

Towards a Framework for EELISA Institutionalisation, Staff Engagement & Recognition

Outcomes of the Focus group on staff engagement, incentives and recognition –
Version 1.0 – October 2025

Table of contents

Table of contents	1
Purpose and scope of this document.....	1
Target group	2
Background.....	2
Vision	4
Rationale.....	5
Call for action	7
Recommendations	7
Staff engagement framework in a nutshell.....	7
Implementation and Monitoring.....	9
Annex I: List of suggested actions	10
Annex II: Draft list of key institutional services for the implementation of EELISA outcomes	15
References.....	16
Document Control Information	17

Purpose and scope of this document

This document presents recommendations to the EELISA institutions and suggests concrete actions based on the findings of the Focus group on staff engagement, incentives and recognition, which met between June and July 2025. The Focus group brought together representatives from Work Packages, EELISA Local and Central Offices and stakeholder representatives around two main questions: (1) *how to effectively engage, incentivise, and recognise staff participation in transnational cooperation within the Alliance*; and (2) *how to integrate EELISA into core institutional services*. The recommendations were drafted collaboratively by participants in the Focus group from July to August 2025. Subsequently, the document was reviewed and enriched with contributions from the relevant WPs.

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Target group

Heads of the EELISA partner institutions, from the Staff representatives of the EELISA institutions at the Alliance governance and the Focus group on staff engagement, incentives and recognition, with the endorsement of the Executive Board, the EELISA Central Office and review by the Work Package leaders.

Background

As one of the 65 Alliances selected for funding under the **European Universities** initiative within the Erasmus+ programme, **EELISA** is a consortium of 10 higher education institutions (graduate engineering schools, technical and full-spectrum universities) from eight different countries in Europe. The common ambition of the alliance is to define and implement a **common model of European engineer rooted in society and to bridge engineering, sciences and humanities** for inclusive, sustainable and digital societies. As set out in the Mission Statement of the roll-out phase (hereinafter EELISA 2.0), the EELISA partners strive towards “a sustainable, deep and permanent collaboration to transform education, research and innovation, across disciplines and cultures, through a network of collaborative platforms, co-created by students, researchers and staff, together with all sectors of society¹”.

Among other aims, European Universities are expected to “progressively build their capacity to act as **models of good practice** to further increase the quality, international competitiveness and attractiveness of the European higher education landscape” and “become key elements of the European Education Area by driving excellence”. To achieve this goal, the Erasmus+ programme instructed Alliances to “[test] different innovative and structural models (...) going beyond any existing bilateral or multilateral cooperation, through a **step by step approach**²”.

Over the course of its first funding phase under the Erasmus+ programme (2020-2023), EELISA developed the foundations of the long-term cooperation amongst its partners, defining a **model of the future European engineer rooted in society**³, exploring ways of disseminating a European engineering mind-set to other disciplines and, conversely, enriching engineering profiles with interdisciplinary and non-engineering skills⁴, and building a shared bottom-up ecosystem of mission-driven, interdisciplinary and multi-actor **EELISA Communities**. Supported by branch projects under SwafS-Horizon 2020 (EELISA InnoCORE) and the EIT HEI Initiative (EELISA Unfolds), the EELISA partners extended the

¹ [EELISA 2.0 Mission Statement](#), January 2023, p. 6.

² Erasmus+ Programme Guide, Version 3 (2020): 25/08/2020.

³ Villarroel, M., Ülker, N., Bigey, P., Bertrand, P., Martínez, R., Griveau, S., Barboux, P., & Garrido, A. (2023). Defining A European Engineer Profile Within A European University Alliance. European Society for Engineering Education (SEFI). DOI: 10.21427/2WG4-B124.

⁴ Gorgul, E.; Erden, H. In the search for the future engineer: the EELISA disciplinary broadening workshop experience. A: SEFI 50th Annual conference of The European Society for Engineering Education. "Towards a new future in engineering education, new scenarios that european alliances of tech universities open up". Barcelona: Universitat Politècnica de Catalunya, 2022, p. 1206-1216. DOI 10.5821/conference-9788412322262.1403.

scope of their cooperation to the research and innovation missions, building joint capacity through a combination of vertical and horizontal actions.

