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# **EUA-CDE and Doctoral Education**

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**Alexandra Bitusikova**  
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## Doctoral Education in the European context

- Doctoral education - main link between the EHEA and the ERA
- Last decade of doctoral education in Europe – major transformation
- Drivers of change:
  - ✓ challenges of global competition and changing labour market
  - ✓ policy objectives of the EU (Lisbon objectives, ERA Green Paper, Modernisation Agenda for universities 2006, Innovation Union policy, Supporting growth and jobs-an agenda for the modernisation of Europe’s higher education systems 2011, Grand challenges, Innovation Union: A Europe 2020 Initiative, Principles for Innovative Doctoral Training, Report of Mapping Exercise on Doctoral Training)
  - ✓ Bologna Process

## EUA and Doctoral Education

- EUA: key role in setting the new vision for doctoral education
- **Berlin Communiqué (2003)**: Doctoral programmes defined as the third cycle of HE
- **EUA Doctoral Programmes Project 1 (2004-2005)**: aim to link its activities to policy debate and to feed into recommendations for Bergen 2005 (**Salzburg Principles**, Report 2005)
- **Bergen Communiqué (2005)**: BFUG invites EUA to prepare a report on the further development of the Salzburg Principles, to be presented to Ministers in London 2007
- **EUA Project 2: Doctoral Programmes in Europe (2005-2007, Nice conference 2006, Report 2007)**
- **London Communiqué**: EUA asked to continue to support the sharing of experience among HEIs on the range of innovative doctoral programmes and other crucial issues
- Lausanne June 2008: Launch of the **Council for Doctoral Education**

## The Salzburg Principles 2005 I-III

- **“The core component of doctoral training is the advancement of knowledge through original research”**
  - ✓ This is the most important principle – everything else must be related to this
- **Institutional strategies**
  - ✓ This means that institutions take responsibility and manage doctoral education more professionally – it is here that we have seen most progress
- **Diversity**
  - ✓ Very important – many different models, but common ideas of ‘quality and sound practice’ (one goal, different routes)

## Salzburg Principles IV-VI

- **Doctoral candidates as early stage researchers:** should be recognized as professionals – with commensurate rights – who make a key contribution to the creation of new knowledge.
- **The crucial role of supervision and assessment:** in respect of individual doctoral candidates, arrangements for supervision and assessment should be based on a transparent contractual framework of shared responsibilities
- **Achieving critical mass:** Doctoral programmes should seek to achieve critical mass and should draw on different types of innovative practice being introduced in universities across Europe...

## Salzburg Principles VII-X

- **Duration:** doctoral programmes should operate within an appropriate time duration (three to four years fulltime as a rule)
- **The promotion of innovative structures:** to meet the challenge of interdisciplinary training and the development of transferable skills
- **Increasing mobility:** Doctoral programmes should seek to offer geographical as well as interdisciplinary and intersectoral mobility and international collaboration
- **Ensuring appropriate funding:** the development of quality doctoral programmes and the successful completion by doctoral candidates requires appropriate and sustainable funding

## Salzburg II Recommendations 2010

- 5 years after: based on consultation with CDE members (workshops, focus groups and annual meeting)
- Results: large consensus about the research basis of the doctorate
  - 1. Original research as the basis of the doctorate and as the difference from the other two cycles**
  - 2. Space for and focus on individual development**
  - 3. Institutional autonomy to choose the mission and strategy and to set up the appropriate structures**



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## Key Issues and Trends: Organisation and Structures

- Trend towards **structured programmes** and **doctoral/ research/ graduate schools**
  - ✓ The rise of the doctoral/ graduate/ research school (30% of institutions 2007 to 65% 2010, now more than 75%)
  - ✓ Doctoral/ graduate/ research school is an independent organisational unit with a clear effective administration, strong leadership and specific funding supporting this structure
- **Models:**
  - ✓ master students & doctoral candidates & provide crosscutting administrative and transferable skills development support
  - ✓ doctoral candidates only, often organised around a discipline or research theme & may involve several institutions



