



**IAU STUDY AND RESEARCH SEMINAR
THE CHANGING NATURE OF DOCTORAL PROGRAMS**

Co-organised with and hosted by
UNIVERSITY OF ILORIN, ILORIN, NIGERIA
07-10 November 2010

Project sponsored by:



PARTICIPANTS

University of Ilorin, Ilorin, Nigeria

Host Institution

Prof. Is-Haq Oloyede, Vice Chancellor, University of Ilorin, Ilorin, Nigeria

International Association of Universities

Eva Egron-Polak, Secretary-General, International Association of Universities (IAU)

1 to 3 representative(s) of each Institution participating in the Pilot Project

Kenyatta University, Kenya

National University of Rwanda

Université Gaston berger de Saint-Louis, Sénégal

Université des Sciences et Technologies du Bénin

University of Ilorin, Ilorin, Nigeria

Université de Douala, Cameroun

IAU Task Force for the Project

Project Coordinator

Dr Hilligje van' t Land, IAU Director Membership and Programme Development, IAU

Consultant

Dr. Ddembe Williams, Uganda

ISSUES TO BE DISCUSSED

- The Project Report presenting the key findings of the Project and some initial draft conclusions will form the basis for the discussions and is to be debated
- Presentation of the Institutions involvement, gains and conclusions
- Debate on follow-up

PRELIMINARY AGENDA

Sunday, 7 November 2010

Arrival of participants

Welcome reception and introduction of all participants (late afternoon)

Dinner offered by the University of Ilorin, Ilorin

Monday, 8 November 2010

- 09:00 – 09:30 **Opening of the Seminar**
Is haq Oloyede, *Vice-Chancellor, University of Ilorin*, **Eva Egron Polak**, *IAU Secretary-General, IAU*
- 09:30 – 10:30 **Opening session and introduction** to the project background, aims and Process - Presentation of some initial key findings
Ddembe Williams, *Consultant* and **Hilligje van 't Land**, *IAU Director Membership and Programme Development*
- Discussion of presentation**
- 10:30 – 11:00 Coffee/Tea Break
- 11:00 – 12:30 **Break out sessions: thematic working groups**
- Group 1: **The place of doctoral programmes in the institutional research strategy; Research agenda setting and place of doctoral studies in the overall structure of the institutions**
Introduction: **Oumar Diop**, *President, Conseil Scientifique, Université Gaston Berger de Saint-Louis, Senegal*
Moderator: **Gilles Breton**, *Vice-recteur associé aux études (international) et directeur du Bureau international, Université d'Ottawa, Canada*
- Group 2: **Doctoral Research and Infrastructural support for Doctoral Studies and Research:**
Introduction: **Bruno Békolo Ebé**, *Rector and Coordinator Doctoral School Economics, Université de Douala, Cameroon*
Moderator: **Wisdom Tettey**, *Faculty of Communication and Culture, University of Calgary, Calgary, Alberta, Canada*

- Group 3: **Doctoral students' supervision**
Introduction: **Fatuma Chege**, *Researcher, Kenyatta University*
Moderator: **Aboubacar Barro**, *PHD Sociology, Senegal*
- Group 4: **Career development and monitoring**
Introduction: **Frédéric Dohou**, *Recteur, Université des Sciences et Technologie du Bénin*
Moderator: Registrar, *University of Ilorin, Ilorin, Nigeria*
- Group 5: **Doctoral Education and Internationalization**
Introduction: **Omar Sougou**, *Director, Research, English Department, Université Gaston Berger de Saint Louis, Senegal*
Moderator: **Eva Egron-Polak**, *IAU Secretary-General, France*
- Group 6: **Strategic Planning & the role of Data collection - challenges and opportunities**
Introduction: **K. L. Ayorinde**, *Deputy Vice Chancellor, Academic University of Ilorin*
Moderator: **Piyushi Kotecha**, *CEO, Southern African Regional Universities Association, SARUA, South Africa*
- 12:30 - 15:00 Lunch and campus visit
- 15:00 – 16:30 **Break out thematic working sessions: Same themes, moderators remain the same, change of person for introductions and the group composition changes in order for people to select two themes on which to brainstorm)**
- Group 1: **The place of doctoral programmes in the institutional research strategy; Research agenda setting and place of doctoral studies in the overall structure of the institutions**
Introduction: **I. O. Abimbola**, *Dean, Post Graduate School, University of Ilorin*
Moderator: **Gilles Breton**, *Vice-recteur associé aux études (international) et directeur du Bureau international, Université d'Ottawa, Canada*
- Group 2: **Doctoral Research and Infrastructural support for Doctoral Studies and Research:**
Introduction: **Léon Adian Kouassi**, *Conseiller chargé de la recherche,*

