

GLASGOW DECLARATION

STRONG UNIVERSITIES FOR A STRONG EUROPE

I. PREAMBLE

1. The Glasgow Declaration provides the basis for a continued high level policy dialogue between universities – in the broadest sense - and public authorities which was called for in Glasgow by Commission President José Manuel Barroso in order to secure, as one of Europe's top priorities, the future of Europe's universities.
2. The Glasgow Declaration sets out actions which will ensure that universities make their full contribution to building Europe as a major player in a global environment. This Action Agenda follows on from the work begun by EUA in Salamanca (2001) and in Graz (2003).
3. Europe needs strong and creative universities as key actors in shaping the European knowledge society through their commitment to wide participation and lifelong learning, and by their promotion of quality and excellence in teaching, learning, research and innovation activities.
4. This will be achieved by self-confident institutions able to determine their own development and to contribute to social, cultural and economic well-being at regional, national, European and global level.
5. Universities are committed to improving their governing structures and leadership competence so as to increase their efficiency and innovative capacity and to achieve their multiple missions.

II. MISSION AND VALUES FOR STRONG INSTITUTIONS

6. Universities' multiple missions involve the creation, preservation, evaluation, dissemination and exploitation of knowledge. Strong universities require strong academic and social values that underlie their contributions to society. Universities share a commitment to the social underpinning of economic growth and the ethical dimensions of higher education and research.
7. Universities are developing differentiated missions and profiles to address the challenges of global competition while maintaining a commitment to access and social cohesion. Diversification and greater competition are balanced by inter-institutional cooperation based on a shared commitment to quality.
8. Inter-institutional cooperation has been the hallmark of Europe's universities and is increasingly important in a globalised and competitive environment. Universities acknowledge that European integration must be accompanied by strengthened international cooperation based on a community of interests.
9. Universities are open to working with society. Institutional autonomy and mission diversity are essential prerequisites for ensuring effective engagement.

III. THE POLICY FRAMEWORK - THE KNOWLEDGE SOCIETY THROUGH HIGHER EDUCATION AND RESEARCH

10. Universities have demonstrated the inextricable linkage between implementing the Bologna reforms and meeting the research and innovation goals of the Lisbon Agenda. These two policy agendas urgently need to be viewed together in order for each to be successful in the long term.
11. Recognising this common research and higher education agenda implies rethinking the role of governments in their relation to universities. Governments must emphasise trust and

empowerment, provide incentives in order to support and steer the higher education sector and concentrate on a supervisory rather than a regulatory role.

12. The importance of investment in education, innovation and research in meeting the Lisbon goals, and the central role of universities, means that policy discussions between universities and national authorities should take place with governments as a whole as well as at individual ministerial level.

IV. REFOCUSING THE BOLOGNA PROCESS MIDWAY TO 2010

13. Bologna reforms are refocusing on higher education institutions, now that the legislative framework is largely in place. *Universities willingly accept their responsibility* to drive forward implementation in the next five years and urge *governments* to accept that the process needs time, and financial and human resources, to ensure long-term sustainability.
14. Universities commit to redoubling their efforts to introduce innovative teaching methods, to reorient curricula in a dialogue with employers and to take up the challenge of academic and professional education, lifelong learning and recognition of prior learning. Governments are urged to give universities the autonomy they need to introduce the agreed reforms.
15. In order to enhance the acceptance of first cycle qualifications, governments should take the lead by restructuring public sector career paths accordingly.
16. Universities commit to increasing their efforts to promote student centred learning, to introduce learning outcomes in curricular design, to implement ECTS and to ensure the flexible adoption of modularisation. Governments should include universities in the continuing efforts to develop national and European qualifications frameworks. These must be sufficiently broad and transparent to promote institutional innovation, and be given time in order to be developed adequately and to agree a common terminology.
17. In refocusing the Bologna process universities undertake to give a higher priority to the social dimension as a fundamental commitment, to develop policies in order to increase and widen opportunities for access and support to under-represented groups, and to promote research in order to inform policy and target actions to address inequality in higher education systems. Governments are called upon to remove legal obstacles to implementing these policies.
18. Providing incentives for the mobility of students in all cycles, as well as that of academic and administrative staff, is crucial. EUA advocates European funding schemes that target students with the greatest financial needs. Universities should exploit opportunities offered by existing networks and cooperation schemes. Governments are urged to solve such issues as restrictive visa, internship and labour-market regulations that impede student and staff exchange, including those arising from social security and in particular pension arrangements. The question of the synchronisation of academic calendars must be addressed.
19. To meet these commitments universities underline the importance of the involvement of students as full partners in the process and will seek to reinforce this partnership in the future.
20. Universities will reinforce the European dimension in a variety of ways, e.g., benchmarking curricula, developing joint degrees using European tools, enhancing intercultural and multilingual skills. Universities call on governments to ensure that remaining barriers to the development of joint degrees are removed and that appropriate language policies are in place, starting at the school level.

