ERASMUS+ PROJECT

Re@WBC

Co-funded by the
Erasmus+ Programme
of the European Union

Enhancement of HE research potential contributing to further growth of the WB region

Questionnaire for mapping the research human potential and issues in WBC universities

Introduction

To whom this questionnaire is intended

The questionnaire is a tool for mapping the research human potential and issues in University of Niš, University of Belgrade, University of Novi Sad, University of Kragujevac (RS), University of Montenegro (ME), University of Sarajevo, University of East Sarajevo (BA), University of Tirana (AL) and University of Vlora (AL). All above partners are invited to nominate one person from their Re@WBC team who will coordinate the local efforts in data collection, namely a local mapping coordinator.

Objectives

The objective of this questionnaire is twofold. First, it aims at establishing the state-of-the-art, namely a detailed and comprehensive picture of current human potential in science and research in targeted universities, including the issues, related to HR management, career development and employment of researchers, ethics, working conditions, accountability, training and collaboration. Second, it is a tool for development of individual HR strategies of each of the universities[1]. It is foreseen that the tool will facilitate synthesis of a background data for gap analysis, relative to the principles of European Charter for Researchers and Code of Conduct for Recruitment[2].

Data collection

The questionnaire covers a range of topics relevant for HR management in research institutions, all of which are highlighted in the European Charter and Code, or The Human Resources Strategy for Researchers (HRS4R) process[3]. These topics are highly relevant for the overall objectives of Re@WBC project. The accuracy (or reliability, in case of estimations) and completeness of the input, provided by the partners are of extreme importance for the fulfillment of these objectives, in terms of establishment of a ground basis for the future activities. Thus, all partners are invited to put a good faith effort to provide accurate, reliable and complete data. Possible sources of data are internal documents and reports, information systems and databases, other projects' deliverables, contacts with employees in HR departments, researchers and CD centers.

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[1] HR strategies for each of the partner universities are planned deliverables of Re@WBC project
[2] http://ec.europa.eu/euraxess/index.cfm/rights/europeanCharter
[3] http://ec.europa.eu/euraxess/index.cfm/rights/strategy4Researcher

How the data will be used

The data, collected by this questionnaire will serve as an input for drafting a synthesis report[4]. The synthesis report will be developed by University of Niš. It will highlight individual issues, as well as the good practices in resolution of these issues and in other aspects of HR management and career development. Additionally, EU partners will be invited to contribute with their feedback on the relevant topics. Their contribution will be included in the synthesis report. To the widest possible extent, the synthesis report will replicate the outline of the HRS4R template. Thus, it will make a valuable tool for the individual partners, in the activities of HR strategies' development. In fact, after the delivery of the synthesis report, the partners will be invited to prepare short action plans, aiming at resolution of most critical issues, and get endorsement of the upper university management for implementation of the foreseen actions.

Help and support

Person in charge for the mapping exercise from the University of Niš, namely a project mapping coordinator, is assigned. Project mapping coordinator will continuously keep in contact with local mapping coordinators, offer and provide help and assistance in data collection, missing and/or uncertain data situations. Role of project mapping coordinator is assigned to Milan Zdravković[5].

Questionnaire

1. Research potential

1.1. Human resources potential

1.1.1. Provide a number of researchers employed at your university (full or temporary contract) at each stage, at each scientific field:

	PhD candidate	PhD candidate with employ. contract	Teaching ass with PhD	Assistant professor	Associate professor	Full professor
Natural sciences:	-	13	-	10	6	1
Engineering and technology:	-	5	-	5	3	0
Medical and health sciences:	-	4	-	7	2	0
Agricultural sciences:	-	-	-	-	-	-
Social sciences:	-	9	-	9	6	2
Humanities:	-	20	-	28	9	3

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[4] In the Re@WBC project, the synthesis report is referred to as "Comparative (gap) analysis"
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1.1.2. Provide a number of researchers from abroad currently working or studying (PhD) at your university (full or temporary contract, visiting professorship, PhD or a research grant), at each scientific field:

