

2022 EUA-CDE ANNUAL MEETING

Time and timing in doctoral education

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

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

09:00 – 13:00 GMT **Opportunity for national and regional meetings self-organised by EUA-CDE members**

EUA-CDE members are invited to organise meetings together with their peers at a national or regional level.

13:00 – 19:00 *Registration/information desk*

14:00 – 15:45 **Pre-meeting workshop I: New to doctoral education**

This pre-meeting workshop welcomes new participants to doctoral education and EUA-CDE. It introduces into policies and good practices aimed at further developing doctoral education in their respective institutions and provides an overview of the history and the presence of doctoral education in Europe. In addition, several experts and stakeholders will provide thematic inputs related to some important elements and initiatives of today’s doctoral education.

- Alexander Hasgall, Head of EUA Council for Doctoral Education

- Pirjo Nikander, EUA-CDE Steering Committee Member; Research Director of the Doctoral School, Tampere University, Finland
- Claudine Leysinger, Head of Graduate Campus, University of Zurich, Switzerland
- Sohail Luka, Policy Officer, Marie Skłodowska-Curie Actions, European Commission
- April Lockyer, Head of Research Governance, Ethics and Integrity, University of Manchester, UK

14:00 – 15:30 **Pre-meeting workshop II: Supporting doctoral candidates at risk**

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). Speakers will share their experiences and discuss together with participants about concrete measures that can be done.

- Stephen Wordsworth, Executive Director, Council for At-Risk Academics (CARA)
- Henriette Stoeber, Policy Analyst, European University Association
- Marit Egner, Senior Adviser in the Office for International Relations and Research Support, University of Oslo, Norway
- Claire Morel, Head of Unit, Marie Skłodowska-Curie Actions, European Commission

Chair: Barbara Dooley, EUA-CDE Steering Committee Member; Deputy President and Acting Registrar, University College Dublin, Ireland

15:45 – 16:45 **Doctoral education and the war in Ukraine**

The current war in Ukraine has affected doctoral education in this country, but also in the rest of Europe in different ways – concerning both universities and doctoral candidates. Many early-stage researchers had to flee, which will also have a long-term impact on the practical work of institutions as well as on the careers and opportunities of researchers. Following the pre-meeting workshop on “Supporting doctoral candidates at risk”, this session will provide a spotlight on the current situation in Ukraine and the impact on the development of doctoral education in Europe.

- Iryna Degtyarova, Polish-Ukrainian MeIN-PW Project Coordinator, Warsaw University of Technology; Senior Researcher, Polish Rectors Foundation, Poland
- Ganna Tolstanova, Vice-Rector for Research, Taras Shevchenko National University of Kyiv, Ukraine
- Oleksandr Berezko, General Board Member, Eurodoc; Associate Professor, Lviv Polytechnic National University, Ukraine

Chair: Barbara Dooley, EUA-CDE Steering Committee Member; Deputy President and Acting Registrar, University College Dublin, Ireland

16:45 – 17:00 *Coffee break*

- 17:00 – 17:15** **Official Opening**
Introduction into the conference theme
- Luke Georghiou, EUA-CDE Steering Committee Chair; Deputy President and Deputy Vice-Chancellor, University of Manchester, UK
 - Amanda Crowfoot, Secretary General, European University Association
- 17:15 – 18:15** **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.
- Luke Georghiou, EUA-CDE Steering Committee Chair; Deputy President and Deputy Vice-Chancellor, University of Manchester, UK
 - Alexander Hasgall, Head of EUA-CDE
- 18:15 – 19:30 *Welcome reception*

Thursday 23 June 2022

08:00 – 17:00 *Registration/information desk*
 GMT

09:15 – 10:45 **Welcome address by the President of the University of Manchester**

Plenary session I

Is there enough time for the doctorate? Time to degree and pressure to finish

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.

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 to the question of mental health has also put the issue of time pressure and its effect on doctoral candidates on the agenda.

