



THE  
EUTOPIA  
**BOOK**

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## EUTOPIA

### THE ALLIANCE EXPERIENCE

The EUTOPIA Alliance brings together the operations and intentions of ten regionally and nationally distinct European universities.

The Alliance started with a pilot phase, EUTOPIA 2050 (Erasmus+ EUI), a project within the framework of the European Universities Initiative. Already during the EUTOPIA 2050 project, several accompanying and follow-up initiatives such as EUTOPIA TRAIN (Horizon2020 SwafS), EUTOPIA SIF (Horizon 2020 MSCA COFUND) and FLECSLAB (Erasmus+, KA220HED) were successfully submitted. The EUTOPIA alliance is now starting a second phase, EUTOPIA MORE (Erasmus+ EUI), which lays the foundations to reach our ten-year ambition.

Our initial EUTOPIA 2050 project rested on one conviction: today's challenges call for a transformation of universities. They should re-think the skills that universities need to provide to students and staff; the way that research can achieve high impact, within academia and beyond; and finally, our level of action, by supporting local-to-global initiatives to face today's challenges.

This initial conviction has only been reinforced by the new developments since 2018: the COVID-19 pandemic, which catalysed digital functioning of universities; the growing awareness of the issues related to climate change, which require a shift in social models and individual behaviours; or the tragic war in European Union's neighbourhood, which demonstrates the continuous need to defend European values. Solidarity and cooperation are needed more than ever, as paths to resilience in our missions as universities.

Such large-scale challenges can only be addressed by channelling interdisciplinary skills and operating at an international level, connecting the local to the global. Furthermore, knowledge is becoming ever more complex and subject to change, making a life-long learning perspective absolutely necessary.

In light of such challenges, and in resonance with the new policy initiatives for Higher Education, Research and Innovation, led by the European Union and the European Commission, EUTOPIA places at its heart the empowerment of students, staff and partners through Global Connecting Communities across campuses, across disciplines and across borders. Indeed, we firmly believe that solutions to contemporary challenges cannot be engineered from the top, but can only be built from the bottom-up, in a flexible fashion, relying on the distributed expertise of various communities.

#### The ambitions of EUTOPIA are thus threefold:

- 1 • First, we will create the conditions for communities to connect across our campuses, around projects tackling education, research or outreach challenges of global relevance;
- 2 • Secondly, the education initiatives of EUTOPIA will allow us to showcase, within a joint EUTOPIA College, our enriched curriculum at the Bachelor, Master and PhD programs together with the innovations coming out of life-long learning initiatives;
- 3 • Third, we will connect our initiatives in research, innovation and outreach geared towards tackling the big societal challenges of today, and integrating our academic communities within in a EUTOPIA Global Institute of knowledge communities involving local to global partners.



#### The Global Connecting Communities approach will foster emergence and innovation, and our shared commitments will provide the coherence of our common efforts, ensuring that EUTOPIA is:

- Geared towards the challenges of the future. Our alliance is challenge-driven to prepare students and staff as European citizens and lifelong learners who care and act for the future of the planet and humanity.
- Student-centred and student-empowering. Our alliance provides transformative and open learning opportunities, and extended horizons of expectation and ability, both across Europe and throughout the world.
- Attentive to the plurality, potentiality and international pre-eminence of Europe's regions. Our alliance builds on its place-making strengths, connecting cultures and contexts in order to enhance European capability and creativity, and support the international pre-eminence of European innovation and influence.
- EUTOPIA will thus inject alternative ways of organising teaching, research and outreach to its environment in the daily functioning of our universities, thus supporting a process of self-transformation from within and guided by our shared values.



EUTOPIA

## WHO WE ARE

**The origins of an Alliance.** EUTOPIA has its origins in a set of spontaneous academic collaborations which have developed over almost 20 years. Starting with the collaboration of teams from Warwick, VUB, Ljubljana and Göteborg in the FP6-funded project GARNET, our cooperation grew over time through follow-up projects such as EU-GRASP, GR:EEN and EL-CSID, or the Build Beyond Borders project involving CY and Warwick.

Therefore, when President Macron launched his Sorbonne call to form European Universities in 2017, several EUTOPIA members had already signed a MoU to establish an Alliance, and we had a strong foundation of existing collaboration on which to build. The success of our application to the first call for European Universities Initiatives paved the way to strengthen and deepen our first steps.

EUTOPIA

## VISION & MISSION

The ambitions of EUTOPIA are thus threefold:

1. First, we will create the conditions for communities to connect across our campuses, around projects tackling education, research or outreach challenges of global relevance;
2. Secondly, the education initiatives of EUTOPIA will allow us to showcase, within a joint EUTOPIA College, our enriched curriculum at the Bachelor, Master and PhD programs together with the innovations coming out of life-long learning initiatives;
3. Third, we will connect our initiatives in research, innovation and outreach geared towards tackling the big societal challenges

### AS OF TODAY, THE EUTOPIA ALLIANCE BRINGS TEN UNIVERSITIES

- Universitatea Babeş-Bolyai in Cluj-Napoca (Romania)
  - Vrije Universiteit Brussel (Belgium)
  - Università Ca' Foscari Venezia (Italy)
  - CY Cergy Paris Université (France)
- Technische Universität Dresden (Germany)
  - Göteborgs Universitet (Sweden)
  - Univerza v Ljubljani (Slovenia)
- Universidade Nova de Lisboa (Portugal)
- Universitat Pompeu Fabra Barcelona (Spain)
- The University of Warwick (United Kingdom).



## EUTOPIA

### INTERNATIONAL PROFILE

#### UNIVERSITATEA BABEȘ-BOLYAI (UBB)

The Babeș-Bolyai University of Cluj-Napoca, Romania, is the largest and one of the oldest universities of the country with an academic community of about 50.000 people. Counting almost 45.000 students enrolled in undergraduate, graduate, PhD, and non-traditional academic programs, in 21 faculties and one department of teacher training. UBB is today a complex multicultural university, with three lines of study in Romanian/Hungarian/German, offering academic programs in 17 different languages. UBB's main areas of study range from art/humanities, social sciences, life and natural sciences, mathematics/computer sciences to engineering and technology. UBB

is also the host of 24 cultural centers, foreign institutes and libraries. Babeș-Bolyai is the only university in Romania to host such a diversity of cultures under its institutional umbrella, as a proof of its multiculturalism and engagement in the academic and local/regional communities. UBB holds the highest position in Romania in the University Metaranking - a comprehensive academic ranking, which combines the major international university rankings, like ARWU, QS, THE, etc. Babeș-Bolyai University is strongly attached to its essential values regarding tradition and excellence in research, education, and relationship with society, following its aca-

#### VRIJE UNIVERSITEIT BRUSSEL (VUB)

The Vrije Universiteit Brussel (VUB) is an internationally oriented university in Brussels, the heart of Europe. By providing excellent research and education on a human scale, VUB wants to make an active and committed contribution to a better society. It is an "urban engaged university", strongly anchored in Brussels and Europe and working according to the principles of free research.

VUB was founded in 1970 but originates from the French-speaking Université Libre de Bruxelles (ULB), founded in 1834 to be independent of church and state and a place

where academic freedom would reign. Both universities still consider that mission paramount. VUB offers its more than 19,000 students nearly 150 study programmes in Dutch and English, spread over eight faculties in life sciences, natural sciences and human sciences. 23% of the student population is international, with 145 different nationalities. VUB delivers pioneering research in photonics, robotics, mobility, artificial intelligence, structural biology, diabetes, fertility and many more fields.

Times Higher Education (THE) World University Rankings places VUB among the

#### UNIVERSITÀ CA' FOSCARI VENEZIA (UNIVE)

Originally established as Italy's first business school in 1868, Ca' Foscari University of Venice is a multidisciplinary institution offering a wide range of study programmes in economics and management, modern languages, the humanities, and sciences. As a leading university for academic excellence, we aim to attract and foster talent on a global scale, offering highly skilled teaching and promoting frontier research, through the active application of hard sciences and digital sciences to our deeply rooted centuries-old tradition in the social sciences and humanities. Ca' Foscari favours and promotes applied research, scientific and cultural cooperation between the university, its departments, national, EU or international institutions, and

the business market. Today, the university is also exploring new areas of research by focusing on climate change, digital and public humanities, environmental humanities, digital transformation, and social innovation and nanoscience. Ca' Foscari University is currently fourth in Europe for the number of European Marie Curie fellows attracted, having been in the top ten for the last four years. It has risen in the QSWorld University Rankings by Subject thanks to its excellent results in the Classics (top 50 in the world), Modern Languages (59th), History (among the best 150 universities worldwide), Linguistics (among the best 200), Economics & Econometrics (200th), and Geography (among the best 200).

#### CY CERGY PARIS UNIVERSITÉ (CY)

CY Cergy Paris University is a diversity driven, socially and internationally-oriented institution in the northwest of the Paris metropolitan region. CY Cergy Paris University is committed to a responsible challenge to reconcile social progress and economic efficiency, quality of life and environmental protection, preservation of resources and creation of new energies. It is organised in an undergraduate college (CY Sup), 4 Graduate schools (CY Tech, CY Arts & Humanities, CY Education, CY Law & Political Science) and an associated graduate school, member of CY Alliance and CY Initiative, the ESSEC Business School. CY

Cergy Paris University and ESSEC's research potential ranks 180th in the ARWU, meaning that we are the 5th largest French university in economics and business. CY Initiative's transverse strategy for knowledge and technology is called CY Transfer, and focuses on Business, Finance & Management - Heritage, Luxury & Arts - Risk, Security & Society. This ecosystem links training to research and welcomes international students, high-level academics and researchers. In 2020, CY Cergy Paris University means 25,000 students, 550 PhD students in 5 doctoral schools, 1,000 researchers within 24 laboratories including 10 Joint Research Units

#### TECHNISCHE UNIVERSITÄT DRESDEN (TUD)

The Technische Universität Dresden is one of the largest technical universities in Germany and one of the leading and most dynamic universities nationwide. As a comprehensive university with 17 faculties in 5 Schools, it offers a wide variety of 124-degree programs and covers a broad research spectrum. Its research foci are Health Sciences, Biomedicine & Bioengineering, Information Technology & Micro- and Nanoelectronics, Smart Materials & Structures, Energy, Mobility & Environment, and Culture & Societal Change. It is a university that unites the natural and engineering sciences with the humanities and social sciences, as well as medicine. This wide range of disciplines, which is unique in Germany,

brings with it the obligation for the university to promote interdisciplinarity and to contribute to the integration of science and society. The TUDresden vision is to become a globally-oriented university of excellence for the 21st century, a university that contributes innovative solutions to solving global challenges, is highly visible internationally, and consistently ranks among the top German universities. We strive to develop TUD into a cosmopolitan campus, strategically expand international networks in research, education, technology transfer and administration, and increase its worldwide visibility. We aim to further increase TUD's impact and visibility in society, politics and the economy.



