

EUA-CDE ANNUAL MEETING, BRESCIA

Pre-meeting Workshop II: New to doctoral education

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Content

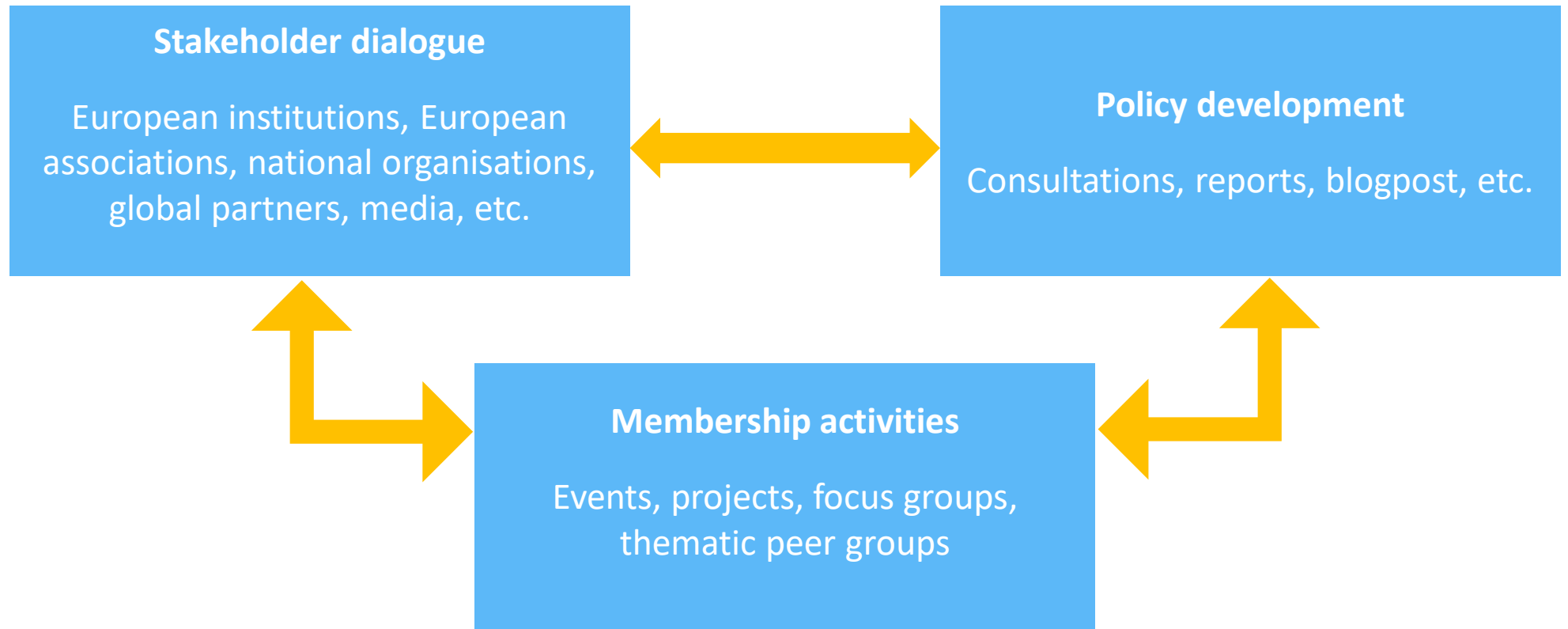
- 1. EUA Council for Doctoral Education**
- 2. Doctoral Education in Europe**
- 3. Membership Activities**
- 4. Challenges & Priorities**

