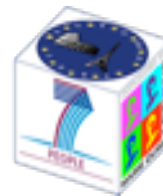




## European / International Joint Ph.D. in Social Representation and Communication



DIPARTIMENTO DI PSICOLOGIA  
DEI PROCESSI DI SVILUPPO  
E SOCIALIZZAZIONE



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University of Rome La Sapienza

Piazza Cavalieri di Malta, 2- 00153 Rome ITALY  
tel: +39 06 69 38 08 14 - fax: +39-06-69 29 42 80

[annamaria.derosa@uniroma1.it](mailto:annamaria.derosa@uniroma1.it)  
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### AN OVERVIEW DESCRIPTION of COUNTRY'S DOCTORAL EDUCATION in ITALY

#### Part I: Context

Which data and information are available on your country's doctoral education? There is no need to provide details, a reference to the source suffices:

##### 1. History:

Who were/are the drivers of doctoral training overtime (state/regional, federal government, religious institutions)?

**From top-down perspective: the STATE** (<http://www.miur.gov.it/dottorati>) ,

**From the bottom-up approach: the Universities**

Do all institutions of higher education in your country award PhD/doctorate degrees? **NO**

What types of doctoral degrees (professional doctorate, industrial doctorate) exist? **Academic Doctorate and Innovative Doctorate with Industrial collaboration** (see [Programma Operativo Nazionale Ricerca e Innovazione 2014-2020: Dottorati innovativi con caratterizzazione industriale - XXXIV Ciclo](#)) ; Innovative doctorates triple "I" (International, interdisciplinary, intersectoral).

On August 31 2016 - a note about the "*Innovative Doctorates, the execution of the 2015-2020 National Program for Research*" has been sent to the Rectors of Universities by the Italian Ministry of Education, University and Research (MIUR).

Inspired by the "*Principles for Innovative Doctoral Training*" (see document n. 567/2011 of the European Commission) the MIUR note included definitions and criteria useful to identify a preliminary survey of the innovative Doctorates existing in the a.y. 2016/2017 and to adequate all the doctorates approved to the International, Intersectoral and interdisciplinary dimensions. These were considered as a must for the policy agenda of the European Research and Higher Education Area (ERA-EHEA).

See:

- de Rosa, A.S. (2016). *The European/International Joint PhD in Social Representations and Communication: a triple "I" networked joint doctorate*, *Book of Proceedings of the 2<sup>nd</sup> International Conference on Development in Doctoral Education and Training* (Oxford, UK, 30<sup>th</sup> -31<sup>st</sup> March 2015) (D. Halliday & G. Clarke Eds.), pp. 47-60, London: Epigeum part of Oxford University Press, 2016 <http://www.ukcge.ac.uk/ICDDET>. ISBN 978-0-9928799-3-8
- de Rosa, A.S. (2018 in press). *Innovative Doctorates: A 'Must' for the Policy Agenda of the European Research And Higher Education Areas (Era-Ehea)*, *Book of Proceedings of the 3<sup>rd</sup> International Conference on Development in Doctoral Education and Training* (Stradford-Avon UK) 3-4 April 2017 London: Epigeum part of Oxford University Press, 2018 <http://www.ukcge.ac.uk/ICDDET>.

##### 2. Size and Demography of Doctorate Pool:

Data on the number of doctorate degrees awarded annually in 2005, 2010, 2015, (current, if available). The distribution of PhDs among your country's universities? The demographic characteristics? (% international students, women & men, major fields of study)

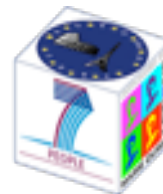
##### 3. Time-to-degree and Completion of Degree:

Data on expected time to completion and actual average time-to-degree? Does the time include the master's degree time? The average completion/attrition rate? Any major disciplinary differences?

