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## Doctoral Studies in Serbia (EHEA) - A Road to Success or A Dead-end



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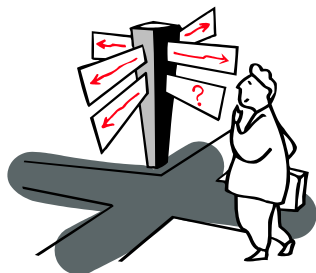
# Outline



Doctoral studies - latecomer to Bologna



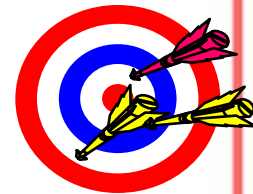
ERA v.s. EHEA - Union or Intersection



The case of Serbia - past influencing the future



# The original Bologna process - aiming at?



The most intriguing fact about the Bologna Declaration

- Upheaval of protests from the united academic community around Europe

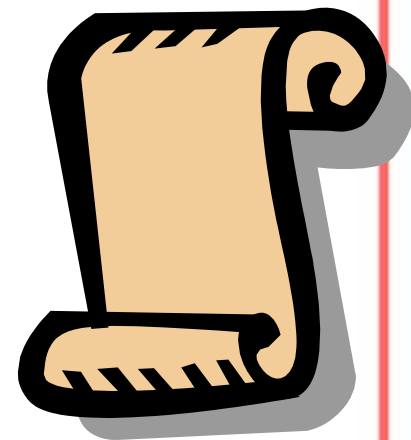


Yet,

even a cursory glance at the Bologna Declaration reveals that it is a rather "empty" paper

It points out

- Governments dissatisfaction with the undergraduate HE system
- Absence of clear concept what should be done (and how)



Keyword: UNDERGRADUATE



# Why focusing on undergraduate studies?



Massification especially at the undergraduate level combined with the excessively long average study time ⇒

2 cycle system, with request for clear competencies (employability) after the first one

Employability within the enlarging EU ⇒

ECTS as the common currency, transparency of the degrees

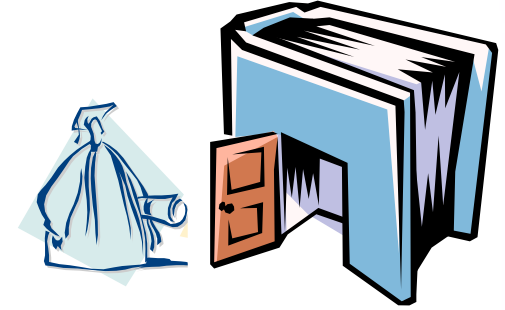
Keyword: EHEA - COINED IN PRAGUE (2001)

- Extensive discussions on Master degree
- No mention of research (!) -

Was it really forgotten or the existing university system in Europe was not perceived as transforming (as a whole) to the "research university system"?



# Doctoral studies enter the scene



Berlin 2003 - 4 years delay

Berlin Communiqué - "Additional actions"

*European Higher Education Area and European Research Area  
- two pillars of the knowledge based society*

Conscious of the need to promote closer links between the EHEA and the ERA in a Europe of Knowledge, and of the importance of research as an integral part of higher education across Europe, Ministers consider it necessary to go beyond the present focus on two main cycles of higher education **to include the doctoral level as the third cycle in the Bologna Process.**

They emphasized the importance of research and research training and the **promotion of interdisciplinarity** in maintaining and improving the quality of higher education and in enhancing the competitiveness of European higher education more generally



# Doctoral studies - adopted documents



Contrary to bachelor and master studies which have been extensively discussed (Tuning project 2 phases, and a number of seminars) involving large group of universities

The doctoral study folder is rather slim

"*Ten basic principles for Doctoral (PhD) Programmes*" (Salzburg, 3-5 February 2005)

