



Co-funded by the
Erasmus+ Programme
of the European Union



Report: Map good practice in quality management

Project Acronym:	ENGAGE.EU
Project full title:	The European University engaged in societal change
Project No:	101004071
Funding Scheme:	ERASMUS+ call EAC-A02-2019
Coordinator:	UMA – University of Mannheim
Project start date:	01.11.2020
Project duration:	36 months
Title of Document:	Quality Management at ENGAGE.EU Institutions – Comparison and Good Practices
Work package name:	WP1 Management and Governance
Task name:	Map good practice in quality management
Abstract	The target of this report is to summarize this analysis and comparison of the quality management mechanisms as well as mapping good practices concerning quality management mechanisms at members' institutions. It also serves as a foundation for further discussion of good practices within the task group to be implemented in the Alliance.

Quality Management at ENGAGE.EU Institutions – Comparison and Good Practices

Final Report on Task 1.8. "Map good practice in quality management"

Content

1. Preface	3
2. Analysis and Comparison	5
2.1. External Quality Assurance	5
2.1.1. National external quality assurance.....	5
2.1.2. International external quality assurance	6
2.2. Strategy and Policies.....	7
2.3. Structures and Processes.....	10
2.4. Teaching and Learning	13
2.4.1. Design and development of new programs.....	13
2.4.2. Review of existing programs	15
2.4.3. Course evaluations	17
2.4.4. Examinations	18
2.4.5. Information on students and alumni.....	19
2.5. Research	22
2.5.1. Periodic evaluations of organizational units	22
2.5.2. Research output and research data management.....	23
2.5.3. Individual performance evaluations – overlaps with HR	25
2.6. Service to Society - Third Mission	27
3. Good Practices	30
3.1. LUISS	30
3.1.1. Cyclical Review Report of the Degree Program	30
3.1.2. Annual Monitoring Report of the Degree Program	31
3.2. NHH.....	32
3.2.1. The course evaluations.....	32
3.2.2. Dialogue meetings	33
3.3. Tilburg University	34
3.3.1. Management Card Education (Stuurkaart Onderwijs)	34
3.3.2. One system for all course evaluations and one questionnaire for the whole university	35
3.4. University of Mannheim	36
3.4.1. Evaluation system along the student life cycle.....	36
3.4.2. Core questionnaire/items.....	37
3.5. UNWE	38
3.5.1. Standards for development of educational documentation (qualification description, curriculum and syllabus)	38
3.5.2. Evaluation/attestation of the academic staff.....	40
3.6. UT 1 Capitoles	41
3.6.1. Evaluation of programs and teaching	41
3.6.2. Improvement Councils	42
3.7. WU	43
3.7.1. WU’s Impact Monitoring	43
3.7.2. Program Evaluation.....	44
4. Conclusions and Recommendations	46
5. Appendix	47

1. Preface

Objectives of this report

This is the report for task 1.8 "Map good practice in quality management" of the quality management task group of the ENGAGE.EU European University Alliance. Our task was to gather insights in the existing quality management mechanisms at members. This concerns e.g. the evaluation of teaching and learning activities, but also monitoring of academic processes and workflows relevant to the quality. We aim to identify good practices and to include them in the general project management of ENGAGE.EU. Quality management is an important tool to implement the strategic planning and sustainable quality development of the Alliance.

The target of this report is to summarize this analysis and comparison of the quality management mechanisms as well as mapping good practices concerning quality management mechanisms at members' institutions. It also serves as a foundation for further discussion of good practices within the task group to be implemented in the Alliance.

Task 1.8. serves as a first stepping stone for the ENGAGE.EU quality policy the task group is currently developing for task 1.9. "Install ENGAGE.EU quality management mechanisms".

Task group

The task group for the tasks 1.8. and 1.9. was formed in November 2020 and consists of:

LUISS (Italy)	<ul style="list-style-type: none">• Livia De Giovanni, Professor of Statistics
NHH (Norway)	<ul style="list-style-type: none">• Merete Ræstad, Senior Advisor, Section for Quality Assurance
Tilburg University (Netherlands)	<ul style="list-style-type: none">• Yvonne de Vries, Policy Advisor education/Manager Quality Assurance at the School of Economics and Management
University of Mannheim (Germany)	<ul style="list-style-type: none">• Claudia Funk, Quality Management, Evaluation• Maria Mühlbauer, Quality Management, Accreditation, Data Management
UNWE (Bulgaria)	<ul style="list-style-type: none">• Daniela Ivanova, Professor and Secretary General for Academic Process and Documentation
UT 1 Capitole (France)	<ul style="list-style-type: none">• Jean-Jacques Perez, Quality manager
WU (Austria) (task lead)	<ul style="list-style-type: none">• Elisabeth Haslinger, Accreditations Office• Karl Ledermüller, Head of Evaluation and Quality Assurance• Oliver Vettori, Dean of Accreditations & Quality Management and Director, Program Management and Teaching & Learning Support

Methodology of the task group

The first meeting of the task group took place on December 15th 2020. In the following weeks, WU developed an inventory framework in the form of a questionnaire (see [Appendix](#)) to identify and categorize existing quality management mechanisms and potentially interesting good practices for the Alliance. After the member universities provided the information, WU proceeded with the review of the quality management systems. First results of the comparison and analysis were presented and discussed at the first update meeting on April 8th 2021.

In the following update meetings on April 29th and May 17th 2021, the task group deepened the discussion on suggested good practices that could be included in the quality management of the Alliance. Based on that, it began to draft first goals, principles, structures and instruments to be included in the ENGAGE.EU Quality Policy (task 1.9.). Ongoing regular meetings of the task group take place approximately once a month.

2. Analysis and Comparison

The member universities provided detailed information and documentation on the respective quality management systems, structures and policies. To make the most out of the extensive volume of documentation, the comparison and analysis focused on the three areas of operation stated in the mission statement of ENGAGE.EU: teaching and learning, research and service to society – and tried to map out common practices and takeaways that would be most relevant for the ENGAGE.EU activities.

2.1. External Quality Assurance

2.1.1. National external quality assurance

All member universities undergo regular national external quality assurance procedures. Depending on the national legal framework this is an accreditation on the institutional level or on the program level or both.

LUISS, NHH, UT 1 Capitale and WU undergo institutional accreditation procedures, whereas University of Mannheim, Tilburg University, and UNWE have each individual program accredited. At Tilburg University and UNWE, both forms of national external quality assurance are in place.

The national accreditation agency in the Netherlands, relevant for Tilburg University, has two accreditation procedures for programs: one for new programs (initial accreditation) and the other for existing programs. Before a new program can start with the initial accreditation procedure, the new program should apply for a test in macro-efficiency, which implies that a special committee looks at the needs of the Dutch labor market for graduates of the new program and whether or not other programs in the Netherlands can meet the needs of the labor market. After approval of this committee, the initial accreditation procedure can start.

In Germany, every joint program must be accredited according to the rules of the German Accreditation Council. Therefore, a large number of formal requirements must be fulfilled. This can constitute a real challenge.

Some universities have to adhere to very rigid requirements set by the national accreditation agency. The quality management mechanisms that will be developed in task 1.9. must take this into account.

In addition to all national quality assurance procedures, the Ministers of the European Higher Education Area adopted the "European Approach for Quality Assurance of Joint Programmes" in May 2015. This European approach comprises a single framework with standards and procedures for the assessment of international joint programs.

2.1.2. International external quality assurance

In addition to national requirements for external quality assurance, all members of the ENGAGE.EU Alliance also undergo international external quality assurance procedures.

The most notable here are AACSB, EQUIS and AMBA, which are the leading international quality assurance agencies for business education. University of Mannheim and WU hold all three of the before mentioned accreditations. LUISS and NHH hold EQUIS and AMBA accreditation and are currently working towards AACSB initial accreditation. The School of Economics and Management of Tilburg University is also accredited by AACSB. The School of Management at UT 1 Capitole holds EFMD BSIS accreditation and several EPAS accreditations for various master's degree programs and doctoral programs, the school is now working towards EQUIS accreditation.

ISO 9001:2015 is an international standard dedicated to quality management systems. UNWE has its centralized quality management system certified by ISO 9001 standards covering all structures of the university. LUISS also underwent ISO 9001 certification for the sectors EA:37 (Planning and Execution of Managerial Training Services) and EA:35 (Managerial Advisory) of the university.

In addition to that, UNWE offers several master's programs that are accredited by international organizations, e.g. the Institute of Chartered Accountants in England and Wales (ICAEW), the Chartered Institute of Management Accountants, the International Atomic Energy Agency (IAEA) or the European Logistics Association.

Main takeaways:

- Although all partner universities undergo international quality assurance procedures, there are no international accreditations, which all partners share. Synergy effects thus remain limited.
- For some accreditations, joint programs and joint provisions are quite an issue regarding the questions which aspects of joint programs (faculty, course content, etc.) underlie the university's scope of action and quality standards. Concerned partners need to observe this.

2.2. Strategy and Policies

In all partner universities, quality is embedded in strategic documents on the institutional level (for instance in strategic plans or dedicated quality policies). Most universities then have additional guidelines and policies on either the institutional level or the program, departmental, faculty or school level, according to the organizational structure of the institution.

Regarding the area of operation these additional guidelines and policies cover, there is a clear focus on the area of teaching and learning. All partner universities have one or more guidelines or policies dedicated on teaching and learning and their educational activities. In the area of teaching and research, most of the member universities have detailed guidelines and/or policies in place, whereas for third mission, only some universities have dedicated policies and/or guidelines. This reflects that the main strategic activities and therefore their quality assurance efforts of the member universities lie in teaching and learning and in research.

LUISS has adopted a quality policy based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG 2015) extending them to include – as required by the national legal provisions – the areas of research and third mission. The QA system is based on four processes: 1) University vision, strategies and policies on Teaching and Research (Strategic Plan); 2) Efficacy of the University Quality Assurance Policies; 3) Degree Program Quality 4) Research and Third Mission Quality. The University's quality policy outlines the principles and an integrated system of mechanisms and procedures that guide activities towards achieving quality objectives and represents the practices that must be adopted to achieve them. This Quality Manual is the compendium of the University's quality assurance system. It contains the general criteria and guidelines of the quality assurance system, describes the responsibilities within the organization, communicates the adopted quality policy, establishes the structure and remit of all processes that have an influence on the quality of the service provided and gives full effect to the mission and vision of LUISS. The guidelines set out at operational level how to conduct activities in a planned and systematic manner in compliance with the requirements of the relevant rules, the quality policy and the quality management. The procedures contain a detailed description of the operating procedures, responsibilities and tools to carry out the activities and to achieve the quality assurance objectives. Especially in the area of teaching and learning, there is a great number of guidelines in place, regulating all major processes such as designing and revising an academic program, compiling syllabi, managing surveys of students' opinions, exams, etc. There are also guidelines covering the areas of research, faculty & administrative staff recruitment, management and development, as well as third mission in place.

UNWE has a written and publicly announced vision, mission and quality policy in place. The quality policy of the university is focused on providing high quality education and research. For the effective implementation of the quality policy, the Management sets the main measurable quality objectives. Each of the [professional](#) fields in which teaching and learning is conducted at the university has developed a Development Strategy. Based on the developed strategic documents and the defined strategic goals of the quality policy, each structural unit in the university (faculty, directorate and division) develops its own specific measurable goals with a term and a person in charge. The University has also developed a Strategy for Internationalization, which outlines the overall framework of strategic goals,

priorities and measures that could contribute to the improvement of the overall internationalization at the University, and thereby contribute to implementing the University's vision. The quality management system maintains certain documentation developed at university level, which is widely discussed and promulgated at the university. It includes a Management manual, operational procedures for internal audit and approval, monitoring and updating of curricula and syllabus; as well as quality plans on research activity and publishing activity amongst other things, as well as a system for evaluating and maintaining the quality of education and the academic staff of the UNWE.

At **UT1**, a Quality Plan at the institutional level has been in place since 2019, following an ISO 9001 type approach initiated in the past. The latter saw the formalization of some twenty procedures indexed in a Quality Manual: this work was abandoned due to a lack of momentum and because of its disparity. The problem of granularity in the definition of the level of activity to be processed requires a review. At the school level, the formalization of "operating procedures" is carried out by the individual entities according to their needs. The institution also produces an annual performance report for all its missions and operational activities, which allows the monitoring of teaching and learning and research activities. Specific policies are carried out by the components in their strategic plans in line with the general policy of the institution, in particular the School of Management - TSM for certain international accreditations. Each component is committed to the continuous improvement of its courses, in particular through the evaluation of programs and teaching

At **NHH**, the key strategic documents relevant for quality assurance are NHH's strategy and NHH's Quality assurance system. The description of the quality assurance system on the institutional level focuses on teaching and learning and includes the description of how educational quality is measured, the system of course and program evaluations, an overview of the roles in quality work, and the annual schedule that shows the most important evaluations and reports, and when they are due. In addition to that, supplementary provisions for the individual study program specify in detail routines tailored to the individual program. Furthermore, there are guidelines on the institutional level that regulate specific processes in teaching and learning, such as the establishment of new study programs, the revision of existing study programs, the determination of course offerings and periodic program evaluations.

