

DocEnhance Final Event 2022 – List of poster contributions

Name: Allison O'Reilly

Affiliation: University of Vienna

Title: REVALORISE+ | Enhancing Research Impact

Co-authors: Balzhan Orazbayeva, University Industry Innovation Network
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Abstract:

The REVALORISE+ consortium has developed a pilot training to support researchers, especially PhDs, valorise their Social Sciences and Humanities research. The REVALORISE+ Researcher Training is a 3-month European programme which will help researchers extend the reach of their Social Sciences & Humanities (SSH) research beyond academia. Our resources will help strengthen soft skills, valorisation capabilities, develop entrepreneurial skills and enhance the impact of their research. The material will soon be available for all interested institutions.

Keywords: Valorisation, Research, Training, Impact, Resources

Name: Ana Salgado

Affiliation: FCUP

Title: Transferable Skills development for PhD candidates @Onboarding phase: 'How to survive your PhD'

Co-authors: Ana Freitas (FEUP) 0000-0001-8974-5874

Abstract:

Starting a PhD involves a significant investment of time and energy. At the beginning of the PhD journey, doctoral candidates are many times overwhelmed by this new experience while becoming attuned to facing the unknown. They are supposed to develop complex problem solving skills, searching and identifying opportunities, build up a lot of soft skills such as time and stress management, adapt to a fast changing environment, while maintaining resilience and meeting deadlines to 'produce' fast and with quality. In most cases, in this first phase of the PhD, department orientations cover rules, protocols, space orientation, resources and deadlines, yet there are often few formal opportunities to 'onboard' new candidates. As we know from the literature, the onboarding process promotes a sense of connectedness (in order to promote mental health and satisfaction) and also an awareness of skills needed, journey expectations and responsibilities allocation that are much needed to an efficient educational experience and also to a timely completion. Conscious of the importance that the academic and social integration at the 'onboarding' phase positively impacts candidates' success, we created an onboarding training course for newly admitted doctoral candidates. The course aims at helping candidates identify the skills needed for an effective and efficient process the skills required to a positive transition to the labor market, clarify path expectations, become aware of responsibilities allocation, building up a good relation with their Supervisors, develop skills outside of the core curriculum considered essential to degree completion and support a more positive educational experience. In this poster we will describe the course objectives, the strategy, the skills addressed as well as some feedback from the 45 participants enrolled that we will draw conclusions from. With this course, we envision to support Higher Education Institutions' efforts to enhance early-stage researchers' transferable skills and increase their employability prospects.

Keywords: PhD, doctoral education, doctoral candidates, onboarding, soft skills, transversal competencies, transferable skills

Name: **Viktoriya Nedeva-Atanasova**

Affiliation: Training center of the Bulgarian Academy of Sciences

Title: **How to “train” PhD students for flexible career opportunities – the practices of the Training center of the Bulgarian Academy of Sciences**

Co-authors Assist. Prof. Viktoria Nedeva-Atanasova, PhD, Training center of the Bulgarian Academy of Sciences (Expert, Career center)

Assist. Prof. Shazie Yusein-Myashkova, PhD, Training center of the Bulgarian Academy of Sciences (Expert, Career center)

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Abstract:

The Bulgarian Academy of Sciences is the leading research center in Bulgaria. The 42 research institutes of the Academy create a 48% of national scientific production in peer review journals, covering nine key research areas. In the Academy around 450 PhD students are studying yearly in more than 200 PhD programmes. The Training center of the Academy (TC-BAS) and its Career center support the education and career development of PhD students. TC-BAS has a long experience in organizing foreign languages (English, German, French) and IT (Corel Draw, MATLAB, Web Design, etc.) courses. The unit offers also more than 400 specialized courses in all research areas. The TC-BAS has the tradition to bring together PhD students during regular Interdisciplinary PhD Forums. The event is open to PhD students from the whole country and all research areas. The main goal of this forum is to inspire interdisciplinary thinking and to stimulate networking between PhD students with different scientific backgrounds. The TC-BAS is ready to bring the event to the next level: the one (May, 2023) will be performed with international participation.