The only document that can be found on the EUA Bologna web site

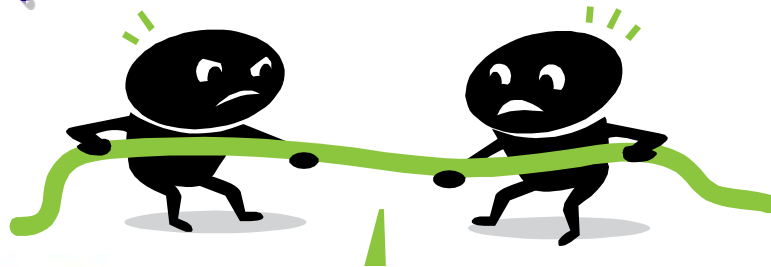
<http://www.eua.be/bologna-universities-reform/bologna-basics/bologna-an-overview-of-the-main-elements/>



# ERA v.s. EHEA



Possible hints (which seem to have been overlooked)?



# First mention of ERA

## *Towards a European research area*

Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions - COM(2000) 6

**Abstract:** The European Union's overall research effort, both in the private and public sector, has been steadily declining for 10 years. The gap is widening in relation to the United States and Japan. To tackle the problem, the European Commission has issued a Communication paving the way towards a European research area.

The main action lines to achieve this goal will be:

- Creation of frontier-free area for research to create jobs and increase Europe's competitiveness;
- Better use of financial instruments and resources to encourage investments in research and innovation;
- Promotion of human resources mobility in research, particularly with regards to women and young people.

**Not any reference to universities or doctoral studies**





# Further discussions on ERA

*More Research for Europe Towards 3% of GDP,*  
Communication From The Commission, COM(2002) 499

**Focus on R&D in general**

*The role of the universities in the Europe of knowledge*  
Communication From The Commission, Brussels, COM(2003) 58

"This Communication seeks to start a debate on the role of Universities (all HE establishments including, for example, the "Fachhochschulen", the "polytechnics" and the "Grandes Ecoles") within the knowledge society and economy in Europe and on the conditions under which they will be able to effectively play that role"

"Today the trend is away from these models (Humboldt university), and towards greater differentiation.

This results in the emergence of more specialised institutions concentrating on a core of specific competences when it comes to research and teaching and/or on certain dimensions of their activities, e.g. their integration within a strategy of regional development through adult education/training"



# Further discussions on ERA

*The role of the universities in the Europe of knowledge*  
Communication From The Commission, COM(2003) 58

## Introduction of figures

There are approximately 4 000 HE establishments in Europe as a whole, By way of comparison (in the footnote), there are over 4 000 HE establishments in the USA, 550 of them issuing doctorates, and 125 identified as "research universities". Of these, some 50 account for the lion's share of American academic research capacity, public funding in support of university research and the country's Nobel prizes for science

## Introduction of centers of excellence

Need to identify the areas in which different universities have attained, or can reasonably be expected to attain, the excellence judged to be essential at European or at international level - and to focus on them funds to support academic research.

This type of policy would make it possible to obtain appropriate quality at national level in certain areas, while ensuring excellence at the European level, as no Member State is capable of achieving excellence in all areas



# Further discussions on ERA

*Mobilising the brainpower of Europe: enabling universities to make their full contribution to the Lisbon Strategy*

Communication From The Commission, COM(2005) 152

"Europe must strengthen the three poles of its knowledge triangle: education, research and innovation. Universities are essential in all three"

## Analysis clearly separates

- HE aspects
- Research aspects

"The forthcoming Action Plan on University-based Research (a twin document to the present Communication) will deal with the research dimension of universities" –

**never went beyond forum discussions**

The Commission aims to respond to the call to invest more efforts and money in outstanding quality...

