

UBFC RENTRÉE DOCTORALE

L'avenir de la formation doctorale post-pandemie?

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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 262 European universities from 36 European countries
- **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
- **Organises** regularly events, addressing fundamental and emerging topics of doctoral education and publishes surveys and policy paper

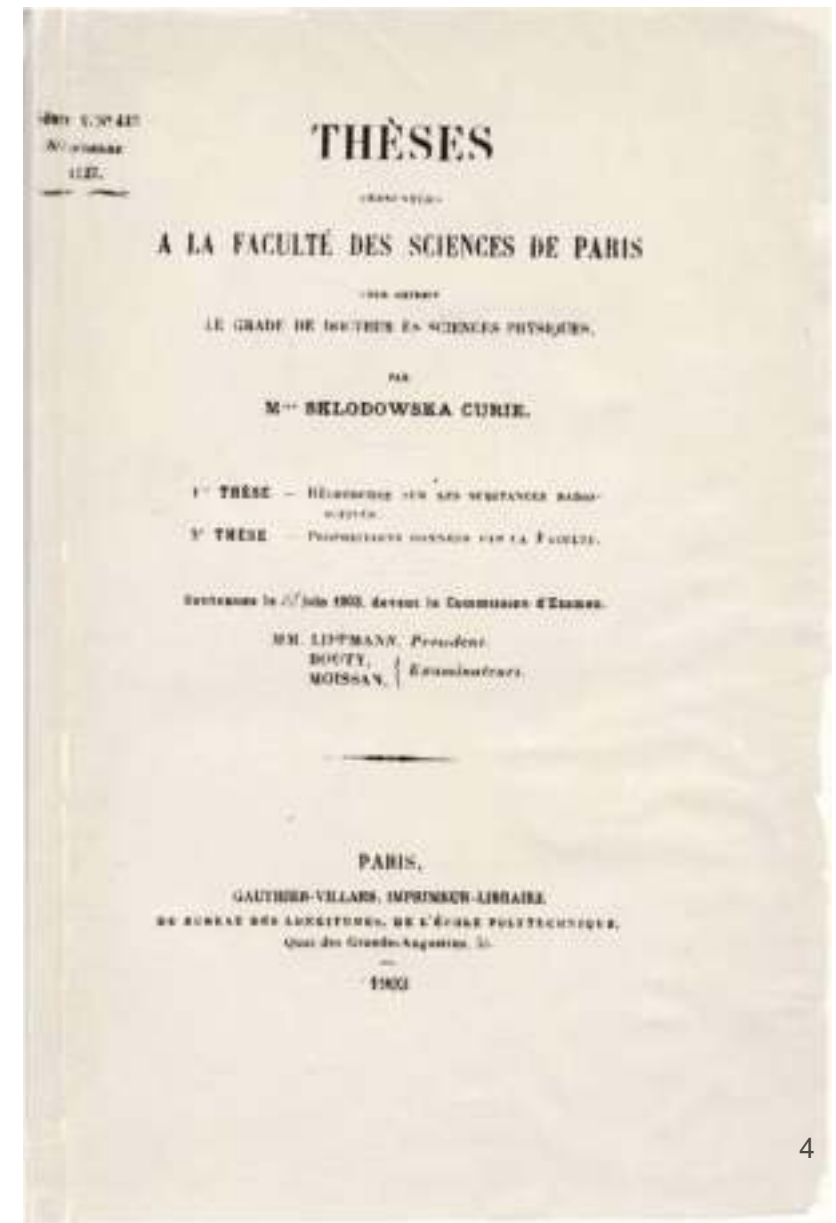
Recent themes

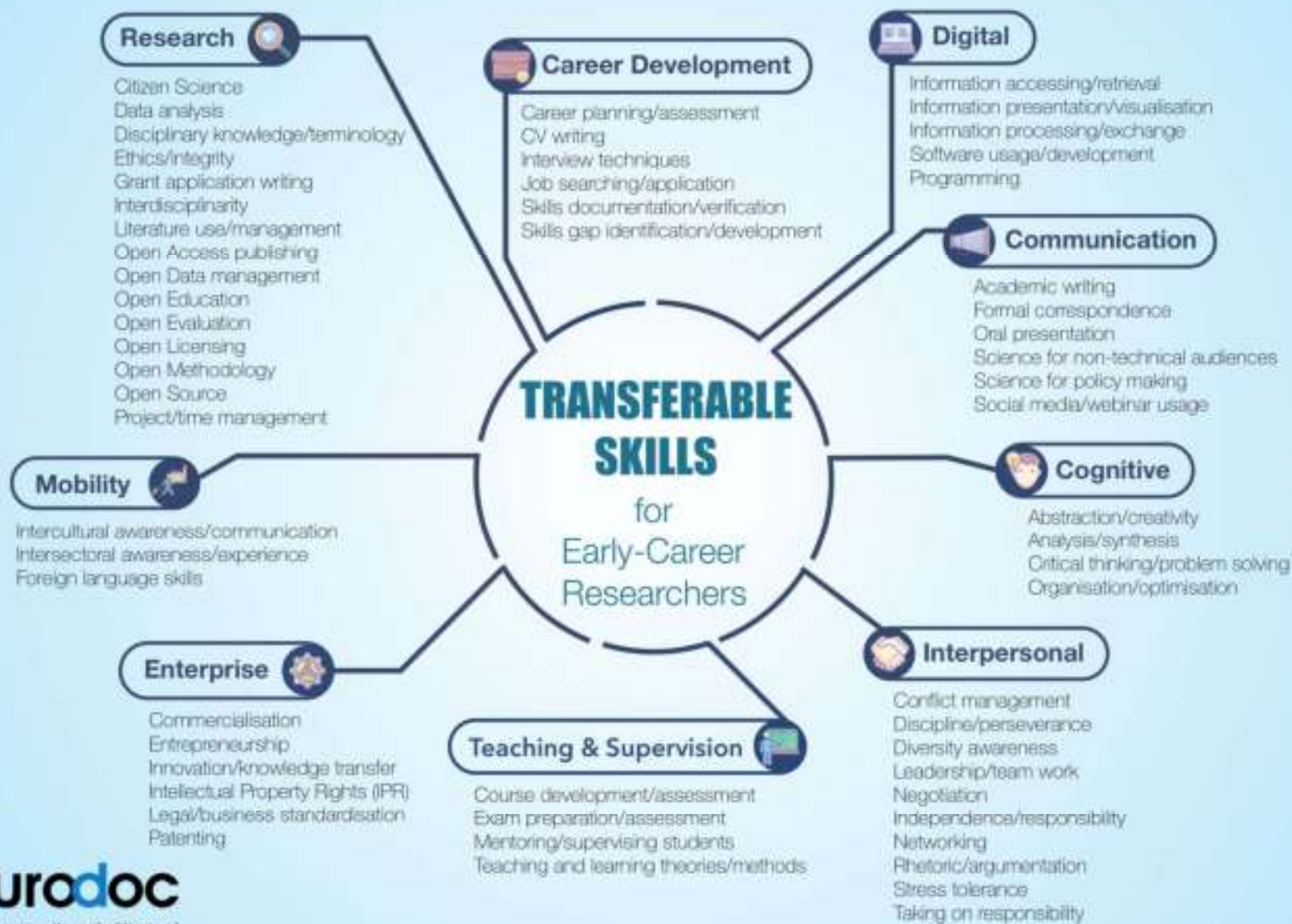
- Research integrity
- Research assessment
- Open science and the digital transformation
- Inter-institutional collaboration in doctoral education
- Career development and tracking
- Doctoral candidates' wellbeing/mental health
- Societal dimension of doctoral education (incl. SDG)

