How to set up a Doctoral School

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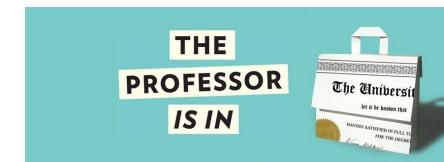
GRADUATE SCHOOL



Why set up a Doctoral School

- Internal statement that your Institution values Doctoral Education
- External statement that your Institution values Doctoral Education
- Removes Doctoral Education from a "Dark Art" to a "Core Function"
- Raises Doctoral student Value and Expectations
- Enhances Doctoral student experience
- Raises Institutional Reputation
- Raises chances for International collaboration





Different models of Doctoral Schools

- Purely administrative (Doctoral Office, Research degrees Office)
- Administrative (registration, progress, QA) + student training
- Admin + student training + supervisor training
- Admin + student & supervisor training + policy making
- Admin + student & supervisor training + policy + research culture (accommodation, workshop/conference facilities)

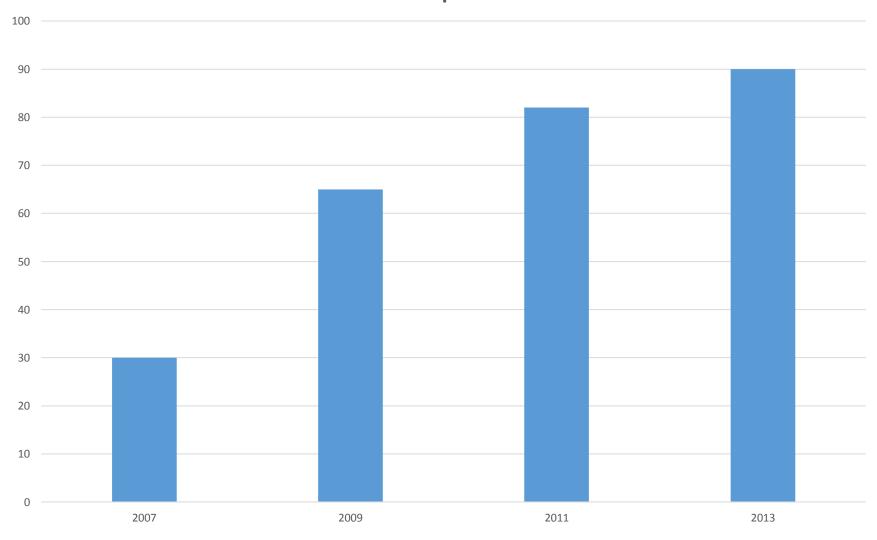
Graduate School - Doctoral School - Research School - Doctoral College

Make the Doctoral School of value

- To students
 - Justify your worth
 - Give them something to value rather than a burden
 - Be their institutional friend not fiend!
 - Make them feel special and valued
- To Academic staff
 - Justify your worth
 - Be a benefit not a burden
 - Be facilitative not dictatorial
- To Senior Managers
 - Justify your worth
 - Show how good you are
 - Show how you bring value to the institution
 - Financial
 - Reputational
 - Growth



% of Universities in Europe with doctoral schools

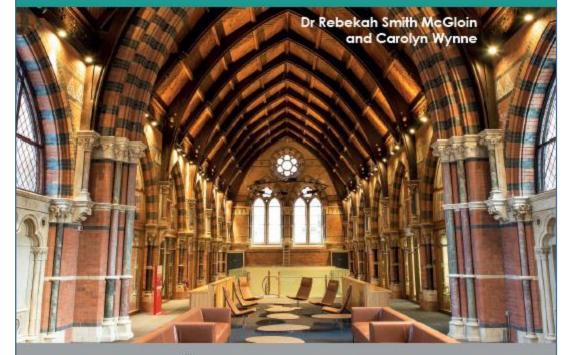




Representing | Supporting | Sharing

Structural Changes in Doctoral Education in the UK

A Review of Graduate Schools and the Development of Doctoral Colleges







Graduate Schools
71% of 126 member institutions have at least one Graduate School

Doctoral Colleges
21% of 44 responses have a
Doctoral School or College

Who are Graduate School Students?

