E3UDRES2

Engaged and Entrepreneurial European University as Driver for European Smart and Sustainable Regions

D2.7 | D17 Report on Exchange of Experience of Non-Academic Staff

Work Package 2

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Overview

Deliverable nr.	Deliverable name	Person responsible	Corresponding HEI
D2.7 | D17	Report on exchange of experience of non-academic staff	WP2 member	MATE

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1. Brief summary

E³UDRES² promotes meaningful, multidirectional interaction and knowledge transfer with diverse and relevant stakeholders of various backgrounds. Non-academic staff of the institutions is one of the focus groups of the project and its feedback is of key importance for knowledge creation. For this purpose, in March/April 2022 consortium member institutions organized workshops with this target group to discuss the opportunities and pitfalls for the future university in their domain. The participants were from different parts of the universities: representatives from student services, social services, communication, human resources, IT support, library, sport department, dormitory, others.

Therefore, the overall objective of Non-Academic Staff Workshops (NAS Workshop) was to collect ideas from non-academic staff regarding "Future Universities" concept, as well discover their experience about the past and present of their positions/ jobs, and to make the NAS realize that their expertise is needed, advantages of the project from their viewpoint (e.g. mobility, networking).

The workshops also served as a platform for making E³UDRES² project „visible" among university staff and planting the seeds of engagement in them – at present they don't know much of the E³UDRES² project. Sensitizing non-academic staff, engaging and motivating them was also aimed by the workshop in order that the relevance and potential of such programs become more understandable for them.

Represented services and number of participants in the Non-academic Staff Workshops

Institution	Date of workshop	Represented service units	Number of non-academic staff	Number of WP2 participants	Number of other WP participants
University College Leuven-Limburg (UCLL)	9th March 2022 (on-line)	Judical Service, Direction of Coordination of Campus, Campus Direction, Coordination of ICT Support, "Planner" of Campus, Finance, Faculty of Management, International Relations	9	2	
St. Pölten University of Applied Sciences (STPUAS)	23rd March 2022. (on-line)	Marketing, Controlling, International Relations, Library	13	2	
Hungarian University of Agriculture and Life Sciences (MATE)	24th March 2022 (on-site in Gödöllő)	International Relations, Library, Registrar's Office, Educational Directorate, Physical Education and Sports Centre, Dormitories	16	4	2
Polytechnic Institute of Setúbal (IPS)	29th March 2022 (on-site in Setúbal)	Student Services, Social Services, Communication, Human Resources, IT support, Library	16	2	1

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Vidzeme University of Applied Sciences (ViA**)**	4th April 2022 (on-site in Valmiera)	International Department, Study Office, Financial Department, Library, Administrative Department, Career Center	17	3	
Polytechnical University Timisoara (UPT)	29th April, (on-line)	International Relations, University Senate and University Administrative Council non-academic staff, head of the Administrative Academic Offices and Assistants to the Deans from each of the 10 faculties from the university, e-learning center and the Library	56	2	
Total number of participants			127	15	3

Online workshops were organized by UCLL, STPUAS and UPT while MATE, IPS and ViA chose to have the workshop on-site. Methodology used was Janus Cone for STPUAS, ViA, MATE, and IPS. UCLL had a discussion and Q&A session. UPT used context mapping, a simple Janus Cones, and brainstorming as methods and Mentimeter as online tool.

Agendas varied from institution to institution, however, every institution had a brief introduction of E³UDRES² project. Working languages were the official languages of the countries and English.

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2. Outcomes

University College Leuven-Limburg (UCLL) organised NAS workshop on 9th March 2022 on-line, with nine participants of different departments (Judical Service, Direction of Coordination of Campus, Campus Direction, Coordination of ICT Support, “Planner” of Campus, Finance, Faculty of Management, International Relations).

The workshop started with a presentation of the project and what it achieved so far and participants had the opportunity to inquire more about it. Then participants were split in two working groups, one moderated in Dutch and one in English. The discussion centred around three questions: ¨What are the elements of a future university from your perspective/job?¨, ¨Which opportunities do you see in the future?¨, and ¨What are the pitfalls in realising this dream based on your position and experience?¨. The interactive online tool Jamboard was used for participants to write their inputs on the discussion points. After the discussion within the small groups, all participants gathered on the main floor to conclude the workshop and for them to share their final remarks.

Outcomes

Discussion was led in two separate groups and participants noted their insights, feedback and ideas regarding the three main questions asked during the workshop, in an interactive online platform. For the purpose of summarising these and having a clear idea and overview, we categorised their insights in the following concepts.

Questions/topics discussed:

1. What are the elements of a future university from your perspective/job?

- Organisation/management of budget (e.g., Shared budgets, shared income, shared costs, local/virtual, travel, time/cost)
- Common collaboration (e.g., Legal framework to award full degrees together, Network of institutions co-creating higher education, each institution contributing to what they are best in.)
- Institutional structure (e.g., BIG organisation/relations, hierarch vs flat organisation)

2. Which opportunities do you see in the future?

- International/intercultural perspective (e.g., Purposeful inter-institutional staff and student mobility, intercultural competences increase by students & staff, unique regional as well as international position, being a significant/top HEI (worldwide)
- Innovation and expertise (e.g., Evidence informed innovation, decreasing costs on long end by synergies, co-creating courses in teacher design teams, sharing good practices, more opportunities for students/staff, EUDRES as a sandbox for innovation.

3. What are the pitfalls in realising this dream based on your position and experience?

- Change process (e.g., going too fast, slow and well phased approach needed, looking to similar projects/organisations to avoid making the same mistakes, different speed of different partners) Inter-Institution management (e.g., juridical limitations, administrative overload, trying to be one organisation)
- Inter-Institution management (e.g., juridical limitations, administrative overload, trying to be one organisation)
- International/intercultural perspective (e.g. Cultural/language differences, vulnerability in change, difference in accounting systems/HR systems, Chaotic appearance/flows

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from the student's point of view, difference in timings: holiday/classes/exams, differences in salaries, daily rates)

Conclusion

A lot of elements of the future university mentioned, centre around organisation, collaboration and structure, the possibility of sharing in terms of logistics and practical elements, like profiting from the expertise and experience of each institution. The opportunities that participants see in the future are related to the international/intercultural aspect as well as innovation and co-creation of the curriculum based on each institution´s expertise and strengthening of the education system.

Participants also highlighted several pitfalls that should be taken into account in the project´s next phase and the development of the future university. Despite being the international and intercultural aspect seen as an opportunity it is also seen as a possible pitfall in terms of differences, and is something that should be taken into account. Differences in terms of organisation of each institution and the process of change towards the university, as well as learning from the past mistakes in terms of collaboration between institutions, are elements that were also mentioned.

St. Pölten University of Applied Sciences (STPUAS) organized NAS workshop on 23rd March 2022 online with 15 participants from different departments and service units (Marketing, Controlling, International Relations, Library etc.).
A brief introduction of E³UDRES² and the WPs was followed by a specific intro on Future Casting / WP2 and a description of the Janus Cone method. After that the group was divided into two teams (breakout sessions), they decided to have people from same or similar departments to have a common level of understanding. For the interactive work two white boards were prepared, each with a Janus Cone template as the basis for the discussions. By using the Janus Cone method, the participants gave very interesting insights in how working at St. Pölten UAS was in the past and what the future should be about. After the specified time they got together in the main group and gave a short overview about the discussions and the outcomes in each group.

Surprisingly, the two groups had very different approaches: one listed very formal events and milestones (invention of new study programmes, legal changes) in the past and for the future as well, while the other group had an intensive discussion about interpersonal relationships (finding ways to communicate with each other, understanding the perspective of other colleagues). This difference led us to a fruitful discussion since the perspectives complement each other perfectly. They had formal facts and visions and could always add the human centred value.

