



***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

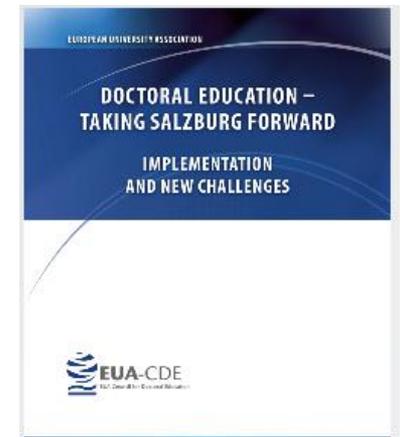
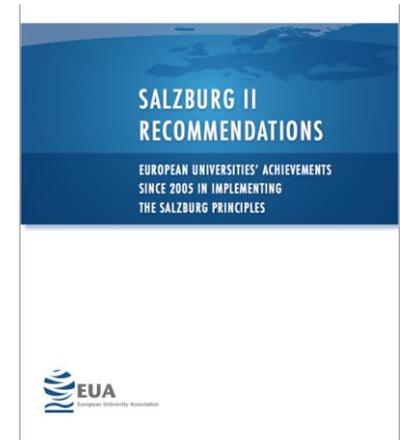
- 1. Principles and new challenges for doctoral education**
- 2. Challenges contextualized (Central, East, South East Europe and/or Western Balkan)**
- 3. Finding common ground for doctoral education: socially responsible universities**



# **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 market
  - **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**

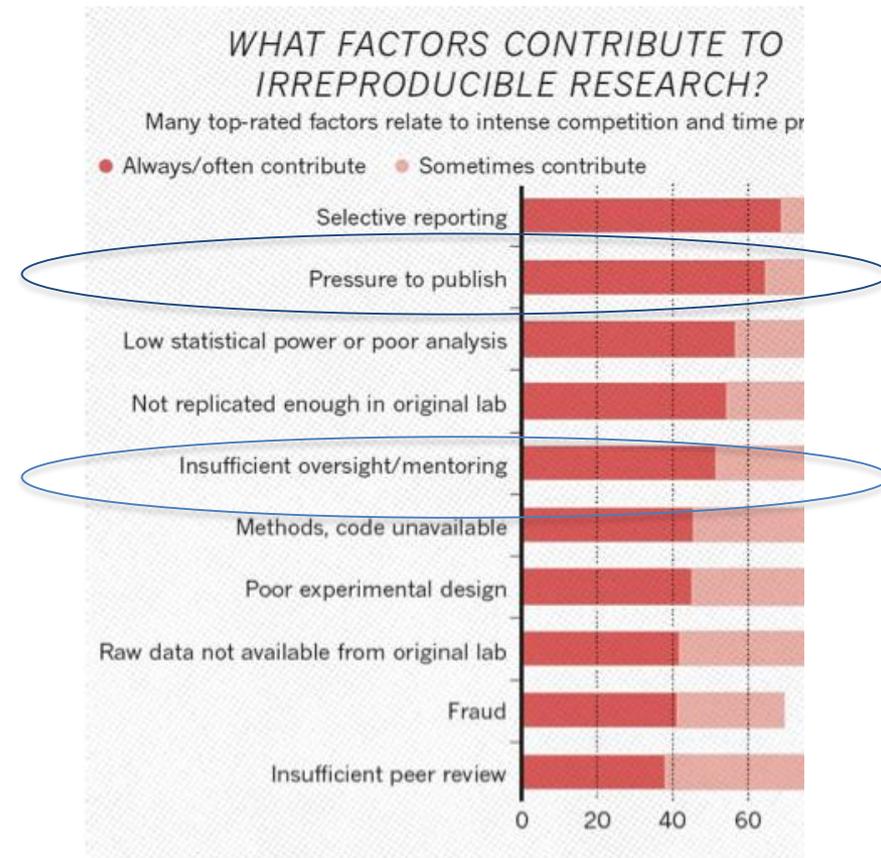
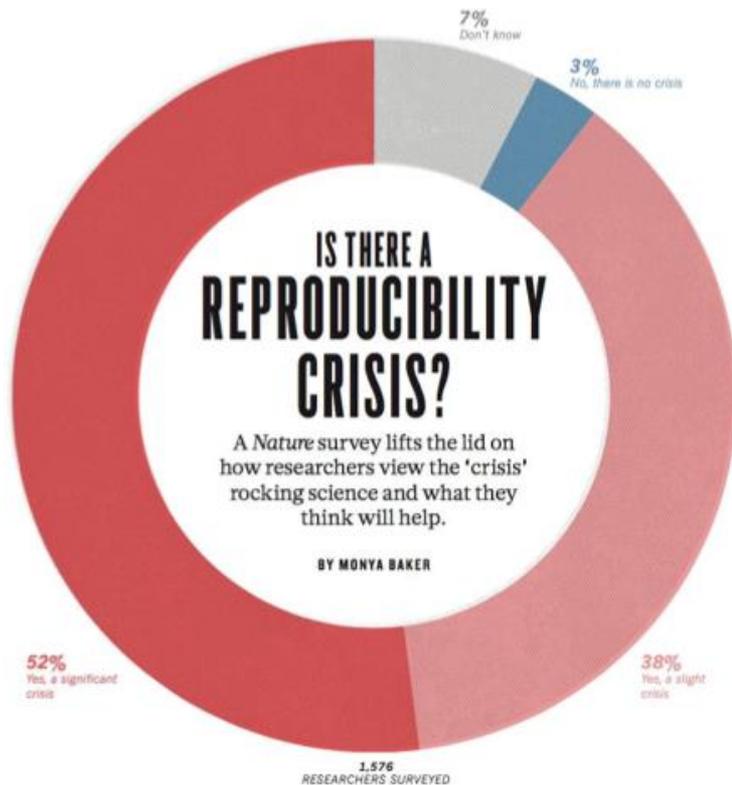
## Principal challenges:

