



EUCEET Association

NEWSLETTER 3/2021

In this issue

FROM THE EUCEET ASSOCIATION

14th General Assembly of the EUCEET Association 2021	2
2021 First joint Conference of EUCEET and AECEF	2
2021 EUCEET Association Award for Excellence in Teaching in Civil Engineering	4

FROM MEMBERS

Brno University of Technology, Czech Republic	7
Riga Technical University (RTU), Latvia	8
South Ural State University (SUSU), Russia	10
University of Žilina, Slovakia	12
City, University of London, UK	13

FROM PARTNERS	16
----------------------------	-----------

FROM THE EUROPEAN UNION	21
--------------------------------------	-----------

NEWS FROM THE WORLD	30
----------------------------------	-----------

CALENDAR.....	37
----------------------	-----------

FROM THE EUCEET ASSOCIATION

The 14th General Assembly of the EUCEET Association

The 14th General Assembly of the EUCEET Association will take place on November 12th 2021, after the closing of the Conference of EUCEET-AECEF, from 17:00-18:00 P.M. kindly hosted by the Aristotle University of Thessaloniki, Greece.

2021 First joint Conference of EUCEET Association and AECEF

"The role of education for Civil Engineers in the implementation of the SDGs"

November 12th, 2021

Thessaloniki, Greece



European Civil Engineering
Education and Training
Association



Association of European Civil
Engineering Faculties

Venue:

Aristotle University Research Dissemination Center
(<https://kedeia.rc.auth.gr>)

Address:

September 3rd, Aristotle University Campus, 546 36
Thessaloniki, Greece



Important dates:

- September 1st, 2021 Deadline for Abstract Submission
- September 2nd, 2021 Notification acceptance of Abstracts & call for Papers
- September 30th, 2021 Deadline for Paper Submission
- October 12th, 2021 Notification acceptance of papers
- October 12th, 2021 End of Early Bird registration
- November 12th, 2021 Conference

Registration fees	Early registration (€)	Late registration (€)
EUCEET and AECEF members	250	300
Other participants	300	350
Virtual participants	50	50

Registration fees include: conference room, coffee breaks, lunches, gala dinner and conference material.

Draft program

From	To	Topic
09:00	09:15	Registration
09:15	09:30	Opening by AUTH, AECEF and EUCEET
09:30	10:00	Presentation by AECEF speaker Prof. Ferreira Lemos
10:00	10:30	Keynote speech by Prof. Pericles Latinopoulos
10:30	11:00	Coffee break
11:00	12:30	Papers presentations (parallel sessions)
12:30	14:30	Lunch break
14:30	14:40	Short presentation of AUN by Dr. Choltis Dirhathiti (virtual presentation AUN)
14:40	15:10	Presentation by EUCEET speaker Prof. Alfredo Squarzoni (virtual presentation from Italy)
15:10	15:30	Keynote speech by Prof. Jeffrey Sachs (virtual presentation from USA)
15:30	17:00	Papers presentations (parallel sessions)
17:00	17:30	Closing and conclusions by AECEF, EUCEET, AUT
17:30	18:30	General Assembly of AECEF and General Assembly of EUCEET
20:00		Conference Gala Dinner

Keynote Speakers

Jeffrey D. Sachs	Professor and Director of the Center for Sustainable Development at Columbia University
Pericles Latinopoulos	Professor Emeritus at the Aristotle University of Thessaloniki (AUTH), Greece
Alfredo Soeiro	University of Porto
Alfredo Squarzoni	University of Genoa

More information: <https://websites.auth.gr/euceetaecef2021/>

2021 EUCEET Association Award for Excellence in Teaching in Civil Engineering

The EUCEET Association Award for Excellence in Teaching in Civil Engineering aims to encourage the excellence of the teaching function through the recognition of good teaching practice at Civil Engineering schools.

Prize goal is to award a teaching initiative that can come from individual lecturers or from teaching teams who have developed a successful teaching project in recent years.



Prize: A diploma for every member of the team if applicable and a total amount of 2000 euros. If a team is awarded, the prize is delivered to the person who is responsible for the teaching team. Special mentions may be made to other nominees, if the jury deems it appropriate, with no economical implications.

EUCEET Association Award for Excellence in Teaching in Civil Engineering (proposal received)			
No.	University(country)/ Department	Title of the proposal	Name of the members of the teaching team
1	University of Pisa (Italy)/ Department of Energy Systems Territory and Construction Engineering, School of Engineering	<i>Educational Experience for Future Civil Engineers</i> (in Italian: <i>Esperienza Didattica per Futuri Ingegneri Civili</i> ; acronym: E.DI.F.I.CI.)	Francesco LECCESE Giacomo SALVADORI
2	UTCB (Romania)/ Faculty of Engineering in Foreign Languages	<i>French for civil engineering: A complete curriculum and teaching material for the Technical University of Civil Engineering Bucharest</i>	Laurent GAILLARD
3	UPC Barcelona (Spain)/ Civil Engineering School of Barcelona	<i>Camins Makers. An educational lab for the development of Construction 4.0 activities</i>	Rolando CHACON

Jury composition

Members of the jury are:

- Prof. Koen BLANCKAERT from Technische Universität Wien (TU Wien), Austria, who will act as president with quality vote;
- Prof. Laurence R. RILETT from the University of Nebraska-Lincoln, USA and
- Prof. Ravindra GETTU from Indian Institute of Technology Madras, Chennai, India.

Members of the Jury cannot share a patent or publication with any candidate, nor have work in any of the institutions which presents candidates.

General Secretary of EUCEET will act as secretary of the jury and will have voice but no vote

Jury verdict

The jury decides to award one single prize and if deemed necessary to make honorable special mentions. Candidates that have not been awarded can be reconsidered for future editions of the award.

If the jury considers that there have been external collaborations that have made them possible, it can mention it, if it deems it appropriate.

In issuing the verdict, the jury may take into account any advice it deems appropriate and may request such reports as it deems appropriate.

The Prize may be declared void.

Interpretation of the rules, if required or not specified, will correspond to the General Secretary of the association

The jury's verdict will be made public during 2021 and will be final.

About the Jury:

Dr. Koen Blanckaert is Professor of Hydraulic Engineering at the Institute of Hydraulic Engineering and Water Resources Management, Technische Universität Wien (TU Wien), where he is the Head of the Research Center of Hydraulic Engineering. He is currently teaching courses in Hydraulics and Hydraulic Structures. He has a degree in civil engineering from Ghent University (Ghent, Belgium) and a PhD from EPFL (Lausanne, Switzerland). Before his appointment at TU Wien in 2017, he has been senior scientist at EPFL, Visiting Professor at the Research Center for Eco-Environmental Sciences of the Chinese Academy of Sciences (Beijing, China) and Associate Professor at the Hong Kong University of Science and Technology. In parallel, he has worked as consultant in Switzerland. His research is mainly situated in the fields of hydraulic engineering and environmental fluid mechanics. His research interests

focus on flow processes and their interactions with hydrological, sediment transport and biota, morphological, water quality and ecological processes.



Dr. Ravindra Gettu is currently the Dean for Industrial Consultancy and Sponsored Research, and V.S. Raju Chair Professor, Department of Civil Engineering, at the Indian Institute of Technology Madras, Chennai. He obtained his Ph.D. degree in Structural Engineering from Northwestern University. The areas of research of Dr. Gettu have been fracture mechanics of concrete and rock; nonlinear behaviour of cement-based materials; high strength, fibre reinforced and self-compacting concretes; sustainability and the effective use of chemical admixtures. He was elected as a Fellow of the Indian National Academy of Engineering in 2018. He is the President and Fellow of RILEM, the International Union of Laboratories and Experts in Construction Materials, Structures and Systems, based in France. He was elected as a Foreign Member of the Russian Academy of Engineering in 2019.



Dr. Laurence R. Rilett is a Distinguished Professor of Civil Engineering and the inaugural holder of the Keith W. Klaasmeyer Chair in Engineering and Technology at the University of Nebraska-Lincoln (UNL). He also serves as Director of the UNL Mid-America Transportation Center and as Director of the UNL Nebraska Transportation Center. He has held academic positions at the University of Alberta and at Texas A&M University (TAMU). Additionally, he is a Professional Engineer in the state of Texas. Over the past twenty years, Dr. Rilett has taught undergraduate courses and graduate courses in statistics, risk analysis, traffic engineering, and transportation planning. He has been awarded two TAMU Department of Civil Engineering teaching awards: the Zachry Award for Excellence in Teaching in 1997 and the Dick and Joyce Birdwell Endowed Teaching Award for 1999. In 2001, he was honored as the inaugural holder of the E.B. Snead II Professorship at TAMU. Dr. Rilett's field of research is in the transportation system analysis area and his specific research may be divided into two main areas: Intelligent Transportation Systems applications and large-scale transportation system modeling.

The person or leader of the persons awarded will be asked to deliver a lecture in English in the frame of one event organized by EUCEET Association as a requirement to receive the prize. That could be done online.

