

How to Support Good Quality Doctoral Education: a Relevance of the Evaluation Process

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Topics

- What has been achieved in the last decade of doctoral education?
- What does make good quality doctoral education?
- Relevance of doctoral schools
- What is in front of us?



*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.*



Milestones

2005

2010

2016



Salzburg Principles



Salzburg II, Recommendations



Salzburg III, Taking Salzburg Forward



A lot!



On a structural level

- Relevant documents, common policies
- Establishing a framework for doctoral education
- Establishment of doctoral schools



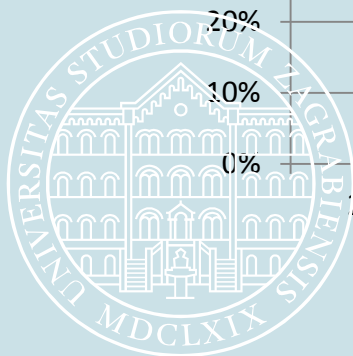
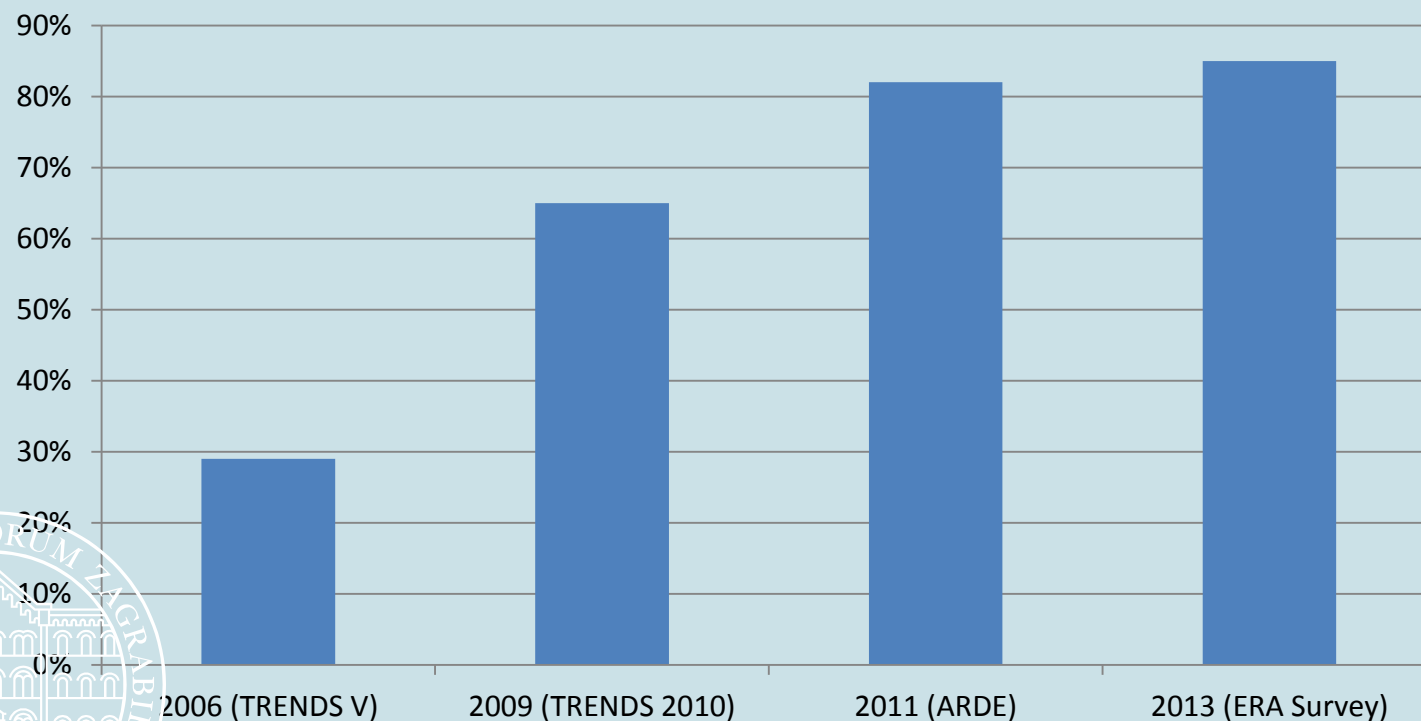
However, it has never been so much

