

EUA AND MULTILINGUALISM

“UNIVERSITIES WITHOUT WALLS” (A VISION FOR 2030)

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Main objectives

- **Facilitates dialogue** on higher education & research
- **Represents the interests** of higher education sector
- Ensures the voice of universities is heard in **EU policy making & in the EHEA**
- **Support its members** with a range of **services** (strategy development, thematic peer groups & focus groups, events and publications)

Who are EUA's members?

- **National Rectors' Conferences** (33)
- **Individual Full Members** (725 in 48 countries): HEIs that award doctoral degrees or can demonstrate critical mass in research
- **Individual Associate Members** (64): HEIs that award BA and MA degrees but do not meet the research criteria
- **Affiliates**
- **EUA membership is extremely diverse**

Universities without walls

A vision for 2030

Universities without walls

A vision for 2030

University missions in 2030

The unique combination of the missions of learning and teaching, research, innovation and culture – and their fruitful interrelations – will remain the key characteristic of Europe's universities. These missions will be equally important and mutually enhancing, and an integrated approach will be beneficial to harnessing synergies. Through these missions universities will support Europe's open, pluralistic and democratic societies.

Universities without walls

A vision for 2030

Universities will be active in cultural debates, providing evidence to demonstrate the changing nature of culture, giving new interpretations to cultural heritage and acting as a window to different kinds of culture. They will promote the study and knowledge of culture and language diversity within Europe and beyond and will continue to be places where people from different cultural backgrounds meet, exchange and collaborate. As such, they will foster mutual understanding and the development of intercultural competences, a vital contribution in a world where local and global realities converge through the increased use of digital technologies. 9

EUA advocates for multilingualism in Europe

- How?
- 3 types of activities
- 3 examples



Main activities



Main activities



Main activities



Main activities



I. Autonomy scorecard

The Scorecard is based on more than 30 different core indicators in four key dimensions of autonomy. These include:

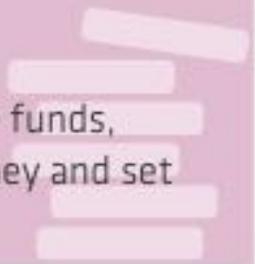
Organisational autonomy

covering academic and administrative structures, leadership and governance



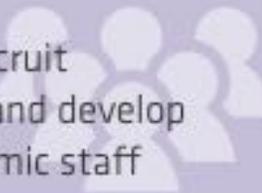
Financial autonomy

covering the ability to raise funds, own buildings, borrow money and set tuition fees



Staffing autonomy

including the ability to recruit independently, promote and develop academic and non-academic staff



Academic autonomy

including study fields, student numbers, student selection as well as the structure and content of degrees

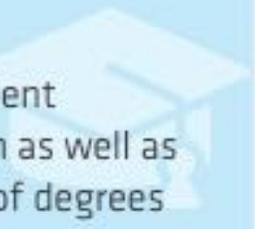


Table 1 Participating higher education systems

Code	Country/system	2011	2017	2023
AT	Austria	•	•	•
BE-fl	Flanders (Belgium)	•	•	•
BE-fr	Wallonia-Brussels Federation (Belgium)		•	•
CH	Switzerland	•	•	•
CY	Cyprus	•		•
CZ	Czechia	•		•
DE-bb	Brandenburg (Germany)	•	•	•
DE-he	Hessen (Germany)	•	•	•
DE-nrw	North Rhine-Westphalia (Germany)	•	•	•
DK	Denmark	•	•	•
EE	Estonia	•	•	•
ES	Spain	•	•	•
FI	Finland	•	•	•
FR	France	•	•	•
GE	Georgia			•
GR	Greece	•		•
HR	Croatia		•	•
HU	Hungary	•	•	

Code	Country/system	2011	2017	2023
IE	Ireland	•	•	•
IS	Iceland	•	•	•
IT	Italy	•	•	•
LT	Lithuania	•	•	•
LU	Luxembourg	•	•	•
LV	Latvia	•	•	•
NL	Netherlands	•	•	•
NO	Norway	•	•	•
PL	Poland	•	•	•
PT	Portugal	•	•	•
RO	Romania			•
RS	Serbia		•	•
SE	Sweden	•	•	•
SI	Slovenia		•	•
SK	Slovakia	•	•	•
TR	Türkiye	•		•
UK-en	England (UK)	•	•	•
UK-sc	Scotland (UK)			•

