



Doctoral education: the EUA Salzburg II Recommendations

Dr. Thomas Ekman Jørgensen

9 February 2012

CLAIU-EU Conference

“The Engineering Doctorate”

Madrid

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 – university-business partnerships
 - 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

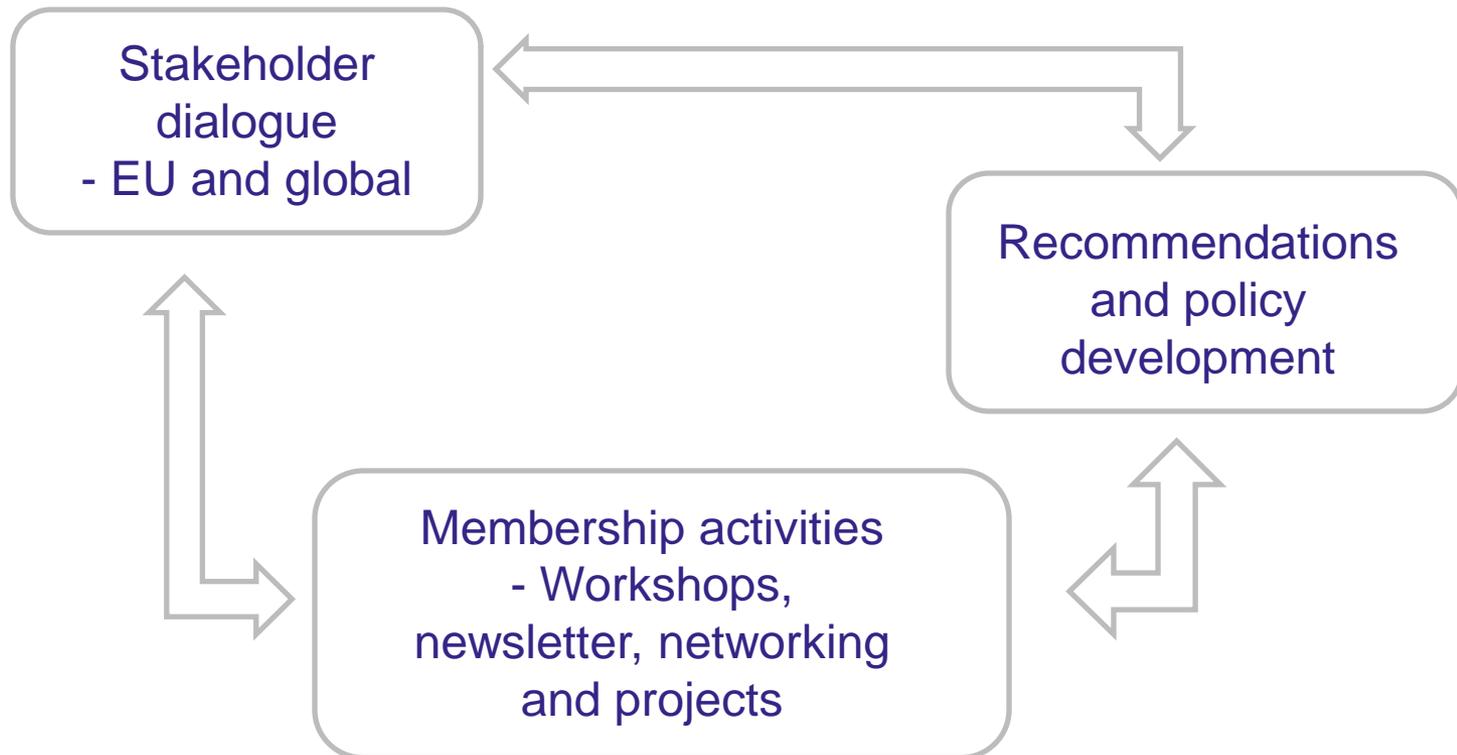
... towards professional management

- 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

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
- 209 members in 33 countries (from Faro to Tomsk)

CDE activities



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

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
 - **Critical mass of research in the institution** can be attained in many ways (pooling, international networks etc), however, it must include an **inclusive research environment**

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. **Creating awareness and building trust between sectors** to allow intersectoral mobility

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 (See the ARDE project – www.eua.be/arde)

What does this mean for individual disciplines?

- Salzburg I and II are very generic; they should work for all disciplines
- However, we see more discipline-based networks making their own standards
- Implementation in different discipline-cultures and traditions could indeed be difficult
 - "We're all individuals"
- *Or, is this really the case?*
 - How big is the common ground – how important are the differences? When do they become important?
 - Humanities versus STEM (interpretation vs experiment)
 - Regulated professions
 - Teams vs 'lonely scholars'

Summary

- European doctoral education is in a period of continuous reforms
- The research focus must be maintained through the reforms – but enhanced by professional management
- Questions about different disciplines are still debated

Thank you for your attention