

Guide to the Accreditation Procedure of the Doctoral Schools

Part I: Aspects of Self-assessment

2019

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I. Aspects of Self-assessment

I.1 General, organisational and quality assurance features

I.1.1 The data of the doctoral school

The name of the university hosting the doctoral school	University of Szeged
The name of the doctoral school	Doctoral School of History
The address of the doctoral school	6722 Szeged, Egyetem utca 2.
The year of the founding the doctoral school	1994
The year of launching the doctoral training	1994
The place(s) of the doctoral training	Szeged
The head of the doctoral school	Sándor Papp
The name, position, email address and telephone number of the contact person(s)	
The language(s) of the doctoral training	Hungarian–English
The scientific classification of the doctoral school	Arts
The discipline(s) of the doctoral school	History
specifically within this: field of research / the arts	
The name of the doctoral programme(s)	Antiquity, Medieval Studies-Archaeology, Modern Age, Doctoral Programme of Contemporary and Comparative History
The name of the doctoral degree issued (DLA and/or PhD)	PhD

I.1.2 The profile, leadership, functioning and competitiveness of the doctoral school

The Doctoral School of History at the University of Szeged was launched with the accreditation of the Medieval Studies Training Programme in 1994. The doctoral school started to work as one of the most important institutions of the doctoral training under transformation after the system change 25 years ago. Professors Gyula Kristó and Ferenc Makk played an essential role in its formation. In the first period, Gyula Kristó acted as the head of the school (1994-2001). In this time the school was considered as one of the most important workshops of Hungarian research into the Middle Ages. It is also shown by the fact that besides students of the home university, in addition to those from ELTE and JPTE, graduates from institutions beyond the borders applied for the programmes in significant numbers. From the beginning, the Medieval Studies programme provided scope for doctoral topics in archaeology, too, which has become an equal field within the programme. The leading of the programme was taken over by Ferenc Makk from Gyula Kristó in 2001, and it is Tibor Almási who is responsible for the work of the program since 2012. The first defence took place in 1995 that has been followed by 41 additional successful defence procedures since then. As three degrees have been naturalised as well, the total number of degrees obtained is 45 since the program has started.

Besides Medieval Studies, the second program, the History of the Western Mediterranean and the Hispanic World in the 19th-20th-century, was launched in 1996 under the direction of Ádám Anderle. Professors Ádám Anderle and László J. Nagy, who researched the history of the Hispanic World and the Mediterranean, as well as Professor Enikő Sajti, who specialised in the history of the Délvidék (the South), opened up new vistas in the research into the modern age. This research was later supplemented with the research of Hungarian history, and so the Doctoral Programme of Modern History was established. The study of ethnography was also included in this programme later. The programme was led by Sándor Papp between 2013 and 2019, and it is now directed by László Sándor Tóth.

The doctoral school was supplemented with the Antiquity Programme, which was led by Professor Gyula Wojtilla until the summer of 2019. The programme is currently headed by Melinda Székely. The instructors of the Antiquity Programme and their instances of research virtually cover the history of all the regions of the ancient world.

As the fourth pillar of the training, in the academic year of 2014/2015 the Contemporary and Comparative History Programme started its work separated from the Programme of Modern History. According to the then

accepted agreement the temporal dividing line between the two programmes was the beginning of the First World War (1914), except for the history of the Balkans and the Middle East, including the history of Arabic countries, which remained within the Modern Age Programme. In the case of overlapping fields, the two programmes cooperate during the doctoral procedures.

The doctoral school works on the basis of full autonomy, the number of its core members is 9, the number of its instructors and announcers of research topics is 54, with 42 doctoral students at the moment.

Currently, some transformation took place in the leadership of the school, the new heads of the programmes curbed the main directions of research towards their own research topics besides the already existing research fields. Béla Tomka, who founded the Programme of Contemporary and Comparative History, strengthened the positions of economic and social history, while Ágnes Deák focused on themes of 19th-century Habsburg absolutism, Péter Zakar on 18-19th-century military and church history, István Zimonyi and Sándor László Tóth on topics of the Hungarian Conquest and the Steppe, and finally, Sándor Papp on themes related to the Ottoman Age. In addition to these, conventional research areas, such as Medieval Studies, diplomatics, middle-Latin philology (Tibor Almási, Norbert C. Tóth), and the history of classical antiquity (Melinda Székely), still play a fundamental role in the programmes of the school.

- a) Beyond several features, the doctoral school is unique in the Hungarian and the international context as well in the sense that it is able to span the whole chronological spectrum of history in all periods and, compared to other Hungarian doctoral schools, to mobilise supervisors and instructors with very high expertise and knowledge to teach and supervise a wide range of topics.
- b) From the very beginning, the school had the necessary number of instructors with doctor of science (DSc) titles, habilitations, PhD and candidate of science degrees, and the number of core members, who were professors or associate professors, was adequate to maintain the independent status of the school.
- c) The programmes have been always open to establish international relations, to develop cooperation with Hungarian research groups beyond the borders. In the recent years, this tendency continued, and very intensive relations have been formed with British, Austrian, German, Italian, Spanish, French, Romanian, Turkish, Iranian, and Egyptian universities and scholars. What is more, this relation is not formal, as the school fruitfully endeavours to involve foreign professors as co-supervisors, and besides co-tutelle training, to participate in defence procedures.
- d) The school lays special emphasis on international and foreign language training, with the help of the Stipendium Hungaricum scholarship, 4-5 students are admitted, the number of whose the school endeavours to increase in the future. The success for this primarily rests in that the instructors of the school interpret Hungarian history in a wider international context, they are well-equipped in the target languages of their primary sources, and they are also able to transfer their knowledge in *lingua francas*. Moreover, the instructors of the school are employed with the research of such international topics which might merit interest in foreign countries, too.

I.1.3 The process of compiling the self-assessment report

The self-assessment was compiled by the heads of the programmes in cooperation with the instructors of the programmes. The compiled reports have been summarised by the head of the school, and the first version was sent to the members of the programmes for supervision. After assessing and integrating the reactions and the comments, the final version has been completed.

The process had been coordinated by the head and the secretary of the school, who closely cooperated during the entire period of compiling the report.

The foundation of this work was the self-assessment that was made at the time of the former accreditation and could be accessed on the webpage of the doctoral school. The survey and revision of this former document meant the basis upon which the results of the recent years could be superadded.

I.1.4 The presentation and assessment of steps taken on the basis of recommendations made during the previous accreditation process of the doctoral school.

In its decree accepted in 2014 and confirmed after the death of the head of the school, László Koszta (MAB 2016/5/VII/10/2/966) the MAB (Hungarian Accreditation Committee, HAC) assessed the doctoral school in a very positive manner. The HAC acknowledged the scheme of the training, the structure and functioning of the programmes. It also highlighted that the supervisors conduct the doctoral training in their own research fields, emphasising that the school provides real training and education that is reflected in the high number of contact classes. The eligible topics nicely fit into the academic work of core members. They considered the scheme of quality assurance acceptable which guarantees the high level of the doctoral training. The webpage contains the

most important regulations with regard to the activity of the school, including those documents which demonstrate the course of the training and the pieces of information about the admission. The reviewers deemed the self-assessment realistic and substantial, emphasising that most of the problems outlined do not originate from local circumstances but from the general conditions of the national higher education.

Furthermore, the core members were stated to be excellent researchers of the discipline, including several internationally renowned scholars. "The professional cooperation is assured. All in all, the school is operating successfully, and its four programmes offer coherent training."

- The reviewers assessed the head of the school in the following: "He is an active member of the doctoral school, he has several doctoral student who have already defended their theses (4), and he is currently supervising a number of students (6). He is suitable to lead the school in every respect."
- The quality of the doctoral dissertations was considered adequate, emphasising the "it is excellent in the field of the medieval studies doctoral programme". "All things considered, the operation of the school is adequate."

The latest accreditation's evaluation of the school was very positive, which, however, did not mean that the newer challenges have been disregarded in the recent years. These steps affected the system of quality assurance, too. In this respect, the introduction of the training in foreign languages was the greatest change. It was the third time in this year, in 2019, that students applying for the Stipendium Hungaricum scholarship have undergone the admission procedure. Currently, all programmes have foreign students, with the greatest number in the medieval studies and modern age programmes.

It is very important for the school that it can further enlarge and improve its relations with neighbouring and farther research institutions through these foreign students, in all programmes in accordance with their own announcements of topics.

The setup of the English language training resulted in several changes which meant a newer challenge for most of the instructors, since most of them do not hold a degree in English language and literature. The instructors in question had to undergo considerable self-training, which was partially supported by the faculty of arts as well, and they could meet this requirement successfully. The students admitted to the school have varying knowledge, social backgrounds, and cultural knowledge and traits. Sometimes they come from such backgrounds where neither the school system nor the social education endorses otherness, and occasionally they regard their fellows inimically. In this environment a number of principles had to be established in order to successfully cooperate. The adhering to the general European norms, the respect of different opinions, and the willingness to understand the opinion of others result in a cooperation of good atmosphere in the courses as well as during everyday contact.

