

DOCTORAL EDUCATION DAY – LAPPEENRANTA

EUA-CDE

supporting development of doctoral
education and research training

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October 9, 2018

Introducing EUA-CDE

- **Serves as** a membership service of the European University Association
- **Unites** a community of academic leaders and professionals from 243 universities in 35 countries
- **Drives** 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
- **Provides** as the “one-stop-shop” for doctoral education in Europe

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)
- ...

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

Taking Salzburg Forward

‘Taking Salzburg Forward’ (2016)

Document reflecting a consensus on new challenges for and societal expectations of doctoral education:

- ✓ Developing an ethos of research integrity
- ✓ Tackling the digital challenge
- ✓ Embracing the globalisation of research
- ✓ Engaging with the knowledge society

Emerging topics in doctoral education

- **Mental Health / Mental wellbeing**
 - ✓ Increasing public attention to the topic.
 - ✓ Institutional responsibility to provide support to the doctoral candidate.
 - ✓ Need for further research and the development of best practices.
- **Postdocs**
 - ✓ What are the specific needs of postdocs?
 - ✓ What can doctoral education provide to postdocs?
- ...

Activities

- **Thematic workshop, January 17 – 18, 2019, Amsterdam**
 - Theme: Inter-institutional collaboration in doctoral education
- **Annual meeting, June 13 – 14, 2019, Brescia**
- **Thematic peer group, January 16 – September 30, 2019**
 - Theme: Career development and tracking in doctoral education
- **Look out for Webinars, Focus groups**
- **Follow (and contribute to) The Doctoral Debate at <https://eua-cde.org/the-doctoral-debate.html>**

Survey on doctoral education in Europe

a 10-year anniversary
project for the EUA-CDE



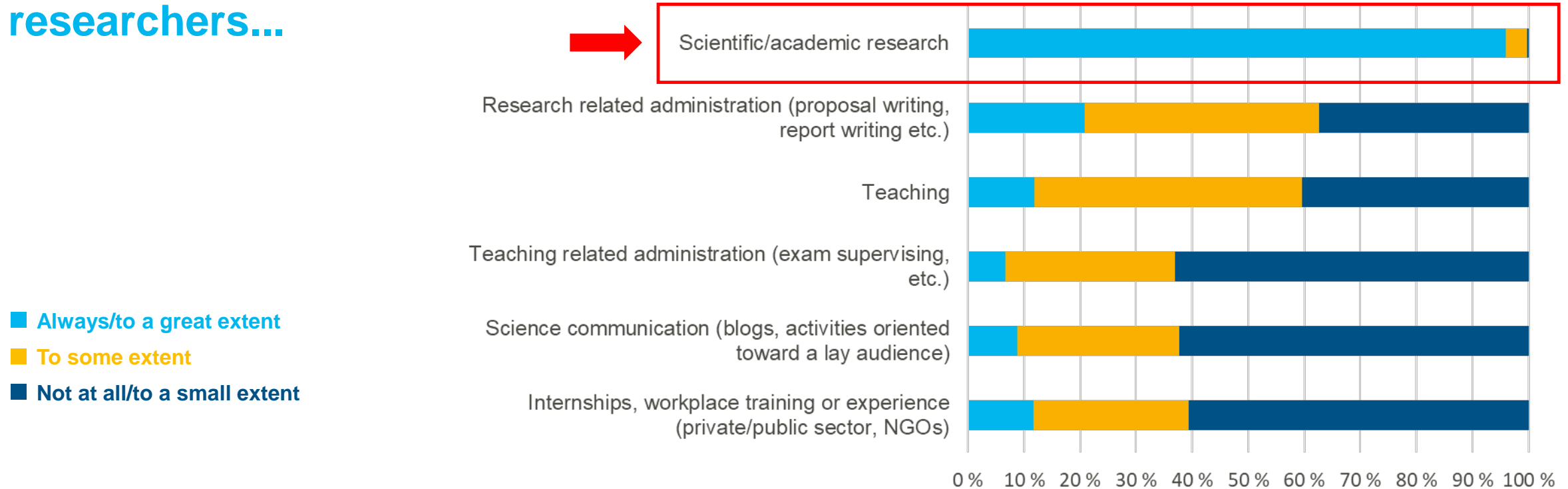
Survey on doctoral education in Europe

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

Doctoral candidates are early career researchers...