	Full contract	Temporary contract	Visiting professor	PhD grant	Research grant
Natural sciences:	-	-	-	-	-
Engineering and technology:	-	-	-	-	-
Medical and health sciences:	-	-	-	-	-
Agricultural sciences:	-	-	-	-	-
Social sciences:	-	-	-	-	-
Humanities:	-	1	-	-	-

1.1.3. Provide a number of PhD students at your university, at each scientific field:

	Number of PhD students
Natural sciences:	13
Engineering and technology:	-
Medical and health sciences:	-
Agricultural sciences:	-
Social sciences:	-
Humanities:	-

1.1.4. Provide accurate or estimated age structure of researchers employed at your university (in total or percentage):

0 <25 yrs   84 25-40 yrs   46 40-55 yrs   12 >55 yrs

1.1.5. Would you consider a gender balance in your university as fair? Highlight the most important aspects, including overall gender balance, scientific excellence (mentoring, project coordination and leadership, outstanding scientific achievements), management (deans, department managers, centers management, etc.) and situation in different scientific fields:

Gender balance is generally perceived as being at an adequate level of representation. Both female and male researchers at our institution are actively involved in scientific activities at the national, regional and international level. Although female researchers slightly outnumber male ones, both genders have succeeded in their scientific advisory work, satisfactory project participations and close collaboration with other scientists in Albania and abroad. This hopefully will bring some important outstanding scientific achievements in different disciplines. Both genders do also contribute to the university, faculty and departmental managements as well as at the decision taking bodies, such as the Senate, the Board of Administration or faculty councils. All in all, this is the general situation in all the different disciplines in our institution. Exceptions, such as the case of the researchers at the Department of Nautical Sciences, who are all males does not seem to distort the above brief description.

1.1.6. Provide a list of outstanding international awards (which award, when, which scientific field?) in specified scientific fields received by the individual researchers from your university[6]:

No particular outstanding international awards.

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[6] Also including ERC grants

1.1.7. Any other remarks relevant to human resources potential at your university?

> University of Vlora was founded in 1994 as Vlora Technological University. It is a relatively new academic institution focusing now on a new range of disciplines. There has been growing interest in the BA, MA and PhD programmes that the university offers and the number of students has increase constantly in the last years. But, what is particularly relevant in this context is the dedication and contribution of young researchers in the realm of scientific promotion and work at this institution. More and more qualified teaching research staff is employed and the ration of PhD candidates and PhD holders is changing rapidly on a yearly basis. There are also various aspects in the new Higher Education Law, introduced in October 2015 and due to be fully implemented in September 2016, which motivates and facilitates the direct involvement of university researchers in scientific activities, works, projects etc. This is expected to be an impetus for our university researcher's successful research involvement. So, our researchers are quickly progressing and are presently more motivated to be promoted. The semi-decentralization from the Ministry of Education is also an important aspect which would be an advantage to researches in the realm of scientific work.

2. Employment and career development

2.1. Employment and promotion

2.1.1. How many researchers were employed (signature of a new contract, do not include extensions – career advance) at your university in 2014, per scientific field?

	Employed
Natural sciences:	3
Engineering and technology:	1
Medical and health sciences:	0
Agricultural sciences:	-
Social sciences:	1
Humanities:	2

2.1.2. How many of those researchers were employed at senior positions (signature of a new contract for assistant professors or higher)?

	Employed at senior pos
Natural sciences:	2
Engineering and technology:	1
Medical and health sciences:	0
Agricultural sciences:	-
Social sciences:	1
Humanities:	2

2.1.3. How many researchers were retired at your university, in 2014, per scientific field?

	Retired
Natural sciences:	3
Engineering and technology:	0
Medical and health sciences:	1
Agricultural sciences:	-
Social sciences:	0
Humanities:	1

2.1.4. Where all open positions are advertized? Provide URL of a web page, if any.

> All open positions are advertized in the respective faculty as well as on the institution website (main web page http://www.univlora.edu.al/). All the open position announcements along with mandatory criteria remain still available for some long time on secondary web pages, but still accessible to anyone, as for instance: http://www.univlora.edu.al/?p=6967, http://www.univlora.edu.al/?p=6830, etc.

2.1.5. What is the duration of position advertisement (in days)?

20

2.1.6. What are the maximum durations of contracts (with all possible extensions) for each of the positions? Indicate if a signature of permanent work agreement is possible for some positions[7].

