

2025 EUA-CDE survey

‘Doctoral education in Europe today: achievements, policies and emerging trends’

Background and aims

Welcome to the **2025 EUA Council for Doctoral Education (EUA-CDE) survey ‘Doctoral education in Europe today: achievements, policies and emerging trends’**.

Thank you for taking the time to participate in this important initiative. This EUA-CDE survey marks a significant milestone as it is launched just ahead of the 20th anniversary of the [Salzburg Principles](#), that emerged from the Bologna process and continue to play a vital role in shaping doctoral education in Europe. The purpose of this survey is to take stock of the achievements and progress made in doctoral education and understand how reforms have contributed to making it robust and resilient. At the same time, it seeks to explore current critical policy questions and trends as well as new challenges and opportunities at a time of geopolitical change and technological acceleration.

The survey is divided into three parts:

- Achievements in doctoral education since Salzburg
- Current science policy topics
- Challenges and opportunities of recent and emerging technological, geopolitical and societal shifts

Your response will inform the future work of [EUA-CDE](#), a special membership service of EUA aimed at supporting its members in developing and strengthening their doctoral education capacity.

While we are most grateful for your effort, we also hope that answering the questionnaire will provide a valuable opportunity for your institution to reflect on its own experiences, gain insights into ongoing developments and consider new directions in doctoral education.

The deadline for completing the questionnaire is **1 March 2025**.

Who should complete the survey?

This survey is open to [all EUA](#) and [EUA-CDE](#) member universities.

Please note that your answer should reflect your institution's perspective on doctoral education. For this reason, **only one response per institution will be used**. Should you feel that your area of responsibility does not correspond to some of the areas covered by the survey, please forward this invitation to a colleague who, in your view, is best qualified to respond on behalf of your institution.

The survey should be filled out by the **staff responsible for developing and implementing doctoral education** at your institution. It is aimed at Vice-Rectors in charge of doctoral education, Deans in charge of doctoral education, Directors/Head of doctoral schools and programmes, Rector's cabinet Advisors and senior professionals with responsibility in this area.

Guidelines for filling out the survey

When filling out this survey, please consider the following guidelines:

- To preview the survey before filling it out online and to facilitate collaboration between people and departments within your institution, a **PDF version** is provided to help you collect the answers. Please note that **only the online version** can be used to submit your final answers.
- The survey saves answers per page as you click the **"Next"** button and move to the following page. You can exit the survey if you wish and re-enter by copying the link you have received in the **same device and browser** from which you first accessed it. The pages you have filled in up to that point will be saved. Please note that you will also be able to go back and make changes to your answers before submitting them.
- Please make sure you press the **"Submit"** button at the end of the survey. Otherwise your answers will not be recorded.

Technical assistance

Should you encounter any technical problems while completing this survey or in case of any further queries, please contact us at info@eua-cde.org.

Confidentiality and privacy policy

EUA ensures the confidential treatment of the data. All data received from the questionnaire will be published in aggregate form only. By default, the responses provided in this survey will be anonymised by removing all information that could directly identify an individual (personal information) or the respective institution.

Personal data gathered in the course of the survey will be handled according to the [EUA privacy policy](#).

Do you agree with the Confidentiality and Privacy Policy? – *compulsory response (*)*

- ☐ Yes

Glossary

For the purposes of this survey, please consider the following definitions:

- ***Institution***: different types of universities that award doctorates.
- ***Doctoral school***: an organisational structure dedicated to the coordination and support of doctoral programmes that provides comprehensive research training and resources for the career development of doctoral candidates.
- ***Doctoral candidate***: person pursuing a doctoral degree.

General information

QA. Please indicate the country of your institution (in English).*

QB. Please indicate the name of your institution (in English).*

This information is for internal use only, and the name of your institution will not be disclosed.

QC. Name and contact of the person answering the survey on behalf of the institution.*

This information is for internal use only and it will not be disclosed.

