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### **Doctoral Education**

### **Selective Bibliography**

2011 – 2018

February 2018

## Contents

<b>Africa</b> .....	1
<b>International</b> .....	15
<b>Arab States</b> .....	25
<b>Asia and the Pacific</b> .....	25
<b>Europe and North America</b> .....	39
<b>Latin America and the Caribbean</b> .....	78

## Africa

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. In pursuit of the goal of sustainable transformation, 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. We call for the development of a mandatory course for all doctoral students in their first year of doctoral learning which places focus 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). The critique 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.

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**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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2015

**Knowledge production and contradictory functions in African higher education** / Nico Cloete, Peter Maassen, Tracy Bailey, Eds. / Centre for Higher Education Transformation [CHET][South Africa] . - Wynberg, South Africa : CHET, 2015 . - 310 p.  
Open access . - ISBN 978-1-920677-85-5

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

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

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

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

**Classmark :** AFR-522 CLO

**URL :** <http://www.chet.org.za/books/doctoral-education-south-africa>

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

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

completion.

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

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

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

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

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

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

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

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

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

**URL :** <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=f08a32bc-dd91-4740-8281->

[8c1c3df9da21%40sessionmgr120&vid=0&hid=106](http://www.palgrave-journals.com/hep/journal/v27/n2/index.html#oa)

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

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

ISSN 1011-3487

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

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2014

**Evaluating doctoral programmes in Africa : context and practices /** Michael Cross, Judy Backhouse / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 2, pp. 155-174, June 2014

ISSN 0952-8733 . - Online ISSN 1740-3863

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

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

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**The experiences and needs of African doctoral students : current conditions and future support /** Julie Stackhouse, Jonathan Harle / International Association of Universities [IAU] . - In:

Higher Education Policy, v. 27, no. 2, pp. 175-194, June 2014

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** 'Next generation' issues are attracting considerable attention in higher education (HE) policy and programming. This is particularly true in Africa, where depleted academic capacity, insufficient levels of doctorate-qualified staff, and the steady retirement of many experienced lecturers and researchers place a particular urgency on identifying, training and nurturing new cohorts of research and teaching staff across the continent's HE and research institutions. Recent contributions to the debate have also raised concerns about the extent to which doctoral study has been casualised, interrupted by the demands of employment, and hampered by inadequate supervision and support to develop and undertake research, resulting in fragmentary research and long times to completion. This

paper presents the results of a survey of African and European doctoral students alongside a desk review of current funding programmes, bringing new evidence to this debate, particularly around what it is to be a doctoral student in different regions of Africa and how this is currently supported. In doing so, it highlights issues to be considered in future programmes to strengthen doctoral study.

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

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

Abstract. Bibl. . - ISSN 0305-7925

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

**Classmark** : P

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

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : Bilateral research cooperation between Sweden (Sida/SAREC) and Uganda has supported major advances in institutional research capacity strengthening at Makerere University (2000–2013). This case study illustrates how a department within Makerere's Faculty of Medicine (Department of Pharmacy and Therapeutics) has contributed to transforming the post-graduate educational process with formation of a productive research team comprised of faculty and students to advance a research agenda targeting strategic priorities of national significance. The authors explain the evolution of research as an element of national development and development assistance plus the evolution of doctoral studies and strategic research worldwide, in Africa, and at Uganda's oldest national university, Makerere, where Sweden has contributed the largest amount of external funding 2000–2012. The authors conclude with lessons and recommendations about Ph.D. programme start up, recruitment, supervision, international collaboration, and research infrastructure and environment for building institutional research capacity.

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

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**Research capacity development in a South African higher education institution through a north-south collaboration** . - In: South African Journal of Higher Education, v. 28, no. 4, pp. 1216-1229, 2014

ISSN 1011-3487

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

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**Confronting the challenges of graduate education in Sub-Saharan Africa and prospects for the future** / Fred M. Hayward, Daniel J. Ncayiyana / International Network for Higher Education in Africa [INHEA] . - In: International Journal of African Higher Education, v. 1, no. 1, pp. 173 - 216, 2014  
ISSN 2313-5069

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

Cette analyse s'intéresse au statut des études de master et de doctorat en Afrique subsaharienne. Comment ont-elles été affectées par la diminution des dons financiers, les crises économiques dans toute l'Afrique, la croissance phénoménale du nombre d'étudiants en licence, et le manque de professeurs titulaires d'un doctorat ? Un des auteurs a suggéré dans de précédents travaux une réponse à court-terme à la pénurie de diplômés de master et de doctorat d'excellent niveau : des centres régionaux consacrés aux études de masters et de doctorat. Ceci a-t-il été mis en place ? Dans quelle mesure les formations de master et de doctorat se sont-elles améliorées et leur nombre a-t-il augmenté ? Où la croissance a-t-elle eu lieu ? Nous nous attardons sur les obstacles au développement de formations de master et de doctorat de qualité, en particulier ceux de recrutement et de rétention des étudiants, les efforts pour améliorer les qualifications des professeurs, la situation financière ainsi que la recherche et les publications. Plusieurs formations innovantes de master et de doctorat sont examinées. Finalement, nous proposons des recommandations pour la croissance et l'amélioration de la qualité des études de master et de doctorat, notamment raviver la culture de recherche, se concentrer sur la qualité de l'enseignement, et le besoin critique d'investissements

majeurs dans des masters et doctorats de qualité.

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

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2013

**Challenges and opportunities for African universities to strengthen knowledge production** Nico

Cloete, Ian Bunting / OECD Programme on Innovation, Higher Education and Research for Development [IHERD] . - Paris : OECD, 2013 . - 18 p.

