



EUA-CDE-
EUA Council for Doctoral Education

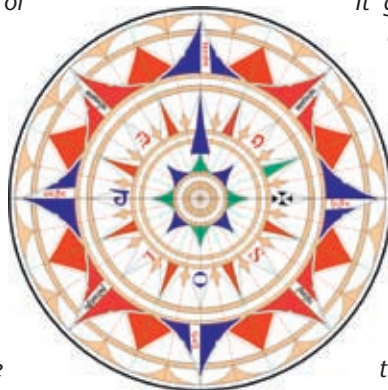
news

INTERNATIONALISATION – at Home and Abroad

Pointing to the challenges of globalisation has almost become a cliché in recent years. 2008 once again proved that these are very real and present developments that touch us all. The sweeping global financial crisis is just one example of a world that is becoming ever more interconnected. This is certainly also true for the area of higher education. There are common problems related to the global crisis, whether expressed through the students' difficulty to obtain loans in system with high fees or fears of budget cuts in publicly financed systems, illustrations that higher education is connected to global developments. These are challenges that come from without. However, universities have not been reacting solely to external developments, they have also shaped international agendas of their own, and it is those agendas that we explore in this issue of EUA-CDE-news.

With the Bologna process, Europe has gained a much more prominent role on the global scene of higher education. What Europeans at times see as a demanding and difficult process is seen (and rightly so) as a quantum leap of modernisation in the rest of the world. A report from the US Institute for Higher Education Policy published in May 2008 for example noted that "The core features of the Bologna Process have sufficient momentum to become the dominant global higher education model within the next two decades. We had better listen up". The report even goes as far as to talk about a global Bologna "convergence group"¹, a trend that has not yet received enough attention in Europe itself.

EUA has engaged actively in the international discussions of recent years, and not least concerning doctoral education. In 2007, EUA participated in the Global Summit on Graduate Education in Banff, Canada, which resulted in the Banff Principles on Higher Education (http://www.cgsnet.org/portals/0/pdf/mtg_BanffPrinciples.pdf). In December 2008, the EUA-CDE supported and participated in a workshop on doctoral education in Europe and Asia in Beijing described later in this issue. However, this newsletter will focus less on the international discussions and more on the challenges of internationalisation within the individual institution.



In the EUA handbook *Internationalisation of European Higher Education*, internationalisation is defined as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education"². This definition points to the many faces of internationalisation; it is not an issue that can be reduced to single questions like recognition or mobility, rather it represents an array challenges and possibilities for the individual institution.

Generally speaking, we can discern between two sectors of internationalisation: "Cross-border internationalisation" and "internationalisation at home". The first is the one that springs to mind, when thinking about internationalisation.

It generally concerns students and staff going abroad and needing structures to facilitate mobility, financial support and recognition of their studies or work away from the home university. Internationalisation at home, on the other hand, deals with the issues of accommodating national and cultural diversity within the university. How does internationalisation affect the programmes, language and culture of the individual university? Common to both is that they require explicit and thought-through strategies to profit from the possibilities of an ever more interconnected world.

We have chosen two very different institutions to provide examples of such strategies: Imperial College London, a world-known institution in an international metropolis, and the University of Bergen in Norway, a medium-sized institution with a decade-old internationalisation strategy in Norway's second city.

Imperial College has merged its internationalisation strategy with the development of transferable skills focusing on intercultural awareness and organising summer schools on a global level. The University of Bergen has taken as its point of departure the concrete needs of the doctoral candidates as well as including the local community in a successful "internationalisation at home".

We hope that EUA-CDE-news will keep you informed as well as inspired.

¹ Adelman, C. (2008), *The Bologna Club. What US Higher Education Can Learn from a Decade of European Reconstruction*, <http://www.ihep.org/assets/files/TheBolognaClub.pdf>

² Originally from Knight, J. (2004), "Internationalisation remodelled: Definitions, rationales and approaches", *Journal for Studies in International Education*, 8 (1), p. 11

INTERNATIONALISATION OF DOCTORAL EDUCATION

– a cross border approach

Dr Ulrike Hillemann-Delaney

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Imperial College London has a very international student body and staff – more than 40 % of our postgraduate research students and staff are from outside the UK. The College is situated in a truly global city with over eight million inhabitants with a diverse ethnic and cultural background. What can an institutional internationalisation strategy for doctoral students look like in this context and what can it add to the already existing international experience?

