



# Modernisation of European Doctoral Education

Salzburg II

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## Doctoral Education in Europe

- **The last five years have been characterised by the rise of the doctoral school**
  - Inclusion in the Bologna process 2003
  - **Salzburg Principles 2005**
  - **TRENDS IV** (2005): “Most institutions are waiting to finish the implementation of the first and second cycle before taking on the third cycle, but some are trying to tackle research training simultaneously with the ongoing educational reforms” (p. 35)
  - **TRENDS V** (2007) “Even if nothing else were happening in European higher education the speed of change within doctoral education would amount to a mini revolution” (p. 26) (30 % doctoral schools)
  - **TRENDS 2010: 65 % of respondents have doctoral schools**

## Curriculum reform ...

- Early reforms targeted modernisation (introduction) of curriculum and pooling research capacity
  - Doctoral schools = doctoral programmes
    - Interdisciplinarity
    - Transferable skills
    - Taught courses (70 % of respondents in TRENDS 2010)
    - ECTS or other credit systems as incentive for varied activities (or as legal 'Bologna' requirements)
      - Not a popular or growing phenomenon

## ... towards professional management

- There is a tendency towards a institutions introducing more sophisticated governance structures
  - Doctoral schools = Strategic units at the institutional level (Vice Rectors/Deans)
    - Common rules and guidelines
    - Monitoring, quality management, problem solving (research capacity, completion rates, satisfaction)
    - Strategic planning (capacity and talent development, outreach, internationalisation)
      - Which includes planning curriculum development

## Salzburg II - background

- Original ten principles from 2005 – outcomes of an EUA-led project and a Bologna seminar
  - The doctorate is research-based
  - Importance of institutional strategies
  - Diversity
- 5 years of rapid implementation of the Salzburg Principles, need to gather the experiences
- Need to communicate the nature of reform of doctoral education going on in universities
- CDE as the organisation who could do this

## **EUA Council for Doctoral Education**

- **EUA – European University Association**
- 850 universities and rectors' conferences in 47 countries
- Developing evidence-based policies
- Advocating these policies
- Promoting development of universities as institutions
- **Council for Doctoral Education (CDE)**
- a membership service focused on doctoral education
- Development of doctoral schools
- Doctorate-specific policy development
- 204 members in 34 countries (from Faro to Tomsk)

## Salzburg II - main points I

- The doctorate is and must be **research based**
  - It has a specific nature that makes it different from the types of education in the first and second cycle – research must be the leading principle
  - Important to stress that training through research creates a certain mindset for many sectors and careers – but it is cultivated by having done original research

## Salzburg II - main points II

- Space for **individual development**
  - Doctoral education obtains a large part of its value from the unique and individual paths that doctoral candidates take. They meet unforeseen problems and obstacles and learn to tackle them
  - Doctoral holders have individual career profiles as a product of their research experience and/or exposure to different environments

## Salzburg II - main points III

- **Autonomy** for the institution to choose mission and strategy and to set up the appropriate structures
  - Universities have demonstrated their will and capacity for reform; they have the most extensive experience in how to develop doctoral education
  - Autonomy will secure the **critical diversity** needed to sustain a vibrant European environment for doctoral education
  - However, this requires a large degree of accountability for the institutions

## Going further: ARDE (Accountable Research Environments for Doctoral Education)

- **Investigating the technical issues**
- Project looking at QA in doctoral education – funded through the EC Lifelong Learning Programme (with CRASP, UCC and UNIKO)
  - Survey on external and internal procedures, indicators and ongoing reforms (launched February 2011)
  - Focus groups meetings (fall 2011, spring 2012)
  - Workshop September 2012: part of the EUA-CDE 'Doctoral Week' at Karolinska Institute Stockholm

## **CODOC: a small initiative to think the big Global Research Community**



- **Thinking globally**
- Erasmus Mundus project - 2010-2012
- Development trends in doctoral education in Southern Africa, Asia, Latin America
  - Survey
  - Workshops in Bangkok, Johannesburg and Sao Paolo
- Enhancing collaboration
- Building a global research community

## **CODOC Consortium**



- European University Association
- ASEAN University Network (AUN)
- Southern African Regional University Association (SARUA)
- Inter-American University Organisation (OUI)
- Observatory of EU-Latin America Relations (OBREAL)
- University of Bonn ZEF
- Karolinska Institute

[www.codoc-project.eu](http://www.codoc-project.eu)

## Summary

- We have seen big changes in doctoral education the last 5-10 years
- We might be entering in a phase of stronger strategic engagement
- Much more work needs to be done at the technical, implementation level
- ... With an eye to the big picture

***Thank you for your attention***