- 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**

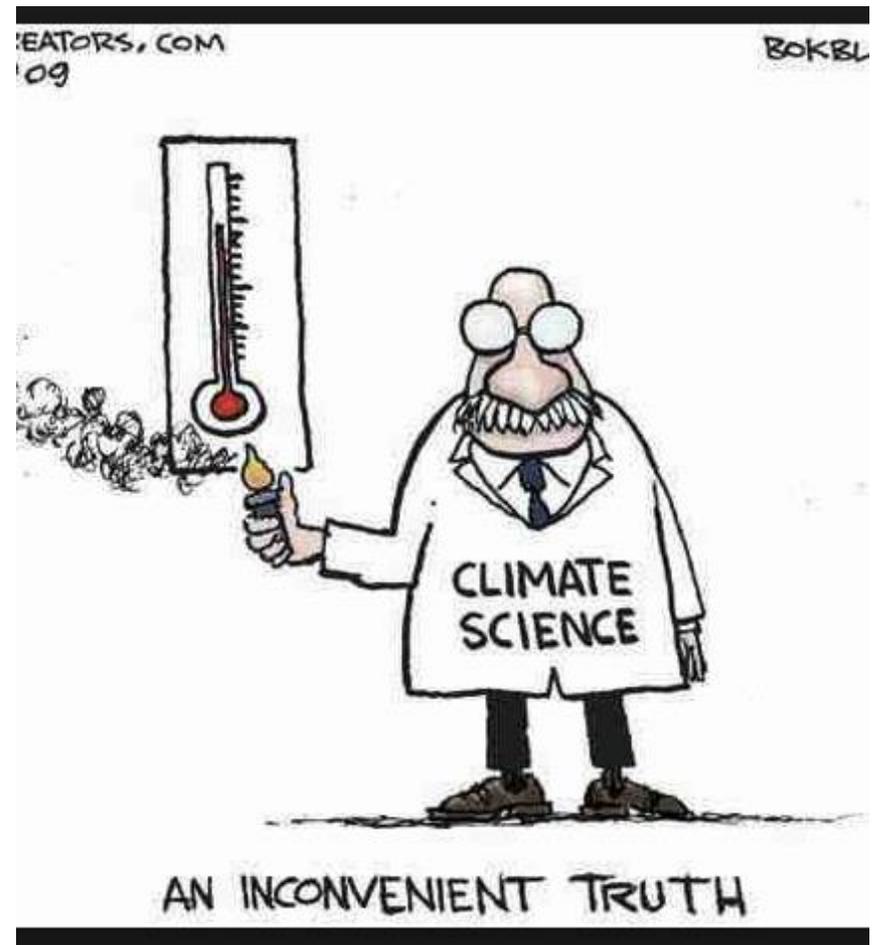
# Research results are often neither replicable nor reproducible when studies are repeated



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](#)

