

Restructuring Doctoral Studies in Serbia

Doctoral Schools conception

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HE IN SERBIA



Analysis of PhD cycle experiences (introduced in 2006):

Publications:

Doctoral Studies in Serbia, *National Council for HE and National Council for Science and Technology Development – Conference of Serbian Universities - CONUS, Serbian 2014, English 2015*

Science in Serbia 2010-2013, *National Council for Science and Technology Development – Conference of Serbian Universities - CONUS, Serbian 2014*



Legal background – HE Law and university statutes

EUROPEAN EXPERIENCES



Salzburg principles 2005 and Salzburg Recommendations 2010



TREND and other relevant EU analysis (institutions with at least one doctoral school in 2007-25% to 2010-65% in 37 countries)



RODOS EU partner universities experiences



Selected examples of doctoral schools in EHEA, (France, Belgium, Austria, Germany, Hungary, Estonia, Spain), as well as examples of international joint doctoral programmes

Basic approach

harmonization versus standardization

.....The high degree of diversity in Doctoral Training opportunities and systems which cater to diverse needs in different Member States of the European Union is to be welcomed.

Joint declaration on Doctoral Training in Europe (CDEFI, CPU, France; CRASP, Poland; HRK, Germany; CRUS, Swiss; UUK, UK)

Doctoral School

recognizable term for organizational unit meeting new common challenges in doctoral training in Europe

.....different solutions may be appropriate to different contexts and in particular across larger and smaller European countries (Salzburg principles).

- *Positive trends in the increase of research potential (1,000 PhD students in 2007/08 to about 10,000 in 1012/13); 258 PhD accredited programs at 17 universities and 119 faculties for in total 3945 students; in the academic year 2013/14, 40% of places remained vacant*
- *A considerable number of study programmes were accredited for admission of less than 10 students, which leads to **fragmentation which does not provide an appropriate research environment**.*
- *The **quality system and monitoring** are key factors for quality enhancement in doctoral studies*
- *The **quality of a supervisor's work** is highlighted as one of the key success factors of doctoral studies in surveys conducted among students*
- *Greater opportunities for **acquiring transferable skills** would represent a significant step forward*
- ***Transparency** in the process of preparing, evaluating and defending **doctoral theses** is also one of the key elements of the quality system and quality culture.*
- *The **new system of funding** doctoral studies, with special emphasis on research funding, requires an additional analysis, particularly bearing in mind the Strategy for Higher Education Development in Serbia until 2020.*

Some of key intentions in introducing Doctoral Schools



- ✓ Integrating human and infrastructural institutional resources in increasing the quality, efficiency and transparency in PhD cycle;
- ✓ Broadening the research environment for young researchers through inter-institutional and international cooperation offering the advancement of knowledge through original research;
- ✓ Harmonization of quality standards, continuous monitoring of the results and reporting to relevant institutional bodies;
- ✓ Supporting the students and staff in all aspects of program realization, specially concerning mentoring and supervision, including problem solving ;
- ✓ Introduction of additional doctoral training program in order to meet the needs of an employment market that is wider than academia, offering:
 - wider knowledge in both specialist field of research and transferable skills;
 - contacts with industry/business/public sector;
- ✓ Being an agent for the exchange of experiences of students in research in related or broader scientific fields and inter/transdisciplinary areas.

Legal background for introducing Doctoral Schools in Serbia

Law of Higher Education (LHE):

- PhD cycle as the requirement for university accreditation;
- Institutional rights to define its organization and governance;
- Universities in charge of quality assurance for PhD cycle;
- Broad spectra of instructional organization structures and units depending on relevant parameters and institutional strategies.

Doctoral School as institutional unit (university, faculty level) incorporating the accredited PhD programs could be established according to the LHE.

The Doctoral School could be initiator of new PhD programs and key organizer of Doctoral Training program.

The internal structure/bodies , responsibilities and decision flow could be tailored according to institutional policies and statutes.

Guidelines could be offered, with no intentions for unique solution fitting to all institutions.

Inter-institutional Doctoral Schools, including international cooperation could be established based on joint diploma already recognized by LHE.

Opened questions:

Doctoral training program is recognized as an additional value in doctoral studies, being not obligatory, but resulting in special certificate as a part of Diploma Supplement;

Possible changes in legal framework and accreditation standards which could contribute in harmonization of Doctoral Schools:

- Recognition of Doctoral School as organizational unit in new LHE could be a promoter of Doctoral Training program as an additional quality in doctoral studies;
- Accreditation standards for Joint Diploma could contribute to enchantment of institutional cooperation in PhD cycle;
-?
-?
-Round Table discussion

Remainder on relevant events concerning doctoral school concept:

- Study visit to Technical University of Crete, September 2014; special session: PhD Studies/ European Experiences - Some Examples
- Common meeting of National Council for Higher Education and National Council for Research and Technology Development, Belgrade, December 2014. (opened to academic and research community, more than 100 participants)
- The study visit to BOKU University, December 2014; special session devoted to the structure, programme and additional facilities offered by Doctoral Schools
- TREND 2015 Conference, Zlatibor, February, 2015; the papers *QUALITY ASSURANCE IN DOCTORAL STUDIES: DOCTORAL SCHOOLS* and *WHY SERBIA NEEDS DOCTORAL SCHOOLS? POTENTIAL MODELS* (authors RODOS team members) presented
- Study Visit to Gent University, March 2015) specially focused to the experiences of Gent University Doctoral School, as an example of additional Doctoral Training Programme,
- Meeting on the University of Novi Sad (April 3 , 2015), with all Serbian consortium members representatives, being opened to academic and wider community
- Meeting organized in the Chamber of Commerce of Serbia (Belgrade, April 23, 2015)

THANK YOU