- First name _____
- Last name _____
- E-mail _____
- Position _____

QD. Please select the profile of the person filling in the questionnaire on behalf of the institution.*

- Vice-Rector, Deputy Vice-Chancellor
- Adviser to the Rector/Rector's cabinet
- Director/Head of the doctoral school or similar structure
- Professionals working at doctoral school or similar structure
- Other (please indicate):

QE. How would you describe the profile of your institution?*

- Comprehensive university
- Specialised university (e.g., medical science, music and arts school)
- University of applied sciences
- Technical university/University of technology
- Open university (e.g., distance learning university)
- Other (please indicate):

QF. Do you agree to be contacted by EUA-CDE at a later stage for a possible follow-up related to your replies?*

- ☐ Yes
- ☐ No

Part 1. Achievements in doctoral education since Salzburg

Organisation of doctoral education

Q1. To what extent is doctoral education in your institution organised at or around ...?*

	Not at all	To some extent	To a great extent	Always
The disciplinary level (e.g., physics, psychology, history)	☐	☐	☐	☐
The faculty level (e.g., natural sciences, social sciences, engineering)	☐	☐	☐	☐
Themes or societal challenges (e.g., water management, energy, migration)	☐	☐	☐	☐
Centralisation at the university level	☐	☐	☐	☐
Individual doctoral programmes with a central doctoral school supporting them	☐	☐	☐	☐
Doctorates at our institution are exclusively accompanied by the dedicated supervisor	☐	☐	☐	☐

Q2. Which of the following elements are delivered by the central doctoral school or similar structure for doctoral candidates ? – select all that apply.

- ☐ Admissions and recruitment (e.g., application management, recruitment, onboarding)
- ☐ Doctoral programmes oversight (e.g., curriculum design, programmes approval)
- ☐ Progress during doctorate and graduation support (e.g., mid-term review, dissertation process)
- ☐ Funding and financial aid (e.g., scholarships, fellowships, grant application assistance)
- ☐ Research support (e.g., research compliance, training in research methodologies)
- ☐ Complaints on the outcome of doctoral examination or concerning supervision
- ☐ Quality assurance of doctoral programmes
- ☐ Career counselling
- ☐ Guidance and support services (e.g., well-being resources)
- ☐ Offering courses for doctoral candidates, e.g., in the area of transferable skills

Q3. Please indicate which of the following key duties/responsibilities are part of the regular tasks performed by the Head/Director of the central doctoral school or similar structure at your institution. – select all that apply.

- ☐ Manage the operations of the school to ensure the effective delivery of its functions
- ☐ Ensure that the relevant procedures for doctoral candidates are followed and monitored regularly
- ☐ Supervise the application of admission criteria for new doctoral candidates
- ☐ Ensure the continuous development of the services/resources available to doctoral candidates
- ☐ Oversight for strategy of doctoral education
- ☐ Represent and communicates doctoral education matters to the relevant responsible body at the faculty/department/institutional level

- ☐ Develop and manage the communications strategy for the doctoral school both internally and externally
- ☐ Manage the doctoral school's financial resources and budget effectively
- ☐ This job position does not exist at our institution

Q4. What type of transferable skills training is offered to doctoral candidates at your institution? – select all that apply.*

- ☐ Research Ethics and Integrity
- ☐ Research Methodology
- ☐ Research Data Management
- ☐ Thesis Writing
- ☐ Scientific Communication
- ☐ Publication strategies
- ☐ Proposal Writing
- ☐ Information on national funding instruments
- ☐ information on EU or other international funding opportunities
- ☐ Open Science
- ☐ Project Management
- ☐ Career Development
- ☐ Time Management
- ☐ Innovation/Knowledge valorisation
- ☐ Public Engagement
- ☐ Conflict Management
- ☐ Leadership
- ☐ Intercultural Competences
- ☐ Entrepreneurship
- ☐ Digital tools/skills
- ☐ Responsible use of artificial intelligence
- ☐ Research security
- ☐ None of the above
- ☐ Other (please indicate): _____

Q5. What are the most common additional services and resources offered to doctoral candidates at your institution? Select all that apply.