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

URL :

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

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**In Focus : Innovative approaches to doctoral education (IDEA) = Dossier thématique : approches innovatives en matière de formation doctorale en Afrique (IDEA)** / International

Association of Universities [IAU] . - In: IAU Horizons / AIU Horizons, v. 19, no. 2, pp. 1-41, June 2013 ISSN 2076-2194 . - Online ISSN 2076-2208

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

URL: [http://www.iau-aiu.net/sites/all/files/IAU\\_Horizons\\_Vol\\_19.2\\_EN\\_1.pdf](http://www.iau-aiu.net/sites/all/files/IAU_Horizons_Vol_19.2_EN_1.pdf) (English)

[http://www.iau-aiu.net/sites/all/files/AIU\\_Horizons\\_Vol\\_19.2\\_FR\\_1.pdf](http://www.iau-aiu.net/sites/all/files/AIU_Horizons_Vol_19.2_FR_1.pdf) (French)

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**PhD capacity-building, from aid to innovation : the SANPAD-SANTRUST experience** / Brigitte

Smit, Charmaine Williamson, Anshumali Padayachee / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 38, no. 3, pp. 441-455, April 2013 ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : The article illustrates how the South Africa–Netherlands Research Programme on Alternatives in Development (SANPAD), a doctoral research preparation programme for candidates on the African continent, evolved from an aid programme to an exemplary model of innovation, namely SANTRUST, an ownership-driven partnership within the framework of internationalization. This model of innovation includes a programme with a novel approach to focus on redress in South Africa, particularly for Black women researchers. The research design for this inquiry used an intrinsic case study, with interviews, observations and document analysis as data collection strategies. The case study revealed how SANTRUST, the innovation model, which is now the fully-fledged South-owned programme, sustained the SANPAD aid programme. The key finding revealed that SANTRUST in its relationship with research universities has matured into an example of sustainable national and international cooperation within a knowledge network paradigm.

URL : [http://www.tandfonline.com/doi/full/10.1080/03075079.2013.773218#.UZyQSJG\\_9aw](http://www.tandfonline.com/doi/full/10.1080/03075079.2013.773218#.UZyQSJG_9aw)

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

ISSN 1011-3487

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

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2012

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

ISBN 978-0-9869903-6-6

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

URL :

[http://www.sarua.org/files/publications/SARUA%20leadership%20Dialogue%20Series/Leadership%20Dialogue%20Series\\_Vol%204%20No%201%20.pdf](http://www.sarua.org/files/publications/SARUA%20leadership%20Dialogue%20Series/Leadership%20Dialogue%20Series_Vol%204%20No%201%20.pdf)

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

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

URL : [http://www.acup.cat/sites/default/files/final-report-iau-acup-seminar-innovative-approaches-doctoral-education\\_1.pdf](http://www.acup.cat/sites/default/files/final-report-iau-acup-seminar-innovative-approaches-doctoral-education_1.pdf)

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**Situación actual y retos de futuro de los estudios de doctorado en el África subsahariana /**

Imma Quintana, Adrià Calvet, Josep M. Vilalta, Nadja Gmelch / Associació Catalana d'Universitats Públiques [ACUP][Spain] . - Barcelona : ACUP . - 125 p.

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

**URL :**

[http://www.acup.cat/sites/default/files/situacionactualyretosfuturosdelosprogramesdedoctoradoenafricasubaharianaes\\_4.pdf](http://www.acup.cat/sites/default/files/situacionactualyretosfuturosdelosprogramesdedoctoradoenafricasubaharianaes_4.pdf)

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

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

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

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

**URL :** [https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:0::NO:RP,4:P0\\_CONTENT\\_ID:116565](https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:116565)

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

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

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2011

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

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

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

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

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

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

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

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

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

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

ISSN 1011-3487

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

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

ISSN 1011-3487

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

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

ISSN 1011-3487

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

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**Obstacles to success : doctoral student attrition in South Africa** / Chaya Herman . - In:

Perspectives in Education, v. 29, no. 3, pp. 40 - 52

ISSN 0258-2236

**Abstract** : This article explores doctoral attrition in South Africa, investigating and comparing the

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

URL : [http://reference.sabinet.co.za/webx/access/electronic\\_journals/persed/persed\\_v29\\_n3\\_a6.pdf](http://reference.sabinet.co.za/webx/access/electronic_journals/persed/persed_v29_n3_a6.pdf)

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

ISSN 1011-3487

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

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## International

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)

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**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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2015

**Doctoral researchers' views on entrepreneurship : ranging from 'a responsibility to improve the future' to 'a dirty word'** / Elaine Walsh, Caroline Hargreaves, Ulrike Hillemann-Delaney, Jizhen Li / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 5, pp. 775-790, June 2015

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

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

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**The rather elusive concept of 'doctorateness' : a reaction to Wellington** / Brian Poole / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 9, pp. 1507-1522, November 2015

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

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

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

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

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

doctorates.

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**Postgraduate research supervision at a distance : a review of challenges and strategies /**

Fuzhan Nasiri, Fereshteh Mafakheri / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 10, pp. 1962-1969, December 2015

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

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

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**Quality of nursing doctoral education in seven countries : survey of faculty and**

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

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

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

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

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2014

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

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

URL : <http://www.oecd->

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

<http://www.oecd->

[ilibrary.org/docserver/download/5jxt470gm6g4.pdf?expires=1415200537&id=id&accname=guest&checksum=E076C91338512F727453DD1C0CDDD606](http://www.oecd-ilibrary.org/docserver/download/5jxt470gm6g4.pdf?expires=1415200537&id=id&accname=guest&checksum=E076C91338512F727453DD1C0CDDD606)

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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.