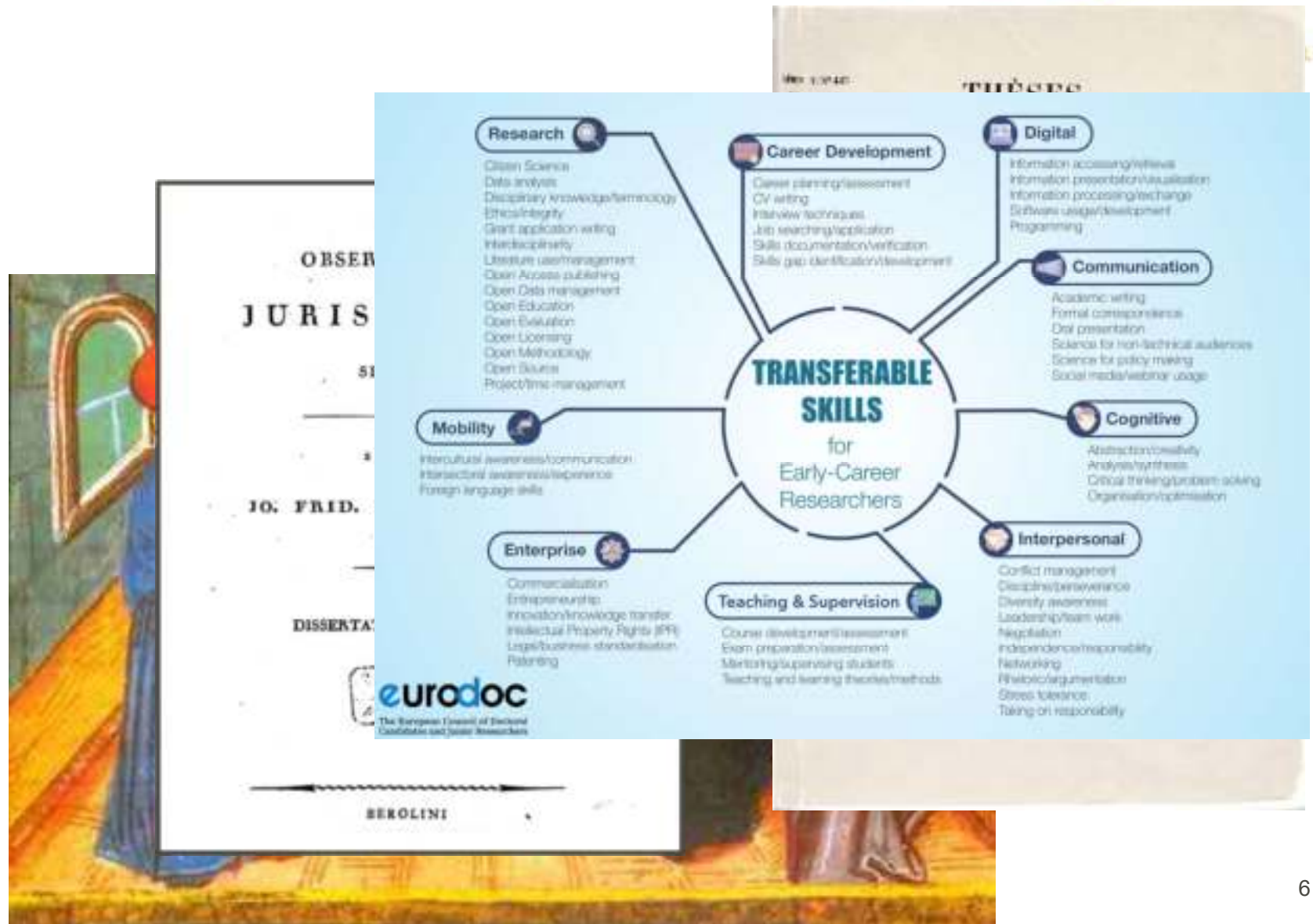
The beginning of doctoral education



The modern doctorate







**Conclusions and
Recommendations
from the Bologna
Seminar on**

**“Doctoral Programmes
for the European
Knowledge Society”**

Salzburg, 3-5 Feb 2005

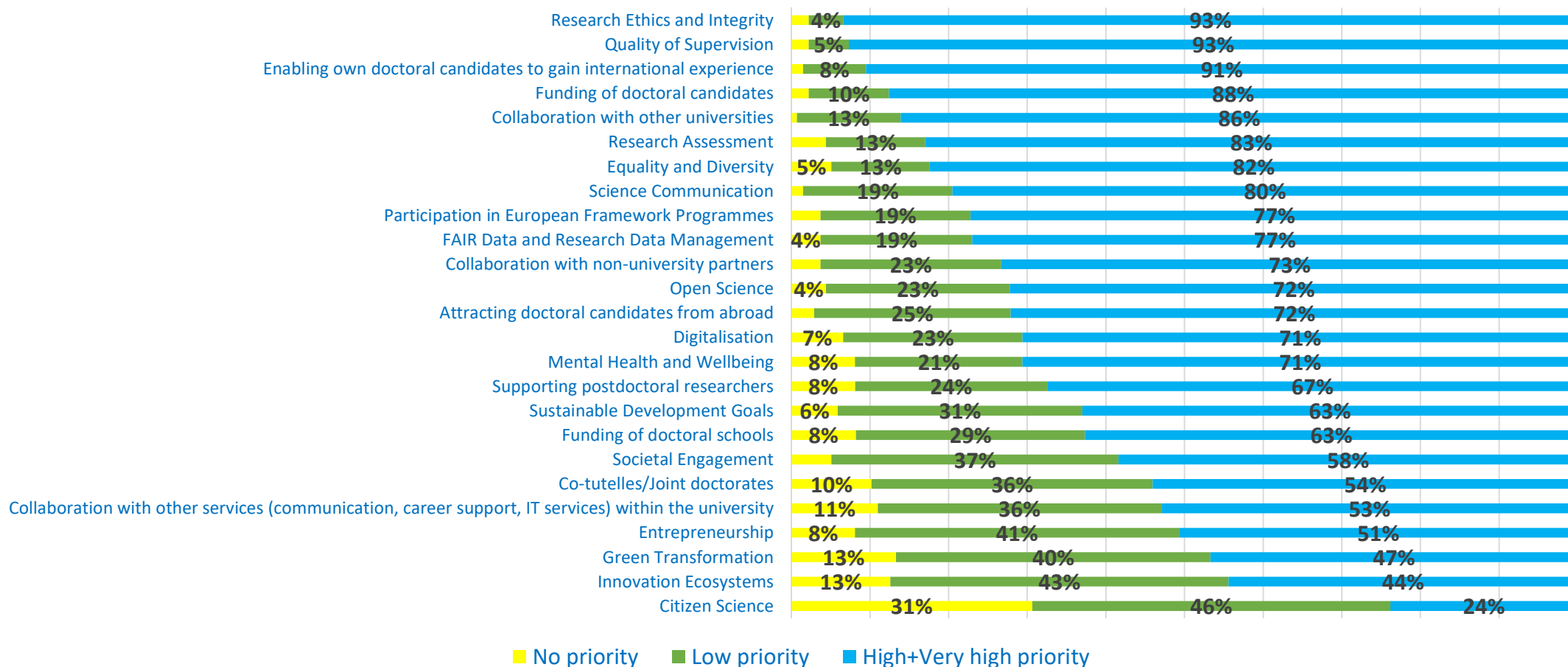
Salzburg Principles

1. The core component of doctoral training is the advancement of knowledge through original research
2. Embedding in institutional strategies and policies
3. The importance of diversity
4. Doctoral candidates as early stage researchers
5. The crucial role of supervision and assessment
