

EUA-CDE ANNUAL MEETING

Pre-meeting Workshop: New to doctoral education

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Wednesday, 14 June 2023

The oral tradition of doctoral education





Hans Heinrich Glaser, 1634



"Doktorschmaus, welchen griechische
Promoventen hier geben.
Pocci, Franz Graf von,
1807-1876

The modern doctorate



Série V. N° 445
N° d'ordre
1127.

THÈSES

PRÉSENTÉES

A LA FACULTÉ DES SCIENCES DE PARIS

POUR OBTENIR

LE GRADE DE DOCTEUR EN SCIENCES PHYSIQUES,

PAR

M^{me} SKŁODOWSKA CURIE.

1^{re} THÈSE — RECHERCHES SUR LES SUBSTANCES RADIO-
ACTIVES.

2^e THÈSE — PROPOSITIONS DONNÉES PAR LA FACULTÉ.

Soutenues le 18 juin 1903, devant la Commission d'Examen.

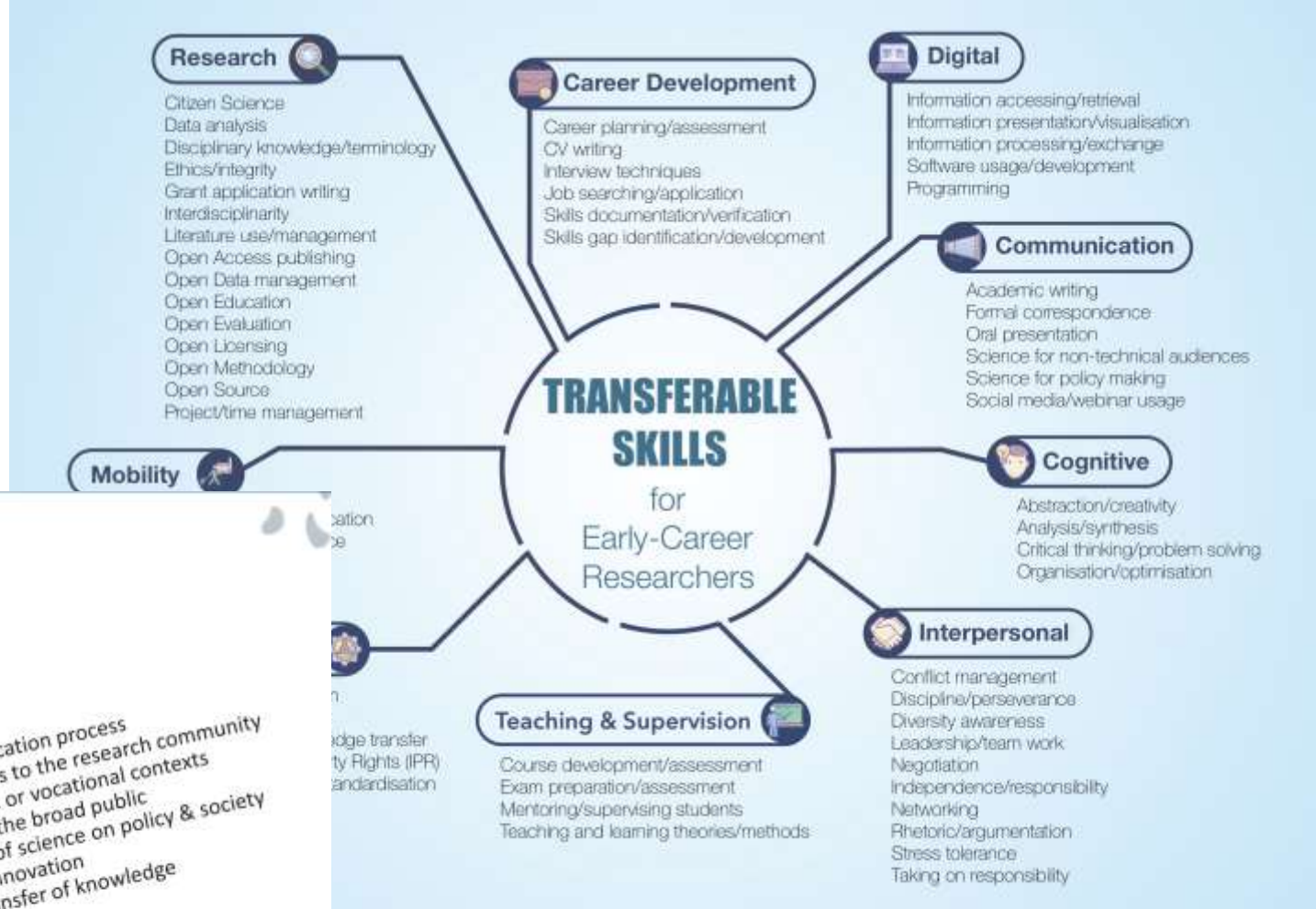
MM. LIPPMANN, *Président*,
BOUTY, *Examinateurs*,
MOISSAN, *Examinateurs*.