## UNIVERSIDADE NOVA DE LISBOA (UNL)

**NOVA University Lisbon** was founded in 1973. Its main characteristics are the emphasis on sustainability, interdisciplinarity and innovation. Its areas of expertise range from Medicine to Economics, Engineering, Social Sciences and Humanities. NOVA is currently in the top 14 among young European universities effectively founded less than 50 years ago, leading prominently at the national level (THE World University Rankings-Young). Its motto is to be a global and civic university. Its mission is to serve society at local, regional and international levels, through the advancement and dissemination of knowledge and understanding between cultures, society and people. It promotes an education with an international profile focused on the students and equip-

ping them with rigorous knowledge, creativity, critical thinking and a sense of citizenship and justice; a collaborative, responsible and internationally relevant research, privileging interdisciplinary areas and including research oriented towards solving problems that affect society. NOVA is committed at a national and international level, paying particular attention to countries where Portuguese is spoken. NOVA is organised in nine Schools (Science & Technology - Social Sciences & Humanities - NOVA School of Business & Economics - NOVA Medical School - NOVA School of Law - NOVA Institute of Hygiene & Tropical Medicine - NOVA Information Management School - António Xavier Institute of Chemical and Biological Technology).

## GÖTEBORGS UNIVERSITET (UGOT)

**The University of Gothenburg** is a multidisciplinary university that dates back to 1891. We consist of 8 faculties (Education - Fine, Applied and Performing Arts - Humanities - Social Science - IT - School of Business, Economics and Law - Science - Sahlgrenska Academy) and 38 departments. We also have a large number of research and centres of expertise that span across several academic disciplines. These disciplines serve as a meeting point for students, researchers and representatives from the commercial, industrial, and public sectors. The University of Gothenburg meets societal challenges with a wide range of knowledge. Strong research and appealing study programmes

attract scientists and students from around the world. We are environmentally certified and work actively for sustainable development. The University of Gothenburg's vision is a University for the World and expresses the endeavour to be an international higher education institution that assumes responsibility for societal development while helping to build a sustainable world. We strive to educate democratic community citizens with respect for fundamental values such as human rights. Around 49,000 students and 6,000 staff study and work at the University of Gothenburg, making us one of the largest universities in Northern Europe.

## UNIVERZA V LJUBLJANI (UL)

**The University of Ljubljana** is the oldest and largest higher education and scientific research institution in Slovenia. University with its rich tradition was founded in 1919. It has approximately 40,000 undergraduate and postgraduate students and employs approximately 6,500 higher education teachers, researchers, assistants and administrative staff in 23 faculties and 3 arts academies. The central building, all three academies and some of the faculties are located in the centre, the others are located near the centre, except the Faculty of Maritime Studies and Transport, which is located by the sea, in Portorož. Some of the most recent and modern buildings were constructed on the outskirts of Ljubljana, giving the university and its students a ubiquitous presence in the city. The University of Ljubljana is renowned for its

quality social and natural sciences and technical study programmes, structured in accordance with the Bologna Declaration. Our projects keep pace with the latest developments in the areas of arts, sciences and technology at home and abroad. The University of Ljubljana has been ranked among the top 600 universities by the prestigious Academic Ranking of World Universities (ARWU). It is the central and largest educational institution in Slovenia and the largest research institution in Slovenia with 30% of all registered researchers (according to the data from the SICRIS database). The University of Ljubljana has close ties with Slovenian companies and foreign enterprises. Our partners include multinational corporations and the most successful Slovenian companies.

## UNIVERSITAT POMPEU FABRA BARCELONA (UPF)

**Pompeu Fabra University-Barcelona** is a public international and research-intensive university. Founded in 1990, UPF aims to be recognised as a social agent, a leading university in terms of both teaching and scientific output that consistently strives to offer original and effective solutions to social needs. Its mission is to train, through a rigorous, innovative and personalized educational model, people with solid scientific and cultural knowledge. UPF intends to be a differentiated ethical community who values plurality, autonomy, dynamism, commitment, equity, rigour –both from an academic point of view and from a human point of view–, and accountability. UPF has over 12,369 students, who work in 3 campuses organised in 8 faculties (Economics & Business - Humanities

- Experimental and Health Sciences - Political & Social Sciences - Communication - Law - Information & Communications Technologies - Translation & Language Sciences), 12 inter-university Research Centres and one doctoral school. The Times Higher Education (THE) Ranking (2022) places UPF as the 1st Spanish university (position 156 in the world and 69 on a European scale). The THE Impact Rankings (2021) places UPF among the 200 universities in the world with the best impact in relation to the United Nations Sustainable Development Goals: Gender Equality (5th in the world), Industry, innovation and infrastructures (9th in the world), Peace, justice and solid institutions (16th in the world); and the Alliances to achieve the objectives (17th in the world) stand out.

## THE UNIVERSITY OF WARWICK (UW)

**The University of Warwick** is one of the UK's leading universities, with an acknowledged reputation for excellence in research and teaching, for innovation, and for links with business and industry. Established in 1965, the University of Warwick has always strived to achieve more, so at just over 50 years old, it is already challenging other UK universities centuries older than it. The University has 31 academic departments and over 50 research centres and institutes in three Faculties: Arts; Science, Engineering and Medicine; and

Social Sciences. The University's reputation for excellence sees us highly placed in university rankings, achieving top 10 status in UK league tables and recognition as one of the top universities in the world, including being ranked 61st in the QS World Universities Rankings 2022. The University of Warwick provides a tireless yet supportive environment in which students and academics can make an impact – the kind that changes lives, whether close to home or on a global scale.

## EUTOPIA

**WHAT WE STAND FOR****OUR SHARED VALUES REGARDING  
THE RIGHTS AND DUTIES OF UNIVERSITIES**

In coherence with the European values of the *Charter of Fundamental Rights of the European Union*, we commit to the following set of values- principles, which is part of the alliance's common culture and provides a reference point for our joint activities.

**Academic freedom in search for truth**

Building on the principle of university autonomy from the *Magna Charta Universitatum*, the members of the alliance acknowledge and defend intellectual and ethical freedom. While some threats seem to appear in local environments, EUTOPIA members engage to protect and cherish academic freedom both in their universities and all around the globe.

Inclusion at the academic level means that both the pursuit of knowledge and the generation of knowledge should be accessible to all participants in the academic life of the university - students and staff. A culture of inclusion is one where: Diversity is recognised, understood and valued; Cross-cultural dialogue and cross-cultural sensitivity are encouraged; Leaders are role models for inclusive behaviours; There is an environment that is flexible and adaptable and facilitates meaningful interactions; There is transparency of and accountability for our actions.

**Excellence as a purpose of our teaching, research and innovation models**

The universities of the EUTOPIA alliance commit to always improve the standards of teaching, research, management and innovation and to seek excellence in their local environments and in their relationship and partnership with one another. In a non-competitive but a collaborative way, supporting innovative teaching methods, novel educational frameworks, bold research ideas, the universities of the alliance will pursue together in a confident way the highest quality for their students, faculty staff and stakeholders.

**Inclusion****Sustainable, responsible and ethical attitudes towards the planet**

EUTOPIA is to play an active leading role in the pursuit of sustainability as reflected in United Nation's Sustainable Development Goals. Accordingly, the academic endeavour of the alliance is to be responsible and ethical toward mankind and the planet, within the general framework of the challenge-driven approach defined by the European Commission.

**Cooperation and openness**

In the context of academic, financial, organizational and staffing autonomy in relation to their founders and other organisations, EUTOPIA encourages the establishment of sincere partnerships with these organisations based on equality of partners which enables universities to render high-quality services to the society.



## INCLUSION MANIFESTO EXTRACT

### Putting the principle of Inclusion into practice

The EUTOPIA Alliance embraces the diversity and fluidity of the term 'inclusion', which is always situated in a specific time and place. Inclusion can mean different things in different contexts and for different people.

It can be defined positively in terms of empowering individuals and groups and enhancing their sense of belonging, or negatively in terms of reducing the factors that exclude individuals and groups based on markers, and their intersections, such as gender identity, ethnicity, race nationality, culture, religion, mental and physical functionalities, sexual orientation, and socioeconomic status.

Inclusion policies further empowerment and a sense of belonging, and reduce barriers and exclusion. The extent to which inclusion policies reach these goals, defines and measures their success.

EUTOPIA pledges to transform its structures, practices and culture to foster openness and inclusion, which it recognises as fundamental to the creation of an excellent and socially relevant university alliance.

To this end, its governance will be inclusive and it will build a model of higher education, shaped by five core practices.



## COOPERATION AND OPENNESS

### PRACTICE 1

#### Co-creating the Alliance

Eutopia MORE commits, from the outset and throughout, to co-create its structures, culture and practices with students, staff and external stakeholders who are representative of its communities.

### PRACTICE 2

#### Building Inclusive Mindsets

Eutopia MORE develops policies and practices to educate, engage and empower its community to promote inclusion, respect and dignity.

### PRACTICE 3

#### Designing Inclusive Learning and Research Environments

Eutopia MORE reviews and ensures the inclusiveness of its curricula and research programmes, as well as its research culture and educational environments within and beyond the classroom.

### PRACTICE 4

#### Adopting a Process-approach to Change

Eutopia MORE builds in a process for it to systematically identify, reflect on and effectively address existing and arising barriers to inclusive access, participation and representation.

### PRACTICE 5

#### Being Accountable and Transparent

Eutopia MORE develops governance mechanisms to monitor and report on the effective implementation of the above practices. It is accountable to its community and stakeholders.

