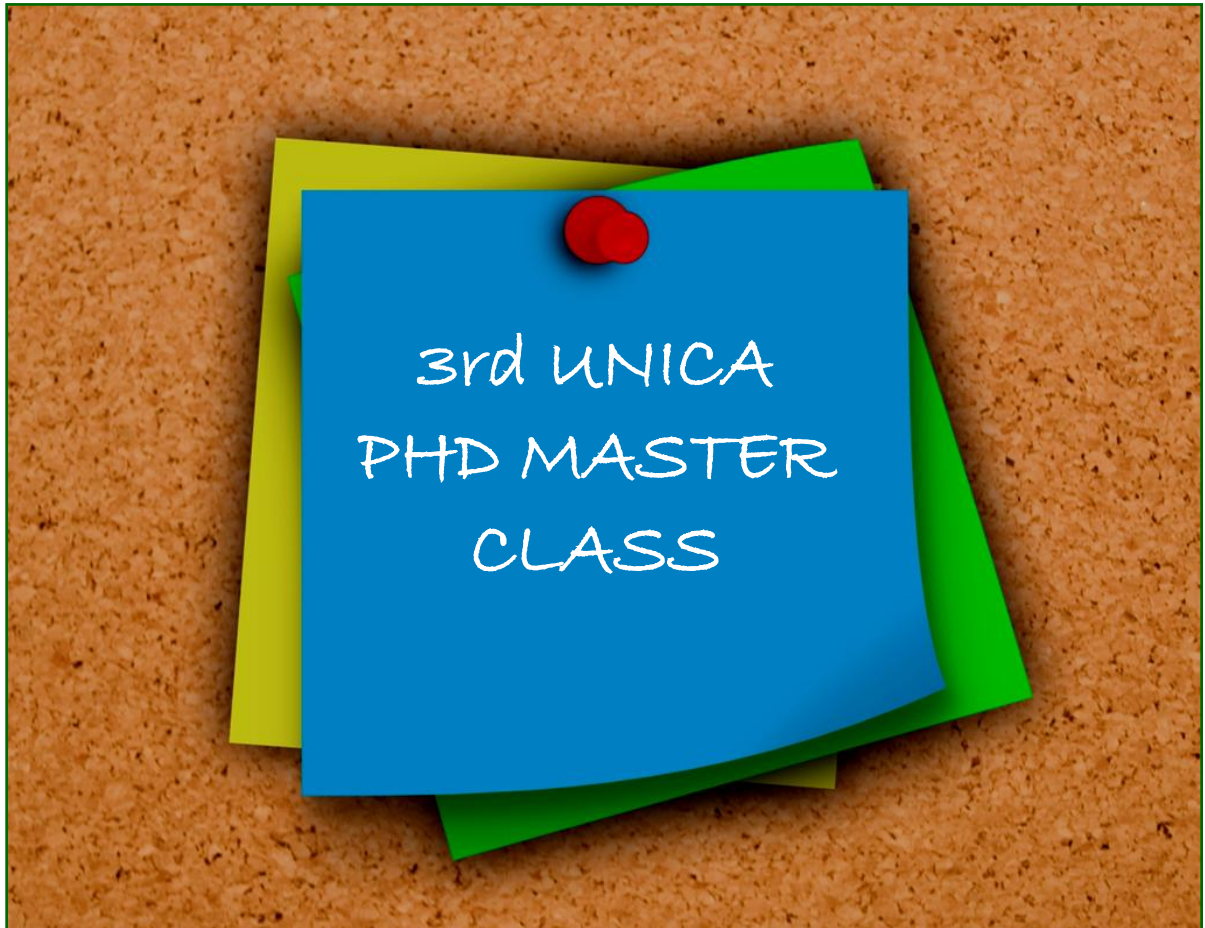


3rd UNICA PhD MASTER CLASS

How to Support Professional and Personal Development of Individual
Doctoral Candidates: Methods, Measures, Instruments, Tools



2-5 September 2012
Centre for Advanced Academic Studies (CAAS)
University of Zagreb in Dubrovnik

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Foreword

The 3rd UNICA PhD MASTER CLASS allows us to say that there has been established a **tradition** of having a MASTER CLASS in doctoral education. The interest in different aspects of doctoral education is continuously emerging. We have changed our biannual rhythm for an annual one. But what is truly important is the fact that doctoral education is becoming a global issue in higher education and it is evident that regardless of the significant differences among universities, regions, academic cultures, everyone is recognizing **doctoral education as a core of university mission**. Convergence in discussions, despite all the differences, has become globally evident.

When we started, the 1st MASTER CLASS was primarily focused on supervision and related expectations, roles and responsibilities of both doctoral candidates and supervisors. Gradually, we broadened our scope, being aware that **doctoral education requires continuous and in-depth nurturing**. If we opt for bringing to society new doctors, ready to contribute to the whole society in a new, productive way, bearing new knowledge and contributing to economy, we must do everything in our power to enhance the **quality** of doctoral education.

The 3rd UNICA MASTER CLASS gathered experts and professionals with both academic and administrative background, from thirteen countries and two continents. The focus of the MASTER CLASS was places on the support of professional and personal development of individual doctoral candidates. The **diversity of participants**, the different roles they have at their institutions as well as their different international experience stirred up a lot of fruitful discussions and gave an additional flavour to common work. The MASTER CLASS enabled the participants to discuss in depth various relevant aspects of doctoral education. It provided an excellent platform and perfect opportunity to share and exchange experience within the broad outlook of the UNICA Network. The 3rd MASTER CLASS, as well as two previous ones, was held in the premises of the University of Zagreb, at the Centre for Advanced Academic Studies in Dubrovnik.

We would like to express **our appreciation** to all the attendees who made the MASTER CLASS an enjoyable and valuable experience. Their active and lively participation, readiness to share their practices, triggered a lot of networking and offered opportunity to gain new insights into the specific issues of doctoral education. And of course, last, but not the least, **special thanks** go to our speakers, Aleksandra Bitusikova, Inga Bostad and Ray Wallace, for their valuable contributions and inputs, and for their touch!



Melita Kovačević
University of Zagreb
Chair of the UNICA MASTER CLASS Organising Committee

List of Participants

First name	Family name	Institution	Country
Bianca	Lindorfer	University of Vienna	Austria
Andrea B.	Braidt	Academy of Fine Arts Vienna	Austria
Michaela	Glanz	Academy of Fine Arts Vienna	Austria
Lucas	Zinner**	University of Vienna	Austria
Bibiane	Fréché	Université libre de Bruxelles	Belgium
Karen	François	Vrije Universiteit Brussel	Belgium
Jane	Verlinden	Vrije Universiteit Brussel	Belgium
Kris	Dejonckheere**	UNICA	Belgium
Slaven	Mihaljević	University of Zagreb	Croatia
Melita	Kovačević**	University of Zagreb	Croatia
Božica	Bartolac	University of Zagreb	Croatia
Eduard	Petlenkov	Tallinn University of Technology	Estonia
Kadri	Sirg	Tallinn University	Estonia
Paule	Biaudet	Université Pierre et Marie Curie	France
Helmut	Brentel	Goethe Graduate Academy	Germany
Luciano	Saso**	Sapienza University of Rome	Italy
Inga	Bostad*	University of Oslo	Norway
Patricia	Rosado Pinto	Universidade Nova de Lisboa	Portugal
Sergey	Pekarski	Higher School of Economics	Russia
Dušan	Meško	Comenius University in Bratislava	Slovakia
Alexandra	Bitusikova*	Matej Bel University	Slovakia
Henry	Ori	Anton de Kom University/VUB	Suriname
Ray	Wallace*	Nottingham Trent University	UK

Legend:

