



EUCEET Association

NEWSLETTER 4/2013

In this issue

2 nd EUCEET Association Conference	2
---	---

OTHER NEWS FROM THE EUCEET ASSOCIATION

EUCEET Association signed Cooperation Agreements with Moscow State University of Civil Engineering (MGSU) and with International Association of Educational Civil Engineering Institutions (AECEI)	5
New member of the EUCEET Association	7
Prof. Nicoleta Radulescu (TUCEB) designated as Board member of ISSMGE	8

FROM WORKING GROUPS	8
---------------------------	---

FROM MEMBERS

École Spéciale des Travaux Publics, du Bâtiment et de l'Industrie, FR	12
Aalto University, FI	13
Tomsk State University of Architecture and Building (TSAUB), RU	13

FROM PARTNERS	15
---------------------	----

FROM THE EUROPEAN UNION	15
-------------------------------	----

NEWS FROM EUROPE	19
------------------------	----

NEWS FROM THE REST OF THE WORLD	24
---------------------------------------	----

CALENDAR	25
----------------	----

2nd EUCEET Association Conference



Brief report about the Conference

The 2nd EUCEET Association Conference took place in Moscow, at the Moscow State University of Civil Engineering (MGSU), on 14-15 October 2013.

In the opening session of the Conference, welcome addresses were pronounced by Prof. Valery Telitchenko (Rector MGSU), Prof. Diego Lo Presti (EUCEET Association President), Prof. Pavel Akimov (Vice-Rector MGSU), Prof. Iacint Manoliu (EUCEET Association General Secretary), Vladimir Travush (Vice-President, the Russian Academy of Architecture & Construction Sciences) and Grigoriy K. Veretelnikov, (First Vice-President of All-Russian Interbranch Association of Employers "Builders of Russia Union").

The session 1 *"Understanding what industry needs"* was chaired by Prof. Iacint Manoliu and Prof. Pavel Akimov. The key-note lecture *"Civil Engineering Education in the Russian Federation"* by Prof. Valery Telichenko, as well as 7 other papers, were presented.

The session 2 *"The Formation of Conception and Practically Oriented Civil Engineers in Europe"* was chaired by Prof. Laurie Boswell (City University London) and Prof. Valeriya A. Pshenichkina (Volgograd State University of Construction and Architecture, Russia). The key-note lecture *"Inclusive Civil Engineering Curricula"*, by Prof. Jean Berlamont (University of Leuven), as well as 5 other papers were presented.

The session 3 *"Education of Future Engineering Leaders"* was chaired by Prof. Jose Turmo (Polytechnic University of Catalonia, Barcelona) and Vladimir Alekhin (Institute of Civil Engineering of Ural Federal University, Ekaterinburg). The key-note lecture *"Civil engineering education – place and role in the European Higher Education Area"*, by Prof. Iacint Manoliu (Technical University of Civil Engineering Bucharest), as well as other 4 papers were presented.

The session 4 *"Debate on Technical and Non-Technical Content of Degree Programs"*, was chaired by Prof. Jean Berlamont (University of Leuven) and by Prof. Vladimir Vagin (Rostov State University of Civil Engineering, Rostov on Don). 7 papers were presented.

In the four sessions of the Conference were presented 23 papers, among which 13 papers with authors form Russian Federation.

At the closing session of the Conference spoke Prof. Valery Telichenko and Prof. Diego Lo Presti.

After the closing of the conference took place a ceremony for signing of two Cooperation Agreements between EUCEET Association and MGSU and EUCEET Association and AECEI, on which information will follow in this Newsletter.

A very interesting addition to the Conference was provided by the host university (MGSU) by the organization of a visit of the Museum and several of research & education centres and laboratories of the University.

The Conference was attended by more than 50 participants coming from 12 countries: Belgium, France, Germany, Hungary, Italy, Poland, Romania, Russia, Slovakia, Spain, United Kingdom and Ukraine.

The Proceedings of the Conference comprise 170 pages.

The full programme of the Conference can be found on the site of the EUCEET Association.

Photos from the 2nd EUCEET Association Conference



Photo taken in the modern hall which hosted the sessions of the Conference



Prof. Valery Telichenko, Rector of Moscow State University of Civil Engineering, addressing the audience in the opening session



Participants at the Conference after the closing sessions

OTHER NEWS FROM THE EUCEET ASSOCIATION

EUCEET Association signed Cooperation Agreements with Moscow State University of Civil Engineering (MGSU) and with International Association of Educational Civil Engineering Institutions (AECEI)

National Research University Moscow State University of Civil Engineering (MGSU) is the flagship of the construction science and professional education. It is an advanced center for research and education implementing the most advanced innovative technologies education and control of lifecycles of the safe, ecological power efficient and comfortable environment.

The University chairs the Association for Education and Methodology in Civil Engineering, as well as the International Association of Institutions of Higher Education in Civil Engineering uniting 142 institutions of higher education in Russia and CIS countries.

The University comprises 8 Institutes, 60 departments, carrying out the training of specialists in a large number of specialties and specializations. More than 18 000 students study at MGSU.

MGSU has 6 branches in the Moscow region and one branch in the Samara region, 3 offices in the Tyumenskaya, Smolenskaya and Tulskeya regions, and one office in the Republic of Bashkortostan and Stavropol Krai.

MGSU is a member of various international organizations, including the European Association of Civil Engineering Universities and Faculties (AECEF), the European Civil Engineering Education and Training Association (EUCEET Association), the European Association of Engineering Universities (SEFI), the American Society of Civil Engineers (ASCE), the International Society for Computing in Civil and Building Engineering (ISCCBE).

Association of Educational Civil Engineering Institutions (AECEI) which includes more than 150 higher educational institutions is focused on a harmonious combination of the centralized and regional activity principles. There are 22 regional offices: 12 in the Russian Federation and 10 in countries belonging to the Commonwealth Independent States – CIS (Azerbaijan, Armenia, Belarus, Kazakhstan, Kyrgyzstan, Moldova (Transnistria), Tajikistan, Turkmenistan, Uzbekistan, Ukraine). The Regional offices group leading architectural and construction higher education institutions.