## GLOBAL PARTNERSHIP

EUTOPIA widened the Alliance to four global partners with whom links are already strong: **Monash University** in Australia, **International University of Rabat** in Morocco, **Stellenbosch University** in South Africa, and **Kyungpook National University** in South Korea.

EUTOPIA is an alliance of interconnected Higher Education Institutions. It began as a network of European Universities, funded by the European Commission to pilot and develop a new model for Higher Education in Europe. However, universities are, by their nature, global institutions.

They are home to communities of students and scholars from all over the world and tackle global challenges through research and innovation. EUTOPIA cannot achieve its aim of developing a new model for Higher Education without looking beyond the borders of Europe.

Furthermore, as highlighted by the United Nations 2030 Agenda for Sustainable Development, the Sustainable Development Goals can only be realised through strong global partnerships and cooperation, built upon principles and values, and upon a shared vision placing people and the planet at the centre.

Citizens around the world need autonomous, inclusive, responsive, and connected universities providing research-based education to meet the challenges of the 21st Century. Therefore, EUTOPIA has grown to now include associated Global Partners from across the world.

This growth allows for further collective learning and the inclusion of broader perspectives and understandings from beyond Europe, to the benefit of all.

Over time, Global Partners may become part of EUTOPIA's governance structures. The network of Global Partners will act as a key driver of EUTOPIA's global outreach while promoting values such as equity, peace, and inclusion. Our engagement will be based on reciprocity, mutual understanding, and respect.[...]



We, the EUTOPIA Universities and Global Partners and co-creators of this International Partnership Charter, moved by the spirit of developing ethical, long-term, sustainable, and transformative partnerships, therefore commit to:

1. Working together in building transformative, connected, challenge-driven universities in line with the Guiding Principles above
2. Through our educational offerings, collectively producing globally aware and engaged students
3. Exploring bottom-up collaborations across academic disciplines and at all levels of study, in line with the framework outlined in this Charter
4. Engaging internationally and collectively with governments, businesses, and agencies in areas of vital importance for global sustainability and socio-economic improvement
5. Encouraging a deeper understanding of the institutional, regional, and national ecosystems in which we operate
6. Sharing opportunities, be they virtual, blended, or physical, for partners to join existing institutional, bilateral, or multilateral initiatives
7. Encouraging peer-learning activities in a way that will maximise their impact on individuals, other participating institutions, and the wider community

EUTOPIA

WESTERN **BALKANS**

The aim of the cooperation between EUTOPIA and the Western Balkans is to establish a circulation of knowledge, experiences, students and staff that will benefit the universities of both sides and thus contribute to the integration of the Western Balkans region to the European Union.

the Western Balkans region, particularly its universities, have been of high interest for the EUTOPIA Alliance because of their proximity, highly diversified cultural structure, specific historical background, richness of human and other resources, the countries' accession to the EU and traditional links between some EUTOPIA and Western Balkans universities.

The conviction that new generations of Europeans greatly benefit from education environments that are diverse, thereby facilitating and strengthening cooperation across differences of cultures, gender, ethnicity, languages, sexual orientation, and capacities, and contributing to European integration goals and post Berlin-Washington consensus developmental dynamics.

WE COOPERATE WITH ELEVEN WESTERN  
BALKANS UNIVERSITIES

- University of Tirana (Albania)
- University of Banja Luka (Bosnia and Herzegovina)
- University of Sarajevo (Bosnia and Herzegovina)
- University of Mostar (Bosnia and Herzegovina)
  - University of Zagreb (Croatia)
  - University of Gnjilan (Kosovo)
- Ss. Cyril and Methodius University in Skopje (North Macedonia)
  - University of Montenegro
- University of Belgrade (Serbia)
- University of Novi Sad (Serbia)

EUTOPIA

OUR **ACHIEVEMENTS**

## ACHIEVEMENTS AND LESSONS LEARNED FROM THE PILOT PHASE

Since 2018, EUTOPIA successfully implemented a series of initiatives that informed our strategy:

**We formulated a strategic framework consisting of a value statement, a vision and a mission statement.**

**We developed and tested a governance structure and a Quality Assurance system.** After an internal review of our governance structures in the Autumn 2020, we decided to focus our initial Executive Board on delivery and implementation of EUTOPIA's wider strategy and to complement it with a new Project Management Board, which has been activated for the present application.

The Quality Board (QB) has produced a dashboard of indicators used to map the progress of EUTOPIA activities, enhanced by a Quality Plan. EUTOPIA also participated as one of four case studies in the EUNIQ project on the evaluation of European University alliances, which has further enabled us to reflect on and address various aspects of our governance and delivery.

This reflection on governance structure and internal assessment process was instrumental in designing the future organisation, legal form and financial model of EUTOPIA (including a fundraising roadmap). Today in the governance structure of the Alliance, EUTOPIA has a Quality Council, acting on the behalf of

the alliance and supervising the different projects.

**We tested several instruments to increase the connectivity between our universities.** A cornerstone of the first pilot phase were the 30 Connected Learning Communities (CoLeCos), the 17 Connected Research Communities, the 56 Co-Tutelle PhD, 35 Science and Innovation post-doctoral fellowships and a network of Bachelor in Economics in five partner universities. They acted as proof of concept, demonstrating the validity of our bottom-up approach.

Their success led us to the present extension through the concept of Connecting Communities, to tackle in unison education, research and outreach activities. Other instruments following the same logic and demonstrating the interest in connecting our universities include the EUTOPIA Young Leaders Academy launched in May 2021, the Researcher Mobility Programme, and the Doctoral Mobility Programme.

Several parallel projects funded through other European calls enabled us to deepen the activities of the Alliance (EUTOPIA TRAIN, EUTOPIA SIF and EUTOPIA FLECSLAB),

**We shared good practices to promote inclusion and internationalization.**

During the first pilot phase, we ran several internal benchmarking exercises aiming at identifying best practices to support our key ambitions. This has notably been done for inclusion, in order to go towards a comprehensive approach of inclusion as an experience embracing practices, culture and educational format.

This was also done for internationalisation at home, a key enabler for the EUTOPIA projects. Both exercises taught us the value of using EUTOPIA as a place for constructive criticism and peer-learning, which we systematically extend into the second phase.

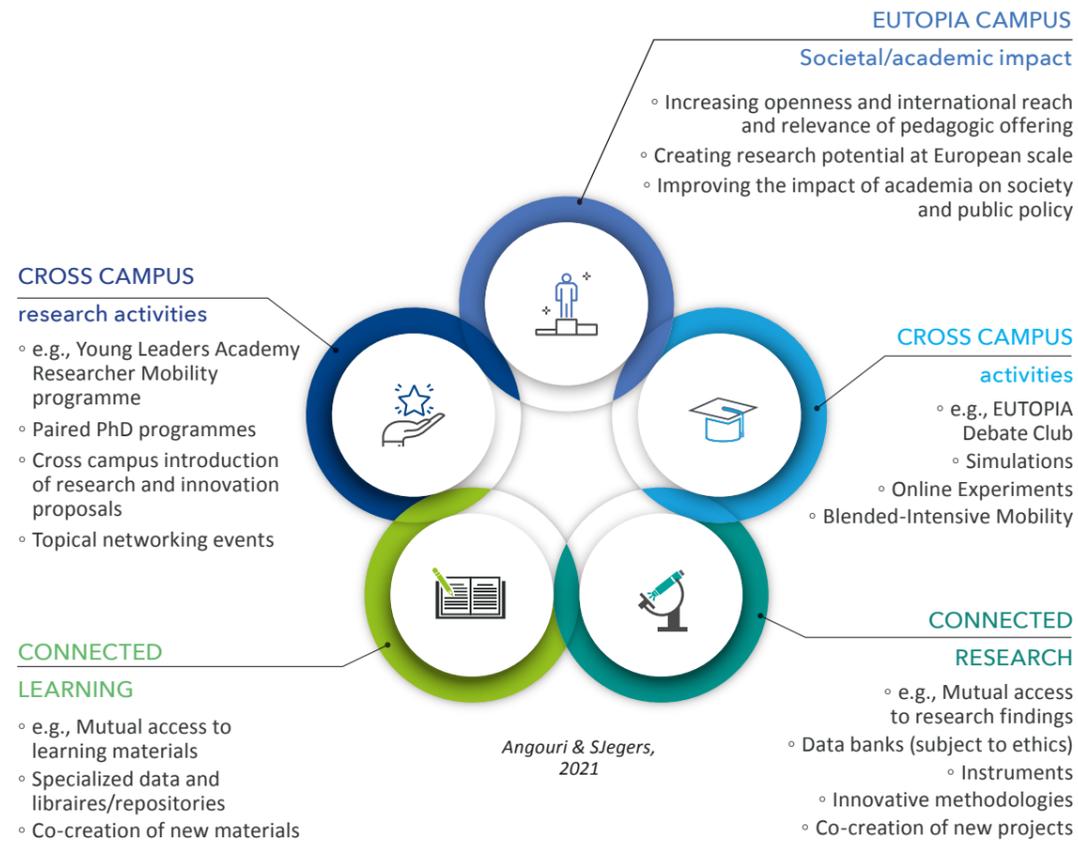
**We mapped out our research portfolio**

**and identified the areas where EUTOPIA universities are directly relevant to Sustainable Development Goals,** which will serve as a basis for EUTOPIA research networks in the second phase.

**We developed our place-making activities.** This was notably done through an Open Innovation Challenge, which strengthens the interface between our universities and local and regional stakeholders with teams of students working with external partners to address the local challenges of their respective cities. The relevance of the place-making initiatives in the first pilot phase led us to give an important place in the second phase to interactions with non-academic stakeholders.

“ *EUTOPIA as a place for constructive criticism and peer-learning* ”

For the past three years, EUTOPIA members have been acting together to connect their communities and to build a European alliance. They have done so through the alliance’s funded projects or through bottom-up initiatives by the universities.



This strategy, which relies on the conviction that today’s complex problems are best faced by tapping the strength of the collective, builds strongly on the **insights gained in the pilot phase** of EUTOPIA.