* Speakers

** Organizing Committee

Programme

MORNING PROGRAMME

SUNDAY, 2 SEPTEMBER	MONDAY, 3 SEPTEMBER	TUESDAY, 4 SEPTEMBER	WEDNESDAY, 5 SEPTEMBER
	09:00 – 10:30 PLENARY SESSION <ul style="list-style-type: none"> • <i>Sandra's Touch</i> – a 5-minute observation by Sandra Bitusikova, Matej Bel University, EUA-CDE Senior Adviser • <i>Personal and professional development of doctoral candidates in British doctoral system</i> - Keynote speech by Ray Wallace, Professional Placements Manager, School of Science & Technology, Nottingham Trent University 	09:00 – 10:30 <ul style="list-style-type: none"> • <i>Sandra's Touch</i> – a 5-minute observation by Sandra Bitusikova, Matej Bel University, EUA-CDE Senior Adviser • <i>Reflections and case study in groups</i> by Lucas Zinner Head of Centre for Doctoral Studies, University of Vienna: 3 short presentations of cases of critical supervision and discussion 	09:00 – 10:30 PLENARY SESSION <ul style="list-style-type: none"> • <i>Sandra's Touch</i> – a 5-minute observation by Sandra Bitusikova, Matej Bel University, EUA-CDE Senior Adviser • <i>Doctoral training and the mission of a University</i> - Keynote speech by Inga Bostad, University of Oslo, member of the UNICA Steering Committee
	10:30 – 11:00 Coffee break	10:30 – 11:00 Coffee break	10:30 – 11:00 Coffee break
	11:00 – 11:30 PLENARY SESSION Short synthesis of the position papers by Lucas Zinner , Head of Centre for Doctoral Studies, University of Vienna	11:00 – 12:00 Comments and reflections in groups	11:00 – 12:30 Working Groups Session III
	11:30 – 13:00 Reflections on the position papers in groups	12:00 – 13:00 PLENARY SESSION	
	13:00 – 14:30 Lunch	13:00 – 14:30 Lunch	13:00 – 14:30 Lunch

AFTERNOON PROGRAMME

SUNDAY, 2 SEPTEMBER	MONDAY, 3 SEPTEMBER	TUESDAY, 4 SEPTEMBER	WEDNESDAY, 5 SEPTEMBER
15:00 – 15:30 Registration	14:30 – 15:30 PRESENTATION AND PLENARY DISCUSSION	14:30 – 20:00 Social programme: <i>Trip to Stone: "Town of Oysters"</i> <i>Dinner in Stone</i>	14:30 – 15:00 PLENARY SESSION Presentation of recommendations
15:30 – 15:45 Welcome by Melita Kovacevic, University of Zagreb, SC member, EUA CDE	15:30 – 16:15 Working Groups Session I tools which foster/endanger individual development of doctoral candidates		15:00 – 15:30 Wrap-up by Sandra Bitusikova, Matej Bel University, EUA-CDE Senior Adviser
15:45 – 16:30 "meet a mate" drinks and snacks	16:15 – 16:30 Coffee break		15:30 – 16:30 Concluding remarks and outlook
16:30 – 17:30 Introduction to MASTER CLASS - Tour de table & expectations - "Food for Thought" Gallery Walk with contributions from the participants - Organisational and practical information	16:30 – 17:15 Working Groups Session II		16:30 – 17:00 Refreshments
17:30 – 18:00 Academic introduction to Dubrovnik	17:15 – 18:00 PLENARY SESSION		17:30 "A Different View of Dubrovnik" - excursion by Dubrovnik cable car
19:00 Dinner at Orhan Restaurant	18:00 Free time		

Speakers

Alexandra Bitusikova, Matej Bel University



Alexandra Bitusikova received her PhD in social anthropology from Comenius University in Bratislava, Slovakia. Most of her professional career she has been working at the Research Institute of Matej Bel University in Banska Bystrica, Slovakia, as a research fellow, in 1993-2000 as Director of the Research Institute and in 2010-2012 as Vice-Rector for Research. She is author of a number of publications on urban anthropology, gender, post-socialist social and cultural change in Central Europe, and reform of doctoral education in Europe. In 2001 she was seconded to the European Commission, DG Research in Brussels. Since 2003 she has been working at the European University Association (EUA) in Brussels, responsible for all activities related to doctoral education reform in Europe and was fully engaged in the process of establishment of the EUA Council for Doctoral Education in 2008. Since then she has been working at EUA as an external adviser in the field of doctoral education, and working as a full-time researcher at Matej Bel University in Slovakia.

Inga Bostad, University of Oslo



Dr Inga Bostad is the elected Pro-Rector of the University of Oslo for the period 2009-2013, and as such deputises for the Rector. Dr Bostad will chair the University's Studies Committee and the Equal Opportunities Coordination Group. Inga Bostad gained her Master's degree in philosophy in 1989 and her doctorate in 2005 from the University of Oslo. She has been associated with the Department of Philosophy, Classics and History of Art and Ideas. Dr Bostad also has experience as an editor and publisher. She is an active writer, and publishes material regularly in the press, academic periodicals and textbooks. Dr Bostad chaired a government committee which in 2006-2007 revised and submitted a new statutory objective for day-care centres and schools. She also chaired the Commission on Academic Formation Perspectives in Higher Education in the period 2007-2009. Dr Bostad was Vice-Rector of the University of Oslo in the period 2006-2009.

Melita Kovačević



Melita Kovačević has served as Vice-Rector for Research and Technology at the University of Zagreb since 2006 and she is Full Professor at the Department of Speech and Language Pathology. She is Head of the Laboratory for Psycholinguistic Research and Director of the Interdisciplinary Doctoral Programme Language and Cognitive Neuroscience. Melita Kovačević joined EUA-CDE Steering Committee in 2009 and since 2012 has been a the Committee's Chair.

Melita Kovačević held research and visiting positions at different European and American universities and is a member of various national and international societies. Melita Kovačević has been a member of different national and European bodies related to higher education and has been frequently invited to give talks on different topics related to HE reforms home and abroad. Within the UNICA Network, Melita Kovačević is in particular active in the area of doctoral education and research.

Ray Wallace, Nottingham Trent University



Ray Wallace is Principal Lecturer in the Department of Chemistry & Forensics and Professional Placements Manager for the School of Biomedical & Natural Sciences at Nottingham Trent University. In 1999 he was honoured by the Royal Society of Chemistry Education Division with a Higher Education Teaching Award for '*establishing the Diploma in Industrial Studies which gives formal recognition to the value of a period of sandwich training in industry and for subsequently promoting, at national level, the benefits of this aspect of learning*'. He has been elected to the Eurodegree Label® Committee of the ECTNA (European Chemistry Thematic Network Association) which awards Eurobachelor® and Euromaster® & Eutodocorate® labels to European Chemistry degrees.

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 an active member of UNICA and especially committed to the PhD Officers group.

Sandra's Touch

Observations by Alexandra Bitusikova



The 3rd UNICA PhD MASTER CLASS provided an excellent opportunity to meet people from diverse countries and institutions. The group itself was very diverse in terms of disciplines, professional seniority, age, gender or ethnicity, which was a very important precondition for successful work, fruitful discussions, new ideas and good solutions.

The 3rd UNICA PhD MASTER CLASS was structured in a very innovative way as it combined various methods of work: formal and informal presentations, gallery walk, case studies, working groups, and an intervision exercise.

The Organisers managed to create a positive and inspiring atmosphere of mutual trust in which participants felt motivated and happy to share new ideas, experiences and practices. Everyone could learn new ideas, but at the same time it was reassuring to hear that despite differences between the countries and institutions, many problems are similar.

A number of good practices were presented, shared and discussed, but not all of them can be always transferred to another environment, another academic culture due to diversity of national educational and research systems and different legislations. Participants rightly stressed that the aim cannot be the identification of a set of „one-size-fits-all“ solutions and standards.

The participants of the 3rd UNICA PhD MASTER CLASS showed a growing awareness of new developments in doctoral education across Europe and recognised the changing culture of doctoral education. They also agreed on the need for professionalization of administrators involved in doctoral education and further professional development of supervisors.

Overall, the 3rd UNICA PhD MASTER CLASS was not only a very effective learning experience, but also an excellent way of networking and building friendship and trust which will lead to further close collaborations of all participants. Thank you, UNICA!