- Baptiste Dethier, Scientific Advisor, Observatory of Research and Scientific Careers, Belgium
- Carolyn Wynne, Director of the Doctoral College & Centre for Researcher Capability and Development, Coventry University, UK
- Marc Torka, Research Associate at the Department of Sociology and Social Policy, University of Sydney, Australia

Chair: Paolo Biscari, EUA-CDE Steering Committee Member; Former Dean of the Doctoral School and Professor in Condensed Matter Physics, Polytechnic University of Milan, Italy

10:45 – 11:15

Coffee break

11:15 – 12:45

Parallel session I

A. Preparing for the doctorate

Getting the best possible start to a doctorate: the Honours Programme for future researchers at Jena University

Hanna Kauhaus, Friedrich Schiller University of Jena, Germany

The Wageningen Graduate Schools programme

Ingrid Vleghels, Wageningen University, Netherlands

A tried and tested induction seminar for a confident start in research

Thérèse Dupont, University of Liège, Belgium

The citizen science doctoral college – sharing an interdisciplinary experience

Lucimar Dantas, Lusofona University of Humanities and Technologies, Portugal

Chair: Stephane Berghmans, Director for Research & Innovation, European University Association

B. Skills training

Skills DIY for doctoral researchers

Bertram Welker, Free University Berlin, Germany

Transferable skills trainings and employability beyond academia

Julia Boman, European Science Foundation, France

Multidisciplinary doctoral schools as clusters of PhD programmes outside the walls of faculties: innovative organisation to support candidates in their doctoral journey

Cláudia Cavadas, University of Coimbra, Portugal

Lifelong learning and faculty development: tools for developing soft skills in PhD students

Pierpaolo Limone, University of Foggia, Italy

Chair: Hans-Joachim Bungartz, EUA-CDE Steering Committee Member; Graduate Dean, Technical University of Munich, Germany

- C. The effect of financial, individual and contextual factors on careers and progress of the doctorate

Precarious careers & career sustainability despite the limited time frame of project funds

Karen Vandeveld, Antwerp University, Belgium

Time to breathe: doctoral students' emotional well-being and academic performance

Aurèlia Mañé-Estrada, University of Barcelona, Spain

Distilling policy into practice: learners' stories of navigating the doctoral process across time, space and place

Maeve O'Regan, Trinity College Dublin, Ireland

Chair: Irma Grdzeldze, EUA-CDE Steering Committee Member; Head of Quality Assurance Service, Ivane Javakhishvili Tbilisi State University, Georgia

12:45 – 14:00

Group photo followed by lunch

14:00 – 14:45

Poster session

Presenters will give short presentations of their posters. These will be on view throughout the event.

Is time really important? On the reform of doctoral studies in the Czech Republic

Dana Bilíková, Palacky University Olomouc, Czech Republic

Crossing boundaries to explore international opportunities

Margot Chauliac, Antwerp University, Belgium

Doing your (post)doctorate in an international research training group

Katja Fettelschoß, German Research Foundation, Germany

Enhancing PhDs' transferable skills

Lena Korsnes, The Arctic University of Norway, Norway

Hanne Risan Johnsen, The Arctic University of Norway, Norway

Time as leitmotif of doctoral education reform in Poland

Przemysław Mroczkowski, University of Warsaw, Poland

Karolina Oleksińska-Grabowska, University of Warsaw, Poland

No pressure for time limit, but no secured funding either

Elise Pinta, University of Turku, Finland

MSCA (ITN-EJD) projects demand co-tutelle agreements which is both a challenge and an opportunity for universities

Maija Tiippana-Usvasalo, University of Helsinki, Finland

How to meet the time requirements to finish in time at the Medical University Karolinska Institute?

Ingeborg van der Ploeg, Karolinska Institute, Sweden

Manouk Verhoeven, Karolinska Institute, Sweden

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.

- Viktoria Weber, Vice-Rector for Research and Sustainable Development, University for Continuing Education Krems (Danube University Krems), Austria
- Alina Adriana Minea, Director of the Council for Doctoral Studies, Gheorghe Asachi Technical University of Iasi, Romania
- Christian Stråhlman, Doctoral Education Coordinator, Malmö University, Sweden
- Mossadek Talby, EUA-CDE Steering Committee Member; Director of the Doctoral College, Aix-Marseille University, France

Chair: Pirjo Nikander, EUA-CDE Steering Committee Member; Research Director of the Doctoral School, Tampere University, Finland

16:15 – 16:45

EUA-CDE in 2021/2022 and plans for the coming year

- Alexander Hasgall, Head of EUA-CDE

19:00 – 22:00

Reception and Gala dinner

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.

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.

