

Source : Hedbib The International Association of Universities (IAU)



IAU - International Association of Universities

HEDBIB database <http://hedbib.iau-aiu.net>

Doctoral Education

Selective Bibliography

2010 – 2017

February 2017

Contents

Africa.....	1
International	15
Arab States.....	25
Asia and the Pacific.....	25
Europe and North America	38
Latin America and the Caribbean	73

Africa

2016

On the value of foreign PhDs in the developing world : training versus selection effects / Helena Barnard, Robin Cowan, Moritz Müller / United Nations University. Maastricht Economic and social Research institute on Innovation and Technology. - Maastricht : United Nations University, 2016 . - 64 p. (UNU-MERIT Working Papers, 2016-006)

Abstract : This paper compares the career effects of overseas and domestic PhD training for scientists working in an emerging economy, South Africa. Variations in scientific achievements of South African academics may arise because those who attend "better" PhD programmes receive better training, but it may also be because good students select into good universities. The authors examine selection and training effects for four tiers of South African and two tiers of foreign universities. Those who received PhDs from universities in industrialised countries tend to be more productive than those whose PhDs were locally granted, but universities from industrialised countries do not necessarily provide better training than local universities. Pure selection effects contribute to career outcomes nearly as much as training effects. When looking at training in isolation, PhDs from top South African universities produce a similar quantity and quality research output to those from leading universities in the developed world.

URL : <http://www.merit.unu.edu/publications/working-papers/abstract/?id=5934>

Evaluating black women's participation, development and success in doctoral studies : a capabilities perspective / S. Loots, L. Ts'ephe, M. Walker . - In: South African Journal of Higher Education, v. 30, no. 2, pp. 110-128, 2016

ISSN 1011-3487

Abstract : Although black women in South Africa show an increased presence in doctoral study, the probability of intersecting gendered and racial disadvantage is often overlooked through relying on separate numerical transformation progress indicators for gender and race. To take a more active approach to furthering social justice for this marginalised group, the authors suggest the need to explore more holistic ways of mapping transformation. In this sense, we argue for the application of the capabilities approach as an evaluative framework which allows for an assessment of freedoms or capabilities students are able to make use of in pursuing the lives they have reason to value. Furthermore, factors impacting on students' capability formation are also considered, thus providing a multidimensional, ethically individualistic exploration of lives. The experiences of seven black women speak of barriers they have experienced throughout their doctoral journeys, but the data also create a sense of optimism as the potential of capability expansion is addressed. (Abstract from publisher)

Undertaking individual transdisciplinary PhD research for sustainable development : case studies from South Africa / John van Breda, Josephine Musango, Alan Brent . - In: International Journal of Sustainability in Higher Education, v. 17, no. 2, pp. 150-166, 2016
ISSN 1467-6370

Abstract : This paper aims to improve the understanding of individual transdisciplinary PhD research in a developing country context, focusing on three individual PhD case studies at Stellenbosch University in South Africa. They were coordinated through the TsamaHub, an inter-faculty platform at the University which organises educational modules for transdisciplinary research. Using actual research experiences and reflections of the three individual PhDs. Analysis showed that the central challenge to individual PhD researchers is engagement with non-academic actors to enable joint problem formulation, analysis and transformation. To overcome this, the paper suggests that developing individual epistemic relationships to build “transdisciplinary epistemic communities” should be considered for inclusion as an intentional aspect of transdisciplinary research design.

Values and purposes of a PhD: comparative responses from South Africa / Michael Anthony Samuel / Hiroshima University. Research Institute for Higher Education . - In: Higher Education Forum, v. 13, pp. 1-23, March 2016

Abstract : This paper compares the motivations of two developing countries, South Africa and Mauritius, in promoting doctoral education. Both are concerned about addressing their underproduction of PhDs, but is this focus a luxury in the face of prevalent societal issues, e.g., the HIV/AIDS pandemic, crime and unemployment in South Africa? Are PhDs resolving post-apartheid societal problems? Is their pursuit primarily about developing a competitive advantage? In Mauritius, alignment of the state agenda and the higher education system provides pragmatic interventions to establish itself as the knowledge hub of the Indian Ocean islands. However, the philosophically-driven PhD infuses potentially a critical disruption of “comfortable collaborations” with the state agenda. This paper suggests that the value of an educational PhD in developing world contexts has both enabling and constraining potential: to personal, institutional, social and nationalistic agendas.

URL :

http://ir.lib.hiroshima-u.ac.jp/files/public/39937/20160511143959778218/HigherEducationForum_13_1.pdf

‘Views from the nano edge’: women on doctoral preparation programmes in selected African contexts / Charmaine Williamson / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 5, pp. 859-873, May 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The study explored the conceptual views of women, at a practice level, on a doctoral preparation programme which was implemented within the South African Development Community (SADC) and Ethiopian contexts. At the strategising level of policies, insufficient attention has been paid to the presence of women on doctoral preparation programmes and how individual women, in mutually aligned life circumstances with other women, and men, might advance gender equality outcomes. There are also theoretical gaps in relation to grand strategies in complex development contexts, such as gender and doctoral education, in terms of attending to how women access and/or experience these programmes. Using programme evaluation documents and participant observation, the research showed that viewing gender-targeting strategies differently opens up the possibilities for nano advances to be made, even in worlds of big complexities. (Abstract from publisher)

2015

Knowledge production and contradictory functions in African higher education / Nico Cloete, Peter Maassen, Tracy Bailey, Eds. / Centre for Higher Education Transformation [CHET][South Africa] . - Wynberg, South Africa : CHET, 2015 . - 310 p.

Open access . - ISBN 978-1-920677-85-5

Abstract : This extensive publication examines the role of African higher education in the development of Africa and of the world at large. Contents: Roles of Universities and the African Context (Nico Cloete and Peter Maassen); Research Universities in Africa: An empirical overview of eight flagship universities (Nico Cloete, Ian Bunting and Peter Maassen); Assessing the Performance of African Flagship Universities (Ian Bunting, Nico Cloete, Henri Li Kam Wah and Florence Nakayiwa-Mayega); Research Output and International Research Cooperation in African Flagship Universities (Robert Tijssen); South Africa as a PhD Hub in Africa? (Nico Cloete, Charles Sheppard and Tracy Bailey); Faculty Perceptions of the Factors that Influence Research Productivity (Gordon Musiige and Peter Maassen); Academic Incentives for Knowledge Production in Africa (Gerald Wangenge-Ouma, Agnes Lutomiah and Patrício Langa); Functions of Science Granting Councils in Sub-Saharan Africa (Johann Mouton, Jacques Gaillard and Milandr  van Lill); Roles of National Councils and Commissions in African Higher Education Governance (Tracy Bailey); University Engagement as Interconnectedness: Indicators and insights (Fran ois van Schalkwyk); Student Engagement and Citizenship Competences in African Universities (Thierry M Luescher-Mamashela, Vincent Ssembatya, Edwina Brooks, Randall S. Lange, Taabo Mugume and Samantha Richmond); Managing Contradictory Functions and Related Policy Issues (Nico Cloete, Peter Maassen, Ian Bunting, Tracy Bailey, Gerald Wangenge-Ouma and Fran ois van Schalkwyk).

URL :

<http://chet.org.za/books/knowledge-production-and-contradictory-functions-african-higher-education>

Doctoral education in South Africa : policy, discourse and data / Nico Cloete, Johann Mouton, Charles Sheppard, Eds. / African Minds [South Africa] . - Cape Town : African Minds, 2015 . - 283 p. ISBN 978-1-928331-00-1 . - Online ISBN 978-1-928331-07-0

Abstract : This book provides in-depth data and analysis on issues that affect the growth, efficiency, quality and transformation of the doctorate in South Africa. It draws on studies conducted by the Centre for Higher Education Trust (CHET) and the Centre for Research on Evaluation, Science and Technology (CREST) over the past decade. The first chapter outlines the global, African and South African contexts for the demand of more doctorates. Chapters 2 to 5 focus on the history, policies and statistics of doctoral education in South Africa, around four themes of quantity, efficiency transformation and quality. Chapter 6 analysis a qualitative study of 25 'doctoral productive' departments in the Social Sciences and Humanities at 13 South African Universities and a national survey of 330 'research productive' PhD supervisors in South Africa. Chapter 7 suggests ways of strengthening the model of doctoral education in South Africa. The authors' main thesis is that a paradigm shift is required in South Africa, and more widely in Africa, to renew an aging professoriate, staff the rapidly expanding higher education field, boost research, and generate high-level skills. The book concludes by highlighting key policy issues and challenges to be addressed at the continental, national and institutional levels.

Classmark : AFR-522 CLO

URL :

<http://siyaphumelela.org.za/wp-content/uploads/2015/04/Doctoral-Education-in-South-Africa-WEB-3.pdf>

Are doctoral studies in South African higher education being put at risk? / Yusef Waghid . - In: South African Journal of Higher Education, v. 29, no. 5, pp. 1-7, 2015
ISSN 1011-3487

Abstract : The author argues that, in the quest to accelerate the number of doctorates produced in the country, higher education institutions (HEIs), in particular administrators and - to a lesser extent - supervisors, run the risk of trivialising doctoral education: because of an over-emphasis on throughput rates alone, the purpose of the doctorate is assigned to a mere exercise of technical compliance and completion.

Confronting the challenges of graduate education in Sub-Saharan Africa / Fred M. Hayward, Daniel J. Ncayiyana . - In: International Higher Education, no. 79, pp. 16-18, Winter 2015
ISSN 1084-0613

Abstract : This article focuses on the current state of graduate education in Sub-Saharan Africa detailing some of the challenges faced as well as areas of improvement over the last five years. The authors emphasise the critical importance of graduate education to national development and the critical need for more PhD faculty members and expanded quality research at Africa's best universities.

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5843/5207>

Manufacturing - and exporting - excellence and 'mediocrity' : doctoral education in South Africa / Damtew Teferra . - In: South African Journal of Higher Education, v. 29, no. 5, pp. 8-19, 2015
ISSN 1011-3487

Abstract : This article provides a critical analysis of the doctoral (PhD) programme in South Africa with implications for the country in particular and the continent as a whole. The article posits that the country is simultaneously a citadel of excellence - and mediocrity - in the African academic landscape.

Professional doctoral scholarship in Ghana : a case study of the CDT-BEPS framework / D. Owusu-Manu, D. J. Edwards, S. K. Afrane, I. K. Dontwi, P. Laycock . - In: Industry and Higher Education, v. 29, no. 3., pp. 197-207, June 2015
ISSN 0950-4222

Abstract : This paper reports on a case study of the recently established Centre for Doctoral Training in Business, Enterprise and Professional Studies (CDT-BEPS) at Kwame Nkrumah University of Science and Technology (KNUST), Ghana. The CDT-BEPS embraces five development stages of professional doctoral training and learning skills sets: business; research; creativity; transferability; and evidential learning. The framework for developing the CDT-BEPS was validated using feedback from an international panel of experts encompassing academics, researchers, students and practitioners. It is argued that the research findings may be useful for other HEIs in developing countries currently exploring alternative routes for doctoral training. It is noted that further research is required to establish strategic collaborative and operational frameworks to support the CDT-BEPS and its long-term sustainability.

A survey of doctoral supervisors in South Africa / Johann Mouton, N. Boshoff, M. James . - In: South African Journal of Higher Education, v. 29, no. 2, pp. 1-22, 2015
ISSN 1011-3487

Abstract : South African universities receive a direct monetary reward for the number of doctoral

graduates produced. As a result there has been a steady increase in numbers in recent years (from 977 in 2004 to 1878 in 2012). Against this background a web-based survey of 331 doctoral supervisors at South African universities was conducted in 2011. The findings are discussed with reference to four themes: the burden of numbers, the nature of the doctorate (PhD), screening and selection of doctoral candidates, and supervisory styles. The main conclusion is that many doctoral supervisors in South Africa conduct their supervision under less-than-optimal conditions. Increasing student numbers, demands for constant monitoring and accountability, the pressure of throughput rates and efficient completion together with moderate-to-poor quality students, have resulted in a situation where doctoral supervision has become a challenging and highly stressful undertaking.

URL :

<http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=f08a32bc-dd91-4740-8281-8c1c3df9da21%40sessionmgr120&vid=0&hid=106>

The doctoral degree and the professional academic identity development of female academics .

- In: South African Journal of Higher Education, v. 29, no. 4, pp. 260-276, 2015

ISSN 1011-3487

Abstract : This longitudinal study explored the professional academic identity development of female academics in South Africa before and after obtaining their doctoral degrees. The aim was to identify areas to target in order to support the development of the academics' robust professional identities. Using a narrative research approach, two female academics were interviewed repeatedly over a period of three and a half years, complemented by e-mail conversations. The research offered three key findings. It revealed that obtaining a doctoral degree does not automatically develop the desired professional identity. The study further identified five areas to target when supporting female academics in their identity development. Self-efficacy permeated all five areas.

2014

Evaluating doctoral programmes in Africa : context and practices / Michael Cross, Judy

Backhouse / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 2, pp. 155-174, June 2014

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Models of doctoral education in Africa remained similar to those in European universities, well into the 2000s. However, there has been an increasing realisation that such programmes are ill-suited for the African realities. With recent efforts to revitalise higher education in Africa, considerable attention has been placed on the need to explore more effective models of doctoral education, better suited to the African context. Doctoral education is key to this rebuilding as it offers the potential for developing skilled staff for academic and research institutions, and is central to the development of much-needed locally relevant knowledge in Africa. In the last decade, innovative programmes have emerged that make use of partnerships to achieve more than individual institutions could, working alone. This paper examines the constraints, challenges and opportunities in African doctoral education and identifies critical elements of doctoral education that have particular nuances in the African context. We propose a framework for evaluating the suitability of the structure and practices of such programmes. The authors review two of the more successful collaborative Ph.D. programmes with reference to this framework.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n2/index.html#oa>

The experiences and needs of African doctoral students : current conditions and future support / Julie Stackhouse, Jonathan Harle / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 2, pp. 175-194, June 2014
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : 'Next generation' issues are attracting considerable attention in higher education (HE) policy and programming. This is particularly true in Africa, where depleted academic capacity, insufficient levels of doctorate-qualified staff, and the steady retirement of many experienced lecturers and researchers place a particular urgency on identifying, training and nurturing new cohorts of research and teaching staff across the continent's HE and research institutions. Recent contributions to the debate have also raised concerns about the extent to which doctoral study has been casualised, interrupted by the demands of employment, and hampered by inadequate supervision and support to develop and undertake research, resulting in fragmentary research and long times to completion. This paper presents the results of a survey of African and European doctoral students alongside a desk review of current funding programmes, bringing new evidence to this debate, particularly around what it is to be a doctoral student in different regions of Africa and how this is currently supported. In doing so, it highlights issues to be considered in future programmes to strengthen doctoral study.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n2/index.html#oa>

De-colonising international collaboration : the University of KwaZulu-Natal-Mauritius Institute of Education Cohort PhD programme / Michael Anthony Samuel, Hyleen Mariaye . - In: Compare, v. 44, no. 4, pp. 501-521, 2014

Abstract. Bibl. . - ISSN 0305-7925

Abstract : This paper explores the setting up of the partnership across the Mauritian and South African higher education contexts with respect to the development of a postgraduate PhD doctoral studies programme. The Mauritian Institute of Education (MIE) aims to develop staffing capacities through engagement with doctoral studies, especially in the context of limited experience in doctoral supervision. The South African model of doctoral cohort supervision at The University of KwaZulu-Natal (UKZN) School of Education is a recent alternative model of delivery in the building of these student and staff capacities through shared ownership of the process and products of doctoral education and development. This paper highlights the expectations, constraints and enabling features of the setting up of the UKZN-MIE PhD programme across international boundaries, driven by mutual reciprocity through valuing of indigenous local knowledges, a non-colonising engagement and innovative methodologies for postgraduate education. Adapting the UKZN cohort model for the international context is the subject of this paper. The paper draws on the experiences of the designers and deliverers as well as users of this programme. The paper explores what drives this form of international collaboration for both contracting partners in the context of shifting conceptions of a teacher education institution.

Classmark : P

Doctoral education and institutional research capacity strengthening : an example at Makerere University in Uganda (2000–2013) / Hannah Akuffo, Phyllis Freeman, Eva Johansson, Celestino Obua, Jasper Ogwal-Okeng, Paul Waako / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 2, pp. 195-217, June 2014
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Bilateral research cooperation between Sweden (Sida/SAREC) and Uganda has supported major advances in institutional research capacity strengthening at Makerere University (2000–2013). This case study illustrates how a department within Makerere's Faculty of Medicine (Department of Pharmacy and Therapeutics) has contributed to transforming the post-graduate educational process

with formation of a productive research team comprised of faculty and students to advance a research agenda targeting strategic priorities of national significance. The authors explain the evolution of research as an element of national development and development assistance plus the evolution of doctoral studies and strategic research worldwide, in Africa, and at Uganda's oldest national university, Makerere, where Sweden has contributed the largest amount of external funding 2000–2012. The authors conclude with lessons and recommendations about Ph.D. programme start up, recruitment, supervision, international collaboration, and research infrastructure and environment for building institutional research capacity.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n2/index.html#oa>

Research capacity development in a South African higher education institution through a north-south collaboration . - In: South African Journal of Higher Education, v. 28, no. 4, pp.

1216-1229, 2014

ISSN 1011-3487

Abstract : This study reports on a north-south collaboration between a group of Belgian (Flemish) universities and a higher education institution in South Africa with the specific goal of improving productivity, quality and capacity amongst researchers. A collaborative project starting in 2002, and extended over two consecutive five-year phases. Document analysis was conducted of annual reports, monitoring and evaluation reports, curriculum vitae of participating members, and progress reports of students and supervisors during this time. The findings illustrate the extent to which research capacity objectives can be achieved through a north-south partnership. Members of the collaboration were able to develop intra- and inter-disciplinary partnerships that resulted in maximising the capacity-building efforts, enhancing both individual and institutional research capacity. (Abstract adapted from publisher)

Confronting the challenges of graduate education in Sub-Saharan Africa and prospects for the future / Fred M. Hayward, Daniel J. Ncayiyana / International Network for Higher Education in Africa [INHEA] . - In: International Journal of African Higher Education, v. 1, no. 1, pp. 173 - 216, 2014

ISSN 2313-5069

Abstract : This study examines the current status of graduate education in Sub-Saharan Africa. How has it been affected by the decline in donor funding, economic crises in much of Africa, the growth in undergraduate education, and a shortage of faculty members with PhDs? One of the authors suggested in an earlier study that a short-term response to the shortage of high quality graduate education might be regional graduate centers. Has that taken place? To what extent has graduate education improved and expanded? Where has growth taken place? The article explores challenges facing the development of high quality graduate education including those of recruitment and retention, efforts to improve the qualifications of faculty members, funding issues, as well as research and publications. Several innovative graduate programs are examined. Finally, the authors make recommendations for the growth and quality improvement of graduate education including rekindling a culture of research, a focus on quality teaching, and the critical need for major investments in high quality graduate education. (Abstract adapted from publisher)

Cette analyse s'intéresse au statut des études de master et de doctorat en Afrique subsaharienne. Comment ont-elles été affectées par la diminution des dons financiers, les crises économiques dans toute l'Afrique, la croissance phénoménale du nombre d'étudiants en licence, et le manque de professeurs titulaires d'un doctorat ? Un des auteurs a suggéré dans de précédents travaux une réponse à court-terme à la pénurie de diplômés de master et de doctorat d'excellent niveau : des centres régionaux consacrés aux études de masters et de doctorat. Ceci a-t-il été mis en place ? Dans

quelle mesure les formations de master et de doctorat se sont-elles améliorées et leur nombre a-t-il augmenté ? Où la croissance a-t-elle eu lieu ? Nous nous attardons sur les obstacles au développement de formations de master et de doctorat de qualité, en particulier ceux de recrutement et de rétention des étudiants, les efforts pour améliorer les qualifications des professeurs, la situation financière ainsi que la recherche et les publications. Plusieurs formations innovantes de master et de doctorat sont examinées. Finalement, nous proposons des recommandations pour la croissance et l'amélioration de la qualité des études de master et de doctorat, notamment raviver la culture de recherche, se concentrer sur la qualité de l'enseignement, et le besoin critique d'investissements majeurs dans des masters et doctorats de qualité.

URL : <http://ejournals.bc.edu/ojs/index.php/ijahe/article/view/5647/4979>

2013

Challenges and opportunities for African universities to strengthen knowledge production Nico Cloete, Ian Bunting / OECD Programme on Innovation, Higher Education and Research for Development [IHERD] . - Paris : OECD, 2013 . - 18 p.

Abstract : This report provide insight into current levels of knowledge production at African universities and on strategies being deployed by African universities to increase knowledge outputs in the form of research publications and doctoral graduates.

URL :

<http://www.oecd.org/sti/Challenges%20and%20opportunities%20to%20increase%20knowledge%20production-%20Draft-%20Nico%20Cloete.pdf>

In Focus : Innovative approaches to doctoral education (IDEA) = Dossier thématique : approches innovatives en matière de formation doctorale en Afrique (IDEA) / International Association of Universities [IAU] . - In: IAU Horizons / AIU Horizons, v. 19, no. 2, pp. 1-41, June 2013 ISSN 2076-2194 . - Online ISSN 2076-2208

Abstract : Doctoral education in Africa is the subject of the 'In Focus' section of this issue of IAU Horizons. The papers presented come from a variety of countries in sub-Saharan Africa and offer a concentrate of the challenges being addressed as leaders and academics strive to increase both the quality and quantity of doctorate holders. Many of the authors are from universities that have taken part in the IAU project which has examined the ways doctoral education is changing and what models are being taken up in universities in Africa.

URL: http://www.iau-aiu.net/sites/all/files/IAU_Horizons_Vol_19.2_EN_1.pdf (English)

http://www.iau-aiu.net/sites/all/files/AIU_Horizons_Vol_19.2_FR_1.pdf (French)

PhD capacity-building, from aid to innovation : the SANPAD-SANTRUST experience / Brigitte Smit, Charmaine Williamson, Anshumali Padayachee / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 38, no. 3, pp. 441-455, April 2013 ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The article illustrates how the South Africa–Netherlands Research Programme on Alternatives in Development (SANPAD), a doctoral research preparation programme for candidates on the African continent, evolved from an aid programme to an exemplary model of innovation, namely SANTRUST, an ownership-driven partnership within the framework of internationalization. This model of innovation includes a programme with a novel approach to focus on redress in South Africa, particularly

for Black women researchers. The research design for this inquiry used an intrinsic case study, with interviews, observations and document analysis as data collection strategies. The case study revealed how SANTRUST, the innovation model, which is now the fully-fledged South-owned programme, sustained the SANPAD aid programme. The key finding revealed that SANTRUST in its relationship with research universities has matured into an example of sustainable national and international cooperation within a knowledge network paradigm.

URL : http://www.tandfonline.com/doi/full/10.1080/03075079.2013.773218#.UZyQSJG_9aw

The relationship among the postgraduate research climate, role clarity and research service quality : exploring the supervisors' and students' perceptions / K. K. Govender, S. Ramroop . - In: South African Journal of Higher Education, v? 27, no. 1, pp. 60 - 75, 2013

ISSN 1011-3487

Abstract : This study surveyed postgraduates with masters degrees and doctorates who graduated from a large research university in 2011; and postgraduate research supervisors of this cohort of students. The results showed that there were significant differences between postgraduate research students and their supervisors in a minority of the aspects covered - two out of the eight items related to perceptions of role; and nine out of 23 items related to perception of organisation. However, with respect to overall service quality, no significant difference was found.

