

Different Doctoral Education Models

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The role of doctoral schools
to enhance quality in doctoral education
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Topics

- Doctoral education before 2005
- Unstructured, structured, overstructured doctoral education
- Stakeholders in different models
- Different models of doctoral education and quality
- Doctoral education after 2018

Doctoral education before
2005

- traditional 1 to 1 model (supervisor and doctoral student)
- less doctoral students
- 'private' relationship
- doctoral student and supervisor (oral) agreement on working together
- less institutional regulations
- unlimited number of years to obtain a doctoral degree

Doctoral education before
2005

Possible questions

1. Was it more demanding for the supervisor/doctoral student?
2. Was it a good quality of doctoral education?
3. How was it financed ?
4. What happened if something went wrong?
Relationship? Research? Completion?

After 2005

- Bologna, Salzburg, Brussel.... Europe
- A shift from a 'private' to 'structured'
- New wording:
individual path, institutional role,
career development, employment,
external stakeholders, triple I,
quality...doctoral schools....

Unstructured, structured, overstructured

Same or similar wording
across European universities
...even globally

Do we all do the doctoral education same way?

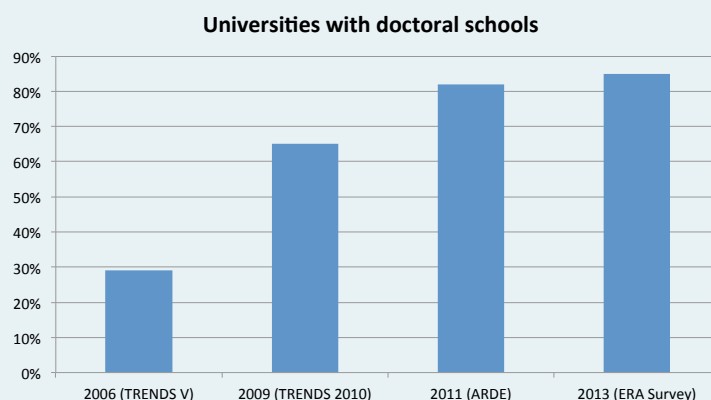
Not at all

2005 to 2018

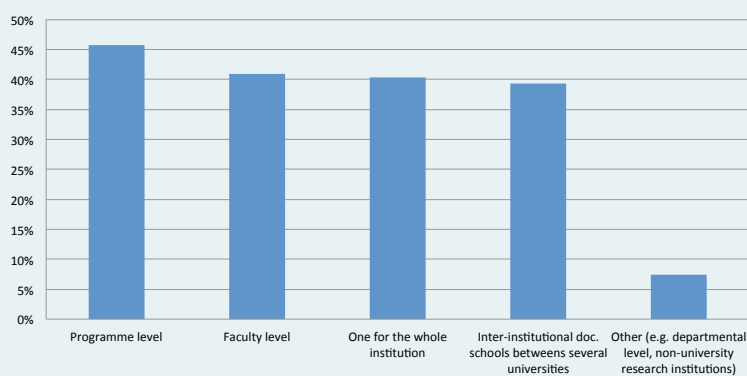


Unstructured, structured, overstructured

The rise of the doctoral school



Doctoral Schools



Source: ERA Survey 2013

EUA European Research Area Survey 2013

After 2005

- Doctoral education outside the system of doctoral schools
- individual programmes
- Doctoral schools – variety of models,
different wording (doctoral academies?)
- Parallel existence of different models
within one single university
- Graduate schools
(master education + doctoral education); fast tracks...
- Different kinds of doctoral education
(UK, Denmark...other countries?)

After 2005

Any other differences?
Of course 😊

- University administrative support
- Establishment and recognition of professionals... or not
- Supervision - different models – 1, 2, a team
- Full-time students, part-time students
- Length, duration, completion
- Courses - none to too many
- Industry involvement or not
- Master classes?

2018

Quality

- Do we know which model assures the best quality?
- What are the main arguments to opt for a particular model?
- How sustainable are the systems/models?
- Did we define the best model? Is there the best model?

2018

Survey on doctoral education in Europe (2018, EUA CDE)

(almost 300 responses,
coverage of 40% of doctoral candidates)

- information on
- distribution of different activities during the doctoral journey
 - prevailing career developments in focus
 - elements of doctoral training
 - main funding resources
 - formats of doctoral education
 - QA criteria
 - supervision
 - institutional involvement on strategy level





- After 2018
- Will doctoral education change in the next decade?
 - Will there be further diversification in doctoral education?
 - Do we need different models for different types of students (e.g. part time vs full time)
 - Is it sustainable to have further massification of doctoral education and to claim that this is the highest academic degree?
 - Do we need more convergence in models, approaches?

After 2018

*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.*

Thank you

