



EUCEET Association

NEWSLETTER 1/2021

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FROM THE EUCEET ASSOCIATION

The 14th General Assembly of the EUCEET Association

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

2021 First joint Conference of EUCEET Association and AECEF

The new date of the conference is November 12th, 2021



European Civil Engineering Education
and Training Association



Association of European Civil
Engineering Faculties

Venue:

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

Address:

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



Important dates:

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

The theme of the conference:

“The role of education for Civil Engineers in the implementation of the SDGs”

The topics of the conference are related, but not limited, to the following SDGs:

- SDG4 - Quality education
- SDG6 - Clean water and sanitation
- SDG7 - Affordable and clean energy
- SDG8 – Decent work and economic growth
- SDG9 – Industry, innovation and infrastructure
- SDG11 – Sustainable cities and communities
- SDG13 – Climate action
- SDG14 – Life below water
- SDG15 – Life on land

Preliminary program

Time	Event
09:00	Registration
09:30	Opening by AUTH, AECEF and EUCEET
09:45	Presentation by AECEF speaker
10:15	Keynote speech by Prof. Pericles Latinopoulos
10:45	Coffee break
11:15	Papers presentations (parallel sessions)
12:30	Lunch break
14:30	Presentation by EUCEET speaker
15:00	Keynote speech by Prof. Jeffrey Sachs (virtual presentation from USA)
15:30	Papers presentations (parallel sessions)
16:30	Closing and conclusions by AECEF, EUCEET, AUT
17:00 - 18:00	General Assembly of AECEF and General Assembly of EUCEET
20:00	Conference Gala Dinner

Keynote Speakers



Jeffrey D. Sachs

Professor and Director of the Center for Sustainable Development at Columbia University



Pericles Latinopoulos

Professor Emeritus at the Aristotle University of Thessaloniki (AUTH), Greece

Organizers

The European Civil Engineering Education and Training Association (EUCEET) (www.euceet.eu)

The Association of European Civil Engineering Faculties (AECEF) (<https://web.fe.up.pt/~aecef>)

The Aristotle University of Thessaloniki, Greece (AUTH) (<https://web.civil.auth.gr>)

The United Nations' Sustainable Development Solutions Networks SDSN. (<http://sdsn-blacksea.auth.gr/>)

International Organization Committee

Linas JUKNEVIČIUS, Professor, Vilnius Gediminas Technical University, Vilnius, Lithuania

Diego Carlo Lo PRESTI, Professor, University of Pisa, Italy

Alfredo SOEIRO, Professor, University of Porto, Portugal

Nicolaos THEODOSSIOU, Professor, Aristotle University of Thessaloniki, Greece

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

2021 EUCEET Association call for international research and educational projects funds

Any member of the EUCEET Association (university/institution) can be an applicant for international research and educational projects.



2021 **EUCEET**
Association support for international research and educational project applications

AIM

- Support the applicants of international research and educational projects, and foster the increase of partnership among EUCEET members

ELIGIBILITY

- Institution (university, institute), which is the main project applicant, must be a member of EUCEET association
- At least two other EUCEET members (institutions) or EUCEET and other EUCEET member must be listed among the project partners (excl. applicant) and at least one of the partners should be from the other country than applicant
- The leader of the project must be full-time member of academic staff
- The project must be submitted to national or international scientific calls
- The scope of research project must be within the civil engineering research field

APPLICATION AND EVALUATION

Project applicant must fill and send the standard application form to EUCEET Secretary General (by e-mail d.lopresti@ing.unipi.it with a copy to the Secretary of EUCEET association mia.trifu@utcb.ro)

- Application form will be evaluated by the Commission and awarded with scores
- The Commission is formed by members of the EUCEET Administrative Council
- Applications could be sent at any time (no time restrictions apply)
- The final decision for support (or not) is taken by the Commission and approved by EUCEET Administrative Council
- The decision is based on meeting the eligibility criteria and score awarded for application form
- The maximum support for one project is 1000€
- No more than 4 project applications could be supported annually
- The evaluation procedure must be carried within the 2 months counting from the date of application form submission

The supported projects will be listed on EUCEET website

- The awarded financial support will be transferred by EUCEET association to the principal researcher
- Projects partners, whether they are EUCEET members or not, are not eligible to financial support
- In case of project application success (i.e. project is granted) – the leaders of the project should prepare the short information about the project for EUCEET website

A data form with basic information can be downloaded from:

<http://www.euceet.eu/projects/index.php?id=379>

APPLICATION FORM CONTENT

Applicants should send:

- 1) A data form with basic information (to be downloaded from <http://www.euceet.eu/>), which include:
 - Project title (in English) and short description (up to 3000 characters)
 - Scientific or relevant financial programme and fund (link to the official call)
 - Project duration incl. starting date
 - Total budget (incl. % for EUCEET members)
 - Main applicant
 - Partners
 - Relevance of the project results to EUCEET association and members (possible impact, dissemination, continuity, etc.)
- 2) Proof of submission of the research project has to be also provided
- 3) A picture and short CV of the leader or of the group (for communication purposes)
- 4) A certificate of the fact that the candidate or leader of the candidate group is a member of the staff of a EUCEET member signed by directors or deans of the educational centers or by the directors of department.

EVALUATION SHEET

Criteria	Description	Max points (min thresholds)
Project team (applicant and partners)	5 points for each EUCEET member	25 (15)
Scientific programme (fund)	International programmes (Horizon 2020 and similar) – 20 points; national programmes – 5 points	20 (5)
Total budget of the project	1 point for each 10'000€	25 (5)
Budget share for EUCEET members	1 point for each 10%	10
Relevance of the project outcomes to EUCEET association and members	1 to 10 points: the better the relevance – the higher the mark	10 (5)
TOTAL:		100 (30)

Note: only the applications that awarded with at least min (threshold) points for each criteria could be supported by EUCEET association. The highest total score is the sole decision factor in case of competition (more than one application for support within the same term). The financial support could be divided in equal parts for more than one winner in case of even evaluation score.



EUCEET association (<http://www.euceet.eu/>) promotes cooperation between higher education institutions offering programs in civil engineering; contribute to the establishment of educational criteria in civil engineering, based on learning outcomes and competences; encourage the development of programs of education and training in civil engineering; operate as a consultant in programs concerning education and training in civil engineering; establish permanent links with the construction industry of Europe, ensuring that the point of views and needs of the industry concerning the educational programs become known by the academia; promote the mobility of students and teaching staff of the higher education institutions offering programs in civil engineering; cooperate with established professional or other associations in the furtherance of the objectives; promote continuing education as an indispensable mean for the professional development of civil engineers; participate to programs of the European Commission in the field of education; foster the cooperation of its members in the field of research; cooperate with other international organizations with related interests from Europe and outside Europe.

FROM MEMBERS

École des Ponts ParisTech, France



CELINE GUIVARCH, RESEARCH DIRECTOR AT ECOLE DES PONTS, WINNER OF THE IRÈNE JOLIOT-CURIE 2020 AWARD

On December 15, 2020, Céline Guivarch, Director of Research at École des Ponts ParisTech, was awarded *the Irène Joliot Curie Prize* in the Young Woman Scientist category. She is rewarded for her interdisciplinary research work on climate change combining climate science, economics and applied mathematics.

