

Doctoral Education

“Triple-I Training”

Brno, June 2019

jef.schrooten@kuleuven.be



TIGRIS - Transfer of Good practices &
Reinforcement of Internationalisation
Strategies in Kurdistan

Co-funded by the
Erasmus+ Programme
of the European Union



Content – goal of the day

- Doctoral Training
 - General introduction: what is a PhD, what is it for?
 - What is ‘innovative’ in the world of PhD's?
 - According to the EU
 - According to LERU
 - According to the European University Alliance (‘Salzburg-principles’)
 - SPIRIT Consortium: Triple I-training
 - Intersectoral - Best Practices
 - Interdisciplinary - Best Practices
 - **International- Best Practices**
- Goal of the Day
 - Find building blocks for your doctoral training



TIGRIS - Transfer of Good practices &
Reinforcement of Internationalisation
Strategies in Kurdistan

Co-funded by the
Erasmus+ Programme
of the European Union



Remarks

- The PowerPoint is based on publicly available materials, with reference to the source.
- For slides where this is not the case, my e-mail is noted.
- The presentation is made from a Flemish/European perspective.
- I will not give the “Perfect Doctoral Programme”, because it does not exist.



TIGRIS - Transfer of Good practices &
Reinforcement of Internationalisation
Strategies in Kurdistan

Co-funded by the
Erasmus+ Programme
of the European Union



What is a PhD?



- 3 or 4 years (this will be longer if you study part-time)
- Need a Master's degree first
- Doctorates are ideal for people with a passion for research and discovery
- Independent study and research
- Specialised in one particular subject
- The aim of a doctorate is to break new ground
- Research proposal: outlining what the doctorate will aim to achieve

https://ec.europa.eu/education/study-in-europe/planning-studies/european-higher-education_en



TIGRIS - Transfer of Good practices &
Reinforcement of Internationalisation
Strategies in Kurdistan

Co-funded by the
Erasmus+ Programme
of the European Union



What is a PhD?

The purpose of preparing a doctoral thesis and the doctoral programme at the KU Leuven is to train a researcher who can contribute independently to the development of scientific knowledge. The thesis must demonstrate the capacity to create new scientific knowledge on the basis of independent scientific research.

<https://admin.kuleuven.be/rd/doctoraatsreglement/en/frameworkregulation27062017>



TIGRIS - Transfer of Good practices &
Reinforcement of Internationalisation
Strategies in Kurdistan

Co-funded by the
Erasmus+ Programme
of the European Union



What is a PhD?



The learning outcomes in the doctoral preparation, leading to the PhD, are laid down in the law:

- “the systematic understanding of a discipline and the ability to master skills and research methodologies in that discipline,
- the ability to design, develop, execute and adapt a wide-ranging research process with the integrity expected of a researcher,
- a contribution to moving the frontiers of science by performing original research in the shape of a wide-ranging body of work, part of which is worthy of a nationally or internationally peer-reviewed publication,
- the ability to critically analyse, evaluate and synthesise new and complex ideas,
- the ability to communicate with colleagues in the same discipline and in the wider scientific community both nationally and internationally and in society as a whole about the area in which one has expertise,
- the ability to deliver an innovative contribution within an academic and professional context, leading to technological, social or cultural advances in a knowledge society.”

<https://admin.kuleuven.be/rd/doctoraatsreglement/en/frameworkregulation27062017>
<https://data-onderwijs.vlaanderen.be/edulex/document.aspx?docid=14650>



