

# 2009 ACTIVITY REPORT

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## INTRODUCTION



Our EU-funded MODERN platform on higher education management was launched last year with ten core partners and twenty-six associate partners. The platform is growing as more associations in higher education and academic providers of higher education management programmes are joining. MODERN is becoming a central place for information and exchange on issues linked to the modernization agenda for European universities, looking at governance reforms, EU and national innovation policy issues and sustainable funding for higher education.

I am also delighted about the launch of our EU-Drivers platform on regional innovation, a structural network project under the Lifelong Learning Programme which will gather academic leaders, the business sector and local government for major pilot transformational partnership projects at regional levels in Europe.

Our DEAN network had a very successful conference in Lisbon last November “Driving regional innovation in times of crisis, the role of the dean; new strategies in European universities” attracting deans and academic leaders from all over Europe and beyond. In 2009 we also continued to provide support to the HUMANE network and hosted its Secretariat.

With EU funding under the Lifelong Learning Programme we started a second phase of our European platform on benchmarking in European higher education with four benchmarking working groups: university-enterprise cooperation, governance, lifelong learning and curriculum reforms. More than 40 universities joined these groups discussing indicators, setting targets for improved performance and designing action plans. We also designed a benchmarking exercise for the CHarME project (Challenges of Harmonising Medical Education in Europe) on reforming the medical curriculum, in a consortium of ten universities under the leadership of Charité Medical School Berlin.

Our ESMU-HUMANE Winter School for Senior Administrators continues to be a great success. We selected 35 participants from all over Europe for the seventh edition which took place in Valencia from 8-15 March.

With the support of our newly acquired EU ERASMUS MUNDUS grant we also started a new project to design a series of study tours to Europe on European Higher Education for decision-makers from American, Australian and Latin American universities.

In the framework of our TEMPUS project “University Knowledge Transfer for Sustainable Growth”, we organized several workshops with our project partners the University of Nizhni Novgorod in Russia, London Metropolitan University and Dublin Institute of Technology. In a project with the Centre for Higher Education Development (CHE) and the Center for Higher education Policy Studies (CHEPS) we looked at the issue of professionalisation and career paths in European universities.

With the new EU2020 Strategy, the key role of universities as the main drivers for sustainable growth is once again highlighted. European universities will only be able to play such a role if they transform significantly, reforming their governance, modernizing their structures and modes of operation to respond to the needs of society, profiling themselves much more strategically in increasingly competitive environments. With our wide range of benchmarking, networking and training activities we can offer significant support to European universities in their transformation process.

Frans van Vught  
ESMU President

## I. Members of the Board of Administration and General Assembly

Frans VAN VUGHT, former Rector, Universiteit Twente; advisor President Barroso of the European Commission (NL)

Flemming ANDERSEN, Dean of the Faculty of Humanities, University of Southern Denmark (DK)

José Gines MORA, Visiting Professor, Institute of Education, University of London (ES)

Jan SADLAK, Vice-Rector for International Cooperation, Warsaw School of Social Psychology and Humanities; President of the IREG International Observatory on Academic Rankings and Excellence (PL)

Dirk VAN DAMME, Head of CERI, Centre for Educational Research and Innovation, OECD (BE)

Peter WEST, Secretary to the University of Strathclyde (UK)

## II. Activity Programme

### 1. Networks promoting Good Management Practices

#### 1.1 DEAN – Deans and European Academics' Network

The DEAN annual Conference “Driving regional innovation in times of crisis, the role of the dean; new strategies in European universities” took place at the University of Lisbon on 19-20 November 2009. Some 145 participants attended the conference which focused on university responses to the changing labour market, the triple helix model from strategy and practice to sustain regional innovation in times of global economic crisis and how to measure national and institutional performance. The new ESMU-DEAN EU-Drivers' project on regional innovation was launched during the conference.



*Dr. Flemming G. Andersen, DEAN Chair, opening the DEAN 2009 Conference*

With the DEAN newsletter and the DEAN restricted area, the network continued to keep the DEAN membership up-to-date with EU policy developments and European initiatives in higher education and research.

The DEAN executive committee met three times in 2009 on 28 January (Brussels), 28 April (Brussels) and 18 November (Lisbon).

