

## **European University Association (EUA): Main initiatives, events and publications in Spring 2020**

1. Autonomy
2. Learning and Teaching
3. Quality assurance
4. Internationalisation
5. Inclusiveness
6. University finances & EU funding
7. Research & Innovation
8. Doctoral Education

### 1. Autonomy & governance

#### **Pilot study on Autonomy, efficiency and effectiveness - opportunities for higher education**

The capacity of higher education institutions and systems at large to respond to the rapidly changing needs of the society and economy will largely depend on what they can deliver and how autonomous, effective and efficient they are. The pilot study proposes an analytical framework that connects the concepts of institutional autonomy, efficiency and effectiveness and explores the links between efficiency in university management, autonomy and accountability. It builds on (i) EUA's work on institutional autonomy and the University Autonomy Scorecard, assessing the main components of institutional autonomy, and (ii) the higher education efficiency framework developed by EUA in the framework of the USTREAM project.

The study confirms that what universities see as essential for efficiency and effectiveness is the capacity to manage funds internally, select and advance their staff in an adequate way, and design their academic offer to match the analysed needs. In a nutshell, these are the conditions necessary for an institution to develop a strategic profile and position itself vis-à-vis partners, competitors, funders and students in an increasingly fast-changing complex environment.

The research was presented at the Bologna Process Researchers' Conference (January 2020, Bucharest) and will feed into the recommendations on the future of higher education from the academic community researching the Bologna Process, delivered at the EHEA Ministerial Conference of June 2020.

#### **University mergers**

EUA is currently feeding in further work in its upcoming report on the experience of merged higher education institutions, based on a series of interviews conducted in 2019. The release is scheduled for the first semester 2020.

## 2. Learning and Teaching

### **EUA Learning and Teaching Activities**

Following the successful conclusion of the work of the 2019 [EUA Learning & Teaching Thematic Peer Groups](#), the [2020 European Learning and Teaching Forum](#) was hosted by Utrecht University in the Netherlands, from 13 to 14 February 2020. The Forum was preceded by a final workshop at Utrecht University on 12 February, which gathered members of all four 2019 Thematic Peer Groups to discuss and explore common findings and potential synergies. The reports of the 2019 Thematic Peer Groups, whose work also fed into programme of the 2020 European Learning & Teaching Forum, are concerned with internationalisation in learning and teaching; evidence-based approaches to teaching; student assessment; and curriculum design, and will be published in March/April 2020.

EUA has since initiated a new round of Thematic Peer Groups, which will meet several times throughout 2020 to discuss topics concerning environmental sustainability of learning and teaching; meeting employability and skills demands; and approaches in learning and teaching to ensuring equity and inclusion. The work of these groups will feed in to the programme of the next European Learning & Teaching Forum, scheduled for mid-February 2021. As in the previous years, there will be reports summarising the work of the groups, including recommendations brought forward by them.

### **DIGI-HE**

EUA was granted funding for a new project- DIGI-HE (Erasmus+ KA3). The project aims to develop a self-reflection tool that will help European higher education institutions to develop and enhance their strategic approaches for digitalisation. The project consortium consists of the European University Association (EUA – coordinator) Dublin City University (DCU); Duale Hochschule Baden-Württemberg (DHBW); Jyväskylä University (JYU); Vytautas Magnus University (VMU). Associate partners are the European Distance and E-learning Network (EDEN); the European Association of Institutions in Higher Education (EURASHE), and Irish Universities Association (IUA). DIGI-HE will be launched in January 2020.

### **LOTUS**

In January 2020, EUA was granted funding for Leadership and Organisation for Teaching and Learning at European Universities (LOTUS) project (EHEA call, 2019). The project aims to contribute to capacity building and strategic change management for L&T at HEIs, and to demonstrate the potential of various actors (ministries, university associations, student and staff unions, national L&T organisations) to support transformation and innovation in L&T. The project consortium consists of the European University Association (EUA – coordinator), the Irish Universities Association (IUA), Vienna University of Economics and Business (WU), the Ministry of Education and Culture in Finland, the European Students' Union (ESU), European Association of Institutions in Higher Education (EURASHE). The project is due to start in April 2020, with a duration of two years.

