

# 4<sup>th</sup> UNICA PhD MASTER CLASS

## PROCEEDINGS



1-4 September 2013

Centre for Advanced Academic Studies (CAAS)  
University of Zagreb in Dubrovnik

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# Foreword

*The 4<sup>th</sup> UNICA PhD MASTER CLASS continued the tradition of previous three meetings without any sign of losing a breath. We have established a steady annual rhythm due to the fast paced changes in doctoral education that we are trying to follow. New topics are emerging while different challenges are being put in front of those involved in doctoral education.*

*With the “silent revolution” in doctoral education which is around us for the last decade, we have decided that 4<sup>th</sup> MASTER CLASS should challenge one of the most interesting topics this revolution brings – the **influence of globalisation on supervision process**. We are still being strongly committed to the original idea of UNICA’s MASTER CLASS - that the supervision is fundamental to the process of doctoral education. Globalisation has a huge impact on the development of doctoral education, with the large number of international doctoral candidates enrolling at universities and inducing numerous challenges which have not been so pronounced before. These changed contexts in which universities have to operate has had an impact on the doctoral education itself – on a national level, an institutional level on the level of supervision. While globalisation has always been at the core of research and doctoral education, this is even more obvious now than before, and universities need to adapt to this new environment.*

*Some of the challenges originate from the fact that international doctoral candidates are coming from different **doctorate cultures**. Their previous background and training often differs from the new environment. Therefore, they face many issues when meeting with the supervisor for the first time and starting their research project: language barrier, new living environment and local customs, differences in approach to research problems, relationship with supervisors etc.*

*The 4<sup>th</sup> UNICA PhD MASTER CLASS brought together experts and professionals from both academic and administrative background in an effort to provide solutions to the **challenges** of globalisation of doctoral education and the **consequences** it has on supervision. As in previous meetings, our strength is in diversity of participants and the different roles and responsibilities they have at their institutions. This has so far proved to be very helpful for creating stimulating environment for discussion and the exchange of experience within the broad outlook of the UNICA Network and beyond.*

*The 4<sup>th</sup> UNICA PhD MASTER CLASS, as well as three previous ones, was held in the premises of the University of Zagreb, at the Centre for Advanced Academic Studies in Dubrovnik.*

*We would like to express our appreciation to all the attendees who made the 4<sup>th</sup> UNICA PhD MASTER CLASS an enjoyable and valuable experience. Their active and lively participation, readiness to share their practices, triggered a lot of networking and offered opportunity to gain new insights into the specific issues of doctoral education. And of course, last but not the least, our special thanks go to our speakers, Giles Breton, Nicolo Vittorio and Hans Sonneveld for their valuable contributions and inputs, and for their touch.*

**Slaven Mihaljević and Melita Kovačević, University of Zagreb**



# List of Participants

First name	Family name	Institution	Country
Allison	O'Reilly	University of Vienna	Austria
Petra	Pesak	University of Vienna	Austria
Lucas	Zinner***	University of Vienna	Austria
Bibiane	Fréché	Université Libre de Bruxelles	Belgium
Karen	François	Vrije Universiteit Brussel	Belgium
Kris	Dejonckheere*	UNICA	Belgium
Gilles	Breton**	University of Ottawa	Canada
Slaven	Mihaljević	University of Zagreb	Croatia
Melita	Kovačević***	University of Zagreb	Croatia
Kristi	Kerge	University of Tartu	Estonia
Tiiu	Koff	Tallinn University	Estonia
Paule	Biaudet	Université Pierre et Marie Curie	France
Stephanie	Lacombe	Université Sorbonne Nouvelle Paris III	France
Lehnguth	Henrieke	Humboldt-Universität zu Berlin	Germany
Quiennec	Christian	Université Pierre et Marie Curie	France
Marina	D'Amato	Roma Tre University	Italy
Luciano	Saso***	Sapienza University of Rome	Italy
Nicola	Vittorio**	University of Rome "Tor Vergata"	Italy
Hans	Sonneveld	Netherlands Centre for Graduate & Research Schools	Netherlands
Andrey	Iserov	Higher School of Economics	Russia
Anastasia	Marushkina	Higher School of Economics	Russia
Dušan	Meško	Comenius University in Bratislava	Slovakia
Alexandra	Bitusikova**	Univerzita Mateja Bela in Banska Bystrica	Slovakia
Sibel	Süzen	Ankara University	Turkey
Vaughan	Robinson	King's College London	UK
Ray	Wallace	Nottingham Trent University	UK

## Legend:

\* Organizing Committee \*\* Speakers

# Programme

## Sunday, 1 September 2013

**Chair:** Melita KOVAČEVIĆ, Vice-Rector for Science and Technology, University of Zagreb, Chair of the EUA Council of Doctoral Education

16:00 - 16:30	<b>Registration</b> <i>Venue: Centre for Advanced Academic Studies, Courtyard</i>
16:30 - 16:45	<b>Welcome</b> by Melita KOVAČEVIĆ, Vice-Rector for Science and Technology, University of Zagreb, Chair of the EUA Council of Doctoral Education <i>Venue: Centre for Advanced Academic Studies, Courtyard</i>
16:45 - 17:30	<b>"Meet a mate" snacks and drinks</b>
17:30 - 18:10	<b>Introduction to the PhD MASTER CLASS</b> o What's New in Europe, in the MASTER CLASS, in UNICA? o Organizational & practical information
18:10 - 18:40	<b>"Food for Thought" Gallery Walk</b>
18:40 - 19:30	<b>Croatia Joining the Big EU Family</b> by Mladen ANDRLIĆ, Director of the Diplomatic Academy, Ministry of Foreign Affairs and European Affairs (MFAEI) of the Republic of Croatia
19:45 – 22:00	<b>Dinner</b> <i>Venue: Orhan Restaurant (<a href="http://www.restaurant-orhan.com">www.restaurant-orhan.com</a>)</i>

## Monday, 2 September 2013

**Chair:** Lucas ZINNER, Head of Centre for Doctoral Studies, University of Vienna

08:00 – 09:00	<b>Breakfast</b>
09:00 – 09:10	<b>Lucas's Touch</b> Observations by Lucas ZINNER, Head of Centre for Doctoral Studies, University of Vienna <i>Venue: Centre for Advanced Academic Studies, Lecture Room</i>
09:10 – 10:00	<b>Introduction to the Workshop and tour de table</b> • Overview of the questionnaires by Melita KOVAČEVIĆ, Vice-Rector for Science and Technology, University of Zagreb, Chair of

	<p>the EUA Council of Doctoral Education</p> <ul style="list-style-type: none"> <li>• Discussion</li> </ul>
<b>10:00 – 11:30</b>	<p><b>PLENARY TALK I: LOSSES AND GAINS OF BEING GLOBAL</b></p> <ul style="list-style-type: none"> <li>• Contribution by Gilles BRETON, former Vice-Rector for International Relations (University of Ottawa)</li> <li>• Discussion</li> </ul>
<b>11:30 – 12:00</b>	<b>Coffee and tea</b>
<b>12:00 – 13:00</b>	<b>FOCUS GROUPS I: How Does Globalization Affect Supervision in my institution? SWOT analysis</b>
<b>13:00 – 14:30</b>	<p><b>Lunch</b></p> <p><i>Venue: Sesame Tavern (<a href="http://www.sesame.hr/tovjerna">www.sesame.hr/tovjerna</a>)</i></p>
<b>14:30 – 15:30</b>	<p><b>PLENARY SESSION: Presenting, commenting, and discussing the SWOT analysis</b></p> <ul style="list-style-type: none"> <li>• Reporting on focus groups I</li> <li>• Panel discussion: Alexandra BITUSIKOVA, EUA Senior Adviser on doctoral education, Associate Professor and Senior Researcher, Matej Bel University, Gilles BRETON, former Vice-Rector for International Relations (University of Ottawa), Nicola VITTORIO, Chairman of the Ad-Hoc Working Group on the Third Cycle in the Bologna Follow-Up Group, Vice-Rector for Higher Education, University of Rome “Tor Vergata”, Hans SONNEVELD, Director/Researcher at Netherlands Centre for Graduate and Research Schools</li> </ul>
<b>15:30 – 16:00</b>	<b>Coffee and tea</b>
<b>16:00 – 17:00</b>	<b>FOCUS GROUPS II: How to deal with threats and weaknesses?</b>
<b>17:00 – 18:00</b>	<p><b>Dubrovnik MASTER CLASS Café</b></p> <p>During the Dubrovnik MASTER CLASS Café, the participants will gather around different tables, each ‘hosted’ by an Expert who will trigger off a discussion on a burning issue related to doctoral supervision and monitor the discussion among the participants who have shown up at the table. Two sessions are envisaged: they will not last longer than 25- 30 minutes so that all participants can follow two different discussions of their choice.</p> <p><i>Venue: Centre for Advanced Academic Studies, Courtyard</i></p>

