

# Comparative analysis of doctoral education in Political Science and Related Fields

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## Contents

<b>Preface</b> .....	3
<b>Introduction</b> .....	4
<b>Trends in European doctoral education</b> .....	5
<b>Introduction of cases</b> .....	13
<b>Recruitment</b> .....	15
<i>What are the general application criteria?</i> .....	15
<i>What application documents need to be submitted?</i> .....	15
<i>How is recruitment and selection of candidates organized?</i> .....	16
<i>How is the promotion of doctoral programs organized?</i> .....	17
<b>Organisation of doctoral studies</b> .....	18
<i>How are the programs organized within the institution?</i> .....	18
<i>What is the number of accepted doctoral students?</i> .....	19
<i>What type of programs are offered?</i> .....	20
<i>What is the length of doctoral programs?</i> .....	21
<i>How is the doctoral program carried out?</i> .....	22
<b>EUROPEAN UNIVERSITY INSTITUTE</b> .....	22
<b>LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE</b> .....	23
<b>JACOBS UNIVERSITY / BIGSSS</b> .....	24
<b>HARVARD KENNEDY SCHOOL</b> .....	25
<b>CENTRAL EUROPEAN UNIVERSITY</b> .....	25
<i>How is examination organized?</i> .....	27
<i>How is supervision of doctoral students organized?</i> .....	29
<i>Is there a compulsory mobility aspect?</i> .....	30
<i>Is there a required amount of teaching?</i> .....	30
<i>What are the criteria for graduation?</i> .....	31
<i>What is the completion rate?</i> .....	31
<i>How is the status of doctoral candidates regulated?</i> .....	32
<i>What is the career path of students?</i> .....	32
<b>Financing</b> .....	33
<i>What is the level (amount) of tuition fees?</i> .....	33
<i>What is the level (amount) of PhD support?</i> .....	34
<i>What is the length of financing?</i> .....	36
<i>Are there any additional grants available?</i> .....	36
<b>Conclusions: Trends, Diversity and Trade-offs</b> .....	39
<b>References</b> .....	43

## **Preface**

First of all I would like to thank Norbert Sabic for putting time and effort into this report. He is the main author of the comparative sections of this study. I would also like to thank all institutions that helped us compile the information. Our special thanks goes to colleagues Koen Geven from EUI, to Slobodan Tomic from LSE, and to Marek Hlavac from HKS, to professors Christian Peters from BIGSSS and Nicole Tateosian from HKS, and to the admission office of EUI. Last but not least, we are grateful for the professional guidance of our local experts, especially to Sally Schwager and Liviu Matei.

This report has no specific purpose, or rather it has multiple purposes: to orient our Doctoral Program in a world of higher education that has seen remarkable changes over the last decades; to understand these trends better and to look out for good and bad practice; to base our decisions on facts.

Having said this, I think a notion of caution is necessary. As a student of comparative politics and comparative political economy, I cannot help pointing out the dangers of naïve benchmarking. It seems that there is a trend in many organizations, both academic and non-academic, to use comparisons to spot differences in order to ‘correct them’. However, comparisons are not (only) done to produce convergence, but to observe and to find out niches, to identify areas of specialization and diversity. Hence, comparisons like this always also need to reflect on the purposes and limits of comparisons.

This is especially relevant in this study, as the four institutions sampled are not representative in any sense. They all differ in many respects such as resources, context conditions and missions. For that reason the report is, first and foremost, compiled to inform us. Whether and in how far we want to draw lessons is an altogether different story.

*Achim Kemmerling*

## Introduction

This study offers an overview of major developments in doctoral education, particularly with reference to European higher education. The outlined trends are the summary of several studies and policy documents that address changes in this area. In particular, the study provides a comparative assessment of standards and practices regarding doctoral education in the field of political sciences and public policy across five higher education institutions. These include the *European University Institute* (Political and Social Sciences Department), the *London School of Economics and Political Science* (Department of Government), the *Bremen International Graduate School of Social Sciences*, the *Harvard Kennedy School of Government* (PhD in Public Policy and PhD in Political Economy and Government) and the *Central European University* (Doctoral School of Political Science, International Relations, and Public Policy). The comparison focuses on three aspects of doctoral education, namely (i) recruitment of graduates, (ii) organization of the doctoral education, and the (iii) financial support provided to students. Data for the comparative analysis has been obtained from various sources, with most of the information originating from the websites of these universities and their internal policy documents. The obtained data has been clarified and extended through several interviews with current and past students and via online questionnaires, which have been sent to the administrative units of these organizations.

The first part of the document reflects on current trends in doctoral education. The section is organized into several sub-topic, which represent major challenges in this area, as identified by scholars and European policy makers. In the subsequent part, we introduce the five institutions that constituted the cases of this study, and later outline the characteristics of their doctoral education programs in a comparative table format. The tables are organized according to the questions that guided data compilation. The final chapter summarizes the main learning points of the study by drawing parallels between doctoral education across the studied institutions.

## Trends in European doctoral education

There are several recognizable trends in doctoral education. Some are region specific, i.e. European, whereas others have a more global character affecting many countries across the world. Several of these trends emerged as a consequence of shifting understanding about the purpose of doctoral education. As outlined by Gilbert (2009) there is a continuous disagreement whether a PhD is:

- part of the cycle of education in a mass education system,
- an apprenticeship in scholarship,
- a contribution to knowledge, with an emphasis on original research, or
- a research training program.

Without attempting to synthesize these perceptions or aligning to one of them, we describe the broader challenges in doctoral education currently faced by many universities. By doing this, we rely to a great extent on scientific publications and European policy documents and discuss separately issues related to the *production of doctoral students*, the *structure of doctoral programs*, *access to doctoral education*, the *content of doctoral programs*, *funding of doctoral studies*, *internationalization of doctoral education*, as well as issues related to the *employment of doctoral students*. While this structure makes the content more comprehensible, we have to keep in mind that many of these developments are greatly intertwined, and they might not be so easily separable in real life.

1. Across the world, as well in many European countries, **the number of doctoral students** (and hence the number of doctoral degrees awarded) has significantly increased over the last decade. This expansion has raised many issues about public funding of doctoral studies, the structure of doctoral programs, the status of doctoral students, as well about the employability of the growing number of graduates. The increase is visible across all regions of the world (See Figure 1), with China (400% increase between 1998 and 2008) and Brazil (100% increase between 2000 and 2009) being the frontrunners (Jorgensen 2012). However, Europe remains the region with the highest number of doctorates awarded, both in absolute terms and relative to the population (Jorgensen 2012). Among the members of the Union (but also in the world), Germany produces the highest proportion of doctoral degree holders in relation to the number of university graduates (Kehm 2006, 70). Despite the steadily growing number of doctoral graduates, the Bergen communique pursues further increases in this area, arguing that the future knowledge economy of Europe will need even more doctoral graduates who could take up research careers in the European Higher Education Area<sup>1</sup>.

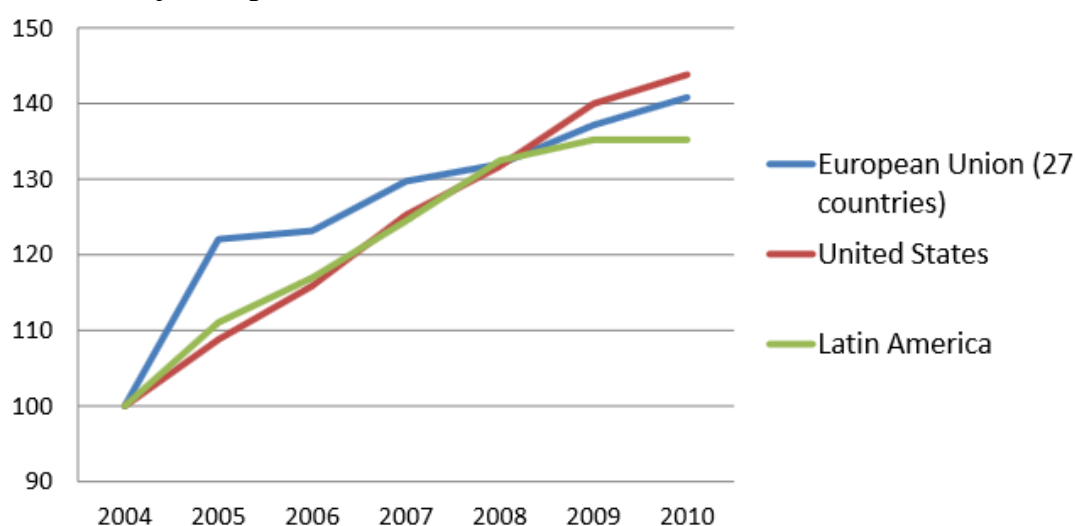


Figure 1: Growth (%) in doctorates awarded in the EU, USA and Latin America. Source: Jorgensen 2012

<sup>1</sup> Communique of the Conference of European Ministers Responsible for Higher Education, Bergen, 19-20 May, 2005. Accessed on 2<sup>nd</sup> of February: [http://www.bologna-bergen2005.no/Docs/00-Main\\_doc/050520\\_Bergen\\_Communique.pdf](http://www.bologna-bergen2005.no/Docs/00-Main_doc/050520_Bergen_Communique.pdf)

There are both economic and social pressures influencing the growth of doctoral education. Under economic factors we can highlight the need for a better trained workforce, the need for more innovations, and the need to tackle the issue of aging population. Besides, university education can act as a temporary buffer for times of economic crisis and as means to avoid unemployment ('Making the Most of Knowledge. Key Findings of the OECD-KNOWINNO Project on the Careers of Doctorate Holders' 2010). Under social factors we can list the massification of higher education and the need to have better teaching on all levels of education (Jorgensen 2012, 8).

The increase in the number of doctorates is coupled with many undesirable side effects. First of all, there is an unequal balance between subjects, which means that more doctoral graduates are produced in the humanities and social sciences than in engineering, technology or natural sciences. Secondly, the increased number of doctoral degrees awarded also prolongs the transition into an academic career. The 'overproduction' of doctoral degrees results in a wide variety of post-doctoral fellowships and in-between positions where "*early career researchers stay in a waiting loop until proper employment is found*" (Kehm 2006, 72). In short, the job market perspectives of PhD students are ambivalent. On the one hand, PhD titles result, on average, in a wage premium for title holders ('Making the Most of Knowledge. Key Findings of the OECD-KNOWINNO Project on the Careers of Doctorate Holders' 2010)<sup>2</sup>, and PhDs find more and more jobs outside academia. On the other hand, there is a marked increase of non-permanent, sometimes even precarious positions in most OECD countries.

2. Concerning the **structure of doctoral studies** the 'master– apprentice' model is still widespread in Europe. This traditional model of a doctorate – as the production of a piece of original research under the supervision of one professor, with very little emphasis on taught courses - is being increasingly challenged (Sursock and Smidt 2010, 43; Park 2005, 5). A major criticism states that the traditional model makes selection criteria and admission procedures frequently non-transparent and inconsistent, and some criticism has been formulated also regarding the quality of graduates, which often depends on the quality of the supervisor. On the other hand, one of the benefits of the 'apprenticeship model' is that it promotes the professional integration of doctoral students into the academic career (Thorlakson 2005).

It is evident, as doctoral education shifts from 'research' towards 'training' more innovations are needed in the area of supervision to enhance the quality of graduates. Innovations are also needed in the area of monitoring access, recruitment and selection, progress of doctoral student, including procedures for monitoring time to degree and completion rates, and the tracking of doctoral graduates after their studies (Sursock and Smidt 2010, 86). These concerns underline the need for more structured doctoral programs with more reliable quality standards and procedures. Consequently, we can observe a trend towards establishing graduate or research schools (Sursock and Smidt 2010). These organizational bodies approach doctoral education and training in a more systematic way by offering structured programs, including codes of ethics, transparent regulations, and in some cases even contracts that define the rights and responsibilities of doctoral students, supervisors and the institution. Such contracts are in place for example in France and at some German, Lithuanian, Portuguese, and Austrian universities ('Doctoral Programmes in Europe: Access, Recruitment and Admission' 2007).

The growing number of doctoral schools has been also confirmed by EUA's biennial survey of European universities, which reported that in 2007 30% of universities said to have doctoral schools at their institution, while only three years later, in 2010, this number had risen to 65%. Out of this percentage, 49% are doctoral schools that include only PhD programs, while 16% include both Master and PhD studies (Sursock and Smidt 2010, 44). However, the term 'doctoral school' has never been completely well-defined in Europe. In many universities, it refers to individual doctoral programs with some level of institutional engagement, often in the form of taught courses. Other universities use the term 'doctoral school' to refer to a central unit concerned more with strategic issues relevant for doctoral education, such as quality assurance and the drafting of common guidelines (Sursock and Smidt 2010).

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<sup>2</sup> Moreover, the wage premium of 15% to 25% percent of holding a PhD needs to be offset by the higher initial investment of PhD education. This can easily translate into PhD graduates needing decades to catch up with comparable wage earners who don't hold a PhD.

Besides ensuring common quality standards across doctoral programs, doctoral schools play also an important role in introducing various innovations. For example, many of them are complementing the traditional one-to-one apprenticeship with multiple supervisors (Sursock and Smidt 2010, 20). Additionally, they seek to replace the individually-based intake with a more selective, competitive and restrictive selection process, which increases transparency ('Doctoral Programmes in Europe: Access, Recruitment and Admission' 2007). A growing number of doctoral schools are also offering additional taught courses as part of their structured doctoral programs. In 2010, 72% of institutions reported to offer taught courses compared to a 49% in 2007 (Sursock and Smidt 2010, 44). All these facts underline why doctoral schools are seen as the best way to organize doctoral education at European universities.