## 3. Quality assurance

### **European Quality Assurance Forum (EQAF)**

The [2019 EQAF](#) was held on 21-23 November 2019, hosted by TU Berlin (Technical University of Berlin) and attracted just over 500 participants. This annual event is co-organised by the E4 group (ENQA, ESU, EURASHE and EUA) and the theme of the 2019 Forum was 'Supporting societal engagement of higher education'. This edition of EQAF explored how external and internal QA processes can support engaged higher education institutions in developing activities that meet the expectations and needs of all stakeholders and demonstrate their value to society. Presentations and papers from the forum are available on the [EQAF website](#).

The 2020 EQAF will take place on 12-14 November 2020, hosted by Aalto University, Finland. Further details about the programme and call for contributions will be available on the [event website](#) in the spring.

#### 4. Internationalisation

EUA supports the internationalisation of its members through conferences and projects. At the same time, it engages in international dialogue, in particular with sister organisations around the world. Over the last decade, internationalisation has emerged as an issue of high importance for universities. This has generated a network of international partners that continue to convene and collaborate in different settings and on different issues. Some examples of this are:

##### **Centralised Support for Higher Education Reform Experts (SPHERE II)**

The University of Barcelona (coordinator) and EUA currently comprise the consortium SPHERE II (Support and Promotion for Higher Education Reform Experts), an initiative funded by the European Commission. SPHERE II provides training and networking for Higher Education Reform Experts (HEREs) and National Erasmus+ Offices (NEOs) in European neighbourhood countries (former Tempus countries) between January 2015 and December 2020. More information, as well as the list of upcoming events, can be found [here](#). In 2019, the SPHERE consortium conducted a [study](#) on the mobility of disadvantaged students from Partner Countries, under the Erasmus+ International Credit Mobility.

##### **Development of the Internationalisation of PhD Studies in South-Africa (Yebo!)**

The [Yebo! project](#) (2017-20, Erasmus+) is focused on developing the internationalisation of doctoral education in South African universities. It will develop a web-based portal and organising thematic conferences and training sessions. The project builds on the FRINDOC framework for international doctoral education developed by EUA. Five European and seven South African higher education institutions together with EUA, the Coimbra Group and the French Agricultural Research Centre for International Development are involved in the project. The University of Montpellier is the project coordinator. More information about the past activities can be found [here](#).

##### **Participation to the Asia-Europe Meeting Standing Working Group and Expert Group on Digitalisation**

As part of its commitment in inter-regional dialogues on higher education, EUA takes part in the ASEM Standing Working Group working on the proposal of a vision and strategy 2030 for the ASEM Education Process, as well as in the ASEM Expert Group on digitalisation. The first meeting of these two groups started in December 2019, and the work will continue throughout 2020 and 2021. More information can be found [here](#) and [here](#).

## 5. Inclusiveness

### **Refugees Welcome Map**

In late 2015 EUA has launched the [Refugees Welcome Map](#) campaign, to showcase the commitment of the higher education sector in welcoming refugees. The interactive tool so far has gathered around 300 initiatives that focus on the integration of refugees through a number of concrete activities, such as bridging and language courses, community outreach and research, the adaptation of recognition procedures and scholarships for refugees.

### **InSPIREurope project**

EUA participates in the [InSPIREurope project](#), a Europe-wide initiative that aims to support researchers threatened with discrimination, persecution, suffering or violence. The InSPIREurope project will forge a coordinated, cross-sectoral, Europe-wide alliance in support of researchers at risk and facilitate transnational cooperation between European and national initiatives and programmes. Funded under the European Commission's Marie Skłodowska-Curie Actions, the project brings together a diverse set of partners under the leadership of Scholars at Risk Europe, based at Maynooth University in Ireland. The project runs from 1 September 2019 until 31 August 2022.

### **Biannual mailing on refugee inclusion**

To continue the collaboration and synergies from ongoing initiatives such as the Refugees Welcome Map and the previously completed [inHERE project](#) (Higher Education Supporting Refugees in Europe), EUA prepares a biannual newsletter (in spring and autumn) on the integration of refugees into European higher education.

This newsletter features updates from higher education projects and initiatives on the theme, as well as relevant publications, event announcements, policy news and funding opportunities. Readers are encouraged to use a [dedicated webform](#) to submit news stories from their own projects, event invitations and new publications on the theme. Subscriptions to the mailing are possible via <http://bit.ly/SubscribeEUANewsletters>.