Pre-meeting Workshop II: New to doctoral education

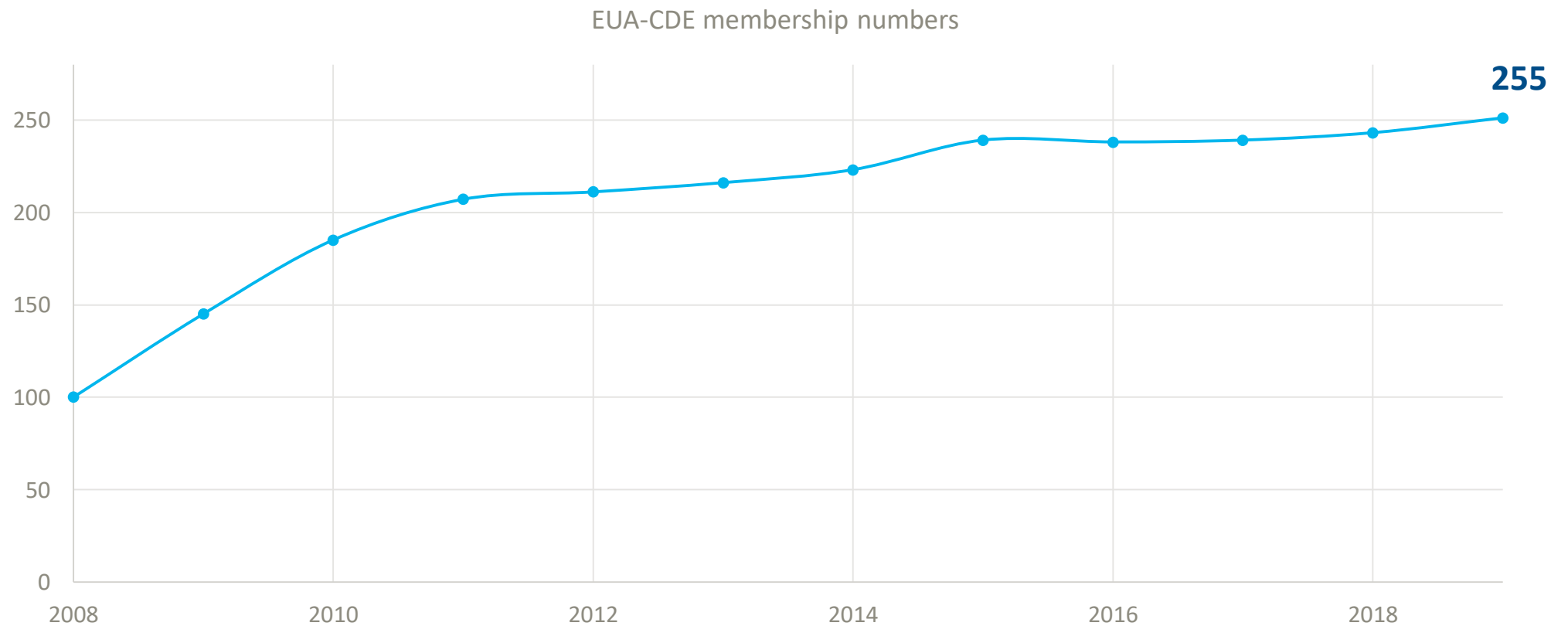
EUA-CDE

Initiative of the European University Association (EUA), launched in 2008 with the aim to contribute to the development, advancement and improvement of doctoral education and research training in Europe

- **Membership service** of the European University Association
- **The largest** European Doctoral Education Network
- **Gathers** a community of academic leaders and professionals from 255 universities in 36 European countries
- **Drives** doctoral education policies and promotes cooperation and exchange of good practices on issues of common interest
- **Organises** regular conferences, workshops, focus groups, webinars and thematic peer groups, addressing fundamental and emerging topics of doctoral education
- **Identifies** and monitors the trends in doctoral education, inside and outside Europe
- **Participates** in policy dialogues on the European and global level
- **Contributes** to strengthening the international dimension of doctoral education and enhancing the visibility of doctoral schools and programmes at the European and international levels
- **Provides** policy advice to the EUA Board and Council.

