



EUROPEAN EDUCATION AND CULTURE EXECUTIVE AGENCY (EACEA)

EACEA.A – Erasmus+, EU Solidarity Corps
A.1 – European Higher Education

AMENDMENT No AMD-101124533-1

Project: 101124533 — EUt Accelerate

The parties agree to amend the Agreement as follows ('**Amendment**'):

1 . Addition of a new beneficiary

The following new beneficiary is added as from:

- UNIVERSITA DEGLI STUDI DI CASSINO E DEL LAZIO MERIDIONALE (UNICAS): 1 November 2023

This implies the **following changes** to the Agreement:

- The new beneficiary and the entry date are added to the list of participants in the **Data Sheet**.
- The new beneficiary is added to the **Preamble**:
 - **9. UNIVERSITA DEGLI STUDI DI CASSINO E DEL LAZIO MERIDIONALE (UNICAS)**, PIC 999844767, established in VIALE DELL UNIVERSITA CAMPUS FOLCARA, CASSINO 03043, Italy

2 . Change of Annex 1

Annex 1 is changed and replaced by the Annex 1 attached to this Amendment.

3. Change of Annex 2

The estimated budget in **Annex 2** is changed.

This implies the **following changes** to the Agreement:

- **Annex 2** is changed and replaced by the Annex 2 attached to this Amendment.
- The table on maximum grant amount and total estimated eligible costs and contributions in the **Data Sheet** is updated.

All other provisions of the Agreement and its Annexes remain unchanged.

This Amendment **enters into force** on the day of the last signature.

This Amendment **takes effect** on the date(s) mentioned in the amendment clause(s) (or — if no date was chosen — on the same date the Amendment enters into force).

Please inform the other members of your consortium (if any) of this Amendment.

SIGNATURES

For the coordinator

For the granting authority

Done in English

Enclosures: Grant Agreement Data Sheet
Grant Agreement Annex 1
Grant Agreement Annex 2



ANNEX 1



Erasmus+ (ERASMUS+)

Description of the action (DoA)

Part A

Part B

DESCRIPTION OF THE ACTION (PART A)

COVER PAGE

Part A of the Description of the Action (DoA) must be completed directly on the Portal Grant Preparation screens.

| PROJECT | |
|---|---|
| <i>Grant Preparation (General Information screen) — Enter the info.</i> | |
| Project number: | 101124533 |
| Project name: | European University of Technology (EUt+) : Accelerate phase |
| Project acronym: | EUt Accelerate |
| Call: | ERASMUS-EDU-2023-EUR-UNIV |
| Topic: | ERASMUS-EDU-2023-EUR-UNIV-1 |
| Type of action: | ERASMUS-LS |
| Service: | EACEA/A/01 |
| Project starting date: | fixed date: 1 November 2023 |
| Project duration: | 48 months |

TABLE OF CONTENTS

| | |
|---|----|
| Project summary | 3 |
| List of participants | 3 |
| List of work packages | 4 |
| Staff effort | 28 |
| List of deliverables | 30 |
| List of milestones (outputs/outcomes) | 40 |
| List of critical risks | 42 |

PROJECT SUMMARY

Project summary

Grant Preparation (General Information screen) — Provide an overall description of your project (including context and overall objectives, planned activities and main achievements, and expected results and impacts (on target groups, change procedures, capacities, innovation etc)). This summary should give readers a clear idea of what your project is about.

Use the project summary from your proposal.

The European University of Technology (EUT+) is unique amongst European Universities in having formally announced a long-term intention to merge the nine member-universities and become a single entity with a single governance and a joined budget. To fulfil this ambition, we have placed a clear priority on integrating our actions, processes and strategy and reinforcing our governance.

We have set up a common brand, automatic ECTS recognition, 12 “clusters” that prefigure European curricula, and already one of the four European Research Institutes planned to this day. Thematic offices (green office, research office...) enable everyday operations, sharing of best practices and a deep Europeanisation of the member institutions. A progressively structured and supported governance develops the vision and organises its implementation: we build these truly European entities by convergence of existing national ones. Each member brings its strengths, and collective capacity building supports this gradual transformation. Monthly physical meetings, to which the Rectors systematically participate, and weekly virtual meetings ensure deep institutional convergence.

With the fundamentals in place, this new phase aims to deepen, extend, and accelerate our institutional integration. It is structured around a streamlined implementation plan, with 11 Work Packages coordinated in 37 tasks. EUT+ curricula will translate into free and seamless student mobility in a multilingual space leading to joint European degrees, while European research institutes will mean a common signature. A full-fledged European University of Technology will play a more relevant role in the global scene and in the promotion of the European Values, and each stakeholder, either internal or external, will live in or participate in a European environment first and foremost.

We are not single universities with their own identities, but equal campuses of EUT+ working toward a common vision.

LIST OF PARTICIPANTS

PARTICIPANTS

Grant Preparation (Beneficiaries screen) — Enter the info.

| Number | Role | Short name | Legal name | Country | PIC |
|--------|------|------------|--|---------|-----------|
| 1 | COO | UTT | UNIVERSITE DE TECHNOLOGIE DE TROYES | FR | 997576228 |
| 2 | BEN | H-DA | HOCHSCHULE DARMSTADT (UNIVERSITY OF APPLIED SCIENCES H-DA) | DE | 986100255 |
| 3 | BEN | RTU | RIGAS TEHNISKA UNIVERSITATE | LV | 999920718 |
| 4 | BEN | TU Dublin | TECHNOLOGICAL UNIVERSITY DUBLIN | IE | 903964729 |
| 5 | BEN | TUS | TECHNICAL UNIVERSITY OF SOFIA | BG | 999868532 |
| 6 | BEN | CUT | TECHNOLOGIKO PANEPISTIMIO KYPROU | CY | 999597223 |
| 7 | BEN | UPCT | UNIVERSIDAD POLITECNICA DE CARTAGENA | ES | 999828859 |
| 8 | BEN | UTC | UNIVERSITATEA TEHNICA CLUJ-NAPOCA | RO | 999897244 |
| 9 | BEN | UNICAS | UNIVERSITA DEGLI STUDI DI CASSINO E DEL LAZIO MERIDIONALE | IT | 999844767 |

LIST OF WORK PACKAGES

| Work packages <i>Grant Preparation (Work Packages screen) — Enter the info.</i> | | | | | | |
|---|--|------------------|------------------------|-------------|-----------|---|
| Work Package No | Work Package name | Lead Beneficiary | Effort (Person-Months) | Start Month | End Month | Deliverables |
| WP1 | Strategy, governance and management | 1 - UTT | 366.18 | 1 | 48 | D1.1 – D1.1: EUt+ governance implementation, part one D1.2 – D1.2: EUt+ governance implementation, part two |
| WP2 | Transitions and society | 4 - TU Dublin | 200.36 | 1 | 48 | D2.1 – Mid term audit of the establishment and implementation of ESG frameworks D2.2 – Final audit of the implementation of ESG frameworks |
| WP3 | European curricula structure and students' mobility | 1 - UTT | 404.53 | 1 | 48 | D3.1 – Curricula structure convergence step 1 D3.2 – Curricula structure convergence step 2 |
| WP4 | Technology Studies, Engineering and Design School (TEDS) | 3 - RTU | 217.36 | 1 | 48 | D4.1 – Pedagogical framework D4.2 – EUt+ framework for short-term and virtual mobilities, lifelong learning and micro-credentials |
| WP5 | Research and research-oriented education | 8 - UTC | 431.36 | 1 | 48 | D5.1 – EUt+ strategic research plan D5.2 – EUt+ research structures and outputs |
| WP6 | Entrepreneurship and innovation | 6 - CUT | 214.36 | 1 | 48 | D6.1 – EUt+ Entrepreneurship School training programme D6.2 – TECH Showcase Days |
| WP7 | Staff engagement and quality assurance | 5 - TUS | 231.36 | 1 | 48 | D7.1 – Interim results of the staff engagement and quality policies implementation and guidelines D7.2 – Final results of the staff engagement |

| Work packages <i>Grant Preparation (Work Packages screen) — Enter the info.</i> | | | | | | |
|---|--|------------------|------------------------|-------------|-----------|--|
| Work Package No | Work Package name | Lead Beneficiary | Effort (Person-Months) | Start Month | End Month | Deliverables |
| | | | | | | and quality policies implementation and guidelines. |
| WP8 | Common digital Services and data convergence | 2 - H-DA | 204.36 | 1 | 48 | D8.1 – EUt+ data exchange formats and interface definitions D8.2 – EUt+ IT architecture |
| WP9 | Outreaching and communication | 7 - UPCT | 210.36 | 1 | 48 | D9.1 – Interim report on WP9 indicators D9.2 – Final report on WP9 indicators |
| WP10 | Integrating the new member: catching up! | 9 - UNICAS | 210.63 | 1 | 36 | D10.1 – Onboarding roadmap and delegating/appointing people D10.2 – EUt+ agreements joined by the new member |
| WP11 | Dissemination and impact | 1 - UTT | 67.33 | 6 | 48 | D11.1 – Needs analysis on Engineering and Technology Education in Europe (common with EELISA and ENHANCE Alliances) D11.2 – Journey experience towards a deep integration D11.3 – Strategic dissemination and communication plan |

Work package WP1 – Strategy, governance and management

| | | | |
|----------------------------|-------------------------------------|-------------------------|---------|
| Work Package Number | WP1 | Lead Beneficiary | 1 - UTT |
| Work Package Name | Strategy, governance and management | | |
| Start Month | 1 | End Month | 48 |

| Objectives |
|--|
| <p>Shifting from a project mode to the configuration of an emerging university, we are converging from the current governance systems to a collective, balanced steering system involving all stakeholders. We ensure the development and implementation towards our mission statement.</p> <p>A solid governance is more than a list of rules; it is above all the appropriation of a common operating mode, characterised by balances and consensus around agreements and wishes, that makes co-construction of the ‘university of the future’ possible. The modus vivendi will develop progressively within this framework, following a participatory and iterative approach, informed by comprehensive studies and expression of stakeholders needs and wishes. The primary role of governance is to ensure the active buy-in and appropriation of the largest possible number of stakeholders to the EUt + momentum. We are lucky to have a very committed and strong core group, whose possible differences of opinion constitute an opportunity for collective intelligence rather than a barrier for EUt+. The target governance described in section 2.2.2 is partially in place, most of the bodies exist. Building on that achievement, phase 2 will allow the relationships and fluidity to be strengthened, and services to partners to be developed.</p> <p>This work package comprises the overall strategy and operations management of EUt+. The focus lies on enabling and supporting the installation of structural elements and governance. The main challenges for this second phase will be divided into three actions. The key role of task 1.1 Strategy and governance is to ensure that the strategy of the initiative becomes the collective strategy of the EUt+ members, and that it infuses at all levels. To achieve this, the governance scheme must be fluid and owned by everyone. This is achieved at the highest level, but the mid-management remains to be more strongly involved. This task will therefore aim at supporting the progressive appropriation of shared governance. This relies on a regularly updated proposal of a strategy - informed by constant monitoring and comprehensive evaluation of the deployment - offering a clear added value to the members. The necessity of such an approach has been perceived very clearly by the rectors. Based on this achievement, the next step will consist in reinforcing it at the level of the intermediary layers (often less receptive to general strategies, that should therefore be made accessible and understandable to stakeholders field reality, level of knowledge and needs. Achieving this appropriation target implies a very important internal capacity building (general appropriation and masterclasses essentially), and know-how transfer for the development of EUt+ study clusters, research institutes, etc. The members' teams are very efficient at the national level, but often have a lesser European tropism which we should therefore develop. From a legal perspective, establishing an EGTC of services for EUt+ members, as well as its position in the common governance lies within this task (the content, mainly IT services, and its technical operation are the responsibility of work package 8. This task also ensures the proper development of links with other Alliances, including through the FOREU network, and European stakeholders.</p> <p>Our initial operating mode, relying on engaged people who quickly learnt to know and work with each other, was very effective. It provided flexibility and reactivity during a rapid growth phase, putting together different institutional and managerial cultures, despite initial disruptions due to the covid crisis. It also allowed everyone to find one's role and the different "organs" to gradually emerge. However, as we scale up in line with EUt+ objective of collective strategy, this operating mode reaches its limits. Building up on the advantages of this agile participation ethos and its successful achievements, this second phase will consist in scaling up the good practices and achievements, aiming at a codified, general and fluid modus operandi on: Process design (flow of information, documentation and monitoring and financial administration); Administrating (Committees/offices installation and coordination, support and organisation); Administrative finance back-office... This is the role of task T1.2 Project Management.</p> <p>One of the feedbacks of phase 1 is the need to better integrate the students, effectively ensuring their influence at all levels of the co-construction and operation of EUt+, relying on them as an upstream and downstream liaison. This will ensure a more balanced representation of the different voices in the decisions. The students have rightly pointed out that they will be able to mobilise more if it is made visible that they will have a more significant role in the construction and life of EUt+. Thus, we can and will have more students involved making it clear that EUt+ is not a "corporate project", but a “student-centred” initiative that goes beyond pedagogy, e.g., an institutional endeavour involving them first and foremost. Thus, students will be present in the majority of tasks, as actors of the daily construction, with a student board at the level of the sectoral committees gathering the Vice-presidents and will represent more than 30% of the supervisory board. In addition, the student board will have a bimonthly full physical session with the Rectors Board. Since student representation and participation are crucial, the task T1.3 Students’ involvement in EUt+ construction is</p> |

dedicated to them: the objective is for students' presence to be effective and to influence deeply the construction and evolution of EUt+.

This work package is logically linked and transversal to all the other work packages, at all levels: common strategy and fluid governance, capacity building, fluid exchange of information, student representation at all levels, etc. Given the main goals of this work package, which is to guarantee the appropriate management of the project, to support the creation and the implementation of a governance structure for the alliance and to supervise the smooth and efficient running of processes, their progress will be monitored and reported in the work package deliverables. Deliverable D1.1 EUt+ governance implementation, part one will show the status at M24, while Deliverable D1.2 EUt+ governance implementation, part two will provide the final report at the end of the funding project in M48. They will include demonstrators for:

- Students' involvement. Students participate in the governance of the alliance and have an active Student's Board (that meets at least 6 times a year),
- Capacity building (a minimum of 6 capacity building sessions per year),
- EUt+ Governance. D1.1 will include ToR, MoA, register of decisions, etc. to demonstrate the progress of this task, and D1.2 will also add evidence on the installation of the EGTC (European Grouping of Territorial Cooperation).

Description

The Secretariat General (SG), hosted at UTT, is to be considered the lead beneficiary of this work package.

The work package is composed of 3 tasks:

- T1.1: Strategy and governance

Description:

Driven by the Secretariat General, involving the other governance bodies and especially the technical team: (1) Strategy designing and suggesting general orientation and strategy, (2) structuring the governance with general EUt+ structure creation and installation, organisation and deepening, EGTC installation, (3) empowering by internal capacity building and know-how transfer for the development of EUt+ Study clusters, Research institutes, etc., (4) contact with the European Commission and other alliances.

Participants:

- SG (UTT) as T1.1 manager (COO).
- UTT as a member (COO), all other members participating (BEN)

T1.2: Project management

Description:

Driven by the Secretariat general, especially the management team: (1) process design, information, documentation and monitoring and financial administration, (2) Administrating, committees/offices installation and coordination, support and organisation (including boards, committees organisation, (4) administrative finance back-office.

Participants:

- UPCT as T1.2 co-manager (BEN)
- UTT as a member (COO), all other members and SG participating (BEN)

T1.3: Students' involvement in EUt+ construction

Description:

Driven by the Secretariat general and the Students Board: (1) process design and running, (2) Empowering/ensuring student participation in the design and running of the Alliance.

Participants:

- SG (UTT) as T1.3 manager (COO)
- UTT as a member (COO), all other members are participating (BEN)

Work package WP2 – Transitions and society

| | | | |
|----------------------------|-------------------------|-------------------------|---------------|
| Work Package Number | WP2 | Lead Beneficiary | 4 - TU Dublin |
| Work Package Name | Transitions and society | | |
| Start Month | 1 | End Month | 48 |

Objectives

EUt+ will champion the ongoing transitions to a just, sustainable and equitable society.

This work package will address the development of EUt+ as an inclusive, equitable and sustainable university model incorporating environmental, social and governance policies at all levels within the university. EUt+ will aim to reach the 2050 targets of the twin transition by incorporating the green and digital transitions. This will be achieved through the design of structures, policies, procedures and actions informed by equality, diversity, inclusiveness (EDI), incorporating the Sustainable Development Goals (SDGs) and developing the strategic priorities of the twin green and digital transition within EUt+ for the benefit of students and staff.

In the first phase of EUt+ we have established the targets and protocols related to inclusiveness and diversity. These have included the development of intersectional equity plans for each member institution, an access and widening participation plan where common principles on access and participation are agreed by all members, data management plans for EDI and commencement of data collection processes across members. We have also established research and practice sharing forums through conferences, good practice reviews, workshops and roundtable events involving all members. We have also developed the framework for technological foresight and ethical responsible innovation through the development of the pan-European EUt+ Research Institutes, namely the European Culture and Technology Lab+ (ECT Lab+) and the EUt+ Sustainability Lab (under development). In the first phase we have established a value system of sustainable ethical responsible technological education and innovation. This work package will continue this work by translating it into concrete, verifiable actions within EUt+. This will include capacity building to support digital and green transformations to bring a European perspective to digital technologies through the development of human centred technologies taking account of ethical issues and social responsibilities for European citizens and society together with the ECT Lab+ and its projects. The work package will provide the necessary (digital) tools for the analysis of the phases of transition, including EDI and SDGs, as well for both goals of green and digital transitions. This analysis will build on processes of technological foresight, technology and technology impact assessment processes, including the environmental footprint of digital technologies. It will therefore also encourage the use of digital technologies in questions related to the anthropocene. It will ensure that the material aspects of digital technologies are taken into account, e.g., energy usage and data collection. The work package will provide the means to embed the dual transitions within the EUt+ model. This will be done through the development of ethical responsibility of technological innovation as a mode of practice within the EUt+. This includes Deep Tech such as blockchain, the development of ethics and artificial intelligence, the societal impact of digital twins as a mode of modelling ecological questions.

The development of more social coherence through inclusive, equitable processes is also reliant on the development of inclusive and accessible digital technologies for diverse users. These inclusive deliberative technologies need to be based on universal design principles as well as new modes of data management, new modes of data governance which respect GDPR principles. The use of inclusive and accessible technologies enhances the development of critical approaches to the use of digital technologies and their impacts. We have developed a tripartite structure to comprehend the impacts of technology on society. This structure looks at the impact on the individual, on the collective and on the planet. At an individual level this includes the impact of digital technologies on the capacity to attend, to give attention and to ensure that individual psychological well-being is at the forefront of the development of new technologies. The new modes of technological innovation need to be based on more inclusive participatory approaches to the development and rollout technologies at a local level. This includes the incorporation of circular economy or contributory economic processes in the development of technological innovation and new modes of working, as well as new forms of employment empowered by digital technologies. This work package will develop firstly the modes of three ecologies ex described by Deluze, Guattari (1998) & Stiegler (2020), the Ecology of the self, the Ecology of the collective and the Ecology of the planet.

This will be a value system underpinning the EUt+ structures, governance and its research and curricula. This entails a reimagining of the curriculum through new education models which incorporates these three modes of care (care of the self, care of the other and care of the planet) and reflects the growing concern of technology students to have an education which better faces the challenges of the 21st Century. There is a pressing need to ‘bifurcate’ to radically pivot the way in which technological innovation and education is envisaged as part of the University mission. This work package will develop the means and modes of analysis to track the use of the value system ‘thinking human first’ within EUt+, as modes of care for the self, (mode of well-being) and through social entrepreneurship as modes of care for the other, and thirdly by tracking the SDGs as care for the planet. The question of social coherence and inclusivity also relates to the development of intercultural competencies and linguistic ability, the development of interculturality as a competence will be present in the development of curricula in close cooperation with work packages 3 on education, 4 on Technology Studies, Engineering and Design, 6 on entrepreneurship and with 7 on staff engagement. The care of the self and the care of the other is present through the development of intercultural practices and competencies. The ability to monitor intercultural competencies needs to be aligned to the development of linguistics abilities. The work package will develop the modes and means of monitoring the intercultural competencies with the EUt and its students, staff and curriculum. The twin transitioning in EUt will acknowledge that the aim is to have ethical, responsible technological European citizens.

Accordingly, the work is structured into four tasks. Task T2.1 Equity, Diversity and Inclusiveness builds on the EDI team

of EUt+ to address the methodology development for institutional transformation on EDI, while in task T2.2 Digital Transformation the ECT Lab+ and EUt+ Sustainability Lab together in cooperation focus on the question of digital transition as one part of the twin transition. The other part of the transition will be driven in task T2.3 Green transition by the EUt+ Green Office. In task T2.4 Fostering interculturality and multilingualism the competency development is in the focus in order to support the creation of suitable intercultural and linguistic training in EUt+ and its assessment. Ultimately, the results form part of an overall Environmental, Social and Governance framework.

In line with the nature of this work package following a transition path, the deliverables document consecutively the creation and implementation of the goals. Deliverable D2.1 Mid-term audit of the establishment and implementation of Environmental, Social and Governance frameworks reports on the establishment of frameworks, metrics and analysis for the implementation of EDI, SDG, Digital and Green Transformations, technology impact assessments, intercultural competence and linguistic competency framework and indicators and will capture these indicators across all members at month 24. Deliverable D2.2 Final audit of the implementation of Environmental, Social and Governance frameworks will be built on its predecessor and report then again at month 48. The following shows some of the metrics that will be reported in the deliverables and their targets:

- Share of Final Degree Projects in applicable EUt+ programmes that map their impact in the SDG. We target 80% or more.
- At least 50% for the research outputs of EUt+ projects will be mapped to the SDG.
- At least 50% of the EUt+ curricula will include intercultural competencies.
- At least one capacity building activity per year related to digital and green transformations.
- Level of language proficiency.
- At least 75% of the EUt+ student mobilities will include courses on the national language and culture at the destinations.
- For the federated members, at least 80% of the students completing a EUt+ Bachelor degree demonstrate being able to study and work in one European foreign language. - At least 50% of the EUt+ students completing their Master or PhD studies will be fluent in a second European foreign language.

EDI reports on student and staff mobilities, representations in EUt+ thematic offices, committees, management teams, etc. We target an equal representation of the society in the EUt+ community, and an equal representation of the EUt+ community in the top management of the EUt+ supercampus.

Description

The work package is composed of 4 tasks:

- T2.1: Equity, Diversity and Inclusiveness

Description:

Driven by the EUt+ EDI team: (1) developing a solid methodology for institutional transformation on EDI at member level, (2) embedding and implementation of the EDI transformation methodology, (3) periodic reporting, analysis and monitoring of EDI data from member institutions and across EUt+.

Participants:

- TU Dublin as T2.1 manager (BEN)
- UTT (COO) all other members and SG participating (BEN)

T2.2: Digital Transformation

Description:

Driven by the ECT Lab+ and EUt+ Sustainability Lab: (1) Developing methodologies for the strategic innovations in digital technologies which assist the green transition of society and ensuring that digital technologies are ethical and responsible, (2) supporting the use of those methodologies within relevant groups (e.g., clusters, institutes, offices, working groups, etc.), (3) collecting data and review of digital technologies as regards to impact on green transition and ethical use.

Participants:

- TU Dublin as T2.2 manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

T2.3: Green Transformation

Description:

Driven by the EUt+ Green Office in cooperation with the EUt+ Sustainability Lab: (1) linking the Green Offices of the members into an EUt+ Green Office, (2) developing a methodology for measuring impact of SDGs across curricula and research and EUt+ as a whole, (3) data collection, analysis, and monitoring of SDG impact data.

Participants:

- h_da as T2.3 co-manager (BEN)

- UTT (COO), all other members and SG participating (BEN)

T2.4: Fostering interculturality and multilingualism

Description:

Driven by the EUt+ Multilingualism and Languages Teaching Office and the Interculturality Team: (1) Mutual recognition of European values through intercultural training, (2) encouraging foreign language proficiency among students and staff where parity of esteem among all the languages of the members is encouraged, (3) support for embedding of applicable teaching into course design and practice.

Participants:

- TUS as T2.4 co-manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

Work package WP3 – European curricula structure and students' mobility

| Work Package Number | WP3 | Lead Beneficiary | 1 - UTT |
|---------------------|---|------------------|---------|
| Work Package Name | European curricula structure and students' mobility | | |
| Start Month | 1 | End Month | 48 |

Objectives

We are creating European curricula by gradually converging our national curricula. Students will eventually have a European degree. They will choose freely their successive campuses amongst the partners.

We have gradually worked towards the convergence to European curricula, by creating clusters of national curricula on given thematics (currently 12, with a total of 20 planned at the end of this second phase) which will eventually result in single European curricula delocalised on several campuses. A very strong emphasis will be placed on the arts, humanities, social sciences and transversality in all curricula, and they are included in the competency framework that is based on European frameworks (ESG, etc.) and quality assurance schemes (ENQA, ENAEE, etc.). Currently, each cluster has:

- A single set of final learning outcomes specific to the European target curriculum, which serves as a progressive convergence point for each of the existing curricula entering this merging process.
- A mobility map, which displays the list of courses open to mobility with automatic recognition, with all necessary technical details. It is regularly updated. This is the basis for getting to know each other and opening up mobility to students before European curricula formally exist.
- A cluster coordination team that organises and develops this for each cluster.

The current clusters are Architecture (Bachelor and Master); Civil Engineering (Bachelor and Master); Environmental Engineering (Master); Food Science and Technology (Master); Global Sustainable Development (Bachelor); Industrial Engineering (Bachelor and Master); Mechanical Engineering (Bachelor and Master); Telecommunication and Networks (Bachelor and Master). As new clusters soon will open, expected in Spring 2023: Computer Science (Bachelor and Master) and Microelectronics (Bachelor and Master). Typically, each cluster involves 4–6 partners (partners who do not teach in a given field do not participate: e.g. UTT does not teach civil engineering and is therefore not in this cluster). In some cases, a partner has made significant changes to existing courses to join a cluster at a later stage. Although each cluster is moving at its own speed of convergence, all are built on the same foundations within the same framework and there is a strong exchange of good practice between clusters. It should be noted that since 2020, EUt+ has a single competencies' framework for all its Bachelor's degrees in engineering and another one for all its Master's degrees in engineering. Since 2021, we have a "European Degrees in Engineering EUt+ Reference Guide", essentially based on the features for European degrees proposed by the DG EAC (mainly presentations of 2020 and call for projects European degree label of 2022). The partners are signing a common agreement which frames the convergence towards the European degree and allows the automatic recognition of courses in the mobility maps (already four signed, two others in the process of signing soon).

In this work package we will continue the integration of ongoing clusters, and open a new one per semester based on the aspects as described in the following. The structure of the target curricula is addressed in task 3.1 Transition towards European curricula. We will have (except in very minor cases) common and single academic regulations for single programmes delivering a degree of the European University of Technology recognised by all member states as worth a national diploma. Curricula will be systematised as described in section 2.1.1. Programmes will be fully harmonised between partner institutions to achieve:

- homogeneous schemes at level Bachelors (e.g. Bachelor in Civil Engineering or Sustainable science) driven by each institution, but with a semester in another EUt+ campus to provide a systematic European experience;

- unique and common courses at Masters level (e.g. Master in Environmental Engineering or Food Science and Technology) (2 years or direct Master), fully intercampus, with full freedom of mobility for students.

Friendly seamless mobility is the focus of task 3.2 Semester physical student mobility between partners. As previously pointed out, the students insisted on long mobilities whose primary objective was deep and fruitful gatherings, in order to really understand each other in diversity. Short-time and virtual mobilities (addressed in task 4.3) are recognized as beneficial, particularly for students without the necessary availability due to personal or professional constraints, but they are not considered substitutes for spending a minimum of a semester abroad. Everything will be done administratively, socially, and politically so that the student feels at home on every campus because mobility is made as easy as possible and the students feel welcome, institutionally, environmentally, and socially. The environment is taken into account (accommodation, housing, etc.), as this is often one of the first barriers to mobility. New ways of using KA131 funding are currently being discussed with the Erasmus+ national agencies in order to reduce the East-West mobility brain drain, which is sometimes insufficiently compensated. Our goal is a common pool of mobility funding with a common set of rules. Task 3.3. Work-Based Learning (traineeships and internships) is organised around the question of a key point of the curriculum and for the final validation of competences. Traineeships and internships are key for the students to gain practical and work-based experiences that will nurture their capacity to face real life complex problems. They promote a more entrepreneurial mindset and support the relations between academic, industry and the civic society, stimulating knowledge transfer, international mobilities, and multilingual and multicultural exchanges. At Eut+, work-based learning will be embedded across all curricula, enriching the pathway of students with real world encounters. The additional learning outcomes gained during traineeships and internships need to be identified, assessed and validated. This is far from being homogeneous (or even recognised as such) between different countries with sometimes very different educational practices. In a modern scheme, learning outcomes are the building blocks for the development of pedagogical competencies (i.e. "knowing how to act in a complex environment") integrating the complexity of the real world and indicating the student's ability to deal with them. These internship or traineeship times are the point at which the student analyses the competences he/she has progressively acquired and his/her capacity to apply them. Here is the fundamental objective of the curriculum: providing the student with the ability to act in complex situations, which is essential for the complex world we live in. This is where the Eut+ makes a fundamental difference: the final learning outcomes are ensured, but above all, the emphasis is on the long-term capabilities that all training and education must provide. A reflective attitude is then required, to ensure the process of metacognition necessary for the sustainability and further efficient mobilisation of knowledge. Both the learning outcomes from these periods and their use for the validation of competences require unified methodologies and evaluation grids, which will be common to Eut+. This task will provide the necessary framework for ensuring that Eut+ students will have access to traineeships and internships recognized as a part of their educational pathway.

The deliverables will demonstrate the progress in the achievement of its objectives. D3.1 Curricula structure convergence step 1 will report the status in the middle of the project execution (M24), while D3.2: Curricula structure convergence step 2, will do so in the end (M48). Thereby, for all Eut+ members this entails:

- Agreement on the application of Eut+ criteria and common standards for national curricula in clusters developed in phase 1 (reference guide and curricula learning outcomes) in M24, and for the new ones of phase 2 in M48,
- In coordination with WP7, report on the status of the national/local accreditation evolution schemes towards a global European-level accreditation (as much as the regulation allows), both in M24 and M48,
- Work-based experience (traineeships/internships) is installed in the Eut+ curricula design criteria (M24);

while for the federal members this entails:

- Number of mobilities between Eut+ members per graduated students in clusters (including trainees) following mobility rates indicated in section 2.1.2,
- 4 new clusters with standardised mobility maps accessible online by M24 and 8 by M48,
- Implementation of the Eut+ label (until the European framework for joint European degrees is established) for all cluster curricula of phase 1 (M24) and phase 2 (M48),

Number of students' mobilities as trainees/interns between Eut+ campuses (research labs, startups, thematic units, etc.) and with our shared external partners, industrial chairs, etc. (reported as student mobilities).

Description

The work package is composed of 3 tasks:

- T3.1: Transition towards European curricula

Description:

Driven by clusters coordination committees: (1) 8 new clusters opened (one per semester) in Bachelor and Master (not including Master by Research) by gathering national curricula, (2) implementation of Eut+ criteria for joint programs (flexibility, mobility...), (3) further description of the courses in clusters with the common standards of Eut+ (basic

learning outcomes...), (4) deepening of the integration of the EUt+ competencies in the Final Learning Outcomes (especially the transversal and “soft” skills issued from the competencies), (5) deepening of ongoing clusters by convergence of national curricula towards the Common Final Learning Outcomes of each cluster, (6) general design of the standards for the target accreditation process (in collaboration with the EUA involved in the project European degree Label JEDI), (7) joint policies admission.

Participants:

- UTT as T3.1 manager (COO)
- all other members and SG are participating (BEN)

T3.2: Semester physical student mobility between members

Description:

Driven by Erasmus+ Common Office and supervised by clusters coordination committees: (1) redefining and monitoring the general mobility objectives within each partner, target the appropriate curricula, (2) further develop the integration of staff involved in supporting student mobility at every level, (3) extend the signature of the Pilot agreement for the facilitation of the student mobility between EUt+ partners and clusters development to other partners (already four signatories), (4) coordinating funding by KA131 and setting up an overall plan with the national Erasmus agencies.

Participants:

- UTT as T3.2 manager (COO)
- all other members and SG are participating (BEN)

T3.3: Work-Based Learning (traineeships and internships)

Description:

A coordination committee will: (1) define the necessary methodology and quality standards needed for the definition and evaluation of learning outcomes and competencies acquired during internship and traineeship periods, (2) facilitate access to work-based and practical experiences that will be offered to our students during their EUt+ educational path in our own campuses (research labs, media centres, ...), EUt+ units (European Research Institutes, Student Startup Lab...), and by external partners, in accordance with the Erasmus+ programme guide for traineeship mobilities.

Participants:

- UPCT as T3.3 co-manager (BEN)
- UTT (COO), all other members and SG are participating (BEN)

Work package WP4 – Technology Studies, Engineering and Design School (TEDS)

| | | | |
|----------------------------|--|-------------------------|---------|
| Work Package Number | WP4 | Lead Beneficiary | 3 - RTU |
| Work Package Name | Technology Studies, Engineering and Design School (TEDS) | | |
| Start Month | 1 | End Month | 48 |

Objectives

At EUt+ we aim to create the pedagogical paradigm for 21st century technological education.

This work package addresses the need for a new approach to technological education (from undergraduate to doctoral level) and research in the 21st century. It will develop a pedagogical framework that responds to global demands for emerging leaders of technological change who will work in multi- and cross-disciplinary teams reflecting European values. A New Technologies and Design School will be created. The Technology studies, Engineering and Design School (TEDS) is set to be a flagship initiative of EUt+ for technological education in Europe. It is envisaged to operate as an undergraduate school with tight connectivity with EUt+ master and doctoral curricula, research and scientific discoveries in the ERIs and overall policies and values of EUt+. It aims to underpin this pedagogy in undergraduate and postgraduate programmes with features including:

- non-conventional student entry requirements or selection processes;
- the increasing integration of work-based learning,
- the blending of off-campus online learning with on-campus intensive experiential learning;
- the establishment of student-led, extracurricular activities in contexts and cultures that are typically not associated with curricular experiences;
- an emphasis on technology studies for engineering and design, informed by self-reflection in the context of societal needs in an ethical context.

Recent studies show that leading technologist education uses more practice-based and applied approaches already from the first semesters in the university. Subjects that allow students freedom of choice in regard to their future specialisation

is an emerging trend happening also in Europe. Teachers, mentors and researchers involved in the training process need to encourage students to develop leadership and innovation skills that are closely corresponding to the notion of care, sustainable development, inclusiveness, gender equality philosophy, science, technology studies and ethics. The majority of the education process should be carried out using challenge-based learning, active learning, work-based learning, teamwork and scientific experimentation. The introduction of value co-creation, open innovation and science 2.0 are core elements within the study process requires well-designed processes to reduce friction between the diverse steps and users that support innovation. Today's economy is determined by wider geographical outreach, an increasing relevance of capabilities (knowledge and skills), and trusted relationships between the users in ecosystems within the context of twin transitions green and digital. The latter is crucial because it points towards a logic that is philosophically grounded in a commitment to collaborative processes with students, customers, citizens, researchers, providers, partners, and employees; a logic that challenges management at all levels, in all organisations, to enable value to all users. The foundational argument to this value co-creative logic is that it is only the user of a service or product who possesses the true knowledge to decide what is value (defines value as that a beneficiary is "better off" than before using the new process, product, service etc.). This is the main rationale behind user-driven innovation of TEDS in EUt+: students not only join the innovation process, they are supposed to take initiative and "drive" the ethical and responsible innovation process in order to co-create value. Using the structure developed during the first phase of the EUt+ initiative, seamless conjunction between the EUt+ Research Institutes, clusters, established industry agreements, tools and opportunities can allow this model to be tested. The creation of the TEDS will be guided by environmental, social, and economic principles. The pedagogical framework of TEDS will include a range of courses that cover fundamental concepts and skills in engineering, as well as more specialised areas of study, namely having the three subsections of BIO (live), MECH (mechanical, non-live) and IT (digital) that will allow for a student to choose their own pathway in the future. The term Technology Studies refers to the societal understanding of the impact of technology and includes philosophy of technology, sociology of technology and emerging disciplines such as critical software studies, social robotics, digital studies etc. will be addressed, speculative studies, technologies. The undergraduate curriculum will be informed by cutting edge research within the pan-European EUt+ Research Institutes, in particular the ECT Lab+ and EUt+ Sustainability Lab. Thereby, the development of the teaching and learning experience will also capitalise from previous EU-funded projects conducted on pedagogical innovation. Within the scope of the pedagogical framework, academic staff will be trained to operate within the new approach to enrich classroom experiences.

Reaching these goals is spread out into four tasks. Task 4.1 Technologies, Education and Design School (TEDS) and study programme concentrates onto the development of the TEDS study programme. The creation of the pedagogical framework to underpin EUt+ programmes is focused on in task 4.2 Pedagogical framework and will also consider the dissemination to the EUt+ academics for enriching curriculum with innovative pedagogical insights and practices. In task 4.3 Short-term, blended and virtual mobilities the policies, processes and procedures for short-term, blended and virtual mobilities at EUt+ will be developed in cooperation with the works concerning the digital transition. Ensuring a multicultural, international learning experience will be experimented with meaningful virtual environments in cooperation with work package 8. Task 4.4 Lifelong learning and micro-credentials addresses the development of policies for lifelong learning and micro-credentials for offering new opportunities for skill growth in less traditional, rather highly individualised learning pathways through more flexible and learner-centred forms of education and training. Thereby, new groups of potential students and new teaching forms in a digitalised way as virtual mobilities may be addressed as well.

The results are documented in the form of two deliverables. Deliverable D4.1 Pedagogical framework for EUt+ describes the establishment of the Technologies Studies, Education and Design School and the pedagogical framework from TEDS best practices that can serve for underpinning and enhancement of EUt+ study programmes. We aim at having at least 2 cohorts enrolled. Training will cover the academics, teachers and assistants of at least 50% of the EUt+ clusters' study programmes. Deliverable D4.2 EUt+ framework for short-term and virtual mobilities, lifelong learning and micro-credentials constitutes the description of the concept developed and its implementation. The results will form part of the overall mobility movements in EUt+ with 2 subsections of TEDS are offering micro-credentials or part-time possibilities.

Description

The work package is composed of 4 tasks:

- T4.1: Technologies, Education and Design School (TEDS) and study programme

Description:

Driven by TEDS: (1) establishment of the Technologies Studies, Education and Design School, (2) development of joint, unified curriculum and study programme for the TEDS, (3) addressing the question of study tracks, issues around general modules and specialised modules, (4) development of a common framework for recognition and transferability.

Participants:

- RTU as T4.1 manager (BEN)

- UTT (COO), all other members and SG participating (BEN)

T4.2: Pedagogical framework

Description:

Driven by the pedagogy team: (1) development of pedagogical framework for underpinning EUt+ programmes, (2) dissemination of framework, (3) training of EUt+ academics.

Participants:

- CUT as T4.2 co-manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

T4.3: Short-term and virtual mobilities

Description:

Driven by TEDS: (1) development of concept for short-term mobilities, inclusion of blended learning and virtual mobilities, (2) dissemination and installation of support measures (3) Development of a concept for implementing virtual collaboration and Collaborative Online International Learning (COIL), (4) Piloting experimental set-ups.

Participants:

- RTU as T4.3 manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

T4.4: Lifelong learning and micro-credentials

Description:

Driven by TEDS: (1) Development of a concept for gaining micro-credentials within the lifelong learning and further education as logical continuation of EUt+ study programmes, offering training to part time students (2) development of framework for micro-credential as meaningful and flexibly combinable credible proof of attendance, (3) alignment with EUt+ study programmes for two-way enrichment upon course catalogue creation.

Participants:

- RTU as T4.4 manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

Work package WP5 – Research and research-oriented education

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|----------------------------|--|-------------------------|---------|
| Work Package Number | WP5 | Lead Beneficiary | 8 - UTC |
| Work Package Name | Research and research-oriented education | | |
| Start Month | 1 | End Month | 48 |

Objectives

Knowledge creation in EUt+ is the result and the start of educating students by connecting them to research as a motor for knowledge gain to the benefit of society as a whole.

The manifestation takes the form of establishing joint forces in the form of research supporting offices and common pan-European Research Institutes uniting EUt+'s researchers. The activities are based on the insights and results of the first phase together, and with the results from the EUt+ EXTRAS project (SWAFS33 funding), in particular the analytical tools developed. The tasks in this phase of the EUt+ initiative are geared towards further deepening the structures already formed or presently emerging. Pooling and structuring the research strength across all members is to be continued and supported in the Alliance structure through the works of the EUt+ Research Committee comprising the vice presidents for research, the establishment of the supporting offices and units such as the EUt+ Research Office (ERO), the EUt+ Graduate Research School (EGRS) and the EUt+ Research Institutes (ERIs). A European EUt+ Research Institute is a pooling of research strengths at the European level under a single common name, also to be used for visibility as a single affiliation in our research publications. We are creating these European Research Institutes specifically including education through and for research. We aim to have at least 4 institutes at the end of this second phase. Their groundwork for joint initiatives and research endeavours is based on the ongoing research in EUt+ and is going to be continuously further enriched through strengthening the potential by foreseeing to answer calls and applying for projects within the Horizon Europe Work Programme such as the WIDERA, e.g., the twinning actions and via Excellence Hubs, together with mobility support such as MSCA. Here, the ERO offers the administrative background. Through capitalising on the various research strengths and existing expertise, this work package also provides the basis for research-oriented education on masters and doctoral level. By interlinking and enabling close cooperation of the researchers active at the member knowledge creation is fostered led by the EUt+ mission of empowering European technology thinking human

first. At the same time, the teaching in EUt+ is enriched with current findings from the work in the EUt+ Research Institutes. Students are actively involved in the research works by way of studies, placement opportunities and the possibility for theses. Each ERI foresees the installation of a specific thematic graduate school in the topic field, offering research-oriented training and education. Support and cross-institute coordination thereby is offered by the EGRS.

This work package is related to several activities organised in the other work packages. For enabling mobility of researchers and post graduate students, this work package will link to the work package for education (WP3) for alignment and potential reuse of results to WP6. At the same time, the processes already created and foreseen to be established are linked to the activities of quality management aspects as WP7, also in relation to the installation of an applicable ombudsperson team for aspects of research integrity. On the other hand, in order to develop a common platform to include the information about different research infrastructures, research capabilities, research opportunities and projects an information system (CRIS) will be the appropriate means. For exploiting and disseminating research results the connections to WP8 to the EUt+ Academic Press and to the EITTO in WP6 are to be closely kept. The activities are backed and supported by the Research Committee, comprising the vice presidents for research.

The tasks of the work package are formed around these common goals. Task 5.1 is aimed at further developing and instantiating the common EUt+ research roadmap to provide for a strategically sound comprehensive approach to guide the activities in the ERO and EGRS together with the ERIs. The strategic planning process also considers applying for joint research projects by the EUt+ researchers in various constellations as required per topic of upcoming calls, with a minimum of 8 joint applications. The joint working is led by the thinking of enabling Open Research including Open Access, Open Data, Citizen science approaches and Research Data Management planning. Task 5.2 supports and consolidates the existing ERIs initiatives, namely the EUt+ key component ECT Lab+ concentrating on a transdisciplinary perspective on technology through the articulation of philosophy, social sciences, art and humanities, and engineering sciences as well as the EUt+ Sustainability Lab addressing grand societal challenges, such as climate change, evolving mobility, energy sources and management etc. as cross-cutting institutes next to bundling synergies in technology driven fields in ERIs such as the EUt+ Institute of Nanomaterials and Nanotechnologies (EUTINN) and the EUt+ Data Science Institute together with emerging initiatives in further fields for further enhancing pan-European collaboration by opening new ERIs. For capacity building, supporting knowledge creation activities also from an administrative angle and the researchers in EUt+ the interaction task 5.3 is organised as the ERO. To facilitate a teaching research nexus the creation and implementation of EUt+ graduate training programmes in the ERIs through the EGRS task 5.4 supports masters-by-research programmes and liaises for creating a European degree for master-by-research programmes and works towards a joint EUt+ Doctorate together with the ERIs. The ERIs are supported by EUt+ for the initial starting and forming phase by having the means for one doctoral student from each participating member university. These doctoral students will be supervised in a cotutelle arrangement with joint supervision and joint reviewing.