	Max duration
Teaching assistant:	one year
Assistant professor:	permanent
Associate professor:	permanent
Full professor:	permanent
Other:	

2.1.7. What are the typical durations of contracts for each of the positions?

	Typ duration
Teaching assistant:	one year
Assistant professor:	permanent
Associate professor:	permanent
Full professor:	permanent
Other:	

2.1.8. Does your university supports/implements transferrable grants[8]? If yes, could you shortly describe the process of a transfer?

> Grant transfers are not implemented at the University of Vlora.

2.1.9. List all criteria factors[9] which are formally taken into account for advancing career from one position to another[10] (for example, from assistant to associate professor). Consider all

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[7] For example, in Serbia, all full professorships positions are permanent, while all others are temporary.
[8] When a researcher transfers from one institution to another and requests continued support from a previously approved grant/project at the new location
[9] Possible criteria factors include but are not restricted to papers in journals, books, mentoring, participation in evaluation committees, project coordination, etc.
[10] Do not include the ones that are regarded but not mandatory, list only mandatory criteria.

possible promotions, not only the one given as an example.

> From teaching assistant to assistant professor
> 1. Completion of the PhD dissertation
> 2. At least three conference presentations, published in the conference proceedings
> 3. At least three published articles
>
> From assistant professor to associate professor
> 1. Application after three years or more from becoming assistant professor
> 2. At least eight conference presentations, five of which published in conference proceedings
> 3. At least five published articles, one of which with IF.
> 4. Preparation of teaching lectures and materials for students
> 5. Evaluation of pedagogical teaching abilities
>
> From associate professor to full professor
> 1. Application after five years or more from becoming associate professor
> 2. At least fifteen conference presentations, eight of which published in conference proceedings
> 3. At least nine published articles, two of which with IF.
> 4. One year research or teaching experience abroad
> 5. Preparation of teaching lectures and materials for students
> 6. Evaluation of pedagogical teaching abilities

2.1.10. Describe shortly the process (in bullet points - steps) in which the members of evaluation committees are nominated. Are there any criteria for participation in evaluation committees?

> - The evaluation committee members are nominated and voted by the Council of Professor at each faculty.
> - The evaluation committee members should be full professors.
> - The evaluation committee consists of seven members, three of who should be professor from the faculty and four should be external from similar disciplines.

2.1.11. Describe shortly the process of candidate selection (in bullet points - steps). Are there standard evaluation templates (allowing that different standard templates may exist for the different scientific fields)?

> - Any researcher who wishes to be promoted and has fulfilled the promotion criteria (as listed in question 2.1.9 above) has the right to apply for promotion. And there is no competition for promotional positions in Albanian higher educational institutions. The candidate is either promoted or not.
> - The evaluation templates are basically the same and they should include, among others, the assessment of the candidate's scientific activity and his/her pedagogical abilities.

2.1.12. Who is entitled to make a decision on announcing an open position at your university (or faculties, in case of disintegrated university)? List all possible factors for rendering such a decision, for example: long-term employment strategy, short-term need (available project grant), retirement, any other.

> Open positions are announced by the Rector of the university (who is the legal employer) with the request of the Dean of the faculty. Such decisions are based on the long-term employment strategy, departmental strengthening and promotional strategy and replacement of retired staff.

2.1.13. Would you consider a research positions at your university as competitive? How many candidates typically apply for a certain position?

> There is usually some satisfactory level of competition for vacant positions. The number of applicants though is relative to the field of research and to the availability. There have been, for instance, a few cases for associate professors positions which have been no applicants. But, generally speaking, there are more applications than positions available.

2.1.14. Any other remarks related to employment and promotion at your university?

Since Albanian higher institutions are dependent on the Ministry of Education, additional vacant positions at them are subject to its approval. With the new high educational legislation (to be applied in the next academic year) universities will have more freedom and less centralization. Also, at present, our university can promote only staff from natural sciences, a handicap which is expected to be overcome with the new legislation and in the next few coming years.

2.2. Career development services

2.2.1. Do you have a Career Development center, established at your university? If not, disregard the remaining questions in this section.

