JOURNEE SUR LE DOCTORAT
Ouverture

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Introducing EUA-CDE

• **Membership service** of the European University Association (EUA)
• **The largest** European Doctoral Education Network (doc & postdoc) 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** regularly events, 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
• Societal dimension of doctoral education (incl. SDG)
EUA-CDE membership
256 member Universities
From 36 European countries
The doctoral candidate as «product» of doctoral education
Transferable Skills for Early-Career Researchers

**Research**
- Citizen Science
- Data analysis
- Disciplinary knowledge/terminology
- Ethics/integrity
- Grant application writing
- Interdisciplinary
- Literature review/management
- Open Access publishing
- Open Data management
- Open Education
- Open Evaluation
- Open Licensing
- Open Methodology
- Open Source
- Project time management

**Career Development**
- Career planning/assessment
- CV writing
- Interview techniques
- Job searching/application
- Skills documentation/verification
- Skills gap identification/development

**Digital**
- Information accessing/retrieval
- Information presentation/visualisation
- Information processing/exchange
- Software usage/development
- Programming

**Communication**
- Academic writing
- Formal correspondence
- Oral presentation
- Science for non-technical audiences
- Science for policy making
- Social media/webinar usage

**Mobility**
- Intercultural awareness/communication
- Intersectoral awareness/experience
- Foreign language skills

**Cognitive**
- Abstraction/creativity
- Analysis/synthesis
- Critical thinking/problem solving
- Organisation/optimisation

**Enterprise**
- Commercialisation
- Entrepreneurship
- Innovation/knowledge transfer
- Intellectual Property Rights (IPR)
- Legal/business standardisation
- Patenting

**Teaching & Supervision**
- Course development/assessment
- Exam preparation/assessment
- Mentoring/supervising students
- Teaching and learning theories/methods

**Interpersonal**
- Conflict management
- Discipline/perseverance
- Diversity awareness
- Leadership/team work
- Negotiation
- Independence/responsibility
- Networking
- Rhetoric/argumentation
- Stress tolerance
- Taking on responsibility
Doctoral education as «meeting place» ...
Between:

- Research and higher education
- **Doctoral Candidates** (different backgrounds: Social, cultural, national)
- **Doctoral candidate and supervisor**
- Within the **institution** (Doctoral education as shared responsibility)
- **Institutions** (Inter-institutional collaboration. Co-tutelles)
- **Within/Between Disciplines** (disciplinary/multidisciplinary/Interdisciplinary doctoral programmes/schools)
- **Sectors** (private, public)
- ...
A bottom-up process reperforming doctoral education in Europe
Un processus «bottom-up»
The aim of doctoral education

- The core component of doctoral training is the advancement of knowledge through original research.
- Doctoral candidates must be allowed independence and flexibility.
- Doctoral candidates need to be prepared for careers inside and outside of academia.
- Institutions are responsible for their doctoral candidates.
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)
Common goal: Research Excellence in Doctoral Education
Doctoral candidates are early career researchers...

To what extent does an average doctoral candidate in your institution spend her/his time on the following activities?

- **Scientific/academic research**
- **Research related administration**
- **Teaching**
- **Teaching related administration**
- **Science communication**
- **Internships, workplace training or experience**

Options:
- To a great extent/always
- To some extent
- Not at all/to a small extent
and (mainly) seen as future academic and scholars,

To what extent is doctoral education in your institution conceived as preparing the future generation of…

- Academics/scholars
- Researchers outside of academia
- Leaders/managers
- Highly skilled knowledge workers

<table>
<thead>
<tr>
<th>Category</th>
<th>To a great extent/always</th>
<th>To some extent</th>
<th>Not at all/to a small extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics/scholars</td>
<td>60%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Researchers outside</td>
<td>60%</td>
<td>30%</td>
<td>10%</td>
</tr>
<tr>
<td>Leaders/managers</td>
<td>50%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Highly skilled knowledge</td>
<td>50%</td>
<td>30%</td>
<td>20%</td>
</tr>
</tbody>
</table>
but also increasingly seen as the research professionals of tomorrow.

To what extent is doctoral education in your institution conceived as preparing the future generation of...

- Academics/scholars
- Researchers outside of academia
- Leaders/managers
- Highly skilled knowledge workers

Options:
- To a great extent/always
- To some extent
- Not at all/to a small extent
They focus on research competencies

In your institution, how important are the following elements of doctoral training?

- Specific research competencies
- Generic academic competencies
- Knowledge valorisation
- Teaching competencies
- Management and leadership competencies

(Extremely) important
Somewhat important
(Somewhat) unimportant
but also acquire transversal competencies.

In your institution, how important are the following elements of doctoral training?

- **Specific research competencies**
- **Generic academic competencies**
- **Knowledge valorisation**
- **Teaching competencies**
- **Management and leadership competencies**
Diversity of organisation of doctoral education
Institutions establish diverse, often parallel structures for doctoral education …

To what extent is doctoral education in your institution organised as…?

- Doctoral education is organised in programmes
- Doctoral education is managed through an organisational unit doctoral school
- Doctoral education is managed through an inter-organisational unit
- Doctoral education is led by individual supervisors

To a great extent/always
To some extent
Not at all/to a small extent
To what extent is doctoral education in your institution organised at or around ...?

- To a great extent/always
- To some extent
- Not at all/to a small extent

... based on the different levels of University governance (faculty, discipline, ...)
Key aspects of the supervisor-supervisee relation are regulated

In your institution, are there rules or guidelines regarding the following aspects of doctoral supervision?

- Appointment of supervisor(s)
- Formal reporting by doctoral candidate on...
- Formal feedback by supervisor(s) to the...
- Written agreement between doctoral...
- Supervisor-doctoral candidate conflicts
- Minimum number of meetings with the...
- Voluntary training for supervisors
- Maximum number of doctoral candidates per...
- Obligatory training for supervisors

Legend:
- In most/all doctoral programmes
- In about half of doctoral programmes
- Never/in some doctoral programmes
DOC Career II project
DOC-Careers
Figure 24. Professional profiles of doctorate holders at the time of recruitment and in the medium-term

Notes: Number of respondents 13/14 for the category ‘at the time of recruitment’; 10/14 for the category ‘after 5-10 years in the company.’
Source: EUCACEFES case studies – companies
Some reflections

• Doctoral education is a holistic process in which the acquisition of research experience is accompanied by the acquisition of additional skills. The “product” is the research and the researcher.

• There is a wide variety of institutional structures of doctoral education, while research excellence is a common goal.

• In recent decades, universities have increasingly assumed institutional responsibilities in the field of doctoral education. This includes the regulation of the process (not the content) of supervision and the training of the supervisor.

• Doctoral graduates are primarily hired for their research experience. This research experience includes a significant number of transversal competencies. However, they quickly move to managerial positions.
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
FIN!

Thank you for your attention

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