FROM MEMBERS

Brno University of Technology, Czech Republic



The world's leaders in speech processing are heading to Brno. They will show whether coronavirus infection can be detected from the voice

[PRESS RELEASE 2021-08-27](#)

Siri, Alexa, Google - we talk to them all today. But who breathed life into them? Speech recognition has gradually spread from IT labs to smart homes and has become a common part of everyday life. Getting information from audio recordings is becoming increasingly important. For the first time in its history, the Czech Republic will host the international conference Interspeech, which will take place in Brno from August 30 to September 3, 2021. Hundreds of world experts arrived in the Moravian metropolis - so-called speakers who specialize in audio processing. More than a thousand experts joined the event online. Specialists presented news from the field, such as how to start using machine learning with a minimum of input data, or whether coronavirus cough infection can be recognized.

"While before the pandemic, we analyzed various forms of cough to diagnose chronic lung disease, tuberculosis or asthma, for the last two years we have focused on coronavirus sound," said Siriam Ganapathy, an Indian expert to save testing money and speed up diagnosis. There are two program sections on the topic related to the pandemic at Interspeech. For a long time, speakers have been obtaining information from audio recordings about the patient's health condition or mental state.

"The motto of the conference is Speech Everywhere. Whereas previously only a few groups were involved in speech data mining research, today speech recognition is included in every smartphone and many other devices. The fridge, the car and the robots on the phone lines are talking to us. But we are still not done with research and development. A big topic of this time is also the training of machine learning models on only a small amount of data. After all, obtaining data from audio recordings is quite demanding and costly, so now research teams from all over the world are trying to learn how to learn only from small databases that can be easily downloaded from YouTube or the Internet in general," said one of the main organizers. Jan Černocký from the Faculty of Information Technology at BUT, where he has been leading the BUT Speech @ FIT research group for years.

Among the keynote speakers will be Hermann Ney from the German University of Aachen, who will receive a medal at the conference this year for the lifelong contribution of the field from the International Speech and Communication Association ISCA. Domestic science will be represented, for example, by FIT BUT graduate Tomáš Mikolov, and renowned scientists Pascale Fung from Hong Kong and Mounya Elhilali from Johns Hopkins University in the USA will also speak at the event.

"Data obtained from audio recordings is constantly being refined. Gradually, scientists from all over the world are trying to teach artificial intelligence to work with sound even in degraded conditions, such as talking to people in the distance, with an echo in a church or in a restaurant full of people. We also need to address language coverage, because now there is more development in commercially used languages, such as English, French, German and so on, but in the future it will be necessary to focus on less represented languages, which often do not even have a written form, only spoken, Černocký, added who worked intensively with his colleague Lukáš Burget from FIT to organize the event.

Brno started trying to organize the conference for the first time in 2015, also because a number of IT companies operate in the Moravian metropolis, which are dedicated to the processing of audio data. For the first time, Interspeech 2021 will combine full-time and online, with over 350 scientists visiting Brno, and virtually another 1,400 to join the event. In total, all continents will be represented, with most scientists from Europe, North America and Asia. In total, the organizing team selected 992 scientific articles from more than two thousand submitted for presentation.

More at: <https://www.interspeech2021.org/>

Riga Technical University (RTU), Latvia

LATVIAN TEAMS TRIUMPH IN THE FIRST ONLINE HACKATHON «HACK DIGITALSEA'21»

6th of July, 2021

The first online hackathon «HACK DigitalSea'21» in the Baltics was launched in 3-4 of July 2021, where participants sought innovative solutions to the acute challenges for sustainable aquaculture in the Baltic Sea. In two of the three categories, the awards worth 4000 EUR were won by teams from Latvia - PurOceans and DronePlan.



The solutions were evaluated by an international jury, which selected the winners in three categories: the most advanced solution, the strongest idea, and the strongest team that showed progress from the idea stage to a prototype during the hackathon. The winners of each category were awarded a cash prize of 4000 EUR.

The Latvian team PurOceans won in the category «The most advanced solution», with their technology solution that cleans rivers and seabeds from 98% of oil and microplastic pollution. Team leader Alona Stepanova emphasizes the team's participation in the hackathon: «Participation in this event was one of the best experiences we have ever had. The overall level of professionalism of the mentors was extremely high and all the ideas, thoughts and advice they shared were very valuable. We can thank them in advance for any future success we will have.»

The Latvian team DronePlan won in the category «The Strongest Idea». The team's solution is to use automated drones to collect pollution data and provide automated system analysis for pollution mapping.

Meanwhile, NPeter - a team of students from Lithuania formed during the event - won the award for the greatest progress from the idea to the sketch of the first prototype.

In total, six of the 11 hackathon teams came from Latvia. The team of RTU Institute of Radio Electronics EDAMARINE offered a unique modular system for repelling seals from fishing gear consisting of a mobile buoy with IoT support, a specially designed underwater speaker, a battery module with an innovative wireless power transmission system. BestGreenTeam worked on testing the sorption capacity of foam ceramic granule samples to evaluate the performance of the innovative product in collecting contaminants (spills) from natural waters. A team of researchers from the Latvian Institute of Hydroecology (LHEI) alge.lv studied the possibility of reducing excessive concentrations of nutrients - nitrogen and phosphorus - in the Baltic Sea. Seaweeds absorb nutrients and the removal of their biomass from the sea improves water quality and the condition of ecosystems. Currently, the team, which already has experience in experimental work in shellfish farming in the Baltic Sea, is planning small-scale experiments in algae growing, harvesting and pulp extraction in the LHEI laboratory. The startup Happy Fish introduced the participants of the hackathon to its innovative «Fat Manager» - a specially formulated bio-cleaner that is regularly dosed in sewer pipes with a team-developed dispenser to solve a well-known problem in food production and processing - fat accumulation in sewer pipes.

Within two days, the teams validated their solutions, improved business models, and consulted with 23 industry representatives, experts and business mentors from the three Baltic States. A total of 72 mentoring sessions were conducted over two days. The teams were consulted and evaluated by Tālis Juhna (Vice-Rector for Science of Riga Technical University), Daiga Vilkašte, (Head of the Nature Protection Department of the Ministry of Environmental Protection and Regional Development), Viesturs Zeps (Chairman of the Freeport of Riga Board) and Didzis Ustups (Head of the Fish Resource Research Department).

The event was attended by mentors from Riga Technical University Water Research Laboratory researcher Aigars Lavrinovičs, EIT RawMaterials Baltic Hub coordinator Brigita Daļeckā, Freeport of Riga IT senior specialist Deniss Bickovs, Food Safety, Animal Health and Environmental Research Institute «BIOR» researcher Ivars Putnis, Riga Business School Viesturs Sosārs, Business Guest Lecturer and Mini MBA Innovation Management Program Manager, Aldis Greitāns, RBS MBA Program Manager.

The Digital Sea Hackathon took place for the first time in cooperation with three EIT Food centers in the Baltic region - AgriFood Lithuania DIH, Riga Technical University (RTU) and Tartu Biotechnology Park. The organizers invited researchers, entrepreneurs, experts in the field, technology developers and students from various fields to participate. More about hackathons and challenges: www.hackdigitalsea.lt

Hakaton was supported and challenged in Latvia by the Ministry of Environmental Protection and Regional Development, the Freeport of Riga Authority, the Latvian Maritime Academy, the Food Safety, Animal Health and Environmental Research Institute BIOR, and the Latvian IT Cluster. The event was also supported by the Lithuanian Ministry of the Environment and the Estonian Ministry of the Environment.

EIT Food is a knowledge and innovation community of the European Institute of Innovation and Technology (EIT), to which RTU joined in 2019, acquiring the right to establish an innovation and co-creation contact point or HUB in Latvia. By forging close links between consumers, businesses, start-ups, researchers and students from across Europe, EIT Food supports innovation and sustainable economic initiatives that increase access to quality food, improve the environment and health, create new jobs and increase Europe's competitiveness.

Information from <https://www.rtu.lv/en/university/for-mass-media/news/open/latvian-teams-triumph-in-the-first-online-hackathon-hack-digitalsea-21>

**South Ural State University (SUSU),
Russia**



South Ural
State University

National Research
University

Scientists Determined the Efficiency of Solar-Hydrogen Energy Complexes in Russia and Other Countries

August 10, 2021

The year of 2021 in Russia is dedicated to science and technology. In August, the scientific agenda has been focused on climate and ecology, the most important topic for the whole world in recent years. SUSU scientists are actively working in this direction, developing "green" energy.

Lately university researchers have worked with international colleagues to analyze the feasibility of hybrid solar-hydrogen complexes, completing a study of the parameters of the "closed" hydrogen cycle in the systems of three geolocations around the planet. The results of the first stage of the innovative research were [published](#) in the highly rated journal Energies (Q1).

When wind or solar power plants are in operation, not all of the energy goes to support the operation of the facilities powered by them. As data from experimental wind power installations at Cape Kanin Nos (the Arctic) have shown, the surplus energy sometimes exceeds the consumption by far. Researchers suggest this energy be accumulated in hydrogen storage units; similar units can be used in power plants powered by solar energy. Then there will be no power outages at night or in cloudy weather.



