Being part of the European University Association

Representative organisation of universities and national rectors' conferences in 48 European countries

Ensures that the independent voice of European universities is heard wherever decisions are being taken that will impact their activities

Provides a unique expertise in higher education and research as well as a forum for exchange of ideas and good practice among universities

Introducing EUA-CDE

- ***Membership service*** of the European University Association (EUA)

- ***The largest*** European Doctoral Education Network bringing together academic leaders and professionals from 256 European universities

- ***Drives*** doctoral education policies and promotes cooperation and exchange of good practices on issues of common interest

- ***Identifies*** and monitors the trends in doctoral education, inside and outside Europe

- ***Organises*** different kind of activities (conferences, working-group, blog, etc.), addressing fundamental and emerging topics of doctoral education and publishes surveys and policy paper

Recent themes
- Research integrity
- Open science and the digital transformation
- Inter-institutional collaboration in doctoral education
- Career development and tracking
- Doctoral candidates' wellbeing/mental health
- Internationalisation of doctoral education

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EUA-CDE membership

256 member Universites
From 36 European countries
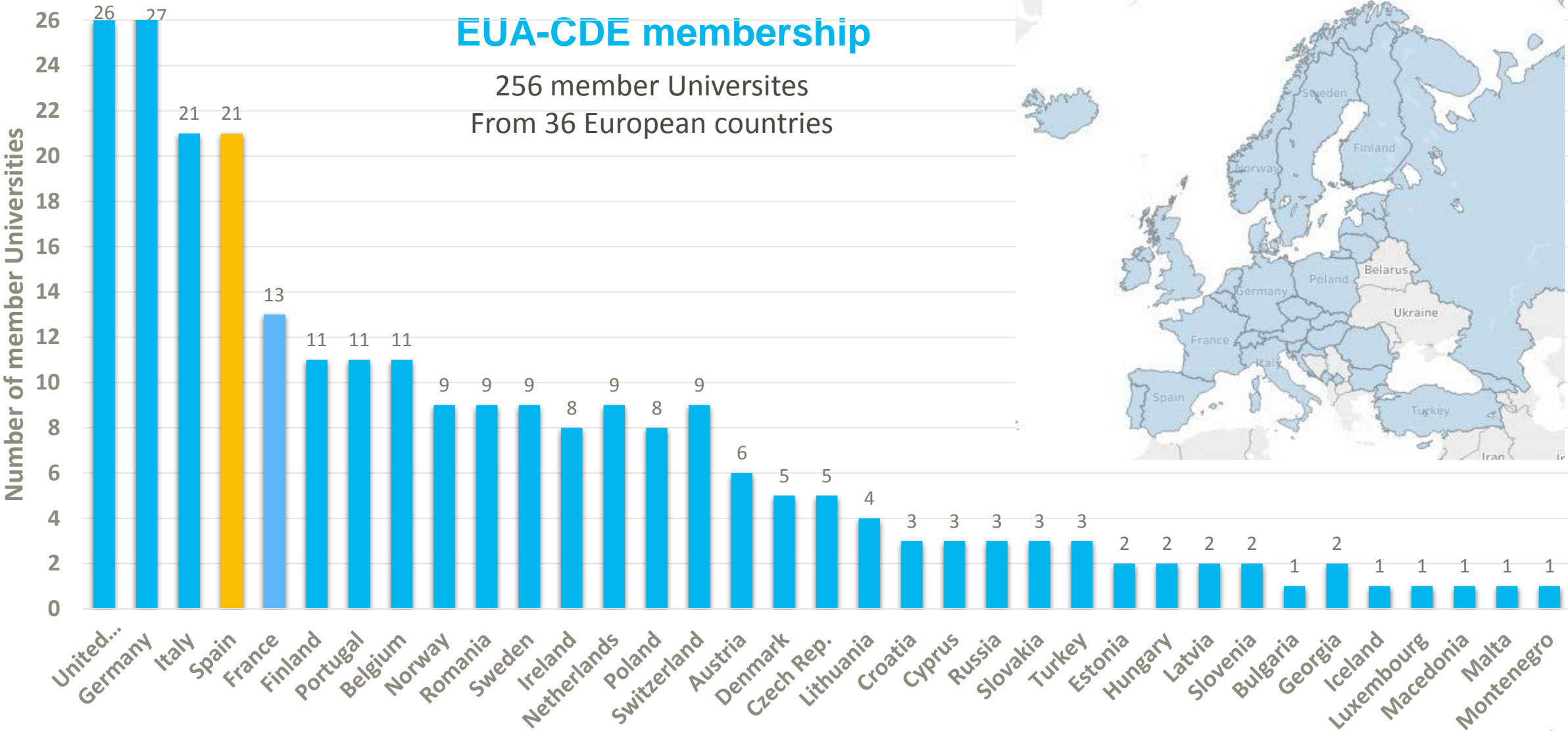
Year	Thematic Workshop (January) ~ 90 participants	Place	Annual Meeting (June) ~ 230 participants	Place
2008	Enhancing of Supervision	London	Launch Conference	Lausanne
2009	Structuring Doctoral Education	Zagreb	Second Annual Meeting	Lausanne
2010	Researchers' Careers Support and Development	Ghent	Third Annual Meeting	Berlin
2011	Mobility – international and inter-sectoral	Budapest	Promoting Creativity	Madrid
2012	Supporting Individual Paths of Doctoral Candidates	Dublin	Funding Doctoral Education	Stockholm
2013	Interdisciplinary Doctoral Programmes	Turin	From Student to Researcher: are we on the right track?	Warsaw
2014	Education – Mindset, Research, Innovation	Izmir	Doctoral Education: Thinking globally, acting locally	Liverpool
2015	Regional Engagement and Doctoral Education	Marseille	Education –where do we go from here?	Munich
2016	Doctoral Supervision	Delft	Doctoral Education: a dilemma of quality and quantity?	Tarragona
2017	Ethics and Integrity in Doctoral Education and Research Training	Lisbon	Digitalisation: A game changer for doctoral education?	Tallin
2018	The Impact and Outcomes of Doctoral Education Reform in Europe	Malta	Excellence through diversity: doctoral education in a globalised world	Ljubljana
2019	Inter-institutional collaboration in doctoral education	Amsterdam	The societal dimension of doctoral education	Brescia