### **REIs2 project – Refugee Education Initiatives**

The Erasmus+ [Refugee Education Initiatives \(REIs\)](#) consortium addresses inequality in access to higher education and does so through three types of activity, all centred on fostering inclusion of people of refugee status or who are forced migrants into European higher education institutions:

- Education programs designed to develop academic and language skills to prepare students for university entry
- Admissions policies and criteria as they apply to people of refugee status and asylum seekers, with a particular emphasis on how previous qualifications and learning are assessed
- Development of shared learning on inclusive pedagogic and administrative practices to foster inclusion, which would benefit not only refugees, but also other under-served people.

The consortium is currently preparing a workshop on “Exploring European experiences in providing higher education for refugees and asylum seekers” to take place on 19-20 March 2020 at the Central European University, Budapest.

### **INVITED project**

The [INVITED project](#) on “Strategies towards Equity, Diversity and Inclusion at Universities” aims to support universities in developing and strategies towards equity, diversity and inclusion of students and staff from underrepresented, disadvantaged or vulnerable backgrounds. It also seeks to promote dialogue between stakeholders at the system level in order to ensure that regulatory and funding frameworks empower universities to fulfil their social responsibility.

The first step was to create a knowledge base through a survey and follow-up interviews with data from 159 higher education institutions from 36 European systems about the state of play, the challenges, success factors and needs for further support of higher education institutions engaging in the topic. Preliminary results were discussed at a peer learning seminar with more than 30 university leaders and practitioners from 14 European countries held in June 2019 at the University College Dublin in Ireland. The final results will be published in a report in November 2019 and disseminated through a webinar (both will be available for download on the EUA website). A final conference focused on the policy level and targeted mainly at representatives of EU institutions, permanent representations and national ministries will be held in Brussels in spring 2020 (end February/early March). In parallel the project outcomes are also fed into the Bologna Process, notably through the Advisory Group 1 on the social dimension of higher education where EUA and ESU are members.

### **UNIdiVERSITY project**

EUA participates in the [UNIdiVERSITY](#) project (Socially responsible university for inclusive societies in the era of migration), led by La Sapienza University, in collaboration with University of Barcelona and UNIMED. The two year project builds on the work of the [inHERE project](#) (Higher Education Supporting Refugees in Europe), continuing to foster the exchange of knowledge and practices of welcoming students with a refugee background, yet with a new focus on how these activities are embedded in the institutions overall work and strategies on inclusion and diversity. The project runs from December 2019- November 2021. Associate partners are the IOM (International Organization for Migration) and Campus France.

### **EUA Annual Conference (16-17 April 2020)**

The [2020 EUA Annual Conference](#) will be hosted by Gdańsk University of Technology in Poland on 16-17 April 2020. The conference topic will be ‘Universities building a better Europe’. As usual, institutional leaders, higher education researchers and analysts as well as representatives of other bodies involved in educational policy will be invited to attend the conference. The event will be preceded by statutory meetings and a Leadership Roundtable on 15 April 2020.

## 6. University finances & EU funding

### **Public Funding Observatory**

The [Public Funding Observatory Report 2019/2020](#) (February 2020) offers the most up-to-date information on 33 different higher education systems across Europe.

EUA has been following the evolution of public funding to universities 2008 and the present report covers funding trends up until 2018, including a short-term outlook for 2019/20. It categorises

countries into three different areas, namely systems with sustained growth in funding, systems with sustained funding decreases and those showing improvements.

The monitoring is conducted in close cooperation with EUA's collective members, the national rectors' conferences, which regularly provide extensive funding data from their countries.

The Public Funding Observatory Report 2019/2020 is complemented by a full update of the [online interactive tool](#) and individual country reports.

### **2020 EUA Funding Forum (24-25 September 2020)**

The [2020 Funding Forum](#) will be hosted by the University of Belgrade, Serbia. The event offers a unique, inclusive platform open to all higher education funding stakeholders – universities and students, public authorities, public and private funders and partners. It also seeks to expose these stakeholders to the latest academic and policy research on higher education and research funding.

The fifth edition of this biennial event will provide participants with an overview of the most recent trends in higher education and research funding, both at national and European level. The Forum will particularly explore models for *driving and funding institutional transformation in universities*. The event will also provide a space for structured dialogue and exchange of experience to enrich the perspectives of both institutional leaders and policymakers engaged in funding reforms and more broadly in change management.

### **Next generation of EU funding programmes**

#### *Simplification*

As negotiations continue on the future Horizon Europe programme, the discussion on the Model Grant Agreement is fundamental for effective and smooth implementation. Not only does the Model Grant Agreement serve as the key contractual document between all parties, it is also the central user guide which helps beneficiaries fully understand and better interpret the programme rules.