Tilburg University has a short document with a general vision on internal quality assurance in teaching and learning on the institutional level. Key concepts are continuous improvement, cooperative learning and transparency. Most activities are organized at School level. Some Schools have a handbook for internal quality assurance. Tilburg University is about to start with making more extensive internal quality assurance system and procedures, which provide more guidelines for the Schools. In research, the national Strategy Evaluation Protocol is the leading document for institutional research quality control. A translation of this protocol that addresses some additional aspects for Tilburg University is used for the continuous internal quality control cycle for research. For quality assurance in Human Resources Tilburg University's Strategic Plan and the Collective Labor agreement (cao) and legislation and regulations are key documents for internal policy.

At the **University of Mannheim**, key strategic documents and policies relevant for quality assurance with focus on teaching and learning are the quality assurance mechanisms regulated by law by the German Accreditation Council, "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), the

manual on good teaching, evaluation regulations at the institutional and school levels. Detailed quality management manuals in the form of process diagrams regulate the initiation of new study programs and changes to examination regulations. The Business School additionally applies the Assurance of Learning process (AoL), a quality management concept with assist the University to live up and to maintain the highest standards in teaching as part of the AACSB accreditation. In research, the Code of Good Research Practice including statutes of the University of Mannheim on Procedures for Handling Research Misconduct are relevant documents. Additionally, DFG's Code of Conduct "Safeguarding Good Research Practice" applies.

At **WU's**, the Strategic Plan is the key strategic document. It describes WU's strategic orientation, its mission and forms the basis for high-level internal decisions but also for the triennial performance agreement with the Federal Ministry of Education, Science and Research. It provides a framework for quality-related goals and activities. It is regularly updated with broad stakeholder involvement. The Performance Agreements regulate which tasks and services WU has to perform in service to Austrian society and which resources the government has to provide in return. These tasks include provisions on quality assurance. WU By-Laws define the organizational framework of WU, including responsibilities for quality management in teaching and research and evaluation guidelines. Target agreements and performance contracts between the Rector's Council and the academic departments, research institutes, competence centers, and main administrative units cover quantitative and qualitative goals in the areas of teaching, research, third mission and self-administration. WU's Personnel Development Plan serves as a policy paper with a more detailed and expanded focus on the human-resource-related topics. It specifies quality management instruments in human resource management including recruiting, performance evaluation and personnel development. Additionally, WU has several policies and directives in place concerned with specific topics and quality management implications in the areas of teaching and learning, research and human resources. They are published in WU's regulation and policy database, accessible for WU faculty and staff.

2.3. Structures and Processes

UNWE and LUISS have integrated quality management systems that cover all relevant processes and are steered by central units. At UT 1 Capitole, all quality assurance activities regarding the national external quality assurance activities are managed centrally, whereas all other activities lie in the responsibility of the individual schools.

At NHH, Tilburg University, University of Mannheim and WU, quality assurance structures are differentiated by the areas of operation.

Quality management in **UNWE** is organized in an integrated way through the Quality Management System (QMS) which includes managing and maintaining the quality of education in all levels and forms of higher and continuing education and scientific research activities at the university and in its main and service. In education, the Quality Council, the Commission for Quality Assurance and the Vice-Rector for Educational Activity are responsible at university level. In each of the eight faculties, the person responsible for the educational activity is the Vice-Dean for Educational Activity and similar Commissions to those on the institutional level are in place. The activities related to the evaluation, approval and continuous monitoring of the curricula are supported by the University Commission for Evaluation and Approval of Education Program. Members of this commission are Vice-Deans for Educational Activity, business representatives and students. Similar faculty commissions are created in each of the faculties. In research, quality assurance on the institutional level is in the responsibility of the Vice-Rector for Research. In each faculty the Vice-Dean in Scientific and Research Activity is responsible for research activity. The activities for analysis and evaluation and quality assurance of scientific research are supported by the University Commission for Promotion and Evaluation of Scientific Research and by eight similar faculty commissions.

For **LUISS**, at the university level the Quality Assurance Unit is responsible for the internal quality assurance system and oversees the performance of quality assurance procedures, in the academic programs and departments. The independent Evaluation Unit is in charge of evaluating the quality and effectiveness of the University's teaching and research. The Evaluation Unit draws up an annual evaluation report following the ministerial guidelines where it reports the compliance with the QA requirements (processes and indicators). On the program level, the Academic Program QA Review and Management Group are tasked with supporting the Academic Program Director in activities related to the drafting of annual reporting, QA Management and the review of the academic program, its monitoring and the implementation of any corrective action that may be necessary. On the department level, the Departmental Research and Third Mission Review Group is in charge of quality assurance for research activities and the Joint Faculty-Student Commission, composed in equal measure of faculty and students. It is in charge of monitoring the academic offering and the quality of teaching, identifying indicators for the evaluation of results and formulating opinions on the setting up and abolition of academic programs. The Evaluation Unit periodically audits personnel of Degree Programs (Teaching) and Departments (Research) to verify the QA processes implementation.

At **UT 1 Capitole**, the national external quality assurance process is centrally steered, whereas all other internal quality assurance processes are conducted in a

differentiated manner. The national evaluation-accreditation process (HCERES-CNESER) is steered at the management level, coordinated by the quality manager in conjunction with representatives of the bodies and experts of the institution and its structures. Quality assurance in general, is conducted in a differentiated manner according to the entities in charge of the business lines, depending on regulatory obligations and, where applicable, voluntary commitments in certification process(es). Some cross-functional quality assurance actions that concern several business lines/ several distinct entities working in the same business line are managed by a central player. Quality assurance in the field of teaching and learning is coordinated by a central service (Direction des Etudes et de la Scolarité DES) in conjunction with all the services and components (faculties, schools) working in this field of activity. Quality assurance systems for the content and development of teaching models are managed differently depending on the structure. The evaluation of programs and teaching is carried out by DES for the three faculties, whereas the three schools manage it themselves. Quality assurance in the field of research is carried out at the research units and is monitored centrally by a Research Directorate in conjunction with the Research Commission.

At **NHH**, quality management/quality assurance related to education and research is differentiated by area of operation. On the institutional level, the Vice Rector for Academic Affairs has chief responsibility for the academic content of the bachelor's and master's programs and for the Office of Student and Academic Affairs, which is in charge of the quality management/quality assurance for education. The Academic Committee is chaired by the Vice Rector of Academic Affairs, serves as an advisory body and consists of faculty, staff and students. In research, the Vice Rector for Research is responsible for all research activities, for the PhD program and for the Office of Research Administration, which is in charge of the quality management/quality assurance for research. The Research Committee is chaired by the Vice Rector for Research and members are among other the Research/PhD-Coordinators for each department.

At **Tilburg University** quality assurance is also differentiated by area of operations. For education and research, the main actors are the Rector Magnificus on the central level, the Vice Deans of Education and Vice Deans of Research at the School level, Academic Directors and Education Committee at individual program level and research coordinators for research areas. All Schools have an Examination Board that is responsible for the quality of examinations. The Education Committee is the formal participation body advising on the academic programs. Quality assurance in research lies with the five Schools. The Executive Board of Tilburg University ultimately safeguards the quality assurance in research as described by the Strategy Evaluation Protocol. Within the Schools, the Dean and Vice Dean for Research oversee the quality assurance processes.

At the **University of Mannheim**, quality management and quality assurance are differentiated by area of operation. However, each unit has integrated quality management loops in their processes. There are institutional, school/faculty committees as well as quality boards, institutional and departmental student committees, and supporting departments. At the institutional level, one of the main actors is the Vice President for Student Affairs, Teaching and Equal Opportunities. He/she is part of the central governing body at the University of Mannheim, and is responsible for management, decision making, and supervision of all units that deal with student affairs, as well as enhancing, and ensuring the quality of study programs. The quality management team at the institutional level focuses on teaching and learning and is supported by the colleagues at the school level. They share tasks. The QM-team operates university-wide by conducting main evaluations, overseeing all accreditations processes and generating reports for

each study program while the colleagues at the schools use this data so they can assure, develop and enhance the quality of the study programs. At the departmental level, each School Management Board includes a Dean for Student Affairs, responsible for student affairs and teaching at the respective School.

At **WU**, quality management is differentiated by areas of operation. On the institutional level, the Vice-Rector for Academic Programs and Student Affairs is responsible for quality assurance in teaching and the Vice-Rector for Research and Human Resources is responsible for quality management in research. The Dean for Accreditations and Quality Management coordinates WU's quality management system and internal and external quality assurance as well as WU's international accreditations. He reports to the Rector. The Senate's Academic Programs Committee is responsible for issuing and changing the curricula of academic programs, and functions as a sounding board for teaching quality. The Department of Program Management and Teaching & Learning Support is responsible for implementing and developing WU's quality processes in teaching and learning for and coordinating and supporting all curriculum development and reform activities, sharing the day-to-day management of the programs with the decentralized program management at the departments. Quality assurance activities in research are primarily carried out at WU's eleven departments. In the context of their target agreements, the departments define strategic research plans, including a definition of their primary research areas and quantitative indicators to track their performance. WU's Research Service Center provides data on research output and impact based on WU's databases.

Main takeaways:

- Structures and responsibilities vary considerably among partners
- Any ENGAGE.EU quality policy would need to be adopted by some internal bodies as well, though; or at least they should be informed and involved in discussions
- With so many actors and bodies in place already, any quality assurance structure on the consortium level would need to be as lean as possible and build on existing structures.

2.4. Teaching and Learning

Engaged learning is one of the three key areas as stated in the mission and aims to provide European citizens with the set of skills and competences needed to tackle major societal challenges. Teaching and learning activities are not only central to the ENGAGE.EU Alliance itself but also a key priority at all member universities.

The analysis of the quality management and quality assurance activities of the member universities focus on five topics found most relevant for the quality assurance of the Alliances' teaching and learning products: design and development of new study programs, review of existing programs, course evaluation, quality assurance of examinations and assessment and information on students and alumni.

2.4.1. Design and development of new programs

All universities have defined regulations or guidelines with clear set procedures regarding the design and development of new programs. At all universities, the involvement of different stakeholders is key. The process includes university management, faculty, students, administrators and external stakeholders. In most cases, external stakeholders involved in the design and development of new programs are companies and/or future employers but in some cases also the relevant public authorities, if foreseen by national legal regulations.

At **LUISS**, detailed guidelines regarding the design and development of new programs by the Quality Assurance Unit and the Quality and Innovation Board are in place to ensure that all new programs comply with the detailed requirements defined by the national legal framework. The *Guidelines for Designing an Academic Program* lay out a detailed description of the requirements as well as a structured timeline of the process to ensure smooth planning. The *Guidelines for Consultations with Stakeholders by Academic Programs* constitute the key document for organizing and carrying out direct and indirect consultations with stakeholders in line with the Bologna Process. Main stakeholder listed in this guideline are students, faculty, staff, academic organizations, trade associations and representatives from the cultural and business worlds, and national institutions with particular reference to the Ministry of Education, Universities and Research (MIUR), the Italian National Agency for the Evaluation of Universities and Research Institutes (ANVUR) and the National University Council (CUN).

NHH has guidelines at the institutional level in place that define the process of how a new program is designed and developed. Stakeholder involvement is ensured through the Academic Committee. The Academic Committee is chaired by the vice-rector for academic affairs and it serves as an advisory body for the vice-rector. Members are among others the program managers, teaching coordinators, student representatives, and key administrative staff. The program managers have their own reference groups with representatives from faculty, students and alumni.

At **Tilburg University**, the Academic Director is responsible for the quality of a study program. This person develops the curriculum and program learning

outcomes, makes the assessment plan based on the program learning outcomes, monitors the delivery of the courses, has contact with the professional field and alumni and adjusts the program if necessary. Stakeholder involvement is ensured through the Education Committee, where students and lecturers are represented.

At **University of Mannheim**, there are quality manuals in the form of process diagrams in place that describe the initiation of new study programs and stakeholder involvement. In addition, every new program also has to go through external program accreditation. Stakeholder involvement is ensured through the different committees on institutional, school/faculty and university-wide levels.

