



UNIwersytet im. Adama Mickiewicza w Poznaniu

Doctoral schools in Poland – new opportunities and new possibilities

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**The Ph.D. Supervisor: a Master, a Partner or a Service Provider?
Challenges of Doctoral Education Meeting,
Poznań 28th June 2019**



The system of Higher Education in Poland

- **State** (public) and **non-State** (non-public) higher education institutions.
- Higher education institutions are divided, irrespective of their status, into **academic** and **vocational** ones.
- 19 so-called „classic universities” including UW, UJ, AMU, ...
- From 2020 maximum 10 „research universities”.
- Doctoral study programmes last no longer than 4 years and upon completion graduates are awarded a certificate. Under a separate procedure graduates are conferred the academic degree of a „doktor” or „doktor w zakresie sztuki”.



Doctoral education - problems and challenges

- Dawid Cyranoski, Natasha Gilbert, Heidi Ledford, Anjali Nayar & Mohamed Yahia, The PhD factory, **Nature**, 472, 276-279, (2011)
- Elena Kobzar, Sergey Roshchin, Transformation of Doctoral Education in Russia: Between Science and Education? **Higher Education in Russia and Beyond** / No3(9) / Fall 2016
- Alison McCook, Rethinking PhDs, **Nature** 472, 280-282 (2011)
 - „The number of science doctorates earned each year grew by nearly 40% between 1998 and 2008, to some 34,000, in countries that are members of the OECD”.
 - „Institutions and individuals are taking innovative approaches to postgraduate science training”.

European University Association

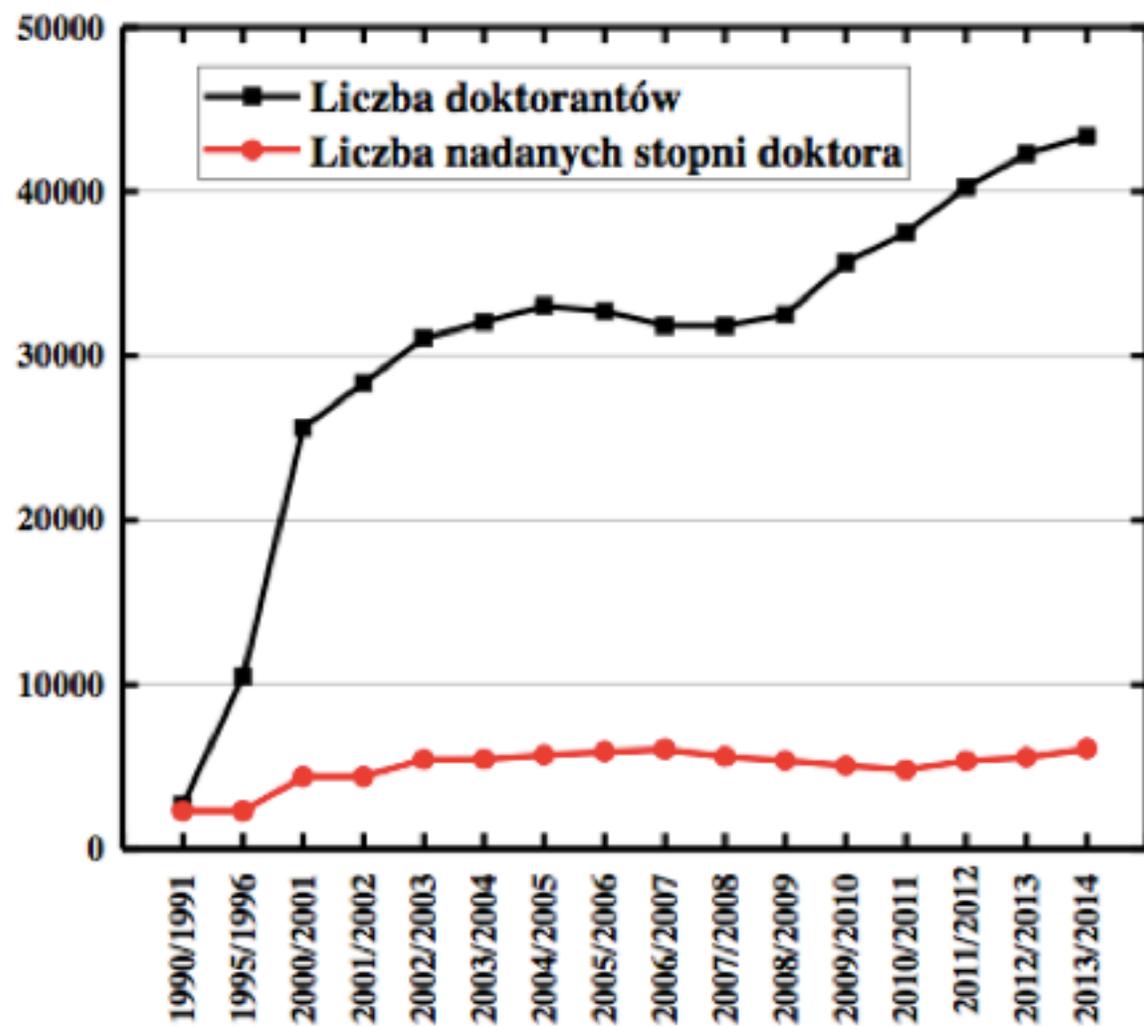
- EUA is a leading voice in doctoral education in Europe.
- Council for Doctoral Education (EUA-CDE)
- 2005, the Salzburg Principles were established in the Bologna Process as the basis of the reforms for doctoral education.
 - Doctoral education must be developed by autonomous and accountable institutions taking responsibility to cultivate the research mindset.
 - Institutions need flexible regulation to create special structures and instruments and continue advancing European doctoral education.



