

AESOP-papers

DOCTORAL STUDIES BETWEEN

ACADEMY and PROFESSION

A Survey of Doctoral Studies in Planning:

In AESOP Member Schools in Europe

report prepared by

Ingrid Lundahl, Senior Research Officer

Department of Infrastructure and Planning

Royal Institute of Technology

Stockholm, Sweden

1996

The preparation of this report has been supported by AESOP,
the Swedish Council for Planning and Coordination of Research
and the Swedish Council for Building Research

Mere truth is not enough,
what we look for are answers to our problems.

Karl Popper

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PREFACE

This survey of doctoral studies in AESOP member schools is a part of AESOP's programme with the aim "to promote the development of teaching and research in the field of planning".

Spatial planning is undergoing great changes in order to develop a capacity to correspond to the regional and urban restructuring in Europe. Planning has become an important tool in the transformation process. The development demands both increased competence by means of advanced education and access to deeper and broader knowledge generated by research. In both cases doctoral studies and doctorates have a crucial role. The main trends of this development and the new context it creates for spatial planning have been described in the AESOP STATEMENT 1995 "The State of Spatial Planning in Europe", written by two presidents of AESOP

Patsy Healey and Giorgio Piccinato.

The survey has been initiated by AESOP's Working Group on Planning Research. The Group has on its programme:

“to stimulate an exchange of information
on doctoral programmes and students”

At one of the meetings of the Group the problems of doctoral studies were discussed. The discussion focused on the question: What is a doctoral programme for? Shall the doctor's degree qualify for the profession or for academic teaching and research? Is a compromise needed or shall a differentiation of programmes be supported?

As a base for a further debate about this and other problems, more information about the performance of doctoral studies in the member schools was needed. The Group therefore suggested that the AESOP Council initiate a pilot study in order to investigate the possibility of getting relevant information by means of a questionnaire. After a positive outcome of such a test, the AESOP Council decided to make a survey in all member schools offering doctoral studies and entrusted me as secretary of the Working Group to do it. My work has been carried out within the Department of Infrastructure and Planning at the Royal Institute of Technology, Stockholm.

The most important motives for AESOP's decision to engage in an inquiry were formulated by Patsy Healey in the following way:

1. The frequent isolation of doctoral students, both within their own departments, and, in some cases, in countries with very few doctoral students in planning;
2. The increasing value of international contact in developing understanding of advances in planning theory and methods in the planning field, and, in the European context, developing the ability to transcend national institutional cultures for planning theory and practice, and understanding national planning questions in a European context;

The desirability of building up a cadre of high quality planning researchers with a good understanding of the varied planning academic research traditions within

contemporary Europe.

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ACKNOWLEDGEMENTS

A condition of information about doctoral studies in the great number of AESOP member schools located in almost all European countries is that the members contribute their knowledge. This Survey is an example of such cooperation.

The origin of the Survey rests with AESOP's Working Group on Planning Research which gave priority to an investigation of doctoral studies as the most important activity of the Group. In particular I wish to express my gratitude to the two chairs of the Group: professor Alain Motte who formulated the programme for the Group and the need of initiatives to stimulate the development of doctoral studies in planning and the present chair, professor Alessandro Balducci, who has actively contributed and supported the implementation of the Survey. The Working Group has discussed the first part of the Survey at the AESOP Congress in Glasgow 1995 and the final version at the Congress in Toronto 1996 and has given very valuable recommendations for amendments.

I also wish to thank professor Patsy Healey. While being president she developed the ideas and motives for the study. Her commitment to improved education and research has given an impetus to me and to all others who have contributed to the work.

In this gratitude I include the Advisory Group of the Survey in which, besides the

three above mentioned, the professors Klaus Kunzmann, Germany, Tadeusz Marszal, Poland and Folke Snickars, Sweden, have participated with very valuable proposals about the design and implementation of the Survey. Thanks to the amendments of Folke Snickars the quality of the questionnaire was considerably increased. To this group belongs also professor Goran Cars, who has not only contributed to the survey but also, sitting in the room next to mine, taken time to give me advice and encouragement when problems have turned up.

In the concerted work the AESOP members - many of them members of AESOP's Council of Representatives - are acknowledged in particular. They have put their work aside to be able to prepare material for the Short overviews and respond to the fairly long questionnaire. With their detailed comments they have given inspiration to my work. One of the AESOP members finished the questionnaire with a sigh: "This questionnaire takes quite a long time to complete".

It had not been possible to prepare the Survey without economic support. In addition to the contribution from AESOP Council, I am most in debt to the Swedish Council for Building Research - my former place of work - which is financing research on Planning and Building, and to the Swedish Council for Planning and Coordination of Research with the task to support problem- oriented interdisciplinary research. The Building Research Council has moreover financed necessary journeys to AESOP congresses and meetings. I wish to express my gratitude to all three which have together funded the project.

1. The need of a stronger relationship between education and research in planning

Education and research are dependent on each other. The relationship between them is decisive for

the quality of education. Through co-operation the education shares in the ongoing development of

knowledge and gains the possibility to become deeper. Without research undergraduate education

becomes stagnant. Without a good undergraduate and graduate education recruitment to

postgraduate studies and research is decreased or comes to an end.

"The teaching and research at the universities shall not be separated if the education shall be able to

correspond to changing needs, the demands of society and scientific progress."

Magna Charta of the European Universities

A carefully developed relationship between education and research gives the students access to

contact with an active research environment. A condition for this is that education and research are

carried out within the same organisation. Furthermore the researchers need to contribute to

education and the teachers should be able to participate in research in areas outside their teaching.

This relationship has been given low priority in the planning area. The education in planning has at

first hand been a professional education. Parallel to the university education special professional

schools have also educated planners for the public sector in some countries - France, Germany, and

the Netherlands. The research has principally been applied with a concentration on the development of instrumental knowledge, that is knowledge which can contribute to the solution of

planning problems and to the improvement of professional activities.

The dominance of applied work and practical experience involves limitations upon planning as an

academic discipline and research field. The basic research of planning theory, critically examining

and evaluating the results of planning work and developing new approaches, models and methods,

has a modest scope in comparison to applied research. There are few international comparative

studies which describe, analyse and understand the professional planning and planning education

in different countries. Research co-operation between European university departments is still rare

(1). No international research organisation follows and accounts for the scientific development such

as those which are found for instance in the social science disciplines. Altogether there is risk that

knowledge and competence development will stagnate.

The poor relations between education and research can be illustrated by the situation in the Nordic

countries. In Denmark, Norway and Sweden early efforts were made to build up competence in

independent research institutes for planning and building research while the education was located

in the universities. Planning education was a part of other disciplines, foremost architecture and

geography. Planning research was mainly carried out by researchers within established disciplines.

The consequence has been weak relations between education and research.

2. Planning a discipline in the university system? Initiatives of the 1980s preparing the 1990s

The planning crisis and the reorientation of planning activities during the 1980s meant that the

professional character of education began to be questioned. This occurred in England where

planning education and the planning profession have been closely related.

In the discussion about the need to change the education it was emphasised that the professional

orientation had "tended to isolate the knowledge base for planning from those built environment

and social science disciplines which should feed it". It had encouraged standardisation in education

rather than innovation and the homogenisation of planning expertise rather than variety. The

professionalisation had tended to retard the development of a research tradition. Few students

decided to continue with research. It was often overseas students who choose to study for research

degrees.

given motives for organising an "Association of the Italian Town Planners" which has among its

aims "to encourage the formal acknowledgement of the profession of territorial and town

planning".

In the Netherlands planning is recognised as a distinct academic discipline. The Dutch planning

education is since long based on a theory of planning which forms a social-science discipline called

planologie (planology in English). The first professor of planologie was appointed in 1962 at the

Amsterdam University and a second soon after in Nijmegen.

The concept of planologie contains two components: ruimtelijke planning - spatial planning - and

ruimtelijke ordening - spatial order (the direct influencing by public authorities of the spatial order).

Spatial planning is the systematic preparation for spatial ordering(7). However during several years

hardly anything was done with these two concepts. Since the university tradition is emphasising

the difference between academic education and professional training it was recognised that

education in spatial planning within the university sector had to be based on a sound theory of both

spatial planning and spatial ordering and on the relation between them. The 1980s saw a research

and debate going on to form one unified theory of spatial planning. A factor which was a driving

force in this discipline development was the divergence of approach and theory between urban

design and planologie. The outcome has been a broadening of the domain of planning and the

planning discipline (8). Since 1983 self-contained full-time degree courses in planologie are offered

at the universities of Amsterdam and Nijmegen.

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PART I WHAT ARE DOCTORAL STUDIES FOR?

1.

2.

The European network of planning schools

Planning education in a new era

The aim of a doctor's degree:

- Scientific knowledge or training in research?

Is a compromise desirable?

Rethinking the role of doctoral research training

New approaches to research training in planning

- three examples:

* The French D.E.A.

* A prospective German Graduate School in

Planning :

* The Netherlands: The first research school

in planning

International co-operation on research study

programmes

The role of doctoral research needs a continuous

discussion

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1. The European network of planning schools

Planning in the sense of spatial planning is a world-wide activity with growing importance not only

in the Western world - in Europe and USA - but also in Asia. The dynamic economic growth in Asia

with accompanying industrialisation and urbanisation has created a strong need of planning for a

better living environment. The urban population of the world is now exceeding the rural for the

first time in history. 21 of the largest world cities are expanding with a population exceeding twenty

million by the year 2000. In Europe with 7 % of the total population already living in urban areas

(1992) the urbanisation process is still going on with a trend towards an increasing population in

the large city regions. At the same time the development of new production systems in combination

with the rapid development of transport and communications are creating new urban patterns

through a differentiation within regions, cities and towns. There is a need in all parts of Europe to

manage the process of urban development and to achieve a more balanced urban system (1).

Spatial planning is engaging a great number of specialists - the planners. How many is difficult to

know since we lack a clear definition of a planner. If we consider Europe two figures can give some

idea about the scope. In United Kingdom which is the only country where planner is an accredited

title there was by the beginning of the 1990s a core stock of physical town planners of about 15,000

(2). Most of them were members of the Royal Town Planning Institute, the main professional body

for planners in UK. An estimation made for Poland in 1990 in the connection with a discussion

about the need of a new generation of planners showed that over 800 towns and 2100 communes

need a highly qualified staff of planners with a new planning education (3).

Having the extension of planning activity in mind, we may expect that most European countries

should have schools for a qualified education of planners.' What we know is that planning schools

which are full and associate members of AESOP are established in 27 of the 44 European countries.

In these countries 121 AESOP member departments or institutes are offering graduate education in

planning. (Figure 1a) and b). (The number of planning schools is taken from AESOP Directory of

Planning Schools, Second Edition 1993). AESOP goes East - AESOP paper 7, 1992 - reports 20 more

schools in Czechoslovakia, Hungary and Poland, not being AESOP members. AESOP has also

surveyed the planning schools in the former Soviet Union; AESOP paper 8 1992: New Horizons for

Planning Education in the former Soviet Republics. In the European part - Russia, Belorussia,

Moldavia and Ukraine - graduate education in planning is available in 27 schools - not AESOP

members. Of the 121 university departments 77 departments in 21 countries are also offering

doctoral studies in planning or oriented to planning (Figure 2a) and b). It means that, according to

AESOP knowledge, all countries except a few in the Balkans and the very small ones (population

less than half a million) have one or more planning schools.

As a comparison the number of planning schools offering bachelors degrees in planning in North

America was 100 by 1991. The numbers of PhD programmes in planning were 30. Even if we know

that there are more planning schools in Europe than those which are AESOP members and known

by AESOP it seems that planning schools are more frequent in North America than in Europe in

relation to the population, even if the former Soviet Republics are excluded (Figure 3).

' According to the AESOP CHARTER 1992 "School" refers to any school, department, centre of teaching and!

research or other teaching entity which grants university degrees or other equivalent awards. "Planning"

i atnin:

iss,

includes strategic planning (both urban and rural), planning on both local and regional scales, and

environmental management. "Europe" and "European" refers to those countries outside North America wht

compose the Economic Commission for Europe of the United Nations Social and Economic Council.

North America population: 285 millions " ~ ~ —100 schools

e Europe population: 568 " " —141(121+20) schools

e Former Soviet Republics

population: 183 " " —27 schools

"Population statistics 1992

However, the planning schools for both graduate and doctoral training in almost all European

countries represent a great potential for development of a more qualified training and research to

meet the needs of the new communication era.

Number of planning schools FIGURE 1a

Number of planning schools

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FIGURE 1b

) "barring schools — full (0) or asscciate ([*1) members of

xP offering gracuate education in 27 European countries.

+ ~arning schools —- not AESCP memzers (R) - in Russia,

Fs "a3s1a, Moldavia ara Ukraine.

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121 planning schools — full or associate members of AESOP ~
offering graduate education in 27 European countries.

27 planning schools — not AESOP members — in Russia,
Belorussia, Moldavia and Ukraine (Mitalic figures).

Number of AESOP member schools
with doctoral studies

AESOP member schools full and associate membership —
-

with doctoral studies (M) or without (0).

FIGURE 2b -

Number of AESOP member schools
with doctoral studies

full and associate membership -

AESOP member schools ~

(with graduate studies)

with doctoral studies (member schools)

Population

43

116,2

European

part

Population in the European countries 1992 (millions)

2. Planning education in a new era

The transition from the industrial society to the information and service society is
involving a deep

economic, social and political transformation process in the European countries. To this
process

belong the European economic integration, initiated by the European Union.

The key tendencies of this development with relevance to spatial (urban and regional) planning and

the need of new approaches and methods are described in the AESOP statement 1995 (The State of

Spatial Planning in Europe).

It is emphasised that “AESOP member schools have an important role to play in undertaking

research on the critical issues which need attention for an effective, facilitative form of planning.

AESOP also has a responsibility to promote the education of the coming generation of planners”.

Some comments will be added to this part of the statement about the need for a more qualified

education and research programme and for doctoral training as an indispensable part of it.

In order to manage - and keep pace with - the dynamics of the changing society planning has to be

based on knowledge about the changes and their driving forces to a much higher degree than

before. A deeper knowledge about the processes of change and the relationship between them and

space and environment will give a deeper understanding of the possibilities - and barriers - to

achieve - or not achieve - the desirable development. A more knowledge-based planning with a

broad perspective on its context should have a better ability to analyse conflicts and incompatibilities between different aims and interests and their respective consequences in order to

give a substantial base for political priorities. Those analyses should also enable the planner to pay

more attention to the evaluation of risks - and costs - of unsuccessful investments and of inadequate

planning not conforming to real needs.

An orientation of planning in this direction means a shift of paradigm from an ideological and

normative planning to a more analytical and flexible; from formal rationality and formal planning

towards real rationality and real planning (4).

The shift in planning has to be accompanied by a shift in planning education and research. The

present professional and practice oriented planning education at graduate level is not sufficient to

meet the complex problems of the new era. It has to be supported by a broader research providing

both deeper knowledge about the relation between the process of change, environment and

planning and about new approaches and methods to deal with the problems. Such a research

development demands in turn an increase of doctorates in planning with qualifications both in

planning research and in the transferring of the results to teaching.

Graduate education in planning is an education for professional planning- not for research. If it is

desirable to raise the quality of planning education what part have doctoral studies and doctoral

degrees to play? Are the students prepared to go straight on to a doctoral programme or to

individual doctoral research? In some countries an intermediate level is inserted both as a

professional qualification and as a bridge between the graduate and doctoral level: the masters

degree in United Kingdom and the US, the D.E.A. (Diplome d'Etudes Approfondies) degree in

France, the licentiate degree in the Nordic countries. Is that a means to make studies more feasible

and more attractive to the students? If we look at the relationship from the doctoral level the

principle of the academic society seems to be that a certain relation between graduate education

doctoral research training is necessary. Is such a relation desirable and possible to achieve in the

planning field?

The questions asked are characteristic not only of the planning field. They are relevant to the

ongoing discussion in Europe about how to adapt the preparation of a doctoral degree to new needs

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of competence. One of the core problems is how to manage the change from “elite” to “mass”

postgraduate education and research. What is needed in order to achieve both higher quality and

greater effectiveness?

It would seem as if the problem of scale and numbers of students is not relevant to planning

education, the problem of which is not too many but often too few doctoral students. But the

problem of quality and effectiveness caused by an increase of students generally in the university

has relevance even to small departments. The small ones are more vulnerable when resources have

to be reduced. Is perhaps planning as a small academic sector threatened?

The current debate deals with the aim of doctoral studies and the need for new approaches to the

preparation for a degree. An overview of some ideas and proposals seems relevant as a frame of

reference for the key question - what are doctoral studies in planning for - and for the following

overviews of the present state in the individual countries.

3. The aim of a doctor's degree: Scientific knowledge or training in research?

According to the traditional European model - originating in the German Humboldt university of

the early 19th century - it is independent scientific work which should lead to a doctor's degree. The

degree is awarded for the development of new scientific knowledge and is considered as a stage in

an academic career. Traditionally the student learned how to do research by being an assistant to a

professor - "he was sitting at the feet of a master". The model has therefore been called the

apprenticeship model.

As the scale of university education and the number of doctoral students is growing this model is

not sufficient. The number of students is increasing more rapidly than the teaching staff,

proportionally. (The Swedish Government presented a plan in 1993 to double the number of

doctorates awarded by the year 2000. Some years earlier the French Government made a

commitment to double the doctorates within five years.) The scale is one of the factors which makes

a rethinking necessary. An alternative model has developed - the professional model - which shall

prepare the student for a wider range of careers than the traditional academic one. According to this

approach doctoral studies shall not only include individual research but also training in research by

means of courses giving both deeper knowledge in relevant subject areas and skills in the

application of research methods. The thesis shall show the ability of the doctoral candidate to

master scientific methods.

The two models, discussed in the European universities, show basic differences in the attitudes to

the aim of a doctoral degree (5, 6). The traditional model is focused on the scientific development of

the discipline. The research work for the doctor's degree is not conceived as a training in research

but as a contribution to scientific knowledge. According to the professional model the doctor's

degree is not only intended for science and for a scientific career but also for the knowledge

development of relevance to careers outside the university. The development of society is

depending on research for solving its more and more complex problems.

To the arguments for the professional model may belong the rapid expansion not only of scientific

basic research but also of a wide applied research and development work oriented to the solution of

problems of practice. The doctoral training should have relevance to such problems, not only to

those which are raised in the scientific disciplines.

