EUA Meeting with Czech Rectors Conference, Sept 2021

Prof. Michael Murphy
President
Subjects to be addressed

EUA Mission, Strategy and Actions

Funding and Autonomy

Teaching and Learning

Research, Innovation, Open Science

European University Initiative
EUA has 840 members based in 48 countries
(as of 1 Jan 2020)
EUA Strategy 2020-25.

Europe’s Universities
Shaping the Future
EUA Strategic Plan
Missions of EUA

- Independent voice of European universities to impact on European and national policy making
- Representation of Europe’s universities within Europe and globally
- Monitoring and measuring university performance and its determinants, across Europe
- Sharing good practice among universities across Europe - Solidarity

More information: https://eua.eu
Vision for Europe’s Universities – imagined by EUA universities in 2021.
EUROPEAN UNIVERSITIES
A key pillar of the European education area
EUA

• Current menu of university issues across Europe.
EUROPEAN UNIVERSITY ASSOCIATION

Trends in Funding

27 November 2019
Origins of public university funding.

EUA Public Funding Observatory 2020 (data preview for 14 systems)
Change in university public funding 2008-18.

- over 20% decrease
- from -20% to -5%
- from -5% to +5%
- from +5% to +20%
- over 20% increase
Link to economic growth?

Public funding to universities and GDP growth

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding ↑ &gt; GDP ↑</td>
<td>Investment above economic growth</td>
<td>AT, DE, DK, LU*, NL, NO, SE, TR, CH**</td>
</tr>
<tr>
<td>Funding ↑ &lt; GDP ↑</td>
<td>Investment below economic growth</td>
<td>FR, HU, IS, PL</td>
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<tr>
<td>Funding ↑ - GDP ↓</td>
<td>Investment despite economic decline</td>
<td>HR, PT</td>
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<tr>
<td>Funding ↓ - GDP ↑</td>
<td>Disinvestment despite economic growth</td>
<td>CZ, EE*, ES, FI*, IE, LT, LV*, RS, SK, CY</td>
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<tr>
<td>Funding ↓ &gt; GDP ↓</td>
<td>Disinvestment greater than economic decline</td>
<td>GR*, IT, SI*</td>
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</tbody>
</table>

Systems not included: BE, BE, SE, UK (all 4 systems).

Demographic pressures?
Funding changes in context of Student numbers changing

Systems with declining funding

*How to read this graph:
Shorter timeframes are used for EE (2008-2017), FI (2010-2016), UK (2008-2018), UK-se (2010-2018), UK-ne (2010-2018). For Wales (UK-se) the student numbers value is -0.2%. Funding data for Northern Ireland and Wales covers total public funding.
Why university autonomy?

**Correlations between autonomy and:**
- performance
- quality
- degrees of income diversification
- successful internationalisation

**Institutional autonomy:**
- enables universities to determine and pursue strategic priorities according to their strengths;
- does not automatically lead to better performance but is an important requisite
## Autonomy dimensions

<table>
<thead>
<tr>
<th>Organisational</th>
<th>Financial</th>
<th>Staffing</th>
<th>Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Selection procedure/ criteria for rector</td>
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<tr>
<td>• Dismissal/ term of office of rector</td>
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<tr>
<td>• Inclusion/ selection of external members in governing bodies</td>
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<tr>
<td>• Deciding on academic structures</td>
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<tr>
<td>• Creating legal entities</td>
<td>• Length/ type of public funding</td>
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<tr>
<td></td>
<td>• Keeping a surplus</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Borrowing money</td>
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<td></td>
<td>• Owning buildings</td>
<td></td>
<td></td>
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<td></td>
<td>• Charging tuition fees for national/ EU students</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Charging tuition fees for non-EU students</td>
<td>• Staff recruitment procedures</td>
<td></td>
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<td></td>
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<td>• Staff salaries</td>
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<td></td>
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<td>• Staff dismissals</td>
<td></td>
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<td>• Staff promotions</td>
<td>• Deciding on overall student numbers</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Selecting students</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Introducing/ terminating programmes</td>
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<td></td>
<td></td>
<td></td>
<td>• Choosing language of instruction</td>
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<tr>
<td></td>
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<td></td>
<td>• Selecting QA mechanisms/ providers</td>
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<tr>
<td></td>
<td></td>
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<td>• Designing content of programmes</td>
</tr>
</tbody>
</table>
Organisational autonomy

- Increasing co-existence of different legal statuses within systems
- Discussions on governance models (balance, competences, composition)
- Increasing participation of external members - higher degree of freedom to select them in the North of Europe
- Most universities are free to decide on internal academic structures and create legal entities.
- Executive leaders are always chosen by the institution

- But no linear progress towards increased autonomy (Setbacks in Hungary, Ireland, Latvia, NRW)
University Autonomy in Europe

