

Trends in Doctoral Education

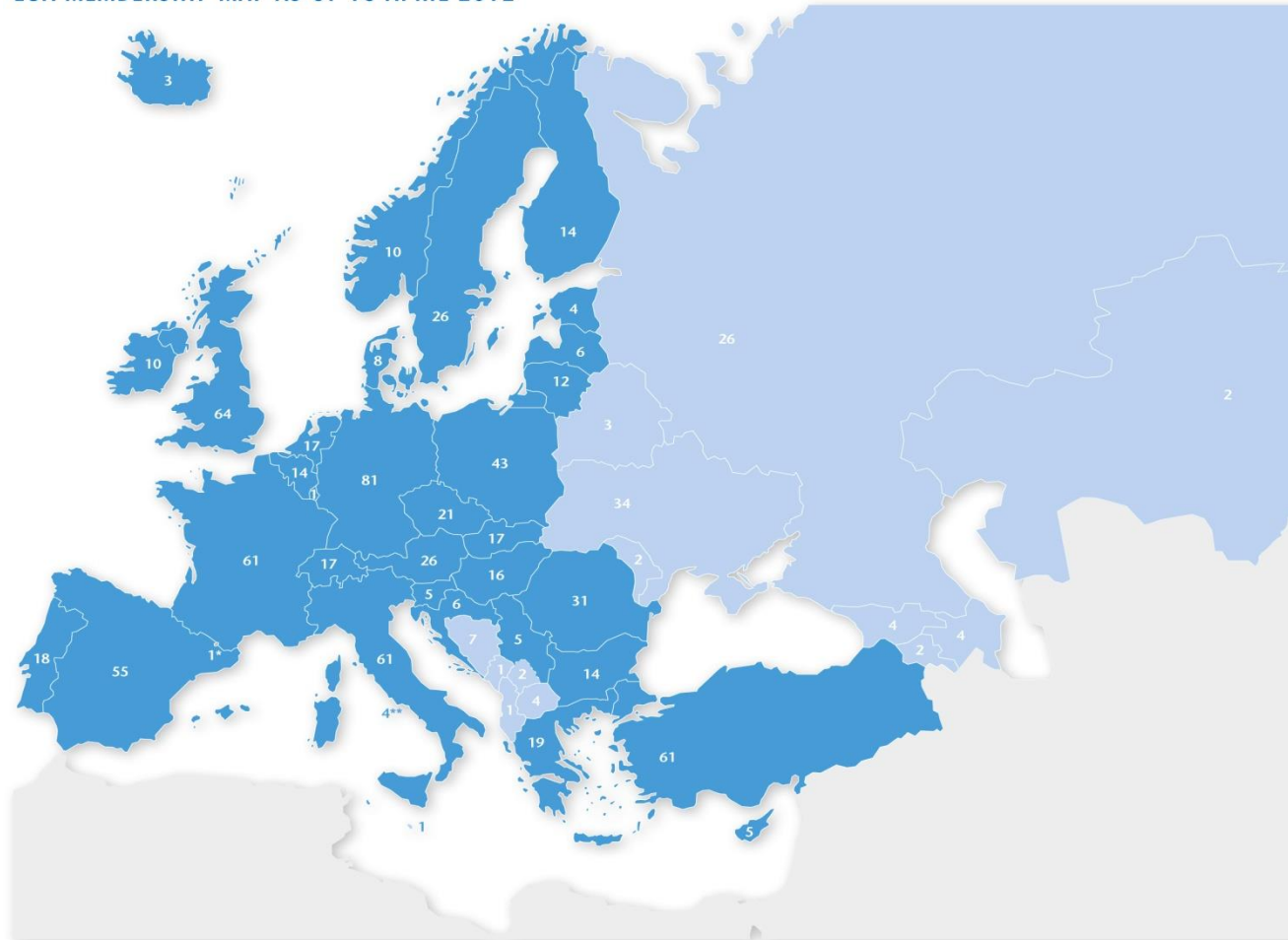
Dr Thomas Ekman Jørgensen
18 December 2013






Erasmus Mundus and Higher
Education Policy in Spain

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 37 countries (from Faro to Tomsk)