**The Italian statistics concerning the above point 2 and 3 are available on the website of ALMA LAUREA , a consortium funded in 1994 that currently include 75 Universities** (see the list [https://www.almalaurea.it/info/chisiamo/chisiamo\\_soci](https://www.almalaurea.it/info/chisiamo/chisiamo_soci) ) **and represent 91% of Italian degree doctors.**



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[annamaria.derosa@uniroma1.it](mailto:annamaria.derosa@uniroma1.it)  
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### For ALMALAUREA mission see:

<https://www.almalaurea.it/info/chisiamo>

- investigates the profile and employment status of graduates at 1, 3 and 5 years each year, returning to the participating Universities, to the MIUR, to the National Agency for Evaluation of the University System and Research (ANVUR) reliable documentary bases to promote the processes decisions and planning of training, orientation and service activities for students;
- monitors students' study paths and analyses the characteristics and performance of graduates on the academic front and on the employment front, allowing comparison between different courses and study locations;
- collects and makes available the CVs of graduates online (today 2,795,000) to facilitate the meeting between demand and offer of qualified work;
- evaluates the needs and professional profiles required by public and private companies, both Italian and foreign, and carries out research and selection of personnel through AlmaLaurea srl, a company wholly controlled by the AlmaLaurea Consortium, authorized by the Ministry of Labour to carry out the research activity and selection of personnel (enrolled in the Register of Employment Agencies Section IV - Permanent Authorization Prot. N. 0001543 of 21/01/2008) and the activity of intermediation (registered in the Register of Employment Agencies section. III - indefinite authorization Reg. Office No. 0010720 of 15/07/2016);
- internationalize its services, skills, research activities in a global perspective, collaborating with European countries - in line with the Lisbon Strategy - and extra-European, paying attention to the countries of the Mediterranean basin and more recently to the Asian countries, in particular China.

### For the statistics see:

- <https://www.almalaurea.it/universita/indagini>
- <https://www.almalaurea.it/universita/indagini/dottori>

#### 4. Purpose and Goals of Doctoral Education:

If your country offers research (PhD) and professional doctorates, what is the purpose of each type of doctorate? It does not exist the professional doctorate, like in the UK tradition. There are Schools of Specialisation and professional goal-oriented Master

Anyway the recent policy of the Italian Ministry (MIUR) about the "innovative doctorates" also promotes the inter-sectoral doctorate. See above and also:

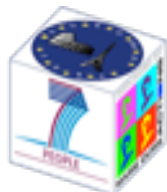
- de Rosa, A.S. (2015) The European/International Joint Phd In Social Representations and Communication: a Pioneer Case of Triple "I" (International, Interdisciplinary, Intersectoral) Networked Joint Doctorate, *9<sup>th</sup> International Technology, Education and Development Conference, INTED2015, (Madrid, SPAIN, 2-4th of March, 2015)*. In *Inted 2015 Proceedings*, (pp. 5449-5460), Madrid: INTED Publications. <http://library.iated.org/publications/INTED2015> ISBN: 978-84-606-5763-7 / ISSN: 2340-1079
- <http://www.rivistauniversitas.it/Articoli.aspx?IDC=3036>

Has the purpose changed in the last 20 years? Among other contributions, see:

- Bordese, C. Predazzi, E. Vittorio, N. (2008) *Innovare, Crescere, Competere*, Il sole 24 ore, Milano
- de Rosa, A. S. (2004). An idea that became an Institution: the European Doctorate on Social Representations and Communication. *Marie Curie Fellowship Association Annals*, vol. III. [invited paper] [<http://www.mariecurie.org/annals/index.html>]
- de Rosa A.S (2004) Institutional recognition and didactic & training accreditation within three different scenario's (E.U., Ministries, Universities): the case of the European PhD on Social Representations and Communication. In European Commission Directorate General Education and Culture. *E-Learning Initiative Cooperative-European Virtual University (C-EVU Final report contribution WG4 ACCREDITATION* edited by J.Van den Branden, C. Moreau, A.S de Rosa, A. Lapallainen, A. Opsomer) (<http://www.cevu.org>)
- de Rosa, A. S. (2004). Quality assurance in Higher Education: the case of the European PhD on Social Representations and Communication and its contribution to the c-EVU-project. Invited intervention at the *International Seminar Bologna And The Challenges of E-Learning And Distance Education The Contribution Of Non-Classical Learning And Teaching Forms To The Emerging European Higher*

prof. annamaria silvana de rosa

Director of European/International Joint Ph.D on Social Representations and Communication Research Centre and Multi-media Lab



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[annamaria.derosa@uniroma1.it](mailto:annamaria.derosa@uniroma1.it)  
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*Education Area* Ministerie van de Vlaamse Gemeenscha in co-operation with the University of Ghent (June 3-5 2004). [[http://www.bologna-bergen2005.no/EN/Bol\\_sem/Seminare/040604-05Ghent.htm](http://www.bologna-bergen2005.no/EN/Bol_sem/Seminare/040604-05Ghent.htm)]

