This project is co-financed by the European Union and the Republic of Turkey
Bu proje Avrupa Birliği ve Türkiye Cumhuriyeti tarafından finanse edilmektedir

MARIE SKŁODOWSKA-CURIE ACTIONS
EXCELLENCE OF THE PROPOSAL

Jesús Rojo González

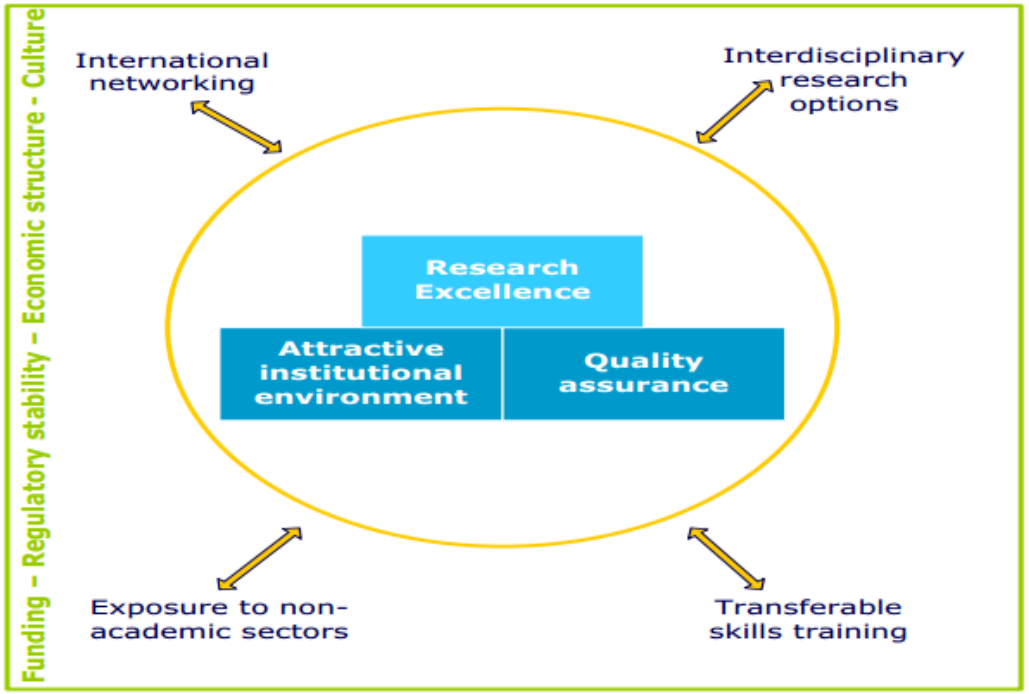
NCP Marie Skłodowska-Curie Actions

Izmir, 17-18th March 2016

Content

- Principles for Innovative Doctoral Training
- Excellence in the proposal
- Gender Aspect in Research Activity

Principles for Innovative Doctoral Training



- Research Excellence
- Attractive Institutional Environment
- Interdisciplinary Research Options
- Exposure to industry and other relevant employment sectors
- International networking
- Transferable skills training
- Quality Assurance

http://ec.europa.eu/euraxess/pdf/research_policies/Principles_for_Innovative_Doctoral_Training.pdf
http://ec.europa.eu/euraxess/pdf/research_policies/SGHRM_IDTP_Report_Final.pdf

1.1 Research

- Educate the Evaluator
  - The majority of evaluators will not be expert in the specific subject area of the proposal so….
  - Write in a style that is accessible to the non-expert
  - Use figures/tables/charts/diagrams to illustrate where appropriate – easier to understand than text
- Start with a short and attractive paragraph summarising the overall ITN programme, such as:

The overarching objective of this ITN is to provide high-level training in X to a new generation of high achieving early stage researchers to provide them with the transferable skills necessary for thriving careers in a burgeoning area that underpins innovative technological development across a range of diverse disciplines. This goal will be achieved by a unique combination of "hands-on" research training, non-academic placements and courses and workshops on scientific and soft skills facilitated by the academic-non-academic composition of the consortium

1.1 Research

- Outline the key **research objectives** of the programme
- Describe the **state of the art** and how the objectives relate to it
  - Include a list of bibliographic references (in footnotes)
- Break down the research programme into Work Packages
  - 3-4 WPs is typical
  - Give a brief WP summary (one paragraph each) here – precise details go in Section 3.1
  - Explain how the ESR projects fit into the WPs (diagram)