The Association structure includes a Secretariat, an Educational and methodical Council for the qualification of bachelors, masters and specialists in the "*Construction*" direction, an Educational and methodical Council for development of additional professional education, a Council of vice rectors for scientific work, an Educational and methodical Council for information systems and technologies in the construction field and also the educational and methodical commissions and scientific and methodical councils (collegiate authorities, which include leading experts, teachers, scientists from various higher educational institutions of the countries of the CIS.

*

* *

In both agreements, various forms of cooperation have been proposed, such as:

- development and implementation of joint educational programs;
- lecturers and scientists exchange for the delivery of lectures, upgrading of qualification, arrangement of seminars and consultations;

- exchange of undergraduate and post-graduate students, doctoral students and young scientists for study, scientific training in areas of common interest;
- sharing of scientific and technical knowledge, documentation, literature and bibliographic database;
- realization of joint research programs and projects;
- preparation and publication of joint scientific and technical papers, reports and books, as a direct result of cooperation within the frame of the present Agreement.

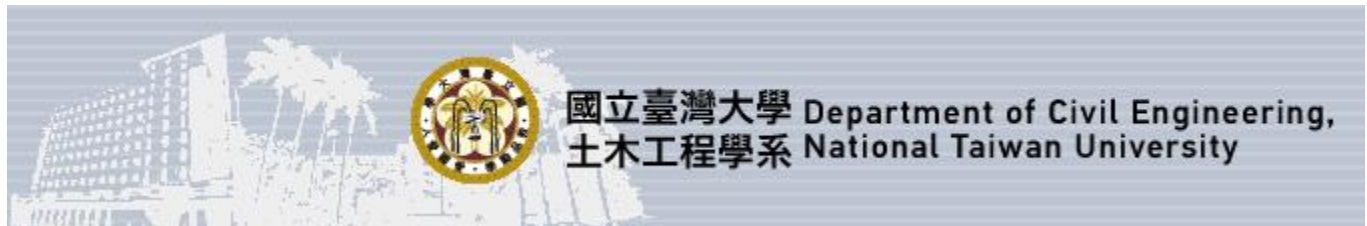


Prof. Diego Lo Presti, President of the EUCEET Association and Prof. Valery Telichenko, Rector of MGSU and President of the of International Association of Educational Civil Engineering Institutions, signed in a ceremony a cooperation agreement, wishing to develop and strengthen cooperation in areas of common interest: in culture, science and education, thus contributing to the integration of universities into the world scientific and educational space

➤ New member of the EUCET Association**National Taiwan University, Department of Civil Engineering**

Starting with October 2013, National Taiwan University, Department of Civil Engineering, became member of the EUCET Association.

http://www.ce.ntu.edu.tw/ce_eng/



Prof. Liang-Jenq Leu, Chairman of Department of Civil Engineering sent information about Department of Civil Engineering at National Taiwan University:

The Department of Civil Engineering at National Taiwan University offers civil engineering education as well as research opportunities for society and the nation. It is recognized as the largest and leading department among all civil engineering departments in Taiwan.

Currently, the Department has approximately 428 undergraduate students and 422 graduate students, of the latter about 35% being doctoral candidates. Most of the undergraduate students enter the Department through the nation's annual joint college entrance examination. In general, a student has to score in the top 15-20% of all examinees in order to be admitted to the Department. A small portion of the undergraduate students are overseas Chinese students who also have to pass a strict examination before entering the Department. While some undergraduate students go to work for industry, most students opt for advanced graduate studies after graduation. Students are entitled to direct admission to the Department's graduate program on the merit of outstanding academic achievement. Some students choose to study abroad; others, including those graduated from other universities, are admitted to the graduate program after passing an entrance examination. The Department also provides full-time as well as part-time graduate studies for qualified candidates from industry.

The Department presently has 41 professors, 9 associate professors, 4 assistant professors, and 16 adjunct professors. Research activities have grown steadily in recent years. Based on the last three years' statistics, the average annual research grant of the Department is about three million US dollars.

The Department's teaching and research activities can be categorized into four major areas, namely, geotechnical engineering, structural engineering, hydraulic engineering, and transportation engineering. Two newly developing areas are Computer-Aided Engineering and Construction Management. The Department has close cooperation with the Institute of Environmental Engineering, the Institute of Applied Mechanics and the Institute of Building and Planning, and several of their faculty members are joint professors of both Departments. In pursuing research activities, the Civil Engineering Department works closely with other research organizations, such as the Hydraulic Research Laboratory, the Center for Earthquake Engineering Research, Yen Tjing Ling Industrial Research Institute of National Taiwan University, the National Center for Research on Earthquake Engineering, National Center for High-Performance Computing, and Taiwan Construction Research Institute. Many major construction projects in this country have been joint research efforts by this Department and the aforementioned organizations.

➤ **Prof. Nicoleta Radulescu was designated as Board member of the International Society for Soil Mechanics and Geotechnical Engineering (ISSMGE)**

Professor Roger Frank, the new President of ISSMGE (International Society for Soil Mechanics and Geotechnical Engineering) announced with great satisfaction that he decided to appoint as a member of the ISSMGE Board Professor Nicoleta Radulescu (Technical University of Civil Engineering Bucharest).

Professor Nicoleta Radulescu is well known by the members of the EUCET Association. She was member of the Management Committee of the four Thematic Network Projects EUCET, between 1998 and 2010.

To understand the importance of this nomination, one has to remember that the ISSMGE Board is composed of 12 members: President, immediate Past-President, 6 Vice-Presidents for geographical areas, 3 appointed members and the General Secretary.

Besides the competence and experience in the international scene of Nicoleta Radulescu, her choice is meant to grow the women representation in the leading bodies of ISSMGE.



From our Working Groups

WORKING GROUP "BEST PRACTICE IN TEACHING, LEARNING AND ASSESSMENT"

Working Teams: "Observatories for Education-related activities within Civil Engineering disciplines", overworked and organized by Prof. Marina PANTAZIDOU; currently chaired by Dr. Piotr BERKOWSKI

The task of these working groups, which were established after the GA in Pisa, is to keep track of education-related activities within each civil engineering disciplines. As a first attempt, the following disciplines are considered (discipline names can be modified based on group member proposals): Construction management, Environmental, Geotechnical, Hydraulics, Structures and Transportation. The objectives of keeping track of education-related activities within a discipline are to create (1) a repository of sources and (2) a repository of educational material. Creating these two repositories involves activities such as those listed below.