- de Rosa, A. S. (2008). "New Forms of International Cooperation in Doctoral Training: Internationalization and International Doctorate: One Goal, Two Distinct Models". *Higher Education in Europe*. Journal "Higher Education in Europe", 33 (1).pp.3-25 [ISSN: 0379-7724]
- de Rosa, A.S.(2009) The So.Re.Com. EuroPhD World: Combining Partnerships with Innovation. In A. Klucznik-Tòrò, A. Csépe, D. Kwiatkowska-Ciotucha (Eds.) *Higher Education Partnership, Innovation, IHEPI*, (pp. 203-212), Budapest.:Publikon Publisher/IDResearch Ltd. (ISBN: 978-963-88332-5-9)
- de Rosa, A.S.(2009) Promoting Joint European/International Doctorates in a global scenario: Opening the European PhD on Social Representations and Communication to the World. In M. Gaebel, L. Purser, B. Wächter, L. Wilson (Eds.) *Internationalisation of European Higher Education. An EUA/ACA Handbook*. (HBI 1 04 09 11 C.2.4. pp. 1-35) Berlin. Stuttgart: RAABE. (ISBN 978-3-8183-0543-7) (ISSN: 1867-1713); republished in 2017 by DUZ Verlags- und Medienhaus GmbH, Berlin ISBN E-Book: 978-3-96037-226-4
- de Rosa, A.S. (2010). The Joint European/International Doctorate on Social Representations and Communication: an experience anticipating the Bologna process. Task Force 4 "Development and administration of Joint Programmes at Doctoral Level" of the Joiman EC-funded Project, retrieved on April, 20 2010 from:  
<https://www.joiman.eu/activities/Lists/DevelopmentActivities/DispForm.aspx?ID=16&Source=https%3A%2F%2Fwww%2Ejoiman%2Eeu%2Factivities%2Fdefault%2Easpx>
- de Rosa, A.S. (2010). The Joint European/International Doctorate: a strategic tool for enhancing the worldwide institutional collaboration for research training. *IIE Networker International Education in Europe*, Fall 2010 issue: pp. 28-29. [ISSN: B02010/4927]
- de Rosa, A.S. (2010) Internationalisation of collaborative doctorates and Joint International Doctorates: requirements and guidelines for each distinct model. In *Higher Education Partnership and Innovation*, IHEPI, Publikon Publisher/IDResearch Ltd, Budapest: pp. 219-242. (ISBN: 978-615-5001-15-4)
- de Rosa, A.S. (2010) Internationalisation of collaborative doctorates and Joint European/International Doctorates: requirements and guidelines for each distinct models. *EUA-CDE EUA Council for Doctoral Education NEWS*, September 2010, issue 9: 6.
- de Rosa, A.S., (2011) De Nouvelles Formes de Coopération internationale dans la formation doctorale: Internationalisation et doctorat international: un objectif, deux modlèes distincts. In V.Baidenko (ed.) *The Bologna Process: resume of the decade*, Ministry of Education and Science of the Russian Federation, Institute for Higher Education Quality (pp.357-363), Moscow, (ISBN: 978-5-87623-497-1)
- Vittorio, N. Cerri, G. (2013) *30 anni di dottorato di ricerca. L'ora del 2 + 3*, Edizioni Exorma, Roma
- Coccia, B. ed. (2013) *Il dottorato di ricerca. Profili innovativi*, Editrice Apes, Roma

## Part II: Structure of Doctoral Education

### a. Main National Policies/Reforms Affecting Doctoral Education:

Is policy for doctoral education developed by a Ministry or others?

In Italy the Ministry for University and Research MIUR develops the policy for doctoral education.

However the Universities - on the basis of their autonomy – may/have to define their own specific Regulation for doctorate, within the national Ministerial policy orientation.