International Research collaborations have grown considerably over the past ten years.³ Particularly in the fields of science, engineering, medicine and business, purely national research has become rare. Partly as a result of this, we have recently developed several split PhD programmes with institutions around the world, mainly in Asia. This provides the students with facilities and training they would not be able to receive in their home countries. At the same time these students can benefit from the existing expertise back home and further the links between Imperial College and the research institutions in their respective countries.

Beyond this long-term mobility-based approach we believe that it is important to ensure that all our doctoral students acquire the skills they need to succeed in a global environment, regardless of whether they go on to a career in research or in industry.

In 2002 the review of the supply of science and engineering skills in the UK by Sir Gareth Roberts highlighted that while students are often very good in their subject related knowledge, employers feel that they lack a range of transferable skills. It was recognised that a more structured approach to training in transferable skills was needed and government funding soon followed⁴. Since then, building on already considerable experience in the area, Imperial College has set up a broad programme of transferable skills training for its doctoral students, which has repeatedly received awards for its excellence. This programme already included some intercultural awareness training. Following on from this experience, the Pro Rector for International Affairs at Imperial College, Prof Mary Ritter recognised the need to extend the training in those skills required in today's global environment and initiated a global skills programme for doctoral students.



To add to the already existing informal international learning experiences on campus it was decided that it would be best to take a “cross-border” approach for this programme. This would enable students to build up contacts for their future careers with students from partner institutions and to learn about different national research and employment markets in addition to improving their intercultural skills. The programme therefore simulates international collaborations which often involve researchers from a range of cultural backgrounds. To create this effect the Graduate Schools and the International Office organised two summer schools with our European partner universities in 2007 and 2008. This successful format was then further developed into an Asian experience programme in summer 2008.

The first summer school in 2007 was run at a rural venue not far from London, together with the four other European universities which form the IDEA League: RWTH Aachen, ETH Zurich, Paris Tech and TU Delft. The focus was on late stage PhD students. The aim was to prepare students for the transition into the next step of their career and to highlight the European dimension. The topics covered were: inter-cultural awareness, managing research, the thesis and completing the PhD, an exploration of career options and career planning, writing successful grant applications, getting published, commercialisation of research and entrepreneurship. The course also included some more informal team-based activities, in particular a rocket-building competition. The summer school in

³ Prof. Bone's Report on International Issues in Higher Education, p. 11

⁴ SET for success. The supply of people with science, technology, engineering and mathematical skills. The Report of Sir Gareth Robert's Review, April 2002.

2008 was targeted at early-stage PhD students from all five institutions. It had a stronger emphasis on time management, supervisor-student relationships, group dynamics and research collaborations.

Intercultural awareness was addressed in several ways at both summer schools. Participants were divided into five



groups for the duration of the summer school, mixing the different institutions and different nationalities as far as possible. Tutors and lecturers for the course were equally drawn from all participating institutions. This encouraged an informal exchange about cultural differences and ensured that the programme did not only follow the UK perspective. The summer school also benefited from the fact that while all participants came from five different institutions, they were not necessarily nationals of the respective host countries. This highlights the fact that even for “cross-border” programmes we have to take into account the essentially transnational background and experience of doctoral students from various institutions.