PARIS.

GAUTHIER-VILLARS, IMPRIMEUR-LIBRAIRE
DU BUREAU DES LONGITUDES, DE L'ÉCOLE POLYTECHNIQUE,
Quai des Grands-Augustins, 55.

1903

«Skillfication» of the doctorate



Doctoral education in Europe

- The doctorate plays a central role in the history of European Universities
- Salzburg Principles 2005 – Salzburg II 2010 – Salzburg III 2016
- Increased importance for the European Research Area
 - Innovation Union 2010
 - Principles for Innovative Doctoral Training 2011
- National legislation
- Much of this is connected to the discourse regarding the knowledge society as a driver for growth
- Doctoral education: From a “privatised relation” to the center of the university endeavour

A bottom-up process leading to the reform of doctoral education in Europe

BOLOGNA SEMINAR
DOCTORAL PROGRAMMES FOR THE EUROPEAN KNOWLEDGE SOCIETY
Salzburg, 3-5 February 2005

SALZBURG II RECOMMENDATIONS

EUROPEAN UNIVERSITIES' ACHIEVEMENTS
SINCE 2005 IN IMPLEMENTING
THE SALZBURG PRINCIPLES

DOCTORAL EDUCATION – TAKING SALZBURG FORWARD

IMPLEMENTATION
AND NEW CHALLENGES

Conclusions and Recommendations from the Bologna Seminar on “Doctoral Programmes for the European Knowledge Society” Salzburg, 3-5 Feb 2005

1. 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

6. Achieving a critical Mass

7. Duration: 3 et 4 years full-time

8. The promotion of innovative structures

9. Increasing the mobility

10. Ensuring appropriate funding

The aim(s) of doctoral education

(Research & Researchers!)

“The core component of doctoral training is the **advancement of knowledge through original research**.

At the same time, it is recognised that doctoral training must increasingly meet the **needs of an employment market** that is wider than academia.”

Salzburg Principles 2005.

“The goal of doctoral education is to cultivate the **research mindset, to nurture flexibility of thought, creativity and intellectual autonomy** through an original, concrete research project. It is the practice of research that creates this mindset.”

Salzburg Recommendations 2010.

Diversity in conditions, practices and contexts

- **Diverse organisation:** $\frac{3}{4}$ of universities organised in programmes (taught courses, milestones etc.) and 40% with centralised doctoral schools. Only 5% without any institutional oversight.
Credits, Supervision, Admission criteria etc.
Increased inter-institutional collaboration. Increased role of professionals, ...
- **Diverse practices of doctoral education:** Different kinds of doctorates: “traditional doctorates” (most cases), professional doctorates, doctorates in the arts; different outcomes (book, journal articles, artefacts). digital defences, but also increased relevance of postdoctoral researchers as target groups.
- **Diverse conditions:** Funding and status of doctoral candidates, duration of the doctorate, legal frameworks,...
- **Diverse activities of doctoral candidates:** Besides research proposal writing, teaching, data collection and management, scientific collaboration and publishing, science communication, ...
- A **multiplicity of (transversal) skills trainings** is offered to doctoral candidates

Shared understandings

- A shared understanding of the relevance of **research as the base of doctoral education** (see also forthcoming 2022 vision paper)
- A shared understanding of the doctorate as a transformation phase from a **student toward an independent researcher**. Doctoral candidates as early-stage researchers.
- A shared understanding of the **institutional responsibility of the university**
- A shared understanding about the **importance of supervision and supervision training**

