

The landscape of doctoral education in Europe

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Introducing EUA-CDE



- **The largest** European Doctoral Education Network
- **Gathers** a community of academic leaders and professionals from 254 universities in 36 European countries
- **Drives** doctoral education policies and promotes cooperation and exchange of good practices on issues of common interest
- **Organises** regular conferences, workshops, focus groups, webinars and thematic peer groups, addressing fundamental and emerging topics of doctoral education
- **Identifies** and monitors the trends in doctoral education, inside and outside Europe
- **Participates** in policy dialogues on the European and global level
- **Contributes** to strengthening the international dimension of doctoral education and enhancing the visibility and collaboration of doctoral schools and programmes at the European and international levels

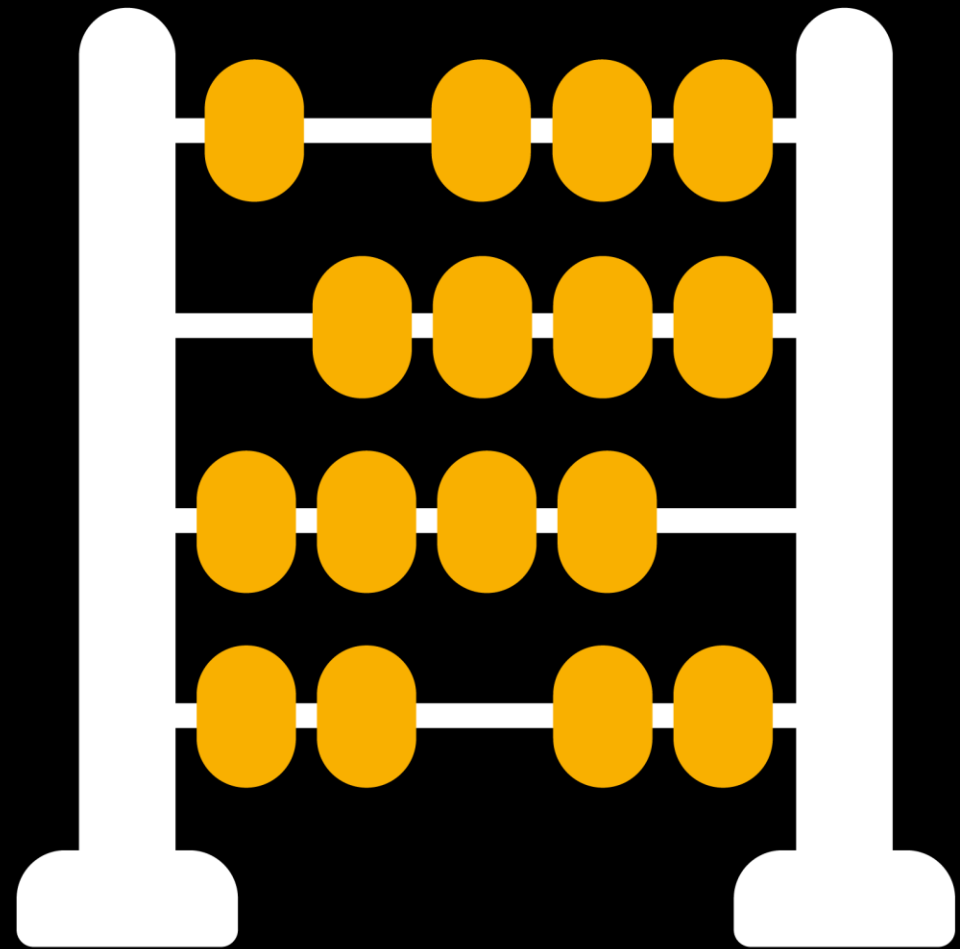
Background of reforms of doctoral education in Europe