The differences in professional learning and perspectives necessitate such courses which introduce the students to the methods and historiography of European / American history. Fortunately, the historians working at the Institute of English and American Studies help in organising these courses at the required professional and language level. They have degrees in history, whose scholarly works are written in the field of history, too. Consequently, they gladly joined the doctoral school as instructors and announcers of topics.

The presence of foreign students contributes to the nuancing of their Hungarian colleagues' judgement of international scholarship. The general purpose is that more and more joint courses could be held in foreign languages, where the Hungarian students can accommodate to the foreign language environment.

The Antiquity Programme has splendid relations with German (Berlin, Mainz, Halle, München), British (Oxford), Italian (Ravenna, Milan, Bologna, Torino, Urbino), and Austrian (Vienna, Innsbruck) research institutions. What is more, they also nurture close relations with the universities and workshops of neighbouring countries (Kolozsvár, Marosvásárhely, Maros County Museum). The relations are also excellent with the Departments of Ancient History at other Hungarian universities (ELTE, DE, PPKE, KRE, PTE), but they also maintain active and good working relation with associate departments and researchers (Department of Roman Law, University of Szeged; Hungarian National Museum, classical philologists, archaeologists, philosophers, theologians).

The quality assurance of the Doctoral Programme of Medieval Studies is primarily assured by its professional activity and the transparency of the students' work. The students of the programme present their research results on a biennial PhD-conference, organised since 1999, and the conference papers are published in edited volumes. So far, eleven conferences have been organised, and ten volumes have been published. When surveying these volumes and comparing the conference programmes, one can see a spectacular development. The range of participant continuously expanded. Not only do the conferences provide space to students currently enrolled in the programme, but also to returning alumni students who are in many cases acknowledges leading researchers in their respective fields and at these occasions give an insight into their ongoing work.

The Doctoral Programme of Modern Age traditionally organises its English-language conference at the beginning of the new year, where both Hungarian and foreign students participate. The first volume of this event has already been published. The Programme of Modern History is a founding member of the Central European cooperation whose informal denomination is "Nachwuchskonferenz". Besides the Institut für Österreichische

Geschichtsforschung of the University of Vienna, the University of Salzburg, the University of Graz, the University of Ljubljana, the Eötvös Loránd University and the doctoral school of history at the University of Pécs, the Doctoral School of History at the University of Szeged organise PhD-conferences at varying locations, where the students can present their papers only in foreign languages. The theme must be one of the segments of the modern age. This year Szeged will host the next event, where two doctoral candidate and one foreign doctoral student will participate.

Last but not least, it is worth mentioning that the doctoral school successfully initiated that the foreign students could intensively learn Hungarian funded from individual sources (with the help of the support of the Stipendium Hungaricum). The regulation of language knowledge with regard to the Hungarian students, namely that they have to present their language knowledge of two foreign languages, was maintained in the case of foreign students as well.

The quality assurance of the Doctoral Programme of Contemporary and Comparative History is assured by the professional activity of the programme and the transparency of the students' work. The research results of the students participating in the programme can be followed not only by their supervisors within the framework of regular consultations, but also by the greater publicity, as the students frequently participate at conferences, where they can present their results for the leading scholars of their fields.

1.1.5 Environmental and social changes impacting on the doctoral school

The operational environment of the doctoral school has undergone an immense change since the latest accreditation. The transformation of higher education teaching, the change of students' learning orientation, and occasionally the deficiencies of the knowledge of the students participation in BA graduate programmes had a considerable impact on those applying for admission into the doctoral training. It is also unfavourable that general tendencies of anti-humanities attitude in the public discourse, nationally present and carrying formidable dangers, seem to have an influence on the operation of the doctoral school, too.

The introduction of the Bologna-type training had a generally favourable impact on the training of historians. The two-stage system breaks the chronological order of the training and the attainable level of knowledge is lowered. The too rigid training scheme and the confined temporal limits of the training makes it almost impossible to operate the earlier established specialisations, which provided young talents for the doctoral school in many cases (specialisation in Latin, medieval studies, Hungarian prehistory, the history of the Mediterranean, the history of Eastern Europe). In connection with the narrowing of the basis of professional recruitment it is also an unfortunate circumstance that the very rigid and too defined training system of the undivided teacher training with two majors works against the orientation of would-be young scholars towards a scientific career, so even if many students choose history as major, it is increasingly difficult to find the path of becoming a professional historian. The effects of these and similar problems of recruitment, however, are present not only in the case of the history major, but also generally affect all the doctoral schools, whether in the arts or in the sciences, the students of whose respective majors are mostly teacher trainees. Therefore, an absurd situation emerged in that the best teacher trainees, even if they possess talent, intention and motivation, cannot find a natural and easy path to develop and expand their knowledge and skills in highest training levels of the sciences, which can be reckoned as a tremendously grave and unnecessarily generated loss on the social level.

Thus far it can be said that the school cannot fill all the positions funded by the state. In this year, the most students were admitted to places with state scholarship in the history of the school (13 students), and also fee-paying students. The earlier pool of potential recruitment narrowed down and is tightening, and the increase in the number of the students this year can be attributed to the fact that other fields of training in the arts could not fill their cadres, and the open positions could be rendered to historian applicants.

The internationalisation of the training is a very favourable tendency, the school could successfully face the obstacles in this respect. The funds gained from the support given to the Stipendium Hungaricum students opened up significant perspectives, upon which the school could capitalise with considerable intellectual investment. After two years of success, however, these resources were lost due to the pressure origination from the underfinances status of the universities. The budget has no independent slot for the doctoral schools, the steps of shortage economy significantly narrowed down the budgetary scope of doctoral schools. However, the situation changed somewhat in this year, as a part of the earlier support (ca. 20-25%) was retrieved, but it is insufficient for realising and expanding on the earlier plans.

Unlike in the case of natural and life sciences, in the field of history research is characteristically based on individual, not on group achievements, which does not mean nonetheless that there is no research carried out by a collective or a group. Nevertheless, the results can be mostly measured through individual achievements.

The operation of the Doctoral School of History is designed to follow the principles and professional standards of the European Research Area. It is characteristic of the school's international recognition that several leading instructor of our school have been asked to participate in the reviewing process of ERC, Austrian academic and university scholarship applications.

Demonstrate the realisation of the following aspects:

I.1.6 The doctoral school has a quality assurance subsystem that is designed with the involvement of internal and external participants, is officially accepted and systematically reviewed. The quality assurance subsystem neatly fits into the institution's main quality assurance system.

The quality assurance foundations of the teaching work, the research activity and the process of obtaining the doctoral degree are regulated by the Act on Higher Education (Felsőoktatásról szóló 2011. évi CCIV. tv.), those parts of the Governmental Act (387/2012. (XII. 19.) which regulate the operation of doctoral schools, the order of doctoral procedures and habilitation, as well as by the regulations of the University of Szeged.

The Regulations of the Doctoral Training and Obtaining a Doctoral Degree of the University of Szeged contain the aspects of the quality assurance of doctoral training and obtaining a degree as well as the values to be realised by meeting these requirements.

On the basis of these rules, the quality assurance scheme of our doctoral school formulates core principles that assure, in accordance with the recommended quality assurance features of the Hungarian Accreditation Committee, that the training in the school and the scientific performance of our doctoral students should meet the highest scholarly standards present in the most prestigious Hungarian and international research centres.

The core principles of the quality assurance system of the doctoral school

1. The realisation of the control of the Hungarian and international scholarly-scientific community over the entire process of the doctoral training and obtaining the doctoral degree.
2. The endorsement of the standpoint and other scientific ethical requirements of the Scientific Ethical Committee of the Hungarian Academy of Sciences in the process of quality assurance.
3. The continuous monitoring of the scientific achievements of the doctoral trainings in Hungarian and foreign institutions with a similar profile.
4. The public dissemination of the elements and process of quality assurance for the professional and scholarly community.
5. The assurance of providing continuous feedback to the instructors and supervisors participating in the doctoral training.
6. The strengthening of instructors' and students' quality-oriented perspectives.
7. The full realisation of the prescription with regard to the protection of intellectual property during the doctoral training and obtaining the degree.
8. The exact documentation of the procedures which are part of the doctoral training.

The factors assuring the high quality of the training in the doctoral school

The high professional quality of the activities in the doctoral school are assured by the following elements:

1. The high standard of education within the framework of the organised training, which is guaranteed by the professional careers of the instructors and the many instance of feedback sent by the students.
2. The consistent control of publications required before submitting a PhD dissertation, focusing on how prestigious the Hungarian or international place of publication is.
3. The examination procedure of the doctoral dissertations to be carried out with inclusion of independent, scholarly renowned experts.
4. The challenge of doctoral students participating in Hungarian and international scientific conferences.
5. The monitoring of the professional career of those who gained their doctoral degrees in the doctoral school.
6. The good professional relations of the doctoral school with other, major Hungarian and foreign research institutions, whose visiting instructors further improve the level of the training.
7. Offering the students of the doctoral school the opportunity to get acquainted with the newest international research and scientific results with the help of providing them scholarships abroad.
8. The openness of the doctoral school to all sorts of external audit and control.