EUA is advocating for three major principles (continuity with best practice, consistency in the implementation and variety of available models) that should guide the work of the Commission and the member states on the new Model Grant Agreement, with the ultimate goal of mitigating the complexity of the rules and to ensure major simplification. The [policy paper](#) released in December 2019 outlines those principles and provides a series of informed recommendations to facilitate the work of policy makers.

#### *'EU funding for universities' campaign*

EUA's work on Horizon Europe and on the future Erasmus programme is included in its broader campaign '[EU funding for universities](#)', which also puts forward recommendations for impactful simplification and increased efficiency and value for money of EU funding programmes. Following the release of a joint call from the university sector, EUA continued to advocate for adequate funding levels.

## 7. Research & Innovation

EUA contributed to several research and innovation (R&I) policy areas with the aim of supporting EUA members in following up and contributing to main developments at EU level. The work of EUA in R&I is coordinated through high-level working groups gathering input from all EU countries. Policy dialogues in 2019 revolved around the development of the next framework programme for research and innovation (Horizon Europe), the future of the European Research Area (ERA), Open Access/Open

Science, and research/career assessment. The field of Energy as a major underlying societal challenge continued to be a thematic focus area of the EUA Platform of Universities in Energy and Environment. In close relation with research and innovation, Doctoral Education, a central activity characteristic of universities, was addressed through the EUA Council for Doctoral Education (Section 8).

### **EUA proposals for the next framework programme for research and innovation (Horizon Europe)**

As a key stakeholder, EUA has been closely following the developments of Horizon Europe since 2016. Its views and recommendations, supported by the EUA Research Policy Working Group chaired by Prof. Paul Boyle, are detailed in position papers, including on the Horizon 2020 mid-term review, the European Commission's proposal for Horizon Europe, the design of the European Research Council (ERC) and of mission-oriented research. Following the conclusion of the trilogue negotiations between the European Parliament, Council, and Commission in spring 2019, EUA expressed a positive reaction to the agreement on Horizon Europe in a [new statement](#). It subsequently participated in the co-design of the framework programme by providing input to several rounds of online consultations. These are expected to lead to the finalisation of a strategic plan for Horizon Europe in early 2020, to which EUA will respond accordingly through a position paper.

### **The future of the European Research Area (ERA)**

As the ERA is about to celebrate 20 years of its implementation, an ERAC ad hoc Working Group has been mandated to advise the European Research Area and Innovation Committee (ERAC) on options for a new narrative/paradigm on the future of the ERA and possible future ERA priorities, with a view to preparing a Communication from the European Commission. This resulted in the ERAC Opinion adopted on 17 December 2019.

Furthermore, the future of the ERA is high on the agenda of the Commissioner for Innovation, Research, Culture, Education and Youth, Mariya Gabriel, as it links to many cross-cutting issues (e.g. career assessment, European Universities initiative, rapprochement of the ERA and the EHEA with "people" as common denominator, "Future of Universities in Europe" or transformation agenda...). The ERAC work programme 2019-20 also includes discussions on the following strategic topics: (1) the innovation/research divide (both within the EU and with the rest of the world), (2) a review of the ERA Advisory Structure 2021, (3) national structural reforms, (4) partnerships and (5) the improvement of National Research and Innovation systems of Member States and Associated Countries.

As one of the initial members of the ERA Stakeholder Platform, EUA provided input to the deliberations of the ad hoc Working Group and several concerns and needs for a better ERA have been taken onboard by the ERAC Opinion, which explicitly acknowledges the Association's research and innovation priorities (e.g. Open Science, career assessment) as part of the new narrative. The Association will also issue position papers in the coming weeks and months.

### **Open Access/Open Science**

As one of the leading actors in the transition to Open Science, EUA is developing a comprehensive approach to this paradigmatic shift, with the support of the Expert Group on Science 2.0/Open Science, chaired by Prof. Jean-Pierre Finance. By carrying out regular university surveys and commissioning studies, EUA has built a shared knowledge base on the most pressing implications of Open Science, as Open Access policies for research publications and data, the financial cost of access to scholarly publications (Big Deals), research/career assessment practices, innovative publishing practices (such



as Read and Publish agreements) and other key Open Science issues, as open science skills and education or citizen science.

EUA has been [supporting 'Plan S' since its inception](#) in September 2018. Plan S is an ambitious plan by research funding organisations to accelerate the transition towards Open Access by 2020. EUA provided further input to the 'Implementation Guidance' of Plan S in [February](#) and [June](#) 2019.

