

FINDING COMMON GROUND IN A DIVERSE LANDSCAPE

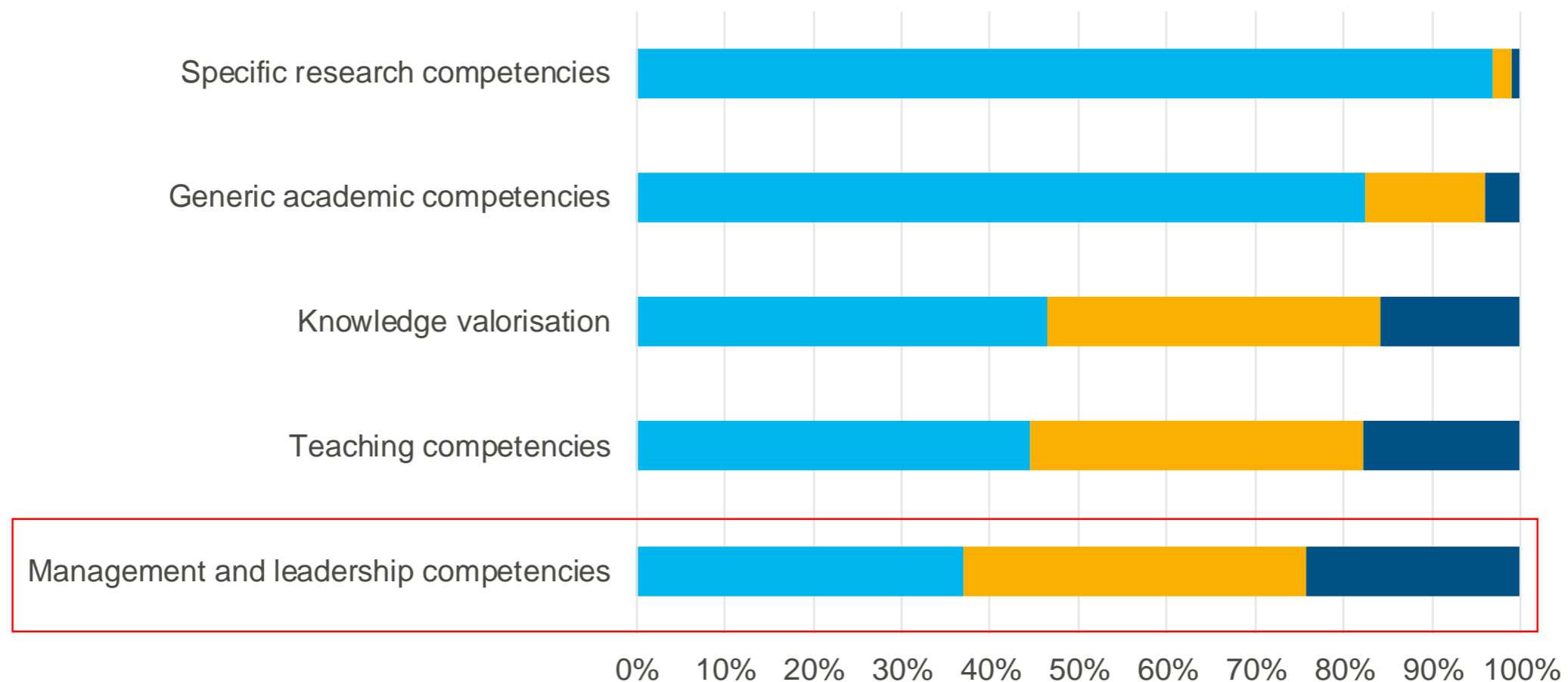
Jeroen Huisman, EUA-CDE Annual Meeting, Ljubljana, 7-8 June 2018

THE TRENDS:

- With a caveat ...
- Drivers: quality challenges, Bologna process, knowledge society discourse, but also mismatch between supply and demand
- Consequences for doctoral education:
 - * more structured, more checks and balances
 - * broader conception of what PhD research is (or can be): skills set, training, types of outputs and degrees

FROM THE SURVEY:

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



DIVERSITY WITHIN AND ACROSS SYSTEMS: SKILLS

		Research-oriented			Broad academic orientation				Broad orientation		
Cluster	% in cluster	Austria	Spain	Italy	Norway	Finland	Portugal	France	Poland	Ireland	Netherlands
Pure research skills	3,6	Green	Light Green	Green	Light Green	Red	Red	Red	Red	Red	Red
Valorising research skills	15,9	White	Green	Green	Red	Yellow	White	White	White	Red	Red
Well-rounded academic skills	31,8	Light Green	Red	Red	Green	Green	Green	Light Green	Yellow	White	Red
Mix of all skills	48,4	Red	White	White	Red	Red	Red	White	Light Green	Green	Green

INCREASED IMPORTANCE?

- Generally yes, see mantra of “need for highly educated workforce”
- Survey cannot tell us the answer ..., but fair amount of evidence of doctoral education taken seriously. BUT: important to look at the HEIs` motivations
Gaps: student diversity, mental health (Levecque et al. 2017), career perspectives (Yudkevich et al. 2015).
- Within higher education policies: mixed feelings ... Attention does not coincide with the enormous contribution of PhDs to “knowledge society”

MORE RESEARCH NEEDED?

- Do not ask a professor of higher education ... ;-)
- But seriously:
 - * impact studies (great expectations ...), but also impact specific funding
 - * PhD wellbeing
 - * inbreeding, favouritism
 - * career prospects & tracking

PERSONAL REFLECTIONS

- Changing experience: more pressure, more uncertainty “double-edged sword”
- Rules and regulations as a necessity ...

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