



PhD development at CBS: some strategic background

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What is the importance of PhD development?

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As Peter Lotz (Vice Dean for PhD development) has expressed it, there are a number of reasons why PhD students are important for the future development of CBS. PhD education represents an *important recruiting ground* for new research-active staff. PhD students consolidate and develop our *research strengths*. PhD students bring *new perspectives, opportunities and ideas* to our research groups. PhD students can help establish *new working relations and alliances* (both with other universities and business organisations). PhD students can also generate *new publications*, raise the *external profile* of CBS and create *new funding possibilities*.

Alan Irwin
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At an international level, the number of PhD students represents a key marker of research quality and vitality (and hence, for example, strengthens our position when bidding for external funds). If we are to claim status as a 'research-led institution', then PhD students are crucial. However, it is not simply a question of quantity but also of ensuring that CBS can attract the *highest quality* of research students (gauged by international standards).

How is CBS placed with regard to PhD development?

The good news is that PhD numbers at CBS (around 150) make us one of the largest business schools world-wide in these terms. We are in very good company at this level and we are recognised as such both nationally and internationally. Within CBS, PhD students make a strong contribution to our research, assist with teaching activities, and generally represent a dynamic and positive stimulus to staff development (not least through the transition from research student to member of staff). A considerable proportion of our research budget is allocated to PhD stipends which (in international terms) are generous in the level of financial support (and thus ought to appear very attractive when combined with CBS' strong external reputation). The remaining two thirds are externally financed according to a variety of arrangements.

PhD student provision is organised into seven doctoral schools which take responsibility for most aspects of recruitment, training and research activities, and administration. The largest of these is the 'Erhvervsøkonomiske Forskerskole' but significant activities also take place at a departmental level (for example, LPF's 'Forskerskolen i Viden og Ledelse'). PhD training courses are provided by departments but made available across the institution (and externally).

Possibilities and opportunities

Although 150 is a large figure internationally, it is not so large when considered against the scale of this institution and the number of departments and research centres. We should seek to grow the research student population both in quantity and quality – and this should be done at national and international levels. This of course will necessitate the securing of new funding sources (government, industry, international bodies). Internally, it is important to consider whether the current decentralised arrangement is meeting our needs – for example, in terms of quality control, the identification of funding sources, and the development of new alliances and partnerships. In responses to these opportunities/challenges, Peter Lotz has been appointed to take an overview within the institution and generate new ideas and initiatives (working with Alan Irwin also).

Issues for discussion

1. How can we secure an increased level of funding for PhD students in order to expand total numbers? Specifically, how can we develop the erhvervsphd programme and other externally-funded studentships (including self-funded and co-funded PhDs)?
2. Are our current decentralised structures the most appropriate and effective in terms of raising the quality and quantity of PhD students?
3. How can we make the most of our competitive advantages in order to attract the best students world-wide?
4. How can the relationship between PhD development and staff recruitment be strengthened?