Céline Guivarch leads the "global-scale economy-climate modelling" team at the International Research Centre for Environment and Development (CIRED). She is also a member of the High Council for Climate.



Created in 2001 by the Ministry in charge of Research, the Prix Irène Joliot-Curie is intended to promote the place of women in research and technology in France. To this end, it highlights the exemplary careers of women scientists who combine excellence and dynamism. Since 2011, the Ministry has entrusted the Academy of Sciences and the Academy of Technologies with the task of constituting the jury.

PARISTECH INTERNATIONAL SUMMER SCHOOL: ENGINEER YOUR FUTURE

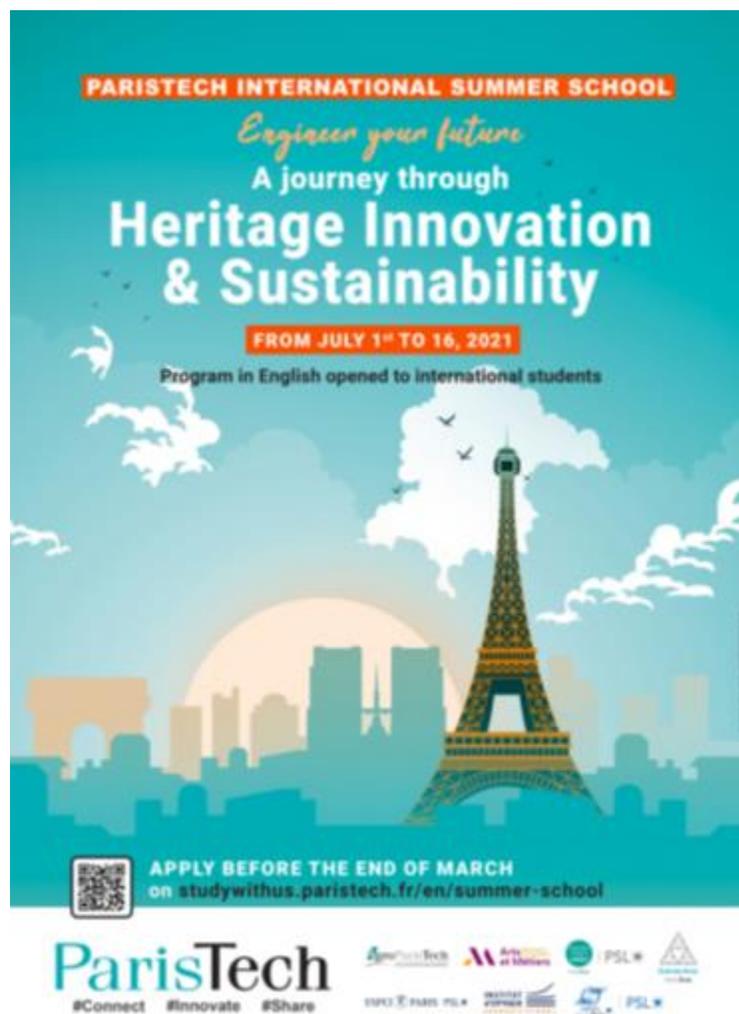
From 1 to 16 July 2021, the ParisTech schools are organizing the first "*ParisTech International Summer School*". An opportunity for international students to discover how to train in France to become a high-level engineer at the service of society. On the programme: preservation of cultural heritage, innovation and sustainable development.

ParisTech schools welcome you for two weeks offering:

- Conferences with high-level researchers,
- Practical workshops),
- Intercultural activities.

This is also an opportunity for a limited number of international students for:

- visit schools and their laboratories,
- benefit from privileged access to the activity leaders,
- understand the challenges facing by tomorrow's engineers,
- discover the schools' innovation ecosystem,
- immerse yourself for two weeks in an international environment,
- discover Paris, the French cultural heritage and the French language.



► French version available here: Engineer your future - A journey through Heritage, Innovation and Sustainability: <https://studywithus.paritech.fr/en/node/6942>

► Find all the information and in particular the registration form on the ParisTech website: <https://studywithus.paritech.fr/fr/ecole-dete>

Aalborg University, Denmark



AALBORG UNIVERSITY
DENMARK

5th International Conference on Structures and Architecture (ICSA2022)

The 5th International Conference on Structures and Architecture (ICSA2022) will be held in Aalborg, Denmark, 6-8 July 2022.



The International Conference on Structures and Architecture is the world's leading and largest global conference bridging the gap between Structures and Architecture. The conference is organized by the International Association of Structures and Architecture, IASA and will be held at The Department of Architecture, Design & Media Technology, CREATE at Aalborg University, Aalborg Denmark, 6-8 July 2022.

The aim of ICSA2022 is to gather research and practical developments on the synergetic potential of architecture and structural engineering in an international, serious, and open environment bringing together researchers, practitioners and students. Each contribution must explore the relation between Structures and Architecture in the areas of Education, Research, and Cooperation or a combination of these and must address the overall framing of ICSA 2022 'Structures & Architecture – in a viable urban perspective'. With this framing ICSA2022 stresses the commitment and responsibility of structures and architecture as drivers of a viable urban development that address the pressing global social, economic, and environmental challenges facing us.

The conference facilitates the meeting of participants across academia and practice interested in the recent advances in the art, practice and theory of designing and building infrastructures signified by a conscious synthesis of structural and architectonic values. Hence, each presentation must explore the critical relation between Structures and Architecture.

General Conference Themes

- Building envelopes / Facades
- Comprehension of complex forms
- Computer and experimental methods
- Concept architectural buildings / Futuristic structures
- Concrete and masonry structures

- Ecology of structures and architecture
- Educating architects and structural engineers
- Emerging technologies
- Glass structures
- Innovative architectural and structural design
- Innovations in the use of natural materials
- Lightweight and membrane structures
- Special structures
- Steel and composite structures
- Structural design challenges
- Tall buildings
- The borderline between architecture and structural engineering
- The history of the relationship between architects and structural engineers
- The tectonic of architectural solutions
- The use of new materials
- Timber structures
- Urban Structures & Architecture

More information: www.icsa2022.com

Technical University of Civil Engineering of Bucharest (UTCB), Romania



Third European Conference on Earthquake Engineering and Seismology (3ECEES) Bucharest, Romania 19-24 June, 2022

The Romanian Association for Earthquake Engineering, with the support of Technical University of Civil Engineering of Bucharest (UTCB) and National Institute for Earth Physics (INFP), will organize with commitment and motivation the *Third European Conference on Earthquake Engineering and Seismology (3ECEES)*, in 2022 in Bucharest, Romania.