## Tuesday, 3 September 2013

**Chair: Luciano SASO, Deputy Rector for International Mobility (Sapienza U. of Rome), Member of the UNICA Steering Committee**

08:00 – 09:00	<b>Breakfast</b>
09:00 – 09:10	<b>Luciano's Touch</b> Observations by Luciano SASO, Deputy Rector for International Mobility (Sapienza U. of Rome), Member of the UNICA Steering Committee <i>Venue: Centre for Advanced Academic Studies, Lecture Room</i>
09:10 – 10:30	<b>PLENARY TALK II: SUPERVISION OF INTERNATIONAL STUDENTS: WHO IS HANDLING WHOM?</b> <ul style="list-style-type: none"> <li>• Contribution by Hans SONNEVELD, Director/Researcher at Netherlands Centre for Graduate and Research Schools</li> <li>• Discussion</li> </ul>
10:30 – 11:00	<b>Coffee and tea</b>
11:00 – 12:00	<b>FOCUS GROUPS II: Give away and take away: food for thought and concrete actions</b>
12:00 – 13:00	<b>INTERVISION</b> by Lucas ZINNER, Head of Centre for Doctoral Studies, University of Vienna
13:00 – 13:15	<b>Picking up lunch packages</b> <i>Venue: Sesame Tavern (<a href="http://www.sesame.hr/tovjerna">www.sesame.hr/tovjerna</a>)</i>
13:15 - 20:00	<b>S O C I A L P R O G R A M M E :</b>  <b>T R I P T O T H E D E L T A O F T H E N E R E T V A R I V E R</b>

## Wednesday, 4 September 2013

**Chair: Alexandra BITUSIKOVA, EUA Senior Adviser on doctoral education, Associate Professor and Senior Researcher in Anthropology, Matej Bel University**

08:00 – 09:00	<b>Breakfast</b>
09:00 – 09:10	<b>Sandra's Touch</b> Observations by Alexandra BITUSIKOVA, EUA Senior Adviser on doctoral education, Associate Professor and Senior Researcher, Matej Bel University <i>Venue: Centre for Advanced Academic Studies, Lecture Room</i>

09:10 – 10:30	<p><b>PLENARY TALK III: INSIGHTS FROM BOLOGNA FOLLOW-UP GROUP - WHAT'S ON THE AGENDA?</b></p> <ul style="list-style-type: none"> <li>• Nicola VITTORIO, Chairman of the Ad-Hoc Working Group on the Third Cycle in the Bologna Follow-Up Group, Vice-Rector for Higher Education, University of Rome “Tor Vergata”</li> <li>• Discussion</li> </ul>
10:30 – 11:00	<p><b>Coffee and tea</b></p>
11:00 – 12:00	<p><b>FOCUS GROUPS III: Pros and cons of global alignment in supervision</b></p>
12:30 – 13:00	<p><b>PLENARY SESSION:</b> Findings of focus groups</p>
13:00 – 14:30	<p><b>Lunch</b> <i>Venue: Sesame Tavern (<a href="http://www.sesame.hr/tovjerna">www.sesame.hr/tovjerna</a>)</i></p>
14:30 – 15:30	<p><b>Gallery Re-Walk</b> <i>Venue: Centre for Advanced Academic Studies, Courtyard</i></p>
15:30 - 15:50	<p><b>EC PROJECTS SLOT</b></p> <ul style="list-style-type: none"> <li>• <b>EUCNDOC project:</b> <i>Enhancing the visibility of European Higher education and strengthening the dialogue and cooperation with Chinese stakeholders in the field of doctoral education</i> by Karen FRANCOIS, Director of the Doctoral School of Human Sciences, Vrije Universiteit Brussel</li> <li>• <b>PRIDE project:</b> <i>Professionals in Doctoral Education: Supporting skills development to better contribute to an European knowledge society</i> by Lucas ZINNER, Head of Centre for Doctoral Studies, University of Vienna</li> </ul>
15:50 – 16:15	<p><b>Speaker’s Corner</b></p>
16:15 – 17:00	<p><b>EXPERTS PANEL</b> <u>Chair:</u> Melita KOVAČEVIC, Vice-Rector for Science and Technology, University of Zagreb, Chair of the EUA Council of Doctoral Education <u>With the contributions from:</u> Alexandra BITUSIKOVA, EUA Senior Adviser on doctoral education, Associate Professor and Senior Researcher, Matej Bel University, Gilles BRETON, former Vice-Rector for International Relations (University of Ottawa), Nicola VITTORIO, Chairman of the Ad-Hoc Working Group on the Third Cycle in the Bologna Follow-Up Group, Vice-Rector for Higher Education, University of Rome “Tor Vergata”, Hans SONNEVELD, Director/Researcher at Netherlands Centre for Graduate and Research Schools, Lucas ZINNER, Head of Centre for Doctoral Studies (University of Vienna) <i>Venue: Centre for Advanced Academic Studies, Lecture Room</i></p>



<p><b>17:00 – 17:20</b></p>	<p><b>Concluding remarks</b></p> <ul style="list-style-type: none"> <li>• Melita KOVAČEVIC, Vice-Rector for Science and Technology, University of Zagreb, Chair of the EUA Council of Doctoral Education</li> <li>• Lucas ZINNER, Head of Centre for Doctoral Studies, University of Vienna</li> </ul>
<p><b>17:20 – 17:30</b></p>	<p><b>Message from the UNICA Steering Committee</b> by Luciano SASO, Deputy Rector for International Mobility (Sapienza U. of Rome), Member of the UNICA Steering Committee</p>
<p><b>17:30 – 18:30</b></p>	<p><b>Farewell drinks</b> <i>Venue: Centre for Advanced Academic Studies, Courtyard</i></p>
<p><b>19:00</b></p>	<p><b>Facultative programme (for those who stay):</b> Pizza dinner in the Old Town and an evening in Buža Café (<a href="http://www.cafebuza.com">www.cafebuza.com</a>)</p>

# Abstracts of plenary talks

## Doctoral education – the new context and its impacts

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**Gilles Breton, University of Ottawa**

The globalization of society has had an impact on our understanding of the PhD and is changing the contexts in which universities are embedded. What this implies for institutions and the PhD and how they adapt to this new context is described here.

First of all it has to be clear that globalization is not an outside force which is pushing itself onto the universities; universities are and have always been driving forces of globalization and internationalization. Research cannot only be regional or national, international cooperations have always been strong.

Still globalization of society has a strong impact on Universities, doctoral training and supervision. Four practices have been identified how Universities have adapted to meet new requirements:

- In the business practice trade is the driving force. Education programmes and student experiences are created and “sold” to national and international students.
- The Coopetition practice is all about reputation. In a race for the best researchers, funds and rankings universities strive for prestige.
- The internationalization practice tries to improve the education of students by developing international programmes and providing mobility opportunities to enhance intercultural skills.
- The forth strategy – the international development practice - tries to reduce the gap between north and south. International aid is the focus of this strategy.

Another changing context for doctoral training was the development of the knowledge economy. In a world where knowledge has become the main resource and research has become the engine of the knowledge economy, policies have started to focus more and more on universities and research activities. Highly educated and qualified researchers are crucial for the production of knowledge and are therefore targets of many hopes of politics. Major societal problems have also become more global such as e.g. climate change, food scarcity. In this context research has to adapt to inter- and transdisciplinary problems on a global level.

These changed contexts have an impact on the PhD itself – on a national level, an institutional level on the level of supervision.

On the national level funding is an issue which has been affected by these new contexts. A new balance between public, private and institutional funding has developed. In some areas only few universities or research clusters are research intensive and receive funds whilst others focus on teaching. The institutions themselves have to fight for funding. At the same time stronger links with the labour market are established which can change the character of PhD programmes demanding better developed transferable and intercultural skills. Quality assurance of doctoral

training has become an international task. Supervision itself has moved from individual supervision to collective - from local to international supervision.

## Launching international doctoral candidates

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### **Hans Sonneveld, Director of the Netherlands Centre for Research and Graduate Schools**

Over the last 20 to 30 years, the number of international doctoral candidates has raised considerably in our graduate schools, research schools and doctoral programs. They come from countries with a different dissertation culture and have finished a previous training that differs from that of the local, national candidates. Mostly, they meet their supervisors for the first time upon arrival in their new academic environment and problems of language proficiency play an important role. Supervisors and candidates have to find their way in a misty landscape of **cross-cultural supervision**. In this presentation, we have presented a number of issues and ways to deal with them by doctoral programs and graduate schools.