Introducing EUA-CDE



- **Membership service** of the European University Association (EUA), founded in 2018
- **The largest** European Doctoral Education Network bringing together 277 European universities and rectors conferences from 38 European countries and representing doctoral education in Europe
- **Steered** by a Steering Committee comprising of 10 doctoral education leaders from 10 European countries (chair Prof. Aleksandra Kanjua-Mrcela, University of Ljubljana)
- **Promotes** cooperation and exchange of good practices on issues of common interest and **drives** doctoral education policies
- **Identifies** and monitors the trends in doctoral education
- **Organises** regularly events, addressing fundamental and emerging topics of doctoral education and publishes surveys and policy papers
- Serves as **the voice of doctoral education in Europe**

| Year | Thematic Workshop (January) ~ 100 participants | Place | Annual Meeting (June) ~ 230 participants | Place |
|------|--|-----------|--|------------|
| 2008 | Enhancing of Supervision | London | Launch Conference | Lausanne |
| 2009 | Structuring Doctoral Education | Zagreb | Second Annual Meeting | Lausanne |
| 2010 | Researchers' Careers Support and Development | Ghent | Third Annual Meeting | Berlin |
| 2011 | Mobility – international and inter-sectoral | Budapest | Promoting Creativity | Madrid |
| 2012 | Supporting Individual Paths of Doctoral Candidates | Dublin | Funding Doctoral Education | Stockholm |
| 2013 | Interdisciplinary Doctoral Programmes | Turin | From Student to Researcher: are we on the right track? | Warsaw |
| 2014 | Education – Mindset, Research, Innovation | Izmir | Doctoral Education: Thinking globally, acting locally | Liverpool |
| 2015 | Regional Engagement and Doctoral Education | Marseille | Education –where do we go from here? | Munich |
| 2016 | Doctoral Supervision | Delft | Doctoral Education: a dilemma of quality and quantity? | Tarragona |
| 2017 | Ethics and Integrity in Doctoral Education and Research Training | Lisbon | Digitalisation: A game changer for doctoral education? | Tallin |
| 2018 | The Impact and Outcomes of Doctoral Education Reform in Europe | Malta | Excellence through diversity: doctoral education in a globalised world | Ljubljana |
| 2019 | Inter-institutional collaboration in doctoral education | Amsterdam | The societal dimension of doctoral education | Brescia |
| 2020 | Academic Career Development | Tbilisi | The role of doctoral Education for Europe's Universities | ONLINE |
| 2021 | Artificial intelligence, data management and the digital world of doctoral education | ONLINE | Doctoral Education in a post-Pandemic world | ONLINE |
| 2022 | Focus group | | Time and Timing in doctoral education | Manchester |