6. Achieving critical mass
7. Duration : 3 et 4 years full-time as a rule
8. The promotion of innovative structures
9. Increasing mobility
10. Ensuring appropriate funding.

Doctoral Education today

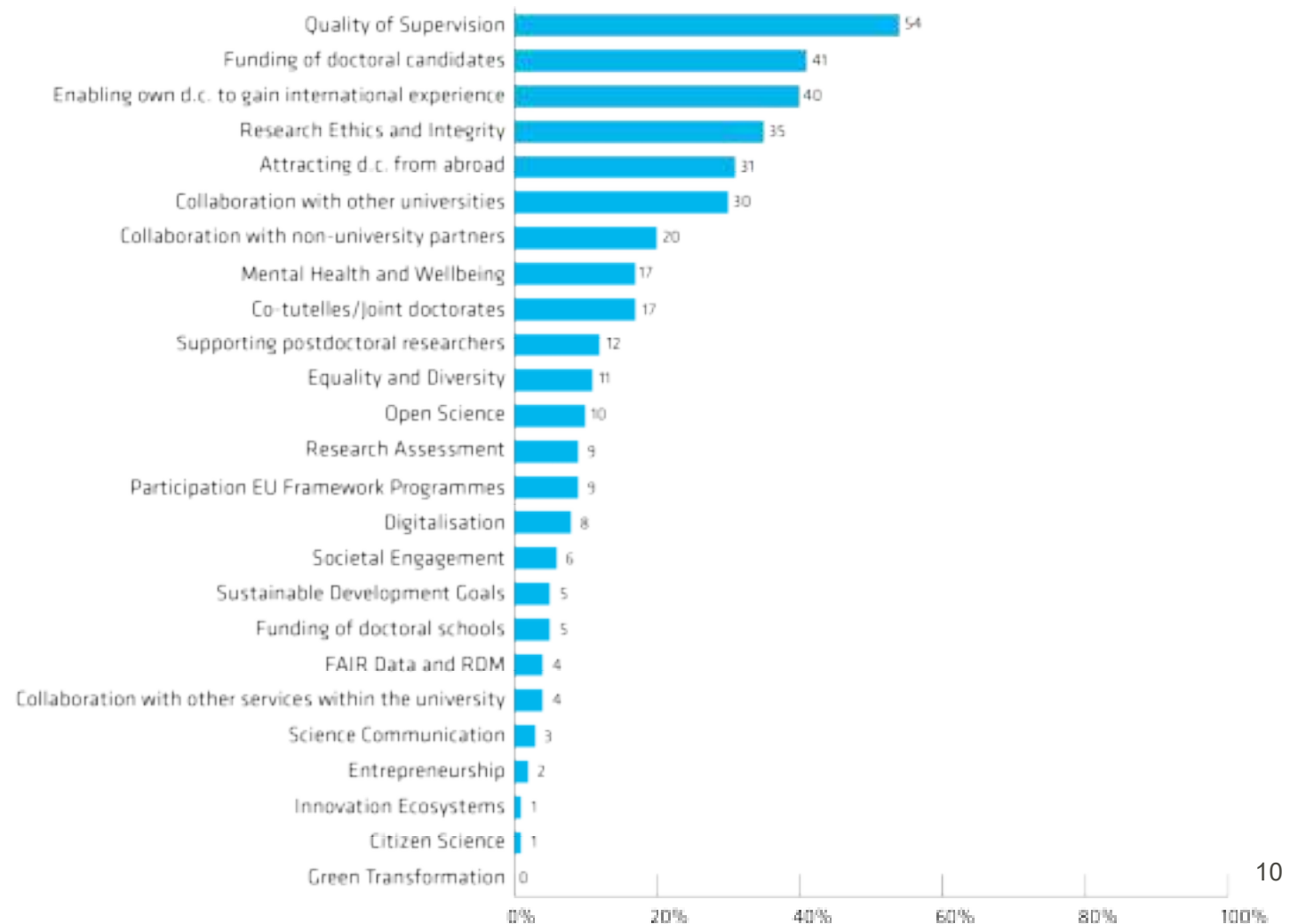
- Around 95 percent of European Universities have some kind of structured doctoral education.
- There is a **significant diversity** of doctoral education in Europe. This includes the level of organisation (faculty/discipline level doctoral programme/school vs. Institutional structure), duration, credits (yes/no), level of flexibility, funding of doctoral school, funding of doctoral candidates, status of doctoral candidates, etc.)
- However, we can find also an agreement that «**the core component of doctoral training is the advancement of knowledge through original research**» and that there is need to prepare doctoral candidates also for employment beyond academia (Salzburg I)
- As a consequence and independently from questions of legal status of the doctoral candidates, doctoral education differ significantly from other fields of studies and is diverse **between disciplines, institutions and countries.**