The elements of quality assurance with respect to the members of the doctoral school

The council of the doctoral school continuously assesses the scientific and teaching performance of the members

of the school in accordance with the currently valid academic norms.

1. The examination of the members' professional-scientific activity is carried out according to the following main aspects: The person's activity as per scientific publications, his/her membership and activity in international professional associations. His/her participation in research projects and scholarships, his/her achievements in organising scientific work, and the person's activity as an expert. His/her decorations, the official recognition of his/her scholarly output.
2. The evaluation of the member's educational activity is valued on the basis of the following factors: the quality of the consultations and the courses taught. The supervising activity of the member, the quality of the dissertations submitted under the supervision of the member. The support given to students promoting their progression in the scholarly profession.

The elements of quality assurance with respect to the students of the doctoral school

1. At the beginning of each semester, the doctoral students devise a plan about the professional work they intend to realise in the given period; at the end of the semester, they are also expected to write a report on the completion of this plan. This report is reviewed and accepted by their supervisor, and then the material is forwarded to the council of the doctoral school and the Doctoral Institute of the University of Szeged.
2. The doctoral school supports the participation of its students at Hungarian and foreign scientific conferences, and inspires them to publish their research results. In this field, the members of the school provide the doctoral students with all conceivable professional help, especially from their supervisors.
3. The students participate in university education. In this way they have a chance to improve their teaching and pedagogical skills.

The role of the scientific relations of the doctoral school in the system of quality assurance

The doctoral school maintains long-standing, well-working and continuously expanding relations with Hungarian and foreign research institutions and universities, including 4 Hungarian institutes and 31 foreign research institutions – German, Austrian, French, Italian, Spanish, British, Finnish, Czech, Polish, Norwegian and Tunisian. (They are all listed in the supplement.) Both our instructors and students (for example, via the Erasmus Program) nurture fruitful relations with these professional centres. EThus, they are enabled to get acquainted with the most recent scientific results and to integrate into the research activities.

The scientific institutions and universities cooperating with the Doctoral School of History of the University of Szeged

The doctoral school has professional relations with the following Hungarian scientific institutions:

- 1) Csongrád Megyei Levéltár [Csongrád County Archives]
- 2) Pécsi Tudományegyetem [University of Pécs]
- 3) MTA Bölcsészettudományi Kutatóközpont Történettudományi Intézet [HAS RCH Institute of History]
- 4) MTA Támogatott Kutatócsoportok Irodája [HAS Office of Supported Research Groups]

The doctoral school has professional relations with the following foreign scientific institutions:

- 1) Institut für Südasiens-, Tibet- und Buddhismuskunde der Universität zu Wien
- 2) Seminar für Indologie und Tibetologie der Universität zu Göttingen
- 3) Institut für Altertumswissenschaften der Universität zu Halle
- 4) Oriental Institute of the University of Oxford
- 5) Université de Paris 8
- 6) Université de Nice Sophia-Antipolis (Nizza)
- 7) Université de Manouba (Tunis)
- 8) Université Benyoucef Benkhedda (Algiers)
- 9) Università degli Studi di Cagliari
- 10) Universidad de Alicante
- 11) Institut de Recherches et d'Études sur le Monde Arabe et Musulman (Aix en Provence)
- 12) Université d'Angers
- 13) Centre National des Recherches Scientifiques (Paris)
- 14) Oviedói Egyetem Földrajzi és Történelmi Intézet [University of Oviedo, Faculty of Geography and History]
- 15) Alcalá de Henaresi Egyetem Történelmi Intézet [University of Alcalá, Institute of History]
- 16) Prágai Károlyi Egyetem Latin-Amerika Intézet [Charles University, Institute of Latin America]
- 17) AHILA (Asociaciones de Historiadores Latinamericanistas de Europa): its filiae in Europe and Latin America

America

- 18) Babes-Bolyai Tudományegyetem Magyar Néprajz és Kulturális Antropológia Tanszék (Kolozsvár) [Babes-Bolyai University, Department of Hungarian Ethnography and Cultural Anthropology]
- 19) Karl-Franzens-Universität Institut für Europäische Ethnologie und Kulturelle Anthropologie (Graz)
- 20) Ábo Akademiä University, Department of Ethnology, Folklore Studies, and Comparative Religious Studies (Ábo/Turku)
- 21) Turun Yliopisto Eägetem Néprajzi Intézet (Turku) [University of Turun Yliopisto, Institute of Ethnography]
- 22) Göttingeni Eägetem Néprajzi Intézet [University of Göttingen, Institute of Ethnography]
- 23) Łódźi Eägetem Néprajzi Intézet [University of Lodz, Institute of Ethnography]
- 24) Brnoi Eägetem Néprajzi Intézet [University of Brno, Institute of Ethnography]
- 25) Surrey Eägetem (Great Britain) [University of Surrey, UK]
- 26) Clermont-Ferrand Eägetem (France) [University of Clermont-Ferrand]
- 27) Trondheim-i Eägetem (Norway) [University of Trondheim]
- 28) İstanbul Üniversitesi (Turkey) [University of Istanbul]
- 29) Middle-East University, Ankara (Turkey)
- 30) Yirmi Dokuz Eylül Üniversitesi, İstanbul (Turkey)
- 31) Römisch-Germanisches Zentralmuseum, Mainz (Germany)

I.1.7 The procedures implementing quality assurance in the practice effectively assure the responsibility of instructors, non-instructor employees and doctoral students in quality assurance, as well as the protection of the integrity and freedom of higher education and scientific life, and the steps against intolerance and discrimination.

The doctoral school and its programmes endeavour to lawfully comply in their operation with all the university regulations which fit into the comprehensive university procedural system of the procedures. We also contribute to the improvement of this system with continuously providing data service. The regulation of our university in this regard (which we entirely comply with) was devised in view of the recommendation worked out under the coordination of ENQA (European Association for Quality Assurance in Higher Education) embodied in the Act on Higher Education (2005. évi CXXXIX. tv.), the Guide for Institutional Accreditation in due compliance with the 2009/6/III. Nr. decree of the Hungarian Accreditation Committee (URL: <http://www.u-szeged.hu/szabalyzatok/szabalyzatok-kereses?searchStr=min%C5%91s%C3%A9g&go=Keres>).

The professionals participating in the educational activity of the doctoral school serve the intellectual development of students not only with their knowledge, but they also represent role models and moral compasses for the students. This helps the students of the doctoral school acquire immunity against ethical misdemeanour, plagiarism, intolerance and discrimination within the given frameworks. During the operation of the school, a case of plagiarism emerged which was handled in accordance with the above mentioned mechanism and was closed by the unfaltering steps taken by the school. Student publications are issued after a thorough and professional reviewing process which also certifies the realisation and adhering to the professional ethical norms.

I.1.8 The doctoral school has a quality rating system which successfully supports the continuation and development of the educational and research / arts activities, the professional development of the instructors and students, as well as their participation in international scientific / artistic life at the required level.

The base value of quality rating is constituted by the rules and conditions of obtaining a doctoral degree outlined in the act on higher education as well as in the operational regulations of the university and the doctoral school. The fulfilment of further results and indicators gained can be measures on the basis of the MTMT system, and with the help of the measuring instruments of the international scientific community (Scopus, Web of Science, etc.), while not forgetting that in many respects the achievements of our discipline cannot be integrated with the measuring principles of research in the natural sciences. In our case, the objective judgement of the professional work may rest on counting in publication in an academically renowned journal as well as monographs and critical source editions issued by prestigious publishers. What is deemed the first and foremost value, however, is writing dissertations of excellent scholarly quality. The submitted PhD dissertations, which were later published as individual volumes, assure the full transparency of our training. On the basis of this, these works which maximally comply with the international quality expectations might prove the success of the quality assurance endeavours of the doctoral school. In our view, quality goals fully harmonise with the system of criteria outlined in the documents of IFT and "Fokozatváltás a felsőoktatásban". The doctoral school lays great emphasis on remarks of student, as the continuous feedback and the operating Alumni-system considerably contribute to the harmonisation of instructors' and students' quality and performance rating systems.

I.2 The training programme of the doctoral school

Demonstrate the realisation of the following aspects:

I.2.1 The doctoral school has drawn up its mission

The mission of the doctoral school is to create a professional workshop, involving instructors and students alike, which assures the freedom of research and expression, the ethical professional work, the assuring of quality above all, the following of international trends and the professionally correct continuation of national disciplines. We think our profession is to cultivate the national discipline that is integrated in the international context, thus securing the research recruitment for the next generations.

I.2.2 The doctoral school has come up with its vision for the future

While retining its already achieved and respected position, the doctoral school will move towards internationalisation, primarily in case the governmental intentions continue to support this. We hope that it will soon turn out that the continuously stiffening structure of higher education will be much less capable of reacting to newer challenges than those systems which only provide frameworks but give greater autonomy. The interest of Hungarian student and the number of applicants will subsequently rise again, and it will be possible to create the condition within university frameworks for well-prepared, motivated students to apply for doctoral training. In this way the school can fulfil its main task: on the one hand, it assures the personal conditions of the future education and research in the Hungarian higher education; on the other hand, it trains professionals for the international higher education context, who have a natural affection towards the alma mater, the Hungarian scholarly community and Hungary.