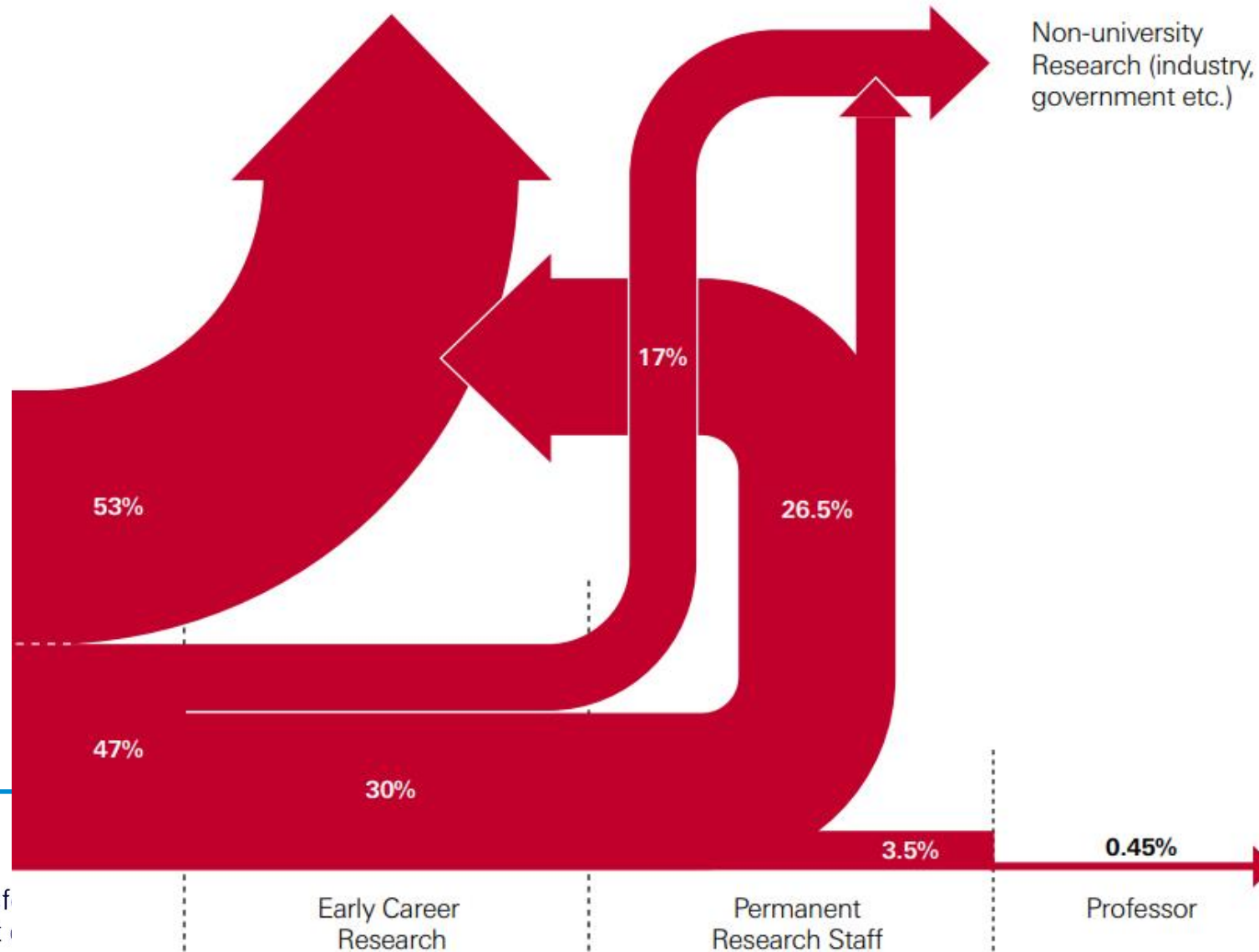
TIGRIS - Transfer of Good practices &
Reinforcement of Internationalisation
Strategies in Kurdistan

Co-funded by the
Erasmus+ Programme
of the European Union



What is a PhD for?

Careers outside science



TIGRIS - Transf
Reinforcement
Strategies in Kurdistan

https://royalsociety.org/~media/royal_society_content/policy/publications/2010/4294970126.pdf

-funded by the
s+ Programme
of the European Union



What is a PhD for?

Research from Flanders

After Graduation	30-70% (natural sciences, engineering and life sciences - humanities and social sciences) have a job in academia.
From postdoc to professor	10% becomes professor
PhD holder	30% becomes postdoc 3% becomes professor