At **UNWE**, the design and development of new programs is carried out in accordance with the requirements of the Regulations on the Educational Activity of UNWE and Higher Education Act. For each program, educational documentation is developed which includes a qualification description, curriculum and syllabus by the department meeting with the participation of stakeholders (including personnel users, employers and students). The proposed educational documentation is approved by the Secretary General for Academic Processes and Documentation after a discussion by the University Commission for Evaluation and Approval of Educational Program. The Commission makes a justified decision approving or disapproving the curricula and prepares a report to the Vice-Rector for Educational Activity. The qualification description, the curriculum and the syllabi are discussed and approved by the Faculty Council after being reported by the head of the department, who also presents the lecturers teaching the academic courses. The educational documentation for each program is discussed and approved by the Academic Council, and the decision of the University Commission for Evaluation and Approval of Educational Program and the Faculty Council is also reported.

WU has a well-established process for curriculum design. WU's departments and academic directors design individual programs and decide on program goals and student profiles, learning outcomes, contents, and didactics. WU's Program Management and Teaching & Learning Support department and the academic directors develop every curriculum in close cooperation. The process involves regular feedback from students, alumni, and corporate representatives. A variety of experts from WU's administrative units analyze and review every proposed curriculum revision in terms of its impact on the program portfolio, program coherence, resources, and student learning experiences. The Senate's Academic Programs Committee and the Senate decide on curricula (changes) after a review phase involving different stakeholders (e.g. students, department chairs) and approve the programs.

At **UT1 Capitole**, the design and development of new programs follows a bottom-up pattern: from the component to the institutional level. The training project is generally supported by the teaching team and discussed, initially, within the component before being presented to the institution's authorities. This organization is based on the nomenclature of degrees set at national level and for which the institution is accredited. It allows the implementation of a strategy adapted to the evolution of the socio-economic fabric, in particular for professional integration. To this end, it widely mobilizes socio-professional organizations but also the entire university community, with students in the front line.

Main takeaways:

- At all member universities, well established processes of program design and development are in place that serve the specific needs and contexts of the respective institution.
- All member universities highly value stakeholder involvement in the program design and development.
- Including stakeholders' perspectives in the design and development of the three ENGAGE.EU joint programs would be very valuable. To do so, the Alliance could make use of already existing boards and committees to get stakeholders' input.
- In addition to direct stakeholder involvement it is also crucial to integrate other indirect stakeholder inputs retrieved from databases, surveys, social networks, such as information labor market demand or job vacancies.
- In task 1.9, it would be important to agree on a format/process that all three joint-programs should go through to ensure quality right from the start

2.4.2. Review of existing programs

Usually, universities also have guidelines or regulations in place concerning the review, monitoring and evaluation of existing programs. These reviews usually occur periodically, mostly annual. At most universities, a meeting between different stakeholders of the program forms part of this review. Usually, there are also established annual reporting tools and structures set up that include a set of indicators, areas of improvement and planned actions. At most member universities, these reports on each individual program are discussed in the stakeholder meeting.

Additionally, to these periodic reviews, most universities have processes for more comprehensive program evaluations set up. These either occur periodically (e.g. every 5 years) or are triggered if the annual reviews identify a need for it.

At **LUISS** each program undergoes the annual monitoring as foreseen by the national accreditation agency (specific reports and KPIs have to be provided). If based on those reports and indicators it is considered necessary, departments can submit a proposal for the revision of an academic program. The operating procedures to be followed are laid out in the *Guidelines for Revising an Academic Program*.

At **NHH**, the program manager and department management meet for a dialogue meeting at least once a year at which the evaluation results are reviewed together with relevant key figures for the study program. The dialogue meetings are intended to result in measures. Also relevant for monitoring the quality of teaching and learning at NHH, is the Annual Report (from the board to the Ministry of education) and the Quality Report (from the rectors to the board). The program managers, comment on the results of the Annual Report for a selection of indicators that measure the quality of education for their individual program. The Quality Report gives a broader and deeper insight in the status for the educational quality

in the bachelor's and master's programs. In addition to that, every five years, a periodic program evaluation occurs.

At **Tilburg University**, annual reports for programs and Schools are compiled once a year, containing data on education. Management cards are provided by the university with management information and contain facts on inflow, diplomas, study progress, internationalization, market share per university, per School and per program for four consecutive years. Some of this information is available in real time. Curriculum evaluations occur irregularly, if need be. Education Committees have regular meetings to discuss the quality assurance in the programs and the Examination Board is primarily focused on the quality assurance of the examinations. For Tilburg University, it is not a real institutional accreditation, but an institutional audit.

At the **University of Mannheim**, each year, the Vice President for Student Affairs and Teaching, the head of Division II - Student Affairs, the institutional Quality Management Team, as well members of the School Management Team (Dean for Students Affairs, Managing Director, Program/Internationalization/Quality Management and professors of the respective research fields) discuss quality assurance and development in the respective study programs. The discussions are based on relevant data, key figures and evaluation results of the respective study programs. This meeting is also part of the evaluation regulations of the University of Mannheim.

At **UNWE**, the activities related to the evaluation, approval and continuous monitoring of the curricula are supported by the University Commission for Evaluation and Approval of Education Program. Members of this commission are Vice-Deans of Educational Activity, business representatives and students. Similar faculty commissions are created in each of the faculties. At the same time, the management of university periodically analyses the existing programs in the various professional fields, which are presented at meetings of the Academic Council and the Faculty Councils. At departmental meetings, the programs are constantly monitored and analysed. In addition, every 6 years the programs in the individual professional fields undergo program accreditation by the national accreditation body.

At **UT1 Capitole**, all the programs are presented each year to the authorities in order to establish the regulatory provisions relating to knowledge control and the rules of progression. On this occasion, the teaching teams are led to develop the content of the teaching and training courses, taking into account the various indicators at their disposal (student success, professional integration, etc.). The results of surveys relating to the evaluation of programs and courses, as well as the recommendations of the various councils responsible for the continuous improvement of training at the component level are also used.

Main Takeaways:

- How existing programs are reviewed and monitored is mostly oriented towards national legal requirements. This is especially true for key performance indicators that have to be reported.
- For the ENGAGE.EU joint programs it would be useful to define a timeframe and also a process of review and monitoring that is feasible for all involved universities and that creates added value for the content-related

development of the program without creating any additional workload and reporting structures.

- To avoid duplicating reporting structures within the Alliance, it could be helpful to include review and monitoring of the programs into the already existing reporting structures of the Alliance.

2.4.3. Course evaluations

The evaluation of courses is a principal instrument to evaluate quality in teaching and learning and to include students' feedback in the process of quality assurance. At all member universities, course evaluations follow a defined schedule. Some member universities use only MC questions, some use MC and open questions for evaluating. Usually, the results of these evaluations are included in the annually occurring program reviews and reports. At most universities, a dedicated service unit provides support in conducting the course evaluations.

LUISS evaluates each course, every time it is held, with an online questionnaire. The questions are defined by the national accreditation body and supplemented by university, including a section with open questions.

At **NHH**, the courses at bachelor's and master's degree levels are also evaluated each time they are held. The course coordinator prepares a teacher's course report based on the students' course evaluation, which are jointly sent to the program manager and head of department.

At **Tilburg University**, courses are evaluated regarding student satisfaction every time a course was delivered. All Schools organize the evaluations of the courses in their own School.

At **University of Mannheim** the Schools/cooperating institutions conduct course evaluations on a regular basis (minimum once in a two-year time period). The questionnaire consists of nine identical questions for every school and additional school specific questions.

At **UNWE**, each course of bachelor's and master's degree is evaluated at the end of the semester through an online survey. Subsequently, the results of the surveys are analysed and discussed at a department meeting.

At **WU**, regular course evaluation is mandatory and takes place every other year (year 1 all bachelor courses, year 2 all master courses). Voluntary evaluations can be carried out on demand. The Evaluation & Quality Enhancement unit is in charge of the university wide course evaluation.

At **UT1 Capitole**, the evaluation of courses is included in the general system of evaluation of programs and teaching implemented by the components according to the scope, content (definition of questions) and timetable that they decide. For the faculties, the system is conducted centrally.

Main takeaways:

- The systems of course evaluation differ across the member universities, in terms of timelines but also regarding the implementation of evaluations.
- Nevertheless, course evaluation for ENGAGE.EU signature and other shared courses should be implemented to ensure evidence-based enhancement of these courses.
- Where possible, these evaluations could be integrated in already existing systems and not create any additional surveys to avoid evaluation fatigue.

2.4.4. Examinations

All member universities have regulations in place to assure and evaluate quality in examinations and other assessment forms.

At **LUISS**, *Guidelines for Sitting Official Exams* specify rights and obligations of student's regarding official exams, including types of exams, exam dates, registration and assessment.

At **Tilburg University**, the Examination Board is responsible for quality of the examinations and has meetings with Academic Director about this topic. The Assessment Assurance Committee is part of the Examination Board. This committee checks the exams of the courses and the final theses of the students ex-post. The Examination Board appoints examiners, which should comply with certain requirements. The board has also rules and guidelines for students and lecturers regarding examinations. All programs have an Education and Examination Regulation (EER) with information on the curriculum and the rules for admission, examinations, graduation etc. The Education Committees and Faculty Council, both consisting of students and lecturers, have to give their consent to this EER.

At the **University of Mannheim**, there are defined examination regulations in place, which are drafted at the departmental level in cooperation with Student Affairs' Office, Legal Services, and examination committees and then discussed and ratified in the departmental committees before being discussed and ratified at the institutional level.

At **UNWE**, the procedure for taking exams is defined in the Regulations on the Educational activity. The results of the examination sessions are closely monitored and discussed in the Academic Council, Faculty Meetings and Department Meetings.

WU's Examination Regulations regulate assessment types, the scheduling of examination dates, registration, examination boards, grading and the assessment of theses (bachelor's, master's and doctoral/PhD).

At **NHH**, the *Regulations for full-time studies at the Norwegian School of Management* provide the framework and principles for assessment and course approval. Supplementary provisions to the regulations elaborate and describe the framework. *Guidelines for quality assurance of exams and grades at NHH* describe how all aspects of the assessment process are to be quality assured, from the

development of assignments to the assessment itself. This includes quality assurance of examiners.

At **UT1 Capitole**, the purpose of the Examination Charter is to set out the rules for the organization and conduct of the knowledge assessment tests for all the components. It aims to guarantee equality and transparency. It is supplemented by the terms and conditions of the knowledge test adopted annually by the Commission des Formations et de la Vie Universitaire (CFVU) and brought to the attention of students at the latest one month after the start of the course. The charter applies to all examinations (continuous assessment, final examinations), leading to the award of diplomas. The university calendar, designed centrally in conjunction with the components, sets out the course and examination periods. The president of the university decides it annually after consultation with a technical committee (impact on staff working hours) and possible deliberation by the Administrative Council.

Main Takeaways:

- Forms of assessment and examinations differ across universities, depending on the context of the school, the national legal requirements etc.
- Member universities have policies/regulations and procedures in place to assure quality across all forms of assessment and also transparency about the conditions of the assessments.
- This transparency about the different assessment types and forms should also be considered for ENGAGE.EU joint programs, courses, etc.
- The different assessment policies could be further discussed and coordinated as intended in task 2.3. "Ensure access and automatic recognition"

2.4.5. Information on students and alumni

All member universities collect information on their students and alumni through periodic surveys. The timing and the topics of these surveys differ, but a common topic is satisfaction with the program or employment after graduation. Additionally, some universities also have access to (national) labor market data. The results of these surveys also, in some part, enter into the periodic program reviews and annual program reports.

At **LUISS**, the Evaluation Office collects statistical information requested by the Ministry of University (MUR) and other government institutions or defined in the Strategic Plan of the university (KPIs). It also supports other departments of the university to organize surveys and studies. Annual studies and reports are:

- Report on LUISS graduates in the workforce one, three and five years after graduation
- Administrative information on the occupation of LUISS graduates from the Ministry of Labour
- Student survey on the quality of university services

- Report on Orientation Days
- Survey on students opinion on teaching activities
- Survey on cafeteria satisfaction
- Report on LUISS PhDs in the workforce
- Report on graduates of professional programs (School of Journalism, School of Law, second-level master's programs).

At **NHH**, the national student survey monitors students' satisfaction with their study program. Various surveys focus on the alumni's work situation and their satisfactions with the study programs in retrospective. This is in addition to small surveys with more specific focus, as regarding the welcoming week and the COVID19 situation.

