

FINNISH NATIONAL DOCTORAL EDUCATION DAY

Keynote address

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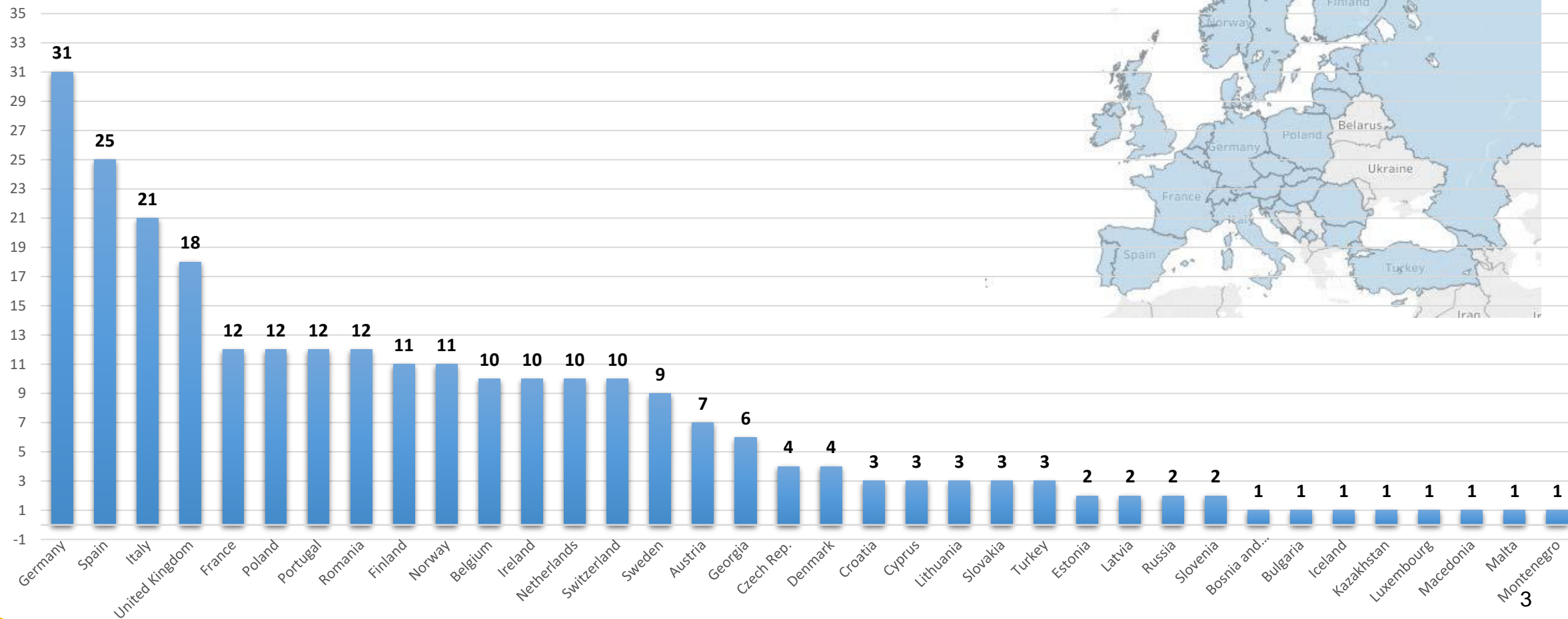
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#EUACDE



- **Membership service** of the European University Association (EUA)
- **Steered** by a Steering committee comprising of members of 9 Universities and 1 ex-officio member of the EUA board. Meets 4 times a year
- **Secretariat** in charge of the daily management of EUA-CDE
- **Gathers** a community of academic leaders and professionals from 268 universities in 37 European countries
- **Drives** doctoral education policies and promotes cooperation and exchange of good practices on issues of common interest
- **Organises** regular conferences, workshops, focus groups, webinars and thematic peer groups, addressing fundamental and emerging topics of doctoral education
- **Identifies** and monitors the trends in doctoral education, inside and outside Europe
- **Participates** in policy dialogues on the European and global level
- **Provides** policy advice to the EUA Board and Council.

