

## 9th EUA-CDE Annual Meeting

### Doctoral Education: a dilemma of quality and quantity?

#### Plenary III – Governance and institutional structures - the University of Pau (UPPA), France, as an example

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<http://ed-sea.univ-pau.fr/live/>



# Introduction

How do we ensure the relevance of doctoral education and provide the right training for the future career of candidates, while coping with an increasing numbers of candidates?

*Using the University of Pau (UPPA), in France, as an example, this presentation focusses on the institutional structures in place for doctoral education and for international activities.*

- I. University of Pau and its strategy
- II. Doctoral studies – institutional framework
- III. Quality assurance system





# WHERE ARE WE ?



**1 hour from the mountains (Pyrenees)**



**1 hour from the sea (Atlantic Ocean)**





- 80 000 inhabitants (240 000 with the surrounding towns)
- Prefecture of the Department of the Pyrénées-Atlantiques, located in the Aquitaine region. Capital of Béarn since 1464.
- Historic town (birthplace of King Henri IV)
- English town: Famous for its healthy climate and splendid views, in the 19th century, Pau attracted many families from Britain, Russia, North and South America
- City of sports: 1st golf course, car racing (Grand prix de Pau), horse competitions, cycling (Tour de France).





## I – the University of Pau and its strategy



A multidisciplinary university:

- Sciences and Technology
- Law, Economy, Management
- Humanities, Languages, Sports
- 12 500 students
- 1 200 staff

- Strongly rooted in its environment (petroleum, aquatic resources)
- Widely open to the world (with countries involved in petroleum exploration and production, Latin America, crossborder cooperation, etc.)
- Foreign students: 1450 (i.e. 12%),
- Erasmus bilateral agreements: 164
- Partner countries in the world: 56



## Doctoral Education at UPPA

### College of Doctoral Schools



Doctoral School of  
Exact Sciences and  
their Applications

Doctoral School of  
Social Sciences and  
Humanities

|                             |       |
|-----------------------------|-------|
| Number of PhD students      | ~ 550 |
| Number of thesis defenses   | ~ 90  |
| Foreign doctoral candidates | 43%   |
| Co-supervised PhDs          | 14%   |

- 25 Accredited research teams
- 517 researchers
- 260 habilitated researchers
- Research budget : 11 Mln €



