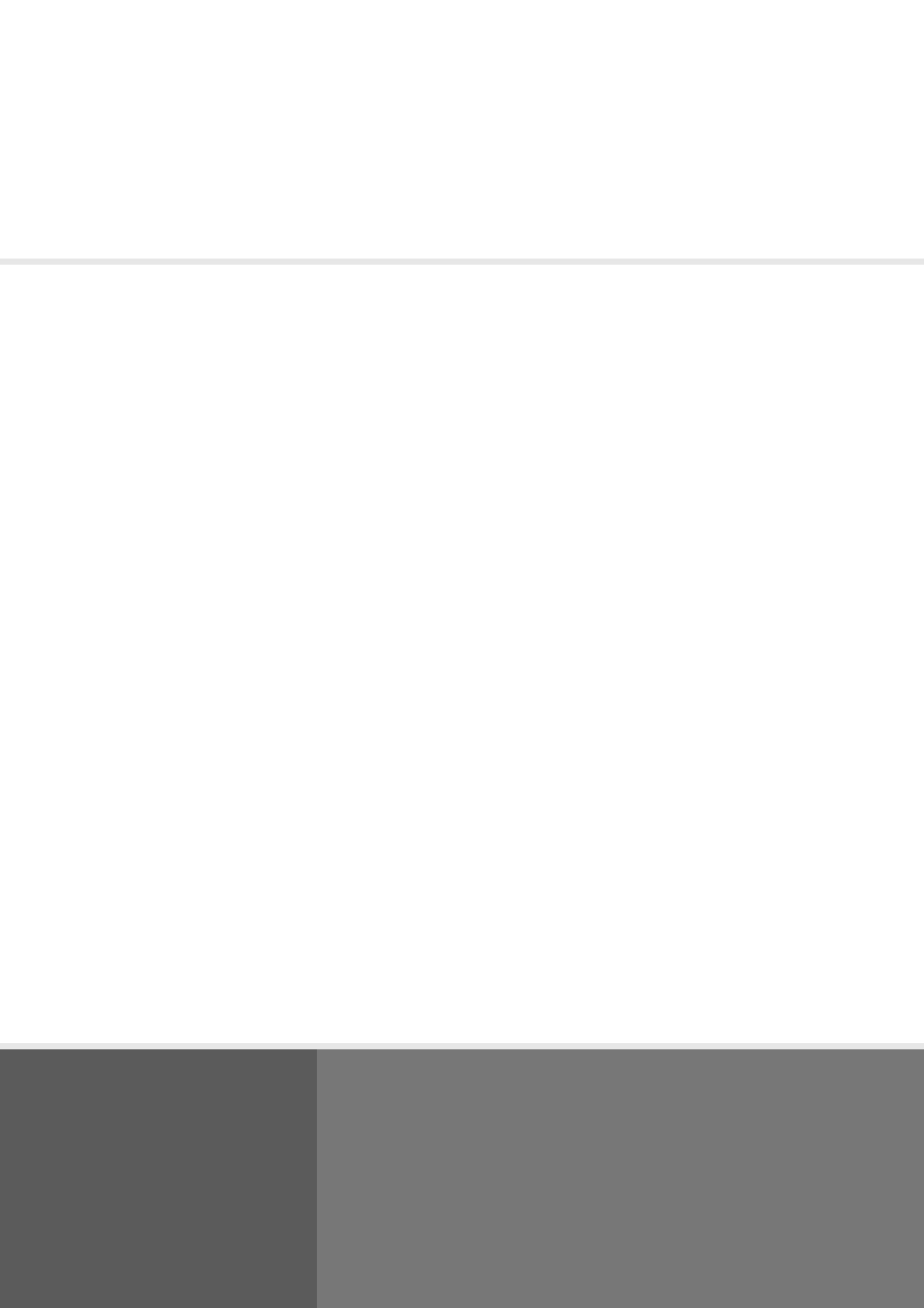


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1

Promoting universities in Europe

DEVELOPING A EUROPEAN SYSTEM OF HIGHER EDUCATION AND RESEARCH

EUA's activities in 2003 focused on contributing to the next phase of the Bologna process and in particular on persuading policy makers of the importance of linking efforts underway in different contexts to create a European Higher Education Area (EHEA) and a European Research Area (ERA). It is essential for universities to link these areas given their teaching and research mission which puts them at the centre of both processes. At the Ministers meeting in Berlin, EUA discussed the next phase of the Bologna process by presenting both the third TRENDS Report entitled Trends 2003: Progress Towards the European Higher Education Area (TRENDS III) as well as broader policy recommendations outlined in the Graz Declaration. As the representative of the universities in the official Bologna follow-up structures, EUA also continued to gain a wider responsibility in ensuring that the concerns of its member universities are understood by national policy makers. This involved taking part in an intensive round of meetings under the Greek and Italian Presidencies leading up to the Berlin Ministerial meeting.

The wording of the Berlin Communiqué shows that these objectives have been met. The Communiqué recognises the key role of the universities in making the Bologna reforms sustainable, underlines the institutions' primordial role in promoting quality and includes a new Action Line linking the EHEA and ERA.

The Graz Convention

The Graz Declaration was the outcome of fifteen months of intensive discussions that culminated in the organisation of the 2nd Convention of European Higher Education Institutions, hosted by the three Graz universities from 28-30 May 2003. Some 600 university leaders, students, policy makers and other partners attended this event. Discussions were based on knowledge gained from the TRENDS III analysis and upon expertise gained through working together with members in different projects such as those which focused on ECTS, Quality Culture and Joint Masters. The Graz Declaration, prepared by the General Rapporteur, Professor Christina Ullenius, was formally adopted by the EUA Council on 4th July 2003.

The Declaration seeks to provide a long-term vision for our universities and to express our own priorities for the next phase of the Bologna process. It goes beyond the specific Bologna Action Lines to look at the wider spectrum of European universities in a global context. It sets out how Europe's universities see their role in the future, identifies priorities for action and stipulates what action we expect of governments and what we need to do ourselves to ensure that universities remain central to the development of European society.

Particular importance is attached to:

- maintaining universities as a public responsibility;
- consolidating research as an integral part of higher education;
- improving academic quality by building strong institutions;
- furthering mobility and the social dimension;
- developing a European policy framework for quality assurance, and
- pushing forward the Bologna process.

The Graz Declaration also provides the basis for the preparation of EUA's 2nd Action Plan for 2004/2005.

Trends 2003: Progress Towards the European Higher Education Area

With TRENDS III, EUA decided to widen its scope of reporting on the Bologna process by focusing not only on changes in learning structures in Europe (as had been the case for TRENDS I and II, prepared for the Bologna and Prague Conferences respectively), but for the first time to analyse and compare developments from the point of view of all the major actors in the process: governments, national Rectors' Conferences, higher education institutions and students. This decision was taken in order to underline the growing importance of the full support and involvement of higher education institutions and students in the implementation of the process. The enthusiastic response of institutions to the questionnaires sent out confirmed the validity of this approach and enabled the authors, Sybille Reichert and Christian Tauch, to highlight and compare institutional views in relation to those of the other players.

The authors conclude that Europe's universities stand firmly behind the Bologna process and that much has been achieved since 1999. At the same time, TRENDS III points out that in order to ensure sustainable reform it will be important to allow enough time for institutions to transform legislative changes into meaningful academic aims and institutional realities. A particular challenge for the next phase of the process will be to ensure that Bologna finds support not only among institutional leaders, but also to encourage staff and students to subscribe to its aims and implement the different objectives. This requires that the Bologna reforms are integrated into the core functions of the academic staff responsible for teaching and research, and also become everyday reality for administrative staff and for students. It also means that the Bologna reforms should not be pushed forward at the expense of other urgent innovations and reforms that EUA believes need to be considered as a whole at institutional level.

EUA intends to follow up these questions in the further monitoring of the Bologna process in 2004 and also to offer support to its member institutions in translating these reforms into their own institutional realities. These will be among the EUA's key objectives as the Association also moves forward into the next phase of the process.

1

Quality assurance policy

Quality assurance is a major issue in the Bologna process, and its importance is increasing. Based on the belief that institutional autonomy creates and requires responsibility and that universities are responsible for developing their own internal quality cultures, EUA has become increasingly involved in the debate on the development of a European dimension to quality and quality assurance in the course of 2003.

EUA's goal is to place the universities at the heart of this debate. The Graz Convention was an important turning point in this process. It enabled the Association both to underline the essential responsibility of institutions in promoting and maintaining quality and to reach consensus on a code of principles underlining that quality assurance procedures for Europe must promote academic and organisational quality, respect institutional autonomy, develop internal quality cultures, be cost effective, include evaluation of the quality assurance agencies, minimise bureaucracy and cost, and avoid over regulation.

The Berlin Communiqué responds to EUA's concerns by recognising for the first time the role of universities in maintaining and promoting quality. The Communiqué also invites EUA, together with ESIB and EURASHE, to work together in a European partnership led by the European network for Quality Assurance (ENQA) with a mandate to: develop an agreed set of standards, procedures and guidelines on quality assurance, and to explore ways of ensuring an adequate peer-review system for quality assurance agencies and bodies. This group has been asked to report back to the next Bologna Ministers meeting that will be held in Bergen, in May 2005. Given the importance of this work for universities across Europe, EUA has established a Quality Working Group to prepare EUA's contribution. EUA will work to ensure that stakeholders in individual universities are represented in whatever arrangements finally emerge at European level and that academic values are respected in any broad agreement reached on a European quality assurance framework.

EUA policy positions are given legitimacy through the expertise and experience that the Association has developed via its long standing Institutional Evaluation Programme and the more recent Quality Culture project that is now running in its second year. EUA is a member of the ENQA Steering Committee and also works to ensure that the European debate is placed in a global context through its involvement in activities taking place at international level, in particular as a member of the CHEA International Commission or the International Network of Quality Assurance Agencies in Higher Education (INQAAHI). EUA is also represented on the Irish University Quality Board (IUQB), has proposed two members of the French Comité National d'Évaluation (CNE) and participates actively in global policy fora, such as those organised by UNESCO and OECD.

Research policy

EUA is increasingly involved on behalf of its members in discussions on research issues at European level, in particular concerning the role of universities in the European Research Area. As outlined in the Graz Declaration, EUA's goal is to ensure that the integral link between teaching and research remains central to European higher education, a defining feature of Europe's universities and that the full potential of the universities in the production of knowledge, its transmission, dissemination and utilisation in technological innovation is recognised. The decisions taken by the Ministers meeting in Berlin, to follow EUA's lead and include doctoral programmes as the third cycle in the Bologna process, as well as to add a new Bologna Action line linking the European Higher Education and Research Areas demonstrate progress made in 2003. As policy debate concentrates increasingly on the importance of investment in research and innovation for the sustainable development and competitiveness of European society, more and more attention is being paid to the crucial role of the universities as a partner in this process.

In 2003, the first of EUA's three annual conferences, organised together with the General Assembly from 28-30 March at the University of Bristol, focused on the role of the universities in the European Research Area. Structural questions were discussed as well as the role of the universities in the training of researchers and these debates contributed to the preparation of EUA's input to the European Commission's Communication on *The Role of the Universities in the Europe of Knowledge*. EUA's final submission to the European Commission drew attention to the need to strengthen the research function of universities and to consolidate the European dimension of their work if they are to play their full role in the 'Europe of Knowledge'. On the basis of this submission, EUA was closely involved in the second half of 2003 in the preparation of a major follow-up Conference entitled "A Vision for University Based Research and Innovation" that the European Commission is organising in Liège in April 2004.

Based upon the results of discussions in Bristol and the arguments developed in the response to the EC Communication, consensus was reached in Graz on the definition of policy priorities for the future as follows:

- to continue pressing the case for research-led teaching and learning and ensure that all graduates have been exposed to a research environment and to research-based training;
- to enhance European collaboration and increase mobility at the doctoral and post-doctoral levels;
- to improve career paths for young researchers and teachers; and
- to continue to pay particular attention to strengthening research and cooperation in the social sciences and humanities.

1

The question of the establishment of a European Research Council (ERC) became an increasingly important element of the debate in 2003 on the need for increased support to fundamental research. This led EUA in July to adopt a position on the ERC that underlines the importance of systematically involving universities, as research and research training institutions, and thus as important partners in the debate. EUA's policy paper sets out the preconditions for the successful establishment of an ERC as being the inclusion of all areas of research including humanities and social sciences, the availability of new funding and independence from both the European Commission and national authorities. EUA also draws attention to the need to address the issues of infrastructure and merit funding. While the latter is essential in order to support research of the highest quality, EUA draws attention to the need to ensure that stronger, research intensive universities would not be privileged to the detriment of others, by considering the introduction of parallel mechanisms to boost research capacity across the whole of Europe. The EUA's Research Working Group met three times in 2003 to prepare these different policy positions.

Another concern in 2003 was that of further developing cooperation with the European Industrial Research Management Association (EIRMA) and the Pan-European network of Technology Offices linked to Public Research Organisations and Universities (ProTon) in particular as part of preparations for a conference on collaborative R&D to be held in early 2004.

RELATIONS WITH PARTNERS

In carrying out its activities, EUA does not act alone. Developing and maintaining partnerships and establishing good working relationships with a wide range of local, regional, national, European and international partners, both governmental and non governmental, is essential to moving forward in all aspects of the Association's work.

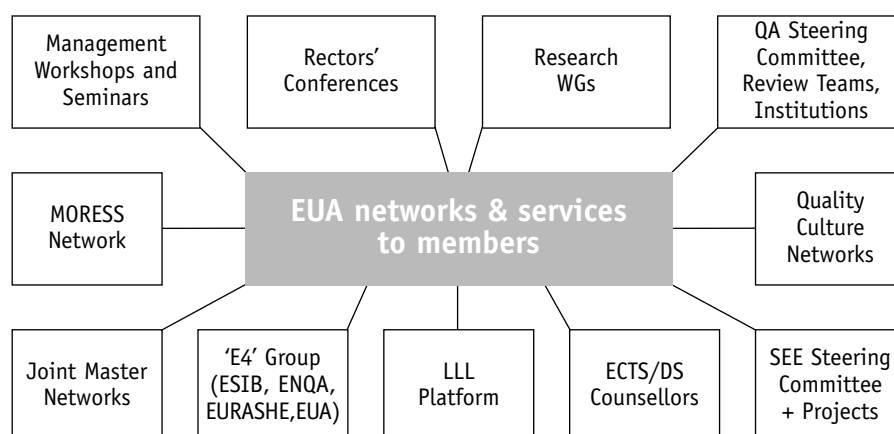
This means working together with other higher education associations, in particular EURASHE, as well as a wide variety of networks of universities representing different types of institutions and thematic interests. EUA also cooperates closely with ESIB, the National Unions of Students in Europe, building on the partnership agreement concluded in 2002. In 2003, EUA involved ESIB representatives in a wide range of activities and also started to build partnerships with organisations of young researchers, in particular EURODOC and the Marie Curie Fellowship Association. Across its activities, EUA works together with both governmental and inter-governmental partners, in particular the European Commission which finances a number of key activities, but also the Council of Europe, UNESCO and OECD.

