Landscape of European Doctoral Education

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EU-China DOC Conference and Workshop
Peking University, China, 25 - 26 November 2013

Topics:

- European perspective of doctoral education: yesterday and today
- Global context and doctoral education
- Challenges for future
Doctoral education before 2005:
- High level of varieties among European universities (forms, duration, styles of supervision, etc.)
- Institutional role less emphasised
- Less networking, inter and/or intra country collaborations
- Overall less structure (i.e. Smaller number of doctoral schools)
- Triple I (Intersectoral, Internationalization and Interdisciplinarity)

Turning point - Bologna Seminar on Doctoral Programmes for the European Knowledge Society, Salzburg, February 2005

Salzburg principles:
I. The core component of doctoral training is the advancement of knowledge through original research
II. Embedding in institutional strategies and policies
III. The importance of diversity
IV. Doctoral candidates as early stage researchers
V. The crucial role of supervision and assessment
VI. Achieving critical mass
VII. Duration
VIII. The promotion of innovative structures
IX. Increasing mobility
X. Ensuring appropriate funding
Drivers behind the development in European doctoral education

- The Bologna Process
  - Inclusion of doctoral education as ‘third cycle’ 2003
  - Salzburg Principles 2005

- The European Research Area
  - “Europe-wide open space for knowledge and technologies in which transnational synergies and complementarities are fully exploited”
  - Linked to...

- Lisbon Strategy/Europe2020
  - Europe as a high level knowledge economy
  - “Smart sustainable and inclusive growth”

Universities have responded

- Since 2005, we have seen a ‘quiet revolution’ in doctoral education
  - Professional management: The Rise of the doctoral school
    - 30 % of universities had a doctoral school in 2007
    - 65 % in 2009*

- Reform of doctoral programmes
  - Interdisciplinarity
  - Transferable skills
  - Mobility components

*TRENDS V, TRENDS 2010
Recent EU data show that there is a **growing influx of international students to Europe**, particularly from Africa and Asia. The main importers in 2007 were Austria, Belgium, Denmark, France, Germany, Sweden and the UK. The largest change has taken place in the UK where the number of non-EU students rose from 11% in 2000 to 31% in 2007.

**EU21** countries host the highest number of foreign students, with **38% of total foreign students**. These 21 countries also host 98% of foreign students in the European Union.

(Trends 2010)
Fig. 4.3.1.1 DOC-CAREERS company case studies: Average rating of the importance attributed to skills of doctorate holders at the time of recruitment.

- Technical Proficiency
- Work in depth and at the frontier of knowledge
- Work across disciplinary boundaries
- Originality and Creativity
- Team Player
- English and Communicate to non-specialists
- Integrate ideas and resources from a wide pool of sources
- Customer Orientation
- Entrepreneurial Mindset
- Social Skills, Experience on other
- Leadership Potential

Source: EUA DOC-CAREERS Project

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Figure 4.3.1.1 Trends in doctorate careers paths in DOC-CAREERS interviewed companies

- At the time recruitment
- After 5-10 years in the company

Professional Profiles

Source: EUA DOC-CAREERS Project
- diversification of HE
- diversification of institution
- institutional classification, ranking
- funding
- new players, sometimes slow dynamic
  old players ……

changes are quick and significant

Doctoral education reform

- doctoral education **central** to ERA and EHEA
- **research**  the core of doctoral education
- main driver of the doctoral education reform are
  **universities**
- European landscape **profoundly changed**
EUA Council for Doctoral Education

- EUA – European University Association
  - 850 universities and rectors’ conferences in 47 countries
  - Developing evidence-based policies
  - Advocating these policies
  - Promoting development of universities as institutions

- Council for Doctoral Education (CDE)
  - a membership service focused on doctoral education
  - Development of doctoral schools
  - Doctorate-specific policy development
  - 223 members in 35 countries

...13...

A ‘quiet revolution’ in doctoral education in Europe

- European universities have been at the forefront of the reforms of DE

- The Salzburg Principles, 2005


- The implementation of Salzburg principles in very diverse contexts:
  - accumulates a considerable amount of original experiences and innovative practices
  - doctoral schools emerge Europe-wide

- The Salzburg II recommendations, 2010

www.eua.be
Salzburg II Recommendations

- Research is the basis
- Structured doctoral education (supportive environment)
- Clues for success:
  1. Critical mass and critical diversity
  2. Recruitment, admission and status
  3. Supervision
  4. Outcomes
  5. Career development
  6. Credits
  7. Quality and accountability
  8. Internationalisation

Possible obstacles

- Funding
- Autonomy
- Legal framework
- Intersectoral collaboration
Globalisation

- it affects all human activities and processes
- demand for more research and research practices to address them
- need to promote a future development of a knowledge-based society, both in developed and developing countries

an increased strategic role for universities (WB, OECD, EU...)

University reform → restructuring

- Global
- European
- Local

World class universities • good (local and regional) universities • comprehensive universities • field-oriented universities • research universities • old and new universities

economic crisis additional booster
Challenges for future

- relevance of institutional strategic planning of collaboration for further capacity building and/or research-intensive institutions to be globally present
- further modernization of doctoral education (common structure, collaborative efforts, support on the university leadership....)

CODOC Project

Three major areas of convergence:

- convergence in the discourse on doctoral education, emphasising its role in the knowledge society;
- convergence in growth patterns with increased demand (both university sector and non-academic labour market);
- convergence in the interest shown in strategic collaboration (either to develop research capacity or to cement the global presence of research-intensive institutions).
…“a converging global system of doctoral education has the potential to develop a worldwide research community that will fully embrace the richness of human knowledge and address the global problems facing mankind.”

(Thomas Ekman Jorgensen, 2012, CODOC-Cooperation on Doctoral Education between Africa, Asia, Latin America and Europe)

Thank you!