The Career center is the organizer of series of educational webinars/seminars (6-7 per year), entitled as follows: “My steps towards a successful career”, “Writing and management of successful research projects”, “Soft skills Academy” and “Science, innovation, and business” (upcoming in 2023). The events have free-of-charge open access to all PhD students and young scientists in the country. During cited events lots of constructive discussions, information sharing, and networking are performed. Each course or event is related to the opportunity for PhD students to acquire several useful transferable or specific skills. These skills will be graphically presented in details in the poster, along with the large scale of career opportunities in academia and business practice that face qualified and motivated PhD students.

Keywords: PhD students training, Interdisciplinary PhD Forum, series of webinars, transferable skills

Name: Ana Freitas

Affiliation: University of Porto

Title: Engineering the future: transversal skills in Engineering Doctoral Education

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Abstract:

The traditional career path for doctoral graduates has significantly changed in the last decades, both due to the limited number of research and professorship positions within universities but also because industry and the job market recognize the value of advanced training/education. Consequently, the need to promote the transition from academia to industry has been gaining more attention from the Engineering Education community.

Despite this drift, many studies point out that the competencies developed in Portuguese doctoral programs are mostly technical, discipline-specific and frequently associated with profiles that thrive in analytical and frequently solitary tasks in laboratorial environments.

On the other hand, literature has been highlighting that success in engineering high-level careers and in research careers is highly dependent on competencies that are both intrapersonal (e.g. time management, self-regulation, emotional intelligence, resilience) and interpersonal (e.g. teamworking, communication, negotiation, etc). It's been stressed that employability is perceived as "intangible" competencies/transversal and transferable skills that often separate highly qualified employees from average workers. Supporting this, stakeholders' inquiries often point out that PhD candidates, although demonstrating a wide range of technical skills, still need to develop more of the transversal and transferable skills required to succeed in the workplace, such as leadership, communication, and teamwork skills.

There seems to be a mismatch between the competencies that are promoted and developed during a doctoral programme and the skills the labour market expects and requires of a PhD graduate and, hence, that engineering doctoral studies are not adequately preparing graduates for a career outside academia.

We are witnessing a 'quiet revolution' in doctoral education and one of the principles of innovative doctoral training seems to be the development of a specific skill set of transversal competencies. Aware of such challenges, FEUP created a 'Transversal Skills Program' for its doctoral candidates and early career researchers (ECR). This poster aims at showing the programs' main features and results obtained since 2015.

Keywords: engineering education, doctoral education, soft skills, transversal competencies, transferable skills

Name: **Anda Paegle**

Affiliation: University of Latvia

Title: **Modernization of Doctoral Education in Science and Improvement Teaching Methodologies (MODEST)**

Co-authors: Inga Šķendere, Anda Paegle - University of Latvia

Aleksander Mahura - University of Helsinki

Marek Frankowicz – Jagiellonian University in Krakow

Abstract: The Erasmus+ MODEST project aims at modernization of doctoral education in Science in European countries and Armenia, Belarus, and Russia. A wider project objective is "To enhance cooperation capacities of Higher Educational Institutions (HEI) of Partner Countries in the field of Doctoral Studies within European Higher Education Area (EHEA) and European Research Area (ERA)".

Project objectives:

To improve the structure and content of Doctoral Education and the internal capacities of services that manage doctoral studies by set up of Doctoral Training Centers (DTC) in partner universities in accordance with the modern European practices.

To facilitate a successful adherence with Bologna process reforms and its instruments by the academic and administrative staff involved in doctoral studies and research management through the organization of special training sessions in Armenia, Belarus and Russia

To improve/increase the quality of international and national mobility of doctoral students of Armenia, Belarus and Russia for training and research based on development of double degree programmes and joint supervision

To ensure sustainability of DTCs and their cooperation with European partners by establishing a sustainable professional network providing the use of participatory approaches and ICT-based methodologies.

To meet these objectives, MODEST will make use of the analysis of the EU best practices and of the needs of PC to develop training materials and organize intensive retraining of HEI's staff. Structure and content of DTCs will be worked out, including set of regulatory documents, instructions for DTC creation, programs and materials for DTCs and interdisciplinary summer schools for doctoral students. To ensure sustainability, a web-platform and Virtual Network Environment (VNE) will be developed using participatory approaches and ICT methodologies. Synergy with other European initiatives will be sought via participation of the consortium members in EU networks and organizations (Coimbra Group, EURASHE, etc.).

Keywords: Modernization of doctoral education in Science in European countries and Armenia, Belarus, and Russia.