- ☐ Onboarding activities
- ☐ Career development services
- ☐ Wellbeing support
- ☐ Coaching and mentoring
- ☐ Funding support for research
- ☐ Welfare
- ☐ Support for mobility
- ☐ Administrative support
- ☐ Social events and activities
- ☐ None of the above
- ☐ Other (please indicate): _____

Supervision

Q6. In your institution, are there rules or guidelines regarding the following aspects of doctoral supervision?*

	None	I do not know	In some doctoral programmes	In most doctoral programmes	In all doctoral programmes
Appointment of supervisor(s)	☐	☐	☐	☐	☐
Formal reporting by doctoral candidate on her/his activities	☐	☐	☐	☐	☐
Formal feedback by supervisor(s) to the doctoral candidate during supervision	☐	☐	☐	☐	☐
Written agreement between doctoral candidate, supervisor and/or institution	☐	☐	☐	☐	☐
Supervisor doctoral candidate conflicts	☐	☐	☐	☐	☐
Minimum number of meetings with the supervisor(s)	☐	☐	☐	☐	☐
Voluntary training for supervisors	☐	☐	☐	☐	☐
Maximum number of doctoral candidates per supervisor	☐	☐	☐	☐	☐
Obligatory training for supervisors	☐	☐	☐	☐	☐

Q7. To what extent are doctoral candidates in your institution supervised by ...

	None	In some doctoral programmes	In most doctoral programmes	In all doctoral programmes
A supervisory team with members internal to this institution	☐	☐	☐	☐
A single supervisor	☐	☐	☐	☐
A supervisory team including member(s) from other universities	☐	☐	☐	☐

Institutional governance

Q8. Who makes decisions about the following aspects of the doctorate at your institution?

	National level	Institutional level	Institutional sub-units	Supervisor
Elements of the selection procedure, e.g., submission of research proposal, interviews required	☐	☐	☐	☐
The selection of the candidate(s)	☐	☐	☐	☐
Contract conditions between doctoral candidate and supervisor/organisational unit	☐	☐	☐	☐
Supervision rules and guidelines (e.g., regarding meetings, reporting, feedback)	☐	☐	☐	☐
Required topics of doctoral training	☐	☐	☐	☐
Required tasks of doctoral candidates (e.g., teaching, administration, etc.)	☐	☐	☐	☐
Examination rules and guidelines	☐	☐	☐	☐

Q9. At your institution, doctoral candidates ... – select all that apply.

- ☐ have a status as students
- ☐ have a status as employees
- ☐ have a status as first stage researchers
- ☐ can resort to formal complaint procedures relating to supervision
- ☐ have the right to appeal (e.g., regarding a decision by the examination committee)
- ☐ are formally represented (with voting rights) in decision-making bodies directly participate in developing policies and procedures
- ☐ are formally consulted on new policies and procedures (but without representation or voting rights)

Funding and time to completion

Q10. Which funding sources play the most important role in funding doctoral candidates at your institution? Please select up to 4 funding sources that are most frequently used at your institution.*

- ☐ Own funding of university
- ☐ National funding agency
- ☐ Government research funding
- ☐ Public funding from third countries
- ☐ European framework programme for R&I
- ☐ Other international funding
- ☐ Private companies

- ☐ Non-profit organisations
- ☐ Mix of two sources or more
- ☐ Own funding
- ☐ Other (please indicate): _____

Q11. In your institution, how long on average do your graduates take to complete their full-time doctorate?*

- ☐ 2 years or less
- ☐ 2.5 years
- ☐ 3 years
- ☐ 3.5 years
- ☐ 4 years
- ☐ 4.5 years
- ☐ 5 years
- ☐ 6+ years
- ☐ We do not collect this data

Career development and employment

Q12. Does your institution provide any of the following to promote the employment of doctoral candidates outside academia? – select all that apply.