Tilburg University conducts the Alumni monitor once a year. The National Student Survey also takes place once a year. Other evaluation topics include pass rates of courses (every time a course is delivered), output figures, drop-out rates (twice a year) and the time students need to graduate (once a year).

University of Mannheim organizes its evaluations along the student-life-cycle:

- Applicants' evaluations
- Workload evaluations per study program
- Ph.D. evaluations (especially study conditions)
- De-registration (positive="success" and negative="drop-out") evaluations
- Graduates' surveys
- Admissions statistics, e.g. application, admission, enrollment numbers, average university entrance qualification grade, gender ratio, grade average (also for the German Accreditation Council)
- Cohort-based analyses on success and drop-out quotas by gender, students' status (educational residents | international students)
- Internationalization: amount of degree-seeking students, exchange students

At **UNWE**, student surveys on the quality of education are conducted regularly. Topics are the objectivity of assessment, satisfaction with the lectures, the material base and the administrative services. Analyses of the grade results of students, the average grade, the number of dropouts, the number of suspended students and other indicators related to the life cycle of students are made once a year at the university. The Centre for Statistical Research operates at the UNWE, which engages in surveys among stakeholders - students, employers, lecturers, administrative staff, etc. Periodically, the Centre for Statistical Research of the UNWE conducts surveys among personnel users on the quality of training, which is another form of "listening" to the voice of employers in improving educational documentation and training methods. In connection with the activity of the centre, the methodology for conducting surveys at the UNWE has been developed and published to the QMS documentation.

WU annually collects information on its students through the Student Panel Monitoring. Students are surveyed at different times in the student lifecycle on their educational and social backgrounds, career plans and their financial situation. Information on the career paths of WU graduates, their labour market status (based on social security database), industries and income is generated by matching WU data with official national labour market data (social security data).

At **UT1 Capitole**, the annual performance report gives rise to an annual follow-up of key indicators on the student population, supplemented by regular surveys:

- Study the academic and professional future of former students (particularly graduates at the end of the LMD cycle): Continuation and resumption of studies, process of entry into the labour market, situation at 30 months (employment, studies, unemployment, etc.), characteristics of jobs (sectors, status, functions, professions, income, geographical mobility, etc.).
- To study students' career paths during their studies at the university: students' orientation processes, their motivations, their career paths within UT1 Capitole.
- Studying the living conditions of students during their studies: Housing, transport, catering, working conditions, financing of studies, health, leisure, etc.

These actions may be supplemented by more frequent or targeted monitoring at the level of the components (6-month integration survey at the Toulouse School of Economics - TSE).

Main Takeaways:

- Across the universities, there are different processes of gathering information on students and graduates and indicators in place.
- Especially in institutions that have KPI-oriented reporting requirements; these processes are elaborated and quite complex to serve the needs of the national legal requirements.
- Nevertheless, some information on students and alumni need to be collected for ENGAGE.EU learners to ensure evidence-based enhancement of these courses.
- It could be helpful to agree on a set of data that should be collected to serve the needs of the Alliance, and, where possible, integrated into already existing surveys. An issue here could be different definition of parameters and indicators that may vary between schools.
- Selected data on students and graduates could also be used for benchmarking between the universities of the Alliance (as it is done e.g. by AACSB's business school questionnaire)

2.5. Research

Engaged research and innovation is another key goal stated in the ENGAGE.EU mission. Quality assurance and quality management activities regarding research are usually less developed than those regarding teaching and learning are.

Common practices in the quality assurance of research include the periodic evaluation of organizational units, research output and research data management and the performance evaluation of individuals.

2.5.1. Periodic evaluations of organizational units

Periodic evaluations of organizational units (e.g. departments/schools/etc. depending on the organizational structure) usually include a self-assessment process and an external review by peers.

At **NHH**, departments undergo regular evaluations of their research activities, by both self-evaluation and by external experts. Usually, they take place every five years. Additionally, NHH takes part in the Norwegian national evaluations SAMEVAL (evaluation of social sciences) and HUMEVAL (evaluation of the humanities) by the Research Council of Norway (RCN).

At **Tilburg**, all research units are assessed every six years using the national Strategy Evaluation Protocol (SEP) 2021-2027. This protocol sets out in detail how assessments take place. These assessments are not obliged by law, but a result of a sector wide agreement. They are carried out by an external independent assessment committee composed of peers. The assessment committee reaches a judgment regarding the research based on a self-assessment of the research unit, additional documents and interviews which take place during a site visit.

At **UNWE**, the scientific research activity is evaluated not only through the national accreditation but also through audits of the Science Directorate at the Ministry of Education and Science. These audits are carried out once a year in accordance with the Ordinance on the Evaluation of Scientific Activity in State Higher Education Institutions and Allocation of State Subsidy for Science.

At **WU**, all departments and research institutes participate in a dynamic research evaluation process. When assessing research performance, the quality criteria and standards of different scientific communities and stakeholders must be taken into account. Evaluation and review of the research activities conducted at WU's academic units are based on the contribution to and participation in international scientific discourse, impact and significance of research findings, dissemination of research findings and the education of junior researchers. Data on these indicators is reported back to the respective organizational units on a regular basis, complemented by qualitative information. These regular feedback loops provide essential information for further development. Upon request by the respective organizational unit or the Rector's Council, it is also possible to carry out external reviews in specific cases. All feedback elements are taken into account in the target agreement negotiations that are held on a three-year basis.

At **UT1 Capitole**, the research units are subject to the national procedure conducted by the HCERES agency for:

- a qualitative evaluation conducted in a collegial manner by peers ;
- an evaluation according to objective criteria (research products and activities, organization and life of the unit, 5-year strategic project);
- an evaluation that takes the form of a textual summary evaluation.

Apart from this procedure, the Research Directorate, in conjunction with the Research Commission, monitors actions and supports projects and applications to national and international calls for tenders submitted by the research units. The components, in particular the schools, implement their strategy in relation to research activity, particularly in terms of the link between research and training.

At the **University of Mannheim**, Structure and Development Planning (StEP) report contains the strategic goals and the institutional, and the School levels, including all facilities, and institutes over a period of five years. Within the StEP the University takes into account the changed environment, new challenges, reorganization issues, trend-setting phenomena, the development of new study programs, necessary appointments of new professorships, etc.

2.5.2. Research output and research data management

The monitoring of research output is a key practice at all universities. Usually, reporting on research output occurs annually, for units but also for individuals. Research data management at the member universities is usually supported by a dedicated central unit.

At **LUISS**, the Annual Single Sheet for Departmental Research (SUA-RD) is an integral part of the self-assessment, evaluation and accreditation (AVA) system corresponding to the national Italian legal framework. The university strategy and policies for the management of the quality of Research and Third Mission are developed in the Departments in line with their overall cultural policy and proportionate to the available scientific, organizational and economic resources. The SUA-RD allows universities and departments, especially as regards the first part thereof, to reflect on the degree of awareness of their planning in relation to departmental research, and provides, as regards the second part thereof, the necessary information to anchor this reflection to real indicators and data, either drawn by the Strategic Plan of the university in the Research area (Key Performance Indicators KPI) or provided by the Italian National Agency for the Evaluation of Universities and Research Institutes (ANVUR). The data is publicly disseminated and provides stakeholders (students, households, companies, public bodies, etc.) with more timely information about the competences existing in the various university departments and the direction of their research, thus helping to strengthen cooperation between universities, research and civil society and to make that cooperation easier and more targeted.

At **NHH**, research activities form part of the annual reports to the Ministry of Education and Research and to NHH's Board. The research reports include benchmarking against selected institutions and the PhD program report including

the placement of graduates. At annual dialogue meetings the departments discuss the achievement of strategic goals regarding the faculty's research output (quality and volume) and impact and the PhD-students' progress.

At **Tilburg University**, the heads of the research programs/units draft the annual research reports and self evaluations for the research assessment. They are supported (both from a qualitative and a quantitative perspective) by the Research Policy Advisors within their School's Research Support Team. Tilburg University uses Elsevier's Pure research information system as its institutional database and repository to monitor research output. It contains, organizes, and integrates research output, researchers' profiles, activities, projects, prizes (recognition), and press/media (media coverage). The evaluation of research output and research impact is part of the assessment of the research units/programs by external assessment committees and is part of the annual reports.

At **UNWE**, the scientific research activity of lecturers is reported through an electronic system every year. The system includes the number and type of scientific publications, the participation of teachers in scientific events, projects, consulting teams and more. This activity of lecturers is directly related to their career growth.

At **WU**, research output & research impact published once a year in the Intellectual Capital Report for the Federal Ministry (Wissensbilanz). It contains mainly bibliometric research indicators based on WU's Research-Information-Documentation-Evaluation-System (FIDES) & SciVal. The Research Service Center provides data on research output and impact based on WU's databases. Additionally, WU launched the Research Impact Map to raise awareness for the impacts of WU's research and to inform stakeholders of the societal benefits generated by its research activities. The project was completed in 2019 and resulted in a brochure, which includes 30 impact cases and offers detailed descriptions of research activities, their outputs, and contributions in achieving the SDGs.

At **UT1 Capitoile**, an annual performance project (PAPE) sets out the objectives to be achieved in the various fields and missions of the institution, particularly research, innovation and transfer activities. The annual performance report takes stock of these different activities through a series of key indicators. The results of research, as well as the associated costs (HR in particular), are analyzed with a view to improving the dissemination of scientific and technical culture and the exploitation of research results. The activity is monitored by the research department in conjunction with the units and doctoral schools.

At the **University of Mannheim**, the President's Office reports on a yearly basis on developments and achievements, among others on research activities. In addition, third-party funded research projects' core data is registered in a central database. Furthermore, the University Library runs MADOC, an online repository for publishing research output created by members of the University. Hence, MADOC serves as a university bibliography and provides a permanent record of the university's publication-related research output. The University Library also hosts a Research Data Center (RDC), which advises researchers on documenting and archiving their research data. It provides specialized data sets in the field of economics and social sciences and supports researchers in the use and further processing of the data provided. An additional service of the RDC is MADATA, which is the university's research data repository. MADATA enables researchers to archive their data securely and to make it accessible.

2.5.3. Individual performance evaluations – overlaps with HR

There are different approaches regarding the research performance evaluation of individuals at the member universities. At some universities, performance evaluations are implemented in the research quality management system. At other universities, performance evaluations are covered by human resources management.

For recruiting and hiring, training and personnel development and the placement of PhD candidates the case is similar. Depending on the internal organization of the universities, this falls into the responsibility of the (vice) rector for research or into the human resources management department.

At **LUISS**, individual performance evaluations regarding research output are especially important for the allocation of additional research funds of the university. Research funds are allocated based on the individual research score of a researcher. The research score is an individual scientific productivity index based on the publications of the three-year period preceding the year of the evaluation (2016-2018 for the 2019) and is calculated by assigning a score to each publication registered in IRIS (the Institutional Research Information System of the University). The sum of the scores of all the publications produced by a researcher will be his/her research score. Each score corresponds to a fund assignment.

At **NHH**, Individual performance evaluations occur in the process of hiring new faculty. The main attention here is on the research and publication abilities of the potential new faculty member. This is especially true for tenure track position which come with certain publication requirements.

At **UNWE**, the processes for evaluation of the academic staff have a regular character and are institutionalized through the *Regulations on Attestation of the Academic Staff*. Each faculty has a permanent attestation commission, including five persons with academic rank from different scientific programs, who are obliged to evaluate the proposal of the department. The system for evaluation/attestation of the academic staff is directly related to the system for academic growth of lecturers at UNWE. Specialized university bodies have been established at the university for the institutionalization of career development - the Habilitation Council of the UNWE and the Commission for the Quantitative Requirements for Occupying Academic Positions at UNWE. These bodies assess the fulfilment of certain quantitative and qualitative criteria by lecturers and give recommendations for academic growth. The qualitative and quantitative criteria are in accordance with the professional fields of the competitions and are publicly announced on the website of the UNWE, section "Research", and each candidate can be informed about the relevant procedures, criteria and requirements.

At **WU**, activity reports are an individual record of WU researchers' work in the fields of teaching, research, and academic self-administration and are generated on an annual basis. The reports use information drawn from WU's databases and provide an important basis for the annual employee performance reviews conducted at WU. The annual performance review provides the opportunity for an in-depth and structured exchange between supervisors and employees. Topics include discussions of all essential aspects of the working relationship and the employee's performance on the one hand, and the need and possibilities for further development on the other. For researchers who have entered into a qualification or

development agreement with WU and who are expected to fulfill a series of pre-determined qualitative goals over a period of several years to be eligible to advance to a senior faculty position, a special monitoring and support system is in place to make sure that the time and resources these researchers need to reach their goals are made available to them. Regarding recruiting and hiring, selection procedures are always based on internationally accepted standards. Candidates for these top academic positions are generally selected through a Search Committee appointed by the Senate and application documents are evaluated by experts.

