THE 1st UNICA PHD MASTER CLASS
Supervision in Doctoral Education

1st UNICA PhD Master Class Proceedings

20 - 23 September 2009
Dubrovnik, Centre for Advanced Academic Studies (CAAS)
University of Zagreb
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Foreword

Recent years have shown a revolution in PhD education linking the European Higher Education Area and the European Research Area. Starting with the “Salzburg principles” doctoral programmes obtained increasing attention on European level even outside academia. Furthermore, the nature of doctoral training itself has been shaped in many of UNICA universities to meet increasing student expectations and the broader and more-structured training requirements of the research councils and other funding bodies. For instance, FP7 proposals are more likely to succeed if sufficient attention is given to high level supervision. UNICA member universities are committed to both excellent research and high level education and supervision is becoming a university’s responsibility. Those universities which want to keep their competitive capacity are re-framing and reconfiguring doctoral education. However, for many of our academics, supervision and the supervisor’s role is now and will be very different to what they experienced as a student. A holistic approach is needed to raise awareness for the topic and to facilitate the updating of established research supervision.

This 1st UNICA MASTER CLASS looked at the new expectations, roles and responsibilities of doctoral candidates, supervisors and institutions and explored ways of trainings and supporting measures necessary to establish effective supervision in this new academic climate.

The 3 ½ days programme included presentations of keynote speakers provided inputs concerning structural/political changes and adaptations needed and discussed these issues with the participants. Highly professional trainers with long-lasting experience provided the participants with training on a variety of supervisory skills so that they gain insights into trainings themselves. This 1st UNICA MASTER CLASS provided an excellent platform and a unique opportunity for the participants to reflect on, and share their experience with other colleagues through active discussion and exchange in the broad international context of UNICA Universities.

As a result, participants are better informed on crucial aspects related to trainings and support for supervisors and benefit from lessons learned by others in order to set up or improve institutional programmes in their respective universities.

The Organizers want to thank all the attendees for their active participation which guaranteed a vibrant forum to share practices and gain further insights into the complexity of supervision. Special thanks are also due to the team of the University of Zagreb and Centre for Advanced Academic Studies in Dubrovnik for their excellent support. Last but not least, we would like to thank keynote speakers, Jean Chambaz, Matt Henn and Carlos Jaime, for their valuable contributions and significant input to the Seminar.

Melita Kovacevic (University of Zagreb), Lucas Zinner (University of Vienna), Kris Dejonckheere (UNICA) and Paule Biaudet (Université Paris IV Pierre et Marie Curie)

UNICA MASTER CLASS Organising Committee
## List of Participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Family Name</th>
<th>University</th>
<th>Country</th>
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<tbody>
<tr>
<td>Jan</td>
<td>Bednar</td>
<td>Charles University in Prague</td>
<td>CZECH REPUBLIC</td>
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<td>Denis</td>
<td>Berthiaume</td>
<td>University of Lausanne</td>
<td>SWITZERLAND</td>
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<tr>
<td>Paule</td>
<td>Blaudet*</td>
<td>Université Pierre et Marie Curie, Paris</td>
<td>FRANCE</td>
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<tr>
<td>Immanuel</td>
<td>Bomze</td>
<td>University of Vienna</td>
<td>AUSTRIA</td>
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<tr>
<td>Helmut</td>
<td>Brentel</td>
<td>Frankfurt Graduate School for the Humanities and Social Sciences</td>
<td>GERMANY</td>
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<td>Katja</td>
<td>Breskvar</td>
<td>University of Ljubljana</td>
<td>SLOVENIA</td>
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<tr>
<td>Jean</td>
<td>Chambaz**</td>
<td>Université Pierre et Marie Curie, Paris</td>
<td>FRANCE</td>
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<tr>
<td>Constantinos</td>
<td>Christofides</td>
<td>University of Cyprus</td>
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<td>Ana</td>
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<td>Universidade de Evora</td>
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<td>Julie</td>
<td>Debrauwere</td>
<td>Vrije Universiteit Brussel</td>
<td>BELGIUM</td>
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<td>Kris</td>
<td>Dejonckheere*</td>
<td>UNICA Secretariat</td>
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<tr>
<td>Elena</td>
<td>Dumova-Jovanoska</td>
<td>Ss. Cyril and Methodius University, Skopje</td>
<td>MACEDONIA</td>
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<td>Sebastien</td>
<td>Fernandez</td>
<td>Université Pierre et Marie Curie</td>
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<td>Eva</td>
<td>Flodstrom</td>
<td>Karolinska Institute, Stockholm</td>
<td>SWEDEN</td>
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<td>Ana</td>
<td>Fruk</td>
<td>University of Zagreb</td>
<td>CROATIA</td>
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<tr>
<td>Matt</td>
<td>Henn**</td>
<td>Nottingham Trent University</td>
<td>UNITED KINGDOM</td>
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<tr>
<td>Carlos</td>
<td>Jaime**</td>
<td>Universitat Autonoma de Barcelona</td>
<td>SPAIN</td>
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<td>Marta</td>
<td>Kicińska-Habior</td>
<td>University of Warsaw</td>
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<td>Lauri</td>
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<td>Tallinn University</td>
<td>ESTONIA</td>
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<td>Melita</td>
<td>Kovacevic**</td>
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<td>Slaven</td>
<td>Mihaljevic</td>
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<td>Joël</td>
<td>Monéger</td>
<td>Université Paris-Dauphine</td>
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<td>Marie-Françoise</td>
<td>Morizur</td>
<td>VIACREATIS, Lyon</td>
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<td>Martin</td>
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<td>Tamara</td>
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<td>Luis Paulo</td>
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<td>Vincent</td>
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<td>Luciano</td>
<td>Saso</td>
<td>University La Sapienza</td>
<td>ITALY</td>
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<td>Steinmayr</td>
<td>University of Essen</td>
<td>GERMANY</td>
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<td>Torres*</td>
<td>UNICA Secretariat</td>
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<td>Chris</td>
<td>van Schravendijk</td>
<td>Vrije Universiteit Brussel</td>
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<td>Stavros A.</td>
<td>Zenios</td>
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<tr>
<td>Lucas</td>
<td>Zinner*</td>
<td>University of Vienna</td>
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Legend:
* Organizing Committee
** Speakers
# Programme

