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### **Doctoral Education**

### **Selective Bibliography**

2016 – 2020

June 2020

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## Africa

2018

**Building PhD capacity in sub-Saharan Africa** / British Council; German Academic Exchange Service [DAAD] . - London : British Council, 2018 . - 24 p.

**Abstract** : This report builds upon an earlier report in 2012 by IAU and ACUP (Catalan Association of Public Universities) which looked at PhD programmes in several member universities in Africa. The new report looks at PhD education and training at the national level in six African countries.

**URL** : [https://www.britishcouncil.org/sites/default/files/h233\\_07\\_synthesis\\_report\\_final\\_web.pdf](https://www.britishcouncil.org/sites/default/files/h233_07_synthesis_report_final_web.pdf)

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2017

**Sustainable transformation of doctoral training in African universities** / Felix Maringe, Elizabeth Spiwe Ndofirepi . - In: Sustainable transformation in African higher education . - Rotterdam : Sense Publishers, 2017 . - pp 53-64

Online ISBN 978-94-6300-902-7

**Abstract** : This book chapter argues that doctoral programmes across the continent speak more to the prescriptions and needs of western epistemes than they seek to address the African challenges. The authors propose theory driven alternatives for transforming doctoral learning in Africa at the ideological, purpose, content, methods and assessment levels. They argue that Africa needs a different form of doctoral education and not one which simply reproduces the knowledge required elsewhere especially in the global north. They call for the development of a mandatory course for all doctoral students in their first year which focuses on the four issues of poverty, inequality, the need to reclaim lost identities and the imperative of creating just and equitable societies across the continent.

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**Death of the PhD : when industry partners determine doctoral outcomes** / Sioux McKenna & Evelyn Muthama Liezel Frick . - In: Higher Education Research and Development, v. 36, no. 2, pp. 444-447, March 2017

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : This article presents a critique of doctoral education, in particular in the light of the report Review of Australia's Research Training System (ACOLA 2016). It points to the shift from education, learning and pedagogy to training and alignment with industry. This change, according to the authors, determines the scope of the PhD, limits critique of industry and economic systems, and calls into question the PhD as an original academic endeavour contributing to forward-looking knowledge creation.

**Looking back at doctoral education in South Africa** / Chaya Herman / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 8, pp. 1437-1454, August-September 2017

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

**Abstract** : This article provides a quantitative picture of doctoral education in South Africa up to 2010, from the time the first doctorate was awarded in 1899. It identifies the different institutional profiles and emphases of doctoral graduation in South African universities in the context of economic, political and social change. In addition, it analyses the progress that has taken place in attaining the national goal of equity, redress and increased research production to allow South Africa to become a player in the knowledge economy. The article is based on a comprehensive database of all the doctoral degrees awarded by South African universities for over a century

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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>

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**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)

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**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.

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

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**‘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)

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## International

2019

**A PhD in social sciences and humanities: impacts and mobility to get better salaries in an international comparison** / Giulio Marini / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 44, no. 8, pp. 1332-1343, August - September 2019  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** The paper analyses which conditions may predict a better salary for people who got a PhD in social sciences and humanities (SS&H) in 13 European countries (UK, France, Germany, Spain, Portugal, Switzerland, Italy, Norway, Slovakia, Latvia, Poland, Hungary and Turkey). Among the controlling variables, predictors are also: change of country of residence; percentage of time spent respectively in research and managerial activities; and impacts achieved during one's PhD programme. Findings, but also policy implications both for PhD programme planners and PhD candidates, are: some specific impacts such as having advised policy-makers, having released interviews to media and having managed and coordinated projects, all predict better salaries for PhD holders in SS&H, other things being equal. To move geographically out of one's country where PhD was awarded is also a good predictor of better wages, provided PhD holders do not swap sectors after attainment of PhD.

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**Moving, remaining, and returning : international mobility of doctoral holders in the social sciences and humanities** / Emanuela Reale, Lucio Morettini, Antonio Zinilli . - **In:** Higher Education, v. 77, no. 5, pp. 17–32, July 2019  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This paper investigates whether the propensity of a doctorate holder in social sciences and humanities (SSH) to experience a period of international mobility during the career is influenced by mobility during the educational stage; second, it examines whether the mobility after doctoral degree affects the choice of doctorates to return to their country of origin, as opposed to remaining abroad, controlling for peculiar aspects of the higher education sector of employment. The results show that international mobility during graduate education and at the moment of choosing the first job on attaining the PhD are important factors influencing the future mobility of doctorate holders in the SSH areas. These same factors also influence the individual's propensity to diverge (continue abroad) or converge (remain, return) with respect to their initial country of employment. The results of this investigation improve our knowledge about the effects generated by the early choices of individuals, which could support decision-makers in designing instruments addressing the international mobility of doctorate holders and, when relevant, creating the conditions for their return.

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**Reforming doctoral education for the knowledge society : a competency development perspective** / Jung Cheol Shin / Hiroshima University. Research Institute for Higher Education . - **In:** Higher Education Forum, v. 16, pp. 27 - 43, March 2019  
ISSN 2432-9614

**Abstract :** This article proposes conceptual frameworks for reforming doctoral education to better train research and development (R&D) professionals ("knowledge professionals"), while also training for the

academic profession. Knowledge professionals represent personnel who are involved in R&D activities, including researchers, support staff, and others. Doctoral education is experiencing rapid changes, both structurally as well as within academic programs, and recent reform initiatives emphasize competency-based doctoral education as a response to the societal demands of the knowledge society. This paper briefly overviews the competencies for doctoral students, and proposes how to implement the concept of competency in doctoral education practice.

URL : [http://ir.lib.hiroshima-](http://ir.lib.hiroshima-u.ac.jp/files/public/4/47548/20190514110509955593/HigherEducationForum_16_27.pdf)

[u.ac.jp/files/public/4/47548/20190514110509955593/HigherEducationForum\\_16\\_27.pdf](http://ir.lib.hiroshima-u.ac.jp/files/public/4/47548/20190514110509955593/HigherEducationForum_16_27.pdf)

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2018

**Contemporary trends in professional doctorates** / Michael Jones / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 5, May 2018  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** Undertaking a PhD is commonly viewed as an apprenticeship, where the student learns the trade of becoming an academic. Recently, the purpose of the doctorate has been under examination. This re-examination has come about because: (1) Employment options within academe are no longer as abundant or secure as they once were; (2) Employers have become more discerning; they are looking for specific skills and qualifications which are absent from the traditional PhD; (3) Government and society are demanding a research degree that is more relevant to the needs of business and the growth of the economy; and (4) universities are seeing the economic value of increasing student numbers, and creating better alignments with industry. This paper examines the contemporary trends in professional doctorates provides and its impact on academia and business.