Doctoral studies organisation and professional and personal development of doctoral candidates at Université Pierre et Marie Curie (UPMC)

by Paule BIAUDET, internal consultant on work analysis and competences development, former director of the Training and Career Department, Université Pierre et Marie Curie (UPMC)

Professional and personal development of human resources strongly depends on both employers and individual's actions and involvement. Both parts must be complementary engaged in the process for qualitative achievement. If the organization should provide appropriate culture, structures and resources, the person should be effectively involved and use the maximum possible benefit of what is offered. At UPMC our action is based on this win-win principle for the success of all actors involved.

1. Framework of doctoral studies in France and at UPMC

1. French Doctoral schools in charge of doctoral studies

In France, doctoral studies are organized by doctoral schools since 2000. Doctoral schools are pedagogical and research structures which deal with all issues pertaining to the doctorate. They are mostly managed by universities, sometimes in partnership with other higher education institutions. In order to achieve a critical mass of qualitative research to supervise doctoral candidates¹, they pool research units around a given scientific subject area. Doctoral schools are run by a director, assisted by a board. The board follows and organizes the life of the doctoral school. Doctoral schools and research teams are regularly evaluated by a dedicated national agency.

1.2 Doctoral studies at UPMC governed by an umbrella structure: the Doctoral Training Institute

As an extensive medical and science research university, UPMC has 19 doctoral schools gathered within the Doctoral Training Institute (IFD). This university department is administered by a board which meets several times a year and is headed by an elected director. The board represents all actors involved: directors of doctoral schools, supervisors, doctoral candidates, administrative staff and employers' representatives.

The Doctoral Training Institute (IFD) implements the University's doctoral policy by:

- Coordinating and optimizing the general responsibilities of the doctoral schools,
- Monitoring indicators of the progress and employability of doctoral candidates and PhD holders,
- Encouraging a dialog with the socio-economic environment by promoting the added value of training through research,

¹ By doctoral candidates, we mean here a young researcher, registered as a student at the university, and engaged in doctoral studies in a specific doctoral school. The French word is: doctorant/doctorante.

- Developing regional, European and international cooperation.

At UPMC, we believe that doctorate is a professional research experience and the doctoral project is the young researcher's first employment² in accordance with the ten Salzburg Principles. This is why there is an official recruitment processes, a salary offered, and ongoing training supplied.

The doctorate is governed by a charter which sets out each person's rights and duties. It is signed by all those involved once the doctoral candidate has been recruited.

To fulfil its mission, beside the 19 doctoral schools providing scientific training, the Institute relies on 3 functional structures:

- The Doctoral Information & Registration Office which accompanies the doctoral students from their registration to the defence of their thesis and the award of the doctorate qualification. It also ensures personalized assistance for all doctoral candidates' administrative matters.
- The Coordination Centre for Doctoral Missions (see below).
- The Training and Career Department (see below).

Every year, the Institute organizes a **Welcome Day for new doctoral candidates** and their supervisors in October and the **Graduation Ceremony** in June. These two events, symbols of the main steps of the doctoral process, contribute to foster the sense of belonging and to build the professional identity. The Graduation Ceremony, in presence of candidates' families is one of the strong messages sent to the civil society to promote research and doctoral studies.

Based on a strong motivation for an international development of research, the IFD takes part in debates on doctoral training and status, in particular within the EUA (European Universities Association), LERU (League of European Research Universities) as well as UNICA (Network of Universities from the Capitals of Europe).

2. Professional and personal development of doctoral candidates: principles and actions

As any professional experience, the doctorate should provide the opportunity for the doctoral candidates to develop or reinforce their skills and should be an asset for their career. But to achieve these goals, appropriate conditions are required.

At UPMC, we strongly believe that doctoral education allows the development of a specific mind set and set of skills which can be beneficially used in different types of jobs within and besides Research and Higher Education. Therefore, in addition to high quality research, professional project and appropriate training are the basis of our action.

² Together with French early stage researchers associations, we support this idea since the 90's. We are actively promoting it through contribution to different European projects (EUA Doctoral Program Project or different Tempus projects dealing with doctoral studies).

2.1 Management of the professional project

From the Welcome Day, doctoral candidates and supervisors are informed, with statistics and testimonials to back it up, that doctoral studies can lead to a wide variety of highly qualified careers. They are also informed about skills and competences required to reach these types of positions, academic careers included. Related to the sets of skills to be developed, the specific training offer, designed for both doctoral candidates, and their supervisors is presented.

Supervisors are invited to discover the developing job market open to doctorate holders in its actual rich complexity and to take the employability issue into account in their management. They are particularly made aware of the necessity of training and anticipation for doctoral candidates to ensure a successful career evolution after the doctorate. They are also supported in structuring their role as manager in helping the doctoral candidates to develop their skills at most. This action has been proved benefiting all: the doctoral candidate, the supervisor and the hosting laboratory.

On the other side, doctoral candidates are encouraged to evaluate their training needs with the help of their supervisor and to establish a training plan which will be submitted to and validated by the doctoral school. These needs will evolve during the course of the 3 years together with the doctoral project results or readjustments and the professional project.

The training offer is organized in 3 main fields:

- “Pure” scientific training deals with disciplinary concepts and contents; specific methods, techniques, software or procedures. It is under the responsibility of doctoral schools,
- “transferable skills” training covers topics such as: communication; project, team or information management; intellectual property and commercialization of research; innovation and entrepreneurship; languages,
- career development training supports doctoral candidates in designing their professional project, enlarging their knowledge about employers needs and expectations, marketing themselves, preparing for competitions and interviews, develop professional networks.

Transferable skills and career development trainings are essentially provided by the Training and Career Department since 2002. Associated to the trainings, the department also proposes a dedicated documentation centre where doctoral candidates and supervisors can find documents about researchers³ employment and organizations who will be likely to need and hire them. Besides, based on a long tradition of sustainable relationships with companies, the department organizes regularly events during which, businesses present their research organization and policy and express their needs and expectations in front of young researchers they consider as potential employees. These events are completed by round tables, organized in partnership with UPMC young researchers associations, where UPMC doctorate holders come to share their experience with doctoral candidates.

³ By researchers here we mean a large definition, close to the one of the Frascati manual: people who have been trained through research and occupying research or research-linked positions.

Apart from training, and in parallel to their doctoral project, which remains the pillar of their doctoral education, some doctorate holders can choose to manage short missions in accordance with their contract: teaching, scientific distribution and mediation, European development and cooperation, expertise and business advice. These missions are under the responsibility of the Coordination Center for Doctoral Missions.

Training and awareness of a wider job market than usually expected and access to relevant training are great assets to motivate the doctoral candidates. By the same token, managing the doctoral project in a time bound duration, a complex research environment, with restricted resources, in a time of great organizational and cultural changes could be a really efficient learning situation if well managed. That's why at UPMC, management of the doctoral project is closely monitored.

2.2 Management of the doctoral project and supervision

- **Recruitment on project**

Doctoral research projects proposed by laboratories must first be approved by the doctoral school and then are open to a selection process for the doctoral candidate. Each project is made up of an original research subject, with defined technical, human and financial resources and a profile of the desired candidate. The doctoral projects are posted and distributed online by the laboratories and doctoral schools.

Second-year Master students respond to project offers and contact the project coordinator. They can have one or several interview(s) depending on the funding available for the project. If candidacy is accepted, they proceed to their administrative registration and sign their contract. The doctoral school supervises and monitors the doctoral project during the 3 years of the program

- **Supervision and follow-up**

Depending on subject and contract, supervision could be led by one supervisor or a supervisory team (with co-supervisor or tutor in business). In addition most doctoral schools have now implemented additional follow up procedures including tutors and mid-term committees, completing the support provided to the doctoral candidates but an outside view. May some dispute arise, procedures have been set up at the doctoral school or at the IFD level in order to solve them.