One key lesson learned from the implementation of the pilot phase of EELISA was the **central role of higher education institutions' staff (academics and from professional services) and their involvement in transnational cooperation activities** in achieving the intended transformations in a sustainable and balanced manner across the EELISA institutions. In all the main activities of the Consortium, the dedication and commitment of the academic and non-academic staff proved to be the lever to overcome challenges such as differences between organizational cultures, administrative, cultural and language barriers, local amplification and outreach to students and other stakeholders, among many others. Among its recommendations to EELISA partners, the Evaluation Committee – the Alliance advisory body dedicated to Quality Assurance and Enhancement – strongly recommended that “a network of incentives for people at all levels to engage with EELISA” be put in place and that “the mobility of administrative, technical and services staff be formally recognized as a vital part of the **EELISA vision for the workplace**”⁵.

As EELISA progresses in its roll-out phase, the qualitative leap in terms of ambition, scope and scale of the long-term institutional transformations to be implemented across university missions and the corresponding need for stronger integration reinforce the relevance of this recommendation and heighten the need for joint and more systematic approaches to **recognising and incentivising staff engagement** within EELISA and **embedding cooperation within the Alliance into the daily life of institutional services**.

Accordingly, these goals have been identified as a priority by the EELISA governance. In May 2024, the Executive Board recognised the importance of formalising and effectively acknowledging the dedication of both academic and non-academic staff involved in transnational cooperation, particularly within EELISA Communities, and urged the EELISA Central and Local Offices as well as relevant Work Packages to explore and propose flexible measures for staff recognition, adaptable to each institution. The **Executive Board Roadmap for 2025** included action SO5-A4⁶, aimed at mapping existing practices for incentivising and recognising staff engagement within EELISA, including ways to integrate EELISA-related activities into the regular workload of local staff.

As evidenced in communities of practice with other alliances such as the FOREU4ALL topical subgroups, **these priorities resonate strongly with the wider European Universities initiative and with EU policy developments**. Transnational cooperation within Alliances is evolving alongside significant technological changes and an increasing need for re-skilling and up-skilling. This requires Alliances to provide members with the tools and training necessary to adapt. The complexity of these transformations demands that staff develop updated skills to navigate the changing landscape of European higher education and deliver on the Alliances' objectives. In response to these needs, several Alliances have developed approaches to supporting and recognising staff cooperation within the Alliance, from [YUFE's Staff Development Programmes](#), aimed at enhancing skills and competences in a European

⁵ Report of the EELISA Evaluation Committee, 6 July 2023.

⁶ [Executive Board Roadmap for 2025](#), EELISA Executive Board, approved 21 February 2025.

context; to CIVIS Internationalisation Academy, offering professional development opportunities to staff via an annual conference, job shadowing opportunities, communities of practice and Erasmus+ Staff Weeks combining learning with networking with colleagues across member institutions.

Alongside these developments, in the wider EU higher education policy context the **Council Recommendation of 5 April 2022 on building bridges for effective European higher education cooperation** (2022/C 160/01) noted the key importance of “deeper and more effective transnational cooperation in the higher education sector across all Europe” to enhance its effectiveness and impact on a global scale as well as to achieve the European Education Area, foster European values and identity, strengthen democracy, build the resilience of European society and economy and secure Europe’s technology-driven competitiveness. On 25 November 2024, the Council of the EU adopted a **Recommendation on attractive and sustainable careers in higher education** (C/2024/7282) focusing on the role of academic and professional services staff in pioneering new joint transnational educational activities, the importance of equipping staff with high-quality skills, and of encouraging and recognising the variety of diverse activities they perform in this context.

In **The Union of Skills**, the European Commission underlined the pivotal role of European University Alliances in investing and supporting the pooling of resources in higher education to foster innovation, cutting-edge knowledge and high-level skills through joint study programmes. Yet, while the Union of Skills emphasised upskilling, reskilling and lifelong learning; the role of university staff in transnational cooperation remains underdeveloped in this policy framework. This creates an opportunity for EELISA to pioneer by extending the Union of Skills vision to academic and non-academic staff and by aligning its staff engagement framework with the main strands of the Union of Skills⁷.