Q11. Which of the following topics are a priority in the area of doctoral education at your institution?



Number of responses: 134-137/138

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



The digital World of Doctoral Education

Wikicommons



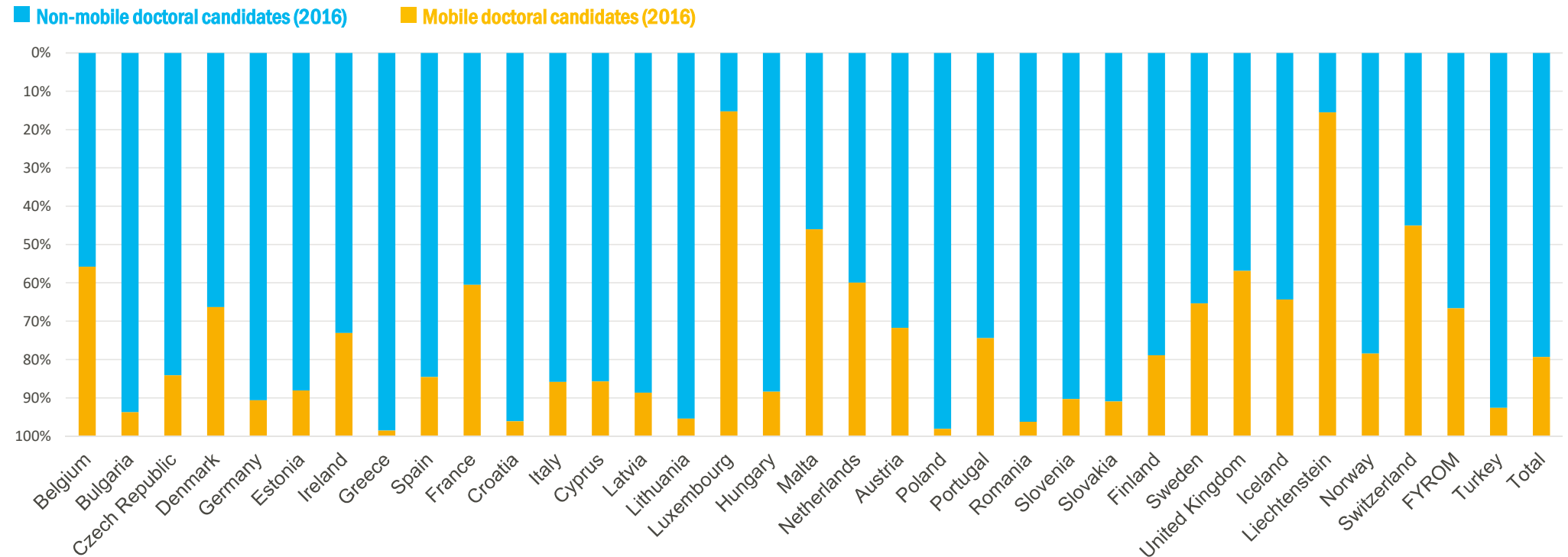
- The pandemic provided the opportunity to **explore and collect practical experiences** about the use of digital tools. 97 % increased online training, 93% digital/virtual mobility, 90% online supervision (EUA-Survey 2021, published end 2021)
- There is increased **focus on data in research**. As a consequence about half of the universities plan to include **research data training** in most and all doctoral schools/programmes and three quarter of universities consider **FAIR data and research data management a high and very high priority** (EUA-CDE 2021 Survey, to be published)
- Research follow closely L&T when it comes to implementing the **digital transition** (55% «large extend» 2021 EUA innovation survey)
- **Raised focus on ethical challenges** (particular in the question of AI). Research questions as ethical questions!