The results of this work package are described in the deliverables. Deliverable D5.1 EUt+ strategic research plan forms the foundation for the coordination and support of the joint research activities. The facets include the forming and establishing the research institutes, including financial needs and administrative support, together with planned steps for joint project applications and provision of graduate training. Part of the plan is the establishment of 4 functional new institutes during this phase and on average between 2 and 5 doctoral students are expected per ERI depending on the thematics of the institute. These plans are implemented in at least two thirds of the members in their internal strategy with a minimum of 8 joint project applications. Deliverable D5.2 EUt+ research structures and outputs contains the results in that it describes the provision of research information of EUt+, ideally and publicly available on the Web as a portal of a research information system enabling research-related dissemination. The publications of each functional ERI have a unique affiliation in the name of the ERI.

Description

The work package is composed of 4 tasks:

- T5.1: EUt+ common research strategy and roadmap

Description:

Driven by the ERO with support by the Research Committee: (1) continuous development and adaptation of the overarching research roadmap based on monitoring and prioritisation, (2) subsequent allocation of resources, (3) joint development of EUt+ research integrity policy and deployment of ombudsperson for academic misconduct in cooperation with quality management, (4) provision of principles and tools for open research realisation, e.g. open access and research data management, (5) linking to EUt+ academic press, (6) support of research-related offices.

Participants:

- UTCN as T5.1 manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

T5.2: EUt+ Research Institutes**Description:**

Driven by the research committee in coordination with the ERO and Secretariat General: (1) anchoring the existing and fostering the implementation of new institutes, (2) provision of processes and means for setting up and operating institutes, (3) supporting the existing ERIs into the EUt+ structure, (4) foster the emergence of new ERIs, (5) identification of potential fields such as telecommunication, artificial intelligence or microelectronics, (6) facilitation of cross-cutting research collaboration with regard to member linking and staff mobility. Depending on the thematic field of an institute, approaches such as the inclusion of citizen science are supported.

Participants:

- UTCN as T5.2 manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

T5.3: EUt+ Research Office**Description:**

The ERO as office has been established per agreement between the members and provides: (1) anchoring and enhancing support for knowledge creation and research, (2) facilitation of processes and means for installing and operating the ERO as linking hub between researchers, Research Institutes, (3) liaising with offices in adjacent areas such as the EGRS, EITTO and ECO.

Participants:

- UPCT as T5.3 co-manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

T5.4: EUt+ Graduate Research School**Description:**

The EGRS has been established per agreement between the members and provides: (1) support for doctoral student mobility, (2) cross-cutting post-graduate training support in and for the institutes, (3) development and implementation of common cotutelle arrangements enabling joint supervision, research lab placements, and common projects on master and doctoral level, (4) co-development of joint master-by-research programmes in the institutes, (5) provision of general seminars, (6) development of a joint EUt+ doctorate and degree.

Participants:

- UTCN as T5.4 manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

Work package WP6 – Entrepreneurship and innovation

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|----------------------------|---------------------------------|-------------------------|---------|
| Work Package Number | WP6 | Lead Beneficiary | 6 - CUT |
| Work Package Name | Entrepreneurship and innovation | | |
| Start Month | 1 | End Month | 48 |

Objectives

Knowledge and technology transfer, regional engagement and social innovations are the links to and from society to anchor EUt+.

This work package addresses two crucial directions for the development of EUt+, specifically entrepreneurship and innovation. These directions will be supported by various activities organised in its four tasks. The primary objective of EUt+ Entrepreneurship School in task 6.1 is to develop and implement educational and mentorship programs available not only to technical students or researchers, but also to academic and non-academic staff. These programs will provide a comprehensive foundation of knowledge and skills, essential for any entrepreneurial venture, as well as to enhance the capability to capitalise on innovative ideas and research outcomes. Furthermore, the school will also establish partnerships with external organisations and institutions to further enhance the opportunities for students and staff. The ultimate goal is to create a sustainable ecosystem for innovation and entrepreneurship, with the EUt+ Entrepreneurial School as the catalyst, in order to increase the number of successful start-ups and/ or spin-off companies within the Alliance.

One more important role of WP6 is to enhance and fortify the relationship between EUt+ and the industrial sector, with a specific focus on research, development, and innovation (RDI) activities in task 6.2. Hence, the objective is to establish new collaborations with industrial partners in order to create new employment opportunities for students in start-ups and companies that are focused on innovation. Seamlessly, these companies will be provided with access to the

expertise of researchers and the research infrastructure/laboratories of EUt+. This will enable the creation of mutually beneficial partnerships that will drive innovation and economic growth. A comprehensive strategy will be implemented which will include targeted outreach to RDI-intensive industries (like biotechnology, renewable energy, information technology, etc.). Meetings and networking events will be organised to facilitate introductions and discussions between EUt+ researchers and representatives of these industries. Additionally, a dedicated team will be established to manage the process of identifying potential partners, negotiating partnerships, and monitoring the progress of the collaborations. The goal is to create a sustainable ecosystem for innovation and entrepreneurship, with EUt+ and its industrial partners working in close collaboration to drive economic growth and create new employment opportunities for students.

Another objective of WP6 is to establish a comprehensive framework for innovation and technology transfer through the EUt+ Innovation and Technology Transfer Office (EITTO) as shown in task 6.3, which will provide support for: i) identification, development, and commercialization of intellectual property rights, ii) facilitation of technology and knowledge transfer between EUt+ and companies, iii) identification and mapping of research infrastructures and services that can be made available to industry, iv) assistance in obtaining private and public funding for the development of innovative ideas and the implementation of joint RDI projects in partnership with industrial partners and start-ups. EITTO will be operationalised and managed by a dedicated team, consisting of experts in innovation, technology transfer, and IP management. The team members will act as an innovation ambassador, and they will be responsible for providing guidance and support to researchers, entrepreneurs, and industry partners throughout the process of commercialising innovative ideas and technologies and facilitating the transfer of knowledge and expertise between EUt+ and industry. EITTO will include a dedicated helpdesk for answering queries and providing support to researchers, entrepreneurs, and industry partners.

The EUt+ Student Startup Lab in task 6.4 is an initiative aimed at promoting and facilitating the development of student-led start-up ventures within the EUt+ consortium. The main features of the EUt+ Student Startup Lab include: i) establishing a platform for EUt+ students to submit their business plans and innovative business ideas, with the goal of identifying potential start-ups and providing students with the opportunity to experiment their business ideas in a real-life work scenario, ii) assistance and guidance in the development of student-led start-ups to facilitate the access to funding opportunities through the review and refinement of business plans (including both private and public sources), iii) provision of incubation and accelerator programs, mentorship and networking opportunities, training, access to technology and equipment, marketing and PR support, iv) incubation of the business by inclusion of the start-up in the EUt+ start-up network, a physical location/office where the start-up can operate for a limited period of time, and access to specialists in the university to develop and mature the innovative product, v) regular progress reviews and feedback, vi) outreach and recruitment attract students from diverse backgrounds and disciplines to participate in the EUt+ Student Startup Lab, vii) initiating an alumni network of past EUt+ participants in the Lab, to provide ongoing support and mentorship for student entrepreneurs even after they graduate.

Deliverable D6.1 EUt+ Entrepreneurship School and the EITTO form the foundation and support of the joint innovation, technology transfer and entrepreneurial activities. They will be founded upon the Common EUt+ Entrepreneurship School Policy with the aim to train at least 500 students and support their entrepreneurial projects through the EUt+ Student Startup Lab. For continuous evolution and development of both the Entrepreneurship School and the respective joint common policy there will be at least two strategic capacity building proposals for funded projects related to the WP activities.

Deliverable 6.2 Tech Showcase days will seek to promote the knowledge and technology created in our HEIs to local and international industry and investors. The objective will be to form strong collaborative networks with regional, European and global RTDI ecosystems, including engaging with at least 24 startups or spin-offs. Our objectives also include at least 21 consultancy or contract research or collaborative agreements.

Description

The work package is composed of 4 tasks:

- T6.1: EUt+ Entrepreneurship School

Description:

The school will be set-up to: (1) institutionalise and upscale of the Inno-EUt+ project activities (2) Provide sustainable and social entrepreneurship programmes for students, researchers and staff (3) challenge-based learning methodologies through collaboration with R&D&I intensive organisations (4) create a community for innovation and activities for students and staff, (5) development of a mentors network to support EUt+ students with practical and work-based experience and traineeships.

Participants:

- CUT as T6.1 manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

T6.2: Strengthening the connections between EUT+ and the R&D&I-intensive industries and startup ecosystem**Description:**

Driven by the EUT+ Entrepreneurship School: (1) boost synergies by fostering and deepening collaboration with (deep tech) start-ups and industry, (2) enhance placement opportunities for EUT+ students to join start-ups & innovation-intensive companies, (3) enhance inbound connections (designing events to tackle industry technology challenges, providing companies with access to EUT+ labs, and institutes, (4) mapping and developing collaborations with the ecosystem. Participants:

- UTCN as T6.2 co-manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

T6.3: EUT+ Innovation and Technology Transfer Office (EITTO)**Description:**

The EITTO has been established per agreement between the members and serves as EUT+'s structure element for supporting technology transfer, namely by: (1) working with ERIs to identify, develop and commercialise IP and to support all forms of technology transfer (licensing, start-up creation), (2) offer career development opportunities to post-doc researchers to become beacon of innovation within ERIS, (3) facilitating participation and promotion of the EUT+ Technology Offer in European and international Entrepreneurship & IP & TT networks, (4) support start-ups and provide them with access to funding.

Participants:

- TUDublin as T6.3 co-manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

T6.4: EUT+ Student Startup Lab**Description:**

The lab will be set-up to: (1) support student start-ups and provide them with access to funding, (2) develop a platform for students to experiment with their business ideas in a real-life work scenario, (3) support access to funding opportunities.

Participants:

- CUT as T6.4 manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

Work package WP7 – Staff engagement and quality assurance

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|----------------------------|--|-------------------------|---------|
| Work Package Number | WP7 | Lead Beneficiary | 5 - TUS |
| Work Package Name | Staff engagement and quality assurance | | |
| Start Month | 1 | End Month | 48 |

Objectives

Setting up high quality standards in education and research is an integral component of campus life at EUT+ and is actively supported by engaged teams.

Delivering high quality education and research is intimately linked with the level of staff engagement - that is why these two themes are the focus of work package 7. In terms of quality assurance processes, during the first phase of the project, we have started working on the creation of joint education programmes at all levels that reflect mutually agreed values and high quality standards and integrate European guidelines. The tangible results of our work are the EUT+ Reference Guide for European Degrees in Engineering and an agreement on a common competency framework for joint EUT+ bachelor and master degrees in engineering. Building on this foundation, we aim to roll out a well-rounded strategy and system for quality assurance at bachelor, master and doctoral levels. As education informed by and oriented on research and research form an indissoluble unity, the Quality Assurance team will also provide support to the Research Committee in the design and implementation of a comprehensive and empirically informed guideline for good scientific practice and research integrity within EUT+. At the same time, quality is a mutual effort carried by all stakeholders to improve products, processes, services, offers as well as a shared institutional culture and team spirit. Ensuring the necessary conditions, to drive the engagement of academic and non-academic (management, research support and other professional services) staff in all areas of activity of EUT+, is essential to support a dynamic, quality-oriented organisation. We want to achieve this by co-designing and setting up a comprehensive and participatory joint human resources strategy combined with a well-rounded upskilling and training programme that leverages, in a flexible manner, European mobility and exchange schemes, to provide both academic and non-academic staff with training in areas of interest (ranging from innovative/digital pedagogy, to foreign languages and HR dimensions - Equity, Diversity

and Inclusiveness policy implementation, HRS4R, etc.). These incentives are expected to achieve more interest and buy-in in EUt+ that is perceived as empowering its staff, both giving them a say in the development of their common university, as well as allowing them to acquire the necessary competencies and feel confident to contribute to EUt+.

The present work package is linked in a cross-cutting manner to various work packages as it assesses the effective implementation of overall quality standards within EUt+. The design for a comprehensive, accessible and understandable approach by all staff who buy-in to these new ambitious standards in the quality of education and research in EUt+ is grounded in work package 2 concerned with co-designing structures, policies, procedures and actions for the transitions to a just, sustainable and equitable society. In cooperation with the sectional committees, clusters and offices, the definition of quality standards in education link to work package 3. Most importantly, through the design of a comprehensive and participatory staff engagement policy, in close cooperation with the partners' human resources departments, the final objective is to achieve the well-being of our community. Experience and insights from first phase show that people well-being is a key ingredient for achieving high levels of team engagement, purpose and meaning from their work, so that in turn high quality can be achieved and reflected back, in a "virtuous circle of participation" (cf. phase 1 D5.4.2a)

We have identified four tasks best suited to achieve the ambitions described above. Task 7.1 Staff engagement and EUt+ career paths covers the development and monitors the effective implementation of a full-fledged HR strategy that takes into account diverse career paths, staff mobility, language training, as well as equity, diversity and inclusion and coordinates staff rotation and mobility schemes in general. Task 7.2 Quality Assurance team focuses on European standard guidelines that will serve as a basis for the design, definition and setting up of quality assurance processes in Higher Education, from which we will co-create our own standards that shall comply with the EUt+ Mission Statement. We will conduct similar policies in research, as well as the development of quality measures (mixed methods : quantitative and qualitative) and evaluation. Task 7.3 Accreditation convergence addresses accreditation issues at a European level, underpinning quality standards of joint EUt+ programmes. Task 7.4 Ombudsperson team includes the principles of mediation and conflicting resolution and the establishment of ombudspersons.

The progress in the accomplishment of these objectives will be monitored, finely documented (capitalization of knowledge for dissemination) and reported. Staff engagement and the effectiveness of the HR policies for facilitating the europeanisation of their career will be measured by means of a diagnostic tool, comprising dedicated surveys and semi-structured interviews with a representative panel, whose results will be provided both at the mid-term (M24) and final reviews (M48). The surveys will address different staff, the stakeholders, their view to the construction of EUt+ and the transformation of their own HEIs, their roles and perspectives. They will be designed following our principles of participation, inclusion, diversity and multilingualism. Their results will be compared against the expected values of a deep penetration rate of the EUt+ HR and flexible career pathways policies:

- For all EUt+ members, expected staff mobility rates per year are provided in section 2.1.2. In this work package we target a level of satisfaction after a staff mobility between EUt+ campuses of 80% or more,
- For the federated members, 35% of the staff will identify themselves as proud members of the EUt+ alliance at M24, and 75% at M48.

Regarding Quality Assurance and Accreditation of the studies this entails:

- At M6 the rectors will approve the Terms of Reference and appointments of the Quality Assurance Team,
- At M24 and M48, the EUt+ documentation data pack featuring contents from all the tasks and WPs (to name a few: governance processes, European accreditation of study programmes, processes for the creation of European Research Labs, innovation hubs, other HEI third and fourth missions, etc.) will be reviewed by the experts of the review board, taking into consideration our principles for quality, making sure that things are not simply done, but they are done well. Discrepancies will result in recommendations and corrective actions, when needed.

Deliverables D7.1 and D7.2 Interim and final results, respectively, of the staff engagement and quality policies implementation and guidelines will show at M24 and M48, respectively, the level of satisfaction of the staff with their EUt+ mobilities, its engagement in the initiative and reports on the advances in Quality Assurance, including the Quality Management Plan and the results of its application at the review milestones of M24 (mid-term global review) and M48 (final global review).

Description

The work package is composed of 4 tasks:

- T7.1: Staff engagement and EUt+ career paths

Description:

Driven by the HR Office: (1) constitution of the HR Office, formed by heads of HR/ managing directors/ chief of staff, and equivalent at each institution, (2) definition of EUt+ human resources strategy and policies, in full alignment with the EUt+ principles of excellence, multilingualism, equity, diversity and inclusion, (3) towards the implementation of the HRS4R (Human Resources Strategy for Researchers), principles, as set out in its charter & code. - recognition of

third and 4th mission in the evaluation of research careers, (4) providing the frame and incentives for academic and non-academic international exchanges, job shadowing, and work experiences in other EUt+ campuses, (5) with full recognition of the EUt+ activities in the career path of the staff.

Participants:

- UPCT as T7.1 manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

T7.2: Quality Assurance team

Description:

Driven by the Quality Assurance Team: (1) development and installation of a general EUt+ quality concept and quality assurance system, (2) development of quality measures (mixed methods) and evaluation, (3) development of a comprehensive quality policy for the creation of joint study programmes on all levels, and teaching quality, (4) provision of support to the Research Committee to design and implement a comprehensive guideline for good scientific practice and research integrity at EUt+, (5) assessment that all the above guidelines are being effectively enforced.

Participants:

- TUS as T7.2 manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

T7.3: Accreditation convergence

Description:

Driven by the working group on Studies Accreditation and the Cluster coordination committees: (1) establishment of the working group of European Curricula experts from the EUt+ members in the accreditation of study programmes, (2) definition of development framework for transformation of local curricula design into the EUt+ joint one based on flexible study pathways, that will be exposed to the European stakeholders, in line with the ESG and ENAEE guidelines, (3) support to study clusters and the Education Committee in the design, development, verification and validation of the European study programs.

Participants:

- UTT (as amember) as T7.3 co-manager (COO)
- other members and SG participating (BEN)

T7.4: Ombudsperson team

Description:

Driven by the ombudspersons: (1) creation of guidelines for handling complaints and issues around breaches of policies or treatment of students and staff, as well as academic misconduct, (2) if applicable, handling of cases of allegation for resolution.

Participants:

- TUS as T7.4 manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

Work package WP8 – Common digital Services and data convergence

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|----------------------------|--|-------------------------|----------|
| Work Package Number | WP8 | Lead Beneficiary | 2 - H-DA |
| Work Package Name | Common digital Services and data convergence | | |
| Start Month | 1 | End Month | 48 |

Objectives

The pooling of services will start from our most important asset (after people): data.

Meaningful process management is based on the availability of data and data-based information as per the specific needs of different processes and their individual instantiation in daily operation. In order to facilitate the use of data as needed, it is required to facilitate decentralised availability out of a unified standardised data pool and commonly workable information systems for information sharing and processing. This service provision leads to the question of being able to use data from different sources through implementing joint exchange formats. The use of information systems and subsequent reuse of information is to be aligned through the development of an overall EUt+ IT landscape in the form of an EUt+ information technology architecture based on the development of methodical information technology specifications, models and guidelines next to incorporating commonly used tools without increasing complexity too

far for the handling by the member universities. This work package is organised around this requirement, building on its constituent members' existing administrative and ICT capacity to create an overarching information management. Thereby the multiplicity of systems in use across the members is to be regarded and combined against the background of national regulations together with the developments at the European level such as the European Student Card Initiative (ESC), the Erasmus+ app and Erasmus Without Paper (EWP) or the developments around the Common European Research Information Format (CERIF) for sharing research information in a common system (CRIS) and allowing for research data management for joint research projects. Thereby, the implementations are guided by the regulations of the GDPR.

This work package takes on an all-encompassing approach through complementing IT services as an overarching information layer. In close coordination with the Secretariat General, the EUt+ EGTC to be founded for common services provision and committees (WP1) for aligning efforts on topics and general information flows needs arising from general collaboration support of the boards, committees, working groups and tasks spanning to the specific needs of WP 3 concerning mobility enablement, WP 5 for research information accumulation enablement and WP 9 concerning global mobility and easy to use communication tools, to name some of the most relevant ones

Task 8.1 IT harmonisation strategy will lay the foundation based on the results of the first phase and be subjected to continuous further development. It aims at creating an overview in the form of an IT architecture of the given relevant IT infrastructure as the foundation for interoperability enablement of the applicable systems already in use by members of the Alliance. This includes the development of data exchange formats for the technical provision of information flows and the exemplary implementation of interfaces for data exchanges and joint data processing by all user groups concerned for joint EUt+ activities based on models and guidelines to provide a blueprint for improving transversal consistency, coherence and efficiency across EUt+. Thereby, the focus lies in this phase on the ESC and EWP as the first use cases for mobility enablement as well as the creation of enablement for a common CRIS to support research activities. The works are complemented by task 8.2 common digital systems. Next to being able to interlink existing member systems, the establishment of EUt+ in all its facets requires digital tools specifically aimed at supporting pan-European activities and enabling information sharing, exchange and communication. Examples are the more general digital services such as the common website univ-tech.eu, the communication platform with messenger service, cloud storage and digital meeting facilities. In addition, digital services with a specific focus are needed for implementing results achieved such as common databases for the clusters, digital support for the mobility maps to design study track by students and shared learning platforms in the field of education next to portals based on applicable repositories as needed for example for the academic press of EUt+ or the common portal for publications and projects of the researchers. The works form part in the development of EUt+ specific IT-landscape and aim at leveraging best practices and lessons learnt from the first phase together with answering to newly arising needs. The EUt+ Academic Press in task 8.3 continues the works accomplished in the first phase of EUt+. An EUt+ open access repository and the EUt+ Academic Press for promoting the profile of EUt+ has been implemented. These works need to be stably continued and further rolled out all through EUt+. In this task the university libraries of the members cooperate to ensure high quality publishing and open access publishing in a high standard. The coordination of the work package activities is provided through task 8.4 EUt+ IT working group across all members and with the EGTC after its establishment for services provision through the EGTC. The group works as a committee on vice presidential or head of department level, respectively. It oversees the development and usage of the EUt+ IT architecture to support transparency and collaboration for exploiting synergies between the members in order to create beneficial digital support for all users.

The results of the tasks are documented in two specific ways. Deliverable D8.1 EUt+ data exchange formats and interface definitions compiles the technical formats for the facilitation of systems interlinking including newly needed common systems and repositories. The first uses cases of EWP and ESC shall be concluded with a proof of concept and implementation phase. Deliverable D8.2 EUt+ IT architecture is a continually updated specification of the landscape of information systems and services based on common principles and guidelines at EUt+ and implemented as a jointly usable digital model describing the systems and tools needed as becoming required in the course of the developments in the work packages including common databases and a portal for the mobility maps, for lifelong learning offers, and a common research information system and open access repository.

Description

The work package is composed of 4 tasks:

- T8.1: IT harmonisation strategy

Description:

Driven by the EUt+ IT working group: (1) establishment and continuous further development of IT-landscape of

applicable systems for joint EUt+ activities, (2) development and (3) implementation of exemplary interface and data exchange formats

Participants:

- h_da as T8.1 manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

T8.2: Common digital systems

Description:

Driven by the EUt+ IT working group: (1) installation, (2) operation, (3) maintenance of common information systems and (4) applicable repositories

Participants:

- h_da as T8.2 manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

T8.3: EUt+ Academic press

Description:

Driven by the EUt+ Academic Press team: (1) linking the university libraries towards unified digital publishing, (2) providing editorial and publishing services, (3) supporting the EUt+ open access repository

Participants:

- TUDublin as T8.3 co-manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

T8.4: EUt+ IT working group

Description:

Group formation and installation for: (1) coordination and alignment of digital services offer, (2) liaising and coordinating operations for support by the EGTC service offer and (3) enablement of task activities

Participants:

- h_da as T8.4 manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

Work package WP9 – Outreaching and communication

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|----------------------------|-------------------------------|-------------------------|----------|
| Work Package Number | WP9 | Lead Beneficiary | 7 - UPCT |
| Work Package Name | Outreaching and communication | | |
| Start Month | 1 | End Month | 48 |

Objectives

The creation and appropriation of a new identity starts with a strong internal and external communication, under this new visibility: EUt+.

During the first phase EUt+ has built a brand that is clearly identified by its internal communities (survey results reported at the previous funding project interim report). Since the kick-off in November 2020, more than 1000 participants (including students and staff) from the 8 EUt+ campuses have joined the community of EUt+ builders. Externally, EUt+ has signed agreements with companies, research institutions and universities outside the EU. WP9 will continue this work with the main objectives of:

- Promoting a European model of education that raises technological responsible citizens and gives the students the ability to act for a better world, aligned with the EUt+ vision, mission, and motto European values empowering technology,
- Fostering a deep sense of belonging to the European education community, and thus growing the European identity in the staff, current and future students,
- Expanding and enhancing the mobility offers of EUt+ students around the world (for Bachelor, Master and doctoral students both for incoming and outgoing), including study periods in non-EU universities, work-based experience and traineeships, and further research opportunities thanks to the agreements with academic and non-academic partners.
- A full joint strategy for communication and global outreach, that puts each partners' know-how and resources together, embraces our specialisations, and provides a more attractive and competitive education offer in the global scene.

These objectives will be achieved starting from the baseline of the job done in the first phase, its lessons learned and best

practices. The EUt+ Communication Office (ECOMO), described in task 9.1, will take care of communicating, branding, promoting and fostering EU+ values and identity, both internally and externally. Its activities foresee to revise and update, when necessary, the EUt+ communication strategy envisaged and partially developed during phase 1; support the brand transition (from 9 brands to one), both globally and for each campus; maintain the communication planning and timeline; full development of the ambassador and enrolment phases (as per our strategy); intensify the communication activity with and for the students, and prospect students, also outside the EU borders; prepare branding and communication materials to support other tasks; identify the best content, format, and channels to address each stakeholder; grow the presence of EUt+ in the media, including social networks; develop a process, together with work package leaders and the secretary general, for identifying and collecting the most relevant news; support the edition of annual reports, conference and workshop materials, websites, etc. with appropriate templates and editorial force; prepare the press releases together with the EUt+ participants involved in the area; promote alliances and partnerships with key stakeholders that can boost communication results; promote the use of best practices in communications among the EUt+ participants, with an emphasis on those with a leading role; organise seminars and workshops to raise awareness of the relevance of (good) communication; support the EUt+ leaders and potential influencers to communicate EUt+ in social network; collect communication materials during EUt+ public and private events; support the university joining the alliance for a full integration at the end of phase 2. The EUt+ Global Outreach Office (EGOO), described in task 9.2, will be in charge of coordinating the joint outreach actions and promoting the integration of internalisation of our activities with non-member countries. Its actions will include: maintaining the EUt+ joint interface for Erasmus+ KA171 mobilities available at mobility.univ-tech.eu; initiating institutional Erasmus+ KA2 CBHE applications and supporting others led by academics in the frame of EUt+; coordinating the cooperation activities in global scene with non-member countries, and specifically with Ukraine; promoting EUt+ as a single brand and partner in the most relevant international fairs for academia, such as EAIE, NAFSA and APAIE; uptake of excellent international students who wish to develop their studies at EUt+, keeping in consideration our principles of EDI; signing agreements with non-EU HEIs to reach its objectives. EUt+ will sign a high number of agreements with non-academic actors during the lifetime of this project, and in the long-term of the initiative. The alliance members will centralise on this task 9.3 Partnerships the necessary know-how and best practices to facilitate this. Among other actions, we will; elaborate an agile process to grant the partnerships team the necessary legitimacy to engage with external partners on behalf of the whole alliance, updating when necessary, our individual institutional procedures to the most feasible extent; identify strategic partners and actively suggest them collaborations; support the collaboration of other tasks with the industry and other institutions in research, traineeships, challenge-based learning, fostering of the entrepreneurial mindset among the students, tech-transfer opportunities, etc.; maintain the necessary documentation; carry out capacity building from the most experienced partners to the rest.

The participants engaged in work package 9 will work tightly connected with all the other WPs as the teams responsible for communication, global outreach and partnerships will require a strong awareness of the advances in the development of the initiative. To do so, one member per partner will guarantee a smooth communication flow with the corresponding national WP leader. Likewise, other WPs will request communication and branding materials to reach their stakeholders and achieve their goals. This will be particularly relevant for work packages 2 to 6 and 10. The objectives and task descriptions are translated into quantitative and qualitative indicators to be achieved at the end of phase 2, so we can monitor its progress and take corrective actions when needed. We have identified the following KPIs that will be reported in the deliverables D9.1 and D9.2. Related to communication and branding this includes:

- The EUt+ communication office is active and meets regularly, with all partners engaged,
- At least 90% of the branded communication of the partners (either physical or digital) uses the EUt+ brand,
- For the federated partners, EUt+ is the primary brand of the institution in its website, official documents, and more than 50% of the branded communications,
- The EUt+ brand, its members, and values, are widely recognized (70% internally and externally),
- Students receiving a EUt+ degree or label identify themselves as EUt+-graduated (80%).

and related to global outreach:

- EUt+ Global Outreach Office is active and running, with all the federated partners engaged,
- Projects for global outreach organised and purposed for EUt+ (Erasmus+ KA171+CBHE+others) have a global budget of at least 1M€, including mobilities,
- EUt+ KA171 joint applications cover at least 80% of the regions,
- A joint interface for non-EU applications is adopted by all federated partners,
- EUt+ (with a single brand) is present in at least 3 major global outreach academia events (e.g. EAIA, APAIE, NAFSA),
- Students from non-member countries are present in at least 4 joint degrees/clusters,
- At least 40 new agreements are signed at EUt+ level with non-EU institutions.

and related to partnerships:

- The task meets regularly with all the partners engaged,
- An agile process for signing EUt+ agreements is in place,

- At least 20 agreements are signed at EUt+ level with non-HEIs.

The deliverables D9.1 Interim report on WP9 indicators and D9.2 Final report on WP9 indicators will show the achievement of these indicators, make a deep analysis, suggest the following steps, and, in the case of D9.2, compile the final lessons learnt and good practices.

Description

The work package is composed of 3 tasks:

- T9.1: EUt+ Communication office

Description:

The EUt+ Communication Office will take care of communicating, branding, promoting and fostering of EU+ values and identity, both internally and externally: (1) revise, update, execute, and analyse the EUt+ communication strategy, (2) support the brand transition (from 8 brands to one), both globally and for each campus, (3) coordinate with the relevant stakeholders the communication activities, (4) prepare branding and communication materials, choosing the right content, format, and channels to address each stakeholder, (5) grow the presence of EUt+ in the media, including social networks.

Participants:

- UPCT as T9.1 manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

T9.2: EUt+ Global Outreach Office

Description:

The EUt+ Global Outreach Office (EGOO) will be in charge of coordinating the joint outreach actions and promoting the integration of internalisation of our activities with non-member countries: (1) coordinating the cooperation activities and partnerships with HEIs and other academic institutions of global scene of non-member countries, with a special emphasis on Ukraine, including Erasmus+ KA171 mobilities, KA2 CBHE applications, (2) promoting EUt+ as a single brand and partner in the most relevant international fairs for academia, (3) uptake of excellent international students who wish to develop their studies at EUt+, keeping in consideration our principles of EDI.

Participants:

- RTU as T9.2 co-manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

T9.3: Partnerships

Description:

Driven by the Partnerships Team: (1) centralise the necessary know-how and best practices to facilitate an agile process such that the partnerships team will have the necessary legitimacy to engage with external partners on behalf of the alliance, (2) identify strategic partners and pursue collaborations, supporting the collaborations established in other tasks with different stakeholders, (3) carry out capacity building from the most experienced partners to the rest.

Participants:

- h_da as T9.3 co-manager (BEN)
- UTT (COO), all other members and SG participating (BEN)

Work package WP10 – Integrating the new member: catching up!

| Work Package Number | WP10 | Lead Beneficiary | 9 - UNICAS |
|---------------------|--|------------------|------------|
| Work Package Name | Integrating the new member: catching up! | | |
| Start Month | 1 | End Month | 36 |

Objectives

Within three years, the later joining in of the ninth member will be transparent: it will be at the same level as all of us. EUt+ will extend by adding a ninth member into the Alliance, as described in section 2.2.1. This new member starts early in the second phase. Therefore, this work package focuses on the integration of the new member in all aspects. To ensure transparency and fairness in the selection process and formal inclusion, the Secretariat General coordinates these steps in the beginning. This member shall be identified by this spring or summer 2023. It is expected to have the necessary modification of the grant agreement before February 2024. After this initiation phase, the member will take over the work

package lead, in order to be able to fully address the necessary integration steps. The question of integration applies to all work packages and tasks alike. A full participation requires the empowering of the ninth member with formal agreements and processes, as well as the preparedness of the staff and students, through masterclasses or other capacity building actions, in terms of both knowledge about EUt+ – its spirit, values and advancement - and skills development (e.g., European degree features, innovative curricula), so that they can contribute efficiently. The delegation and appointment of personnel in all areas of responsibility from the new member provides the basis for actively joining all bodies and active groups of EUt+. However, enabling their integration and contribution to ongoing work and tasks, requires a coordinated effort and planning process concerning the onboarding. Institutionalised socialisation is achieved, on the one hand, by filling the open positions within the boards, committees, offices and working groups of EUt+, as well as by filling the open positions in the tasks and work packages. On the other hand, as the sine qua non condition for participating actively, the acceptance of and commitment to the memoranda and agreements existing prior to the member's inclusion is to be documented through official acceptance, by way of signed extension. Individualised socialisation addressing the new colleagues and students will rely on an onboarding roadmap. Here the various means and activities - for information supply, transparency about EUt+, development of role clarity and EUt+ spirit, knowledge and capacity building together - need to be developed and aligned to all members' needs. Fostering integration through efficient communication and availability of documentary resources is expected to facilitate the participation and engagement of teachers and researchers, in particular as regards the progress of the existing and progress of new clusters and EUt+ Research Institutes, according to the new member's strengths.

Consequently, this work package is related to all other work packages in the same manner. In each task and all EUt+ bodies, the integration of the new member needs to be actively envisioned and pursued.

In task T10.1, the focus lies on the filling of the positions in EUt+ at all levels. This comprises the joining into the ongoing work, together with the technical facilitation through the provision of access to common digital services. The integration process is accompanied by the onboarding roadmap provided by the member, aligned with the specific needs of a body or task. More than filling a list of participants, this integration is about efficiently informing, identifying the right people, the right drivers, welcoming them in getting their foot in the door and empowering them with the adequate support in order to catch up efficiently. Phase 1 showed us that it could take more than 18 months to get started. However, now we know from experience that, with the right guidance and support, it will be much faster here.

The inclusion of the member is organised in task T10.2 Catching up on the activities of EUt+. Ensuring that the new member is present and actively involved will rely on the visible acceptance and adding of the new member as a contracting member, who fully adheres to the Mission Statement, agreements, memoranda, policies and guidelines of EUt+. From this starting point, the inclusion into, among the two main worksites like, the clusters within the ongoing work in work package 3 (especially with a focus on the mobility maps created for extension and the development of new study programmes), or the existing Research Institutes as applicable or participation in the emergence of further ERIs, can be advanced. More than signing agreements, integration is conceived of as the beginning of a transformation of the member's representation of itself and its future, to join the EUt+ endeavour. We take the time to accompany and empower them globally on all the necessary aspects.

The results are documented in two steps.

Deliverable D10.1 Onboarding roadmap and delegating/appointing people encompasses the onboard roadmap. It includes the plan of the personnel to fill the positions in the boards, committees, offices, groups and tasks of EUt+, together with the plan and materials such as for internal presentations by this new member to onboard. At the mid-term review in M24, 90% of the positions will be filled.

Deliverable D10.2 EUt+ Agreements joined by the new member documents the fact that the member adheres and is fully included in the activities of EUt+, its clusters, ERIs, brand, global strategy, that it can join through the signatures of the existing and new agreements, memoranda, policies and guidelines of EUt+ existing and to come. In M48 (for the final review) the ninth member will join the agreement for updating our primary brands to EUt+.

Description

The work package is composed of 2 tasks:

- T10.1: Filling positions in EUt+

Description:

Driven by the new member with support by the Secretariat General: delegating personnel to EUt+'s bodies and tasks

Participants:

- SG (UTT) as T10.1 manager (COO).

- UTT as a member (COO), all other members participating (BEN)

T10.2: Catching up on the activities of EUt+

Description:

Driven by the new member with support by the Secretariat General: (1) informing and capacity building, (2) enabling the joining of clusters and updating the mobility maps, (3) enabling the joining of ERIs

Participants:

- UNICAS as T10.2 manager (BEN)
- SG (UTT) (COO), all other members participating (BEN)

Work package WP11 – Dissemination and impact

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|----------------------------|--------------------------|-------------------------|---------|
| Work Package Number | WP11 | Lead Beneficiary | 1 - UTT |
| Work Package Name | Dissemination and impact | | |
| Start Month | 6 | End Month | 48 |

Objectives

Dissemination and nearness to policy makers in our Member States and Europe are key for enabling our ambition and the accomplishment of the EUt+ mission

The focus of this work package lies in the dissemination of the results of this phase of EUt+. This includes the achievements and knowledge gained in the further development of EUt+, building onto the promising results of the first phase. In line with EUt+ structure of administration and monitoring that guide all activities within the work packages, the insights in developing common European degrees and creating the structures of EUt+ is led by the Secretariat General, in order to ensure an overarching and coherent approach. Insights and feedback obtained from the operational actions and continuous comprehensive work achieved during the first phase informs the approach and modus operandi of phase 2: the progress and development of EUt+ needs to address subjects of general interest, where EUt+ experimentation brings added value and significant contribution to the state-of-the-art, potentially for generalisation of knowledge for the common good.

One of these subjects is the trajectory of European degrees, mainly in engineering, which involve external organisations (ministries, accreditation agencies, etc.) and which are common to other Alliances. These essential questions cannot be conceived without a strong link with these organisations, based on collaboration, sharing of perspectives and co-construction aiming at collective intelligence, and afterwards, the necessary sharing of the knowledge acquired and developed within inter-institutional working groups and/or communities of practice.

Another topic of interest would be the co-construction of governance and the support of processes by and within the Alliance members: EUt+, aiming for a merger in the long term, is thus potentially bridging the gap in European Universities' governance, developing particular assets, capitalising knowledge about good practices or lessons learnt from failures, etc., that are worth sharing with the larger community of HE stakeholders. Hereby, informed by insights from phase 1, the hypothesis is that staff commitment and relations with the various authorities concerned pose a big influence on the outcome, and will be evaluated and documented rigorously.

The dissemination of results, or more generally all insights gained, and feedback collected from stakeholders all through the deployment and implementation process, brings together the activities and achievements of all work packages. Questions of establishing the common goal of EUt+, and thus enabling a meaningful and capable European University structure, requires the creation of a governance structure in all aspects in order to enable throughgoing frictionless processing, that achieves societal impact, which benefits students and staff, as well as EUt+ external stakeholders. The development of EUt+ is conceived of as an ongoing collaborative learning process, and can therefore benefit from insights and reflection from all perspectives. Therefore, impact evaluation will adopt both internal stakeholders' perspective (in line with WP7 concerning empowerment through staff capacity building and skills development of staff) as well as institutional perspective in terms of achievement in governance.

Therefore, this work package fosters dissemination in a twofold manner: two tasks leading to two deliverables.

The dissemination of results related to engineering and technology education in Europe is the task T11.1, commonly driven with EELISA and ENHANCE Alliances (representing 28 universities of technology in an unprecedented joint venture in this field). We will commonly write and provide a joint paper on talent attraction and retention in deep tech research and teaching disciplines, sharing best practices, identifying obstacles and difficulties, assessing the evolution of the European engineering/technology education area, and in particular the regulatory and accreditation frameworks, and finally drawing relevant policy conclusions for the European Union and Ministries of Member States and non-EU Alliance partners. Having rigorously capitalised knowledge, in the third year, we will hold a public international conference in Brussels communicating on new instruments and legal frameworks to facilitate the implementation of European studies in Engineering and Technology (including Lifelong Learning and micro-credentials, impact of

Europeanisation on the academic programmes and students on national, regional, and local communities, the role of European University Alliances in fostering the European model of education in technology, on the global scene and considering the digital and green transitions or European Pact for skills, and how to boost excellence while ensuring inclusion, in line with Europe's ambition to leave no one behind.

The dissemination of results related to our merging journey experience analysis and synthesis is the task T11.2. We will thoroughly document the deployment, analysing the good practices behind the achievements, the lessons learnt from hurdles, the teams' engagement variable etc., careful to both contextualise EUt+ specific experience and unique feature, and aim at generalisation of knowledge for possible scaling up by other Alliances and HEIs. These include documents and materials developed for capacity building and information purposes regarding the establishing of a European University, process of participation and cooperation on a political level with ministries and authorities, accreditation agencies, networks and organisations as feedback to the European Commission.

Deliverable D11.1 (material from task T11.1): Needs analysis on Engineering and Technology Education in Europe

- Joint paper on talent attraction and retention in deep tech research and teaching disciplines (25 pages, due Month 24).
- Face-to-face public 3-hours international conference in Brussels in the third year (month 24-36).

It should be noted that the participation of the other Alliances is an obvious added value for the quality of this task and the deliverable, but not a requirement. If unfortunately, not all applications from the three involved Alliances were successful for this call for proposals, this deliverable can still be provided.

Deliverable D11.2 (material from task T11.2): Journey experience towards a deep integration

- publication of the material for internal capacity building: public part of the contents of the "masterclasses" and other documents that may be useful to other Alliances, networks or single universities for their developments,
- Face-to-face public 3-hours international conference in the fourth year (month 36-46) on synthesis of the acquired experience during our gradual journey towards a merged European University to disseminate the results concerning the progress and questions in the development of EUt+, on subjects of general interest: (1) governance, (2) member support processes. (3) staff commitment, and (4) relations with the various authorities

Description

The Secretariat General (SG), hosted at UTT, is to be considered the lead beneficiary of this work package.