### b. Funding:

What is the relative support for PhD candidates through various kind of support mechanisms (individual fellowships, project funding, structured PhD funded programs/Doctoral Schools, Industry PhD's, Inter Institutional Collaborative doctoral program, etc)

See below the funding institutions for fellowship and management costs in order of priority, at least as far it concerns the case of Sapienza, the biggest University in Europe (although in some cases the Universities and MIUR may be inverted in the order of relevance):

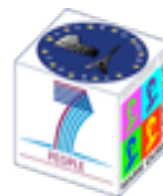
- Universities,

prof. annamaria silvana de rosa

Director of European/International Joint Ph.D on Social Representations and Communication Research Centre and Multi-media Lab



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- Italian Ministry for University and Research (MIUR),
  - Companies and Private Organisations
  - Public Institutions
- c. **Quality Assurance/control:**  
Are there national guidelines?  
What role do the universities and possibly funding agencies play in the setting and monitoring of quality?  
The quality assurance control system foresees a multi-level and multi-step process:
- at University level (in the particular case of Sapienza):
    - a) Doctoral Committee (at Sapienza University within the main Student's Division; in some University this committee belongs to the Research Division, being the doctorate at the cross-border between training and/by research;
    - b) Quality Team
    - c) Nucleus for Evaluation of the Athenaeum
  - at National Level:
    - a) ANVUR (National Agency of Evaluation University Research)
    - b) MIUR (Italian Ministry for University and Research)
- d. **Career paths of doctorate recipients:**  
Who collects data doctoral recipients' career path? data website? What level of career support for doctoral candidates is available in universities?
- Universities with their own repositories (for example IRIS for Sapienza as far it concerns the publications and other specific database ad hoc created for the yearly submission of the activation/renewal of a doctoral program to be evaluated according to the multi-step process above described (see point c. Quality Assurance)
  - CINECA, the no-profit Inter-university Consortium including **67 Italian Universities, 9 National Institutions and the MIUR** (<https://www.cineca.it/it/content/chi-siamo> )
  - ALMA LAUREA (see above Part 1. Points 2 and 3.)

### Part III: Trends

#### 1. International Collaboration:

Is collaboration in PhD training encouraged?

What are the trends? (intersectoral - industry/government/non-profit collaboration; inter-institutional collaboration within the country).

Are joint degrees and co-supervision with other universities encouraged?

[See above reference to "innovative Doctorate" in the replies to Part I.](#)

However also take seriously into account the still persisting resistances to innovation, especially when the new trend is perceived as a menace to the funds distribution for powerful long term consolidated traditional programs (see below notes)

#### 2. Equal Opportunities:

Are there policies in your country aiming at diversity and inclusion in doctoral education focusing on overcoming inequalities in the larger social structure?

Since a.y. 2017-18 in order to overcome **economic inequalities** at the level of doctoral education, the MIUR has completely eliminated the registration fees for all doctoral students, both for those supported and non supported by fellowship.

**Gender inequalities** are managed at level of single programs at the recruitment process.

Some actions have been pursued to promote the **integration of refugees** among the doctoral students (see for example the InHere project, coordinated by UNIMED in partnership with Sapienza University, Universidad de Barcelona, Campus France, EUA and UNHCR as associate partner: <https://www.inhereproject.eu/it/>)

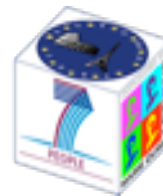
prof. annamaria silvana de rosa

Director of European/International Joint Ph.D on Social Representations and Communication Research Centre and Multi-media Lab





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### 3. Digital Transformation:

How has digital transformation influenced the process of doctoral education and training (e.g. MOOCs, life streaming of dissertation defence, new forms of digital dissertations, open science policy)?

All these trends are particularly relevant for the International Collaborative or Joint Doctorates, which – due to the networked nature and composition – need to support physical and digital mobility and infrastructure. See among other contributions:

- de Rosa, A. S. (2006). Social Representation and Communication Thematic Network: A case study for monitoring the development of a scientific community. In I. Labhrainn, C. McDonald Legg, D. Schneckenberg & J. Wildt (Eds.), *The Challenge of eCompetence in Academic Staff Development* (pp. 49-57). Galway: CELT, NUI. [ISBN: 13-0-9551698-1-6]
- de Rosa, A.S., Picone, M., (2007). The European Ph.D. on Social Representations and Communication: Integrating Virtual and Physical Mobility via the European Ph.D. Web-Auditorium. In Boonen, A., Van Petegem, W.,(Ed.) *European networking and learning for the future* (pp. 49-57) Garant: Antwerp, Belgium. [ISBN: 978-90-441-2256-5]

Open science policy is a relevant issue of transversal interdisciplinary interest and special policies are adopted by Universities to make accessible the doctoral dissertations in the institutional repositories. In Sapienza the inclusion of the PhD dissertation in the “IRIS” repository is compulsory by doctoral Regulation.