Yes

2.2.2. How many students were served by CD center at your university in 2014?

200

2.2.3. What are the most commonly provided services to students?

1. How to prepare a job application
2. How to prepare a professional CV
3. How to adopt their academic knowledge and abilities to the market
4. How to approach different available job positions in Albania

2.2.4. How much staff is currently employed or engaged in the CD center at your university? What is their specialty and/or background (legal, administrative, marketing, etc.)? How many full time employees in CD center (working exclusively in providing CD services) are there?

The office is small for the time being and it has only one administrative specialist. The new educational law, which has to be implemented in September 2016, focuses more on the role of CD centers at HR academic institutions.

2.2.5. Did staff of CD center receive some training? In which skills?

No formal training.

2.2.6. Does CD center at your university provide services to PhD students or researchers?
If yes, how many PhD students/researchers were served in 2014? What are the most commonly provided services to PhD students/researchers?
If not, do you plan to extend the services of CD center to PhD students/researchers? Describe shortly this plan (when, which services will be offered, etc.)?

No. It mostly provide services to BA and MA students.

2.2.7. Does CD center at your university give trainings/courses to students/PhD students/researchers? In which skills? How many students/PhD students/researchers attended those trainings in 2014?

There have been a couple of student trainings in 2014 focusing mostly on issues related to job applications and future career development.

2.2.8.   Any other remarks relevant to activities of CD center at your university?

> The CD center at our institution has had little counseling and promotional activity. This is because of two main reasons. First, not much attention has been paid to its potential work. And second, lack of external funding has limited its advisory activities. Hopefully, the new law and respective regulations will change the situation.

3. Ethics

3.1. Institutional tools

3.1.1.   Describe the process (in bullet points - steps) of nomination of members of Ethical Committees. Were there any complaints related to the transparency and credibility of this procedure? Were there any complaints related to questioning independence of the members of Ethical Committees?

> - Each faculty of University of Vlora nominates a representative in the Ethical Committee (or Ethical Council, as it is called in Albanian HR academic institutions.
> - The nominees are then proposed to the Senate and approved or rejected.
>
> There have been no complains related to either the transparency or credibility of this procedure. The EC is seen as an independent body at the institution with their right and duties, which are included in the Ethical Code.

3.1.2.   Present a few typical reasons for Ethical Committee engagement (in bullet points).

> - Proper and professional conduct from the academic and non-academic staff.
> - Proper and institutional conduct from university students.
> - Pedagogical and teaching responsibilities (for academic staff).
> - Intellectual property rights.
> - Issues related to research activity.

3.1.3.   How many cases are handled by the Ethical Committee annually, in average? In how many of those, misconduct was established?

> One or two, which have been related to misconduct issues at the institution.

3.1.4.   What are the possible consequences of a found misconduct? Are there any consequences for a complaintee if his/her complaint is found to be unsupported?
Is revoking scientific titles an option and under which conditions? Have it ever happened?

> The consequences vary from a formal warding to dismissal. All reason of a complaintee are seriously considered and evaluated. However, no consequences are included in the Ethical Code in case of unsupported evidence. Titles revocation is an option, but no such cases have been practices at our institution.

3.1.5.   Would you consider the cases handled by the Ethical Committee transparent? Which information is published on the university website (separately, during process and post-mortem)? URL?

> The Ethical Committee reports formally to the Rector of the university and makes their own suggestions or forward any decisions taken related to particular cases. This is also reported to the university staff, but no formal information is published on the web.

3.1.6. Are members of Ethical Committees remunerated for their work? If yes, how the amount of remuneration is determined? How the work of Ethical Committees is funded?

> Members of the Ethical Committee are not remunerated for their work, nor do the receive any particular fund.

3.1.7. Are there any tools in your university which can help members of Ethical Committees in their work, such as plagiarism monitoring tools, PhD databases, etc.?

> There is no anti-plagiarism software available. However, all the dissertations defended by our staff at the University of Tirana are listed and included in their website (http://www.doktoratura.unitir.edu.al/).

3.1.8. Does Ethical Committee discuss about ethical issues arising from the research projects, such as privacy, data protection, animal testing, clinical trials, etc.?

> Unfortunately, it doesn't.