The work package is composed of 2 tasks:

- T11.1: Common needs analysis on Engineering and Technology Education in Europe

Description:

Driven by the EUt+ Secretariat General in coordination with the EELISA and ENHANCE Alliances: gathering experience and perspectives on talent attraction and retention in deep tech research and teaching disciplines, legal frameworks, new instruments necessary for the Europeanisation of programmes (including LLL)

Participants:

- SG (UTT) as T11.1 manager (COO), link with EELISA and ENHANCE Alliances
- UTT as a member (COO), all other members participating (BEN)

T11.2: Merging journey experience analysis and documentation

Description:

Driven by the EUt+ Secretariat General: publication of the experience developed: public part of the contents of the "masterclasses" and other documents that may be useful to other Alliances, networks or single universities for their developments, synthesis of the acquired experience during our gradual journey towards a merged European University

Participants:

- SG (UTT) as T11.2 manager (COO)
- UTT as a member (COO), all other members participating (BEN)

STAFF EFFORT

| Staff effort per participant | | | | | | | | | | | |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------------------|
| Grant Preparation (Work packages - Effort screen) — Enter the info. | | | | | | | | | | | |
| Participant | WP1 | WP2 | WP3 | WP4 | WP5 | WP6 | WP7 | WP8 | WP9 | WP10 | Total Person-Months |
| 1 - UTT | 89.18 | 24.36 | 97.53 | 24.36 | 49.36 | 24.36 | 24.36 | 24.36 | 24.36 | 24.63 | 415.19 |
| 2 - H-DA | 28.00 | 15.00 | 31.00 | 15.00 | 31.00 | 15.00 | 15.00 | 47.00 | 15.00 | 15.00 | 235.00 |
| 3 - RTU | 38.00 | 21.00 | 42.00 | 64.00 | 42.00 | 21.00 | 21.00 | 21.00 | 21.00 | 21.00 | 319.00 |
| 4 - TU Dublin | 24.00 | 39.00 | 26.00 | 13.00 | 26.00 | 13.00 | 13.00 | 13.00 | 13.00 | 13.00 | 196.00 |
| 5 - TUS | 53.00 | 29.00 | 59.00 | 29.00 | 59.00 | 29.00 | 88.00 | 29.00 | 29.00 | 29.00 | 443.00 |
| 6 - CUT | 37.00 | 20.00 | 41.00 | 20.00 | 41.00 | 62.00 | 20.00 | 20.00 | 20.00 | 20.00 | 312.00 |
| 7 - UPCT | 32.00 | 17.00 | 36.00 | 17.00 | 37.00 | 16.00 | 16.00 | 16.00 | 53.00 | 17.00 | 265.00 |
| 8 - UTC | 33.00 | 18.00 | 36.00 | 18.00 | 109.00 | 18.00 | 18.00 | 18.00 | 18.00 | 18.00 | 310.00 |
| 9 - UNICAS | 32.00 | 17.00 | 36.00 | 17.00 | 37.00 | 16.00 | 16.00 | 16.00 | 17.00 | 53.00 | 263.00 |
| Total Person-Months | 366.18 | 200.36 | 404.53 | 217.36 | 431.36 | 214.36 | 231.36 | 204.36 | 210.36 | 210.63 | 2758.19 |

| Staff effort per participant | | |
|---|-------|---------------------|
| Grant Preparation (Work packages - Effort screen) — Enter the info. | | |
| Participant | WP11 | Total Person-Months |
| 1 - UTT | 8.33 | 415.19 |
| 2 - H-DA | 8.00 | 235.00 |
| 3 - RTU | 7.00 | 319.00 |
| 4 - TU Dublin | 3.00 | 196.00 |
| 5 - TUS | 10.00 | 443.00 |

| Staff effort per participant <i>Grant Preparation (Work packages - Effort screen) — Enter the info.</i> | | |
|---|-------------|----------------------------|
| Participant | WP11 | Total Person-Months |
| 6 - CUT | 11.00 | 312.00 |
| 7 - UPCT | 8.00 | 265.00 |
| 8 - UTC | 6.00 | 310.00 |
| 9 - UNICAS | 6.00 | 263.00 |
| Total Person-Months | 67.33 | 2758.19 |

LIST OF DELIVERABLES

| Deliverables <i>Grant Preparation (Deliverables screen) — Enter the info.</i> <i>The labels used mean:</i> <i>Public — fully open (🚩 automatically posted online)</i> <i>Sensitive — limited under the conditions of the Grant Agreement</i> <i>EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision 2015/444</i> | | | | | | |
|--|---|-----------------|------------------|----------------------|---------------------|------------------|
| Deliverable No | Deliverable Name | Work Package No | Lead Beneficiary | Type | Dissemination Level | Due Date (month) |
| D1.1 | D1.1: EUt+ governance implementation, part one | WP1 | 1 - UTT | R — Document, report | SEN - Sensitive | 24 |
| D1.2 | D1.2: EUt+ governance implementation, part two | WP1 | 1 - UTT | R — Document, report | SEN - Sensitive | 48 |
| D2.1 | Mid term audit of the establishment and implementation of ESG frameworks | WP2 | 4 - TU Dublin | R — Document, report | PU - Public | 24 |
| D2.2 | Final audit of the implementation of ESG frameworks | WP2 | 4 - TU Dublin | R — Document, report | PU - Public | 48 |
| D3.1 | Curricula structure convergence step 1 | WP3 | 1 - UTT | R — Document, report | SEN - Sensitive | 24 |
| D3.2 | Curricula structure convergence step 2 | WP3 | 1 - UTT | R — Document, report | SEN - Sensitive | 48 |
| D4.1 | Pedagogical framework | WP4 | 3 - RTU | R — Document, report | PU - Public | 24 |
| D4.2 | EUt+ framework for short-term and virtual mobilities, lifelong learning and micro-credentials | WP4 | 3 - RTU | R — Document, report | PU - Public | 48 |
| D5.1 | EUt+ strategic research plan | WP5 | 8 - UTC | R — Document, report | SEN - Sensitive | 24 |
| D5.2 | EUt+ research structures and outputs | WP5 | 8 - UTC | R — Document, report | PU - Public | 48 |

Deliverables

Grant Preparation (Deliverables screen) — Enter the info.

The labels used mean:

Public — fully open (🚩 automatically posted online)

Sensitive — limited under the conditions of the Grant Agreement

EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision [2015/444](#)

| Deliverable No | Deliverable Name | Work Package No | Lead Beneficiary | Type | Dissemination Level | Due Date (month) |
|----------------|---|-----------------|------------------|----------------------|---------------------|------------------|
| D6.1 | EUt+ Entrepreneurship School training programme | WP6 | 6 - CUT | R — Document, report | PU - Public | 24 |
| D6.2 | TECH Showcase Days | WP6 | 6 - CUT | R — Document, report | PU - Public | 48 |
| D7.1 | Interim results of the staff engagement and quality policies implementation and guidelines | WP7 | 5 - TUS | R — Document, report | SEN - Sensitive | 24 |
| D7.2 | Final results of the staff engagement and quality policies implementation and guidelines. | WP7 | 5 - TUS | R — Document, report | SEN - Sensitive | 48 |
| D8.1 | EUt+ data exchange formats and interface definitions | WP8 | 2 - H-DA | R — Document, report | PU - Public | 24 |
| D8.2 | EUt+ IT architecture | WP8 | 2 - H-DA | R — Document, report | SEN - Sensitive | 48 |
| D9.1 | Interim report on WP9 indicators | WP9 | 7 - UPCT | R — Document, report | SEN - Sensitive | 24 |
| D9.2 | Final report on WP9 indicators | WP9 | 7 - UPCT | R — Document, report | SEN - Sensitive | 48 |
| D10.1 | Onboarding roadmap and delegating/appointing people | WP10 | 1 - UTT | R — Document, report | SEN - Sensitive | 12 |
| D10.2 | EUt+ agreements joined by the new member | WP10 | 9 - UNICAS | R — Document, report | SEN - Sensitive | 36 |
| D11.1 | Needs analysis on Engineering and Technology Education in Europe (common with EELISA and ENHANCE Alliances) | WP11 | 1 - UTT | R — Document, report | PU - Public | 38 |

Deliverables

Grant Preparation (Deliverables screen) — Enter the info.

The labels used mean:

Public — fully open (⚠ automatically posted online)

Sensitive — limited under the conditions of the Grant Agreement

EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision [2015/444](#)

| Deliverable No | Deliverable Name | Work Package No | Lead Beneficiary | Type | Dissemination Level | Due Date (month) |
|-----------------------|--|------------------------|-------------------------|----------------------|----------------------------|-------------------------|
| D11.2 | Journey experience towards a deep integration | WP11 | 1 - UTT | R — Document, report | PU - Public | 48 |
| D11.3 | Strategic dissemination and communication plan | WP11 | 1 - UTT | R — Document, report | PU - Public | 8 |

Deliverable D1.1 – D1.1: EUt+ governance implementation, part one

| | | | |
|---------------------------|--|----------------------------|-----------------|
| Deliverable Number | D1.1 | Lead Beneficiary | 1 - UTT |
| Deliverable Name | D1.1: EUt+ governance implementation, part one | | |
| Type | R — Document, report | Dissemination Level | SEN - Sensitive |
| Due Date (month) | 24 | Work Package No | WP1 |

| Description | | | |
|---|--|--|--|
| <p>The Secretariat General (SG) is the leader of this deliverable.</p> <p>Report on elements proving the level of achievement of the governance implementation, reinforcement and adhesion. Language : English</p> <p>The lead beneficiary of this deliverable is to be considered the Secretariat General (SG) hosted by UTT (as a partner).</p> | | | |

Deliverable D1.2 – D1.2: EUt+ governance implementation, part two

| | | | |
|---------------------------|--|----------------------------|-----------------|
| Deliverable Number | D1.2 | Lead Beneficiary | 1 - UTT |
| Deliverable Name | D1.2: EUt+ governance implementation, part two | | |
| Type | R — Document, report | Dissemination Level | SEN - Sensitive |
| Due Date (month) | 48 | Work Package No | WP1 |

| Description | | | |
|---|--|--|--|
| <p>The Secretariat General (SG) is the leader of this deliverable.</p> <p>Report on elements proving the level of achievement of the governance implementation, reinforcement and adhesion. Language : English</p> <p>The lead beneficiary of this deliverable is to be considered the Secretariat General (SG) hosted by UTT (as a partner).</p> | | | |

Deliverable D2.1 – Mid term audit of the establishment and implementation of ESG frameworks

| | | | |
|---------------------------|--|----------------------------|---------------|
| Deliverable Number | D2.1 | Lead Beneficiary | 4 - TU Dublin |
| Deliverable Name | Mid term audit of the establishment and implementation of ESG frameworks | | |
| Type | R — Document, report | Dissemination Level | PU - Public |
| Due Date (month) | 24 | Work Package No | WP2 |

| Description | | | |
|--|--|--|--|
| <p>Language: English</p> <p>Electronic document (PDF)</p> <p>Governance model, revealing approaches taken for managing ESG, SDG, EDI and digital and green transformations analysis.</p> | | | |

Deliverable D2.2 – Final audit of the implementation of ESG frameworks

| | | | |
|---------------------------|---|----------------------------|---------------|
| Deliverable Number | D2.2 | Lead Beneficiary | 4 - TU Dublin |
| Deliverable Name | Final audit of the implementation of ESG frameworks | | |
| Type | R — Document, report | Dissemination Level | PU - Public |
| Due Date (month) | 48 | Work Package No | WP2 |

| Description |
|--|
| Language: English Electronic document (PDF) Governance model, revealing approaches taken for managing ESG, SDG, EDI, digital and green transformation and interculturality |

Deliverable D3.1 – Curricula structure convergence step 1

| | | | |
|---------------------------|--|----------------------------|-----------------|
| Deliverable Number | D3.1 | Lead Beneficiary | 1 - UTT |
| Deliverable Name | Curricula structure convergence step 1 | | |
| Type | R — Document, report | Dissemination Level | SEN - Sensitive |
| Due Date (month) | 24 | Work Package No | WP3 |

| Description |
|---|
| Aggregation of key documents and figures proving the level of curricula convergence development as listed at the end of the WP description. |

Deliverable D3.2 – Curricula structure convergence step 2

| | | | |
|---------------------------|--|----------------------------|-----------------|
| Deliverable Number | D3.2 | Lead Beneficiary | 1 - UTT |
| Deliverable Name | Curricula structure convergence step 2 | | |
| Type | R — Document, report | Dissemination Level | SEN - Sensitive |
| Due Date (month) | 48 | Work Package No | WP3 |

| Description |
|---|
| Aggregation of key documents and figures proving the level of curricula convergence development as listed at the end of the WP description. |

Deliverable D4.1 – Pedagogical framework

| | | | |
|---------------------------|-----------------------|----------------------------|-------------|
| Deliverable Number | D4.1 | Lead Beneficiary | 3 - RTU |
| Deliverable Name | Pedagogical framework | | |
| Type | R — Document, report | Dissemination Level | PU - Public |
| Due Date (month) | 24 | Work Package No | WP4 |

| Description |
|-------------|
|-------------|

Language: English
 Electronic document (PDF)
 Description of the TEDS established with study offer and pedagogical framework

Deliverable D4.2 – EUt+ framework for short-term and virtual mobilities, lifelong learning and micro-credentials

| | | | |
|---------------------------|---|----------------------------|-------------|
| Deliverable Number | D4.2 | Lead Beneficiary | 3 - RTU |
| Deliverable Name | EUt+ framework for short-term and virtual mobilities, lifelong learning and micro-credentials | | |
| Type | R — Document, report | Dissemination Level | PU - Public |
| Due Date (month) | 48 | Work Package No | WP4 |

Description

Language: English
 Electronic document (PDF)
 Description of framework and its implementation

Deliverable D5.1 – EUt+ strategic research plan

| | | | |
|---------------------------|------------------------------|----------------------------|-----------------|
| Deliverable Number | D5.1 | Lead Beneficiary | 8 - UTC |
| Deliverable Name | EUt+ strategic research plan | | |
| Type | R — Document, report | Dissemination Level | SEN - Sensitive |
| Due Date (month) | 24 | Work Package No | WP5 |

Description

Language: English
 Electronic document (PDF)
 A comprehensive strategy for EUt+ research, guideline for providing and implementing services and enabling commons in research defined in a road map.

Deliverable D5.2 – EUt+ research structures and outputs

| | | | |
|---------------------------|--------------------------------------|----------------------------|-------------|
| Deliverable Number | D5.2 | Lead Beneficiary | 8 - UTC |
| Deliverable Name | EUt+ research structures and outputs | | |
| Type | R — Document, report | Dissemination Level | PU - Public |
| Due Date (month) | 48 | Work Package No | WP5 |

Description

Language: English
 Electronic document (PDF)
 The establishment of the profile and potential of EUt+ research activities and its dissemination means to the public.

Deliverable D6.1 – EUt+ Entrepreneurship School training programme

| | | | |
|---------------------------|---|----------------------------|-------------|
| Deliverable Number | D6.1 | Lead Beneficiary | 6 - CUT |
| Deliverable Name | EUt+ Entrepreneurship School training programme | | |
| Type | R — Document, report | Dissemination Level | PU - Public |
| Due Date (month) | 24 | Work Package No | WP6 |

| Description | | | |
|---|--|--|--|
| Language: English Electronic document (PDF) Description of entrepreneurship education, training and outreach activities | | | |

Deliverable D6.2 – TECH Showcase Days

| | | | |
|---------------------------|----------------------|----------------------------|-------------|
| Deliverable Number | D6.2 | Lead Beneficiary | 6 - CUT |
| Deliverable Name | TECH Showcase Days | | |
| Type | R — Document, report | Dissemination Level | PU - Public |
| Due Date (month) | 48 | Work Package No | WP6 |

| Description | | | |
|---|--|--|--|
| Language: English Electronic document (PDF) Report on matching events of technology and entrepreneurs with industry and investors | | | |

Deliverable D7.1 – Interim results of the staff engagement and quality policies implementation and guidelines

| | | | |
|---------------------------|--|----------------------------|-----------------|
| Deliverable Number | D7.1 | Lead Beneficiary | 5 - TUS |
| Deliverable Name | Interim results of the staff engagement and quality policies implementation and guidelines | | |
| Type | R — Document, report | Dissemination Level | SEN - Sensitive |
| Due Date (month) | 24 | Work Package No | WP7 |

| Description | | | |
|--|--|--|--|
| Language: English and other translated versions Electronic document (PDF) | | | |

Deliverable D7.2 – Final results of the staff engagement and quality policies implementation and guidelines.

| | | | |
|---------------------------|---|----------------------------|-----------------|
| Deliverable Number | D7.2 | Lead Beneficiary | 5 - TUS |
| Deliverable Name | Final results of the staff engagement and quality policies implementation and guidelines. | | |
| Type | R — Document, report | Dissemination Level | SEN - Sensitive |

| | | | |
|-------------------------|----|------------------------|-----|
| Due Date (month) | 48 | Work Package No | WP7 |
|-------------------------|----|------------------------|-----|

| Description |
|--|
| Language: English Electronic document (PDF) |

Deliverable D8.1 – EUt+ data exchange formats and interface definitions

| | | | |
|---------------------------|--|----------------------------|-------------|
| Deliverable Number | D8.1 | Lead Beneficiary | 2 - H-DA |
| Deliverable Name | EUt+ data exchange formats and interface definitions | | |
| Type | R — Document, report | Dissemination Level | PU - Public |
| Due Date (month) | 24 | Work Package No | WP8 |

| Description |
|---|
| Language: English Electronic document (PDF) Set of data exchange format and interface definitions |

Deliverable D8.2 – EUt+ IT architecture

| | | | |
|---------------------------|----------------------|----------------------------|-----------------|
| Deliverable Number | D8.2 | Lead Beneficiary | 2 - H-DA |
| Deliverable Name | EUt+ IT architecture | | |
| Type | R — Document, report | Dissemination Level | SEN - Sensitive |
| Due Date (month) | 48 | Work Package No | WP8 |

| Description |
|---|
| Language: English Electronic document (PDF) Description of systems links, common tools and services definitions |

Deliverable D9.1 – Interim report on WP9 indicators

| | | | |
|---------------------------|----------------------------------|----------------------------|-----------------|
| Deliverable Number | D9.1 | Lead Beneficiary | 7 - UPCT |
| Deliverable Name | Interim report on WP9 indicators | | |
| Type | R — Document, report | Dissemination Level | SEN - Sensitive |
| Due Date (month) | 24 | Work Package No | WP9 |

| Description |
|---|
| Interim report showing the performance indicators of the WP, including analysis and way forward. PDF. Language: EN, SP, FR, LV, GE, BG, CY, RO. |

Deliverable D9.2 – Final report on WP9 indicators

| | | | |
|---------------------------|--------------------------------|----------------------------|-----------------|
| Deliverable Number | D9.2 | Lead Beneficiary | 7 - UPCT |
| Deliverable Name | Final report on WP9 indicators | | |
| Type | R — Document, report | Dissemination Level | SEN - Sensitive |
| Due Date (month) | 48 | Work Package No | WP9 |

| Description |
|--|
| Final report showing the performance indicators of the WP, including analysis, best practices, lessons learnt, and way forward. PDF. Language: EN, SP, FR, LV, GE, BG, CY, RO. |

Deliverable D10.1 – Onboarding roadmap and delegating/appointing people

| | | | |
|---------------------------|---|----------------------------|-----------------|
| Deliverable Number | D10.1 | Lead Beneficiary | 1 - UTT |
| Deliverable Name | Onboarding roadmap and delegating/appointing people | | |
| Type | R — Document, report | Dissemination Level | SEN - Sensitive |
| Due Date (month) | 12 | Work Package No | WP10 |

| Description |
|---|
| Language: English, other languages when necessary Electronic document (PDF) Plan for activities supporting the integration of the new member's colleagues |

Deliverable D10.2 – EUt+ agreements joined by the new member

| | | | |
|---------------------------|--|----------------------------|-----------------|
| Deliverable Number | D10.2 | Lead Beneficiary | 9 - UNICAS |
| Deliverable Name | EUt+ agreements joined by the new member | | |
| Type | R — Document, report | Dissemination Level | SEN - Sensitive |
| Due Date (month) | 36 | Work Package No | WP10 |

| Description |
|---|
| Language: English, other languages when necessary Electronic documents (PDF) Set of signed agreements |

Deliverable D11.1 – Needs analysis on Engineering and Technology Education in Europe (common with EELISA and ENHANCE Alliances)

| | | | |
|---------------------------|---|----------------------------|-------------|
| Deliverable Number | D11.1 | Lead Beneficiary | 1 - UTT |
| Deliverable Name | Needs analysis on Engineering and Technology Education in Europe (common with EELISA and ENHANCE Alliances) | | |
| Type | R — Document, report | Dissemination Level | PU - Public |
| Due Date (month) | 38 | Work Package No | WP11 |

| Description |
|--|
| <p>The Secretariat General (SG) is the leader of this deliverable.</p> <p>Language: English</p> <p>Available on the Eut+ website and Eut+ Academic press</p> <p>Joint paper, proceedings of the conference</p> |

Deliverable D11.2 – Journey experience towards a deep integration

| Deliverable Number | D11.2 | Lead Beneficiary | 1 - UTT |
|--------------------|---|---------------------|-------------|
| Deliverable Name | Journey experience towards a deep integration | | |
| Type | R — Document, report | Dissemination Level | PU - Public |
| Due Date (month) | 48 | Work Package No | WP11 |

| Description |
|--|
| <p>The Secretariat General (SG) is the leader of this deliverable.</p> <p>Language: English</p> <p>Available on the Eut+ website and Eut+ Academic Press</p> <p>Joint paper, proceedings of the conferences, documents, and material for public availability</p> |

Deliverable D11.3 – Strategic dissemination and communication plan

| Deliverable Number | D11.3 | Lead Beneficiary | 1 - UTT |
|--------------------|--|---------------------|-------------|
| Deliverable Name | Strategic dissemination and communication plan | | |
| Type | R — Document, report | Dissemination Level | PU - Public |
| Due Date (month) | 8 | Work Package No | WP11 |

| Description |
|--|
| <p>The Secretariat General (SG) is the leader of this deliverable.</p> <p>Language: English</p> <p>Strategic dissemination and communication plan of the Eut+ alliance</p> |

LIST OF MILESTONES

| Milestones <i>Grant Preparation (Milestones screen) — Enter the info.</i> | | | | | |
|---|--|------------------------|-------------------------|---|-------------------------|
| Milestone No | Milestone Name | Work Package No | Lead Beneficiary | Means of Verification | Due Date (month) |
| 1 | General mid term review | WP1 | 1 - UTT | Description: Global mid term review with all M24 deliverable Means of verification: General report | 24 |
| 2 | Establish methodologies and frameworks for EDI, Digital and Green Transformations | WP2 | 4 - TU Dublin | Description: Achievement of this milestone will see frameworks and methodologies agreed for the inclusive digital and green transformation of EUt+. Means of verification: Agreed and documented | 12 |
| 3 | Establish methodologies and frameworks for interculturality affirmation | WP2 | 4 - TU Dublin | Description: Achievement of this milestone will see frameworks and methodologies agreed for the fostering of intercultural and linguistic competence of EUt in education, training and research Means of verification: Agreed and documented | 36 |
| 4 | TEDS established and pedagogical framework agreed | WP4 | 3 - RTU | Description: Installation of school, study offer with programme and underlying pedagogical framework developed Means of verification: Framework developed, agreed and documented | 22 |
| 5 | Policies for short-term and virtual mobilities agreed, framework for lifelong learning | WP4 | 3 - RTU | Description: Achievement of this milestone will see frameworks and methodologies agreed and put in place Means of verification: Short-term and virtual mobilities policies agreed and documented, framework for lifelong learning offer agreed with set of micro-credentials in place | 48 |
| 6 | Definition and implementation of a common roadmap for research in EUt+ | WP5 | 8 - UTC | Description: A set of policies to describe the roadmap for research, corresponding objectives and implementation steps to strengthen | 24 |

| Milestones | | | | | |
|---|---|-----------------|------------------|---|------------------|
| Grant Preparation (Milestones screen) — Enter the info. | | | | | |
| Milestone No | Milestone Name | Work Package No | Lead Beneficiary | Means of Verification | Due Date (month) |
| | | | | and develop the research and research-oriented education in EUt+ Means of verification: Roadmap developed and approved for implementation of actions | |
| 7 | Experimentation of research roadmap objectives at the level of EUt+ Alliance. | WP5 | 8 - UTC | Description: The strategies and measures provided in the common roadmap will be applied at the level of ERIs, ERO, ERGS Means of verification: Feedback of ongoing actions based on the implementation of the agreed road map and adaption as necessary for enhancement | 40 |
| 8 | Establishing the EUt+ Entrepreneurship School | WP6 | 6 - CUT | Description: Definition of a set of activities that will be offered by the Entrepreneurship School Means of verification: Developed, approved and disseminated | 22 |
| 9 | Map of innovative companies within the members' ecosystems | WP6 | 6 - CUT | Description: Network of industrial partners Means of verification: Developed, approved and disseminated | 40 |
| 10 | Establishment of the quality assurance team | WP7 | 5 - TUS | Description: Endorsement of the quality assurance team by the Rectors Board Means of verification: Signed document | 6 |
| 11 | EUt+ HR strategy in place | WP7 | 5 - TUS | Description: Endorsement of the HR strategy of EUt+ by the rectors board. Means of verification: Signed document | 24 |
| 12 | Mobility data exchange formats experimented and interface implementations piloted | WP8 | 2 - H-DA | Description: The specification for exchanging data between and the development of interfaces for data exchanges enables the member universities IT department to create the basis | 24 |

| Milestones | | | | | |
|--|--|-----------------|------------------|---|------------------|
| <i>Grant Preparation (Milestones screen) — Enter the info.</i> | | | | | |
| Milestone No | Milestone Name | Work Package No | Lead Beneficiary | Means of Verification | Due Date (month) |
| | | | | for common services Means of verification: Developed, approved and tested | |
| 13 | Initial EUT+ IT landscape established | WP8 | 2 - H-DA | Description: The foundation for interlinking existing systems and/or introducing common systems newly is defined. Means of verification: Mapping completed and validated together | 36 |
| 14 | Mid-term partnership and communication evaluation | WP9 | 7 - UPCT | Description: All KPIs are as expected (or better), working structures are in place and running, and progress is well documented. Means of verification: Report with the recommendation of the Review Board. | 24 |
| 15 | Addendum to grant agreement for including the new member | WP10 | 1 - UTT | Description: The subsequent administrative actions (funds transfer, extension of the consortium agreement, etc.) are completed. Means of verification: Documents signed | 12 |

LIST OF CRITICAL RISKS

| Critical risks & risk management strategy | | | |
|--|---|--------------------------------|--|
| <i>Grant Preparation (Critical Risks screen) — Enter the info.</i> | | | |
| Risk number | Description | Work Package No(s) | Proposed Mitigation Measures |
| 1 | MEDIUM Restrictions in regulatory frameworks (such as difference in degree structures and | WP3, WP2, WP10, WP7, WP8, WP9, | We have a dedicated team working on mapping regulations in different home countries, in addition to the General Secretariat team, and we are engaging in dialogue with respective national authorities |

| Critical risks & risk management strategy <i>Grant Preparation (Critical Risks screen) — Enter the info.</i> | | | |
|--|--|---|--|
| Risk number | Description | Work Package No(s) | Proposed Mitigation Measures |
| | national requirements), which may delay/impede convergence/ merger | WP5, WP11, WP6, WP4, WP1 | |
| 2 | LOW Lack of sufficient personnel/resources to carry out planned tasks | WP3, WP2, WP10, WP7, WP8, WP9, WP5, WP11, WP6, WP4, WP1 | We have secured extra funding (e.g., 5 out of 9 EUT+ members benefit from national/regional government programmes) which shall give us flexibility to hire extra people and incentivise our staff (e.g. via teaching discharges) to play an active role in EUT+. |
| 3 | LOW Lack of skilled personnel in key roles | WP3, WP2, WP10, WP7, WP8, WP9, WP5, WP11, WP6, WP4, WP1 | We will leverage a technical team of experts who shall provide capacity building to make sure all key competencies are covered. |
| 4 | LOW Not enough buy-in from the internal communities | WP3, WP2, WP10, WP7, WP8, WP9, WP5, WP11, WP6, WP4, WP1 | We will rely on extensive communication campaigns targeting all relevant internal stakeholder groups in addition to developing the necessary incentives to boost engagement and participation. |
| 5 | MEDIUM Not achieving the necessary level of management for the transformation needed | WP3, WP2, WP10, WP7, WP8, WP9, WP5, WP11, WP6, WP4, WP1 | The SG technical/expert team will provide capacity building. |
| 6 | LOW Destabilisation of the commitment to the EUT + initiative, following the change in the leadership of some of the members | WP3, WP2, WP10, WP7, WP8, WP9, WP5, WP11, WP6, WP4, WP1 | The governance of EUT+ is structured in such a way to allow for a certain of flexibility in the discussion processes while ensuring legitimacy to the decisions even in absence of unanimity. |
| 7 | MEDIUM Low involvement of students in EUT+ dynamics and decision-making | WP1 | Embedding students in the design of the project across the board - e.g., integrating students into all layers of governance (including in Supervisory Board) and project implementation |
| 8 | LOW Insufficient inclusion of diverse internal stakeholders in the Alliance | WP2 | The creation of EDI offices and policies shall ensure that best practices for inclusion are implemented in all campuses to minimise this risk |
| 9 | LOW COVID-related challenges such as lockdowns leading to closing of and/or restricted access | WP3 | As a result of the previous Covid crisis. we have already developed the in-house tools to |

| Critical risks & risk management strategy <i>Grant Preparation (Critical Risks screen) — Enter the info.</i> | | | |
|--|--|---------------------------|---|
| Risk number | Description | Work Package No(s) | Proposed Mitigation Measures |
| | to universities, companies and other associated partners. Other crises (e.g., natural catastrophes, war, global pandemics) that impede physical mobility. | | deliver online courses at scale in each member university and, during the second phase of the project, we will pool our resources to boost virtual mobility at the Alliance level. |
| 10 | MEDIUM Inability to secure the sufficiently qualified and international pool of teaching staff | WP4 | We have already identified a number of key profiles internally, and we will leverage our individual and institutional networks to ensure the widest coverage; language training will be provided for staff. |
| 11 | LOW Not reaching sufficient research policy alignment among members | WP5 | We have set up a Research Committee, composed by the Vice-Presidents or Vice Directors of Research, so as to guarantee efficient communication and coordination among members for reaching satisfactory results |
| 12 | LOW Inability to staff the EITTO (European Innovation technology Transfer Office) with the properly skilled staff (scouting, business developers, IP expert, etc.) | WP6 | Our Cyprus-based member has proven expertise and skills for setting up the office with the support of the other members. Furthermore, we will capitalise on our solid network of industrial partners. |
| 13 | MEDIUM Difficulties to adapt HR policies to an international university | WP7 | Bringing together the managing Directors and the chief of HR, that shall launch pilots (e.g., for staff exchange, job shadowing, etc.) and add participation in Eut+ into their policies for career path development |
| 14 | LOW Additional difficulties posed by the necessity to be compliant with the GDPR (General Data Protection Regulation) rules | WP8 | Activities will be monitored by the Eut+ IT Office in collaboration with the Quality Management team and Secretariat General which should allow us to address any possible issues |
| 15 | LOW Eut+ communication campaigns not helping achieve expected results and outcomes (as per WP9 objectives) | WP9 | Cooperations with external experts to complete the Alliance know-how (e.g., Havas). |
| 16 | LOW Difficulty of onboarding communities of the new member and integrating them in existing structures (e.g., ERIs, clusters) | WP10 | We have a dedicated work package, led by the new member, to ensure a smooth transition and integration of the 9th member. One representative for each WP from the other consortium members will be designated to provide advice/mentorship. |
| 17 | LOW Coordination with other Alliances is slower | WP11 | Eut+ Secretary General is already in contact with the Coordination Bodies of other Alliances of Technical Universities and will push for a timely implementation of the expected tasks |

| Critical risks & risk management strategy <i>Grant Preparation (Critical Risks screen) — Enter the info.</i> | | | |
|--|---|---------------------------|-------------------------------------|
| Risk number | Description | Work Package No(s) | Proposed Mitigation Measures |
| | than expected thus putting in danger the logistic and practical organisation of common events | | |

HISTORY OF CHANGES

| VERSION | DATE | CHANGE | JUSTIFICATION |
|---------|----------|---|---|
| 1.0 | 27.07.23 | PART B – Clerical changes (typos) | |
| 1.0 | 27.07.23 | PART A – Addition in the work package screen of: <ul style="list-style-type: none"> - Required work packages information from part B, - Additional information from part B in the 'description' section, namely: subcontracting and participants to tasks | To ensure compliance with the content requirements for the Parts A and Part B of the Description of Action. |
| 1.0 | 27.07.23 | PART B – Removal from proposal layout (footer/header; cover page; page numbering; references to the application, including instructions). | To ensure compliance with the content requirements for the Parts A and Part B of the Description of Action. |
| 1.0 | 27.07.23 | PART A – Deliverables tables have been removed and encoded in the online Part A and linked to their work package. The timetable has been kept in part B. | To ensure compliance with the content requirements for the Parts A and Part B of the Description of Action. |
| 1.0 | 27.07.23 | PART A – Milestones-related table has been removed and encoded in the online Part A. | To ensure compliance with the content requirements for the Parts A and Part B of the Description of Action. |
| 1.0 | 27.07.23 | PART A – Staff effort-related table has been removed and encoded in the online Part A. | To ensure compliance with the content requirements for the Parts A and Part B of the Description of Action. |
| 1.0 | 27.07.23 | PART A – Risks-related table has been removed and encoded in the online Part A. | To ensure compliance with the content requirements for the Parts A and Part B of the Description of Action. |
| 1.0 | 27.07.23 | PART B – Non applicable tables have been removed and replaced by the mention 'Not applicable' (meetings and mobility, subcontracting, ethics, security, financial support to third parties). Declarations have been kept in part B. | To ensure compliance with the content requirements for the Parts A and Part B of the Description of Action. |

| | | | |
|-----|----------|--|---|
| 1.0 | 27.07.23 | PART A – Correction of a mistake in WP7 regarding the association between partners and their 'beneficiary' / 'coordinator' status. | To ensure the DoA is in line with the day-to-day life of the <i>consortium</i> . |
| 2.0 | 4.09.23 | Part B – Remaining guidelines have been removed | To ensure compliance with the content requirements for the Parts A and Part B of the Description of Action. |
| 2.0 | 4.09.23 | PART A – work package 1 clerical mistakes have been edited | To ensure compliance with the content requirements for the Parts A and Part B of the Description of Action. |
| 3.0 | 15.09/23 | Part A – rounding of budget as discussed with Project Officer | To ensure compliance with the content of the proposal. |
| 3.0 | 15.09.23 | Part B – Remaining irrelevant sections have been removed | To ensure compliance with the content requirements for the Parts A and Part B of the Description of Action. |
| 3.0 | 15.09.23 | Part A – A deliverable D21 'Strategic Communication and Dissemination plan' has been added in M8 for WP11 as discussed with the Project Officer | To ensure the work plan is coherent with the requirements of the project |
| 4.0 | 21.10.23 | PART A – AT1 Amendment information (justification + additional information) completed | To explain the request for an amendment and the process followed for the selection of the 9 th partner of the consortium as mentioned in the 1 st version of the DoA. |
| 4.0 | 21.10.23 | PART A – Beneficiaries screen: addition of UNICAS as beneficiary (PIC: 999844767), entering into force on project beginning date (1.11 2023). | To proceed with the requested amendment following the mention in the first signed version of the DoA that the 9 th member would be integrated as such when appointed. |
| 4.0 | 21.10.23 | PART A – Addition of UNICAS' share of budget. The share of the budget allocated to the 9th partner (1 440 000€) is taken from the share initially allocated to the coordinator (UTT) as the latter was to receive the budget share of the 9th partner during the selection process. The repartition among work packages of the budget allocated to the 9th partner is based on the allocation planned while building the bid that included the expected 9th partner, all based on the same calculation mechanism, the personnel costs are taken from the calculation for UPCT as they are the closest to those of UNICAS. The share allocated to the 9th partner is 1 440 000€, based on EUT+'s Sofia Declaration signed on 19.01 2023 in Sofia (see annexe) in the presence of former EU Commissioner Mariya Gabriel, stating that for EUT+ Accelerate, the alliance is | To proceed with the requested amendment following the mention in the first signed version of the DoA that the 9 th member would be integrated as such when appointed. |

| | | | |
|-----|----------|--|--|
| | | choosing an equal share of the budget between partners regardless of differences between countries. | |
| 4.0 | 21.10.23 | PART A – Edits in WP10 ('Work Packages' and 'deliverables' screens) to have UNICAS when relevant as: WP leader, task manager, deliverable responsible. | To proceed with the requested amendment following the mention in the first signed version of the DoA that the 9 th member would be integrated as such when appointed. |
| 4.0 | 21.10.23 | PART A – Addition of staff effort for each WP regarding UNICAS. The staff effort is identical to UPCT for coherence purposes with budget (see change above), and the ratio has been taken from the share of staff effort of UTT (previously counting the staff effort of UNICAS) | To proceed with the requested amendment following the mention in the first signed version of the DoA that the 9 th member would be integrated as such when appointed. |
| 4.0 | 21.10.23 | PART B – Addition of the following mention on p.57 (first occurrence of the mention of a 9 th partner): <i>"Hereafter, as decided by EUT+ rectors on 13 July 2023, the 9th partner is Università degli studi di Cassino e del Lazio Meridionale."</i> | To proceed with the requested amendment following the mention in the first signed version of the DoA that the 9 th member would be integrated as such when appointed. |
| 5.0 | 19.12.23 | PART A – Correction of clerical errors to mention the 9 th member | To proceed with the requested amendment following the mention in the first signed version of the DoA that the 9 th member would be integrated as such when appointed. |
| 6.0 | 13.03.24 | PART B – Additional mentions of the 9 th partner have been made to: <ul style="list-style-type: none"> - 2.1.3, Project teams, staff and experts (addition of information on UNICAS staff members) - 2.2.1 Consortium set-up (update of the map) - Composition of the European University Alliance (addition of description of UNICAS) | To proceed with the requested amendment following the mention in the first signed version of the DoA that the 9 th member would be integrated as such when appointed. |

TABLE OF CONTENTS

| | |
|--|-----------|
| History of changes | 1 |
| 1. RELEVANCE | 4 |
| 1.1 Background and general objectives | 4 |
| 1.2 Needs analysis and specific objectives | 10 |
| 1.3 Complementarity with other actions and innovation — European added value | 17 |
| 2. QUALITY | 21 |
| 2.1 PROJECT DESIGN AND IMPLEMENTATION | 21 |
| 2.1.1 Concept and methodology | 21 |
| 2.1.2 Project management, quality assurance and monitoring and evaluation strategy | 27 |
| 2.1.3 Project teams, staff and experts | 34 |
| 2.1.4 Cost effectiveness and financial management | 38 |
| 2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS | 40 |
| 2.2.1 Consortium set-up | 40 |
| 2.2.2 Consortium management and decision-making | 45 |
| 3. IMPACT | 50 |
| 3.1 Impact and ambition | 50 |
| 3.2 Communication, dissemination and visibility | 53 |
| 3.3 Sustainability and continuation | 56 |
| 4. WORK PLAN, RESOURCES AND TIMING | 58 |
| 4.1 Work plan | 58 |
| 4.2 Resources and timing | 60 |
| <i>Subcontracting</i> | 60 |
| <i>Timetable</i> | 60 |
| 5. OTHER | 63 |
| 5.1 Ethics | 63 |
| 5.2 Security | 63 |
| 6. DECLARATIONS | 63 |
| <i>Financial support to third parties</i> | 63 |
| ANNEXES | 64 |

1. RELEVANCE

1.1 Background and general objectives

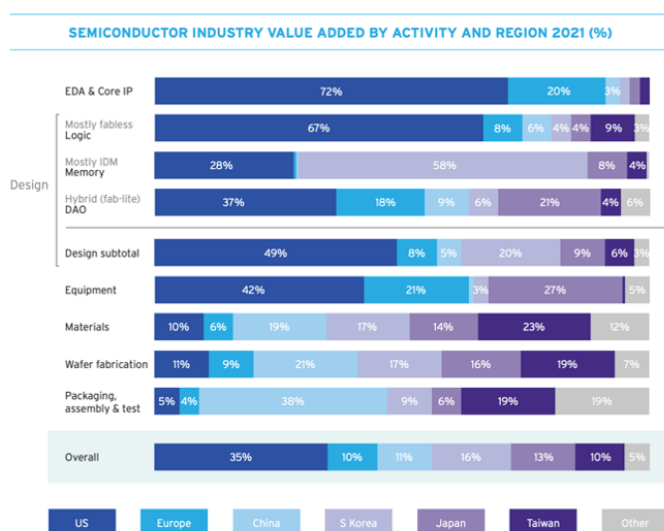
EUt+ is a consortium of eight institutions that were selected as one of the European University Alliances funded through the 2020 Erasmus+ call. We are all technological universities from across Europe, diverse in culture and historical trajectories, that share the commitment to form new generations of European citizens and empower them with the mindset and appropriate skills to serve society. For this, we aim at developing a new model of university, one that requires a fundamentally new approach to technology, deeply integrating humanities and social sciences in the way education and research are performed to ensure that the people we train, the research we undertake and the innovations we foster are geared to addressing global societal challenges such as climate change.



European context: higher education, research and technology

European technological sovereignty – defined as “the ability for Europe to develop, provide, protect, and retain critical technologies required for the welfare of European citizens and prosperity of businesses, and the ability to act and decide independently in a globalised environment¹” – is losing ground at the same time as protectionism is back. This is the combined effect of several factors, including an excessive dependence on non-European suppliers of resources – including but not limited to raw materials –, a difficulty in forming and retaining technological experts, and a difficulty in transferring research results to the commercial market. Today, the top technology companies are nearly all either American or Asian and this is true whatever the criteria used (market capitalisation, employees, growth, innovative potential, etc.).

“Case-study”: semiconductor industry



Case in point:

the semiconductor industry

Semiconductors are the tiny chips that power all high-tech industries² from PCs and cars to high-profile technologies such as AI and quantum computing.

However, the epicentre of this critical sector is in the US (by far the world leader in semiconductor value added activities e.g., EDA & core IP, design and equipment – see chart) and Asia (which hosts the majority of production capacity – see “wafer fabrication³” on the adjacent chart).

Figure 1: Source – Semiconductor Industry Association, 2022 report (2021 data).

While Europe boasts first-rate research skills, it is home to a relatively low number of semiconductor design engineers (highly trained engineers and scientists for chip design), compared to the US and China. “Faced with the growing tensions between the US and China, which could lead to shortages and a possible technological decoupling between the two blocs, Europe can establish a third way to ensure its autonomy [in semiconductors]⁴”.

¹EUROPEAN PARLIAMENT:

[https://www.europarl.europa.eu/RegData/etudes/STUD/2021/697184/EPRS_STU\(2021\)697184_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2021/697184/EPRS_STU(2021)697184_EN.pdf).

² They enable a wide variety of products from smartphones and computers to cars and industrial equipment, while also making possible emerging technologies such as AI, quantum computing, and 5G. Semiconductors have substantial impacts on emerging technologies in a wide variety of adjacent sectors. This includes more high-profile examples like AI, high performance computing, autonomous systems, and robotics, as well as some fields where the impact may not seem as straightforward, such as life sciences.

³ The technical jargon for semiconductor manufacturing.

⁴ Technological geopolitics: it's time for Europe to play its cards by Thierry Breton, Commissioner for the Internal Market.

The European Commission is now committing more than ever⁵ to set up policies and investments to help European actors recover the gap with respect to the US and China.

This is particularly important at a time when technological innovation is crucial if we are to successfully address potentially existential issues such as climate change⁶ and when Europe aims at becoming the “epicentre of green tech”⁷.

Estimated location of semiconductor design engineers from top global companies, 2021

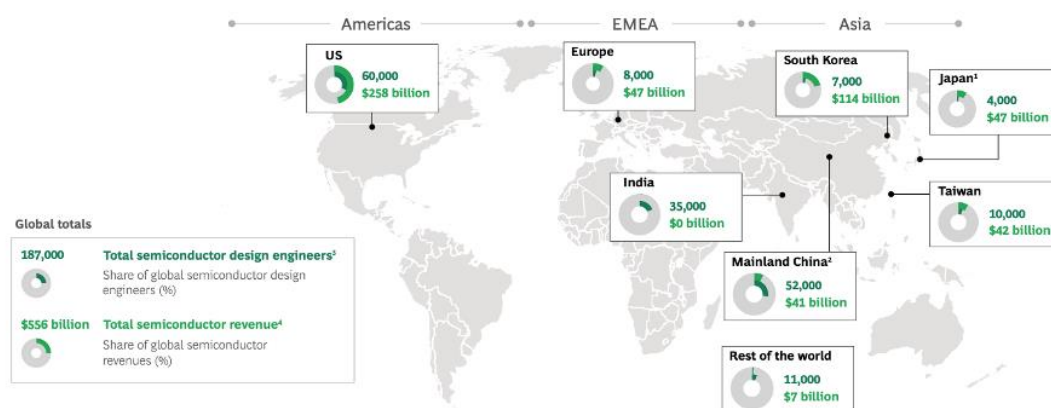


Figure 2: Source – The Growing Challenge of Semiconductor Design Leadership.

As the European University of Technology, fully committed to “promote the European way of life”, we strongly believe that:

- To defend European values and transitions, it is necessary for Europe to reduce dependency on other global poles that are in fierce competition among themselves;
- Technology is key to green reindustrialisation and it is necessary for the development of European regions that feel left behind. It is a fundamental instrument to achieve equity and inclusiveness;
- It is up to universities of technologies like EUt+ to lay the foundations for a truly geopolitical Europe, by ensuring the pipeline of scientists and engineers necessary to fuel future innovation in strategic industries which are “at the core of the global technological race”;
- Current challenges (such as climate change, overused resources, growing inequality, and the social consequences of the digital era) call for multi-faceted responses that necessarily involve technology and at the same time must take into account the needs and aspirations of people and of our environment. Emerging or cross-cutting problems cannot effectively be addressed by scientists and engineers that are trained for siloed technology positions but require a holistic view which in turn calls for a new model of university and a new model of technological innovation.

Building on the results achieved during the first phase of the Alliance, we aim to develop a pioneering model of technological education. To this purpose, the 12 characteristics of the European degree adapted to the EUt+ Bachelor/Master engineering curricula outlined in [the European Degree in Engineering EUt+ reference guide](#) will be key for the “transition towards European curricula” (see WP3). We will also dedicate a full work package to set up a “Technology Studies, Engineering and Design School (TEDS)”, EUt+ flagship programme where we will develop a pedagogy featuring innovative practices that will progressively spread to all EUt+ curricula (see WP4).

