

Doctoral Education Reform in Europe: Reflections from the U.S.

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What is the Council of Graduate Schools?

- 60 year history
- Mission: to advance master's and doctoral education in the U.S. and internationally
- Methods: Research, Best Practices, Advocacy
- 483 member universities in the U.S. and Canada
- 25 international members

The PhD and the PhD candidate: Key Conceptual & Structural Differences

Europe post-Bologna, Salzburg	United States
PhD candidates as “researchers” and “professionals”	PhD candidates as “students”
Greater articulation of skills (EQF Level 8)	Less articulation (and less coordination to define core learning outcomes).
PhD defined by 3-4 year time horizon	PhD typically 5-7+ years (master’s typically acquired en route)
Coursework not central	Coursework a key component
Emphasis on mobility as a value to candidates in training.	Significantly less emphasis to international mobility as a formative experience/objective.
PhD newly administered by doctoral schools	Longer history of graduate schools with oversight for doctoral education

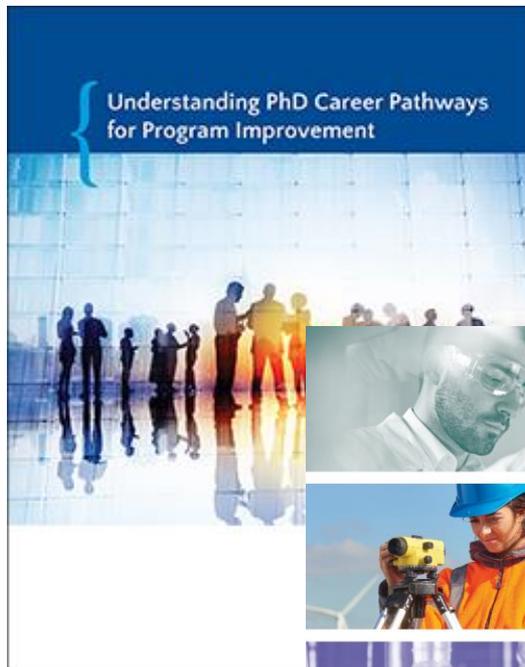
Some Shared Goals– and Challenges– in PhD Reform over the Past Decade

Goals	Challenges
Broadening conceptions of PhD careers (beyond academia)	Supervisors that don't understand or value non-academic careers; lack of examples/data on careers outside of academia; lack of institutional resources for broader training.
Tracking PhD careers long-term	Costs; maintaining contacts with alumni
Formalizing expectations and opportunities for PhD professional development	Choosing the right structures (embedded within programs or provided centrally or both); costs; assessing outcomes.
Formalizing expectations for mentoring and supervision	Lack of training for mentors; Structures that reward faculty research productivity, but not mentoring and supervision.
Interdisciplinary learning	Disciplinary “silos”; lack of incentives for students and faculty.
Increasing mobility/international experience of degree candidates	<i>In the U.S.</i> , funding structures that make it difficult for students to take leave of absence from faculty advisor's lab; lack of international mindset.

- A coordinated effort to gather and use data on PhD students and alumni
- 60 U.S. universities will implement two CGS-designed instruments
- Will capture data from matriculation through 15-years post-graduation
- Includes STEM, humanities and social science fields
- University partners will develop approaches to using the data to improve programs.

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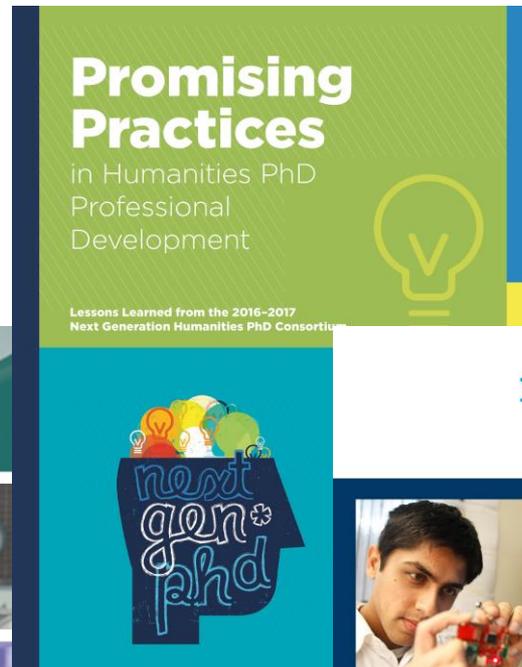
Key CGS Resources



Understanding PhD Career Pathways
for Program Improvement



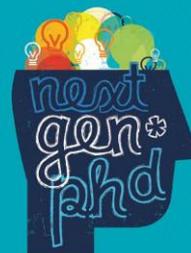
PROFESSIONAL DEVELOPMENT
Shaping Effective Programs
for STEM Graduate Students



Promising Practices

in Humanities PhD
Professional
Development

Lessons Learned from the 2016-2017
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Articulating
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