

2022 EUA-CDE ANNUAL MEETING

Time and timing in doctoral education

Hosted by University of Manchester
22-24 June 2022 | Manchester, UK

Draft programme as of 22 March 2022

One of the most significant developments in the field of doctoral education over the last two decades is the growing attention paid to the question of time. The 2005 Salzburg Principles define the duration of a doctorate as “three to four years full time as a rule”. While EUA-CDE surveys indicate that this has become the average length of a doctorate, there is still an ongoing debate on key issues such as time to degree, the role of doctoral candidates who are part-time – either due to parenting obligations or additional work responsibilities – and the increased time pressure in doctoral education caused by tight timelines. Universities face the challenge of ensuring that a doctorate lasts for a reasonable length of time, but they also need to take into account the individual circumstances of doctoral candidates, including age, gender and socio-economic background. At the same time, in light of the increased training offers in doctoral education, it is important to prioritise and consider time management as a key skill for doctoral candidates. Above all, high quality research takes time, with large variations across fields and topics, and it is of utmost importance that doctoral candidates are allowed enough.

The 2022 EUA-CDE Annual Meeting will address the question of time and timing, taking a close look at this key issue for doctoral education with a special emphasis on future trends and the diversity of the doctoral candidate population. A new paper outlining a vision on doctoral education, developed together with the EUA-CDE member community, will be presented at the Meeting.

Wednesday 22 June 2022

<p>09:00 – 13:00 GMT</p>	<p>Opportunity for national and regional meetings self-organised by EUA-CDE members</p> <p>EUA-CDE members are invited to organise meetings together with their peers at a national or regional level. (Please note that the number of rooms is limited and will be provided on a first come first-serve basis). In case of interest in organising such a meeting please contact info@eua-cde.org.</p>
<p>14:00 – 16:00</p>	<p>Pre-meeting workshop I: New to doctoral education <i>Participant numbers will be limited.</i></p> <p>This pre-meeting workshop welcomes new participants to doctoral education. It introduces newcomers to policies and good practices aimed at further developing doctoral education in their respective institutions.</p>

14:00 – 16:00	<p>Pre-meeting workshop II: Supporting doctoral candidates at risk <i>Participant numbers will be limited.</i></p> <p>In this pre-meeting workshop, participants will exchange how doctoral schools can bring support to early-stage researchers and particularly doctoral candidates at risk (at risk meaning that are at risk in their countries of origin - due to discrimination, persecution, suffering and/or violence- or are seeking refuge out of these reasons or have recently found refuge in Europe). University representatives and doctoral candidates at risk will share their experiences and discuss together with participants about concrete measures that can be done.</p>
16:00 – 16:15	<i>Coffee break</i>
16:15 – 16:45	<p>Official Opening Introduction into the conference theme</p>
16:45 – 17:45	<p>Presentation of the new vision paper During this session, the EUA-CDE paper outlining a new vision for doctoral education will be presented and discussed with EUA-CDE members and stakeholders.</p>
17:45 – 19:00	<i>Welcome reception</i>

Thursday 23 June 2022

<p>09:15 – 10:45 GMT</p>	<p>Welcome address by the President of the University of Manchester</p> <p>Plenary session I Is there enough time for the doctorate? Time to degree and pressure to finish</p> <p>The length of doctorates is one of the most hotly debated issues in doctoral education. In recent years, the average duration of a doctorate has become around 3-4 years in full-time equivalents which is in line with the Salzburg Principles, but in many cases the total time taken is significantly more. This can be due to the duration of a research cycle; however, other factors, such as work or family responsibilities, other courses being followed or the lack of skills such as scientific writing, can also play a part. Moreover, cultural differences between disciplines and different national regulations and frameworks can be significant factors.</p> <p>Some countries and institutions have introduced deadlines for completing a doctorate in an attempt to shorten the duration. This has had the effect of reducing time to degree and dropout rates, but concerns have also been raised. Critics suggest that tight deadlines and the pressure this creates can have a negative impact on the quality of doctoral research, which often needs to follow its own rhythm. This is exacerbated when the duration of the funding does not match the required duration of a doctoral research project, leading to problems in completing the doctorate. Increasing attention</p>
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	to the question of mental health has also put the issue of time pressure and its effect on doctoral candidates on the agenda.
10:45 – 11:15	<i>Coffee break</i>
11:15 – 12:45	Parallel session I
12:45 – 14:00	<i>Group photo followed by lunch</i>
14:00 – 14:45	Poster session Presenters will give short presentations of their posters. These will be on view throughout the event.
14:45 – 16:15	Plenary session II The doctorate as a lifelong experience. The situation of older and part-time doctoral candidates Doctoral schools and programmes attract candidates with a wide range of ages. While some doctoral candidates begin their studies straight from their previous studies and aim to finish as soon as possible, others may have already spent time working and therefore have a different level of experience and knowledge. Universities need to take these differences into account and be capable of turning the varying backgrounds of individual candidates into a resource that benefits the entire doctoral candidate population. In addition, new kinds of doctorates, such as those based on the so called “validation of prior experience” and professional doctorates, have been introduced and some doctoral candidates undertake a second doctorate. Universities need to think how to address these groups and how to adapt doctoral programmes accordingly. In this plenary session we will discuss what different age cohort and experiences mean for doctoral education and how this diversity can become a positive advantage.
16:15 – 16:45	EUA-CDE – Plans for the coming year
19:00 – 21:00	<i>Reception and dinner</i>

Friday 24 June 2022

09:00 – 10:15 GMT	Parallel panel I Preparing for a doctorate. What can be done? Some universities have begun offering support and training to potential doctoral candidates before they begin their doctoral project. Examples include pre-doctoral programmes whereby students are given financial support and advice on how to develop a research project and find the right supervisor. For institutions, this calls for extra investment, but it can allow doctoral candidates to acquire skills such as project management and proposal-writing and prevent dropouts later on.
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	<p>At the same time and while a Masters degree is usually seen as a necessary pre-requisite to pursuing a doctorate, some countries, have introduced fast-track doctorates skipping this step. This session will feature some examples of good practice and will host a broader discussion on how doctoral schools and programmes can best support doctoral candidates at the beginning of their doctoral journey. This could also lead to a discussion about what the preconditions for starting a doctorate should be.</p>
09:00 – 10:15	<p>Parallel panel II Temporal organisation of doctoral education or “when do we offer what”? Finding the right balance</p> <p>In this session, different models of a doctoral candidate’s journey will be presented for discussion. For example, what kind of training would make the most sense at the beginning and at which points should training for other skills be provided? Does it make a difference, for example, if you provide research ethics and integrity training at the beginning of the doctorate or at a later stage? This session will look into how to plan doctoral education in the course of a doctoral candidate’s trajectory.</p>
10:15 – 10:45	<i>Coffee break</i>
10:45 – 12:15	Parallel session II
12:15 – 13:15	<i>Lunch</i>
13:15 – 14:30	<p>Plenary session III Taking time for the doctorate – how to attract first generation doctoral candidates</p> <p>Doctoral education still has some way to go when it comes to social inclusion and diversity. This is particularly the case for people who are the first in their families to go to university and thus also the first to pursue a doctorate. To change this, we need to actively target these groups and better understand what prevents them from pursuing a doctorate and what support is needed to change this. This session will, among other things, discuss how universities can actively encourage and recruit candidates from diverse backgrounds and look into their experience while pursuing a doctorate.</p>
14:30 – 15:00	Closing session
15:00 – 15:30	<i>Farewell reception</i>
15:30 – 17:00	<p><i>Social programme</i> <i>Guided visit of the Whitworth Art Gallery</i></p>