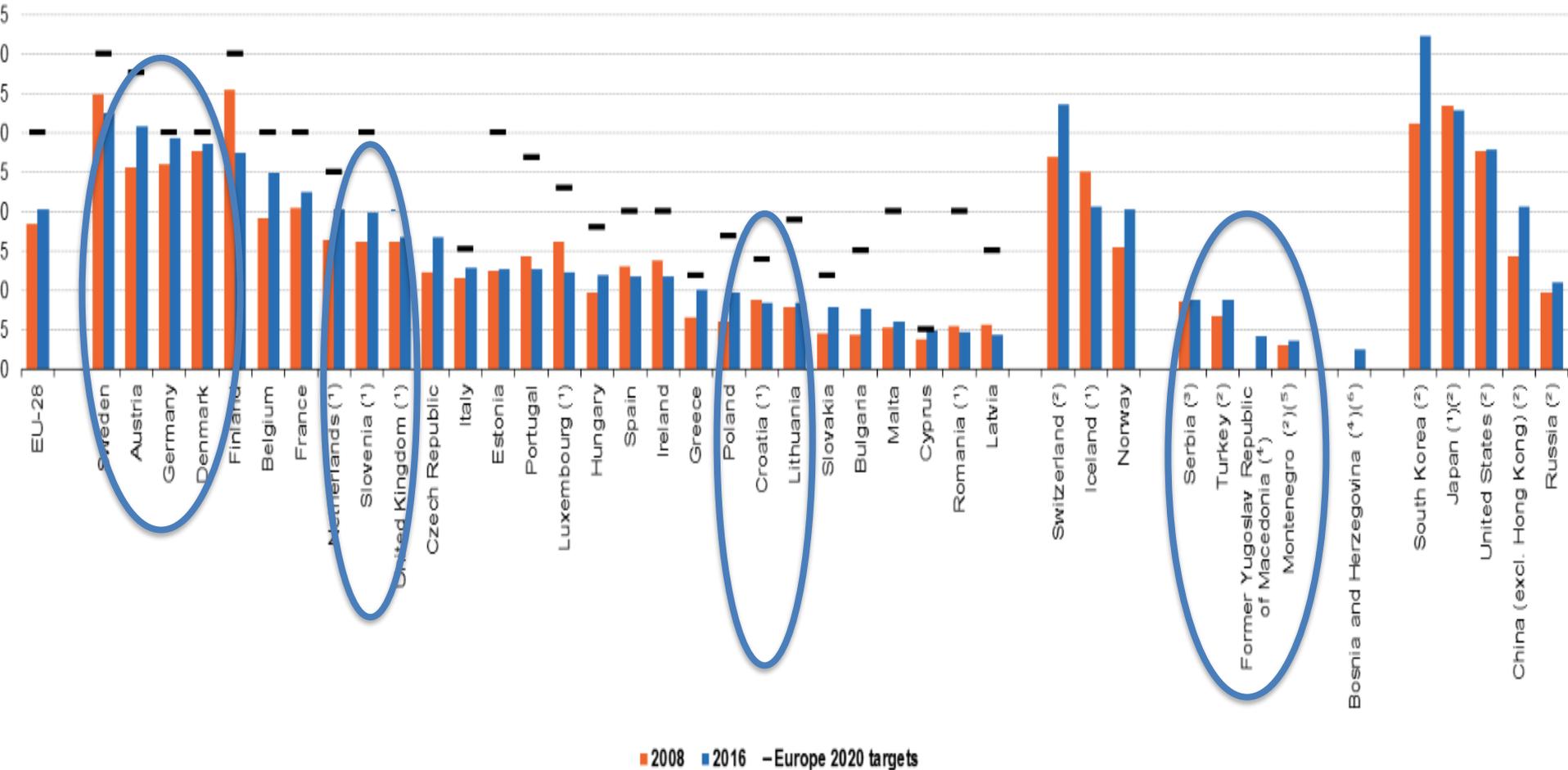


PhD candidates experience higher than normal levels of psychological distress, with high-achievers found to be most at risk, according to an Australian study.