Université des Sciences et Technologie du Bénin

Moderator: **Wisdom Tettey**, *Faculty of Communication and Culture, University of Calgary, Calgary, Alberta, Canada*

Group 3:

Doctoral students' supervision

Introduction: **Aboubacar Barro**, *PHD Sociology, Senegal*

Moderator: **A.L. Azeez**, *Head of Department, Mass Communication*

Group 4:

Career development and monitoring

Introduction: **Mngwa Bika Hilaire**, *Chef de Service de la Cooperation, Université de Douala, Cameroon*

Moderator: **Is-Haq Oloyede**, *Vice-Chancellor, University of Ilorin, Ilorin*

Group 5:

Doctoral Education and Internationalization

Introduction: **Lucy Maina**, *Chairperson, Department of Sociology, Kenyatta University*

Moderator: **Eva Egron-Polak**, *IAU Secretary-General, France*

Group 6:

Strategic Planning & the role of Data collection - challenges and opportunities

Introduction: **Omar Sougou**, *Director, Research, English Department, Université Gaston Berger de Saint Louis, Senegal*

Moderator: **Piyushi Kotecha**, *CEO, Southern African Regional Universities Association, SARUA, South Africa*

16:30 – 17:30

Coffee and tea in the room

Evening

Draft conclusions and recommendations being prepared by the moderators and the IAU project leaders

Back to Kwara hotel and Dinner

Tuesday, 9 November 2010

09:30 – 11:00

Outcomes of Working group discussions as inputs to the overall Project Report

Discussion on the Survey Questionnaire as a tool to be generalized and used by all HEIs in sub-Saharan Africa

Issues to be discussed will include:

- What are the implications of the findings for universities around Africa?

- What are the implications of the findings for institutions outside Africa?
- Beyond the questionnaire, what did institutions learn about themselves?
- Should such a questionnaire be developed further and disseminated broadly?
How could it be improved
- etc.

11:00 – 11:30	Break
11:30 – 12:30	General debate on the project outcomes and identification of key challenges and policy reform areas to be addressed
13:00 – 14:00	Lunch
14:00 – 16:00	Plenary Session : the Way Forward Conclusions and recommendations Moderators: Is Haq Oloyede, <i>Vice Chancellor, University of Ilorin</i> , & Eva Egron Polak, <i>Secretary-General, IAU</i> Coffee / tea / Water in the room
16:00 – 17:30	Closing of the Seminar
19:00	Reception and Meeting with representatives of Nigerian HEIs <i>Kwara Hotel</i>

Wednesday, 10 November 2010	
Departure of the participants via Lagos to home destinations	
Seminar with Leaders of Nigerian HEIs	
9:30 – 10:30	The Work of the International Association of Universities: Special Session for Nigerian Universities Presentation by Eva Egron-Polak, <i>IAU Secretary General</i> and Hilligje van't Land, <i>IAU Director Membership and programme Development</i> .
10:30 - 11:00	Break
11:00 – 12:00	Presentation of the outcomes of the IAU Study and Research Seminar on the Changing Nature of Doctoral Study Programmes Presentation by Is-Haq Oloyede, <i>Rector Unilorin</i> , Eva Egron-Polak, <i>IAU Secretary General</i> and Hilligje van't Land, <i>IAU Director Membership and programme Development</i> .

