

UNICA WEBINAR

***Internationalisation as a strategic
priority of doctoral education and its
impact of early-stage researchers***

Dr Alexander Hasgall
Head of EUA Council for Doctoral Education

Follow us on Twitter:
[@euacde](https://twitter.com/euacde)
[#EUACDE](https://twitter.com/euacde)

Introducing EUA-CDE



- **Membership service** of the European University Association (EUA)
- **The largest** European Doctoral Education Network (doc & postdoc) bringing together 262 European universities from 36 European countries
- **Drives** doctoral education policies and promotes cooperation and exchange of good practices on issues of common interest
- **Identifies** and monitors the trends in doctoral education
- **Organises** regularly events, addressing fundamental and emerging topics of doctoral education and publishes surveys and policy paper

Recent themes

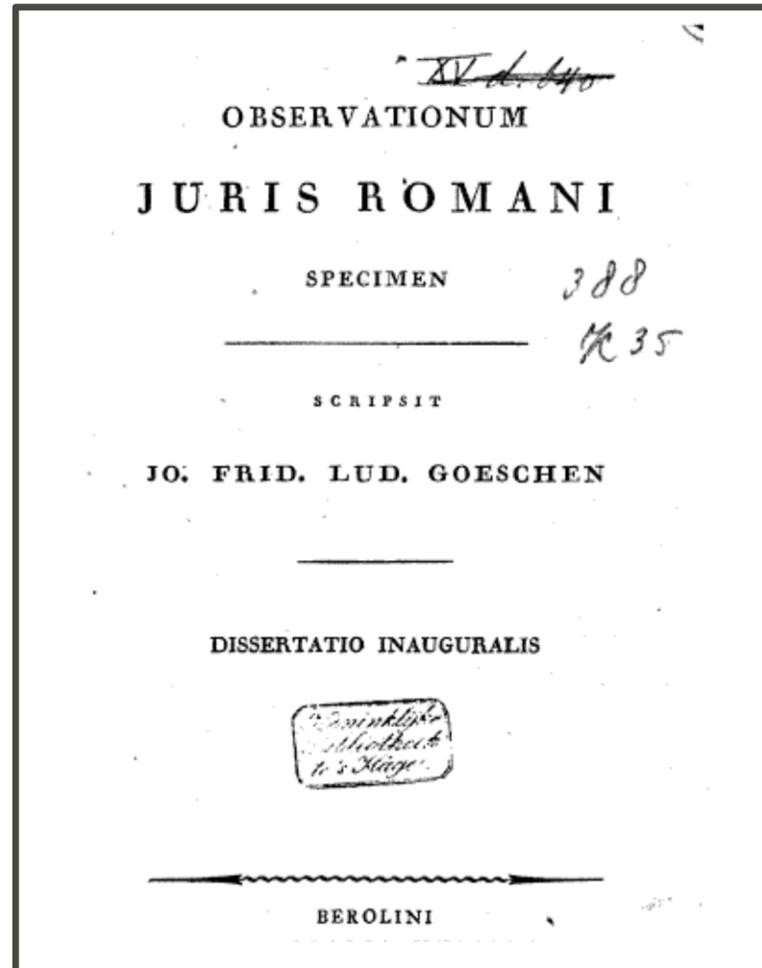
- Research integrity
- Research assessment
- Open science and the digital transformation
- Inter-institutional collaboration in doctoral education
- Career development and tracking
- Doctoral candidates' wellbeing/mental health
- Societal dimension of doctoral education (incl. SDG)

Doctoral education as a international degree

Source: Wikimedia



The modern doctorate



Année V. N° 445
N° 100000
1827.

THÈSES

PRÉSENTÉES

A LA FACULTÉ DES SCIENCES DE PARIS

POUR OBTENIR

LE GRADE DE DOCTEUR ÈS SCIENCES PHYSIQUES,

PAR

M^{me} SKŁODOWSKA CURIE.

- 1^{re} THÈSE — RECHERCHES SUR LES SUBSTANCES RADIO-
ACTIVES.
2^e THÈSE — PROPOSITIONS DONNÉES PAR LA FACULTÉ.

Soutenues le 24 juin 1903, devant la Commission d'Examen.

MM. LIPPMANN, *Président*,
BOUTY, *Examinateurs*,
MOISSAN, *Examinateurs*.

PARIS.