See: Open Access day at Sapienza, 23 October 2018

[https://news.uniroma1.it/sites/default/files/\\_apm\\_files/programma\\_OA\\_23102018.pdf](https://news.uniroma1.it/sites/default/files/_apm_files/programma_OA_23102018.pdf)

and – among other publications connected with the digital infrastructure supporting the doctoral training by and for research in the supra-disciplinary field of Social Representations and Communication:

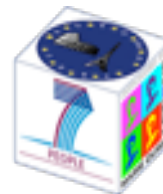
- de Rosa, A.S. (2014) The *So.Re.Com.* “A.S. de Rosa” @-Library: A Multi-Purpose Web-Platform in the supra-disciplinary field of Social Representations and Communication. In *Inted 2014 Proceedings*, Valencia: (pp. 7413-7423), INTED Publications. ISBN: 978-84-616-8412-0 / ISSN: 2340-1079  
[http://library.iated.org/?search\\_text=publication%3AINTED2014&adv\\_title=&rpp=25&adv\\_authors=&adv\\_keywords=&orderby=page&refined\\_text=de+Rosa](http://library.iated.org/?search_text=publication%3AINTED2014&adv_title=&rpp=25&adv_authors=&adv_keywords=&orderby=page&refined_text=de+Rosa)
- de Rosa, A.S. (2015) The *So.Re.Com.* “A.S. de Rosa” @-library: a digital tool for integrating scientific documentation, networking and training purposes in the supra-disciplinary field of Social Representations and Communication, In M. Khosrow-Pour (Ed.) *Encyclopedia of Information Science and Technology*, (4938-4949). IGI Global: Hershey, Pennsylvania. doi: 10.4018/978-1-4666-5888-2.ch487
- de Rosa, A.S. (2015) The Use of Big-Data and Meta-Data from the *So.Re.Com* A.S. de Rosa @-Library for Geo-Mapping the Social Representation Theory’s Diffusion over the World and its Bibliometric Impact, *9<sup>th</sup> International Technology, Education and Development Conference*, INTED2015, Madrid, Spain (2-4th of March, 2015), In *Inted 2015 Proceedings*, (pp. 5410-5425), Madrid: INTED Publications.  
<http://library.iated.org/publications/INTED2015> ISBN: 978-84-606-5763-7 / ISSN: 2340-1079 <http://library.iated.org/view/DEROSA2015USE>
- de Rosa, A.S., Bocci, E., Dryjanska, L., Borrelli, F. (2016). The Role of Academic Social Networking in the Dissemination of the Social Representations Literature, *10<sup>th</sup> International Technology, Education and Development Conference*, INTED2016, (Valencia, SPAIN, 7-9th of March, 2016). In *Inted 2016 Proceedings*, (pp. 1051-1060), Madrid: INTED Publications.  
<http://library.iated.org/publications/INTED2016> ISBN: 978-84-608-5617-7 / ISSN: 2340-1079. DOI: 10.21125/inted.2016
- de Rosa, A.S., Dryjanska, L., Bocci, E., (2017). Profiling authors based on their participation

prof. annamaria silvana de rosa

Director of European/International Joint Ph.D on Social Representations and Communication Research Centre and Multi-media Lab



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[annamaria.derosa@uniroma1.it](mailto:annamaria.derosa@uniroma1.it)  
<http://www.europhd.eu>

in Academic Social Networks *INTED2017, (Valencia, SPAIN, 6-8th of March, 2017)*. In *Inted 2017 Proceedings*, (pp. 1061-1072), Madrid: INTED Publications. <http://library.iated.org/publications/INTED2017> ISBN: 978-84-617-8491-2 / ISSN: 2340-1079.

- de Rosa, A.S., Dryjanska, L., & Bocci, E. (2017). *The impact of the impact: Meta-Data Mining from the SoReCom“ A.S. de Rosa” @ Library*. In M. Khosrow-Pour (Ed.) *Encyclopedia of Information Science and Technology 4th Edition* (pp. 4404-4421). IGI Global: Hershey, Pennsylvania. ISBN: 9781522522553
- de Rosa, A.S. (2017). *The So.Re.Com.“ A.S. de Rosa” @-library: Mission, Tools and Ongoing Developments*. In M. Khosrow-Pour (Ed.) *Encyclopedia of Information Science and Technology 4th Edition* (pp. 5237-5251). IGI Global: Hershey, Pennsylvania. ISBN: 9781522522553

#### 4. Most Important Aspects for Your Country:

Currently what are the most burning issues in doctoral education in your country?