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**Doctoral students' access to non-academic support for mental health** / Emma Waight, Aline Giordano / 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. 40, no. 4, pp. 390-412, August 2018  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract :** This article presents the findings of a mixed-method study to investigate doctoral experiences of non-academic support, conducted at one British university with a large postgraduate research population. Drawing on focus groups and a student survey, the article concludes that many doctoral students are not accessing institutional support when they could benefit from it, with many turning to external support mechanisms including family, personal doctor and online resources. Five institutional recommendations are proposed to develop improved dedicated doctoral student mental health support: clear signposting, online self-help, workshops, parity of support and supervisor training.

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**Making the familiar strange : a research pedagogy for practice** / Annette Fillery-Travis, Linda Robinson / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 5, pp. 841-853, May 2018  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** This paper examines pedagogical needs of researching professionals undertaking a professional or practice-based doctorate. It first undertakes a critical exploration of the literature and then explores how research supervision can address the emergent needs of the advanced practitioner

as they undertake research at the doctoral level for the first time. Taking a practice theory perspective, the practitioner can be considered as approaching their programme already engaged with the knowledge objects that arise in their self-authored practice. The supervisor's role is to encourage the dissociation of the practitioner from both practice and object to allow them to critically engage with them – in effect to make the familiar strange. This critical engagement is encouraged through a learning framework that supports the development of knowledge beyond disciplinary constraints i.e. through the integration of knowledge from contributing perspectives on the object and with appropriate boundaries to the enquiry. The personal and relational aspects of the supervisory engagement must also be considered as well as the contribution of the practitioner's own experience of work. The engagement is facilitated by a high 'quality' supervisory relationship sufficiently robust to allow reflective dialogue on these issues.

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**Minding the gap in doctoral supervision for a contemporary world : a case from Italy** / Kate Maguire, Elena Prodi, Paul Gibbs / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 43, no. 5, pp. 867-877, May 2018  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This paper presents exploratory findings from interviews with workplace supervisors analysed within the framework of the SuperProfDoc research project. It then draws on these findings and the mentoring and coaching literature to contribute to integrating supervision practices between the academy and the workplace.

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**Reforming doctoral education** / Rachel Spronken-Smith / University of California [USA]. Center for Studies in Higher Education . - Berkeley : CSHE, 2018 . - 16 p.

**Abstract** : The aim of this working paper are firstly to critique the dominant models of PhD education by using the lens of 'success', and secondly to consider an alternative model of PhD education. A PhD programme may be deemed successful if it leads to high employment rates, high satisfaction with types of employment, and graduates who are well equipped for being in the world - in work and in society. Through examining these indicators of success, the author argues that the North American and British PhD models may be failing, and suggests an alternative model based on 'constructive alignment', in which the graduate outcomes are well aligned with teaching and learning methods, and the assessment regime. This alternative model is still based on an apprenticeship approach but requires PhD programmes to be tailored to the individual and their desired career pathway, so that alongside and through their research, they can develop a holistic set of graduate attributes - for 'doctorateness', for possible careers, and for global citizenship.

**URL** : [https://cshe.berkeley.edu/sites/default/files/publications/rops.cshe.9.18.spronken-smith.betterwaydoctorate.8.1.2018\\_0.pdf](https://cshe.berkeley.edu/sites/default/files/publications/rops.cshe.9.18.spronken-smith.betterwaydoctorate.8.1.2018_0.pdf)

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2017

**Content and context in knowledge production : a critical review of doctoral supervision literature** / Wendy Bastalich / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 7, pp. 1145-1157, July 2017  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This article reviews higher education journal articles on doctoral supervision published in the past 20 years within the UK, Australia, Sweden and the Netherlands. The review observes four distinct conceptual frames that prescribe how research education is thought in these contexts, each taking in a

specific understanding of what constitutes 'good supervision', with implicit relations drawn between academics, doctoral candidates, academic developers and government. The review highlights the importance of the challenge mounted to the conception of supervisors as distant masters with sole responsibility for research outcomes. At the same time, the article argues that a de-contextualised, psychological lens dominates educational thought about research education and innovation, pointing to the need for a greater emphasis on content and context learning within future research and practice on doctoral education.

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**International doctoral graduates for China and South Korea : a trend analysis of the association between the selectivity of undergraduate and that of US doctoral institutions / Kim**

Dongbin, Yin-Young Roh . - In: Higher Education, v. 73, no. 5, May 2017

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

**Abstract :** This study explores whether patterns of doctorate attainment among Chinese and Korean international students in the USA have changed over time, and whether these changes reflect the improvements in higher education sectors in China and South Korea. By analysing data from the Survey of Earned Doctorates by the National Science Foundation in the USA, the study found that the number of doctorates from both China and South Korea consistently increased in the USA over four decades. However, while China continued to increase its proportional representations in the 2000s, South Korea experienced decreases in the proportional representations of US doctorates, from 12.2 % in 1990s to 10.7 % in the 2000s. This study also found that the quality of international students' undergraduate institutions is positively associated with the quality of doctoral institutions. In particular, the association between the selectivity of undergraduate and doctoral institutions among Korean doctoral graduates in engineering became stronger from the 1990s to the 2000s. By exploring the short- and long-term implications of quality improvements in higher education sectors in China and South Korea, the US higher education system will be better prepared for changes in the volume and quality of students that it receives.

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**Perception of European and Chinese stakeholders on doctoral education in China and Europe /**

Chang Shu, Yuzhuo Cai, Karen François . - In: European Journal of Higher Education, v. 7, no. 3, pp. 227-242, September 2017

ISSN 2156-8235

**Abstract :** This study investigates perceptions of European and Chinese stakeholders on doctoral education (DE) in China and Europe, particularly the cooperation between the two sides. Data were collected through online and paper survey from both European and Chinese stakeholders (N = 946). The results provide insights for policy-makers, university administrators, doctoral students and their supervisors when planning and engaging in DE in collaboration between European and Chinese higher education institutions (HEIs). Various cooperation models are currently implemented between Chinese and European HEIs. European respondents reported a higher awareness level of cooperation issues compared to the Chinese respondents. Significant differences were found between the Chinese and European respondents regarding their perceptions, perceived advantages and challenges, as well as expectations on cooperation in DE.

