euacde
COUNCIL
FOR DOCTORAL
EDUCATION

2024 EUA-CDE ANNUAL MEETING
The role of data in shaping doctoral education

Hosted by Universitat Politècnica de Catalunya - BarcelonaTech
26-28 June 2024 | Barcelona, Spain

Programme

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 in Europe 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 CEST   **Opportunity for national and regional meetings self-organised by EUA-CDE members**

10:00 – 17:00   *Registration desk open*

12:00 – 14:00   **Pre-meeting Workshop: Generative artificial intelligence - from micro-innovations to complex virtual assistants**

To make the most of this session, please make sure you install ChatGPT on your laptop or smartphone.

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.

- Pirjo Nikander, EUA-CDE Steering Committee Member; Research Director of the Doctoral School, Tampere University, Finland
- Irma Grdzelidze, EUA-CDE Steering Committee Member; Associate Professor, Ivane Javakhishvili Tbilisi State University, Georgia

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; Chair of the 2023 EUA-CDE Thematic Peer Group
- 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

- Aleksandra Kanjuo Mrčela, EUA-CDE Steering Committee Chair; former Head of the Doctoral School and Professor of Sociology, University of Ljubljana, Slovenia
- Daniel Crespo, Rector, Polytechnic University of Catalonia, Spain

- Amanda Crowfoot, Secretary General, European University Association
- Gotzone Barandika, President, Conference of Spanish Doctoral Schools, Spain

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

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

17:30   *Free guided visit to the Barcelona Supercomputing Center (number of places limited)*

17:30 – 19:00   *Welcome reception*

Thursday 27 June 2024

08:30–17:00 CEST   *Registration desk open*

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

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.

- Snježana Prijić-Samaržija, Rector, University of Rijeka, Croatia
- Janet C. Rutledge, Vice-Provost for Graduate Education; Dean of the Graduate School, University of Maryland, Baltimore County, United States
- Kolja Briedis, Senior Researcher, German Centre for Higher Education Research and Science Studies (DZHW), Germany
- Mossadek Talby, Professor of Particle Physics; former Vice-President in charge of doctoral education, Aix-Marseille University, France

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

11:00 – 11:30   *Coffee break*

11:30 – 13:00   **Parallel session I**

    A. The role of data: survey initiatives

Improvement of research conditions, services and offers for early-career researchers – TH Köln's experience conducting a doctoral researchers survey
Mirjam Heetkamp, TH Köln – University of Applied Sciences, Germany

VUB PhD Survey
Anaïs Glorieux, Vrije Universiteit Brussel, Belgium

Turning Feedback to Progress: data-driven initiatives in doctoral education at the University of Latvia
Gunta Kalvāne, University of Latvia, Latvia
Inga Škendere, University of Latvia, Latvia

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

    B. The role of data: an institutional perspective

Evaluating the qualification programme: A multi-perspective approach to data collection
Tim Klinge, Technical University of Munich, Germany

Review of doctoral programmes at the University of Helsinki as quality assurance – was it worth the effort?
Kirsi Korpiaho, University of Helsinki, Finland
Minna Palander-Collin, University of Helsinki, Finland

Polytechnical University of Valencia doctoral school: the experience of a school managed using a strong information system
Javier Martinez Sanchez, Polytechnical University of Valencia, Spain

Doctoral thresholds - could our data predict the abandon rate?
Elise Pinta, University of Turku, Finland

Chair: Massimiliano Zattin, EUA-CDE Steering Committee Member; Vice-Rector for Postgraduate and Doctoral Programmes, University of Padova, Italy

C. The role of data: a thematic approach

Developing a data driven roadmap for transversal skills development
Martine Smith, Trinity College Dublin, Ireland
Leona Coady, Trinity College Dublin, Ireland

Quality assurance and the binomial professionality–personality for selecting external examiners for the doctorate
Diana Oliveira, University of Aveiro, Portugal

Onboarding doctoral candidates: the prevailing practices in Europe
Monika Tasa, University of Tartu, Estonia
Chiara Ceriotti, University of Vienna, Austria

Chair: Amanda Crowfoot, Secretary General, European University Association

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)

