

# EUI STRATEGY 2019-2024

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## INTRODUCTION

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The 2018 EUI Strategic Review Committee recommended the establishment of a Strategic Plan every five years, starting in 2019. The drafting process has involved all internal stakeholders, as well as the Strategic Standing Committee (SSC) and the Research Council. Because this strategic plan's role is **to set accountable directions for the next five years** at the institutional level in agreement with EUI stakeholders, it contains overall objectives. In other words, the purpose of the plan is to identify the key priorities for the EUI which will then form the basis of resource allocation, staff recruitment and retention, and the alignment of administrative structures. It is important to stress that it is not an operating plan nor is it a budget plan, though clearly both of these will flow from this document. This sequence needs to be respected if the integrity of the strategy is to be sustained. The endorsement of the strategic plan by High Council will then allow senior management to proceed with the necessary implementation measures relating to both operations and structure of the EUI.

Important issues such as KPIs for the whole of the EUI, human and financial resources or quality and risk management will be treated by the relevant EUI body in an appropriate timeframe and as a consequence of the priorities and approaches agreed upon in the present document. Also, reforms are planned that do not pertain to new priorities, but rather to the ongoing operations that are constitutive of the EUI, such as the integration of the doctoral and postdoctoral programmes or the additional support to research. These reforms and their progress will be outlined in the next EUI activity report(s).

One of the EUI's main **strengths** lies in its unique nature: as a European intergovernmental organisation, it is not entrenched in any national scientific approach or culture but is a shared space with a truly European soul. This enriches the research undertaken at the institute, but also the experience of the Early Stage Researchers (ESRs) and the connections they build during their time at the EUI. Firstly, the connections within and across disciplines, multi-lingual and national communities create a special kind of research pluralism. Secondly, the fact that there are no undergraduate studies makes it possible to have a more dedicated and specialised focus on the training of ESRs. Thirdly, the EUI's performance in competitive research funding shows that the Institute has developed high-level domains of expertise. It is evidenced by successes with the ERC: the EUI has, from the start programme in 2007, obtained 23 ERC grants. Considering the modest size of its faculty, this is remarkable. Moreover, the EUI has become a powerhouse in collaborative projects with an involvement in 73 projects since the turn of the century, of which 18 were coordinated by the Institute; through this, the EUI stimulates research networks aimed at addressing Europe's grand challenges.

Being outside of national higher education systems proves a **weakness** as the EUI suffers from a certain lack of visibility and its relatively small number of alumni are spread over various countries. Furthermore, the Institute's modest size can, in certain domains, prove another weakness: reduced breadth of supervision offer because of the smaller faculty, fewer opportunities to realise economies of scale on key equipment and support, etc. Due to its doctoral and postdoctoral focus, the EUI is also weakened by the image of being an 'ivory tower' and, therefore, needs to embrace more diverse audiences and sectors. More needs to be done to show its purpose and relevance in terms of solving societal issues through the advancement of social scientific knowledge, and skills training needs to be delivered in this regard.

There are **opportunities** to be found for the EUI in the current evolutions of the higher education landscape

<sup>1</sup> The French CNRS, which is the number 1 ERC recipient, has 0,05 ERC projects per full-time faculty, when the EUI has 0,44.

in Europe: the EU sees the European Universities Initiatives it funds as the universities of tomorrow and the EUI is part of one. In addition, national authorities in Europe are all aiming at internationalising their higher education systems. Also, digitalisation is a technological change in phase with networking ambitions; this is an aspect that should therefore be developed at the EUI.

In the political context, the crisis of European societies create more need for advice to policymakers that stems from the Social Sciences and Humanities. The crisis of global governance puts Europe forward as an attractive multilateral model.

The need for institutional change stems from **threats** which originate not only in changes in the European and global research and higher education landscapes, but also in the political climate. In the European academic offer available at the time of its creation, the EUI was without competitors and the only truly international university providing a large structured doctoral programme in the Social Sciences and Humanities. Today, even if no other institution has exactly the same profile and ethos, some of the strongest universities have internationalised their audiences and improved their training offers for ESRs. Constant efforts are required to adapt to emerging threats, such as the decreasing average length of stay of professors, as well as the increased competition with a growing number of doctoral programmes. On the political side, support for European endeavours has grown weaker, which represents a threat and makes it necessary for the EUI to establish in a clearer way its added value to societies in Europe and its Member States. This is compounded by the potential budgetary consequences of the UK possibly leaving the EUI. There is also growing pressure on institutions in general and universities in particular to connect better to societies and show their impact.

Because of these combined threats and opportunities, it is imperative for the Institute to better define how it intends to position itself in its environment and to provide responses which are designed to cater for the diverse needs of its **stakeholders** (particularly Contracting States, Early Stage Researchers (ESRs) and learners, European Institutions and research funding organisations). The first pillar of the EUI – training of ESRs through excellent research – addresses the training needs of national and regional higher-education and research stakeholders, and thus contributes to the advancement of science in Europe and beyond. The second pillar – policy- relevant research – supports national and European policymakers in designing better policies. The third pillar – training of current and future policy-makers – aims at equipping national and European policy-makers and practitioners with the most up to date knowledge to tackle European and global societal challenges. By catering for the needs of these stakeholders, the EUI intends to focus more on its role as a **provider of public goods to Europe** in its areas of excellence and to act as a reference point for policy makers interested in research on Europe's future, including its further integration. The strength of the EUI as an intrinsically European academic institution also entails a mission towards the completion of the European Higher Education and Research areas. This requires putting efforts in capability building in the least performing national systems.

Constant efforts are being deployed by the EUI management and the EUI faculty to achieve a greater level of integration of the academic units towards the achievement of institutional goals within the three pillars of activities of the EUI: training of early stage researchers (ESRs) through excellent research, policy-driven research, and the training of current and future policy-makers. The focus of this Strategic Plan is the description of how the Institute will respond to its strategic needs described above by developing along six new strategic priorities: becoming a hub for social sciences and humanities in Europe (Priority 1), contributing to bridging the capability gap in European higher education (Priority 2), encouraging the development of interdisciplinary research to tackle Europe's great societal challenges (Priority 3), engaging globally (Priority 4), and becoming more diverse and inclusive (Priority 5). A strong focus is put also on an enabling priority: improving accountability towards the main stakeholders of the EUI (Priority 6).

The advancement of the School of Transnational Governance remains a key element in the development of the EUI, even if it is not considered a fresh one anymore as the STG is entering a new development phase.

Priorities 1, 3 and 5 will consist of a refocusing of existing activities and will be supported via a more efficient use and a reallocation of resources, a renewed approach on a series of practices, a stronger focus on the EUI's core missions. In contrast, new funding might be necessary for new activities such as the contribution to bridging the capability gap and global expansion (Priorities 2 and 4). The EU's European Universities programme's funding will support all priorities via the new CIVICA partnership. Additionally, active fundraising is being undertaken to secure necessary resources by engaging with new donors.

The above resource aspects have a *de facto* consequence on the **order of the priorities**. Priorities for which funding is secured come first. If a priority that requires additional funding is not provided with the appropriate resources, it will be terminated.

