

Internationalisation of Collaborative Doctorates and Joint European/International Doctorates: requirements and guidelines for each distinct model.

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ABSTRACT

In this article we briefly introduce the distinctive features of the Collaborative Internationalised Doctorates and the Joint International/European Doctorate, defined as two distinct models, implying different requirements, guidelines and formats of Inter-Institutional Agreements from the administrative, didactic and quality management point of view. Therefore we will present the criteria for planning, implementing and monitoring these two forms of internationalisation of doctorates.

Although having similar goals, internationalised collaborative doctorates and international joint doctorates are *two distinct models*. As we have discussed in previous articles (de Rosa, A.S., 2008, 2009, 2010) the Joint European/International Doctorate is not merely a traditional doctorate with an added international dimension (*co-tutelle*, international mobility, international Jury). Recruiting applicants world-wide, allowing research trainees to spend some time abroad, allowing them to take courses or to write their dissertation in languages other than that of the country where the doctorate is being pursued, involving foreign supervisors in *co-tutelle*, creating synergy between doctoral training and international cooperative research teams, promoting international networking, inviting foreign experts to participate in the final jury, etc: although all these are essential, no single element or combination of elements is sufficient to qualify a doctorate as European or international. What clearly distinguishes a jointly established International/European doctorate is that it has a well-defined joint programme based on the structured integration of all these elements and more, defined in inter-institutional agreements that include the award of a joint degree. A joint doctorate commits institutions to integrate all aspects of the programme, making it something more and different from an additional certificate. Therefore what is missing in the widely misused formula of "European Doctorate" is the magic word "joint" that clearly distinguishes it from those forms of doctorate which have merely opened up to some degree of internationalisation.

We present a long series of "musts" for establishing a joint European/International doctorate, from network build-up until the recognition of the joint degree. These include the joint criteria that must be established within the network relating to the entire organisational process –from network build-up to the recognition of the joint degree. The "*musts*" refer to the joint criteria that need to be established by "institutionalised scientific networks" (which differ from the aggregation of individual scientists in "scientific networks" without an institutional commitment) for the entire process of planning, implementing and monitoring the programme's activities. These include global dissemination of the programme's publicity and recruitment policy, the selection of candidates, the structure of the research training programme in an international learning and research environment, language policy, monitoring via multiple supervision involving international physical and virtual mobility, evaluation of the whole training process, the credit accumulation system, requirements for the defence of the thesis, award of a formally recognised joint diploma, career prospects in and outside academia, management at the network rather than at the individual institutional level, a clear division of tasks among the partners, a shared code of conduct for both supervisors and research trainees, IPR policy, quality control for the programme and its infrastructure, etc.

The "*musts*" that should guide the two distinct models of the internationalised collaborative doctorate and the "joint" international doctorate are summarised in three tables regarding: a) Administration and Management; b) Training structure; c) Quality Control and Evaluation System. Requirements and guidelines to establish Inter-Institutional Agreements for each model will be also presented, providing concrete examples of their implementation, supported by the long term experience and expertise acquired as creator and scientific coordinator of the first joint international doctorate approved by EC, Ministries and Universities since 1993: the European PhD on Social Representations and Communication (<http://www.europhd.eu>) and as Director of Sapienza Coordination Program for Joint European/International Doctorates (http://www.uniroma1.it/studenti/laureati/dottorati/SCPEIJD/default_e.php).

Keywords: Collaborative Internationalised Doctorates, Joint European/International Doctorates

1. Introduction: different approaches to the internationalization of doctoral education:

Generally speaking, internationalization in higher education is understood and interpreted in different ways that include several forms such as:

- “*at home*” (inspired by the “*brain gain*” model, its policy is to increase the institution’s attractiveness through incoming mobility)
- “*abroad*” (based on unidirectional outgoing mobility policy sometimes implying “*brain drain*”)
- “*cross-borders*” (inspired by the model of “*brain circulation*” and “*brain sharing*”, it is based on “share policy” and multilateral international and cross-sectoral mobility) seen as the delivery of education in co-operation with other countries through a variety of delivery modes (face to face, distance, e-learning, integrated didactic formula, etc.) and through different administrative arrangements (twinning, branch campuses, networked collaborative or joint programmes, etc.).

In all its forms, internationalization is an effective way of fostering quality in doctoral education and in research (less developed and younger countries or universities can learn a lot through international collaboration and can increase the overall quality in their institutions). However, it should be clear that each different model of internationalization offers different opportunities from the institutional, administrative and training perspective, which must be precisely defined in order to avoid misunderstanding when using the same words to refer to very different institutional realities. To this end, a working group focused on “*Internationalization of doctorates and international Joint Doctorates*” was held at the *Sapienza Co-ordination Program for Joint International/European Doctorate* on March 5th, 2010 within the initiatives of the EUA-CDE aimed at revising the Salzburg Principles (2005)¹. It was a great occasion to discuss and share ideas on existing programmes and on potential new innovative programmes, and to prepare the larger debate that took place during the third EUA-CDE Annual Conference held in Berlin, 4-5 June, 2010. A systematic investigation of the relative strengths and weaknesses of the different models, and the inputs from doctoral candidates themselves would be highly valuable.

If we have a closer look to the different models, with a specific focus on doctoral education, we can identify:

- a. The “*Internationalization at home*” model – based on an “*attractiveness policy*” and inspired by the model of “*brain gain*” – implies the recruitment of international students and staff, the organization of international conferences, workshops and summer schools, the involvement of doctoral candidates in international projects, inviting guest lecturers from abroad; etc. The *international home campus* belongs to this model and is obviously not restricted to doctoral education. Inspired by this model, but specifically designed for doctoral education, we can mention *single institutions with an international reputation* (like the European Institute in Florence, SISSA in Trieste, EHESS in Paris, etc. among many others) that attract international doctoral candidates by stimulating an international training environment at the host institution. Of course, the way these institutions were founded, their histories, trans-national or national characteristics and legal natures are different. However, this kind of institutions in virtue of their mission and strategic policy is committed to attracting international candidates to the “host” institution (one-way mobility of candidates)

The combined models of “*abroad*” and “*cross-borders*” internationalization of doctoral education include:

- b. The traditional **Co-tutelle** model consists in special arrangements established between two collaborating institutions to ensure the research training of an individual doctoral candidate who asks for authorization to prepare his/her thesis by alternating almost equivalent periods at the two collaborating institutions site of the two thesis supervisors, in a language agreed by the two

¹ This article reports and further develops the key points addressed in the position paper that I had presented as event proposer during the working group jointly organised with the EUA. Therefore, I am entirely responsible for its contents, which does not represent the official EUA policy (since, before becoming official EUA policies, the intermediary conclusions reached during the working group in Rome, and further discussed in Berlin, must be approved by the EUA council in October 2010). However, I wish to thank the participants who attended the working group and in particular Sandra Bitusikova, Senior EUA adviser, for the constructive exchange of ideas, experiences and expertise reported in the final recommendations jointly elaborated.