Doctoral Education in Poland

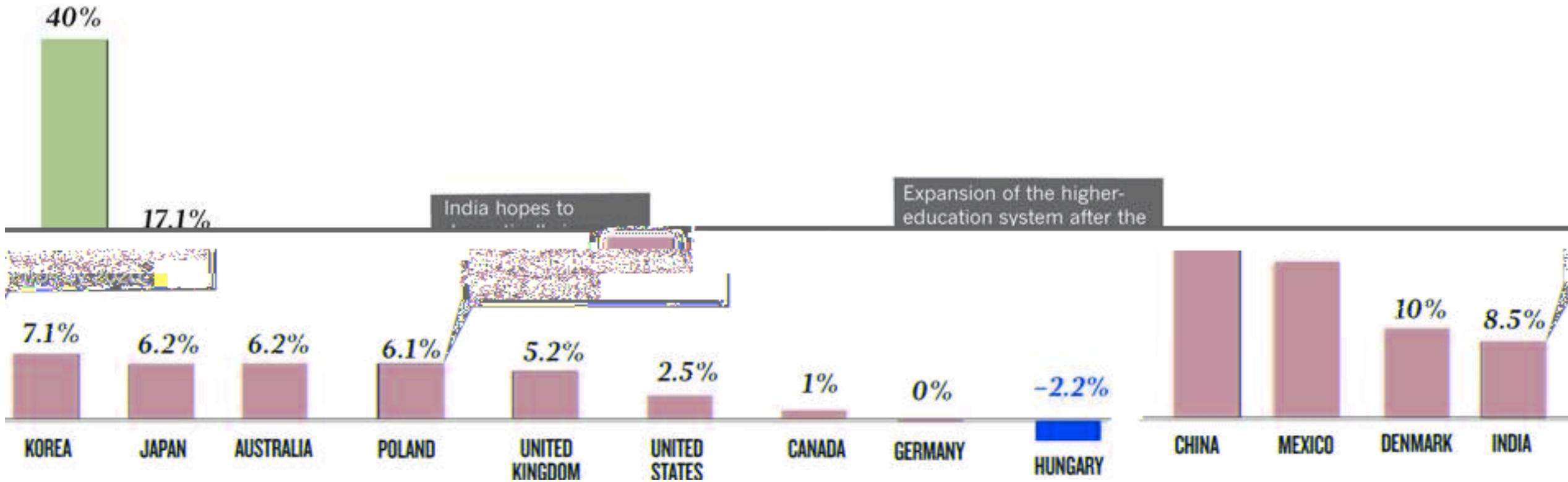
„Growth in PhD numbers among Europe's old guard might be waning, but some of the former Eastern bloc countries, such as **Poland**, have seen dramatic increases. In 1990–91, Polish institutions enrolled 2,695 PhD students. This figure rose to more than 32,000 in 2008–09” (*and almost 40,000 in 2017-2018*).

