



The Universities' perspective in Europe

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Universities are essential stakeholders in building an European Research Area (ERA)

- Embedded in cities and regions, they enable social and economic development
- Implement diverse missions in education and research
- Educate knowledge workers and researchers
- Able to foster interdisciplinary research skills and expertise
- Are focal points for dialogue and knowledge exchange with society
- Build international cooperation upon institutional historical and cultural links, strengths and capacities
- Universities building the ERA: governance and implementation go hand in hand

EUA as the Voice of European Universities - Statements to ERA and Horizon 2020 policy development

Developed in wide consultation with its members:

- Smart People for Smart Growth: Statement by the European University Association on the EU Flagship Initiative “Innovation Union” of the Europe 2020 European Strategy for Smart, Sustainable and Inclusive Growth, 3rd February 2011
- EUA position on the EC “Green Paper” on a Common Strategic Framework for EU Research and Innovation Funding; 10th May 2011
- EUA position on the EC consultation document on the “ERA Framework”, 30th November 2011
- EUA Input to the Debate on the Rules for Participation in Horizon 2020, 10th May 2012
- **Memorandum of Understanding between EUA and the European Commission, 17th July 2012**
- Statement addressed to Heads of State and Government attending the “EU Budget Summit”, 8th November 2012
- Statement sent to EU Irish Presidency Chair of trilogue negotiations between Council, European Parliament and European commission, February 2013

Summary of main points on EUA's statements to ERA and Horizon 2020

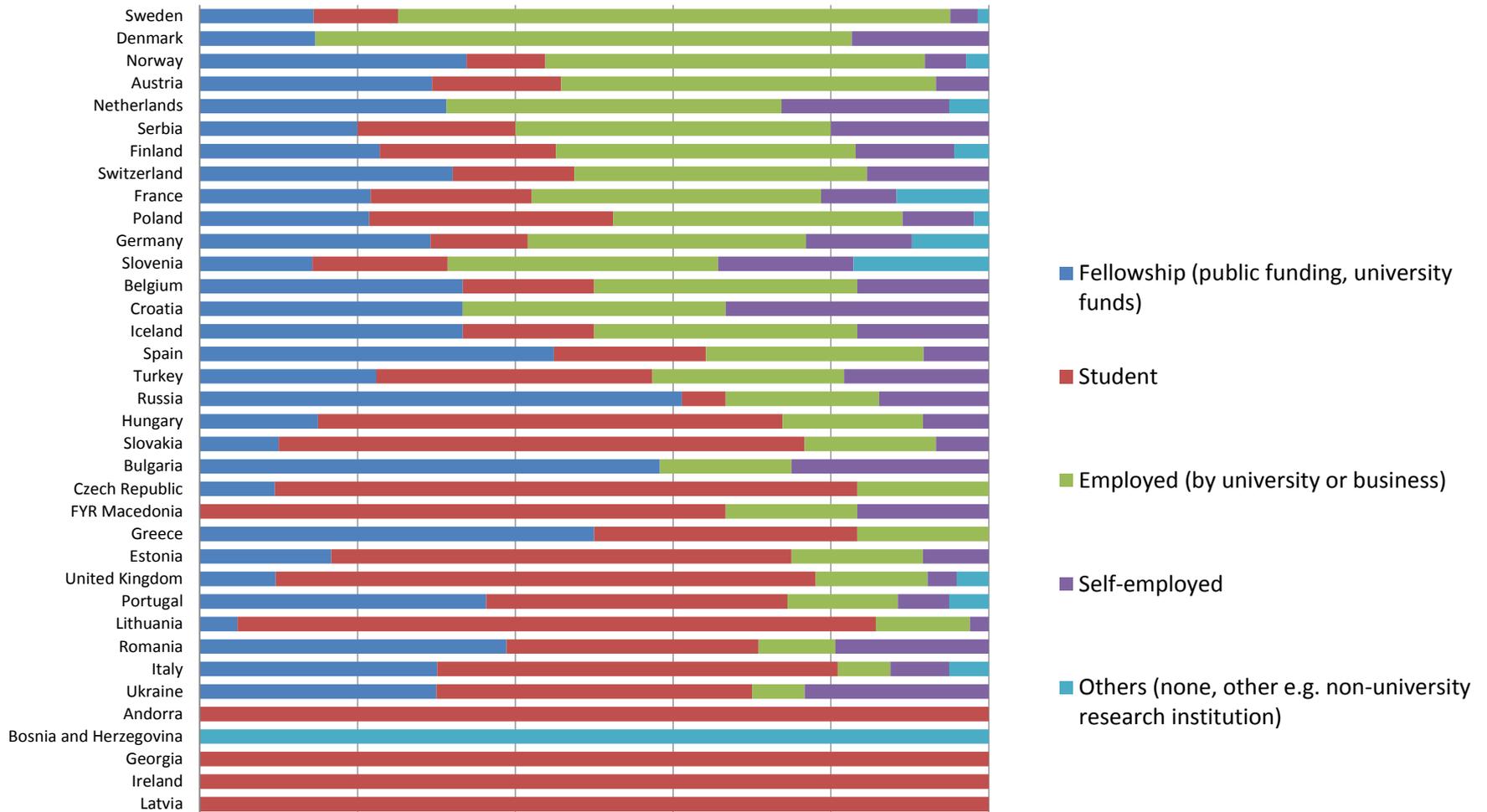
- Excellence, simplification, open competition, European added-value, cost model flexibility, transparent evaluation processes
- “Bottom-up” funding instruments must be strengthened to support basic science (European Research Council, Marie Curie Actions and Future Enabling Technologies Programme)
- Essential contribution of the social sciences, arts and humanities should be retained and strengthened, particularly in addressing Grand Challenges
- Greater synergy between Competition policy (Horizon 2020) and European Structural and Investment Funds (ESIF) dedicated to research and innovation