- ☐ Career guidance
- ☐ Workplace opportunities (internships, industrial placement, work shadowing etc.)
- ☐ Doctorates offered in collaboration with the private sector, public or non-profit institutions
- ☐ Recruitment events/employer presentations
- ☐ Mentoring with an external professional
- ☐ Integration of entrepreneurship into curricula
- ☐ Dedicated staff to support doctoral candidates in setting up spin-offs, start-ups, etc.
- ☐ Preparation for entering employment (e.g., writing a CV)
- ☐ Website portal or social media to contact employers
- ☐ None of the above

Q13. To what extent do the following statements apply from the perspective of your institution?

	Not at all	To some extent	To a great extent
Doctoral candidates at our institution are exposed to employment sectors beyond academia	☐	☐	☐
Employers understand and recognise the added value of a doctoral degree on the labour market	☐	☐	☐
Parity of esteem and equal recognition between career paths inside and beyond academia is achieved at our institution	☐	☐	☐

The doctorate equips doctoral candidates with a variety of transferable skills that can be deployed in many professional sectors	☐	☐	☐
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Q14. Can doctoral graduates continue their academic career in your institution?

- ☐ Yes
- ☐ Yes, but only to the postdoctoral level, not to professorship positions
- ☐ No, because of institution rules
- ☐ No, because of institution traditions
- ☐ No, it is forbidden by national law

Q15: How many doctoral graduates from your university do you estimate will find a permanent position in academia?

- ☐ 81-100%
- ☐ 61-80%
- ☐ 41-60%
- ☐ 21-40%
- ☐ 11-20%
- ☐ 1-10%
- ☐ none

Mobility and internationalisation

Q16. What approximate percentage of doctoral candidates at your institution have a qualifying degree (needed to undertake a doctorate) from ...?

In case you do not have exact numbers at hand, please give an estimate.

Your institution	
Another institution in the same country	
An institution from another country in Europe	
An institution from a country outside of Europe	

Q17. How has the number of international doctoral candidates (from outside your country) changed at your institution in the past 5 years?

- ☐ Decreased
- ☐ Remained stable
- ☐ Increased
- ☐ I do not know

Q18. Which key activities related to internationalisation in doctoral education does your institution mostly focus on? Select the 3 most important ones.

- ☐ Developing joint and/or double doctorates and/or co-tutelles
- ☐ Fostering research collaborations in Europe, e.g., within a university alliance
- ☐ Fostering international research collaborations beyond Europe
- ☐ Strengthening virtual internationalisation opportunities for doctoral candidates
- ☐ Enhancing the research quality through global partnerships
- ☐ Recruiting leading professors internationally
- ☐ Attracting international doctoral candidates
- ☐ Supporting outgoing mobility of doctoral candidates
- ☐ Recruiting international doctoral education staff
- ☐ Providing mobility opportunities for doctoral education staff
- ☐ None of the above

Quality assurance

Q19. In your institution, how is the quality of doctoral education ensured?

- ☐ By an internal quality assurance system of the institution
- ☐ By an organisation external to the institution (funding agency, external quality assurance agency)
- ☐ There is no formal quality assurance process in place

Q20. In your institution, to what extent are the following aspects/criteria used to assess/evaluate the quality of doctoral education?

	Not at all	To some extent	To a great extent	Always
Academic publications by doctoral candidates	☐	☐	☐	☐
Completion rates of doctoral candidates	☐	☐	☐	☐
Staff qualifications	☐	☐	☐	☐
Satisfaction of doctoral candidates	☐	☐	☐	☐
Qualitative indicators (e.g., peer review, evaluation committees)	☐	☐	☐	☐
Level of internationalisation	☐	☐	☐	☐
Level of competitive funding received	☐	☐	☐	☐
Careers of doctoral graduates	☐	☐	☐	☐
Relevance for society	☐	☐	☐	☐
Relevance for the economy	☐	☐	☐	☐

Interdisciplinarity

Q21. At your institution which of the following mechanisms or platforms are in place to foster interdisciplinary research? – select all that apply.