1.1 Research

- Methodology: describe in detail **how** the objectives in the research programme will be explored
  - Equipment, techniques, assays, types of research etc.
  - Lack of clarity around methodology often identified as a "weakness".
- Explain **why the research is original**, **innovative** and timely compared to:
  - The state-of-the-art in the research area
  - and other doctoral/research trainings (previous ITNs)
- Explain how the work is **inter/multi-disciplinary**
- Explain how you have taken **gender** into account in the **research methodology**

1.2 Training

- The goal is to produce ESR graduates who are highly employable
- Start with a list of training objectives, including developing three types of skills:
  - Core Research Skills (acquired via their ESR project)
  - Advanced/Additional Research Skills (delivered by the consortium)
  - Transferable Skills (delivered by the consortium - particularly those useful in non-academic careers)
- Two aspects:
  - Local training: offered at the main host organisation where the ESR will work e.g. via graduate schools
  - Network-wide training: offered by the consortium at specific events e.g. workshops, summer schools

1.2 Training

Describe the local training followed by the network-wide training

- **Local**: what is offered for the ESRs at their main host
- **Network wide**: Be very specific about the details. When and where it will take place, what areas will be covered, how long will it last, who will deliver the training.
- **Open** up **some events to the wider research community**. Typical to have a final conference for example.
- Earning a certain **number of ECTS Credits** (European Credit Transfer System) via the local and network-wide training is becoming the norm – mandatory for EJD

1.2 Training

Complementarity between the local and network training is achieved by having a **Personal Career Development Plan** (PCDP) for **each ESR**.

A **PCDP** will include at least:

- A personalised analysis of the requirements and goals of the planned training for the ESR
- A list of courses (local and network-wide) to be taken by the ESR during their programme, including any ECTS credit requirements
- A list of communication and dissemination activities to be undertaken by the ESR
- A tentative schedule for their programme, including secondments

1.2 Training

- The **Personal Career Development Plan** will be prepared at the start of the ITN between the ESR and their supervisor(s)
- It should be reviewed at least **every six months**
- Explain the **contribution of the non-academic beneficiaries and Partner Organizations** in the training programme (They should be delivering some of the network-wide training).

1.3 Supervision

Experience of supervisors

Note the instruction in the proposal template:

To avoid duplication, the role and scientific profile of the supervisors should only be listed in the "Participating Organisations" tables

- Demonstrate, with hard evidence, the collective quality of the research supervisors in training of researchers
- Do **not** write one paragraph per PI (not enough space)
- Instead write a **collective statement about the expertise of the consortium**. Don't leave out the Partner Organisations.
- Include **number of PhDs graduated**, numbers of **postdocs** mentored, and where they are now

1.3 Supervision

Quality of the **joint supervision arrangements**

- Only mandatory for EID and EJD but also include for ETN
- Aim is to demonstrate that each ESR is assured high-levels of contact with their supervisor(s) through a supervision policy that is consistent across the consortium (particularly for EJD)
- Each ESR should have a supervisory committee (SC) of minimum three persons – at least one should be from a non-academic beneficiary or PO
  - *Include a list of the supervisory committee for each ESR*

1.3 Supervision

- **Describe** a regular series of **meetings** between ESR and SC
- **Role of SC** is to ensure that a **Personal Career Development Plan** for their research and training is put in place for each ESR and reviewed at regular intervals
- Each **supervisory committee** should report into an overall training/doctoral studies or similar committee (describe this in 3.2 Management)

1.4 Interaction

Describe what tasks each participant (beneficiaries and POs) will undertake in the research & training programmes

Synergies:

- Show why this **consortium are best placed** to deliver the programme (synergies/overlaps in expertise)
- Describe the "**added value**" of **working together** to deliver this programme (previous collaborations between the participants)

Exposure of ESRs to different research environments:

