



EUROPEAN UNIVERSITY ASSOCIATION
STRONG UNIVERSITIES FOR EUROPE



Capacity Building

Doctoral education: The shape of things to come

Focus Group 2

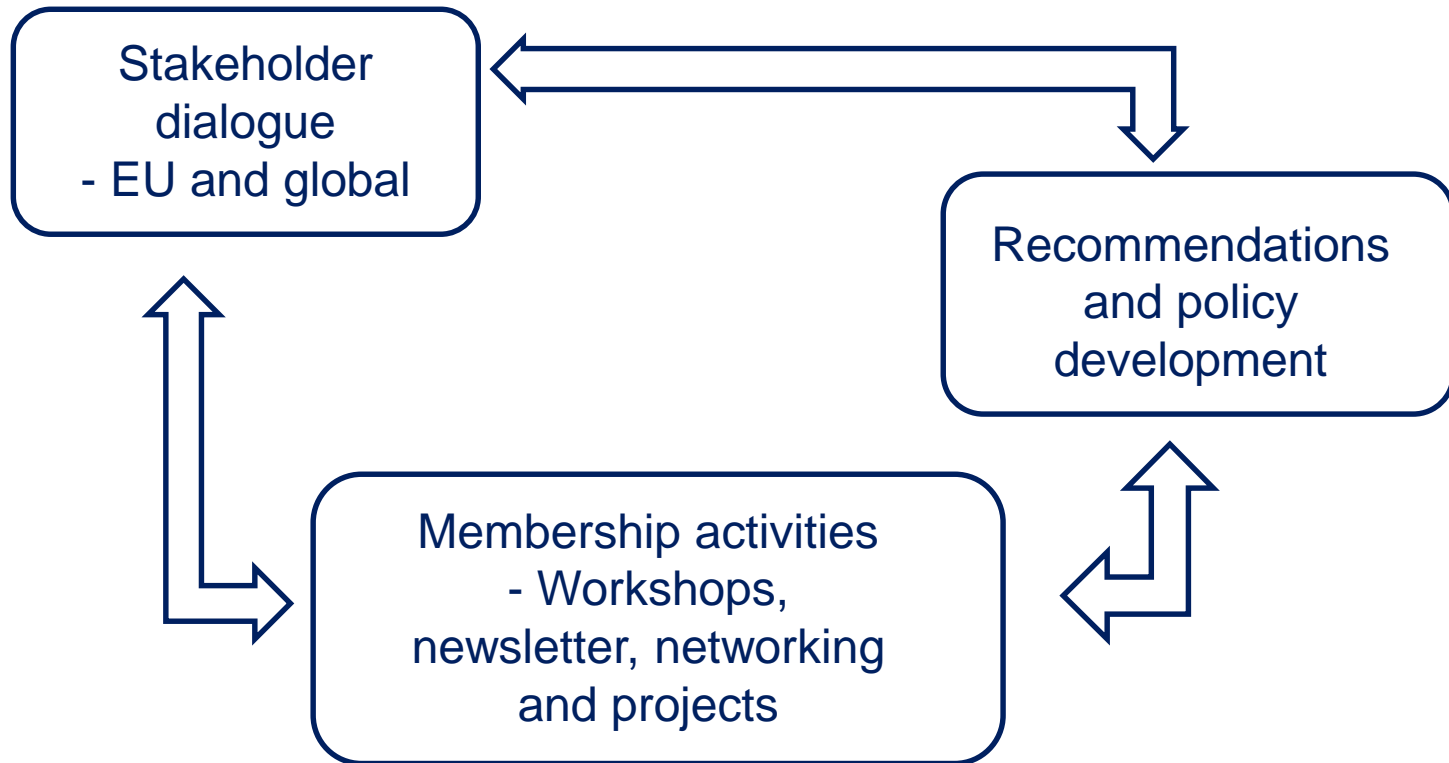
20 February 2015

Comenius University, Bratislava
Slovakia

EUA Council for Doctoral Education

- **EUA – European University Association**
- 850 universities and rectors' conferences in 47 countries
- Developing evidence-based policies
- Advocating these policies
- Promoting development of universities as institutions
- **Council for Doctoral Education (CDE)**
- a membership service focused on doctoral education
- Development of doctoral schools
- Doctorate-specific policy development
- 234 members in 35 countries (from Faro to Tomsk)