**Which problems do international candidates meet?** In the world of doctoral studies, English is the 'lingua franca'. Without the command of that language, a doctoral candidate is lost. The international candidates have left their familiar environment, their friends and family. They arrive in new living conditions, mostly in a non-ideal housing, meeting dozens of new colleagues they do not understand always very well. The international candidate is starting the project in a new environment, not being able to fall back on an intuitive knowledge of the presumable expectations of the supervision team. In many cases, the international candidates will experience shyness in formulating explicit questions or uncertainties. Keeping up appearances will be the natural style of behaviour. The supervisor will expect assertiveness, the candidate waits for invitations to have a say. Not always the new PhD project and the earlier training and research are well connected. This is a real risk if we have to judge applications from international candidates. In the first year international candidates do feel more uncertain than their local colleagues. Differences in self-confidence do occur in terms of presentation, communication, English proficiency and networking.

Not every international candidate will have to cope with the problems mentioned above. And not every local, national candidate will be protected against them. The graduate school's director will have to be prepared that these issues can play a role in case of a considerable number of international candidates. The **de-individualization** of these questions, offering possibilities to discuss them and practice-oriented induction programs are the best answer the graduate school may offer.

**What to do concretely?** Which mandates are lying with the doctoral programs and graduate schools to promote working conditions for international candidates and their supervisors? **The Big Seven read as follows.**



## The Big Seven:

1. *Facilitating pre-PhD meetings between candidate and possible supervisors. Allowing future candidates and possible supervisors to get to know each other. Making it possible for supervisors to see candidates work, before final decisions about admission are taken.*
2. *Professional selection and admission. No solo-decisions by supervisors about admission or acceptance of a candidate. Testing English proficiency. No admission without candidate's research proposal or his or her comments on the supervisor's project.*
3. *Promoting transparency of expectations. Yearly Training and Supervision Plan, stipulating rights and duties of candidates and supervisors.*
4. *Organizing Induction Programmes for starting PhD candidates.*
5. *Thorough progress evaluation of candidates (at least at the end of the first year)*
6. *Preventing ABD (preventing candidates of leaving the department and graduate school and returning home, without a completed dissertation)*
7. *Acting in case of ABD (not passively registering of dissertation failures, but finding out what can be done).*

## Experts & Organisers

### Alexandra Bitusikova, Matej Bel University



Alexandra Bitusikova received her PhD in social anthropology from Comenius University in Bratislava, Slovakia. Most of her professional career she has been working at the Research Institute of Matej Bel University in Banska Bystrica, Slovakia, first as a research fellow, then in 1993-2000 as Director of the Research Institute, and in 2010-2012 as Vice-Rector for Research. She was a visiting scholar at Cambridge University, UK; University College London, UK; and Boston University, US (Fulbright).

She is author of a number of publications on urban anthropology, gender, post-socialist social and cultural change in Central Europe, and reform of doctoral education in Europe. In 2001 she was seconded to the European Commission, DG Research in Brussels. Since 2003 she has been working at the European University Association (EUA) in Brussels, being responsible for all activities related to doctoral education reform in Europe, and was fully engaged in the process of establishment of the EUA Council for Doctoral Education in 2008. Since then she has been working at EUA as an external adviser in the field of doctoral education, and working as a full-time researcher at Matej Bel University in Slovakia.

### Gilles Breton, University of Ottawa

After completing a Bachelor's degree in Pedagogy (1970), he earned a Bachelor in Political Science (1974) and a Master in Sociology from Université Laval, followed by a Ph.D. in Economic Sociology from École des Hautes Études en Sciences Sociales in Paris (1981). Hired in 1982 by the Department of Political Science at Université Laval, Gilles Breton has been interested in globalization for almost three decades and his recent publications focus on globalization and universities.



Between 2006 and 2011, Gilles Breton was Associate Vice-President (International) at the University of Ottawa, responsible for international recruitment, the international mobility programme, internationalisation of the campus and the overall international strategy of the University. Prior to his appointment at the University of Ottawa in 2006, Gilles Breton had been Director of the Department of Political Science (1991-1994), Vice-Dean Academic for the Faculty of Social Sciences (1994-1996) and Vice-Dean for the Faculty of Graduate Studies (1996-1998). He was the founder and first Director of the International Office at Université Laval from 1999 to 2005. In this position he set up an international academic mobility programme called *Profil international*, recognized as a new concept and a major step forward in the internationalisation of Canadian universities, and the *Stage international et interculturel* which received the 2004 Scotiabank-Association of Universities and Colleges of Canada (AUCC) Award for Excellence in Internationalisation as well as the Excellence Award for an international education programme from the Canadian Bureau for International Education.

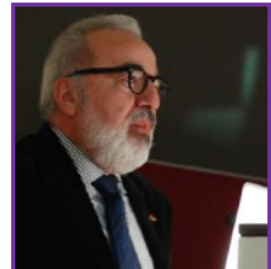
## **Hans Sonneveld, Director of the Netherlands Centre for Research and Graduate Schools**



Hans Sonneveld is Director of the Netherlands Centre for Research and Graduate Schools. Prior to that, he was managing Director of the Amsterdam School for Social Science Research, one of the first Dutch graduate schools. Hans Sonneveld is a sociologist by training. He has conducted a number of investigations in the field of doctoral education over the last decades. Among other things, his publications in this area include the book "PhD supervisors, PhD students and the Academic Selection", reports like "PhD Trajectories and Labour Market Mobility. A survey of recent doctoral recipients at four Universities in the Netherlands", and articles like "What took them so long? Explaining PhD Delays among Doctoral Candidates" (PLoS ONE) and "Gender inequality in the Dutch doctoral system" (Journal for Genderstudies). He is advising and training starting and experienced PhD supervisors and is teaching programs for PhD candidates (How to design or test your PhD Research Proposal). Currently, he is working on a manual for directors of graduate schools (co-author Andreas Frijdal), a guide for supervisors in the field of engineering and a publication about the topic exploration stage in a PhD project.

## **Nicola Vittorio, University of Rome "Tor Vergata"**

Nicola Vittorio is full professor of Astronomy and Astrophysics at the Physics Dept. of the University of Rome Tor Vergata. From 2010 to 2013 he has been Vice-Rector for education of the University of Rome Tor Vergata. Since 2012 he is Member of the Ministry of Education, University and Research – MIUR Policies Board and Chairman of the Bologna Follow-Up Group – BFUG Working Group on the Third Cycle of European Higher Education Area. In 2013 he became Vice-Rector for doctoral education and internalisation of Tor Vergata University. His main research interest is in theoretical cosmology and data analysis of space missions. He has published more than 100 articles on refereed journals. He is co-investigator of the ESA Planck mission for the observations of the Cosmic Microwave Background. He is member of the Italian Astronomical Society, of the Italian Physical Society, of the Academy of Science of Turin, and of the International Astronomical Union.



## **Melita Kovačević, University of Zagreb**



Melita Kovacevic is EUA-CDE Steering Committee Chair. Melita Kovacevic was a member of different national and European bodies related to higher education. She has been frequently invited to give talks on different topics related to HE reforms home and abroad. Within the UNICA Network Melita Kovacevic is in particular active in the area of doctoral education and research and contributes largely to the debate on doctoral education in

Europe and beyond. Melita Kovacevic is also a member of the UNICA Steering Committee.

Melita Kovacevic serves as Vice-Rector for Research and Technology at the University of Zagreb from 2006 and she is Full Professor at the Department of Speech and Language Pathology. She is Head of the Laboratory for Psycholinguistic Research and Director of the Interdisciplinary Doctoral Programme Language and Cognitive Neuroscience. Melita Kovacevic held research and visiting positions at different European and American universities and is a member of various national and international societies.

### **Luciano Saso, Sapienza University of Rome**

Luciano Saso (Faculty of Pharmacy and Medicine, Sapienza University of Rome, Italy) received his Doctorate in Pharmaceutical Sciences from Sapienza University in 1992. He is author of more than 120 scientific articles published in peer reviewed international journals with impact factor. During his career, he supervised several doctoral candidates from different countries including Italy, Spain, France, Germany, Bulgaria, Czech Republic, Iran, Estonia, India and Russia, getting to know well a variety of doctoral education systems. He has extensive experience in international relations and he is currently Deputy Rector for International Mobility of Sapienza University of Rome and Member of the Steering Committee of the UNICA Network.



### **Lucas Zinner, University of Vienna**



Lucas Zinner began his career as a researcher in Mathematics at the University of Vienna, Mid Sweden University and the Technical University of Vienna. He expanded his expertise and gained profound knowledge in research evaluation processes when he joined at the Austrian Science Foundation (FWF) as Scientific Administrator. Lucas Zinner became Vice-Director of the Research Services and International Relations Office, helped organize a Research Services Office including Technology. Furthermore he became responsible for "Initiativkollegs", an internal funding scheme to promote structured doctoral programs at the University of Vienna. Since 2008 he is leading a project established by the University's Rectorate focusing on the change of doctoral education and the development of inherent supporting structures. Lucas Zinner is active member of UNICA and specially committed to the PhD working group.

