

ECRI 2007[★]

★ *european conference on research infrastructures*

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Links Between Research Infrastructure Actors

Session 3b Infrastructures and Human Resources: Education and Training

Research Infrastructures: Education and Training **Dimensions**

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European University Association (EUA) in Brussels Independent Voice of Universities

- Created in 2001 (as result of the merger of the Confederation of European University Rectors and the European Union University Rectors Association)
- Non-governmental membership-based organisation
- Almost 800 Universities (individual members), 34 National Rectors' Conferences (collective members) and University Networks (affiliate members)
- Policy Focus: ERA and EHEA
- Support to members: projects, workshops, conferences, policy position papers, web-based newsletters and targeted information

Research Infrastructures in Europe's Universities: European Policy Framework

- EUA has welcomed the creation of the European Strategic Forum on Research Infrastructure (ESFRI).
- Europe's universities offer many types of research infrastructure (large and small) in all fields of science – their collective capacities and needs should be assessed within the overall framework of developing a viable European strategy.
- EU Research Funding Schemes should include necessary provision for use and maintenance of university research infrastructure – historically under-funded in many parts of Europe.
- EUA welcomes the policy development linkage between FP7 research funding and the EU Structural Funds (Lisbon objective priorities) which holds importance for research infrastructure renewal and upgrading, particularly in EU new Member State universities.

Bologna Process of Higher Education Reform I

- EUA responsibility for the work on the '3rd Cycle' (doctoral education) of the Bologna Process (2005-2007)
- Establishment of '10 Principles' governing debate on Doctoral Education Reform (Salzburg Conference, February 2005)
- These 'Principles' placed emphasis upon
 - Core component –advance of knowledge through original research
 - Embedding doctoral training in strategic research mission of the university
 - Achieving critical mass of doctoral candidates and team-based supervision and assessment
 - Doctoral candidates seen as early stage researchers (in both academic and non-academic careers)
 - Appropriate funding and increased mobility

Bologna Process of Higher Education Reform II

- EUA work over the period 2005 – 2007, through surveys and site visits, found a marked trend towards the development of structured doctoral programmes and research schools
- Attractiveness of a research careers is determined largely at doctoral stage
- Improved funding is required and greater co-ordination across diverse funding bodies responsible for doctoral education
- Presence of many legal and administrative barriers inhibiting researcher career mobility
- Employability concerns – transferable skills

Doctoral Programme Trends in Universities: Implications for Research Infrastructures

- Challenge of achieving maximum available use of research infrastructure for education and training
- Clustering of doctoral programmes and pooling of research infrastructure facilities
- Team-building of critical mass in areas of strength and the optimisation of the creation and use of research infrastructure will be crucial to success
- Increased costs of research (including scientific infrastructure) will intensify the need for universities to identify priorities in their research missions.
- Impact of digital technology revolution – Open Access / National Repositories

Conclusions – The Broader Context

- Linking Higher Education and Research (EUA Lisbon Declaration, May 2007)
- Developing differentiated institutional strategies for research in Europe's universities
- University – Enterprise collaboration
- University autonomy and governance
- Full cost accounting of university based research
- Impact of new EU level initiatives
 - European Research Council
 - European Institute of Technology



Thank you for your attention

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