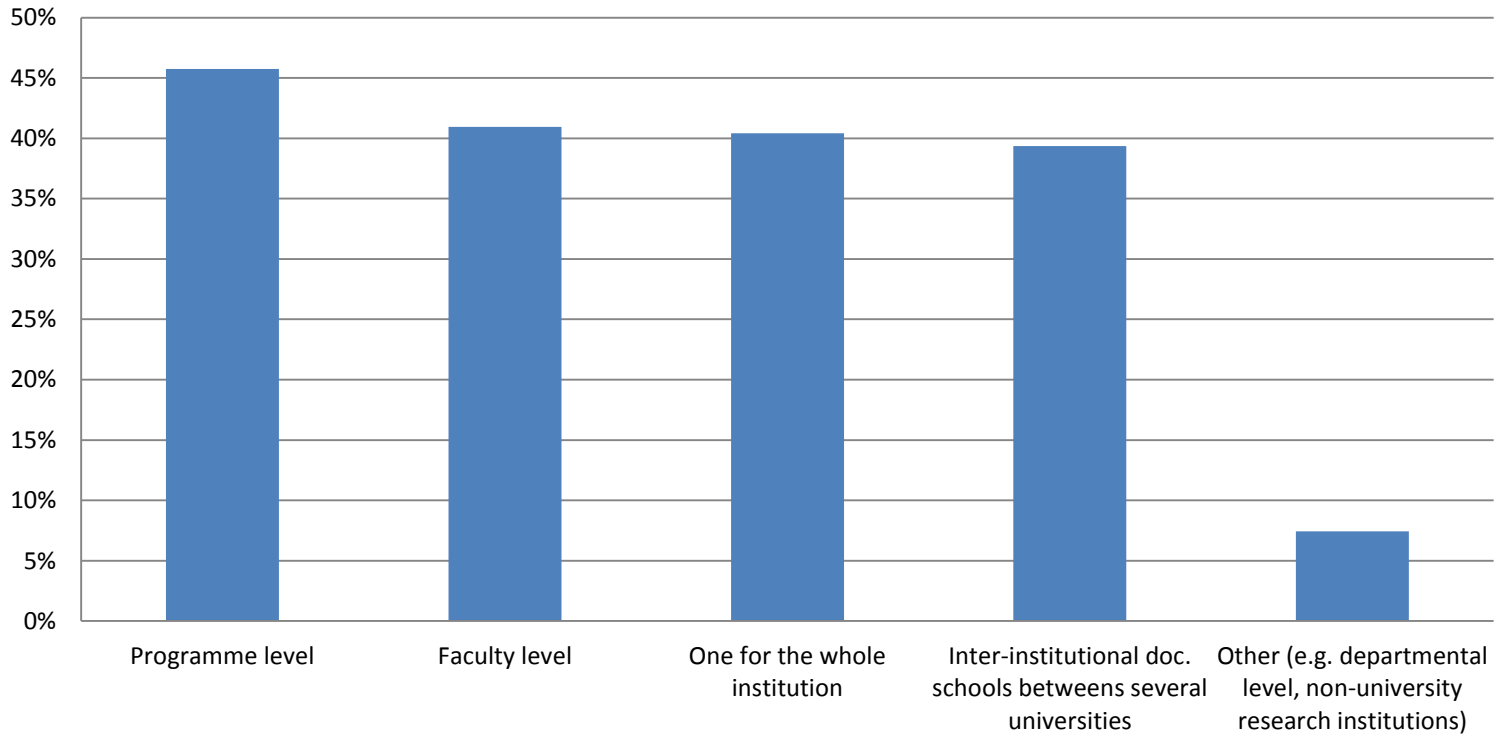
CDE activities



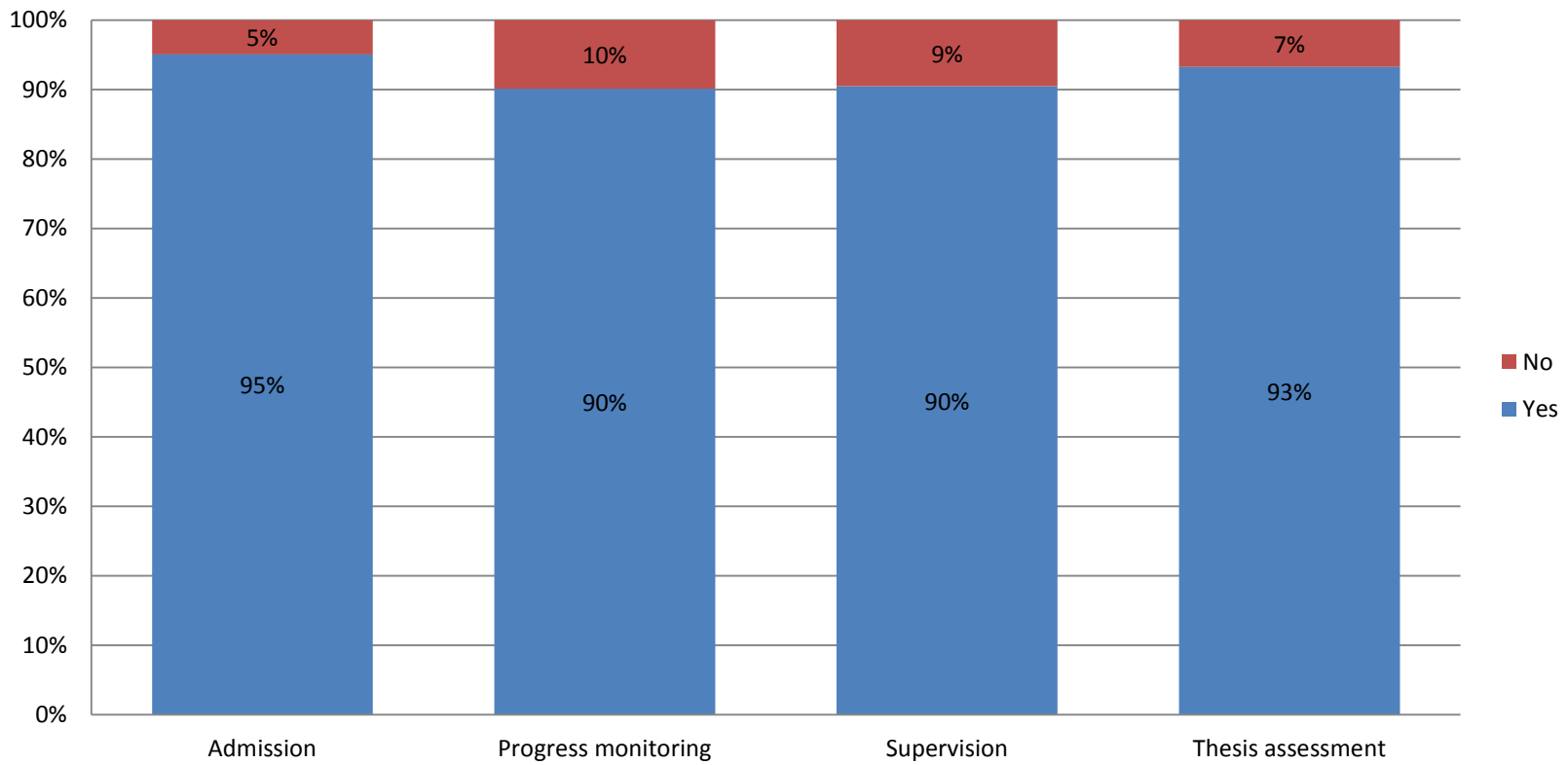
Past policies - Salzburg

- Salzburg Principles
 - ✓ Establishing a framework for doctoral education in the Bologna Process
 - ✓ Doctoral Education based on research, but embedded in institutional strategies
- Salzburg Recommendations
 - ✓ Underlined research
 - ✓ Focused largely on how to embed
 - ✓ Good practices for establishing structures
- 5 years later, structures have largely been established

