

Reforming doctoral education in Europe: a response to global challenges

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EUA-CDE Launch Conference

Lausanne, 1-3 June 2008

Here we are !

a European Council for Doctoral Education

**the first Europe-wide platform
to develop and advance doctoral education
and to enhance its visibility at international level**

under the leadership of European universities

The road to Lausanne

- ◆ 2004-2005: Doctoral Programme Project 1
6 thematic networks with 49 universities from 22 countries, 2 conferences
- ◆ 2005: Salzburg Principles - Bergen Communiqué
- ◆ 2006: Doctoral Programme Project 2: a survey in 46 countries
- ◆ 2006: Nice Conference: endorsement by more than 400 universities
- ◆ 2007: London Communiqué
- ◆ 2006- 2007: Doc-career Programme
- ◆ 2006 : Salzburg Transatlantic Conference with CGS
- ◆ 2007 : Strategic Leaders Global Summit – Banff Principles
- ◆ 2008 : Launching of the EUA-Council on Doctoral Education

Why a transition in doctoral education is needed for ?

A changing context :

- ◆ development of a knowledge society in the broadest sense
- ◆ globalisation changing spatial and temporal norms
- ◆ complexity, interdependence of the problems to face
- ◆ transdisciplinarity in the way to address these problems

An increased strategic role for the higher education system:

- ◆ in producing knowledge
- ◆ in training highly qualified and educated professional workers
- ◆ in educating citizens

World Bank, OECD, EU...

Threats:

- ◆ Long tradition of excellence and ...of academic conservatism
- ◆ Poor recognition of doctorate at its social and economical value
- ◆ A steady increase in the number of doctors trained in Europe this last decade, exceeding the needs for researchers

Salzburg Principles (1)

- ◆ The core component of doctoral training is the advancement of knowledge through original research:
 - an original research project at the edge of knowledge
 - under the supervision of (a) senior scientist(s)
 - as such, a full-time professional experience
 - and the elaboration of one's own career development plan
- ◆ Embedding in institutional policies:
 - universities as institutions need to assume responsibility for ensuring that the research training they offer meets new challenges and include appropriate professional career development opportunities
- ◆ Structuration of doctoral education achieving critical mass :
 - ensuring a high quality scientific environment of strong research groups or scientific milieus
 - as doctoral/research/graduate programmes/schools laid on a high institutional level

Salzburg Principles (2)

- ◆ Doctoral candidates as early stage researchers should be recognized as professionals – with commensurate rights and duties

European Researchers Charter

- ◆ Duration: 3 to 4 years full time as a rule

- ◆ The crucial role of recruitment, supervision and assesment:

- a code of practice, charter and/or contract for funding and supervision rate
- openness and transparency at all steps of procedure
- regular follow up of the thesis progress and of the professional project

Code of Conduct for the Recruitment of Researchers

Salzburg Principles (3)

- ◆ Promotion of innovative structures to meet the challenge of interdisciplinary training and the development of transferable skills
- ◆ Increasing geographical, interdisciplinary and intersectoral mobility and international collaboration within integrated frameworks
- ◆ Ensuring appropriate and sustainable funding of both quality doctoral programmes and doctoral candidates

From principles to their implementation (1)

- ◆ Diversity, the common theme of Salzburg principles:
one goal, different routes, a common frame
- ◆ Development of an evidence-based doctoral policy
- ◆ An important driver for the development of differentiated university missions and policies

Diversity (1)

Doctoral education as	Number	Country
Individual based (1)	5	Bosnia-Herzegovina, Cyprus, Georgia, Malta, Montenegro
Structured programmes only (2)	4	Croatia, Estonia, Lithuania, Spain
Doctoral/graduate/ research schools only (3)	3	France, Liechtenstein, Turkey
Mixed (1) and (2)	11	Andorra, Austria, Belgium-Flanders, Czech Rep, Greece, Iceland, Latvia, Poland, Romania, Russia, Slovakia
Mixed (2) and (3)	2	Italy, Norway
Mixed (1) and (3)	2	Belgium-Wallonia, Netherlands
Mixed (1), (2) and (3)	9	Albania, Armenia, Denmark, Germany, Finland, Sweden, Switz, UK incl separate reply from Scotland

(EUA Survey 2006)

- overall trend: move away from individual based to structured programmes
- the main trend: towards a mix of different organisational type or towards doctoral schools

Diversity (2)

◆ to ensure critical mass:

- research-intensive universities develop their own programs or schools
- local or national or transnational schools: Finland, France, Belgium (Wallonie), Western Switzerland, Baltic Countries
- transnational networks for cryptic disciplines

◆ in admission procedures:

- master, the main but not the only entry point to doctoral training
- « research master » included (graduate) or not (doctoral/research) schools

From principles to their implementation (2)

- ◆ Promote the value of doctoral training and the vital role of doctorate holders in a knowledge-based society
- ◆ Raise awareness of stakeholders in core competences and transferable skills embedded in training through research
- ◆ A continuous evidence-based quality improvement

Core competences, transferable skills and employability/career development of doctors

The Doc-careers EUA project

- ◆ Transferable skills and core competences:
 - are directly linked to the employability of PhD holders for academic and non-academic careers
 - are developed by performing research *during* a thesis run as a professional experience
 - are otherwise difficult to acquire and master, and can not be mastered by only taking courses

- ◆ Doctoral structures should offer (*not impose*) a positive environment to develop transferable skills for *both* academic and non-academic careers without overcharging, respecting diversity, and providing individualised training

Core competences and transferable skills

- ◆ Developing awareness of supervisors:
 - Need for professional skills development for supervisors (training supervisors)
 - on job opportunities and career development for PhD holders
 - on the management of a doctoral project

- ◆ Developing awareness of recruiters and employers:
 - developing partnership, lecturing and case study
 - targets ? where are jobs ? SMEs ...

A continuous quality improvement

- considering evolution of research practices and of the labour market
- based on autoevaluation indicators
- by monitoring new trends
- exchange of experiences and good practices

To better fulfill our task in doctoral education and career development of doctorate holders

To develop international attractiveness

To raise the awareness of stakeholders, recruiters

The Council for Doctoral Education (EUA-CDE)

A new membership service

- ◆ Encouraging and supporting the development of institutional policies
- ◆ Promoting cooperation and exchange of good practices
- ◆ Identifying and monitoring the trends in doctoral education, inside and outside Europe
- ◆ Improving the availability of data and information
- ◆ Acting as a representative voice for doctoral education in European universities in dialogue with stakeholders
- ◆ Contributing to enhancing the visibility of doctoral schools & programmes, in Europe and internationally

We are here:

- **to set the agenda of EUA-CDE for the next 2 years**
 - **to prioritise topics and activities**
- **to develop cooperations and exchange of good practice**

EUA-CDE is yours