

The doctorate – the end of the beginning or the beginning of the end?

Ed Constable, 24.11.2021
Finnish National Doctoral Education Day

The end of the beginning or the beginning of the end?



Image from momspress@facebook

Internationalization – the word cloud



Agenda.

- 1 The journey of the doctorate
- 2 Internationalization – Angel or Devil?
- 3 The institutional and personal challenges
- 4 Mechanisms – cotutelle, joint degrees, multiple degrees?
- 5 Diversity and the cultural challenge
- 6 Integrity and international standards
- 7 Final remarks – neither an ending nor a beginning!

The journey to of the doctorate – 11th to 15th Centuries CE

Originally regarded as a qualification to teach, about 1150.

Paris “*maître*”, Bologna “*dottore*”.

Germanic universities were later (Munich, 1473; Leiden, 1580, Utrecht, 1644).



The entry of students in the *Natio Germanica Bononiae* in Bologna 1497.

Public domain image

The journey to of the doctorate – 16th to 18th Centuries CE

The “master” qualification generated a need for a higher qualification to teach at a university.

Written thesis and disputation/defence appeared in the 17th Century CE.

The Dr. phil/PhD appears in Prussia in 1771, but was not a modern research degree.



Bestowing Universidad Complutense
Doctoral biretta. Anonymous.

Public domain image

The journey to of the doctorate – von Humboldt

The early 19th Century CE was a time of revolutions.

The revolution in education came from Wilhelm von Humboldt who reformed the German educational system.

Although important research was thought by Humboldt to be 'ancillary to teaching'. (Karen DePauw, 2013)



Wilhelm von Humboldt
Lithographie by Franz Krüger.

Public domain image

The journey to of the doctorate – post-Humboldt

US National Academies of Science 2012.

Large and comprehensive.

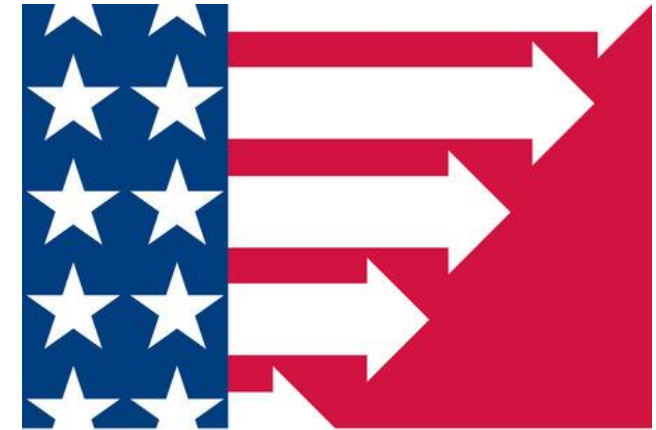
Emphasizing the undergraduate residential experience.

Integrating graduate education with research.

Faculty engaged in research and scholarship.

Conducting research at high levels.

Enlightened and bold leadership.



**RESEARCH UNIVERSITIES
AND THE FUTURE OF AMERICA**

Ten Breakthrough Actions Vital to
Our Nation's Prosperity and Security

NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

The journey to of the doctorate – Salzburg

Bologna Seminar on “Doctoral Programmes for the European Knowledge Society”

(Salzburg, 3-5 February 2005)

CONCLUSIONS AND RECOMMENDATIONS



Agenda.

-
- 1 The journey of the doctorate
 - 2 Internationalization – Angel or Devil?
 - 3 The institutional and personal challenges
 - 4 Mechanisms – cotutelle, joint degrees, multiple degrees?
 - 5 Diversity and the cultural challenge
 - 6 Integrity and international standards
 - 7 Final remarks – neither an ending nor a beginning!
-

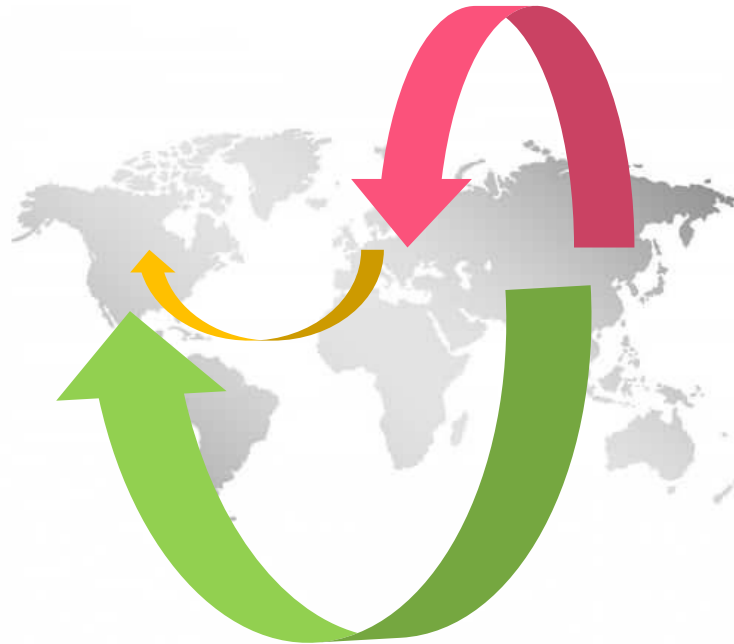
Internationalization – Facts

One in four doctoral candidates is an international student in OECD countries.