- ☐ Interdisciplinary courses or doctoral programmes
- ☐ Initiatives to encourage co-supervision by faculty members from different disciplines
- ☐ Structural changes to reduce barriers to interdisciplinary research
- ☐ Physical and online spaces where doctoral candidates can share ideas and find synergies (e.g., interdisciplinary research centres, collaborative research labs)
- ☐ Incentives and appropriate recognition to doctoral candidates developing an interdisciplinary research project
- ☐ Skills training for doctoral candidates on interdisciplinary methodologies
- ☐ Information about interdisciplinary research grants/scholarships
- ☐ None of the above

Part 2. Current science policy topics

Reforming research assessment and (academic) careers

Q22. What best describes your doctoral school's involvement in the work on reforming research assessment?*

- ☐ The doctoral school contributes to efforts at the institution level to reform research assessment
- ☐ The doctoral school raises awareness of the topic vis-à-vis doctoral candidates, e.g., by offering courses on the topic
- ☐ Our doctoral school is not directly involved, but our institution supports national or international initiatives on reforming research assessment, e.g., Coalition for Advancing Research Assessment (CoARA), DORA
- ☐ Our institution is not involved in reforming research assessment
- ☐ I do not know

Q23. Which aspects are central to your institution for reforming research assessment at the doctoral level?

- ☐ Adopting a holistic approach that takes equally into account all the missions of universities
- ☐ Keeping the focus on research, with primarily qualitative assessment, while using quantitative metrics responsibly
- ☐ Including a stronger emphasis on teaching
- ☐ Including a stronger emphasis on contributing to society, e.g., to economic development and/or social wellbeing
- ☐ Other (please indicate): _____

Q24. What is the focus of your institution's efforts to reforming research careers? – select all that apply.

- ☐ Defining clear career development criteria
- ☐ Improving working conditions like long term contracts
- ☐ Implementing the new European Charter for Researchers
- ☐ Recognising and supporting the careers of research managers, research technicians and data stewards, etc.
- ☐ Facilitating intersectoral mobility
- ☐ Our institution is not involved in reforming research careers
- ☐ I do not know

Q25. How should academic careers be assessed from your institution's perspective? – select all that apply.

- ☐ All the missions of universities should be taken equally into account
- ☐ While keeping a focus on research, with primarily qualitative assessment, quantitative metrics should be used responsibly
- ☐ By including a stronger emphasis on teaching
- ☐ By including a stronger emphasis on contributing to society, e.g., to economic development and/or social wellbeing
- ☐ Other (please indicate): _____

Q26. How is your institution preparing doctoral candidates for changes related to the reform of research assessment and academic careers?

- ☐ Our institution is raising awareness to doctoral candidates on changes that might emerge, e.g., as part of courses
- ☐ Our institution has begun introducing reforms in research assessments and/or career development that will provide doctoral candidates orientation in practice
- ☐ No preparation is needed
- ☐ I do not know
- ☐ Other (please indicate): _____

Competences at the doctoral level

Q27. Does your institution use the EU's ResearchComp for the following ? – select all that apply.

- ☐ To guide the development of (new) courses in your institution's doctoral school and/or programmes
- ☐ To raise doctoral candidate's awareness of their (potential) competences
- ☐ To guide doctoral candidates' development, e.g., in the case of transferable competencies
- ☐ We do not use the EU's ResearchComp or similar external frameworks but developed our own framework of research competences
- ☐ Frameworks like ResearchComp are not of relevance in our doctoral education
- ☐ I do not know

Funding instruments at the European and national level

Q28. Which funding instruments of the EU framework programme for R&I (Horizon Europe) are in your experience the most important ones for funding doctoral candidates or doctoral education activities at your institution? Rank all that apply.*

- ☐ Marie Skłodowska-Curie Actions
- ☐ European Research Council projects
- ☐ Infrastructures
- ☐ Partnerships
- ☐ Missions
- ☐ Collaborative Projects under pillar II (Global Challenges and European Industrial Competitiveness)
- ☐ COST Actions
- ☐ Other widening participation and spreading excellence actions
- ☐ Reforming and enhancing the European research and innovation system actions
- ☐ Joint Research Centre Collaborative Doctoral Partnership programme
- ☐ European Innovation Council
- ☐ European Institute of Innovation and Technology
- ☐ Other (please indicate): _____

Q29. In what way could funding instruments for the doctoral level be improved or expanded at national or European level? – select all that apply.