institutions. The thesis should be defended in front of a Final Jury nominated by the Rectors of both collaborating universities, including an equal number of professors (at least four members) designated by the two Institutions. Upon positive evaluation of the Final Jury each University will award the degree or a joint degree

- c. The **Doctoral Degree with the Label of *Doctor Europeus***² consists in a special mention of “thesis in co-tutelle with the Label of *Doctor Europeus*”, that can be awarded at the following conditions: a) the authorization for the dissertation defence requires that it be reviewed by at least two professors belonging to two higher education institutions from two countries other than the country in which the doctorate is being pursued; b) the dissertation juries must include at least one member from another European country different from the country in which the doctorate is being pursued; c) part of the dissertation must be written in a European language other than that or those of the countries in which the doctorate is being pursued; d) at least one trimester of the doctoral training must be conducted in another European country. These **four minimum requirements** *have certainly* been a milestone in the process of internationalization of the doctorate *in Europe*, a doctorate with the label of *Doctor Europeus* representing its embryonic phase. They still are “necessary but not sufficient” to build a European/International Joint doctorate, and represent a fundamental step towards the “collaborative internationalized doctorates” model described in the following point d. that – differently from the model of co-tutelle and doctor Europeus – shares the great advantage of being arranged at overall programme level rather than for each individual candidate with the Joint International Doctorate (described in point e.)
- d. The **Collaborative Internationalized Doctoral Programs** require some aspects of internationalization based on bilateral or networked inter-institutional agreements including: mobility, co-tutoring on the basis of an Individual Training Agreement, shared policy for the dissertation’s language and format and its evaluation by an International Final Jury. Differently from the “Joint International/European doctorate” model, in this case the recruitment and enrolment of applicants are *de-centralized at each home institution*, which also awards the degree. In case the level of inter-institutional collaboration overcomes the individualized model of *co-tutelle* (designed for a single doctoral candidate) and if the Rectors of home and host institution/s sign specific *Inter-Institutional Agreements* between the co-operating doctoral programmes (which is therefore valid for all the doctoral candidates enrolled in one of the co-operating doctorates), a *Supplement to the Doctoral Degree* should be awarded to those candidates who have accomplished the training requirements (joint supervisions on the basis of Individual Training Agreement, compulsory international mobility, thesis dissertation written and submitted in accordance with the jointly established language and format policy, and positively evaluated by an International Final Jury). Depending on the nature of the Inter-Institutional Agreement, this *Supplement* can be awarded – in addition to the Doctoral Degree – jointly by the co-operating Institutions or exclusively by each home Institution
- e. The **Joint International/European doctoral programs** require a higher level of integration, compared to the Collaborative Internationalized Doctorates, and include: global dissemination through a common web platform, joint recruitment and admission procedures, centralized enrolment and fee policy at network level, good network management with clear division of tasks among the partners and among the main supervisors and the co-tutors belonging to different institutions in different countries, multiple joint supervision according to an Individual Training Agreement, integrated curricula based on complementary research training expertise across the network, outstanding international research environment and training via co-operation in trans-national research teams, integration of international physical and virtual mobility through access to common web infrastructure for training and research facilities, international summer schools and

² The document “DOCTORAT EUROPEEN” by the Initiative du Comité de Liaison des Conférences de Recteurs et de Présidents des Universités des pays membres de la Communauté Européenne – written in French – includes a facsimile of a certificate with the logo Doctor Europeus. It also contains a note of the French ARIES (Agence des Relations Internationales de l’Enseignement Supérieur on March 26 1993 MB n° 47/93). Point 1 of the note clarifies that the procedure of awarding the label “doctorat Européen” is voluntary (no university is obliged to use it) and that the universities are fully responsible (point 3). Given that there has been no centralised action from the EC, ARIES keeps record of the labels awarded in France (point 5) and will resolve any technical problems in application of the criteria to award the label at the national level (point 6).

joint lab activities as training environment for face-to-face co-teaching and joint monitoring of the research report presented by doctoral trainees, jointly established criteria and practices for evaluation and quality system, joint policy for thesis language and format, joint committees and juries, joint awarded degree recognized at network level (the double or multiple degree is subject to criticism due to double-counting).

Both internationalization “at home” and networked collaborative doctorates or joint doctoral programmes have **advantages and disadvantages**:

- **Internationalization “at home”** is less expensive, but may be also less effective, especially because the model of “brain gain” is often limited to a short term perspective (see the case of the countries who support doctoral education abroad on condition that the doctors come back to their home country)
- The advantage of the **Co-tutelle** model is that it has become quite familiar to many Institutions worldwide, but its great disadvantage is its being an individualized institutional agreement that must be arranged and approved by the Rectors of co-operating institutions for each single individual doctoral candidate who requests it. Moreover, it is exposed to the critics arguing against the double degrees due to the “*double-counting*” arguments: two degrees for one thesis.
- The model of **Doctor Europeus** is in a certain sense the ancestor of both the collaborative International Doctorates and the more complex Joint International Doctorates. Both of these models can certainly substitute the model of **Doctor Europeus**, also because the co-operation scenario about doctoral education is increasingly globalized and implies the openness of the European institutional collaboration to the International scene.
- **Collaborative International Doctorates** and **Joint International Doctorates** require sustainable funding, involve a relatively small amount of doctoral candidates, but may lead to long-term research collaboration through established international networking, better research results (co-publishing at international level) and career prospects in international research communities/Institutions. The “collaborative International Doctorate” model can also be adopted for internationalising existing traditional doctorates that start to collaborate by exchanging doctoral trainees and co-tutoring them. This model can be more easily adopted when and where neither the working conditions (including management skills, common infrastructure, institutionalized scientific networks, integrated training structure, etc.) nor the legal framework exists to deliver a mutually recognized jointly awarded doctoral degree necessary to implement and sustain the more integrated model of the *Joint International Doctorates*. The model inspiring the more integrated networked joint international doctorates is more productive for research collaboration in a long-term perspective, because it is based on “brain circulation” and “brain sharing” of both research trainees and training staff.

2. Internationalization of collaborative doctorates and Joint International Doctorates: the “musts” for each distinct model.

“In a previous article [1], we presented two distinct models for the new forms of international co-operation in doctoral training, internationalization and the International Doctorate, both products of the impulse given by the Bologna Process to the internationalization of doctoral training to promote synergic links between the European Research Area (ERA) and the European Higher Education Area (EHEA). We also examined the main steps taken towards establishing the European Doctorate from 1959 until the European University Association's (EUA) creation of the Council for Doctoral Education (CDE-EUA) in 2008. Although such degrees have never legally been established under European law because of autonomy issues in EU Member States, DG-Education and Culture with its Erasmus, Socrates and Lifelong Learning (LLP) programmes have encouraged the development of new advanced joint curricula (CDA) and inter-university co-operation, finally specifically addressed to the Joint Programme at Master and Doctoral Level by the Erasmus Mundus since the call in 2009, providing clear guidelines with a great modelling impact. Various Framework Programmes (known by their acronyms: HCM for Human Mobility Capital in the 4th FP; T.M.R. for Training Mobility Researchers in the 5th FP; Marie Curies in the 6th FP; People ITN for Initial Training Networks in the current 7th FP) of the DG-Research have also helped to spread the idea and

practice of different forms of European doctorates. The guiding principals of the above mentioned programmes were to create a Europe of knowledge, a stimulating environment for research, teaching and innovation, able to compete internationally with the most renowned academic institutions and to consolidate a tradition of recruiting the best minds and promote co-operation with universities around the world.”(A.S. de Rosa, 2009: 204) [2].

