

EUA's activities- Nov 2022 to April 2023

This update provides a selection of EUA activities that might be of interest for you and your colleagues.

You are welcome to share this within your ministry, your organisation, with higher education institutions and other relevant organisations.

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Upcoming events and initiatives

17-19 November 2022	2022 European Quality Assurance Forum EQAF	West University of Timisoara, Romania	QA practitioners from HEIs and QA agencies, higher education authorities & policy makers	https://eua.eu/events/123-2022-european-quality-assurance-forum.html
8 December	Inspireurope+ webinar on remote fellowships for researchers at risk	Online	Those responsible for hosting researchers at risk in higher education institutions	
12 Dec 2022	Deepening, widening, focusing: How to navigate transnational university cooperation into the future?	Conference Brussels, Belgium & Online	Higher education leadership, staff & students, higher education authorities & policy makers	https://eua.eu/events/250-deepening,-widening,-focusing-how-to-navigate-transnational-university-cooperation-into-the-future.html
24 January 2023, 14.00 to 18.00	DIGI-HE final conference: Digitally enhanced learning and teaching in higher education: enabling factors for success	Brussels, Belgium	Higher education leadership, and policy makers	To be announced soon
2-3 February 2023	2023 European Learning & Teaching Forum: Connecting people, spaces and realities	University of Deusto, Bilbao, Spain	Higher education leadership, staff & students, higher education authorities & policy makers	https://eua.eu/events/238-2023-european-learning-teaching-forum.html
20 - 21 APR 2023	2023 EUA Annual Conference	Gdańsk University of Technology, Gdańsk, Poland	Higher education leadership, staff & students, higher education authorities & policy makers	https://eua.eu/events/237-2023-eua-annual-conference.html

Recent events & publications

<p>Leading through disruptive transformations in higher education. (October 2022)</p>	<p>The publication provides key takeaways from the NEWLEAD focus groups on leadership development and institutional transformation in higher education</p> <p>One of the key conclusions is that in Europe most university leaders, although they are to steer big institutional transformations, have to gradually grow into their roles, rather than benefiting from specific leadership development programmes. This report, derived from two focus groups gathering senior executives at universities, reflects on the importance of leadership development in higher education, and on how it can help in addressing key challenges that university leaders are confronted with at their institutions.</p> <p>The peer learning activities took place under the NEWLEAD project (2020-2023), co-funded by the EC, which aims to build the capacity of university leaders across Europe in steering change and in addressing new priorities on the institutional transformation agenda. In 2021, the project published the results of a mapping exercise on the state of leadership development and institutional transformation in Europe, and the next project output will be an inspirational guide on how to set up a national or institutional leadership development programme in higher education.</p>	<p>https://eua.eu/resources/publications/1037:leading-through-disruptive-transformations-in-higher-education.html</p>
<p>LOTUS final conference (28-29 September 2022), publication (November 2022), and webinar (28 November 2022)</p>	<p>The final conference under the “Leadership and Organisation for Teaching and Learning at European Universities” (LOTUS) project took place on 28-29 September in Brussels. Building upon lessons learnt from the project activities, the conference addressed some 100 university representatives, European and national policy makers and other stakeholders in higher education, and offered a mix of plenary discussions and parallel sessions organised as policy labs, to discuss topics of common interest identified during the project (addressing students’ needs; teachers’ careers and development; inter-institutional cooperation; and digitalisation). There was also a specific focus on leadership in learning and teaching, a topic which was explored throughout the project activities.</p> <p>The LOTUS final publication will be issued in November 2022. It will offer an overview of lessons learnt and key messages on challenges and priorities relating to learning and teaching, as well as on the concept of leadership in teaching. The publication will be presented at a webinar on 28 November 2022.</p>	<p>https://eua.eu/events/242-leadership-and-organisation-for-teaching-and-learning-at-european-universities-%E2%80%93-lotus-project-final-conference.html</p> <p>https://eua.eu/events/252-leadership-and-organisation-for-teaching-and-learning-%E2%80%93-lotus-project-webinar.html</p>
<p>Allocating core public funding to universities in Europe: state of play & principles (March 2022)</p>	<p>In this publication, EUA revisits the question of public funding to universities, taking stock of the evolution since 2015.</p> <p>The analysis focuses on the main mechanisms used to determine the block grants received by universities, including the types of indicators used by public authorities currently or in the upcoming planned reforms.</p> <p>Constant activity around funding models in the past years, discussions focused on funding mechanisms and tools rather than objectives, and recurring questions around the “ideal” funding model all make it necessary to lay out basic principles for the design of sound funding models.</p>	<p>https://www.eua.eu/resources/publications/1015:allocating-core-public-funding-to-universities-in-europe-state-of-play-principles.html</p>
<p>Public Funding Observatory 2021/2022: sector</p>	<p>This report presents the expectations of national university associations across Europe in terms of funding and system governance in the medium term (2022-2024).</p>	<p>https://www.eua.eu/resources/publications/1006:public-funding-observatory-2021-2022-part-1.html</p>

