



***Finding common ground in a diverse
landscape
Social responsibility***

***Snježana Prijić-Samaržija,
rector of the Universtiy of Rijeka***

EUA-CDE Annual meeting

***“Excellence through Diversity: Doctoral education in a
globalized world”***

Ljubljana, 7 – 8 June 2018

Overview

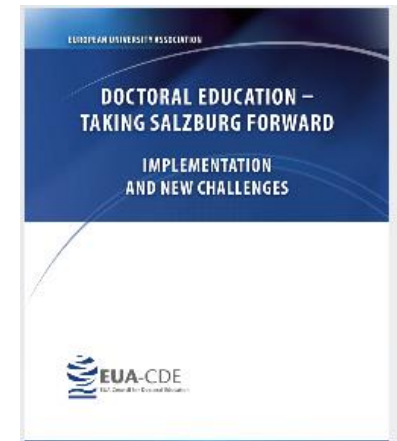
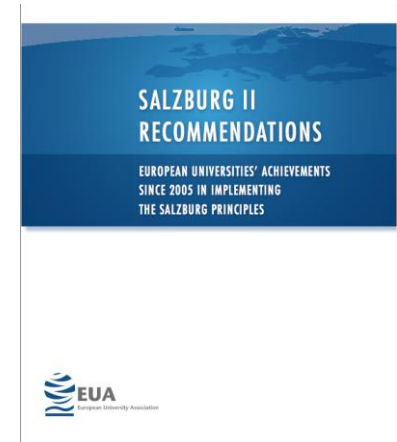
- 1. Principles and new challenges for doctoral education**
- 2. Challenges contextualized (Central, East, South East Europe and/or Western Balkan)**
- 3. Finding common ground for doctoral education: socially responsible universities**



1. PRINCIPLES AND NEW CHALLENGES FOR DOCTORAL EDUCATION

Recommended criteria

- ***Salzburg Principles and Recommendations, 2005 for Doctoral Education – Taking Salzburg Forward, 2016***
 - **Excellence** - high quality research environments and original research are key to the creation of new knowledge
 - **Internationalization and mobility**
 - **Social responsibility** - appropriate professional career development and sensitivity to both social dynamics and the labor marker
 - **Collaboration** - integrated collaborative frameworks (inter-sectoral, interdisciplinary, inter-institutional, etc.)
 - **Appropriate and sustainable funding, institutional support and organization**



New challenges/dilemmas for doctoral education

- Doctoral **supervision** (international, professionalized..)
- **Full-time or part-time** doctoral education
- **Self-funding** (doctoral students removed from campuses and teaching)
- **Professional doctorates** (industrial, medical, or like) vs fundamental-research doctorate
- Doctoral experience as either **individual or mutual, joint and collaborative learning and research**
- **Disciplinary vs interdisciplinary and intersectoral doctorates**
- Doctoral education which prepares students **for academia or for society**