### **Slaven Mihaljević, University of Zagreb**

Slaven Mihaljević is Head of the Office of Doctoral Programmes and has been working in the field of doctoral education since 2008. He is in charge of quality assurance in doctoral education at the University of Zagreb, and is involved in the coordination of universities' efforts to modernize its organization of doctoral education. He holds a Master of Science degree in



comparative literature, and is currently enrolled in a doctoral programme at the University of Zagreb. His PhD thesis is about the reform of doctoral education in European universities.



**Kris Dejonckheere, UNICA**

Kris Dejonckheere holds degrees in Law and Ethics. After graduating from the University of Ghent, Belgium, she was called to the Bar in the Court of Appeal of Ghent before taking up a role of Assistant Lecturer at Rijksuniversiteit Ghent. In 1994, she was appointed Political Advisor for University matters to the Flemish Minister for Education. Kris held different positions at the Vrije Universiteit Brussels and for many years she was responsible for Research, International Relations & Interface with Industry Department. Since 2001, she has been Secretary General of UNICA, institutional network of 46 universities from the capitals of Europe. She has an extensive knowledge on the European Higher Education Area and the implementation of Bologna Process, as well as vast experience in project coordination and management.



## Position papers

### Diversity of international PhD candidates' profiles: what about responsibilities and quality assurance?

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**Bibiane FRÉCHÉ, Head of the Postgraduate Department, Research Office, Université libre de Bruxelles**

This contribution will be out of date when it is published. The same happened to the position paper I wrote for the Proceedings of the 3<sup>rd</sup> UNICA PhD MASTER CLASS. And that is a very good thing. It means that UNICA PhD MASTER CLASSES contribute to the development and the implementation of new initiatives regarding PhD in higher education institutions. In the case of ULB, the 3<sup>rd</sup> UNICA PhD MASTER CLASS inspired news ideas about training for PhD candidates and for supervisors. Some of those trainings have been implemented from then on, which means that my position paper about the ULB professional and personal development training for PhD candidates is now significantly – and fortunately – incomplete. I hope that this contribution, once published, will be as out of date as my last year position paper. It will mean that the 4th UNICA PhD MASTER CLASS was, again, an inspiring and productive meeting.

Enough speaking about outcomes of UNICA PhD MASTER CLASSES: let us move on to the core topic of this short (we were allowed 1000 words) personal (this is a very personal opinion and absolutely not an institutional communication) contribution. Universities welcome more and more PhD candidates from abroad. As an example, almost half of the PhD candidates registered at the Université libre de Bruxelles (ULB) come from abroad (21% EU – 23% non EU in 2012-2013). Foreign candidates' backgrounds are diverse in terms of studies, languages, skills, culture... and they may need time to adapt to their new environment. It seems to me that universities have a **significant responsibility** towards those candidates at least in the following aspects:

- making the candidates, as soon as possible, fully “operational” in their new environment;
- making the PhD experience a useful experience for the career of the candidates;
- preventing drop-out, as far as possible.

A **good selection of candidates** is of course the first step to avoid disillusion. At least one interview, which may be a virtual one, should be done by the supervisor to assess the skills of the candidate, to clarify their project and to identify their expectations. In some cases,

assessing/updating knowledge and skills of “unknown” applicants (who did not study at the university in which they are applying) during their first stay at the university may be useful. Duration and content of this preliminary programme, during which applicants will prepare their application for the PhD, may vary from a 3-4 months introductory session to a full additional year. To make preparatory stays possible, ULB has launched recently a small number of seed-money scholarships for foreign candidates in order to assess/update their knowledge. If they are successful, they can then apply for a full PhD funding (generally a 4-year-funding). If the experience was not successful, both supervisor and the candidate avoid losing time and energy, and do not engage in a non-promising project.

Another step to focus on is the **start of the PhD**. It seems to me that the supervisor, or the supervisory team if any, is responsible for identifying, in close cooperation with the candidate, what are the needs and expectations of the candidate, according to their background. It is then essential to organise, at the very beginning of the PhD, a meeting between the supervisor/the supervisory team and the candidate in order to clarify at least the following points:

1. **needs of the candidate** (language course? courses/training in the field of research?...);
2. (realistic) **expectations** in the short and longer terms (research and career plans);
3. **role, rights and duties of each “actor”** involved in the PhD (the candidate, the supervisor, the supervisory team, the institution...).

Regarding point 3, reciprocal commitments of the candidate and their supervisor/supervisory team may be set down in writing in a document signed at the beginning of the PhD by the candidate and the supervisor/supervisory team (see for instance the ULB PhD Charter: <http://www.ulb.ac.be/rech/doctorants/phd-ulb-regulations.html>). Signing a document can be seen as a very formal process but it is above all a concrete opportunity for an in-depth discussion about mutual commitments. Regarding points 1 and 2, building a **personalised PhD training programme**<sup>1</sup>, tailored to individual needs of the candidates, is a good way to ensure that the PhD experience will fit as far as possible individual needs and expectations of the candidate. The PhD training programme may of course be adapted in the course of the PhD. It will also help the candidate to size up the work needed to achieve goals defined by common consent and it may have a positive effect on drop-out rates.

Organising an **annual assessment** may also affect positively the drop-out rate. At ULB, each candidate must pass an annual assessment to be allowed to pursue their PhD. The form of the assessment has to be defined by the “supervisory committee”, which comprises the supervisor

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<sup>1</sup> As an example, personalised PhD training programmes at ULB comprises scientific training based on research (laboratory’s meetings, seminars, summer schools...) and scientific production (papers, posters, presentations...), as well as transferable skills training in most of the cases and courses in the field of research if necessary.

and at least two academics. It consists generally of a presentation and/or a written report about the work done so far. One objective of the annual evaluation is to assess whether the PhD can be completed according to schedule. That means that supervisors/supervisory teams must take, if necessary, the decision to stop non satisfying candidates as soon as possible to avoid them “losing” time. By doing so, they will allow them to take a new start in their professional career rather than to get vainly trapped in the PhD for too many years. In case the candidate stops the PhD experience, it can be useful to evaluate, in close relation with the supervisory team, what are the positive outcomes of the experience in order to transform a supposed failure in a positive professional experience. A more concrete answer would be to deliver a certificate, or any other kind of official document, attesting of the research and training done. In some countries, ECTS are used to assess research and/or training activities carried out by PhD candidates. It is clear that ECTS are above all a standard for comparing studies at BA and MA levels, but it is also, at the moment, the only common standard used in and outside Academia in Europe. It may be appropriate, then, to indicate on the certificate the number of ECTS corresponding to the activities done so far, being clear that ECTS must also be awarded for research activities, which are the core business of the PhD.

Careful selection of applicants, preparatory programmes, mutual agreement on the PhD project, annual assessment, certificates for candidates who stop the PhD... are successive steps which can contribute to the quality assurance of the PhD experience, considering of course that each actor involved in the PhD assume their roles and duties. In the last decades, universities have admitted more and more local and international PhD candidates who contribute strongly to research and to the development of a knowledge society and economy. Numerous PhD holders will not have the opportunity to pursue their career in Academia. It seems to me then that universities have the considerable responsibility to do everything in their power to ensure that each PhD experience, whatever its form and outcomes (Degree, certificate, professional experience, stay abroad...), will be worthwhile in or outside academia, in the candidate’s country of origin or not. If it is so, it will mean that the PhD experience was an authentic success.

## Internationalisation by promoting European doctoral education. The case of Europe - China project

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**Karen FRANÇOIS (Director, VUB Doctoral School of Human Sciences) & Chang ZHU (Director, VUB EU-China Higher Education Research Center), Vrije Universiteit Brussel**

During the 4th UNICA PhD MASTER CLASS on the topic: *How Does Globalisation Affect Supervision?* I had the opportunity to present our Erasmus Mundus Project EUCNDOC that aims to facilitate EU-China cooperation in doctoral education. The project is in the heart of the topic of globalization and internationalization. It seems worthwhile to present our project in the frame of this *Proceedings*.

The **EUCNDOC project: Enhancing the visibility of European Higher education and strengthening the dialogue and cooperation with Chinese stakeholders in the field of doctoral education** is one of the seven Erasmus Mundus Action 3 projects selected for funding by the European Commission in July 2013.

The cooperation in education and exchange is highlighted in the EU-China 'High-Level People-to-People Dialogue'. Doctoral education is a key driver for scientific innovation and construction of the knowledge society. Although there is existing EU-China cooperation in education, more efforts are needed to strengthen the understanding of the two educational systems, creating synergies and establishing cooperation in specific fields in higher education. This project addresses the needs from both the EU and China for strengthening cooperation in doctoral education.

This three-year project will be carried out from 1 October 2013 to 30 September 2016. The overall project aims are to **increase the awareness and knowledge about European Higher Education** among Chinese higher education actors and to **strengthen dialogue and cooperation between European and Chinese stakeholders in the field of doctoral education**.