Vision

At the end of the roll-out phase, the ‘fully-fledged’ EELISA European University will unite its partner institutions into a shared higher education campus where students, staff, and stakeholders will study, teach, collaborate, and conduct research seamlessly across institutions, disciplines and countries, combining diverse strengths and complementarities to create greater impact than any single institution could achieve alone. In line with the vision for the European Universities initiative under the Erasmus+ programme, EELISA will be built on three mutually reinforcing pillars:

- The activities of the fully-fledged EELISA Alliance will be rooted in an **integrated long-term strategy**, common policies and steered by joint governance structures covering all the missions of university (education, research, innovation and service to society). The operational implementation of its programmes and services will be carried out

⁷ According to the *Communication on the Union of Skills* (European Commission, 2024), its key strands are building skills for quality jobs and lives through a strong educational foundation and an inclusive lifelong learning approach; upskilling and reskilling an agile workforce mastering the digital and clean transition, notably those with lower and middle skills; circulating skills through the free movement of people across the EU, unlocking the single market’s full potential; and attracting, developing, and retaining talent for Europe’s future.

through an interconnected network of EELISA Central and Local Offices embedded in the life of each institution. A joint portfolio of partnerships and projects will be the vehicle for the Alliance's impact on society, industry and the wider higher education sector. Shared infrastructures, interoperable digital services and harmonised procedures will support smooth and trust-based cooperation and enable the scaling-up of joint activities across the Alliance.

- As a **higher education inter-university campus**, EELISA will allow students, staff and lifelong learners to move seamlessly (physically or virtually) to study, train, teach, do research, work, or share services in any of the partner institutions, enjoying a structured and multi-layered portfolio of innovative and flexible learning opportunities, ranging from short-term educational programmes (courses, workshops, seasonal schools, micro-credentials, internships) to full study programmes (joint degrees). Mobility within the Alliance will be embedded in curricula, with ambitious mobility figures in physical, virtual and blended formats. The campus will be supported by joint policies on inclusion and diversity and a shared digital environment that will enable the provision of joint services, networking, collaboration, co-creation of knowledge and innovation across institutions.
- EELISA will be driven by an ecosystem of **knowledge-creation teams** that integrate education, research and innovation to address societal and environmental challenges. EELISA Communities will bring together academics, researchers, students, and external problem-owners around missions of societal impact, bridging disciplines, sectors, and countries to generate new knowledge and innovative solutions to real-world problems. EELISA's Network for Researchers and Talent will connect and nurture excellence across institutions, fostering collaboration, mobility, career growth and the attraction of exceptional talent, anchored in the Alliance's shared research capacity and infrastructures. The EELISA Innovation & Entrepreneurship Ecosystem will pool the Alliance's innovation and entrepreneurial capacity into a coherent, cross-border network that amplifies collective strengths and delivers impact at the European scale.

Rationale

From the diversity of their profiles, career paths and employment contexts, the **academic and professional services staff of our institutions are at the heart of this vision**. Whether engaged in teaching, research, innovation or administrative services, EELISA staff are both **enablers and drivers** of the deep integration and systemic transformation that the Alliance seeks to achieve. **The engagement, connection and collaboration of motivated, skilled and institutionally empowered staff are essential to achieving EELISA's strategic objectives**: they provide the necessary understanding of local realities to operationalise ideas at Alliance level, overcome administrative gridlocks and meet the scale-up demands of the roll-out phase. Most importantly, **staff are key to ensuring the long-term sustainability and impact of EELISA** by embedding its principles and processes into the daily life of its partner institutions and their broader ecosystems across university missions.

The fully developed EELISA Alliance will rely on human resources with appropriate skills, the provision of consistent standards in teaching, research, management and administrative processes, and tools and infrastructure correlative to the ambition of the objectives. Human

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resources are central not only to delivering on these standards and carrying out the processes but also to ensure their compatibility and interoperability across the Alliance and continuously developing and improving them, supported by appropriate, state-of-the-art technologies.

By fostering institutionalisation and stronger staff engagement within the Alliance, EELISA can generate multiple **positive impacts** across our institutions and beyond:

- stimulate the creation of international and joint educational offerings
- promote innovative teaching and learning and increase the quality of education
- promote diversity, gender equality and inclusiveness
- improve the working conditions of our staff
- disseminate a culture of collaboration and openness among our institutions
- enhance continuous professional development
- increase the attractiveness of our institutions and contribute to attracting and retaining talent
- maximise the use of our joint research and innovation capacities and infrastructures and increase the number of joint research and innovation initiatives and projects
- enhance the performance and competitiveness of our institutions

Despite this transformative potential, important **challenges and obstacles** remain:

- Staff may lack information or clarity regarding the scope, objectives, and implications of the Alliance's intended transformation.
- EELISA is still often perceived as a project rather than a long-term institutionalised Alliance.
- Institutional agendas for internationalisation may not cover the whole range of relevant university services, failing to create motivation to cooperate outside the university.
- Differences in national-level legislative frameworks across participating countries hamper the implementation of joint frameworks.
- Staff notes a lack of incentives and recognition for engaging in cooperation within the Alliance.
- For academics in particular, engagement in EELISA competes with already significant teaching, research, and administrative workloads.
- Professional services staff identifies a deficit of training career development opportunities within EELISA.
- Skills and personal competence gaps may exist in areas critical for transnational cooperation, such as communication and language skills, digital teaching and collaboration, intellectual property management, leadership, among others.