For each of these strategic goals to be effective, they must inform the recruitment of academic and support staff whose profiles and aspirations match the EUI's priorities. Apart from this, a timeline is provided for the implementation and the foreseen delivery of the main actions described in this document. A preliminary list of proposed Key Performance Indicators is inserted which will enable the long-term monitoring of the Institute's achievements in these new priorities (please note that the KPIs for the activities of the EUI which are not linked to new strategic priorities are not included and will be the object of a specific discussion of the SSC in 2020. In accordance with the recommendations of the Strategic Review Committee, following the adoption of the strategic priorities set out in this Strategic Plan, a review of the administrative organisation of the Institute should be carried out in the second half of 2019. Following the recommendation of the Strategic Standing Committee, a specific annex on financial issues is included at the end of this report which goes over the different budgetary indications given throughout the text. Another annex follows a direct request from the High Council and announces what approaches to quality assurance and risk management the EUI is intending to follow; this should add further to the accountability of the EUI towards its stakeholders.

The following matrix describes the planned activities which link the three pillars of activity of the EUI to the five new strategic priorities developed in this Strategic Plan.

PILLARS OF ACTIVITIES AND STRATEGIC PRIORITIES: PLANNED ACTIONS

	PRIORITY 1 A Hub for Social Sciences and Humanities In Europe	PRIORITY 2 Bridging the Capability Gap in European Higher Education and Research	PRIORITY 3 Developing an Interdisciplinary- nary Academic Programme	PRIORITY 4 Engaging Globally	PRIORITY 5 Diversity and Inclusiveness
PILLAR I Training of Early Stage Researchers through excellent research	<p>Networkedresourcesfor European Early Stage Researchers (CIVICA European University partnership).</p> <p>A European Data Platform.</p>	<p>An Offer for External Students and Researchers in Central and Eastern Europe and the Western Balkans.</p> <p>New PhD candidates from new EUI Contracting States.</p>	<p>Interdisciplinary research clusters with academics at all career stages.</p>	<p>Extra-European Doctoral Candidates and Fellow.</p> <p>Chairs Focusing on the World Beyond Europe.</p>	<p>Monitoring and promoting gender equality throughout the EUI.</p> <p>Monitoring and promoting social diversity and inclusiveness throughout the EUI.</p>
PILLAR II Policy-relevant Research	<p>A European Data Platform.</p> <p>Networked European research.</p>		<p>Interdisciplinary research to tackle societal issues.</p>	<p>Chairs Focusing on the World Beyond Europe.</p>	
PILLAR III Training of current and future policy-makers	<p>A partnered structure in Europe for the School of Transnational Governance.</p>	<p>Training of policymakers from Central and Eastern Europe and the Western Balkans.</p>	<p>Interdisciplinary content in teaching and training.</p>	<p>Training a global audience to transnational governance.</p>	

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## PRIORITY 1: A HUB FOR SOCIAL SCIENCES AND HUMANITIES IN EUROPE

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Article 2 of the Convention setting up the EUI states that: “The aim of the Institute shall be to contribute, by its activities in the fields of higher education and research, to the development of the cultural and scientific heritage of Europe, as a whole and in its constituent parts”. Because of its nature as a uniquely transnational organisation, the EUI must reinterpret this mission as a centre of excellence and be more readily identified as a networked institution at the service of European academia and European society “in its constituent parts”. The aim is to bring a real sense of return on investment for its stakeholders. A networked architecture must govern all parts of the EUI as it will facilitate the response to some of the difficulties encountered in the development of the three pillars. More networking responds to a structural challenge of the EUI: its small size; joining forces will mean benefiting from a wider pool of scientific knowledge and expertise, and improving visibility, which is essential to recruit internationally. The ambition is to become a hub in Europe by providing training and support to more individuals and institutions and also contribute to the development of best practice in the areas in which it is active. This will rely largely on the digital tools that are necessary to reach the level of connectedness and integration which is ambitioned.

Being a European academic institution by essence, the EUI could not remain isolated at a time when a great number of universities are looking to form the next generation of European Universities in response to a call launched by the EU. The Institute is part of a successful bid, called *CIVICA*, in association with the Hertie School of Governance (Berlin), Sciences Po (Paris), Central European University (Budapest and Vienna), the Stockholm School of Economics, Bocconi University (Milan), and the National University of Political Studies and Public Administration – SNSPA (Bucharest). These institutions share common traits: reduced size; specialisation in the social sciences and humanities; recognised excellence; and a strong emphasis on outreach towards policymakers. The partnership will go beyond existing higher education cooperation models and test different innovative and structural models of cooperation. Different domains are covered among which feature strongly non-academic outreach and civic engagement, two areas in which the EUI is looking to improve. The EUI has been asked to lead a work package on the training of ESRs in recognition of its leadership in this field.

### 1. NETWORKED RESOURCES FOR EARLY STAGE RESEARCHERS

Each university has its scientific areas of specialisation, often based on historical traditions or strategic choices, thus representing a precious source of academic knowledge. These centres of excellence cannot always be replicated, and it may be more cost-effective for the EUI to seek partnerships with European institutions that possess an expertise it may not have. Through the *CIVICA* partnership, the EUI will establish structured partnerships with other universities in Europe to give PhD candidates the opportunity to follow seminars or co-supervision elsewhere if their project requires it. The aim is also to provide opportunities for doctoral researchers in partnering institutions to present their research projects, to question methodologies, and to acquire more experience in presenting and discussing academic work. Complementarity in knowledge areas will also be exploited through semi-virtual twin seminars which will take place at the same time in two different universities. Arrangements of this type will strengthen the EUI’s ability to attract the best PhD candidates by broadening and diversifying the offer available at the EUI.

By making better use of virtual tools partnered doctoral schools will form a network to provide additional mentoring to ESRs and a common offer of co-supervision will be put in place. This will allow for more diverse

points of views from different national cultures, complementary scientific and methodological inputs, and a fresh outlook on the evolution of the thesis work. The responsibility of PhD supervision will remain with the professor at the host institution, but with a certificate that indicates the PhD is awarded under the CIVICA programme. Researchers will also be awarded mobility support towards partnering institutions which host appropriate topical and/or methodological resources.

Having both the largest doctoral and postdoctoral programmes among CIVICA members, but also a small faculty in comparison, the EUI has much to gain from this network-based approach. The possibility of hiring professors on a part-time basis between partner institutions will be explored so as to enable a share of their time to be allocated to complement existing teaching offers. It will enlarge the range of scientific interactions of ESRs. This pooling of resources will arguably reduce the burden of providing expertise in all areas of knowledge. There is a widely recognised need to improve connectedness in the social sciences and humanities. It is the role of the EUI as a transnational academic organisation to bring closer ties between a new generation of Europeans. In the frame of the network, ESRs from partner institutions will regroup according to research domains so as to form structured exchange platforms centred around the EUI's traditional focus on issues that are relevant to the future of Europe and its.

The structuring of doctoral and postdoctoral programmes at the EUI has increased over the decades. This provides early stage researchers with the necessary knowledge and abilities for the successful pursuit of a scientific career, but also with a level of ease that provides them with the ability to transfer these essential skills to other sectors of employment. Because these training components are more developed in the EUI PhD programme than in many institutions, the Institute has been entrusted with a leading role in the sector in the CIVICA partnership. Offering this training at the European level will reduce costs per unit for academic institutions.

