

2026-2027 EUA-CDE THEMATIC PEER GROUP

Navigating artificial intelligence in doctoral education

Call for participation

Deadline for application: 30 June 2026

Introduction to EUA-CDE TPGs

Thematic Peer Groups (TPGs) organised by the EUA Council for Doctoral Education (EUA-CDE) provide participating members with opportunities for mutual learning on selected topics. TPG outcomes contribute to a report that supports the dissemination of the results to the wider EUA-CDE community and therefore to a common knowledge base on doctoral education structures, policies and practices in Europe.

Rationale

The 2026-2027 EUA-CDE TPG will focus on the topic ‘Navigating artificial intelligence in doctoral education’.

Recent studies, including the 2025 EUA-CDE survey¹, highlight the significant role that artificial intelligence (AI) plays in doctoral education. AI tools are widely seen as offering new opportunities to support research, from accelerating literature mapping, assisting with data analysis and enhancing academic writing through large-language model (LLM)-based feedback on structure and argumentation.²

At the same time, the 2025 survey shows that the growing uptake of AI by doctoral candidates is accompanied by significant concerns. Almost half of doctoral education leaders perceive AI tools as a challenge to academic integrity. These tensions illustrate a key issue doctoral education leaders face: the high level of AI adoption in doctoral education contrasts with a challenging situation for institutions when it comes to managing the use of AI. None of the survey participants believe that policies and guidelines on the use of AI are not needed, and only 5% of doctoral education leaders think their existing policies and guidelines are sufficient. At the same time as almost two in five institutions are creating guidelines for the first time, one fifth of universities are already updating existing policies and guidelines, pointing to a dynamic landscape marked by uncertainty.

The integration of AI in academic research is also reshaping supervision. Supervisors face several challenges as AI use challenges traditional supervisory roles and makes it more difficult to assess the originality and depth of candidates’ work³. At the same time, they face growing demands on their time and expertise, as rapid

¹ Marti, Simon; and Peneoasu, Ana-Maria (2026). Policies in doctoral education: navigating geopolitical change and technological acceleration while advancing Europe’s society and competitiveness. EUA-CDE 2025 survey report, part II. Geneva, p. 32-33.

² OECD. (2024). Artificial intelligence and education and skills. Organisation for Economic Cooperation and Development, Paris. <https://www.oecd.org/en/topics/artificial-intelligence-and-education-and-skills.html>

³ Bunmi Isaiah Omodan. (2025). Redefining the role of supervisors in the era of artificial intelligence: implications for hybrid postgraduate research governance, Cogent Education, 12:1.

technological developments require continuous adaptation. Questions around authorship and the critical evaluation of AI outputs further complicate this role.⁴

A similar picture emerges when considering institutional support on AI use for doctoral candidates, according to the 2025 EUA-CDE survey. While more than a third of universities are offering courses on the use of AI in research (39%) or to raise awareness of AI guidelines (36%), many universities do not yet offer such support.

Overall, these developments indicate that doctoral education is facing a challenging environment when it comes to navigating AI.

Key questions

The TPG will bring together representatives of EUA-CDE member universities that have already acquired tangible experiences in navigating AI, including in creating and implementing policies and guidelines on AI at the doctoral level. Through the exchange of good practices and lessons learned, the group will contribute to creating a common knowledge base that can support the wider doctoral education community across Europe.

Members of the group will reflect on the following questions:

- How is AI use by doctoral candidates assessed at their institution? *(This includes a mapping of AI's role in supporting doctoral research.)*
- What is the potential – and the perception – of AI use at doctoral level?
- What are the challenges and opportunities posed by the integration of AI into doctoral education?
- How does AI affect core functions of doctoral schools, including admissions, supervision, doctoral studies, examination or grading?
- What are the challenges that supervisors are facing and possible solutions?
- What new competencies should supervisors develop to effectively guide doctoral candidates who use AI tools and how can institutions support potential upskilling?
- How can doctoral candidates be prepared for the new world of research with AI, especially when it comes to AI-powered research automation, grant applications and publishing?
- What infrastructure and support systems are needed at the institutional level to enable responsible use of AI? *(This includes a mapping of good practices in training effective and responsible use of AI in doctoral education.)*
- Does AI create new equity issues in doctoral education and how can they be addressed?
- How can policies and guidelines on AI use support doctoral schools, supervisors and doctoral candidates? *(This includes a mapping of policies and guidelines in place for doctoral education.)*
- What are guiding principles when it comes to managing AI in doctoral education?

This list is not exhaustive and additional topics can be added based on the experiences of the members of the group.

⁴ Caillaud, E. & Škec, S. (2024). Supervision of design PhD students in an era of generative artificial intelligence. In Proceedings of the 26th International Conference on Engineering and Product Design Education. p. 420–425.

Activities and timeline

The first TPG meeting is foreseen to take place in autumn 2026. Participants will meet three times over the course of one year for in-person meetings of two days each. They are expected to participate in all activities of the TPG, which will also include presenting their universities' experiences and good practices as well as participating in targeted questionnaires. The work of the TPG will be chaired by one representative of a participating university and coordinated by the EUA-CDE Secretariat.

Selection criteria

The selection of participants will primarily be based on relevant experience, as demonstrated by their application.

The composition of the group will also take into account diversity of institutional and geographical backgrounds. In addition, consideration may be given to ensuring opportunities for institutions that have not yet participated in previous EUA-CDE Thematic Peer Groups.

Eligibility

EUA-CDE TPGs are open to [EUA-CDE members](#) only. Universities should be represented by a Vice-Rector, Head of Doctoral School or other representative in a senior position with responsibilities or expertise in the area of artificial intelligence in doctoral education. Participants are strongly encouraged to engage with additional experts, as well as doctoral candidates at their universities, between meetings.

Terms and conditions for participation

TPG members participate on a self-funded basis and are responsible for organising and covering their own travel and accommodation for the group's meetings. Catering during the meetings will be covered by EUA-CDE.

Universities interested in participating in the TPG are invited to fill-in the submission form below and send it to Ana-Maria Peneoasu at ana.maria.peneoasu@eua.eu by 30 June 2026 at the latest.

[2026-2027 EUA-CDE Thematic Peer Group – application form](#)

About EUA-CDE

An integral part of the European University Association, the EUA Council for Doctoral Education (EUA-CDE) is the largest European network in doctoral education and research training, covering more than 280 members in 38 countries. For more information about EUA-CDE, please visit [our website](#).