

YERUN STAFF WEEK

BEST PRACTICES FOR INTERNATIONAL COLLABORATION @ DOCTORATE LEVEL

EUA-CDE and doctoral education in Europe

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Content

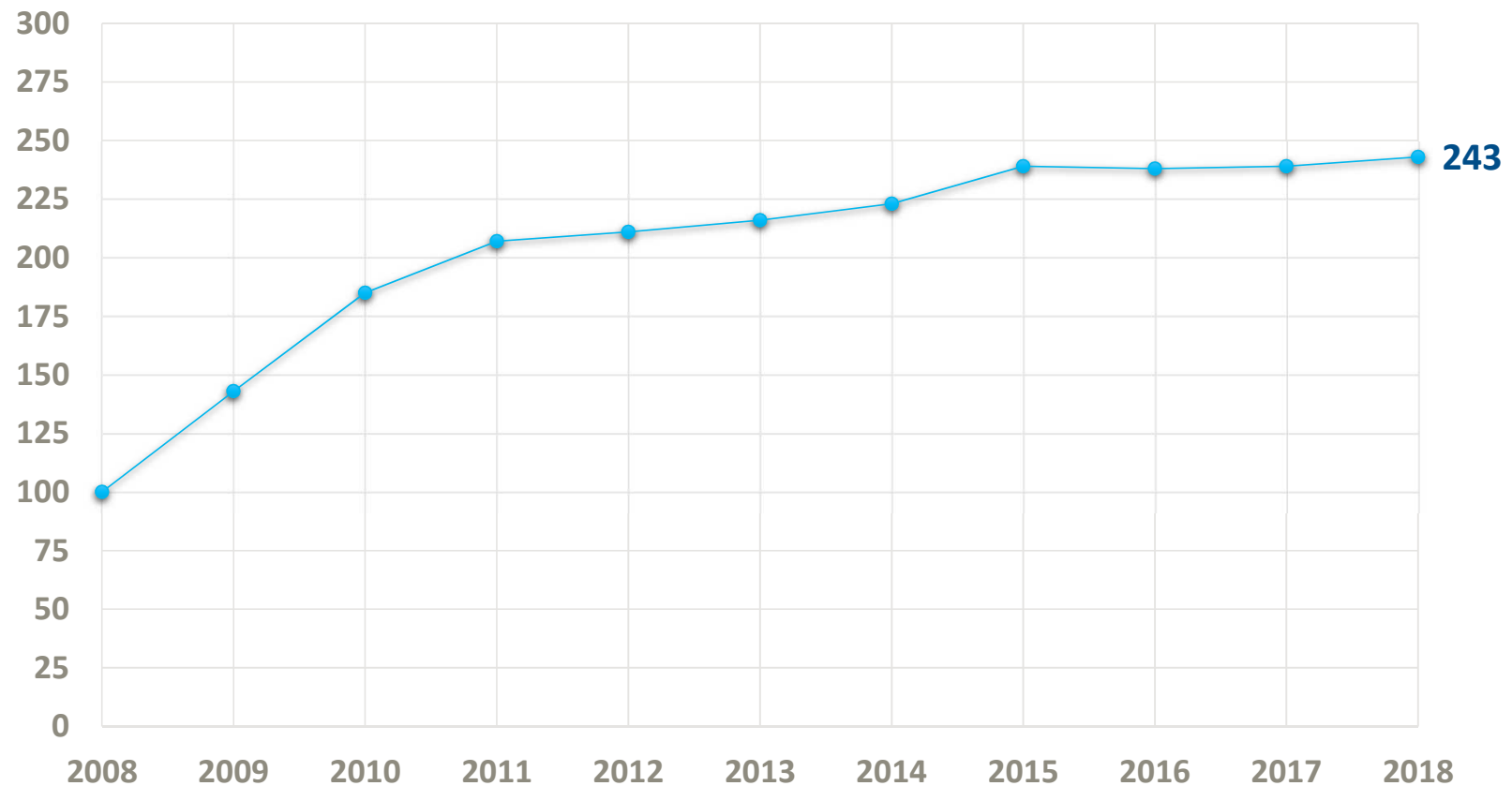
1. **EUA Council for Doctoral Education**
2. **Doctoral Education in Europe**
3. **Challenges and strategic priorities**
4. **Conclusions**

EUA-CDE

Initiative of the European University Association (EUA), launched in 2008 with the aim to contribute to the development, advancement and improvement of doctoral education and research training in Europe

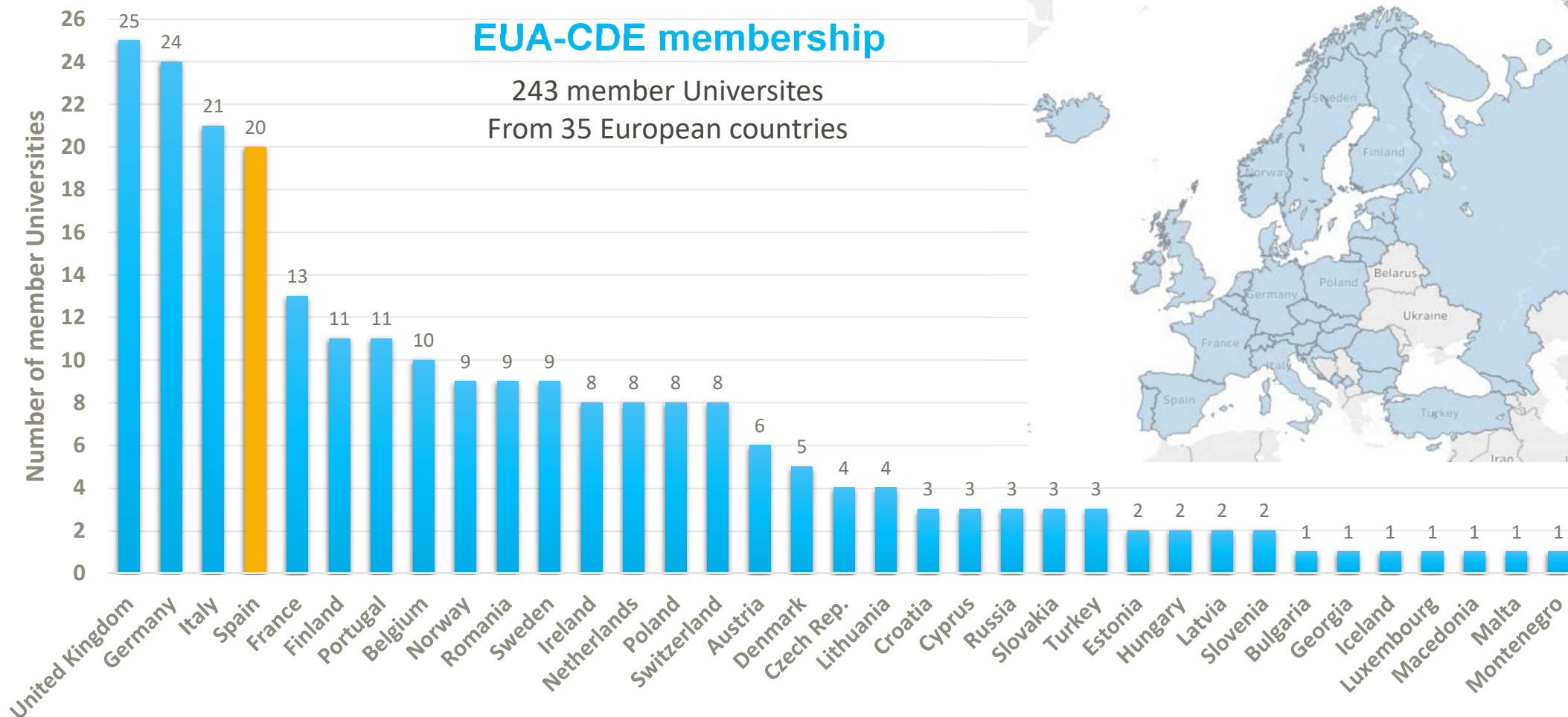
- **The largest** European Doctoral Education Network ;
- **Gathers** a community of academic leaders and professionals from 243 universities in 35 European countries ;
- **Drives** doctoral education policies and promotes cooperation and exchange of good practices on issues of common interest ;
- **Organises** regular conferences, workshops, focus groups, webinars and thematic peer groups, addressing fundamental and emerging topics of doctoral education ;
- **Identifies** and monitors the trends in doctoral education, inside and outside Europe ;
- **Participates** in policy dialogues on the European and global level ;
- **Contributes** to strengthening the international dimension of doctoral education and enhancing the visibility of doctoral schools and programmes at the European and international levels ;
- **Provides** policy advice to the EUA Board and Council.