A joint event of the
17th European Conference on Earthquake Engineering &
38th General Assembly of the European Seismological Commission
International Conference Centre, Bucharest, Romania.
19 – 24 June 2022

The Third European Conference on Earthquake Engineering and Seismology (3ECEES) is aiming at providing a creative and stimulating environment for sharing and tackling the most challenging topics of

global importance and interest in Earthquake Engineering and Seismology, such as (the list is neither exhaustive, nor restrictive):

- Physics of earthquakes and Seismic Sources
- Seismicity Analysis
- Induced and Triggered Seismicity
- Engineering Seismology and Strong Ground Motion
- Big Data and Large Research Infrastructures
- Geotechnical Earthquake Engineering
- Seismic Hazard
- Site Effects and Microzonation Studies
- Seismic Analysis and Design of Buildings and Structure
- Seismic Evaluation and Rehabilitation of Buildings and Structure
- Performance Based Design of Buildings and Structures
- Seismic Design Codes
- Lifeline Earthquake Engineering
- Structural Health Monitoring
- Seismic Exposure, Fragility and Risk
- Seismic Resilience
- Lessons from recent earthquakes

Conference Venue

Palace of the Parliament – Bucharest International Conference Centre



DATES & DEADLINES

Because of the pandemic context, the decision on shifting the starting date of 3ECEES by a couple of months is under scrutiny by Executive Committees of EAEE and ESC. The revised calendar will be posted by beginning of April 2021.

More information: <https://3ceees.ro/>

FROM PARTNERS

Universities UK



International higher education forum 2021: keeping higher education global

13 - 14 April, 2021

09:00 - 17:00, Online

Universities UK is the collective voice of 140 universities in England, Scotland, Wales and Northern Ireland.

Brexit, Covid-19, and the climate emergency are forcing us as a sector to review, and in some cases, reset, the way we do things. The pandemic in particular has both accelerated existing trends and halted well-intentioned plans while efforts are focused on recovery.



While the UK higher education sector is working through what the UK-EU deal means for cooperation in higher education and research, the sector is also facing questions over academic freedom, foreign interference and sustainable partnerships. Around the world, the UK's competitor markets are facing challenges around troubling visa policies and border restrictions.

International partnerships have been a vital part of the UK's response to Covid-19, and will be a cornerstone of its recovery. At this crucial time in higher education, we, as a sector, **cannot afford to lose our strategic and valuable partnerships across the world.**

In line with the current health situation in the UK, the event will be held **fully online over two days**, with networking opportunities.

Why you should attend

IHEF 2021 will bring together hundreds of higher education professionals. Our sessions include:

- Opening plenary: Has everything changed or has nothing changed?
- What is the future of international research funding?
- EU student recruitment in a post-Brexit world – are we facing a collapse?
- The international student experience: What can we learn from the pandemic?
- TNE 4.0 – the biggest higher education activity around the world?

Our headline speakers and Chairs recently announced include:

- Professor Dame Janet Beer, Vice-Chancellor, **University of Liverpool** (Conference Chair)
- Katherine Fleming, Provost, **New York University**

- Professor Sir Steve Smith, **International Education Champion to the UK**
- Professor Margaret Gardner AC, President and Vice-Chancellor, **Monash University**
- Adam Habib, Director, **SOAS University of London**
- Dr Michael Spence, President and Provost, **University College London**
- Professor Steven Toope, Vice-Chancellor, **University of Cambridge**
- Professor Rocky Tuan, Vice-Chancellor and President, **Chinese University of Hong Kong**

Who should attend?

This conference will be useful for staff who have responsibility for developing international strategies across student recruitment, transnational education, research and mobility. Specific sessions will examine internationalisation at small and specialist institutions. Job titles of past attendees include:

- Pro Vice-Chancellor (International)
- Deputy Vice Principal/Director/Deputy Director of International/Europe/Recruitment
- Head or Assistant Head of Global Partnerships/Projects
- Director of Research Operations
- Director/Head of International Marketing & Student Recruitment
- Regional Director
- Head or Assistant Head of Study Abroad
- Research Development Manager

More information: <https://www.universitiesuk.ac.uk/events/Pages/IHEF-2021.aspx>

European University Association



2021 EUA Annual Conference

Universities 2030: From vision to reality

22 - 23 April, 2021

Online conference

The 2021 EUA Annual Conference “*Universities 2030: From vision to reality*” will take place online on 22-23 April. Against the backdrop of the ongoing climate crisis, fundamental technological advances, labour market changes and the pressure Europe’s political systems are currently experiencing, an honest and ambitious debate is needed about the path universities must take to remain resilient and relevant.

In EUA’s vision for this path, outlined in the publication “*Universities without walls – A vision for 2030*”, Europe’s universities are open learning communities engaged in the creation of a sustainable global society, as well as autonomous and accountable entities striving for continuous improvement.

Universities' core missions – learning and teaching, research, innovation and contribution to culture – will play an instrumental role in universities' efforts to realise this vision.

The 2021 EUA Annual Conference will provide a forum for discussion on how to make this vision a reality. It will also focus on the role universities play in building a competitive and sustainable Europe, in collaboration with global partners. The 2021 EUA Annual Conference will feature sessions of various formats, including interactive audience participation, encouraging a rich exchange of experiences and good practices. Alongside the sessions on the conference theme, the event will also provide opportunities for networking and for learning more about diverse EUA projects and activities.

The event is of interest to university leadership and management, as well as academics. It also welcomes students, policy makers and other stakeholders in higher education, research and innovation. Various registration packages are available to guarantee that the event is accessible for all participants, with a reduced fee for EUA members. Registrations are now open until the start of the event.

Throughout the duration of the conference, virtual booths presenting a wide range of EUA projects and services will be open to any participant interested in finding out more.

Booths on the following topics will be open:

Doctoral education and the EUA Council for Doctoral Education

Digitally enhanced learning and teaching

EUA Institutional Evaluation Programme

EUA Solutions

FAIRsFAIR project

Researchers at risk

For questions about the event, please contact EUA at Annual-Conference@eua.eu. To stay up to date on what awaits you at the EUA Annual Conference, follow #EUA2021AnnualConf on Twitter.

More information: <https://eua.eu/events/131-2021-eua-annual-conference.html>

European Association of Institutions in Higher Education



30th EURASHE Annual Conference

**"Professional Higher Education for Sustainable Development: Creating A Change That Endures"
Online, 20 - 21 May, 2021**

EURASHE will organise its 30th Annual Conference as a fully online event on **20-21 May, 2021** together with its members the [Portuguese Polytechnics Coordinating Council \(CCISP\)](#), the [Polytechnic Institute of Porto](#) and with the support of the [Portuguese Presidency of the Council of the European Union](#).

The conference is structured around the five axes of Agenda 2030:

- People,
- Planet,
- Prosperity,
- Peace and
- Partnerships.

It aims to draw up a set of specific recommendations and discuss a possible Action Plan, to be implemented by polytechnic higher education and its partners in the next few years.

The annual conferences of the European Association of Institutions in Higher Education (EURASHE) are regularly attended by various people from academic communities in the whole of Europe and beyond, for example, the leaders of higher education institutions, higher education professionals, company representatives, political decision makers, academics and students.

These conferences are recognised as communication platforms for higher education specialists and representatives from the professional world. Their specific characteristic is their practical, innovative and stimulating approach.

More information: <https://www.eurashe.eu/events/annual-conferences/30th-annual-conference-online-20-21-may-2021/>



European Society for Engineering Education (SEFI)

SEFI 2021 Annual Conference

Blended Learning in Engineering Education: challenging, enlightening – and lasting?