The following diagrams attempt to map EUA's major partners according to the key areas of the Association's work.

EUA networks and main partners

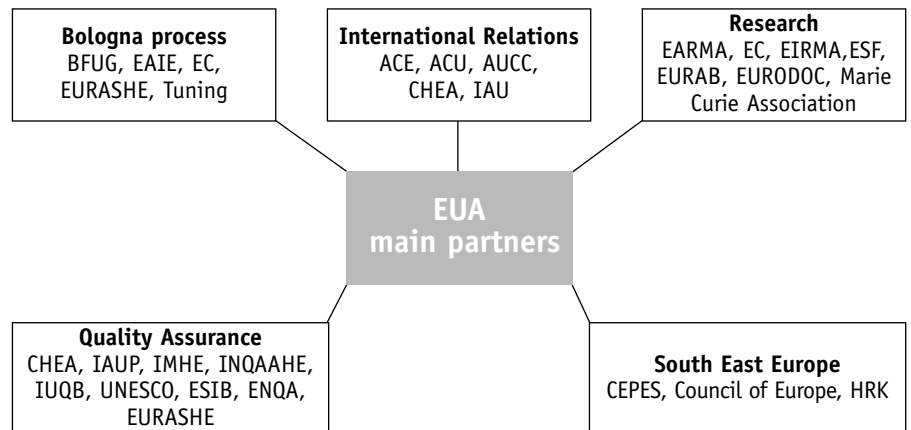
ECTS	European Credit Transfer System	QA	Quality Assurance
DS	Diploma Supplement	SEE	South East Europe
WG	EUA Research Working Group	MORESS	Social Sciences

(Networks are thematic, institutional, and geographic)



1

ACE	American Council on Education	ESF	European Science Foundation
ACU	Association of Commonwealth Universities	ESIB	National Unions of Students in Europe
AUCC	Association of Universities and Colleges of Canada	ESMU	European Centre for Strategic Management of Universities
BFUG	Bologna Follow-up Group	EURAB	European Research Advisory Board
CEPES	UNESCO's European Centre for Higher Education	HRK	German Rectors' Conference
CHEA	Council on Higher Education Accreditation	IAUP	International Association of University Presidents
CNE	Comité National d'Évaluation	IAU	International Association of Universities
EAIE	European Association for International Education	IMHE	Institutional Management in Higher Education programme
EARMA	European Association of Research Managers and Administrators	INQAAHE	International Network of Quality Assurance Agencies in Higher Education
EC	European Commission	IUQB	Irish Universities Quality Board
EIRMA	European Industrial Research Management Association		
ENQA	European Network for Quality Assurance in Higher Education		



Relations with the rest of the world

European and international inter-university cooperation is a historical feature of the academic community. In keeping with this tradition, EUA maintains strong relationships with sister associations outside Europe and participates in international events to ensure the representation of European universities. 2003 international activities included:

- Participation in a variety of international fora that enabled EUA to express the point of view of the European academic community: the International Commission of CHEA, IAU, the CERI/OECD international QA commission, and the UNESCO Global Forum
- Ongoing discussions with Latin American, Asian and Arab university associations to explore partnerships and exchange views on regional developments
- Co-sponsorship with the American Council on Education (ACE) of a Transatlantic Dialogue, which focused on "Higher education in a pluralist world" (Salzburg, June 2003)
- The planning of an international conference with the Association of Commonwealth Universities (ACU), hosted by the University of Torino (Italy), 3-6 June 2004. The conference, entitled "Charting the course between public service and commercialisation", will explore the implications of the new higher education environment in terms of academic policies and values.
- Finally, in 2003 EUA continued to monitor discussions on the further inclusion of higher education in the current GATS (General Agreement on Trade in Services) round. Through an on-going dialogue with the signatories of the Joint Declaration (September 2001), IAU and ESIB, and its active presence in any global forum addressing this issue, EUA follows international developments closely to be ready to alert its members of any major developments.

2

Strengthening our members and promoting partnerships

Multiple and conflicting pressure on higher education institutions is increasing. In this context, EUA seeks to strengthen universities by providing a range of activities to members aimed at promoting institutional improvement and capacity for change, improving administrative and strategic skills, developing leadership and implementing the Bologna process. EUA activities are characterised by an approach that relies on peer-to-peer learning. As a pan-European association that represents a variety of institutions in a diversity of national settings, EUA is uniquely placed to bring together institutional leaders for a productive exchange of views.

INSTITUTIONAL DEVELOPMENT

EUA actively monitor trends in higher education both in Europe and internationally to ensure that our institutional development activities are continually updated and relevant to participants. Current trends informing our activities include:

- The Bologna process and its set of reforms.
- Increased internationalisation and the accelerated globalisation process requiring universities to clarify their mission and objectives.
- The rising expectations of society that universities should harmoniously balance their three core functions: research, teaching, and service to society.
- The constraints in public funding and the need for universities to diversify their funding sources without losing their sense of public mission.
- Demands for greater accountability.

All membership services are overseen by committees composed of respected senior university leaders. The EUA Secretariat works closely with these committees as well as with the EUA Board and Council to develop activities that meet the evolving needs of members in an integrated and coherent manner. Specifically, these activities are geared to developing institutional autonomy and quality and contribute to the convergence goals of the Bologna process.

The Institutional Evaluation Programme

The Institutional Evaluation Programme examines the institutions' capacity for change, their ability to develop and implement a strategic plan and the robustness of their internal quality arrangements. The evaluations are characterised by a dynamic and context-sensitive approach, and avoid recourse to universal criteria and standard recipes.

2003 marked a year of stocktaking and change. In 2001, the Institutional Evaluation Programme had been evaluated by a distinguished international panel of external experts. The results of this evaluation prompted the Steering Committee to take several initiatives:

Quality Assurance Steering Committee

Henrik-Toft Jensen (chairman), University of Roskilde, Denmark
Alberto Amaral (vice chairman), University of Porto, Portugal
Hélène Lamicq, Université Paris 12 – Val de Marne, France
Andras Rona-Tas, Hungarian Accreditation Committee
Airi Rovio-Johansson, Göteborg University, Sweden
Don Westerheijden, CHEPS, University of Twente, The Netherlands
Klaus Dieter Wolff, University of Bayreuth, Germany
John Kelly, UCD, National University of Ireland, Dublin, Ireland

- It commissioned an analysis of the most frequently asked questions by evaluation teams. The result of this analysis, authored by Stefanie Hofmann (then at HRK), will be disseminated.
- The Evaluation Guidelines were reviewed carefully by the whole pool of experts and many sections were augmented or rewritten. Results from the Quality Culture project were integrated in the Guidelines where appropriate.
- While evaluations are focused on an institution as a whole, this year it became possible for a university to select a special focus such as: research management, student support services, internationalisation policies, implementing Bologna, working with stakeholders, governance structures, articulation between the centre and the faculties, and looking at specific faculties.
- EUA continues to offer, on demand, a follow-up evaluation which is generally requested within a couple of years after the initial evaluation. In addition, EUA now offers the possibility for an immediate follow-up, should a university wish to have one or two experts at its disposal for implementing a specific action line.
- An alumni forum of institutions that have participated in the programme was launched. The first Alumni forum was convened in March 2003 and the second in October 2003. Participants endorsed enthusiastically this opportunity to meet and discuss quality issues. The success of these alumni meetings has prompted EUA to hold them twice a year.

Workshops and Seminars

Workshops and seminars are geared at improving institutional performance and leadership skills. The annual Management Seminar, co-sponsored with IMHE/OECD, took place in Edinburgh and included 25 participants from 19 countries. This five-day residential seminar is designed for heads of institutions wishing to deepen their knowledge of university management in the European and international contexts. Its main aims are:

- To explore the role of executive heads in terms of leadership style and personal effectiveness in policy development and implementation
- To develop skills in institutional diagnosis, mission setting and strategic policy formation in the context of recent higher education trends
- To provide a forum for discussing issues of change management
- To offer participants the opportunity to view their institution in a wider comparative context
- To give participants the opportunity to develop relationships with their peers from other countries

Institutional Evaluation Programme: Participating Universities 2003

Tbilisi State Medical University, Georgia

Uludag University, Turkey

Université Marne la Vallée, France

Technical University of Varna, Bulgaria

University of Agricultural Science and Veterinary Medicine, Cluj, Romania

Sts. Kiril and Methodij University, Skopje, Macedonia

University St Kliment Ohridski, Bitola, Macedonia

2

ECTS/DS National Coordinators

- Maria Edlinger, Technische Universität Graz, Austria
- Karel Van Liempt, Universiteit Antwerpen, Belgium (Flanders)
- Yves Van Haverbeke, Université de Mons-Hainaut, Belgium (Wallonia)
- Nicolai Christov, Technical University of Sofia, Bulgaria
- Andreas Malloupas, University of Cyprus, Cyprus
- Jan Honzik, Brno University of Technology, Czech Republic
- Poul Bonde, Aarhus Universitet, Denmark
- Volli Kalm, University of Tartu, Estonia
- Heikki Pekkarinen, University of Kuopio, Finland
- Martine Froissart, Ecole Supérieure de Commerce de Lille, France
- Volker Gehmlich, Fachhochschule Osnabrück, Germany
- Katerina Galanaki-Spiliotopoulos, Athens University of Economics and Business, Greece
- Laszlo Kiss, University of Debrecen, Hungary
- Gisli Fannberg, University of Iceland, Iceland
- Danny Brennan, Letterkenny Institute of Technology, Ireland
- Maria Sticchi-Damiani, LUISS Guido Carli, Italy
- Mara Jure, Riga Technical University, Latvia

In the latter half of 2003, EUA developed a workshop series on "Managing the University Community". The first series, offered with EQUIS/efmd, explored in depth the issue of staff management and human resources policies. Each workshop lasts 24 hours. The first instalment was geared at rectors, while the second one (February 2004), was geared at senior managers in charge of staff management. Both workshops proved to be a great success.

The major advantages of this format are its short length, its tight focus and the opportunity to work with both the rectors and the next senior level in the hierarchy. EUA plans to continue this format and will offer in 2004, with IMHE/OECD, a two-workshop series on research management. The first one will target rectors and the second will target research managers.

The European Credit Transfer and Accumulation System (ECTS)/Diploma Supplement (DS) Programme

Since September 2001, EUA has been monitoring the implementation of ECTS in Europe. With funding from the Socrates programme, the Association manages and trains a team of 90 Counsellors from 30 different European countries. EUA also coordinates the activities of the Counsellors who advise higher education institutions on the introduction and implementation of ECTS and the Diploma Supplement both at national and European levels in the framework of Helpline services and institutional site visits.

In 2003, EUA organised 45 site visits in 21 European countries. On the basis of a self-evaluation exercise carried out by the institutions, the visit allowed the Counsellors to assess the use of the ECTS key documents (Information Package/Course Catalogue, Learning Agreement, Transcript of Records) and the design of the Diploma Supplement (DS). As a result of the assessment exercise, the institutions received specific recommendations on how to better implement ECTS and the DS. The Counsellors also advised on the development of ECTS into an accumulation system in a lifelong learning perspective, and its potential to induce and facilitate curricular reform.

Three national coordinators' meetings were organised by EUA as discussion fora on ongoing projects, activities and developments related to ECTS. Topics on the agenda in 2003 included the link between credits and levels, the role of ECTS in the development of joint degrees, the possible introduction and use of ECTS at doctoral level, the ECTS grading scale, as well as ECTS and quality.

- Raimonda Markeviciene, Vilnius University, Lithuania
- Veronica Grech, University of Malta, Malta
- Robert Wagenaar, University of Groningen, The Netherlands
- George Francis, University of Bergen, Norway
- Maria Misiewicz, Uniwersytet Wroclawski, Poland
- Estela Pereira, Universidade de Aveiro, Portugal
- Henri Luchian, University "A.I. Cuza", Romania
- Jaroslava Staskova, Prešovská Univerzita, Slovakia
- Zarjan Fabjančič, Univerza v Ljubljani, Slovenia
- Julia Gonzalez, Universidad de Deusto, Spain
- Janerik Lundquist, Linköping Universitet, Sweden
- Antoinette Charon, Université de Lausanne, Switzerland
- Süheyda Atalay, Ege University, Turkey
- John Reilly, University of Kent at Canterbury, United Kingdom

The annual seminar for all ECTS/DS Counsellors was held at the University of Deusto, Spain, in July. It provided participants with a substantial update on Bologna issues and ECTS developments. EUA ensured that ECTS/DS Counsellors acquired a good knowledge of the challenges and ongoing developments linked to the implementation of the Bologna reform process at political and institutional levels in order to facilitate their work in presenting ECTS in the overall context of the restructuring of higher education systems in Europe.

The coordination and monitoring of national ECTS/DS Helpline activities was a new task for EUA in 2003. Helpline services to institutions range from information and advice given on the phone to assessment exercises and training seminars for academic and administrative staff. EUA encouraged promotion activities, strategic contacts and joint events with Ministries, Rectors' conferences, ENIC/NARIC networks, accreditation boards and councils in the framework of the Helplines' work.

Through its ECTS/DS project and the related promotion, information, evaluation and counselling activities carried out in its framework, EUA provides individual members with a concrete service in supporting them to better implement ECTS and the Diploma Supplement. This goes in line with the Association's work in pushing forward the Bologna, Prague and Berlin objectives with a strong focus on the enhancement of transparency and the improvement of academic recognition procedures across Europe.

In 2004, EUA will continue to coordinate ECTS/DS European institutional site visits and the activities of the national Helpline teams.

Higher Education in South East Europe

At the Ministerial Conference in Berlin in September 2003, all remaining countries from South East Europe (SEE) formally joined the Bologna process. This important landmark, which EUA had been working towards for several years, has raised levels of awareness and responsibility across the SEE region. The challenge is now to ensure full participation and reform.

Since 2000, EUA has co-chaired the HE working group of the SEE Stability Pact. The work of the Pact in the field of education has now been wound down and handed over to a regionally-based "Education Reform Initiative of South Eastern Europe", with greater ownership by the ministries of education across the region. Functional regional networks now exist at most levels, and while EUA remains an active player in the HE field, its direct involvement in these regional coordination structures has diminished.

2

During 2003, EUA conducted institutional evaluations of the Universities of Bitola and Skopje in FYR Macedonia, with generous co-funding from the German Rectors' Conference and the Open Society Institute. At the request of the seven universities in Bosnia-Herzegovina and the Higher Education Coordination Board, EUA also launched a coordinated programme in November to evaluate all the universities in that country, with a special focus on governance and management. The institutional evaluations in Bosnia-Herzegovina are the first phase in a two-year programme of support, sponsored by the Council of Europe and the European Commission. EUA also offered advice and support in the field of quality assurance in Kosovo, and was an active participant in a Tempus project for the institutional evaluation of the University of Montenegro.