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IAU SEMINAR ON *THE CHANGING NATURE OF DOCTORAL PROGRAMMES*

*University of Ilorin, Ilorin, Nigeria
7-10 November 2010*

**Draft recommendations and conclusions from the Working Group discussions which took place on
MONDAY 8TH NOVEMBER 2010**

For those who did/could not attend, please note that it was decided that participants were distributed into three groups, each discussing two different topics.

This rough draft of conclusions and recommendations are sent out for all to reflect on those and potentially comment on it in order for IAU to take comments and suggestions into consideration when drafting the final report of the Seminar and project.

WORKING GROUPS 1 & 2

1. The place of doctoral programmes in the institutional research strategy; Research agenda setting and place of doctoral studies in the overall structure of the institutions

Introduction:

Oumar Diop, *President, Conseil Scientifique, Université Gaston Berger de Saint-Louis, Senegal*

2. Doctoral Research and Infrastructural support for Doctoral Studies and Research:

Introduction:

Bruno Békolo Ebé, *Rector and Coordinator Doctoral School Economics, Université de Douala, Cameroon*

Moderators:

Gilles Breton, *Vice-recteur associé aux études (international) et directeur du Bureau international, Université d'Ottawa, Canada*

Wisdom Tettey, *Faculty of Communication and Culture, University of Calgary, Calgary, Alberta, Canada*

Place of Doctoral Programs in Institutional Research Strategy

Current Situation

A) Within Institutions

- ◆ Cannot talk about the place of Doctoral Programs in Institutional Research Strategy in the absence of such a Strategy
- ◆ A number of institutions do not have clearly articulated strategies
- ◆ Those that have do not explicitly integrate doctoral research

B) At the National Level

- ◆ Poorly coordinated national research architecture
- ◆ Poorly articulated national research agenda
- ◆ Atomization of research that is driven more by source of funding than a coherent agenda based of well-defined priorities

- ◆ Doctoral research, thus, not shaped by a clear policy with potential for collaboration, synergies, and dedicated support

Recommendations:

- ◆ Need for a mapping exercise at both institutional and national levels to gain an accurate understanding of the status quo
- ◆ That exercise provides a basis for a clearly defined institutional and national research architecture and related strategies that are coherently integrated and mutually reinforcing, and specifically outline the place of doctoral research within that structure
- ◆ Those strategies need to critically engage with the following questions:
 - What are national and institutional research priorities?
 - What determines those priorities? (eg., relevance, current strengths, emerging strengths, etc)
 - Who determines those priorities? Are they internally or externally driven or collaborative?
 - What are the roles of various actors in this architecture, including doctoral students
 - What governance structures, mechanisms, and resources are needed to facilitate and sustain the strategy and how to mobilize them
- ◆ Mapping exercise and formulation of research strategies need to be a phased process – institutionally and nationally
 - Short-term:
 - Tertiary institutions and other centers of research to collate information on the value and relevance of their research and doctoral programs, as a precursor to engaging with other relevant actors
 - Medium-term:
 - Engage with partners in government, private and not-for-profit sector and international partners to situate these within a larger national research and innovation system
 - Developing networks of research collaboration at various levels – institutionally, nationally, sub-regionally, and beyond
- ◆ Develop networks of research collaboration at various levels (including centers of research excellence)
 - Institutional
 - National
 - Regional
 - International
 - Raises questions of harmonization and standard expectations
- ◆ Incorporate a mechanism for regular review of research priorities and strategies
- ◆ Interrogate the relative place of various fields/disciplines (eg. the Humanities and Social Sciences vis-à-vis, Science, Engineering, Health) and Interdisciplinarity

Doctoral Research and Infrastructural Support for Doctoral Studies and Research

NB: Focus not just on physical infrastructure

- ◆ Enhance access to research databases beyond limited physical locations
- ◆ Improve bandwidth for internet connectivity
- ◆ Update and expand library holdings in areas of doctoral studies
- ◆ Update and provide adequate laboratory equipment and related material
- ◆ Improve and expand space for doctoral students to engage with and support one another
- ◆ Build on, and replicate, initiatives such as Ghana's GETFUND and Nigeria's Education Trust Fund