13-16 September, 2021



SEFI Annual conferences are the most important events organized by European Society for Engineering Education (SEFI) and usually brings together around 350 delegates from everywhere around the globe, presenting their scientific papers (indexed in Scopus), and participate in workshops. Plenary sessions and round tables are also the occasion for SEFI to welcome eminent engineering education specialists and experts for keynote presentation and interactive discussions with the audience.



SEFI 2021 will take place online

Organizers of the SEFI 2021, along with the SEFI Board of directors, have made the decision to change the conference to an online event.

The uncertainty due to the COVID-19 pandemic and its effect on travel, conference planning and the possibility for attendees to come to the event were reasons for shifting the event from an on-campus event in Berlin to an online conference.

A lot of experience has been gained with online events over the past year, so you can look forward to an inspiring conference with insightful presentations, interactive workshops and sessions dedicated for those who want to socialise during the event.

CONFERENCE TRACKS INCLUDE (but are not limited to):

- Essential elements for the online learning success
- Lab courses and projects blended and online
- Secure and appropriate forms of online assessments
- Data security and technological developments
- Rules and ethical questions of online teaching and learning
- Resilient curricula and teaching methodology
- Competence development for engineering professions

- Sustainable changes beyond covid-19
- Social aspects and communication in online learning
- Accessibility, participation and inclusion
- Impact of online teaching on student mobility
- Cooperation between universities (Europe, worldwide) in EE: concepts and experiences
- Impact on the campus and its facilities
- Academic teachers needs and support for online teaching
- On-line student counseling

Important dates SEFI 2021

Abstract submission	30 March 2021
Full paper submission	20 April 2021
Short Paper submission	4 May 2021
Notification of final acceptance	8 June 2021
Early Bird registration	8 July 2021
Final paper submission	3 August 2021
SEFI2020 annual conference	13-16 September 2021

More information: <http://sefi2021.eu/>

Academic Cooperation Association



Innovation through internationalisation. How international cooperation and mobility foster innovation in higher education

4 November, 2021

Zürich, Switzerland

ACA, [Movetia](#) and [swissuniversities](#) have the pleasure to announce the exciting conference **Innovation through internationalisation. How international cooperation and mobility foster innovation in higher education**. This event will take place in Zürich, on **4 November 2021**.

Being very keen to see many of you again offline, we had embarked on an innovative approach to internationalisation in Covid-19 times. We had the ambition to hold the 22 April 2021 conference in a face-to-face format in Zürich. Nature though, planned otherwise. As we prioritise your safety, we are sorry to



have to announce the re-postponement of our event to 4 November 2021, otherwise-said exactly 1 year later than the original date.

Follow our campaign on social media!

While we're rescheduling the face-to-face event to next year, we're not deferring the debate about the role of internationalisation in fostering innovation in higher education. Rather the opposite. Stay tuned for interesting thought pieces from some of our distinguished speakers and contributors, and join the online conversation on our social media channels.

#EducationInnovation_2021

Information from: <https://aca-secretariat.be/events/list-events/>

FROM THE EUROPEAN UNION

News from Education, Audiovisual and Culture Executive Agency (EACEA)



Important information for beneficiaries with ongoing projects

Publication date: 22 February 2021

On 1 February 2021, the new EACEA website launched.

The new website replaces the old EACEA website. However, the old EACEA website can still be accessed [in the European Union's web archive here](#).

All information, documents and web pages from the old EACEA website are preserved in the archives. This includes information on past calls for proposals, selection results, publications and visual identity material for the 2014-2020 generation of programmes.

However, please note that the contents of the archive are no longer being updated and may be out of date. Please check the new EACEA website for any updates.



Please note also that certain features, such as filtering of lists, do not work in the archive.

Any new information related to ongoing projects will be published on the new EACEA website. Beneficiaries spaces relating to ongoing projects have been recreated on the new website. You can find these beneficiaries by going to [the web page for the 2014-2020 programming period](#), opening the page for your programme (e.g. Erasmus+, Creative Europe etc.) and scrolling down to the bottom of the page. You will find the beneficiaries spaces updated there.

Launching the new EACEA website allows our Agency to focus on the exciting new opportunities that will soon be available in the 2021-2027 generation of projects. We have aimed to ensure that beneficiaries of our past calls still have access to the information they need.

Please note that all future calls for proposal will be published on the European Commission's [Funding & Tender Opportunities Portal \(F&TP\)](#).

Information from: https://www.eacea.ec.europa.eu/news-events/news/important-information-beneficiaries-ongoing-projects-2021-02-22_en

What is the European Student Card Initiative?

European Student Card Initiative

The European Student Card Initiative will enable every student to easily and safely identify and register themselves electronically at higher education institutions within Europe when moving abroad for studies, eliminating the need to complete onsite registration procedures and paper work.

Straightforward and secure online administrative procedures and putting information at the fingertips of students is essential to boosting student mobility across Europe. It is also crucial to promoting student participation in educational and cultural activities in line with the vision to create a [European Education Area](#) by 2025.

The European Student Card Initiative will develop an online one-stop-shop through the Erasmus+ Mobile App for students to manage all administrative steps related to their mobility period - before, during and after their stay. It will allow students to find all the information they need to experience a high-quality mobility experience abroad.

The goal is to have full deployment of the Initiative during 2021. By this time, higher education institutions participating in the future [Erasmus+ programme](#) will be expected to use the Erasmus Without Paper network to exchange student mobility data. The use of the Erasmus Without Paper network by these institutions will become obligatory according to the below milestones:

2021 - to manage online learning agreements

2022 - to manage inter-institutional agreements

2023 - to exchange student nominations and acceptances and transcripts of records related to student mobility

Participating institutions will also need to promote the use of the Erasmus+ mobile app to ensure that institutions and Erasmus+ students can benefit from increased efficiency in administrative processes. By 2025, all students in Europe should be able to enjoy the benefits of the European Student Card Initiative. To learn more, please [join our webinar – Erasmus Goes Digital!](#)

What are the benefits of the European Student Card Initiative?

Fully compliant with EU personal data protection legislation, the card will guarantee a secure exchange of student information and allow for seamless transition between higher education institutions. Moreover, the card will give students the chance to access online courses and services provided at other higher education institutions.

This will not only facilitate virtual mobility and blended learning, but the European Student Card Initiative will also give students a greater choice in the programmes they can follow. Over time, it will allow students to enjoy cultural activities throughout Europe at discounted prices.

The benefits of the Initiative extend beyond students, by simplifying administrative procedures and reducing administrative burden for higher education institutions, boosting mobility for all.

With the support of funding from the Erasmus+ programme and the [Connecting Europe Facility](#), the digital projects - [Erasmus Without Paper](#), [EMREX](#) and the [European Student Card](#) – will be scaled up from 2019.

The European Student Card Initiative will be linked to the EU's electronic identification rules ([eIDAS regulation](#)) to provide the trust needed to authenticate students and to allow them to ascertain their rights online.

The Initiative is, therefore, a step forward in the transition towards a digital European society and a true European Education Area, in which spending time abroad to study and learn is the norm, and educational excellence is a reality for all.

