

Salzburg II

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**« Structuring a Community of Practice for
Doctoral Education »**

EIASM NPhD Workshop, Brussels

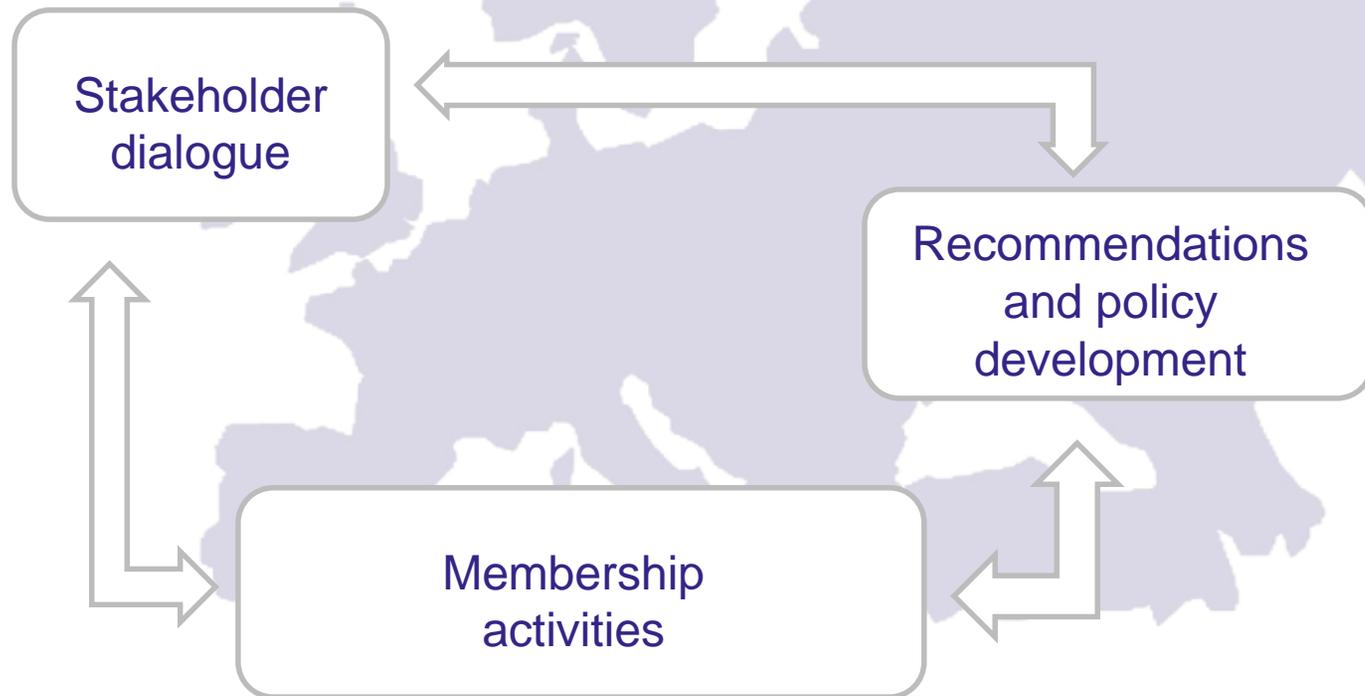
11 February 2010

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%)