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Survey on doctoral education in Europe
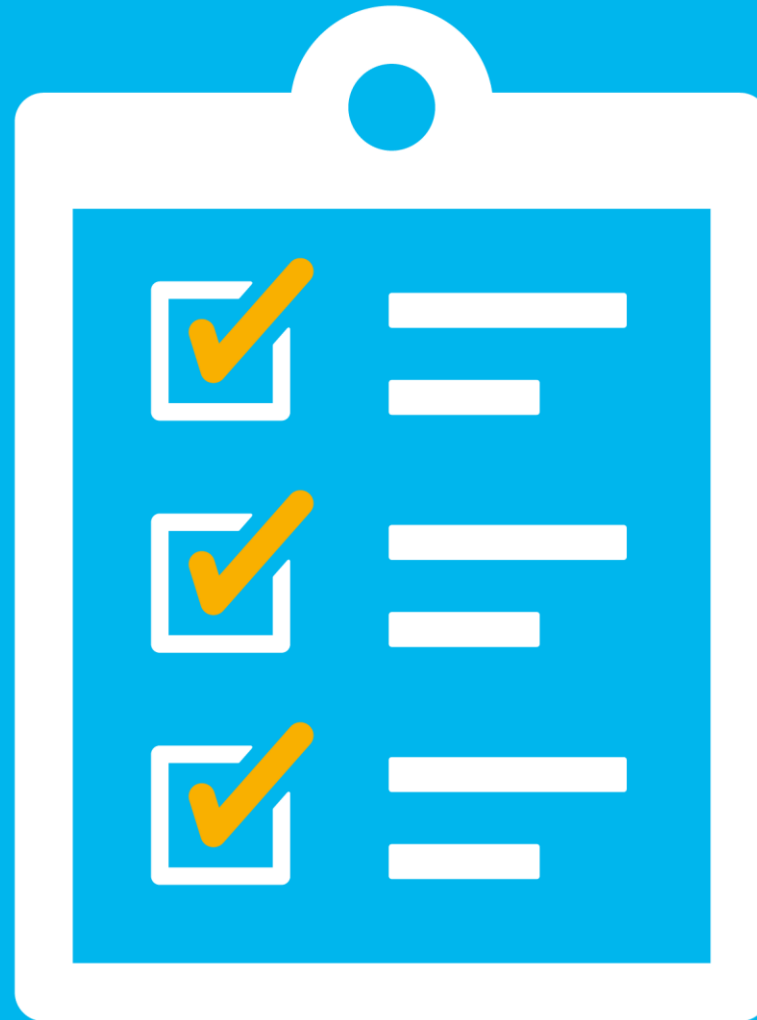
Survey on doctoral education in Europe

Background

- Together with researchers from the Ghent University (Prof. Jeroen Huisman)

- November 2017 – February 2018

- For all European Universities addressing institutional leadership

- 292 valid responses

- 1 response per institution

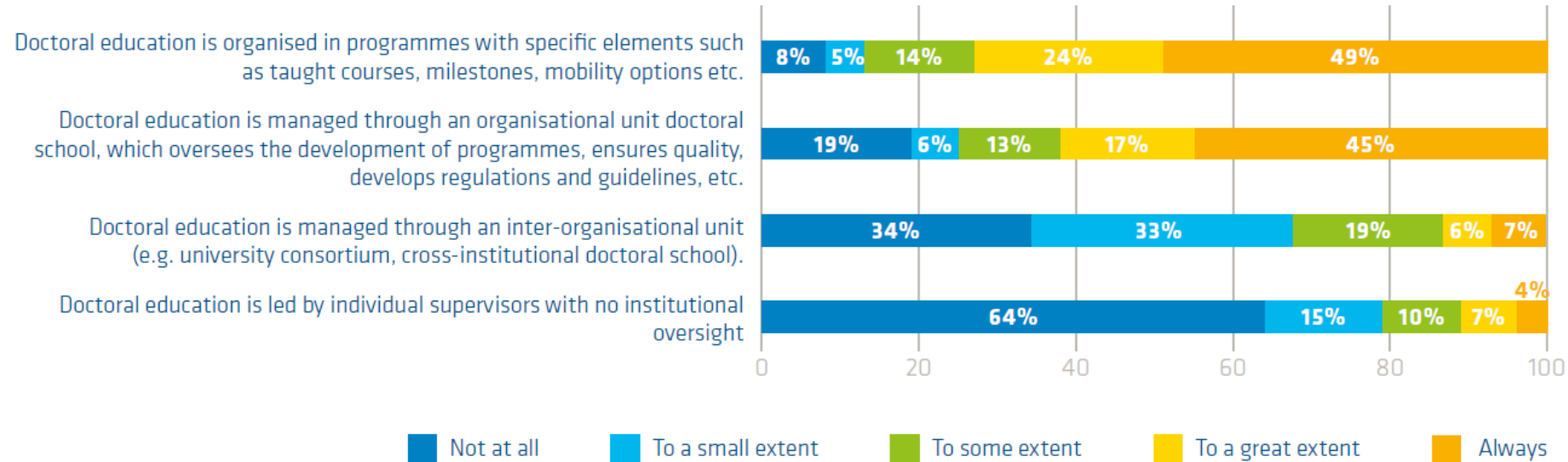- Covers 40% of all doctoral candidates in Europe (according to ETER data)

