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The principles of the Doctoral Program on Educational Sciences of the University of Debrecen

Present document which contains the ethical principles of the professional community of the Doctoral Program on Educational Sciences of the University of Debrecen is the appliance of the self-regulation of the participants in the common work. It conceives requirements which are not written in the different juristic documents and regulations in relation to the doctoral program and which support the effective and harmonic cooperation of the community working together in the doctoral program. In this meaning, it complements the content of the ethical codex of the Hungarian Academy of Sciences and the University of Debrecen.

The authors of the present ethical principles are aware that the norms are anchored firstly not by this manifesto but by the behavioural patterns of the program. The aim of conceiving the requirements is to make principles recognised which are based on everyday activities and which are desirable. For this reason, the ethical principles were created and disclosed to the public by the educators, doctoral students and candidates democratically. New educators and doctoral students mark with their signature that they recognised and accepted them.

Principles:

1. The aim and the task of the doctoral program. The common aim of the participants of the doctoral program is the preparation/support of the preparation for the profession of the research supply which serves the development of the educational sciences. For this reason, the engaged and active participation in the high value jointly carried out research work and in the activities in relation with this is the fundamental activity of the educators, doctoral students and candidates of the doctoral program. This is the condition of the legitimate engagement to the program on educational sciences from the educators, doctoral students and candidates, and this creates the moral basis to exploit the advances of belonging to the program (e. g. the indication of the doctoral educator or student status in tenders and in scholarships). The doctoral program on educational sciences, with the three other programs, is part of the Doctoral School on Educational Sciences; the cooperation can be described with the equality of the professional communities and with the maintenance of the values of the academic democracy.

2. Academic research as achievement. The educators and students/candidates of the doctoral program are demanding regarding the enhancement of the professional knowledge and skills and sharing it. They require high-quality academic achievement (publications, conferences, taking part in the academic world) from themselves and from each other. The educators and students/candidates of the doctoral program use the institutional infrastructure and other sources in connection with the doctoral program provided for the education of the of training for young scientists appropriately and they do not use them to get financial and business profits. The usage of the proceeds of the program targets the development of the library of the program and its infrastructure; furthermore, it aims to support the doctoral educators and candidates to take part in conferences and to publish in national and international journals.

3. Assessment in the doctoral program. The educators and students/candidates of the doctoral program evaluate each other’s papers with professional rigour; furthermore, it is made according to the accepted academic rites in public. The aim of the evaluation is to increase the quality of the academic product. During this progress, the participants of the program cannot hide critics or disapprove on personal matters, because of calculation or fear and the experts and opponents are not influenced and awed. The evaluation is confirmed with data and reasons in all cases. The educators and students/candidates of the doctoral program treat each other’s academic and research area equally and they refrain from every kind of disciplinary discrimination. They turn to each other’s research results open spirit and with interest; they control their professional, cultural and personal preconceptions and treat these in an intellectual way.

4. Communication, conflicts. The educators and doctoral students/candidates try to maintain and evolve the democratic principles of the doctoral school and program; furthermore, they are aware that the mutual trust can be grounded only with the legitimately achieved authority, position and appreciation which inspire the educators and doctoral students/candidates for high achievement. Members of the doctoral school or program in higher positions of the professional hierarchy must act as a precedent in holding the oral and written norms, in respecting the dignity of the members in lower positions of the professional hierarchy, and in the responsible behaviour. The members of the program communicate in the best communication style according to the academic traditions. The possible conflicts have to be solved with respect for human dignity and according to the principles of subsidiarity. The misconceptions and conflicts have to be analysed firstly on the level of their formulation and they have to seek the solutions in this way.

5. Ethical division of labour, cooperation. The educators and doctoral students/candidates of the program take part regularly and continuously in the common research activities of the program and in the activities and forums which evaluate the academic achievement with the best of their knowledge to improve each other’s achievement. According to the academic tradition of peer evaluation, they take and accomplish tasks equally and proportionately on the basis of reciprocity in research seminars, thesis debates and pre-defences. They completely support each other’s work with holding the regulations and deadlines, and they prepare conscientiously for the evaluations. The educators and doctoral students/candidates of the program prepare their work reliably and without hindering others during the common projects, and they support their peers’ job with the best of their abilities and with fair implements. Every educator and doctoral student/candidate of the program shares the relevant information in relation to the doctoral work (publication possibilities, research and other tenders, calls for conferences, the possibilities to reach literature) in time.