- **Communication of results and networking**

The dissemination of the doctoral project results is an integral part of the professional experience. All actors are fully aware that participating in conferences, publishing articles and review, are key elements of the researcher's life that doctoral candidates should experience during their doctorate. Networking is another key element for career development within academia or outside.

- **Developing skills of today's researchers**

When possible, with their supervisors support, doctorate holders are encouraged to take part to different activities engaging the research team in commercialization of results,

funding search, dissemination to the large public, relationships with businesses, or scientific events organization.

To conclude, at UPMC we promote the balanced interaction between research, training and professional project which enables reflexive practice, supports efficient skills and competences acquisition, challenge personal motivation and this way allows professional and personal development for original, rich and exciting careers.

Professional and personal development of individual doctoral candidates at the Vrije Universiteit Brussel

by *Karen FRANÇOIS*, Director of the Doctoral School of Human Sciences, Professor and Senior Researcher at the Centre for Logic and Philosophy of Science, Vrije Universiteit Brussel (VUB)

The Vrije Universiteit Brussel (VUB) offers its PhD students the opportunity to take part in the Doctoral Training Programme. The emphasis of the programme is placed **on flexibility and balance**. This approach fits the image of PhD students as junior researchers who may need a certain degree of guidance and support, yet are themselves best placed to identify their own particular training needs, issues and concerns. In this way the Doctoral Training Programme is tailored to the actual needs of individual PhD students.

The Doctoral Training Programme is organised as part of the **strategic alliance that the Vrije Universiteit Brussel has entered into with Ghent University**. This co-operation framework facilitates the building of a broader and better-quality programme. Since 2011 the Flemish universities (5) are encouraged to collaborate in organising part of the doctoral programme. 25% of government subsidies should be used for organizing interuniversity seminars or events.

The large number of seminars and workshops on offer as part of the Doctoral Training Programme enable PhD students to develop a wider range of skills. The Doctoral Training Programme presents PhD students with a structural framework for acquiring and developing skills which will support their research as well as their teaching abilities, but which will also prove valuable outside their discipline and the academic environment.

In concrete terms, the Doctoral Training Programme is organised in three 'Doctoral Schools'. The Doctoral Schools are interdisciplinary and interfaculty organs of the VUB, founded in 2007, which aim to provide support to PhD students, to stimulate quality in and promote PhD research by organising, coordinating and recognizing workshops, seminars, master classes and courses. **The three Doctoral Schools at the VUB are:**

- Doctoral School of Human Sciences
- Doctoral School of Life Sciences and Medicine
- Doctoral School of Natural Sciences and (Bioscience) Engineering

The Doctoral Training Programme in short:

- **Enrolment:** Upon enrolment for the PhD all new PhD students are **automatically** – and without additional cost – allocated to one of the Doctoral Schools. This **entitles** them to attend 60-credits-worth courses at the Doctoral Training Programme.
- **Compulsory:** The Doctoral Training Programme is **in principle not compulsory**, although individual faculties may decide to make the programme or parts of it compulsory, basing themselves on a suitability check of the prospective PhD student's personal file (a procedure which is, in fact, already being applied).
- **Purpose:** The purpose of the Doctoral Training Programme is to serve as an **aid** to PhD students. Being a member of one of the VUB's Doctoral Schools enables you to take part in many kinds of activities such as regular course units, specialized course units, workshops, summer schools, master classes, etc. Activities at both the VUB and the UGent are usually for free, there are however a few exceptions. Furthermore, Doctoral School members have the opportunity to have all their research related activities acknowledged such as publications, participation in conferences and presentations, supervising activities, etc.
- The Doctoral Training Programme consists of **60 credits**. Each package of course units will be put together on an **individual basis** which means it will vary from student to student.
- **Certificate or Attestation:** PhD students who have obtained at least 60 credits and who have successfully defended their doctoral thesis receive a Doctoral Training Programme Certificate (*Getuigschrift van de Doctoraatsopleiding*) in addition to their Doctoral diploma. PhD students who did not obtain 60 credits and/or have not successfully defended their doctoral thesis may apply for an official document. An Attestation (*Attest van gevolgde activiteiten*), listing the activities attended as part of the Doctoral Training Programme.

Focus on the Doctoral School of the Human Sciences

The doctoral school is characterised by its diversity together with its broad expertise. To keep in close touch with these resources, we have based our doctoral school on the principle of active interaction. The principle of interaction implies a dynamic model of organizing the doctoral school, with input from diverse resources.

As the doctoral school we offer multiple activities to assist in expanding and improving students' capabilities. We also strongly support PhD students in setting up activities of mutual interest. We offer some pre-defined formats and the Doctoral school supports the following activities:

- **Master classes / PhD research reviews:** a master class is a workshop based on the presence of an expert in a specific field, giving feedback to a group of PhD students on their research;
- **PhD Presentation Days:** A PhD Presentation Day consists of a meeting where a reasonably large group of PhD students presents their own work to the research community. There are two sub-formats possible: a PhD poster day and a PhD presentation seminar;

- **Content seminars / Workshops:** A seminar, workshop or a small conference aimed to discuss specific content that is relevant for a substantial group of PhD students;
- **Interdisciplinary lectures;**
- Other (an activity must be described in detail in the application form).

On the basis of cooperation we hope to keep closely in touch with the needs of our PhD students. With the monthly newsletter, and together with the website, we endeavour to keep the PhD students informed and importantly up to date.

As the **Director of the Doctoral School of the Human Sciences** (30%) Karen François manages the doctoral school at three levels:

1. Institutional level (University of Brussels)

1.1. the campus level: organising seminars, an overview can be find at <http://www.vub.ac.be/phd/doctoralschools/dsh/dshseminars.html>

1.2. the board of the university, steering committee of the Doctoral School: decision making on the (re)structuring of the doctoral school and the doctoral training: basic principles of the doctoral training, curriculum building, ECTS, target group pre-doc or/and post doc researchers, ...

2. the national interuniversity level (in Flanders at the level of the community)

2.1. organising interuniversity seminars, mainly focusing on (i) methodology, (ii) academic English, academic communication (iii) training the super visor

2.2. policy making on career management for post-doc researchers. This topic has been encouraged by the Flemish government via financial incentives

3. the European international interuniversity level

attending, presenting at international conferences, working groups and focus groups (Brussels EUIMA, UNICA Bologna Lab Coordinators, DOC-CAREERS II, ARDE Focus group, ...)

Professional and personal development of individual doctoral candidates at the Université libre de Bruxelles (ULB)

by **Bibiane FRÉCHÉ** (Postgraduate Unit – Research Administration Office), Université libre de Bruxelles (ULB)

The professional and personal development (PPD) of individual doctoral candidates (DC) is a crucial issue for Belgian universities. According to recent surveys, **up to 90% of DC work outside Academia after achieving their doctoral degree in Belgium**. That is why Belgian universities need to offer a training programme that aims at developing scientific and transferable skills useful in Academia and in other professional sectors.

In the French-speaking part of Belgium, Universities and Interuniversity Doctoral Schools are responsible for organising PhD trainings. Universities offer a cross-disciplinary and PPD programme to their DC, while Interuniversity Disciplinary Doctoral schools offer scientific training in the field of research. As the scientific doctoral training is organised at an interuniversity level, DC can meet the best academics and researchers from Belgian French-speaking universities in their discipline, as well as DC from other universities working in the same field. At the ULB, the 60 ECTS of the PhD training can be validated by attending seminars or summer courses, writing papers, presenting papers at conferences, organising conferences... After completing their PhD training, DC get a Research Training Certificate which is needed to be allowed to submit the thesis.

The ULB offers a comprehensive training programme based on three approaches:

- Cross-disciplinary and PPD trainings,
- Scientific training in the field of research (seminars, summer courses...),
- Scientific production (writing a paper, presenting a paper at a conference, organising a conference...).