2012

Doctoral education : renewing the academy / Piyushi Kotecha, Ed. / Southern African Regional Universities Association [SARUA] . - Johannesburg : SARUA, 2012 . - 61 p. (SARUA Leadership Dialogue Series, v. 4, no. 1)

ISBN 978-0-9869903-6-6

Abstract : Contents : Introduction: Strengthening higher education capacity and doctoral education in Southern Africa (Piyushi Kotecha); Renewing the academy: Challenges facing Southern African universities (Rwekaza S Mukandala); Renewing and growing the academy: Redefining global relationships (Jimi O Adesina); The status quo of doctoral education in the SADC region (Piyushi Kotecha, AGW Steyn and PJ Vermeulen); Developing academic teaching in Southern Africa: An essential condition for social and economic progress (Ian Scott) ; Funding mechanisms for doctoral education in the SADC region (Piyushi Kotecha, AGW Steyn and PJ Vermeulen).

URL :

http://www.sarua.org/files/publications/SARUA%20leadership%20Dialogue%20Series/Leadership%20Dialogue%20Series_Vol%204%20No%201%20.pdf

Mutations de l'enseignement supérieur en Afrique : le cas de l'université Cheikh Anta Diop de Dakar (UCAD) / Abdou Salam Sall . - Dakar : L'Harmattan-Sénégal, 2012 . - 199 p.

Tabl. Photogr. Bibl. . - ISBN 978-2-296-99521-5

Abstract : L'université Cheikh Anta Diop (UCAD) au Sénégal a élaboré une vision-action articulée autour de six paramètres (la qualité, la pertinence, la coopération, les finances et la gestion des finances, l'informatique, Internet et la communication et les étudiants) et soutenue par dix grands projets qui en sont les piliers. Cet ouvrage montre comment les paradigmes partagés au niveau international ont été mis en œuvre localement par le dialogue, la discussion, la persévérance et l'innovation créatrice.

IAU-ACUP International seminar on innovative approaches to doctoral education and research training in sub-Saharan Africa : report / International Association of Universities [IAU]; Associació Catalana d'Universitats Públiques [ACUP][Spain] . - IAU-ACUP International seminar on innovative approaches to doctoral education and research training in sub-Saharan Africa, Addis Ababa University, 12–13 July 2012 . - Paris, Barcelona : IAU, ACUP, 2012 . - 29 p.

Abstract : This report contains detailed summaries of session presentations and discussions from the two-day eponymous seminar, including general comments by various participants during the open discussion. They present the main outcomes of the seminar and provide an idea of the priorities for stakeholders in African doctoral education and of some of the innovative ways in which African universities are addressing various challenges.

URL :

http://www.acup.cat/sites/default/files/final-report-iau-acup-seminar-innovative-approaches-doctoral-education_1.pdf

Situación actual y retos de futuro de los estudios de doctorado en el África subsahariana / Imma Quintana, Adrià Calvet, Josep M. Vilalta, Nadja Gmelch / Associació Catalana d'Universitats Públiques [ACUP][Spain] . - Barcelona : ACUP . - 125 p.

Abstract : This report analyses the current situation and future challenges of doctoral education in sub-Saharan Africa. It is the result of the African-Spanish Project Management Platform Higher Education. The project aims to establish a forum for exchange and lifelong learning on university management between the European and African universities to increase institutional capacity and strengthen African universities.

URL :

http://www.acup.cat/sites/default/files/situacionactualyretosfuturosdelosprogramesdedoctoradoenafricasubsaharianaes_4.pdf

The purpose of the Ph.D : A South African perspective / Chaya Herman / International Association of Universities [IAU] . - In: Higher Education Policy, v. 25, no. 1-18, pp. 1-, March 2012
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The article sets out to explore how Ph.D. programme leaders in South Africa view the purpose of the Ph.D., and how their views shape their responses to recent policies with regard to the Ph.D. It refers in particular to the vision of the Department of Science and Technology for a five-fold increase in the number of Ph.D. graduates by 2018, and to the drive to achieve racial and gender equity as part of the transition to democracy. The article is based on interviews with leaders of 16 doctoral programmes in nine top Ph.D.-awarding South African universities, representing a range of disciplines. The data indicate that there is a strong predisposition among Ph.D. programme leaders to perceive the doctorate largely as an academic pursuit. At the same time, some tentative changes are being seen 'on the ground' in response to the needs of industry and business, to the various policies, and to a diverse student cohort. It seems that the Ph.D. attempts to serve several purposes within the single structure provided by the Higher Education Qualification Framework, sometimes in tense associations. Going forward, the article discusses two policy options available to South Africa.

Graduate education in Sub-Saharan Africa : prospects and challenges / Fred M. Hayward . - In: International Higher Education, no. 66, pp. 21-22, Winter 2012
ISSN 1084-0613

Abstract : This paper examines the growth of postgraduate education in Sub-Saharan Africa, describing the current situation and including financial, quality and policy aspects, as well as access for women postgraduate students.

URL : https://htmldbprod.bc.edu/pls/htmldb/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:116565

Are national goals for doctoral education realistic ? / Goolam Mohamedbhai . - In: University World News, no. 212, 11 March 2012

URL : <http://www.universityworldnews.com/article.php?story=20120306150045171>

2011

Expanding doctoral education in South Africa : pipeline or pipedream? / Chaya Herman . - In: Higher Education Research and Development, v. 30, no. 4, pp. 505-517, August 2011
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : The purpose of this paper is to discuss both the status of the PhD in South Africa and the feasibility of the country's aspiration to increase by fivefold the production of PhDs by 2025. Based on the first empirical studies on doctoral education in South Africa, it argues that in order to move towards this target, an expanded and coordinated effort is necessary. This includes the removal of barriers that hinder the expansion of the South African higher education system. In particular the paper highlights insufficient funding, policy that stands in the way of expansion, scarcity of students, limited supervisory capacity and lack of recognition of the value of the doctorate and higher learning, as well as limited and inadequate partnerships. The main question is whether South Africa can achieve the desired outcome by following international trends or whether the expansion target is merely a pipedream.

Postgraduate educational research on violence, gender, and HIV/AIDS in and around schools (1995-2004) / R. I. M. Moletsane, N. Madiya . - In: South African Journal of Higher Education, v. 25, no. 2, pp. 287-300, 2011
ISSN 1011-3487

Abstract : This article describes and critically analyses Masters and Ph.D. research carried out in education in 19 South African higher education institutions during the period 1995–2004, with particular reference to the voice given to social issues, namely: gender, violence, and HIV/AIDS and their interconnectedness. The findings indicate that the number of institutions during this period was relatively high. However, when considering the total postgraduate education research produced in each institution, very few studies focused on these issues.

The award of the PhD degree in Kenyan universities: a quality assurance perspective / Laban P. Ayiro, James K. Sang . - In: Quality in Higher Education, v. 17, no. 2, pp.163-178, 2011
Including abstract, bibl. . - ISSN 1353-8322 . - Online ISSN 1470-1081

Abstract : This article attempts to bring to the fore the need for enhanced quality assurance processes in the award of PhDs by Kenyan universities. The findings reveal that quality challenges exist in the institutional processes established for the award of this advanced degree across the universities in the country. It is hoped that the findings will stir debate and urge the universities to re-evaluate and revamp their quality-control systems for the award of not only the PhDs but all their other degrees and diplomas, the ultimate outcome of this effort being a quality human resource for Kenya's socio-economic

development.

URL : <http://www.informaworld.com/smpp/title~db=all~content=t713443244~tab=issueslist>

Knowledge with wisdom in postgraduate studies and supervision : epistemological and institutional concerns and challenges / E. M. Bitzer . - In: South African Journal of Higher Education, v. 25, no. 5, pp. 855-874, 2011
ISSN 1011-3487

Abstract : This article examines the epistemological and institutional contexts and the implications in which master's and doctoral studies are conducted and supervised. The author posits that universities and postgraduate supervisors have been part of knowledge work that is "wisdom-less", presenting a major threat to society. Secondly, the author argues that, rather than just acquiring knowledge, the basic task for academic enquiry in general, and postgraduate inquiry in particular, is to help humanity learn how to resolve its conflicts and problems in a more cooperative rational way than at present. Concurring with Barnett's views on "feasible utopian"-type universities in relation to postgraduate studies, the author explores the possibilities that the 'ecological university', striving to be a public good presents.

Postgraduate supervision as an advanced teaching and learning practice : exploring the scholarship link / A. C. Wilkinson . - In: South African Journal of Higher Education, v. 25, no. 5, pp. 902-920, 2011
ISSN 1011-3487

Abstract : In the light of viewpoints that pedagogy has been an obvious missing category in considerations of scholarly supervisory work, the author argues that the existing theory on the (more established) scholarship of teaching and learning may be successfully adapted to make it applicable to supervisory scholarship. Research supervision has, however, been acknowledged as an advanced and complex kind of teaching-learning activity with its specific products and challenges. A developmental model for the scholarship of postgraduate supervision (SoPgS) is considered, with a proposal for different levels of performance in postgraduate supervision. Two related issues are touched upon: acceptable products of a SoPgS and possible criteria for recognition and reward.

The role of the supervisor in the supervisory process / A. C. K Lessing . - In: South African Journal of Higher Education, v. 25, no. 5, pp. 921-936, 2011
ISSN 1011-3487

Abstract : Postgraduate supervision does not only require academic and research skills from the supervisors - they may also assume a variety of roles to support the postgraduate student from novice to experienced researcher. This study investigates the role of supervisors which was initially determined from the literature and subsequently a questionnaire was administered to lecturers at the University of South Africa, School of Education. Clear views of the role of the supervisor emerged from the literature study, but the lecturers who participated in this study saw very few of these identified tasks as part of their responsibility. The author suggests that lecturers may have to make a "mind shift" with regard to their supervisory role.

Multiplicity in supervision relationships : a factor improving throughput success? / J. A van Biljon, E. de Kock . - In: South African Journal of Higher Education, v. 25, no. 5, pp. 987-1002, 2011
ISSN 1011-3487

Abstract : This article is based on a quantitative and qualitative study which investigates one aspect of supervision success - throughput success - in Masters students. Two factors - gender and home language pertaining to student profile - and one factor concerning supervision practice - multiplicity, or co-supervision, as compared to solo-supervision were analysed. Results showed no significant association between throughput success and home language. A significant association was found between gender and throughput success : 50% more 'unsuccessful' students were male, and 10 % more 'successful' students were male. Among the successful students, those with co-supervision is almost the same as those with solo supervision. However, twice as many 'unsuccessful' students had only one supervisor. This suggests, according to the authors, that co-supervision has little influence on successful students. However, when students are at risk this factor may have a more significant influence.

Obstacles to success : doctoral student attrition in South Africa / Chaya Herman . - In: Perspectives in Education, v. 29, no. 3, pp. 40 - 52
ISSN 0258-2236

Abstract : This article explores doctoral attrition in South Africa, investigating and comparing the attributions of attrition of doctoral students and PhD programme leaders. The article is based on secondary data analysis of two large studies on doctoral education in South Africa. The main point of the article is that the different understandings of the students and the PhD programme leaders, as well as the gaps in the narratives of both groups, are an indication of a lack of in-depth understanding of the actual causes of doctoral attrition. The article suggests that this lack of understanding may contribute to further attrition and calls for further research on the topic.

URL : http://reference.sabinet.co.za/webx/access/electronic_journals/persed/persed_v29_n3_a6.pdf

Exploring the postgraduate research climate and the postgraduate research experience : A conceptual model / K. K. Govender . - In: South African Journal of Higher Education, v. 25, no. 7, pp. 1344-1358, 2011
ISSN 1011-3487

Abstract : This article is an attempt to improve the postgraduate students' service experience through an improved understanding of the role of the postgraduate research supervisor as it is influenced by or impacted upon by the postgraduate research (organizational) climate and the process of organizational socialization. If the conceptual model can be validated thorough empirical studies, then higher education institutions could use it to improve the postgraduate students' research experience and by implication increase the number of postgraduate students and throughput (Publisher).

2010

Le doctorat scientifique dans le monde francophone / Evelyne Garnier-Zarli, ed. . - Le doctorat scientifique dans l'espace francophone: enjeux et compétences, Dakar, 24-27 November 2009 . - Paris : L'Harmattan, 2010 . - 65 p. (Géopolitique mondiale)

Abstract : Cet ouvrage est une synthèse des travaux du colloque CIRUISEF (Conférence internationale des responsables des universités et institutions scientifiques d'expression française) en 2009. Les communications et les travaux des ateliers ont permis de développer: 1. Les attendus du "nouveau" docteur en sciences et technologies, sa valeur ajoutée et sa capacité à la décliner en termes de savoir; 2. les missions d'une école doctorale, les droits et les devoirs du doctorant, du responsable de la thèse

et de l'école doctorale; 3. les forces et les faiblesses des pays de l'espace francophone dans le domaine des sciences et des techniques; 4. la responsabilité des enseignants et des chercheurs d'aujourd'hui dans la formation des scientifiques de la société de demain.

Classmark : FR-522 GAR

International

2016

The internationalisation of doctoral and master's studies = L'internationalisation des études de doctorat et de master / Gabriele Marconi / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2016 . - 4 p. (Education Indicators In Focus = Indicateurs de l'Education à la Loupe, no. 39)

Abstract : This OECD brief presents comparative facts and figures on internationalization of doctoral and masters education in OECD countries. It shows that one in ten students at the master's or equivalent level is an international student in OECD countries, rising to one in four at the doctoral level. Almost 60% of international doctoral students in OECD countries are enrolled in science, engineering or agriculture. The United States hosts 38% of international students enrolled in a programme at the doctoral level in OECD countries. Luxembourg and Switzerland host the largest proportion of international students, who make up more than half of their total doctoral students. International master's and doctoral students tend to choose to study in countries investing substantial resources in research and development in tertiary educational institutions. Of all international students enrolled at the master's or doctoral level across OECD countries, the majority (53%) are from Asia, and 23% are from China alone.

URL :

http://www.keepeek.com/Digital-Asset-Management/oecd/education/the-internationalisation-of-doctoral-and-master-s-studies_5jm2f77d5wkg-en#.WLBNUvKHZNQ#page4 (English)

http://www.oecd-ilibrary.org/education/l-internationalisation-des-etudes-de-doctorat-et-de-master_5jm2f6whlm0s-fr (French)

Doctoral Education through the Lenses of the Bologna Process / Ana Baptista . - In: International Journal of Humanities and Social Science Research, no. 2, pp. 29-36, 2016

Abstract : This article examines how Bologna has been shaping the 'trends' relating to doctoral education. It analyses the Bologna Ministerial documents, as well as others from some consultative members (the so-called E4 group'. In the last section, some main challenges to doctoral education are highlighted.

URL : <http://www.lifescienceglobal.com/pms/index.php/ijhssr/article/view/3630/2139>

Supervisory styles : a contingency framework / Dirk Michael Boehe / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 3, pp. 399-414, April 2016 ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper outlines a contingency framework of supervisory styles aimed at assisting supervisors and research students in identifying appropriate supervisory styles under varying circumstances. The conceptual study reported here develops a contingency framework of supervisory styles identifying functional relationships between organisational, relationship and research task variables on the one hand, and the supervision process and product dimensions on the other. Drawing on the organisational behaviour stream of contingency theory and operating under the positivist paradigm, the framework assumes that no single supervisory style is effective in all situations. (Abstract adapted from publisher)

'We are like orphans' : exploring narratives of Lao doctoral alumni educated in Sweden /

Ann-Louise Silfver, Britt-Marie Berge . - In: Higher Education Research and Development, v. 35, no. 3, pp. 575-588, June 2016

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This article explores the narratives of 10 doctoral alumni from Lao People's Democratic Republic who underwent doctoral studies in Sweden. The narratives identify challenges encountered by the alumni but more importantly reveal the agency by which these challenges were overcome. The most important strategy was that of collaborative learning, actively enlisting the help of other doctoral students and supervisors. Inspired by post-colonial perspectives, the article reveals juxtapositions between Lao colonial experiences and Swedish ignorance of their ramifications. The article argues that programmes in Sweden should work more actively towards a collaborative and inclusive learning process. This strategy becomes especially important when doctoral endeavours involve participants from both the global south and the global north, and it could be an important step in challenging the hegemonic position of the global north in processes of knowledge production. (Abstract adapted from publisher)

2015

Doctoral researchers' views on entrepreneurship : ranging from 'a responsibility to improve the future' to 'a dirty word' /

Elaine Walsh, Caroline Hargreaves, Ulrike Hillemann-Delaney, Jizhen Li / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 40, no. 5, pp. 775-790, June 2015

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper reports on a quantitative and qualitative investigation into the views on entrepreneurship of doctoral students in science, technology, engineering and mathematics (STEM) disciplines at two research intensive universities one in China and one in the UK. The findings confirmed that Chinese students were more likely to agree that research should contribute to economic success and to view entrepreneurship as a natural means of doing so, as part of their 'responsibility to improve the future'. In contrast, the British students' views were less positive, with one participant associating entrepreneurship with commerce and a 'dirty word'. The study explores the factors contributing to this range of views and implications for researchers and universities. It concludes with recommendations to produce more informed and proactive engagement of researchers with entrepreneurialism.

The rather elusive concept of 'doctorateness' : a reaction to Wellington /

Brian Poole / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 40, no. 9, pp. 1507-1522, November 2015

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper summarises and then critiques some of the key arguments and conclusions provided by Wellington who argues that it would be sensible to give up the search for the 'inner essence' of 'doctorateness' (a term referring to a common quality of doctoral candidates or of their written dissertations). It is argued here that progress towards description of doctorateness has in fact already been made, and it is proposed that this can be built on by promoting further discussion focusing on issues such as whether doctorateness should be seen as residing in doctoral theses, doctoral candidates, or both; and by recognising the polysemous nature of concepts like 'originality' and 'new knowledge' which often arise in university documentation relating to work at doctoral level.

The rise of professional doctorates : case studies of the doctorate in education in China, Iceland and Australia / Helen Wildy, Sanna Peden, Karyn Chan / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 40, no. 5, p 761-774, 2015
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Doctoral education is going through a period of transition. This transition is evident in the many varieties of doctoral degrees currently offered in higher education institutions worldwide, from the traditional research-based Doctor of Philosophy (PhD) to the Professional Doctorate and the New Route PhD. This article reports on a study which considers factors relating to the rise of the Doctor of Education in three different countries: Australia, China and Iceland. The emergence of professional doctorates worldwide is having a significant impact on the status and structure of traditional research-based PhDs. This scenario has implications for the changing roles of academics and students in the so-called knowledge economy and suggests an agenda for research in the field of professional doctorates.

Postgraduate research supervision at a distance : a review of challenges and strategies / Fuzhan Nasiri, Fereshteh Mafakheri / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 40, no. 10, pp. 1962-1969, December 2015
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article reviews the literature on supervisory elements in distance postgraduate research programmes leading to a master's or doctoral degree. The main issues and challenges related to spatial and temporal distance between the supervisee and the supervisor in the host university. Societal and cultural issues, arising from differences in norms and previous local training, also affect the supervisory process. Additionally, there are the common challenges associated with any research supervisory experience, and in particular the lack of skills, background and preparedness by both supervisor and supervisee to identify and explore a central research question. The authors note that the literature on distance postgraduate supervision is still very limited.

Quality of nursing doctoral education in seven countries : survey of faculty and students/graduates / M. J. Kim, C. G. Park, H. McKenna, S. Ketefian, S. H. Park, H. Klopper, H. Lee, W. Kunaviktikul, M. F. Gregg, J. Daly, S. Coetzee, P. Juntasopeepun, S. Murashima, S. Keeney, S. Khan . - In: Journal of Advanced Nursing, v. 71, no. 5, pp. 1098–1109, 2015

Abstract : Data were collected from 2007–2010 from nursing schools in seven countries: Australia, Japan, Korea, South Africa, Thailand, UK and USA. Quality of nursing doctoral education was evaluated using four domains: Programme, Faculty (referring to academic staff), Resource and Evaluation. A total of 105 deans/schools, 414 faculty and 1149 students/graduates participated. The perceptions of faculty and students/graduates about the quality of nursing doctoral education across the seven countries were mostly favourable on all four domains. The faculty domain score had the largest estimated coefficient for relative importance. As the overall quality level of doctoral education rose from fair to good, the resource domain showed an increased effect. Both faculty and students/graduates groups rated the overall quality of nursing doctoral education favourably. The faculty domain had the greatest importance for quality, followed by the programme domain. However, the importance of the resource domain gained significance as the overall quality of nursing doctoral education increased, indicating the needs for more attention to resources if the quality of nursing doctoral education is to improve.

Reflections on doctoral supervision : drawing from the experiences of students with additional learning needs in two universities / Bethan Collins . - In: Teaching in Higher Education, v. 20, no. 6, pp. 587-600, 2015

Abstract : This paper draws on qualitative, narrative interviews about doctoral supervision with disabled students. The key reflection is that supervisory relationship was more highly valued than process aspects of supervision. A good relationship was characterised by good communication, willingness to listen and flexibility; it enabled students with additional learning needs to navigate the process aspects of the doctoral journey. Flexibility was the most commonly requested support. Promoting a positive relationship that enables flexibility within the pressure for timely completions represents a key dilemma for supervisors of disabled students

2014

Who are the doctorate holders and where do their qualifications lead them? = Titulaires de doctorats : qui sont-ils et que deviennent-ils après l'obtention de leur diplôme ? / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD, 2014 . - 25 p. (Educational Indicators in Focus, 25)

Abstract : The number of doctorates awarded across OECD countries significantly increased over the past decade, growing from 158 000 new doctorates in 2000 to 247 000 in 2012, a rise of 56%. International students get one in five of these new doctorates. Even though the share of women in doctorate programmes has increased over the last decade (as in other levels of education), by 2012 women were still less likely than men to earn an advanced research qualification. The data provided show that the employment opportunities for doctorate degree holders, outside research institutions, are very good. On average across OECD countries, the employment rate for PhDs reaches 91%, compared with 85% for bachelor's and master's degree holder

URL :

http://www.oecd-ilibrary.org/docserver/download/5jxv8xsvp1g2.pdf?expires=1415200454&id=id&accn_ame=guest&checksum=2440275DAF6673809A1120093BC6BDE7

http://www.oecd-ilibrary.org/docserver/download/5jxt470gm6g4.pdf?expires=1415200537&id=id&accn_ame=guest&checksum=E076C91338512F727453DD1C0CDDD606

Innovative approaches to doctoral education in Africa (IDEA-PhD) [Special issue] / Hilligje Van't Land, Ed. / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 2, pp. 153-300, June 2014

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This special issue features three papers related to the theme of the IAU project on Innovative Approaches to Doctoral Education (IDEA-PhD). The first presents results of bilateral research cooperation project between 2000 and 2013 focusing on institutional research capacity strengthening at Makerere university in Uganda. The second presents the results of a survey among African and European doctoral students undertaken to better understand the mechanisms and rationales behind Africa's depleting academic capacity and other research and academic staffing challenges faced by institutions in different African countries. The authors of the third paper review and propose a framework for evaluating doctoral education structures and practices in place or under development today at different universities in Africa.

Contents: Evaluating Doctoral Programmes in Africa: Context and Practices (Michael Cross and Judy Backhouse) pp. 155-174; The Experiences and Needs of African Doctoral Students: Current Conditions and Future Support (Julie Stackhouse and Jonathan Harle) pp. 175-194; Doctoral Education and Institutional Research Capacity Strengthening: An Example at Makerere University in Uganda (2000–

2013)(Hannah Akuffo, Phyllis Freeman, Eva Johansson, Celestino Obua, Jasper Ogwal-Okeng and Paul Waako pp. 195-217; Policy Reforms, Trojan Horses, and Imaginary Friends: The Role of External Stakeholders in Internal Quality Assurance Systems (Maria João Rosa and Pedro Teixeira) pp. 219-237; Democratizing Higher Education and Access to Science: The Portuguese Reform 2006–2010 (Manuel Heitor and Hugo Horta) pp. 239-257; The Ranking Phenomenon and the Experience of Academics in Taiwan (William Yat Wai Lo) pp. 259-277; New Challenges for Strategy Development in Irish Higher Education Institutions (Deirdre Lillis and Marion Lynch) pp. 279-300.
URL : <http://www.palgrave-journals.com/hep/journal/v27/n2/index.html#ar>

Social science doctoral students' needs and preferences for written feedback / Gulfidan Can, Andrew Walker . - **In:** Higher Education, v. 68, no. 2, August 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : A mixed methods approach was used to collect data from doctoral students in two research-intensive universities in the United States. The results based on 276 doctoral students' responses provided a clear list of feedback types needed by doctoral students, including comments addressing their main idea, argumentation, clarity, and information coverage. Students' preferences varied on issues of autonomy, criticism, and ambiguity, all critical factors in the transition to independence expected during their doctoral education. The authors identified written feedback categorization encompassing three aspects: function, focus, and presentation. The authors conclude that the findings of this study can guide supervisors, and doctoral students as well as inform further research, including instrument development and written feedback content analyses.