EUt+ distinctive profile

EUt+ is a consortium of eight universities of technology, from the four main European geographical areas, intermediately positioned between world leading research-intensive universities of technology and locally focused universities of applied science. We are locally anchored in each of our regions and globally connected. However, we are facing limits in terms of critical mass in both education and research, attractiveness and capacity to provide the range of competencies required by our territories. We recognise

⁵ Ursula von der Leyen (18 February 2020): Tech sovereignty key for EU's future goals. In: The Irish Examiner.

⁶ See the United Nations Framework Convention on Climate Change's description of the [role of technology](#) and, more importantly, the [Joint Work Programme](#) of the UNFCCC Technology Mechanism launched in November 2022.

⁷ European Commission (September 2020) News. Europe: The Keys to Sovereignty.

the possibility of joining forces as a wonderful opportunity to make us more capable of fulfilling our core missions and playing a leading role in addressing current global challenges.

As emphasised in our [mission statement](#) our mission is first and foremost to serve society. To this purpose, we think technology is far more than a set of techniques or applied sciences: it is our essential human ability to express, think and understand the world through artefacts. Science and techniques make excellent engineers and technicians, but combined with arts, humanities, ethics, and social sciences, they make outstanding professionals and technologically responsible citizens, forming students that will be able to tackle global challenges. Today, this is more important than ever.

It is essential for us to speak with one voice when talking about values, and at the same time to make sure that we have the competencies and expertise to translate our ambition into real achievements. Regarding education, the diversity and complementarity of our existing curricula already allow for a diversity of trained students: depending on their personal aspirations, some of our students will become specialised, others ready to conduct research, some will be technical experts and others very adaptable with transversal and soft skills.

In research and innovation, our combined portfolio and capacities span many disciplines, from classical engineering areas to humanities, social sciences and arts, and very inter- / cross-disciplinary topics: a mapping done in the context of the EUT EXTRAS project highlighted EUT+ R&I activities cover topics such “Mechanical Engineering” to “Advanced Materials” to “Cultural studies”, “Cultural Heritage”, “Sustainable development”, “Health and social care” “Entrepreneurship”, “Business process management”, and many more.

EUT+ is the only European Alliance where the members are going for a full integration and have agreed on an approach to enable this. Yet, it is not only this very ambitious goal that makes EUT+ unique, but also *how* we want to achieve it: an “integration through gradual pooling of activities” means that we aim to become fully “europeanised”, rather than focusing on a few activities/missions and keeping the rest as it is. We are gradually and strategically – via the coordination provided by the EUT+ steering bodies – transforming what exists into a new university adapted to the challenges of the mid 21st century.

Major achievements of the first phase of the Alliance

During the first phase of our Alliance, thanks to the prior Erasmus project and additional funding, we have secured the fundamental building blocks of the future European University of Technology.

General commitment

Entering the second phase of the Alliance, we are especially proud of how our communities have committed to this ambitious initiative. More than 1000 people across the eight institutions have been directly involved in one way or another, with regular physical meetings (10 times a year since the end of strict Covid restrictions) attended each time by over 100 people. Our steering committee meets weekly, gathering together 20 participants.

On top of the general participation, the university leaderships of our eight institutions have also shown full commitment: we have a Rectors Board which meets in-person at every Alliance meeting – which take place once per month on average – and meets even more regularly online to discuss and validate propositions. The Rectors have so far signed a dozen Memorandums of Understanding and Agreements (see timeline and main headings below).

We must build on this amazing response by our institutional communities and ensure the active participation of an even wider group of stakeholders, which include more students and non-academic staff. We will therefore put in place tools and policies to overcome barriers to the full engagement of our diverse communities and increase communication to strengthen the sense of belonging to EUT+ (e.g., to have “EUT+ success stories” reaching everyone).

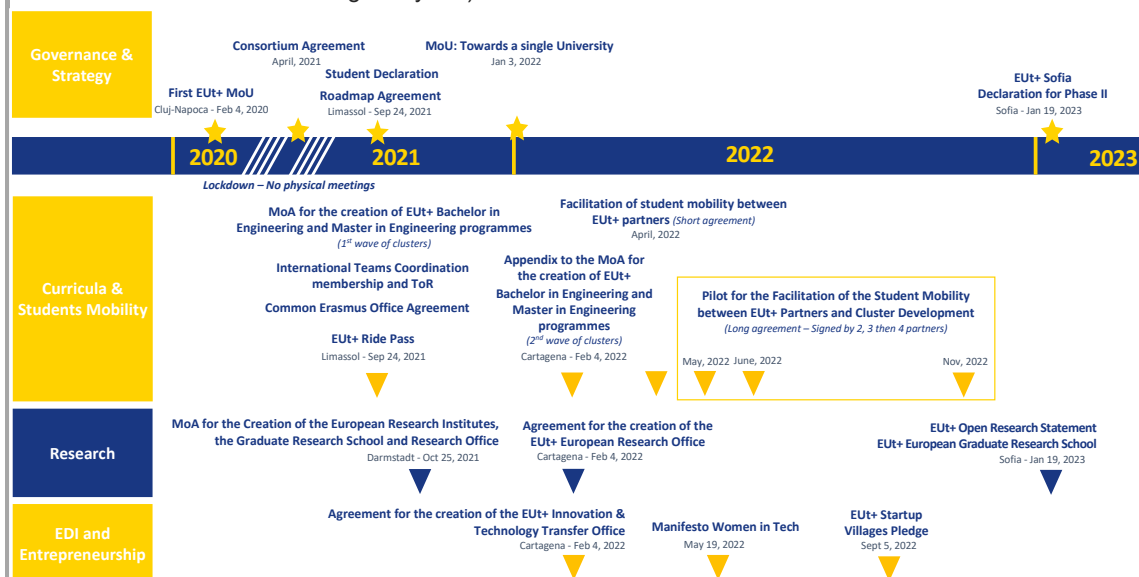


Figure 3: Timeline of main MoA and agreements that progressively structure EUT+

Governance and management

We have been creating and continuously adapting the governance structure of our European University according to emerging needs and evidence.

First, with the **MoA on the Common Roadmap** signed in September 2021 in Cyprus, the members agreed to initiate the process towards a full institutional integration. A **Secretariat General** was set up for managing communication flows and processes across EUT+ and providing a first backbone of EUT+ governance structures. In the line of “pooling resources”, a key point of our strategy of governance creation is to ensure participation of individual universities’ **top management staff** (Vice-presidents/Vice-rectors, Heads of department) in EUT+ governance bodies, initially as WP/Task leaders/managers of the various Alliance projects and therefore members of the Steering Committee and later in new emerging bodies (committees and offices). Through the presence of VPs in the **Sectoral Committees** we aim at ensuring an alignment, and increasingly an integration, of actions and processes at the respective institutions in education, research and innovation and IT service provision. In this context, some of the members have or are in the process of setting up a specific position of “Vice-president for EUT+”. In parallel to the committees, we have set up **supporting offices** for enabling coordination on a technical or administrative level (EUT+ Research office, EUT+ Innovation and Technology Transfer Office, Erasmus+ common office, International team coordination office).

In section 2, we will explain in detail the organisational structure of EUT+ and how different bodies and committees will act and interlink. While in the first phase our approach has been experimental, trying to adapt to the needs of a dynamic environment, in the next years we aim at consolidating a formal governance structure that will be suitable to run the “confederation phase” of the Alliance. To this purpose, we have also successfully submitted an application to the [EU Status Call](#), and we are launching the implementation of an EGTC to provide common database and information services.

Education

We have successfully implemented key steps towards an **integrated European curriculum**, starting with the definition of a **common competence framework** for the Bachelor and Master in Engineering, outlined in the [European Degree in Engineering EUT+ reference guide](#). Working towards the pedagogical model

based on the description given in this document, we have created 12 **clusters**⁸ by **harmonising and merging existing curricula** from at least three member institutions. The Clusters provide a tool to accelerate convergence in order to achieve, as soon as possible, a joint European degree with a single academic regulation, where students can move freely across several EUT+ campuses. The first concrete application of the Clusters are the **mobility maps**, a list of the modules that each member institution is offering to incoming students and that is automatically recognized by the other members. The modules are described in basic learning outcomes. A mobility map details the pedagogical and technical information needed for the choice and the organisation of students' study tracks. Each "home institution" chooses the modules that its students can choose among the ones offered by the welcoming institution.

A plan for high-level long-term mobility and the "[pilot agreement for its formal implementation](#)", already signed by four members, define the common rules for students' mobility and automatic recognition. An EUT+ label (certificate), in addition to the national diploma, will be offered to students, in anticipation of a *European Label* and later the *Joint European Degree* proposed by the European Commission.

In the next phase, we will continue supporting the development of new clusters (our objective is to have 20 clusters by the end of this second phase). At the other end of the spectrum, and in parallel, we will go one step further, creating totally new curricula within the context of WP4 (pilot/scale-up approach).

Research and Innovation

Aiming at building up structures and processes necessary for the definition of a clear R&I strategy, the first phase of our Alliance has seen the progressive implementation of the **European Research Institutes**⁹. The ECT Lab+, the first and most advanced of our institutes, has been active since February 2020. It has established a number of working groups of researchers that meet on a regular basis (every two weeks) and applied to several European calls, being successful in some of them (€1.3m of total funding secured over 2021-2022), while scoring high, although below funding threshold, in the last MSCActions application. Additional ERIs are in-development phase and more will be created following the identification of research areas of high potential or high interest (where we have critical mass or where we aim to achieve it).

We have also agreed to create the **European Graduate Research School** (EGRS) that will integrate existing structures in the member universities and facilitate, among others, doctoral co-tutelle, inclusion of doctoral students in Erasmus mobility scheme, training with and for the ERIs, development and support of masters-by-research programmes.

The growth of the innovation and entrepreneurial capacity of the Alliance has been fostered through the currently running [Inno-EUT+ project](#), an EIT HEI Initiative project, involving seven EUT+ members together with two external non-academic partners.

Not least, in the context of the SwafS EUT EXTRAS project we have developed over the past year, with the help of external experts, **tools for supporting the definition of a common roadmap for research**. Specifically, (1) one tool is based on a mapping of our internal R&I portfolio and allows for the identification of areas in which the members have common or complementary capacities, as well as the alignment of our research with the sustainable development goals. The (2) second tool aims at spotting emerging research trends at global level and timely identifying potential breakthroughs in our areas of interest. The (3) third tool will track socio-economic development objectives, in order to orient our R&I activities with EU policies and priorities, as well as with demands of our territories. These tools and an effective use of them, together with the irreplaceable support provided by the ERO and the EITTO offices, will facilitate the full development of EUT+ common research strategy.

Equity, Diversity, Inclusiveness

All EUT+ members (and most for the first time) have created local **committees for equity, diversity and inclusion**, thus ensuring that dedicated EDI teams are in place in every institution; they all have (or will have by February 2023) **gender and intersectional equity plans** in place; and have begun reporting on gender and other equity dimensions. All members have agreed five common principles for **access and widening participation** (AWP):

- Student and staff variability inform our decisions.
- Equity of opportunity for student access and widening participation informs our decisions.

⁸ The 12 clusters formed to date (Bachelor and Master when not specified): Telecommunications and Networks, Civil Engineering, Mechanical Engineering, Industrial Engineering, Food Science and Technology (M), Architecture (M), Science in Sustainable Development (B), Environmental Engineering (M)

⁹ The ERI (European Research Institute) we have formed to date is the ECT Lab+. In addition, the ones that have been active and will be formalised in the coming months are: the Sustainability Lab, EUTINN (nanosciences), and the Data Science Institute.

- Our piloting, scaling and replication of good practices and other initiatives across EUT+ institutions reflects our values.
- AWP is the responsibility of all staff in each of our institutions.
- We support AWP by fostering engagement with industry, community and civic society, and our institutions are open to cooperation with organisations that share similar values to EUT+.

Other significant achievements of the first phase of the Alliance

Besides the fundamental steps in the development of a truly deep institutionalised cooperation among our universities, there are other significant results that we were able to achieve through various EUT+ projects. For instance, in the context of promotion of Open Science policies and practices, EUT+ (WP8 of the Erasmus+ project – first phase) signed an agreement with OpenAIRE for open access to EUT+ research outputs through a single-entry point¹⁰. Targeted multipartner collaborations have replaced bilateral interactions – that were the only source of inter-institutional collaborations existing before the constitution of the Alliance – and enabled more than 15 Erasmus+ and Horizon Europe joint project applications / projects granted.

EUT+ also established cooperation with some outstanding industry partners and research centres: Electrogroupp S.A., Telefónica, Emerson SRL, the European Space Agency, GSI & FAIR, AED-Vantage, etc. The various cooperation agreements include specific actions dedicated to supporting technological entrepreneurship, the possibility for EUT+ students and researchers to complete internships and visits at research facilities, joint master thesis and lecture series.

In this context, the “EUT+ brand” has been key to attract external partners who would have been unlikely to sign agreements with our individual institutions before.

1.2 Needs analysis and specific objectives

Meeting the challenges ahead for Europe

Climate change, the fast pace of technological change and the rise of emerging countries such as China who are building world-class research and innovation capacity and challenging Europe’s position as a prominent hub of knowledge creation¹¹ (see the discussion in the previous part) have, over the past years, been shaping the strategies and positioning of EUT+ as well as of other HEIs in Europe. We have also been seeking to extend the scope of training and education frameworks to include the skills and competencies related to the digital and green transitions, as well as new pedagogical formats (flexible learning programmes) that meet the demands of an ever-changing labour market. The availability of a large pool of talent with high-quality education has thus become a centrepiece of Europe’s efforts to assert its position as a world leader in a context of heightened global competition.

“Yes, Europe has the ambition and the assets to become an industrial production engine in the markets of the future. Probably most importantly in such highly strategic, cutting-edge technologies: our ambition is to transform the European competitive advantage in research and innovation into industrial deployment. We have done this for vaccines. We are working on it in batteries and hydrogen. We will succeed in semiconductors too.”¹²

Echoing the words of market commissioner Thierry Breton, EUT+ is seeking to put this plan into practice through its education, research, innovation and engagement with society. Concretely, it has been working on a convergence trajectory that places the European Commission’s roadmap for a European degree and its 12 features at the heart of our common pedagogy programmes. This is embodied by:

- the merging of all national curricula towards only one European curricula – this process has been consolidated with the creation of clusters (12 have been established so far¹³).
- our framework of competencies for our Bachelor/Master engineering programmes for which a Memorandum of Agreement was concluded in February 2022;

¹⁰ See: <https://eut.openaire.eu/> – over 80 000 publications, research datasets and other research products are already online in open format.

¹¹ European Commission, Directorate-General for Research and Innovation, Towards a 2030 vision on the future of universities in Europe: summary paper, Publications Office, 2020, <https://data.europa.eu/doi/10.2777/408460>.

¹² Commissioner Thierry Breton in Technological geopolitics: it's time for Europe to play its cards | European Commission.

¹³ The 12 clusters formed to date (Bachelor and Master when not specified): Telecommunications and Networks, Civil Engineering, Mechanical Engineering, Industrial Engineering, Food Science and Technology (M), Architecture (M), Science in Sustainable Development (B), Environmental Engineering (M).

- the up-and-coming “Technology Studies, Engineering and Design School”, whose guiding principles are highlighted in WP4.

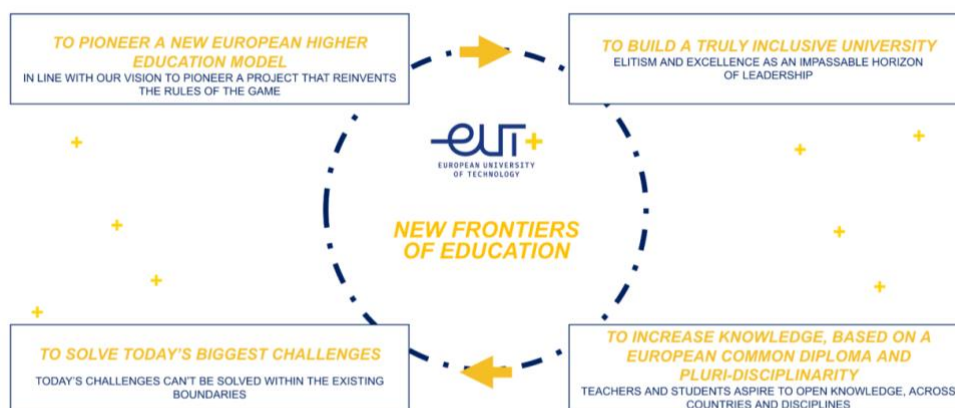


Figure 4: The principle of educational positioning model of EUT+.

While our strategy leverages technology, we are aware that the solutions to these challenges must be designed with an inter-, multi- and trans-disciplinary approach in mind, and should involve an ecosystem approach. That is why our methodology for designing joint education and research programmes aims to make the knowledge square a reality by involving a collaborative approach:

- EUT+ members are regionally anchored actors **linking education & research** (and its applications) **with businesses and society at large**. Our universities are deeply integrated in the socio-economic fabric of our territories and we know how to work with other relevant stakeholders. This approach is instrumental in being able to co-design the education and training programmes and instilling the necessary skills and competencies that respond to the twin transition challenge that Europe faces.
- As universities of technology, we work together with business/industry on a daily basis in order to solve technological challenges, and we have built long-standing relationships with key economic stakeholders: we will leverage our close partnerships with economic, social and industrial partners within local and regional research and innovation ecosystems, to promote intersectoral mobility, technology and knowledge transfer.
- In addition, we share our knowledge and know-how **to generate value, products and services for society at large**: we are playing an active role in shaping policies in our areas of expertise (especially via the ECT Lab¹⁴ and Sustainability Lab), we have put into practice our EDI policies by empowering women in tech (see the "Women in Tech" initiative we launched within INNOWAVE Summit¹⁵), we are contributing to achieving the digital and green transition in Europe by aiming at pedagogical innovation focused on transversal skills and by boosting the entrepreneurial and innovation capacity of our students and staff (e.g. via the ongoing implementation of the EUT+ Startup Villages initiative that is fully aligned with the EC's Start-up Village Forum: delivering the vision for EU's rural areas action), etc.

The above approach is not unique to EUT+: other technology-centred European University Alliances (EUAs) such as [EELISA](#), [UNITE!](#) or [ENHANCE](#) share similar values and aim to ensure a maximum impact of their education and research in social, economic, and environmental terms; are committed to support Europe's green and digital transitions and aim to contribute to narrowing the gap with other world regions in strategic sectors which support its technological sovereignty¹⁶. However, **what distinguishes us among existing European University Alliances (EUAs)** is:

- **our integration trajectory**: we are working towards a full merger of our member universities to become a single European University spread over multiple campuses across Europe;

¹⁴ The European Culture and Technology Lab is a research institute of the European University of Technology

¹⁵ A major high-tech conference in Southeast Europe, see <https://innowavesummit.com/home-en/>.

¹⁶ Signed Agreement EELISA, ENHANCE, EUT+.

- **our methodology:** we are trying to “europeanise” fully, rather than focusing on a few parts/dimensions; we are thus proceeding similarly to the European Union, which was built through the pooling of critical resources and balanced governance bodies with progressive integration.

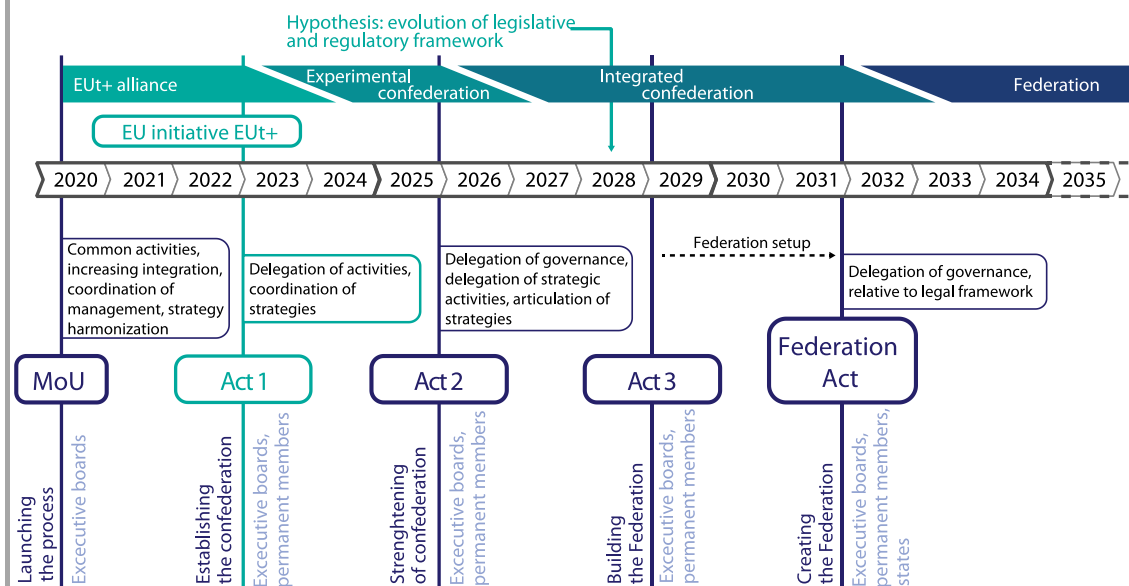


Figure 5: EUt+ integration trajectory, from EUt+ Mission statement.



In sum, EUt+ fills an important gap in the European Education Area and complements the existing EUA landscape not only because it addresses the priorities of the EU by promoting EU values and training the next generations of engineers who will help narrow the technology and innovation gap with the US (thereby contributing to a substantial leap in quality, performance, attractiveness and international competitiveness), but also by being a **forerunner of a model of deep institutional transformation of the European higher education landscape**.

The need for EUt+ from the perspective of our communities

The ambitions and positioning of EUt+ correspond to the “needs” expressed by all communities of the member institutions. The comprehensive studies we carried out during the first phase converge towards positive perceptions and expectations about EUt+. This can be summarised by the result of **91% of positive recognition and awareness of the EUt+ brand** (survey conducted in April 2022 among all campus staff and students). The table below summarises the incremental and interrelated surveys/interviews that we conducted to understand the needs of our internal communities.

| Date | Methods | Objectives | Participants |
|---------------|--|--|--|
| February 2021 | Semi-structured interview Questionnaire-based interview | Understand perception about EUt+ | SC ¹⁷ members University colleagues involved |
| March 2021 | Online participatory workshop | Co-design action plan | SC members |
| Summer 2021 | Semi-structured interview Questionnaire-based interview | Understand perception about EUt (Follow-up by 2nd round) | SC members University colleagues involved |

¹⁷ SC refers to the Steering Committee (a phase I management entity) which will now evolve to be the “Projects representatives coordination committee”.

| | | | |
|-------------------------------|--|---|---|
| Fall 2021 | Large-scale online questionnaire | Identify mobility needs and hurdles | All students from the 8 EUT+ campuses |
| October 2021- January 2022 | Online questionnaire (Information sharing questionnaire) | "Sharing" news: sending and collecting information for monitoring | Colleagues involved in tasks |
| April 2022 | Brand awareness survey | Evaluate recognition of EUT+ brand | All 8 campus staff and students |
| November 2022 | Online questionnaire | Understand "Community engagement incentives" | Colleagues involved in tasks |
| October- December 2022 | Semi-structured interview | Understand the ambitions for the second phase of EUT+ | Rectors/Presidents VPs/ VRs Student representatives Key academic / professional staff involved in EUT+ |

As per these studies, EUT+'s ambition towards a full merger is shared by our communities (confirmed by the first round of interviews – Feb. 2021, and clearly asserted during the last round - end of 2022), and goes beyond the notion of project funding, with the confidence that there is **no risk of "failure"**.

"I think after 3 years, at least what I hope, the collaboration will be so tightened that we will still work together (...) There is no stepping back I think (...) Whatever happens, it is good for all the universities."

The interviews and questionnaires point at significant achievements, such as the successful establishment of a corporate identity, the European Innovation and Technology Transfer Office (EITTO), the significant progress made towards the harmonisation of curricula, etc.

This motivation and confidence **regarding the future direction of acceleration rests on collective values:**

"It is not competition-wise, but it's this 'doing it together' which is this main thought (...) I think it is a great idea and everyone is happy about it. (...) it is 'we'll do it together', and everyone wants to be part, and everyone really wants to participate, do his or her job participating. That's how I feel it, and that makes it for me so absolutely fantastic!"

This view expressed in a semi-structured interview is predominant. The key staff and students involved in EUT+ see the **main common point between their home university and EUT+** as "a shared view about having a future together as a single university with a world dimension"; "the vision we share"; "its common values"; "a better vision of technology to serve society"; "we believe that together we can be better institutions and more useful for society".

Their **ambition is for EUT+ to become** "a reference for studying technology with and for the society"; "a key actor on the development of a new model of technology centred on the needs of the society"; "the first active European university!"; "the European university of the future"; "fully alive and in high demand to all"; "a voice at the heart of Europe for technology-focused higher education"; "this common vision that each European can dream of has created an incredible wealth, thanks the opportunity to share our knowledge"; "our horizon for the coming decades"; "a beacon for the welfare of people and planet".

EUT+ can only succeed "because such an opportunity rarely occurs more than once in the lifetime of an institution", "because we believe that together we can be better institutions and more useful for society", "(EUT+ is) more than the sum of its parts", "because all its founding members wanted the same", "thanks to the internal engagement of all colleagues, students and stakeholders", "because of its people making it real."

Alignment between our vision and mission and the Call's objectives

The EUT+ approach is thus centred around designing and implementing the conceptual tools which allow people, students, researchers to have a better grasp of the issues related to technological development and innovation and to understand their broader implications. At the same time, we seek to embed sustainability education as part of our joint curricula and to encourage research that meets sustainability challenges in areas where we possess the relevant expertise. We are working to instil, in a systematic manner and at all levels (core missions, support activities, campuses and other infrastructure), sustainability and competencies for sustainability.

In practical terms, this will be translated into results both at the level of our core missions as well as in the areas that are indispensable (governance and administrative functions) to their smooth running and development. During the second phase of the initiative, we aim to transition EUt+ from a project process to a real institutional process, and, within this broader framework, we have defined (over the course of the previous phase) the work packages (WPs) precisely to address what we see as key factors of success for the future. For each of the 11 WPs we have set one major objective to be achieved at the end of the 4 years of the current funding period. The 11 project objectives (PO) are specific, measurable, achievable, relevant, and time-bound and will enable us to go one step further in achieving our long-term goals.

| # | Global for each WP | "Specific objective(s)" it addresses |
|---|---|--------------------------------------|
| PO1 | Ensuring that the proposed governance is a catalyst for a deep, systemic, transnational transformation of our Universities into a multi-campus European University of Technology. | SO1 |
| PO2 | Integration of effective tools for the seamless implementation of EDI, digital and green transitions, and multilingual and intercultural competencies frameworks | SO1, SO2 |
| PO3 | 20 pan-European clusters that prefigure the full European curricula, with self-customisation study track and full student mobility | SO2 |
| PO4 | Setting up a flagship curriculum featuring innovative pedagogical practices that progressively spread to all EUt+ curricula (and beyond) | SO2, SO3 |
| PO5 | Ensuring a full integration of research and support structures and research training at EUt+ level, that foster efficient, empowering and geographically balanced ERIs. | SO3 |
| PO6 | Establishing the framework conditions that facilitate and foster student entrepreneurship and technology transfer from research | SO3 |
| PO7 | Nurturing the systemic engagement of staff for the development of EUt+, with a global quality approach integrating European standards | SO1, SO2 |
| PO8 | Offering common services (especially on data) for EUt+ members, and experiment with a joint legal structure providing these services | SO1, SO2 |
| PO9 | Fostering the European identity and promoting European values and a European model of education around the globe | SO2 |
| PO10 | Full integration of the ninth member into all operational and strategic entities of EUt+ | SO1 |
| PO11 | Disseminating (to HEIs and authorities) the gained knowledge and experience in technology education and research, as well as in the merger process | SO1, SO2, SO3 |
| Specific objectives of the call: <ul style="list-style-type: none"> - SO1: Develop and implement an integrated joint strategy for education. - SO2: Establish a European higher education inter-university campus. - SO3: Build European knowledge-creating teams ("challenge-based approach") | | |

A mature Alliance, transitioning from project management to steering and emerging organisation

Over the course of the past two years, we have made significant inroads in setting up the building blocks that will allow us to consolidate our partnership moving forward. Building on this foundation, we are aiming to take our partnership to the next level, and consolidate the backbone of a fully merged "inter-university campus". Below we highlight the key objectives of EUt+ for the medium-term, as well as the milestones that were reached during the first funding period - they represent some of the building blocks that we will build on to reach our medium-term (next 4 years) and long-term goals (next 10-to-15 years).

| Specific objectives of the Call | Key milestones/ achievements of EUt+ in the first phase | Stepping up: objectives for development and/or further enhancements for the second phase |
|---------------------------------|---|--|
|---------------------------------|---|--|

| | | |
|--|--|---|
| Developing a long-term joint strategy | <p>The members share a common vision, mission and ambition that revolves around building a single, fully integrated multi-campus European university of technology</p> | <p>Accelerate bilateral and/or multilateral agreements among EUT+ members with the goal to deepen collaboration.</p> <p>Put in place structuring and preparatory actions for the pilot effective implementation of the planned merger - see, for example, <u>STYX</u>, our response to the EC's call for experimental implementation of a common legal status.</p> |
| | <p>All member universities included the EUT+ mission and vision in their respective strategies - it is not seen as "just another project" but as a truly transformative programme.</p> <p>All members set up a specific position of VP (or equivalent) for EUT+, which is often served by the Principal Representative described above.</p> <p>We already have nominated members of our respective boards within the boards of other EUT+ members.</p> | <p>We aim to go one step further by aligning the composition of all eight boards (soon nine) and thus ensuring the transition towards a single EUT+ level board. To achieve this, we have begun discussions with our respective national authorities.</p> <p>Expanding and enhancing the EUT+ education model around the world (for Bachelor, Master and Ph.d, both for incoming and outgoing), including study periods in non-EU universities, work-based experience and traineeships, and further research opportunities thanks to the agreements with non-EU academic and non-academic partners.</p> |
| | <p>The Secretariat General team has been managing communication flows and processes across EUT+ and paving the way towards a first backbone of EUT+ governance structures.</p> | <p>Continue to work to foster commitment/engagement of top management staff in EUT+ common structures.</p> <p>Accelerate student involvement in strategy design and implementation of EUT+ initiatives across the board thanks to a more structured approach to working with the Student Board and to the integration of students in the Supervisory Board.</p> <p>Intensify synergies and expand the shared pool of resources via EGTC Services - a legal entity that will manage information and services for all EUT+ members, thus providing the operational underlying foundation for joint process development and implementation in other areas.</p> |
| | <p>Development of action plans that translate the strategy into actions and distribute responsibilities between members. For instance, we established sectoral committees in core areas of action (education, research, innovation, internationalisation and mobility, IT services) with active engagement of Vice Rectors/Presidents and Professional Service Directors from all members.</p> | <p>Driving engagement at the level of these committees to further advance in terms of the convergence of education (via clusters and mobility maps) and R&I programmes (via European Research Institutes – ERIs and the Innovation & Entrepreneurship School).</p> |
| | <p>Creation of technical/administrative support offices enabling coordination (ERO – EUT+ Research Office, EITTO – EUT+ Innovation and Technology Transfer Office, Erasmus+ common</p> | <p>Support the implementation of the joint long-term strategy thanks to the active role of common structures (ERO, EITTO, etc.) and new sectoral committees.</p> |

| | | |
|---|--|---|
| | office, International team coordination office). | |
| Establishing a European higher education inter-university campus | Laid the groundwork for the creation of EUt+ Bachelor in Engineering and Master in Engineering programmes by evolution and convergence of existing national programmes thanks to the development of clusters. Established the architecture of a joint EUt+ Graduate Research School. | Transition towards European curricula with the launch of Bachelor/Master engineering programmes and Graduate Schools. Development and running of our flagship education programme, the “Technology Studies, Engineering and Design School”. |
| | We started structuring transversal education and research to tackle global societal challenges thanks, for example, to the creation of a new graduate school curriculum on sustainability sciences within the future joint EUt+ Graduate Research School and through the overall activities of the EUt+ Sustainability Lab. | Further support the convergence of existing curricula or the creation of new ones addressing interdisciplinarity and sustainability challenges (e.g. SDGs) in areas where EUt+ has strong expertise. Embed equity, diversity, inclusiveness, SDGs, and the strategic priorities of the green and digital transitions into the design structures, policies, procedures and actions of EUt+. |
| | We have been conducting a pilot for fostering entrepreneurial mind-sets and have implemented a model of delivering entrepreneurial education programmes via Inno-EUt+ ¹⁸ . | With the establishment of the EUt+ Entrepreneurship School , we aim to create and develop a community that supports innovation activities and the transfer of scientific results to society. Widening partnerships with industry via EUt+ Innovation and Technology Transfer Office and EUt+ Student Startup Lab. |
| | Creation/development of an open research policy , for producing FAIR and open digital research outputs including publications, data and software by EUt+ researchers | Implementation of an empirically-informed and co-designed HR policy which supports academic, teaching, and research careers in their diversity. |
| | Despite the pandemic-induced delay in the implementation of our seamless, flexible mobility schemes for students and staff, we made significant progress towards facilitating student mobility thanks to a framework agreement that is compliant with respective regulations at each member institution and the launch in 2022 of the EUt+ Pilot for facilitation of student mobility between partners and Cluster Development . | Scale up physical mobility thanks to the integration of compulsory mobility schemes in all common education and research programmes: physical mobility will be compulsory across the EUt+ degrees, with at least one semester at both the bachelor and master levels (and ECTS automatically recognised). |
| | Regarding staff mobility , we have developed a roadmap and action plan for both academic and administrative/professional staff mobility, including the necessary incentives. This plan was boosted by a complementary in-depth analysis (with actionable insights) completed in mid-2022, meant to accelerate our joint capacity to design | The Erasmus+ Common Office (WP3) will foster staff mobility by promoting and handling Erasmus+ KA131 staff mobility between the members. It will cooperate with the HR Office for the achievement of full recognition of the activities carried out by staff (both academic and non-academic) in other EUt+ campuses. Joint HR policies will define policies for equal esteem of |

¹⁸ [Innovative European University of Technology](#) (Inno-EUt+).

| | | |
|---|--|--|
| | <p>and implement European funding mechanisms.</p> <p>In recent years, EUt+ members have experienced a significant increase in the number of requests for mobilities from staff, and we are seeking to expand the knowledge horizons of our staff and to empower them.</p> | <p>diverse staff career pathways, encouraging mobility across EUt+ campus as a normal step in the career evolution of teachers, technicians, and administrative colleagues.</p> <p>Academic staff: we plan to leverage regional/national/European instruments which will be centralised by the ERO whose role is to systematically identify all pertinent instruments supporting talent attraction, mobility of researchers and support staff, organisation of events and exchanges at regional/national/European levels. We will prioritise calls for projects from the Horizon Europe programmes (e.g., Marie Skłodowska Curie Actions, ERA Talents, etc.) that provide important components of capacity building, talent attraction and mobility.</p> <p>Administrative and support staff: exchange/training programmes are implicit for the admin staff involved in our joint offices (EDI, Erasmus+ Common Office, ERO, EITTO, etc.) as well as a necessary upskilling scheme. Moreover, we will further accelerate mobility and reinforce the capacities of the support personnel via the MSCA STAFF Exchange scheme.</p> |
| Building European knowledge-creating teams | <p>Development of joint strategies across all core missions, with the involvement of external stakeholders in the quadruple helix (business/industry, local authorities, other HEIs, and civil society) at all stages (definition of goals, drafting of an action plan, monitoring and control, etc.)</p> | <p>Expand the depth and breadth of our industrial collaborations: focus both on inbound and outbound connections by organising joint workshops/events to identify technology challenges that our members need help with and providing them with access to EUt+ labs, etc.</p> |
| | <p>We have set in place the strategy and roadmap for providing students with challenge-based approaches and new, innovative pedagogy modules.</p> | <p>Increasing integration of challenge-based learning, and the establishment of student-led, extra-curricular activities in different contexts and cultures within our new flagship Technology studies, Engineering and Design School (TEDS) that aims to train “emerging leaders” of technological change.</p> |

#@COM-PLE-CP@#

1.3 Complementarity with other actions and innovation — European added value

The Alliance's present actions and ambitions for the future are in line with the main European policies in terms of higher education, research, innovation, and more generally supporting capacity building, as well as equity, diversity and inclusion policies – as summarised in the “Council conclusions on a European strategy empowering higher education institutions for the future of Europe” in April 2022¹⁹. Below we

¹⁹ Official Journal of the European Union:

[https://eur-lex.europa.eu/legalcontent/EN/TXT/PDF/?uri=CELEX:52022XG0421\(02\)&from=EN](https://eur-lex.europa.eu/legalcontent/EN/TXT/PDF/?uri=CELEX:52022XG0421(02)&from=EN)

provide a list of these actions and their links with the main European strategies which they contribute to fulfil.

| European Strategy or policy addressed | EUT+ activity/project addressing it | Goal /expected outcome/actions planned |
|---|--|---|
| European Strategy for Universities, objective 1: strengthening the European dimension in higher education and research | <p>EXTRAS (Horizon 2020 SwafS project for developing a joint EUT+ research agenda)</p> <p>WP3: European curricula structure and students' mobility</p> <p>WP5: Research and research-oriented education</p> <p>WP1: Dissemination and impact</p> | <ul style="list-style-type: none"> - Share a joint, long-term, sustainable and systemic cooperation vision; - Develop a common vision and purpose for technological education in Europe, contextualised within the training and education of technologists; - Create a multicultural, multilingual European inter-university campus where students, researchers, academic and administrative staff benefit from seamless mobility; - Develop joint European Research Institutes and teaching programmes in our areas of expertise. |
| European Strategy for Universities, objective 2: support universities as lighthouses of our European way of life | <p>WP2: Equity and inclusion</p> <p>WP7: Staff engagement and quality assurance</p> <p>WP9: Outreaching and Communication</p> | <ul style="list-style-type: none"> - Make equity, diversity and inclusion a core pillar of our activities as well as of our steering strategy; - Promote European values (democracy, fundamental rights, freedom of speech, freedom of scientific research, etc.); - Contribute to building flexible and attractive academic careers for researchers and academic staff; - Promote world-wide a model of education based on EU values. |
| European Strategy for Universities, objective 3: empower universities as actors of change in the twin green and digital transitions | <p>WP2: Transitions and society</p> <p>WP4: Technology Studies, Engineering and Design School (TEDS)</p> <p>WP5: Research and research-oriented education</p> <p>WP6: Entrepreneurship and innovation</p> <p>WP8: Common digital services and data convergence</p> | <ul style="list-style-type: none"> - Develop European curricula featuring competencies in technology for human science degrees and in sustainability for engineering; - Adapt our research and pedagogy to evolving demands, in dialogue with society; - Design pedagogy that equips students with future-proof skills e.g.. the professional, transversal and soft skills to tackle the digital and green transitions; - Develop graduate attributes such as global citizenship, engagement, self-awareness, lifelong learning, professional development; - Team up with non-academic stakeholders to accelerate transfer of research to society. |
| European Strategy for Universities, objective 4: reinforce universities as drivers of the EU's global role and leadership | <p>WP9: Outreaching and communication</p> | <ul style="list-style-type: none"> - Foster EU values, which in turn enhances the EU's capacity to weather outside shocks, increases resiliency; - Strengthen cooperation with both academic and non-academic stakeholders within Europe and beyond, including by rolling out capacity building programmes for less experienced members. |

| | | |
|--|---|--|
| European Research Area | WP5: Research and research-oriented education EXTRAS (Horizon2020 SwafS project for developing a joint EUt+ research agenda) | Aligns and accelerates the R&I & KTT ²⁰ strategies of the EUt+ members, lays the foundations for strengthening human capital |
| European Research Area Policy Agenda 2022-2024 , Priority 1: enable the open sharing of knowledge and the re-use of research outputs, including through the development of the European Open Science Cloud (EOSC) | WP8: Common digital services and data convergence | Continue the development of the EUt+ open access repository and incentivising researchers to share the products of their research, including software, dataset and other technical resources. |
| Towards joint European degrees | WP3: European curricula structure and students' mobility A positively evaluated ERASMUS proposal, JEDI – Joint European Degree label in engineering – Towards a European framework for engineering education (joint EELISA, EUt+ and ENHANCE Erasmus proposal) | Develop a prototype label for joint European degrees based on the common set of European criteria that can be applied to any joint European degree, and that is compatible with engineering, technology and science-oriented programmes |
| Status for European Universities | EUt+ Status and structure experience – STYX project submitted by EUt+ in 2022 WP1 | Address the global question of the implementation of the legal tool, services and processes to advance towards global merging |
| New European Innovation Agenda and Conclusions on the New European Innovation Agenda of the Council of the European Union | WP5: Research and research-oriented education WP6: Entrepreneurship and innovation | Reinforce framework conditions at EUt+ members to spur innovation in all its dimensions: <ul style="list-style-type: none"> - our focus is not just on start-ups and dee ptech, but on providing a fertile soil for innovation. - improve framework conditions for researchers - drive student and staff entrepreneurship - promote cross-sectoral mobility foster knowledge transfer and spin-off creation |
| Digital Education Action Plan (2021-2027) | WP3: European curricula structure and students' mobility WP4: Technology Studies, Engineering and Design School (TEDS) WP8: Common digital services and data convergence | Provide relevant and high-quality training to enable students and lifelong learners to acquire the digital skills and competencies that meet the demands of an evolving labour market |

²⁰ Research, innovation, knowledge and technology transfer.

[The 2030 Agenda for Sustainable Development](#)

All WPs

We seek to integrate sustainability, in its many forms (as expressed by the 17 SDGs), across the board.

More concretely, in education and research, these efforts will be led by the Sustainability Lab and the ECT Lab+.

Focus on Territorial Development and Smart Specialisation Strategies (S3)

EUt+ is committed to a fully inclusive education open to all students and people and is engaged in high-quality research at the service of society, both at the global and the regional scales. EUt+ members are well-connected to the global technology trends thanks to their long-standing partnerships with outstanding industry actors (Infineon, Telefonica, Siemens, Google, etc.), while also providing the necessary knowledge and skills for engaging with local socio-economic actors as highlighted in the chart below.

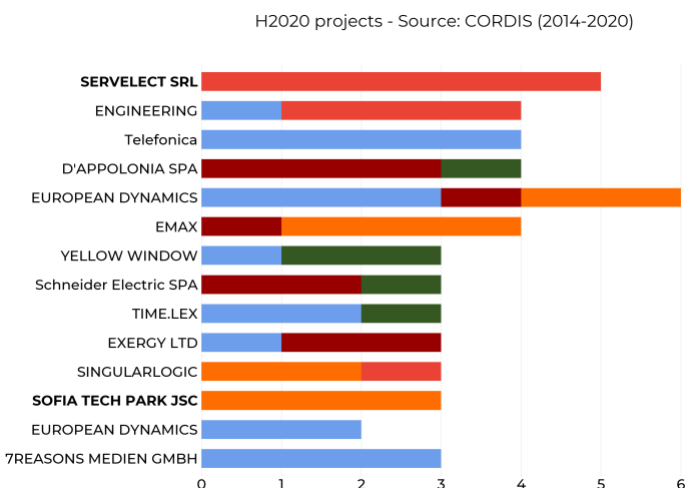
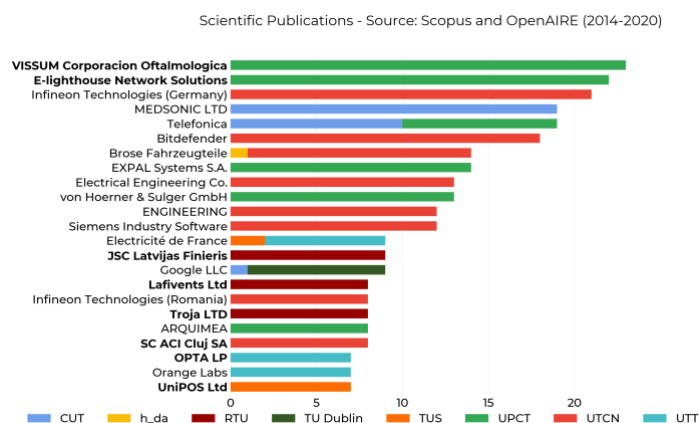


Figure 6: EUt+ members' collaborations with industry in scientific publications and H2020 projects. Data from EUt EXTRAS.