In this scenario, both the “Collaborative Internationalised Doctorates” and the “Joint European/International Doctorates” are fundamental and strategic tools for enhancing the worldwide institutional collaboration for research training. In this article we analyse their distinctive features starting from their definition:

- **“Collaborative Internationalised Doctorates”** can be defined as existing doctorates in different institutions in various countries which collaborate at both institutional and scientific levels in order to improve the international research training of their doctoral candidates through international mobility finalised at the co-tutelle, and through common policy for language and format of the thesis and final international evaluation. The Inter-institutional Agreements between the collaborative institutions require a lower level of integration and structuring compared to the Joint International Doctorates, both from the administrative and training perspective:
 - from the administrative point of view, it is possible to recruit, select and enrol the applicants admitted in the doctoral programme at each home institution that also awards the degree along with a Supplement to the Doctoral Diploma. Depending on the Inter-Institutional agreement established with the partner Universities, the Supplement can be conferred by the home Institution or jointly by the co-operating Institutions where the research trainees have developed their thesis supported by the joint supervision of two or more thesis directors in two or more co-operating institutions;
 - from the didactic point of view, it is sufficient to foresee the joint supervision and the international mobility of the research trainee aimed at developing his/her thesis at the two or more co-operating institutions of his/her thesis directors, according to an Individual Training Agreement signed by the collaborative doctorate’s co-ordinator, the two or more supervisors and the research trainee.
- **“Joint International/European Doctorates”** can be defined as a jointly established multilateral degree awarded by at least three universities in three different countries on the basis of inter-institutional agreements. These agreements establish the criteria for planning, implementing and monitoring an international network-based doctoral programme. When the institutional network involves at least three different European countries – in agreement with the previous model of Doctor Label Europeus – the doctorate can be called *Joint European Doctorate*. If the co-ordinating Institution is located in a EU country, even when the network includes international institutional partners in other continents, the label Joint European/International Doctorate (rather than simply International Doctorate) can be a strategic option to enhance the policy promoted by the EC to develop synergic links between the European Research Area (ERA) and the European Higher Education Area (EHEA). Some bilateral Doctorates also exist over the world; they restrict the institutional collaboration to two Institutions in two different countries. In order to be defined Joint Doctorates, they need to satisfy the “joint” requirements from the administrative, training and quality evaluation perspectives described below.

In our vision, the Joint European/International Doctorate is not merely a traditional doctorate with an added international dimension (*co-tutelle*, international mobility, etc). Although having similar goals, internationalization and international doctorates are *two distinct models*. A joint doctorate commits institutions to integrate all aspects of the programme, making it something more and different from an additional certificate. What is missing in the widely misused formula of “European Doctorate” is the magic word “joint” that clearly distinguishes it from those forms of doctorate which have merely opened up to some degree of internationalization. Recruiting applicants worldwide, allowing research trainees to spend some time abroad, allowing them to take courses or to write their dissertation in languages other than that of the country where the doctorate is being pursued, involving foreign supervisors in *co-tutelle*, creating synergy between doctoral training and international cooperative research teams, promoting international networking, inviting foreign experts to participate in the final jury, etc.: although all these are essential, no single element or combination of elements is sufficient to qualify a doctorate as European or international.

What clearly distinguishes a jointly established European/International doctorate is that it has a well-defined joint programme based on the structured integration of all these elements and more, defined in inter-institutional agreements that include the award of a joint degree.

“In our previous articles, we also presented a long series of “musts” for establishing a joint European doctorate, from network build-up to the recognition of the joint degree. These include the joint criteria that must be established within the network relating to the entire organisational process – from network build-up to the recognition of the joint degree. The “musts” refer to the joint criteria that need to be established by “institutionalised scientific networks” (which differ from the aggregation of individual scientists in “scientific networks” without an institutional commitment) for the entire process of planning, implementing and monitoring the activities of the programme. These include the global dissemination of the publicity and recruitment policy of the programme, the selection of candidates, the structure of the research training programme in an international learning and research environment, a language policy, monitoring via multiple supervision involving international physical and virtual mobility, the evaluation of the whole training process, the credit accumulation system, requirements for the defence of the thesis, the award of a formally recognised joint diploma, career prospects in and outside academia, management at the network rather than at the individual institutional level, a clear division of tasks among the partners, a shared code of conduct for both supervisors and research trainees, IPR policy, quality control for the programme and its infrastructure, etc. (see [1], [2], [3], [4], [5], [6], [7], [8]), [9], [10], [11]).” (A.S. de Rosa, 2009: 204) [2].

In this article we further develop our reflection based on a systematic analysis of the organisational and working models of different models of internationalization in doctoral education. We have summarised in the following three tables the main features that should guide the two distinct models of the “*internationalised collaborative doctorates*” and the “*joint international doctorates*” as “musts” regarding their Administration and Management (Table 1); Training structure (Table 2) and Quality Control and Evaluation System (Table 3)

TABLE 1 The “musts” for establishing Collaborative Internationalised Doctorate and Joint International/ European Doctorate: Administration and Management.

<div> <p>The "musts" for establishing</p> <p>ADMINISTRATION and MANAGEMENT</p> </div> <div> <p>Collaborative Internationalized Doctorate</p> <p>Joint European/International Doctorate</p> </div>		
network building-up and Inter-Institutional Agreement	doctoral programme at home institution co-operating with other doctorates at abroad H.E. institutions on the basis of bilateral or multilateral Inter-Institutional Agreement signed by the Rectors: start-up at different time and diverse history of each doctorate is possible at different collaborating Institutions	institutionalised scientific networks of H.E. institutions (open to collaboration with entrepreneurial partners and research centres) in at least 3 countries. The building-up of the institutionalised network - jointly created through a bottom-up approach - brought to the top - is part of the common history of the programme, based on a single multilateral Inter-Institutional Agreement jointly established by all the participating institutions and signed by their Rectors.
management structure	each collaborative doctorate adopts the management structure in agreement with the Regulations at its own Institution (at least a program director and a representative for each collaborating doctorates should be identified)	jointly established management structure (Programme Director, Coordinator, Executive Committee, Recruitment Board, Scientific Supervisory Board, Training staff, International Evaluation Board, Quality control committee, etc.)
infrastructures and facilities	facilities at each individual institution and access clearly stated in the Inter-Institutional agreement	common infrastructure for training and management , also including a common web platform for a worldwide access to information and distant learning
recruitment	de-centralised at each home institution	centralised at network level based on online application process of internationally recruited applicants
admission	de-centralised	centralised at network level
enrolment	de-centralised	centralised at network level
fee policy and grants	de-centralised	centralised at network level
degree	degree awarded by home institution plus Additional Certificate to the Diploma (awarded only by the home institution or jointly awarded by two or more Institutions depending on the nature of their Agreements)	jointly awarded and recognised at network level (critics of double degree)