The international research team, which included scientists from universities in India, Malaysia, and [South Ural State University](#), studied the efficiency of solar-hydrogen complexes. To do this, they analyzed data from systems installed in different geographical locations. The scientists chose Chelyabinsk for the development of the equipment's main components; India as a country with serious insolation and open to alternative energy; and Australia as a representative of the southern hemisphere. This approach has not been used before; the locations were chosen based on the agreement among the researchers.

"The study aimed at determining the capacity of solar power plants during daytime hours at the same power consumption (1kW). In addition, we determined the volume of hydrogen storage and electrolyzer needed to produce and store hydrogen in the form of gas. Data on insolation was taken from reliable sources. For the study we also needed the parameters of H2Nitidor equipment with the addition of fuel cells to convert hydrogen into energy. Thus, we investigated the parameters of the "closed" hydrogen cycle," said Evgeny Solomin, Doctor of Sciences (Engineering), Director of the SUSU [Alternative Energy International Innovations Centre](#).

The study showed that a power plant with a constant power consumption of 1 kW in Russia requires 35 solar modules, in India— 32, and in Australia—23. The southern hemisphere station needed the smallest tank for hydrogen (800 cubic meters), while the Russian station required the largest one (2000 cubic meters).

The researchers note that the locations under study are located almost at the same latitude. But in Australia, the cost of electricity is 1.5 times less than in India, and 3 times less than in Russia. At the same time, the cost of electricity for small businesses and a family of 3–4 people were comparable. Based on this, the researchers concluded that the solar-hydrogen complex can be used in different parts of the world.

The obtained results are preliminary, these require more in-depth analysis and research of more geolocations. Scientists intend to expand the list of participants and make an appropriate map for each researched point.

In June 2021 the authors of the scientific paper submitted a joint international application for a grant from the Russian Science Foundation (RSF) on the expanded research topic.

South Ural State University (SUSU) is a university of digital transformations, where innovative research is conducted in most of the priority fields of science and technology development. In accordance with the strategy of scientific and technological development of the Russian Federation, the university is focused on the development of big scientific interdisciplinary projects in the field of digital industry, materials science, and ecology. In the Year of Science and Technology, it will take part in the competition under the Priority-2030 program. The university acts as a regional project office of the World-class Ural Interregional Research and Education Centre (UIREC).

Information from <https://www.susu.ru/en/news/2021/08/10/scientists-determined-efficiency-solar-hydrogen-energy-complexes-russia-and-other>

Scientists Improved Groundwater Aerator

August 5, 2021



Scientists and engineers of South Ural State University have created and [patented](#) an easy-to-use groundwater aerator design for the private housing industry. The new model of aerator is simple in design, and its effectiveness has been proven by field trials.

Water treatment from pollution

Scientists of South Ural State University Maksim Novoselov and Marina Belkanova patented a new useful model of a device for aeration and degassing of groundwater.

In some cases, groundwater contains a high concentration of suspended solids (iron and manganese), dissolved organic and inorganic impurities, and dissolved gases (including radon). Treatment of such waters to the required degree appears to be a very difficult task sometimes.

"Aeration is a process of saturating a liquid with air through special devices (aerators), by means of its forced supply with the help of a compressor. The groundwater aerator is intended for use in technological schemes for treating groundwater from dissolved gases (radon, carbon dioxide, hydrogen sulphide) and dissolved forms of iron and manganese contained in them. In addition, the device has a water capacity of 300-400 litres and can be used as a water storage tank and ensure uniform water supply for further treatment or to the consumer," explains Marina Belkanova.

More information on: <https://www.susu.ru/en/news/2021/08/05/scientists-improved-groundwater-aerator>

University of Žilina, Slovakia

UNIZA at the forefront of foreign evaluation

September 7, 2021

Mgr. Adriana Valentovičová

Department for International Relations and Marketing

The University of Žilina in Žilina (UNIZA) ranked 1st among Slovak universities in *THE World University Rankings 2022*. In the worldwide classification system developed for the creation of university rankings, UNIZA ranked among the three best universities in Slovakia.



The THE university ranking includes more than 1,600 universities from 99 countries and territories, making it one of the most comprehensive university ratings. The THE ranking system uses 13 indicators, on the basis of which universities are evaluated in the field of teaching, research, international perspective and knowledge transfer into practice. UNIZA ranked 1,001 - 1,200 in the world rankings.

This year's ranking analyzed more than 108 million citations from more than 14.4 million research publications and included survey responses from nearly 22,000 scientists around the world.

A total of 1,662 universities are ranked in the rankings. Another 452 universities are listed as "reporters", which means that they provided data but did not meet the established eligibility criteria. UNIZA placed 1st in the World University Rankings 2022 together with Comenius University in Bratislava and Pavel Jozef Šafárik University in Košice.

This British ranking belongs to the three oldest rankings: ARWU (Shanghai ranking), QS World University Ranking (QS) and Times Higher Education World University Rankings (THE WUR) and its components. Their main goal is to create a ranking of the most prestigious universities. "Placement in the international rankings opens the door for us in the development of international cooperation and is also important in terms of choosing a university from the perspective of foreign students and academics," added Jozef Jandačka, Rector of UNIZA.

<https://www.uniza.sk/index.php/verejnost/uniza-a-media/tlacove-spravy/3608-uniza-na-poprednej-pozicii-v-zahranicnom-hodnoteni>

City, University of London, UK



City extends agreement with European Social Survey

New deal underlines the University's commitment to collaborative European research

By [Chris Lines \(Senior Communications Officer\)](#)

Published Wednesday, 11th August 2021

City, University of London will continue to host the [European Social Survey headquarters](#) until May 2025, under a new agreement.

The [European Social Survey](#) (ESS) is a biennial cross-national survey conducted across Europe to measure the attitudes, beliefs and behaviours of people in more than thirty nations.

The ESS has been led by a team at City since 2003, housed in the [School of Arts & Social Sciences](#) and linked to the [Department of Sociology](#).

The new agreement supports City's commitment to collaborative European research projects, even after the UK's decision to leave the European Union. The renewal was made possible following the UK's commitment to associate with the [Horizon Europe](#) framework research programme.

ESS Director [Professor Rory Fitzgerald](#), who was appointed as a Fellow by the UK's [Academy of Social Sciences](#) last year, gave his reaction to the new deal:

"I am delighted that City, University of London will continue to be the home of the European Social Survey Headquarters.

"City has played a central role in building the European Social Survey – from a fledgling project to a fully functioning European Research Infrastructure Consortium (ERIC) with 25 members – the highest of any European Research Infrastructure Consortium (ERIC).

"As an internationally oriented university, City is the perfect home for the ESS."

City, University of London's President, [Professor Anthony Finkelstein CBE](#), said:

“Since the project has been hosted by City, the survey has gone from strength to strength. With the university’s support, the ESS has developed from a project funded entirely by the European Commission to a sustainable research infrastructure.

“It is now one of the world’s leading social surveys, delivering high levels of academic, teaching and policy impact. I am sure that the project will continue to contribute significantly to our understanding of how Europe is changing socially and politically”.

About the ESS

Housed within City’s Department of Sociology, the ESS has been implemented in up to 30 participating countries every two years since 2002 and includes around 200 questions.



Questions asked on every round focus on media consumption, institutional and social trust, democracy, government and politics, national and ethnic identity, health and wellbeing, discrimination, immigration, religion, the human values scale and a range of socio-demographic measures.

By asking these same questions of a sample of respondents who represent each country’s entire population every two years, comparisons between countries and over time can easily be made.

In each round of the survey, two additional topics are covered in more depth, following an open call to academics working in any scientific discipline.

Two topics were covered in Round 9 specifically – questions were asked on the timing of life events (repeated from Round 3, 2006/07) and justice and fairness, in the context of income.

Previous topics covered include climate change, the welfare state, subjective health, immigration, ageism, democracy and wellbeing.

Survey data is collected through hour-long face-to-face interviews undertaken by survey agencies or research institutes in each country.

Since 2013, the ESS has been a European Research Infrastructure Consortium (ERIC) – a legal entity that is funded by national funding bodies in all participating countries.

The statutes of the European Social Survey ERIC state that the host institution agreement is renewed every four years.

The [Economic and Social Research Council](#) (ESRC) remains the single biggest funder of the ESS, supported by funding agencies in 25 other European countries.

Other funding for some projects has been provided by the European Union through its Horizon 2020 research and innovation programme.

ESS data is available completely free of charge for non-commercial use – data can be accessed and analysed online or downloaded for use in statistical software programmes such as SPSS, Stata or R.

All data and documentation is available on the [ESS website](#), including an [online tool](#) that allows registered users to view, weight and analyse the survey data.

Since the first dataset was released in 2004, over 180,000 people have registered to access European Social Survey data, with preliminary analysis of Google Scholar indexing establishing that almost 5,500 academic publications include substantial use of ESS data (2003-20).

