Survey on Doctoral Education in Europe

Instructions

Welcome to the **European University Association (EUA) survey on doctoral education in Europe**, the aim of which is to give an insight into the status of doctoral education in Europe and inform the future work of EUA and its Council for Doctoral Education (EUA-CDE), which brings together a community of academic leaders and doctoral education professionals from more than 230 universities in over 30 countries.

This survey is open to all European higher education institutions that offer doctoral education. Please note that your answer should reflect your institution's perspective on doctoral education. For this reason, **only one response per institution will be used**. Should you feel that you are not the right person to fill out the survey, please forward that you forward this invitation to a colleague who you consider able to answer the survey on behalf of your institution.

To preview the survey before filling it out online, please find here a PDF version to help you collecting the answers.

We are aware that practices and processes regarding doctoral education may vary considerably within an institution. However, we would like to ask you to share the perspective of your institution as a whole.

EUA ensures the confidential treatment of the data. All data received from the questionnaire will be published in aggregate form only. Individual answers will remain anonymous and cannot be traced back to your institution. However, we will mention your institution as a contributor to this study.

When working from the same computer and browser, **it is possible to leave the survey and return before submitting your final answers**. Responses are saved automatically, once you turn to the next questionnaire page. You can exit the survey at any time, and re-enter it through the same link. Should you wish to revise an answer on a previous page, click on the 'previous' button to return.

The deadline to submit the survey is 31 January 2018. Should you have any further questions or comments, please do not hesitate to contact the EUA-CDE Secretariat on info@eua-cde.org.

Glossary

Some terms throughout the questionnaire may need further explanation. The online version provides definitions or explanations where required. Such terms are highlighted in bold and blue. You can view the definition by hovering your cursor/mouse over the term. You can also find the main terms below.

- ***Doctoral education***: overarching institutional structures and processes geared towards the completion of a doctoral degree (primarily the PhD, but also including professional doctorates, industrial doctorates, etc.).
- ***Doctoral programme***: set of related doctoral activities that lead to a doctoral degree upon completion.
- ***Doctoral school***: An organisational structure that groups and coordinates research teams, coordinates training activities for doctoral candidates and prepares them for their professional career.
- ***Doctoral training***: instruction and guidance (knowledge, skills, attitudes) for doctoral candidates.
- ***Doctoral candidate/student***: person enrolled on a doctoral programme.
- ***Doctoral graduate***: person having finalised a doctoral programme (with a degree certificate).
- ***Examination committee***: committee that decides on the quality of the dissertation work and/or decides on the awarding of the doctoral degree.

Institutional background information

Name and surname of the respondent:

_____

Email contact of the respondent:

_____

Name of the institution (in English, if possible):

_____

Country:

- ○ Albania
- ○ Andorra
- ○ Armenia
- ○ Austria
- ○ Azerbaijan
- ○ Belarus
- ○ Belgian Flemish Community
- ○ Belgian French Community
- ○ Bosnia and Hercegovina
- ○ Bulgaria
- ○ Croatia
- ○ Cyprus
- ○ Czech Republic
- ○ Denmark
- ○ Estonia
- ○ Finland
- ○ France
- ○ FYR Macedonia
- ○ Georgia

○ Germany

○ Greece

○ Holy See

○ Hungary

○ Iceland

○ Ireland

○ Italy

○ Kazakhstan

○ Latvia

○ Liechtenstein

○ Lithuania

○ Luxembourg

○ Malta

○ Moldova

○ Montenegro

○ Netherlands

○ Norway

○ Portugal

○ Poland

○ Russian Federation

○ Slovak Republic

○ Romania

○ Slovenia

○ Sweden

○ Spain

○ Switzerland

○ Serbia

○ Turkey

○ Ukraine

○ United Kingdom

○ Kosovo (UN1244)

○ Other

Institution website:

_____

To what extent are doctoral candidates at your institution financially supported (stipend, grant, salary, scholarship, fellowship, etc.) by the following sources?