Evolution of the EUA-CDE membership



EUA-CDE membership

243 member Universities
From 35 European countries



Doctoral
education as
«meeting
place» ...



Year	Thematic Workshop (January) ~ 90 participants	Place	Annual Meeting (June) ~ 230 participants	Place
2008	Enhancing of Supervision	London	Launch Conference	Lausanne
2009	Structuring Doctoral Education	Zagreb	Second Annual Meeting	Lausanne
2010	Researchers' Careers Support and Development	Ghent	Third Annual Meeting	Berlin
2011	Mobility – international and inter-sectoral	Budapest	Promoting Creativity	Madrid
2012	Supporting Individual Paths of Doctoral Candidates	Dublin	Funding Doctoral Education	Stockholm
2013	Interdisciplinary Doctoral Programmes	Turin	From Student to Researcher: are we on the right track?	Warsaw
2014	Education – Mindset, Research, Innovation	Izmir	Doctoral Education: Thinking globally, acting locally	Liverpool
2015	Regional Engagement and Doctoral Education	Marseille	Education –where do we go from here?	Munich
2016	Doctoral Supervision	Delft	Doctoral Education: a dilemma of quality and quantity?	Tarragona
2017	Ethics and Integrity in Doctoral Education and Research Training	Lisbon	Digitalisation: A game changer for doctoral education?	Tallin
2018	The Impact and Outcomes of Doctoral Education Reform in Europe	Malta	Excellence through diversity: doctoral education in a globalised world	Ljubljana

Upcoming 12th Thematic workshop and Annual meeting in 2019

12th EUA-CDE Thematic workshop

17-18 January 2019 : **Inter-institutional collaboration in doctoral education**

Hosted by VU Amsterdam, the Netherlands

The 12th EUA-CDE Thematic Workshop will focus on how universities can benefit from inter-institutional collaboration and discuss future collaboration opportunities.