EUTOPIA  
EDUCATION  
**COLECOS**

The building blocks of EUTOPIA’s educational model are the **Connected Learning Communities (CLCs)**. The CLCs provide the organisational and thematic framework for the inter- university cooperation and cross-campus learning activities within the alliance.



Teams of teachers, students and other actors in society join forces in a participatory learning and knowledge creating process. **CLCs** are designed on a value adding principle: their implementation starts by identifying existing curriculum components in the home universities of EUTOPIA and supporting teachers that display motivation for expanding their international contacts with colleagues working on related topics in the other universities within the alliance.

**EUTOPIA’s educational model is unique in bringing bottom-up innovation and recognising** good practices in active learning throughout the educational cycles (Ba/ Ma/ PhD and postgraduate). During the pilot period (December 2019-December 2022), EUTOPIA will become the home of 30 communities. More than half of these are already operational.

**They cover a wide range of challenges in today’s society such as:** European decision making, social change, citizenship, constitutional issues, multilingualism, critical data analysis, artificial intel-

ligence, business development for new technologies, sustainable geographical systems and many others (see appendices for more details). The CLCs connect hundreds of academic staff members and their students across EUTOPIA institutions and provide a new model for sustainable and inclusive transnational collaboration.

**The impact of EUTOPIA** can be compared to that of a powerful wave of change. Students on our campuses increasingly benefit from choosing courses, modules, and seminars that are part of a transnational Connected LearningCommunity. In doing so a growing number of learners gain access to learning material enhanced and enriched through European cooperation, and opportunities to exchange their views on challenge-based and research-driven assignments with their fellow peers and teaching staff across physical and digital EUTOPIA-wide community learning platforms.

## FOUR STRATEGIC NOTES

1. **EUTOPIA WP2 Towards a EUTOPIA Learning Community:** Building blocks of the EUTOPIA educational approach
2. **EUTOPIA WP2 Towards a EUTOPIA Learning Community:** Alignment with EU Policy
3. **Life cycle and sustainability** of the EUTOPIA Connected Communities
4. **Consolidating the Educational Model**

## 30 OPERATIONAL CONNECTED LEARNING COMMUNITIES

This results in a wide range of thematic networks and connected cross campus activities involving students, teachers and stakeholders from the member universities. Efforts of students and staff are recognized by certificates / micro credentials and labels.

- o Number of staff involved: **+200 staff across 10 institutions**
- o Number of students involved across connected learning activities: **+3000 students across 10 institutions (last counted start of the academic year 2022).**



### FIRST SELECTION

- o Europe in the World
- o Multilingualism and Diversity
- o Data and Critical Thinking
- o Introduction to Cognitive Sciences
- o Technological Business Development
- o Geography, Environment & Sustainability

### SECOND SELECTION

- o Legal History
- o Introduction to Artificial Intelligence
- o International Journalism and Global Media
- o Project Management: from local to global challenges
  - o Creating an innovative concept store
  - o Social power and social change
- o Citizenship, Social Values and Ethics in Sustainability Education
  - o A Eutopia Hackathon in Sustainable Transportation
  - o Epistemology of Everyday Life
  - o Text and Discourse Analysis
  - o Creative Research Methods
- o Global Connections: A Transdisciplinary Approach

### THIRD SELECTION

- o Additive manufacturing of construction materials
  - o Inequalities in Contemporary Societies
  - o Nursing Care in Complex Care Situations
    - o Managing Migration
    - o Design & Science
- o FATE: Fairness, Accountability, Transparency, and Ethics in Data Processing
  - o Fundamentals of Television Direction
- o Interdisciplinary Learning Platform For Sport 4 Social Change

EDUCATION  
**ECOTOPIA**

**Economics, Management, Business, Vision, Cooperation: Training students in an international environment. A network of Bachelors in Economics and Business**

Ecotopia aims to train enlightened citizens and leaders who embrace their future careers and engagements with enthusiasm and confidence in a globalized context. Ecotopia graduates will be highly skilled in the fields of economics, management, finance, or business. They will also show adaptability and an enduring taste for lifelong learning and cooperation.

Fundamentally, Ecotopia graduates will be trained to embed sustainability in their projects and responses to challenges throughout their careers, and their lives as engaged citizens of the world. Ecotopia partners have decided to join their forces to offer a 3-year



programme simultaneously and in close collaboration on their campuses. They provide participating students the unique opportunity to work in international teams at Bachelor level.

Two summer schools, one in Ljubljana and one in Rabat (on the ESSEC Business School campus) complete the programme. The first works as an accelerator in the creation of the learning community; the second will focus on innovation and entrepreneurship in Africa.

The programme grants successful students a European certification, in addition to their main national or school degree.

**PARTNERS**

- Universitatea Babeş-Bolyai (Romania)
- Università Ca' Foscari Venezia (Italy)
- CY Cergy Paris Université (France)
- Institute of Economics & Management (France)
- ESSEC Business School, CY Initiative of Excellence (France)
  - University of Ljubljana, School of Economics & Business, (Slovenia)
  - Universitat Pompeu Fabra (Spain) ESCI, Spain
- Associate partner: Stellenbosch University

EDUCATION  
**EUCI**

**The EUTOPIA Certificate of Internationalisation (EUCI) encourages, recognizes, and rewards students' international learning.**

Any registered student at one of the universities in the EUTOPIA Alliance can complete this certificate and gain formal recognition for their international experiences and competencies.

Implemented since the academic year 2021-2022, the certificate awards students having:

- Completes a range of international activities.
- Attended a series of virtual seminars.
- Compiled their reflective portfolio.



## EXTRACT

MULTILINGUAL POLICY FOR SUSTAINABLE  
EDUCATIONAL GROWTH

Revisiting language policies in Higher Education entails reconceptualising the concept of multilingualism itself, beyond the sum of English to the detriment of national language/s. Such an approach will lead to a language policy that enables and empowers language users and supports the development and application of multilingual pedagogies.

**We propose that EUTOPIA should:**

- Introduce a language policy in line with the values and experience of the Alliance. We propose a dynamic, nuanced and politically informed definition of multilingualism according to which multilingualism denotes a diverse linguistic ecosystem in which the speakers are empowered to use their repertoire.
- This policy needs to specifically connect with educational developments.

The EUTOPIA Connected Learning Communities model (EUTOPIA CLC) which builds on connected pedagogies and seeks to create spaces where multiple languages are used and coexist, allowing their speakers choice in using their resources for interacting with their peers, has successfully produced results and should be supported to move from a pilot to the mainstream.

The following stances emerged from the pilot of EUTOPIA and draw on cutting edge research in the field; the recommendations are associated with specific actions EUTOPIA has piloted and which are producing promising results for a new model of global education.

**Stances and Recommendations:**

1. The language policy of EUTOPIA should reflect the needs of the speakers globally and locally, as well as the actual language practices that teachers and students are engaging in, the language capital of the speakers and the potentially different and conflicting communicative and academic aims they might be pursuing. This means abandoning a static view of languages as bounded entities (English, Swedish, Dutch, etc.), which has been the way language management has been traditionally tackled in all education levels, and embracing instead a more dynamic perspective that focuses on linguistic repertoires, i.e., the idea that individuals communicate with a set of linguistic resources pertaining to different varieties, registers, dialects, accents and styles for which they have different competences at different levels of mastery. It also involves acknowledging that some varieties carry the 'societal label' of standard which comes with hierarchies that distinguish between varieties. The challenge is to create learning spaces where speakers will be incentivised and will have reasons to cross linguistic boundaries. (...)

2. The lack of language competences is one of the main barriers

to multilingual participation in European education, training, and mobility in the EU. We can easily infer that the ability to use one's linguistic repertoire and to develop one's multilingual competence further constitute added value for students, researchers, and staff. The ability to use the various linguistic repertoires of students, researchers and staff makes the linguistic environment in HE open to embracing linguistic diversity, leaving no one behind and ensuring equal participation. Simultaneously, developing competence in multiple languages is in line with the ethos and practice of global education. (...)

3. We argue that approaching and developing pedagogies for HE as a linguistic ecosystem can provide opportunities for speakers of different varieties to use their own linguistic resources in the process of their learning. This can then flatten hierarchies between varieties, and 'legitimise' and empower students and staff in using the totality of their linguistic resources. (...)

*On the behalf of the Multilingualism and Diversity Learning Community*

*Jo Angouri (UW)*

*Vincent Climent Ferrando (UPF)*

*Tommaso Nilani (GU) 2022*

## EUTOPIA

## CONNECTED RESEARCH COMMUNITIES

One of the overall aims of the EUTOPIA 2050 projects was to identify areas where our collective capabilities can be put to best use to deliver societal change through research and innovation. Fostering and monitoring bottom-up research collaboration is therefore essential for engaging our communities.

EUTOPIA's principle of bottom-up research collaborations, identified as essential for engaging our research communities, is crucial for building sustainable researcher networks.

A top-down approach that tries to push researchers towards certain research areas is counterproductive since it is unlikely to attract the bulk of EUTOPIA researchers.

It also stands against the principle of academic excellence where competence is the only legitimate criterion for the choice of subjects and collaborations.

With this in mind, we launched the initiative "EUTOPIA Connected Research Communities", which aimed to connect research initiatives across EUTOPIA and beyond and enable researchers and innovators to grow their ideas in any science and technology field by sharing them with their peers. It was a bottom-up call for networks focusing on activities related to a global challenge or Sustainable Development Goals to boost societal, economic, political and/or scientific impact.

The call targeted all EUTOPIA researchers within all research fields and disciplines from one of the six founding members of EUTOPIA EUTOPIA universities.

Participation of researchers from the other EUTOPIA universities (Ca' Foscari University of Venice, Technische Universität Dresden, NOVA University of Lisbon, Babes-Bolyai University of Cluj-Napoca) and other relevant external stakeholders was strongly encouraged. Given the pilot nature of the call, where we test the concept for the future, it was decided to label our granted communities as "incubators".

The call was launched in April 2022 and closed in June 2022. In total 21 number of applications were received and 17 of these were granted. 75 researchers were involved from the six founding members of EUTOPIA and almost the same amount are represented by external stakeholders. The Connected Research Communities Incubators implemented their proposed projects between July and November 2022. The next step will be to evaluate this initiative and make recommendations for the future.

