



**EUA**

European University Association

# Salzburg II

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**«5 Years Experience with Doctoral  
Programmes in the Bologna Process »**

**EURODOC '10 - Vienna**

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## Doctoral Programmes

- Part of Bologna since 2003 as the third cycle – bridge between the EHEA and the ERA
- Salzburg principles 2005
  - ✓ The doctorate is based on original research
  - ✓ It should be embedded in institutional strategies
- Rapid reforms:
  - ✓ Doctoral schools have been established in about half of Europe's universities (TRENDS 2010) – from 29 % two years earlier
  - ✓ Taught elements (including transferable skills) are becoming very common as well (more than 70%)

## The Council for Doctoral Education

- Builds on the focus on doctoral education from both universities and other stakeholders



## Membership services

- The bulk of CDE activities
- Workshops
  - ✓ Best practice sharing on specific issues
- Newsletter
  - ✓ Presentation of new developments and relevant topics such as careers, internationalisation, quality etc.
  - ✓ Case studies from the members
  - ✓ Book reviews, national or disciplinary developments and announcement of events
- Hotline
  - ✓ Email forum for the members

## Policy development

- The foundation remains the Salzburg principles
  - ✓ The doctorate is research-based
  - ✓ Importance of institutional strategies
  - ✓ **Diversity**
    - **The CDE does not tell universities what to do**
- Recommendations on the basis of dialogue with the members
  - ✓ Workshop conclusions
  - ✓ Issue-specific working groups
- Steering committee discusses general guidelines

## Salzburg II

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- New policy initiative for 2010 – five years after
- Affirmation of the special status of doctoral education as based on research
  - (conclusions from Lausanne 2009)
    - ✓ Different from first and second cycle
    - ✓ Reforms have to take this difference into consideration – no direct copying of solutions from the two first cycles
- Using the concrete experience of the members to develop the original principles

## Salzburg II - Preliminary results

### ■ Structures

(Workshop in Zagreb December 2009)

- ✓ Importance of creating critical research mass for the research community
- ✓ Diverse strategies that enables diverse institutions to achieve critical mass
- ✓ Transparency in governance, transparency in expectations
- ✓ Making faculty take ownership and responsibility

### ■ Quality assurance:

(Working group in Aarhus January 2010)

- ✓ Institutions should develop doctorate-specific QA related to the research strategy
- ✓ Discipline-specific indicators and tools that fit the institutional quality culture
- ✓ Other issues: accreditation (who and on what level?)

## Salzburg II Preliminary results - continued

### ■ Credits and outcomes

(Working group in Lisbon February 2010)

- ✓ Increase of taught courses and credits
- ✓ The rationale of ECTS are difficult to apply to doctoral education - the elements of doctoral education are
  - Not cumulative
  - Not transferable
- ✓ Undesired effects in terms of 'hunt for credit'

## Salzburg II Preliminary results - continued

### ■ Admissions and recruitment

(Working group in Bonn February 2010)

- ✓ Recruitment strategies should be developed together with the institutional mission and profile
- ✓ Recruitment is a key part of developing institutional research capacity
- ✓ Doctoral schools should be given direct financial instruments to recruit
  
- ✓ Admission is an institutional responsibility
- ✓ Admission policies must be transparent and accountable and...
- ✓ reflect the research, supervisory and financial capacity of the institution
  
- ✓ Early admission (from bachelor to doctoral programme) – can provide early integration into the research community...
- ✓ But requires provisions to avoid internal recruitment and protect transparency

## Salzburg II issues - continued

### ■ Internationalisation:

(Working group in Rome March 2010)

- ✓ Good research environments are international, internationalisation in doctoral education comes primarily from international research co-operation
- ✓ Mobility should accommodate the highly individual trajectories of doctoral education
- ✓ Attestation of mobility (joint degrees, diploma supplements etc)

### ■ Careers:

(Workshop Ghent, 18-19 March 2010)

- ✓ Awareness of multiple career opportunities
- ✓ Continuous professional development
- ✓ Transferable skills are more than an 'add-on', but is an integral part of training through research

Thank you for your attention

[www.eua.be/cde](http://www.eua.be/cde)