

EUA-CDE Annual Meetings as a Tool for Improving Doctoral Training Practice

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Abstract. The study is devoted to the characteristics of the tools used by the Council for Doctoral Education of the European University Association (EUA Council for Doctoral Education) in order to improve the quality of doctoral education and training applicants for the degree of Doctor of philosophy in the context of European education reform. The article reveals the social and economic prerequisites for the creation of the Council for Doctoral Education, which regulates the activities of subjects of the European Research Area. The specifics of holding and the agenda of the annual meetings and conferences of the Council for Doctoral Education as a tool for spreading innovative experience and best practices of research institutions and higher educational institutions that train postgraduates and doctoral students are clarified. The main issues and problems considered by the participants of the meetings and conferences are outlined in order to promote the implementation of the main Salzburg Principles and Recommendations regarding doctoral education in the context of the Bologna Process. In particular, 10 main Salzburg Principles and Recommendations that serve as a benchmark for subjects of the European Research Area are considered. The main conditions for turning the annual meetings into the main forum for dialogue with a wide range of stakeholders on doctoral education issues are described. The features of the first annual meeting on doctoral education are defined, which sets out the platform, vision, mission and goals providing for the development and activation of the dialogue on reforming European doctoral education. The key areas of work of the Council for Doctoral Education are identified and characterized: in particular, changing the role of doctoral education and research training and a new vision of doctoral programs in the knowledge society; updating the practice and methods of research training (innovative organizational structures; training in transversal competencies, abilities; improving supervision, coordination; the introduction of new doctoral programs and degrees; joint doctoral programs; internationalization; interdisciplinary research; development of a research career at an early stage; cooperation with other stakeholders). The main goals of conferences held by the Council for Doctoral Education in order to identify trends in the development of doctoral training in the European Higher Education Area (EPVO) are defined, in particular, critical assessment of changes in doctoral training, identification and coordination of priority areas of activity of the Council for Doctoral Education in the coming years.

Key words: doctoral education, doctoral training, EUA Council for Doctoral Education, EUA-CDE Annual Meeting,

Щорічні збори Ради з питань докторської освіти як інструмент вдосконалення практики докторської підготовки

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Анотація. Дослідження присвячено характеристиці інструментів, що використовуються Радою з питань докторської освіти Європейської асоціації університетів (EUA Council for Doctoral Education) з метою підвищення якості докторської освіти та підготовки здобувачів ступеня доктора філософії в умовах реформування Європейської освіти. У статті виявлено соціальні та економічні передумови створення Ради з питань докторської освіти, яка регулює діяльність суб'єктів Європейського дослідницького простору. З'ясовано особливості проведення та порядок денний щорічних зборів та конференцій Ради з питань докторської освіти як інструментарію поширення інноваційного досвіду та передової практики дослідницьких установ та вищих навчальних закладів, які готують аспірантів та докторантів. Окреслено основні проблеми та питання, які розглядаються учасниками зборів та конференцій з метою сприяння запровадженню основних Зальцбургських принципів та рекомендацій докторської освіти у контексті Болонського процесу. Зокрема, розглянуто 10 основних Зальцбургських принципів та рекомендацій, що слугують орієнтиром для суб'єктів Європейського дослідницького простору. Схарактеризовано основні умови перетворення щорічних зборів на основний форум для діалогу за участю широкого кола зацікавлених сторін з питань докторської освіти. Визначено особливості перших щорічних зборів з питань докторської освіти, на яких викладено платформу, бачення, місію і цілі, що передбачають розвиток і активізацію діалогу з реформування європейської докторської освіти. Виокремлено та схарактеризовано ключові напрямки роботи Ради з питань докторської освіти: зміна ролі докторської освіти та дослідницької підготовки та нове бачення докторських програм у суспільстві знань; оновлення практики і способів дослідницької підготовки (інноваційні організаційні структури; навчання трансверсальним компетентностям, здібностям; вдосконалення керівництва, координації; поява нових докторських програм і ступенів; спільні докторські програми; інтернаціоналізація; міждисциплінарні дослідження; розвиток дослідницької кар'єри на ранньому етапі; співпраця з іншими стейкхолдерами). Визначено основні цілі конференцій, що проводяться Радою з питань докторської освіти з метою виявлення тенденцій розвитку докторської підготовки у Європейському просторі вищої освіти (ЄПВО), зокрема, критичне оцінювання змін у докторській підготовці, визначення та узгодження пріоритетних напрямів діяльності Ради з питань докторської освіти у найближчі роки.