Chair: Peter Hanenberg, EUA-CDE Steering Committee Member; Vice-Rector for Research and Innovation, Catholic University of Portugal, Portugal

15:30 – 16:00   *Coffee break*

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

- Stephan Missault, University of Antwerp, Belgium
- Pauline Fritsch, University of Lausanne, Switzerland
- Josep Maria Font-Llagunes, Polytechnic University of Catalonia, Spain
- Simone Naumann, Karlsruhe Institute of Technology, Germany
- Vesna Prsic, Wageningen University, Netherlands
- Maija Tenkanen, University of Helsinki, Finland
- Nicky Daniels, Hasselt University, Belgium

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

17:00 – 17:45   EUA-CDE – Plans for the coming year

- Stephane Berghmans, Director for Research & Innovation, European University Association

Invitation to EUA-CDE events in 2025

- Angela da Costa Maia, Deputy Director of Doctoral College, University of Minho, Portugal
- Pauline Fritsch, Deputy Director at the Graduate Campus, University of Lausanne, Switzerland

18:30   *Guided visit of Hospital de Sant Pau (number of places limited)*

19:30 – 23:00   *Reception and gala dinner (Recinte Modernista Sant Pau, C. Sant Antoni Maria Claret, 167, Barcelona)*

Friday 28 June 2024

08:30–13:00 CEST   *Registration desk open*

09:00 – 10:15   **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.

Scene-setter: Ann MacPhail, EUA-CDE Steering Committee Member; Associate Vice-President of the Doctoral College, University of Limerick, Ireland

Facilitator: Karin van Wingerde, EUA-CDE Steering Committee Member; Director of Graduate School of Law, Erasmus University Rotterdam, Netherlands

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.

Scene-setter: Massimiliano Zattin, EUA-CDE Steering Committee Member; Vice-Rector for Postgraduate and Doctoral Programmes, University of Padova, Italy

Facilitator: Irma Grdzelidze, EUA-CDE Steering Committee Member; Associate Professor, Ivane Javakhishvili Tbilisi State University, Georgia

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.

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

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

10:15 – 10:45   *Coffee break*

10:45 – 12:00   Parallel session II

    A. The role of data: a national perspective

Where are they going? Register-data-based analysis of doctorate graduates' career paths
Michael Hofer, University of Vienna, Austria

Enhancing Dutch doctoral programmes: A collaborative approach to data collection through PhD Surveys
Janneke (J.R.) van Seters, Wageningen University, Netherlands

A five-year journey of doctoral education in Poland: Harnessing diverse data for quality assurance
Krzysztof Walkowiak, Wroclaw University of Science and Technology, Poland

Collecting data from the external labour market through an interuniversity PhD talent advisory board
John Creemers, KU Leuven, Belgium

"SI Doctorat INRAE": collecting data to build policies and distribute opportunities
Irina Vassileva, University Paris-Saclay, France

Chair: Peter Hanenberg, EUA-CDE Steering Committee Member; Vice-Rector for Research and Innovation, Catholic University of Portugal, Portugal

B. The role of data: fostering support for doctoral candidates

How can the supervision of doctoral candidates be improved through the monitoring of structured Status Talks?
Michael Wutzler, Friedrich Schiller University of Jena, Germany

Postgraduate researcher needs & supports
Shane Reynolds, University of Limerick, Ireland

Connecting the dots – Turning data into effective wellbeing policy for early-career researchers
Sean Bex, Ghent University, Belgium

Exploring how doctoral candidates experience doctoral education
Ann MacPhail, University of Limerick, Ireland

Chair: Ann Mac Phail, EUA-CDE Steering Committee Member;
Associate Vice-President of the Doctoral College, University of Limerick, Ireland

C. The need for data literacy

Building FAIR Foundations: Fostering the uptake of research data management in doctoral education
Ulrike Kenens, Hasselt University, Belgium

Data by, data from, and data about postgraduate research students: Horizons of 'data' in the future of doctoral education
Ingrid Holme, University of Galway, Ireland

The central university library as an educational hub for Open Science and Research Data Management: the approach and experience of the University of Belgrade
Dragana Stolić, University of Belgrade, Serbia

Drowning in data? Keeping our heads above water through data-based decisions
Heather Sears, Coventry University, UK