At **UT1 Capitole**, the question of individual evaluation of researchers is generally assessed in relation to the activity of the research units (production and scientific activity). However, while taking into account the particular status of teacher-researchers in France, measures are implemented in order to support the dynamics and encourage quality management. Within the *tenure track* system, a candidate for a Senior Lecturer position is recruited on a three-year contract with a reduced course load. The candidate is assessed at the end of the third year and then spends a "sabbatical year", paid at half salary level, outside TSE in an internationally renowned department. Then he receives a new three-year contract (with a two-course load for the three years, rather than the four courses per year that is standard for UT1 Capitole) and undergoes a rigorous evaluation of his research and teaching at the end of the third year of the second contract. If approved by the TSE recruitment committee, the candidate receives a CDI at the salary level of a university professor, while passing the French qualification procedure) The *tenure track* system implemented within the Toulouse School of Economics (TSE), and more recently the *HR Excellence in Research* labelling project.

At the **University of Mannheim**, the allocation of certain central funds to the university's schools is based on performance criteria such as the number of awarded doctoral degrees or the amount of raised third-party funds. On an individual (= professorship) level these performance indicators (as well as others like, e.g., the editorship of a renowned journal etc.) can play a role in negotiations on an add-on salary (which is generally performance-related) or, in case of an external offer, in negotiations on a more attractive personnel or material equipment for the respective professorship.

Main takeaways for quality management in research

- Member universities have established processes and policies in place that serve the needs and the context specific requirements.
- When developing quality management mechanisms for the research activities of the Alliance, different structures and requirements have to be taken into account. The development could be built on the findings of WP3, task 3.5. "Mapping of structures and best practices in research and innovation"
- With regard to evaluation and assessment of departments/faculties/schools, the Alliance could consider inviting faculty members and experts to mutually serve as peers and reviewers for the evaluation of research units. Within the task group, exchange on expert panels, evaluation procedures, ideas and issues could be very beneficial.

2.6. Service to Society - Third Mission

Quality assurance and quality management of activities in third mission/service to society in all member universities is not as developed as for teaching and learning.

Service to society or third mission is defined very broadly and can include among other things exploitation of intellectual or industrial property, academic entrepreneurship, technology transfer, lifelong learning, public engagement, public goods and policies for inclusion, open science, dual learning programs and activities related to the Sustainable Development Goals (SDGs).

At **UT1 Capitole**, the third mission could be appreciated through the university's missions in relation to society: making graduates available for the job market, making research products and data available. In practice, this also involves partnerships with the socio-economic world and relations with companies, whether this involves training employees or developing professional activities. However, societal commitment can also involve more innovative activities: junior companies (TSE, TSM), Disrupt' Campus Toulouse (student/company cooperation programme for the digital transformation of companies), or legal assistance to vulnerable populations or those in difficulty (prisoners, migrants, etc.).

The focus of **Tilburg University's** philosophy is on *Understanding society*: serving and enhancing society to help citizens. It is visible at different levels (education and research) and different stakeholders. For the students, the university offers the "Outreaching honors program". It deals with wicked problems, impact labs, ethical challenges and leadership workshops and provides the student educational and experiential opportunities which challenges them to reflect on themselves and to prepare them for a responsible role in future society. Also a project on 'giving back to society' is part of the program. An example in the field of research in the involvement of researchers in the World Food Program, e.g. to calculate optimal ways to distribute food to those in need and to contribute to food security problems.

At **UNWE** quality assurance in the area of the third mission is a commitment of the Vice-Rector for Institutional and Business Cooperation and Student Policies. In 2016, the UNWE joined the global initiatives of social responsibility and sustainable development and became a member of the United Nations Global Compact. In the frameworks of the initiative the UNWE implements a number of activities and various events in the field of human rights protection, work force and environment as well as the fight against corruption. Part of those activities is also organizing scientific forums and research focused on the social responsibility. Every two years, a Communication on the commitment of UNWE to achieve sustainable and socially responsible development during the period of membership in the UN Global Compact is prepared and published. The document contains a general description of the actions related to the constantly improving integration of the principles of the UN Global Compact in the strategy, culture and daily activities of the university.

NHH shall lead the way for knowledge and competence development in a world in continuous change, and has a special focus on "Together for sustainable value creation", which is our mission statement. Established knowledge is rapidly becoming obsolete, and the programs focus on the students' ability to learn, as well

as the programs relevance and the need for lifelong learning. This requires continuous knowledge renewal in step with observed megatrends and new development trends. "NHH Executive online" is an offer for those who want to stay up to date in their field, learn something new and be inspired. This includes short courses (2 days or four weeks) that will give the participants concrete input into everyday work. Some examples: digital transformation, applied programming for managers, financial management in a digital world, intercultural competence, sustainable and circular business. The course offer is in continuous development. NHH has several research centers, which should contribute with research within and one of them is DIG (Digital Innovation for Growth). DIG aims to be «Norway's leading research center on digital transformation and innovation for sustainable growth», and offers DIG-related courses in collaboration with the NHH manager.

University of Mannheim is committed to third mission goals in a number of ways: our research profile is centered around social sciences, and a great number of our researchers strive towards their studies having a direct and tangible impact on society, from a regional to the EU level. It has, as one of the first German universities, used service learning as an educational method to foster community outreach activities by students and faculty. During the last 15 years, service learning projects have been a part of our curriculum, with a focus on schools and education. A third main pillar of our third mission strategy is student initiatives: UMa's students are exceptionally committed to engaging with regional, national and international players in a number of fields, from climate protection to business start-up support, and from global politics to local education initiatives.

WU has several instruments in place to assure quality in its third mission activities, although they are not yet integrated into a system. WU is committed to being a responsible university as defined by the six Principles for Responsible Management Education (PRME) and therefore accepts responsibility for the quality of its performance in research, teaching, and third mission activities. To demonstrate its commitment, WU is an active member of the UN Principles for Responsible Management Education Network and regularly assess its progress in that regard. In 2018, WU participated in the HEInnovate program initiated by OECD and the European Commission to assess the university's entrepreneurial and innovative potential. The process consisted of a self-assessment and an expert review. To determine WU's impact regarding its third mission activities, WU uses a qualitative and quantitative approach to measuring impact (for details, see chapter 3.7.1. WU's Impact Monitoring)

Main takeaways for quality management in service to society

- Activities regarding service to society/third mission are difficult to grasp, since it encompasses various elements. Usually, these are activities that are somewhat outside the formal quality assurance routines and therefore only loosely connected, lack a systematic approach and are implemented with room for improvement.
- The fact the quality assurance discourse of service to society/third mission activities is still at an early development stage holds a lot of potential for the Alliance. Working together on new and innovative forms for quality assurance in service to society/third mission could create added value not only for the Alliance itself but also for each individual member university.

- This work could be built on the findings of WP 4 and the tasks 4.1 “Map structures, cultures and processes on society engagement” and 4.2 “Identify differences and commonalities (good practice)”

3. Good Practices

This section of the reports maps the suggested good practices concerning quality management mechanisms at members' institutions.

Each university suggested two good practices from their scope that in their opinion would be a good fit for the quality management system of the ENGAGE.EU Alliance. As part of the regular update meetings, member universities presented selected good practices and jointly discussed which practices, elements or aspects could form part of the ENGAGE.EU quality policy.

The focus of quality assurance activities on teaching and learning is also evident in the suggested good practices. Out of the 14 good practices, all but one focus on elements within teaching and learning. Main topics include program design, development, review or monitoring or course evaluation. The quality management mechanism of ENGAGE.EU can make good use of the suggestions for teaching and learning. Regarding quality assurance for research and service to society this could be the chance for further development within ENGAGE.EU.

3.1. LUISS

3.1.1. Cyclical Review Report of the Degree Program

Description of the practice

Quality Assurance model - the AVA System (Self-assessment - Periodic Evaluation - Accreditation) - of the Degree Program (CdS) and the Cyclical Review Report are used to verify the coherence of the objectives identified in the design of the Degree Program with cultural, scientific and social needs. It also verifies the availability of adequate teaching, personnel and service resources, the monitoring of results and the strategies adopted for correction and improvement, and student-centered learning. These requirements transpose the guidance provided by ESG 2015.

The model includes four requirements:

- R3.A. DEGREE PROGRAM DESIGN The Degree Program clearly defines the cultural and professional profiles it intends to train and proposes educational activities consistent with them. The Steering Committee (stakeholders) and the Joint Faculty-Students Commission participate in the definition of the Degree Program, taking into account the Strategic Vision of the university expressed in the Strategic Plan either for Teaching or Research.
- R3.B. THE DEGREE PROGRAM PROVISION. The Degree Program promotes student-centered teaching, encourages the use of updated and flexible methodologies and correctly ascertains the acquired skills. The Degree Program offers incoming, ongoing and outgoing student guidance services, job placement, internationalization of teaching.
- R3.C RESOURCES. The Degree Program is adequately staffed by qualified teachers and technical-administrative personnel, has facilities suited to teaching needs and offers functional and accessible services to students.

- R3.D. REVIEW AND IMPROVEMENT. The Degree Program is able to recognize critical aspects and margins for improvement in its teaching organization and to define and implement consequent interventions, thanks to student career monitoring, opinion monitoring of teachers, students and stakeholders and to the analysis of the graduate's employment outcomes (short, medium and long term).

Each Requirement has indicators and monitoring reports. The monitoring activity of requirement R3.D is forwarded to R3.A and contributes to an improved Degree Program definition.

A Self-Assessment Report of the Degree Program covering the four requirements is prepared. The Report contains an in-depth review commentary on all the relevant processes and indicators for each of the four requirements, attractiveness, careers, internationalization, student satisfaction and employability of graduates, highlighting both the improvements that can be detected and, above all, any major critical issues that require in-depth analysis to identify the causes and to devise the necessary corrective action. This practice was established in the academic year 2018/2019.

Evaluation of the practice

The circularity of the self-assessment, the review and the monitoring process with the presence of indicators/reports in each phase, the transition from centralized strategic vision to individual Degree Program, in which each Degree Program focuses its attention on how it is able to guarantee the quality of its educational activities and to plan, implement and evaluate actions for the education review, are distinctive characteristics of this practice.

The possibility of using statistical analysis to intervene qualitatively and promptly on any critical educational issues with targeted and corrective actions, both individual and systemic could be beneficial for ENGAGE.EU and could be implemented right from the start.

3.1.2. Annual Monitoring Report of the Degree Program

Description of the practice

The Annual Monitoring Report of the Degree Program entails a critique summarizing of the quantitative indicators either drawn by the Strategic Plan of the university in the Teaching area (Key Performance Indicators KPI) or provided by the Italian National Agency for the Evaluation of Universities and Research Institutes (ANVUR).

The indicators are organized in the following sections:

- Teaching indicators (attractiveness, careers, learning outcomes)
- Internationalization indicators (incoming and outgoing student mobility)
- Satisfaction of students and employability of graduates
- Consistency and qualification of the teaching personnel.

The Annual Monitoring Report of the Degree Program is pre-filled by the Quality Assurance Office with the values of the indicators.

The indicators are proposed to the Degree Program for the main purpose of inducing reflection on the degree of achievement of its specific goals. The indicators offer the possibility to make various types of comparisons:

- diachronic comparisons;
- comparisons with programs of the same degree class and type (bachelor's degree, master's degree and single-cycle master's degree, etc.) and of the same geographical area;
- comparisons of the values of the KPIs with respect to the related target for the Degree Program.

With particular reference to indicators showing negative trends and/or unsatisfactory comparisons with those of Degree Programs in the same class (at national and/or regional level) or with the targets set in the Strategic Plan of the university, the Degree Program must devise coherent actions.

The Office of Studies and Evaluation beside the KPIs values and targets makes available Studies and Survey (linked in the pre-filled report) to offer other elements of analysis to understand the causes of misalignment and to propose appropriate corrective actions. The Report of the Joint Faculty-Student Commission is also taken into account. The Annual Monitoring report is prepared by the Director of the Degree Program, supported by the Quality Assurance Unit, and must be formally approved by the Department Council.

Evaluation of the practice

Monitoring and improvement of the Degree Program on the basis of quantitative and qualitative information with respect to internal and external targets makes this practice a good practice.

It could be transferred to the Alliance as a monitoring model of the Degree Program and could be implemented right from the start.