Organisation of doctoral education

Most European Universities have doctoral schools and/or doctoral programmes

Figure 2: Organisation of doctoral education

|	Not at all	To a small extent	To some extent	To a great extent	Always
Doctoral education is organised in programmes with specific elements such as taught courses, milestones, mobility options etc.	8%	5%	14%	24%	49%
Doctoral education is managed through an organisational unit doctoral school, which oversees the development of programmes, ensures quality, develops regulations and guidelines, etc.	19%	6%	13%	17%	45%
Doctoral education is managed through an inter-organisational unit (e.g. university consortium, cross-institutional doctoral school).	34%	33%	19%	6%	7%
Doctoral education is led by individual supervisors with no institutional oversight	64%	15%	10%	7%	4%

- Only about 10% of institution don`t have some structural oversight on doctoral education

- Institution-wide doctoral school and doctoral programmes exist in parallel

- About 25% percent of institutions are embedded within an inter-institutional unit

Key aspects of doctoral education are regulated

Figure 4: Guidelines for elements of doctoral education
In your institution, are there rules or guidelines regarding the following aspects of doctoral training?
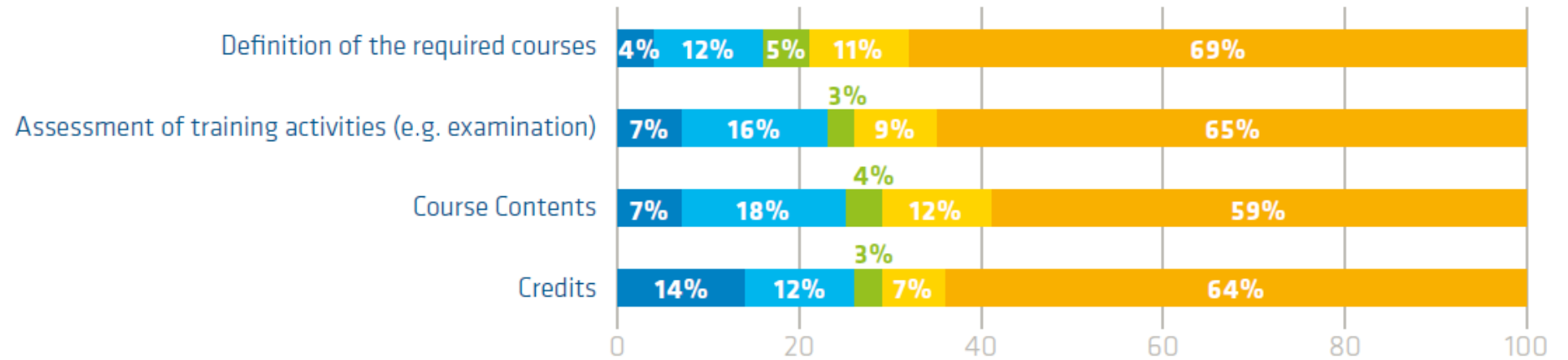
The decision making lies mostly in the faculties, but supervisor play also an important role

Table 1: Decision making procedures

Who participates in the decision-making process regarding the following issues? You can choose multiple answers per issue

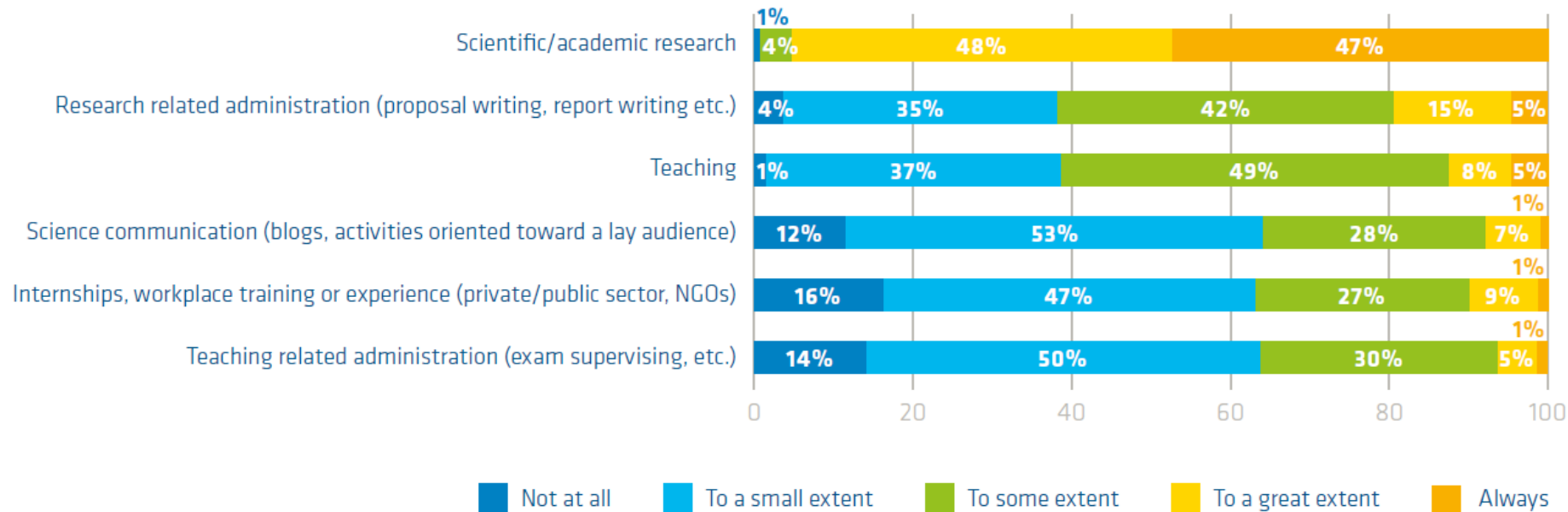|	National level	Institutional level	Institutional sub-units	Supervisor
Elements of the selection procedure (e.g. submission of research proposal, interviews required)	16,2%	46,9%	84,1%	45,8%
The selection of the candidate(s)	5,0%	16,5%	91,7%	56,8%
Contract conditions between doctoral candidate and supervisor/organisational unit	21,9%	66,0%	60,0%	27,5%
Supervision rules and guidelines (e.g. regarding meetings, reporting, feedback)	12,3%	58,7%	77,9%	42,8%
Required topics of doctoral training	11,6%	37,8%	86,2%	52,0%
Required tasks of doctoral candidates (e.g. teaching, administration, etc.)	14,0%	39,9%	86,3%	50,9%
Examination rules and guidelines	32,8%	69,7%	69,0%	15,7%