To encourage thinking about cultural interactions the summer schools began with a “5 country exercise”, which simulates cultural differences. This game introduced the students to issues surrounding culture contact in a playful way. In addition to this, in 2008, we introduced a more theoretical approach to intercultural communication. We gave an introduction to the theory of stereotypes and cultural differences. We then asked students to assess critically the study on cultural dimension by Geert Hofstede, the Dutch writer on culture and organisation. While his theory has been criticised in many ways, we found that it nevertheless offered a good starting point for discussion. In particular, we asked the students to consider the potential shortfalls of a theory like this, with regard to the data used and the danger of further stereotyping. To increase the understanding of each other’s institutional

cultures, in addition to national cultures, students had to compare the PhD education in their various countries and highlight differences and similarities in a short presentation. Elaine Walsh, Senior Lecturer in transferable skills, commented: “It was impressive to see how quickly students from different institutions and countries formed productive groups and not only learned about the other culture but also how different institutions work around Europe.”

After the first successful run of this joint European summer school we decided to look to Asia in 2008. Imperial College already has a range of successful collaborations with Southeast Asian countries and China, as well as many students from the area. It is also a region that is of great interest for many future employers and for research collaborations. Therefore, it was only logical to turn East. With the help of funding from the Prime Minister’s initiative we organised an Asian summer school in Singapore in September 2008 that had participants from Nanyang Technological University (NTU), National University of Singapore (NUS) and A*Star, a governmental organisation dedicated to raising the level of science and technology in Singapore. It included a session on international career paths and several talks from Asian-based alumni. The training in transferable skills during the summer school was complemented by a three week course on Asian Business, Culture and Philosophy in Thailand and internships in Singapore for students from Imperial College, to create a more in-depth experience of the different cultures of Southeast Asia.

All the courses have received very good feedback from the participating students. They commented that it increased their interest in international collaborations and their awareness of other cultures, and their enthusiasm for an international career. All the evidence suggests that, the summer schools have been very successful as a way to increase the international awareness and experience of our doctoral students. They have also been a very good way for us to strengthen our links with our partner universities. In this context it has been particularly important that we always had lecturers or tutors from the other institutions delivering part of the programme, thus avoiding too strong a bias towards the UK system. We hope to take this to a new level in our latest project with Tsinghua University, Beijing: we have just been awarded funding by the Prime Minister’s initiative to develop a new summer school with Tsinghua University that should build on both cultural traditions. In this way we hope to develop further our global skills programme for doctoral students in the coming years, bringing together the needs of our students and at the same learning from the experience of our partners around the globe.

INTERNATIONALISATION

– more than a buzzword at the University of Bergen

Professor Kjersti Fløttum

Vice-Rector for international relations, University of Bergen

There is an ongoing debate in Europe on the meaning of internationalisation in general and on mobility in particular. Many claim that internationalisation has become a buzzword which the universities cannot do without. After a period where any kind of internationalisation seems to have been promoted and the quantitative dimension of mobility has been emphasised, especially in the Bologna process, there is now more focus on quality. We do want more mobility, but questions related to quality should be followed up: What is good internationalisation, with clear value added for the student, researcher and institution involved?

International exchange

The University of Bergen (UiB) has been internationally oriented since its origin through the scientific and marine activities undertaken by the very dynamic Bergen Museum. We have a distinctly international profile that involves close cooperation with universities all over the world. In a student population of around 14,000, there are some 1,700 foreign students in addition to 1,200 exchange students (incoming and outgoing); 1/3 of our doctoral candidates come from foreign countries. This represents the fruits of years of investment in national Norwegian programmes and various EU programmes.

Since 1996, UiB has been successful in the EU Framework Programmes for mobility of young researchers, notably attracting young researchers to Bergen. UiB was the first Norwegian university to succeed in the competition for large-scale-facilities and the financing of young European researchers to come to Bergen to use these installations, and in 2002 UiB got the first FP Humanities infrastructure contract ever (Wittgenstein archives). From 2005, UiB held 15 Marie Curie Training Sites. All together more than 500 young European researchers have conducted research in the Bergen area through these programmes. The long-term effect has been the opening up for UiB scientists to the most influential academic research networks in Europe. Today, we are harvesting from these investments in an extensive research portfolio in the EU FP7.

Further, UiB is a member of influential university networks. The exchange of young researchers is high on the agenda of these Networks, and several initiatives for increased mobility have been successful, e.g. in the Erasmus Mundus programme.