3. **Access to doctoral studies** is usually regulated by law and requires a Master degree. However, this is not a general rule. Some universities do not identify a Master degree explicitly as the main requirement for access, although it still remains the most common road to doctoral education in many European countries ('Doctoral Programmes in Europe: Access, Recruitment and Admission' 2007). In Spain, Portugal, Germany, and UK there are criteria's under which also holders of BA degrees can directly enroll in doctoral education (fast track PhD's). In addition, the emerging new forms of doctoral programs, such as Professional Doctorates, place a much higher value on the candidates work experience compared to his or her academic background.

Besides the growing diversity in accession criteria, there are visible differences between selection procedures as well. The size of accession committee's varies from two to twelve members and tends to include the director of the doctoral school or program, full professors (supervisors), heads of research teams, principal researchers and in some cases also student representatives ('Doctoral Programmes in Europe: Access, Recruitment and Admission' 2007). Some universities experiment with more innovative approaches in the selection procedure of candidates. For example, at the University of Bergen in Norway, the first step before the admission is an informal pre-application process in which the candidate identifies a potential research group and meets its members, exchanges ideas with potential supervisors. Based on the evaluation of the pre-application process the research group decides whether to write an application with the candidate. Only after this process can the candidate submit the application and enter the admission process ('Doctoral Programmes in Europe: Access, Recruitment and Admission' 2007).

While there is a growing diversification of admission criteria and procedures many European universities are still reluctant to become pro-active in the recruitment of doctoral candidates. Potential students are attracted based on individual contacts and not through a systematic, inter-institutional and international cooperation. In this regard, international recruitment remains a rare practice, which is very much discipline dependent as well. It is more common in the exact and life sciences than in social sciences and humanities ('Doctoral Programmes in Europe: Access, Recruitment and Admission' 2007). A positive example is the Medical University of Graz in Austria, which publishes the call for applications in English in numerous newspapers, scientific journals, scientific societies, relevant web databases, and via personal communication with researchers, universities, and so forth ('Doctoral Programmes in Europe: Access, Recruitment and Admission' 2007).

4. The **content of doctoral programs** is structured so as to emphasize original contribution to knowledge. However, traditional expectations in this area are also being challenged, especially due to the increasing number of new types of doctorates that rely more and more on taught courses. The introduction of taught courses and training elements is likely to broaden the perspectives and the competences of doctoral candidates. This should be accompanied by the use of credits as a way to demonstrate the student's preparation in different areas. However, many institutions oppose the use of credits, given that the major part of the doctorate is constituted by original research, which is difficult to be measured by credits, or because coursework is often voluntary (Thorlakson 2005). The Trends III study, which was published in 2005, reported that 47% of responding universities didn't find ECTS "applicable" at doctoral level. In 2007, when the Trends V report was published, 46% stated that they do not intend to apply credits at that level. In 2010, the percentage of institutions not using credits for

doctoral education was still 42% (Sursock and Smidt 2010, 54). These data demonstrate a rather slow change in the introduction of ECTS at the doctoral level (only 5% increase in the last 8 years), which can limit the mobility of doctoral students as well.

The emphasis on institutional, societal and economic relevance of doctoral education is becoming more apparent. Much of the criticism that has been formulated states that doctoral students are educated and trained too narrowly, lack key professional skills, such as the ability to collaborate effectively and work in teams, lack organizational and managerial skills, and are ill-prepared to teach (Nerad and Heggelund in Sursock and Smidt 2010). This pressure resulted in a trend towards interdisciplinary approaches in doctoral education, which is linked to the development of transferable skills (Kehm 2006). In line with this the Bergen communique advises universities to (i) promote interdisciplinary training and the development of **transferable skills** in doctoral education, and also stresses the need to (ii) develop new types of doctoral programs, such as **professional doctorates** (Crosier, Purser, and Smidt 2007, 31). Thus, the training of research-capable, reflexive and flexible graduates, with generic as well as discipline- or field specific knowledge and capabilities is increasingly recognized as means of improving graduates employment prospects in and outside academia (Sursock and Smidt 2010, Lee and Bound, 2009). In addition, pedagogical training courses are already mandatory in Sweden, the United Kingdom, the Ukraine, and are offered on voluntary basis in many other countries as well (Thorlakson 2005).

While several trends and developments are reshaping European doctoral education, some things are bound to remain unchanged. This has been reaffirmed during the European Ministerial meeting in Bergen in 2005, where it was outlined that “The core component of doctoral training is the advancement of knowledge through original research” (Bergen, 2005). The statement suggests that there should be no doctorate without original research - the main component of all doctorates – no matter which type (Crosier, Purser, and Smidt 2007, 31). In a UK study several doctoral programs have been examined in terms of their expected outcomes. The following table demonstrates that original contribution to the discipline’s knowledge is still the main objective of many doctoral programs.

<b>ELEMENT OF DEGREE OBJECTIVES OR OUTCOMES</b>	<b>NUMBER OF UK INSTITUTIONS REFERRING TO THE ELEMENT (n=25)</b>
ORIGINAL CONTRIBUTION	24
NEW FACTS	9
REINTERPRETING DATA OR IDEAS	7
FORMULATING THEORIES	5
IMPLEMENTING RESEARCH PROJECT	11
CRITICAL REVIEW OF LITERATURE OF FIELD	8
METHODOLOGICAL TECHNIQUES AND SKILLS	7
INDEPENDENT CRITICAL THOUGHT	7
COMMUNICATING RESEARCH FINDINGS	6
RELEVANCE OF SCHOLARSHIP IN THE FIELD	6
FORMULATING PROBLEMS	3
RESEARCH ETHICS	2
PERSONAL DEVELOPMENT	2
COMMERCIALISATION AND ACQUIRING GRANTS	1

*Table 1: Number of institutional specific outcomes of doctoral education (Adopted from Gilbert 2009, 61)*

The dominance of original contribution is also apparent in the examination criteria of many UK universities (Table 2). While there is considerable agreement in the use of this criteria across many universities, differences emerge as to what extent should critical and independent thinking, comprehensiveness of the work, or the formulation of clear hypothesis and research questions be assessed.



<b>EXAMINATION CRITERIA</b>	<b>NUMBER OF UK INSTITUTIONS REFERRING TO CRITERIA (n=19)</b>
ORIGINAL CONTRIBUTION TO KNOWLEDGE	19
QUALITY OF WRITING AND/OR PRESENTATION	18
DEMONSTRATED RESEARCH SKILLS AND/OR METHODOLOGY	13
USE OF LITERATURE	12
CRITICAL OR INDEPENDENT THINKING AND ANALYSIS	9
ADEQUATE FOR PUBLICATION	8
ANALYSIS OF RESULTS	6
COMPREHENSIVENESS	6
RELATED TO FIELD	5
EVIDENCE OF INDEPENDENT PLANNING AND RESEARCH	5
DEVELOPS CLEAR HYPOTHESES OR QUESTIONS	4
SHOWS KNOWLEDGE OF THE FIELD OR DISCIPLINE	3

*Table 2: Number of institutional specific examination criteria of doctoral education (Adopted from Gilbert 2009, 63)*

We find a high variation concerning the requirements for the award of the doctorate. Writing an essay and defending it is the rule, however, it is more and more common, that doctoral dissertations can be submitted in the form of a series of published articles. In contrast to the traditional research oriented doctoral programs, a new form known as ‘Professional doctorates’ or practice-related doctorates, have received particular attention. These programs are usually profession-specific and offered to mid-career professionals (Boud and Lee 2008). They ease the requirement to produce original research and instead emphasizes coursework which is designed to strengthen generic skills and interdisciplinary approaches to problem solving (Kehm 2006, 72). Moreover, the dissertation is often a joint project carried out in conjunction with a company or potential employer. Two countries, namely the UK and the Netherlands, have already introduced professional doctorates, while there is an ongoing pilot project in Austria that seeks to develop professional doctorates (Sursock and Smidt 2010). However, the introduction of professional programs and the acceptance of fee-paying professional are controversial issues. The Woolf report (‘The Woolf Inquiry. An Inquiry into the LSE’s Links with Libya and Lessons to Be Learned’ 2011) in the aftermath of the Gaddafi crisis at the London School of Economics highlights some of these problems, arising from conflict of interests between academia and commerce.

Completion rates remain an important challenge in Europe. It is estimated that only 50% of students actually finish their studies with a doctorate (Bitusikova 2009, 203). The National Science Foundation came to similar conclusions in the case of the United States<sup>3</sup>. Consequently, many governments experiment with the introduction of thresholds to increase completion rates, while at the same time, universities argue that these mechanisms can compromise the objective of quality research (Park 2005). The devil with these statistics often lies in the details. For instance, time-to-degree and completion rates depend very much on how administrative systems deal with drop outs versus failing students.

Nevertheless, completion rates are increasingly used as an indicator for the quality of the doctoral school. Six factors seem to be crucial for institutions to consider if they wish to increase the number of successful graduates. These are student financial support, family support, peer support, faculty support, supervisor support, and student motivation (Park 2005). In as much as these factors relate directly to the university environment, appropriate support tools could increase completion rates.

<sup>3</sup> The report is available at: <http://www.nsf.gov/statistics/infbrief/nsf06312/>

5. There is a great variety in terms of **funding** doctoral students in Europe. We find tuition fees at the one end of the continuum and salaries at the other. In between are state loans, scholarships, part-time jobs and paid teaching positions (Kehm 2006). Funding is strongly related to how students are regarded by their host institution, namely to the status of doctoral student. The discussion is based on whether doctoral education should be viewed as the continuation of education, (which in some countries implies the payment of tuition fees), or as the beginning of a professional career, in which case a salary, together with employee benefits, needs to be provided. In most European countries, and also in North America, doctoral candidates are regarded as students, thus tuition fees, where applicable, have to be paid that provide an income for the institution. However, in some countries (e.g. in Norway, Sweden, and the Netherlands), the doctoral student is regarded as an early career researcher of the university with duties, rights and a regular salary (Kehm 2006). In other countries, such as Germany, the two systems exist in parallel to each other. While the discussion is far from being settled there is increasing support for the latter approach, which is also apparent in the Salzburg conclusions and recommendations concerning European doctoral education<sup>4</sup>.

In countries where doctoral education is considered as the continuation of education, scholarships, fellowships, and grants are the main sources of student funding. In addition, in many European countries these funds are supplemented with income from engagement in research projects or teaching assistantships. Funding obtained through these sources range between 5.000 to 30.000 Euros annually (Bitusikova 2009, 208). In this regard, it is interesting to note that doctoral candidates in social sciences and the humanities constitute the highest percentage of doctoral students without a scholarship or salary (Kehm 2007).

The inadequate and insecure financial state of doctoral students contributes to high drop-out rates and also is the main factor for a long time to graduation (Thorlakson 2005). In the US students need between six and nine years to complete a doctorate depending on the subject and also on the institution. In Canada, the average time for completion of a doctorate is more than five years in all subjects (an average of 5 years and 10 months across all disciplines), with students in the humanities and social sciences requiring more than 6 years. In Europe a doctoral degree takes longest in the humanities and shortest in medicine, engineering and some of the natural sciences (Kehm 2006). However, insecure funding is only one of the reason for prolonged graduation time. Another important factor is the previously mentioned lack of supervision and insufficient quality assurance mechanisms (Kehm 2006).

6. Due to increasing mobility of students and staff doctoral programs are becoming more and more **internationalized**. A stronger emphasis is being placed on temporary mobility (a limited period of study and research abroad) and exchanges within the framework of institutional collaboration and networks (Crosier, Purser, and Smidt 2007). In this regard, several European policy documents<sup>5</sup> set the target of 20% of doctoral candidates doing part of their studies outside of their home country. The trend in North America differs somewhat from Europe, as institutions try to attract doctoral students for the whole duration of their studies, and even provide attractive conditions to keep international doctoral degree holders in the country (Kehm 2006). The percentage of doctoral degrees earned by foreign students on a global scale is the largest in UK (39%), the US (30%), in Germany (13%), and in Japan (13%) (Nerad 2006 in Tennant 2009).

Within Europe, there is a noticeable concern for the development of joint doctoral degrees and to conceptualize a European doctorate (Crosier, Purser, and Smidt 2007). Such programs are delivered by a consortium of universities that award the graduate a joint diploma, or in some cases a separate diploma from each institution. The Erasmus Mundus Joint Doctorates funded only a handful of such programs, but nevertheless enabled universities to develop considerable know-how in setting up cross-border collaborations and integrate joint doctorates into their internationalization strategy (Jorgensen 2012, 23).

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<sup>4</sup> Conclusions and recommendations from the Bologna Seminar on “Doctoral Programs for the European Knowledge Society”, Salzburg, 3-5 February 2005. Accessed on the 12<sup>th</sup> of February:  
[http://www.eua.be/eua/jsp/en/upload/Salzburg\\_Conclusions.1108990538850.pdf](http://www.eua.be/eua/jsp/en/upload/Salzburg_Conclusions.1108990538850.pdf)

<sup>5</sup> The Leuven/Louvain-la-Neuve Communiqué and the ERAB report.

