

## EUA-CDE ANNUAL MEETING

# The diverse landscape of doctoral education

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Head of EUA Council for Doctoral Education

**Friday, August 24, 2018**

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## Introducing EUA-CDE

- **Constitutes** a member service of the European University Association
- **Brings together** a community of academic leaders and professionals from 243 universities in 35 countries
- **Works on** doctoral education policies and good practices of common interest to our members
- **Organises** regular conferences, workshops, focus groups, webinars and thematic peer groups, addressing fundamental and emerging topics of doctoral education
- **Participates** in policy dialogues on the European and global levels
- **Serves** as the “one-stop-shop” for doctoral education in Europe

## Background of reforms of doctoral education in Europe

- Salzburg Principles 2005 – Salzburg II 2010 – Salzburg III 2016
- Increased importance for the European Research Area
  - Innovation Union 2010
  - Principles for Innovative Doctoral Training 2011
- National legislation
- Much of this is connected to the discourse regarding the knowledge society as a driver for growth

## **Excellent research as a base for doctoral education in Europe**

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

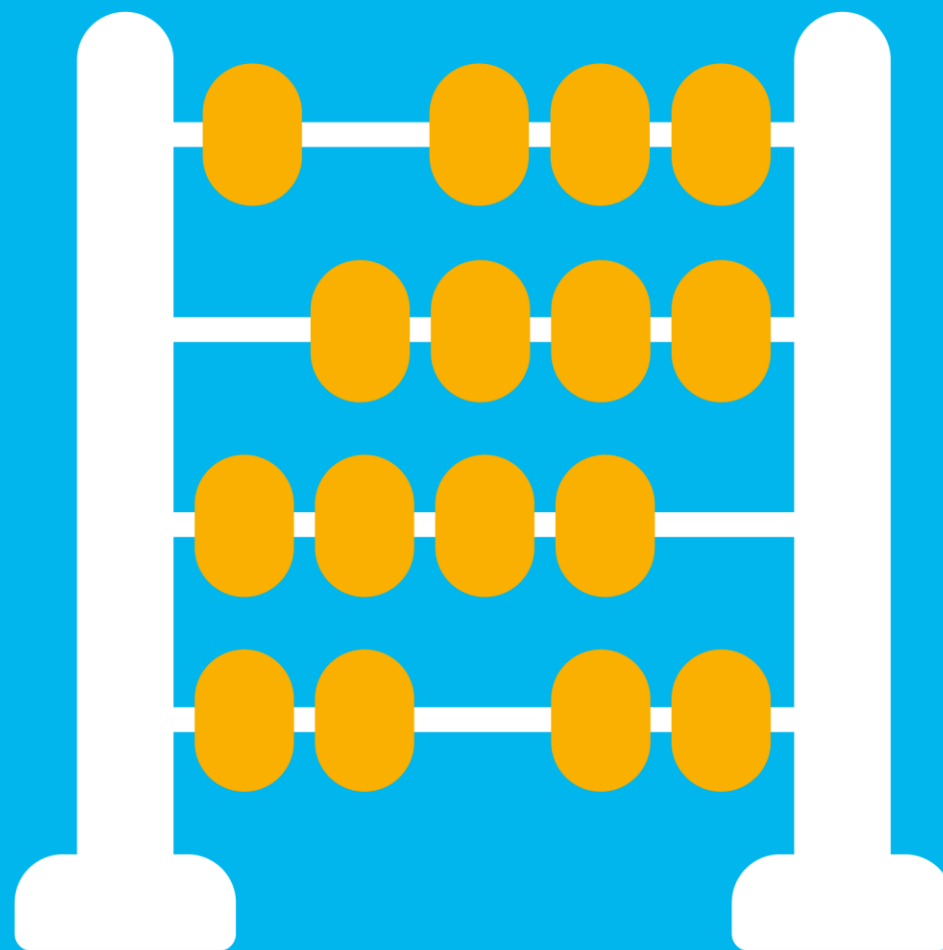
A «meeting  
place» ...



## Between:

- **Research and higher education**
- **Doctoral Candidates** (different backgrounds: Social, cultural, national)
- **Within the institution** (Doctoral education as shared responsibility)
- **Institutions** (Inter-institutional collaboration. Joint doctoral programmes)
- **Within/Between Disciplines** (disciplinary/multidisciplinary/Interdisciplinary doctoral programmes/schools)
- **Sectors** (private, public)
- ...