Institutional action plan

Quality constituted the main point of departure for the elaboration of a new action plan for internationalisation at UiB. This plan has, as its overriding goal for increased internationalisation, to

promote quality by implementing a strategy for integrating the international dimension in all our main tasks.

IPOD – International Project of Organised Doctoral Exchange

The emphasis on quality is particularly important in the internationalisation of doctoral education. We know that the PhDs are under constant time pressure, they are faced with expectations of producing original research, often while starting family life with responsibility for small children. A period abroad which does not give them anything more valuable than what they already get at their home institution, can easily be felt as a waste of time. However, the PhDs want more “internationalisation”, in all its facets: shorter or longer stays at foreign institutions, conference participation, networking, field work, joint degrees/co-tutelle, co-publication. This represents one of the main findings from the IPOD survey undertaken in 2006–2007 at UiB in order to assess the PhDs’ experience of studying abroad. UiB sought to find out how existing mobility structures functioned in order to take steps to improve them. Among the 525 PhDs who answered the questionnaire (50 % of total population), only 30 % had had a period of study abroad of more than two weeks.

PhDs’ different strategies for going abroad

The main message of the PhDs was clear: going abroad is very valuable from an academic point of view, but it takes time, requires funding and needs a lot of academic and practical preparation. However, there are noteworthy disciplinary differences in the needs for going abroad: a) compensation (learn new methods, new technology, and work in laboratories not available at home); b) disciplinary variation (experience greater variation); c) detachment (recreate oneself in a new environment); and d) networking (create future contacts).

These findings now serve as guidelines for improving our institutional policy of internationalisation. The recently approved general action plan for doctoral education at UiB demands that departments, research groups and schools ensure that PhDs are introduced to and properly integrated in existing international networks. The PhDs should be involved in collaboration with the institutions abroad strategically selected as our main collaborators. In fact, we see the students’ wish of institutional “backing” in international collaboration at all levels of the 3-cycle higher education.

Supervisors’ responsibility

Another observation from the IPOD survey, perhaps the most important one, is the crucial role of the supervisor in the academic preparation of periods of study abroad. Supervisors are now given the responsibility to recommend an academically based choice for the PhD’s stay abroad.

Internationalisation at home – Bergen Summer Research School (BSRS)

Internationalisation is not only a question of going abroad. For a university with clear ambitions of being visible and attractive in the international arena, it is also necessary to cultivate internationalisation at home. PhDs want an international environment at home to meet and collaborate with fellow PhDs and with (senior) researchers and teachers who come from interesting and high quality environments different to theirs. In order to improve this dimension, the UiB, with a number of local partners, decided to develop a new and unique initiative: the Bergen Summer Research School on Global Development Challenges (www.bsrs.no). This is a 4-year project with one edition every year focusing on a specific topic related to the overall “Global Development Challenges”. We started in 2008 with the first BSRS edition on Global Poverty, in 2009 the topic will be Climate, Environment and Energy, in 2010 Global Health, and in 2011 Norms, Values, Language and Culture.



Mission of BSRS

The overarching mission of the BSRS is to strengthen the internationalisation of PhD education in the Bergen milieu and to foster globally committed young researchers and future leaders. We offer high quality disciplinary as well as interdisciplinary and problem-oriented research-based education to a worldwide audience of doctoral candidates and junior researchers. We want to form an international platform for discussion and dissemination of new perspectives on key global challenges, where it is crucial to bring together young researchers from the global North and the global South. The topics we have chosen correspond to fields which are already strong in Bergen; our aim is to strengthen international teams, and thus generate new research projects. The whole concept of BSRS is strategically related to the two major research areas of UiB, i.e. global development research and marine research in a broad sense.

