



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA



Development of the internationalization of PhD studies in South Africa

“Toward institutional structures that support the complete PhD life cycle”

Pretoria, Training session 2, 26-29 March 2019



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Erasmus+ Programme
of the European Union



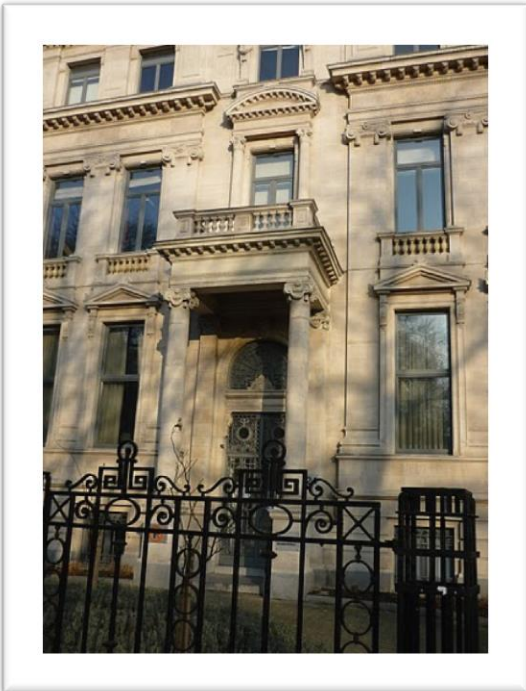
YEBO WORKSHOP, PRETORIA

‘Doctoral education in Europe today: approaches and institutional structures’

Dr. Alexander Hasgall
Head of EUA Council for Doctoral Education

28 March 2019

Introducing EUA



- Established in 2001
- Non-governmental membership organisation
- More than 800 individual university members
- 34 National Rectors' Conferences Members
- 47 countries
- Independent voice of the university sector
- Forum for exchange, peer learning for members

Introducing EUA-CDE

- **Constitutes** a member service of the European University Association
- **Brings together** a community of academic leaders and professionals from 254 universities in 36 countries
- **Works on** doctoral education policies and good practices of common interest to our members
- **Organises** regular conferences, workshops, focus groups, webinars and thematic peer groups, addressing fundamental and emerging topics of doctoral education
- **Participates** in policy dialogues on the European and global levels
- **Serves** as the “one-stop-shop” for doctoral education in Europe

A bottom-up process leading to the reform of doctoral education in Europe

BOLOGNA SEMINAR
DOCTORAL PROGRAMMES FOR THE EUROPEAN KNOWLEDGE SOCIETY
Salzburg, 3-5 February 2005

SALZBURG II RECOMMENDATIONS

EUROPEAN UNIVERSITIES' ACHIEVEMENTS
SINCE 2005 IN IMPLEMENTING
THE SALZBURG PRINCIPLES

DOCTORAL EDUCATION – TAKING SALZBURG FORWARD

**IMPLEMENTATION
AND NEW CHALLENGES**

The aim of doctoral education

“The goal of doctoral education is to cultivate the research mindset, to nurture flexibility of thought, creativity and intellectual autonomy through an original, concrete research project. It is the practice of research that creates this mindset.”

Salzburg Recommendations 2010.

“The core component of doctoral training is the advancement of knowledge through original research.

At the same time, it is recognised that doctoral training must increasingly meet the needs of an employment market that is wider than academia.”

Salzburg Principles 2005.

Excellent research as a base for doctoral education in Europe

- The core component of doctoral training is the advancement of knowledge through original research.
- Doctoral candidates must be allowed independence and flexibility
- Doctoral candidates need to be prepared for careers inside and outside of academia
- Institutions are responsible for their doctoral candidates

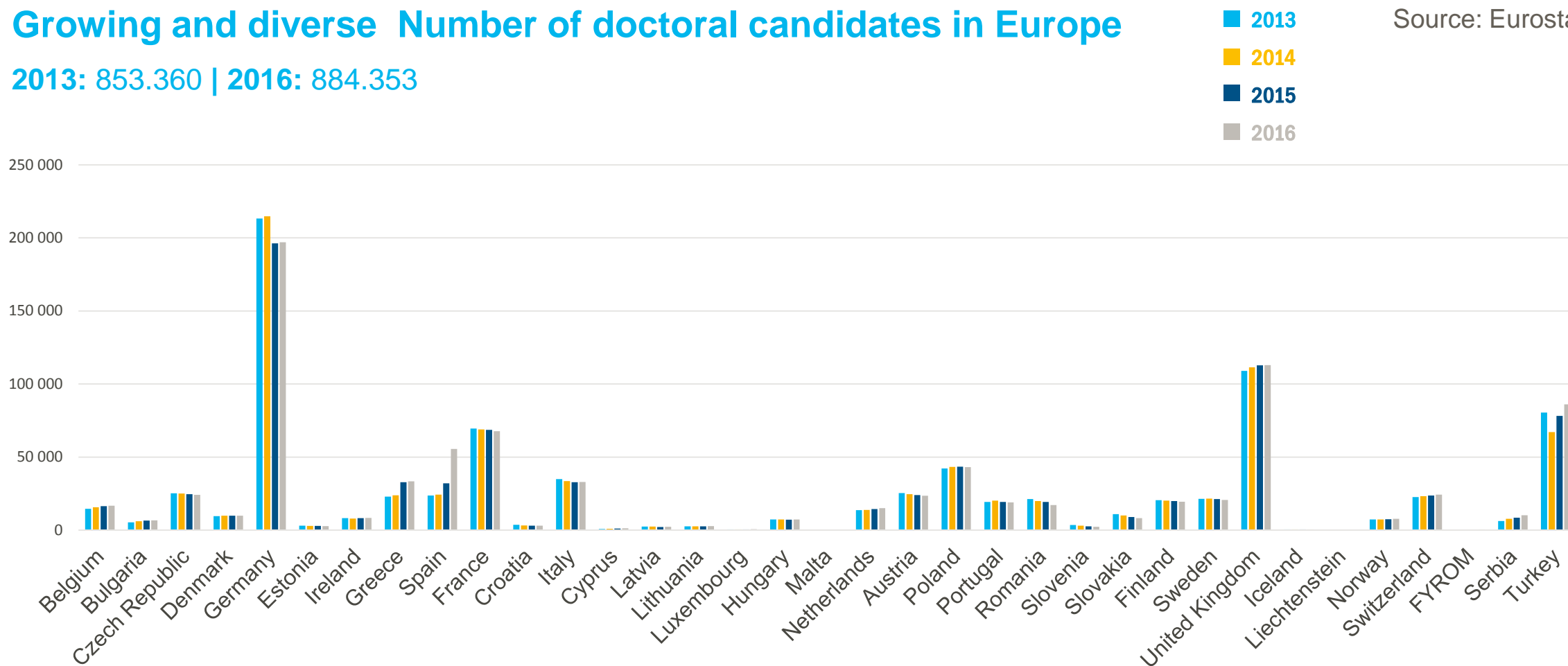
An overview..