City climbs 27 places in The Times and Sunday Times Good University Guide 2022

By [Matthew Little \(Communications Officer\)](#),

Published Friday, 17th September 2021

City, University of London, has climbed 27 national places to 55th in The Times and Sunday Times Good University Guide 2022

The guide also ranked City in the top 25 for graduate prospects and among the top 10 universities in London.

A key factor in City's progress was due to 79 per cent of our graduates achieving high-skilled jobs or graduate-level study and City's strong performance in the National Student Survey (NSS).

The Times and The Sunday Times Good University Guide 2022 provides the definitive rankings for UK universities and the most comprehensive overview of higher education in Britain. It includes profiles on 135 universities, making use of the latest data published in the past two months.

The ranking is based on an analysis of student satisfaction with teaching quality and their student experience, entry standards, research quality, and graduate prospects.

"Most league tables are nonsense – except, obviously, for the ones we do well in! Well done The Times and Sunday Times Good University Guide. Quite frankly, this is the least we deserve for all the hard work we put in and that includes our students going out and getting great jobs. I plan to enjoy this. More to come". – President Professor Anthony Finkelstein

For more information see [The Times and Sunday Times Good University Guide 2022](#) (paywall). A 96-page supplement was published with the print edition of *The Sunday Times* on 19th September.

Information from: <https://www.city.ac.uk/news-and-events/news/2021/09/city-climbs-27-places-in-the-times-and-sunday-times-good-university-guide-2022>

FROM PARTNERS

AECEF-Association of European Civil Engineering Faculties



AECEF rewards Innovation and Excellence

AECEF will give awards for Teaching Innovation and Excellence of Civil Engineering at the 2021 Symposium on 12th November 2021.

AECEF intends to distribute two awards in the 10th AECEF General Assembly of 12 November 2021:

- *Innovation or Excellence in Civil Engineering Teaching;*
- *Relevant Contribution to AECEF.*

Any award does not have any financial contribution from AECEF.

General rules are:

- Nominees have to be from a member of AECEF at the time of the nomination;
- Any nominee may be suggested for approval by any AECEF member at the time of nomination;
- Nominees or nominators are individuals or institutions from the AECEF members list at time of nomination;
- Choice of the awardees will be made by AECEF Board one month prior to the General Assembly;
- Nominations must be submitted to the Board three months prior to the General Assembly;
- All or some awards may not be distributed at the General Assembly due to lack of appropriate nominations;
- AECEF may distribute more than one award in each category;
- Nominations should contain a CV of the nominee and documents that comply with the relevant award specific rules.

Specific rules for Innovation in Civil Engineering Teaching award:

- The award will be made to an individual who has demonstrated a high level of performance and commitment to excellence in creating learning environments that motivate students to imagine and develop creative solutions to Civil Engineering problems.
- Nominees must demonstrate relevant performance and commitment in these two areas related with Civil Engineering:
 - Teaching - Inspire a strong culture of innovative thinking, Develop and use innovative delivery techniques, Possess broad communications skills, Demonstrate technical excellence, Reinforce workforce accomplishment, Encourage a safety-focused environment, Support social and economic development;

- Scholarship of Teaching - Course and curriculum development, Laboratory development, Publication and presentation, Sharing innovative teaching activity and experience.

Specific rules in terms of Excellence in Civil Engineering Teaching award:

- The award will be made to an individual that shall have demonstrated sustained contributions to education in the field of Civil Engineering throughout the career.
- These contributions should include all or some of the following:
 - Demonstrated excellence in teaching either Civil Engineering undergraduate or graduate courses;
 - Mentorship of students beyond the classroom;
 - Important contributions to the understanding of teaching and learning of Civil Engineering through the conduct and publication of educational research;
 - Demonstrated leadership through the administration of departments, schools or faculty of Civil Engineering;
 - Volunteer activity and leadership in Civil Engineering education societies.

Specific rules for Relevant Contribution to AECEF award

- The award will be made to an individual that shall have demonstrated significant actions to improve AECEF in any mode or form.
- The criteria to the award is a record of actions concerning:
 - Identification of needs in AECEF that were addressed by nominee's work;
 - Description of contributions to AECEF that helped address the previously identified need(s);
 - Evidence of the significance, originality and scale of impact on AECEF.

Information from: <https://web.fe.up.pt/~aecef/2020/09/04/aecef-rewards-innovation-and-excellence/>

Academic Cooperation Association

ACA's position paper on the European Strategy for Universities

7 September 2021, Brussels



The [Academic Cooperation Association \(ACA\)](#) published its [position paper](#) on the European Strategy for Universities.

ACA sees the upcoming European Strategy for Universities and the full roll-out of the European Universities Initiative as a unique chance to spotlight and enable the full potential of transnational collaboration within the European landscape and offers a set of recommendations paving the way to the achievement of this goal.

The full statement can be read on: https://aca-secretariat.be/wp-content/uploads/2021/09/ACA_European-Strategy-for-Universities_FINAL.pdf

Moscow International Education Show

15-16 October, 2021



Moscow International Education Show will be held on 15-16 October 2021 in the center of Moscow in Tishinka.

Why to attend the most popular international education fair in Russia?

The potential demand of Russians for educational services abroad is very strong, and the number of Russians interested in studying in other countries is growing every year. Despite the variety of offers, applicants have difficulties determining in affluence of information frequently, it is necessary to compare more than a dozen of educational programs in different countries all over the world and visit 5-7 offices. According to this, the popularity of specialized international education events - exhibitions, conferences, seminars - is very high.



Moscow international exhibition Education Show - is a professional venue popular among agencies and potential clients. The exhibition invites:

- International education agencies;
- Higher and secondary educational institutions from different countries;
- Language centers;
- Various summer camps;
- International associations that deal with cultural and educational fields;
- Travel companies;
- Consulting companies;
- Employment agencies abroad;
- Mass media.

Education Show is accompanied by the vast advertising campaign, attracting targeted audience of the exhibition and potential clients for participants.

Education Show mainly focuses on:

- Creating of the convenient working environment for meeting of the market professionals with potential clients;

- Promotion of education abroad in Russia;
- Updating of the information on educational opportunities of universities, training centers, camps, schools, etc. in different countries of the world.
- Providing potential customers with the opportunity of communication with professionals personally.
- Determination and probable solution of some challenges that might occur.

Furthermore the exhibition provides its visitors with the interesting program of seminars. Seminars, dedicated to the most essential issues of studying abroad, market trends and development, will be opened for visiting free of charge.

More information: <https://educationshow.ru/eng/participants.shtml>

European University Association



Workshop “Practical implementation of FAIR-related content in university curricula and teaching”

12 October, 2021

Online event

As part of the [FAIRsFAIR project](#), EUA and the University of Göttingen are organising a workshop on the “[Practical implementation of FAIR-related content in university curricula and teaching](#)”. The event will take place online on 12 October at 10.00 CEST.

The workshop will focus on presenting and gathering feedback on the draft “FAIR Competence Adoption Handbook for Universities” (working title). The handbook will be a practical tool for universities implementing FAIR research data management content and skills training in bachelor, master and doctoral education programmes. It will be published in December 2021.

During the event, participants will reflect on the value and relevance of the handbook through the lens of practical examples of successful integration of FAIR-related content in higher education programmes.

The handbook aims to address a clear need for universities to have more practical guidance on how to implement FAIR research data management topics in teaching, providing a hands-on framework to support the integration of FAIR competences in higher education programmes, through model curricula, courses and supporting materials. Fostering the professionalisation of FAIR data practices in higher education is one of the key priorities to [support the transition to FAIR](#). While universities express a clear interest in implementing content related to research data management skills and FAIR competences in their curricula, they also identify a [lack of practical tools](#) that could support them in this endeavour.

The event will be of interest to university teachers and other professionals involved in the design and implementation of higher education programmes at different levels, as well as data practitioners and trainers with an interest to support higher education institutions in this regard.

Registrations is open on the [FAIRsFAIR project](#) website. It will be free of charge to anyone interested in joining.

Information from: <https://eua.eu/>

European Society for Engineering Education (SEFI)



SEFI @ work: The role of mental health for a diverse and inclusive engineering culture
6 October, 2021; 6pm – 7:30pm CEST
Online on Zoom

Details

17:00 – 18:30 GMT (UK)/ 18:00 – 19:30 CEST (EU) / 12:00 – 13:30 EST (US)

Mental health and diversity and inclusion (D&I) are closely connected. Engineering students from diverse backgrounds can face lack of representation, microaggressions, bias, and other stressors that impact their mental health, psychological safety, and sense of belonging. Initiatives that support diversity, inclusion, and belonging can also support mental health – and vice versa.

in 2019, Equal Engineers UK carried out a survey that explored how the culture of engineering is affected by the stereotype of what an engineer looks like. Over a third of engineers would describe their mental health as fair or poor, and over a fifth have had to take time off work because of it. Over two-thirds of engineers said they do not feel included in the culture they work in.