EUt+ members intend to reinforce complementarity with the Smart Specialisation Strategies of their respective regions, where relevant, while not neglecting the diversity of our local ecosystems and the historical relations that each of us has with its own territory. In the prior Erasmus+ application, we showed how EUt+ as a whole achieved a much stronger alignment with our respective regions' S3 priorities²¹ than we could achieve individually. The situation has not substantially changed after most of our regions/countries released the new Smart Specialisation Strategies for the 2021-2027 period.

The new S3 priorities remain related to topics of agriculture and food, technologies related to health, environment, information and communication, energy efficiency and management of natural resources. Our alignment with these priorities is also underlined by some of the EUt+ clusters²² that were created in the aforementioned areas of smart specialisation – for instance the Cluster on Environmental Engineering, Food Science and Technology, Global Sustainable Development, Telecommunications and Networks. Moreover, two clusters that are in-development are also in tune with our regions' smart specialisation strategies, namely the Computer Science (BSc and MSc) and the Microelectronics (BSc and

²¹ [EUt+ members – S3 strategies 2023.pdf](#).

²² A cluster works towards a common pedagogical model based on the description given in the European Degree in Engineering EUt+ reference guide – [2021 09 MoA for the creation of EUt+ Bachelor and Master degrees.pdf](#). See also cluster definition in section 1.1 Background and general objectives – Major achievements of the first phase of the alliance – Education.

MSc) clusters. This underlines that we are well suited to train the engineers that meet the needs of our territories.

Eut+: an Alliance that actively shapes the European education, research and innovation arenas

Eut+ members play an active role in European Education and Research projects: altogether, they have been participating in or coordinating 154 different Erasmus projects and 189 Horizon2020 (for a total €70m of EC funding) and 12 Horizon Europe projects so far. As regards education, Eut+ responds to the objectives of the European Education Area, as expressed in the [European strategy for Universities](#), and in synergy with the priorities of the [European research area](#). Together, the 8 members that form Eut+ have succeeded in co-designing a joint strategic approach to education policy. The members were also successful in applying to the Horizon2020 SwafS call with the Eut EXTRAS (EXperimentation to Transform Research Activities and Steering) and defining a set of actions for a common R&I roadmap.

In addition, as universities of technology, the Eut+ members are deeply committed to contributing to the New European Innovation Agenda and thus to be at the forefront of technological innovation and to strengthen the links between education/research and innovation by fostering knowledge and technology transfer to industry and society. The following initiatives speak of that commitment:

- Eut+ (via UTCN and RTU) is a member of the [European Network of Innovative Higher Education Institutions \(ENIHEI\)](#), a network launched at the Education and Innovation Summit in 2022 aiming to spur collective thinking on how higher education can work with regions and the private sector to drive innovation.
- The **AI research Institute in Cluj-Napoca**, Romania, led by Technical University of Cluj-Napoca (UTCN), an investment of approximately €25m. This project leverages **European regional funding for smart growth and digitisation**²³. With a surface of nearly 14,000 square metres, it will be one of the biggest AI centres in Eastern Europe.
- Startup Village – an initiative powered by 6 European University Alliances including Eut+ (see the Eut+ Startup Village Pass²⁴ which lists the services to be provided) that promotes innovation and economic development in rural regions, aligned with the **European Commission's long-term rural vision** for the EU, a pillar of the New European Research and Innovation Agenda (NEIA). The Startup Village initiative, along with the *Women in Tech* initiative, will be formally launched during the Eut+ Cluj working week that is taking place during March 6-10, 2023.
- 5 Eut+ campuses (Cluj-Napoca, Dublin, Limassol, Riga, Sofia) are among the [100 cities](#) participating in the [EU Mission: Climate-Neutral and Smart Cities](#) who will work with the EU, national and regional authorities, private sector and citizens to achieve climate neutrality across all sectors such as energy, buildings, waste management and transport.

In this second phase of the initiative, we are consolidating and sharpening our contribution to European policy and strategy, by building on these flagship initiatives and programmes. In addition to focusing on reinforcing the links between education, research, innovation and service to society, we are taking the necessary steps towards delivering joint common curricula (European engineering degrees at both Bachelor and Master levels) – an ongoing process that has been taking shape thanks to the creation and active development of clusters, which are the building blocks for the creation of a single European study programme that can be offered to Eut+ students on all campuses. These joint degrees, along with the mobility schemes they entail, will be the backbone of our multicultural, multi-lingual, inter-campus university of technology.

2. QUALITY

2.1 PROJECT DESIGN AND IMPLEMENTATION

2.1.1 Concept and methodology

²³ See details here - [Overview of the Operational Program for Smart Growth, Digitization and Financial Instruments \(POCIDIF\) 2021 - 2027](#).

²⁴ [2022 09 Eut+startup_villages_pledge.pdf](#).

Our present methodology builds on the “lessons learnt” in the first phase

Two years ago, our 8 universities came together to form EU+, with the aim of setting up a human-centred European alliance of technology universities (see our [Mission Statement](#)). Over the last years, we have brought our communities onboard (raised awareness, communicated extensively around our mission statement and engaged more and more students and teachers), and we have integrated input from external partners (both academic and socio-economic).

One powerful catalyst for community engagement were the monthly “working weeks” which have been hosted, on a rotating basis, at a member institution – we have been meeting in such a format since September 2021 and we are going to keep meeting at the same pace.



Figure 7: EUt+ “working weeks” organised since the revocation of pandemic restrictions and upcoming meetings.

A typical working week involves the participation of more than a hundred representatives of EU+ member institutions, teachers, researchers, administrative staff, doctoral students and students with schedules alternating between workshops on the various tasks of the initiative and informal exchanges. They are also an opportunity to introduce the host institution's city and culture to other EU+ member universities (see for instance the recent [Troyes Week EU+ 26 to 30 September 2022 hosted by UTT](#)).

These physical meetings were essential to get to know each other and have helped build up a strong sense of belonging and engagement. As highlighted by the surveys and interviews (see section 1.2, “The need for EUt+ from the point of view of our communities”²⁵), we have now built a strong identification with the EUt+ brand and a shift towards an *affectio societatis* – the principle of a single European University.

We have thus come to realise that EUt+ is an incredibly powerful and impactful initiative, and we are more committed than ever to carry it forward and achieve our long-term aim towards a full merger. The external (political, legislative...) challenges that will need to be addressed in order to enable delivery of the vision constitute opportunities to learn, innovate and disseminate. In the years to come, a chief concern for us is to ensure that each step in the process is fully understood and embraced by the communities in all 8 institutions, so as to allow an incremental, participatory and robust path to success. This will be managed carefully based on a solid project management methodology²⁶, as the progression is not time linear and spatially homogeneous.

Integrating the strategy of EU+ into the institutional fabric of each member university, accelerating buy-in from the wider communities and scaling up of activities from pilots, is a complex, long-term endeavour, especially when it involves entities with different institutional practices and from diverse cultural backgrounds, in addition to heterogenous regulatory frameworks. Over the past two years, we have acquired solid experience and empirical knowledge in dealing with operational day-to-day challenges (related to internal communication and practical implementation, etc.). Thus, we have gained a much better awareness about the difficulties of overseeing, managing and operationally supporting such a large-scale initiative. Using these insights, we have significantly improved our collective approach to overcome them. The most recent online survey (end 2022) spanning a representative sample of students and staff, as well as a series of 30 in-depth interviews with key staff involved in EU+ (Rectors, VPs, academic and administrative staff) confirmed that the first funding period allowed us to overcome most of these difficulties. This has enabled us to identify the key issues to be tackled and in particular the importance of a transition from a project process to a real institutional process. This will be achieved thanks to a more fit-for-purpose governance model that relies on common structures covering all academic and support activities, spanning from education and research to administration and IT processes. Importantly, these entities will not add another “bureaucratic” layer, but are built from what already exists, and will relevantly integrate based on an analysis of practices.

²⁵ [The need for EUt+ Insights from interviews and surveys conducted over 2021-2022.pdf.](#)

²⁶ European Commission: https://ec.europa.eu/isa2/solutions/open-pm2_en/.

For example, the creation of the “EUt+ Erasmus Common Office” – which is made up of one officer and one student from each of the 8 EUt+ campuses²⁷ –, together with the “EUt+ International Team Coordination Office”, has allowed us to make significant progress to support the structuring of our mobility and multilingualism strategy as part of our overarching goal to deliver a “Europe for everyone”.

As highlighted by the example above, these common structures/offices are instrumental to achieving our “practical” goals and ensure that the various processes (decision-making, resource allocation, implementation) necessary to run our project throughout our institutions become truly embedded within the day-to-day routine of the members. It is essential that EUt+ operations come to be not “one more thing to do”, but on the contrary, are so fully and intimately integrated to our core mission that they make one with them.

Building from the bottom-up: creating trust, sharing processes

Over the past year, our eight Rectors have met physically once a month as part of large-scale events involving on average over 100 members of our universities for a period of one week each time – “working weeks”. These “weeks” have made it possible to build trust, ensure correct implementation of our trajectory for our European University and start launching concrete initiatives to integrate our respective governance. As an example, **we have started integrating members of other universities in our respective boards**²⁸. We are currently preparing a list of requests to our national authorities to move one step further (for example by enabling us to align the composition of all eight boards and thus move towards a single EUt+ level board) and have already initiated discussions with our respective ministries of higher education.

We are **not creating an “umbrella” or “parallel” structure to run the European University**. Our objective of merging leads us to propose a twofold convergence process:

- *bottom-up*: the member universities themselves are evolving for greater coordination, harmonisation and pooling;
- *top-down*: through its steering bodies, EUt+ is working to ensure the cohesion of the system and its step-by-step convergence. It also prefigures the later managing bodies of the single, multi-campus European University of Technology.

The enhanced governance structure that we are setting up for the second phase (see WP1) is designed to ensure that we move beyond the short-term project logic of EU funding, to set up an institutional backbone that enables a merger of all or some EUt+ members that:

- is compatible with and takes into account the institutional level governance setup and decision-making processes at the member universities;
- strikes a better balance in terms of ensuring the involvement of different groups of partner communities, while keeping decision-making efficient and effective;
- ensures continuity of development in case of strong disagreement on certain points;
- brings our communities together, so that they spontaneously push for integration.

Concrete actions across “the knowledge square” that underlies the overarching joint structures

The first phase of the initiative has therefore allowed us to map and start the implementation of a clear integration trajectory, based on common strengths, identifying best practices, and pooling and aligning our resources and infrastructure under a common roof.

In education, currently addressed in WP3, for instance, EUt+ members have defined a trajectory of convergence of national curricula towards European common training programmes so as to build European degrees in engineering at Bachelor and Master levels (which we have dubbed “EUt+ engineering programmes”).

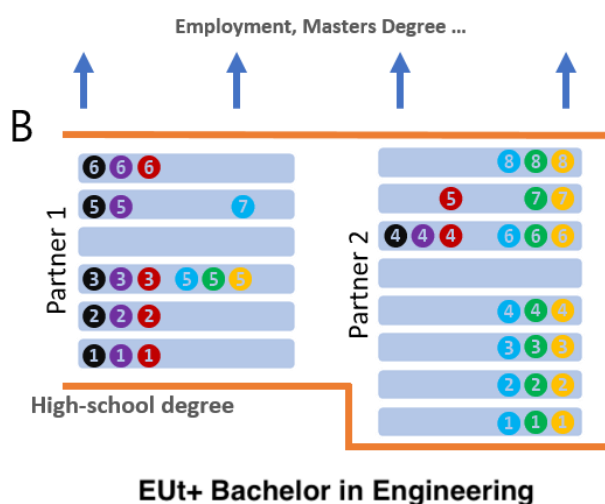
Common curricula are the backbone of the European University of Technology. The time spent at the European University of Technology will constitute a decisive experience in the life of all students and learners. It will provide them with the practical and theoretical foundations necessary to navigate a complex and evolving environment, empowered with valuable degrees as responsible, ethical European citizens ready for the challenges of the job market, rich of a European network of peers, equipped with intellectual and cultural curiosity, entrepreneurial mind-set, open-mindedness and civic values.

Our future European degrees in technology studies, engineering and design are key. For our members, it is the way forward towards our unique vision and alignment. For the European Union, it constitutes a key milestone towards a better integration of higher education, that other HEIs can learn from and scale up, in order to accelerate the transformation of an open and inclusive higher education system in Europe. For students and learners, it is an important acknowledgement of their **European identity**.

²⁷ [EUt+ Erasmus Common Office Agreement](#).

²⁸ For example, the Rector of UPCT is a member of the Board of UTT.

Three years ago, our eight institutions differed in many ways with regard to their educational offer. Some disciplines and programmes overlapped naturally, but the detailed courses, content, calendar, evaluation etc. could differ notably. Heading towards a multi-campus university model, the curricula will eventually be aligned in content, quality, and format. During the first phase, our students and staff have, in a bottom-up manner, formed 12 clusters e.g., – a group of already existing national curricula, in a given subject, from at least three member institutions. This group of clusters aims at an accelerated convergence towards a joint European degree with a single academic regulation, where every student can move freely across participating EUt+ campuses²⁹. We agreed on the principles underlying these joint programmes, such as generic principles of a student's curriculum, curricula convergence trajectory, as well as adopted and adapted the 12 characteristics of the European degree for the EUt+ Bachelor/Master engineering curricula. Importantly, we have reached agreement on the automatic recognition of ECTS, a common framework of competencies and a common reference guide for our up-and-coming European curricula³⁰.



Structure of the target EUt+ curricula

We describe here the Bachelor and Master Engineering degrees as an example. However, this process can be extended to any other subject that leads to a significant professional qualification at this level (e.g., architecture, sustainability science).

Firstly, it should be noted that the European framework harmonises levels B, M and D in the EHEA, and characterises them by the Dublin descriptors³¹. However, it does not align the exit level of High schools across the 27 countries. Thus, the existing difference between the 6 and 8 semester-duration bachelors serves mainly to align the levels of competencies in the form of an "entrance buffer" of variable duration in

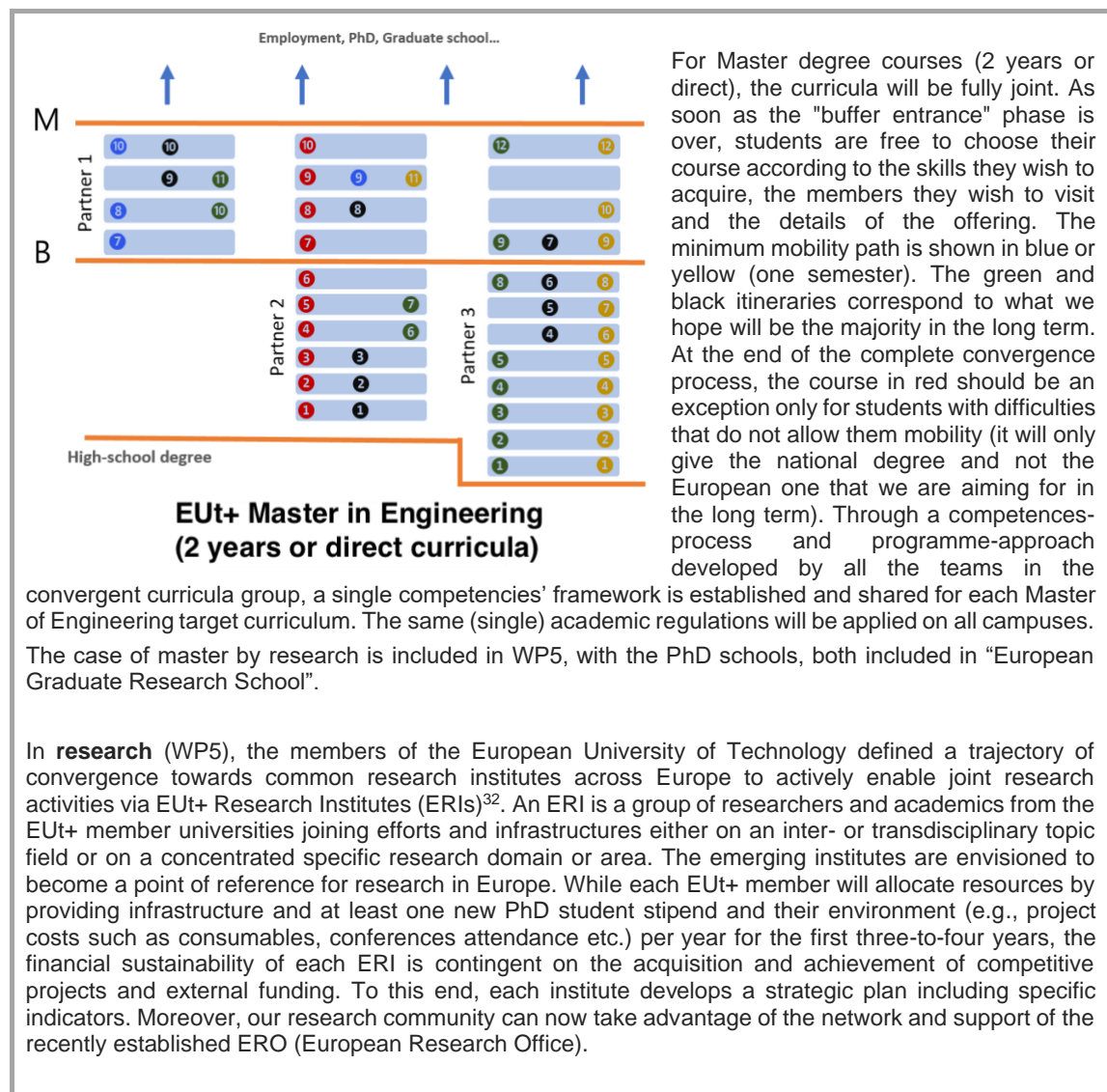
order to eventually reach the same official level of competencies.

For bachelor's degree courses, we adopt structures that facilitate the mobility of less confident and vulnerable students. They move in groups for a specific semester to another member, according to a predefined programme, when they are globally linguistically and pedagogically ready. Additional individual mobilities are then allowed for the most motivated students (e.g., cyan and red in the figure above). The degrees correspond to a global competence scheme which is harmonised at EUt+ level but is declined in function of the environment of each member.

²⁹ The cluster works towards a common pedagogical model based on the description given in the European Degree in Engineering EUt+ reference guide – [2021 09 MoA for the creation of EUt+ Bachelor and Master degrees.pdf](#)

³⁰ See [EUt+ European degree reference guide.pdf](#) for all details.

³¹ [A Framework for Qualifications of the European Higher Education Area 2005, EUR-ACE Framework Standards and Guidelines.](#)



³² 2021 11 Creation of ERIs - EUt+ European research institutes.pdf.

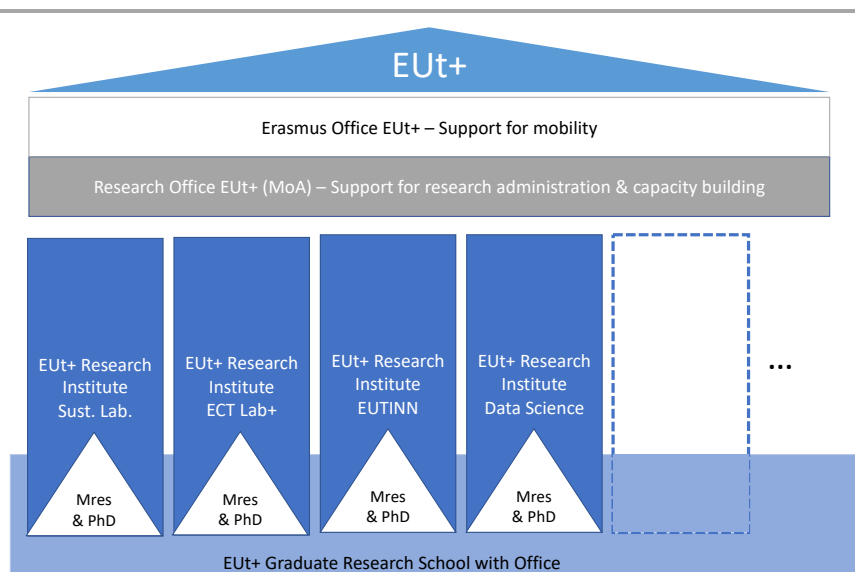


Figure 8: EUT+ Research structures

In **innovation** (WP6), we have laid the groundwork for the development and coordination of knowledge creating teams that boost and align the respective R&I strategies of the eight members, and that leverage our non-HEI partner network and regional complementarities, in order to accelerate knowledge and technology transfer opportunities. Our ultimate goal is that all consortium members embrace the paradigm shift in the way HEIs instil entrepreneurship, innovation awareness and training, and seek whole institution improvement, by embedding and adopting an entrepreneurial culture across all their operations. We have, during the first phase of the initiative, (i) established the framework structures and conditions for members of our communities to create or develop their businesses and start-ups and (ii) improved the quality of education/training through the co-creation of formal and informal courses that allow students to develop an entrepreneurial mindset.

These are some key examples of what we have achieved at the academic level. However, that is just the beginning. We realise that in order for our Alliance to succeed, we need to be ambitious and to dream big. We aim at attracting students the world over. Therefore, we need the capacity to bring innovative pedagogical approaches to the heart of our university alliance, that is why we have identified a number of flagship initiatives/programmes we want to develop in line with this ambition.

- In **education**, we are developing a pedagogical framework that responds to global demands for emerging leaders of technological change who will work in multi- and cross-disciplinary teams reflecting European values. A **Technology Studies, Engineering and Design School (TEDS)** will be developed underpinned by innovative pedagogy (leveraging challenge-based, problem-based and interdisciplinary approaches, digital technologies, blended learning and work-based learning inspired by the STEAM approach) in undergraduate and postgraduate programmes (see WP4).
- In **research**, we are continuing to accelerate the cross-valorisation of EUT+ research results. We are supporting the bottom-up emergence of new European Research Institutes (Telecom, Microelectronics) which will join the existing (or to come) ones (Sustainability Lab, ECT Lab+, EUTINN, and Data Science). At the other end of the spectrum, we are aiming to consolidate our expertise in applied domains of Artificial Intelligence by leveraging the Research Institute for Artificial Intelligence led by UTCN and under-construction in the city of Cluj, Romania – the Institute will become a flagship of EUT+ by the end of the project.
- We will not only strengthen the links between education and research thanks to the EUT+ Graduate School, but also strongly connect education and research **with innovation and entrepreneurship** (via the EUT+ Entrepreneurship School).

In other words, we are leveraging the position of EUT+ at the crossroads of education, research, innovation, society and its connections with economic partners (industrial, businesses) to deliver “human-centred” technology training that delivers:

- knowledge transfer and entrepreneurship skills;
- sustainability principles and competencies across all joint education and research programmes
- mobility (physical, virtual, hybrid) for students, academics and non-academic staff and researchers;

- access, diversity and inclusion as study programmes take into account under-represented cohorts (students with disabilities, women in STEM, etc.);
- inter- and trans-disciplinarity thanks to our expertise in the Arts, Humanities and Social Sciences.

2.1.2 Project management, quality assurance and monitoring and evaluation strategy

Project management

An endeavour such as the creation of the European University of Technology does not fit well with the definition of a project, which is *per se* something limited in time. Still, one must use projects to design and complete the necessary transformations.

In EUT+, we differentiate between the necessary strategic planning to achieve the Alliance's ultimate objectives, the need to manage diverse operations, and the different programmes or projects that will serve and be aligned with the strategy. We are very much aware that not all the strategic objectives can fit into a single project, even if the latter is derived from the EU call whose outcome defines which *consortia* are officially considered a European University Initiative.

With respect to phase 1, EUT+ phase 2 will follow a more professional methodology of project management. We will adopt the [PM²](#) project management methodology developed and supported by the European Commission as it is proven to work well for large *consortia* and offers key project governance, process directives, common vocabulary, practices, templates, and other resources, with a good balance between associated workload and efficient project management. The implementation of the project will rely on four basic pillars:

- A clear governance structure (see section 2.2.2) in which each person knows their role and responsibilities;
- A project life cycle based on milestones, phases, and conditions to reach them;
- A series of processes that enable the steering, management, and control of the project;
- Documentation and configuration control and enhanced internal communication.

Each of these pillars will support the different phases of the project (initiation, planning, execution and closing) while the monitoring and control phase will run in parallel, to guarantee the measurement of progress and risk identification.

Project management structure

As mentioned above, EUT+ as an Alliance sees its final goal in a merger of different institutions and the creation of a pan-European University across different campuses. This targeted structure will require a specific governance, whose design and installation is based on a participatory and iterative approach, informed by comprehensive studies and expression of stakeholders needs and wishes, and it is one of the goals of WP1 and as such presented in detail in section 2.2.2. At the same time, the present project will also serve as a tool, which concurs to the implementation of the EUT+ governance structure. It therefore requires its own management structure, which partially overlaps with that of the Alliance.

At the foundations of it, stands the **Secretariat General (SG)** of EUT+, composed of people working full time for EUT+, in a transversal approach. It meets about twice to three times per week, supervises the execution of the work plan and provides the necessary administrative and training support to the project participants to secure its progress. The SG provides capacity building functions. The SG provides the necessary strategic information to the project Boards and Committees to take corrective actions when deviations and risks appear.

The SG ensures that the objectives of the [Mission statement](#) are understood by all and serve as a guide for the development of EUT+. It ensures that all information deriving from the work done in the different Work Packages is accessible on the intranet of the EUT+ Alliance. The platform, created during the phase 1, is accessible to members of the EUT+ institutions, and is developed and managed according to safety and privacy rules, compliant with GDPR principles.

The Work Packages' daily implementation falls under the responsibility of the **Projects representatives coordination team**: WP leaders are nominated by each institution and jointly coordinate the work of each WP, jointly with the Secretariat General.

The validation of general progress of the initiative is the responsibility of the Rectors Board, which is composed by the Rectors, Presidents or Director of each institution. The Rectors Board receives recommendations from the Students Advisory Board and from the Members of the different Sectoral Committees (Education Committee, Research Committee, IT Committee, Tech Transfer Committee, etc.) which are composed by the different Vice-Rectors or their homologues.

A management support team, called Project Support Office provides the administrative and managerial support to make sure that information between the different stakeholders flows, and contributes to the logistic and practical implementation of management tasks.

Project life cycle and quality assurance

Activities will follow the standard phases of Initiation, Planning, Execution and Closing. Project phase reviews will be organised by the SG with the help of the Project Support Office. For each of them, a Review Board featuring HEI internal reviewers will be specifically established, with the task to raise questions and point out discrepancies that shall be closed before the initiative can move to the next phase. The Review Board shall have students and staff as independent as possible (not holding roles of responsibility in the provision of the project results). A relevant external stakeholder with the proper experience shall serve as chair of the review board.

A Quality Assurance Board (WP 7) shall be installed. They will make sure that the work is not simply done, but it is done well according to the best standards. At each project review milestone, the QA team will evaluate the content of the implementation documents, along with the documents that demonstrate that the adequate processes were followed. QA reports will include information not only on the project performance, but also regarding time and cost efficiency, and environmental and EDI principles in coordination with WP2. They shall also check the project outcomes and processes to reach them against the EUt+ policies. QA evaluators shall be independent from the project implementation team.

Furthermore, during the execution of the project, two main external reviews will take place, one at mid-term and the other at the end of the project: during these reviews, an internal evaluation of all deliverables due up to that moment will take place, as well as an audit of the management and use of resources associated with the tasks. The review process will consist of:

- a consultation of students & staff with a large-scale survey and semi-structured interviews with a representative panel;
- an internal review of the activities so far, coordinated by the SG and submitted for review to the Supervisory Board of the Alliance;
- an external audit which will benchmark the initiative's results against peer European Universities.

The results of these reviews will be communicated to all members, and corrective actions might be taken if delays or major deviations from the work plan emerge. The insights gained and feedback collected will allow to iteratively improve the actions for the second term.

Documentation

The team of project managers (SG), after involving the relevant stakeholders and in close interaction with WP7 (Staff engagement and quality assurance), based on knowledge gained from phase 1, will define the various processes to be implemented. At the beginning of this new project, aiming at both organisational efficiency and empowerment of participants (especially new members joining in) the Secretariat General will make sure that the necessary documentary resources for are in place, including in particular:

- Project Handbook,
- Work Plan,
- Stakeholder Matrix and Contacts' lists,
- Communication management Plan,
- Quality Management Plan,
- Risk Management Plan,
- Equity, Diversity and Inclusion Plan.

These documents will be updated from the plans already prepared during EUt+ phase 1 and will help the SG as well as the Project Representative Coordination Team to ensure the correct operational deployment and implementation.

At the end of each phase, the relevant documentation and outputs shall be submitted to an internal revision process before being validated and shared internally on the EUt+ platform, which is already in place. The project will follow a documentation control methodology inspired by PM2, including the use of document templates and configuration control, with the support of a document office that will maintain a centralised repository, not only of documents, but also of risks, decisions and lessons learnt.

Evaluation and Monitoring

For evaluation and monitoring we will use the 4 stages of PDCA cycle (Plan-Do-Check-Act) as an iterative decision framework: this approach shall facilitate the integration of improvements in quick iterative loops

informed by gained insights, while working on the project objectives. The four stages of the framework are so defined:

- Plan — define objectives for a process and changes required to achieve them.
- Do — implement the plan
- Check — evaluate the results in terms of performance
- Act — define standards or start over the cycle again, depending on the results

A proper set of indicators (mixed methods: quantitative and qualitative) shall be defined at the beginning of the project, for monitoring progress of the activities, as well their quality. The double objective is to monitor as well as use the insights for continuous iterative improvement. Please find below the main indicators, together with target values where relevant, that we will take into account for each project objective defined in section 2.1:

| # | Objective of the project | Category | Qualitative/quantitative indicators |
|-----|---|-------------------------------------|--|
| PO1 | Ensuring that the proposed governance is a catalyst for a deep, systemic, transnational transformation of our Universities into a multi-campus European University of Technology. | Strategy and governance | <ul style="list-style-type: none"> - Support community-led activity through internal capacity building. At least 6 capacity building sessions per year. - Create cooperative and collaborative spaces and opportunities for stakeholder engagement. All positions for stakeholder representatives are appointed. - Meetings with relevant policy-makers to design frameworks that involve evolutions of national laws. At least one meeting of the SG per year. - Active involvement of all staff designated in the governance bodies. 75% of attendance. - A general strategy is proposed and gradually implemented by the members. Demonstrated by the content of the agreements, register of decisions, etc. - EGTC is installed. |
| | | Foster student involvement in EUt+ | <ul style="list-style-type: none"> - Share of students actively engaged in all governance bodies. At least 75% of representatives are appointed and attend meetings regularly. - Student Board meets regularly (at least 6 times a year) - Student Board meets regularly with the Rectors Board (at least 3 times a year) - Students participate in the review boards (mid-term and final) |
| | | Equity, Diversity and Inclusiveness | <ul style="list-style-type: none"> - Existence of a harmonised approach to EDI - Promote policies to support community engagement in EDI initiatives - Ratio of staff and students from under-represented cohorts. We target an equal representation of the society in the EUt+ community, and an equal representation of the EUt+ community in the top management of the EUt+ supercampus. - Assessment of the effective implementation of EDI plan (change in the number of female researchers, Share of female PhD graduates, share of female senior researchers/professor, researchers with disabilities, etc.) - Existence (or development) of specific support structures regarding diversity (diversity office, diversity network, buddy programme, training, etc.) - Existence (or development) of specific support structures for female researchers (training, mentoring, scholarship schemes etc) |

| | | | |
|------------|---|--|--|
| PO2 | Integration of effective tools for the seamless implementation of EDI, digital and green transitions, and intercultural competencies frameworks | | <ul style="list-style-type: none"> - Share of Final Degree Projects in applicable EUt+ programmes that map their impact in the SDGs. We target 80% or more. - At least 50% for the research outputs of EUt+ projects will be mapped to the SDGs. |
| | | Green and digital Transformation | <ul style="list-style-type: none"> - Number of internal events/workshops organised - Peer learning and exchange of good practices with other HEIs - Specific actions taken for greening and digitalisation - Co-development of joint indicators to help access the progress towards a green/digital Alliance with relevant external stakeholders - Creation of a knowledge bank on approaches to greening and digitalisation - Contribution to the discussion and debate at the European level - At least one capacity building activity per year related to digital and green transformations. |
| | | Fostering interculturality and multilingualism | <ul style="list-style-type: none"> - Number of students/staff involved in multilingual mobility schemes with member EUt+ campuses - At least 75% of the EUt+ student mobilities will include courses on the national language and culture at the destinations. - For the federated* members, at least 80% of the students completing a EUt+ bachelor degree demonstrate being able to study and work in one European foreign language. At least 50% of the EUt+ students completing their master or PhD studies will be fluent in a second European foreign language. - Events/workshops organised at the level of EUt+ and externally around interculturality and multilingualism |
| PO3 | 20 pan-European clusters that prefigure the full European curricula, with self-customisation study track and full student mobility | Transition towards European curricula | <ul style="list-style-type: none"> - Degree of completion of joint curriculum programmes (common FLOs...) - Degree of evolution of national programs towards a European curriculum structure - 4 new clusters with standardised mobility maps accessible online by M24 and 8 by M48. - Number of mobilities within clusters between EUt+ members following mobility rates indicated in section 2.1.2. |
| | | Semester physical student mobility between members | |
| | | Work-Based Learning | <ul style="list-style-type: none"> - Number of students involved in traineeships and internships and every level assessed with new transversal grids (target included in the student mobilities) |
| PO4 | Setting up a flagship curriculum featuring innovative pedagogical practices that progressively spread to all EUt+ curricula (and beyond) | | <ul style="list-style-type: none"> - 2 TEDS cohorts are enrolled. - For 50% of the EUt+ cluster study programmes, teachers and academics are trained based on TEDS good practices. - 2 subsections of TEDS are offering micro-credentials or part-time possibilities. |
| PO5 | Ensuring a full integration of research and support structures and research training at EUt+ | Developing research & innovation strategies, roadmaps, and | <ul style="list-style-type: none"> - Number of ERIs whose publications are signed with a single affiliation. 4 new ERIs - Number of publications signed with an ERI affiliation. At least 100 - New projects, partnerships and funding driven by the strategy implementation. At least 2 |

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| | level, that foster efficient, empowering and geographically balanced ERIs. | action plans including ERIs | <ul style="list-style-type: none"> - Number of applications for new resources at the European, national, and local level (Marie Curie, INFRA, clusters, Invest EU...). At least 8 new applications - Involvement of quadruple helix actors (companies, public bodies, HEIs, and civil society) at all stages - Number of PhDs receiving career mentoring guidance for doctoral students. At least 2 per ERI - Existence of R&I strategies/action plans which address /identify key challenges and themes; social innovation and trans- and/or inter-disciplinarity. One per member university |
| | | Sharing capacity, infrastructure, and resources including ERIs | <ul style="list-style-type: none"> - Application of the European Charter for Access to RIs - Number of researchers from outside the HEI accessing the RIs of the HEI (academic partners). At least 20. |
| | | Mainstreaming of Open Science practices | <ul style="list-style-type: none"> - 60% of academic publications published in open access journals (12 months after their initial publication) - Number of staff having received training in open science skills (e.g., sound data management, preservation of scientific information, research integrity, science communication, etc.). At least 10 per member |
| | | Involving and engaging citizens, civil society, and public authorities in R&I | <ul style="list-style-type: none"> - Number of staff having received training in science communication, public engagement, participatory research methodologies. At least 10 per member - 25% of researchers that have attended trainings, webinars, courses that have a significant proportion of the content devoted to the skills needed to engage societal actors (e.g., citizen science) and learn about approaches to co-creating innovations with society. - Systematic or regular dialogues, meetings, workshops, or other events set up to promote citizen/end-user engagement in co-design, co-creation, and co-evaluation. At least 2 per member per year. - Research assessment recognises and rewards citizen engagement (such as citizen science), - Collaboration with non-scientific stakeholders, and communication to non-scientific audiences, as core aspects of open science practices |
| PO6 | Establishing the framework conditions that facilitate and foster student entrepreneurship and technology transfer from research | Reinforcing cooperation in R&I with other sectors | <ul style="list-style-type: none"> - Existence of an up-to-date mapping of formal cooperation agreements with quadruple helix actors (other research/education organisations, private firms, (public) sector organisations, society/3rd sector organisations) - Existence of common R&I strategy/agenda with other HEIs or with external stakeholders - Number of related new projects, partnerships and funding. At least 2. - Number of consultancy agreements, contract research agreements or collaborative agreements (including non-disclosure agreements and material transfer agreements, etc.) At least 21. - Number of students trained at the EUt+ Entrepreneurship School. At least 500. |

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| | | | <ul style="list-style-type: none"> - Number of participating spin-offs and startups. At least 24. |
| PO7 | Nurturing the systemic engagement of teams for the development of EUt+, with a global quality approach integrating European standards | Strengthening human capital | <ul style="list-style-type: none"> - Assessment of the effective implementation of the HR strategy - Effective implementation of an explicit HR strategy for HR management in research - For all EUt+ members, staff mobility satisfaction rate of 80% or more - For the federated members, 35% of the staff will identify themselves as proud members of the EUt+ alliance at M24, and 75% at M48 |
| | | Ensuring Quality | <ul style="list-style-type: none"> - Rectors' endorsement of the Terms of Reference and appointments of the Quality Assurance Team - QA reports for mid-term and final reviews. |
| PO8 | Offering common services (especially on data) for EUt+ members, and experiment with a joint legal structure providing these services | Common infrastructure and services | <ul style="list-style-type: none"> - Number of actions to support harmonisation of tools and approaches - Support HEIs in developing applications of key enabling technologies for teaching, and associated courses - Provide virtual and physical spaces for long-lasting and sustained collaboration - Creation of practical guidance on the handling of data hosting and security in compliance with GDPR, IPR - Exchange of experience and expertise on digital teaching and learning methods - Support the exchange of best practice in the use of digital tools - Promote the European digital competence framework |
| PO9 | Fostering European identity and promoting European values and a European model of education around the globe | Communication | <ul style="list-style-type: none"> - Number and activity of student ambassador - Communication activity with and for the students, and prospect students, also outside the EU borders - Branding and communication materials and channels used - Growth of EUt+ presence in the media, including on social networks - The EUt+ communication office is active and meets regularly, - At least 90% of the branded communication of the members (either physical or digital) uses the EUt+ brand - The EUt+ brand, its members, and values, are widely recognized - Students receiving a EUt+ degree or label identify themselves as EUt+-graduated (80%). |
| | | Outreach | <ul style="list-style-type: none"> - EUt+ KA171 joint applications cover at least 80% of the call regions. - EUt+ (with a single brand) is present in at least 3 major global outreach academia events (e.g. EAIA, APAIE, NAFSA). - Students from non-member countries are present in at least 4 joint degrees/clusters. - At least 40 new agreements are signed at EUt+ level with non-EU institutions. |
| | | Partnerships | <ul style="list-style-type: none"> - The task meets regularly with all the members engaged. - An agile process for signing EUt+ agreements is in place. |

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| | | | <ul style="list-style-type: none"> - At least 20 agreements are signed at EUT+ level with non-HEIs. |
| PO10 | Full integration of the ninth member into all operational and strategic entities of EUT+ | Catching up on the activities of EUT+ | <ul style="list-style-type: none"> - Progress in integrating existing structures (bodies, committees, clusters, etc.). In M24 (mid-term review) 90% of the positions will be filled. - Numbers of staff/students participating in capacity building - In M48 (final review) the ninth member will fully adopt the EUT+ brand as its primary one. |
| PO11 | Disseminating (to HEIs and authorities) the knowledge and experience acquired in technology education and research, as well as in the merger process | Dissemination | <ul style="list-style-type: none"> - Organisation of dissemination conferences together with the EELISA and ENHANCE alliances - Production of a common paper with the EELISA and ENHANCE alliances - Number of publications and/or policy documents of the experience acquired by EUT+ |

* A partner will be considered federated when it will reach a certain level of deep integration in the alliance (joint degrees, joint research labs, participation in governance, etc.). From the point of view a brand, being part of the federation can be understood as a point of no return in which the EUT+ brand is not only present but the primary one.

Student and staff mobility objectives

Mobility is at the core of our joint degrees and a key driver of nearly all our actions. We are aware of the significantly positive externalities that mobility programmes have on students (enhanced employability and transversal skills, among many other) and staff (mobile staff make greater use of innovative teaching methods, etc.) and beyond³³ (internationalisation of higher education). With regard to mobility, we have set targets the following targets for the 2040 horizon:

| Students and staff Mobility objective charts. <i>Total mobility including physical, blended and virtual mobilities.</i> | | | | | | | |
|--|------|------|------|------|------|------|------|
| | 2023 | 2024 | 2025 | 2026 | 2027 | 2035 | 2040 |
| Student Mobility: Number of mobilities, between EUT+ members, per graduated students in clusters | | | | | | | |
| Student | 4% | 8% | 12% | 16% | 20% | 52% | 75% |
| Staff Mobility: Rate of staff who have physically visited at least one other EUT+ campus within the last 4 years | | | | | | | |
| Staff | 2% | 10% | 15% | 20% | 25% | 35% | 45% |

DISCLAIMER: The implementation of EUT+ student mobility is dependent on the budget of Erasmus+ KA131 mobility grants awarded annually to each member institution in their countries by the National Agencies. Funding may affect the number of students who can participate, the duration of the programme, and the overall dynamics. The information provided is subject to change based on budget constraints and availability. EUT+ members will dedicate efforts to increase the budget requested from the National Agencies proportionally to the objective chart and will try to apply for additional funding schemes for student and staff mobility.