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## 1.2. HUMANE – Heads of University Management & Administration Network in Europe ([www.humane.eu](http://www.humane.eu))

ESMU is hosting the Secretariat of the HUMANE network. HUMANE has a membership of 196 heads of administration from 23 countries.

In 2009, the HUMANE Secretariat organised five seminars:

- Ghent, BE (26-27 March) on “*Incentives*”
- Münster, NE (24-25 April) on “*Effects of the World Financial Crisis towards Universities*”
- Paris, FR (15-16 May) on “*Good practice in managing organizational merger*”
- Vercelli, IT (18-19 September) on “*Change Management*”
- Madrid, ES (16-17 October) on “*Diversifying Income streams*” (linked to the EUA EUDIS project on diversifying income streams in which HUMANE is a partner).

The HUMANE annual Conference and Round Table took place in London (12-13 June) on the theme of “Identifying and Managing risks in universities”.

The HUMANE Executive Committee met in Ghent on 26 March, in London on 11 June and Madrid on 16 October.

HUMANE also organised a study tour at the University of Heidelberg on 12-15 May.

The Winter School Alumni seminar took place in Barcelona on 13-14 November on “The added value of administration to universities”.

## 1.3 MODERN – European Platform on Higher Education Management

Under the leadership of ESMU, MODERN is a consortium of 10 core and 29 associate partners who have joined forces to provide a structured answer to the fragmentation in the supply of management support to HEIs, their leaders and managers.

The ten core partners are ESMU, EFMD (European Foundation for Management development), CHE (Centre for Higher Education Development), DUK (Danube University Krems – University for Continuing Education), CHEPS (Centre for Higher Education Policy Studies, University of Twente), ECIU (European Consortium of Innovative Universities), EAIE (European Association for International Education), ICHEM (International Centre for Higher Education Management, University of Bath), MIP (Politecnico di Milano – Consortium for the innovation of firms and Public Administration Management) and Hedda (Higher Education Development Association).

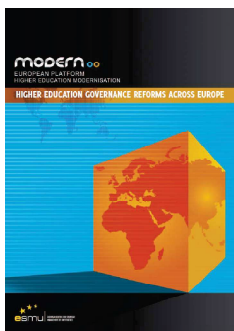
The MODERN associate partners are AHUA (Association of Heads of University Administration), BSRUN (Baltic Sea Region University Network), CEU (Central European University), CGU (Compostela Group of Universities), DRC (Danube Rectors' Conference), DEAN (Deans' European and Academics Network), EADTU (European Association of Distance Education Universities), EURASHE (European Association of Institutions in Higher Education), UNESCO-CEPES (European Centre for Higher Education), SEFI (European Society for Engineering Education), EUI (European University Institute), Fachhochschule Osnabrück, HBO raad (as manager of the European Network for Universities of Applied Sciences/UAS), IoE (University of London, Institute of Education), OECD-IMHE (Institutional Management in Higher Education), UNICA (Network of Universities from the Capitals of Europe), UHR (The Norwegian Association of Higher Education Institutions), ProTon Europe, Santander Group of European Universities, CEGES (Universidad Politécnica de Valencia, Center for the Study of Higher Education Management), INCHER (University of Kassel, International Centre for Higher Education Research), University of Oldenburg, University of Southern Denmark, HUMANE (Heads of University Management and Administration Network in Europe), WSAN (Winter School Alumni Network), CHEMPaS (Centre for Higher Education Management and Policy at Southampton University), EUPRIO (European Universities Public Relations and Information Officers) and AEC (European Association of Conservatories).

MODERN ([www.highereducationmanagement.eu](http://www.highereducationmanagement.eu)) is developing a web-based community: the platform is intended as interactive information and meeting point for HEM providers, experts, target group learners and interested stakeholders. The website includes information on the background of the MODERN project, project partners, the advisory board and activities. Interested visitors may subscribe to receive information through mailings on areas of interest. The website has had more than 5000 hits within its first 12 months, which demonstrates its wide visibility.

A structured review of the supply of management development programmes and their adequacy to the demand will be carried out. To this end two online questionnaires were produced to gather information on the supply and demand for HEM training programmes.

The MODERN kick-off meeting took place on 26 January 2009, involving the project's core and associate partners. Associate partners will support the mapping the field exercise (information about the supply and demand for HEM training programmes within HEIs) and the conferences and peer learning workshops (identifying trainers/speakers and potential attendants among their contacts).