- The decision making lies majoritarily in the hand of the institutional sub-units (faculty etc.)

- The decision making power of the supervisor differs widely between the institutions, but is usually shared with the institutional sub-unit

Common goal: Research Excellence in Doctoral Education

Doctoral candidates mostly focus on their research

Figure 6: How do doctoral candidates spend their time?
In your institution, how important are the following elements of doctoral training?

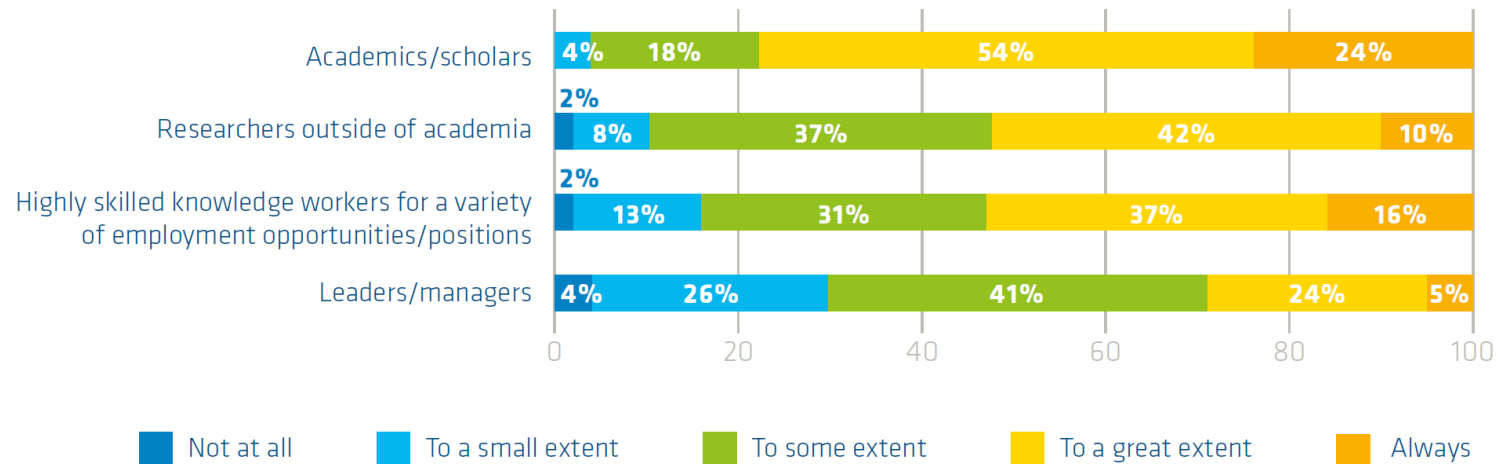|	Not at all	To a small extent	To some extent	To a great extent	Always
Scientific/academic research	1%			48%	47%
		4%			
Research related administration (proposal writing, report writing etc.)	4%	35%	42%	15%	5%
Teaching	1%	37%	49%	8%	5%
Science communication (blogs, activities oriented toward a lay audience)	12%	53%	28%	7%	1%
Internships, workplace training or experience (private/public sector, NGOs)	16%	47%	27%	9%	1%
Teaching related administration (exam supervising, etc.)	14%	50%	30%	5%	1%

- Doctoral candidates focus on scientific/academic research
- They also spend time on gaining additional competencies

Doctoral candidates are considered ready for a wide array of careers

Figure 7: Conceived future role of doctoral candidates
To what extent is doctoral education in your institution conceived as preparing the future generation of...?

	Not at all	To a small extent	To some extent	To a great extent	Always
Academics/scholars		4%	18%	54%	24%
Researchers outside of academia	2%	8%	37%	42%	10%
Highly skilled knowledge workers for a variety of employment opportunities/positions	2%	13%	31%	37%	16%
Leaders/managers	4%	26%	41%	24%	5%

- Doctoral candidates are considered future researchers inside and outside of academia

- The doctorate also leads to other positions in the knowledge society

- Doctoral education is not primarily considered as the preparation for future roles as managers

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Completion rate differ widely between European countries