Growing and diverse Number of doctoral candidates in Europe

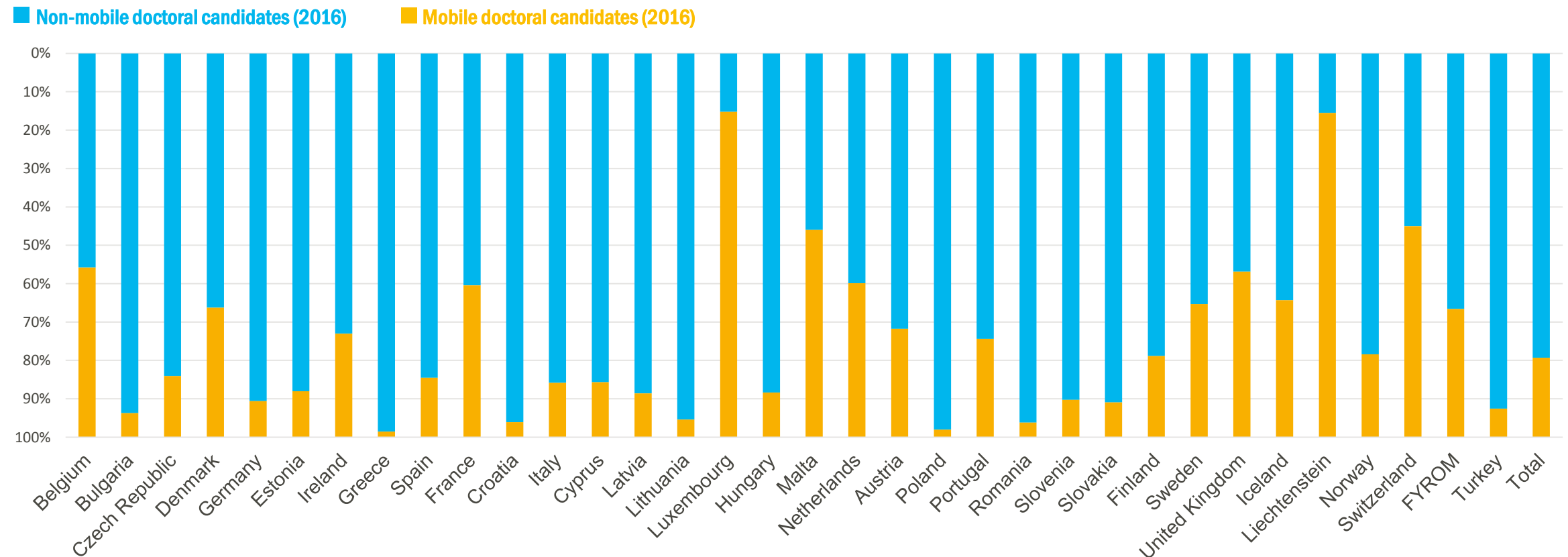
2013: 853.360 | 2016: 884.353

Source: Eurostat



International mobility of doctoral candidates

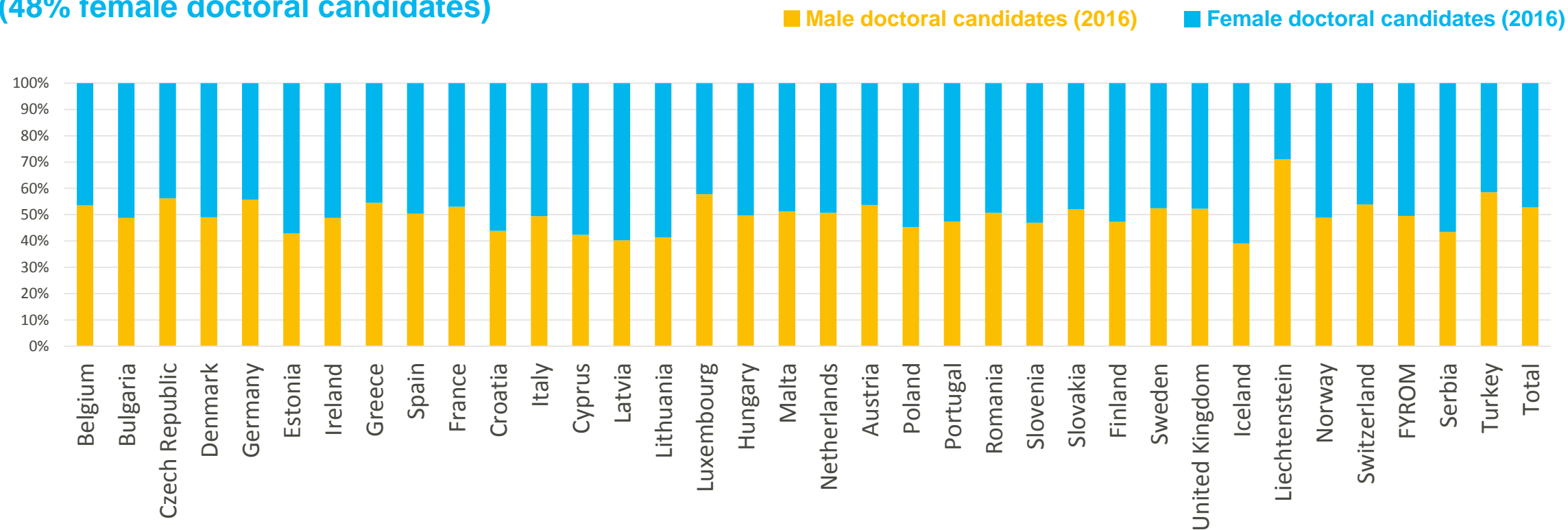
Source: Eurostat



Gender distribution of doctoral candidates in Europe (2016)

Source: Eurostat

(48% female doctoral candidates)