How the doctorate contributes to the formation of active researchers : what the research tells us / Jennifer Sinclair, Robyn Barnacle, Denise Cuthbert / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 39, no. 10, pp. 1972-1986, December 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article reports on a literature search of research journals to establish the factors in the doctoral experience which may contribute to the formation of an active researcher. The analysis reveals that a productive advisor may be key to forming an active researcher and, although inconclusive, productivity post-completion (as measured by research publication). The article also points to other potentially influential factors requiring further investigation, such as: developing collaborative capacities, conceptualising the purpose of the doctorate as forming an active researcher, advisor mentoring and fostering emotional engagement with research.

2013

Societal production and careers of PhDs in chemistry and biochemistry in France and Japan / Caroline Lanciano-Morandat, Hiroatsu Nohara . - **In:** European Journal of Higher Education, v. 3, no. 2, pp. 191-205, June 2013
ISSN 2156-8235

Abstract : This comparative study examines the ways in which PhDs are produced and integrated into the labour market in France and Japan and how PhD training is linked to Japanese and French higher education and research policies. Both France and Japan both have increased flows of PhD graduates, which have been accompanied by higher rates of unemployment or precarious jobs and the route to stable employment is longer. In France, in sectors such as chemistry, there has always been a

professional labour market for PhD holders, who can combine careers in the public academic sector with employment in the private sector. In Japan, the academic labour market is isolated from firms' internal labour markets, with researchers finding employment in one or other of the systems. These researchers are not educated together, as they are in France. In Japan, PhDs are destined primarily for academia while Japanese firms prefer to train their own researchers in-house, based on a masters degree.

URL : <http://www.tandfonline.com/doi/full/10.1080/21568235.2013.772352#.UfJETpGxQrs>

Universities without walls : engaging our world / Janice Reid . - In: Higher Education Review, v. 46, no. 1, pp. 31-51, Autumn 2013

ISSN 0018-1609

Abstract : This article is adapted from the Association of Commonwealth Universities centenary conference. Over the last two decades, the engagement of many universities within their cities and regions, both as partners and as catalysts in economic and social development, has become a hallmark of their missions. Many have embraced a commitment to service to the wider community by both staff and students and benefited from the satisfactions and lessons of contributing to transformative programmes and projects. Others have joined or led multi-agency partnerships of urban renewal, economic development, and cultural enrichment.

However, the formation of international networks of engaged universities and the extensive body of publications on engagement initiatives reflects a growing level of visibility, credibility, and commitment. The scholarship of engagement, combined with efforts to codify, evaluate, and recognise the achievements of staff and students is palpably gaining ground, legitimacy, and acknowledgement. These developments speak to the value and significance of universities in our times engaging purposefully with the communities on whose generosity and goodwill they depend and which, in turn, look to them for knowledge, understanding, collaboration, and action. (Abstract from publisher).

2012

CODOC – Cooperation on doctoral education between Africa, Asia, Latin America and Europe / Thomas Ekman Jorgensen / European University Association [EUA] . - Brussels : EUA, 2012 . - 54 p.

ISBN 978-9-0789-9737-5

Abstract : This report presents results of a survey of doctoral education trends in Africa, Asia and Latin America, to gain a better overview of doctoral education in these regions and to compare these trends with those in Europe. Regional and country reports are also provided.

URL : <http://www.eua.be/codoc.aspx>

Internationalisation of doctoral education : possibilities for new knowledge and understandings / Janette Ryan . - In: Australian Universities Review, v. 54, no. 1, pp. 55-63, 2012

ISSN 0818-8068

Abstract : The past decade has seen a rapid increase in the number of international students undertaking doctorates in Anglophone universities such as Australia and the UK. These students have brought with them different academic cultures and intellectual tradition, however there still appears to be a lack of recognition of the potential to take advantage of these global flows of people, ideas and perspectives by engaging with the knowledge and academic values that international doctoral students bring. Using theories of cross-cultural pedagogy, this paper reports on a qualitative study of views of scholarship and learning in Western and Confucian-heritage higher education, using Australia and the

UK, and China and Hong Kong as case studies.

URL : <http://files.eric.ed.gov/fulltext/EJ968523.pdf>

Transferable skills training for researchers : supporting career development and research /

Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2012 . - 147 p.

ISBN 978-92-64-17971-4 . - Online ISBN 978-92-64-17972-1

Abstract : This study analyses countries' government and institutional level policies on formal training in transferable skills for researchers, from doctoral students through to experienced research managers. It draws on results from a cross-country policy questionnaire on transferable skills training strategies and programmes, including formal training and workplace-based options, as well as discussions at a policy-oriented workshop with OECD delegates and experts. The study points to the significant role of individual institutions in setting strategies and providing transferable skills training programmes. While the scope for governments to improve on current arrangements is difficult to assess, the study suggests policy makers could boost policy monitoring and evaluation, facilitate dialogue between academia and industry, encourage workplace-based training options, and leverage collaborative research to support transferable skills training for researchers at all levels

URL :

http://www.keepeek.com/Digital-Asset-Management/oced/science-and-technology/transferable-skills-training-for-researchers_9789264179721-en

Addressing the curriculum problem in doctoral education / Bill Green . - In: Australian Universities Review, v. 54, no. 1, spp. 10-18, 2012

ISSN 0818-8068

Abstract : This paper reviews a longstanding research programme on research supervision, focusing on notions of pedagogy, textuality, subjectivity and knowledge. Over more than a decade and a half, a body of work has been produced in this regard, informed by literary and cultural studies, feminism and poststructuralist theory and philosophy, thereby opening up the field to new theoretical resources and perspectives. The paper goes on to draw on contemporary curriculum thought and on what is called post-reconceptualist curriculum inquiry to outline a curriculum-theoretical perspective on doctoral studies and research education, bringing together notions of representation, emergence, practice and futurity. It does so here with reference to both the PhD and the professional doctorate.

URL : <http://files.eric.ed.gov/fulltext/EJ968491.pdf>

Assessing international (post)graduate education : a research agenda / Tami Blumenfeld, Maresi Nerad . - In: Australian Universities Review, v. 54, no. 1, pp. 72-82, 2012

ISSN 0818-8068

Abstract : This article assesses the current state of internationalisation and international experiences in postgraduate education, focusing in particular on science and engineering fields. It discusses initial results from a workshop, sponsored by the US National Science Foundation and organised by the Center for Innovation and Research in Graduate Education at the University of Washington, to develop an interdisciplinary research agenda aimed at launching and coordinating empirically driven research on international graduate education.

2011

Global perspectives on measuring quality : proceedings of the 2010 Strategic Leaders Global Summit on Graduate Education / Council of Graduate Schools [USA] . - Washington, DC : CGS, 2011

Abstract : How should quality be defined in graduate education and which methods and processes for quality assessment are the most effective? Representing the contributions of graduate education leaders in 17 countries, these proceedings highlight a variety of emerging best practices for programme and institutional assessment. Special attention is given to communicating with campus stakeholders and planning assessment-based interventions in the areas of mentoring, research training, and professional development for graduate students.

International research collaborations : much to be gained, many ways to get in trouble / Melissa S. Anderson, Nicholas H. Steneck, Eds. . - Abingdon; New York : Routledge, 2011 . - 296 p.
ISBN 978-0-415-87541-7 . - Online ISBN 978-0-203-84890-6

Abstract : "International Research Collaborations" considers what can be gained and what can go wrong in cross-national research collaborations, and how researchers can avoid these problems in order to create and sustain productive, mutually-enriching partnerships. Different approaches to training, legal and regulatory complications, and differences in funding and administration pose challenges for collaboration that are then compounded by the need to satisfy the requirements of different research systems. Chapters address the following key areas: how research is organized and funded; the legal and normative environments of research; differences in regulation and oversight; differences in doctoral and postdoctoral training; publication issues; and Industry Collaboration. The book covers collaboration with Pan-European, US, Latin American countries. An appendix includes interviews on successful international collaborations with experts in Egypt, India, Singapore and China.

Reshaping doctoral education : international approaches and pedagogies / Alison Lee, Susan Danby, Eds. . - Routledge, 2011 . - 228 p.
ISBN 978-0-415-61813-7

Abstract : Within the context of increasing numbers of doctoral students worldwide this book examines the new doctorate environment and the challenges it is starting to face. Drawing on international research the individual authors contribute to a previously under-represented focus of theorising the emerging practices of doctoral education and the shape of change in this arena. Key aspects are discussed by contributors from the UK, USA, Australia, New Zealand, China, South Africa, Sweden and Denmark. These include: the changing nature of doctoral education; the need for systematic and principled accounts of doctoral pedagogies; the importance of disciplinary specificity; the relationship between pedagogy and knowledge generation; and issues of transdisciplinarity.

From PhD to initial employment : the doctorate in a knowledge economy / Ruth Neumann, Kim Khim Tan / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 36, no. 5, August 2011
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Within universities there is often still an implicit assumption that the doctorate is preparation for an academic career. Yet for over a decade there has been evidence in a number of Organisation for Economic Cooperation and Development (OECD) countries that there are increasing numbers of students undertaking a doctorate and that larger proportions of doctoral graduates are taking up

non-academic employment. This article presents findings from a study of Australian doctoral employment destinations for the period 2000–2007. These findings are also discussed in terms of disciplinary and institutional variations. Comparisons are made with European and US studies on employment trends, contributing to a more international picture of doctoral outcomes in terms of employment. The study utilises a public policy framework within the context of the development of knowledge economies, outcomes-based judgements on education and the professionalisation of the doctorate in Australia and other OECD countries.

Doctorate as genre : supporting thesis writing across campus / Susan Carter . - In: Higher Education Research and Development, v. 30, no. 6, pp. 725-736, December 2011
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : Increasingly, learning advisors provide generic support for doctoral students, as universities strive to sustain a healthy completion rate and ensure that discipline-specific, mainly supervisory, support is firmly complemented. The author describes how generic "learning support" is a contested phrase in higher education, a non-specific bolt-on process suspected of being never pertinent because it is not embedded in a discipline. This paper argues that it is helpful to see the doctoral thesis as a literary genre, traversing disciplines, and discusses generic thesis writing support in this context.

Alternative approaches to postgraduate supervision : a planning tool to facilitate supervisory processes / E. M. Bitzer, R. M. Albertyn . - In: South African Journal of Higher Education, v. 25, no. 5, pp. 875-888, 2011
ISSN 1011-3487

Abstract : Increased demands on academics due to the changing work and higher educational environments challenge traditional approaches to postgraduate supervision. A framework for planning for complementary approaches to postgraduate supervision was designed based on the characteristics and benefits of alternative approaches to supervision identified in the literature. This framework or grid helps to plot the roles of supervisors and the processes and activities for students during the course of their postgraduate studies. According to the authors, application of this grid in planning and the identification of various role players in the supervision process may help to alleviate the pressure placed on individual supervisors, and contribute to quality, efficiency and sustainability of supervision.

2010

Producing qualified graduates and assuring education quality in the knowledge-based society : roles and issues of graduate education / Hiroshima University [Japan]. Research Institute for Higher Education [RIHE] . - International Workshop on Graduate Education, Hiroshima, 2009 . - Hiroshima : Hiroshima University, 2010 . - 81 p. (RIHE International Seminar Reports, no. 14)
ISBN 978-4-902808-59-9

Abstract : This publication contains the Keynote speeches and presentations of the International Workshop on Graduate Education held in Japan in 2009.

Contents: Global movements in research labour and doctoral students: strategic implications for national systems and universities (Simon M. Marginson); Mission-oriented knowledge system in graduate schools: how can we ingrain it and assure the quality? (Ryo Hirasawa); Reform in European higher education with a focus on quality assurance and the changing nature of doctoral education (Lesley Wilson and Andrée Sursock); Recent reform in university education and its implications for

student development in China (Xiangming Chen); Pursuing Excellence in Graduate Education (Masuo Aizawa); Policies, practice, and implications concerning graduate education and its quality assurance: from the global, regional, national, and institutional perspectives (Futao Huang).

Classmark : INT-13 HIR

URL : http://en.rihe.hiroshima-u.ac.jp/pl_default_2.php?bid=102435

Careers of doctorate holders : employment and mobility patterns / Laudeline Auriol / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD, 2010 . - 29 p. (STI Working Paper, 2010,4)

Abstract : This paper presents the results of the first large-scale data collection conducted in the framework of the OECD/UNESCO Institute for Statistics. While doctoral graduates benefit from an employment premium, they encounter a number of difficulties on the labour market, notably in terms of working conditions. These difficulties are to some extent linked to the changes affecting the research systems, where employment conditions have become less attractive. Women, whose presence among doctoral graduates has grown over the years, are more affected by these challenges. The labour market of doctoral graduates is more internationalised than that of other tertiary-level graduates and the doctoral population is a highly internationally mobile one, with important migration flows towards the United States, principally from the Asian countries, and large intra-European flows, notably towards France, Germany and the United Kingdom. The Mobility of doctorate holders is driven by a variety of reasons that can be academic, job related as well as family and personal.

URL : <http://www.oecd.org/dataoecd/46/43/44893058.pdf>

National innovation and the academic research enterprise : Public policy in global perspective / David D. Dill, Frans A. Van Vught . - Baltimore : John Hopkins University Press, 2010 . - 578 p. ISBN 0-8108-9374-7. - ISBN 13: 978-0-8018-9374-2

Abstract : This book analyses the impact of public policy on the knowledge economies and the higher education system of OECD countries. Countries are investing more and more in academic research, doctoral education and the process of knowledge transfer. The main question which this volume is trying to answer is: How is public policy affecting academic research and how are post-secondary institutions reacting? Aimed at researchers and policymakers, the book is based on the latest economic research and includes case studies from the European Union, Australia, Canada, Japan and the United States amongst other OECD countries.

Classmark : INT-711.2 DIL

The Routledge doctoral supervisor's companion : supporting effective research in education and the social science / Melanie Walker, Pat Thomson . - London : Routledge, 2010 . - 318 p. ISBN 978-0-415-48413-8

Increase in PhD production and reform of doctoral education worldwide / Maresi Nerad . - In: Higher Education Forum, v. 7, pp. 69-84, March 2010
ISBN: 978-4-902808-56-8

Abstract : The expansion in doctoral studies has gone hand in hand with an increased flow of international doctoral students, the wish of universities to become "world-class", and the adoption of more standardised structures and practices for doctoral education. This paper presents the nature of reforms in postgraduate and doctoral education in a wide range of countries (including China, Europe,

Australia, Japan, Ireland, Iceland, Brazil, India, Malaysia). It also includes a number of reform strategies which may be useful for countries with emerging doctoral systems, such as the introduction of North-American type graduate schools that help to implement and initiate innovations in doctoral education on a campus.

URL : http://en.rihe.hiroshima-u.ac.jp/pl_default_2.php?bid=101732

Arab States

Standards for quality assurance and accreditation of postgraduate programs / Saudi Arabia.

National Commission for Academic Accreditation and Assessment [NCAAA] . - Riyadh : NCAAA, 2012 . - 40 p.

Abstract : This draft report outlines best practice-based standards for the accreditation of programmes offered by all public and private higher education. It looks at : Mission goals and objectives; Programme administration; Management of programme quality assurance; Learning and teaching; Student administration and support services; Learning resources; Facilities and equipment; Financial planning and management; Employment processes; Research; Relationships with the community.

URL : http://www.ncaaa.org.sa/siteimages/ProductFiles/41_Product.pdf

Asia and the Pacific

2017

From the former Soviet patterns towards the US model? Changes in Chinese doctoral education / Futao Huang / UCL Institute of Education. Centre for Global Higher Education . - London : CGHE, 2017 . - 27 p. (Working Paper, 12)

Abstract : This paper shows that although there is still evidence of the impact of Soviet ideas, since the mid-1990s China's doctoral education system has become increasingly affected by the US, particularly in relation to the role of coursework and quality assurance frameworks. Engineering, sciences and medicine are still prioritised, although social sciences such as management, law, and economics have begun to occupy a larger share of the doctoral education sector in China. The author concludes that China needs to enhance the attractiveness of its doctoral education internationally and that more effort is needed to establish and improve quality assurance frameworks.

URL : <http://www.researchcghe.org/perch/resources/publications/wp12.pdf>

2016

Brilliant Minds: A Snapshot of Successful Indigenous Australian Doctoral Students / Michelle Trudgett, Susan Page, Neil Harrison . - In: Australian Journal of Indigenous Education, v. 45, no. 1, pp. 70-79, August 2016

Abstract : Drawing on demographic data collected from interviews with 50 Indigenous Australians with a doctoral qualification and 33 of their supervisors, this paper provides the first detailed picture of Indigenous doctoral education in Australia, with the focus on study modes, age of candidates, completion times and employment. It also analyses data produced through interviews with supervisors

including age, employment levels and academic background. The study confronts a number of common perceptions in the higher education sector, to find that many Indigenous Australians are awarded their doctoral qualification in the middle stages of their career. This particular cohort is more likely to be studying in the arts and humanities, employed in higher education and enrolled on a full-time basis. The research provides new data to inform government policy, and to allow universities to implement strategies and recommendations arising from the Behrendt Report of 2012. [Abstract from publisher]

Doctoral supervision in virtual spaces : a review of research of web-based tools to develop collaborative supervision / Dorit Maor, Jason D. Ensor, Barry J. Fraser . - In: Higher Education Research and Development, v. 35, no. 1, pp. 172-188, February 2016
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This current literature review explores the contribution that technology can make to higher degree research supervision. The literature search focused on technology, supervision and pedagogical supervision, and supervisor–supervisee relationships. Eighteen empirical articles, including Web 2.0 settings, were examined in relation to whether web-based tools could influence the training of doctoral students, be effective in supporting students, and reduce the breakdowns in supervisory relationships. With a few exceptions, these studies showed that Web 2.0 tools enabled greater dialogue and interaction between the student and supervisor rather than a passive viewing of content. They created virtual spaces that combined technology and pedagogy into a process where research projects could be developed in a more collegial and collaborative way. It appears that combining technology with pedagogy translates into more innovative ways to undertake supervision, particularly participatory supervision. The need for digital pedagogies that facilitate multidimensional changes in higher degree supervision was identified for future research.

Does research degree supervisor training work? The impact of a professional development induction workshop on supervision practice / Alistraire McCulloch, Cassandra Loeser . - In: Higher Education Research and Development, v. 35, no. 5, pp. 968-982, October 2016
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : Set in a discussion of previous literature, this article unpacks the concepts ‘impact’ and ‘evaluation’ and assesses the medium- and longer term impact of the University of South Australia's doctoral supervisor induction programme. It suggests that the workshop leads to the acquisition of understanding and knowledge and, for the majority of attendees, also has an impact on supervisory practice.

International mobility of PhD students since the 1990s and its effect on China : a cross-national analysis / Wenquin Shen, Chuanyi Wang, Wei Jin / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 38, no. 3, pp. 333-353, June 2016
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : the article presents an analysis of PhD students' international mobility by selecting one key indicator - the proportion of international students among a country's doctorate recipients. In the early 1990s, many barriers to the international mobility of PhD students in China were removed, leading to an even larger flow of students. From 2000 to 2012, the international mobility of PhD students reached a new peak, with a significant increase in the percentage going to Japan, France, Canada, Germany, the United Kingdom and Australia. Currently, China has become the largest source of international doctoral students. The authors suggest that the loss of these students is harmful to China's PhD training system,

but on that conversely, it offers an opportunity for China to change brain drain into brain gain by making full use of the worldwide knowledge diaspora.

Learning communities and fair trade in doctorates and development : report of a collaborative project / Janinka Greenwood, Safayet Alam, Abu Nayeem, Mohammad Salahuddin, Mollah Mohammed Haroon-Ar Rasheed . - **In:** Globalisation, Societies and Education, v. 14, no. 1, pp. 49-67, March 2016

ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : This article reports the second stage of a study examining an academic partnership in which Bangladeshi doctoral students in a New Zealand university focus their research in the grounded context of Bangladesh and investigate the processes for change. After briefly outlining the previous published stage which examined the academic cooperation in higher education with developing countries, the article builds on the concept of fair academic trade to critically reflect on the development of a doctoral learning community, a publication project and three specific doctoral studies. The methodological approach is one of participatory action research, with focus on critical reflection on practice.

The diversity and complexity of settings and arrangements forming the ‘experienced environments’ for doctoral candidates : some implications for doctoral education / Margot Pearson, Terry Evans, Peter Macauley / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 12, pp. 2110-2124, December 2016

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : A significant feature of contemporary doctoral education is the continuing trend for research and research education to migrate beyond discipline-based institutional teaching and research structures. The result is a more diverse array of settings and arrangements for doctoral education linked to an increasingly global research enterprise. Recognising the complexity of what is a distributed environment challenges some commonly held assumptions about doctoral education and its practice. Drawing on data gathered in an Australian study of PhD programme development in Australia carried out in 2006–2009, the article describes the fluid and complex arrangements forming the ‘experienced environments’ for doctoral candidates, an environment that can afford them varying opportunities and challenges for completing their candidacy. Some implications for doctoral education are discussed.

Work-based research degrees : systematic cultivation through a university-industry network space / Andrew J. Sense / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 6 - 7, pp. 933-954, June - July 2016

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper examines an innovative approach to cultivating work-based Doctorates and Masters of Philosophy degrees, which involves close collaboration between industry organisations and a higher education institution in Australia. This paper also reports on an examination of the programme's structural ability to help develop the learning capability of the candidates involved. This network model inspires and facilitates these work-based candidates' research actions and builds individual (and organisational) knowledge while enhancing their learning capability. The primary considerations for higher education practice revolve around work-based research degrees being actively and fittingly supported by all direct stakeholders and the management of those stakeholder relationships. This approach to fostering work-based research degrees provides tertiary institutions pragmatic avenues to be more relevant to and valued by industry, while facilitating the development of highly educated and skilled industry-based scholars. (Abstract adapted from publisher)

2015

Why start a higher degree by research? An exploratory factor analysis of motivations to undertake doctoral studies / Cally Guerina, Asangi Jayatilaka, Damith Ranasinghe . - In: Higher Education Research and Development, v. 34, no. 1, pp. 89-104, February 2015
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : What are the factors that motivate students to embark on research degrees? This article investigates the motivations of students in all faculties embarking on higher degrees by research (included PhD, professional doctorate) at an Australian university. A survey of 405 students was subjected to a factor analysis. Five factors emerged: family and friends, intrinsic motivation, lecturer influence, research experience, and career progression.

Examining doctoral examination and the question of the viva / Allyson Holbrooke, Sid Bourke, Hedy Fairbairn, Margaret Kiley, Brian Paltridge, Sue Starfield . - In: Higher Education Review, v. 47, no. 3, pp. 5 - 23, Summer 2015
ISSN 0018-1609

Abstract : The paper draws on a series of Australian Research Council (ARC) projects aimed at understanding better the process of doctoral examination. The early phase focused on the Australian doctorate, which functions without a Viva, while the later phase was concerned with comparing the earlier findings with analysis of the United Kingdom (UK) and New Zealand (NZ) systems that include a Viva. Results showed strengths and weaknesses of both systems and so the paper explores the desirability of drawing on the strengths of both examination models to minimize the weaknesses against a backdrop of escalating pressures on universities.