3.2. NHH

3.2.1. The course evaluations

Description of the practice

The current course evaluation system at NHH consists of two parts, both performed as digital surveys each time a course is given at both bachelor and master level. The first part consists of the student evaluations, the results of which first go to the course responsible. The second part is the lecturer's report, which probes the course responsible's impression and experience of the course, and plans and ideas for the next time the course will run. The lecturer's report will then ask course responsible the following year to evaluate the changes made the previous year.

Earlier, student evaluations received too much focus from lecturers and department heads. The systematic lecturer's report gave the academics a louder voice in the

annual evaluation of teaching efforts with departments, and between department heads and programme managers.

The surveys are managed by the central administration, while follow up and analysis are done by faculty, department management and the programme managers. All NHH programmes are interdepartmental.

Evaluation of the practice

The important aspect to carry on is to make sure there is a balance between student evaluations and academic input. The report is also used to follow up on development targets from the school.

3.2.2. Dialogue meetings

Description of the practice

Traditionally, quality assurance at NHH was handled through a series of written reports. From lecturer, to departments and programme managers, from programme managers to vice rectors etc. This meant there was a focus on control, not development, also that important, but "sensitive" issues were not always raised because of the formal nature of the follow-up.

In 2016/17, the school replaced several written reports with prepared dialogue meetings. Once a year, the programme managers meet the department management for a dialogue meeting where evaluation results are reviewed together with relevant key figures for their study programme. The dialogue meetings culminate in measures. The meetings are set up by the programme managers and their staff support, and background materials and statistics are sent out in good time.

Evaluation of the practice

The practice has enhanced the quality enhancement dimension of quality assurance work, has reduced time spent writing reports of varying use, and perhaps most importantly, has lowered the threshold to raise also more sensitive issues.

The aspect that could be beneficial for ENGAGE.EU is to make sure all quality management mechanisms are fit for purpose. A meeting with common background materials and minutes taken, can replace written reports that can easily become "box-ticking exercises"

3.3. Tilburg University

3.3.1. Management Card Education (Stuurkaart Onderwijs)

Description of the practice

The Management Card Education is a tool which contains factual information (numbers, percentages) on the intake of the students, the study results (output and study progress) and topics related to internationalization for four consecutive years. This information is on the level of the whole university, but it is also possible to zoom into the five Schools of the university and all programs within a School. By selecting particular variables one could switch between the levels, between groups of students in a level etc. All reports can be downloaded in pdf files or excel files.

The Management Card Education was developed approximately fifteen years ago. Originally, it was a tool for the Executive Board of the university to get insight student numbers, study progress and diplomas from a financial point of view. However, soon the Schools and programs in a School were interested as well, not for financial reasons, but for the quality management of programs. Since then, the Management Card was developed in the direction of a tool which could be used in the whole university to get information on how the programs are doing.

The tool is maintained by the department of Business Intelligence. At this department, information from the student administration is connected to each other and is 'translated' into predefined reports. Several members of the Tilburg University community have access to this tool, mainly policy advisors who are responsible for transferring the information to members of the School Management Teams and Academic Directors of programs.

Evaluation of the practice

This Management Card is easy to use and is very useful to get factual information on some key elements of education. Probably more universities have a tool like this. The idea is transferable to other individual universities and maybe think about whether is it possible to make a connection between the data from all separate universities and to make one overarching Management Card.

For the Engage project, it might be interesting to see how we can make such a card for the participants of all courses that will be developed for the student. Maybe we can include categories like: number of participants and background of the students (university, bachelor's program, master's program, country), study progress, drop-out etc. We might start with this from the beginning with a simple excel file and then grow it into a more sophisticated tool.

3.3.2. One system for all course evaluations and one questionnaire for the whole university

Description of the practice

Until the current academic year (2020-2021), all five Schools at Tilburg University have their own system for the course evaluations and their own questionnaire (some questions are shared). As of the coming academic year (2021-2022), Tilburg University will work with one course evaluation system which will be used for all courses in all Schools and one questionnaire for the courses (some questions can be added). The big advantage is that data will be more comparable, that all students have to deal with the same system in all Schools and programs and that shared courses of Schools, will have the same questionnaire and have less logistical issues in the evaluation process.

A project group with members of the five Schools, is preparing the implementation. Responsible are the Vice Deans of Education of the Schools, together with the Division of Academic Affairs. The questionnaire which will be used is the result of broad consultation of the whole community at Tilburg University. Staff, students and policy advisors of five Schools worked together to develop the questionnaire.

The results of the course evaluations in the Schools are used by the lecturers of courses and Academic Directors of program to work on the continuous improvement of courses and programs. All Schools have their own evaluation officers who work with the system.

Evaluation of the practice

We consider one evaluation system and one questionnaire for the entire university a good practice, because this implies that all students, irrespective of the program they take or the School at which they are enrolled, have to do with the same kind of course evaluations. Also for teachers teaching interdisciplinary courses or courses for different Schools than in which they are working, it is familiar for them how the evaluations will be organized.

It is good to think about the course evaluations for courses in the ENGAGE.EU project, although it might be very hard to align all course evaluation systems of all participating universities, but it will be very good to think about a way all universities will have a say in the questionnaire for the evaluation of the Engage courses. From a pragmatic point of view, we have to choose one university that will be in charge of organizing the evaluations or all universities do it themselves, but use the same kind of questionnaire for the Engage courses as the other universities. We should have an evaluation system and questionnaire ready when the first Engage course will start.

3.4. University of Mannheim

3.4.1. Evaluation system along the student life cycle

Description of the practice

At the University of Mannheim we use standardized evaluation procedures. We conduct the evaluations within a fixed schedule cycle during each academic year. We established the practice step-by-step with the switch over to the Bachelor and Master system, starting with students evaluations and by adding the necessary evaluations along the student life cycle. Thus, now our evaluation system follows the student life cycle. The evaluations take place from prospective students (evaluation of the student information day, evaluations of the information and support system for prospective students) and pre-enrollment (applicant survey) through matriculation (evaluation of the freshman information system), and studying (teaching evaluations, incomings/outgoings surveys, workload and students' surveys), and then go on to graduation (de-registration survey) and post-graduation (graduate survey) phases. The evaluations also take place at the academic institutions, which cooperate with the University of Mannheim, such as teaching evaluations at the Mannheim Business School, the Graduate School of Economic and Social Sciences, and the Department of Educational Development and eLearning (HDZ).

At the institutional level, the QM-Team focuses on conducting university wide evaluations, such as students' and graduates' surveys. The QM-Team implements and executes these evaluations in accordance with evaluation regulations at the institutional level (Evaluationssatzung). The QM-colleagues at the Schools and cooperating institutions are in turn responsible for students' evaluations, which they conduct in accordance with evaluation regulations both at the institutional and School levels. Each course evaluation consists of nine university wide core items, and a number of additional School items. The QM-colleagues at the Schools and other institutions organize and execute these evaluations, and monitor follow-up activities that enhance and ensure the quality of courses within a specific study program.

Evaluation of the practice

The evaluation system establishes planning security during each academic year as the evaluations are conducted along the student life cycle and thus, it is clear when the evaluations take place during each academic term. Furthermore, the system with shared tasks establishes clear responsibilities within the institutional and School teams, enabling the School teams to a deeper examination of the collected data as the Schools primarily work with this data. The procedure produces positive synergy effects on both, the institutional, and the School units.

The evaluation system is adaptable to other systems. That is because (teaching) evaluations are standard procedures at every university. Other evaluations can be added supplementary and build in around the student life cycle. Thus, we can benefit from existing procedures and supplement them with additional evaluations by using positive synergy effects, which will benefit the evaluation procedures within ENGAGE.EU.

As each university within the Alliance conducts teaching evaluations, this should be our starting point. Based on the concept of the core items, which are mandatory in each teaching evaluation, the Alliance could adapt or alternatively vote and develop together this collection of relevant core items to courses offered within ENGAGE.EU - thus, establishing joint quality standards right from the start. In the mid- and long-term these standards could be expanded to other evaluations along the student life cycle.

3.4.2. Core questionnaire/items

Description of the practice

At the University of Mannheim we use a core questionnaire consisting of nine core items. The Department of Quality Management developed these items in a complex, iterative two-year process within the meetings of the Quality Management Committee (Lenkungsausschuss Qualitätsmanagement). Several discussions, iterative loops and revisions took place within the committee meetings, which members include the Vice President for Student Affairs and Teaching, Division I and II Management, institutional Quality Management Team, School Board members such as Deans, Deans for Student Affairs, Managing Directors, Departmental Quality Management colleagues, and students' representatives. The committee discusses all QM-relevant topics, requirements, current and future developments, as well as measures taken based on e.g. evaluation results.

The institutional Quality Management Teams rolled out the process at the end of 2016 by reviewing the existing research literature concerning teaching evaluations and then compared the existing evaluations instruments used by the five Schools at the University of Mannheim. Then, beginning in the spring semester 2017, several discussions and feedback loops took place within the meetings of the Quality management committee until the committee approved the core questions at the beginning of 2018. Since then, every teaching evaluation questionnaire includes these nine core items, and the Schools and institutions use the possibility to add their own questions to the teaching evaluation questionnaire. This way, the procedure enables a standardized teaching evaluation, as well as flexibility concerning the evaluation/feedback requirements of the different Schools and institutions. Furthermore, the procedure enables us to conduct university-wide comparisons of the quality of teaching at the Schools.

The institutional Quality Management Team supervises the use of the core items according to the evaluation regulations, the QM-colleagues at the Schools and institutions organize and execute teaching evaluations, and monitor follow-up activities.

Evaluation of the practice

The use of standardized core items enables the University of Mannheim the use of standardized procedures for teaching evaluations. The system establishes clear responsibilities within the institutional and School teams, enabling the Schools to enrich their teaching evaluations with further questions, which enable the teachers to receive further feedback on the conducted courses. Thus, the evaluations produce positive effects on teaching.

The use of the core items is adaptable to other evaluation systems. As teaching evaluations are standard procedures at every university, we can add core items to existing questionnaires, thus using existing procedures. That method also enhances the possibility that teachers and students will accept the modified questionnaires as only a few additional questions are added in the process.

First, in the short term, we can adapt core items (or alternatively develop them within the cooperation of the QM departments of the ENGAGE.EU partners). The aim could be to find an agreement on relevant characteristics of good teaching, and subsequently implement those indicators into the teaching evaluation questionnaires of courses offered within ENGAGE.EU - thus, establishing joint quality standards right from the start. In the mid-and long-term we could elaborate core items for other evaluations (e.g. graduate surveys) along the student life cycle.

3.5. UNWE

3.5.1. Standards for development of educational documentation (qualification description, curriculum and syllabus)

Description of the practice

Quality assurance of education is directly related to the adopted standards for the development of educational documentation. The UNWE has developed rules regulating the development and implementation of educational documentation for more than ten years. The education of students of the UNWE is carried out in programs from different professional fields on the basis of educational documentation, which includes:

- qualification description of the degree program;
- curriculum of the degree program;
- syllabus of the academic courses included in the curriculum

The qualification description is developed for each degree program in a strictly defined format. It contains information on learning objectives that reflect the need and relevance of the degree program; description of the general theoretical and specialized knowledge, such as knowledge, skills and professional competencies, which are obtained as a result of the education in the program. Information is provided about the possible professional realization and opportunities for continuing education. The curriculum is developed in accordance with adopted internal standards – Regulations on Approval, Monitoring and Updating of Education Documentation in the UNWE. They regulate the requirements for the development, the structure, the form, the content and conditions and the procedure for adoption and approval of the curriculum. The curriculum is offered by the department teaching the respective degree program, and it includes a certain number of compulsory and optional academic courses, hours for practical training and a state exam. The curriculum determines the number of hours for classroom (academic hours) and extracurricular activities and the minimum number of credits, according to the state requirements.

For each academic course included in the curriculum, a syllabus is prepared according to the adopted standards at the UNWE. Syllabi are prepared by the lecturers teaching the academic courses by presenting a course description, detailed information about the included topics, teaching and learning methods, the way of assessing students, qualification goals in the form of acquired knowledge, skills and competencies, recommended literature. Each syllabus must provide information on the dissemination of the course in the European and world educational space, indicating at least three programs from different universities in which such academic course is taught. The drafting and approval of the educational documentation for the Bachelor's degree, the Master's degree and the Doctor's degree is performed by various people and structures involved in the process by going through the following steps:

1. The qualification description and the curriculum are developed by the department meeting with the participation of stakeholders (including personnel users, employers and students).
2. The lecturers teaching the academic courses included in the curriculum develop a syllabus for each course.
3. The documentation is discussed and accepted by the department meeting.
4. The educational documentation is approved by the Secretary General for Academic Processes and Documentation after a discussion by the University Commission for Evaluation and Approval of Educational Program.
5. The educational documentation is discussed and approved by the Faculty Council after being reported by the head of the department, who also presents the lecturers teaching the academic courses.
6. The educational documentation for a certain program is discussed and approved by the Academic Council, and the decision of the University Commission for Evaluation and Approval of Educational Program and the faculty meeting is also reported.
7. The qualification description and the curriculum are approved by the Rector of the UNWE.

