THE 2ND UNICA MASTER CLASS
Toolkit for Supervision in Doctoral Education

UNICA is a member
of the EUA Council
for Doctoral Education

GROUP BRAINSTORMING SESSIONS
RULES OF THE GAME

As described in the announcement, the emphasis of this MASTER CLASS will be placed on the **creation of a toolkit for supervisors** supporting them in their daily work. Thus, based on thorough discussions and lessons learned by other colleagues and experts, we will develop jointly a set of tools for supervisors related to six tasks given below.

TASK 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 any institutional policies established for the recruitment and selection?
- Who takes the recruitment decisions?

TASK B: TEAM BUILDING IN SUPERVISION
- Is an experienced researcher enough to guarantee an effective doctoral supervision?
- How are candidates supervised (in teams or by one supervisor continuously)?
- How to establish good working relationships with candidates?
- What is the process of building teams (of candidates and of supervisors)?
- How do team members work?

TASK C: MOTIVATION AND ENCOURAGEMENT
- How to handle failure? How to tackle crisis?
- Should risks be taken?
- What is the driving force in doctoral supervision?

TASK D: MONITORING PROCESS
- How do we examine and measure doctoral outcomes?
- Are there institutional standards set for the 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?
- To whom should the monitoring process be reported to?

TASK 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 structured doctoral education?

TASK F: GUIDELINES FOR SUPERVISORS
- Is a handbook for supervisors useful and necessary?
- What is the table of contents? Who should be the authors of such document?
- What are the practical needs of supervisors? How do they alter with regard to the changing contexts of doctoral supervision?

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We encourage you to actively participate in the exchange of ideas and experiences and work collaboratively on the various tasks mentioned above. What we envisage as outcomes of the working groups is a set of (drafted) tools or which could improve the effectiveness in our supervision behaviour. In order to have an effective meeting we propose the following procedure:

1. The participants will split up into **3 working groups: I, II, III**

2. Each group is invited to choose a **spokesperson** and a **chair**

3. Each group will take part in a **group brainstorming session** with respect to one of the tasks A-B-C (for Monday and Tuesday) respectively D-E-F (for Wednesday and Thursday)

4. During the first **plenary sessions** (Monday and Wednesday, 14:30 – 16:30), each **spokesperson** will present the reflections and the feedback of the respective group. Special feedback, suggestions and comments will be expected from all participants, in particular from those who attended other working groups.

5. After the plenary session, **each group will write down the conclusions on a set of tools assigned**, e.g.: for the tools A-B-C group I writes down the conclusions on the set of tool A, group II on the set of tools B, group III on the set of tools C.

6. The next day the "final outcome" should be presented and discussed in plenary sessions, including next steps.

Enjoy the MASTER CLASS!