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**The methodological socialization of social science doctoral students in China and the USA /**

Robert A. Rhoads, Mi Zheng, Xiaoyang Sun . - In: Higher Education, v. 73, no. 2, pp. 335-351, February 2017

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

**Abstract :** This qualitative study reports findings from a comparative analysis of the methodological

socialization of doctoral students in the social sciences at two universities: one in China and one in the USA. Relying primarily on theories of organizational socialization, the study focuses on formal and informal processes students report as part of developing their methodological knowledge and skills toward the goal of successfully completing their dissertations. The primary goal is to generate insight potentially helpful to university reform efforts in China and the quest to build world-class research universities. As China further seeks to upgrade research capacity and quality at its leading research universities, it is likely that greater attention will need to be given to doctoral education.

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**The role of research education coordinators in building research cultures in doctoral education**

/ Angela Brew, David Boud, Janne Malfroy . - In: Higher Education Research and Development, v. 36, no. 2, pp. 255-268, March 2017a

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : The paper draws on in-depth interviews with 21 research education coordinators from Australian and UK institutions to identify the strategies that they use to build research cultures and integrate research students into them. Students' research cultures are not always linked to departmental research cultures more generally. Local contexts and conditions and staff (including supervisors') attitudes are found to be critical in how research education coordinators respond and what is considered possible in order to ensure that research students are involved in research cultures.

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## 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](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](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>

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**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)

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**'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)

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**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>

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## Asia and the Pacific

2019

**Doctoral supervisory quality from the perspective of senior academic managers** / Margaret Kiley

. - In: Australian Universities Review, v. 61, no. 1, pp. 12-21, 2019

ISSN 0818-8068

**Abstract** : This study is based on interviews with 34 senior staff in 7 universities in Australia in order to understand how they identified supervisors who they generally considered less than ideal in the way they supervised doctoral candidates. This was followed by how they addressed, often, the multiple issues involved. The results provide helpful insights for staff in leadership positions as well as those whose role it is to support doctoral education, and particularly candidates and supervisors.

URL : <http://www.aur.org.au/article/Doctoral-supervisory-quality-from-the-perspective-of-senior-academic-managers-%28AUR-61-01%29-21229>

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2018

**Reproducing “academic successors” or cultivating “versatile experts”:** influences of doctoral training on career expectations of Chinese PhD students / Jianxiu Gu, John S. Levin, Yingzi Luo .

- In: Higher Education, v. 78, no. 3, pp. 427–447, September 2018

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

**Abstract** : This investigation focuses on Chinese doctoral students’ career expectations, and examines how the students’ career expectations changed over time under the influence of doctoral training based on survey data of 1467 doctoral students from 8 Chinese universities. Doctoral students’ evaluations of doctoral training were identified. The examination indicates that more than half of doctoral students expect a non-academic profession, and more than 70% of students did not alter their professional expectations radically over time. The results indicate that doctoral students’ career expectations and their changes over time were influenced by doctoral training in their university environment, students’ relationships with supervisors, and students’ experiences of collaboration with

non-academic organizations. Doctoral students are dissatisfied with doctoral training that does not encourage and prepare them for diverse career paths. The authors conclude that in the present environment, the goal of doctoral training should not only be the reproduction of “academic successors” but also be the cultivation of “versatile experts.”

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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>

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**Choosing to study for a PhD : a framework for examining decisions to become a research student** / Alistair McCulloch, Cally Huerin, Asangi jayatilaka, Paul Calder, Damith Ranasinghe . - **In**: Higher Education Review, v. 49, no. 2, pp. 85-106, Spring 2017  
ISSN 0018-1609

**Abstract** : This article explores and theorises the reasons why Australian students have chosen to engage with doctoral study. The authors outline a framework based on self-determination theory and social cognitive career theory. The framework comprises five categories: autonomy; relatedness; competence and self-efficacy; outcome expectations; and goals. The framework was tested on data generated through a series of focus groups with PhD students studying in Australia in the area of information and communications technology. The framework proved capable of organising data in a robust, comprehensive and coherent way.

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**Higher degree research by numbers : beyond the critiques of neo-liberalism** / Liam Greal, Timothy Lurie . - **In**: Higher Education Research and Development, v. 36, no. 3, pp. 458-471, May 2017  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : This article maps the specific variables linked to measurement in higher degree research programmes, specifically doctoral programmes, as the key sites that familiarise students with measurement practices around research and teaching. With regard to the incremental reframing of doctoral study as a utilitarian pursuit, the authors suggest a need to better identify the singular and immeasurable features of long-term research projects, and argue for a revitalised notion of failure. They argue that neo-liberal metrics need to be understood from the viewpoint of their social usage, alongside other practices of qualification and quantification. [Abstract adapted from publisher]

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**Reproducing “academic successors” or cultivating “versatile experts”: influences of doctoral training on career expectations of Chinese PhD students** / Jianxiu Gu, John S. Levin, Yingzi Luo .  
- In: Higher Education, online, 2017

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

**Abstract** : This investigation focuses on Chinese doctoral students’ career expectations, and examines how the students’ career expectations changed over time under the influence of doctoral training based on survey data of 1467 doctoral students from 8 Chinese universities. Doctoral students’ evaluations of doctoral training were identified. The examination indicates that more than half of doctoral students expect a non-academic profession, and more than 70% of students did not alter their professional expectations radically over time. Logistic regression model results indicate that doctoral students’ career expectations and their changes over time were influenced by doctoral training in their university environment, students’ relationships with supervisors, and students’ experiences of collaboration with non-academic organizations. Doctoral students are dissatisfied with doctoral training that does not encourage and prepare them for diverse career paths. The authors conclude that in the present environment, the goal of doctoral training should not only be the reproduction of “academic successors” but also be the cultivation of “versatile experts.”

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**Team modes and power : supervision of doctoral students** / Margaret Robertson . - In: Higher Education Research and Development, v. 36, no. 2, pp. 358-371, March 2017

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : Currently, team supervision in doctoral studies is widely practised across Australian universities. The interpretation of ‘team’ is broad and there is evidence of experimentation with supervisory models. This paper elaborates upon a taxonomy of team modes and power forms based on a recent qualitative study across universities in a number of states and territories in Australia. Team modes, described as de facto dyad, segmented and collaborative are defined, explained and presented in diagrammatic forms. Team modes are understood as being fluid, oscillating along a continuum according to particular contextual factors such as thesis stage and personal/professional circumstances of team members. Operating parallel to team modes are forms of power, defined as ‘power to’, ‘power over’ and ‘power with’. The article concludes that to maximise collaborative knowledge making within team supervision it is necessary to background social status. As the performance of social status is diminished the focus of the team endeavour is the creative exchange of ideas, creating ‘power with’.

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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.

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**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 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 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. Combining technology with pedagogy translates into more innovative ways to undertake supervision, particularly participatory supervision.