The specificity of this programme is that it offers a **personalized training tailored to each DC's profile, in a predetermined structure**. That means that the programme of each DC may vary according to his/her needs. The programme is set by the Thesis Committee, which consists of the supervisor and at least two other academics. A yearly meeting is organised with the DC and the Thesis Committee to monitor the DC progress. The PhD training and research can be carried out in cooperation with a university hospital or a private sector partner.

In the last few years, Belgian universities have been focusing more on cross-disciplinary and transferable skills trainings, to adapt their PhD training to new PhD holders' careers prospects. From 2012, ULB authorities, in cooperation with the ULB postgraduate unit, have been working on the development of a new cross-disciplinary programme, to make it more attractive and efficient to national and international DC. The new cross-disciplinary programme contains five sections:

1. Languages

- Academic English (General academic communication and academic writing: research article)

- French as a foreign language
2. **Pedagogical skills**
 3. **Oral and written communication skills (in development):** research paper, peer-reviewing and editorial process, ranking systems, oral academic presentations, research and grant applications, etc.;
 4. **Knowledge and technology transfer**, including intellectual property;
 5. **Career development** (in cooperation with PRODOC, an INTERREG IV European Project, until the end of 2012);
 6. **Seminars:** defining a career plan; awareness of transferable skills (to be) acquired and useful in/outside Academia; how to write a good CV (French/English); how to prepare a job interview in English; project management; how to use social networks, etc.;
 7. **Doctoriales** (6 days): preparing DC to work in the private sector;
 8. **Doc'Emploi:** annual interuniversity career fair for PhD holders and DC, including seminars and individual training. Some ULB Faculties organise also career fairs in their field.

All of the activities listed above are optional. That means that DC can complete their PhD training (60 ECTS) without attending any of those activities. That does not affect English and pedagogical training audience: around 130 DC attended English courses during the 2011-2012 academic year and the pedagogical training was attended notably by numerous assistants, who are employed by the ULB and work part time on their doctoral research and part-time as tutors. The situation is completely different for the Career Development section, except for the Doc'Emploi fair which welcomes about 500 DC and post-doctoral researchers annually. Only a few DC registered at the ULB attend the Doctoriales or the Career development seminars.

A big challenge is to make DC aware of the role that Career Development trainings can play in their future career, inside or outside Academia, but also to make supervisors, thesis committees and doctoral schools coordinators aware of that. Supervisors and thesis committees play a strong role because they are the main intermediaries between universities and the DC, and they can help universities to make DC aware of the role of the PPD training. More generally speaking, the ULB is convinced that supervisors and thesis committees play a crucial and extended role in the new PhD programmes which were developed after the Bologna reform.

That is why the ULB took part in the organisation of the **interuniversity workshop "How to supervise a PhD project?" (May 16, 2012)**. It was the first workshop designed for supervisors ever organised on a large scale in the French-speaking part of Belgium. This event was a good opportunity to make supervisors aware of their expected and wide-ranging role and to allow them to share experience. Other seminars or workshops designed for supervisors could be organised in the near future at the ULB or at the interuniversity level.

Monitoring and measuring outcomes of PPD programmes can be seen as a challenge. If scientific or linguistic skills progresses can be quite easily monitored, the situation is

different for Career Development trainings. Some tools were developed such as a self-evaluation skills toolkit which helps DC to identify skills they have been acquiring during their PhD (ABG-L'intelli'gence, France) or surveys about PhD holders' careers. Those surveys help universities to know more about their PhD holders' careers and then their Doctoral candidates' needs. **To develop reliable surveys, universities need to keep in touch with their alumni.** The ULB has undertaken actions to get closer to its alumni (newsletters, events for alumni, groups on social networks...). The ULB board also approved in 2012 a new PhD Charter, which is signed by the DC, the supervisor and the Chair of the Thesis Committee at the beginning of the PhD. In this chart, the DC commits to providing information to the ULB about his/her career up to ten years after achieving his/her Doctoral Degree.

Another project on which the ULB has been working is the way it communicates on doctoral training. For instance, a new website was developed for (future) DC and supervisors (<http://www.ulb.ac.be/phd>). In addition, the PhD Charter proposes notably to define, as early as possible, the DC's professional goals, in order to help the Thesis Committee to develop the programme that best meets the DC's expectations.

Professional and personal development of individual doctoral candidates at Comenius University in Bratislava

by Dušan MEŠKO, Vice-Rector for Research and Doctoral Studies, University Professor (Internal Medicine), Comenius University in Bratislava

At Comenius University we are aware of the continuous need to sustain and improve the quality of doctoral students' supervision, monitoring and assessment procedures, including personal development plans. Systems for individual items are being continuously developed and adapted according to ministerial legislature, culture and tradition of the University and faculties.

In student individual plans we are focusing and supporting the scientific training in research skills (methodology, methods, techniques, statistics basics, material and human resources, scientific writing and publishing, scientific ethics, intellectual property rights etc). At the beginning of doctoral study, tutors/supervisors are discussing and analysing with students:

- Motivation: *What are the student motivations for wanting to be a PhD researcher? What does the student find particularly interesting in his/her research subject?;*
- Student's dissertation project;
- Timeline for evaluation of student performance;
- Assessment of career goals, etc.
-

On a regular basis, supervisors and faculty professional staff are organizing lectures on individual items of professional and personal development, of course, depending on individual faculty environment and tradition.

Together with supervisor, students develop their own Individual Study Plans. After the approval of the plan, it becomes a component document for both student and the supervisor.

During the study in the area of research skills, techniques and environment, the **student should be able to demonstrate:**

- the ability to recognise and evaluate problems;
- the ability to analyse, interpret relevant quantitative and qualitative data critically;
- to summarise and evaluate his/her findings and those of others;
- to demonstrate an understanding of relevant research methodologies and their appropriate application in his/her field of study;
- awareness of discipline specific research practices, legal and ethical issues; original, independent and critical thinking, and the ability to develop theoretical concepts;
- the knowledge of recent advancements within the student research field and in similar areas;
- an understanding and application of respective research methodologies and techniques and their proper application in student research field;
- the ability of critical analysing and evaluating student research findings and those of other researchers;
- an ability to summarise, document, report and reflect own progress, results and outcomes;
- show a broad understanding of the context of the research work at the national and international level;
- understand relevant health and safety issues and demonstrate responsible working methods, attitudes and practices;
- understand the processes for funding and evaluation of research; justify the principles and experimental techniques used in the student's own research;
- apply effective project management through the setting of research goals, checking points, prioritisation of activities;
- identify and access appropriate bibliographical resources, archives, and other sources of relevant information;
- present and use appropriate information technologies for database management, recording and presenting information in written and/or oral modes;
- ability to structure personal effectiveness; communication skills;
- communicate findings to academic and non-academic audiences and media;
- ability to convey structured information in an appropriate form in different learning environments by stating clear objective and being aware of individuals learning needs and assessment;
- networking and teamworking – ability to identify and converse with appropriate individuals, to appreciate their viewpoint and act appropriately, ability to give and receive constructive feedback, ability to contribute towards the achievement of common goals;
- appreciate the need for and show commitment to continued professional development and career planning.

These help the students to recognise and to articulate skills and competencies which they acquire throughout the course of completing their studies through specific courses, landmarks and events. These activities throughout the study will be useful for doctoral students career development needs.

New PhD Programme in Economics at the National Research University Higher School of Economics

by *Sergey PEKARSKI*, Professor, Director of the PhD Programme in Economics, National Research University – Higher School of Economics (HSE)

Preconditions

Higher School of Economics has conducted a PhD programme in Economics almost since its creation. Its name in Russian is Aspirantura and it is regulated in accordance with Russian formal rules which are inherited from the Soviet time. However, while the development of undergraduate and Master programmes in Economics was tremendous with respect to the starting position, the progress in Aspirantura, measured in terms of quality of research and the completion rate, does not seem so significant. Nowadays the quality of PhD research is higher in general than 10 years ago, but in many cases it still does not meet modern international standards. The completion rate is increasing, but still remains quite low. There are many reasons for this unsatisfactory stance. Probably, the most important are:

- The **motivation** of a PhD student is far from solid and distorted by several factors (living in university's dormitory, draft deferment, etc.);
- **Selection procedure** (in the form of 3 exams in Economics, English, and Philosophy; no research proposal; no recommendation letters) in many cases does not filter out suitably qualified applicants;
- PhD students receive infinitesimal **scholarship** from the government. In most cases for students there is indeed no other way but to work within or outside university.