# How doctoral education should work . . .

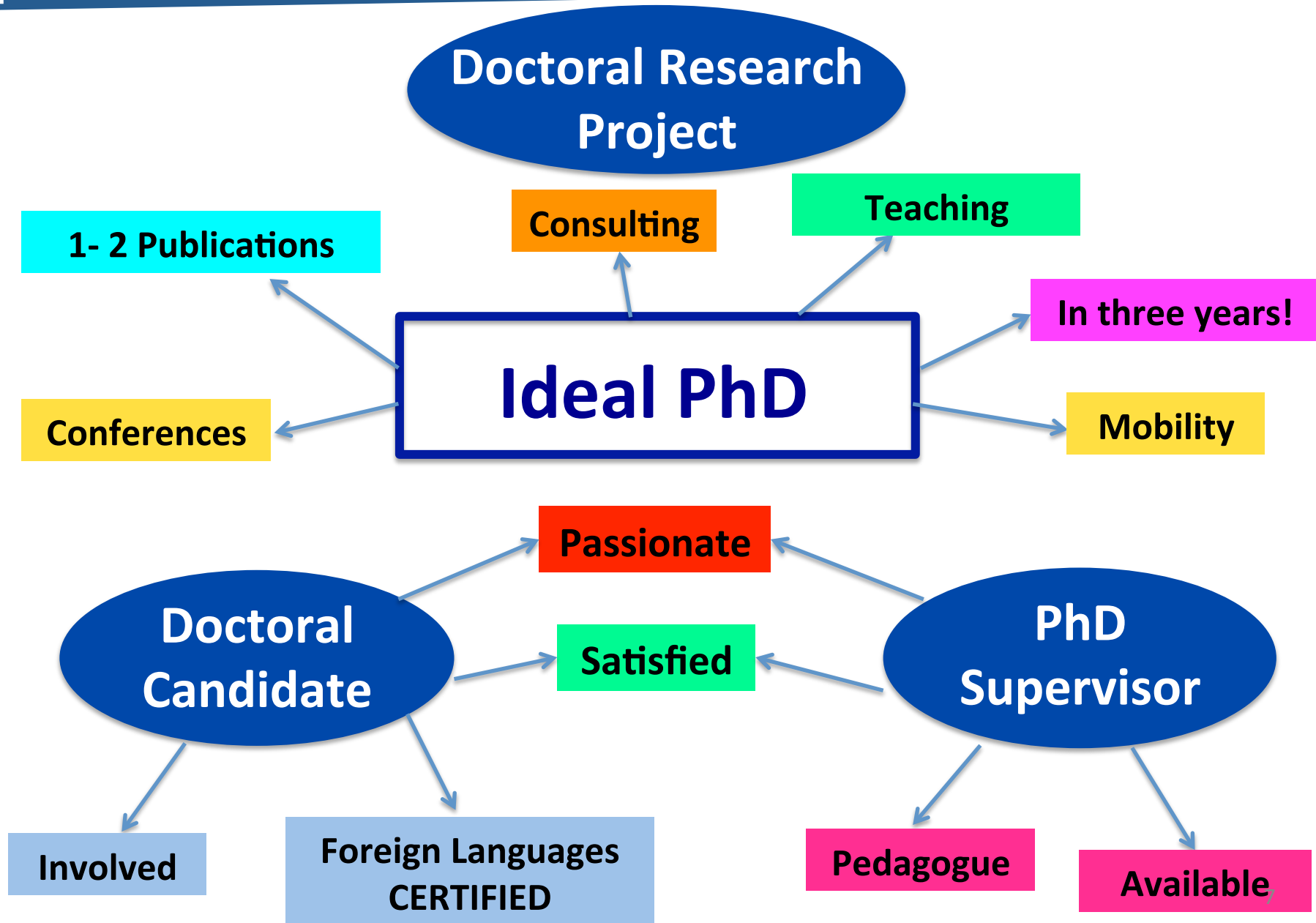
**French national decrees** of 7/08/2006, 23/04/2009 and 05/25/2016 established the national framework of doctoral training and procedures leading to the award of the national doctoral degree.

The Salzburg Principles and Recommendations

**EUA-CDE: Quality Assurance in Doctoral Education** – results of the ARDE  
(The Accountable Research Environments for Doctoral Education Project)