Ключові слова: докторська освіта, докторська підготовка, Рада з питань докторської освіти Європейської асоціації університетів, щорічні збори Ради з питань докторської освіти ЄАУ.

Ежегодные собрания Совета по вопросам докторского образования как инструмент совершенствования практики докторской подготовки

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Аннотация. Исследование посвящено характеристике инструментов, используемых Советом по вопросам докторского образования Европейской ассоциации университетов (EUA Council for Doctoral Education) с целью повышения качества докторского образования и подготовки соискателей степени доктора философии в условиях реформирования Европейского образования. В статье выявлены социальные и экономические предпосылки создания Совета по вопросам докторского образования, регулирующего деятельность субъектов Европейского исследовательского пространства. Выявлены особенности проведения и повестка дня ежегодных собраний и конференций Совета по вопросам докторского образования как инструментария распространения инновационного опыта и передовой практики исследовательских учреждений и высших учебных заведений, которые готовят аспирантов и докторантов. Определены основные проблемы и вопросы, которые рассматриваются участниками ежегодных собраний и конференций с целью содействия внедрению основных Зальцбургских принципов и рекомендаций в отношении докторского образования в контексте Болонского процесса. В частности, рассмотрены 10 основных Зальцбургских принципов и рекомендаций, которые служат ориентиром для субъектов Европейского исследовательского пространства. Охарактеризованы основные условия преобразования ежегодного собрания в основной форум для диалога с участием широкого круга заинтересованных сторон по вопросам докторского образования. Определены особенности первого ежегодного собрания по вопросам докторского образования, на котором изложена платформа, видение, миссия и цели, предусматривающие развитие и активизацию диалога в области реформирования Европейского докторского образования. Выделены и охарактеризованы основные направления работы Совета по вопросам докторского образования: в частности, изменение роли докторского образования и исследовательской подготовки и новое видение докторских программ в обществе знаний; обновление практики и способов исследовательской подготовки (инновационные организационные структуры; обучение трансверсальным компетентностям, способностям; усовершенствование руководства, координации; внедрение новых докторских программ и степеней; совместные докторские программы; интернационализация; междисциплинарные исследования; развитие исследовательской карьеры на раннем этапе; сотрудничество с другими стейкхолдерами). Определены основные цели конференций, проводимых Советом по вопросам докторского образования с целью выявления тенденций развития докторской подготовки в Европейском пространстве высшего образования (ЕПВО), в частности, критическое оценивание изменений в докторской подготовке, определение и согласование приоритетных направлений деятельности Совета по вопросам докторского образования на ближайшие годы.

Ключевые слова: докторское образование, докторская подготовка, Совет по вопросам докторского образования Европейской ассоциации университетов, ежегодное собрание Совета по вопросам докторского образования EAU

I. Introduction.

EU countries acquired a deeper understanding and insight of the doctoral education reforms after the introduction of the Bologna Process (1999) aiming at creating the European Higher Education Area (EHEA) and implementing the Lisbon Strategy (2000) to form the European Research Area (ERA). Doctoral training as the highest educational level is rapidly developing at the global scale primarily due to a research and innovation type of social advancement, an increase in the share of highly qualified specialists beyond academia. Global ambitions of society to fulfill economic and social objectives in order to develop knowledge-driven economy through the application of knowledge can be realized subject to a sufficient number of “well-trained researchers who are able to take up the challenge” [1]. It was universities that should play the key role in the above innovations through the implementation of doctoral programs of a new type. The introduction of doctoral programs at the global scale has created a scientific basis for introducing reforms of doctoral training in line with current trends while preserving national achievements.

The world is experiencing growth in the number of serious global problems and major challenges that can be addressed only by highly educated and creative persons. This requires many universities in Europe to increase the number of doctoral candidates in recent years and change the way and model of supervision of PhD students. From this perspective, universities are held liable for the organization and management of the process of doctoral training in a new manner. The new model of doctoral training is based on clearly determined regulations and expectations of all stakeholders and actors in the process of doctoral training. Universities have to assume much more responsibility for the progress made and to operate in a new landscape.