	1 not at all	2 to a small extent	3 to some extent	4 to a great extent	5 always
Ministry, research council, etc. (national public sources)	○	○	○	○	○
University grant, scholarship, etc.	○	○	○	○	○
University employment	○	○	○	○	○
Non-domestic (international) source	○	○	○	○	○
Employer (private, public, NGO)	○	○	○	○	○
Mix of several sources	○	○	○	○	○
No financial support	○	○	○	○	○

What percentage of doctoral candidates at your institution have a qualifying degree from…?
(In case you do not have exact numbers at hand, please give an estimate)

	%
this institution	
another higher education institution in this country	
another country	

In your institution, how long do your graduates on average take to complete their full-time doctoral studies?

○ We do not collect this data

○ 1.0 year

○ 1.5 year

○ 2.0 years

○ 2.5 years

○ 3.0 years

○ 3.5 years

○ 4.0 years

○ 4.5 years

○ 5.0 years

○ 5+ years

Compared to ten years ago, in your institution the average time to complete a doctoral programme has…?

○ **1 Decreased**

○ **2 Remained stable**

○ **3 Increased**

○ **I don't know**

What are the key reasons for the change or lack thereof?

_____

_____

_____

_____

_____

What percentage of doctoral students that enrolled in 2009 graduated within six years? If you do not have data for 2009, you can refer to 2008 or 2010.

○ % _____

Or:

○ We do not collect this information

Compared to 10 years ago, has this number…?

☐ **1 Decreased**

☐ **2 Remained stable**

☐ **3 Increased**

☐ **I don't know**

What are the key reasons for the change or lack thereof?

_____

Purposes of Doctoral Education

To what extent is doctoral education in your institution conceived as …?

	1 not at all	2 to a small extent	3 to some extent	4 to a great extent	5 always	I don't know
preparing the future generation of academics/scholars	○	○	○	○	○	○
preparing the future generation of researchers outside of academia	○	○	○	○	○	○
preparing the future generation of leaders/managers	○	○	○	○	○	○
preparing highly skilled knowledge workers for a variety of employment opportunities/positions	○	○	○	○	○	○
Other(s). Please specify: ………	○	○	○	○	○	○

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EUA-Council for Doctoral Education

Organisation of Doctoral Education

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

	1 not at all	2 to a small extent	3 to some extent	4 to a great extent	5 always	I don't know
Doctoral education is led by individual supervisors with no institutional oversight	○	○	○	○	○	○
Doctoral education is organised in programmes with specific elements such as taught courses, milestones, mobility options etc.	○	○	○	○	○	○
Doctoral education is managed through an organisational unit doctoral school, which oversees the development of programmes, ensures quality, develops regulations and guidelines etc.	○	○	○	○	○	○
Doctoral education is managed through an inter-organisational unit (e.g. university consortium, cross-institutional doctoral school).	○	○	○	○	○	○

Comments

_____

In which year did you implement a doctoral school structure?

○ Before 2000

○ 2001

○ 2002

○ 2003

○ 2004

○ 2005

○ 2006

○ 2007

○ 2008

○ 2009

○ 2010

○ 2011

○ 2012

○ 2013

○ 2014

○ 2015

○ 2016

○ 2017

○ 2018

What do you call the institutional structure that organises doctoral education at your institution (e.g. doctoral school, graduate school, etc.)?

○ Original language name: _____

○ English language name: _____

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

	1 not at all	2 to a small extent	3 to some extent	4 to a great extent	5 always
The disciplinary level (e.g. physics, psychology, history)	○	○	○	○	○
The faculty level (e.g. natural sciences, social sciences, engineering)	○	○	○	○	○
Themes or societal challenges (e.g. water management, energy, migration)	○	○	○	○	○

Application and admission

In your institution, which of the following steps are used for the admission procedure for doctoral candidates?

	1 never	2 In some doctoral programmes	3 In about half of doctoral programmes	4 In most doctoral programmes	5 In all doctoral programmes
Submission of letter(s) of recommendation	○	○	○	○	○
Participation in entrance exams/tests	○	○	○	○	○
Presentation of applicants' research idea(s)	○	○	○	○	○
Submission of a research proposal	○	○	○	○	○
Interview with applicant(s)	○	○	○	○	○