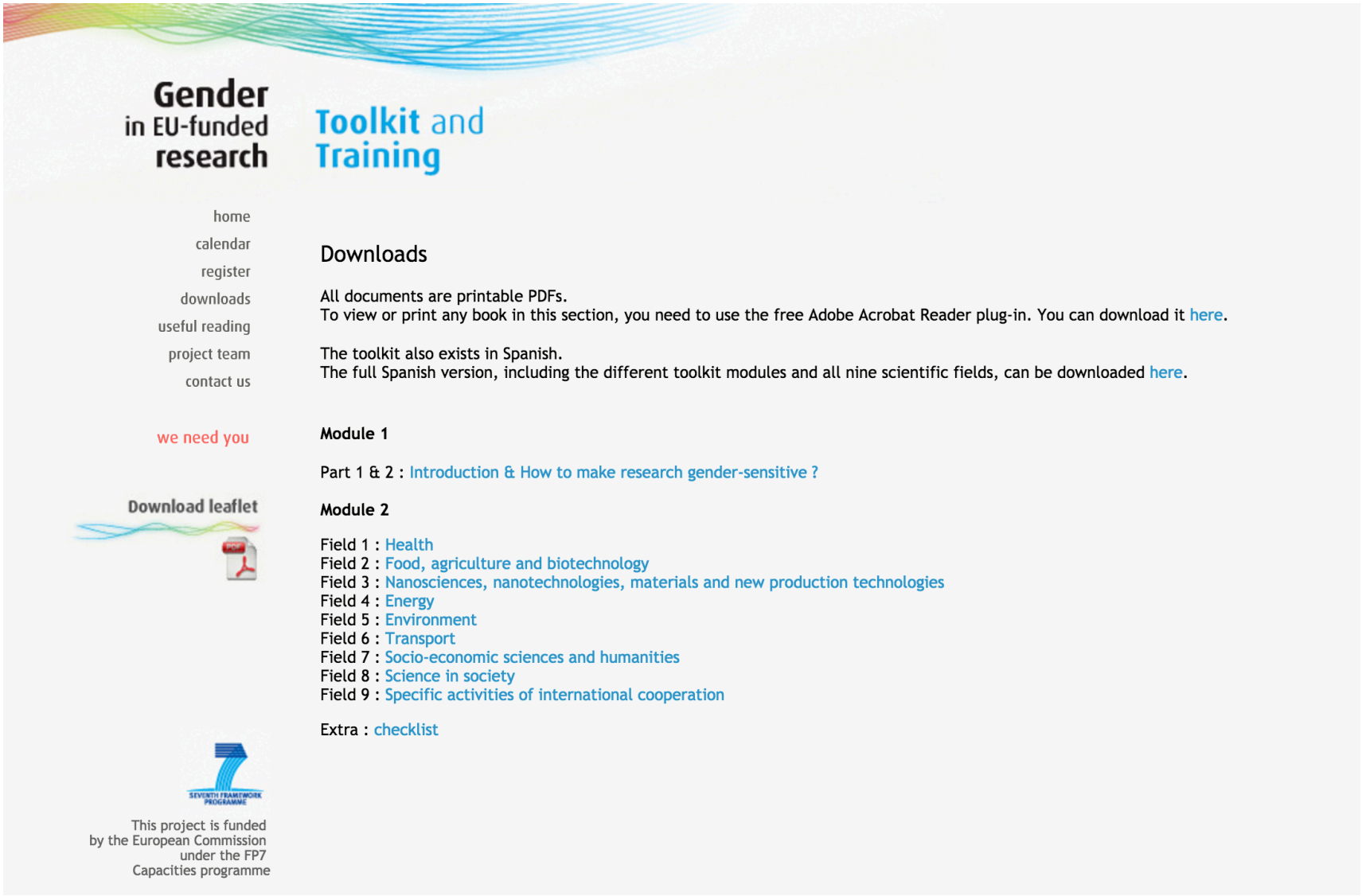
- Secondments
- Provide a **table** summarising the **secondments** for each ESR
- Explain how the secondments are linked to ensuring the excellence of the research & training programmes
- Each **ESR** should get a secondment of **at least 3 months** to a non-academic beneficiary or PO