# Lets start with some Numbers

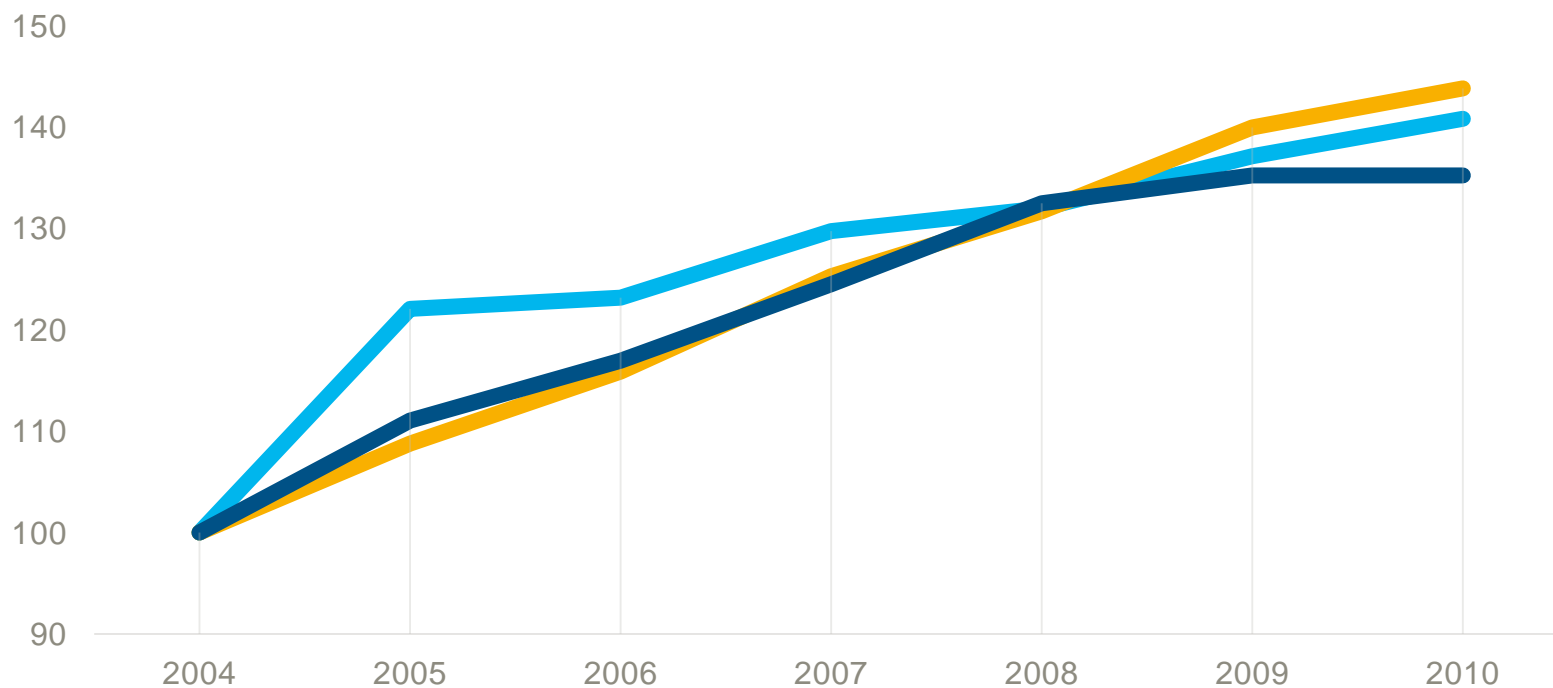


## Growth of doctoral candidates worldwide

■ European Union (27 countries)  
■ United States  
■ Latin America

Source: EUA data

Growth in doctorates awarded in the EU, USA and Latin America  
*2004=100*



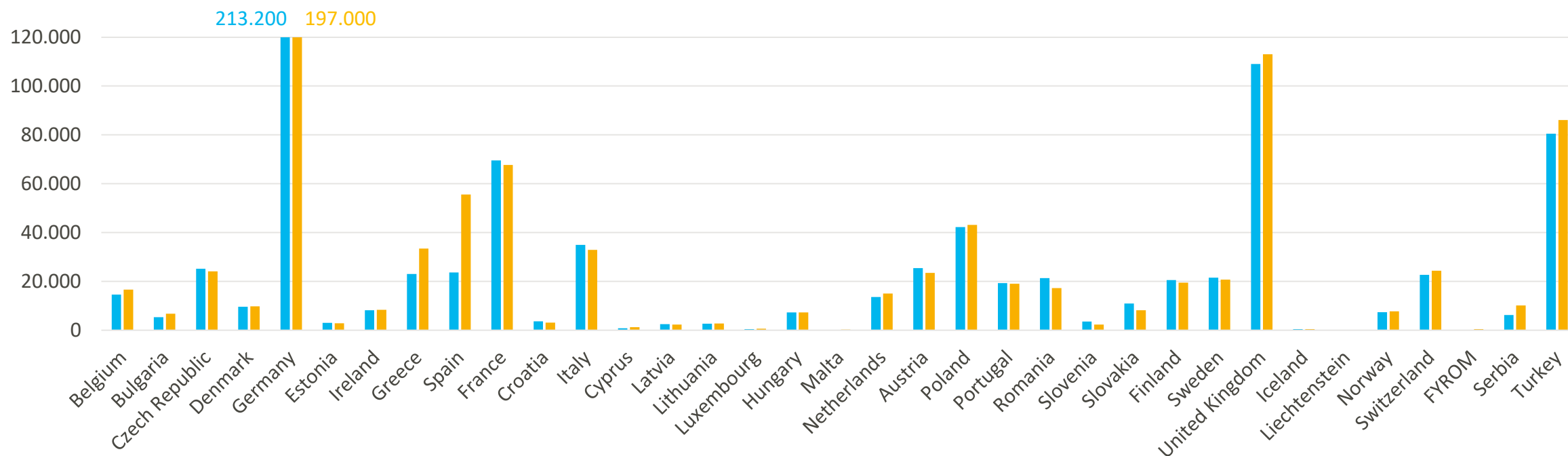


## Growing Number of doctoral candidates in Europe

2013: 853.360 | 2016: 884.353

■ 2013  
■ 2016

Source: Eurostat

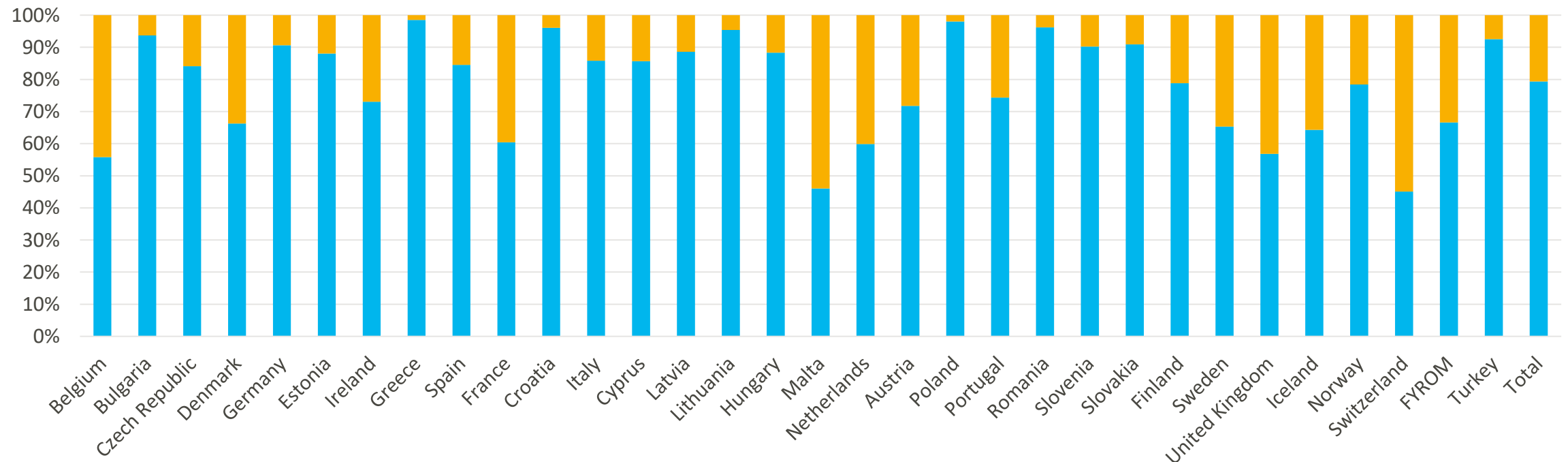


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## International mobility of doctoral candidates

Source: Eurostat

■ Non-mobile doctoral candidates (2016) ■ Mobile doctoral candidates (2016)

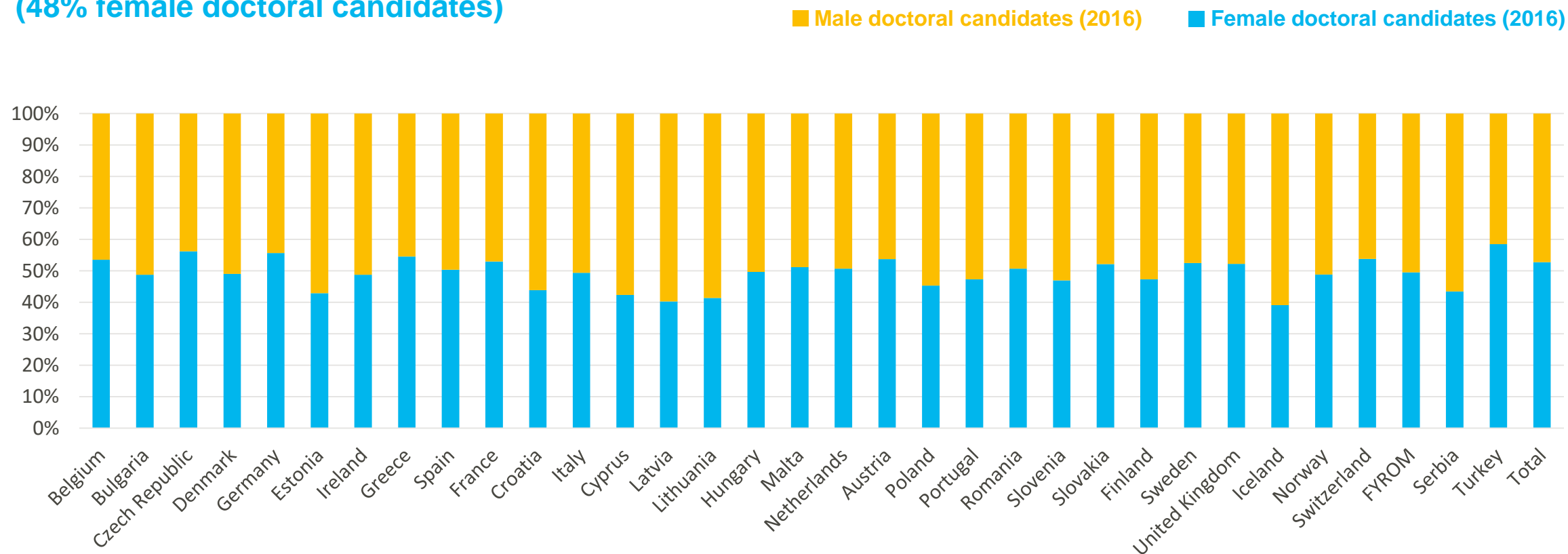


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## Gender distribution of doctoral candidates in Europe (2016)

Source: Eurostat

(48% female doctoral candidates)



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# Survey on doctoral education in Europe

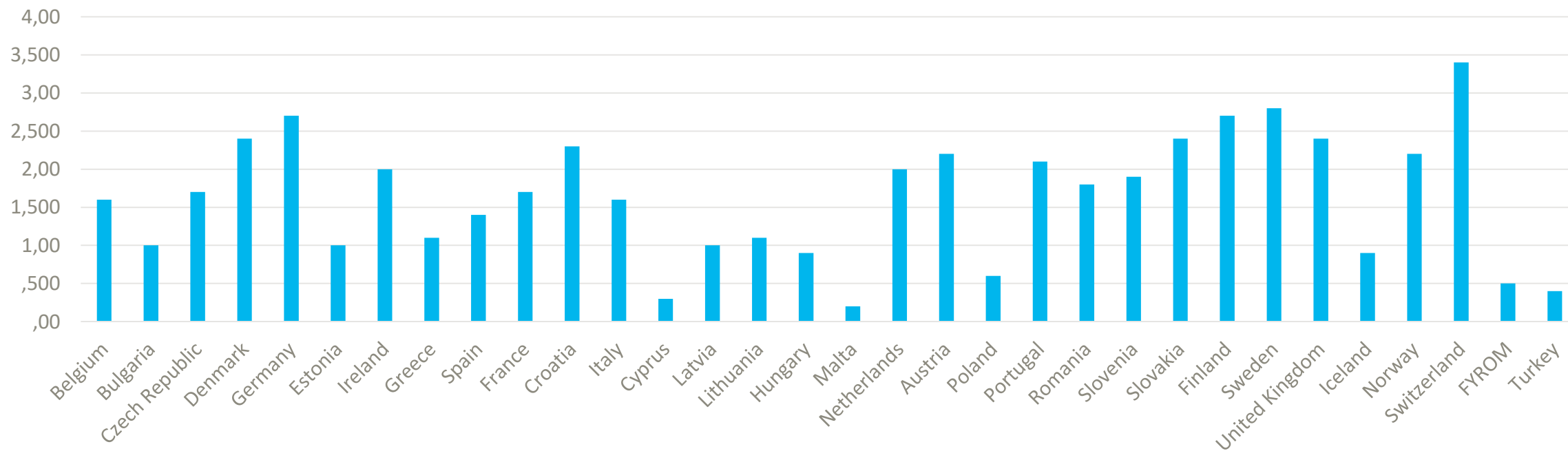


## Survey on doctoral education in Europe

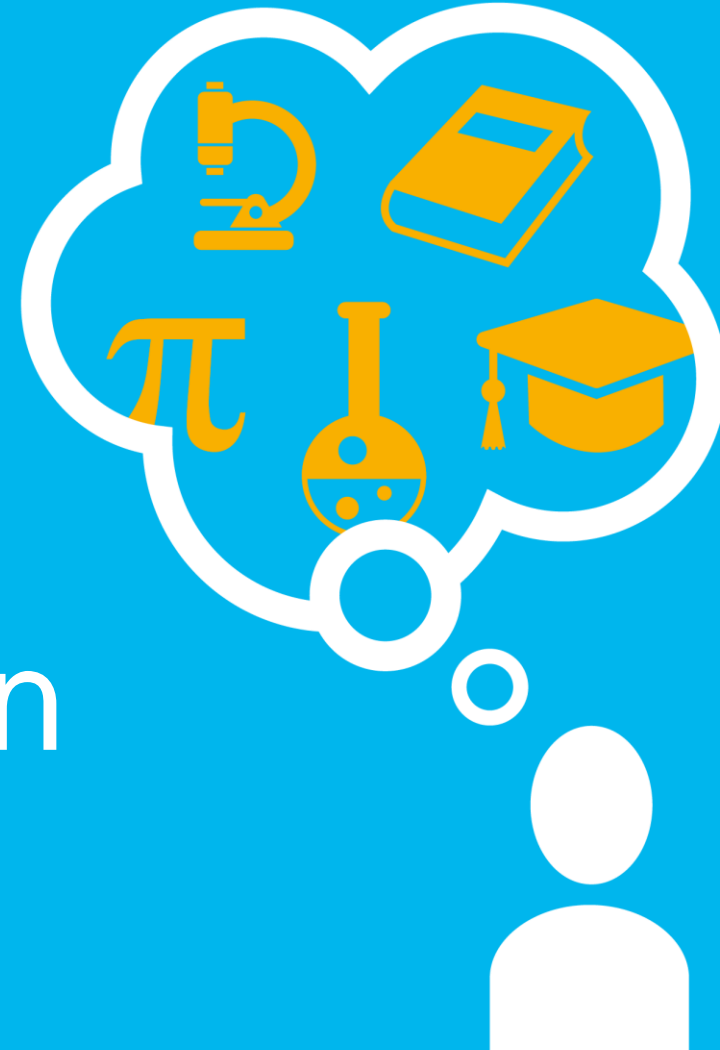
### Background

- Together with researchers from the Ghent University (Prof. Jeroen Huisman)
- November 2017 – February 2018
- For all European Universities addressing institutional leadership
- 292 valid responses
- 1 response per institution
- Covers 40% of all doctoral candidates in Europe (according to ETER data)
- Final report in beginning of 2019

## Graduates (ISCED 6) per 1 000 of the population aged 25-34

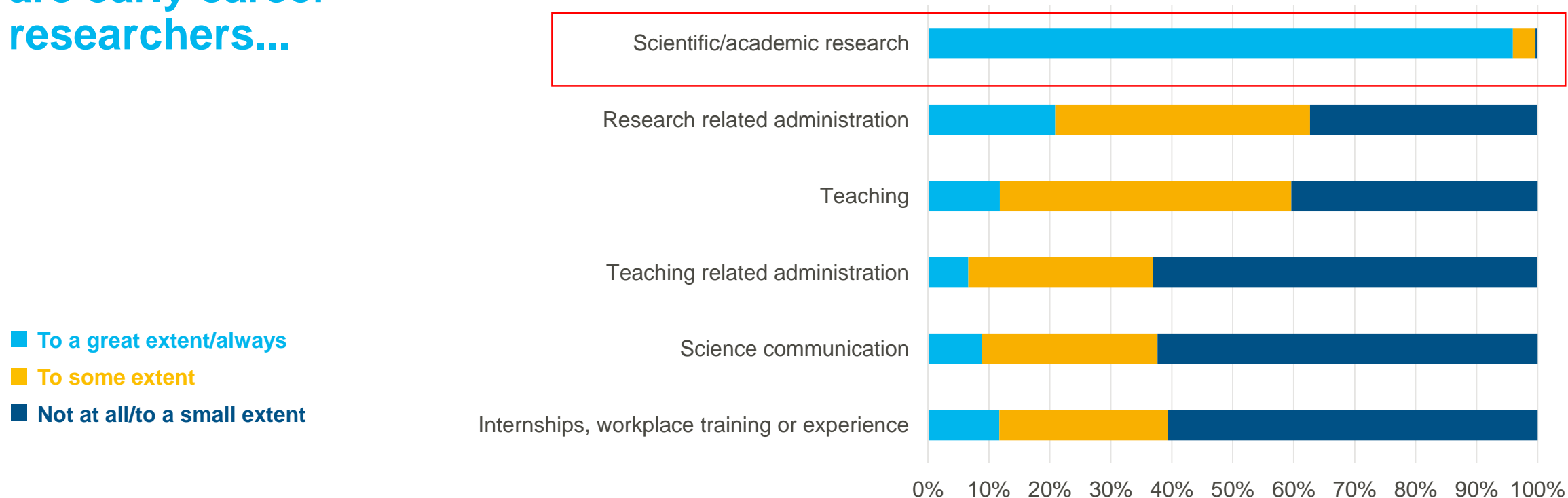


# Common goal: Research Excellence in Doctoral Education



## Doctoral candidates are early career researchers...

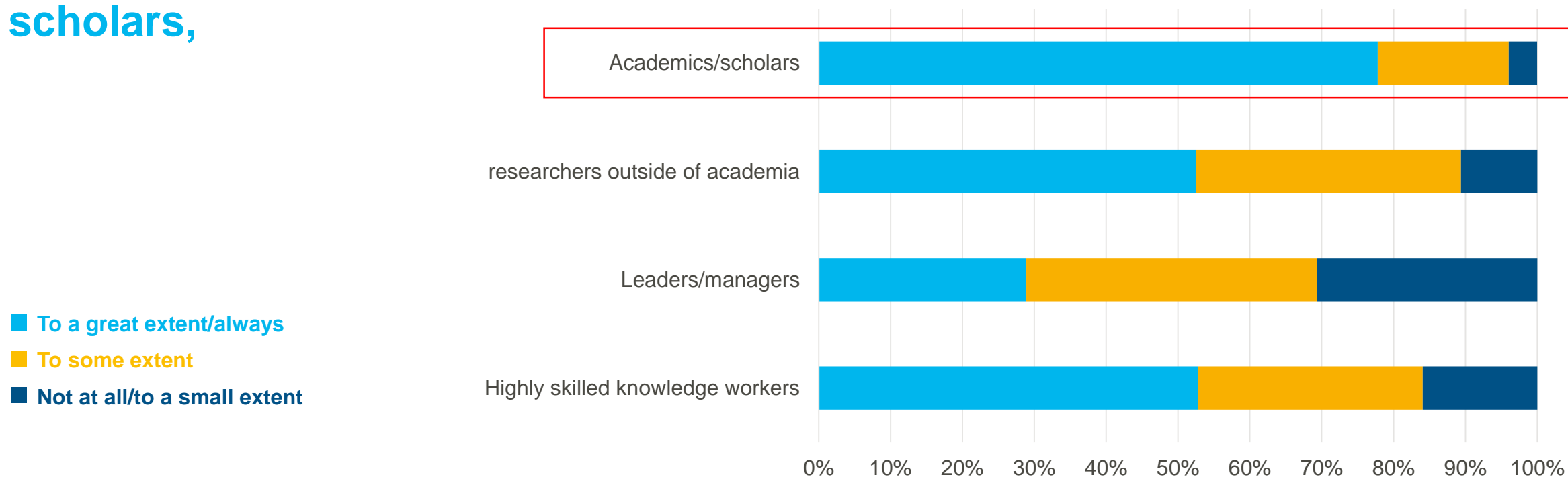
To what extent does an average doctoral candidate in your institution spend her/his time on the following activities?





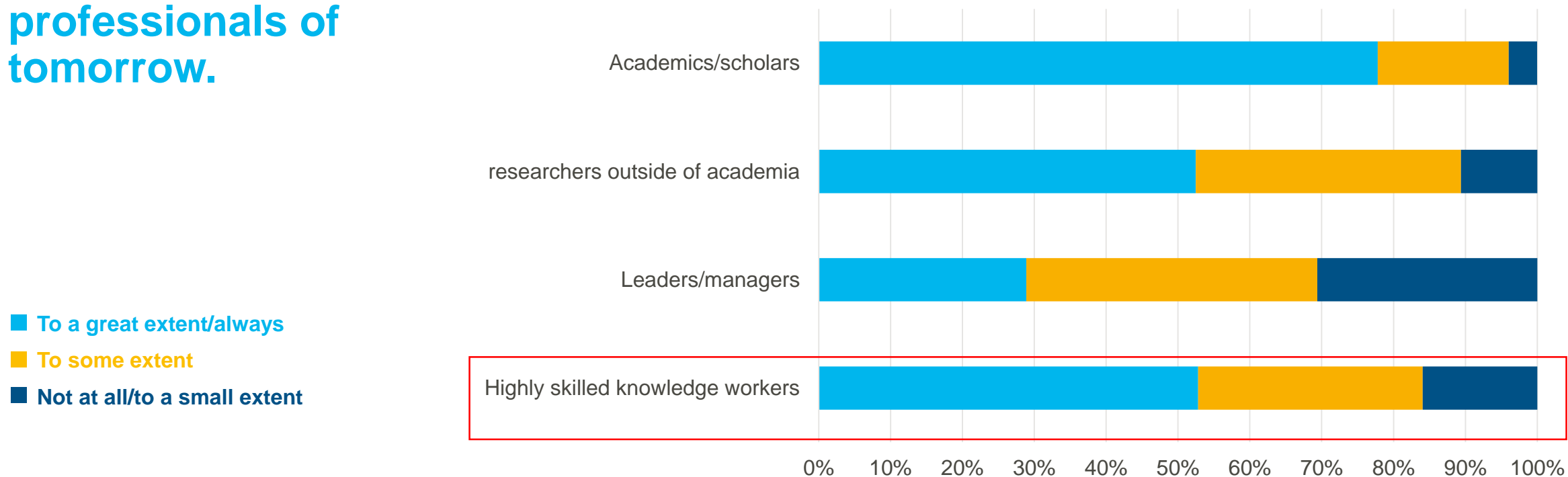
and (mainly) seen as  
future academic and  
scholars,

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



but also increasingly  
seen as the research  
professionals of  
tomorrow.

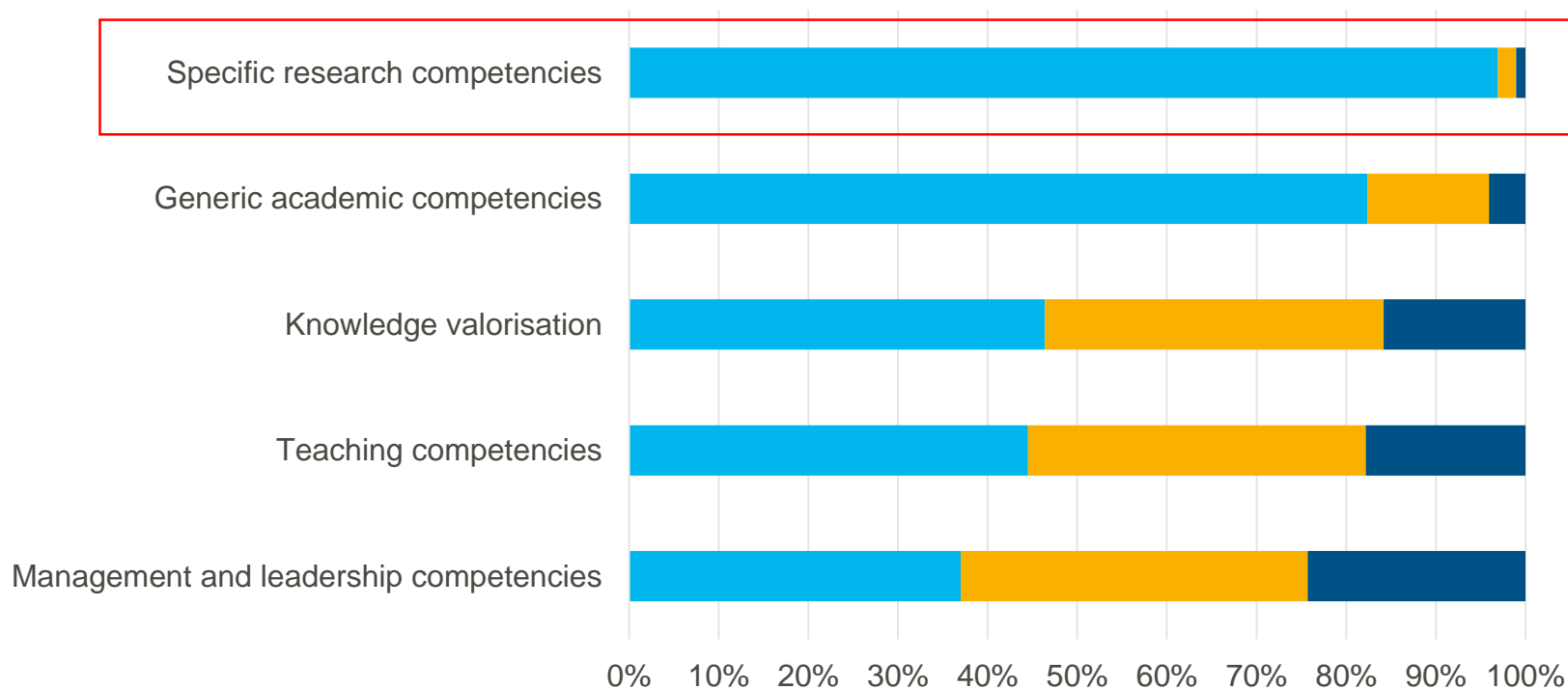
To what extent is doctoral education in your institution conceived  
as preparing the future generation of...



## They focus on research competencies

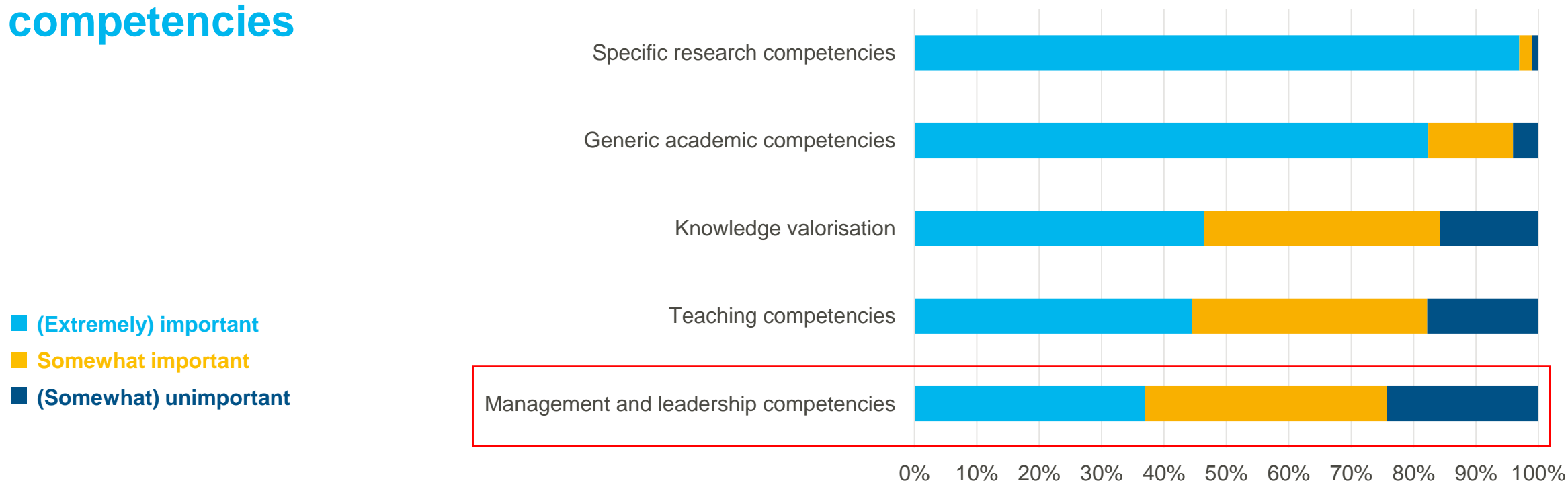
■ (Extremely) important  
■ Somewhat important  
■ (Somewhat) unimportant

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



## but also acquire transversal competencies

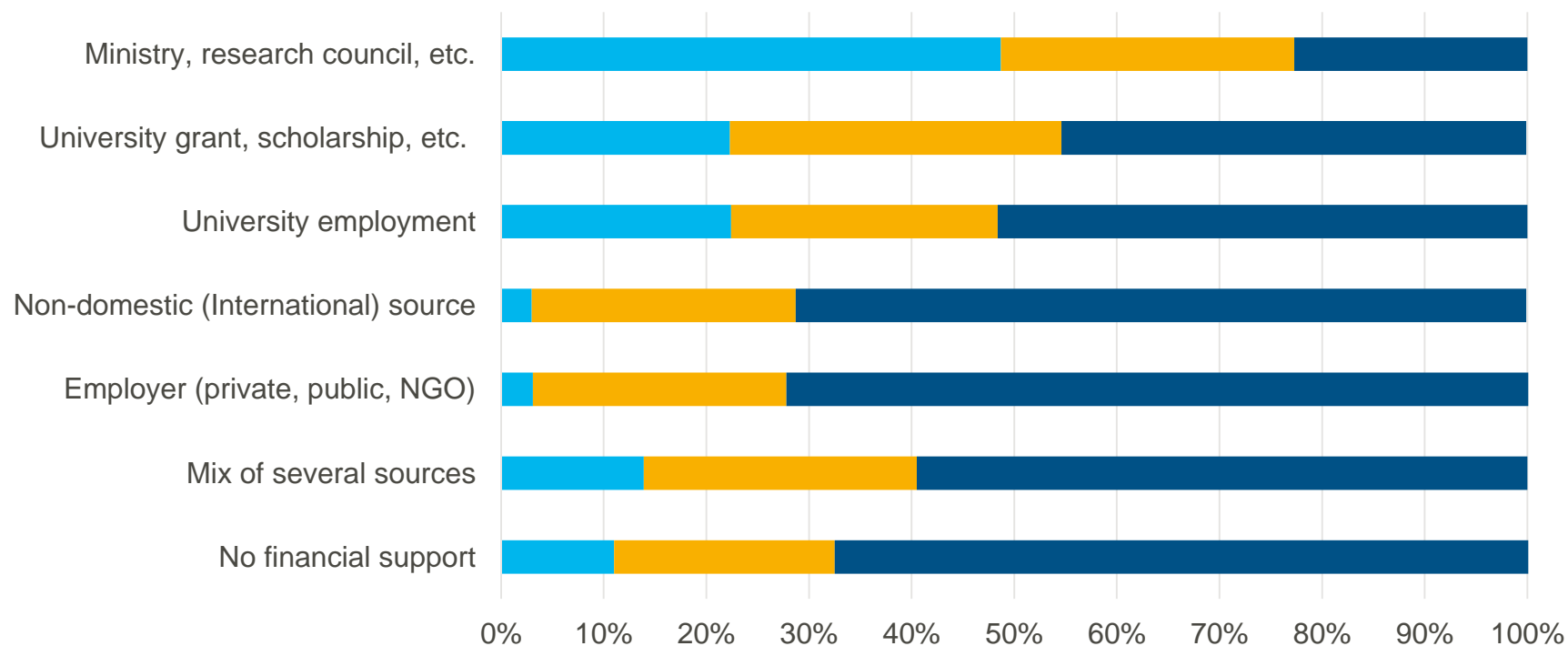
In your institution, how important are the following elements of doctoral training?



## Funding for doctoral education comes from a variety of resources

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

To what extent are doctoral candidates at your institution financially supported by the following sources?



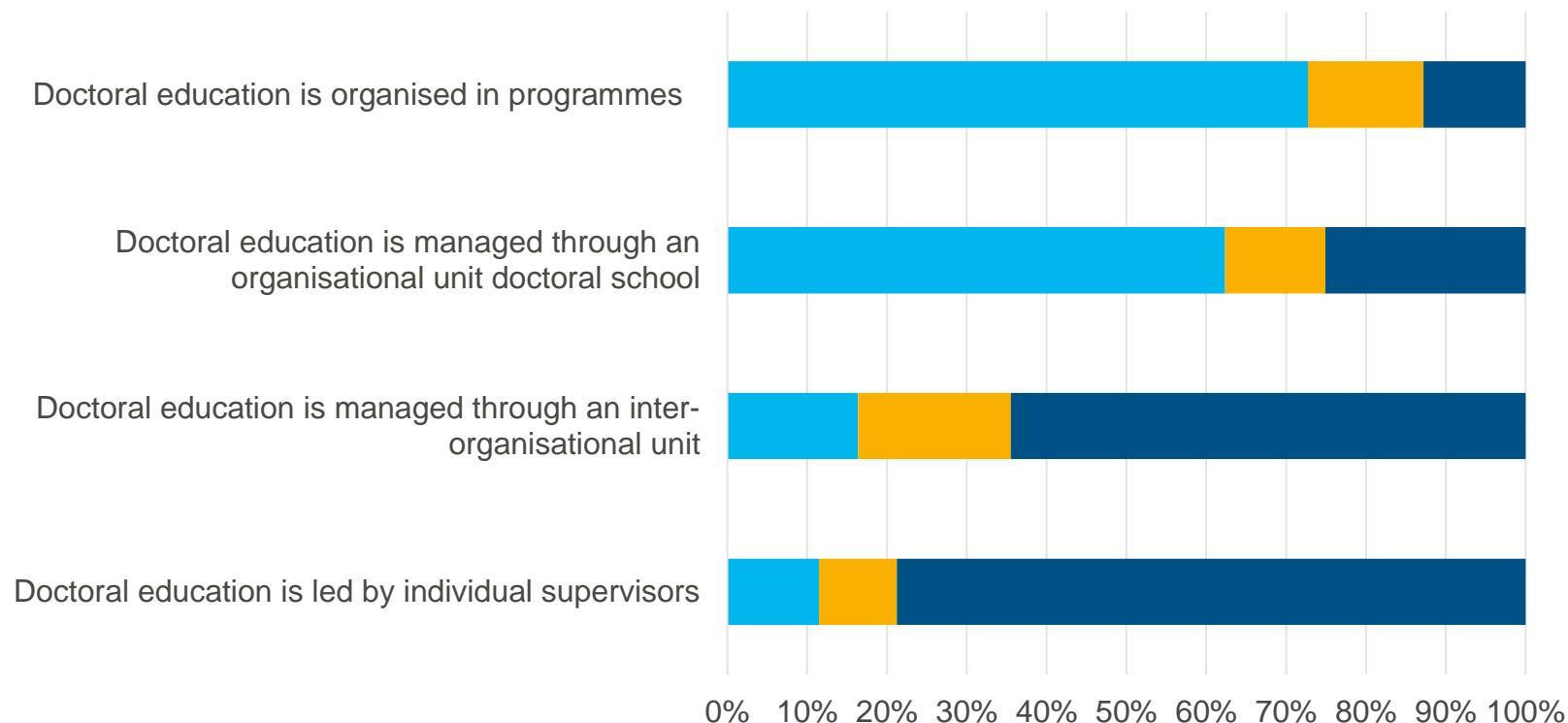
# Diversity in the organisation of doctoral education



## Institutions establish diverse, often parallel structures for doctoral education ...

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

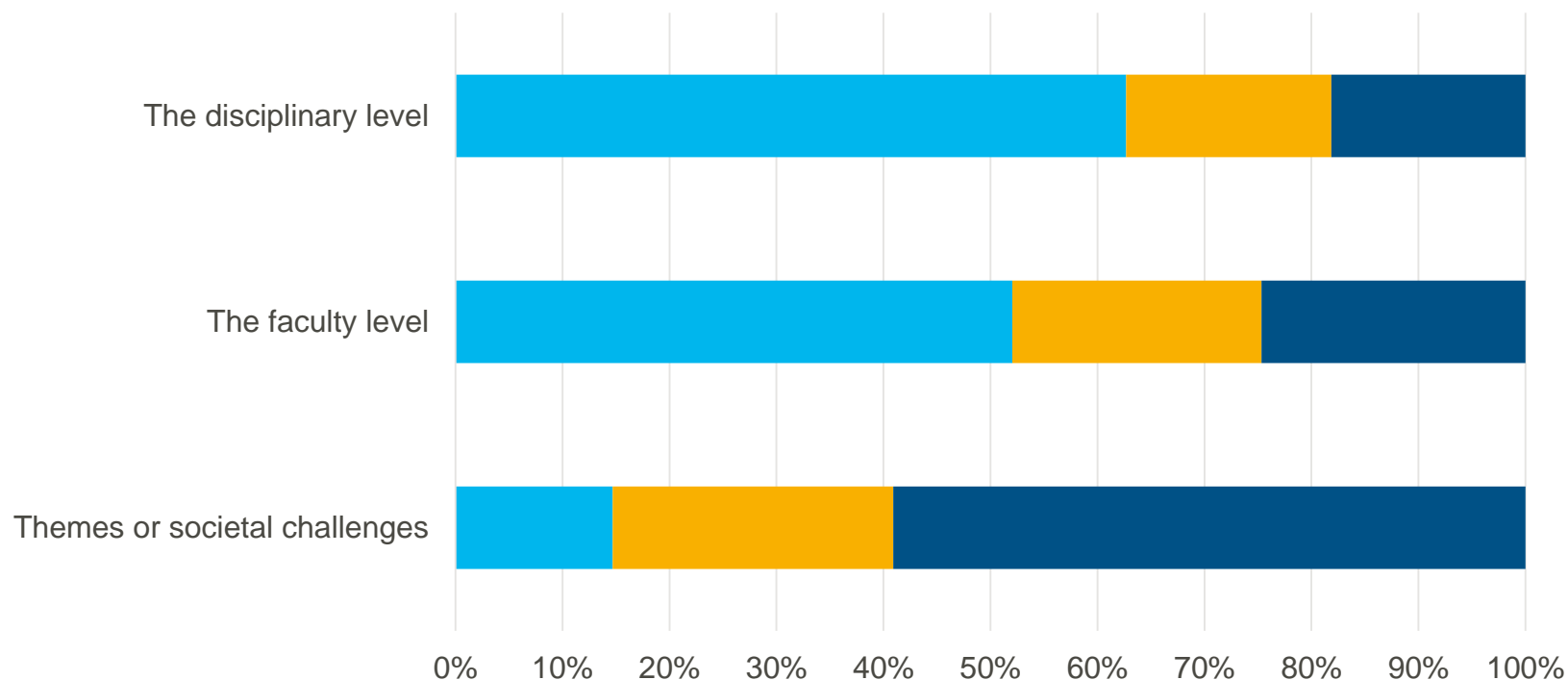
To what extent is doctoral education in your institution organised as...?



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

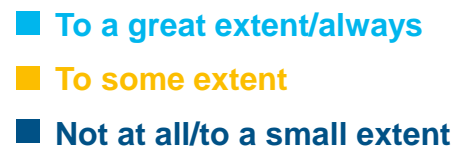
To what extent is doctoral education in your institution organised at or around ...?

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

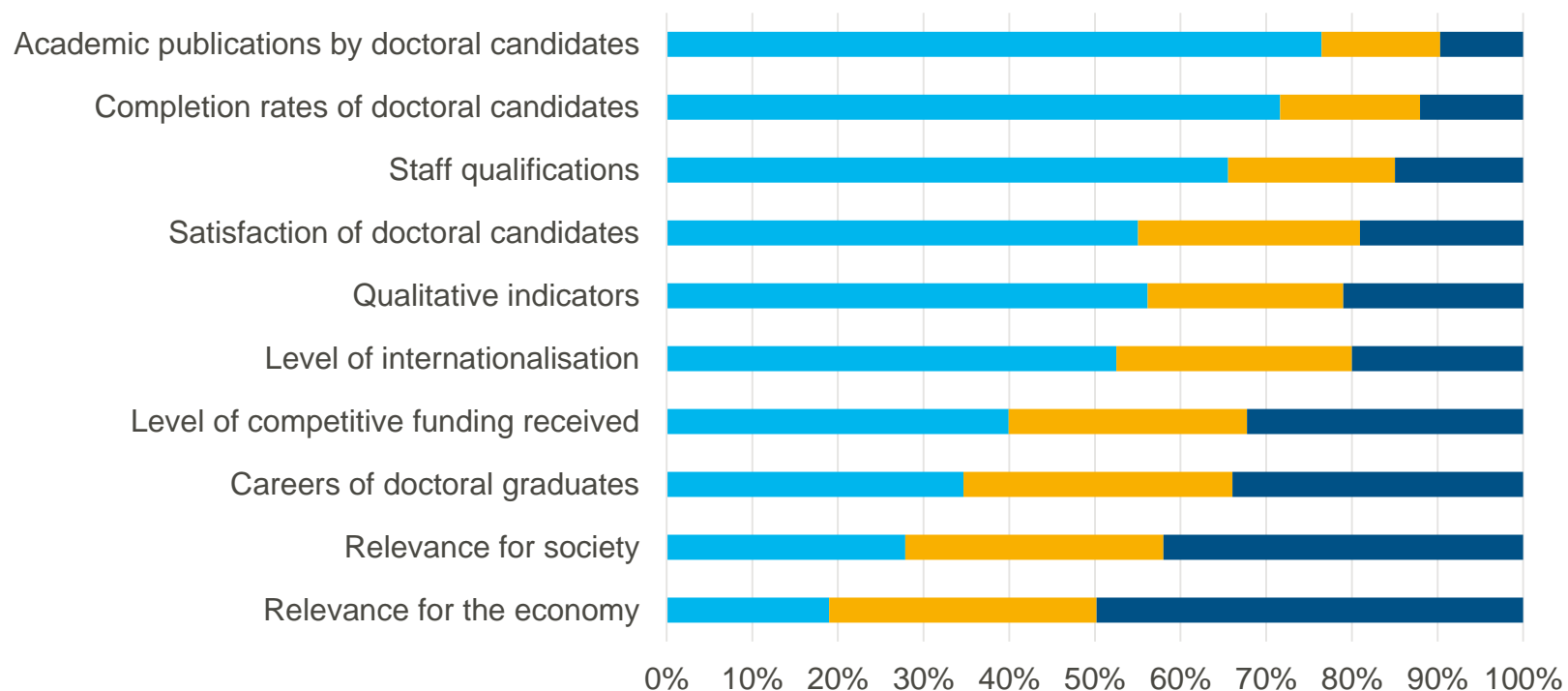




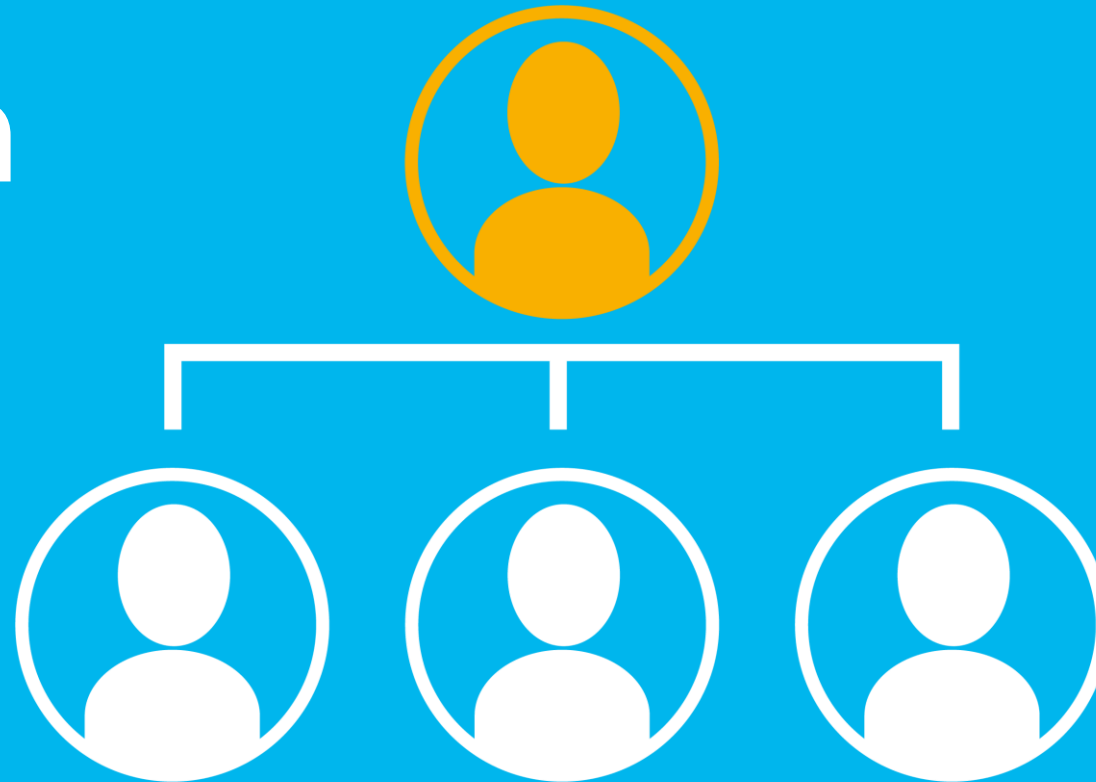
## Variety of criteria to institutionally evaluate doctoral education