- 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

Lets start with
some Numbers

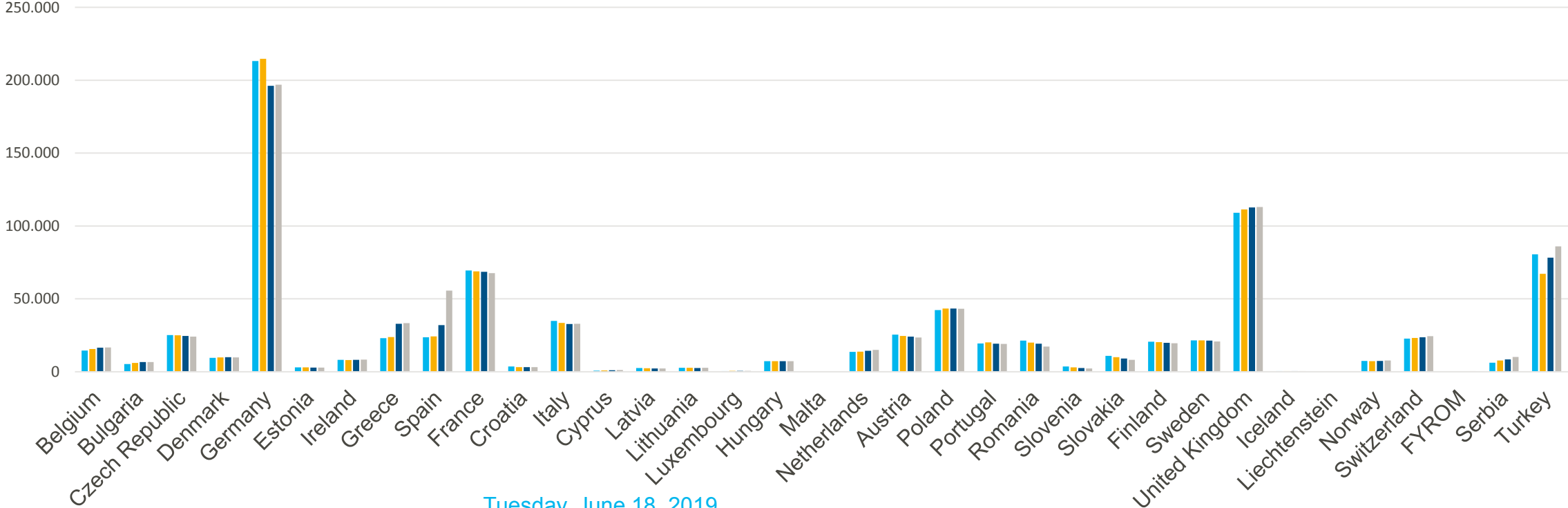


Growing Number of doctoral candidates in Europe

2013: 853.360 | 2016: 884.353

2013
2014
2015
2016

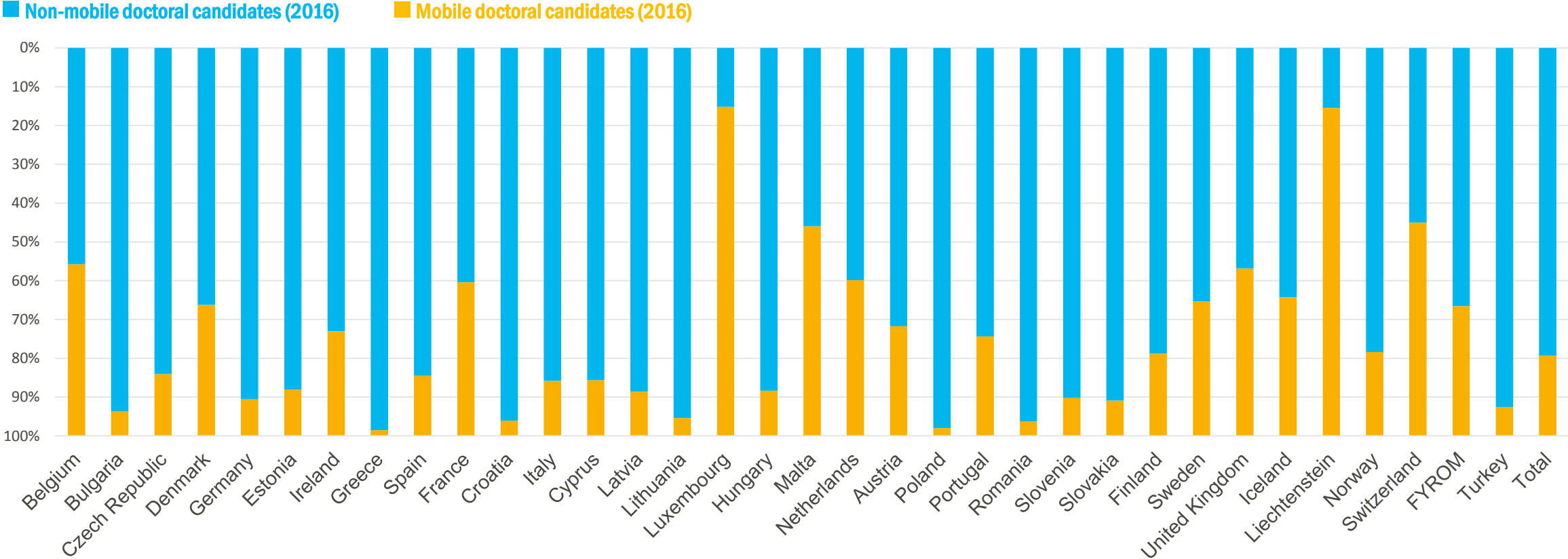
Source: Eurostat



Tuesday, June 18, 2019

International mobility of doctoral candidates

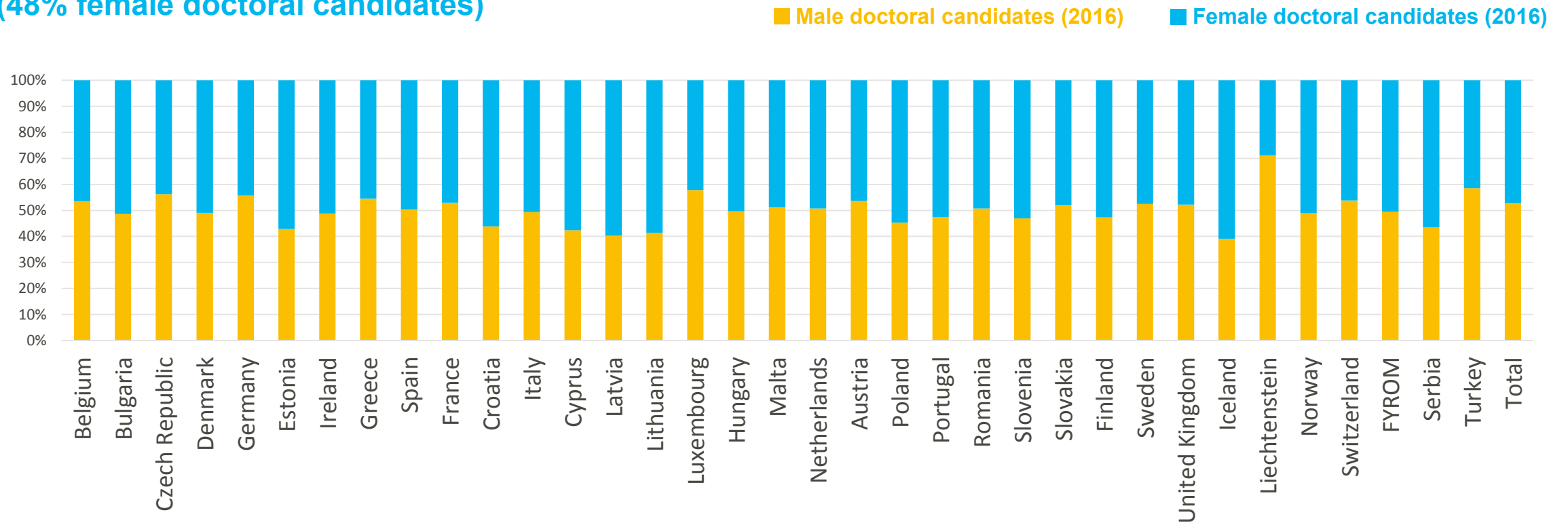
Source: Eurostat



Gender distribution of doctoral candidates in Europe (2016)

Source: Eurostat

(48% female doctoral candidates)



Survey doctoral education Europe



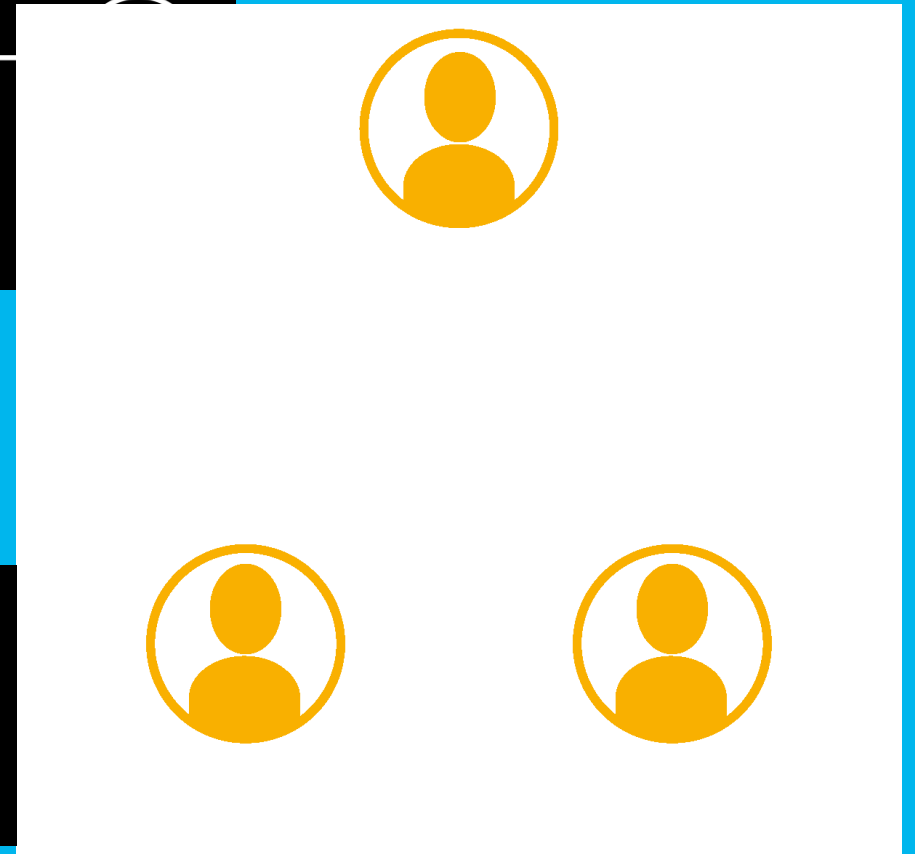
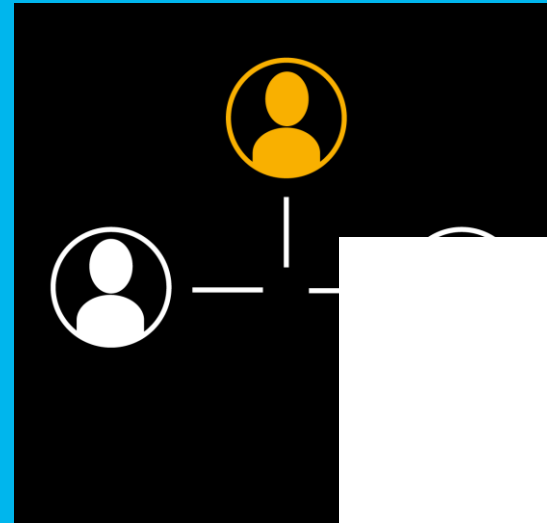
Survey on doctoral education in Europe

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)