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**Does research degree supervisor training work? The impact of a professional development induction workshop on supervision practice** / Alistaire 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.

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**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.

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**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.

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**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.

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**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)

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## Europe and North America

2020

### **The doctorate as experience in Europe and beyond : supervision, languages, identities /**

Michael Byram, Maria Stoicheva, Eds. . - Abingdon, New York : Routledge, 2020 . - 295 p.

ISBN 978-0-8153-8028-3

**Abstract :** This book presents a detailed account of completing a doctorate from the perspectives of researchers, supervisors and students. Contributors examine how the PhD has needed to evolve and develop, particularly given its role in the internationalization of universities. Drawing on in-depth interviews with international participants, this book explores case studies and comparative analysis of the dimensions of researcher identity, the processes of supervision and the use of languages for teaching and learning and conducting research.

**Classmark :** INT-522 BYR

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2019

### **Are researchers in Europe European researchers? A study of doctoral researchers at the University of Luxembourg /**

Michael Byram, Adelheid Hu, Mizanur Rahman / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 44, no. 3, pp. 486-498, March-April 2019

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

**Abstract :** How doctoral researchers (and their supervisors) experience and conceptualise the process of becoming a researcher and the identifications that are enacted during the process has hitherto been researched only in terms of disciplinary and professional identities. Yet, within Europe, the creation of a common Higher Education Area has a potential impact on the doctoral experience and there is a declared intention to encourage doctoral students to see themselves as European researchers. The University of Luxembourg has policies and characteristics which might be expected to support this direction of development, and this study analyses the nuances of doctoral researcher experiences, at this University, of European and wider international identifications comparing these with policies at European and local levels. The opportunities offered to researchers in Luxembourg to ensure the policies are implemented are considered by participants to be significant. Whether the level of expenditure needed is possible in other countries and universities is an open question but remains a crucial condition for policies to be successful.

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### **Between academia and labour market : the occupational outcomes of PhD graduates in a period of academic reforms and economic crisis /**

Giampiero Passaretta, Paolo Trivellato, Moris Triventi . - **In:** Higher Education, v. 77, no. 3, pp. 541-559, March 2019

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

**Abstract :** The article examines the mid-term occupational outcomes of two cohorts of PhDs graduated in 2004 and 2008 in Italy. This comparison allows the authors to explore changing PhD's occupational prospects after recent academic reforms (e.g. cuts to public funding, introduction of fixed-term positions for assistant professors) and the economic crisis. Population data from the 'Istat Survey on

the Occupational Outcomes of PhD graduates' is used to analyse PhD's employability, international mobility, type of contract and occupation 5 years after obtaining a doctoral degree. Empirical results show that academic reforms and the economic crisis coincided with decreasing employment in academia and increasing chances of having a fixed-term contract, being employed abroad and working in research-related occupations outside academia. Moreover, PhD graduates from hard disciplines, such as engineering, are generally better off compared to PhD graduates in soft fields, such as sociology. Finally, the results suggest that the academic reforms reduced the chances to work in academia more in soft rather than in hard academic disciplines.

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**Doctoral education in Europe today** / European University Association [EUA] . - Brussels : EUA, 2019 . - 35 p.

**Abstract** : This report presents the results of research gathered from more than 300 institutions across Europe, and provides an overview of the deep transformation that has taken place in doctoral education over the past ten years.

**URL** : <https://eua.eu/downloads/publications/online%20eua%20cde%20survey%2016.01.2019.pdf>

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**National barriers to the completion of doctoral programs at Russian universities** / Natalia Maloshonok, Evgeniy Terentev . - In: Higher Education, v. 77, no. 2, pp. 195–211, February 2019 ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : Currently, Russia is at the beginning of a doctoral education transformation to structured programs according to needs of knowledge-based economies. This paper aims to identify national-level barriers to PhD completion in Russian doctoral education. The data from the empirical study in highly selective Russian universities that participate in a special government program were employed. About 40% of all doctoral students participated in the Russian Federation study at these universities. The following problems were revealed and discussed in the research: (1) problems of transition to a structured model of doctoral education, (2) diffusion of doctoral education's goals, (3) unpreparedness of Russian universities for the massive expansion of PhD education, (4) ineffective mechanisms of doctoral student selection, (5) a lack of funding and a need for doctoral students to have paid work, (6) excessive dependence on supervisors and (7) insufficient study time and skills for meeting the requirement for publications before the date of defence. Some problems correlate with the global challenges, but some are unique to the Russian institutional context. The relevance of the Russian case to understanding the worldwide transformation of the doctorate is discussed.

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**Research in EE and ESD in Portuguese public universities** / Francisco Borges, Javier Benayas . - In: International Journal of Sustainability in Higher Education, v. 20, no. 1, pp. 57 - 74, 2019 ISSN 1467-6370

**Abstract** : This paper aims to outline the scientific production in Portuguese universities in environmental education (EE) and education for sustainable development (ESD). It takes doctoral theses presented in public universities as reference. The theses selected were subject to documentary and content analyses. The results allow the identification of research trends and the recognition of detached aspects, such as the influence of the UN Decade of ESD in the research themes and the clear preponderance of a qualitative-led research tradition.

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**Supporting researching professionals : EdD students' perceptions of their development needs**

/ Hilary Lindsay, Lucinda Kerawalla, Alan Floyd / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 12, pp. 2321-2335, November -December 2018

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

**Abstract :** A Doctorate in Education (EdD) is an established alternative to a Doctorate in Philosophy (PhD). However, frameworks in use to support doctoral study in the UK are focused mainly at PhD students and their associated needs and do not address the specific requirements of students who are often working full time and undertaking research into their professional context. To fill this gap, the purpose of this paper is to report on a Researching Practitioner Development Framework (RPDF) which has been developed to meet the specific professional development needs of EdD students. The authors describe the theory which underpins the overarching structure of the RPDF and report on a thematic analysis of semi-structured interviews with nine EdD students at a UK university, which informed its content.

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**The invisible others : stories of international doctoral student dropout** / Melissa Laufer, Meta

Gorup . - **In:** Higher Education, v. 78, no. 1, pp. 165-181, July 2019

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

**Abstract :** an estimated 50% of doctoral students discontinuing their degrees. International doctoral students (IDSs) specifically face the additional challenges of adapting to new academic environments and cultures upon embarking on their doctoral journey. Drawing on life story interviews, this study qualitatively investigates the attrition experiences of IDSs at a Western European university. Interviewees were diverse in terms of country of origin, discipline, gender and time before discontinuation. The authors employed the concept of Othering which draws attention to students' perceptions of being marked as different by those in positions of power or privilege. The authors identified four types of Othering, where students were cast the Foreign, Academic, Financial, and/or Social Others and the role these played in their discontinuation. Findings suggest that Foreign Othering shadowed and reinforced additional Othering experiences; the IDSs lacked familiarity with the academic system, culture, and language which made them more vulnerable to acute academic challenges, financial hardship, and social exclusion.