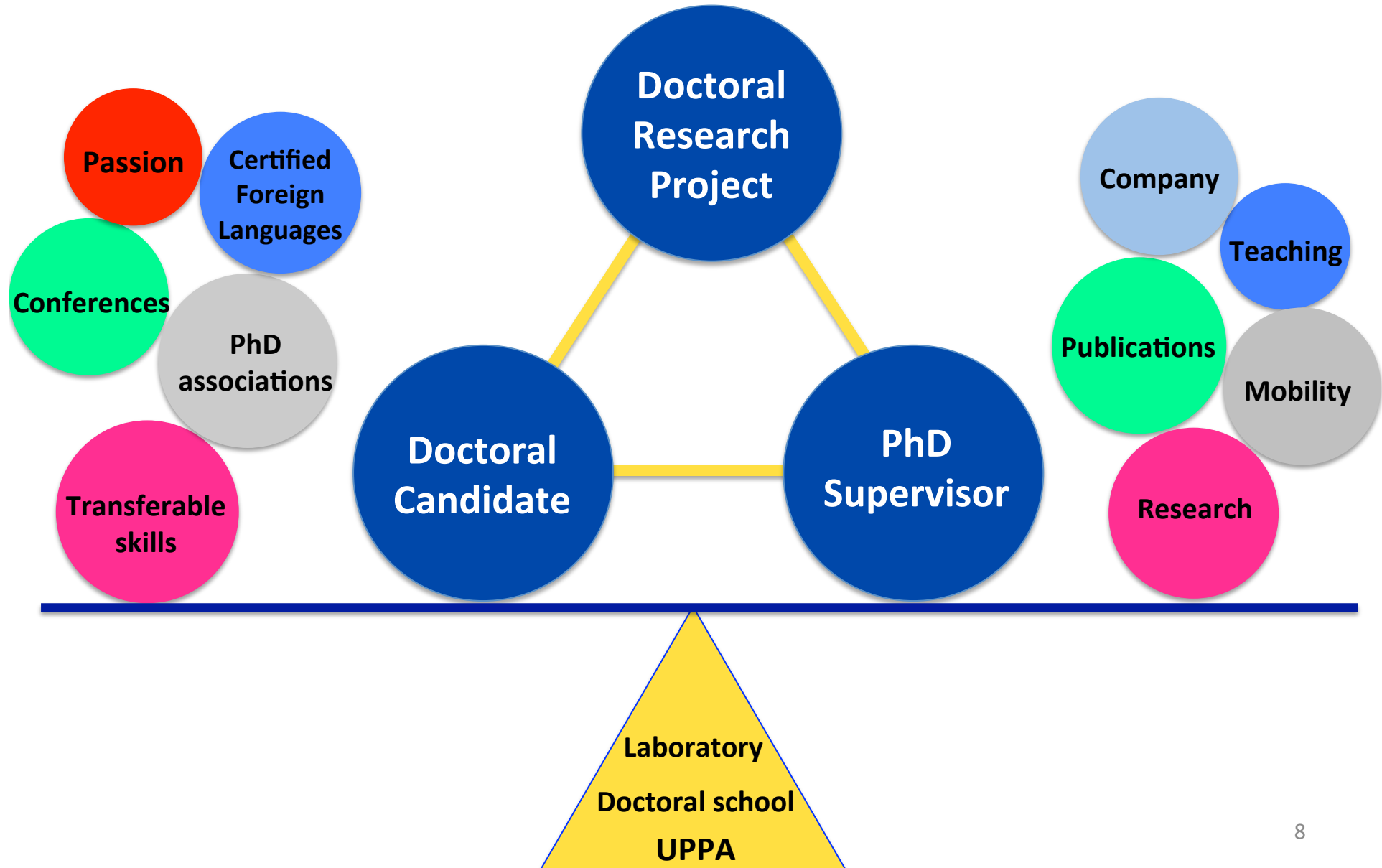
**EUROPEAN COMMISSION:** Recommendation of 11/03/2005 on:

- **the European Charter for Researchers**
- **a code of conduct for the recruitment of researchers**



# « Golden Triangle »

## Guaranties the success of all actors



## Our first steps are to determine:

- the **service structure and organization** of the doctorate to meet these imperatives
- how to preserve the quality of doctoral education at the UPPA

### Quality Assurance in Doctoral Education

- Listen, take expectations into account
- Vigilant enforcement of regulations
- **Assess and monitor** as a means to improve performance
- **Measure performance** to identify strengths and weaknesses
- Propose solutions by **anticipating failures** and for **continuous improvement**
- Management and supervision of theses – **each actor has a specific role**
- **Employability, career tracking** – this is also our business!
- Importance of doctoral training – our responsibility
- Importance of **the recruitment of PhDs** – essential for team work for the three years to satisfy our common goals
- Formalize the working methods to make everyone more efficient in their daily activities





*Structure and organisation:*

**In 2014, the Doctoral School of Exact Sciences and their Applications (ED 211) was awarded the ISO 9001 quality assurance accreditation**



**for its course practices and running of programmes  
from the initial stage of thesis registration to final  
awarding of the degree.**