Internationalisation

International mobility of doctoral candidates

Source: Eurostat



Wednesday, November 17, 2021

- Research is becoming increasingly global
 - Global problems require global solutions – not possible without international cooperation
- New technologies enable international exchange
 - “Zoomification” of doctoral training
 - Virtual mobility
- International mobility enriches research
 - International experience has become an integral part of the doctoral trajectory
 - Institutions have the responsibility towards doctoral candidates with an international background
- Internationalisation as part of the institutional strategies
 - Due to their high mobility and flexibility, doctoral candidates often find themselves the avant-garde of internationalisation of research at their institutions (co-tutelles)
 - Challenge to ensure brain-circulation

**Digitalisation,
Internationalisation
and increased
virtual mobility:
Towards a global
doctorate?**



Wednesday, November 17, 2021

Societal dimension of doctoral education



Wednesday, November 17, 2021

- Majority of doctorate holders are not working in academia – they **bring experience and knowledge** from academic research into other societal areas.
- **Doctoral candidates as «bridges» between university and societies**
- Communicating research: Doctoral candidates are **increasingly involved in science communication**:.F.i. «My thesis in 3 minutes», blogs, etc..
- There is an Increasing **relevance of communication trainings** as part of doctoral education. (2021 survey)
- Cultivation and sharing of critical thinking and the use of the academic freedom are active forms of **civic engagement of researchers**.
- How to increase the understanding of employers concerning the **added value doctoral graduates** can bring to the table?
- Universities increasingly **competing with the private sector** for the «brighest mind»
- Risk of losing independent and fundamental research as the key characteristic of the doctorate due to the **«skillification»** of the doctorate?

Promotion of Interdisciplinarity

- The pandemic has shown the importance for **inter-disciplinary collaboration**
- Doctorates as academic degrees reflect the **organisation of academia in disciplines** – this is an opportunity, but also a challenge for interdisciplinarity (Will we introduce interdisciplinary doctoral programme)
- Interdisciplinarity is becoming increasingly important in many areas of research and there is **a need to promote and support interdisciplinarity**
- To seize the opportunities of interdisciplinarity, it is important that early stage researchers are **exposed to interdisciplinary and to update career structures within universities.**
- **Valorisation of all areas of research**

Challenges

- **Decreasing number of doctoral candidates** in some European countries incl. France.
- Job offers do not always match with the aim to **increase the doctoral education capacity**
- How to increase the understanding of employers concerning the **added value doctoral graduates** can bring to the table?
- Universities increasingly **competing with the private sector** for the «brigthest mind»
- Risk of losing independent and fundamental research as the key characteristic of the doctorate due to the **«skillification»** of the doctorate?

A black and white photograph of a wooden floor with a parquet pattern. In the center, there is a small, dark, rectangular object, possibly a box or a piece of wood, lying on its side. To its right, a ruler is lying horizontally. Below the ruler, several small, dark, cylindrical objects, possibly pens or pencils, are scattered. A few small, dark, rectangular objects, possibly erasers or pieces of wood, are also scattered. The floor is made of light-colored wood planks arranged in a repeating pattern.

**Postdoctoral Researchers and
researchers careers**

The situation of postdoctoral researchers

- Limited knowledge concerning the growing population of postdoctoral researchers
- Uncertainty of postdoc career prospects
- Lack of recognition as specific staff category
- Significant differences between employment contract, recruitment procedure, career path, tasks and responsibilities between countries (and institutions and disciplines)
- The pandemic increased the visibility of some of the issues (particularly dependence on short term funding)