## MORNING PROGRAMME

<table>
<thead>
<tr>
<th>Sunday, 20 September</th>
<th>Monday, 21 September</th>
<th>Tuesday, 22 September</th>
<th>Wednesday, 23 September</th>
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<tbody>
<tr>
<td>9h00-11h00</td>
<td>Opening plenary session: Implementing Change, a challenging mission</td>
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<td></td>
<td>• “Academic Conservatism”, by Melita Kovacevic, University of Zagreb</td>
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<td>11h00-11h30</td>
<td>Coffee break</td>
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<tr>
<td>11h30-13h00</td>
<td>Workshop I-1 State of Art of Doctoral Education at your University: SWOT Analysis</td>
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<tr>
<td>13h00-15h30</td>
<td>Registration, Welcome Drink and Snacks at the CAAS</td>
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<tr>
<td>9h00-11h00</td>
<td>Workshop III-1 Follow up and Research Project Management</td>
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<td>• Taking into account the issues at stake, rules, outcomes and actors expectations.</td>
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<td>• Monitoring, record keeping, time management, feedback, training key transferable skills, results communication, defence and viva</td>
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<tr>
<td>11h30-13h00</td>
<td>Workshop III-2 Follow up and Research Project Management</td>
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<td>13h00-14h30</td>
<td>Lunch at “Restaurant Sesame”</td>
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<td>13h00-14h30</td>
<td>Lunch at the CAAS Court yard</td>
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<tr>
<td>9h00-11h00</td>
<td>Plenary sessions: Implementing the Third Cycle in the Bologna Process Framework</td>
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<td>• “Managing the Change in Doctoral Programmes at UAB”, by Carlos Jaime, Universidad Autónoma de Barcelona</td>
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<td>• “Evolution of UK Doctoral Programmes over the last 20 years: A Case Study of NTU”, by Matt Henn, Nottingham Trent University</td>
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<td>11h00-11h30</td>
<td>Coffee break</td>
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<tr>
<td>11h30-13h00</td>
<td>Workshop V-1 Implementing Change Locally: Drawing a personalized Action Plan</td>
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<td>13h00-14h30</td>
<td>Lunch at “Restaurant Mimosa”</td>
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<td>Welcome by Melita Kovacevic, University of Zagreb</td>
<td>Workshop I-2 Summing up the Results of the SWOT Analysis</td>
<td>Workshop IV PhD Career Opportunities</td>
<td>Workshop V-2 Implementing Change Locally: Drawing a personalized Action Plan</td>
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<tr>
<td>Introducing the Master Class: “The (new) Roles of the Researchers in the Society”, by Jean Chambaz, Université Pierre et Marie Curie</td>
<td>Workshop II Prerequisites of a good start up of the doctoral studies</td>
<td>Social event and Dinner</td>
<td>Wrapping up and Conclusions</td>
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<td>Setting the frame of the Master Class and introducing participants:</td>
<td>Dubrovnik Sightseeing Tour</td>
<td>Getting to know each other: Networking and poster session (drinks)</td>
<td>Evening Snack</td>
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<tr>
<td>Getting to know each other: Networking and poster session (drinks)</td>
<td>Evening Snack</td>
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Trainees

Paule Biaudet, Université Pierre et Marie Curie, Paris
Paule Biaudet has been working as Maître de Conférences (Assistant Professor) at Université Pierre et Marie Curie since 1989. In 2002, she was invited by the University to establish a doctoral career development service within a new structure: “La Maison des Écoles Doctorales UPMC”, to which she was appointed Director in 2003. Currently, it constitutes the doctoral training and career development branch of a larger structure created in 2005: the “Institute of Doctoral Training”.
Paule works also closely together with companies and recruiters on recruitment issues. She has been appointed as an expert by the European University Association to contribute to the Doc Careers project.

Eva Flodstrom, Karolinska Institute, Stockholm
Eva Flodström graduated at Uppsala University, Sweden. A psychologist, she has devoted her professional life to issues related to communication and pupil-teacher and student-supervisor relationships. She was hired in 1995 by Karolinska Institute to take part in developing and formalizing the support and training of supervisors in research work. Since then she has developed “The Supervisor Education” at Karolinska Institute.

Marie-Françoise Morizur, VIACREATIS
Marie-Françoise Morizur worked for 10 years in R&D at the French Institute of Petroleum and 10 years in Shell company. Trained in coaching and consulting, she quickly evolved into mentor and coach in universities, institutions and companies. As a consultant for doctoral schools, she contributed to career development programs for PhD students.
In 2007 she founded VIACREATIS (http://www.viacreatis.fr), a consulting firm focusing on process management for researchers and R&D managers. VIACREATIS develops change management programs with professionals having a scientific background (experts, technicians, researchers...).
Speakers

Jean Chambaz, Université Pierre et Marie Curie, Paris
Jean Chambaz is currently a professor of cellular biology at the Faculty of Medicine of Université Pierre and Marie Curie (UPMC) and Head of the Clinical Biochemistry Department at the Pitié-Salpêtrière Hospital in Paris. After running the doctoral school of physiology and physiopathology from 2001 to 2005, he became Director of the Institute of Doctoral Studies of UPMC, which has 3,500 PhD students. Jean Chambaz is an elected member of the Science Committee and Vice-President for Research at UPMC. He is President of the Management Board of the Council for Doctoral Education of the European University Association (EUA-CDE), founded in 2008.

Melita Kovacevic, University of Zagreb
Melita Kovačević is a Full Professor at the University of Zagreb, Department of Speech and Language Pathology. She is Head of the Laboratory for Psycholinguistic Research and a director of Interdisciplinary Postgraduate Doctoral Study Language and Cognitive Neuroscience. Currently she is a Vice-Rector for Science and Technology at the University of Zagreb. She has also received a Fulbright Award and a special recognition from the Rector of the University of Zagreb for the development of cognitive neuroscience field and participation in the development of University projects.

Carlos Jaime, Universitat Autonoma de Barcelona
Carlos Jaime (PhD in Chemistry, 1981, Universitat Autònoma de Barcelona) is the Vice-Rector of postgraduate studies at the Universitat Autònoma de Barcelona. He is responsible for the postgraduate studies at the UAB: he handles more than 220 masters, about 80 doctoral programmes (representing a total of about 3500 students and 400 PhD theses per year) and all activities related with the lifelong learning. At master level, he coordinates the creation of masters programmes. At doctoral level, he coordinates the creation of research programmes, and he has been the main responsible of the transformation of the old scheme of doctoral studies to the new scheme in the European Higher Educational System, introducing aspects as the contract between the student and the institution, the tracking of the students’ progress and the introduction of rights and duties at both students and supervisor levels.