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

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

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

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

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2013

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

**Abstract :** This comparative study examines the ways in which PhDs are produced and integrated into the labour market in France and Japan and how PhD training is linked to Japanese and French higher education and research policies. Both France and Japan both have increased flows of PhD graduates, which have been accompanied by higher rates of unemployment or precarious jobs and the route to stable employment is longer. In France, in sectors such as chemistry, there has always been a professional labour market for PhD holders, who can combine careers in the public academic sector with employment in the private sector. In Japan, the academic labour market is isolated from firms' internal labour markets, with researchers finding employment in one or other of the systems. These researchers are not educated together, as they are in France. In Japan, PhDs are destined primarily for academia while Japanese firms prefer to train their own researchers in-house, based on a masters degree.

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

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

ISSN 0018-1609

**Abstract** : This article is adapted from the Association of Commonwealth Universities centenary conference. Over the last two decades, the engagement of many universities within their cities and regions, both as partners and as catalysts in economic and social development, has become a hallmark of their missions. Many have embraced a commitment to service to the wider community by both staff and students and benefited from the satisfactions and lessons of contributing to transformative programmes and projects. Others have joined or led multi-agency partnerships of urban renewal, economic development, and cultural enrichment. However, the formation of international networks of engaged universities and the extensive body of publications on engagement initiatives reflects a growing level of visibility, credibility, and commitment. The scholarship of engagement, combined with efforts to codify, evaluate, and recognise the achievements of staff and students is palpably gaining ground, legitimacy, and acknowledgement. These developments speak to the value and significance of universities in our times engaging purposefully with the communities on whose generosity and goodwill they depend and which, in turn, look to them for knowledge, understanding, collaboration, and action. (Abstract from publisher).

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2012

**CODOC – Cooperation on doctoral education between Africa, Asia, Latin America and Europe** / Thomas Ekman Jorgensen / European University Association [EUA] . - Brussels : EUA, 2012 . - 54 p. ISBN 978-9-0789-9737-5

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

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

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**Internationalisation of doctoral education : possibilities for new knowledge and understandings** / Janette Ryan . - In: Australian Universities Review, v. 54, no. 1, pp. 55-63, 2012  
ISSN 0818-8068

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

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

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**Transferable skills training for researchers : supporting career development and research** / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2012 .

- 147 p.

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

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

**URL :** [http://www.keepeek.com/Digital-Asset-Management/oecd/science-and-technology/transferable-skills-training-for-researchers\\_9789264179721-en](http://www.keepeek.com/Digital-Asset-Management/oecd/science-and-technology/transferable-skills-training-for-researchers_9789264179721-en)

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**Addressing the curriculum problem in doctoral education** / Bill Green . - In: Australian

Universities Review, v. 54, no. 1, spp. 10-18, 2012

ISSN 0818-8068

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

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

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**Assessing international (post)graduate education : a research agenda** / Tami Blumenfeld, Maresi

Nerad . - In: Australian Universities Review, v. 54, no. 1, pp. 72-82, 2012

ISSN 0818-8068

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

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2011

**Global perspectives on measuring quality : proceedings of the 2010 Strategic Leaders Global**

**Summit on Graduate Education** / Council of Graduate Schools [USA] . - Washington, DC : CGS, 2011

**Abstract :** How should quality be defined in graduate education and which methods and processes for quality assessment are the most effective? Representing the contributions of graduate education



leaders in 17 countries, these proceedings highlight a variety of emerging best practices for programme and institutional assessment. Special attention is given to communicating with campus stakeholders and planning assessment-based interventions in the areas of mentoring, research training, and professional development for graduate students.

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

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

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

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

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

**Abstract** : Within universities there is often still an implicit assumption that the doctorate is preparation for an academic career. Yet for over a decade there has been evidence in a number of Organisation for Economic Cooperation and Development (OECD) countries that there are increasing numbers of students undertaking a doctorate and that larger proportions of doctoral graduates are taking up non-academic employment. This article presents findings from a study of Australian doctoral employment destinations for the period 2000–2007. These findings are also discussed in terms of disciplinary and institutional variations. Comparisons are made with European and US studies on employment trends, contributing to a more international picture of doctoral outcomes in terms of employment. The study utilises a public policy framework within the context of the development of knowledge economies, outcomes-based judgements on education and the professionalisation of the doctorate in Australia and other OECD countries.

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

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

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

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

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## Arab States

**Standards for quality assurance and accreditation of postgraduate programs** / Saudi Arabia. National Commission for Academic Accreditation and Assessment [NCAAA] . - Riyadh : NCAAA, 2012 . - 40 p.

**Abstract** : This draft report outlines best practice-based standards for the accreditation of programmes offered by all public and private higher education. It looks at : Mission goals and objectives; Programme administration; Management of programme quality assurance; Learning and teaching; Student administration and support services; Learning resources; Facilities and equipment; Financial planning and management; Employment processes; Research; Relationships with the community.  
URL : [http://www.ncaaa.org.sa/siteimages/ProductFiles/41\\_Product.pdf](http://www.ncaaa.org.sa/siteimages/ProductFiles/41_Product.pdf)

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## Asia and the Pacific

2017

**From the former Soviet patterns towards the US model? Changes in Chinese doctoral**

**education** / Futao Huang / UCL Institute of Education. Centre for Global Higher Education . - London : CGHE, 2017 . - 27 p. (Working Paper, 12)

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

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

**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 Grealy, 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** : urrently, 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. [Abstract from publisher]

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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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2015

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

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

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**Examining doctoral examination and the question of the viva** / Allyson Holbrooke, Sid Bourke,

Hedy Fairbairn, Margaret Kiley, Brian Paltridge, Sue Starfield . - **In:** Higher Education Review, v. 47, no. 3, pp. 5 - 23, Summer 2015  
ISSN 0018-1609

