



# ***DOCTORAL STUDIES ORGANISATION***

## **EXPERIENCE OF MALMÖ UNIVERSITY AND OTHER EU- COUNTRIES ON DOCTORAL STUDY ORGANIZATION**

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# INSTITUTIONAL STRUCTURES

The purpose of an organisational frameworks is to support doctoral education by:

- ensure excellent, open and inclusive research environments,
- transparent rules and procedures,
- support for the professional development of supervisors and doctoral candidates.

# INSTITUTIONAL STRUCTURES

The structures has to be supported by institutional leadership and that they are embedded in an overall strategy for doctoral education, which defines its purpose and limits.

Institutional leadership must allocate adequate resources and ensure that structures are sustainable in terms of funding and staff.

# CREATING SPACE FOR DIALOGUE

- Only an open and critical research culture foster sound and open research. Such a culture must be instilled from the beginning of a candidate's research training.
- Particular attention should be given to the systematic inclusion of the voice of doctoral candidates.
- Systematical consultancy of supervisors and doctoral candidates and institutionalizing communication beyond ad hoc meetings and occasional surveys.

# CREATING SPACE FOR DIALOGUE

- Bodies such as advisory boards with supervisors, doctoral candidates, alumni and external members may be useful.
- Peer-learning activities between supervisors.
- It is essential that these activities are systematic, broad and all-inclusive, going beyond sporadic activities for small groups.

# BUILDING RESEARCH CAPACITY

- Research capacity is the basis for high-quality doctoral education and must be continuously developed as the competition for finances and research talent changes.
- It requires a strong institutional leadership that is able to make strategic decisions for research, set priorities, and support bottom-up initiatives, providing possibilities for excellence in research.
- Doctoral education must be a central part of these research strategies (research output; key part of the pipeline of research talent; important for recruitment of new researchers).

# NURTURING TALENT

*Since people are the key to developing research capacity, doctoral education is a natural and essential part of nurturing research talent.*

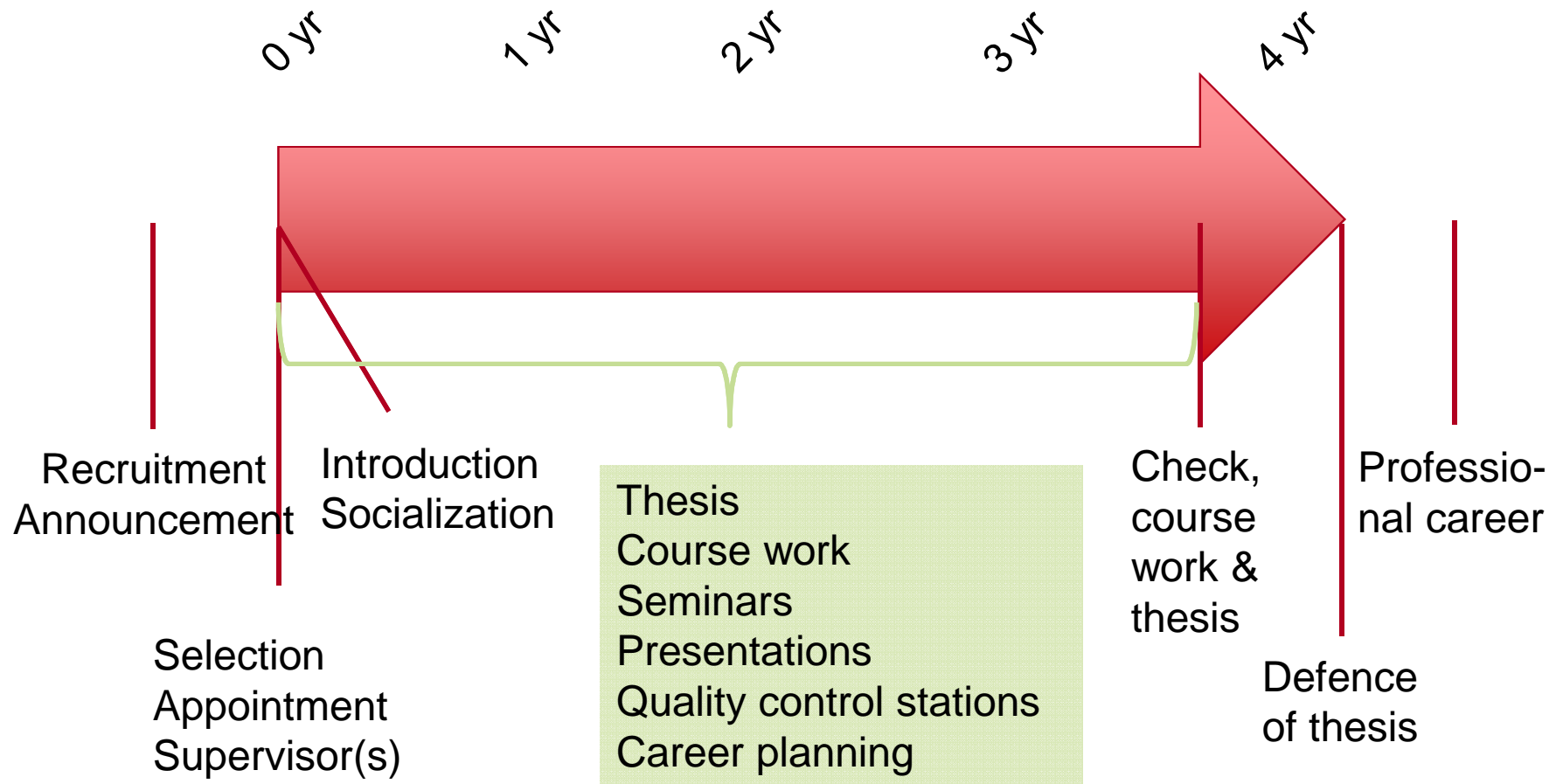
- Institutions should implement a coherent and transparent admissions policy that recognizes diverse aspects of research talent.
- Research talent should be cultivated and research-based learning integrated throughout all cycles of university education so that doctoral candidates are prepared for performing independent investigation upon entering doctoral education.