- shared experiences
- communication among universities
- networking on different levels
- learning from each other
- passion to contribute to doctoral education community

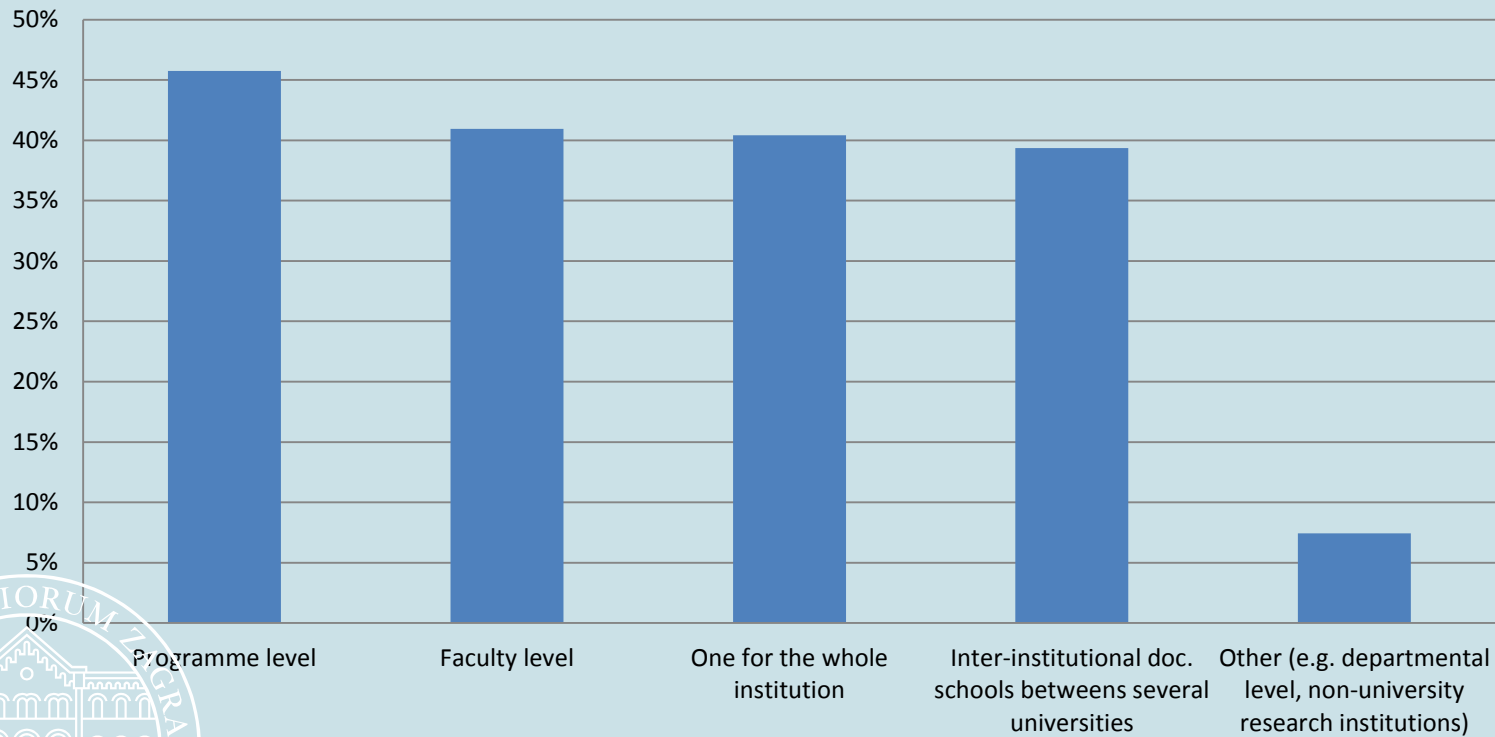


The rise of the doctoral school

Universities with doctoral schools



Doctoral Schools



Source: ERA Survey 2013

EUA European Research Area Survey 2013

Good doctorate?....

depends on different expectations
of different stakeholders

- Candidate
 - supervisor/s head of the programme/school
 - ministry employer
 - society



Good doctorate is if:

- Promotes education through independent research, meeting all the ethical standards
- Assures appropriate research environment (facilities, infrastructure, human resources)
- Respects individual interests and research pathways
- Prepares doctoral candidates for different careers