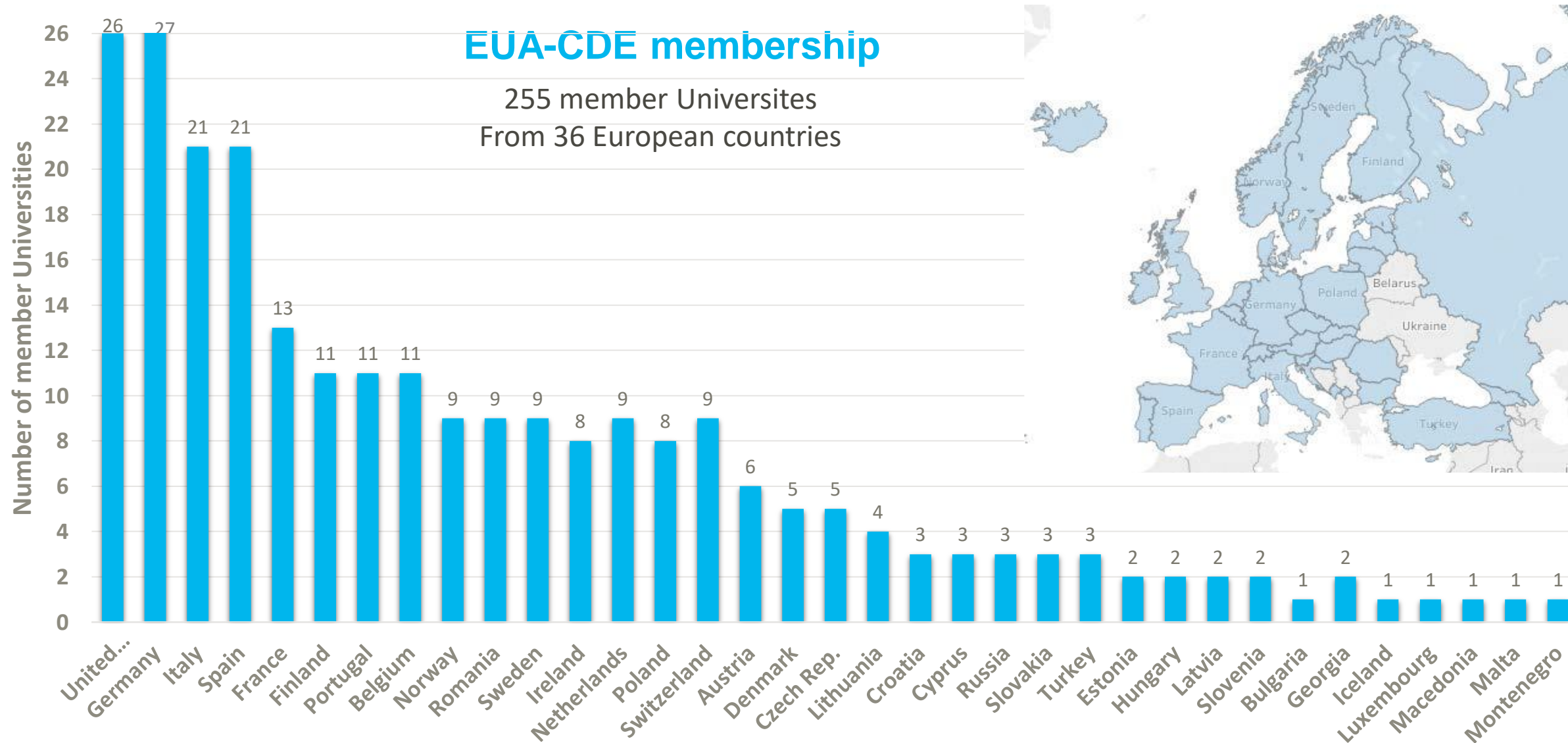


Evolution of the EUA-CDE membership



EUA-CDE membership

255 member Universities
From 36 European countries



Year	Thematic Workshop (January) ~ 90 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		Digitization: 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 globalized world	Ljubljana
2019	Inter-institutional collaboration in doctoral education	Amsterdam		The societal dimension of doctoral education	Brescia

Upcoming 13th Thematic workshop and Annual meeting in 2020

13th EUA-CDE Thematic workshop

23-24 January 2020

The focus of the next EUA-CDE Thematic Workshop is on how Universities can prepare doctoral candidates for academic careers and what challenges are attached to it.

Hosted by Ivane Javakhishvili Tbilisi State University, Georgia

13th EUA-CDE Annual meeting

24-26 June 2020

Hosted by the University of Manchester, UK

Content

1. EUA Council for Doctoral Education

2. Doctoral Education in Europe

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Evolution of Doctoral Education in Europe

<https://www.flickr.com/photos/dirkb86/36359614515>



EU contribution to the reform of doctoral education in Europe



255(!) – growth happens!