The landscape of doctoral schools in Europe

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

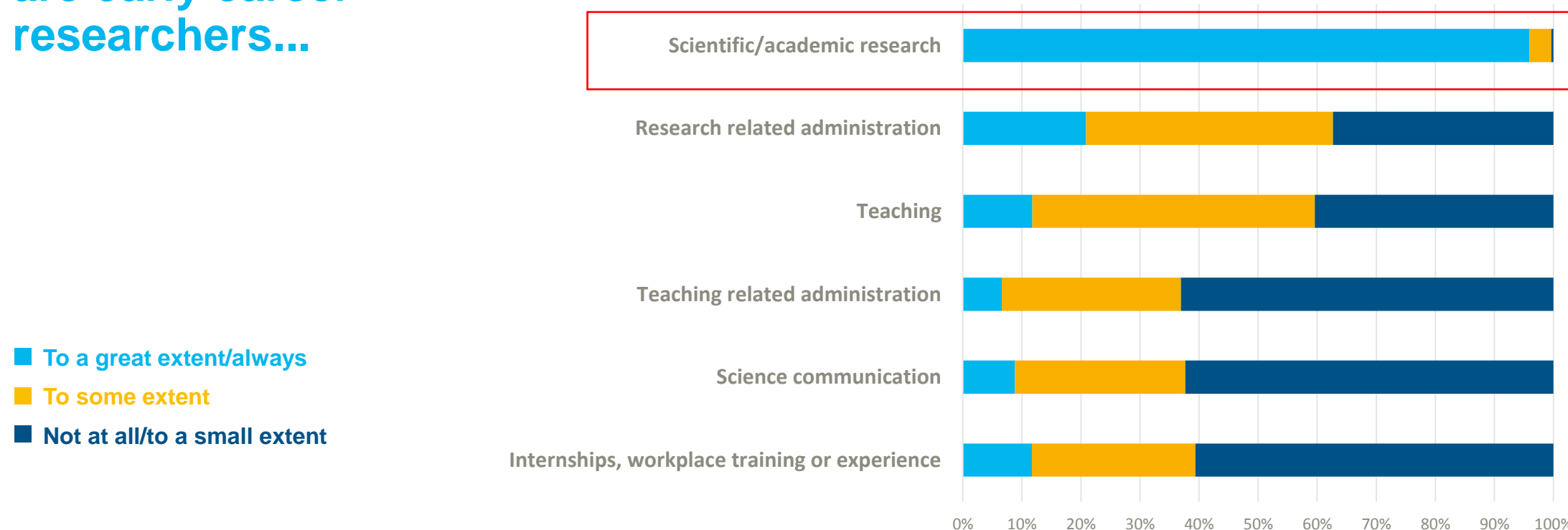


Common goal:
Research
Excellence in
Doctoral Education



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?



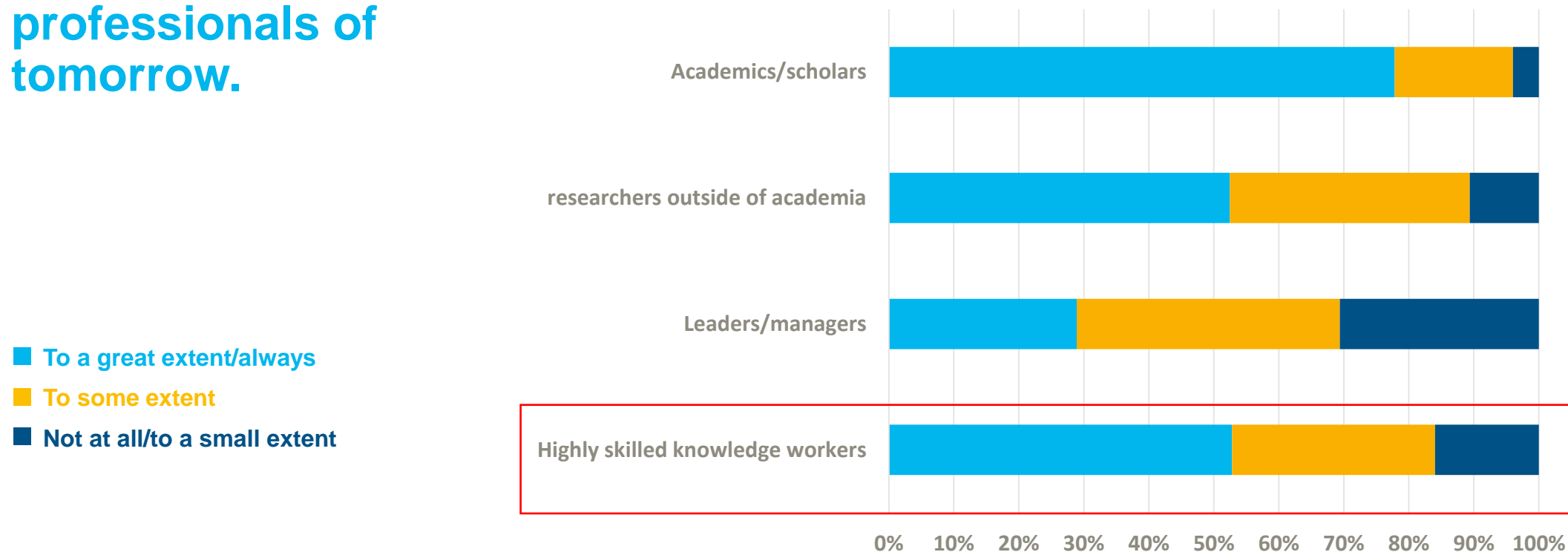
and (mainly) seen as future academic and scholars,

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



but also increasingly seen as the research professionals of tomorrow.

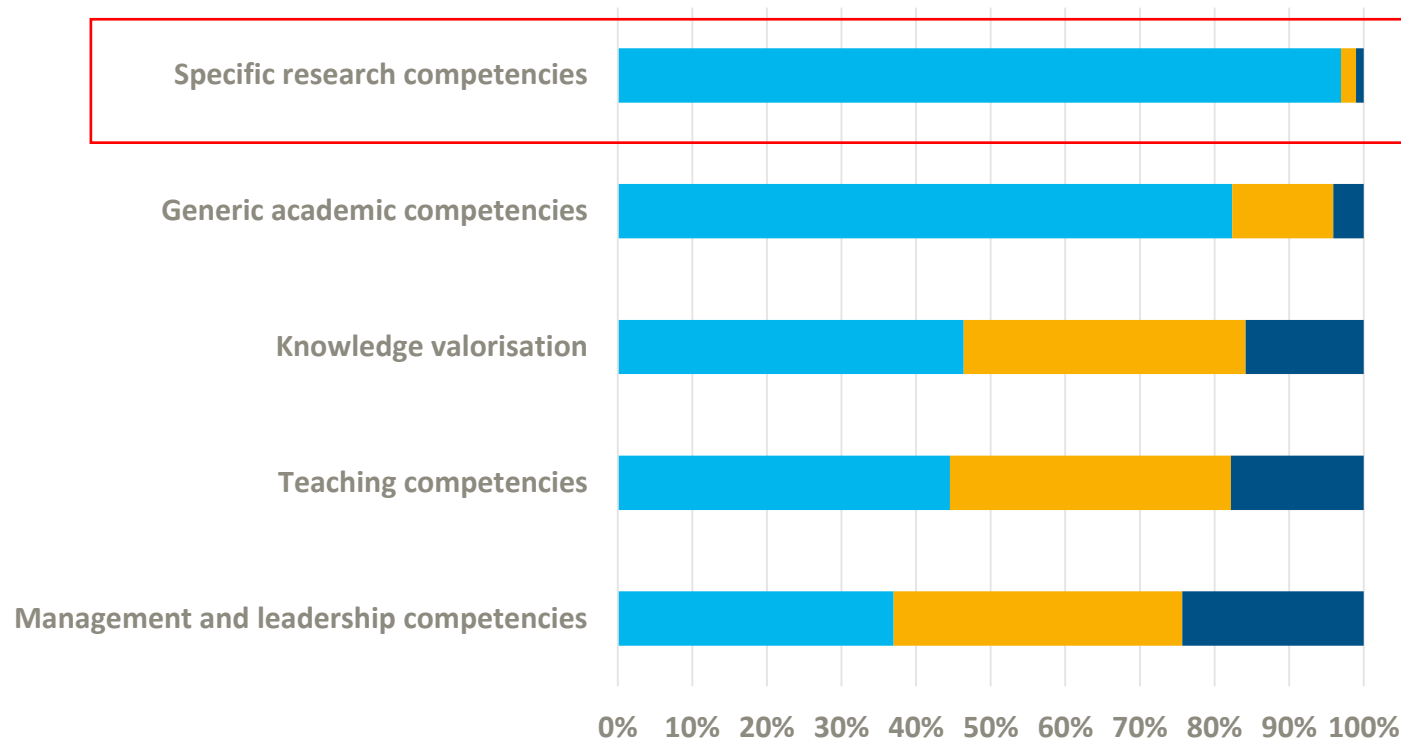
To what extent is doctoral education in your institution conceived as preparing the future generation of...