BSRS 2008 on global poverty

Among 250 applicants, 128 PhDs/young researchers from 42 countries worldwide were selected for participation according to strict qualitative criteria. The academic programme of BSRS 2008 contained eight PhD-courses (methodology from both “hard” and “soft” sciences, and disciplinary/

multidisciplinary perspectives). All courses were developed by our own researchers in collaboration with selected renowned foreign researchers. These researcher-teachers were present throughout the full period of the summer school (ten days) in order to give the PhDs the opportunity to interact with them at any time. Each student attended one course. However, to fulfil the BSRS mission of multidisciplinary, it was important to bring together all participants for the exchange of different perspectives on the main topic of global poverty. We therefore invited three international scholars (from the disciplines of philosophy, geography and economics) to give plenary lectures on broad topics relevant to all the specific perspectives treated in the courses. These lectures were accompanied by exciting plenary debates and then further followed up in each course.

BSRS outreach to non-academic organisations and to the public

The BSRS mission is also to reach out to the non-academic sectors of society. We wanted the the Bergeners to take ownership of this initiative, and the PhDs to get the opportunity to interact with non-academics on the global challenges they study. This was accomplished by organising five open debate meetings in collaboration with non-academic organisations. For example, we organised a very successful meeting on “Fair Trade” seen in relation to poverty, hosted by the Bergen Chamber of Commerce and Industry, and a round table on “Poverty and Human Rights”, hosted by the Rafto Foundation.

Evaluation of BSRS 2008

In general, the students gave very positive feedback on the BSRS concept; they appreciated the academic high quality content. They considered as particularly valuable the presentation of new perspectives on global challenges generally and on global poverty specifically, and that these perspectives were related to new and on-going research, with the actual researchers present. They also appreciated the emphasis given to interdisciplinarity (even though they admitted that it was very demanding to work with perspectives other than their own) and the multicultural and international meeting place represented by the BSRS. Many used the term “exercise for global citizenship” when summarising their experience.

Lessons for BSRS 2009

Due to this positive evaluation, we will maintain the principal concept realised in BSRS 2008 when organising BSRS 2009 (June 22–July 3), on the topic “Climate, Environment and Energy”. This time, however, we will put more emphasis on the collaboration with non-academic organisations and the industry and business sector. We have five open meetings on the agenda, where venues are out of campus, on topics such as: “Successful Solutions to Our Generation’s Energy Crisis”, “The Role of Media and Politicians”, “Critical Debate on Alternative Energy”, “Philosophical Perspectives”, “Cities, Neighbourhood and the Poor”. By inviting local and international experts to these meetings, we offer a unique experience to the PhDs, at an early stage of their career.

FIRST CDE WORKSHOP IN LONDON: “Enhancing of supervision: professional development and assessment of supervisors”

Report from Thérèse Zhang, EUA Project Officer

The EUA-CDE held its first workshop on supervision at Imperial College London 8-9 January 2009. The event drew some 80 participants and raised considerable interest among the European doctoral community.

With the premise that doctoral education is going through a “mini-revolution” across Europe, this workshop aimed at presenting examples of professional development of supervisors leading to higher quality of supervision. Three main issues were discussed: the professional development of supervisors, assessment of supervision, and the relation between supervision and disciplinary differences. Each issue was addressed by two speakers, followed up in working groups.

Anders Gustafsson from the Karolinska Institute (Sweden) and Lise Busk Kofoed from Aalborg University (Denmark) presented examples of training in supervision as well as a description of the challenges for the supervisor and the PhD candidate. Participants in the working groups agreed that supervision should be a collective effort with responsibilities divided between the supervisor, the institution, the research group and, last but not least, the doctoral candidate. While professional development may have different formats across Europe, “training” of supervisors within a structured framework (doctoral school) is perceived as easier to organise. This would also contribute to link the professional development of supervisors to institutional strategies.

Anne Lee from the University of Surrey (United Kingdom) addressed the question of supervision assessment, proposing frameworks for supervision and suggestions for working towards acceptable standards. On the same topic, J.F.M. Sonneveld from the Netherlands Centre for Research Schools and Graduate Schools presented Dutch practice in gathering data for the monitoring of supervision quality. Discussions during the break-out sessions gave several examples of incentives, such as promotion, financial measures, awards or more research time granted



Imperial College London

to the supervisor, and monitoring. They also showed the difficulties in measuring quality as such, as well as in gathering comparable data on supervision or completion rates from across Europe. Participants argued for the implementation of a “supervision culture”, beyond the carrot-and-stick mentality, where supervision would be recognised as a part of career development. Rather than incentives, supervisors need skills and dialogue with the institution. Doctoral candidates, in this context, should be involved in a structured way.