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

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

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

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2014

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

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

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

**Classmark :** ASI-522 UNE

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

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

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

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

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

ISSN 0729-4360 . - Online ISSN 1469-8366

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

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

ISSN 0729-4360 . - Online ISSN 1469-8366

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

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**Doctoral supervision in a cross-cultural context : issues affecting supervisors and candidates /**

Theresa Winchester-Seetoab, Judi Homewood, Jane Thogersen, Christa Jacenyik-Trawogera, Catherine Manathunga, Anna Reidd, Allyson Holbrooke . - **In:** Higher Education Research and Development, v. 33, no. 3, pp. 610-626, June 2014

ISSN 0729-4360 . - Online ISSN 1469-8366

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



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

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

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

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

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

**Abstract :** Graduate education in Malaysia and Thailand has expanded significantly to provide qualified instructors to serve growing undergraduate enrollment. In both countries, this rationale was eclipsed, to a large extent, by the view that graduate education would help fuel national economic development. The focus on economic development triggered an intensified emphasis on universities placing high in international rankings which, in turn, led to pressure for more research.

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

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**Re-signifying subjectivity? A narrative exploration of 'non-traditional' doctoral students' lived experience of subject formation through two Australian cases** / Eva Bendix Petersen / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, June 2014, no. 5, pp. 823-834, June 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

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

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

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

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

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2013

**Articulating expectations for PhD candidature upon commencement : ensuring supervisor / student 'best fit'** / Lorna Moxham, Turdy Dwyer, Kerry Reid-Searl / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 35, no. 4, pp. 345-354, August 2013  
ISSN 1360-080X . - Online ISSN 1469-9508

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

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

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

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**Postgraduate research students and academic integrity : 'It's about good research training ' / Saadia Mahmoud, Tracey Bretag / Association for Tertiary Education Management [ATEM]; L.H.**

Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 35, no. 4, August 2013  
ISSN 1360-080X . - Online ISSN 1469-9508

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

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2012

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

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

**URL :** [http://www.mqa.gov.my/portal2012/garispenduan/std\\_24oct12.pdf](http://www.mqa.gov.my/portal2012/garispenduan/std_24oct12.pdf)

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

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

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**Researching doctoral pedagogy close up : design and action in two doctoral programmes /** Susan Danby, Alison Lee . - **In:** Australian Universities Review, v. 54, no. 1, pp. 19-28, 2012  
ISSN 0818-8068

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

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

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

ISSN 0818-8068

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

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

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

ISSN 0818-8068

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

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

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**Academics' attitudes towards PhD students' teaching: preparing research higher degree students for an academic career** / Denise M Jepsen, Melinda M Varhegyi, Daniel Edwards / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 34, no. 6, pp. 629-645, December 2012

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

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

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2011

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

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

**URL** : [http://www.educationcounts.govt.nz/\\_data/assets/pdf\\_file/0019/104275/Do-People-with-Doctoral-Degrees-get-Jobs-in-NZ-Post-Study.pdf?](http://www.educationcounts.govt.nz/_data/assets/pdf_file/0019/104275/Do-People-with-Doctoral-Degrees-get-Jobs-in-NZ-Post-Study.pdf?)

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

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

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

**Abstract** : Internationally, there is an increased emphasis on formal training, monitoring and accountability of doctoral supervisors. Yet there is a striking silence about what doctoral supervisors learn through supervising doctoral students, and how the impacts on supervisors might be theorised. The aim of this article is to begin to address this gap in the doctoral education literature, based on a thematic analysis of two complementary interview studies of a cross-disciplinary sample of experienced doctoral supervisors. The analysis illustrates the significant impact of doctoral supervision on the learning and knowledge of doctoral supervisors, particularly in relation to how supervisors engage with/in the social and political context of their university, understand themselves and their students, and how the contemporary context of supervision affects the sort of pedagogical relationships supervisors establish with their doctoral students. Regardless of supervisors' discipline, position in the academic hierarchy or supervisory experience, the analysis indicates that supervisors' learning experiences shape their subjectivities and identities, and that supervision is an ongoing ontological process of 'becoming a supervisor'. The importance of integrating a theory of 'becoming a supervisor' into supervisor professional development is proposed.

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**How shall we know them? Capturing the diversity of difference in Australian doctoral candidates and their experiences** / Margot Pearson, Jim Cumming, Terry Evans, Peter Mcauley,

Kevin Ryland / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 36, no. 5, August 2011  
ISSN 0307-5079 . - Online ISSN 1470-174X

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

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

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

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**Developments in research supervisor training : causes and responses** / Margaret Kiley / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 36, no. 5, pp. 585-599, August 2011  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** This article examines the outcomes of a policy adjustment in a centralised higher education system, and its impact on research supervision practices. Using Australian doctoral programs as a case study, the focus here is the rethinking of research supervision, and the training and education of supervisors, as a response to various policy, social and educational changes by the Australian government: in particular, to funding formulae and criteria. Following a brief discussion of developments in Australian government policy related to doctoral education in the past 10–15 years, the article addresses the literature that argues the link between the quality of research supervision and candidate completion times and rates, and candidate satisfaction ratings of supervision. Given the explicit link between supervisor quality and completion, a sample of eight Australian universities' programs for supervisors was analysed to see what pedagogical and theoretical issues the universities

considered important to address with their supervisory staff as a means of improving quality. The findings suggest that the universities in the sample had, over the period 2000–2010, introduced a considerable range of workshops and seminars for research supervisors. The most common aspects of the programs included supervisor/student relationships; clarification of various expectations; milestones and monitoring progress; roles and responsibilities of supervisors, candidates and institutions, and policies.