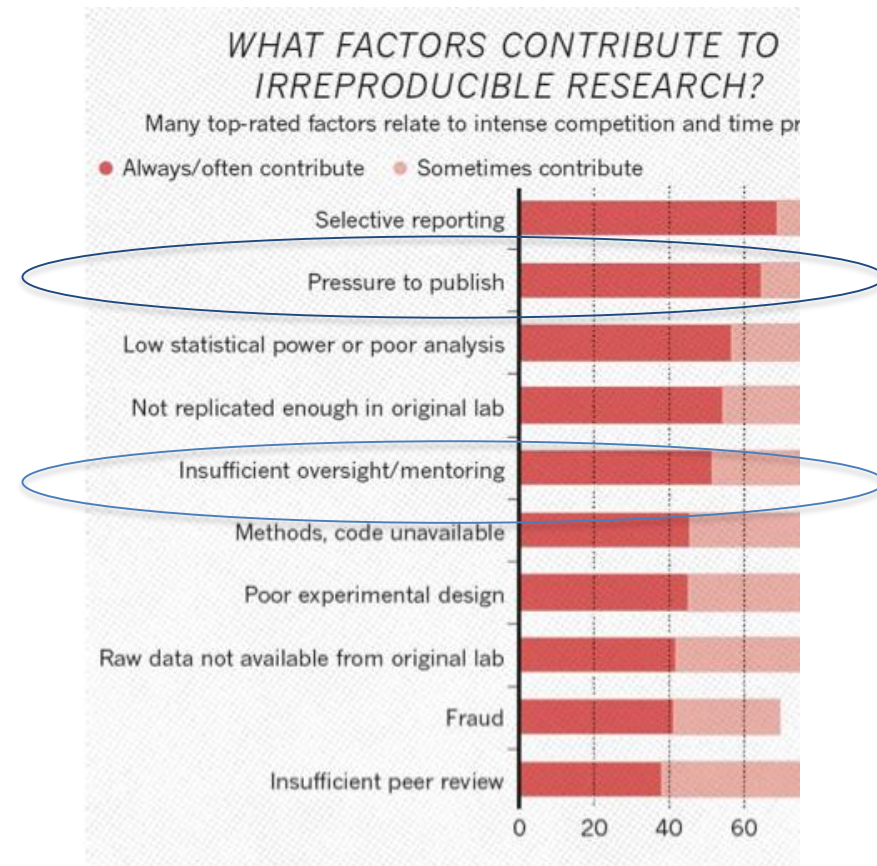
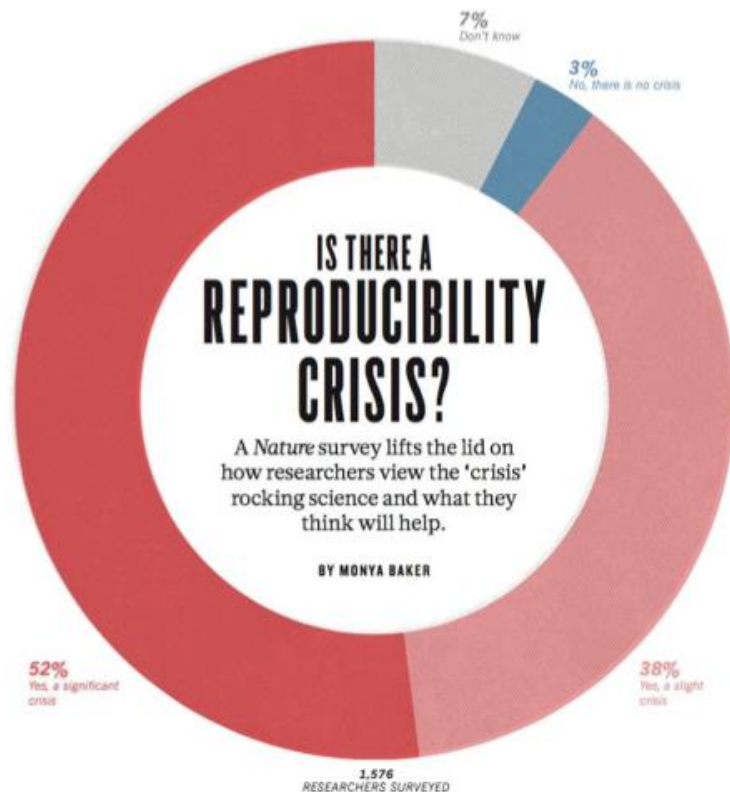
Principal challenges:

- Continuous work on improving research capacities and nurturing new talents
- Globalized and digitalized world
- Engaging with other stakeholders

New dilemmas regarding the research ethos of doctoral education

- Due to strong competition, the ideal of efficient academic work and high levels of pressure in everyday research environments, we are witnessing **new threats to research integrity**:
 - **Reproducibility crises in science**
 - **Publication systems and research misconduct**
 - **Research metrics for assessing quality of research**