Addressing these challenges requires a balanced and coordinated combination of a **top-down approach targeting key institutional services** and a **strong bottom-up dynamic to engage the broader staff community**. This dual approach should be accompanied by a combination of joint actions at Alliance level, to ensure consistency and shared benefits, and tailored local actions, adapted to the specific contexts, requirements and constraints of individual institutions.

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Call for action

Having regard to the above background, vision and rationale, the Focus group invites the EELISA partner institutions, under the leadership of their respective EELISA Local Office (ELO), with the support of the EELISA Central Office and the relevant project teams, in full respect of the principle of autonomy and their respective national policies and regulations, and in dialogue with the appropriate stakeholders, to **consider the following recommendations and, if appropriate, implement the corresponding suggested actions**, or the combination of them deemed most appropriate to their specific context, seeking the maximum possible coordination with the other partners through the relevant structures and work groups:

Recommendations

EELISA partners are recommended to advance towards:

1. **Institutionalising EELISA**, by embedding it within the key university services that will support the delivery of the intended outcomes and transformational goals, building EELISA service networks with a co-creation perspective.
2. Putting in place effective measures for a) **promoting and incentivising**, b) **formally recognising**, and c) **valuing** the engagement of academic and professional services staff in transnational cooperation within EELISA, in line with Alliance objectives.
3. **Developing and providing training and professional development opportunities** that enable academic and professional services staff, in accordance with their common and specific needs, to effectively engage in transnational cooperation within EELISA, contribute to its objectives and participate in collaborative initiatives across the Alliance.
4. **Fostering and supporting Communities of Practice (CoP), mutual and peer learning, and exchange of practices** among staff within the Alliance.
5. **Cultivating a student-oriented mindset** across all levels of staff ensuring mobile students – and other learner types – experience a consistently high-quality, welcoming and supportive service as well as a sense of belonging within EELISA.

Please refer to Annex I for a list of suggested actions, each contributing to one or more of the above recommendations, including their suggested implementation pathways, benchmarks where available, indicative timeframes, and indicators for monitoring progress.

Staff engagement framework in a nutshell

This framework places the student at the core of staff engagement, highlighting that the ultimate purpose and measure of success is the student experience. Surrounding the student are four concentric layers that represent the main dimensions of staff engagement within EELISA.

The **Mutual Learning, Participation and Co-creation** layer underlines the value of shared ownership through participation in governance processes as well as peer learning, and communities of practice enabling staff to exchange experiences and develop common standards and innovative approaches together with students and other stakeholders.

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The **Training and Professional Development** layer emphasises the need for the Alliance to provide staff with enhanced and wider opportunities to develop professionally and to acquire or strengthen the knowledge, skills and competences required to engage effectively in transnational cooperation and contribute to the Alliance's objectives.

The **Institutionalisation, Incentives and Recognition** layer highlights the mechanisms through which EELISA becomes embedded in institutional structures and services and the wider staff population, supported by incentives, the formal integration of engagement activities into regular workloads and career progression frameworks, and joint recognition schemes that count locally.

The **Impact, Added Value and Sustainability** layer represents the broader outcomes of staff engagement, from improved quality and innovation in education and research to enhanced institutional performance, talent retention, and the contribution of the value created to the long-term sustainability of the Alliance.

Together, these layers show that engaging and recognising staff are not an end in itself but a means to strengthen student-centered learning and the sustainability of the Alliance.