I.2.3 The training programme of the doctoral school is in line with the Hungarian and international research strategy of its discipline, with the goals and strategies of the host institution, and it also adequately supports the realisation of what is laid down in the mission and future vision of the doctoral school.

The doctoral school's activity branches out to four programmes, representing four major chronological periods. The structure of the programmes is the same, but they have field-specific educational programme, in which the number of contact classes and the theoretical as well as methodological questions are preeminent. Moreover, it is worth pointing out that all programmes, and the school itself, too, are based on a pool of professors and instructors which, besides its close Hungarian embeddedness, works in international relations in its own operation. This assures that both Hungarian and international research strategies could be present in the training simultaneously. As a fellow institution, the doctoral school works in close cooperation with the Institute of History in the training historians and history teachers. Adhering to new research trends and crafting new ones is a natural by-product when cooperating with the major Hungarian and international professional circles. The autonomous councils of the programmes decide in the above outlined questions, the representatives of which report on these in the school council. As most of the instructors were recruited from the University of Szeged, thus the newer programmes of the doctoral school influence the lower level trainings via these persons. The internationalisation results in foreign doctoral students being able to offer courses to BA as well as to Erasmus students that also opens up space towards renewal.

The school provides space and opportunity to have occasions when Hungarian and foreign doctoral students could meet Hungarian and international (Erasmus) students, too. As the Turkish, Iranian and Egyptian relations are very intensive in the school, the presence of Arabic and Persian students from Turkey makes a special case in several formal and informal fields of the education. With the inclusion of the students (so far with a limited scope) the school enhances the knowledge of Eastern languages, and improves the paleographical and diplomatic skills for all Hungarian and foreign students interested.

I.2.4 The name of the doctoral school and the doctoral programme, the denomination of the degree issued (PhD/DLA) are in line with each other and with the content of the training.

The Doctoral School of History, and the Antiquity, Medieval Studies, Modern Age, and Contemporary and Comparative History Programmes realise training schemes which (irrespective of the given programme) are in relation to the name of the degree issued: history. The topics offered and the dissertations defended harmonise with the goals and mission of the school.

I.2.5 The training programme is worked out, accepted, revised systematically and developed within a transparent framework on the basis of adequate analyses (labour market, enrolment, path tracking, disciplinary classification, efficiency) with the involvement of the external and internal actors concerned (active and already graduated students, doctoral students, instructors, employers, etc.).

The training programme was completely transformed with the introduction of the 2+2-year training from 2016. The training programmes are worked out autonomously by the instructors of the programmes and they are also submitted by the instructors to the programme council and to the school council that sits bimonthly and is committed to preserve the common fundamental principles. The acceptance of training programmes is finally decided by the Disciplinary Doctoral Council. During the transformation the school considered the experiences of the students as well. However, it has to be strengthened that the opinion of students should be more emphatically articulated in the training structure of the school. In the course of the training student forums are regularly organised at the beginning of the semesters for Hungarian and foreign students, where it is possible to discuss all questions concerned with them besides talking about the educational issues. The questions raised seem to be solved via the present instructors and program directors, whereas problems of a greater magnitude are presented to the school council by the head of the school. The school gets a picture about the career of doctoral students by being integrated into the university's Alumni system. On the basis of this, it can be claimed that our alumni are able to find jobs in profession research appointments, university positions and in the employment of public institutions charged with the preservation of sources.

I.2.6 The learning outcomes of the training programme are unanimously defined and are in alignment with the 8th level of the Hungarian Qualifications Framework (HQF)

The results of the training are entered in the university Neptun-system in line with the regulations.

I.3 Resources

Demonstrate the realisation of the following aspects:

I.3.1 The doctoral school has the adequate number (i.e. the minimally required number prescribed by law) of members. The core members hold degrees in the sciences / arts relevant to the given doctoral school, and they conduct continuously active, successful and documented research / artistic activity related to the training / research / artistic field of the doctoral school.

Since its foundation, the doctoral school has always had the necessary number of professor and associate professor core members as is the situation at the moment. It is worth noting that out of the nine core members, eight scholars are full time active fellows of the university. Moreover, the leadership of the school has been going through newer and newer generation changes. Before the present accreditation, a major series of personal changes took place. Among professor and associate professor core members, several colleagues retired (Gábor Barna, László Karsai, László Marjanucz). László Sándor Tóth obtained the academic doctor of science degree (DSc) and was promoted from the position of habilitated associate professor to core member status. In the course of the previous accreditation, Ágnes Deák, Béla Tomka and Sándor Papp were indicated as core members, who were now joined by Péter Zakar who also obtained the academic doctor of science degree (DSc) and acquired his university professor title. The school invited Norbert C. Tóth (HAS Research Group of Hungarian Medieval Studies [MTA-HIM-SZTE-MNL Magyar Medieviztikai Kutatócsoport]), who had been closely cooperating with the medieval studies programme, to be a new core member of the school. Norbert C. Tóth meets the prescribed conditions entirely, and his professional work is closely related to the activity of the medieval studies programme.

Furthermore, Gyula Wojtilla, who led the Antiquity programme splendidly, asked for the withdrawal of his core membership as an emeritus as well as for the termination of his position as head of the programme. His request was accepted by the school. For his position as professor emeritus, the school invited László J. Nagy, the former head of the school, who accepted the invitation. Due to the changes in official regulations, namely that the associate professor core member position can be filled in without the compulsory precondition of undergoing habilitation, Melinda Székely was invited to lead the Antiquity programme and act as core member, who has already played an active part in the direction of the programme besides Professor Wojtilla. What is more, Tibor Almási, the excellent medievalist, who led the Medieval Studies programme for years, was also asked to fill in a core member position.

The current core members are the following:

Professors:

Ágnes Deák, Béla Tomka, László Sándor Tóth, Péter Zakar, Norbert C. Tóth, Sándor Papp

Professor emeritus:

László J. Nagy

Associate professors:

Tibor Almási, Melinda Székely

The change outlined above and the partial rejuvenation assure that the core member staff could be maintained above the minimally required number. The University of Szeged Service Organisation and International Travel Agency Office provides the background for the foreign travels of the instructors of the doctoral school.

I.3.2 The number of instructors, supervisors and announcers of topic is adequate. The professional requirements they have to meet are clear. The relevance and quality of their professional activity as well as their workload assure the proper support for the scientific / artistic activity of the doctoral students.

The doctoral school's potential instructors and announcers of topic are recommended to the school council by the programmes in every case. The supervisor has to meet the following conditions: systematically conducting high quality scientific work; regular publications; by successfully supervising 1 BA and 1 MA Theses in order to show that he/she possesses the necessary pedagogical attitude for doctoral supervision. The programme council casts a vote on the submission of the instructor and announcer of topic, and the CV and list of publication of the persons supported by the majority are sent to the school council. The program can recommend an announcer of topic to the school, whose topic(s) are related to the competence of the school. On the basis of the material presented the school council accepts or declines the submissions, which are then passed on to the Disciplinary Doctoral Council that makes the final decision.

Time and time again it happens that fellows of other institutions of higher education or research institutes appear as announcers of topic or supervisors. They are primarily scholars whose professional activity is related to our institution either as they gained their degree here, or by standing in close professional connection with the workshops of our doctoral school. However, they have to meet the same preconditions as the fellows at the University of Szeged.

The system adhered to by the school is appropriate from the perspective of quality assurance. Obviously, out of the total number of instructors (91 people), not everybody participates in teaching in every semester. Among these colleagues, the school has 54 announcers of topic. This number of fellows also represents the potential supervisors of the school, among whom 31 colleagues supervise topics actively at the moment.

One can consider one of the most important virtues of the school that besides the education and the supervision, the teaching of general theoretical and practical knowledge, it intends to serve the needs of the students. In addition to the compulsory classes, the school offers elective compulsory and freely elective courses in great numbers which is mostly taught by an expert of the topic who is in most cases the supervisor.

I.3.3 The quantity, quality and accessibility of the infrastructure required for the doctoral training (research / artistic activities, rooms and tools in the service of teaching and learning, literature, library, databases, IT systems) is adequate.

The infrastructural facilities of the doctoral training are acceptable, especially due to the high quality services of the University Library. The library continuously purchases various access rights to major scientific databases. The research conducted in the school necessitates a considerable knowledge of the literature, our students can find their way in the online space quite easily, and they can apply it usefully and skilfully. In the fields of the history of antiquity, middle ages, early modern age, modern and contemporary ages, almost all source publications and monographs have become accessible in the recent period, in which the Hungarian Electronic Library also played a major part. The research based on the philological study of documents utilizes the databases (Hungaricana) of the National Archives of Hungary. The unpublished source basis of research into early modern and modern ages is virtually inexhaustible. In due accordance with any special interest, supervisors and students alike can digitalise source at home and abroad. The school is open to electronic source publications, our several students, who have already been defended their thesis or before the defence, have already got acquainted with this new method within the framework of the cooperation with the Austrian Academy of Sciences in Vienna and the University of Salzburg.