12th EUA-CDE Annual meeting

13-14 June 2019 : **The societal dimension of doctoral education**

Hosted by the University of Brescia, Italy

YERUN – STAFF WEEK

Best practices for international collaboration at Doctorate level

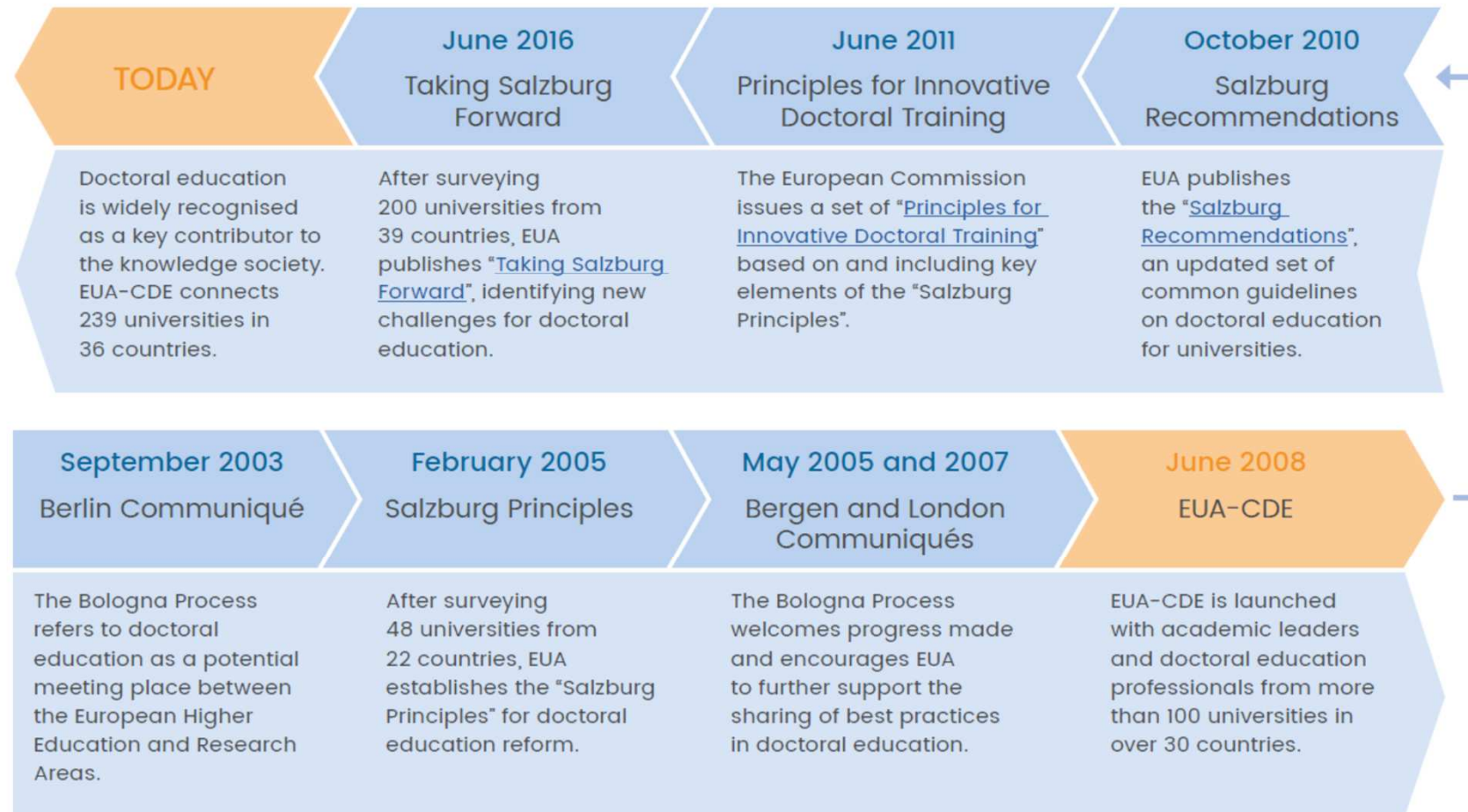
euacde COUNCIL
FOR DOCTORAL
EDUCATION

Evolution of Doctoral Education in Europe

<https://www.flickr.com/photos/dirkb86/36359614515>



Key milestones in European doctoral education reform



**Conclusions and
Recommendations
from the Bologna
Seminar on**

**“Doctoral Programmes
for the European
Knowledge Society”**

Salzburg, 3-5 Feb 2005

Salzburgh Principles

1. The core component of doctoral training is the advancement of knowledge through original research ;
2. Embedding in institutional strategies and policies ;
3. The importance of diversity ;
4. Doctoral candidates as early stage researchers ;
5. The crucial role of supervision and assessment ;
6. Achieving critical mass ;
7. Duration : 3 et 4 years full-time as a rule ;
8. The promotion of innovative structures ;
9. Increasing mobility ;
10. Ensuring appropriate funding.

**EU Commission
Principles for
Innovative Doctoral
training**

**Brussels 28-29 Nov
2011**

Innovative Doctoral training

1. Research Excellence ;
2. Attractive institutional Environment ;
3. Interdisciplinary Research Options ;
4. Exposure to industry and other relevant employment sectors ;
5. International Networking ;
6. Transferable skills training ;
7. Quality assurance.

Structuring doctoral education

Diversity in the organization of doctoral education

“The goals of structuring doctoral education must be to assure diverse and inclusive research environments of a high quality as the basis of doctoral education. This includes critical mass, transparent admission procedures and high quality supervision.”

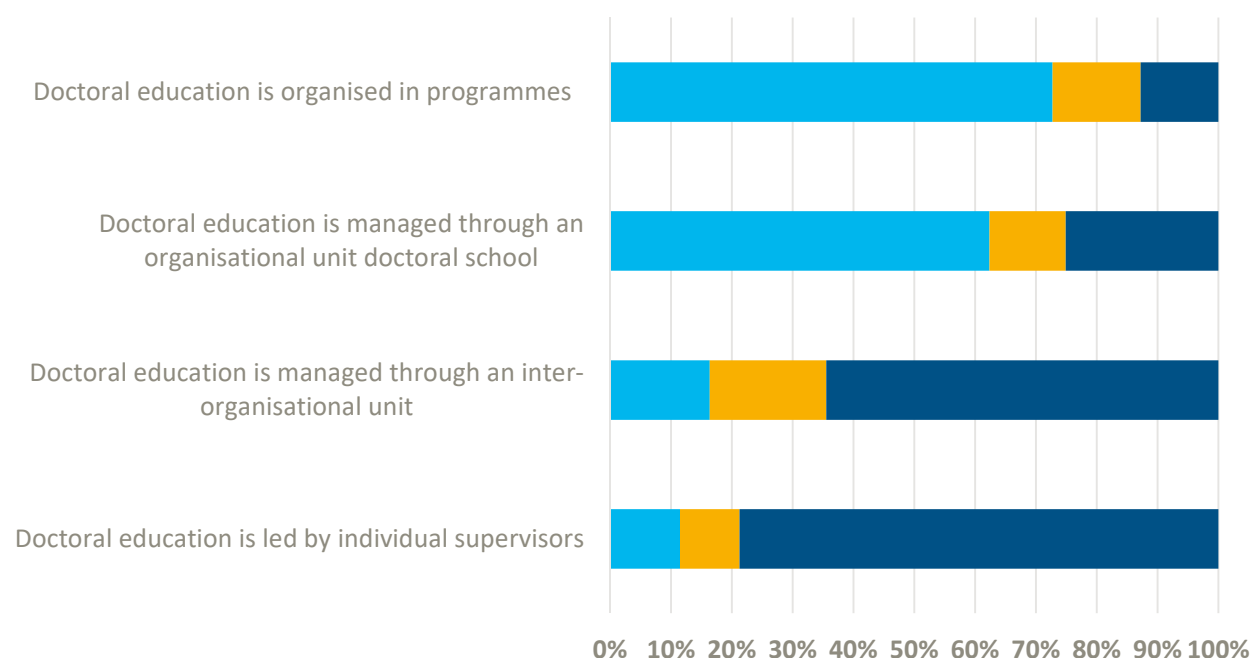
“Structuring doctoral education also means achieving flexible structures to expose early stage researchers to a wide range of opportunities, ensuring personal and professional development and to provide institutional support for career development and mobility.”

Salzburg Recommendations 2010.

