



Izglītības un zinātnes
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Managing change processes: the example of the development of a doctoral school

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Personal experience related to doctoral education

- University professor-supervisor
*(Presently supervisor to 5 doctoral candidates,
3 international students)*
- Head of interdisciplinary doctoral programme
(since 2003 -)
- Former Vice Rector for Research and Technology
(2006 to 2014, responsible for doctoral education)
- European University Association – Council for Doctoral Education
(EUA CDE)
(2009 to 2011, member of the SC, 2011 to 2016 chair of the SC)
- Association for Professionals in Doctoral Education (PRIDE)
(2017 - Vice President)

Some facts on the University of Zagreb



- established in 1669
- comprehensive university
 - 33 faculties and art academies
- around 5000 academic staff,
- 2000 administrative and supporting staff
- 65 000 students
- 5 000 doctoral students
- 700 PhD graduates per year
 - (first PhD award more than 100 years ago)

Change process started in 2007

What was the situation?

Structural level

- No university strategy or policy document related to Dr Ed
- National law was not really focused on doctoral education
- Programme accreditation was done on the university level
- Faculties and/or departments are in charge of doctoral education
- No administrative support on the university level

Operational level

- More than 70 doctoral programmes/studies
- Traditional supervisor-doctoral student relationship
- No institutional involvement
- No monitoring of the process
- No data on university level (completion rate, drop-out rate, time to completion etc.)
- No transferable skills training
- No central units for the support,
both for supervisors and doctoral students
- Huge diversity among doctoral programmes
(selection of candidates, requirements, support)

CHANGE PROCESS WAS NEEDED

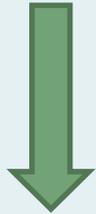
Where to start?

Milestones

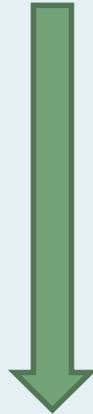
2005

2010

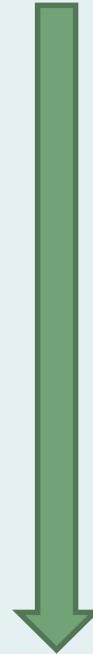
2016



Salzburg Principles



Salzburg II, Recommendations



Salzburg III, Taking Salzburg Forward

Turning point – Bologna Seminar on Doctoral Programmes for the European Knowledge Society, Salzburg, February 2005

Salzburg principles:

- I. The core component of doctoral training is the advancement of knowledge through original research
- II. Embedding in institutional strategies and policies
- III. The importance of diversity
- IV. Doctoral candidates as early stage researchers
- V. The crucial role of supervision and assessment
- VI. Achieving critical mass
- VII. Duration
- VIII. The promotion of innovative structures
- IX. Increasing mobility
- X. Ensuring appropriate funding

1. Establishing the central unit for support –
Office for Doctoral Studies (*data collection, communication with doctoral students, supervisors and heads of doctoral programmes, information provider*)
2. Survey among doctoral students about different aspects of their doctoral education and their satisfaction
3. Establishing university Committee for Doctoral Education
(*members from all the fields, analysis of the existing system, being informed and exposed to the reform of doctoral education in Europe*)
4. Establishing university Committee for doctoral thesis topics
(unifying the procedure, balancing the requirements, monitoring the quality)

cont.