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

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

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

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

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

**Abstract** : For postdocs to have the best chances of achieving their career goals they need to not only acquire discipline-specific research experience, but also additional generic skills vital for future employment inside or outside academia. They also require access to information and mentoring that will help them strategically plan and make informed decisions about their future. Few studies have examined the variables that impact the postdoctoral experience or research productivity. Thus, a comprehensive survey was conducted to determine whether quality supervision, career mentoring, collaboration, networking and a nurturing research environment makes a positive difference in the

experiences and productivity of postdoctoral researchers. Unsurprisingly, the survey revealed that job insecurity and lack of a career structure are ongoing concerns for postdocs. However, a clear association was shown between quality supervision, for example, in conveying the importance of taking responsibility for their future academic career by strengthening their track record, and the number of peer-reviewed publications produced. The findings also suggest that mentoring in non-academic career paths can be greatly improved. The results of this study have guided a research-intensive Australian University to implement initiatives and programs which enhance the postdoctoral experience.

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

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

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## Europe and North America

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.

**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** / Cathelijin 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>

**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.D.s upon graduation. It is based on a survey of 400 young Ph.D.s 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>

**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 Löffström, 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 Waaijer, 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 to (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 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.

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**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** / Dzamila Bienkowska, Magnus Klofsten, Einar Rasmussen . - In: European Journal of Education, v. 51, no. 1, pp. 56 -72, March 2016  
ISSN 0141-8211 . - Online ISSN 1465 3435

**Abstract** : This study is based on survey responses of 464 PhD students from all faculties at one of the

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

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

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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) trickledown 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.

**URL :** <http://www.tandfonline.com/doi/pdf/10.1080/07294360.2016.1160873?needAccess=true>

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**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. In this regard, it highlights the responsibility of higher education policies and academic institutions for contributing to the degradation of PhDs' unemployment and overskilling. Ultimately, it points out possible some solutions such as the potential of interdisciplinary academic research (including higher



education and gender research) to successfully inform higher education policy in view of tackling the issue of the labour market relevance of PhDs' skills and attributes.

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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. These results are further discussed and implications for enhancing study arrangements for doctoral studies are presented.

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2015

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

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

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

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**Collaborative doctoral education in Europe : research partnerships and employability for**

**researchers** / Lidia Borrell-Damian, Rita Morais, John H. Smith / European University Association [EUA] . - Brussels : EUA, 2015 . - 70 p.  
ISBN 978-9-07899-755-9

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

URL : [http://www.eua.be/Libraries/publications-homepage-list/EUA\\_Doc\\_Careers\\_II\\_web](http://www.eua.be/Libraries/publications-homepage-list/EUA_Doc_Careers_II_web)

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**Latinas and resilience: the attainment of a doctoral degree** / Piedad Sánchez . - Irvine, California : Brandman University, 2015 . - 155 p.  
ISBN 978-1-321812-961

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

URL : <http://search.proquest.com/docview/1695807612>

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

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

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

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**International students' motivation to pursue and complete a Ph.D. in the U.S.** / Ji Zhou . - In: Higher Education, v. 69, no. 5, pp. 719-733, May 2015  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This study explores what motivates 19 international students from Asia and Africa to pursue a Ph.D. at a public research university in the United States and, what motivates them to persist despite

several areas of dissatisfaction with the PhD programme. Four motivations emerged: intrinsic interest in research, intrinsic interest in teaching, high utility of a U.S.-earned Ph.D., and high emotional and social cost of abandoning PhD studies. The influence of these motivations changed over time as students' educational experiences unfolded. (Abstract adapted from publisher)

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**From apprentice to agenda-setter : comparative analysis of the influence of contract conditions on roles in the scientific community** / Ester Höhle / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 40, no. 8, pp. 1423-1437, October 2015  
ISSN 0307-5079 . - Online ISSN 1470-174X

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

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

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

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

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

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

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

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

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

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

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

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

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

**Abstract** : This paper reviews the key findings and messages from a range of publications to corroborate the key research evidence relating to the reason why women are not enrolling into doctoral programs. It then explores possible explanations and justifications for the attainment gap between women and men in doctoral programs. The paper addresses some of the reasons why women are more likely than men to dropout of doctoral programs. There is a huge disparity between men and women, who pursue PhD degrees in the fields of science, technology, engineering and mathematics (STEM). This paper will address some reasons why women of color are undereducated and underutilized in the area of STEM, and will focus on aspects of social media, status are able to

communicate with peers and faculty. Social media can help students build and cultivate relationships that will have an impact on attrition rates on doctoral programs. The cohort model and peer mentoring programs have been instrumental as well in the growth of doctoral programs for the under-represented population of women.

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

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2014

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

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

URL :

[https://www.dropbox.com/s/k12zu58ze3x4p5x/Eurodoc\\_Dual%20Career%20Services%20for%20ESRs\\_Feb%202014.pdf](https://www.dropbox.com/s/k12zu58ze3x4p5x/Eurodoc_Dual%20Career%20Services%20for%20ESRs_Feb%202014.pdf)

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

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

URL :

[http://www.leru.org/files/publications/LERU\\_AP\\_15\\_Good\\_practice\\_elements\\_in\\_doctoral\\_training\\_2014.pdf](http://www.leru.org/files/publications/LERU_AP_15_Good_practice_elements_in_doctoral_training_2014.pdf)

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

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

URL :

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

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

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

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

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

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

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

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

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

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

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

**Abstract** : This article reports on a study that investigated whether postdoctoral training contributes to scientists' and engineers' attainment of tenure and full professorship in research-intensive universities in the United States. It was found that training does not assist scientists in climbing the career ladder faster nor does it help them to secure more prestigious appointments once scientists land tenure-track appointments. [Abstract from publisher]

