

Launching international doctoral candidates Manual for directors

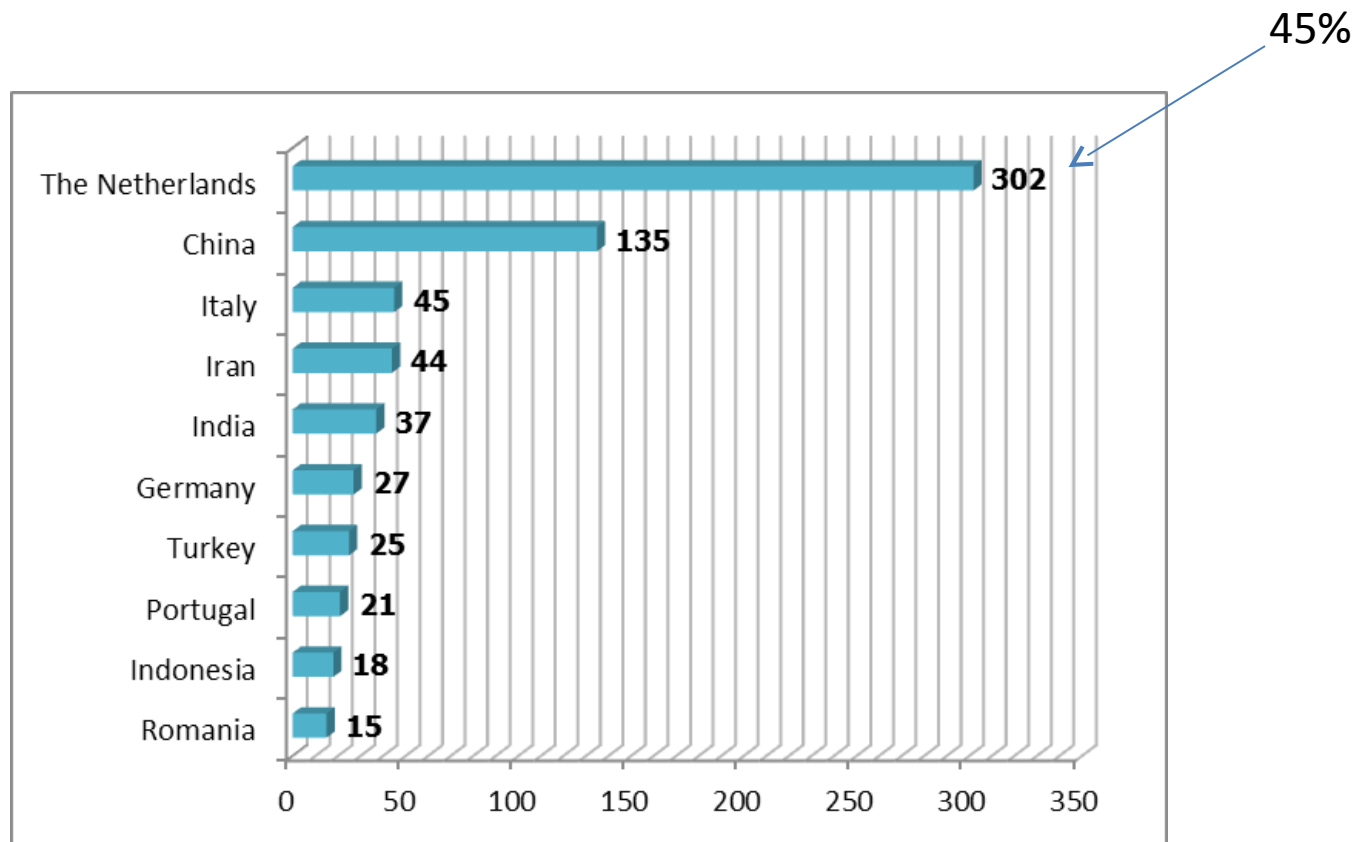
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Overview

- Intro
- What we know about specific problems of international candidates
- Red Flags
- Contributions of directors to problems
- How can directors support supervisors & candidates
- Core moments
- Today's focus: induction programs & proposal support
- Available tools and models

Internationalization illustrated

TuDelft PhD candidates 2011



PhD candidates Universiteit Utrecht 2011

	Frequency	Percent
Dutch	1041	72%
German	46	3%
Italian	42	3%
Chinese	36	2%
Iranian	20	1%
Turkish	18	1%
Indian	18	1%
Portuguese	17	1%
Greek	16	1%
Polish	15	1%
Belgian	12	1%
French	11	1%
Indonesian	10	1%
Other	152	11%

Specific problems of international candidates

- Core: no possibility to rely on intuition and silent knowledge
- Supervisor: unknown territory
- Risk of non-connection between prior training and new project
- Greater uncertainty
- Uneasy communication and isolation
- Language proficiency
- Very high stakes stress
- ABD- danger
- Progress evaluation more difficult. Humanitarianism can block substantive judgment.



