Workshop

“Doctoral Studies and Mobility”

Berlin, 18 September 2003

“Doctorates for the Knowledge Society”

Professor Luc WEBER
EUA Board member
Chairman of the EUA Research working group
Content

- EUA’s missions and membership
- Challenges for European Research and Universities in the forthcoming years
- EUA related activities
- EUA Graz Declaration: The links between Research and Education
- Improving research training
  - At system level
  - At institutional level
- Ways forward: a EUA project
- Key issues for debate
EUA’s Missions and Membership

Origin
Merger early 2001 of the “Association of European Universities” (CRE) and the “Confederation of the Rectors’ Conferences of EU countries”

Missions
β Promote a coherent system of Higher education and research in Europe through action at system and institutional levels
β Support to members

Membership
650 Individual Members (must award doctoral degrees)
34 National Rectors’ Conferences
Challenges for European Research and Universities in the forthcoming years (1)

The EU context (Lisbon 2000 and Barcelona 2002): “Europe should overcome the USA (in research)”!

Implications:

- For European Research
  - Research investment: 3% of GDP
  - 500’000 additional researchers

- For European Universities
  - Train these additional researchers
  - Improve the quality of research
  - Improve the transfer of knowledge
Challenges for European Research and Universities in the forthcoming years (2)

Main challenges

- Train more doctorate students (attractiveness of the doctorate, in particular in the hard and life sciences!?)
- Improve the efficiency and the quality of doctorates education. Presently, there are great differences regarding

  - The objectives:
    - Encourage curiosity and creative thinking (originality)
    - Implement the tools and methodologies of science
    - Encourage interdisciplinary work
    - Pushing the frontiers of science or making a synthesis of the best practice

  - The length,
  - The recognition of the title for the promotion to professorship
  - The tutoring of doctorate students
Challenges for European Research and Universities in the forthcoming years (3)

Related challenges

- Definition of academic and professional MAs and PhDs
- Link MA-PhD
- Research content of BAs and MAs
- Management of the Post-Doc period
EUA related activities (1)

- The European Research Area:
  - Conferences
    - Dubrovnik September 2001: “Knowledge Transfer”
    - Bristol March 2003: “The Role of Universities in the European Research Area”
  - EUA “Research” working group
    - Meets 3-4 times a year
    - Prepares EUA statements on EU communications or other questions of general interest, as for ex. the project of a European Research Council
EUA related activities (2)

- The European Higher Education Area:
  - EUA Convention of Higher Education Institutions
    - Salamanca, April 2001: preparation of the Prague Summit
    - Graz, May 2003: Preparation of the Berlin Summit
  - Conference on “joint masters”: Cluj, October 2003:

- Advocacy and support to members
  - Program of institutional evaluation
  - Management seminars for new Rectors (with IMHE)
  - Forthcoming workshops on managing the University or on research management

- Working together with partners
  - Projects involving member institutions
Graz Declaration: The links between Research and Education (1)

“The integral link between higher education and research is central to European higher education and a defining feature of Europe’s universities”

“Governments need to be aware of this interaction and to promote closer links between the EHEA and the ERA as a means of strengthening Europe’s research capacity and improving the quality and attractiveness of European Higher education”
Graz Declaration: The links between Research and Education (2)

 Governments “should therefore fully recognize the doctoral level as the third “cycle” in the Bologna process”

 “Universities need to keep pressing the case for research-led teaching and learning in Europe’s universities” (because “graduates at all levels must have been exposed to a research environment and to research-based training in order to meet the needs of Europe as a knowledge society”)

European University Association (EUA)
Graz Declaration: The links between Research and Education (3)

β “The diversity of universities across Europe provides great potential for fruitful collaboration based upon different interests, missions and strengths”

β “Enhancing European collaboration and increasing mobility at the doctoral and post-doctoral levels are essential, for example through the promotion of Joint Doctoral programmes as a further means of linking the EHEA and ERA”
Improving research training at system level (I)

- The knowledge society and innovation culture must become a major priority for European and national funding.
- The articulation between the EHEA & the ERA through coordinated action – specifically at doctoral level – must be improved.
- Local/regional collaboration (clustering) becomes increasingly important to the success of ERA:
  - Research networks provide the best environment to foster mobility and promotion.
  - Collaboration networking should be dynamic and reconfigurable to ensure continued creativity–nodes of critical mass.
- Joint degrees are important mechanisms.
Improving research training at system level (II)

- Doctoral programmes should be integrated as the third cycle in the Bologna Process.
- Further work is required on the definition of academic and professional master degrees and on the transition from BA/MA to PhD.
- The transferability of ‘Bologna instruments’, e.g., more structured doctoral programmes, the introduction of ECTS & the Diploma Supplement, should be considered.
- The question of different status of doctoral students/candidates across Europe – as students, junior staff, researchers, etc., and questions related to social security rights, need to be addressed.
- The return in Europe of expatriate researchers must be encouraged.
Improving research training: action at institutional level

- The universities are the key players
- Second cycle academic degrees (as well as somehow the first cycle) must contain research
- PhD or equivalent must be based on:
  - high quality supervision and training
  - original research and a thesis
- More individual mobility is needed but also increased level of institutional commitment
- Appointment and promotion procedures should be more flexible
Ways forward: a EUA project

- **Aim** of "Doctoral Programmes for the European Knowledge Society":
  - to examine further the links and the interaction between the EHEA and the ERA, in particular
  - to establish a definition of doctoral programmes as the third cycle in the Bologna Process
  - to study the training and career development of young researchers.

- **The project** will:
  - assess how universities are educating and training the next generation of researchers and professionals,
  - collect examples of good practice
  - make recommendation in relation to structural developments that are needed to make the career paths of future researchers more attractive and transparent.

- **Means**: create two types of networks:
  - Institutions cooperating on joint doctoral programmes
  - Institutions interested in benchmarking PhG studies
Key issues for debate

- The attractiveness of doctoral studies
- The training of core skills (e.g. training in research skills and techniques) and wider employment related skills (e.g. research management, communication skills, networking and team-working)
- The funding of doctoral programmes
- The mentoring role of the supervisor
- The status of doctoral candidates in different countries (students, staff members, workers or even researchers)
- The impact of this on their financial situation and social security rights.