Most institutions in Europe have elaborated structures

- To a great extent/always
- To some extent
- Not at all/to a small extent

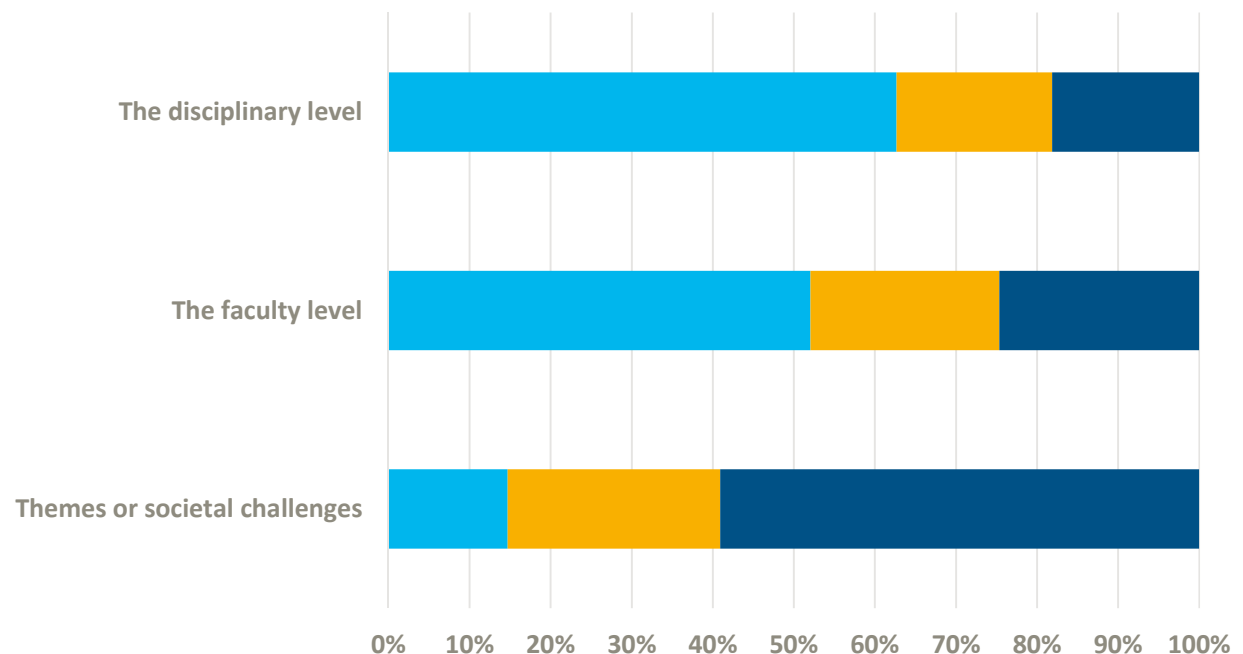
To what extent is doctoral education in your institution organised as...?



... based on the different levels of University governance (faculty, discipline, ...)

To what extent is doctoral education in your institution organised at or around ...?

- To a great extent/always
- To some extent
- Not at all/to a small extent

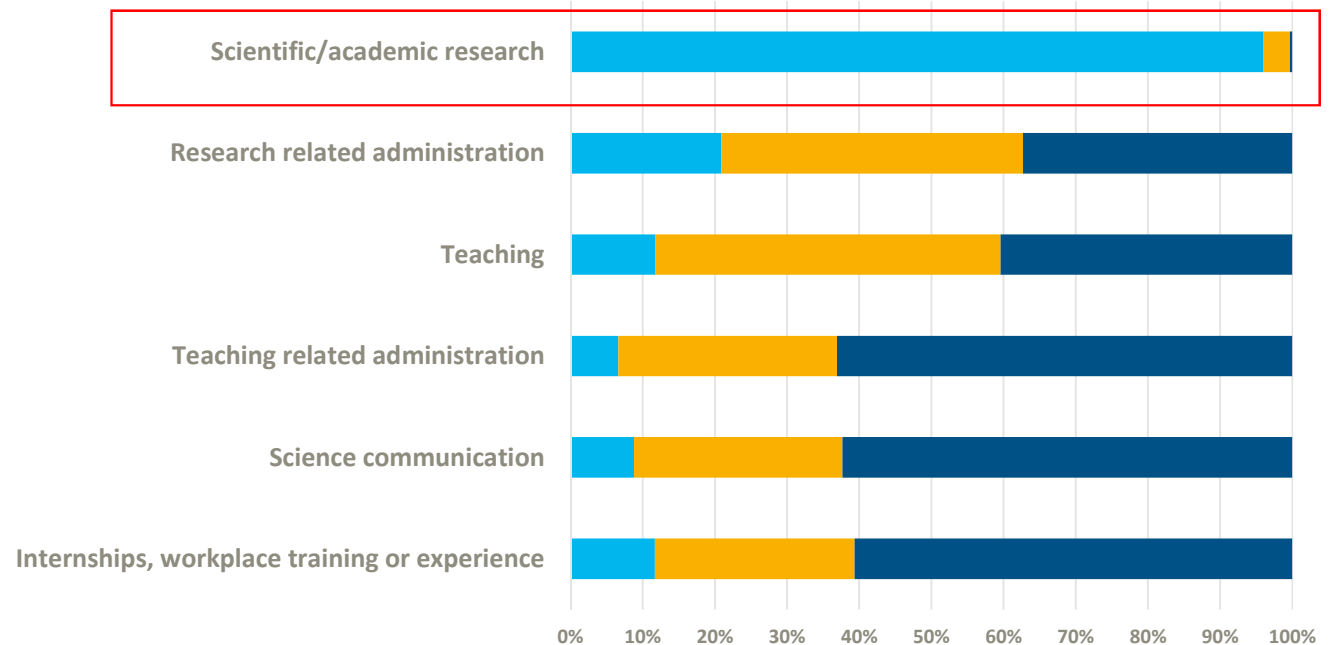


Doctoral candidate as Early stage researcher

Doctoral candidates are early career researchers...

To what extent does an average doctoral candidate in your institution spend her/his time on the following activities?

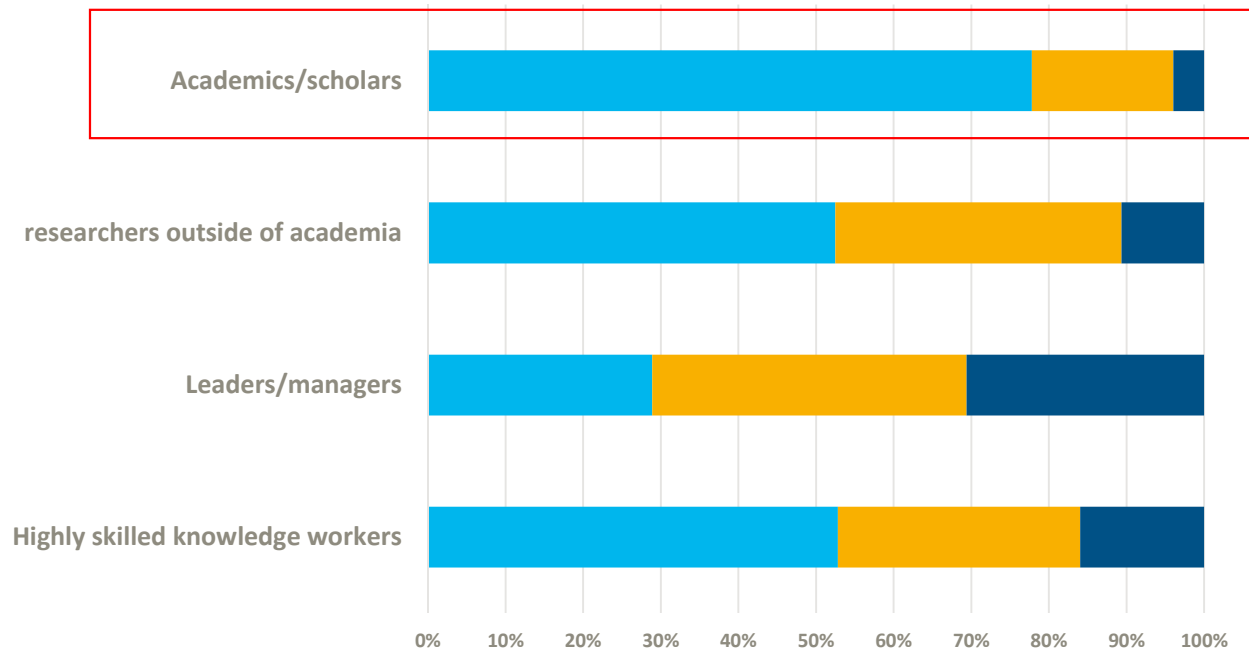
- To a great extent/always
- To some extent
- Not at all/to a small extent