Specific support may be envisaged for joint or "European" doctorates and for quality assurance or accreditation at doctoral level



# Further discussions on ERA

GREEN PAPER The European Research Area: New Perspectives  
Communication From The Commission, COM(2007) 161

In any of the documents not a single reference to EHEA

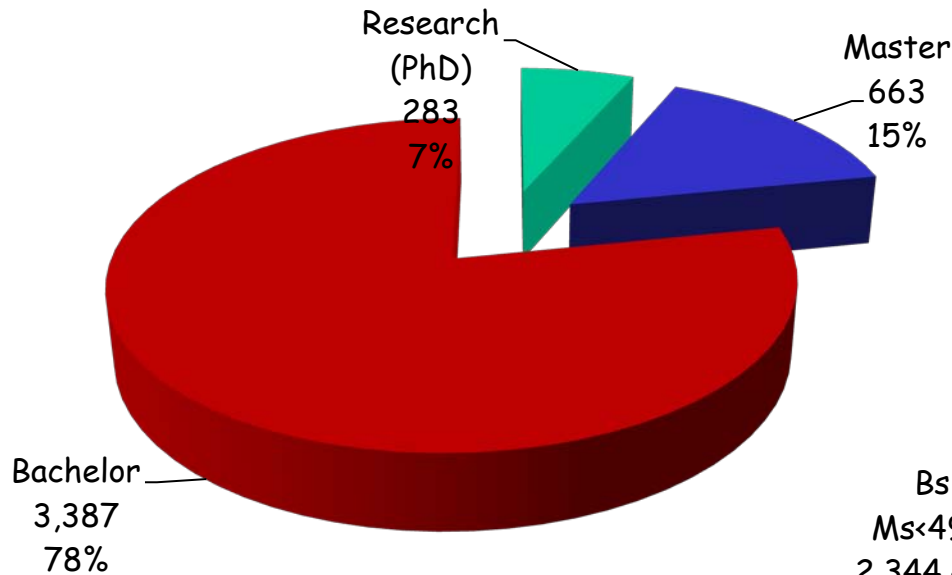
In the mean time we witnessed establishment of