Matt Henn, Nottingham Trent University
Matt Henn (PhD in Politics 1996, Nottingham Trent University) is the Head of Research Degrees and Research Training, College of Business, Law and Social Sciences, Nottingham Trent University. He is responsible for over 100 PhD research students. As part of this role, he oversees the recruitment of all PhD research students, the coordination of research degrees programmes, and ensures that the provision complies with the guidelines of the UK Quality Assurance Agency, and the UK Research Councils. Matt also runs the Programme of Supporting Studies which underpins the research degrees provision, including fortnightly research-related workshops, and the twice-yearly Graduate School conference.
UNICA Organizing Committee

Paule Biaudet, Université Pierre et Marie Curie, Paris
See “Trainers”

Melita Kovacevic, University of Zagreb
See “Speakers”

Lucas Zinner, University of Vienna
Lucas Zinner began his career as a researcher in Mathematics at the University of Vienna, Mid Sweden University and the Technical University of Vienna. He expanded his expertise and gained profound knowledge in research evaluation processes when he joined at the Austrian Science Foundation (FWF) as Scientific Administrator. Lucas Zinner became Vice-Director of the Research Services and International Relations Office, helped organize a Research Services Office including Technology. Furthermore he became responsible for “Initiativkollegs”, an internal funding scheme to promote structured doctoral programs at the University of Vienna. Since 2008 he is leading a project established by the University’s Rectorate focusing on the change of doctoral education and the development of inherent supporting structures. Lucas Zinner is active member of UNICA and specially committed to the PhD working group.

Kris Dejonckheere, UNICA
Kris Dejonckheere holds degrees in Law and Ethics. After graduating from the University of Ghent, Belgium, she was called to the Bar in the Court of Appeal of Ghent before taking up a role of Assistant Lecturer at Rijksuniversiteit Ghent. In 1994, she was appointed Political Advisor for University matters to the Flemish Minister for Education. Kris held different positions at the Vrije Universiteit Brussels and for many years she was responsible for Research, International Relations & Interface with Industry Department. Since 2001, she has been Secretary General of UNICA, network of 42 universities from the capitals of Europe. She has an extensive knowledge on the European Higher Education Area and the implementation of Bologna process, as well as vast experience in project coordination and management.
Abstracts of Keynotes

Jean Chambaz
Rethinking doctoral education as a driver for the knowledge-based society

The Salzburg Principles (2005) and the Lisbon agenda arose in the context of the need for a knowledge-based economy and society in general. Therefore, on the one hand, universities have an increased strategic role, and on the other hand, an increased responsibility. We have to be aware of how opportunities and threats in current circumstances influence the new vision of doctoral studies. The key issue is to promote the added value of doctorate in general. The aim is to train highly qualified and educated professional workers by giving them key competences, skills and vocational guidance. Following the Salzburg Principles (2005) we have to pay special attention to diversity in doctorate studies, advancement of research, quality of procedures, rising awareness of the development of transferable skills, and appropriate and sustained funding.

The confirmation and upgrading of Salzburg Principles of 2005 resulted in another initiative of the EUA in June 2010, that is Salzburg II. Salzburg II embodies the demands for focusing on research and developing creativity, autonomy, personal and professional skills of early stage researches. Supervisors should play an important role in this process. In addition, appropriate legal and economic framework has to be provided.

Matt Henn: Doctorate programmes and Graduate Schools in the UK: A case study of Nottingham Trent University

The UK doctorate system has undergone significant transformations over the last 20 years. In particular, key changes include: a shift from the supervisor-apprentice model of supervision, in which students previously received only limited support outside of the very personal and individualized relationship with their supervisors; nowadays students are supported by a team of supervisors, by other employees at universities with specialized and technical research skills, and by other students; single discipline-orientation has shifted towards a mix of core disciplines and interdisciplinary orientation; contact with other research students has improved; more attention is dedicated to ethical, health and safety matters; and finally, completion rates have increased.
A new achievement in UK higher education system is the introduction of the “Graduate School”, which provides research training to support the doctorate as well as to prepare people for careers outside the higher education sectors. Graduate schools tend to promote interdisciplinarity and to expose res students to paradigms and perspectives outside of their natural discipline, and in so doing, to promote creativity and a more rounded and holistic approach to the research problem. Graduate schools also tend to serve as centres for the development of professional skills and training of academic staff and supervisors. Moreover, they also strive toward increasing mobility across Europe for research students, and international collaboration between universities and other partners. Such graduate schools were also established at Nottingham Trent University. In order to provide a high quality research and learning experience for doctoral students, a Programme of Supporting Studies - in the form of research methods modules, research and transferable skills training workshops, and multi-disciplinary conferences - has been established. This training programme has the aim to support PhD research and provide high level research skills and competencies training for later careers.

Carlos Jaime: The transformation of Spanish doctoral programmes as a consequence of the EHEA: Difficulties and challenges at Universitat Autònoma de Barcelona

The doctorate system at Universitat Autònoma de Barcelona is currently under scrutiny. Introduction of the EHEA brought about significant changes in higher education institutions in Spain. Important changes were introduced in naming of university diplomas after 2005. Although introducing the EHEA was supposed to unify certain aspects of higher education in Europe, some differences persist in Spanish system (for example 4 instead of 3 years of undergraduate studies).

The system of doctoral studies in Spain was considerably affected by the EHEA visions. At the UAB, special emphasis has been put on the new vision of supervision. Traditional one-to-one communication has been substituted for a team of “experts” which controls the communication between students and their supervisors. They developed a system of yearly reports for both students and mentors. A significant role in the process of doctorate reform was played by the Postgraduate school which manages and controls all the doctoral studies at the UAB.

Nevertheless, we also have to take into account difficulties and challenges that have accompanied the “new” doctorate. Emphasis should be put on achieving educational objectives, not only on research objectives. Students should be both trained for research and by research.
Remarks from an Observer

Looking back to the 1st UNICA Master Class “Supervision in Doctoral Education” and looking forward to design questions of follow up activities I want to share with you some impressions, comments and suggestions as “Observer” and participant of the Dubrovnik meeting.

First of all, some remarks concerning the strengths and weaknesses of the Master Class. As said and often repeated during the days in Dubrovnik, this has been a wonderful time getting to know each other, having the opportunity to exchange experiences and best practices, and better to understand the state of the art at the participants universities, the obstacles as well as ideas and paths to future solutions. I think that this getting together, building a community of professionals in doctoral education and starting the joint project of good supervision practices and supervisors training was the most important and absolutely successful point that I have to stress.

I once more want to thank the UNICA office, Melita Kovacevic, our host from the University of Zagreb; and the trainers, Paule Blaudet, Eva Flodstrom and Marie-Francoise Morizur, for all their effort, for the perfect organisation of the meeting and for the well designed training and discussion sessions. The workshop was very successful in building a European Community for the elaboration and exchange of good ideas and procedures for supervision.

Of course, and this is the good normal case, we are all learning communities on a procedural track of constant improvement. Thus we learned that some things could be improved for future meetings. I think it should be useful to have some more comprehensive information about the state of the art in supervision before starting the workshop phases with a joint elaboration of the supervision topics. An initial presentation about good supervision practices and problems would have been supportive as a discussion and reaction basis for the collaborative workshop design.