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**The public good and academic capitalism : science and engineering doctoral students and faculty on the boundary of knowledge regimes** / Katalin Szélényi . - In: The Journal of Higher Education, v. 85, no. 1, pp. 126-153, January / February 2014  
ISSN 0022-1546 . - Online ISSN 1538-4640

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

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**Socialization to interdisciplinarity : faculty and student perspectives** / Susan K. Gardner, Jessica S. Jansujwicz, Karen Hutchins, Britney Cline, Isabelle Levesque . - In: Higher Education, v. 67, no. 3, pp. 255-271, March 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract**. This paper reports on a qualitative study of 18 doctoral students and 35 faculty members involved in a large interdisciplinary project on environmental sustainability at a university in the United States. Specifically focusing on socialisation to interdisciplinarity, the authors discuss differences in the students' socialisation process in regard to knowledge acquisition, investment - (time commitment)

and involvement - participation in the professional role. It was found that more students who expressed the needed knowledge acquisition, involvement and investment than their faculty advisors, for whom interdisciplinary appeared more challenging. Students and new faculty members were more open to interdisciplinarity as both a concept and as an approach to doing research.

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**Gender homophily, Ph.D. completion, and time to degree in the humanities and humanistic social sciences** / Joyce B. Main / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 37, no. 3, pp. 349-375, Spring 2014  
ISSN 0162-5748 . - Online ISSN 1090-7009

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

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**Conceptions of research: the doctoral student experience in three domains** / Jenni Stubb, Pyhältö, Kirsti Lonka / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 39, no. 2, pp. 251-264, March 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

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

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**Student satisfaction with graduate supervision in doctoral programs primarily delivered in distance education settings** / Elizabeth Anne Erichsen, Doris U. Bolliger, Coleen Halupa / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 39, no. 2, pp. 321-338, March 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

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

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**Becoming academics : experiencing legitimate peripheral participation in part-time doctoral studies** / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v.

39, no. 4, pp. 680-694, May 2014

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

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

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**Collaborative doctoral programmes : employer engagement, knowledge mediation and skills for innovation** / Fumi Kitagawa / Society for Research into Higher Education [SRHE][UK] . - **In:**

Higher Education Quarterly, v. 68, no. 3, pp. 328-347, July 2014

ISSN 0951-5224 . - Online ISSN 1468-2273

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

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

1668-1682, 2014

ISSN 0307-5079

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

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

ISSN 0018-1609

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

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**Factors determining the career success of doctorate holders : evidence from the Spanish case**

/ Juan Francisco Canal Domínguez, Alan Wall / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 7, pp. 1750-1773, December 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

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

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**Are dropout and degree completion in doctoral study significantly dependent on type of financial support and field of research?**

/ Margaux van der Haert, Elena Arias Ortiz, Philippe Emplit, Véronique Halloin, Catherine Dehon / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 10, September 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** This study was conducted on a sample of 3092 doctoral candidates from the Université Libre de Bruxelles, Belgium. The results show that students with no financing showed the highest withdrawal rate, while students with selective research fellowships showed the lowest one. Dropout is also influenced by the ability of the student, which is correlated to their success in the fellowship allocation procedure. However, the type of financial support influences dropout from doctoral studies even when controlling for student ability. Finally, the findings suggest that there are no significant differences in dropout and degree completion between fields of study, except for unfinanced students.

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**Nachwuchs im Netz : Eine Untersuchung der Genderrelevanz von Förderprogrammen für**

**Postdocs** / Daniela Böhringer, Julia Gundlach, Svea Korff / Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung [IHF] [Germany] . - In: Beiträge zur Hochschulforschung, v. 36, no. 3, pp. 52-72, 2014  
ISSN 0171-645X

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

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

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2013

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

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

**URL :** [http://www.eua.be/Libraries/publications-homepage-list/EUA\\_ARDE\\_Publication](http://www.eua.be/Libraries/publications-homepage-list/EUA_ARDE_Publication)

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

**Abstract :** This paper presents an analysis of the labour market and mobility indicators generated by the second large-scale data collection on Careers of Doctorate Holders, a joint project by the OECD, UNESCO Institute for Statistics and Eurostat. There has been a steady increase in the number of doctoral degrees being awarded across the OECD and the evidence points to a sustained labour market premium of doctorate holders relative to other highly qualified individuals in 2009, prior to the potential impact of the economic crisis. Women and younger doctoral graduates, however, fare relatively worse in terms of employment rates, but these results are less marked than for lower degree holders. While temporary positions are increasingly common in academics, coinciding with the rise of postdoctoral positions, they are less so in business. Natural scientists and engineers are those who are more likely to be engaged in research, while social scientists find more opportunities in non-research occupations. Doctorate holders in the medical and health sciences are generally better paid. Earnings are also typically higher in the business sector than in other sectors, but there are exceptions. Job mobility patterns differ markedly across countries, with mobility being more frequent among doctorates not working in research. Oftentimes mobility from the business sector to the higher education sector is higher than the other way around. International mobility, as well as migration of doctoral graduates, have kept increasing over the decade.

**URL :** [http://www.oecd-ilibrary.org/science-and-technology/careers-of-doctorate-holders\\_5k43nxqs289w-en](http://www.oecd-ilibrary.org/science-and-technology/careers-of-doctorate-holders_5k43nxqs289w-en)

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**Research and innovation indicators of Catalan Public Universities : Report 2013 = Indicadorer de investigaci3n e innovaci3n de las universidades p3blicas catalanas : Informe 2013 /** Associaci3n Catalana d'Universitats P3bliques [ACUP][Spain] . - Barcelona : ACUP . - 101 p.