Key issues for the doctoral education process

- In entry phase - recruitment of doctoral candidates
- Establishing clear relationships with a supervisor
- Properly defining the research question
- Developing the doctoral trajectory
- Ensuring peer group support in micro- environment
- Sharing experiences



Components for the evaluation:

- Research productivity and outcome
 - Career prospects
 - Establishments of own (candidate) research networks
 - Duration of doctoral study
 - Acquired new skills for a future jobs
 - Readiness to take the next career step

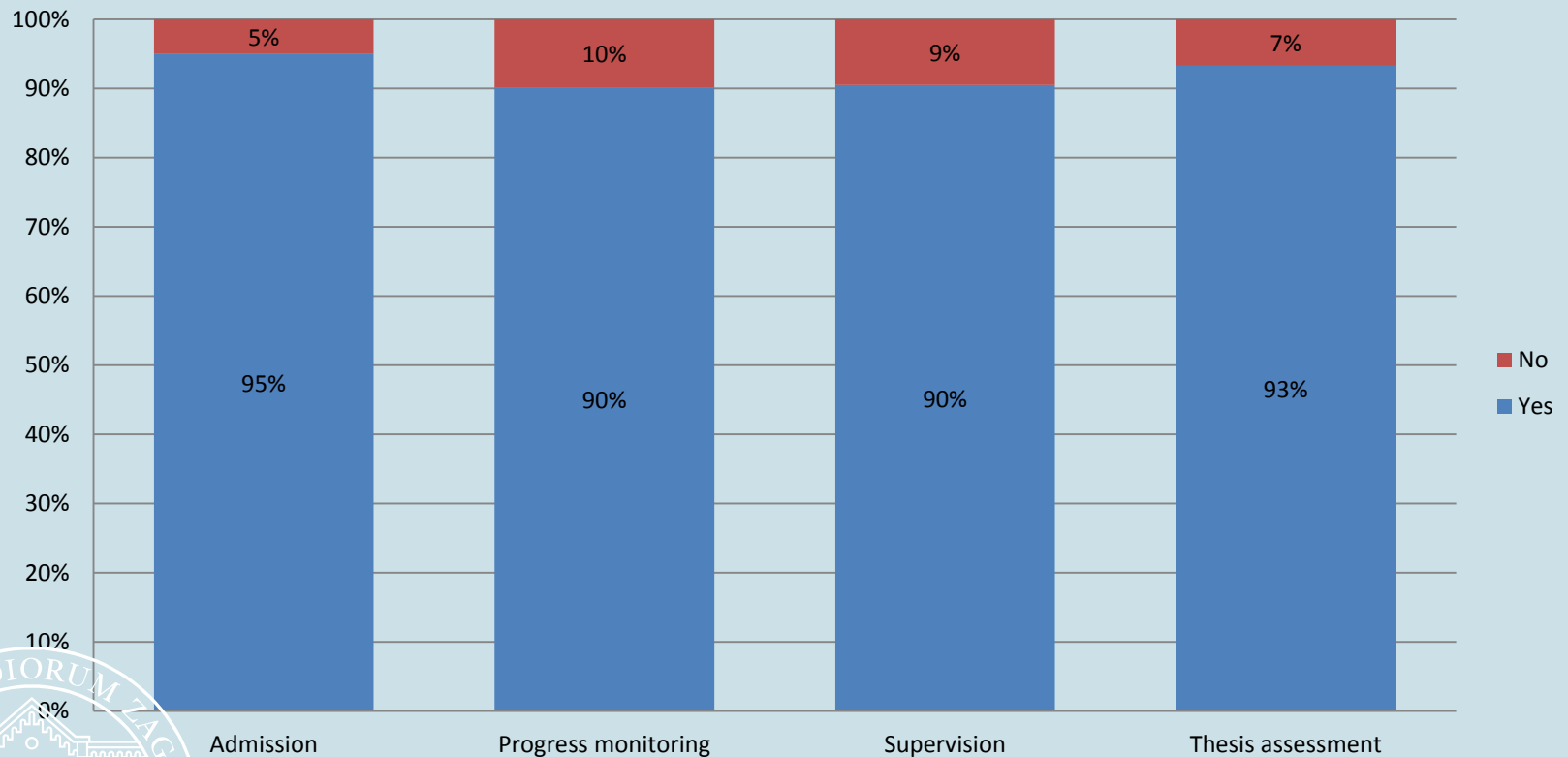


The most relevant aspects of evaluation of Dr Ed:

- Research capacity (infrastructure, human resources)
 - Availability of supervisors
 - Research based doctoral programmes
 - Completion rate
 - Research outcome
 - Internationalization
 - Employability



Procedures (internal QA) universally implemented



Source: *EUA European Research Area Survey 2013*

Questions we might ask ourselves:

- Did we do enough?
- Are doctoral education/schools fit for purpose?
- Do established structures facilitate a good quality doctoral education?
- Are the established structures ready to meet new challenges, a new research era?

or...



