



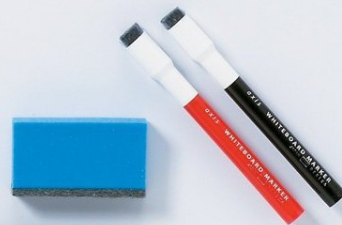
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of the EUA Council  
for Doctoral Education

# THE 2<sup>ND</sup> UNICA MASTER CLASS

## Toolkit for Supervision in Doctoral Education



2nd UNICA Master Class  
Proceedings



28 August - 1 September 2011  
Dubrovnik, Centre for Advanced Academic Studies (CAAS)  
University of Zagreb

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## Foreword

Doctoral education is still undergoing a **fundamental reconfiguration** all over Europe. According to the commitment of UNICA member universities to both excellent research and high-level education, many of them actively contribute to the Salzburg II recommendations presented in the framework of the EUA General Assembly in October 2010. Considering the importance of the supervisor-doctoral candidate relationship, it is not surprising that supervision is again addressed as a major issue in doctoral education.

In summer 2011, the 2<sup>nd</sup> UNICA MASTER CLASS gathered international experts with different backgrounds and levels of responsibilities to discuss and develop tools that support the PhD supervisors in their day-to-day work. The Master Class was hosted by the University of Zagreb in the beautiful and inspiring environment of the Centre for Advanced Academic Studies (CAAS) in Dubrovnik.

Since there is no one-fits-all model for effective supervision, it was one of the major goals of the 2nd UNICA MASTER CLASS **to initiate the creation** of a **toolkit for supervisors** which should be easily available, used and further adapted by UNICA member universities as well as other higher education institutions. In continuation of the 1<sup>st</sup> Master Class of 2009, 20-23 September 2009, the participants shared their knowledge and discussed constructively the possible tools which could help to professionalize the supervisor – doctoral candidate relationship. Everything that contributes to the enhancement of the quality of supervision and the doctoral experience of our doctoral candidates was welcome, from certain checklists, diagrams allowing to reflect on certain procedures, to the description of intervention measures. The 2<sup>nd</sup> UNICA MASTER CLASS successfully provided a platform for the participants to share practices and gain further insights into the complexity of doctoral supervision.

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 both keynote speakers, Barbara Evans and Hans Sonneveld, for their valuable contributions and significant input to the Seminar.

*Melita Kovacevic (University of Zagreb), Lucas Zinner (University of Vienna),  
and Kris Dejonckheere (UNICA)  
UNICA MASTER CLASS Organising Committee*



## Testimonials

“As an 'outsider' I must say I felt most welcome and I found the UNICA MASTER CLASS **particularly stimulating**. I think what impressed me most was the openness of the discussion and constructive consideration of a wide range of often quite different perspectives. I also really valued the eagerness of the group to produce a **tangible resource** that could be used to improve the quality and outcomes of doctoral supervision. Well done to all.”

**Barbara Evans**  
**Emeritus Dean of Graduate Studies,**  
**The University of British Columbia**

“We all recognize this standard flow of events. We meet at international conferences and workshops. The 2nd day, we get enthusiastic about paradise like visions of future co-operation. Back home, we return to the regular academic activities. And ....our beloved new



colleagues are easily forgotten or put on hold. Sometimes, one has a beautiful idea during night time, vanishing as snow before sun when we return from our dreaming hours, as we say in Holland. But 2011 was different. Upon return from Dubrovnik, I had to prepare new workshops for PhD supervisors. This Dubrovnik output **stayed fully alive** during the workshops, in full spotlight, months after their composition. The tools we developed proved to be very useful, in whatever Dutch graduate school context. The **harvest of an international workshop on doctoral studies can't be richer!**”