They focus on research competencies,

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

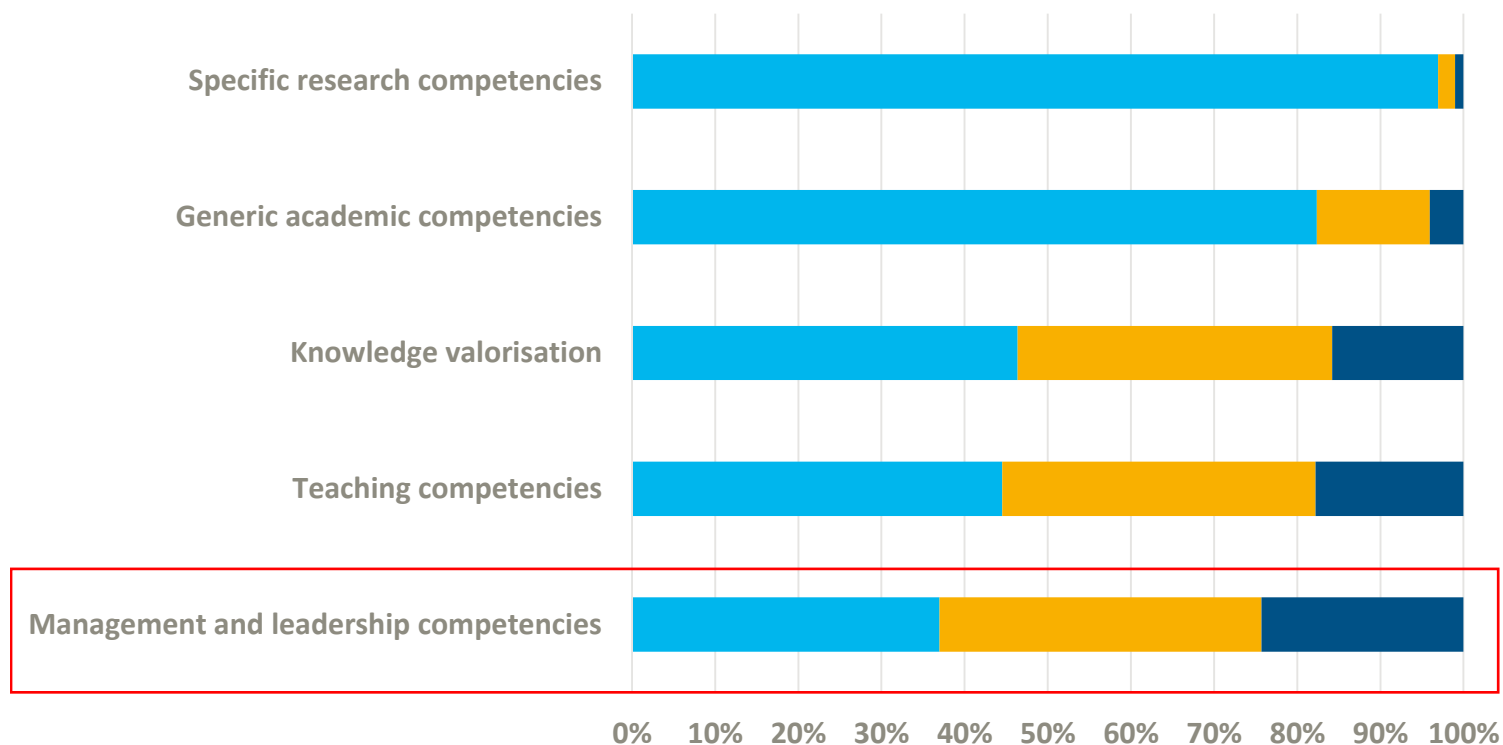
- (Extremely) important
- Somewhat important
- (Somewhat) unimportant



but also acquire transversal competencies.