TABLE 2 The “musts” for establishing Collaborative Internationalised Doctorate and Joint International/ European Doctorate: Training structure

<div> <div> <div>○ ● ●</div> <div>The "musts" for establishing</div> </div> <div>TRAINING</div> </div> <div> <div>Collaborative Internationalized Doctorate</div> <div>Joint European/International Doctorate</div> </div>		
research environment	collaboration between existing doctoral programs in different institutions	research training integrated structured programme built-up on internationally recognised research institutional networks: access to complementary expertise and collaborative trans-national research teams □
joint supervision	main tutor at home institution and co-tutor/s at host institution/s, clearly designated and indicated in the individual training agreement for each research trainee □	multiple supervision: at least 1 main tutor and 2 co-tutors belonging to partner institutions in 3 different countries, clearly indicated in the individual training □
international mobility (both physical and virtual)	compulsory as strategic tool for the joint research training and not a sufficient requirement to obtain the Additional Certificate to the Diploma	compulsory as strategic tool for the joint research training and not a sufficient requirement to obtain the Joint Degree
International Summer Schools Lab Meetings, Joint Labs □	not compulsory: courses and didactic activities at home and at host institutions (during the mobility period) □	compulsory, due to the integrated and structured nature of the program
language for courses	as available at home and host institutions or as agreed on the basis of shared criteria	jointly established criteria to be clearly indicated in the Inter-Institutional Agreement
language policy for thesis	shared criteria to be clearly indicated in the Inter-Institutional Agreement	jointly established criteria to be clearly indicated in the Inter-Institutional Agreement
format for dissertation	shared criteria to be clearly indicated in the Inter-Institutional Agreement	jointly established criteria to be clearly indicated in the Inter-Institutional Agreement
credits (if any: controversial issue) □	not compulsory, however if implemented: E.C.T.S. as system for transfer of learning outcomes □	not compulsory, however if implemented: E.C.S. (without T) specifically designed and jointly adopted as system for accumulation rather than for transfer □

TABLE 3 The “musts” for establishing Collaborative Internationalised Doctorate and Joint International/ European Doctorate: Quality Control and Evaluation System

<div> <div> <div>○ ● ●</div> <div>The "musts" for establishing</div> </div> <div>QUALITY CONTROL and Evaluation System</div> </div> <div> <div>Collaborative Internationalized Doctorate</div> <div>Joint European/International Doctorate</div> </div>		
obligations and rights for both research trainees and tutors	consistent with the Regulations at home and host institutions and shared dispositions clearly indicated in the Inter-Institutional Agreement	consistent with the Regulations jointly established at network level (including entrepreneurial partners, if any) and clearly indicated in the multilateral Inter-Institutional Agreement
individual training agreement	to be signed by the research trainee, the programme coordinator and the tutors at home and host institutions, including entrepreneurial partners (if any)	to be signed by the research trainee, the network programme coordinator and the tutors at home and host institutions, including entrepreneurial partners (if any)
monitoring process, timeline and evaluation tools	to be established in accordance with the dispositions at the awarding institution and with the individual training agreement for joint supervision	on-going face-to-face and online evaluation of the trainee's progress to be jointly established and implemented at network level, including: timeline, online evaluation tools to be filled by the three tutor to provide feedback on progress reports at least on yearly basis on the personalised web space for each research trainee
Intellectual Property Right	to be detailed in the individual training agreement	to be detailed in the individual training agreement
evaluation of PhD dissertation International Final Jury	the International Final Jury in accordance with the regulations of the awarding institution, also including at least 1 member of the scientific board of the collaborative doctorates and 1 external internationally recognised expert	Multi-step evaluation process: a) authorisation by the three tutors to defend the thesis in front of the International Final Jury; b) in accordance with the regulations of the joint doctorate, including at least 3 members belonging to the network scientific board and 2 internationally recognised experts from outside the network, designated by the participating universities. The thesis supervisors shall participate in the discussion, but not in the final evaluation.
career development plan	to be encouraged as good practice adopted at each collaborative doctorate	career development plan for career prospect in and outside academia at network level for each individual research trainee, which continues to be monitored after his/her degree via Alumni Organisation. □
Quality Evaluation Board	at each collaborative doctorate according to own institution's rules	multilevel evaluation process by: • Network Quality Board • Coordinating Institution Doctoral Committee • Independent Evaluation Committee □

On the basis of the above described requirements, the **Inter-institutional agreements for collaborative internationalized doctorates** should be stipulated in conformity with the following points:

- a) reference to the normative framework of doctoral education in each co-operating Institution/Country;
- b) the composition of the Scientific and Training Board and the structure of the co-operating doctorates shall be in agreement with the dispositions in force at the home Institution;
- c) brief scientific profile of the co-operating doctorates and description of the collaborative programs;
- d) *joint supervision* of the thesis by two or more Thesis Directors designated from the co-operating doctorates in the Institutions in two or more countries. The thesis directors commit themselves to supervise the research activity according to the *Individual Training Agreement* and to evaluate the final thesis by providing a written report. Their positive evaluation is a necessary condition for the admission to the final thesis defence;
- e) the co-operating Institutions commit themselves to deliver a Supplement Diploma to the doctoral diploma only to those doctoral candidates who have satisfied the extra requirements to obtain it, including the compulsory international mobility (at least 6 months, not necessarily consecutive) in one or two host institutions of the co-Directors of their thesis;
- f) the obligations and rights of both doctoral research trainees and training staff involved in the collaborative doctorates shall be clearly described in the Inter-Institutional Agreement;
- g) shared criteria for language and format of the thesis, taking into account its evaluation by the Final Jury;
- h) the defence of the thesis will be taken at the University that awards the diploma and the supplement to the diploma;
- i) the composition of the Final Jury shall be in agreement with the requirements of the Institution that awards the diploma. It must include at least one member of the supervisor's board of each co-operating doctorates of the home and host Institutions where the research trainee has developed his/her thesis, plus an internationally recognised expert not belonging to the co-operating doctorates, which will be designated by the doctoral programme of the University where the candidate is registered in agreement with the partner Institutions. Depending on the Regulations in force at the Institution where the thesis is defended, the thesis directors can participate in the discussion of the final jury, but not in the final evaluation;
- j) the home University – where the doctoral candidate is registered – awards the diploma;
- k) a Supplement to the diploma shall be delivered – depending on the Inter-Institutional Agreements between the co-operating Institutions – by the legal representative of the home institution where the doctoral candidate is registered or jointly by the legal representatives of the co-operating home and host Institutions;
- l) the administrative and financial dispositions (with regards to enrolment fees, access to infrastructure and services, etc.) shall be in agreement with the dispositions in force at the home Institution, on condition that resources will be guaranteed by the co-operating Institution on a mutual and fair basis also regarding the costs for international mobility.