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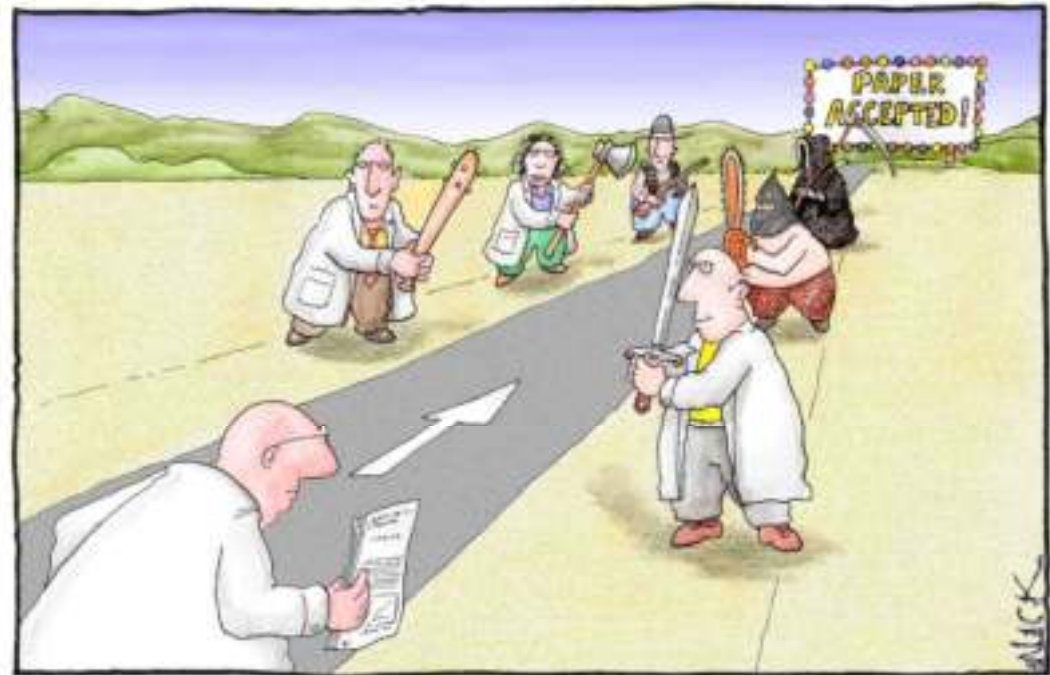
Need to directly
address
postdoctoral
researchers
(researchers
experience, age,
etc.)