and (mainly) seen as future academic and scholars,
... but also seen increasingly as researcher outside of academia and highly skilled knowledge workers.

- To a great extent/always
- To some extent
- Not at all/to a small extent

To what extent is doctoral education in your institution conceived as preparing the future generation of...

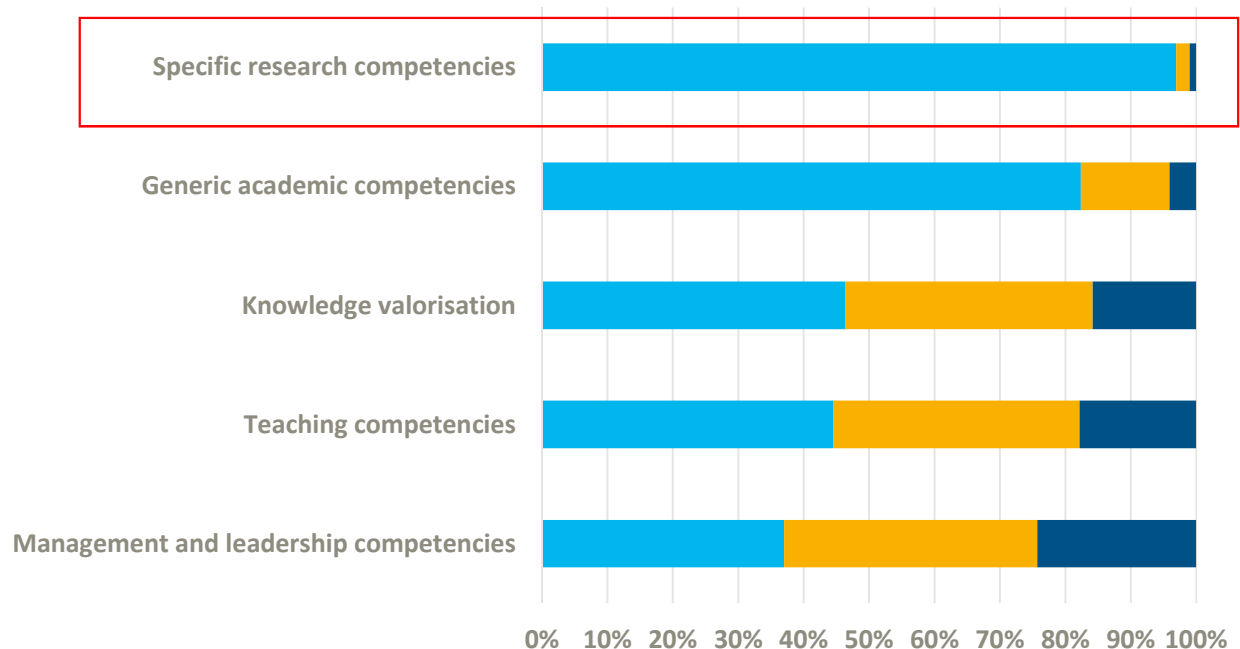


They focus on
research
competencies,

... but also acquire
transversal
competencies

■ (Extremely) important
■ Somewhat important
■ (Somewhat) unimportant

In your institution, how important are the following elements of doctoral training?



Supervision

The crucial role of supervision

“Supervision must be a collective effort with clearly defined and written responsibilities of the main supervisor, supervisory team, doctoral candidate, doctoral school, research group and the institution, leaving room for the individual development of the doctoral candidate. Providing professional development to supervisors is an institutional responsibility. ...

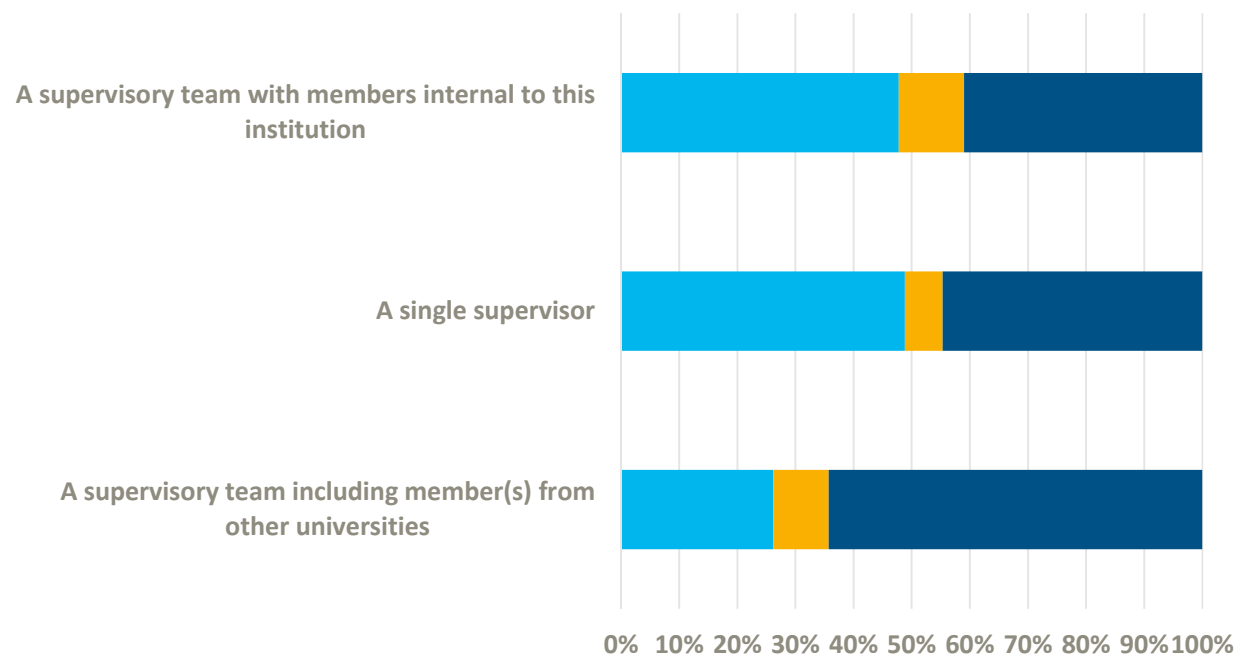
... Supervisors must be active researchers”

Salzburg Recommendations 2010.