Aims

New PhD Programme in Economics was started in October 2010 to challenge this situation. Its primary goals are:

- Increase in the completion rate by providing necessary conditions for the PhD research;
- Eliminate the gap in the research quality with respect to modern international standards.

Constraints

The New PhD Programme operates within "standard Aspirantura" and follows all formal rules of the PhD education in Russia. The most essential restricting conditions are:

- Selection procedure includes three entrance exams (Economics, English, and Philosophy) and an essay (not a research proposal); Additional filters could be added;
- PhD programme as a part of Internal Aspirantura is a 3-year programme. It is formally separated from the graduate programme (i.e. it could not be formally designed as a two-level "Master plus PhD research" program);
- Students must pass three intermediate qualifying exams (Economics, English, and Philosophy) and publish at least one paper in the journal from the list that is approved by the Higher Certifying Commission (HCC is the state agency that regulates PhD education in Russia);
- PhD thesis is in Russian and should follow Russian tradition of the solid manuscript (normally in three chapters, but not in the form of three different essays in the common field);

- All defence and pre-defence jep@unl.pt procedures are subject to HCC's regulation. The final decision to give the Candidate of Science degree, which is Russian "analogue" of the PhD degree, is from HCC (not university, where the defence takes place).

Selection procedure

In addition to entrance exams and essay (standard Aspirantura), applicants provide two recommendation letters, CV, motivation letter, and IELTS or TOEFL certificate. If an applicant successfully passes the exams, she or he can apply to the New PhD Programme. The Entrance Committee (the Board of the New PhD Program) analyses the portfolio and interviews the applicant to evaluate the research ability and motivation.

Stimulus and responsibility

PhD students receive scholarship (RUB 25.000 ~ USD 800) from HSE. They are provided with the office and receive a research position within a laboratory (or research centre or an institute within HSE) that provides salary of comparable amount. (Other conditions, including the residence in one of University's dormitory, are the same as for normal Aspirantura). PhD students are not allowed to have any full-time or part-time job position outside HSE. They are also aware that the failure to follow the education programme and research plan has the consequence of dismissal not only from the New PhD programme, but from the Aspirantura in general.

First year

During the first year PhD students take core courses in Microeconomics, Macroeconomics, and Econometrics. In addition, they are taught how to do a research (small courses and master classes on academic skills). PhD research also starts in the first year. Monitoring is based on the approval of the research proposal and student workshops.

Second year

Students have to spend one semester in a recognized foreign university or a research centre discussing and making progress in their research. They can participate in research projects with partner universities and they are also provided with funds to take advanced courses in their research fields. During the second year students prepare papers to be published in (preferably) in international peer-reviewed journals.

Third year

In the final year students publish their research in peer-reviewed journals, present their papers in international conferences, and finalize their work on the thesis.

First experience (academic year 2010-2011)

In October 2010 the Entrance Committee selected 7 students who successfully entered normal Aspirantura and showed high potential in doing research. Their research interests were in very different fields (macroeconomics, new political economy and trade, labour economics, demography and microeconometrics, industrial organisation, project management). Unfortunately, 2 students were dismissed during the first year. All other students showed significant efforts in starting their research projects. One can consider this a success of the New Programme in comparison with the normal Aspirantura, where very

often students who eventually obtain degree start doing their research intensively only in the second year. However there are several pitfalls that downgrade this seemingly successful result and demand for further improvements:

- Students appeared to be less enthusiastic about PhD courses. Exam grades were not sufficiently good in general and very poor in some cases.
- Students had very different background in Economics and Econometrics (as only some of them actually came from Master programs at the Economic Faculty of the HSE, or the New Economic School, or they had any reasonably good education in Economics);
- It appeared that most of the students perceive the time spent on core courses as an impediment to their research activities;
- Students were not interested in general courses, while their small number and the diversity of research interests make it difficult to provide them with specific field courses within HSE.
- To monitor the research progress the workshop for PhD students was organised in June 2011. Several external experts in different fields from distinguished universities were invited to participate. The external assessment of the research proposals and first results was extremely low in 4 of 5 cases and moderate in one case. In fact, the main criticism of external experts was not even inappropriate methodology or low standards, but wrong research questions!

The reflection on this failure reveals following **possible faults in the organisation of the process**:

- Students attend several courses/master classes on academic skills (how to pose questions, write and present papers in economics, etc.), but this lectures were organised relatively late, when the research was already on the way;
- While the PhD thesis topics are approved by the Faculty's Academic Council (based on the research proposal evaluated by the Council's commission), it is done relatively late, and with the main focus on the research topic (direction) per se.
- All students were attached to different research units (labs, institutes) within HSE mainly for two reasons: to let them opportunity to earn extra money and to facilitate their PhD research by incorporating it into research projects of their senior colleagues. In some cases the later goal was not achieved completely.

Future

To improve the framework of the program and increase the quality of the PhD research the following will be implemented for the next academic year:

- The selection procedure should be improved to ensure that only candidates with the strongest and solid motivation are approved, that they are attached to those supervisors who share highest standards of research (presumably those with PhD degree from recognizable universities) and can formulate/evaluate adequate research questions. Academic supervisors take more responsibility on the proper incorporation of the PhD research into the project of the research units (labs, institutes) to which the student is attached;
- Courses on academic skills should start at the very beginning, so students learn earlier how to start and follow the research;

- PhD students write research proposals just after they were skilled how to start a research. Proposals should be discussed and approved not only internally (within departments and the Faculty), but should be evaluated by external experts;
- The set of PhD courses is limited to the core (Microeconomics, Macroeconomics, Econometrics). Additional courses that could be taken in HSE or in other universities during the second year external study are optional;
- New PhD programme cannot be extended formally for more than 3 years. But this relatively short time period is not enough for a reasonable set of PhD courses and doing research. This is also inefficient both for those who have good graduate education (e.g. former students of HSE Economic Faculty), as they have to spend time for little added value, and for those who do not have good background in Economics, as they are pressed by a time frame during the first year.

To challenge this problem some form of a two-stage programme (Master plus PhD) could be developed. Unfortunately, under existing formal rules, Master programmes and Aspirantura (normal or the New PhD Program) must be separated and students are not allowed to enter Aspirantura after graduation without entering exams. In this respect, the only way to design a two-stage program is to create a system of stimulus for promising master students to follow the PhD track.

Professional and personal development of individual doctoral candidates at Universidade Nova de Lisboa

by *Patricia ROSADO PINTO*, Deputy Director of NOVA's Doctoral School, Head of the Department of Medical Education in Faculty of Medical Sciences – NOVA Lisbon, Member of NOVA's Teaching Quality Office – Professional Development Unit

The Universidade Nova de Lisboa (NOVA) is a public university founded in 1973. It integrates nine Academic Units (AUs): 5 Faculties (Science and Technology; Social Sciences and Humanities; Business and Economics; Medical Sciences and Law); 3 Institutes (Institute of Hygiene and Tropical Medicine, Institute of Statistics and Information Management, and Institute of Chemical and Biological Technology) and 1 School (National School of Public Health).

Complying with the requirements of Bologna, NOVA runs 197 programmes (15% 1st cycle, Bachelor degree; 6% Integrated Master degree, 49% 2nd cycle, Master degree and 31% 3rd cycle, Doctorate degree). More than 18 000 students (53% 1st cycle, 35% 2nd cycle, 12% 3rd cycle) develop their studies in our AUs.

Although NOVA's governance has been characterised by a high degree of decentralisation, a strong effort has been made, in the last years, to enhance the confidence between the Rectorate and the different academic units, to increase their coordination and to launch common initiatives. The new UNL statutes (effective since August 2008) reflect this coordination effort, preserving a decentralised governance model, but coupling it with a shared strategic planning.