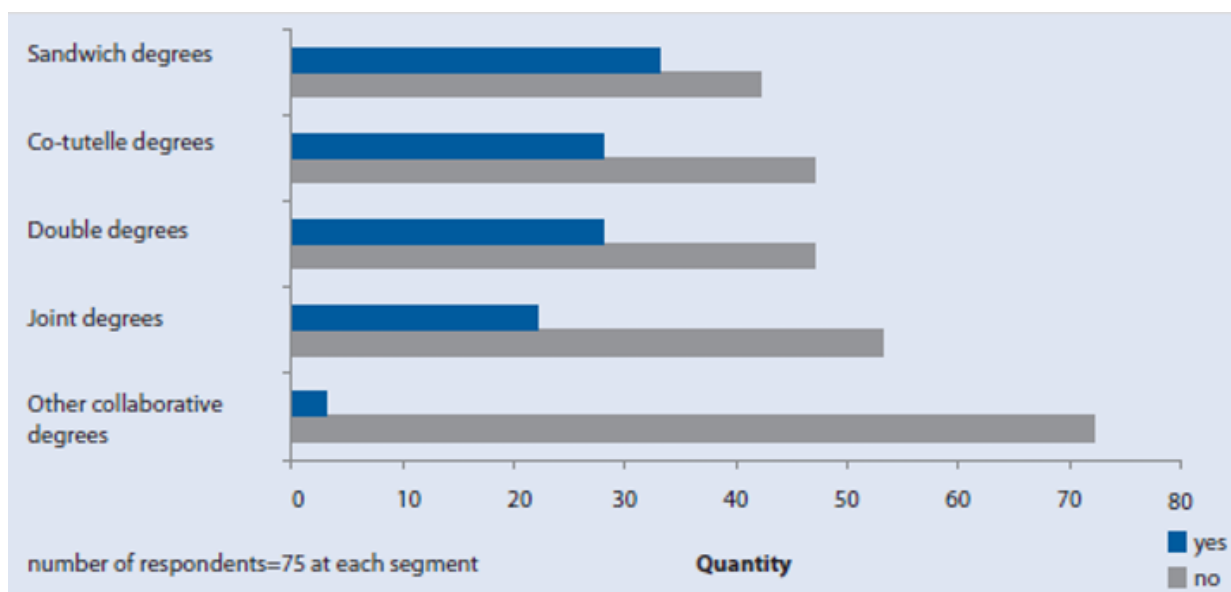


Figure 2: Forms of collaborative doctoral education at European universities. Source: CODOC, 2012

Besides promoting mobility and setting up joint doctorates, internationalization can be promoted, for example, through the recruitment of international staff, the organization of international workshops, conferences and summer schools, and co-tutelle arrangements<sup>6</sup>. The use of new technologies, such as online lectures, is likely to foster the internationalization of doctoral programs as well (Crosier, Purser, and Smidt 2007, 32).

7. It is clear that with the rise in number of doctoral degree holders not all of them will be able to follow a **career** in academia, although, data from emerging market economies, such as Brazil and China, suggest that academia is still the largest employer in need of doctorate holders. In contrast, it is estimated that around 50% of current doctorate holders in Europe are employed outside academia, in the public and private sectors, holding both research and non-research positions (Sursock and Smidt 2010, and 'Making the Most of Knowledge. Key Findings of the OECD-KNOWINNO Project on the Careers of Doctorate Holders' 2010). This trend increases the importance of capacity building, especially the exposure of doctoral candidates to other sectors and academic cultures, and sometimes even to the private sector. The DOC-CAREERS<sup>7</sup> project noted that collaborative doctoral programs, with their exposure to non-university environments, are an excellent way to improve candidates' ability to relate abstract thinking to practical applications and vice- versa, as required for the development of new knowledge, products or services (Borrell-Damian 2009, 103).

## Summary

A recent large scale study conducted by the Carnegie Foundation, which examined doctoral education in the US, argued that the positive aspects of apprenticeship, like frequent interaction, conscious modeling and mutual responsibility, need to be retained and merged with a framework where students are supervised by multiple mentors (preferably also from a non-academic setting) and where all members of the department take responsibility for the success of the student (Jones 2009). Thus, the apprenticeship model and a more structured model do not need to be mutually exclusive (Thorlakson 2005).

<sup>6</sup> Co-tutelle arrangements involve two institutions who agree on the joint supervision of a doctoral candidate (i.e. they regulate the candidates enrolment, supervision, and evaluation) and grant two separate diplomas to the individual.

<sup>7</sup> Details about the project can be obtained at the following link: <http://www.eua.be/eua-work-and-policy-area/research-and-innovation/doctoral-education/doc-careers-ii.aspx>

This argument is presented following the typology developed by Thorlakson who examined doctoral programs based on two dimensions. The first one is ‘standardization’ and encompasses indicators such as whether general or methodological taught courses are available or mandatory, whether doctoral training includes a comprehensive exam, and whether it includes pedagogical training. The second dimension is ‘integration’ and looks at whether the program integrates students into aspects of professional activity (opportunities of serving as a research or teaching assistant, funding structures in which doctoral students are contract employees, engagement in professional activities, such as conferences) (Thorlakson 2005). Along these two dimensions we can establish a typology of national doctoral training in Europe (see Figure 3).

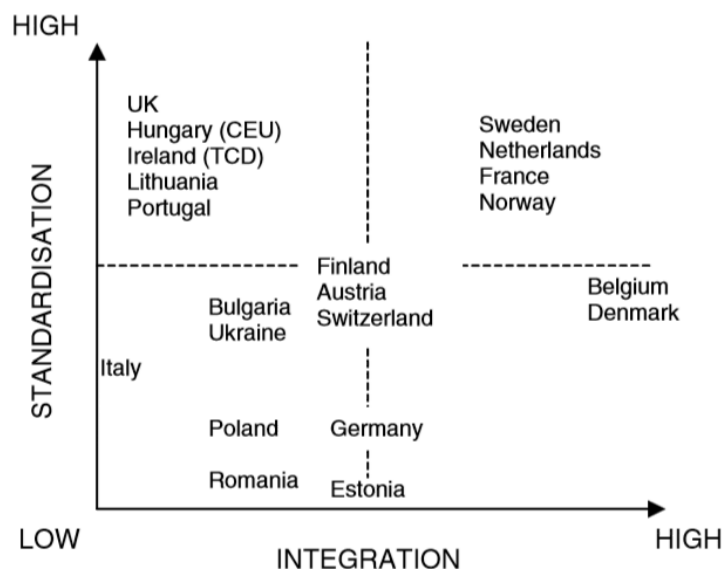


Figure 3: Patterns of integration and standardization of doctoral training in Europe (adopted from Thorlakson, 2005)

The presented typology shows a diverse approach to doctoral education in Europe. There seems to be no dominant model, despite increased European policy debates on how we should train future scientists in light of the above outlined general trends. This policy debate takes place in the framework of the Bologna process, which ‘triggered a process of cooperation among higher education ministries in Europe by setting out a roadmap for reform’ (Thorlakson 2005). In this regard, the Bologna reforms offer common solutions that might lead, for better or worse, to more convergence of doctoral training in the long run.

## Introduction of cases

### *Bremen International Graduate School of Social Sciences, Germany*

Germany is the biggest provider of doctoral education in Europe with about 26,000 doctorates awarded in 2011<sup>8</sup>. However, the majority of their doctoral candidates are not participating in ‘structured’ doctoral education, rather study in a traditional way, where the candidate is directly recruited by a professor. Because of that, many doctoral students remain relatively isolated from the institution, until the formal thesis defense (Jorgensen 2012).

The Bremen International Graduate School of Social Sciences (BIGSSS) was founded in 2008 as an inter-university institute of the University of Bremen (UB) and Jacobs University Bremen. The school offers structured doctoral programs in several interdisciplinary areas, across the core disciplines of political science, sociology and psychology. Their programs have a strong international focus and recruit students from all around the world.

Graduate education at BIGSSS is organized around three thematic fields, namely *Global Governance and Regional Integration*, *Welfare State, Inequality and Quality of Life*, and *Changing Lives in Changing Socio-Cultural Contexts*. These themes are integrated under the umbrella term *Changing Patterns of Social and Political Integration*. A specialized curriculum is dedicated to each of these research fields and students are expected to specialize in one of them. In addition, the school covers a broad spectrum from quantitative to qualitative methods and combinations thereof.

### *London School of Economics and Political Sciences, United Kingdom*

Doctoral training in the UK is largely concentrated in research-intensive universities, where doctoral education in most of the cases is coordinated through doctoral schools. In line with the general European trend, the number of doctorates awarded in the UK rose by about 20% between 2004 and 2010, making the UK the second largest country in terms of PhD production (20.000 PhD’s awarded in 2011) (Jorgensen 2012, 50). One particular aspect of the British doctoral education is the existence of different kinds of doctorate, and especially the professional doctorate.

The London School of Economics and Political Sciences (LSE) is one of Europe’s largest and oldest<sup>9</sup> universities focusing entirely on social sciences. The university is organized into 24 academic departments and 19 research centers which provide teaching and research across a range of social sciences, from history to mathematics. The study analyzed the doctoral training at the Department of Government, which is one of the largest political science departments in the UK. Their activities cover a comprehensive range of approaches to the study of politics, including the history of political thought, normative political theory, comparative politics, political economy, nationalism, and so forth. Both, in terms of their student body and their faculty, the department can be described as highly international.

### *European University Institute, Italy*

The doctoral degree (PhD) was introduced in Italy as recently as 1980 (Jorgensen 2012). Despite its recent adoption, from 2000 onwards the number of PhD’s awarded rose spectacularly from 3.500 in 2000 to 11.000 in 2011, making Italy today the third largest country awarding PhD’s. As in other European countries, Italian universities began establishing doctoral schools in 2000, but many of them preferred to set up small and highly specialized schools, corresponding to the academic subject of one particular professor.

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<sup>8</sup> Data obtained from Eurostat on 22<sup>nd</sup> of December. Link: <http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/>

<sup>9</sup> Established in 1895.

The European University Institute (EUI), set up in 1976 in Florence, can be hardly considered as a typical Italian university. It is a specialized post-graduate institution established by six European countries with a particular interest in the study of the development of Europe. Today, the university is supported by 20 member states and offers for their candidates doctoral and post-doctoral programs in the fields of economics, law, history, and political and social sciences. The latter department constituted the primary focus of this study. The Department of Political and Social Sciences places emphasis on contemporary political and social phenomena, occurring principally but not exclusively within Europe. Their research interests include comparative politics, international relations, sociology, and social and political theory and train their international body of graduate students in various methodologies.

*Harvard Kennedy School, United States<sup>10</sup>*

Doctoral education in the United States (US) is frequently perceived as the model that other countries aspire to imitate. However, there is no clear US model of doctoral education, rather it is characterized by a high level of diversity and stratification (Altbach 2004). US universities have awarded 73.000 PhD degrees in 2011 compared to the 114.000 PhD's in Europe (27 countries). The majority of the degrees is awarded only by a handful of institutions (about 12% of all graduate degree awarding institutions accounts for about 50% of all doctoral degrees awarded) (Altbach 2004).

Set up in 1936, the Harvard Kennedy School (HKS) is an exceptional school dedicated to the training of public leaders and addressing the most challenging public problems. Hence, the core of its teaching and research activities is in the field of public policy and public administration. Presently, the school houses 15 research centers and institutes and offers four doctoral programs with a worldwide reach. These are: PhD in Public Policy, PhD in Political Economy and Government, PhD in Health Policy, and PhD in Social Policy. Doctoral education in the first two programs has been analyzed in depth by this study.

*Central European University, Hungary*

Hungary awards considerably less doctorates than the previous three countries. In 2010 only 2.000 doctorates have been granted by Hungarian universities (Jorgensen 2012). Doctoral training is carried out currently at 170 thematically organized doctoral schools, which as a rule, are organized as the continuation of a master training in the given branch of science or art ('Towards a Common Approach. Report of Mapping Exercise on Doctoral Training in Europe' 2011). Doctoral studies are aligned with the Bologna principles and take 36 months with a workload of at least 180 credits.

The Central European University (CEU) is a graduate level private not-for-profit university founded in 1991. Its launch was inspired by revolutionary changes of Eastern European countries that followed the dissolution of the Soviet Union. Hence, the university is very much dedicated to its mission to educate future leaders of democratic societies. It offers various MA and PhD courses in social sciences and humanities to a wide range of international students. The Doctoral School of Political Science, International Relations, and Public Policy, which constituted the case of this study, offers doctoral programs in five areas of specialization: political theory, comparative politics, international relations and public policy. It is operated jointly by the departments of Public Policy, Political Science, and International Relations and European Studies.

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<sup>10</sup> The study covered only the PhD programs in Public Policy and Political Economy and Government, excluding the programs in Health Policy and Social Policy, which have a special character.