## Organisation and Structures (cont.)

- The aim and role of doctoral schools: to create a critical mass, stimulate research environment, strengthen doctoral candidates community, enhance interdisciplinarity and inter-institutional and international collaboration and mobility, improve TTD, improve quality while keeping diversity and flexibility
- **One goal, different routes**
- **Avoid overregulation**

## Supervision and Assessment

- **Supervision** – a major topic of the debate – an important aspect of quality:
  - ✓ Arrangements based on a contract btw PhD candidate, supervisor and institution with rights and responsibilities = good practice in many HEIs
  - ✓ Multiple supervision encouraged
  - ✓ Supervision should be recognised as a part of workload
  - ✓ Increased need for professional skills development for supervisors (training of supervisors)
  - ✓ Assessment of the thesis – objective and transparent, done by university expert committee (pref. with international rep) without the supervisor as a member; public defense or VIVA (?)

# Outcomes

- The main outcome of doctoral education – doctoral graduate – a person with numerous skills that make him/her employable in various sectors
- Then main outcome of doctoral research – a dissertation/ thesis that can have a form of a publishable monograph or several peer reviewed published articles with an introductory chapter
- Open questions: language (English only? – this leads to weakening of scientific terminology in national languages), length, conditions leading to the defence (how many published papers?)

# Transferable Skills Development

- Transferable skills training should be an integral part of first, second and third cycles
- The aim at the third cycle: to raise awareness among doctoral candidates of the importance of recognising and enhancing the skills that they develop and acquire through research, as a means of improving their employment prospects & career development inside & outside academia
- Adequate funding of transferable skills training – crucial
- Teaching transferable skills should be recognised in evaluation of academic staff involved

# Internationalisation and Mobility

- Universities are encouraged to enhance their efforts to support international institutional cooperation and mobility at doctoral level as part of their institutional strategies:
  - ✓ joint doctoral programmes, co-tutelles, European doctorates, etc.
  - ✓ transsectoral mobility (doctoral programmes and collaboration with industry)
  - ✓ internationalisation inside universities such as recruiting more international staff, organisation of int. summer schools and conferences; using new technologies for e-learning or teleconferences, etc.
  - ✓ mobility as brain circulation rather than brain drain (partnerships)
- Mobility has to be **recognised as an added value for career development** of early stage researchers (ERSs)

# Development of New Doctorates

- A range of innovative doctoral programmes are emerging as a response to the changes of a fast-growing global labour market (professional doctorates, industrial doctorates, European doctorates, doctorate in performing arts etc.)
- Diversity of doctoral programmes reflects diversity of European HEIs that have autonomy to develop their missions and priorities
- Consensus: **original research** has to remain **the main component of all doctorates**
- No consensus on new doctorates in Europe (esp. professional doctorates in the UK - further debate on new doctorates as well as new vision of the doctorate is needed).



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# Taking Salzburg Forward 2016

- New CDE future-looking document – identifies new challenges for doctoral education:
  - ✓ Ethics and research integrity
  - ✓ Digital challenge (open science, open data)
  - ✓ Global challenges – internationalisation and institutional capacities to develop it
  - ✓ Engaging with other non-academic stakeholders

# EUA Council for Doctoral Education

- **EUA Council for Doctoral Education (EUA-CDE)** – a membership service of EUA. This initiative builds upon continuous efforts to provide a forum for cooperation and exchange of good practices among doctoral programmes and schools across universities in Europe.





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## **EUA-CDE Aims and Objectives (1)**

*EUA-CDE will contribute to the development, advancement and improvement of doctoral education and research training in Europe, by:*

- Promoting cooperation and exchange of good practices on issues of common concern;
- Encouraging and supporting the development of institutional policies within member institutions;
- Identifying and monitoring the trends in doctoral education, inside and outside Europe;

## EUA-CDE Aims and Objectives (2)

- Improving the availability of data and information on doctoral education in Europe;
- Acting as a representative voice for doctoral education in European universities in dialogue with stakeholders;
- Contributing to strengthening the international dimension of doctoral programmes & enhancing the visibility of doctoral schools & programmes, in Europe and internationally.
- Providing policy advice to the EUA Board and Council.



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**THANK YOU VERY MUCH**

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