The fourth edition of the [EUA Open Access Survey Report](#) (published in April 2019) tracks European universities' progress towards Open Access by looking at the degree to which they have implemented institutional policies and practices in the field. This survey focuses on Open Access to research publications, research data management and the openness of research data.

Another focus area are negotiations of large-scale contracts for scientific publications with publishers. Work in this area is led by the EUA High-Level Group on 'Big Deals' since 2016. The [2019 EUA Big Deals Survey Report](#) published in May provided an updated mapping of major scholarly publishing contracts in Europe. This contributes to reframing the debate on the costs of the scholarly publishing system.

A [follow-up report](#) published in October 2019 helps decrypting the Big Deal landscape. It combines country-level publication numbers with country-level Big Deal expenditures, in a comparative analysis of 26 European countries. It aims to support universities and consortia with better market insights and comparative data to make the transition to Open Access publishing (cf Plan S) financially sustainable, in particular in negotiations with large scholarly publishers.

To further support the work of the negotiating consortia, EUA, together with 26 NRCs and consortia commissioned a [study on future scenarios and implications of so-called read-and-publish agreements](#) with scholarly publishers. The study is currently being carried out by Technopolis Group (Amsterdam, NL) and results are expected in April 2020.

EUA is also core partner of the project '[Fostering a FAIR research culture in Europe](#)' (FAIRsFAIR) since March 2019. FAIRsFAIR aims to supply practical solutions for the use of the FAIR principles for research data. Emphasis is on fostering FAIR data culture and the uptake of good practices in making data FAIR. EUA's role in the project is to provide evidence-based support to universities in following the FAIR principles in their research and teaching activities. For this purpose EUA has implemented a university survey (results forthcoming in March 2020) and organised two Focus Groups at the University Carlos III of Madrid (30 Oct 2019) and University of Amsterdam (19 Nov 2019), respectively.

### **Academic career assessment**

EUA activities and events on academic career assessment in the transition to Open Science follow the '[EUA Roadmap on Research Assessment in the Transition to Open Science](#)'. Prepared in collaboration with the Expert Group on Science 2.0. and Open Science, recommended by the EUA Research Policy working Group and approved by the EUA Council at its meeting on 4 April 2018 in Zurich, Switzerland, this roadmap commits the Association "[...] to raise awareness and support institutions in the development of research assessment approaches that focus on research quality, potential and future impact, and that take into account Open Science practices."

Firstly, EUA has gathered and shared information on this issue in '[Reflections on University Research Assessment. Key concepts, issues and actors](#)', a briefing published in April 2019, and '[Research](#)



[Assessment in the Transition to Open Science. 2019 EUA Open Science and Access Survey Results'](#), a survey report published in October 2019. Both have been widely disseminated, including in the press, and have become a central part of the discussion on this issue. The survey data is [available](#) on the Open Access repository Zenodo. Country reports with national-level results are being prepared and will be sent to the National Rectors' Conferences.

The survey report provides a comprehensive and up-to-date overview of the current state of research assessment at European universities. Based on the findings, EUA recommends:

- Expanding the range of academic activities that are being incentivised and rewarded by universities and move to a less limited set of evaluation practices.
- A broad dialogue between universities and other actors, acknowledging that reviewing research assessment is a shared responsibility and requires a concerted approach.

Secondly, EUA started a dialogue between universities and other actors by organising a [workshop on career assessment on 14 May 2019 in Brussels, Belgium](#) and signing a [joint statement with Science Europe](#), an association of public research performing and research funding organisations, in May 2019. EUA also co-organised with the Dutch National Rectors' Conference (VSNU) a [conference on recognition and rewards systems for academics](#) in Rotterdam, the Netherlands on 15 November 2019. This dialogue continues to expand with a [workshop on early-stage research careers](#) in Tbilisi, Georgia on 23-24 January 2020 and a workshop co-organised with the Norwegian National Rectors' Conference (UHR) on academic career assessment on 18 May 2020 in Oslo, Norway.

### **Innovation Ecosystems**

EUA has given a lot of attention to the role of universities in smart specialisation in the past four years but has recently also taken a broader interest in their contribution to regional innovation ecosystems in general. In 2019, the activities of the new Expert Group on Innovation Ecosystems have built upon EUA's expertise gathered through the [Innovation Ecosystems project](#), and a novel set of priorities and activities are being defined, taking into account the broad lines given by the Council in April 2019. The Group's first meeting on 5 November 2019 started off this discussion by outlining ways in which to deepen the engagement with members throughout 2020 and to strengthen the knowledge base on emerging EU innovation instruments in Horizon Europe.

