



Joint declaration on Doctoral Training in Europe

The presidents of
the Conference of the Directors of French Engineering Schools (CDEFI),
the Conference of University Presidents (CPU), France,
the Conference of Rectors of Academic Schools in Poland (CRASP),
the German Rectors' Conference (HRK),
the Rectors' Conference of the Swiss Universities (CRUS) and
Universities UK (UUK)

confirm the significance of the Salzburg Principles and the Salzburg II
Recommendations of the European University Association (EUA) issued in 2010.

They underline the following fundamental elements to be taken into consideration
discussing the Doctoral Training in the Member States of the European Union:

1. Doctoral (PhD) Training aims to create new knowledge and to qualify young researchers for careers in science¹, academia, economy and society in general by actively performing original research.
2. The individual contribution to scientific progress is documented by a dissertation (PhD thesis) or equivalent scientific performance.
3. Working on the dissertation (PhD thesis) constitutes the first phase in a research-based career. Doctoral Training therefore is not to be understood as an additional study cycle. Doctoral candidates within Doctoral Training are graduates of degree programmes which in general are on the Master's level.
4. Doctoral candidates should be offered the opportunity to acquire additional methodological competences as well as transversal, soft and generic skills helpful for careers in science, the wider science-based job market and in the job market outside of science. Doctoral candidates select such offers on their own choice. It is not required to make use of the European Credit Transfer and Accumulation System (ECTS) in this context as well as for the Doctoral Training in general.

¹ The term 'science' refers in this declaration to all research disciplines.

5. Doctoral candidates intending to pursue a career in academia should be offered the opportunity to gain experience in teaching.
6. Successful research training necessitates an institutional structure that allows the institution or the departments to assume strategic responsibility for Doctoral Training. This structure provides a transparent process for selecting qualified (national and international) doctoral candidates and for adequate supervision and examination. It also provides the curricular elements mentioned above.
7. Support should be given to a regular exchange between doctoral candidates from different scientific disciplines and to fostering a disciplinary and transdisciplinary dialogue within the specific doctoral training.
8. The research mind-set of the holders of doctoral degrees and their ability for intellectual risk-taking and for creativity are most important assets in the labour market, essential for all employers in industry, services and public sector.
9. The high degree of diversity in Doctoral Training opportunities and systems which cater to diverse needs in different Member States of the European Union is to be welcomed. We see no need for the standardisation of Doctoral Training in Europe.

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Paris, Warsaw, Bern, Bonn, London – November 2014