## 2<sup>nd</sup> step: Innovative doctoral training

- Purpose and expectations regarding doctoral education in Europe have changed during the last two decades:
  - Shift from an individual to an institutional responsibility
  - More convergence in doctoral education in Europe
  - Principles for innovative doctoral training (2011):  
**International, Interdisciplinary and Intersectoral**



## *Internationalization of doctoral education:*

### **Institutional level:**

**UPPA's strategy can be summarized as follows:**

- To strengthen selected research activities and to keep the lead when we are among the leaders
- To deepen **crossborder cooperation** (UPV, UNIZAR)
- To strengthen existing **international cooperation – cotutelas as a tool for a long-term scientific collaborations**
- All students are strongly incited to practice and study three languages:  
French, English and Spanish

**International Relation Office including Crossborder cooperation team**

# Assets that support our doctoral programme

**MULTIDISCIPLINARITY** in the heart of doctoral studies

**Dynamic RESEARCH PARTNERSHIPS**



**Strong support from LOCAL COMMUNITY BODIES**



Crossborder bases

Socio-economic environment

High-performance research labs

**INSTITUTIONAL PARTNERS**





## Doctoral School level

### International Doctoral Education

- **Joint PhD** projects with foreign research teams
- **International call and recruitment** of PhD candidates
- Emphasis on **foreign language training** (Cambridge certification, DELE, DELF – funded by our doctoral schools)
- PhD candidates must deliver a presentation in at least one **international conference**, with joint funding by the doctoral schools and research teams
- Incentives for **foreign research teams** (three-month, partial funding provided by doctoral schools for a European label)
- **Compulsory training** on « transferable skills », job market in France and abroad, etc.
- **Training for supervisors** as a guaranty for project success





## Doctoral crossborder cooperation

- The **UPPA-UPV co-supervision** program started in 2011 – each year six new PhD projects are funded (after selection).
- The **annual UPPA-UPV call** for joint research program, which started also in 2011 – funding mainly for preparation of European project applications.
- **Exchanges between UPPA, UPV and UNIZAR** with different tools – e.g. Aquipass.
- All training by UPPA and UPV are available for PhDs from both universities.



## Crossborder Doctoriales UPV-EHU/UPPA

The concept of crossborder Doctoriales® allows **multidisciplinary** doctoral candidates to enrich discussions and **build innovative projects** to enhance their employment potential from **local, national, transnational through to international levels**, and to **develop team spirit** for a guarantee of creativity and performance.

Arantzazu (Guipuzcoa) 13 au 17 octobre 2014





## Crossborder Doctorials in Arantzazu (Gipuzkoa, Spain)

- Away from the usual workplace
- Interaction with people from different countries and cultures
- A door to career opportunities







## International Doctoral Education

### 1. International mobility for Ph.D. students – financial support:

- international travel – 300€ per month
- International symposium – 300€ for a symposium within Europe, and about 500€ for outside Europe
- Crossborder mobility - UPPass for accommodation grants
- Erasmus+D Mobility – if a European doctorate (European label)

### 2. International co-supervision of thesis:

- An agreement for co-supervision: a doctoral candidate working at two institutions under two thesis supervisors. Following the final oral examination or viva, the candidate will be awarded a doctorate from both partner universities.
- A very efficient tool to establish **long-term scientific collaborations**

### 3. An example of long-term, international (bilateral) cooperation:

- Creation of a Franco Peruvian Doctoral School of Engineering Sciences and Geosciences, marked "Energy and Environment". Feb. 2016