The UNWE carries out strict administrative control over the status of the educational documentation in accordance with the procedure set out in the Regulations on the Educational Activities of the UNWE.

The wide discussion of the educational documentation among lecturers and stakeholders can be cited as an example of good practice for the preparation of curricula and syllabi. Representatives of the business and state institutions - personnel users participate in the development of the curricula in the departmental meetings. Integration with the business continues during training as part of the academic courses, especially the Master's degree of education is taught by practitioners.

Evaluation of the practice

The described experience of the UNWE can be used in the development of educational documentation in the Alliance. The practice of introducing uniform standardized forms of educational documentation can also be useful. This will greatly assist the subsequent preparation of diplomas and their mutual recognition by the Alliance's universities. Actions to develop such standards must be taken from the very beginning of the development of Alliance's quality management system.

3.5.2. Evaluation/attestation of the academic staff

Description of the practice

The UNWE has had a system for evaluation/attestation of the academic staff in terms of teaching and scientific research with contributions to improving the quality of education for more than 15 years. A system of incentives for the academic staff has been introduced depending on the degree of maintaining the quality of education. The processes of attestation of the academic staff have a regular character and are institutionalized through the Regulations on Attestation of the Academic Staff of the UNWE, constituting the respective bodies and procedures. The attestation is carried out in accordance with the requirements of the Higher Education Act, the policy of the university for the development of its human resources and in compliance with the regulations in the QMS (system for assuring and maintaining the quality of education and the academic staff).

The attestation of the academic staff is performed on the basis of three groups of criteria:

1. Education activities, including taking into account the opinion of students;
2. Research activity;
3. Engagement in administrative and other activities of the academic community.

Each of the three groups of criteria includes indicators that quantify the activity of the lecturer. Each member of the academic staff of the UNWE is subject to attestation, as professors and associate professors are attested every five years, and assistants every three years.

The first stage of the attestation of lecturers includes a discussion of their activity according to the defined groups of criteria at a department meeting. In the second stage, each faculty has a permanent attestation commission, including five persons with academic rank from different scientific programs, who are obliged to evaluate the proposal of the department for each group of criteria.

The system for evaluation/attestation of the academic staff is directly related to the system for academic growth of lecturers at UNWE, in compliance with the current Development of the Academic Staff in the Republic of Bulgaria Act and the Regulations on its Implementation. Specialized university bodies have been established at the university for the institutionalization of career development - the Habilitation Council of the UNWE and the Commission for the Quantitative Requirements for Occupying Academic Positions at the UNWE. These bodies assess the fulfilment of certain quantitative and qualitative criteria by lecturers and give recommendations for academic growth. The qualitative and quantitative criteria are in accordance with the professional fields of the competitions and are publicly announced on the website of the UNWE, and each candidate can be informed about the relevant procedures, criteria and requirements

Evaluation of the practice

The adopted practice of evaluating the activity of lecturers leads to the improvement of the quality of the educational service at the university. The way in which the overall lecturer evaluation is organized, including both teaching and research, may be of interest as a good practice for colleagues from other

universities in the Alliance. Such practices can be implemented in the Alliance's quality management system in the long run.

3.6. UT 1 Capitole

3.6.1. Evaluation of programs and teaching

Description of the practice

The French regulations relating to Bachelor's and Master's degree programs provide for the continuous improvement of training courses through a system of evaluation of programs and teaching which should make it possible to assess the relevance of the training offer and to evaluate its quality as well as the effectiveness of teaching innovations with regard to student success.

This system, introduced from 2013-2014, is part of the overall training engineering process, which can be translated into a PDCA approach as follows Design/update of the offer (P) - Implementation (D) - Evaluation (C) - Improvement (A).

Its implementation within the institution is recalled in the Five-Year Contract 2021 - 2025: *The policy of continuous improvement of training will be further developed through the evaluation of courses and teaching according to the most relevant level, the role of the improvement councils strengthened as well as the monitoring of the implementation of changes.*

The engineering of training courses is the responsibility of the university's components according to the specific procedures of the faculties and internal schools. Evaluation encourages dialogue between teaching staff, students and representatives of the socio-professional world, it sheds light on the objectives of each course and enables the success of teaching to be highlighted. The evaluation of programs and teaching is carried out among students, in particular by means of regular surveys, in compliance with the provisions of the statutes of the staff concerned.

Evaluation of the practice

This system allows for an analysis of the content and delivery of the training by the students themselves, the objective being to gather their opinion on the course and/or program, and not on the teacher, with a view to continuous improvement.

The quality of the system is the subject of the external evaluation carried out every 5 years. In particular, the quality of the internal dialogue that the institution conducts with the students during the elaboration of the training offer as well as during the examination of the results obtained, notably in terms of student success, is evaluated. This external evaluation and the results obtained by the institution in terms of evaluation are taken into account in the university's accreditation procedure. The latter provisions are aligned with the European Standard Guidelines and are therefore compatible with the terms of the evaluations conducted within the EU.

The transfer of this practice to the scope of the programs covered by the Alliance will have to be discussed between the parties, particularly for programs that would be shared (i.e. provided for both the institution and the Alliance), but it is clearly of interest in a qualitative approach to the offer. Its implementation should be possible following the first courses offered under ENGAGE.EU

3.6.2. Improvement Councils

Description of the practice

As a complementary mechanism to the evaluation of programs and teaching, the Improvement Councils constitute the Act phase of a PDCA model that could be applied to the training engineering process as described above. The regulations stipulate that the results of evaluations are presented to and discussed by the teaching staff and the competent training bodies of the institution. Although the term Improvement Councils is still recent, the results of evaluations of education and training by the teaching teams at the level of faculties and internal schools were taken into account at the same time as they were set up in 2013-2014.

The ways in which these councils meet vary within the institution, but in the majority of cases they lead to exchanges between teaching staff, socio-professional actors and students with the aim of developing training in line with the job market, the strategy of the components and the university's training policy.

Each faculty or internal school analyses the results of the evaluations within the body that it has set up (improvement council, component council, component training commission, etc.), which, together with observations on comparable courses in France or abroad and the results of research conducted on the quality of higher education, will make it possible to adapt the range of courses to the many constraints and challenges of the moment.

The conclusions of the councils are reflected in the evolution of the content of the courses (models) for the following academic year, within the limits of the updating of the information made available to students, particularly in the context of admission campaigns. But it is also the teaching methods that are targeted in order to facilitate the appropriation of knowledge and skills and to improve their quality. Finally, they can also serve as a basis for the development of the institution's training map in line with the site policy.

Evaluation of the practice

This mechanism makes it possible to take into account the results of the analysis of the content and delivery of training carried out at the time of the evaluation of education and training. In this way, it completes the assessment by identifying the prospects for development with a view to continuous improvement.

The transfer of this system must be discussed in its practical forms (which body will play this role?) even if we can see that these are quite flexible as long as they bring together the various stakeholders from the university community and the socio-professional world.

The immediate interest for the Alliance is to include its training engineering operation in formalized continuous improvement cycles for the benefit of all partners. Its implementation must be able to take place following the first courses given under ENGAGE.EU, in the wake of the evaluations carried out with the students.

3.7. WU

3.7.1. WU's Impact Monitoring

Description of the practice

Impact monitoring is one of WU's key endeavors for the coming years, in order to be able to determine more clearly how and where the institution affects and influences its relevant communities, and where efforts need to be increased.

To monitor impact, WU uses two different approaches: broad impact, measuring impact with quantitative indicators and deep impact, focusing on a qualitative description of impact pathways in our mission-related activities (teaching, research, third mission).

Broad impact

In teaching, WU has set up two projects to gather information on graduates and monitor and track their performance on the labor market as well as the long-term perspective of WU alumni's careers and the roles and positions they assume in the business world. WU's graduate monitoring project links graduates' data to the Federal Ministry's labor market database and provides accurate information on graduates' integration in the labor market. In WU's executive tracking project, WU linked its alumni data with the ORBIS database containing information on more than 300 million listed and non-listed companies worldwide to gain more information on WU graduates in their later career stages.

WU's research impact based on bibliometric research indicators is regularly monitored by WU's research service center and published in WU's Intellectual Capital Report on an annual basis. The data derives from WU's own research information, documentation, and evaluation database (FIDES) and other licensed bibliometric tools, e.g. SciVal.

Regarding community impact, WU's presence in the media is a viable indicator of WU's impact on society. WU analyzes media coverage every six months in order to get an impression of the image WU has in the media and which topics have the most impact.

Deep impact

Next to this quantitative approach to monitor impact, WU also uses a qualitative-approach to identify sequences of cause and effect in the activity areas research, teaching, third mission. The key result of the project is an overall Impact Map, which makes WU's impact more visible. The map contributes to shifting mindsets from action to impact by facilitating impact-orientation in decision-making processes at WU and to contribute to meeting the rising stakeholder demands for

more transparency from business schools regarding their impacts on society. The research impact map was finished in 2019, the teaching impact map will be published by the end of June and the third mission impact map is currently work in progress.

Evaluation of the practice

WU's approach to monitor and map impact of the different mission related activities could also be applied to the Alliance. Monitoring and mapping the impact the Alliance has through its different activities could help facilitating impact-orientation in decision-making processes and to contribute to meeting the rising stakeholder demands for more transparency.

Gathering impact data through the same methodology not only for genuine ENGAGE.EU activities, but also for all partner universities individually can help to make visible the extensive impact the Alliance has on the European higher education area. Since societal impact along the impact pathways might take some time (even years) to unfold, mapping the Alliances' impact would be a mid- to long-term project.

3.7.2. Program Evaluation

Description of the practice

All WU programs are evaluated in a five-year cycle. The program evaluations bring together relevant stakeholders in a program evaluation workshop. They are organized as multi-perspective one-day workshops, with the program management team, faculty, students, alumni, labor market representatives, and academic peers working together to identify possibilities for improvement.

For the 2nd cycle of program evaluations (2021-2027) WU decided to shift the focus of these evaluations to the coherence of the program. Coherence in this context refers to how the program goals fit to WU's overall strategy, how they fit to the targeted markets (student recruiting but also labour market), which contents and didactic methods support the program goals and if conditions of academic success for students are provided and match the needs of students (e.g. curriculum, student support, organization of teaching and learning, etc.).

The evaluation should mainly serve the program and is carried out in close cooperation with the program. The academic directors take ownership of the outcome of the evaluation and are actively included in the design of the workshop, in the topics that should be addressed as well as the composition and roles of the stakeholders involved.

To make the most out of the workshop itself, involved stakeholders are sent questions and reports regarding the program beforehand for preparation. The evaluation and quality enhancement unit takes over the centralized organization of these program evaluations so that academic directors can focus on the content-related development.

For every new program, organizing an ex ante program evaluation with various stakeholders is mandatory at WU. This takes place during its development phase and before the curriculum is officially presented to the Senate's Academic Programs Committee.

Evaluation of the practice

WU's program evaluation focuses comprehensive stakeholder involvement and reflects the importance of communication between all actors and stakeholders, inherent in WU's quality culture approach. WU's program evaluations shift the focus from an "self assessment" approach to a "negotiated reality" approach. That means, that the stakeholders discuss the quality of the program and potential for improvement with each other and reach binding agreements right there in the workshop. The ultimate goal of these program evaluations is to serve the program itself in its content related continuous improvement rather than generating reports and protocols.

Ex-ante evaluations could very beneficial for the ENGAGE.EU Alliance and a valuable instrument to involve all relevant stakeholders and implement feedback from different perspectives right from the start in the design and development of the joint programs.

4. Conclusions and Recommendations

In conclusion, the analysis and comparison of the quality management system has shown that each and every member university has highly developed and well-established quality management and quality assurance systems in place. All of them follow the European Standards and Guidelines for Quality Assurance in the European Higher Education Area regarding internal quality assurance but also external quality assurance. Their quality is assured and certified by national and international external quality assurance reviews such as accreditations, audits and certifications. Hence, there is ample trust among the partner universities in their quality management systems. This **trust and also the common principles and values** will form the foundation for the quality management for the Alliance.