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

**URL :** [http://www.acup.cat/sites/default/files/informe2013\\_1.pdf](http://www.acup.cat/sites/default/files/informe2013_1.pdf)

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

2, pp. 189-212, March / April 2013

ISSN 0022-1546 . - Online ISSN 1538-4640

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

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**The impacts of postdoctoral training on scientists' academic employment /** Su Xuhong . - In:

The Journal of Higher Education, v. 84, no. 2, pp. 239-265, March / April 2013

ISSN 0022-1546 . - Online ISSN 1538-4640

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

**URL :**

[http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/journal\\_of\\_higher\\_education/v084/84.2.su.html](http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/journal_of_higher_education/v084/84.2.su.html)

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

The Journal of Higher Education, v. 84, no. 2, pp. 266-294, March / April 2013

ISSN 0022-1546 . - Online ISSN 1538-4640

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

**URL :**

[http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/journal\\_of\\_higher\\_education/v084/84.2.szelenyi.html](http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/journal_of_higher_education/v084/84.2.szelenyi.html)

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**The PhD is in need of revision = Une réforme du doctorat s'impose /** Tamburri, Rosanna . - In:

University Affairs / Affaires universitaires, v. 54, no. 3, pp. 12-20, March 2013

ISSN 0041-9257

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

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

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**The different worlds of academia : a horizontal analysis of gender equality in Swedish higher**

**education** / Charlotte Silander, Ulrika Haake, Leif Lindberg . - In: Higher Education, v. 66, no. 2, pp. 173-188, August 2013

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

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

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

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

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

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

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

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

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

**Abstract** : The American academic research enterprise relies heavily on contributions made by foreign nationals. Of particular note is the large number of international postdocs employed at universities in the United States (US). Postdocs are among the fastest growing group of academic staff in the US, and over 50 % of all postdocs in the US are temporary visa holders. While academic mobility is sometimes understood using a 'push-pull' model, the authors argue that demand for educational migrants must be considered. Drawing from Marginson's (201; 2002) work, a model for assessing local, national, and institutional (or local) variables that may shape the employment of international postdocs at universities in the United States is developed, which is operationalised through a panel regression analysis using data from 1989–2009. The results showed that the passage of time and federally supported research and development expenditures are strong predictors of postdoc employment. Institutional characteristics predict changes only in the subsample of private universities

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

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

**Abstract** : The changing market for doctorally prepared workers led one institution in the United States to examine its overall approach to defining and supporting professional doctorates. After a review of existing scholarship and internal practices, a white paper was created to capture the various ways that

these degrees can be distinguished from the academic doctorate (PhD) at this university. This article summarises its key conclusions in areas such as relationship to the masters, programme goals and foci, research training, the doctoral capstone, and faculty selection. Ways that these recommendations have begun to effect policies and practices at this particular institution are also highlighted, especially programme development and evaluation.

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

ISSN 0041-9257

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

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

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

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

**Abstract** : UK higher education policy relating to doctoral-level education assumes that student networks provide the basis for informal learning and the acquisition of necessary skills and information. Through semi-structured interviews with 17 doctoral students from a UK management school, this study investigated the value of these networks to students, the facilitators and barriers to network formation, and the causes of network formation and demise. Networks provided three opportunities: academic discussion, benchmarking progress and personal support. Networking was perceived to be most valuable when conducted face to face. Loss of formal structures and increasing independence of research projects over time contributed to network fragmentation. Network cohesion was enabled by 'physical presence', 'shared experience' and a sense of 'common purpose'. Suggestions for the development of structures to support cohesive doctoral networks are made (Abstract from publisher)

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

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

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

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

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2012

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

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

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

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

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

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

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

**Abstract** : The Executive Board of the German Rectors' Conference (HRK) has adopted eleven guidelines for the quality assurance of doctoral examinations. They were put forward at the HRK Annual General Meeting in Hamburg. Doctoral study and exam regulations should be designed and

applied in such a way as to be transparent at every stage and to guarantee integrity in the practice of science and research.

URL :

[http://www.hrk.de/de/download/dateien/2012\\_04\\_23\\_Empfehlung\\_Qualitaetssicherung\\_Promotion.pdf](http://www.hrk.de/de/download/dateien/2012_04_23_Empfehlung_Qualitaetssicherung_Promotion.pdf)

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

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

URL : [http://www.1994group.ac.uk/documents/120215\\_PostgraduateCrisis.pdf](http://www.1994group.ac.uk/documents/120215_PostgraduateCrisis.pdf)

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

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

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

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

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

URL : [http://www.policyconnect.org.uk/hec/sites/pol1-006/files/he\\_commission\\_-\\_postgraduate\\_education\\_2012.pdf](http://www.policyconnect.org.uk/hec/sites/pol1-006/files/he_commission_-_postgraduate_education_2012.pdf)

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**The PhD in Europe : developing a system of doctoral training that will increase the internationalisation of universities** / Conor O'Carroll, Lewis Purser, Magdalena Wislocka, Sinead Lucey, Nina McGuinness . - In: European higher education at the crossroads : between the Bologna process and national reforms . - Dordrecht : Springer, 2012 . - pp. 461-484 ISBN 978-94-007-3936-9

URL :

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

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

ISSN 0951-5224 . - Online ISSN 1468-2273

**Abstract** : The paper examines the impact of the transformations in doctoral education in the arts, humanities and social sciences in the United Kingdom over the past decade. It focuses on the introduction of formal research training and codes of research practice and in the first longitudinal

candidate cohort study examines their impact on doctoral outcomes, especially Ph.D. submission rates. Results from this quantitative study show that engagement with research training, completion of a project outline and plan and appointment of a supervisory team were statistically positively associated with submission of the thesis within four years. It is concluded that the professionalisation of doctoral education by research training and codes of research practice has had a positive impact on doctoral educational outcomes.

