



Workshop

“Doctoral Studies and Mobility”

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“Doctorates for the Knowledge Society”

Professor Luc WEBER

EUA Board member

Chairman of the EUA Research working group

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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

- § Promote a coherent system of Higher education and research in Europe through action at system and institutional levels
- § 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)

- n 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
- n 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)”

Graz Declaration: The links between Research and Education (3)

- § *“The diversity of universities across Europe provides great potential for fruitful collaboration based upon different interests, missions and strengths”*
- § *“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 intergrated 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', eg 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.