In order to meet these new challenges, universities have had to change their governance models and offer a specialized focus on the role and responsibility of the leadership at the institutional level. To cope with the new situation, university leadership should have kept balance between the requirements of the academic community for more autonomy and social responsibility of universities, on the one hand, and the regulatory mechanisms, monitoring the performance of universities, on the other hand,. The need for increased institutional responsibility has led to the university leadership becoming more professionalized. Furthermore, the institutional responsibility affects the supervision process, which still occupies central importance in the doctoral journey.

II Materials and Methods

The goal of the paper is to outline the tools used by the EUA Council for Doctoral Education to enhance the quality of doctoral education and research training and facilitate their development from the perspective of reforming doctoral training.

The goal to be sought is implemented by applying the following groups of methods:

- general scientific (analysis, synthesis, comparison, generalization and systematization);
- specific scientific (method of genetic analysis, method of structural and logical analysis; method of structural and functional analysis);
- empirical (analysis of documents of international organizations and international projects on the problem of reforming doctoral education, legislative and regulatory documents in the field of doctoral training).

The launch of the EUA Council for Doctoral Education (EUA-CDE) in 2008 has significantly changed the nature and scope of doctoral education and research training. It is a network that promotes collaboration and exchange of good practices among EU universities, as well as facilitates the consolidation of a community of academic professionals from more than 260 higher educational institutions. With these aims, EUA-CDE holds annual meetings, the agenda of which covers the most burning issues such as enhancing the quality of doctoral programs, expanding the opportunities to achieve employment beyond academia, the best preparation for doctoral journey, research financing, research career development, etc. Participants of these meetings include academic leaders, doctoral education professionals, postdoctoral researchers and doctoral candidates and other persons interested in PhD training reformation. "The Annual Meeting of EUA-CDE has developed into the main forum for stakeholder dialogue regarding doctoral education" [1; 21]. Since that time much has done for the social development through innovation in doctoral education and research training. The EUA-CDE annual meetings and conferences have become the tools to disseminate such innovative experience and best practice.

The First Annual Meeting of the EUA Council for Doctoral Education (EUA-CDE Annual Meeting) was held in the University of Lausanne on 1-3 June 2008, where the Council outlined its platform, vision, mission and goals providing for the development and intensification of dialogue on reforming the European doctoral education. The objectives of the conference were:

- to introduce EUA-CDE to European universities;
- to critically evaluate developments in doctoral education;
- to agree on priorities for EUA-CDE activities and topics in the coming years;
- to ensure the operation of EUA-CDE from the international perspective [2].

The key development directions were determined as follows:

- changing the role of doctoral education and research training and a new vision of doctoral programs in the knowledge society;
- updating the practice and ways of research training (innovative organizational structures; training in skills, abilities; improvement of leadership, coordination, supervision; emergence of new doctoral programs and degrees; joint doctoral programs; internationalization; interdisciplinary studies; early research career development; cooperation with other stakeholders, etc.);
- follow-up activity of EUA-CDE.

Moreover, the First EUA-CDE Annual Meeting covered mainstreams and red hot issues in the development of doctoral training, including but not limited to, new organization and structure models, innovative PhD supervisory practice, transferable skills training, research career development, and institutional focus on internationalization and mobility. The speakers at the conference insisted on the importance of coherence and comparability in doctoral education and research, while ensuring flexibility and diversity. At this meeting some

European universities such as University of Trento, Ghent University, University of Bremen, presented the examples of their successful implementation of new practices. These universities abandoned the old model based on apprenticeship between a supervisor and PhD student and the new supervision model with focus on a broader mode of doctoral training. High-profile research, research skills and transferable skills, employment beyond academia, a limited doctoral duration (3-4 years full time) received priority at the meeting [2].

The goal of the Second EUA-CDE Annual Meeting held on 4–5 June 2009 at the University of Lausanne in Switzerland was to discuss the following areas of concern: supervision, research careers, internationalization, research assessment and doctoral education, collecting data on doctoral programs and the role of networks in European doctoral education. The Second Annual Meeting recommended the development of common (or minimum) standards for supervision by concluding supervision agreements as an important tool which should include: skills development, specific commitments of PhD candidate and the supervisor and duration of the doctoral program. These issues were structured in “Supervision and Training Charter for Early Stage Researchers” [2; 4; 20].

