



Knowledge  
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2022

**Doctoral Schools:**  
Enhancing Research  
Careers

# Doctoral Education Today: What Challenges are we still facing?

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- 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  
wondering 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

### 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*

## 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

## 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

- 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?



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# Thank you!



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