2024 EUA-CDE ANNUAL MEETING

The role of data in shaping doctoral education

Hosted by Polytechnic University of Catalonia
26-28 June 2024 | Barcelona, Spain

Draft programme as of 24 April 2024

Data, in its broadest sense, and its management play a central role in the world of higher education. This includes data on the organisation and quality of doctoral education, information on the specific situations and career paths of doctoral candidates, and issues concerning the duration and completion of doctoral studies, as well as other aspects. Data are also key components of research, and FAIR data and AI training are now important aspects of doctoral education. This Annual Meeting will focus on the topic of data from various perspectives, particularly addressing the data that is available on doctoral education and how these data influence its management and strategy. During the three-day conference, participants will also reflect on how doctoral schools respond to research assessment reform as well as how to develop data management skills at the doctoral level.

EUA-CDE Annual Meetings have become the largest and most comprehensive gatherings of academic leaders, senior academics, doctoral education professionals, postdoctoral researchers, doctoral candidates and other stakeholders working on doctoral education and research training.

Wednesday 26 June 2024

09:00 – 12:00 CET	Opportunity for national and regional meetings self-organised by EUA-CDE members EUA-CDE members are invited to organise meetings with their peers at national or regional level. In case of interest in organising such a meeting, please contact our secretariat at info@eua-cde.org as soon as possible and no later than *27 May 2024.*
12:00 – 14:00	**Pre-meeting Workshop: Generative artificial intelligence - from micro-innovations to complex virtual assistants** This interactive workshop will summarise insights and hands-on tricks for AI. First insight: ChatGPT can be used for every task but cannot complete many of them on its own. Therefore, the question is not where to implement ChatGPT in your workflow, but how. Second insight: within just a few years, every knowledge worker on earth will continuously tap into the power of generative AI by becoming the operator of highly customised and versatile virtual assistants. Far too many organisations rush into either developing complex generative AI solutions or purchase expensive enterprise

solutions. This session will demonstrate how one can start any workflow innovation with a series of micro-innovations designed to get everyone in an organisation engaged and empowered to take part in the generative AI transformation. This includes understanding how to create and systematically improve prompts and chatbots without any IT-skills.

- Jacob Sherson, Founder & Director of the Center for Hybrid Intelligence, Aarhus University, Denmark

12:30 – 14:00 **Pre-meeting Workshop: New to doctoral education**

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.

14:15 – 15:30 **Postdoctoral researchers at European universities: profiles and institutional support 2023 Thematic Peer Group report presentation**

This session will present the work of the 2023 EUA-CDE Thematic Peer Group (TPG) on 'Profiles and institutional support for postdoctoral researchers' and discuss the findings of the TPG report with the participants.

- Tim Engels, Head of Research, Innovation & Valorisation Department, University of Antwerp, Belgium
- Ana-Maria Peneoasu, Policy & Project Officer, EUA Council for Doctoral Education (EUA-CDE)

15:30 – 16:00 *Coffee break*

16:00 – 16:30 **Opening session**
Welcome address

16:30 – 17:30 **Keynote**
Exploring the nexus: hybrid intelligence and AI in doctoral education

There is significant concern regarding the potential impact of generative artificial intelligence in a wide range of creative activities, as these technologies are capable of producing entire pieces of music, paint canvases or produce texts to kickstart the writing process of a book etc. The rapid evolution in this field has sparked significant debates and apprehension that AI might surpass human capacities in creative tasks and replace individuals in many jobs.
According to the keynote speaker, one of the opportunities offered by generative AI is to foster co-creativity towards what he defines as "hybrid intelligence". In his view, this approach will enable the creation of interfaces that simultaneously guarantee high levels of automatisation through AI while maintaining human oversight.

This keynote session will explore the opportunities but also the challenges of hybrid intelligence and AI in higher education and also look at how hybrid intelligence and AI can be integrated at the doctoral level.

- Jacob Sherson, Founder & Director of the Center for Hybrid Intelligence, Aarhus University, Denmark

17:40 *Free guided visit to the Barcelona Supercomputing Center (number of places limited)*

17:30 – 19:00 *Welcome reception*

Thursday 27 June 2024

09:30 – 11:00 CET **Plenary session I**
Data collection in doctoral education: benefits, challenges and main approaches in Europe

We live in a rapidly changing and data-driven world, where availability of data is an invaluable asset in decision making. In recent years, there has been an increasing production of data related to doctoral education and doctoral candidates' experiences. By using tools such as national surveys, statistics, research studies and projects, doctoral schools can understand the big picture of trends and drivers that will shape the future of doctoral education.
The availability of regularly updated information empowers academic leaders to make the doctoral education system more innovative and responsive to ongoing global challenges. It also ensures a positive experience for doctoral candidates. Despite their positive contribution, the use of data collection tools also comes at a cost, both in terms of financial resources and/or legal and organisational aspects.
This plenary session will address the importance of data collection and discuss its benefits and the key challenges regarding its implementation, as well as explore several initiatives and tools aimed at advancing the state of knowledge about doctoral education in Europe.