Also in 2003, The Universities of Mostar Dzemal Bijedic (Bosnia-Herzegovina), Novi Sad (Serbia) and Rijeka (Croatia) participated in the first phase of the EUA Quality Culture project; with support from the Open Society Foundation and the Swiss Confederation. EUA continued to be a main partner in the UNESCO-CEPES regional project on university governance and management. This included contributing to site visits as well as a high profile conference in Bucharest that was instrumental in leading to the inclusion of the entire SEE region in the Bologna Process.

At the request of the Universities of Kosovska Mitrovica and Prishtina and the Ministry of Education and Science in Kosovo, and in cooperation with the Magna Charta Observatory and the Council of Europe, EUA provided advice and expertise regarding the drafting and revision of statutes for these two universities.

Through ESIB, EUA developed closer links with student organisations across the region, and has contributed to raising awareness among the student leaders in a number of countries on HE issues.

PROMOTING PARTNERSHIPS

EUA is only able to become the voice for universities in Europe if universities are interested in working together. At a period when higher education is in a state of rapid and constant evolution, and when universities are required to respond to needs at local, regional, national, European and international level, it is crucial to develop partnerships and optimise the experience of mutual learning. EUA's work programme is underpinned by this philosophy of partnership, and projects relevant to the goals of EUA's action plan have therefore been developed to assist both the particular member institutions involved directly, and also the wider community of EUA members who are able to benefit from the project results. At the same time, these projects feed and enrich the policy ideas which EUA is able to take forward to European debate.

In particular in 2003, EUA developed three projects:

- The Quality Culture Project to help member institutions develop together a concept of quality culture;
- The Joint Masters Project to learn from the experience of innovative programmes working together across Europe;
- The MORESS project (Mapping of Research in European Social Sciences and Humanities), aiming to improve the infrastructure of information on research in social sciences and humanities.

Looking at Joint Masters programmes in Europe

Joint Masters programmes in Europe have been hailed as innovative examples of inter-university cooperation and as pillars of future European higher education development. With interest in joint master programmes increasing in Europe, and joint degrees seen as both a potential catalyst and prototype for the future European Higher Education Area, EUA felt that it would be particularly important for institutions and supporting organisations to base policy decisions upon concrete experience, to build upon successful practice, and to focus attention on the main challenges faced by such programmes. In addition, despite the positive discourse regarding joint degrees, EUA recognised that no information source on joint programmes existed, and little research into the real benefits and problems of such programmes had been undertaken. The EUA project therefore aimed to fill these important gaps.

Building upon the results of EUA's *Survey on Master Degrees and Joint Degrees in Europe* (2002) which highlighted considerable diversity of structures and definitions at master level as well as serious legal recognition difficulties for joint programmes, the Joint Masters Project was designed to gain an in-depth understanding of the actual operation of programmes.

Launched already in September 2002, the project selected 11 programmes to participate in a process of self-evaluation and research, internal development, and sharing of findings. The aim was to help existing networks improve the programme they are currently offering, while also eliciting relevant experience and recommended practice for institutional networks wishing to develop such programmes in the future.

The project focused in detail upon three main themes:

- Quality Assurance and Recognition
- Student Experience and Mobility
- Curriculum Integration and Sustainability

Joint Masters Project Steering Committee

Christina Ullenius, Karlstads Universitet, Sweden

Roger Downer, University of Limerick, Ireland

Jean Brihault, Université Rennes 2, France

Andrejs Rauhvargers, Latvian Rectors Conference

Adriano Pimpao, Universidade do Algarve, Portugal

Carmen Ruiz-Rivas, Universidad Autónoma de Madrid, Spain

Michael Brown, Liverpool John Moores University, United Kingdom

Jürgen Kohler, Ernst-Moritz-Arndt-Universität Greifswald, Germany

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In the early months of 2003, qualitative research was undertaken by a recent graduate of each programme. This involved conducting a series of semi-structured interviews with different actors related to the programme including students, professors, institutional leaders, employers and programme administrators.

At the same time as this qualitative research project was undertaken each programme organised an internal meeting open to administrators and academics from each institution participating in the network. The intention of these meetings was to provide network participants an opportunity for self-examination of practice regarding the project's three main themes.

Following the qualitative research, and internal network meetings, a meeting involving all networks and qualitative researchers was organised at the University of Deusto, Bilbao, in April 2003. The purpose of this meeting was to compare the findings of these two strands of project activity, to identify shared good practice, as well as to highlight features of the European higher education landscape which present common challenges and where solutions are required.

A first draft of the findings and results of the project was presented at the EUA conference on Joint Degrees, "Universities Working Together in Europe" at the Babes-Bolyai University in Cluj, 24-25 October 2003. This conference offered an opportunity for EUA members to share information and experience in developing collaborative work. The discussions also provided an opportunity for new perspectives to be taken into account before finalising the project report.

Joint Masters Project: Participating Institutions and networks

1. *European Urban Culture (POLIS, 1997)*
 - **University of Art & Design, Finland**
 - Vrije Universiteit Brussel, Belgium
 - Tilburg University, the Netherlands
 - Manchester Metropolitan University, UK
 - University of Strasbourg, France
 - University of Deusto, Spain
 - Rijksuniversiteit Groningen, the Netherlands
 - University of Udine, Italy
 - University of Edinburgh, UK
2. *European Construction Engineering (1991)*
 - **Coventry University, UK**
 - Politecnico di Bari, Italy
 - Universidad de Cantabria, Spain
 - Aalborg University, Denmark
 - Universidad Politécnica de Madrid, Spain
 - Universidade do Porto, Portugal
 - Fachhochschule Nordostniedersachsen, Germany
 - Universidad Politécnica de Valencia, Spain
3. *International Trade/European Integration (MA EITEI, 1994)*
 - **University of Antwerp, Belgium**
 - Vrije Universiteit Brussel, Belgium
 - Università degli Studi di Bari, Italy
 - Universidad de Cantabria, Spain
 - Staffordshire University – The Business School, UK
 - Prague University of Economics, Czech Republic
 - Université des Sciences et Technologies de Lille, France
4. *Euroculture (1998)*
 - **Ghent University, Belgium**
 - University of Uppsala, Sweden
 - University of Göttingen, Germany
5. *International Humanitarian Assistance (NOHA, 1993)*
 - **Universidad de Deusto, Spain**
 - Université Catholique de Louvain, Belgium
 - Université d'Aix-Marseille III, France
 - Universität Bochum, Germany
 - University College Dublin, Ireland
 - Rijksuniversiteit Groningen, the Netherlands
 - Uppsala University, Sweden
6. *International Management (CEMS, 1988)*
 - **Università Luigi Bocconi, Italy**
 - London School of Economics, UK
 - Stockholm School of Economics, Sweden
 - Universität St. Gallen, Switzerland
 - University College Dublin, Ireland
 - Norwegian School of Economics and Business Administration, Norway
 - Universität zu Köln, Germany
 - University of Economics, Prague, Czech Republic
 - Helsinki School of Economics and Business Administration, Finland
 - Budapest University of Economics & Public Administration, Hungary

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- ESADE, Spain
 - Warsaw School of Economics (SGH), Poland
 - Copenhagen Business School, Denmark
 - Wirtschaftsuniversität Wien, Austria
 - Université Catholique de Louvain, Belgium
 - Erasmus Universiteit Rotterdam, the Netherlands
 - HEC, France
7. *Interdisciplinary Law/Economics (EMLE, 1990)*
- **Erasmus University Rotterdam, the Netherland**
 - Université de Droit, d'Economie et des Sciences d'Aix – Marseille, France
 - University of California (Berkeley), USA
 - Università degli Studi di Bologna, Italy
 - Universiteit van Gent, Belgium
 - University of Haifa – Faculty of Law, Israel
 - Universität Hamburg, Germany
 - Linköping University, Sweden
 - Universidad Complutense de Madrid, Spain
 - University of Manchester, UK
 - Stockholm University, Sweden
 - Universität Wien, Austria
8. *Labour Studies (MEST, 1993)*
- **Université Catholique de Louvain, Belgium**
 - Université de Toulouse 1 Sciences Sociales, France
 - University of Warwick, UK
 - Universität Trier, Germany
- Università degli Studi de Firenze, Italy
 - Instituto Superior de Ciencias do Trabalho e da Empresa, Portugal
 - Universidad de Granada, Spain
 - Università degli Studi di Milano, Italy
 - London School of Economics and Political Sciences, UK
 - University College Dublin, Ireland
 - Universitat Autònoma de Barcelona, Spain
 - Universität Bremen, Germany
9. *International Health Tropical Medicine (tropEd, 1998)*
- **Humboldt-University, Germany**
 - Universiteit Antwerpen, Belgium
 - University of Copenhagen, Denmark
 - Université Victor Segalen Bordeaux 2, France
 - Università degli Studi di Brescia, Italy
 - University of Bergen, Norway
 - Universidade Nova de Lisboa, Portugal
 - Karolinska Institutet, Sweden
 - Universität Basel, Switzerland
 - Queen Margaret University, UK
10. *Water and Coastal Management (2003)*
- **University of Algarve, Portugal**
 - Universidad de Barcelona, Spain
 - Universidad De Cadiz, Spain
 - Université De La Méditerranée, France
 - University College Cork, Ireland
 - University of Bergen, Norway
 - Universidade Nova de Lisboa, Portugal
 - University of Gdansk, Poland
 - University of Wales, UK

-
- University of Westminster, UK
 - Royal Holloway, University of London, UK
 - University of Portsmouth, UK

11. Comparative European Social Studies (MACESS, 1994)

- Alice Salomon Fachhochschule, Germany
- University of North London, UK
- ELTE, University Budapest, Hungary
- University College Stavanger, Norway
- Maastricht University, the Netherlands
- University College St. Martin, UK
- Katholieke Hogeschool Kepmen, Belgium
- Hogeschool Zuyd, the Netherlands

* **Institutions in bold = Co-ordinators**

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The Mapping of Research in European Social Sciences and Humanities (MORESS)

The MORESS project (Mapping of Research in European Social Sciences and Humanities) was developed from a growing awareness that the role of research in social sciences and humanities is both undervalued and under-developed at European level. More than other disciplines, social sciences and humanities have tended to be restricted to a national context, and have been deeply affected by historical processes, taking divergent theoretical and conceptual paths.

The objectives not only of the European Higher Education and Research Areas but also of European development can only be achieved with a strong contribution from research in social sciences and humanities. At European level, the lack of systematic and comparable information poses major challenges if societies are to gain maximum benefit from social science and humanities research. Moreover the instruments of European programmes have not been designed to suit the particular strengths of social sciences and humanities. Where concentration of research effort may produce effective results for certain types of scientific pursuits, often the strength of social sciences and humanities comes through the diversity of perspectives and approaches with which they address issues. Instruments to promote such diversity are unfortunately lacking in Europe.

In Spring 2003, EUA therefore launched the ambitious MORESS project with partners in twenty-five countries and the support of DG Research to address the challenge of improving information on research in social science and humanities in Europe.

The primary objective of the project is to improve access in Europe to information on research in social sciences and humanities. One of the key tasks is to create an online catalogue of main national data sources of research in social sciences and humanities. Through bringing together multiple sources of information in Europe into an integrated structure, MORESS aims to provide a useful tool for researchers, and to enhance the future quality of European research.

The project has been deliberately launched at a time when Europe is expanding. Through focusing upon information sources, a secondary aim is to assist accession countries in developing social science research as a key instrument in the process of European integration and the consolidation of democratic values and practices.

MORESS Steering Committee

Louise Ackers, University of Leeds, United Kingdom

Peter van den Besselaar, NIWI-KNAW, The Netherlands

Lennart Brantgarde, Göteborg University (Swedish Social Science Data Service), Sweden

Karl Mueller, Wiener Institut für Sozialwissenschaftliche Dokumentation und Methodik (WISDOM), Austria

Annemarie Nase, Social Science Information Centre, Bonn, Germany

Françoise Thys-Clément, Université Libre de Bruxelles, Belgium

Son'a Szomolányi, Institute of Sociology, Slovak Academy of Sciences, Slovakia

Encarna Roca, University of Barcelona, Spain

MORESS partner institutions

Institution

- Social Science Information Centre, Bonn, Germany
- University of Vienna, Austria
- Université Libre de Bruxelles, Belgium
- National Accreditation and Evaluation Agency, Bulgaria
- Institute of Sociology, Academy of Sciences of the Czech Republic
- Danish Institute for Studies in Research and Research Policy, Denmark
- University of Barcelona, Spain
- Estonian Data Archives, Estonia
- Information Society Institute, University of Tampere, Finland
- Université Lumière Lyon 2, Institut des Sciences de l'Homme, France
- University of Athens, Greece
- Hungarian Academy of Sciences, Hungary
- University of Milan Bicocca, Italy
- Irish Research Council for the Humanities and Social Sciences, Ireland
- University of Latvia, Latvia
- Vilnius University, Lithuania
- Netherlands Institute for Scientific Information Services, the Netherlands
- Norwegian Institute for Studies in Research and Higher Education, Norway
- Universidade de Trás-os-Montes e Alto Douro, Portugal
- Centre for Social Studies/Central European University, Poland
- National School of Political Studies and Public Administration, Romania
- Göteborg University-Swedish Social Science Data Archives, Sweden
- Univerzita Komenského, Slovakia
- University of Ljubljana, Slovenia
- University of Leeds, United Kingdom

The operational goals for 2003 were developed at a meeting of the twenty-five national coordinators which was held on 12 May 2003 in Brussels. The meeting, chaired by EUA Vice President, Georg Winckler, established two short-term priorities to be accomplished with the assistance of a common questionnaire:

- 1) to explain commonly understood definitions of social sciences and humanities in each national context;
- 2) to identify main sources of data on social science and humanities research.

The Scientific Steering Committee convened in October 2003 to examine the findings of the national questionnaires, to agree upon a broad project definition of social sciences and humanities, and to define the multiple tasks for data cataloguing. As the key task for the first year of the project was to develop a prototype web-based catalogue tool, there was a need to agree upon a common framework that took into account differences in understanding social sciences and humanities.

The Social Science Information Centre in Bonn (IZ) is the main partner developing the web-based catalogue. Since October, the technical development has advanced very well, and an online catalogue is being tested. National coordinators are responsible both for gathering information on the main databases in their country, and for inputting and updating their data.

In the course of 2004, the MORESS online catalogue will be launched and its utility for researchers developed. Additionally, the project aims in its second year to explore a concept of "thematic mapping", examining how catalogued data can be used to respond to issues of crucial importance for European public policy.

Quality Culture for universities

The Quality Culture Project, funded by the Socrates Programme, with contributions from the Open Society Institute and the Norwegian Centre for International University Cooperation (SIU), has its origin in the EUA action plan 2001-2003 and Policy position paper on quality (EUA Council, September 2001). Both documents (i) emphasised that, in issues of quality assurance, the point of departure must be the universities' capacity for developing a robust internal quality culture and (ii) stressed that this capacity was integrally linked to institutional autonomy and public accountability.

The Quality Culture Project aimed at contributing to the development and embedding of a systematic and coherent quality culture in universities as well as to the general goals of the Bologna process through increased transparency and attractiveness of European higher education.