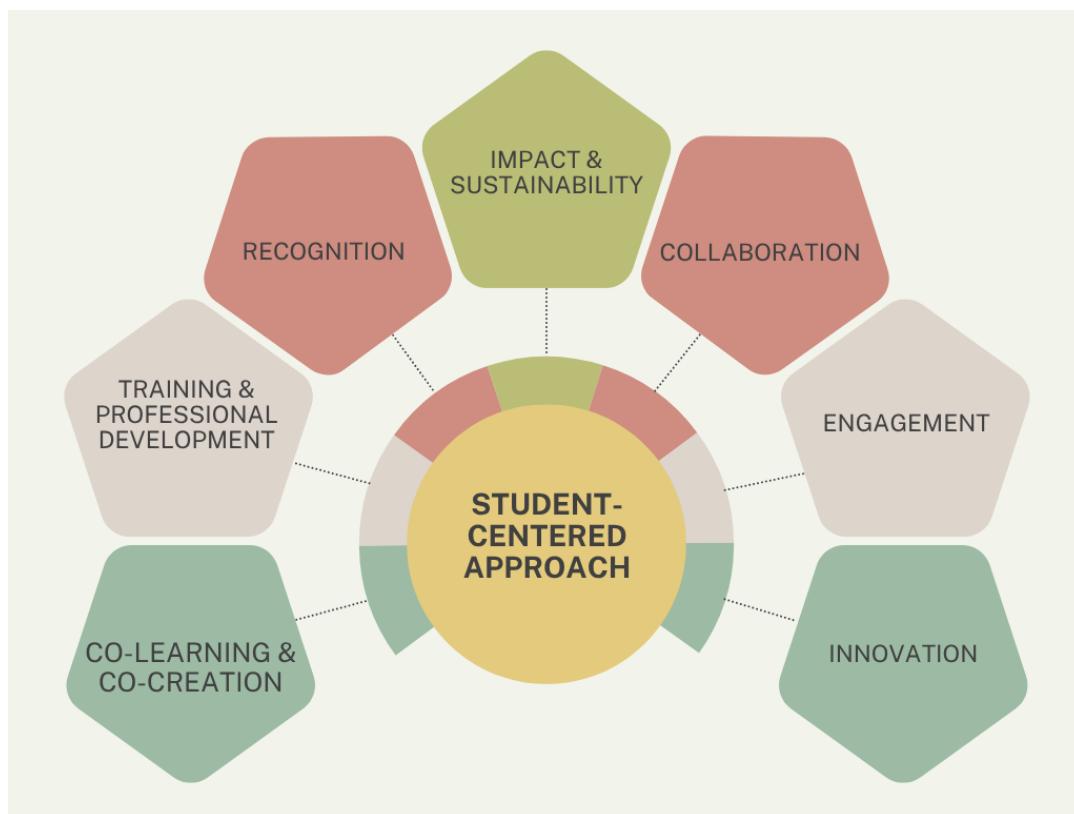


Figure 1 - Staff engagement framework in a nutshell

Table 1 - Competence Dimensions of Staff Engagement

Focus Area	Underlying Staff Competence	Explanation
Co-learning & Co-Creation	Collaborative and participatory mindset	Working transnationally and across disciplines, co-creating initiatives with peers, students, and external partners.
Training & Professional Development	Continuous learning and reflective practice	Developing evidence-based, adaptive approaches to teaching, management, and leadership.
Recognition	Strategic and organisational awareness	Aligning institutional processes, contributing to recognition systems, and ensuring long-term integration of alliance practices.
Impact & Sustainability	Strategic foresight and value creation	Embedding sustainability, assessing outcomes, and planning for systemic impact within the alliance.
Collaboration	Networking and negotiation skills	Building cooperative relationships and shared governance among partner universities and stakeholders.
Engagement	Communication and community-building	Promoting visibility, participation, and dialogue through effective internal and external communication.
Innovation	Creativity and change-driving capacity	Designing and piloting novel approaches in areas such as joint education, mobility, digitalisation, and staff engagement.

The table above describes the key competence areas that underpin staff engagement across EELISA. Each dimension contributes to a shared *student-oriented mindset*, fostering collaboration, innovation, and sustainable institutional transformation.

Implementation and Monitoring

Subject to approval of this document, and following such approval, a detailed implementation plan and timeline will be developed to operationalise the actions. It is suggested that the implementation be coordinated in the context of the meetings of the Hub-spoke structure (EELISA Central and Local Offices), with contributions and support from the appropriate Work Packages and under the supervision of the Executive Board.

Where relevant, feedback from direct beneficiaries of the actions will be gathered through EELISA's regular stakeholder feedback collection mechanism.

Progress on actions, both at the Alliance and institutional level, will be monitored based on the indicators referred to for each action in the table in Annex I, through EELISA's regular annual reporting system.