**Prof. dr. Chang Zhu**, Director of the EU-China Higher Education Research Center (ECHE), Vrije Universiteit Brussel, is the coordinator of the project. ECHE is a **cooperation platform** aiming to facilitate cooperation and collaboration in the field of higher education in the EU and China. In this project, ECHE will be responsible for the overall management of the EUCNDOC project.

This new project will aim to enhance the **mutual understanding** of doctoral education between the EU and China, facilitate **dialogue and specific cooperation** between European and Chinese

stakeholders in doctoral education, promote the **exchange of views on critical issues** regarding doctoral education (such as the objectives, process, supervision, the structures and employability), and finally to **identify drivers and barriers of the EU-China cooperation** in the field of doctoral education, doctoral mobility, and doctoral supervision. The project can deepen understanding and mutual trust by supporting **doctoral exchanges between the two strategic partners**.

EUCNDOC will support **the new pillar of the EU-China cooperation and the People-to-People Dialogue**. It will open up space for dialogue and cooperation on a wide range of issues related to doctoral education, bringing real benefits to both European and Chinese higher education institutions, policy makers, students, supervisors, employers, and relevant players.

The project will be implemented by a **strong partnership** with key players from Europe and China:

- Vrije Universiteit Brussel (VUB), Belgium
- Network of Universities from the Capitals of Europe (UNICA) , Belgium
- University of Vienna (UniVie), Austria
- University of Tampere (UTA), Finland
- University of Stockholm (SU), Sweden
- Belgian-Chinese Chamber of Commerce (BCECC), Belgium
- China Education Association for International Exchange (CEAIE), China
- Beijing Normal University (BNU), China
- Peking University (PKU), China
- Shanghai Jiao Tong University (SJTU), China
- Southwest University (SWU), China

The **specific objectives** of the project include:

- Enhancing mutual understanding of doctoral education;
- Facilitating dialogue and specific cooperation between European and Chinese stakeholders on doctoral education;
- Facilitating exchange of views on critical issues regarding doctoral education, such as the objectives, process, supervision, the structures and employability; Identifying drivers and barriers of EU-China cooperation in the field of doctoral education and mobility;
- Enhancing doctoral supervisor cooperation.

**Target groups**

Target groups include European and Chinese higher education institutions (including policy makers, academic leadership, administrators, professors/supervisors, students/doctoral candidates), European and Chinese associations of higher education institutions, employers and research institutes and councils.

**Main activities**

This project is structured and will be implemented in six Work Packages (WP). In order to achieve the objectives, public promotional events and interactive workshops will be organized in six different locations in China and Europe (WP1 & WP2). Perceptions of European doctoral education and factors related to EU-China cooperation in this field will be assessed and analysed (WP3). The analysis reports will provide insights for the workshops as well as the dissemination of project results (WP4). WP1-4 will provide input for policy discussions regarding EU-China cooperation in doctoral education. The quality of the project activities will be ensured through the quality assurance (WP5) and sound project management (WP6). The project activities have been carefully planned and scheduled in preparatory meetings among the project coordinating institution and the partners. Each of the WP relating to implementation & dissemination will contribute to the achievement of the above mentioned specific objectives.

We hope to keep you informed on the results of our project and to report the outcomes during the next UNICA Master Classes.

## Improving supervision at Doctoral School of Earth Sciences and Ecology in Estonia

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**Tiiu KOFF, Tallinn University, Institute of Mathematics and Natural Sciences**

New trends in doctoral education not only include research competencies, but also **intercultural skills** to enable working in an international network. Internationalization strategies should be a tool to increase the quality of doctoral education and to develop institutional research capacity. Internationalization in doctoral education is understood and interpreted in different ways, ranging from internationalization at home (such as international doctoral candidates, staff, events and guest researchers), collaborative doctoral programmes to international joint doctoral programmes (joint, integrated curricula, joint committees and juries, and the joint degree). As stressed in the ninth Salzburg Principle, doctoral education should include the possibility for mobility experiences. The choice between these different models of

internationalization should correspond to the research strategy of the institution and the individual needs of the doctoral candidate.

This brings together important aspects of doctoral education, especially concerning supervision, which is closely related to the quality improvement of doctoral education. Several surveys conducted among doctoral candidates and young researchers point to a great need to improve the standards of supervision and to develop new supervision practices. Satisfaction with supervision was **only 54%**, according to EUA-ARDE 2011.

As stressed also in the fifth Salzburg Principle, supervision must be a collective effort with clearly defined and written responsibilities of the main supervisor, the supervisory team, the doctoral candidate, the doctoral school, the research group and the institution, leaving room for the individual development of the doctoral candidate. **Providing opportunities for the professional development** of the supervisors is an institutional responsibility, whether organized through formal training or through an informal sharing of experiences among the staff. Until now the professional development of supervisors has primarily been the responsibility of the doctoral schools while the university has centrally provided skills trainings to supervisors. The university is becoming increasingly involved in the development of the broader competences of supervisors through various trainings. The new progress review criteria for doctoral candidates enacted by the university in 2012 also partially contributes to the professional development of supervisors.

Developing a **common supervision culture** shared by supervisors, doctoral school leaders and doctoral candidates must be a priority for doctoral schools. Aspects of the individual relationship between the doctoral candidate and the supervisor are still important and should not be underestimated. In order to attract senior supervisors and to improve the quality of the supervision they provide, universities and doctoral schools are organizing interactive seminars and discussions of best practices. At the university level majority of the supervisors do not have a long-term experience as supervisors as most of them have supervised only few doctoral candidates. For these relatively novice supervisors opportunity to learn from and share experience with senior colleagues is an invaluable opportunity for their professional development.

Doctoral schools were set up in Estonia in 2005. Four years later, thirteen new Doctoral Schools were selected for the period 2009–15. Their aim is to improve the quality of doctoral candidate tutoring and to increase the efficiency of doctoral studies in Estonia through interdisciplinary, international and national cooperation. Apart from mobility opportunities, winter and summer schools and study programmes, doctoral schools propose transferable and social skills training

to promote interdisciplinary research and to enhance cooperation between universities and the private sector.

The Doctoral School of Earth Sciences and Ecology is a joint project between Tartu University, the Estonian University of Life Sciences, the Tallinn University of Technology and Tallinn University together with eight national and foreign partners as well as the centre of excellence, FIBIR (Frontiers in Biodiversity Research). Its main goals are:

1. to improve the efficiency of doctoral studies in environmental sciences;
2. to raise the quality of supervision of Ph.D students;
3. to increase innovation by means of national and international interdisciplinary co-operation;
4. to enhance the quality and capacity of competitive research and development in natural sciences by promoting joint activities between the universities.

Also, involving international competence in teaching, research projects and supporting the mobility of Estonian and partners' Ph.D students are used to achieve our objectives. The Doctoral School includes 9 curricula with over 280 PhD students. The project is financed from the European Social Fund through the Estonian Operational Programme for Human Resource Development.

One of the activities of this Doctoral School for increasing competence in supervision is to organize training and courses in teaching and supervising for (co)supervisors and teachers. Senior researchers should particularly devote attention to their **multi-faceted role as supervisors**. The title of the training course was „From supervisor to supervisor“and this two-day seminar was coordinated by professionals from the Department of Adult Education. The seminar covered topics such as the role of the supervisor, supervision to support the learning processes, supervision as a collaborative process, feedback about learning outcomes, how to solve problems and conflicts. **Sharing the knowledge and experiences** was the primary method of learning. Positive feedback from the participants encouraged the organizers to increase the number of courses and to include it among other programmes like Primus. Primus is an university level programme financed by the European Social Fund that among other activities provides trainings for supervisors to improve their teaching and supervision skills. Some of these initiatives would also grow organically, starting from meetings for new or less-experienced supervisors, who would generally be more open to engage in peer-to-peer learning, and then becoming more firmly established within the institution. Even though the participation of supervisors in this type of courses may be time-consuming, it is still evident that **voluntary training for supervisors** is more efficient. This can be set up also as a **forum** for active



supervisors to exchange experiences without any particular training objective, but for the sake of involvement alone.

## Welcome days for new international PhDs at the University of Vienna

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**Allison O'Reilly, International PhD Coordinator, Centre for Doctoral Studies, University of Vienna**

With the establishment of the Centre for Doctoral Studies in 2009 the Rectorate emphasized its decision to make doctoral education at the University of Vienna to a top priority. The Centre for Doctoral Studies supports early stage researchers, as well their supervisors and all units involved in doctoral education in all stages. Of the approximately 10,000 doctoral candidates more than one quarter of all doctoral candidates at the University of Vienna are not of Austrian origin, a third of these being German, a third Europeans (without Germany) and one third being third-country<sup>2</sup> citizens (May 2013). Therefore the Centre **deals with international PhDs on a daily basis**. If a university wishes to recruit PhDs internationally then according services have to be established. The University of Vienna strongly commits to its international research approach and welcomes international researchers. "Research leads to insights which are international by definition. Traditionally, the University of Vienna regards itself as an internationally visible and attractive university. It is committed to its local roots as well as its international orientation."<sup>3</sup>. Up till 2011 doctoral candidates were a group which could not profit from a **special service directed at their needs**. The Centre for Doctoral Studies wished to do exactly this: establish a service especially for international doctoral candidates.