Figure 18: Percentage of doctoral candidates graduating within six years (SD 28)
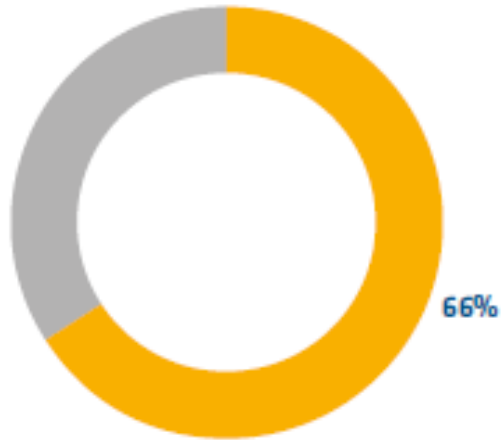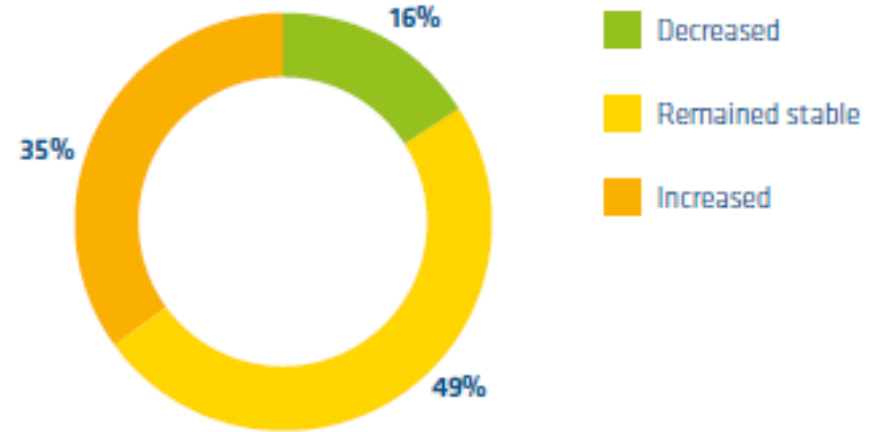What percentage of doctoral students that enrolled in 2009 graduated within six years?

Figure 19: Completion rate over last 10 years
Compared to ten years ago, has this number...?

66%

16%   Decreased
35%   Remained stable
49%   Increased

- The high standard deviation show us that there are significant differences between the European countries

- There are multiple reasons not to graduate within six years: Part-time doctorate, intersectoral mobility, ...

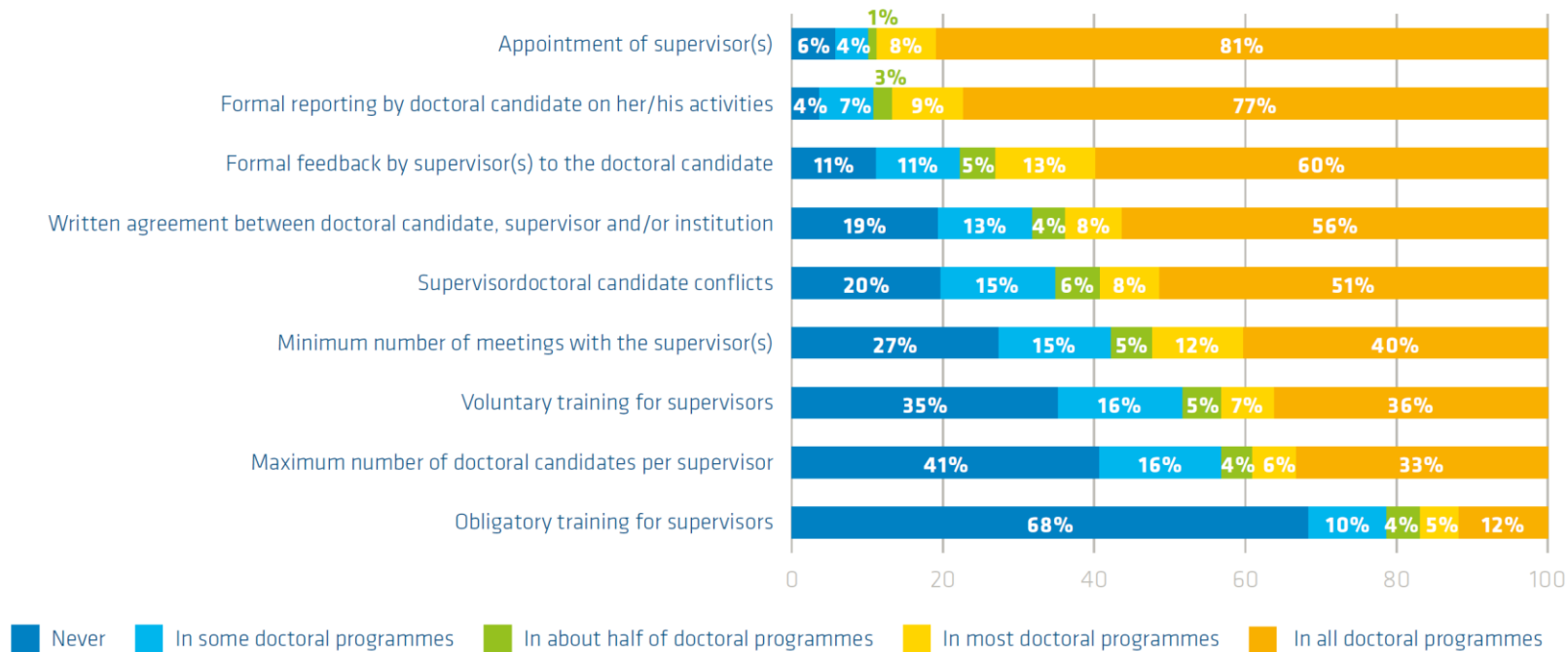- In the last 10 years the completion rate has increased