75 RESEARCHERS from our ten member universities and external stakeholders belong today to the 17 CONNECTED RESEARCH COMMUNITIES Incubators.

- EUTOPIA for Planetary Wellbeing: Sustainable Partnerships
- TRAPTS: Trans-policy Perspectives on Transformations in Sovereignty
- International Rule of Law
- Tourism and Experience
- Law & Philosophy UPF-UL
- Gender and Power: How to Combat Gender Inequalities in Our Societies Today
- Intangible Cultural Heritage and Sustainable Development
- Mobility Of Students in Teacher Education
- Photography and Dissent. Image Circulations In and Out of Public Discourse
- History, Identity, and Linguistic Diversity
- Active Eutopia
- Linguistic Interaction between Humans and AI
- Research for Inclusive Education
- Sustainable European Private International Law
- Sustainable Catalysis by Design
- EUTOPIA - Durable Materials CRC
- Primary Co-cultures in Liveron Chip



## EUTOPIA UNDERGRADUATE RESEARCH SUPPORT SCHEME

**The EURSS is a great opportunity for students to lead their own international research projects.**

They develop valuable transferable skills, build their confidence and enhance their CV and career prospects.

Mobility is a key component of the EURSS: students cannot carry out their entire research project in the same country as their home institution. A home supervisor and a host supervisor tutor the student during a period of several weeks and enable them with research skills.

### EUTOPIA PHD CO-TUTELLE PROGRAMME

**The core mission of EUTOPIA is to promote a connected and inclusive academic community, addressing global and local challenges, advancing excellence, inclusion, impact, and innovation.**

The EUTOPIA PhD Co-tutelle Programme supports high-quality PhD projects in all research areas co-supervised by academics of the EUTOPIA member universities. It offers PhD fellowships for 3 to 4 years, depending on the length of doctoral studies in the partner universi-

ties. It is expected to lead to high-quality research projects with global impact, providing exciting research opportunities for PhD or doctoral candidates. They shall take full advantage of the vibrant scientific environment of the EUTOPIA alliance.

### EUTOPIA-SIF POST-DOCTORAL FELLOWSHIPS

**The EUTOPIA Science and Innovation Fellowship Programme has received funding from the European Union's Horizon 2020 research and innovation programme under the Marie Skłodowska-Curie scheme, for a total number of 76 post-doctoral fellowships, over 4 years.**

The EUTOPIA-SIF programme is coordinated by CY Cergy Paris Université. The aim of the EUTOPIA-SIF programme is to enhance the research potential and career perspectives of outstanding young researchers from around the world.

**EUTOPIA-SIF** fellowships offer the opportunity to high-profile young researchers to develop their own research project in the stimulating academic environment of the **EUTOPIA Alliance**.

Extensive research mobility is integral to the fellowships with two compulsory secondment periods: one at another EUTOPIA university (co-host university) and one with an external academic or non-academic partner institution with the aim of fostering the fellows' entrepreneurial spirit, tangible research impact and innovation.

Furthermore, fellows will access a rich training programme, career guidance and academic supervision.

**EUTOPIA-SIF fellows will prove, through their research project, their capacity to**

**address major social challenges in at least one of the five Key Research Areas:**

**Materials engineering:** including advanced analytical science, photonics, new material science, quantum technology.

**Data & Intelligence:** including artificial intelligence, complexity, information-systems engineering.

**Health:** including immunology and anti-bacterial resistance, cancer, ageing, reproductive health, neurosciences.

**Sustainability:** including energy, circular economy, mobility, urban planning, material heritage, water management.

**Welfare & Inclusion:** including business management and finance, governance, ethics, inequality, law and demography.

### YLA YOUNG LEADERS ACADEMY

**The ambition of the EUTOPIA Young Leaders Academy (YLA) is to support research exchanges between high-potential, early to mid-career researchers from all EUTOPIA partner universities and support their career development.**

Members of the EUTOPIA Young Leaders Academy constitute a community of promising independent research leaders at the scale of EUTOPIA, sharing and promoting European values and the EUTOPIA vision of an interconnected academic environment. The members are comprised of early to mid-career researchers, between 2 to 12 years after PhD completion, appointed for a period of 2 years.

EUTOPIA Young Leaders Academy Fellows will be given the opportunity:

To develop their research leadership skills through a dedicated training programme;

To take part in interdisciplinary scholarly exchange and research networking activities, among Fellows and with the broader EUTOPIA research community;

To initiate research collaborations within the EUTOPIA Alliance

To contribute to the development of a challenge-based and student shaped curriculum, through the development of research-led learning units open to undergraduate and graduate students;

To act as EUTOPIA ambassadors, contributing to the Alliance's activities and fostering the emergence of an integrated research community at the EUTOPIA scale.

## MOBILITY PROGRAMMES

EUTOPIA has multiple research mobility programmes. To avoid confusion, here are listed our programmes with links to detailed pages.

The **Research Mobility Programme** supports short research visits for EUTOPIA researchers across partner universities in order to foster collaboration and integration, to share expertise and research infrastructures and to develop joint research activities (e.g. common publication, supervision of PhD co-tutelles, joint applications for external research funds etc.). In order to create productive links between academics of the EUTOPIA alliance, all visits in the scope of the Research Mobility Programme are project-led. The projects are carried out at the host institution during the visit in collaboration with a host researcher within this institution. The EUTOPIA Research Mobility Program is open to all academic disciplines and topics, while the

EUTOPIA overarching theme “Planetary well-being” shall be promoted within the program and projects related to this theme are encouraged.

The EUTOPIA PhD Co-tutelle Programme supports high-quality PhD projects in all research areas co-supervised by academics of the EUTOPIA member universities. It offers PhD fellowships for 3 to 4 years, depending on the length of doctoral studies in the partner universities. It is expected to lead to high-quality research projects with global impact, providing exciting research opportunities for PhD or doctoral candidates. They shall take full advantage of the vibrant scientific environment of the EUTOPIA alliance.

The **Doctoral Mobility Programme**, The objective of the Doctoral Mobility Programme is to support research visits of EUTOPIA PhD students across EUTOPIA partner universities hence support research collaboration within EUTOPIA Alliance.

“ *The EUTOPIA overarching theme “Planetary well-being” shall be promoted* ”

## EUTOPIA TRANSFORMING RESEARCH AND INNOVATION

On July 24, 2020, the **EUTOPIA TRAIN** initiative was awarded funding under the Horizon 2020 call Support for the Research and Innovation Dimension of European Universities (SwafS). The project is coordinated by the University of Gothenburg.

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The EUTOPIA Alliance aims to be much more than a university network. It holds a fundamental vision regarding the value-added contribution of academia to society. **EUTOPIA TRAIN** sponsors academic innovation with societal impact: it aims to integrate pan-EUTOPIA research and innovation communities and structures and open them to society, business, students, and policymakers. The project intends to link the research communities of EUTOPIA with the local and international needs of multiple stakeholders at the three levels of the formulation of research agendas, of their execution, and the dissemination of results.

**EUTOPIA TRAIN** gives today a clear frame to the goal set by the six universities to mutualize resources and tools and to define a shared Research & Innovation Policy.

Objectives are to boost the research capacity of the six universities of the Alliance, in both human and technical resources, and contribute to the development of the EU R&I performance. The idea is to generate a cross-institutional strategy based on joint governance and common management structures. Among other actions, the project includes an Open Access metadata portal; a common Human Resources strategy and roadmap, and the creation of a EUTOPIA grants, legal, and innovation office.

The guiding principle of the **EUTOPIA-TRAIN** activities is the concept of a complete academic environment, centered on the interconnections between research, education, and innovation. The idea displays cross-boundary research, collaborative education, and cooperation with public and private actors from across society.



## OPEN SCIENCE

**Open Science** is an umbrella term for practices that seek to make science more transparent, participatory and inclusive, reproducible and its outputs more accessible and re-usable. It will require a paradigm shift from the current scientific modus operandi with closed and inaccessible knowledge and networks to a new way of working with open knowledge and collaborative networks.

Major elements of this are Open Access to research publications and the sharing of research data according to the FAIR (findable, accessible, interoperable, re-usable) principles. Over the past years, research funding programs such as Horizon Europe, as well as national research funders in EUTOPIA countries, have been introducing more ambitious requirements from beneficiaries to follow Open Science practices.

EUTOPIA TRAIN project is aiming to mainstream Open Science practices by tackling the practical, legal, and ethical challenges that come with paradigm shifts. We believe that open sharing is the best guarantee to ensure science as a 'public good', which is necessary to

address the big challenges of our 21st century. We aim to lead by example by sharing all outputs such as reports or presentations in Open Access via our Zenodo community (<https://zenodo.org/communities/eutopia/>). Our work will progress the wider vision of EUTOPIA and its members as a shared and sharing endeavour.

The EUTOPIA European University and OpenAIRE work together to create a research portal for the ten EUTOPIA universities. The aim is to increase the findability and accessibility of EUTOPIA research and to serve as a starting point for new collaborations and partnerships among EUTOPIA researchers and their partners.

A dedicated EUTOPIA Gateway through OpenAIRE Connect will also increase the accessibility and findability of EUTOPIA research and embed them in the EOSC ecosystem. This will allow researchers and in fact any interested party, from within and outside EUTOPIA to make maximal use of the research results produced by the ten EUTOPIA universities.

## CITIZEN SCIENCE

In EUTOPIA, our aim is to strengthen **Citizen Science** capacity across our partner institutions by raising awareness, creating networking opportunities and providing training, tools and other support.

EUTOPIA's Citizen Science Community of Practice. In short, this community will be a space for interdisciplinary networking and peer-learning sessions with both local and international colleagues and partners. Also, this community will help the EUTOPIA TRAIN project to gather its conclusions and practices in a re-usable online training module/toolkit.

## OPEN SCIENCE IN RESEARCH ASSESSMENT

### An overview of quantitative and qualitative approaches

*Stoy, Lennart; Maes, Elisa; Van Loon, Tania, Kotar, Mojcai*

(...) This report started with the objective to make different quantitative and qualitative approaches to include Open Science in assessments more visible and to provide practical ideas how to implement them. While it is for each institution or network to set their own methods and parameters for assessing research and researchers, there are several key takeaways from the various source documents used for this report.