- European Scientific Council
- European Institute of Technology

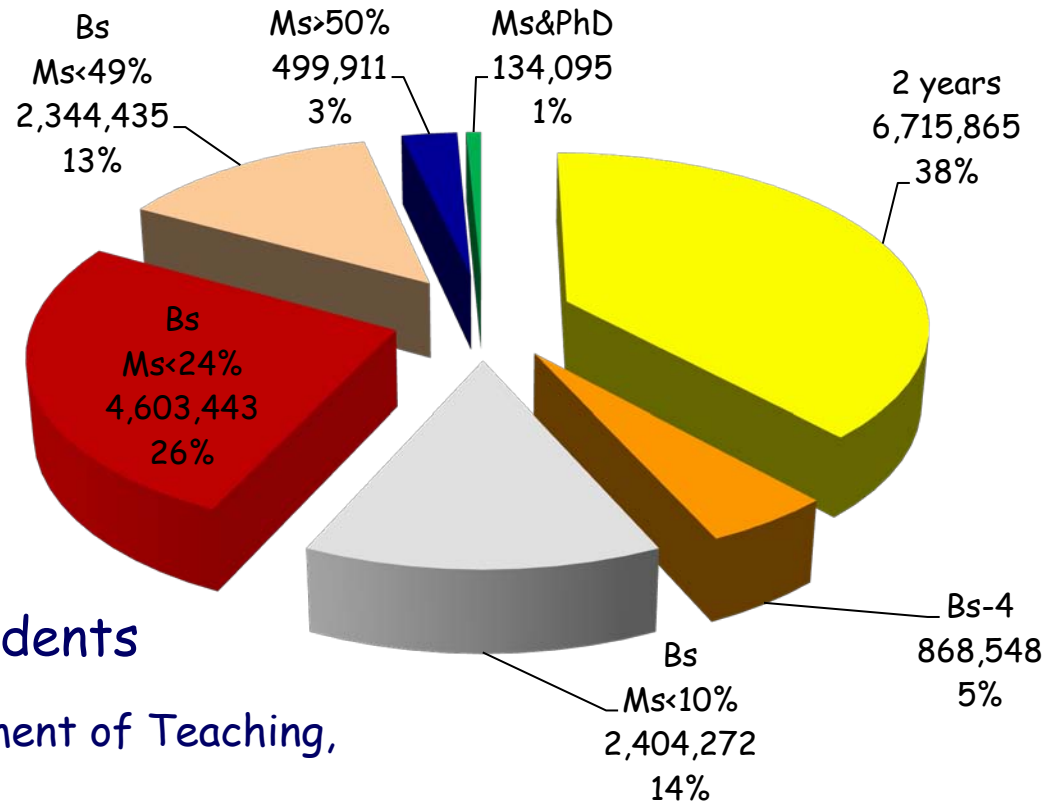


# The notion of research university

## US classification of universities (Carnegie Foundation)

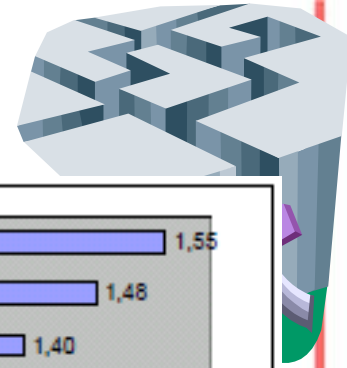


Distribution of universities



Distribution of students

# The notion of research universities sneaking in EU?



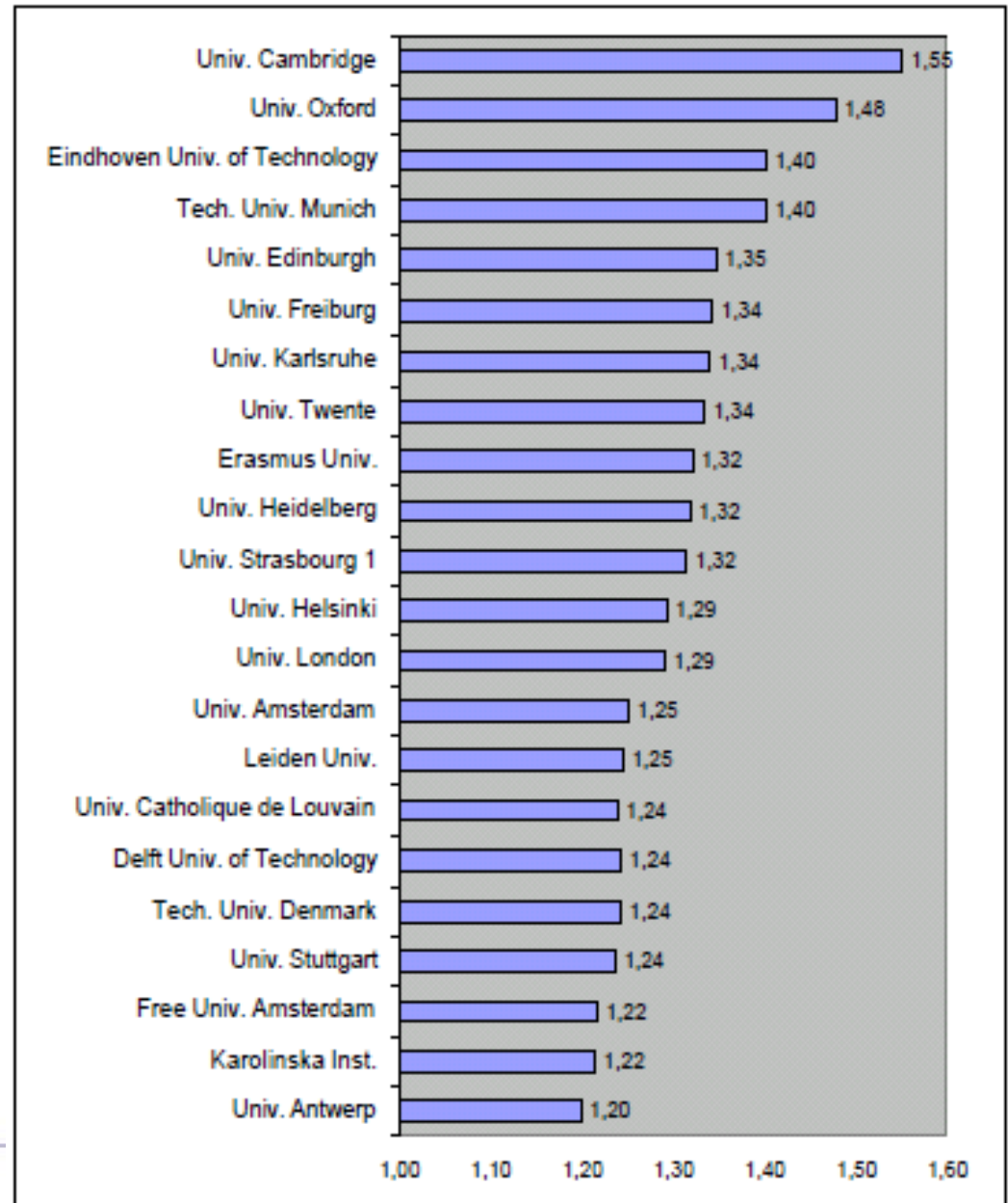
*DOWNSIZING AND  
SPECIALISING:*

*THE UNIVERSITY MODEL FOR  
THE 21ST CENTURY?*

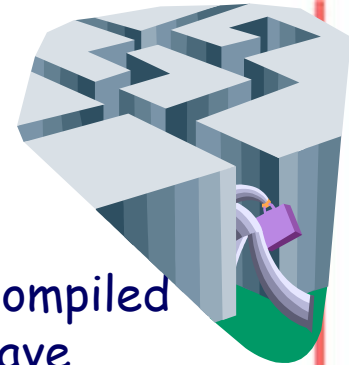
Third European Report on  
Science & Technology  
Indicators 2003

*Towards a knowledge-based  
economy*

A pan-European perspective -  
all the universities that  
achieve citation impact scores  
that rank above the world  
average (22)



# The notion of research universities sneaking in EU



## *ERAWATCH report October 2009*

The top research universities in Europe were selected from a list compiled by CWTS in the ASSIST project, applying the following criteria: have published above the threshold of 5000 articles with an average impact in the fields above 0.50. The resulting list has a total of 171 universities from 21 countries, 17 of them are member states and 4 are from associated countries