Finally, Wolfgang Hallet from the Gießen Graduate Centre (Germany) and Patrick Foulon from the Collège Doctoral

Européen in Strasbourg (France) presented their universities’ response to interdisciplinarity in third cycle programmes. While acknowledging the complexity of the issue, the working groups’ participants agreed that whereas some disciplinary stereotypes are not supported by hard evidence, differences are noticeable in the doctoral candidate’s level of independence and contacts with the supervisor, in mobility, in time to degree, and in possibilities to promote career development. In this regard, interdisciplinary colloquia, as well as presenting results to an interdisciplinary audience, were perceived as examples of good practice. Moreover, delegates stressed the importance of respecting disciplinary differences and differences in processes while still striving for convergence in a research culture.

In conclusion to this workshop, two essential aspects were underlined – both related to approaches of quality. On one hand, the importance of supervision as a key part of quality in doctoral education should be stressed when designing institutional strategies. On the other hand, the quality in supervision should not be neglected, and actively involve doctoral candidates in its processes.

Presentations from the speakers are available under www.eua.be/events/eua-cde-workshop/home/

DOCTORAL/GRADUATE EDUCATION in Asia and Europe



Report from Elizabeth Colucci, EUA Project Officer

On 8-9 December 2008, CDE members were joined by other European colleagues and a cross-section of Asian doctoral education leaders in Beijing, China, for the EUA-organised, European Commission funded, workshop on “Doctoral/graduate education in Asia and Europe”. As part of the ongoing EUA-led project “EU-Asia higher education platform” (www.eahep.org), this event was the first of its kind to look at global trends in doctoral education through an Asia-Europe comparative lens.

Concentrated around parallel working group discussions, this workshop featured issues such as careers, structures and collaboration in doctoral delivery. It demonstrated the high diversity in doctorate education in Asia and Europe, but also identified a clear tendency towards the establishment of graduate, respectively doctoral, schools. Whereas in Europe these tend to be research-defined, in Asia, they seem to be more administrative units.

Another clear trend identified was the internationalisation of doctoral studies and the need to establish efficient and stable but nevertheless flexible arrangements for cross-border collaboration and exchange.

While presentations and discussions offered a wealth of best practice examples in this regard, they also underlined the need to develop long-term strategies and to build relations with reliable partners, supported by champions. This proved true in particular for the successful examples of capacity building in developing countries.

Concrete follow-up initiatives have been suggested:

- Establishing a joint summer school with transferable skills training for doctoral candidates;
- A mapping exercise for PhD provision, capturing institutions and programmes in Asia and Europe, in order to enhance transparency and the quality of cooperation and exchange;
- Development of EC funding opportunities which would allow for exploratory initiatives and events like this workshop. This would extend beyond funding schemes such as Erasmus Mundus, which are valuable instruments but have a narrowly defined purpose.

More information: <http://www.eahep.org/web/index.php/events/workshops/70-ws-beijing.html>

JOINT AND DOUBLE DEGREE PROGRAMS in the Transatlantic Context

A new report, “Joint and Double Degree Programs in the Transatlantic Context”, released today by Freie Universität Berlin and the Institute of International Education (IIE), examines the key findings of an extensive survey conducted in spring 2008, based on responses from 180 higher education institutions in the United States and the European Union. The report assesses the current landscape of transatlantic degree programmes and identifies inherent challenges and opportunities for expanding existing or developing new programmes. It is available for download at: www.tdp-project.de

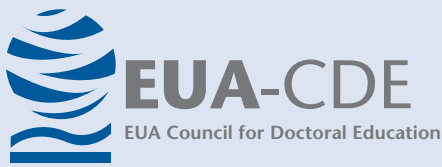
The project partners will also publish a Transatlantic Degree Programs (TDP) Manual, which is intended to serve as a key resource for institutions who wish to build or expand transatlantic collaborative programmes. The articles will

provide practical recommendations on removing barriers and overcoming challenges in the development of these types of programmes and highlight key issues related to establishing, managing and sustaining collaborative degree programmes with a particular focus on the transatlantic context. Faculty members and university administrators with experience in developing and maintaining joint and double degree programmes are invited to submit articles. A call for papers is available on the website mentioned above, deadline for submissions is March 15, 2009.