3.1.9. Any other remarks relevant to the work of ethical committee at your university?

> The Ethical Committee should play a more important role related to academic research issues. We wish to be on time to make our suggestion to the new Ethical Committee (with the new election to be held soon at higher educational institutions) and propose essential and necessary changes to the present Code of Ethics.

3.2. Seniority culture and its impact to research freedom

3.2.1. What is the number of PhD students supervised by younger researchers (level of assistant professor) in 2014? If you don't have access to this information, would you consider such situation as common? In which scientific fields?

> According to the legislation in power, in all Albanian institutions PhD students are supervised only by associate or full professors.

3.2.2. What is the number of research projects managed by younger researchers (level of assistant professor and below)? If you don't have access to this information, would you consider such situation as common? In which scientific fields?

> There is an insignificant number of proper research projects managed by young researchers.

3.2.3. What is the typical age structure among associate and full professors?

> Generally speaking, associate professors are 40-55 and full professors 55-65 years old.

3.2.4. What is the typical distribution of scientific titles (assistant, associate, full professor) among research project coordinators at your university?

> Research projects are almost always coordinated by associate professors and full professors, with a balanced representation.

3.2.5. Any other remarks relevant to the seniority culture and its impact to research freedom?

> Assistant, associate and full professors, but also young researchers are constantly motivated to pursue scientific activity in terms of works published but also projects involvements. Their status allows them to be freely engaged in joint and individual research projects in Albania and abroad.

4. Working conditions

4.1. Working conditions

4.1.1. Is there a EURAXESS Service Centre at your university? If yes, how many people are involved in its activities? What are their specialties and/or backgrounds? Which services are typically given? Does the center submit EURAXESS statistics regularly to European Commission?

> No. There is only one EURAXESS Center in Albania. Its office is at the Agency for Research, Technology and Innovation in Tirana.

4.1.2. What is the typical teaching/research balance in your university (estimation in percentage, provide different estimations for different scientific fields, if relevant)? What is average engagement (number of classes per week) in teaching, in different scientific fields, in different career levels/positions? Are PhD students involved in teaching activities? If yes, how much classes per week (typically)?

> Teaching must be 50-70 %, research at least 20 % and institutional support 10-20 % for all the scientific fields at our institution. Full professor teach 6-7 classes per week, on average, associate professors 7-8, assistant professors 8-9 and PhD students around 10. In many cases, though, the academic staff is engaged in more teaching classes.

4.1.3. Would you consider the level of development of research infrastructure (lab equipment, devices, testing and demonstration facilities, etc.) in your university as satisfactory? Do you have agreements with industries and/or other research organizations related to access to their specific research infrastructures?

> Research infrastructure at our institution is not at a satisfactory level. Although more and more is invested on a yearly basis, funding from external bodies has been very little. There are a few formal or informal agreements either at the institutional or personal level with external institutions, institutes or industries which come to some help to our researchers.

4.1.4. Did your university implement a specific award system for extraordinary achievements in science and research?

> Although they are highly motivated and promoted, there is no particular award system implemented for the time being.

4.1.5. Is sabbatical opportunity used in your university? Under which conditions? What are the typical purposes? Under which conditions, a researcher working in your university can pursue the visiting professorship opportunity?

> According to the law, academic personnel with titles has the right to take a sabbatical year every seven years to work for his/her develop and promote his scientific career. They can also pursue the visiting professorship opportunity for up to three months in other institutions in Albania or abroad. This is a common practice at our institution, and there have been cases of sabbatical year, to my knowledge.

4.1.6.   Any other remarks relevant to the working conditions at your university?

> It is extremely important that the research environment at our university is to be improved to a great extent. Also, the management of scientific promotion should change placing more emphasis on external collaboration and internal efficiency. There should be more dedication from our staff and also more imposing regulations on scientific works and activities.

5. Accountability and public responsibility

5.1. Accountability of researchers

5.1.1.   How would you consider the level of awareness of researchers in your university on the ethical issues and standards in research, related to data protection, privacy, confidentiality, plagiarism and others?

☐ Very low   ☐ Low   ☒ Satisfactory   ☐ Good   ☐ Very good

> Any specific remark on this topic?
> Most researchers are well aware of the above mentioned issues related to research ethics and standards. However, a few of them disregard some or many of them either unintentionally or deliberately. This is going to be more problematic in the future, unless it is regulated by some acts in the former legislation.