In NOVA's strategic plan for 2012-2016 the university embraces as a fundamental strategic option **the creation of a Doctoral School with the purpose of promoting quality, interdisciplinary education and the internationalization of its doctoral programmes.**

We recognize that the **advancement of knowledge through original research is the core component of a PhD education** and that NOVA's Academic Units already offer high quality 3rd cycle education, following the principles accepted in the European Higher Education Area. Nevertheless, we also think that PhD studies should facilitate additional skills development in relevant areas, thus **supporting students not only to undertake focused research, but also to enter and progress in a chosen career or to manage and develop their own personal training needs.**

Without interfering with the structured PhD programmes of each AU, NOVA's Doctoral School aims at providing complementary activities that will support the acquisition and development of a range of specialist and generic skills in different domains such as ethics and social understanding, oral and written communication, personal effectiveness and development, team working and leadership, career management and entrepreneurship, just to give some examples. Some of these programmes are already in place in some of NOVA's AUs. Nevertheless, they are not offered to all PhD students of our University and the new Doctoral School presents itself as an opportunity to join a diverse population with different background experience in common transversal activities.

Thus NOVA's Doctoral School goals are:

- To provide additional training to PhD students and supervisors, enhancing their personal and professional effectiveness;
- To organize common academic and scientific activities with the purpose of avoiding the compartmentalisation of scientific areas, creating an open space for discussion and creativity;
- To share best practices (within NOVA's doctoral programmes and with partnerships with other Higher Education Institutions);
- To ensure rationalization and sharing of resources by creating synergies that will benefit all NOVA's doctoral programmes;
- To enhance quality assurance and evaluation mechanisms by designing and implementing a teaching quality assurance system (similar to what is already in place in the university for the 1st and 2nd cycles and respecting the culture of each AU);
- To contribute to attracting the best students to our PhD programmes (either in Portugal or abroad, including students from the Portuguese speaking countries);
- To create mechanisms of collaboration with enterprises and the society in general.

In what concerns its statute, NOVA's Doctoral School will not be an autonomous Academic Unit and will have a simplified and flexible organisational model, benefiting from the

organisational resources already in place either at the Rectorate or at the AUs. A Director, a Deputy Director and one Secretary, as well as a Graduate School Committee with representatives from the nine AUs, have already been nominated. The presence of representatives from the PhD students is being considered at the moment.

The first actions of the nominated participants in this project have been focused on the School's branding and on its communication plan; the design of a flexible teaching quality assurance system, the definition of an attractive training program and calendar. We will launch with an Open Day in January, 2013.

Support of professional and personal development of individual doctoral candidates in Estonia in the ICT sector.

by Eduard PETLENKOV, Associate Professor, Head of the Estonian National Doctoral School in ICT, Tallinn University of Technology

According to my opinion Estonian ICT sector has a well-established system for support of PhD candidates. The development of this system has started less than 10 years ago (first doctoral school project supported by the European Union has started in 2005) and in the last years it is already giving the significant positive results.

Normal period of PhD studies in Estonia is 4 years. During this period all state-commissioned PhD candidates get scholarship from the state – almost 400 EUR per month without taxes, which is about half of Estonian average salary. Besides that most of PhD candidates have a possibility to work at the University as researchers or in other companies usually collaborating with the University. Some of research projects in which PhD candidates participate are financially supported by the Doctoral Schools.

There are 13 different doctoral schools in Estonia. All of them are joint Doctoral Schools between different universities. Doctoral Schools put together students and supervisors working in the same (or similar) areas in different universities. **Large state and private companies (including international companies) as well as foreign universities also participate in the work of joint doctoral schools as partners.** Such an approach plays a very important role, significantly increasing cooperation between universities, institutions and industry. It also supports professional and personal development of individual doctoral candidates by means of regular meetings between candidates and representatives on industry and other research groups. Estonian Doctoral Schools are projects financed by the European Social Fund.

Estonian Doctoral Schools support professional and personal development of doctoral candidates through the following activities:

- **Annual summer and winter schools** with invited lecturers and representatives of industry.
- Organisation of **intensive courses with invited lecturers** (professors and high-level specialists)

- **Annual doctoral school conference.** The aim of the annual conferences is to continue the tradition of bringing together graduate students from different research groups, to give them an opportunity to exchange ideas and present their research in serene surroundings, away from mundane working environment. All doctoral candidates are expected to submit a paper for the conference. The paper should describe the latest of their research. Each paper has to be presented at the conference (20 minutes including presentation and questions). It forces doctoral candidates to formulate and thoroughly analyse their latest results. All presented papers are then published as proceedings of the Doctoral School's annual conference.

Summer and winter schools, intensive courses and annual conferences give **perfect opportunity for doctoral candidates to present their results, get feedback and exchange ideas with representatives of other research groups and well-known specialists (gurus)** from their field of study. It also forces creation of interdisciplinary research projects.

- Doctoral School supports **interdisciplinary research projects** initialized by doctoral candidates. PhD candidates from different fields of study and maybe different institutions are forced to work together on interdisciplinary research projects. Each of them is responsible for the part related to the topic of his or her PhD thesis. Additional salary can be paid to people participating in interdisciplinary research projects. It highly motivates young researcher to focus on the research, establish connections with other researchers and research groups, develops ability to work in group. Supervisors can also participate in research projects supported by the Doctoral School.
- Doctoral School pays **scholarships** to the most talented non-state-commissioned PhD students. This scholarship is equivalent to the state scholarship which is paid to all state-commissioned PhD candidates. It allows to support more PhD candidates.
- Doctoral School supports **involvement of co-supervisors from outside the university: from industry and from universities abroad.** Doctoral School also covers travel expenses of co-supervisors coming to Estonia for consultation of the PhD candidate and doctoral candidate's visits to his or her supervisor.
- Doctoral School provides **travel grants for participation in international conferences and workshops**, making research or studying in the universities abroad.
- Doctoral School organizes regular meetings of doctoral candidates, academic staff and representatives of industry.
- Once per year we publish a special issue of one of the popular local journals devoted to the Estonian National Doctoral School in ICT. This special issue contains articles written by doctoral candidates and already defended young technical doctors representing their "**success stories**". This is especially important for

motivation and encouragement of young doctoral candidates and potential PhD students.

Doctoral School is not the only organisation supporting doctoral candidates (especially in the field of Information and Communication Technology). To name a few of them:

- **Estonian Information Technology Foundation (EITF)**, which is a non-profit organization founded by the Estonian Republic, University of Tartu, Tallinn Technical University, Eesti Telekom (a private company providing telecommunications services in Estonia) and the Association of Estonian Information Technology and Telecommunications Companies. **EITF's aims** are to assist in preparation of the highly qualified IT specialists and to support information and communication technology-related development in Estonia by means of different programmes. For these purposes the Foundation administers the National Support Programmes for ICT in Higher Education "Tiger University."
- **Doctoral Studies and Internationalisation Programme DoRa** administered by the Centre for Higher Education Development (CHED) also contributes to the Personal and Professional Development of Estonian students and academic staff. The main activities supported by this programme are:
 - o Promoting Estonia as an excellent place for study and work;
 - o Improving the quality of Higher Education by supporting the employment of international teaching staff;
 - o Expanding the pool of specialists holding PhDs by supporting the enrolment of talented international students in doctoral programmes of Estonian universities;
 - o Facilitating international research cooperation by supporting short-term research projects of visiting doctoral students in Estonia;
 - o Developing international cooperation networks by supporting the mobility of Estonian doctoral students;
 - o Supporting the participation of young researchers in the international exchange of knowledge.

The main attention in the framework of DoRa programme is paid to the development of doctoral studies.

There exist a wide range of programmes supporting professional and personal development of individual doctoral candidates in Estonian ICT sector. The main drawbacks are a comparatively high level of bureaucracy in some programmes and different kinds of restrictions, which differ between different programmes. Nevertheless, the system is well-developed and the above-mentioned drawbacks are compensated by the variety of the PhD candidates' supporting programmes.