The Salzburg documents

BOLOGNA SEMINAR
DOCTORAL PROGRAMMES FOR THE EUROPEAN KNOWLEDGE SOCIETY
Salzburg, 3-5 February 2005

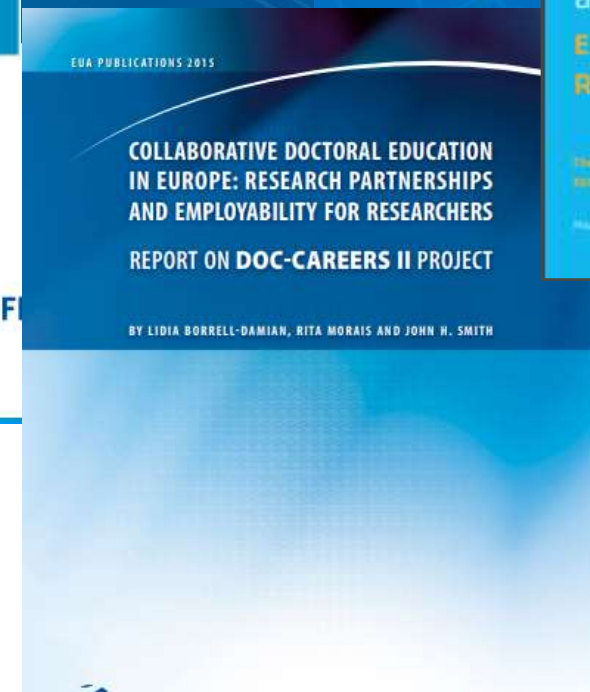
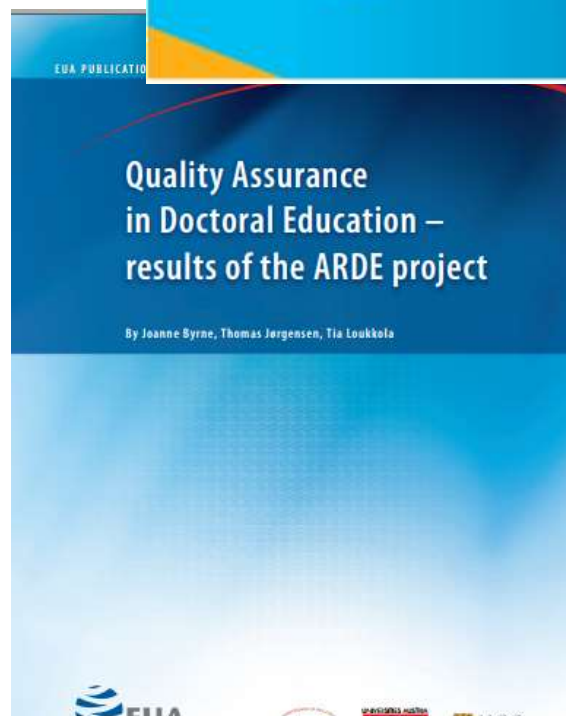
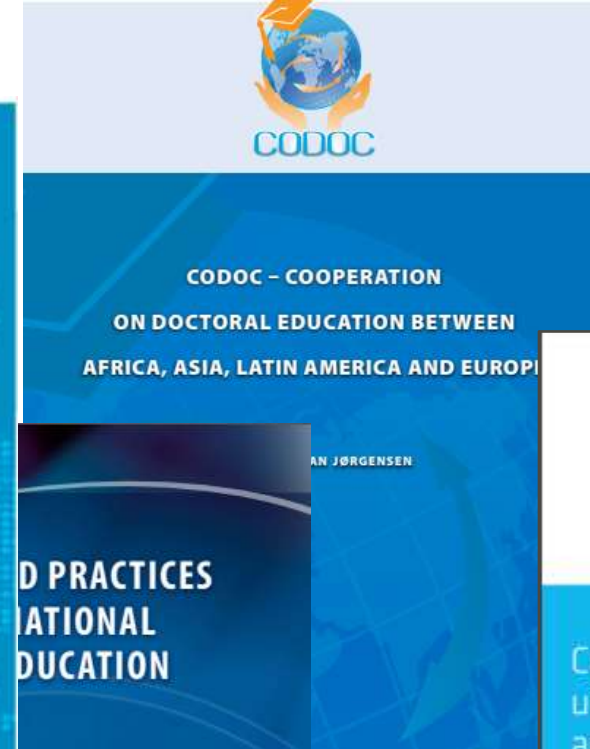
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New EUA-CDE report – Co-tutelles in European universities: concept, aims and implementation

EUA-CDE has published a new report on the findings of the 2020 Thematic Peer Group on “Co-tutelles and Joint Doctorates”. The report outlines the conclusions of this second EUA-CDE Thematic Peer Group. With findings gathered from 23 universities in 15 European countries, this paper reflects the group’s discussions on the topic of co-tutelles and provides an overview of the different approaches

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COUNCIL
FOR DOCTORAL
EDUCATION

31 May 2022

EUA-CDE
NEWSLETTER



EUA-CDE

1.232 Tweets



Folge ich

EUA-CDE

@EUACDE Folgt Dir

Part of [@EUAtweets](#), the Council for Doctoral Education (EUA-CDE) is the European voice for doctoral education with more than 250 members in 36 countries

[Biografie übersetzen](#)

Bildung Geneva, Switzerland eua-cde.org

Seit Oktober 2016 bei Twitter

231 Folge ich 1.276 Follower

The Doctoral Debate

“The Doctoral Debate” is an online platform featuring original articles with commentary and analysis on doctoral education in Europe. Articles focus on trending topics in doctoral education and state-of-the-art policies

Search



Tags

Save the date !

**2024 EUA-CDE Thematic
Workshop on «leadership in
doctoral education»**



Prague, 1 to 2 February, 2024

Save the date !