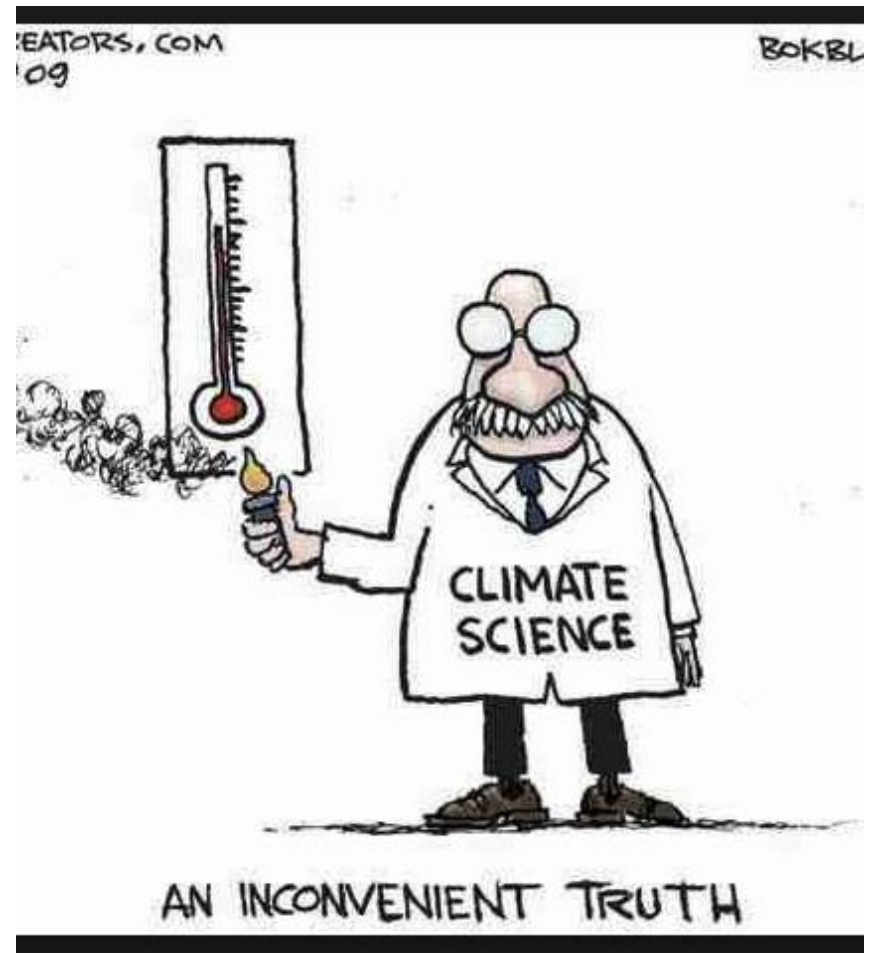
Research results are often neither replicable nor reproducible when studies are repeated



26 MAY 2016 | VOL 533 | NATURE

Research misconduct and publication practices

- Plagiarism, fabrication, falsification and co-authorship
- Publication biases
- Peer review systems
 - The dangerous prospect of reviewers using ideas from proposals for their own purposes



Measuring quality and research: How to decide on appropriate metrics?

- Measuring research quality only in terms of quantitative metrics
 - If an esteemed journal is not a guarantee of quality, then what is?
- Young researchers fear that being completely open and honest in their applications might damage their chances



Symptoms of depression, anxiety and stress are more often found in PhD candidates

PhD candidates experience higher than normal levels of psychological distress, and high-achievers are found to be most at risk

<https://www.timeshighereducation.com/news/high-achieving-phd-candidates-experience-greatest-stress>

High-achieving PhD candidates 'experience greatest stress'

Symptoms of depression, anxiety and stress are more acute for PhD candidates classified as exceeding their schedule

February 16, 2018



By [Sophie Inge](#)
Twitter: [@sophie_inge](#)