PhD candidates can always get support and consultation from their supervisors, Department and the university supporting structures. Regular workshops, courses and lectures are

organized by the Universities for supervisors and PhD candidates explaining their possibilities and rules of different programmes. As a result most of supervisors and PhD candidates know very well which possibilities they have, how to use them and from whom they may get assistance if necessary.

Supporting Personal and Professional Development of Doctoral Candidates at the Tallinn University

by Kadri SIRG, Coordinator of Doctoral Studies, Tallinn University

Introduction

Tallinn University has developed, adopted and is applying a wide range of principles, procedures, measures and structures to promote the professional and personal development of its doctoral candidates.

Professional Development

The academic unit, the head of the doctoral study programme, the thesis' defence committee, the doctoral school, the council of the respective doctoral study field and other units like research office play a key role in the professional development of the doctoral candidates. These actors are actively involved in wide range of subjects that are relevant for the professional development of doctoral candidates.

The professional development of doctoral candidates still takes place in the research environment, often through the classical master-apprentice model. Acquiring knowledge, but also research competences and skills as well as organisational and social skills still, foremost, occurs in this research environment. Close professional relationships with a supervisor, other colleagues and fellow students formed in the research environment form a crucial basis for the professional development of doctoral candidates. It is desirable that each doctoral student could be a part of the research group. A research group plays an important role in the professional development of the candidate.

Without underestimating the role of research related activities in the professional development of doctoral candidates, Tallinn University has recently completed the review of the taught elements of its doctoral study programmes. Taught courses still play an important role in the development of the competences and skills necessary for researchers especially in situations where the support of the research environment for the doctoral candidate is less than satisfactory.

Opportunities to lecture are also essential for the development of specific skills and competences of doctoral candidates.

The system and criteria for the annual progress review of the doctoral candidates and the actual feedback they receive plays an important part in their professional and personal

development. The progress review system of the doctoral candidates is currently undergoing a reform in the university.

Specially designed lectures and doctoral schools are essential for developing teaching and research competences of doctoral candidates. As a result, not only the quality of the doctoral studies should improve, but it should be beneficial for the doctoral candidates.

The university is placing an increasing emphasis on both the choice of the potential doctoral candidates and supervisors. By choosing the motivated and capable doctoral candidates and supervisors who are not only resourceful researchers, but also pose personal qualities and devotion necessary to be a supervisor as well as competences and skills, preconditions for the professional development of doctoral candidates are created.

Several doctoral schools at Tallinn University were created and function based on the national and international cooperation. In these occasions, in addition to Tallinn University the university from abroad and several other universities from Estonia participate in the creation and day-to-day functioning of the doctoral school. This approach allows relying on and utilising the diverse experience and knowledge of these universities for the doctoral candidates' professional development.

The pre-defence and defence of the doctoral thesis, especially the communication with the opponents, are also relevant for the professional development of the doctoral candidate.

Professional and Personal Development

A wide range of structures and measures mentioned in the professional development section above have a direct affect on both the professional and personal development of doctoral candidates.

By actively promoting the opportunities for the international mobility of the doctoral students, the university supports the professional and personal development of doctoral students.

Lectures and courses aimed at developing the competences and developing the skills of the supervisors should have a positive effect on the professional and personal development of the doctoral candidates.

Participation and presentation in the academic conferences, especially participation in the international conferences is essential for the development of several professional and personal competences.

The participation of the doctoral candidates in the interdisciplinary and international research projects has also a profound positive effect on the development of doctoral candidates.

Many of the professional activities have or may have an indirect or a direct positive or a synergetic effect on the personal development of doctoral candidates.

Personal Development

In addition to the above mentioned factors, close professional relationships with a supervisor, other colleagues and fellow students form a crucial basis for the personal development of doctoral candidates. Both the research groups and the academic units hosting the doctoral candidates play an important role in their personal development. In addition to their professional role, the participation in the doctoral schools and international conferences plays an important social role in the personal development of doctoral candidates due to the personal and reflective contacts established and first hand experiences acquired.

Conclusion

In addition to the classical opportunities for the professional and personal development, like candidates' individual and collaborative work in the supportive and professional research environment, other options like doctoral schools based on the national and international cooperation were identified. Procedures, measures and structures that are most successful in supporting the doctoral candidates' development often focus on both the professional and personal aspects and manifest themselves in collaborative and interactive forms.

Final Comments

The 3rd UNICA PhD MASTER CLASS on “How to Support Professional and Personal Development of Individual Doctoral Candidates: Methods, Measures, Instruments, Tools” was a success, content-wise and socially. We managed to open the door towards a better understanding of the needs and challenges related to the professional and personal development of PhD candidates. And we all realized that we just touched upon the surface. In spite of or actually due to the fact that PPD is a multidimensional topic for which engagement of various actors in doctoral supervision is required, the open atmosphere and setting in this MASTER CLASS proved again to be successful. It turned out to be a market of numerous creative ideas and melting pot of different perspectives. “New participants”, UNICA and non-UNICA members were warmly welcome and laid the foundations for future collaboration. Participants, who came back to Dubrovnik, were able to further strengthen their relationships. Both are recognized as equally needed for the development of successful and long-lasting co-operations in a continuously increasing network of doctoral caretakers.

The major outcome of the MASTER CLASS was the decision to jointly continue to work on the topic and to keep momentum from the event. To give just one example, some months later an LLP project was successfully submitted gathering more than fifty percent of MASTER CLASS’ participants to work jointly on better support structures in doctoral education. During the MASTER CLASS the seeds for this success were planted.

Finally, possible ways forward have been identified in (i) focusing on specific aspects of PPD of candidates such as its significance in the global setting, (ii) developing of further projects which may turn ideas into actions, and (iii) strengthening UNICA as constructively critical and unmistakable voice in Europe whenever doctoral education is concerned.

Lucas Zinner
University of Vienna
Member of the UNICA MASTER CLASS Organising Committee

UNICA MASTER CLASS Organizing Committee

Melita Kovacevic, University of Zagreb

Melita Kovačević has served as Vice-Rector for Research and Technology at the University of Zagreb since 2006 and she is Full Professor at the Department of Speech and Language Pathology. She is Head of the Laboratory for Psycholinguistic Research and Director of the Interdisciplinary Doctoral Programme Language and Cognitive Neuroscience. Melita Kovačević joined EUA-CDE Steering Committee in 2009 and since 2012 has been a the Committee's Chair. She has been a member of different national and European bodies related to higher education and has been frequently invited to give talks on different topics related to HE reforms home and abroad. Within the UNICA Network, Melita Kovačević is in particular active in the area of doctoral education and research.

Luciano Saso, Sapienza University of Rome

Luciano Saso (Faculty of Pharmacy and Medicine, Sapienza University of Rome, Italy) received his a Doctorate in Pharmaceutical Sciences from Sapienza University in 1992. He is author of more than 120 scientific articles published in peer reviewed international journals with impact factor. During his career, he supervised several doctoral candidates from different countries including Italy, Spain, France, Germany, Bulgaria, Czech Republic, Iran, Estonia, India and Russia, getting to know well a variety of doctoral education systems. He has extensive experience in international relations and he is currently Deputy Rector for International Mobility of Sapienza University of Rome and Member of the Steering Committee of the UNICA Network.

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 and gained profound knowledge in research evaluation processes when he joined at the Austrian Science Foundation (FWF) as Scientific Administrator. Later he became Vice-Director of the Research Services and International Relations Office at the University of Vienna and helped organize a Research Services Office. He also became responsible for “Initiativkollegs”, an internal funding scheme promoting structured doctoral programmes at the University. Since 2008 he is leading a project established by the University’s Rectorate focusing on the change of doctoral education and the development of supporting structures. He is an active member of UNICA and especially committed to the PhD Officers 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 44 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.

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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 uninterrupted 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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