5.1.2.   How would you consider the level of awareness of researchers in your university on the contractual and legal obligations arising from work contracts, laws and by-laws?

☐ Very low   ☐ Low   ☐ Satisfactory   ☒ Good   ☐ Very good

> Any specific remark on this topic?
> Contractual obligations and responsibilities are clearly stated in work contracts and are generally followed and monitored by higher structures.

5.1.3.   Which kind of reports related to teaching and research the researchers in your university are obliged to submit to management (in bullet points)? In which periods? How these reports are used, for statistical purposes/reporting to other bodies/individual assessment and evaluation/other?

> - The teaching report which contains all courses taught during the academic year
> - The research report which contains a detailed description of all the scientific work and activities carried out during the academic year
>
> These reports are usually submitted to the head of the department, finance office, academic office and to the Vice-Rector at the end of the academic year (June or July). The reports are prepared to demonstrate that the staff has fulfilled his/her contractual obligations and to help the finance office pay any teaching overload in some cases.

5.1.4.   Any other remarks relevant to the accountability of researchers at your university?

> As stated in 5.1.1, more concrete legal and academic obligations are needed for scientists' works and activities. Implementation of appropriate regulations in this regard is seen by many as more than necessary to promote them properly.

5.2. Public engagement

5.2.1. List the typical activities (in bullet points) in which the scientific results and achievements in your university are presented to the wider public:

> - Generally through individual websites of researchers
> - On the university main website (www.univlora.edu.al)

5.2.2. Do you organize science career promotions in schools?

> We do organize occasional promotional activities in spring. This is relatively new and it is followed now by all the faculties. The Faculty of Natural Sciences has been more active in this regard for some years now.

5.2.3. Does your university have PR department? If yes, how many people work in this department? What are their typical activities (in bullet points)? Do you have media kits?

> The University of Vlora has a PR office, in which two people are employed. It makes public announcements related to university activities and collaborates closely with other university offices as well as faculties to promote the institution and its achievements.

5.2.4. Do you have university Facebook or Twitter account? If yes, is it regularly used for promotional activities? URL?

> The university has a Facebook account (https://www.facebook.com/pages/Universiteti-Ismail-Qemali-Vlor%C3%AB/690071477689556), in which various activities are promoted. The university website (www.univlora.edu.al) also contains information about past or forthcoming promotional activities.

5.2.5. Any other remarks relevant to the public engagement at your university?

> No.

6. Training

6.1. Mentoring and supervision

6.1.1. Under which conditions (bullet points), a researcher at your university can work as a mentor and/or supervisor to a PhD candidate?

> - PhD candidates can only be mentored and/or supervised by associate or full professors.

6.1.2. Under which conditions (bullet points), a researcher at your university can participate in a work of PhD evaluation committee?

> - A PhD evaluation committee consists of only associate or full professors.
> - Three of the five members must be internal and two external staff.
> - The evaluation committee is approved by the Council of Professors in the respective faculties.

6.1.3. When, after admission, a PhD candidate in your university is assigned a mentor or supervisor? In which process such an assignment is made (bullet points)? Does candidate

have any influence to that decision (in other words, can he/she choose a mentor)?

- PhD candidates can choose their mentors/supervisors with their formal written consent.
- If they do not have one, then the Council of Professors in the faculty assign a mentor/supervisor as soon as their application is officially accepted.

6.1.4. Does PhD candidate or his/her mentor/supervisor submit regularly reports on his/her work? What exactly is reported (bullet points)? How these reports are used afterwards?

- PhD candidates present their work twice or three times during the time they write the dissertation to all the members of the department where they are pursuing their studies.
- Mentors/Supervisors also write a report by the time these presentations are made to report on their progress.
- These reports contain information related to the fulfillment of the commitments included in the plan prepared by the candidate (approved by the mentor beforehand) and included in the application.

6.1.5. Under which conditions a PhD candidate in your university can be granted a request to change an assigned mentor or supervisor?

