



Doctoral Education in Europe in the 21st Century: Challenges and Opportunities

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MENU

- EUA-CDE introduction
- Doctoral education in the ERA and EHEA
- Activities of EUA in the third cycle: from projects to Salzburg II Initiative
- Emerging issues, trends, challenges and continuing priorities

EUA Council for Doctoral Education (EUA-CDE)

- Established in 2008 as a membership service of European University Association
- It builds upon continuous efforts to provide a forum for cooperation and exchange of good practices among doctoral programmes and schools across universities in Europe and worldwide.
- 213 individual university members from 33 countries, 6 affiliates and 3 collective associates
- Collaboration with other university associations (COIMBRA, LERU, UNICA, IAU, CGS)

Doctoral Education in the European context

- Bridge between the EHEA and ERA
- In a process of major transformation: a « mini revolution »
- High political attention:
 - ✓ Bologna Process (DE included in 2003)
 - ✓ EU policies: Lisbon objectives, ERA Green Paper, Modernisation Agenda for universities, Grand challenges, ERQB Report, Innovation Union: A Europe 2020 Initiative, Principles for Innovative Doctoral Training, Report of Mapping Exercise on Doctoral Training...)
- National legislation
- EUA Salzburg Principles 2005 and CDE Salzburg II - 2010

EUA (and EUA-CDE) and Doctoral Education

- **Berlin Communiqué** (2003): Doctoral Programmes defined as the third cycle
- **EUA Doctoral Programmes Project 1** (2003-2005): **Salzburg Principles** 2005
- **Bergen Communiqué** (2005): invites EUA to prepare a report on the further development of the Salzburg Principles
- **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 doctoral education
- 2008: Launch of the **Council for Doctoral Education**
- 2009-2010: Intense debate on the implementation of DE changes in Europe
- **2010: Salzburg II Recommendations**

Salzburg II Recommendations

- 5 years of rapid implementation of the Salzburg Principles I, need to gather the experiences
- Structure: consultation with CDE members (workshops, focus groups and annual meeting)
- Results: large consensus about the research basis of the doctorate
 - ✓ **Research** as the 'basis and the difference' from the other two cycles
 - ✓ Space for and more focus on **individual development**
 - ✓ **Autonomy** for the institution to choose mission and strategy and to set up the appropriate structures

Key trends in doctoral education in Europe:

I. The meaning of structure

- **Trend towards structured programmes and doctoral/ research/ graduate schools**
 - The rise of the doctoral school (30% of institutions 2007 to 65% 2010)
 - Doctoral/ graduate/ research school: an independent organisational unit with a clear administration, strong leadership and specific funding supporting it
- Diversity of models
- Aim: to stimulate research environment, enhance interdisciplinarity and interinstitutional collaboration, improve TTD, improve quality while keeping diversity
- **One goal, different routes**

The meaning of structure (cont.)

- Structured DE consists of educational (taught) phase and research phase
 - ✓ **But:** RESEARCH remains the MAIN component of DE, educational part is supportive and should be only an added value („structure“ does not necessarily mean numerous compulsory courses and even exams, but it should offer a number of optional courses in science and in transferable skills – each doctoral candidate can select what is best for him/her)

The meaning of structure (cont.)

- Doctoral/ Graduate/ Research Schools are an efficient, but not the only way of organising doctoral education in Europe. We need to preserve diversity of organisational models and to **avoid** prescribed models and **overregulation**.
- To improve collaboration of European universities, we need coherent and compatible structures of DE, but at the same time **diverse** and **flexible**.
- Structuring DE means to create a supportive environment for the individual development of doctoral candidates, not producing uniformity and predictability.

II. Clues for success:

1. Critical mass and critical diversity

- Institutions must develop critical mass and diversity of research in order to offer high quality doctoral education.
- Critical mass means more the quality and diversity of research than a large number of researchers.
- Europe's universities should build their areas of strength through focused research strategies and engaging in research networks and collaborations.