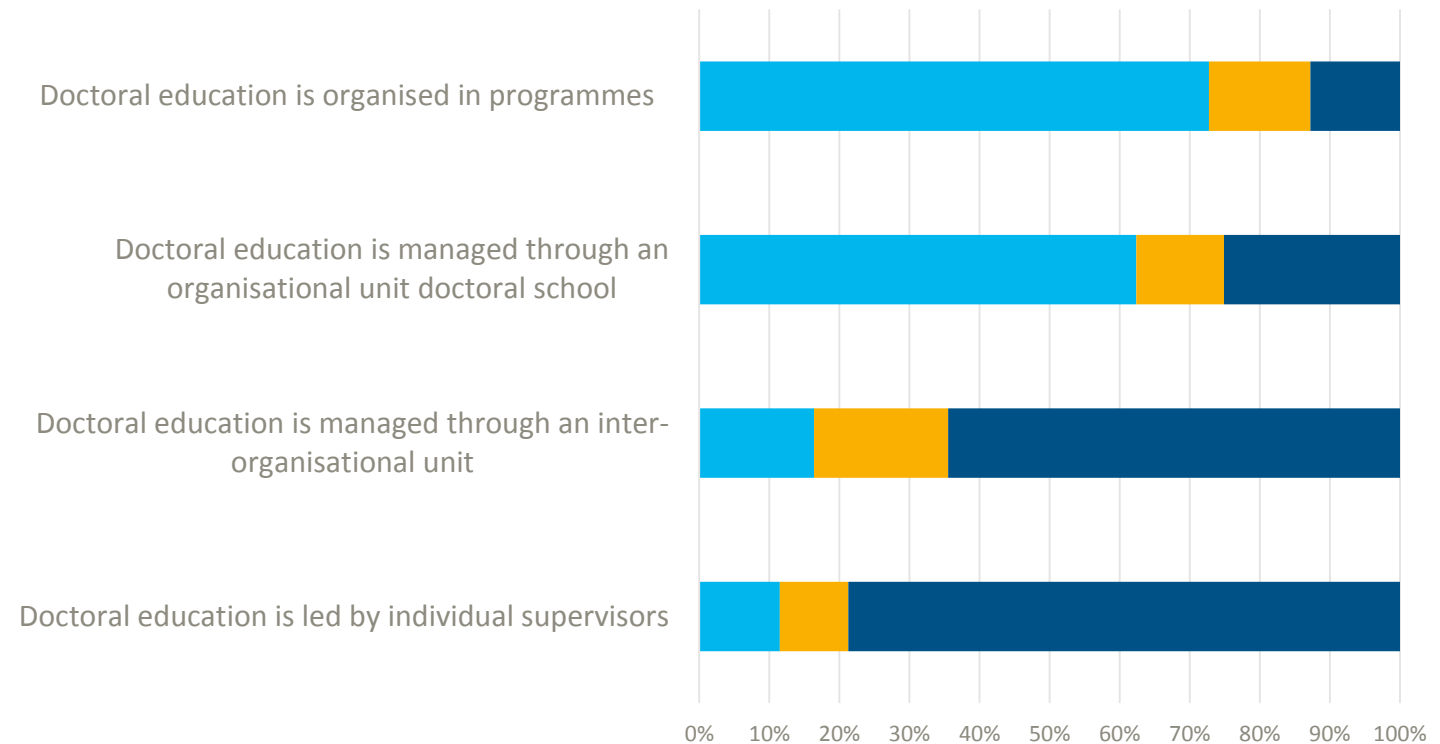
Diversity of organisation of doctoral education



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

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

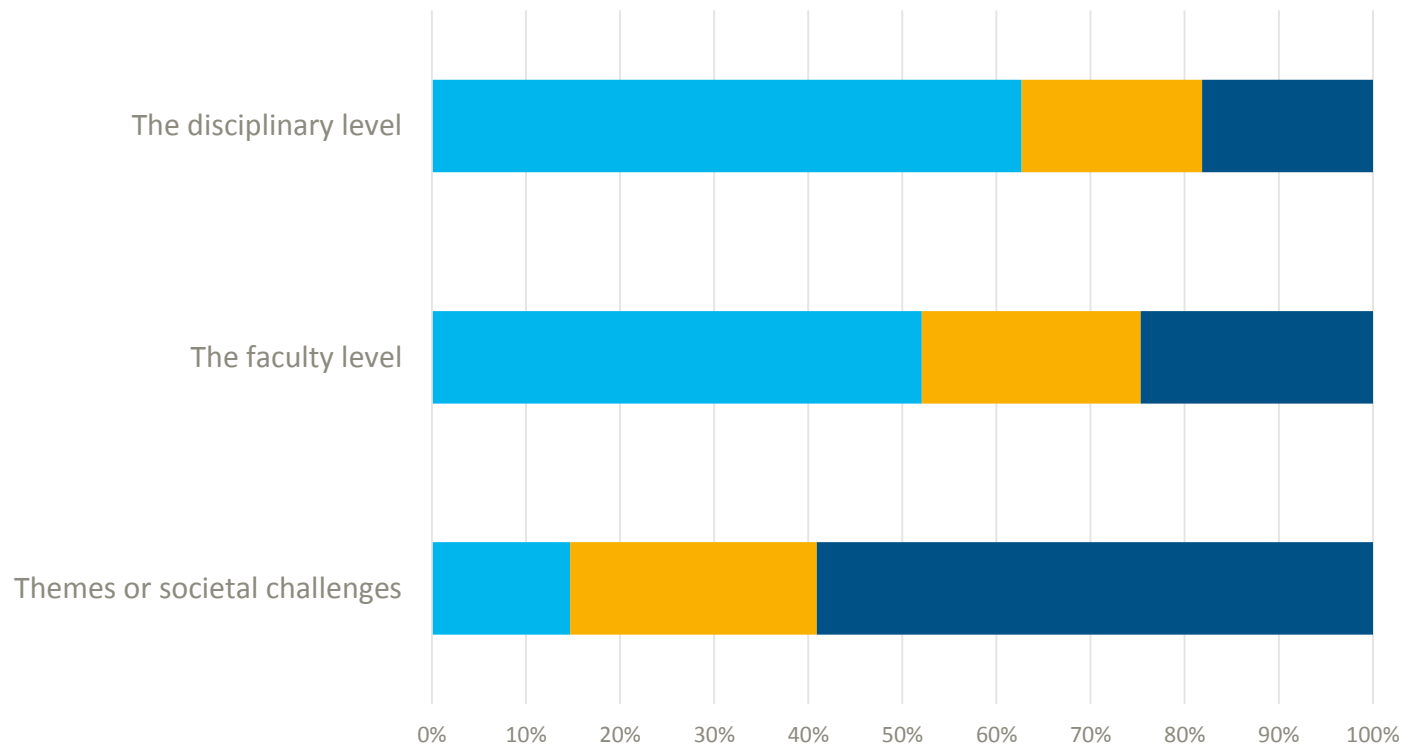
To what extent is doctoral education in your institution organised as...?



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

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

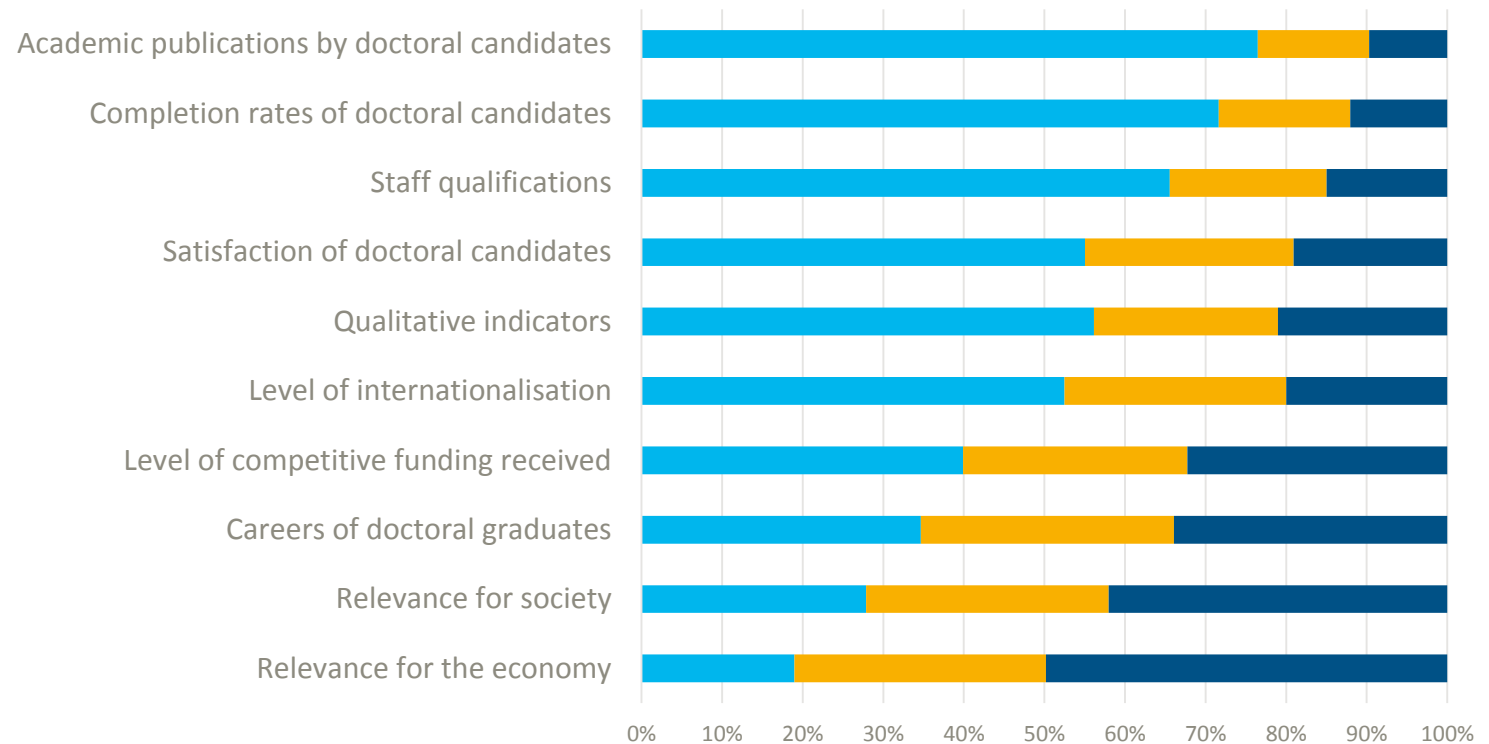
To what extent is doctoral education in your institution organised at or around ...?