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Fifty institutions participated in this one-year project. They represented 29 countries that covered the geographical span of EUA membership, a spectrum of institutional size, types and “age”, organisational structures and cultures. They were grouped into six small networks working on the following themes: Research management, Implementing Bologna, Teaching and Learning, Student support services, International partnerships, Decision-making structures and communication flow.

The innovative and dynamic working method for this project is grounded in EUA’s philosophy and experience with the Management seminar and the Institutional Evaluation Programme. Participants were invited to conduct a SWOT analysis of their institution (i.e. analysis of Strengths, Weaknesses, Opportunities and Threats) and to develop action plans. Every work phase was discussed (i) in each participating institution to ensure the widest engagement possible of the community and (ii) within the networks to receive advice and to find inspiration from the activities of partner institutions. Thus, the successive small network meetings built on one another and generated good group dynamics that were maintained through sustained email exchanges within and across networks.

Based on the network reports, it is clear that the network discussions have been rich and useful and that participating institutions have demonstrated great enthusiasm and commitment to this project.

Networks identified the principles, goals and structures needed (e.g., the need to integrate student support services) and gaps in university provision (e.g., lack of central research management office, database of research capacity, benchmarking, staff development, internal and external communication strategy).

The conclusions point to the following issues:

- As a multi-faceted concept, quality is difficult to define and must be contextualised.
- Success factors for embedding effectively a quality culture include the centrality of institutional governance and leadership (vs. management) and the importance of strategic thinking. This implies that the central leadership must have the capacity to steer the institution in order to ensure consistency of standards and avoid replication of activities and services.
- A higher degree of institutional autonomy is associated with a definition of quality as excellence and the aspiration of participating at an international level. Less autonomous institutions have a narrow international perspective that is confined to accreditation and lead to a compliance-driven and less effective internal quality culture.
- A higher degree of institutional autonomy translates into a more mature and effective internal quality culture (i.e., a less bureaucratic approach, interest in improvement rather than in the mechanistic and controlling aspects of quality monitoring).

Quality Culture Project Steering Committee

Prof. Henrik Toft Jensen (Chair), Roskilde Universitetscenter, Denmark
Prof. Dionyssis Kladis, Secretary of Higher Education, Ministry of Education, Greece
Prof. Ferdinand Devinski, Comenius University in Bratislava, Slovakia
Prof. Dirk Van Damme, VLIR, Belgium
Prof. Johann Gerlach, Freie Universität Berlin, Germany
Prof. Luciano Modica, University of Pisa, Italy
Michel Mudry, ESEM, Université d’Orléans, France
Mads Asplin, ESIB

The project report is published on the EUA website. The networks have expressed great enthusiasm and interest in continuing to work together. They will have the opportunity to set up web-communities on the EUA website in order to continue their work, with the view of submitting short reports on the implementation of their action plans in a year's time and another set of reports within two years.

Round II

- An open call for Round II was circulated in autumn 2003. Forty institutions and higher education associations were selected to take part in this project and invited to focus on the following themes: Research management and academic career management, Implementing Bologna reforms, Student support services, Teaching and learning, Internal programme evaluations, Collaborative partnerships (universities and other types of higher education institutions). Results from the project will be available in the first part of 2005.

Round III

- If Socrates Programme funding is granted, Round III will be launched in 2004.

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Quality culture project: participating institutions

Theme 1: Research Management

1. **Bogazici University,**
Prof. Öktem Vardar
2. University of Bucharest
3. University of Udine
4. University of Thessaloniki
5. University of Zilina
6. Rovira i Virgili University

Theme 2: Teaching and Learning

1. **Leeds Metropolitan University,**
Ms Clare Stoney
2. Aalborg University
3. University of Ljubljana
4. Babes-Bolyai University
5. University of Latvia
6. Warsaw Technical University
7. University of Hamburg
8. *Azerbaijan State Economic University*
9. *Tbilisi State Medical University*

Theme 3: Students Support Services

1. **University of Padova,**
Prof. Luciano Arcuri
2. Universitat Autònoma de Barcelona
3. London Metropolitan University
4. University College Dublin
5. Université Claude Bernard Lyon 1
6. Hochschule Brandenburg
7. Viborg National Institution for Social Education
8. University of Debrecen
9. *Novosibirsk State Technical University*

Theme 4: Implementing Bologna

1. **University of Greifswald,**
Prof. Jürgen Kohler
2. University de Aveiro
3. University of Tampere
4. KU Leuven
5. Uludag University
6. University of Cyprus
7. University of Rome "Tor Vergata"
8. *University "Dzemail Bijedic" of Mostar*

Theme 5: Collaborative Arrangements

1. **University of Bergen,**
Mr Jan Petter Myklebust
2. University of West Bohemia
3. University of Pitesti
4. University of Economics Bratislava
5. University of Economics in Katowice
6. Brunel University
7. Technische Universität Braunschweig
8. *Belarus National Technical University*
9. *University of Rijeka*

Theme 6: Communication Flow and Decision-Making Structures

1. **Vilnius University, Dr Birute Pociute**
2. Technical University of Valencia
3. University of Porto
4. Yildiz Technical University
5. University of Tartu
6. Technical University Lodz
7. Lille Graduate School of Management
8. *University of Novi Sad*

* **Institutions in bold = Co-ordinators**

** *Institutions in italics = non-Socrates institutions*

INFORMING THE UNIVERSITY COMMUNITY

2003 was a consolidation year for EUA in many respects including its communication strategy. An increasing number of members (692 in 2003) as well as an ever-wider variety of languages, cultures and profiles within the universities make the definition of any communications policy a considerable challenge.

EUA developed a two-fold strategy:

- Making sure that, in parallel with the development of the Association, all members are kept involved and informed whether they are located in Galway or in St. Petersburg, in Deusto or in Upsala.
- Raising our profile in the field of higher education and research in order to be recognised as the representative of European universities by all actors in the field, such as national ministries, European commissioners, members of the European Parliament, other organisations and the press.

Disseminating our expertise across Europe

One of EUA's main activities was to keep direct relationships with our members by participating in national and international events (over 250 in 2003 in 40 countries). Members of the Board and the secretariat were present in events organised by national organisations (EUA collective members), international fora, e.g. EU presidency events and the EAIE annual conference, as well as by individual members. The majority of presentations made concentrated on the Bologna process, quality assurance, research, and specific projects such as the Joint Masters Project. A full list is available in Annex 2.

EUA also organised three major events in 2003:

- A conference on research at the University of Bristol, UK (28-29 March)
- A conference on Joint Degrees at the Cluj Babes-Bolyai University, Romania (25-26 October)
- The convention of Higher Education institutions in Graz, Austria (28-30 May)

Both conferences attracted over 300 participants, mostly established members of EUA but also some potential members, which led to an increase in EUA's international visibility. While a good spread of members from all countries participated at each event, it should also be noted that the regional impact of such events was significant. The conferences attracted national political figures, organisations and higher education institutions thus raising an interest in EUA and its activities. They also all benefited from excellent national media coverage (press, TV and radio). Since the conference in Cluj, such events are coupled with a meeting between the universities of the country and members of the Board and the secretariat in order to inform them about EUA's

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latest activities and discuss any policy priority they may have. It is a way of sustaining relationships with members but also to introduce EUA to universities that are not already involved in the Association's activities.

The convention of higher education successfully attracted over 600 people from a variety of institutions and organisations. The conventions are now recognised as the main forum to debate and build a common position for the whole of the sector prior to the biannual Ministers' meeting on progress made in the Bologna process.

Bologna promoters

Following discussion at the 2002 General Assembly, EUA established a small group of "Bologna Promoters" with the support of national Rectors' Conferences and the Swiss Confederation. The purpose of this group was to help EUA respond to increased demand from its members and other networks for information regarding the Bologna process, and to ensure greater coherence regarding such information within the HE community.

During 2003, this group operated on an informal basis, enabling EUA to contribute to a variety of conferences, seminars and workshops across many corners of Europe. Requests came from very diverse sets of EUA members and academic networks, and increasingly focused on issues connected with students and the student experience. These included topics such as recruitment, guidance, learning outcomes and flexible learning, as well as updates on the Bologna process linked to the Trends III report.

Information and communications services

The most efficient and cost-effective tool to sustain and strengthen the relationships with our members is the new website which has been developed to meet our specific needs, i.e. it allows us to publish timely information and distinguish between information disseminated to the general public and information available exclusively for members. At the end of 2002, paralleling the rapid development of the Association as a whole, it became clear that the creation of a new website was necessary. Considerable effort from the whole Secretariat was necessary to achieve the goal of a functioning new website as well as a new integrated database to replace the various existing tools (in Geneva and Brussels). The new site allows members to benefit from the following services:

- Up to date information on the Association's activities
- Virtual communities to access documentation linked with specific projects, e.g. ECTS and Quality Culture, or with a meeting, e.g. the Board & Council meetings and the General Assembly
- An online conference management tool to facilitate the organisation of events as well as to keep track of member participation
- An online directory with full details of all members, updated daily

The number of visitors to the website has increased by 50% over 2003. The first results of the new website have been extremely promising and it will remain the foundation for EUA's communications strategy in the years to come, not only as a practical tool for EUA to sustain relationships with members and partners but also as the main resource centre for information on higher education and research policies at European level.

More than 40 EUA news items were sent in 2003 to all members (rectors, heads of research, international relations, public relations and administration for individual members, secretary general and president for the collective and affiliate members, as well as anyone registered in the database), partners and the press. Based on the new website IT environment, an EUA newsletter was launched at the end of 2003. Since then, it has been sent regularly to the same audience and contains a summary of any news published on the website in the latest two weeks. This allows anyone interested in our activities to receive a regular overview. It also allows us to advertise EUA events and services to members. The EUA research newsletter targeted to the heads of research at member institutions is sent monthly and is now part of the new research community.

EUA published the following reports and studies in 2003:

- *Graz Declaration 2003 – Forward from Berlin: the Role of the Universities*
- *Trends 2003: Progress towards the European Higher Education Area*
- *Annual report 2002*

Final reports of projects and the press releases issued for all EUA events are available on the EUA website in the 'Documents' section (www.eua.be). Official EUA statements and declarations are reproduced in the annex of this report.

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Organisation

MEMBERSHIP

New members in 2003

Full individual members

- **Azerbaijan**
National Academy of Aviation, Baku
- **Bosnia & Herzegovina**
University of Srpsko Sarajevo
- **Bulgaria**
Konstantin Preslavsky University of Shumen
Technical University of Varna
Varna Free University
- **Croatia**
University of Zadar
- **Czech Republic**
Czech University of Agriculture, Prague
- **Estonia**
Tallinn Technical University
- **France**
Ecole Normale Supérieure de Cachan
Institut d'Etudes Politiques de Paris
Institut National Polytechnique de Grenoble
Institut National Polytechnique de Toulouse
Université de Brest-Bretagne occidentale
Université de Poitiers
Université du Havre
Université de Tours
- **FYROM**
University St.Kliment Ohridski, Bitola
- **Germany**
Europa-Universität Viadrina
- **Greece**
University of Thessaly
- **Hungary**
University of Miskolc
- **Latvia**
Kaunas University of Medicine
- **Moldova**
Academy of Economic Studies of Moldova, Chisinau
- **Poland**
Cracow University of Economics
- **Portugal**
Universidade de Trás-os-Montes e Alto Douro, Vila Real
- **Romania**
Technical University of Cluj-Napoca
- **Russia**
Ivanovo State University
State University-Higher School of Economics, Moscow
- **Slovak Republic**
Slovak Medical University, Bratislava
- **Spain**
Universidad Rey Juan Carlos, Madrid
- **Turkey**
Mersin University
Ege University, Izmir
- **Ukraine**
National Metallurgical Academy of Ukraine, Dnipropetrovsk
- **United Kingdom**
Cranfield University
Robert Gordon University, Aberdeen
University of Salford

Associate individual members

- **Bosnia & Herzegovina**
University of Bihac
- **Croatia**

University of Practical Sciences in Split/VEST

- **Hungary**
Széchenyi István University, Győr
- **Italy**
Università Carlo Cattaneo, Castellanza
Università delle Valle d'Aosta
- **Turkey**
Isik University, Istanbul

Admission affiliate members

- **Croatia**
Inter-University Centre, Dubrovnik
- **France**
Polytechnicum de Marne la Vallée
- **Romania**
Black Sea Universities Network,
Constantza

Resignations in 2003

Full individual members

- **France**
Université Blaise Pascal Clermont-Ferrand
- **Germany**
Universität Mannheim
Universität Rostock
Universität Trier
Universität Ulm
Universität Weimar
Westfälische Wilhelms Universität,
Münster

- **Serbia & Montenegro**
University of Arts, Beograd
- **United Kingdom**
Northumbria University
The Queen's University of Belfast
University of Bradford
University of York

Associate individual members

- **Italy**
Università Carlo Cattaneo, Castellanza
04.11.03

Affiliate members

- **Belgium**
European Universities Continuing
Education Network, EUCEN

Readhesion in 2003

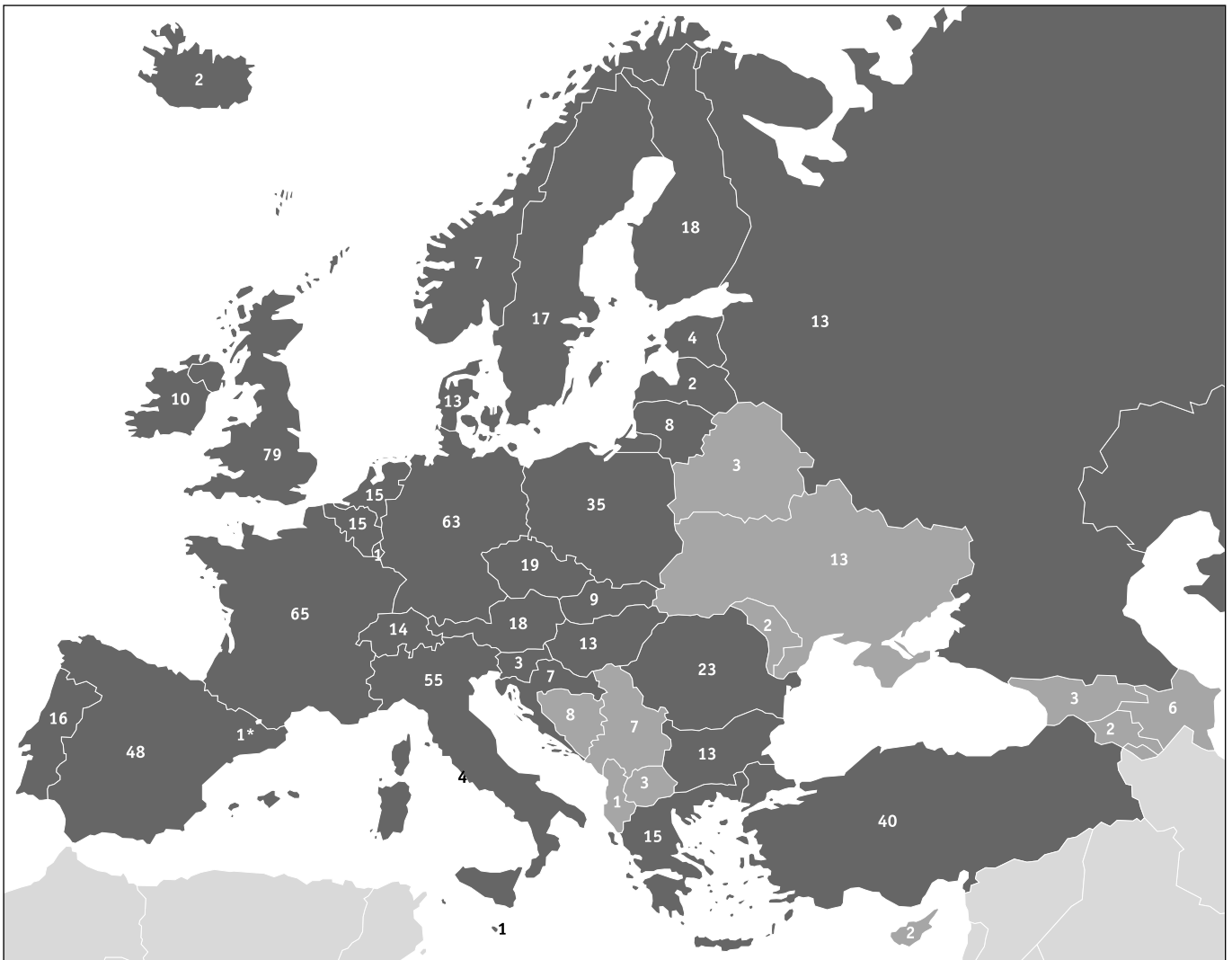
- **United Kingdom**
Napier University, Edinburgh