When permitted by the level of harmonisation between the legislation in force in the countries of the co-operating Universities, Joint International/European Doctorates can be implemented on the basis of Inter-Institutional Agreements between Universities, Research institutions and International research centres in public and private sectors, on condition that all the activities from the network build-up to the award of the joint diploma are jointly established and implemented. Therefore, joint action plans and policy should be decided on and shared for recruitment, applicant's selection, enrolment, training and evaluation of the admitted applicants according to an integrated and structured scientific-didactic programme, leading to the award of a joint diploma from the Rectors of the participating Universities.

The Inter-Institutional Agreements for Joint International/European Doctorates should be stipulated in conformity with the following points:

- a. reference to the normative framework of doctoral education in each co-operating Institution/Country;
- b. brief scientific profile of the networked doctoral programme and history of its previous recognition in the scientific co-operation activities;
- c. plan of the scientific and training programme, adequately structured and justified, showing the need for the implementation of an International/European Joint doctorate and demonstrating a high level of integration in all the phases including the scientific planning, the network build-up, the institutional implementation, the joint training structured programme, the scientific and administrative network and programme management (joint call, selections, centralised enrolment,

- etc. to the award of joint degree by at least three Universities, eventually integrated by multiple degree by the Institutions belonging to countries where joint degree are not permitted);
- d. clear task distribution, effective operational conditions and transparent working rules, jointly established by the governance committees of the joint doctorate: the Co-ordinator (who can be distinct from the Scientific Director in case of particularly large networks), the *Executive Committee* (including one representative for each partner institution awarding the joint diploma), the *Scientific Board* (including one representative for each partner institution), the *Training Board* (including all the supervisors and tutors belonging to the networked joint programme in academic and extra-academic partner institutions), the *Recruitment Board* and the *International Evaluation Board* (composed according to the dispositions established at the network co-ordinating Institution and shared by the partners in the Inter-Institutional Agreement for the Recruitment and Final Jury);
 - e. the *Training Board* shall include a critical mass of Thesis Directors, chosen from among internationally recognised scientists with proven scientific productivity in a number balanced across network Institutions (the minimal number of tutors and thesis directors for each partner will depend on the programme size and on the regulations of the network co-ordinating Institution, awarding the joint degree, clearly defined in the Inter-Institutional Agreement);
 - f. the Co-ordinator (and the Scientific Director, if different) shall be elected by the Scientific Board in accordance with the dispositions established in the Inter-Institutional Agreements. The co-ordinator is supported by the *Executive Committee*, which includes the scientific representatives of the Institutions awarding the joint diploma;
 - g. the financial resources, facilities, services and infrastructures in any forms (including grants, general expenses, access to laboratories, etc.) will be balanced across the network, without restrictions in terms of the nationality of the doctoral candidates who will have direct or indirect access to the network resources;
 - h. joint procedures for recruitment and selection of the applicants shall ensure fair and transparent comparative evaluation on the basis of scientific merit, independently from the nationalities of the applicants;
 - i. the members of the *Recruitment Board* shall be designated by the representatives of the co-operating Institutions in accordance with the dispositions clearly stated in the Inter-institutional Agreements;
 - j. *multiple joint supervision* by one main thesis director and at least two co-tutors belonging to partner institutions in two different countries, designated by the executive committee upon consultation of the members of the Scientific Board and/or Training Board. The thesis directors and co-tutors commit themselves to supervise the research activity according to the *Individual Training Agreement* and to evaluate the final thesis by providing a written report. Their positive evaluation is a necessary condition for admission to the final defence;
 - k. international mobility (at least 6 months, not necessarily consecutive, for the research training stage in the two host institutions of the co-Directors of their thesis) is one of the compulsory requirements to obtain the joint doctoral degree;
 - l. the obligations and rights of both doctoral research trainees and training staff involved in the collaborative doctorates shall be clearly described in the Inter-Institutional Agreement;
 - m. shared criteria for language and format of the thesis, taking into account its evaluation by the International Evaluation Board (Final Jury);
 - n. thesis defence in front of the International Evaluation Board to be held at the co-ordinating Institution of the joint doctorate or in one of the partner Universities that deliver the joint diploma;
 - o. the Final Jury shall include professors and experts designated by the participating Institutions according to the modalities jointly established and clearly indicated in the Inter-Institutional Agreements and they do not necessarily have to belong to the designating Universities either. At least two professors shall come from Universities of two countries different from the country where the thesis is defended and at least one member of the Final Jury shall be external to the joint international doctorate's partner institutions. Depending on the Regulations in force at the Institution where the thesis is defended, the thesis directors can participate in the discussion of the final jury, but not in the final evaluation. Other restrictions, such as the participation of professors belonging or not belonging to the network in the Final Jury on a rotational basis can depend on the Regulations in force at the Institution where the thesis is defended or clearly indicated in the Inter-Institutional agreements;
 - p. depending on the different typology of Inter-Institutional Agreement, the diploma shall be delivered by the co-ordinating University with the joint signatures of the Rectors of the Universities that award

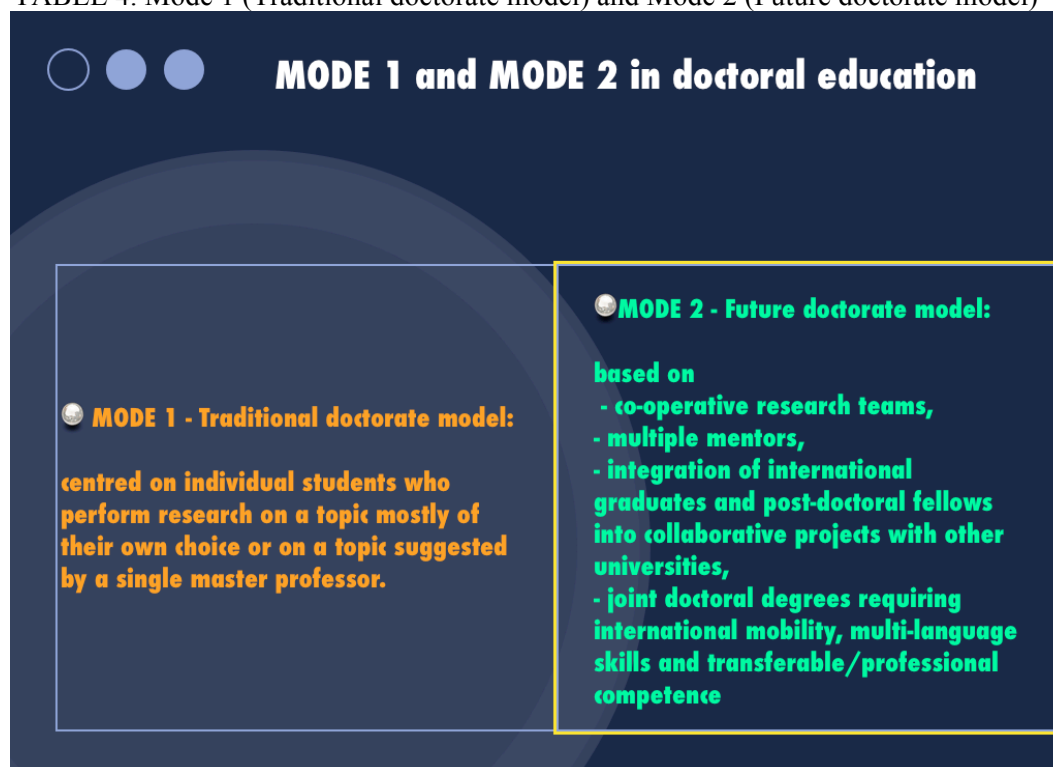
the joint degree. In the countries where the award of a joint degree is not permitted, the Inter-Institutional Agreements can foresee the award of “multiple” degree delivered by the Universities co-operating in the joint international doctorate, where the doctoral candidate has developed his/her thesis and completed his/her research training supported by his/her supervisors (Please note that due to the diffused criticism of the double/multiple degree awarded for a single thesis, it is highly recommended to pursue the model of a single joint degree awarded by a minimum of three co-operating Universities and recognised by all participating network Institutions);