A clear trend is to blend quantitative and qualitative approaches. Almost every source highlights the supporting character of metrics – of any kind – to qualitative assessment based on peer review. There appear to be few mature quantitative indicators to be used to assess Open Science activities and outputs. If used, they mainly cover the

Open Access status of publications or research data. The national frameworks guiding evaluations are not necessarily using Open Science indicators as a rigid requirement but as encouragement and recommendations. They acknowledge differences in opportunity for researchers in different fields and disciplines. This is possibly also limited by the respective national context of the framework, e.g. that enabling Open Access of articles via transformative agreements.

In countries with a very comprehensive coverage to publish in Open Access, the rewarding aspect of Open Access to articles may even be negligible. There is emphasis, besides qualitative judgement, to use metrics in context. This also implies that the purpose of a (proxy) metric and the phenomenon that seeks to capture (e.g. quality, impact) should be reflected about during an assessment. In some cases, specific metrics

are explicitly banned from being used in assessments by research funders (e.g. Journal Impact Factors).

Regarding qualitative methods, funders and other research organisations are exploring narrative CV formats. These have the potential to capture wider contributions and achievements of researchers.

However, they introduce new challenges concerning the workload, training needs, or unconscious biases. In the literature, there is also a recognised need for an open and interoperable infrastructure that supports assessments. This would ease access to information across countries and institutions to underlying data. Ideally, information would be standardised in order to minimise work required to produce CVs. Some countries, Norway and Finland, plan to build a national infrastructure for this purpose and the pan-European EOSC initiative has similar objectives.

However, there are remaining questions and challenges. First, using openness as the new yardstick is not a measure of quality, which is emphasised in the EC study referenced throughout this report. The overarching question is how to identify and define research quality in a way that is better than existing indicators. Openness, transparency, and reproducibility/replicability may be elements of that, but probably not the only ones. Second, responsible use of metrics should remain a prerogative, even when measuring Open Science.

Otherwise, the Maxwell effect – measuring a variable will inevitably lead to more of the measured item – may lead to unintended consequences under the guise of Open Science. (...)

### TEAMWORK VIRTUAL INTERNATIONAL PROGRAMME

**TeamWork** involves multi-disciplinary, multi-national teams of up to 8 students from top universities around the world, working together, part-time, for four weeks during the summer on a project set by you and your organisation.

TeamWork helps students to develop their international experience, intercultural and communication skills; and

project management techniques, whilst organisations benefit from an international student perspective on a project. Plus you will have the opportunity to brand your organisation amongst all of our TeamWork students - and potentially add to your talent pipeline for internships and graduate roles.

### THE OPEN INNOVATION CHALLENGE

**The Open Innovation Challenge** is the embodiment of EUTOPIA's will to transform universities into actors of societal change through students, fostering international and regional collaboration with public and private partners. It aims to test a new approach for universities:

- Promoting student-centered ideas;
- Allowing them to empower themselves and to orient them toward the contemporary challenges that our partners face;
- Providing learning opportunities that take advantage of the plurality, potential, and international vision of Europe.
- Groups of students and stakeholders identified problems that have a tangible impact on our regions and that have a direct effect on our life.
- **Some of the universities have chosen areas linked to the SDGs:**
  - Climate emergency
  - Decarbonated transport and mobility
  - Healthy food / Green food production and consumption
  - Social inclusion / Fighting inequality
  - Making cities and human settlements safe, resilient, and sustainable
  - The idea was to identify current local problems that affect our local and global society and to work with teams of like-minded students to find future solutions.

### EUTOPIA STUDENT THINK TANK - EUSTT

**The EUTOPIA Student Think Tank** is a student-led and student-centred body of the alliance, created by students, for students.

The EUSTT is dedicated to building a platform to share knowledge and incubate new ideas to contribute to the progress of society.

Run by a highly diversified group of student researchers, it allows students to publish their works and recommendations. It also offers skill-training to engage the student community in policy-shaping and policy-making processes to create positive impacts in society.

The importance of such an initiative stems from the central role of education in one's life by making knowledge available to everyone.

Back in late 2021, the **EUTOPIA Student Think Tank** announced the creation of a platform to empower students to share knowledge and ideas. This platform

took the form of a dedicated website.

When it comes to research, it has a central part in the educational experience of students at universities.

While conducting research, students can find answers to pending questions, fill gaps in knowledge and gain valuable insight into their particular field.

Their developed expertise can play a leading role in improving civil society.



### HACKATHON

#### **EUTOPIA Place-making Hackathon**

With the EUTOPIA Place-making Hackathon connecting communities for sustainable procurement, each of several teams of students worked with a procurer and a representative of private actors in supply chains: a start-up that saves food waste, an e-commerce company, a science park, an innovation partner, and a wood company.

A researcher from Chalmers University of Technology contributed with exper-

tise in e-commerce, distribution, and sustainability. Together, they identified the relevant challenges to be addressed in some sub-areas of coordination of goods distribution: circular economy, e-commerce, sustainable logistics, public-private partnerships, and sustainable business models.

It was interesting to observe how students from different universities across Europe were similar as well as distinctive regarding their innovative solutions.

### SCIENCE FAIRS

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**Science Fairs** are one of the ways EUTOPIA chose to display the variety and the quality of its research.

**EUTOPIA Science Fairs** are organised as virtual exhibitions of Research Posters. The Science Fair intends to show the projects developed by young researchers pursuing PhD or post-doctoral research, from all over EUTOPIA.

### STUDENT CAREER AMBASSADORS

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**The EUTOPIA Student Career Ambassadors** are a selected group of students working in synergy with the orientation / professional insertion services from their universities.

They aim to create a European network of job, internship, and apprenticeship offers relayed through their social networks and those of EUTOPIA. They help students find companies domestically or abroad, and assist fellow incoming students from the EUTOPIA universities in their countries as well.

Furthermore, they organize workshops open to all students, professors, and

staff of the EUTOPIA alliance, with the goal of creating links between partners universities' territories, and building successful profiles within the EUTOPIA community.

Subjects of the workshops will cover the job culture in each country of the alliance and how to find jobs in them, career opportunities in European Institutions, and many more!

In EUTOPIA, the ten partners work at the development of support services on a wide range of sectors: the human resources, the Grants, Legal and Innovation Office (GLENN) and the GLENN online atlas of R&I in EUTOPIA, the research portal, the mobility schemes.

## EUTOPIA OUR GOALS



## EUTOPIA

OUR LONG-TERM GOAL TO  
TRANSFORM EDUCATIONTHE EUTOPIA  
COLLEGE

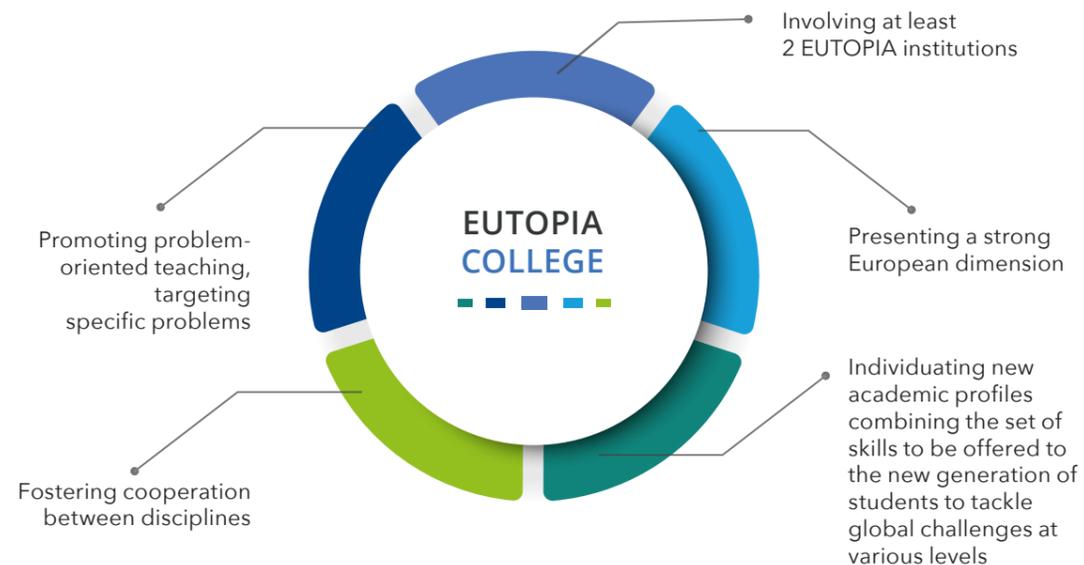
The first phase of EUTOPIA has already given birth to a series of joint educational initiatives, which are the basis of our EUTOPIA educational offer (see text box above). The new phase, centred around Connecting Communities, will foster more joint initiatives.

These can take various shapes, such as the replication of successful and relevant degrees from one EUTOPIA university

to another, the creation of new degrees shared by two or more EUTOPIA universities, the creation of joint degrees, the set-up of micro-credentials, in particular with a view to Life-Long Learning needs, the creation of European degrees, etc. The long-term objective in education is to create a pool of shared degrees and education programmes offered within a **EUTOPIA College**.

The **EUTOPIA College** will provide a showcase for ambitious, internationally visible programmes which share the following characteristics:

- **Involving** at least 2 EUTOPIA institutions
- **Presenting** a strong European dimension
- **Fostering cooperation** between disciplines
- **Promoting problem-oriented** teaching, targeting specific problems
- **Individuating new academic profiles** combining the set of skills to be offered to the new generation of students to tackle global challenges at various levels



## EUTOPIA

OUR LONG-TERM GOAL FOR  
LOCAL TO GLOBAL ENGAGEMENTTHE EUTOPIA  
GLOBAL INSTITUTE

The scaling up of our approach to Global Connecting Communities is explicitly designed to go beyond education and embrace research, innovation and outreach activities as the connections between education and research should not be separated.

In the same way as the **EUTOPIA College** will provide a showcase for our joint educational offer, the **EUTOPIA Global Institute** will host and provide visibility to our research and outreach initiatives. It will support the deployment of our activities at a global scale, from research to science diplomacy.