Factors influencing the employment of Australian PhD graduates / Denise Jackson, Grant Michelsen / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 40, no. 9, pp?. 1660-1678, November 2015
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This study draws on a national survey conducted in Australia in 2011 (n = 2761) and 2012 (n = 3181) of PhD graduates across all major disciplines four to six months after conferral of their degree. The findings reveal that previous work experience; attendance at a research-intensive university; completing one's degree off campus; part-time status; the use of certain job search strategies and access to research culture and networking opportunities; as well as certain demographic characteristics influence initial post-graduation job attainment. Implications of the findings are discussed.

2014

Higher education in Asia : expanding out, expanding up, the rise of graduate education and university research / UNESCO Institute for Statistics [Canada] . - Montreal : UIS, 163 p. . - 163 p.
ISBN 978-92-9189-147-4

Abstract : This report presents and compares data from national reports and case studies from 16 countries in Asia to better understand the factors driving the expansion in undergraduate and graduate education across Asia. By looking at the system as a whole, the authors evaluate the strategies used to respond to current demand but also to build a sustainable system that can continue to grow in terms of quality.

Contents: 1. The reshaping of higher education across Asia; 2. Expanding out and up: what are the system-level dynamics? Case study of Malaysia and Thailand; 3. The case for graduate education: does university-based research really lead to economic development? 4. University research productivity across Asia. 5. Summary and conclusions. Appendix. Statistical tables.

Classmark : ASI-522 UNE

URL : <http://unesdoc.unesco.org/images/0022/002275/227516e.pdf>

The impact of changing government policies and institutional practices on master's by coursework students in Australia: a viable pathway to the PhD? / Margaret Kiley, Jim Cumming / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 36, no. 1, pp. 99-111, February 2014

ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This paper identifies the impact of current policies and emerging curricular practices on master's by coursework students in Australia. It is argued that the rate of top-down policy change, together with bottom-up innovation, is resulting in a high level of complexity that is challenging providers, staff and student alike. Findings from a national study that elicited the views of key stakeholders on aspects of the master's by coursework degree including its adequacy as a preparation for doctoral study are discussed.

Constructing an institutional identity in university tea rooms: the international PhD student experience . - **In:** Higher Education Research and Development, v. 33, no. 2, April 2014

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This case study profiles eight international PhD students in an Australian university and describes the process of the construction and negotiation of their social and institutional identities. Audio-recorded informal conversations highlight the role of social membership, staffroom interactions and language in the construction of students' institutional identities. The analysis indicates that second language use reflects the negotiation of power, space and identity in informal multicultural institutional encounters. The article also includes a critique of the negative stereotype of the 'international student' in Australian universities and the way it underplays the heterogeneity of student experience.

The benefits of publishing systematic quantitative literature reviews for PhD candidates and other early-career researchers / Catherine Pickering, Jason Byrne . - **In:** Higher Education Research and Development, v. 33, no. 3, pp. 534-548, June 2014

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper describe a method successfully used by early-career researchers including PhD candidates in an Australian university to undertake and publish literature reviews. The method allows researchers new to the field to systematically analyse existing academic literature to produce a structured quantitative summary of the field. The authors forward that this type of review can also complement existing narrative reviews produced by experts in a field by quantitatively assessing the literature, including identifying research gaps. The method can also be used as the initial step for further analysis, including identifying suitable datasets for meta-analysis. Students report that the method is enabling and rewarding. [Abstract adapted from publisher]

Doctoral supervision in a cross-cultural context : issues affecting supervisors and candidates / Theresa Winchester-Seetoab, Judi Homewood, Jane Thogersen, Christa Jacenyik-Trawogera, Catherine Manathinga, Anna Reidd, Allyson Holbrooke . - **In:** Higher Education Research and Development, v. 33, no. 3, pp. 610-626, June 2014
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This article presents an analysis of data, gathered from interviews with 46 doctoral candidates and 38 supervisors from three Australian universities, about experiences of doctoral supervision in cross-cultural situations. The analysis shows that many of the issues reported by international candidates are the same as those encountered by domestic candidates. However, this study identified eight factors that make such situations more complicated or difficult for candidates in a cross-cultural context: language; cultural differences in dealing with hierarchy; separation from the familiar; separation from support; other cultural differences; stereotypes; time; and what happens when the candidate returns home. More than 50% of interviewees mention separation from the familiar and language.

Experiencing the progress report : an analysis of gender and administration in doctoral candidature / Inger Mewburn, Denise Cuthbert, Ekaterina Tokareva / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 36, no. 2, pp. 155-171, April 2014
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : Progress reporting mechanisms require students and supervisors to make a retrospective account of the research undertaken in a given period. In this paper, the authors report on findings from a study of progress reporting in doctoral studies in a university in Australia. They found that men and women reported qualitative differences in their encounters with the progress reporting mechanisms, which called into question the idea that these management tools are gender neutral and fair in their effects or application.

Interdisciplinarity and industry collaboration in doctoral candidature : tensions within and between discourses / Yolanda Amy Adeline Strengers / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 39, no. 4, pp. 546-559, May 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article interrogates the conflicting and challenging pressures experienced by doctoral candidates and their supervisors in interdisciplinary and industry collaborative environments in the humanities, arts and social sciences. The article questions the common assumption that 'more (disciplines) is better' to address complex social, economic and environmental problems. It highlights the ways in which interdisciplinary and industry-led projects can inadvertently silo the doctoral candidate and the problem to be 'solved' within dominant ontological, epistemological and political frameworks. The article calls on supervisors and candidates to adopt the role of negotiators and translators in complex research relationships. It concludes that in some cases, discipline-specific, independent research may provide the novel and innovative answers required to address 'real-world' problems.

Graduate education in Malaysia and Thailand / Chiao-Ling Chien, David W. Chapman . - **In:** International Higher Education, no. 76, pp. 20-22, Summer 2014
ISSN 1084-0613

Abstract : Graduate education in Malaysia and Thailand has expanded significantly to provide qualified instructors to serve growing undergraduate enrollment. In both countries, this rationale was eclipsed, to a large extent, by the view that graduate education would help fuel national economic development. The

focus on economic development triggered an intensified emphasis on universities placing high in international rankings which, in turn, led to pressure for more research.

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5529/4925>

Re-signifying subjectivity? A narrative exploration of 'non-traditional' doctoral students' lived experience of subject formation through two Australian cases / Eva Bendix Petersen / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, June 2014, no. 5, pp. 823-834, June 2014

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper explores the doctoral student experience from the point of view of two 'non-traditional' students studying in Australian universities. The data come from a qualitative study exploring postgraduate supervision in Australia. A focus of the article is on how subjectivity or selfhood is being (re)constituted and negotiated in pedagogical encounters with supervisors.

Can a doctoral degree be completed faster overseas than domestically? Evidence from Taiwanese doctorates / Eric Sin, Shih-Yng Chiu . - **In:** Higher Education, v. 67, no. 2, pp. 263-283, August 2014

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper investigates the role that studying overseas or domestically plays in Taiwanese students obtaining a doctoral degree and, in particular, whether doctorates can be completed faster overseas than domestically. . Using a large data set (23,212) of PhD graduates the authors found that Taiwanese students studying in foreign universities (and who come back to Taiwan) on average take 9.61 months less than those earning PhD degrees domestically after netting out other controls. Other factors such as being male, starting a PhD when older, younger cohorts, holding a master's degree, school types matching, and studying in non-top tier universities, are associated with a shorter elapsed time to a doctoral degree.

2013

Articulating expectations for PhD candidature upon commencement : ensuring supervisor / student 'best fit' / Lorna Moxham, Turdy Dwyer, Kerry Reid-Searl / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 35, no. 4, pp. 345-354, August 2013

ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : One of the major factors that influence successful and on-time thesis completion is the relationship that the PhD candidate has with her or his supervisor. This paper presents results from research undertaken using a survey to collect data from a purposive sample: PhD candidates and their supervisors, regarding expectations related to the programme of doctoral study. Results indicate that candidates and supervisors both agree that the relationship is a vital component of the journey, and both have equally high expectations that the relationship needs to be warm and supportive. The doctoral journey is a shared one. The study showed that supervisors and candidates need to articulate their expectations clearly.

Peer relationships and the biomedical doctorate : a key component of the contemporary learning environment / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 35, no. 4, pp. 370-385, August 2013
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This article presents an analysis of interview data from Australian PhD students and suggest that relationships between students and their 'non-supervisor' peers are critical to student learning.

Postgraduate research students and academic integrity : 'It's about good research training ' / Saadia Mahmoud, Tracey Bretag / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In: Journal of Higher Education Policy and Management, v. 35, no. 4, August 2013
ISSN 1360-080X . - Online ISSN 1469-9508**

Abstract : Findings from a study on academic integrity at Australian universities challenge the presumption that postgraduate research students have prior knowledge of academic integrity. A review of online academic integrity policy in 39 Australian universities found that one in five policies had no mention of higher degree by research (HDR) students. Despite each of the six universities in our study having an academic integrity policy for HDR students, 20% of HDR student survey respondents said they had never heard of academic integrity, 40% said they did not know whether their university has an academic integrity policy, and among the student groups they were the least satisfied with the information they had received about how to avoid an academic integrity breach. The authors argue for support and training in academic integrity for HDR students and draw insights from the interviews with senior stakeholders on how this could be realised.

2012

Standards : Master and doctoral degree by research / Malaysian Qualifications Agency . - Selangor Darul Ehsan, Malaysia : MQA, 2012 . - 35 p.

Abstract : that sets out benchmarked standards for these programmes in the following areas: Vision, mission, education goals and learning outcomes; Programme design and delivery; Candidate assessment; Candidate selection and support services; Academic staff; Research resources; Programme monitoring and review; Governance, leadership and administration.

URL : http://www.mqa.gov.my/portal2012/garispanduan/std_24oct12.pdf

PhD experience and subsequent outcomes : a look at self-perceptions of acquired graduate attributes and supervisor support / Michael J. Platow / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 37, no. 1, pp. 103-118, February 2012
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The current article sought clarity through a quantitative analysis of the relationship between self-perceptions of PhD-related graduate attribute acquisition and both objective (e.g. productivity) and subjective outcomes (i.e. evaluations of PhD experience). The perceived acquisition of graduate attributes was related to post-PhD productivity and subjective evaluations, but not duration of PhD study, productivity during PhD study, time seeking employment post-PhD or current gross salary. Perceptions of supervisor support, as well as a variety of demographic variables, were also related to several of the current outcome measures. Overall, the results speak to the role that university graduate

education has in providing for the development of attributes that can be successfully brought to fruition in post-graduation employment through enhanced productivity.

Researching doctoral pedagogy close up : design and action in two doctoral programmes /

Susan Danby, Alison Lee . - **In:** Australian Universities Review, v. 54, no. 1, pp. 19-28, 2012

ISSN 0818-8068

Abstract : This paper presents two cases of doctoral pedagogical work being undertaken within different disciplinary and institutional settings to describe how learning opportunities were designed and to theorise what it means to be engaged in doing doctoral pedagogy.

URL : <http://www.aur.org.au/current/pdf>

Up and coming? doctoral education in China / Yang Rui . - **In:** Australian Universities Review, v. 54, no. 1, pp. 64-71, 2012

ISSN 0818-8068

Abstract : In line with China's massive leap forward in higher education since the late 1990s and its ambitious bid for world-class universities within decades, doctoral education has been strongly, and arguable strategically, promoted by the Chinese government. During the past four decades, China quickly established a national system of academic degrees and postgraduate education since the early 1980s. Its doctoral education has since grown fast to become one of the largest in the world. While the developmental process deserves much commendation, it was never short of twists and turns. The extraordinarily fast growth has particularly led to a variety of problems that have evoked controversy in China, especially over the widely perceived decline of quality in doctoral training. In view of a lack of literature in English on Chinese doctoral education, this article attempts to provide an analytical review of China's current practices as well as some issues and challenges faced by the system in meeting societal needs and future development.

URL : <http://files.eric.ed.gov/fulltext/EJ968526.pdf>

PhDs in Australia, from the beginning / Ian R. Dobson . - **In:** Australian Universities Review, v. 54, no. 1, pp. 94-101, 2012

ISSN 0818-8068

Abstract : The Australian PhD is a relatively recent phenomenon, the first three being awarded in 1948. Before that, most Australian scholars typically went to Britain (predominantly) or the USA to undertake their doctoral studies. The aim of this research note is to provide a brief statistical history of the Australian PhD, noting changes over time between study fields, universities, genders and citizenship groups.

URL : <http://files.eric.ed.gov/fulltext/EJ968535.pdf>

Academics' attitudes towards PhD students' teaching: preparing research higher degree students for an academic career /

Denise M Jepsen, Melinda M Varhegyi, Daniel Edwards / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 34, no. 6, pp. 629-645, December 2012

ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : An exploratory study of 473 academics in an Australian metropolitan university investigated the attitudes of academic supervisors towards training for university teaching for doctoral students. The study investigated academic supervisors' levels of awareness and knowledge of teacher training opportunities, the relative importance of teaching – both lecturing and tutoring – compared with research in the academic selection process, and the academics' own entry into and attitudes about PhD students teaching during their candidature. Results indicate that academic supervisors are more aware of short courses and workshops than in-depth teaching certificates and diplomas. In terms of the relative value of aspects of academic work as selection criteria for new academics, the findings show that research output was considered the most important selection criteria above teaching experience or teaching qualifications and counter-intuitively, tutoring was reported as slightly more important than lecturing.

2011

Post doc : do people with doctoral degrees get jobs in New Zealand post study? / Warren Smart / New Zealand. Ministry of Education . - Wellington : New Zealand Ministry of Education, 2011 . - 25 p. Online ISBN 978-0-478-38605-9

Abstract : This report investigates New Zealand-based employment rates of a cohort of domestic doctoral graduates who last studied in 2003 up to four years after their studies. These measures were analysed from the angle of demographic characteristics (age, gender and ethnicity), fields, and levels of study.

URL :

http://www.educationcounts.govt.nz/_data/assets/pdf_file/0019/104275/Do-People-with-Doctoral-Degrees-get-Jobs-in-NZ-Post-Study.pdf?

Becoming academic : a reflection on doctoral candidacy / Margot Pearson, Jim Cumming / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 36, no. 5, pp. 543-556, August 2011
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article addresses the micro-practices through which the author, as doctoral candidate, understands his academic subjectivity to have been constituted and lived. It foregrounds the practices through which the academy and academic knowledge, academic work and standards, and academic subjectivities are constituted, regulated, embodied and performed. It argues for resistance to the reduction of the outcomes of candidature to metrics and economic indicators, and recognises that this resistance produces a necessary ambivalence about academic labour in the enterprise university.

'Becoming a supervisor': the impact of doctoral supervision on supervisors' learning / Christine Halse / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 36, no. 5, pp. 557-570, August 2011
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Internationally, there is an increased emphasis on formal training, monitoring and accountability of doctoral supervisors. Yet there is a striking silence about what doctoral supervisors learn through supervising doctoral students, and how the impacts on supervisors might be theorised. The aim of this article is to begin to address this gap in the doctoral education literature, based on a thematic analysis of two complementary interview studies of a cross-disciplinary sample of experienced doctoral supervisors. The analysis illustrates the significant impact of doctoral supervision on the

learning and knowledge of doctoral supervisors, particularly in relation to how supervisors engage with/in the social and political context of their university, understand themselves and their students, and how the contemporary context of supervision affects the sort of pedagogical relationships supervisors establish with their doctoral students. Regardless of supervisors' discipline, position in the academic hierarchy or supervisory experience, the analysis indicates that supervisors' learning experiences shape their subjectivities and identities, and that supervision is an ongoing ontological process of 'becoming a supervisor'. The importance of integrating a theory of 'becoming a supervisor' into supervisor professional development is proposed.

How shall we know them? Capturing the diversity of difference in Australian doctoral candidates and their experiences / Margot Pearson, Jim Cumming, Terry Evans, Peter Mcauley, Kevin Ryland / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 36, no. 5, August 2011
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Although there is general agreement that doctoral students and their experiences are diverse, in what respect this is true is in question. Most institutional practices in the collection of data in this regard have been established to satisfy government reporting requirements and concerns, such as funding, participation and equity, and efficiency. Missing is more detailed and nuanced quantitative data and analysis, complementary to those of qualitative studies, to illuminate the nature and extent of doctoral student diversity and the effects on the quality of their candidacy. Drawing on select data and findings from a national survey of Australian doctoral candidates conducted in 2005, the article questions the utility of commonly used categories for quantitative data collection and analysis, and their use as the basis of (sub)groupings to represent doctoral diversity. In so doing, it presents a more complex picture of doctoral candidature that depicts the idiosyncrasy of the individual experience, as well as generic characteristics. Central to the argument is that doctoral candidates are diversely different, bringing varying goals, expectations, career histories and family and community responsibilities beyond the academy, that shape their engagement with their candidacy

The impact of university–industry research on doctoral programs and practices / Janne Malfroy / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 36, no. 5, pp. 571-584, August 2011
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Part of the reconceptualisation of the doctorate includes a growing international interest in university–industry research, which has become one of the emergent features of contemporary doctoral programs. This article, which draws on findings from a research study in an Australian university, focuses on the impact of university–industry research on the process and practice of doctoral supervision, and in particular the pedagogical, epistemological and institutional issues being faced by doctoral supervisors. Doctoral supervisors interviewed were positive about the benefits of university–industry research, but they also identified areas of changing practice and of dissonance. Individual personal skills were an important feature in developing positive collaborative partnerships. Given current national and international priorities for a nexus between university and industry research, this study illustrates the need for a stronger pedagogical, epistemological and institutional framework that is mutually beneficial for both universities and industries in research partnerships.

Developments in research supervisor training : causes and responses / Margaret Kiley / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 36, no. 5, pp.

585-599, August 2011

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article examines the outcomes of a policy adjustment in a centralised higher education system, and its impact on research supervision practices. Using Australian doctoral programs as a case study, the focus here is the rethinking of research supervision, and the training and education of supervisors, as a response to various policy, social and educational changes by the Australian government: in particular, to funding formulae and criteria. Following a brief discussion of developments in Australian government policy related to doctoral education in the past 10–15 years, the article addresses the literature that argues the link between the quality of research supervision and candidate completion times and rates, and candidate satisfaction ratings of supervision. Given the explicit link between supervisor quality and completion, a sample of eight Australian universities' programs for supervisors was analysed to see what pedagogical and theoretical issues the universities considered important to address with their supervisory staff as a means of improving quality. The findings suggest that the universities in the sample had, over the period 2000–2010, introduced a considerable range of workshops and seminars for research supervisors. The most common aspects of the programs included supervisor/student relationships; clarification of various expectations; milestones and monitoring progress; roles and responsibilities of supervisors, candidates and institutions, and policies.

Postgraduate research training : some issues / Angelito Calma / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 65, no. 4, pp. 368-385, October 2011
ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : This three-year study of research training policy and practice in the Philippines involved government and university executives, and university academics. Seven public and 15 private universities across the Philippines were involved. Findings suggest that: (1) there are inadequate facilities and resources dedicated to support staff and student research; (2) there is a lack of specific training to develop staff for research and supervision; (3) the emphasis of supervision is on proofreading and the rewards are unattractive; (4) the range of student support available is less dedicated to research; (5) there is low research quality in both staff and student research; and (6) there is limited research collaboration locally and internationally.

Promoting doctoral students' research self-efficacy : combining academic guidance with autonomy support / Nickola C. Overall, Kelsey L. Deane, Elizabeth R. Peterson . - In: Higher Education Research and Development, v. 30, no. 6, pp. 791-805, December 2011
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : A diverse sample of doctoral students completed an on-line questionnaire assessing their supervisors' academic, personal and autonomy support and their research self-efficacy. The more task-related help and personal support students received, the more positively they evaluated their supervision. The degree to which supervisors encouraged students to think and act autonomously (autonomy support) was not uniquely associated with students' supervision satisfaction but predicted greater research self-efficacy. A combination of high levels of autonomy and academic support was associated with the highest levels of research self-efficacy, whereas when greater levels of personal support were accompanied by low levels of autonomy support, students reported lower research self-efficacy. These results indicate that effective doctoral supervision involves supporting students to voice and act on their own ideas while simultaneously providing guidance on how to complete research tasks.

A positive postgraduate experience is related to quality supervision and career mentoring, collaborations, networking and a nurturing research environment / Amelia K. Scaffidi, Judith E. Berman . - **In:** Higher Education, v. 62, no. 6, pp. 685-698, December 2011
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : For postdocs to have the best chances of achieving their career goals they need to not only acquire discipline-specific research experience, but also additional generic skills vital for future employment inside or outside academia. They also require access to information and mentoring that will help them strategically plan and make informed decisions about their future. Few studies have examined the variables that impact the postdoctoral experience or research productivity. Thus, a comprehensive survey was conducted to determine whether quality supervision, career mentoring, collaboration, networking and a nurturing research environment makes a positive difference in the experiences and productivity of postdoctoral researchers. Unsurprisingly, the survey revealed that job insecurity and lack of a career structure are ongoing concerns for postdocs. However, a clear association was shown between quality supervision, for example, in conveying the importance of taking responsibility for their future academic career by strengthening their track record, and the number of peer-reviewed publications produced. The findings also suggest that mentoring in non-academic career paths can be greatly improved. The results of this study have guided a research-intensive Australian University to implement initiatives and programs which enhance the postdoctoral experience.

Dealing with doctoral students : tips from the trenches / R. Erwee, P. Albion, H. van Rensburg, R. Malan . - **In:** South African Journal of Higher Education, v. 25, no. 5, pp. 889-901, 2011
ISSN 1011-3487

Abstract : The aim of this study is to identify approaches of supervisors to mentoring and facilitating doctoral students' progress. Scenarios were created to describe typical situations that supervisors face, such as non-responsive students, dealing with students with low English language proficiency, high workloads, managing conflicting expectations about the level of support; and implementing high presence technologies. Interviews conducted with supervisors in two faculties of an Australian university showed that these supervisors displayed unique insights about their underlying value systems in approaching challenging students and situations. One of the key issues is understanding the contexts of students and supervisors and determining the best way to communicate on the basis of this understanding. The study generated improved guidelines for supervisors on how to deal with doctoral students' expectations as well as how to use online learning tools more effectively to deliver services to doctoral students.

2010

The gown and the korowai: Maori doctoral students and the spatial organisation of academic knowledge / Sue Middleton, Elizabeth McKinley . - **In:** Higher Education Research and Development, v. 29, no. 3, pp. 229-243, June 2010
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : The title of this paper juxtaposes the woven cloth, korowai, of Maori ceremonial tradition, which Maori students often wear over the academic gown when they graduate. This paper draws on 38 student interviews carried out in the course of the research project 'Teaching and Learning in the Supervision of Mori Doctoral Students'. Maori doctoral thesis work takes place in the intersections between the Maori (tribal) world of identifications and obligations, the organisational and epistemological configurations of academia and the bureaucratic requirements of funding or employing bureaucracies.

To explore how students accommodate cultural, academic and bureaucratic demands, the authors developed analytical tools combining three intellectual traditions: Maori educational theory, Bernstein's sociology of the academy and Lefebvre's conceptual trilogy of perceived, conceived and lived space.

When the governmental tail wags the disciplinary dog: some consequences of national funding policy on doctoral research in New Zealand / Kaylene A. Sampson, Keith Comer . - In: Higher Education Research and Development, v. 29, no. 3, pp. 275-289, June 2010
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper explores disciplinary approaches to knowledge production and the supervision of doctoral students in the context of New Zealand's current Performance Based Research Fund (PBRF). In the last decade New Zealand has experienced significant changes to the way doctoral students are funded by central government. Funding has moved away from a 'head count' model to one that rewards specific performance criteria of staff and timely completion of students. Research outputs by way of peer reviewed publications, conference presentations, grant awards, postgraduate completions and so forth constitute the significant markers of such performance. Yet in general terms, the production of knowledge varies considerably by academic discipline.