16
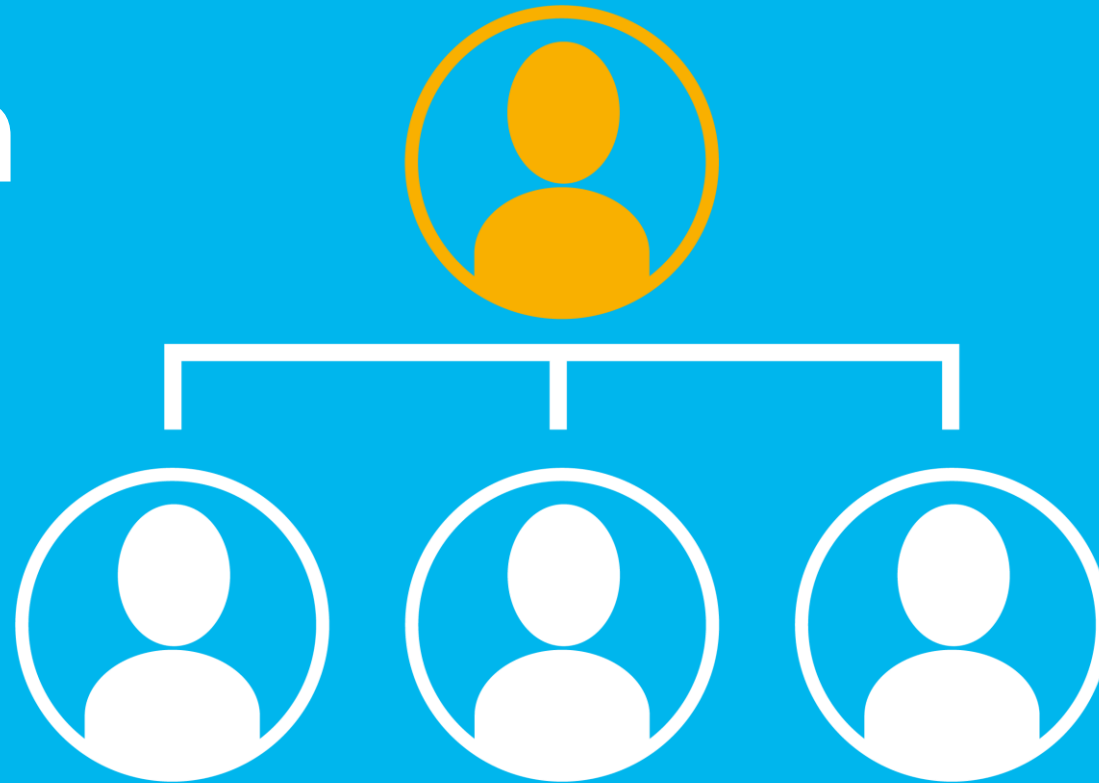
Supervision

Rules and Guidelines are installed to secure the relation between institution, supervisor and doctoral candidate and making it transparent

Figure 14: Rules and guidelines on supervision
In your institution, are there rules or guidelines regarding the following aspects of doctoral supervision?

|	Never	In some doctoral programmes	In about half of doctoral programmes	In most doctoral programmes	In all doctoral programmes
Appointment of supervisor(s)	6%	4%	1%	8%	81%
Formal reporting by doctoral candidate on her/his activities	4%	7%	3%	9%	77%
Formal feedback by supervisor(s) to the doctoral candidate	11%	11%	5%	13%	60%
Written agreement between doctoral candidate, supervisor and/or institution	19%	13%	4%	8%	56%
Supervisordoctoral candidate conflicts	20%	15%	6%	8%	51%
Minimum number of meetings with the supervisor(s)	27%	15%	5%	12%	40%
Voluntary training for supervisors	35%	16%	5%	7%	36%
Maximum number of doctoral candidates per supervisor	41%	16%	4%	6%	33%
Obligatory training for supervisors	68%	10%	4%	5%	12%

- Regulations are installed to prevent potential conflicts and dealing with them when they happen
- About half the institutions do not offer specific training for most of their supervisor
- Supervisor trainings are mostly volontarily