<https://smartsciencecareer.com/become-a-professor/>



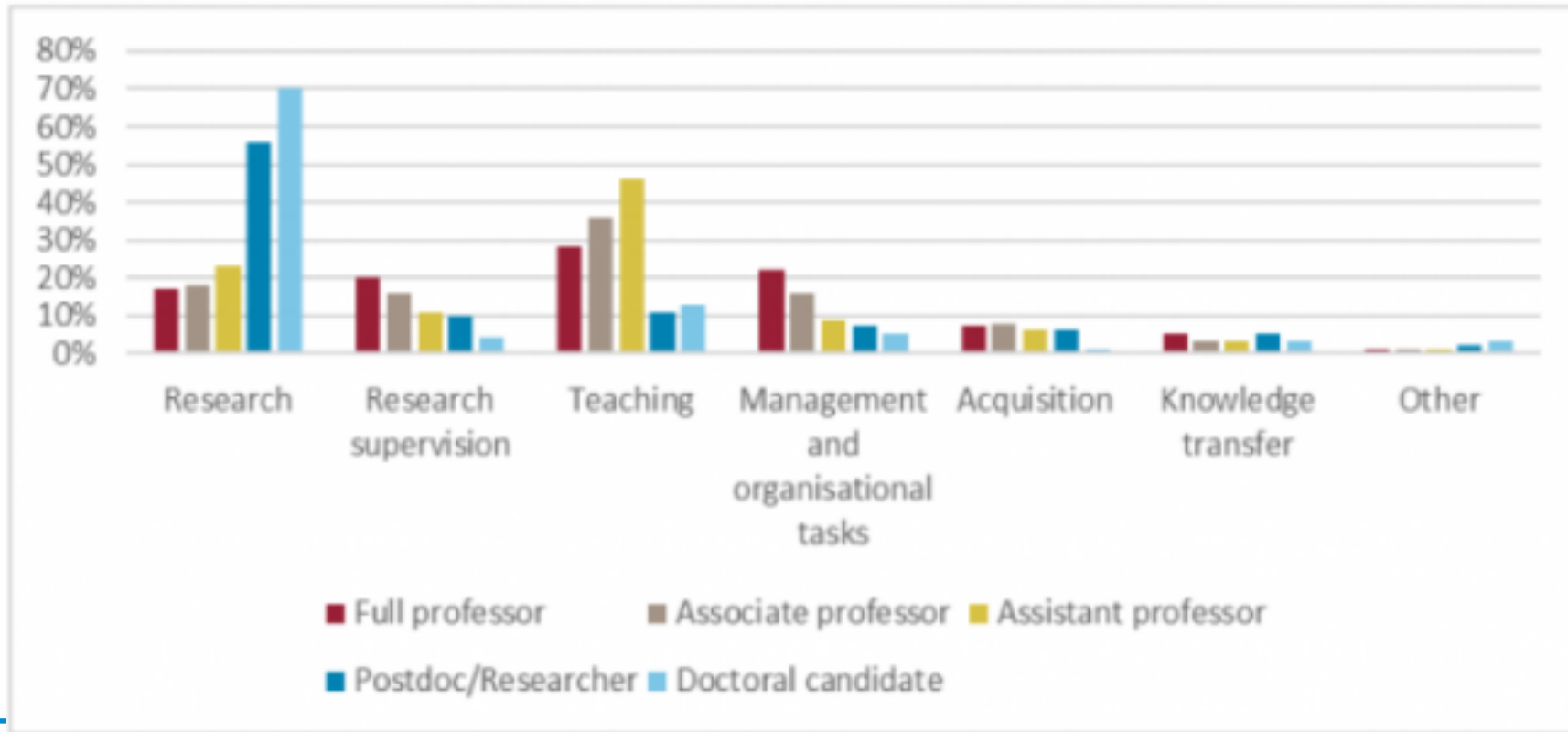
TIGRIS - Transfer of Good practices &
Reinforcement of Internationalisation
Strategies in Kurdistan

Co-funded by the
Erasmus+ Programme
of the European Union



What is a PhD for?

Figure 1.2 Time commitment of researchers as a percentage of total working time (average, by organisation)



<https://www.timeshighereducation.com/blog/if-you-love-research-academia-may-not-be-you>

What is a PhD for?

Careers outside science

Non-university
Research (industry,
government etc.)