How autonomous are Europe’s universities? Select one of the countries on the right to find out.
Learning and Teaching.
Annual forum,
Thematic peer groups,
Surveys, Policies and guidelines.
Research, Innovation, Open Science
Open Science: EUA priorities

- Promote institutional and European Open Access policies for research publications and data
- Achieve more transparency and greater sustainability in the scholarly publishing system, e.g. Big Deals, Read and Publish Agreements
- Contribute to the development and implementation of Open Science infrastructure, e.g. EOSC, FAIR data
- Raise awareness and help universities review their approach to research assessment
Institutional Open Access policies (2018)

Source: 2017-2018 EUA Open Access Survey Results

**OA policy to research publications**
- Yes: 62%
- No, but we are developing a policy: 12%
- No: 26%

**OA policy to research data**
- Yes: 43%
- No, but we are in the process of developing them: 13%
- No: 41%
- Don't know: 3%
Open Access and Open Science demand a review of university approaches to research assessment.

Only the right incentives and rewards will ensure that researchers take part in the process of making research openly available.
### Importance of academic activities for research careers (2019)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very important</th>
<th>Important</th>
<th>Moderately important</th>
<th>Of little importance</th>
<th>Unimportant</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research publications</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
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<tr>
<td>Attracting external research funding</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
<td>14</td>
<td>4</td>
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<tr>
<td>Research impact and knowledge transfer</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td>34</td>
<td>23</td>
</tr>
<tr>
<td>Teaching activities</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td>25</td>
<td>9</td>
</tr>
<tr>
<td>Research collaborations within academia</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td>34</td>
<td>11</td>
</tr>
<tr>
<td>Research collaborations outside academia</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td>28</td>
<td>11</td>
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<tr>
<td>Research supervision activities</td>
<td>21</td>
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<td></td>
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<td>42</td>
<td>6</td>
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<tr>
<td>Research networking</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td>37</td>
<td>8</td>
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<tr>
<td>Mentoring activities</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td>28</td>
<td>16</td>
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<tr>
<td>Social outreach and knowledge transfer</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td>29</td>
<td>22</td>
</tr>
<tr>
<td>Other types of research output</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td>34</td>
<td>7</td>
</tr>
<tr>
<td>Open Science and Open Access</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td>26</td>
<td>19</td>
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Number of responses: between 191-195/197
Evaluation of academic activities for research careers (2019)

Number of responses: between 194-195/197

- Metrics measuring research output based on number of publications and citations: 14% Don’t know, 29% Unimportant, 53% Of little importance
- Qualitative, peer-review assessment: 17% Don’t know, 26% Unimportant, 48% Of little importance
- Research impact and knowledge transfer indicators: 19% Don’t know, 33% Unimportant, 30% Of little importance
- Metrics measuring collaborations within academia based on co-authorship: 25% Don’t know, 30% Unimportant, 15% Of little importance
- Open Science and Open Access indicators measuring the open accessibility of research outcomes and data: 24% Don’t know, 31% Unimportant, 19% Of little importance
- Altmetrics measuring the societal outreach of journal publications, books, reports, data and other non-traditional publications based on downloads, tweets, news mentions, etc.: 31% Don’t know, 23% Unimportant, 19% Of little importance
- Metrics measuring academic attention and uptake based on number of views and downloads: 27% Don’t know, 24% Unimportant, 18% Of little importance
Key recommendations

Expand the range of academic activities incentivised and rewarded, and move to a less limited set of evaluation practices.

Reforming research assessment is a shared responsibility and requires a concerted approach uniting the main actors.

Source:
2019 EUA Open Science and Access Survey Report
Room for everyone’s talent
towards a new balance in the recognition and rewards of academics

- Diversifying and vitalising career paths
- Achieving balance between individuals and the collective
- Focusing on quality
- Stimulating open science
- Stimulating academic leadership
Greening in European higher education institutions

SELECTION OF EUA SURVEY DATA
Strategy addressing greening
- 61% address in overall or dedicated strategy
- Of which 69% relate to the SDGs

Institutions have activities for greening
- 64% across the institution,
- 18% at individual departments/faculties

Key areas of activity
- 86% consider greening or SDGs in curriculum reform
- 86% active in community engagement on greening
- 93% recycle
- 92% green the campus

75% participate in thematic networks (national or international)
- 83 networks greening/sustainability identified, incl. 35 with focus on HEI
- CZ: Asociace společenské odpovědnosti (Association of Social Responsibility)

Ways forward
- additional funding at national (64%) & European level (51%)
- peer-learning with other institutions (53%)
- European initiative on Greening HEI (35%)

Online survey - April/May 2021
- 372 institutional responses - 5 from CZ

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