Supervision

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

	1 never	2 In some doctoral programmes	3 In about half of doctoral programmes	4 In most doctoral programmes	5 In all doctoral programmes
Appointment of supervisor(s)	○	○	○	○	○
Written agreement between doctoral candidate, supervisor and/or institution	○	○	○	○	○
Minimum number of meetings with the supervisor(s)	○	○	○	○	○
Formal reporting by doctoral candidate on her/his activities	○	○	○	○	○
Formal feedback by supervisor(s) to the doctoral candidate	○	○	○	○	○
Supervisor - doctoral candidate conflicts	○	○	○	○	○
Maximum number of doctoral candidates per supervisor	○	○	○	○	○
Obligatory training for supervisors	○	○	○	○	○
Voluntary training for supervisors	○	○	○	○	○

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

	1 never	2 In some doctoral programmes	3 In about half of doctoral programmes	4 In most doctoral programmes	5 In all doctoral programmes
A single supervisor	○	○	○	○	○
a supervisory team with members internal to this institution	○	○	○	○	○
a supervisory team including member(s) from other universities	○	○	○	○	○

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Training and Activities

In your institution, are there rules and guidelines regarding the following aspects of doctoral training?

	1 never	2 In some doctoral programmes/schools	3 In about half of doctoral programmes/ schools	4 In most doctoral programmes/school s	5 In all doctoral programmes/ schools
Definition of the required courses	○	○	○	○	○
Course contents	○	○	○	○	○
Credits	○	○	○	○	○
Assessment of the candidates training activities (e.g. examination)	○	○	○	○	○

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

	1 unimportant	2 somewhat unimportant	3 somewhat important	4 important	5 extremely important	I don't know
Specific research competencies (e.g. advanced methods, up-to-date knowledge, new techniques)	○	○	○	○	○	○
Generic academic competencies (e.g. grant writing, publishing, ethics)	○	○	○	○	○	○
Teaching competencies (e.g. pedagogy, didactics)	○	○	○	○	○	○
Management and leadership competencies (e.g. teamwork, conflict management)	○	○	○	○	○	○
Knowledge valorisation (e.g. intellectual property rights, entrepreneurship, product development)	○	○	○	○	○	○

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

	1 not at all	2 to a small extent	3 to some extent	4 to a great extent	5 always	I don't know
Scientific/academic research	○	○	○	○	○	○
Research related administration (proposal writing, report writing etc.)	○	○	○	○	○	○
Teaching	○	○	○	○	○	○
Teaching related administration (exam supervising, etc.)	○	○	○	○	○	○
Science communication (blogs, activities oriented toward a lay audience)	○	○	○	○	○	○
Internships, workplace training or experience (private/public sector, NGOs)	○	○	○	○	○	○
Other:	○	○	○	○	○	○

Quality assurance

In your institution, how is the quality of doctoral education ensured?

	1 Never	2 In some doctoral programmes	3 In about half of doctoral programmes	4 In most doctoral programmes	5 In all doctoral programmes
By an internal quality assurance system of the institution	○	○	○	○	○
By an organisation external to the institution (funding agency, external quality assurance agency)	○	○	○	○	○

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

	1 not at all	2 to a small extent	3 to some extent	4 to a great extent	5 always	I don't know
Completion rates of doctoral candidates	○	○	○	○	○	○
Academic publications by doctoral candidates	○	○	○	○	○	○
Staff qualifications	○	○	○	○	○	○
Careers of doctoral graduates	○	○	○	○	○	○
Relevance for society	○	○	○	○	○	○
Relevance for the economy	○	○	○	○	○	○
Level of internationalisation	○	○	○	○	○	○
Level of competitive funding received	○	○	○	○	○	○
Satisfaction of doctoral candidates	○	○	○	○	○	○
Qualitative indicators (e.g. peer review, evaluation committees)	○	○	○	○	○	○
Other:…..please specify	○	○	○	○	○	○
Other:…..please specify	○	○	○	○	○	○

Career development

Can doctoral graduates continue their academic career in your institution? Please select the most applicable answer.

◯ Yes

◯ No, it is forbidden by national law

◯ No, because of institution rules

◯ No, because of institution traditions

Does your institution track the careers of its doctorate holders?

◯ Yes

◯ Yes, in most doctoral programmes

◯ Yes, in some doctoral programmes

◯ No

Three years after completing their degree, what percentage of doctoral graduates:
(In case you do not have exact numbers at hand, please give an estimate)

○ found a position in your institution

_____

○ found a position in another institution

_____

○ found a job outside academia

_____

○ are unemployed _____

○ I don't know (mark with 'X') _____

Decision-making powers

Who participates in the decision-making process regarding the following issues? You can choose multiple answers per issue.

