

2021 EUA-CDE ANNUAL MEETING

Preparing doctoral education for a post-pandemic world

13-15 September 2021 | Online

Draft programme as of 15 July 2021

This year's EUA-CDE Annual Meeting is about building the future of doctoral education. During these three days, the EUA-CDE community will come together to address the key challenges facing doctoral education in the fallout of the Covid-19 crisis. Speakers and participants will discuss topics such as collaboration in doctoral education, the skills needs and development of doctoral candidates, the importance of academic freedom and the impact of the pandemic on doctoral education globally. Participants will also be the first to see the results of the 2021 EUA-CDE survey on current developments in doctoral education and to discuss them with peers through virtual focus groups. The results of these group discussions will be included in a final report. The 2021 EUA-CDE Annual Meeting will be more global than ever: sessions with participants from five continents point to the global dimension of doctoral education and the need to work together on the doctoral education of the future.

Additional speakers will be added upon confirmation.

Monday, 13 September 2021

09.00 – 13.30
CEST

One-to-one networking meetings

Participants will have the opportunity to use the event platform to exchange with other conference attendees.

13.30 – 15.00

Opening

- Luke Georghiou, EUA-CDE Steering Committee Chair; Deputy President and Deputy Vice-Chancellor, University of Manchester, UK
- Amanda Crowfoot, Secretary General, European University Association

Plenary Session

The global effects of Covid-19 on doctoral education

The pandemic has had significant effects on doctoral education throughout the world. While some of these effects are similar, there are also differences, related to national and regional contexts. In this session, speakers from different parts of the world will talk about how the pandemic has affected doctoral education in their regions and what lies ahead.

- Alastair McEwan, Convenor, Australian Council of Graduate Research; Pro-Vice-Chancellor, Acting Dean, University of Queensland, Australia
- Ernest Aryeetey, Secretary General, African Research Universities Alliance; former Vice-Chancellor, University of Ghana, Republic of Ghana
- Maria Luz C. Vilches, Vice-President for the Loyola Schools, Ateneo de Manila University, Philippines

- 15.00 – 15.15 *Break*
- 15.15 – 16.15 **Plenary Session**
The role of academic freedom for early-career researchers
- Academic freedom is the most important basis for meaningful academic research and teaching. Therefore, it is also the foundation of doctoral education. However, academic freedom is not guaranteed everywhere and is increasingly under threat. This affects early-career researchers as they often lack (international) support networks and visibility, making them a vulnerable population. This session will address the role and current state of academic freedom for early-career researchers, as well as what can be done to protect it.
- Astrid Söderbergh Widding, Chair of the Board, Association of Swedish Higher Education Institutions; Vice-President, Magna Charta Observatory; President, Stockholm University, Sweden
 - Susan Wright, Professor of Educational Anthropology, Aarhus University, Denmark
- 16.15 – 16.20 *Break*
- 16.20 – 16.30 **Carousel discussions**
- In the “carousel”, [EUA-CDE members](#) are matched according to their interests for short one-to-one conversations. This is also a way to get to know the EUA-CDE community.*
- 16.30 – 17.30 **Parallel Group Discussions – see page 5**
Institutional priorities
- A. Internationalisation
 - B. Funding
 - C. Supervision

Tuesday, 14 September 2021

- 09.00 – 12.45 **One-to-one networking meetings**
 CEST
- 12.45 – 13.25 **Keynote**
Research and collaboration and the quest for sustainability
- While it has shed light on existing global inequalities, the Covid-19 pandemic has also shown the importance of international collaboration. This session will address the role of doctoral education in recovering from the pandemic, as well as achieving the UN Sustainable Development Goals. It will also focus on how through international exchange we can foster international collaboration and the role that different actors can play in this regard.
- 13.30 – 14.30 **Plenary Session**
Skills and skills differences and how to deal with them
- The doctoral experience prepares for a variety of careers within and outside academia. While the purpose and focus of a doctorate is research, it prepares doctoral

candidates for a wide array of future challenges and supports them in acquiring the competencies and skills needed even for tasks that are yet to be known. However, there is an increasing demand for doctoral candidates who match the skills needs of the current labour market. In this session, we will discuss how universities deal with potential diverging skills needs and ensure that the doctorate remains the academic degree that prepares the candidates for current challenges, as well as the unknown.

- Hans-Joachim Bungartz, EUA-CDE Steering Committee member; Graduate Dean, Technical University Munich, Germany
- Neda Bebiroglu, Scientific Advisor, Observatory of Research and Scientific Careers, Belgium
- Rosemary Deem, Honorary Life Member, UK Council for Graduate Education; Emerita Professor of Higher Education Management, Royal Holloway, University of London, UK

14.30 – 14.40 *Break*

14.40 – 14.55 **Carousel discussions**

15.00 – 15.55 **Parallel Group Discussions** – *see page 5*

Skills training

- A. Scientific communication
- B. Open Science and research data management
- C. Research ethics and integrity

16.00 – 17.00 **Flash presentations**

[EUA-CDE members](#) will share good practices at their institutions in short five-minute presentations. The selected contributors will address ideas and initiatives related to the key topics of the EUA-CDE Annual Meeting.