Chair: Karin van Wingerde, EUA-CDE Steering Committee Member; Director of Graduate School of Law, Erasmus University Rotterdam, Netherlands

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

Chair: Maurizio Tira, Professor of Town and Regional Planning and former Rector, University of Brescia, Italy; ex-officio EUA Board Member

13:15 – 13:45 **Closing session**

- Maurizio Tira, Professor of Town and Regional Planning and former Rector, University of Brescia, Italy; ex-officio EUA Board Member
- Josep Maria Font-Llagunes, Director of the Doctoral School, Polytechnic University of Catalonia, Spain
- Aleksandra Kanjuo Mrčela, EUA-CDE Steering Committee Chair; former Head of the Doctoral School and Professor of Sociology, University of Ljubljana, Slovenia

13:45 – 14:30 *Lunch*

PARALLEL SESSIONS

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

SESSION I – THURSDAY 27 JUNE

I.A: The role of data: survey initiatives

• **Improvement of research conditions, services and offers for early-career researchers – TH Köln's experience conducting a doctoral researchers survey**
Author:
Mirjam Heetkamp, TH Köln – University of Applied Sciences, Germany

Related to its 'HR Excellence in Research' award renewal in 2024, TH Köln conducted a survey addressing research conditions, services and events for doctoral researchers. 25% of TH Köln's doctoral researchers replied and the data provided helpful information for the university's Graduate Center to improve services and offers for its doctoral researchers.

• **VUB PhD Survey**
Authors:
Anaïs Glorieux, Vrije Universiteit Brussel, Belgium
Bram Spruyt, Vrije Universiteit Brussel, Belgium
Theun Pieter van Tienoven, Vrije Universiteit Brussel, Belgium
Hannelore De Grande, Vrije Universiteit Brussel, Belgium

The yearly VUB PhD survey is a monitoring instrument to evaluate the job satisfaction of doctoral candidates at the Vrije Universiteit Brussel. This presentation will discuss the methodology, strengths, and challenges of the project, as well as practical implications of the findings for policy makers and scientific contributions with the data.

• **Turning Feedback to Progress: data-driven initiatives in doctoral education at the University of Latvia**
Authors:
Gunta Kalvāne, University of Latvia, Latvia
Inga Škendere, University of Latvia, Latvia

Addressing multifaceted challenges in academia necessitates understanding doctoral candidates' needs. The University of Latvia (UL) implements interventions guided by doctoral candidate insights from surveys. Weekly co-writing sessions and thematic seminars (work-life balance, time management, writing, and community-building) enable dynamic support alignment. UL's experience in enhancing doctoral studies, gleaned from three years of surveys, informs data-driven solutions. Such insights significantly improve the study process and doctoral candidates' well-being, provide empirical justifications for policy decisions, enhancing doctoral education nationwide.

I.B: The role of data: an institutional perspective

• **Evaluating the qualification programme: A multi-perspective approach to data collection**
Authors:
Tim Klinge, Technical University of Munich, Germany
Robin Lucke, Technical University of Munich, Germany
Katrin Offe, Technical University of Munich, Germany

Data collection and analysis at the graduate school level should be grounded in clear objectives in order to achieve the greatest benefit for their services. This presentation illustrates this approach by combining the evaluation of TUM's qualification programme from three perspectives, each representing different approaches to data collection.

• Review of doctoral programmes at the University of Helsinki as quality assurance – was it worth the effort?
Authors:
Kirsi Korpiaho, University of Helsinki, Finland
Minna Palander-Collin, University of Helsinki, Finland

The University of Helsinki conducted the first self-assessment review of doctoral programmes in 2023-2024. Involving diverse stakeholders, the review generated valuable insights. Bottom-up development fostered academic staff engagement, nurturing organizational growth and a culture of ownership. Concurrently, challenges remain in fostering genuine dialogue amid power structures and changing educational landscape.

• Polytechnical University of Valencia doctoral school: the experience of a school managed using a strong information system
Authors:
Javier Martinez Sanchez, Polytechnical University of Valencia, Spain
Lynne Yenush, Polytechnical University of Valencia, Spain
Roberto Alonso Aguado, Polytechnical University of Valencia, Spain

With a staff of just 13 people, including the Director of the school, the Polytechnical University of Valencia's doctoral school is responsible for 2800 candidates, enrolled in 31 different doctoral programmes. This team controls the complete life cycle of the thesis and the accreditation of degrees, which would be impossible without a strong information system.