Europe and North America

2017

Preservation of educational inequality in doctoral education : tacit knowledge, implicit bias and university faculty / Anne J. MacLachlan . - Berkeley : CSHE, 2017 . - 14 p. (Research and Occasional Paper Series, 1, 17)

Abstract : Making doctoral education accessible and successful for students from low income, first generation families as well as members of immigrant or specific ethnic groups is a world- wide problem. In the US the traditional explanation for the low numbers of Ph.D. recipients from these groups are lack of preparation, lack of interest and a "leaky pipeline." These alone are not enough to explain disparities. This article argues that the most powerful vehicles of exclusion are tacit knowledge and the implicit bias of faculty and is related to doctoral/faculty socialization. Faculty share the values and prejudices of the broader society and those of their own group—one which in the US is predominately white, male and from well-educated middle class families. Their identity as "faculty" of a particular discipline and as members of a profession legitimizes their capacity to evaluate and judge matters within their discipline and their professional responsibilities. Most faculty tend to believe they are objective and even "scientific" in their judgements. Nonetheless, in the course of their lifetimes they have acquired tacit knowledge within the range of their experiences that can be expressed as "implicit bias" and is now documented. The result may be variable responses to students based on their personal characteristics, not their academic merit. Since faculty are to a great extent similarly socialized into their profession in many countries, this model for understanding a major source of discrimination could be potentially useful beyond the US, even if doctoral training is formally organized differently elsewhere. [Abstract from publisher]

URL :

http://www.cshe.berkeley.edu/sites/default/files/shared/publications/docs/ROPS.CSHE_1.17.MacLachlan.DoctoralEducationQuality.2.21.2017.pdf

Doctorate holders outside the academy in Finland : academic engagement and industry-specific competence / Arja Haapakorpi . - **In:** Journal of Education and Work, v. 30, no. 1, pp. 53-68, 2017

Abstract : In Finland, doctoral employment outside the academy has been increasing. Universities can no longer absorb the numbers in the doctoral labour force and research and development (R&D) policy emphasises the need for specialised research capacity in non-academic sectors; the highest academic degree is assumed to add value. However, the transition from doctoral programmes to employment outside the academy has been limited due to the social dynamics within labour markets. This article explores the careers of doctorate holders and the motives non-academic organisations have for recruiting such graduates. The data come from a survey of doctorate holders (N = 1183) and interviews with 26 employers. Based on the analysis, there was little place for doctorate holders outside the academy, except in R&D roles. When employed to undertake work outside R&D, they carried out special, demanding tasks or had a particular role related to their academic status. Professional functions such as those undertaken by medical doctors, engineers and teachers were the most common, but career patterns varied from one employment sector to the next. Employers considered industry-specific competence to be important, and the status of the doctoral degree and the membership in the academic community were expected to advance collaboration with universities and enhance the professional status of the organisations that hired doctoral graduates.

Ethics in the supervisory relationship : supervisors' and doctoral students' dilemmas in the Natural and Behavioural Sciences / Erika Löfström, Kirsi Pyhältö / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 42, no. 2, pp. 232-247, 2017

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This study explored the perceptions of ethical issues in supervision among doctoral students and supervisors in a university in Finland. The nature of ethical issues identified by doctoral students (n = 28) and their supervisors (n = 14) is explored and the degree of fit and misfit between their perceptions in two cases representing the natural and behavioural sciences is analysed. Supervisors and students identified different ethical issues, which suggest that there are aspects in the supervisory relationship about which there is no shared understanding. There were also differences between the ethical issues emphasised in the natural sciences from those emphasised in the behavioural sciences, suggesting differences between the domains.

2016

Are PhDs winners or losers? Wage premiums for doctoral degrees in private sector employment / Heidi Skovgaard Pedersen . - **In:** Higher Education, v. 71, no. 2, pp. 269-287, 2016

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper investigates the economic incentives for this career path of recent Danish PhD graduates. The results showed that income levels three years after receipt of the PhD degree are three percent lower for PhDs than for comparable master's degree holders. However, estimated differences for the change in income over a three year period are insignificant, thus implying that the wage gap at least diminishes slowly. The empirical results indicate that there is a lack of monetary incentives to choose private sector employment immediately after award of the PhD degree.

Doctoral education: Challenges and prospects [Special issue] . - **In:** Higher Education in Russia and Beyond, no. 3 (9), pp. 1-23, Fall 2016

Abstract : This issue focuses on the challenges of organization and reform of doctoral education. How efficient is doctoral education nowadays when it is facing shifting borders between universities and the outside world, especially in the context of new labor market demands? What indicators should be used when evaluating the efficiency of doctoral programs? To what extent do those indicators reflect the goals of modern doctoral education?

Contents:

It is difficult for doctoral education to survive in the absence of an academic market (Konstantin Sonin); The Institute of PhD awarding in Russia and doctoral education: convergence or divergence (Olga Zavgorodnyaya);

PhDs within and outside of the national labor market structural reforms and changes (Natalia Shmatko);

A bird-view of doctoral education reform in Kazakhstan (Aliya Kuzhabekova, Aizhan Temerbayeva);

Transformation of doctoral education in Russia: Between science and education? (Elena Kobzar,

Sergey Roshchin); Enhancement of doctoral programs in Russian universities: case of Higher School of

Economics (Elena Kobzar); Micro-view: students and programs: What determines students' intentions

to pursue a PhD in Russia? (Elena Kobzar); Doctoral students' reasons to pursue a PhD as a cause of

low completion rate of Russian PhD programs (Natalia Maloshonok); Life after PhD: What careers do

PhD students in Russia consider? (Ivan Gruzdev, Evgeniy Terentev); Educational doctoral programs at the Faculty of Economics of Moscow State University (Irina Teleshova).

URL : https://herb.hse.ru/data/2016/10/07/1122507033/1HERB_09_view.pdf#page=16

Employment situation of people with PhDs = Miten tohtorit työllistyvät / Finland. Ministry of Education and Culture . - Helsinki : Ministry of Education and Culture, 2016 . - 72 p.

Online ISBN 978-952-263-388-0

Abstract : This study examines the factors influencing the employment situation of people with PhDs in Finland. The number of people with PhDs has grown significantly in the past 25 years in Finland, in part due to the development work on doctoral studies launched in the 1990s. Even though unemployment of people with PhDs has increased far more rapidly than that of any other educational level since the beginning of the 2000s, they are still the best employed group of people with higher education. Besides personal attributes and the quality of doctoral education, external factors such as the current economic situation had a significant effect on the employment of people with PhDs.

URL : <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2016/liitteet/okm3.pdf?lang=en>

Graduate enrollment and degrees : 2005 to 2015 / Council of Graduate Schools [USA] . - Washington D.C. : Council of Graduate Schools, 2016 . - 76 p.

Abstract : This report presents findings of an annual survey of over 600 graduate schools in the USA. It finds growth in first-time enrolments for a number of key demographic groups, notably all underrepresented minority (URM) groups.

URL :

<http://cgsnet.org/ckfinder/userfiles/files/Graduate%20Enrollment%20%20Degrees%20Fall%202015%20Final.pdf>

Maintaining a quality culture in doctoral education at research-intensive universities / League of European Research Universities [LERU] . - Leuven : LERU, 2016 . - 38 p. (Advice Paper 19)

Abstract : This paper includes practical examples from the LERU universities on how they define expectations for high quality doctoral education, how they set up scrutiny processes, how they use indicators to measure quality and how they build in feedback mechanisms to enhance a quality culture.

It also contains a number of recommendations for universities, policymakers and funders in Europe on how to maintain a quality culture in doctoral education.

URL :

http://www.leru.org/files/publications/LERU_AP19_maintaining_a_quality_culture_in_doctoral_education.pdf

Ontario's PhD graduates from 2009 : where are they now? / Linda Jonker / Ontario. Higher Education Quality Council . - Toronto : Higher Education Quality Council of Ontario, 2016 . - 32 p.

Abstract : Ontario's PhD enrolment has nearly doubled over the past 15 years; by 2013 , there were over 20,000 students enrolled in a doctoral programme in Ontario. To identify where Ontario's recent PhD graduates are employed, the author followed up on 2,310 graduates who received a doctorate from an Ontario university in 2009. The findings show that just under 30% of Ontario's PhD graduates from 2009 are full-time tenure or tenure-track professors at a university. Another 21% have other jobs within academia jobs like researchers, lecturers, college instructors and administrators. Thirty-five percent are employed outside academia in a variety of sectors. Key industries are: health care, government, professional and scientific services (engineering companies, scientific research and consulting), and manufacturing. The author was unable to find employment information for the remaining 15% of graduates.

URL :

<http://www.heqco.ca/SiteCollectionDocuments/Ontario%27s-PhD-Graduates-from-2009-ENG.pdf>

Taking Salzburg forward : implementation and new challenges / European University Association [Brussels] . - Brussels : EUA, 2016 . - 6 p.

Abstract : This document argues that doctoral education reform should continue and provides recommendations on how to make structures more coherent and gain ownership from all parts of the institution. It also considers challenges regarding ethics, digitalisation and globalisation.

URL :

http://www.eua.be/Libraries/publications-homepage-list/Doctoral-Education_Taking-Salzburg-Forward

Advising doctoral students in education programs / Christy Moran Craft, Donna Augustine-Shaw, Amanda Fairbanks, Gayla Adams-Wright . - In: NACADA journal, v. 36, no. 1, pp. 54-65, Spring 2016 ISSN 0271-9517 . - Online ISSN 2330-3840

Abstract : Almost one half of students enrolled in American doctoral programs do not complete their degrees. This paper examines the factors that lead to doctoral student attrition. The authors conducted A content analysis of institutional documents related to advising in two types of doctoral programmes in education. Using data collected from a purposeful sample from universities in the United States, the authors analysed policies, procedures, and expectations related to doctoral student advising. The authors conclude that their findings lead to important implications for clarifying roles of advisors and expectations for graduate student advising.

URL : <http://www.nacadajournal.org/doi/full/10.12930/NACADA-15-013>

An impact analysis of regional industry–university interactions : the case of industrial PhD schools / Linda Gustavsson, Cali Nuur, Johan Söderlind . - In: Industry and Higher Education, v. 30, no. 1, pp. 41-51, February 2016

ISSN 0950-4222 . - Online ISSN 2043-6858

Abstract : Through an exploratory case study in Sweden, the authors identify and analyse the impact of the establishment of industrial PhD schools for participating industry and universities. The study was conducted focuses on three industry–university initiatives involving a total of 57 doctoral students, 9 universities and 39 companies. The results indicate that PhD schools based on the dynamics of the Triple Helix can be of great benefit for both industry and regional universities. In addition, the paper identifies critical success factors for industry–university collaborations involving joint PhD education.

Applied PhD research in a work-based environment : an activity theory-based analysis / S. N. Granata, F. Dochy / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 6, pp. 990-1007, June 2016

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper compares PhDs undertaken at university, that is, academic PhD, with PhDs performed in collaboration with industry, that is, semi-industrial PhD. The research is divided into a literature review and a case study. Semi-industrial and academic PhDs are modelled as activity systems, and differences are highlighted in terms of subject, community, division of labour and instruments. Semi-industrial PhDs involve interaction with people from a non-academic background, developing management skills. Furthermore, the supervision of semi-industrial PhDs is more complex than that of academic PhDs. If supported by frequent supervision, this complexity strengthens the PhD. If not, supervision becomes dispersive, and semi-industrial PhD students create a network of people that enables them to perform their research. However, the creation of that network is not systematic, and a lack of a network may affect the PhD research. Therefore, frequent supervision of semi-industrial PhD students should be stressed and structured. (Abstract adapted from publisher)

Becoming an interdisciplinary scientist : an analysis of students' experiences in three computer science doctoral programmes / Mary Ann Danowitz, María del Carmen Calatrava Moreno / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 38, no. 4, pp. 448-464, August 2016

ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : The aim of this study was to identify how and why doctoral students do interdisciplinary research. A mixed-methods approach utilising bibliometric analysis of the publications of 195 students identified those who had published interdisciplinary research. students' interdisciplinary research outcomes were compared from three different computer science programmes: a traditional programme, a multidisciplinary doctoral school and an interdisciplinary doctoral college. Applying a sociocultural approach, interviews with the 15 most interdisciplinary students were analysed to understand how dispositions and experiences of students and factors of the different programmes affect the circumstances and processes of becoming an interdisciplinary early career scientist. The data indicate that student motivations, previous skills and knowledge interacted with policies and programme structures including type of funding and supervisor expectations to play a crucial role in interdisciplinarity at the doctoral level. These factors can give rise to interdisciplinary research even in programmes without interdisciplinary focus and compromise the interdisciplinary goals of interdisciplinary programmes.

Beyond knowledge and skills : rethinking the development of professional identity during the STEM doctorate / Sally Hancock, Elaine Walsh . - **In:** Studies in Higher Education, v. 41, no. 1, pp.

37-50, January-February 2016

Abstract : The science, technology, engineering, mathematics (STEM) doctorate is the established entry qualification for a scientific research career. However, contemporary STEM doctoral graduates assume increasingly diverse professional paths, with many forging non-academic careers. Using the UK as an example, the authors suggest that the STEM PhD fails to adequately prepare students for the complexity of their future professional lives. They argue that a neglect of the development of professional identity is damaging, even to those who pursue a research career, because the landscape of contemporary science has transformed. The authors propose three reforms to the STEM doctorate to aid the development of professional identity and equip students with a more flexible understanding of becoming and being a researcher. The reforms will boost the resilience of doctoral graduates as they embark upon their varied career trajectories, and therefore assure the continued cultural, social and economic contributions of these highly skilled individuals.

Boundary management in doctoral supervision : how supervisors negotiate roles and role transitions throughout the supervisory journey / Anne Benmore / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 7, pp. 1251-1264, July 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper offers a new conceptual framework for examining doctoral supervision. In addition to a literature review, findings from a small qualitative study of doctoral studies in a UK Business School are presented.

Career satisfaction of postdoctoral researchers in relation to their expectations for the future / Inge van der Weijden, Christine Teelken, Moniek de Boer, Mariske Droste . - **In:** Higher Education, v. 72, no. 1, pp. 25-40, July 2016
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper provides a rare glimpse into this relatively unexplored but important group. A comparative study of two Dutch universities included a survey with both closed and open questions among 225 respondents. Our study reveals that nearly all postdocs (85 %) want to stay in the academic field, but only <3 % was offered a tenure-track position. The uncertainty of their future prospects in academia lowered their job satisfaction; this is particularly true for the social sciences and humanities. Concerning alternative career paths, only few of the postdocs spent time in preparing for a career outside academia, and less than a third attempted to develop any transferable skills, although the importance of networking was recognized. Given that postdocs seem to be trapped between their own ambitions and a lack of academic career opportunities, it is very important that, on the one hand, postdocs aim for better visibility within their organisations, while on the other hand, universities provide more clarity and openness about their further career prospects inside and outside academia.

URL : <http://bit.ly/2d6VRuQ>

Composition of junior research groups and PhD completion rate : disciplinary differences and policy implications / Kerstin Pull, Birgit Pferdmenges, Uschi Gellner-Backes / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 11 - 12, November - December 2016

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper explores the link between the composition and the performance of junior research groups in Germany, measured by doctoral completion rate. The authors examine a data set of 45 junior

research groups (Graduiertenkollegs) and found a relationship between cultural heterogeneity (the cultural regions the researchers come from) and performance in the humanities and social sciences, but no link between the two in the natural sciences. The link between study field heterogeneity and performance in the natural sciences is negative, and in the humanities and social sciences study field heterogeneity and performance are not related. The authors found that interaction within the group helps reap the benefits of heterogeneity. The study results are derived in the context of junior research groups in Germany, but are generalisable to other countries and contexts where PhD education is taking part in groups.

Doctoral studies in Spain : changes to converge with Europe in the internationalisation of the doctorate / Magdalena Jiménez Ramírez . - **In:** Educational Research and Reviews, v. 11, no. 23, pp. 2097-2107

ISSN 1990-3839

Abstract : In Spain, the organisation of doctoral studies has been substantially modified to come into line with the changes introduced by the agenda of the Bologna process. These changes have required alterations to Spanish doctoral regulations. The aim of these changes has been to focus doctoral training more on the development of competency as better preparation for research tasks, linking the doctoral candidate with the job market outside university and allowing for the transfer of knowledge within the European context. To this end, Doctoral schools have been set up as a space in which to manage doctoral training, introducing specialisation in research through the design of new doctoral programmes, and means to provide doctoral candidates with mobility for their international training.

URL : <http://files.eric.ed.gov/fulltext/EJ1123076.pdf>

Extending collective practices of doctoral education from natural to educational sciences / Kai Hakkarainen, Kaisa Hytönen, Juho Makkonen, Erno Lehtinen . - **In:** Studies in Higher Education, v. 41, no. 1, pp. 63-78, January-February 2016

Abstract : This paper examines how a collective knowledge-creation-oriented approach to doctoral education is being adopted in research within the field of education. The authors interviewed nine leaders of national centres of excellence in science research and 12 education professors in Finland whose research communities cultivate collective practices of doctoral education. In order to examine how the collective practices differ from the individual ones, the authors also interviewed nine education professors from well-known Finnish and other European universities engaged in supervising traditional monograph theses. Three principal features of the collective model of doctoral education were distinguished: (1) pursuit of collectively shared research objects; (2) pursuit of externally reviewed co-authored journal articles; and (3) focus on collective supervision. The results indicated that the principal features of the CM can be productively implemented in research in the field of education despite certain challenges and constraints addressed in this report.

From microscope to mirror: doctoral students' evolving positionalities through engagement with culturally sensitive research / Rachel Roegman, Michelle G. Knight, Ashley M. Taylor, Vaughn W. M. Watson . - **In:** International Journal of Qualitative Studies in Education, v. 29, no. 1, pp. 44 - 65, 2016

Abstract : This study examines the experiences of doctoral students in a qualitative research course that centers culture throughout the research process. Data sources include one-on-one interviews, written documentation of course assignments, research team meetings, and doctoral students' conference

proposals and publications examining civic learning and action and notions of citizenship of second- and 1.5-generation African immigrants in New York City, USA. Using Tillman's framework for culturally sensitive research (CSR), the authors draw attention to the ways doctoral students as emerging scholars come to understand and enact their positionalities in research, especially in relation to data analysis, interpretation, and representation. This study expands notions of CSR to include a focus on research with African immigrants and strengthens possibilities for doctoral preparation in education that focuses on culture, race, and immigrant populations.

'I wish I had a crystal ball' : discourses and potentials for developing academic supervising /

Sanna Vehviläinen, Erika Löfström / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 3-4, pp. 508-524, April-May 2016

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The authors of this paper note that many academic communities lack practices for sharing the pedagogical responsibility of supervision of PhD dissertations and Masters theses, and consequently, individual teachers face the challenges of supervision alone. This paper discusses a study in Finland based on university pedagogical training for supervision. Data consist of 44 academics' learning tasks, which were analysed to show how and to what extent supervision is interpreted as a social activity, and what kind of cultural elements appear in the teachers' discourses. The authors adopted the sociocultural approach to discourse analysis, examining the academics' experiences in the context of their wider culture. They found that a traditional supervisory discourse pervaded much of the challenges identified in the academics' descriptions; however, there was also evidence of an aspiring process-orientated dialogical supervision discourse. (Abstract adapted from publisher)

Identifying, characterising and assessing new practices in doctoral education / Lukas Baschung .

- **In:** European Journal of Education, v. 51, no. 4, pp. 522-534, December 2016

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article identifies, characterises and critically assesses the principal changes in doctoral education practices introduced through Doctoral Schools on the basis of eight case studies carried out in Swiss and Norwegian HEIs. The empirical analysis results in the identification of six types of changes which concern doctoral students' recruitment, curricular component, supervision, scientific exchange, tracking and their career. These changes lead to four kind of trends – which vary according to the case study – consisting of a structuring, standardisation and opening of doctoral education, whereas its academic character is maintained. If greater competitiveness, better scientific quality and higher graduating rates may be achieved, problems in terms of 'brain drain', workload, supervision, innovation and careers may even be reinforced or at least not completely solved.

"Mom made me do it": the role of family in African Americans' decisions to enroll in doctoral education / Carmen M. McCallum . - **In:** Journal of Diversity in Higher Education, v. 9, no. 1, pp; 50-63, March 2016

Abstract : Large disparities exist among African Americans and other cultural groups in doctoral degree enrollment and degree attainment. This qualitative study uses a cultural perspective to explore the role of family in the graduate school attendance decision-making process. Semi-structured interviews with 41 currently enrolled African American doctoral-level students from research intensive institutions in the United States revealed that family members play an important role. They provide insight, resources, and emotional and social support during the decision-making process. Findings illuminate the need to focus on culturally relevant strengths of diverse populations when exploring graduate degree decision-making

processes. Findings from this study can be used to inform a theoretical model on doctoral degree decision-making as well as graduate schools' recruitment and attainment strategies. [Abstract adapted from publisher]

Newer researchers in higher education : policy actors or policy subjects? / Paul Ashwin, Rosemary Deem, Lynn McAlpine, / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 12, pp. 2184-2197, December 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article explores the extent to which 42 newer researchers, in the academic sub-field of higher education, were aware of, responded to and negotiated their careers in relation to higher education policies. Participants, who were mainly based in European countries, tended to divide into two similarly sized groups: one that engaged with and made strategic use of higher education policy, 'policy actors;' and another who felt that they were shaped by policy rather than working with it, 'policy subjects.' These differences appeared largely to relate to participants' background prior to studying for their doctorate, their mode of study and doctoral route. All participants appeared to perceive the relationship between their research and policies in individual terms, rather than in terms of being a part of a community of higher education researchers.

PhD students in the entrepreneurial university : perceived support for academic entrepreneurship / DzAMILA Bienkowska, Magnus Klofsten, Einar Rasmussen . - In: European Journal of Education, v. 51, no. 1, pp. 56 -72, March 2016
ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This study is based on survey responses of 464 PhD students from all faculties at one of the biggest universities in Sweden. The results show that the perceived support of commercialisation of research results varies at different hierarchical levels within the university. The score for perceived support from the highest level (central administration) did not differ much between the faculties, while significant differences were found at lower levels. The authors argue that variations between faculties and departments with regard to norms and cultures should be considered when stimulating entrepreneurial engagement, for example by using multiple channels of communication, as well as tailor-made strategies and activities.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/ejed.12160/epdf>

Power, jobs and bodies : the experiences of becoming a gender scholar in doctoral education / Mary Ann Danowitz / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 5, pp. 847-858, May 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper reports on an in-depth case study of a newly created interdisciplinary doctoral school at a German university. Data were collected from questionnaires, interviews and drawings with 12 third year students in addition to faculty interviews and classroom observation. Students described becoming scholars as they negotiated their roles and relationships in an interdisciplinary programme of gender studies. Three dominant themes or factors shaped students' experiences: (a) power and tensions associated with it, (b) jobs: discovering what was to be done, and when and how to do it to be successful, and (c) bodies: the doing of gender.

Reframing European doctoral training for the new ERA / Daiva Repečkaitė . - In: European Journal of Higher Education, v. 6, no. 3, pp. 256-270, September 2016
ISSN 2156-8235

Abstract : In 2014 the institutionalization of European higher education and training, as well as research and innovation, policy entered a new phase: a number of financial instruments were simplified and merged. The Erasmus Mundus programme, wherein consortia of European and overseas universities built joint master's or doctoral degrees, was split into two parts: joint master's degrees now belong to education policy, and joint doctorates became a minor part of the Horizon 2020 programme for research and innovation. The programme illustrates how supranational institutions use 'soft power' to harmonize policies. Using data from interim evaluations of two funding instruments, this article argues that the policy change marks the institutionalization of emerging concepts of European master and European doctorate as two distinct areas, not only different cycles of education. The master is constituted as individual investment, and the doctorate becomes a means to Lisbon (innovation and economy) more than Bologna (streamlining education systems) objectives.