Among the objections to the professional model are that the emphasising of research skills rather

than original scientific work will cause a dramatic fall of the quality of university research. The

response has been that there seems now to be an agreement that it is important for the quality of the

doctoral work that the doctoral student is well prepared in the research process and research

12

methods. It does not mean that the dissertation shall be judged in any other way than before as to |

its scientific quality and originality.

4. Is a compromise desirable?

The debate about doctoral training with polarisation between two different models does not seem

to give much guidance for the planning education. Scientific progress is needed in a discipline such

as planning, which according to one of the survey responses is “a wide, complex and scientifically

not yet very much developed field” (professor Dieter Frick, Berlin). It means a need of doctoral

studies which are developing new original knowledge and strengthening its theoretical base. In the

traditional German model of doctoral studies emphasis is laid on knowledge and the research

training is integrated in the development of new knowledge. Priority is given to the quality of the

thesis - the scientific value of the work - while the research education to a great extent is mediated

through co-operation in groups and joint research and through close supervision. This model is

still the dominant one in a majority of European countries with AESOP member schools (see PART

II:7).

However, there is also a need of skills in the application of research methods to professional

problems. Does it mean a different doctoral training and programme? Harvey S. Perloff suggested

in the mid 1970s to establish a professional doctorate parallel to the Ph.D (7). If so, it does not seem

to solve the problems of planning as a scientific field. Or is it possible to integrate both approaches

in the same model? That is, is there a need of a compromise?

A compromise was presented by the Committee of Vice-Chancellors and Principals of the

universities in UK in 1988. The PhD should be — said the Committee — “both a product, an i

original contribution to knowledge and a process, the training of a researcher. The only way to

accomplish such goals within a four year time period is to define the thesis topic carefully and to

accept the notion of a PhD programme with formal training elements complementing the original research work”.

However, this approach has been criticised. It has been considered difficult to combine formal

courses and training with the research work in a coherent way. So the traditional model with an

independent research work aiming at a contribution of “new scientific knowledge” is still the

dominant one. It seems to be valid also for most of the British doctoral training programmes in

planning. According to the overview of doctoral studies in UK: “Few universities have substantial

established PhD programmes consistently producing graduates”. The report also gives information |

that the eight largest doctoral programmes will only produce 2-5 PhD's a year and a large percentage of the students will be overseas and non-European. And in addition: “PhD's are no

longer necessarily the academic elite and the best students do not find it necessary for their career

What does it mean to the academic part of the planning field, to teaching and research (and

indirectly to professional planning)? Planning research is well developed in several universities a™ {

centres in UK. To which extent are the researchers doctors in planning? Is perhaps planning

research carried out by researchers educated in other disciplines? The responses to the questionnaire (see PART III:3.4) give information about the number of teachers having a doctor's

degree in all participating schools. The answers for UK show that teachers with a doctoral degree€

amounted to 75% only in three schools out of thirteen. In four schools 50% of the teachers had a

doctor's degree and in the remaining six the figure was mostly 25%. However, it seems at present

that the pressure to have doctorates is very strong.

5. Rethinking the role of doctoral research training Co

As the information and knowledge society needs more research and researchers at the same time =

an internationalisation and competition in education and research is going on, the quality and

effectiveness of the research training has been given more attention. How shall high quality

combined with efficiency be provided? In several countries doctoral training is an object of new

thinking and reforms which deal with the structure and quality of the doctoral research training.

The changes are of international interest. The need of an overview of new approaches motivated the

Dutch Minister of Education and Science to set up an international advisory committee in

collaboration with his Belgian, French and German colleagues - Temporary International Consultative Committee on New Organisational Forms of Graduate Research Training. The

Committee, chaired by professor David de Wied, ex-president of the Royal Netherlands Academy

of Sciences, and called the de Wied Committee, had the task to compare the new forms of graduate

research in training on the doctoral level and “to provide indications and recommendations that

allow for more co-operation at the level of graduate training”. A report was presented in 1991 (6).

According to the report the reforms of the doctoral training in different countries had two aims:

e to make it useful also for the labour market outside the university

e to prevent an expected scarcity of teachers for graduate education

As to the second aim the de Wied Committee emphasised particularly the urgent need to train a

new generation of university teachers in Central and Eastern Europe (former communist states).

The need is given priority by the countries themselves. “Institutions of higher education” (in the

Czech Republic) “will therefore have to recognise more clearly the close connection between the

doctoral studies they provide and the renewal of their teaching staff” (8). The problem as to

planning is indicated in answers to the AESOP questionnaire (See PART III:5). The AESOP report 7

- AESOP Goes East - refers to the need of assistance from Western universities and of exchanging

staff in the work of building up qualified faculties. A developed international co-operation between

East and West in the planning field with a need for assistance with doctoral training of expertise

from the West may imply a greater demand for doctorates in planning in the West; an issue to be

kept under observation by AESOP.

The de Wied Committee observed similar trends in the reforms of the doctoral training in the

investigated countries. The trend was a more structured programme inspired by the graduate

school model in USA but in a different European design. One of the fundamental problems is how

to make research training both efficient in terms of resources and of a high, internationally

comparable quality. What was borrowed from the graduate school model was its taught courses

and close supervision and also its setting standards for admission and requirements for the degrees.

Among the causes of the reforms, which form a complex pattern, was a need to give the research

and researchers a broader working arena than the academic one. Research was seen as important to

raise the knowledge infrastructure in the society and as a means in the competition between

countries, regions and cities. The Committee considered it important that the student is prepared

for the doctoral research and proposed a more formalised and structured first year of doctoral

training.

6. New approaches to research training in planning - three examples

The European discussion about the role of doctoral studies as to scientific and professional

development is of special relevance to the planning field which is considered as well developed

professionally but not very much scientifically.

The reforms which have been introduced in some universities in order to broaden and improve the

research training by means of a more organised and structured training have also been applied in

some planning schools. In the following three examples of new approaches to doctoral research

training in planning are presented which have great similarities.

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e The French research training ending in a diploma - DEA - as a necessary prerequisite for

admission to doctoral dissertation work

* The Netherlands research school involving collaboration between universities and providing a

first year of structured research training.

* A proposed Graduiertenkolleg - Graduate School - in planning at the University of Dortmund in |

Germany; the idea being a preparation of the dissertation work by participating in interdisciplinary study programmes.

The French D.E.A.

The doctoral training in France is an example of a structured programme for training in research

methods as preparation for the main doctoral work which is the dissertation. The doctoral training

is divided in two parts. The first one is D.E.A. Diplôme d'Etudes Approfondies. Access to doctoral

studies is available only to those who have attained a D.E.A. diploma. For the university the right to

award D.E.A. is a prerequisite of the right to offer the doctorate. That means a double system for

control of the quality. First at the institutional level to be sure that the institute has a qualified staff

and resources for the D.E.A. training. Second a selection is made on the individual level of students

who are qualified and motivated for doctoral work. The one year D.E.A. training is followed by an

unstructured period of normally three years which is altogether devoted to the dissertation.

The D.E.A. training in planning follows special aims and guidelines prepared by the university

institutes of planning - Instituts d'Urbanisme - and approved by the government. The programme

comprises compulsory courses and professional research training. An evaluation of the D.E.A.

training in planning was made in 1994 by the common organisation of the planning institutes -

APERAU, Association pour la Promotion de l'Enseignement et de la Recherche en Aménagement et

Urbanisme (9). Such an "auto-evaluation" is recurrent with the purpose to contribute to the

improvement of the planning education. It is an activity without precedent in the French university

system. In 1996 three universities with independent Institut d'Urbanisme offered a D.E.A. and a

doctorate specialised in planning.

The French model is an example of doctoral training as a "compromise". It combines a process - the a

D.E.A. training in research methods - with the product - the thesis contributing to scientific

knowledge and being the main part of the doctoral work. However, some problems have developed

in recent years. Too few students carry on after D.E.A. to work for a doctor's degree. The completion rate has been low especially in social sciences and humanities and also in planning.

Proposals have therefore been made to establish special doctoral schools - écoles doctorales - with

more structured research training. The idea is that efficiency and quality can be raised by coordinating

research and training in different departments/ universities but in the same discipline: In

1993 45 doctoral schools had been established, though none in planning.

A prospective German Graduate School in Planning

Even in Germany, where the traditional individual model of doctoral studies has a strong position

reforms for more organised studies have been made with consequences also for planning.

At the German universities the upper second school certificate forms the general entry requirements. Certain studies have additional requirements (numerus clausus). The growing

number of students causing longer times and higher public funds for education has as a consequence that major political pressure is put on the universities to reduce the study times by

reducing the respective curricula and examination requirements.

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comparable with curricula already applied by the Fachhochschulen in Germany.

Additionally a

second level of Graduate School Education can be organised for those who wish and are able to

gain a higher standard of education, not necessarily as high as a doctor's degree.

Another approach - presently discussed at the Department of Spatial Planning at the University of

Dortmund - is to institutionalise a so-called "Graduiertenkolleg" to be oriented to the theme

"Planning in the public domain". The idea behind is to reconcile the German doctorate system (see the

Short overview of Germany in PART II), focusing in particular the promotion of graduates of the

proper department, well known to the supervising professors, with requirements to accept as well

graduates from other universities with different curricula and education as eligible for a doctorate

at the faculty.

Several departments can participate in a Kolleg which shall have a base in outstanding research

groups and favour interdisciplinary study programmes. The aim is to counter the development of

specialisation and joint programming of research proposals is encouraged.

The Netherlands: The first research school in planning

The Netherlands has been the first country to establish a research school with a specialisation in

planning. NETHUR - Netherlands Graduate School of Housing and Urban Research - which started

to work in 1994, has an educational programme in geography, planning and urban design and

doctoral training in planning. It is a co-operation project between the four Universities of Amsterdam, Delft, Eindhoven and Utrecht.'

The Netherlands has during the 1980s left the traditional apprenticeship-model of the doctoral

training. A first initiative was to limit the study time to four years. A new system of study grants

was introduced which made it necessary for the student to follow an organised programme. The

students are appointed after application as research assistants or "assistants in training" during four

years. As such they are employed by the university with a certain salary. During the first year they

are obliged to follow courses and participate in teaching. According to the guidelines they shall

spend the rest of the time - three years - on their thesis work. The main structure 1+3 years is similar

to the French education even if the Dutch system seems to contain more training on the job. The

assistants-in-training system still have some similarities with the former apprenticeship system.

However, the system is expensive since the university has a responsibility for employment even

after the four-year period. A discussion has started to leave it and turn the assistants to students

with possibility of grants. If so, what will happen with the present training by teaching? How will

this part of the programme be changed?

One of the fundamental principles in the Dutch doctoral research training is co-operation and

networks as a means for increasing quality. In the middle of the 1980s the government proposed

that the universities should build up inter-university training networks. Of special interest for a

small discipline such as planning with few students is the network between research assistants that

the students and supervisors have organised - the Doctoral Planning Network (Promovendi

Netwerk Planologie). The network is organising shorter courses and seminars. An example to

follow.

The last phase in the process of developing a new research training system has been the introduction of graduate research schools (Onderzoekschole). The aim of these schools is "to be a

' The Dutch government decided in 1991 to introduce a system of research schools, seen as research institutes

of international standing which provide structured postgraduate courses for researchers. A research school

shall have a number of young trainee researchers and in addition a number of postdoctoral researchers.

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centre for high-quality research, forming an independent organisational unit. It is to have a

sufficient number of young trainee researchers (about 40-50) and in addition a number of

postdoctoral researchers". A majority of schools involve collaboration between universities.

According to the Short overviews of the Netherlands (see PART II) other universities as Groningen,

and Nijmegen are exploring possibilities of joining NETHUR. This school "might well turn out to

be the most important national school offering doctoral education in planning". A prospect to be

related to the above mentioned aim to be a centre for high-quality research.

7. International co-operation on research study programmes

The above mentioned de Wied Committee underlined the importance of an international collaboration on research training in particular for doctoral students and young researchers. The

interest in studying abroad should probably increase if the countries aimed at a greater conformity

between the first year training programmes.

In accordance with this recommendation the participating countries of the Committee - Belgium,

France, Germany and the Netherlands, together with Denmark, decided to work for an enlarged

collaboration and an internationalisation of the research study programmes. Denmark has followed |

this agreement by establishing a European Doctoral School of Technology and Science with seven PhD

research programmes, one of them being Planning and Development. The aim is to secure a high

international level for the research study programmes. See PART II about Denmark

8. The role of doctoral research needs a continuous discussion

The doctoral training in planning is - as all doctoral training - a training in research. The role of

research is to contribute to new knowledge. According to a majority of responses to the questionnaire - 35 out of 50 - the doctoral theses play an important role in the building up of

planning knowledge. It is "one of the main sources to new knowledge". Another response:

"Doctoral assistants make up for about 75% of the department's research capacity".

Among the

remaining responses - 10 is of the opinion that the contribution is small. Some point at a strategic

issue for the knowledge development - the dispersion of themes. "Each thesis builds up planning

knowledge around its particular topic. The topics are very diverse."

All scientific development depends on an accumulation of knowledge. Is the lack of accumulation

the cause or one of the causes for planning being "a wide, complex and scientifically not yet very

much developed field"? Is perhaps the lack of accumulation in its turn depending on a great

demand for applied research within a vast subject field?

The above mentioned debate about science and/or profession as aim of the doctoral studies has

shown some of the problems. A straightforward answer to the question "What are doctoral studies

for" is given by the planning schools participating in the survey. According to a substantial majority N

- 43 out of 54 answers - the doctoral training is designed both for academic and professional careers

(see PART III).

An interpretation of this answer could be that a doctoral programme with such an aim should have

as a task to develop the knowledge area of planning by means of academic research. It should work

for the transfer of academic research into application and for an action oriented research through 2

close co-operation between the doctoral students, teachers and professionals. The distance between

research-practice should be bridged over and planning developed as both a scientific and

professional discipline (10). A realistic or utopian idea? Is it really possible to manage a structured

doctoral programme limited to 4 years which shall give both a qualified training in research and a

dissertation containing new scientific knowledge and also knowledge about the professional field

and methods suited to its problems?

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If there is a need felt for a development of planning as a discipline with an independent position in

the university system the prospects of the future may be the same as in the United States. The PhD

degree is there not seen as the end of the research training. Postdoctoral training is developing for a

traditional academic career in university teaching and research. A complement to a combined

academic and professional training for a doctors degree? Compare the Netherlands' research

school above, which shall include a number of postdoctoral researchers, and also the two forms of a

doctoral degree which are used in East-European countries as well as the German second level of a

doctor's degree - Habilitation (see the Short overviews, PART II).

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PART II SHORT OVERVIEWS OF DOCTORAL STUDIES IN 17 EUROPEAN COUNTRIES WITH AESOP MEMBER SCHOOLS

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L Introduction

When it is a matter of graduate and post-graduate education in planning with provide the purpose to the professional world with planners there is a need for both national and international

information. Professional oriented planning education is organised all over the world and

information about it has a broad market. Doctoral studies in planning make up a very small training and research area compared with graduate/postgraduate education.

Accordingly even the demand

of information is small.

However, a few countries show an expansion. One of them is Italy. Without any programme in planning at the doctoral level before 1985, much effort has been made in order to establish doctoral

studies at the universities. Information in the form of newsletters and annual conferences is developed to stimulate co-operation and exchange of experiences. The idea to include Short

overviews of doctoral studies in this survey emanates from Italy. At the yearly National Conference

of Ph D Programmes in Planning 1994 in Venice the participants, invited from other countries, were asked to give an overview of the doctoral programmes in their own country. As a representative of

Sweden [could only state the fact that no overview with relevant information was available. No

school or organisation has had a need to prepare any. Every school supplied itself with information necessary for its own work. So a national overview intended for an international forum had to be

prepared.

Probably the situation is similar in other countries. It was therefore decided that it would be of

interest to include Short overviews in the AESOP Survey as background on national experiences to supplement the collective information compiled by the questionnaire. The overviews have called

for work by AESOP members and it is therefore very positive that 17 countries are represented,

thanks to contributions from as many AESOP members. Only four are missing (Figure 4 and PART

11:8).

FIGURE 4

Short overviews

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The overviews are brought together into five groups, representing different parts of the European

territory - north, east, central, west, south. The motive for the grouping is that the countries of most

groups are showing some similarities in their planning and educational systems - when looked

upon at an overall level.

The overviews are made at a national level, not that of the individual school and programme. They LE

are too short to give substantial knowledge about the performance of the doctoral studies and they

do not reflect the differences between approaches found within a country. But by looking at the

collective experience of schools and countries, it is possible to see some similarities and

dissimilarities between the approach in different countries, which may form a rough frame of

reference for the individual country and school.

A special target group of the Short overviews is the doctoral candidates and young academics. The

small scale of doctoral studies in each country makes it very important for them to get information

about doctoral training and research in other countries. It may be of help to find schools - and

countries - for studies abroad as well as contacts and possibilities of co-operation.

nN. Doctoral Studies in the Nordic Countries

The Nordic Countries - some trends

Denmark

Finland

Norway

Sweden

The Nordic countries - some trends

The concept of planning formulated by Harvey Perloff in 1957" corresponded well with the

approach and experience of the Nordic countries. Planning is a highly complex activity that needs

specialisation. Therefore it has to be a teamwork of specialists educated in a planning core

programme. The specialists have in first hand been architects or have had a technical degree. In

recent years planners with a social science background has increased in Finland and Sweden. In a

corresponding way there has not been any independent doctoral degree in planning. The doctoral

education has been a sector within other academic disciplines and the degree has been awarded in

the chosen discipline. This concept decided the design of the planning education both at graduate

and doctoral level during the following three decades.

However, during the period 1981-1995 it has been possible for students in the Nordic countries to

choose a doctoral education specialised in planning at the Nordic Institute for Studies in Urban and

Regional Planning - NORDPLAN. During this period 20 doctor's degrees have been conferred at

the Institute. This possibility of an independent structured doctoral education in planning has

disappeared from 1 January 1996, since the Ministers of Nordic Co-operation have decided to

withdraw the doctoral planning education from the Institute. NORDPLAN is going to be reorganised during 1997.

Doctoral studies in a new era

At the beginning of the 1990s the planning problems of a new era are starting to influence the

doctoral education: EU's planning activities, the regional unbalances, the problems of the city

Harvey S. Perloff: Education for Planning

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regions, infrastructure and environmental problems. A need is emerging to raise the level of

competence by introducing doctoral studies specialised in planning at independent departments.

Two new programmes are offered in Denmark and Sweden.

* In Denmark an European Doctoral School of Technology and Science was established in 1994 at

Aalborg University with one of the doctoral programmes being Planning and Development. The

programme is based on a new more comprehensive orientation of the planning concept in the

direction from a physical technical approach to an interdisciplinary one.

