



Doctoral education in the development of the Bologna and related agendas

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Doctoral education: strong growth, deep change

* A new vision: The Salzburg “Principles” (2005, revised 2010)

- towards a highly competitive, global “market” for doctoral students and doctors;
- much more than a thesis/publication: advanced skills in research and innovation
- not just brilliant researchers: high level professionals, in academia or elsewhere
- critical mass, interdisciplinarity, quality assurance, services to doctors (2010)

* Highest and most flexible level of the EQF

- access after Master degree (unlike USA; many exceptions on both sides)
- not defined in the same way as bachelors and masters (duration, credit range)
- a broad qualification level encompassing different types/models of doctorates: mainly Ph.D. format; radical change in some countries (IT, FR, Central/Eastern Europe (“doctorate of science” of the Academies of Sciences); sub-levels (e.g. MPhil in UK and Finland); “Habilitation” still required in several countries
- strong growth of professional/industrial doctorates (“Doctor in..”, not PhD)
- new emphasis on postdoc (seen as 4th EQF level in Scandinavia)

* Strong expansion + deep and rapid change in doctoral education

- shared priority in EHEA, ERA and many countries: emphasis on innovation
- growth in numbers and types of doctoral programmes and candidates
- the EQF level that experienced the deepest transformations since 2000



Institutionalisation, away from the academic tradition

- * **From the traditional doctorate of faculties towards its institutionalisation**
beyond the bilateral relationship between a particular department/faculty and a candidate: doctoral programmes include more than research, thesis and publication)
- * skills for high-level careers, innovation, intellectual property, non-university partners
- * institutional responsibility and visibility, beyond departments/faculties
recruitment and development of high-level talent; promotion of reputation, major focus of rankings; national, European and private funding; impact in society and region; alignment with university's strategy and internationalisation
- * **Strong wave of creation of doctoral/post-graduate "schools"**
 - "Schools" regroup various "programmes": search for critical mass, concentration of research capacities, interdisciplinarity, professional support services, high visibility, often separate building
 - various formats, sizes and scopes: with/without research masters, postdoc, professional doctorates, foreign/industrial partners
 - a powerful, dynamic process of mergers into a few schools (or a single one)
 - regional + International cooperation/ mobility schemes, high international visibility, joint/double supervision/degrees, internal quality assurance, evaluation and accreditation of the Doctoral School (not its separate programmes)
 - institutional research priorities: high social, economic, environmental relevance



Towards a more effective professionalisation

* **Orientation towards employment and innovation**

- relevance with/usefulness for region, companies, society
- transversal skills for career in high level knowledge and innovation
- cooperation and work in mixed/interdisciplinary/international teams
- training and employment support for doctoral candidates
- doctoral candidates should be treated as junior faculty (not as students) and should be paid as such (not just by means of a grant)
- strongest growth in professional/ industrial “doctorates”
- specific tracks/projects for non-academic employability (e.g. Collaborative Doctoral Education – CDE of EUA)

* **Increase of the relevance and employability of doctoral education**

- accelerated transition from mere research to innovation and impact
- flexible cooperation with industry (multinationals, SMEs, start-ups): companies provide internships, work, funding, mentoring, thesis themes and supervision
- more relevant and more efficient external Quality Assurance
- education/research triangle, between universities, business and governments



Europeanisation and internationalisation

* **First (not successful) attempt: the “European Doctorate” (CRE, 1993)**

- formal conditions for thesis supervision, but no “European” content required
- little added value, beyond the name (which is not protected)

* **Internationalisation of structures, programmes, titles, approaches**

- common priority of EHEA, ERA, national agendas and universities (EUA)
- joint programmes or modules with partner universities
- mobility, often mandatory (even more so at postdoc level)
- thesis co-supervision, joint or double degrees (+ now “European” degrees?)
- “European” or “international” doctoral/postgraduate schools, emergence of transdisciplinary, thematic research communities, with English as *lingua franca*

* **Doctoral studies in the new European University alliances**

- truly a big leap in the EU’s agenda for HE, research and innovation
- institutional alliances, not mere sectorial networks or consortia
- transformative, disruptive, structural, multifunctional initiatives are requested (design and development of joint innovations and a common future)
- selection of 64 “European Universities” (in several rounds from 2019 to 2024)
- joint doctoral programmes and schools are prominent in many EUI alliances: good news for many doctoral candidates et doctors!



The change of paradigm for doctoral education

FOCUS: academic/scientific → socio-economic relevance/impact

knowledge/wisdom → competencies, competitiveness

single discipline → transdisciplinary themes/issues

research/publication → also courses, career, innovation

CONTEXT: personal sponsorship → competition for highest talents

individual relationship → teams, “schools”, networks

department, faculty → HE institution, HE Alliance

brilliant students → promising innovators

LANGUAGE: local/national language → in or with English

PURPOSE: academic career → high level careers, academic or not

STATUS: student (with grant) → research staff (on payroll)

Thank you for your attention!

Köszönöm a figyelmet!



For comments, suggestions, complaints:

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