Searching for 'a third space' : a creative pathway towards international PhD students' academic acculturation / Dely Lazarte Elliot, Vivienne Baumfield, Kate Reid . - In: Higher Education Research and Development, v. 35, no. 6, pp. 1180-1195, December 2016
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper examines both academic and non-academic concerns confronting international PhD students. The research was carried out on a sample of 14 non-British postdoctoral academics employed by a research-intensive institution in the UK. Using the Bio-Ecological Systems Theory of human development as a lens, the research findings showed three major challenges that the participants encountered: personal, social and academic. Participants sought 'third space' as a primary coping mechanism - informal spaces that foster personal learning - as a creative pathway and strategy for maximising their chances of achieving a successful PhD academic acculturation journey.

Sharing the stories of racism in doctoral Education: the anti-racism project / Ashley Davis, Allyson Livingstone . - In: Journal of Teaching in Social Work, v. 36, no. 2, pp. 197-215, 2016

Abstract : In this article, the authors examine the role of vicarious racism in the experiences of doctoral students of color. The researchers conducted semi-structured individual interviews with 26 doctoral students who self-reported experiencing racism and racial trauma during their doctoral studies. The analysis generated four themes that detail the different ways in which doctoral students of color in the study experienced vicarious racism and the consequences of this secondhand racism. These themes are (a) observed racism, (b) trickle-down racism, (c) normalization of racism, and (d) racial resistance. The article concludes with implications for future research and practice.

Student satisfaction and perceptions of quality : testing the linkages for PhD students / Ming Cheng, John Taylor, James Williams, Kang Tong . - In: Higher Education Research and Development, v. 35, no. 6, pp. 1153-1166, December 2016
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper explores how the level of student satisfaction is linked with the perceived quality of PhD education. Using interview data from PhD students and their supervisors at two universities in the UK, this paper suggests that satisfaction is not necessarily perceived as an indicator of quality education. Levels of student satisfaction can be influenced by students' expectations prior to their study and their preconceived beliefs regarding the value of a PhD education.

The core competencies of PhDs / Barthélémy Durette, Marina Fournier, Matthieu Lafon / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 8 - 9, pp. 1355-1370, September-October 2016

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper is based on a national survey answered by 2794 PhDs in France. From the data collected, the authors built a reference framework containing 111 competencies organized in 6 main categories. From statistical analysis, a set of 'core' competencies were identified that are shared by doctorate holders.

The labour market relevance of PhDs : an issue for academic research and policy-makers / Aurélie Boulos / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 5, pp. 901-913, May 2016

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Grounded in an auto-ethnography approach, this paper reflects on the challenges that the author (a young female European PhD graduate) experienced when she entered the job market. The ultimate aim is to contribute to the understanding of some aspects of the current situation of numerous overqualified young people, especially in social sciences and the humanities, who have difficulties in terms of simply finding jobs or jobs which fit their levels of qualifications and salary expectations. In this regard, it highlights the responsibility of higher education policies and academic institutions for contributing to the degradation of PhDs' unemployment and overskilling. Ultimately, it points out possible some solutions such as the potential of interdisciplinary academic research (including higher education and gender research) to successfully inform higher education policy in view of tackling the issue of the labour market relevance of PhDs' skills and attributes.

Who is shaping the field? Doctoral education, knowledge creation and postsecondary education research in the United States / Daniel B. Saunders, Ethan A. Kolek, Elizabeth A. Williams, Ryan S. Wells . - In: Higher Education Research and Development, v. 3, no. 5, pp. 1039-1052, October 2016
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper explores the educational histories of published authors in the USA in the field of higher education research to examine how the distribution of institutional affiliations among authors may shed light on the dominance of particular approaches to knowledge production within the field. Specifically, doctoral institutional affiliations of authors published in three top-tier higher education journals in the United States from 2006 to 2010 were analysed. The results revealed that knowledge produced in the field of higher education is highly concentrated among both authors and particular institutions. The authors conclude that these findings raise important questions about the social processes governing knowledge generation within the field.

Why did I drop out? Former students' recollections about their study process and factors related to leaving the doctoral studies / Ä. Leijen, L. Lepp, M Remmik . - In: Studies in Continuing Education, v. 38, no. 2, pp. 129-144, 2016

Abstract : In this study, the authors explore doctoral studies experiences from the perspective of non-completers of doctoral degrees in Estonia and aim to identify factors that were related to dropping

out. Data were collected with semi-structured interviews from 14 former doctoral students in the field of education, and qualitative thematic data analysis techniques were employed for data analysis. The results indicate that dropping out from doctoral studies is associated with different factors: for example, (with) students' personal factors, supervisory arrangements, as well as factors related to institution and the wider learning environment. These results are further discussed and implications for enhancing study arrangements for doctoral studies are presented.

2015

A decade beyond the doctorate : the influence of a US postdoctoral appointment on faculty career, productivity, and salary / Lijing Yang, Karen L. Webber . - In: Higher Education, v. 70, no. 4, pp. 667-687, October 2015

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study examined whether taking a postdoctoral position contributed to faculty career and salary 10 years after doctorate completion. It used a sample of respondents with continuous data in the 1999 through 2008 United States Survey of Doctoral Recipients. Results show that completing a postdoctoral position positively contributed to working in educational institutions and securing a tenure-track appointment. Taking one, but not two or more, postdoctoral positions increased written scholarly productivity. However, the postdoctoral experience had no statistically significant impact on salary a decade after degree completion.

Collaborative doctoral education in Europe : research partnerships and employability for researchers / Lidia Borrell-Damian, Rita Morais, John H. Smith / European University Association [EUA] . - Brussels : EUA, 2015 . - 70 p.

ISBN 978-9-07899-755-9

Abstract : This report is an output of the project Promoting Collaborative Doctoral Education for Enhanced Career Opportunities - DOC-CAREERS II. It provides an analysis of the contexts and conditions to successfully establish and take forward collaborative doctoral education. It also explores employment prospects in the non-academic sector for doctoral holders.

URL : http://www.eua.be/Libraries/publications-homepage-list/EUA_Doc_Careers_II_web

Latinas and resilience: the attainment of a doctoral degree / Piedad Sánchez . - Irvine, California : Brandman University, 2015 . - 155 p.

ISBN 978-1-321812-961

Abstract : The qualitative phenomenological study examines the development of resilience among Latinas in attaining a doctoral degree. Twelve Latina women who have attained doctoral degrees participated in semi-structured in-person, telephone, or webinar recorded interviews. The participants were asked five open-ended questions, which provided insight into how familial support, self-efficacy, autonomy, and relationships contribute to the resilience necessary for success in attaining a graduate degree. The findings for the central question revealed that self-confidence, relationships, determination, life experiences, and family helped develop the resilience necessary to attain a doctoral degree. Familial support was described as a father's support, sense of pride, and family encouragement. The women's strong sense of self-efficacy proved to be absolutely crucial in attaining their degrees. Autonomy consisted of hardship and locus of control. Relationships with key people, such as mentors, husbands, and colleagues in doctoral programs, proved to be remarkably important.

Pedagogic relations and professional change : a sociocultural analysis of students' learning in a professional doctorate / Nick Pratt, Michael Tedder, Ruth Boyask, Peter Kelly / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 40, no. 1, pp. 43-59, February 2015

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The Professional Doctorate has become an increasingly popular doctoral route. Research has tended to focus on outcomes and 'impact' or on the epistemological nature of programmes and resulting student identities compared to other routes. This paper takes a different focus, examining the process through which students come to know about their professional practice via a Professional Doctorate in Education programme. This study uses two cases, drawn from a wider, interpretive study of students' learning experiences in the United Kingdom, to illustrate the complex and differing pedagogic relations that students develop across multiple spaces. The analysis uses activity theory and elements of community of practice theory to understand the various practices of students, their interrelationship with 'the programme' and the many factors that affect the way they can engage in 'professional' doctoral study. The paper concludes with a discussion of potential implications for the organisation of Professional Doctorates as they relate to pedagogy.

International students' motivation to pursue and complete a Ph.D. in the U.S. / Ji Zhou . - In: Higher Education, v. 69, no. 5, pp. 719-733, May 2015

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study explores what motivates 19 international students from Asia and Africa to pursue a Ph.D. at a public research university in the United States and, what motivates them to persist despite several areas of dissatisfaction with the PhD programme. Four motivations emerged: intrinsic interest in research, intrinsic interest in teaching, high utility of a U.S.-earned Ph.D., and high emotional and social cost of abandoning PhD studies. The influence of these motivations changed over time as students' educational experiences unfolded. (Abstract adapted from publisher)

From apprentice to agenda-setter : comparative analysis of the influence of contract conditions on roles in the scientific community / Ester Höhle / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 40, no. 8, pp. 1423-1437, October 2015

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper is based on comparative analysis of country data of the International Changing Academic Profession survey for Germany, the Netherlands and Norway. Specifically, the author examines whether contract conditions at universities influence the chance of taking over a role in research management. Several differences were found between countries, for example, early career researchers obtain permanent employment the earliest in the Netherlands; In Norway 6 years after receiving a PhD, the smallest share of academics are permanently employed while in Germany and the Netherlands almost three quarters work full time. Overall, career stage is a strong predictor for having a management role in Norway and Germany. The analysis shows certain common predictors for all countries: academics not holding a PhD degree, as well as those spending the majority of time for teaching, have lower chances to perform management functions in the scientific community.

URL : <http://www.tandfonline.com/doi/full/10.1080/03075079.2015.1060704>

Enhancing the industrial PhD programme as a policy tool for university–industry cooperation /
Tonu Roolaht . - In: Industry and Higher Education, v. 29, no. 4, pp. 257-269, August 2015
ISSN 0950-4222

Abstract : Industrial PhD programmes are educational tools for building bridges between the academic sector and industry. In these programmes, the PhD student studies and carries out research while being employed in a knowledge-based company or R&D agency. This paper reviews current practice in Estonia and elsewhere and offers suggestions for improving the use of industrial PhD programmes as a cooperation policy tool. It is argued that these enhancements could help to facilitate university–industry cooperation and therefore could foster the transition to a knowledge-based service society and improve productivity.

A decade beyond the doctorate : the influence of a US postdoctoral appointment on faculty career, productivity, and salary / Lijing Yang, Karen L. Webber . - In: Higher Education, v. 70, no. 4, pp. 667-687, October 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study examined whether taking a postdoctoral position contributed to faculty career and salary 10 years after doctorate completion. It used a sample of respondents with continuous data in the 1999 through 2008 United States Survey of Doctoral Recipients. Results show that completing a postdoctoral position positively contributed to working in educational institutions and securing a tenure-track appointment. Taking one, but not two or more, postdoctoral positions increased written scholarly productivity. However, the postdoctoral experience had no statistically significant impact on salary a decade after degree completion.

Inequality and doctoral education : exploring the “rules” of doctoral study through Bourdieu’s notion of field / Bryan Gopaul . - In: Higher Education, v. 70, no. 1, pp. 73-88, July 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper explores the use of Bourdieu’s notion of field to render visible the practices and contexts of doctoral education that produce inequalities across doctoral students. This qualitative study with 15 doctoral students in Engineering and in Philosophy in a research intensive university in Canada. The results demonstrated that these inequalities related to conflicted and codified rules of success within doctoral study, and students’ struggle to understand these rules, and then act in ways that enable students’ success in doctoral education.

What predicts whether foreign doctorate recipients from U.S. institutions stay in the United States: foreign doctorate recipients in science and engineering fields from 2000 to 2010 /
Yin-Young Roh . - In: Higher Education, v. 70, no. 1, pp. 105-126, July 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Using data from the Survey of Earned Doctorates by the National Science Foundation, this study examines factors influencing foreign doctorate recipients’ decisions to stay in the United States after they complete their degrees. The findings suggest that the foreign doctorate recipients with a prestigious doctoral degree were less likely to stay in the United States. The home country’s economic conditions relative to those of the United States also significantly influenced migration decision. The foreign doctorate recipients’ odds of staying in the United States increased when the unemployment rate gap between the home country and the United States widened. Lastly, the country of origin was important in predicting migration decisions for foreign doctorate recipients.

Navigating careers : perceptions of sciences doctoral students, post-PhD researchers and pre-tenure academics / Lynn McAlpine, Esma Emmioglu / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 40, no. 10, pp. 1770-1785, December 2015
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This longitudinal study of 23 sciences doctoral students, post-PhD researchers, and pre-tenure academics in Canada assessed the interpretive value of two constructs in explaining changes in career thinking and decision-making. The interaction of horizons for action (personal influences on future intentions), and opportunity structures (knowledge of career opportunities) provided a means to explain individual shifts over time and differences across roles in career thinking. Generally, over time and across roles, their knowledge of career opportunities grew, but concurrently their personal horizons for action became narrower due to changing personal relationships and responsibilities. Both the significance of the findings and the pedagogical implications are explored.

Women : an under-represented population in American and international doctoral studies / Barbara Deveaux Holmes, Robin Dalton, Dionne Ellis, Amanda Sargent-Lewis, Laura Scott, Sharon Waters . - In: American Journal of Educational Research, v. 3, no. 10, pp. 1324-1329, 2015

Abstract : This paper reviews the key findings and messages from a range of publications to corroborate the key research evidence relating to the reason why women are not enrolling into doctoral programs. It then explores possible explanations and justifications for the attainment gap between women and men in doctoral programs. The paper addresses some of the reasons why women are more likely than men to dropout of doctoral programs. There is a huge disparity between men and women, who pursue PhD degrees in the fields of science, technology, engineering and mathematics (STEM). This paper will address some reasons why women of color are undereducated and underutilized in the area of STEM, and will focus on aspects of social media, status are able to communicate with peers and faculty. Social media can help students build and cultivate relationships that will have an impact on attrition rates on doctoral programs. The cohort model and peer mentoring programs have been instrumental as well in the growth of doctoral programs for the under-represented population of women.

URL : <http://pubs.sciepub.com/education/3/10/19/>

2014

Dual career opportunities for doctoral candidates and early stage researchers / European Council of Doctoral Candidates and Junior Researchers [Eurodoc] . - Brussels : Eurodoc, 2014 . - 4 p.

Abstract : This policy paper emphasises the significance of dual career opportunities for young researchers and makes recommendations on how institutions could support dual career couples in academia.

URL :

https://www.dropbox.com/s/k12zu58ze3x4p5x/Eurodoc_Dual%20Career%20Services%20for%20ESRs_Feb%202014.pdf

Good practice elements in doctoral training / League of European Research Universities [LERU] . - Leuven : LERU, 2014 . - 30 p. (Advice Paper, 15)

Abstract : This paper documents good practice elements in doctoral training at research-intensive universities. It includes recommendations for universities, but also for policy makers, funders and employers.

URL :

http://www.leru.org/files/publications/LERU_AP_15_Good_practice_elements_in_doctoral_training_2014.pdf

The nonacademic careers of STEM PhD holders / American Institutes for Research . - Washington DC : AIR, 2014 . - 11 p. (Issue Brief, April 2014)

Abstract : This issue brief addresses the nonacademic career pathways of STEM PhD holders and examines employment patterns by gender and race/ethnicity.

URL :

<http://www.air.org/sites/default/files/downloads/report/STEM%20nonacademic%20careers%20April14.pdf>

La mobilité internationale des diplômés de doctorats français, caractéristiques et déterminants / Association pour l'emploi des cadres [ACEC][France]; Université de Bourgogne [France]. Institut de recherche sur l'économie de l'éducation [IREDU] . - Paris : APEC, 2014 . - 46 p. (Les études de l'emploi cadre, no. 2014-28)

Abstract : This publication analyses the factors that incite doctoral graduates to go abroad, come back to France or stay in a foreign country.

URL :

<http://recruteurs.apec.fr/Recrutement/Observatoire-de-l-emploi/Les-etudes-Apec-par-thematique/Mobilite-et-carriere/La-difficulte-a-trouver-un-emploi-est-la-principale-cause-d-expatriation-des-jeunes-docteurs>

Survey of doctorate recipients 2013 / National Science Foundation. National Center for Science and Engineering Statistics [USA] . - Washington, DC : NCSES, 2014

Abstract : This survey provides demographic and career history information about individuals with a research doctoral degree in a science, engineering, or health (SEH) field from US academic institutions.

URL : <http://ncesdata.nsf.gov/doctoratework/2013/>

The impact of doctoral careers : final report / Research Councils UK; CFE Research . - Swindon : Research Councils UK, 2014 . - 128

Abstract : Based on survey responses from HESA surveys of 1800 doctoral researchers who graduated from a UK institution in 2003-4 or 2005-6, this report states that over three quarters of employers believe that the loss of doctoral graduates would have a major impact on their business and one in five see doctoral graduates as 'business critical'.

URL : <http://www.rcuk.ac.uk/RCUK-prod/assets/documents/skills/timodcfullreport.pdf>

Rank advancement in academia : what are the roles of postdoctoral training? / Xuhong Su . - In: The Journal of Higher Education, v. 85, no. 1, pp. 65-90, January / February 2014
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This article reports on a study that investigated whether postdoctoral training contributes to scientists' and engineers' attainment of tenure and full professorship in research-extensive universities in the United States. It was found that training does not assist scientists in climbing the career ladder

faster nor does it help them to secure more prestigious appointments once scientists land tenure-track appointments. [Abstract from publisher]

The public good and academic capitalism : science and engineering doctoral students and faculty on the boundary of knowledge regimes / Katalin Szélényi . - In:

The Journal of Higher Education, v. 85, no. 1, pp. 126-153, January / February 2014

ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This article examines the research-related experiences of 48 doctoral students and 22 faculty in science and engineering fields at three research universities in the United States, with specific emphasis on the intersection of the public good and academic capitalism. The findings, provide the basis for a model that depicts the expansive organizational space between the public good and academic capitalism and three ways of negotiating intersections, highlight the nuances of contemporary scientific knowledge production at universities.

Socialization to interdisciplinarity : faculty and student perspectives / Susan K. Gardner, Jessica

S. Jansujwicz, Karen Hutchins, Britney Cline, Isabelle Levesque . - In: Higher Education, v. 67, no. 3, pp. 255-271, March 2014

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract. This paper reports on a qualitative study of 18 doctoral students and 35 faculty members involved in a large interdisciplinary project on environmental sustainability at a university in the United States. Specifically focusing on socialisation to interdisciplinarity, the authors discuss differences in the students' socialisation process in regard to knowledge acquisition, investment - (time commitment) and involvement - participation in the professional role. It was found that more students who expressed the needed knowledge acquisition, involvement and investment than their faculty advisors, for whom interdisciplinary appeared more challenging. Students and new faculty members were more open to interdisciplinarity as both a concept and as an approach to doing research.

Gender homophily, Ph.D. completion, and time to degree in the humanities and humanistic social sciences / Joyce B. Main / Association for the study of higher education [ASHE][USA] . - In:

The Review of Higher Education, v. 37, no. 3, pp. 349-375, Spring 2014

ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : Doctoral programs in the humanities and humanistic social sciences in the United States contend with relatively lower graduation rates and longer duration to degree. This research was carried out using national data from the Graduate Education Survey 2002/2003. Results showed that the frequency of supervisor-student communications during the dissertation process, as well as the supervisor's attitude toward dissertation completion, influences programme duration. Moreover, gender 'homophily', or same-gender mentorship, is associated with higher graduation probabilities for women doctoral students.

Conceptions of research: the doctoral student experience in three domains / Jenni Stubb,

Pyhältö, Kirsti Lonka / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 2, pp. 251-264, March 2014

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This study investigates how doctoral students perceive research work in the context of their

own PhD projects. Thirty-two students from a Finnish university were interviewed, representing three disciplines: medicine, natural sciences and behavioural sciences. Their conceptions of research varied in terms of describing research as a job to do, obtaining qualifications and gaining accomplishments, a personal journey, and making a difference. The conceptions in each category differed in terms of how product-oriented vs. process-oriented and person-centred vs. community-centred they were. The four categories were not exclusive: the students often reported overlapping conceptions. The emphasis of conceptions was different in each discipline, and also varied according to the phase of studies.

Student satisfaction with graduate supervision in doctoral programs primarily delivered in distance education settings / Elizabeth Anne Erichsen, Doris U. Bolliger, Coleen Halupa / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 2, pp. 321-338, March 2014

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This research investigated doctoral students' perceptions of supervision and doctoral student satisfaction with graduate supervision where programs were delivered using distance systems. Statistically significant differences in student responses were found based on gender. While students whose programmes were primarily delivered online were moderately satisfied, students who were in the blended programmes were more satisfied. Other differences were detected between online and blended doctoral supervision environments.

Becoming academics : experiencing legitimate peripheral participation in part-time doctoral studies / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 4, pp. 680-694, May 2014

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : In this paper, two part-time doctoral students and their supervisor explore, through a critical socio-cultural lens, their experiences of shifting towards fuller participation in, and identification with, the academic community. The research was conducted during a directed study course, a context students and supervisor used as an opportunity to examine their engagement in legitimate research activities as students completed their coursework requirements and prepared for academic careers.

Collaborative doctoral programmes : employer engagement, knowledge mediation and skills for innovation / Fumi Kitagawa / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 68, no. 3, pp. 328-347, July 2014

ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : This paper investigates forms of collaborative doctoral programmes that enable employer engagement in innovation and skills development. Collaborative doctoral programmes exist in different national contexts for the development of the science and technology human capital. Such programmes are also seen as policy tools that enhance relationships between academia and industry. Illustrative cases of collaborative doctoral programmes in the United Kingdom highlight the co-existence and co-evolution of several models of collaborative doctoral programmes. Collaborative doctoral programmes, both centre format and non-centre format, provide an institutional space where doctoral students can build their professional identities as the nascent bridging scientists. For the university, both internal and external management and governance of such hybrid space for knowledge production and mediation is of critical importance for the long-term impact. (Abstract from publisher)

Increasing completion rates in Norwegian doctoral training : multiple causes for efficiency improvements / Svein Kyvik, Terje Bruen Olsen . - **In:** Studies in Higher Education, v. 39, no. 9, pp. 1668-1682, 2014
ISSN 0307-5079

Abstract : This article examines changes in completion rates and time-to-degree in Norwegian doctoral training over the last 30 years. A steadily increasing share of doctoral candidates holding a fellowship have been awarded their doctoral degree within five years; from 30% of those admitted in 1980 to 60% of those admitted 25 years later. Furthermore, the proportion of fellowship holders awarded a doctoral degree within 10 years increased from less than 50% to close to 80%. There are, however, large differences between fields. On the one hand, this is a success story, and the reasons for increasing efficiency in doctoral training are analysed. On the other hand, the average time-to-degree is still regarded as being too long, and the non-completion rate still too high. The multiple causes for efficiency improvements are examined with reference to the international body of literature on doctoral training. (Abstract adapted from publisher)

Post-PhD trajectories : desperately seeking careers / Lynn McAlpine . - **In:** Higher Education Review, v. 47, no.1, pp. 4-35, Autumn 2014
ISSN 0018-1609

Abstract : Drawing on an 8-year research programme, this article examines the career trajectories of 40 Canadian and UK PhD graduates. Nine broad career trajectories emerged, reflecting the interplay of national, disciplinary and institutional influences together with individuals' horizons for action and efforts to craft their positions to achieve their goals.