Source: D. Cyranoski, N. Gilbert, H. Ledford, A. Nayar & M. Yahia, The PhD factory, Nature, 472, 276-279, (2011)



The rise of doctorates

Major expansion of higher education has boosted PhD output in many countries, shown here as average annual growth of doctoral degrees across all disciplines, 1998-2006.



Source: D. Cyranoski, N. Gilbert, H. Ledford, A. Nayar & M. Yahia, The PhD factory, Nature, 472, 276-279, (2011)



Doctoral studies

- **Doctoral studies in Poland in the 2016/2017 academic year**
 - Ph. D students – total 43 181
 - Number of scholarships – 17 788
 - Number of doctorates per year - 5400
 - PhD efficiency (during regular period 4 years - 76 % in science & life science, 55 % in humanities and 35% in social science).
- **Doctoral studies @ AMU in the 2017/2018 academic year**
 - PhD students – total 1321
 - Percentage of scholarships – 75 %
 - Number of „doctoral schools” – 17
 - Number of „doctoral programs” – 21 (including 4 programs fully financed from external sources) in 22 scientific disciplines.



Analysis, discussions and debates

- The discussion on the doctoral education model and „the shape” of doctoral studies must be an essential component of the debate on the quality of scientific research in Poland.
- The revitalization of the Polish doctoral education system is much delayed in relation to many European countries, where reforms of doctoral education were started many years ago.
- The previous legal regulations have led to a strong increase in the number of „academic units” authorized to conduct doctoral studies and their excessive massification and, as a consequence, major pathologisation (many scientifically weak „academic units” obtained such rights).

Source: Mikołajczyk, B., Naskręcki, R. (2017), Szkoły doktorskie i ich rola w kształceniu doktorantów (*The role of doctoral schools in doctoral education*),

Nauka i Szkolnictwo Wyższe. 2(50): 107-126. DOI: 10.14746/nisw.2017.2.5.



Consequences

- The doctoral education system was **very fragmented** and focused on internal competition (competition for candidates for PhD students, for scholarships, for mobility finance, ...). Strong support for own graduates (local recruitment criteria).
- Large number of authorized units (faculties, institutes) - some units are (much) better than others at supporting PhD students.
- „Academic units (faculties, institutes) decide on student numbers and set admission criteria at all levels. They may introduce new bachelor’s and master’s programmes and there are low restrictions on their ability to introduce new doctoral degree programmes”.
- Large diversity of units (faculties, institutes) and the level of completed doctorates - often too many PhD students compared to the research potential of the academic units (faculties, institutes).



Analysis of good examples

- **Top PhD Programs**

- „There are many universities and programs that offer top PhD programs internationally.....”
- Top 25 Doctoral Programs in Business (DBA)
- 2019 Best Graduate Schools. US Rankings
- University Rankings for PhD Students
- What are the best PhD schools for computer science?
- The 50 Best Doctoral Programs in Counseling Psychology



Recomendation

- „Enhance the quality of the higher education and science & innovation system by **radically reforming the doctoral training** and academic career system”.
 - The graduation age is high compared to the OECD average.
 - The PhD graduation rate is low and most doctoral studies are prolonged.
 - „International experience, from Denmark for example, shows that the successful modernisation and expansion of doctoral training can change career pathways into research, academia, postdoc programmes, etc.”



Recomendation

- Doctoral training is a key challenge in Poland's research and higher education area.
- PhD students' education should be conducted only in the best scientific universities.
- The university should run a doctoral school only in selected (strongest) scientific disciplines.
- Interdisciplinary and transdisciplinary approaches should be taken and non-scientific forms of knowledge (skills) should be also explored.
- Strong and effective doctoral schools and structured doctoral programmes.

How to create a new doctoral education system

- Convince the Minister of Science and Higher Education
- Convince the rectors of other large Polish universities
- Convince the rector of your own University
- Convince deans and the Senate
- Convince the doctoral students' self-government
- Convince professors and future supervisors
- Convince all unconvinced.

Mission Impossible?