In the programme of Contemporary History, the professional content of the training and its structure is innovative, and due to the emphasis on comparisons it is expressly new. The proper intensity of consultations with the supervisors (which to a great extent depends on the students varying, individual needs) is assured by online and personal consultations.

The programmes of Antiquity, Medieval Studies and Modern Age (due to the characteristics of the training) endeavours to organise the necessary amount of contact classes. The source reading, the translation and paleographic seminars necessitate personal attendance; in this segment, there is no perspective of distance learning at the moment.

Furthermore, it is still worth noting that even in the case of classical document reading seminars we use the possibilities provided by the Internet, online dictionaries, digital materials, and textbooks. Besides these, however, we endeavour to purchase conventional printed textbooks and dictionaries. Because the staff working in the research groups and in the doctoral programmes overlap, the publications acquired for the purposes of research are accessible to doctoral students, too.

I.3.4 The assistance available to doctoral students in the case of learning, scientific / artistic questions and social difficulties fit to the needs and assure inclusivity and equal opportunities.

The Study Office is thoroughly prepared and has great experience in handling the issues of the students participating in the doctoral training. Ever since foreign students appeared, the Study Office employs administrators with a good command of English. According to our experience so far, the system works properly on a faculty level. However, the transition from the ETR to the Neptun system brought about and continues to cause a lot of difficulties. On the institutional level, where the educational affairs are managed, there is no administrator who can speak foreign languages. Problems arising there can only be solved by the personal intervention of supervisors, program directors or the head of the school.

The opportunity of mentoring and remedial programmes as well as career counselling is given to foreign students either at the international office of the university or via its career office. If need be, the system of mentoring introduced in the last year to support mentally handicapped or socially disadvantaged students can be easily extended to the doctoral students as well.

I.3.5 All the vital information pertaining to the doctoral school (regulations, procedures, decrees, defence and other information, announcement of topics, the dissertations of those who have defended their PhD) are public, up-to-date and easily accessible (at least on the website of the institution and from the ODT database).

In every semester, before the completion of entering the courses into the Neptun system, the doctoral school organises an informal forum for the students and the instructors, where all professional and administrative questions, problems with the offering of the course and credits can be discussed. Since the last one and a half year, two young colleagues, Ágnes Tamás and Péter Vukman helped students to keep contact. Ágnes Tamás dealt with the questions of offering courses, while Péter Vukman with the management of the affairs of foreign students. For the sake of disseminating up-to-date information, especially the preparations of home defences and official defences, the required reading material and questions of complex exams, we developed a well-functioning and informative webpage which is administered by a doctoral candidate, Krisztina Juhász. However, it is a deficiency in this respect that there is no full foreign language access, because the curriculum necessary for the education is available in English, but the English online page cannot be accessed on the webpage yet.

I.3.6 The doctoral students are involved in the teaching at the institute.

There is discrepancy among the programmes of the school as for what tasks are assigned to the doctoral students in BA level education. There are students who teach one or two full semester courses, and there are some who join in with one or two classes to the supervisor's course. Some instructors involve the doctoral students in the end term assessment of the course, too. The conventional practice is that every doctoral student has a chance to offer seminars, either with other doctoral students or instructors, or individually. The practice of our school rather conforms to the German and Austrian traditions, as it does not intend to overburden anybody. The instances of feedback with regard to the courses of the doctoral students are favourable in general.

I.4 Learning, teaching and scientific / artistic activities

Demonstrate the realisation of the following aspects:

I.4.1 The conditions of the admission procedure and the admission requirements are clearly stated.

The information on the admission procedure and requirements reach the would-be Hungarian applicants in two channels: on the one hand, the Study Office disseminates the pieces of information related to the admission procedure via the national system; on the other hand, the webpage also offers up-to-date information for the applicants. For the foreign students the university displays the information regarding our school via the national systems. Every applicant can get a clear picture about the requirements in time. If necessary, it is possible to ask for credit transfer or credit recognition, but it very rarely happens in practice. There is also exact and valid regulation for those who prepare to hand in the dissertation individually, namely that the applicant can enter the doctoral training in the second phase of the training that starts after the completion of the complex exam. Here, he/she acquires legal relationship of students, but, according to the decision of the programme, he/she can be obliged to complete supplementary studies. In this second year, the applicant has to finish and submit the dissertation. Individual applicants are usually older colleagues who work in one of the scholarly workshops and have numerous publications. The programme recommends admitting individual applicants which may be verified

by the school council. The final decision is made by the Disciplinary Doctoral Council. Likewise, it is worth discussing naturalisation procedures, which are also quite rare, but there are one or two cases in every academic year. In such a case, the programme appoints an expert, who writes an evaluation on the earlier submitted and already defended dissertation, the professional activity of the candidate, but also on the institution issuing the degree of the candidate. The written evaluation is first discussed by the program, then by the school which also cast a vote, and it goes on to the Disciplinary Doctoral Council. Finally, it is the legal authority of the University Doctoral Council to close the naturalisation process.

I.4.2 The professional content and structure of the training, the applied educational and learning support methods are up-to-date and they comply with the professional and scientific / artistic requirements, and they are also suitable for achieving the designated learning outcomes. The intensity of communication between the supervisors and the doctoral students is adequate. The training process is appropriate for doctoral students participatin in it to learn the application of scientific / artistic methods, to arrive at evaluable scientific / artistic result and to be able to verify it.

The doctoral school is made up from four programmes, and the programmes are in turn built upon a wide range of topics offered. Therefore, the number of courses that can be taken in all four programmes simultaneously is minimal. The four programme devised their curricula according to the same structure but with varying content, which were accepted by the school council and then by the Disciplinary Doctoral Council. The requirements of the complex exam were designed in the same way but with more differences. There is a programme which compiled a general and standardised reading list for all students (e.g. Contemporary and Comparative Doctoral Programme), while another programme put forward a long, expansive reading list, and the programme selects from this in due accordance with the student's studies and special training. The variety of the needs of the doctoral student is primarily assured by the great number of compulsorily elective and freely elective contact classes. There can be a great difference on the basis of the topic and the researched period. For example, in the case of medieval and early modern topics, it is very important to develop language and paleographical competences. Students can obtain and develop to a very high level their Latin, German and Osman-Turkic language knowledge and its independent use when studying the sources.

Sometimes it happens that doctoral students complain about some unit of the training. Depending on on whom or what the complaint is targeted, they can turn to the programme council, the school council, but also directly to the head of the programme or the school. Besides their questions pertaining to their education, the students can raise their miscellaneous problems at the doctoral students' forum in each semester which is remedied by the head of the school.

It is convenient in the school that the received tight budget, after deducting 5% of it in order to finance the central expenses of the school, is distributed among the programmes. The programme can keep this budget unified, but it can be disbursed further to the supervisors. For instance, the modern age programme deduces 5% of the budget to pay the common costs and then disburses the rest among the supervisors according to the number of students supervised. This sum is not the property of the supervisor. It is for paying the costs that rise in the academic year during his/her supervision. In this way, both the supervisor and the doctoral student receive from it. However, the additional work of the supervisor cannot be compensated from this budget. The colleagues working in the doctoral school and teaching courses within the normal course load and beyond that cannot earn extra payment, because there is no financial means to compensate them for this workload. Nevertheless, the programme may decide to honor the external and internal instructors from the budget available to it.

Despite the lack of financial compensation, the supervisors perform their duties with the outmost professionalism. Teaching at the doctoral school and supervising a doctoral topic is a responsibility with great prestige which can only be attained by successfully going through the above outlined selection mechanism. Participating in the doctoral procedure is an important cornerstone of building one's scientific and university career. These activities assure the continuous and high level professional work. Obviously, it has been also discussed many times and in numerous forums that while in the new system of doctoral procedure the defendant gains financial compensation, none of the fellows of the institution who cater for the procedure gain any extra payment. It is also unjust that the scholarship a doctoral student earns during the doctoral training after the complex exam is higher than the regular salary of a senior assistant professor, who may happen to be his/her supervisor. This is obviously unfair. In view of the continuous rise of incomes outside the realm of humanities and the academic world, it is certain that the very low level salaries and the lack of compensation for participating in the doctoral training may soon question the maintaining of the currently high professional level.

The quality of the supervisor's work and the carefully considered system of curricula can also be measure in which quality defended dissertations are written. The latest evaluations of the HAC highlighted that the quality

of the submitted dissertations was good, and the works defended in the medieval studies programme were rated as excellent.

The relationship of students and instructors in the school is correct, and it is characterised by collegial, mutual respect and esteem.