* In Sweden a new department of Infrastructure and Planning was founded at the Royal Institute

of Technology in 1994. The Department is responsible for an independent interdisciplinary and

structured doctoral programme in Infrastructure and planning based on an extensive research.

A specialised doctoral programme is now also available at the Stockholm University School of

Planning, belonging to the department of Human Geography. The studies are individual but

supported by taught courses in planning subjects. The School is so far the only university institution

which can offer both a full-time undergraduate education and a doctor's degree specialised in

planning.

In Finland and Norway, doctoral training is still part of established disciplines at the technical

universities. Taught courses in planning are available - but not formal programmes.

A doctoral degree with a thesis theme oriented to a subject area of planning is also possible to

pursue in the form of individual studies at the social science faculties of the universities in all

Nordic countries.

In Norway the Oslo School of Architecture is still in the process of building up for the first time a

doctoral training, oriented to planning. As part of this process a key problem of doctoral research

training in planning has been brought up and analysed: the relationship between the profession

and the discipline. The background is the new perspective on architecture and planning regarded as

both professions and (professional) disciplines that has emerged during the last few years.

Professional disciplines are in a different situation than sciences: they are "between the devil and

the deep blue sea" of knowledge and action, theory and practice. "A profession can only survive if it

is supported by its theoretically expanding discipline. Research will be decisive for the survival of

planning as profession i.e. it should be promoted in order to strengthen the theoretical base of

planning as discipline".

It is the attempt to find a relation between the professional graduate education and the academic

doctoral training which deserves a further discussion.

Denmark

A reform of doctoral programmes at Danish universities and other academic institutions was

accomplished in 1993 with the intention to increase the internationalisation of the programmes and

formalise research studies. The Faculty of Technology and Science at Aalborg University has chosen

to follow this policy by establishing a European Doctoral School of Technology and Science at the

University. In 1994 seven doctoral research study programmes were introduced among them one in

Planning and Development. The aims are:

* to secure a high international level for the research study programmes which will normally be

documented by the acquisition of the European Doctorate

the integration of the individual Ph D student and the individual doctoral research Program,

in the active research environment

The European Doctorate is a doctoral degree which can be granted by higher educational

institutions in the Member states of the European Union. There are certain requirements to be

fulfilled as to foreign study residence, the language of the theses, criticism and assessment of these

(See AESOP NEWS Spring 1993, page 15.)

As to the research study programme called Planning and Development, Denmark is among the

Member States which have broadened the planning concept to a more comprehensive and complex

form as is mentioned in the EU's report EUROPE 2000+. Planning and Development has an

interdisciplinary character dealing with planning and management of production, technology,

infrastructural systems and the physical environment.

Two departments co-operate on the programme: the Department of Development and Planning and —

the Department of Production. In the planning department research is focused on the following 10 Ph

areas: ar

Land management

Co-ordinated Physical Planning

Traffic and Transport Planning

Environmental Planning

Energy planning

Technology Planning

Geographical information systems

Quality Control -

Production Control and Technology Management EE

Industrial Economics

The doctoral research study programme consists of compulsory and optional courses and the thesis. §{

The compulsory courses deal with the following 6 themes: :

Technology Assessment EE

Planning and Development Theory

Implementation and Assessment

Public control and Regulation

Internationalisation

Organisation and Management

The doctoral students get their education and training in research methods mainly through

participation in the research programme and by close co-operation with the supervisor.

In order to broaden its capacity and the research environment of the doctoral students the School

has established a network for doctoral programmes within the fields of technology and society,

including departments at the Technical University of Denmark, the Graduate School of Business

Studies in Copenhagen and Roskilde University. Between 1990 and 1994, 20 doctor's degrees were

granted in the planning field. In 1995 17 doctoral students were working full-time.

The Geographical Institute of the University of Copenhagen offers a doctoral education in

“geography with the possibility of choosing an orientation to Urban Geography and Physical

Planning. The studies are altogether individual. At the Research School of the Institute some

courses are of interest to doctoral students which have chosen an orientation to planning: Urban

System Change and Metropolitan Competition in Europe, Development Geography, Landscape

Ecology and the Use of GIS in Land Evaluation.

The formal study time for a doctoral degree in Denmark is three years: A master's degree or an

education of equal quality is demanded.

Finland

In Finland (physical) planning is not (yet) recognised as an academic discipline which means that

there is no undergraduate education to reach a “planner's degree”. The undergraduate education in

_ planning is mostly given in departments of architecture which have institutes for planning. These

* departments are found in Helsinki University of Technology, Tampere University of Technology

and Oulu University

Consequently there is no independent doctoral training in planning. It is possible to choose a

doctoral training with orientation to planning but it has to be implemented in an academic

* discipline. This means that there are no Doctors in Planning but e.g. Doctors in Technology etc.

Doctoral dissertations related to planning issues are completed in departments/faculties of

architecture, civil engineering, surveying, geography, social sciences, etc. This makes the whole

doctoral training in planning very dispersed.

Two types of post-graduate degrees are available: licentiate and doctor. The licentiate's degree is an

intermediate level between a master's degree and a doctor's degree. Normally a licentiate degree is

taken as an intermediate degree but it is also possible to proceed directly to the doctor's degree.

Many students do not continue after the licentiate's degree; possibly due to the length of postgraduate studies. It is however proposed that the licentiate thesis shall be approved as a part of

the doctor's degree.

.. The right to study for a licentiate's or doctor's degree e.g. at the Helsinki University of Technology

is granted to students who have a master's degree in technology, architecture, landscape

architecture or a degree of corresponding level in Finland or abroad. The normal time for a

doctor's degree is four years and for a licentiate's degree two years. In practice only those who can

study full-time can manage this schedule. Most students need much more time.

In evaluations of the doctoral studies in Finland the length of the doctoral studies have been

criticised. A consequence is that the average age of new doctors is high. One of the causes may be

that Finland has no uniform system for the financing of doctoral studies and there are few

opportunities for concentrating fully on doctoral work. Doctoral students are usually engaged in

teaching and research thus financing themselves by contributing to the financing of their studies. According to

the responses to the questionnaire on doctoral studies (see PART III of this report) the main problem

of the doctoral studies in Finland is lack of financing which gives the students possibility of fulltime

studies.

The main subjects of the doctoral studies belong to two categories: the first contains knowledge

divided between research theory and methods. The second gives the students knowledge about

planning-related issues, such as planning theories, environmental issues, land use economics and

land policy, etc.

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The doctoral training in planning has not been specialised into such sub-groups as urban design,

urban and regional planning, etc. The training has been more generally oriented. Each student

chooses his/her own special research theme for dissertation and for this work individual training is

given by the personal supervisor which is appointed to each doctoral student. Usually this

supervisor is the professor of the relevant subject area.

The aim of the doctoral studies is more to qualify for research and teaching than for the profession.

Very often the real personal motive for this kind of studies is just to develop your abilities without

any directly practical goals. There is no real demand of doctoral degrees in planning practice.

The total number of students studying for a doctor's degree in planning-related subjects is 1

unknown. Without any survey there are in Finland probably less than a hundred such students in —

technical and social science faculties and annually ca 2-4 doctorates and 4-6 licentiates finish their

studies. The number of doctoral students has increased during the last five-year period. !

Norway

As in Finland there is no specific doctoral training in planning in Norway. Doctoral studies are §

carried out as individual programmes which include some common courses and a scientific thesis. § = |

Courses oriented to physical planning are available at the Oslo School of Architecture, the

Norwegian Institute of Technology, Trondheim: the Faculty of Architecture and the Norwegian

College of Agriculture, Aas: the Institute of Landscape planning. It is also possible to choose a :

doctoral training with a dissertation theme oriented to planning within the social science faculties of }

the universities in Oslo, Bergen, Trondheim and Tromsø. Of them the department of Geography at |

the University of Bergen is a member of AESOP.

A formal regulated doctoral training has a rather short history in Norway, introduced first in the

1970s to 1980s. In 1991 nationally co-ordinated rules - a Doctoral Code were adopted. According to

them “the programme of studies leading to the doctoral degree is intended to qualify students for

research and for other kinds of work which demand a high level of scientific or scholarly insight.

The specific goal of the studies is the production of a thesis of high academic standard, based on

independent research in a particular area of specialisation”. The doctoral programme shall consist

of three phases: the training phase, the in-depth study phase and the preparation of the doctoral

dissertation. The stipulated time is three years.

In 1992 the Oslo School of Architecture launched a doctoral programme of Architecture. Doctoral

studies in a professional discipline such as Architecture were considered to contain special

problems as regards research . The traditional professional undergraduate training gives few

opportunities to learn about theoretical research. The curriculum has therefore been developed with

reference to the two worlds: the academic one and the professional. The doctoral studies contain -

some compulsory common courses and some specific to the discipline. Among the common ones

are courses in research theory and practice and courses introducing general theoretical issues. TW®

approaches in the building up of the course curriculum have been chosen: one is the historical

development of the planning profession, the other is a “cultural-relativist perspective”, based on * EE

study of different national planning traditions (“schools”). So

A new situation appeared in 1994 when the Oslo School of Architecture was requested to extend ve |

subject of the research training to cover the whole subject- field “From the spoon to the city”. Plann § =

should be included. In such way the doctoral programme at the School should be accessible to {

several universities and even colleges. In Norway, a small country with limited academic resour[®] +

a strategy has developed called the Norway Network which means that the education responsic”‘

is shared within the higher education system. The main objective is that the university educatio” |

thus shall get a higher quality.

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The Oslo School of Architecture is co-operating with the Faculty of Architecture in the Norwegian

Institute of Technology and the Institute of Landscape Planning in the Norwegian College of

Agriculture to formulate a specific planning track within the whole doctoral programme From the

spoon to the city. Work is going on to prepare the planning course curriculum, particularly an

Introduction to planning theory. The main objective of this course is to discuss theories in and about

physical planning, thus giving the doctoral students possibility of building up their theoretical

identity. The common course Introduction to planning theory focuses on the following three

perspectives:

1. itemphasises the building up of the students’ theoretical identity;
2. itrecognises planning as a professional discipline, i.e. practice decides on the discipline’s raison d’être;
3. spatial planning belongs to the family of the so-called making disciplines.

The disciplinary specific courses are adapted to the disciplinary profile of each institution and to the available teaching competence. All courses have reference to the ongoing research work of each student. The main part of advanced research takes place in the in-depth phase of doctoral studies which follow the introductory training phase (about two semesters).

The admission rules for doctoral studies are stipulated in the above mentioned Doctoral Code and valid for all doctoral training. The applicants must have passed the examination for a higher degree in the subject for which they are seeking admission or they must have other education approved by the Faculty as a basis for admission.

- Sweden

The Swedish planning education has traditionally been focused on the graduate level. Doctoral training has belonged to the established academic disciplines and a doctoral specialisation in planning has been lacking. Yet a specialised doctoral training has been available to Nordic students at NORDPLAN (Nordic Institute for Studies in Urban and Regional Planning) until the end of 1995, when it was withdrawn.

In Sweden the municipalities have the main responsibility for urban and regional planning. In an inquiry in 1990 to the municipalities - the opinion was that the need of a co-ordinated and comprehensive planning is increasing. A higher competence in strategic planning with a more holistic perspective was demanded. EU has expressed the same view in EUROPE 2000+: "Spatial

planning is one component in a much wider array of issues... A more comprehensive and complex

form of spatial planning is evolving.”

In accordance with these trends a doctoral programme in Infrastructure and Planning was introduced

in 1994 at the Royal Institute of Technology in Stockholm. The interdisciplinary and structured

“study plan” is divided into four specialisations: Regional Planning, Transport and Traffic planning, Highway Engineering, and Municipal Planning and Management. The concept of

infrastructure is broad, comprising the built environment considered as a basic structure, system

- and network for the socio-economic and environmental activities of society. After a reorganisation

of the institute in 1993 the department of Infrastructure and Planning was established and given

responsibility for the programme. According to the study plan 1996 doctoral students in all four

subject areas have to complete the following three courses, which are compulsory:

o Research Methods and Seminars in Infrastructure and Planning

φ Systems Analysis

φ Scientific Theories

3. Doctoral studies in East-Central Europe

e The East-Central European countries - some trends

e Bulgaria

e Estonia

e Poland

e Slovenia

The East-Central European countries - some trends

The East - Central European Countries are working with the reform of their planning system in

order to change it from a highly centralised to a decentralised one involving local government. The

whole system of local planning has to be organised anew. Priority is given to the education of a new

generation of professional planners who can contribute to the development of new planning

processes and planning methodology. It calls also for an increased education of university teachers

qualified in planning. That means a growing need for more doctoral students.

Planning is not an independent discipline and education is not specialised in planning neither at

undergraduate, graduate nor doctoral level. Planning education is developed via different

disciplines and professional areas. This multidisciplinary approach has similarities to the above

mentioned concept of planning and planning education in the Nordic countries.

The approach is subject of debate. In Poland for instance a discussion is going on about the

integration or separation of planning education. The SARP - the Architects Society has been in

favour of a uniform education of architects which should make them competent to deal with

planning. Whereas TUP - the Town Planning Society - is in favour of a separate education of

planners (AESOP GOES EAST, AESOP papers 7 page 20).

As to the doctoral training it is principally linked to architecture and technical disciplines but in

some Polish universities also to social sciences, mainly economics. All doctoral studies are

individually organised and the main part is individual research. Courses offered deal with such

subjects as: Planning theory, Urban and regional development and economics, Spatial planning,

Economic - ecological systems, Agriculture land structure transformations.

Post-graduate studies for a doctoral degree can take two forms: studies leading to a doctoral degree

(Dr) and studies leading to a doctor of sciences degree (Dr Sc). The Dr degree is comparable to the

PhD degree in Western European universities. The field in which the degree is awarded is indicated

on the diploma. A prerequisite of a doctor of sciences degree is a more extensive research work and

of a dissertation which contributes to the scientific development of the subject area involved

(compare PART I: The aim of a doctor's degree: Scientific knowledge or training in research?).

In half of the universities of the survey in these four countries the training is intended for an

academic career as teacher or researcher. The usefulness of cross-national comparative studies

about different approaches to the doctoral training is emphasised.

AESOP is working for an increased co-operation between universities with planning education in

East and West. In order to provide member schools with more information a Survey and Directory

of Planning. Education in Czechoslovakia, Hungary and Poland was made by AESOP in 1992

(AESOP GOES EAST, AESOP-papers 7).

Bulgaria

Planning education in Bulgaria is offered as a specialisation within the education in architecture. It

is available at the Faculty of Architecture, Department of Urban Design and Planning, University of

Architecture Civil Engineering and Geodesy in Sofia, which is the only school of architecture and

planning in the country. It is a specialised programme for pre-diploma students after their 4th year.

The graduate programme covers lectures in Regional planning, Urban design and planning,

Landscape design and planning, Ecology, Technical infrastructure, Urban sociology, Management

and Law for planners. There are also tutorials and projects in the first three areas (regional, urban

and landscape planning), a prediploma project and a 130 days' diploma project in the 6th year.

Shorter one term lecture courses in Urban and regional planning are available in several universities: Sofia University (Department of Geography), University of National and World

Economy, Higher Institute of Forestry. A social science planning education oriented to Economics is

offered as a full-time four year programme in Regional planning at the Higher Institute of Economics in Varna.

A doctoral degree in Architecture and planning can only be awarded in the Faculty of Architecture of

the Sofia University. The admission requirements do not include a first degree in planning, since

there is no complete full-time graduate education in planning. The selection of doctoral students is

made through an open competition with three entry examinations - written exam in the History and

Theory of Planning, a project (8 hours) and an exam in a foreign language.

The doctoral studies are conducted through individual research. Research is an extensive part of the

doctoral training, given by courses, participation in projects and individual readings. The main

subject field of the training is urban planning. The training does not include compulsory courses

but the students have to pass three compulsory examinations: in philosophy (or sociology), in

theory of planning and in foreign or Bulgarian language (for foreign students)

Pedagogical practice

is compulsory - one term tutorials. The normal total time for a doctor's degree is 3-4 years, with

possibility to study full-time or part-time. The studies are completed by a public defence of the

thesis. A scientific council of 25 members in the Faculty of Architecture awards the degree and the

official accreditation is made by a State Certifying Commission.

As mentioned above (Some trends) two doctoral degrees are available: Dr and Dr of Sciences.

On average 3-5 students have been studying for a doctoral degree during the period 1991-1994. 2

students have taken a degree. In the autumn 1995, 4 doctoral students began doctoral studies in the

Department of Urban Design and Planning.

However, it is not possible to draw any profound conclusions about the scope of doctoral training

for several reasons. The characteristics of the educational situation are:

through economic and political transformation

* unstable educational legislation

e social polarisation and disappointment with the position of intellectuals in society

φ restructuring of the research institutions

e lack of sufficient financial support for doctoral students in the universities etc.

Estonia

Estonia has not had a tradition in professional planning and planning education. During the 50+"

period with planning being an integral part of the centralised state administration, there was nφ

professional training for planners. Graduate and postgraduate degrees in Engineering and Land

surveying were available. As to surveying most of the teaching was carried out in agricultural

institutions - in Estonia at the University of Agriculture. That means special emphasis on the

problems of agricultural land. The degree in Architecture at the Tallinn Technical University was

a very small part concerned with physical planning.

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The tradition of land surveying continued in the 1990s. The dominating reform. Its objective is planning problem is land the re-establishing of private ownership of land. The main task is the formation of real estate and re-allotment of sites both in urban and rural areas. A first reform has been to create a legal foundation of planning. A law of land management (planning outside densely populated areas) was adopted in January 1995 and later the same year also a law of planning and civil engineering (planning in densely populated areas).

The progress of the land reform will depend on the results of land use planning as a tool for solving land use problems. The methods of planning have to undergo considerable alterations. A new system for land use planning has to be created and appropriate methods developed, which is the major task of planning research.

This is the background to the initiative to introduce a doctoral programme oriented to Land use planning and Surveying. The programme was accredited in 1994 to the Institute of Land Use Surveying of the Estonian University of Agriculture (former Department of Land Management and Department of Geodesy). The aim of the programme is to increase the number of qualified researchers and lecturers in order to meet specific professional demands.

The programme will involve taught courses about for instance the theoretical base of planning, regional planning and the management of real property - its valuation and taxation. The curriculum is planned to contain 50 weeks of taught courses including 10 weeks of general studies and 40 weeks of specialised studies, followed by 100 weeks to compile the doctoral thesis. The total time for a doctorate is planned to comprise four years.