- Snježana Prijić-Samaržija, Rector, University of Rijeka, Croatia
- Kolja Briedis, Senior Researcher, German Centre for Higher Education Research and Science Studies (DZHW), Germany

11:00 – 11:30 *Coffee break*

11:30 – 13:00 **Parallel session I**

13:00 – 14:15 *Group photo followed by lunch*

14:15 – 15:30 **Plenary session II**
"Not everything that counts can be counted, and not everything that can be counted counts": rethinking research assessment

In recent decades, the understanding of research and research quality has been reduced to the development and evaluation of individual quantitative indicators. This leads to the risk of reducing the whole array of researchers' activities to a few pieces of data. However, this is changing. As part of the efforts to reform research assessment, a holistic approach is being developed, and qualitative elements are increasingly being considered. It is one of the challenges of doctoral schools to support doctoral candidates in this development.
During this session, we will explore how doctoral schools respond to research assessment reform. At the same time, the reform of research assessment and its impact on the development of doctoral schools is being discussed.

- Pastora Martínez Samper, Commissioner for international action, Open University of Catalonia, Spain; Co-Chair of the EUA Expert Group on Open Science
- Bjørn Stensaker, Vice-Rector for Education, University of Oslo, Norway
- Irene Castellano Pellicena, Ordinary Board Member, Marie Curie Alumni Association (MCAA)

15:30 – 16:00 *Coffee break*

16:00 – 17:00 **Data in my doctoral school in 180 seconds**

17:00 – 17:45 **EUA-CDE – Plans for the coming year**
Invitation to EUA-CDE events in 2025

18:00 *Guided visit of Hospital de Sant Pau (number of places limited)*

19:30 – 22:30 *Gala dinner*

Friday 28 June 2024

09:00 – 10:15 CET **Fishbowl discussion I**
Completion rate and time to degree

Data on factors such as completion rate and time to degree have a significant role to play in the strategic development of doctoral education. However, the meaningfulness of such data is disputed, and it is particularly important to create an appropriate context to interpret them.
During this fishbowl session, these indicators will be discussed together and reviewed for their significance. The question of whether there is a possible conflict between the demand for an expansion of the training offer and the demand for the quickest possible

completion, and what impact time pressure can have on mental health, will also be addressed.

Fishbowl discussion II
Competence frameworks in doctoral education

Competence frameworks play an important role when it comes to the development of doctoral education. And in recent years, increasing attention has been given to the competence frameworks approach due to the need for competitive doctoral education that also serves society.
These frameworks help doctoral candidates to identify which competences are valued and required in both the academic and non-academic sector, as well as to become aware of how they develop their competences throughout the doctoral programme. These tools may also be designed for employers to support them in understanding the portfolio of skills developed during their doctorate.
In a fishbowl discussion, participants will exchange and elaborate about the usefulness of competence frameworks in doctoral education and how to better incorporate these tools into doctoral programmes.

Fishbowl discussion III
How can universities prepare doctoral candidates in the era of generative AI?

Generative AI (a type of artificial intelligence technology capable of producing new content, including text, images, sounds, videos or other types of data) is in continuous rise across various sectors, including higher education. As this technology rapidly develops, it opens new possibilities to conduct research, prompting the need to look into its effects on doctoral education.
This fishbowl discussion will explore how doctoral schools and/or programmes can equip doctoral candidates to use generative AI tools in a responsible way and how to train them to integrate this technology in their research activities with ethical considerations and transparency.

10:15 – 10:45 *Coffee break*

10:45 – 12:00 **Parallel session II**

12:00 – 13:15 **Plenary session III**
FAIR data management, data infrastructures and open access

Research data management aligning with the findable, accessible, interoperable and reusable (FAIR) principles has quickly emerged as a priority in the research policy agenda. As higher education and science are facing a rapid digital transformation, data management, data literacy and the creation of data infrastructures have gained importance for universities and society at large.
In this plenary session, we will discuss the importance of introducing FAIR principles in research practices, particularly at an early stage of the career.

In addition, participants will exchange and engage in discussions on how to develop data management skills among doctoral candidates and how to enable access to data infrastructure for researchers.

- Marta Teperek, Programme Leader for FAIR data, Open Science NL, Netherlands
- Pedro Principe, Head of Division Management of Scientific Information, Repositories and Open Science, University of Minho, Portugal
- Hugh Shanahan, Professor of Open Science, Royal Holloway University of London, UK

13:15 – 13:45 **Closing session**

13:45 – 14:30 *Lunch*