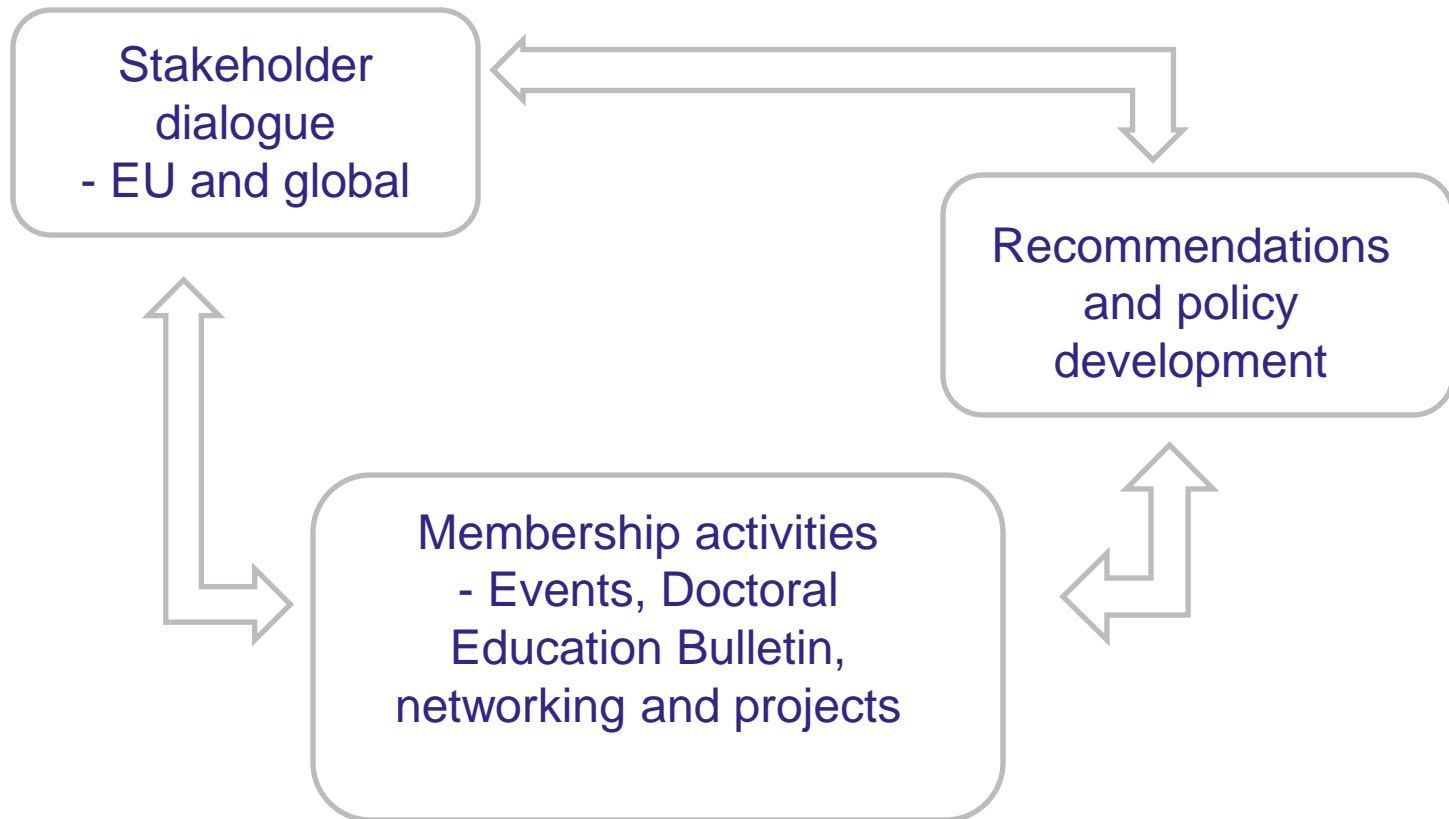
EUA MEMBERSHIP MAP AS OF 18 APRIL 2012



- | | |
|---|--|
|  | Countries with EUA collective members |
|  | Countries with no EUA collective members |
|  | Members per country |
|  | Andorra |
|  | Holy See |

EUA has 25 Affiliates. They have not been integrated in the above map as they do not correspond necessarily to national bodies (please see www.eua.be for full list of members).