The aim of the Third EUA-CDE Annual Meeting held on 4–5 June 2010 in Berlin was to discuss the future of doctoral education in the remit of the fifth anniversary of the Salzburg Principles. The meeting focused on significant changes in doctoral education in Europe made since the anniversary of the Salzburg Principles towards the implementation of structured programs and the doctoral schools in European universities. The incorporation of a doctoral component in institutional structures has become a direction line for doctoral education. Institutions brought their academic profile and mission in line with new aspects of doctoral reforms [5].

The topic of the Fourth Annual Meeting of the EUA Council for Doctoral Education hosted by Carlos III University of Madrid in 2011 was “Promoting Creativity: Cultivating the Research Mindset” with a strong focus on the university structures providing for individual development, creativity promotion and innovation in doctoral education. It should be noted that in 2011 the EUA launched the two major projects – the Accountable Research Environments for Doctoral Education (ARDE) project aiming at gathering evidence of existing structures, good practice and areas of concern, as well as finding the ways of quality assurance and enhancement in doctoral education, and the Cooperation on Doctoral Education between Africa, Asia, Latin America, and Europe (CODOC) project aimed at examining collaborative doctoral programs under institutional development in terms of research profile and strategy, internationalization and collaboration, managerial framework, PhD students, employment opportunities [6].

The Fifth EUA-CDE Annual Meeting hosted by Karolinska Institute on 25-26 September 2012 in Stockholm was dedicated to the issues on funding the sector of doctoral education. Investments in research training and financial support for the duration of PhD program were seen as the key points of a doctoral training system aimed at obtaining professionals who would be able to develop knowledge economies and address social and economic challenges. In particular, a new funding model could allow PhD students to fully focus on their research and outcomes [7].

The Sixth EUA-CDE Annual Meeting hosted by the University of Warsaw on 18 June 2013 considered the topic “From Student to Researcher: Are We on the Right Track?” The development of doctoral education provided for the transition from the apprenticeship (traditional) model to the community model with individual and collective responsibilities resulted in the institutional quality assurance [8].

The topic of the Seventh EUA-CDE Annual Meeting hosted by the University of Liverpool (United Kingdom) on 19-20 June 2014 was “Doctoral Education: Thinking Globally, Acting Locally”. Participants of the meeting discussed the global trends in doctoral education reforming and their potential consequences at the institutional level. They focused on the increased intertwining of universities and their research activities across the globe, growth in the number of PhD graduates, global mobility. Universities were recommended to focus more on attracting talented doctoral candidates [9].

The Eighth EUA-CDE Annual Meeting hosted by TUM Graduate School in Munich (Germany) on 18-19 June 2015 was entitled “The Future of Doctoral Education – Where Do We Go from Here?” Participants of the meeting discussed such developments as digitalization, open access, a massive open online course, competitive and performance-based funding and a greater need to demonstrate the results of their research and the impact of the above developments on doctoral education in the future. The transition from a supervisor-supervisee relationship to the relations with more responsibility at the institutional level was also examined [10].

The topic of the Ninth EUA-CDE Annual Meeting hosted by Rovira i Virgili University (Spain) on 16-17 June 2016 was “Doctoral Education: a Dilemma of Quality and Quantity?” At the meeting the EUA representatives specified the three challenges the EU universities faced: 1) ethics and integrity (conducting research in competitive environment with limited resources; increasing pressure to perform abating integrity; availability of new tools and techniques, big data, privacy, cultural differences with ethical elements; 2) digitalization (openness throughout the research cycle, open educational resources (massive open online courses), the need to provide adequate framework and coherent policies for “technical, legal, and ethical aspects”; 3) globalization of scientific research (technological possibilities; data revolution, advances in communication technology, etc. [11]

The Tenth EUA-CDE Annual Meeting hosted by Tallinn University (Estonia) on 15-16 June 2017 was dedicated to the problem of digitalization and titled “Doctoral Education and Harnessing Digital Possibilities”. The issue of digitalization began to be discussed at the previous meeting and considered to be still pressing since academic community in general and doctoral candidates in particular were facing the challenges and opportunities of digital acceleration process. The report “Digitalization of Society, the Role of Universities and Its Impact on Doctoral Education and Research” stated that digitalization provided both opportunity and challenge for universities: The transformation of universities toward sustainability should line up with the dynamics of the forward-going digital revolution. Digitalization supports transparent and accessible knowledge in the form of open science ensuring public accessibility and transparency of science communication, scientific data, experimental methodology, use of tools dependent on web technologies to facilitate scientific communication, expert knowledge, etc. [12]