## Recruitment

### *What are the general application criteria?*

EUI	LSE	BIGSSS	HKS	CEU
<p>Candidates are selected on the basis of their application.</p> <p>Specific degree requirements are set by national grant authorities (country of origin). However, MA or equivalent is required in a subject appropriate to the research to be undertaken. A one year MA degree (on top of a three year BA) is also accepted.</p> <p>Language requirement: C1</p>	<p>Candidates are selected on the basis of their application.</p> <p>A UK taught master degree or a non-UK equivalent in a subject appropriate to the research to be undertaken is required. As a minimum, a first or upper second class honours degree is required.</p>	<p>Candidates are selected on the basis of their application.</p> <p>An MA diploma is a requirement in a subject appropriate<sup>11</sup> to the research to be undertaken. A one year MA degree (on top of a three year BA) is also accepted.</p> <p>Language requirement: C1</p>	<p>Candidates are selected on the basis of their application.</p> <p>An MA diploma is a requirement in a subject appropriate to the research to be undertaken. Both 1 and 2 year MA diplomas are accepted. In addition, students are required to demonstrate preparation in several methodological skills (statistics, multivariate calculus, linear algebra, etc.).</p>	<p>Candidates are selected on the basis of their application.</p> <p>Applicants are expected to hold an internationally recognized MA (1 or 2 years) or comparable degree in a related field of science.</p>

## SUMMARY

All five universities select doctoral candidates through a structured application procedure. A crucial element of the application is the candidates previous degree, which as a rule should be minimum a one year master degree in a related field of sciences. HKS also requires proof of adequate methodological training from its candidates.

### *What application documents need to be submitted?*

EUI	LSE	BIGSSS	HKS	CEU
<ul style="list-style-type: none"> <li>- Degree transcript</li> <li>- CV of the candidate</li> <li>- Language certificates</li> <li>- Research proposal</li> <li>- Two reference letters (in case of economics 3)</li> </ul> <p>Students can apply to only one department.</p>	<ul style="list-style-type: none"> <li>- Degree transcript</li> <li>- Language certificates</li> <li>- GRE or GMAT tests<sup>12</sup></li> <li>- Research proposal</li> <li>- Personal statements</li> <li>- Two academic references</li> </ul> <p>During the application process, students indicate their first priority,</p>	<ul style="list-style-type: none"> <li>- Degree transcripts</li> <li>- CV of the candidate</li> <li>- Certification of English proficiency</li> <li>- Preliminary Dissertation Proposal</li> <li>- Statement of Purpose</li> <li>- Two Letters of Recommendation</li> <li>- Statement of Skills and Experience with Methods of Empirical Social Research</li> </ul>	<ul style="list-style-type: none"> <li>- Degree transcripts</li> <li>- CV of the candidate</li> <li>- Standardized tests: GRE, TOEFL, IELTS</li> <li>- Statement of purpose</li> <li>- Essays (Writing sample)</li> <li>- Three letters of recommendation</li> </ul>	<ul style="list-style-type: none"> <li>- Degree transcripts</li> <li>- CV of the candidate</li> <li>- Language certificates<sup>13</sup></li> <li>- Research proposal (up to 1.500 words)</li> <li>- Statement of Purpose</li> <li>- MA thesis summary (Writing sample)</li> <li>- Two Letters of Recommendation</li> </ul>

<sup>11</sup> Political Science (including related degree programs in European Studies or International Relations), Sociology, Psychology, Law, Economics or Mass Communication.

<sup>12</sup> Some programs require it.

<sup>13</sup> Candidates are eligible to take the CEU-administered institutional TOEFL at the premises of the university.

There is no application fee.	but can also highlight an alternative program for enrollment.  Application assessment fee is 50 GBP.	Students can apply to only one field.  There is no application fee.	Application assessment fee is 105 USD.	Candidates may apply to two separate CEU departments, and must indicate their preferred and alternate department in their applications.  Application assessment fee is 40 USD.
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## SUMMARY

Concerning the content of the application, most of the programs require similar documents. Students need to submit their transcripts, a CV, proof of their language proficiency, a research proposal, and recommendation letters from two, or as in the case of HKS, three references. At EUI and BIGSSS students can submit an application only to one program, at LSE and CEU they can indicate a primary and an alternative program, while at HKS they are free to apply to several programs simultaneously. Also, in the case of the latter three institutions (LSE, HKS and CEU) an application assessment fee is payable.

### *How is recruitment and selection of candidates organized?*

EUI	LSE	BIGSSS	HKS	CEU
<p>There is only one call. Application for doctoral studies opens in mid-October and is open until the end of January.</p> <p>The selection of candidates is made in several steps. The first round of selection is done by older students, who pre-select candidates on the basis of their proposed topic (whether it is in line with EUI professors research interests). Selected candidates undergo an interview in March and April with an academic committee and one with the language department<sup>14</sup>. The final decision is taken by the EUI Entrance Board towards mid-</p>	<p>There are three calls. The most general one opens in October. Since candidates are selected on a “first come-first served” basis there is no official deadline. However, candidates who are applying for scholarships need to apply before the 10<sup>th</sup> of January.</p> <p>Selection is conducted in several stages. First, internal teams, formed on the basis of topics, decide on the best applications. It is followed up by interviews that were introduced only recently as the second stage of selection.</p>	<p>There is only one call. Application opens mid-November and closes mid-February.</p> <p>After the application deadline has passed, the applications are forwarded to the Field Admissions Committees (FACs), consisting of the Field Coordinators, Field Chairs, members of faculty belonging to the specific fields, as well as fellow representatives. The FACs prepare a shortlist for each field with the PhD and Predoc applicants. They also indicate their preferred candidates for the Postdoc positions, which are then forwarded for consideration to the Joint Admissions Committee</p>	<p>There is only one call. Application deadline is different according to the area of study. The earliest submission deadline is for the Public Policy program, and is in the beginning of December.</p> <p>Selection of candidates is done by the admission committee.</p>	<p>There is one call that is open from September till mid-January. Following a formal assessment by the admission office, the applications are passed on for academic evaluation. The committee usually consists of 3 faculty members. Interviews with the best candidates are held between February and March, and the final admission decisions are made public by the 1<sup>st</sup> of April.</p>

<sup>14</sup> Students also need to fill out a language test.



April, but they also take into account the opinion of the respective grant authorities who advise and decide about the grant eligibility of candidates.		(JAC) responsible for the Postdoc selection, and consisting of one (or more) of the deans, faculty members representing each field, as well as fellow representatives. The shortlisted candidates are invited for an interview, after which the final decisions are made by the FACs and the JAC.		
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## SUMMARY

In most cases, universities publish only one call for their doctoral programs (except LSE, which has three call periods). They usually open between October to December and close between December and February. The selection of candidates takes place through several stages in which designated committees prepare a list of short-listed candidates with whom an interview is conducted. Final decisions are made by committees involving professors of the department/school in charge of the discipline.

### *How is the promotion of doctoral programs organized?*

EUI	LSE	BIGSSS	HKS	CEU
EUI is actively present on various social media websites (Facebook, YouTube, Twitter and Flickr) and initiates a targeted publicity campaign through them every year. They are also present on <a href="http://www.studyportals.eu/">http://www.studyportals.eu/</a> , lunch publicity campaign via Mail Chimp (approx. 20.000 worldwide email addresses), and mail every year the EUI posters (1 per department: Economics, History, Law and Political and Social Sciences) to a selection of more than 9.000 addresses worldwide.	LSE advertises its programs primarily through its own website.	BIGSSS sends out an annual call for applications in the ZEIT newspaper, a range of online scholarship portals (e.g. academics.de, academics.com), as well as on different international job platforms.		CEU organizes the promotion of its doctoral programs on various websites and also mails out a small number of printed brochures.

## SUMMARY

There is limited data available on the promotional practices of the universities. Both EUI, BIGSSS and CEU conduct promotional activities via various online platforms (social media sites, scholarship and job search websites), rely on printed media, but also use postal services to distribute their campaign materials. On the other hand, LSE relies first and foremost on its own website to attract new candidates.

## Organisation of doctoral studies

### *How are the programs organized within the institution?*

EUI (Political and Social Sciences Department)	LSE (Government department)	BIGSSS	HKS	CEU (Doctoral School of Political Science, International Relations, and Public Policy)
<p>There is only one doctoral program within the Political and Social Sciences department with no additional tracks.</p> <p>The doctoral program focuses on several research themes (however, they are not separate tracks, thus they don't play a crucial role in the organization of studies):</p> <ul style="list-style-type: none"> <li>- The transformation of government and democracy</li> <li>- Social change in Europe and its implications for society, politics and public policy</li> <li>- The comparative study of public policy</li> <li>- Political and social structures and behaviour</li> <li>- International relations and security</li> <li>- Social and political theory</li> </ul>	<p>The Government Department organizes only one doctoral program in Political Science<sup>15</sup>. However, there are two possible streams. In the MPhil/PhD students have no coursework or exams, while the MRes/PhD involves six courses<sup>16</sup> to be passed during the first year.</p> <p>There are no additional tracks within the program.</p>	<p>At BIGSSS there are three doctoral programs organized according to themes. These are:</p> <p>Field A: Global Governance and Regional Integration Field B: Welfare State, Inequality and Quality of Life Field C: Changing Lives in Changing Socio-Cultural Contexts.</p> <p>Applicants must apply to one of the three thematic fields.</p>	<p>There are four doctoral programs with several tracks. These are the following:</p> <ul style="list-style-type: none"> <li>- PhD in Public Policy (tracks: Environmental and Natural Resource Policy; International Development; and Judgment and Decision Making)</li> <li>- PhD in Political Economy and Government (tracks: Economics track; Political Science)</li> <li>- PhD in Health Policy</li> <li>- PhD in Social Policy (tracks: government; Sociology; Social Policy)</li> </ul>	<p>The doctoral school offers five specializations based on a system of tracks:</p> <ul style="list-style-type: none"> <li>- Comparative Politics</li> <li>- International Relations</li> <li>- Political Economy</li> <li>- Political Theory</li> <li>- Public Policy</li> </ul> <p>In addition to these five tracks, the school also offer 4 specialized scholarships in the fields of: Higher Education, Human Rights, Network Sciences, and Nationalism Studies.</p>

<sup>15</sup> There is also a social policy department, an international relations department, and an international development department that organize their own doctoral education program.

<sup>16</sup> Four to five courses are methodological, while one or two are selected Master courses.

## SUMMARY

EUI, LSE and CEU offer only one doctoral program in political science, while BIGSSS has 3 and HKS 4 specialized programs. Most of the programs have taught elements, except the MPhil/PhD ones offered at LSE. In terms of the structure of the offered programs, most universities offer specialized tracks, themes, or thematic fields, from which the students can or have to choose one (except at LSE and EUI where no such specializations exist at the program level). It should be noted as well, that in the case of EUI and LSE, the doctoral program is organized by a department, while at BIGSSS, HKS and CEU by independent schools. This difference might account for the bigger diversity in terms of tracks available at these latter institutions, compared to the ones at EUI and LSE.

### *What is the number of accepted doctoral students?*

EUI (Political and Social Sciences Department)	LSE (Government department)	BIGSSS	HKS	CEU (Doctoral School of Political Science, International Relations, and Public Policy)
EUI accepts 160 PhD students every year. Out of this about 40 PhD students start their education within the Political and Social Sciences Department. However, this number might vary from year to year based on departmental negotiations.	The Government department has 58 PhD students on all levels. Every year about 8-12 new PhD students start their studies at the department.	BIGSSS accepts every year 15-18 doctoral students (which are equally divided across the three thematic areas), and also offers 2 Preparatory Fellowships to particularly talented BA Graduates.	The PhD program in Public Policy attracts every year about 250 applications and on average 12 students are admitted. At the PhD program in Political Economy and Government no more than 5 candidates are chosen each year from a pool of 100-150 candidates. Similar number of students are admitted also to the Health and Social Policy programs.	Out of a pool of 200-250 applicants about 18 students are admitted each year to the doctoral program in political science (plus a limited number of students in each specialized field). They are approximately equally spread out among the 5 tracks offered by the school.

## SUMMARY

EUI accepts the largest number of doctoral students every year (40), followed by HKS (27), CEU (18+), BIGSSS (15), and LSE (12). In cases the program is divided into tracks, the students are usually equally distributed on each of them. Based on the available data, HKS has in total a pool of 400 applicants<sup>17</sup>, while CEU receives between 200-250 applications each year.

<sup>17</sup> Considering only the PhD programs in Public Policy and Political Economy and Governance.

*What type of programs are offered?*

EUI	LSE	BIGSSS	HKS	CEU
<p>The university offers only full-time residential programs (no part-time or distance learning programs).</p> <p>Students must reside in Florence for the duration of their studies. Residence status is a requirement to receive the last part of student founding (4<sup>th</sup> year).</p> <p>After finishing the first year, students have earned a Master of Research diploma.</p>	<p>The university offers full-time and part-time study programs.</p> <p>Political Science degree is only offered as MRes/PhD program (starts with a one year master study). Students must pass the first year of their study to continue to a PhD level.</p> <p>In case of a successful completion of the first year, students receive a Masters of Research in Political Science degree.</p>	<p>The school offers only full-time residential programs. Besides the stipend funded doctoral students, BIGSSS also offers affiliated fellowships for those who work in a particular research projects. They follow a slightly different curriculum than the regular doctoral students allowing for more flexibility to combine both research and studies. Around five affiliated fellows are accepted every year.</p> <p>Residence on campus is not mandatory, but they expect doctoral students to choose Bremen as their city of residence.</p>	<p>At HKS there are no part-time or distance learning options. All course work must be completed in residence full-time at Harvard (meaning the first three years).</p> <p>Students are required to be in residence for a minimum of three years.</p>	<p>The school offers only full-time residential programs and requires from doctoral candidates to be in residence in Budapest, and to play an active role in the academic life of the department and the doctoral school.</p> <p>In case of a successful completion of the first year, students receive an MPhil in Political Science degree.</p>

**SUMMARY**

Most universities offer only residential full-time degree programs (with the exception of LSE where part-time studies are also available) and students are expected to live during the entire duration, or at least a larger part of it, in the residence of the institution. In some cases, residence status is also linked to the financial support provided by the institution (like in the case of EUI and HKS). At EUI, LSE, and CEU students are eligible to obtain a master degree after finishing the first year of their studies.