³³ European Commission, Directorate-General for Education, Youth, Sport and Culture, Erasmus+ higher education impact study : final report, Publications Office, 2019, <https://data.europa.eu/doi/10.2766/162060>

2.1.3 Project teams, staff and experts

| Name and function | Organisation | Role/tasks | Professional profile and expertise |
|---|--|---|---|
| Timothée Toury Secretary General | Secretariat General (delegated from UTT) | Secretary General / Principal coordinator | Timothée Toury is the Secretary General of EUT+ who co-initiated the original idea and the vision. He has been Associate Professor (physics) at Université de technologie de Troyes and Director of Academic Affairs of UTT and First Vice-President of Université de Champagne. |
| Janina Fengel Secretariat General Kernel | Secretariat General (delegated from h_da) | Deputy Secretary General | Janina Fengel studied business administration, has many years of experience in management and holds a PhD. In 2003, she started at h_da and when the Graduate School at h_da was founded, she took over the management. In EUT+ she joined from the beginning in the field of research related activities. |
| John O'Connor Secretariat General Kernel | Secretariat General (delegated from TU Dublin) | Deputy Secretary General | John O'Connor, strategic lead of the EUT+ initiative, is a designer and academic. He served as Head of the School of Art and Design and subsequently Director and Dean of the College of Arts and Tourism at TU. His research is VR in Education, and he teaches an award-winning module in the virtual world Second Life. |
| Rafael Toledo Secretariat General Kernel | Secretariat General (delegated from UPCT) | Deputy Secretary General | Rafael Toledo is Vice-rector for International Affairs and European University at UPCT, and Associate Professor (Computer Technology) since 2010. He has been an invited researcher in France, Poland and Latvia, and is Coordinator of Innovation, and Deputy Director for Corporate and International Affairs. |
| Marius Purcar Secretariat General Kernel | Secretariat General (delegated from UTCN) | Deputy Secretary General | Marius Purcar is Professor at the Electrotechnics and Measurements Department of UTCN. He completed a PhD in Electrical Engineering in 2005 at Vrije Universiteit Brussel, Belgium and has over 20 years of academic and research experience. He will coordinate the development of the EUT+ research strategy. |
| Kārlis Valtīņš Secretariat General Kernel | Secretariat General (delegated from RTU) | Deputy Secretary General | Kārlis Valtīņš is Head of International Projects in RTU and has been managing various international projects. During the first phase of EUT+ he led sustainability and dissemination matters in addition to acting as intermediary between RTU faculties and administration to have institutional engagement in the initiative. |
| Soteris Kalogirou Secretariat General Kernel | Secretariat General (delegated from CUT) | Deputy Secretary General | Soteris Kalogirou is the Dean of the School of Engineering and Technology. He is a Fellow of the European Academy of Sciences and Founding Member of the Cyprus Academy of Sciences, Letters and Arts. |
| Christophe Collet Director | UTT | Rectors board member | Christophe Collet has been Full Professor at Université de Strasbourg since 2001, responsible for international relations and Director of Télécom Physique Strasbourg and involved in mobility programmes for over 15 years. President of UTT since 9/2022: the exceptional potential of EUT+ convinced him to join UTT. |
| Myriam Maumy | UTT | Principal Representative | Myriam Maumy has been Associate Professor in Data Science at Université de Strasbourg before joining UTT. She is the Deputy Director of UTT for EUT+. In phase 1 |

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| UTT Deputy Director for EUt+ | | | of EUt+, she managed the task “Engineering European curricula Masters”. |
| Thomas Maurer UTT Deputy Director for Education | UTT | Task Officer education | Thomas Maurer is currently professor at the Troyes University of Technology and senior director for Education. He is the manager of the UTT Equal opportunity program. He is also an expert for the French accreditation agencies. |
| Farouk Yalaoui UTT Deputy Director for Research | UTT | Task Officer research | Farouk YALAOUI is currently Professor at UTT, Senior Director for Research and scientific director of the Chair “Connected Innovation”. He is co-author of a pattern and more than 510 publications. He is a member of Algerian Acad. of Sci. and Tech. |
| Arnd Steinmetz President | h_da | Rectors board member | Arnd Steinmetz has been Professor for Multimedia Technology and Applications at h_da since 2002. He was Dean of the Media Department and has been Vice President for Research and Scientific Infrastructure as of 2013. He became President of h_da in 2022. Thereby, he is especially fostering the vision of EUt+. |
| Jorge Medina EUt+/h_da Coordinator | h_da | Principal Representative | Jorge Medina holds a PhD in Electrical Engineering/Media from Cork Institute of Technology in Cork, Ireland. He has published in international conferences and worked as lecturer in Germany. In addition to being EUt+ coordinator for h_da, he is also involved in the EUt+ project management. |
| Sebastian Hohl Head of IT Department | h_da | Expected WP 8 leader | Sebastian Hohl is head of the IT department and responsible for IT operations at h_da. He holds a degree in computer sciences and previously led the campus management system team. He has been involved in EUt+ since the beginning, helping to develop the system compatibility. |
| Nicole Saenger VP Research and Sustainable Development | h_da | Leader of EUt+ Sustainability Lab | Nicole Saenger is Professor for Hydraulic Structures in the faculty of Civil- and Environmental Engineering. Since April 2021 she is Vice President for Research and Sustainable Development. In EUt+ she led the research-oriented work package in the first phase of EUt+ and the initiative for the EUt+ Sustainability Lab. |
| Leonīds Ribickis Rector | RTU | Rectors Board member | Leonidis Ribickis has been the Rector of RTU since 2011. During the last ten years, he has successfully led Riga Technical University into becoming a world's top 800 universities in the world. He holds a PhD and is professor of electrical engineering and a member of the Latvian Scientific Council. |
| Igors Tipans Deputy Rector, International Cooperation and Studies | RTU | Principal Representative | Deputy Rector for International Academic Cooperation and Studies, Director of Foreign Students Department in RTU. He is professor of mechanical engineering and holds a PhD degree. In phase 2 of EUt+ he will provide input to WP5 related to the intra-campus mobility and WP7 related to global outreach. |
| Talis Juhna VR for research | RTU | Expected WP4 Leader | Talis Juhna is EIC Ambassador, Professor and Vice-rector for research at RTU. He holds a PhD in environmental engineering (water and wastewater biology). He represents the expert group of engineering |

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| | | | sciences at the Latvian Council of Science, where he also serves as the Chairman of the Advisory Board. |
| Anete Beinarovica Senior Project Manager | RTU | Project Manager | Anete Beinarovica holds a Master degree (M.A) in culture studies. She currently works as a project manager at the International Projects Unit of RTU. She has been working in EUT+ for the last 2 years. |
| David FitzPatrick President | TU Dublin | Rectors Board member | David FitzPatrick is the inaugural President for TU Dublin following its designation as a Technological University in 2019. Previously he was Principal of the College of Engineering and Architecture, Dean of Engineering at University College Dublin and a member of the university's executive team. |
| Brendan Jennings VP Research and Innovation | TU Dublin | Research committee member | Brendan Jennings is TU Dublin's Vice-President for Research and Innovation, responsible for the planning, development and implementation of research and innovation initiatives in support of the university's vision, mission and strategic direction relating to research and innovation. |
| Jennifer Boyer VP for Sustainability | TU Dublin | Sustainability Office | Jennifer Boyer is the inaugural Vice-President of Sustainability at TU Dublin. As a member of the university executive team, she supports delivering on the university's mission and shares responsibility for evolving the strategy, which is underpinned by the UN Sustainable Development Goals 2030. |
| Yvonne Galligan Director EDI in TU Dublin | TU Dublin | EDI Leader | Yvonne Galligan FAcSS is Professor of Comparative Politics and Director of Equity, Diversity and Inclusion at TU Dublin. She is also founding Director of the Research Centre on Inclusive and Equitable Cultures in TU Dublin. She has published on comparative gender issues in politics and in the higher education sector. |
| Ivan Kralov Rector | TUS | Rectors Board member | Ivan Kralov is Full Professor at the Faculty of Transport and Rector of the Technical University Sofia. He was leader of many national and international scientific projects and educational initiatives. |
| Lubomir Dimitrov VR for Education and Accreditation | TUS | Principal Representative | Lubomir Dimitrov is Full Professor at the Faculty of Mechanical Engineering and TUS Vice Rector for Education and Accreditation. He led many national and international scientific projects (H2020) and educational initiatives (Tempus, Erasmus+). |
| Lidia Galabova VR of Research and Development | TUS | Research committee member | Lidia Galabova holds the position of an Assoc. Professor in Industrial Management. She works as a teacher and researcher in technological entrepreneurship, innovation management and knowledge management. |
| Milena Lazarova Head of the Department of Computer Systems | TUS | Expected ERI Leader or cluster leader | Milena Lazarova, PhD, is a Full Professor and Head of Department Computer Systems in the Faculty of Computer Systems and Technologies at TU Sofia. Her research interests are in AI, machine learning, neural networks, pattern recognition, image analyses, optimization algorithms, metaheuristics. |
| Panayiotis Zaphiris | CUT | Rectors Board member | Panayiotis Zaphiris is the Rector of CUT and a Professor at the Department of Multimedia and Graphic Arts. He participated in 16 funder research programmes |

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| Rector | | | and has published over 190 academic papers. He is also the editor of 14 books and edited volumes. |
| Aristodimos Lanitis Head of International Mobility Office | CUT | Principal Representative | Aristodimos Lanitis is the Head of International Mobility Office, Erasmus Institutional Coordinator and EUT+ coordinator for CUT. He has 15 years of experience managing and implementing European and International research, innovation and educational projects. |
| Stylianios Yiatros Associate Professor | CUT | Expected WP6 Leader | Dr Stelios Yiatros is an Associate Professor in Structural Engineering. Stelios was in the core team to lead the successful entry of the CUT in the EIT Climate Knowledge and Innovation Community (KIC). and coordinator of “Innovate EUT” of the EIT HEI Initiative call. |
| Nicolas Tsapatsoulis Professor | CUT | Expected ERI Leader or cluster leader | Nicolas Tsapatsoulis is a full Professor of Multimedia Information Retrieval. He has been working in R&D projects for more than 25 years. He has published more than 150 papers and his research has been recognized by the international research community through more than 5500 independent citations. |
| Beatriz Miguel Hernández Rector | UPCT | Rectors board member | Beatriz Miguel Hernández is the Rector of UPCT and Full Professor (Chemical Engineering) since 2011. She has been a teacher and researcher in Canada, France and Spain, member of the accreditation committee in ANECA, Head of Department, and Vice-rector for Research of UPCT. |
| Luis Javier Lozano-Blanco VR for Academic Policy and Promotion | UPCT | Principal Representative | Luis Lozano is Vice-rector for Faculty Policies and Institutional Promotion and Full Professor (Chemical Engineering). He has been Director of the School of Industrial Eng., General Manager for Universities and Research of the Murcia Region, and member of the internationalisation group of the Spanish Ministry. |
| Francisco Vera-García Coordinator of International Affairs | UPCT | Expected WP9 leader | Francisco Vera is Coordinator for International Affairs and Professor (Thermal Engineering). He has been Deputy-Director of International Affairs of the School of Industrial Engineering, and promotor of several double degrees. He has been an invited researcher in Italy, France, USA, and Colombia. |
| Catalina Egea-Gilabert VR for Research, Transfer and Dissemination | UPCT | Research committee member | Catalina Egea-Gilabert is Vice-rector for Research, Tech-transfer, and Dissemination of UPCT and Full Professor (Agrarian Engineering). She has experiences as a lecturer and researcher in Brazil, UK and Italy. She has been involved in multiple roles of UPCT's management since 2004. |
| Vasile Țopa Rector | UTCN | Rectors board member | Vasile Topa is Rector of and Full Professor of electrical circuits and electromagnetism. He is member of the National Council for the Certification of University Degrees, Diplomas and Certificates (CNATDCU) and president of the Romanian Alliance of the Technical Universities (ARUT). |
| Cristina Mihaela Câmpian | UTCN | Principal Representative | Cristina Mihaela Câmpian, is Full Professor at the Civil Engineering faculty, and Director of the UTCN Erasmus+ Office. She holds a PhD from INSA, Rennes, France in the field of seismic behaviour of structures. She |

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| Director of Erasmus+ Office | | | participated as manager or member in more than 12 international projects. |
| Florin Oniga VR in charge of Scientific Research and ICT | UTCN | Expected WP 5 leader | Florin Oniga is Full Professor in Computer Science at the Faculty of Automation and Computer Science of UTCN and Vice-rector of UTCN in charge of scientific research and ICT. He has experience in research and teaching and is involved in more than 25 international and national research projects. |
| Gabriel Oltean VR Human Resources & Financial Policies | UTCN | Expected ERI Leader or cluster leader | Gabriel Oltean is Full Professor with the Faculty of Electronics, Telecommunications, and Information Technology, and serves as Vice-rector for Human Resources and Financial Policies. He obtained his habilitation in 2016. He participated in more than 20 institutional and research projects. |
| Marco Dell'Isola Rector | UNICAS | Rectors Board member | Marco Dell'Isola is Full Professor in Applied Thermodynamics at UNICAS. He was Head of Department of Civil and Mechanical Engineering, member of the Academic Senate and he became Rector of UNICAS in 2021. He was also a member of National Committee "Accreditation of Notified Bodies" of ACCREDIA. He fully shares the perspective and vision of EU+. |
| Giovanni Betta Vice Rector for Teaching Affairs | UNICAS | Education Committee member | Giovanni Betta is Full Professor of Electrical and Electronic Measurement and vice Rector for teaching activities at UNICAS. He has been also Dean of the School of Engineering (2003-2012) and Rector (2015-2021). He has been President of the Conference of Rectors of the Lazio Region and delegate of the Conference of the Italian Rectors for teaching activities. As of 2023 he is Member of the Italian University National Council. He is PI of many national and international research projects and co-author of more than 300 papers. |
| Maura Imbimbo Programs Coordinator | UNICAS | Steering Committee member | Maura Imbimbo is Full Professor of Structural Engineering at UNICAS, where she is also Chair of the Bachelor and Master Programs in Civil and Environmental Engineering. She was Fulbright Research Scholar and Associate Research Scholar at the Italian Academy for Advanced Studies at Columbia University. She is coauthor of more than 100 scientific papers and Principal Investigator of several research projects at regional, national and European level. |
| Sergio Nisticò Rector's delegate for International Relations | UNICAS | Principal Representative | Sergio Nisticò is Full Professor of Economics and Rector's delegate for International Relations at UNICAS where he is also Scientific Director of the Creativity and Motivations economic research center. He authored several scientific papers and books on price theory, income distribution, time use and pensions. He has played a core role in the internationalisation of UNICAS. |

2.1.4 Cost effectiveness and financial management

A clear focus on the project, which entails a well-designed Work Plan (with milestones and deliverables) is the main instrument which shall be used to verify cost-effectiveness.

This will be supported by specific built-in arrangements that will ensure a rigorous monitoring of the use of resources and related costs, in order to avoid delays in the execution or unjustified expenses.

The creation of the Alliance and the merger of the institutions can be realised only with a great commitment by all involved members. In order to achieve the prefixed goal, members are dedicating a significant proportion of their own resources for the creation and growth of EUt+, with an own resources contribution that goes well far beyond the 20% estimated by the EC as co-financing for this specific project.

Therefore, avoiding delays in the execution of the project, and avoiding unjustified or excessive expenses is of critical importance for all members, and they already implement specific measures to ensure a rigorous monitoring of the use of resources and related costs.

In this sense, it is important to underline that all EUt+ members are public institutions and therefore subject to regulated financial norms and procedures, to guarantee that resources are used in a cost-effective way, and to guarantee that costs are related to the project. Each institution has a specific account line which is reserved for the Erasmus grant, whose control falls under the Rector or one of his/her delegates. The budgets of the Universities are audited and made public at the end of every financial year, thus guaranteeing the maximum transparency in the financial management.

In addition, some of the members also receive financial support from regional or national governments, for carrying out the activities foreseen by the Alliance. Financial reports are submitted to these institutions, to justify the correct execution of the budget by the EUt+ members who benefit from it.

Two main reviews will be performed during the lifetime of this project, and they will also entail financial audits, to be performed by external auditors. In addition, costs shall be evaluated against the progress of the project and of each Work Package. Any deviation or inconsistency shall be explained and justified.

Most of the costs of EUt+ budget refers to personnel costs (about 70%), to be dedicated by the EUt+ members for the creation, implementation and running of the different Offices described in section 2.1. The remaining 23% will be dedicated mainly to cover the travel costs, for the mobility of researchers, students and staff. Personnel costs are related to public salaries, and internal systems are in place to control the time spent on the project, while the travel costs will use the Unit costs as defined by the EC. 7% of indirect costs.

In order to provide the Alliance with the necessary freedom of movement and to reduce the risk of delays which may be caused by the overlapping of different national regulations, a specific portion of the budget has been dedicated to the costs related to the activities directly implemented by the Secretariat General (see 2.1.2) on behalf of EUt+. In this new phase of EUt+, the SG is a transversal body at the services of all members of EUt+, and as such is provided with a specific budget for its operations. Since EUt+ does not exist—yet—as a legally established institution, the budget designated for the SG is managed by UTT, formally the coordinator of this grant, but in a separate account. Its use is under the administrative regulation of the UTT and reported to the Rectors Board.

Similarly, as indicated by the EACEA, the budget destined to the new member will be initially kept in the UTT/lead beneficiary account, until the accession is formalised and the new member shall receive it.

There is an equitable division of tasks and effort among the different Work Packages, which reflects similar budgets for each of them, with a few exceptions: WP1 (Strategy, governance and management), WP 3 (European curricula structure and students' mobility) and WP5 (Research and Research based education) respond to more complex and wider goals, thus requiring a larger dedication of resources and time (see Section 4). In particular, WP 1 requires additional contribution for the implementation of strategic actions aimed at internal harmonisation, including capacity building for unfurling European awareness and added value, and collective engagement; WP 3 aims at the creation of cluster of national curricula on a given theme (currently 12, with a total of 20 planned at the end of this second phase) which will eventually result in single European curricula delocalised on several campuses, entailing also students' mobility. This demands the deployment of a large number of resources. WP5 will devote a large effort of all members for the creation and development of the research supporting offices, 8 common pan-European Research Institutes by 2027 and an equivalent number of European Research Graduate Schools.

As a general rule, all members are going to contribute with a balanced effort in terms of resources that they shall dedicate to the Alliance and will therefore incur in analogous levels of costs. However, we also agree that members based in underperforming and lower income countries will need to put in additional working time in order to catch up and to overcome the gap which currently exists between Eu countries, thus increasing their total costs.

Outside resources (subcontracting, seconded staff, etc)

If you do not have all skills/resources in-house, describe how you intend to get them (contributions of members, partner organisations, subcontracting, etc). If there is subcontracting, please also complete the table in section 4.

n/a

2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS

2.2.1 Consortium set-up

EUt+ represents Europe in its diversity and in a way that is as balanced as possible in terms of people, cultures and languages. More precisely, the composition of our Alliance combines five overarching ambitions:

- Achieve a good balance between European regions and a widespread geographical and cultural diversity;
- Break with the frequent imbalance of an advanced and prescriptive Western Europe and a second-tier Eastern Europe;
- Integrate institutions that share the long-term aim of merging at a European level and are willing to undergo a deep institutional transformation to achieve that;
- Ensure that all institutions share a common vision and mission and have complementary strengths;
- Cover the socio-economic diversity of European regions, with a specific focus on their relationship to technology and their technological economy (this diversity is being widely used in industrial or service production firms).

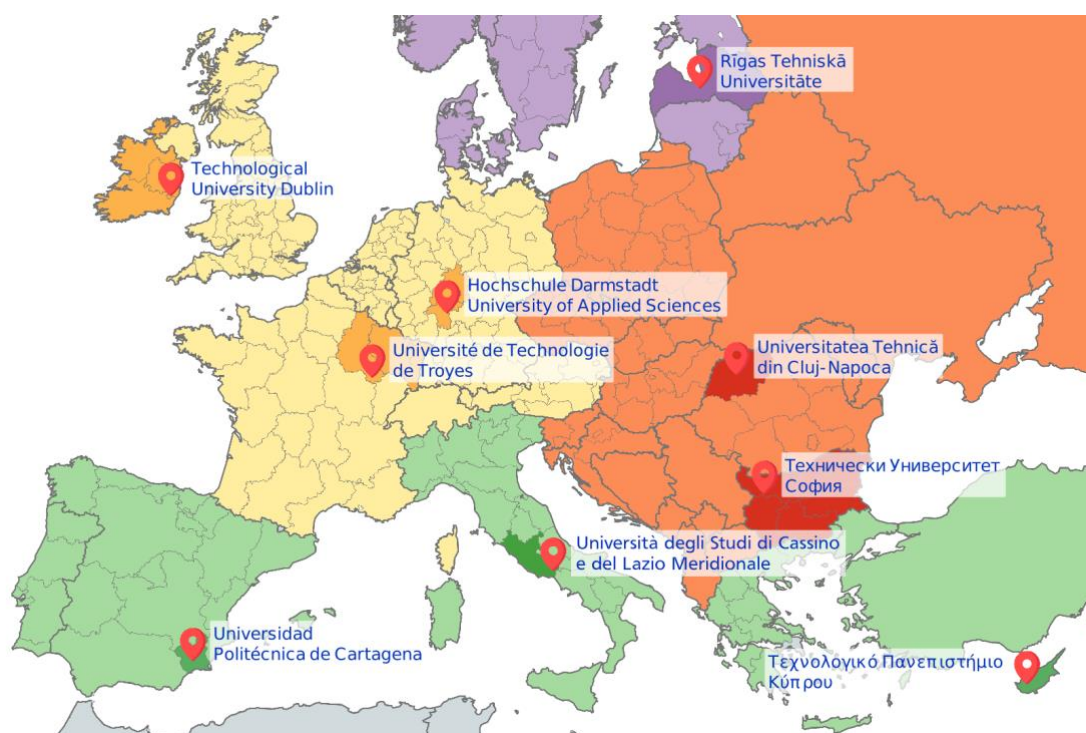


Figure 9: Map of the EUt+ Alliance.

All 4 main European geographical areas are represented as equally as possible. Taking into account that the number of inhabitants is significantly higher in the Western region and much lower in the Northern region, we found a good balance with three institutions in West Europe (h_da, TU Dublin, UTT), one in the North (RTU), two in the East (TUS, UTCN) and two in the South (CUT, UPCT). The number of EUt+ students per million inhabitants is comparable in all four regions (although slightly higher in the North).

Composition of the European University Alliance

| # ³⁴ | Name of the Organisation in English | Country | Role |
|---|---|---------|------|
| 1 | University of technology of Troyes (UTT) | France | COO |
| <p>UTT is a public Higher Education Institution active in engineering and applied science studies and research. It hosts about 3,200 students and employs 170 academic and 230 non-academic staff. UTT is mainly focused on engineering Masters of Science (2,600 students) and research training (200 PhD students). It is very engaged in international cooperation: more than 85% of UTT students have experienced mobility (at least one full semester) and 24% are foreign students. UTT has opened a platform in Shanghai together with the other French UTs (1,000 students) and is strongly involved in higher education capacity building activities in western and central Africa. UTT holds the EUR-ACE label for all its engineering programmes. Its main achievements include: strong and effective student empowerment through student-centred learning (with entirely à la carte pedagogical curricula with professional placements), original recruitment and trajectories (interdisciplinary) and above-average salaries.</p> | | | |
| 2 | Darmstadt University of Applied Sciences (h_da) | Germany | BEN |
| <p>h_da is one of the biggest universities of applied sciences in Germany. With about 900 employees and 17,000 students (18% international) in more than 60 degree programmes, h_da covers the fields of engineering (civil, mechanical and electrical), IT (computing, data science, information science), architecture, media, design, social science, social work and business administration. h_da's ambition is to offer practical solutions that take into account sustainability and a responsible development of technology in teaching and research.</p> <p>h_da is an established member of the local community with numerous links to local institutions, enterprises and initiatives. More than 90% of the final theses of h_da's students are written in close cooperation with industry (locally and nationwide).</p> | | | |
| 3 | Riga Technical University (RTU) | Latvia | BEN |
| <p>RTU was established in 1862. Currently, it has approximately 13,300 students, 577 academic staff, 797 research staff and about 500 administrative staff. The quality of education provided by the RTU is greatly respected by both the Employers' Confederation of Latvia, which unites leading enterprises in the industry, and foreign companies – CERN, Daimler AG, ESA and others, who employ RTU doctoral students, research staff and alumni. By creating a campus in Ķīpsala – a place where new ideas emerge and are implemented – RTU has developed a comfortable and creative study environment housing with modern faculty buildings, the most modern laboratory building in the Baltics, a Design Factory and one of the greenest campuses in Europe.</p> <p>RTU has a vast experience in fundraising (establishing and running a Foundation) and a good international projects record.</p> | | | |
| 4 | Technological University Dublin (TU Dublin) | Ireland | BEN |
| <p>TU Dublin is Ireland's largest university with 13% of the total HE student population. It has more than 29,000 students and has campuses in Dublin City, Tallaght and Blanchardstown. TU Dublin hosts 1 in 4 of Bachelors and Masters students (1 in 3 for STEM) and 7% of doctoral students in the greater Dublin region. The university has a total staff of 2,300 of which 1,200 are tenured academics. The university has a strong commitment to providing pathways from apprenticeship to PhD: More than 1 in 5 of new entrants are in nationally-targeted socio- economic groups and 15% of new entrants are mature students.</p> <p>As the most diverse University in Ireland, matters of Equity, Diversity and Inclusion are integral to TU Dublin's ethos, influencing every policy decision made and every educational opportunity offered to create a welcoming and inclusive environment in which to work and study.</p> <p>TU Dublin was established in 2019 from the merger of three former institutions (Dublin Institute of Technology, Institute of Technology Blanchardstown and Institute of Technology, Tallaght). As compared to three years ago, TU Dublin is much more advanced in the integration of its three constituent universities. Experience and knowledge gained through this process can benefit the whole Alliance's understanding of large-scale institutional change management and development.</p> | | | |

³⁴ Numbering as in the EUt+ Grant Agreement.

| | | | |
|---|---|----------|-----|
| 5 | Technical University of Sofia (TUS) | Bulgaria | BEN |
| <p>TU Sofia is the largest educational and scientific complex in Bulgaria in the field of technical and applied sciences with an institutional accreditation grade of 9.56 (on the scale of 10) for the period 2019 – 2025. Today, the university has more than 12,500 students (Bachelor/Master/PhD). They are educated by 1100 academic staff and 800 nonacademic staff. The teaching and research fields of the university cover mostly all engineering areas including mechanical engineering, industrial engineering, electronics, telecommunications, mathematics, computer sciences, informatics, electrical engineering, industrial automation, transport engineering, aviation engineering, nanotechnologies, etc.</p> <p>TU Sofia has established 3 foreign language faculties: faculty of German Engineering Education and Industrial management, French Faculty of Electrical Engineering, English language faculty of Engineering.</p> | | | |
| 6 | Cyprus University of Technology (CUT) | Cyprus | BEN |
| <p>CUT is a very young public University that aspires to develop into an internationally recognized university, offering higher education and innovative research in leading fields including engineering, management and economics and fine and applied arts with about 3,200 students currently enrolled in undergraduate and postgraduate studies in the 6 Faculties, 1 Language Center and 13 Departments of the University. The majority of the students, 2,100, are undergraduate, followed by 650 post graduate students and 250 doctoral students. It currently employs about 200 academics and 500 permanent staff.</p> <p>CUT has a demonstrated capacity of attracting European funds, counting 62 H2020 projects for a total EC funding of more than 21M€ and large interconnection with industries, both at local and global level.</p> | | | |
| 7 | Technical University of Cartagena (UPCT) | Spain | BEN |
| <p>UPCT is one of the four public technical universities existing in Spain. It was founded in 1999 and is organised in six Engineering Schools, a School of Architecture and a Business Faculty. UPCT counts around 5,420 students: 4,450 undergraduate, 670 master and 300 PhD students. UPCT also receives an increasing number of international students, more than 600 in 2018-2019, from Europe, Africa, Asia and South America. Staff at UPCT comprise 580 academic staff, 365 administrative staff and 110 supporting staff for research. UPCT promotes comprehensive education, quality teaching and research and technology transfer according to the guiding principles of equity, transparency, good governance and the UN SDGs.</p> <p>UPCT Strategic Plan for the period 2021-2025 identifies internationalisation and participation in international networks of Higher Education as one of its key strategic lines. The plan underlines the strategic value of the European Universities Initiative and reinforces UPCT's active engagement with the project to create EUt+. UPCT is closely embedded in its regional ecosystem (as shown by the alignment of the university activities with Murcia's S3 priorities). UPCT is fully engaged in the EUt+ Alliance and has recently updated internal academic regulations and decision-making processes to adapt them to EUt+ needs.</p> | | | |
| 8 | Technical University of Cluj-Napoca (UTCN) | Romania | BEN |
| <p>UTCN is the largest technical university in Transylvania. It comprises 12 faculties in its two academic centres, Cluj-Napoca and Baia Mare, and 4 subsidiaries. UTCN educational offering includes 14,034 bachelors, 4,010 masters and 868 doctoral students. There are 905 academic staff, 904 administrative staff and 88 research structures. The thematic fields cover most of the engineering domains, but also sciences and arts. The university's financial resources come from the state budget, self-financing and institutional development.</p> <p>UTCN fully integrates components of the strategic European, national and regional priorities for ensuring the convergence with the directions of intelligent economic regional development.</p> <p>UTCN has strong research capabilities, project coordination experience, and strong cooperation with a number of outstanding industry partners, including BOSCH, Electrogrup, ESN Cluj-Napoca, Emerson Cluj, Siemens, and Infineon Technologies.</p> <p>UTCN is currently in the process of building an Artificial Intelligence Centre, with an initial funding of 25 Million Euro and will apply to the "Teaming for Excellence" call (launched in January 2023) of the HorizonEurope programme to co-fund the initiative.</p> | | | |
| 9 | University of Cassino and Southern Lazio (UNICAS) | Italy | BEN |
| <p>Established in 1979, UNICAS is an Italian public University strategically located between Rome and Naples counting more than 7500 students, 280 academic and 250 administrative staff spread across its five Departments of: Civil and Mechanical Engineering; Economics and Law; Electrical and Information Engineering;</p> | | | |

Human, Social and Health Sciences; Humanities and Philosophy offering 39 Bachelor and Master programs and 5 Ph.D. schools. With 9 programs (6 Masters and 3 Bachelors) entirely taught in English, more than 1500 international students from 58 different nationalities enrolled in 2023-24, UNICAS is now established as a district for International Studies, a significant exception among the Italian Universities. With its research, technological transfer and public engagement activities, UNICAS represents also an important enrichment for its local region, the Southern Lazio, that has evolved since its tragic destruction during world war II from the passive role of a subsidised and depressed area to a more mature territory. Due to its continuous collaboration with the local and Regional administration, UNICAS is now playing a major role in spreading an innovative, creative and entrepreneurial culture across the various bodies of society.

Enlargement of the Alliance: Integrating a ninth member

In accordance with the European policy of Alliance extension, EUt+ will open its doors to a ninth member. This will be a full member who will share the objective of a full merger and the same dynamics of convergence. This member will allow us to keep the balance, in geographical terms as well in terms of diversity and complementarity of the members.

It will have to meet the following criteria:

- being a mid-size public university from an EU member state;
- being a technical, technological or polytechnic university with at least half of its activity focused on engineering and technology;
- demonstrating its full endorsement of the EUt+ Mission Statement, its commitment to a merger process, and the support of its internal and external stakeholders for this process;
- Demonstrating its willingness to make the necessary changes and reforms.

The selection criteria will also include:

- The geographical balance, knowing that EUt+ is less represented in the South (currently two small members) and a little less in the East, as well as the general balance of European universities;
- the representation of the three BMD cycles and of research;
- its expertise in the European education and research area and its ability to manage large numbers of incoming and outgoing students;
- its "human first" and transdisciplinary approach to technology, as well as an advanced EDI approach;
- its integration within the territory and its ability to balance it with a European-wide presence.

Candidate members include institutions that spontaneously got in touch with our coordinator institution (UTT), while others were contacted from a wide list of pre-selected institutions that we prepared.

EUt+ presentation discussions are currently taking place between these members and the EUt+ Secretariat General. An on-site visit will be planned for those candidate members who show the strongest willingness and the best potential profile.

Finally, a short list will be sent to the Rectors Board that will take the final decision on the ninth member according to the above-mentioned criteria.

We expect to have the selection finalised by March-April 2023. The ninth member will then be able to join us at the beginning of the second phase. A "catching-up" work package will be dedicated to the onboarding of the new EUt+ full member (like the current members, the new member will, of course, also participate in all the other work packages).

We are aware that getting onboard a fast-moving initiative will present a number of challenges, some of which our eight institutions all experienced at the beginning of the Alliance, and others that will be specific due to progress made since. That is why we have a clear strategy to help the new member to catch up, with a dedicated work package (WP10) that will be led by the new member itself and where all other members will be involved (in addition to all the others in which the new member will participate).

Integrating associated partners at an institutional level rather than to the Erasmus+ Project

Whereas in the first proposal EUt+ had 39 official associated partners to the project including local and regional authorities, private companies, chambers of commerce, employers unions, alumni and business incubators, we have chosen this time not to add such a list to the proposal.

There are two main reasons for this. First, such a list of risks being declarative with very little follow-up and our exchanges with other European University Initiatives indicate that this was often the case. Second, more importantly, we feel that associated partners need to be associated to EUt+ as an institution on a case-by-case basis in order to collaborate on a specific target, rather than with a project. In this context, it is worth underlining the case of our collaboration with Havas Paris, who helped us design our branding strategy pro bono (thus donating the equivalent of €400,000 to EUt+), as well as, the growing

network of strategic EUT+ partners, with agreements signed at the EUT+ level with significant partners such as the European Space Agency, Telefónica, GSI & FAIR, Electrogroep S.A. that have direct implications for our students and staff. In the future, we will continue to build such strategic partnerships leveraging existing key partnerships of EUT+ individual universities. We have similarly signed partnerships with our local and regional authorities and involved them in our institutional project, notably to ensure their support for our long-term ambition to merge.

Alignment between objectives and composition of EUT+

When designing the composition of EUT+ we started from the following objectives of our initiative:

1. developing and promoting a European concept of technology in the EU and beyond its borders;
2. promoting the near-full mobility of its students, at least within the member institutions;
3. engaging all staff (academic and non-academic) and stakeholders in the European University initiative;
4. addressing all populations, especially those who feel marginalised from the European project;
5. supporting cooperation and convergence between different territories of Europe towards common objectives that have cultural and linguistic diversity at their core;
6. being anchored locally but conceived at a European scale.

The current composition of EUT+ strikes a balance between diversity (there are no two members of the same country or the same language community) and scale. Around 100,000 students and 12,000 academics and staff is a good order of magnitude, to be a force at the international level, while staying under the threshold beyond which manoeuvrability becomes difficult. We will integrate a ninth member (as explained below) with similar critical mass as an average EUT+ member, to remain under this threshold even in the enlarged Alliance.

In its first years, EUT has achieved a good balance between critical mass, fluidity, diversity, efficiency and richness of interactions. This has been constantly demonstrated during the meetings of the whole Alliance: the most sensitive issues (Mission Statement, complete mobility of students, convergence of curricula, possibilities of the target legal object, single brand, etc.) were all addressed through a process of constructive consensus building.

Having worked three years together, we are better aware of the areas of strength/expertise, as well as of those “critical” areas where each of our universities can largely benefit from the cooperation with the members. We will leverage common capacities and complementarities and distribute tasks accordingly, to reach the objectives of the project.

| | Areas that can benefit TO EUT+ members | Areas that can benefit FROM EUT+ members |
|-----------|---|--|
| UTT | Student-centred learning; Curricula flexibility; Student mobility; International cooperation | Attraction of EU funds for R&I |
| h_da | Practical teaching; Experience with federal system and multiple regulatory frameworks; Partnerships with industry | Internationalisation; Research; Technology transfer |
| RTU | E-learning; Fundraising / Alumni relations; Business-dedicated programmes; Patenting | Sustainability; EDI; Student mobility |
| TU Dublin | EDI; Sustainability (having a dedicated VP); Enterprise engagement; Attraction of EU funds | Research; Student mobility |
| TUS | Multilingualism (foreign-language training programs - French, German and English); Empowering student innovation | Technology transfer; Interdisciplinarity |
| CUT | Attraction of EU funds; Students' wellbeing (having a dedicated department); Innovation and Entrepreneurship | EDI; Curricula flexibility; Student mobility |
| UPCT | Management of R&I projects; strong embeddedness in the regional ecosystem; Partnership with industry | Interdisciplinarity; Internationalisation; Curricula flexibility |

| | | |
|------|---|--|
| UTCN | Research; Project coordination; Partnership with industry | Interdisciplinarity; Curricula flexibility |
|------|---|--|

However, we must ensure that this project truly leverages the existing dynamic in order to enable our ambition to achieve a full integration and complements the other existing and forthcoming EUT+ projects. That is why:

- All members will contribute to the execution of the Alliance through one FTE assigned to the Secretariat General, that acts transversally and not for its originating member university;
- Whereas there will still be WP (and Task) leaders and co-leaders, most of the tasks will also be “operated” by (e.g., under direct responsibility of) one of the EUT+ management bodies (SG, committees, offices).

“Federal” and “confederal” member

Our long-term roadmap for merging our universities includes a progressive shift from a confederal to a federal model, which implies a consequential transfer of power from our individual universities to EUT+. This shift has deep implications both at an individual institutional level and at a national level and requires a full alignment between all concerned actors. It is not realistic (or desirable) to imagine that it can happen at the same speed in all countries and for all universities.

During the next four years, we foresee a hybrid model in which some universities, in agreement with their national ministries, push forward faster and implement more ambitious structural changes that prefigure a possible inter-governmental agreement that would enable a merger. These universities would assume the status of “federal” members and commit to implementing all EUT+ processes and aligning their internal governance, processes and policies.

Other universities will need longer before being able to move ahead, because of national legal restrictions or/and local institutional context. They will temporarily be “confederal” members.

It is very important to underline that the status of “federal” and “confederal” is not permanent but is meant to enable certain universities to test new models and integrate more rapidly. Furthermore, it is not absolute, and all eight universities will always be welcome to join any new initiative.

A good example of the way this approach works is the [Pilot agreement for the Facilitation of the Student Mobility between EUT+ partners and Cluster Development](#), which was initially signed by UTCN and UPCT, later ratified by both TU Sofia and UTT and which will progressively be integrated by the other four members. In this case, the four members who have signed the agreement are considered to be federal members.

Students engagement

The European University of Technology has been co-constructed with our students (from Bachelor to PhD) and could not exist without them. Moving forward, we need to further increase students’ engagement in the Alliance, by ensuring that they have an effective role in the organisational structure of the consortium, as well as identifying with them the valuable opportunities that the Alliance is producing.

During the first phase of the Alliance, a Student Board was created to represent the interests, opinions and needs of all students (on a request of the students themselves). It is a place where students can openly discuss among their peers. In the next phase, the Student (Advisory) Board—composed of representatives of all members— will interface directly with the Rectors Board, bringing the perspective of the students on the propositions that will be made by the Alliance’s executive bodies. Moreover, one students’ representative per member will join the Supervisory Board, our governance body entitled to validate major strategic plans of the Alliance.

All students should feel represented and should perceive EUT+ not just as “one among many Erasmus opportunities”, but as their alma mater. Specifically, students shall be able to exploit mobility in all its forms, to a much larger extent than in the first phase, to customise their curricula, to access avant-garde training programmes. Students’ entrepreneurial capacity will be fostered through the programme of the EUT+ Entrepreneurship School and students will be encouraged to test their innovative ideas and experiment with their business ideas in a real-life work scenario in the EUT+ Student Startup lab.

2.2.2 Consortium management and decision-making

EUT+: a full merger as a long-term objective

The European Universities Initiative (EUI), launched by the European Union leaders at the Gothenburg Summit in 2017, is at the heart of the European Commission’s European strategy for Universities.

According to the European Commission, “European Universities” have an ambitious mandate aimed to trigger unprecedented levels of institutionalised cooperation between higher education institutions, making it systemic, structural and sustainable³⁵. Such a mandate opens the path for many different approaches, involving different degrees of institutional integration, from loose association to a full merger. Currently, amongst the existing EUIs, the European University of Technology (EUT+) is the only Alliance to have explicitly stated their ambition to fully merge the eight member universities.

Our choice to move towards a full merger is based on a careful assessment of cost and opportunity which concluded that it makes deep sense for our students, staff and stakeholders. As such, it is a way for our institutions to better fulfil their mission towards society in a European context.

Indeed, as comparatively small universities specialised in technology, we are facing limits in terms of critical mass in both education and research, attractiveness and capacity to provide the range of competencies required by our territory. A merger is a way to overcome such limits, thus making us more capable of fulfilling our core missions effectively. Together we can better serve our territories, offer greater opportunities to our staff and students and help build a stronger Europe.

However, a full merger between public institutions in different European Union countries is impossible with the current legislative tools. Such an ambition would require an inter-state agreement similar to those that have enabled institutions such as the European Institute in Florence or the CERN to be created. It is a long-term goal, which can be reached only on the condition that we can demonstrate its added value. This requires to (1) integrate institutional functions as far as possible, asking member states for derogations to current laws when necessary, and (2) make full use of existing tools such as creating a common legal status.

Cautionary tales: what other experiences to build university systems can teach us

University Systems, such as European Universities, span a wide spectrum, ranging from fully integrated multicampus institutions (models such as Penn State or Toronto University) to loose networks (such as LERU or Universitas 21³⁶). They have widely different origins from a systemic state initiative to structure higher education (with the classical tripartite Californian system around UC California, State University of California and Community Colleges of California) to institutional initiatives aimed at solving a specific problem (the Boston Consortium negotiates prices of utilities and facilitates student access to libraries and courses for most Boston based universities and colleges).

This diversity shows under which conditions models work, and when they start to create internal tensions — in particular when the mission assigned to the university system clashes with that of the member institutions and/or is badly defined.

In this context, it is important to pay attention to various cautionary tales. The crisis of the University of London at the beginning of the century, which led to the exit of Imperial College London and the downgrading of the missions of University of London (UCL and King's first starting delivering diploma in 2007), illustrates what happens when a network of universities with varying academic prestige starts to go beyond the sharing of services and tries to reach out to common degree granting and branding. Another interesting example is that of the University of California, which is formally a university with a President, the campuses being governed by a Chancellor, but in which the individual universities actually enjoy full academic autonomy³⁷.

But probably the most interesting case for us comes from the experience of the French ComUE. 27 were created in 2013 following the new law that required all institutions to define a territorial policy with a clear aim of increasing international visibility, etc. Yet 10 years later over two thirds of these ComUE have been shut down either because they were having a negative impact on the system (for example, the implementation of a common affiliation of scientific publications caused confusion and loss of visibility at

³⁵ See the official call documents and information sessions. The meaning of the expression “unprecedented levels of institutional cooperation” is left undefined and has been interpreted in different ways by each EUI. The same goes for the notion of “making it systematic, structural and sustainable”.

³⁶ This ambition is at the heart of the initial proposal and has been reiterated in various signed agreements between the eight Rectors. It is mentioned in various articles such as those of Times Higher Education ([European University Alliance seeks Merger](#) and [Merge or Collaborate? EU university scheme needs two tracks](#)).

³⁷ According to the official documents “UC’s Office of the President (UCOP) is the systemwide headquarters of the University of California. UCOP operates as the nexus between the 10 campuses, 5 medical centers, ANR’s research and extension network, 3 national laboratories, the Board of Regents, the Academic Senate, the state and federal governments, and the public. Together with the University’s leadership, UCOP leads and manages activities that support the UC mission and strengthens the essential premise that UC is one University.” In practice UC Berkeley or UCLA operate in complete independence from one another and from the central offices of UCOP.

an international level) or because they did not enable greater institutional integration (all mergers of French universities were led by the individual institutions rather than by the ComUE, which was excluded from the negotiation process).

These benchmarks explain why, despite our level of ambition, we did not rush into creating an overarching legal entity during our first couple of years of existence but focused instead on defining the precise functions and missions of such a structure before setting-it up to ensure that they are fully aligned with our ambition for a full merger. Before setting up governance structures and legal statutes, we needed to strengthen our common activities and processes. (see part 2.1).

EUt+ organisation and governing bodies

The governance architecture of EUt+ results from a continuous evolution of the bodies during the first phase and the inputs given by external reviews. In particular, the EUt+ governing organisation must:

- Integrate all the stakeholders (specially the students).
- Evolve to encompass a much larger community of adopters that has grown exponentially from the team involved in the submission of the first proposal.
- Transfer know-how and capacity building from the more experienced participants to those less familiar with the European systems and programs.
- Ensure the legitimacy of the decision-making and representation bodies.
- Define clear roles for every participant.
- Maintain the ambition and the agility needed for deeply transforming the member universities, as declared in our Mission Statement.

Thus, the target governance system is organised around three main functions:

- The daily management and strategy development handled by the general secretariat;
- The representative bodies of the members, discussing (sectoral committees and student board) and validating decisions (Rectors Board)
- The supervisory body (formerly governing board).

This balance was achieved through extensive discussions, compromises and testing, as well as pragmatic constraints, generally related to the heavy workload of people with a formal decision-making role, but who have to be involved in EUt+ activities in addition to their day-to-day workload in the member institutions. And, as previously mentioned, all this is still being shaped by a strong team that meets very regularly to gradually build up the EUt+ bodies, but above all to develop the mindset and general ownership.

Collective activities are broken down as follows:

- Those that remain at the member institutions but imply a transformation for alignment with the EUt+ strategy and joint operation. Their participants dedicate a share of their time to EUt+ questions, and the other to member-level inputs. They are chaired by one of the members. They have mainly led to the creation of offices (for joint coordination offices), clusters (for national curricula that converge on European curricula), and European Research Institutes (for groupings of research activities).