Looking forward to meeting you again and to learn more about your latest projects and experiences, with my best regards

Helmut Brentel
Frankfurt Graduate School for the Humanities and Social Sciences
Posters

In order to provide an alternative networking arena to the participants, a poster session was organised on the first day of the Seminar. It gave the attendees an opportunity to present the doctoral studies in their universities in an informal way and stimulate the one-on-one discussions.

Having “poster session guidelines” as reference, the participants prepared A1-format (either portrait or landscape) posters. Their content covered key information on each University’s data/indicators related to doctoral studies, such as: number and percentage of doctoral students, number of doctoral programmes or doctoral schools, percentage of international students, and PhDs employment figures. The posters also conveyed the main challenges for the doctoral studies in each institution.

A POSTER WORTH A THOUSAND WORDS

Held in the peaceful ambience of the CAAS courtyard coupled with a cosy collegial atmosphere, the poster session turned out to be a valuable exercise and proved that effective and visually-pleasing posters can be prepared without the help from professional graphic designers. What is vital is that the posters helped its authors to quickly and efficiently present the situation of doctoral education at their University and to focus on central ideas.

On the following pages, you will find the 17 posters submitted for the PHD MASTER CLASS poster session.
Doctoral Studies at Université de Lausanne, Switzerland

Dr Denis Berthiaume, Director, Centre for Learning and Teaching & Dr Nathalie Janz, Assistant to the Vice-President (Education)

Main university research fields

- Life Sciences and Medicine
  - Evolutionary Biology
  - Genetics and Integrative Genomics
  - Immunity and Infectionology
  - Metabolic and Cardiovascular Diseases
  - Neuroscience
  - Oncology and Development

- Business and Economics
  - Finance and Actuarial Science
  - Management
  - Economics
  - Information Systems

- Law and Criminal Science
  - Forensic Science and Criminology
  - European and International Law
  - Comparative Law

- Environmental Science
  - Urban Planning and Sustainable Development
  - Environmental Risk Analysis
  - Comprehensive Earth Science Studies
  - Environmental Geophysics
  - Environmental Ethics and Politics

- Social Sciences and Humanities
  - Social and Developmental Psychology
  - International Relations and Politics
  - Theology and Religion
  - Comparative Literature
  - Linguistics
  - Applied Archeology

Three types of doctoral programmes

- CUSC (Western Switzerland Universities Conference)
  - Three years
  - Several universities involved
  - Optional activities (content, research methods, soft skills)
  - Complement to individual supervision

- Programmes associated with specific faculties
  - Three to five years
  - Specific to Université de Lausanne
  - Some programmes have mandatory activities whereas others have optional activities

- Other types of structured programmes
  - Length/duration varies
  - Can be specific to Université de Lausanne or joint with other universities
  - Very structured, full-time programmes

Other possibilities for doctoral studies:
- To complete a doctoral individually (only through the supervision of one individual)
- To complete a doctorate in co-supervision from two institutions (agreements with France and Italy)

Main challenges for years to come

- To implement the National Qualification Framework in relation to doctoral programmes
- To improve the conditions in which students complete their doctorate (financial, administrative)
- To improve the supervision skills of doctoral supervision and to clarify their responsibilities
- To improve the doctoral students’ ability to find work, inside and outside of academia
- To improve the duration of studies and completion rate of doctoral students

Data/indicators related to doctoral studies

- Total number of students: 1150
- Number/proportion of doctoral students: 1833 (14%)
- Number of theses defended per year: 116
- Duration of the thesis: Varies according to programme
- Number of doctoral programmes: 25 doctorates, 35 programmes
- Proportion of international students: 2476 (21%)
- Proportion of international doctoral students: 265 (36%)
- Number of joint doctorates awarded: No information available
- PhD employability figures: No information available

For further information

Universite de Lausanne website: www.unil.ch
Western Switzerland doctoral programmes: www.cusc.ch
Promovierendenforum

“IT is your Ph.D.!”
Dr. Markus Stemmayr, Founding Director

Contact Information:
University of Duisburg-Essen
Promovierendenforum
D-45141 Essen
markus.stemmayr@uni-due.de
0049 – 201 – 183 – 3013

Chief Research Programs

- Biomedical Sciences
- Fundamentals and Applications of Nanotechnologies
- Empirical Research in Education
- Urban Systems
- Change of Contemporary Societies

Research Centers

- Center for Empirical Research in Education (CRE)
- Center for Nanointegration Duisburg-Essen (CENIDE)
- Center for Logistics and Transport (ZLV)
- Center for Medical Biotechnology (ZMB)
- Center for Water and Environmental Research (ZWE)
- Erwin L. Hahn Institute for Magnetic Resonance Imaging
- Eesane College of Gasard Studies (EKG)
- German-French Institute for Automation and Robotics (IFAR)
- Institute for East Asian Studies (IN-EST)
- Institute for Experimental Mathematics

National Context

- Big difference between German "Promotion" and international "Doctoral Studies"
- Established forms are:
  - Individual Doctorate at a Chair
  - Member of a Research Training Group or a Graduate School
  - Owner of a scholarship
- Excellence initiative and its funding line "Graduate Schools" does initiate reforms
- Doctoral candidates of the 21st Century as a highly differentiated target group desire a diverse set of offers by the university and faculty
- Systematic development of young researchers is fairly new to German universities

Regulations of the UDE

- Faculties, not Graduate Schools are the institutional entities, which run the process
- Wissenschaftsrat and GRC (German Research Council) do apply to German Universities to restructure their doctoral education

University Data

- Doctoral Candidates: approx. 1500
- Total theses: 402
  - 39% Women
- Duration of theses: inside structured Ph.D. Programmes 3,6 outside 3,6
  - Humanities and Social Sciences: 3,6/9,0
  - Life Sciences: 3,7/4,2
  - Sciences: 3,3/7,4
  - Engineering: 3,7/4,5
- Programs and doctoral schools
  - Collaborative Research Centers: 3
  - Priority Programs: 4
  - Research units: 3
  - Research training groups: 3
  - Graduate School: 1 (2 – will be established in November 2009)
- Percentage of international doctoral candidates: 16
- 31,005 students
- 412 professors
- Budget 2008:
  - 357,3 Million
- including 69,4 of third-party funds

Chief Challenges

- Combination of institutional reliability with intellectual freedom for innovative research and intellectual creativity
- Content of doctoral education
- Changing political framework
- Declining third-party funds
- Employability for different labour markets
- "Third cycle" of the Bologna process
- Striking Balance between the need to implement new tools in doctoral education and to guarantee scientific freedom for young researchers
- Internationalization of the doctorate
- Combination of academic excellence with social relevance

Credits to:
- International Office of the UDE
- Science Support Center of the UDE
- Unit for Organizational and Staff Development at the UDE
- Vice-Rectorate for Research, Junior Academic Staff and Knowledge Transfer
University of Zagreb - introduction
The University of Zagreb (1669) is the oldest and biggest university in South-Eastern Europe. Ever since its foundation, the University has been continually growing and developing and now consists of 25 faculties, three art academies and the Centre for Croatian Studies. With its comprehensive programmes and over 50,000 full-time undergraduate and almost 2350 PhD students (82% of all PhD students in the country), the University is the strongest teaching institution in Croatia. It offers a wide range of academic degree courses leading to Bachelor’s, Master’s and Doctoral degrees in the following fields: Arts, Biomedicine, Biotechnology, Engineering, Humanities, Natural and Social Sciences. It is also a strongly research-oriented institution, contributing with over 80% to the total university research output of the country.