To set the scene for its focus on these new topics, EUA organised a conference on [Universities as drivers of European innovation ecosystems](#), hosted by the European Committee of the Regions on 6 November in Brussels. The event started with a vibrant discussion on the role of universities in the new European innovation landscape and the necessary framework conditions to unlock their potential for innovation. These conditions stem from the interplay of regional development and adequate policies for research, education, and innovation. Examples of successful partnerships between universities, industry, and public authorities were also showcased.

The work on innovation will continue in 2020 with a teleconference of the Expert Group scheduled for 17 February. EUA will also offer a [webinar](#) on European digital policies on 19 March in order for universities to gain an overview of how they can benefit from the EU's digital agenda.

### **The EUA Energy and Environment Platform (EUA-EPUE)**

The EUA Energy and Environment Platform (EUA-EPUE), guided by its *Ad hoc* Steering Committee chaired by [Dr Douglas Halliday](#) (Durham University), serves as the voice of universities in EU energy and environment policy since 2008.

The EUA-EPUE platform, in collaboration with the [Energy-SHIFTS project](#) (Energy Social Sciences & Humanities Innovation Forum Targeting SET-Plan) hosted a workshop on 'Evidence in the energy policy process' in June 2019. The [first Energy and Environment Clustering Event](#) took place at Durham University in September 2019. Under the title "Energy, environment and us - Circular economy and the role of citizens", it was very successful in providing a unique platform for university actors to reflect on the role of universities in the energy transition and climate change and to exchange good practices.

## 8. Doctoral Education

### **Development of the Internationalisation of PhD Studies in South-Africa (Yebo!)**

Please see "*Internationalisation*"

### **EUA-CDE Thematic Workshop (January 2020)**

The EUA Council for Doctoral Education (EUA-CDE) invited academic leaders, heads of doctoral schools and doctoral education professionals to the 2020 Thematic Workshop. This event focused on academic career development. Participants reflected on how universities can prepare doctoral candidates and postdoctoral researchers for careers in academia and what challenges are involved. Part of this discussion concentrated on topics such as skills training for postdoctoral researchers, mental health support and sustainability in researchers' careers. In addition, they addressed the issue of research assessment in the context of career progression of early-career researchers and discussed what doctoral schools can do to support doctoral candidates in dealing with assessment procedures and practices. More information can be found [here](#).

### **EUA-CDE Annual Meeting (June 2020)**

This year's Annual Meeting will address the topic of the role played by doctoral education within university practices and strategies. Hosted by the University of Manchester, the meeting will tackle the interaction and exchange of doctoral schools with different services and other stakeholders within the institution. Plenary sessions will also discuss various aspects of the role of doctoral education, including interdisciplinarity vs. recognition of distinct disciplines, doctoral education as a way to build the institutional reputation and the participation of early-career researchers in the development of policies in doctoral schools. Registrations will be launched towards the beginning of March and will be open also for non EUA-CDE members. More information can be found [here](#). Further questions can be directed to [info@eua-cde.org](mailto:info@eua-cde.org).

### **EUA-CDE Thematic Peer Group on "Career Development and Tracking"**

In the course of 2019, a group of 15 Universities came together to discuss the issue of career tracking and how career tracking can support career development of doctoral candidates. During several meetings they shared knowledge about institutional practices and national tracking systems and developed a classification of different approaches to career tracking of early career researchers. Some preliminary results have been presented to the EUA-CDE community during the 2020 EUA-CDE Thematic Workshop in Tbilisi, January 2020. A final report will be presented during the 2020 EUA-CDE Annual Meeting in June 2020.

## **EUA-CDE Thematic Peer Group on “Co-tutelles and Joint Doctorates”**

Co-tutelles de thèse have become quite popular among doctorate-awarding institutions in Europe. Aware of the opportunities that these agreements offer to doctoral candidates to acquire international training and skills, many universities have included joint doctorates as a component of their doctoral education structures. In response to this growing trend, EUA-CDE is currently establishing the second Thematic Peer Group (TPG) on “Co-tutelles and Joint Doctorates”. The main aim of this working group will be to analyse the different approaches that have been applied in Europe in this area and to collect innovative practices and alternative forms of collaboration. This TPG will also address the main challenging issues associated with such agreements and how institutions can cope with them. A final report will be available in June 2021.