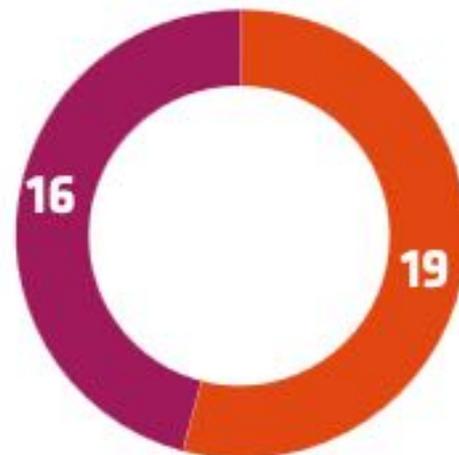
I. Autonomy scorecard

ACADEMIC AUTONOMY

- Capacity to decide on overall student numbers
- Ability to select students
- Ability to introduce programmes
- Ability to terminate programmes
- Ability to choose the language of instruction
- Capacity to select QA mechanisms and providers
- Ability to design content of degree programmes

I. Autonomy scorecard

Graph 19a Capacity to choose the language of instruction at bachelor's degree level



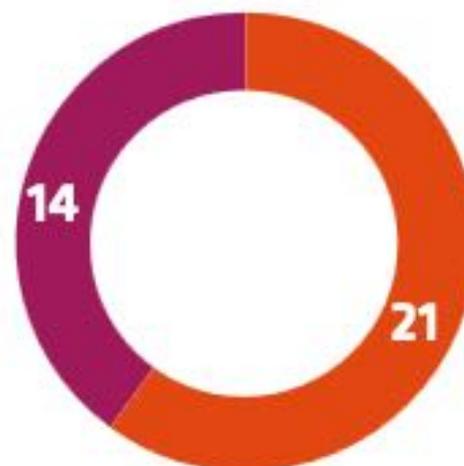
- **Universities can choose the language of instruction for all programmes**

AT, CH, DE-bb, DE-he, DE-nrw, ES, FI, IE, IT, LU, NO, PL, PT, RO, SE, SK, TR, UK-en, UK-sc

- **Restrictions on the use of foreign languages apply**

BE-fl, BE-fr, CY, CZ, DK, EE, FR, GE, GR, HR, IS, LT, LV, NL, RS, SI

Graph 19b Capacity to choose the language of instruction at master's degree level