Context for doctoral studies
The University of Zagreb is currently in the middle of the implementation of the Bologna process at all levels of study. It is engaged in preparation of a set of measures designed to facilitate significant student mobility and attract gifted students to the University.

The University of Zagreb is in a period in which Croatia faces considerable challenges, coinciding with the country's preparation for accession as well as with eventual accession to full membership in the European Union, which will significantly affect the national policy on science and higher education.

Legal background for doctoral studies
Some of the most important regulations concerning the doctoral studies are Law on Research and Higher Education 2003 (last revision 2007), defining the system of higher education and the role of universities.

The second most important document is the Regulations for doctoral studies and doctoral schools at University of Zagreb, in preparation, whose purpose is to structure doctoral education and to define roles and responsibilities of all participants in the process of doctoral education.

Indicators
For academic year 2007-2008, there were 2262 PhD students at the University of Zagreb, of which 1167 were women (51.3%) and 1115 men (48.7%). Number of international PhD students is 82, which makes for only 3.6% of total number of PhD students.

Employability
Employability data is taken for the whole county (494 PhD’s) for the year 2007-2008. Largest percentage (55%) is employed in education, followed by medical care (20%). Only 3.5% of all PhD’s are unemployed.

Challenges for the University
There are a number of challenges for the doctoral studies at University of Zagreb, some of them are:
- Low completion rate (18%) meaning a large number of students drop out from the programme
-大量的PhD programmes considering the number of PhD students: leading to impossibility of critical mass creation needed for successful scientific production
- Long time needed to finish the doctoral study - average is 9 years (full-time)
- Lack of research emphasis (too many courses and teaching)
- Non-existent or structured generic and transferable skills education
- No education for supervisors
- Financing system of the PhD - 43% of all PhD students are self-funding the doctoral study
- No structured monitoring of supervisors or PhD students, leading to quality issues

Conclusion
A systemic reform of doctoral education is needed, one that would deal with all listed challenges, starting with cutting down the number of programmes, providing better funding and establishing structured doctoral schools, all of which in turn can improve the scientific output of the University and result in better doctoral education.
Ss. Cyril and Methodius University in Skopje, Macedonia

Prof. Elena Dumova-Jovanoska, Ph.D. Vice-rector for teaching and Chair of the Doctoral Studies Board

The Ss. Cyril and Methodius University in Skopje is the first state University in the Republic of Macedonia, founded in 1949, initially with three faculties: the Faculty of Philosophy, the Faculty of Medicine and the Faculty of Agriculture and Forestry. At the moment, the University represents a functional community of 21 faculties, 5 research institutes and 11 accompanying members.

**RESEARCH:**

**European Framework programme (PER/EFPCR) 2007/2008**

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<td><strong>8</strong></td>
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**PHD STUDIES:**

**Regulations:**

The organization of the doctoral studies, according to Law on Higher Education adopted in 2008 is obligatory until 19th September 2009.

**University data/Number of doctoral students:**

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<td><strong>60</strong></td>
<td><strong>70</strong></td>
<td><strong>80</strong></td>
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</tbody>
</table>

Example that illustrates joint doctoral studies in SEEFORM Ph.D. Centre:

Regional Universities:

- Ss. Cyril and Methodius University, Skopje, Macedonia
- University of Belgrade, Serbia
- University of Niš, Serbia
- University of Zagreb, Croatia

German Universities:

- Ruhr-Universität-Bochum
- RWTH Aachen...

Number of international students: 8.

PhD employability figures:

- 65.2% persons that acquired doctoral degree work in the field of education, 10.6% in the health department, and the rest of them work in other fields.

The University is still considering the best solution for the organisational structure of the doctoral studies. Graduate schools or Doctoral Centres. So far, the Doctoral Studies Council consisted of 9 members, was established in June 2009. The University is currently preparing the Regulations on the Doctoral Studies.

**Organisation of PhD studies at University level**

**CHALLENGES**

- Small country – limited number of candidates and experts in specific scientific fields;
- Necessity of flexibility of PhD study programs;
- High cost of the studies;
- Weak Industry – incapable of serious investment in research.

**ADVANTAGES**

- Interdisciplinarity of the offered program;
- International, front of all regional, concept in organization;
- Synergy between research and education;
- Better access to EU funds.
About the University of Vienna

The University of Vienna, founded in 1365, is the oldest university in the German-speaking world and one of the largest in Central Europe. Currently about 74,000 students are enrolled at the University of Vienna in 177 courses, of which 52 are Bachelor Programmes, 168 Master Programmes, 7 Diploma Programmes and 8 new Doctoral/PhD Programmes. Approx. 10% of the students are doctoral candidates.

Research at the University of Vienna

6,200 scientists (600 third-party funded) successfully participate in many national and international research programs. Size and international recognition enables a wide range of fields of study from African studies to Zoology among the most comprehensive ones in Europe and a wide spectrum of scientific subjects being researched. With respect to research the University of Vienna (Times Higher Education, academic peer review 2008) takes its place 57 worldwide and is among the 15 best European research universities.

Degrees Awarded

In 2008:
- a total of 565 awarded, 51% females
- average age: 24 years
- average time to degree: 9 semesters

Doctoral degrees offered by the University of Vienna

- Catholic Theology
- Economics
- Humanities
- Law
- Life Sciences
- Protestant Theology
- Sciences
- Social Sciences

Challenges in doctoral studies

- lack of financial support: only 10% of doctoral students are employed by the University
- large numbers of part-time students: they are rather loosely connected to their supervisors,
- the university is not allowed to select candidates based on quality criteria: supervisors can not be evaluated by successful completions of PhD studies

Re-organization of the third cycle

Efforts to increase the quality, attractiveness and comparability of study programs:
- the reform of the Doctorate/PhD 6+4 track

General framework for all study programs:
- focus on research proposals/concrete working plans
- public presentation of research project (in front of faculty)
- dissertation contract (obligations of supervisor/student)
- new relationship between supervisor/student
- a public defense will be mandatory for all PhD candidates,
- being a candidate's supervisor is incompatible with being the same candidate's referee in the final defense.