**Hans Sonneveld**  
**Tilburg University & Utrecht University**

## List of Participants

Name	Family Name	University	Country
Bozica	<b>Bartolac</b>	University of Zagreb	CROATIA
Paule	<b>Biaudet</b>	Université Pierre et Marie Curie	FRANCE
Ana	<b>Borovecki</b>	University of Zagreb	CROATIA
Helmut	<b>Brentel</b>	Universität zu Frankfurt	GERMANY
Kris	<b>Dejonckheere*</b>	UNICA	BELGIUM
Alois	<b>Ecker</b>	University of Vienna	AUSTRIA
Barbara	<b>Evans**</b>	University of British Columbia	CANADA
Bálint	<b>Fügi</b>	Eotvos Lorand University	HUNGARY
Gul	<b>Guner-Akdogan</b>	Dokuz Eylül University	TURKEY
Uta	<b>Hoffmann</b>	Humboldt Universität zu Berlin	GERMANY
Melita	<b>Kovacevic*</b>	University of Zagreb	CROATIA
Henrik	<b>Kulla</b>	Eotvos Lorand University	HUNGARY
Dusan	<b>Mesko</b>	Comenius University in Bratislava	SLOVAKIA
Slaven	<b>Mihaljevic</b>	University of Zagreb	CROATIA
Sergey	<b>Pekarski</b>	Higher School of Economics	RUSSIA
Petra	<b>Pesak</b>	University of Vienna	AUSTRIA
Eduard	<b>Petlenkov</b>	Tallinn University of Technology	ESTONIA
Luciano	<b>Saso</b>	Sapienza University of Rome	ITALY
Hans	<b>Sonneveld**</b>	Tilburg University & Utrecht University	The NETHERLANDS
Marcus	<b>Steinmayr</b>	University of Duisburg-Essen	GERMANY
Kristel	<b>Toom</b>	Tallinn University	ESTONIA
Marika	<b>Veisson</b>	Tallinn University	ESTONIA
Ray	<b>Wallace</b>	Nottingham Trent University	UNITED KINGDOM
Lucas	<b>Zinner*</b>	University of Vienna	AUSTRIA

Legend:

\* Organizing Committee

\*\* Speakers

## Programme

### MORNING PROGRAMME

Sunday, 28 August	Monday, 29 August	Tuesday, 30 August	Wednesday, 31 August	Thursday, 1 September
	<p><b>09:00 – 10:00</b></p> <p><i>“Selection of doctoral candidates”</i>: presentation by <b>Hans Sonneveld</b>, Netherlands Centre for Graduate and Research Schools - Discussion</p>	<p><b>09:00 – 11:00</b></p> <p><i>“Recent developments in enhancing doctoral supervision – Canada, the US and Australia”</i> by <b>Barbara Evans</b>, former Dean of Graduate Studies, University of British Columbia, Canada - Discussion</p>	<p><b>09:00 – 10:00</b> <b>PLENARY SESSION</b></p> <p><i>“Update of the Salzburg principles”</i> by <b>Melita Kovacevic</b>, University of Zagreb, SC member EUA CDE</p>	<p><b>09:00 – 11:00</b> <b>PLENARY SESSION</b></p> <p>Presentation of tasks (D-E-F) Discussions and next steps</p>
	<p><b>10:00 – 11:00</b> <b>Groups brainstorming session I</b> on tools (A-B-C)</p>	<p><b>Doctoral education within the ERI triangle</b> by <b>Melita Kovacevic</b>, Lucas Zinner</p>	<p><b>10:00 – 11:00</b> <b>Groups brainstorming session III</b> on tools (D-E-F)</p>	<p><b>10:00 – 11:00</b> <b>Observations on the process and methodology</b> by <b>Alois Ecker</b>, University of Vienna, <b>Paule Biaudet</b>, UPMC</p>
	<p><b>11:00 – 11:30</b> <b>Coffee break</b></p>	<p><b>11:00 – 11:30</b> <b>Coffee break</b></p>	<p><b>11:00 – 11:30</b> <b>Coffee break</b></p>	<p><b>11:00 – 11:30</b> <b>Coffee break</b></p>
	<p><b>11:30 – 13:00</b> <b>Group brainstorming session II</b> on tools (A-B-C)</p>	<p><b>11:30 – 13:00</b> <b>PLENARY SESSION</b></p> <p>Presentation of tasks (A-B-C) Discussions and next steps</p>	<p><b>11:30 – 13:00</b> <b>Group brainstorming session IV</b> on tools (D-E-F)</p>	<p><b>11:30 – 13:00</b> <b>Wrapping up, conclusions, presentation of the toolkit</b> by <b>Luciano Saso</b>, La Sapienza University of Rome, <b>Lucas Zinner</b>, University of Vienna</p>
	<p><b>13:00 – 14:30</b> <b>Buffet lunch</b></p>	<p><b>13:00 – 14:30</b> <b>Lunch</b></p>	<p><b>13:00 – 14:30</b> <b>Lunch</b></p>	<p><b>13:00 – 14:00</b> <b>Farewell drink</b></p>