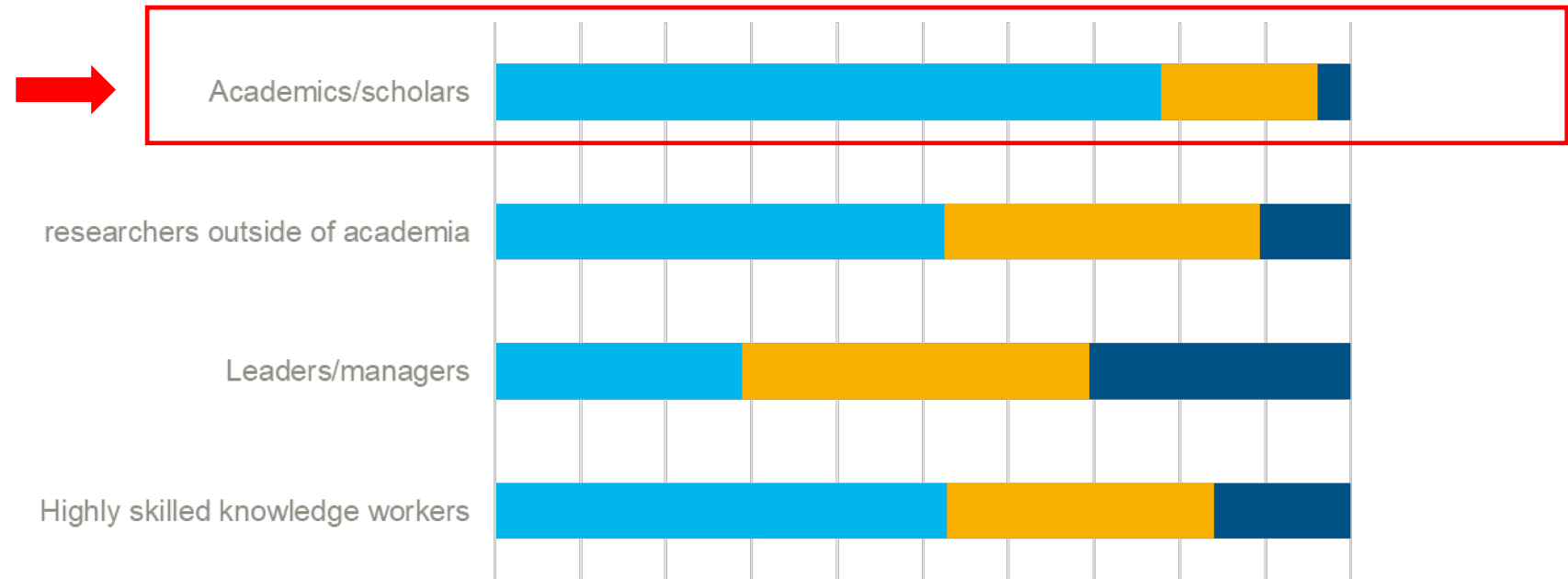
To what extent does an average doctoral candidate in your institution spend her/his time on the following activities?



and (mainly) seen as future academic and scholars,

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

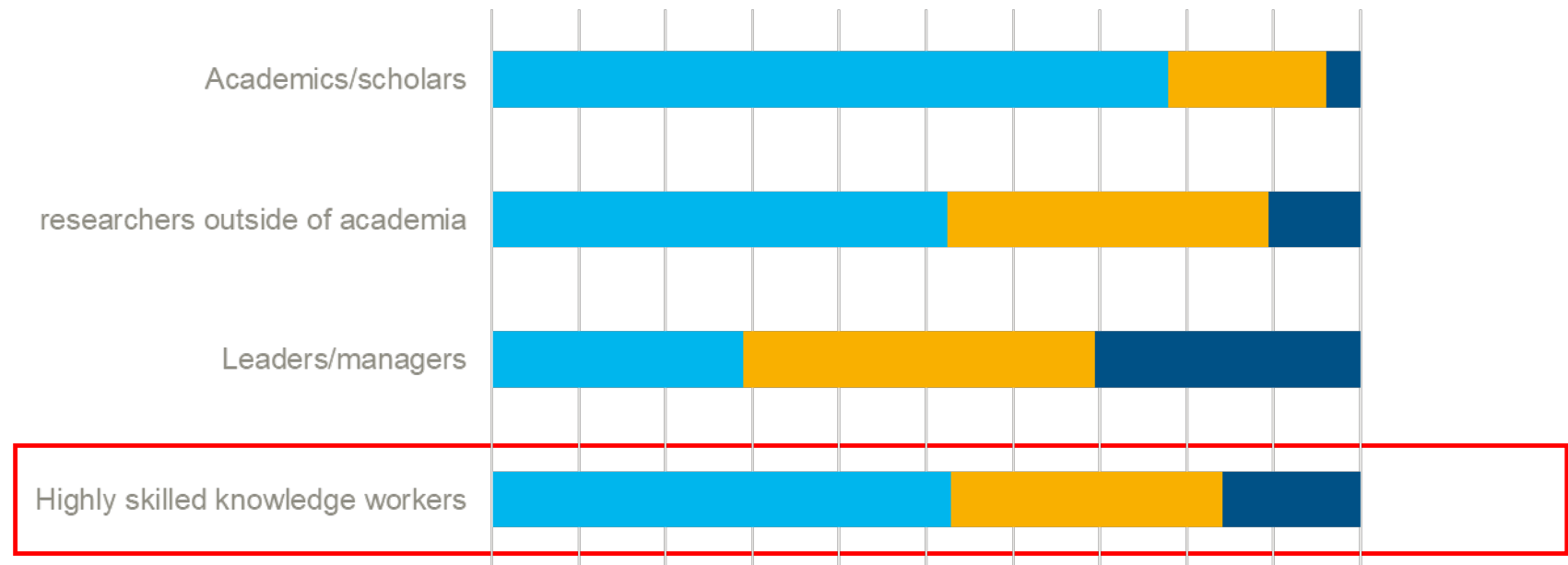
- Always/to a great extent
- To some extent
- Not at all/to a small extent



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...