Organizational changes:
- specific directors of the doctoral study programs were newly appointed by the rectorate to ensure their quality,
- establishment of graduate committees,
- courses that support PhD students ("transferable skills"),
- a central PhD office will be established.

UNIVERSITY OF PARIS-DAUPHINE

Maison des écoles doctorales
Ph.D. College
Professor J. Monéger, Director of Ph.D. College

4 Departments
- EDDIMO: Ph.D. School of Decision-making, IT, Mathematics, Organisation (Mathematics and IT)
- EDOCIF: Ph.D. School of Economics of Organisations: Competition, Innovation, Finance
- EODOGEST: Ph.D. School of Management
- EDOSSOC: Ph.D. School of Social Sciences (Law, Sociology and Political Sciences)

483 students from 51 countries
56% foreign Ph.D. students enrolled in 1st year
≈ 6% Ph.D. students in Dauphine
78 thesis defended in 2008 (46% foreigners)
Duration of the thesis ≈ 42 months
31 students enrolled in international joint Ph.D.

7 Research Centres
- Decision Mathematics
- Languages
- Management
- Law
- Social sciences
- IT and Decision support
- Applied Economics

09/2009 Poster created by Caroline Furge for Ph.D. College.
Doctoral Research and Doctoral Schools
Vrije Universiteit Brussel, Belgium

Julia Delcour, Coordinator Central PhD Office (julia.delcour@vub.ac.be)
Prof. Chris Van Schendel, Director Doctoral School of Life Sciences and Medicine (christoph.vanschendel@vub.ac.be)
Vrije Universiteit Brussel, Pleinlaan 2, 1050 Brussels, Belgium

Introduction

The Vrije Universiteit Brussel (VUB) in Brussels, Belgium is the main Flemish university with a focus on research.

About the PhD Students

- Number of doctoral students:
  - About 1,200 PhD students in total
  - About 300 newly enrolled PhD students each year
  - About 10,000 bachelor and master students
  - About 84 international PhD students, primarily from Europe, Asia and the Middle East

Doctoral School and Doctoral Training Programme

- 2006:
  - Former Doctoral Training Programme was abolished, as thesis only existed in paper
  - 2006-2008:
    - Doing 3 years was to structuring programs, only technical practices needed and dissertation workshops
  - 2008:
    - Creation of new Doctoral School:
      - Doctoral School of Life Sciences
      - Doctoral School of Life Sciences and Medicine
      - Doctoral School of Natural Sciences and Engineering (Biomedical Engineering)

Theses

- PhD Theses per year:

- Doctoral degrees are awarded on basis of original scientific research

References

Prof. Dr. Katja Breskvar, Head of Doctoral School

Research fields:
University of Ljubljana (UL) belongs to middle size European universities covering almost all disciplines and scientific fields. It is composed of 26 member faculties and art academies, which were traditionally almost all involved in research and were thus capable to offer doctoral education.

Context and regulations:
In 2004 the national law for higher education defined new educational schemes according to Bologna declaration. Doctoral education was defined as the 3rd cycle of education with duration of three years (30 ECTS). The new law and the university strategic document (UL Strategy) accepted in 2005 were used as fundamental regulations with specific impact on renovation of doctoral studies. An additional and very important impact on the renovation came from some relevant European documents (The recommendations of RUA presented in the documents Salzburg principles 2005 and Doctoral principles in Europe 2006).

Data/Indicators related to doctoral studies:
The total number of undergraduate students at UL in the study year 2008/09 is 53,733, the number of postgraduate students 3,868, out of this number 1,252 students are doctoral students (21,5 % of all postgraduate students). About 390 (6%) of foreign students are involved in the postgraduate programs of UL. The title and the concept of PhD thesis are accepted by the university doctoral committee and the duration is four years. Upon excusable reasons the duration can be prolonged for one year.

Before renovation of all the programs according to the Bologna scheme, UL offered about 150 graduate programs leading to doctoral title. After the renovation 79 doctoral programs, many of them with competitive interdisciplinary approach, were prepared and will start in the study year 2009/10. All new doctoral programs are organized within the university Doctoral school. At present, UL has accredited one joint doctoral program together with four other European universities. The number of "coursette" or joint PhDs varies from year to year and is about 40-50 per year.

Conclusion:
In the year 2007, UL has established Doctoral school with the purpose to assume the institutional responsibility for doctoral programs and research training of doctoral students. A new concept of education of doctoral students accepted at the university level was introduced. The new concept involves all the principles and recommendations of RUA, including the interdisciplinary approach where possible, greater links between research and study, generic skills training, international dimension and others.

Main challenges for the future activities of UL in connection with doctoral studies are to establish the criteria for quality assurance and to implement quality control mechanisms. We would like to intensify exchange of students and professors with foreign universities. Finding appropriate funding for PhD education would also be desirable.
Mr. Lauri Kitsnik,
Director of the Baltic Graduate School for Social Sciences and the Humanities (BGS)

University research fields: humanities, social sciences, educational sciences, natural sciences

Tallinn University is the leading institution in Estonia for educational sciences and together with Tartu University a leading centre for human and social sciences.

- 260 doctoral students (3% of all students in Tallinn University)
- 10-15 PhD theses defended per year
- Average duration of the theses is 4 years
- 3 doctoral schools
- PhD employability: 58 professors (17%), 84 associate professors (24%), 154 researchers

Main challenges:
- to help PhD students graduate in time
- to help PhD students publish their theses in internationally recognized scientific magazines
- to create joint programmes with other universities in the area
UPMC: UNIVERSITÉ PIERRE ET MARIE CURIE

Jean-Dominique Polack
Professor - Head of Doctoral school Mechanics, Acoustics, Electronics & Robotics, Paris

Located in the historic heart in Paris, UPMC is the leading French university in research embodying French excellence in the fields of sciences and medicine. It brings together broad disciplines such as chemistry, electronics, computer science, mathematics, mechanics, physics, earth and environmental sciences, life sciences and medicine.

→ 3,400 doctoral candidates, 35% are international students; 30,000 students totally
→ 700 doctorates delivered per year, including 250 jointly awarded by foreign universities – mean thesis duration: 4.4 months
→ 20 doctoral schools
→ +130 research laboratories, 400 millions € yearly (57% of overall budget)

WHAT BECOMES OF DOCTORS FROM UPMC

→ more than 95% employed
→ 80% in research field
→ 66% in higher education and research organisations
→ 25% in companies with 57% in industrial sector

CONCLUSION

UPMC commits itself to a policy of daily innovation in closed collaboration with all-sized businesses or research organizations. The challenge is to train innovative professionals with recognized knowledge & skills, and to attract the best students both local and from abroad.
The University of Warsaw offers 36 doctoral study programmes satisfying the highest European standards. Doctoral studies at the University provide opportunities to enhance knowledge and skills in cooperation with outstanding Polish and international experts in many research areas. They also create possibilities to carry out interesting and innovative research projects. Doctoral students have access to rich research infrastructure and modern information resources. They can also participate in numerous national and international scholarship programmes.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number of doctoral students</th>
<th>Percentage of doctoral students</th>
<th>Number of theses in 2008</th>
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In Poland, where PhD studies have been popularized as third cycle studies, and are also offered by numerous private higher education institutions, state authorities and the academic community are considering the fundamental question of the model of the PhD studies, i.e. who and what purpose they should serve.