(1) Create a repository of education sources organized by discipline

- Identify literature sources and become familiar with contents.
- Identify/keep track of international/regional conferences within a discipline, especially those with open contents.
- Identify/keep track of education conferences with discipline-specific sessions/papers, e.g. the annual conferences of the American Society of Engineering Education (ASEE).
- Search for/keep track of papers on educational topics within the discipline in civil engineering and education journals, e.g., ASCE, Journal of Professional Issues in Engineering Education and Practice, International Journal of Engineering Education, European Journal of Engineering Education.
- Keep track of recent and current educational initiatives of technical committees on education within the disciplines.

(2) Create a repository of peer-reviewed/peer-used educational material organized by discipline

- Report on educational material developed by others adopted in own teaching.
- Selectively report on peer-reviewed material identified in (1).

In other words, the working groups do not aim to produce self reports for activities undertaken by the members of EUCEET Association, but rather to highlight activities undertaken by others, which have the potential to be of general applicability and usefulness for the discipline.

The work plan for Working Teams, as it was revised in December 2013, is as follows:

Phase 1 Action: Identify sources

(January 2014 - April 2014)

Create a repository of sources organized by discipline.

1. Make a list of all the International/European/American Associations relevant to the discipline. If there exist other active national societies who provide full information in English, we add those as well. This **association list (A list)** will include full name, acronym – if relevant – and website.

[Example for Geotechnical Engineering: International Society for Soil Mechanics and Geotechnical Engineering (ISSMGE: <http://www.issmge.org/en/>), the Geo-Institute of the American Society of Civil Engineers (ASCE's Geo-Institute: <http://www.asce.org/geo/>), United States Universities Council on Geotechnical Engineering (USUCGE: <http://www.usucger.org/>)].

2. Check whether there is a standing committee, working group or task force on university education for this discipline. These are our **association sources (A sources)**. Other potential sources may include EU-funded projects on education topics within the discipline. Add to the list a) the name of committee, working group, EU-funded project etc., b) the name and e-mail of the chairperson of the committee and c) website (if available).

[Example for Geotechnical Engineering: ISSMGE has a committee on Geo-Engineering Education without a website, ASCE's Geo-Institute has only a committee on continuing education: we will still include the Geo-Institute in the A list, because at some point it may launch some initiative related to tertiary education].

3. Make a list (**L list**) of all the sources of literature (**L sources**) on the education of the discipline. These will be mostly scientific journals and conferences. Some of these sources will be relevant only to a specific discipline. In addition, we will also include sources that are common to the field of Civil Engineering, such as the ASCE Journal of Professional Issues in Engineering Education and Practice, the European Journal of Engineering Education (EJEE), the International Journal of Engineering Education (IJEE) and the annual conferences of the American Society of Engineering Education (ASEE), the proceedings of which are freely available on the internet and searchable with keywords (<http://www.asee.org/search/proceedings>). For the journals, the list will include titles and websites, for the conferences name, full reference of the proceedings and website (if available).

Phase 2 Action: Review source material

(May 2014 - July 2014)

Create a repository of peer-reviewed/peer-used educational material organized by discipline.

1. Having an idea of the sources, members volunteer to become familiar with the activities of the sources and any educational material available through the sources (e.g. a member may volunteer to search the contents of the ASEE conferences to find all the papers on topics within the discipline), either with information provided on the internet, or through e-mail contacts with chairpersons (keep track of contact attempts).

2. Selectively review available material (keep track of what is reviewed: e.g. "I read these 5-15 papers published in the ASEE proceedings and I found 1 useful) and prepare brief reports (1-2 paragraphs) on how this activity/material can be useful to an instructor within the discipline. The stronger reviews are those by reviewers who will adopt the reviewed material themselves – these are the reviews we are mostly interested in (focus of Phase 3).

Phase 3 Action: Identify areas of focus

(August-October 2014)

Evaluate the results of Phases 1 and 2 and consideration continuation of the work in a targeted manner.

WORKING GROUP "CURRICULUM DEVELOPMENT"

Prof. Linas Juknevičius, the Chairman of the WG sent the activity plan for 2014, as follows:

1. Start the collection of materials by distributing the questionnaire or by preparing the special form in the EUCEET web site. This action could be done in Q1, 2014.
 2. Aggregate/ analyze all received information and prepare it for publishing in the EUCEET web site. This action could be done in Q2, 2014.
 3. Depending on the analysis results, working group could draw some outlines for possible new partnerships/ international projects/ joint programs between particular EUCEET members having similar curriculum development plans (or the idea for any relevant common EUCEET project). This action could be done in Q3 and Q4, 2014.
 4. Select the "good practice" examples and disseminate them via the EUCEET web site, newsletters or during relative events/meetings. This action could be done in Q3 and Q4, 2014.
-

WORKING GROUP "INTERNATIONAL

Prof. Vaclav Kuraz (Czech T.U. in Prague) elected as chairman of the Working Group at the 3rd GA in Barcelona in December 2010 sent on 15 October 2013 a letter to Prof. Diego Lo Presti, asking to be replaced from the leadership of the WG.