Benefits of the European Student Card Initiative

For students:

Easy access to course materials prior to mobility, online course registration and automatic recognition of [ECTS](#) credits

Immediate access to services at the host university, such as libraries, transport and accommodation

Discounts on cultural activities throughout the EU

For Higher Education Institutions:

Easy, online management of the entire mobility process – from student selection to the recognition of ECTS credits

Online identification of students, simplified and secure exchange of student data - including academic records - between Higher Education Institutions

Reduced administrative burden associated with student mobility

Information from: https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative_en

The European Research & Innovation Days

23 - 24 June, 2021

Digital event

The third edition of the [European Research and Innovation Days](#) will be held virtually on **23 and 24 June 2021**.



This year's edition will mark the official launch of Horizon Europe, the new EU research and innovation programme (2021-2027). The event's agenda will further focus on new initiatives to strengthen the European Research Area and it will highlight the importance of collective research and innovation in the coronavirus recovery and for a greener and more digital future.

Mariya Gabriel, Commissioner for Innovation, Research, Culture, Education and Youth, said:

"The 2021 edition of the European Research and Innovation Days could not have come at a more important time. Together, we can recover from the coronavirus pandemic and ensure a green and digital future for everyone. Join the conversation on 23 and 24 June and share your thoughts on how Horizon Europe and the European Research Area can help us to reach these goals".



Mariya Gabriel

The two-day event will bring together policymakers, researchers, entrepreneurs, and citizens to debate and shape the future of research and innovation in Europe and beyond. Like in previous editions, its policy conference is expected to attract thousands of participants from all over the world.

Up until the event in June, news and updates will be regularly shared on social media via #RiDaysEU as well as the event webpage.

Background

Since its first edition in 2019, the European Research and Innovation Days has been the European Commission's annual flagship event on the future of research and innovation. The conference provides an opportunity to connect, take stock of the achievements of research and innovation and gather broad input from policy makers, stakeholders and citizens on how research and innovation policy and funding can deliver on European priorities.

Last year's online event attracted over 35000 registered participants from 188 countries in 146 panels.

Information from: <https://research-innovation-days.ec.europa.eu/>

ARTICLES from journals, newspaper, magazines

How educators can adapt experiential learning post-COVID

Author: Rod Brazier, 06 March 2021

"I first attended university 22 years ago. I recall walking into a lecture theatre with 300 other students and sitting in silence while the lecturer spoke at us for two hours solid on the complexities of the English public law system.

This was, for me, the antithesis of an engaging education. Seminars were only marginally more palatable: large groups of students being coached through model answers to staid essay questions by PhD students. They, and we, would rather have been elsewhere. It was no wonder that, following the completion of my degree, I chose not to pursue a career in law.

The sea-change towards active learning

I understand now that the education I received, totally disengaging and impractical, was a major reason for my choosing not to enter the legal profession. A decade on, when I became a lecturer, I began to see pockets of change within the education system. There was more active learning, more case studies, more problem-solving and more excitement.

Only then did I appreciate my natural predilection towards experiential education – and I have asserted the benefits the methodology offers for a holistic educational experience ever since.

Experiential learning is more than merely 'learning by doing'. Rather, it is a philosophy which informs many methodological approaches to teaching and learning. There are two commonalities within experiential education: that learners are engaged with direct experiences and that periods of focused reflection are contained within the learning cycle.

Experiential education isn't merely mountain-climbing or orienteering, nor is it limited to model-making or practical placements. The scope of experiential activities is wide ranging and educators should consider the extension of classic case studies and problem-solving activities into authentic learning experiences such as collaborating on business problems with organisations, assisting charities and designing products.

Evidence from the OECD, Pearson and McKinsey helps us to understand that experiential methodologies help people develop skills and knowledge while also increasing their capabilities to perform tasks. Thus, students are given the tools to develop their character holistically, while society benefits through the enhanced capacity learners have to contribute to their communities.

Experiential learning is a methodology suitable for all settings and delivery modes, whether in collaboration with external employer-partners, in classrooms or online. However, while many forms of experiential education – such as apprenticeships, work-based learning and internships – have traditionally required partnership with external stakeholders and often take place outside the confines of campus, this is absolutely not a pre-requisite.

An alternative mode of experiential delivery is not only possible, but advantageous; particularly in the current, prohibitive landscape of 'remoteness'. Institutions have predominantly used neo-experientialism as a litmus test for a new approach – where experiential learning is facilitated (not, I stress, 'delivered') through the more structured confines of classroom settings, timetables and programme specifications.

The 21st century has seen a growth in universities successfully using classroom-based experiential learning through active, authentic approaches and inquiry-based learning. This is, however, at risk today.

Challenges exacerbated by COVID-19

The purpose of universities has long been the subject of contentious debate. But, in the same way that measurement, marketisation and massification do not need to compromise the quality of a learning experience, nor should the move towards a more blended experiential approach.

COVID-19 may have been the catalyst for the expeditious embrace of digital approaches to teaching and learning, but educators must ensure they do not relapse into bad habits.

Institutions should ensure experiential methodologies continue to be used. Immersive and interactive experiential approaches, which were beginning to feature more regularly across university campuses, must now be used within digital learning

The future for many institutions is likely to present a truly blended, non-binary – neither solely online nor on-campus – offering and now is therefore the perfect opportunity to develop a best-practice framework for the future.

It is imperative that the gains made through experiential methodologies are not lost amid the move online, nor in the subsequent, tentative steps back onto campus.

What I'm advocating isn't a 'traditional' approach to blended learning – though there are increasing benefits to be extracted from such – but rather it is the assertion that experiential education must be plugged into online learning now in order that universities can meet the long-term needs of their students.

Practical ways in which experiential learning methodologies might be adopted are wide-ranging and include chat rooms, discussion boards, polls, quizzes, key concept videos, activity chunking and student-led learning.

Students can showcase their work through presentations, collages and conferences, question and answer sessions with expert practitioners and authentic assessments, such as video submissions, project portfolios and the utilisation of two-way reflection – where teachers and students interact to ensure students are supported and guided not only with their studies but with their lives.

Two-way reflection channels cement relationships between teachers and students and ensure that experiential education is facilitated effectively, particularly in an online context.

Students must also be encouraged to relax and have fun with their learning, sharing screens, doodling their thoughts, participating.

The 'in-between' space that was formerly filled with chats in halls, drinks in the student union or through social activities and clubs, is now a vacuum that can only be filled by the pro-active approaches of students and teachers who are willing to embrace new, alternative technological media or by teachers facilitating the growth of communities within their cohorts online, through engaging experiential activities.

The move towards an inclusive, engaging education

The concern that some universities might struggle to balance their competing priorities of a quality education, commercial success and strong graduate outcomes prompts the call to ensure that experiential learning methodologies are kept at the forefront of institutional strategies and that they become de rigueur for learning designers.

The move towards an engaging education must not be stunted. This will ensure that marginalised students – those who were beginning to benefit from governmental initiatives to widen participation – do not become disenfranchised and disengaged.

We cannot allow the digital divide between the 'haves and the have nots' to perpetuate; nor can the move to a new way of teaching – an online experiential approach – be the excuse for traditional lecturers to revert to type and produce merely repositories of information stored within virtual walls.