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## 2018

Desirable qualities of modern doctorate advisors in the USA : a view through the lenses of candidates, graduates, and academic advisors / Rosemarye T. Taylor, Thomas Vitale, Colton Tapoler, Kari Whaley / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 5, pp. 854 - 866, May 2018

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

**Abstract :** Desirable qualities for modern doctorate academic advisors in the USA that provide for successful completion were explored in this mixed method study, both interview and survey data were collected. Interviews took place with 13 academic advisors and 18 doctoral candidates and graduates. Thirty-eight academic advisors and 151 candidates and graduates in the USA completed the survey. Participants were from 33 states and represented disciplines of physical therapy, nursing, health, education, and business. Findings across academic advisors, doctoral candidates, and graduates indicate that participants preferred structure in the advising process, helpful and timely feedback, regular communication, emotional support during the doctoral research journey, and a professional

relationship that transitions from hierarchical to collegial as the candidate moves to completion of the modern doctorate process.

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**Finding a purpose for the doctorate? A view from the supervisors** / Andrew Loxley, Mark Kearns / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 43, no. 5, pp. 826-840, May 2018

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

**Abstract** : This paper is based on a study of interviews conducted with doctoral supervisors in a range of disciplines in Ireland, the UK, Italy, the Netherlands, and the US). It focuses on the notion of 'purpose' from the perspective of doctoral supervisors which the authors collated into four themes: knowledge generation, recognition, positionality and instrumentalism.

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**How can we develop supervisors for the modern doctorate?** / Anne Lee / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 43, no. 5, pp. 878-890, May 2018

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

**Abstract** : This paper explores supervisor development in the light of information generated by an Erasmus-funded project on the modern doctorate. It is structured in four phases. Firstly examining interview data to isolate some distinguishing features of the modern doctorate. Secondly re-examining that data to see if these distinguishing features can be mapped on to an existing framework of approaches to research supervision. Thirdly looking at the survey responses relating to that same framework. Fourthly, having found coherence with the five approaches, the initial outcomes from a Norwegian project are examined. The project worked with experienced academics nominated to 'support and develop their colleague supervisors' primarily by designing and leading supervisor development programmes. The findings show that the original framework is also appropriate for supervisors of the modern doctorate and that there are some important organisational factors that need to be taken into account when developing the developers of supervisors.

**URL** : <https://www.tandfonline.com/doi/full/10.1080/03075079.2018.1438116>

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**The CEU Global Teaching Fellowship Program : impact and lessons learned for international doctoral education** / Monica Jitareanu, Agnes Leyrer / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 2, pp. 73-94, 2018

ISSN 2199-5125

**Abstract** : The article presents an innovative experience in international doctoral education. Beyond its immediate institutional relevance, this experience also contributes to testing the limits and asserts the applicability of the European model of doctoral education developed in the years when the Bologna process began to spread beyond Europe. As one of the first graduate schools in Europe, established already in 1991, Central European University (CEU) created a global teaching fellowship programme for advanced doctoral candidates and recent graduates. The article describes the programme, the process leading up to its present structure, the involvement of stakeholders and the impact of the programme. The authors of the article, who have coordinated the Global Teaching Fellowship Program (GTFP) since its inception, share their experience on the challenges, successes and lessons learned from setting up and developing an initially small project into a full-blown, global programme in three years. The programme has become an important part of doctoral education at CEU and is highly relevant for developing teaching and research capacity at a significant number of partner institutions in Europe, Asia and Latin America.

**The influence of professional doctorates on practice and the workplace** / David Boud, Annette Fillery-Travis, Nico Pizzolato, Brian Sutton / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 5, pp. 914-926, May 2018  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** This paper reports on a qualitative study of practitioners from a range of professional arenas and sectors who have graduated from a professional doctorate within the past 10 years from a university in the United Kingdom. Through thematic analysis of semi-structured interviews and the candidates' project reports, we explore their experience of applying their learning within their workplaces providing insight into the level and degree of influence such development can have on organisational contexts. The paper does not focus on the academic or personal impact of their experience as the intention of these particular doctoral researchers is the creation of new knowledge embedded in practice.

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**Transitioning student identity and sense of place : future possibilities for assessment and development of student employability skills** / David A. Griffiths, Margaret Inman, Harriet Rojas, Kent Williams / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 5, pp. 891-913, May 2018  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** This research explores employability skills through the lens of Student Development Theory and Bloom's adapted taxonomy to produce and rigorously test a new employability skills maturity framework, delivered using a 360° analysis tool in a Midwestern University in the United States. The findings identify significant gaps in current thinking, specifically a lack of consensus as to what constitutes employability skills and how they are levelled, that demonstrate the need for educational institutions to improve resources, challenges and support related to the awareness of graduate identity and self-perception of employability, if graduates are to remain relevant in rapidly changing labour market landscapes.

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**What makes them leave? A path model of postdocs' intentions to leave academia** / Isabelle Dorenkamp, Eva-Ellen Weiß . - **In:** Higher Education, v. 75, no. 5, pp. 747-767, May 2018  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** A growing number of postdoctoral academics cite stressful working conditions for considering abandoning their studies and leaving the academic profession entirely before they obtain a tenured position. This paper identifies the mechanisms by which work stress influences postdocs' intentions to leave academia. The authors propose a professional turnover-intention model that includes both the effort-reward imbalance model as a comprehensive measure of work stress and affective professional commitment. The research model is tested data from 421 postdocs in Germany. The results show significant support for the hypothesized effects. In particular, a three-path-mediated effect is found from work stress to the intention to leave academia via strain and job satisfaction. Additional analyses reveal significant gender differences: The relationship between over commitment and strain is stronger for female postdocs than it is for male postdocs, and the direct link between work stress and the intention to leave academia applies only to female postdocs. Further, job satisfaction fully mediates the relationship between affective professional commitment and the intention to leave academia. The authors also confirm the relevance of affective professional commitment to professional turnover intentions in academia. Specific policy recommendations for retaining more postdocs in academia are given.

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2017

**PhD student outward mobility: perceived barriers and benefits** / Universities UK . - London : UUK, 2017 . - 9 p.

**Abstract** : This report is based on a PhD student focus group in the UK, which considered the benefits, barriers and attitudes to mobility, in addition to information and support. Recommendations for universities are summarised. Specifically, it suggests 'more consistent and coordinated support for students who are conducting a mobility period overseas'.