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

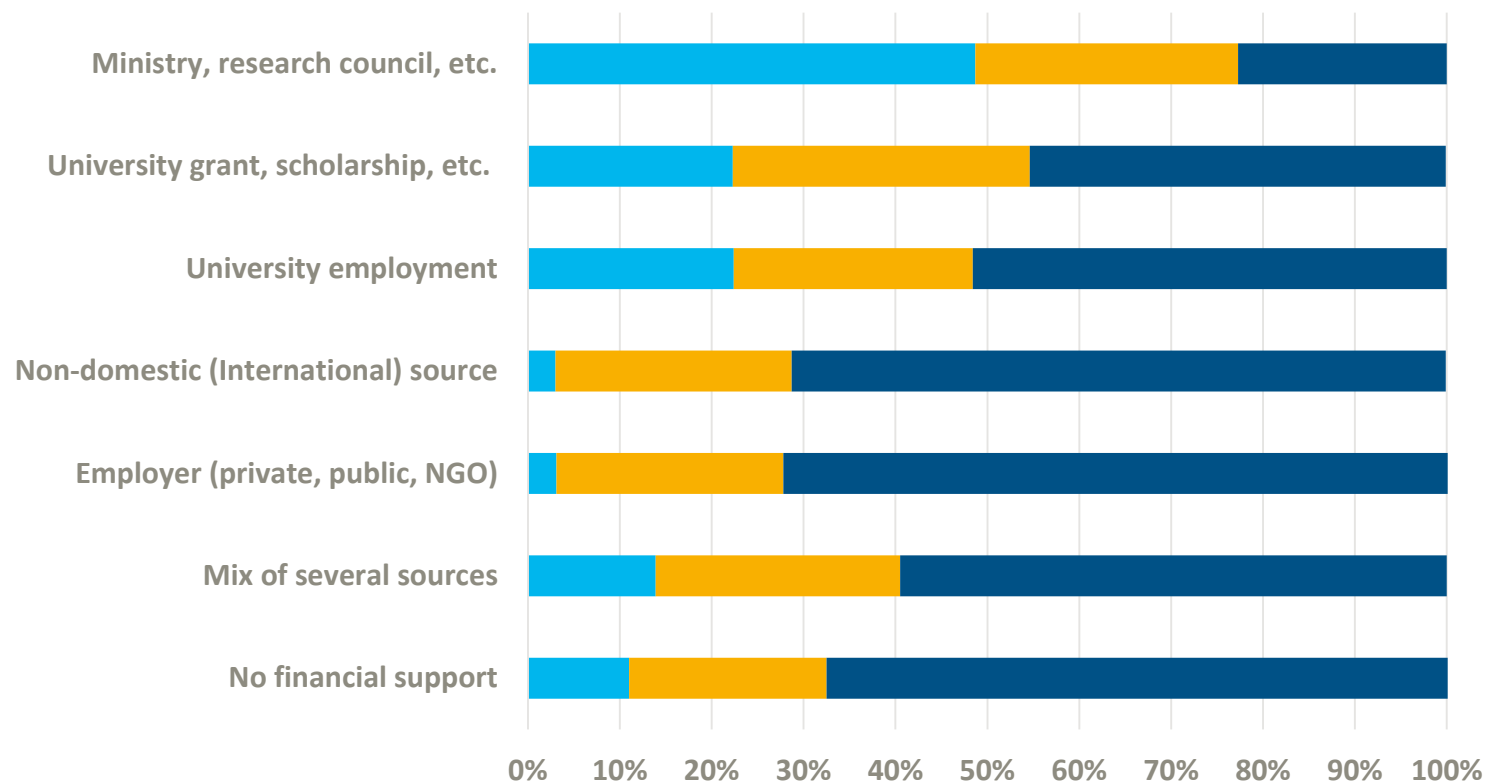
- (Extremely) important
- Somewhat important
- (Somewhat) unimportant



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?



Leading to
different
status of
doctoral
candidates



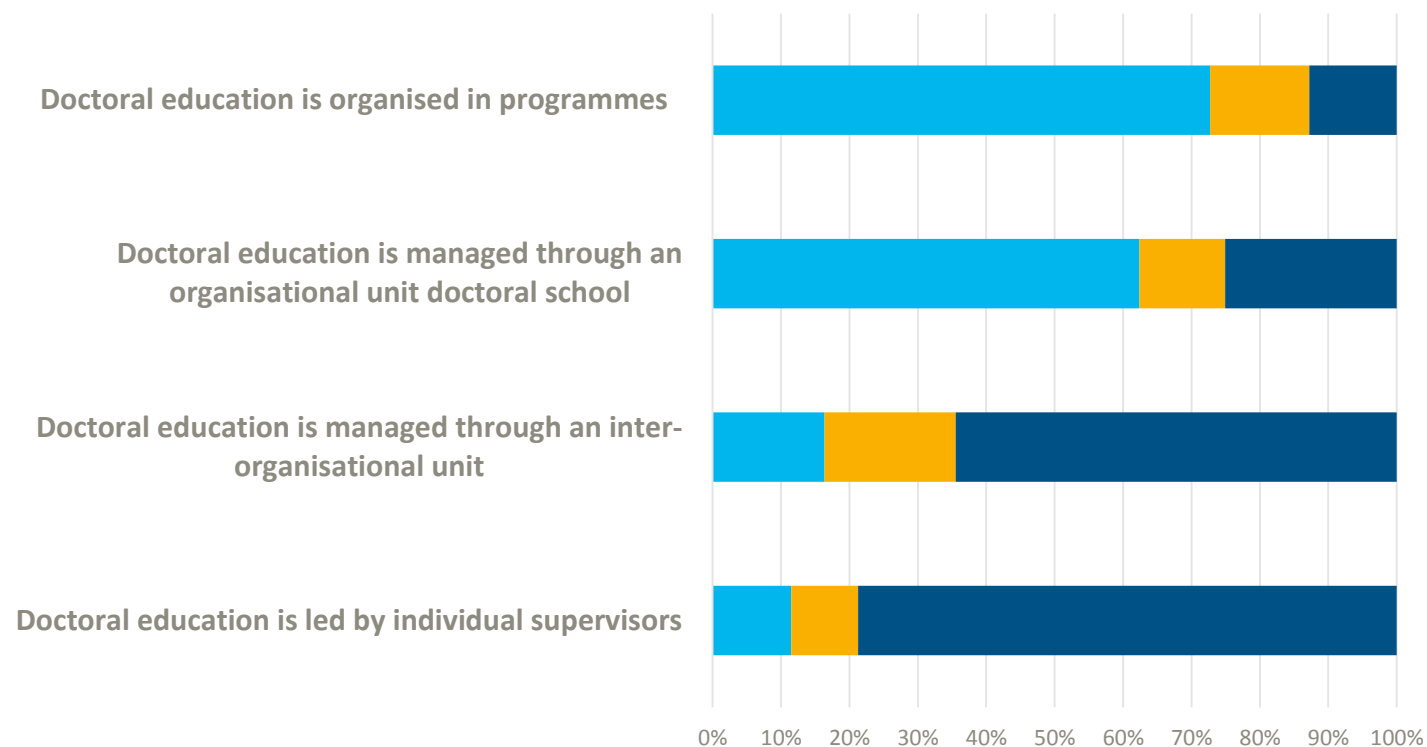
Diversity in the organisation of doctoral education