	National level (e.g. government, ministry, agencies)	Institutional level (e.g. rector, senate, board)	Institutional sub-units (e.g. school, department, faculty)	Supervisor
Elements of the selection procedure (e.g. submission of research proposal, interviews required)	☐	☐	☐	☐
The selection of the candidate(s)	☐	☐	☐	☐
Contract conditions between doctoral candidate and supervisor/organisational unit	☐	☐	☐	☐
Supervision rules and guidelines (e.g. regarding meetings, reporting, feedback)	☐	☐	☐	☐
Required topics of doctoral training	☐	☐	☐	☐
Required tasks of doctoral candidates (e.g. teaching, administration, etc.)	☐	☐	☐	☐
Examination rules and guidelines	☐	☐	☐	☐

At your institution, doctoral candidates ….

	Yes	No	I don't know/Not applicable
Are formally represented (with voting rights) in decision-making bodies	○	○	○
Are formally consulted (but no representation or voting rights)	○	○	○
Are directly participating in developing policies and procedures	○	○	○
Can resort to formal complaint procedures relating to supervision	○	○	○
Have the right to appeal (e.g. regarding a decision by the examination committee)	○	○	○

Developments in doctoral education

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

	1 not at all	2 to a small extent	3 to some extent	4 to a great extent	I don't know
Attracting doctoral candidates from abroad	○	○	○	○	○
Research ethics	○	○	○	○	○
Funding of doctoral education	○	○	○	○	○
Gender equality	○	○	○	○	○
Increasing the number of doctoral candidates	○	○	○	○	○
Open Access / Open Science	○	○	○	○	○
Career development of doctoral candidates	○	○	○	○	○
Societal engagement of doctoral candidates	○	○	○	○	○
University-business cooperation within doctoral education	○	○	○	○	○
Health/wellbeing of doctoral candidates	○	○	○	○	○
Other (please specify)	○	○	○	○	○
Other (please specify)	○	○	○	○	○

In your institution, how do you address open access as part of doctoral education?

	1 not at all	2 to a small extent	3 to some extent	4 to a great extent	5 always	I don't know
Our doctoral candidates have to publish their dissertation open access	○	○	○	○	○	○
There is background information on open access on our website	○	○	○	○	○	○
There are compulsory courses for doctoral candidates	○	○	○	○	○	○
There are voluntary courses for doctoral candidates	○	○	○	○	○	○

In your institution, are research ethics and research integrity addressed as part of doctoral education?

	Yes	No	I don't know
There are specific policies or guidelines for doctoral candidates on research ethics / research integrity	○	○	○
There is a specific contact point on research ethics/ research integrity where doctoral candidates are informed about these issues	○	○	○
There are voluntary courses on research integrity/research ethics as part of doctoral programmes	○	○	○
There are mandatory courses on research integrity/research ethics within the doctoral programmes	○	○	○
There are initiatives for awareness-raising and developing a common research ethos (incl. identification of best practices, clarity about what is unacceptable, awareness of international and intercultural differences)	○	○	○

Does your institution make use of the following measures to promote internationalisation?

	1 Never	2 In some doctoral programmes	3 In about half of doctoral programmes	4 In most doctoral programmes	5 In all doctoral programmes
Formal cooperation with international universities focusing on doctoral education	○	○	○	○	○
Recruitment strategy for international doctoral candidates	○	○	○	○	○
Financial and/or organisational support for doctoral candidates to spend time in a university abroad	○	○	○	○	○
Financial and/or organisational support for international doctoral candidates to spend time in your university	○	○	○	○	○
Information on doctoral education available in foreign language(s) on the website of your institution	○	○	○	○	○

Use of foreign language(s) in the application process of your institution	○	○	○	○	○
Implementation of doctoral programs in foreign language(s)	○	○	○	○	○
Other (please specify):	○	○	○	○	○
Other (please specify):	○	○	○	○	○

Which changes (if any) to doctoral education is your institution likely to implement in the near future?

_____

_____

_____

_____

_____

Do you have any other comments regarding doctoral education that you want to bring to our attention?

_____

_____

_____