Institutions have established conflict-solving mechanisms
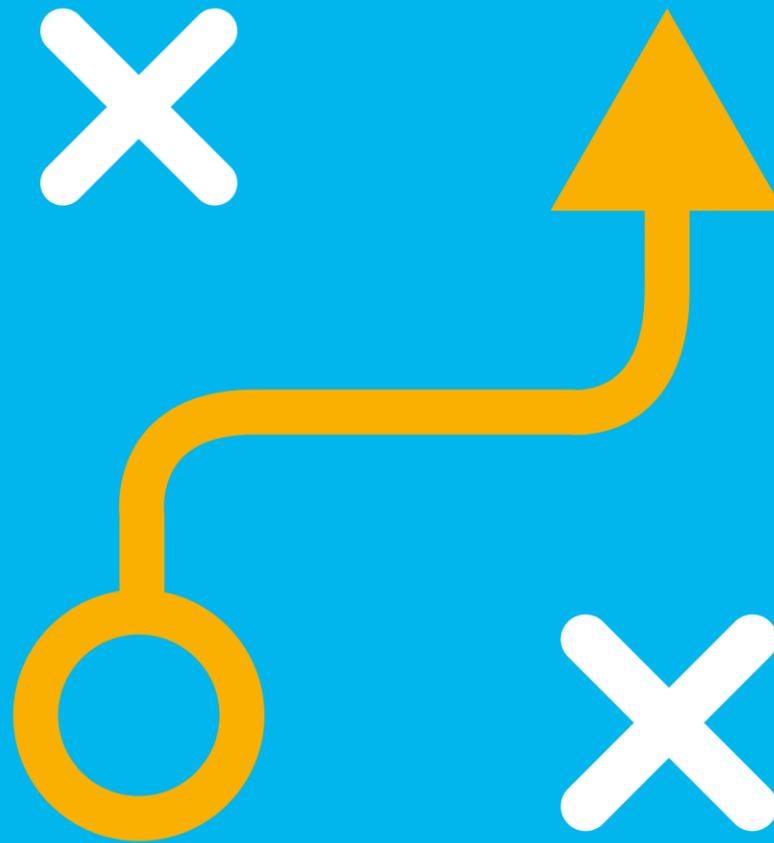
Figure 17: Complaint procedures
At your institution, doctoral candidates …
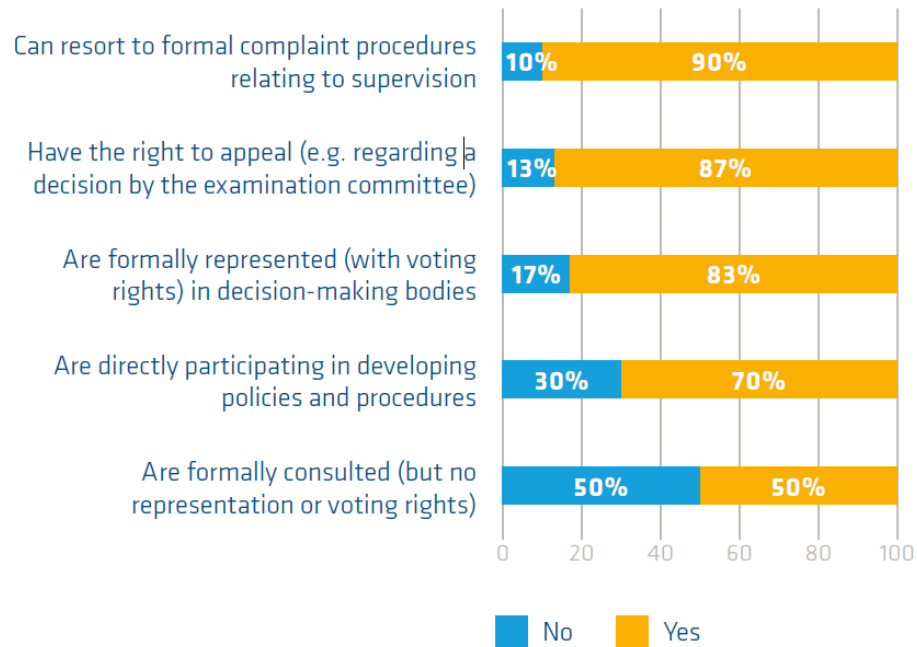
- The role of conflict prevention and solution can also be seen in the importance of complaints- and appeals procedures
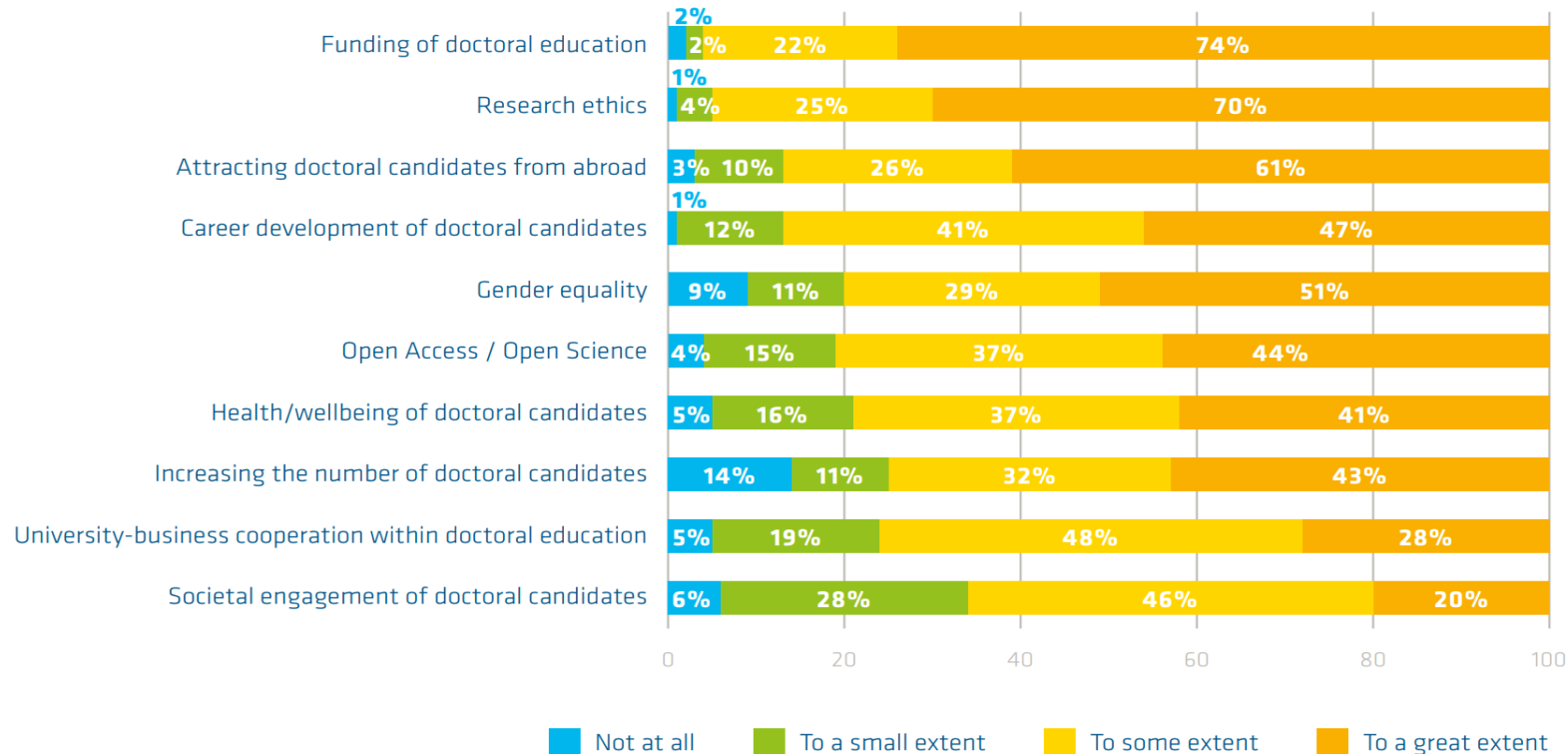- In the majory of institutions, doctoral candidates influence the developement of policies and procedures

Future priorities

Funding, reserach ethics and internationalisation are the two key topic for Universities in doctoral education

Figure 20: Strategic priorities
To what extent are the following issues currently considered a strategic priority in doctoral education within your institution?