**The university should develop (and implement)
an optimal model of a doctoral school or
doctoral schools**

but

**we need a model that will convince everyone
above**



New Law on Science and Higher Education

- **Law on Science and Higher Education of 20 July 2018**
 - „Doctoral education prepares for the doctoral degree and **takes place at the doctoral school**”.
 - The doctoral school can be run by an **academic HEI that conducts scientific activity**.
 - The education program is established by the academic Senate.
 - The doctoral student is obliged to implement the education program and the individual research plan.



New Law on Science and Higher Education

- „The law for the first time introduces the mechanism of a universal scholarship system”
 - All doctoral students will receive scholarships (starting from 2350 PLN, and increasing to 3 632 PLN upon completion of mid-term evaluation, when a PHD student can be also employed at the HEI)
- The Ministry of Science and Higher Education proposes three major programs - initiatives of excellence. One of the programs is addressed to the best academic and research universities, another to regional academic universities, and the third program to public vocational universities. In these programs, the best universities from each of these three groups will have the opportunity to obtain additional money.



New Law on Science and Higher Education

- Most of the Law's innovations will become effective as from October 1st, although some first provisions entered into force in August 2018. The law's full implementation is scheduled for 2022.
 - The new solutions for doctoral training – from academic year 2019/2020
- Introducing a new competition - “**Excellence Initiatives - Research HEIs**” - to identify leading HEIs able to compete with those from abroad.
 - additional financing profits - separate financing algorithm
 - greater autonomy
 - dedicated grants for research and development



Doctoral schools

- **Introducing PhD schools** – The model of PhD education will leave a mass approach in favour of quality. Entities possessing at least a B+ academic category in two disciplines will be allowed to establish PhD schools.
- Research interdisciplinarity will be much more valued.
- Guaranteed scholarships - from 2019 onwards, each doctoral student admitted to a PhD school will be granted a scholarship amounting to PLN 2350, which will be increased to PLN 3652 after periodical evaluation.
- Introducing maternity and paternity leave - it will be granted to doctoral students on principles similar to those applicable to persons with employment contracts.
- Special grants for internationalisation.

The most important assumptions

- The doctoral school must be **well integrated** into the university's organizational structure.
- The doctoral school **must be independent** from the university's organizational structure.
- The doctoral school must be **strongly managed**.
- Well-defined competences and responsibilities for doctoral school's scientific council and the director of doctoral school



AMU Doctoral School

- **Doctoral school as a „umbrella company”**, very well fitted with the structure of the University, especially with the structure of research units.
- **AMU Doctoral School** is divided over 5 branches (sub-schools):
Science, Life Science, Humanities & Arts, Social Science & Law and „Philology”
- **Central management** (director) of the school and one strong and independent „scientific council”.