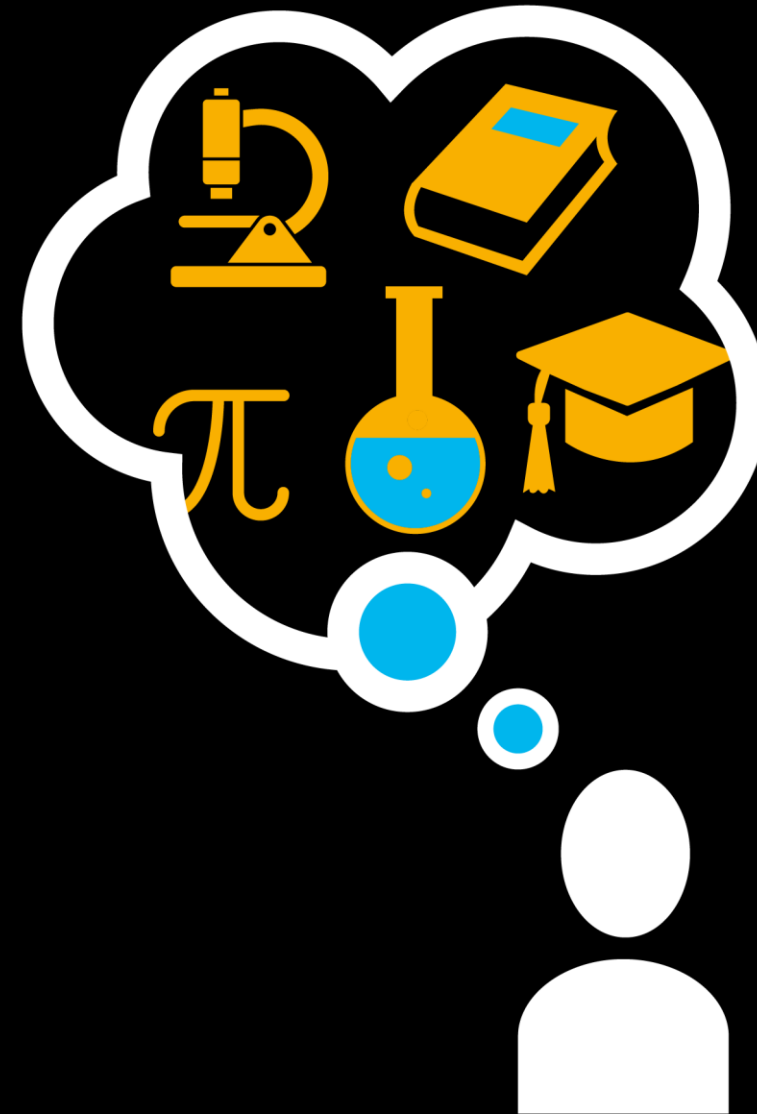
Variety of criteria to institutionally evaluate doctoral education

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

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



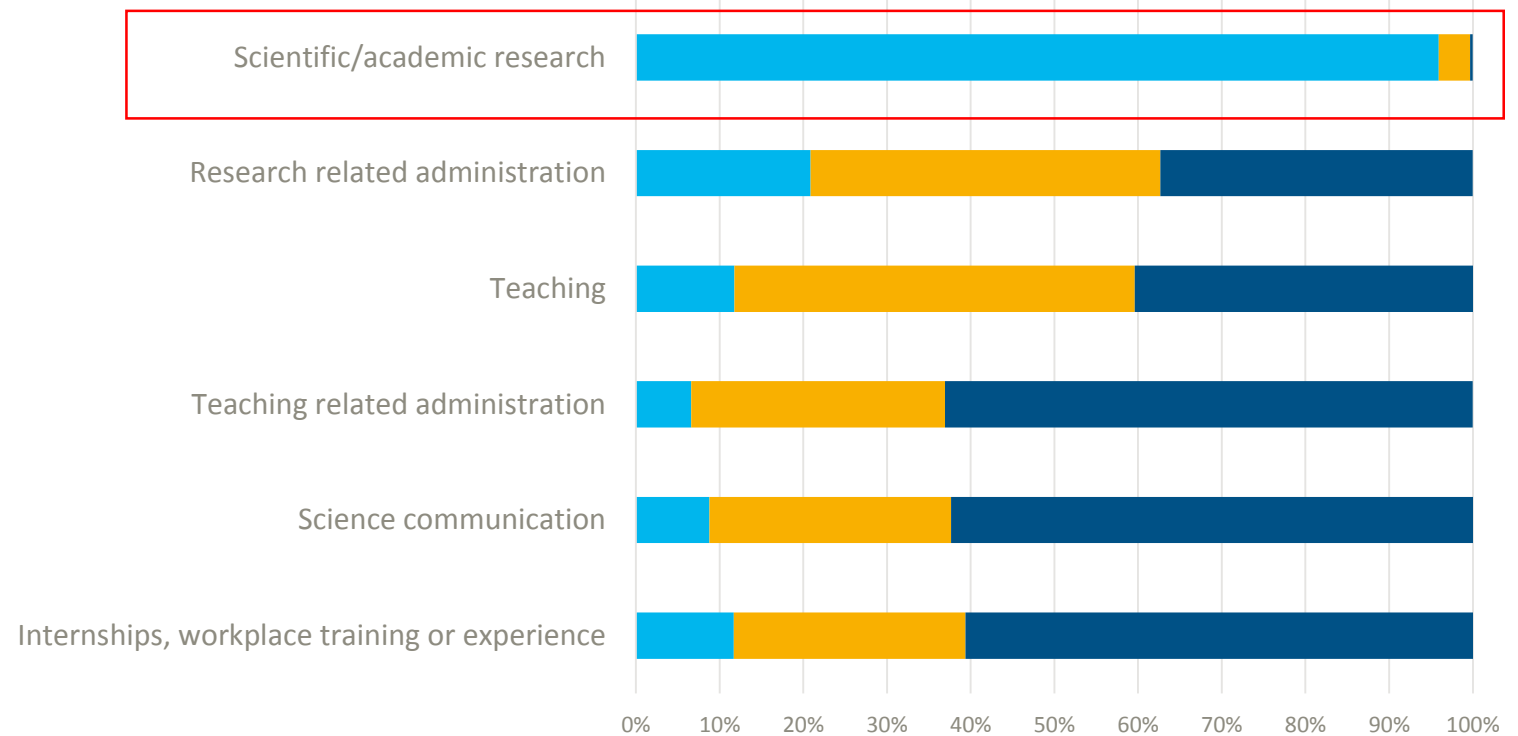
Common goals
Research
Excellence in
Doctoral Education



Doctoral candidates are early career researchers...