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

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

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

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

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

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

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

URL : [http://en.rihe.hiroshima-u.ac.jp/pl\\_default\\_2.php?bid=106674](http://en.rihe.hiroshima-u.ac.jp/pl_default_2.php?bid=106674)

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

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

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

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**Women Ph.D. students in engineering and a nuanced terrain : avoiding and revealing gender /** Shelley K. Erickson / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 35, no. 3, Spring 2012  
ISSN 0162-5748 . - Online ISSN 1090-7009

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

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**Research and teaching revisited : a pre-Humboldtian or post-Humboldtian phenomenon? The cases of France and the UK /** Kuang-Hsu Chiang . - **In:** European Journal of Education, v. 47, no. 1, pp. 139-152, March 2012  
ISSN 0141-8211 . - Online ISSN 1465 3435

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

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**Professional doctorates and careers : the Spanish case /** Juan Francisco Canal Domínguez, Manuel Antonio Muñiz Pérez . - **In:** European Journal of Education, v. 47, no. 1, pp. 153-169, March 2012  
ISSN 0141-8211 . - Online ISSN 1465 3435

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

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**Academic work and careers : relocation, relocation, relocation /** Lynn McAlpine / Society for Research into Higher Education [SRHE][UK] . - **In:** Higher Education Quarterly, v. 66, no. 2, pp. 174-188, April 2012  
ISSN 0951-5224 . - Online ISSN 1468-2273

**Abstract :** Increasingly PhD graduates who wish to take up traditional academic positions (full-time teaching and research leading to permanence) are unable to find such jobs. They end up in fixed-term appointments as post-doctoral fellows or researchers on others' grants. Few studies document their

experiences and most that do draw on data from the late 1990s and early 2000s. This longitudinal study reports on the experiences of five social science researchers in two universities in the UK over the years 2008–2010. The analysis results in a rich portrayal of the role of relocations as integral, yet often disruptive, to academic work. Moreover, the multiple often concurrent work-related relocations in the two-year period had personal impact; this aspect of researcher life is rarely reported. A subsequent review of similar data from doctoral students and new lecturers revealed the broader applicability of relocation in their lives.

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**Economics of corruption in doctoral education : the dissertations market** / Ararat L. Osipian . -

**In:** Economics of Education Review, v. 31, no. 1, pp. 76-83, 2012

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

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

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

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**'Untold' doctoral stories: can we move beyond cultural narratives of neglect?** / Lynn McAlpine,

Julia Paulson, Allison Gonsalves, Marian Jazvac-Martek . - **In:** Higher Education Research and Development, v. 31, no. 4, pp. 511-523, August 2012

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** This article examines the stories of 24 social sciences doctoral students in three universities, one in Canada and two in the UK, who experienced challenging roads to completion. While their stories confirm earlier findings, they also provide insight into how students' agency and personal networks of relationships may be critical, both as resources and constraints. The authors argue that these 'untold stories' of student agency coupled with supervisor narratives of students 'not measuring up' can contribute to a culture of institutional neglect. Pedagogies emphasizing an ethic of care and relational rather than regulatory practices are essential if these conditions are to change.

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

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2011

**Doctoral students and university teaching staff : fact sheet = Étudiants au doctorat et personnel enseignant des universités** / Statistics Canada . - Ottawa : Statistics Canada, 2011 . - 9

p. (Fact Sheet, no. 6)

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

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

Classmark : CA-522 STA

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

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

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

ISBN 978-3-00-035843-2

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

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

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

ISBN 978-1-4214-0219-2

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

Classmark : INT-73 BRA

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

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

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

ISSN 0141-8211 . - Online ISSN 1465 3435

**Abstract** : Doctorate holders play a central role in research and innovation in any industrialised economy, with highly specialised knowledge and research capabilities acquired during their studies. However, their employment depends on the availability of suitable positions on the labour market. Despite huge demand for relevant employment data for this particular group, the available data in most countries is scant. The data collection on Careers of Doctorate Holders (CDH) initiated by EUROSTAT, the OECD and the UNESCO somewhat clarifies the professional situation of doctorate

holders. This article presents some key findings of the Austrian CDH data collection carried out in 2006–07. The results are, amongst other things, that in Austria the general employment situation of doctorate holders is relatively good. However, they are faced with a shortage of adequate positions, especially in research. Often doctorate holders have to compromise between the intellectual challenge of working in research and the higher job security outside of research. The employment situation and the sectors of employment depend primarily on the field of science and technology of the doctoral degree.

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

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

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

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

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

ISSN 0022-1546 . - Online ISSN 1538-4640

**Abstract** : This article suggests that doctoral student socialization is a gendered process. Through a qualitative case study of engineering students in one department, the author considers how various norms and practices, including competition and hierarchy along with overt objectification of women, point to the masculine nature of the discipline.

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

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

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

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

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

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

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

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

**Social class and belonging : implications for graduate students' career aspirations** / Joan M. Ostrove, Abigail. J. Stewart, Nicola L. Curtin . - In: The Journal of Higher Education, v. 82, no. 6, pp. 748-774, November / December 2011  
ISSN 0022-1546 . - Online ISSN 1538-4640

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

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

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

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

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

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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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2014

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

ISBN 978-84-616-7162-5

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

URL : [http://www.acup.cat/sites/default/files/diagnostic-socio-urbain-mayard-jacmel\\_4.pdf](http://www.acup.cat/sites/default/files/diagnostic-socio-urbain-mayard-jacmel_4.pdf)

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

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

ISSN 0033-0337

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

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

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2013

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

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

URL : <http://www.cinda.cl/download/libros/45->

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