- Employability of PhD doctors and their career prospects in and outside academic context
- Evaluation of the scientific productivity of the Supervisory Board according to severe bibliometric criteria in most of disciplines, with target threshold calculated on the basis of productivity of Italian associated and full professors, making critical the evaluation of scientific productivity in international Supervisory Board in the case of collaborative or joint international doctorates

For example, working conditions, job insecurity, and other pressures on doctoral students?

- Job insecurity especially in the academic context
- High pressure on publications due to the pervasive effect of the bibliometric culture in the evaluation at personal and institutional level

Which issues in doctoral education does your country plan and/or need to address in policies for the future?

Recurrent institutional obstacles to innovative doctorates (including the pioneer case of the European International Joint PhD in Social Representations and Communication, approved in 1992 and implemented since 1992: <http://www.europhd.eu> ; see: de Rosa, A. S. (1995). *Verso il dottorato europeo. (Towards the European doctorate) Rassegna di Psicologia, 3, 5-9. [ISSN: 1125-5196 E141492]*) include among others factors:

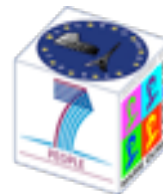
- ★ persisting perception of the innovative programs as exceptional cases among the majority of traditional doctorates - even at the founding institution. This occurs especially when there is a change in the administration leaders and officers. This minority perception – although counterbalanced by a positive connotation of *excellent minority* – indeed also effects ordinary administrative practices (for example:
  - ★ the way in which data bases for assessment are implemented;
  - ★ the practices differing from the traditional doctorates regarding the call, the recruitment board, the final jury, the didactic structure, the management structure, etc.
  - ★ some misalignments between the normative dispositions regulating the majority of traditional doctorates and the innovative doctorates, even when specific articles for the innovative doctorates included in the same university regulation provide that they may follow their supra-ordered Inter-institutional agreements signed with the partners Institutions)
- ★ **changes of the legal framework and normative dispositions in different countries allowing various degree of autonomy to Universities**. In some States with centralised higher education system – in case of intervening contrast - need to align coherently the inter-institutional agreements (just an example the recent abolition of the tuition fees for doctoral candidates in Italy since the a.y. 2017-18)
- ★ **different interpretations and operationalization of the EC policies about innovative doctorates**

prof. annamaria silvana de rosa

Director of European/International Joint Ph.D on Social Representations and Communication Research Centre and Multi-media Lab



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and misinterpretation of the needed steps to ensure legal value of the joint degree at each national level

- ★ **different assessment system and accreditation of the doctorates over the world using different criteria and indicators also when evaluating the same dimension:** one example for all, the scientific productivity of the members of the International Scientific Board and Teaching Staff
- ★ **lack of funds for research and education in the period of global economic crisis** and the
- ★ **need – even in regular time – to look for complementary funds** in order to make realistic and sustainable the ambitious enterprise **avoiding to charge high fees on the doctoral trainees**
- ★ **changes at the network level in leadership and partnership and dynamic interplay between individual and institutional collaborations**, both very relevant especially in a **program born from a bottom-up approach** aimed at creating synergies in research training by collaborative researches among an international community of scientists interested to develop the scientific field involving doctoral trainees - and **brought to top institutional level** in order to ensure legal validity of the joint degree and institutionalised processes in a long-term perspective
- ★ **changes of the legal framework and normative dispositions in different countries allowing various degree of autonomy to Universities.** In some States with centralised higher education system – in case of intervening contrast - need to align coherently the inter-institutional agreements **(just an example the recent abolition of the tuition fees for doctoral candidates in Italy)**
- ★ **different interpretations and operationalization of the EC policies about innovative doctorates** and misinterpretation of the needed steps to ensure legal value of the joint degree at each national level
- ★ **different assessment system and accreditation of the doctorates over the world using different criteria and indicators also when evaluating the same dimension:** one example for all, the scientific productivity of the members of the International Scientific Board and Teaching Staff

Annamaria Silvana de Rosa

prof. annamaria silvana de rosa

Director of European/International Joint Ph.D on Social Representations and Communication Research Centre and Multi-media Lab