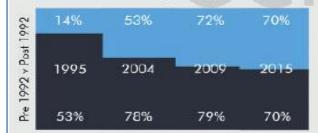
100% Serve PGR Students

77% Serve PDS Students

52% Serve PGT Students

45% Serve ECR Students

Does your university have a Graduate School (or equivalent discrete structure(s) for postgraduate education?

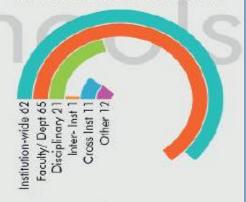


How many HEIs have graduate Schools in 2015?

44 Pre-1992 HEIs have Graduate Schools

45 Past-1992 HEIs have Graduate Schools

Models of Graduate Schools in Institutions



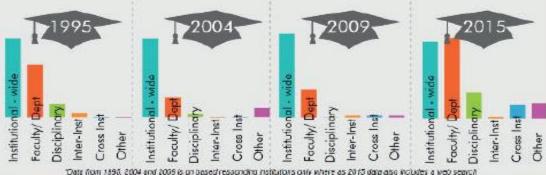


Table 6 How important are the following aims for your Doctoral School/College?

	High	Medium	Low	N/A
Improving the quality of doctoral education	100.0%	0.0%	0.0%	0.0%
Other (please specify below)	100.0%	0.0%	0.0%	0.0%
Improving the student experience	85.7%	14.3%	0.0%	0.0%
Promoting interdisciplinary work	71.4%	28.6%	0.0%	0.0%
Improving research progression and completion rates	71.4%	28.6%	0.0%	0.0%
Sharing good practice on research supervision	71.4%	28.6%	0.0%	0.0%
Representing graduate issues inside the institution	71.4%	14.3%	14.3%	0.0%
Increasing the number of PGR Students	71.4%	0.0%	28.6%	0.0%
Supporting Doctoral Training Programme development	57.1%	42.9%	0.0%	0.0%
Representing graduate issues outside the institution (to policy makers, funders etc.)	57.1%	14.3%	14.3%	14.3%
Improving PGR degree administration	57.1%	0.0%	28.6%	14.3%
Supporting PGR employability	42.9%	57.1%	0.0%	0.0%
Quality assurance in research supervision	42.9%	28.6%	28.6%	0.0%
Supporting ECRS	14.3%	28.6%	14.3%	42.9%

Table 7 Please indicate the degree of involvement of the Doctoral School/College in delivery of the following:

	High	Some	None
Liaison with Research Councils	83.3%	16.7%	0.0%
Website - internal and/or external	66.7%	33.3%	0.0%
Research student training programmes - generic skills training	66.7%	33.3%	0.0%
Central co-ordination of responses to national consultations	66.7%	16.7%	16.7%
Research student training programmes - research methods	50.0%	33.3%	16.7%
Liaison with student organisations	50.0%	33.3%	16.7%
Publicity/PG prospectus	50.0%	33.3%	16.7%
Management, delivery, development of Doctoral Training Programmes	50.0%	50.0%	0.0%
Provision of learning resources for PGR students	33.3%	66.7%	0.0%
Professional Development	33.3%	66.7%	0.0%
Monitoring career destinations	33.3%	50.0%	16.7%
Recruitment/admission of PGR Students	33.3%	50.0%	16.7%
Monitoring PGR student progress	33.3%	33.3%	33.3%
Quality assurance/monitoring	33.3%	33.3%	33.3%
Preparing returns to HESA, funding councils etc	33.3%	33.3%	33.3%
Dedicated space (social, study) for PGR	33.3%	0.0%	66.7%
Providing career information	16.7%	66.7%	16.7%
Liaison with employers/industry etc	16.7%	66.7%	16.7%
Social events/activities for students	16.7%	66.7%	16.7%
Research supervisor training	16.7%	50.0%	33.3%
Research student training programmes - learning to teach	16.7%	50.0%	33.3%
Student records	16.7%	33.3%	50.0%
Support for ECRs	16.7%	33.3%	50.0%
Award of studentships	16.7%	16.7%	66.7%
Specific support for international students	0.0%	66.7%	33.3%
Placements	0.0%	50.0%	50.0%
Arranging and managing internships	0.0%	50.0%	50.0%
Registration/matriculation	0.0%	33.3%	66.7%
Other, please specify below	0.0%	0.0%	0.0%