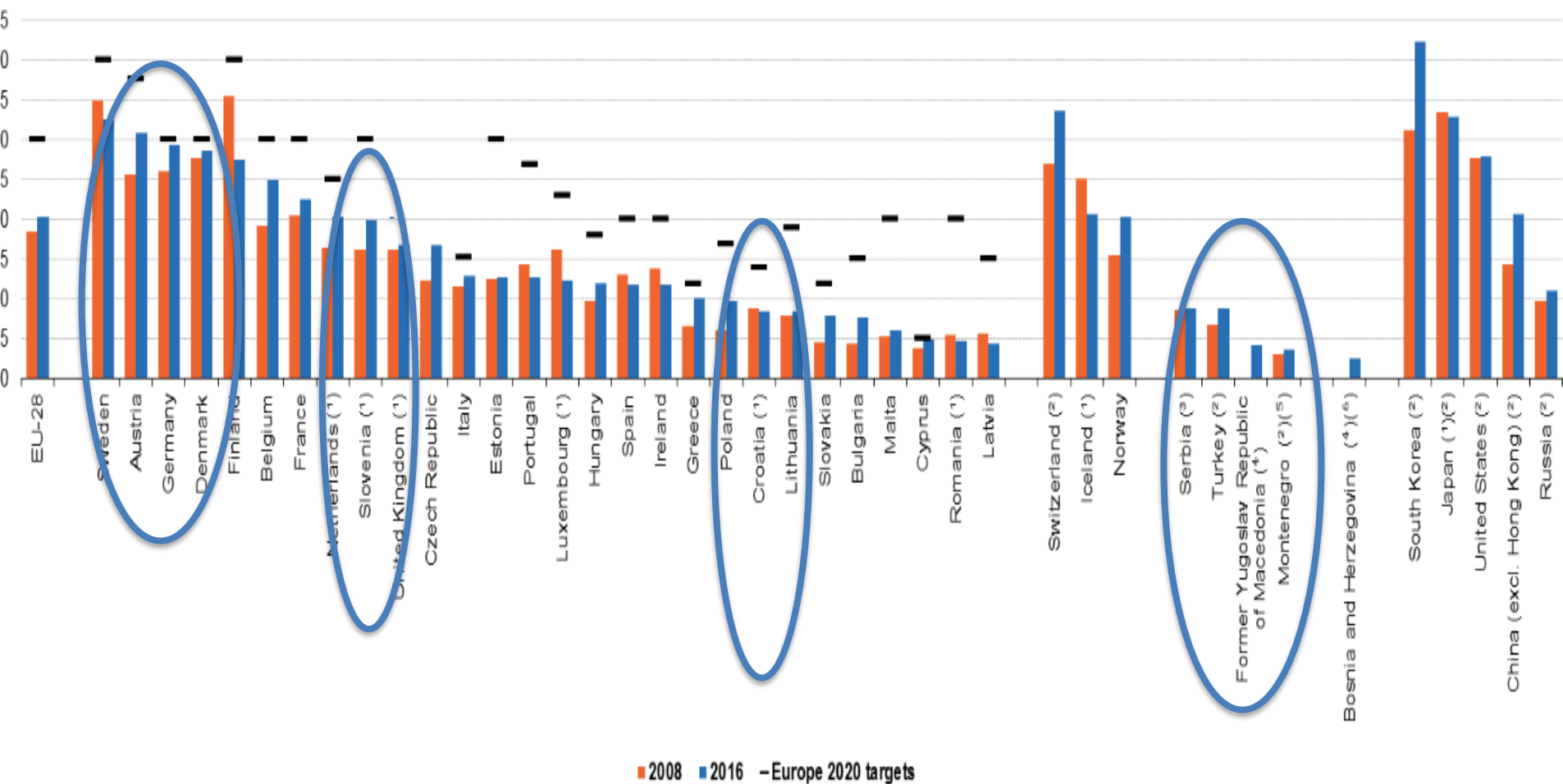


PhD candidates experience higher than normal levels of psychological distress, with high-achievers found to be most at risk, according to an Australian study.



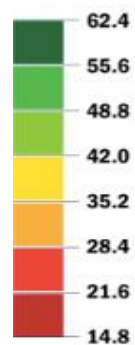
2. CHALLENGES CONTEXTUALIZED

Gross domestic expenditure on R&D, by country, 2008 and 2016
(% of GDP)