In coherence with EUTOPIA's overall mission and vision, we will encourage the connection of disciplines and ecosystems in addressing global challenges. In coherence with our methodological choice of relying on bottom-up, emergent initiatives, we will not constrain topics a priori, but support **EUTOPIA-wide projects** on a large series of topics, from global health to artificial intelligence, from sustainable engineering to geopolitics, from human rights to cultural heritage. And most likely, there will be new areas not yet formulated that will be central for our future generations facing global challenges.

The defining feature of EUTOPIA's Global Institute will come from a series of fundamental choices:

- **A choice of policy scope: geopolitical action for Europe in a world in tension.** EUTOPIA wants to be an agent of the current development of a strong Europe voice and a strong European strategic autonomy, dealing squarely with the issues of security and defence, trade and finance, data and global information.
- **A method: scientific diplomacy.** We are determined to use universities as ambassadors of Europe, which is one of the missions of the European Universities Initiative. With the VUB as a founding member of the European Union Science Diplomacy alliance created in 2021, we are already profoundly committed to this approach and will continue to develop our internal capability in this matter.
- **A focus: innovation.** Our alliance focuses on connecting externally to our local-to-global partners in order to address global challenges. European digital and green priorities, as well as democratic challenges will be our guiding paths. All disciplines and research fields present in our universities will be invested.

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## GLOBAL CONNECTING COMMUNITIES

With this second phase of EUTOPIA, we feel ready to further develop this concept and extend the approach beyond education. **The method of Global Connecting Communities will therefore be extended to embrace all four missions of academia -teaching, research, innovation and outreach.**

For us, **Global Connecting Communities** is about:

- Trusting the strength of emergent collective solutions to the new challenges of teaching, research, innovation and outreach
- Erasing the barriers for different groups to meet and co-create new solutions
- Incentivizing new initiatives from our staff, students and stakeholders
- Tapping into the breadth and width of expertise provided at the level of the Alliance
- Connecting local institutions in a global network, by acting at all levels: local and regional, European Union, European beyond the EU, and globally beyond Europe.

This work of Global Connecting Communities is fundamental to opening new opportunities. Taken separately, each of our institutions cannot only act in a two-dimensional space: interacting with the diversity of disciplines on the one hand and with the stakeholders of its ecosystems on the other hand.

Thanks to EUTOPIA, we effectively open a third space: that of international connections. By increasing the dimensionality of our connecting space, we will dramatically enlarge the number of possible carrier paths, discussion spaces and serendipitous encounters.

But it is not enough to create options - we also need to make sure that these new interactions are put in practice, empowering new generations with sharp, relevant knowledge-based tools to address real challenges. This is precisely the role of EUTOPIA's global connecting communities. EUTOPIA will offer the initial nudge and incentive for communities to meet around meaningful projects, notably through a coordinating office which

will help incubate the communities, and provide methodology and coordination.

Every single Connected Community will therefore be unique in its shape and activity: some Connected Communities will be mostly focused around a specific teaching initiative, some will create a research task force, some will tackle transversal topics – like our *Young Leaders' Academy*.

**We are fully aware that this choice of relying on emergent initiatives presents two major risks:**

- 1) lack of coherence, if the initiatives are too diverse;
- 2) lack of scale, if the energies are too scattered. Mitigating these risks is possible only if we provide our whole community with a strong sense of direction and a common set of tools. The sense of direction is provided by two long-term initiatives, which are the common horizon for our communities: the **EUTOPIA College** and the **EUTOPIA Global Institute**.

## ADAPTING EUTOPIA TO A CHANGING CONTEXT

Beyond this set of lessons learnt from the pilot phase, our Alliance has also evolved to better address the evolution of the context where we operate. Amongst the more obvious external evolution, the COVID-19 pandemic obviously led to re-shape the place of physical mobility and accelerate the use of digital platforms.

Since 2018, the prominence of open science and open data has only risen, whereas public policies supporting them at the national and European levels have become more active.

The transformation agenda for Higher Education of the European Commission has clearly complemented the emphasis on excellence and global competitiveness, with an accent placed on inclusion, sustainability and a digital approach: our project for the second phase reflects these new concerns.

Finally, and more tragically, the recent geopolitical upheavals at the doors of Europe call for a re-thinking of the role of universities in the neighbourhood policy – they also make it more obvious that

our choice to build EUTOPIA in a participatory, inclusive, bottom-up approach is also a political choice, in the sense that it echoes the values of democratic participation and openness.

As we reflected our own functioning in light of these challenges and compared it with other European University Alliances, we came to the conclusion that EUTOPIA's major characteristic lies with the weight that we give to bottom-up participation, emergent processes and community building, as the necessary ground for institutionalized joint activities, together with our openness and outward-looking engagement with our external ecosystems, from the local to the global level.

“ *Bottom-up participation, emergent processes and community building* ”

EUTOPIA

OUR METHOD

## OUR BELIEFS REGARDING THE EUROPEAN UNIVERSITIES INITIATIVE

Universities can sometimes act as bastions of tradition, but they are however embedded in a societal context that is changing rapidly and that forces them to embrace a widening societal role. This creates a massive challenge, as today's issues are complex and fast-evolving: they cannot get solved by a top-down, planning, engineering approach, but require on the contrary to create the conditions for emergent, bottom-up solutions.

Within that context, the EUTOPIA alliance sees itself as a process of self-transformation of its member universities in order to complement its existing disciplinary and departmentally academic structures, with a set of dynamic connecting knowledge-driven communities across each of the ten partners and between each of the universities and the ecosystems in which they operate.

This effort of Global Connecting Communities is guided by open, inclusive and challenge-driven models of

education and research and they are largely the result of bottom-up processes.

The Alliance offers a unique opportunity to change the scale of our action as we strive to act systematically to connect local-to-global partners. EUTOPIA will be "local" as it will mobilize the resources of its places and territories and contribute to place-making. At the European level, we foster European identity and European citizenship programs. At the vicinity of the European Union, we deepen collaboration with the Western Balkans and the Eastern European countries. EUTOPIA will be "global" in the sense that its teaching, research, innovation and outreach activities will care for the global commons: shared natural resources such as the oceans, the atmosphere, the Antarctic and collective organizations which promote equity, respect and peace – such as democracy and the rule of law. By the Science Diplomacy approach, EUTOPIA positions itself as an academic actor in the global dialogue.

## A SENSE OF URGENCY

**The second phase of EUTOPIA also comes with a renewed sense of urgency for the need of universities to re-think the way they produce, share and implement knowledge because they have to adapt to a double transformation of the society of today:**

- First, the shift towards the Anthropocene, which comes with global problems that cannot be dealt with at the level of national states, and
- Secondly, the shift towards a knowledge society, which comes with a revolution in the generation and distribution of knowledge.

Together these two transformations are the "big picture" we have to keep in mind. Confronted with the volatile, uncertain, complex, ambiguous (VUCA) world of today we see a need to re-think our func-

tioning so that we can not only adapt to the challenges we are faced with, but also be change-agents by producing, sharing and implementing knowledge in an open and inclusive way.

## EUTOPIA

## WHAT EUTOPIA WANTS TO ACHIEVE



We create the right conditions for **Global Connecting Communities** over academic disciplines, ecosystems and geographical borders, so that students, staff and partners can identify, formulate and address these

### As an outcome, EUTOPIA will:

- Provide **our students** with a teaching & learning experience which increases their employability as responsible European citizens
- Facilitate the engagement of **teaching staff** into innovative teaching experiences
- Allow **research staff** to engage even more in relevant societal or challenge-based research, in the open science spirit
- Prepare the **university staff** for participating in the EU transformation agenda of higher education
- Strengthen the international visibility of **our institutions** and their capacity to attract talent at the global level
- Contribute to the continuous development of a **reflective society** able to tackle the big challenges, such as the climate emergency and digital disruption, at the local-to-global levels

**The collective setting provided by the Alliance is the necessary condition to realize this mission successfully.** Indeed, whereas it is a constant challenge for a single institution to create transversality between its internal structures and departments, the Alliance offers the perfect opportunity and motivation for the **self-transformation of our institutions.**

The Alliance also naturally multiplies the **breadth and width of disciplinary expertise** necessary to tackle contemporary

challenges and enables us to create **critical mass** in a series of fields.

Finally, the multi-institutional setting of the Alliance **creates the conditions for continuous peer-learning:** united by their vision and mission, but diverse by their local and national settings, our 10 institutions provide a safe and open space for constructive criticism to challenge our project and bring continuous improvement.

EUTOPIA

HOW EUTOPIA  
PROPOSES TO ACT

OUR MAIN CONCEPT  
GLOBAL CONNECTING COMMUNITIES

At the heart of EUTOPIA's project lies the concept of Global Connecting Communities. Indeed, based on the experience of the pilot phase, we choose to build our Alliance not around a specific topic, or around a specific instrument, but around a **method for organising and governing academic collectives**. This choice results from a bold ambition, combined with a modest, realistic approach.

**Our ambition is bold** because we want EUTOPIA to be relevant over the long term. We conceive EUTOPIA not as a project limited to academia, but as a way to transform our institutions and our surrounding societies to face contemporary challenges. As the last few years have tragically demonstrated with the pandemic crisis and the recent tragedy in Ukraine, today's crises are as unpredictable as they are devastating. We cannot have a durable impact unless the capacity to cope with unpredictability becomes a defining feature of EUTOPIA.

Successfully addressing these new circumstances therefore requires a **realistic approach** that fully recognises that prescience is not possible and that top-down, deterministic planning would be vain. On the contrary, in a situation where knowledge is distributed and circumstances are changing quickly, our best chance to tackle future challenges rests with trusting collective intelligence: in other words, empowering our communities of students, staff and partners. We need to ensure that students, staff and partners can quickly connect across disciplines and borders to address emerging challenges.

“ *Trusting collective intelligence: empowering our communities* ”

OUR 4-YEAR  
OBJECTIVES

**The challenges ahead: stimulating connections, ensuring coherence.**

The first pilot phase of EUTOPIA enabled us to demonstrate the validity and relevance of the concept of Connected Community in the area of education.

As we are extending the concept of **Global Connecting Community to the whole scope of academic activities, the key to success lies in addressing two requirements simultaneously:**

1• stimulating the creation of active bottom-up initiatives,

2• ensuring that the initiatives are steered in a coherent fashion, and serve as the building blocks of our EUTOPIA College and EUTOPIA Global Institute.