In 2011 the Centre for Doctoral Studies conducted a survey. This survey aimed at identifying problems international doctoral candidates have to face, when coming to the University of Vienna for their PhD. With help of this information the Centre for Doctoral Studies started to establish a service trying to overcome some of these problems and so enable the students to conduct their research without having to worry about issues which would not affect them, if they would not be abroad.

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<sup>2</sup> At the University of Vienna third country is defined as all countries which are no countries belonging to the EU/EEA

<sup>3</sup> University of Vienna – Development Plan 2015, p. 8.

([http://public.univie.ac.at/fileadmin/user\\_upload/public/pdf/EP\\_englisch\\_interaktiv.pdf](http://public.univie.ac.at/fileadmin/user_upload/public/pdf/EP_englisch_interaktiv.pdf))

One result we concluded from this survey was the necessity to **provide international PhDs with far more information** as well as give them a chance to **meet fellow PhDs**. We added extensive information for newcomers on our website, wrote and produced a brochure for international PhD candidates and also decided to organize a welcoming event. The **Welcome Days for international PhDs** took place in October 2011 for the first time and now have been established as a yearly event. The event goes on for 5-6 days and takes place just before the new term starts so to reach as many new PhDs as possible and provide the information right at the beginning of the new academic year.

The week starts with a kick-off event. The Vice-Rector for Research and Career Development officially welcomes all new doctoral candidates and emphasizes the importance of these early stage researchers for the university. Other researchers are invited to give little talks to inspire the participants on topics such as supervision or personal accounts of renowned researchers talking about their experiences when coming to Vienna.

During the week information sessions, networking events, discussion rounds and city and university tours are offered. We aim at providing practical information (what the main stages of the doctorate are, how to apply for funding, how to set up a vpn connection, what does one need to know about living in Vienna, etc.), possibilities to get in contact with other PhD candidates (with networking sessions and a bar night) and possibilities to further our new doctoral candidates awareness of career development options (with a panel discussion where researchers talk about their career e.g.). Many further sessions are held by the employees of the Center for Doctoral Studies who share their expertise on different subjects.

Especially the **cooperation with other units in- and outside the University** is an important factor of success. To enable a wide scope of qualified information we invite experts from the library, the University Computer Services, the Teaching Centre as well as an expert from the immigration office, to give information on visa and residence permits. This also has had the positive effect that these **units are becoming more aware** of the special needs of PhD candidates and are starting to address these as a target group.

We get a lot of positive feedback on this event. A participant said: “The Welcome Days organized by the Center for Doctoral Studies definitely made us feel **welcome as newcomers in the city and at the university**. Especially, it has been very helpful for us as it summarized the administrative, academic and networking information - what normally would have taken much longer for everybody to reach at individually. The Center also took care of our socializing by organizing events and tours in the city where early stage and more senior researchers who

already have spent some time in Vienna where also present. The week has been truly a nice and helpful diverse package“.

After the Welcome Days we organize small meetings throughout the year, the so-called **international cafes**. This initiative is directed at international PhD students – but of course also welcomes all Austrian PhD students. Doctoral candidates can exchange views on the challenges a new country/town/university can present, meet colleagues, extend their network or just have a nice evening with other PhD students.

Finally not only the PhDs profit from this initiative, the Welcome Days also help us establish a closer contact to many of our doctoral candidates, which inspires us in setting up new offers and initiatives for doctoral candidates.

## A proposal for joint degrees

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### **Christian Queinnec, Head of Doctoral School, Université Pierre et Marie Curie**

Joint doctoral degrees are difficult to set up in Europe due to the numerous and conflicting national regulations. Among these difficulties are constraints on the location where the defense may take place, constraints on the paper on which the diploma is printed, constraints on the logos that might appear on the diploma, etc. Hence, most universities, when a co-tutelle is defended, grant their own doctorate according to their own constraints and, most often, the young doctor gets two doctorate degrees for a single defense!

Europe is eager to foster the creation of joint degrees. Joint degrees allow thesis directors to cooperate, doctoral candidates to be exposed to different academic cultures and best academic practices to spread over Europe and beyond. Hence the need to improve that situation.

The **value of the joint degree differs** among the actors. Higher Education Institutions (HEI) value the number and reputation of the HEI with which they cooperate and the number of granted joint degrees as well. The young doctors value to be granted the joint degree and the physical diploma on paper. This difference of appreciations might lead to a possible although partial fix.

**Let suppose that Europe creates an office for European joint degrees.** This office may set up a network of European HEIs eager to be part of this network: the European joint degree network. Whenever a cotutelle or some other convention leading explicitly to a joint degree is signed between two HEIs, this cotutelle is declared to the office. Whenever the doctoral degree is

granted by the two HEI by whatever means compliant with their proper regulations, this is reported to the office which can then deliver to the young doctor a European joint degree diploma.

The specific shape of the physical diploma may display the logos of the involved HEIs, some logo proper to the European joint degree network and other information such as a QRcode allowing any reader to check the integrity of the diploma. Such a nice, modern, coloured, physical diploma displaying such logos will show all the valuable information and will probably easily replace the old HEI diplomas on the wall of young doctors.

Some specific requirements may be put on the conventions signed by the HEI to lead to a truly European joint degree: for instance, at least one year should be spent in each participating HEI.

The office does not need to be a huge structure: one person and one web application are sufficient to run this office. The collected information, the list of doctors holding this joint degree, the list of cooperating HEI and some overall statistics may be totally public.

The difficulties are more on the set up process of the European joint degrees network in order to ensure the veracity and the integrity of the reported information. A public key infrastructure (PKI) may be organized with one person per HEI accredited to report information. This management is not complex but requires some care not to break the integrity of the network.

**The benefits for the actors are plenty.** Young doctors now have a diploma explicitly displaying the information displaying of the joint degree. HEI do have to report information but do not have to take care of producing physical diplomas. Moreover, they may use a well-defined process to set up cotutelles. Finally, Europe will deliver diplomas, foster joint degrees and be perceived as a major actor in doctoral studies.

## The impact of international cooperation upon Master and Doctoral programmes

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**Sibel SÜZEN, Institutional EU Programmes and Erasmus Coordinator, Ankara University**

Higher education is a major priority for universities which have the chief responsibility for the development of high quality master and PhD programmes. Providing training, research and prepare young researchers for careers in academia as well as public sector, industry, business or

the service sector is one of their essential responsibilities. This requires independent institutions able to develop and apply institutional strategies for master and PhD programmes in different subjects. Universities should share a mutual responsibility for promoting attractive research careers and career perspectives for doctoral candidates. This could be done by international collaboration with partner universities in order to facilitate the development of clear career routes. It is also the responsibility of universities to create attractive conditions for research. With the help of international co-operation doctoral programs are periods of intense work and creativity that offer young researchers real professional experience. Candidates learn the craft of research while actually researching in an international context.

Increasing internationalization throughout universities at master and doctoral level is very important. Satisfactory opportunities should be provided for master and doctoral candidates to engage internationally. This can be performed through the organization of international workshops, conferences and summer schools by the help of new technologies such as teleconferences. Innovative doctorate programmes are emerging to respond to the changing demands. Employability of doctoral candidates within and outside academic institutions, need lifelong education and training, development of new international programmes, more university-industrial collaboration and joint programmes. Joint-PhDs are doctorates which are done at two degree-awarding institutions. This does not mean that candidates are only supervised by one supervisor in one university with another instructing you on an informally. Candidates are fully registered in two universities, having admission requirements and assessment regulations at both institutions and that it will result either in two double PhD or one jointly-awarded PhD. This international co-operation most often means for two universities to strengthen research collaboration. These two universities are often home to the top research experts in a particular topic. This allows the candidates to admission to facilities and resources, opportunity to experience to two cultural approaches to research and enhanced achievement of research and transferable skills, better networking opportunities for future job prospects. Also this helps to create comparative research projects and research projects requiring techniques, equipment or resources available in two universities as well as local industrial and public sector involvement in two countries.

Generally countries have national legislation for master and doctoral education. The study period, admission requirements, terms of supervision, conditions for approval of doctoral or master thesis, conditions for awarding doctoral degrees, rights and obligations of students and curriculum are specified. Three to four years is the normal duration of funding for doctoral programmes in many countries. International cooperation activities of master and PhD programs between countries are an important priority for universities. By cooperation, communication and information flow through academic programs, the master and PhD

programmes increase the understanding for other cultures and strengthen the university role in the international community as well as build positive outcome and experience, and a brighter future for the candidate students. International cooperation also gives a chance to participate in several international projects and exchange programs such as Erasmus program.