Doctoral Schools on many levels - differentiated between institution and programme



Procedures (internal QA) universally implemented



The Shape of Things to Come

- While Salzburg and the discussion about structures remain important
- There are new challenges to be met
- The 'embeddedness' involves doctoral education in all the main missions of the university
 - ✓ Research
 - ✓ Teaching
 - ✓ Service to society

Research

- The university mission closest to doctoral education
- Everything that happens here has an impact
- What is then happening?
 - ✓ Science 2.0
 - ✓ 'Crisis of science' – unwanted effects of publish or perish, difficulties with replication
 - ✓ Research systems and research capacity – concentration of capacity vs 'smart specialisation'
 - ✓ Innovation – (too much) focus on applied research
 - ✓ Etc, etc

Learning and teaching

- An area that has been moving fast the last years
- What agendas are spilling over to doctoral education?
- How are we training future university teachers?
 - ✓ MOOCs
 - ✓ Lifelong Learning
 - ✓ Student centred learning
 - ✓ Research-based learning and teaching
 - ✓ 'Unbundling' of location, information and assessment – not in one place (campus) or done by one actor (the university)

Service to society

- Increasingly important for universities everywhere
- At the local, national and global level
 - ✓ Collaboration with non-academic partners
 - ✓ 'Impact'
 - ✓ Role in innovation/technology transfer
 - ✓ Careers of graduates/HR development
 - ✓ Global capacity building

Structure of the day

- Introduction to capacity building
 - ✓ European trends
 - ✓ Why capacity building?
 - ✓ What are the issues?
- Round table presentations
 - ✓ What are the main challenges in terms of building or sustaining research capacity in my institution?
 - ✓ What can my institution do by itself to build and sustain research capacity?