**URL** : <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/International/Phd-student-outward-mobility-December-2016.pdf>

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**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](http://www.cshe.berkeley.edu/sites/default/files/shared/publications/docs/ROPS.CSHE_.1.17.MacLachlan.DoctoralEducationQuality.2.21.2017.pdf)

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**A PhD Programme at the Centre for Internationalisation of Education (CIE)** / Robert Coelen / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 3, pp. 15-25, 2017

**Abstract** : This article describes the establishment of a joint centre focused on research into Internationalisation of Education founded by two universities in the Netherlands. The relative paucity of empirical papers in this field, coupled with an increased interest in internationalising education and consequent introduction of much additional effort, enhances the urgency for further progress in the conduct of internationalisation interventions to be supported by empirical evidence. The Centre for Internationalisation of Education was established to help fill this important gap through the creation of a PhD programme.

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**Academic socialization of Chinese doctoral students in Germany : identification, interaction and motivation** / Rui Wu . - In: European Journal of Higher Education, v. 7, no. 3, pp. 276-290, September 2017  
ISSN 2156-8235

**Abstract** : This research examines the academic socialisation of 53 Chinese doctoral students in Germany selected from 8 universities across 7 federal states. A combination of quantitative and qualitative methods was applied. Findings show that the academic socialisation takes place in three aspects of students' life: the identification of their doctoral status, the interaction with supervisor and their motivation of doing research. Based on that, the clearness of identification, effectiveness of interaction and steadiness of motivation are displayed as necessary conditions for a comparatively high level of academic socialisation in German academic field.

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**Becoming an academic : the role of doctoral capital in the field of education** / Jude Walker, EeSeul Yoon . - In: Higher Education Research and Development, v. 36, no. 2, pp. 401-415, March 2017  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : This paper draws on Bourdieu's concepts of field, capital and habitus to examine the learning and enculturation of alumni of a Canadian PhD programme in the discipline of Education. The authors employ the concept of doctoral capital to help explain how and why some PhD graduates go on to secure faculty positions and others do not. They conclude that this research suggests that certain existing and acquired academic practices, attributes, dispositions and behaviours collectively form a type of doctoral capital that alumni can then use in the academic marketplace.

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**Determinants of the job satisfaction of PhD holders : an analysis by gender, employment sector, and type of satisfaction in Spain** / Josep-Oriol Escardíbul, Sergio Afcha . - In: Higher Education, v. 74, no. 5, pp. 855-875, November 2017  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This article analyses the determinants of job satisfaction of PhD holders in Spain. Using representative data for Spain's PhD population - collected from the Spanish Survey on Human Resources in Science and Technology (2009) - the authors carry out an analysis by gender and institutional sector (university and non-university) in which employees work. The results do not show any significant differences by gender. However, it seems that meeting "basic" needs (following Herzberg's typology of basic motivation including salary and working conditions) is less important for the job satisfaction of PhD holders working in universities. The authors suggest that their results seem reasonable in a Southern European country where the monetary conditions of the labor market are worse than those in other developed countries.

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**Doctoral education reform in Finland : institutionalized and individualized doctoral studies within European framework** / Helena Aittola . - In: European Journal of Higher Education, v. 7, no. 3, pp. 309-321, September 2017  
ISSN 2156-8235

**Abstract** : In Finland, the reform project of doctoral education started vigorously in the mid-1990s which led to the emergence of more structured doctoral training. The starting point for this article was a recent national follow-up evaluation of doctoral education in Finland. The results are based on qualitative analysis of a survey and interview data collected in the evaluation. The results showed that Finnish universities are launching the university-wide graduate school model. Each university is building one or more graduate schools consisting of doctoral programmes compatible with the

university's research strategies and profiles. Today, there is an apparent need to increase doctoral students' participation in the reform processes. It can be argued that there is discrepancy between the official statements of the doctoral students' key position in promoting research excellence within the European context and the actual doctoral training practices at institutional level. Therefore, the author suggests the need to explore doctoral students' study conditions from their own perspective, in order to get a better picture of how the new university-wide graduate schools and doctoral programmes promote doctoral graduation in academic, pedagogical and cultural terms.

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**Does external funding push doctoral supervisors to be more directive? A large-scale Danish study** . - In: Higher Education, v. 74, no. 2, pp. 357–376, August 2017

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

**Abstract** : Researchers have raised concern that external funding will push doctoral supervisors to be more directive in their supervision of doctoral students' research projects. However, the empirical evidence supporting such concern is limited. The aim of the study was, first, to develop and validate a scale allowing us to measure the degree of supervisor direction. Second, the aim was to examine the hypothesis that directive supervision is more likely to occur when the doctoral student's research project is supported by external funding secured by the supervisor. A total of 1690 doctoral students at a research-intensive Danish university participated in the study. Three scales, including a directive supervision scale, were developed and validated by means of exploratory and confirmatory factor analysis. The hypothesis was confirmed for the health sciences, but not the natural sciences. Results from the humanities and social sciences were ambiguous.

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**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.

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**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.

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**Geography of doctoral education in The Netherlands : origin and current work location of recent PhDs from five Dutch universities** / Cathelijm J. F Waaijer . - In: Research evaluation, online, December 2017

**Abstract** : . This is the first study describing the geographic origin and current work location of PhDs from Dutch universities, which are located in a densely populated area with a high concentration of basic science and science-based industries. Our study shows that their country of origin is strongly related to the field of study, as engineering PhDs were born outside The Netherlands much more often than PhDs from other fields. Furthermore, we show that PhDs disproportionately come from the same region as where the PhD university is located. PhDs also frequently did their pre-PhD degree at the university where they obtained their PhD degree. Finally, a disproportionate number of PhDs stay in the PhD region to work, especially if they also did their pre-PhD degrees at the PhD university. The extent of PhDs staying in the PhD region varies by sector, with PhDs in the higher education sector staying in the PhD region more often than PhDs working in other sectors. This implies that the geographic concentration of PhDs in the region of the PhD university is mainly due to PhDs staying to work at the same university rather than employment opportunities in other (science-based) industries—a finding at odds with Dutch science policy, which promotes mobility in academia but also stresses the importance of the region in innovation by science-based industries.

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**Improving doctoral support through group supervision: analysing face-to-face and technology-mediated strategies for nurturing and sustaining scholarship** / Maggie Hutchings / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 3, pp. 533-550, 2017

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

**Abstract** : This article explores group supervision processes, analysing student experiences of face-to-face (FtF) and technology-mediated (Tm) strategies in a professional doctorate programme in the UK, to address the question of what factors in group supervision help or hinder scholarship. Findings illustrate how group supervision can nurture mutual and sustained support and how Tm encounters can add value, affording location-independent interactions to facilitate participation, and reduce isolation. Key dimensions of a pedagogical support framework for doctoral supervision will be identified, which give priority to nurturing relationship development and sustaining connectedness through group supervision. This form of nourished scholarship can support and sustain the doctoral journey and improve completion rates.