Poland

During the communist period town planning was the same as physical planning and design. University education for planners was not the rule. Less than 50% of people

engaged in town planning had an university education. Those with higher education were either architects or civil engineers, trained at technical universities. Collaboration with universities and scientific institutions were rare. "Only single individuals could boast of a doctor's degree".

In the beginning of the post-communist era planning profession and planning education was in deep crisis. Local self-government was introduced in 1990 and the new organisation created quite new tasks for the planner. The education system was not adapted to these conditions and new educational programmes for planners at local level were needed. This is a background to be kept in mind when looking at the post-graduate-doctoral education five years later.

Planning education is characterised by multidisciplinary. Planning is not an independent discipline and there are no schools of planning in Poland. Education in planning at graduate level is offered as a specialisation within different established disciplines, foremost in architecture, to some extent in the social sciences. However there are also tendencies to give planning a stronger position in the university education. A full time five years Master of Science education specialised only in planning has been offered at the Wroclaw University since 1991. It can be followed by a Dr of Sciences degree attained through an individual programme. Three other Master of Science programmes - in Geography and Local Economy contain a specialisation in Spatial planning

In accordance with the multidisciplinary policy there is no standardised programme of doctoral education specialised in planning and containing compulsory courses. The doctoral studies are individual. The student interested in planning has to collaborate with a supervisor interested in planning research in order to decide the theme of the thesis and to plan courses relevant to the thesis theme. With the thesis completed the doctoral student has to pass three compulsory

examinations - one in a social science subject area, one in a foreign language and one in a subject

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The eight institutes are:

The Institute for Urban Design and Regional Planning

e The Institute for Landscape Planning and Garden Design

¢ The Institute for Law

e The Regional Science Institute

¢ The Institute for Public Finance and Infrastructure Policy

» The Institute for Local Area Planning

* The Institute for Transporting System Planning

* The Institute for Spatial Planning

The Institutes' scientific work is documented by regular publications. The doctoral studies are

altogether individual without any organised programme of courses, seminars etc. It is up to the

doctoral candidate to show his or her scientific competence. According to the "University Act" the

aim is the elaboration of a doctoral thesis, which has to prove the graduate student's ability to carry

out independent scientific work. The dissertation is defended in public.

During the four year period 1991-1994 11 degrees in planning were awarded. In 1995/96 about 15

doctoral students are working with a planning theme.

Federal Republic of Germany

In Germany spatial planning (Raumplanung) has been recognised as a distinct academic discipline

since 1971. Six schools within universities are specialised in planning independent of traditional

disciplines, such as architecture, engineering and geography and offering graduate programmes in

planning. (The Universities of Berlin, Dortmund, Hamburg-Harburg, Kaiserslautern, Kassel and

Oldenburg). Some other universities are also organising graduate and post-graduate courses in

planning. A doctoral degree can be obtained from all planning schools at universities, that is from

all AESOP member schools in the country. The degree corresponds to the German tradition of

Technical Universities and is in engineering - Dr Ing. and in Dortmund also Dr rer.pol respective to

the theses submitted.

The doctoral studies are not formalised in organised doctoral programmes and courses. They are

undertaken by research only. In principle there is a great freedom to select the themes of the theses

Some universities occasionally organise doctoral colloquia.

In practice all planning related themes, from urban design to law, from regional economics to

environmental planning - can be subject of individual research for obtaining a doctoral degree. The

theme usually depends on the "Doktorvater" - the supervisor - accepting a candidate and his/ her

research theme. In theory applicants eligible for a doctorate could submit a thesis for acceptance a»

a doctor's thesis to the faculty without any contact with a faculty member. In practice this would be

extremely risky for the applicant. Therefore the usual procedure is, that a professor of the Faculty

accepts the candidate from the start of the doctoral work as supervisor ("Doktorvater"). To take on

this "Doktorvater" - function is voluntary and cannot be enforced by the applicants. Due to the

required quality of a doctoral thesis for a doctorate the implementation is time-consuming. It is rare

that a doctorate is achieved besides regular professional activities outside the university.

The freedom of selecting a research theme may be seen as an aspect of the difficulty of defining the

subject area of planning. Another is the difficulty to reach consensus about the theoretical and

empirical bases and minimum requirements of doctoral dissertations, which is characteristic not .

only of Germany. The themes are varying, ranging from very descriptive themes to very
normal'

ones, and from rather holistic to extremely sectoral, (e.g. transportation, law, land
management)

themes. Mere theoretical dissertations are rather the exception. International literature
is read and

used by a small number of candidates.

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The precondition for admission to doctoral studies in planning is a degree from a
planning school

(Dipl. Ing.). In singular cases candidates with long experience in planning (research or
practice) can

be accepted.

There are three ways of doing and financing research for a doctor's degree:

1. The German university system offers staff positions which allow more or less to
prepare the

doctoral thesis besides the general duties, though this is not formally part of the usual 3-
5 year

contracts'.

Interested candidates can apply for doctoral scholarships.

3. The interested candidate has a job in planning practice and sacrifices his/her free
time to work

on the dissertation.

N

In all cases the candidate depends heavily on a "Doktorvater" although this is not
required

formally.

Nearly 150 doctoral degrees have been awarded at the School of Planning in Dortmund
since its

beginning. That is around 10 per year. A quarter of the successful candidates are foreign students

coming from developing countries and doing research about their own country.

A guess is that another 10 degrees per year are obtained from all other planning schools in the

country.

As a rule (exception urban design) a doctoral degree is a prerequisite both for a (tenured) academic

and a senior professional position in Germany. For being promoted to the position of university

professor at a German university (as a rule), a second kind of doctoral degree called "Habilitation"

is demanded (usually not for Urban Design). However, an iron rule requires mobility of the

candidate. There are no internal academic career strands within a German university. Positions are

advertised in newspapers and candidates may apply.

A proposal has been made to establish a more formalised doctoral programme in Dortmund - a

"Graduiertenkolleg" - with an orientation to Planning in the public domain. An intake of about 10

doctoral students will be accepted and they will receive a two/ three years scholarship from the

German Research Society. (About Graduiertenkolleg see also PART L:6.)

Switzerland

Planning in Switzerland is not considered a distinct academic discipline. The concept of planning

'and planning education is multidisciplinary. Planning demands a contribution of knowledge,

drawn from different disciplines. The academic education in planning has its base in a graduate

degree given in different disciplines. No first degree in planning is organised but lectures on

planning are given in several Faculties of the universities.

The only academic education in planning is the one year postgraduate course given at the ORLInstitute

(Institut für Orts-, Regional- und Landesplanung) of the Swiss Federal Institute of

Technology in Zürich. Participants shall have an academic degree in a discipline which relates to

planning and to the built, social and natural environment. The education is interdisciplinary which

will have an influence on the future planning activity of the participants. The main emphasis is on

the project work and interdisciplinary collaboration.'

"It has to be observed that scientific assistance has as target to qualify for Habilitation (see below). In Germany

scientific assistant (Wissenschaftlicher Assistent) and scientific collaborator (Wissenschaftlicher Mitarbeiter)

have to be differentiated.

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The postgraduate course in spatial planning is a prerequisite for doctoral studies but on this level

no training programme is organised. The studies are altogether individual and informal. The

candidates are employed as part-time scientific collaborators or as assistants if they take part in the §

postgraduate course.

Research training in projects is given priority and is valued as very important. Theoretical subjects

are important, apart from planning theory which is considered of less importance.

The doctor's degree does not play any important role for the Swiss interdisciplinary action oriented

planning. Planning practice usually values practical experience at first hand. The possibilities for an

academic career are few due to the small scale of planning studies. During the five-year period

1991-1994 3 doctoral degrees were awarded.

5. Doctoral Studies in Western Europe

e Belgium

φ France

o The Netherlands

φ United Kingdom

Belgium

Planning education has a long history in Belgium. It was recognised as a discipline already in 1936.

So far planning education has been postgraduate. In the universities it has been linked to the

engineering faculties (architecture) or to geography departments and has had a strong social science

base.

In the first part of this report it is mentioned that a discussion is going in the universities of Europe

about how to change doctoral training in order to adapt it to new demands. The ideas of new

approaches have influenced or are in a stage of influencing the doctoral training in some countries

in a way that seems to be positive to the planning field. In Belgium the development seems to go in

the opposite direction and be to the disadvantage to the doctoral training.

It has been possible to go on from a post-graduate education - licentiate in urban and regional

planning - (in the Faculty of Engineering) to doctoral studies and a doctoral degree in planning.

Now the university reform has dismantled the straight track to doctoral training and a doctoral

degree for post-graduate studies. The doctoral training is linked to traditional disciplines on the

graduate level and located in the Faculty of Engineering. The social science base is diminished.

That means there is very little interest within the faculty to give a grant to a planner with a basic

degree in geography or/and sociology for doctoral studies in engineering. Especially as planning I

the faculties of geography and sociology is very marginal or non existent (in contrast to many other

countries).

It seems strange that a country - situated in the heart of EU, which has a growing interest in spatial

planning - should not be able to offer a proper doctoral training specialised in planning.

Positive in the university reform is the creation of special PhD programmes though not yet for

planning. It may stimulate an interest in co-operation between departments and universities in

order to compensate for the small scale of doctoral training and few candidates in each university

Compare the Short overview about Italy.

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France

(Compare The French D.E.A. in PART 1:6)

Planning education in France is independent, multidisciplinary organised, and separated from

architecture and other disciplines: but it is not acknowledged as an autonomous academic

discipline. Such proposals have met a series of obstacles within the university world. However

France has a distinct formal system for postgraduate education ending in doctoral studies - a system

which is applied to planning. Borderlines are drawn between the professional oriented part of

education - D.E.S.S. (Diplome d'Etudes Supérieures Spécialisées) and the research oriented part

D.E.A. (Diplôme d'Etudes Approfondies) which also is a prerequisite of the proper doctoral studies.

Planning education is also strengthened by the co-operation between planning institutes within the

universities - Instituts d'Urbanisme - and by the common association A.P.E.R.A.U. (Association

pour la Promotion de l'Enseignement et de la Recherche en Aménagement et Urbanism). The

institutes agreed in 1984 to co-operate and have a common multidisciplinary orientation concerning

their post-graduate studies - the D.E.S.S. and the D.E.A.

For the universities the right to award a D.E.A. diploma is a prerequisite for the right to offer

doctoral studies and doctorates. Universities wanting to organise a D.E.A. education have to apply

for it at the Ministry of Universities and to give detailed information about the content of the

education. The proposal is examined by a panel of referees. Accreditation of doctoral courses

together with the number of students are made for all disciplines each 4-5 years approximately. The

planning courses are reviewed by APERAU.

The following four universities having a planning education which was recognised in 1994-1995 by

APERA.U. offer an accredited D.E.A. and the possibility to proceed to a doctor's degree:

Université Aix Marseilles III - Institut d'Aménagement Régional (IAR)

Université des Sciences Sociales de Grenoble -Institut d'Urbanisme de Grenoble (IUG)

Université de Paris VIII - Institut Français d'Urbanisme (IFU)

Université de Paris XII - Institut d'Urbanisme de Paris (IUP)

The universities of Lyon, Reims and Tours are other universities - being members of AESOP -

which offer a research education through D.E.A. and a continuation to doctorate.

The doctoral programme starts with a one year full-time education ending in a D.E.A. diploma.

Students have to have the diploma before they can start doctoral studies. D.E.A. is a theoretical

multidisciplinary education intended to give both a deeper contact with the professional activities

and training in research. For students with a planning degree, the D.E.A. lasts one year. Without a

"necessary base in urbanism" the time is two years.

The D.E.A. programme is focused on research. It contains taught courses in theory and methodology of planning - five compulsory courses and three optional - and also seminars,

participating in research projects and a short dissertation (80-120 pages). As examples of the subject

areas of compulsory courses, can be mentioned the courses in:

University of Aix Marseilles:

• Public Policies in Planning

• Innovation and Research Development

• Landscape Identities and Territories

• Urban Rules and Law

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• Social Housing and Land Uses

University Paris VIII:

ϕ Theories and Research Methods in Planning i

ϕ Patrimony and Urban Transformations c

ϕ Urban Engineering

o Public Spatial Policies I

Plus introductory courses (300 hours) for those without education in planning ϕ

University Paris XII: 1

* The Doctrine History of Interventions in the City (

ϕ Transformations of Urban Space

ϕ Institutions and Professions

» Comparative Approaches - Competition and Co-operation in European Cities, Analysis methods for the Great Metropolis

* Methodological and Critical approaches - Analysis methods for Local Economies

Besides the D.E.A. in Urbanisme, a D.E.A. Transport is also offered by the University of Paris XI in

co-operation with the Ecole Nationale des Ponts et Chaussées (National School of Bridges and

Roads). The multidisciplinary education is open for students with a first degree in different

disciplines of relevance to transport, such as engineering and economics, but also planning, law,

geography and others. Transport is a subject field in great demand for research.

After the D.E.A. diploma individual interviews are made with the doctoral candidates and

discussions about their research proposals for the thesis.

The recommended time for a doctor's degree is three years which are entirely devoted to research.

That means four years postgraduate studies as a minimum for a doctorate.

The Netherlands

(Compare PART L6 : The Netherlands: The first research school in planning) 8

In the Netherlands planning is recognised as a distinct academic discipline called “Planologie” &

(Planology) ' separated from urban design and with self-contained degree programmes. Since 1982 §-

a full-time four year course leading to a graduate degree in planning is available at two universities

- in Amsterdam at the Faculty of Spatial Sciences - Department of Spatial Planning and Demography and in Nijmegen at the Faculty of Policy Sciences - Department of Spatial Planning.

When it comes to the next step in the academic career - the doctoral studies and degree -

specialisation in planning is still given priority, though not in an equally distinct way as on the

graduate level. Doctoral education is offered, in addition to the above mentioned two universities,

at five other universities: University of Utrecht, Faculty of Geographical Sciences - Department of

Geography and Planning, Delft University of Technology, Faculty of Architecture and Urban

Design - Research Institute for Technical Policy Studies (OTB), Eindhoven University of Technology, Faculty of Building and Architecture - Urban Planning Group and Urban Renewal and

Management Section, Wageningen Agricultural University - Department of Agrarian Law and

“Planologie” is the scientific and methodological reflection on spatial ordering and planning, forming - oR

the basis of empirical research - descriptive, explanatory and normative theories.

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Department of Physical Planning and Rural Development, University of Groningen, Faculty of

Spatial Sciences - Department of Planning and Demography.

All institutes offer doctoral programmes based on the normal format of a four year project. Formal

educational programmes however do not always exist. As every department organises (or used to

organise) its own doctoral education there is much variation'. Research assistants' follow courses,

but more often than not these are attuned to their specific research topic. Courses on research

methodology, philosophy of science, recent developments in theory, basic educational and

academic skills however are most of the time part of the research assistants' programme. Over and

above that, each department or faculty is working on the development of special doctoral training

programmes. Courses on academic and educational skills, (research) methodology and philosophy

of science are often compulsory.

Since the beginning 1994, the Universities of Amsterdam, Delft, Eindhoven and Utrecht have

participated 'nthe NETHUR - Netherlands Graduate School of Housing and Urban Research.

NETHUR is a research school and the only research school in geography, planning and urban

design on the national level, offering a well established training programme (albeit with optional

courses so each student can select his/her own programme). Part of it is especially designed for

research assistants in planning, most of it is attuned to geography. Apart from departments with a

PhD training programme, post-doc research fellows from various departments - e.g. in the field of

housing and urban design - participate in NETHUR.

As other universities such as Nijmegen and Groningen are exploring the possibility of joining

NETHUR, this research school might well become the most important national school offering

doctoral training in planning. Already the Promovendi Netwerk Planologie (Doctoral Planning

Network - see below) is co-operating with NETHUR in organising national planning courses.

Admission rules for doctoral students are the same in all universities. A master's degree (doctorandus - drs) in planning, geography, policy sciences, social sciences, engineering (ingenieur -

ir) law (meester - mr) or any other relevant graduate education is required. In general no special

planning degree is required, albeit, that - depending on the subject of the projects - students with a

degree in planning are in more advantageous position when applying for the post.

Main fields of doctoral training and research

In general most universities use a personal educational plan for each research assistant employed.

The personal "educational plan" is best seen as a contract between the research assistant, his/her

supervisor and the faculty, listing the courses to be followed, and thus the obligations of the

research assistant and the faculty (and supervisor). Every department and university has its own

rules about the hours which have to be dedicated to education and about the courses a research

assistant has to attend. Research assistants which work for the departments and faculties which

participate in NETHUR have to attend a part of the NETHUR courses. The research assistants from

the other universities have their own rules. This means that the educational plans will have some

common elements but can vary substantially.

| The universities of Groningen and Utrecht have courses combined with geography; Wageningen with

agricultural sciences and Delft and Eindhoven with civil and urban design.

The possibility exists for individual students to aim for a doctor's degree without attending special courses.

> Doctoral Education is based on a system of research grants (assistants are employed by the National

Foundation for Scientific Research - NFSR) and a system of junior research assistants, employed by the

university. (Compare Part 1:6 about the Netherlands)

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As far as the "supply" is concerned one could differentiate between the university departments,

NETHUR and the Doctoral Planning Network. The university departments offer the better part of

the courses. Next to all kinds of substantive topics, the courses deal with basic practical and

academic skills (e.g. presentation of research findings, research management and publishing of

scientific texts), and scientific issues like methodology and philosophy.

NETHUR offers courses to all the research assistants who work at the universities which participate'

in NETHUR. Research assistants of the other universities can also participate in the courses. The 1

courses NETHUR offers concern five major topics:

e courses on theoretical topics

® courses in urban research

* courses in research methods and techniques

e courses in practical skills

e specialisation courses

The Doctoral Planning Network (Promovendi Netwerk Planologie) organises courses in cooperation

with NETHUR. (Compare the doctoral network in Denmark (the Short overview). Until now they are:

- A planning week. A one week fully supervised interdisciplinary policy development and design exercise for about 10-15 research assistants on a real life planning problems (e.g. strategic development planning for a medium sized town; sub-regional development planning; {'

strategic spatial scenario writing for the Rotterdam area 1995). These weeks are especially

organised to confront social science trained planners with urban and landscape design trained

planners in “pressure cooker” circumstances; special attention is given to interdisciplinary

methodological issues.

- A course on New developments/innovations in strategic planning. Emphasis is on theoretical

issues.

- Various one-day seminars on specific topics to be organised by the departments participating in

the network. In these seminars research topics of the research assistants are discussed within a

group. Methodological and theoretical questions predominate.