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Annex I: List of suggested actions

Action Owner: ECO and ELOs unless otherwise specified	Suggested implementation pathway	Indicators	Related recom- mendation(s)
1. Disseminate EELISA among university staff as an institutional initiative	<ol style="list-style-type: none"> 1. Prepare concise, adaptable information materials describing EELISA's objectives, outcomes, and opportunities. 2. Secure endorsement from institutional leadership and ensure visibility of this support in all dissemination actions. 3. Present EELISA to core institutional services through targeted, dedicated meetings aligned with their functions and priorities. 4. Reach the wider staff population by integrating EELISA presentations or materials into pre-existing internal events, training sessions, and communication channels. 5. Collect feedback, needs, and engagement expectations from participants. <p>Benchmark: BME's EELISA "Roadshow", EELISA Tour around the UPM Schools, ITU 'EELISA Café' Meetings, UPB presentation of local EELISA website for Faculty and Deputy Deans</p> <p>Timeframe: Short-term</p>	<p>No. of staff reached per institution + as % of each institution's staff population</p> <p>No. of feedback responses collected per institution + as % of each institution's staff population</p> <p>Satisfaction rating</p>	1, 2
2. Create a shared database of core institutional services	<ol style="list-style-type: none"> 1. Define the core institutional services to be engaged based on Alliance programmes and outcomes to be implemented with the appropriate Work Packages. 2. With support from their Coordinator, ELOs engage services and secure a main contact from each. 3. Centralise and maintain up-to-date contact details in a shared repository accessible to relevant stakeholders. <p>Timeframe: Short term</p>	<p>No. of core services identified</p> <p>No. of core services engaged per institution</p> <p>% of contact availability per service</p>	1, 2, 4
3. Engage core institutional service	<ol style="list-style-type: none"> 1. In cooperation with their ELO, each engaged service unit identifies training opportunities from its own offer that can be opened to EELISA participation (e.g., job shadowings, short-term trainings, information sessions, webinars). 	<p>No. of training opportunities shared per institution + in proportion to institution's size</p>	1, 2, 3, 4, 5

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<p>units to host and offer training opportunities</p>	<p>2. Training opportunities, dates, contacts and enrolment conditions are published in a centralised staff training catalogue, supported by the Digital Campus (opportunities for staff).</p> <p>Benchmark: EELISA Staff representatives' Job Shadowing Programme</p> <p>Timeframe: Short term</p>		
<p>4. Connect core institutional services to co-create joint, student-oriented service standards with ELOs, WPs and stakeholders (especially students)</p>	<p>1. Identify service units whose functions are directly linked to the delivery of EELISA outcomes, and engage them in order of priority, following a schedule established in line with work plan priorities.</p> <p>2. Encourage university/faculties' leadership to include EELISA assignments into the task scope of existing positions</p> <p>3. Encourage Human Resource managers to include EELISA assignments in job descriptions.</p> <p>4. Organise structured discussions between service units, ELOs, relevant WPs and stakeholders (especially students).</p> <p>5. Draft and agree on common service standards with a student-oriented mindset, to be piloted and adjusted over time.</p> <p>Benchmark: Charm-EU's Inter-institutional Working Groups</p> <p>Timeframe: Medium term</p>	<p>No. of services connected and engaged in co-creation work</p> <p>No. of stakeholders involved</p> <p>No. of job descriptions with EELISA responsibilities published per institution</p> <p>No. of positions with assigned EELISA responsibilities per institution</p>	<p>1, 4, 5</p>
<p>5. Promote and support bottom-up thematic peer learning groups and communities of practice among EELISA staff</p>	<p>1. Define the concept, roles, and responsibilities of thematic peer learning groups and communities of practice.</p> <p>2. Specify the types of support (e.g., coordination tools, visibility, meeting facilitation) that can be provided. Use structured templates for practice sharing and knowledge documentation.</p> <p>3. Launch a call for proposals inviting staff to create thematic groups based on pre-identified macro-areas in line with roll-out objectives.</p> <p>4. Formally establish the selected groups and confirm their membership.</p> <p>5. Where appropriate, organise in-person meetings gathering all active groups.</p> <p>Benchmark: FOREU4ALL initiative, ARQUS's Communities of Practice</p> <p>Timeframe: Short term</p>	<p>No. of thematic work groups and communities of practice proposals</p> <p>No. of thematic work groups and communities of practice selected/launched</p> <p>No. of staff involved</p>	<p>2, 3, 4</p>