Gender Aspects in Research

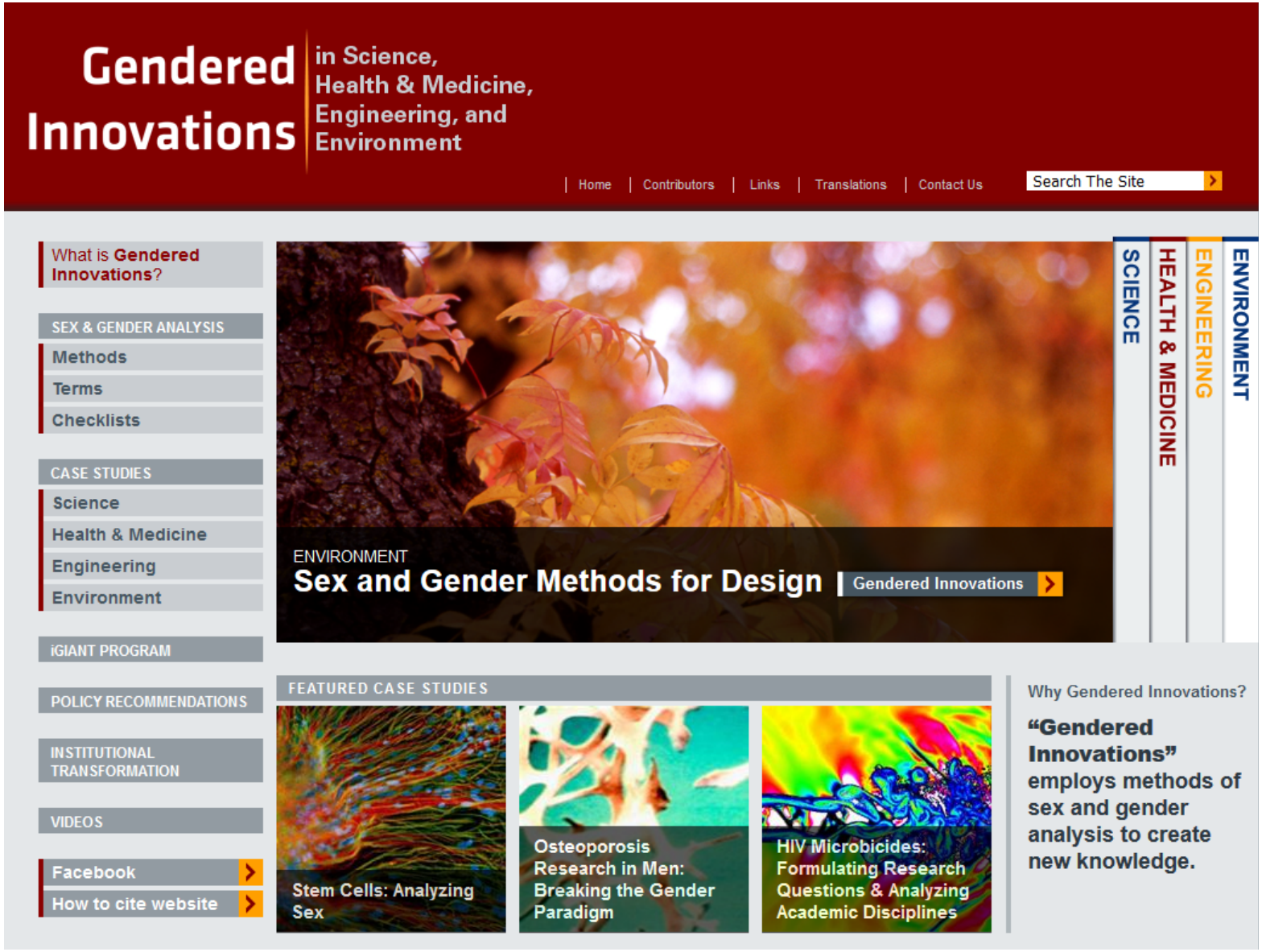
Gender now explicitly mentioned in the evaluation sub-criteria for research/training for all MSCA

In your proposal, should describe:

- **Gender balance**: equality in decision making, recruitment, supervisory arrangements
- **Gendered Innovations**: any gender aspects in relation to the research e.g. cardiovascular research, crash-test dummies, ITC devices, voice recognition
- **Gender Training**: training in gender balance/gendered innovations for the ESRs



http://www.yellowwindow.be/genderinresearch/index_downloads.html



https://genderedinnovations.stanford.edu/

THANK YOU

Jesús Rojo

Fundación para el Conocimiento madri+d

jesus.rojo@madrimasd.org

Tel: +34 91 781 65 72