Prof. Tudor Bugnariu (Head of the Department of International Relations at Technical University of Civil Engineering Bucharest) became the new Chairman. He prepared the following material regarding the possible involvement of the EUCEET Association in various actions of the new programme Erasmus+:

The emergence of the new programme *Erasmus +*, which has many common purposes with the activities covered by the EUCEET Association, could be an opportunity for us in finding the way to act under this framework, in order to support and improve the European area of skills and qualifications in Civil Engineering, required by the labor market and a competitive economy. EUCEET Association can always be a partner coming with a rich experience concerning high education institution collaboration. The Association, through its specialized working groups, can assist the implementation of projects covered by the three key objectives of the *Erasmus+* programme as listed below:

Mobility of learners and staff: opportunities for students, trainees, young people and volunteers, as well as for professors, teachers, trainers, youth workers, staff of education institutions and civil society organisations to undertake a learning and/or professional experience in another country;

Joint Master Degrees: high-level integrated international study programmes delivered by consortia of higher education institutions that award full degree scholarships to the best master students worldwide;

Transnational **Strategic Partnerships** aimed to develop initiatives addressing one or more fields of education training and youth and promote innovation, exchange of experience and know-how between different types of organisations involved in education, training and youth or in other relevant fields. Certain mobility activities are supported in so far as they contribute to the objectives of the project;

Knowledge Alliances between higher education institutions and enterprises which aim to foster innovation, entrepreneurship, creativity, employability, knowledge exchange and/or multidisciplinary teaching and learning;

Sector Skills Alliances supporting the design and delivery of joint vocational training curricula, programmes and teaching and training methodologies, drawing on evidence of trends in a specific economic sector and skills needed in order to perform in one or more professional fields;

Capacity Building projects supporting cooperation with Partner Countries in the fields of higher education and youth. Capacity Building projects aim to support organisations/institutions and systems in their modernisation and internationalisation process. Certain mobility activities are supported in so far as they contribute to the objectives of the project;

IT support platforms, such as **eTwinning**, the **European Platform for Adult Learning (EPAL)** and the **European Youth Portal**, offering virtual collaboration spaces, databases of opportunities, communities of practices and other online services for teachers, trainers and practitioners in the field of school and adult education as well as for young people, volunteers and youth workers across Europe and beyond.

Knowledge in the fields of education, training and youth for evidence-based policy making and monitoring in the framework of Europe 2020, in particular:

- country-specific and thematic analysis, including through cooperation with academic networks;
- peer learning and peer reviews through the Open Methods of Coordination in education, training and youth;

Support to European policy tools to facilitate transparency and recognition of skills and qualifications, as well as the transfer of credits, to foster quality assurance, support validation of non-formal and informal learning, skills management and guidance. This Action also includes the support to networks that facilitate cross-European exchanges, the learning and working mobility of citizens as well as the development of flexible learning pathways between different fields of education, training and youth;

Cooperation with international organisations with highly recognised expertise and analytical capacity (such as the OECD and the Council of Europe), to strengthen the impact and added value of policies in the fields of education, training and youth;

Stakeholder dialogue, policy and Programme promotion with public authorities, providers and stakeholders in the fields of education, training and youth are necessary for raising awareness about Europe 2020, Education and Training 2020, the European Youth Strategy and other European sector-specific policy agendas, as well as the external dimension of EU education, training and youth policies. They are also essential to stimulate the effective exploitation of the Programme results and generate tangible impact.

FROM MEMBERS

École Spéciale des Travaux Publics, du Bâtiment et de l'Industrie, FR



Marie-Jo Goedert, Director of International Relations at ESTP, informed about the annual construction fair "Forum ETP".

Dear international partner,

As part of ESTP's close contacts to industry, its Student Union organizes each year a Fair where about 150 big or medium sized companies, mainly from the construction area, but also from other sectors (industrial eng., transportation,...), present their activities to about 4.000 visitors that consist mainly of students from the ESTP and other French institutions for Higher or Professional Education.

On Tuesday 7th January 2014, the Fair will take place at the Exhibition Hall at Porte de Versailles. We would like to invite your university / department to be represented at a common "international area" reserved for our international partners.

It could be a good way to promote your programmes to the students and you could also use this opportunity to get into contact with French companies.

Last year, 30 foreign universities participated and were a big success at the Fair.

We do hope that your university will be represented this year!

As a participant you are invited to be our guest on Monday 6th January for a welcoming dinner and on the exhibition day for the opening breakfast, the inauguration cocktail, the closing reception and the official lunch. The booth in the international area is free.

Any representative from your university would be most welcome.

If yourself or any of your colleagues are not available to make the trip, maybe one of your students studying during the current academic year at ESTP or at another French school or university could represent your university / department or maybe one of our own students studying currently with you could come over and promote your department ?

If you are interested in attending yourself or sending a representative, we would be happy to get your confirmation before December 15th in order to be able to evaluate the size of the international area, according to the number of international guests. Please contact Mr Emmanuel Hugon by mail

ehugon@adm.estp.fr<mailto:ehugon@adm.estp.fr> or by phone + 33 1 49 08 24 44.

Please send us some brochures and posters of your school that we will expose during the fair.

We do hope to be able to welcome you in Paris on January 7th 2014!

Kind regards

Marie-Jo Goedert

Director of international relations

Aalto University, FI



Professor Juha Paavola, Chair of the Department of Civil and Structural Engineering at Aalto University, informed about two Professor positions open for application at Aalto University.

At Aalto University a new Professor position is open for application. The professorship is defined on the area of 'Wooden Structures'. The position is new at Aalto. The professor will be working at the Department of Civil and Structural Engineering, and the field belongs to the research focus area 'Computational Structural Engineering and Building Materials'. I am sure that we will have many capable candidates to apply the post here at Aalto.

More accurate information will be found in

http://www.aalto.fi/en/current/jobs/professors/tenure_track_or_tenured_position_in_wooden_structures/

Tomsk State University of Architecture and Building (TSAUB), RU



Tamara G. Danilova, Head of Department of International Education Programs at TSUAB sent pertinent information on the TSAUB, stressing the efforts for developing international cooperation and recruiting foreign students.

Tomsk State University of Architecture and Building (TSUAB) was founded in 1952.

TSUAB is situated in Tomsk, which is on the Tom River. Tomsk is one of the oldest towns in Siberia, it celebrated its 400th anniversary in 2004.

The university sets its **mission** in keeping and developing best traditions of architectural and constructional science and education in Russia and abroad by means of applying united approach to teaching, practicing and research. Moreover, TSUAB trains professionals who are able to face the competitive environment, generate new knowledge and discover innovative solutions to support the dynamic progress and changes in the construction industry.

The **strategic goal** of the University is to become a leading educational and research complex in architecture and building science and one of the internationally-recognized technical universities in Russia.