- ☐ There should be more funding instruments for collaborative doctorates with actors outside academia, e.g., with private sector or non-profit and public institutions
- ☐ There should be more instruments that support doctoral education, e.g., setting up dedicated doctoral programmes or support for centralised services, like courses on transferable skills
- ☐ There should be more funding instruments at the national level
- ☐ Our national research funding agency has currently no instruments that are dedicated to funding doctorates but it would be important to introduce these instruments
- ☐ Instruments at the EU level should be further expanded compared to national ones
- ☐ The current distribution of instruments at the national and EU level is well balanced
- ☐ Other (please indicate): _____
- ☐ There is no need for additional funding instruments

Q30. If your institution is part of a university alliance (under the European Universities Initiative of the Erasmus+ programme), what is the most significant added value this offers at the doctoral level?

- ☐ Exchange and mobility for doctoral candidates
- ☐ Exchange and mobility for supervisors
- ☐ Creating critical mass in academic disciplines, e.g., offering doctoral education courses
- ☐ Facilitating research collaboration
- ☐ There is no specific added value for the doctoral level
- ☐ Our institution is not part of a university alliance

Part 3. Challenges and opportunities of recent and emerging technological, geopolitical and societal shifts

Artificial intelligence

Q31. How is your institution reacting to the rapid development of artificial intelligence (AI)? – select up to three options.*

- ☐ AI tools are perceived as an opportunity for teaching
- ☐ AI tools are perceived as an opportunity for supporting research
- ☐ AI tools are perceived as a challenge to academic integrity
- ☐ Our institution is currently creating new policies and guidelines on AI for the first time
- ☐ Our institution is updating existing policies and guidelines on AI
- ☐ Our existing policies and guidelines on AI need to be updated
- ☐ Our existing policies and guidelines on AI are sufficient
- ☐ There are no policies or guidelines on AI at our institution
- ☐ There is no need for policies and guidelines on AI at our institution
- ☐ I do not know

Q32. Is your institution offering courses or other activities on artificial intelligence as part of doctoral education?

- ☐ Our institution has started offering courses on AI to raise awareness or to provide information on new policies/guidelines
- ☐ Our institution has started offering courses on AI to support research of doctoral candidates by applying AI
- ☐ Our institution is planning to offer courses in the near future
- ☐ Other activities (please indicate): _____
- ☐ There are currently no courses or activities on AI planned

Q33. To what extent are doctoral candidates at your institution using AI for their research?

- ☐ AI plays a key role in doctoral research
- ☐ AI is used in an auxiliary way to support doctoral research
- ☐ AI plays a key role in both conducting research and as auxiliary support
- ☐ AI does not play a role for our doctoral candidates and their research
- ☐ The use of AI is not allowed at our institution
- ☐ Other (please indicate): _____
- ☐ I do not know

Research security, dual-use and export restrictions

Q34. Is your institution taking active measures to strengthen research security that affect the doctoral level and related research activities (including on dual-use research for civil & military purposes and on export restrictions)?

	Measures affect admission to a doctoral programme	Measures cover the daily conduct of research	Measures regulate international research cooperation
Yes, policies and guidelines are currently being developed for the first time	☐	☐	☐
Yes, policies and guidelines have already been implemented for some time	☐	☐	☐
Yes, existing policies and guidelines are currently being updated or were recently updated	☐	☐	☐
Our institution is currently planning on introducing policies and guidelines for the first time	☐	☐	☐
No, there are no policies and guidelines in place or being prepared at the moment	☐	☐	☐

Q35. How is your institution supporting doctoral candidates when it comes to research security?