Findings of the Janus Cone

Past milestones:

- Events in education policy
- FH Events
- Regional events
- Social/Political Events
- 1995: Lower Austrian LR moves to St. Pölten
- 1996: Status of University of Applied Sciences
- 2002: First student mobilities

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- 2004: First launch of Europass
- 2004: New management
- 2006: Bologna
- 2007: Launch of Erasmus
- 2007: New management
- 2007: Move into new building A
- 2008: EQR
- 2008: FH Complete
- 2012: First double degrees / dual degrees
- 2014: Central baccalaureate
- 2014 -??: Developments in Russia and Ukraine
- 2015: Organisational Development Department Technology
- 2016: NQR
- 2017: White Paper on Education St. Pölten
- 2018: First English-language degree programme
- 2019: New ownership structure
- 2019: University holding company
- 2019: Bertha v. Suttner PU
- 2019: University holding company
- 2019: New management
- 2020: Digitalisation
- 2020: Corona
- 2021: New building
- 2021: Amendment to Austrian Fachhochschule Studies Act
- 2022: Master Plan St. Pölten
- From 2022: Connection to data network
- From 2022: Digital Credentials
- From 2022: Digital Diploma Supplement
- ? Doctoral programmes
- ? Pension wave
- ? Energy prices
- New players in education and higher education
- The only constant we are experiencing is change

Future milestones - CHANGE

- Reducing bureaucracy
- Establishing more digital processes
- More collaboration with other units
- Taking different perspectives
- New structures for study programmes
- New actors in HEIs
- Taking time for new ideas-not running away from them
- Data driven networking, dealing with interfaces
- Approach one another (supporting tools)

Hungarian University of Agriculture and Life Sciences (MATE) organized NAS workshop on 24th March 2022 on-site in Gödöllő, with 22 participants from different departments and service units (International Relations, Library, Registrar's Office, Educational Directorate, Physical Education and Sports Centre, Dormitories).

After a brief introduction of E³UDRES² project and Janus Cone method, an ice-breaking activity called "E³UDRES² Bingo" followed, which was conducted by two members of the International Relations Centre. Then during group discussions, participants used the Janus Cone method to identify the milestones and achievements of the past in their own tasks and responsibilities and then to develop a vision of Future Universities. Finally, the two groups presented their Janus Cones and summarized their findings to the others.

Video of MATE NAS Workshop: https://www.youtube.com/watch?v=21DEz84Dmpo

Janus cone of MATE had the following results for the past:

- Erasmus programme started in 1997
- Neptun system implemented is 2003 and with this, a digital transformation started. Certificates and applications have been managed electronically.
- Hungary joined to the EU in 2004
- paper-based records, printed transcripts in the 1990's, end of paper-based transcripts around 2010
- Stipendium Hungaricum Scholarship Program started in 2013
- Student mobility is possible outside of Europe from 2015
- Changes of organization structure (integrating new campuses) and staff members in the universities from 2016, from 2020 and 2021. In 2021 a new financing model and change of university structure, new curricula and new name was introduced.
- Staff language development from 2016
- Appearance of International Centre and international registrar's office at MATE
- Covid-related changes from 2020 are decreasing personal encounters, mass use of credit cards. The loss of personal meetings is a huge problem.
- Different sport requirements were until 2021– since then unified sports requirements for students
- Erasmus Without Paper from 2022 – it is still being introduced at MATE
- Joint training courses

A complete organisational transformation started in 2021 (structural changes and curriculum changes), and these changes affect MATE's future. The opinion of MATE non-academic staff about future universities focused mainly on the future of MATE, however, they summarized some aspect that can be generalized:

- More study programs in English are necessary and all Hungarian student should spend at least 1 semester abroad. This so-called "mobility window" is now included in MATE Study and Examination Regulations and should be applied for all study programmes starting 2021/2022.
- MATE is undergoing a complete digitisation, (university data, MATE application, electronic enrolment, E-money, myMATE app) and one common database should be used for these in the future
- We have to make a language development, there will be a lot of online, international course possibilities, and a MULTI University Campus will be established.
- Introduction of a 4-day working week (3 days off) to achieve a better work-life balance
- Support for group work in libraries

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- More flexible options for doing sports, having a healthy lifestyle

Final remarks

Mixing participants that work in different services (administration, library, financial department, sport department, student services, social services, communication, human resources, IT support etc.) made them exchange their different point of views on similar topics which enrichened the discussions.

According to the participants, the E³UDRES² project is an opportunity for speeding up some changes they would like to see in the future at their own University.

The main results from all the discussions will contribute to the future vision of European University from the non-academic staff point of view.

Polytechnic Institute of Setúbal (IPS) organized NAS workshop on 29th March 2022 on-site, with 19 participants from different departments and service, which was a good mix of different representatives from student services, social services, communication, human resources, IT support, library, and others. The number of years of experience in IPS ranges from a few months (in one case) to over 20 years.

The main aims of the NAS workshop were -to make the E³UDRES² project visible for the NAS, to sensitize the NAS and engage them in E³UDRES², to record best practices from the past, from their point of view and to listen to how they envisage the future.

Given the NAS have been, so far, the less impacted group by the E³UDRES² activities, it was expected that their knowledge of the project was still limited. Nonetheless, to support our insight, the workshop started by asking all participants to fill in a small, anonymous, questionnaire about the E³UDRES².

The first question was “Do you know E³UDRES²?”, and all of them replied “Yes”. Second question was to indicate three words they associate to E³UDRES² and from the responses we built the word cloud. From the analysis of the cloud, it is noticeable that the NAS have already an idea of the main goals of E³UDRES², which is already a good start.

However, when asked to select from a list of country names to check the other countries that participate in the alliance, no one has answered 100% correctly. And 9 of the 15 participants that answered the questionnaire did not even choose the right number of partners (some selected only 2 partners, some selected 10 partners!).

When asked if they already felt the direct impact of E³UDRES² in their service, only one responded positively. And when asked if they could name or explain the content of any E³UDRES² activity, only 8 of them provided some sort of coherent answer.

This questionnaire showed us that E³UDRES² is not completely invisible to the NAS, but there should be an effort in increasing the involvement of these internal stakeholders.

Starting the workshop with the questionnaire seemed to be a good prompt as we felt they were keen on finding the “right” answers to the questions from the presentation of E³UDRES² that followed the questionnaire activity.

Results - past and future trends

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After a short presentation of E³UDRES² and the Workpackage 2 – Future Universities, the participants were divided into 3 subgroups, to reflect on the best practices and milestones of the past and their vision for opportunities in the future.

From the discussions, the Janus Cones presented in Annex were obtained.

The participants put emphasis on the following topics:

- There should be more English courses for NAS and they all should be incentivised to participate
- To provide better support to all the community, a fully functional document management system and an information system should be in place
- NAS should be allowed to work remotely part of the time, to achieve a better work-life balance
- There should be a strategy for retaining talent in IPS
- In terms of research, there should be a strong strategy on promoting open science
- There is a concern that by adopting the E³UDRES² in communication, the individual identity of IPS can be lost

The main results from all the discussions will contribute to the future vision of European University from the non-academic staff point of view.

According to the moderators' opinion, it would be fruitful to replicate this workshop in order to reach a higher number of NAS.

Vidzeme University of Applied Sciences (ViA) organized NAS workshop on 4th April 2022 on-site in Valmiera. Practically, ViA organized two workshops, NAS Workshop I took place between 14:00 pm – 15:30 pm, NAS Workshop II took place between 16:00 pm – 17:30 pm.

The agenda included a workshop introduction followed by the results and conclusions.

1. Workshop I introduction (working language – Latvian)

Renate Fridvalde welcomed and introduced the purpose and idea of the workshop to the participants. E³UDRES² project was presented to ViA non- academic staff members.

2. Workshop I result (working language – Latvian)

Janus Cones methodology was introduced. The aim is to find good practices, events, which changed the way of non-academic staff members work in their departments.

For better understanding, one example of the Janus Cones method was shared which was created by MATE colleagues, who looked at the topic "E³UDRES² Future University".

Each participant wrote their ideas on the sticky notes and put them in the Janus Cones worksheet and briefly explained them to the others.

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Past part: what events/good practices has changed the way how you work.

Questions which might help to think about past:

1. What has changed in your work and why?
2. What were the good practices?
3. What events (local / national / international) have affected your work?