UNIRI

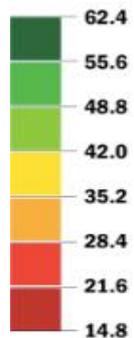
## 2. CHALLENGES CONTEXTUALIZED

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

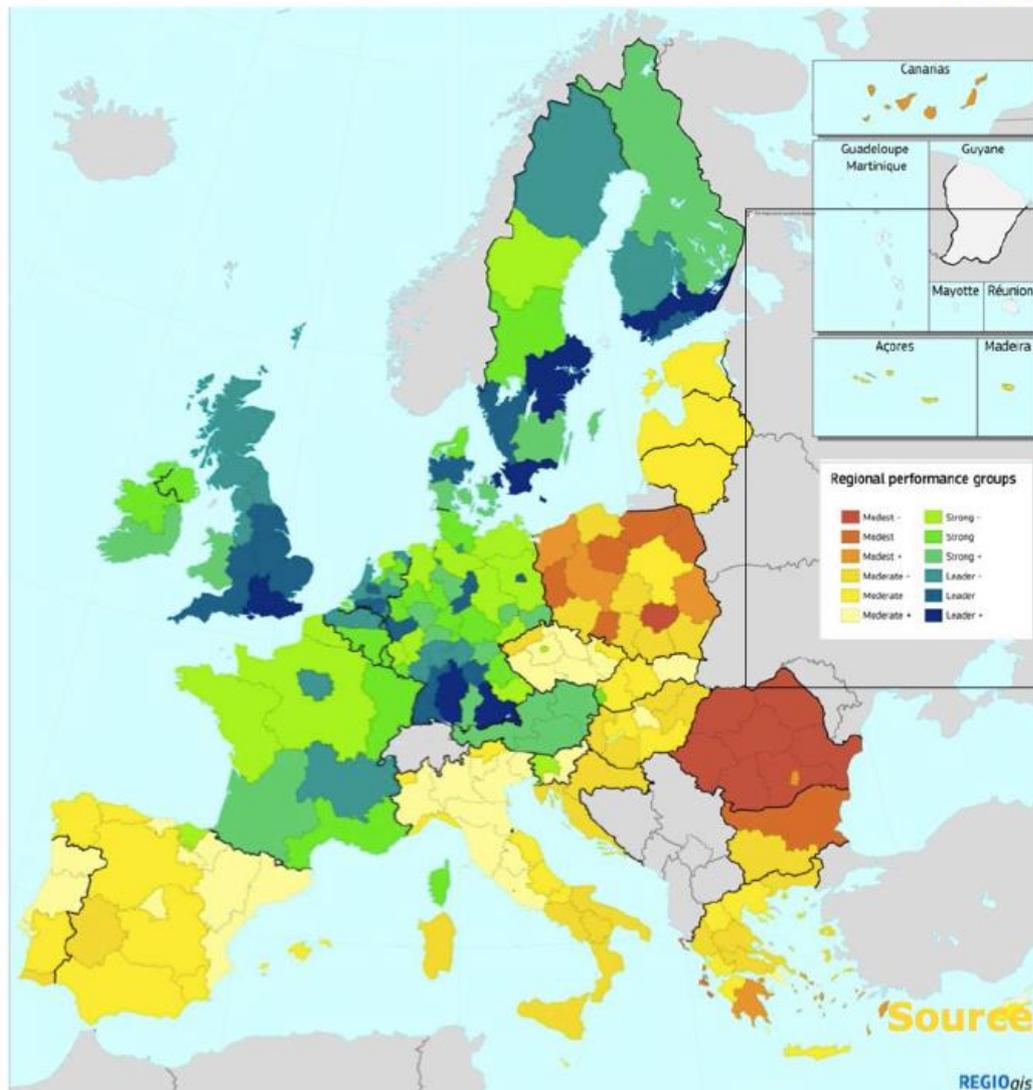




### MEDIAN OVERALL SCORE OF EACH COUNTRY'S INSTITUTIONS IN THE TOP 800 OF THE WORLD UNIVERSITY RANKINGS



# 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

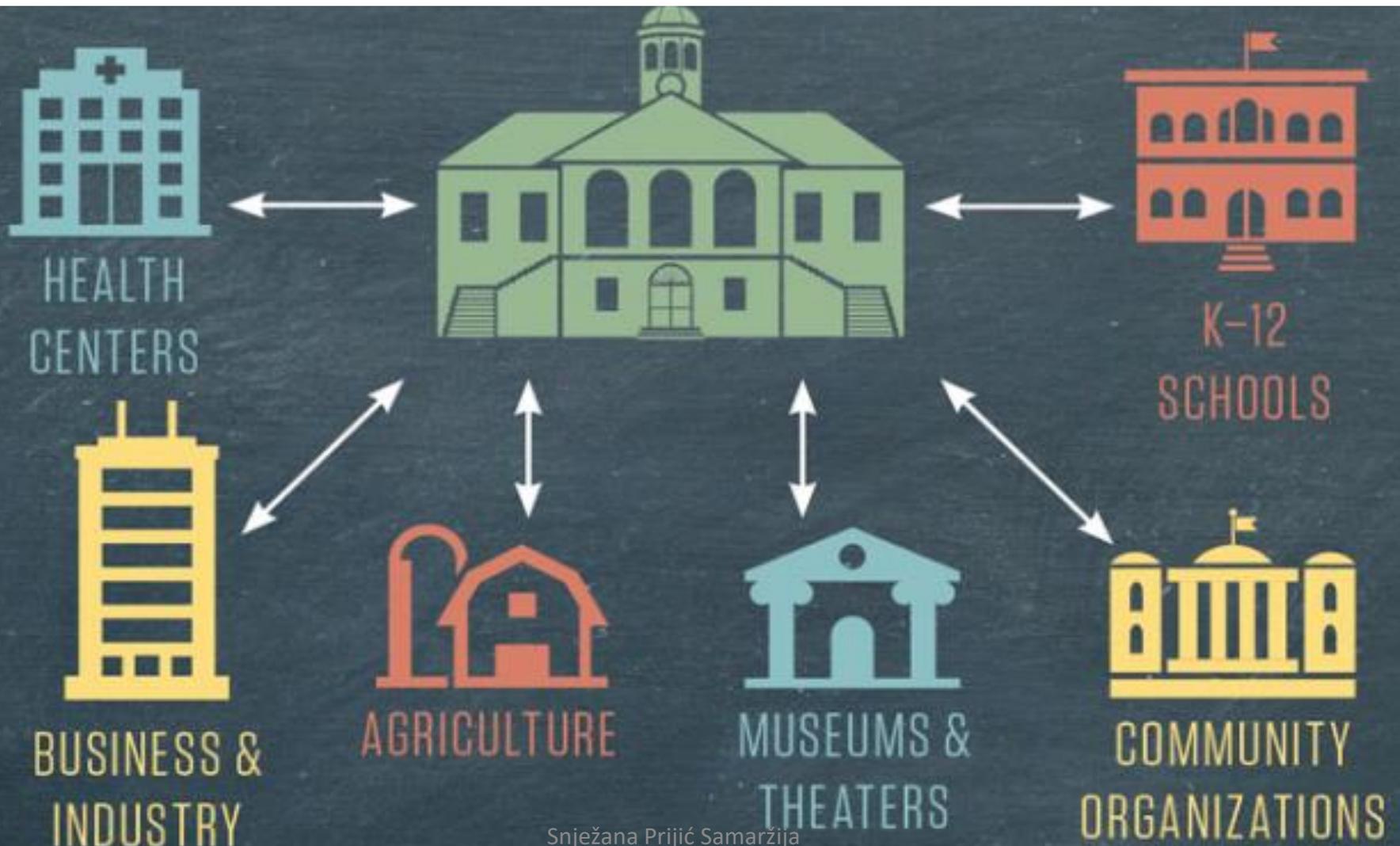
# Societal challenges (Western Balkan)

- **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



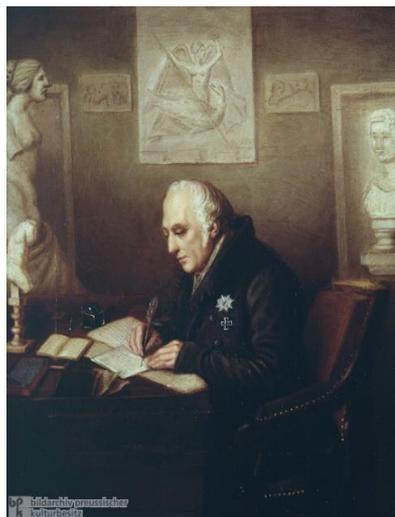
## **3. FINDING COMMON GROUND: SOCIALLY RESPONSIBLE UNIVERSITIES**

# Third generation universities: social responsibility reconsidered and extended





Medieval – I. Generation universities



Humboltian II. Generation universities

Contemporary III. Generation universities



1100 1250 1400 1550 1700 1850 2000 2150 2300



<p><b>1. Research and education</b></p>	<p><b>1. Applied knowledge, innovations, research and development, social responsibility</b></p>
<p><b>2. Independent (isolated) institution without formal connections with other social</b></p>	<p><b>2. Open universities and strategic partnerships</b></p>
<p><b>3. Mono-disciplinary research at the powerful and independent faculties/colleges</b></p>	<p><b>3. Trans-disciplinary, intersectoral research at the university/universities and institutes</b></p>
<p><b>4. Elite education for the social elite</b></p>	<p><b>4. Accesible and intercultural education</b></p>
<p><b>5. National universities</b></p>	<p><b>5. Cosmopolitan universities</b></p>

# 1. Collaboration – European university networks (Paris Communiqué, 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 Jonkers<sup>1</sup>, Robert Tijssen<sup>2</sup>, Athina Karvounaraki<sup>1</sup>, Xabier Goenaga<sup>1</sup>**

**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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