Mergers in 2003

- **Croatia**
University of Split and University
of Practical Sciences in Split
- **United Kingdom**
London Metropolitan University (merger
of the University of North London and
Guildhall University)

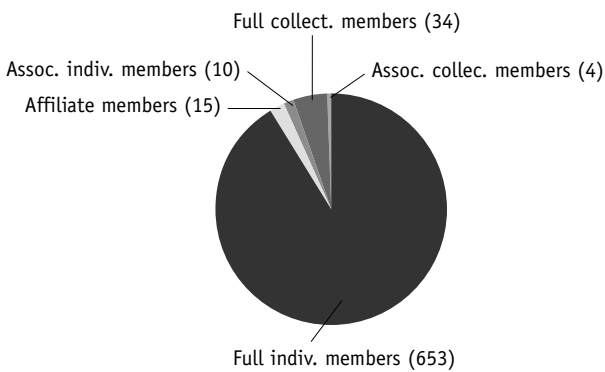
3

EUA Membership by Category, as of 29 January 2004

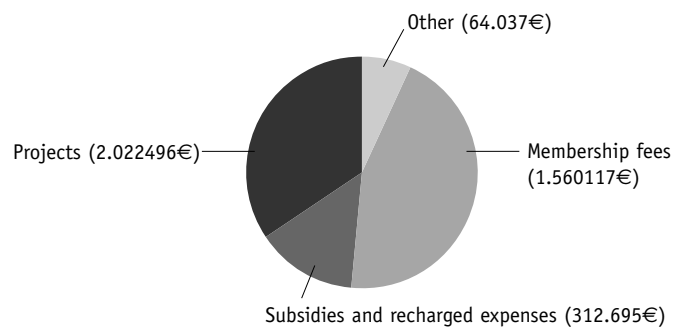


Countries with EUA collective members
 Countries with no EUA collective members

1 Individual members (full and associate) per country
* Andorra (1)



Categories of members as of 29 January 2004



Source of income as of 31 December 2003

Board Members

- Prof. Eric Froment, Président (Ancien Président, Université Lumière Lyon 2)
- Prof. Lucy Smith, Vice-President (Former Rector, University of Oslo)
- Prof. Georg Winckler, Vice-President (Rector, Universität Wien)
- Ex. Prof. Jaak Aaviksoo (Rector, University of Tartu)
- Prof. Roderick Floud (Vice-Chancellor, London Metropolitan University)
- Prof. Andrei Marga (Rector, Babes-Bolyai University, Cluj-Napoca)
- Prof. André Oosterlinck (Rector, Katholieke Universiteit Leuven)
- Prof. Carles Solà Ferrando (Former Rector, Universitat Autònoma de Barcelona)
- Prof. Luc Weber (Former Rector, Université de Genève)

Council Members (As of March 1st 2004)

- *Austria* Prof. Georg Winckler, Rector Universität Wien
- *Belgium* Prof. Marcel Crochet, Recteur Université Catholique de Louvain
- *Belgium* Prof. Andreas de Leenheer, Rector Universiteit Gent
- *Bulgaria* Prof. Iordanka Kouzmanova, Rector Agricultural University, Plovdiv
- *Croatia* Prof. Helena Jasna Mencer, Rector University of Zagreb
- *Czech Republic* Prof. Ivan Wilhelm, Rector Charles University, Praha
- *Denmark* Prof. Linda Nielsen, Rector Copenhagen University
- *Estonia* Prof. Alar Karis, Estonian Agricultural University
- *Finland* Prof. Dr Gustav Björkstrand, Rector Abo Akademi University
- *France* Prof. Michel Laurent, Président Université de la Méditerranée
- *Germany* Prof. Peter Gaehtgens, President HRK, Bonn
- *Greece* Mrs. Ekaterini Douka-Kampitoglou, Vice-Rector Aristotle University of Thessaloniki
- *Holy-See* Prof. Msgr. Mariano Fazio, Rector Pont. Univ. Santa Croce
- *Hungary* Prof. Akos Detrekoi, Rector Budapest University of Technology & Economics
- *Iceland* Prof. Pall Skulason, Rector University of Iceland Reykjavik
- *Ireland* Prof. Roger Downer, President University of Limerick
- *Italy* Prof. Piero Tosi, Rector Università degli Studi di Siena
- *Latvia* Prof. Janis Vetra, Rector Medical Academy of Latvia, Riga
- *Lithuania* Prof. Dr Vytautas Kaminskas, Rector Vytautas Magnus University
- *Luxembourg* Prof. Jean-Paul Lehnens, Vice-Rector University of Luxembourg
- *Netherlands* Mr Ed. D'Hondt, Chairman VSNU, Utrecht
- *Norway* Prof. Kirsti Koch Christensen, Rector Universitetet i Bergen
- *Poland* Prof. Franciszek Ziejka, Rector Jagiellonian University
- *Portugal* Prof. Adriano Pimpão, Rector Universidade do Algarve, Faro
- *Romania* Prof. Sergiu Chiriacescu, Rector Transilvania University of Brasov
- *Russia* Prof. Viktor Sadovnichii, Rector Lomonosov Moscow State University
- *Serbia & Montenegro* Prof. Marija Bogdanovic, Rector University of Belgrade

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- *Slovak Republic* Prof. Juraj Sinay, Rector Technical University of Kosice
- *Slovenia* Prof. Joze Mencinger, Rector University of Ljubljana
- *Spain* Prof. Antonio Vázquez García, Rector Universidad de Oviedo
- *Sweden* Prof. Christina Ullenius, Rector Karlstad University
- *Switzerland* Prof. Jean-Marc Rapp, Recteur Université de Lausanne
- *Turkey* Prof. Dr. Erdogan Tezic, Galatasaray University, Ortakoy-Istanbul
- *United Kingdom* Prof. Ivor Crewe, Vice-Chancellor University of Essex

EUA Secretariat (as of 15 January 2004)

- Lesley Wilson – *Secretary General*
- Andrée Surssock – *Deputy Secretary General*

Programmes:

- David Crosier – *Senior Programme Manager* (Joint Masters, MORESS, South East Europe)
- Lewis Purser – *Senior Programme Manager* (Institutional Evaluation Programme, South East Europe)
- Inge Knudsen – *Senior Programme Manager* (Research)
- Sylvie Brochu – *Programme Manager* (ECTS)
- Alexandra Bitusikova – *Programme Manager* (Doctoral Programmes, MORESS)
- Kate Geddie – *Programme Officer* (Joint Masters)
- Violeta Atanassova – *Programme Officer* (Quality Culture, Institutional Evaluation Programme)
- Ebba Ekselius – *Programme Officer* (ECTS)
- Charles Boisvert – *Intern*

Communications:

- Christel Vacelet – *Information and Communications Manager*
- Joanne Dee – *Conference Organiser*
- Liliane Gaspari – *Conference Organiser*
- Ebba Ekselius – *Membership Officer*
- Christina Crawley – *Intern*

Administration:

- John Ashton – *Finance Director*
- Josephine Lee – *Office Manager*
- Isabelle Damman – *Administrative Assistant*
- Daniel Oscinberg – *IT Manager*
- Manuela Sartori – *Accountant*
- Magda Reichmuth – *Accountant*

- Andris Barblan – *Senior Advisor*
- Bernadette Conraths – *Senior Advisor*

FINANCIAL ACTIVITIES



OGH Expertises

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Membre de ORFA
Organe de Révision des Fiduciaires Associés SA
Aigle, Genève, Lausanne, Montreux, Villars
Membre de la Chambre Fiduciaire

Report of the auditors
to the Members of

**EUA, European University
Association
Brussels & Geneva**

As auditors of EUA European University Association, we have audited the accounting records and the financial statements (balance sheet, profit and loss account) for the year ended December 31st, 2003.

These financial statements are the responsibility of the EUA secretariat. Our responsibility is to express an opinion on these financial statements based on our audit. We confirm that we meet the legal requirements concerning professional qualification and independence.

Our audit was conducted in accordance with auditing standards promulgated by the profession, which require that an audit be planned and performed to obtain reasonable assurance about whether the financial statements are free from material misstatement. We have examined on a test basis evidence supporting the amounts and disclosures in the financial statements. We have also assessed the accounting principles used, significant estimates made and the presentation of the overall financial statements. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the accounting records and financial statements comply with the law and the EUA Articles of Association.

We recommend that the financial statements submitted to you be approved.

Geneva, March 10th, 2004

OGH Expertises
Comptables et Fiscales SA


I. Gianni
Aged in charge
Swiss Chartered Accountant

Enclosures :
- Annual Financial Statements including the balance sheet, the profit and loss account and the attachment.

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PROFIT AND LOSS

in euros

ACTUALS 31/12/2003

2002

	Geneva	Brussels	Total	Total
INCOME				
Membership Fees	700 117	860 000	1 560 117	1 363 531
Grants & Columbus, Magna C. Projects	238 285	74 410	312 695	493 361
EC	0	1 680 528	1 680 528	381 216
EUA	80 394	261 574	341 968	609 281
Financial and Other	41 867	22 170	64 037	35 810
TOTAL INCOME	1 060 663	2 898 682	3 959 345	2 883 199
EXPENSES				
Projects* EC	0	1 960 320	1 960 320	381 216
(see note) EUA	52 732	300 817	353 549	609 281
Salaries				
Staff Expenses	773 901	965 829	1 739 730	
Provision Sal & Soc Chg	-37 519	120 000	82 481	
sub total Salaries	736 382	1 085 829	1 822 211	1882 354
Recharged Salaries to Projects	0	-802 909	-802 909	-516 641
Office Costs				
Rent	40 162	71 558	111 720	
Utilities	2 488	0	2 488	
Office Maintenance	1 568	3 166	4 734	
sub total Office Costs	44 218	74 724	118 942	106 759
Core Expenses				
Travel & Meetings	40 989	94 270	135 259	108 326
Conferences	21 119	14 639	35 758	
Maintenance and Repairs	0	0	0	
Books and Periodicals	2 527	4 965	7 492	
Printed Material	227	14 739	14 966	
Copying	1 281	1 593	2 874	
Office Supplies	1 475	14 839	16 314	
Insurances	643	9 200	9 843	
Subscriptions	393	0	393	
Postage	6 987	6 407	13 394	
Telephone, Fax	2 664	17 787	20 451	
IT Expenses	0	18 998	18 998	
Fees, legal, audit, translation	10 487	7 114	17 601	
Info & Communications	19 330	19 500	38 830	
Other Expenses	17 948	-3 583	14 365	202 434
sub total Core	126 070	220 468	346 538	310 760
Depreciation	13 735	45 267	59 002	38 128
Interest, Bank Charges W/O Membership Fees	49 120	2 723	51 843	25 469
sub total Depr & Bank & W/O	62 855	47 990	110 845	111 991
Recharged Expenses to Projects	0	-18 645	-18 645	
TOTAL EXPENSES	1 022 257	2 868 594	3 890 851	2 885 720
RESULT SURPLUS/(DEFICIT)	38 406 €	30 088 €	68 494 €	-2 521 €

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BALANCE SHEET

in euros

ASSETS 31/12/2003

31/12/02

	Geneva	Brussels	Total	Total
FIXED ASSETS				
Office Equipment	13 016	95 286	108 302	41 607
	13 016	95 286		
RECEIVABLES				
EC Commission		293 791		
Debtors	87 960	563 977	945 728	170 224
	87 960	857 768		
CASH				
Bonds and Shares	217 117			
Bank	388 776	462 738		
Cash at Hand	3 841			
	609 734	462 738	1 072 472	910 328
INCOME RECEIVABLE				
European Commission	192	238 438		
	192	238 438	238 630	185 002

TOTAL ASSETS 710 902 1 654 230 2 365 132 1 307 161

LIABILITIES

	Geneva	Brussels	Total	Total
OWN FUNDS				
Net Asset brought forward	370 530	39 232		
Result 31/12/2002	-36 426	-12 422		
Result Current Year 2003	38 406	30 088	429 408	360 914
	372 510	56 898		
PROVISIONS & ACCRUED EXPENSES				
Provision for Social Liabilities	114 365	290 000		
Accrued Holiday Allowance		100 000		
Other Accrued Expenses		58304	562 669	346 346
	114 365	448 304		
PAYABLES				
EC Commission		402 700		
Other Payables	157 861	179 309	739 870	277 050
	157 861	582 009		
INCOME RECEIVED IN ADVANCE				
Income Rcvd in Advance	66 166	567 019		
	66 166	567 019	633 185	322 851

TOTAL LIABILITIES 710 902 1 654 230 2 365 132 1 307 161

	31.12.2003			31.12.02
NOTE				
Asset blocked as guarantee	12 443	0	12 443	12 443
Guaranties issued for EU programs	0	660 410	660 410	660 410

*Total project expenses are broken down as follows: Brussels EC projects for Euro 1,960,320 and EUA projects for Euro 300,817; Geneva EUA projects for Euro 52,732. EC projects include EUA salaries Euro 700,364 and Partners salaries Euro 629,965, Travel: EUA 60,659 and Partners 419,590, other EUA Euro 149,742. EUA Brussels project expenses include salaries Euro 102,545, Other Euro 198,272. EUA Geneva project expenses other Euro 52,732.