- ☐ Our institution offers dedicated courses to inform and provide guidance for all doctoral candidates
- ☐ Our institution offers dedicated courses to inform and provide guidance for some doctoral candidates depending on the discipline or research topic
- ☐ Research security is not affecting doctoral candidates at our institution
- ☐ Other (please indicate): _____
- ☐ I do not know

Scholars at risk

Q36. Is your institution offering support to scholars at risk at the doctoral level? – select all that apply.

- ☐ Yes, as part of the Scholars at Risk (SAR) network
- ☐ Yes, via Marie Skłodowska-Curie Actions (MSCA)
- ☐ Yes, via our own scheme
- ☐ No
- ☐ Other (please indicate): _____
- ☐ I do not know

Support needs of doctoral candidates

Q37. Have you experienced changes in recent years in the support needs and level of independence of new doctoral candidates? – select all that apply.

- ☐ Yes, doctoral candidates need more support and are less independent than previous cohorts when it comes to discipline-related knowledge
- ☐ Yes, doctoral candidates need more support and are less independent than previous cohorts when it comes to time management
- ☐ Yes, doctoral candidates need more support and are less independent than previous cohorts when it comes to their motivation
- ☐ Yes, and our institution is fully able to react to those additional support needs
- ☐ Yes, but our institution can only partly answer those additional support needs
- ☐ Yes, but our institution cannot react to those additional support needs
- ☐ Yes, and our institution is promoting more independence of doctoral candidates
- ☐ Yes, our doctoral candidates are more independent and need less support than earlier cohorts
- ☐ We have experienced no changes in recent years
- ☐ I do not know

Academic freedom and institutional autonomy

Q38. What best describes the state of play of academic freedom (the freedom to research, to teach, and to publish findings without interference from university administrators, the government, donors, or other actors) at the doctoral level at your institution?*

- ☐ Academic freedom is protected by our national law as well as in institutional practice
- ☐ Academic freedom is maintained in institutional practice by academic tradition even if it is not explicitly protected by national law
- ☐ Academic freedom is protected by law at the national level but not in institutional practice
- ☐ Academic freedom is neither protected by national law nor in institutional practice
- ☐ We do not experience challenges to academic freedom
- ☐ I do not know

Q39. How could academic freedom be best protected at the doctoral level? Select up to 2 options.

- ☐ It should be protected at the European level
- ☐ It should be better monitored at the European level or by international organisations
- ☐ Action is needed mainly at the national level
- ☐ Action is needed at the institutional level
- ☐ There is currently no action needed

Q40. In the case of collaboration and funding from outside academia, your institution is striving to protect academic freedom and institutional autonomy by–select all that apply.

- ☐ specific contract provisions that protect academic freedom and institutional autonomy with the actor that is providing the funding
- ☐ establishing full transparency on the external sources that are funding research projects, professorships, and related doctorates at our institution
- ☐ providing full transparency on external professional activities and interests of our institution's professors and researchers
- ☐ there are no specific measures in place
- ☐ Other (please indicate): _____
- ☐ I do not know

Q41. Which category of stakeholders beyond academia are you working with at the doctoral level?

Rank all that apply.

- ☐ Private sector
- ☐ Non-profit sector
- ☐ Public sector
- ☐ International organisations
- ☐ We do not work with actors outside academia at the doctoral level
- ☐ We do not currently work with actors outside academia but we plan to do so
- ☐ I do not know

Q42. Which different forms of collaboration with actors beyond academia are relevant at the doctoral level of your institution? –select all that apply.*

- ☐ Collaborative doctorates, e.g., via industrial doctorates, fully funded by the actor outside academia
- ☐ Collaborative doctorates that we co-fund together with the actor outside academia
- ☐ Collaborative doctorates with the partner from outside academia involved in supervision
- ☐ Collaborative doctorates, e.g., via industrial doctorates, where the actor outside academia is involved in neither funding nor supervision
- ☐ Our institution offers doctoral candidates exposure to actors outside academia via job shadowing or internships
- ☐ Other (please indicate): _____
- ☐ Our institution is not collaborating with actors outside academia at the doctoral level

Q43. How is your institution supporting spin-offs, entrepreneurship, or other types of valorisation of research at the doctoral level? - select all that apply.