Experiential methodologies must retain their status as a crucial element within the evolution of education. I am buoyant in my belief that institutions and practitioners will continue their shift from passive learning to active learning and will not be deterred by the challenges that COVID-19 has placed upon them.

Experiential methodologies should be plugged into blended and online teaching in order to preserve engagement and foster holistic skills development. It is incumbent upon educators to create an approach which offers a new way forward for the new world.

Dr. Rod Brazier is vice principal – teaching excellence and student success, Global University Systems, United Kingdom.

Information from: <https://www.universityworldnews.com/post.php?story=20210302123812565>

UNITED KINGDOM - Most students pleased with their digital learning – Survey

Author: UWN reporter, 10 March 2021

University World News (UWN) is the first publication of Higher Education Web Publishing Ltd, with its registered office in London, but is produced and managed by staff working in Durban, London, Melbourne, Montreal and Copenhagen and comprises a network of some five dozen education journalists based in more than two dozen countries, with representation in all regions.

Nearly seven in 10 students surveyed rate the quality of online and digital learning as either ‘best imaginable’, ‘excellent’ or ‘good’ (68% of both further and higher education students).

But the snapshot findings of the Jisc survey of 27,069 higher and further education students in the United Kingdom also found that areas such as well-being, mental health and staff digital skills need more attention.

Sarah Knight, Jisc’s head of data and digital capability, said:

“We hope this data pulse helps universities and colleges see clearly where students are benefiting, and where they could be better supported.”

Between October and December 2020, 21,697 higher education students and 5,372 further education students from 11 universities and four further education colleges took part in Jisc’s digital experience insights student survey.

The surveys seek to support the sector in adapting and responding to the changing situation as a result of COVID-19 policies.

The surveys will continue to run until 30 April 2021, but this first snapshot of results shows the swift work of colleges and universities in moving learning online has been predominantly well received by students.

Among those surveyed, 81% were studying online, 72% of them from home.

Both higher education and further education students surveyed noted the huge benefits of flexible learning, with lecture recordings proving helpful for note-taking and scheduling learning around other aspects of life. Some students enjoy the comfort and convenience of studying at home, as well as feeling more in control.

One student said: "Learning online (ironically) has made it easier to get support from staff. They're more likely to encourage us to talk to them and it is a little easier than having to find them physically on campus."

Students enjoyed a range of different online activities and were positive about being able to access lecture recordings and participate live online.

Analysis of free text responses in the survey was particularly revealing and highlighted how being able to watch sessions again helped students to study in ways that better met their learning needs, improved their understanding and encouraged further independent study.

For instance, recordings enabled them to catch up if they missed the live session, manage the pace and take notes. They also made it easier for students for whom English is not a first language to hear and understand the lecture.

Live sessions were more interactive and engaging, allowing for questions and timely responses.

However, there was frustration when valuable resources were not made available in a timely way.

Some of the more engaging activities were less well used and there are opportunities to embed activities like the use of small group discussions for peer support and collaboration, quizzes or polls, and online research tasks into curriculum design, the survey found.

Negative aspects

Identifying negative aspects of remote learning, students reported challenges such as technical issues, difficulty concentrating, unsuitable study environments, isolation, and well-being and mental health issues.

Common problems experienced included poor Wi-Fi connections (62%), lack of access to online platforms or services (29%), mobile data costs (21%), no safe private area to work (19%) and no suitable computer device (15%).

Online learning is difficult and can be overwhelming. Students report receiving too much work and expectations of a larger volume of independent work than usual but without the benefit of timely support.

Some lectures were too long, insufficient breaks were provided, and the delivery mode was intense, causing "fatigue and mental health concerns".

Interactions in live sessions can be difficult if the class size is large and if the students don't know other students, the survey found.

To tackle these challenges, learners want colleges and universities to:

- Get the basics right – this includes Wi-Fi (on campus and elsewhere), reliable hardware and software, clear navigation to learning content, timetabling and session scheduling, audio and lighting of online sessions.
- Make learning sessions more interactive.
- Record lessons and make them available soon after delivery to aid personal learning preferences, revision and catch up.
- Train and support lecturers to use online tools in a pedagogically sound and inclusive way.
- Think about the pace of delivery (too fast or too slow) and consider shorter bursts with regular breaks.
- Create opportunities to talk to or ask questions of lecturers and fellow learners and give timely individual and group support.
- Improve communication – reminders of when sessions were going to start, when assignments are due, and an accessible list of frequently asked questions (FAQs).

The survey says understanding the extent of the issues for any university or college is a vital first step in formulating an informed strategic plan and resource management to address these. "This is where having your own data is extremely valuable," it says.

Students as co-designers

The report advocates engaging students as "co-designers of their learning experience", advising that engaging in conversations with students will result in a deeper understanding of the issues and perhaps yield solutions not thought of before.

Knight said Jisc's digital experience insights surveys are designed to "support colleges and universities to understand and improve the digital experience of their students, and to provide baseline and benchmarking data to inform digital strategies across the sector".

"We hope this data pulse helps universities and colleges see clearly where students are benefiting, and where they could be better supported," she said.

Information from: <https://www.universityworldnews.com/post.php?story=20210310140820973>

Ethics in Engineering Education during COVID-19 Pandemic

December 15, 2020 in [Issues in Education](#)

By Arkajyoti Roy, Luan Nguyen, Michaela LaPatin, Cristina Poleacovschi, Kasey Faust

The COVID-19 pandemic has disrupted our daily lives, directly impacting the way various systems operate around us. It has led to a human, economic and social crisis [1], which will require a combined effort from multiple disciplines to solve the emerging problems. Engineers are at the forefront of this problem-solving effort tackling myriad problems, including challenges in supply chain, infrastructure design, healthcare systems and delivery, and others. With the increased engagement from engineering in tackling this pandemic comes an increase in public attention toward the ethical duties of an engineer.

In the past, various catastrophic events such as the Chernobyl nuclear accident or Space Shuttle Challenger complications have led to revisions of professional codes of ethics. Such disasters have shown that there is often a lack of concern for public health and welfare due to various external pressures on engineers (e.g., professional, organizational, financial and political) [2]. Such ethical concerns have been attributed (among other reasons) to engineers not considering socioeconomic inequalities, history and geopolitics, which is lacking in the U.S. engineering education system [3]. In fact, engineering education in the U.S. has always valued technical over social or ethical competency [4]. Thus, unsurprisingly, we expected a similar lack of ethical considerations when engineering students are presented problems arising from the COVID-19 pandemic.

A survey was deployed to 165 graduating engineering students at a public U.S. university to evaluate the ethical concerns not addressed in U.S. engineering education. The two open-ended questions in the survey related to this topic were:

- 1) What are some ways that engineers could address the COVID-19 pandemic? Please explain.
- 2) How important is it that engineering classes focus on challenges in today's society, such as the COVID-19 pandemic? Please explain.