In the framework of the CIVICA alliance, an articulated programme of method workshops and skills seminars will be jointly reinforced. This will be coordinated with partner institutions so as not to duplicate the creation of teaching content. The aim is to create an adequate coordination which would be able to identify needs and dispatch intellectual resources among the network. The highest level of quality will be ensured by mobilising the best trainers — a source of global attractiveness — and costs will be shared in pursuing activities that often require expensive technological equipment.

## 2. A PARTNERSHIP STRUCTURE FOR THE SCHOOL OF TRANSNATIONAL GOVERNANCE

The Master in Transnational Governance which will be offered by the STG is being conceived on a networked basis in order to complement the training received at the EUI with different approaches or specialisations and intensify collaborations with partnering universities in Contracting States. Partnership agreements have been concluded with Bocconi University and the Central European University (CEU). Within the framework of these agreements, the students will have the opportunity to study abroad in the course of the second year of their MA, so as to specialise and/or diversify their training. Degrees with these partners will be in place from the academic year 2021/2022, the second year for the first cohort of master students at the STG. Progress towards closer partnerships for the benefit of Master students has also been made with institutions such as the Geneva Graduate Institute of International and Development Studies, Sciences Po Paris and the Hertie School of Governance with which the signature of a Memorandum of Understanding (MoU) is also envisaged in the near future. Building on the respective strengths of both institutions, a Joint Master will be launched with the College of Europe in 2021. If



agreements have been signed or are soon to be signed with the mentioned institutions, the great challenge lies ahead: bringing to life this rich web of interactions.

The Joint Certificate of Executive Education comprising seven prestigious and like-minded schools in Europe (ENA in Strasbourg, Sciences Po in Paris, the Hertie School of Governance in Berlin, Bocconi University in Milan, the Central European University in Vienna and Budapest, and the College of Europe in Bruges) will fulfil the promise of developing the School as a networked enterprise, making the most of the complementarities and specialisations of each institution. The ambition is to create a European label of excellence in the field of executive education on policy-related issues in the remit of transnational governance.

Because of the very substance of its teaching and training, the real horizon of the STG's networks should – beyond the natural first European circle - be global. This is part of the development which is envisaged in Priority 4 of this Strategic Plan.

### 3. A EUROPEAN DATA PLATFORM

The EUI intends to strengthen its role as a provider of public goods for Europe in the frame of the Open Science agenda pushed by the EU and its Member States. Scholars at the EUI have developed major data sets on issues as diverse as tax, protest, elections, EU legislative outputs and their impact over national jurisprudence, to name but a few. A data repository has been created at the EUI library<sup>2</sup>. After having established a thorough Open Access policy over the past decade, the EUI will prioritise becoming a European Data Platform as part of its role in the European Research Area (ERA). Social sciences and humanities scholars throughout Europe should know that there is a wealth of data at the EUI which can be accessed for their own research. A programme will be established to encourage all categories of scholars - including PhD candidates - to make their data publicly available. The production, conservation, and update of data and meta-data will be organised according to the most up-to-date European standards<sup>3</sup>.

In a second stage, the EUI will encourage scholars from other institution working on its main research themes to deposit their own datasets in the EUI repository so as to enlarge the pool of data offered to potential users. A first lever will be provided through the CIVICA project where a pooling of such resources is foreseen.

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## **PRIORITY 2: BRIDGING THE CAPABILITY GAP IN EUROPEAN HIGHER EDUCATION AND RESEARCH**

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Wide performance gaps exist in Europe between national higher education and research systems that make European integration incomplete despite many efforts to rectify this through the EU's Framework Programmes and Erasmus+, as well as some national initiatives. Performance remains uneven in terms of research, international collaboration, bibliometric performance, or internationalisation of higher education systems.

Because of its European identity, missions and funding structure, the EUI has a duty to play a role in this

<sup>2</sup> <https://www.eui.eu/Research/Library/ResearchDataServices/EUIResDataWorkflow>

<sup>3</sup> The EUI was part of the first signatory organisations of the European Open Science Cloud Declaration [https://ec.europa.eu/research/openscience/pdf/eosc\\_declaration.pdf](https://ec.europa.eu/research/openscience/pdf/eosc_declaration.pdf)

unresolved performance gap. Given the standing it has acquired in research and academic training, it can become an instrument to strengthen internationalisation and quality in the so-called “Widening Member States”<sup>4</sup>. Each year the EUI’s PhD and postdoctoral programmes already welcome a sizeable group of young scholars from the countries in question. Efforts need to be made to systematise and develop activities towards other categories of learners. Part of the answer is to use the networking activities described above to this end; another is to undertake more capacity building activities with universities, at the national or regional levels, as a way of sharing best practice concerning doctoral education and research. The EUI intends to be a staunch ally of European and national agendas on this topic by associating itself actively with existing initiatives so as to create leverage effects and avoid duplication. A series of pilot activities are being developed with the ambition of experimenting and co-creating new forms of support. As a second step, they would be brought to a larger scale with additional external funding.

## 1. AN OFFER FOR EXTERNAL STUDENTS AND RESEARCHERS

The EUI is an exceptionally vibrant space of academic interaction where seminars, workshops, public lectures, book launches, thesis defences, and high-level workshops take place each and every week of the academic year. The limited size of the EUI means that some students in the social sciences and humanities, who could greatly benefit from being in contact with new methods and knowledge, currently have few opportunities to access its programmes. The EUI intends to open up to early stage researchers from ‘widening’ countries<sup>4</sup> who, though not enrolled in its PhD programme, could nonetheless benefit from its excellence in their fields of specialisation.

The SPS and the HEC departments already offer summer schools, as does the Law Department and its Academy of European Law. Ways must be found to increase participation from students from ‘Widening countries’ in these programmes. Specific activities also target this category of learners. A pilot initiative has been organised in the Summer of 2019 by the SPS Department. A few days full immersion in the EUI’s world has allowed them to participate in postgraduate seminars and to discuss cutting-edge research currently being undertaken at the EUI. They could also present their work and ideas and discuss them with leading scholars in the field. Given the success of this initiative, it is now foreseen to organise more events of this kind every year.

Training sessions will also be provided ‘on-site’ in partnership with universities located in the ‘widening’ countries which are EUI Contracting States so as to guarantee easier access at a lower cost for early stage researchers and junior academics. The training offer will be based upon the one provided for those registered with the EUI and will focus on core academic skills such as how to structure and present a research project, write scientific publications, or consider ethics and integrity. More general skills will also be developed, such as presenting, teaching in Higher Education, communicating research, dealing with feedback, project management, etc. Lectures will also be given by EUI professors on topics for which they have gained scientific recognition. This will be accompanied by masterclasses for graduate students and PhD candidates during which the latter can interact in an informal way with renowned scholars to test their own ideas and research projects. A pilot project conducted in July 2019 in Bulgaria will serve as a flexible template for future initiatives.