GAUTHIER-VILLARS, IMPRIMEUR-LIBRAIRE
DU BUREAU DES LONGITUDES, DE L'ÉCOLE POLYTECHNIQUE,
Quai des Grands-Augustins, 55.

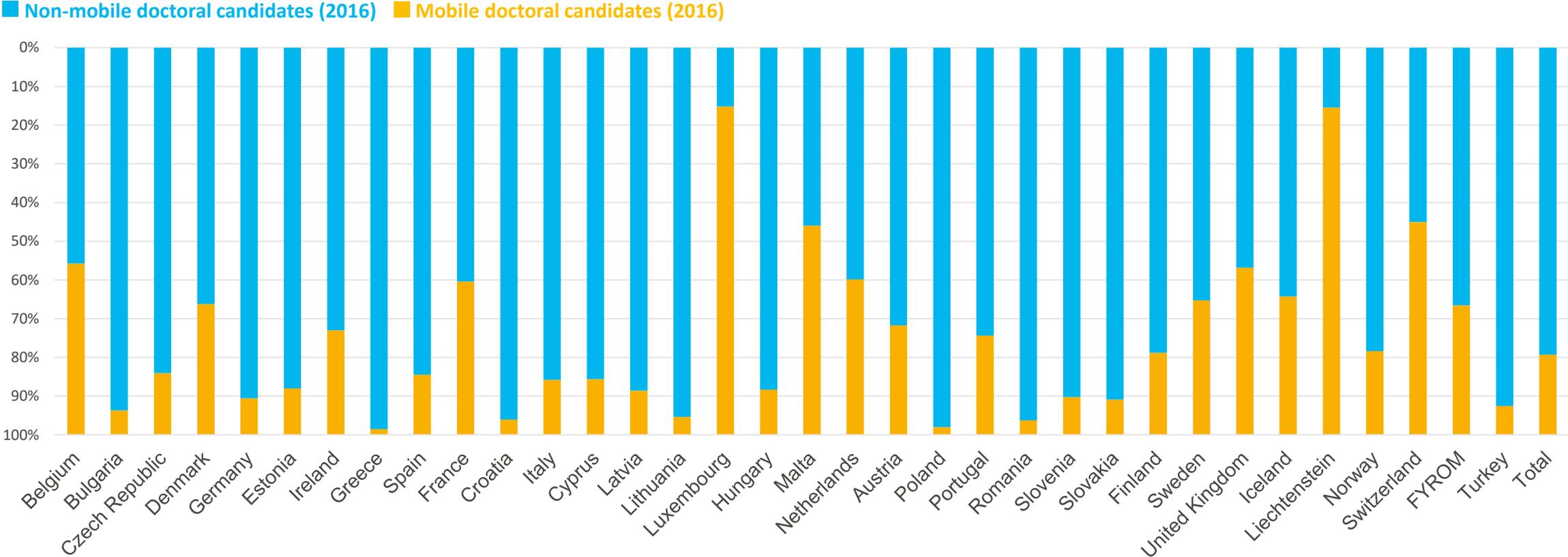
1903