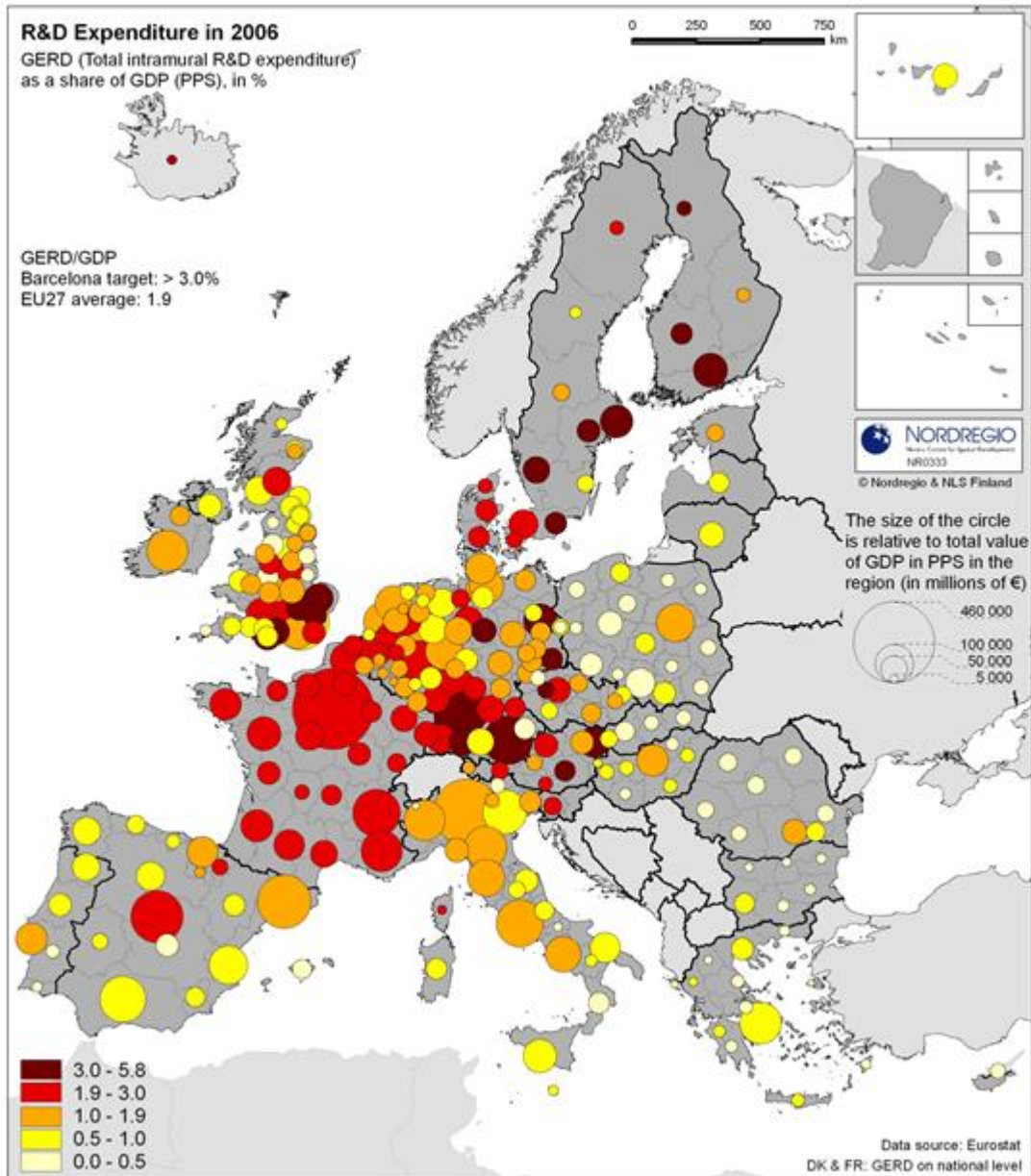
Structure of the day II

- Gallery Walk
 - ✓ What is the right balance between investing in excellence and building capacity for doctoral education?
 - ✓ What are the opportunities to achieve the balance between excellence and capacity building?
 - ✓ What institutional structures are needed be able to build capacity for doctoral education?