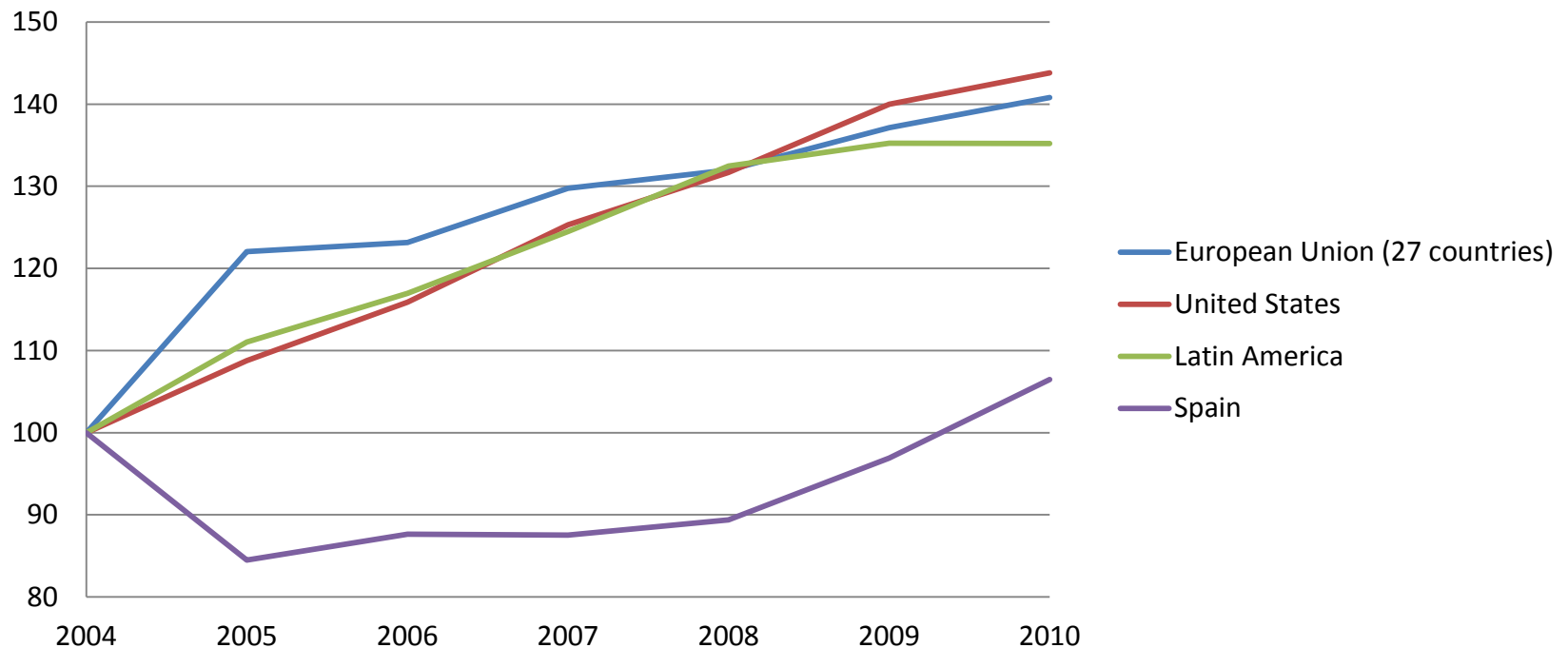
CDE activities



Doctoral education

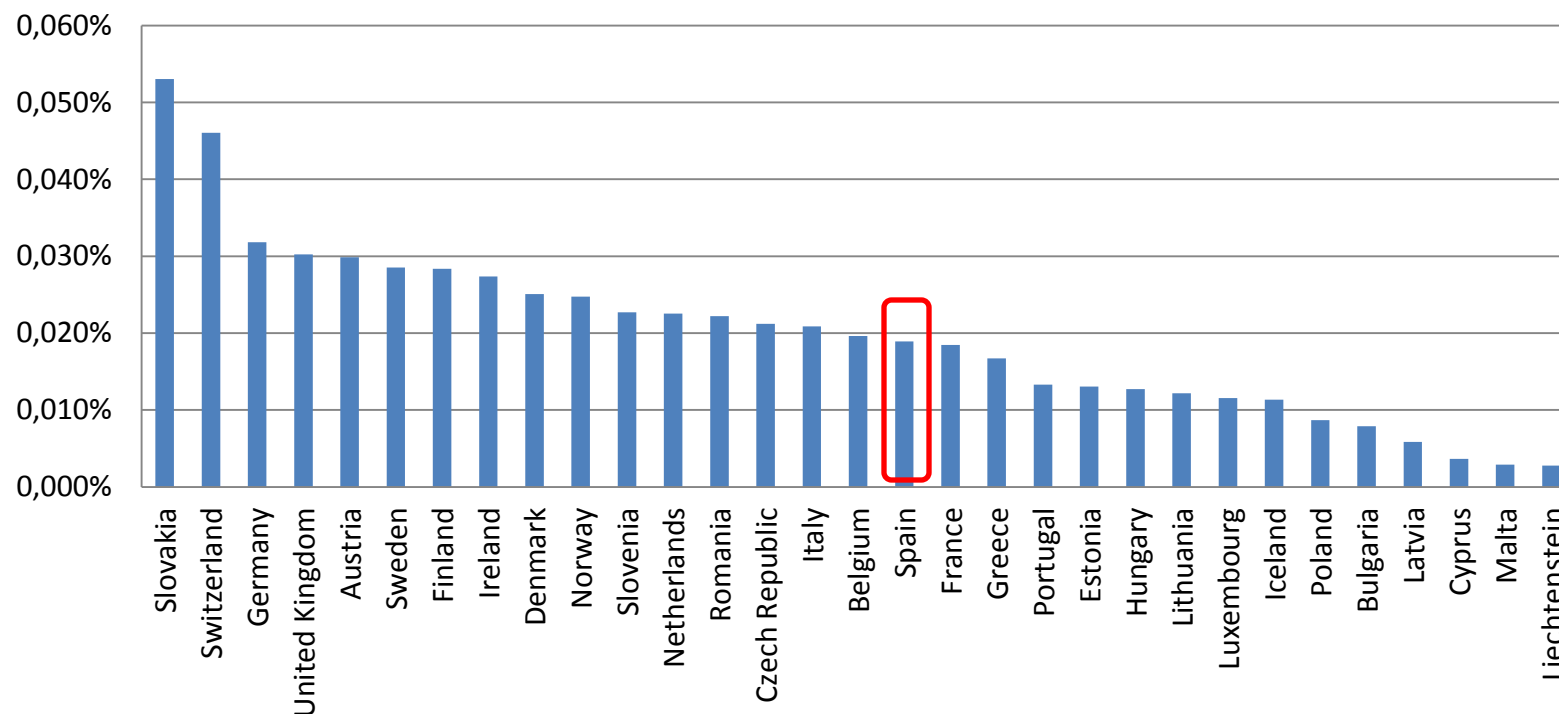
- Europe has followed the global trend of graduating an