- ◆ Partner with private sector
- ◆ Incorporate some competitive criteria (key performance indicators) for accessing these funds
- ◆ Concept of “Centers of Research Excellence” and institutional collaboration to optimize use of infrastructural resources

WORKING GROUPS 3 & 4 - RECOMMENDATIONS

3. Doctoral students’ supervision

4. Career development and monitoring

Moderators:

XXX Secretary General elect, Association of Africa Universities

Aboubacar Barro, PHD Sociology, Senegal

SUPERVISION

1. A form of negotiated, structured and documented contact period between supervisor and student. This should be monitored by a central body such as the graduate school.
2. There’s the need for supervisors to orient students towards at least one publication in an internationally recognized journal. Also need to ensure a series of presentations in the course of the research.
3. The need for some incentives for supervisors to help minimize the tendency to search for other jobs. (Possibility of using part of research grant to assist students in conferences / publishing).
4. The need to establish a code of ethics for the supervision and management of doctoral student output.
5. There’s the need for at least one external examiner to be from outside the country of the student.
6. Need for continuous and continual building of capacity of the staff for supervision.

CAREER DEVELOPMENT & MONITORING

1. Need to establish career resource centres / directorates with a coordinator to ensure information dissemination (mainly about the type of research needed by industry, government etc).
2. Need to interrogate the motives for the doctoral studies/research. i.e a part of the selection process, candidates should be made to clearly clarify their aims and goals.
3. The possibility of using the Alumni Relations offices to monitor past students. In this vein, there is the need to categorize alumni into doctoral, masters, undergraduate so as to help meet them at various points of interest.
4. There’s the need to address the issue of brain drain by using both the signed contract method as well as moral suasion. This should involve close monitoring of students during their studies by a designated officer (mostly in the case where universities sponsor students abroad).
5. The need to address the issue of internationalization and see it as going beyond issues of mobility. Encourage the publicizing of information on resources available collaboration. Need to encourage use of e-resources.

6. The various governments of Africa, through the African Union, should be made to appreciate the role of doctoral studies in national development.
7. The need to seek for scholarships and funding (both from African countries and others) to train doctoral students within the continent.

KEY POINTS BASED ON DISCUSSION OF GROUPS 5 AND 6 – BASED ON 3 PRESENTATIONS:

5. Doctoral Education and Internationalization

Introduction:

Omar Sougou, *Director, Research, English Department, Université Gaston Berger de Saint Louis, Senegal*

6. Strategic Planning & the role of Data collection - challenges and opportunities

Introduction:

K. L. Ayorinde, *Deputy Vice Chancellor, Academic University of Ilorin*

Moderator:

Eva Egron-Polak, *IAU Secretary-General, France*

Rapporteur:

Piyushi Kotecha, *CEO, Southern African Regional Universities Association, SARUA, South Africa*

Internationalization (Senegal), strategic planning and data collection (Ilorin) and research strategy development and integration of doctoral programs into such a strategy (Ilorin):

1. Integrated institution-wide and comprehensive information data management systems are an essential tool for strategic planning and institutional management. Investment into such information managements is imperative. Ideally identification of relevant data for collection and updating should be done at systemic level with national governments.
2. International outreach or internationalization strategies linked to doctoral programs must be formulated as part of an overall institutional plan and must be developed to meet the specific needs of the institutions – respond to lacking capacity in terms of supervision or in order to broaden horizons and possibilities for doctoral students.
3. Institutional research strategies need to be developed but linked to nationally owned and funded research agenda and national priorities, rather than ad hoc external donor project funding.
4. Dependence on government funding for research is one of the obstacles to increased knowledge production – this requires a cultural shift towards diversified fund-raising strategy and increased linkages and cooperation with industry.
5. African higher education institutions need to improve the level of knowledge about each other so that more emphasis on collaboration with other African universities rather than systematically focusing on their North partners. Learning across the linguistic divide as in this project.