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ANNOUNCEMENTS



This page is open for announcements about events or news from our members. To advertise any activity or news, please write to thomas.jorgensen@eua.be

The EUA-CDE Annual Meeting 4-5 June 2009 at the University of Lausanne

The EUA-CDE welcomes all interested higher education institutions and stakeholders in Europe and beyond to its annual meeting.

The annual conference will provide the opportunity to discuss further the issues that the CDE has touched upon during the year: supervision, research careers, internationalisation and data collection and others, as well as providing a forum for thoughts about future challenges to doctoral education. It will be an occasion to catch up with the rapid reforms of European doctoral programmes, to raise ideas and opinions about the future and, last but not least, to meet colleagues and friends.

The structure of the conference will be evenly organised with plenary sessions and thematic discussion groups to allow the broadest possible sharing of practices and ideas. There will be open spaces for debates and exchange and the possibility to make concrete proposals for future activities and priorities of the CDE.

<http://www.eua.be/events/eua-cde-annual-meeting/home/>

“How to assure quality in new-style doctoral studies?”

Universities Austria is organising a conference on “How to assure quality in new-style doctoral studies?” in cooperation with EUA and the Vienna University of Economics and Business Administration. The conference is to take place at the Wirtschaftsuniversität Wien / Vienna University of Economics and Business Administration (UZA 1, Festsaal/ first floor, Augasse 2 - 6, 1090 Vienna) on 29 October 2009 from 9.30 am to 5 pm. Details on the conference including a hotel list will be provided in due time. If you have any questions you can visit the webpage www.uniko.ac.at

The CDE Hotline

The CDE has launched its new activity: CDE email hotline. The hotline provides a forum for the members of the CDE

to contact each other directly with questions about concrete problems. Contributors can send their questions, remarks and answers to the moderator, who will make them accessible to all members of the list. The discussions will then be archived in an online database directly accessible to CDE members. Please go to <http://lists.eua.be/mailman/listinfo/cde> in order to subscribe.

“Innovations in Europe: From Academia to Practice and Back” EURODOC’s 9th Annual Conference, 25-28 March 2009, Banská Bystrica, Slovakia*

The topic is structured around the main headlines of the Lisbon Agenda: here one of the main goals is to shape a strong knowledge-based economy in Europe to stay competitive in the global market. Academia has, of course, its stake in its creation. While doctoral candidates are mainly based in academia, they are becoming more and more involved in other sectors as well. Doctoral programmes in Europe, especially the more recent ones, are enabling the employability of doctoral graduates by integrating soft and transferable skills training into their curriculum. Additionally, universities are establishing new ways of cooperation with industry to create stronger links between academia and practice. Doctoral candidates from different scientific fields are moving into industry after or while doing their doctorate, thus building a strong link from academia to industry. But what about ways back to academia to encourage knowledge transfer between science and industry and other members of society (e.g. NGOs)? These questions and many more will be touched upon in the conference. Stakeholders from European policy making in education and science and representatives of various research institutions from all over Europe are warmly invited as well as, of course, the main focus group of the conference: doctoral candidates and junior researchers. Registration is open until 6 March:

<http://www.eurodoc.net/2009/registration/>

*Eurodoc is the European Council of doctoral candidates and young researchers.

Eurodoc launches Europe-wide Survey on Doctoral Programmes

Doctoral candidates from all over Europe are asked to participate in the survey www.eurodoc.net/survey, which will stay online until the end of April 2009. The survey aims at improving the situation of doctoral candidates. It is conducted in cooperation with the International Centre for Higher Education Research at the University of Kassel.