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<p>6. Design a common, jointly recognised EELISA induction training for staff, and provide it on a mandatory basis to core institutional services and newly recruited staff, and on a voluntary basis to broader staff population [ECO, ELOs, WP5, WP6]</p>	<p>1. Form a joint working group to design the induction training structure and content (what is EELISA, why I am important as a staff, what is in it for me, how to engage). 2. Design joint recognition format (suggested: micro-credential). 3. Develop modular content adaptable for different audiences and delivery contexts. 4. ELOs implement training for core institutional services and newly recruited staff on a mandatory basis and makes it available to other staff on a voluntary basis (eg as onboarding sessions). 5. Collect feedback, needs, and engagement expectations from participants. Benchmark: EELISA seminar within training for newly recruited professors at UPM Timeframe: Short term</p>	<p>No. of staff trained per institution + as % of each institution's staff population No. of feedback responses collected per institution + as % of each institution's staff population Satisfaction rating</p>	<p>1, 2, 3, 5</p>
<p>7. Design a joint, comprehensive staff development programme that aligns with the Alliance's objectives and the Union of Skills⁸, integrates the EELISA Lifelong Learning Model, in</p>	<p>1. Review existing staff development offers and identify gaps relevant to Alliance objectives and The Union of Skills, in consultation with the appropriate stakeholders. 2. Design a flexible, comprehensive programme for academic and professional services staff, in synergy with the EELISA Lifelong Learning Model and Joint Pedagogical Support Programme. 3. Incorporate programme and opportunities into staff training catalogue. 4. Coordinate implementation and communication across all partner institutions.</p>	<p>No. of staff members benefitting from the programme per institution + as % of each institution's staff population No. of training opportunities provided per institution No. of feedback responses collected per institution + as %</p>	<p>1, 2, 3, 4, 5</p>

⁸ Acknowledging that staff competences are an enabling condition for the sustainability and competitiveness of EELISA, the following strands based on The Union of Skills are outlined for EELISA's staff engagement vision:

- **Building Skills for Quality Work and Collaboration** – Developing foundational capacities such as pedagogical innovation, digital literacy, intercultural communication, and alliance governance through joint training and peer-learning.
- **Upskilling and Reskilling for the Digital and Green Transition** – Enhancing staff competencies in sustainability and digital transformation via AI literacy, green campus initiatives, and microcredentials.
- **Circulating Skills for Competitiveness and Innovation** – Promoting transnational exchanges, joint task forces, and shared services to create a dynamic pool of expertise across institutions.
- **Attracting, Developing, and Retaining Talent** – Establishing incentives, recognition schemes, and leadership opportunities that make EELISA a talent hub and reinforce long-term commitment.

Together, these strands form the foundation for embedding staff engagement into the core mission of EELISA. They serve as a bridge between the European Commission and EELISA's long-term institutional vision, ensuring that the Alliance's human capital becomes the driving force of its transformation into a fully-fledged European University.

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<p>synergy with the Joint Pedagogical Support Programme for academic staff [ECO, ELOs, WP5, WP6]</p>	<p>5. Collect feedback, needs, and engagement expectations from participants. Benchmark: <u>PSL Trajectoire programme, EELISA Joint Pedagogical Support Programme</u> Timeframe: Medium term</p>	<p>of each institution's staff population Satisfaction rating</p>	
<p>8. Develop a joint, modular EELISA Staff Week model aligned with the Alliance's overall objectives, institutionalisation goals, and staff skills needs, in support to the joint staff development programme [ECO, ELOs, WP5, WP6]</p>	<p>1. In the framework of the staff development programme, and in line with the Alliance's objectives, define the core objectives, scope, format, enrolment conditions, and minimum elements of EELISA Staff Weeks, providing room for content and thematic flexibility according to institutional priorities and strengths. 2. Set targets, e.g. at least one Staff Week per semester rotating among partner institutions. 3. Develop a supporting implementation protocol (e.g., guidelines, templates, promotional materials) to facilitate organisation by host institutions. 4. Publish the Staff Week programme in the staff training catalogue and promote it through EELISA and institutional channels. 5. Collect feedback, needs, and engagement expectations from participants. Benchmark: <u>UPM International Staff Week</u> held in June 2025 Timeframe: Short term</p>	<p>No. of Staff Weeks organised No. of feedback responses collected per institution + as % of each institution's staff population Satisfaction rating</p>	<p>1, 2, 3, 4, 5</p>
<p>9. Develop a joint, cumulative, progressive recognition for staff, capturing and showcasing all types of training and cooperation within the Alliance [ECO, ELOs, WP5, WP6]</p>	<p>1. Establish the entry points into the recognition framework, e.g. successful completion of the EELISA induction training, a validated self-assessment for already engaged staff &c. 2. Design the recognition framework to record and showcase staff engagement across multiple activity types (e.g., Communities, thematic groups, joint education, joint research, joint publications). 3. Define progressive levels of recognition, e.g. linked to the scope, duration, and impact of the engagement (e.g., participant, contributor, leader, ambassador). For academic staff, reviews could be carried out by independent referees from the EELISA I-LEARN Community. 4. Develop a standardised recognition format and centralised system for tracking and updating individual portfolios. 5. Pilot the recognition system targeting a group of early adopters, collect feedback, and refine before scale-up. 6. Organise symbolic recognition moments at Alliance gatherings to welcome and celebrate new holders.</p>	<p>No. of adopters per institution + as % of each institution's staff population No. of referees engaged No. of recognition moments and events held</p>	<p>1, 2, 3, 4, 5</p>