The first question attempts to capture students' concerns on social problems, such as socioeconomic and racial inequalities, when thinking about the pandemic. The second question attempts to capture students' interest in ethics and societal challenges. A lack of emphasis on social aspects in the open-ended student responses would show a lack of macroethical concerns. Student responses to the first question were qualitatively coded into groups, such as designing more efficient systems, complying with public guidelines, supporting healthcare and essential workers, finding a cure, providing facts, models, or policy recommendations, and others. With regard to the second question, responses were first coded into an ordered scale: very important, fairly important, a little important, not important and unsure. Then, the responses were coded qualitatively into groups of reasons, such as engineers must be resourceful and adaptable, engineering concepts are more important, engineering provides real-world experience, engineering should help the society/communities, and many others.

Student Responses

Most student responses (51%) to the first question aligned with designing more efficient systems using engineering concepts and techniques, followed by complying with public guidelines (15%). Responses addressing ethical challenges were less frequent, with encouraging discussion on safety measures (4%), being an advocate for change (1%) and continuing to address global issues (1%). Overall, students were more motivated in applying their technical skills to address problems arising from the pandemic, while adhering to already established public guidelines, rather than considering social aspects of the pandemic and establishing new guidelines that address ethical concerns.

For the second question, most students (76%) responded “very important” followed by “fairly important” (14%). Within the category of “very important,” student responses focused on engineers being resourceful and adapting (53%) and providing real-world experience (24%) as skills engineering education can cover in order to tackle the pandemic. With much lesser frequency, students responded with topics of ethics, such as students should help the society/communities (5%), students should be required to learn ethics (1%) and the pandemic challenges can cause permanent changes to society (0.5%).

The survey results revealed that engineering students are in fact interested in improving society and addressing problems related to the pandemic. Engineering education, however, often focuses on technical knowledge rather than ethical development, which is apparent in the themes that emerged in the responses. The role of ethics within the engineering profession, whether broadly or as it applies to specific circumstances, is often given a cursory lesson rather than being woven throughout the curriculum. When ethics are incorporated into curricula, programs tend to focus on microethics concerning issues that arise in particular contexts and interactions between individuals, rather than macroethics that address societal concerns more broadly. This could possibly be addressed through changes in curriculum content, such as integrating different ethical scenarios into the problems we have our students solve, such as a COVID-19 pandemic ethical scenario to highlight how the professions engage with technical solutions under differing circumstances.

Acknowledgments

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Arkajyoti Roy is an assistant professor of management science and statistics at the University of Texas at San Antonio.

Luan Nguyen is a graduate research assistant of civil, construction and environmental engineering at Iowa State University.

Michaela LaPatin is a graduate research assistant of civil, architectural and environmental engineering at the University of Texas at Austin

Cristina Poleacovschi is an assistant professor of civil, construction and environmental engineering at Iowa State University.

Information from <https://pubsonline.informs.org/doi/10.1287/orms.2020.06.10/full/>

NEWS FROM THE WORLD

World Environmental & Water Resources Congress 2021 Virtually, June 7 – 11, 2021



The 21st World Environmental & Water Resources Congress will feature 8 concurrent technical tracks over five full days of virtual programming. Approximately 900 leading engineers and scientists from around the world attend the EWRI Congress each year to discuss the latest research, case studies, and evolving “best practices” in water resources and the environment.

Topics and Tracks for the 2021 EWRI Congress

- Atmospheric Water Management
- Cyber-physical Security of Urban Water Infrastructure
- Desalination & Water Reuse Symposium
- Emerging Contaminants
- Energy Conservation and Management in Water Industry
- Environmental
- Environmental Systems and Processes
- Environmental Science and Engineering Research
- Environmental and Water Resources Education and Outreach
- Emerging & Innovative Technologies
- Freshwater Systems and Ecology
- Groundwater Symposium
- Wisconsin & Illinois History Symposium
- Hydraulics & Waterways
- Hydro-Climate/Climate Change Symposium
- Hydraulic Fracturing Symposium
- International Environmental and Water Resource Issues
- Irrigation and Drainage
- Reclaimed Water for Irrigation Symposium
- Planning and Management
- Stormwater
- Sustainability
- Urban Water Resources Research Council
- Water Distribution Systems Analysis Symposium
- Water Resource Planning & Management



- Water Quality Modeling and Restoration
- Water Security and Equity
- Water Standards
- Water, Wastewater & Stormwater
- Watershed

More information: <https://www.ewricongress.org/>

Fifth International Conference on New Developments in Soil Mechanics and Geotechnical Engineering

30 June – 2 July, 2021

Nicosia, Cyprus



The conference is organised jointly by the Turkish Society of Soil Mechanics and Geotechnical Engineering and Near East University with the aim of bringing scientists, engineers, practitioners, and researchers together, to exchange knowledge and discuss the new developments in the field of soil mechanics and geotechnical engineering. The four previous conferences were participated by eminent ISSMGE members.

The conference will be hosted by Near East University, will comprise sessions over a two-day period and include keynote lectures, oral presentations, discussions, and poster sessions. Sessions will be chaired by internationally recognised academics and scientists. The official language of the conference is English. On the third day the participants will have ample opportunity for technical excursions and visits to historical sites.

In view of the continuing spread of the coronavirus (COVID-19), and the global threat a decision is taken to postpone the “Fifth International Conference on New Developments in Soil Mechanics and Geotechnical Engineering” from May 27 to 29, 2021 to June 30 to July 2, 2022

The deadline for abstract submission has been extended to 30 November 2021.

Themes and Topics

1. Laboratory testing and modelling
2. Geotechnical properties and improvement of soils

3. Analysis and evaluation of foundations
4. Earthquake geotechnical engineering and natural hazards
5. Environment preservation, water, and energy
6. Special and specific Issues
7. New methods in geotechnical engineering

Important Dates

- Submission of abstracts: 30 November 2021
- Notification of acceptance of abstracts: 10 December 2021
- Submission of full papers: 20 January 2022
- Notification of acceptance/revision of full papers: 20 February 2022
- Notification of final acceptance of full papers: 10 March 2022

More information: <https://zm2020.neu.edu.tr>

Sixth GeoChina International Conference 2021

18 - 19 September, 2021

NanChang, China

The Sixth GeoChina International Conference 2021 will be held in Nanchang, China from September 18 to 19, 2021. This conference with theme of *Civil & Transportation Infrastructures: From Engineering to Smart & Green Life Cycle Solutions* is endorsed by a number of leading international professional organizations and will be hosted by East China Jiaotong University in Cooperation with GeoChina Civil Infrastructure Association, and University of Oklahoma.



This conference will provide a showcase for recent developments and advancements in design, construction, and safety Inspections of transportation Infrastructures and offer a forum to discuss and

debate future directions for the 21st century. Conference topics cover a broad array of contemporary issues for professionals involved in bridge, pavement, geotechnical, tunnel, railway, and emerging techniques for safety inspections. You will have the opportunity to meet colleagues from all over the world for technical, scientific, and commercial discussions.

CONFERENCE THEMES

I: Transportation Geotechnical Engineering

II: Pavement Engineering

III: Bridge Engineering

IV: Tunneling Engineering

V: Railroad Engineering

VI: Dam, Geomatics, Geoscience, Geophysics, and Hazards

VII: Innovative Technologies

GeoChina 2021 Best Paper Award

(Open to papers accepted and presented at the conference)

Best Paper Awards will be presented in GeoChina 2021 to authors whose works represent novel research with significant real-world applications. By recognizing these selected papers for their originality and significance, GeoChina 2021 highlights some of the theoretical and practical innovations that are likely to shape the future of infrastructure design and construction.