increasing number of PhD holders

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



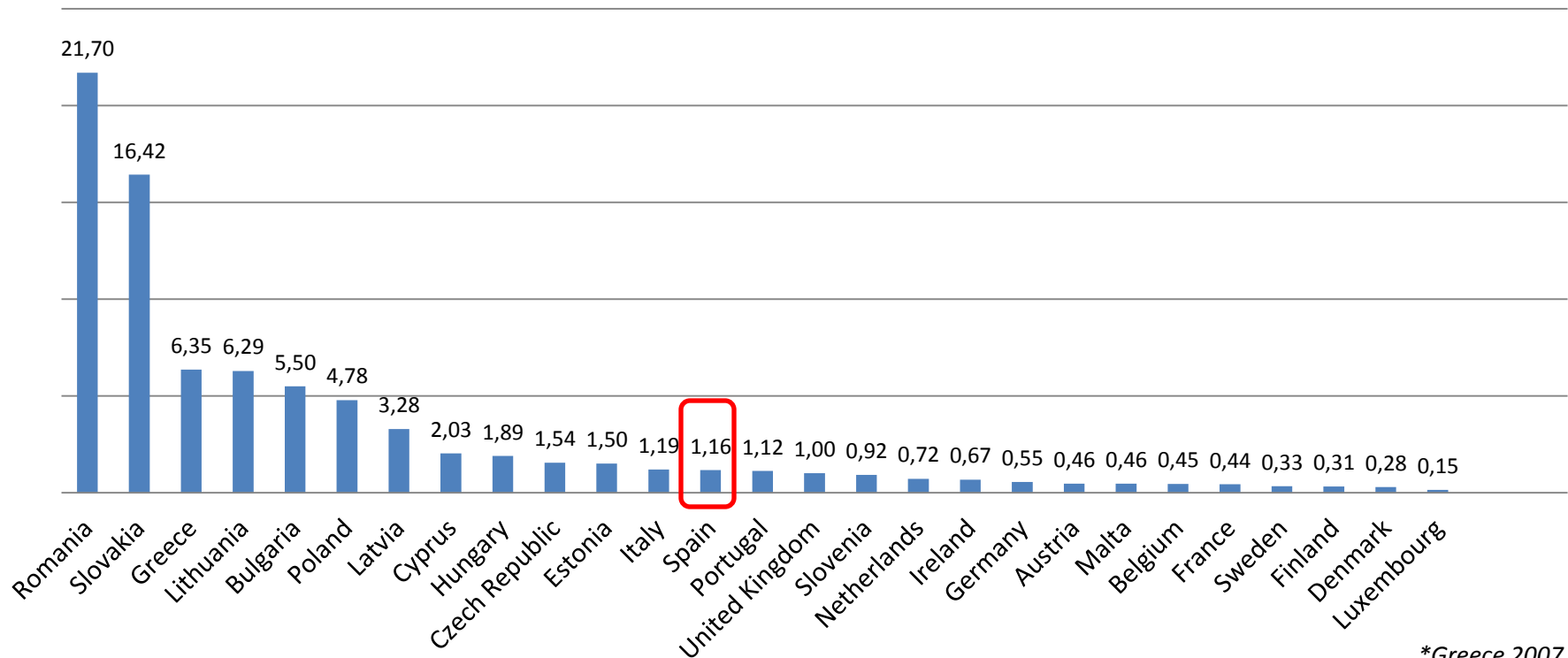
Graduations in a context - size of country