**2024 EUA-CDE
Annual Meeting**

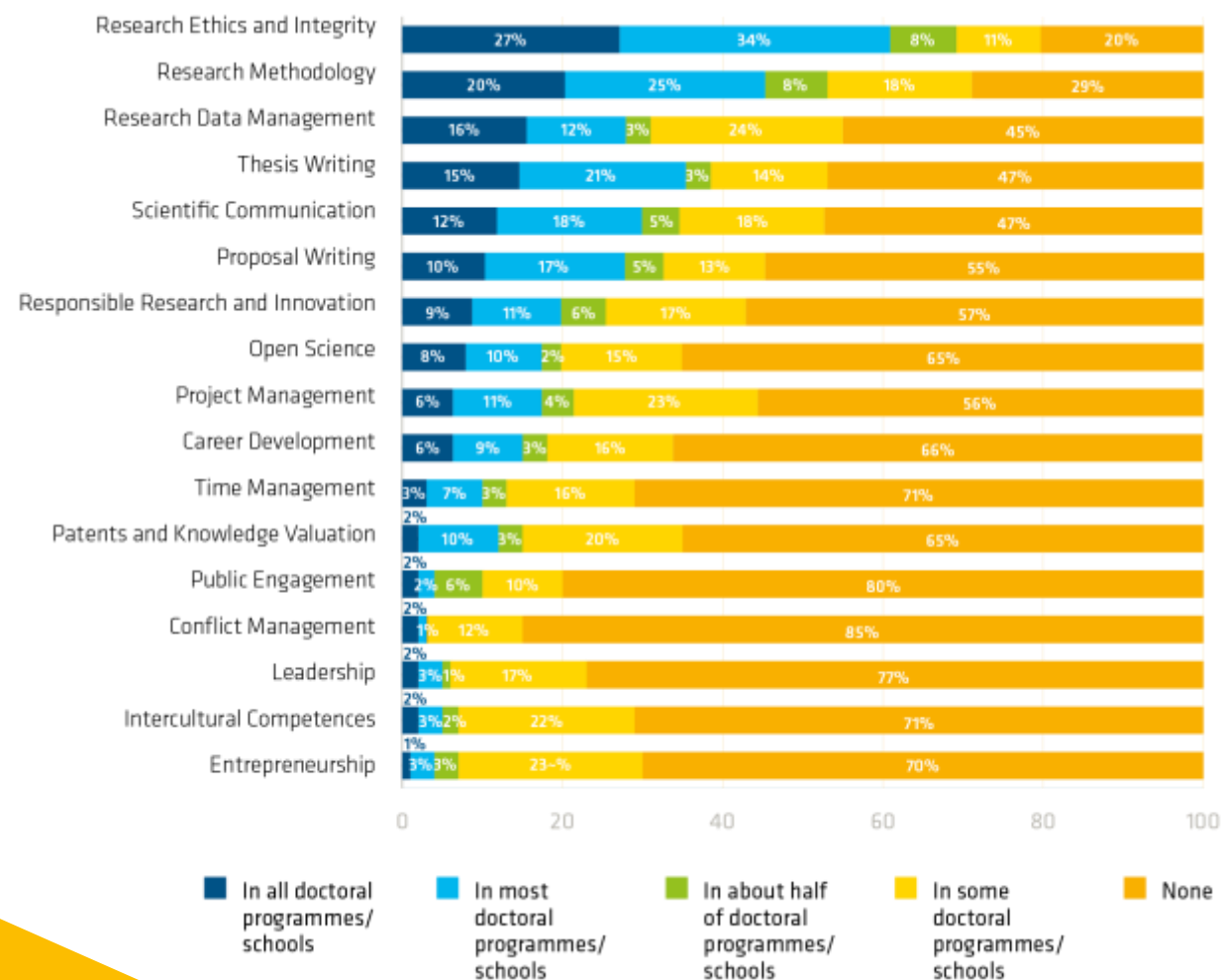


Barcelona, 26 to 28 June, 2024

Doctoral Education in Europe today

Mandatory transversal skills training

What type of mandatory transversal skills training is offered to doctoral candidates at your institution?



Only a minority of transversal skills trainings are mandatory – doctoral candidates need to be able to choose which one fits them well.

Exception: Research ethics and integrity (and research methodology) – precondition of every kind of research