Why doing a PhD is often a waste
of time
The disposable academic



The Economist
Dec 27, 2016 · 10 min read

Follow

47%

30%

3.5%

0.45%

Early Career
Research

Permanent
Research Staff

Profe

Co-funded by the
Erasmus+ Programme
of the European Union

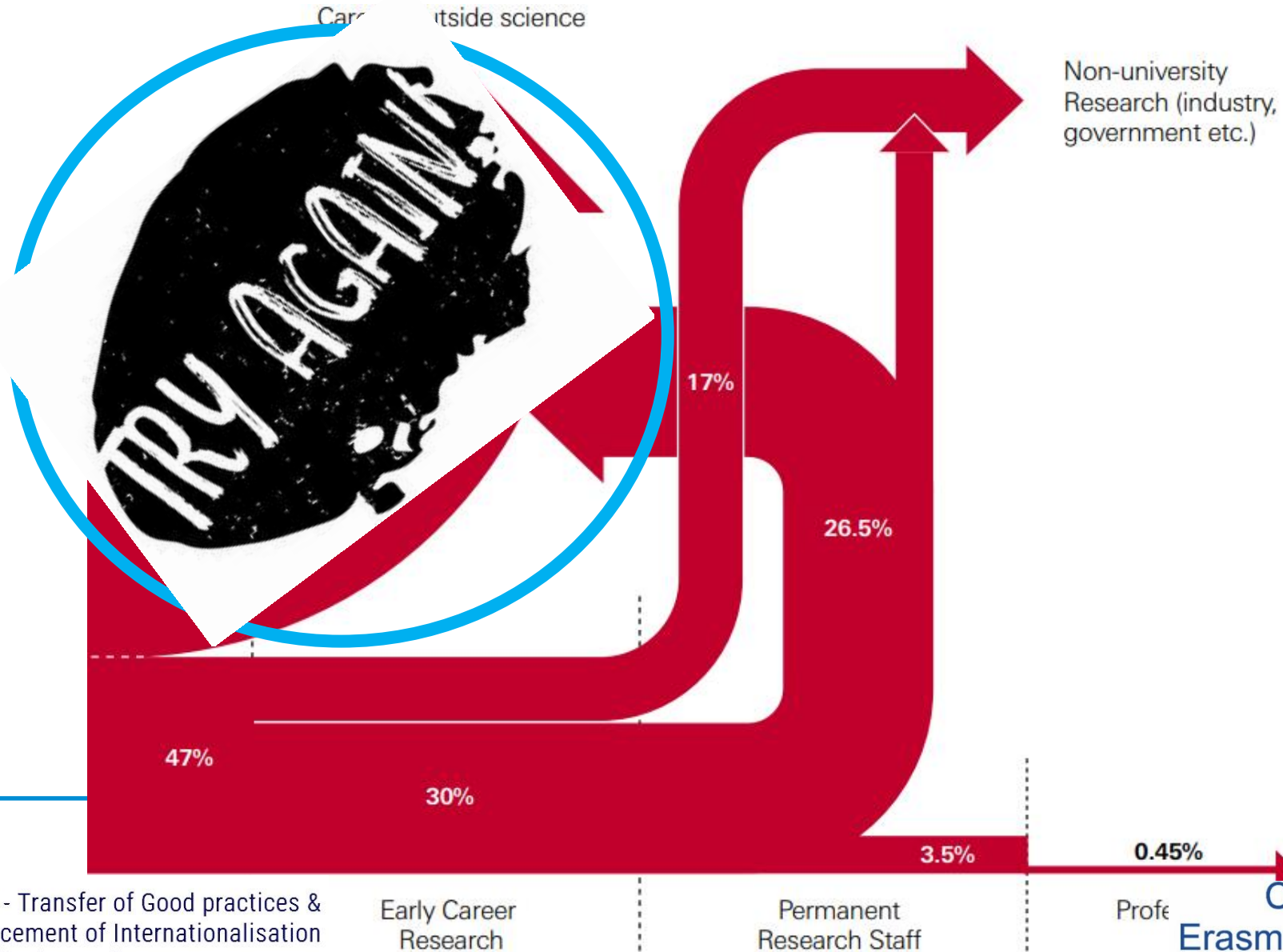


TIGRIS - Transfer of Good practices &
Reinforcement of Internationalisation
Strategies in Kurdistan

https://royalsociety.org/~media/royal_society_content/policy/publications/2010/4294970126.pdf



What is a PhD for?



TIGRIS - Transfer of Good practices & Reinforcement of Internationalisation Strategies in Kurdistan

https://royalsociety.org/~media/royal_society_content/policy/publications/2010/4294970126.pdf

Co-funded by the
Erasmus+ Programme
of the European Union



What is a PhD for?