Doctoral Education today

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

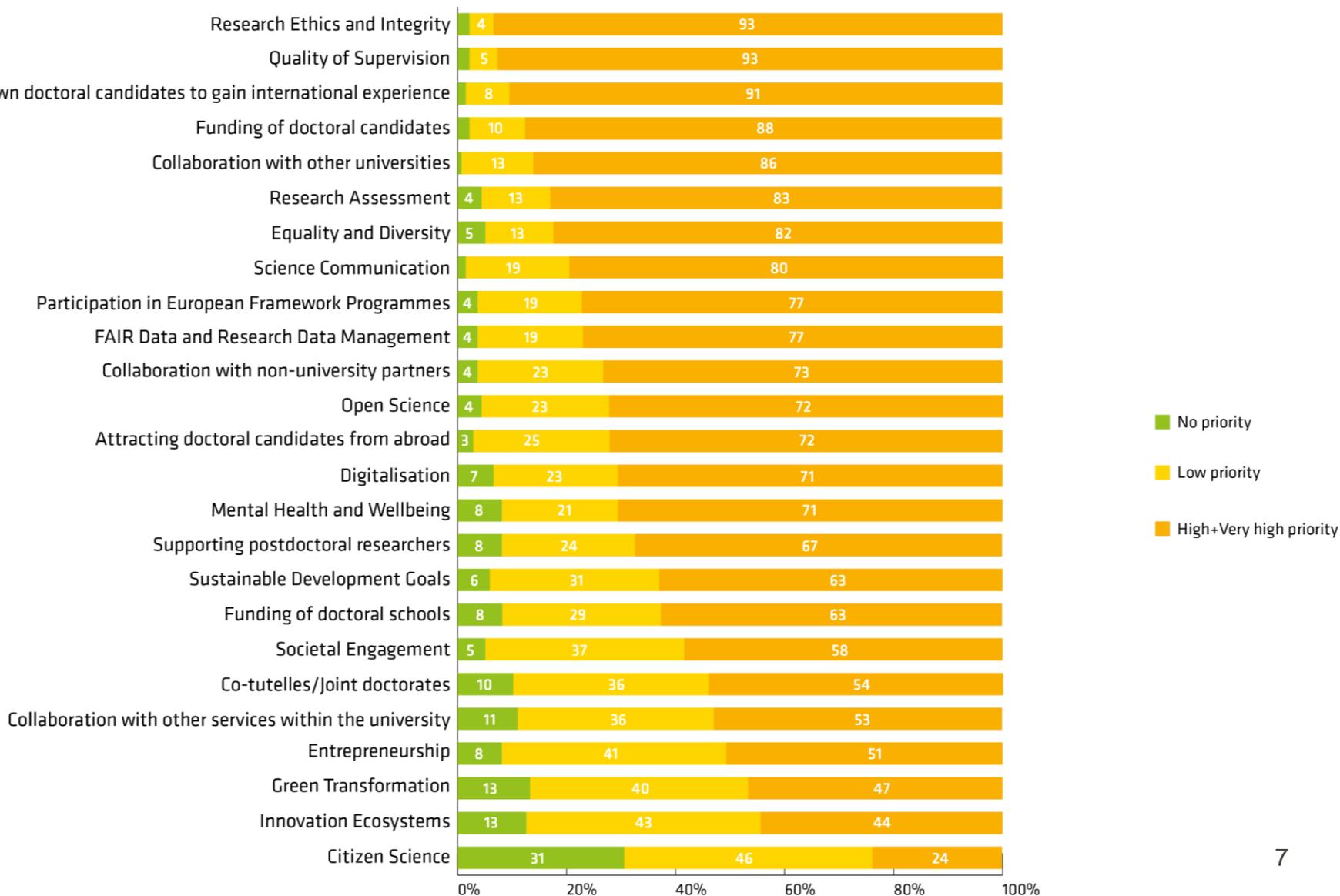
International mobility of doctoral candidates