Doctoral research covers all kinds of subjects, differing from urban design, planning methodology:

innovative plan-making, environmental issues, European matters and traditional areas such as

planning for housing, infrastructure, nature development and developments in the agricultural :

sector (mainly Wageningen). Most subjects are selected as parts of the research programming of the =

departments. NETHUR however may in due time develop a more national programme. Recently

topics like policy evaluation, implementation studies, Europe, infrastructure and environmental i

issues have been in vogue. {

The research assistant has four years to complete the doctoral thesis. Of those a total of the

equivalent of one year at the maximum is devoted to education. Assistants employed by universities almost invariably are also engaged in lecturing and tutoring undergraduate students

(to the maximum of 50%, i.e. one half year of that same year). Assistants employed by the NFSR

(National Foundation for Scientific Research) are in a different position and quite often allowed to

use their one years equivalent for their own personal education.

Research makes up at least 75% - the equivalent of three years - of the total project of four years. The

doctoral projects are nearly always developed by senior researchers and are more often than not 4

part of the research programme they are working on. Education in research is given in basic

courses. However training on the job - i.e. actually conducting supervised research - is the most

important part of the project.

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During the last five year period, an estimate indicates that some 25 research assistants have taken

their doctor's degree (e.g. Nijmegen alone stands for 5 degrees in 1990-1994).

United Kingdom

The powerful position which professional planning education still has in UK does not seem to

include close co-operation between teaching and research and between graduate / postgraduate

training in planning and doctoral studies. This does not mean - of course - that planning oriented

research is lacking. But research for and into planning seems to be a small part of the work carried

out in planning schools. Whereas an important and extensive social scientific research connected

with the planning field is located in the university disciplines. Such a structure prevents a close cooperation

and communication between research and teaching and is an obstacle to an easy transfer

and use of research knowledge.

The separation of teaching and research does not seem to be a consequence of the reorientation and

weakening of planning during the last decade but to depend more on the tradition of planning

education as a vocational training for the profession.

These comments are prompted by the information given in the short overview of doctoral studies in

UK which also comments on the problems of doctoral studies a little more than other overviews.

Doctoral students in planning are few. A large proportion of them are non European overseas

students. Few universities have substantial PhD programmes in planning. Even the eight largest

programmes in Bartlett School, Liverpool, London School of Economics, Newcastle, Nottingham,

Sheffield, Strathclyde and Westminster - will only achieve 2-5 doctorates a year.

However, after the conversion of Polytechnics into universities two thirds of the planning schools

have started to emphasise research more and are also offering doctoral training.

If the quantity is small even the quality of the doctorates has shortcomings. "The standards of

intake have fallen. PhDs in planning are no longer necessarily the academic elite". The upper

second class of the graduate degree which is normally necessary to be admitted to doctoral studies

are much easier to obtain than a decade ago. Funding is erratic and the best students do not see it as

a good career more (i.e. does not help getting a job in practice).

As to the number of doctoral degrees the above mentioned figure is in accordance with the answers

of 13 schools to the questionnaire on doctoral studies (see PART II:3 and 4). They show that the

number of degrees each year during the period 1990 - 1994 was 26 or in average 2 per school. The

figure is the same as for the total number of schools. However many of the Ph D students trained in

UK are overseas (approximately one half of them) and return to their countries which means fewer

trained to doctoral level for the British universities and the planning profession.

The sceptical attitude of the Short overview towards the role of doctoral studies is also shown in the

answers to the question about the role of doctoral theses in the building up of planning knowledge.

The total responses to the question show that the role is judged to be "considerable" by 70%. In the

British part only 38% hold this view. The British schools are also less optimistic about the career

prospects of doctoral graduates in planning. 46% of the 13 respondent schools think that they are

good or improving while the total responses to the question is 67%. Whereas the answers to the

question, if the numbers of doctoral students is increasing or decreasing are similar. According to

50% of the responding schools the number is increasing. In the British schools the figure is 46%.

In 1995 209 students were studying for a doctoral degree at the 13 planning schools in UK

responding to the questionnaire; that is 16 students in each school. The average figure for the total

respondent schools was 16. Of the total number in UK 66 were female students or 5 in average per

40

school; a figure very close to 6 per school in the total material. The same correspondence between

UK and other AESOP member schools is valid also for the above mentioned number of doctoral

degrees. So in spite of experienced problems there is no difference between UK and the other

planning schools participating in the survey neither where the number of doctoral students is

concerned - male or female - nor the number of doctoral degrees.

Doctoral studies are primarily based upon research and are expected to make an original

contribution to scientific knowledge. The studies are individual and informal and have, according

to tradition, not contained any taught courses. There is however a growing emphasis on formal

instruction and students are encouraged to complete a master's degree with taught courses before

registering for a doctoral degree. This is an interest of the Economic and Social Research Council

(ESRC) which is funding doctoral studies in planning. A few graduate schools after the American

model have been established in universities but not in planning'.

A first degree in any discipline with relation to the planning field is accepted for admittance but

normally has to be the upper second class. The student has to be in the top 30-40% of the

undergraduates to qualify. Among UK students many are graduates in geography, practically all §

are social scientists, while planning degrees are rare. Some doctoral students are able to get financial §

support for 3 years full-time studies. However, only 8 awards were available for planning in 1995-

96 from the Economic and Social Science Research Council. It is, however, rare to finish the studies }

in this time. Four years are common. Many students are studying part-time with a study time of 5-7 §

years. i

The subject fields of the theses vary widely across the entire field of planning. Some schools and :

supervisors make efforts to develop particular fields but this is not common. There are also attempts {-

to link students to specific research groups but the ad hoc nature of demands and funding

especially from the British students makes such co-operation difficult to achieve and maintain.

The large schools usually organise courses in Research Methods and also Research Seminar Series to

provide a forum for students to present their work and discuss it with other researchers. Students

can take and even are required to take taught post-graduate planning courses that are relevant to

their research topic. As mentioned students are also encouraged to complete a “taught” master’s degree.

As to the research part of the training, most students attend a course in research methods - perhaps

30-40 hours of tuition. Some get research training by participating in a wider research project or get

experience from paid employment. The above mentioned ESRC providing scholarships expects the

student to take around 3 courses.

6. Doctoral Studies in Southern Europe 1

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PhD or merely complete MPhil. Both constitute reputable research output by thesis. Higher doctorates

rare in most subjects: probably none have been awarded in the planning field yet.

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Italy

In Italy, planning since early 1920s belongs to the discipline of architecture. City planning was

established within the Schools of Architecture between the two World Wars. In the 1970s a five-year

independent programme in urban planning was founded in the University of Venice leading to a

graduate degree - a Laurea in Pianificazione Territoriale e Urbanistica - though still within the

School of Architecture. It was followed some years later by a second programme in Reggio Calabria.

In 1995-96 a third four-year programme has been established at the Politecnico di Milano.

Doctoral programmes in planning were introduced only recently in 1985. A few years earlier - 1980

_ a reform act sanctioned the first organised programmes in Italy, leading to a doctoral degree - the

dottore di ricerca. The previous preparation for an academic career was “libera docenza” which had

to be an original contribution to scientific knowledge - the evaluation being made by a central

commission. This objective is valid also for the present doctoral studies and degrees; something that

is made clear in the answers to the questionnaire on doctoral studies.

It is the faculties of Architecture and also Engineering which are working with the development of

the theory and application of the discipline of planning. Within the planning departments - which

were introduced by the same reform act 1980 - doctoral schools are developed which are devoted to

the training of researchers with emphasis on the methodology of research and development of

planning theory and the methods of analysis. The subject area is mainly territorial planning but

includes also urban planning and public policies, planning and environment and planning and the

real estate market.

The formal approval to organise a doctoral programme is given by the Ministry of Universities and

Research on the proposal of the Vice-Chancellors of the Universities. The approval includes both

the programme of courses and the professors, facilities etc. to run the organisation. The proposals

are examined by the National University Council composed of university professors and

researchers and on the basis of its advice the Minister decides about the number of programmes

and allocates them among the universities.

In 1996 the following doctoral programmes were in progress; some of them being consortiums

between more than one university:

• Venice DAEST: Territorial Planning and Public Territorial Policies

Venice DU-Turin DIT-Milan DST: Territorial Planning

Turin DIT: Territorial Planning and Real Estate Market

Milan DST: Territorial and Environmental Planning

Rome DPTU: Urban and Territorial Planning

Pescara DAU-Rome DPTU: Urbanistica

Palermo DCT-Catania DAU-Reggio Calabria DSAT: Urban and Territorial Planning

Reggio Calabria DSAT (in co-operation with North-Eastern University, Boston, USA):
Territorial

Planning

• Florence DUPT: Urban and Territorial Planning

• Bari: Urban and Regional Planning

• Rome DATETU: Territorial Planning

Each local programme is reserved for no less than three Italian students and two foreign ones and

no more than ten. The selection of students is made in a national competition in order to test their

aptitude for research. No graduate degree in planning is demanded.

The decisions about admittance are made by a Commission nominated by the Minister of Research

and University and its members are two supervisors from each school responsible for the

programme and a professor from a different faculty. The admitted students get a scholarship for

three years, which is the stipulated time for a degree. About 30-35 students are beginning their

doctoral studies in planning each year. In 1995 about 120 students were studying at the above

mentioned programmes in planning.

The studies are composed of courses and individual studies. They are following general guidelines |

for the organisation of the studies involving also examinations and control stations for the thesis

work. The universities have generally no core curriculum of planning subjects. Courses are very

different as to subjects and the valuation of different subject areas are varying.

As to research training students are usually participating in research projects. Many of the doctoral

candidates have previously been engaged in active research and have been informally connected

with educational activities within the school or department where they are studying.

The first year is dedicated to courses, seminars and the definition and decision about the theme of

the thesis. The second year is spent on research work in Italy and abroad and the third year on the

preparation of the thesis. The thesis, defended in public, will be judged by a national commission,

nominated by the National University Council. It is then possible to receive the title "dottore di

ricerca". During the period 1990-1994, 60 degrees were awarded at eight planning programmes. A

reform of the doctoral studies is under discussion with the intention to decentralise some of the

present decisions at government level to the individual universities.

Some universities are co-operating with other universities on a joint doctoral programme e.g.

Venice/Turin/Milan or the programme Dottorato di Urbanistica between Pescara and Rome.

(Compare the co-operation between universities in the Netherlands and also the network between

doctoral programmes in Denmark). A permanent network has also been created with a yearly

national conference as forum of discussions between co-ordinators and teachers of the doctoral

programmes in planning. A common secretariat is charged with the task to prepare a newsletter

and to provide a systematic circulation of abstracts and information about the dissertations.

Turkey

Planning is well established as a discipline and educational field in the Turkish university system.

Urban planning education at graduate and undergraduate level has been available at the University

in Ankara since the 1960s and in several other universities since the 1970s. Graduate education in

urban planning is in demand.

In the same way as in many other European countries, Turkey has decided in a special act to

decentralise urban planning to the municipalities. This change has created a lack of planners

(Turkey has 1702 municipalities) and a demand of graduates of urban planning. It might be

expected that this development should have been transmitted to the doctoral level, causing a

demand for more doctors in planning both in the academic and the professional field.

Such a development may seem to be facilitated by the relationship between the undergraduate,

graduate, post-graduate and doctoral level in the faculties. A doctoral programme in urban

planning may not be offered by a university unless there is already a four-year undergraduate

programme in urban planning. The undergraduate degree is not a condition of admission to

doctoral studies but a master's degree is; and an undergraduate degree is in its turn a prerequ!

of a master's degree.

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So there is a ladder to mount for higher competence in planning. However doctoral competence 15

not in demand in the professional field. According to available information doctoral studies ar€

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intended for an academic career. (Almost 90% of the teachers of the doctoral planning programme

at Ankara university have a doctor's degree).

Six universities, which offer undergraduate programmes in urban planning and/or regional

planning, also offer doctoral programmes in planning. The universities are:

e Yildiz Technical University (YTU, Istanbul)

e The Mimar Sinan University (MSU, Istanbul) _

e The Istanbul Technical University (ITU, Istanbul)

e The Middle East Technical University (METU, Ankara)

e The Gazi University (GU, Ankara) and —

e The Dokuz Eylul University (DEU, Izmir)

Every school announces the number of students which are able to enrol for that year or semester. —

Some universities, e.g. the Mimar Sinan University, open up doctoral programmes every semester

while others start these programmes only in fall semesters.

The candidates must pass a set of examinations, testing their proficiency in a foreign language and

their scientific qualifications. The type of examination depends on the decisions of the relevant

boards. It is however a general tendency to have a written examination and an interview. The

schools emphasising physical planning usually give an additional examination in design.

An undergraduate degree in urban or regional planning may or may not be a necessary condition of

a candidacy. All schools accept applicants with an undergraduate degree in architecture or urban

and regional planning. Some schools accept also candidates with undergraduate degrees in

cartographic sciences, economics and sociology.

A master's degree, regardless of the discipline is required for any doctoral programme at any

university.

Graduate programmes (offering a master's degree) vary as follows: urban planning (in every

university), urban planning programme specially structured for those with undergraduate degrees

in architecture, urban design, urban conservation and regional planning. Some courses in these

programmes are compulsory while others are optional.

Doctoral programmes are not specified in the same way as the programmes of a master's degree.

Every university announces a list of doctoral courses to be given in various fields like urban

planning, public administration, regional sciences etc. The doctoral student is advised to choose the

courses, which are relevant to his area of interest; among those of the university at which he is

enrolled or among those of any other university. This choice is subject to the approval of the

advisor. Hence a doctoral student wishing to make a doctorate in urban planning at the YTU and to

specialise in urban ecology, for example, may enrol in a course offered by the department of

geography, and another one at the department of environmental engineering, in addition to some

courses offered by the department of urban and regional planning in the YTU.

The post-graduate programmes are administered and co-ordinated by the institutes for graduate

and post-graduate studies in every university. However all of the academic work is done by the

associated departments.

Doctoral studies in Turkey consist of three parts: The doctoral courses, the qualification examination and the dissertation. In the first part the students must attend the doctoral courses, at

least for a full year and complete the required amount of credit points. Then they have to take a

qualifying examination. The students who are successful in this examination may start with their

dissertations. The thesis is guided by a full-time professor. When it is completed the thesis is

presented to a jury of professors who are the specialists of the field.

The average time for a doctor's degree is about 5 years with a stipulated maximum time of seven

years

7. Some visible trends of the Short overviews

Doctoral studies in progress

In the report written by researchers to the first AESOP Congress in Amsterdam 1987 professor Klaus;

Kunzmann contributed a chapter about "AESOP and the changing context for planning education and

research". He said about the Ph D degree: "Special Ph D programmes hardly exist" and "there is

hardly any research training at our schools". Nine years later the Short overviews show that the

situation is improving. Doctoral studies in planning are offered by 77 AESOP member schools in 21 i

European countries. 54 member schools in 18 countries are participating in the AESOP Survey. The §

majority of the departments - 45 or 83% - are specialised in planning.

In nine countries" the traditional model for doctoral studies is prevailing. It means mainly

individual informal studies without an organised programme of courses, seminars etc and with

emphasis on an original contribution to the scientific knowledge development.

In seven countries a shift can be seen in the majority of schools from the traditional model to

doctoral programmes containing taught courses in research methods and other subjects as well as

training in projects. The quality of research training is emphasised as preparation for the dissertation §-

work (Figure 5).

This development corresponds with the present discussion and evolution in the European

universities concerning the role and design of doctoral research training presented in PART I of this

report. The aim of doctoral research is not only scientific development and an academic career.

Doctoral competence is also needed in the professional field outside the university. This approach is

accompanied by an interest in more formalised research training with the North American Graduate

School as inspiration. Though it has met objections and is not generally accepted. g

However the double perspective - to academy and to profession - is of interest to the doctoral

studies in planning. Can this approach help to bridge the distance between scientific academic

research and professional knowledge development and initiate a greater focus on planning as

discipline? The Short overviews give examples of new approaches. Doctoral studies are offered in

some countries and schools in more organised forms with a greater supply of courses and emphasis

on research training and research skills. So has for instance the Netherlands got the first research

school in this field - NETHUR Netherlands Graduate Schools of Housing and Urban Research. It

offers courses in research methods as well as training in real life planning problems. In the same

year - 1994 - a European Doctoral School with formalised interdisciplinary research studies was

established in Denmark in accordance with the recommendations of the European Union. One of the

doctoral research study programmes is oriented to Planning and Development. A graduate school -

Graduiertenkolleg - oriented to Planning in the Public Domain - is proposed in Germany at the

university of Dortmund. In France a post-graduate research training - D.E.A. (Diplomes d'Etudes

Approfondies) is the base and requirement for doctoral studies. Even in UK with individual

informal doctoral studies, more emphasis is given to formal research training (taught courses)

during the first year. This development seems to correspond with the view of a majority of planners

in Austria, Bulgaria, Finland, Germany, Norway, Poland, Slovenia, Switzerland, United Kingdom

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FIGURE 5

Informal or formal

doctoral studies

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7) Formal studies NN N Informal studies

AESOP member schools with mainly informal or

mainly formal doctoral studies (with a taught element)

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schools of the survey (80%) which consider the doctor's degree in planning to be suitable both for ;

academic and professional careers.

Furthermore the development seems to go in the direction of greater independency. As mentioned ¥

above 83% of departments participating in the Survey have answered that the department is

specialised in planning. Only 9 form a part of another discipline. The above mentioned more

organised doctoral programmes in 7 countries are pursued in departments which are specialised in

planning. Since long ago the difference between independent planning education in the West- 4

European countries and planning education as a part of other disciplines (architecture, engineering

and others) has been the rule in the North- and East-European countries. This pattern is in a stage of;

change in the Nordic countries. As is shown in the overviews independent interdisciplinary studies

specialised in planning are established at doctoral level both in Denmark and Sweden. The concept 3

of planning has broadened.

A conclusion which also can be drawn from the Short overviews is that the dependence of planning)

education on technical universities and faculties seems now to dominate mainly in East-Europe

(compare the responses to the Questionnaire in PART III: 3.1). In the four East-European countries

included in the survey (Bulgaria, Estonia, Poland, Slovenia) doctoral studies dealing with planning {.

problems belong to Technical Universities and within them to Faculty of Architecture or §

Engineering. However the survey also shows that it is possible in Poland to choose doctoral studies ;

with a social-science orientation to spatial planning, management and economics. They are offered

by the department of City and Regional Management at the University of Lodz and the Poznan

Academy of Economics.

"The traditional technically oriented focus of planning will be challenged by the need

for a politically oriented advocacy perspective of planning.”