Most institutions in Europe have elaborated structures

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

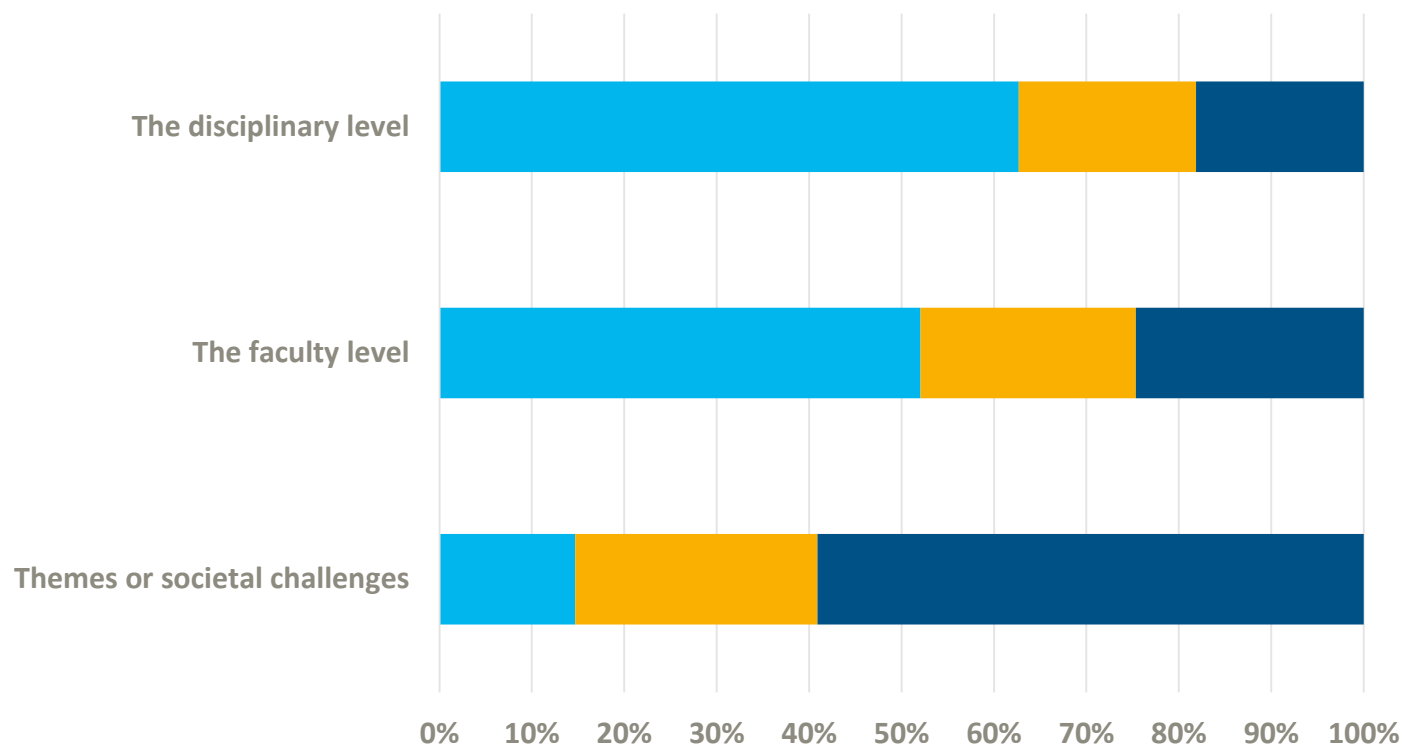
To what extent is doctoral education in your institution organised as...?



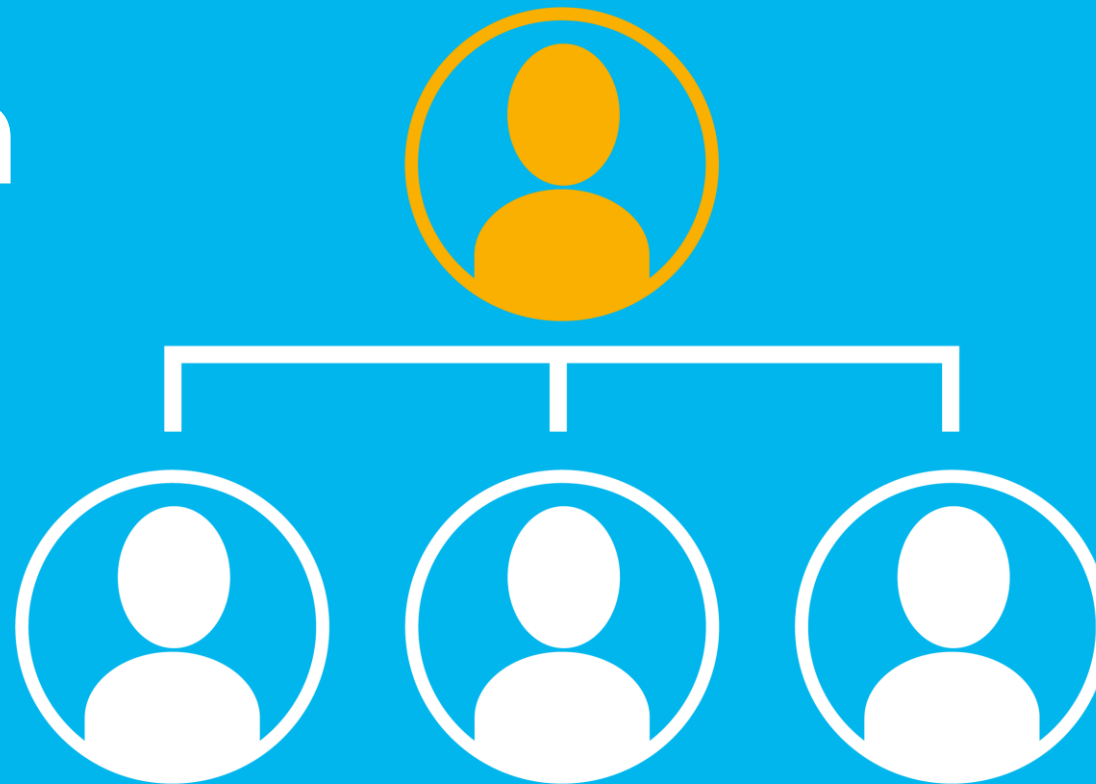
... based on the different levels of University governance (university, faculty, discipline)