- John Creemers, Director of the Doctoral School of Biomedical Sciences, KU Leuven, Belgium
- Melike Riollet, International Cooperation Manager, Association Bernard Gregory, France
- Pil Maria Saugmann, General Board Member, European Council of Doctoral Candidates and Junior Researchers (Eurodoc)

Chair: Hans-Joachim Bungartz, EUA-CDE Steering Committee Member; Graduate Dean, Technical University of Munich, Germany

09:00 – 10:15

Parallel panel II
Temporal organisation of doctoral education or “when do we offer what”? Finding the right balance

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.

- Minna Söderqvist, Service Manager, Aalto University, Finland
- Mar Marcos, Director of the Doctoral School, University of Cantabria, Spain; President Conferencia Nacional de Directores de Escuelas de Doctorado
- Lauris Bisenieks, Head of the Doctoral Studies Department, Riga Technical University, Latvia

Chair: Mossadek Talby, EUA-CDE Steering Committee Member; Director of the Doctoral College, Aix-Marseille University, France

10:15 – 10:45

Coffee break

10:45 – 12:15

Parallel session II

- A. Duration of the doctorate and supporting completion

Professional interventions support timely completion

Lucas Zinner, University of Vienna, Austria

Measures to support the swift finalisation of the doctorate with a flexible system

Tim Klinge, Technical University of Munich, Germany

The influence of type of PhD trajectory on completion rate and time-to-degree

Janneke van Seters, Wageningen University, Netherlands

Chair: Amanda Crowfoot, Secretary General, European University Association

- B. Organisation of doctoral programmes around a timeline

Timelines and forward planning: preparing doctoral researchers for the time “after”

Kerstin Lange, Hamburg Research Academy, Germany

Accelerated academy and doctoral studies

Dana Bilíková, Palacký University Olomouc, Czech Republic

Embedding a holistic approach to doctoral learning: the DIOSI model

Margaux Kersschot, The Young Universities for the Future of Europe Alliance

Chair: Andrei Terian-Dan, EUA-CDE Steering Committee Member; Vice-Rector for Research, Innovation & Internationalisation, Lucian Blaga University of Sibiu, Romania

- C. Timing of the doctoral trajectory

The PhD progress tool at KU Leuven

Michèle Van Buggenum, KU Leuven, Belgium

Leen Cuypers, KU Leuven, Belgium

Doctoral candidates hit the ground running: timeline models in doctoral study- University of Essex case study

Sanja Bahun, University of Essex, UK

Andrew McCarthy, University of Essex, UK

The four-year doctoral thesis journey – key practices and resources to foster peer learning, teamwork and career development

Maija Taka, Aalto University, Finland

Chair: Ana-Maria Peneoasu, Policy & Project Officer, EUA-CDE

12:15 – 13:15

Lunch

13:15 – 14:30

Plenary session III**How to attract first generation students for a doctorate**

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.

- Ann-Kristin Kolwes, Project Coordinator “First Generation Doctorate Mentoring+”, University of Cologne, Germany
- Mathias Neukirchen, Director of the Academic Service, European University Institute, Italy
- Harriet Coombs, former Intern, Higher Education Policy Institute; Policy Advisor, Ministerial Department for Levelling Up, Housing and Communities, UK

Chair: Aleksandra Kanjuo Mrcela, EUA-CDE Steering Committee Member; former Head of the Doctoral School and Professor of Sociology, University of Ljubljana, Slovenia

14:30 – 15:00

Closing session and invitation to 2023 EUA-CDE events**Closing Words**

- Luke Georghiou, EUA-CDE Steering Committee Chair; Deputy President and Deputy Vice-Chancellor, University of Manchester, UK

Invitation to the 2023 EUA-CDE Thematic Workshop, 18 - 20 January

- Cristina Pocol, Head of Agronomy Doctoral School, University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca, Romania

Invitation to the 2023 EUA-CDE Annual Meeting, 14 - 16 June

- Sini Karppinen, Planning Officer, University of Helsinki, Finland

15:00 – 15:30

Farewell reception

15:30 – 17:00

*Social programme**Guided visit of the Whitworth Art Gallery*

PARALLEL SESSIONS

Please note that not all authors listed may be present at the session.

SESSION I – THURSDAY 23 JUNE

I.A: Preparing for the doctorate

- **Getting the best possible start to a doctorate: the Honours Programme for future researchers at Jena University**

Author:

Hanna Kauhaus, Friedrich Schiller University of Jena, Germany

In this Honours programme, selected students at bachelor's and master's level each carry out their own small research project, supervised by a mentor and supported by funding. In workshops they learn scientific skills and get networking opportunities. This presentation will show how the programme contributes to successful preparations for doctoral studies.