- As third cycle studies should they be mass or elitarian?
- Who should we educate?
- Whether or not, and to what extent should they be instrumental in educating new didactic and research staff?

It seems that to reconcile the two different objectives of doctoral studies two different study paths are required. The first path, provisionally called a 'professional' one, shall be addressed to all these candidates wishing to complete their PhD studies who are not interested in pursuing teaching or didactic careers, but are interested in the acquisition of concrete skills. The other path would prepare doctoral students to carry out research activities and/or to become academic teachers, as is presently the case at the University of Warsaw.

Anyway, individual relations between a supervisor and a doctoral student constitute the most important element of the PhD studies. Thus a study programme should be created individually for each doctoral student on the basis of a master–student relationship. Only then doctoral student's participation in classes, seminars etc. organised for larger groups and teams can be considered, obviously with regard to the specific needs of individual areas of science.
The contribution of PhD candidates associations

Vincent Reillon, PhD, France
Founder and member of Doc’Up
President of the Confédération des Jeunes Chercheurs (CJC)
Member of Eurodoc

The representation of PhD candidates is not always efficient in the scientific community and in the various institutions that implement policies about doctoral training. In order to address this issue, PhD candidates created associations to defend their rights and improve their situation.

These associations are essential as they contribute deeply to the elaboration of policies on research and doctoral training at each level: local, national and European.

At a local level
University - Doctoral School

- Created in 2006
- 300 members
- PhD candidates from 20 doctoral schools

Aims
- Represent PhD candidates
- Promote doctoral training and PhD
- Help PhD candidates in defining their career project

Actions
- Work on the university policies on doctoral training and research, represent PhD candidates in the councils
- Organize social events in order to animate the network of PhD candidates
- Organize meetings with companies, with professionals
- Organize a film festival to promote science and scientific careers

At a national level
CJC

- Created in 1996, 40 associations
- PhD candidates and PhDs with short term contracts
- all subjects

Aim: to promote doctoral experience as a working experience and PhDs as highly qualified professionals for all kind of jobs in and out academia

Actions
- Represent young researchers at a national level with different institutions (ministries...)
- Produce analyses of the situation on different issues and implement solutions (working conditions...)
- Co-elaborate national policies on doctoral training

At a European level
Eurodoc

European federation of national associations of young researchers, 29 members, created in 2002

Aims:
- To represent junior researchers at the European level in matters of education, research, and professional development of their careers
- To improve the quality of doctoral programs
- To promote the circulation of information on issues regarding young researchers; organize events, take part in debates and assist in the elaboration of policies about Higher Education and Research in Europe
University main research fields:
151 Departments and 38 Institutes are devoted to research in all fields, including literature, history, archaeology, philosophy, oriental studies, architecture, engineering, physics, mathematics, chemistry, natural, biological and life sciences, pharmacy, medicine, economics, law, sociology, psychology, communication sciences, etc. Sapientia has given to the Italian classical tradition in its manifold manifestations such as art history, archaeology, romance, philological studies, oriental studies, Italian studies, classic philological studies, ancient history, literary criticism, linguistics, the main masters of the 20th century, such as Giuseppe Ungaretti. In the field of physics, the heritage of the members of the "Via Panisperna" group – led by the waxen figure archimedes – has been extended to quantum physics, physics of disordered systems, astrophysics. Culture resources, energy, environment, nanotechnologies, cell therapy, gene therapy, design, aeronautics, fluid mechanics are just some of the many scientific assets recognized as pests of excellence of our University.

University figures:
Sapienza has more than 4,700 teachers, 5,000 administrative and technical staff, about 145,000 students, including more than 3,000 foreign nationals and over 1,000 incoming and 1,000 outgoing Erasmus students per year.

Quality, tradition but also a wide range of fields of study. The 26 faculties of Sapienza offer more than 500 first cycle and second cycle degree programmes and 155 PhD programmes, including several international PhDs. Some of the PhD programmes are coordinated in doctoral Schools.

In summary, concerning the doctoral studies:
- Doctoral students: over 2,000 (about 2%)
- Ph.D. programmes: 155
- Percentage of international students: about 10%
- Erasmus and joint PhDs about 100 (about 3.5%)

International PhDs awarding joint or double degrees
Cognitive Plastics and Rehabilitation
Epidemiology and Molecular Pathology
Postgraduate Sciences
Social Representations and Communication
Socio-Economic and Statistical Studies
Relativistic astrophysics (selected by Erasmus Mundus actions 1 programme)

Cotutelle, double PhD degrees and European label
Following the signature of a specific agreement, PhD students can prepare their thesis in collaboration with another university under two different supervisors. The students are registered at both institutions but the tuition fee is paid to one of them only. The thesis can be prepared in English or in another language of the European Union. The approval by both thesis supervisors is necessary for the admission to the final examination. The dissertation committee is nominated by the rector of both universities. Following the approval of the thesis by two or more foreign experts not belonging to the two cooperating universities, the European label can be awarded.

Fellowships for International Students
Each year, Sapienza University offers 350 (14 in 2009) fellowships (€ 19,800 per year in 2009) to international students admitted to PhD programmes. Erasmus Mundus Programme currently finances 6 PhD positions for students from Egypt, Serbia, Kazakhstan, Hungary. Ph.D. positions for students from Baltic countries and China will be open soon.

Scholarships for Palestinian students are provided by the Peace programme.