EUA-CDE membership

267 member Universities
From 37 European countries



Diversity in conditions, practices and contexts

- **Diverse organisation:** $\frac{3}{4}$ of universities organised in programmes (taught courses, milestones etc.) and 40% with centralised doctoral schools. Only 5% without any institutional oversight.
Credits, Supervision, Admission criteria etc.
Increased inter-institutional collaboration. Increased role of professionals, ...
- **Diverse practices of doctoral education:** Different kinds of doctorates: “traditional doctorates” (most cases), professional doctorates, doctorates in the arts; different outcomes (book, journal articles, artefacts). digital defences, but also increased relevance of postdoctoral researchers as target groups.
- **Diverse conditions:** Funding and status of doctoral candidates, duration of the doctorate, legal frameworks,...
- **Diverse activities of doctoral candidates:** Besides research proposal writing, teaching, data collection and management, scientific collaboration and publishing, science communication, ...
- A **multiplicity of (transversal) skills trainings** is offered to doctoral candidates

Shared understandings

- A shared understanding of the relevance of **research as the base of doctoral education** (see also 2022 vision paper)
- A shared understanding of the doctorate as a transformation phase from a **student toward an independent researcher**. Doctoral candidates as early-stage researchers.
- A shared understanding of the **institutional responsibility of the university**
- A shared understanding about the **importance of supervision and supervision training**

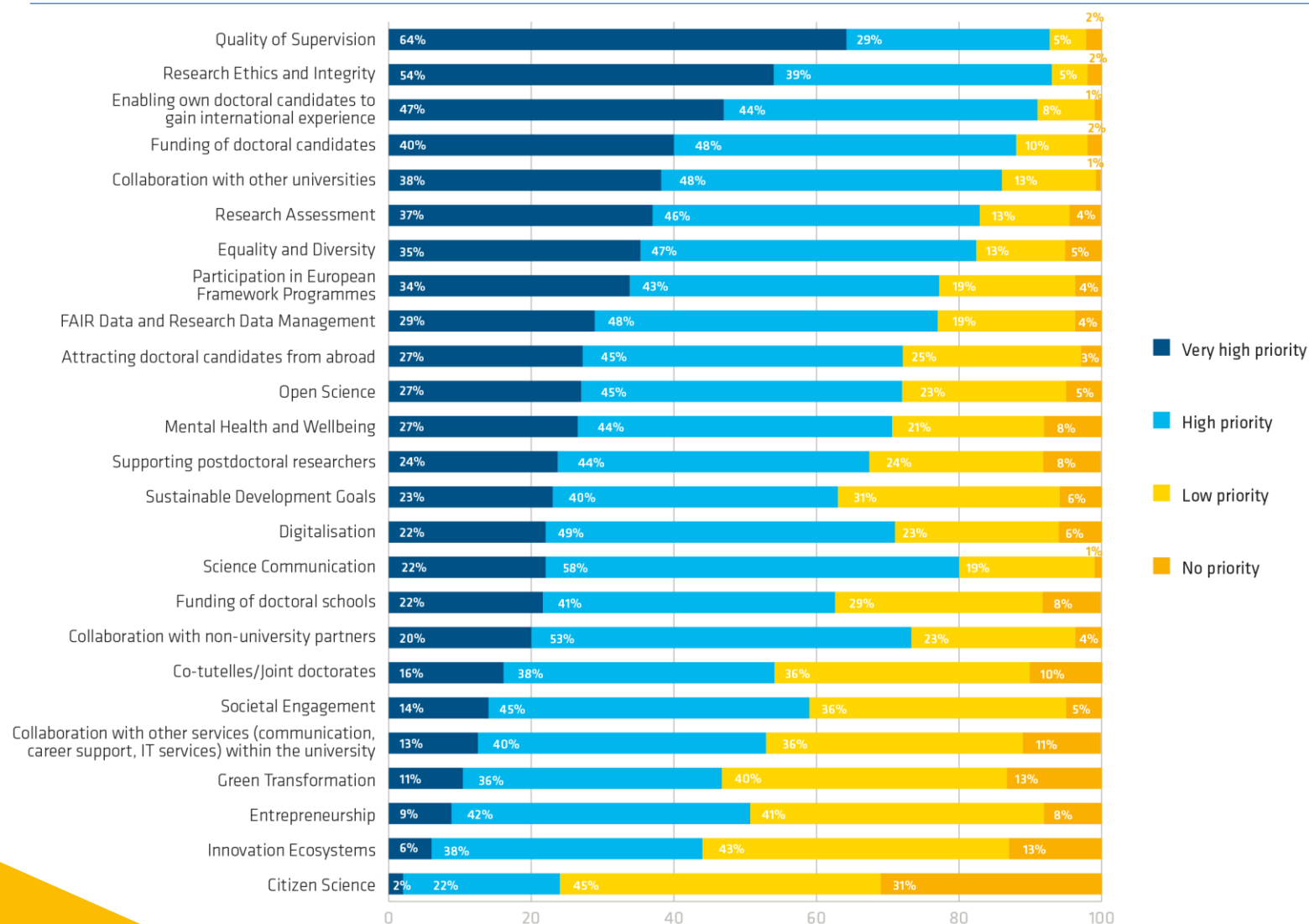
Institutional priorities of European Universities



Doctoral education in Europe: current developments and trends

Institutional priorities

Which of the following topics are a priority in the area of doctoral education at your institution? (Number of respondents: 134-137/138)



Doctoral education in Europe: current developments and trends

Top priorities

Please identify which of the following topics you consider most important for doctoral education at your institution. Please indicate max. 3-4.