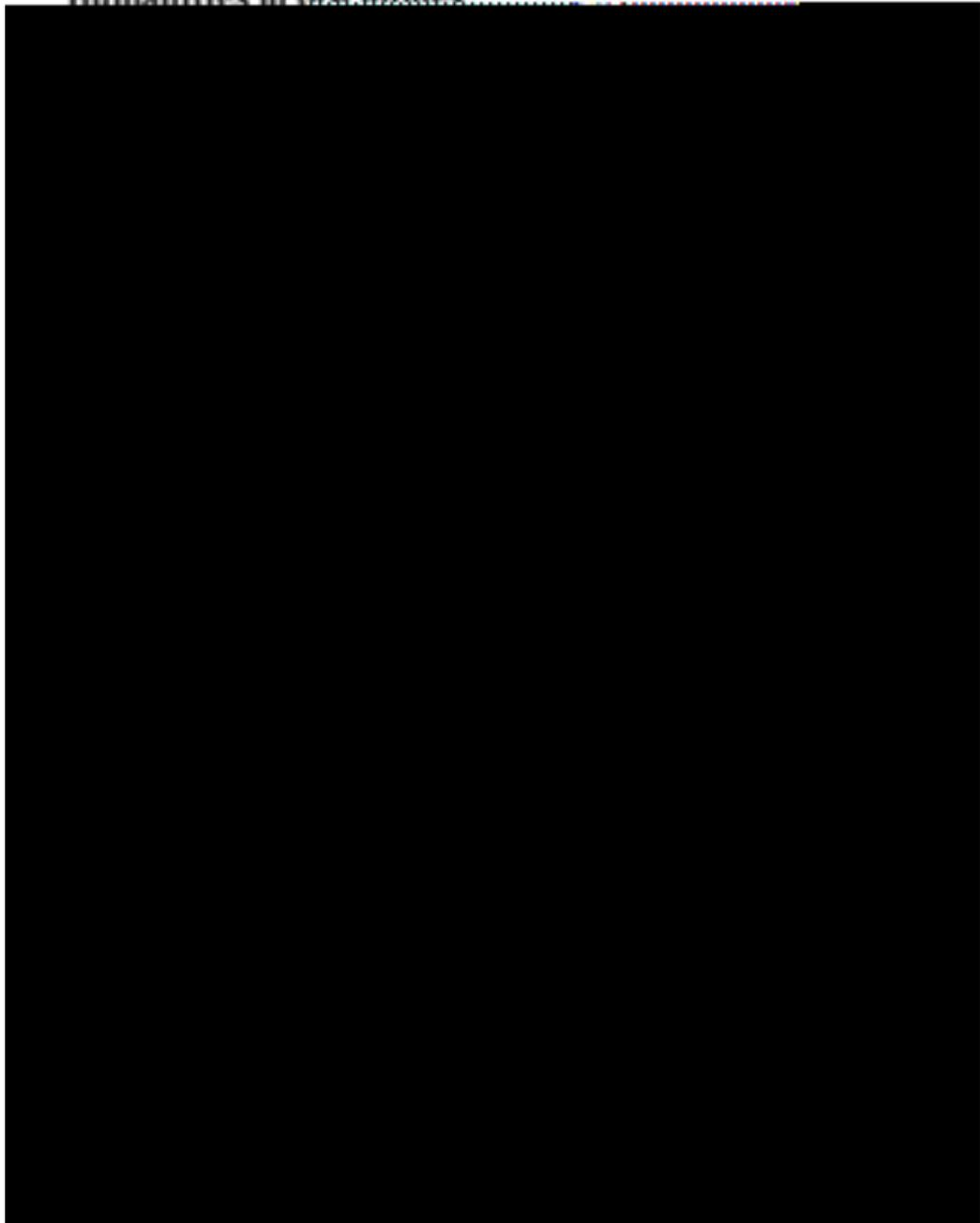
The most important problems that must be solved!

- Organization of the doctoral school; the principles of admission.
- Method of appointing and changing the dissertation supervisor or supervisors
 - Within three months of the date of the commencement of the doctoral program
- Method of conducting the mid-term evaluation
 - The mid-term evaluation shall be conducted at the end of the fourth semester of the education period
- Conditions for extending the deadline for submitting the doctoral dissertation

Organization of the doctoral school

- Regulations of the Doctoral School of Adam Mickiewicz University, Poznań
- Principles of admission to the Doctoral School of AMU
 - The admission procedure is conducted by the Admission Committee and Selection Panels.
- The education of doctoral students is based on the **curriculum** [Pol. program kształcenia] and **individual research plan** [Pol. indywidualny plan badawczy]
- sdsds

Humanities in disciplines:.....



International doctoral schools

- The PhD education may be conducted in cooperation with another entity, in particular an entrepreneur or a **foreign university or scientific institution**.
- The agreement between the partners regulates all issues related to the functioning of the international doctoral school.



POLISH NATIONAL AGENCY
FOR ACADEMIC EXCHANGE

The Iwanowska Programme

Purpose of the Programme

The objective of the Programme is to promote international mobility of doctoral students by enabling them to acquire scientific experience in foreign research and academic centres, establish international scientific cooperation and implement a part of their

at the Iwanowska Programme, in accordance with the rules of the Higher Education Act of 2013 and the Act of 2013 on the Higher Education System.

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st centre as a complement to the above

: activity related to preparing the doctoral thesis

Eligible applicants

Applicants in the programme may be na

- Doctoral students,
- Persons employed in Polish unive
procedure for a doctoral degree fi
- Persons who are in the "Industrial

Actions implemented under the Progr:

The Programme allows visits whose aim

- 1) Implement a part of a doctoral degree
- 2) Implement a part of the "Industrial PI
announced by the Minister of Science a
- 3) Conduct scientific research related to
- 4) Obtain materials for the doctoral the
- 5) Conduct teaching activities at the ho
objectives;
- 6) Other forms of scientific or academic
as a complement to the above aims.

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