



**The latest developments in doctoral studies
in Europe**

**Bologna Seminar "Doctoral Studies in the
European Higher Education Area"**

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Warsaw

Doctoral Education - the point of departure

- Doctoral Education as the bridge between the EHEA and the ERA
 - Third Cycle in the Bologna Process
 - Dynamic part of the modernisation of Europe's universities
 - Linked to parts of Bologna – like EQAF – but not all
 - ... For good reasons
 - Part of the vision for the ERA and EU2020
 - Central to the development of a European knowledge society
 - Ambitions for increase in research investments and increase the number of researchers

Doctoral Education in Bologna

- Very dynamic part of the modernisation of Europe's universities
 - Governance reforms
 - Structured programmes (curriculum reforms)
 - Doctoral schools (we will see later)
 - Salzburg Principles
 - The doctorate is based on research
 - Imbeddedness in institutional strategies
 - Diversity
- The research basis makes the doctorate a special part of the Bologna structure

Doctoral Education in the ERA

- The Lisbon Treaty:
 - **“The EU shall promote scientific and technological advance”**
 - More power to the Commission (proposes regulation)
 - More power to the Parliament (must be informed)

- EU2020: “Smart growth”
 - High importance for the development of research in Europe
 - Partnerships and innovation in focus
 - ... As well as university governance (indirectly including doctoral schools)

Doctoral Education in the ERA - continued

- ERAB Report – the new renaissance
 - No binding status – but very high prestige
 - Attention to doctoral education
 - Bringing about the 'paradigmatic shift'
 - The 'grand challenges' (ageing society, climate change, security etc)
 - Increasing the 'European dimension' of the PhD
 - Mobility target: "20 % of EU doctoral candidates working outside their home country"

Unsolved issues in the ERA

- What will FP8 mean for doctoral education?
 - Marie Curie to DG Education and Culture – what will it mean?
 - Will the ERC fund doctoral candidates (or schools)?
 - What will joint programming and the ‘grand challenges’ mean for doctoral education?

... back to the universities

- Universities have been a main driver of reform
 - The rise of the doctoral school
 - Impressive implementation of reforms since 2005 (as documented by the EUA TRENDS reports)
 - Little implementation in 2005 (TRENDS IV)
 - 'Mini revolution' in 2007 – 29 % of institutions have doctoral schools (TRENDS V)
 - 65 % of institutions had doctoral/graduate schools in 2009 (TRENDS 2010)
 - Only 16 % 'graduate education' combining Master's and PhD
 - The doctoral school is becoming the norm for doctoral education

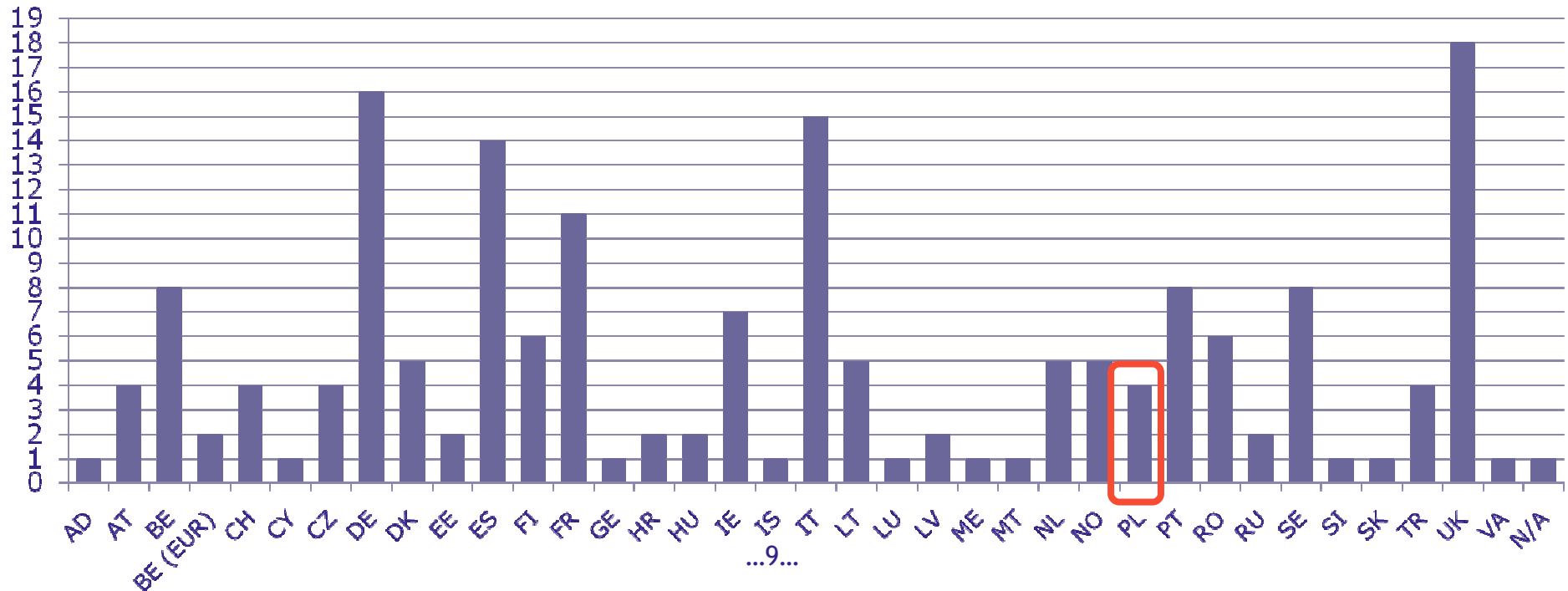
What is structure? Content of the reforms