Engineering degrees are often considered to be challenging and competitive, and the stress and struggle experienced by students during study can be perceived as a sign of strength, determination, and inevitability. This is particularly worrying given that the ‘engineering culture’ is still associated with (toxic) masculinity, and the majority of students that study engineering fall within high-risk groups (i.e. young males), as well as the poorer mental health associated with minority groups within engineering.

Instructions

Select the ticket and reserve your place in the seminar.

The information about the Zoom meeting will be sent in the confirmation email.

Joining instructions will be provided after booking.

More information: <https://bookwhen.com/sefi/e/ev-sgau-20211006180000>

FROM THE EUROPEAN UNION

News from European Education and Culture Executive Agency (EACEA)



EACEA's new name: the European Education and Culture Executive Agency

As of 1 April 2021 EACEA's new name is the European Education and Culture Executive Agency.

Following the Commission Implementing Decision (EU) 2021/173 of 12 February 2021, the name of the Agency changes on 1 April 2021 from the Education, Audiovisual and Culture Executive Agency to the **European Education and Culture Executive Agency**. Our acronym remains EACEA.



Read the Commission Implementing Decision: <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1617097328657&uri=CELEX%3A32021D0173>

European Innovative Teaching Award

The first edition of the **European Innovative Teaching Award** is launching on **16 September 2021**
Publication date: 13 September 2021

The **European Innovative Teaching Award** (EITA) is one of the initiatives of the **European Education Area**.

For this first edition, the Award will highlight excellence in teaching within the Erasmus+ projects, from Early Childhood Education and Care, through Primary and Secondary Education, to Vocational Education and Training. Altogether, 104 projects will be awarded on a theme that is very topical: Distance and Blended Learning.



The launch event will be streamed online at the following [link](#).

During the launch event **Commissioner Mariya Gabriel** will discuss with **dr. Simona Kustec, Minister of Education, Science and Sport from Slovenia**, on the importance of supporting teachers, the potential of blended learning as well as the benefits of the Erasmus+ programme.

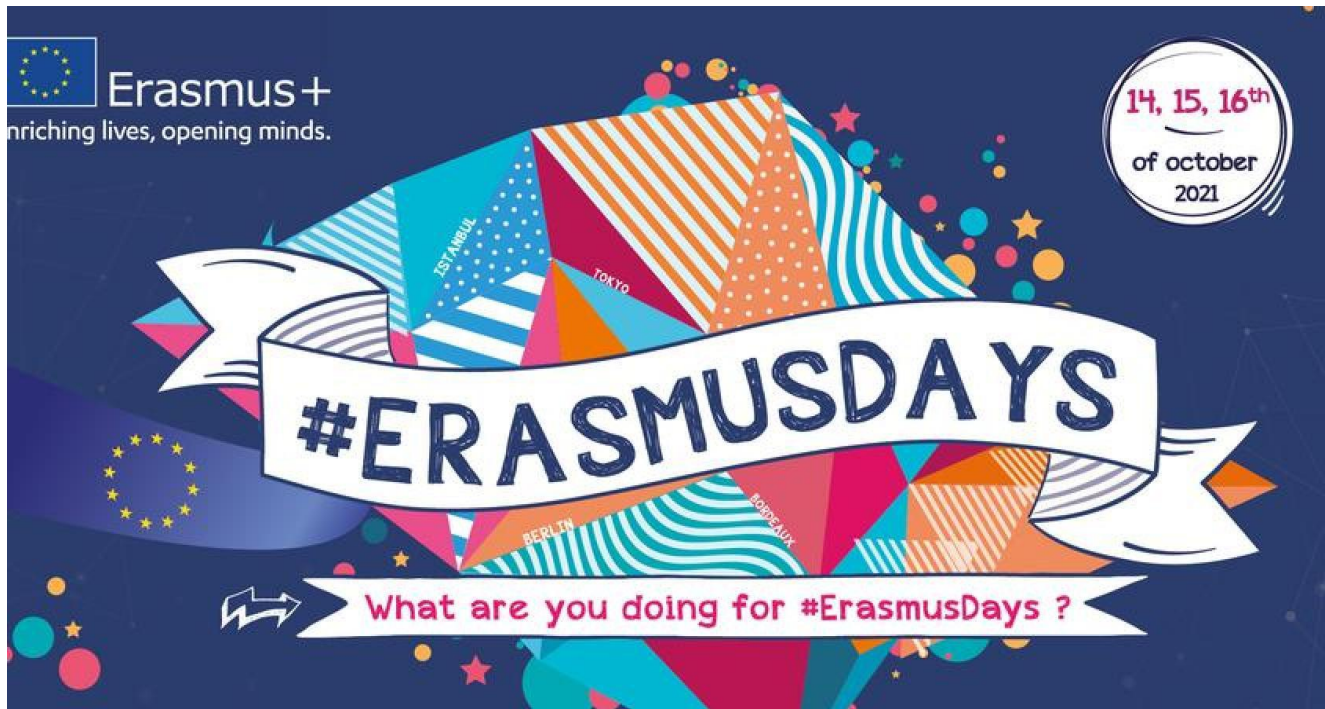
Please find more information on this initiative [here](#).

Follow Erasmus+ on social media and share your views using the hashtag **#EITA2021**.

Details: https://www.eacea.ec.europa.eu/news-events/news/european-innovative-teaching-award-2021-09-13_en

Join #Erasmus Days 2021 this October and celebrate your Erasmus+ experience

Publication date: 29 July 2021



Share your experience as an Erasmus+ beneficiary at events and initiatives across the world!

Erasmus+ is all about its participants and their stories. From 14-16 October 2021, past, present and future beneficiaries will have the chance to celebrate the EU's flagship programme and share their experience at events and initiatives organised across the world.

Getting involved

Institutions, organisations and individuals who have benefitted from Erasmus+ funding can organise events and share their project results. If you are an Erasmus+ beneficiary who currently receives or has received Erasmus+ funding, get in contact with the [National Agencies](#) managing the Erasmus+ programme in your respective home country to find out how you can take part.

Visit the [Erasmus Days website](#) and find out how to register your event!

See the full announcement on the [European Commission's Erasmus+ website](#).

Information from: https://www.eacea.ec.europa.eu/news-events/news/join-erasmusdays-2021-october-and-celebrate-your-erasmus-experience-2021-07-29_en

ARTICLES from journals, newspaper, magazines

GERMANY - DAAD funds digital collaboration for 'blended mobility'

Author: Michael Gardner

25 August, 2021

The German Academic Exchange Service (DAAD) is funding 60 new projects in its International Virtual Academic Collaboration (IVAC) programme. Funding is being provided by the Federal Ministry of Education and Research (BMBF).

The COVID-19 pandemic is a huge challenge for international academic cooperation, especially with regard to stays of students and academics abroad. With the IVAC programme, DAAD is supporting individual teachers and students as well as universities in intensifying international collaborative schemes and worldwide mobility in higher education with digital means.

IVAC support ranges from developing innovative collaboration formats to developing digital skills among higher education staff and students and using cross-institutional digitalisation processes in studying, teaching or mobility.

"Blended learning with its various online and offline teaching elements becomes 'blended mobility' when digitally aided instruction is augmented by collaborative components in an international context," DAAD explains.

The organisation aims for "entirely new teaching and learning arrangements which are student-focused and collaboration-based, unimpeded by geographic or time restrictions. Research orientation and project work are examples of didactic approaches which can provide structure to virtual exchange scenarios and cultivate a network between instructors and students."

The first call for applications, in 2020, already resulted in 61 cross-border digital collaborative projects. The second call, which ended in May, has enabled a further 60 projects to be launched. The new projects cover a wide range of contents.

Evangelische Hochschule Dresden in Saxony is to run an interdisciplinary, collaborative project with partner universities in Finland and Austria on "(In)Visible Women in Social Sciences and Social Work" focusing on topics relating to the UN Sustainable Development Goals on 'Quality Education' and 'Gender Equality'. Here, teams of students compile educational comics in digital collaboration formats which are then provided to the public as teaching material.

RWTH Aachen University is to cooperate with the Polytechnic University of Milan in Italy in the field of water and energy management, the focus here being on virtual co-teaching and co-learning. Students will work together as digital avatars in semester projects.

Projects in the first round of funding included "Digital Teaching in Atmospheric Science and Nanotechnology", run by Mexico's Universidad Nacional Autónoma de Mexico (UNAM) and Germany's University of Bremen.

A further project between the University of Düsseldorf in Germany, the University of Pretoria in South Africa and Kyung Hee University with campuses in Seoul and Suwon in South Korea focused on “International Cross-site Teaching”.

To contact Michael Gardner, e-mail michael.gardner@uw-news.com.

Information from: <https://www.universityworldnews.com/post.php?story=20210825145750294>

UNITED KINGDOM - COVID quarantine rules to delay or deter foreign students

Author: Brendan O’Malley

10 September, 2021

Up to a third of international students would delay coming to the United Kingdom to study and more than one in 10 would cancel coming to the UK to study if their country is put on a red travel list, which would require them to quarantine in a hotel, according to a new survey.