The practice of the supervision is highly diverse even within a single institution

- In most/all doctoral programmes
- In about half of doctoral programmes
- Never/in some doctoral programmes

To what extent are doctoral candidates in your institution supervised by ...?

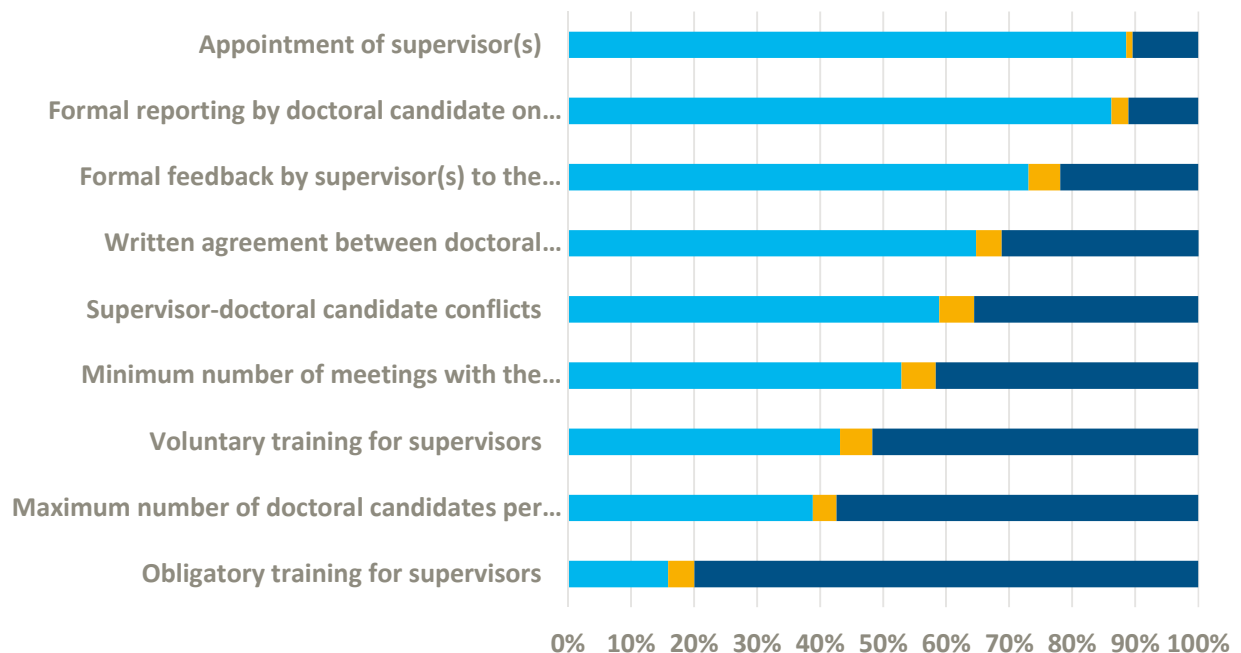


Thursday, November 15, 2018

Key aspects of the supervisor-supervisee relation are regulated

- In most/all doctoral programmes
- In about half of doctoral programmes
- Never/in some doctoral programmes

In your institution, are there rules or guidelines regarding the following aspects of doctoral supervision?



Mobility

Increasing mobility

“Internationalisation strategies should be a tool in increasing the quality in doctoral education and in developing institutional research capacity. ...

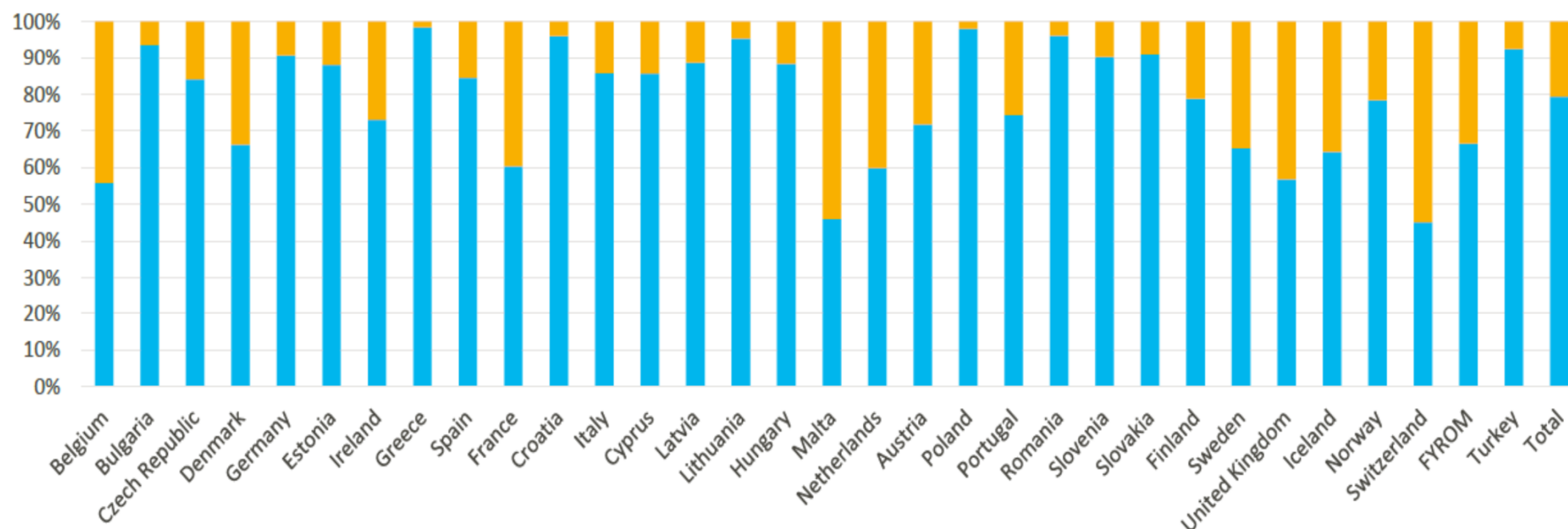
... The mobility of doctoral candidates must be driven by research projects.”