6. The protection of the academic product. The educators and doctoral students/candidates of the program respect each other’s and the other researchers’ academic results according to the ethical codex of the Hungarian Academy of Sciences, with regard to the intellectual value and results of the researchers and authors. In case of the further elaboration of the often jointly carried out intellectual products (e. g. database, research final studies), which is typical in our research area, it is required to refer to the leader of the research, to the investor of the research or to the research group in every situation. In case of group publication, the participants have to be named according to the factually accomplished work. The evaluation and the assessment of the quality of the factually accomplished work are the posts of the leader of the research.

7. Educators, supervisors. The cooperation between the educators and doctoral students/candidates of the program can be effective only in case of mutual trust. The difference between the two mentioned role partners is that the educators (especially the supervisor) control the professional development of the doctoral student/candidate, they monitor all of its professional activity and they also take responsibility for the quality of its academic work. The supervisor is expected to follow the development of the doctoral students/candidates, and it has to present and check the tasks in a correct and objective way. Furthermore, the supervisor is required to bring to the attention of the doctoral student if it ascertains its incapacity for the academic profession. This harmonises with the interpretation of the doctoral program that the aim is to train colleagues who are able to use their academic creativity and not the assistance to get the doctoral degree. For this reason, the educators and doctoral students/candidates of the program understand that pre-degree certificate is necessary but not satisfactory condition to get the degree. After the pre-degree certificate, the complexity of the task, and the responsibility of the supervisor and the doctoral student/candidate increases as well.

8. The situation of the doctoral student/candidate. The relationship between the educator and the doctoral student/candidate can be described with respect for human dignity, with the effort for the enhancement of the effectivity of academic researches for the development of the academic area and with the effort for the professional effectivity of the common work. The educator does not abuse its power mentioned in the previous point. The educator cannot oblige the doctoral student/candidate to do work because of financial profit, cannot abuse its power, cannot oblige it to circumvent other educators or doctoral student/candidate and cannot exploit the doctoral student/candidate for any professional or private reasons. The doctoral student/candidate is required to inform the supervisor about all of its meaningful steps and to advise it on these questions. The doctoral student/candidate accepts its supervisor’s professional guidance with trust and without selection as the supervisor is responsible for the work of the doctoral student/candidate with its professional reputation. The doctoral student/candidate does not apply for the degree procedure or for the pre-debate, it does not submit thesis, thesis book, dissertation, even if it were possible by one of the loopholes of the regulations.

9. The legitimate operation. The high-quality operation of the doctoral school and program is the result of professional cooperation. The educators and doctoral students/candidates of the program try to protect and create the democratic principles of the doctoral school and the doctoral program as they know that gaining illegitimate privilege and power destroys mutual trust and it is harmful not only for the educators but for the doctoral students/candidates as well. The representation of the educators and doctoral students/candidates of the doctoral program is considered as a significant value and a good example on the councils which is held monthly. The regulation of the representation of the doctoral core members and students/candidates of the doctoral program is considered as a significant element of the academic democracy and this shall be ensured in the bodies of the doctoral school.

10. The rights to reputation of the program’s educators and the community of doctoral students. The educators and doctoral students/candidates of the program are aware that they represent the program with their manifestations, publications and other academic products. Accordingly, pursuit for individual benefits (position, post, material gain) does not overwrite the expectation for the protection of the program’s reputation. The community of the doctoral program expects to appreciate the rights to reputation and only the documented evaluating manifestations are considered relevant. The community of the program wants to contribute to the disciplinary diversity of the doctoral education in the University of Debrecen thus its core members, supervisors and educators give priority to the work made at the University of Debrecen (giving courses, supervising, establishing research groups, active participation in doctoral events).