Research skills , managerial skills, communicational skills

CAREER AFTER GRADUATION



Research skills , managerial skills, communicational skills



TIGRIS - Transfer of Good practices & Reinforcement of Internationalisation Strategies in Kurdistan

Co-funded by the
Erasmus+ Programme
of the European Union



What is a PhD for?

How to deal with this?



What is innovative?



EUROPEAN COMMISSION
DIRECTORATE-GENERAL FOR RESEARCH & INNOVATION

Directorate B - European Research Area
Unit B.2 "Skills"

Brussels, 27/06/2011

Principles for Innovative Doctoral Training¹

1. Research Excellence
2. Attractive Institutional Environment
3. Interdisciplinary Research Options
4. Exposure to industry and other relevant employment sectors
5. International networking
6. Transferable skills training
7. Quality Assurance

https://euraxess.ec.europa.eu/sites/default/files/policy_library/principles_for_innovative_doctoral_training.pdf



TIGRIS - Transfer of Good practices &
Reinforcement of Internationalisation
Strategies in Kurdistan

Co-funded by the
Erasmus+ Programme
of the European Union



What is innovative?

According to LERU

Doctoral researchers are the drivers of their professional development while being immersed in a research-rich environment where boundaries to other research fields are highly permeable

Interdisciplinary

and in which connections to the external world have a global outlook

International

and link to other sectors of society

Intersectoral

so that the skills the now doctors develop are highly valuable to the knowledge society.

Take note of and make available **good practice elements** from within and outside of the university.

<https://www.leru.org/files/Maintaining-a-Quality-Culture-in-Doctoral-Education-Full-paper.pdf>

<https://www.leru.org/files/Doctoral-Degrees-beyond-2010-Training-Talented-Researchers-for-Society-Full-paper.pdf>

<https://www.leru.org/files/Maintaining-a-Quality-Culture-in-Doctoral-Education-Full-paper.pdf>



TIGRIS - Transfer of Good practices &
Reinforcement of Internationalisation
Strategies in Kurdistan

Co-funded by the
Erasmus+ Programme
of the European Union



What is innovative?

Salzburg I and II

Bologna Seminar on "Doctoral Programmes for the European Knowledge Society"

(Salzburg, 3-5 February 2005)

CONCLUSIONS AND RECOMMENDATIONS

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



<https://eua.eu/downloads/publications/salzburg%20recommendations%202005.pdf>
<https://eua.eu/downloads/publications/salzburg%20ii%20recommendations%202010.pdf>



TIGRIS - Transfer of Good practices &
Reinforcement of Internationalisation
Strategies in Kurdistan

Co-funded by the
Erasmus+ Programme
of the European Union





GRADUATE
SPIRIT

Graduate SPIRIT

Graduate School Programme for International Researchers and Interdisciplinary Training

- Erasmus+ funded project, 01/09/2017 - 31/08/2020
- The aim is to contribute to the modernisation of higher education
- We seek to **gather, distribute and innovate good practices in doctoral education**
- We hope to enhance international, interdisciplinary and intersectoral doctoral training
- The aim is that graduate schools will be better equipped to organise practices with respect to PhD candidates, staff, curriculum and the organisation

www.gradspirit.eu



TIGRIS - Transfer of Good practices &
Reinforcement of Internationalisation
Strategies in Kurdistan

Co-funded by the
Erasmus+ Programme
of the European Union



1. Université Paris Saclay
2. Leipzig University
3. Loughborough University
4. Central European University
5. Heidelberg University
6. Polish Academy for the Sciences
7. University of Helsinki
8. KU Leuven
9. University of Rotterdam

What?

- Organisation of doctoral training (basic information)
 - Doctoral Schools? (organisational unit at departments/universities/country level that is responsible for (parts of) doctoral training)
 - Trajectory of a PhD Candidate:
 - Preparation
 - Recruitment
 - Application
 - Selection
 - Supervision & Training
 - Funding
 - Defense and requirements
- Triple- I training
 - Internationalisation (literature and best practices)
 - Intersectoral (literature and best practices)
 - Interdisciplinary (literature and best practices)



INTERSECTORAL

- *Collaborating with other sectors* than academy: public sector institutions, private sector companies, third sector organisations

Basic level practice:

- Having **guest lecturers outside academia** (third sector organisations, industry)

Good Practice:

- **Courses of transferrable skills** that prepare PhD students for jobs outside academia.
- For example *PhD career courses and career guidance, company visits, networking, communication skills training*
- An example from KU Leuven: YouReCa training courses with Skills training for researchers' -brochure

Advanced level:

- **Thesis committee** with intersectoral mentor

<https://www.kuleuven.be/english/research/youreca/>

<https://admin.kuleuven.be/personeel/data/brochure-opleidingen-onderzoekers>



INTERDISCIPLINARY

- *Combining two or more academic disciplines* to create something by thinking across traditional academic boundaries.