<sup>4</sup> <https://ec.europa.eu/programmes/horizon2020/en/h2020-section/spreading-excellence-and-widening-participation>

These activities should be carried out in close collaboration with universities and academics in widening countries, so as to also reinforce institutional capacity and practice among teaching academics. They will increase the visibility of the EUI's offer among prospective students, enabling them to become familiar with new approaches, and exposing them to some of the skills required to structure, write and present a doctoral research project. This could in turn favour accessibility to the EUI's doctoral programme for students who are not provided with these skills in their respective national systems.

Finally, the lack of adequate training at the master's level can prevent otherwise talented students from gaining admission into the EUI's PhD programme. The reform of the Master of Research programme offered by the Department of Economics will address the problem by providing this missing training and will be built upon the core training necessary for admission into top Economics PhD programmes. It would be important for interested contracting states to confirm their willingness to fund candidates for programmes of this kind.

## 2. ENLARGEMENT IN THE EU AND OUTREACH TOWARDS THE WESTERN BALKANS

Completing the enlargement process represents to match comprehensively the membership of the EU is a high priority for the EUI. Hence, it is important to pursue the EUI's efforts to convince EU Member States that are not yet EUI Contracting States to join the Institute. The Slovak Republic, which has recently declared its intention to adhere to the Florence Convention, and hopefully other countries will follow soon. In liaising with those countries, the emphasis will be placed on the concrete advantages that accession will bring them in relation to the objectives they have identified for the strengthening of their higher education and research systems: internationalisation of students and academic staff; quality of teaching; ability to work in English; performance in competing for EU funding; networking with other academic institutions; and strengthening links between academia and policy making. In all these areas, the EUI has the ability to assist them. EUI Alumni from the five countries working in strategic positions within their governments or in academia will be solicited for this campaign.

Similarly, in order to support an EU pre-adhesion strategy, the EUI is looking to build solid relationships with authorities and universities in the Western Balkans (Albania, Bosnia-Herzegovina, Kosovo, Montenegro, North Macedonia, and Serbia). The planning for this engagement will be implemented via a series of instruments: (i) hosting master's students, PhD candidates, and Fellows; (ii) providing more teaching opportunities for EUI doctoral and postdoctoral candidates in these countries; (iii) developing training programs together with selected universities in the region to enhance teaching and research skills, in line with pre-accession assistance delivered by the European Commission. The Institute is establishing contacts with the Commission's DGEAC and DG NEAR, as well as with EU Delegations in the six countries, to explore available funding opportunities, and to look for political support for this initiative.

Support in these endeavours is needed from the EUI Member Countries.

# PRIORITY 3: DEVELOPING INTERDISCIPLINARY RESEARCH AT THE EUI

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## RATIONALE AND APPROACH

Within the EUI, cooperation across the departments and the Schuman Centre is an already established practice. However, the intent is to develop it to new levels in the coming years to give it a critical mass capable of breaking new ground, with the selection of thematic priorities cutting across several disciplines. This will enable the EUI to increase through a more focused use of its resources its impact on research conducted in the Social Sciences and Humanities with the aim of eventually informing better European policymaking.

Effective interdisciplinarity is rooted in disciplinary expertise and knowledge, which then converges in multiple zones of contact. Disciplines bring complementary approaches and forms of knowledge. These can then be confronted and explored in thematic encounters around objects of societal concern for Europe (re-distributive policies, climate change, populism, etc.). A first set of interdisciplinary research clusters was approved by the Research Council in May 2019. The EUI academic community was consulted via a bottom-up process which was steered to make sure that the topics meet several criteria: to be centred around a societal interest, broad enough to allow diversity between and within disciplines, and to carry substantial policy relevance. Their ambition is to innovate rather than replicate what is done elsewhere. These four clusters will gradually be launched in 2020. It is expected that only three or four interdisciplinary research clusters will be running in any given year. Each cluster will be supported initially for a duration of two or three years.

The operations of these clusters will be made possible by a more focused use of current resources. In particular, contribution to clusters will be a criterion to select post-doctoral fellows. Additional resources will also be made available through the Research Council's internal funding and experience suggests the focus on a small number of large issues will facilitate fund-raising efforts.

## TOPIC 1: DEMOCRACY IN THE 21<sup>st</sup> CENTURY

Coordinated by Professors Elias Dinas (SPS) and Lucy Riall (HEC)

In the first two decades of the 21<sup>st</sup> century, the public identification with democratic values and practices has been challenged in profound ways, with strong consequences on national and European political systems. Democracy is seen as being eroded by economic disparities, by pressures on the perimeter of rights, and by the weakening of its societal roots. There is a fear that democracy is being hollowed out, with decisions made by sheltered elites who pursue economic and functional imperatives. The tension between democratic representation and technocratic governance is unprecedented, singularly at the European level. At the same time, various forms of illiberal democracy, authoritarianism, and oligarchy induce many to think that they can perform better than liberal democracies. The focus will be on several sub-themes: the spaces and divisions of democracy; democratic participation and institutions; the rule of law; the development of populisms; and the role of, and consequences for, the European Union. Only a multi-disciplinary perspective can provide insights European society will need to re-build the legitimacy of representation, the credibility of institutions, and the social contract that underpins its sustainability.

## TOPIC 2: INEQUALITY, WELFARE AND SOCIAL JUSTICE

Coordinated by Professors Laura Downs (HEC), Anton Hemerijck (SPS), and Andrea Ichino (ECO)

The steady increase in economic inequality since ca. 1980 has had dramatic consequences for social cohesion, prosperity, equal opportunity and democratic stability, all of which have narrowed or eroded sharply as economic inequalities have soared. The European post-war era of welfare state expansion in particular helped to eradicate old-age poverty while institutionalizing a series of important social citizenship rights: universal access to health care, education, social insurance against unemployment and sickness. The group uses historical and contemporary analysis to explore the contemporary crisis of inequality and to unpack the complex and constantly evolving relationships among inequality, social welfare, democracy and social justice – with a particular focus on the EU area. By linking the long history of inequalities to their economic, social and political causes - and consequences - and bringing together the complementary approaches and forms of knowledge produced by economists and historians, lawyers and political and social scientists, the group seeks to assemble a deeper, more multi-faceted understanding of what is at stake in current debates in order to make a constructive contribution to tackling the problem of inequality in rich Western democracies.

### TOPIC 3: CRISIS OF EXPERT KNOWLEDGE AND AUTHORITY

Coordinated by Professors Peter Drahos (LAW), David K. Levine (ECO), and Stéphane Van Damme (HEC)

Even after years of study, the consequences of most policies are at best uncertain. While agreement among experts on the soundness of a number of policy interventions is far greater than realised by the general public, there still is legitimate disagreement. Furthermore, it could not possibly be sensible for an individual to invest years of effort in deciding what the best policies are: we must rely on experts. These issues are of particular importance to Europe and the EU. Political parties have denied expert knowledge on a range of issues from debt, growth and migration, to trade and medicine. These movements have strong popular support indicating that people are fed up with experts, and some are right to distrust them as many have misbehaved. The cluster aims at addressing a number of important questions that could benefit from using an interdisciplinary set of tools. Why are experts under siege and what should be done? In order to answer such questions, an understanding of what creates and sustains credible authority is needed. Furthermore, institutions need to be developed which, in a context characterised by dispersed information, are able to produce a practical response.