	Not at all	To a small extent	To some extent	To a great extent
Funding of doctoral education	2%	2%	22%	74%
Research ethics	1%	4%	25%	70%
Attracting doctoral candidates from abroad	3%	10%	26%	61%
Career development of doctoral candidates	1%	12%	41%	47%
Gender equality	9%	11%	29%	51%
Open Access / Open Science	4%	15%	37%	44%
Health/wellbeing of doctoral candidates	5%	16%	37%	41%
Increasing the number of doctoral candidates	14%	11%	32%	43%
University-business cooperation within doctoral education	5%	19%	48%	28%
Societal engagement of doctoral candidates	6%	28%	46%	20%

- Funding is the most relevant topic – reflecting the need of doctoral schools to meet increasing demands

- Both topics related to specificities of doctoral education as general research policy issues of Universities are strategic priorities of Universities nowadays

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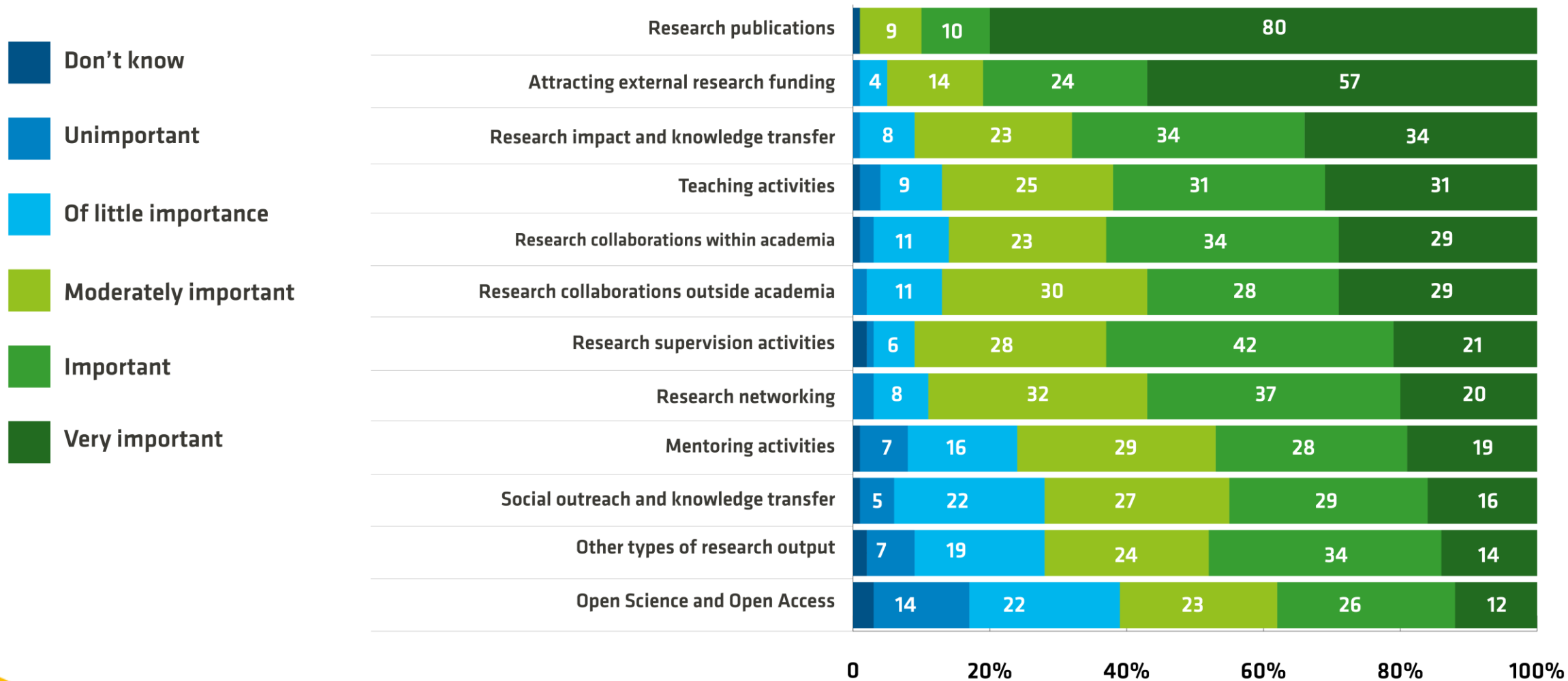# Emerging topics

Career development for postdocs

Reforming academic reward and assessments systems

https://pixabay.com/

Which types of academic work matter most for research careers?

euacde COUNCIL FOR DOCTORAL EDUCATION

Upcoming thematic workshop and annual meeting in 2020

EUA-CDE Thematic workshop (member University only)

23-24 January 2020

Academic Career Developement

Hosted by Ivane Javakhishvili Tbilisi State University, Georgia

EUA-CDE Annual meeting (open to everybody)

24-26 June 2020

The place of doctoral education within the University

Hosted by the University of Manchester, UK

Thank you for your attention

Dr Alexander Hasgall
Head of EUA Council for Doctoral Education

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