Basic level practice:

- **Organizing multidisciplinary events** that bring PhD students, supervisors, and even faculty members from different disciplines together.
- An example from Heidelberg University: doctoral seminar on interdisciplinarity at [HGGS](https://www.hggs.uni-heidelberg.de/veranstaltungen/seminars-eng.html)

Good Practice/Policy:

- Encouraging/allowing PhD students to have **multiple supervisors**, can be from different disciplinary backgrounds.
- PhD candidates and supervisors draw *a supervision plan/agreement*. Examples: supervisory agreement form at Erasmus University [EGSH](https://www.egsh.eur.nl/doing-your-phd/doctoral-regulations/training-and-supervision-plan/) and guidelines for supervision at [University of Helsinki](https://guide.student.helsinki.fi/en/article/supervision-practices-and-supervision-plan)

Advanced level:

- Creating **multidisciplinary doctoral programmes**, an example: [Gender, Culture and Society](https://www.helsinki.fi/en/research/doctoral-education/doctoral-schools-and-programmes/doctoral-school-in-humanities-and-social-sciences/doctoral-programme-in-gender-culture-and-society) at HYMY

<https://www.hggs.uni-heidelberg.de/veranstaltungen/seminars-eng.html>

<https://www.egsh.eur.nl/doing-your-phd/doctoral-regulations/training-and-supervision-plan/>

<https://guide.student.helsinki.fi/en/article/supervision-practices-and-supervision-plan>

<https://www.helsinki.fi/en/research/doctoral-education/doctoral-schools-and-programmes/doctoral-school-in-humanities-and-social-sciences/doctoral-programme-in-gender-culture-and-society>

Triple – I training

INTERNATIONAL

- Most universities offer international doctoral training, i.e. *attracting students and staff from different countries, offering supervision and training in English and other languages, connecting with institutions in other regions etc.*

Basic level practice:

- Internationalisation at home
- Programme description in foreign languages

Good Practice:

- Maintain a service for answering inquiries from foreign students
- (Online) **handbook for international students**, examples:
 - The PhD students at the Graduate School for Social Research in Poland maintain a [Practical Manual for Foreign Students](#)
 - International affairs office at the University of Helsinki provide [guidance for international students](#)

jef.schrooten@kuleuven.be

Advanced level:

- **Keep track of your alumni**
- **Diversity project** - making sure all students regardless of background feel included
= making sure international students feel welcomed and various backgrounds are recognized for example in communication & providing training for staff and students about intercultural competence
- Organize seminars for PhD-students with international speakers

<http://www.css.edu.pl/students/practical-information/>
<https://www.helsinki.fi/en/admissions/for-international-students/ensuring-easy-arrival>
<https://www.eur.nl/en/about-eur/vision/diversity-inclusion>

Interesting websites

- EUA-CDE webinar: The landscape of doctoral education in Europe
<https://www.youtube.com/watch?v=gSxmtnrW0cE>
- <http://www.orpheus-med.org/> (Organisation of PhD Education in Biomedicine and Health Sciences in the European System)
- Internationalisation at home, free webinar:
<https://www.eaie.org/training/webinars/webinar-detail/implement-internationalisation-home.html>
- <https://www.gradspirit.eu/library/>



