

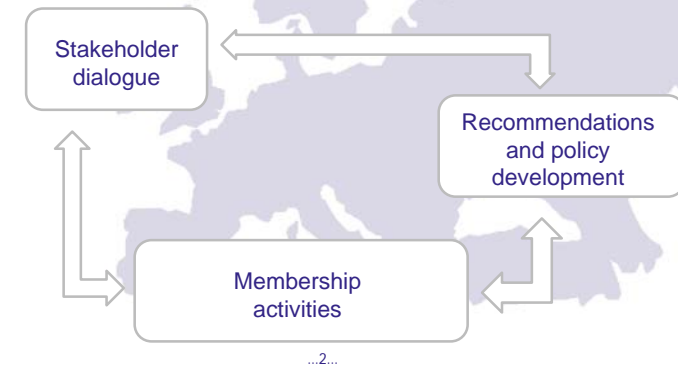
The EUA Council for Doctoral Education

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The CDE

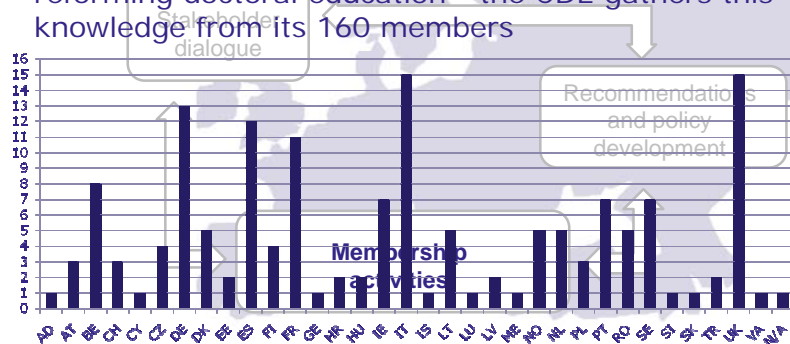
- A membership service of the EUA dedicated to doctoral education



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The base: The members

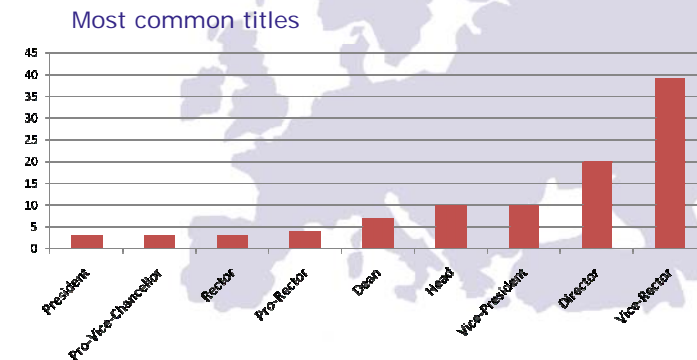
- Universities have an extensive experience in reforming doctoral education - the CDE gathers this knowledge from its 160 members



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The contact persons

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



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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

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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

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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

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Salzburg II continued

- Issues for consultation with the members
 - ✓ Quality assurance:
 - Clear separation between procedural issues (quality assurance) and academic level (research assessment)
 - Focus on the research environment
 - ✓ Internationalisation:
 - 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
 - ✓ Careers:
 - Awareness of multiple career opportunities
 - Transferable skills are more than an 'add-on', but is an integral part of training through research

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Salzburg II continued

■ Issues (continued)

- ✓ Credits and outcomes
 - Are ECTS useful or dangerous for doctoral education as training through research?
 - How to assess outcomes for highly individual learning paths?
 - Skills – more than transferable
- ✓ Admissions and recruitment
 - Move towards centralisation with set criteria
 - How to implement good admissions practices (cultural and legal obstacles)

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Salzburg II - the plan

- Structuring Doctoral Programmes – workshop in Zagreb 10-11 December 2009
- February-March 2010 – Consultations and recommendations
- Workshop on careers – Ghent 18-19 March 2010
- June 2010 – final discussion with the members at the Annual Meeting in Berlin
- November 2010 - Final declaration

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A strong voice for doctoral education

■ Dialogue with European stakeholders

- ✓ Research councils
- ✓ European Commission
- ✓ University networks (LERU, Coimbra, Santander, EIASM etc)

■ Dialogue with global stakeholders

- ✓ North America, CGS (Global Summit)
- ✓ Asia (Beijing workshop 2008)
- ✓ Africa (EUA Africa Project)

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Thank you for your attention

www.eua.be/cde

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