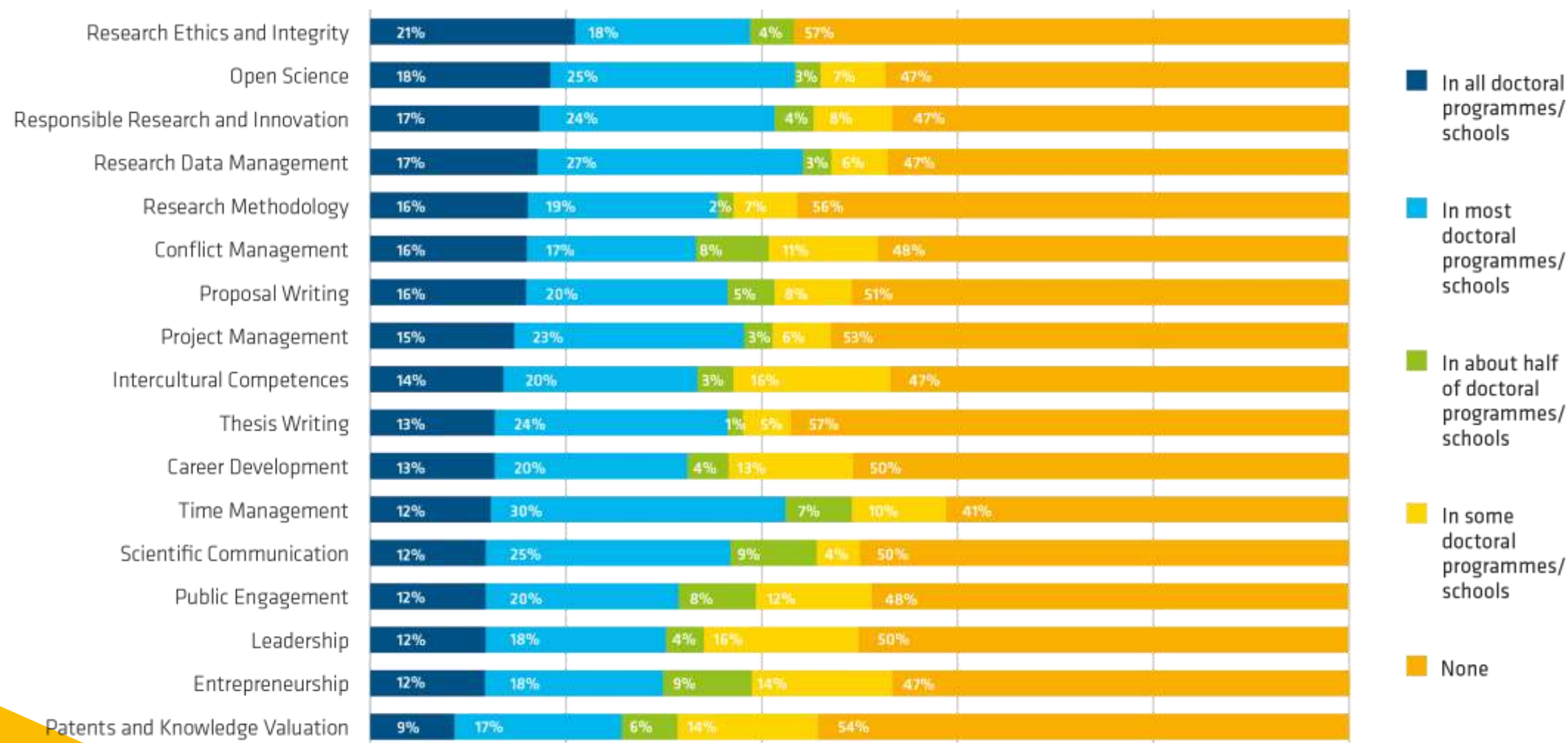
Optional transversal skills training

What type of optional transversal skills training is offered to doctoral candidates at your institution?