The research from Quacquarelli Symonds or QS, the think tank and provider of QS World University Rankings, comes as international and domestic students prepare for the start of the new academic year and investigates the COVID impacts that are either facilitating or hampering the efforts of international students as they return to studying.

These impacts include the UK government’s system of placing countries on red, amber and green travel lists, according to the perceived risk of incoming travellers spreading the coronavirus, and the rules for quarantining and isolation that go with them.

Under current rules, international students whose home countries are moved to the UK’s red travel list would have to quarantine for 10 full days in a managed quarantine hotel.

The research found that nearly three quarters (75%) of prospective international students are worried about their home country’s status on the travel lists impacting their ability to study in the UK. Over half (53%) of students surveyed identified the cost of isolating in a hotel as their biggest concern if their home country was added to the red list.

A third (33%) of prospective international students would delay their travel plans if their home country was placed on the red list until it was removed, while 13% of those surveyed said that if this were to happen, they would cancel their plans to study in the UK altogether.

Nearly two-thirds (65%) of prospective international students thought that students from red list countries should be able to self-isolate in university halls rather than hotels. Just under a half (46%) of prospective international students would want government support to allow international students to isolate in university halls rather than hotels.

The findings come from an August survey of 2,516 prospective international students considering studying in the UK, released on 6 September.

Of the students surveyed, 10% were from Nigeria, while 25% were from India, two countries that have been identified as priority destinations in the government’s International Education Strategy and both of which are currently on the UK’s amber list.

Paul Raybould, director of marketing at QS, said the report shows that the sector and the UK government must continue to work together to ensure that international students are well informed about the latest travel restrictions.

“Our research highlights that international students would prefer to isolate in halls of residence if their home country is added to the UK red travel list, citing financial concerns regarding the cost of hotels. “It is therefore vital that the sector and government remain responsive to these concerns to ensure the UK remains accessible and attractive to prospective international students from red list countries,” he said.

Further pressure

The findings come amid further pressure on the government and universities to reduce obstacles and disincentives to international students studying in the UK.

International student numbers at UK universities have been hit by the uncertainty caused by COVID-19 and changes to the tuition fee structure for European Union students after Brexit, with **EU student acceptances** to undergraduate degree courses 56% lower in early August 2021 than at the same time last year.

Over the longer term, universities have been battling the negative influence of the government’s approach since 2013 of trying to create a hostile environment for migration, which the current prime minister, Boris Johnson, has begun to reverse for international students.

The stakes for universities were underlined in a new report, *The Costs and Benefits of International Higher Education Students to the UK Economy*, published by the Higher Education Policy Institute (HEPI) and Universities UK International this week, with research from London Economics. It reveals that hosting international students is making every part of the UK financially better off on average by £390 (US\$541) per person, adding £28.8 billion (US\$40 billion) to the economy each year.

This significantly outweighs the costs of international students, including their use of public services, which are put at £2.9 billion.

The net economic benefit of £25.9 billion is spread across every part of the UK.

For example, the contribution to the UK economy of international students in the 2018-19 intake resident in Sheffield Central is £290 million. Other notable results include Nottingham South (£261 million); Holborn and St Pancras (£243 million); Newcastle upon Tyne East (£240 million); East Ham (£217 million); Cambridge (£214 million); Cardiff Central (£181 million); and Glasgow Central (£171 million). Launching the report, Universities UK International and HEPI have called for more to be done to promote the UK as a welcoming, diverse and accessible study destination. This could include ensuring the success of the new Graduate Route, reducing the financial barriers for international students by creating more diverse funding opportunities, and supporting the improvement of English language ability. Nick Hillman, director of HEPI, said: “This report confirms higher education is one of the UK’s greatest export earners.”

He said the policy environment for international recruitment is, in many respects, more conducive than it was, with the government gradually becoming more positive about international students. “But the current halving in the number of EU students confirms future success cannot be taken for granted.”

Vivienne Stern, director of Universities UK International, said: “While there has been a growing realisation

of the tremendous social and cultural benefits of international students, this study provides a stark reminder of their financial importance to communities across the UK, economic recovery and the levelling up agenda.

“We now need fresh ideas and stronger momentum to achieve the UK government’s international education strategy target of attracting at least 600,000 international students every year by 2030 and the good this will bring to everyone.”

Dr Gavan Conlon, partner at London Economics, said: “After Brexit and the pandemic, the long-term challenges facing the UK economy have never been greater. Built on a world-class higher education sector, international students represent a huge growth opportunity to the UK economy. Every effort should be made by the UK government to further develop this crucial export market.”

Information from: <https://www.universityworldnews.com/post.php?story=20210910141029864>

EUROPE - Universities work hard to green themselves and society – EUA

Author: Karen MacGregor

18 September, 2021

Universities in Europe have called for enhanced funding, more exchanges and peer learning in order to realise their full potential to contribute to environmental sustainability. The call comes from the first ever survey of greening in higher education in Europe, conducted by the European University Association (EUA) and involving nearly 400 universities.



The **report** on the survey, titled *Greening in European Higher Education Institutions*, was launched on 16 September 2021. It found that environmental sustainability and greening are being tackled by the vast majority of European universities as part of their institutional values, with activities often framed by the United Nations Sustainable Development Goals (SDGs).

“The findings prove that many higher education institutions are working to green their own footprint and to contribute to society by working with a wide range of partners, from local communities to global university networks and industry,” said Michael Gaebel, EUA director of higher education policy and report co-author with Henriette Stöber and Alison Morrisroe.

The survey gathered evidence of institutions’ diverse activities on and approaches to greening. It collected good practices, identified opportunities and challenges, and explored the scope for collective action and policy advocacy. Interestingly, a third of universities reported greater awareness of environmental issues due to the COVID-19 crisis.

“Higher education institutions are central to the green transition and to creating more sustainable societies,” said Amanda Crowfoot, secretary general of the EUA, which represents more than 800 universities and rectors’ conferences in 48 European countries.

“They address sustainability through research and education and are active in forward-thinking activities aimed at reaching the objectives of the United Nations’ 2030 Agenda and the European Union’s Green Deal.”

The survey’s online questionnaire was open to institutions in the European Higher Education Area and

European Union partner countries in the Eastern and Southern Neighbourhood from 15 March to 9 April 2021. 'Greening' was defined as increasing awareness and taking concrete action towards a green, environmentally friendly and resource-efficient university.

There were 372 higher education institutions that participated, 305 of which had greening measures and initiatives and were considered for the evaluation, says the report. France, Spain, Austria, Kazakhstan, Romania and Italy had the largest response rates. Most feedback was from comprehensive, multidisciplinary universities (57).

Measures and activities

There are multiple factors that drive engagement in greening, write Gaebel, Stöber and Morrisroe. These range from 96% for 'institutional values' to 61% for 'international funding' and 73% for 'system-level benchmarking and indicators'.

An impressive 64% of institutions have greening activities in place across the institution, and at 18% measures are driven by departments or faculties. A further 14% are considering such measures in the future.

"Higher education institutions are addressing greening and, more broadly, sustainability through a large range of diverse measures and activities," says the report. While some universities provide activities only, others back them up with policies and regulations.

Mobility and commuting are addressed at almost all institutions through different initiatives.

"For most answer options, 80% to 90% of institutions have measures in place."

There is high interest in greening in teaching and learning. "Around 80% of institutions consider greening in extra-curricular activities (94%), in study programmes (79% bachelor and 82% masters), in dedicated elective modules (84%), and in curriculum reform (86%)."

About 70% of institutions have greening measures and activities in research and innovation, for example through living labs (74%), to foster green use of shared research infrastructures (74%), and by providing incentives or funding for research on greening (73%).

The vast majority of institutions do at least some greening activities via recycling and waste management (93%), sustainable construction and renovation (90%) and use of resources (92%), says the report.

More than half have comprehensive policies and processes in place in these areas. "Likewise, almost all institutions have measures in place to physically green the campus (92%), either as part of a comprehensive approach, or at least with some activities."

Engagement and networks

Greening appears to invite collaboration and partnership, the survey found. "Most institutions engage with partner institutions (88%) and student groups and organisations (88%), and close to half even have a comprehensive policy or process in place for these activities."

Further, write Gaebel, Stöber and Morrisroe: "Institutions are highly engaged in their local communities (86%), with employers and enterprises (83%) and NGOs (80%), and they frequently contribute to policy initiatives (87%) in the field of greening.

“A third or more even have concrete policies and processes in place for contributing to local policy initiatives or debates and overall community engagement and outreach activities on greening, and cooperation with industry.”

Less than a quarter of universities were not involved in any network. Participation in thematic networks on greening, at the national and international level, are fairly common and are “an important strategy to enable and enhance the institutions’ work on greening”.

Rectors’ conferences and university associations, including the EUA, were frequently mentioned as actors on greening and environmental sustainability, and as facilitators for inter-institutional exchange and collaboration.