### TOPIC 4: TECHNOLOGICAL CHANGE AND SOCIETY

Coordinated by Professors Philipp Kircher (ECO) and Giovanni Sartor (LAW)

Information and communication technologies, biotechnologies, robotics, and artificial intelligence present serious challenges for modern societies and policymakers in Europe. They change the workplace, the division of resources in society, the formation of social attitudes, the patterns and dynamic of social interactions, the allocation and exercise of power. Thus, they generate a whole set of new social, economic, ethical, and legal questions. Answers to these challenges demand a broad understanding across these areas. Dealing with social and economic impact might require new legal regimes; changes in law will have to be backed in the political system and the way society reacts will be crucial for understanding which concerns will be at the forefront of debate. This group will pursue a historical analysis of the connection between science, technology, and society, and anticipate future scenarios. It will also venture into unexplored scenarios in which AI becomes a pervasive, intelligent system achieving human-level or superhuman performance.

How to ensure that highly developed technologies stay under human control, contribute to human well-being and autonomy, and remain responsive to human values while their development is driven by economic, political and military interests?

## A PRIORITY INVOLVING ALL PILLARS

It is acknowledged that there are links between the different themes chosen for this first wave of clusters. The crisis of expert knowledge has contributed to the weakening of representative democracy; technological change is likely to have an impact on social cohesion, on welfare systems, and possibly on the working of our democracies, etc. Bridges will therefore have to be built between the various research teams. The same is true as regards the policy-oriented activities conducted within the Robert Schuman Centre: the crisis of democracy is a central element in the European governance and Politics programme, while European welfare reforms have largely been linked to the development of the single market and of monetary integration, addressed in the 'Regulating Markets and Governing Money' programme of the RSC. This convergence is of course a strong asset, as it will facilitate interactions with policymakers. Finally, policymaking does not develop along clear-cut disciplinary lines but requires issues to be addressed in their comprehensive scope. The research conducted in the interdisciplinary clusters must therefore be used to shape teaching in the School of Transnational Governance. Research conducted in Cluster 1 will have clear relevance for the democracy pillar of the STG, and Cluster 4 for its digital pillar. In other areas, interdisciplinary clusters will act as incubators for the new training programmes, e.g. concerning welfare reforms.

To sum up, this introduction of interdisciplinary clusters will greatly enhance synergies between the various components of the Institute. This will be further encouraged by the establishment of the CIVICA network, the priorities of which largely overlap with the first wave of interdisciplinary clusters.

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## PRIORITY 4: ENGAGING GLOBALLY

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### 1. OVERARCHING PRINCIPLES

While Europe will remain the EUI's centre of gravity and its main object of study, it cannot be the sole horizon in delivering higher education and research as these activities reside within a global ecosystem; similarly, Europe's challenges cannot be disassociated from those of the rest of the world. Excellent research requires the best possible partners and academics, who will complement what, as a relatively small institution, it can offer to its stakeholders. The overarching aim is for the EUI to position itself better within the global higher education sector, as well as to enhance institutional readiness in responding to changes in the sector. The recent appointment of a Dean of External Relations is a major contribution to the fulfilment of these ambitions. Overall, the ambition for the EUI is to build a small number of collaborations with leading universities and policy- research institutions around the world.

For the coming period, the main strategic external relations goals for the EUI are:

- To enhance the international visibility of the EUI as a leading European academic and research institution, supporting the EUI's core values and mandate (the three-pillar structure) by increasing interactions and joint projects with non-European counterparts;
- To help individuals in neighbouring regions improve their skills so that they can contribute to the development of their societies;
- To expand opportunities for EUI staff, master's students, doctoral researchers and post-graduate fellows to participate in international research projects and find relevant job placements;
- To expand funding possibilities, including for PhD Candidates from other regions of the world, through strategic engagement with international organisations, research foundations and the business community; and

- To support the STG in becoming a success by building partnerships with institutions in- and outside the EU that can help generate quality applications to its Master and demand for its executive training seminars.

Five core principles will inform efforts to achieve these goals:

- Leverage existing strengths: activities should build on what the EUI does—especially features that make the EUI unique, such as its European identity;
- Partnership-centred: work with leading academic institutions and international organisations, with an emphasis on actors outside Europe, to create opportunities for researchers, post-graduate fellows and staff to participate in collaborative research projects or teaching activities;
- Ownership and coherence: potential partnerships and internationalisation initiatives must be aligned with interests of all Academic Units and Services.
- Additionally: activities should minimise the burden on the existing budgetary and faculty resources and ideally will expand the financial envelope; and
- Focus: resources being limited, priorities must be defined as regards both regions and partners.

Two general remarks about the approach:

- Acting on the supply side is at the heart of the EUI's new strategy for internationalisation: programmes must be defined that will enhance the interest for EUI activities outside Europe and attract various categories of learners to the Institute.
- Active fundraising is being undertaken to secure necessary resources by engaging with new donors.

## 2. TRAINING A GLOBAL AUDIENCE TO TRANSNATIONAL GOVERNANCE

Building on the existing offer available at the EUI, the creation of the STG is a strategic move towards non-European audiences. The aim is to reach out systematically to relevant stakeholders outside of Europe and to promote Europe as one of the most advanced form of transnational organisation. To this end, the STG will seek structured partnerships with the civil service, as well as with non-governmental organisations and the private sector. A recently concluded partnership with UNCTAD is an example, focusing on training and policy research on trade-related subjects of interest to the Least Developed Countries. The STG will also invest in the development of an online training capability to reach out to markets worldwide. It is also developing programmes focusing on specific regions of the world to complement its focus on transnational governance subjects. Given its importance for Europe, Africa is the first region for which a programme of this kind will be established. Working together with the European Commission's Directorate General in charge of Development and Cooperation, the STG is devising a training programme aiming at African policymakers, civil servants and staff of regional NGOs and policy research organisations. This training programme will address key challenges currently facing the African continent.

## 3. CHAIRS FOCUSING ON THE WORLD BEYOND EUROPE

At a time of change and turbulence in global politics, European understanding of emerging trends must be enhanced. The post-war liberal international order is experiencing a period of distress as multilateralism is threatened, precisely at the time when there is an unprecedented need for collective action to address global challenges such as climate change, security, the future of the trading system and development. One of the aims of the 'Europe in the World' programme at the Robert Schuman Centre aim is to undertake cutting-edge research on the future of multilateralism, emerging forms of transnational and global governance and Europe's role in these developments. This, however, cannot be achieved without considering the perceptions that may exist in other regions of the world.

To this end, the creation of chairs focusing on the world beyond Europe and enhancing the link between

thematic areas and geography will be sought. At present the only region-focused position is the Mediterranean Chair established jointly between the Robert Schuman Centre and the SPS Department. The Robert Schuman is working to augment the Mediterranean Chair with externally funded chairs that have a geographical focus to enhance area-based expertise on Asia, Africa and/or the US. Such chairs would act as a magnet for international fellows and researchers and would consolidate the strategic focus on the world beyond Europe. The objective is for these chairs to be the vectors of scientific and policy events, fellowships, doctoral grants, and institutional collaborations, and to contribute to training programmes offered by the STG.

