

Building a research environment for Doctoral Education

Wageningen University/EUA-CDE
co-operation workshop

Wageningen
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Welcome to 'Building a research environment for Doctoral Education'

■ Why is doctoral education important for Europe's future?

- ✓ **The knowledge society as the basis for the European model (Lisbon strategy, Europe 2020)**
- ✓ **Increased complexity of society**
 - **Less predictable social and political structures and categories**
 - Products (technical knowledge)
 - Consumers (social knowledge)
 - Markets (inter-cultural knowledge)
 - **Grand challenges – climate change, energy, aging population etc**

Training through research

■ **What is role of training through research in the context of an increasingly complex society?**

- ✓ **The product of doctoral education is the doctorate holder (the Dissertation is a means – not an end)**
- ✓ **Doctorate holders should be**
 - Intellectually independent
 - Capable of dealing with complexity
 - Flexible and able to develop **new ways to deal with new problems**
 - Have technical research skills
- ✓ **These are skills that are needed in leading positions across a number of sectors**

Doctoral Programmes

■ What is the role of universities?

- ✓ **The last five to ten years have been characterised by the rise of the doctoral school**
 - Inclusion in the Bologna process 2003
 - Salzburg Principles 2005

 - **From 2005 to 2009 the number of universities with doctoral schools have risen from less than 30 % to 50 %**

- ✓ **Priorities of the doctoral schools**
 - Taking institutional responsibility – de-privatise doctoral education
 - Establishing support structures (supervision, careers)
 - Increasing transparency
 - More taught courses (70 % of all institutions)

The mission of the CDE

- **Contribute to the development, advancement and improvement of doctoral education**
- **Affirming the special status of doctoral education as based on research**
 - ✓ The qualities that make the doctorate holders valuable come through the research training, exposure to and cultivation of the research mindset
- **This is why the research environment is central**
 - ✓ Doctoral education is linked to the research strategy and research capacity of the institution

Building a research environment

■ Capacity and critical mass

- ✓ How does doctoral education fit the institutional profile in terms of research strategy?
- ✓ How can the institution take responsibility for ensuring that doctoral candidates have the right exposure and are integrated into the 'small worlds' of the research environment?

■ Making research and researchers grow

- ✓ Protecting the core of research – curiosity and open ended processes rather than planned progress

Creating efficient programmes

■ **The institutional responsibility**

- ✓ Taking responsibility requires a new role for institutions
- ✓ Professionalisation of doctorate education within universities
- ✓ Accountability and quality assurance

■ **Efficiency and fitness for purpose**

- ✓ Completion and prevention of failure (protection of investment?)
- ✓ Clear strategies and fitness for purpose

Employability

- **They will find a job!**

- **What kind of support can doctoral programmes give?**
 - ✓ **Career development is ultimately an individual responsibility**
 - ✓ ... but how can institutions motivate the doctoral candidates to take that responsibility?

 - ✓ **Awareness about skills and possibilities**

 - ✓ **Building individual profiles for future careers**

Thank you for your attention

Have an inspiring workshop!

www.eua.be/cde