Additional Ph.D. positions for foreign students
In Italy, foreign students can apply for regular PhD positions (with scholarships) or additional PhD positions open to foreign nationals only (1/3 of the positions available, i.e., about 500 at Sapienza University) without scholarship. This is a very good opportunity for them, because the selection is simpler. In many cases, the supervisor can still provide them with a salary using his/her own research grants.
Faculties of Charles University with doctoral studies

- Catholic Theological Faculty
- Protestant Theological Faculty
- Faculty of Law
- 1st Faculty of Medicine
- 2nd Faculty of Medicine
- 3rd Faculty of Medicine
- Faculty of Medicine in Pilsen
- Faculty of Pharmacy in Hradec Králové
- Faculty of Arts and Philosophy
- Faculty of Science
- Faculty of Mathematics and Physics
- Faculty of Education
- Faculty of Social Sciences
- Faculty of Physical Education and Sport
- Faculty of Humanities

Main challenges for Ph.D. studies:
- research excellence
- publication activities of doctorands
- participation on excellent research projects
- international research cooperation

Number of programmes of doctoral studies: 194
Number of doctorate and joint Ph.D. programmes: 44
Number of Ph.D. students: 7660
Number of international Ph.D. students: 1062
Regulations

The programmes of study at the University of Cyprus are based on the European Credit Transfer System (ECTS). An ECTS normally corresponds to a 25-30 hours workload per semester. Postgraduate programmes are taught in one of the official languages of the University of Cyprus (Greek and Turkish). However, the MBA Programme, the MSc in Economic Analysis and the MSc in Financial Economics are offered in the English language.

University data/indicators related to doctoral studies

Duration of the thesis:
PhD Degree minimum period for completion is 6 semesters and maximum period for completion is 16 semesters.

Number of doctoral students: 367
Number of theses per year: 30
Number of programmes or doctoral schools: 33
International students: 8
Joint PhDs: 1

Conclusion

The University of Cyprus aims to be a leading institution in research and education, offering competitive programmes and achieving international recognition as a centre of academic excellence in European Higher Education and the wider Mediterranean region.

The establishment of a Research and Innovation Institute in the future will contribute to achieving these aims and promoting the development of research within the University.
PhD Program
Chemical and Biological Sciences & Engineering

PhD Degrees in
Biology, Chemistry, Biochemistry, Chemical Engineering

Curricular Units
- Advances in Chemistry and Structural Biology: 4 ECTS
- Trends in Microbial and Cell Biology: 4 ECTS
- Frontiers in Biotechnology: 3 ECTS
- Research Training: 3 ECTS
- Free Option: 4 ECTS
- Biotechnology, Entrepreneurship: 3 ECTS
- Science, Culture, and Society: 3 ECTS
- Research Project: 210 ECTS

Total: 240 ECTS

Research Areas
- Bio-inorganic chemistr and catalysis
- Supramolecular chemistry and drug delivery
- Antibiotic resistance
- Microbial physiology and pathogenesis
- Glycobiology
- Protein crystallography and protein modelling
- Protein folding and stability
- Bienergetics, Metalloproteins
- Ionic liquids and supramolecular fluids
- Vaccine development
- Biotechnology for crop improvement
- Plant genes and abiotic stress response

Instituto de tecnologia química e biológica
Universidade Nova de Lisboa
www.itqb.unl.pt
Structured Doctoral Training
at Humboldt-Universität zu Berlin

Number and percentage of doctoral students: 5,100 out of 28,000 (18.2%)
Number of theses per year: 480 (1008)
Number of programs or doctoral schools: 48
Percentage of international students: 15.7%

Number and percentage of doctoral students: 331 out of 5,100 (6.4%)
Number of programs or doctoral schools: 11 (23%)
Professors: 215

Core services of HGS
- Soft Skills Training Courses
- Administrative Support
- Provision of Infrastructure
- Quality Assurance

Faculty of Humanities and Arts III

Number and percentage of doctoral students: 59 out of 233 (25.1%)
Duration of these: 3.4 years
Percentage of international students: 29%
Professors: 22
Additional Programs: Introductory Year, Research Track
Funding: Excellence Initiative of German Federal and State Governments (DFG)

Core services of BGS
- Structured doctoral training (milestones, track record)
- Intensive academic supervision (supervision agreement)
- Research internships and teaching assistantships
- Scholarships and funding of research stays, etc.
- Doctoral offices at BGS/HGS

Main challenge in the future: The university-wide introduction of structured international doctoral programs.
Conclusions

The 1st UNICA MASTER CLASS recognized the importance of supervision as an emerging subject within universities. The importance of the topic was furthermore supported by the fact that university senior management staff was present at the workshops and willing to invest significant effort in improving the quality of the supervision process. During the workshops, it became clear that the term “supervision” was not easy to define. Different participants had different levels of understanding of what supervision means, which was to be expected from such a diverse group of experts. Different universities and different scientific fields have different supervision styles. A number of approaches to the supervision process were presented, and the role of the supervisor in this process was analysed from various perspectives. Each of them emphasised a specific approach to the topic, but in spite of this diversity and heterogeneous levels of understanding, a number of important issues became clear during the discussions.

The general direction of the Seminar was mainly focused on the “big picture” of the supervision process. Relevant stakeholders involved in the process of supervision were identified and their influence on the process was determined. This included institutional support for the supervision process and the need to build support structures for the supervisors in the form of specific tools and measures.

A SWOT analysis was undertaken by participating universities during the MASTER CLASS and this brought up some interesting conclusions and encouraged discussion on the current situation at universities regarding the level of the quality of supervision. At the end of the MASTER CLASS, each participant drafted an action plan comprising activities to be carried out in the near future, which focused on improving the level of supervision at his or her institution. This action plan comprised the dissemination of the results of the Master Class by informing the universities on the role of the UNICA Network in fostering collaborative work. In this way, continuity of the initiative established with the 1st Master Class was assured. Collaboration between the participants of the MASTER CLASS was established and a number of activities were planned based on the relations formed during the event. This created the ground for the preparation of the 2nd Master Class.

The final outcome of the MASTER CLASS was a common understanding of supervision as a complex and shared responsibility between different actors and stakeholders involved in the process of doctoral education. All stakeholders engaged in this process need to understand their role in order to raise the level of supervision quality. Supporting measures or “tools” can be created for this purpose and they have already proved useful at some universities. This has been presented as a possible topic for the 2nd MASTER CLASS.

Melita Kovacevic (University of Zagreb), Lucas Zinner (University of Vienna), Kris Dejonckheere (UNICA) and Paule Biaudet (Université Paris IV Pierre et Marie Curie)
UNICA MASTER CLASS Organising Committee
About Dubrovnik

The uniqueness of Dubrovnik is its permanent connection to its rich past and cultural heritage, while it keeps vibrantly in pace with contemporary life, echoing its spiritual identity and its presence in the European cultural environment. Since 1979, the Old Town is on the UNESCO World Heritage List. The most recognizable feature which reflects on Dubrovnik’s character are its intact city walls which run uninterruptedly for 1,940 meters, encircling the city. This complex structure, one of the most beautiful and strongest fortification systems in Europe, is the main attraction for the city’s visitors.

About CAAS

Centre for Advanced Academic Studies (CAAS) was founded by the University of Zagreb as a public academic institution for international scientific programmes and postgraduate studies. It seeks to strengthen the international academic frameworks and foster academic cooperation to bridge and harmonize the various inherited approaches of the European university tradition.

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