Prospective transversal skills training

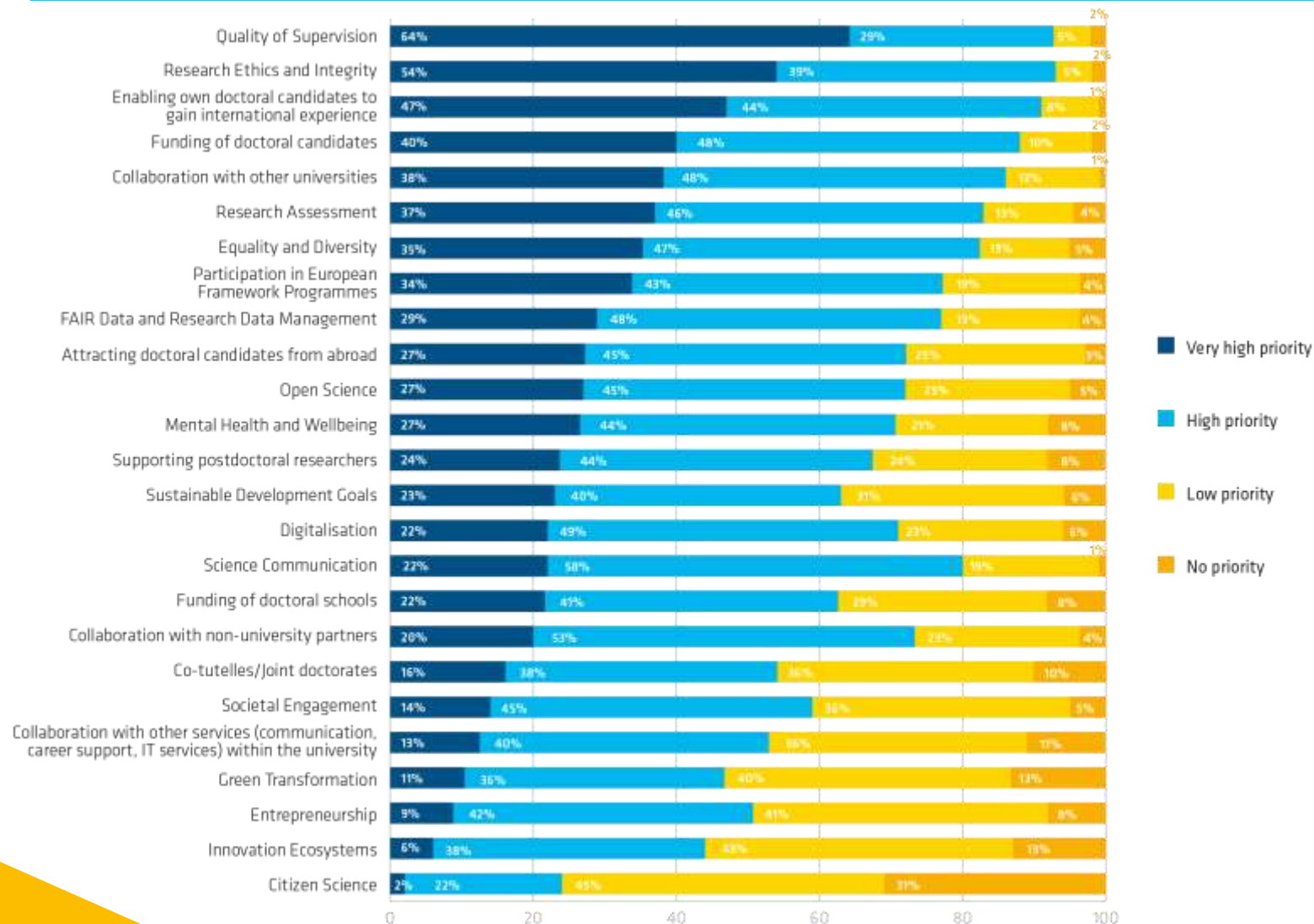
If it is not available now, do you intend to offer any of the following training to doctoral candidates in the future?



Doctoral education in Europe: current developments and trends

Institutional priorities

Which of the following topics are a priority in the area of doctoral education at your institution?