Where are we today?

Do we have enough doctoral candidates?

YES/NO

or

Do we have too many doctoral candidates?

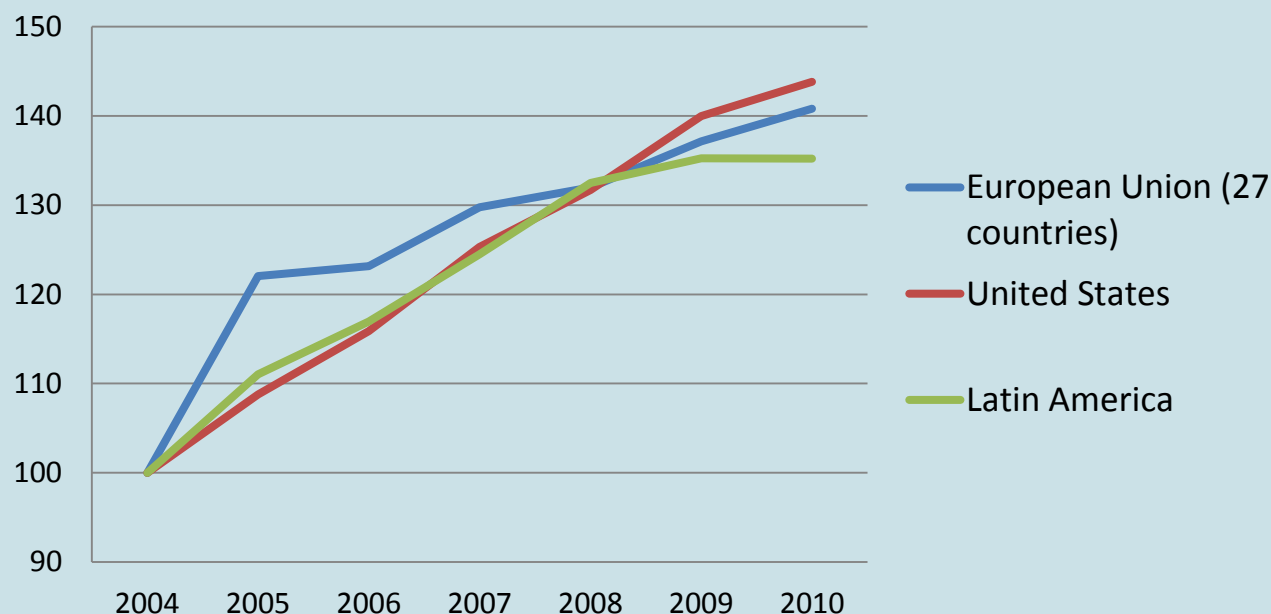
YES/NO



Convergence - Growth

- We have seen remarkable growth over the last decade

Growth in doctorates awarded in the EU, USA and Latin America 2004=100



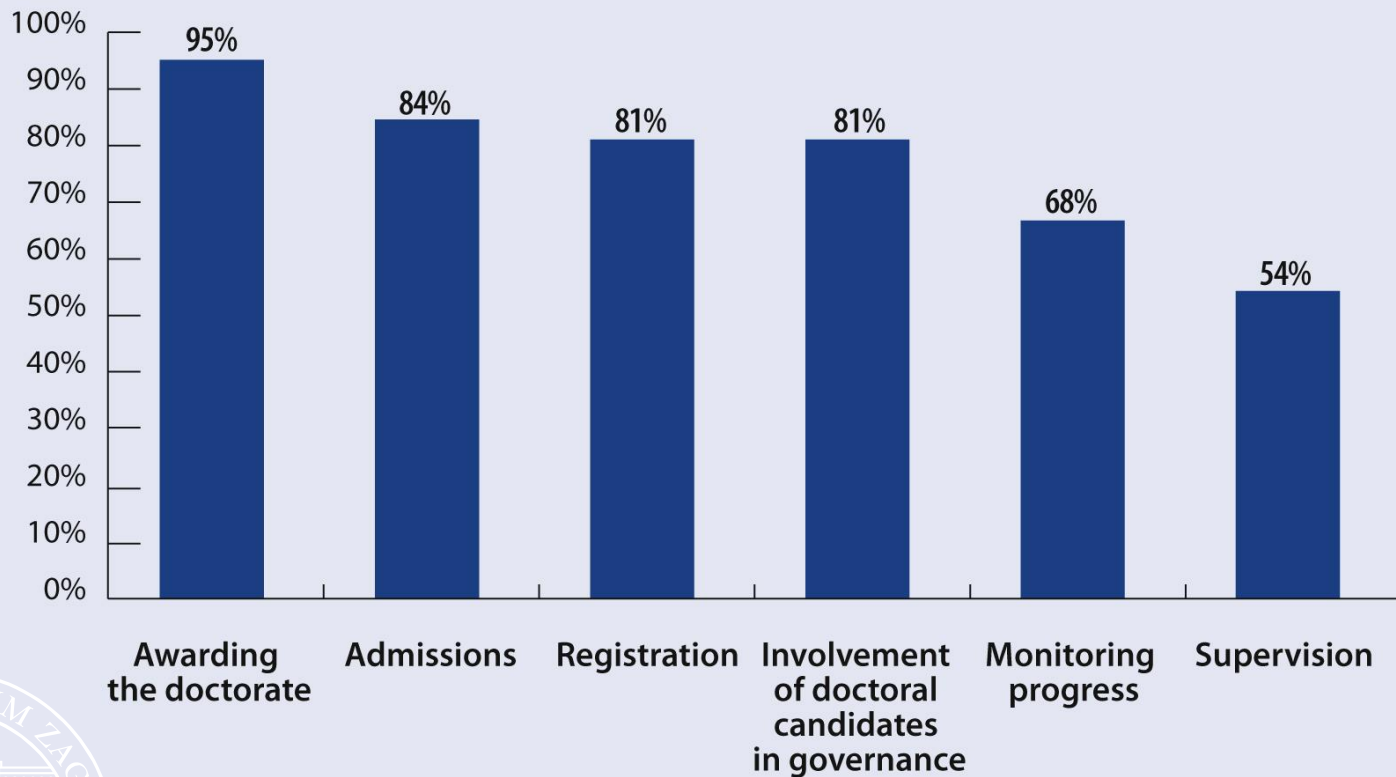
Present context

- ✓ Institutional structures are developed
- ✓ Building research capacity is in the focus
- ✓ Nurturing talent is an aim
- ✓ Creating space for dialogue



Satisfaction with procedures

Figure 5: Satisfaction with existing procedures



Source: ARDE Survey 2011

Supervision

academic guidance and nurture of student's
personal, scholar and professional development



SUPERVISOR - WHO?

- active researcher
(research area, ongoing research, publishing)
- has capacity for a new doctoral candidate
(e.g. time, research capacity)
- international exposure
- ready to adapt his/her supervision style
- respectful for differences



SUPERVISION - WHAT?

- supervising research itself
- participating/contributing to progress planning
- participating/contributing to career planning
- respecting cultural background of the PhD candidate (and/or co-supervisor)
- supporting PhD candidate's immersion into a new cultural context



Supervision as a core of doctoral process

- doctoral student / supervisor / institution
- different roles and different responsibilities
- moving away from 1 to 1 relationship
- new demands on a supervisor (and a doctoral student)



Research will be very different for new generations



Doctoral candidates will work very differently from the supervisors, and there will be different challenges



New challenges

- ✓ **Ethics and Research Integrity**
- ✓ **Digital Challenge**
- ✓ **Globalisation**
- ✓ **Engaging With Other Stakeholders**

Taking Salzburg Forward



More challenges in Europe (and globally)

- Continuous new demands on universities and researchers
- HE institutions will go through further diversification process
- High pressure for more doctoral education
- To manage good quality doctoral education accross Europe
- Demographic changes ...



Doctoral schools need to provide flexible and sustainable framework for good quality doctoral education



The result of a good doctoral education is not a good doctoral
thesis
but **good new doctor.**

Thank you