The issue of globalization continued to be considered at the Eleventh EUA-CDE Annual Meeting entitled Excellence through Diversity: Doctoral Education in a Globalized World, which was held in the University of Ljubljana (Slovenia) on 07-08 June 2018. The 11th Annual Meeting coincided with the 10th anniversary of EUA-CDE. The meeting focused on the ways in which embracing diversity in doctoral education and training contributed to promoting research excellence, innovation and professional development and employment opportunities for PhD holders beyond academia. Doctoral education at the global scale reflects the diversity of European higher education and research systems and the changes that have taken place in the doctoral education landscape over the last decade. These include higher participation rates, continued internationalization, the organizational variety of doctoral programs and diverse backgrounds of doctoral candidates. A crucial point at the meeting was the presentation and discussion of the outcomes of a key study on the organizational structure of doctoral education in Europe carried out by EUA-CDE over the last year [13].

The Twelfth EUA-CDE Annual Meeting, held in the University of Brescia (Italy) on 07-08 June 2019, was devoted to the issue of the societal dimension of doctoral education. Participants of the meeting attached particular importance to the social contribution of PhD candidates and doctoral schools and their interaction with different society sectors. The 2019 EUA-CDE Annual Meeting tackled a variety of related topics such as the contribution of doctoral education to achieving the Sustainable Development Goals, the opportunities and challenges of science communication, inter-sectoral mobility and collaboration, career development, skill development for addressing global challenges, and societal impact and outreach. In addition, they discussed the different ways of doctoral education contribution to the well-being of society, the construction of public awareness and the growth of knowledge [14].

The Thirteenth EUA-CDE Annual Meeting hosted by the University of Manchester in the UK on 24-26 June 2020 focused on the role of doctoral education in European universities, disciplines and interdisciplinarity in doctoral education. Participants of the meeting examined two institutional approaches to doctoral education at the university level. There were some online sessions with presentations demonstrating the way doctoral education may be inextricably linked with the academic missions, being central to institutional practices and strategies, innovative programs and services to support the development of doctoral candidates. The second online session examined new strategies and doctoral programs implemented by three institutions in order to better support the career trajectory of PhD candidates. The practices of the doctoral school of the Federal Polytechnic School of Lausanne with several innovative doctoral education programs developed to facilitate the acquirement of tailored entrepreneurial and leadership skills and the Dahlem Research School of the Free University Berlin deserved to be highlighted. The initiative of the latter involved the creation of a central doctoral registration system to ensure the management of doctoral procedures at the institutional level and to create a

database of comparable data to monitor the terms and conditions of doctoral training. The third online session focused on institutional practices aimed at building the university profile and enhancing policy making processes at doctoral schools. Participants were shown the presentations of new institutional governance practices aimed at developing the university profile and enhancing policies and procedures at doctoral schools [15].

In September 2021, the Fourteenth EUA-CDE Annual Meeting focused on specifics of the doctoral education practice in the light of the COVID pandemic and the ways to address the significant hardship and global challenges facing doctoral education as a result of the COVID-19 crisis. The discussed issues included doctoral training development towards collaborative practices, the development of doctoral researchers' skills, the importance of academic freedom and the impact of the pandemic on doctoral education at a global scale. In addition, the results of the 2021 EUA-CDE survey on current developments in doctoral education were firstly presented and discussed at this meeting through virtual focus groups. It should be noted that the 2021 EUA-CDE Annual Meeting was more multi-faceted than ever before with focus on the global dimension of doctoral education and the need to pool further efforts to improve the doctoral education. This Annual Meeting was held with the use of an event platform that facilitated networking and interaction [16].

The next EUA-CDE Annual Meeting will be held in June 2022 and highlight the issues on duration and timing of doctoral training with a focus on future trends and diversity of the PhD candidate population. The 2022 EUA-CDE Annual Meeting will also outline a vision on doctoral education, developed together with the EUA-CDE member community. Through workshops and sessions in various formats, this conference will provide an opportunity for the doctoral education community to come together and address these topics [17].