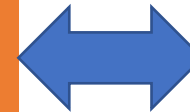


Trends and Drivers

Extrinsic

Opportunities, expectations & challenges for doctoral education deriving from a changing world

- Digitalisation
- Sustainable Development Goals
- Exchange with Society
- Equality, Diversity & Inclusion
- Academic Freedom



Intrinsic

Changes in the ways in which universities organize themselves to deliver doctoral education

- Diverse Institutional Dynamics
- Ensuring Quality & Fair Assessment
- Skills Fit for Purpose
- Supervision
- Adequate funding



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1 Doctoral schools serve as a place where the opportunities and challenges of new digital technologies are embraced in the pursuit of research goals and in their own enabling frameworks. .

”

Todas traducciones A.H.

“

2 Universities should embrace the Sustainable Development Goals as a holistic framework providing a context for and supporting the delivery of doctoral education

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“

3 Even when not connected to a specific mission, research and education at doctoral level contributes to the resolution of the environmental, demographic, socio-economic, and political challenges that Europe and the world are facing.

The path to resolving these challenges may lie in addressing fundamental research questions where the application is not evident at the time.

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“ 4 A diverse doctoral education must be sensitive to the different backgrounds that doctoral candidates bring with them. Doctoral education should encourage reflection on and the overcoming of any social, economic or cultural barriers. It should foster a diversity that goes hand in hand with excellence and a shared understanding of research quality ”

“

5 Doctoral education should promote a dialogue about the different dimensions of academic freedoms and raise awareness about where any are at risk. It should create an open space for critical debate and the exchange of opposite views, while defending the rights of doctoral candidates to engage in these activities.

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6 Doctoral education needs to embrace the variety of formats which have emerged to meet specific needs but at the same time to ensure that the core principles, including the importance of conducting original research, remain integral to all of these. Structured approaches should be used as a means of ensuring that the voice of doctoral education is properly embedded in university structures

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“ 7 A fit-for-purpose quality assurance system is essential but the overarching goal is the quality of research, not the use of a particular tool. The focus should go beyond administrative processes to also value the education and research content. That should include an understanding of core skills and values such as research ethics and integrity and the adoption of a critical approach to research assessment not confined to publication metrics

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8 Doctoral candidates must be equipped with the knowledge and skills to meet the modern demands of research and pursue their chosen career paths.

At the same time, they need to map, visualise and verbalise their skills and communicate those capabilities to others. Doctoral education should develop both tacit and explicit skills.

Transversal skills should not be seen as an add-on but as a key element of the doctorate, maintaining the essential role of original research as the key feature of doctoral education

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“9 Supervision is crucial. Its form adapts to the needs and resources of an institution. Universities should invest in the training of supervisors, enabling them to embrace their roles fully and ensure that the doctoral school or environment plays its appropriate supportive role”

“ 10 The level of living support for doctoral candidates needs to take into consideration the relative attractiveness of the careers and the incomes of early-career knowledge workers in other sectors. This means that that the work of doctoral candidates should be appropriately rewarded. Duration of funding should be based on a realistic assumption of the duration of a doctorate. An increase in salaries or duration of the doctorate should not, however, be at the expense of the availability of doctoral positions. The increased need to tackle societal challenges with high-quality research demands the availability of such positions, but this should not lead to a reduction in other university services.

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2023 Thematic Peer Group

Profiles and
institutional
support for
postdoctoral
researchers

Call for participation



**For discussion:
Some (maybe a bit
provocative)
questions.**

- The diversity of issues facing doctoral education today – what are the limits of what doctoral schools can provide?
- Diversity of doctoral deliveries and considering the increased role of the postdoctoral researchers (and challenged based learning) what is the specificities of doctoral education?
- What understanding of quality do we need to develop to address the multiplicity of the above demands?
- Increased role of collaborations: Limits or enrichment of diversity and increased pressure for coherence?
- Doctoral education as part of broader societal trends. What are the specifics of doctoral education?

**2023 EUA-CDE
thematic workshop**

**«Sustainability in
doctoral education:
developing a
strategic approach»**

**UNIVERSITY OF
AGRICULTURAL
SCIENCES AND
VETERINARY
MEDICINE OF CLUJ-
NAPOCA |
18 - 20 JAN 2023**





2023 EUA-CDE Annual Meeting
«The communication turn in doctoral education» (working title)

14 to 16 June

Jointly hosted by Lappeenranta-Lahti University of Technology and University of Helsinki

Thank you for your attention

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