Wednesday, 15 September 2021

09.00 – 09.30 **Keynote**

CEST

09.30 – 10.30 **Parallel Group Discussions** – *see page 5*

Organising doctoral education

- A. Managing doctoral schools and doctoral programmes
- B. Postdoctoral researchers
- C. Digitalising doctoral education

10.30 – 10.45 *Break*

10.45 – 11.45 **Plenary Session**

Successful inter-institutional collaboration in doctoral education

Research collaboration between institutions has become more important over the years. The European Universities Initiative alliances are working on developing joint-doctorate schemes to enhance the mobility of early-stage researchers within their networks and beyond. Co-tutelles also play an important role in international collaboration within and beyond Europe and are currently being discussed by the

EUA-CDE Thematic Peer Group. In addition, doctoral candidates themselves regularly express the need for the collaborative experience to be formally acknowledged. One way to address this is the “doctor europaeus label”. Since its introduction in 1991, it has served as a university-driven initiative to enhance collaboration and make it visible, while guaranteeing a diversity of approaches. This session will address the challenges and opportunities of collaboration between institutions at the doctoral level and how to make it more visible.

- Luciano Saso, President, UNICA; Vice-Rector of European University Networks, Sapienza University of Rome, Italy
- Laurinda Leite, Chair of the EUA-CDE Thematic Peer Group on “Co-tutelles and Joint Doctorates”; Vice-Rector for Education, University of Minho, Portugal
- Sylvie Pommier, President, Réseau national des collèges doctoraux (RNCD); Deputy Vice-President in charge of doctorate, University of Paris-Saclay, France

11.45 – 12.00 **Closing session**

12.00 – 12.30 **Wonder networking**

In this session, participants are invited to meet during a networking session using the Wonder tool.

PARALLEL GROUP DISCUSSIONS

INSTITUTIONAL PRIORITIES – MONDAY, 13 SEPTEMBER

The following sessions will address the strategic priorities ranked highest in the survey.

A. Internationalisation

Internationalisation has different dimensions and is linked to doctoral education on different levels. Attracting doctoral candidates from abroad and facilitating doctoral candidates in gaining international experience are part of this. In addition, universities increase their efforts to connect with other universities on an international level. In this group discussion, participants will look at the different aspects of internationalisation in doctoral education and address what is most relevant to them.

B. Funding

Sustainable funding is a precondition in enabling doctoral candidates to successfully reach their doctorate and in allowing doctoral schools to function well and provide the necessary offer. In this group discussion, participants will look into the funding of doctoral education and discuss the key challenges that lie ahead.

C. Supervision

An increased focus on supervision has been at the centre of doctoral education reform over the past two decades and remains an important strategic priority for universities. In this group discussion, participants will discuss today's key topics related to supervision and how they are best approached.

SKILLS TRAINING – TUESDAY, 14 SEPTEMBER

On the second day, the following sessions will address topics linked to research and transversal skills training that have become key elements of doctoral education.

A. Scientific communication

Developing adequate skills to effectively communicate about research is becoming part of the doctoral journey as early-career researchers are increasingly sharing their scientific findings with the public – not just the academic community. As a consequence, universities are developing training for doctoral candidates and researchers with the aim to further develop these skills. In this group discussion, participants will share their ideas and experiences on how doctoral schools can empower doctoral candidates to better communicate science to the general public and respond to this additional training need.

B. Open Science and research data management

Open Science principles and practices have quickly evolved over the last decade. As new opportunities arise from this rapid development, in terms of academic collaboration and knowledge sharing, most universities in Europe are actively developing well-established structures and policies to conduct training focused on various aspects of Open Science at the doctoral level. Recently, universities also began providing doctoral candidates with data management skills, which play a central role in Open Science. In this group discussion, participants will discuss these topics, as well as how doctoral schools can further expand the training opportunities and better implement Open Science principles.

C. Research ethics and integrity

Research ethics and integrity are core values of universities. Maintaining a culture of research integrity is particularly important as emerging technologies can facilitate unethical conduct and questionable research practices. To tackle these challenges, research integrity training is conducted at many doctoral schools in Europe, either as a mandatory or optional course. In this group discussion, participants will discuss the importance of this topic in doctoral education, exchange about research ethics trainings and share their views on how doctoral schools can better foster ethics and research integrity practices.

ORGANISING DOCTORAL EDUCATION – WEDNESDAY, 15 SEPTEMBER

On the third day, the following sessions will be dedicated to key aspects that influence doctoral education today, as well as doctoral education of the future.

A. Managing doctoral schools and programmes

The EUA-CDE survey showed how institutions differ in the number of doctoral education staff. In this group discussion, participants will explore the various roles and profiles of staff members employed in the management and administration of doctoral education and discuss how they contribute to strengthening doctoral education. Participants will also reflect on their experiences with different organisational forms of doctoral education, such as a central organisational doctoral school overseeing the development of programmes, several doctoral schools at the same university or cross-institutional schools, doctoral programmes at the faculty level or alternative structures.

B. Postdoctoral researchers

In recent years, substantive information about postdoctoral researchers has been collected considering their increasingly important role in contributing to high-quality scientific research. Notably, part of the EUA-CDE survey aims to provide up-to-date insights into the current situation of postdoctoral researchers in Europe. In this group discussion, participants will discuss questions addressed in the survey, such as the number of postdoctoral researchers at institutions, the types of training activities designed for them, as well as the average duration of a postdoctoral position. Participants will also discuss how Europe's universities support postdoctoral researchers and how they can gain insight into their employment status and situations.

C. Digitalising doctoral education

Results of the EUA-CDE survey show an increased role of digitalisation in doctoral schools, as well as a rethinking of how to organise typical activities considering the limits posed by the Covid-19 pandemic. In this session, participants will discuss the increased role of digitalisation in doctoral schools, particularly regarding thesis defence, training courses and doctoral supervision, as well as what recent developments mean for doctoral education.