TSUAB is a well-established Russian University with history and background but every well-established University needs to grow and develop not to fall behind and become deficient. For this purpose the University adopted the Complex Plan of Development in 2012 the crucial attention in which is paid to internationalization of TSUAB educational system. It means that the University is doing everything to improve the international segment of its policy and eager to find partners and associates in this work. TSUAB is open to any fruitful collaboration.

In **education** the University graduates specialists in **architecture**, **construction** technologies and **civil engineering** and focuses its attention in **research** on technologies and materials in **cold climate** conditions.

Currently, there are more than 600 foreign students at TSUAB including students admitted into the University in accordance with Russian Ministry of Education and Science quotas.

Foreign students from Europe and Asia applying for **Bachelor/ Specialist** programs are eligible to be admitted to the University if 1) their **overall academic performance** at a domestic University varies from Satisfactory to Excellent (**70 – 100%**),

2) after sending a **CV** and a **Motivation Letter** to Department of International Education programs, 3) after **passing an oral examination (interview)** organized by Department of International Education programs at TSUAB on their arrival.

Foreign students from Europe and Asia applying for **Master Degree** programs are eligible to be admitted to the University 1) after sending a **CV** and a **Motivation Letter** to Department of International Education programs, 2) after **passing an interdisciplinary examination** organized by Department of International Education programs and conducted by a University Department the student is applying for.

Foreign students from Europe and Asia applying for **PhD** programs are eligible to be admitted to the University 1) after sending a CV and a Motivation Letter to Department of International Education programs, 2) after an **interview with a potential scientific advisor** organized by Department of International Education programs at TSUAB.

Foreign students satisfying the requirements above are eligible for studying at the **main** as well as **exchange academic** programs of TSUAB.

In order to help our foreign students to merge into Russian culture and facilitate their academic performance the University conducts **courses of Russian** as a Foreign Language which are not only designed for students of different levels of Russian (from Beginner to Upper-Intermediate) but also assist in getting the Certificate of Russian as a Foreign Language. (The certificate is one of the requirements for foreign students intended to study in Russia).

The **key research areas** of the University scientists lie in spheres of testing of foundations and structures. Researches are also performed on construction and maintenance of roads, bridges and aerodromes, construction planning and design. Modern scientific tendencies are realized in the field of economics and management of investment complexes in construction, architecture and urban planning, sustainable technologies, environmental issues, geo-ecology, geology and hydrogeology. Methods of mechanization and automatization of construction are also of interest for local scientific groups. Traditionally TSUAB devotes a lot of research to reconstruction and restoration of architectural heritage, building materials and their production technology.

TSUAB is officially certified to **perform quality assessments** of building materials and evaluate building materials and technologies while specialists and researchers of TSUAB are invited as a third party to assess structural safety and other expertise.

TSUAB is a **member** of European Civil Engineering Education and Training Association (since May, 10 2011) and Association of European Civil Engineering Faculties (since March, 1 2007).

The **study programs** are represented by 21 Bachelor, 25 Master, 3 specialist programs which are performed by 9 Departments: Civil Engineering, Architecture Machinery and Technologies, Road Engineering and Construction, Pre-university Training, General Education, Ecological Engineering Economics and Management, Geoinformation Technologies and Cadastre, Secondary Vocational Education, Extramural Department.

Teaching staff of TSUAB consists of 345 specialists, 98 Professors, Doctors, 331 Associate Prof., PhD.

The students and teachers are able to use various **facilities** for their studying and research work among which 23 laboratories, 5 spin-offs and one business incubator.

FROM PARTNERS

European Network for Accreditation in Engineering Education (ENAAE)

ENAAE authorizes new agencies to award EUR-ACE label

At its meeting held in Florence on 12th September 2012, the ENAAE Administrative Council, on the recommendation of the EUR-ACE Label Committee, authorized ARACIS of Romania and QUACING of Italy to award the EUR-ACE Label to engineering degree programmes which they accredit.

For a full list of ENAAE authorized agencies, please click here: <http://www.enaee.eu/what-is-eur-ace-label/list-of-current-authorised-agencies>



On 15th November 2013, took place in Cluj-Napoca the promotion event ENAAE-ARACIS on the occasion of the awarding the first EUR-ACE Label to an engineering programme accredited by ARACIS in Romania, the programme of Manufacturing Engineering at the Technical University Cluj-Napoca. More than 50 people attended the event: members of the academic staff of the host university and of other universities from Transilvania, including rectors and deans, representatives of local authorities, employers. Each participant received the ENAAE promotion materials.

Two presentations were made on that occasion. Prof. Iacint Manoliu, ARACIS representative to ENAAE, spoke about the steps taken by ARACIS to be authorized to confer EUR-ACE Label to first cycle engineering programmes it is accrediting and wish comply with EUR-ACE Framework Standards. Prof. Giuliano Augusti, ENAAE representative, spoke about the ENAAE Network and the EUR-ACE label.

FROM THE EUROPEAN UNION

PRESS RELEASE

Strasbourg/Brussels, 19 November 2013



Green light for Erasmus+: More than 4 million to get EU grants for skills and employability

Erasmus+, the new EU programme for education, training, youth and sport, due to begin in January, was approved today by the European Parliament. Aimed at boosting skills, employability and supporting the modernisation of education, training and youth systems, the seven-year programme will have a budget of €14.7 billion¹ - 40% higher than current levels. More than 4 million people will receive support to study, train, work or volunteer abroad, including 2 million higher education students, 650 000 vocational training students and apprentices, as well as more than 500 000 going on youth exchanges or volunteering abroad. Students planning a full Master's degree abroad, for which national grants or loans are seldom available, will benefit from a new loan guarantee scheme run by the European Investment Fund. Erasmus+ will also provide funding for education and training staff, youth workers and for partnerships between universities, colleges, schools, enterprises, and not-for-profit organisations.

"I am pleased that the European Parliament has adopted Erasmus+ and proud that we have been able to secure a 40% budget increase compared with our current programmes. This demonstrates the EU's commitment to education and training. Erasmus+ will also contribute to the fight against youth

¹ Amount in current prices taking account of estimated inflation in 2014-2020. This is equivalent of €13 billion in fixed/constant 2011 prices.

unemployment by giving young people the opportunity to increase their knowledge and skills through experience abroad. As well as providing grants for individuals, Erasmus+ will support partnerships to help people make the transition from education to work, and reforms to modernise and improve the quality of education in Member States. This is crucial if we are to equip our young generation with the qualifications and skills they need to succeed in life," said Androulla Vassiliou, Commissioner for Education, Culture, Multilingualism and Youth.