- More than 40% of these top 171 research universities are among the top 200 world universities according to the 2008 Times Higher Education (THE) ranking.
- 112 of these top 171 research universities are among the top 123 European Universities according to the 2007 Academic Ranking of World Universities (ARWU) ranking (also known as the 'Shanghai' ranking).



# Top European research universities by country and scientific production

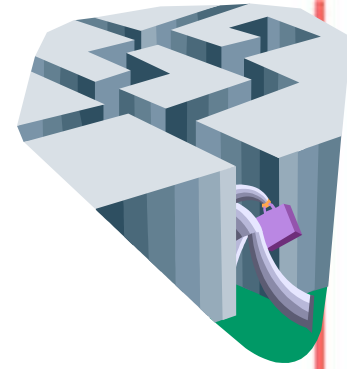
Table 5- Share of top European research universities in national scientific production

Country	No. of universities	% of Top	SCIENTIFIC PRODUCTION 2000-2006	
			No. of publications	Share of national scientific production (%)
Germany	35	20	348469	54
United Kingdom	32	19	401967	58
Italy	18	11	180032	53
France	14	8	136921	30
Netherlands	11	6	144759	73
Spain	10	6	93493	37
Sweden	10	6	115579	78
Belgium	7	4	73883	67
Switzerland	7	4	85071	60
Finland	5	3	43804	60
Austria	4	2	37025	49
Denmark	4	2	52149	67
Norway	3	2	27023	50
Greece	2	1	19364	31
Poland	2	1	12877	11
Portugal	2	1	12100	27
Croatia	1	1	5806	43
Czech Republic	1	1	10148	21
Ireland	1	1	5914	19
Slovenia	1	1	9306	56
Turkey	1	1	7145	7
Bulgaria	0	0	0	0
Cyprus	0	0	0	0
Estonia	0	0	0	0
Hungary	0	0	0	0
Latvia	0	0	0	0
Lithuania	0	0	0	0
Luxembourg	0	0	0	0
Malta	0	0	0	0
Romania	0	0	0	0
Slovakia	0	0	0	0
<b>Total</b>	<b>171</b>	<b>100</b>	<b>0</b>	<b>0</b>