Source: Eurostat

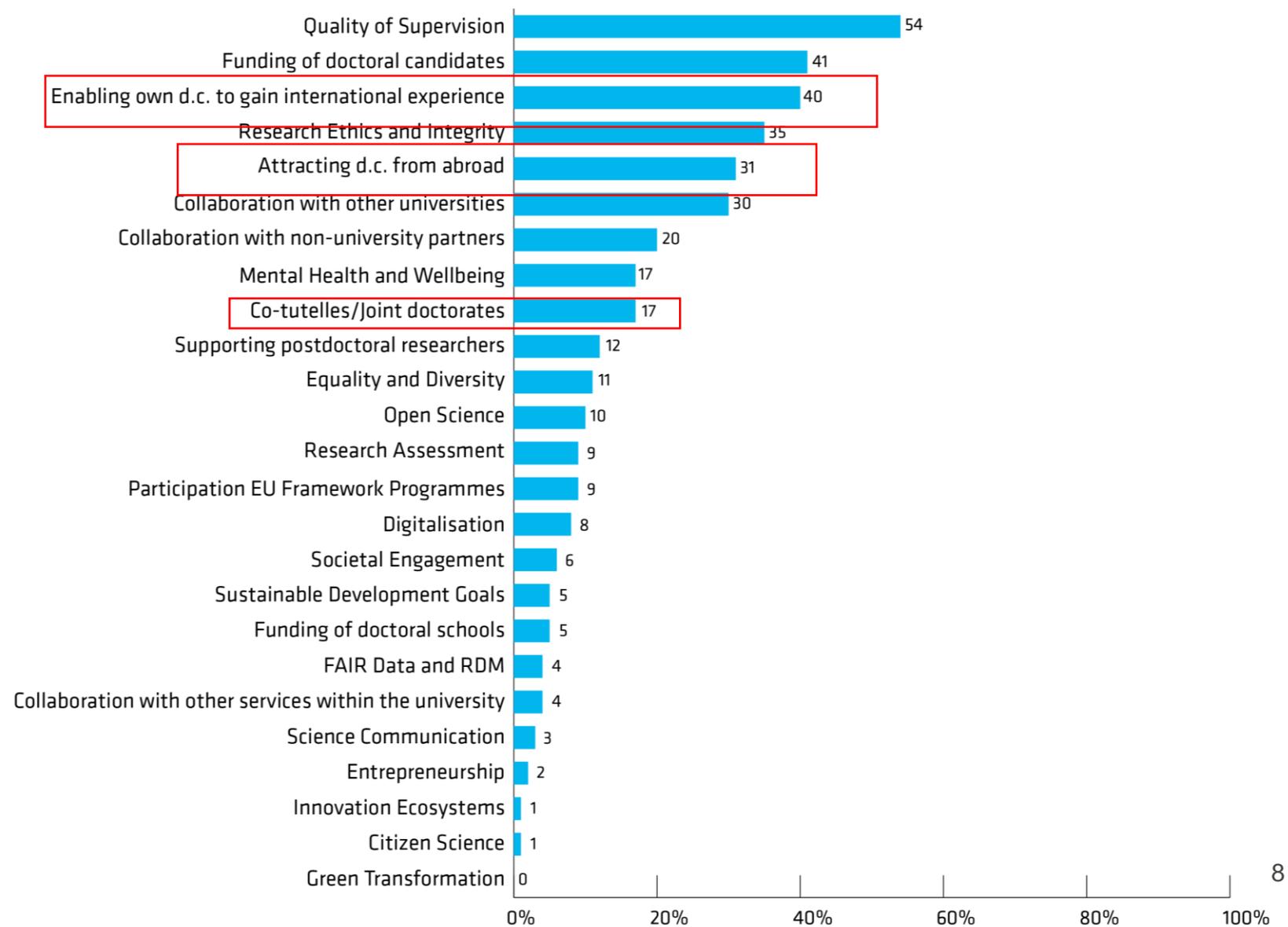


Which of the following topics are a priority in the area of doctoral education at your institution?

Number of responses: 134-137/138



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



- Research is becoming increasingly global
 - Global problems require global solutions – not possible without international cooperation
- New technologies enable international exchange
 - “Zoomification” of doctoral training
 - Virtual mobility
- International mobility enriches research and doctoral candidates.
 - International experience has become an integral part of the doctoral trajectory It exposes doctoral candidates to different research environments and cultures, and by providing them new skills and experiences supports them in their professional development and in the development of a critical mindset. (FRINDOC)
- Internationalisation as part of the institutional and national strategies
 - Due to their high mobility and flexibility, doctoral candidates often find themselves the avant-garde of internationalisation of research at their institutions (co-tutelles)
 - Interest to increase research capacity on institutional and national level

Definition of Internationalisation

The **intentional** process of **integrating** an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the **quality** of education and research for all students and staff, and to make a **meaningful contribution** to society. (De Wit et al, 2015).

Example: Co-tutelles

What is a co-tutelles

1. *A co-tutelle refers to the doctoral project of a doctoral candidate on which an agreement is reached between two or more higher education institutions.*
2. *The doctoral candidate receives the academic guidance from at least two supervisors from different institutions.*
3. *It is based on a written agreement that stipulates all necessary conditions and legal norms which is signed by the representatives of these institutions.*
4. *A degree is awarded from both institutions either under the form of a joint diploma or through two diplomas explicitly related one to each other.*

Added-value of co-tutelles

Doctoral candidate's level	Institutional level
Exposure to different academic environments and working styles contribute to develop relevant skills	Strengthening research collaborations at institutional level or reinforcing collaboration with specific partner universities and increasing the international profile
Access to better research equipment and facilities	Used as a tool for internationalisation at the doctoral level and attracting doctoral candidates from abroad
Increase the international networking opportunities and an opportunity to build personal contacts with other researchers	Access to new funding schemes
Gaining additional training experience and be aware of different academic and institutional cultures	Formalising collaboration between supervisors in different institutions
Obtaining a degree that is recognised in more than one country	Increase the research capacity of an institution

Recognition of international experience for academic career

What do we consider an international experience?

- When do we talk about an international experience given that research and academia is always to a certain degree international?