Results:

- regular changes in education policy (has to adapt to them all the time, probably will be changes in future too);
- structural changes in ViA (change of colleagues, changes in management level, also ViA expanding and development – more vacancies, also for students);
- Pandemic and everything coming together with it (restrictions, remote work, online meetings, for library being closed for unknown period of time, not knowing what will happen in the next week, e.t.c.)
- Digitalization – from working with pen and paper to different systems, online teaching methods, technologies, for example mobile shelves in library);
- legislation of The Republic of Latvia and other laws (for example, public procurement law affects finance department daily work, has to adapt);
- expansion of the range of programs ViA offers and provides (in the past there were only a few study programs, but now they are a lot more, also ViA provides lifelong learning);
- personal experience (for example, finance department works with their own developed "cost calculation" methodology);
- appearance of many different projects in the ViA (additional responsibilities, opportunity to get involved, also for ViA students);
- increase in the amount of information & more information in foreign languages (affects librarian work);
- remote work and studies (has to adapt to different study models);
- international experience (to expand knowledge, to see and evaluate how the same type of department is working in other countries);
- expand experience and growth opportunities (over the years greater reliability is formed).

Future part: what is your work/departments future vision.

Questions which might help to think about future:

1. How do you see your work in the future?
2. What could be taken from the past / adapted in the future?
3. Are the results of the E³UDRES² project visible in the future?

Workshop participants did not look at the future part, because of timing. ViA non-academic staff members discussed to organize sometime another workshop/discussion, where they could explore the future vision of their jobs.

3) Workshop II introduction (working language – English)

ViA International Week participants joined the workshop. All participants briefly introduced themselves to others. E³UDRES² project was introduced to participants and this workshop's main idea. One of workshop themes was: challenges and best practices in joint international activities of future universities.

4) Workshop II result (working language – English)

The workshop was organized as the previous one. All participants worked in one big group. At the beginning of the workshop the participants shared their previous experience with joint international activities, for example:

- Study modules together with different universities (also cooperation with neighbour countries);
- Seeing results of the mobility projects (e.g. Erasmus+ mobility);
- Organizing different international events (e.g. International Week);
- Work or participation in international projects (e.g. students and university staff can work in E³UDRES² project).

Past parts results:

- Digital transformation;
- Changes of structure and staff members in the universities;
- Crisis and/or restrictions in different countries (for example, Ukraine situation);
- Study course combination with different study directions (also more practical and challenge-based studies);
- Student integration in different university departments;
- Much more study trips and visits to companies (to gain experience);
- Changed way of work (more virtual, digital, being more flexible).

Future parts results:

- To see the E³UDRES² project results in own university (be a part of future university integration in university, help to create the main idea, be involved in the process);
- To have more study programs in English (for now the only bachelor degree program held in English is IT studies, English study programs would attract more international students);
- Flexibility (we do not know what will happen in the future, must be ready for everything), integrity (integral education must be one of our priorities) & sustainability (sustainable travelling, we should think about footprint; also use the results in the future);
- Courage to do/try things you are bad at (it is possible to discover new personal skills that you did not know about yourself);
- Department enlargement (with projects, staff, research);
- Vision of management - every time the management changes, the way how they look at the university changes too (the changes can affect what and how we do things).

5) Conclusions and recommendations

Together in both workshops participants created three Janus Cones worksheets, which capture the development of the different departments at the university – students service, finance, library, international office, HR, office administration, as well as the exchange of experience with international non-academic staff who participated at ViA International week.

What is still unclear about E³UDRES² project / what are main concerns?

- Information flow (how to inform students about E³UDRES² events, how to invite them to participate, for example, to I Living labs);
- E³UDRES² Future University context must be integrated in this year's student admission (to inform potential students about E³UDRES² vision and goal;
- How to connect E³UDRES² model between partner institutions (are there clear steps? How about legal aspects? students' legalization in our systems);
- Added value (for university, for present and future students);
- I Living labs (how to give international experience - maybe include in obligatory study plan; cooperation with entrepreneurs; part of bachelor's thesis);
- Cooperation between partner university libraries (common databases? Databases prevalence in all universities);
- Researchers' cooperation with library – if a new research field is developed, expenditures for new books, digital materials also should be part of research projects (now it is missing).

E³UDRES² results (wishes):

- Hope for the future – international experience, more students from other countries;
- To create at least one common study program – greater temptation for students to study in region;
- E³UDRES² researchers to create common publications.

Recommendations for further activities in relation to non-academic staff:

- All participants highly valued this individual approach and presentation about E³UDRES² project, which clarified different concepts, which we already use a lot at the university, but it was not clear for them what it is exactly. This kind of presentation should be repeated once per semester to update on the progress at E³UDRES² project and how proposed transformation of E³UDRES² universities might impact non-academic staff.
- There is a need to organize the joint international exchange of experience for non-academic staff to discuss jointly in the international team of non-academic staff the identified challenges at each institution, for example:study administration (students registration, differences in national legislations and how to adapt, digital systems for students administration ect.);library and joint research resources and what is legal background for this; sharing digital platforms, licences, labs ect. and what is legal background for this; professional development workshops (including international experience) for non-academic staff in order to prepare for supporting future students and future researchers.
- Use positive results from Covid pandemic, for example, larger flexibility, remote work, and define which E³UDRES² joint processes can be organized in the remote/online form and which still have to be on-site.

Polytehnica University Timisoara (UPT)

Polytehnica University Timisoara (UPT) organized its Non-academic Staff Workshop on the 29th of April 2022 on-line in Zoom, but also using the Menitmeter tool. Working language was Romanian.

58 participants took part in the online workshop coming from the departments of: International Relations, University Senate and University Administrative Council non-academic staff, head of the Administrative Academic Offices and Assistants to the Deans from each of the 10 faculties from the university, e-learning center and the Library.

The workshop aimed also to carry out a consultation and analysis from the non-academic staff of the university to define their perspective on the role the Politehnica University of Timisoara has in the Western region of Romania, with a focus on the perspective of 2030 and for the general concept of Future Universities.

Following a short welcome and introduction, the E³UDRES² project was presented and the role of Regional Stakeholders and the Future Universities ideas.

In Part I Expectation on the University of the Future, NAS participants answered questions using Mentimeter which was followed by discussions and brainstorming ideas in Part II. of the workshop.

The questions and types of answer types are summarized in the table below:

Question/Statement	Type of answer
Do you agree or disagree with the following statements: – *Yes, I heard about the European University Project "EUDRES"* – *I believe that the European University Project E³UDRES² is important for the evolution of UPT* – *I wish to get involved in the EUDRES European Universities Project*	1-5 scale (1 - I don't know/I disagree, 5 - I know/I agree)
What word or expression do you associate with UPT?	Open question
What is the biggest challenge you see for UPT until 2030?	Open question
What do you think is most important for education in western Romania?	Choose max. 3 elements from the E³UDRES² Future University context map
What do you think is most important for UPT?	Choose max. 3 elements from the E³UDRES² Future University context map
What do you consider to be the most important for UPT in the coming years?	Choose max. 3 terms from a list
What do you think is most important for you in your relationship with UPT?	Open question

Results

Based on the feedback for the statements, the majority (65% answered with "5") of the respondents have heard about the E³UDRES² project and know about it.

The project is important for the evolution of UPT, according to the majority of the respondents (76% answered with "5").

The majority of the participants (48% answered with "5") would want to get involved in the E³UDRES² project and contribute to it.

A simple and adapted Janus Cones method was developed as to identify the past, present and future of the UPT, from the point of view of non-academic staff was run in Mentimeter and then followed with a discussion.

The question revolved around looking to define the university UPT position in the region and its perception among participants. The majority of the participants have a very good and reliable opinion on UPT, most of them using the word “performance” to describe the university. The terms innovative, future, excellence, internationalization were also mentioned more than one time by the participants.

Answering the question: “What is the biggest challenge you see for UPT until 2030?“ most of the respondents said UPT should increase the number of the students by any means and keep on being one of the top universities. Adapting to the new conditions of digitalization, updating the fields of study, generating many projects were also mentioned among others. The need of development of new directions of specialization in step with the requirements of the labour market and the challenges of the society appeared among the answers in one way or another.