- m) depending on the different typology of Inter-Institutional Agreements between the co-operating Institutions, a Diploma Supplement shall be delivered by the legal representative of the co-ordinating institution where the doctoral candidate is registered, or jointly by the legal representatives of the co-operating home and host Institutions. The Diploma Supplement will include the general information of the doctor, the title of the thesis, the year of enrolment, and the doctoral training pursued (with credits earned, if applicable on the basis of the jointly established programme) including the mobility periods abroad;
- q. the administrative and financial dispositions (with regards to enrolment fees, access to infrastructure and services, etc.) shall be jointly established by the network partners and clearly defined in the Inter-Institutional Agreement, on condition that the resources to implement and sustain the joint international doctorate will be guaranteed by the co-operating Institutions on a mutual and fair basis also regarding the costs of international mobility.

3. The Joint European/International Doctorate on Social Representations and Communication: a case study of a visionary experience anticipating the Bologna process.

In their recent book entitled “*Toward a Global PhD? Forces and Forms in Doctoral Education worldwide*” (2008), Maresi Nerad and Mimi Heggelund [12], both of the University of Washington, explored the consequences of globalisation for doctoral education. In their view, joint doctorates belong to the future-oriented model of doctoral education, called Mode 2 (see Table 4 below)

TABLE 4. Mode 1 (Traditional doctorate model) and Mode 2 (Future doctorate model)



Source: M.Nerad and M. Heggelund (2008)

We are happy and proud to discover that the model we adopted for the Joint European/International Doctorate on Social Representations and Communication (a kind of prototype of Mode 2) is already a well-experienced Past belonging to the Future!

In this section of the article we refer to it as a case study of an experience anticipating the Bologna Process, inspired by the assumption that the European joint doctorate is a strategic tool for enhancing the attractiveness of the European Higher Education and Research Areas and promoting worldwide institutional collaboration for research training by internationally recognised research networks.

We briefly introduce its distinctive features, defined as a jointly established multilateral degree awarded by at least three universities in three different countries on the basis of inter-institutional agreements. These agreements establish the criteria for planning, implementing and monitoring an international network-based doctoral programme.

The Joint European/International PhD on Social Representations and Communication (<http://www.europhd.eu>) is the first formally recognised European doctorate within the multiple institutional scenarios (European Commission: DG-Education and Culture and DG-Research; Ministries of Higher Education; Universities) established in 1993 under the Erasmus Inter-Universities Co-operation Programme. Since then, the original network of 13 European universities has grown to 22 universities, research institutes and enterprises in 15 countries around the world, opening the door to an increased transfer of knowledge, and expanding career opportunities for researchers.

The Joint European/International PhD on Social Representations and Communication provides advanced research training in a key supra-disciplinary area of social sciences that deals with the social construction of knowledge, its relation to socially situated practices, traditional and new means of human interaction and communication. It has been selected by DG Education and Culture as an example of "best practices" for dissemination in higher education and is the core of the EU approved SoReCom THEmatic NETwork, a worldwide "network of networks" of academic, professional research and commercial institutions interested in this area of social psychology.

"The goal of the European/International PhD on Social Representations and Communication is to prepare researchers for traditional academic careers as well as provide the private and public sectors with the researchers and experts they need in the rapidly growing interdisciplinary field of Social Representations. To this end we directly involve both outstanding scholars and experts from the public and private sectors interested in societal issues and the role of communication systems in the process of knowledge production, diffusion and transformation. Via its innovative didactic programme, the European PhD plays an integral part in meeting the growing demand for researchers in social sciences who are capable of working in different cultural and linguistic settings and gives young social psychology researchers the wide range of research methodologies and complementary skills they will need to accomplish their present and future research and professional goals, both inside and outside academia.

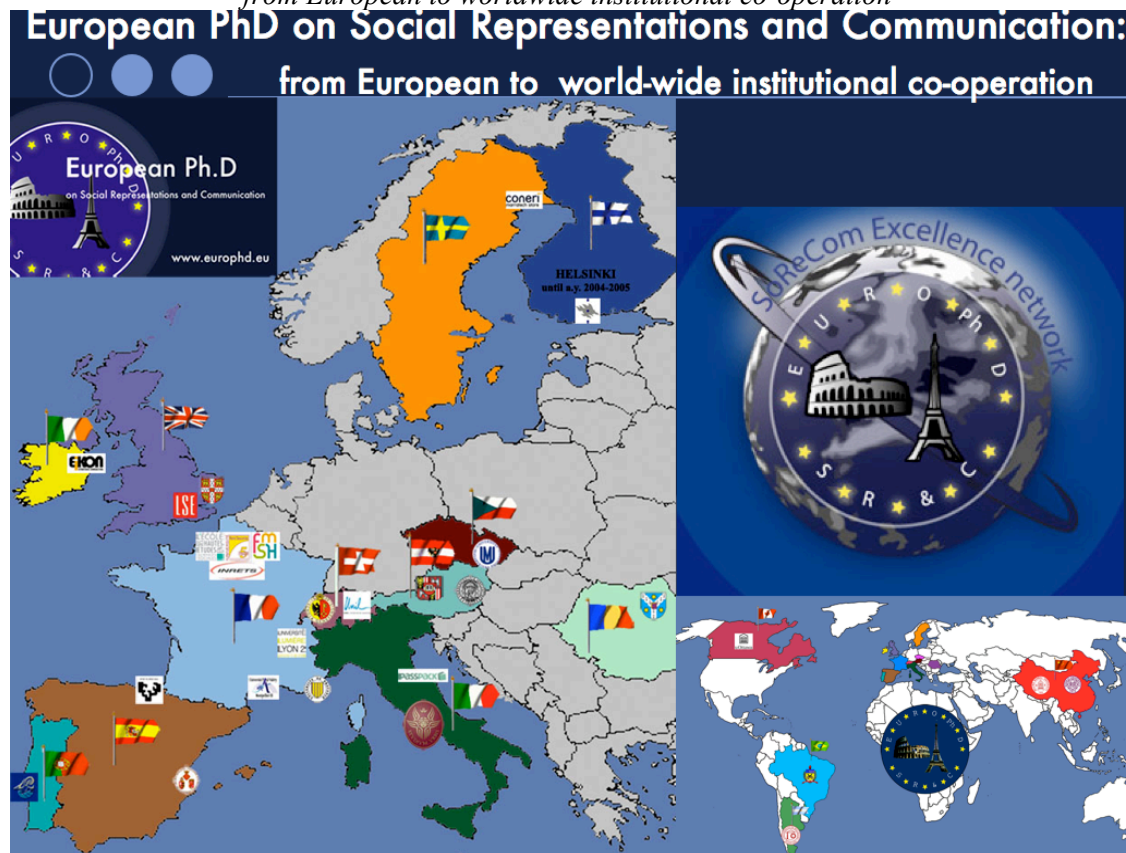
The European PhD has recently expanded its scope both in and out of academia and beyond Europe's borders. This partnership between HEIs, enterprises and research institutes has opened the door not only to an increased transfer of knowledge, but also to expanding career opportunities for researchers. The EU consortium of the European Doctorate on Social Representations and Communication currently consists of 17 universities in 9 European countries (AT, CZ, FR, IT, PT, RO, ES, CH, UK) and 5 universities from Canada, Argentina, Brazil and China who have recently joined via the Erasmus Mundus Joint Doctorate programme and institutional Agreements signed by the Rectors. It also includes a national research institute in France, a social science foundation (Maison des Sciences de l'Homme) and three SME partners in Ireland, Italy and Sweden.