Factors determining the career success of doctorate holders : evidence from the Spanish case / Juan Francisco Canal Domínguez, Alan Wall / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 39, no. 7, pp. 1750-1773, December 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper analyses the determining factors of PhDs' career success among a sample of over 12000 Spanish doctoral graduates who received their doctorate subsequent to 1990. Two measures of success were used: earnings and a subjective measure of success was constructed based on the individuals' assessments of broader aspects of their job position. Analysis of the data by field of knowledge and gender found that males and PhD holders in the field of sciences achieve greater career success in terms of earnings. However on the basis of the subjective measure of career success, on the other hand, it is women and PhD holders in humanities and social sciences that are more successful. The Regardless of the measure of success used, the most important determining factor in career success is job satisfaction. (Abstract adapted from publisher)

Are dropout and degree completion in doctoral study significantly dependent on type of financial support and field of research? / Margaux van der Haert, Elena Arias Ortiz, Philippe Emplit, Véronique Halloin, Catherine Dehon / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 39, no. 10, September 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This study was conducted on a sample of 3092 doctoral candidates from the Université libre de Bruxelles, Belgium. The results show that students with no financing showed the highest withdrawal rate, while students with selective research fellowships showed the lowest one. Dropout is also influenced by the ability of the student, which is correlated to their success in the fellowship allocation

procedure. However, the type of financial support influences dropout from doctoral studies even when controlling for student ability. Finally, the findings suggest that there are no significant differences in dropout and degree completion between fields of study, except for unfinanced students.

Nachwuchs im Netz : Eine Untersuchung der Genderrelevanz von Förderprogrammen für Postdocs / Daniela Böhringer, Julia Gundlach, Svea Korff / Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung [IHF] [Germany] . - In: Beiträge zur Hochschulforschung, v. 36, no. 3, pp. 52-72, 2014
ISSN 0171-645X

Abstract : The postdoc phase following the completion of a PhD is a precarious period in most academic careers. To investigate how research organisations and universities address early-career researchers, this article describes a quantitative survey of postdoc support programmes of 43 German universities and 93 universities of applied science (fachhochschulen) found on the web. The authors found that most support programmes offer information and/or funding options. A few include explicit gender priorities. A qualitative analysis of selected programme descriptions reveals a balancing act: On the one side gender is neutralised, on the other side the different living situations of men and women regarding academia is addressed.

URL : <http://www.bzh.bayern.de/uploads/media/3-2014-Boehringer-Gundlach-Korff.pdf>

2013

Quality assurance in doctoral education : results of the ARDE project / European University Association [EUA] . - Brussels : EUA, 2013 . - 58 p.
ISBN 978-9-0789-9739-9

Abstract : This paper analyses the development of quality assurance processes (internal and external) for doctoral education in European universities. Based on quantitative information gathered from a survey of over 100 universities across Europe and qualitative information collected during a series of focus groups and a workshop, it is the outcome of the two-year European Commission-supported ARDE (Accountable Research Environments for Doctoral Education) project.

URL : http://www.eua.be/Libraries/publications-homepage-list/EUA_ARDE_Publication

Careers of doctorate holders : analysis of labour market and mobility indicators / L. Auriol, M. Misu, R. A. Freeman / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2013 . - 62 p. (OECD Science, Technology and Industry Working Papers, 2013/04)

Abstract : This paper presents an analysis of the labour market and mobility indicators generated by the second large-scale data collection on Careers of Doctorate Holders, a joint project by the OECD, UNESCO Institute for Statistics and Eurostat. There has been a steady increase in the number of doctoral degrees being awarded across the OECD and the evidence points to a sustained labour market premium of doctorate holders relative to other highly qualified individuals in 2009, prior to the potential impact of the economic crisis. Women and younger doctoral graduates, however, fare relatively worse in terms of employment rates, but these results are less marked than for lower degree holders. While temporary positions are increasingly common in academics, coinciding with the rise of postdoctoral positions, they are less so in business. Natural scientists and engineers are those who are more likely to be engaged in research, while social scientists find more opportunities in non-research occupations. Doctorate holders in the medical and health sciences are generally better paid. Earnings are also

typically higher in the business sector than in other sectors, but there are exceptions. Job mobility patterns differ markedly across countries, with mobility being more frequent among doctorates not working in research. Oftentimes mobility from the business sector to the higher education sector is higher than the other way around. International mobility, as well as migration of doctoral graduates, have kept increasing over the decade.

URL :

http://www.oecd-ilibrary.org/science-and-technology/careers-of-doctorate-holders_5k43nxqs289w-en

Research and innovation indicators of Catalan Public Universities : Report 2013 = Indicadorer de investigación e innovación de las universidades públicas catalanas : Informe 2013 /

Associacio Catalan d'Universitats Públiques [ACUP][Spain] . - Barcelona : ACUP . - 101 p.

Abstract : The 2013 report consolidates the report on research and innovation indicators of Catalan public universities that the ACUP started in 2012. It is designed as the main point of reference for the visualisation and communication of the research and innovation activity of the Catalan public university system. In addition, a section details the situation of Catalan public universities in the European research area, in which the Catalan public universities' ability to raise European funds is analysed in greater depth. A series of examples of successful case studies of Catalan public universities in raising European funds are included.

Classmark : P

URL : http://www.acup.cat/sites/default/files/informe2013_1.pdf

Socialization experiences resulting from doctoral engineering teaching assistantships / Irene B. Mena, Heidi A. Diefes-Dux, Brenda M. Capobianco . - **In:** The Journal of Higher Education, v. 84, no. 2, pp. 189-212, March / April 2013

ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : The purpose of this study was to explore and characterize the types of socialization experiences that result from engineering teaching assistantships. Using situated learning and communities of practice as the theoretical framework, this study highlights the experiences of 28 engineering doctoral students at a USA research intensive institution who worked as engineering teaching assistants.

The impacts of postdoctoral training on scientists' academic employment / Su Xuhong . - **In:** The Journal of Higher Education, v. 84, no. 2, pp. 239-265, March / April 2013

ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This article examines the dynamics of postdoctoral training affecting scientists' academic employment, focusing on timing and prestige dimensions. Postdoc training proves beneficial to academic employment—more so in less prestigious departments than in top ones. Postdoc duration is subject to diminishing returns. The benefits of training vary across scientists with different demographic characteristics.

URL :

http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/journal_of_higher_education/v084/84_2.su.html

The meaning of money in the socialization of science and engineering doctoral students : nurturing the next generation of academic capitalists? / Katalin Szélényi . - **In:** The Journal of

Higher Education, v. 84, no. 2, pp. 266-294, March / April 2013
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : Based on ethnographic interviews with 48 doctoral students and 22 faculty members in science and engineering in a university in the United States, this study examines the ways in which doctoral students and faculty make market, symbolic, and social meaning of the presence or absence of money in doctoral student socialization and of funding from governmental and industrial sources. Findings indicate that the culture of science and engineering doctoral education often gives rise to the training of the next generation of academic capitalists, a process that is sometimes contested by students and faculty. Implications are presented for universities, departments, and funding agencies.

URL :

http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/journal_of_higher_education/v084/84.2.szelenyi.html

The PhD is in need of revision = Une réforme du doctorat s'impose / Tamburri, Rosanna . - In: University Affairs / Affaires universitaires, v. 54, no. 3, pp. 12-20, March 2013
ISSN 0041-9257

Abstract : This article looks at what universities in Canada are doing to stem the rising dropout rates of doctoral students.

URL : <http://www.universityaffairs.ca/the-phd-is-in-need-of-revision.aspx>

The different worlds of academia : a horizontal analysis of gender equality in Swedish higher education / Charlotte Silander, Ulrika Haake, Leif Lindberg . - In: Higher Education, v. 66, no. 2, pp. 173-188, August 2013

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study examines the relationship between gender and discipline in women undertaking doctoral degrees in Sweden. Using horizontal quantitative longitudinal and qualitative research methods, the study demonstrates substantial differences between disciplines in gender composition, specifically, the probability of a person leaving academia after earning a doctor's degree and various attitudes towards gender equality work. This approach, according to the authors, has yielded a more complex and contradictory picture of gender equality in higher education than have vertical cross-sectional studies.

URL : <http://rd.springer.com/article/10.1007/s10734-012-9597-1>

Does a doctoral degree pay off? An empirical analysis of rates of return of German doctorate holders / Anne Mertens, Heinke Röbbken . - In: Higher Education, v. 66, no. 2, pp. 217-231, August 2013
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : The empirical analysis examines differences in salaries and working time of doctorate holders in comparison to graduates with a master or equivalent degree in Germany. The results indicate that doctorate holders tend to work longer hours than graduates with a master degree, especially doctorate holders in economics and law and the social sciences. Moreover, a doctoral degree has a positive effect on the income-situation in nearly all tested fields of study. Graduates from the field of economics and law in particular earn comparatively high incomes

URL : <http://rd.springer.com/article/10.1007/s10734-012-9600-x>

Internationalization of the postdoctorate in the United States : analyzing the demand for international postdoc labor / Brendan Cantwell, Barrett J. Taylor . - In: Higher Education, v. 66, no. 5, pp. 551-567, November 2013

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : The American academic research enterprise relies heavily on contributions made by foreign nationals. Of particular note is the large number of international postdocs employed at universities in the United States (US). Postdocs are among the fastest growing group of academic staff in the US, and over 50 % of all postdocs in the US are temporary visa holders. While academic mobility is sometimes understood using a 'push-pull' model, the authors argue that demand for educational migrants must be considered. Drawing from Marginson's (2011; 2002) work, a model for assessing local, national, and institutional (or local) variables that may shape the employment of international postdocs at universities in the United States is developed, which is operationalised through a panel regression analysis using data from 1989–2009. The results showed that the passage of time and federally supported research and development expenditures are strong predictors of postdoc employment. Institutional characteristics predict changes only in the subsample of private universities

One university's approach to defining and supporting professional doctorates / Daniel W. Salters / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 38, no. 8, pp. 1175-1184, October 2013

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The changing market for doctorally prepared workers led one institution in the United States to examine its overall approach to defining and supporting professional doctorates. After a review of existing scholarship and internal practices, a white paper was created to capture the various ways that these degrees can be distinguished from the academic doctorate (PhD) at this university. This article summarises its key conclusions in areas such as relationship to the masters, programme goals and foci, research training, the doctoral capstone, and faculty selection. Ways that these recommendations have begun to effect policies and practices at this particular institution are also highlighted, especially programme development and evaluation.

An all-important alliance : how universities are supporting the graduate student-supervisor relationship = Une alliance cruciale : comment les universités appuient la relation étudiant-directeur de recherche / Virginia Galt . - In: University Affairs / Affaires universitaires, v. 54, no. 9, pp. 12-19, November 2013

ISSN 0041-9257

URL : <http://www.universityaffairs.ca/the-all-important-graduate-student-supervisor-relationship.aspx> (English)

<http://www.affairesuniversitaires.ca/importance-cruciale-de-la-relation-entre-les-etudiants-aux-cycles-superieurs-et-leur-directeur-de-recherche.aspx> (French)

Leveraging value in doctoral student networks through social capital / Colin Pilbeam, Gaynor Lloyd-Jones, David Denyer / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 38, no. 10, pp. 1472-1489, December 2013

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : UK higher education policy relating to doctoral-level education assumes that student networks provide the basis for informal learning and the acquisition of necessary skills and information. Through semi-structured interviews with 17 doctoral students from a UK management school, this study

investigated the value of these networks to students, the facilitators and barriers to network formation, and the causes of network formation and demise. Networks provided three opportunities: academic discussion, benchmarking progress and personal support. Networking was perceived to be most valuable when conducted face to face. Loss of formal structures and increasing independence of research projects over time contributed to network fragmentation. Network cohesion was enabled by 'physical presence', 'shared experience' and a sense of 'common purpose'. Suggestions for the development of structures to support cohesive doctoral networks are made (Abstract from publisher)

Searching for 'doctorateness' / Jerry Wellington / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 38, no. 10, pp. 1490-1503, December 2013
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The author argues that the issue of 'doctorateness' - the meaning of a doctorate - is a recurring debate which needs to be kept alive and revisited regularly. He presents both a summary of existing research and the results of a recent qualitative study he undertook in a British university. Five different areas or arenas in which the question can be addressed are explored: (i) the purposes of doctoral study; (2) the impact of doctorates; (3) Written regulations for the award of the doctorate; (4) the examination process; (5) the voices of those involved (students and supervisors). Having looked at each area, it is argued that we should not be seeking some essential meaning of the term but that we should look for 'family resemblances' across the wide range of doctorates now available to search for a better understanding of the nature of doctorateness.

PhD and the manager's dream : professionalising the students, the degree and the supervisors?
/ Frederico Matos / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 35, no. 6, pp. 626-638, December 2013
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This article has two main aims: to analyse relevant literature on the doctoral degree, and to assess whether recent funding changes in the UK have changed the nature of the PhD in the social sciences in a research-intensive and prestigious UK university. Data were collected at a University where interviews with social sciences PhD supervisors were conducted. The article posits that doctoral programmes have changed in nature and objectives. The doctorate has become a managed exercise which has affected its aims and scope. Findings are likely to apply to other research-intensive universities in the country due to the overwhelming changes that have been applied to doctoral programmes across the board.

2012

Rates of qualification from postgraduate research degrees : projected study outcomes of full-time students starting postgraduate research degrees in 2008-09 and 2009-10 / Higher Education Funding Council for England [HEFCE] . - Bristol : HEFCE, 2012 . - 63 p. (Issues Paper, May 2012 / 10)

Abstract : The data shows that around two-thirds of the students who started research degrees in English higher education institutions in 2009-10 are projected to qualify within seven years, and around three-quarters will qualify over a longer period.

URL : <http://www.hefce.ac.uk/media/hefce/content/pubs/2012/201210/2012-10.pdf>

Researchers of tomorrow : the research behaviour of Generation Y doctoral students / JISC [UK]; British Library . - London, Bristol : British Library, HEFCE, 2012 . - 84 p.

Abstract : This report, jointly commissioned by JISC and the British Library, is the UK's largest study to date on the research behaviour of Generation Y doctoral students (born between 1982 and 1994). The three year study in 2009, which involved 17,000 doctoral students from 70 UK universities. Research findings reveal: Doctoral students are increasingly reliant on secondary research resources (eg journal articles, books), moving away from primary materials; access to relevant resources is a major constraint for doctoral students' progress. Authentication access and licence limitations to subscription-based resources, such as e-journals, are particularly problematic. Open access and copyright appear to be a source of confusion for Generation Y doctoral students, rather than encouraging innovation and collaborative research. The report notes that this generation of doctoral students operate in an environment where their research behaviour does not use the full potential of innovative technology and concludes that Doctoral students are insufficiently trained or informed to be able to fully embrace the latest opportunities in the digital information environment.

URL : <http://www.jisc.ac.uk/media/documents/publications/reports/2012/Researchers-of-Tomorrow.pdf>

Zur Qualitätssicherung in Promotionsverfahren Empfehlung des Präsidiums der HRK an die promotionsberechtigten Hochschulen / Hochschulrektorenkonferenz [HRK][Germany] . - Bonn, Germany : HRK, 2012 . - 9 p.

Abstract : The Executive Board of the German Rectors' Conference (HRK) has adopted eleven guidelines for the quality assurance of doctoral examinations. They were put forward at the HRK Annual General Meeting in Hamburg. Doctoral study and exam regulations should be designed and applied in such a way as to be transparent at every stage and to guarantee integrity in the practice of science and research.

URL :

http://www.hrk.de/de/download/dateien/2012_04_23_Empfehlung_Qualitaetssicherung_Promotion.pdf

The postgraduate crisis / 1994 Group [U.K.] . - London : 1994 Group, 2012 . - 26 p.

Abstract : This report argues that successive Governments have neglected postgraduate education and that the current Government's higher education reforms risk causing damage to postgraduate education.

URL : http://www.1994group.ac.uk/documents/120215_PostgraduateCrisis.pdf

PhD education in a knowledge society : an evaluation of PhD education in Norway / Nordic Institute for Studies in Innovation, Research and Education [Norway] . - Oslo : NIFU, 2012 . - 135 p. ISBN 978-82-7218-846-6 ISSN:1892-2597

Abstract : This includes chapters on key features of the Norwegian system, international trends and perspectives, the quality, efficiency and relevance of PhD education, and recommendations.

URL : <http://www.nifu.no/Norway/Publications/2012/Rapport%2025-2012.pdf>

Postgraduate education : an independent inquiry by the Higher Education Commission / United Kingdom. Higher Education Commission . - London : HEC, 2012 . - 84 p.

Abstract : This report analyses the postgraduate landscape, its economic and international dimensions, access to and funding of postgraduate education and the expectations, quality and structure related to research degrees.

URL :

http://www.policyconnect.org.uk/hec/sites/pol1-006/files/he_commission_-_postgraduate_education_2012.pdf

The PhD in Europe : developing a system of doctoral training that will increase the

internationalisation of universities / Conor O'Carroll, Lewis Purser, Magdalena Wislocka, Sinead Lucey, Nina McGuinness . - In: European higher education at the crossroads : between the Bologna process and national reforms . - Dordrecht : Springer, 2012 . - pp. 461-484
ISBN 978-94-007-3936-9

URL :

<http://books.google.fr/books?hl=fr&id=wmSJyDJz0XYC&q=PhD+in+Europe#v=snippet&q=PhD%20in%20Europe&f=false>

The impact of research training and research codes of practice on submission of doctoral degrees : an exploratory cohort study / Robin Humphrey, Neill Marshall, Laura Leonardo / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 66, no. 1, pp. 47-64, January 2012

ISSN 0951-5224 . - Online ISSN 1468-2273

ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : The paper examines the impact of the transformations in doctoral education in the arts, humanities and social sciences in the United Kingdom over the past decade. It focuses on the introduction of formal research training and codes of research practice and in the first longitudinal candidate cohort study examines their impact on doctoral outcomes, especially Ph.D. submission rates. Results from this quantitative study show that engagement with research training, completion of a project outline and plan and appointment of a supervisory team were statistically positively associated with submission of the thesis within four years. It is concluded that the professionalisation of doctoral education by research training and codes of research practice has had a positive impact on doctoral educational outcomes.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2273.2011.00499.x/pdf>

Enhancing the doctoral journey : the role of group supervision in supporting collaborative learning and creativity / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 37, no. 4, pp. 401-414, June 2012

ISSN 0307-5079 . - Online ISSN 1470-174X

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article explores the role of group supervision within doctoral education, offering an exploration of the experience of group supervision processes through a small-scale study evaluating both student and staff experience across three cohorts of one professional doctorate programme. The findings support a group learning pedagogy in which the experience of the cohortness and creativity are highlighted. Group supervision enables students to engage with their changing and contested professional/researcher identities and enable reflexivity about the nature of practice to take place. The author concludes that group supervision has the potential to enhance and enrich the doctoral student journey.

URL : <http://www.tandfonline.com/doi/abs/10.1080/03075079.2010.520697>

Promoting interdisciplinary doctoral education : expectations and opportunities / Lisa R. Lattuca . - In: Higher Education Forum, v. 9, pp. 61-75, March 2012

Abstract : This article explores the challenges of designing doctoral programmes that promote the development of knowledge and skills that graduates will need to pursue interdisciplinary work.

URL : http://en.rihe.hiroshima-u.ac.jp/pl_default_2.php?bid=106674

The role of the professional doctorate in Ireland from the student perspective / Andrew Loxley, Aiden Seery / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 37, no. 1, February 2012

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Irish higher education policy is in the process of constructing a new role and identity for doctoral students which has at its core the desire to produce what have been referred to by the Irish Universities Association as 'knowledge entrepreneurs'. This conception of doctoral education meshes with, at least in policy terms, the desire for a knowledge-led economy, in which all forms of knowledge can potentially become commodified. This study examines interview data from 27 professional doctoral students regarding the relationship between their motivations to undertake advanced study and their conceptions of and purposes for academic and professional knowledge. The authors argue that current Irish policy is underpinned by a restrictive and narrow understanding of doctoral education, as it marginalises those students who in their professional practice neither wish to view themselves or be positioned as knowledge entrepreneurs.

Women Ph.D. students in engineering and a nuanced terrain : avoiding and revealing gender /

Shelley K. Erickson / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 35, no. 3, Spring 2012

ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : Tensions regarding gender emerged from interviews conducted with 20 women Ph.D. students as the author explored how women's multiple identities and their status as graduate students shaped their experiences in engineering. The purpose of this paper is not to focus explicitly on the reasons for women's continued underrepresentation (although it does illuminate many of the difficulties women experience in engineering Ph.D. programs); rather the students' explanations for underrepresentation serve as a case study with which to analyze their gendered experiences as Ph.D. students. The paper focuses on the women as both students and workers and draw on the theoretical framework of gender in the workplace. The 20 women in this study could be considered success stories as they are pursuing their engineering PhDs; they have neither dropped out nor switched majors. However, their sense of not truly belonging to the engineering community is expressed through the ways in which they avoid and reveal gendered experiences.

Research and teaching revisited : a pre-Humboldtian or post-Humboldtian phenomenon? The cases of France and the UK / Kuang-Hsu Chiang . - **In:** European Journal of Education, v. 47, no. 1, pp. 139-152, March 2012

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : The author examines how teaching and research are related at doctoral level in France and the UK. France has a pre-Humboltian system of research and teaching, whilst the UK has a post-Humboltian one. Strikingly similar findings were found across the two countries. First, little relationship between the departmental research performance and the quality of doctoral education as experienced by PhD students was found in either country. This lack of significant relationship was found across these disciplines. More consistent results were in found in France than in the UK.

Professional doctorates and careers : the Spanish case / Juan Francisco Canal Domínguez, Manuel Antonio Muñiz Pérez . - In: European Journal of Education, v. 47, no. 1, pp. 153-169, March 2012

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article is based on a survey of 17,000 PhD-holders who obtained their PhD between 1990 and 2006 at any public or private Spanish university. The results showed a constant increase in the graduation of new doctors caused by the expansion of Spanish public universities. In terms of career choice, a job outside the university is becoming a preferred option in certain doctoral disciplines. Expected wages strongly impacts career choice, penalising the choice of a university professional career vs. other options, as well as the selection of humanities and social science training.

Academic work and careers : relocation, relocation, relocation / Lynn McAlpine / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 66, no. 2, pp. 174-188, April 2012

ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : Increasingly PhD graduates who wish to take up traditional academic positions (full-time teaching and research leading to permanence) are unable to find such jobs. They end up in fixed-term appointments as post-doctoral fellows or researchers on others' grants. Few studies document their experiences and most that do draw on data from the late 1990s and early 2000s. This longitudinal study reports on the experiences of five social science researchers in two universities in the UK over the years 2008–2010. The analysis results in a rich portrayal of the role of relocations as integral, yet often disruptive, to academic work. Moreover, the multiple often concurrent work-related relocations in the two-year period had personal impact; this aspect of researcher life is rarely reported. A subsequent review of similar data from doctoral students and new lecturers revealed the broader applicability of relocation in their lives. The results raise questions about the long-term impact of such relocations on newer researchers.

Economics of corruption in doctoral education : the dissertations market / Ararat L. Osipian . - In: Economics of Education Review, v. 31, no. 1, pp. 76-83, 2012

Incl. bibl., abstract . - ISSN 0272-7757

Abstract : This paper addresses the issue of dissertations for sale in Russia. The tasks of this anthropological study include establishing the problem of corruption in doctoral education, identification of the dissertations suppliers, study of the specific services they offer, analysis of their prices on different services, and generalizations of findings in the context of the educational system. All of these tasks address the supply side of the dissertations market. This paper identifies a total of 169 firms that offer dissertations for sale in Russia. It concludes that the cost of the dissertations market extends far beyond its monetary expression. Fake doctorates undermine the credibility of real, earned doctorates, and erode the gold standard of quality in research and scholarship.

URL : <http://www.sciencedirect.com/science/journal/02727757>

'Untold' doctoral stories: can we move beyond cultural narratives of neglect? / Lynn McAlpine, Julia Paulson, Allison Gonsalves, Marian Jazvac-Martek . - In: Higher Education Research and Development, v. 31, no. 4, pp. 511-523, August 2012

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This article examines the stories of 24 social sciences doctoral students in three universities, one in Canada and two in the UK, who experienced challenging roads to completion. While their stories

confirm earlier findings, they also provide insight into how students' agency and personal networks of relationships may be critical, both as resources and constraints. The authors argue that these 'untold stories' of student agency coupled with supervisor narratives of students 'not measuring up' can contribute to a culture of institutional neglect. Pedagogies emphasizing an ethic of care and relational rather than regulatory practices are essential if these conditions are to change.