Change Process

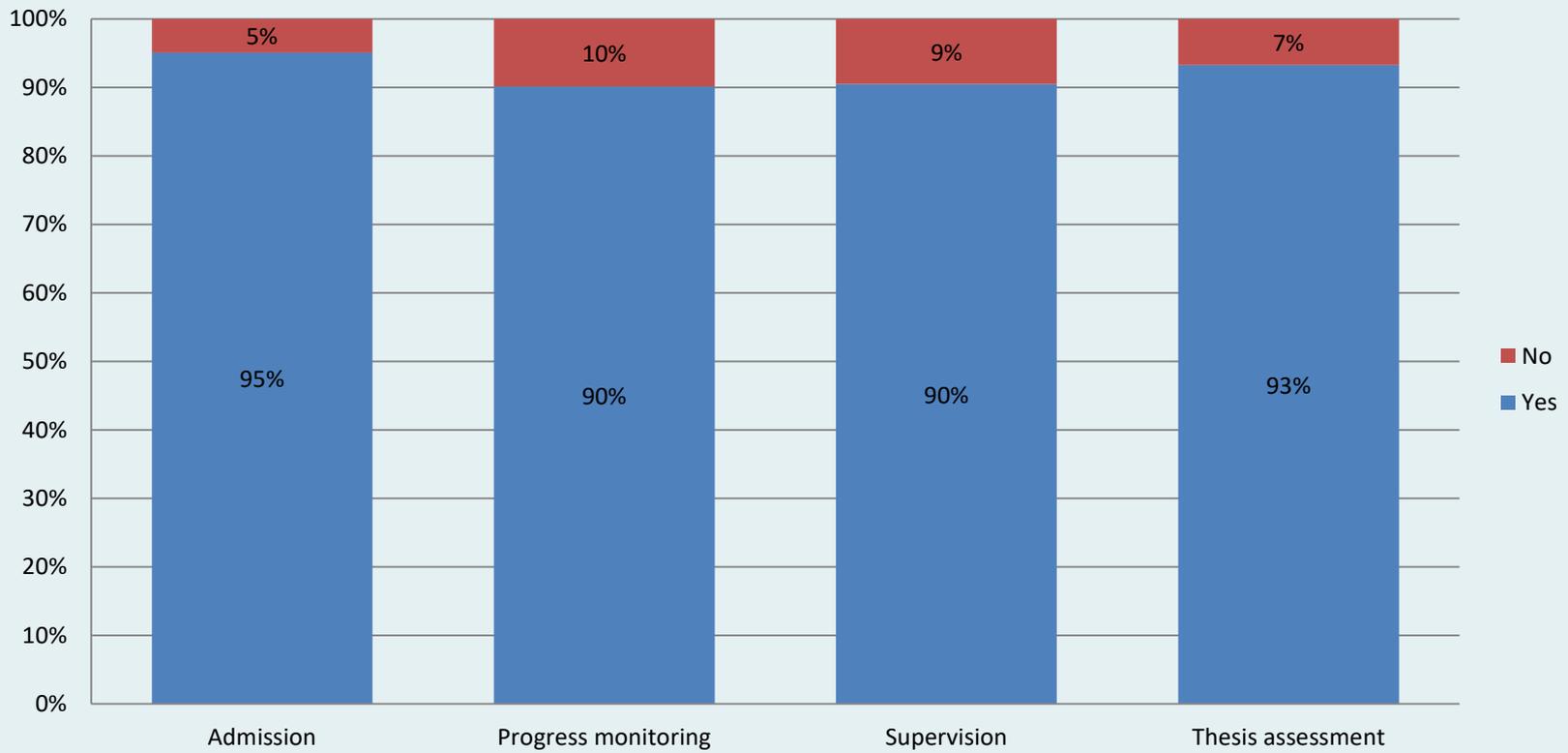
Phase I

5. Inviting international speakers to share their experience and knowledge about doctoral education in Europe
6. Starting with regular periodical meetings with heads of doctoral programmes
7. A big meeting with doctoral students
8. Establishing university committee *for* and *made of* doctoral candidates

Main outcomes

- Better understanding of the whole process and relevant challenges of doctoral education
- Improved communication and satisfaction level of all the stakeholders
- Institution became involved and started having a new role
- Quality of doctoral education came into focus

Procedures (internal QA) universally implemented



Source: ERA Survey 2013

EUA European Research Area Survey 2013

Change Process

Phase II

1. Office for Dr Ed enlarged staff and duties
(writing projects for additional funding, joined international associations, networking, job shadowing; starting welcoming day for new doctoral students, trainings for transversal skills, regular, data collection, developing e-system support and monitoring tools, becoming more and more referent point for everyone involved in the process of doctoral education)
2. Committee initiated work on new university regulations for doctoral studies
3. International evaluation of the existing system of doctoral education

cont.