Clues for Success:

2. Recruitment, admission and status

- Structured programmes should develop recruitment strategies corresponding to their mission and profile.
- Admission is an institutional responsibility and must include involvement of research staff.
- Admission policies: transparent and accountable, based on well-defined, public set of criteria.
- Doctoral candidates should be treated as early stage researchers with commensurate rights and duties. Regardless their status, they are to be seen as professionals.

Clues for Success:

3. Supervision and assessment

- Supervision – a major topic of debate – an important aspect of quality assurance:
 - ✓ It is a collective effort with clearly defined responsibilities of PhD candidate, supervisor and institution (good practice in many HEIs – arrangements signed by 3 parties)
 - ✓ Multiple supervision encouraged
 - ✓ Supervision should be recognised as part of workload
 - ✓ Providing professional development to supervisors (training) is an institutional responsibility (this may have different formats depending on the academic culture)
 - ✓ Monitoring of supervisors
 - ✓ Priority: to develop a common **supervision culture**

Clues for success: 4. Outcomes

- The main outcome of doctoral education: the early stage researcher and his/her contribution to the society by undertaking research.
- The outcome of doctoral research: the thesis (a publishable monograph, several peer reviewed papers or a consistent artistic work).

Clues for success:

5. Career development

- Career support for doctoral candidates must take into account individual goals and motivations and acknowledge a wide range of careers for doctoral holders.
- It is institutional responsibility to provide support structures for professional development (e.g. by offering transferable skills training incl. ethics).
- The aim: 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.

Clues for success:

6. Credits

- Applying credits in doctoral education is **not** a necessary precondition for establishing successful doctoral programmes.
- Some universities may consider credits for the taught components, especially in joint programmes.
- Credits do not make sense in measuring research components.
- High quality DE needs a stimulating research environment driven by enthusiasm, curiosity and creativity, and not by the collection of credits.

Clues for success:

7. Quality and accountability

- Important to develop specific systems for quality assurance in DE based on institutional mission and research strategy.
- Assessment of the academic quality of DE should be based on peer review and be sensitive to disciplinary differences.
- In order to be accountable, institutions should develop indicators based on institutional priorities (individual progression, completion rate, career tracking, dissemination of research results).
- ARDE project: Report in 2013

Clues for success:

8. Internationalisation and mobility

- Global problems require global solutions – not possible without international cooperation
- Internationalisation in DE means diverse approaches:
 - ✓ Internationalisation at home (recruitment of international students and staff; organising international events “at home” – conferences, summer schools, video-conferences; involving doctoral candidates in international projects; inviting guest lecturers from abroad; networking, co-publishing, etc.)
 - ✓ Internationalisation abroad (international exchanges, study periods abroad, research stays – shorter or longer; overseas campuses; collaborative and joint programmes, sandwich programmes)

Intersectorial collaboration and mobility

- Mobility between academia and industry can help to improve the prospects for employability, especially outside academia
- University-based doctoral candidates should be taught that moving from academia to industry is not a second choice, but a legitimate first choice
- Behind the formal procedures such as joint supervision or placements (work contract) in industry, successful long-term university-industry cooperation is holistic: a continuous and long-term face-to-face experience is crucial for building trust and durable partnerships
- EUA DOC-CAREERS project I and II

Challenges: 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 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).

III. Clearing the obstacles

■ **Funding**

- ✓ High quality DE requires adequate, sustainable and doctorate-specific funding

■ **Autonomy**

- ✓ Institutional autonomy is a precondition for establishing diverse structures with different research strategies
- ✓ The use of specific tools must be decided autonomously within the institution

■ **Legal Framework**

National and European legal frameworks must give institutions the possibility to reform their doctoral programmes

- ✓ Legislation governing joint and dual degrees should be reviewed and discussed in order to create a greater degree of coherence and transparency on the requirements for setting up joint programmes.

Thank you for your attention