Mobility is a vital strategic tool of doctoral training, leading to extensive research experience and career development opportunities of doctoral candidates and better research cooperation and networking between institutions. It is also important especially in small countries. International co-operation may increase by offering more joint innovative and competitive master and PhD programmes, interdisciplinary higher education training programmes. New resources, international mobility among students and professors, cooperation between country's universities PhD programmes are needed. This will give a great opportunity to develop greater collaboration between universities and industry linked to PhD programmes.

Bringing international researchers together, providing new and different teaching and transferable skills training, stimulating research environment and promote cooperation across disciplines as well as enhanced career development opportunities and funding opportunities such as scholarships, projects, finding opportunities for mobility and collaboration could be summarized as the main advantages of international master and doctoral studies. Scientific distinction not only depends on the outstanding performance of brilliant young researchers but also on the close co-operation with a worldwide network of partner institutions. Promotion of international cooperation of exchange programmes and international PhD programmes should be one of the aims of institutions worldwide.

The importance of doctorates in the academic world and for society will continue to grow. Development and implementation of international joint degree programs provide doctoral training opportunities in the partner foreign universities that promote mutually beneficial relations in the field of academic and scientific cooperation. In conclusion it can be clearly said that the advantages are obvious international cooperation; it provides a more in-depth and more detailed, multifaceted training, promotes academic mobility of students and increases the competitiveness of graduates by the help of interdisciplinary and internationally cooperative approach of master and PhD education.

## *Ray Wallace: So you have got a PhD, where next?*

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formerly Nottingham Trent University, now Independent Consultant, C<sup>Y</sup>AS Nottingham

In these MASTER CLASSES, we have given much thought to *the training* of PhD students and the journey which they undertake. In some ways for the candidate, acceptance on a PhD programme is like being given your ticket for a train journey but in the printing, the final destination has become blurred or is unreadable. Whether this matters or not is an open question and in any case the accuracy of predicting the destination will vary widely with the subject discipline. However, if at the end of the process, when a friend or colleague poses the question, “So you have got a PhD, where next?” and you feel that you are staring into the abyss, then there is something wrong!

Students undertake PhDs for a variety of both positive and negative reasons – they can’t get a job, they can’t face the real world and like the comfort of academic life, it would be cool to have ‘Dr’ in front of their name, they want to further their knowledge and maybe are idealistic in wanting to advance the arts or sciences or to ‘improve’ themselves. These are common, if not so openly stated, reasons in some cases. In general, however, students realise that having a PhD should better their prospects in life.

I would argue therefore that there are a significant number of students that really do not know precisely where they are heading when they embark upon the process. To quote Yogi Berra (American professional baseball player and manager b.1925), “If you don't know where you're going, you'll wind up somewhere else.” That is why that when they make this journey it is vital that they come to **understand the totality of what they are learning** (and becoming skilled at) in the generic sense, and also what they are learning about themselves. If they can understand and appreciate these things, then they will be focussed as to where they can apply their talents on graduation. In other words, they must look at the stations on route and take in the scenery, so when they arrive at the destination on a train that seems to travel faster and faster, they may be tired, but will have reflected on the whole of the experience.

**So what are these ‘hidden’ skills that they have learnt?** Well they are not in fact ‘hidden’ but are skills that the student has been acquiring in order to pursue successfully their PhD. Yes, there are specialist skills which may indeed consume the majority of the time during the PhD, particularly in the sciences and expressive arts but to produce that ‘document’ and engage with other practitioners requires higher level skills which are transferrable and most importantly are sought after in the employment market for senior positions.

So let us look at some of these skills. While a number of these are developed as an undergraduate student, because of the different nature and time frame of a PhD, there is greater opportunity to become more proficient in many of these.

First and foremost are **self-drive and independent working**. By getting to the end of the PhD the student has to have been self-motivated and has to have worked independently, so in the job market he/she should look for those jobs that require these skills. Self-drive is a skill all managers have to have. Independent working is often linked with the ability to problem solve and this is a much valued trait in employees.

**Team working** is another prized ability in recruiters' books but the student's experience of this can vary with the nature of the PhD programme. Often in science in particular, individual scientists are part of a team and where this is the case the student will have had to learn to collaborate, influence and compromise.

**Communication** is something that a student should be good at by the end of the PhD. Communication can take many forms but it is as much about learning to listen as well as understanding and delivering information in a clear and uncluttered way. These should be all of the things that the PhD has been about. A manager or senior executive will have to have all of these skills.

Under the umbrella of communication lie **good presentations skills** which students will have developed. Posters, oral presentations, team meetings, workshops, conference events are the stuff of PhDs and provide avenues to hone communication skills. The effective exchange of information is essential for any well-run business.

Sometimes recruiters talk about '**managing ambiguity**' and regard it as an essential skill for career progression. By this they mean making the best possible decision based on the information that's available. How many times will the student have encountered this scenario during his/her PhD?

**Enterprise skills** are another area which is often highlighted by employers. This skill area is all about seizing opportunities and seeing them through. Using ones initiative, being proactive, and getting things done without waiting to be told is a skill that develops as the PhD progresses. PhD students with strong enterprise skills can spot an opportunity and in the commercial world help companies exploit such opportunities to their advantage.

**Computer skills** are something that comes with the job as a PhD student. Related to this will be ability of the PhD graduate to search for, sift and evaluate information. During the PhD period students will probably have come across obscure and less well known information sources. Such insight could be useful in the business world.

Potential PhD employees **should not forget the basics** which they also bring – writing and reading skills – for reading, 'read' speed reading .....the ability to skim over a paper and in a few seconds decide whether it is worth spending an extended period of time reading it in depth. Writing -academic paper writing requires that you focus on the major issues or points but provide a complete story. The supreme skill however is the ability to be able make ones studies comprehensible to a lay audience. To these basics we should add (a degree of) numeracy, good



organisation, stamina and being capable to work under pressure, all of which make up the melting pot of a PhD.

Finally, **effective time management**, prioritisation and working to deadlines will all have been developed during a programme of PhD study and all contribute to 'being ahead of the game' in the commercial world. Again identification of these qualities by students amongst their attributes will show that a PhD training will equip them for posts seemingly far removed from their PhD studies.

In this short paper I can only scratch the surface of what lies *within the PhD* but if our candidates attune themselves to the skills they are developing as they progress, then they will be able to see where they could go when they reach the end of their journey. "If a man does not know to what port he is steering, no wind is favourable to him", Seneca, Roman dramatist, philosopher & politician (5 BC - 65 AD).

## NOTES FROM THE GALLERY WALK

*A few main topics (see below) have been put on flip charts. Participants are divided in groups and asked to do a gallery walk. They move from one flip chart (topic) to another flip chart (topic), till they do not close the circle. At each flip chart they discuss the given topic and write down the main ideas, messages, questions, doubts, 'TO DO' lists relevant for the topic. When the group approaches the flip chart - topic that has been already discussed by other groups they add what they think it is important for them, and at the same time, read and discuss what others have written. How did the gallery walk worked, you can see on the following pages.*

### Yellow group

Paule BIAUDET  
Andrey ISEROV  
Henrike LEHNGUTH  
Petra PESAK  
Nicola VITTORIO

### Green Group

Bibiane FRÉCHÉ  
Kristi KERGE  
Anastasia MARUSHKINA  
Slaven MIHALJEVIĆ  
Vaughan ROBINSON  
Gilles BRETON

### Blue Group

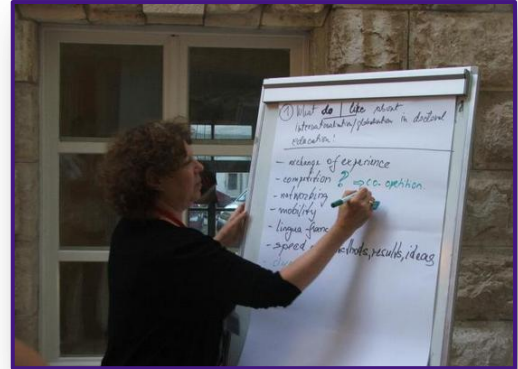
Karen FRANÇOIS  
Stéphanie LACOMBE  
Dušan MEŠKO  
Sibel SUZEN  
Hans SONNEVELD

### White group

Marina D'AMATO  
Tiiu KOFF  
Allison O'REILLY  
Christian QUEINNEC  
Raymond WALLACE  
SANDRA BITUŠÍKOVÁ

## 1. What do I like about internationalisation/ globalization in doctoral education?

- exchange of experience /expertise
- competition ? => co-opetition.
- networking - individual level & institutional level
- mobility
- lingua franca
- speed of methods, results, ideas (of perspectives)
- diversity
- sharing culture- cross culture experience => mutual understanding, tolerance
- awareness of differences
- know-how transfer
- financial benefits (in some institutions ...)