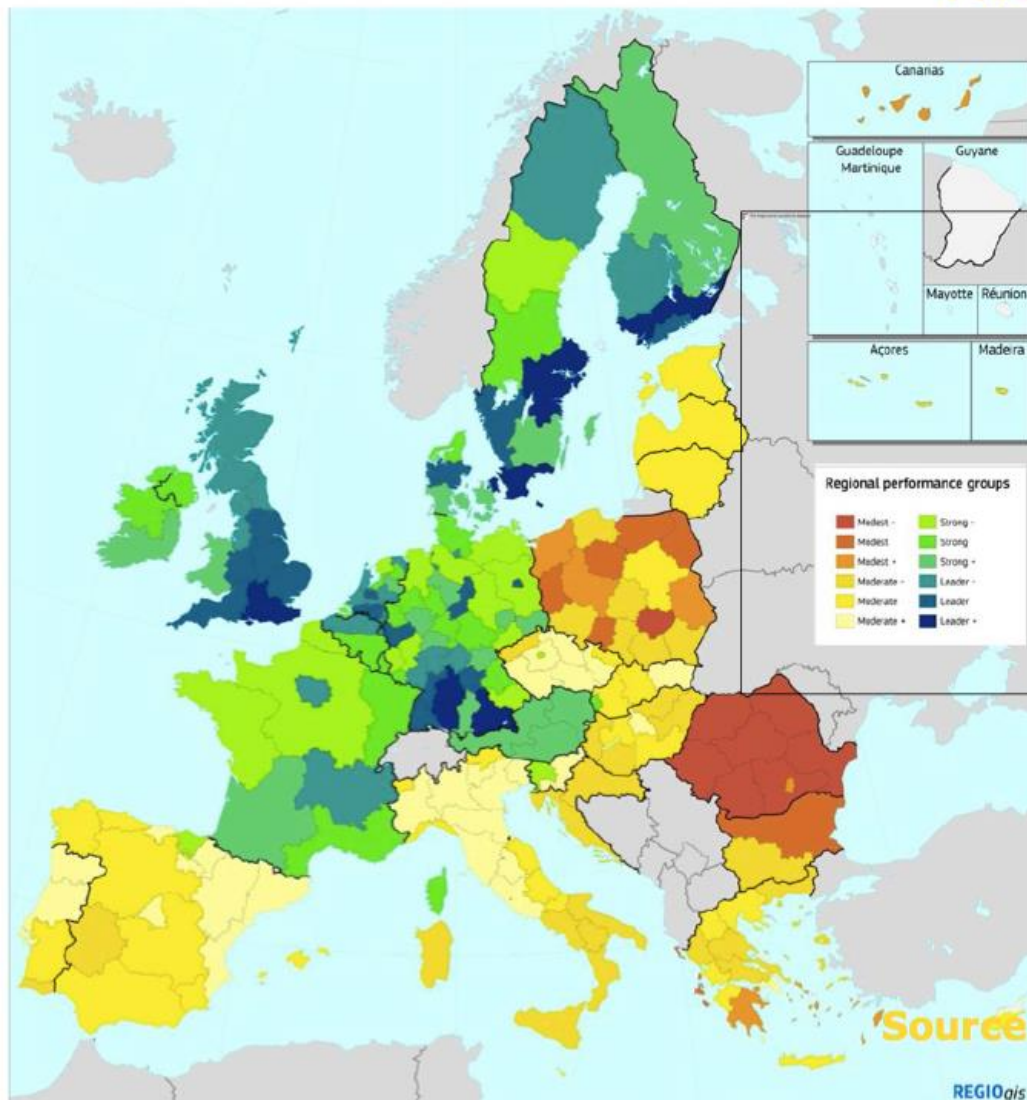


**MEDIAN OVERALL SCORE OF EACH COUNTRY'S
INSTITUTIONS IN THE TOP 800 OF THE WORLD
UNIVERSITY RANKINGS**



timeshighereducation.com

The Innovation Divide in Europe



The innovation divide is a reality

Performance has increased for the EU but not for all Member States

Source: Regional innovation Scoreboard 2017

Barriers to R&I system and Doctoral Education (Central, East and South-East Europe)

- **Appropriate and sustainable financing**
 - Financing is taken for granted – low rate of participation in EU Funds, which are left largely unused
 - Lack of practice and little experience in competing for financing and research talents
 - Generally low focus on R&D in policy and in business;
- **Institutional reforms**
 - Internationalization and openness (linguistic barriers and lack of motivation, little experience in cross-country cooperation)
 - Lack of ambitious research (education-oriented structure of doctoral education, belated introduction of focused research, resistance to integrative frameworks of doctoral schools)

Recommendations for Croatian doctoral education (re-acreditaion of doctoral education)

- ***Regulations and policies***
 - Public policies for **appropriate financing**
 - Public policies for **professional doctoral education**
 - Public policies for **internationalization and mobility**
- ***Research integrity***
 - program for plagiarism
- ***Availability of PhD theses on web sites*** (simple and open access)
- ***Supervision and assessment procedures***
 - Institutional support, transparent procedures, contractual framework, etc.
- ***Introduction of Master of Science*** for candidates who fail to complete their PhD studies within the given timeframe, but still attain some relevant research learning outcomes