Karel Maier, Czech Republic in Journal of Planning Education and Research, 1994

The problems of the ongoing transformation process and its influence on the doctoral studies are

shortly mentioned in one of the overviews - Bulgaria.

Promoting doctoral studies through co-operation

The demand for specialised courses as part of more organised doctoral programmes is an incentive 5

Kd for co-operation between departments e.g. about common courses. Co-operation is also a way to

break the isolation of the often very few doctoral students. “It is a lonely project to complete a

dissertation”, (doctoral candidate in his thesis, Trondheim University). In four countries networks

for co-operation between university departments with doctoral studies and between doctoral

students have been established. The four mentioned in the Short overviews are: Denmark, France,

Italy, and the Netherlands. i

In Denmark the European Doctoral School is co-operating with three other universities of the

country in order to broaden its capacity and the research environment of the doctoral students. A

wide network of formal co-operation between national and international university departments 15

also developed.

France gives also an example of co-operation between planning departments which is going on

within the common association A.P.E.R.A.U.. AP.ERA.U. evaluates regularly the post-graduate

education in planning D.E.A. (which is an compulsory part of the doctoral studies) within the

institutes of “Urbanisme” in the universities. The objective is to develop the competence of the

institutes and a common multidisciplinary orientation of the studies.

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In Italy small groups of universities co-operate about joint doctoral programmes in planning and a

permanent network for co-operation between all doctoral programmes as well as between doctoral _

students is established. The opinion is also expressed that the Italian network could become a useful

tool and a sort of “branch-point” for a wider European network that is emerging by AESOP

initiatives on doctoral training.

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In the Netherlands four universities co-operate on a common doctoral programme in planning at the

research school NETHUR. A special network has been formed by the doctoral students and their

supervisors - the Doctoral Planning Network (Promovendi Netwerk Planologie). It is arranging

courses, seminars, presentation of research projects etc.

These are examples of co-operation in order to improve the capacity of teaching and research on

doctoral level and compensate for a small scale university field. They are taken from four countries

where the schools are interested in and have initiated more organised doctoral studies. Similar _

initiatives do not seem to exist in countries with free individual studies as Germany and UK.

(Compare PART II, 4:V, the responses to question 29: The low interest in circulation of information

about doctoral dissertations.)

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The situation seems to be the same in the East-European countries. It goes without saying that cooperation

between departments involved in doctoral training within the own country or within the family of East-European countries facing similar problems, should fulfil an important task in the

ongoing reorganisation of planning education. Such initiatives need not be dependent on cooperation

with schools in West-Europe.

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Another form of co-operation which is of importance both to the research environment of the -

planning department and the quality of the doctoral training is the participation in national or _

international research projects. According to the responses to the questionnaire 40 schools or 78% of

those responding to the question are engaged in such collaboration.

" Among the most important tasks facing AESOP are: stimulating research co-operation between

different departments, especially those which until quite recently have not been involved in

AESOP activities. Such co-operation could be based on undertaking clearly defined research _

projects and take the form of regional networks."

Tadeusz Marszal, University of Lodz in AESOP News No 14 1994

8. CONTRIBUTORS TO THE SHORT OVERVIEWS

Austria

Belgium

Bulgaria

Denmark

Estland

Finland

France

Germany

Italy

10. Netherlands

11. Norway

12. Poland

13. Slovenia

14. Sweden

15. Switzerland

16. United Kingdom

17. Turkey

00ND

WN

Missing countries

Czech Republic

Greece

Portugal

Spain

Egon Matzner

Louis Albrechts

Vesselina Troeva

Finn Kjaersdamm

Feliks Virma

Pekka Virtanen

Alain Motte

Klaus Kunzmann

Vittorio Borachia

Hans Mastop

Halina Dunin-Woyseth

Tadeusz Markowski

Andrej Pogacnik

Ingrid Lundahl

Ernst Heer

John Punter

Aysenur Okten

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PART II DOCTORAL STUDIES AND TRAINING IN AESOP

MEMBER SCHOOLS

RESPONSES TO A QUESTIONNAIRE

1. Introduction

The implementation of the questionnaire

2. The aim of doctoral studies in planning.

Responses to the questionnaire (Questions 10, 17, 34b)

3. The main outcome of the questionnaire. Responses and comments.

3.1 Doctoral studies in departments specialised in planning (Question 1)

3.2 Representation of women in doctoral studies and supervising (Questions 2, 15)

3.3 Doctor's degrees 1990 - 1994 and their prospects (Questions 3, 34, 3)

3.4 Number of teachers and supervisors with a doctor's degree (Questions 6c, 16, 27, 28)

3.5 Admittance requirements for doctoral studies (Questions 7, 8, 25, 33)

3.6 Organisation of doctoral studies. Informal or formalised

(Question 11)

3.7 A core curriculum of doctoral studies?

(Question 19)

3.8 The role of doctoral theses in the building up of planning knowledge

(Questions 35, 29, 24a+b)

4. Responses to the questionnaire in tables

I The Position, Size and Organisation of Doctoral Studies

II The Orientation of Doctoral Studies

[II Doctoral Studies - Training in Research

IV The Market for Doctors in Planning

V National and International Co-operation

VI Open Questions

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1. Introduction

The implementation of the questionnaire

The basic aim of the whole survey about doctoral studies in planning has been that it shall give a

possibility

"to exchange information about the aims and organisation of the different approaches to doctoral training in Europe."

Which issues shall an information comprise in order to provoke into discussing differences in aims §

and approaches between a great number of schools in different European countries?

Which

differences are of interest? How general or how specific shall a selection of qualities be in order to

illustrate differences in approaches?

It depends on the target group that the information is addressing. A professor of a school or

department with a comprehensive responsibility for teaching and research has other information

interests than the teachers concerned with teaching methods, new knowledge etc. The interest of the

teachers are on their part different from the ones of the doctoral candidates etc.

The survey is initiated and decided by AESOP. As an interest organisation of planning schools

AESOP has a continuous need of information in order to develop its programme and activities. The €

target group of the survey is in first hand the organisation AESOP.

One of the objectives formulated for AESOP is "to promote the development of teaching and

research in the field of planning". AESOP's interest is so far to a great extent centred to the graduate

teaching in planning. A good overview and thorough knowledge is available about the planning

schools and the organisation and content of the graduate education they offer.

Knowledge about the 3

East-European countries has been given special attention. The problems of the graduate education

and related research which are of interest to the schools are since long brought up by the AESOP

members and analysed and discussed at the yearly congresses. Similar discussions about the state

and prospects of doctoral studies are lacking. More information may make a change and is of

particular interest to young academics and doctoral candidates.

The second part of the information about doctoral studies given by the Survey is responses to a

questionnaire (see Appendix). They have the purpose to contribute to the further development by

presenting some basic facts about the doctoral studies in the member schools. The facts include:

The institutional organisation - that is the position of the programme in the university organisation as to faculty, department, discipline; the size and organisation of the programm

number of students, teachers, doctor's degrees; the quality requirements in terms of admission

policy; financing

e:

II. The orientation, aims, structure, and supervision of doctoral studies

II. Training in research, subject areas, selection of thesis theme

IV. The labour market for doctors in planning

V. National and international co-operation.

Finally a few "open questions" about problems and prospects of doctoral studies and the

contribution to knowledge development are included (see Appendix).

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As mentioned in the Preface of the report the second aim of the Survey is:

“to develop debate on effective ways to develop understanding of research strategies and methodologies

appropriate to the planning field”.

The objective of the questionnaire is therefore not only to present information in cold figures but to

combine it with information which can contribute to such a debate. In addition to factual questions

attempts have been made to include questions which touch on the key issues of doctoral training

and which have been discussed in AESOP, particularly in the Working Group on Planning Research.

The key issues are a consequence of planning being both a profession and a university discipline

with unclear borderlines. The discipline has its base in the profession and its theories have been

developed in relation to professional practice. The approach to and management of the key issues

will have a decisive influence on the further development of planning as discipline ”.

The following five issues are examples of Key issues which relate to planning being both a profession

and a profession-oriented university discipline.

1. Which is the aim of doctoral studies in planning:

s to contribute to the development of planning as an academic discipline and prepare for an

academic career in research and teaching

or

« to contribute to the development of professional knowledge in planning and form experts

in public policies planning

2. Is the study model of doctoral studies:

e an academic model with individual informal studies

or

e a formal “training in research” model with taught courses?

3. Is knowledge in planning in the form of a graduate or postgraduate degree in planning a

condition of doctoral studies?

4. Experience shows that doctoral students have difficulty in identifying researchable problems

in the planning field. What are the reasons?

5. Which is the role of doctoral theses in the building up of planning knowledge? Shall the

doctoral students have a free choice of thesis theme or should they relate it to particular problem areas?

There are no “right” and definite solutions of the key problems. The solutions depend on the context

of the doctoral programmes. But they will have an influence on the relationship between the

professional and the academic knowledge development. Key issues have therefore a role to play in

connection with decisions about the doctoral programmes. The responses to the questionnaire will

give some information about the present approach of the schools.

International research is showing that a new mode of knowledge production is emerging which is not located within a

university discipline. The knowledge is “transdisciplinary” - not mono- or multidisciplinary. The problem solving is not

related to a particular discipline. The knowledge is produced in the context of application and characterised by a constant

flow between theory and practice. The new approach seems to have relevance to the planning field (see Michael Gibbons et

al. *New Production of Knowledge*. Sage Publications 1994).

52

The questionnaire was sent in June 1995 to AESOP “contact points” in 77 schools where according to

the AESOP Directory of Planning Schools 1993 doctoral studies in planning are offered.

54

addressees have carefully responded to the questionnaire. In addition one of the “contact points”

have sent a personal letter commenting some of the questions of the questionnaire. This information

is not included in the following presentation. The responses thus amount to 70%, which is a

satisfying and encouraging result, showing an interest in the survey. The Short overviews presented

in PART II and the responses to the questionnaire give together information about all countries with

AESOP member schools offering doctoral studies in planning, except Greece and Portugal.

2. The aim of doctoral studies in planning. Responses to the questionnaire

(Questions 10, 17, 34b)

In PART I the aim of doctoral studies have been discussed at the background of the ongoing debate }

in the European university world about new approaches to doctoral studies. The debate deals with §

a change of perspective from science to society or rather to science and society.

Interaction between

science and society are intensified. The problem is similar to the core problem of the planning field -

the interaction between science-research and the profession. But while the problem of the

established academic disciplines is if and how the doctoral training shall be organised to be of

relevance to practice and profession the problem of planning is rather the reverse.

Which role shall

the doctoral training have in the planning field which is well developed as profession but “a i

scientifically not very much developed field”? Is the aim to work for a long-term development of

planning as a scientific discipline or to advance planning as a professional knowledge field? Is the

most important task to develop a knowledge for and into planning or to train qualified researchers? |

Which position has been taken by the planning schools?

The questionnaire includes an open question to the schools about their aim of the doctoral studies

(question 10 of the questionnaire). The often rather extensive responses contain a valuable

information about the approach of the schools. They are also showing clear differences between

them. :

50 schools of total 54 have responded. 47 have described their aim. The responses relate to the two iy

mentioned main problems:

1. Doctoral studies for academy or profession

and

2. Doctoral studies for scientific knowledge or training in research.

An attempt to group the main aim of the 50 responses by means of keywords gives as result a series

of responses on a sliding scale; starting in scientific knowledge, turning to the professional side and |

ending in professional substantive knowledge as aim (see the following table). If related groups are l

brought together a rough overview is received which shows a division in three groups of similar 1

size:

o

a ç Schools which value a scientific-academic development (15)

». Schools which give priority to education of researchers or education for research, both for

academic and professional work (18)

» Schools which consider development of professional knowledge as most important (12)

53

STUDIES IN PLANNING AT THE MEMBER SCHOOLS

AIM OF DOCTORAL

(Question 10))

Respondent Academic Both Professional Noaim Tohelp

schools aim academic and aim students to a

professional

degree

aim

50 15 18 BV: 3 2

The second main problem about scientific knowledge or training in research is also recurring in the

responses but does not characterise them in the same way as problem 1. Though training in

research, expressed by the schools with almost the same words - Education of researchers Of

rs (12). In combination with the

Education for research - is the single aim which has got most answe

the number of schools giving
priority of schools is still not
group aiming at research training both for academy and profession
priority to research training amounts to 18 (36%). The main aim of the maj
knowledge - scientific or professional.
research training but is focused on increase of
. . . res}

The most important answers are therefore presented and commented in the following.
Attempt ha b

been made to combine questions and their responses which have a relation to each
other and to a y

common issue. The answers to a question of the questionnaire (number 10) about the
aim of the 3.3

schools for doctoral studies in planning have been described and discussed in the
previous chapter

2.

Du

The questionnaire is added to the report as Appendix. a

3.1 Doctoral studies in departments specialised in planning +1

(Question 1)

If

According to the responses to question 1 - Is your department/school specialised in
planning - a T

majority of departments - 45 out of 54 - have responded that they are specialised in
planning. 9 have 0

declared that they are not specialised. o

Of the 9 departments T

4 belong to a Faculty of Architecture n

3 to a Social Science Faculty r

1 to a School of Engineering and ‘

1 to a Department of Land-Use and Landscape Planning

As to the 45 specialised departments they can roughly be divided in two groups of similar size. One

contains 22 departments which belong to Faculties of Architecture (16) or Faculties-Universities of

Technology, Engineering or Agriculture (6)- They are mainly located in the Nordic and East-

European Countries and in Italy. The other group of departments (23) belong to institutes, faculties, {

schools and centres for planning or a few of them to Faculties of social sciences (policy science,

geography, economics). They are in first hand located in Western Europe - in France, the Netherlands and United Kingdom.

Comparatively few departments related to the total number - 16 - are parts of technical or

polytechnic universities. It seems possible to assume that a shift in orientation has been made in

some schools and is slowly going on - looking over the whole field - from planning being a part of |

architecture and technical disciplines to planning with an independent position in the university |

organisation. (Compare A. Rodriguez-Bachiller about The Evolution of Planning Education in

Europe in AESOP Papers 1988 "Unity is Strength in Planning Education". Editor M. McEldowney)

3.2 Representation of women in doctoral studies and supervising

(Questions 2, 15)

: 8

The number of doctoral students is of special interest in terms of relationship between male and

female students. Female students are 37% of the total number of students. It is a lower share t

compared with North America. According to a report of ACSP - Association of Collegiate Schools of

Planning - about the doctorate in planning 1993 the female doctoral students amounted to 42%. The

variations between the AESOP schools is great, ranging from 0% to 50%.

Swedish statistics shows that the higher up in the academic career the fewer are the women. The

share of female professors are for instance only 7 % and has increased very slowly from 3% in the

year 1975. The experience seems relevant also to the AESOP schools. According to the responses to

question 15 about share of supervisors that are women, a majority of respondent schools - 34 out of

45 - has a share less than 20 %. More than half of the schools or 24 of 45 has a share less than 10%

even 60 %! In the ACSP study it is recommended to increase the share of women and support

to pursue the doctoral studies. Financial support should be given to students with child

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responsibilities. The present situation in the AESOP schools is worth investigating further, perhaps

by one of the female participants of the AESOP Doctoral Workshop.

3.3 Doctor's degrees 1990 - 1994 and their prospects

(Questions 5, 34, 3)

During the five year period 1990 - 1994 505 doctor's degrees were awarded in 51 member schools or

2 in average per school and year (question 5). That is less - though not very much - than in North

America where 78 students in 30 programmes graduated annually during the five year period 1987

- 1992; that is 2.6 doctorates per programme and year.

If the figure shall be considered as satisfying or not depends on the demand of doctors in planning.

The responses to question 34a) about the career prospects show that these seem to be rather good.

Only 7 schools consider them to be bad or worsening. 35 schools mean that they are improving (15)

or good (20).

This opinion corresponds rather well to the information given about the increasing or decreasing

number of doctoral students (question 3). In 27 schools of 53, which answered the question, the

number is increasing, in 21 schools the number stays the same. Only 5 schools say that the number

is decreasing.

3.4 Number of teachers and supervisors with a doctor's degree

(Questions 6c, 16, 27, 28)

The share of teachers with a doctor's degree is low. Only in 11 schools of 52 (21 %) all full-time

teachers have a doctor's degree. As a comparison can be mentioned the share in North American

planning schools according to the study of doctorates in planning by ACSP in 1993. 40 % of

academic positions in doctoral programmes were filled with doctors in planning.

However, where the supervisors are concerned the demands for a higher competence are raised. In

22 schools (44%) all supervisors have a doctor's degree and in 10 more the share is 75%. A few

schools - 8 - have no supervisor with a doctor's degree.

A successive increase of teachers with a doctor's degree can be expected. The Survey shows that so

far most doctors in planning in AESOP member schools have chosen an academic career. According

to the responses to question 27 42% of doctorates with the degree awarded 1990-1994 went to

academic positions and 27% to professional. The major part - 62% - went however not to planning

positions. These engaged only 38% of the doctorates conferred 1990-1994.

3.5 Admittance requirements for doctoral studies

(Questions 7, 8, 25, 33)

The question (7) asked in the questionnaire about admittance demands deals both with the level of

graduated degrees required to enter doctoral studies and education and experience in planning as

base for doctoral studies. The schools have been asked to give information if they require a first

degree or a master's degree and if it has to be a degree in planning or not.

majority of schools - 29 (53 %) - demand a master's degree. 20 schools

on policy with preference of a master's degree is

and in 1991 required as to the there level of degrees a ma

(37%) require a first degree. The European admissi

similar to the one in North America. 15 of 16 doctoral programmes surveye

a master's degree.

There is a clear difference in admission policies between countries. A master's degree required is

the main rule in schools in the Nordic and East-European countries, France, Germany and the

58

If such combined responses which are 7 are added to the responses to the alternative with only

individual studies (=13) 20 schools have mainly informal studies. These schools are situated in

countries which consider their doctoral studies to be mainly informal.

The 20 schools can be compared with the number of schools which have chosen only programmed

alternatives (taught courses, guide-lines and examinations) and altogether excluded the individual

alternative. They are also 20.

Taken together the responses to question 11 seem to show that certain predetermined elements are |

found in most of the schools participating in the survey: a sort of built-in control. In some schools

the intervention is dealing with the research training as a more formal part of the studies, while the

thesis work is the individual, independent and informal part. An example is the D.E.A. programme

as a first more formal part of the doctoral studies in France.

An extension of the formal part of the studies are made in some schools which have a general study}

plan or programme with a common structure and orientation of the studies. In these schools the

doctoral studies are seen as a part of the research programme of the department. The student's

individual study plan is integrated as part of this research programme implemented by collaboration between doctoral students and post-doctoral researchers. Examples can be drawn

from the Netherlands research school and from Denmark and Sweden.