Phase II

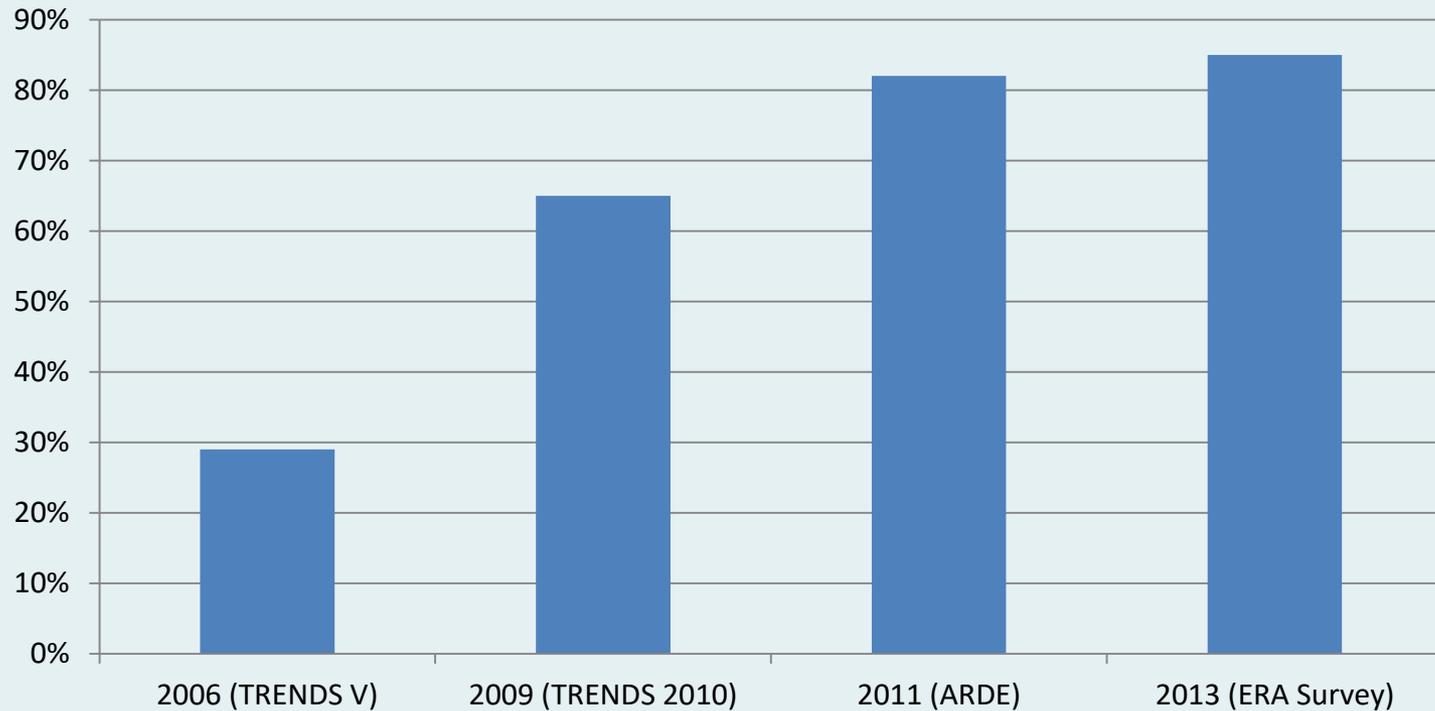
4. International evaluation of all doctoral programmes
(international panel)
5. Changing the graduation ceremony (*moving from the faculty level to the university level*)
6. Introduction of 'training' for supervisors
7. Continuation of relevant activities from the Phase I
(meetings with the heads, doctoral students, bringing international experts on doctoral education)