# Consequences?



Remain to be seen! Yet,

Present day facts

- US introduced classification in the 1980s
- China put forward a strategy to develop one research university in each province
- Europe is adopting bachelor level as an expected minimum of education, still neither EHEA nor ERA opened discussion about the possible types of future universities

One historical reminder

- By the end of 16<sup>th</sup> century when secondary education was adopted more than half of then existing universities had become secondary schools

Should this ring a bell?



# The case of Serbia - past

≈ 1970 - 2005

Docto-  
rate  
inderte-  
minate

Employable  
research  
(funded by state  
and army)

Second  
degree  
2 years

Never decided  
what for?

First  
degree  
5 years

Employable -  
readily joined  
work forces

For some reason there are no data  
on websites

I was able to establish the  
following figures

- University of Belgrade, 1905 (?) - 2008 -
  - Total **12,161**
  - Average per year (last years) **350**
- University of Novi Sad, 1960 - 18.12.2009
  - Total **2,985**
- University of Niš and Kragujevac
  - estimate: not exceeding **3,000**

**Total ever in Serbia  
less then 20,000**

# The case of Serbia - present data

Docto-  
rate  
3-4 years

Missing  
discussion, hence  
no outcomes

Second  
degree  
2-1 years

Expected to join  
work force yet  
no outcomes

First  
degree  
3-4 years

No idea ⇒  
no outcomes

## □ Legal provision

An HE establishment can have a status of a university only if it offers all three level of studies

## □ Known facts

At present Serbia has

7 state universities

(Belgrade has a separate Art university)

3 (4) private universities -  
no clear data

Calls are separated for each faculty (summation can be done by hand)

# The case of Serbia - What (if any) is indicated by the figures?

- University of Belgrade  
Total for 2009/10 - 1496 -  
one eight of those who were promoted within the last hundred years
  
- University of Novi Sad  
Total for 2009/10 - 415  
one sixth of those who were promoted within the last fifty years
  
- Illustrative examples - academic year 2009/10
  - Faculty of Law, Belgrade Uni  
74 professors, 150 doctoral students (800 doctors in 65 years)
  - Faculty of Philology, Belgrade Uni  
125 professors, 150 doctoral students
  - Faculty of Philosophy, Belgrade Uni  
174 professors, 135 doctoral students (department for History 30!)



# The case of Serbia - additional data & personal opinion

❑ Most doctoral programs are monodisciplinary; in addition typically program structure implies vertical mobility within the same discipline -  
How this relates to the BA-MA-DO structure from Prague?



❑ Funding is unresolved; most students have to be fully employed ⇒  
no regular classes, no direct research within the existing projects... -

