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Doctoral Education and Global Challenges, a European Perspective

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Global challenges and global solutions

- ◆ Globalisation is a market-led organisation of the world:
 - The Lisbon strategy: promoting a (knowledge) innovation-driven economy to maintain Europe competitiveness in the global context
- ◆ Globalisation also transforms all processes and human activities:
 - many global challenges: climate change, water and natural resources shortage, healthcare improvement
- ◆ Solutions are global:
 - more research and new research practices to address the complexity and interdependence of these problems
 - innovation, knowledge integration and transfer
 - development of a knowledge-based society in the broadest sense, and on a global scene



A global knowledge society

- ◆ Knowledge forms the basis of:
 - competitiveness at institutional, national, regional and global level
 - personal development and success
- ◆ Society requires greater innovative capacity and more highly skilled professionals
- ◆ The most effective knowledge transfer:
 - production and employment of good doctoral graduates
 - needed throughout society, not only in academia and industry R&D
- ◆ An increased strategic role for universities:
 - in extending the frontiers of knowledge and transferring (innovation)
 - in providing intellectual capacity
 - in linking education and research to societal needs



Doctoral education at the top of the agenda in Europe

- ◆ **The challenge:**

changing doctoral education to fit the changing context
and to bridge the communication gap with potential employers
- ◆ **The tool: the Salzburg principles**
 - drew up in 2005 the new vision of doctoral education in Europe
 - arose from an intensive bottom-up work from European universities developed under the auspices of EUA (2004-2005)
 - it is not a European model : a common goal, different routes
 - endorsed by hundreds of universities as well as by the European Council of Ministers in charge of Higher Education
 - contributed to the global discussions on doctoral education



Sustain the quiet revolution in doctoral education

- ◆ European universities have been at the forefront of the reforms of doctoral education
- ◆ The **EUA Council for Doctoral Education**, the first Europe-wide platform to develop and advance doctoral education (more than 160 university members from 2008)
- ◆ The implementation of Salzburg principles in very diverse contexts:
 - demonstrates their accuracy and operability
 - accumulates a considerable amount of original experiences and innovative practices which enriches this new vision
- ◆ 5 years after Salzburg , it is time to assess these experiences:

The Salzburg II initiative

to further Salzburg principles at the light of the on going reform process



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Stressing the doctorate as based on research, not teaching

The Salzburg principles stressed the specificity of the doctoral level as learning through the practice of an original research project

If this basis is compromised, the doctorate as such will lose its value

For this reason, doctorate is by nature different from the first and second cycles of the Bologna process (bachelor and master)

As a consequence, the format and assessment tools developed for the two first cycles are not appropriate at the doctoral level



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Structuring doctoral education

- ◆ Structuring doctoral education deals with:
 - how to achieve a critical mass of research environment, and
 - how to develop creativity, autonomy, and personal and professional skills of early stage researchers in order to be prepared for careers in R&D as well as in any other sector
- ◆ The creation of a good research environment is central to successful doctoral education. Critical mass is essential to create such an environment.
- ◆ Reform of doctoral education cannot be reduced to the introduction of more taught elements, skills provision, credit systems.
- ◆ These are all second to the development of a dynamic research environment where the doctoral candidates take part as early stage researchers.



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Creating the appropriate environment for personal development

- ◆ **Recruitment** of candidates through open, fair and transparent procedures
- ◆ Doctoral candidates, as early stage researchers, should be recognized as **professionals** - with commensurate rights and duties.
- ◆ The research community needs to incorporate a **culture of supervision**, as a collective, transparent and inclusive process
 - from a research apprenticeship to a multi-stranded education
 - professional development and training of supervisors
- ◆ **International dimension:** As good research is by nature international, the international agenda should be a key part of any research environment



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Provision of skills to ensure personal development

- ◆ Skills and competences are developed through the realisation of an original research project
- ◆ Provision of skills must be thought as to expose early stage researchers to a wide range of opportunities to define their career choices
- ◆ Without overcharging, respecting diversity, and providing individualised training to meet the specific needs of each individual in his/her own personal maturation
- ◆ They cannot be mastered by only taking courses, and credits are not appropriate for individual assessment of personal development



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Quality and accountability

Accountability:

- institutions need to strengthen their accountability by implementing data collection systems
- there is a need for a clearer, international terminology in order to make institutional data comparable

Assessment:

- considering doctoral programmes both from the point of view of content-oriented research assessment and from procedure-oriented quality assurance
- the former will require research assessment methods rather than QA of the teaching environments as in the first and second cycles.



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Collaborative international programmes

- ◆ The great diversity of Europe HEI, a past weakness which could become a strength in the development of a common vision and a common frame to match each other
- ◆ Collaborative programmes, a fair basis to encourage brain circulation rather than brain drain
- ◆ The successful combination of:
 - bottom-up genuine initiative built on research collaboration
 - champions on both sides, need recognition, not only good will
 - full support from top management
 - collecting MOU is meaningless, focus on a limited number of strategically selected programmes
- ◆ Ressources taking into account the full cost of the programmes
- ◆ Make legal barriers more flexible to facilitate institutional co-operation



Thank you !

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