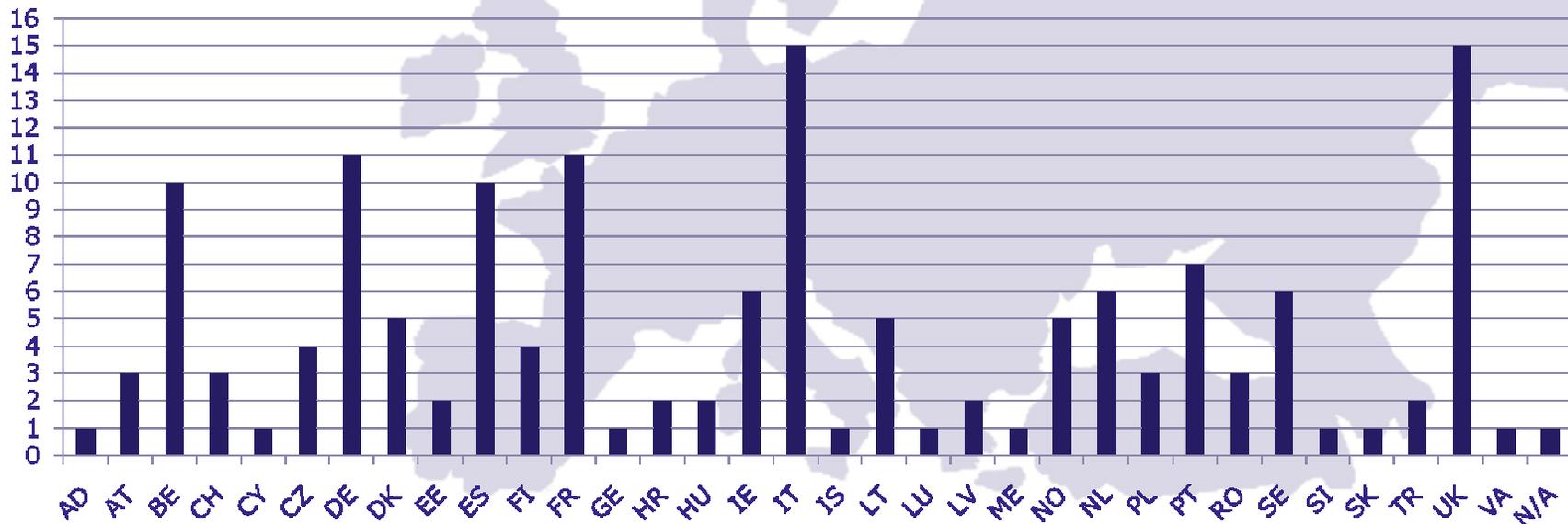
The Council for Doctoral Education

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



The base: The members

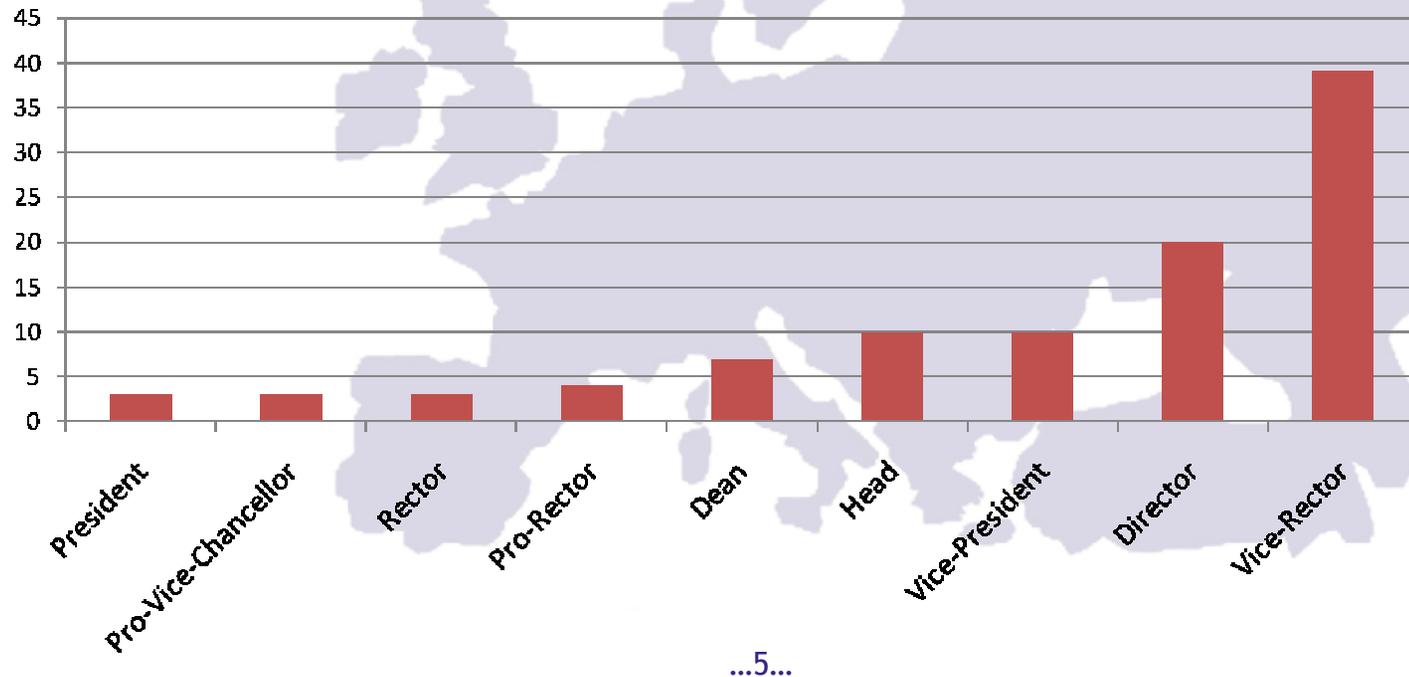
- Universities have an extensive experience in reforming doctoral education - the CDE gathers this knowledge from its members



The contact persons

- Mostly 'practical people' directly involved with the implementation of reforms

Most common titles



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

- 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 - the Issues

■ 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 Issues - continued

■ Credits and outcomes

(Working group in Lisbon February 2010)

- ✓ Are ECTS useful or dangerous for doctoral education as training through research?
- ✓ How to assess outcomes for highly individual learning paths?
- ✓ Personal development outcomes (the researcher) and academic outcomes (the Thesis)
- ✓ Skills and skills statements
- ✓ Specific doctorates (professional doctorates)

■ Admissions and recruitment

(Working group in Bonn February 2010)

- ✓ Move towards centralisation with set criteria
- ✓ How to implement good admissions practices (cultural and legal obstacles)

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

Work Programme

- Workshop on structures (Zagreb December 2009)
- Working Groups
 - ✓ Aarhus (26 January 2010)
 - ✓ Lisbon (22 February 2010)
 - ✓ Bonn (25 February 2010)
 - ✓ Rome (5 March 2010)
- Workshop on researchers' careers (Ghent 18-19 March 2010)
- Annual Meeting in Berlin 4-5 June 2010
- Presented to EUA Council October 2010
- Publication November 2010

Thank you for your attention

www.eua.be/cde