Since the launch of the EUA Council for Doctoral Education, EUA-CDE Annual Meetings have become the largest and across-the-board gatherings of academic leaders, supervisors, administrators contributing to doctoral education, HR managers and professionals in doctoral education, postdoctoral researchers, PhD candidates and external stakeholder groups relevant to doctoral programs, doctoral education and research training. As can be seen from Table 1, the above participants of these meetings try to address issues related to the Salzburg Principles and Recommendations aimed at bringing more coherence to the system of doctoral education in Europe:

1. The main component of doctoral training is the steady growth of knowledge through original research. At the same time, this training should meet the needs of the labor market beyond academia.

2. Integration into institutional strategies and policies: universities as institutions should assume responsibility for ensuring that the doctoral programs and research training they offer meet new challenges and provide the necessary opportunities for professional career development.

3. The importance of diversity: a wide variety of doctoral programs in Europe, including joint doctoral studies are the basis that should be supported by quality and thorough practice.

4. Doctoral candidates (PhD students) as early stage researchers: should be recognized as professionals (with appropriate rights) who make a key contribution to the creation of new knowledge.

5. The crucial role of supervision (management) and assessment: for each PhD student, the regulation of supervision and assessment should be based on transparent contractual principles of distribution of responsibility between PhD students, supervisors, and the institution (including, where appropriate, other partners).

6. Achieving critical mass: it is necessary to ensure that doctoral programs achieve critical mass, use different types of innovative practices introduced in European universities, taking into account that different contexts may be suitable for different solutions, in particular in larger and smaller European countries. These range from graduate schools of most universities to international, national and regional collaboration between universities.

7. Duration and timing: doctoral programs should be carried out within the appropriate time period (usually 3 or 4 years in the equivalent of full-time training).

8. The promotion of innovative structures: to meet the challenge of interdisciplinary training and the development of transferable skills (transferable or universal skills).

9. Increasing mobility: doctoral programs should ensure geographical mobility as well as interdisciplinary and intersectoral, as well as international collaboration within the integrated framework of cooperation between universities and other partners.

10. Ensuring appropriate funding: the development of high quality doctoral programs and their successful completion by PhD students requires appropriate and sustainable funding [19].

It should be mentioned that following the Salzburg Principles is essential since they are related to all the aspects of doctoral education and research training. They propose structural changes on both program and organizational levels that require the reconsideration of a supervision model.

Table 1. Main focus of EUA-CDE Annual Meetings

EUA-CDE Annual Meeting	Main focus
1st EUA-CDE Annual Meeting	Presentation of the platform, vision, mission and goals of EUA-CDE
2nd EUA-CDE Annual Meeting	Supervision, research careers, internationalization, research assessment, networks in European doctoral education
3rd EUA-CDE Annual Meeting	Changes in doctoral education in Europe made since the anniversary of the Salzburg Principles towards the implementation of structured programs and the doctoral schools in European universities
4th EUA-CDE Annual Meeting	Individual development, creativity promotion and innovation in doctoral education
5th EUA-CDE Annual Meeting	Funding of the sector of doctoral education
6th EUA-CDE Annual Meeting	Transition to the community model with individual and collective responsibilities
7th EUA-CDE Annual Meeting	Global trends in doctoral education reforming and their potential consequences at the institutional level
8th EUA-CDE Annual Meeting	Developments on doctoral education in the future
9th EUA-CDE Annual Meeting	Quality and quantity of doctoral education
10th EUA-CDE Annual Meeting	Impact of digitalization on doctoral education
11th EUA-CDE Annual Meeting	Diversity of doctoral education and research systems and the changes that have taken place in the doctoral education landscape over the last decade
12th EUA-CDE Annual Meeting	Societal dimension of doctoral education and its contribution to the well-being of society
13th EUA-CDE Annual Meeting	Role of doctoral education in European universities, disciplines and interdisciplinarity in doctoral education
14th EUA-CDE Annual Meeting	Specifics of the doctoral education practice in the light of the COVID pandemic
15th EUA-CDE Annual Meeting	Duration and timing of doctoral training

A subsequent action aimed at developing a standard framework of doctoral training was the development of the set of recommendations entitled the “Salzburg Recommendations” (2010). The recommendations included a series of reference points and benchmarks for reforming doctoral education and addressed some challenges. The three key points are as follows:

1. Doctoral education occupies a central place in the European Research Area (ERA) and the European Higher Education Area (EHEA). It puts a specific focus on the research practice that makes it fundamentally different from the first and second cycles

2. PhD candidates should be independent and flexible to be able to develop. Doctoral education is based on original research. The path of progress of the individual is unique, in terms of the research project as well as in terms of the individual professional development.