- **The Wageningen Graduate Schools programme**

Authors:

Ingrid Vleghels, Wageningen University, Netherlands

Janneke van Seters, Wageningen University, Netherlands

The aim of the Wageningen graduate programme is to give talented MSc students the opportunity to write a research proposal. In addition, MSc students get an idea of what it means to be a doctoral candidate and have a chance to receive a grant to execute their project.

- **A tried and tested induction seminar for a confident start in research**

Author:

Thérèse Dupont, University of Liège, Belgium

Since 2015, the research administration of the University of Liège welcomes its new doctoral candidates with a 3-day seminar. The aim? To empower them to calmly take the first steps in their new research environment.

- **The citizen science doctoral college – sharing an interdisciplinary experience**

Authors:

Lucimar Dantas, Lusófona University, Portugal

Carla Galego, Lusófona University, Portugal

Maristela Simões, Lusófona University, Portugal

Nagayamma Aragão, Lusófona University, Portugal

This proposal's main goal is to describe the activities carried out at an interdisciplinary doctoral college at Lusófona University, in Lisbon, Portugal. It will present the doctoral college composition, the work plan and how it supports candidates from 3 programmes in their doctoral journey.

I.B: Skills training

• Skills DIY for doctoral researchers

Author:

Bertram Welker, Free University Berlin, Germany

“When do we offer what” and how? Based on the experience of Dahlem Research School we look at skills training from the participant’s perspective asking how it can become a) an essential part of doctoral training and b) better relate to the actual research projects of doctoral candidates.

• Transferable skills trainings and employability beyond academia

Authors:

Julia Boman, European Science Foundation, France

Hanne Risan Johnsen, The Arctic University of Norway, Norway

Mihaela Rusitoru, European Science Foundation, France

Our contribution analyses the outputs of the [DocEnhance](#) career-tracking survey conducted among doctorate holders, with the purpose of identifying the main transferable skills required by the non-academic sector. These outputs will be used to further improve skills portfolios and doctoral training in Europe.

• Multidisciplinary doctoral schools as clusters of PhD programmes outside the walls of faculties: innovative organisation to support candidates in their doctoral journey

Authors:

Cláudia Cavadas, University of Coimbra, Portugal

Marta Passadouro, University of Coimbra, Portugal

Ana Santos-Carvalho, University of Coimbra, Portugal

Jorge Noro, University of Coimbra, Portugal

Ana Salgado, University of Coimbra, Portugal

Isabel Neves, University of Coimbra, Portugal

Maria João Neves, University of Coimbra, Portugal

We will share the organisation, successes and challenges of the new five multidisciplinary Doctoral Schools at the University of Coimbra. The perception of the relevance and timeline of transversal skills training offered to doctoral candidates will be also presented.

• Lifelong learning and faculty development: tools for developing soft skills in PhD students

Author:

Pierpaolo Limone, University of Foggia, Italy

This contribution will present the project of a University Doctoral School that the University of Foggia wants to activate. The main purpose is to guarantee permanent training to the teachers of all doctoral courses and, at the same time, to provide doctoral candidates with a training curriculum on soft skills.

I.C: The effect of financial, individual and contextual factors on careers and progress of the doctorate

• Precarious careers & career sustainability despite the limited time frame of project funds

Authors:

Karen Vandeveld, Antwerp University, Belgium

Marjolijn De Clercq, Antwerp University, Belgium

Bart Bozek, Antwerp University, Belgium

Maike De Vos, Antwerp University, Belgium

Most early-career researchers are at the mercy of short timelines defined by externally funded projects. Antwerp University has sought to ameliorate precarious career perspectives beyond the boundaries of project-based funding. Key contributing elements are: expectation management, training and development opportunities and aligning responsibilities of PI's, researchers and the university.

• **Time to breathe: doctoral students' emotional well-being and academic performance**

Authors:

Maria Feliu-Torruella, University of Barcelona, Spain
 J. A. Amador Campos, University of Barcelona, Spain
 A. J. Jarne Esparcia, University of Barcelona, Spain
 A. Pérez González, University of Barcelona, Spain
 M. Però Cebollero, University of Barcelona, Spain
 J. Guàrdia Olmos, University of Barcelona, Spain
 X. M. Triadó Ivern, University of Barcelona, Spain
 C. Cañete Masse, University of Barcelona, Spain

Doctoral candidates' performance may be affected by anxiety and depression and this study at the University of Barcelona aims to analyse how the preparation and supervision of the doctoral thesis can be affected by difficulties in concentration and decision-making.