More information: <http://geochina2021.geoconf.org/>

Canadian Dam Association 2021 Annual Conference

23 - 28 October, 2021

Winnipeg, Manitoba, Canada



The Canadian Dam Association (CDA) is a group of dam owners, operators, regulators, engineers and others who share the goal of advancing knowledge and practices related to dams. We are involved in all types of dams used for many different purposes: hydroelectric power, irrigation, flood control, water supply and mining operations.

CDA's Annual Conference is a national forum for dam owners and operators, engineers, geoscientists, regulators, and others. Share ideas and knowledge on management, maintenance and design of water dams and mining dams.

Due to the uncertain public health situation that is expected to extend through 2021, this year's conference will be delivered using a fully virtual platform. The planning committee is looking forward to the unique opportunity that this delivery platform provides for reaching a wider audience across the global dam industry.

The theme for 2021 is ***Balancing Past Performance with Future Expectations***. Technical sessions will consider past performance and historical design criteria of aging infrastructure while focusing on environmental, social, economic and technological changes as well as evolving expectations of regulatory regimes related to the construction and operation of dams.

Technical Themes include:

- Applications of Failure Modes and Effects Analysis Methods
- Climate impacts to design and operation parameters
- Dam Safety Management Case Studies
- Emergency Management and Public Safety Case Studies
- Environmental Consequences Classification Case Studies
- New and alternative approaches to Design Flood Estimation
- New Generation Development Challenges and Opportunities
- Reliability Assessments and the Performance of Aging Infrastructure
- Risk Assessments and Adaptation Options
- Role of Public Policy in the Setting of Dam Safety Criteria
- Stakeholder Engagement and the Communication of Risk
- Tailings Dam Breach Analysis

More information: https://www.cda.ca/EN/Professional_Development/Conference_Home_2021.aspx

3rd International Conference on Geotechnical Engineering (ICGE – Colombo-2020)

6-7 December, 2021

Colombo, Sri Lanka

ICGE - Colombo - 2020



3rd International Conference in Geotechnical Engineering
~~10-11 August 2020~~ Postponed to 6 - 7 December 2021
@ Cinnamon Grand, Colombo, Sri Lanka

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

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

In 2015, SLGS held ICGE-Colombo-2015 successfully with more than 300 participants including 110 from overseas. There were 5 keynote lectures and 135 research papers.

This time too, there will be five keynote addresses by eminent international experts in the areas of Piled Foundations, Ground Improvement, Slope Stabilization, Deep excavations and Tunnelling and Geo Environmental Engineering.

The proceedings will be published as a printed book and a USB/Online containing the full-length papers.

Special technical and sightseeing tours will also be organized for the participants to experience Sri Lanka’s heritage, wild life in national parks, beautiful beaches and recent mega development projects.

The venue of the conference is the Cinnamon Grand Colombo, located in the very heart of Colombo, the financial capital of the beautiful island of Sri Lanka. It is one of the newest five-star hotels in Sri Lanka, facing the foaming ripples of the Indian Ocean, with the best of dining, accommodation and entertainment facilities.

Themes

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

More information:

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

Bulletin 3
ICGE - Colombo - 2020
 3rd International Conference in
 Geotechnical Engineering
 August 10 and 11, 2020
 Colombo, Sri Lanka

Postponed to December 06 and 07, 2021

<http://icgecolombo.org/2020/>

Themes

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

New Important Dates

Acceptance of abstracts	- 15 November 2020
Notification of the acceptance of abstracts	- 01 December 2020
Receipt of the full paper for reviewing	- 28 February 2021
Notification of the acceptance of full paper	- 30 June 2021
Receipt of the final camera ready papers	- 31 July 2021

Organized by:
 Sri Lankan Geotechnical Society (SLGS)

Under the auspices of:
 International Society for Soil Mechanics and
 Geotechnical Engineering (ISSMGE)

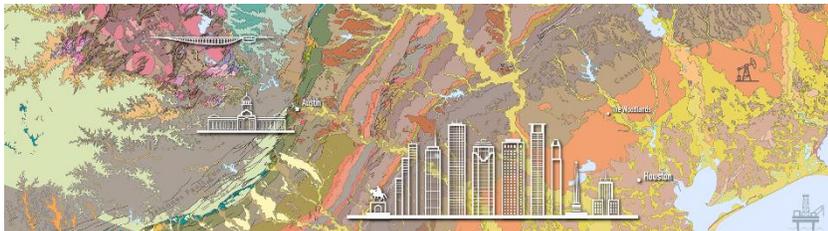
CALENDAR

Date	Event	Place
23–26.05.2021	4 th International Conference on Transportation Geotechnics (4 th ICTG)	Virtual event



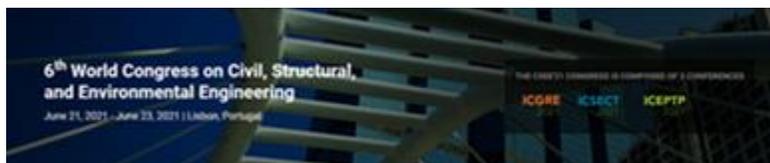
<http://conferences.illinois.edu/ICTG2020/>

20-23.06.2021	55 th US Rock Mechanics/Geomechanics Symposium	Online
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<https://texas2021.armacocks.org/>

21-23.06.2021	6 th World Congress on Civil, Structural, and Environmental Engineering	Virtual event
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<https://lisbon2021.cseecongress.com/>

Date	Event	Place
21-24.06.2021	11 th Annual International Conference on Civil Engineering	Athens, GREECE



Athens Institute for Education and Research
A World Association of Academics and Researchers
 25 Years of Non-Euclidean Improvement



<https://www.atiner.gr/civileng>

03-05.08.2021	S3: Slopes, Slides and Stabilization	San Francisco, CALIFORNIA
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www.dfi.org/s3-2021

07-10.09.2021	32 nd Annual EAIE Conference and Exhibition	Gothenburg SWEDEN
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https://www.eaie.org/gothenburg.html?utm_source=Informz&utm_medium=Email&utm_campaign=EAIE+Gothenburg+2021

Date	Event	Place
18-19.09.2021	Sixth GeoChina International Conference 2021	NanChang, CHINA



<http://geochina2021.geoconf.org/index.php>

12.11.2021	First Joint Conference of EUCEET and AECEF <i>"The role of education for Civil Engineers in the implementation of the SDGs"</i>	Thessaloniki, GREECE
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<https://websites.auth.gr/euceetaecef2021/>

12.11.2021	The 14th General Assembly of the EUCEET Association	Thessaloniki, GREECE
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Date	Event	Place
13-16.02.2022	6 th International Conference on Grouting & Deep Mixing	New Orleans, Louisiana



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

19-24.06.2022	Third European Conference on Earthquake Engineering and Seismology (3ECEES)	Bucharest, ROMANIA
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<https://3ceees.ro/conference/>