By building on existing governance structures within the consortium and the partner institutions ENGAGE.EU can create a **lean system and avoid any redundancies** or add on structures and processes without any added value. Making use of the already existing Advisory Board and Board of Learners also ensures stakeholder representation.

This analysis has shown that in all member universities the focus of the quality assurance activities lies on **teaching and learning**. ENGAGE.EU should take on this area as a first priority in building the quality management mechanisms. A first step could be the implementation of **quality assurance instruments and processes for specific ENGAGE.EU products** (e.g. joint programs, signature courses, student experience) and clearly separate quality management activities from project management.

Regarding **research**, establishing and implementing joint quality assurance instruments and mechanisms could be an **option** to be realized mid- to long-term. **Exchange** of knowledge, practices and on expert panels, evaluation procedures, ideas and issues could be very beneficial as well as the mutual **support** by inviting faculty members of partner universities to serve as peers and reviewers.

Most potential for developing new quality management mechanisms lie within **service to society/third mission**. At all universities, this area is at its early development stage. All members as well as ENGAGE.EU itself would not only benefit from joining forces but together they could develop **innovative instruments and mechanisms** that could serve as good practices within the European Higher Education Area.

Furthermore, the work on this report has shown how valuable the **regular exchange** between the partner institutions on the institutional quality assurance and quality management activities is. This shared learning experience within the task group will help to grow not only quality management within ENGAGE.EU but also for each individual institution. The continuing exchange could be developed into **benchmarking** in specific institutional aspects or also be extended to discuss relevant topics in the **European Higher Education Area**.

5. Appendix

ENGAGE.EU – Questions on Quality Management

The goal of this document is to gather information on the quality management systems in place at the ENGAGE.EU institutions to learn from each other but also to form the basis for the next steps in developing quality management mechanisms for the ENGAGE.EU Alliance.

The following questions and examples are intended to serve as guidelines. If you feel that some questions or examples do not fit your specific context, please feel free to adapt or suggest otherwise. Please provide detailed information to allow a comprehensive analysis and comparison of our quality management systems.

You can fill in your information directly into the document. Since it is a lot of information to gather, it is sufficient if you use keywords or short descriptions. There is no need for elaborated texts. If the information is already provided online on webpages etc. you can just insert the respective link(s).

Please upload this completed document and other files you want to share [here](https://owncloud.wu.ac.at/index.php/s/o9NJr4maR46QQQ7) (<https://owncloud.wu.ac.at/index.php/s/o9NJr4maR46QQQ7>) until February, 19th.

For any questions or comments: elisabeth.haslinger@wu.ac.at

Thank you very much for taking the time to provide this information. We sincerely appreciate your commitment!

Policies

Which external quality assurance processes are in place?

Does your institution take part in any national or international audits, accreditations or certifications (e.g. on program level or on the institutional level)? Are they mandatory or voluntary?

Are external QA mechanisms regulated by law (if yes, which aspects)?

Do you follow other external QA frameworks (e.g. EQUIS, AMBA, AACSB, FIBAA....)?

→ List here with a short description or provide links if available

What are key strategic documents and policies relevant for quality assurance in your institution?

Do you have specific quality policies, quality manuals or quality guidelines? Are they on an institutional level, school level or faculty level?

→ List here with a short description or provide links if available. If you want to share your policies/manuals/guidelines, please upload them to WU's owncloud:

Structures and Processes

How is quality management/quality assurance organized at your university? Is it differentiated by area of operation (education, research, other...) or integrated?

Who are the main actors responsible for quality management/quality assurance? What are key roles?

Are there any committees, quality boards, or similar concerned with quality management and assurance?

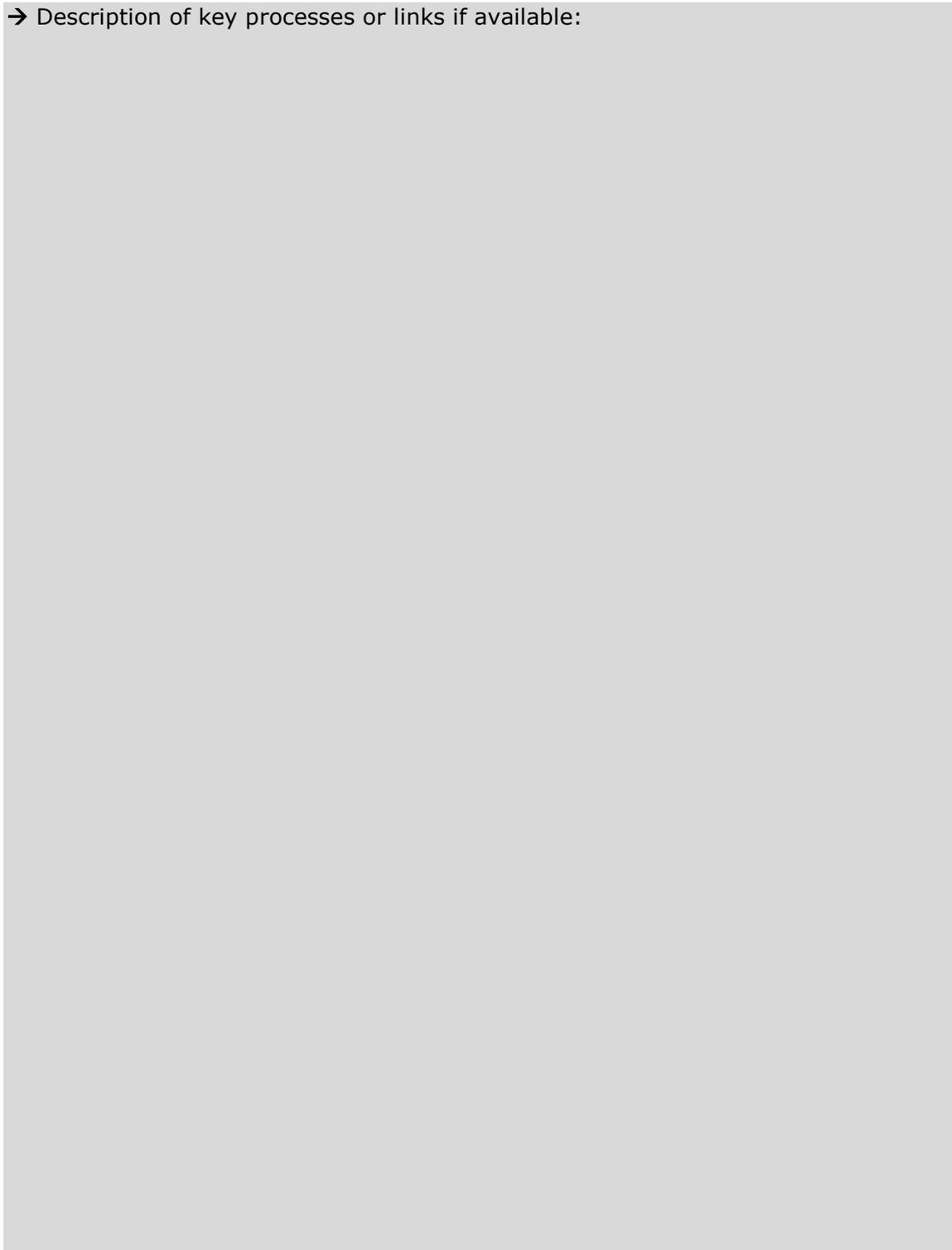
Which units are supporting quality assurance in teaching and learning, research, third mission activities, general operations, financial and risk management, HR, etc.?

→ Description of structures or links if available:

How is quality assurance in key processes in teaching and learning organized e.g. the quality assurance of study programs, of recognitions procedures, of the delivery of programs/modules/courses, of student admission/progression/completion etc.?

What are the key processes for ensuring quality in research, in third mission activities, in general operations, financial management and risk management, in HR etc.?

→ Description of key processes or links if available:



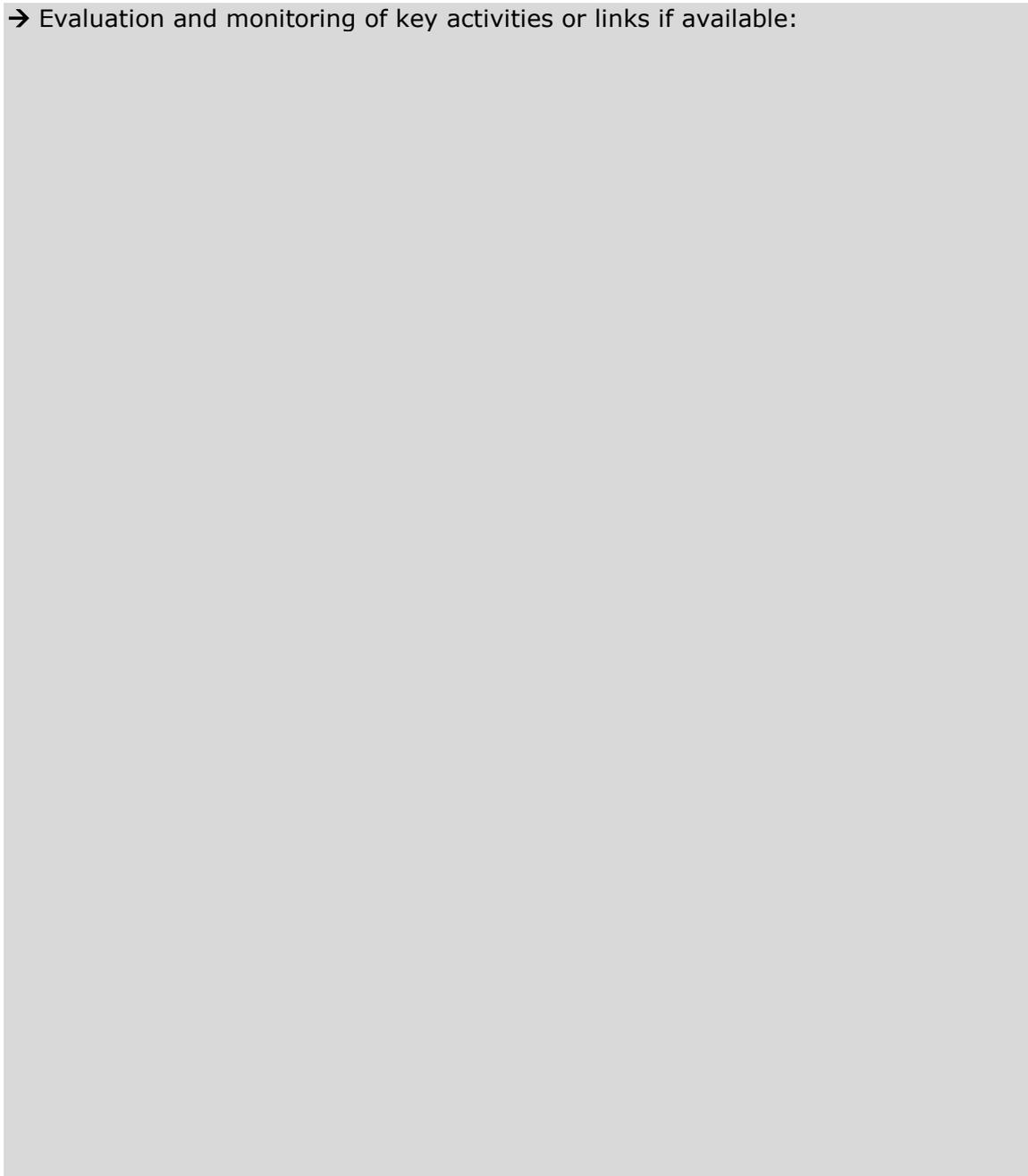
Instruments

How do you evaluate and monitor key activities? For instance in teaching and learning: How do you evaluate student admission/progression/performance, courses/modules/programs, assessment, the achievement of learning outcomes, workload, students' satisfaction, career paths of graduates, etc.?

In research: How do you evaluate and monitor research output, research impact, the placement of junior researches, etc.?

How do you evaluate and monitor third mission activities? How do you evaluate and monitor strategy and general operations, financial management and risk management, HR practices etc.?

→ Evaluation and monitoring of key activities or links if available:



Good practices at your institution?

What would you consider good practices at your institution? Where can other institutions learn from you? What could be interesting for the quality management structure for the alliance?

What are you especially interested in to learn about from others in our consortium?

→ List your questions here:

Further comments

Is there anything else that is important to you and that you want to share?

→ Your comments:

Thank you!

Thank you very much for taking the time to provide this information. We sincerely appreciate your commitment!