The United States hosts 38% of international doctoral candidates.

In Luxembourg and Switzerland, more than half of the doctoral candidates are International.

In OECD countries, the majority (53%) are from Asia, and 23% from China.



Data from 2015

Data source:

EUA project FRINDOC

Internationalization – Angel or Devil?

The angels

Broadens experience of different systems and values.
Returns that experience to home environment.
Mobility.



William Blake, The Good and Evil Angels
Tate Gallery, CC-BY-NC-ND 3.0 (Unported)

Internationalization – Angel or Devil?

The devils

Outgoing doctoral candidates do not always return.

Cultural and educational shock.

Host institutions unprepared for the challenges.

Government and political pressure.

Everything else (that can go wrong).



William Blake, The Good and Evil Angels
Tate Gallery, CC-BY-NC-ND 3.0 (Unported)

Agenda.

-
- 1 The journey of the doctorate
 - 2 Internationalization – Angel or Devil?
 - 3 The institutional and personal challenges
 - 4 Mechanisms – cotutelle, joint degrees, multiple degrees?
 - 5 Diversity and the cultural challenge
 - 6 Integrity and international standards
 - 7 Final remarks – neither an ending nor a beginning!
-

Does the institution deliver “their” doctorate or “your” doctorate?

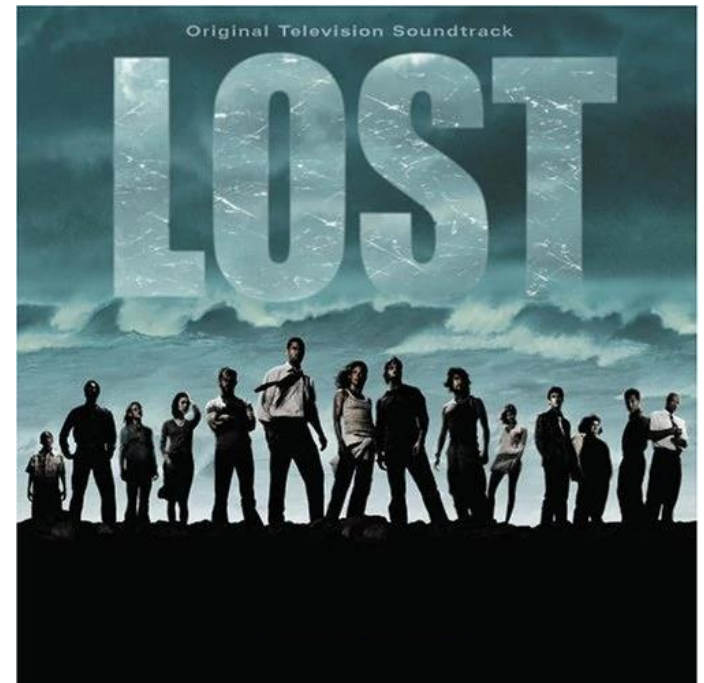
Institutions need to ask themselves why they want to participate in international Partnerships.

Institutions need to learn and adjust to other standards and mores.

Does the institution deliver the doctorate that the candidate needs?

Is the institution mobile and responsive enough to create custom solutions for individual needs.

The expectations of the doctoral candidate might differ from those of the institution.



Institutions can be change-averse

Institutions or faculties are unwilling or unable to change their procedures despite commitments made to international programmes.

A natural assumption that “our way is the best way”.

Change takes time (often longer than the duration of a doctorate).

(Number of ECTS, entry requirements, examination modalities, constitution of committees etc. etc. etc.).



Expectations of supervisors and doctoral candidates

One of the biggest problems encountered is that doctoral candidates and supervisors have different expectations of each other.

This is particularly the case if the doctoral candidate is coming from a different educational system.

Asian doctoral candidates often expect the traditional (pre-Salzburg), single supervisor relationship with 100% research, no vocational training, no shared responsibility in supervision, an intensive hands-on supervision.



The personal challenge

Doctoral candidates need to know what their expectations are.

Ask yourself why you are doing an international doctorate.

What are the advantages for your career?

What are your future plans?