AFTERNOON PROGRAMME

Sunday, 28 August	Monday, 29 August	Tuesday, 30 August	Wednesday, 31 August	Thursday, 1 September
13:00 – 15:30 <b>Registration</b>	14:30 – 16:30 <b>PLENARY SESSION</b> reporting and discussion on tools (A-B-C): feedback from other participants	14:30 <b>SOCIAL PROGRAMME:</b> <b>boat trip</b>	14:30 – 16:30 <b>PLENARY SESSION</b> reporting and discussion on tools (D-E-F): feedback from other participants	
15:30 – 15:45 <b>Welcome by Melita Kovacevic,</b> University of Zagreb			16:30 – 17:00 <b>Coffee break</b>	
15:45 – 16:30 <b>“meet a mate” coffee and snacks</b>	17:00 – 18:30 <b>Groups session:</b> writing down conclusions on tools		17:00 – 18:30 <b>Groups session:</b> writing down conclusions on tools	
16:30 – 18:00 <b>Tour de table</b> - Acquired expertise - Expectations	18:30 <b>Free time</b>		19:00 <b>Dinner</b>	
18:00 – 19:00 • <b>Organisation and practical information</b> • <b>Practical issues regarding the groups</b>				
19:00 <b>Social programme and dinner</b>				

## Modus operandi of the Master Class

The 2<sup>nd</sup> UNICA MASTER CLASS focused on the creation of a toolkit for supervision. To structure the 4 day program it was decided to have two sessions with three parallel working groups each addressing different topics related to supervision which were each related to a set of questions as starting point. Each group took part in a brainstorming session on each set of tools: A-B-C-D-E-F (for the description of the set of tools please see the below). During plenary sessions, all spokespersons presented the reflections and the feedback of the group on the given set of tools. After the plenary session, each group wrote down first conclusions on a set of tools assigned.

### SET OF TOOLS A: PROCESS OF SELECTION

- Criteria: how to determine them? Are the criteria alike for different research fields?
- How are prospective doctoral students examined?
- Is the process of selection of doctoral candidates transparent? Are there institutional policies established for the recruitment and selection?
- Who takes the recruitment decisions?

### SET OF TOOLS B: SUPERVISION AND TEAM BUILDING

- Is an experienced researcher enough to guarantee an effective doctoral supervision?
- How are the candidates supervised (in teams or by one supervisor continuously)?
- How to establish working relationships with candidates?
- What is the process of building a team?
- How do team members work?

### SET OF TOOLS C: MOTIVATION AND ENCOURAGEMENT

- How to handle failure and how to tackle crisis?
- Should risks be taken?
- What is the driving force in doctoral supervision?

### SET OF TOOLS D: MONITORING PROCESS

- How do we examine and measure doctoral outcomes?
- Are there institutional standards set for doctoral awards that need to be considered in the monitoring process?
- What is the minimum schedule for supervisor-supervisee meetings?
- Who is responsible for the monitoring? What are the areas a supervisor and a supervisee are jointly responsible for?
- Are there any differences depending on the field/discipline?
- Whom the monitoring process should be reported to?

### SET OF TOOLS E: SHARING RESPONSIBILITY

- What is the distribution of roles and tasks?
- What are the responsibilities and rights of involved partners?
- How to define the interaction *institution-supervisor-doctoral candidate* in the structural doctoral education?

### SET OF TOOLS F: HANDBOOK FOR SUPERVISORS

- Is a handbook for supervisors useful and necessary?
- What is its table of contents?
- What are the practical needs of supervisors? How do they alter with regard to the changing contexts of doctoral supervision?