Policies concerning early stage researchers

- Early Stage Researchers (ESRs) have been important for EU research policies for a number of years
 - ✓ European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers (aka The Charter and Code) 2005
 - ✓ Human Resource Strategy for Researchers – HRS4R – aims at implementation of the Charter and Code
 - ✓ Commitment to doctoral education in the Innovation Union, 2010
- EUA has followed this and launched its own initiatives
 - ✓ EUA Council for Doctoral Education
 - ✓ DOC-CAREERS projects

Challenges

- Employment status during doctoral education – no coherence (source EUA ERA Survey 2013)



Challenges continued

- ESRs have precarious positions in a very competitive environment
 - ✓ The academic careers begins with fixed-term contracts often based on competitive funding
 - ✓ Problems with social rights such as pension
 - ✓ Coincides with 'the rush hour of life' – establishing families creates gender imbalances
 - ✓ Unsure future
- Though doctorate holders generally have good jobs, the research career is difficult
 - ✓ Only an estimated 10%-15% remain in academia all of their life
- Making the research career attractive is a major challenge

Doctoral education in the ERA

- Doctoral education is at the crossroads of all these policies
 - ✓ It is the entrance to the research career – so it should be attractive
 - ✓ There are challenges with the implementation of the Charter and Code
 - Status as research professionals – legally and culturally
 - Social rights (pension, social rights)
 - ✓ Doctoral education should cultivate researchers able to deal with the big challenges. It should foster
 - Innovation/application
 - Interdisciplinarity
 - International horizon and intercultural skills

Towards ERA

waves of reforms: the case of Denmark

- Human capital formation system – PhD , post docs, and early career pathways
- Funding system - performance contracts and competitive funding
- Governance and management – external boards, appointed leaders, advisory academic councils
- Structural change – fewer larger institutions, renovation of all university labs, road map for research infrastructure investments
- Education programs – Bologna process, efficiency, relevance and quality

Government targets: 95% post secondary education, 65% higher education, 25% research based HEd, 3% in PhD programmes

Thank you for your attention!

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Denmark's reforms in a European context