# NURTURING TALENT

- The goal of doctoral research should be the development of a research culture characterized by rigour, resilience, originality, critical thinking, independence and the ability to create new knowledge.
- Such culture means that doctoral candidates are exposed to different disciplinary approaches and research environments within their field.
- Doctoral candidates should be informed about the varied careers that require and benefit from a research culture, and they should be actively supported in their professional development.



# THE RESEARCH EDUCATION PROCESS



# SETTING UP A DOCTORAL PROGRAMME

- In line with the strategy of the HEI
- Proper de-limitation (relation to other programmes)
- Progression (within the HEI and its partners)
- Talent nurturing environment; seminar culture
- Critical mass of research group and supervisors
- Sustainable economy for the necessary institutional structures
- Satisfying national and international co-operation
- Prospects of employability

# STATUS OF THE DOCTORAL CANDIDATE

- Student (+ something more)
- Research based individual education
- Funding forms:
  - **Employee at the HEI**
  - Employee outside the HEI
  - Stipends (loans)
- Access to HEI infrastructure
  - Work place
  - Information and Communications Technology
  - Library resources



# INTERNAL QUALITY WORK

- Necessity: fulfil obligations towards national authorities, but this is not necessarily sufficient
- Quality culture permeating the HEI
- Internal evaluations (to complement those administrated nationally) and monitoring
  - Transparent (and accepted) methodology
  - Foreseeable (and accepted) long-time planning
  - Goal: to enhance the quality in the doctoral programmes
  - External peers
  - Internal cross-faculty audit system

# DEFENCE OF THESIS

- Preparations and checkpoints at the HEI before defence
- Examining committee
  - Composition and appointment
- Judging the doctoral candidate's performance as respondent
- Grading of the thesis and defence (fail/pass)
- Feedback to the new doctor

# SUPPORTING STRUCTURES AT THE HEI

- Generic course work
- Language editing service
- Ombudsman; Doctoral support advice concerning:
  - How to make use of their rights as doctoral candidates
  - How to seek and apply for help within and outside their university
  - Support and guidance in case of conflicts between them and their supervisor
- Union of doctoral candidates
  - Representation in HEI bodies at all levels
  - The management's speaking partner in doctoral matters

# DOCTORAL SCHOOLS

## *Tentative definition*

An well-defined organisational unit that performs doctoral education by:

- Enhanced supervision
- Well-defined leadership and management
- Co-operation between programmes/subjects/HEIs regarding course work and seminars
- Multi, cross or interdisciplinary activities
- Networks, national and international
- Collective, structured and periodic admission of doctoral candidates groups

# DOCTORAL SCHOOLS

## *Tentative definition (continued)*

- May cooperate with academic *and non-academic* institutions
- Creates a large enough environment of doctoral candidates and academic discourses that enables broad learning and opportunity for reflection
- There is a wide variety of approaches, research objects can be of different kinds, research could be theoretical or applied, methodologies can vary



# DOCTORAL SCHOOLS

## *Tentative definition (continued)*

- Well-defined course work and seminar series of its own
- Common orientation or profile
- Cohesive financing of the doctoral education and activities within the doctoral school



A way of organize, structure and co-ordinate research education and allocate economical resources to

# БОЛОНСКИЙ ПРОЦЕСС: КАТАСТРОФА ИЛИ ПАНАЦЕЯ

- For doctoral education, Bologna is neither disaster nor solution for everything.
- Aspects of the Bologna system can be useful in structuring doctoral education.
- Doctoral education differs from the first and second cycles by its research component and by the individualized training. It must be allowed to remain that way.
- Doctoral education is more linked to internationalization than previous cycles. Therefore, international cooperation (rather than competition) is a natural and crucial component in modernizing doctoral education.