## Abstract of Keynotes

**Barbara Evans**

### **Recent developments in enhancing doctoral supervision – Canada, the US and Australia**

Barbara Evans's approach to doctoral education has always been student-focused, using 'student experience', and outcome driven, emphasising the need to get and use good data to drive change. Her goal is to provide the best possible educational experience for each doctoral student, while also meeting the needs of other key stakeholders in doctoral education institutions, academic disciplines, professions, governments, industry and society.



Widespread agreement on the nature of the PhD exists, with the mutual understanding that PhD should contribute to knowledge through original research. However, **huge national differences related to doctoral education** exist in policies, consistency, organization and funding, examination/assessment, other expectations and accountability.

Barbara Evans compared 3 different higher educational systems, Canadian, Australian and the U.S., emphasising similarities and differences between them. Recent big issues in doctoral education were identified, focusing on 5 in particular: improving outcomes of doctoral education, ensuring effective governance of doctoral programs, managing resources strategically, measuring and improving quality, and developing transferable skills for doctoral candidates.

In order to improve outcomes of doctoral education, Barbara Evans proposed that the **selection of students is critical** and should be done following the "4 Rs" principle so that the **Right students enter into Right projects with the Right supervisors at the Right time**. The University's real capacity for providing quality supervision of doctoral students in different disciplines also needs to be taken into account.

Addressing the finding that more than 50% of PhD graduates do not go on into academia or research, Barbara Evans outlined the academic, professional and personal development program for PhD candidates at the University of British Columbia called **Graduate Pathways to Success (GPS)**, which is a series of non-credit workshops, seminars and other activities designed to complement the academic curriculum. This program is framed around 5 themes: Success in Graduate School, Self Management, Professional Effectiveness, Career Building and Constructive Leadership and it prepares PhD candidates for a variety of career paths, including academia.

**Supervision is a crucial element that greatly contributes to the overall outcomes of doctoral studies.** To raise the quality of supervision, a number of methods can be used: student satisfaction surveys, exit surveys and outcomes analyses can be carried out and the analysis of these data should be circulated widely across the university, along with the supervision policy and responsibilities, to increase understanding and inform improvement. Barbara Evans concluded that a trend exists within HEI's of increasing internal requirements for some kind of supervisor training, which is often mandatory for new supervisors, with special topic workshops and master classes for others.

*Professor Barbara Evans was a Dean of the Faculty of Graduate Studies at the University of British Columbia from 2007 to 2011. Prior to this Professor Evans was Pro Vice-Chancellor (Research Training) at The University of Melbourne, with particular responsibilities for the oversight of policy, management and quality assurance for research higher degree programs, postgraduate generic skills training and research supervision. Professor Evans has been an invited speaker at many international conferences in the US, Canada, Europe and Asia focused on graduate and research higher degree education, and has been invited to review Graduate Programs at several Australian and international universities. Originally a zoologist, she published over 100 book chapters, research papers and conference proceedings.*

**Melita Kovačević**

**Recommendations for Doctoral Education by Europe's Universities -Salzburg II**



Melita Kovačević opened her presentation with a brief history of Salzburg principles. Original ten Salzburg principles from 2005, which are considered as the basis for the reform of doctoral education, were outcomes of EUA led project and a Bologna seminar. They were included in the Bologna Berlin Communiqué in 2005 and they emphasised the importance of research component of doctoral education and the institutional strategies in assuring the quality of doctoral education.

Moving onto Salzburg II recommendations, Melita Kovačević gave an overview of the recent events in higher education in Europe, characterised by the rise of the doctoral school as dominant organizational form for doctoral education. Recent research showed the increase in the number of universities with doctoral schools from less than 30 % in 2005 to 65% in 2009. Doctoral schools have the priorities of taking institutional responsibility, establishing support structures (supervision, careers paths of doctoral candidates...etc.) and increasing transparency in doctoral education.

Based on these changes in environment for doctoral education, Salzburg II tries to build on Salzburg I foundations and continues to define the doctorate as research based endeavour. Research is the reason why doctorate has a specific nature that makes it different from the types of education in the first and second cycle. It is important to stress that training through research creates a certain mind-set for many sectors and careers, but it is cultivated by having done original research.

Doctoral education obtains a large part of its value from the unique and individual paths that doctoral candidates take. During their study, they meet unforeseen problems and obstacles and learn how to tackle them. Doctoral holders have individual career profiles as a product of their research experience, and the outcome of this is the doctorate holder – the person trained through research with an individual professional profile.