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



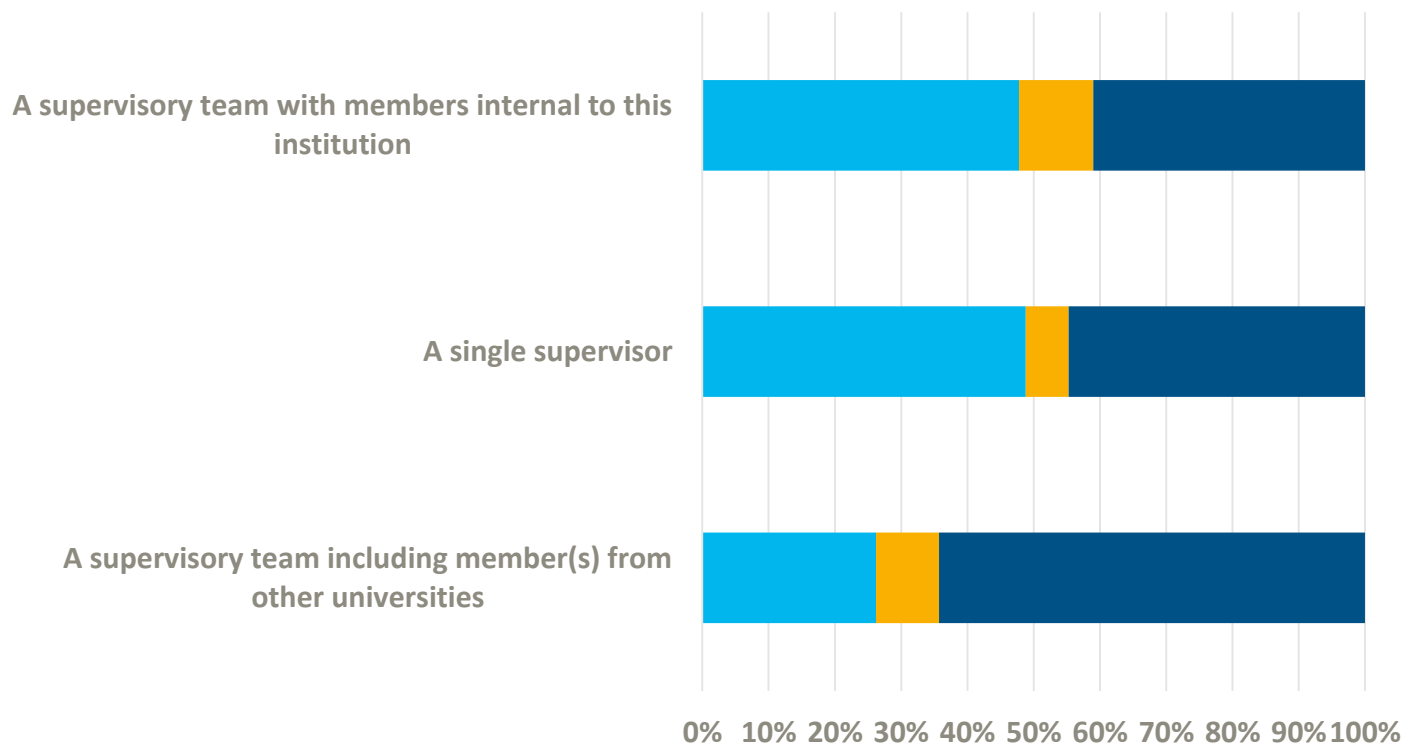
Supervision



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

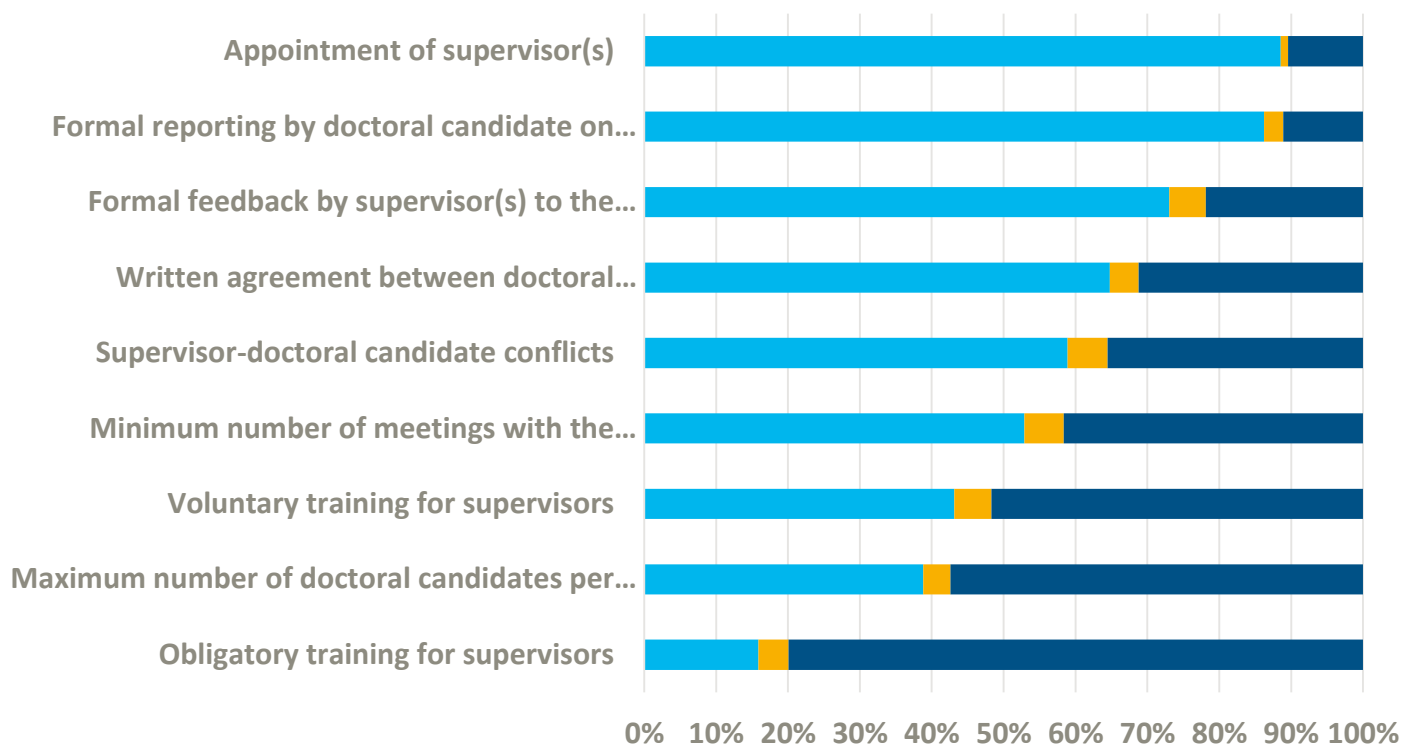
To what extent are doctoral candidates in your institution supervised by ...?