#### 4. EXTRA-EUROPEAN DOCTORAL CANDIDATES AND FELLOWS

New resources will be sought to open up to non-EU doctoral candidates with the aim of attracting and training more diverse talents. To some extent this is already possible thanks to the more flexible eligibility criteria many Contracting States have now put in place: the current percentage of non-EU nationals is 16%. The aim is not to reach large numbers of overseas doctoral candidates as the EUI's vocation is to remain a predominantly European institution, but to increase and diversify the extra-European community at EUI, thereby bringing more of the world to the EUI. The aim is to reach a total of 25% of non-Europeans overall among the following populations: master's students, PhD candidates and postdoctoral fellows. This goal will be pursued through new partnerships with non-European universities, policy research institutions and solicitation of grants from public and private bodies in and outside Europe.

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### PRIORITY 5: PROMOTING DIVERSITY AND INCLUSIVENESS

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The EUI is a uniquely multiple institution created and built on the very idea of promoting diversity and inclusiveness and interconnections between languages, cultures and scientific approaches. Over the past four decades, a space and a community have been created which strive on pluralism to produce and confront intellectual outputs that are truly European in their diversity. The EUI offers in this regard a singular experience, as the institution is built on mobility and caters for the needs of an international researchers' community by offering a specific range of courses and extracurricular activities which contribute to social integration in a multicultural community. Moreover, being an international organisation by nature, there is no dominant national culture, but an open and welcoming international environment.

The EUI is committed to relentlessly enhancing equality, fairness and inclusion. Furthermore, the benefit of equality and diversity is incontrovertible. This implies opening up opportunities to historically less favoured groups, notably women, people who identify as belonging to ethnic minorities, people from less favourable social background and people living with disabilities.

In the hiring process for the activities identified in the three pillars, it is essential to attract strong female candidates by informing better about the advantages that come with EUI positions and by systemically associating gender information and gender monitoring with recruitment processes. For what concerns career progression, it is also widely recognised that because of unconscious bias, certain groups of individuals, such as women<sup>5</sup>, have to perform better and display more success than others to achieve the same position and recognition in academia. An internally produced Review of Gender Equality in Senior Positions at the EUI was

<sup>5</sup> Miller, d. i., eagly, a. H., linn, M. c. (2015). 'Women's representation in science predicts national gender-science stereotypes: evidence from 66 nations', in *Journal of Educational Psychology*, 107(3), 631–644. doi: 10.1037/edu0000005



led last year which contains a series of observations and recommendations<sup>6</sup>. These recommendations will be implemented and will be the opportunity for a careful monitoring of gender-disaggregated data over the coming years which will be extended to the functioning of all programmes at the EUI, beyond hiring processes, including all relevant aspects of the environment and the processes which pertain to the doctoral and postdoctoral programmes<sup>7</sup>, the various fellows, and the STG, with its Master and executive training offers, and staff. The EUI will also conduct awareness-raising activities in evaluation panels, decision-making bodies, and with academic and support staff on a regular basis.

A similar approach will be adopted concerning social inclusiveness at the EUI. A review of the situation at the EUI will be undertaken after relevant and agreed indicators have been identified. Recommendations will be issued which will be of interest beyond the EUI as there is no information available at the moment on social diversity at the level of the doctoral programmes. By doing this, the EUI will be also bringing a substantial contribution to doctoral education in Europe as there is hardly any work on social diversity at the doctoral level. Shared reflexion and common activities will also be proposed to partners in the CIVICA project, which will help provide benchmarks in comparable organisations.

Diversity aspects will be reflected in appropriate KPIs to be defined by the management of the EUI with the support of the specialised EUI faculty and the Strategic Standing Committee, thus defining a set of common indicators for the EUI. The monitoring will take into account principles and regulations concerning individual data protection, as well as the different national cultures in relation to this subject. These results will be shared with the EUI community on a regular basis via an annual discussion at the Academic Council. Based on these results and after appropriate consultations, the EUI management will implement the necessary measures in a transparent manner. These actions are hoped to be led within the currently available resources as they consist mostly in monitoring and training (with the support of the Member States) and in readjusting management and culture. An administrator will be designated as the point of reference for the follow-up of these diversity and inclusiveness monitoring and actions. Training will be offered, with hopefully the support of trainers from the academic sector missioned by EUI Contracting States, where a high level of expertise is available.

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## **PRIORITY 6: IMPROVING ACCOUNTABILITY**

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The Newby Report states that a Strategic Plan's role is to "improve accountability, transparency and trust" (Paragraph 35, p.11). With this in mind, an 'enabling strategy' will be implemented which will help drive the efficiency and effectiveness of the Institute and underpin the other strategic priorities. It consists in the strong reinforcement and development of two key management processes which aim at improving the accountability of the EUI towards its stakeholders: risk management and quality assurance.

### **1. RISK MANAGEMENT**

Risk management is an ongoing effort; the EUI has shown progress over the years and current practice is based on the International Professional Practices Framework (IPPF) and Practice Guides issued by the Institute of Internal Auditors (IIA). There is an annual and multiannual working programme where units set their objectives and key performance indicators and are responsible for

<sup>6</sup> <https://www.eui.eu/Documents/ServicesAdmin/DeanOfStudies/Gender-Review-of-Senior-Posts-EUI-2018.pdf>

<sup>7</sup> The Researchers' representative's Statement at the 7 June High Council Meeting included an invitation to « promote gender equality at the EUI and providing equal opportunities for all EUI researchers ».

monitoring their own progress. Risk management issues are discussed with the EUI's Chief Risk Officer (the Secretary General), as well as in the context of the Management Team meetings.

A reform will be launched in 2020 with the aim of developing risk management horizontally at the level of the EUI and of including better academic aspects. Because risk assessment must be linked both to operations and to strategic priorities, a register of strategic risks will be compiled by the EUI management, based on the input of Directors and Deans. It is proposed that this register would identify a relatively small number of key risks that are strategic rather than operational. These risks would include both financial risks and reputational risks, as is common practice in many European universities. This register of key strategic risks would be updated once a year and would be submitted to the High Council.

The methodology to be adopted in the long run shall be the object of further discussions, but to kickstart this process, the Strategic Standing Committee (SSC) has discussed a first set of key institutional risks in relation to the new priorities established in this Strategic Plan.