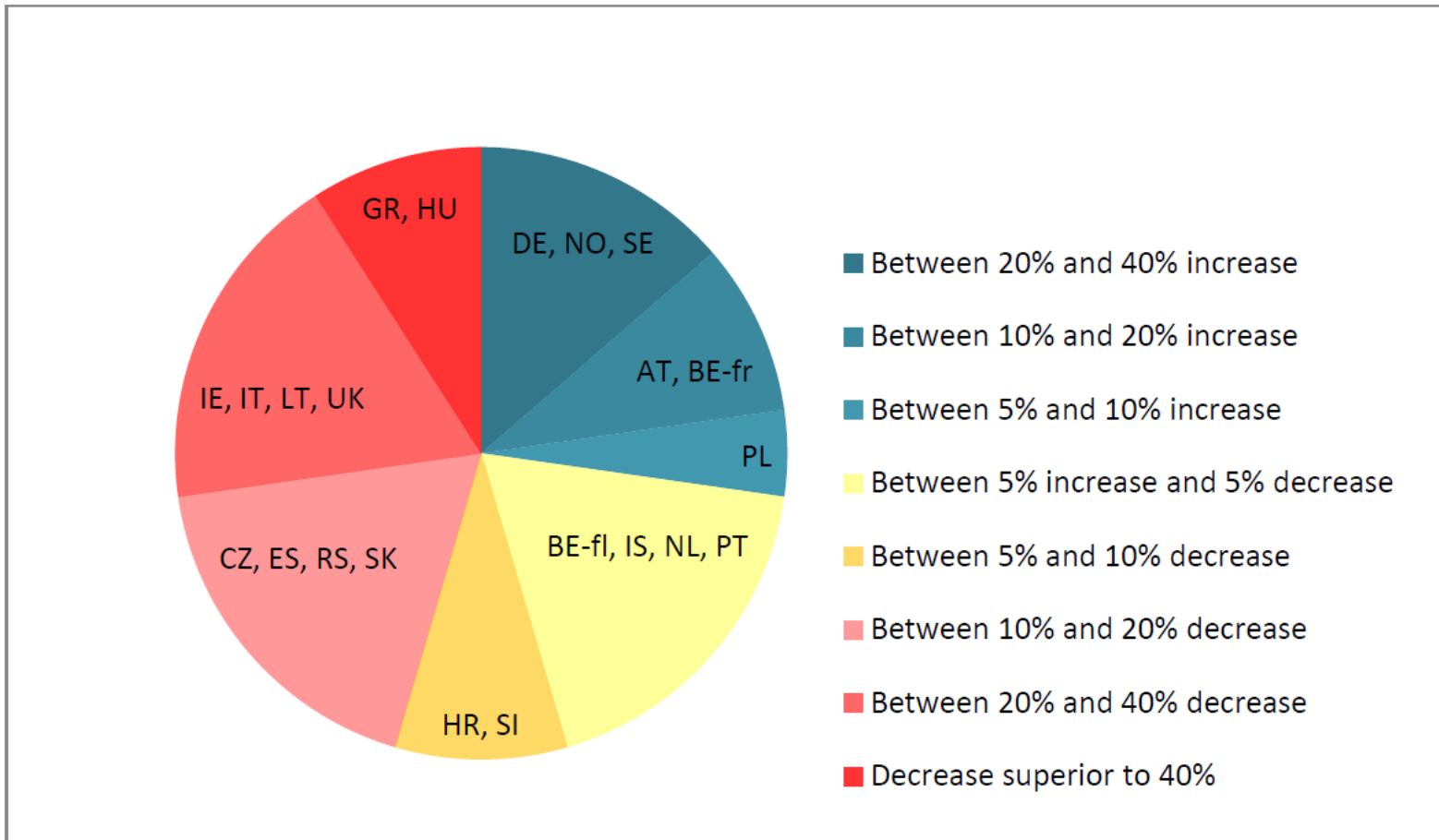
Invest in excellence or build capacity?

- Investing in excellence
 - ✓ Investing scarce resources where it is used better
 - ✓ Promoting good practice through competition (fx excellence schemes)
 - ✓ Promoting those that perform best (performance-based funding)*
 - ✓ Tends to favour concentration
 - ✓ Examples: ERC, Horizon2020
- Capacity building
 - ✓ More diversity – smart specialisation
 - ✓ Promotes R&I everywhere
 - ✓ Look to the system, rather than a few institutions
 - ✓ More equal return of money to all member states in the EU
 - ✓ Risks to spread funds 'too thinly'
 - ✓ Examples: Smart specialisation, structural funds

*See the EUA Define Project (<http://www.eua.be/define.aspx>)



Graph 2 Evolution of public funding 2008-2014 (adjusted for inflation)



What are the issues?

- Evidence from IEP (Institutional Evaluation Programme) system reports for Montenegro (2014), Romania (2014), Portugal (2009), Turkey (2008) Slovakia (2008)
- Resources
 - ✓ Financial resources
 - ✓ Staff resources – lack of supervisors
- Infrastructure
 - ✓ Laboratories
 - ✓ Libraries
- Governance structure
 - ✓ Small strategic capacity
 - ✓ Decentral structure of universities
- Brain drain
- Lack of autonomy – rigid accreditation systems



 **EUA**
European University Association

University Autonomy in Europe

How autonomous are Europe's universities?
**Select one of the countries on
the right to find out.**

<http://www.university-autonomy.eu/>

What can be done?

- Capacity building through partnerships
 - ✓ Strong institution+weak institution=two strong institutions
 - ✓ Fx twinning and teaming in H2020
 - ✓ Sandwich and joint programmes
- Investment
 - ✓ Smart specialisation – invest in regional niches
 - ✓ Invest in infrastructure (structural funds)
- Governance reforms
 - ✓ Give more autonomy and strategic power to institutions
- What actually works?

Thank you for your attention