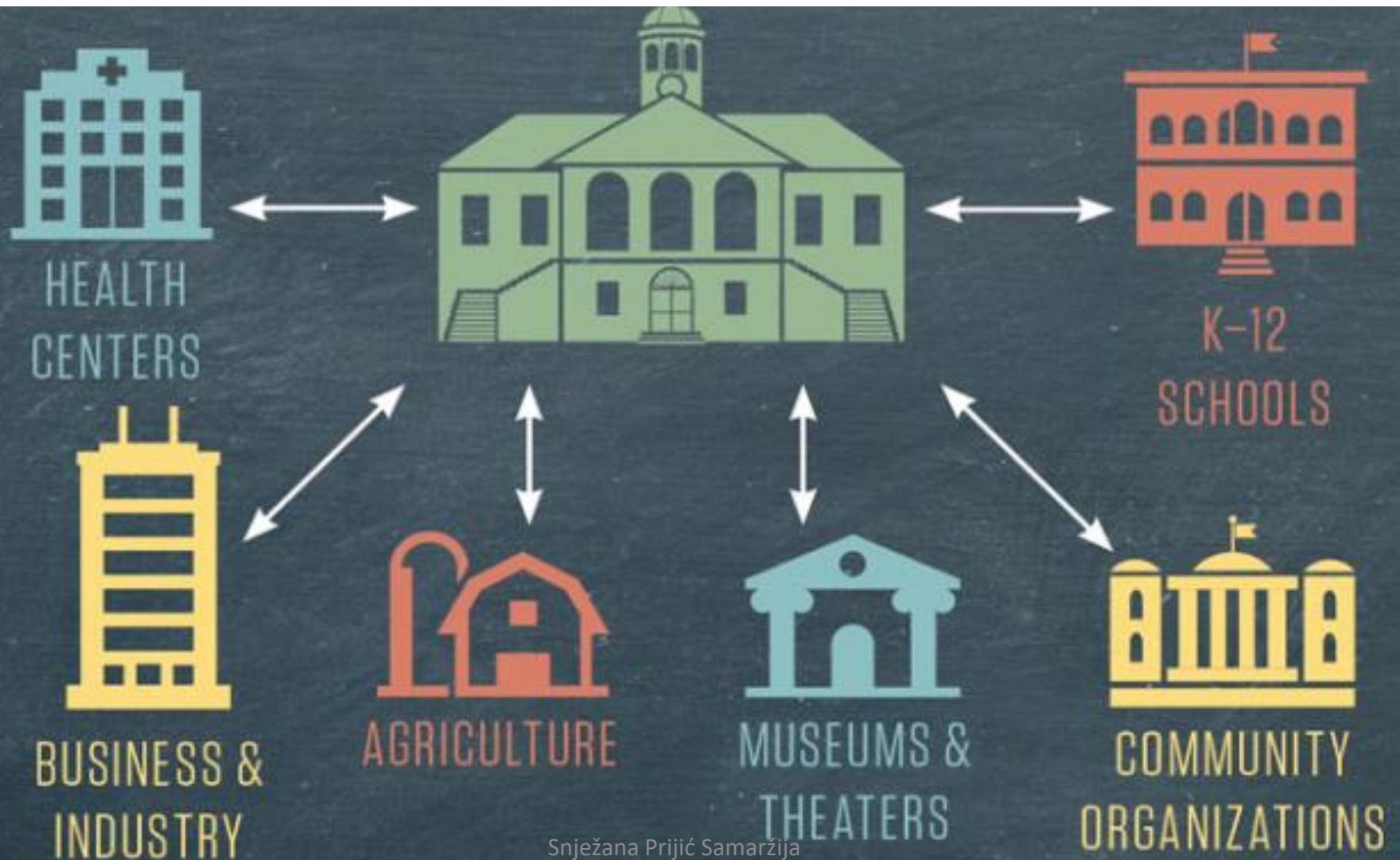
Societal challenges (Western Balkan)

- **Three roles of research and HE institutions**
 - *Protective role* in situations where frozen conflicts still exists
 - *Transformative role* in situations where peace processes are underway
 - *Preventative and developmental role* in peaceful societies