<http://eprints.bournemouth.ac.uk/22351/1/Facilitating%20doctoral%20support%20thru%20group%20supervision%20FinalPP.pdf>

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**International mobility of French Ph.D.s** / Claire Bonnard, Julien Calmand, Jean-François Giret . - In: European Journal of Higher Education, v. 7, no. 1, pp. 43-55, March 2017

ISSN 2156-8235

**Abstract** : This research investigates the determinants of international mobility of Ph.Ds upon

graduation. It is based on a survey of 400 young Ph.Ds who graduated in France between 2003 and 2008, half of whom were still abroad more than six years after graduating. The impacts of personal, occupational and scientific characteristics on the successive mobility decisions after graduating were scrutinized. The findings show that motivations for going abroad relate principally to the difficulty in finding employment on the French labour market. The choices as to longer term expatriation are more fragmented and can be less readily unravelled. By contrast, readiness to return to France is often accounted for by family factors.

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**Latest reforms in Finnish doctoral education in light of recent European developments** / Jussi Kivistö, Elias Pekkola, Taru Siekkinen . - **In:** European Journal of Higher Education, v. 7, no. 3, pp. 291-308, September 2017  
ISSN 2156-8235

**Abstract :** This article examines Finnish doctoral education from the steering perspective in a European context. The authors describe the development and steering of Finnish doctoral education, as well as the current doctoral education policies and instruments used to implement it. They analyse the main steering documents of Finnish doctoral education policy and provide insights into the implementation of the European doctoral education agenda through a case study from the University of Jyväskylä. They argue that directing policy in terms of information is the most important instrument for developing doctoral studies. Furthermore, they conclude that the supranational steering directly affects Finnish higher education institutions.

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**Not what I expected : early career prospects of doctoral graduates in academia** / Brittany Etmanski, David Walters, David Zarifa . - **In:** Canadian Journal of Higher Education, v. 47, no. 3, 2017  
ISSN 0316-1218

**Abstract :** Various studies acknowledge the uncertainty many doctoral graduates face when beginning their search for full-time employment within the academic sector. Recent graduates face a job market where the likelihood of obtaining full-time permanent positions in academia is perceived to be declining, and the mobility of graduates within the sector is unclear. Drawing on Statistics Canada's 2013 National Graduates Survey, this paper assesses whether graduates who pursued a doctoral degree to become a full-time professor achieved their goal within three years of graduation. The results suggest that although a large portion of doctoral graduates pursued their degrees to become full-time professors, relatively few reported obtaining such positions within three years of graduation, regardless of field of study.

Plusieurs études attestent de l'incertitude que doivent affronter les titulaires d'un doctorat quand ils entament leurs recherches pour un poste à temps plein dans le secteur universitaire. En effet, les récents diplômés font face à un marché de l'emploi où on perçoit que les chances d'obtenir un poste permanent à temps plein dans le secteur académique s'amenuisent, et où la mobilité professionnelle des titulaires d'un doctorat de ce secteur demeure floue. À partir des données de l'Enquête nationale auprès des diplômés 2013 de Statistique Canada, cet article examine la propension des titulaires d'un doctorat souhaitant devenir professeurs à temps plein à réaliser leur objectif sur une période de trois ans après leur collation des grades. Indépendamment du domaine d'étude, les résultats démontrent que, bien qu'une grande proportion de titulaires d'un doctorat aspire à devenir professeurs à temps plein, peu d'entre eux rapportent avoir obtenu de tels postes trois ans après leur remise de diplôme.

URL : <http://journals.sfu.ca/cjhe/index.php/cjhe/article/view/187784>

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**Purist or pragmatist? UK doctoral scientists' moral positions on the knowledge economy** / Sally Hancock, Gwyneth Hughes, Elaine Walsh / Society for Research into Higher Education [SRHE][UK] . -

**In:** Studies in higher education, v/ 42, no. 7, pp. 1244-1258, July 2017  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** This paper reports a study of UK doctoral students in STEM subjects, which reveals that they are aware of, but ideologically divided towards, the knowledge economy. The knowledge economy relates to their scientific motivations, values and aspirations in complex ways. Four moral positions emerge, ranging from 'anti' to 'pro' knowledge economy. The authors discuss the characteristics of each moral position, concluding with the need for doctoral scientists to adopt better informed and more flexible professional outlooks.

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**Structuralization of doctoral education in Germany : an interdisciplinary comparison / Lin Qin . -**

**In:** European Journal of Higher Education, v. 7, no. 3, pp. 261-275, September 2017  
ISSN 2156-8235

**Abstract :** Taking the establishment of structured doctoral programmes in Germany as an example, this paper focuses on how knowledge production in certain academic fields reshapes their doctoral education in a widely changing policy context. Based on case studies of eight graduate schools in three research fields, economics, life sciences, and literature - cultural studies, this paper illustrates the different components of structured doctoral programmes, and analyses the heterogeneity in the motivation and pathways of doctoral education reform. This paper concludes that the structured doctoral programmes in Germany manifest several characteristics of the new mode of knowledge production. However, these characteristics have very different implications for different academic fields, which should be taken into consideration when making relevant policies.

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**Supervisors' and doctoral students' dilemmas in the Natural and Behavioural Sciences / Erika Ljöfström, 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.

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**Temporary contracts : effect on job satisfaction and personal lives of recent PhD graduates /**

Rosalie Waaijjer, Cathelijn J. F. Belder, Hans Sonneveld, Cornelis A. van Bochove, Inge C. M. van der Weijden . - **In:** Higher Education, v. 74, no. 2, pp. 321-339, August 2017

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

**Abstract :** This study examines the effect of temporary employment on the highest educated group in the labor force, PhD graduates. The authors present findings of a survey of 1133 respondents who obtained their PhD from one of five Dutch universities between 2008 and 2012. Compared to PhDs employed on a permanent contract, PhDs on a temporary contract are less satisfied with their terms of employment, especially if they have no prospect of permanence. Temporary contracts with no prospect of permanence also decrease satisfaction with job content. Conversely, self-employment increases satisfaction with job content. Educational level required for the job also influences job satisfaction to a large degree: working below PhD level negatively affects job satisfaction. Finally, the type of contract affects different aspects of the personal lives of PhDs, such as the ability to obtain a

mortgage, the stability of family life, and the possibility to start a family.