- access to different resources
- discovering new academic and research culture
- awareness about future career opportunities
- more creativity
- gaining experience in adapting to new environment; flexibility
- employability
- co-supervision

- globalization of research
- new opportunities for universities as institutions (methods, security...)
- sharing best practice: **AGREED!**  
and revealing poor practices  
Is internationalisation the same as globalisation?

## 2. What I don't like about internationalisation of doctoral education....

- the term "internationalisation" is often not clearly defined and thus often understood as mimicking the Anglo-Saxon model of education;
- possible threat to national languages of science and scholarship
- less bottom-up initiative in what should be done in Doctoral education
- one defence and two doctorate diplomas is it really negative?
- competition => (non-equal)
- predominance of some part of the world → it has always been the fact but with some other countries
- **BRAIN DRAIN !!!!!**
- the attempt to "harmonise" = to make all Ph.D programs the same.
- more rigid rules, procedures, pressure from top down.

- mobility can have side effects (demotivation when back in their own country ...)
- different standards of PhD
- ≠ access to PhD in terms of diploma, examination process, ...
- hierarchy of universities

### 3. ... but what do I really mean by internationalisation/globalisation?

- internationalisation (people) ≠ globalisation (idea)
- BA-MA internationalisation => more about collaboration, cooperation  
interconnection/integration
- PhD research/ globalisation => more about interconnections in terms of economics, unification ...  
redefinition of the place of action
- at the PhD level => you need to have an international view (not only science but also networks)
- We don't want global PhD which would mean the same PhD for everyone.
- internationalisation is about students coming from everywhere, registering for attractive programs.
- internationalisation also means university staff coming from everywhere

- *globalisation facilitates internationalisation*  
(internationalisation networks, Skype, etc.) *Media !!!*
- *Research has to be/ is international (communication, outputs, journals)*
- *Role of the media/tools; easy traveling; e-conferences/meeting...*

### 3. Who and/or is/are affected by the internationalisation/globalization?

*question not focused enough!*

- the institution itself
- its strategy - *Note: not all the components want to be affected*
- recruitment of students/researches/academics
  - find the best ones => which is impossible
    - concentration in some institutions!
- funding profitability
- university reputation
- *social qualities and inequality (possibility of brain drain)*
- *how is diversity addressed in different comities?*
- *visa policy → opening up*
- *eating habits*



- cultural identity
- friendship
- parents-son/daughter relationship
- in no-statement lousy work
- the family life or the planning of a family (especially for women)
- curricula
- admin. staff
  - language problem
  - professionalisation
- legal and political constraints
- Human Resources Staff
- (admission and recruitment problems)
- and "patronising services" (UK)

## Gallery Re-walk

### 1. How to assure quality?

Regular evaluation + in cooperation with civil society

- quality of what?
- collection of data- quantitative & qualitative - but what next?
- setting quality standards at the outset
- define data you need joint evaluation by 2 different agencies
- how to get the data? regular feedback
- purpose of data collection self-evaluation/regulation
- involve all stake-holders

- publish results
- \* identify weaknesses, +++regularly
- collect external benchmarks
- external reviewers involved
- have rewards incentives available

\* SWOT

regular conferences/meetings compare your level  
indicators

## 2. How to assure transparency? (DC= Doctoral candidate)

- Contract(s), PhD charters
- Guidelines
- Procedures - spelling out the invisible
- Websites + media 😊  
book
- DC Association
- External Advisors
- different types of communication mean
- Intervision for Supervisor
- DC Rights & duties
- Evaluation, Monitoring, Questionnaires
- annual reports, assessment
- Induction days
- Regular meetings
- Involvement of DC in governance
- \* Defence of the Thesis should be PUBLIC
- \* Buffer after defence



### 3. How to foster mobility? ≠ tourism!

- Encourage mobility
- \* Mobility has to be an academic project.
  - Provide information
  - Make it obligatory within a grant !!/ lab exchange
- \* Administrative support/academic support
- \* Funding! Existing in the EU!
- \* Institutional project/support
  - courses in Academic & informal English !
  - funding for Int. PhD candid. → mobility fundraising
  - connecting mobility and career (take care of disciplinary specificities)
  - national regulations presenting mobility
  - establishing regular research programs & events → being ready to accept people
  - work with external partners
  - best practise presentation

### 4. How to cooperate?

- networking
- staff exchange
- prof. exchange
- invited speakers,...
- conferences
- open grants
- joint international training for supervisors
- improve language skills
- join initiatives
- research meetings

- looking for European funding
- technology use
- setting up new joint projects

- co-tutelles
- co-supervision
- exchange of material/methods/techniques
- BUŽA- BUŽA

**5. We stop internationalisation. What is the damage?**

- only local recruitment
- lower quality of work
- lower standards for hiring
- collaboration of equals
- localization of science

- loss of scientific ideas
- limitations in educational possibilities for developing countries' students

**White Group's touch**

PROBLEM

- unprepared new int. student
- unprepared supervisor

ACTION

- prepare seminars for supervisors
- prepare introduction day for new Ph.D candidates (local+int)
- Ph.D Charter (contract)



- prepare univ. guideline for PhD candidates (local+ int.)
- involve candidates in governance
- make training for PhD representatives
- involve PhD holders in supervising practice

### Green group's touch

#### PROBLEMS

- expectations of the PhD cand + supervisory team = not defined, unrealistic, ... + complaints

-roles + responsibilities = not clearly defined  
- different backgrounds, academic orientation, different cultures, ...

#### ACTION

##### PhD Charter:

1. contributors : vice-rector for research

counselor/adviser for research

PhD candidates

graduate school/office

supervisors

2. process- 1. draft

2. consultation process

3. dissemination - 1. induction event

2. documentation → PhD candidates:

code & practice

→ supervisors' handbook

4. meeting PhD candidates + supervisory team :

discussion on the content

signatures: PhD candidates

supervisor

(co-supervisor)

supervisory team

Head of the Department

### CONTENT

- def. roles
- rights & duties
- expectations & entitlement
- employability
- preventing and solving problems
- timeline
- being an ethical researcher

1. What is a PhD → open PhD

→ structured PhD program

- struc. recruitment

- collective supervision

language- teaching

- thesis

- cultural input

- rules vs. "let them win"

career development

transition phase

## How Does Globalization Affect Supervision in my institution? Results of SWOT analysis

### Strengths:

- bringing in information about unknown scientific territories?
- close monitoring by graduate school coordinator
- good induction program for doctoral candidates
- young s.v. skills + experience
- enthusiasm of young s.v.
- transfer of internat. best practices
- sharing ideas bring strong relations and more power
- more collaboration at every level
- sharing technology etc.
- strong attractiveness → Sorbonne
- bringing together research expertise
- international a of research centre
- different research culture

### Weaknesses:

- EU-problem with double joint degrees (+admin. difficulties with management)
- language (among administrators mainly)
- loss of scientific national terminology

- lack of intercultural understanding (staff does not bother to understand various cultures, academic traditions, ...)
- brain drain (not enough jobs for PhDs in Europe)
- stability of policy, one year ok/ other year not
- top-down dropping of international candidates
- intrinsic resistance
- resources
- interdisciplinary /faculty misbalance
- takes away the specialty, uniqueness, originality
- isolation (looking for social programme)
- different standards

### Opportunities:

- preventing PhDs from going back without a finished dissertation
- funds for longer orientation stage
- transfer stage before starting PhD
- new funding "grand emprunt"
- attractiveness
- openness
- new areas/ideas of research and supervision
- internationalisation
- improving research & research output
- culture of intradisciplinary inside the PRES

**Threats:**

- fraud- editing by supervision
- big anxieties
- non-systematic supervision strategies
- motivation
- aging of s.v.
- financial/technical
- brain drain of young s.v.
- brain drain
- unique standard system that everyone obey
- no reason to try find better or more specific systems while everyone has the same
- language
- equality
- competition
- "New Funding" risk of concentration
- international students + resources at expense of national ?

## About Dubrovnik



**The uniqueness of Dubrovnik** is its permanent connection to its rich past and cultural heritage, while it keeps vibrantly in pace with contemporary life, echoing its spiritual identity and its presence in the European cultural environment. Since 1979, the Old Town is on the UNESCO World Heritage List. The most recognizable feature which reflects on Dubrovnik's character are its intact *city walls* which run uninterrupted for 1,940 meters, encircling the city. This complex structure, one of the most beautiful and strongest fortification systems in Europe, is the main attraction for the city's visitors.

## About CAAS

**Centre for Advanced Academic Studies (CAAS)** was founded by the University of Zagreb as a public academic institution for international scientific programmes and postgraduate studies. It seeks to strengthen the international academic frameworks and foster academic cooperation to bridge and harmonize the various inherited approaches of the European university tradition.



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