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EDUCATION

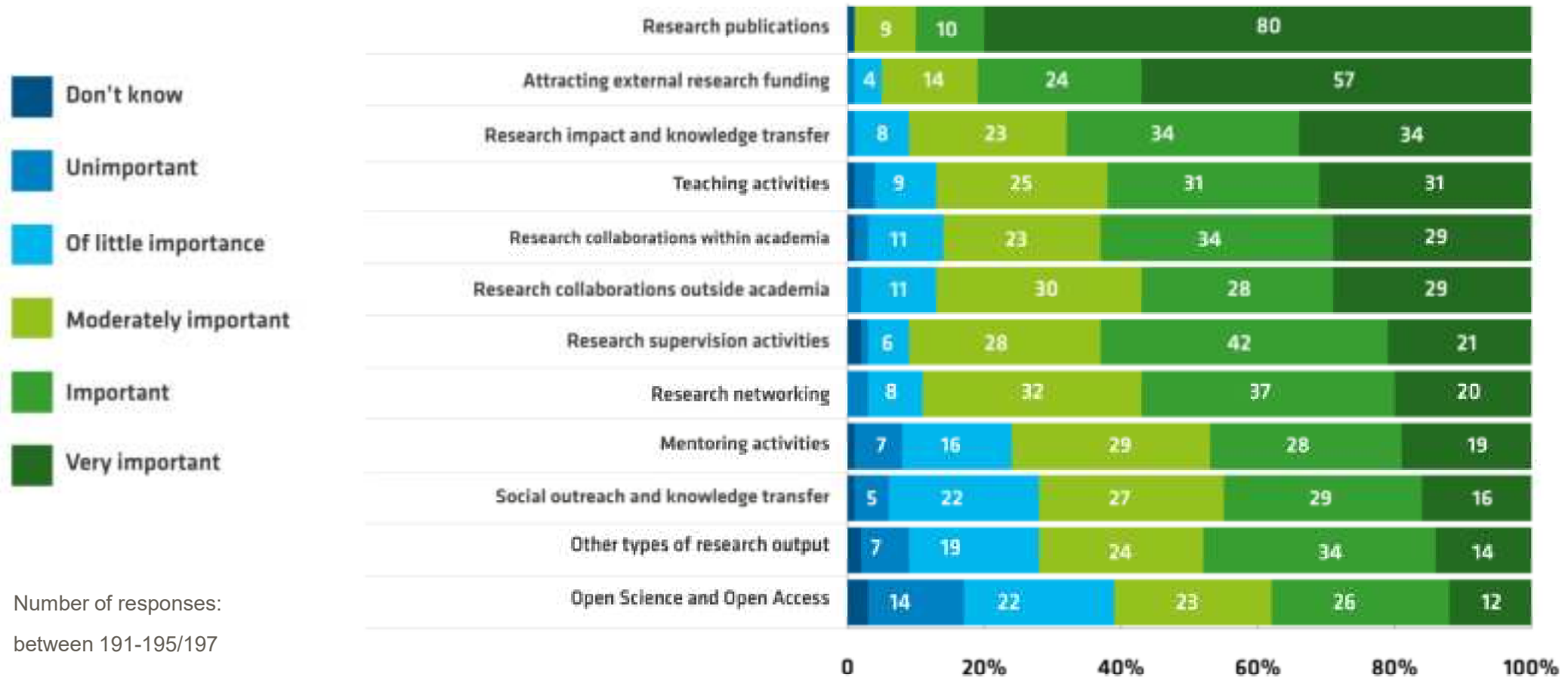


Reform of academic assessment

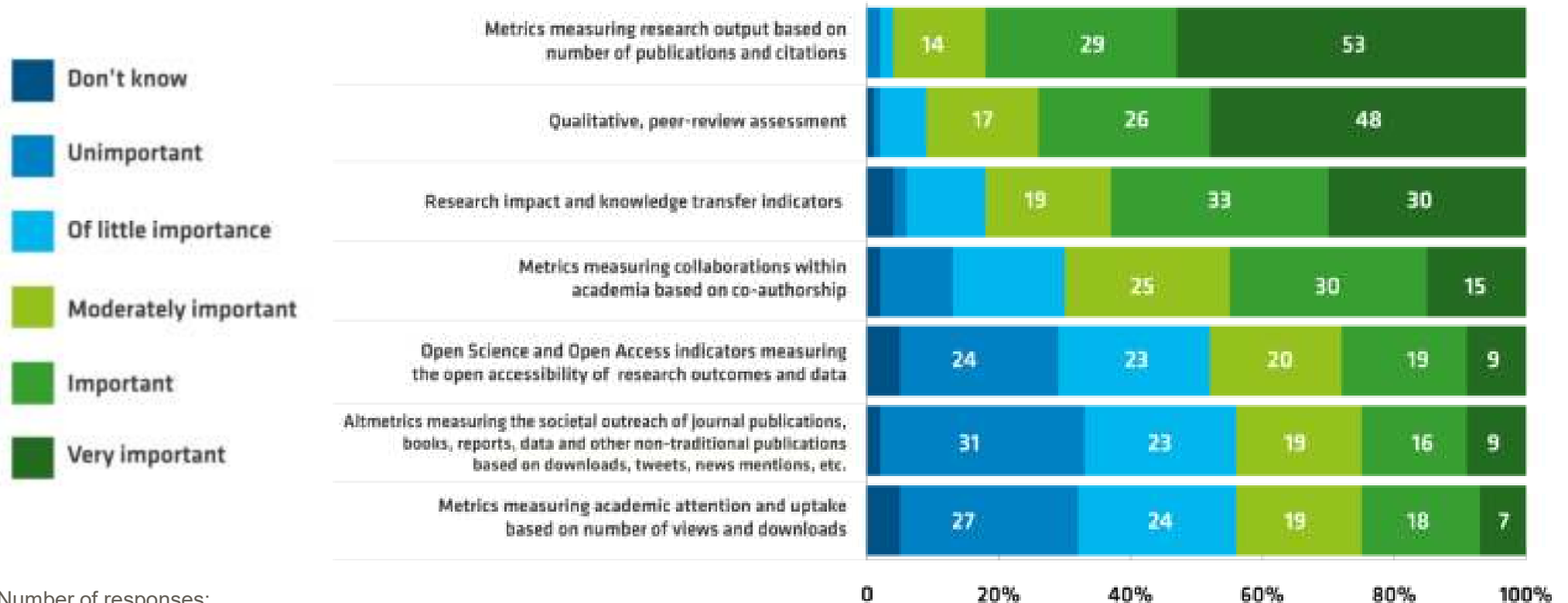


Most scientists regarded the new streamlined peer-review process as 'quite an improvement.'

Importance of academic activities for research careers (2019)



Evaluation of academic activities for research careers (2019)



Mobilising the full potential of academia: Reform of academic careers and assessment

- **The concentration of some quantitative indicators has several negative effect on researchers** (publish or perish, limits of academic production, mental health issues, rankings etc.)
- **Necesity to recognise the multiple roles of researchers.** There is a need for parity of esteem of different career paths of academic profiles
- **Abolish an unique focus** on publication counting (However, things are changing.)
- Enable and **valorise open science** in career and research assessment
- Raise awareness among early stage researchers about the **challenges and limits of the different kind of assessments** and what it means for them.

How do you see the
future of doctoral
education?



**EUA-CDE 2022
Annual Meeting:
«Time and Timing
in doctoral
education»**



Manchester, UK, 22-24 June 2022

Thank you for your attention

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