Annex 1

EUA CONFERENCES AND MEETINGS IN 2003

16-17 January	14th EUA Board meeting	Geneva
	6th EUA Council meeting	
30 January	EUA Research Working Group meeting	Brussels
1-3 February	Trends III data review meeting	Bucharest
6-7 February	ECTS/DS National Coordinators' meeting	Antwerp
12 February	CRUI meeting	Rome
28 February	Preparatory expert meeting for Graz Convention	Brussels
5-9 March	UNESCO-CEPES/EUA Conference: Integration of SEE in the Bologna process	Bucharest
26 March	Quality Culture Steering Committee meeting	Bristol
28-29 March	EUA Conference: "The role of universities in the European knowledge society" 2nd EUA General Assembly 15th EUA Board meeting 7th EUA Council meeting Secretaries General meeting	Bristol
2-3 April	Institutional Evaluation Programme meeting	Bayreuth
5 April	Graz Convention preparation for Quality Assurance	Brussels
5 April	Quality Assurance Extended Steering Committee meeting	Brussels
12-16 April	EUA Joint Masters Intern-Network meeting	Bilbao
27-29 April	ECTS/DS Turkish Pilot Project seminar	Ankara
28 April	Meeting with Commissioner Busquin	Brussels
29-30 April	Meeting with ELU Group	Lisbon
2 May	EUA Research Working Group meeting	Brussels
12 May	MORESS launch meeting	Brussels
14-15 May	ECTS meeting	Bonn
29-31 May	EUA convention of the European Higher Education Institutions: "Strengthening the role of institutions"	Graz
11 June	Meeting with CRUS	Lausanne
11 June	Management Seminar steering committee	Paris
12-16 June	Trans-Atlantic Dialogue 16th EUA Board meeting	Salzburg
24 June	EUA/ENQA/ESIB/EURASHE meeting	Brussels
26-27 June	Quality Culture Steering Committee	Brussels
1 July	Meeting with Danish Rectors' Conference	Copenhagen
11-12 July	ECTS/DS annual seminar	Bilbao
14 July	CRUI meeting with Italian Minister Moratti	Rome
4 July	8th EUA Council meeting	Leuven
12 September	Quality Assurance policy meeting	Vienna
3 October	EUA Research Working Group meeting	Brussels
3-4 October	IEP steering committee and induction course	Leuven
6 October	Quality Assurance Workshop for universities	Brussels
9 October	ENQA/ESIB/EUA/EURASHE meeting	Brussels
16 October	Turin conference planning meeting, ACU	London
17-18 October	ECTS/DS National Coordinators' meeting	Wroclaw
23 October	Meeting with Romanian Rectors	Bucharest
25-26 October	EUA conference: "Joint Degrees: Institutions working together at European level"	Cluj
3 November	Preparation for Bologna Seminar on Doctorates	Vienna
27-28 November	17th EUA Board meeting	Brussels
5-6 December	Managing the University Community Workshop	Leuven
11 December	Quality Culture selection meeting	Brussels
18 December	EUA/ENQA/ESIB/EURASHE meeting	Brussels

Annex 2

MEETINGS ATTENDED BY EUA

12-15 January	8th UNESCO/NGO Collective Consultation on Higher Education	Paris
15 January	ENQA steering committee meeting	Paris
15-16 January	IAU meeting of regional associations	Paris
20-21 January	OECD/CERI International Quality Assurance meeting	Paris
21 January	IQR meeting	Brussels
24 January	CPU meeting on GATS	Paris
24 January	SEE Stability Pact, Task Force Education and Youth	Vienna
25 January	Polytechnicum Marne la Vallée	Marne la Vallée
28 January	"European Convention for Science", DG Research	Brussels
28 January	CRUS president meeting	Geneva
28 January	European Convention for Science	Brussels
28 January	HESP consultation on ECTS	Budapest
29 January	Conference Consultation CRUI	Rome
29-31 January	ENIC/NARIC meeting	Brussels
29-30 January	CHEA 2003 Annual Conference	Phoenix
30-31 January	2nd DELOS project seminar	Parsberg
31 January	Presentation for Salford University	UKRO-Brussels
3 February	Joint degrees with French Universities: Toulouse I	Toulouse
4-5 February	EUALC meeting on Quality	Madrid
5 February	CIUTI meeting	Geneva
4-7 February	OECD review of SEE university/Bologna Seminar	Skopje
7-8 February	Inauguration of the Irish Universities Quality Board (IUQB)	Cork
7-8 February	CESAER/SEFI conference	Helsinki
12-15 February	UNESCO-CEPES study visit for SEE universities	London
13 February	South East Europe Policy development meeting	Vienna
13-15 February	Coimbra – Joint Masters workshop	Padova
16-21 February	Bologna Follow-up Seminar – "Exploring the Social dimension of the European Higher Education Area"	Athens
17-18 February	Bologna Preparatory Group meeting for Berlin (BFUG)	Athens
17-18 February	Social Science Research Conference	Lisbon
20 February	IPR/Technology Transfer Seminar, DG Research	Brussels
21-22 February	5th European Student Convention	Athens
3 March	Ministry of Foreign Affairs	Paris
6 March	Meeting with CPU president	Paris
7 March	European Investment Fund, DG Research workshop	Brussels
10-12 March	Villa Vigoni consultation	Come
13-14 March	FP6 Kick-off meeting	Brussels
14-15 March	Bologna Process Seminar on Master-level Degrees	Helsinki
17 March	Meeting on ECTS/Accreditation	Bonn
18 March	Meeting at the Norwegian EU-delegation	Brussels
20 March	Action Plan 3% Brainstorming meeting, DG Research	Brussels
20-21 March	CPU Colloquium	Poitiers
21-23 March	University of Turin: mobility in the EHEA	Turin
24 March	European Parliament Hearing on Higher Education	Brussels
24 March	EC Seminar: "Enhancing Human Resources in European Research"	Brussels
24 March	IAUP Accreditation Commission	Brussels
27-28 March	Bologna Seminar: Qualification Structures in the EHEA	Copenhagen
1 April	EURAB discussion	Brussels
1 April	ENQA Steering Committee meeting	Brussels
4 April	Visit Hungarian Rectors' Conference	Brussels
4 April	ESMU General Assembly	Brussels
5 April	Franco-German seminar	Heidelberg
9 April	ELA meeting	Brussels
11 April	EI-GEW Berlin Forum	Berlin
12-13 April	Bologna Follow-up Seminar-"Integrated Curricula"	Mantova
14 April	Preparation of Euroscience Open Forum 2004	Frankfurt

Annex 2

16 April	Donor Meeting on Education Reform in Montenegro	Brussels
22-23 April	Magna Charta meeting	Lisbon
24 April	Social Sciences Deans on FP6	Brussels
24 April	Meeting with General Director, French ministry	Paris
24-25 April	Tempus QA project with University of Montenegro	Paris
25-26 April	COLUMBUS – meeting founding members	Madrid
28 April	Inauguration of CRUI Office	Brussels
2 May	National Qualifications Authority of Ireland consultation	Dublin
3-4 May	EU Directors General of Higher Education meeting	Crete
7 May	STRATA-ETAN group on Higher Education/Research (DG Research)	Brussels
7 May	ENQA steering committee meeting	Brussels
7 May	Lifelong learning, University of Las Palmas	Las Palmas
7 May	Austrian Rectors' Conference Bologna meeting	Vienna
8 May	Tuning Steering Committee meeting	Brussels
9 May	Tuning II project launch meeting	Brussels
9-10 May	Kosovo Higher Education Ministry conference on Quality	Prishtina
9 May	ACA meeting: Internationalisation in a changed environment	Ghent
12 May	EU Committee of the Regions	Santorin
13-17 May	EUCEN Conference on Accrediting Lifelong Learning	Brno
17-21 May	ENIC/NARIC joint annual seminar	Vaduz
18-19 May	STRATA-ETAN group (DG Research) on "The Future of Higher Education"	Corfu
19 May	ENIC/NARIC meeting	Paris
19 May	EUALC meeting on Quality	Paris
20 May	Journée Socrates	Lyon
21 May	CIUTI conference, Bologna and the labour market	Geneva
21 May	IQR steering committee meeting	Paris
23 May	Trends III meeting	Gothenburg
26 May	FEDORA annual conference	Odense
26-27 May	OECD Forum: Globalisation and HE: Implications for North-South Dialogue	Oslo
4 June	JR Cyterman Seminar	Paris
5 June	GISUF Secretaries General Seminar	Paris
5 June	Université de Genève, Dies Academicus	Geneva
5-6 June	EURASHE annual conference	Gyöngyös
5-8 June	Bologna seminar on Recognition and Credit Systems in the Context of Lifelong Learning	Prague
12-15 June	9th Annual EARMA conference	Faro
10 June	German Science Council	Cologne
11 June	Delegation from "Øresundsuniversitetet"	Brussels
12 June	FORMIST	Lyon
12-13 June	EARMA Conference	Faro
16-20 June	SIU (Senter for internasjonalt universitetssamarbei)	Kristiansand
18 June	ENQA steering committee meeting	Brussels
18-21 June	Bologna Follow-up Group	Athens
19-20 June	Final DELOS project meeting	Thessaloniki
23 June	UNESCO WC+5	Paris
23 June	IAU meeting of associations	Paris
24 June	Bologna Conference, Universities UK	London
25 June	Scottish Qualifications Framework Consultation	Edinburgh
26 June	IUQB meeting	Dublin
28 June	Free University of Berlin	Berlin
14 July	ACU meeting	London
10-12 July	Conference on "Careers of researchers in the ERA"	Florence
13-15 July	Bologna Summer School, Complutense Madrid	Madrid
17 July	Episcopal Council	Rome
21-25 July	ACE and CHEA visits	Washington

Annex 2

23 July	Meeting with the Cabinet of the French Prime Minister	Paris
23 July	National Conference in Dublin (Trends III)	Dublin
24-27 August	EAIR Forum	Limerick
26 August	Crous French-German colloquium	Lyon
29 August	French ambassadors' conference	Paris
2 September	CHEA meeting	Paris
2 September	Tuning Project Management committee	Brussels
4-5 September	CERI/OECD Global QA meeting	Paris
5 September	NOHA Anniversary Event	Brussels/Louvain
8 September	EC Workshop on "Learned Societies" – DG Research	Brussels
10-13 September	EAIE annual conference	Vienna
10 September	Volkswagens Seminar	Brussels
11 September	Meeting with French Minister of Education	Paris
11-13 September	CEPES Seminar on Doctoral Degrees and Qualifications	Bucharest
15-16 September	Magna Charta meeting	Bologna
18-20 September	Conference of European Ministers responsible for Higher Education	Berlin
19 September	Napier University: European Awareness Day	Edinburg
23 September	NEST Information meeting (DG research)	Brussels
26-27 September	DAAD SEE Stability Pact conference	Berlin
26-27 September	THENUCE final project evaluation meeting	Liège
29-30 September	Council of Europe/EUA Bologna process seminar	Belgrade
29-30 September	ENQA Steering Committee and General Assembly	Budapest
30 September	STRATA-ETAN HGL Higher Education/Research – DG Research	Brussels
2 October	Campus Numérique	Montpellier
3-4 October	OECD/UNESCO GATS and global QA framework	Trondheim
8 October	Opening academic year	Toulouse
8-10 October	Moscow/Salzburg Seminar	Moscow
9 October	CPU conference	Paris
9-10 October	Council of Europe Higher Education and Research Committee	Strasbourg
13 October	AQUIN meeting on quality assurance	Hof
13-16 October	NOKUT seminar on joint degrees	Bergen
13-14 October	UNESCO-CEPES SEE project steering committee	Vienna
13-15 October	Bologna Process Seminar, University of Coimbra	Coimbra
15 October	ERC Expert Group meeting	Brussels
15-16 October	CRUIB Presidency conference	Milan
16-17 October	Moldova Higher Education reform conference	Chisinau
23 October	EC workshop on "University-Industry Relations" – DG Research	Brussels
28 October	Conference at Université Lille I	Lille
29 October	FINHEEC Quality Assurance meeting	Helsinki
5 November	Conference at Grenoble I	Grenoble
5 November	European Network of Academic Sports Services	Groningen
6 November	UK NARIC Conference	London
6-8 November	European Access Network Conference on Student Retention (Amsterdam)	Amsterdam
7 November	EU workshop "From Research to Innovative Business"	Brussels
7-8 November	Euromed Ministers meeting	Catane
10 November	Higher Education Quality Committee meeting	Brussels
12-13 November	Nordic rectors conference (Quality Assurance meeting)	Karlstad
14 November	UNICA meeting (Joint Masters)	Oslo
14-15 November	Bologna Follow-up Group meeting	Rome
17-24 November	ESIB's Seminar on "Crossing Boundaries of Education"	Madeira
19 November	CHE meeting	Gütersloh
19 November	IUQB meeting	Dublin
20-21 November	HRK Quality project annual conference	Bonn
21-22 November	Bosnia-Herzegovina Institutional Evaluations launch seminar	Sarajevo
23-25 November	cEVU project final conference	Granada
24-25 November	Turin 6th Centenary celebration	Turin

Annex 2

26 November	ENCATC workshop on "Culture Management"	Brussels
26 November	ENQA steering committee meeting	Brussels
26 November	European Researcher's Mobility Portal (DG Research)	Brussels
26-28 November	Moscow State University 250 year Anniversary Conference	Moscow
27-28 November	Italian Quality Reform meeting	Tor Vergata
27-28 November	ESF General Assembly	Strasbourg
1-2 December	ENQA Workshop	Zurich
1-2 December	Director Generals of Higher Education meeting	Venice
1-2 December	Workshop "Increasing Human Resources in Science and Technology"	Brussels
1-2 December	CEEPUS meeting on joint masters	Warsaw
4 December	Swiss Rectors' Conference Bologna meeting	Berne
4 December	SCUIO Conference	Poitiers
4-5 December	Presentation for GATS	Stockholm
5 December	Conference of the French Ministry of Finance	Paris
9-10 December	Conference at the Vatican - Universities and mobility	Vatican
10 December	Awarding of Dr. Honoris Causa to Eric Froment by the London Metropolitan University	London
12 December	Advisory Committee of CYD Foundation	Barcelona
12 December	Haute Ecole Spécialisée de Suisse Occidentale	Loèche-les-Bains
16 December	Presentation for the Institute of Political Sciences	Paris
17 December	EC workshop for Liège Conference on University autonomy	Brussels
17-20 December	Salzburg Seminar	Salzburg

Annex 3

EUA STATEMENT ON DRAFT PUBLIC SECTOR INFORMATION DIRECTIVE

We, Council Members of the European University Association (EUA), adopt the following statement for consideration by the European Parliament on the draft “Directive on the re-use and commercial exploitation of public sector documents”:

We support the general principles behind this Draft Directive, but are extremely concerned by proposed European Parliament amendments to the draft, which could have a detrimental effect of the higher education sector. In particular, we oppose amendments 5 and 6 (deleting Arts 1 (2) (e) and (f) which remove documents held by educational and cultural establishments from the scope of the directive) and amendment 11 (amending Art 6 to remove the possibility of making a reasonable return on investment).