• **Distilling policy into practice: learners' stories of navigating the doctoral process across time, space and place**

Author:

Maeve O' Regan, Trinity College Dublin, Ireland

Researchers recommend that we challenge assumptions prevalent in policy and practice of doctoral candidates as full-time and socialised within the academic institution, which may not reflect the reality of many learners' experiences (e.g. Gardner, 2008). This paper explores different dimensions of the doctoral journey through four different doctoral journeys.

SESSION II – FRIDAY 24 JUNE

II.A: Duration of the doctorate and supporting completion

• **Professional interventions support timely completion**

Authors:

Lucas Zinner, University of Vienna, Austria
 Melita Kovacevic, University of Zagreb, Croatia

The doctoral journey is often overwhelmingly complex for doctoral candidates who have not carried out a project of such complexity and duration before, therefore time becomes a scarce resource. We use examples collected from the [PRIDE](#) community to illustrate how professionals support candidates, supervisors and school leaders with their activities in achieving timely completion.

• **Measures to support the swift finalisation of the doctorate with a flexible system**

Authors:

Robin Lucke, Technical University of Munich, Germany
 Tim Klinge, Technical University of Munich, Germany

Individual research endeavours which are characterised by diverse employment and research situations make a flexible yet structured doctoral system necessary. This contribution will show that a combination of several elements ensures flexibility and supports the efficient completion of the doctorate in a structured environment at Technical University of Munich.

- **The influence of type of PhD trajectory on completion rate and time-to-degree**

Authors:

Saskia de Boer, Wageningen University, Netherlands

Janneke van Seters, Wageningen University, Netherlands

Doctoral candidates at Wageningen University enroll in different types of doctoral trajectories depending on funding source. When looking at the performance of doctoral candidates measured as completion rate and time-to-degree, there is a difference in performance that seems to be related to the type of doctoral trajectory.

II.B: Organisation of doctoral programmes around a timeline

- **Timelines and forward planning: preparing doctoral researchers for the time “after”**

Author:

Kerstin Lange, Hamburg Research Academy, Germany

Developing a competence profile and planning a career after the doctorate – whether inside or outside academia – requires a well organised timeline. This workshop focuses on how to foster independence, personal responsibility and the ability to take the right decision at the right time.

- **Accelerated academy and doctoral studies**

Author:

Dušan Lužný, Palacky University Olomouc, Czech Republic

Acceleration of academia has affected the perception of time and organisation of doctoral studies in specific modes. Doctoral candidates who are not yet established academics but are no longer regular students are confronted with a transition period which is unique but, in many ways, neglected by the academic world.

- **Embedding a holistic approach to doctoral learning: the DIOSI model**

Author:

Margaux Kersschot, Young Universities for the Future of Europe

In this session we aim to present a holistic approach to doctoral learning in terms of research, self-development and training formats and timing. We will explain the main aspects of the model and arguments behind certain choices, which were based on the literature and expert interviews.

II.C: Timing of the doctoral trajectory

- **The PhD progress tool at KU Leuven**

Authors:

Michèle Van Buggenum, KU Leuven, Belgium

Leen Cuypers, KU Leuven, Belgium

In 2014 KU Leuven defined the doctoral trajectory in its doctoral regulations and established an administrative and technical tool which allows researchers and supervisors to follow-up more efficiently on doctoral progress. The university offers support and training to guide researchers along their doctoral track and remediate when necessary.

- **Doctoral candidates hit the ground running: timeline models in doctoral study - University of Essex case study**

Author:

Sanja Bahun, University of Essex, United Kingdom

This presentation will introduce the University of Essex doctoral timeline model, strategic thought, benefits, and operative challenges that accompanied its development and implementation and the existent and emerging questions that such models pose more generally.

- **The four-year doctoral thesis journey – key practices and resources to foster peer learning, teamwork, and career development**

Authors:

Maija Taka, Aalto University, Finland

Olli Varis, Aalto University, Finland

Based on our five-year project on water engineering, we draw a journey map of doctoral studies with target students and a control group. Our synthesis map provides concrete tips, practices and resources critical at specific stages along the process to support high quality and meaningful learning, sustainable practices and holistic wellbeing.