*What is the length of doctoral programs?*

EUI	LSE	BIGSSS	HKS	CEU
<p>The doctoral program lasts for <b>4 years</b>. Students can submit and defend their thesis during their 5th year but not later. Students who do not submit the final version of their dissertational during the 5<sup>th</sup> year, loose their student status and their right to defend their dissertation.</p> <p>The academic year is divided into three terms.</p>	<p>The doctoral program lasts for <b>4 years</b>, with a 1+3 structure (one year of formal coursework followed by three years of research and writing). The doctoral thesis is expected to be submitted within 4-5 years.</p> <p>The academic year is divided into three terms (Michaelmas/ Autumn term, Lent term, Summer term).</p>	<p>Each doctoral program lasts for <b>3 years</b>. The average time for graduation is about 3,5-4 years. There is no formal deadline until which the doctoral thesis needs to be submitted.</p> <p>There are two academic terms. Because BIGSSS is an inter-university institution courses take place in the overlapping time of the two academic terms.</p>	<p>The exact duration of the PhD program is not specified, however students are expected to graduate within a time-span of maximum 10 years. Typically, students complete all degree requirements within 5 – 6 years (within three years of completion of the Oral General Examination).</p> <p>The academic term is divided into two terms, fall and spring.</p> <p>TTD: Public policy: 5 years to graduation Political economy and government: 5.5 years to graduation</p>	<p>The doctoral dissertation must be submitted for evaluation and public defense no later than five years after the doctoral student passed the comprehensive exam (6 years in total). The university grants a max. of 2 years of leave of absence.</p> <p>The academic term is divided into three terms, fall, winter, and spring. Most of the classes take place in the fall and winter semester.</p> <p>TTD: 6.75 years based on 88 cases between 1997 and 2010</p>

**SUMMARY**

The formal duration of the doctoral programs varies between 3 and 4 years. The strictest regulation concerning study time is applied at EUI where students lose their right to defend their dissertation after the fifth year of their studies. A similar restriction is at place at CEU, where doctoral candidates can uphold their student status for a maximum of 6 years. There is a somewhat greater variety in terms of time to degree (TTD). The average TTD at BIGSSS, LSE, and HKS is between 4 and 6 years. These universities don't have an official final deadline until which the dissertation needs to be submitted. The academic term is divided into two terms at BIGSSS and HKS, while there are three terms at EUI, LSE and CEU.

*How is the doctoral program carried out?*

## **EUROPEAN UNIVERSITY INSTITUTE**

Students attend mandatory seminars during the first and the second year, while the last two years are mainly devoted to the completion of the doctoral dissertation.

### *First year*

Students are required to accumulate **140 credits** (amounts to 7 seminars). Two **seminars** are compulsory: *Introduction to quantitative analysis* and *Introduction to qualitative analysis*. In some cases students are required also to attend language courses, separate from seminars.

Seminars in the first and second term run weekly for around ten weeks. In the third term there are two-day **workshops** with guest professors from European and other universities. These workshops are organized by students and paid for by the university. Attendance at the workshops counts towards the overall credits (1h = 1 credit). Students are also expected to attend a **Research in Progress Seminar** to discuss their doctoral thesis's design. Towards the end of the second term of the first year students submit a substantial research proposal (**Thesis prospectus**). This proposal has to be approved by the department in order to be granted access to the second year of the program. The prospectus should not be more than 20 pages (5-6000 words).

### *Second year*

In the second year students are still required to attend **seminars** and accumulate **60 credits** (about 3 seminars), but the emphasis of their work shifts towards carrying out their research plan. In March of the second year students have to submit a version of their written work amounting to at least **25% of their dissertation**. The individual supervisors are responsible to assess whether this has been achieved. In April, the Department organizes a **presentation** of student's research projects. The presentation builds on the 25% of the student's written work.

### *Third year*

There are no compulsory seminar requirements and students work on their research. Occasionally, students are asked to present their work at the departmental **colloquia**. At the end of May, students need to submit **2/3 of their dissertation** to their supervisor who assesses it (occasionally also a second reader is involved). If the draft doesn't meet the necessary criteria, students need to submit a second version by September. A successful submission of 2/3 is a requirement for receiving the first installment of the completion grant (which is the sum of the monthly stipends).

### *Fourth year*

Students submit their first **full draft** in January. No essential part of the dissertation should be missing. The submission of the full draft is the requirement for the second installment of the completion grant.

### *Additional activities*

Students are encouraged to publish their work in the department working papers<sup>18</sup> or academic journals.

There are a number of working groups in the department that students are encouraged to join:

- Colloquium on Political Behaviour
- Comparative Political Economy Working Group
- Eastern Europe Working Group
- Inequality Working Group
- The Information Society (INFOSOC) Working Group
- Religion and Politics Working Group (RPWG)
- Social Movement Studies Working Group (SMSWG)
- Working Group on Social and Economic Inequality
- The European Union Studies Working Group

## **LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE**

The doctoral program in Political Science is a structured route to a PhD. When students finish their first year (pass all the exams and defend their prospectus) they are upgraded to the PhD part of their study.

### *First year (MRes)*

In the first year, students take a series of **courses** and prepare a **Research Prospectus**. They need to accumulate **4 units** (a 'unit' is a two semester course; a 'half unit' is a one semester course) including a research design course (1 unit), two method courses of half unit (quantitative courses, qualitative courses, political theory), two field seminars of half unit, and the research prospectus (1 unit). The field seminars are from a broad range of graduate specialisations (Comparative politics, European Politics and Policy, Global Politics, Political Science and Political Economy, Political Theory, Public Policy and Administration) within the department and across LSE. The prospectus defense, which needs to be developed during the first year, takes place between the 12<sup>th</sup> and the 18<sup>th</sup> month from the start of the program.

### *Second year (PhD)*

In the second year students work on the implementation of their research project. They can also attend and contribute to departmental research seminars, workshops, and research training courses and are eligible to teach undergraduate courses at the department. By the end of the second year the supervisor needs to approve a one page overview of the student's second year progress.

### *Subsequent years*

Students work on the implementation of their research.

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<sup>18</sup> It is not a typical activity for students to submit papers in this journal.

### *Additional activities*

Students participate and present their work in **Doctoral Workshops** with faculty and fellow researchers. Participation is mandatory in the second, third, and fourth year (at least once a year at the Government department or at other departments in the school).

### **JACOBS UNIVERSITY / BIGSSS**

BIGSSS students take a mandatory series of courses that are tailored to their research interests. The BIGSSS curriculum employs a system of credit points (CP) and students need to accumulate a total of **60 credits** by participating in different educational programs, while the dissertation accounts for **120 credits**.

Prior to the first year, students attend a **Preparatory Forum** in Social Science Methodology (6 credits). The forum lasts for a period of two-three weeks and new students participate in various methods modules (about 10) allowing them to see their research question under different methodological perspectives and become familiar with each other's research interests.

### *First year*

In the first year students accumulate about 32 credits by participating in a number of **Theory Seminars (3 credits)**, **Proposal Workshops (3 credits)**, and **Doctoral Colloquiums (2 credits)**. They can also choose **methodology courses** according to their needs. In-house methodology courses have two different formats: either shorter introductory courses or more specialized courses. Proposal workshops are field-specific and organized by the responsible field coordinator who helps fellows in their first semester to prepare the proposal for the dissertation. Doctoral colloquia is also a field-specific course, where students present the newest results of their dissertation project or a challenge they are currently facing. The doctoral colloquium is a feature of the curriculum for all six semesters as is the **Lecture Series** where leading academics speak on topics of interest across the broad spectrum of BIGSSS. By the end of the first semester students turn in their finalized **dissertation proposal** and are required to defend it publicly in the beginning of the second semester. The proposal has to be around 15 pages and accounts for 20 credits. The second semester is marked by the **Summer Retreat**, a two-day event where fellows present their dissertation projects to a cross-disciplinary audience.

### *Second year*

Before the second year students undergo a **Progress Assessment Colloquium** (5 credits). The Progress Assessment Colloquium is a meeting with (at least two) supervisors to discuss progress over the last year, current issues in the project and other topics related to the PhD project. A written report by the student must be handed in two weeks prior to the meeting.

During the second year the course load is lighter, as fellows are fully engaged in their research by then. Students are required to attend methods training, transferable skills courses and various workshops to foster their teaching skills. They also participate in the Doctoral Colloquiums which run over all semesters.

### *Third year*

Before the third year students undergo once more a Progress Assessment Colloquium. Six months prior to graduation, i.e. in the middle of their 3rd year, students meet with their Dissertation Committee in a **dissertation completion meeting**. Here, they agree on a detailed work and time plan for completion of



the remaining chapters during the final six months, develop a plan for publishing the dissertation, discuss career and employment plans upon completion of the dissertation, and identify potential funding sources for any additional months the student may need to complete the dissertation.

## **HARVARD KENNEDY SCHOOL**

All coursework and exams are expected to be completed in the first two years. A course plans for completion of the core requirements (theory, methods, and specific courses) is developed and reviewed by the faculty advisor. Students designate two of the six specific courses as primary and secondary subject fields, and four as “minor” fields. The primary field is always the student’s special field. The secondary field may be a disciplinary or methodological area where the student has completed two or more PhD-level half-courses (one semester courses).

### *First and second year*

Students need to attend **16 half courses**<sup>19</sup> out of which at least eleven have to be at the doctoral level. Students register each year for full course load (four half courses each semester). Most courses and seminars are targeted toward practitioners rather than scholars and do not normally serve as PhD-level courses. As a consequence, at least part of the courses are done at the Graduate School of Arts and Sciences or other graduate units outside the Kennedy School. During their studies, students are required to complete distribution requirements<sup>20</sup> and core requirements<sup>21</sup>, and participate in the **PhD Research Seminar**. The latter is a non-formal lunch workshop where faculty and students present their work to each other.

### *Third year*

By December of the third year, students undergo a **general oral exam**, which includes a **research paper** (can be a course paper, but must be devoted to one of the fields of the dissertation<sup>22</sup>) prepared by the student. All coursework and the research paper must be completed in advance of the general oral exam. The research paper (which should also include a research plan) should not be more than 35 pages. By the end of the third year, candidates submit and defend a **dissertation prospectus**, and then go on to write the dissertation.

## **CENTRAL EUROPEAN UNIVERSITY**

In the first year of their studies, PhD students are referred to as Probationary Doctoral Candidates. They can become Doctoral Candidates after passing the comprehensive examination and successfully defending the prospectus. Moreover, they must earn a minimum number of 18 credits during the first year (out of **24 credits in total**) and maintain a cumulative grade point average (GPA) of 3.33 (B+) in the courses taken for credit.

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<sup>19</sup> A half-course is a semester course where lectures are taking place several times a week. However, some half-courses are taught over the entire academic year.

<sup>20</sup> Those students who do not hold an appropriate master's degree in a related field must complete the distribution requirement. This requirement may be fulfilled by taking two master courses in the related field (e.g. for public policy: democracy, politics and institutions, management, leadership and decision making).

<sup>21</sup> Core requirements consist of theoretical, methodological, and specific (primary) courses (e.g., in Environmental Policy, International Economic Policy, International Security Relations, Risk Assessment, Economic Regulatory Policy, International Development and Judgment and Decision Making).

<sup>22</sup> It is frequently considered to be the literature review of the student’s research project.

### *First year*

Students take a mandatory number of courses which is specified in their individual study plans (endorsed by the head of the track and the student's temporary supervisor). The plan involves 14 credits in the students' major track. Out of these, 12 credits belong to the **core curriculum**. The 2 additional credits fall in the category **advanced topics** and change in content from year to year. These credits can be taken either in the first or the second academic year. Besides the major track, 6 credits are accumulated from **methods courses**. Thus, all doctoral students are required to take a 4-credit 'Methods and Research Design' course in the fall semester and a 2-credit 'Prospectus Seminar Workshop' in the Winter Semester of the first year. The remaining 4 credits are accumulated from courses taken from a track different from the students' first choice, which may count toward a minor field (in case the student collects at least 8 credits from a track other than her/his own). Students may postpone such courses to the second academic year.

At the end of the probationary period doctoral candidates are required to take a **comprehensive examination** (an oral exam which usually takes place in mid-April), and a **prospectus defense**.

### *Second year*

After successfully passing the comprehensive exam and the prospectus defense students are upgraded to the status of doctoral candidates. They continue to take courses and accumulate the required number of credits and also assist in teaching. Besides, students present the progress of their dissertation in **Supervisory Panel Meetings** that take place twice a year.

### *Subsequent years*

Students continue to work on their research project and present their work in the Supervisory Panel Meetings.

### *Additional activities*

Above the regular course work students must attend research seminars organized by one of the departments. All first year students are obliged to present their research projects in the **research seminar** once during the first term of their PhD studies. In addition, all doctoral students are expected to present at the seminar (or, if the supervisor agrees, at another research seminar organized within the School) at least twice before submitting their dissertation for defense. The doctoral school also organizes an **Annual Doctoral Conference**, on which participation of doctoral candidates (excluding first year students) is mandatory.