The combined effect of amendments 5, 6 and 11 would threaten the financial viability of European universities and other cultural establishments (such as museums, libraries and research institutes) and could potentially destroy their incentive to create the very “information” and “content” which the EU wishes to make generally accessible.

European public sector educational, research and cultural establishments are funded to perform their core public functions. However, public funding is rarely sufficient to enable them to expand the scope of their public services, and they are increasingly dependent on such additional funding as they can acquire through the commercial exploitation of their assets (both material assets in the form of items in collections and intellectual assets in the form of staff expertise). Europe’s universities also create materials in which they own intellectual property rights (IPRs), for example in research, which help to generate revenue that is ploughed back into funding further research and development. All this mission-related activity is threatened by the directive, which would drive educational and cultural institutions further into dependence on government funding, destroying the incentive to further develop the information and content in question.

We therefore believe that educational establishments should be excepted from the coverage of the Directive for the reasons outlined above, as secured in the draft directive, and strongly urge MEPs to vote against amendments 5 and 6 (deleting Arts 1 (2) (e) and (f) and amendment 11 (amending Art 6).

Annex 4

THE ROLE OF THE UNIVERSITIES IN SHAPING THE FUTURE OF EUROPE

EUA statement to the European convention

As the European Convention moves forward to the phase of drafting proposals for Europe's future, the European University Association (EUA), as the representative body of European Universities (34 National Rectors' Conferences and over 600 individual institutions), addresses itself to the members of the European Convention and to the Heads of Government who will subsequently form the Intergovernmental Conference

The EUA wishes to underline the fundamental role of the university in building Europe, and in further defining and developing the European social model.

The link between higher education and research lies at the heart of the university, an institution whose historical roots are pan-European, and whose mission to ensure the relationship between the production, transmission, dissemination and use of knowledge remains uniquely adapted to shaping our common European future. This is the strength and originality of the university, an institution which has maintained its dual responsibility for teaching and research over many centuries. Through remaining autonomous, accountable and independent of political interference, the university has been at the centre of European development - promoting learning, stimulating critical thought and innovation, and at the same time ensuring continuity.

In recent decades, in response to growing societal demands and increased student numbers, the university has shown itself capable of responding to new challenges through opening to its environment, both economic and cultural, and playing a full role in civil society.

Europe's universities have become active partners in building Europe, both within the European Union and beyond, supporting cooperation, mobility and networking, in particular within the framework of the Bologna process. This has been aptly demonstrated in the key role played by Europe's universities since 1989 in uniting peoples throughout the continent, and fostering peace, stability and sustainable development.

Looking to the future, Europe's universities will play a fundamental role in further developing Europe and in responding to the needs of citizens. Acting at local, regional, national, European and global level, constructing a shared community based upon common values, their mission is to:

- educate ever larger numbers of young, and not so young, people across Europe for active citizenship and employment. Not only future leaders, but also the majority of Europe's citizens will pass through the universities at formative periods in their life, experiencing training by and through research, and ensuring constant contact and interaction between students, teachers and researchers;
- build links with all types of stakeholders: economic, social and cultural, thus showing their willingness to listen and respond to the various needs of society;
- transmit knowledge, and take responsibility for the creation of a major part of new knowledge, so important for the well-being of citizens, and for fostering economic growth and regional development;
- ensure the training of young researchers, and preserve the commitment to teaching and research across Europe, providing a guarantee of geographically balanced economic, cultural and social development.

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In March 2000, the European Council set the strategic goal for Europe to become, “the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion” and in Barcelona went further, calling for Europe’s education systems to become, “a world reference” by 2010.

If these ambitions are to be fulfilled, Europe needs strong universities, and a renewed and concerted commitment to higher education. Europe’s universities are unique institutions, and developing the enormous potential of this resource is a fundamental condition for the successful construction of Europe.

Through fulfilling their European mission, universities across the continent will be a fundamental element of social cohesion, and a cornerstone of European construction.

EUA Council, Geneva, 12 January 2003

Annex 5

RESPONSE TO THE COMMUNICATION FROM THE COMMISSION THE ROLE OF THE UNIVERSITIES IN THE EUROPE OF KNOWLEDGE

Introduction

1. The European University Association (EUA) is responding to the Communication on behalf of its members, *34 National Rectors Conferences and 630 individual institutions from 45 European countries*. EUA welcomes the Communication as an opportunity for critical self reflection, and a clear acknowledgement by the Commission, for the first time, of the unique role of universities in shaping the European knowledge society. This response develops previous statements prepared by the EUA¹ and reflects a consultation of our individual and collective members as well as discussion within our Research Working Group. A formal debate took place with our 34 Rectors' Conferences in the March 2003 EUA Council meeting, and with over 250 individual members in our 2003 General Assembly.
2. Europe's universities are ready to play a decisive role in achieving the goals set for 2010. However, moving beyond the Lisbon Agenda that is driven by considerations of economic and technological development, EUA would like to highlight *the role of the universities in the wider debate on the construction of Europe, and the promotion of European values*, culture and linguistic diversity which we consider particularly important in the present international environment. When it comes to building Europe and ensuring the wellbeing of its citizens, we firmly believe that promoting cultural and social innovation is as important as the purely scientific and technical progress emphasised in the Communication.
3. The guiding principles behind our response are:
 - universities play a major role in our society;
 - they need to be viewed as 'institutions';
 - strengthening the research function of the universities and consolidating the European dimension of their work are of particular importance in ensuring they can play their full role in the 'Europe of Knowledge';
 - it is essential to ensure they develop further as strong institutions if they are to be able to reach their full potential.

Universities in europe

Preliminary Remarks: Defining the term 'University'

4. EUA uses the term "university" to refer to *institutions "with full power to award doctoral degrees"*². With their "twofold traditional vocation of research and teaching" (cf. page 3 of the Communication), universities defined in terms of this integral link form our core constituency. This understanding of the term "universities" underlies all further comments made.
5. In the European higher education landscape we are therefore speaking of a *maximum of 1000 institutions* across the continent³, rather than the 4000 institutions mentioned in para. 3.2 of the Communication. While all higher education institutions have an important role in fulfilling some of the processes essential for creating the European knowledge society, only the universities have a central role to play in terms of all four of the different but interdependent elements described in the Communication as being at the centre of the developing European knowledge society, namely the production of knowledge, its transmission, its dissemination and its use in technical innovation.

¹ Universities as the Motor for the Construction of a Europe of Knowledge, EUA Input to the Barcelona summit, February 2002; The Role of the Universities in Shaping the Future of Europe, EUA Statement to the European Convention, January 2003

² cf EUA Articles of Association, Article 2.1

³ the states having signed the Bologna Declaration are taken as the reference framework for EUA's position

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A European Agenda for Europe's Universities

6. International comparisons are always very difficult, and while there are lessons to be learned from other continents (e.g. in terms of institutional management techniques or the dynamic division of undergraduate/postgraduate studies in the US), Europe needs to analyse its own strengths and weaknesses, *develop a specific European approach*, and its own framework and models for its universities. This means:
- valuing diversity as a strength and developing a new “European model” which draws maximum benefit from these differences;
 - building upon and transmitting a heritage of shared European values and culture, as well as a tradition of openness to the international environment;
 - strengthening public responsibility for higher education systems across Europe;
 - promoting equity and access on the basis of merit;
 - demonstrating and further maintaining the integral link between teaching and research while accepting increased differentiation of mission in response to societal needs;
 - delivering excellence at local, regional, national and international level and improving the quality of all universities across the continent;
 - developing a European approach and dimension to QA.
 - ensuring strong links between universities and other higher education institutions;
 - stepping up targeted networking between institutions at European level as well as joint programme development at all levels as a means of offering a wide range of study programmes and reaching critical mass in research.
7. The particular challenges posed by enlargement, some of which have already been identified in the wider Bologna process context, need to be analysed separately, and properly addressed.

Prerequisites for meeting the challenges

Agreeing on a long term vision

8. EUA believes that the different stakeholders need to *agree on a shared long term vision of the role of the university in European society*. All partners need to be convinced of the importance both of the construction of Europe, and of the European mission of the universities, while being aware that we are building Europe in an increasingly global context. For the academic community this means pursuing European objectives while at the same time strengthening international cooperation with partners worldwide.
9. The present consultation process is an important first step in this direction. Further progress requires that:
- governments (and other partners) continue to support higher education in terms of a *public responsibility requiring long term commitment*, and
 - institutions demonstrate that they have understood the need for change through *strengthening their capacity for, and the implementation of strategic reform*.

Improving the dialogue between universities and society

10. Universities need to:
- *Work in a long term perspective* in order to counterbalance the predominant tendency to short-term thinking in our societies. By promoting critical thinking through teaching and research, and demonstrating respect for diversity, universities are essential elements in upholding sustainable democratic societies across Europe;

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- *Communicate the key role of research in underpinning university autonomy* and guaranteeing academic freedom, as an essential element in undergraduate curricula contributing to high quality teaching, improved employability and enhancement in knowledge transmission;
- *Consolidate links to different stakeholders*: stakeholders include students as key members of the academic community, government at all levels, enterprise and business, (both large firms and SMEs), different social and cultural actors. Universities must respond to their needs through teaching, research and dissemination of results and knowledge transfer activities which serve to:
 - Ensure wide and democratic access to higher education on the basis of merit,
 - promote LLL and the direct involvement of stakeholders;
 - respond to key social issues through promoting targeted interdisciplinary research;
 - Promote economic growth and competitiveness through creating and exploiting new knowledge;
- *Strengthen links at local/regional level* where the importance of universities in the life of their communities is growing rapidly. Universities are major employers in many cases. They support local partners in teaching, updating, research and transfer activities, thus improving the competitiveness of local industry, contributing to social cohesion and more generally providing a high return on investment.

Building Strong Universities

11. Europe needs strong universities in terms of their organisation and their ability to act at different levels:
 - At university level: to promote open and responsive institutions which at the same time are able to function efficiently;
 - At system level: to promote excellence, in particular through different forms of targeted networking activities.
12. *Institutional missions should become more differentiated* in order to meet the needs of a variety of learners and maximise the use of limited funds available. EUA welcomes this development while at the same time drawing attention to the limits of differentiation and the need to uphold the following principles:
 - The *integral link between teaching and research*: teaching is defined, supported and underpinned by the essential link to research, and, conversely research benefits from teaching and working with students;
 - Equity and openness of institutions to all on the basis of merit;
 - The need for an equitable geographical distribution of universities across Europe offering a wide range of teaching and research options
13. These principles are fundamental. While accepting that not every institution can carry out top level research across all disciplines, the goal in Europe should be *to increase the number of universities which are excellent in what they do* in specific areas, and not merely to concentrate more resources on an increasingly limited number of institutions at the expense of the others.
14. The *improvement of institutions' quality and strategic management capacity* is essential to achieve this goal. The EUA welcomes the Communication's stress on universities as institutions with a strategic management capacity, and suggests that in addition to action already being undertaken, the EUA might be asked to identify and share examples of good practice in this area across Europe.
15. This means at university level that strategic long term thinking is required of universities to:
 - Reflect on institutional mission, strategic management and efficient use of resources while ensuring sufficient internal communication and dialogue;

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- Define appropriate internal governance and management structures;
 - Strengthen internal quality culture (including human resource development) as one of the primary responsibilities of each and every institution.
16. This means at system level:
- Governments need to provide universities with the environment they require to function efficiently, for example in respect of the introduction of lump sum funding mechanisms;
 - Basing external quality assurance procedures on checking that internal monitoring is done effectively, through institutional audits. An institutional focus for external accountability is, moreover, in keeping with the spirit of the consultation document.
 - The sector needs to contribute to the development of a QA policy framework at European level to ensure that quality assurance is effective in improving quality rather than simply controlling it. To this end EUA proposes adopting a Code of Principles for external QA procedures and ensuring its effective monitoring at European level, with the involvement of different stakeholder groups (universities, students, governments etc.).

Europe needs properly funded institutions

17. Europe's universities have long recognised the premise developed in the Communication, namely that its universities are under-funded to varying degrees and in different ways. While there are no easy answers to the resource question, it is closely linked to the role of the university in promoting socio-economic development, its capacity to respond to the expectations of society, and to the role of the different societal actors in supporting the universities
18. Government and society must feel concerned and be convinced of the importance of the role of universities. There is a general understanding that higher education remains a public service in Europe, and that this implies re-affirming public responsibility for the system as a whole. EUA believes that this must be translated into long term vision and *a common agreement on establishing a stable long term perspective for European higher education*. This should be done by states working together at European level as, to be effective, the vision needs to be shared by all governments involved in the Bologna process. While different traditions and contexts will mean different national solutions on specific issues, it also has to be borne in mind that national options increasingly impact on policy and practice elsewhere in Europe.
19. There is general agreement that *additional financial resources are needed from both public and private sources* in order for institutions to be able to play the role expected of them in contributing to building Europe⁴. Universities recognise the desirability of attracting more private funding and the need to move towards ensuring more diversified funding sources, although the situation will differ considerably from country to country. More importantly, EUA points out that only strong institutions are capable of properly managing and balancing different partnerships. Clear mission and goals are essential to balance the risks of over responding to external demands expressed generally as short term needs, and the attendant risks of endangering the values of critical thinking, autonomy and academic freedom as well as disadvantaging specific disciplines, and the career development of graduates. The importance of strengthening strategic thinking and introducing appropriate, internal quality management mechanisms is essential particularly at a time of resource constraints and the need to juggle such multiple priorities.

⁴ The 3% target for investments in research by 2010, as proposed by the Commission, underlines specifically the importance of improving public support to research and technological innovation and increasing levels of public funding

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Key issues

Strengthening the Role of the Universities in Research

20. In defining the role of the universities in the knowledge society EUA accords a particular priority to strengthening European universities' research capacity. The universities have a *unique contribution* to make to improving Europe's research capacity because of:
- The intellectual 'buzz' of university based research – only possible through the interaction of the generations and the disciplines provided by the university environment;
 - The focus on research training and the universities' monopoly in awarding of PhD degrees and thus in producing future generations of young scientists;
 - The provision of research based training for ever larger numbers of young people.
 - The opportunities provided for the pursuit of interdisciplinary research;
 - The multiple possibilities for developing links to society through structured contacts to different stakeholder groups.
21. This means that universities need to further develop their research potential and the benefits that this would bring, to concentrate on networking and partnerships based on their research strengths, in order to reach the critical mass needed for top quality research, and to provide a stimulating research environment able to attract the most talented young researchers. Particular challenges lie in:
- establishing the true cost of university research across Europe⁵ with a view to: (1) developing a common approach and principles in respect of the financial management of research and (2) examining if European agreement on these issues is possible;
 - raising awareness of the importance of blue-sky research for a European knowledge society;
 - demonstrating the importance of research in the social sciences and humanities,
 - promoting university/industry cooperation underlining the importance of mutual trust and not overstating the financial value;
 - developing pragmatic models for IPR as well as clear and transparent rules at national and institutional level;
 - ensuring a stable legal environment that enables universities to be flexible in defining and implementing their mission and objectives.