A total of 83 networks were mentioned, dedicated to environmental sustainability or to specific issues such as green energy or water management. Of these, 35 networks focus on higher education’s contribution to environmental sustainability, targeting universities but also often involving other actors.

These networks cover activities such as exchange and coordination between institutions, best practice sharing, data gathering, and the development and implementation of environmental policies and processes at the institutional level, the report continues.

“Frequently addressed topics are new degrees and courses, community engagement, the reduction of the carbon footprint or emissions on campus, waste reduction, energy consumption reduction, plastic use reduction and green mobility modes. Some networks also offer evaluation or review processes of the institutions’ greening measures and performance.”

Policies and strategies

Greening is often considered in institutions’ strategies: 61% address it either through their overall strategy or through a dedicated one, and 25% have plans for such.

The survey found that most universities relate their strategies to the SDGs, and about a third also to national policies and initiatives. European policies and initiatives seem to be of limited importance (17%), although the European Green Deal has sparked considerable interest

Governance and steering approaches for greening vary, but half of institutions indicated that leadership plays an important role, “underlining that greening and related activities are fairly acknowledged and mainstreamed”, the report says.

More than a third of institutions have a specific portfolio in the leadership team, a dedicated committee and central offices or teams in place. “Usually, two or even more of these approaches complement each other, and only 8% of institutions indicate that they have no concrete governance or steering approach.”

When asked about examples of system-level policies that drive institutions’ greening activities, the French environmental protection law appeared as the only national policy dedicated explicitly to the greening of the higher education sector. Institutions from other countries referenced general national policies and laws for environmental protection.

Benefits and challenges

Institutions have observed various benefits stemming from greening activities, says the report. “For most institutions, these benefits are already recognisable, but not yet to the fullest extent, and expectations for future impact are high.”

“For instance, about two thirds of institutions have observed an improved quality of campus life, an improvement of their institutional reputation by leading through example, increased research on the topic, a positive impact on the institution’s partnerships and the surrounding community, and heightened awareness among staff and students.”

Institutions described a range of challenges to greening and environmental sustainability. Lack of funding was a challenge for around half of universities, while a third mentioned lack of staff engagement, coordination of activities and strategic support.

To overcome challenges, “institutions refer to additional funding from the national and European levels to realise greening measures, but also to peer-learning and more engagement with actors across the institution and exchange with other institutions,” the report says.

“A third state that a European initiative on greening in higher education would be helpful to support such activities.”

Information from: <https://www.universityworldnews.com/post.php?story=20210917132832232>

NEWS FROM THE WORLD

World Engineering Education Forum 2021

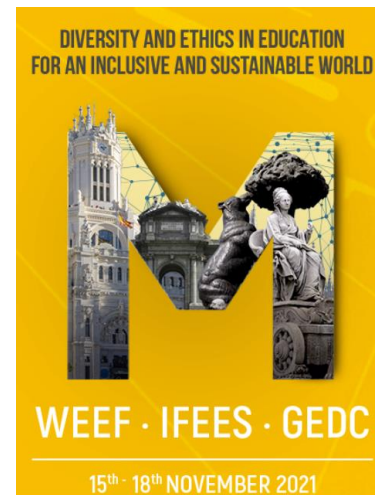
15 - 18 November, 2021

Madrid, Spain

The 2021 WEEF/GEDC will be held in Madrid, Spain, from 15th -18th November 2021. Themed “*Diversity and Ethics in Education for an Inclusive and Sustainable World*” will have joint actions from IFEEES and GEDC as hosts to have this new edition of the WEEF (World Engineering Education Forum) integrating Academia, Industry, Social Institutions, Associations and Students. All together during four days in Madrid following a hybrid model (face-to-face and online models) allowing each participant to follow the best way to interact depending on their own conditions and possibilities.

The organizers are preparing the best conference environment to allow close contact between all attendees as well as allowing time for meetings (public and private ones), round tables, workshops, keynotes and invited speakers, social Awards presentations, culture programs, industry panels and sponsor exhibits. All paper publication, presentations and activities of the conference will be in English.

More information: <https://weefgedc2021.org/>



3rd International Conference on Geotechnical Engineering

06 - 07 December, 2021

Colombo, Sri Lanka

The Sri Lankan Geotechnical Society (SLGS) is pleased to announce its 3rd International Conference on Geotechnical Engineering (ICGE – Colombo -2020) to be held on 6-7 December 2021 in Colombo.

ICGE – Colombo brings together the world community of engineers and scientists in every branch of geotechnical engineering. The conference will serve as a forum for reviewing the current state of the art and discuss future directions and exciting developments.

ICGE - Colombo - 2020 staged in hybrid mode

The 3rd International Conference in Geotechnical Engineering which was postponed due to COVID-19 pandemic situation will be staged in hybrid format (both online and face-to-face) on 6 and 7th December 2021 in Colombo, Sri Lanka.

The conference will feature 5 keynote speeches by eminent international experts in the areas of Piled Foundations, Ground Improvement, Slope Stabilization, Deep excavations and Tunnelling and Geo Environmental Engineering.

Themes

- Site Investigation
- Earthquake Engineering
- Landslides & Slope Stability
- Transportation Geotechnics
- Offshore & Harbor Geotechnics
- Environmental Geotechnics
- Ground Subsidence
- Problematic Soils
- Ground Improvement
- Analytical & Numerical Modelling
- Foundations
- Tunnelling & Deep Excavations
- Geosynthetics
- Engineering Geology & Rock Engineering
- Instrumentation & Monitoring
- Energy Geotechnics
- Case Histories

More information: <http://icgecolombo.org/2020/index.php>

ICCEETL 2021: 15. International Conference on Civil Engineering Education, Teaching and Learning

09-10 December, 2021

London, United Kingdom



The International Research Conference Aims and Objectives

The International Research Conference is a federated organization dedicated to bringing together a significant number of diverse scholarly events for presentation within the conference program. Events

will run over a span of time during the conference depending on the number and length of the presentations. With its high quality, it provides an exceptional value for students, academics and industry researchers.

International Conference on Civil Engineering Education, Teaching and Learning aims to bring together leading academic scientists, researchers and research scholars to exchange and share their experiences and research results on all aspects of Civil Engineering Education, Teaching and Learning. It also provides a premier interdisciplinary platform for researchers, practitioners and educators to present and discuss the most recent innovations, trends, and concerns as well as practical challenges encountered and solutions adopted in the fields of Civil Engineering Education, Teaching and Learning

Call for Contributions

Prospective authors are kindly encouraged to contribute to and help shape the conference through submissions of their research abstracts, papers and e-posters. Also, high quality research contributions describing original and unpublished results of conceptual, constructive, empirical, experimental, or theoretical work in all areas of Civil Engineering Education, Teaching and Learning are cordially invited for presentation at the conference. The conference solicits contributions of abstracts, papers and e-posters that address themes and topics of the conference, including figures, tables and references of novel research materials.

Special Journal Issues

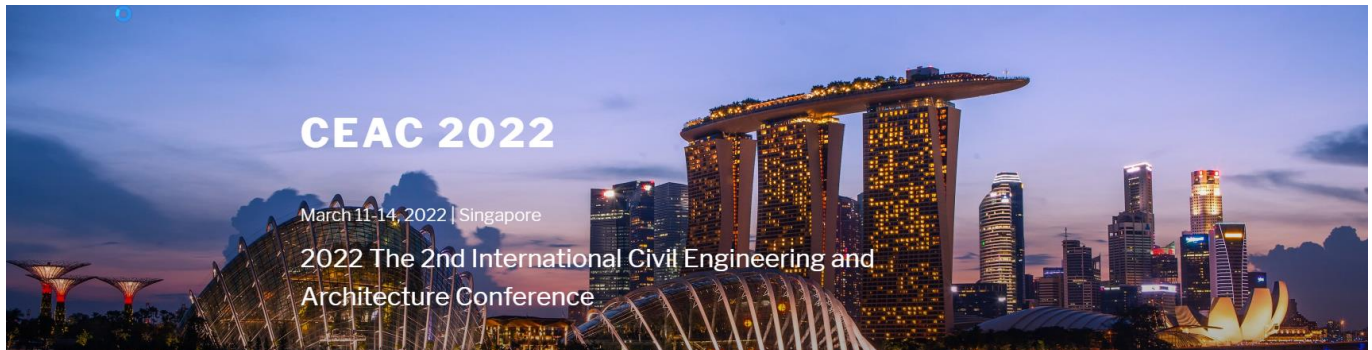
15. International Conference on Civil Engineering Education, Teaching and Learning has teamed up with the Special Journal Issue on [Civil Engineering Education, Teaching and Learning](#). A number of selected high-impact full text papers will also be considered for the special journal issues. All submitted papers will have the opportunity to be considered for this Special Journal Issue. The paper selection will be carried out during the peer review process as well as at the conference presentation stage. Submitted papers must not be under consideration by any other journal or publication. The final decision for paper selection will be made based on peer review reports by the Guest Editors and the Editor-in-Chief jointly. Selected full-text papers will be published online free of charge.