## **SUMMARY**

As a general rule, coursework is expected to be finished in the first and second year of the studies, while the subsequent years are devoted to the student's research project. In the case of BIGSSS, students are expected to attend preparatory sessions in social science methodologies before the beginning of their formal studies. The most substantial coursework is required by HKS (approximately 64 ECTS – 16 half courses), followed by CEU (48 ECTS – about 12 semester long courses), EUI (40 ECTS – 200 credits or 10 semester long seminars), and LSE (32 ECTS – 4 units or 8 semester long courses). While in the case of BIGSSS, which requires 60 credits in total that are accumulated on various activities, we cannot precisely assess the number of courses that students need to take. Coursework consists of various field specific courses, methodology courses, and sometimes also on research preparatory courses

(prospectus seminars, workshops, colloquiums). Normally a research prospectus needs to be submitted at the end of the first year and it should be around 15-25 pages. The only exceptions are BIGSSS, where the prospectus defense takes place after the first semester and HKS where the prospectus defense, together with an oral examination (including a separate research paper regarding the coursework) takes place during the third year of the program (in December). EUI is the only institution which has neither an oral examination nor a formal prospectus defense.

During the second year, students at EUI are required to present a more detailed project proposal which should account for about 25% of their dissertation. Similarly do students at BIGSSS participate in a Progress Assessment Colloquium, before they can continue to the second and third year of their studies. During the third year, EUI students are required to present a substantial work in progress (2/3 of their dissertation). Likewise, but without any formal requirements, students at BIGSSS participate in a dissertation completion meeting to define the final steps in their research projects. At the same time, students at HKS undergo a comprehensive oral examination and a prospectus defense. In the fourth year, students at EUI are required to submit the full draft of their dissertation. Similar expectations exist at BIGSSS, but are less explicit.

*How is examination organized?*

#### **EUROPEAN UNIVERSITY INSTITUTE**

*For seminars:* There is no examination and no grading. Students are expected to submit two term papers based on the seminars they attended. They receive written feedback from the professors. The term papers are between 10-20 pages (max 5000 words). The first term paper is expected in January, and the 2<sup>nd</sup> in May. During the second year, students are required to hand in one term paper (same requirements apply as before).

*For prospectus:* It differs from department to department. In the Political and Social Sciences department, there is no formal defense of the prospectus. Students submit the written prospectus and two professors from the department (the supervisor and another professor) evaluate it, and inform the student about their decision. The prospectus is handed in mid-April. Those who fail the first reading, hand in a second version by June.

*Draft dissertation:* No formal defense. The supervisor provides a written evaluation.

#### **LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE**

*For courses:* For the research design course, students need to submit two essays (40% of the grade) and a research project (60% of the grade). Methods courses usually require an in class exam or an essay in combination with a project. Field seminars conduct evaluations based on essays/research papers of 5.000 words (half unit) or 10.000 words (full unit). For the Prospectus seminar students need to submit a research paper of 10.000 words.

*For prospectus:* The prospectus is a 10.000 words paper. It is defended in front of a committee (one internal and two external members) during September (after the first year). The defense lasts between 30 and 45 minutes.

#### **JACOBS UNIVERSITY / BIGSSS**

*For courses:* There are no grades for courses and no formal assessment.

*For dissertation proposal:* At the end of April, all fellows of the first year need to have an approved proposal, upon which the doctoral contract will be signed with all the supervisors. Usually the public defense takes place within the field-specific doctoral colloquium. The proposal is sent to the members of the

dissertation committee with a copy to the respective field coordinator and the director of studies two weeks prior to the defense. At least one member of the dissertation committee must be present and evaluate it.

### **HARVARD KENNEDY SCHOOL**

*For courses:* Examination is mostly organized in the form of written exams (one mid-term exam and a final exam). Sometimes, instead of written exams, students are requested to submit research papers.

*For Oral General Examination:* The oral examination takes place in front of a committee and lasts from 60 to 90 minutes, in which the student's mastery of two fields is tested (major and minor). Half hour is devoted to each of the two fields selected by the student. During the final half-hour the general analytical and research abilities of the student are examined, based in part on a submitted research paper. The committee consists of 4 people and is set up by the student and his/her supervisor. Three members focus on the oral examination, and one on the research paper.

*For dissertation prospectus:* Two committee member (out of the four, but not counting the supervisor) must approve the dissertation prospectus in writing to the Director of Graduate Studies after the oral presentation (formal defense) at the end of the third year. A prospectus of a 3-paper dissertation must include: one completed paper and written plans for two papers to follow.

### **CENTRAL EUROPEAN UNIVERSITY**

*For courses:* Students need to submit a written research paper, which is then graded by the professor. In the case of some research methodology courses students take in-class written exams. Students must achieve a B+ (GPA 3.33) to be eligible to take the comprehensive exam.

*For comprehensive exam:* The comprehensive examination lasts for about 45 minutes and probationary doctoral candidates have to earn a "B+" grade or higher. The examination is taking place in front of a committee (4-6 members) selected from the representatives of the department and the doctoral school.

*For prospectus:* Students are required to submit their written prospectus and have to defend it before a committee in June. The prospectus needs to include arguments about the feasibility of the proposed research, the coherence and suitability of the theoretical, methodological and empirical components of the thesis, and an assessment of the contribution that the thesis will make to the field. The student must receive at least a B+ to pass the prospectus defense.

### **SUMMARY**

Examinations for courses are organized in various ways and sometimes even in several steps. Students usually submit a written research paper/essay up to 5.000 words (as in the case of EUI and LSE). In some cases students need to pass a more formal in-class written examination, while in-class oral examinations are not practiced. Grading exams is neither a common practice, because it is used only at LSE, HKS and CEU. A formal defense of the prospectus is a tradition at LSE, BIGSSS, and CEU, while the other two universities rely instead on a written evaluation of the student's supervisor or other faculty members. The only two institutions that conducts a general oral examination are HKS and CEU. The oral examination serves to test the student's mastery in two fields (major and minor) and for the assessment of the student's methodological skills.

*How is supervision of doctoral students organized?*

EUI	LSE	BIGSSS	HKS	CEU
<p>Each supervisor looks after <b>10 to 15 students</b>. Co-tutoring is not offered, but possible.</p> <p>Incoming students are assigned an initial supervisor in their first year, while in November, they decide on their final supervisor. After a successful prospectus submission, the student and the supervisor sign a formal agreement of supervision. The agreement requires a meeting at least <b>once a month</b>. Students also need to assess the process of their supervision in the third term of each year.</p>	<p>The maximum number of supervisees a professor can have is <b>8</b>. Students in the first year are assigned a lead supervisor and a second supervisor/adviser who is a specialist in their chosen research field. Students have the right to meet with their supervisor <b>three times/term in the first year</b>, and two times/term in the second year. Meeting times are negotiated between the student and the supervisor.</p> <p>There is no formal agreement signed between the students and their supervisors.</p>	<p>Students indicate already during their application one or two potential supervisors. There is no fixed limit on how much students can a supervisor have.</p> <p>Students choose their Dissertation Committee by the end of their first year (with one external member). Upon the approval of the dissertation proposal a formal contract is signed with all the supervisors who closely supervises the student's dissertation progress from the second year onwards, primarily through the annual Progress Assessment Colloquia and the Dissertation Completion Meeting before submission of the thesis.</p>	<p>The Standing Committee assigns supervisors to all first year students.</p> <p>The Dissertation Committee is set up after the dissertation prospectus (3<sup>rd</sup> year). It consists of three members and the student's supervisor.</p>	<p>Probationary doctoral candidates are assigned a temporary supervisor during the first year.</p> <p>Subsequent years are based on individual research guided and monitored by the candidate's supervisory panel. By the beginning of the second year students are required to nominate three members for their Doctoral Supervisory Committee, and to name one as their primary supervisor.</p> <p>For the first meeting with the Doctoral Supervisory Committee, students are expected to submit their study plan for the next two years. The study plan has to be approved by the committee and the Director of the PhD Program.</p> <p>There is no formal agreement signed between the students and their supervisors.</p>

**SUMMARY**

Students are assigned a supervisor during their first years of studies, which often takes on a more permanent form following the prospectus defense. BIGSSS is the only institution, where students need to indicate possible supervisors during their application process. Supervisors can usually supervise between 8 and 15 doctoral students. In most cases, a single supervisor is responsible for the doctoral student, except in the case of LSE where the student has both a lead supervisor and a specialist mentor. Co-tutoring is also possible at EUI, however, it is not a requirement. Formal agreements between student and supervisors exist only at BIGSSS and EUI. Dissertation committees have a formal role in assessing the student's progress at BIGSSS, HKS, and CEU. They are usually set up in the second or third year of studies.

*Is there a compulsory mobility aspect?*

EUI	LSE	BIGSSS	HKS	CEU
<p>Students have the possibility to spend several months at another university. EUI has exchange agreements with universities in Europe and North America.</p> <p>Existing exchange programs:</p> <ul style="list-style-type: none"> <li>- Erasmus</li> <li>- Departmental Bilateral agreements (different for each department)</li> <li>- Institutional Bilateral agreements (NYU, Berkley, University of Wisconsin)</li> </ul>	<p>There are student mobility options, but participation in them is not compulsory. Exchange programs are set up with overseas institution affiliated with the school.</p> <p>The university also offers:</p> <p><b>Partnership PhD Mobility Bursaries</b> - Ten mobility bursaries are offered each year to visit one of the School's five partner institutions: Columbia University, the National University of Singapore, Peking University, Sciences Po (Paris) or the University of Cape Town. For any one partner institution, up to two bursaries are available for a visit of two or three months.</p>	<p>There are student mobility options, but participation in them is not compulsory. Student exchanges are usually up to six months.</p>	<p>There are student mobility options, but participation in them is not compulsory. External Travelling Fellowships are available, which include the <b>Cultural Exchange Fulbright</b> and the <b>Fulbright-Hays</b>.</p> <p>Besides these two programs there are <b>11 other travelling fellowships</b> available for student.</p>	<p>CEU encourages its doctoral candidates to spend at least three months at another university during the research period for their dissertation.</p>

**SUMMARY**

All the programs offer short term (from one up to six months) mobility options for their students, but participation in them is not mandatory. Most of the mobility programs are offered based on institutional/departmental partnership agreements with other higher education institutions and adequate financial assistance is provided. International mobility programs, like Erasmus and Fulbright are also offered by several institutions.

*Is there a required amount of teaching?*

EUI	LSE	BIGSSS	HKS	CEU
<p>There is no teaching assistantship possibility at the university.</p>	<p>Students are eligible to become teaching assistants from the <b>second year</b> of their studies. TA's receive additional financial studentships and tuition waivers. Students that receive scholarships are required to teach a certain amount of courses.</p>	<p>As part of the educational program of BIGSSS students have to teach a minimum of one undergraduate or graduate-level course. Doctoral students are supported in their teaching by a <b>didactic seminar</b> and a teaching mentor. Even though there is a possibility for paid teaching assistantships at partner universities, stipend-supported</p>	<p>Students are encouraged (but not required) to take on teaching and research assistantships in the <b>third and fourth year</b> of their studies. They receive additional financial support for engaging in these activities. Teaching assistants spend roughly 10 hours a week in teaching, preparation, correction of class work and counseling.</p>	<p>It is mandatory for all second year doctoral students to teach a minimum of 2 credits (one semester course). Students can engage in teaching obligations above this amount for which they are financially compensated. Students are assisted by the Center for Teaching and Learning that offers specialized</p>

		fellows need to apply to BIGSSS for permission to become TAs.		training courses in teaching skills.
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## SUMMARY

Institutions vary to a great extent whether they offer or require their students to obtain teaching/research experience. At EUI students, don't have the possibility to engage in teaching activities, whereas at LSE, BIGSSS, HKS and CEU teaching assistantship (TA) is possible or even mandatory (as in the case of BIGSSS, CEU, and LSE if the student receives a scholarship). Students can become TAs from the second or third year onwards and are compensated financially for teaching engagement above the mandatory requirements.

### *What are the criteria for graduation?*

EUI	LSE	BIGSSS	HKS	CEU
Students need to submit a dissertation of not more than <b>100.000 words</b> (and not less than 60.000 words). Dissertation based on a number of published articles is not possible.	Students need to submit a dissertation which shouldn't exceed <b>100.000 words</b> (minimum 60.000 words). In some cases students can submit a thesis as a series of articles with an added introduction and conclusion, albeit much less opted for.	Students need to submit a dissertation, however there is no pre-determined limit (in terms of its size). A cumulative thesis is possible which requires three published articles.	Dissertations may be written as either one multi-chapter work, or a collection of three independently publishable, substantively linked essays. The latter form of dissertation is the most dominant form.	Students need to submit a dissertation (most commonly a single research work, but in some cases a cumulative thesis consisting of several interlinked articles).

## SUMMARY

A single work dissertation is the most common requirement, however LSE, BIGSSS, HKS and CEU also offer the possibility for students to submit a dissertation as a series of articles (in most cases three publishable articles that are substantially interlinked). A single dissertation is usually between 60.000 and 100.000 words.