Salzburg Recommendations 2010.

International mobility of doctoral candidates

Source: Eurostat

■ Non-mobile doctoral candidates (2016) ■ Mobile doctoral candidates (2016)



The importance of Funding

Ensuring appropriate funding

“High quality doctoral education requires adequate, sustainable and doctorate-specific funding opportunities.”

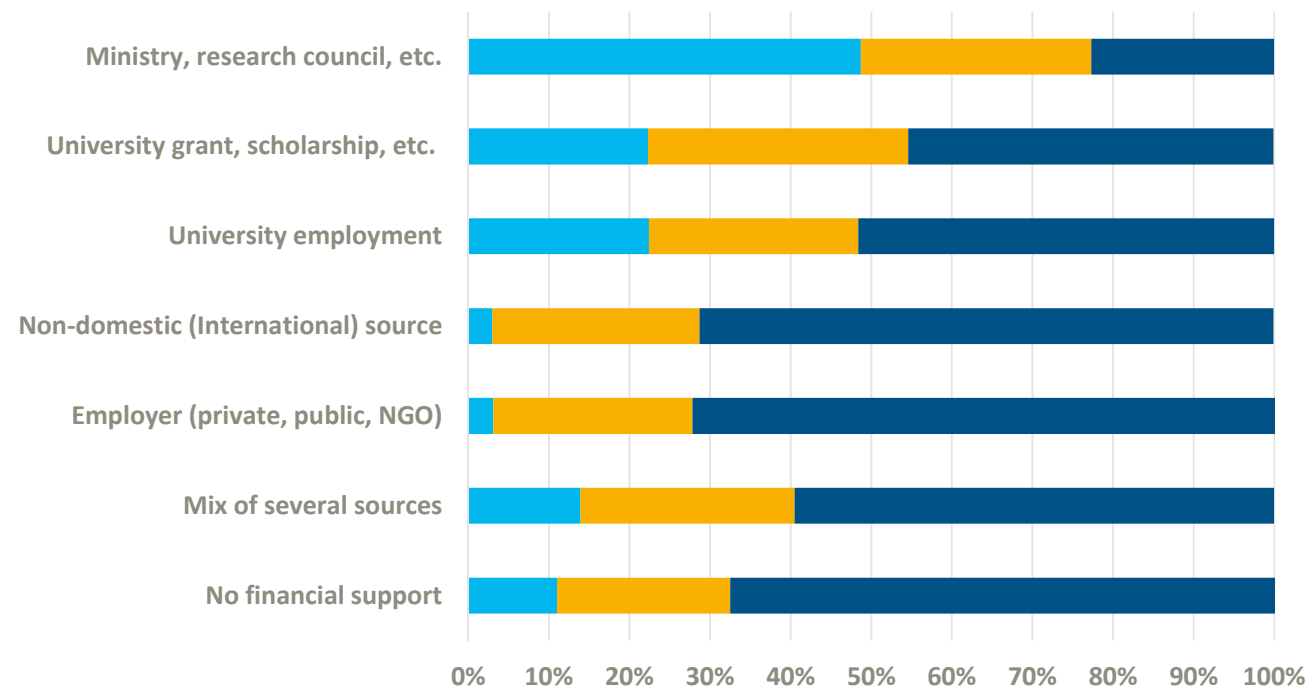
“Making a structured programme a success requires more than funding for grant or salaries for doctoral candidates and research equipment. Strategic leadership, supporting structures and career development all need resources...”

Salzburg Recommendations 2010.

Funding for doctoral education comes from a variety of resources

■ To a great extent/always
■ To some extent
■ Not at all/to a small extent

To what extent are doctoral candidates at your institution financially supported by the following sources?



Challenges and strategic priorities

Developing an ethos of research integrity

“Ensuring awareness of good research conduct for doctoral candidates is important in developing a common research ethos. ...

Universities must build this consideration into their doctoral education policies. Doctoral candidates should have knowledge of national and international codes of ethics and integrity. They should be aware of the ethical issues related to their discipline and be able to foresee such issues in their own research.”

Doctoral Education – Taking Salzburg forward 2016

Tackling the digital challenge

- Open research, open education (MOOCs), big data, social media ... etc, offer new interaction possibilities for doctoral candidates/researchers.
- Universities need an appropriate research environment and coherent procedures covering the technical, legal and ethical aspects of digitalisation.
- Open research/open access requires the implementation of new research assessment approaches.
- Opportunities that offer digitalisation are indisputable, however there is a need of risk awareness.

Embracing the globalisation of research

- Research is becoming increasingly global.
- New technologies enable international exchange.
- International mobility enriches research.
- Internationalisation and international capacity building should be part of the institutional strategies.
- Institutions have the responsibility towards doctoral candidates with an international background.

Engaging with the other stakeholders

- Dialogue between Universities and other stakeholders can be supported through doctoral education.
- There is a need for supporting of intersectorial mobility.
- Long term collaborations with non-academic partners have shown that common doctoral programmes can contribute to the innovation ecosystem.
- Professional development of doctoral candidates.
- Regional anchoring.

Emerging topics in doctoral education

- **Mental Health / Mental wellbeing**
 - Increasing public attention to the topic.
 - Institutional responsibility to provide support to the doctoral candidate.
 - Need for further research and the development of best practices.