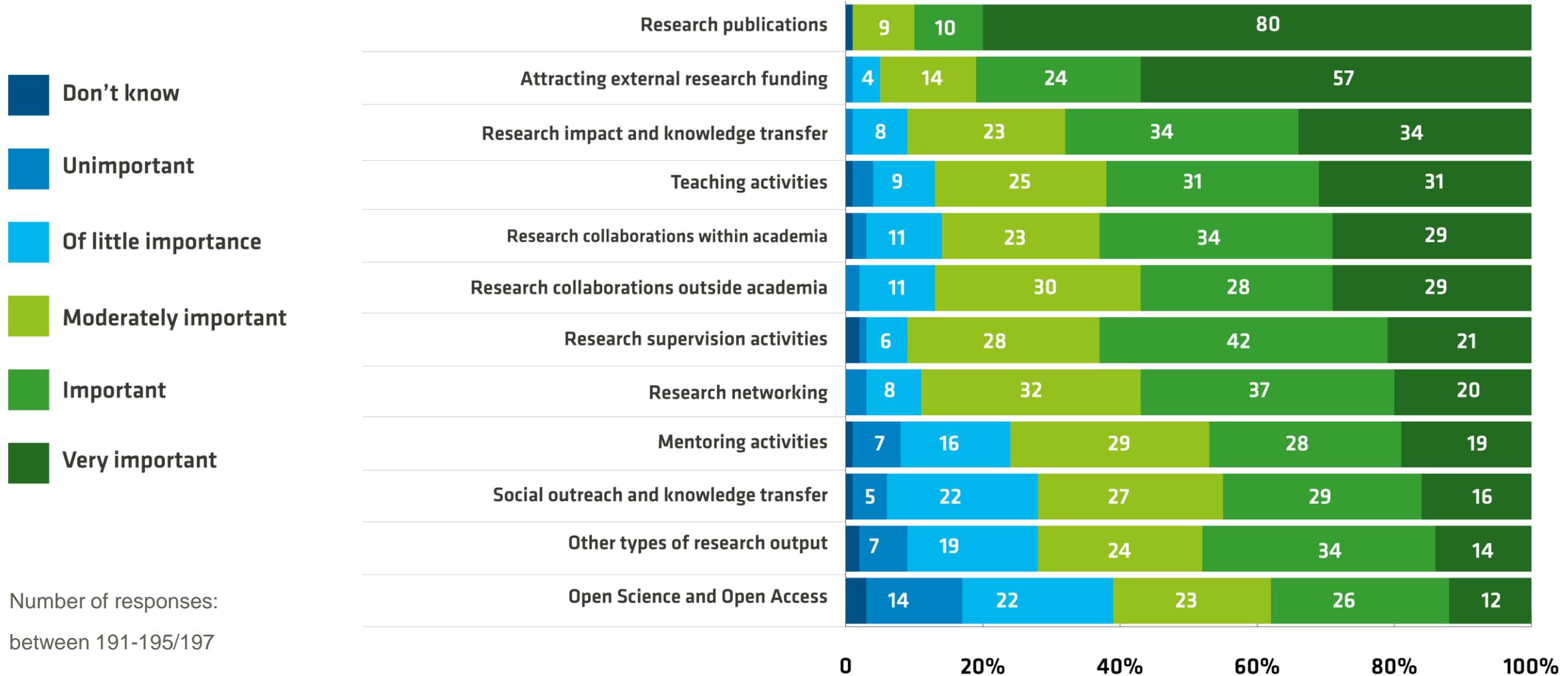
How do we recognise?

- Formal vs. informal, doctor europaeus label (introduced in 1991), EUI, standardisation vs. diversity?, etc.

Reforming research assessment

- The reform of academic research assessment also includes the need to include appropriate consideration of international experience.

Importance of academic activities for research careers (2019)



Sustainable internationalisation for the careers of doctoral candidates

Inclusiveness/diversity

- Not everybody is able to work some time abroad (family responsibilities, health, etc.) – how can we ensure diversity and avoid injustices? Stays abroad as *one*, but the not *only* way to get international experience?

Brain circulation

- How can we ensure and support brain circulation – providing career opportunities abroad and at home?

Greening

- While there is quite an agreement that virtual mobility does not completely replace physical mobility, there is a need to demonstrate the value of air travel abroad.

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



Manchester, UK, 22-24 June 2022

Thank you for your attention

Dr Alexander Hasgall
Head of EUA Council for Doctoral Education

alexander.hasgall@eua.eu
www.eua-cde.org
@Ahasgall