### *What is the completion rate?*

EUI	LSE	BIGSSS	HKS	CEU
<b>80% - 90%</b> of students finishes their doctoral education in 4 years.	After 5 years <b>57%</b> (full-time) and 19% (part-time) students complete their PhD <sup>23</sup> . After 7 years, this is <b>71%</b> and 34% respectively.	Completion rates are very high (in BIGSSS' predecessor program Graduate School of Social Sciences-GSSS 90% of all doctoral fellows		Completion rates are 75 percent until year 8. Drop-out rates are up to 20 percent. The main reason of drop outs is linked with students

<sup>23</sup> Data based on an LSE study from 2005. The study also revealed that higher completion rates are linked with: financial support; overseas students; younger students; students in the natural sciences.

		finished their dissertation), and the drop-out rate is only around 6%.		failing their comprehensive exam or prospectus defense at the end of the first year.
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## SUMMARY

Based on the limited amount of data obtained, we can observe some variety both in terms of completion rates and TTD. Completion rates are the highest at EUI, where about 80-90% of students submit their dissertation during the fourth year of their studies. In contrast, only 57% of the students submit their dissertation in five years at LSE. We don't have any reliable data from BIGSSS and HKS. Drop-out rates equally vary, arguably depending on how important the course component is in each program.

### *How is the status of doctoral candidates regulated?*

EUI	LSE	BIGSSS	HKS	CEU
PhD candidates have a special student status. Within Italy, they are members of an international organization, and enjoy tax exempts. Their statuses might be additionally regulated by their home country (Denmark for example considers them as employees abroad, and covers also their pension).	Doctoral fellows are enrolled as students. Students from non-EU countries are entitled to work 20 hours per week during the term. Students from the UK and EU are entitled to be full time employed during their studies.	Doctoral fellows are enrolled as students, while postdocs have the status of employees.	PhD candidates have a student status (except for the periods when they work as teaching assistants).	Doctoral candidates have a regular student status (except for the periods when they work as teaching assistants or research assistants). They also receive a student card and various student discounts (e.g. public transportation).

## SUMMARY

In most cases doctoral candidates have a student status, except for the periods when they are engaged in a research activity or teaching assistantships.

### *What is the career path of students?*

EUI	LSE	BIGSSS	HKS	CEU
Within a year of graduation about <b>90%</b> of EUI doctoral students are in full or part time employment.  <b>71%</b> of the alumni go to work in academia or research. 15% works in EU institutions or international	In 2011/12 <b>91.6%</b> of postgraduate students from the Department of Government were in employment or completing further studies. The top employment sector for all Government graduates are in regional and national governments	About <b>70%</b> of the alumni work in academia, the remaining graduates find attractive positions as consultants, program officers, advisors, executive secretaries, mainly in public sector organizations.	About <b>50%</b> of the alumni is employed in academia, 25% in the government, and 25% in consulting firms.	The doctoral program prepares students primarily for careers in research and/or teaching at universities worldwide.



organizations. Those with the highest number of EUI graduates include the European Central Bank, European Commission, European Parliament and the International Monetary Fund. 14% of the graduates develop their careers in the private sector and in national public authorities.	(UK, Japanese, South Korean, Czech, US and Dominican Republic governments). Other popular employment sectors are media and publishing, NGOs and development work, consultancy, and banking and accounting.			
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## SUMMARY

Around 90% of the graduates of the doctoral programs find a work within one year of their graduation (based on data from EUI and LSE). The majority of EUI, BIGSSS, and CEU graduates are employed within academia, whereas only half of the HKS graduates chooses this career path. The second most common sector of employment is in national public organizations or international organizations. On the third place we find private employers, such as consulting firms.

## Financing

*What is the level (amount) of tuition fees?*

EUI	LSE	BIGSSS	HKS	CEU
Self-financing candidates are not admitted at EUI. Payments of tuition fees can be only through national or private foundations. Tuition fee amounts to <b>12.000 EUR per year</b> (only for non-EU nationals). It can be reduced for candidates from developing countries.	<p>Tuition fees are normally rising every year, and do not stay the same for the entire duration of the program.</p> <p>First three years (Home and EU) – 3.900 GBP/year (<b>4.600 EUR</b>)  First three years (Oversees) – 14.700 GBP/year (<b>17.400 EUR</b>)  Fourth year (Home and EU) – 2.950 GBP (<b>3.500 EUR</b>)  Fourth year (Oversees) – 11.000 GBP (<b>13.000 EUR</b>)  Continuation fee – 600 GBP (<b>710 EUR</b>)<sup>24</sup></p>	Except from a rather small semester fee (approx. 180 EUR) that covers student infrastructure services (e.g. semester-ticket for public transportation) there is <b>no tuition fee</b> for PhD students at BIGSSS.	Full tuition for the 1 <sup>st</sup> and 2 <sup>nd</sup> year is <b>42.036 USD</b> (including health insurance). Full tuition for the 3 <sup>rd</sup> and 4 <sup>th</sup> year is <b>13.260 USD</b> , while for the 5 <sup>th</sup> and the 6 <sup>th</sup> year it is <b>5.722 USD</b> . Students can also be charged a reduced tuition fee in some circumstances.	Full tuition for the 1 <sup>st</sup> year of doctoral studies is <b>11.000 EUR</b> (or 350 EUR per earned credit). The fee is substantively reduced after the first year (following the comprehensive exam) and amounts to <b>5.500 EUR</b> . Tuition fee is payable only in the first three years of enrollment. In addition doctoral students are required to pay a Student Enrollment Fee at the beginning of each academic year (about 240 EUR).

<sup>24</sup> Part-time students pay 50% of the total amount.

## SUMMARY

Tuition fees exist at almost all institutions, except at BIGSSS, where only a small semester fee is required. Because of its special character, tuition fees at EUI are payable by national bodies or private foundations but not by students. In comparison, HKS has the highest level of tuition fees (30.669 EUR), followed by LSE (17.400 EUR)<sup>25</sup>, EUI (12.000 EUR), and CEU (11.000 EUR)<sup>26</sup>. In addition, some institutions use progressive tuition fees, meaning that its amount is decreasing with every subsequent year of studies (like in the case of LSE and CEU), or apply differentiated tuition fees based on the student's country of origin (LSE).

### *What is the level (amount) of PhD support?*

EUI	LSE	BIGSSS	HKS	CEU
<p>EUI awards 160 PhD scholarships on a yearly basis<sup>27</sup>. Most of the scholarships cover living costs and tuition fees.</p> <p><b>Stipends</b> are provided by EU member states<sup>28 29 30</sup> and other European national authorities. EUI applications are automatically considered as a grant application, with the exception of Spain, Portugal and United Kingdom. In these cases students have to apply separately to the national coordinating bodies.</p> <p><b>The Italian Ministry of Foreign Affairs</b> provides separate</p>	<p>Two types of scholarships are offered at LSE:</p> <p><b>LSE PhD Scholarships</b> – 59 scholarships are awarded each year to full-time students. The scholarships cover fees and living expenses and amount to 18.000 GBP per year (<b>1.770 EUR per month</b>) for four years. Each department nominates a limited number of applicants for the scholarship<sup>32</sup>. Scholarships also require from students to teach at their departments from their second year (involves: attendance of 1h lecture per week, at least two classes per week, 1h office hour weekly, and assessment of essays throughout the year)</p>	<p>BIGSSS offers 15-18 Ph.D. stipends of <b>1300 Euros/month</b>, for the entire duration of the program, and in practice all admitted applicants receive a stipend. Health insurance is not included.</p>	<p>The school offers a comprehensive program of financial support, including grants and fellowships from internal and external sources, traineeships, teaching fellowships, research assistantships, other academic employment opportunities, and several types of loans.</p> <p>At the Department of Public Policy up to 12 scholarships are awarded each year. Department of Political Economy and Government awards two to five scholarships each year.</p> <p>The financial package is four years of tuition and health fees, plus</p>	<p>Applicants to a CEU doctoral program are automatically considered for a Full Doctoral Fellowship. It covers tuition, medical insurance and includes a monthly stipend of 220,000 HUF (about <b>710 EUR/month</b>).</p>

<sup>25</sup> Applies to first year overseas students only.

<sup>26</sup> Applies to first year students only.

<sup>27</sup> Awarded in all four fields: Economics, History, Law, and Political Sciences and the Robert Schuman Centre for Advanced Studies (RSCAS). The latter is an interdisciplinary research center focusing on European integration.

<sup>28</sup> Candidates must be nationals of that state.

<sup>29</sup> In some cases stipends also cover pensions, health insurance, family support, travel costs, and a monthly conference travel costs besides the regular scholarship.

<sup>30</sup> Austria (1.500 EUR), Belgium (1.350EUR), Cyprus (1.150EUR), Denmark (3.058EUR), Estonia (1.323EUR), Finland (1.825EUR), France (1.220EUR), Germany (1.200 EUR), Greece (1.050EUR), Ireland (1.386EUR), Italy (1.394EUR), Latvia (1.320EUR), Luxembourg (1.333EUR), The Netherlands (1.440EUR), Poland (1.250EUR), Portugal (1.710EUR), Slovenia (1.155EUR), Spain (NA), Sweden (1.600EUR), United Kingdom (1.508EUR).

<sup>32</sup> There is no pre-defined number of scholarships that are offered by the Government Department, rather it is negotiated every year.

<p>scholarships to candidates from a number of third countries<sup>31</sup>.</p> <p>EU nationals whose country has not signed the EUI convention can apply as well if they guarantee <b>external funding</b>. External founding should amount to 1.200 EUR per month, and cover the yearly 12.000 tuition fee (only for non-EU nationals).</p> <p><b>EUI grant program</b> is set up to support candidates not eligible under other grant programs. The monthly stipend is 1.180 EUR, plus a family allowance, travel allowance, and health insurance.</p>	<p><b>Research Council Studentships (ESRC DTC)</b> – LSE offers also 36 studentships each year in a wide variety of subjects. 30% of the awards are steered towards the subject area of Economics. For receiving the scholarship, one must have been residing in the UK for the last three years. The scholarship covers tuition fees, provides a maintenance stipend<sup>33</sup>, and a monthly grant of 750 GBP (<b>886 EUR</b>).</p> <p>ESRC offers additional support for:</p> <ul style="list-style-type: none"> <li>- Difficult language training</li> <li>- Students with disabilities</li> <li>- Oversees fieldwork</li> <li>- Oversees institutional visit</li> <li>- Up to 6 months paid maternity leave</li> </ul>		<p><b>stipend in the first and second years</b> of the program. The stipend amounts to <b>25.780 USD/year (1.566 EUR/month)</b>. Students are automatically considered for aid when their applications are reviewed by the Admissions Committee. Domestic students are encouraged to apply for state funding (National Science Foundation, Ford Foundation, Jacob K. Javits).</p>	
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## SUMMARY

There is considerable diversity concerning student aid. In general, scholarships cover the costs of the tuition fee and provide also a monthly stipend. Based on the amount of the monthly stipend, student at LSE receive the most financial support (1.770 EUR)<sup>34</sup>, followed by HKS (1.566 EUR), BIGSSS (1.300 EUR), EUI (1.180 EUR) and CEU (710 EUR). However, in the case of EUI, where sending countries provide the scholarship for students, we can observe a large variety in the amounts of monthly stipends, that range from 1.050 (Greece) to 3.058 (Denmark). Beside monthly stipends students are also eligible to obtain other forms of funding (teaching fellowships, travel grants, etc.). In the case of all five universities, applicants to the doctoral programs are automatically considered for a scholarship, and the majority of accepted students also receives it.

<sup>31</sup> Turkey, Georgia and the CIS (Armenia, Azerbaijan, Belarus, Kazakhstan, Kyrgyzstan, Moldova, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan).

<sup>33</sup> Which covers living expenses for the duration of the academic year.

<sup>34</sup> Not counting ESRC grants.

*What is the length of financing?*

EUI	LSE	BIGSSS	HKS	CEU
<p>Student funding is awarded for <b>48 months</b> and is conditioned on study progress. In case a student finish earlier, he/she still receive the full funding. The fifth year is not funded.</p> <p>Stipends in the first three years are paid by national governments. Students in the fourth-year are eligible to receive a completion grant (paid from EUI general budget) which is paid in two installments.</p>	<p>LSE and ESRC scholarships are provided for <b>48 months</b>.</p>	<p>Stipend is available for <b>36 months</b>, and is contingent on successful completion of each year.</p>	<p>Harvard awards financial support for <b>4 years (20 months stipend)</b>. Scholarships include four years of tuition, plus stipend in the first and second years of the program. The stipend is for 10 months and is subject to the candidate's satisfactory progress towards the degree. In the 3<sup>rd</sup> and 4<sup>th</sup> year students are eligible to receive teaching and research fellowships.</p>	<p>Students admitted to CEU doctoral degree programs are eligible to receive the full CEU Doctoral Fellowship for up to three years (<b>36 months</b>).</p>

**SUMMARY**

Scholarships are usually provided for the entire duration of the program. The only exception is HKS, where stipends are available for two years only (after which students are expected to secure funding through engagement in teaching assistantships or research activities). At the other institutions, stipends are provided for three (BIGSSS and CEU) to four years (LSE, EUI). The monthly stipend in some universities (EUI and BIGSSS) is directly linked to the student's progress. Except HKS, all other institutions provide a stipend for the entire duration of the year (12 months).