Red Flag Moments

- Candidates brings his or her own money
- Admission without testing language proficiency and personal view on project
- Not having seen working the candidate
- “Yes, but he is so motivated...”
- Leaving country without finished dissertation

Contributions of directors to problems

- Assigning candidate to young staff member (being first overseas student)
- Exhorting departments to find places for as many students as possible from [...]
- Pressuring staff member to accept a student
- Making start PhD candidates while funds for whole trajectory are not guaranteed
- Not monitoring PhD case load per supervisor
- Making supervisor accept a candidate, while topic is not exactly his or her expertise

- Source: Eley – Effective Postgraduate Supervision

Core moments in the trajectory

- Pre-PhD stage – seeing candidates work
- Selection & Admission
- **Induction, settling.**
- Formation of supervision team
- Working on language proficiency
- Go – No Go decision (end of first year)
- 3rd year: planning 3rd and 4th year
- Departure, without completed dissertation

Taking care of your international candidates

- The Big Eight
 - Facilitating pre-PhD meetings between candidate and possible supervisors. Seeing the candidates work.
 - Professional selection and admission
 - Promoting Transparency PhD/Supervisor (TSP)
 - **Organizing Induction Programs & Proposal Support**
 - Working on language proficiency. Funds.
 - Thorough progress evaluation of candidates (end of first year)
 - Preventing ABD
 - Acting in case of ABD

Focus on Induction Programs (see hand-out)

- Program: *“Topic development & research design”*
- Program: *“Testing your research ideas and research design”*
- Induction Programs (*“Managing your PhD”; “[Asian] candidates at [...] University”*)

The Fundamentals

1. Taking into account the prevalence of hiding, deceit.
2. Not assuming: knowledge, availability of study techniques, good relationship with supervisor, independence, intuitive feeling for the rules of the game
3. Testing starting position: SWOT Analysis, Worst Nightmare.
4. Triggering communication with supervisor.
5. Tailor made assignments, direct relevance.
6. Peer support.
7. Learning from senior PhD candidates.
8. International candidates not the only ones who benefit (! external candidates re-entering academia, recent master graduates moving to other field).
9. Fundamental question: segregated or integrated programs?
10. Time line: three or four months (around 6 – 8 sessions)

Induction Program

International PhD candidates, UvA & UU

Theme	Annotation
Opening, introduction, getting to know each other, SWOT analysis, 'worst nightmare'	Self – analysis of situation , of project, acknowledging uncertainty
Communicating with supervisors.	Analysis. Practice.
Expectations as to PhD trajectory.	Interviewing supervisor
Planning.	Making planning, discussing with supervisor, evaluation
Managing your supervisor & Becoming independent.	
Dissertation criteria.	Interviewing supervisor, analysing dissertation
Warning signs & Risks.	
Creativity & Originality	

Proposal Support

Research Design & Proposal Development (Master or PhD [international candidates])

Theme	Annotations
Young Researchers in Action	Presentations by senior doctoral candidates
Embedding in the discipline & Engaging the Sources	In class and post-session assignments
Questioning your topic – the research questions	In class: the Question Practicum (formulating different types of questions)
Theory, Hypothesis and Claim	Assignment: Claim Sheet
Fundamental Research & Practical Research	The importance of differentiation
Relevance & Originality	Setting at rest: 27 ways to be original (Lamont, How Professors Think)
Research Methods	Also a role for guest-lecturers.

**Foundations of the proposal development (for master or doctoral).
Having a topic.**

Introduction: the exploration of a research topic	Framed as a research exercise itself. Product: A Well Reasoned Topic Choice
Interviewing experts, peers and potential supervisors	Product: Interview report
Literature search. Introduction and Practicum I	Product: search report, presentation of 20 most important titles
The Fundamentals of a Literature Review	Product: literature review, of direct relevance for proposal
Literature search Practicum II	Training by librarians
Introduction of research design and proposal format	Product in month 10: Proposal for PhD project or Master thesis project
Presenting your research (introduction)	Meeting virtual selection committee
Students present proposals in progress	Feedback by peers and lecturers

Testing your research design (PhD, 1st year)