Important dates:

- Abstracts/Full-Text Paper Submission Deadline September 30, 2021
- Notification of Acceptance/Rejection October 14, 2021
- Final Paper (Camera Ready) Submission & Early Bird Registration Deadline November 11, 2022
- Conference Dates December 09-10, 2021

More information: <https://waset.org/civil-engineering-education-teaching-and-learning-conference-in-december-2021-in-london>

CEAC 2022 — The 2nd International Civil Engineering and Architecture Conference
11 - 14 March 2022
Singapore, Singapore



The 2nd International Civil Engineering and Architecture Conference (CEAC 2022) will take place on March 11-14, 2022 in Singapore at Shaw Foundation Alumni House, National University of Singapore.

Architecture is closely related to Civil Engineering. Engineering is a creative discipline and there are natural synergies with architecture and many civil engineers work closely with architects during their careers.

CEAC is for broad logical discourse, both intra-and interdisciplinary, among Universities, Colleges, Academicians and Department personnel through an assortment of Distinguished addresses, Plenary sessions, Workshops, Symposiums, Oral and Poster introductions, Virtual/Video presentations and Webinars.

Scope and Topics

CEAC 2022 is the premier forum for the presentation of new advances and research results in the fields of theoretical, experimental, and practical civil engineering and architecture. The conference will bring together leading researchers, engineers and architects in the domain of interest from around the world.

Topics of interest for submission include, but are not limited to:

Civil Engineering

- Building Structure
- Bridge Engineering
- Structural Engineering
- Coastal Engineering
- Geological Engineering
- Geotechnical Engineering
- Hydraulic Engineering
- Surveying Engineering
- Seismic Engineering
- Harbor Engineering
- Transportation Engineering

Architecture

- History and Theories of Architecture
- Traditional Construction Materials
- Architectural Design and Theories
- Advanced Construction Materials
- Architecture and Building Materials
- Art Design and Landscape Architecture
- Building Technology Science
- Architectural Environment and Equipment Engineering
- Green Building Materials

- Water Supply and Drainage Engineering
- Road and Railway Engineering
- Engineering Management
- Heating, Gas Supply, Ventilation and Air
- Carrier Operation Engineering
- Concrete Structures
- Disaster Prevention and Mitigation
- Environment-Friendly Construction and Development
- Material Quality and Control
- Safety and Monitoring
- Monitoring and Control of Structures
- Reliability and Durability of Structures
- Construction Technology
- Computer Simulation and CAD/CAE
- Computational Mechanics
- Structural Analysis and Design
- Sanitary and Ground Water Engineering
- Ecological Architecture
- Computers in Architecture
- Sustainable Architecture

Important Dates:

- **November 1, 2021:** Submission Deadline
✓ Abstract, Research Paper, Case Study, Work in Progress and Report
- **November 25, 2021:** Notification Date
✓ Notification of Abstract and full paper Acceptance / Rejection
- **December 10, 2021:** Registration Deadline
✓ Registration ends and camera-ready copies
- **March 11-14, 2022:** Conference Date

Attendants, whom don't have submission, can register directly via this link: <http://confsys.iconf.org/register/ceac2022>

More information: <http://www.ceac.net/index.html>

2nd International Conference on Energy Geotechnics

10-13 April, 2022

La Jolla, California, USA



The 2nd ICEGT will be held on April 10-13, 2022 under the auspices of Technical Committee 308 on Energy Geotechnics of the International Society for Soil Mechanics and Geotechnical Engineering (ISSMGE).

CONFERENCE OVERVIEW

With ever increasing energy demand and related climate change implications, the development of sustainable energy systems based on integrated schemes of energy production, transport, transfer, and storage is an important challenge to society. The broad and emerging area of Energy Geotechnics has the potential to address this challenge from multiple perspectives. Energy Geotechnics integrates concepts from geotechnical engineering and geomechanics with cross-disciplinary collaborations with geology, hydrology, geophysics, geochemistry, petroleum engineering, and energy policy.

Building upon the 1st International Conference on Energy Geotechnics held in Kiel, Germany, this conference will provide a platform for interaction, communication, and technology transfer for academic

and non-academic parties, including researchers and practitioners, in the broad areas within Energy Geotechnics. The conference will include the 1st ISSMGE Energy Geotechnics Honour Lecture, keynote addresses, technical sessions following the conference themes, and minisymposia organized by TC308 Committee Task Force leaders.

The San Diego area offers various research institutions, government organizations, and companies in the Energy Geotechnics field and is an excellent location for international research exchange. It is a very convenient place to travel with favorable weather.

CONFERENCE THEMES

- Energy Geo-Storage & Geo-structures
- Urban Planning for Energy Geo-Systems
- Numerical Methods in Energy Geotechnics
- Experimental Studies in Energy Geotechnics
- THMC Behavior of Geomaterials
- Unsaturated Soil Mechanics in Energy Geotechnics

- Geoenvironmental Aspects of Energy Geotechnics
- Geochemistry in Energy Geotechnics
- Material Design in Energy Geotechnics
- Geosynthetics in Energy Applications
- Carbon Sequestration
- Gas Hydrate Sediments
- Shallow & Deep Subsurface Geothermal Systems
- Natural & Hydraulic Fractured Reservoirs
- Enhanced Oil Recovery
- Nuclear Waste Repository Design and Evaluation
- Geotechnical Challenges for Energy Infrastructure
- Oil Sediments / Tailings
- Intersections between Geology, Hydrology, Geophysics, and Energy Geotechnics
- Energy Policy Issues in Energy Geotechnics

Keynote Presentations

- Tim Kneafsey: Enhanced Geothermal Systems
- Rick Chalaturnyk: Unconventional Resource Geomechanics
- Lyesse Laloui: Field Monitoring and Simulations of Nuclear Waste Barrier Systems
- Antonio Gens: Towards Higher Temperatures in Nuclear Waste Repositories
- Alessandro Rotta Loria: Bright Spark Lecture in Energy Geotechnics

Conference Program

- Sunday April 10, 2022 (18:00): Icebreaker Event at the UCSD Department of Structural Engineering
- Monday April 11, 2022 (8:00-17:00): Keynotes and parallel sessions at Qualcomm Auditorium in Atkinson Hall
- Monday April 11, 2022 (18:30): Optional microbrewery visit
- Tuesday April 12, 2022 (8:00-17:00): Keynotes and parallel sessions at Qualcomm Auditorium in Atkinson Hall
- Tuesday April 12, 2022 (18:30): Conference dinner on the beach in La Jolla
- Wednesday April 13, 2022 (8:00-17:00): Keynotes and parallel sessions at Qualcomm Auditorium in Atkinson Hall

More information: <https://icegt-2020.eng.ucsd.edu/home>

CALENDAR

Date	Event	Place
06-08.10.2021	#ASCE Convention 2021	Virtual



<https://convention.asce.org/>

12- 15.10.2021	46th Annual Conference on Deep Foundations	Las Vegas, NEVADA
----------------	--	----------------------



<http://www.dfi.org/dfieventlp.asp?13415>

12.11.2021	First Joint Conference of EUCEET and AECEF <i>“The role of education for Civil Engineers in the implementation of the SDGs”</i>	Thessaloniki, GREECE
------------	--	-------------------------



<https://websites.auth.gr/euceetaecef2021/>

Date	Event	Place
12.11.2021	The 14 th General Assembly of the EUCEET Association	Thessaloniki, GREECE



<http://www.euceet.eu/events/euceet.php?id=8>

18-19.11.2021	3 rd Asian Conference on Physical Modelling in Geotechnics (Asiafuge)	NUS UTown Campus, SINGAPORE
---------------	--	-----------------------------------



<https://www.asiafuge-sg.com/>

13-16.02.2022	6 th International Conference on Grouting & Deep Mixing	New Orleans, LOUISIANA
---------------	--	---------------------------



<http://www.dfi.org/GROUT2022>

Date	Event	Place
29.04–01.05.2022	7th International Young Geotechnical Engineers Conference	Sydney, Australia



<https://icsmge2022.org/7iygec/index.php>

01–06.05.2022	20th International Conference on Soil Mechanics and Geotechnical Engineering (ICSMGE 2022)	Sydney, Australia
---------------	---	-------------------



<https://icsmge2022.org/>

19-24.06.2022	Third European Conference on Earthquake Engineering and Seismology (3ECEES)	Bucharest, ROMANIA
---------------	--	--------------------



<https://3eceeds.ro/conference/>

Date	Event	Place
11-15.07.2022	11th International Conference on Bridge Maintenance, Safety and Management - IABMAS 2022 - IABMAS 2022	Barcelona, SPAIN



<https://congress.cimne.com/IABMAS2022/frontal/default.asp>

22-24.08.2022	GMINFRA2022 — Global Meet on Infrastructure and Construction	Paris, FRANCE
---------------	--	---------------



<https://primemeetings.org/2022/infrastructure-construction>

28-31.08.2022	4 th International Symposium on Frontiers in Offshore Geotechnics	Austin, TEXAS
---------------	--	---------------



<https://www.isfog2020.org/>