

Salzburg II – Experiences from the Reforms of Doctoral Education

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Through the last decade, European universities have been at the forefront of reforming doctoral education. There has been a rapid increase in the number of doctoral schools in European universities, and many new forms of structured doctoral education have appeared. The process has accelerated since the Salzburg Principles were launched in 2005, and for this reason, the EUA-Council for Doctoral Education decided to mark the five years' anniversary of the principles by collecting the experiences of Europe's universities in reforming doctoral education and publishing a set of concrete recommendations on the implementation of the Salzburg Principles.

The presentation outlines the main points of the recommendations. There are three main messages that permeate the document: 1) the doctorate is based on research, which makes it a qualitatively different kind of education than that of the first and second cycle. This means that particular instruments need to be developed for doctoral education such as doctorate-specific mobility options or quality assurance and enhancement mechanisms.

2) Doctoral education is highly individual and doctoral candidates must be allowed a wide space to grow and develop through their individual research projects. This is also true for the career profile of doctorate holders, which should be developed on the basis of the mindset acquired through research, but applicable to a large number of individual career paths.

3) Universities need autonomy to develop a diverse range of models for doctoral education imbedding the research project in different settings and contexts. The reforms in the last 5-10 years have proved that universities are dedicated to reform as well as demonstrated the expertise within universities to develop high quality doctoral education.