Recruitment and admission			Application and enrollment of foreign students		
Promotion of PhD programmes			8	Standard	Marking PhD scholarships available to all applicants, irrespective of their citizenship.
			9	Standard	Reserving a number of places for applicants from different regions and/or social backgrounds.
			10	Project	Offering dedicated PhD scholarships for international students.
1	Activity	Having program descriptions for applicants available in English or other foreign languages on the university’s website. Example: EGSH’s website , Campus France	11	Standard	Enabling applicants to go through the application process (e.g. developing a research proposal, filling out the application form, interviewing candidates, etc.) in English or other foreign languages.
2	Activity	Advertising PhD positions on international websites (e.g. Euraxess, Campus France, Jobs.ac.uk, PhD Germany).	12	Activity	Maintaining a service (e.g. e-mail exchanges, phone calls, personal consultation) for answering inquiries from foreign students, who want to learn more about application process.
3	Activity	Maintaining a tailor-made contact list of international academics who visited the university and of alumni. People on the list are contacted once the recruitment campaign starts.	13	Activity	Offering online tools that help international students find professors, researchers and potential supervisors at the doctoral school. Example: TUHAT
4	Activity	Participating in webinars to promote the PhD programmes of the school.	14	Project	Organizing a short-term stay of international applicants at the university for a personal meeting with professors and potential supervisors. Example: project funded by DAAD IPID4all „Global Areas“.
5	Project	Participating in site visits and educational fairs at foreign institutions to establish contacts with potential applicants. Example: Campus France	15	Activity	Creating an online tool for advising incoming international PhD students arriving and setting in to a new country. Example: Uni Arrival Advisor at HYMY
6	Activity	Establishing contact with potential applicants, who started the application process, but seem to have abandoned the process.	16	Activity	Disseminating practical information to incoming students to help them settle in to a new environment. Example: PhD Handbook at EGSH, step-by-step calendar at UVSQ, PhD Kick-off at HYMY, A Getting started programme at EGSH,
7	Activity	Collaborating closely with university offices and public bodies that work on the internationalization of higher education.	17	Activity	Organizing orientation sessions for incoming international students to acquaint them with the university.
			Onboarding of international faculty		
			18	Activity	Maintaining a service for international scholars to support their arrival and settling in at the university. Example: Welcome Center to which HGGS have access to.

Curriculum and program design			Supervision and student support		
International PhD programmes			Supervisory process		
19	Project	Creating joint degree/double degree/co-tutelle PhD programmes, whereby part of the programme takes place at a foreign institutions. Example: Global PhD Partnerships at DSHSS, Global Minds Doctoral Scholarship Programme at DSHSS, PhDnet at HYMY	29	Project	Developing a better understanding of different supervision and educational needs of PhD candidates. Example: Diversity project at EGSH.
			30	Standard	Developing formal agreements between the PhD student and his/her supervisor. Example: Training and Supervision Plans at EGSH.
20	Project	Developing e-learning opportunities (e.g. MOOCs) as means to a more flexible and accessible learning experience for international students.	31	Activity	Encouraging co-supervision of PhD students by academics from foreign universities.
International programme elements			32	Activity	Including academics from foreign universities into the supervisory panel of the doctoral student.
21	Activity	Organizing seminar series, workshops, or similar events for PhD students with the participation of international guest lecturers.	Assessment		
22	Activity	Encouraging participation of PhD students in international research projects.	33	Standard	Involving international examiners in the defense committees of PhD students.
23	Activity	Inviting graduate students from affiliated international universities to participate in the university’s core courses.	Organization of the graduate school		
International mobility of PhD students			Policies and strategies		
24	Standard	Determining requirements for international mobility and participation at international conferences for PhD students as integral parts of their program.	34	Activity	Forming a transversal team to work on the institutional policy for internationalization and international partnerships (e.g. establishing co-tutelle agreements, mobility opportunities for students, promote the PhD programmes abroad, maintain and develop relations with foreign universities)
25	Activity	Dedicating funds for international mobility (e.g. travel grants, conference allowance) of PhD students which enable them to spend research periods at foreign universities, conduct field work for their research topic, or participate at conferences.			
26	Project	Supporting PhD students in acquiring teaching experience at foreign universities. Example: Global Teaching Fellowship Program at DSPS	Organizational incentives		
27	Activity	Validating/certifying courses taken abroad at foreign institutions or research centers by PhD students.	Networking		
28	Activity	Collecting and sharing information about travel grants and international conferences with PhD students.	36	Activity	Participating in international partnerships and consortiums. Example: GRADNET at DSPS.

Triple – I training

Find 2 per square:

- 1 you can do on your own
- For 1 you a partner

Why did you pick these?

What idea is useless for your institution?

	International
PhD Candidates Recruitment and admission	
Staff & Supervisors: supervision and student support	
Curriculum and program design	