*Are there any additional grants available?*

EUI	LSE	BIGSSS	HKS	CEU
<p>Funds are available for <b>travel</b> during the 2<sup>nd</sup> and 3<sup>rd</sup> year (Mission funding)<sup>35</sup>, which can be used to visit conferences or to attend summer/winter schools. The ceiling for mission funding is € 2.000 per year, although it is usually much lower (around <b>700 EUR</b>). The amount of funding is decided on the basis of need, the type of grant the</p>	<p>LSE offers a number of bursaries for <b>travel, field work, professional development, and research and teaching studentships</b>.</p> <p>Partnership PhD Mobility Bursaries offer 2.500 GDP (2.950 EUR) for a 2 to 3 months visits of partner institutions. The scholarship is available to 10 students (and 2 per accepting institution).</p>	<p>There are several funding opportunities for student <b>exchange</b>. BIGSSS supports its international students with a Mobility-Grant and invites on its fellows' initiative annually up to 4 international visitors for a paid stay at Bremen. The grants (paid monthly) are based upon the regular BIGSSS full stipend (1.300 EUR per month).</p>	<p>There is a summer research award (<b>5.000USD</b>) available for students who finished their fourth year, and is for use between July and August. It is issued automatically to each student.</p> <p>There is also a <b>Social Science Research Council International Dissertation Research Fellowship</b> which is for 9 to 12 months of</p>	<p>Numerous additional funding opportunities exist to support various research and mobility activities.</p> <p><b>Research and Travel Funds</b> contributing to the cost of traveling abroad and attending academic conferences or conducting short field visits related to the students research.</p>

<sup>35</sup> In exceptional cases also in the 4<sup>th</sup> year.

<p>student has and the costs that the travel will entail.</p> <p>Additional funding is available for study abroad programs, particularly to the United States, although there are some Erasmus agreements with universities in Europe as well.</p> <p>EUI also offers a <b>competition grant</b>, which corresponds to the amount of one year stipend. The completion grant is paid in two installments.</p>	<p>Conference support is provided through various channels. <b>Departmental Support</b> offers 200 GBP for first time visits, and 100 GBP for visiting a conference the second time. In addition 80GBP contribution is offered for ECPR or PSA conferences. Each student is entitled for a 1.000 GBP travel grant per year following the supervisor's approval.</p> <p>LSE has also a <b>Researcher Development Fund</b> that support student- or staff-led initiatives in the area of professional development for early career researchers (PhD students and postdocs).</p> <p>There are also <b>Research and teaching studentships</b> that offer students a 50% discount on student fees and a 1000 GBP (1.180 EUR) grant for one year/course/group.</p>	<p>This grant is only available for incoming fellows.</p> <p>There is sufficient additional funding available for field research. However, there is no annual per-head-budgeting but rather an individual research-oriented evaluation of concrete demands that is conducted and decided by the in-house faculty. Funding for conference attendance is determined in a similar manner.</p> <p>There is no write up grant (or dissertation completion grant). However, BIGSSS offers a transition grant of up to 3 months of additional stipend. This depends on a timely submission of the dissertation. The transition grant provides extra time, during which former fellows can begin their job searches and work on preparing still unpublished research results for publication.</p>	<p>dissertation research in another country. The fellowship amounts to 20.000 USD (available for a limited number – 75 – of students only).</p> <p>Teaching and research fellowships (about <b>25.000USD</b> for two courses of teaching per term) are available for students, however, only after the general oral examination.</p> <p>Students are guaranteed a dissertation completion fellowship during the completion year. It amounts to <b>25.250USD</b>.</p> <p>No financial support is provided after the 7<sup>th</sup> year.</p>	<p>Doctoral students are eligible to receive it during their second or third year of study amounting in total to about <b>800 EUR</b>.</p> <p>The <b>Doctoral Research Support Grant Program</b> (DRSG) enables doctoral students to spend time researching or studying at another recognized university or research center for up to three months. The maximum available support is <b>5.000 EUR</b>.</p> <p>Summer/Winter School Grant is available for all post-comprehensive CEU doctoral students (amounts to maximum <b>1.500 EUR</b>).</p> <p>CEU also offers a write-up grant to all PhD students who demonstrate substantive progress with their research project. The grant amounts up to 6 months of stipend.</p> <p>TAs receive a financial compensation for non-mandatory teaching assistance.</p> <p>Beside the mentioned grants, there are several other programs, like the Erasmus Mobility Scheme, departmental grants, etc.</p>
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## **SUMMARY**

Most of the universities offer additional grants to their students during their studies. These grants are usually earmarked for mobility purposes (attending conferences, field work, teaching and research). EUI provides annually around 700 Euros for students to attend conferences or summer schools. CEU offers a total of 800 EUR/student for conference visits and 1.500 EUR/per year for attending summer or winter schools. Conference grants at LSE are a combination of departmental and school support, and their amount varies depending on the number of occasions the student participated in them. They are supplemented with yearly travel grants approved by the supervisor. Grants for attending conferences at BIGSSS are determined on an individual basis, and there is no pre-set limit. HKS offers automatically to each fourth year student a summer research grant of 3.600 EUR. The grant can be used to attend conferences, summer schools, or to conduct field research. Completion grants are available at EUI, CEU (4200 EUR), HKS (around 18.000 EUR) but not at LSE. BIGSSS offers a transition grant (three months of stipend on top of the three years). Additional grants for research activities are offered only at LSE for selected students (1.200 EUR). Graduate Teaching Assistants at LSE receive 1.180 EUR for teaching one class and one group of students, while HKS offers 25.000 USD for TAs that teach at least two courses in one academic term.

## **Conclusions: Trends, Diversity and Trade-offs**

The empirical overview of PhD education has shown some common trends, but also clear cases of continuing institutional variety. Moreover, the context of each of the five universities studied is very different. In some are PhD schools inserted into mass universities such as BIGSSS, others don't even have undergraduate programs such as EUI. In this sense, the starting position of each of these institutions is different, as well as the trajectory the institution may take in the future. Both trends and diversity reveal tradeoffs in different approaches to PhD education.

Perhaps the clearest trend is the rapid expansion of the number of doctoral students which seems to accommodate the rising demand for higher education. The challenge of the rise in numbers is to assure adequate job market perspectives for these people.

Given this context, many European universities have established doctoral schools, conceptualizing doctoral education as research training programs, with a structured curricula including several thought courses (both field specific ones and courses in research methodology), examination procedures, formal supervision agreements, and tighter progress requirements. While the production of original research, remains the core component of doctoral education, the recognition of doctoral candidates as early career researchers is a somewhat unrealized idea. Many universities consider their doctoral candidates as students rather than employees.

Hence, there seems to be a tradeoff between improving the training of PhD students, while at the same time treating them as junior researchers with proper rights and duties. This tradeoff also reveals itself in the fact that universities are increasingly asked to make PhD students graduate earlier, while expanding the number of courses in the first year. The five universities studied here have taken different stances on this tradeoff, some with a more structured program, probably lower completion rates and longer average times-to-degree, but more quality control after admission, whereas others focus more on giving junior researchers the time and supervision to focus on thesis writing.

The trade-off is also visible in the monitoring of students' progress. Formal assessment of subjects and grading, as well as organizing a prospectus defence or final oral examination in front of a committee are not a common practice across all institutions. While some seem to enforce such exercises, others rely more on the individual judgement of the supervisor. Supervisors are assigned to each student from the beginning of their program, but the supervision process is rarely regulated by formalized agreements. The third and fourth years of the programs are comparatively less structured than the first two years. In this sense it is interesting to note that the EUI has probably the smallest coursework component, but arguably the most regulated form of monitoring after the first year with a detailed and quantified benchmarks for assessing progress.

Also in recruitment one can see similar trends across institutions. Most programs rely on a centralized selection procedure, require similar application documents, and promote their programs in various ways and through different platforms. Most of the programs studied here increasingly define their audience as international, trying to find and select the best students beyond the institution's host country. Where institutions, especially between Europe and the US differ, is at which level entrance happens. The internationalization of recruitment, hence also reveals a tradeoff, between remaining open and accessible and the costs involved in recruitment and students' selection. Some universities have begun to recover some of these costs in form of admission fees which raise new concerns about equity and closure.

Although the trend seems to point towards accepting paper-based dissertations again there is a lot of institutional variety. Original contribution to knowledge in a book-length format is still the main expectation in many schools. However, it is more and more accepted that students submit a dissertation, which is a combination of three independently published articles. It is advisable to allow for a certain degree of flexibility in the form the original contribution is delivered allowing for both manuscript- and article-based assessments. This could be especially beneficial, considering that most of the graduates choose careers in academic organisations after their graduation.

Career paths in governmental organisations and international organisations are growing in popularity. Preparing graduates for such positions requires education and training to be better aligned to the particular needs of these organisation and increased intersectoral mobility. Hands on experience in teaching and research projects is another important aspects of training future doctoral students, to which numerous courses, workshops, but also funding opportunities are linked. Many programs have therefore begun to increase the component of non-academic courses improving practical job-market skills.

Finally, institutions have very different resources and so there is considerable diversity concerning student aid among the studied institutions. Some institutions have clearly more generous support schemes, others offer a full variety of different funding and working opportunities. Institutions need to balance the tradeoff between granting students enough time and resources to work on their own research, while at the same time allowing for cooperative work experience in teaching and joint research projects. While the former arguably leads to shorter spells, the latter might open up important doors in the academic or non-academic job market. Again, the five institutions have formed very different expectations about the compatibility of these two approaches.

The results of the study counsel us to consider the total number of accepted PhD candidates, the value of application fees, the amount of coursework, the structure of the third and fourth year of studies, the quality of doctoral supervision, the form of doctoral dissertation, and the attractiveness of the doctoral scholarships in a globally competitive environment. Nonetheless, this report is not intended to offer an impetus for imitating the practices and standards of other universities, rather to revise those in light of the institutions' unique organizational profile and mission.



- I. **The core component of doctoral training is the advancement of knowledge through original research.** At the same time it is recognised that doctoral training must increasingly meet the needs of an employment market that is wider than academia.
- II. **Embedding in institutional strategies and policies:** universities and institutions need to assume responsibility for ensuring that the doctoral programmes and research training they offer are designed to meet new challenges and include appropriate professional career development opportunities.
- III. **The importance of diversity:** the rich diversity of doctoral programmes in Europe – including joint doctorates – is a strength which has to be underpinned by quality and sound practice.
- IV. **Doctoral candidates as early stage researchers:** should be recognised as professionals – with commensurate rights – who make a key contribution to the creation of new knowledge.
- V. **The crucial role of supervision and assessment:** in respect of individual doctoral candidates, arrangements for supervision and assessment should be based on a transparent contractual framework of shared responsibilities between doctoral candidates, supervision and the institution (and where appropriate including other partners).
- VI. **Achieving critical mass:** doctoral programmes should seek to achieve critical mass and should draw on different types of innovative practice being introduced in universities across Europe, bearing in mind that different solutions may be appropriate to different contexts and in particular across larger and smaller European countries. These range from graduate schools in major universities to international, national and regional collaborations between universities.
- VII. **Duration:** doctoral programmes should operate within an appropriate time duration (three to four years full-time as a rule).
- VIII. **The promotion of innovative structures:** to meet the challenge of interdisciplinary training and the development of transferable skills.
- IX. **Increasing mobility:** doctoral programmes should seek to offer geographical as well as interdisciplinary and intersectoral mobility and international collaboration within an integrated framework of cooperation between universities and other partners.
- X. **Ensuring appropriate funding:** the development of quality doctoral programmes and the successful completion by doctoral candidates requires appropriate and sustainable funding.

Appendix 2: Principles of Innovative Doctoral Training<sup>36</sup> (edited):

- **Research excellence.** The new academic generation should be trained to become creative, critical and autonomous intellectual risk takers, pushing the boundaries of frontier research.
- **Attractive institutional environment.** Doctoral candidates should find good working conditions to empower them to become independent researchers taking responsibility at an early stage for the scope, direction and progress of their project.
- **Interdisciplinarity Research Options.** Doctoral training must be embedded in an open research environment and culture to ensure that any appropriate opportunities for cross-fertilisation between disciplines can foster the necessary breadth and interdisciplinary approach.
- **Exposure to industry and other relevant employment sectors.** This can include placements during research training; shared funding; involvement of non-academics from relevant industry in informing/delivering teaching and supervision; promoting financial contribution of the relevant industry to doctoral programmes; fostering alumni networks that can support the candidate (for example mentoring schemes) and the programme, and a wide array of people/technology/knowledge transfer activities.
- **International networking.** Doctoral training should provide opportunities for international networking, i.e. through collaborative research, co-tutelle, dual and joint degrees. Mobility should be encouraged, be it through conferences, short research visits and secondments or longer stays abroad.
- **Transferable skills training.** "Transferable skills are skills learned in one context (for example research) that are useful in another (for example future employment whether that is in research, business etc). They enable subject- and research-related skills to be applied and developed effectively. Transferable skills may be acquired through training or through work experience". Examples include communication, teamwork, entrepreneurship, project management, IPR, ethics, standardisation etc.

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<sup>36</sup> Extract from "Report of Mapping Exercise on Doctoral Training in Europe "Towards a common approach" of 27 June 2011(final), adopted by the ERA Steering Group on Human Resources and Mobility. The Principles were defined with the help of experts from university associations; industry and funding organisations. They reflect the Salzburg Principles of EUA, good practice in Member States and the Marie Curie experience. The Principles have been endorsed in the Council conclusions on the modernisation of higher education, Brussels, 28 and 29 November 2011.

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