

2024 EUA-CDE THEMATIC WORKSHOP

Leadership in and for doctoral education

Hosted by Charles University Prague
1-2 February 2024 | Prague, Czech Republic

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Leadership is central to doctoral education. This is true on very different levels. It starts with the doctoral candidates, who themselves lead their research and innovate. It continues with the supervisors who support and inspire the doctoral candidates, as well as the academic leaders and doctoral education staff who organise doctoral education and manage change. All these dimensions of leadership are not only about authority, but also vision, mentoring, transformation and fostering an environment conducive to intellectual growth.

Leadership skills are essential for both academic and non-academic careers. In addition, as doctoral education itself and the contexts in which it operates continue to evolve and respond to global academic trends and technological advances, the nature and demands of leadership are also changing. This includes technological advancements which have transformed the way leadership is perceived and practiced in doctoral education. Internationalisation and leadership in an intercultural setting are also worth discussing. Not least, leadership in doctoral education also includes conducting research based on key values including ethics and integrity, practicing academic freedom and awareness of science's responsibility towards society.

The 2024 EUA-CDE Thematic Workshop will address the multiple dimensions of leadership in doctoral education through keynotes, panels and various interactive formats. Based on the conviction that leadership is a topic that concerns everyone, the whole EUA-CDE community - including academic leaders, doctoral education staff and early-stage researchers - is invited to discuss this important topic together.

Thursday 1 February 2024

09:30 – 10:15 **Official opening**
CET

10:15 – 11:00 **Keynote**
Fostering leadership competences in doctoral candidates

One of the central features of a doctorate is that it trains individuals to exhibit and practice leadership at various levels. This includes conducting a complex research project over several years, working productively within a team and developing ideas. Involvement in teaching, managing funding and time, as well as actively participating in the scientific community requires practical leadership skills of early-stage researchers. These leadership skills also play a crucial role for the subsequent careers of doctorate holders. Indeed, they are an additional reason to employ them. In this introductory

keynote, the full spectrum of leadership skills that doctoral candidates acquire during the doctorate will be discussed, as the ways how to train such competences.

11:00 – 11:30 *Coffee break*

11:30 – 12:45 **Interactive session**
Steering transformation: The role of leadership development in doctoral education

Leadership in doctoral education transcends mere operational management, encompassing vision, strategy, communication and guidance. Leadership is needed to navigate an institution through stormy waters, but also concerns developing a long-term vision and developing ways to implement it. This session will discuss the question of how to prepare and develop leadership in doctoral education at all levels and what is needed in terms of support, resources and competences to adapt and steer doctoral education in a world in rapid transformation and in the framework of institutional change.

12:45 – 14:15 *Group photo and lunch*

14:15 – 15:45 **Group work: Resources for leadership**

This session is dedicated to group work among the participants. They are invited to discuss what sort of instruments, tools, programmes and/or support is available at the institution for leadership support, and what they need to address leadership challenges. They will discuss the kind of leadership skills needed and how they could be best cultivated.

The session will consist of four roundtables and moderators will lead the discussion based on following questions:

1. What sort of instruments, tools, programmes and/or support for leadership development exist at your institution?
2. What sort of instruments, tools, programmes and/or support for leadership development would be beneficial to have at your institution?
3. What are the three main skills that are essential for the leadership development of your work and which you would like to further develop?
4. How could you best develop these three and other necessary skills (e.g. mentoring programmes, jobshadowing, peer learning, national and international networks, etc.)?

15:45 – 16:15 *Coffee break*

16:15 – 17:45 **Plenary session**
Leadership as the catalyst: Systematic transformation in doctoral education

Over the last years, few things have changed as much as doctoral education. While 20 years ago only a minority of institutions had developed a structured approach to doctoral education, this has now massively changed. These changes took place on various levels: on the national level, as various countries have undertaken and are still undertaking profound reforms; on the institutional level, by creating appropriate structures; and on an individual level - by reinterpreting the various roles.

All these changes demand leadership. A leadership that inspires and develops a long-term perspective, but also a leadership that is aware of the challenges and actively addresses them. In this session, we will deal with past and current change processes and how leadership affects these processes.

19:30 – 22:00 *Gala dinner*

Friday 2 February 2024

09:15 – 10:30 CET Plenary session
Leadership, mentorship, and supervision: Balancing autonomy and guidance for doctoral candidates

Doctoral supervision can be understood as a form of leadership, encompassing guiding, mentoring, influencing, and fostering growth in another individual, specifically a doctoral candidate. It requires a balance of providing direction while allowing autonomy, ensuring that the doctoral candidate develops critical thinking and independent research skills. The success of supervision is not just in producing a completed thesis, but in cultivating a competent, confident and contributing scholar to the academic and broader community. In this sense, leadership skills are an important element for supervisor training, but also for additional training offers for postdoctoral researchers. In this session, examples will be presented, the significance of leadership in supervision will be discussed, and ways to further develop these will be highlighted.

10:30 – 11:00 *Coffee break*

11:00 – 12:45 Breakout groups

In these discussion groups/world café sessions some concrete questions will be addressed:

- *Dealing with conflicts in supervision*
- *Intercultural leadership*
- *Transitioning into leadership: leadership training for postdoctoral researchers*
- *Team supervision*
- *Leading in the virtual space*
- *New and innovative supervisory styles or models*

12:45 – 13:00 Final discussion

13:00 – 14:00 *Lunch*

14:00 *Social programme*