Melita Kovačević pointed out the Salzburg II main aspects which include **supervision** as central to doctoral education, but at the same time supervision can be an issue where serious problems can arise. **ECTS** can be used in doctoral education to measure workload but they are not appropriate tool to measure research. They can cause 'hunt for credits', which does not bring the right outcome of doctoral education. **Autonomy** for the institution is to choose mission and strategy and to set up the appropriate structures. This autonomy will secure the critical diversity needed to sustain a vibrant European environment for doctoral education. **Financing** of doctoral schools is seen as crucial, including securing and developing critical mass of research and matching this funding with research and supervisory capacity of the universities.

Based on her experience, Melita Kovačević's concluded that universities have demonstrated their will and capacity for reform. They have the most extensive experience in how to develop doctoral education. However, this requires a large degree of accountability for the institutions, and this still remains an open problem for large number of universities.

*Melita Kovacevic is a Full Professor at the University of Zagreb. Currently she is a Vice-Rector for Research and Technology of the University of Zagreb, Croatia. Melita Kovacevic was a member of different national, international and European bodies and committees related to higher education and Bologna process (i.e. member of BFUG, 2005-2007; member of BFUG WG "Transparency mechanisms", 2009 – present; member of National Committee for follow-up Bologna process, Higher Education Reform Expert). Presently, she is the SC member of the EUA-CDE and she chairs Rector's Conference vice-rector's committee on doctoral education. She is also coordinator for Committee for Doctoral Programmes at the University of Zagreb.*

**Hans Sonneveld****The art of selecting PhD candidates**

The selection of the right doctoral candidates and the proper matching between candidate and supervisor/s are crucial for a successful completion of a PhD study. This will avoid frustration of both supervisors and doctoral candidates when realizing that the research project is stagnating or lacking the expected quality. In addition, wrong selection decisions may also have financial consequences and furthermore it is difficult to make amends. Therefore, the importance of professional selection procedures can hardly be overestimated. Drawing conclusions from experiences Hans Sonneveld gained as trainer and facilitator of supervisor trainings at various universities, and as director of a Research Master program at Tilburg University, he presented possible selection techniques, and methods which help testing to what extent applicants meet the expectations in terms of ability, skills, and motivation. For instance, **inviting candidates to display their ideas about new projects during interviews** allows testing their creative potential. Studying examples of written works could help to get an impression about the applicants writing abilities. It is equally important to get an idea about the **applicants' motivation of doing a Ph.D. and their ability to work independently**, which can be achieved by studying the applicants CV and asking for motivation letters. Transparent criteria and decisions based on discussions between colleagues are certainly an asset for successful recruitment procedures.



As one approach to solve the problem of insufficiently prepared PhD candidates, Hans Sonneveld presented the **Dutch model of the Research Master program** where the first phase of the Ph.D. trajectory is shifted into the final stage of the master program. Hans Sonneveld pointed out several characteristics of this program which influences the new PhD culture in the Netherlands: on the one hand, creating a talent pool is recognized to be of utmost importance and scouting of talents starts already on the Bachelor level. In addition, a rigorous selection to the Master program with clear selection criteria, including grades, CV, motivation letter, prior training in research skills and methods, and proficiency in English serves as pre-selection to the PhD program. On the other hand, sufficient freedom of topic choice on the candidate's side is enhanced. This helps to avoid a tunnel vision on research possibilities. Reflecting the nature of a doctorate, the development of a research proposal is already at the heart of the program and provides a start with a fly for successful candidates.