The doctoral school makes use of the potential of digital technology. It has become quite convenient to use digital sources, textbooks and journals. Contact classes and student presentations can now be hardly imagined without a PowerPoint or Prezi material. Available databases are also utilised to a great extent in scientific research, but the school itself is developing its own versions, so far primarily for internal usage. The Institute of History and the doctoral school closely cooperate in the publication process of three journals: *Mediterrán Tanulmányok / Études sur la Région Méditerranéenne*, *Acta Historica* and the *Chonica*. The latter two periodicals are published both online and in print. These journals offer doctoral students an opportunity to publish their results. However, the newly founded series of the Department of Medieval and Early Modern History, the *Fontes et Libri* will be available online on the webpage of both the department and the doctoral school. This series is also suitable for providing space for the publication of dissertations written in the programme of the modern age. Among the dissertations defended in the medieval studies programme many appeared as a monography or source publication in the series of *Anjou-kori Oklevéltár*, *Középkortörténeti Könyvtár*, and *Magyar Őstörténeti Könyvtár*, while some of them as separate scholarly book publication.

I.4.3 The doctoral school count doctoral students' participation at international conferences, part-time trainings and mobility programmes in their study obligations prescribed by the doctoral school. During the doctoral training, participation in courses in foreign languages and the involvement of foreign instructors and students are assured.

The sums allocated to the doctoral school have been described in the previous section in detail. The school and programmes therein pay special attention to support the participation of doctoral students at the international arena from the available budgetary framework. The Programme of Modern Age takes part in the organisation initiated by Central European universities which is called *Nachwuchskonferenz*. From the students learning in the programme 1-3 persons regularly deliver a lecture in German or English at the event organised in every September. Besides this, our students frequently apply for foreign research grants and conference participations. As we have splendid relations with the Universities of Salzburg, Vienna, Istanbul, Yirmi Doku Eylül and Cracow, thus the exchange of students and instructors can be quite feasibly realised. Most recently, Prof. Dr. Claudia Römer ran a master course in English last fall in the school.

Besides Szeged colleagues not teaching in the Institute of History (Dr. habil. Judit Molnár) other renowned Hungarian and foreign experts (Dr. Stefano Bottoni, Éva Ständeisky DSc, Dr. Nándor Bárdi) take part in the teaching output in the Programme of Contemporary and Comparative History

I.4.4 The regulations and procedures pertaining to the examination and evaluation in the doctoral school are suitable for evaluating the attaining of the learning outcomes. The method of evaluating the doctoral students' performance and organising the complex exams is acceptable and transparent from a professional perspective and the impartiality of the evaluation is also assured.

The contact classes in the doctoral schools are evaluated according to the same evaluation system as in the gradual training. The members of the complex exam are appointed by the programme, the head of which has to be a professor employed by the university. When selecting the committee, an internal and an external member are also needed. The programme strives for asking the best experts of the given topic in all cases to be members of the committee. The same method of appointment is applied when the programme appoints the committees of the final examination of the still running 3-year training. The school council discusses the membership of the committees, which is sent by the head of the school to the Disciplinary Doctoral Council that makes the final decision on the setup of the committee. The same method is applied for selecting and accepting the questions of the complex exams and final exams. The system of examination is in all cases accepted by the Disciplinary Doctoral Council.

In the last five years, there was no precedent for any member of the school council seriously questioning the quality of completed and submitted dissertation. However, some dissertations have been criticised before the final submission because of the choice of the topic or the lack of international embeddedness of the research. For such and similar cases, the school introduced the compulsory home defence of the dissertation. In this way the candidate could make up for the deficiencies and problems successfully before submitting the final version of the dissertation. There was a case when hearing the opponents' evaluation at the home defence, the candidate wanted to desist from submitting the dissertation and asked for closing the doctoral procedure. After the reworking of the

dissertation, however, during the second evaluation process, the procedure finally ended up with a positive result and the candidate could obtain the degree. This example also proves the successful functioning of the quality assurance system.

The previous accreditation evaluated the quality of the dissertation as good, and in the case of the Medieval Studies Programme, as excellent. The school endeavoured to enhance the quality of the dissertations. The proofreading of dissertations submitted in a foreign language is inevitable. For this task, the school possibly asks proofreaders whose mother tongue is the foreign language in question.

The application of individual candidates was characteristic of the first period in the history of the school, nowadays it is very rarely the case. The school council created a separate regulation for individual candidates in order to make this form of the training compatible with the postgraduate training.

I.4.5 The doctoral school helps doctoral students' orientation as instructors / researchers in the higher education, their employability and active citizenship.

The students of the doctoral school have a chance to get acquainted with the themes of the research projects run by the cooperation of the university, the Academy and the instructors of the school. The doctoral students are strongly motivated to gain insights into the different forms of scholarships, and in this process the programmes provide them with the necessary information primarily. It is a unique position of Szeged that the historical sources that could be found in the city and its surrounding region may enable a relatively narrow choice of topics. Therefore, scholarships are indispensable to be able to find and research the primary sources, to collect the literature and secondary sources in methodology, but particularly when it comes to collect the archival sources.

It can be generally claimed that the doctoral students regard the protection of intellectual property, the ethical nature of research and the avoidance of situations that are liable to plagiarism as natural.

The school cooperates with every major research organisation in Hungary. Besides the universities, the most important partner is the Hungarian Academy of Sciences. In the external research group of the Academy, dissertations were regularly written, especially in the Medieval Studies Programme. The Medieval Studies Programme is currently involved in two research in cooperation with other institutions, and most of the volumes of the *Anjou-kori Oklevéltár* were published as a result of doctoral works. A professor and several instructors are participating in the MTA-ELTE-SZTE Selyemút (Silk Road) research project that is also connected to the Academy. What is more, a dissertation was written in German under the aegis of the MTA-SZTE Research Group of the Ottoman Age, the source basis of which is mostly built on archival material from Vienna.

In the middle of 2019, a Research Group of the History of Globalisation started to work in the background of the Contemporary and Comparative History Programme.

In addition to the above mentioned instances, the school maintains close relations with the National Archives of Hungary, with other Hungarian research organisations and numerous foreign universities.

The doctoral students can publish the more interesting topics in informative journals. The doctoral students who complete the courses of the archaeological study trail regularly publish their papers in the high quality periodical, *Határtalan Régészet*, edited by the secretary of the school council. We endeavour to enable the doctoral students to take part in events with a wider publicity, such as the Researchers' Night. In the case of a doctoral school of history, it is difficult to cite an example for participating in any activity of economic development. For the archaeologists, the construction of the highway meant a grand opportunity rich in financial resources. We think that it is an important mission of the school to provide moral and intellectual support for the society, to disavow extremist views, but also to autonomously feel integral with national identity, and to disseminate scientific results and values to the wider groups of society.

I.4.6 The doctoral students and the instructors / researchers / those performing artistic activities working in the given institution or outside of it are enabled to communicate and cooperate (e.g. joint publication) during the doctoral training.

The doctoral school endorses Hungarian and international cooperations and memberships. Every programme of the school works in a strong international interconnectedness. Obviously, it may differ in each programme. The Programmes of Medieval Studies and the Modern Age help students to earn their degrees primarily in the co-tutele system in cooperation with several French universities. The Modern Age Programme participates in major international annual doctoral conference-series with students and instructors who chair sessions. In this year the event is to be organised by the programme in Szeged. The doctoral students deliver presentations in several major, annually organised Hungarian and international conferences. Such a Hungarian event is the annually organised programme of the Institute of History at the Péter Pázmány Catholic University, the Splendid Encounters series of events which looks at the history of Ottoman-European diplomacy from a modern perspective. This year the Splendid Encounters was held in Toulouse with the participation of a doctoral candidate and a freshly graduated student from our school.

As has been mentioned above, with the introduction of Stipendium Hungaricum, foreign students appeared in the training in relatively great numbers which gives the training an international character. This development and the regular international participation help students enlarge their scope of the world and also introduce European and international trends in Hungary. In addition to this, it also provides an insight that help decide which methodological tool is best to be adopted and which fashionable international trends mean a dead-end and thus best to be dismissed.

I.5 The scientific / artistic and labour market performance of the doctoral students

Demonstrate the realisation of the following aspects:

I.5.1 The proportion of those registered doctoral students who earned their degree reaches the level defined in the quality goals of the doctoral school.

The earlier experience of the school was that a history dissertation takes 5-8 years to be completed. The dropout rate in the beginning may be 50%. In the present system, four years comprise a framework, which will possibly not be exceeded by the students. The main reason for dropping out is the difficulty of subsistence. If a doctoral student could get a job, even if it does not mean an occupation in his/her profession, in most cases the student did not finish his/her dissertation. The methods of preventing dropout and helping doctoral students find occupation at a research organisation might vary. On the one hand, the school must support the activity of doctoral students' to apply for Hungarian and foreign scholarships. The new international scholarship opportunities, participations in projects might result in self-subsistence for years for the best students. There is a good example for that in the person of a researcher who is extremely well-prepared and agile and who provided and provides for three (soon four) children from successive international scholarships.