There are thus different forms of both informal and formalised studies which need a further

description and analysis in order to stimulate an exchange of experiences and make relevant

comparisons possible. The polarisation between informal and formal may not be the best way to

proceed with the basic question: in which way can the doctoral studies contribute to a scientific

development of knowledge in planning?

This is a key problem which cannot be solved by an either-or perspective: informal or formal,

theory or practice, academic or professional. The development of planning as a problem-oriented

interdisciplinary discipline needs both the development of a theoretical core - a systematic body of

theory and principles as foundation of planning - as well as research on real world problems.

3.7 A core curriculum of doctoral studies?

(Question 19)

A core Curriculum is an established concept valid for the graduate professional planning education.

Which knowledge have the future planners to be master of? The transfer of the capital of

knowledge accumulated in the planning field is a central part of the graduate education.

wR

As to doctoral studies they have the aim to contribute to the development of new knowledge. The

knowledge needed in the studies is specialised and has to support the main task which is a

qualified dissertation based on research. It seems therefore not adequate to use the term

» curriculum” for studies on the doctoral level. Curriculum have in first hand the meaning of a -

Ng

pea

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coherent “running” system of courses dealing with the subject field.

However, apart from the terminology which does not seem to have created problems, the schools

have responded to the intention of the question: Are the schools giving priority to any subjects

which are considered to have a special, central importance to the doctoral studies?

* Curriculum from the latin word currere = to run

61

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The number of schools which have responded “yes” to the question about a core curriculum is 20 or

9% of the responding schools. 17 of them have also named the subjects. The main part of the

responses refer to some of the compulsory courses which are presented in responses to question 12.

[The subjects of the “core” are fewer than the ones of the compulsory courses. The “core” contains a

relatively smaller part of research subjects than the compulsory courses in question 12 and a greater

part of subjects re planning methods.

The responses are divided in two halves of the same size: one with responses from countries with

formalised studies and one from countries with mainly informal studies. (Compare 3.6 about the

Organisation of doctoral studies. Informal or formal).

3.8 The role of doctoral theses in the building up of planning knowledge

(Questions 35, 29, 24a+b))

The 50 responses to the open question about the role of doctoral theses for planning knowledge give

much information about the views of the schools. Most schools - 35 or 70% value the theses very

positively (question 35).

Among positive comments are for instance:

"They are one of the main sources to new empirical knowledge"

"They contribute to establishing of planning as a professional discipline"

"They form a basis for developing planning theory"

"They develop the knowledge in depth"

"Doctoral theses are an essential part of the academic research which is nearly 100% of the research

in planning"

"The doctoral candidates make up for about 75

"They are the most important sources because we progra

way that they fill the gaps which we have identified"

% of our departments research capacity"

measure the work of the candidates in such a

In spite of the positive valuation only three schools are mentioning the importance of publishing

them in order to disseminate the knowledge. According to question 29 - Information about doctoral

dissertations - the number of schools (27 or 53% of responding schools) which regularly circulate

information about theses to other schools, libraries, journals etc is lower than the number of schools

which value the theses as very important /important (35 or 70%).

The more critical responses deal with the key issues of the discipline as the dispersion of topics, the

tendency of the discipline to be practice-led or that the theses are case study oriented more than

pure research. Besides the reservations on principle is one economic: "They do not cover the

problem field systematically because the lack of money prevents the development of larger research

programmes".

to be mentioned that a couple of schools consider the

As to the dispersion of topics it has

on a strong relation between the thesis and the research

importance of the thesis depending

programme of the department.

How is the dispersion of thesis themes related to the choice of themes? Are the candidates free to

choose the theme in any planning field or have they to relate it to the subject field of the department? The responses to the questionnaire (24a+b) are contradictory. The majority of

respondent schools (64%) confirm a free choice (24a) but 78% are also responding that the

candidates have to relate them to the subject field of the department (24b). The reason may be a too

short and not enough concise question.

4. Responses to the questionnaire in tables

(The questions of the questionnaire, see Appendix)

I The Position, Size and Organisation of Doctoral Studies | Page

a The Orientation of Doctoral Studies 65

I Doctoral Studies - Training in Research | 68

Iv The Market for Doctors in Planning | 70

V National and International Co-operation 70

VI Open Questions 72

It THE POSITION, SIZE AND ORGANISATION OF DOCTORAL STUDIES }

1. Department/school specialised in planning?

Respondent Specialised in Planning

schools

Yes No

54 45 9

2. Number of doctoral students

Respondent Total number Male students Female students Average number of

schools of students students per school

total women

54 881 554 327 (37%) 16 6 3

3. Changing number of doctoral students

Respondent Number of schools with

schools

increasing decreasing no change

number number

53 27 5 21

4. Average time of a doctor's degree

Average time Number of schools

3 years 17

4 years 19

5 years 11

5.5-9 years 5

3.9 years in 52 schools

average for

No response: 2

63

5. Doctor's degrees 1990-1994 —

Respondent Total number Degrees Degrees in

schools of degrees per year average

per school

—

and year

51 505 101 2

0 degrees = 8 schools

6a. Number of teachers

Respondent Total number Average

schools of teachers number per

school

53 1168 22

—

6b. Full - time teachers

Respondent Total number Average

schools of full-time number per

teachers school

53 695 13 —

6c. Full-time teachers with a doctor's degree

Percentage of number of full-time teachers with a doctor's degree

Respondent

100 99-75 74-50 49-25 0 schools

Number of 11 12 13 11 5 52 -

schools

7. Admittance requirements -

Requirements Number of schools

a) First degree in any 18 —

academic discipline

b) First degree in planning 0

ϕ) Masters degree 16 —

d) Masters degree in planning 4

~ Some schools admit more than —

one degree

o First degree in planning or in 2

any discipline

—

o Masters degree or Masters 9

degree in planning

« First degree in planning or 1 —

Masters degree

o First degree or Masters degree in 2

any discipline

—

ϕ All alternatives accepted 2

Total responses 54

9 schools have responded that also work experience in planning is required besides a degree.

64

8. Introductory courses required?

Respondent Introductory courses
schools

Yes No

51 21 30

9:2, Most common way or combination of ways of financing the studies

—]

A]

Financing Number of schools

a+b) Scholarships or student- 9
ships or both

c) Research grants 5

d) Employment as assistants 2

e) Self-financing 7

e) Most used combination: 7

Employment as assistant in
combination with scholarships,
studentships or

research grants f

e) Several other combinations : 14

* No responses : 10

Total 54

II THE ORIENTATION OF DOCTORAL STUDIES

10. Aim of doctoral studies in planning

Respondent Academic Both Professional Noaim To help

schools aim academic and aim students to a

: professional degree

aim

50 15 18 12 3

About the aim of doctoral studies, see also PART IIT:2.

65

11. Organisation of doctoral studies

Organisation Number of schools

I Only one alternative of the question

a) Individual informal studies 13

b) Programmed education involving 4
guidelines to work

ϕ) Programmed education involving 12
taught courses

d) Programmed education involving 3
examinations and control stations

IO Combinations of alternatives in I above

a) Individual/informal studies 7
combined with alternative b) or c)
or b)+c)

b) Taught courses combined with 4
alternative b)

ϕ) Taught courses combined with 4
alternative d)

d) All alternatives relevant 5

e) Guidelines + examinations/control 2
stations _

Total responses 54

12. Subject areas of compulsory courses

Responses from 33 schools with 108 subject areas listed

Subject area Allocation among schools

e Research methods 23

~ (10 schools in UK)

ϕ Planning theory 15

e Urban and regional planning 16

eo Economics 11

ϕ Science theory 7

eo Law" 6

e Urban engineering 4

ϕ Landscape planning 4

.» Ecology-Environment 3

e Planning policy 2

(France)

e Planning methods _ 2

e Housing 2

(France)

e Research ethics : 1

(Norway)

e Various subjects 12

Total subject areas 108

66

13. Individual study plan?

Respondent Individual study plan

schools

Yes No

51 38 13

14. Supervisor appointed for each candidate?

Respondent Supervisor

schools

Yes No

53 49 4

15. Female supervisors

Share of supervisors Number of schools

in per cent

0% 13

1-10% 11

11-20% 10

21-30% 4

31-50% 6

60% 1

Number of schools 45

No response: 9

16. Supervisors with a doctoral degree

Share of supervisors Number of schools

All 22

75% 10

50-60% 7

25% 3

0% 8

Total 50

No response: 4

17. Academic or both academic and professional career

Respondent Mainly ~ Both

schools academic academic and

career professional

career

54 11 43.

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als.

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1x DOCTORAL STUDIES - TRAINING IN RESEARCH

18. Valuation of subject areas

Subject areas Number of schools

Very Important Less No Total

important important response

- Substantive know- 33 18 2 1 54

ledge of the planning

field

- Planning systems 11 30 8 5 54

- Planning theory 25 23 4 2 54

- Research methodology 42 12 0 - 54

- Research training in 22 19 10 3 54

projects

- Learning to teach 5 13 36 - 54

- Writing skills 21 25 7 1 54

19a. Core Curriculum in planning

Respondent Core Curriculum

schools

Yes No

51 20 31

19b. Topics represented in the Core Curriculum in planning

Substantive Planning Planning Planning Project

knowledge systems methods theory work

Research

theory/

: methods

Number of 17 9 18 24 2

topics”

” Respondent schools = 17

20. Teaching in interdisciplinary research

Respondent Interdisciplinary research

schools

Yes No

52 36 16

21. Teaching in pedagogical subjects

Respondent Pedagogical subjects

schools

Yes No

51 6 45

Ee3 Participation in teaching and research

respondent Participation in

w2~ools No

teaching research both participation

52 4 8 36 4

68

23. Selection of theses theme

a) Doctoral b) Doctoral Super-visor It varies Total responses

student stud/supervisor

jointly

10 29 4 11 54

24a. Thesis theme in any planning field

Respondent Thesis theme in any
schools planning field

Yes No

50 32 18

24b. Relation of thesis theme to subject field of department

Respondent Relation required
schools

Yes No

50 39 11

25. Doctoral students' difficulty in identifying researchable problems

Respondent School's experience of this problem
schools

Yes No Both yes and no 1)

52 30 20 2

1) = sometimes

Reasons of the difficulty :

Reasons Number of schools

1. Scope of planning field 3

2. Lack of knowledge /experience 12

in research

3. Gap academic objectives 6

social/ professional demand

Missing link

4. Lack of experience of research 5

problems at undergraduate and
graduate levels

Need of guidance

5. No answer 6

Total 32

69

[tv THE MARKET FOR DOCTORS IN PLANNING

27428. Careers of doctorates in planning:

27a+b Academic or professional careers

Number of

doctorates 1990-1994 Number of doctorates in

(Cp question 5)

academic positions professional positions

5051 2122 135°

Per cent of 42% 27%

total number

doctorates 1990-1994 :

1 Respondent schools = 51, no response = 3,0 degrees = 8 schools

2 Respondent schools = 49, no response = 5, schools with no doctorates

in academic positions = 15

3 Respondent schools = 50, no response = 4, schools with no doctorates

in professional positions = 15

28. Doctorates in planning oriented positions

Number of doctorates 1990-1994 Number of doctorates in planning oriented

(Cp question 5) positions

505" 191°

Percent of total number 38%

» Respondent schools = 51, no response = 3. 0 degrees in 8 schools

» Respondent schools = 42, no response = 12

Schools with no doctorates in planning positions = 15

IV NATIONAL AND INTERNATIONAL CO-OPERATION

29. Information about doctoral dissertations

Respondent Information circulated

schools

Yes Yes - No

regularly sometimes special initiatives

51 27 14 10

70

30. Participation in national / international research projects

Respondent schools Participation

Yes No

51 40 11

Titles of research projects in co-operation

A rough grouping of titles in Number of titles

subject areas belonging to the

group

« European planning and EU 7

projects

¢ Environmental planning 7

Environmental assessment

¢ Innovation in planning 5

¢ Urban planning and develop-

ment

eo Third World planning 4

e Spatial planning in 3

East-Europe |

e Infrastructure 3

e Various titles 9

Total number of titles 43

Respondent schools 29

No response 11

31. Encouragement to doctoral studies abroad

Respondent Doctoral studies abroad

schools encouraged

Yes No

54 40 14

Italy Venice: it is compulsory 4-6 months

Denmark Aalborg: at least one trimester for each student

Czech Praha: no resources for that available

Scholarships (grants) available

Respondent Yes No

schools

4 321 12

17 schools have very limited resources

71

32. Doctoral students studying abroad

Respondent Schools with Number of Schools with Question not

schools doctoral doctoral no doctoral applicable or

students abroad students students number

abroad abroad unknown

49 29 75 15 5

[V1 OPEN QUESTIONS

33) Main problems in organising doctoral studies in planning

Respondent Insufficient resources: Insufficient Diversity of No specific

schools" financing teachers, too few development of background problems

supervisors students the subject field of students

50 16 11 12 10 4

A few schools have responses in more than one group

34 a) Career prospects of doctors in planning

Respondent Career prospects

schools Bad or Stable Some Good Improvingworse

chances

52 7 6 4 20 15

34 b) Job market in the academic area or in the professional

Respondent Job market in

schools Academic Professional ~~ Both None

area area areas of them

45 14 13 14 4

35) Role of doctoral theses for planning - knowledge

Respondent Role Dispersion

schools Very import- Limited/ Some/ of topics

ant/ important __ partial sometimes

50 35 7 5 3

72

The 1990s has become a d_

of new thinking and new

overall spatial perspectiv

national level. Several cot

of national overviews - f

¢ Positive trends

+ Main Problems

eo The need of strategies for the further development

Summary

77

]

2015, Germany without t

List of AESOP member schools responding to the 81
questionnaire

They can be seen as atter
tackle them. The studies

Note

environment and the inf

]

Attempts are also made

Appendix

but have been criticised

Of interest in this conne

planning which involve:

interplay between secto!

well as the time perspec

span. It is no longer onl

identify problems and f

professional competenc

continued work require

co-operation with resea

Planning has to be prov

. planning and its effects

and environment prob

demand new methods

alternatives and strateg

- administrative organi

The need to anchor the

overviews (Nordic Cor

survival of planning a:

of planning as discipli

developing a problem

problem of academic «

development? Which

Positive Trends

Most important is to

have a firm basis. The

18 countries are parti

are pursued in schoo!

In the Federal Repub

distinct academic dis

New organisations 0

Doctoral School, the

73

Concluding comments:

The main message of the Survey

The 1990s has become a decade on the threshold of the twenty-first century when the development

of new thinking and new forms of planning has been initiated. The aim of EU to introduce both an

overall spatial perspective and a future-oriented in the report Europe 2000 has been followed on the

national level. Several countries have prepared studies about their future development in the form

of national overviews - for instance the Baltic Sea Area 2010, Denmark 2018, Finland 2017, France

2015, Germany without time frame, the Netherlands 2015, Sweden 2009.

They can be seen as attempts to study long-term trends and problems and suggest strategies to

usually the development of infrastructure, land-use and

tackle them. The studies encompass

environment and the influence on them of the continuous internationalisation and integration.

Attempts are also made to form a common view of the future trends as base for political decisions

but have been criticised for top-down tendencies.

Of interest in this connection is that these studies represent a development of new forms of

planning which involves to work with a holistic perspective instead of a sectoral and to study the

interplay between sectors and geographical areas. The geographical area of planning is widened as

well as the time perspective. Planning has both as knowledge - and action area got a very large

span. It is no longer only plan-making but is developed as a learning and knowledge process to

approach them. Such a process calls for both high

identify problems and find possible strategies to

professional competence and contribution of research. The Baltic Sea study is emphasising that

continued work requires improved knowledge through development of research programmes and

co-operation with research institutes.

with knowledge through research about the relationship between

planning and its effects on social functions and spatial design. The increasing complexity of spatial

and environment problems, the rapid transformation of society, the shrinking economic resources

demand new methods and instruments for a systematic analysis and evaluation of different

alternatives and strategies. Research is also needed to follow up the changes of institutional systems

- administrative organisation, decision processes, legislation etc.

Planning has to be provided

The need to anchor the professional planning in scientific research has been expressed in the Short

overviews (Nordic Countries - some trends) in the following way: Research will be decisive for the

survival of planning as profession. It should be promoted in order to strengthen the theoretical base

of planning as discipline". Planning as an independent discipline should have the possibility of

developing a problem-orientated research bridging over the gap between theory and practice - the

problem of academic disciplines. Are the doctoral studies containing possibilities of such a

development? Which information is given in the Survey?

Positive Trends

Most important is to state: Doctoral studies are now established in most European countries and

have a firm basis. They are offered by 77 university departments in 21 countries. 54 departments in

18 countries are participating in the survey and have responded to the questionnaire.

The studies

are pursued in schools / departments of which a majority (45 out of 54) are specialised in planning.

In the Federal Republic of Germany and in the Netherlands spatial planning is recognised as a

distinct academic discipline.

New organisations of doctoral studies are developed in some countries as Denmark's European

Doctoral School, the Netherlands Research School, a proposed Graduate School in Germany.

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This positive tendency is reinforced by favourable career prospects. They are assessed as good or

improving by a majority of schools (35 or 67 %). Only 7 schools (13 %) think that they are bad or

worsening.

These tendencies mean possibilities of an increased competence in teaching and research at the

planning schools. During the period 1990-1994 the total number of doctoral degrees was 505 in 51

schools or 2 per school and year. 42% of them went to academic and 27 to professional positions.

Only 38% of the total number of doctorates went to planning oriented positions. It can in any case

be expected that the number of teachers with a doctor's degree will successively increase in the

planning schools.

A positive trend is also that according to most schools (70%) the doctoral theses has a very

important or important role to play in the building up of planning knowledge. "They are an

essential part of the academic research". "They form a basis for developing planning theory". That

is: they provide an essential resource for the academic education and research.

The problem is that the knowledge produced is dispersed and not accumulated, which is

emphasised in some answers. Is this problem related to planning being “a wide, complex and

scientifically not yet very much developed discipline”? (Professor Dieter Frick, Berlin)
Which role

has a free choice of thesis theme or a choice related to the subject area of the department? Are the

doctoral students free to choose the thesis theme in any planning field or not? The inquiry does not

given any clear answer.

