

Doctoral Education Today: What Challenges are we still facing?

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Topics

- Let's rewind it
- Where are we now?
 - Facts and figures
- Present challenges
- Moving forward
 - Future priorities
- Open questions instead of conclusion



Some personal info

Institutional experience

- Full professor, University of Zagreb
- Head of the research laboratory
- ➤ Director of interdisciplinary doctoral programme

 Presently supervisor 3 doctoral candidates (1 international)

International experience

- PRIDE Association, Vice Chair (2017 -)
- > EUA CDE, Former Chair (2009-2011 member, 2011-2016 Chair)
- Worked on doctoral education and research with EC, WB, DAAD
- ➤ Besides Europe, as an expert for doctoral education worked in Asia, Central Asia, Africa and Latin America
- Contributed and prepared number of documents related to doctoral education





personal level

still did not manage everything I talk about wandering who developed some documents...once I did!! pondering from time to time what to do as a supervisor overseeing visible facts (to others)

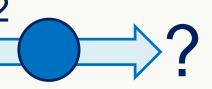
professional level

gap between read and observed gap between said and done still.... globalisation is happening, but what does it mean?



Let's rewind it

2005 2022



documents

establishment of doctoral schools

shared experiences

strategies

framework for doctoral education

networking

policies

data collection

communication among uni-s

recommendations

professionalisation

regular focused events



The core component of doctoral training is the advancement of knowledge through original research. At the same time, it is recognised that doctoral training must increasingly meet the needs of an employment market that is wider than academia.

Salzburg Principles, 2005



According to BP we have three cycles, but the third one, doctoral education is completely different one

Jean Chambaz
first chair of EUA CDE
former president of Sorbonne University

TRAINING FOR RESEARCH BY DOING RESEARCH



Present challenges

Europe's universities have come a long way in creating institutional support for doctoral education, but there are still many challenges within institutions to achieving the full potential of the Salzburg Principles and Recommendations.



Possible priorities for policy makers and decision makers

- Establishment and format of doctoral schools
- Structure of doctoral programmes and their evaluation
- Duration
- Funding



Facts & figures

Salzburg principle

EUA CDE Survey, 2018

The importance of diversity

Possibility to have different formats, on national and institutional level

Facts

Only 64% replied 'not at all' (15% 'to small extent') to

Doctoral education is led by individual supervisors with no institutional oversight



Facts & figures

Salzburg principle

EUA CDE Survey, 2018

The importance of diversity

Possibility to have different formats, on national and institutional level

Facts

19% reported totally negatively on establishment of doctoral schools

67% reported negatively on existence of inter-organisational units (34% 'not at all')

Facts & figures

Salzburg principle

EUA CDE Survey, 2018

Duration

Facts

15 % - time to complete increased compared to 10 years ago

28% - graduates need 5 or more years to complete full-time doctoral studies

Moving forward

How to prioritise? What are priorities?

- Important to balance quality of doctoral education across Europe
- > Important to speed-up changes that need to be done
- > Remove legislative obstacles to implement changes

Good practices are valuable sources for everyone involved in doctoral education



Open questions

Instead of conclusion

- How much we still have to do for quality of doctoral programmes/schools?
- Who should be responsible for the quality of doctoral education?
- Could we apply same or similar criteria to evaluate doctoral programmes as for as for bachelor and master studies?
- How much diversity is optimal?
- ➤ What kind of **doctoral schools** are most **effective**? Do we know it?
- What kind of governing/management of doctoral schools will ensure the most effective functioning of all the stakeholders?
- Will doctoral education change in the future? Will it be diversified?
- ➤ How can we achieve optimal duration? Who is responsible?
- Is funding sufficient to support doctoral researchers' careers?





Thank you!



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