Don't forget the language issues

1. Institutional

Ensure all documentation is in an accessible language.

(Finland is brilliant at this)

2. Parochial

The university might do everything, but there is also the rest of life.

(Instructions on utensils, civil registration, forms, etc. etc.)



Image from <https://www.dyslexiadaily.com/>

Agenda.

-
- 1 The journey of the doctorate
 - 2 Internationalization – Angel or Devil?
 - 3 The institutional and personal challenges
 - 4 Mechanisms – cotutelle, joint degrees, multiple degrees?
 - 5 Diversity and the cultural challenge
 - 6 Integrity and international standards
 - 7 Final remarks – neither an ending nor a beginning!
-

How do you do it? Cotutelle or joint degree.

Modified from <https://cuni.cz/UKEN-819-version1.pdf>

Cotutelle	Joint Degree (JD)
Individual contract for each cotutelle student with student a party to the contract	Contract for the implementation of a new study programme/ or specialty
No new accreditation needed	Accreditation needed
Student must be enrolled at both partner universities before the contract comes in force	Joint admission requirement,
Single thesis submitted to both universities	Single thesis submitted to all partners
Each university appoints its own supervisor	Student can have 1 or more supervisors
Single jury or multiple juries	Single jury with representatives of all partners
Two diplomas or a joint diploma issued signed by both rectors/presidents	One joint diploma
One graduation ceremony	One graduation ceremony

Cotutelle or joint degrees

A *cotutelle de thèse* project or PhD partnership is conducted on the basis of a formal agreement between higher education institutions in different sovereign nations.

It comprises the following:

- a doctoral thesis completed under the direction of two supervisors

- a joint thesis defence or similar, in which both participating higher education institutions are involved and the issue of a joint doctoral degree certificate or two certificates stating that doctoral study was completed either in the scope of a *cotutelle de thèse* or a PhD partnership

Thoughts regarding cotutelles!

Taken from <https://www.jessicaanneyoung.com/blog-1/2017/9/8/cotutelle>

In short, a 'cotutelle' degree means that:

I am enrolled in 2 universities

I am required to be on-campus at each university for a minimum of 1 year (cumulative)

My PhD will take 4 years minimum

I have a supervisory panel/committee/team comprising of both local and international experts

I have to meet the requirements of both universities at every stage of the process

2 ethics committees

2 sets of 'progress milestones' (e.g., coursework, progress seminars, formal progress documentation, proposals etc.)

2 examination processes and two examinations

I will write one dissertation/thesis

I will finish the program with 2 doctorates

Agenda.

-
- 1 The journey of the doctorate
 - 2 Internationalization – Angel or Devil?
 - 3 The institutional and personal challenges
 - 4 Mechanisms – cotutelle, joint degrees, multiple degrees?
 - 5 Diversity and the cultural challenge
 - 6 Integrity and international standards
 - 7 Final remarks – neither an ending nor a beginning!
-

This is not home

Doctoral candidates expectations do not always recognize that the educational environment is not the one with which they are familiar.

Institutions do not always recognize that this confuses/frustrates some candidates.

Candidates do not always recognize that their cultural upbringing (especially in terms of acceptable behaviour, gender and sexuality issues) may not conform with the host culture.

Institutions do not always recognize that their culture (especially in terms of acceptable behaviour, gender and sexuality issues) may not conform with that of the visitor.

Institutions need to have structures in place to assist supervisors and doctoral candidates to address these differences in expectations and behaviour before irreparable conflict arises.

You are not at home – we do it differently here!

Some institutions adopt the attitude “You are with us now, you do it **our** way”

This is not good for the candidate or the institution.

Institutions also need to learn and adapt.

Agenda.

-
- 1 The journey of the doctorate
 - 2 Internationalization – Angel or Devil?
 - 3 The institutional and personal challenges
 - 4 Mechanisms – cotutelle, joint degrees, multiple degrees?
 - 5 Diversity and the cultural challenge
 - 6 Integrity and international standards
 - 7 Final remarks – neither an ending nor a beginning!
-