Main outcomes

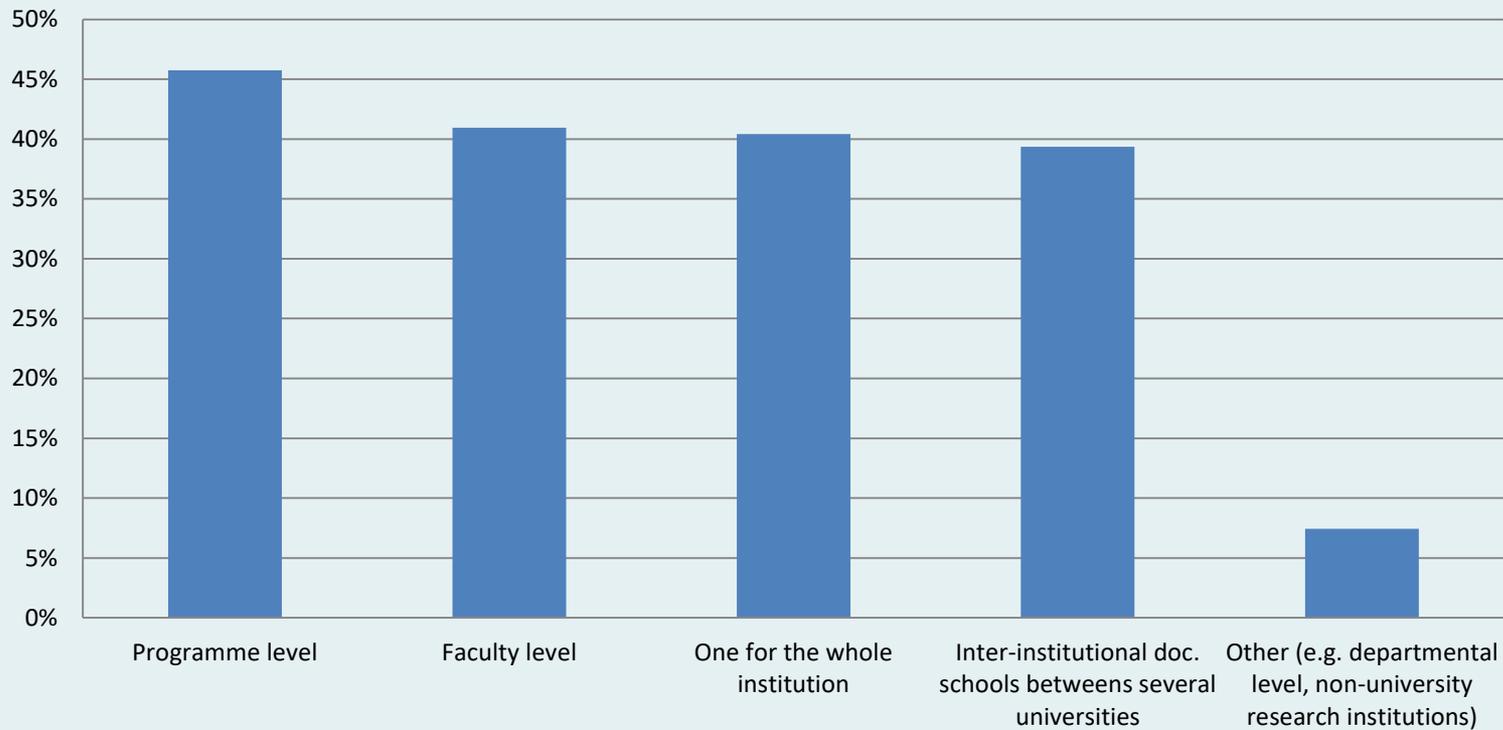
1. University regulation on doctoral education
2. Doctoral education became much more important segment of the university life
3. Quality of doctoral education became better balanced
4. Higher level of satisfaction

The rise of the doctoral school

Universities with doctoral schools



Doctoral Schools

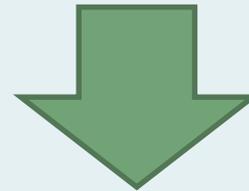


Source: ERA Survey 2013

EUA European Research Area Survey 2013

Phase III

1. Decision on establishing one doctoral school – umbrella doctoral school
2. Development of needed structures, regulations, guidelines
3. Readiness to decrease number of doctoral studies
4. Approval of the Senate



TOP DOWN and BOTOM UP
approach

Managing change processes

Main challenges

- Size of the system, lack of university identity (vs. faculty)
- To develop trust towards university management
- To balance differences among fields and to develop mutual respect and understanding
- To decrease resistance towards change process
- To introduce and to accept new ideas (such as new skills for supervisors, transferable skills courses, institutional role)

Where are we now?

- Senate decision re the establishment of a doctoral school hasn't been activated yet

Nevertheless...

Doctoral Education has changed!

- Institutional role is present
- Quality is monitored
- Data are regularly collected
- Supervisors can attend specially designed courses
- Doctoral days and conferences are organized
- Completion time decreased, number of published paper increased
- University regulation for doctoral education is the key document
- Supporting professional staff gained recognition

*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.*

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

Thank you