**Conclusions and
Recommendations
from the Bologna
Seminar on**

**“Doctoral Programmes
for the European
Knowledge Society”**

Salzburg, 3-5 Feb 2005

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
6. Achieving critical mass
7. Duration: 3 et 4 years full-time as a rule
8. The promotion of innovative structures
9. Increasing mobility
10. Ensuring appropriate funding

Salzburg II (2010)

1. RESEARCH AS THE BASIS AND THE DIFFERENCE

In line with the first Salzburg Principle, 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.

2. CLUES FOR SUCCESS

2.1. Critical mass and critical diversity

Institutions must develop a critical mass and diversity of research in order to offer high quality doctoral education.

2.2. Recruitment, admission and status

Doctoral programmes should develop recruitment strategies that correspond to their particular mission and profile.

Salzburg II (2010)

2.3. Supervision

Supervision must be a collective effort with clearly defined and written responsibilities of the main supervisor, supervisory team, doctoral candidate, doctoral school, research group and the institution, leaving room for the individual development of the doctoral candidate.

2.4. Outcomes

The main outcome of doctoral education are the early stage researchers and their contribution to society through knowledge, competences and skills learnt by undertaking research, as well as awareness and openness towards other disciplines. The outcome of their research must testify to the originality of the research and be suitable for dissemination within the scientific community.

Salzburg II (2010)

CLUES FOR SUCCESS

2.5. Career development

Career support for doctoral candidates must take into account individual goals and motivations and acknowledge the wide range of careers for doctorate holders.

2.6. Credits

The credit system developed for cohorts of students in the first and second cycles is not a necessary precondition for establishing successful doctoral programmes... High quality doctoral education needs a stimulating research environment driven by research enthusiasm, curiosity and creativity, not motivated by the collection of credits.

Salzburg II (2010)

CLUES FOR SUCCESS

2.7. Quality and accountability

are necessary to develop specific systems for quality assurance in doctoral education based on the diverse institutional missions and, crucially, linked to the institutional research strategy.

2.8. Internationalisation

Internationalisation strategies should be a tool in increasing the quality in doctoral education and in developing institutional research capacity.

Salzburg II (2010)

3. CLEARING THE OBSTACLES

3.1. Funding

High quality doctoral education requires adequate, sustainable and doctorate-specific funding opportunities.

3.2. Autonomy

Institutions need autonomy to be able to establish, and be accountable for, diverse structures with different research strategies and strengths.

3.3. Legal framework

The national and European legal frameworks must give institutions the possibility to engage in innovative doctoral programmes and take the necessary institutional responsibilities.

3.4. Intersectoral collaboration

All stakeholders should engage in measures to facilitate co-operation between providers of doctoral education and the non-academic sectors to the mutual benefit of all partners.

**EU Commission
Principles for
Innovative Doctoral
training**

Brussels

28-29 Nov 2011

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

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Membership activities





euacde COUNCIL
FOR DOCTORAL
EDUCATION

2019 EUA-CDE Annual Meeting

**The societal dimension of doctoral
education**

 University of Brescia, Italy

 12-14 June 2019



EUA-CDE Thematic Workshop

Tbilisi, Georgia

January 23 & 24, 2020


Topic: Academic Career Development

Thematic Peer Groups

2019:
Career tracking
and development




Linked-In Group



EUA Council for Doctoral Education

Standard group

Start a conversation in this group



Ana-Maria Peneoasu • 1st

Project Officer presso EUA Council for Doctoral Education

51m

Deadline: 17 May 2019
CALL FOR TRAINERS: Yebo! Project Workshop

...see more

CALL FOR TRAINERS: Yebo! Project Workshop

eua-cde.org

CALL FOR TRAINERS: Yebo! Project Workshop As part of the Yebo! project on the internationalization o...