Session	Annotation
Individual intake interviews	Essential!
SWOT analysis of the individual research plans and design (peer review)	Delicate moment
The Bigger Picture The Dissertation & Book Nexus The dissertation as a series of articles	
Literature Engagement (Embedding)	
Exploring Dissertation Qualities	Interview of supervisor
Question, Claim and Hypothesis	Highly appreciated.
Relevance & Originality	
Peer and in class review of Research Design Revisited	
Grande finale: My provisional table of contents as a working hypothesis (cf. Eco) The blurb of your future dissertation	Asks for courage

The students' appreciation

- Asian PhD candidates UU, interdisciplinary: 8.6
- (Inter)national PhD candidates, natural sciences UvA: 8,4
- (Inter)national PhD candidates UU, Humanities: 8,4 (2013), 8,1 (2012)
- Specifications of appreciation (UU, interdisciplinary):
 - Managing supervisor
 - Communication with supervisor
 - Planning
 - Roadmap for transparency of expectations (supervisor – PhD)
 - Presentation techniques
 - Interviewing supervisor about dissertation criteria
 - Feedback from peers, learning from their situations
- Program *Testing research design*. Catchwords in appreciation: embedding, formulation of claim, learning from peers and seeing them work.

Available Tools

- Course syllabus and assignments for induction programs, proposal course, etc
- Principles of selection; form for analysis of selection experiences (cf Dubrovnik 2011)
- SWOT analysis instrument
- Roadmap for Transparency (TSP)
- Assignments (interviewing supervisor, planning forms, monthly progress evaluation form)
- A) PhD Proposal Form; B) Form for commenting on supervisor's project
- etc

Annexes

Institutional and departmental responsibilities (Phillips & Pugh, 2007)

- Induction procedures
- Handbook for doctoral candidates
- English language support when necessary
- Support for non-traditional students
- Training of supervisors
- Teaching credit for doctoral supervision
- Departmental leadership for doctoral program
 - Providing appropriate regulations (selection, progress monitoring, review of doctoral issues, selection of supervisors, departmental doctoral program)

Roles of doctoral program's director

	Admission/ Selection	Induction programs	Roadmap / transparency	Go NoGo	Courses 1st year
Delegating					
Rule-setting					
Organizing					
Scouting					
Facilitating					
Warning					
Data- collection					
Monitoring					

Delegating selection and progress monitoring: director sets the rules in co-operation with the professionals, but the professionals decide on admission and transfer to next PhD stage.

Roles of doctoral program's director

- Delegating (selection and progress monitoring: director sets the rules in co-operation with the professionals, but the professionals decide on admission and transfer to next PhD stage).
- Rule-setting (admission, selection, go – no go procedure)
- Monitoring (quality of progress evaluations, planning, supervision team)
- Facilitating (organizing induction programs; pre-doctoral testing of candidate and working relationships).
- Scouting (lecturers for induction programs, “Testing your design” course, etc)
- Data management (results of international candidates)
- Organizing educational scouting moments in pre-PhD stage

The director's role

- **To delegate or not to delegate**, that's the question. Pre-conditions for delegating:
 - Finding facts
 - Monitoring performances
 - Setting the rules in co-operation with the professionals, but the professionals decide on admission and transfer to next PhD stage
- **Collecting information** (best practices, [inter] national trends)
- **Raising consciousness** as regards bench marks (completion rate, time to degree, dissertation quality criteria)
- **Setting rules** (selection procedures, formation of supervision team, go – no go procedure)
- **Organizing** (courses for pre-doctoral preparation of research ideas, induction programs, counselling)
- **Scouting** (lecturers for induction programs, formation of supervision teams)

The role of intuition

- The essence of the problem:
 - The international candidate misses the intuition for the new environment (cf. Hogarth),
 - the feeling for the rules of the game (cf. Bourdieu)
 - Candidate can't fall back on tacit knowledge (cf. ...)

Educating Intuition

- Source: Hogarth
- Intuition in view of doctoral environment can be educated
 - Close interaction with supervision team
 - Create your environment
 - Seek feedback
 - Create circuit breakers (interrupting existing beliefs)
 - Acknowledge emotions
 - Learn from experiences

Appreciation II - UU, “Testing your research design” Humanities

National candidates	International candidates
1. Reflecting on Embedding	4. Reflection on writing a PhD dissertation
2. Seeing how peers work; thinking deeply about questions that lead subsections of the project	5. Literature about proposal writing; seeing I am not the only one who finds proposal writing difficult
3. Formulating of research questions, claims, data needed, and methods + feedback session	6. SWOT analysis + feedback by peers + formulating claim + development of plan
	7. Embedding + Formulating claim + learning how to write proposal

Catchwords: Embedding (grip on position in the field). Learning from peers. Formulation of claim. Proposal.