One of the great assets of the programme is the SoReCom THEmatic NETwork, a "network of networks". With more than 3,000 members in academic, professional research and commercial institutions interested in this area of social psychology, this network, which grew out of the Euro PhD, has opened the door to contact scholars and professionals around the globe. It provides synergies for scientific co-operation, not only at the institutional level, but also at the level of individuals or research groups located in different continents. This combination of an international scientific network, a joint European doctoral programme and enterprise partners creates a unique integrated physical and virtual "campus" of the highest quality in advanced research training (<http://www.europhd.eu/SoReComTHEmaticNETwork>)

We were able to create this unique form of doctoral education thanks to funding by a series of EU and ministerial programmes since 1993 (For more details about its long-term history of institutional recognition see the website at the address: http://www.europhd.eu/html/_onda01/02/00.00.00.00.shtml). In 2009 two major developments improved the opportunities created by our European PhD programme. The first was our expansion beyond the boundaries of the European Union through institutional partnerships with the University of Belgrano in Argentina, the Federal University of Santa Catarina in Brazil, the University of Ottawa in Canada and Beijing Normal University and Nankin University in China. The second was to

include SMEs and research institutes directly in the training and supervision of doctoral candidates.” (A.S. de Rosa, 2009:204-205) [2].

*FIGURE 1 Map of the European PhD on Social Representations and Communication:
from European to worldwide institutional co-operation*



An extensive description of the European PhD on Social Representations and Communication’s management, training activities and quality assessment is presented in A.S. de Rosa (2009) [8]. For more details about the European PhD on Social Representations and Communication see the dedicated website at the address: <http://www.europhd.eu>.

4. Conclusions

In a recent editorial of the EUA-CDE newsletter [13] the diversity in the provision of doctoral education in Europe, anchored in various academic and institutional cultures, is considered “one of Europe’s big strengths”. Moreover, the existence of several models, different experiences and solutions is considered a reason to be proud. “When used constructively, diversity is a guarantee against stagnation; this is the foundation that the work of the EUA-CDE rests upon. Despite the diversity, however, we need a common vocabulary in order to have a common ground to meet and to communicate our differences”.

In this article we have answered a series of questions: What is a “Collaborative Internationalised Doctorate”? What is a “Joint International/European doctorate”? What do they have in common and what are their distinctive features from the administrative, training and quality assessment perspectives?

Setting out from the assumption that internationalization strategies through Collaborative and Joint doctoral programs should be built through a bottom-up approach based on a solid and long-term research and network collaboration that must be brought to the top institutional commitment, it is highly recommended that universities identify their strategic thematic research priorities, and build up collaborative or joint doctoral programmes around internationally recognized networks of excellence.

There is no single model suitable for all institutions, but several parallel models exist. However, specific quality criteria and requirements are needed to define the operational working conditions for each model and need to be followed as “musts” from the implementation of the doctoral programme to the award of the degree.

To summarize, below we list the recommended criteria that should be fulfilled in case of:

- *Collaborative Doctoral Program:*

- a. The Inter-Institutional Agreement may also be established between previously existing doctoral programmes: the start-up may occur at different moments at different Institutions.
- b. Infrastructure, facilities, human resources and sustainable funding at each institution that are accessible to the incoming doctoral trainees should be clearly defined in the Inter-Institutional agreement.
- c. The management structure may be in agreement with the Regulations at each institution.
- d. The tuition fees may be de-centralized at each home institution.
- e. Recruitment, admission and enrolment policy may be de-centralized at each home institution.
- f. Language courses shall be available at home/host institutions.
- g. An education/training plan should be defined in the Individual Training Agreement, and must include: joint supervision, a compulsory international mobility plan, other mutually recognized training activities offered by the collaborative programmes.
- h. The joint supervision should be compulsory and must be clearly defined in the Individual Training Agreement.
- i. The international mobility plan should be compulsory and must be clearly defined in the Individual Training Agreement.
- j. The thesis format and its defence should be defined according to shared criteria that will be established in the Inter-Institutional Agreement.
- k. Quality control shall include: a contract between the candidate, the supervisor and the institution/programme; monitoring; progress reports; IPRs; final international jury; quality/evaluation committee.
- l. The degree is awarded by the home institution.
- m. A supplement to the Degree should be awarded by the home Institution or jointly by the home and the host Institution/s to certify international mobility, joint supervision and the completion of the requirements of the Internationalized Collaborative Doctorate.