URL : <https://link.springer.com/article/10.1007/s10734-016-0050-8>

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**The stifling silence around scholarly creativity in doctoral education: experiences of students and supervisors in four disciplines** / Eva M. Brodin . - In: Higher Education, online

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

**Abstract** : The demand for developing creativity among doctoral students is found in a number of educational policies all over the world. Yet, earlier studies on Swedish doctoral education suggest that doctoral students' creativity is not always encouraged. Based on a critical hermeneutic approach and cases in four different disciplines, the aim of this study was t (1) to explore different shapes of doctoral students' creativity in Swedish doctoral education and (2) to reveal and find possible explanations to some of the conditions stifling doctoral students' scholarly creativity. Interview data was collected from 28 participants, constituting 14 dyads of students and supervisors in four disciplines. The results show that creativity kept on playing in musical performance, was an unexpected guest in pedagogical work, was captured in frames in philosophy and put on hold in psychiatry. Across the cases, students' scholarly creativity was essentially encapsulated in silence. This silence seemed to emanate from controlling intellectual, political and economic agendas that enabled stifling conditions of the students' scholarly creativity, where it was as follows: restricted by scholarly traditions, embodying supervisors' power and unrequested in practice. Based on these findings, the article ends in suggestions for preventing such conditions, holding that it is important to to view doctoral students as capable creative agents and to actually ask for their scholarly creativity.

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**Understanding how lifelong learning shapes the career trajectories of women with STEM**

**Doctorates : the life experiences and role negotiations (LEARN) model** / Audrey J. Jaeger, Tara

D. Hudson, Penny A. Pasque, Frim D. Ampaw / Association for the study of higher education

[ASHE][USA] . - In: The Review of Higher Education, v. 40, no. 4, pp. 477-507, Summer 2017

ISSN 0162-5748 . - Online ISSN 1090-7009

**Abstract** : The authors developed the Life Experiences and Role Negotiations (LEARN) Model of the Career Trajectories of Women STEM Doctorates to shift the current research paradigm on women in STEM from explaining gender differences in career/educational outcomes and decisions at particular points to understanding how cumulative learning shapes career decisions across a lifespan. The model is based on a comprehensive view of the historical and contemporary literature and has the potential to guide future research and new interventions. It adds the missing longitudinal dimension to the study of women's careers and deepens our understanding of what experiences influence these career decisions.

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**What's in it for industry? A case study on collaborative doctoral education in Sweden** / Linda

Assbring, Cali Nuur . - In: Industry and Higher Education, v. 31, no. 3, pp. 184–194, June 2017

ISSN 0950-4222 . - Online ISSN 2043-6858

**Abstract** : Through a case study conducted in Sweden, this article discusses the perceived industrial benefits of participating in collaborative doctoral education. The analysis shows that the outcomes of industrial participation are highly connected to the organization of the collaboration, and the authors identify four important criteria that are key to ensuring industrial relevance. The article also highlights significant policy implications for encouraging and supporting collaborative doctoral training, as the authors conclude that it is a powerful tool in addressing skills gaps in industry.

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**Why do students consider dropping out of doctoral degrees? Institutional and personal factors** / Montserrat Castelló, Marta Pardo, Anna Sala-Bubaré, Núria Suñe-Soler . - In: Higher Education, v. 74, no. 6, pp. 1053-1068, December 2017  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This study focuses on the motives students give for considering dropping out of their doctoral degree. Participants were 724 social sciences doctoral students from 56 Spanish universities, who responded to a questionnaire containing doctoral degree conditions questions and an open-ended question on motives for dropping out. Results showed that a third of the sample, mainly the youngest, female and part time students, stated that they had intended to drop out. The most frequent motives for considering dropping out were difficulties in achieving a balance between work, personal life and doctoral studies and problems with socialization. Overall, results offer a complex picture that has implications for the design of doctoral programmes, such as the conditions and demands of part-time doctoral studies or the implementation of educational proposals that facilitate students' academic and personal integration into the scientific community in order to prevent the development of a culture of institutional neglect.

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2016

**2016 Canadian National Postdoctoral Survey Report** / N. Jadavji, Adi M., C. Corkery, J. Inoue, K. Van Benthem / Canadian Association of Postdoctoral Scholars . - CAPS, 2016 . - 96 p.

**Abstract** : Based on responses from over 2000 current or former Canadian postdocs, the report covers demographics, salary and benefits, training needs, and career goals.

**URL** : [http://www.caps-acsp.ca/wp-content/uploads/2016/11/2016\\_CAPS-ACSP-National\\_Postdoc\\_Survey\\_Report.pdf](http://www.caps-acsp.ca/wp-content/uploads/2016/11/2016_CAPS-ACSP-National_Postdoc_Survey_Report.pdf)

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**Professionals in doctoral education** / Lucas Zinner, Ed. . - Vienna : PRIDE, 2016 . - 134 p.  
ISBN 978-3-20004-7167

**Abstract** : Doctoral education has undergone a dramatic change in the last decade in Europe. This handbook, an output of the European Professionals in Doctoral Education (PRIDE) project, presents the results of the PRIDE Survey conducted in universities across Europe. It contains contributions from doctoral professionals based in Belgium, Austria, Croatia, Portugal, Sweden, Spain and the United Kingdom who show how doctoral education have been effected by these changes. The shift from individual (student-supervisor) to institutional responsibility for doctoral education has created a need for a new set of competencies for those managing doctoral education in universities.

**Classmark** : EUR-522 ZIN

**URL** : <https://phaidra.univie.ac.at/view/o:454303>

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**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](https://herb.hse.ru/data/2016/10/07/1122507033/1HERB_09_view.pdf#page=16)

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**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>

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**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>

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**Maintaining a quality culture in doctoral education at research-intensive universities / League of European Research Universities [LERU] . - Leuven : LERU, 2016 . - 38 p. (Advice Paperi, 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](http://www.leru.org/files/publications/LERU_AP19_maintaining_a_quality_culture_in_doctoral_education.pdf)

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**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>

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

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**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>

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**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.

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**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)

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**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.

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**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.

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**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.

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**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>

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**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.

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**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>

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**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.

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**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.

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**'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)

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**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.

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**"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]

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**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.

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**PhD students in the entrepreneurial university : perceived support for academic entrepreneurship** / Dzamilia 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>

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**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.

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**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.

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**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.

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**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.

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**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.

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**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. It highlights the responsibility of higher education policies and academic institutions for contributing to the degradation of PhDs' unemployment and overskilling. It points out some possible 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.

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**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.

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**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.

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## 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>

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