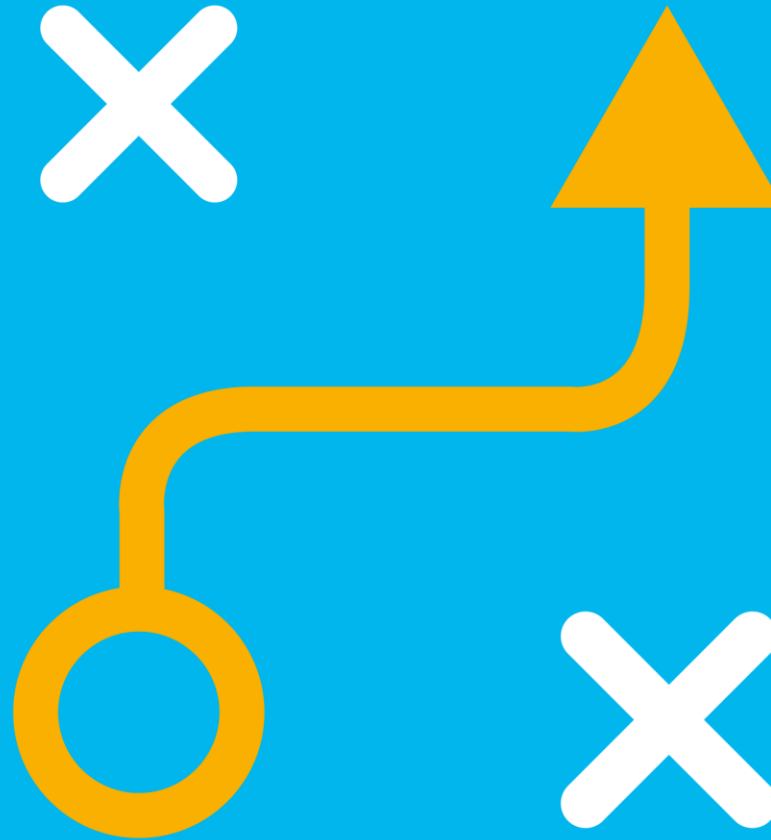
Key aspects of the supervisor-supervisee relation are regulated

- 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?



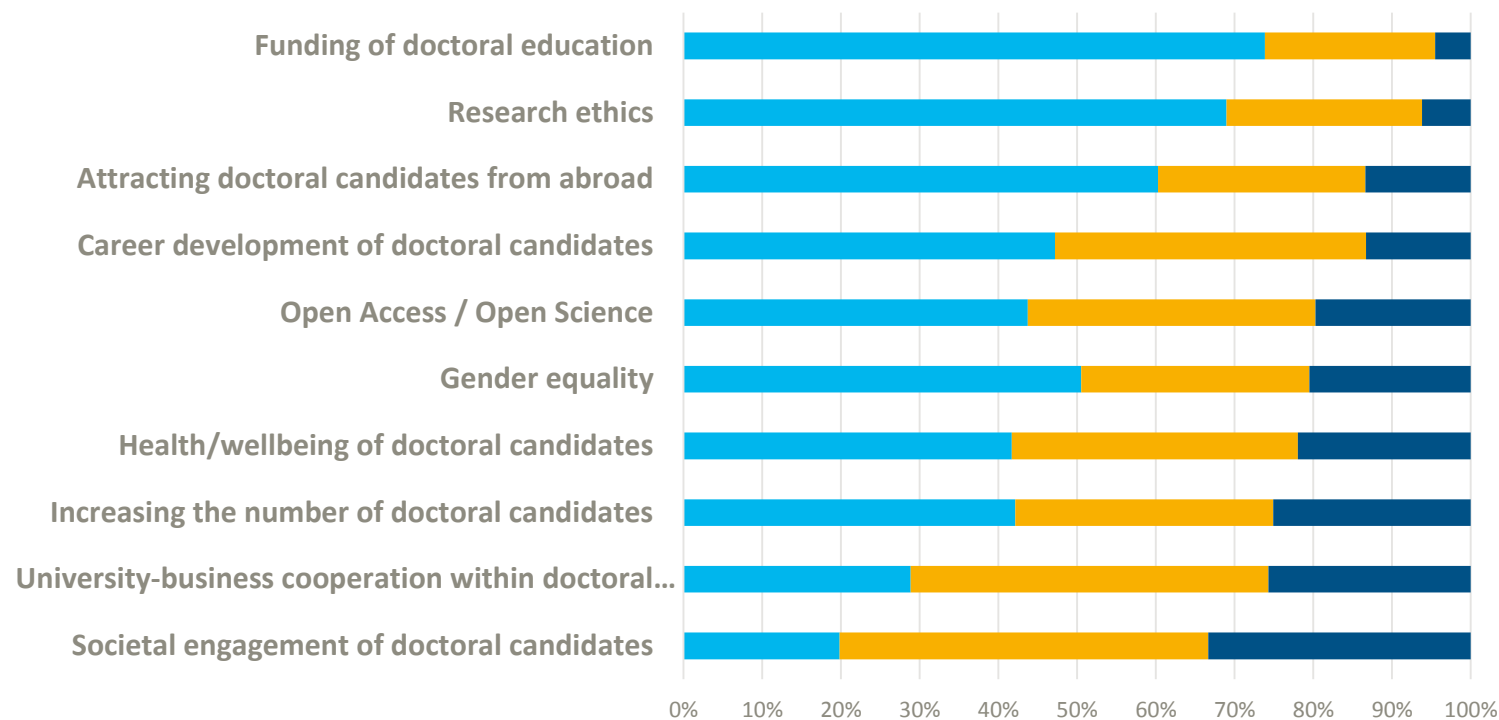
Future priorities



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



EUROPEAN UNIVERSITY ASSOCIATION

DOCTORAL EDUCATION – TAKING SALZBURG FORWARD

IMPLEMENTATION AND NEW CHALLENGES

Developing an ethos of research integrity

- Constantly increasing competition.
→ Pressure to show innovative results as early as possible
- Increasing awareness of the public on ethical question
- Difference between research ethics and research integrity?
- New technologies include new challenges
- Disciplinary specificities should be taken into account

Tackling the digital challenge

- Open research, open education (MOOCs), social media, big data etc.
- Universities need an appropriate research environment and coherent procedures covering the technical, legal and ethical aspects of digitalisation
- Supervisors are to be trained
- What does it mean for doctoral thesis?
- 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 as part of the institutional strategies
- Institutions have the responsibility towards doctoral candidates with an international background
- International capacity building

Engaging with the knowledge society

- Doctoral education build bridges between Universities and societies
- Dialogue between Universities and other stakeholders can be supported through doctoral education
- There is a need for supporting of intersectorial mobility
- 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 developement of best practices
- **Postdocs**
 - Exploring the issue
 - What are the specific needs of postdocs?
 - What can doctoral education provide to postdocs

Emerging topics in doctoral education

- **Research Assessment**
 - The career of early career researcher are strongly dependent on assessment systems
 - Open science needs ending with the focus on only a few quantity-oriented indicators
 - Doctoral candidates need to be able to do the “right” decision
- **Sustainable development goals**
 - Addressing the big societal challenges
 - New skills needed
 - Opportunities for global collaboration



euacde COUNCIL
FOR DOCTORAL
EDUCATION

2019 EUA-CDE Annual Meeting

**The societal dimension of doctoral
education**

 University of Brescia, Italy

 12-14 June 2019

Thank you for your attention

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