

# European University Association

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## Institutional Evaluation Programme

Launched in 1994 as a tool for strategic change, the Institutional Evaluation Programme is based on a self evaluation and external peer-review conducted by senior international institution leaders.

Having evaluated over 150 universities in Europe and worldwide, the major benefits derived from universities are an increased strategic capacity and internal quality culture – two essential attributes for dealing with current and future challenges in higher education.

Since 2001, EUA has also carried out sector-wide evaluations to identify and make recommendations on the systemic challenges and the common issues shared by all institutions in a given sector.

### Our Philosophy

The evaluations:

- take into account your institution's specific situation, goals and issues. Our teams work with you and actors in your institution to develop recommendations that identify ways to reach your institutional goals and objectives.
- focus on the institution as a whole and on strategic management. This is central in developing dynamic institutions.
- center on the self-evaluation phase. This allows your university to set in motion a positive process for change.
- are based on the notion of mutual learning and peer evaluation in a supportive, yet critical, context.

### Our Process

Based on your specific questions and the profile of your institution, we will send out a small team of four experts (three current or former rectors and vice-rectors, one secretary). Our teams are knowledgeable, practiced and skilled. Every year, we induct qualified new experts whom we distribute across all teams to maintain the quality of the process, add new perspectives and ensure the continuation of the programme.

The self-evaluation report that your institution prepares will create the background for two site visits by our expert team. The team will meet a cross-section of representatives from your institution to discuss the specifics of the decision-making process and structure as well as the internal quality process. On the basis of these discussions, they will produce an evaluation report that includes recommendations.

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## About the Programme

### Your choices

While the evaluation is focused on the institution as a whole, it is possible to select an additional focus, such as:

- research management
- student support services
- internationalisation policies
- implementing Bologna
- working with stakeholders
- governance structures
- articulation between the centre and faculties
- looking at specific faculties

Your special focus will be considered within the overall institutional perspective. This will help ensure that our team grasps the context of the questions that you have chosen to raise.

### Sector-wide evaluations

Over the past few years, we have also begun to conduct sector-wide evaluations which can include an evaluation of all institutions within a specific field, region or national context. Each institution is first evaluated individually followed by an overall general evaluation.

The major goal of the system evaluations is to identify the systemic conditions that would serve to increase the dynamic of change in institutions as well as the conditions that would strengthen the anchoring of their national system in Europe.

[Learn about the previous sector-wide evaluation in Ireland](#)

### Our follow-up procedures

We also offer, on demand, our follow-up evaluation which is generally requested within two years of the initial evaluation. Because we send out a team that is already familiar with the institution, this procedure can be more flexible and customised than the initial one.

Also, as part of the follow-up procedure, EUA established a Quality Alumni Forum in 2003. Comprised of alumni institutions, the Forum meets on a regular basis to exchange views and formal presentations on QA trends in Europe and discuss benchmarking and best practices. The Forum convenes during EUA conferences.

### Additional information

[10 Year Anniversary Brochure](#) (2004)

[Lessons Learned from the Institutional Evaluation Programme](#) (2005)

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