URL : <http://www.tandfonline.com/doi/abs/10.1080/07294360.2011.559199>

2011

Doctoral students and university teaching staff : fact sheet = Étudiants au doctorat et personnel enseignant des universités / Statistics Canada . - Ottawa : Statistics Canada, 2011 . - 9 p. (Fact Sheet, no. 6)

ISBN 978-1-100-17800-4 . - ISSN 1709-8653

Abstract : This fact sheet presents a brief overview of the number of students who enroll in and complete doctoral programs at Canadian universities, focusing on the female–male patterns and changes in those patterns over time. As many of the individuals who earn doctorates move into teaching positions at universities, it also looks at the changes in the representation of males and females among university faculty and by discipline.

Classmark : CA-522 STA

URL : <http://www.statcan.gc.ca/pub/81-599-x/81-599-x2011006-eng.pdf> (English)

<http://www.statcan.gc.ca/pub/81-599-x/81-599-x2011006-fra.pdf> (French)

Eurodoc Survey I : The first Eurodoc survey on doctoral candidates in twelve European countries / European Council of Doctoral Candidates and Junior Researchers [Eurodoc] . - Brussels : Eurodoc, 2011 . - 330 p.

ISBN 978-3-00-035843-2

Abstract : This report analyses the current situation of more than 7500 doctoral candidates in twelve countries (Austria, Belgium, Croatia, Finland, France, Germany, the Netherlands, Norway, Portugal, Slovenia, Spain and Sweden). The survey findings cover career path, funding, training and supervision, working conditions, academic work and mobility.

URL : <http://www.eurodoc.net/news/2011/09/30/eurodoc-survey-i-report-available-for-download>

Professors behaving badly : faculty misconduct in graduate education / John M. Braxton, Eve Proper, Alan E. Bayer . - Baltimore : John Hopkins University Press, 2011 . - 224 p.

ISBN 978-1-4214-0219-2

Abstract : Using data collected through faculty surveys, the authors describe behaviours associated with graduate teaching which are considered inappropriate and in violation of good teaching practices. They derive a normative structure that consists of five inviolable and eight admonitory proscriptive criteria. The authors also discuss the ways in which faculty members acquire the norms of teaching and mentoring, including disciplinary codes of ethics. Analysing data from faculty surveys, they track how these norms are understood and interpreted across academic disciplines and are influenced by factors such as gender, citizenship, age, academic rank, tenure, research activity, and administrative experience.

Classmark : INT-73 BRA

What matters for excellence in PhD programs? Latent constructs of doctoral program quality used by early career social scientists / Emory Morrison, Elizabeth Rudd, William Zumeta, Maresi Nerad . - **In:** The Journal of Higher Education, v. 82, no. 5, pp. 535-563, September / October
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : Latent class analysis reveals that social scientists evaluate the quality of their PhD program with one of two approaches. Graduates of elite programs rely heavily on perceptions of the program's academic rigor; others use perceptions of diverse factors including program support and socialization. Faculty tend to use the latter approach.

The career paths of doctoral graduates in Austria / Markus Schwabe . - **In:** European Journal of Education, v. 46, no. 1, pp. 153-168, March 2011
ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : Doctorate holders play a central role in research and innovation in any industrialised economy, with highly specialised knowledge and research capabilities acquired during their studies. However, their employment depends on the availability of suitable positions on the labour market. Despite huge demand for relevant employment data for this particular group, the available data in most countries is scant. The data collection on Careers of Doctorate Holders (CDH) initiated by EUROSTAT, the OECD and the UNESCO somewhat clarifies the professional situation of doctorate holders. This article presents some key findings of the Austrian CDH data collection carried out in 2006–07. The results are, amongst other things, that in Austria the general employment situation of doctorate holders is relatively good. However, they are faced with a shortage of adequate positions, especially in research. Often doctorate holders have to compromise between the intellectual challenge of working in research and the higher job security outside of research. The employment situation and the sectors of employment depend primarily on the field of science and technology of the doctoral degree.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/j.1465-3435.2010.01465.x/pdf>

Research supervisors' different ways of experiencing supervision of doctoral students / Anita Franke, Barbro Arvidsson / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 36, no. 1, pp. 7-19, February 2011
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Research supervisors' different ways of experiencing their supervision of doctoral students are analysed in terms of the students' questions and problems as they relate to the supervisor's research, and what consequences this connection, or non-connection, to the supervisor's research has for supervision and the role of supervisor. Thirty supervisors of doctoral students at different faculties at a university in Sweden were interviewed. The results illustrate two supervision structures, called research practice-oriented and research relation-oriented supervision. The principal differences between these two ways of structuring supervision consist of whether the supervisor and the doctoral student participate in a common research practice and share objects of research with the same or a related research approach, or whether the doctoral student's research problems and research objects lack a clear connection with the supervisor's research.

Performing masculinity : considering gender in doctoral student socialization / Margaret W. Sallee . - **In:** The Journal of Higher Education, v. 82, no. 2, March/April 2011
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This article suggests that doctoral student socialization is a gendered process. Through a

qualitative case study of engineering students in one department, the author considers how various norms and practices, including competition and hierarchy along with overt objectification of women, point to the masculine nature of the discipline.

Personal commitment, support and progress in doctoral studies / Miia Martinsui, Virpi Turkulainen / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 36, no. 1, pp. 103-120, February 2011
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The purpose of this study is to investigate how students' personal commitment and various forms of support, as well as their complementary effects, explain progress in doctoral studies. Data were collected by a questionnaire survey among doctoral students of industrial engineering and management in Finland. The study investigates the effect of: (1) support from supervisor, peers and employer, and (2) students' commitment in terms of setting goals, time and plans. The results show that plan commitment and peer support, as well as goal commitment and supervisor support, together have a positive effect on study progress. In turn, time commitment and peer support, and time commitment and supervisor support, jointly lead to better research progress.

Structuring a customised doctorate / Ivain Collonge, Philippe Denoulet / European University Association [Brussels] . - In: Journal of the European Higher Education Area, no. 1, pp. 31-48, 2011
ISSN 2192-0109

Abstract : Following the Salzburg 2 recommendations, a doctorate has become an individualised development path for the early-stage researcher that requires standardised structures, support and review processes from the institution. This article is based on research at Pierre and Marie Curie University (UPMC) in France, which found that doctoral research projects that are well-prepared have a considerably better rate of success. For this reason, the university has put in place a number of support structures with clearly defined roles to facilitate the preparation and supervision procedures for individualised research projects. Quality management processes have also been created to regularly measure success in attaining defined goals, enabling an environment for continuous improvement.

Diversity in Academe . - In: Chronicle of Higher Education, Supplement, v. 58, no. 6, September 30, 2011
ISSN 0009-5982

Abstract : The Chronicle's annual supplement on Diversity in Academe features an in-depth look at Hispanics on campuses and the growing effort to build a Hispanic college-going culture. While the number of Hispanic students has risen steadily in recent years, Hispanics remain underrepresented in proportion to their growing populations and graduation rates remain low. Additional reports look at the challenges of accommodating students with learning and emotional disabilities and enrolling more low-income students in elite colleges. In addition, Data and statistics show the race and ethnicity of doctoral recipients, institutions awarding the most doctorates to minority-group members, and the race and ethnicity of faculty members at more than 1,500 colleges.

URL : <http://chronicle.com/section/Diversity-in-Academe/163/>

Social class and belonging : implications for graduate students' career aspirations / Joan M. Ostrove, Abigail. J. Stewart, Nicola L. Curtin . - In: The Journal of Higher Education, v. 82, no. 6, pp.

748-774, November / December 2011
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : The authors examined the role that social class background plays in graduate students' career goals. Class background was significantly related to the extent to which students struggled financially in graduate school, which related to their sense of belonging in graduate school. Sense of belonging related to academic self-concept, which predicted students' interest in becoming professors at "top research universities."

Skills versus pedagogy? Doctoral research training in the UK Arts and Humanities / Lia Blaj-Ward . - In: Higher Education Research and Development, v. 30, no. 2, pp. 697-708, December 2011
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : The traditional 'lone scholar' view of an Arts and Humanities doctoral student sits uneasily with the skills-based discourse underpinning policies aimed at enhancing researcher development and employability. This paper reports on a case study of a research training programme for doctoral students in the Arts and Humanities at a UK university. It calls for the embedding of the generic skills agenda within a more clearly articulated pedagogic discourse and formulates four pedagogic principles for research training programme design. Additionally, the paper problematises the research trainer role and highlights the importance of paying attention to the students' own learning agendas and the learning value they are prepared to derive from training.

Student socialization in interdisciplinary doctoral education / Daniel Boden, Maura Borrego, Lynita K. Newswander . - In: Higher Education, v. 62, no. 6, pp. 741-755, December 2011
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Interdisciplinary approaches are often seen as necessary for attacking the most critical challenges facing the world today, and doctoral students and their training programs are recognized as central to increasing interdisciplinary research capacity. However, the traditional culture and organization of higher education are ill-equipped to facilitate interdisciplinary work. This study employs a lens of socialization to study the process through which students learn the norms, values, and culture of both traditional disciplines and integrated knowledge production. It concludes that many of the processes of socialization are similar, but that special attention should be paid to overcoming organizational barriers to interdisciplinarity related to policies, space, engagement with future employers, and open discussion of the politics of interdisciplinarity.

2010

Quality assurance in postgraduate education / Nathalie Costes, Maria Stalter, Eds. / European Network for Quality Assurance in Higher Education [ENQA][Finland] . - ENQA Workshop on Quality Assurance and Postgraduate Education, Brasov, 12-13 March 2009 . - Helsinki : ENQA, 2010 . - 74 p. (Workshop Report, 12)
ISBN 978-952-5539-45-5 . - Online ISBN 978-952-5539-46-2 . - ISSN:1458-106X

Abstract : This report follows an ENQA Workshop which looked at the implications of the Bologna Process on postgraduate education in Europe, and more particularly on university teaching and research. The diversity of postgraduate education constitutes challenges for the evaluation of third cycle programmes. The main questions that this report addresses are: how to assess and enhance quality in doctoral education? What are the advantages and challenges of evaluating / accrediting doctoral

programmes?

Classmark : EUR-522 ENQ

URL :

<http://www.enqa.eu/indirme/papers-and-reports/workshop-and-seminar/ENQA%20workshop%20report%202012.pdf>

Research-teaching linkages : practice and policy / Jennifer Murphy, Carrie Griffin, Bettie Higgs, Eds. / National Academy for Integration of Research, Learning and Teaching [NAIRTL][Ireland] . - Third Annual Conference of the National Academy for The Integration of Research, Teaching and Learning, 11-12 November 2009 . - Cork : NAIRTL, 2010 . - 184 p.

Contains CD ROM of Posters and Panel Discussions . - ISBN 978-1-906642-18-1

Abstract : This Report contains the keynote addresses, together with a selection of Conference papers, workshops, poster presentations and the roundtable discussion.

Classmark : INT-21 NAI

URL : <http://www.nairtl.ie/documents/Research%20Teaching%20Linkages.pdf>

Gone for Good ? Partis pour de bon ? : les expatriés de l'enseignement supérieur français aux États-Unis / Ionna Kohler . - Paris : Institut Montaigne, 2010 . - 139 p.

ISSN: 1771-6756

Abstract : Basée sur des statistiques gouvernementales et celles de grandes institutions de recherche, ainsi que 83 entretiens avec des chercheurs, des universitaires, des experts de l'enseignement supérieur, en France et aux États-Unis, cette étude porte sur les universitaires et les chercheurs français travaillant dans les universités de recherche aux États-Unis. Couvrant de diverses disciplines (science, mathématiques, économie, sciences humaines et sociales), elle examine l'ampleur de l'émigration scientifique française vers les États-Unis, les raisons de la récente accélération migratoire, les caractéristiques des expatriés chercheurs et les raisons de leur départ de la France.

URL : http://www.institutmontaigne.org/medias/documents/etude_kohler_web.pdf

Stay rates of foreign doctorate recipients from U.S. universities, 2007 / Michael G. Ginn . - 2010 . - 28 p.

URL : <http://orise.orau.gov/files/sep/stay-rates-foreign-doctorate-recipients-2007.pdf>

Reform in European Higher Education with a focus on quality assurance and the changing nature of doctoral education / Lesley Wilson, Andrée Sursock / European University Association [EUA]; Academic Cooperation Association [ACA] . - In: Internationalisation of European Higher Education . - 7th Supplement . - Stuttgart : RAABE, 2010

ISBN 978-3-8183-0543-7

Abstract : The European tradition of the Doctorate started to be increasingly questioned following the broad dissemination and discussion of the "Salzburg Principles", taken up by Ministers and included in the 2005 Bergen Communiqué. Since then, changes at Doctoral level across Europe have been implemented and the creation of qualifications frameworks have led to more attention being paid to effectively monitor the quality of the new 'reformed' Doctoral programmes. This paper describes the common links and the diversity of Doctoral education across Europe, presenting additional challenges making evaluation, either internal or external, highly complex.

Changes in the management of doctoral education / Lukas Bashung . - In: European Journal of Education, v. 45, no. 1, pp. 138-152, March 2010
ISSN 0141-8211

Abstract : This article deals with the current reform of European doctoral education. It is argued that the concrete results of the reform can be better understood by analysing changes in the management of doctoral programmes. This rests on the case study of a Norwegian PhD programme in finance and is based on an analytical framework composed of three public management narratives: New Public Management (NPM), Network Governance (NG) and Neo-Weberian-State (NWS). The latter allows for a particular focus on the instruments, actors and objectives of governance. The article concludes that the examined doctoral programme's management story can be divided into two waves. The first — 'internationalisation' — is shaped by the academic profession in finance which uses a wide range of constraining NPM instruments and applies them in a comprehensive manner to doctoral education in order to achieve its overall objective, namely to implement an internationally competitive PhD programme. The second — 'integration' — is about a recently developed policy instrument with relatively non-constraining NWS elements, used by the State to establish National Research Schools. The latter are principally aimed at the better development and coordination of doctoral training between small and large higher education institutions. Due to those differences between the two episodes in terms of constraining character and scope, the reform of the examined doctoral programme is strongly shaped by the first episode. Hence, the reform essentially consists in a doctoral programme with an international and academic character.

A model of research group microclimate: environmental and cultural factors affecting the experiences of overseas research students in the UK / Elaine Walsh / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 35, no. 5, pp. 545-560, August 2010
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Researchers from outside the European Union represent an increasing proportion of the UK doctoral student body. This research is based on interviews with students from a range of countries and scientific and engineering disciplines and looks at the difficulties the researchers identified whilst undertaking doctoral study. These include isolation, a lack of integration with home students, cultural adjustment problems and ongoing language difficulties. Two important findings emerged: firstly, that research groups appear to exhibit a 'microclimate' which is determined by factors including the style of the supervisor and the norms of social and work-related interaction. Groups with a more cohesive microclimate presented a more supportive environment. Secondly, evidence emerged of a widespread deficit in understanding of cultural issues. This, when combined with language difficulties, aggravated the problems experienced by the overseas students

Collaborative doctoral education : university-industry partnerships for enhancing knowledge exchange / Lidia Borrell-Damian, Timothy Brown, Andrew Dearing, et al. / International Association of Universities [IAU] . - In: Higher Education Policy, v. 23, no. 4, pp. 493-514, December 2010
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This paper summarises the findings of the first stage of a pan-European study of collaborative doctoral training, which has examined programmes involving private senior partners. While studying for a doctorate has traditionally been seen as pre-preparation for a job in academic teaching and research, for many candidates today (around 50%) this is a prelude to a wide range of careers. New programmes

aim to offer the rigour of the conventional doctorate while giving more exposure to the nature of research in other sectors of the economy. This analysis reveals that these programmes are increasingly driven by the development of more strategic approaches to collaborative research and knowledge exchange. The paper suggests working practices and supporting policy measures that can address the (potentially conflicting) requirements for a high quality of education, sound research and adequate preparation of diverse career pathways to improve confidence in the quality and sustainability of doctorate courses.

Developmental networks and learning : toward an interdisciplinary perspective on identity development during doctoral study / Vicki L. Baker, Lisa R. Lattuca / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 35, no. 7, pp. 807-827, November 2010 ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The authors draw on two families of theories - developmental networks and sociocultural perspectives on learning - to develop an interdisciplinary approach to the study of doctoral education as a path to the professoriate. This approach seeks to elucidate the connection between doctoral students' developmental networks, what they learn during their graduate experience (including their learning about the faculty role) and how they develop a professional identity. The authors first discuss the key tenets of the developmental networks and sociocultural perspectives, before exploring their alignments and explaining how the combination might remedy limitations in each approach. Finally, they offer research propositions for further study of the preparation of doctoral students for academic careers.

Doctoral experience and learning from a sociocultural perspective / Nick Hopwood / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 35, no. 7, November 2010 ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article considers how and what doctoral students learn through teaching, student journal editing and academic career mentoring. It provides a grounded account of doctoral experience as a counter-narrative to prevailing policy discourses that focus on products and overlook the doctorate as a personal and social learning experience. Sociocultural theory is used to emphasise forms of agency and relationships between learning, practice and students' intentions. Students are presented as agentic in their purposeful engagement in particular activities, and in their response to challenges they encounter in those activities. Learning is described as embedded in particular practice contexts, culturally mediated and rooted in social interaction.

Keepin up with the Joneses : socialization and culture in doctoral education at one striving institution / Susan K. Gardner . - In: The Journal of Higher Education, v. 81, no. 6, pp. 658-679, November / December 2010 ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : Based on interviews with faculty members and doctoral students, this study seeks to understand the doctoral student experience at a "Tier 3" research university in the US.

Latin America and the Caribbean

2016

Doctoral education and government funding in higher education institutions : an approach from Chile / Liliana Pedraja-Rejas, Emilio Rodriguez-Ponce, Carmen Araneda-Guirriman . - In: Contemporary Issues in Education Research, v. 9, no. 2, pp. 67-76, 2016

Abstract : This article reports on research which reveals the importance that government funding and the quality of faculty have on the doctoral training of universities who are members of the Council of Chilean Universities (CRUCH). The results and conclusions show that government funding has a direct impact on doctoral training in Chile, along with the quality of the academic staff that these institutions have. The authors conclude that fiscal funding and quality of faculty is important and relevant within doctorate education in Chile. [Abstract adapted from publisher]

URL : <http://files.eric.ed.gov/fulltext/EJ1096041.pdf>

2014

An'n panse ansanm pou Mayard : Diagnostic socio-urbain du quartier de Mayard, Jacmel (Haïti) / Teresa Tapada, Yraida Romano, Ramon Canal, Celia Esquerra / Associacio Catalan d'Universitats Publiques [ACUP][Spain] . - Barcelona : ACUP . - 153 p.

ISBN 978-84-616-7162-5

Abstract : The publication exposes the results of the Associacio Catalan d'Universitats Publiques (ACUP), ""La Caixa"" Foundation and the Barcelona City Council project conducted jointly with the City of Jacmel and the Université Publique du Sud-est à Jacmel (UPSEJ) in Haiti. The report is based on more than 300 surveys conducted by project technicians and Mayard inhabitants - trained by the ACUP and the Agence Technique Locale (ATL) of the City of Jacmel-, in the neighborhood of Mayard. The interest of the work lies in the documentation of the cooperation project, the community involvement and the description of a census and the social and urban characteristics of the district.

URL : http://www.acup.cat/sites/default/files/diagnostic-socio-urbain-mayard-jacmel_4.pdf

The emergence of doctoral programmes in the Colombian higher education system : trends and challenges / Orlando Acosta, Jorge Celis / UNESCO International Bureau of Education

[IBE][Switzerland] . - In: Prospects: Quarterly review of comparative education, v. 44, no. 3 (171), pp. 463-481, September 2014

ISSN 0033-0337

Abstract : This article analyzes the emergence of Colombian doctoral programmes within a national and international context. It shows that, while Colombia has experienced a significant growth in the number of Ph.D. graduates over the last decade, it continues to lag behind other Latin American countries. Further, it is critical for Colombia to increase funding for doctoral training, both by increasing the number of scholarships for graduate studies and by improving the mobility of researchers and strengthening the infrastructure of doctoral programmes. Increasing its numbers of Ph.D. holders is vital if Colombia is to succeed in entering the knowledge-based economy. [Abstract adapted from publisher]

URL :

http://download.springer.com/static/pdf/189/art%253A10.1007%252Fs11125-014-9310-5.pdf?auth66=1415801655_734d4b4be60665ea81f05271d76ee35f&ext=.pdf

2013

Articulación entre el pregrado y el postgrado: experiencias universitarias / Centro Interuniversitario de Desarrollo [CINDA][Chile] . - Santiago de Chile : CINDA, 2013 . - 269 p.
Open access

Abstract : This publication presents studies on the coordination between undergraduate and post-graduate university experiences that was launched at the University of Talca in Santiago, Chile. In addition to analysing data and trends in post-graduate and doctoral education in Chile, the publication also contains papers on the transition from undergraduate to post-graduate studies in three different Peruvian universities.

URL :

<http://www.cinda.cl/download/libros/45-ARTICULACION%20ENTRE%20EL%20PREGRADO%20Y%20EL%20POSTGRADO.pdf/>

2011

El sistema de Postgrado en Chile : evolución y proyecciones para las universidades del Consejo De Rectores / M. Isabel Munita, B. Javiera Reyes / Consejo de Rectores de las Universidades Chilenas [Chile] . - Santiago : Consejo de Rectores de las Universidades Chilenas, 2011 . - 119 p.

Abstract : This report analyses major past and current trends in postgraduate education in Chile and proposes five strategic elements for future policy in the field.

URL : http://www.consejodirectores.cl/site/pdf/el_sistema_de%20Postgrado_en_Chile.pdf

2010

La mobilité internationale des ressources humaines hautement qualifiées au Mexique face à la crise économique internationale / Sylvie Didou Aupetit / Association pour la recherche sur l'éducation et les savoirs . - In: Les Cahiers de la recherche sur l'éducation et les savoirs, no. 9, pp. 141-161, 2010
ISSN 1635-3544

Abstract : Cet article évalue quelques tendances récentes qui ont caractérisé la mobilité des ressources hautement qualifiées, principalement des titulaires d'un doctorat, en provenance du Mexique, dans le cadre d'une migration massive entre ce pays et la zone OCDE. Les facteurs de la politique publique qui ont favorisé la mobilité étudiante et professionnelle sont analysés et l'auteur décrit l'état du politique publique sur le thème de la fuite des cerveaux. Finalement, l'auteur examine les impacts de la crise économique sur l'éventuel retour des diplômés universitaires dans leur pays d'origine et sur le fonctionnement des réseaux académiques internationaux.

The graduate foundations of research in Brazil / Elizabeth Balbachevsky, Simon Schwartzman . - In: Higher Education Forum, v. 7, pp. 85-100, March 2010
ISBN : 978-4-902808-56-8

Abstract : This paper presents some of the institutional traits of Brazilian graduate education, explores some facets of its history and examines the link between graduate education and research in Brazil. Contrary to international experience, in Brazil graduate education and not research came first. The authors posit that the success of Brazilian higher education in building a strong research profile is bound to its success in building a strong tier of graduate education; itself arising from a consensus, emerging in the 1970s, between political leaders, policy makers and national science leaders, to put science as a core policy for promoting Brazil's economic development. As this project grew, it created the necessary conditions for research to become institutionalized inside the small number of Brazilian universities that had succeeded in developing a robust tier of graduate education.

URL : http://en.rihe.hiroshima-u.ac.jp/pl_default_2.php?bid=101732