Erasmus+ has three main targets: two-thirds of the budget is allocated to learning opportunities abroad for individuals, within the EU and beyond; the remainder will support partnerships between educational institutions, youth organisations, businesses, local and regional authorities and NGOs, as well as reforms to modernise education and training and to promote innovation, entrepreneurship and employability.

The new Erasmus+ programme combines all the EU's current schemes for education, training, youth and sport, including the Lifelong Learning Programme (Erasmus, Leonardo da Vinci, Comenius, Grundtvig), Youth in Action and five international cooperation programmes (Erasmus Mundus, Tempus, Alfa, Edulink and the programme for cooperation with industrialised countries). This will make it easier for applicants to understand the opportunities available, while other simplifications will also facilitate access.

Erasmus+ who benefits?

- 2 million higher education students will be able to study or train abroad, including 450,000 traineeships;
- 650 000 vocational students and apprentices will receive grants to study, train or work abroad;
- 800 000 school teachers, lecturers, trainers, education staff and youth workers to teach or train abroad;
- 200 000 Master's degree students doing a full course in another country will benefit from loan guarantees;
- More than 500 000 young people will be able to volunteer abroad or participate in youth exchanges;
- More than 25 000 students will receive grants for joint master's degrees, which involve studying in at least two higher education institutions abroad;
- 125 000 schools, vocational education and training institutions, higher and adult education institutions, youth organisations and enterprises will receive funding to set up 25 000 'strategic partnerships' to promote the exchange of experience and links with the world of work;
- 3 500 education institutions and enterprises will get support to create more than 300 'Knowledge Alliances' and 'Sector Skills Alliances' to boost employability, innovation and entrepreneurship;
- 600 partnerships in sport, including European non-profit events, will also receive funding.

Background

Erasmus+ is being launched at a time when nearly six million young people are unemployed in the EU – with levels above 50% in Spain and Greece. At the same time, there are over 2 million vacancies, and a third of employers report difficulties in recruiting staff with the skills they need. This demonstrates a significant skills gap in Europe. Erasmus+ will address this gap by providing opportunities for people to study, train or gain experience abroad.

At the same time, the quality and relevance of Europe's education, training and youth systems will be increased through support for the professional development of education staff and youth workers and through cooperation between the worlds of education and work.

Student and apprentice mobility also boosts workers' mobility between Member States; people who have already studied or trained in another country are more likely to want to work abroad in future.

The €14.7 billion budget takes account of future estimates for inflation. Additional funds are expected to be

allocated for higher education mobility and capacity building involving non-EU countries; the decision on this additional budget is not expected before 2014.

Erasmus+ includes, for the first time, a dedicated budget line for sport. It will allocate around €265 million over seven years to contribute to developing the European dimension in sport by helping to address cross-border threats such as match fixing and doping. It will also support transnational projects involving organisations in grassroots sport, promoting, for example, good governance, social inclusion, dual careers and physical activity for all.

Erasmus+ guide published, € 1.8 billion in funding available in 2014

Date published: December 12 2013

Organisations wishing to bid for funding in 2014 through Erasmus+, the European Union's new programme for education, training, youth and sport, can start to prepare their grant applications from today.

The new Erasmus+ Programme Guide, which provides detailed information on how to apply, is available here <http://ec.europa.eu/education/erasmus-plus/index_en.htm>.

The programme is open to organisations in the field of education, training, youth or sport. They can apply online for funding from the end of January. Individuals cannot apply directly for grants; instead they should contact their university, college or organisation, which makes the application.

EU Monitoring: Stakeholder reactions to the vote on the Recognition of Professional Qualifications

EC RAPID - Commissioner Michel Barnier welcomes the European Parliament vote on the modernisation of the Professional Qualifications Directive: a good result for the promotion of professional mobility

Date: October 9 2013

I congratulate the European Parliament on having adopted today the modernisation of the Professional Qualifications Directive, which is one of the priorities of the Single Market Act.

The text adopted today will make it easier for professionals who wish to establish themselves or provide their services in other Member States to have their qualifications recognised, whilst guaranteeing an improved level of protection for consumers and citizens. The balance achieved reflects the spirit of cooperation between the institutions which prevailed during the discussions on modernising this Directive. I am convinced that the Council will approve this revised Directive in the coming weeks so that it can enter into force before the end of the year.

The European Professional Card - originally an idea put forward by the European Parliament - is one of the major changes to this Directive. The use of this card, which will be proposed for certain professions, will allow citizens who are interested to obtain the recognition of their qualifications more easily and more quickly. This card is based on the use of the Internal Market Information System (IMI) and will take the form of an electronic certificate. Several professions have already expressed an interest in using this card.

The Directive contains other measures which will contribute to encouraging the mobility of professionals across the European Union and for which Parliament's support was essential. Thanks to common training frameworks, the system of automatic recognition will be extended to new professions. On the other hand, young graduates wishing to access a regulated profession will be able to benefit from this Directive to do all or part of their traineeship abroad.

The European Parliament also largely supported the proposals aimed at strengthening the protection of consumers and patients, notably with the creation of an alert mechanism targeting health and education professionals who have been suspended or prevented from practising their profession in another Member State.

I acknowledge in particular the work of the rapporteur on this file, Bernadette Vergnaud, and the shadow rapporteurs. Their commitment and willingness to compromise allowed us to arrive at a text which contributes to new employment opportunities for young qualified professionals whilst ensuring the protection of consumers and patients.

More information:

[http://europa.eu/rapid/press-release MEMO-13-867_en.htm](http://europa.eu/rapid/press-release_MEMO-13-867_en.htm)

http://ec.europa.eu/internal_market/qualifications/policy_developments/index_en.htm

Higher Education: EU and Korea agree new era of cooperation

Source: European Commission

Subject: Higher Education: EU and Korea agree new era of cooperation

Date published: November 11 2013



Androulla Vassiliou, European Commissioner for Education, Culture, Multilingualism and Youth, and Namsoo Seo, Minister of Education of the Republic of Korea, today signed an agreement to strengthen higher education partnerships between the European Union and Korea.