### 3rd step: Doctoral Education: Life & Networks

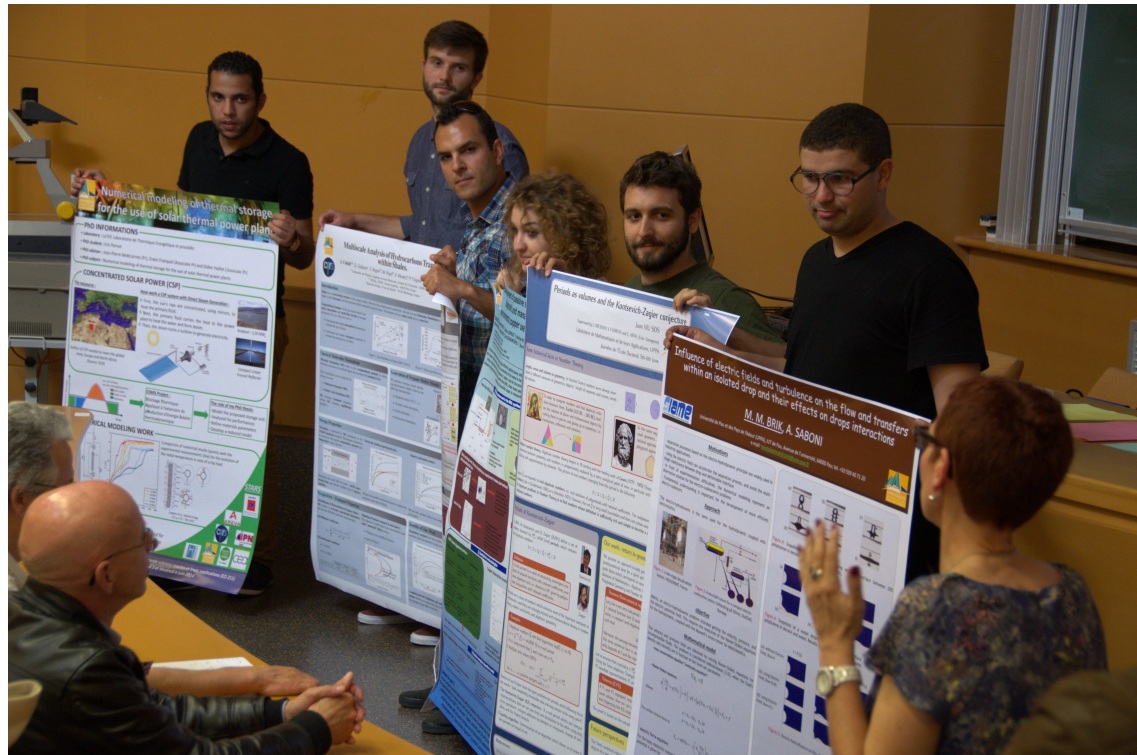
- Association of Doctoral Students at the UPPA (AMDA)
- Association of PhD graduates of the UPPA (ADUPPA)
- Association of Junior Researchers in Aquitaine (AQUIDOC)
- National Association of PhD Graduates and Confederation of Junior Researchers (CJC)



**Graduation  
ceremony**

## Two days of doctoral studies – organized every year

This is a highlight in the training of all doctoral candidates and their supervisors, as well as for all staff involved in the doctoral studies. Second- and third-year PhDs present their research and highlight the general direction of their doctoral thesis. During these two days meetings and discussions are held with the entire scientific community of the university.







[www.rncd.fr](http://www.rncd.fr)

The Constituent General Assembly of the association of the **National Network of Doctoral Colleges** was held in Paris on March 19, 2015. This networking opportunity facilitated exchange between the colleges and provided a point of contact with all the PhD stakeholders and partners.

### **MISSION of the National Network of Doctoral Colleges:**

- To promote the exchange of ideas, experiences and best practices on doctoral issues within the framework of coordination structures for several graduate schools at a site.
- To foster recognition and appreciation of the PhD diploma to all public and private actors of the social-economic and cultural sectors, both nationally and internationally.



### *Concluding remarks:*

- Build an **administrative structure** to evaluate performance.
- Consider **doctoral education** as a very important part of an **institution's research strategy**.
- Adapt doctoral education to the **global research context** and **international PhD market**.
- Promote the **international** aspect of **scientific PhD collaboration**.
- Stay open to **future evolution**.
- **Always work with and for PhD candidates and researchers.**

**With good organization and appropriate structures –  
probably no dilemma between quality and quantity.**