Priority	1 Hub for SSH	2 Capability Gap	3 Interdisciplinarity	4 Global outreach	5 Diversity	6 Accountability
Key risks	<p>No interest from potential partners</p> <p>Inefficient administration of the partnership - including IT platforms</p> <p>No funding after pilot</p>	<p>No interest from potential partners</p> <p>Risk to undermining standards of excellence in the EUI</p> <p>Lack of resources</p>	<p>Lack of participation from academics due to the weight of disciplines in academic careers</p> <p>Lack of resources</p>	<p>No interest from potential partners</p> <p>High transactional cost</p> <p>Lack of focus</p> <p>Lack of resources</p>	<p>Cultural inertia</p> <p>Rigidity of systems in place</p> <p>Intervening at postgraduate level is probably suboptimal</p>	<p>Lack of skills among staff</p>
Mitigation	<p>Build strong partnership in the pilot phase</p> <p>Regular reviews of the efficiency of the partnership</p> <p>Ensure EU Commission understands importance of partnership and is provided evidence of its effectiveness</p>	<p>Proactive pursuit of partners</p> <p>Monitoring of quality and recruitment of top academics</p> <p>Pursue opportunities for fundraising</p>	<p>Incentive measures for academics to participate (contract extensions)</p> <p>Internal reallocation of funds (research council)</p>	<p>Proactive pursuit of partners</p> <p>Monitoring of administrative processes</p> <p>Strong leadership</p> <p>Pursue opportunities for fundraising</p>	<p>Strong leadership which gives it priority within the EUI</p> <p>Regular review to ensure systems are fit for purpose</p> <p>Creation of specific programmes as steppingstones for underrepresented groups (summer schools, master)</p>	<p>Training on risk management and quality assurance.</p>

## 2. QUALITY ASSURANCE

All academic units already undergo an external review on a rolling basis. Every five years, academic units produce a report comprising a review of all segments of activities, performance indicators, and an analysis of its strengths and weaknesses. It includes sections on seminar teaching, ESR supervision and/or mentoring, research activities, outreach, non-academic outputs, internal synergies and external partnerships. This is then put to a group of external experts appointed by the Research Council who, after a site visit, write a report which is submitted to and discussed by the Research Council. It should be noted that this two-degree system offers a very high level of guarantee.

In order to reinforce its accountability, the EUI will be setting up a general framework for the quality assurance of its academic programmes. The objective of the proposed general framework is not so much the quality of the offer and of its outputs - available indicators show high levels of satisfaction and performance - but the existence of transparent and agreeable processes to ensure that the measures in place to control the quality of the EUI's activities are reliable and clear.

The framework will cover all teaching programmes (at master's, doctoral and postdoctoral levels, as well as for executive training) and all research activities, being curiosity-driven or policy-driven. The elaboration of these mechanisms will be led via a series of consultations involving all academic and support services stakeholders. The outcomes will then be tabled at the Research Council before implementation.

As the EUI is outside any national framework, this will be done at the EUI according to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). They were adopted by the Ministers responsible for higher education in 2005 following a proposal prepared by the European Association for Quality Assurance in Higher Education (ENQA) in co-operation with stakeholder associations. A revision gave birth to the 2015 version. The EUI already fulfils the most important share of these standards: its quality assurance is part of strategic management and governance and includes a self-assessment, a site visit from an external element (introduced two years ago), and a report; there is an active role of learners in governance, there is fair and transparent recruitment, and programmes are reviewed on a regular and cyclical basis. However, improvements need to be made which relate more to the quality assurance process itself: processes and criteria should be explicit and published, a systematic follow-up mechanism is needed, and the process itself should be designed with a larger involvement of internal stakeholders, including learners. A wider reflexion is to be also led on the role of the different categories of internal and external stakeholders in quality assurance processes.

An overall account of the different quality assurance exercises would be provided to the High Council by the EU I management on a yearly basis.

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# IMPLEMENTATION

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## Summary of the approach on resources

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The human and financial resources which are necessary for the implementation of this plan will be specified by the management of the EUI once this plan is approved via a review of the administration. However, a series of principles and considerations guide this strategy:

- Priorities 1 (a hub for ESRs) and 3 (interdisciplinary clusters) will consist of a refocusing of existing activities and will be supported via a more efficient use and a reallocation of resources, and a stronger focus on the EUI's core missions. Priority 5, on diversity and inclusiveness, should be achieved with current resources. In contrast, new funding might be necessary for new activities such as the contribution to bridging the capability gap and global expansion (Priorities 2 and 4).
  - The perspective of the UK leaving the EUI comes with a high level of financial uncertainty. In this context, it is paramount for the EUI to ensure a process which helps it frame its priorities. The budgetary measures which might need to be taken in the future as a consequence of a possible UK departure should be guided by the strategic priorities outlined in this report.
  - In the forthcoming review of the administration, a more focused use of resources will be sought by the EUI management in line with the strategic focuses outlined in the previous pages. Better synergies between services will be explored to produce optimisations of resources and economies of scale, such as for example between the doctoral and the postdoctoral programmes.
  - The additional resources required for the implementation of priorities 2 and 4 will be sought via different means. The pilot activity which has been organised in July 2019 in Sofia is for example mostly funded via European funds made available to Bulgaria. For global outreach, the possibility of external funding for new chairs is being explored.
  - The Institute is currently developing its fundraising strategy so as to increase the coordination of existing efforts and expand available financial resources. In order to make progress as a small institution in a very competitive environment, fundraising operations will need to: work with the EUI's current donors, alumni and closest allies to broaden the support base; develop strategies and tools to access untapped potential funders; and align fundraising messaging to increase awareness about the Institute and its relevance for societies in Europe and beyond.
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## Possible Key Performance Indicators for the new Strategic Priorities

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Key Performance Indicators (KPIs) for the strategic priorities ought to be limited in number and formulated to allow for an overall vision of the EUI's performances in implementing its new strategy in the long run. A tentative list is included below.

The entire set of KPIs for the whole of the EUI will be elaborated with the support of the Strategic Standing Committee in the course of 2020. Some of these indicators will be used to benchmark the performances of the EUI against institutions which are comparable in their missions and their sizes. Access to such data being notoriously difficult, it is hoped that setting up the CIVICA partnership together with the active support of EUI member states will make such data more readily available, thereby facilitating benchmarking.

KEY PERFORMANCE INDICATORS IN RELATION TO PILLARS OF ACTIVITIES AND STRATEGIC PRIORITIES

	PRIORITY 1 A Hub for Social Sciences and Humanities In Europe	PRIORITY 2 Bridging the Capability Gap in European Higher Education and Research	PRIORITY 3 Developing an Interdisciplinary- nary Academic Programme	PRIORITY 4 Engaging Globally	PRIORITY 5 Diversity and Inclusiveness
PILLAR I Training of Early Stage Researchers through excellent research	<p>Share of EUI ESRs exposed to European networked activities, including mobility.</p> <p>Number of ESRs in other European institutions reached by the EUI.</p>	<p>Number of students and ESRs from Widening countries and the Western Balkans who take part to EUI academic activities.</p>	<p>Share of resources invested interdisciplinary research.</p>	<p>Share of extra-European ESRs and faculty.</p> <p>Share of ESRs who go on to work outside Europe</p>	<p>Gender balance in recruitment and promotion exercises.</p> <p>Gender balance in selection and review panels and committees.</p> <p>Gender diversity among learners.</p> <p>Social diversity among learners.</p>
PILLAR II Policy-relevant Research	<p>Number of participants to policy-relevant scientific activities.</p>	<p>Number of current and future policymakers from Widening countries and the Western Balkans who take part to policy-related activities.</p>	<p>Share of ESRs and faculty involved in interdisciplinary activities.</p>	<p>Number of research activities with extra-Europeans.</p> <p>International joint publications.</p>	
PILLAR III Training of current and future policy-makers	<p>Share of Master students exposed to European joint activities.</p>		<p>Interdisciplinary content in teaching and training.</p>	<p>Share of non-EU participants in policy-related activities.</p>	

## Preliminary Implementation Plan of the EUI Strategy 2019-2024

This plan outlines the implementation measures of the strategic priorities led by the management of the EUI. It provides an overview of when the reforms can be initiated and when it is hoped they will be achieved. Activities and reforms which aim at improving the performance of the EUI in its three pillars of activities will be reported upon in the annual report(s).

PRIORITIES	OBJECTIVES	PARTIES RESPONSIBLE	MILESTONES
PRIORITY 1: A HUB FOR SOCIAL SCIENCES AND HUMANITIES IN EUROPE	At the master level: dual and joint degrees	<ul style="list-style-type: none"> <li>EUI Management</li> <li>STG Director</li> <li>Dean of External Relations</li> </ul>	<ul style="list-style-type: none"> <li>First agreements already signed</li> <li>2020 start of the Master</li> <li>2021 First extra-European networks</li> <li>2024 running at full speed</li> </ul>
	Networked resources for PhD supervision	<ul style="list-style-type: none"> <li>EUI Management</li> <li>Dean of Graduate Studies</li> <li>Academic Service</li> </ul>	
	Networked skills training with dedicated workshops and seminars	<ul style="list-style-type: none"> <li>EUI Management</li> <li>Dean of Graduate Studies</li> <li>Dean of Postdoctoral Studies</li> <li>Academic Service</li> <li>EUI academic units</li> </ul>	Start of CIVICA partnership in October 2019 with first actions in 2020 and cruising speed reached in 2022
	Networked research platforms for early stage researchers	<ul style="list-style-type: none"> <li>EUI Management</li> <li>Dean of Graduate Studies</li> <li>Dean of Postdoctoral Studies</li> <li>Academic Service</li> <li>EUI academic units</li> </ul>	
	European data platform	<ul style="list-style-type: none"> <li>EUI Management</li> <li>Dean of Research</li> <li>Library</li> </ul>	
PRIORITY 2: BRIDGING THE CAPABILITY GAP IN EUROPEAN HIGHER EDUCATION AND RESEARCH	Creation of dedicated summer schools for PhD & masters students from outside the EUI	<ul style="list-style-type: none"> <li>EUI Management</li> <li>Dean of Graduate Studies</li> <li>Academic Service</li> <li>EUI academic units</li> </ul>	<ul style="list-style-type: none"> <li>Summer Schools already exist in Law Department and History Department</li> </ul>



			<ul style="list-style-type: none"> <li>• SPS department to organise first summer school in June 2019</li> </ul> <p>Master in economics 2021</p>
	Creation of "on-site" activities capability building for PhD & master students from outside the EUI	<ul style="list-style-type: none"> <li>• EUI Management</li> <li>• Dean of Graduate Studies</li> <li>• Dean of Postdoctoral Studies</li> <li>• Academic Service</li> <li>• EUI academic units</li> </ul>	<ul style="list-style-type: none"> <li>• First event in July 2019</li> <li>• More to follow depending on resources</li> </ul>
	Enlargement in the EU	<ul style="list-style-type: none"> <li>• EUI Management</li> <li>• EUI Contracting States</li> </ul>	Ongoing process
	Outreach towards the Western Balkans	<ul style="list-style-type: none"> <li>• EUI Management</li> <li>• STG Director</li> <li>• Dean of External Relations</li> </ul>	<ul style="list-style-type: none"> <li>• Exploratory phase under way</li> <li>• First activities in 2020</li> </ul>
<b>PRIORITY 3: DEVELOPING INTERDISCIPLINARY RESEARCH AT THE EUI</b>		<ul style="list-style-type: none"> <li>• EUI Management</li> <li>• Dean of Research</li> <li>• EUI academic units</li> </ul>	<ul style="list-style-type: none"> <li>• Definition by faculty and validation of topics by Research Council: Spring 2019</li> <li>• First activities: Spring 2020</li> <li>• Research teams fully operational: October 2020</li> </ul>
<b>PRIORITY 4: ENGAGING GLOBALLY</b>	Training policymakers globally	<ul style="list-style-type: none"> <li>• EUI management</li> <li>• STG Director</li> <li>• Dean of External Relations</li> </ul>	<ul style="list-style-type: none"> <li>• STG growing until 2024</li> <li>• 2024 STG running at full speed</li> </ul>
	New resources to open up to non-EU ESR	<ul style="list-style-type: none"> <li>• EUI management</li> <li>• Dean of Graduate Studies</li> <li>• Dean of Postdoctoral Studies</li> <li>• Dean of External Relations</li> <li>• EUI academic units</li> <li>• Academic Service</li> </ul>	<ul style="list-style-type: none"> <li>• Exploratory phase already started</li> </ul>
	Chairs focusing on the world beyond Europe	<ul style="list-style-type: none"> <li>• EUI management</li> <li>• Dean of External Relations</li> </ul>	<ul style="list-style-type: none"> <li>• Prospection under way</li> <li>• First activities hoped for 2021</li> </ul>

		<ul style="list-style-type: none"> <li>• Dean of Research</li> </ul>	
	Africa Programme at the STG	<ul style="list-style-type: none"> <li>• EUI management</li> <li>• STG Director</li> <li>• Dean of External Relations</li> </ul>	<ul style="list-style-type: none"> <li>• Project is ready</li> <li>• Signature with COM DG DEVCO imminent</li> <li>• Potential start in Spring 2020</li> </ul>
PRIORITY 5: DIVERSITY AND INCLUSIVENESS	Gender diversity	<ul style="list-style-type: none"> <li>• EUI management</li> </ul>	<ul style="list-style-type: none"> <li>• Review done in 2018</li> <li>• Extended monitoring in 2020</li> <li>• Training and awareness-rising in 2020</li> <li>• Review in 2022</li> </ul>
	Social diversity	<ul style="list-style-type: none"> <li>• EUI management</li> </ul>	<ul style="list-style-type: none"> <li>• First review to be done in 2020</li> <li>• Possible first measures in 2021</li> <li>• Training and awareness-rising in 2021</li> <li>• Review in 2023</li> </ul>
PRIORITY 6: IMPROVING ACCOUNTABILITY	Risk Management	<ul style="list-style-type: none"> <li>• EUI management</li> <li>• SSC</li> </ul>	<ul style="list-style-type: none"> <li>• Launch of the reform in 2020</li> <li>• Reform in place in 2021</li> </ul>
KEY PERFORMANCE INDICATORS	Quality Assurance	<ul style="list-style-type: none"> <li>EUI management</li> <li>Deans</li> <li>• Academic Units</li> </ul>	<ul style="list-style-type: none"> <li>• Launch of the reform in 2020</li> <li>• Reform in place in 2021</li> </ul>
	KPIs for new strategic Priorities	<ul style="list-style-type: none"> <li>• EUI management</li> <li>• SSC</li> </ul>	<ul style="list-style-type: none"> <li>• December 2019 HC</li> </ul>
	KPIs for the whole of the EUI	<ul style="list-style-type: none"> <li>• EUI management</li> <li>• SSC</li> </ul>	<ul style="list-style-type: none"> <li>• SSC starts work in 1st semester of 2020</li> <li>• KPIs presented at June 2020HC</li> </ul>