Additional comments recorded for this question included high involvement were as follows:

The Process of establishing a Doctoral School

Institutional commitment

- Vice Rector (research) support
- Support from Research Committee
 - Support from Research Professors
- Academic Board/Senate/Council Policy commitment document
- Decide if Institutional-wide/Faculty based/ Subject based

Define the responsibilities of the Doctoral School

Progress monitoring; Student Training; Staff Training; Student Experience & Enhancement

Define the staffing framework

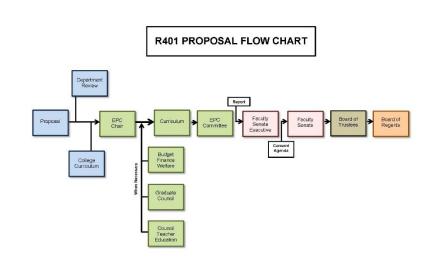
• Head; Manager; Admin Staff; Training Officer

Define the Location

- Central to the University not peripheral
- Staff space (Office)
- Student space (desks; training room; social space)

Define the Committee structures

- Academic committee
- Student committee



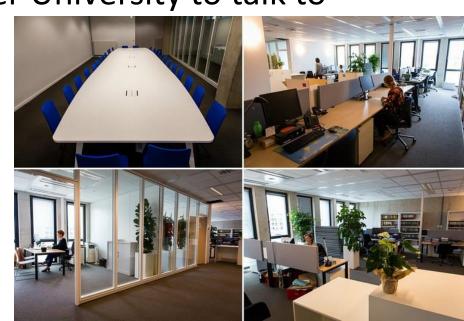
Visit other Universities

- Go and look at other Universities to see their Graduate Schools
- Visit Universities that are similar to yours and ones that are more research intense
- If possible obtain their documentation
 - Adapt to your situation

Bring in a Head of Graduate School from another University to talk to

your Senior Staff and Research Professors

Justify what they do and why it is good



Make a Plan

- Have a 10 year plan
 - Have aspirations as to where to be in 10 years
 - Review after 5 year
 - Don't be afraid to change and adapt as is necessary
- One of the aims will probably be Growth
 - Plan how you will grow
 - Plan what needs to change as you grow
 - What you set up for 350 students will not work for 1000 students



The Head of the Doctoral School



- The Champion for Doctoral Education in the University
- Enthusiastic about Doctoral Education
- Must have good experience in Supervision
- Must be a successful Researcher
- Must be empathetic with Students
- Must be a Good Manager of Staff
- Must be prepared to interact both within and outside of the University



Spreading the Enthusiasm

- The Head of Graduate School needs allies and advocates within the Departments/School
- These need to spread the enthusiasm to all academic supervisors and research students



Supervisors and Students

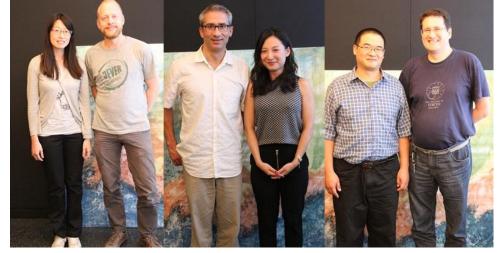


 Never lose sight of the fact that the research students are you prime "customers" and that your supervisors are your secondary

"customers"









Good Luck

Remember – things can only get better!