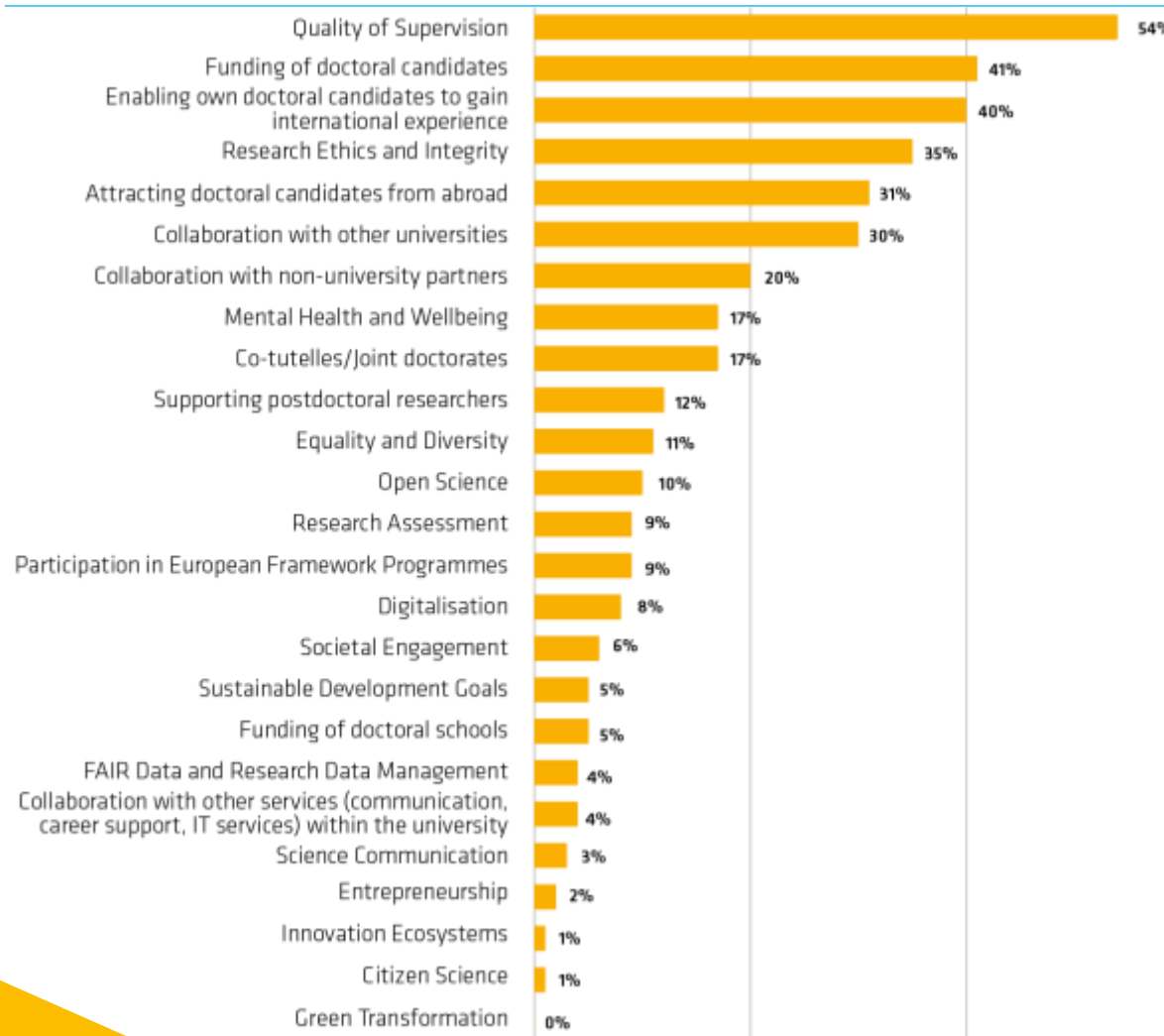
There is a mix of priorities in doctoral education, which include both internal and external factors.

There is a need to prioritise priorities, while being aware of the multiplicity of challenges institutions are confronted with.

Doctoral education in Europe: current developments and trends

Top priorities

Please identify which of the following topics you consider most important for doctoral education at your institution. Please indicate max. 3-4.



The increasing role of doctoral education in confronting future challenges

- There is hardly any main policy goal within universities that is not increasingly addressed through doctoral education and doctoral candidates. (Open science, research integrity, etc.)
- The knowledge economy is in need of highly skilled researchers to address future challenges, which is not always reflected in present employment offers
- External drivers and contexts shape the practice of doctoral education (f.i. Digitalisation, SDG, etc.)
- Skills training is considered a key element to reconcile the need of external drivers with the needs of doctoral candidates
- The increased role of doctoral school as support structure for postdoctoral researchers increases the role of the institution
- This increasingly puts doctoral schools in the spotlight university policies. Are doctoral schools equipped for this role?

Some key challenges

- The need to define the **specificities of doctoral education** in relation to master and postdoctoral research
- Maintaining the doctorate as **research based academic degree** in light of the «skillification» of the doctorate , while acknowledging the role of skills training
- Ensuring **international exposure and mobility** even in case to reduced physical mobility opportunities
- **Decreasing numbers (and increasing)** of doctoral candidates in some countries related to job insecurity or more attractive alternatives
- Ensure **appropriate funding** for doctoral candidates and doctoral schools/programmes

- **Structures** – how much, how many
- **Respond to external and societal drivers** (Digitalisation, global warming, inclusion)
- **Reform research assessment** to reflect the full variety of research production and enable open-science
- Understanding and dealing with the **mental health** of doctoral candidates and graduates
- **Interaction with different stakeholders** – employers, media, broader society and communication the specificities and «value» of doctoral education.
- **Quality assurance** – dynamics of internal and external QA
- **Academic freedom** – on different level, external interventions and steering, security discourses

Thank you for your attention

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