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

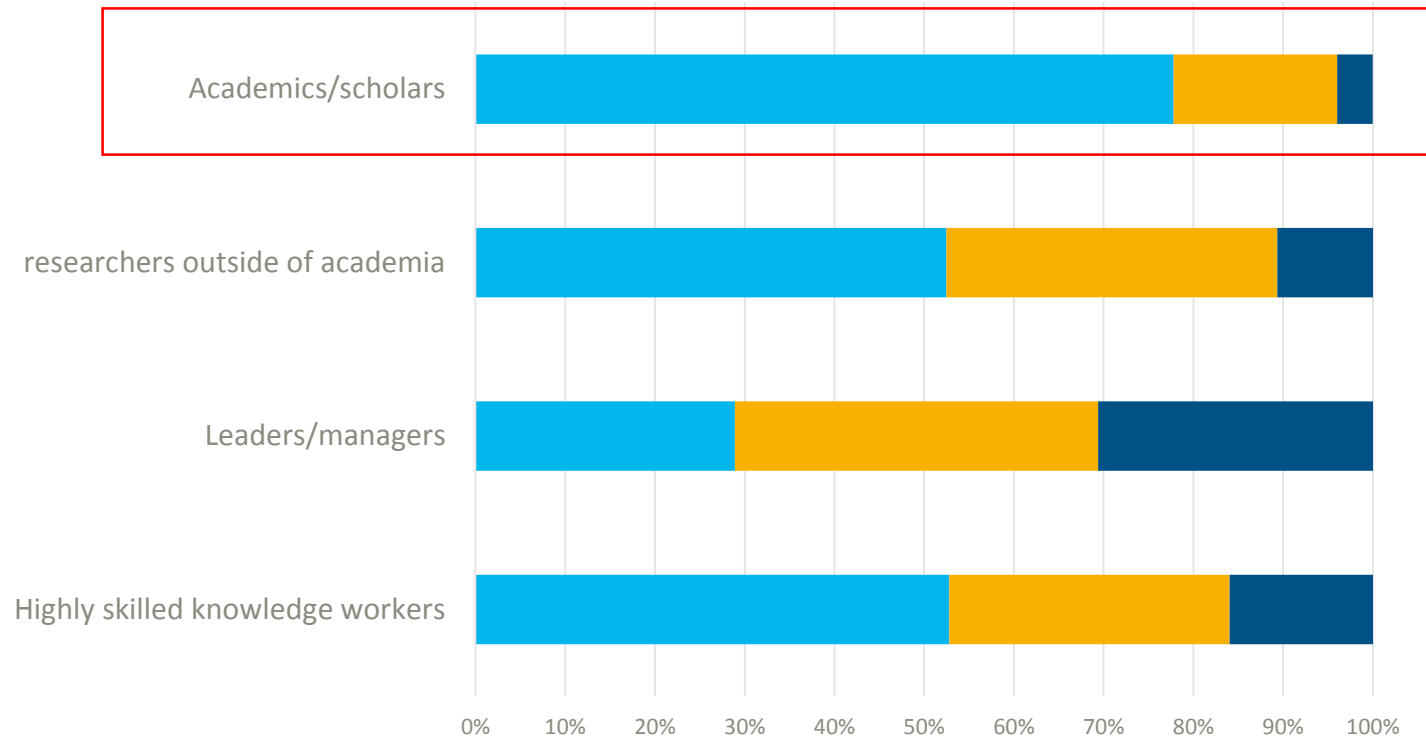
To what extent does an average doctoral candidate in your institution spend her/his time on the following activities?



and (mainly) seen as future academic and scholars,

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

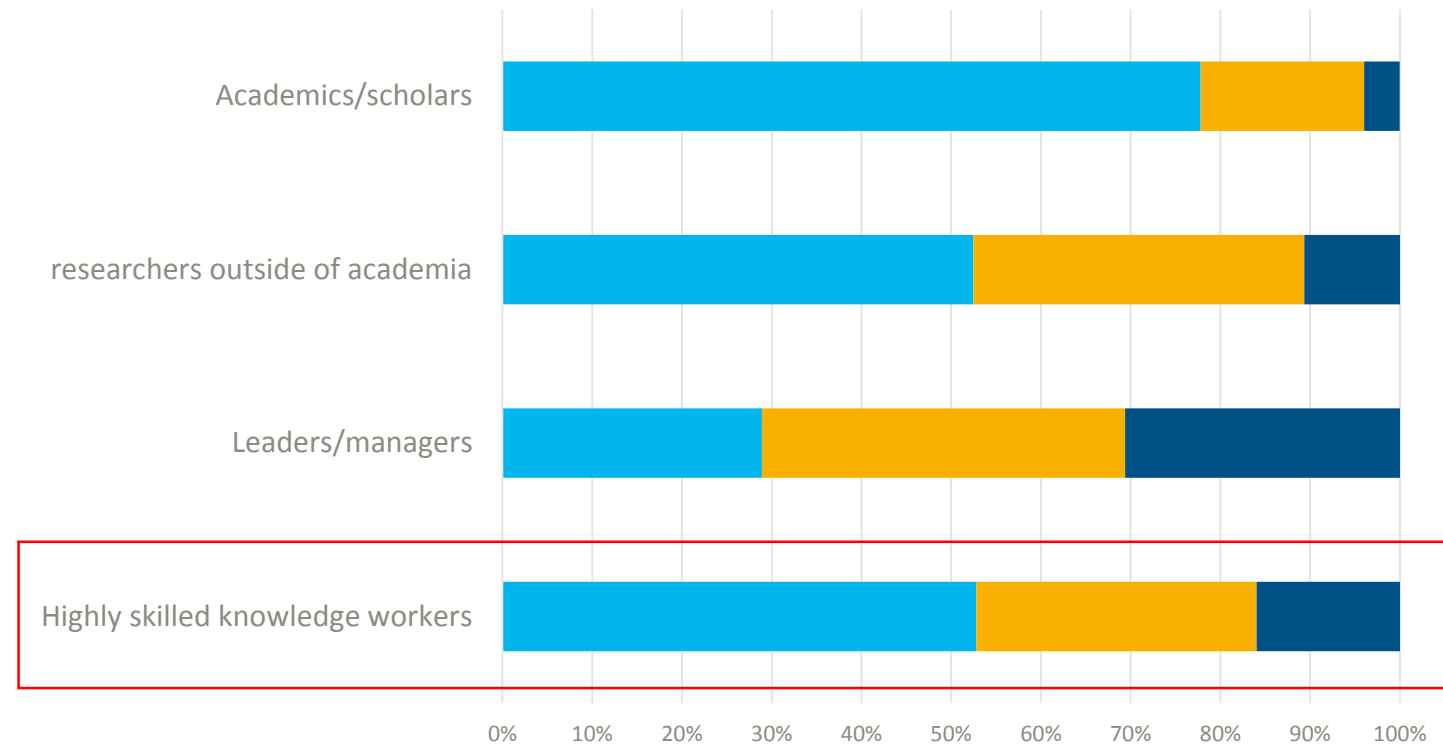
- To a great extent/always
- To some extent
- Not at all/to a small extent



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...