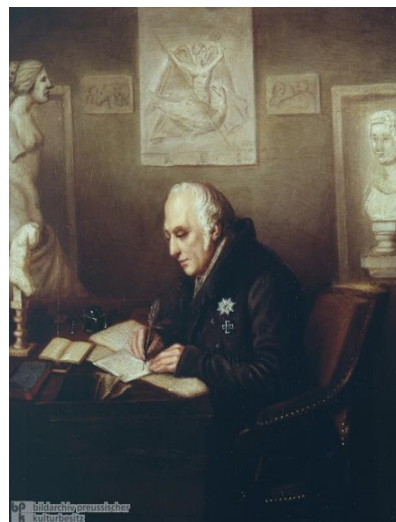
3. FINDING COMMON GROUND: SOCIALLY RESPONSIBLE UNIVERSITIES

Third generation universities: social responsibility reconsidered and extended



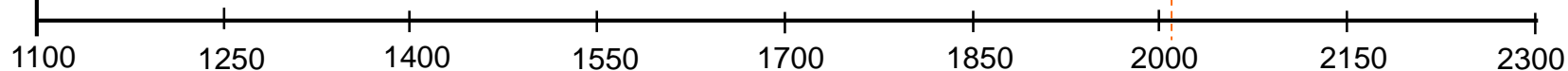


Medieval – I. Generation universities



Humboltian II. Generation universities

Contemporary III. Generation universities





1. Research and education

2. Independent (isolated) institution without formal connections with other social

3. Mono-disciplinary research at the powerful and independent faculties/colleges

4. Elite education for the social elite

5. National universities

1. Applied knowledge, innovations, research and development, social responsibility

2. Open universities and strategic partnerships

3. Trans-disciplinary, intersectoral research at the university/universities and institutes

4. Accesible and intercultural education

5. Cosmopolitan universities

1. Collaboration – European university networks (Paris Communique, May 25th 2018)

- **Cross-disciplinary and cross-border cooperation**
- **Integrated transnational cooperation** in higher education, research and innovation
- Recent EU initiatives on **‘European Universities’** will encourage all of our HE institutions to embrace these new settings
- **Synergies between the EHEA and the ERA**
- **Strengthening the role of higher education in securing a sustainable future for our planet and our societies (...)**



EMPOWERING
EHEA Paris 2018
EUROPE'S YOUTH

Conférence ministérielle européenne
pour l'enseignement supérieur



2. Innovation and Application (transfer of technology and knowledge)

- "Europe's universities need urgent renewal (..) **Strong non-disciplinary collaborations between universities and industry** should become the rule and not the exception.
- A clearly- defined 'European university' label could reward research and higher education institutions which actively and successfully promote **open science, open innovation and openness to the world (...)** (p.13)



3. Regional Innovation Impact

- The European Union has launched the concept (and funding) for conducting 'responsible research and innovation', which includes the concept of public engagement

Competiveness Council, 2014;
Renewed Agenda for the
Modernisation of Higher
Education (COM, 2017)



JRC SCIENCE FOR POLICY REPORT

**A Regional Innovation Impact
Assessment Framework for universities**

Koen Jonkers¹, Robert Tijssen², Athina Karvounaraki¹, Xabier Goenaga¹

**JRC Discussion Paper
Joint Research Centre, Brussels
January 2018**

4. Smart specialization: effective social transformation requires clear priorities

- The smart specialization methodology should be applied when designing and implementing strategies of innovation
 - The S3 Platform assists EU countries and regions in developing, implementing and reviewing their Research and Innovation Strategies for Smart Specialization (RIS3)
 - A S3 should prioritize domains, areas and economic activities where regions or countries have a competitive advantage, or demonstrate **potential to generate knowledge-driven growth and bring about the economic transformation needed to tackle the major and most urgent challenges for society** and both natural and built environments



SMART SPECIALISATION PLATFORM



5. Research ethos

- Transitions to third-generation universities imply the necessity of transitioning to third-generation doctoral education
 - Importance of embracing the highest level of research integrity and of continuously rethinking the current conditions of providing education and producing knowledge, in order to remain/become an engaged and responsible institution

Common ground for doctoral education: beyond the dichotomies

- Excellence **through** diversity
- Research efficiency **through** social engagement
- Fundamental **and** applied research
- Academic success **and** academic values
- Competition **and** social cohesion (openness and trust)
- Quantitative research metrics **and** responsible qualitative research metrics



Thank you for your attention

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