The other option is the activity of Hungarian and foreign research groups to target scholarships which secure occupations for some groups of doctoral students or candidates from projects that are closely related to their topics. These possibilities are hardly feasible in the case of the 4-year training, but in both cases they can be justified with concrete, positive examples. Ultimately, it would be necessary to work out a researcher career model in order to lessen the number of dropouts and which could help keeping the researchers in the pre-doctoral or post-doctoral stages in the professional community, who face the need and task of establishing a family and creating their own existence in the very same period, too.

I.5.2 The doctoral students actively participate in Hungarian and international scientific / artistic cooperations, activities and events.

The participation of doctoral students at conferences is very active. Every program maintains a systematic, conventional conference-series the materials of which can be usually accessed in published works.

Nachwuchskonferenz, Spondid Encounters, the early modern conferences of the University of Eger and the Péter Pázmány Catholic University, the foreign language home conference of the Modern Age Programme, the conference organised by the Association of the Doctoral Students of History and supported by the Contemporary and Comparative Programme as well as the Modern Age Programme, the biennial Medieval Studies Conference, and the conferences on the history of the steppe offer excellent opportunities for doctoral students to present their results. The newly presented research results and approaches are very useful. Many among the students can participate in international scientific consultations along with their supervisors and instructors.

I.5.3 The dissertations and the publishing / artistic activity of the doctoral students reach the level set up in the quality goals of the doctoral school.

It is our belief that the doctoral school went through considerable changes in terms of perspective and persons in the recent years. Many good features, which had been characteristic of the school before, prevailed, with the new instructors and supervisors, and with the new core members new vistas were opened. The doctoral students could easily adapt to this changed environment and actively participate in the education in this new structure, and they also have an explicit need to be educated and trained in a more opened, more international context. They commit themselves to the develop their language competences, they understand that history is not only a "national discipline", but also part of the international scientific discourse. Only those scholars can take part in it who have

the necessary skills to face the new challenges. The previous evaluation of the school was unwaveringly positive, but the staff of instructors still emphasised the need of incessant development in the possession of their relations, knowledge and experience.

I.5.4 The later professional career of the doctoral students meet the required level expected by the doctoral school

The school has not collected data pertaining to the career path of those who had already defended their dissertations, which will be started in the future. However, it can be claimed that, contrary to the limitation of recruiting new staff in the higher education, at least half of the talented students could get a job in the academia. The cases of those students who defended their dissertations under the supervision of the present head of the school can be mentioned as exemplary. Tibor Kovács S. is now the head of the armory of the Hungarian National Museum, Zsuzsanna Cziráki is a Senior Assistant Professor at the Department of the Middle Ages and the Early Modern Age, presently holding a scholarship in Vienna. Hajnalka Tóth is a Senior Assistant Professor at the Department of the Middle Ages and the Early Modern Age, presently finishing her Bolyai postdoctoral scholarship. Szabolcs Hadnagy is a member of the HAS-University of Szeged Research Group of the Ottoman Age. Çagatay Çapraz is a Senior Assistant Professor at the University of Kırklareli. János Szabados is a member of the HAS-University of Szeged Research Group of the Ottoman Age (50%), and also a temporary Senior Assistant Professor at the Department of the Middle Ages and the Early Modern Age. Only the very talented and hard-working László Rittling could not find a job in the scientific profession, as the university and academic job could offer only a parcel of those salaries that jobs on the market do.

II. Supplements

II.1 supplement: The list of the core members of the doctoral school certified by the rector

D e c l a r a t i o n

I hereby verify that the persons listed below the <name of the institution> <name of the doctoral school> are the core members of its Doctoral School*, who comply with the conditions laid out in the following order in council on doctoral schools, the order of doctoral procedures and habilitation: 387/2012. (XII. 19.) 2. § (3)-(5) paragraphs and 3. §.

Name	Discipline**	Field of work***	Beginning of core membership	Anticipated end of core membership****
Ágnes Deák	History	University professor	2014	2030
Tibor Almási	History	University lecturer	2019	2024
Melinda Székely	History	University lecturer	2019	2032
László J. Nagy	History	Professor emeritus	2019	2025
Béla Tomka	History	University professor	2008	2032
Péter Zakar	History	University professor	2019	2033
Norbert C. Tóth	History	Research professor	2019	2044
Sándor László Tóth	History	University professor	2012	2024
Sándor Papp	History	University professor	2011	2035

* In the case of a doctoral school to be newly established: would-be

** In the case of a doctoral school engaged in multiple braches of science

*** Please indicate one of the fields of work:

- University professor
- University lecturer / researcher
- Professor emeritus/emerita
- Scientific advisor or research professor employed in a research institution

**** In the case of a contract of employment with an indefinite time of service, it is the date until which the person can be employed in the given field of work, e.g. in the case of university professors, it is the 70th-year age. In the case of a contract with a definite time of service, it is the end of the employment according to the contract.

Date:

.....
<signature of the rector>
Prof. Dr. László Rovó



II.2 supplement: The declaration of the practitioner of employer rights on the employment of the head of the doctoral school

(Only in the case of a doctoral school to be newly established)

D e c l a r a t i o n

I hereby certify that the employment of the the head of the *<name of the DS>*, *<name of the head of the DS >* as the head of the doctoral school is assured for five years after the date of the appointment.

Date:

.....
<the signature of the practitioner of employer rights>
Prof. Dr. László Rovó

II.3.1 supplement: Foreign part-time trainings and scholarships

Please list the data of doctoral students from the last five academic years who participated in foreign part-time training or had a research scholarship (in the case of newly established doctoral schools it is not needed):

Name of the Programme (e.g. Erasmus, Fulbright, etc.)	Name and city of the host institution	Time spent at the host institution	Number of participating doctoral students	Accounted credit per doctoral student
Individual research trip related to doctoral studies	Historical Institute of Material Culture of the Russian Academy of Sciences (Insztitút Isztorii Matyerialnoj Kul'turi Rosszijszkoj Akademii Nauk) Saint Petersburg	3 weeks Sept–Oct, 2014	1	3 credits
Campus Hungary (doctoral part-time training)	Chuvash National Institute of the Arts (Csuvasszkij goszudarsztvennij insztitút gumanyitarnih nauk). Cheboksary, Chuvashia, Russia	3 months Feb – May, 2015	1	8 credits
Eötvös State Scholarship	Chuvash National Institute of the Arts (Csuvasszkij goszudarsztvennij insztitút gumanyitarnih nauk). Cheboksary, Chuvashia, Russia	3 months June – Aug, 2015	1	6 credits
Individual research trip related to doctoral studies	Historical Institute of Material Culture of the Russian Academy of Sciences (Insztitút Isztorii Matyerialnoj Kul'turi Rosszijszkoj Akademii Nauk) Saint Petersburg	2 weeks Aug, 2015	1	3 credits
Individual research trip related to doctoral studies	Historical Institute of Material Culture of the Russian Academy of Sciences (Insztitút Isztorii Matyerialnoj Kul'turi Rosszijszkoj Akademii Nauk) Saint Petersburg	3 weeks Dec, 2015 – Jan, 2016	1	
Individual research trip related to doctoral studies	Historical Institute of Material Culture of the Russian Academy of Sciences (Insztitút Isztorii Matyerialnoj Kul'turi	2 weeks Aug, 2016	1	

	Rosszijszkoj Akademii Nauk) Saint Petersburg			
Individual research trip related to doctoral studies	Historical Institute of Material Culture of the Russian Academy of Sciences (Insztitut Isztorii Matyerialnoj Kul'turi Rosszijszkoj Akademii Nauk) Saint Petersburg	2 weeks Aug, 2017	1	
Brief term research grant (Kurzaufenthalt) supported by the Aktion Österreich Ungarn Stiftung	Österreichische Akademie der Wissenschaften, Abteilung Byzanzforschung (Vienna)	1 week March, 2014	1	3 credits
Campus Hungary	Österreichische Akademie der Wissenschaften, Abteilung Byzanzforschung (Vienna)	1 month Aug, 2014	1	3 credits
Campus Hungary	Österreichische Akademie der Wissenschaften, Abteilung Byzanzforschung (Vienna)	3 months March – May, 2015	1	8 credits
Ernst Mach Stipendium, Aktion Österreich Ungarn Stiftung	Österreichische Akademie der Wissenschaften, Abteilung Byzanzforschung (Vienna)	4 months 2015 – 2016	1	6 credits
Individual research work supported by the Austrian State	Österreichische Akademie der Wissenschaften, Abteilung Byzanzforschung (Vienna)	4 months Sept – Dec, 2016		
Individual research trip related to doctoral studies supported by the Katholischer Akademischer Ausländer-Dienst (KAAD)	Westfälische Wilhelms-Universität Münster, Institut für Byzantinistik und Neogräzistik Münster, Germany	11 months Jan – Nov, 2017	1	
Researcher cooperation to conduct the publication of texts (<i>Manganei Prodromi Poemata</i>) via the Klebelsberg Scholarship and supported by the Oxford Centre for Byzantine Research	University of Oxford, Oxford, United Kingdom	1 month Oct, 2017	1	
Ernst Mach Stipendium financed by the Aktion Österreich Ungarn Stiftung	Österreichische Akademie der Wissenschaften, Abteilung	5 months Nov, 2017 – March, 2018	1	