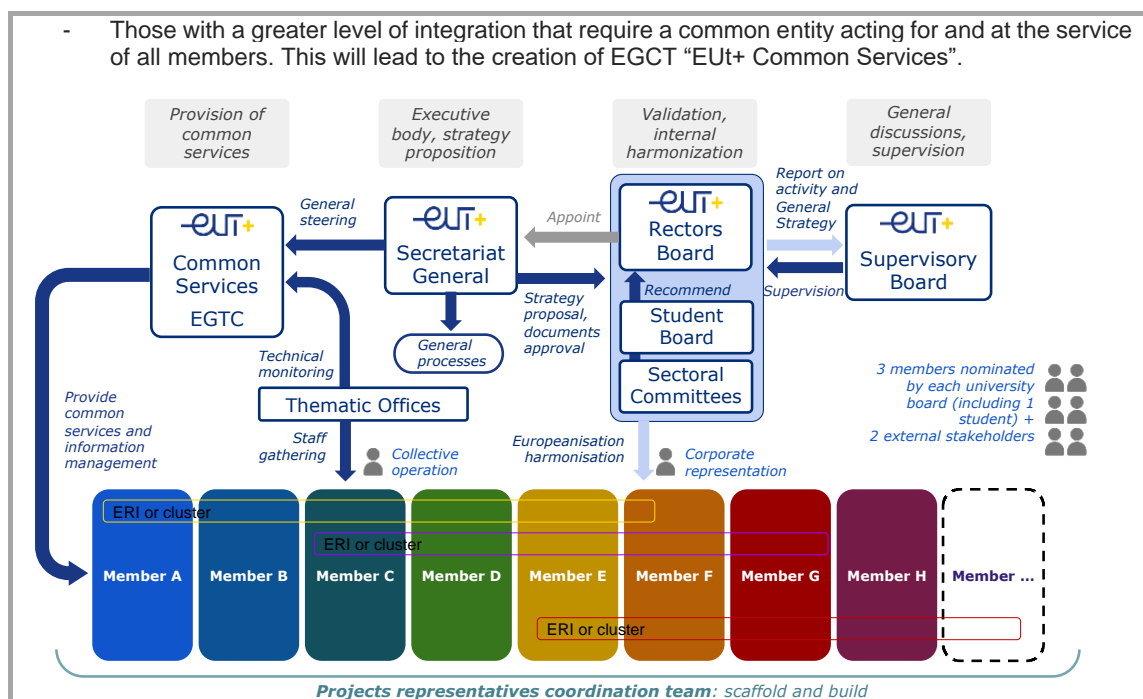


Figure 9: Partial and simplified description of the general organisation of EUt+.

General principles of interaction are given in the above chart (Partial and simplified description of the general organisation of EUt+). Practical implementation and operation are the purpose of WP 1. It should be noted that, in this second phase of the Alliance, we are no longer only working in project mode, but we are also gradually setting up the EUt+ structure. Thus, in part 4 of this bid (WPs description), the tasks indicate which of the following bodies carries out the described activity/task.

The Secretariat General (SG)

The Secretariat General is the body that daily organises and develops EUt+, this is the Executive body. Its roles are:

- To ensure the effective daily management and operation of EUt+, and the monitoring of processes (assisted by the Project Support Office)
- To provide strategic intelligence to the different bodies of EUt+
- To recommend changes and orientations
- To ensure that EUt+'s ambition, European objectives and Mission Statement are fulfilled
- To help the members in capacity building, especially "europeanising"
- To ensure that objectives are agreed on by consensus with all stakeholders
- To represent EUt+ in current affairs and negotiate on behalf of EUt+, especially with the European Commission and other Alliances or stakeholders

The SG is formed by:

- the *kernel*: a full-time person, usually an academic, delegated by each member university who works transversally for all EUt+, whose role is to drive and organise;
- the *general management team*, ensuring administration and facilitation of processes;
- the *technical expert team*, ensuring capacity building.

The areas of responsibility of the deputies in the secretariat general will be progressively specified in the course of the phase.

The Rectors Board, the Student Board and the Sectoral Committees

These bodies ensure confederal representation: they gather the members' elected representatives (when necessary, additional relevant participants are invited depending on the topic). Their roles include:

- Discussing (all boards and committees) and validating the decisions (Rectors Board)
- Sharing good practices and ensuring institutional convergence
- Transforming practices and aligning goals in member institutions
- Giving recommendations on development and orientation proposals

Rectors Board

- Rector, President or Director of each member (depending on status)

- The Secretary General is invited, the rectors can invite the the Principal Representatives

Student board

- Comprises 2 student representatives per member.

Every other month, the Rectors Board and the student board meet together to discuss general orientations and to ensure a sharing of visions and expectations on the progress of the development of EUt+.

Sectoral committees (e.g., research committee, education committee, IT committee)

- Two representatives per member on the given theme (typically Vice-president and equivalent)
- One member of the secretariat general kernel is invited (in relation with the subject)

The Supervisory Board

It ensures the supervision and the balanced interests of all the stakeholders. Its roles are to:

- Review and comment every semester on all decisions validated by the Rectors Board
- Review and give an opinion on the strategic orientations
- Give an opinion on the EUt+ facts and figures

Constitution:

- 3 members per university (including one student) nominated from the governing bodies of each member university
- 2 external stakeholders (suggested by the Secretary General and agreed by the Rectors).

Its constitution will gradually change during this phase, as the maturity of the actors and the ownership of EUt+ by all stakeholders increases.

Implementing bodies

Offices

They are constituted from high-level staff in a given sector (unit, service, bureau, etc.) who implement the decisions and orientations of EUt+. There is (at least) one person per member, who is usually a high-level administrator, or an academic who carries a more technical task.

Existing offices and functions:

- Erasmus+ Common Office: coordinates EUt+ internal mobility and related calls
- EUt+ Communication Office (ECOMO): coordinates internal and external communications
- EDI Team: Shares best practices on equity, diversity and inclusiveness. Designs EUt+ EDI policies, monitors its implementation, and suggests corrective actions when needed.
- EUt+ European Research Office (ERO): coordinates research support
- EUt+ European Innovation and Technology Transfer Office: coordinates technology transfer and industry relations
- EUt+ Graduate Research School: coordinates training and support for the master-by-research and doctoral student, in particular with the ERIs

Offices under development:

- EUt+ Information Technology Office: coordinates and manages of common databases and digital tools, plays a very important role in the technical management of the EGTC EUt+ data services
- EUt+ Green Office: coordinates the strategy and actions of issues on sustainability and environment
- Multilingualism and Languages Teaching Office: Derived from the Language Pool of phase 1, its purpose is sharing best practices and coordination in foreign languages teaching
- Global outreach Office: coordinates the global outreach strategy of EUt+ and joint mobility calls beyond EU member countries.
- Legal Departments Office: Legal support to the EUt+ centralised initiatives, and global matters.
- HR Office: Discussion and coordination of HR policies and europeanisation for all staffs
- Quality Assurance Office

Clusters Coordination Committees

For each cluster, a steering team organises the progressive convergence of the final learning outcomes, the development of mobility maps and all other practical and pedagogical aspects. An agreement signed between the members precisely defines their role and their constitution: it is composed of representatives of teachers, students and staff piloting the mobility.

The daily management and coordination body of the project

Projects representatives coordination committee

EUt+ is still an initiative under construction: there are still many “scaffolds” and missing pieces. To coordinate this and ensure operations run smoothly, a weekly meeting (general operative meeting) is held between representatives of the Secretariat General (the kernel), of the members (the Principal

Representatives), of the implementing bodies (the offices), of the heads of the WPs and two student representatives – these parties make up the equivalent of what has been called the steering committee in phase 1. Such operational meetings are held very frequently (more than one hour every Thursday morning, and experience has shown that it is not possible to reduce their frequency, neither technically nor sociologically). Current affairs, the lives of the WPs, the relations among them, and the institutions are discussed there, as well as decisions related to the organisation of physical meetings. It is therefore not an element of EUt+ as a target structure, it is more of a project management body, a temporary scaffolding, but it is as solid as essential.

Project Support Office

The member institutions have appointed project managers whose role is to support the administrative and technical activities. This involves a large number of decision implementations and coordination activities that are time consuming for such a large Alliance and the diversity of cultures and habits. The project managers meet twice a month to coordinate on technical matters within the project support office.

A special function: Principal Representative

EUt+ is not a simple project that only involves the people who participate in it. Most of the discussions reach deep into the members, up to the highest level: the Rectors do not have the time to discuss every issue, but they need to be informed almost in real time and represented by people they trust. This is the role of the Principal Representatives (one per member) who play the role of “sherpa”. The Principal Representatives are often current or former Vice-presidents, Deputy Directors who know their institution very well and devote a majority of their time to the link with EUt+. In addition to the link with their Rectors, they ensure a permanent liaison and representation of their member institution.

Towards a legal structure for common services: the EUt+ EGTC common services

The development of common services progressively appeared as useful. It will start with common databases and information sharing especially for education and mobility (clusters) and common analysis tools for research. This has been the topic of an application to the call “legal status for alliances” EUStatus ([STYX](#)).

#§CON-SOR-CS\$# #§QUA-LIT-QL\$# #@IMP-ACT-IA@#

3. IMPACT

3.1 Impact and ambition

Our overall impact

One of our main impacts is clearly the result of our decision to move towards a full merge and thus to create a new model of European integration that will potentially serve not only other European Universities but other public institutions.

We are comparatively small universities of technology, thus facing limits in terms of critical mass in both education and research, attractiveness and capacity to provide the range of competencies required by our territories. A merger is a way to overcome such limits, making us more capable of fulfilling our core missions effectively and enhancing our overall impact: united, we can better serve our territories, offer greater opportunities to our staff and students and help build a stronger Europe. Our planned merger will have an important impact at the level of our organisation allowing us to set up an inclusive space where everybody is equally welcome and to achieve the critical mass necessary to:

- **reinforce Europe.** By targeting a fully integrated multicampus European University of Technology, we will lobby for an evolution of legal frameworks and reinforce the European area of higher education, research and innovation.
- **forge a brand.** Our brands are important to our alumni and recognised by our economic partners, but they are not immutable: our eight institutions have all been renamed in the past 25 years! By becoming campuses of the European University of Technology we will increase our recognition and visibility.
- **incentivise mobility.** By ensuring that all campuses share a common core curriculum and that each develops areas of expertise for the whole, we will both facilitate and encourage mobility, for students as well as for academic and non-academic staff. Mobility is one of our priorities because it is key to create a common identity.
- **improve teaching quality.** By sharing our best practices and implementing a common quality assessment system we will improve teaching throughout our university. We will increase our

academic offer and profile by pooling specialities (such as IoT or 3D printing) on different campuses. Together, we will create degrees in new fields.

- **increase research impact.** Institutional mergers enable the pooling of academic talent and infrastructure, increased financial and staffing resources, and opportunities for interdisciplinary research. Our research projects will be able to prioritise areas where the skills present in one member institution benefit the regional priority of another one (for example cybersecurity in Troyes and Darmstadt will benefit Cyprus and Latvia, the AI Research Institute led by UTCN will be a flagship for the entire EUT+).
- **leverage cultural diversity.** We share a robust technological culture but also a great diversity in culture, language and experience. This diversity is an incredible added value to address global challenges.
- **exemplify equality and inclusiveness.** The student body entering, participating in and completing higher education at all levels will reflect the diversity of our populations, and students, staff and stakeholders will experience true equality
- **embed engagement and knowledge exchange with society in our curriculum** and our research. The challenges of digitalization and sustainability shall guide the further advancement of research, development and technology transfer as well as the design and development of new curricula for all members alike.

Our work packages are also designed to ensure that they have a maximum impact on our internal communities namely:

- **target group: students will**
 - develop new learning and exchange experiences, in line with the 50% student mobility targets — WP3, WP4
 - benefit from our inclusiveness and access policy — WP2
 - leverage high-quality facilities (labs, equipment, etc.) — WP5
 - take advantage of extensive collaborations with external stakeholders (internship opportunities for instance) — WP9
 - benefit from exchanges with various types of professionals and public via lifelong learning — WP4
 - be trained in entrepreneurship and be provided from the very beginning with tools and capacities for knowledge transfer — WP6
- **target group: academic staff will**
 - benefit from EUT+'s inclusive recruitment policy — WP7
 - be able to pursue diverse career paths (enterprise; research; teaching and scholarship) as our Alliance fosters cross-sectoral mobility as well as leadership, external roles and responsibilities — WP7
 - experience new teaching environments — WP3, WP4
 - acquire new innovative pedagogical and curriculum design skills as well as digital skills — WP2, WP3, WP4
 - connect with their peers in other EUT+ campuses to develop common activities — WP1-10
- **target group: administrative and support staff will**
 - take part in professional development activities in EUT+ campuses abroad — WP5, WP6, WP7, WP8
 - benefit from capacity building programmes — WP1, WP7
 - be able to attend various training programmes (such as job shadowing, observation periods, training courses) — WP7
 - benefit from digital skills trainings to acquire relevant digital skills for a digitalising administration, — WP8
- **target group: researchers will**
 - have the right conditions to meet and find colleagues from other disciplines to address new research questions — WP5
 - benefit from interdisciplinary collaboration — WP5
 - receive incentive to develop research projects as a way to address societal challenges — WP5
 - be equipped with the necessary tools and skills to support the transfer of research to society (licence agreements, start-up creation, dissemination workshops and conferences, etc.) — WP6
 - develop a stronger awareness of and willingness to implement Open Science — WP8

The [European strategy empowering higher education institutions for the future of Europe](#) calls for higher education institutions to be “further encouraged to turn knowledge into skills, competences and innovation (...) developing close cooperation with economic, social and industrial partners within local and regional research and innovation ecosystems, and facilitating intersectoral mobility”. EUt+ has built long-standing partnerships with a wide array of external stakeholders, both academic and non-academic. These partnerships translate into various forms of impact.

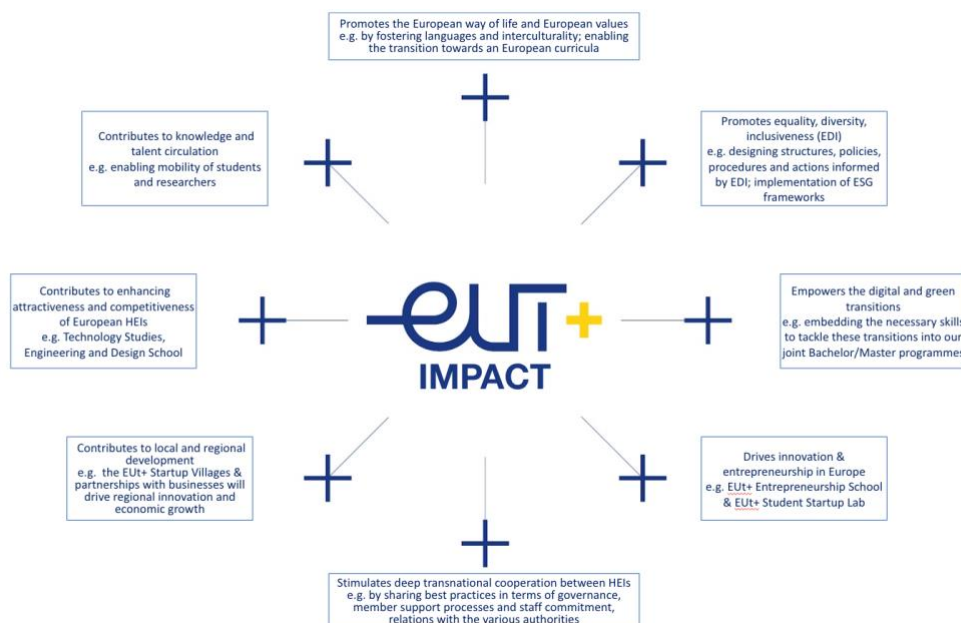


Figure 10: Measuring short, medium and long-term impact of EUt+.

When it comes to industry and business partners, the long-standing, trust-based R&D-relations between EUt+ members and businesses/industries facilitate cross-sectoral mobility, technology transfer and joint research. Furthermore, these relationships foster the development of research and innovation that is relevant for our territories, and supports the needs of local socio-economic partners, and indirectly economic development. In other words, thanks to its multi-campus presence, EUt+ plays a role in **structuring the innovation ecosystem on a European scale, and contributes to the transfer of skills and knowledge to strategic economic sectors**.

With respect to other HEIs, they benefit from the transfer (dissemination) of the knowledge, experience and good practices gained at each step of the development of EUt+ (see WP11 on dissemination and the following section on the overall strategy for communication, dissemination and visibility). EUt+'s ambition to achieve a full merger will allow it to act as a role model for other Alliances in terms of how cooperation can be deepened, but also will provide best practices in both academic and non-academic areas to the whole higher education sector in Europe.

With respect to policy making, by testing the tools of cooperation developed (for achieving a legal status, the convergence towards a joint European degree), EUt+ identifies and eliminates bottlenecks in national education systems. The actions of EUt+ benefit the European Education Area as a whole and contribute to the modernisation of national systems of education. Moreover, thanks to its outreach capacity (via the international partnership networks of each of its members), EUt+ contributes to the development of an attractive higher education system in Europe, capable of attracting international talent.

The transformative impact of the trajectory our members have embarked on will not be visible immediately. Measuring the effect of the transformation process will require the set up and monitoring of a broad set of indicators (both qualitative and quantitative) over a long period of time (at least 10 years). However, if we were to summarise the key impact points with the short, medium and long-term horizon for each target group described above, they would be:

| Target group | Short-term impact | Medium-term impact | Long-term impact |
|-----------------|-------------------------------------|----------------------------------|---|
| Students | - Equipped with future-proof skills | - Far greater levels of mobility | - Multicultural, multi-lingual quality education based on |

| | | | |
|-----------------------------------|--|--|--|
| | | | truly European degrees |
| Academic staff | <ul style="list-style-type: none"> - Better equipped to deliver innovative pedagogies | <ul style="list-style-type: none"> - Gain international and intercultural skills - Increase job satisfaction | <ul style="list-style-type: none"> - Teach in internationalised settings, integrating challenge-based approaches - Richer career options |
| Non-academic staff | <ul style="list-style-type: none"> - Share best practices | <ul style="list-style-type: none"> - Work more efficiently in a digitalised administration - Increase job satisfaction | <ul style="list-style-type: none"> - Are more mobile across EUT+ campuses and can communicate with peers from other campuses in various languages - Wider diversity of career pathways |
| Researchers | <ul style="list-style-type: none"> - Build networks in areas of interest across EUT+ campuses | <ul style="list-style-type: none"> - Increasing number of EUT+ joint applications, and increased attraction of external funding - Wider career development by consolidating HRS4R strategy | <ul style="list-style-type: none"> - Conducting cutting-edge, interdisciplinary, challenge-oriented research in internationally visible ERIs - Better accessibility to exciting partners |
| Industry/business partners | <ul style="list-style-type: none"> - Expanded network of academic partners | <ul style="list-style-type: none"> - Better understanding of technical expertise available within EUT+ - Enlarged footprint of influence and access to talent | <ul style="list-style-type: none"> - Jointly designing/developing technologies that support green and digital transitions as well as technological sovereignty - Wider choice of innovative solutions (particularly relevant for SME) and opportunities for internationalisation |
| Other HEIs | <ul style="list-style-type: none"> - Best practice sharing - Richer academic exchanges with Europe (for non-EU partners) | <ul style="list-style-type: none"> - Punctual collaborations in academic areas (e.g., research, LLL) - Access to cutting-edge double degrees | <ul style="list-style-type: none"> - Extended collaboration beyond academic areas (e.g., IT services, etc.) - Opening of EUT+ antennas outside Europe - capacity building for other HEIs. |
| Policy makers | <ul style="list-style-type: none"> - Gain insights on the collaboration model of EUT+ - Availability of beta-testers for the most advanced regulations | <ul style="list-style-type: none"> - Work with EUT+ to eliminate bottlenecks that hamper deeper institutional cooperation models | <ul style="list-style-type: none"> - Increased competitiveness and attractiveness of European higher education - Promotion of European values and growth of the relevance of Europe in the world |

3.2 Communication, dissemination and visibility

Our communication plan: leveraging the “EUT+ brand”

Communication is essential to the development of EUT+, by strengthening our internal community and making sure that we are seen from outside as one single entity. Our communication strategy builds on the branding campaign and specific communication plans for each targeted stakeholder designed during phase 1 in collaboration with *Havas (Vivendi group)*, a leading global company specialised in communication and marketing.

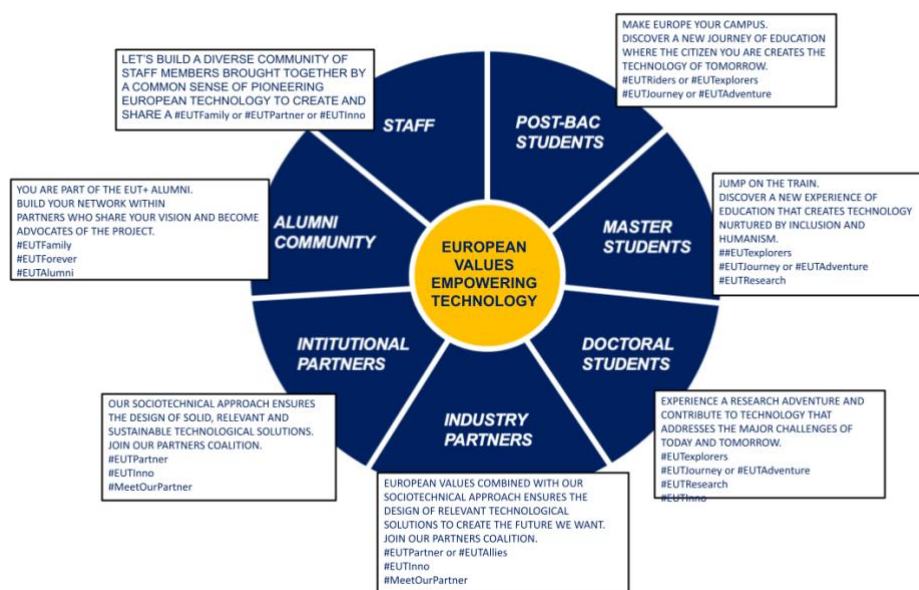


Figure 11: Analysis of the semantic and symbolic significance done in phase 1 by the WP on Communication.

Relevant stakeholder groups have been identified and targeted with specific messages. Each Eut+ member has already mapped the most suitable communication channels for each stakeholder, which vary from one campus to another based on cultural differences. The channels will evolve too according to the evidence.

The Eut+ brand is already widely recognized both by our internal communities - according to the results of a survey reported at the previous funding project interim report - and externally - Eut+ has signed agreements with companies, research institutions and universities outside the EU.

In the next phase, communication activities will be managed by the Eut+ Communication Office (ECOMO) in coordination with the SG and operationalised by the ECOMO through WP9.

The Eut+ Communication Office will take care of communicating, branding, promoting and fostering of Eut+ values and identity, both internally and externally. Among its duties, it will be responsible for:

- revising and updating, when necessary, the communication strategy,
- supporting the transition from 8 (and later 9) different institutional brands to the single Eut+ brand in most of the communications, both globally and for each campus;
- developing the ambassador and enrolment phases, spreading the experiences and testimonies of the Eut+ student pioneers³⁸;
- preparing branding and communication materials to support other tasks
- coordinating with the SG and WP leaders to ensure the spreading of relevant news and "Eut+ success stories"
- targeting prospect students, also outside Eut+ borders
- managing the online communication via social media
- identifying and promoting potential external partnerships that can boost Eut+ communication (like the collaboration with Havas)
- Making content from Eut+ scientific and cultural events (conferences, workshops etc.) available to the public

Our dissemination plan: spreading Eut+ model, outputs and outcomes

The dissemination actions of Eut+ follow two main lines: i) dissemination of our model as a EUI and our experience; ii) dissemination of our results: outputs and outcomes of our diverse activities and our

³⁸ Last semester, 40+ students travelled across Eut+ campuses, helping Eut+ grow and improve thanks to their experience and regular feedback on topics such as ePortfolio.

approach to technology and its teaching. Two work packages (WP9 and WP11) will help us to ensure that both lines further develop in the coming years.

Dissemination of our model as a EUI and our experience

The Secretariat General will be responsible for coordinating activities that aim at engaging policy makers (both at national and European level), with a double goal: i) ensuring that the knowledge, experience and good practices gained at each step of the development of the Alliance will be transferred to the whole EUI, ii) maintaining a continuous exchange with the policy makers on challenges and opportunities of the EUI.

To this purpose, we will share the insights and best practices of the experience through "masterclasses" and more capacity building initiatives that can benefit HEIs in other Alliances and beyond. Moreover, we will collaborate with other European University Alliances (in particular, those with a focus on engineering technology studies like EELISA, ENHANCE, but not necessarily limited to them, like ERUA³⁹) and organise together common workshops/conferences to disseminate our respective work on topics of wide interest and high level of ambition (multilingualism, innovative pedagogy, European degrees, microcredentials).

Dissemination of our results: outputs and outcomes of our diverse activities and our approach to technology and its teaching

The EUt+ Global Outreach Office (EGOO) will coordinate the joint outreach actions. Its actions will include:

- Maintaining the EUt+ joint interface for Erasmus+ mobilities beyond EUt+ borders;
- Integrating activities with non-member countries;
- Coordinating the cooperation activities in the global scene with non-member countries, and specifically with Ukraine (in 2022 EUt+ signed an agreement for student and staff mobility and collaboration among researchers with Podillia State University);
- Spreading insights and good practices of EUt+ flagship initiatives
- Uptaking of excellent international students who wish to develop their studies at EUt+, taking into consideration our EDI principles.

In addition to the action coordinated by the EGGO, we will promote open science practices across EUt+, continuing the development of the Academic press and of the EUt+ open access repository from a technical point view, as well as incentivising researchers to openly share their research outputs, including software and other technical resources (WP8 in coordination with WP5).

Target groups and examples of activities planned

The actions will result in specific activities that will address the targeted stakeholder groups (some activities will be periodic, others occasional). We provide examples of communication and dissemination activities in the following table:

| Target stakeholder group | Goal | Examples of activity addressed to the audience |
|-------------------------------------|--|---|
| EUt+ community | Strengthening the EUt+ community | Two large hybrid workshops on EUt+ outputs and outcomes (M20 and M44) |
| EUt+ students (Bachelor and Master) | Engage in the clusters and mobility | Promoting the EUt+ ambassador programme |
| Researchers | Fostering internal circulation of research outputs and promoting open research practices | Preparing content about material published in the EUt+ Academic Press |
| Doctoral Students | involving PhDs in the activities of the ERIs | Advertising the research profile of the ERIs |

³⁹ ERUA is an alliance focused on social sciences, humanities and arts with whom we will engage to foster cross-fertilisation between social sciences and humanities and engineering.

| | | |
|---|--|--|
| Prospect students | Attracting talents from outside EUT+ (increase cultural diversity) | Spreading insights and good practices of EUT+ flagship initiatives |
| Other HEIs | Becoming a model on how HEIs can contribute to ongoing transitions towards a just, sustainable and equitable society | Sharing the experiences on the ESG framework implementation |
| National and European policy makers (national and European) | Engaging in discussions about political support from the member states to create legal conditions to build a multi-campus transnational university | Organising and running workshops together with other European Alliances; Producing publications of EUT+ construction outcomes |

3.3 Sustainability and continuation

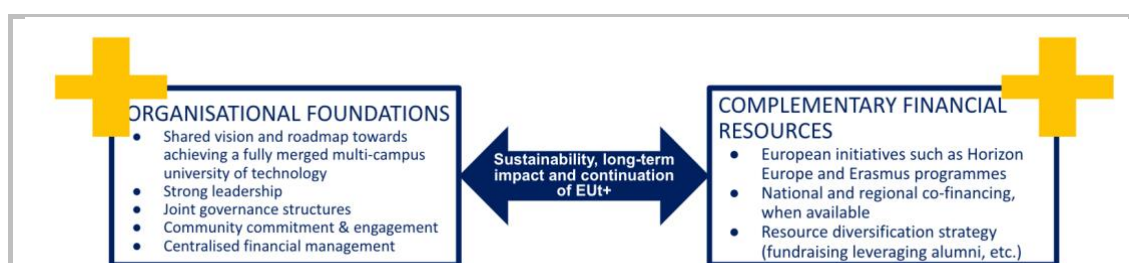


Figure 12: Basic principles embedded within organisational structures that ensure impact and sustainability.

As highlighted in our [Mission Statement](#) and recent policy documents⁴⁰, the long-term sustainability of EUT+ is embedded in the nature of its ambition e.g., to become a single, integrated multi-campus European University of Technology over the next decade.

During the first phase of the project, the members have deepened existing collaborations and are now jointly laying the foundations for developing a confederate structure, an intermediary step before achieving the targeted federal structure in 10 years' time. We have defined a common strategy and have already begun setting up joint governance structures across our different missions and activities (Teaching, Research, Business relations and entrepreneurship, Communication, International relations, Sustainability, Finance, and Administration (see section 2.2.2). From the very beginning, our approach has been to capitalise on what was already in place: we are "Europeanising" existing national structures and transforming them into EUT+ at a marginal cost. Two actions are representative in this respect:

- in research, the development of joint strategy around ERIs (EUT+ European Research Institutes) that are backed by joint administrative and support entities such as the EUT+ European Research Office and the EUT+ Innovation & Technology Transfer Office, etc.)
- the joint degree programmes in education - over 2021-2022, we have laid the groundwork for the launch of a joint Bachelor and 3 joint Master programmes in engineering, backed by the creation of clusters and the launch of a pilot agreement for the facilitation of student mobility via mobility maps which provide for seamless student mobility, including automatic recognition of all ECTS in the host institution.

All in all, each member's commitment to the integration trajectory has been reaffirmed in a MoU⁴¹ in 2022. All eight members began to work towards achieving the integration goal, starting with engaging in discussions with the ministries of their respective countries to define an experimental international legal structure, to accelerate the convergence process. At this stage, the benefits of coming together as a single

⁴⁰ [STYX proposal](#) (#101114599), 2021 09 Roadmap agreement 2021-2023.pdf

⁴¹ [Memorandum Of Understanding European University Of Technology: Toward A Single University](#)

European university are clear for each member, and this too, strengthens the commitment of our integration trajectory. These benefits, as perceived by our communities, are:

- the strength of a common European brand which comes with exceptional visibility
- the strong complementarity of teaching, research and transfer offers
- the critical mass which enables new funding and projects to be undertaken

Financial resources that further underpin our Alliance's long-term success

On top of sharing a vision and working together to achieve our goals, EUt+ members are committed to ensuring the financial sustainability of the Alliance by leveraging external funding at the regional, national and EU levels.

During the first phase of the project, EUt+ members have joined hands to win various funding grants

- since 2020, the EUt+ ECT Lab+ received funding totalling nearly 1.3 M€ thanks to projects such as AesTheTiCo⁴² (€380,330 over 36 months), EthiCo⁴³ (429 k€ over 36 months), etc.
- Inno-EUt+, the Innovative European University of Technology, a EIT HEI-funded project aiming to enhance the innovation and entrepreneurial capacity of a EUt+ (1.2 M€ over 24 months)
- EXperimentation to Transform Research Activities and Steering (EUt EXTRAS), a project which supports the emergence of intercampus knowledge-creating teams across our institutions (approx. 2 M€ over 36 months).

In the coming years, EUt+ members will leverage synergies/complementarities to focus on answering calls and winning other (EU funded) programmes within Horizon Europe such as WIDERA, but also through regional and national funding instruments which provide complementary funding in our areas of action. At this point, we have already identified the schemes and instruments that we shall target in the future years. As mentioned above, the critical mass that we will gain as we progressively pool our expertise in research (thanks to existing ERIs⁴⁴ and the creation of new ones), combined with the provision of technical support via the EUt+ Research Office, will enable us to obtain new funding. Similarly, for supporting capacity building in entrepreneurship and innovation we are participating in the EIT-HEI programme, and in the same vein, we have signed collaboration agreements with main industrial partners (e.g., Telefonica) for developing potential new lines of technology transfer. Additionally, the co-financing EUt+ receives from the regional and national governments of the majority of member institutions (total more than 2 M€ from Germany, France, Romania, Spain and, as of late, Ireland⁴⁵) is a proof of solidity of the project as well as the engagement it is generating with external stakeholders.

EUt+ members have already started discussing the pillars of a long-term resource diversification strategy leveraging brand visibility to attract funds (fundraising based on private donations from alumni or companies) but this effort needs to be further pursued and systematised – which we intend to do in the coming years.

Last, but not least, the governance structure will integrate a new legal entity – EGTC Services – designed to intensify synergies and expand the shared pool of resources. EGTC Services will manage information and services for all EUt+ members, thus providing the operational underlying foundation for joint process development and implementation in other areas.

In addition, a Quality Assurance Team will supervise all processes and will guarantee the correct implementation of budget planning (see project management section 2.1.2 and cost effectiveness and and financial management 2.1.4).

⁴²Aesthetics and Ecology in Technological Education, under Erasmus+ Cooperation partnerships in higher education

⁴³Ethics and Ecology in Technological Education, under Erasmus+ Cooperation partnerships in higher education.

⁴⁴Existing ERIs: the Sustainability Lab, the European Culture and Technology Lab (ECT Lab+), the European Laboratory For Pedagogical Action – Research And Student-Centred Learning (ELaRA), EUt+ Institute of Nanomaterials and Nanotechnologies (EUTINN), and the EUt+ Data Science Institute

⁴⁵[€3.1 million funding for Irish Higher Education Institutions participating in European University alliances.](#)

4. WORK PLAN, RESOURCES AND TIMING

4.1 Work plan

Hereafter, as decided by EUt+ rectors on 13 July 2023, the 9th partner is Università degli studi di Cassino e del Lazio Meridionale.

The work to be done for reaching the objectives described in section 2.1.2 has been organised around 11 different work packages. WP10 is actually an extension of the management work to be completed in order to add a 9th member to the Alliance, which specifically focuses on the roadmap for its integration.

The other WPs have been conceived so as to form a strong interconnected grid of “pillars” and “cross-cutting blocks”, which integrate and reinforce each other towards the achievement of the main goal of EUt+, to create a new model of technological university, which leverages a strong European component to tackle societal challenges in a sustainable, equitable way.

Education and Mobility, and the *Research and Research oriented education* represents the two main vertical pillars, they are immediately connected to the objectives of the European Universities Initiative and directly relatable to the European Higher Education strategy: they are our *raison d'être*, the central axis of the specific activities. From these two main blocks derives WP4, whose goal is the creation of Technology studies, Engineering and Design School (TEDS), a flagship initiative of EUt+ for technological education in Europe that will be our “think tank of best pedagogical and didactical practices” for dissemination, while WP6, Entrepreneurship and Innovation, is strictly related with the student innovation and entrepreneurship activities and innovation coming from research: one of its major aims is the setting up the EUt+ Entrepreneurship School .

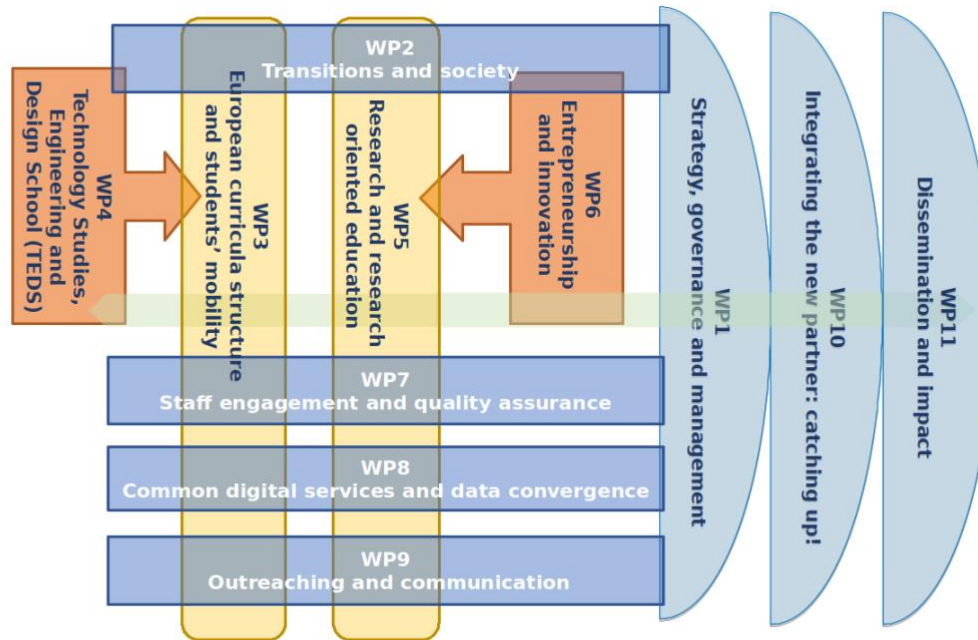
The specific features of EUt+ are deployed in the “cross-cutting” work packages. If the vertical pillars represent what we do, the horizontal ones show how we do it.

Our ambition is not just to be an innovative pan-European technology University, but also to bring forward human and societal aspects that are deeply inherent in our activities: this is the rationale behind WP2, Transition and society, which addresses the development of EUt+ as an inclusive, equitable and sustainable university model: this shall be achieved with the design structures, policies, procedures and actions informed by equity, diversity, inclusiveness (EDI), incorporating the Sustainable Development Goals (SDGs) and developing the strategic priorities of the twin green and digital transition within EUt+ for the benefit of students and staff. In this sense, WP2 is transversal to all education, mobility, research and innovation policies, and its activities shall be embedded and supported by management and steering tasks and must be made visible in the relevant communication and dissemination activities.

WP7 addresses the involvement of academic and non-academic staff in EUt+, aiming at the realisation of a joint HR strategy in parallel with the creation of quality assurance processes and bodies to provide the necessary support in quality monitoring for the activities developed by the different work packages: we believe that the sustainability of a quality management policy is not based on processes per se, but above all are the expression of a team's commitment to an objective. The goal of WP8 is to create a common information management system, to offer common services for activities in education, mobility, research and enable some interoperability of the local systems already in use in each institution. This is our first joint operation that will be based on a full legal status, not just a joint agreement.

WP9 is designed to carry out the internal and external communication of EUt+, to help the process of creating awareness both internally, sharing the values of EUt+ among its members, as well as to guarantee the global outreach actions aiming at extra-European and extra-academic stakeholders, so as to foster increasing visibility and future potential collaborations.

In addition to the “pillar” work packages and to the “cross-cutting” work packages, our activities are also organised around one major overarching work package, which is of course WP1, for guaranteeing the management of the project by designing the governance and strategy of the Alliance. WP1's main goal is to drive, monitor and support the



overall implementation of the merger programme and to create an initial governance structure which shall gradually be blended within the institution, in addition obviously to tasks like project monitoring and evaluation and financial management. It encompasses the whole structure of work packages and is strictly embedded in the core of this initiative. Firmly close to it is WP11, Dissemination and Impact, which is devoted to the implementation of activities meant to demonstrate the impact of the European Universities Initiative, and as such will be led in collaboration with other EUI of technical universities with whom we are already in contact.

Figure 13: The EUt+ ACCELERATE work packages structure

As a consequence, our model creates very strong links between the WPs, comparable to the organic inter-relationships within a university. This means that the WPs cannot work in silos (hence the weekly general operative meeting).

For example, WP3 will cooperate tightly with:

- WP1, for capacity building of the teams and general processes of development
- WP2, for what concerns civic engagement, EUt+ voluntary services, etc.
- WP4, for integrating the best pedagogical practices in all courses
- WP5, for the realisation of research training at the EUt+ ERIs, and research external partners
- WP6, offering entrepreneurial opportunities and knowledge transfer
- WP7, to provide accreditation objectives and strategy (path from national to European degrees)
- WP8, for the formatting of mobilities in a database easily accessible by all and user-friendly
- WP9, for connecting students and trainees with EUt+ global partners
- WP10, for integrating the 9th partner quickly in every cluster
- WP11, for disseminating our know-how to any university and stakeholder

[illegible]

| | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Task 7.1 - Staff engagement and EUt+ career paths | | | | | | | | | | | | | | | | |
| Task 7.2 - Quality Assurance team | | | | | | | | | | | | | | | | |
| Task 7.3 – Accredit. convergence | | | | | | | | | | | | | | | | |
| Task 7.4 - Ombudsperson team | | | | | | | | | | | | | | | | |
| Task 8.1 - IT harmonisation strategy | | | | | | | | | | | | | | | | |
| Task 8.2 - Common digital systems | | | | | | | | | | | | | | | | |
| Task 8.3 - EUt+ Academic press | | | | | | | | | | | | | | | | |
| Task 8.4 - EUt+ IT working group | | | | | | | | | | | | | | | | |
| Task 9.1 - Communication office | | | | | | | | | | | | | | | | |
| Task 9.2 - Global Outreach Office | | | | | | | | | | | | | | | | |
| Task 9.3 - Partnerships | | | | | | | | | | | | | | | | |
| Task 10.1 - Filling positions in EUt+ | | | | | | | | | | | | | | | | |
| Task 10.2 - Catching up on the activities of EUt+ | | | | | | | | | | | | | | | | |
| Task 11.1 - Common needs analysis on Eng. and Technology Education | | | | | | | | | | | | | | | | |
| Task 11.2 - Experience analysis and documentation | | | | | | | | | | | | | | | | |

#@ETH-ICS-EI@#

5. OTHER

5.1 Ethics

Not applicable

5.2 Security

Not applicable

6. DECLARATIONS

| | |
|---|-----|
| We confirm that to our best knowledge neither the project as a whole nor any parts of it have benefitted from any other EU grant <i>(including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, etc)</i> . If NO, explain and provide details. | YES |
| We confirm that to our best knowledge neither the project as a whole nor any parts of it are (nor will be) submitted for any other EU grant <i>(including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, etc)</i> . If NO, explain and provide details. | YES |

Financial support to third parties

Not applicable

ANNEX

JOINT MISSION STATEMENT



EUROPEAN UNIVERSITY OF TECHNOLOGY

VALIDATION OF EUT+ MISSION STATEMENT

19 JANUARY 2023

On 24 November 2022 in Darmstadt, the eight Rectors, Presidents or Directors of the eight EUT+ members confirmed that our mission statement, written three years ago, remains more visionary than ever and is a guideline we all endorse.

This mission statement provides a common point of convergence towards what we want EUT+ to become. We rely on it to guide our actions, harmonise our processes and progressively integrate our universities. It defines our overarching strategy and outlines the path that we are following as we progress from being stand-alone universities to becoming a single entity. As such, it is the ambition of the eight EUT+ members to merge from the European University of Technology.

We have therefore deliberately chosen to keep our Mission Statement as it is.

The events of the past couple of years may have disrupted our social, economic and industrial environment, but they have also confirmed that our ambition is more relevant than ever. We believe that technology and Europe are more than ever inseparable to guarantee the development and deepening of our European values and face the major global challenges, both present and to come.

Vision

We Think Human First, we are the European University of Technology. We empower our complementarities within a single home institution. We enable all people and places to fulfil their potential in campuses throughout Europe. We create futures.

Our respective decision-making bodies validated this mission statement:

The **Conseil d'administration** of the University of technology of Troyes (France), represented by its Director Christophe COLLET, has validated this mission statement.

The **Executive Board** of Darmstadt University of Applied Sciences (Germany), represented by its President Arnd STEINMETZ, has validated this mission statement.

The **Senate and Management Board** of Riga Technical University (Latvia), represented by its Rector Leonīds RIBICKIS, has validated this mission statement.

Professor David FITZPATRICK, President of Technological University Dublin (Ireland), through his signature has validated the commitment of the University to this mission statement.

The **Academic Council** (Академичен съвет) of the Technical University of Sofia (Bulgaria), represented by its Rector Ivan KRALOV, has validated this mission statement.

The **Senate** of Cyprus University of Technology (Cyprus), represented by its Rector Panayiotis ZAPHIRIS, has validated this mission statement.

The **Consejo de Gobierno** of the Technical University of Cartagena (Spain), represented by its Rector Beatriz MIGUEL HERNÁNDEZ, has validated this mission statement.

The **Consiliul de Administrație** of the Technical University of Cluj-Napoca (Romania), represented by its Rector Vasile ȚOPA, has validated this mission statement.

Hochschule Darmstadt
*Darmstadt University of Applied
Sciences*



Prof. Dr. Arnd Steinmetz, President

Τεχνολογικό Πανεπιστήμιο Κύπρου
Cyprus University of Technology



Καθηγητής Παναγιώτης Ζαφείρης,
Πρύτανης

Rīgas Tehniskā universitāte
Riga Technical University




Prof. Leonids Ribickis, Rektors

Universidad Politécnica de Cartagena
Technical University of Cartagena




Prof. Dra. Beatriz Miguel Hernández,
Rectora

Ollscoil Teicneolaíochta Bhaile Átha
Cliath
Technological University Dublin



Prof. David FitzPatrick, President

Universitatea Tehnică din Cluj-Napoca
Technical University of Cluj-Napoca



Prof. Dr. ing. Vasile Țopa, Rector

Технически университет София
Technical University of Sofia



Иван Кралов, Ректор

Université de technologie de Troyes
University of Technology of Troyes



Prof. Christophe Collet, Director

EUT+ Mission Statement

Vision

We Think Human First, we are the European University of Technology. We empower our complementarities within a single home institution. We enable all people and places to fulfil their potential in campuses throughout Europe. We create futures.