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



Some conclusions

The production of knowledge through original research is at the centre of doctoral education.

95% Academic research vs. 37% Management skills (very important/extremely important)

Doctoral education serves to prepare doctoral candidates for a variety of careers.

96% future academics, 89% researchers outside of academia, 70% knowledge workers (at least to some extent)

An overwhelming majority of institutions (about 89%) have established structures for doctoral education.

11 % only single supervisor (to a great extent/always)

Doctoral schools and programmes coexist simultaneously with other support structures.

74% doctoral programmes, 62 % doctoral school (to a great extent/always)

Some conclusions

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.

70% research integrity, 61% internationalisation, 51% gender equality, 45% open access (to a great extent/always)

Doctoral education is evaluated internally and externally

76% academic publications, 72% completion rate, 66% staff completion, 54% satisfaction of doctoral candidates (to a great extent/always)

Majority institutions can't provide clear answers about the careers of the doctorate holders

25% response rate to question «Three years years after completing their degree, of doctoral graduates found a job in ...»

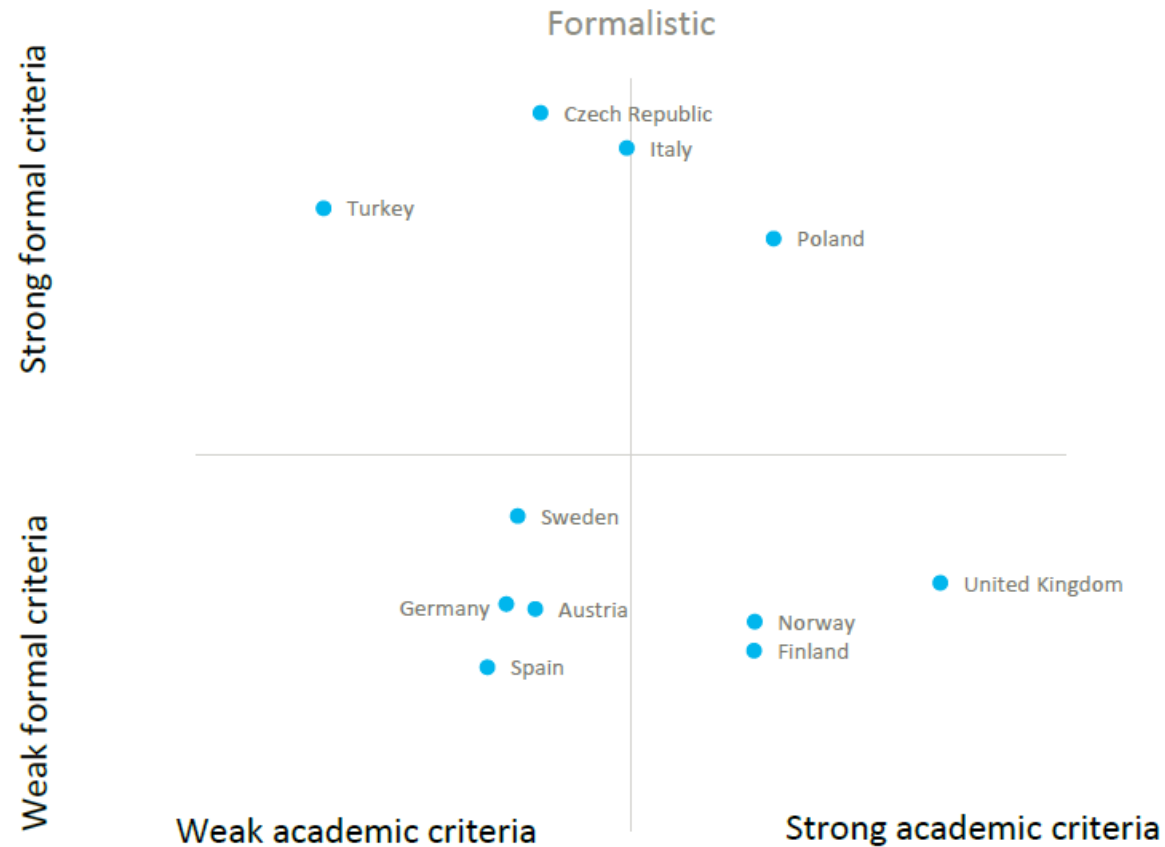
Some national comparisons

In your institution, how long do your graduates on average take to complete their full-time doctoral studies? / What percentage of doctoral students that enrolled in 2009 graduated within six years?



Some national comparisons

In your institution, which of the following steps are used for the admission procedure for doctoral candidates?



Thank you for your attention

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