perspectives on funding (February 2022)	It also reflects on the European funding context, in the light of the National Recovery and Resilience Plans submitted by the EU member states under NextGenerationEU, and which may result in additional funding and investments that would benefit universities.	
Improved recognition: A self-assessment tool	This self-assessment tool was developed by the EUA in partnership with the German Rectors' Conference, the Spanish Rectors' Conference, and the Dutch organisation for internationalisation in education (Nuffic) in the context of the Erasmus+ co-funded " Spotlight on recognition " project (2020-2022). The tool aims to support higher education institutions to evaluate to which extent the recognition procedures in place at their institutions are in line with the Lisbon Recognition Convention and international good practice. The core of the tool is a table of self-assessment questions aligned with practical information on the legal framework governing recognition in Europe, the European Recognition Manual for Higher Education Institutions and other supporting materials.	https://eua.eu/resources/publications/1024:improved-recognition.html
Webinar recording "Improving recognition through self-assessment: the 'Spotlight on recognition' tool"	This webinar invited participants to explore the "Spotlight on recognition" self-assessment tool, and explained the self-assessment approach in further detail.	https://www.youtube.com/watch?v=UDpqXH9ukn0

Other issues

MSCA4Ukraine	The measure provides fellowships for researchers and doctoral candidates from Ukraine	The the MSCA4Ukraine scheme , funded under the EU's Marie Skłodowska-Curie Actions has been launched in September. Application can be submitted any time. Applicants are the hosting institutions (academic and non-academic organisations in EU member states and Horizon Europe associated countries) together with researchers from Ukraine. There is also a matchmaking instruments in place.
Autonomy Scorecard (2011 – ongoing)	Based on its methodology, the Autonomy Scorecard monitors, measures, and compares the autonomy of public universities across Europe	The Autonomy Scorecard raises awareness of the importance of university autonomy and enabling regulatory framework in the European Higher Education Area. Throughout the last decade, the Scorecard has provided a structured and evidence-based overview of university autonomy, and has informed policy discussions and governance reforms in Europe and partner countries. The last scorecard has been published in 2017 . The 2023 edition (first quarter) analyses and compares 36 European systems, and sheds light on the recent developments.
2024 EUA Trends report	The questionnaire for Trends 2024, assessment impact and expectations of the European higher education sectors towards the Bologna Process, will be launched in Spring 2023.	Since 1998, EUA's Trends reports have contributed the perspective of the higher education sector to the Bologna Process reform. It's most recent edition, Trends 2018, focussed on Learning and Teaching The Trends 2024 report will cover a broader range of topics that addressed in the Bologna Process. The report will be published in the first half of 2024, in time for the Tirana Ministerial Conference. It will be based on a questionnaire to higher education institutions in EHEA, which will be launched in Spring 2023, and

<p>EUA’s Erasmus+ Mid term review survey</p>	<p>EUA collects feedback from its members on the Erasmus+ programme and its different actions</p>	<p>EUA will publish the findings of this survey and use them as a contribution to the European Commission (EC) interim evaluation of Erasmus+ 2021-27. The EC will undertake in-depth public and stakeholder consultations in spring/summer 2023. It has already collected some preliminary feedback in autumn 2022. You can view EUA’s contribution to this call for evidence here.</p>
<p>European Coalition for Advancing Research Assessment (CoARA)</p>	<p>EUA is part of the coalition that support an agreement on the reform of research assessment. The Agreement is open for signature of European research and higher education institutions.</p>	<p>A major milestone in the European discussion and process on reforming research assessment has been reached in July 2022 with the publication of an Agreement, which sets the vision that “the assessment of research, researchers and research organisations recognises the diverse outputs, practices and activities that maximise the quality and impact of research”. It sets a direction for changes in assessment practices for research, researchers and research performing organisations, while respecting organisations’ autonomy. It outlines commitments for better recognition of the diverse practices and activities that maximise the quality of research as well as a move away from inappropriate uses of metrics (such as rankings). Since September 2022, the Agreement is open for signature, in order to join the Coalition for Advancing Research Assessment (CoARA), which will be formally launched on 1 December 2022.</p> <p>Reforming research assessment is a priority for EUA, as part of the wider strategic aim of reforming of academic careers outlined in Universities without walls – A vision for 2030. Since December 2021, EUA is actively involved in an initiative to create a coalition for advancing research assessment system.</p>