

Recommendations for Doctoral Education by Europe's Universities - Salzburg II

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2nd UNICA Master Class: Toolkit for Supervision in Doctoral
Education

Dubrovnik, 28th August - 1st September 2011

The big picture

- **The last five years have been characterised by the rise of the doctoral school**
 - Inclusion in the Bologna process 2003
 - Salzburg Principles 2005
 - **From 2005 to 2009 the number of universities with doctoral schools have risen from less than 30 % to 65 % (TRENDS 2010)**

- **Priorities of the doctoral schools**
 - Taking institutional responsibility – de-privatise doctoral education
 - Establishing support structures (supervision, careers)
 - Increasing transparency

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Salzburg Basic Principles

- The basis for the reforms
- 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
- Included in the Bologna Berlin Communiqué 2005

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Salzburg II - background

- 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

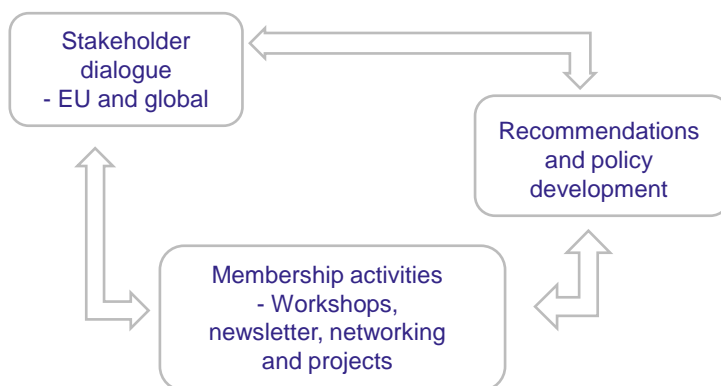
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The EUA-Council for Doctoral Education (CDE)

- What it is:
 - Part of the European University Association (EUA)
 - 850 universities and rectors' conferences in 47 countries
 - Developing evidence-based policies
 - Advocating these policies
 - Promoting development of universities as institutions
 - The CDE is a membership service focused on doctoral education
 - Development of doctoral schools
 - Doctorate-specific policy development
 - 200 members in 34 countries (from Faro to Tomsk)

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CDE activities



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Salzburg II - consultations

- Workshop on structures, Zagreb, December 2009
- Focus groups:
 - Quality and accountability, Aarhus, January 2010
 - Outcomes and credits, Lisbon Uni. Of Technology, February 2010
 - Admissions and recruitment, Bonn, February 2010
 - International collaborations, Rome La Sapienza, March 2010
- Workshop on researchers' careers, Ghent, March 2010
- Annual Meeting, FU Berlin, June 2010 (165 institutions, 36 countries)
- Unanimous approval by EUA Council (all rectors' conferences), October 2010

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Salzburg II - main points

- 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

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Salzburg II - main points

- 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
 - Academia, management, NGO, industry and much, much more...

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Salzburg II - main points

- **Supervision** is central to doctoral education – and a problem where serious problems can arise
- At the heart of '**de-privatisation**'
 - Taking institutional responsibility by making it a collective effort
 - Formally by having clear rules and guidelines on responsibilities, rights and duties
 - Informally by stimulating a 'culture of supervision' and making it a source of professional pride

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Salzburg II - main points

■ **Outcomes:**

- The outcome is the doctorate holder – the person trained through research with an individual professional profile
- Important to have developed a high level of autonomy and ability to 'manage the unknown'

■ **Credits**

- Can be used to measure workload
- ... but not research
- A 'hunt for credits' does not bring the right outcome

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Salzburg II - main points

■ **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

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Funding-related issues

- Financing of doctoral schools
 - Securing and developing critical mass of research (excellence and capacity building)
 - Funding for experiments such as physical space, inventive career development etc.
 - Funding for grants/salaries for doctoral schools with excellent research and structures
 - Matching funding with research and supervisory capacity

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Where to go from here?

- Implementation of the Salzburg Principles is still central
- CDE projects:
 - ARDE (Accountable Research Environments for Doctoral Education) – QA processes
 - CODOC (Cooperation on Doctoral Education between Africa, Asia, Latin America and Europe) – capacity building through collaborative programmes

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Upcoming events

- Thematic workshop "Supporting Doctoral Candidates: Experience, skills, guidance", Trinity College Dublin, 12-13 January 2012
- **Doctoral Week – including ARDE and CODOC workshops – Karolinska Institute, September 2012**

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Thank you

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