 **EL PAÍS**

CIENCIA

SUSCRÍBETE  

    160 

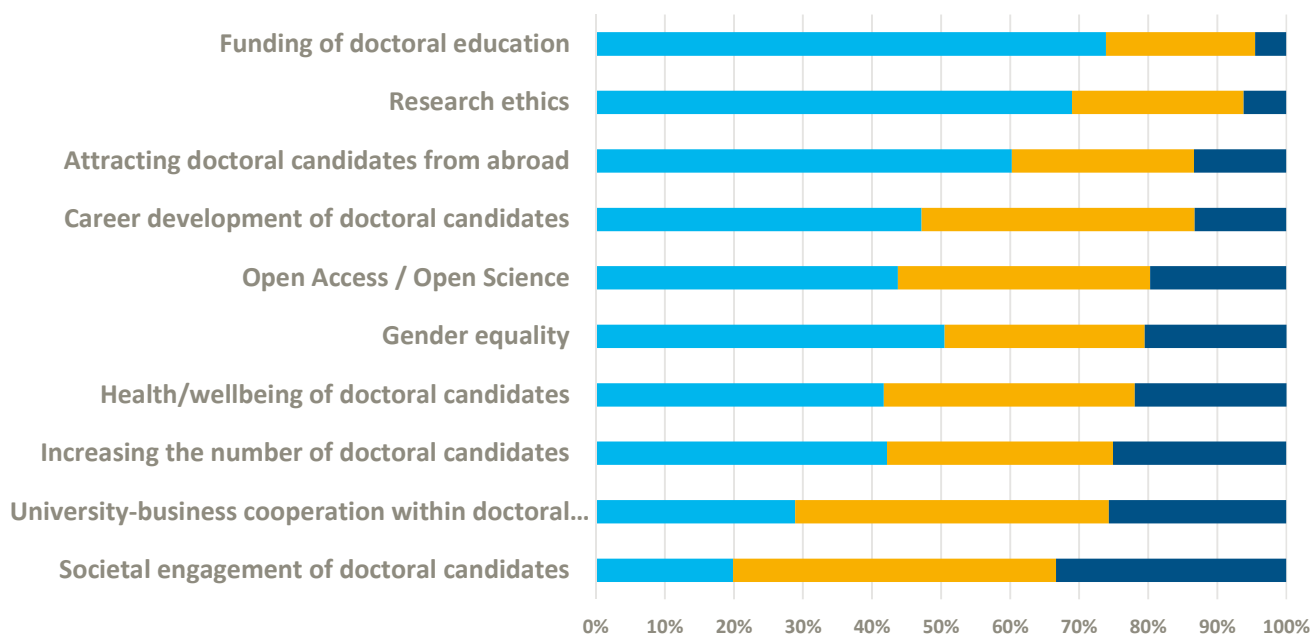
Emerging topics in doctoral education

- **Postdocs**
 - Exploring the issue.
 - What are the specific needs of postdocs?
 - What can doctoral education provide to postdocs?
- **Research Assessment**
 - The career of early stage researcher is strongly dependent on assessment systems.
 - Open science increases the need of diversified indicators.
 - Doctoral candidates need to be able to do the “right” decision.
-

There are multiple strategic priorities within a single institution...

- To a great extent/always
- To some extent
- Not at all/to a small extent

To what extent are the following issues currently considered a strategic priority in doctoral education within your institution



Conclusions

Conclusions

- Doctoral education is central to the mission of universities.
- The Salzburg Principals (2005) represented a key milestone in the reform process of doctoral education in Europe.
- Europe's universities have come a long way in creating institutional support for doctoral education, but there are still many challenges within higher education institutions to achieving the full potential of the Salzburg Principles and Recommendations.
- An overwhelming majority of HE institutions (about 90%) have established structures for doctoral education: Doctoral schools and programmes coexist simultaneously with other support structures.

Conclusions

- Doctoral education as a production of knowledge through original research, serves to prepare doctoral candidates for a variety of careers within and outside academia.
- Transferable skills training, career development and awareness about skills attained through doing research are becoming key components in doctoral education development.
- Internationalisation of doctoral education and increasing mobility of doctoral candidates is becoming more and more important.
- Challenges regarding ethics, digitalisation and globalisation have gained importance and other emerging issues were insufficiently included in the Salzburg Principles and Recommendations.
- Key strategic policy priorities of doctoral education are similar to the key issues of European research policy today, while also addressing the specificities of early stage researchers.

Thank you for your attention

Prof. Mossadek Talby
Member of EUA Council for Doctoral
Education Steering Committee



Additional slides

Quality assurance

Quality and accountability

“It is important to develop specific systems for quality assurance in doctoral education based on the diverse institutional missions and, crucially, linked to the institutional research strategy. ...

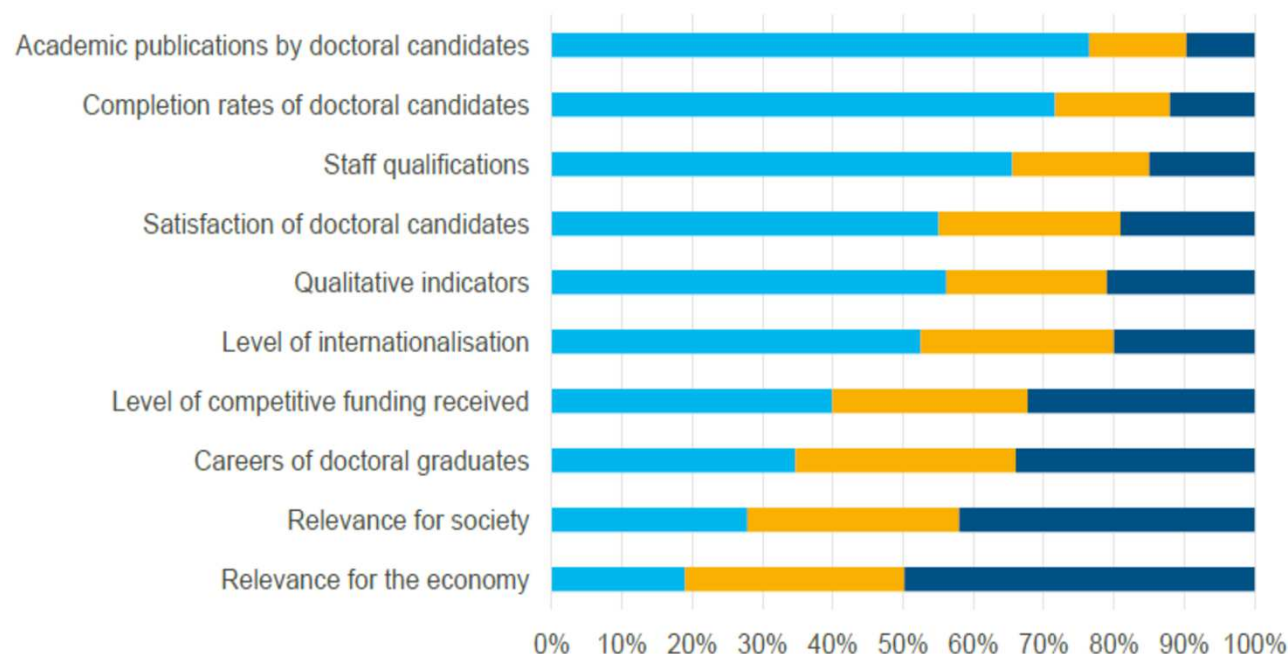
... Institutions should develop indicators based on institutional priorities.”

Salzburg Recommendations 2010.

Variety of criteria to institutionally evaluate doctoral education

- To a great extent/always
- To some extent
- Not at all/to a small extent

In your institution, to what extent are the following aspects/criteria used to assess/evaluate doctoral education?



Gender distribution of doctoral candidates in Europe (2016)

Source: Eurostat

(48% female doctoral candidates)