	Byzanzforschung (Vienna)			
Research scholarship related to doctoral studies financed by the Campus Mundi and the KAAD	Westfälische Wilhelms-Universität Münster, Institut für Byzantinistik und Neogräzistik Münster, Germany.	6 months March – Aug, 2018	1	
Campus Hungary	Hungarian Academy of Rome, Balassi Institute, Rome	3 weeks May, 2015	1	3 credits
Campus Mundi	Hungarian Academy of Rome, Balassi Institute, Rome	2 weeks Sept – Oct, 2016	1	3 credits
Campus Mundi	Hungarian Institute of Rome, Rome	2 weeks May, 2019	1	
Individual research trip related to doctoral studies	The completion of the summer school of Byzantinology at the Paris École des Hautes Études en Sciences Sociales Kavala, Greece	1 week July, 2016	1	3 credits
Hill Museum & Manuscript Library Heckman Scholarship short study trip	Collegeville, MN, USA	1 month Apr, 2014	1	3 credits
King's College London consultation short study trip	London, UK	1 month May, 2014	1	3 credits
Dynamic Middle Ages Workshop (PhD-workshop)	Moscow, Russia	1 week Oct, 2014	1	3 credits
University of Sapienza part-time training	Rome, Italy	5 months Sept, 2014 – Jan, 2015	1	8 credits
University of Sapienza short study trip	Rome, Italy	1 month Feb, 2015	1	3 credits
ÖAW, Instituts für Mittelalterforschung	Vienna, Austria	5 months Oct, 2015 – Feb, 2016	1	
Campus Hungary short study trip	Römisch-Germanisches Zentralmuseum Forschungsinstitut für Archäologie Mainz, Németo.	1 month Feb – March, 2014	1	3 credits
Balassi Institute	Collegium Hungaricum, Vienna	May, 2014	1	

Tempus Public Foundation	Collegium Hungaricum, Vienna	May – June, 2019	2	
Campus Hungary short study trip	Kolozsvár, National Archives of Kolozsvár	Sept 7-26, 2014	1	
Aktion Österreich-Ungarn, Kurzaufenthalt	Haus-, Hof- und Staatsarchiv, Bécs	Oct 12-16, 2015	1	
Aktion Österreich-Ungarn, Kurzaufenthalt	Haus-, Hof- und Staatsarchiv, Bécs	Dec 10-14, 2018	2	
Aktion Österreich-Ungarn, Kurzaufenthalt	Haus-, Hof- und Staatsarchiv, Bécs	Dec 11-15, 2017	2	
Aktion Österreich-Ungarn, Kurzaufenthalt	Haus-, Hof- und Staatsarchiv, Bécs	Apr 22-24, 2014	1	
Aktion Österreich-Ungarn, Kurzaufenthalt	Haus-, Hof- und Staatsarchiv, Bécs	Apr 4-10, 2015	1	
Aktion Österreich-Ungarn, Kurzaufenthalt	Haus-, Hof- und Staatsarchiv, Bécs	Dec 12-14, 2016	1	
Tempus Public Foundation	Collegium Hungaricum, Bécs	Apr – May, 2016	1	
Tempus Public Foundation	Collegium Hungaricum, Bécs	July, 2017	1	
ÖAD, Ernst Macht Stipendium	Paris-London-Universität, Salzburg	Oct 1, 2014 – Jan 30, 2015	1	
ÖAD, Ernst Macht Stipendium	Nachbetreuungsstipendium, ÖAW	March, 2018	1	
EU Erasmus Plus	Jagellonian University, Cracow	Feb 23 – June 29, 2015	1	
CEEPUS, Freemover Programme	Jagellonian University, Cracow	March 1 – Apr 30, 2016	1	
Campus Mundi	Jagellonian University, Cracow	June 2-30, 2016	1	
Cross-national Scholarship	Jagellonian University, Cracow	Oct 1, 2018 – June 30, 2019	1	
EU Erasmus	University of Istanbul	Feb – June, 2015	1	
ÖAD, Ernst Macht Stipendium	Universität Wien	Oct 1, 2015 – Jan 31, 2016	1	

II.3.2 supplement: Courses in foreign languages (only in the case of training in Hungarian)

Please list the courses offered in foreign languages in the doctoral school in the last five academic years (in the case of a doctoral school to be newly established: those courses planned for the first academic year):

Title of the course	Language of the course	Credit number of the course	Number of participants	Total number of credits for the courses offered in the semester	Name of the instructor

II.3.3 supplement: Guest lecturers

Please list the courses held by the guest lecturers at the doctoral school in the last five years (in the case of a doctoral school to be newly established: the courses scheduled for the first academic year):

Title of the course	Name of the instructor	Workplace of the instructor	Number of participants	Number of the course's credits	Total number of credits of the courses scheduled in the semester
Medieval cultural history	Hedvig Bubnó	Károli Gáspár University of the Reformed Church in Hungary	4	5	30
Medieval cultural history	Gergely Kiss	University of Pécs	4	5	30
Medieval cultural history	Norbert C. Tóth	National Archives of Hungary	4	5	30
Hungaro-Slavica	István Ferincz	retired	2	5	30
Hungaro-Byzantina	Ferenc Makk	retired	7	5	30
Hungaro-Byzantina	Terézia Olajos	retired	7	5	30
Linguistic and Stylistic Variation in a Corpus of 16th-Century Ottoman Documents	Claudia Römer	Professor, Universität Wien	7		
How to deal with damaged manuscripts – a case study of a 16th-century Mühimme Defteri (ÖNB Mxt. 270) and a 16 th -	Claudia Römer	Professor, Universität Wien	7	master course , one lecture	

century Ottoman document damaged by spilled ink					
How to deal with damaged manuscripts – a case study of a 16th-century Mühimme Defteri (ÖNB Mxt. 270) and a 16 th -century Ottoman document damaged by spilled ink	Claudia Römer	Professor, Universität Wien	7	master course , one lecture	
Ottoman Seals	Claudia Römer	Professor, Universität Wien	7	master course , seminar	
Reading Class: Translating Ottoman Documents into English	Claudia Römer	Professor, Universität Wien	7	master course , seminar	
The Holocaust: comparative analyses	Judit Molnár	Associate Professor	1	5	30
From the Soviet empire to the Threshold of the West. Eastern Europe after 1989	Stefano Bottoni	Senior Research Fellow	2	3	30
The Sources of 20 th -century Hungarian History	Éva Ständeisky	Doctor of Science (DSc HAS), retired	3	5	30
European Nationalism and Nation-building in the 20 th Century	Nándor Bárdi	Senior Research Fellow	3	5	30
The History of Hungarian History Writing	Gábor Kármán	Research Fellow	5 (two lectures)	8	30
The History of Hungarian History Writing	István Fazekas	Habil. Associate Professor	5 (two lectures)	8	30
Prevailing Ideas in the 19-20 th Century	Iván Balog	Habil. Associate Professor	5	10	30
Imperialism, Nationalism and 20 th -century Britain	Zoltán Cora	Senior Assistant Professor	5	2	30
American Intellectual History	Zoltán Vajda	Associate Professor	5	2	30
Approaches to US Cultural History	Zoltán Vajda	Habil. Associate Professor	5	2	20

II.4 supplement: The statistical demonstration of obtaining the degree

Please provide statistical data for the last 14 years (in the case of newly established doctoral schools, it is not required).

Please enter digit into the cells B-E, and percentage into cell F. Each line should contain the data as per the given academic year: for example, the first line of column E should contain the number of those students enrolled in the academic year of 2005/06 who until the completion of the self-assessment report earned their degrees [it does not matter in which year].

It may happen for many reasons that a cell cannot be filled in, for example, because in that year the doctoral school did not exist, or there were no students learning in the new system launched in 2016. In this case, please leave the cell empty.

	A	B	C	D	E	F
	Academic Year	Number of doctoral students starting their studies in this academic year	Doctoral student starting their education in this semester completing their complex exam but not yet havin an absolutorium	Doctoral students starting their education in this semester having an absolutorium but not yet having a degree	Doctoral students starting their education in this semester already having a degree	Proportion of doctoral students starting their education in this semester with no PhD degree (%) (=(B-F)/Bx100)
-13.	2005/06	11	-	11	7	36,3%
-12.	2006/07	13	-	10	6	58,3%
-11.	2007/08	13	-	11	6	58,3%
-10.	2008/09	12	-	10	6	50%
-9.	2009/10	12	-	10	1	91,6%
-8.	2010/11	18	-	16	4	77,7%
-7.	2011/12	12	-	12	7	41,6%
-6.	2012/13	19	-	15	3	84,0%
-5.	2013/14	20	-	12	4	80,0%
-4.	2014/15	18	-	12	3	83,3%
-3.	2015/16	15	-	8	-	100%
-2.	2016/17	16	-	-	-	100%
-1.	2017/18	18	16	-	-	100%
0	2018/19	15	16	-	-	100%