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	<p>Benchmark: EELISA Credential, EELISA Achievements event, EELISA Diversity Award, EELISA Open Science Ambassadors Network</p> <p>Timeframe: Medium term</p>		
10. Explore ways to ensure that training and cooperation within EELISA is recognised and valued in national or institutional career progression systems	<ol style="list-style-type: none"> Map existing national career progression frameworks across EELISA countries to check compatibility. Identify barriers and successful models. Lobby national authorities and/or adjust institutional frameworks, as appropriate. <p>Benchmark: UPM Academic Regulation on the participation of academic and administrative and services staff in activities and programmes of the EELISA Alliance, Council Recommendation of 25 November 2024 on attractive and sustainable careers in higher education</p> <p>Timeframe: Medium to long term</p>	<p>No. of institutional frameworks adjusted to include EELISA activities</p> <p>No. of barriers identified and documented per institution/country</p>	1, 2, 3, 4, 5

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Annex II: Draft list of key institutional services for the implementation of EELISA outcomes

Pillar	Outcome [WP]	Institutional service
I – Integrated long-term strategy	Legal entity [WP2]	<ul style="list-style-type: none"> Legal services
	Joint project portfolio [WP2, WP9]	<ul style="list-style-type: none"> European and International Project Offices
	EELISA partner club and alumni network [WP2, WP7]	<ul style="list-style-type: none"> Communication and Alumni Relations Department
	Shared / interoperable digital services [WP1, WP4]	<ul style="list-style-type: none"> Digitalisation Offices
	Joint communication and brand identity [WP3]	<ul style="list-style-type: none"> Communication Offices
II – Higher education inter-university campus	Large-scale mobility within the Alliance [WP4]	<ul style="list-style-type: none"> International Mobility Offices
	Joint Gender Equality, Inclusiveness and Diversity policies [WP4]	<ul style="list-style-type: none"> Equality, Diversity & CSR (Corporate Social Responsibility) Office
	Student engagement and Campus life [WP4]	<ul style="list-style-type: none"> Student Life Office
	Shared catalogue of courses [WP5]	<ul style="list-style-type: none"> Academic Affairs Department
	Joint educational programmes, including Joint Degrees and Micro-credentials [WP5]	<ul style="list-style-type: none"> Pedagogical Coordination and Accreditation Unit
	Joint recognition formats and labels and Quality Assurance procedures [WP5]	<ul style="list-style-type: none"> Quality Assurance and Accreditation Unit
	Transnational internships [WP7]	<ul style="list-style-type: none"> Corporate Relations and Internship Office
	Career Ambassadors Programme [WP7]	<ul style="list-style-type: none"> Career Services and Alumni Relations
	Observatory of exit skills [WP7]	<ul style="list-style-type: none"> Graduate Employability Observatory
	Innovative Teaching and Learning Hubs [WP6]	<ul style="list-style-type: none"> Learning Innovation units
III – Knowledge-creation teams	EELISA Communities Ecosystem [WP8]	<ul style="list-style-type: none"> Academic Departments and Research Laboratories
	Shared research structures and facilities [WP9]	<ul style="list-style-type: none"> Research and Innovation Department
	Collaborative Open Science mechanisms [WP9]	<ul style="list-style-type: none"> Library services
	Research talent network [WP9]	<ul style="list-style-type: none"> Research and Innovation Department
	Innovation & Entrepreneurship Ecosystem [WP10]	<ul style="list-style-type: none"> Entrepreneurship Chair, Innovation and Partnerships Office

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