The agreement envisages more exchanges among university students and staff, new efforts to promote mutual recognition of qualifications and study periods, and a policy dialogue on issues of common interest in the field of education and training.

"Europe has some of the best universities in the world but none can afford to rest on their laurels. They need to adapt and think international to ensure they deliver high-quality education and the skills our young people need for the future. Korean universities are in a similar situation and we can learn a lot from each other," said Commissioner Androulla Vassiliou.

Korea has made impressive economic progress since the 1960s, largely thanks to its investment in education, especially at university level. Higher education is also at the heart of the Europe 2020 strategy to increase competitiveness, growth and jobs.

Today's agreement will promote exchanges between the EU and Korea on policies and best practices, as well as increased support for partnerships between universities and other education organisations. It will help both to

prioritise action to support the reform, modernisation and internationalisation of higher education, including practical measures to remove barriers to student and staff mobility.

Erasmus+, the new EU programme for education, training and youth which will be launched in January 2014, will provide increased opportunities for cooperation and mobility between the EU and Korea. In addition to around 2 million student exchanges within Europe, Erasmus+ will enable 135 000 students and staff to move between Europe and the rest of the world. This means, for instance, that Korean students and staff will be able to benefit from an Erasmus+ experience in Europe and European students and staff can apply for a grant to spend part of their studies or training in Korea.

Erasmus+ will also support the modernisation of higher education institutions and systems and staff development in the EU and Korea.

Doctoral fellowships will be financed by the new Marie Skłodowska Curie Actions, part of the new Horizon 2020 programme for research and innovation.

NEWS FROM EUROPE

Innovation in higher education

Date: November 18th 2013

Venue: Brussels

The 'innovation imperative' for higher education was the main topic of the event "*Innovation in Higher Education*", organized by the European Commission, which took place on November 18th 2013 in Brussels. The event was moderated by Mr. Xavier Prats Monne, Deputy Director General of DGEAC. During the event the European Commission launched a new website, HEInnovate, which is a self-assessment tool for higher education institutions to evaluate how entrepreneurial they are and it is an initiative of the European Commission DG of Education and Culture, and the OECD LEED forum. Moreover, the results of a new study on "Innovation in Higher Education" contracted by the European Commission were presented.

The high level panel discussion involved Prof. Dr Craig Calhoun, Director of the London School of Economics and Political Science, Prof. Dr. Karen Maex, University of Leuven, EIT Governing Board Member, Prof. Dr Elizabeth Philips, Executive Vice- President and Provost, Arizona State University, Prof. Dr. Andreas Pinkwart, Dean of HHL and former



Minister for Science, Innovation, Research and Technology of the German State of North Rhine-Westphalia. During the session they shared their experiences with innovation in higher education focusing in particular on the transformation and the disruptive technology.

The afternoon included sessions on technological innovations, teaching and learning innovations, and drivers of innovation in higher education. Some of the notable speakers were Mrs. Anne Boyer, Campus Numériques Thematiques for the French Ministry of Higher Education and Research, Prof. John Goddard, former Deputy Vice-Chancellor of Newcastle University, Prof. Wim Van Petegem, Katholieke Universiteit Leuven, League of European Research Universities and SEFI Past President and Dr. Marina Ranga, Senior Researcher at Stanford University. Ms. Topalidou, SEFI information assistant, represented SEFI at the event.

The presentations of the event can be found on http://ec.europa.eu/education/events/20131118_en.htm

2014 ASEE International Forum

Date: Saturday, June 14, 2014

**Venue: Indiana Convention Center,
Indianapolis, IN**

The 3rd Annual ASEE International Forum will be held in Indianapolis, Indiana, on June 14, 2014 immediately preceding the 2014 ASEE Annual Meeting.



The purpose of the International Forum is to bring together engineering professionals from academia and industry from around the globe who are engaged in novel engineering education initiatives to share information on experiences and best practices. There is particular interest in highlighting engineering education activities involving at least two nations. SEFI is one of the two partner societies coorganising this international forum, with the theme “Preparing Students to Meet Global Engineering Challenges”, in recognition of the rapid and ongoing globalization of modern engineering practice and the many engineering challenges that engineers are already facing and will face in the foreseeable future. The other partner society is the Latin American and Caribbean Consortium of Engineering Institutions, LACEEI. SEFI responsible officers for the session are President Prof. Kamel Hawwash, University of Birmingham and Administrative Council member Dr. Mike Murphy, Dublin Institute of Technology.

More information on the <http://www.asee.org/conferences-and-events/conferences/international-forum/2014>

SEFI ANNUAL CONFERENCE 2014

Date: 15-19 September 2014

Venue: [University of Birmingham](#) (UK)

“Educating Engineers for Global Competitiveness” - Incorporating the Biennial Conference on Engineering Education (UK)



The conference comes back to the UK after an absence of over 20 years. It is hosted by the University of Birmingham but with major input from a number of Midlands Universities. The Midlands is currently witnessing tremendous growth in the motor industry. The requirement for highly educated engineers who are able to operate in a competitive environment is established and the theme of the conference extends this to global competitiveness.

The challenge for educators, working with industry, is to ensure that the education and training of the engineers will meet this challenge both now and in the future.

Deadlines:

Submission of abstracts: 17/2/2014

Submission of papers: 28/4/2014

Early registration deadline: 30/6/2014

DEFINE project: call for expressions of interest to participate in focus groups

Source: European University Association

Subject: DEFINE project: call for expressions of interest to participate in focus groups

Date published: October 22 2013



EUA will organize three focus groups with university practitioners during the first half of 2014 as part of the DEFINE project ("Designing strategies for efficient funding of higher education in Europe"). This EUA-led project analyses the impact of funding efficiency measures such as performance-based funding, mergers and concentration measures, as well as excellence schemes, on higher education institutions in Europe.