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



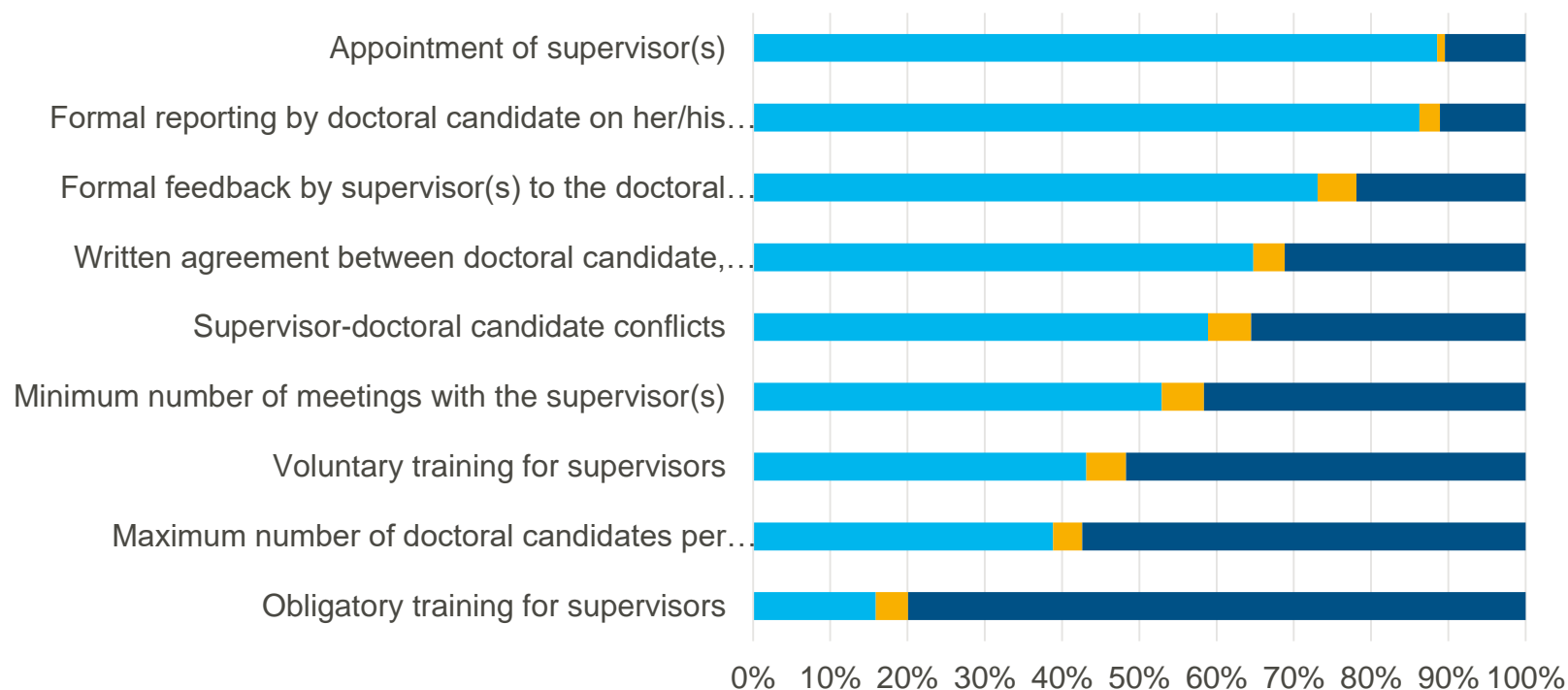
# Supervision



## Key aspects of the supervisor-supervisee relation are regulated

- In most/all doctoral programmes
- In about half of doctoral programmes
- Never/in some doctoral programmes

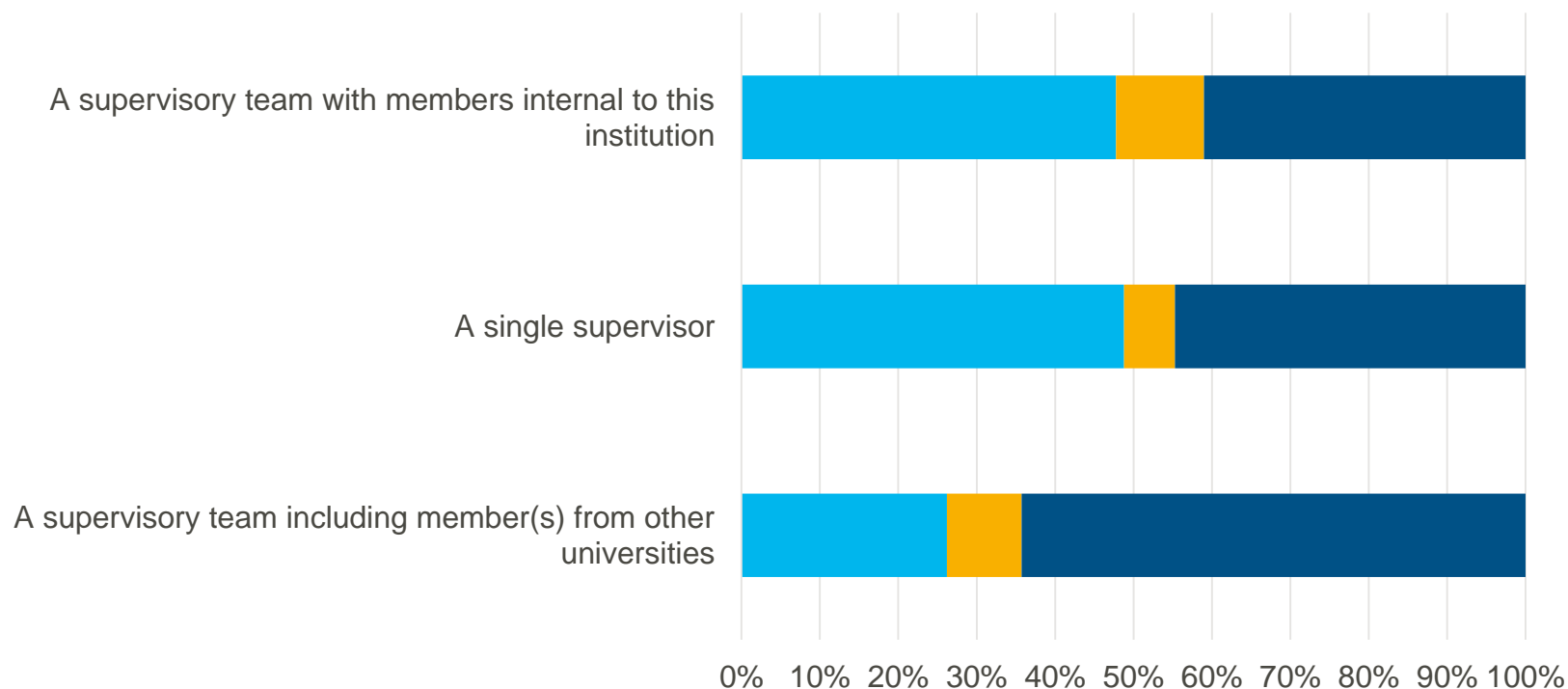
In your institution, are there rules or guidelines regarding the following aspects of doctoral supervision?



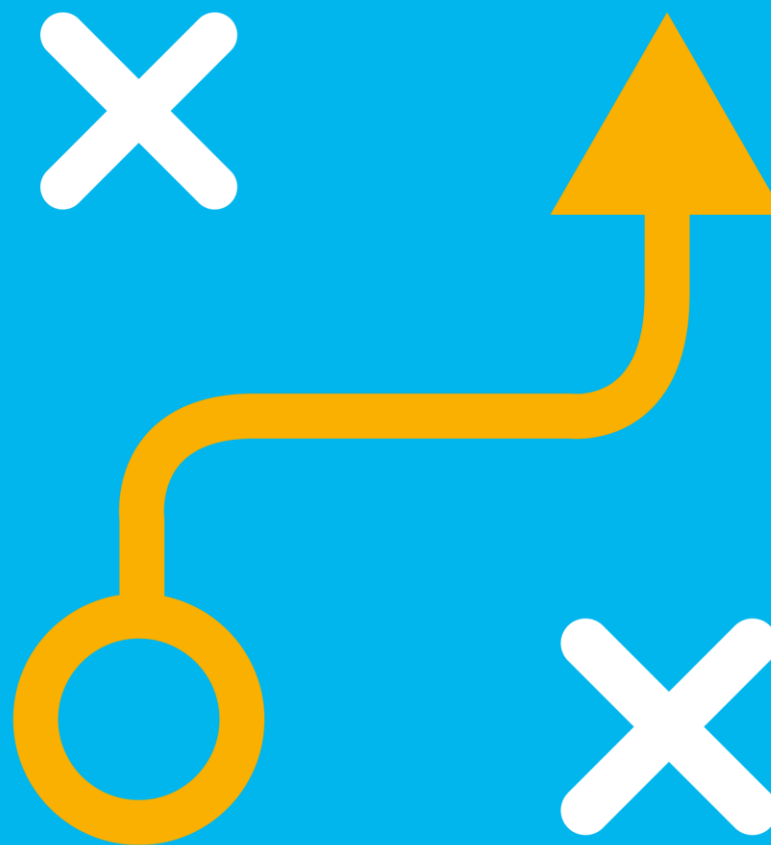
## The practice of the supervision is highly diverse even within a single institution