Consolidating the European dimension and projecting a coherent image to the outside world

22. EUA believes that coherent European policies and implementation mechanisms allowing more co-operation, and not just increased competitiveness need to be put in place, as a means of strengthening Europe, and that these policies should cover the teaching, research and knowledge transfer functions of the university.
23. This means:
- Encouraging *coherent development and implementation of higher education and research policies* at all levels;
 - At European level *improving the articulation between the European Higher Education Area and the European Research Area* in particular through emphasising common concerns related to enhancing scientific training and the need to encourage more talented young people to enter research careers. EUA believes that a concerted effort is needed by universities, national and European funding bodies to secure real progress in improving career opportunities for young researchers and women in science and suggests promoting exchange of good practice and envisaging coordinated action in the framework of the European Higher Education and Research Areas;

⁵ EUA urges the Commission to carry out as soon as possible the study on the funding of universities mentioned both by EURAB and in the Communication

- Ensuring that the *link between teaching and research is fully recognised within the Bologna Process*, in particular through the inclusion of doctoral studies. EUA believes that the provision of high quality doctoral and postdoctoral training across Europe is an important element of the attractiveness of the European Higher Education Area and that in order to maintain and enhance this quality the universities should take responsibility for sharing examples of good practice and for further defining structured means of working together at doctoral and postdoctoral level in Europe;
- Rethinking the next generation of EU education programmes in terms of a framework programme for education and training which would increase investment in higher education as a key thematic objective, through a number of cross cutting actions, based upon the Bologna Process priorities, bridging the divide to research, including cooperation with third countries, and targeting support to universities and their students as the key actors in the system⁶;
- Rethinking the approach to mobility and *strengthening European co-operation at the doctoral and postdoctoral level*, bearing in mind the unique role of the universities in providing a research environment allowing established scientists and young researchers to work together creatively. This means redoubling efforts at all levels to tackle barriers to mobility, in particular in order to ensure more coherence of the systems of social insurance throughout Europe;
- Concentrating *additional resources on support to networks* of European universities working together in both teaching and research contexts. Such support must include specific provision for the development and running of joint programmes, doctoral programmes and schools, as well as collaboration with different partners. At regional level the support must ensure that the benefits universities can offer are fully accessed. Additional support for universities' networking activities is needed both at national level and at European level where the priority should be for increased involvement of doctoral and postdoctoral researchers as a means of strengthening the European research capacity and making science careers in Europe more attractive.

Conclusions

25. In summary, EUA's position is:

- We are convinced of the unique role universities have to play in building Europe and that it is in the interests of society to ensure that universities can fulfil their potential if Europe is to advance;
- We are ready to 'contract with governments' at European level on this basis bearing in mind that this implies significant additional resources for universities - that should not only come from private stakeholders - and which should be allocated on the basis of demonstrated capacity for strategic planning and management, quality assurance and development;
- We urge the Commission to facilitate debate between universities and their stakeholders at the highest level in order to arrive at a framework agreement and operational plans for future development;
- We believe that European universities, the European University Association and the European student bodies should be fully involved in the planning and development of further European initiatives resulting from the present Communication.

EUA Council, Bristol, 27 March 2003

⁶ cf. EUA Response to the EU Consultation Document on the Future Development of the EU Education, Training and Youth Programmes after 2006, February 2003

Annex 6

EUA POLICY PAPER CONCERNING THE ESTABLISHMENT OF A EUROPEAN RESEARCH COUNCIL

Systematic involvement of the universities in the debate

1. Europe's universities wish to contribute actively and constructively to the ongoing debate on the establishment of a European Research Council (ERC). This means that universities as institutions - rather than represented by individual scientists - and their national representative bodies, need to be systematically involved. This has not been the case until now, in spite of the fact that the ERC initiative aims at supporting fundamental research, a very large part of which is carried out in universities.
2. On behalf of its members – 34 national Rectors Conferences and over 640 individual universities - the EUA welcomes this debate in the context of the conclusions of the Lisbon (2000) and Barcelona (2002) European Councils, and the need to strengthen fundamental research in the context of the overall objective of increasing research spending to 3% of GDP by 2010.
3. The EUA bases its initial contribution on discussions held with individual members during its 2003 Conference on the 'Role of Research in the University' (Bristol, March 2003) and collective members through the association's Research Working Group in May 2003. The present statement was endorsed by the EUA Council at its Leuven meeting on 4 July 2003.

The arguments in favour of establishing a European Research Council

4. In its response to the EC Communication on the 'Role of the Universities in the Europe of Knowledge' the EUA has underlined the importance of strengthening the research function of the universities. By targeting fundamental research the ERC initiative could contribute to this goal by:
 - developing research capacity and improving quality across the continent,
 - supporting research efforts in emerging sectors and for new research teams, and facilitating inter and trans-disciplinary approaches;
 - providing a clear European dimension, thus making European research as a whole more competitive and also making Europe more attractive to researchers from other parts of the world.
5. The establishment of an ERC would also help to address a number of well recognised weaknesses in the present research support and funding systems, both at national and European level, by:
 - enabling targeted European funding to support fundamental research across Europe, thus combating fragmentation, and creating critical mass,
 - at the same time removing obstacles to mobility, reducing duplication of efforts and facilitating coordination of national programmes.

EUA believes the preconditions for the successful establishment of an ERC to be:

6. The inclusion of all areas of research: Like EURAB, EUA believes that an ERC must encompass all areas of research, including the humanities and the social sciences. It would also be important to ensure that there is sufficient scope for the participation of networks of universities within the proposed primarily project based ERC concept.
7. The availability of new funding: EUA supports the EURAB position believing that additional new funding would be necessary for the success of an ERC. The alternative proposal of top-slicing existing research council budgets does not take into consideration that there is no commonality in research council structures across Europe.

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9. Independence: A successful ERC would need to be independent of both the European Commission and national authorities while of course maintaining close policy links to both.

EUA draws attention to the need to address following issues in the ongoing debate:

10. Infrastructure: a future ERC that fund projects without providing the necessary infrastructure support would encourage making optimal use of existing infrastructure. However, it could privilege strong universities in some countries/regions to the detriment of others where capacity needs to be further developed. This issue should be addressed by further facilitating the utilisation of EU structural funds to develop research infrastructure in priority regions.
11. Merit funding: the principle of merit funding only, and no 'juste retour' is important in order to support research of the highest quality. However, thought needs to be given to ensuring that this does not only privilege stronger, research intensive universities to the detriment of others. Once again, to ensure equity in development, the possibilities of introducing parallel mechanisms allowing targeted use of the structural funds to boost research capacity where appropriate across Europe needs to be investigated thoroughly.

EUA Council, Leuven, 4 July 2003

Annex 7

GRAZ DECLARATION 2003 – FORWARD FROM BERLIN: THE ROLE OF THE UNIVERSITIES

Forward from Berlin: the role of universities

To 2010 and beyond

1. *Universities* are central to the development of European society. They create, safeguard and transmit knowledge vital for social and economic welfare, locally, regionally and globally. They cultivate European values and culture.
2. *Universities* advocate a Europe of knowledge, based on a strong research capacity and research-based education in universities – singly and in partnership – across the continent. Cultural and linguistic diversity enhances teaching and research.
3. The development of European universities is based on a set of core values: *equity and access; research and scholarship in all disciplines as an integral part of higher education; high academic quality; cultural and linguistic diversity.*
4. *Students* are key partners within the academic community. The Bologna reforms will: facilitate the introduction of flexible and individualised learning paths for all students; improve the employability of graduates and make our institutions attractive to students from Europe and from other continents.
5. *European universities* are active on a global scale, contributing to innovation and sustainable economic development. Competitiveness and excellence must be balanced with social cohesion and access. The Bologna Reforms will only be successful if universities address both the challenge of global competition and the importance of fostering a stronger civic society across Europe.
6. *Universities* must continue to foster the highest level of quality, governance and leadership.

Universities as a public responsibility

7. *Governments, universities and their students* must all be committed to the long-term vision of a Europe of knowledge. Universities should be encouraged to develop in different forms and to generate funds from a variety of sources. However, higher education remains first and foremost a public responsibility so as to maintain core academic and civic values, stimulate overall excellence and enable universities to play their role as essential partners in advancing social, economic and cultural development.
8. *Governments* must therefore empower institutions and strengthen their essential autonomy by providing stable legal and funding environments. Universities accept accountability and will assume the responsibility of implementing reform in close cooperation with students and stakeholders, improving institutional quality and strategic management capacity.

Research as an integral part of higher education

9. The integral link between higher education and research is central to European higher education and a defining feature of Europe's universities. *Governments* need to be aware of this interaction and to promote closer links between the European Higher Education and Research Areas as a means of strengthening Europe's research capacity, and improving the quality and attractiveness of European higher education. They should therefore fully recognise the doctoral level as the third 'cycle' in the Bologna Process. *Universities* need to keep pressing the case for research-led teaching and learning in Europe's universities. Graduates at all levels must have been exposed to a research environment and to research-based training in order to meet the needs of Europe as a knowledge society.

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10. The diversity of universities across Europe provides great potential for fruitful collaboration based upon different interests, missions and strengths. Enhancing European collaboration and increasing mobility at the doctoral and post-doctoral levels are essential, for example through the promotion of Joint Doctoral programmes, as a further means of linking the European Higher education and Research Areas.

Improving academic quality by building strong institutions

11. Successful implementation of reforms requires leadership, quality and strategic management within each institution. *Governments* must create the conditions enabling universities to take long-term decisions regarding their internal organisation and administration, e.g. the structure and internal balance between institutional level and faculties and the management of staff. *Governments and universities* should enter negotiated contracts of sufficient duration to allow and support innovation.
12. *Universities* for their part must foster leadership and create a structure of governance that will allow the institution as a whole to create rigorous internal quality assurance, accountability and transparency. Students should play their part by serving on relevant committees. External stakeholders should serve on governing or advisory boards.

Pushing Forward the Bologna Process

13. The Bologna Process must avoid over-regulation and instead develop reference points and common level and course descriptors.
14. Implementing a system of three levels (the doctoral level being the third) requires further change. *Universities* see the priorities for action as:
 - Consolidating ECTS as a means to restructure and develop curricula with the aim of creating student-centred and flexible learning paths including lifelong learning;
 - Discussing and developing common definitions of qualification frameworks and learning outcomes at the European level while safeguarding the benefits of diversity and institutional autonomy in relation to curricula;
 - Involving academics, students, professional organisations and employers in redesigning the curricula in order to give bachelor and master degrees meaning in their own right;
 - Continuing to define and promote employability skills in a broad sense in the curriculum and ensuring that first cycle programmes offer the option of entering the labour market;
 - Introducing the Diploma Supplement more widely, and in major languages, as a means to enhance employability, making it widely known among employers and professional organisations.

Mobility and the Social Dimension

15. Student mobility in itself promotes academic quality. It enables diversity to be an asset, enhancing the quality of teaching and research through comparative and distinctive approaches to learning. It increases the employability of individuals. Staff mobility has similar benefits.
16. If the EHEA is to become a reality governments must: tackle the current obstacles to mobility, amend legislation on student support, e.g. to make study grants and loans portable and improve regulations on health care, social services and work permits.
17. *Governments and institutions* together must give incentives to mobility by improving student support (including social support, housing and opportunities for part-time work) academic and professional counselling, language learning and the recognition of qualifications. Institutions must ensure that full use is made of tools which promote mobility, in particular ECTS and the Diploma Supplement. Possibilities also need to be increased for short-term mobility, and mobility of part-time, distance and mature students.

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18. Career paths for young researchers and teachers, including measures to encourage young PhDs to continue working in/return to Europe, must be improved. Gender perspectives require special measures for dual career families. Restrictions on transfer of pension rights must be removed through portable pensions and other forms of social support.
19. Increasing the participation of women in research and teaching is essential in a competitive Europe. Gender equality promotes academic quality and *universities* must promote it through their human resource management policies.
20. The TRENDS III Report demonstrates that the information base, in particular in relation to mobility issues, is inadequate. National governments should co-operate to improve statistical data and work with the European Commission to review existing monitoring mechanisms. There should be more research on issues related to the development of the EHEA.
21. Joint programmes and degrees based on integrated curricula are excellent means for strengthening European cooperation. *Governments* must remove legal obstacles to the awarding and recognition of joint degrees and also consider the specific financial requirements of such collaboration.
22. *Institutions* should identify the need for and then develop joint programmes, promoting the exchange of best practice from current pilot projects and ensuring high quality by encouraging the definition of learning outcomes and competences and the widespread use of ECTS credits.

Quality assurance: a policy framework for Europe

23. Quality assurance is a major issue in the Bologna process, and its importance is increasing. The EUA proposes a coherent QA policy for Europe, based on the belief: that institutional autonomy creates and requires responsibility, that *universities* are responsible for developing internal quality cultures and that progress at European level involving all stakeholders is a necessary next step.
24. An internal quality culture and effective procedures foster vibrant intellectual and educational attainment. Effective leadership, management and governance also do this. With the active contribution of students, *universities* must monitor and evaluate all their activities, including study programmes and service departments. External quality assurance procedures should focus on checking through institutional audit that internal monitoring has been effectively done.
25. The purpose of a European dimension to quality assurance is to promote mutual trust and improve transparency while respecting the diversity of national contexts and subject areas.
26. QA procedures for Europe must: promote academic and organisational quality, respect institutional autonomy, develop internal quality cultures, be cost effective, include evaluation of the QA agencies, minimise bureaucracy and cost, and avoid over regulation.
27. EUA therefore proposes that stakeholders, and in particular universities, should collaborate to establish a provisional 'Higher Education Quality Committee for Europe'. This should be independent, respect the responsibility of institutions for quality and demonstrate responsiveness to public concerns. It would provide a forum for discussion and, through the appointment of a small board, monitor the application of a proposed code of principles, developing a true European dimension in quality assurance.

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Universities at the centre of reform

28. The Bologna process was initially politically driven. But it is now gaining momentum because of the active and voluntary participation of all interested partners: higher education institutions, governments, students and other stakeholders. Top down reforms are not sufficient to reach the ambitious goals set for 2010. The main challenge is now to ensure that the reforms are fully integrated into core institutional functions and development processes, to make them self-sustaining. Universities must have time to transform legislative changes into meaningful academic aims and institutional realities.
29. Governments and other stakeholders need to acknowledge the extent of institutional innovation, and the crucial contribution universities do and must make to the European Research Area and the longer-term development of the European knowledge society as outlined in the Lisbon declaration of the European Union. By united action, European higher education – which now touches the lives of more than half the population of Europe – can improve the entire continent.

EUA Council, Leuven, 4 July 2003

EUA is the representative organisation of universities and national rectors' conferences in 45 countries across Europe. EUA's mission is to promote the development of a coherent system of education and research at the European level, acknowledging the diversity of its members and the importance of solidarity. Through projects and services to members, EUA aims to strengthen institutional governance and leadership, and to promote partnership in higher education and research both within Europe, and between Europe and the rest of the world.