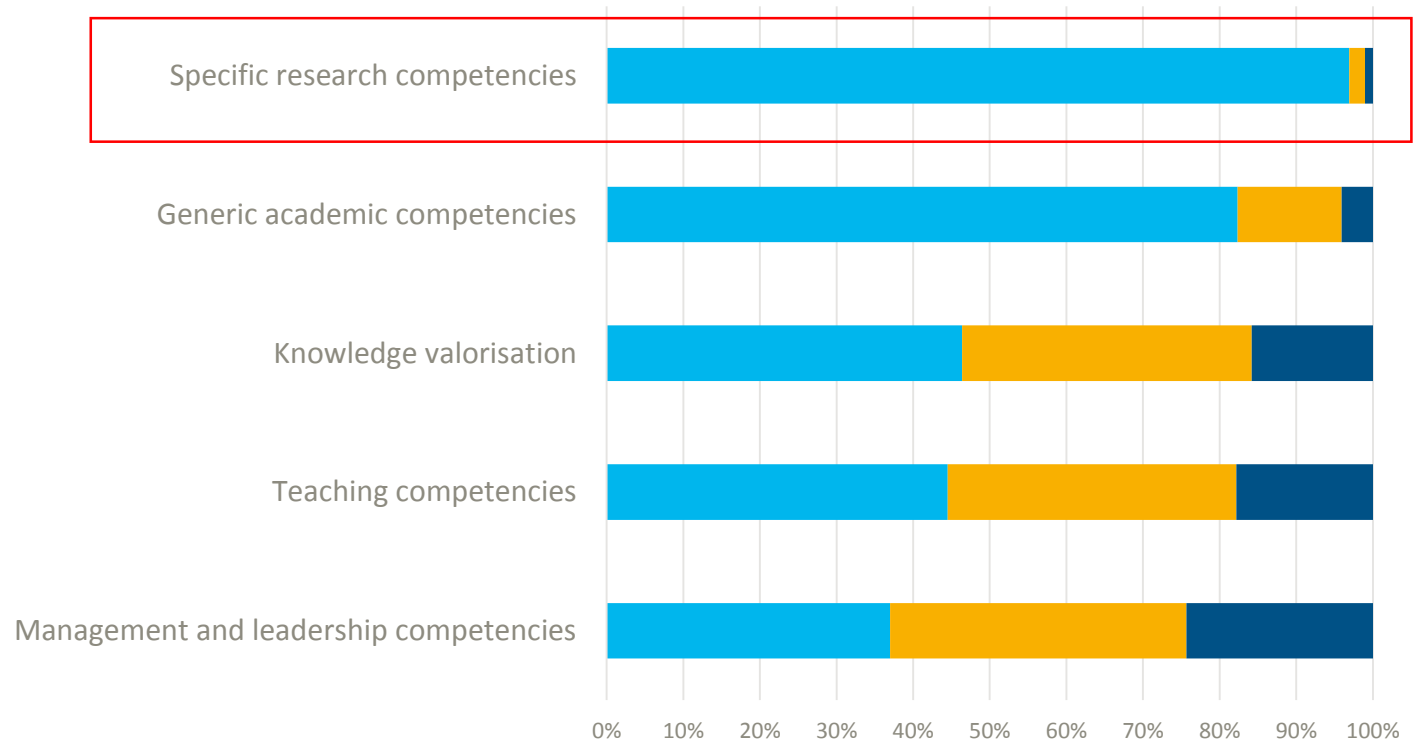
- To a great extent/always
- To some extent
- Not at all/to a small extent



They focus on research competencies

- (Extremely) important
- Somewhat important
- (Somewhat) unimportant

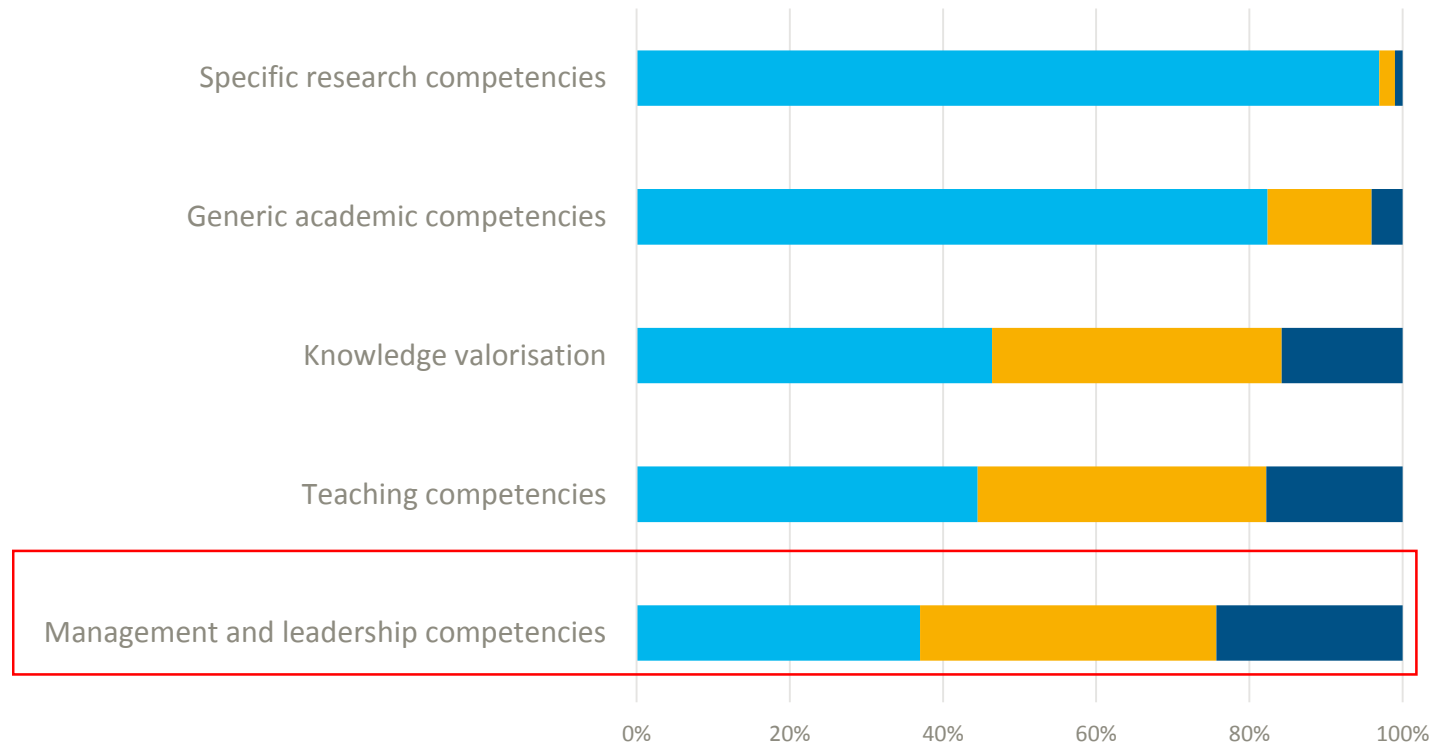
In your institution, how important are the following elements of doctoral training?



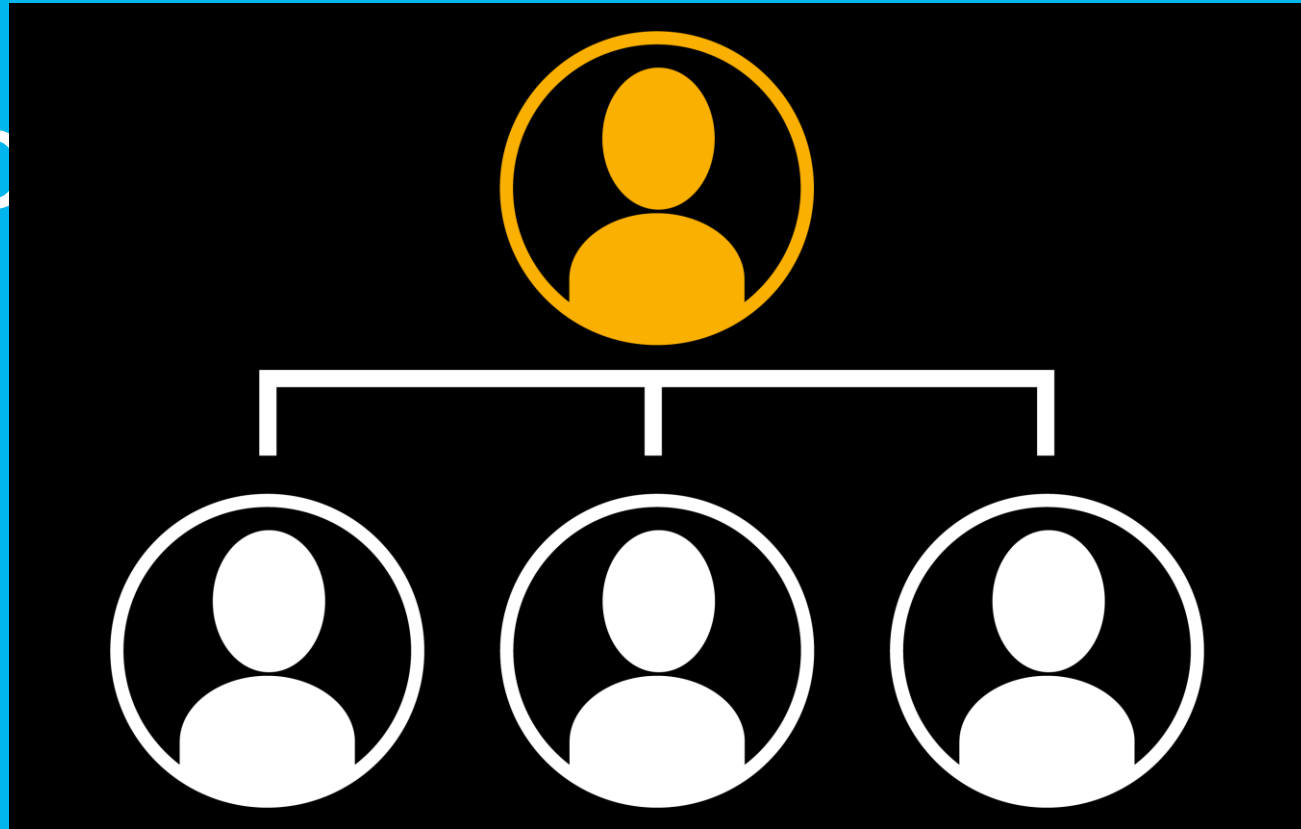
but also acquire transversal competencies