*Hans Sonneveld is Director of the Netherlands Centre for Research and Graduate Schools, which he founded together with Heinze Oost in 2006. Prior to that he was managing Director of the Amsterdam School for Social Science Research, one of the first Dutch graduate schools. Hans Sonneveld is a sociologist by training and he has conducted a number of investigations in the field of doctoral education over the last decades. His publications in this area include the book "PhD supervisors, PhD students and the Academic Selection", published in 1996, and more recently the book "PhD. Trajectories and labour market mobility. A survey of recent doctoral recipients at four universities in the Netherlands", published together with Mara Yerkes and Rens van de Schoot in 2010. A major development is his training and supervising of starting and experienced PhD supervisors in fields as Informatics, Psychology, Law, Arts, Meteorology, Physics, Educational Sciences, etc.*

## Remarks from an Observer

Supported by an efficient, well-organised and motivating staff, and surrounded by the magic atmosphere of late summer in Dubrovnik, the group of international experts worked efficiently on the development of the toolkit for supervision in doctoral education. The group was well composed by Melita and Lucas, so everybody could easily find his/her role in the process of work. The programme was designed in a **good balance** between plenary sessions and thematic working groups: The speeches given by Hans, Barbara and Melita brought in relevant information without being redundant or contradictory on the thematic level, which also helped the working groups to concentrate on the elaboration of selected aspects for the overall goal: the production of the toolkit.

Discussions in the plenary as well as in the working groups were well structured. The working groups had **enough autonomy to develop their individual work style** and this helped to develop good results. In addition, the respect of self-organisation supported the content-oriented discussions not only in the working groups but also in the plenary. Up to the final plenary almost everybody had taken the floor; there were no „old bulls“ who kept the others off their patch.



To highlight some other didactic aspects of the MASTER CLASS (as there are always several factors which contribute to a productive and fruitful communicative process): Certainly the members of the group brought in sufficient professional expertise, they were highly motivated to work together but they were also able to learn from each other. I would even go further saying that **diversity was one of the productive factors of the MASTER CLASS**: The different profiles and expertise of the group members made it attractive to work together. There was an implicit agreement on the hierarchy of roles and positions which helped, most of the time, to maintain a productive balance between competitive and cooperative tendencies in the group discussions.

Finally, the members of the group were **not too academic in their performance**. The flexibility and openness of internationally experienced experts helped the group members to remain attached to the goals of work and e.g. not to stick to the differences one might have noticed as regards to terminology, local customs, or individual interests.

Thus, the UNICA MASTER CLASS, with its **implicit commitment to the value of listening to each other and to learning from each other**, was an excellent example for a productive learning system: We learned from the differences we noticed in our discussions and went back home with a helpful toolkit and with a bouquet of ideas on how to continue the work – hopefully – in one of the next MASTER CLASSES.

Alois Ecker  
University of Vienna

...More testimonials ...

"The UNICA Master Class offered me a unique opportunity to share information and insights with a diversity of international professionals in doctoral education. The interaction during the group sessions and wide-ranging selection of practice-oriented topics made it an enriching experience that will undoubtedly bring benefits to all participants for their very specific needs."

**Petra Pesak**  
University of Vienna

*"The UNICA MASTER CLASS is a Master Class in its best sense: It is characterized by openness of the mind and an ethical commitment to doctoral education. The MASTER CLASS courses are an example of institutional and intellectual diversity within the European framework. Doctoral education is a European and global issue and for Europe's*

*way to a knowledge-based society and economy the track to tailored doctoral education has no alternative. The PhD was invented in the medieval European University; so it is up to a European Master Class to develop this tradition and adapt it to the needs of contemporary European societies."*

**Markus Steinmayr**  
University Duisburg-Essen

*"UNICA MASTER CLASS definitely helped me to immerse into the depth of doctoral education organization in Europe. Positive, stress free networking environment influenced discussion, thoughts construction, encouragement of positive interaction and outcomes. Many thanks, dear organizers and participants, for all your help and cooperation. I will very much look forward to working with you again in the near future. "*

**Dušan Meško**  
Vice-Rector for Science and Doctoral Studies  
Comenius University



## Word from UNICA President Stavros A. Zenios



*In difficult time people turn to education –and so we should all. It is therefore very timely, as Europe and the world are going through a persistent financial and economic crisis, to revisit the issue of doctoral training.*

*Doctoral education used to be more of an apprenticeship experience. Young people training next to a renowned Master to acquire his or her skills and continue a career in research based on the skills so acquired. Not so any more.*

*On the one hand we observe an explosive growth in interest in research careers, with an increase in the number of doctoral students that need to be trained. This puts more emphasis on structured education instead of the sit-next-to-the-Master model. The challenge in this case is **how to train young researchers through structured programs, while cultivating their ability to think in an unstructured way**; unstructured thinking is the cornerstone of creativity.*

