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The Institutional Evaluation Programme of the European University Association

Prof. Dr. Lothar Zechlin

<http://www.eua.be/events/iep/home/>

European University Association (EUA)

- 800 members in 45 countries
 - ✓ Individual members: doctorate-granting institutions
 - ✓ Collective members: 34 National rectors' conferences
 - ✓ Associate and affiliate members
- Mission: to ensure that universities have the means to fulfil their three-fold mission (research, teaching and service to society) through:
 - ✓ Policy development and advocacy
 - ✓ Support to members: projects, events, services & publications

EUA's quality-related activities

Policies:

- *National:* advises governments and QA agencies, serves on QA agencies' boards, etc.
- *Europe:* Part of the E4 (with ENQA, ESU and EURASHE) – developed the European Standards and Guidelines, established the European QA register, organises the annual European QA Forum
- *International:* Contributes to discussions with major organisations such as UNESCO and OECD

Activities:

- *Projects:* e.g., Quality Culture, QAHECA, etc.
- Institutional Evaluation Programme

Institutional Evaluation Programme (IEP)

- In operation since 1994
- Conducted 250 institutional evaluations in **40 countries**, mostly in Europe but also in Latin America and South Africa
- Evaluated **all types of institutions**: universities, polytechnics, and specialised institutions such as art or music schools, police and military academies
- Several **coordinated** evaluations of all or a large sample of institutions in one country or region: e.g., Bosnia-Herzegovina, Catalonia, Greece, Ireland, Portugal, Serbia, Turkey



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Distinctive features

- Main objective: to strengthen institutional autonomy and strategic capacity
- Improvement orientation – supporting the institution in developing its strategic goals and internal quality processes
- Emphasis on the *self-evaluation* phase – as an opportunity for improving internal quality processes
- European and international Peer review (no national expert on a team)
- Not linked to allocation of funds or short-term control function on behalf of public authorities



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Major steps in the evaluation process





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Self-evaluation: The four questions

Four key questions:

- What does the institution do? (Mission)
- How does it do it? (Activities)
- How does it know it works? (Quality culture)
- What does it do to change? (Strategic capacity for change)



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Self-evaluation process and self-evaluation report

- The institutions must set up a self-evaluation team that is representative of all staff and includes students.
- They are advised to take at least three months to complete this task.
 - ✓ This is needed in order to produce a **report** that is analytical and not only descriptive.
 - ✓ Most importantly it gives time to ensure a good self-evaluation **process** (e.g., rector should not be directly involved in writing the report but should support a honest and searching approach to the self-evaluation, etc) and impulse change already at this stage



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Procedures

- Two visits:
 - 1st visit: to understand national and institutional constraints and opportunities
 - 2nd visit: to understand strengths and weaknesses and make recommendations
- Evaluation team meets all categories of institutional staff, students, plus external stakeholders



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Impact

- 84,6%: The SER contributed to a better understanding of their own institution
- 76.9%: the evaluation report contributed to a better understanding of their own institution
- 64.1%: «the evaluation report gave external legitimacy of the rectorate's existing change plans»
- 53.8%: «the evaluation report gave insightful recommendations for the change process»
- 65.8% initiated/continued a change process by taking into account some IEP recommendations