• Doctoral thresholds - could our data predict the abandon rate?
Authors:
Elise Pinta, University of Turku, Finland
Adriana Zait, University Alexandru Ioan Cuza Iasi, Romania
Sanna Ranto, University of Turku, Finland

The presenters compared doctoral life-cycle and supervision data available for the management of doctoral schools in different universities belonging to the Coimbra Group. Based on case study results, they suggested better use of data for successful strategic planning at different levels, with a focus on predicting and thus helping to reduce abandon rate.

I.C: The role of data: a thematic approach

• Developing a data driven roadmap for transversal skills development
Authors:
Martine Smith, Trinity College Dublin, Ireland
Leona Coady, Trinity College Dublin, Ireland
Ewa Adach, Trinity College Dublin, Ireland
Rachel McLoughlin, Trinity College Dublin, Ireland

In 2023, a university-wide review of all transversal skill development opportunities was undertaken as a first step to develop a coordinated framework of research-specific, generic, and transversal skills. This presentation outlines data analysis, summarises key learnings and outlines key implications for future strategy including data management for the university.

• Quality assurance and the binomial professionality–personality for selecting external examiners for the doctorate
Authors:
Diana Oliveira, University of Aveiro, Portugal
Michael Byram, Sofia University St. Kliment Ohridski, Bulgaria

This paper discusses the selection of external examiners for the doctoral defence based on the binomial professionality–personality and the implications for quality assurance. Data comes from two case studies from a project (coordinated by Michael Byram and Maria Stoicheva) analysing defences in social and human sciences in ten universities in ten countries.

• **Onboarding doctoral candidates: the prevailing practices in Europe**
Authors:
Monika Tasa, University of Tartu, Estonia
Chiara Ceriotti, University of Vienna, Austria
Lukáš Nachtigal, Charles University, Czech Republic

The PRIDE network (Association for Professionals in Doctoral Education) working group on doctoral candidates' onboarding conducted a survey among higher education institutions across Europe to gather insights into the prevailing practices of onboarding doctoral candidates.

SESSION II – FRIDAY 28 JUNE

II.A: The role of data: a national perspective

• **Where are they going? Register-data-based analysis of doctorate graduates' career paths**
Authors:
Michael Hofer, University of Vienna, Austria
Lukas Mitterauer-Koch, University of Vienna, Austria
Corinna Geppert, University for Continuing Education Krems, Austria
Attila Pausits, University for Continuing Education Krems, Austria

We apply a register-data-based methodology to classify the career type paths of doctorate or doctoral graduates up to ten years after graduation within academia, the research sector, and beyond and analyse differences by field of study and gender.

• **Enhancing Dutch doctoral programmes: A collaborative approach to data collection through PhD Surveys**
Authors:
Janneke (J.R.) van Seters, Wageningen University, Netherlands
Esther (E.M.C.) Bouma, University of Groningen, Netherlands

Dutch universities collaborate on a PhD survey to collectively enhance doctoral programmes. The survey aims to improve quality, identify common issues, and inform policy discussions. Data collected from doctoral candidates will shape future improvements and advance doctoral education nationally.

• **A five-year journey of doctoral education in Poland: Harnessing diverse data for quality assurance**
Authors:
Krzysztof Walkowiak, Wroclaw University of Science and Technology, Poland
Ilona Swiatek-Barylska, University of Lodz, Poland
Jaroslaw Korpysa, University of Szczecin, Poland

In 2019, Poland introduced doctoral schools – a new form of doctoral education. To manage them and prepare for the evaluation process, the presenters created a nationwide community of practice, utilizing the vital tool of collecting diverse data and analyzing it to enrich discussions and share experiences.

• **Collecting data from the external labour market through an interuniversity PhD talent advisory board**
Authors:
John Creemers, KU Leuven, Belgium
Katrien De Gelder, Ghent University, Belgium

Nicole Wedell-von Leupoldt, KU Leuven, Belgium

The dialogue between the external labour market and academia is not optimal. To obtain data about their needs, Flanders has initiated an interuniversity PhD talent advisory board with the aim of building sustainable and actionable relations resulting in a shared understanding and to develop novel and scalable labor market initiatives.