- *Joint International/European Doctoral Program:*

- a. The Inter-Institutional Agreement and the institutional network build-up need to be jointly established and implemented.
- n. Infrastructure (including a common web platform), facilities, human resources and sustainable funding that are accessible to the doctoral trainees should be clearly defined in the Inter-Institutional agreement.
- o. The management structure and the clear division of tasks among partners should be jointly defined by the network and must be clearly described in the Inter-Institutional agreement.
- b. The tuition fees policy should be jointly decided on by the network. They are paid centrally to the co-ordinating University for the approved use and benefit of the entire network programme.
- c. Recruitment, admission and enrolment policy should be centralized at network level.
- d. The language policy should be jointly established by the network.
- e. An education/ training plan should be defined in the Individual Training Agreement, and must include: joint multiple supervision through participation in a trans-national research team, International Summer Schools, Joint Lab activities, etc. as compulsory structured activities organized at the network level involving all the doctoral research trainees and training staff and implying collective physical and/or virtual international mobility.
- f. Joint multiple supervision: at least 1 main tutor and 2 co-tutors belonging to 3 different countries, according to the criteria of Joint Doctorate under the Erasmus Mundus programme.
- g. The international mobility plan towards the Institutions of the two foreign co-tutors should be compulsory and clearly defined in the Individual Training Agreement.
- p. The thesis format and defence should be jointly established by the network according to shared criteria that will be stipulated in the Inter-Institutional Agreement.
- h. Quality control shall include: contract between the candidate, the main supervisor, the two co-tutors and institution/programme; monitoring; progress reports; IPRs; international final

- jury that also includes internationally recognized experts external to the network; a quality/evaluation committee at institutional level, that is independent from the network.
- i. Jointly awarded and mutually recognized single Degree (for the Joint International Doctorates that have adopted a double degree where two separate certificates are issued, criticism has been raised about the risk of ‘double-counting’ the PhD qualification).
 - j. A supplement to the Degree should be awarded by the co-ordinating Institution on behalf of the network to certify international mobility, joint multiple supervision and the completion of the requirements of the Joint International/European Doctorate.

Common features for both Collaborative and Joint International Doctorate can be identified in:

- *International mobility* as a tool aimed at facilitating joint supervision and research training activities in international research teams, and not as a goal in itself or a sufficient requirement to obtain a Supplement to the Doctoral Degree. There is a common need for flexibility in the planning and timing of visits in order to fit in with the flow and needs of the doctoral research project.
- *Educational training* both in collaborative and joint doctoral programmes does not mean duplicating basic courses (as for Master level), but creating an interactive international and inter-generational space, a stimulating research environment (including virtual space) that encourages experience sharing, discussing research problems and promoting international spirit and collaboration. In the Joint Doctoral programme this educational training structure is jointly organized at network and collective level, in addition to the individual training through joint supervision; whilst in the collaborative programme educational training is usually offered alternatively by the home institution and by the host institution to the individual research trainee during his/her mobility period.
- *Joint multiple supervision* is an important aspect in both International/ European collaborative and joint doctoral programmes. The role of the main supervisor and the co-tutors should be clearly identified in the Individual Training Agreement – which is signed by the supervisors and the research trainee – since upon enrolment in the programme. Intellectual Property Rights (IPR) issues shall also be clarified in case of participation in collaborative researches led by the supervisors or other network team members.
- *Professional development of the supervisors as part of the lifelong learning* can help to improve the supervision standards and practices and lead to a better international collaboration. The international research-training environment offered by the International Joint Doctorate through events like International Summer Schools, International Lab Meetings, etc. is a special learning context for supervisors and professors allowing them to gain *co-teaching* experience.
- *Transferable skills programmes*: It is recommended to offer experiential learning in intercultural skills as a component of the transferable skills programmes.

Adequate strategies should be developed in order to remove obstacles to the development of collaborative and joint doctoral programmes such as:

- a. *Confusion in terminology*: a glossary describing the different models of internationalization is a useful tool that will help avoiding confusions in understanding collaborative and joint doctoral programmes (which are distinct concepts and models).
- b. *Resistance towards both collaborative and joint doctoral programmes* among academics, departments and faculties are often related to: a) the misinterpretation of a European Doctorate as one single doctorate in Europe; b) adopting competition rather than a collaborative vision; c) instrumental financial arguments (for example, if departments get the funding according to the number of doctoral candidates, they may consider a financial disadvantage to launch joint programmes with fewer candidates). In order to overcome this kind of obstacle, Universities should invest strategically in the Collaborative Internationalized Doctorates and in the International Joint Doctorates, taking into account that internationalization is an indicator adopted in all the ranking systems, and have a strong impact on the funding policy of a number of governments (for example Italy and Germany, among others).
- c. *Lack of funding for long-term sustainability*: Fundraising policy should be a clearly defined section of the Inter-Institutional agreement and of the management structure of collaborative or networked joint programmes. It should see to the shared financial responsibility of the partner Institutions, with a greater effort on behalf of the co-ordinating institution.
- d. *The different status of doctoral candidates (student or employee) in different Institutions* can be an obstacle to be removed.

- e. *Legal framework*: Universities should get better informed on how other Institutions have overcome the obstacles faced in implementing collaborative or joint doctorate that award a double or a joint degree respectively.
- f. *Lack of experience/expertise*: Most universities have limited experience/expertise in launching collaborative/ joint programmes. They would, therefore, appreciate to have guidelines (golden rules) for the different models, templates, examples of inter-institutional agreements and standards at their disposal – as they often request that from the European Commission and the EUA-CDE. The constructive proposal in the conclusion of this article is aimed at sharing the experience gained at Sapienza Co-ordination Program for Joint European/International Doctorates, or under the Wp.4 for Joint Doctorate within *Joiman* EC funded programme [10] by comparing and elaborating common templates which provide for a basic guiding format, allowing flexible solutions to be chosen and/or identified by specific co-operating doctoral programmes, also depending on the University or the national legal framework (see for example the different templates for *Internationalized Collaborative Doctorate* and for the *European/International Joint Doctorate elaborated by Sapienza co-ordination program*: http://www.uniroma1.it/studenti/laureati/dottorati/SCPEIJD/default_e.php).

In conclusion, we firmly believe that the different types of inter-institutional co-operation presented in this article represent key routes for the future of doctoral studies and for the impact they can have on the internationalization of doctoral education on a global scale. “These innovative models of institutional network-based research-training represent an opportunity for improving the attractiveness of European institutions and enhancing scientific co-operation not only within Europe, but as competition in education and research and the economic marketplace are inevitably interlocked, also around the world.” (A.S. de Rosa, 2009: 210-211)

Internationalised collaborative doctorates and International Joint Doctorates – although being distinct models to be implemented that ensure certain operational conditions (see the “musts” for management, training and quality control system) – have both legitimate space among the new kinds of doctorates which, according to David Boud and Alison Lee (2009) [14], “have been established and have expanded the scope and direction of doctoral education”.

This brief article addresses the new audience of supervisors, academic managers and graduate school personnel engaged in debates about the nature, purpose and future of doctoral education and about how institutions and departments can best respond to the increasing demands that are being made, as well as the objectives of the reform of doctoral education, the future for researchers all over the world.

In principle we agree with M. Kuder and D. Obst, (2009) [15] that “Each and every collaborative degree program is unique. Naturally, all programs exist in specific academic and administrative settings, with a variety of institutional provisions and legal realities that may enhance or discourage their development.” However, we hope that we have provided common criteria, requirements and guidelines as useful examples and tools for others interested in the internationalization of collaborative doctorates or in developing joint degree programmes (given strong multi-lateral institutional commitment, good management and sustainability of the joint programmes), based on our own experience in creating, implementing and managing a Joint European/International Doctorate and on the analysis that clarifies the distinct features of the collaborative internationalised doctorates,

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