- **Universities can choose the language of instruction for all programmes**

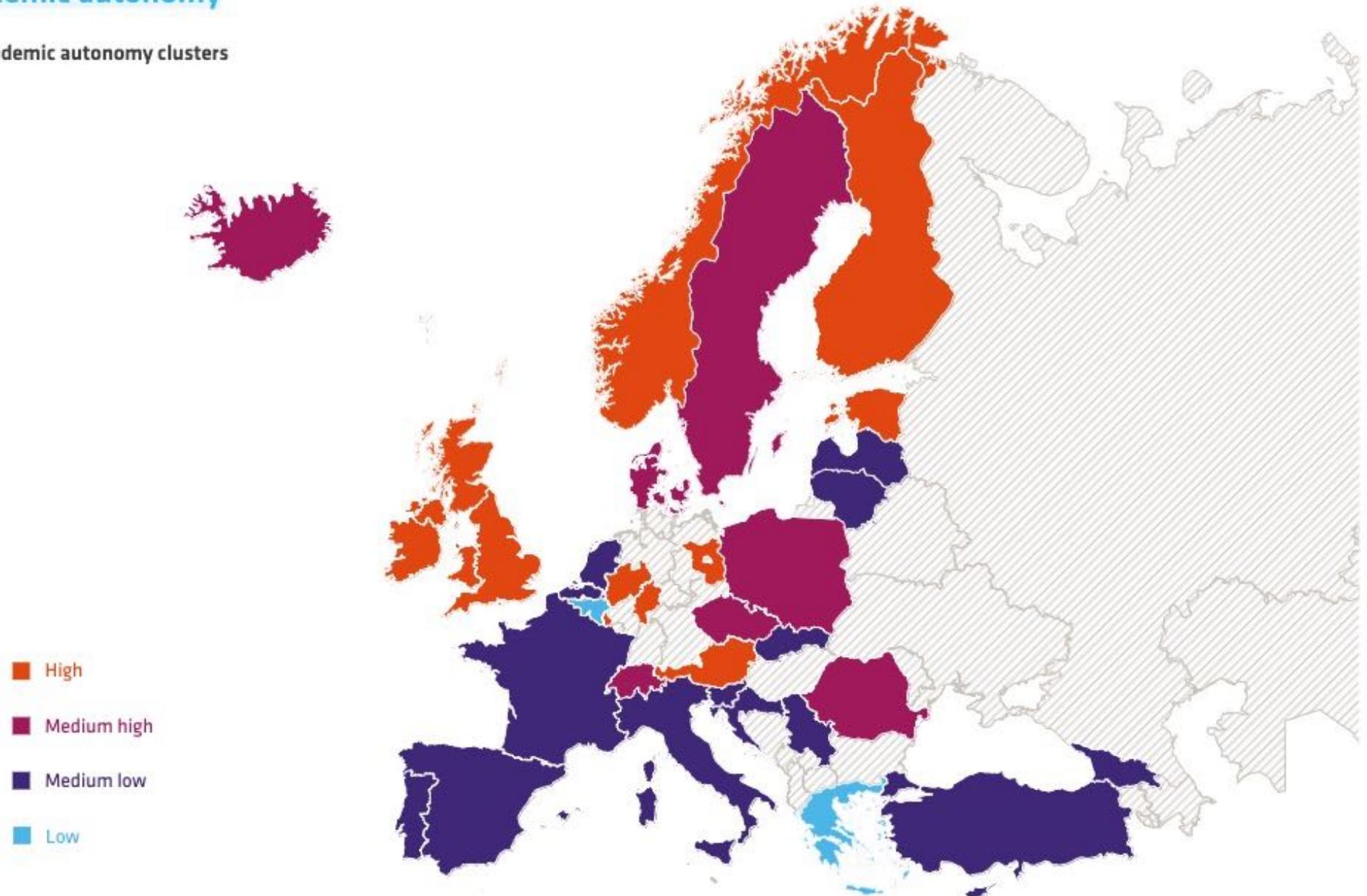
AT, CH, DE-bb, DE-he, DE-nrw, ES, FI, GR, IE, IS, IT, LU, NO, PL, PT, RO, SE, SK, TR, UK-en, UK-sc

- **Restrictions on the use of foreign languages apply**

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4. Academic autonomy

Map 13 Academic autonomy clusters



I. Autonomy scorecard

One-Minute Activity

Main activities



II. Assessment of academic careers / Open Science



- Using a **broader set of evaluation practices** for academic careers
- Promoting further **parity of esteem** between different career paths
- Enabling and valorising **Open Science** in career and research assessment
- Incentivising activities with **different forms of impact**
- Making academic careers less precarious and **more attractive**
- Providing **more flexibility** for academic careers

II. Assessment of academic careers / Open Science



- The EUA **Open Science Agenda 2025**
(February 2022)

The EUA Open Science Agenda 2025

Main activities



III. Council for Doctoral Education

- About EUA-CDE
- Vision paper (June 2022)

Building the Foundations of Research
**A Vision for the Future of Doctoral
Education in Europe**

III. Council for Doctoral Education

Strict immigration policies can reduce the mobility of international doctoral candidates. While English has become a *lingua franca* in many disciplines, multilingualism opens new perspectives for research and is welcoming for candidates from other linguistic groups.

Ways forward

A diverse doctoral education must be sensitive to the different backgrounds that doctoral candidates bring with them. Doctoral education should encourage reflection on and the overcoming of any social, economic or cultural barriers. It should foster a diversity that goes hand in hand with excellence and a shared understanding of research quality. Institutions need to ensure that access to doctoral education is driven by talent rather than resources and be mindful of existing inequalities and individual situations. Flexible working hours, support networks and mentoring all have a part to play. There is a need to build opportunities to remain and pursue a career in the country of the doctorate-granting institution, for which appropriate support structures and funding should be provided.

One invitation and some questions

- Upcoming event
- Many more topics – your questions?

2023 EUA Annual Conference

We need to talk about impact

20 - 21 APR 2023 | CONFERENCE

📍 GDAŃSK UNIVERSITY OF TECHNOLOGY | GDAŃSK, POLAND



Universities have a profound impact on individuals and societies, as well as the policies that govern both. But what do we really mean when we talk about impact? The European University Association's 2023 Annual Conference, hosted by Gdańsk...

Thank you for your attention