If the assigned mentor/supervisor suffers from serious health problems over a long period of time. And if the PhD candidate argues convincingly that he/she is not professionally and academically mentored by him/her. This case, however, is extremely rare.

6.1.6. Are mentors remunerated for the mentoring and supervision work? How?

After the candidates' dissertation defense, he/she is remunerated according to the legislation in power.

6.1.7. Are members of the PhD evaluation committees remunerated for their work? How?

The PhD evaluation committee has two opponents who are remunerated after the dissertation defense.

6.1.8. Any other remarks relevant to the mentoring and supervision?

All the above-mentioned provided information is in line with procedure followed now. We do not know, however, what will change with the new law applied in September/October and the new directions.

6.2. PhD training

6.2.1. Does your university offer accredited PhD and/or master courses in English language? In which scientific fields? If yes, did you implement such courses so far? Any identified issues? If not, what is the reason for not offering such courses?

Only at the Department of Foreign Languages, Faculty of Humanities. The courses of MA in English Language Learning and Teaching and MA in Translation are taught and assessed in English.

6.2.2. Does your university offer joint PhD degrees in collaboration with other universities? In which scientific fields? If yes, did you implement such degrees so far? Any identified issues? If not, what is the reason for not offering such degrees?

No, it does not. There have been some attempts recently to offer PhD degrees in Economics in collaboration with the University of Tirana, but the project has been unsuccessful up to now. As reported, there has been some lack of agreement on it.

6.2.3. What is the typical engagement of PhD students in your university, in summer schools, visits to industry/other research organizations, participation at conferences and other similar activities? How the costs of such activities covered?

> They do occasionally take part in summer schools and actively participate in conference presentation in Albania and abroad. They only have some partial university financial support in this regard.

6.2.4. In which transversal skills the PhD students in your university are trained during their studies[11]? Is this training a regular part of the offered PhD courses?

> University of Vlora only offers PhD degrees in Mathematics, and PhD candidates here are trained mainly in Creative skills.

6.2.5. Any other remarks relevant to the PhD training in your university?

> It is assumed that the new regulations related to PhD studies will help to reorganize and reconceptualize them.

7. Research projects and collaboration

7.1. Research projects

7.1.1. How is the research in your university funded? Can you estimate a proportion of overall research funding, coming from: a) national research fund; b) EU programmes; c) industry collaboration; d) own funds? Separate estimations in different scientific fields will be strongly regarded.

> Research funding has been unstable and it changes constantly in terms of figures and percentage divisions, as requested in this question. In the recent years it has been mainly from EU programmes, own funds and a little from national research fund. We attempted to have precise figures and percentages, but, unfortunately, could get nothing officially.

7.1.2. Does university maintain a central database of research projects? Is this database open?

> The project office has only recently started to build a database concerning the university projects, intended to be included on the website in the near future.

7.1.3. List all FP7/H2020 research projects in which university participated in last two years (ONLY research projects). Any MC/MSC[12] actions?

> The University of Vlora has not participated in these projects yet. But aspires to be part of them soon.

7.1.4. Any other remarks relevant to the research projects?

> Researchers at our university are constantly looking forward to internationally collaborating with other institutions, which has been reflected in the past few years. It is important to note that more opportunities has to be exploited in this regard.

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[11] Examples of transversal skills: Creative skills (analysis, problem solving, critical thinking, ability for formulate new problems and ideas), Interpersonal (social) and leadership skills, Project management & organization, Research information management, Entrepreneurship, IPR, Self-management & work habits, Written and oral communication, Presentation skills, and others

[12] Marie Curie/Marie Sklodowska Curie

7.2. Research collaboration

7.2.1. What is the uptake of industry representatives in formal research process (in specific, PhD studies and evaluation committees)?

No significant uptake so far.

7.2.2. Describe your activities towards collaboration with alumni association and scientific diaspora. Who carries out those activities?

The scientific activities with collaborators abroad are generally carried out at the personal level, in which cases some have been very successful. There also a few institutional collaborations which have been quite useful.

7.2.3. How would you rate the collaboration of research teams in your universities with other actors, e.g. public administration, NGO, etc.?

Generally speaking, not very satisfactory.

7.2.4. Any other remarks relevant to the research collaboration?

Nothing particular to remark.