Mission

As a University of Technology, our mission is first and foremost to serve society. Europe requires top-quality education for diverse groups, where talents translate into ability to act and react, experiment and invent, anticipate and transform. We empower our students to become technologically literate professionals and European citizens. We ensure that they are well-qualified to play a fruitful role in society, aware of the broader implications of technological development and of their responsibility towards global challenges. Everybody, regardless of background, should be able to study and succeed in our university.

European research must be driven by the diverse needs of our regions, aware of the global challenges of our times and capable of having a true impact on people's lives. We create knowledge directly connected with the economic, scientific, and political priorities of our respective regions, and in synergy with one another.

Europe calls for universities deeply integrated into the socio-economic fabric of our continent. By working in close connection with public and private, local and multinational institutions and companies, we share our knowledge and know-how to generate value, products and services for everybody. We are a European university, locally anchored in each of our regions and globally connected. Our socio-cultural, linguistic, scientific, environmental, economic and territorial diversity, increases the effect of our concrete, bottom-up approach to support our regions, countries, and Europe.

We are proud to make direct, measurable impacts.

Ambition

Our vision and mission are underpinned by the pivotal role that technology plays in forging an inclusive and sustainable future: humanity today faces challenges of unprecedented breadth such as climate change, overused resources, growing inequality, and the social consequences of the digital era.

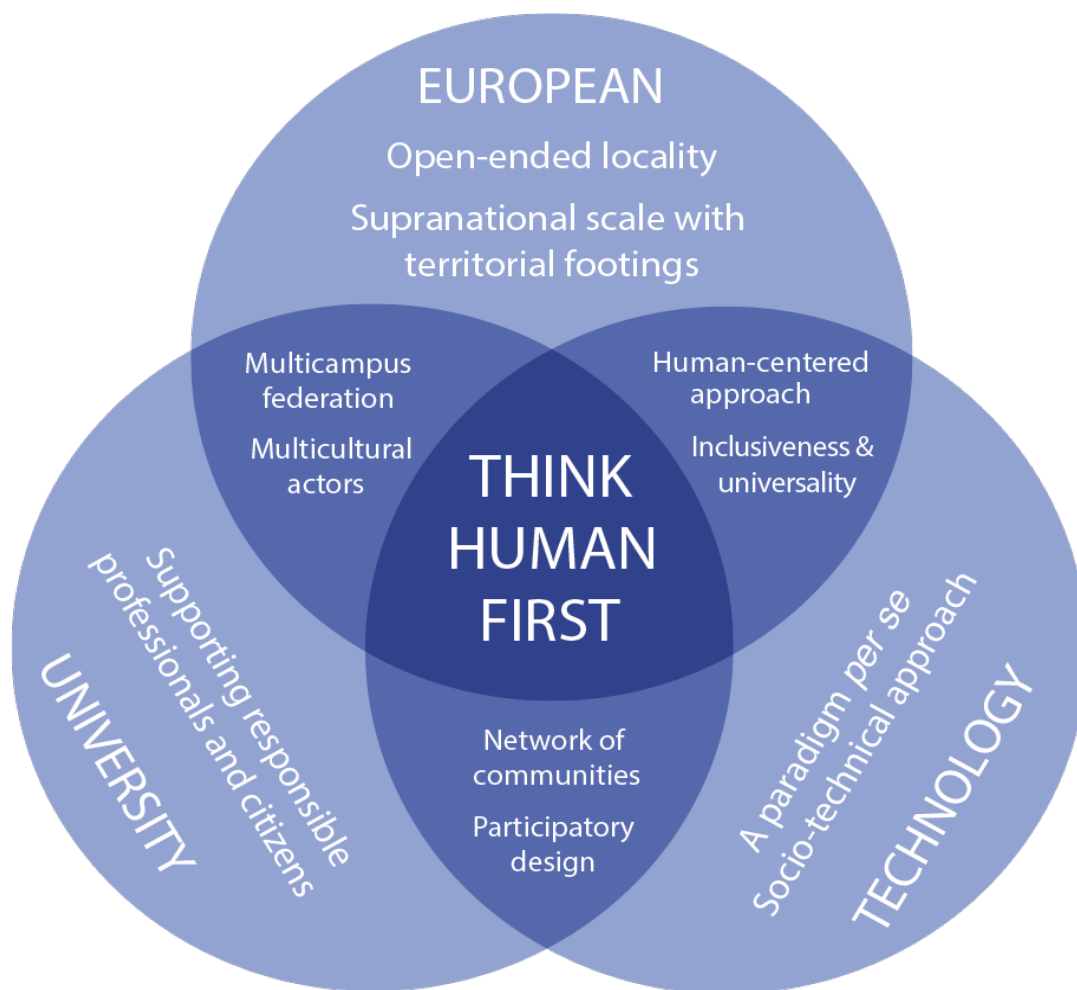
Answers to these challenges necessarily involve technology but they need to be multi-faceted. They must take into account the needs and aspirations of people and of our environment. They must also be respectful of individual freedom and diversity.

This can only be achieved by empowering technologically responsible citizens, and researchers who fully comprehend the potential of technology as well as the risks of neglecting its purpose. This requires a fundamentally new approach to technology and the training of people to foster it. It requires a new model of university.

Together, we are preparing the future of Europe by building a pioneering institutional model for developing a radically human-centered model of technology.

Our values

EUT+ brings Europe, Universities and Technology together. Here is our shared vision on each of these principles, as articulated around our central pillar “Think Human First”.



Technology is first and foremost human

Technology is more than a set of techniques or applied sciences. It is our essential human ability to express, think and understand the world through artefacts. In this sense it is an engine of human progress where arts and science meet. It is our conscience before a fragile life. Technology conditions human prosperity both economic and experiential. It is a means to improve the human condition.

Placing technology under a human perspective reminds us of an important distinction between a tool and its use. Technical developments tend to follow their own *ad hoc* logic that is not necessarily aligned with human well-being and growth. Technology, on the contrary, always has human roots and purposes. Throughout the world, business and government both play major roles in the technological symphony, but in Europe human and environmental needs, freedom and well-being have a greater role in the orchestra. This is why we underline the importance of a user-centered design approach to technology, which combines awareness of user needs, designing prototypes and testing/evaluation before deployment.

We have evolved through stone tools to artificial intelligence, for better and for worse. Today the benefits and risks of these technical developments are greater than ever, with extraordinary breakthroughs in medicine and information technologies on the one hand, and potentially existential threats such as climate change on the other. Over the last couple of decades, Chinese and US models of technology have increasingly dominated the world. In the coming years, we believe that a human-centered model for technology will be key, and that Europe is its natural home. Our mission is to bring this model into existence.

Technology is often considered to encompass a set of tools and solutions that address the ever-growing complexity of the systems we put in place, and respond to a rapidly expanding set of technical, financial, economic, commercial, and ethical constraints. Today's frameworks of development tend to consider the human element as a factor amongst many. We must place the human at the heart of technology, so limiting the extent to which technology can continue developing independently from humans. Technology is a human-governed domain of knowledge creation and exchange, with scientific, technical, social and societal ramifications. This theoretical and practical exploration is developed within our dedicated laboratory, the European Culture and Technology Lab (ECT Lab+).

Technology is not simply about applying scientific results but about comprehending the world and what it means to be human. This requires the design, development and mastering of conceptual tools and digital literacies that allow people, students, researchers to have a better ethical grasp of the issues at hand and to understand their implications at a large scale. Science and techniques make excellent engineers and technicians, but combined with arts, humanities, ethics, and social sciences, they make outstanding professionals and technologically responsible citizens. The (re)integration of ethics, arts, humanities and social sciences within classical technological curricula will be enabled in the process of

European curricula design and harmonization, hand-in-hand with a more general empowerment of our students, acknowledged as the actors of their own formation and education.

Our human-centered conception of technology also has implications for research, which are addressed by EUT+'s knowledge-creating teams. True scientific achievements do not necessarily arise from the “fundamental” theoretical work of great thinkers, whose discoveries and results can then be “applied” by engineers and technicians to the messy material and economic world. We do not think in a vacuum. We do not build technology in a vacuum. Thinking is always thinking “about” – about people, about values, about actions, about objects in the immediate or distant environment. There is no fundamental difference between thinking about and acting upon, or between the fundamental and the applied. Technology too can be curiosity-driven. Whenever there is thinking there is an objective, and therefore there is technology¹.

By rethinking technology, we will foster a successful European model of technology with the common good and fulfillment of people at the core.

Diversity is opportunity

Europe is falling behind its main competitors in terms of technological innovation and leadership. This is true both in cutting-edge research and in terms of global company headquarters. One of the causes is often said to be the fragmentation of legal and regulatory frameworks. Clearly the different legal and regulatory frameworks are a challenge. To take one example, despite remarkable progress over the last twenty years, the fact that we depend on national higher education accreditation processes does not make it easy to launch common university courses, which are recognised at a European level, such as the ones our European curricula aims at. Tackling questions such as this will be one of the key challenges of our project.

However, we are convinced that the diversity of languages and cultures, as well as socioeconomic backgrounds and abilities, is actually one of Europe's greatest competitive advantages and could lead to great added value both socially and economically. Diversity is one of the key ingredients of innovation and collective intelligence, it makes economically and culturally vibrant societies. We share a robust technological culture but also a great diversity in culture, language and experience. This diversity is an incredible added value to address global challenges. With the support of national and European regulations, we can leverage our linguistic and cultural diversity for more social and sustainable innovation.

¹ As Poincaré puts it, “The purpose of mathematical theories is not to reveal the true nature of things. [...] Their only goal is to coordinate the physical laws that experiment reveals to us [...]”. (Poincaré 1902, *La Science et L'hypothèse*).

In order to comprehend the systemic and ethical implications of technological development, our students need a broader cultural background. Indeed, multilingualism as one of the cornerstones of the European project, is a powerful symbol of the European Union's aspiration to be united in diversity. Foreign languages have a prominent role among the skills that will help equip people better for the labor market and make the most of available opportunities. The European Union has set the goal that every citizen should have the opportunity to acquire at least two foreign languages from an early age. While the idealised competence in multiple languages implied by multilingualism is the ultimate aim, EUT+ will adopt a plurilingual approach, emphasising the development of effective communicators who draw on their varied repertoire of linguistic and cultural knowledge in a flexible, creative and individual way, as proposed by the Council of Europe².

Mobility and languages are key to expanding horizons. Based on our students' inputs, we will develop an original and ambitious plan for mobility, which takes into account territorial and environmental impact.

Another crucial benefit of diversity is the result of our territorial outreach. By being firmly dedicated to the common good, EUT+ and its partners strive to align with global priorities (e.g. SDGs), European priorities (e.g. Horizon missions), and regional priorities (S3). This is why we share and exchange knowledge and skills with numerous private and public partners.

On the one hand, our eight *regions* share economic, scientific, and political priorities, but each also has specificities. On the other hand, our eight *institutions* share a common identity in being technological and human-centered, and each also has distinct areas of specializations. This creates an incredibly fertile ground for synergies, for instance where an institution from one region has a domain-expertise relevant for another one. Integrating diverse institutions from diverse regions opens countless opportunities, and strengthens the system as a whole. While being locally situated, we are thus globally connected through a network of partnerships operationalized by EUT+'s communication team.

An inclusive university

Promoting diverse and inclusive universities is more important than ever in the current European socio-political climate. Classical comprehensive universities are typically large research-intensive lighthouses, whose activities span all disciplines and all educational levels. These universities have an academic understanding of what makes a good student. Catering mostly for the best, they run the risk of neglecting talented students who need a more supportive, personalised environment. This results all too often in unemployment or underemployment. This contributes to the feeling of increasing social division and inequality that is one of Europe's greatest challenges.

² Council of Europe 2001:4, 5, 169.

More generally, OECD countries simultaneously face a lack of engineering skills and high unemployment rates. Some companies are led to relocate for lack of local technical or management skills, and many students struggle to secure employment after university. Both diagnoses have one and the same remedy: a truly inclusive education.

EUT+ leverages technology to bridge the gap of inclusion, and leverages inclusion to render technology more human. We aim to educate and support all students.

Inclusion is a priority, which is why we address this in a full work package. Our ultimate goal is to ensure that we provide a pertinent educational experience to all and that each student finds a role in society. We are committed to provide true equity of access that provides the opportunity to succeed to all our students, inside and outside our institution.

We will proactively assure and promote inclusiveness, in particular gender and racial equality for all in our extended community. This is why we are truly comprehensive. We recognize that we are all formed and informed within specific socio-historical conditions and that inequalities are dynamically reproduced at all levels of social, organizational and political life. There is no “outside” to our socio-historical conditions. We commit to Technology that clearly foregrounds its assumptions, objectives and outcomes, enabling non-experts to understand and if necessary, challenge its inner workings.

To this end, we believe that EUT+ can become a key player within European institutions at the political level. We know that without informed advice from experts in science and technology, the weight of the European Union at the global scale will remain lesser than it could be. There is an urgent need for bold action in tackling global challenges, where technology will play a pivotal role: the European University of Technology will be a reference for policymakers and help drive European strategy towards common and evidence-based solutions to global problems.

Our long term aim

From eight...

Creating the European University of Technology is the main priority of each of our institutions. Although today we are eight, tomorrow we will be one:

- Technical University of Sofia – Bulgaria (TUS)
- Cyprus University of Technology – Cyprus (CUT)
- University of Technology of Troyes – France (UTT)
- Darmstadt University of Applied Sciences – Germany (HDA)
- Technological University Dublin – Ireland (TUD)
- Riga Technical University – Latvia (RTU)
- Technical University of Cluj-Napoca – Romania (UTCN)
- Technical University of Cartagena – Spain (UPCT)

Our eight institutions are all universities of technologies with strong territorial and educational missions, and all share an appetite for transdisciplinarity, and a human-centered approach to technology. A wide network of cooperation is already in place among our eight universities, be it administrative (e.g. student card, Erasmus+ agreements) or scientific (e.g. joint research projects).

We are proud to be the workshops of our cities rather than their cathedrals, proud that our impact is more important to us than our international visibility. At the global level we lie within the 500+ quartile of world universities. Each of us is a well-established institution at the regional level, and we are perceived as the “applied science” university in our respective cities when the city is large enough, or the university of a secondary city in the other cases.

We are deeply rooted in our territories and serve important social and economic functions. We contribute remarkably to our student’s employment perspectives, and take a strong stance for Europe’s industrial renewal. As such we are “civic” universities that are also deeply pragmatic, we envision a Europe of territorial networks.

We have everything to gain by coming together and this enables us to be ambitious and outline a trajectory towards a full integration.

... to One

In the long term, we aim to fully integrate our eight existing institutions.

The path towards full integration is outlined on the following timeline. It will require an evolution of the national and European regulatory frameworks.

Integrating two institutions is already a long and sinuous process, even if they are geographically close, complementary in disciplines, and aligned in values³. We are well aware that integrating eight institutions in eight different countries, with partially overlapping research and teaching provision will be a great challenge, maybe the greatest in the respective histories of each of our institutions⁴. That said, our institutions all have a history of mergers - the most recent one of which was finalised less than a year ago with the creation of TU Dublin. Over the years, we have changed names and statutes multiple times, we have undergone numerous mergers and been spun-off from larger universities⁵. We constantly transform to better adapt to the needs of society.

Our process of integration will be guided by the standards and guidelines for quality assurance in the European Higher Education Area, and follow strict quality processes which the EUT+ governance bodies and teams aims at integrating further to guarantee equal education to all our students.

³ European University Association (2015), DEFINE Thematic Report: University Mergers in Europe
<https://eua.eu/resources/publications/363:define-thematic-report-university-mergers-in-europe.html>

⁴ International models exist such as the State University of Pennsylvania.

⁵ TU Cluj Napoca was born in 1920 as a superior school, has grown up until 1948, when got the status of polytechnical institute, got the university status in 1992 and underwent a merger in 2012; TU Sofia became an independent institution in 1953 and was renamed and given university status in 1991; Riga UT was spun-off from the University of Latvia in 1958 and renamed in 1990; Darmstadt UAS was founded in 1971 and acquired its current name in 2006; UT Troyes was founded in 1994; UP Cartagena in 1998; Cyprus UT in 2004; TU Dublin was created in 2019 as the result of a merger of three institutes of technology.

Timeline

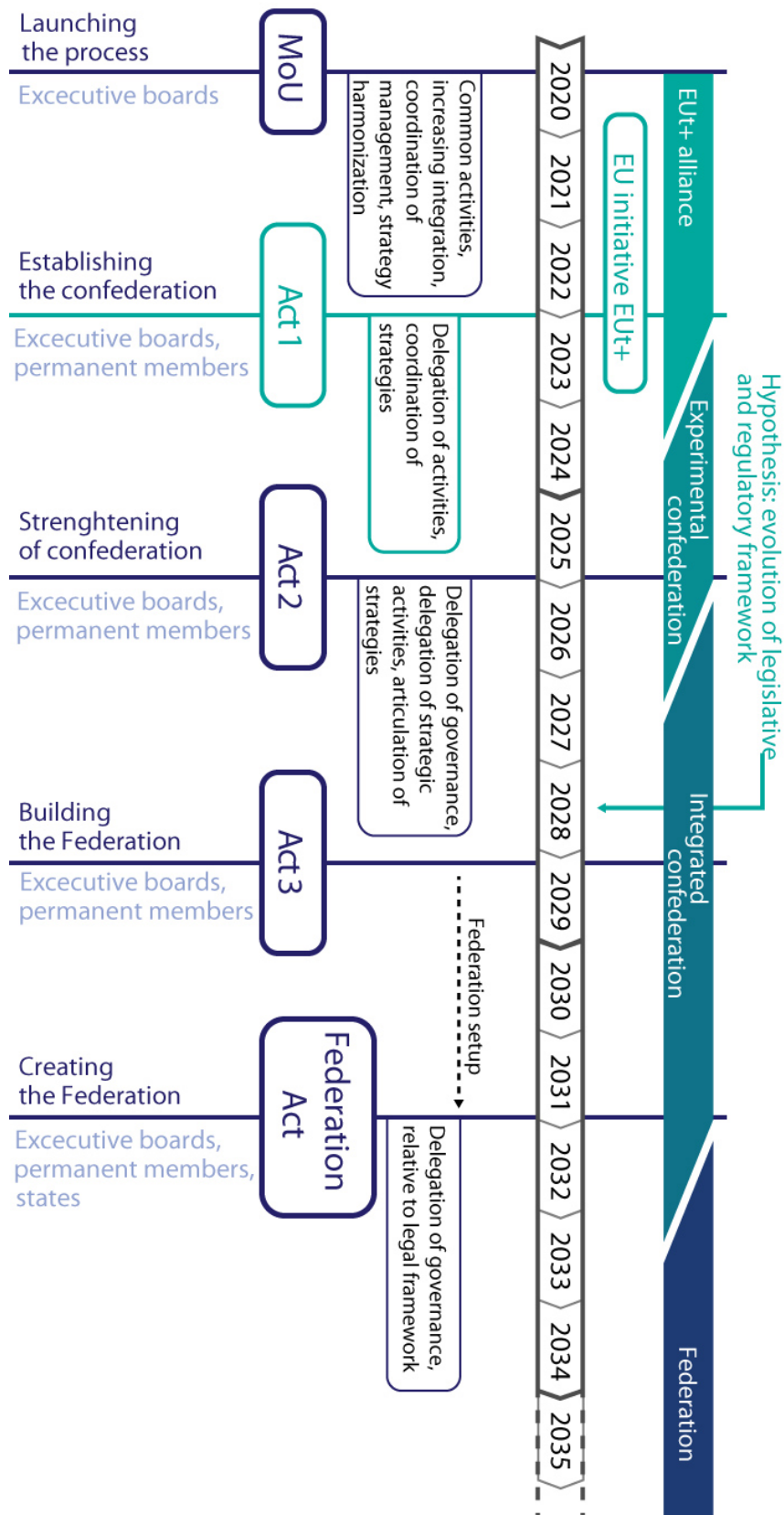


Figure 1: EUT+ Timeline

Elements

Supporting the Mission Statement

Ten Reasons to be one

Strength in Unity: Ten reasons to be one

Together we will lead a new European model for technology that thinks people first. We will be an inclusive space where everybody is equally welcome. We will identify synergies, achieve critical mass and develop new programmes. Together, we will:

1. *reinforce Europe.* By targeting a fully integrated multicampus European University of technology, we will lobby for an evolution of legal frameworks and reinforce the European area of higher education, research and innovation.
2. *forge a brand.* Our brands are important to our alumni and recognised by our economic partners but they are not immutable: our eight institutions have all been renamed in the past twenty years! By becoming campuses of the European University of Technology we will increase our recognition and visibility.
3. *increase research impact.* Institutional mergers enable the pooling of academic talent and infrastructure, increased financial and staffing resources, and opportunities for interdisciplinary research. Our research projects will be able to prioritize areas where the skills present in one partner institution benefit the regional priority of another one (for example cybersecurity in Troyes and Darmstadt will benefit Cyprus and Latvia).
4. *improve teaching quality.* By sharing our best practices and implementing a common quality assessment system we will improve teaching throughout our university. We will increase our academic offer and profile by pooling specialities (such as IoT or 3D printing) on different campuses. Together, we will create degrees in new fields.
5. *incentivize mobility.* By ensuring that all campuses share a common core curriculum and that each develops areas of expertise for the whole, we will both facilitate and encourage mobility, for students as well as for academic and non-academic staff. Mobility is one of our priorities because it is key to create a common identity.
6. *leverage cultural diversity.* We share a robust technological culture but also a great diversity in culture, language and experience. This diversity is an incredible added-value to address global challenges.
7. *improve administrative processes.* Improving heterogeneous administrative and information systems and structures is a challenge for all institutions. Coming together with such an ambitious project is exactly what triggers the interest of the multinational IT company Atos to collaborate with us and help us overcome the complexities.

8. *design a new governance structure.* Over the first 3 years, we will test different models of governance so as to ensure a wide circulation of ideas, and a full engagement of all communities. Being one university with eight campuses means finding the sweet spot that encourages a bottom-up, low hierarchy model whilst reinforcing synergies throughout the university.
9. *exemplify equality and inclusiveness.* The student body entering, participating in and completing higher education at all levels will reflect the diversity of our populations, and students, staff and stakeholders will experience true equality
10. *embed engagement and knowledge exchange* with society in our curriculum and our research.

Our integration will strengthen our institutional position in relation to competition, funders and stakeholders. More importantly it will improve the way we teach, increase the impact of our research and boost our potential for transfer.

In many ways the reasons and challenges for integrating our institutions mirror the European project. Europe needs European universities, Europe needs a European University of Technology.

Implementation Plan

The objectives of EUT+ are ambitious, as it sets to both rethink the role of universities of technology while building a new institution on a European scale. We are convinced that both objectives make sense simultaneously: one leading the other. Thus, we want to project onto a European scale what we do best - ensuring rapid, sustainable and quality employment for almost all our students and supplying industry and services with expertise - while positing a European ethos of technology.

This ambitious initiative is supported by a battery of concrete actions and a clear timeline, outlined above. The transformation process has been underway for over a year, and the actions have been structured within eight interlinked work packages.

Colleagues and students from all eight partner institutions are already building common activities (MoU on ECT Lab+, construction of a common lab for innovative pedagogy, common PhD in sustainable sciences, common competency framework...). This community engagement is what fuels our initiative, which is already backed by more than 350 regional and global companies.

The present section aims to show how the current implementation plan (with key targets and milestones as well as a more detailed description of the work packages) will be organised, managed and distributed.

Development plan

The first three years

The first three years of our timeline are decisive. We have designed eight interlinked work-packages to deal with the key aspects of the integration plan, and to simultaneously develop the vision of the new University and to establish the coordinated actions. The eight partner institutions are already engaged on this path, as all rectors and presidents - as well as the student representatives - have signed a Memorandum of Understanding to launch the initiative and the actions evoked below. All agree that EUT+ “is **the** leading priority of each of the eight [...] institutions”.

The first three years will already enable a transformation of our main missions. The student experience has already been influenced by EUT+, for student representatives started meeting each other and designing their role in the initiative. Research collaboration projects are already increasing within the partners of EUT+, ECT Lab+ being but one example. And with more than 350 companies already

supporting our initiative, we foresee great added value in technology and knowledge exchange in the first years.

The first three years purposefully maintain an emerging governance structure. These years will be a space for flourishing horizontal exchanges, initiating the concrete integration of activities, coordinating management, polishing the harmonization of respective institutional strategies towards EUT+. This period of time will lead to the signature of the first EUT+ Act establishing the confederation, with elected members of the executive board. After this incubation phase, the experimental confederation will start for good in 2023.

Year 3 to year 6

The next three years will be dedicated to establishing a more formal governance structure to EUT+, and to transfer step by step the activities of each partner to this emerging structure. Importantly, the strategy we chose to put in place this new central governance structure is not to create an empty shell where responsibilities could be transferred from pre-existing institutions. It is rather to create the “central” governance structure by mutualizing preexisting activities, at one and the same time. We believe this approach will facilitate a challenging eight-headed integration process. This experimental phase will end up in the signature of the second EUT+ Act, which will shift key decision-making capacities from the individual members to the confederation.

Year 6 onwards

From 2026 on, the confederation will start a process of full integration. The goal is to transition from a confederation to a single federative institution. There are multiple models of federal university organisations which we detail in the box below. Our model is closest to that of a tightly integrated university (*à la* Oxford), with campuses more distant from each other than exists to this day. Perhaps the closest model is that of PennState University with its 24 campuses distributed throughout Pennsylvania.

This process will, presumably, require an evolution of legal frameworks at both the national and the European level.

Models of federal university organisations

“**Federal university**” is a misleading expression, because it applies to the structure of the parent state, not to the university itself. Historically, the term “federal university” has been used by the University of London and primarily by the University of Wales (which even used the term “confederated university” between 2004 and 2011). Today, the few occurrences of the term “federal university” refer to universities with a centralized structure, but dependent on a federal state. The main occurrences thus correspond to the public universities of Brazil (e.g. Federal University of Rio de Janeiro), Russia (e.g. Siberian Federal University, Ural Federal University), or the recently established universities in Nigeria (e.g. Federal University Lokoja, Federal University Oye-Ekiti).

“**Federated university**” refers to a university whose internal organization is federal. This term is used primarily in the North American world, and particularly in Canada. “Federated” indicates that regulatory powers are not only delegated by the centre to components, but are shared between the central structure and its members. It is a stronger notion than delegation of authority. A university can indeed be very decentralized in its operations, with a high level of delegation to the components that ensures them *de facto* autonomy in their day-to-day operations, while remaining unified from a legal point of view, with a single body having ultimate responsibility for all decisions made and legal representation. A university is organized federally, on the contrary, if there is not a single component ultimately responsible for all functions and decisions.

In most cases, universities that call themselves “federated” or “federative” are the result of the union of formerly independent colleges.

Today, this union takes two forms:

- An “associative” form such as the University of London, which is more like an association of independent members, and considered as such by ranking agencies in particular (see below the analysis of the case of University College London). The balance of power is on the side of the members, not the central structure.
- A “tight” form like Oxford University, which presents itself and is treated by its interlocutors as a university. The balance of power is on the side of the central structure rather than the members, and this tendency is continuously growing.

These two possibilities are embedded in the very principle of a federal organization: whether in higher education or in other domains, a recurring question for federations is whether the centre of gravity and “unity of action” are on the side of the federal structure or of the federated members. What makes

any federated structure both interesting and fragile is the constant need to renegotiate the balance between two opposing tendencies towards either secession or unification.

“**Collegiate university**” is an ambiguous expression:

- It can refer to a university that has residential colleges, usually for undergraduates. These colleges can then enjoy a certain degree of financial autonomy and cultivate their own identity, but their responsibilities are strictly related to student life (board and lodging, recreation, student life). This is particularly the case of British universities that present themselves as “collegiate”, while having a unified governance structure, such as Kent, York or Lancaster University: the college is an instrument of student sociability and the construction of a sense of community.
- Or the term is functionally equivalent to “federated university” and refers to a university structure that shares academic responsibilities and decisions with its members, who enjoy some form of legal personality and financial autonomy. Cambridge University, Durham University, Oxford University in the United Kingdom, and a handful of institutions in the United States and Canada use this term to introduce themselves. In practice, however, colleges have seen their academic role diminish in favour of the university, with the result that the model of the college exercising true academic responsibility no longer really exists today.

“**University system**” refers to a structure created by a public administration to organize the public provision of higher education and research by funding a network of institutions. These institutions are dependent on the system and are accountable to it: the system is not a voluntary association that members could leave of their own accord. This model is often the equivalent, for a federal state, of the relationship that universities have with the Ministry of Higher Education. The higher-ranking structure distributes funding, exercises quality control over degrees, defines the conditions for accrediting degrees, and draws up strategic directions of a very general nature. This model is present in the United States (e.g. California, Illinois, Oregon, Wisconsin), Canada (e.g. Ontario, Quebec), and to some extent in Germany (e.g. Bavaria). The degree of supervision exercised by the system over institutions varies, depending in particular on the size and complexity of the system.

ANNEX 2

ESTIMATED BUDGET (LUMP SUM BREAKDOWN) FOR THE ACTION

| Forms of funding | Estimated EU contribution | | | | | | | | | | |
|------------------|--|-----------------------------|---|--|--|-------------------------------------|--|--|-----------------------------------|---|---|
| | Estimated eligible lump sum contributions (per work package) | | | | | | | | | | Maximum grant amount ¹ |
| | WP1 Strategy, governance and management | WP2 Transitions and society | WP3 European curricula structure and students' mobility | WP4 Technology Studies, Engineering and Design School (TEDS) | WP5 Research and research-oriented education | WP6 Entrepreneurship and innovation | WP7 Staff engagement and quality assurance | WP8 Common digital Services and data convergence | WP9 Outreaching and communication | WP10 Integrating the new member: catching up! | |
| | Lump sum contribution | Lump sum contribution | Lump sum contribution | Lump sum contribution | Lump sum contribution | Lump sum contribution | Lump sum contribution | Lump sum contribution | Lump sum contribution | Lump sum contribution | |
| | a | b | c | d | e | f | g | h | i | j | l = a + b + c + d + e + f + g + h + i + j + k |
| 1 - UTT | 620 167.00 | 167 073.00 | 676 706.00 | 167 073.00 | 341 946.00 | 167 073.00 | 167 073.00 | 167 073.00 | 167 073.00 | 171 289.00 | 2 879 878.00 |
| 2 - H-DA | 169 421.00 | 93 176.00 | 189 107.00 | 93 176.00 | 189 107.00 | 93 176.00 | 93 176.00 | 287 079.00 | 93 176.00 | 93 176.00 | 1 440 000.00 |
| 3 - RTU | 171 797.00 | 95 025.00 | 190 944.00 | 287 937.00 | 190 944.00 | 95 025.00 | 95 025.00 | 95 025.00 | 95 025.00 | 95 025.00 | 1 440 000.00 |
| 4 - TU Dublin | 172 252.00 | 284 486.00 | 190 136.00 | 95 892.00 | 190 136.00 | 95 892.00 | 95 892.00 | 95 892.00 | 95 892.00 | 95 892.00 | 1 440 000.00 |
| 5 - TUS | 171 655.00 | 94 782.00 | 191 965.00 | 94 782.00 | 191 965.00 | 94 782.00 | 286 747.00 | 94 782.00 | 94 782.00 | 94 782.00 | 1 440 000.00 |
| 6 - CUT | 170 964.00 | 93 041.00 | 190 066.00 | 93 041.00 | 190 066.00 | 285 910.00 | 93 041.00 | 93 041.00 | 93 041.00 | 93 041.00 | 1 440 000.00 |
| 7 - UPCT | 172 606.00 | 93 387.00 | 192 899.00 | 93 387.00 | 197 378.00 | 90 457.00 | 90 457.00 | 90 457.00 | 286 286.00 | 93 387.00 | 1 440 000.00 |
| 8 - UTC | 152 167.00 | 83 949.00 | 168 322.00 | 83 949.00 | 507 764.00 | 83 949.00 | 83 949.00 | 83 949.00 | 83 949.00 | 83 949.00 | 1 440 000.00 |
| 9 - UNICAS | 172 800.00 | 96 000.00 | 192 000.00 | 96 000.00 | 192 000.00 | 96 000.00 | 96 000.00 | 96 000.00 | 96 000.00 | 288 000.00 | 1 440 000.00 |
| Σ consortium | 1 973 829.00 | 1 100 919.00 | 2 182 145.00 | 1 105 237.00 | 2 191 306.00 | 1 102 264.00 | 1 101 360.00 | 1 103 298.00 | 1 105 224.00 | 1 108 541.00 | 14 399 878.00 |

| Forms of funding | Estimated EU contribution | |
|------------------|--|---|
| | Estimated eligible lump sum contributions (per work package) | Maximum grant amount ¹ |
| | WP11 Dissemination and impact | |
| | Lump sum contribution | |
| | k | l = a + b + c + d + e + f + g + h + i + j + k |
| 1 - UTT | 67 332.00 | 2 879 878.00 |
| 2 - H-DA | 46 230.00 | 1 440 000.00 |
| 3 - RTU | 28 228.00 | 1 440 000.00 |
| 4 - TU Dublin | 27 638.00 | 1 440 000.00 |
| 5 - TUS | 28 976.00 | 1 440 000.00 |
| 6 - CUT | 44 748.00 | 1 440 000.00 |
| 7 - UPCT | 39 299.00 | 1 440 000.00 |
| 8 - UTC | 24 104.00 | 1 440 000.00 |
| 9 - UNICAS | 19 200.00 | 1 440 000.00 |
| Σ consortium | 325 755.00 | 14 399 878.00 |

¹ The 'maximum grant amount' is the maximum grant amount fixed in the grant agreement (on the basis of the sum of the beneficiaries' lump sum shares for the work packages).

DATA SHEET

1. General data

Project summary:

| Project summary |
|--|
| The European University of Technology (EUT+) is unique amongst European Universities in having formally announced a long-term intention to merge the nine member-universities and become a single entity with a single governance and a joined budget. To fulfil this ambition, we have placed a clear priority on integrating our actions, processes and strategy and reinforcing our governance. We have set up a common brand, automatic ECTS recognition, 12 “clusters” that prefigure European curricula, and already one of the four European Research Institutes planned to this day. Thematic offices (green office, research office...) enable everyday operations, sharing of best practices and a deep Europeanisation of the member institutions. A progressively structured and supported governance develops the vision and organises its implementation: we build these truly European entities by convergence of existing national ones. Each member brings its strengths, and collective capacity building supports this gradual transformation. Monthly physical meetings, to which the Rectors systematically participate, and weekly virtual meetings ensure deep institutional convergence. With the fundamentals in place, this new phase aims to deepen, extend, and accelerate our institutional integration. It is structured around a streamlined implementation plan, with 11 Work Packages coordinated in 37 tasks. EUT+ curricula will translate into free and seamless student mobility in a multilingual space leading to joint European degrees, while European research institutes will mean a common signature. A full-fledged European University of Technology will play a more relevant role in the global scene and in the promotion of the European Values, and each stakeholder, either internal or external, will live in or participate in a European environment first and foremost. We are not single universities with their own identities, but equal campuses of EUT+ working toward a common vision. |

Keywords:

- European joint curricula; European Research Institutes; Inclusiveness in Education; Student, academic and non academic staff mobilities; New pedagogies; Entrepreneurship; Universities Integration

Project number: 101124533

Project name: European University of Technology (EUT+) : Accelerate phase

Project acronym: EUT Accelerate

Call: ERASMUS-EDU-2023-EUR-UNIV

Topic: ERASMUS-EDU-2023-EUR-UNIV-1

Type of action: ERASMUS Lump Sum Grants

Granting authority: European Education and Culture Executive Agency

Grant managed through EU Funding & Tenders Portal: Yes (eGrants)

Project starting date: fixed date: 1 November 2023

Project end date: 31 October 2027

Project duration: 48 months

Consortium agreement: Yes

2. Participants

List of participants:

| N° | Role | Short name | Legal name | Ctry | PIC | Max grant amount | Entry date | Exit date |
|----|------|------------|--|------|-----------|------------------|------------|-----------|
| 1 | COO | UTT | UNIVERSITE DE TECHNOLOGIE DE TROYES | FR | 997576228 | 2 879 878.00 | | |
| 2 | BEN | H-DA | HOCHSCHULE DARMSTADT (UNIVERSITY OF APPLIED SCIENCES H-DA) | DE | 986100255 | 1 440 000.00 | | |
| 3 | BEN | RTU | RIGAS TEHNISKA UNIVERSITATE | LV | 999920718 | 1 440 000.00 | | |

| N° | Role | Short name | Legal name | Ctry | PIC | Max grant amount | Entry date | Exit date |
|--------------|------|------------|---|------|-----------|------------------|------------|-----------|
| 4 | BEN | TU Dublin | TECHNOLOGICAL UNIVERSITY DUBLIN | IE | 903964729 | 1 440 000.00 | | |
| 5 | BEN | TUS | TECHNICAL UNIVERSITY OF SOFIA | BG | 999868532 | 1 440 000.00 | | |
| 6 | BEN | CUT | TECHNOLOGIKO PANEPISTIMIO KYPROU | CY | 999597223 | 1 440 000.00 | | |
| 7 | BEN | UPCT | UNIVERSIDAD POLITECNICA DE CARTAGENA | ES | 999828859 | 1 440 000.00 | | |
| 8 | BEN | UTC | UNIVERSITATEA TEHNICA CLUJ-NAPOCA | RO | 999897244 | 1 440 000.00 | | |
| 9 | BEN | UNICAS | UNIVERSITA DEGLI STUDI DI CASSINO E DEL LAZIO MERIDIONALE | IT | 999844767 | 1 440 000.00 | 1/11/2023 | |
| Total | | | | | | 14 399 878.00 | | |

Coordinator:

- UNIVERSITE DE TECHNOLOGIE DE TROYES (UTT): from 2 October 2023 to present

3. Grant

Maximum grant amount, total estimated eligible costs and contributions and funding rate:

| Maximum grant amount (Annex 2) | Maximum grant amount (award decision) |
|-----------------------------------|--|
| 14 399 878.00 | 14 399 878.00 |

Grant form: Lump Sum

Grant mode: Action grant

Budget categories/activity types: Lump sum contributions

Cost eligibility options: n/a

Budget flexibility: No

4. Reporting, payments and recoveries

4.1 Continuous reporting (art 21)

Deliverables: see Funding & Tenders Portal Continuous Reporting tool

4.2 Periodic reporting and payments

Reporting and payment schedule (art 21, 22):

| Reporting | | | | | Payments | |
|-------------------|------------|----------|--------------------------------|---------------------------------------|-------------------------|--|
| Reporting periods | | | Type | Deadline | Type | Deadline (time to pay) |
| RP No | Month from | Month to | | | | |
| | | | | | Initial prefinancing | 30 days from entry into force/ financial guarantee (if required) – whichever is the latest |
| | | | | | | |
| 1 | 1 | 24 | Additional prefinancing report | 60 days after end of reporting period | Additional prefinancing | 60 days from receiving additional |

| Reporting | | | | | Payments | |
|-------------------|------------|----------|-----------------|--|---------------|--|
| Reporting periods | | | Type | Deadline | Type | Deadline (time to pay) |
| RP No | Month from | Month to | | | | |
| | | | | | | prefinancing report/ financial guarantee (if required) – whichever is the latest |
| 2 | 25 | 48 | Periodic report | 60 days after end of reporting period | Final payment | 90 days from receiving periodic report |

Prefinancing payments and guarantees:

| Prefinancing payment | | Prefinancing guarantee | | |
|-----------------------------|--------------|------------------------|--------------------------|-----|
| Type | Amount | Guarantee amount | Division per participant | |
| Prefinancing 1 (initial) | 5 759 951.20 | n/a | 1 - UTT | n/a |
| | | | 2 - H-DA | n/a |
| | | | 3 - RTU | n/a |
| | | | 4 - TU Dublin | n/a |
| | | | 5 - TUS | n/a |
| | | | 6 - CUT | n/a |
| | | | 7 - UPCT | n/a |
| | | | 8 - UTC | n/a |
| | | | 9 - UNICAS | n/a |
| Prefinancing 2 (additional) | 5 759 951.20 | n/a | 1 - UTT | n/a |
| | | | 2 - H-DA | n/a |
| | | | 3 - RTU | n/a |
| | | | 4 - TU Dublin | n/a |
| | | | 5 - TUS | n/a |
| | | | 6 - CUT | n/a |
| | | | 7 - UPCT | n/a |
| | | | 8 - UTC | n/a |
| | | | 9 - UNICAS | n/a |

Reporting and payment modalities (art 21, 22):

Mutual Insurance Mechanism (MIM): No

Restrictions on distribution of initial prefinancing: The prefinancing may be distributed only if the minimum number of beneficiaries set out in the call conditions (if any) have acceded to the Agreement and only to beneficiaries that have acceded.

Interim payment ceiling (if any): 100% of the maximum grant amount

No-profit rule: n/a

Late payment interest: ECB + 3.5%

Bank account for payments:

FR7610071100000000100012743

Conversion into euros: n/a

Reporting language: Language of the Agreement

4.3 Certificates (art 24): n/a

4.4 Recoveries (art 22)

First-line liability for recoveries:

Beneficiary termination: Beneficiary concerned

Final payment: Coordinator

After final payment: Beneficiary concerned

Joint and several liability for enforced recoveries (in case of non-payment):

Limited joint and several liability of other beneficiaries — up to the maximum grant amount of the beneficiary

Joint and several liability of affiliated entities — n/a

5. Consequences of non-compliance, applicable law & dispute settlement forum

Applicable law (art 43):

Standard applicable law regime: EU law + law of Belgium

Dispute settlement forum (art 43):

Standard dispute settlement forum:

EU beneficiaries: EU General Court + EU Court of Justice (on appeal)

Non-EU beneficiaries: Courts of Brussels, Belgium (unless an international agreement provides for the enforceability of EU court judgements)

6. Other

Specific rules (Annex 5): Yes

Standard time-limits after project end:

Confidentiality (for X years after final payment): 5

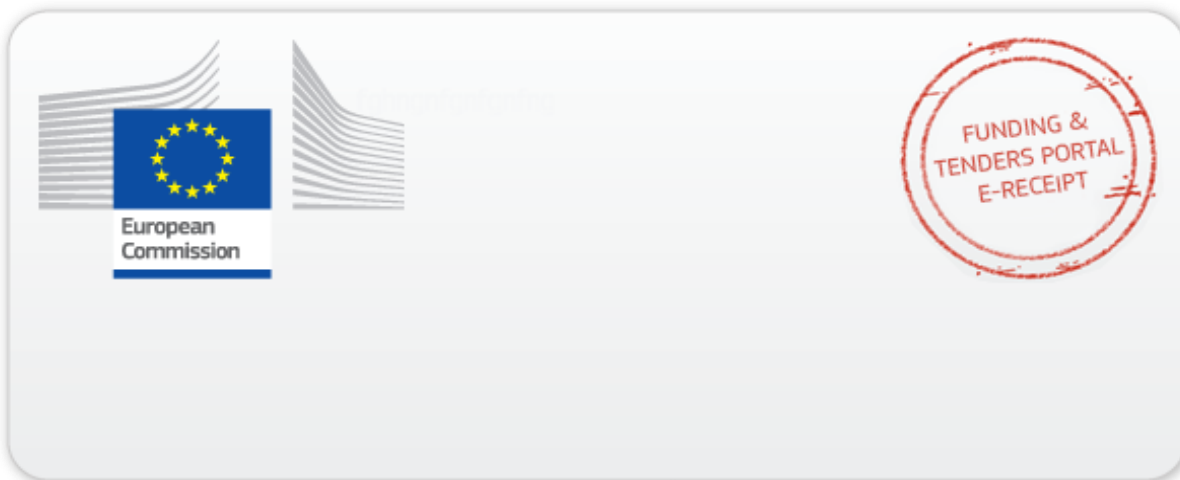
Record-keeping (for X years after final payment): 5 (or 3 for grants of not more than EUR 60 000)

Reviews (up to X years after final payment): 5 (or 3 for grants of not more than EUR 60 000)

Audits (up to X years after final payment): 5 (or 3 for grants of not more than EUR 60 000)

Extension of findings from other grants to this grant (no later than X years after final payment): 5 (or 3 for grants of not more than EUR 60 000)

Impact evaluation (up to X years after final payment): 5 (or 3 for grants of not more than EUR 60 000)



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