- All about institutional responsibility
 - 'De-privatisation' of doctoral education
 - Providing institutional framework (a doctoral schools)
 - Embedding in overall strategies
 - Taking account for where the institution is (capacity) and where it wants to go (capacity building and development of mission)

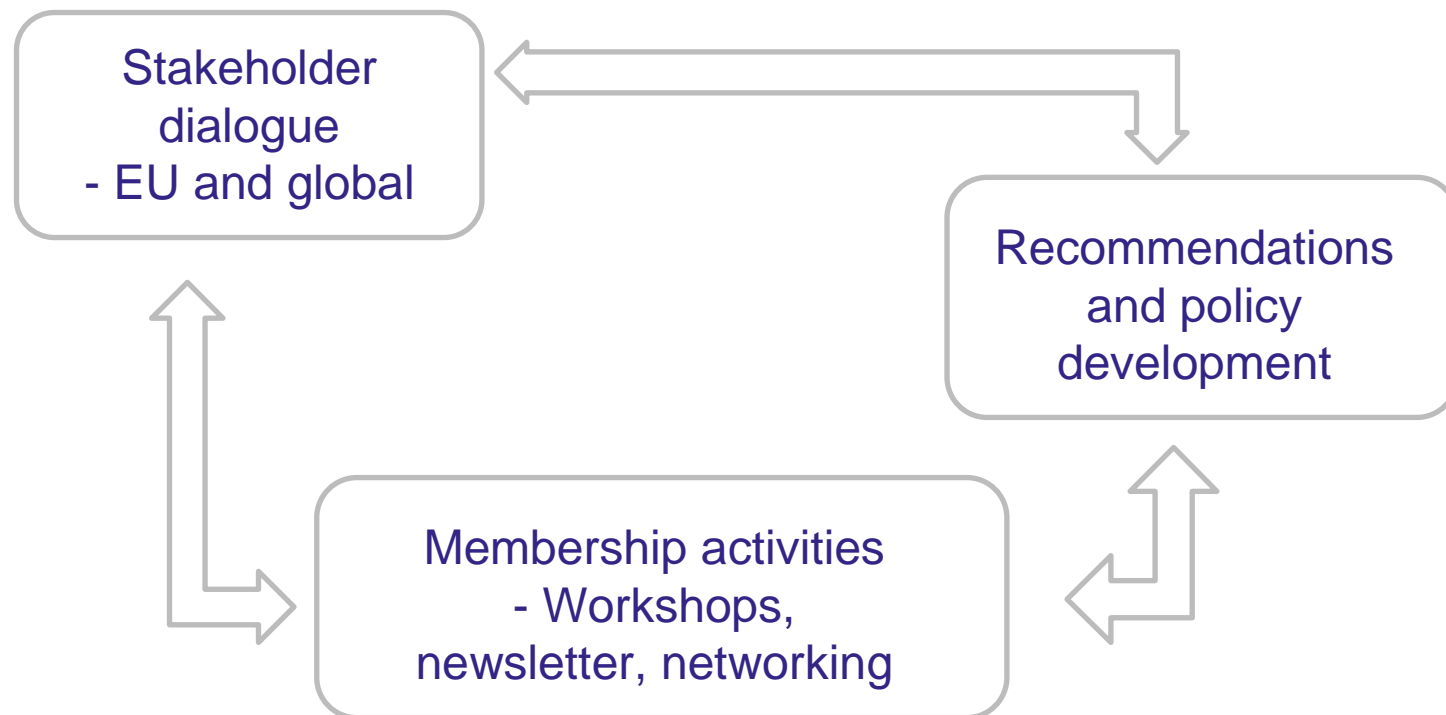
- Taught courses are not essential
 - ... neither is credits

The Council for Doctoral Education

- A response to the reforms within universities
 - Membership service of the EUA with more than 180 members (4 Polish)



CDE activities



Salzburg II

- 5 years of rapid implementation of the Salzburg Principles, need to gather the experiences
- Structure – consultation with CDE members
 - Workshop on structures, Zagreb, December 2009
 - Focus groups:
 - Quality and accountability, Aarhus, January 2010
 - Outcomes and credits, Lisbon Uni. Of Technology, February 2010
 - Admissions and recruitment, Bonn Februar 2010
 - International collaborations, Rome La Sapienza, March 2010
 - Workshop on researchers' careers, Ghent, March 2010
 - Annual Meeting, FU Berlin, June 2010

Salzburg II - results

- Large consensus about the research basis of the doctorate
 - Training through research to cultivate a research mindset for the **individual**
 - Focus on **critical mass of research** as the foundation
 - Creating instruments that are suited for research and not teaching – **no copy-paste from 1st and 2nd cycle**
 - **Autonomy** for the institution to choose mission and strategy and to set up the appropriate structures and systems for accountability

Salzburg II - Main points

- **Doctoral education is:**
- Research based – not teaching
- Individual – not cohort based and not aimed at one career
- Institutional responsibility – not private relationship

Thank you for your attention