PhD Graduations per capita 2010



Graduations in a context - knowledge intensity

Graduations divided by R&D investment (GERD) 2010



*Greece 2007

Increased political attention to doctoral education

- Inclusion in the Bologna Process 2003
- Salzburg Principles 2005 – Salzburg II 2010
- Increased importance for EU research policies
 - Innovation Union 2010
 - The Commission commits itself to better doctoral training in Europe
 - Principles for Innovative Doctoral Training 2011
 - Triple-i : international, interdisciplinary and intersectoral
- National legislation
- Much of this is connected to the discourse about the knowledge society as a driver for growth

Universities have responded to the new situation

- 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*
 - 82% ARDE 2011
 - Universal 2013 (90% have institutional structures and procedures, 85% doctoral schools)

Salzburg Principles and recommendations

- Salzburg Principles from 2005 – outcomes of an EUA-led project and a Bologna seminar
 - The doctorate is **research-based**
 - Importance of institutional strategies
 - Diversity

- Salzburg recommendations 2010 – from consultations with CDE members
 - **Research** as the 'basis and the difference' from the other two cycles
 - Space for **individual development**
 - **Autonomy** for the institution to choose mission and strategy and to set up the appropriate structures

Curriculum reform ...

- Early reforms targeted modernisation (introduction) of curriculum and pooling research capacity
 - Doctoral schools = doctoral programmes
 - Interdisciplinarity
 - Transferable skills
 - Taught courses (70 % of respondents in TRENDS 2010)
 - ECTS or other credit systems as incentive for varied activities (or as legal 'Bologna' requirements)
 - Not a popular or growing phenomenon

... towards professional management

- There is a tendency towards a institutions introducing more sophisticated governance structures
 - Doctoral schools = Strategic units at the institutional level (Vice Rectors/Deans)
 - Common rules and guidelines
 - Monitoring, quality management, problem solving (research capacity, completion rates, satisfaction)
 - Strategic planning (capacity and talent development, outreach, internationalisation)
 - Which includes planning curriculum development

The funding issue

- EUA has identified funding as the major obstacle to developing research capacity and doctoral education in Europe
- There is a widening funding gap in Europe (see map next slide)
- Performance-based funding is spreading, and doctoral education is an important factor (less so in Spain than elsewhere)

Total Funding in Local Currency
Change between 2008 and 2012



The EUA Public Funding Observatory

www.eua.be/publicfundingobservatory

Drive towards excellence - and concentration?

- Many countries are using competitive instruments to further excellence
 - Excellence initiatives (Germany, France, Spain)
 - Performance-based funding
 - Requirements for 'critical mass of research' in legislation and accreditation procedures (Italy, Spain)
 - Pooling and collaboration (Scotland)
- Competition could lead to concentration and more differentiation within the university sector

Future challenges

- The Salzburg Principles and Recommendations have been broadly accepted, and many have been implemented
- However, there are future common challenges for the European Research Area (ERA)
 - European Commission eager to connect the national systems in a better way
 - EUA has signed a Mutual Agreement of Understanding with the European Commission on the creation of the ERA

Where are the issues for universities (EUA survey)

- Universities have been very active in implementing the policies of the ERA
 - HR policies
 - Doctoral education
- However...
- Funding remains a big problem
- Recruitment of researchers and brain drain also serious challenges

Summary

- Universities are going forward, raising the quality of doctoral education
- We have the principles and the policies
- ... But we need to overcome more challenges for a unified European Research Area

Thank you for your attention