• **"SI Doctorat INRAE": collecting data to build policies and distribute opportunities**
Authors:
Irina Vassileva, University Paris-Saclay, France
Isabelle Caillard, National Research Institute for Agriculture, Food and the Environment (INRAE), France

This presentation addresses various questions: collecting data related to the doctorate at a national research organisation, data & privacy, and the role of data in shaping institutional policies.
The "SI Doctorat INRAE" experience shows that beyond the challenges, positive impacts can be noted at various levels: individual, institutional and inter-institutional.

II.B: The role of data: fostering support for doctoral candidates

• **How can the supervision of doctoral candidates be improved through the monitoring of structured Status Talks?**
Authors:
Michael Wutzler, Friedrich Schiller University of Jena, Germany

Regular exchange between doctoral candidates and their supervisors is crucial for the success of the doctorate. The University of Jena has implemented guidelines that recommend at least one structured Status Talk per year. A regular evaluation of the Status Talks helps to improve support measures for doctoral candidates and their supervisors as well as the overall quality of doctoral supervision.

• **Postgraduate researcher needs & supports**
Authors:
Shane Reynolds, University of Limerick, Ireland
Ann MacPhail, University of Limerick, Ireland
Dervla Kelly, University of Limerick, Ireland

This paper provides qualitative data on the expectations and needs of current post-graduate researchers, garnered from semi-structured focus groups and interviews which explored existing supports provided when embarking on programmes of doctoral research and suggestions on how to improve the doctoral education experience for both national and international post-graduate researchers.

• **Connecting the dots – Turning data into effective wellbeing policy for early-career researchers**
Authors:
Sean Bex, Ghent University, Belgium

Ghent University's working culture negatively affects the wellbeing of its ECRs. This presentation unpacks how a data-driven policy response has been key to understanding how outliers of unacceptable behaviour are embedded in a wider set of tangible problems with the institution's working culture which can be targeted with policy measures.

• **Exploring how doctoral candidates experience doctoral education**
Authors:
Ann MacPhail, University of Limerick, Ireland

As a result of interviewing (at three points over an academic year) twenty doctoral candidates enrolled on structured and traditional doctoral programmes within one university faculty, the potential to improve doctoral education by enhancing communication and transparency, supervisor accountability procedures and the doctoral candidate community is discussed.

II.C: The need for data literacy

• **Building FAIR Foundations: Fostering the uptake of research data management in doctoral education**
Authors:
Ulrike Kenens, Hasselt University, Belgium
Jolien Berckmans, Hasselt University, Belgium
Nicky Daniels, Hasselt University, Belgium
Hanne Vlietinck, Hasselt University, Belgium

At Hasselt University, doctoral researchers are offered various trainings on FAIR and Open Science practices organized by the research data management support staff. The training programme encompasses every stage of the research project, spanning from grant writing to project initiation all the way to wrapping up.

• **Data by, data from, and data about postgraduate research students: Horizons of 'data' in the future of doctoral education**
Author:
Alexander Stingl, University of Galway, Ireland

Doctoral candidates are sources of data in numerous ways. The presenter elaborates elementary kinds of 'data'– data about, data from, and data by – that are required to be both clearly distinguished in design and management of doctoral education and explicitly integrated to shape doctoral candidates' digital literacy and data ethics literacy.

• **The central university library as an educational hub for Open Science and Research Data Management: the approach and experience of the University of Belgrade**
Authors:
Dragana Stolić, University of Belgrade, Serbia
Matea Milošević, University of Belgrade, Serbia
Obrad Vučkovac, University of Belgrade, Serbia

This presentation will enable a brief insight into concept, activities and some achieved results of the PhD studies Support Center, located at the Central Library of the University of Belgrade, in particular related to Open Science and RDM.

• **Drowning in data? Keeping our heads above water through data-based decisions**
Authors:
Heather Sears, Coventry University, UK
Carolyn Wynne, Coventry University, UK

This session is about questioning and reflecting on how you think about data literacy and data–based decision making.