- (Extremely) important
- Somewhat important
- (Somewhat) unimportant

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



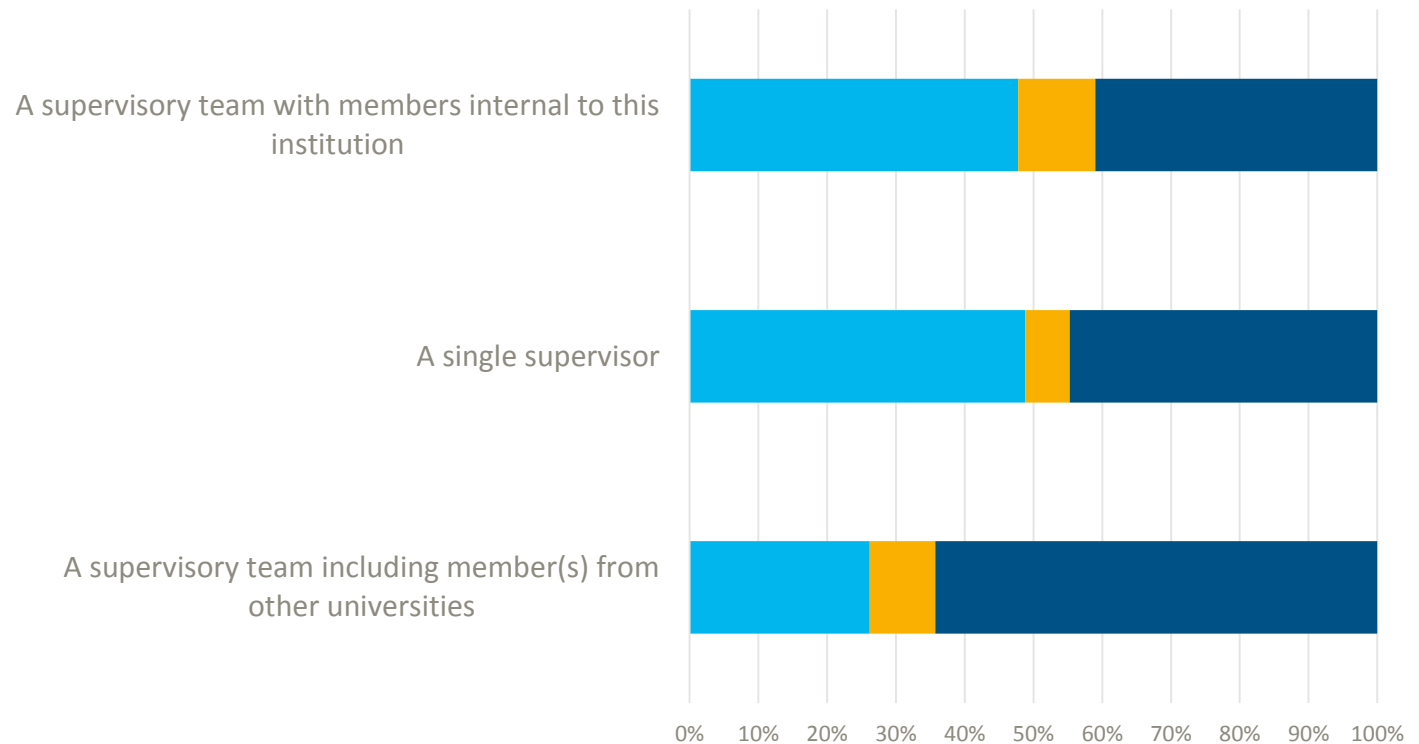
Supervision



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

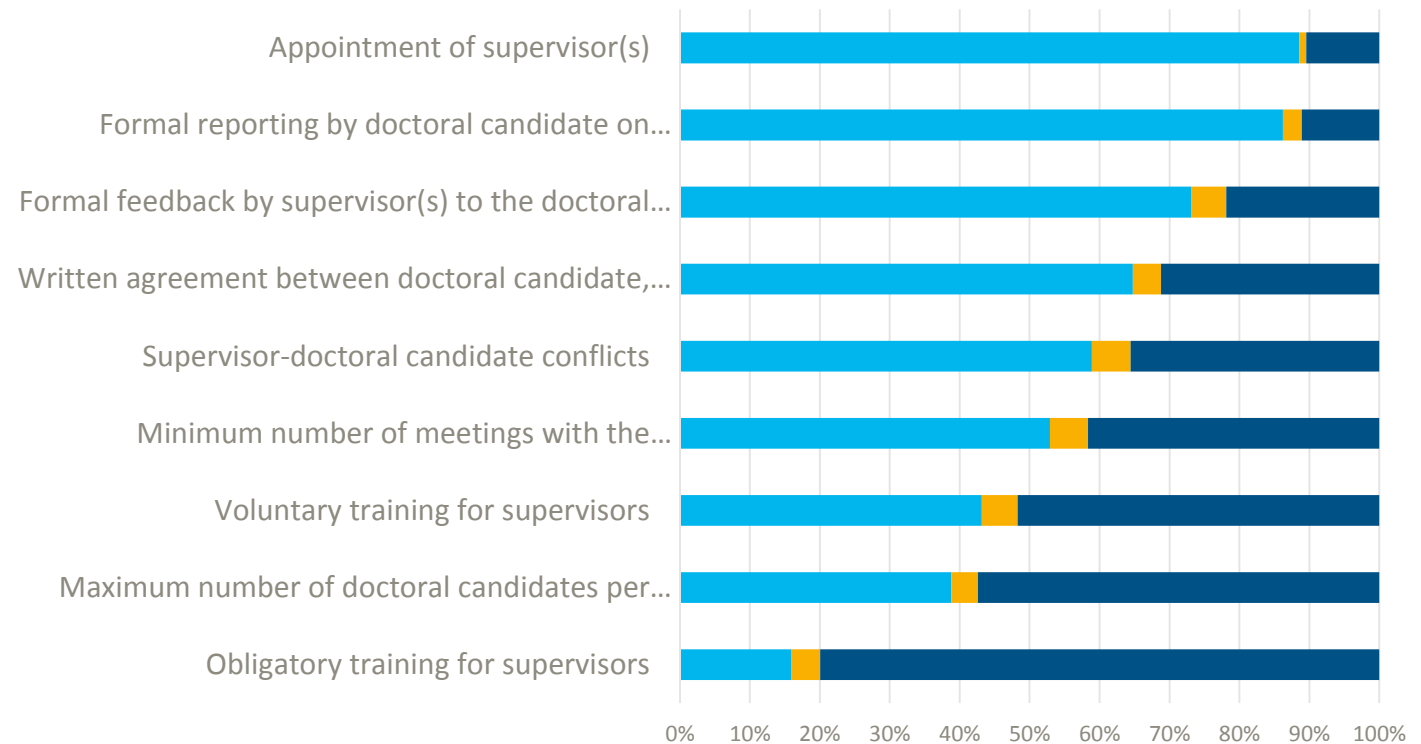
To what extent are doctoral candidates in your institution supervised by ...?