*On the other hand, quite often, young researchers move on to careers outside academia where the specific knowledge they acquired in their research is not as relevant as the research experience itself and the transferable skills they developed during their training.*

*For these reasons the training of doctoral students is receiving increasing attention from the academic leadership. UNICA responded to the challenges faced by our members in offering through this Master Class a forum for reflecting, learning and sharing best practices. After all, this is what we at UNICA do best: learning from each other.*

*University of Zagreb did an outstanding job in offering excellent facilities for this event and the Organizing Committee: Melita Kovacevic (University of Zagreb), Lucas Zinner (University of Vienna), Kris Dejonckheere (UNICA) brought together experts in the field and a diverse group of participants, creating a very stimulating platform for discussion and reflections.*

*I trust you will find these proceedings as useful as the event itself. It is only unfortunate that the reader cannot also enjoy the magnificent setting of Dubrovnik.... But we hope to see you next year!*



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## Final Comments

The 2<sup>nd</sup> UNICA MASTER CLASS recognized the importance of the supervision process in the forming of new doctorate holders, and it also acknowledged the usefulness of different tools that can be used as a help in this process. However, during the MASTER CLASS it became clear that the meaning of the term “tool” is not always understood in the same way, and participants had different opinions on the value and usefulness of such tools in the supervision process. Also, the participants agreed that various scientific disciplines benefit differently from the use of tools for supervision, with some disciplines having more tools at their disposal than others. In spite of these differences, common understanding was reached that the **supervision process could and should be supported by using a set of tools** which can be modified according to the needs of supervisors and their concrete situations.

It was concluded that despite its major importance, the supervision process is one of many elements of doctoral education, and as such **cannot be considered solely responsible for the success of doctoral education**. Based on this understanding, toolkits for supervisors should be used as a way of helping supervisors, but not as the only solution for the assurance of the quality of the process of doctoral education. Other elements, like the doctoral programme curriculum, should also be taken into account when trying to strengthen the quality of doctoral studies. This was presented as a possible topic for 3<sup>rd</sup> UNICA MASTER CLASS.



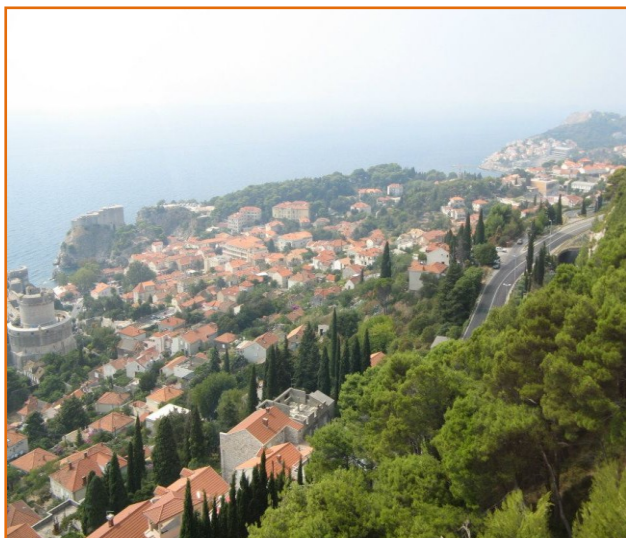
Following these thoughts, the final conclusion of the 2<sup>nd</sup> UNICA MASTER CLASS included raising the awareness of the **need for a more holistic approach to doctoral education** that would include all elements of the doctoral process instead of emphasising only one. For the success of doctoral education, all of its components **must be equally represented** and due care must be given to each one.

In order to keep the momentum of ideas and good will established on previous MASTER CLASSES, it was decided that future meetings will be organized on an **annual instead of biennial basis**. This was backed by the acknowledgment of the importance of the supervision topic in the current European (and wider) higher education policy trends.

Following already established good practice, non-UNICA members have been encouraged to continue with their contributions and participation in the future UNICA MASTER CLASSES.

*Melita Kovacevic (University of Zagreb), Luciano Saso (Università di Roma La Sapienza), Lucas Zinner (University of Vienna), and Kris Dejonckheere (UNICA)*

## 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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