**6 objectives for the next 4-year period.** This double requirement explains how we chose a list of six 4-year objectives to deliver our long-term aims, as represented by the schema below:

The heart of our 4-year strategy is represented by **objectives 2, 3 and 4:** together these three objectives support the emergence of Global Connected Communities across our institutions.

**Objective 2** provides the overall methodology and coherence, whereas **objectives 3 and 4** are about fostering concrete initiatives respectively within our academic communities (objective 3) and at the interface between academic communities and external ecosystems (objective 4).

Together, these three objectives will contribute to the emergence of the EUTOPIA College and of the EUTOPIA Global Institute.

**Objective 5** is supporting **objectives 2, 3 and 4** by providing the teams with the relevant tools to set up their mission: digital tools, mobility tools, etc.

**Objective 1** will provide a solid institutional and administrative structure where the initiatives can find a long-term home.

Finally, **Objective 6** addresses the need to make our initiatives widely visible and accessible.



## OBJECTIVE 1

### ENSURING EFFICIENT MANAGEMENT AND BUILDING A ROBUST GOVERNANCE

#### The challenges ahead: stimulating connections, ensuring coherence.

- Provide efficient management of the EUTOPIA MORE project.
- Build and deliver a robust governance and management structure for the EUTOPIA Alliance.

#### How this objective contributes to the long-term objectives and deliverables

This objective is instrumental to the whole implementation of the EUTOPIA MORE project.

By setting up reliable, efficient processes for realizing each task, it also builds up concretely the communication channels

between all partners of the EUTOPIA Alliance.

Its achievement is therefore also an important element of the long-term sustainability of the Alliance, to ensure its effective management, to provide an ambitious strategy for the long-term and to successfully implement this strategy.

## OBJECTIVE 2

### STEERING EUTOPIA: CREATING THE CONDITIONS FOR CONNECTION, PROVIDING A COMMON HORIZON

#### Overall objective and expected impact

- Empower our students, staff and partners to connect and come up with impactful activities in the field of teaching, research, innovation and outreach.
- Enable EUTOPIA partner institutions to jointly undergo further institutional transformation in a resilient manner, connecting communities at various levels.
- Ensure that EUTOPIA development abides the principles of sustainable development and fosters transition towards a green, digital and inclusive Europe.

#### How this objective contributes to the long-term aims of EUTOPIA

This objective is at the heart of EUTOPIA's project: it provides a birds-eye view on the whole set of activities and ensures synergy across all initiatives and projects, including the integration of new partners. By facilitating connecting communities, our institutions will provide the

building blocks for the EUTOPIA college and EUTOPIA global institute.

The EUTOPIA community will thus get empowered to address current and future complex challenges together. Objective 2 will also be instrumental in ensuring the global reach of EUTOPIA's activities beyond the members of the Alliance.



## OBJECTIVE 3

### INTERNALLY, CONNECTING COMMUNITIES TO EMPOWER KNOWLEDGE

#### Overall objective and expected impact

- Generate and share knowledge through open, inclusive, international, inter-institutional connected communities.
- We want to enhance our communities with interdisciplinary education, research, innovation, and service to society missions for broad societal impact.
- Building up on the diversity of disciplines and research topics, career pathways, insights into discipline-specific methods, techniques and equipment we want to provide the best possible environment to students and researchers to promote critical thinking and transferable knowledge and skills.

#### How this objective contributes to the long-term aims of EUTOPIA

With openness comes connectivity and Connected Communities (CCs), which are the building blocks that we have been developing and testing for fostering inter-institutional cooperation in the first stage of EUTOPIA 2050.

These inter-institutional teams of students, staff, and partners will join forces in a participatory learning and knowledge creation journey.

It will increase EUTOPIA's support for building, facilitating and nourishing the Connected Communities networks (selection and outreach, identification of partners, and initial constitution) as components of our future EUTOPIA college and EUTOPIA global institute.

- The added value will be a mix of increased academic competencies and resources such as: inspiring pedagogies, innovative and multidisciplinary paths, study-programs, and learning material, shared experiences with state-of-the-art methodology, joint research activities at European scale, and guided cross-campus mobility for students and staff.
- Inside the second phase project, we estimate the incubation of around 30 communities.

In this next phase of EUTOPIA we build on the strong foundation and framework we developed and elevate the Connected Communities from a deliverable to a transversal and fundamental mechanism that ensures continuous development and sustainability of EUTOPIA.

We will build in the incentives for critically assessing the potential of what has been realized in the pilot project, in addition to inviting new partners and initiatives.

## OBJECTIVE 4

### EXTERNALLY, INVOLVING LOCAL TO GLOBAL ECOSYSTEMS

#### Overall objective and expected impact

- Continue and reinforce EUTOPIA's global position with a coherent strategy following a multi-scale approach.
- Enhance connections between our universities and wider ecosystems at four levels: **the local/regional level; at the level of the European Union; Europe beyond the EU; and the global level:**
  - **Local:** To connect and enhance EUTOPIA's expanded forms of local and regional engagement through collaborative partnerships and challenge-based initiatives.
  - **Europe:** To promote and defend the European dimension in higher education, developing and implementing a model of EUTOPIA's integration of European citizens and providing tools to improve the knowledge of European Cultures, Languages and Values.
  - **Europe beyond EU:** To develop and implement a model of EUTOPIA's integration of strategically important European regions beyond the EU, with particular attention devoted to the Western Balkans.
  - **Global:** To further EUTOPIA's recognition as a globally-oriented European University by consolidating and developing EUTOPIA's international engagements.
- In a co-designed needs finding process we aim at addressing real- word problems with value creation lenses, by bridging interdisciplinary academic expertise, in collaboration with external organisations, including industry, businesses, public bodies, NGOs, global partners, and other societal organisations.

#### How this objective contributes to the long-term aims of EUTOPIA

Universities occupy a position at the crossroads of education, research, and innovation in the service of societies, cultures, and economies. We collectively face dynamic and interrelated global challenges including the climate emergency, increasing societal and economic inequalities, global geopolitical instability, and challenges to democratic values on the very borders of Europe.

These challenges cannot be solved in isolation but require communities to pull together to find creative solutions.

This objective will contribute to the resil-

ience and relevance of the academic activities of the alliance through a focus on current challenges at various scales, by proposing specific institutional cooperation implemented as parts of the EUTOPIA Global Institute and EUTOPIA college.

We will therefore reinforce engagements with different stakeholders, beyond the Alliance, for common achievements of goals and solutions for global challenges by developing, among others, a policy for global talent.

As such, EUTOPIA will provide significant knowledge content for social development, and promote democratic values and European citizenship and identity.

## OBJECTIVE 5

### PROVIDING EFFICIENT, COMMON TOOLS

#### Overall objective and expected impact

- Bringing together, developing and sharing tools, resources and services in EUTOPIA that can be activated in a flexible modality at the place and time where needed and required to support the specific needs of the projects and initiatives delivered by EUTOPIA.
- Providing dedicated support, mutual access to databases and collections and drive inclusion of open science practices across the Global Connected Communities.



#### How this objective contributes to the long-term aims of EUTOPIA

A confederated European University needs cross-institutional and coordinated services: shared, flexible, and distributed that can respond, and provide rapid support to the needs of EUTOPIA.

Ultimately, a EUTOPIA Shared services function brings together the strengths and best practices of each partner to a common, flexible structure that will benefit the EUTOPIA alliance, but also the individual partners.

Building on successful initiatives developed during the first pilot phase, such as the creation of our joint research support office GLENN (Grants, Legal and Innovation Office), EUTOPIA identified the need for having shared services and presence on our campuses that would operationalise the activities of our Global Connected Communities.

We will thereby provide support for the implementation of several European initiatives at EUTOPIA's level: Research Assessment Framework Policy, Erasmus without paper, Green Erasmus, implementation of FAIR data principles.

## OBJECTIVE 6

### CREATING LONG-LASTING IMPACT AND DISSEMINATING OUR ACTIVITIES

#### Overall objective and expected impact

- Produce impact and consolidate the EUTOPIA brand and contribute to its implementation in all EUTOPIA campuses and beyond through an overall Impact Strategy.
- Provide guidance for the Alliance's activities to an active contribution to the European Education Area, the European Research Area and the European way of life.
- Disseminate the results of the Global Connected Communities to consolidate a strong basis and support of the community on top of which long-term initiatives, such as the EUTOPIA college and EUTOPIA Global Institute can be built.

#### How this objective contributes to the long-term aims of EUTOPIA

In a tense and evolving international context, European values are firmly rooted in our European University, which not only nurtures them but displays them in all the variety of their scientific and humanistic expressions. Achieving a brand means to hear under the name of EUTOPIA the freedom of thought and expression, the sharing of knowledge, the openness to the world and its diversity, a constructive dialogue, the co-creation of solutions for societies and the planet – all guarantees of peace and sustainable development.

Thanks to the brand, global students and researchers will come to our universities, in the long run, not only because they are a breeding ground for knowledge and excellence open to all but also because they are a vector of democratic values and of a distinctive way of life.

By developing impact communities internally and externally, engaging in Science Diplomacy, and assuring a strong Communications and Dissemination workflow, we will provide a comprehensive presence of EUTOPIA's experiences on the internal and the global scene.

EUTOPIA

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TOWARDS AN  
**INTEGRATED  
 ALLIANCE**

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As the space for the self-transformation of our institutions, EUTOPIA is more than just a project. As such, and in coherence with the decision taken in April 2020 by the Strategic Board, the evolution of the legal statute of our Alliance has to reflect this long-term ambition and provide

our initiatives with a robust institutional structure, guaranteeing their future sustainability.

The first step will be the reconsideration of its governance structure, by the end of 2022, as well as the constitution of a Central Office in charge of the management of the Alliance. This first step is the launchpad for the legal structure to be built.

Our dedicated working group is actively studying possible models and considering several options. The one that is corresponding the best to our objectives and ambitions of integration is the international association under Belgian law, already implemented by some universities' networks. Considered as an interim solution until a dedicated instrument at a European level is created (or adapted), this legal statute will allow EUTOPIA to consider its long-term sustainability in a committed and confident way.

“ *EUTOPIA is more than just a project* ”





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