The call for expressions of interest http://www.eua.be/Libraries/DEFINE/DEFINE_call_for_interest_web.sflb.ashx published this week, invites experts from higher education institutions across Europe who are experienced in these topics to participate in the three focus groups (maximum 20 people in a group) each tackling one of these funding efficiency measures.

The first focus group (on performance-based funding) will take place in Copenhagen, Denmark (19-20 February 2014); the second (mergers and other concentration measures) in Helsinki, Finland (28-29 April 2014); and the third (excellence schemes) in Erlangen, Germany (11-12 June 2014).

Their purpose is to identify good practice, challenges and pitfalls, as well as the impact of these three measures on the management and the activities of higher education institutions. Furthermore, the groups will give participants the opportunity to:

* Exchange their experience with peers and network

- * Get access to first findings from the DEFINE project
- * Directly contribute to the policy development at national and European level

The results will feed into the final project publication and will also be discussed and presented to the higher education funding community at the 2nd EUA Funding Forum in autumn 2014.

Expressions of interest to participate in the groups can be submitted to EUA via the application forms that are available on the DEFINE project website<<http://www.eua.be/define.aspx>>;

The DEFINE project is run by EUA in collaboration with CIPES, the Centre for Research in Higher Education Policies (Portugal), and the Universities of Oxford (UK), Aalto (Finland) and Erlangen-Nuremberg (Germany), and the Copenhagen Business School (Denmark). It is co-funded by the European Commission under the Lifelong Learning Programme (2012).

Erasmus +: New opportunities for cooperation in higher education with partners from the Eastern Partnership region

Source: Lithuanian Presidency

Date published: November 5 2013

On 22-25 October, the European Commission, together with Lithuania's Presidency of the Council of the EU, organised two events in Kaunas: the Eastern Partnership Youth Forum and an information event on Erasmus+ for Eastern Partnership (EaP) universities.

The Erasmus+ information day was an occasion to present new cooperation opportunities offered to universities from the EU and Eastern Partnership countries as of 2014. Teaching and management staff from the main universities in the region also received a briefing on the Marie Skłodowska Curie Actions, which funds researchers' mobility and training.

As of 2014, Erasmus+ will bring under a single umbrella all existing EU international higher education programmes (Tempus, Erasmus Mundus, Alfa, Edulink and bilateral programmes with industrialised countries). With this integration, the EU wishes to bring more coherence and synergy between the existing programmes and better align intra-EU and international cooperation and mobility. In a globalised university world, there is no longer any reason to apply different approaches and procedures to cooperation within and outside the EU.

Universities from Eastern Partnership countries have, through Tempus and Erasmus Mundus, acquired a long experience of academic cooperation with their peers from the EU. Eastern European countries joined Tempus between 1993 and 1995 and have since then received a budget of almost 220 million Euro for this cooperation. Tempus has played an important role in the professional development of university staff: by working together in international consortia, professors have been exposed to different perspectives and gained new insights into their subject. In many cases, Tempus has brought together staff from countries that had no tradition of collaboration. It has also been the

first opportunity for many younger staff, who had obtained their PhD at home, to work in an international team. Tempus has often been used to modernise curricula and update existing academic courses. New fields of study have been introduced or developed in the region, such as environmental science, renewable energy, biotechnology, social work or public health.

Tempus has not only covered curriculum development but has also worked on the reform of higher education institutions' structures and processes - something that has often proven more challenging than curriculum development. Many universities have developed concrete structures, such as career centres, technology transfer offices and entrepreneurship hubs, which have developed strategic and sustainable links with the labour market. Finally Tempus has had an impact on national policy reform in the six Partner countries of the region.

All these opportunities will continue to be offered through Erasmus+, with an innovation: the possibility to fund nobilities for staff and students to allow universities involved in the capacity building action to test their project (for example their new curriculum or placement programme) with a number of pilot students and staff.

The other major innovation will be the international opening of Erasmus. For the time being, the well-known Erasmus programme is only open to EU countries plus a limited number of other European countries (EFTA, Switzerland and Turkey). As of 2014, Erasmus will be open to the world, and in particular to the Neighbouring countries, as the distinction between intra-EU and international mobility is less and less relevant. It is well-established that credit mobility (i.e. student mobility abroad to obtain credits that are then recognised in the home institution) has an impact not only on the development and employability of individuals, but also on institutions which need to develop better services to send and receive foreign students, compare and upgrade curricula, improve teaching and strengthen their institutional leadership and management. Universities will be able to exchange students and staff using the tools developed over the year by the Erasmus programme.

Finally, Erasmus+ will continue to fund high-level scholarships for outstanding students interested in enrolling in excellent joint Master programmes offered by consortia of European universities, with compulsory mobility to at least two different European countries. In addition to promoting this scheme amongst students, the EU wants to increase the number of universities from Eastern Partnership countries which participate in the delivery of joint degrees. An example of such successful cooperation involves the Moldova State University, which participates in a joint master degree on International Migration and Social Cohesion. Such integrated cooperation with EaP universities will be strongly promoted under Erasmus+.

<<http://www.eu2013.lt/en/news/features/erasmusnew-opportunities-for-cooperation-in-higher-education-with-partners-from-the-eastern-partnership-region>>

NEWS FROM THE REST OF THE WORLD

INTERNATIONAL EDUCATIONAL TECHNOLOGY CONFERENCE/ IETC 2014 Chicago – USA

Date: 3-5 September 2014

www.iet-c.net

Call for papers

IETC 2014 seeks a diverse and comprehensive program covering all areas of educational technology. The program includes a wide range of activities designed to facilitate the exchange of expertise, experience, and resources with colleagues. These include keynote and invited talks, full and brief paper presentations, panels and round table discussion sessions.

We would like to invite you to share your experience and your papers with academicians, teachers and professionals.

Conference Language

The official languages of the conference are English and Turkish. Proposals can be sent and be presented in either language. But all submission process will be done in English. Please, submit your proposal according to the following presentation category descriptions in paper guidelines.

Conference Venue

IETC 2014 will be held at American Islamic College, AIC Campus 640 W. Irving Park Rd. Chicago, IL, USA.

Deadlines Abstract Deadline: Until July 5, 2014

Full Article Deadline: Until July 20, 2014

Registration Fee Deadline: Until August 5, 2014