- ☐ By promoting collaborative doctorates with actors from outside academia
- ☐ By offering courses on entrepreneurship, innovation management, IPR, pre-seed or seed funding opportunities, etc.
- ☐ By creating networking opportunities with relevant actors
- ☐ There are no specific supporting measures in place but valorisation of research results is viewed positively in our institution's communication at the doctoral level
- ☐ Our institution has a tradition of spin-offs created by doctoral candidates
- ☐ Spin-offs, entrepreneurship or other types of valorisation of research are not explicitly encouraged
- ☐ Other (please indicate): _____
- ☐ I do not know

Q44. How is intersectoral mobility made relevant at the doctoral level of your institution? - select all that apply.

- ☐ By actively promoting intersectoral mobility at the doctoral level (encouraging admission of doctoral candidates with work experience)
- ☐ By actively promoting intersectoral mobility at the doctoral level (hiring of academic staff with significant work experience outside academia)
- ☐ By equally promoting careers inside and outside academia in doctoral programmes

- ☐ Intersectoral mobility is viewed positively but is difficult to implement
- ☐ Intersectoral mobility is not a desirable objective or of relevance at our institution
- ☐ Other (please indicate): _____
- ☐ I do not know

Q45. Are doctoral candidates at your institution funded by EU projects that include private companies? – select all that apply.

- ☐ Yes, through Marie Skłodowska-Curie Actions (MSCA) industrial doctorates
- ☐ Yes, through collaborative funding under Pillar II of Horizon Europe
- ☐ Yes, other (please indicate): _____
- ☐ No

Q46. How is your institution tackling global and societal challenges at the doctoral level, for instance the sustainable development goals (SDGs)? – select all that apply.

- ☐ Our institution has a policy that doctorates contribute to societal challenges by promoting research related to SDGs
- ☐ Our institution has a policy that doctorates contribute to societal challenges by excluding certain research areas such as fossil energy technologies
- ☐ Our institution is planning to create a policy on how doctorates can contribute to societal challenges
- ☐ Our institution offers courses on SDGs in general or on specific SDGs as part of its doctoral education
- ☐ Our institution has established greening policies for doctoral research
- ☐ Our institution has no explicit policy or activities on tackling societal challenges
- ☐ Other (please indicate): _____
- ☐ I do not know

Q47. To what extent can the doctorate and doctoral education contribute to Europe's prosperity and competitiveness in your institution's view and experience?

	Fully disagree	Partly disagree	Partly agree	Fully agree
Doctorates already contribute effectively to new research results and knowledge that increases Europe's competitiveness	☐	☐	☐	☐
Doctorates already provide our society and economy with the skills on the labour market necessary to improve Europe's competitiveness	☐	☐	☐	☐
Doctorates could contribute more to Europe's competitiveness if there would be closer collaboration with the private, non-profit and public sectors	☐	☐	☐	☐
Doctorates could contribute more to Europe's competitiveness if doctoral programmes would focus more on preparing candidates for career pathways outside academia, e.g., by equipping them with more transferable skills	☐	☐	☐	☐

Share of doctoral candidates among researchers

Q48: How large do you estimate the proportion of doctoral candidates (R1 career stage) in the total number of researchers at your institution (career stages R1-R4 of the European Framework for Research Careers)?

- ☐ 0-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ Other (please indicate):

Most important challenge

Q49. What is the single most important challenge your institution is experiencing today in doctoral education?

*The EUA Council for Doctoral Education thanks you for taking the time to complete this questionnaire. If you would like, you can go back and make changes to your answers. **If you want to submit your results now, please click the 'Submit' button below.***