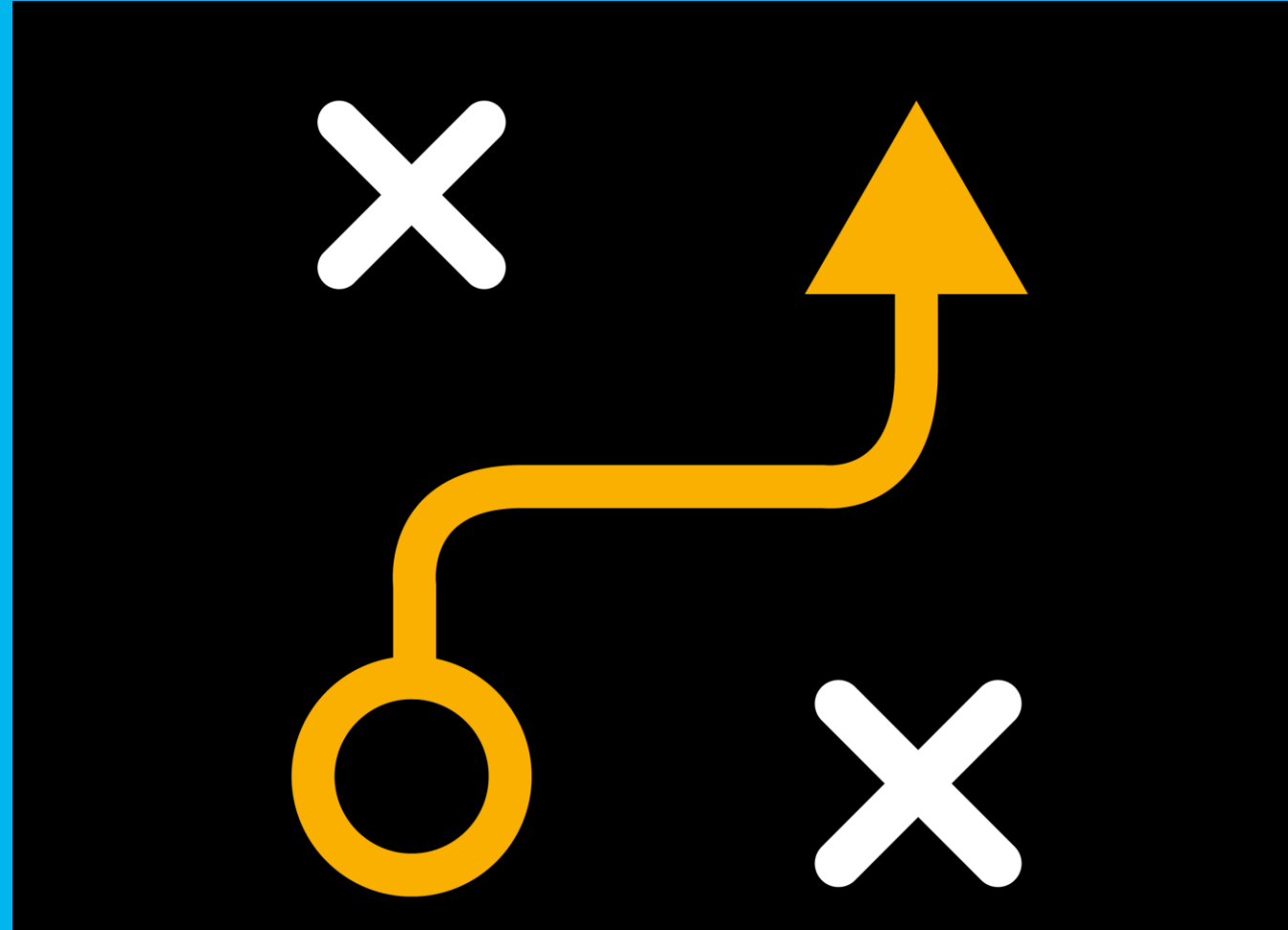
Key aspects of the supervisor-supervisee relation are regulated

- 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?



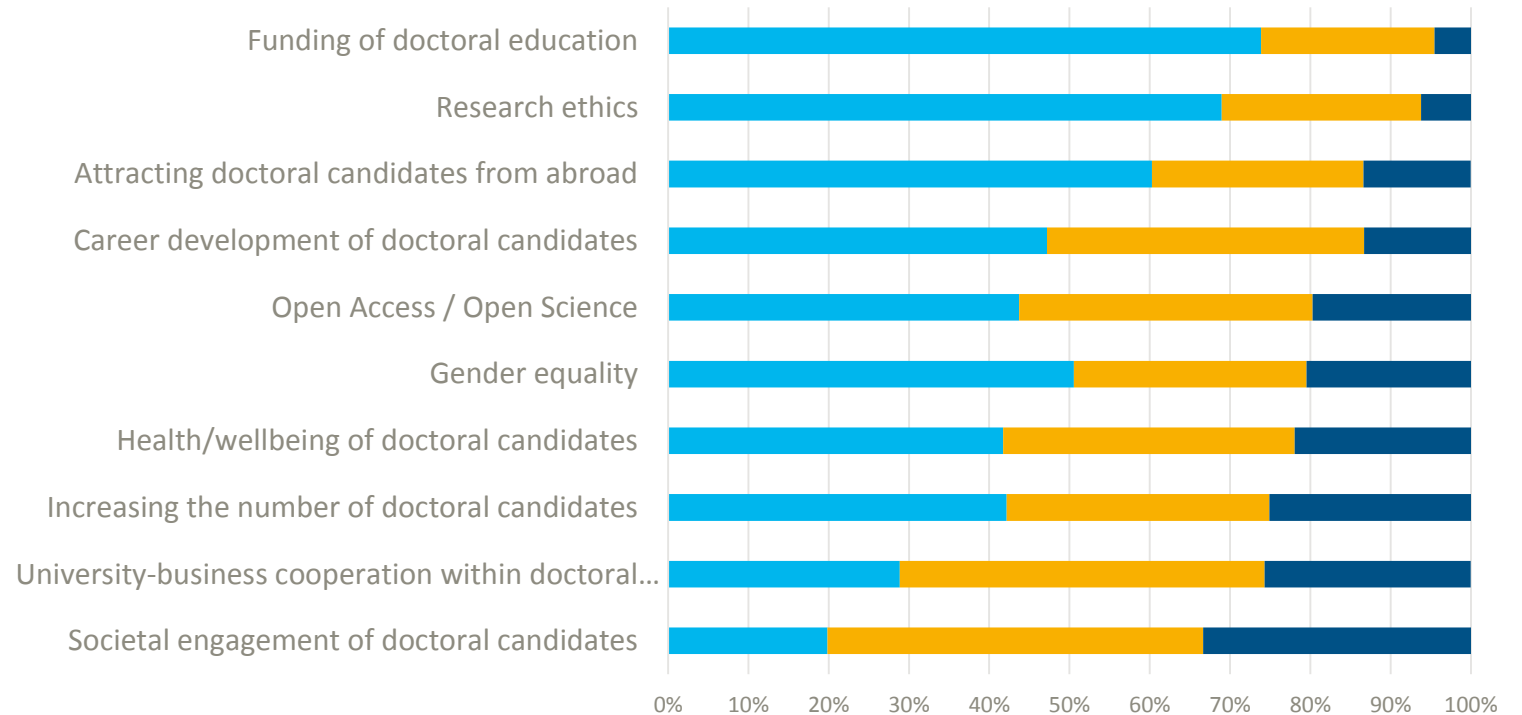
Future priorities



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



Conclusions

- The production of knowledge through original research is at the centre of doctoral education.
- The training of doctoral candidates reflects this prioritisation.
- Doctoral education serves to prepare doctoral candidates for a variety of careers.
- An overwhelming majority of institutions has established structures for doctoral education.

Conclusions

- Structures are not exclusive – different structures can exist at the same time and enrich each other.
- Doctoral education is an endeavour for all of the institutions – rooted in the different levels of governance.
- Most institutions have implemented measures to regulate the relationship between the doctoral candidate and supervisor.
- Key strategic priorities of doctoral education are similar to the burning issues of European research policy today.

FIN!

Thank you for your attention

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