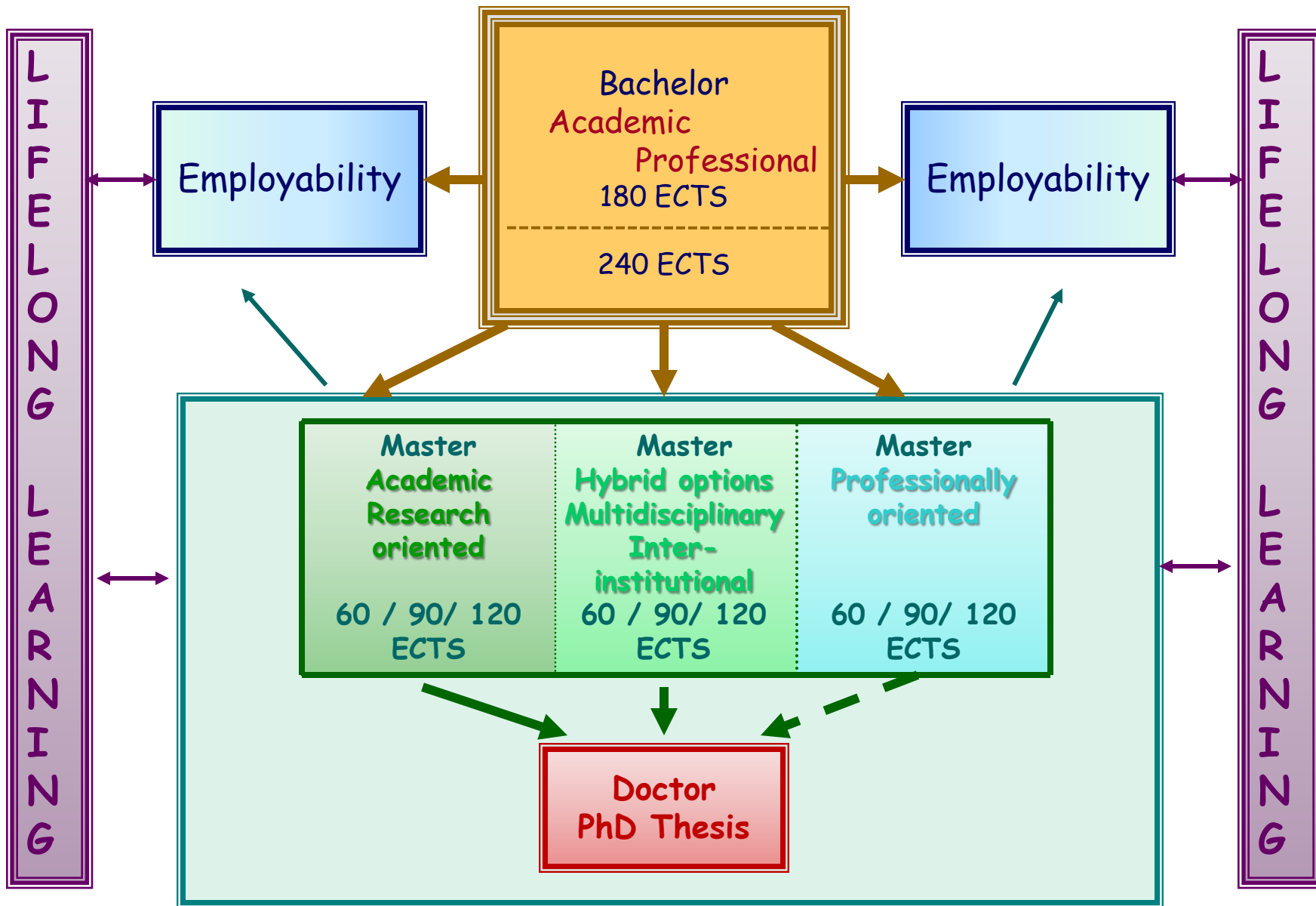
No possible reference to the "*Ten basic principles for Doctoral (PhD) Programmes*"

❑ National qualification framework is being developed for the last two years (starting to resemble the well known epic poem "Building the city Skadar on river Bojana"); moreover it is covered with the veil of mystery -

Academic community is not included (apart from officials), it might have been productive if we had spent those last two years carefully analyzing possible interpretations of EU QF within different disciplines (mini Tuning on national level or something similar)



# The BA-MA-DO Structure



# The case of Serbia - Heading where?



- ❑ I wish I knew the answer, but the fact that we start to look at it is extremely promising
- ❑ Comfort (as well as discomfort) come from the fact that we are not alone facing this problem
- ❑ It is high time to decide which types of universities Europe will be ready to support so that everybody can adopt clear and sustainable mission
- ❑ **It seems that Rectors Conferences throughout Europe should take the responsibility to clarify this issue within the EHEA and ERA**