- In most/all doctoral programmes
- In about half of doctoral programmes
- Never/in some doctoral programmes

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



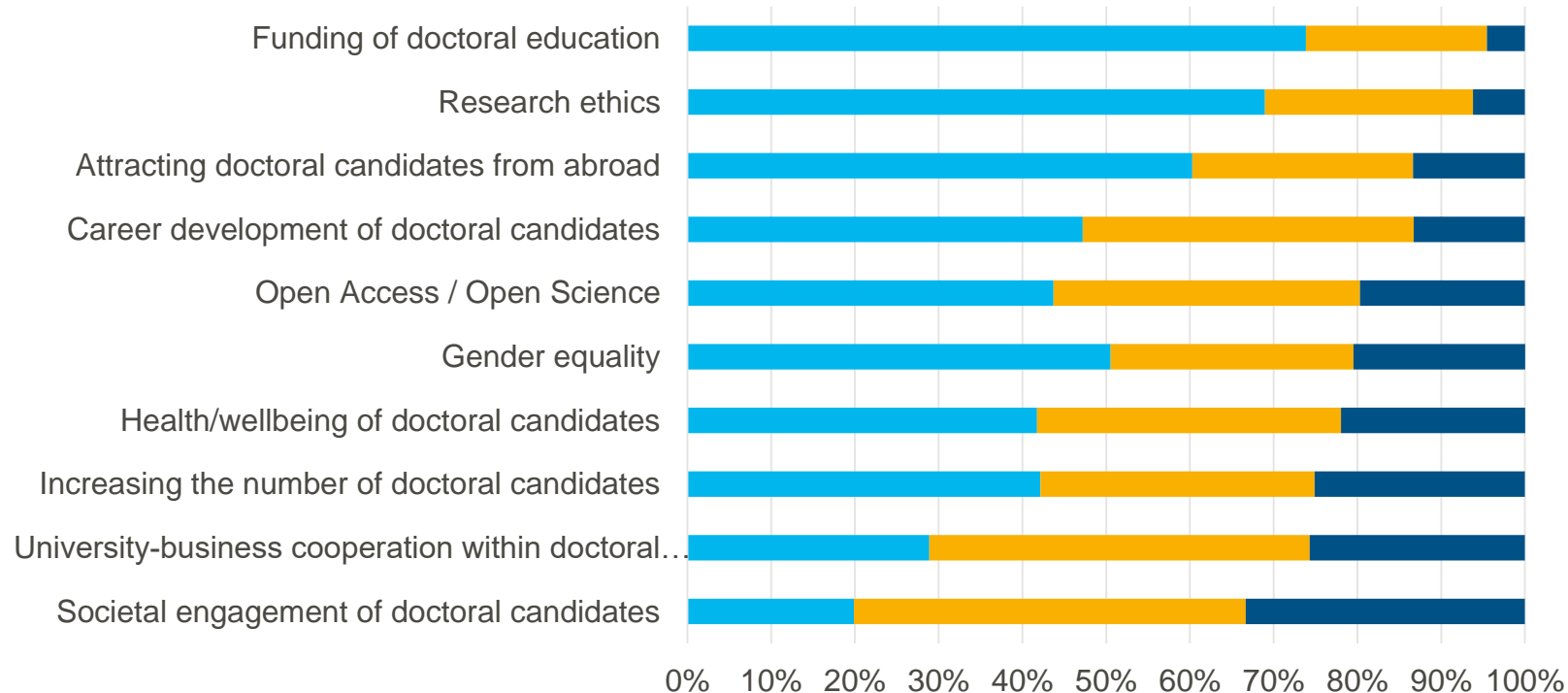
# Strategy



## There are multiple strategic priorities within a single institution...

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

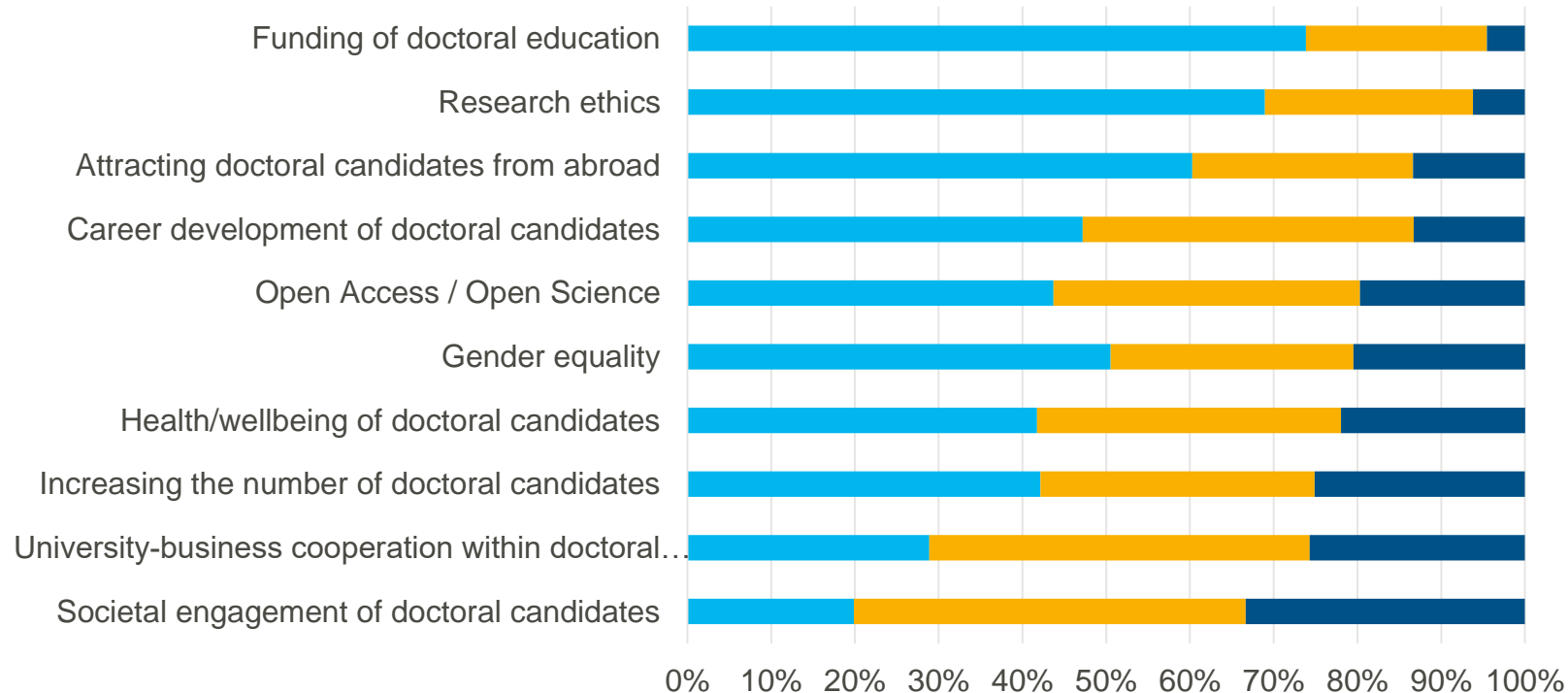
To what extent are the following issues currently considered a strategic priority in doctoral education within your institution



## ... addressing the structural questions of doctoral education as much as broader policy issues

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

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



## Conclusions

- The production of knowledge through original research is at the centre of doctoral education.
- Doctoral education serves to prepare doctoral candidates for a variety of careers.
- An overwhelming majority of institutions (about 90%) have established structures for doctoral education.
- Doctoral schools and programmes coexist simultaneously with other support structures.
- Doctoral education is an endeavour for all of the institutions – rooted in the different levels of governance.



## Conclusions

- Supervisors remain primus inter pares, increasingly working in tandem with colleagues from in- and outside the institution.
- In most institutions, formal reporting and feedback between the doctoral candidate and supervisor(s) is required. Doctoral education is evaluated based on the multiple – and potentially conflicting – criteria which reflect diverse demands from external stakeholders.
- Key strategic policy priorities of doctoral education are similar to the key issues of European research policy today, while also addressing the specificities of early stage researchers.

# Thank you for your attention

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