V. ENHANCING RESEARCH AND INNOVATION

21. Universities assume their responsibility for providing a broad research-based education to students at all levels in response to society's growing need for scientific and technological information and understanding.
22. Universities must exercise their own responsibilities for enhancing research and innovation through the optimal use of resources and the development of institutional research strategies.

Their diverse profiles ensure that they are increasingly engaged in the research and innovation process, working with different partners.

23. Universities strongly support the establishment of the European Research Council (ERC) for the enhancement of the quality and excellence of European research and call on national governments and the EC to establish it rapidly within the Seventh Framework Programme. Following identified good practices in several European countries and in the Sixth Framework Programme, governments should be aware of the need to open up and coordinate national funding.
24. Universities accept that there is a tension between the necessary strengthening of research universities and the need to ensure resources for research-based teaching in all universities. Governments are called upon to recognise the particular role of universities as essential nodes in networks promoting innovation and transfer at regional level and to make the necessary financial support available to strengthen this process.

VI. RESEARCH TRAINING AND RESEARCHER CAREERS

25. The design of doctoral programmes will ensure: that while the central element of doctoral programmes remains the advancement of knowledge through research, doctoral training will meet the needs of an employment market that is wider than academia, through the development of research competence and transferable skills; that doctoral programmes correspond to 3-4 years full time work; that joint transnational doctoral programmes are strengthened, and that doctoral candidates are considered both as students and as early stage researchers with commensurate rights.
26. Universities welcome the adoption of the “European Charter for Researchers/Code of Conduct for the Recruitment of Researchers” and emphasise their key role in the dialogue on the enhancement of research careers in Europe, not least in order to avoid ‘brain drain’.

VII. QUALITY FOR STRONG INSTITUTIONS

27. Universities stress the link between a systematic quality culture, the scope of autonomy and funding levels, and call on governments to acknowledge that greater autonomy and adequate funding levels are essential to raising the overall quality of Europe’s universities.
28. Universities are committed to developing, embedding and mainstreaming an internal quality culture that fits their institutional mission and objectives. This commitment is demonstrated by the growing numbers of institutions involved in EUA’s quality related activities. Universities are convinced that legitimacy of and confidence in external quality assurance procedures derive from a partnership among all stakeholders (students, universities, national authorities) and a shared agreement on these procedures, their goals and follow-up.
29. Universities advocate a balance between autonomy and accountability through institutional audit procedures which: embody a fitness for purpose approach that is culturally adapted to countries and institutions and in line with their different missions and profiles; are aimed at strategic improvement and change rather than quality control; and are designed to develop a European dimension through European evaluation teams and to take into account engagement with society and commitment to the social dimension of the Bologna Process.
30. Universities are committed to a dialogue and a partnership, at European level in the “E4” (comprising ENQA, ESIB, EUA and EURASHE) in order to enhance accountability procedures that would strengthen the overall quality of Europe’s universities. EUA supports the ENQA report for Bergen, including the standards and guidelines for quality assurance, the establishment of a European register of quality assurance agencies and the European Register Committee.

VIII. FUNDING FOR STRONG INSTITUTIONS

31. Europe’s universities are not sufficiently funded and cannot be expected to compete with other systems without comparable levels of funding. At present, EU countries spend on universities about half of the proportion of their GDP compared to the United States. While Europe’s

Lisbon goals are ambitious, public funding for research and higher education is stagnating at best. Universities maintain that weakened public support erodes their role in sustaining democracy and their capacity for promoting cultural, social and technological innovation. Governments must ensure levels of funding appropriate to maintain and raise the quality of institutions.

32. Universities are working to diversify their funding streams. They are committed to exploring combined public/private funding models and to launching a structured and evidenced-based discussion within EUA and with stakeholders. They will develop full economic cost models and call on governments to allocate funds accordingly.
33. In the interests of accountability and transparency universities are committed to explore good practice and to reinforce leadership and strengthen professional management.

IX. CONCLUSION

34. Universities intend to shape the strategic debate on their role within the Europe of Knowledge. Universities call on governments to view higher education and research budgets as an *investment in the future*. Universities welcome the dialogue that started in Glasgow at the highest European political level and convey the message that a strong Europe needs strong universities.

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