3. Doctoral education must be developed by autonomous and accountable institutions taking responsibility to cultivate the research mindset. Institutions need flexible regulation to create special structures and instruments and continue advancing European doctoral education [18].

The dynamic development of doctoral education and research training is accompanied by stepped-up attention to it from pan-European institutions, national organizations, and individual universities. The doctoral training has been furnished out with a range of additional requirements, responsibilities, duties and opportunities for PhD candidates. These new elements are now in many cases an obligatory part of doctoral education and include, but are not limited to: career development and employability of new doctorate holders, mobility, internationalization, transferable skills development, cooperation with non-academic sectors, quality assurance and accountability of universities, funding, and competition among higher education institutions to attract the best talents. This additional content of doctoral education is embedded in different economic and policy settings in which universities operate and influences the way doctoral training is carried out.

IV Discussion

Higher educational institutions, especially research universities, give priority to the requirements arising out of the reforming of doctoral education and research training. They imbed the principles based on the doctoral transformation into their mission, strategy and policy. Doctoral education opens for universities the floodgates to the internationalization opportunities that require proper management and organizational structure. The reforming of doctoral education is to a certain extent a ‘revival of universities’ spirits. Introduction of a new model of doctoral training which will increase the success rate of PhD candidates, reduction in the duration of doctoral training, and providing the employability opportunities of new PhD holders by equipping them with new sets of transferable and generic skills are central to these reforms. The major result of doctoral education reforming is a new doctorate holder who should be prepared for a wide range of different career paths in the knowledge society at the global scale. It should be noted that the Salzburg Principles, as well as Recommendations, focus on interaction with industry and the public sector, and support for intersectoral collaboration in the field of doctoral education.

V Conclusions

A plenty of challenges arising out of a dynamic innovative landscape influence the structure of doctoral education and research training and requires reforming. The emergence of new types of PhD students and doctoral programs; ensuring research careers beyond academia; the need to find a new model of financing; the need for mobility, internalization;; the development of generic and transversal skills, transdisciplinary studies within the doctorate; the raising concerns about the research originality; the improvement of doctoral supervisors’ competences and increase in the scope of their responsibilities; the need for development of doctoral programs tailored to meet doctoral supervisors and PhD students’ needs necessitate the creation of a body to regulate and monitor the quality of these processes. A notable event in this direction was the launch of the EUA Council for Doctoral Education (EUA-CDE) in 2008 that significantly changed the nature and scope of doctoral education and research training. It is a network that promotes collaboration and exchange of good practices among EU universities, as well as facilitates the consolidation of a community of academic professionals from more than 260 higher educational institutions. One of the tools of EUA-CDE has become its Annual Meetings, which cover

the most burning issues such as enhancing the quality of doctoral programs, expanding the opportunities to achieve employment beyond academia, the best preparation for doctoral journey, research financing, research career development, etc. Participants of these meetings include academic leaders, doctoral education professionals, postdoctoral researchers and doctoral candidates and other persons interested in PhD training reformation. EUA-CDE Annual Meetings has turned out to be the key forum for stakeholder dialogues regarding doctoral education and research training.

Since the launch of the EUA Council for Doctoral Education, EUA-CDE Annual Meetings have become the largest and across-the-board gatherings of academic leaders, supervisors, administrators contributing to doctoral education, HR managers and professionals in doctoral education, postdoctoral researchers, PhD candidates and external stakeholder groups relevant to doctoral programs, doctoral education and research training. The above participants of these meetings try to address issues related to the Salzburg Principles and Recommendations aimed at bringing more coherence to the system of doctoral education in Europe.

Further studies taking into account various aspects of the doctorate improvement are necessary to demonstrate the outcomes of the reforms recently introduced in this direction.

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