Main Problems

The credit side of a balance account for doctoral studies has also a debit side. There are problems

which form barriers to the further development. The schools have formulated very distinct

responses to an open question about their main problems. The problems are of two types. One deals

with insufficient human and financial resources and the other with the insufficient fundament of

planning as discipline: research methodology, interdisciplinarity, lack of a core curriculum,

The responses show that the insufficiency problems are interrelated. The lack of financial resources

creates a vicious circle. Lack of scholarships for the doctoral students makes the studies less

attractive. There is an anxiety that the best students do not choose doctoral studies in planning. The

doctoral students have difficulty in financing full time studies. Lack of money prevents them from

developing larger research programmes. The low number of students is preserved. Reduced

funding is also influencing the number of teachers and supervisors. It makes it difficult to have a

staff with different specialities. The workload of the staff prevents enough time for supervision. In

such way the development of planning as discipline and knowledge area is delayed or obstructed.

The financial problems are dominating the responses. Almost all come from West-Europe; not least

from United Kingdom. The East-European countries are more concerned with the teaching

situation: lack of teaching resources - teachers and supervisors - but also teaching material as books

in the own language. Their problems include low esteem of research and little motivation for

doctoral studies among students.

Financial problems are also a problem of the doctoral studies in North America. In the previously

mentioned ACSP" study it was therefore proposed to seek funding to establish fellowships -

' ACSP = Association of Collegiate Schools of Planning

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awarded nation-wide on a competitive basis - for doctoral studies in planning. It seems that a

similar initiative could be considered by AESOP and addressed to EU which within its education

and research programme may have an interest in supporting doctoral studies about the development of spatial planning.

The schools are trying to compensate for the small scale and small resources of doctoral

programmes by means of collaboration. Examples from Denmark, France, Italy and the Netherlands

are mentioned in chapter 7 of PART II. In the responses is suggested to consider a collaboration

about parts of doctoral programmes even between schools in different countries.

The need of strategies for the further development

Is the schools' description of their problems related to doctoral studies corresponding to the

problems which have been considered as particularly crucial by AESOP's Working Group on

Planning Research; the key issues presented in the introductory chapter to PART II

The problems are not altogether converging but the key issues are all dealt with in the schools'

responses to the questionnaire. The first issue is no problem for the schools: the aim of doctoral

studies - scientific or professionally oriented training. The answer of a great majority of schools

(80%) is that doctoral studies are intended for both. A more nuanced discussion is however needed

as shown by the answers to the question about the aim of doctoral studies (PART 1:2).

The second problem has to do with the need or not need of previous knowledge in planning for doctoral students. According to the responses it seems not to be experienced as a problem. The schools do not demand a graduate or master's degree in planning; nor do the majority demand any introductory course in planning. This does not seem to be an effective strategy for the further planning education and research (Compare PART IIL:3.5). It is important to give this development of planning issue more attention and to develop the discussion about the relationship between graduate education for the profession and doctoral studies both for the profession and the academy.

The third key issue is individual - informal studies or formal studies according to a programme with taught courses. It is not a problem area mentioned by the schools. Schools with individual studies without a formal programme are still dominating in 9 countries. A few schools are emphasising that doctoral studies are an individual student's decision and no extra studies are supplied. Most schools without formal programmes are nevertheless offering taught courses as is often the case for instance in United Kingdom with individual and informal studies. In most schools in 7 countries the doctoral studies are following a more organised programme (see Figure 5, PART 11:7). The concepts informal-formal are not very distinct and the borderline between them as well as between different degrees of »formalising» is fluid. (Compare PART II:3.6).

The fourth key issue - the students' difficulty in identifying researchable questions - is experienced

by a majority of schools (PART [1:3.5]). They have also given often detailed explanations of the

reasons. The dominating answer - lack of knowledge in research = is related to the issue about

previous knowledge of the doctoral students. The possibility of introducing an orientation about

research in the graduate education of planning as an option is worth a further discussion.

The last key issue - the role of doctoral theses in the building up of planning knowledge - has been

valued in a very positive way. But the basic problem - the lack of accumulated knowledge - is still

unsolved. A proposal for an increased dissemination of information about the theses and more

publishing of them seems to be an easy way to give the doctoral students a better overview of the

field.

Summary

Planning in the sense of spatial planning is a world-wide activity with growing importance not only

in the Western world - in Europe and USA - but also in Asia. The urban population of the world is

now exceeding the rural for the first time in history. In Europe with 79% of the total population

already living in urban areas (1992) a continuous urban growth and development is creating a need

for better planning to achieve a more balanced urban system.

The urban development is connected with the transition from the industrial society to the

information and service society involving a deep economic, social and political transformation

process in the European countries. To this process belongs the European economic integration,

initiated by the European Union. In order to keep pace with the dynamic change of society planning

has to be based on knowledge about the changes and their driving forces to a much higher degree

than before.

The key tendencies of this development - with relevance to spatial planning - and the need of new

approaches and methods are described in the AESOP Statement 1995: The State of Spatial Planning

in Europe. It is emphasised that "AESOP member schools have an important role to play in

undertaking research on the critical issues which need attention for an effective, facilitative form of

planning. AESOP has also a responsibility to promote the education of the coming generation of

planners".

The present professional and practice oriented planning education at graduate level is not sufficient

to meet the complex problems of the new era. It has to be supported by a broader research. A

development of research demands in turn an increase of doctorates in planning.

The aim of the Survey is to describe the present state of doctoral studies in AESOP member schools

in Europe. A better knowledge about similarities and dissimilarities may contribute to an exchange

of experience and ideas between schools and between staff and students and in such way stimulate

an expansion of the studies.

As a background to the Survey an introduction gives some information about initiatives taken in

some countries during the 1980s to introduce doctoral studies in planning and to establish planning

as an academic discipline in the universities.

The planning field is a young one. It has developed from a “craft” basis rather than from an

academic tradition. It has a weak position as an academic discipline and draws on a range of

disciplinary traditions - architecture, social science, engineering.

{PART I: WHAT ARE DOCTORAL STUDIES FOR?

Planning is developed as profession and the education is oriented to professional work.

But “a

profession can only survive if it is supported by its theoretically expanding discipline.

Research will

be decisive for the survival of planning as profession”. A view expressed in the Short overviews. A

development of research demands an increase of doctorates.

What is the aim of doctoral studies in planning? According to the traditional European model it is

independent individual scientific work which shall lead to a doctor's degree, being 2 stage in an

academic career.

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{however, an alternative model is developed. The doctor's degree is a matter of training by means of

ourses giving both deeper knowledge in relevant subject areas and skills in the application of

esearch methods. The thesis shall show the ability of the doctoral candidates to master scientific

methods, useful also for work outside the university. The background of this model is the increase

If investments in higher education and 2 change from “elite” to “mass” higher education

for a wider range of occupations. The two models have become a major issue in the European university

debate during the 1990s.

In which way will the two models influence the content of doctoral studies? In several countries

they are an object of new thinking and reforms which deal with the structure and quality of the

doctoral research training. An overview of the approaches was made in 1991 by an international

committee, set up by the Dutch Ministry of Education and Science. It proposed a more formalised

and structured first year of doctoral training.

The new trends are also visible in the planning field. The report presents a few examples of

initiatives to adapt the doctoral training to new conditions in France, Germany, the Netherlands

and Denmark. In France a doctoral programme is divided between a one year full-time organised

research training and an unstructured period of normally three years, which is altogether devoted

to the dissertation. In Germany a graduate school - a Graduiertenkolleg - is proposed for doctoral

studies in planning at the University of Dortmund which since long has an independent graduate

education in planning. The school is proposed to be oriented to the interdisciplinary theme

“Planning in the Public Domain”. The Netherlands has established “Netherlands Graduate School

of Housing and Urban Research” with a first year of organised research training. It is a co-operation

project between the four universities of Amsterdam, Delft, Eindhoven and Utrecht.

To the reforms of doctoral programmes belongs the establishing 1993 of a European Doctoral School

of Technology and Science at the Aalborg University. One of its research programmes is “Planning

and Development” and the students have possibility to acquire a European Doctorate according to

the rules of the European Union.

A straightforward answer to the question “What are doctoral studies for” is given by the planning

schools participating in the Survey. According to a substantive majority of answers (80%) they

consider their doctoral training to be designed both for academic and professional careers.

PART I: SHORT OVERVIEWS OF DOCTORAL STUDIES IN 17 EUROPEAN COUNTRIES WITH AESOP MEMBER SCHOOLS

The information about the doctoral studies in AESOP member schools is given in two parts. One

has the form of Short overviews of the present approach in 17 countries with schools participating

in the Survey. The other gives information about the content of the studies based on responses of

the schools to a questionnaire. See PART II

The overviews comprising a majority of European countries and planning schools show some

structural trends seen in an European perspective about the aim and orientation of the doctoral

studies. The most visible trend is that doctoral studies in planning have an established position in

the European universities. They are available in almost all European countries; in 21 countries with

77 AESOP member schools. 54 of the schools in 18 countries are participating in the Survey.

Another structural trend has to do with the aim and orientation of the doctoral studies - scientific

research, professional knowledge or both. The 17 overviews show that nine or more than half of the

participating countries apply the traditional model for doctoral studies, that is mainly individually

designed studies with emphasis on scientific achievement. In seven countries most schools organise

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some part of the studies in the form of optional or compulsory courses. The development in these

countries seems to correspond with the views of a majority of planning schools (80%) which -

independent of individual or formalised studies - consider the doctor's degree in planning suitable

both for academic and professional careers.

The requirement for specialised courses as part of more organised doctoral programmes is an

incentive for co-operation. It follows that schools with more formal organised studies should be

more interested in a co-operation with other departments and universities; in particular since the

planning departments often are small and may have difficulty in providing specialised courses for a

small number of doctoral students. The Short overviews confirm such a conclusion and give

examples of four countries (Denmark, France, Italy and the Netherlands) with developed networks

for co-operation. Similar initiatives are lacking in countries/departments with individual informal studies.

The Short overviews seem also to show a tendency that planning education is advancing to a more

independent position in the universities. Of the above mentioned 54 departments in 18 countries

participating in the Survey 45 or 83% are specialised in planning. The seven countries with more

organised studies have in common that the doctoral programmes are pursued in departments

which are independent and specialised in planning. Examples drawn from the Nordic countries

show a break with their old tradition of planning being subordinated to another discipline (mainly

architecture).

The development of a greater independence seems to have as a consequence that the former

affiliation to technical universities and faculties is weakening and is now foremost dominating in

East-Europe.

PART I: DOCTORAL STUDIES AND TRAINING IN AESOP MEMBER SCHOOLS.

RESPONSES TO A QUESTIONNAIRE

The second part of the information about doctoral studies is the responses to a questionnaire given

by the participating 54 schools. The intention is to present some basic facts about the studies. The

facts include: '

L The institutional organisation: position and size, admission rules and financing

Ho. The orientation, aims, structure

HI. Training in research, selection of thesis themes

IV. The labour market for doctors in planning

V. National and international co-operation

Finally a few "open questions" are investigating problems and prospects of doctoral studies and

their contribution to the knowledge development of planning.

The questionnaire is also including questions about some of the key issues which are of special

importance to the development of planning as discipline. To them belong the basic issue about the

orientation of the studies with emphasis on an academic career and/or a professional.

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responses to the questionnaire show that the main part of the schools or 80% consider their doctor?

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en to the question about the aim of the studies. 36% of the schools give priority to
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the scientific quality of the doctoral studies and to the
contribution to the development of scientific knowledge while a smaller group (24%)
considers the

need of more qualified knowledge (for the professional field) to be most important.
Other key

issues relate to the need of knowledge in planning as preparation for doctoral studies,
the ability to

identify researchable problems and the role of doctoral theses in developing planning as
discipline.

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An attempt to sum up the overall trends of the answers gives a picture of a progressive development. Already has been mentioned (PART II) that doctoral studies are well established in

the greater part of European universities. A majority of schools participating in the Survey (83%) are

specialised in planning. The number of doctoral students is increasing and decreasing only in 5

schools (9%). The female part is, however, low - only 37% and lower than in USA. The career

prospects are considered as good or improving in a majority of schools (67%). Most schools (70%)

have a very positive valuation of the role of the doctoral theses in the building up of planning

knowledge.

The credit side has also a debit side. There are problems which form barriers to the further

development. The problems are of two types. One deals with insufficient human and financial

resources and the other with an insufficient development of the subject-field of planning and of

research methodology. The financial problems are dominating.

One of the key issues which has been given very little attention by the schools is the graduate

education as preparation for doctoral studies. It is not mentioned among the problems. A graduate

degree - a firstone or a master's degree - is necessary but the majority of schools do not demand

previous knowledge in planning and they do not offer any introductory courses in planning as

compensation. A much commented key issue is the students' difficulty in identifying researchable

questions experienced by a majority of schools. The cause - lack of knowledge in research - is

related to the less discussed issue - the suitability of the graduate education as preparation for

doctoral studies.

answers to the questionnaire show that the doctoral

A concluding remark is that the outcome of the

d discussion among the AESOP member schools.

studies contain problems which need a continue

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FPA FURY

ON

DOCTORAL EDUCATION IN PLANNING

NAME OF

DEPARTMENT, FACULTY,

INSTITUTE, SCHOOL,

UNIVERSITY responsible for the

doctoral education

in planning

I. THE POSITION, SIZE AND ORGANISATION OF THE DOCTORAL EDUCATION

1) According to the AESOP

Directory of Planning

Schools 1993 doctoral

studies are available

at your department/faculty/

institute/school.

What does it mean precisely?

Is your department/ ves[| NO]

school specialised

on planning?

If No:

To which discipline

or disciplines (architecture,

engineering,

geography etc)

is your doctoral education

connected?

2) a) How many students Number

are at present studying

for a doctoral

degree in planning at

your department/school?

b) Eow many of them Number

are women?

3) Has the number of doctoral

students at your department/

school been

changing during the last

five years (1990-1994)?

a) It is increasing

b) It is decreasing

c) It stays the same LCE

4) what is the average time

required to complete a

doctoral degree in planning

at your department/

school? :

5) what is the number of doc- Number

toral degrees awarded during

the latest five-year

period (1990-1994)?

6) a) How many persons are Number

engaged in teaching planning

subjects at your department/

school?

b) How many are teaching Number

planning subjects full

time? INE

c) How many of them have 15%]

a doctoral degree? 508 []

253 []

None 1

7) What are your admittance

requirements for the docral

education?

a) First degree in any academic

discipline or corresponding

knowledge

b) First degree in planning

c) Master's degree

d) Master's degree in

planning

Ooo

od

od

e) Work experience in

planning

8) If doctoral students have Yes]

a first degree in different

disciplines, do you

require introductory courses

as preparation?

9) How are the doctoral students

generally financing

their studies?

la) By scholarships

b) By studentships

c) By research grants

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d) By employment as assistants

at your department/

school

e) Other ways [J

2) Which is the most common

way or combination

of ways of financing at

your department/school?

II. THE ORIENTATION OF THE DOCTORAL EDUCATION

10) a) What is the aim of the doctoral education

in planning at your department/school?

b) If no specific aim is drawn up for the doctoral

education in planning: How is the more

general aim for research education formulated?

11)

12)

13)

14)

15)

16)

17)

How is your doctoral education organised?

a) Individual and informal studies

b) Programmed education involving guidelines

to work in different stages

φc) Programmed education involving taught

courses (compulsory and/or optional)

d) Programmed education involving examination

and control stations for the

thesis work

If your programme of education is involving

compulsory courses, state their

subject areas

Oo

Oo

od

Is an individual study plan designed

for each doctoral student, signed by

both the supervisor (s) and the student?

Is a supervisor appointed for each

doctoral student?

What share of the supervisors are

women? :

Have the supervisors a doctoral degree

in planning or in another discipline?

Is your doctoral education designed

for

a) mainly academic careers

b) both academic and professional

careers

ves [| No []

ves| |

\$ women

a1]

7530]

50%]

25%]

None[_]

[

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18)

19)

20)

21)

22)

DOCTORAL EDUCATION IN RESEARCH AND

How do you value the Very imfollowing
parts of a portant
doctoral education?

Mark with a cross.

- Substantive knowledge []

of the planning field

- Planning systems

- Planning theory CJ

- Research methodology []

- Research training []

in projects

- Learning to teach [1

- Writing skills]

Do you have a core planning
curriculum in your doctoral
education?

If yes:

Which topics are represented?

Yes

TRAINING

Impor- Less imtant

portant

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5!

Do the doctoral students get
specific education in interdisciplinary
research?

Are the doctoral students
educated in pedagogical
subjects?

Are the doctoral students
participating in undergraduate
teaching and/or in
research projects at your
department /school?

Yes

Yes

i] No J

In teaching 1]

In research [1

No partici- []

pating

JRE J Ta

23)

24)

25)

26)

How is the theme of the thesis
chosen?

a) By the doctoral student

b) By the doctoral student
and the supervisor jointly

c) By the supervisor

a) Is the doctoral student
free to chose the thesis theme
in any planning field?

b) Is it demanded to relate
the thesis theme to the subject
field of the department/
school?

A study of doctoral education
in the US made by ACSP (Association
of Collegiate Schools
of Planning) showed that the
doctoral students had difficulties
in identifying researchable
questions.

Do you have made similar observations
at your department/
school?

If Yes:

What do you think may be the reason?

Please give examples of topics of doctoral dissertations presented during the last five-year period

(1990-1994):

IV. THE MARKET FOR DOCTORS IN PLANNING

27) Which career do your doctors generally choose after finished studies - academic or professional?

a) Number of the doctors with Number a degree taken during the latest five-year period (1990-1994), who went on to academic positions

b) to professional positions Number

28) Number of the doctors with a Number degree taken during the latest five-year period (1990-1994), who went on to planning oriented positions

V. NATIONAL AND INTERNATIONAL COOPERATION

29) Do you usually circulate in- Yes regularly formation about the doctoral dissertations at your department/school to other departments

and schools, to libra- No special
ries, journals, etc? initiatives

30) Is your department/school Yes[|
participating in national
or international research
projects in planning?

If yes:

Please give the title

31) Do you encourage doctoral ves[]
students to perform some of their studies in planning
at an university abroad?

If ves:

Are scholarships (grants) Yes[|
available?

32) How many doctoral students Number
in planning are at present
studving abroad?

VI. OPEN QUESTIONS

Please give personal views on doctoral studies with the help
of the following questions.

33) What are the main problems in organising ycur doctoral education
in planning?

34) What do you consider the future career prospects to be for
Ph D graduates in planning? Are they getting worse or are
they improving? Is the main future job market in the academic
area or in the professional?

35) What role do the doctoral theses play in the building up of
planning knowledge?

36) Other comments

THE QUESTIONNAIRE WAS ANSWERED BY

NAME:

DEPARTMENT /SCHOOL:

UNIVERSITY:

ADDRESS:

TEL: FAX: