

Doctoral Education in Europe

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Content:

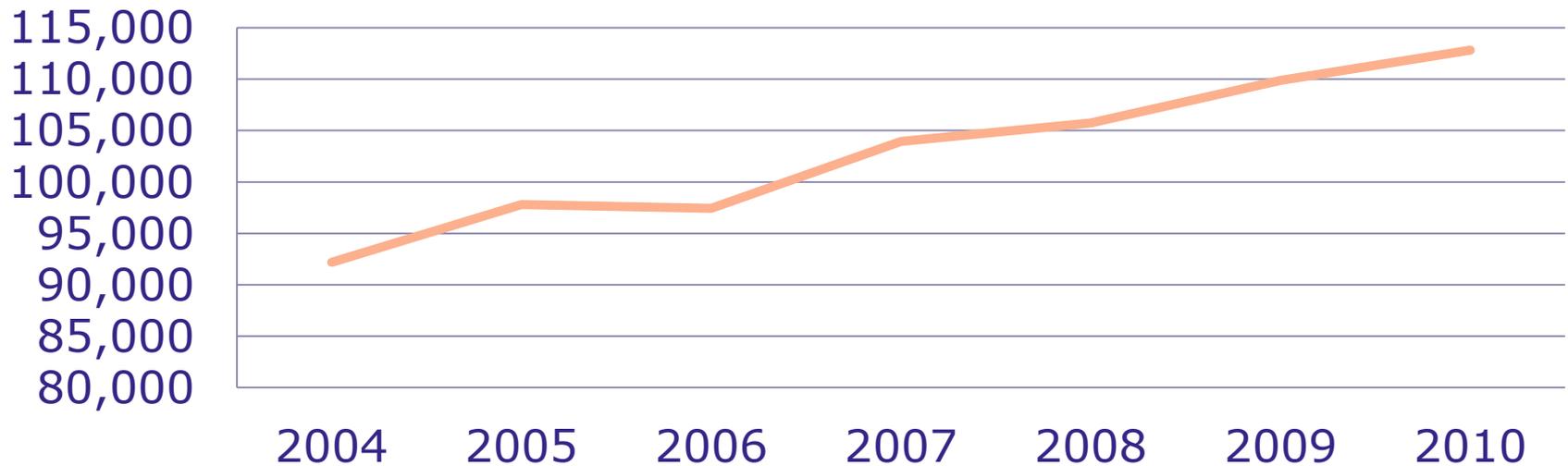
1. Instead of introduction
2. Salzburg Principles (EUA)
3. Salzburg II Recommendations (EUA)
4. Principles for Innovative Doctoral Training (EC)
5. Closer look to some of the principles/recommendations

EUA Council for Doctoral Education

- **EUA – European University Association**
 - 850 universities and rectors' conferences in 47 countries
 - Developing evidence-based policies
 - Advocating these policies
 - Promoting development of universities as institutions
- **Council for Doctoral Education (CDE)**
 - a membership service focused on doctoral education
 - Development of doctoral schools
 - Doctorate-specific policy development
 - 216 members in 33 countries

Growth in doctorates in Europe

Growth in PhD graduations EU



Source: Eurostat
Note: estimated 2010 and
2004 data for EU

Universities have responded

- Since 2005, we have seen a 'quiet revolution' in doctoral education
 - Professional management: The **Rise of the doctoral school**
 - 30 % of universities had a doctoral school in 2007
 - 65 % in 2009*
 - 85 % in 2012
- Reform of doctoral programmes
 - Interdisciplinarity
 - Transferable skills
 - Mobility components

**TRENDS V, TRENDS 2010*

Salzburg Principles

1. The core component of doctoral training is the advancement of knowledge through original research.
2. Embedding in institutional strategies and policies
3. The importance of diversity
4. Doctoral candidates as early stage researchers
5. The crucial role of supervision and assessment

Salzburg Principles

6. Achieving critical mass
7. Duration
8. The promotion of innovative structures
9. Increasing mobility
10. Ensuring appropriate funding

Salzburg II Recommendations

1. RESEARCH AS THE BASIS AND THE DIFFERENCE
2. CLUES FOR SUCCESS
 - 2.1. Critical mass and critical diversity
 - 2.2. Recruitment, admission and status
 - 2.3. Supervision
 - 2.4. Outcomes

Salzburg II Recommendations

2. CLUES FOR SUCCESS

2.5. Career development

2.6. Credits

2.7. Quality and accountability

2.8. Internationalisation

Salzburg II Recommendations

3. CLEARING THE OBSTACLES

3.1. Funding

3.2. Autonomy

3.3. Legal framework

3.4. Intersectoral collaboration

Principles for Innovative Doctoral Training

1. Research Excellence
2. Attractive Institutional Environment
3. Interdisciplinary Research Options
4. Exposure to industry and other relevant employment sectors
5. International networking
6. Transferable skills training
7. Quality Assurance

Salzburg Principles and recommendations

- Salzburg Principles from 2005 – outcomes of an EUA-led project and a Bologna seminar
 - The doctorate is **research-based**
 - Importance of institutional strategies
 - Diversity

- Salzburg recommendations 2010 – from consultations with CDE members
 - **Research** as the 'basis and the difference' from the other two cycles
 - Space for **individual development**
 - **Autonomy** for the institution to choose mission and strategy and to set up the appropriate structures

Salzburg II - main points

- The doctorate is and must be **research based**
 - It has a specific nature that makes it different from the types of education in the first and second cycle – research must be the leading principle
 - Important to stress that training through research creates a certain mindset for many sectors and careers – but it is cultivated by having done original research

Salzburg II - main points

- Space for **individual development**
 - Doctoral education obtains a large part of its value from the unique and individual paths that doctoral candidates take. They meet unforeseen problems and obstacles and learn to tackle them
 - Doctoral holders have individual career profiles as a product of their research experience and/or exposure to different environments
 - Academia, management, NGO, industry and much, much more...

Salzburg II - main points

- **Supervision** is central to doctoral education – and a problem where serious problems can arise

- At the heart of '**de-privatisation**'
 - Taking institutional responsibility by making it a collective effort
 - Formally by having clear rules and guidelines on responsibilities, rights and duties
 - Informally by stimulating a 'culture of supervision' and making it a source of professional pride

Salzburg II - main points

■ **Outcomes:**

- The outcome is the doctorate holder – the person trained through research with an individual professional profile
- Important to have developed a high level of autonomy and ability to 'manage the unknown'

■ **Credits**

- Can be used to measure workload
- ... but not research
- A 'hunt for credits' does not bring the right outcome

Funding-related issues

- **Financing of doctoral schools**
 - Securing and developing critical mass of research (excellence and capacity building)
 - Funding for experiments such as physical space, inventive career development etc.
 - Funding for grants/salaries for doctoral schools with excellent research and structures
 - Matching funding with research and supervisory capacity

Salzburg II on QA

- “It is necessary to develop **specific systems for quality assurance [for doctoral education]**... there is a strong link between the assessment of the research of the institution and the assessment of the research environments that form the basis of doctoral education.”
- Development of systems that combine quality of research, quality of structures and take into account “the professional **development of the researcher as well as the progress of the research project.**”



Thank you!