On 9 June 2009, the first thematic conference took place in Brussels on "governance". The programme combined morning plenary sessions with key senior-level speakers, i.e. policy-makers and decision-makers from the European Commission, academia and the private sector, and afternoon highly specialised workshops on key themes linked to governance issues.



*The first thematic report was produced for the conference on the state-of-the-art of governance reforms in European HEIs, building on existing literature and current and previous work on governance issues in higher education. This report and an executive report on the conference were also published on the MODERN web-based community.*

On 9 June 2009 the first meeting of the MODERN Advisory Board took place in Brussels, advising core project partners on the activities of the platform and their positioning in the broader European context. The advisory board consists of four high-level external experts, three from the higher education sector and one from business: David Coyne, former Director European Social Fund, Coordination, DG Employment, European Commission; Peter Gaehtgens, Former President, Free University Berlin, and Former President, German Rectors' Conference; Michael Shattock, Visiting Professor at the Institute of Education, London, and former Registrar of Warwick University; Horst Soboll, Advisor European Commission, former Director of Research Policy and Communications, Daimler AG.

The MODERN Steering Committee of core partners met on 26 January and on 10 June 2009.

## 1.4 EU-DRIVERS – European Drivers for a Regional Innovation Platform



**EU-DRIVERS**  
European Drivers for a  
Regional Innovation Platform

This three-year Structural Network project, funded by the European Commission under the Lifelong Learning Programme, is designed to improve regional cooperation between universities, private sector companies and local governments in order to enhance the innovation capacities of European universities, working at the level of deans of faculties.

The EU-Drivers' consortium is made of ESMU/DEAN (as a project leader) and nine other partners: HUMANE (Heads of University Management & Administration Network in Europe), EURADA (European Association of Development Agencies), AMSE (Association of Medical Schools in Europe), EFMD (European Foundation for Management development), SEFI (European Society for Engineering Education), Aalborg University, ACUP (Catalan Association of Public Universities), BSRUN (Baltic Sea Region University Network), DUK (Danube University Krems – University for Continuing Education).

The project started in October 2009. A first steering committee meeting of all partners was linked to the DEAN annual conference in Lisbon and took place on 18 November.

The project will produce a web-based European virtual community with a database of selected case material, relevant literature, examples of good practices, pilot regional innovation partnership projects with ten selected groups of three decision-makers (one dean, one private company and one local government representative) on major structural regional projects contributing to a sustainable leadership development programme, annual reports on regional innovation and dissemination activities with annual conferences (mutual learning, exchange of good practices and recommendations for future actions).

## 2. Benchmarking activities in European Higher Education

### 2.1 EBI-II – Benchmarking in European Higher Education

EBI-II is the second of two Commission-funded projects that aim to promote benchmarking practices in European higher education. The projects are designed to foster the modernisation of higher education management. They support HEIs and policy-makers in realising the Lisbon goals and the Bologna Process and thereby increase the attractiveness of European higher education.

Building on the success of EBI-I, which ended in August 2008, a proposal for a second benchmarking project (EBI-II) was accepted for funding by the European Commission. The project aims for the creation of a European platform on benchmarking in higher education, which will serve as a major instrument for collaborative learning and support to universities in increasing their institutional performance. EBI-II is being led by ESMU. Project partners are CHE (Centre for Higher Education Development), ICHEM (International Centre for Higher Education Management, University of Bath), and the IoE (Institute of Education, University of London).

The EBI-II project aims to produce four benchmarking groups of HEIs for wide exchange, advice and best practices in workshops, a broad online collaborative learning community, benchmarking tools (questionnaires, reports, handbooks of good practices) and dissemination events in order to link to other European networks and professional associations.

The project has progressed considerably in the course of 2009. Four university benchmarking groups were set up on four central topics of the EU's modernisation agenda for higher education: **governance**, **lifelong learning**, **university-enterprise cooperation** and **curriculum reform**. The following universities are participating in the benchmarking exercise (in some cases as members of two thematic benchmarking groups): Anglia Ruskin University, Brno University of Technology, Central European University, Copenhagen Business School, Free University of Berlin, Galway-Mayo Institute of Technology, Hochschule Bremerhaven University of Applied Sciences, Jagiellonian University, Masaryk University, Mykolas Romeris University, Romanian University of Science and Arts, Universidad Miguel Hernández, University Duisburg-Essen, University of Aarhus School of Engineering, University of Applied Science Amsterdam, University of Applied Science Pirkkanmaa, University of Aveiro, University of Graz, University of Helsinki, University of Jaen, University of Latvia, University of Limerick, University of Madrid, University of Oulu, University of Oviedo, University of Porto, University of Primorska, University of Salford, University of Sheffield, University of Tartu, University of West of England, Vilnius University.

At a workshop in Gent on 27-28 April, the four thematic benchmarking groups discussed initial indicators and produced a detailed questionnaire, which was subsequently filled in by all participating universities. The project partners processed these data over the summer. During a workshop in Berlin on 8-9 September, participating institutions identified priorities and targets in their respective benchmarking areas and discussed these with their senior management. External university experts provided feedback on the benchmarking process, presented examples of good practice and suggested possible indicators and benchmarks at a workshop in Bath on 12-13 November.

The EBI-II Steering Committee of all partners met on 27 January, 27 April, 8 September and 12 November 2009.

## 2.2 Benchmarking elearning

The aim of the benchmarking elearning project was to identify good practices on elearning by mutual learning with other participating universities. The project was initiated by the University of Southern Denmark (SDU) and co-organised by ESMU and EADTU, the European Association of Distance Teaching Universities. Methodologically, it combined ESMU's collaborative benchmarking approach (benchmarking through a comparative exercise of good practices between universities) and EADTU's more individually-oriented approach. EADTU's Excellence online tool, which consists of a set of 33 elearning benchmarks, was used as a starting point to the benchmarking exercise. Nine universities participated in the project: the University of Southern Denmark, the University of Copenhagen, Aarhus University, the University of Latvia, Lund University, the University of Kuopio, the University of Porto, the University of Bologna and the University of Oulu. The benchmarking exercise began in April 2009 and was completed in January 2010.

Following an initial Quick Scan exercise carried out in April/May 2009, the results submitted by participating institutions were presented and considered during the first project workshop in Brussels (26-27 May 2009). Institutional representatives also discussed and revised appropriate indicators and benchmarks during this meeting.

A questionnaire was designed on the basis of these discussions and completed by participating universities in the course of the summer. The responses were subsequently compiled and summarised by the University of Southern Denmark (SDU) and ESMU.

External experts produced a report commenting on the data collected and identifying aspects of good practice. This interim report was circulated to participants prior to a second workshop held at SDU in Odense (26-27 November 2009). During the second workshop, participating universities focused on defining individual action plans and roadmaps for improvement.

A final report summarising the project data, methodology and results was produced in January 2010.

## 2.3 CHarME - Challenges of Harmonising Medical Education in Europe

**CHarME (Challenges of Harmonising Medical Education in Europe)** addresses a major aspect of the modernisation agenda for medical faculties across Europe: study programmes and employability. The overall project aim is to determine how European universities can best adapt their curricula to better prepare future doctors for the challenges of the 21<sup>st</sup> century.

The Charité-Universitätsmedizin Berlin, the institution of the unified medical schools and hospitals of Berlin's Free and Humboldt Universities, is leading the project. The following institutions are part of the consortium: ESMU, the University of Antwerp, Leiden University Medical Center, UFR Médicale Paris Descartes, the Catholic University of the Sacred Heart Rome, the Karolinska Institutet Stockholm, Semmelweis University Budapest, the BVMD (Association of German Medical Students), the UEMS (Union of European Medical Specialists) and Basel University Medical Faculty.

Project outputs will include a benchmarking questionnaire and report, two workshops, a dissemination conference, a publication on best practices and a series of articles in medical education and professional publications.

A partners' meeting took place in Brussels on 9 January 2009 to discuss a draft questionnaire for a benchmarking exercise on medical education. The questionnaire was finalised and placed online by the project leader at the end of June. Participating universities provided their responses in July and ESMU processed the data and composed a report during the month of August with the support of an external expert.

A workshop took place in Antwerp on 10-11 September 2009 to discuss the first results of the questionnaire, the data gathered and the draft benchmarking report. The report was finalised at the end of the year and submitted to all participating universities.

## 3. Training activities

### 3.1 ESMU-HUMANE Winter school for Senior Administrators

The seventh ESMU-HUMANE Winter School for senior university administrators took place in Valencia from 8-15 March 2009.



*Participants of the seventh ESMU-HUMANE Winter School*

Thirty-four participants attended the School. The School included sessions on internationalisation and globalisation of higher education, higher education system dynamics in Europe, as well as the following fields of management: HR, change management, finances, project management, ICT, and leadership. Participants worked on a major case study focusing on a merger which was presented to a jury at the end of the week.

The Winter School steering committee is made up of two representatives of ESMU (Peter West and Flemming Andersen) and two of HUMANE (Dietmar Ertmann and Erwin Vermeulen). Dietmar Ertmann is the School Chairman. Nadine Burquel is the School Director. The SC met on 5 June and on 29 September.

During the late summer 2009, information on the 2010 Winter School was circulated to all European universities. The selection of 35 participants for the eighth ESMU-HUMANE Winter School in Valencia in 2010 was carried out at a SC meeting in the end of November 2009.

### **3.2 EU-STEP – Study Tours European (Higher Education) Programme**

Under the leadership of ESMU, EU-STEP is a three-year EU-funded ERASMUS MUNDUS project which started on 1 November 2008. This initiative aims to improve the visibility of European Higher Education throughout the world and to foster further opportunities for exchange between European HEIs and HEIs in Australia/New Zealand, Latin America and the United States/Canada.

Six one-week study tours, taking groups of 25 university decision-makers and policy-makers from HEIs in Australia/New Zealand, Latin America and the United States/Canada to Europe (Brussels - BE, Valencia - ES and Glasgow - UK) will be organized in the framework of the project. Project partners are the University of Strathclyde (UoS), the Universidad Politécnica de Valencia (UPV), the Norwegian University of Science and Technology (NTNU), Central European University, the Carnegie Foundation for the Advancement of Teaching (CFAT) in the US, LH Martin Institute of Higher Education Leadership and Management (MIHELM)/University of Melbourne in Australia, and the Universidad Autónoma del Estado de Morelos (UAEM) in Mexico.

The tours will focus on key EU priority policies (curriculum reforms, governance, quality assurance, university-enterprise cooperation, regional innovation) and their implementation in HEIs, in specific national and regional contexts.



*The Steering committee members in Brussels, January 16, 2009*

The project started with a kick-off steering committee meeting on 16 January 2009 with one representative from each partner organisation to discuss the details of the project's activities.

As a first step, a needs' analysis was carried out on the areas of interest of decision-makers, policy-makers and other potential study tour participants regarding general EU themes (policy and programmes), higher education policies, trends and their impact in Europe, institutional governance and management in Europe, as well as the format and content of the study tours.

An inventory on the sources of information on European higher education for third countries was also produced in 2009, serving as background material for the study tour participants.

About 3600 clicks have been registered on the main public EU-STEP page since its creation end May 2009. It is the sixth most visited page on the ESMU website and also includes an online-registration for the study tours.

## **4. Projects**

### **4.1 TEMPUS Project – University Knowledge Transfer for Sustainable Growth**

The aim of this three-year TEMPUS project carried out by ESMU, the University of Nizhni Novgorod (UNN), the London Metropolitan University, the Dublin Institute of Technology and the Association for University research and Industry Links (AURIL), is to create a knowledge transfer culture and strategy in the Volga Federal District.

Within the framework of the project ESMU organised a partners' meeting in Brussels on 16 February to review developments with all activities. A workshop for the development of Knowledge Transfer strategic plan in UNN was organized on 20-21 April, followed by a workshop in Dublin (June), a workshop in London (October) and a workshop in Brussels (December).



*Participants at the workshop organized in Brussels, December 2009*

### **4.2 CHE – CHEPS – ESMU Project - Career Development in Higher Education Management: Analysis on European Models**

In July 2008, CHE (Centre for Higher Education Development), CHEPS (Center for Higher Education Policy Studies) and ESMU responded successfully to a call for tenders from the German Federal Ministry of Education and Research which was seeking a consortium to evaluate Germany's position in the promotion of talents in Higher Education and Science Management at an international level. The CHE-CHEPS-ESMU consortium won the call for tenders.

The project (October 2008-December 2009) focused on leadership and management for both academic and administrative staff.

In 2009 ESMU coordinated a network of 27 EU “national correspondents” liaising with them for the completion of a questionnaire intended to compare and analyse models at different institutional levels for management development in Europe.

The results of the survey were presented at a Conference in Berlin on 16 June. The Conference “Instruments for Career Advancement in Higher Education Management” compared the German situation to other EU countries.

The results are currently compiled by CHE into a report which was published at the end of 2009.

## **5. Others - U-Map and U-MultiRank Projects**

ESMU is on the advisory board of the U-Map project to establish a classification of European Institutions of higher education (CEIHE II)

The project website ([www.U-map.eu/](http://www.U-map.eu/)) provides an outline of the scheme which will be at the core of the classification. The project report can also be downloaded from the website.

The Secretary-General attended the advisory board meeting in Amsterdam on 21 September and the final Conference of the U-MAP Project in Stockholm on 28-29 October 2009.

ESMU and DEAN was invited to join the stakeholders’ group of the new U-MultiRank project to develop a global multidimensional ranking. The Secretary-General attended the meeting on 8 October (Brussels) and on 17 December (Brussels).

## **III. General Administration**

### **1. Board and General Assembly**

The Board met three times in 2009.

The meeting of 3 February focused on

- Approval of the agenda
- Approval of the minutes of the Board meeting of 13 October 2008
- Strategic Developments
- Activity programme (European networks-MODERN, EDUPROF, HUMANE, DEAN; benchmarking activities; training activities in higher education management; projects; ETAPE)
- 2009 budget

The meeting on 28 May focused on:

- Approval of the agenda
- Approval of the minutes of the Board meeting of 3 February 2009
- Strategic Developments
- Activity programme (European networks-MODERN, EDUPROF, HUMANE, DEAN; benchmarking activities; training activities in higher education management; projects; ETAPE)
- 2008 Accounts and auditor’s report
- 2008 Activity report

The meeting on 12 October focused on:

- Approval of the agenda
- Approval of the minutes of the Board meeting of 28 May 2009
- Strategic Developments

- Activity programme (European networks-MODERN, EDUPROF, EU-DRIVERS, HUMANE, DEAN; benchmarking activities; training activities in higher education management; projects; ETAPE)
- The U-MAP and U-MULTIRANK projects

The General Assembly met twice in 2009. The meeting of 3 February focused on the approval of the 2009 budget. The meeting on 28 May focused on the approval of the minutes of the GA meeting of 3 February 2009, the approval of 2008 accounts and auditor's report, and of the 2008 activity report.

## 2. ESMU Secretariat

In 2009 the Secretariat was made of:

- Nadine Burquel, Secretary-General
- Tim Evans, financial manager
- Anne Thiebauld, management assistant
- Anja Busch, project officer
- Anja Balanskat, project officer

The Secretariat welcomed a number of trainees;

- Sonia Morosini ( November 2008 to May 2009)
- Saara Nuotio (January to June 2009)
- Jelena Brancovic (June 2010)
- Sabine Kirst (15 August to 8 October 2009)
- Mirna Braznov (1 September to 20 November 2009)

Senior experts: Christiane Gaetgens, Lieve Bracke

In 2009 the Secretary-General spoke at the following events : Conference of ICA network of faculties of life sciences, Leuven, 12 June (on benchmarking university-enterprise cooperation), EAIR Conference, Vilnius, 24-27 August (presentation of a paper on benchmarking in European higher education), EAIE Conference, Madrid, 17 September (at the invitation of the European Commission to join a session on Erasmus networks; presentation on the MODERN platform), Lifelong Learning Information Days, Brussels, 7 December (on the MODERN platform).

The Secretary-General attended the following events: IAU Conference on international associations, Guadalajara, 20-22 April, the Lifelong Learning Erasmus coordinators' meeting in Brussels on 12-13 February and the Erasmus Mundus coordinators' meeting on 16-17 February and 22-23 October 2009 (together with other Secretariat staff).

A presentation was also made in Brussels at the end of November to a group of students from the Erasmus Mundus master in Higher Education of the University of Oslo.

## 3. ETAPE

The Administrative Council and General Assembly of ETAPE met on 19 June to approve the accounts and auditor's report, then on 18 December to discuss the final steps to liquidate the ETAPE asbl.

**3 May 2010**