



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

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

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## 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

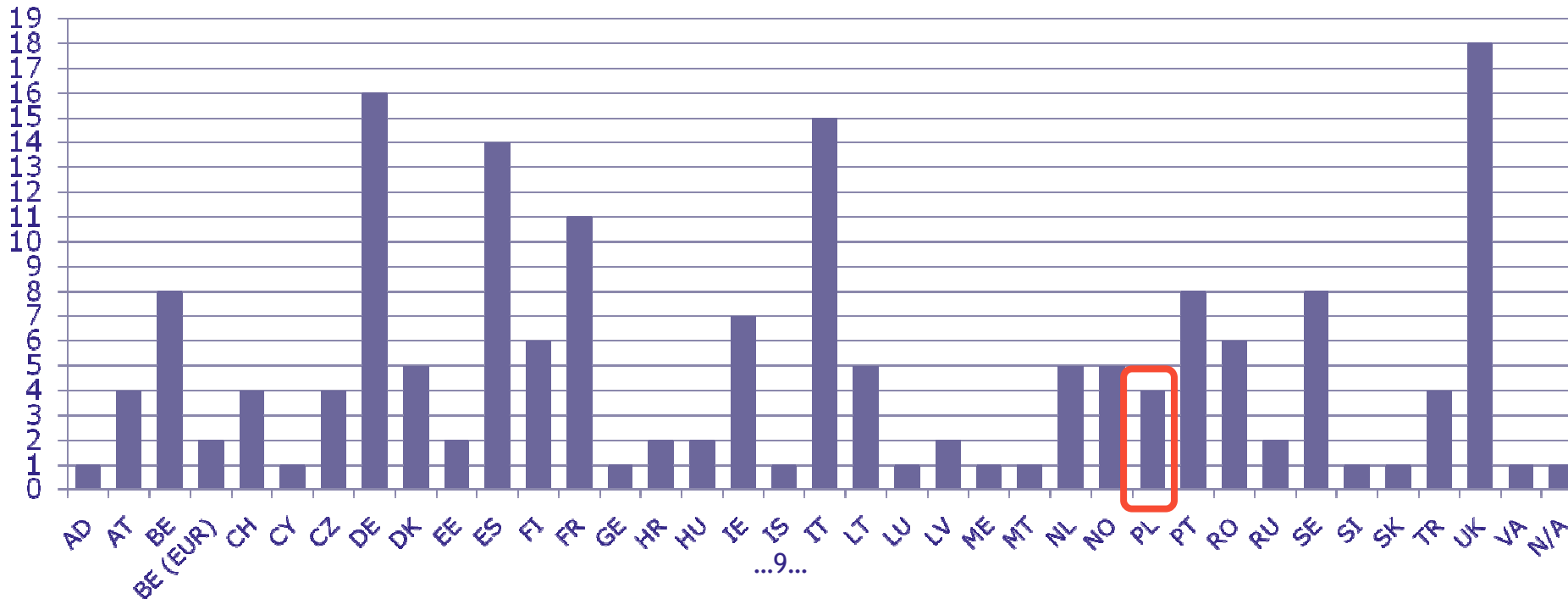
- Universities have been a main driver of reform
  - The rise of the doctoral school
  - Impressive implementation of reforms since 2005 (as documented by the EUA TRENDS reports)
    - Little implementation in 2005 (TRENDS IV)
    - 'Mini revolution' in 2007 – 29 % of institutions have doctoral schools (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

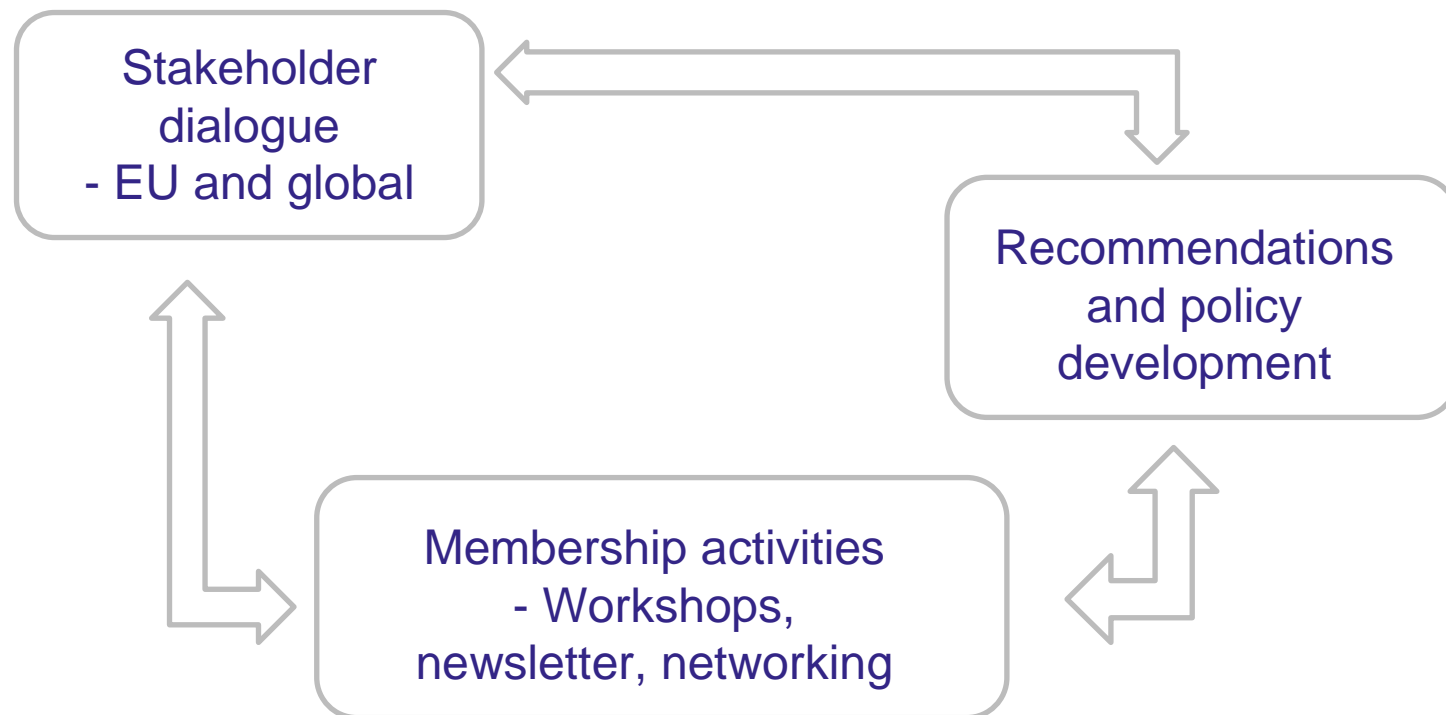
- All about institutional responsibility
  - 'De-privatisation' of doctoral education
  - Providing institutional framework (a doctoral schools)
  - Embedding in overall strategies
    - Taking account for where the institution is (capacity) and where it wants to go (capacity building and development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