Brainstorming on the biggest problem for now for UPT was carried out with the next question reflecting on the region: What do you think is most important for education in western Romania? The participants were asked to choose maximum 3 terms out of the context map elements. Most of the participants think that creating value for the region is the most important for the education in western Romania, followed by innovation. Practice-based and digital were picked as third and fourth element in equal ratio. Inclusive and glocalization were the least chosen elements.

The next question was reflected on UPT and the participants were this time asked what is the most important for the university (maximum 3 selections) by looking into the E^{3}UDRES^2 Future University Context Map. The answers indicate that the majority of participants agrees that the most important for UPT is creating value for the region, since the university is a major representative and emblem of Timisoara. Innovation, practice-based and digital were found to be important for the NAS members in similar proportion.

The following question was a reflection for the future, so the respondents were asked what they considered to be the most important for UPT in the coming years. They could pick maximum 3 selections. Most of the respondents agree that the most important for UPT in the following years would be attracting more teachers or staff and innovation, followed by curriculum development.

The last question was an open one based on the relationship the respondents have with the university: What do you think is most important for you in your relationship with UPT? Most respondents agreed that transparency, respect and stability are very important in the relationship and the evolution that comes with it, as well as safety and the maintenance of the education quality.

At the end of the workshop there was an open discussion on the future of the university, how the E^{3}UDRES^2 project can influence the future of the university and in which E^{3}UDRES^2 activities should the non-academic staff be involved. Almost all participants appreciated as very positive the UPT involvement in E^{3}UDRES^2, almost all knew some of the activities and were aware of them. They also expressed their interest in participating in activities, some also in English or to have staff exchanges and experiences shared, especially on how to motivate and to communicate with students for non-academic activities, and for administrative actions.

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3. Conclusions

All NAS Workshops, either online or on-site, had promising outcomes. Mixing participants that work in different non-academic positions made them exchange their different point of views on similar topics which enrichened the discussions.

In general, participants could contribute to the concept of Future Universities through their own field of expertise and experience. Four universities used Janus Cone method, two universities had a discussion with questions and answers session.

After the NAS workshops, we can conclude that non-academic staff is interested in having more E³UDRES² workshops and expressed their interest in participating in E³UDRES² activities. During the workshops, non-academic staff collected a lot of various milestones of the past of their job / university, mentioned characteristics of their present situation and described some aspects / elements of a future university. Some universities had more emphasis on the future of E³UDRES² project than others, but all participants agreed on that E³UDRES² means a great opportunity to strengthen the existing network of partners.

Although the different universities had some different experiences in the past and present, there were some common characteristics identified, such as the introduction of English-language study programmes at different study levels, moving from paper-based administration to a digitalised administration that was accelerated by Covid-19 pandemic, various infrastructural investments and structural and/or management changes. Some of them also listed legislation changes, increasing number of projects, probably as the result of the EU enlargements and, last but not least, personal experience.

- As for the future of universities, we should face the challenges, for example new structures in teaching and programmes, new players in education and higher education, data-driven networking, dealing with interfaces. E³UDRES² gives an opportunity to
- raising the international/intercultural aspect among the network members
- increasing the number of international students
- innovation
- co-creation of curricula based on each institution´s expertise
- strengthening of the education system by new structures for study programmes
- attracting more teachers or staff
- joint research publications

Besides opportunities, some participants had concerns related to E³UDRES² project which raise questions that E³UDRES² should be aware of in order to successfully implement the project:

- Differences in terms of organisation of each institution and the process of change towards the university, as well as learning from the past mistakes in terms of collaboration between institutions;
- How to connect E³UDRES² model between partner institutions (clear steps of the process, legal aspects, students' legalization in partner universities' systems);
- By adopting the E³UDRES² in communication, the individual identity of universities can be lost;
- Differences in national legislations and how to adopt digital systems for students and other administration (library and joint research resources, the legal background for them, sharing digital platforms, licences, labs, creation of common databases etc.)

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- Information flow (ways of informing students about E³UDRES² events, how to invite them to participate in E³UDRES² activities);
- Integration of the E³UDRES² Future University context in student admission (reaching potential students with E³UDRES² vision and goal);
- Added value (for university, for present and future students);
- I Living labs (how to give international experience – should it be included in the study plan; involvement and cooperation with entrepreneurs;);
- Researchers' cooperation with library – expenditures for new books, digital materials also should be part of research projects.

Future University milestones from NAS point of view in the coming years:

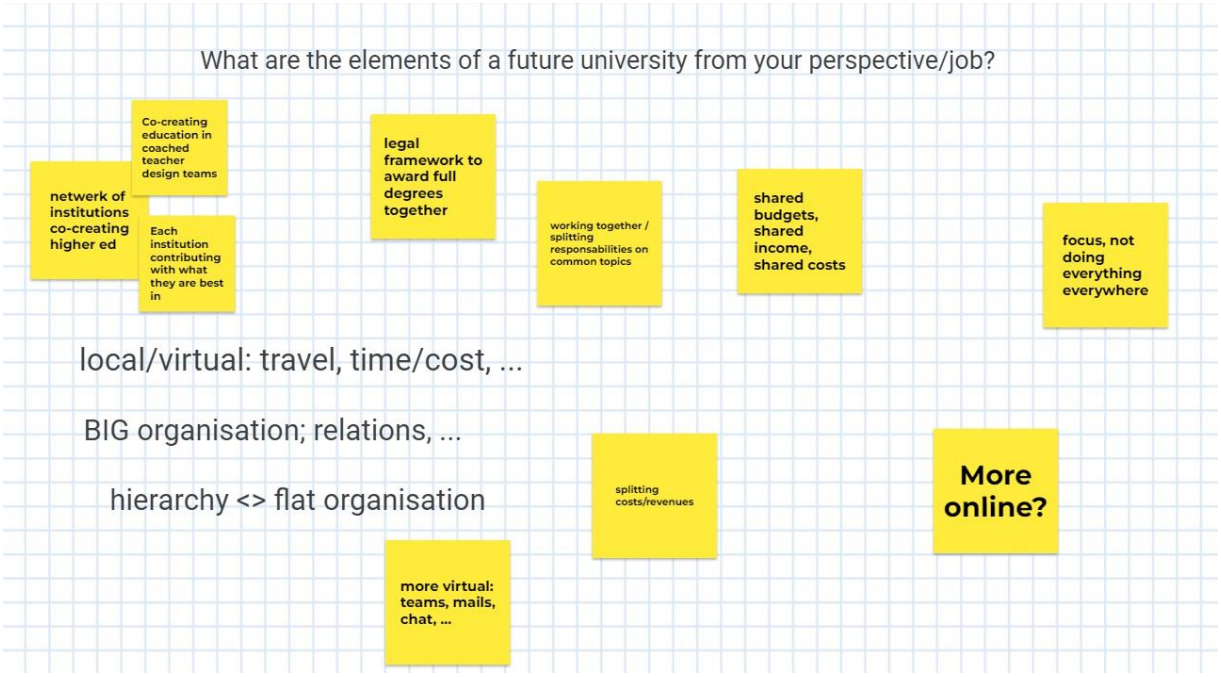
- Reducing bureaucracy
- Establishing more digital processes. even complete digitalization
- More collaboration among other university units
- Taking different perspectives
- New structures for study programmes
- More study programs in English are necessary
- All students should spend at least 1 semester abroad (mobility window)
- Language development, more English courses for NAS and they all should be incentivised to participate
- MULTI University Campus will be established
- Introduction of a 4-day working week (3 days off) to achieve a better work-life balance
- Support for group work in libraries
- More flexible options for doing sports, having a healthy lifestyle
- Provide better support to all the community,
- A fully functional document management system and an information system should be in place – one database
- NAS should be allowed to work remotely part of the time, to achieve a better work-life balance
- Develop and improve talent management strategy
- A strong strategy on promoting open science for research
- Make use of positive results from Covid pandemic
- Flexibility in activities and work

The outcome of the NAS workshops should serve as valuable input to be used for the next project phase and in the next level of integration. The different work packages can and should profit and make use of the conclusions highlighted in this report for the development of the future stages.

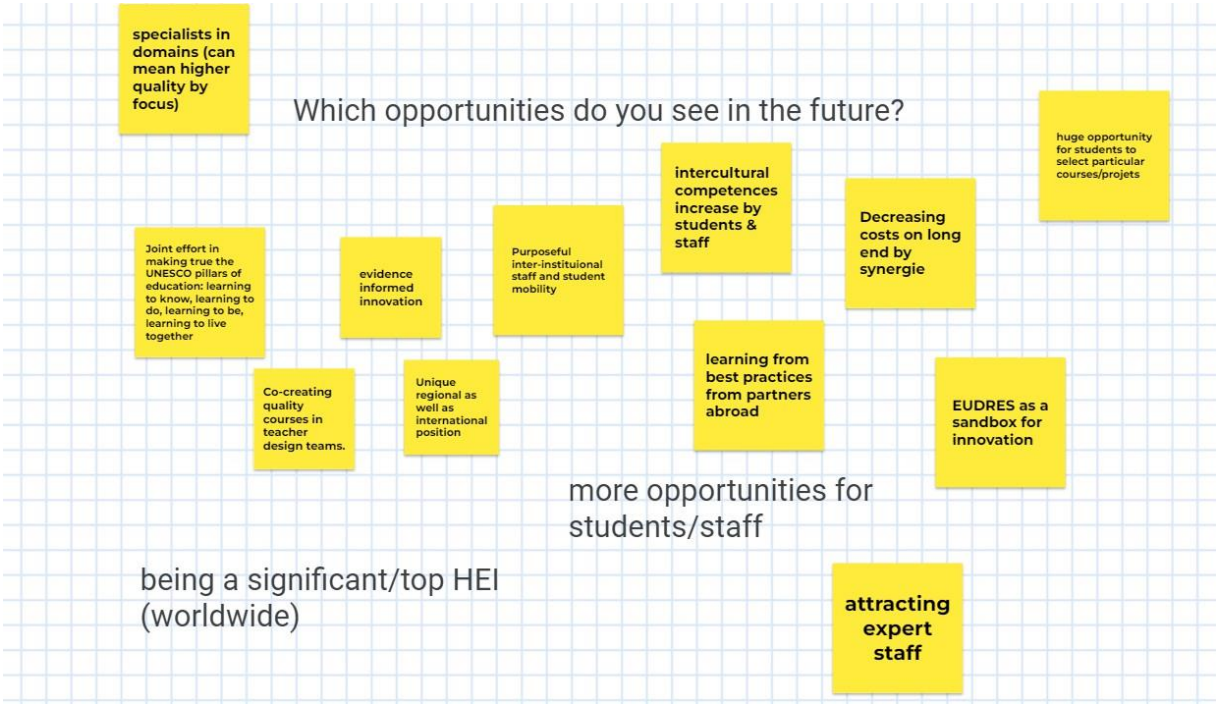
Due to Covid-19 pandemic it was not possible to organize on-site international exchange of experience of non-academic staff jointly for representatives from all partner universities. It would help to co-creation of future universities if we organize on-site events during next academic year to discuss joint approaches for providing several services, as for example, study administration (students registration, differences in national legislations and how to adapt, digital systems for students administration ect.);library and joint research resources and what is legal background for this; sharing digital platforms, licences, labs ect. and what is legal background for this; professional development workshops (including international experience) for non-academic staff in order to prepare for supporting future students and future researchers.

Annexes

4.1 UCLL



Picture 1

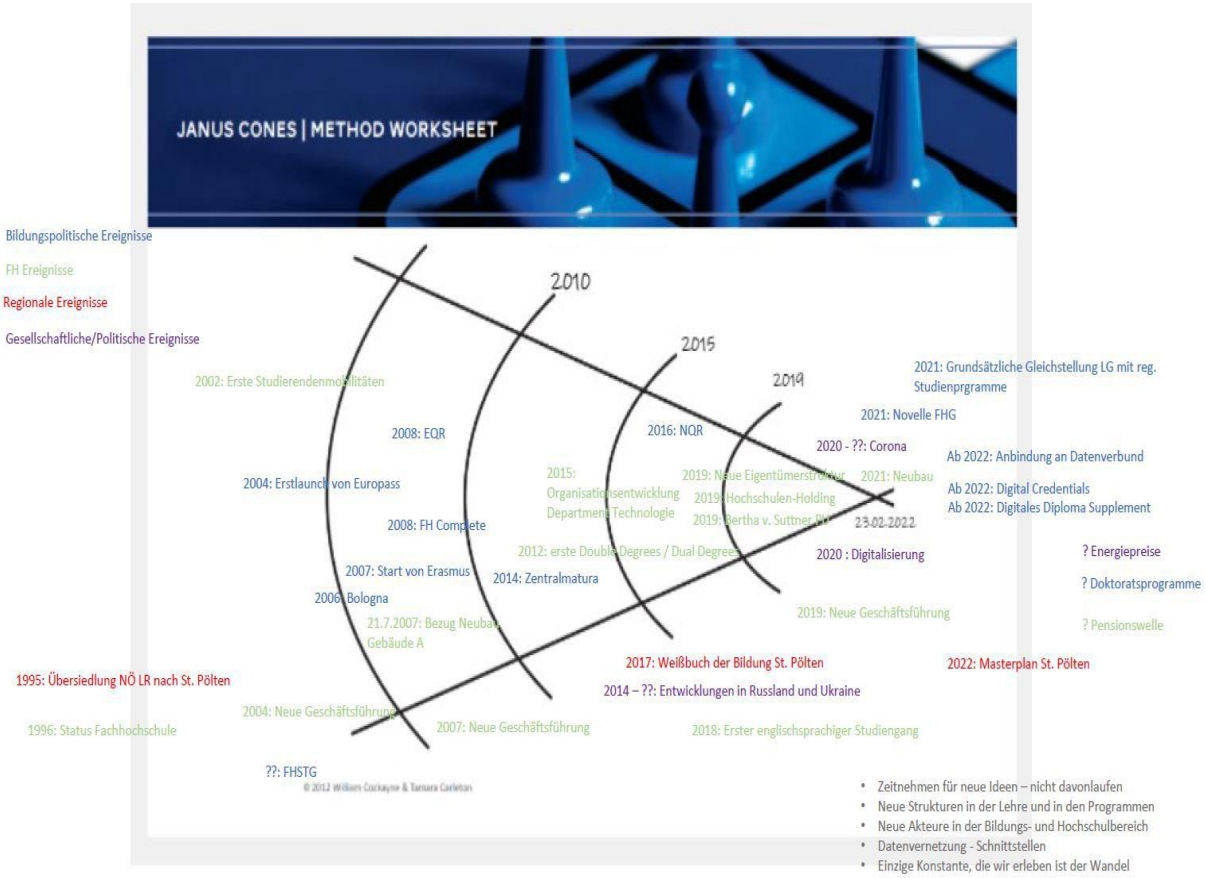


Picture 2

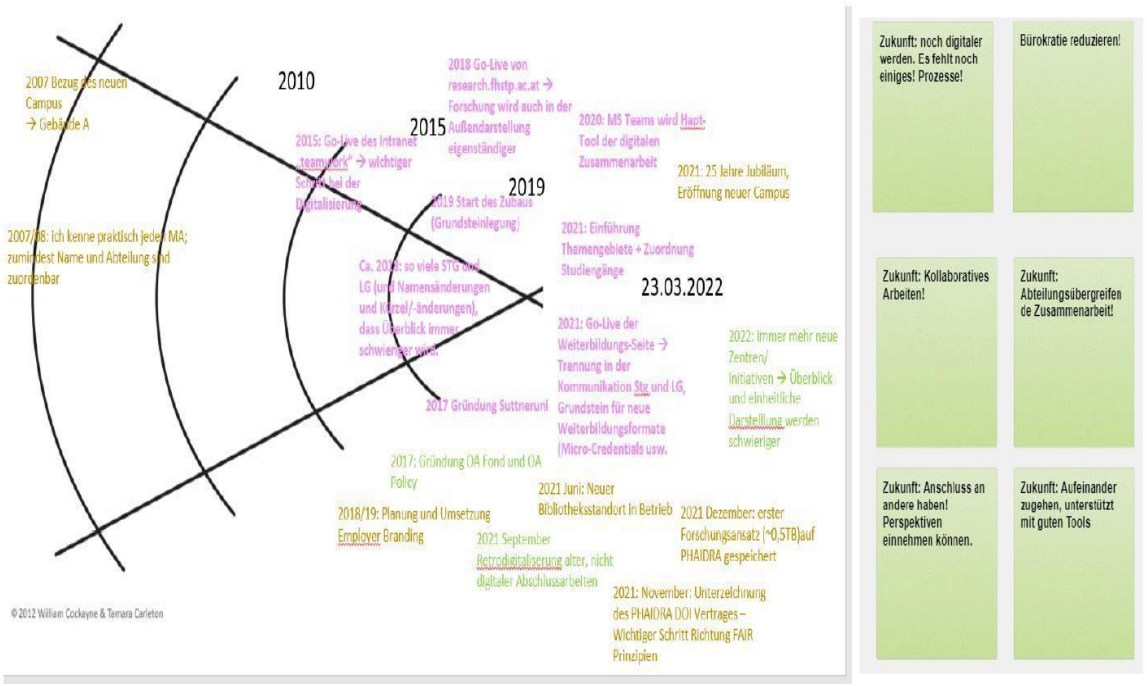
Picture 3

Picture 4

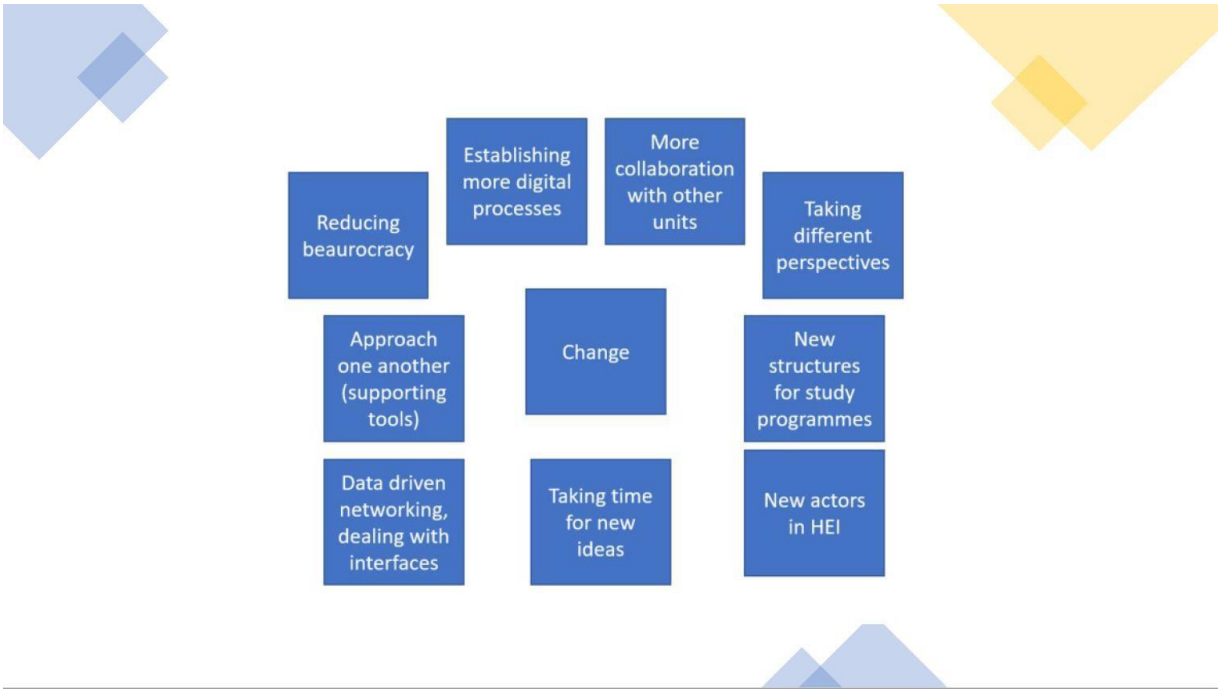
4.2 STPUAS



Picture 1



Picture 2

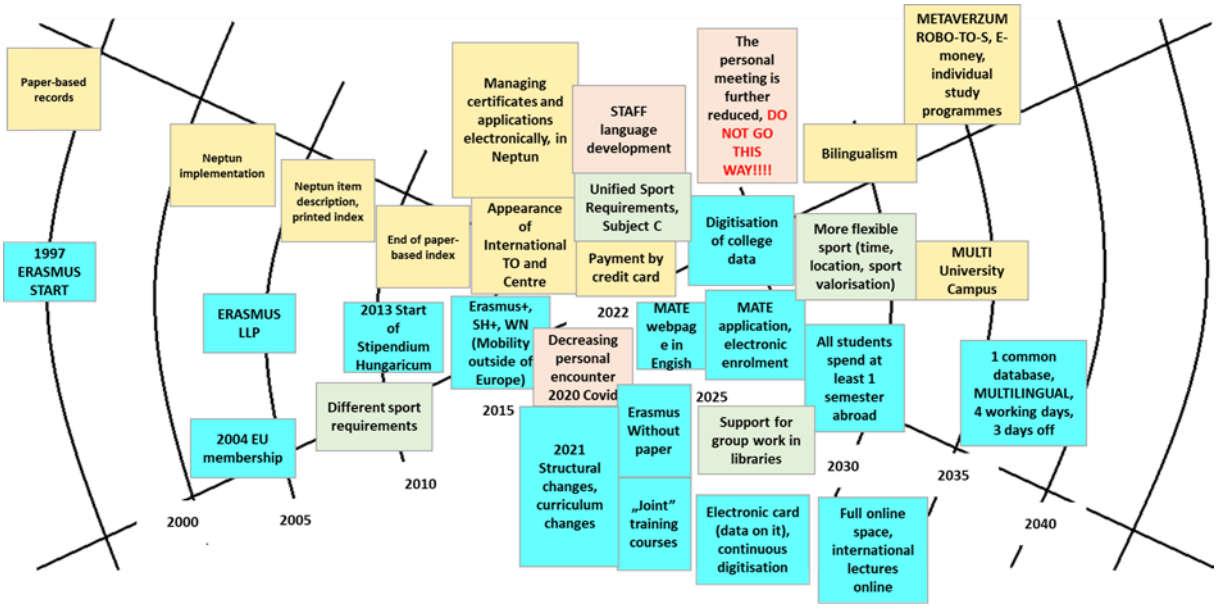


Picture 3

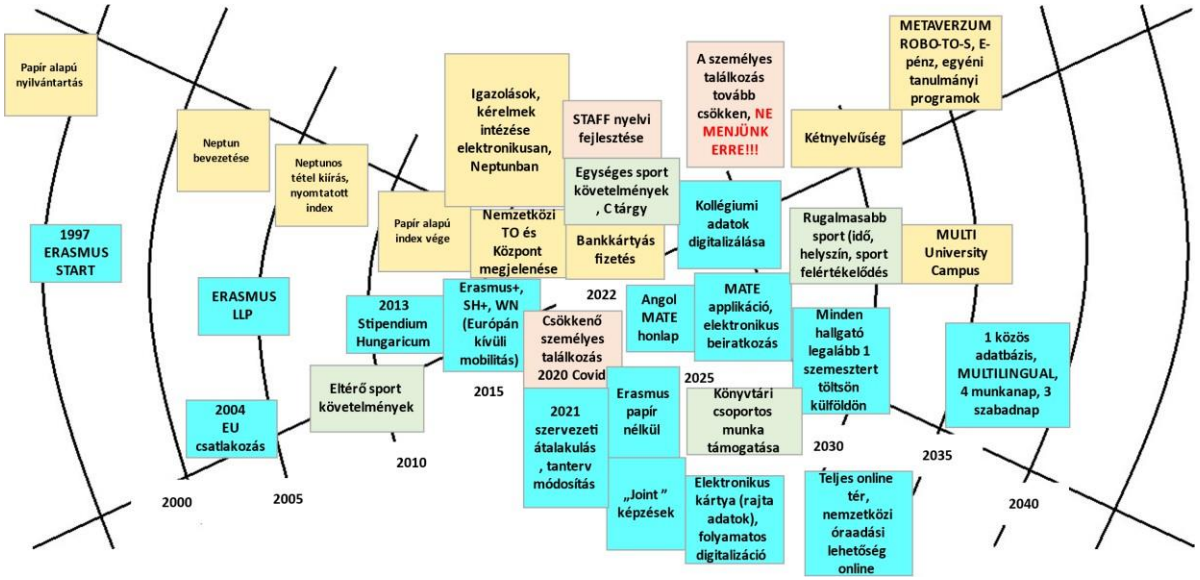
4.3 MATE

Video of MATE NAS Workshop: https://www.youtube.com/watch?v=21DEz84Dmpo

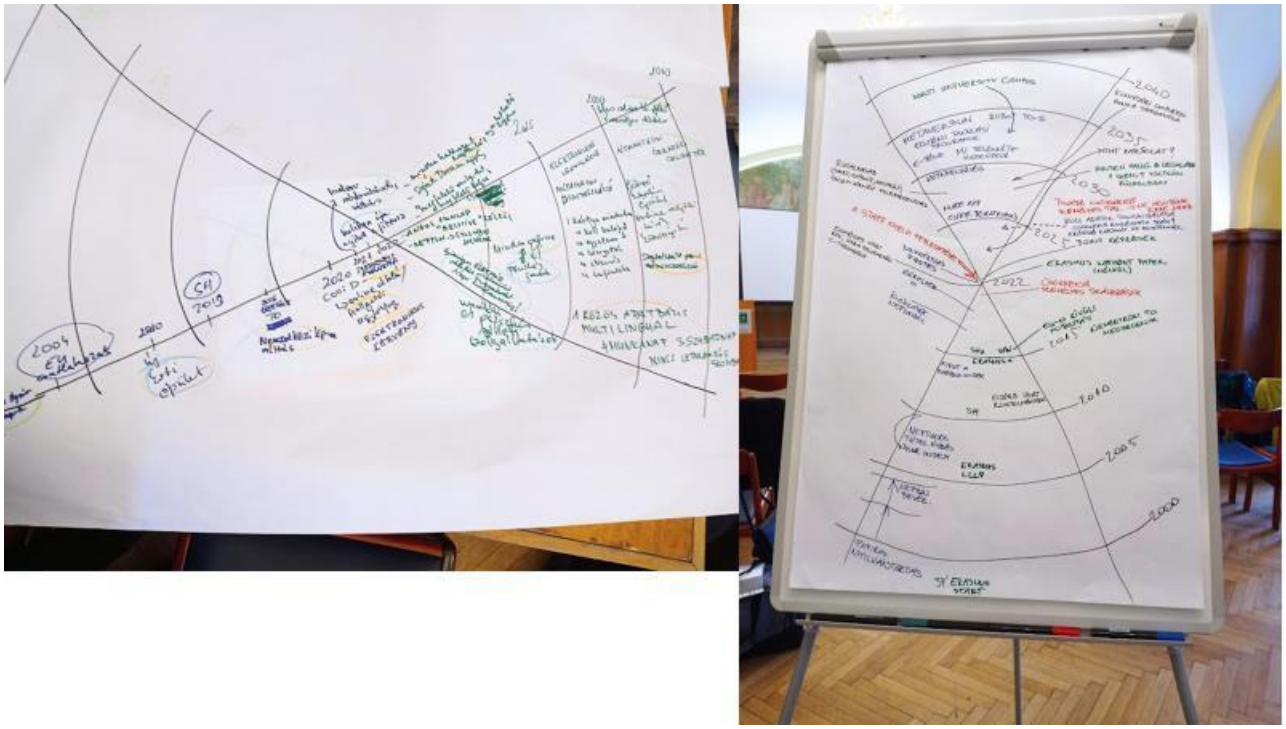
MATE joint Janus Cones



Picture 1


Papír alapú nyilvántartás
1997 ERASMUS START
Neptun bevezetése
ERASMUS LLP
2004 EU csatlakozás
2000
2005
Neptunos tétel kiírás, nyomtatott index
Papír alapú index vége
2013 Stipendium Hungaricum
Eltérő sport követelmények
2010
Igazolások, kérelmek intézése elektronikusan, Neptunban
Nemzetközi TO és Központ megjelenése
Erasmus+, SH+, WN (Európán kívüli mobilitás)
2015
STAFF nyelvi fejlesztése
Egységes sport követelmények, C tárgy
Bankkártyás fizetés
2022
Csökkenő személyes találkozás 2020 Covid
2021 szervezeti átalakulás, tanterv módosítás
Angol MATE honlap
Erasmus papír nélkül
„Joint" képzések
A személyes találkozás tovább csökken, NE MENJÜNK ERRE!!!
Kollégiumi adatok digitalizálása
MATE applikáció, elektronikus beiratkozás
2025
Könyvtári csoportos munka támogatása
Elektronikus kártya (rajta adatok), folyamatos digitalizáció
Kétnyelvűség
Rugalmasabb sport (idő, helyszín, sport felértékelődés
Minden hallgató legalább 1 szemesztert töltsön külföldön
2030
Teljes online tér, nemzetközi óraadási lehetőség online
METAVERZUM ROBO-TO-S, E-pénz, egyéni tanulmányi programok
MULTI University Campus
1 közös adatbázis, MULTILINGUAL, 4 munkanap, 3 szabadnap
2035
2040

Picture 2



Picture 3

4.4 IPS

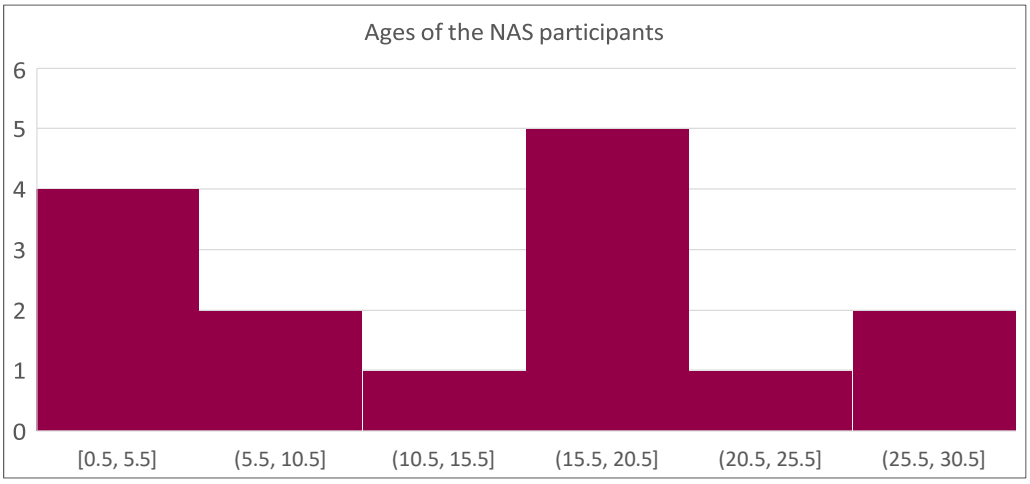


Figure 1

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universidade
desenvolvimento
inovação
proximidade
comuns
união
boas práticas
rede
foco
co-criação
mobilidade
conhecimento
colaboração
sinergia
internacional
práticas
vida real
internacionalização
partilha
redes
intercâmbio
europeia
globalização
investigação
futuro
europeu
universidades
europeias
ensino superior
europa
cooperação
comunidade

Figure 2

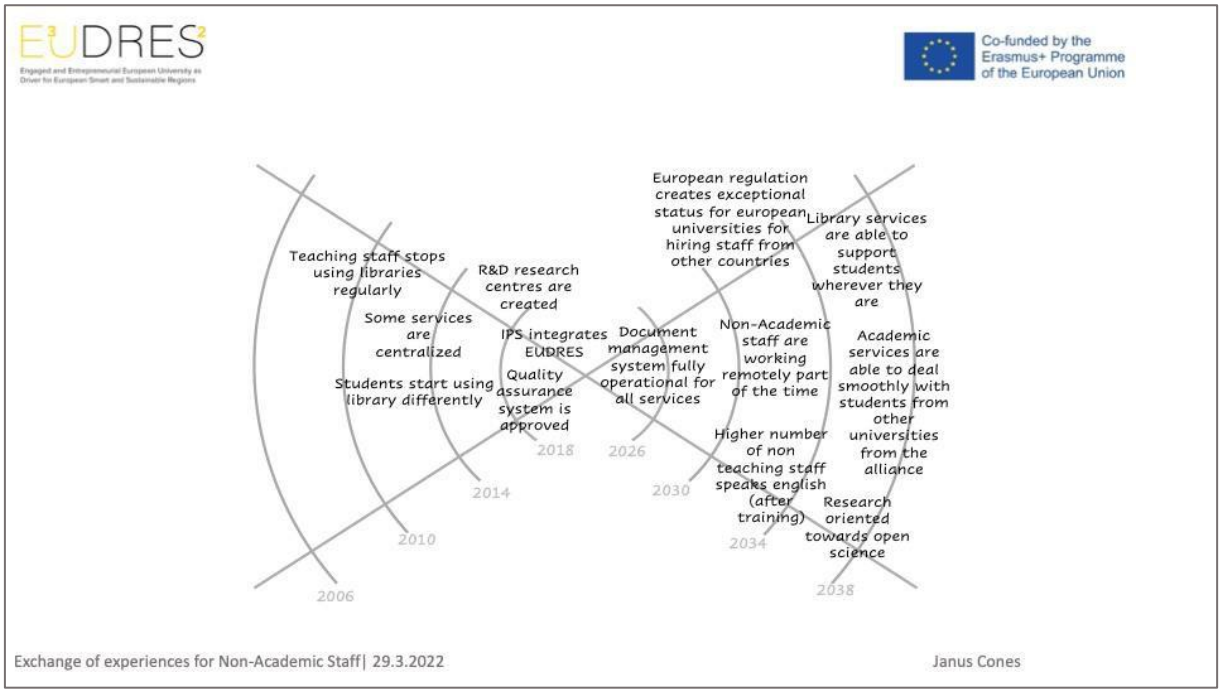
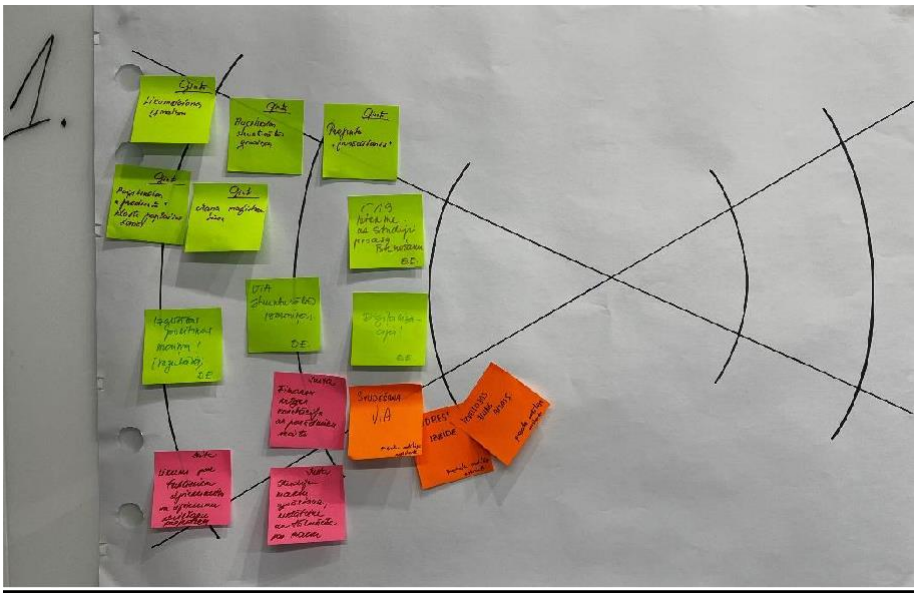
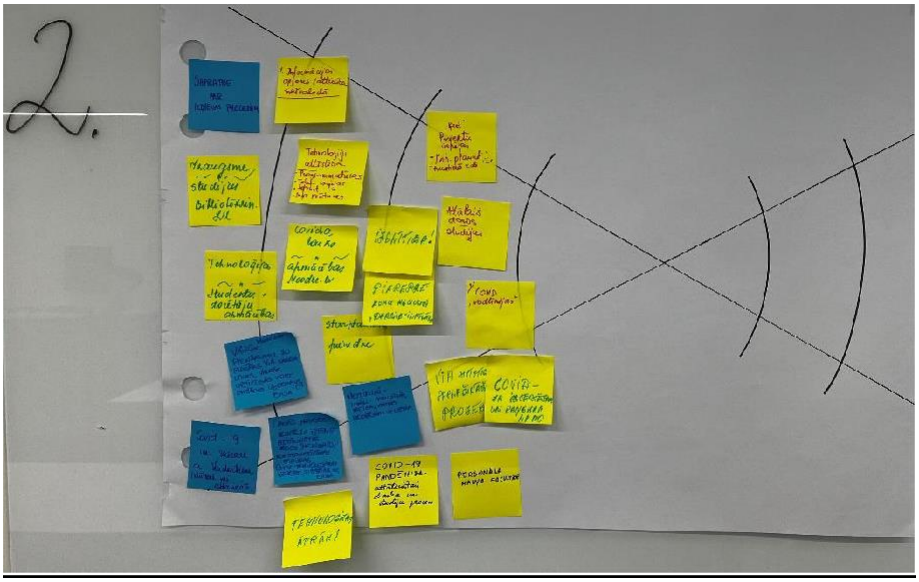


Figure 3

4.5 ViA



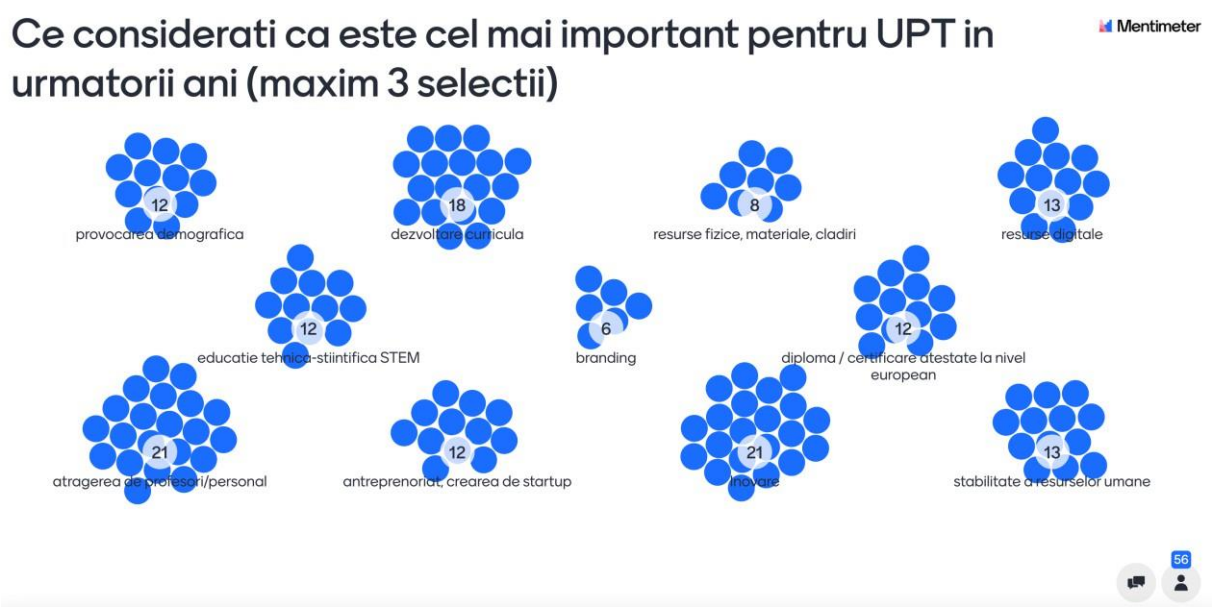
Picture No.1



Picture No.2

Picture No.3

4.6 UPT



Picture No.1.