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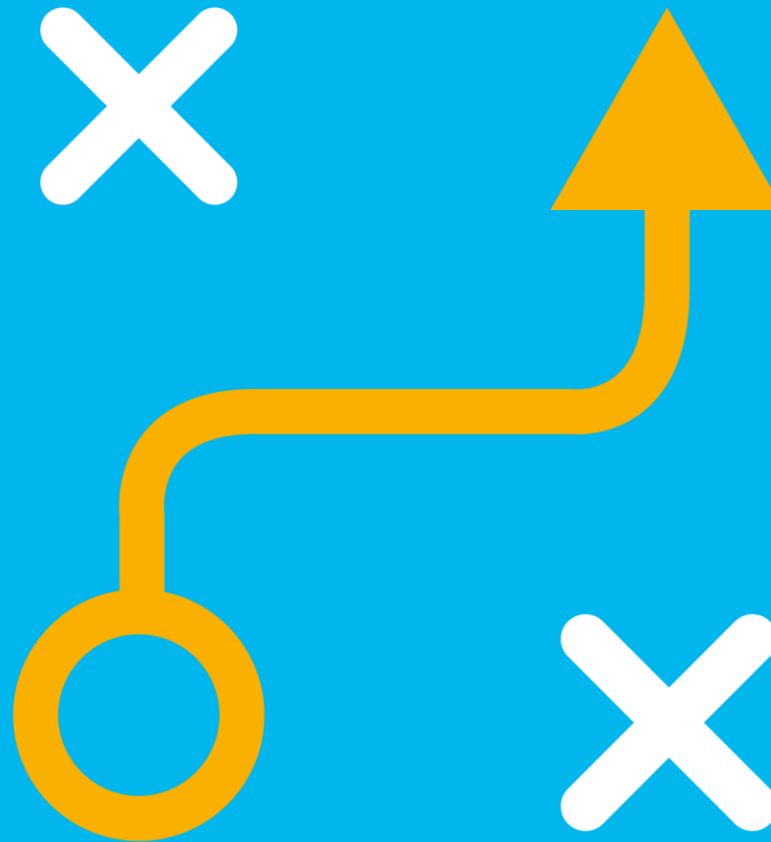
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Priorities



2015: Taking Salzburg forward



Developing an ethos of research integrity

- Constantly increasing **competition**.
→ Pressure to show innovative results as early as possible
- Increasing awareness of the **public on ethical questions**
- Difference between research ethics and research integrity?
- **New technologies** include new challenges
- **Disciplinary specificities** should be taken into account

Tackling the digital challenge

- **Open research**, open education (MOOCs), social media, big data etc.
- Universities need an **appropriate research environment** and coherent procedures covering the technical, legal and ethical aspects of digitalisation
- **Supervisors** are to be trained
- What does it mean for doctoral thesis?
- Opportunities that offer digitalisation are indisputable, however there is a need of risk awareness

Embracing the globalisation of research

- Research is becoming increasingly global
- New technologies enable international exchange
- Internationalisation as part of the institutional strategies
- Institutions have the responsibility towards doctoral candidates with an international background
- Co-tutelles
- International capacity building

Engaging with the knowledge society

- Doctoral education build bridges between Universities and societies
- Dialogue between Universities and other stakeholders can be supported through doctoral education
- There is a need for supporting of intersectorial mobility
- Professional development of doctoral candidates
- Regional anchoring

Emerging topics in doctoral education

- **Mental Health / Mental wellbeing**
 - Increasing public attention to the topic
 - Institutional responsibility to provide support to the doctoral candidate
 - Need for further research and the development of best practices
- **Postdocs**
 - Exploring the issue
 - What are the specific needs of postdocs?
 - What can doctoral education provide to postdocs

Emerging topics in doctoral education

- **Research Assessment**
 - The career of early career researcher are strongly dependent on assessment systems
 - Open science needs ending with the focus on only a few quantity-oriented indicators
 - Doctoral candidates need to be able to do the “right” decision
- **Sustainable development goals**
 - Addressing the big societal challenges
 - New skills needed
 - Opportunities for global collaboration

**SAVE THE
DATE!**



EUA-CDE Thematic Workshop

«Academic career developement»

**Ivane Javakhishvili State University Tbilisi
23-24 Januar 2020**

THE END ...

Thank you for your attention