Integrity standards are usually national not international



or



Integrity differences are cultural differences

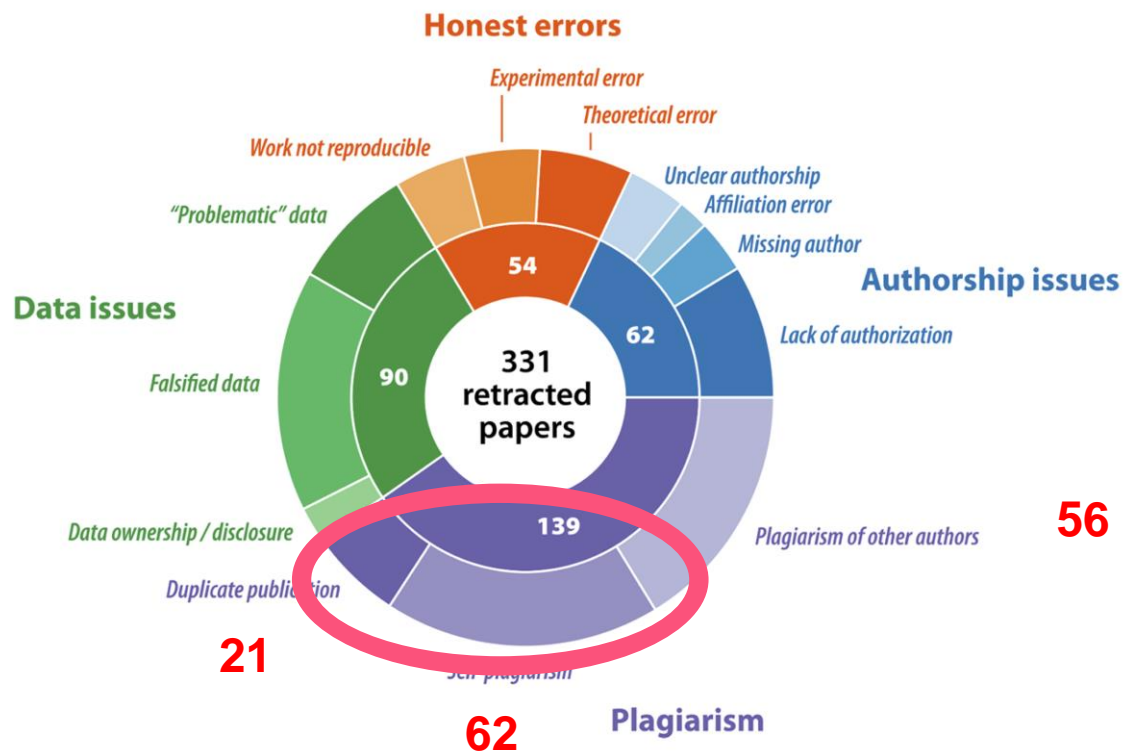
Culture can be *ethnic*, *national* or *disciplinary*.

Plagiarism in the humanities is interpreted differently to the experimental sciences. To be precise, the mechanics of attribution are stronger in the humanities.

How to consider

integrity |in'ti-
1 the quality of being honest and having moral integrity.
2 the state of being whole or undivided
• the condition of being whole
• internal consistency
calculate Middle
integer } Computer

Self-plagiarism – something new to consider



Retracted papers in chemistry 2017-2018

Coudert, Correcting the Scientific Record: Retraction Practices in Chemistry and Materials Science

Chem Mater., **2019**, 31, 3593; DOI: 10.1021/acs.chemmater.9b00897

It doesn't have any impact! Really?

Graduate student in China stripped of PhD after investigation that led to a dozen retractions

On Friday we reported on the case of a group of researchers in China who have retracted at least 11 papers for various kinds of misconduct. Here's a bit more on that story, courtesy of our commenters.

First, it turns out that the retraction total is at least 12. But more significant is that the institution in question, Tsinghua University's Graduate School at Shenzhen, announced yesterday that it had stripped one of the researchers involved in the studies of his PhD and sanctioned another in the matter.



Retraction Watch 2018

<https://retractionwatch.com/2018/10/22/graduate-student-in-china-stripped-of-phd-after-investigation-that-led-to-a-dozen-retractions/>

Agenda.

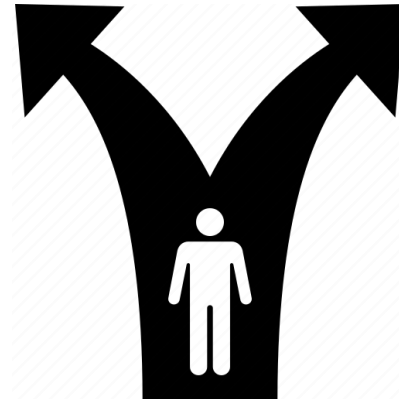
-
- 1 The journey of the doctorate
 - 2 Internationalization – Angel or Devil?
 - 3 The institutional and personal challenges
 - 4 Mechanisms – cotutelle, joint degrees, multiple degrees?
 - 5 Diversity and the cultural challenge
 - 6 Integrity and international standards
 - 7 Final remarks – neither an ending nor a beginning!

Neither an ending, nor a beginning

A rite of passage



Doctoral support and doctoral training should not be focussed
On the academic career path



Thank you
for your attention.

Kiitos
huomiostanne.

Tack
för din uppmärksamhet.