

DST-NRF CENTRE OF EXCELLENCE
SCIENTOMETRICS AND STI POLICY

SEMINAR

**The Doctorate in South Africa:
Policies, Discourses and Statistics**

Place Pavilion Conference Centre, Clock Tower, V&A Waterfront
Time 10h00–16h00
Date Friday 16 May 2014

SEMINAR PROGRAMME

Worldwide, in Africa and in South Africa, the importance of the doctorate has increased disproportionately in relation to its contribution to the overall graduate output over the last decade. This heightened attention has not been predominantly concerned with the traditional role of the PhD, namely the provision of a future supply of academics. Rather, it has focused on the increasingly important role that higher education – particularly high-level skills – is perceived to play in the knowledge economy. In South Africa, the National Development Plan (2012) has prioritised an increase in doctoral output from 1 400 per year to 6 000 by 2030. And at the Africa Convening on the Doctorate in October 2013, sponsored by the National Research Foundation (NRF) and Carnegie Corporation, there was broad agreement that Africa needs tens of thousands more PhDs in order to renew an ageing professoriate, staff the rapidly expanding higher education field, boost research, and generate the high-level skills growing economies need.

CHET (Centre for Higher Education Transformation) and CREST (Centre for Research on Evaluation, Science and Technology), with support from the Ford Foundation and Carnegie Corporation, launched a project called *The Successful Cultivation of Social Science and Humanities Doctoral Scholarship in South Africa* in 2010. This project, along with another project on knowledge production in South African higher education, formed the basis for this book in progress. The feedback from this seminar, plus the updated statistics for 2012, will be included in the final version of the book which we plan to submit for publication during the latter part of 2014.

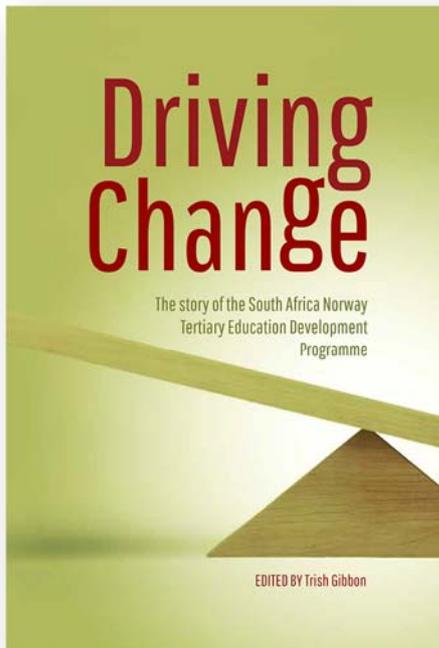


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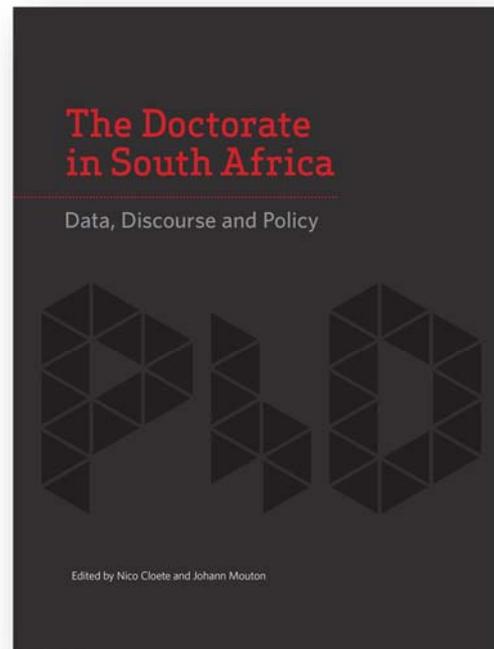
FRIDAY 16 MAY 2014

09h30	Arrival and tea
10h00	Welcome and introduction Cheryl de la Rey (Project leader)
10h15	The demand for a doctorate: Global, African and South African contexts Nico Cloete & Johann Mouton
10h45	Statistics on doctoral production Charles Sheppard & Nico Cloete
11h15	Discussion
11h30	Multiple paths to success: Report on interviews conducted with PhD-productive departments/faculties Johann Louw & Gillian Godsell
12h15	Models of doctoral education and supervisory styles Johann Mouton
13h00	Lunch
13h45	Comments Teboho Moja, Cheryl de la Rey, Saleem Badat, Patricio Langa & John Butler-Adam
15h00	General discussion
15h45	Closure Nico Cloete & Johann Mouton
16h00	Drinks and cocktails
	BOOK LAUNCHES <i>Driving Change & The Doctorate in South Africa</i>
16h30	Welcome and introduction Nico Cloete
16h45	Bilateral sector support in higher education: A road to take again? Tove Kvil
17h00	Acknowledgements and conclusion Trish Gibbon





Driving Change tells a story that exemplifies a basic law of physics, known to all – the application of a relatively small lever can shift weight, create movement and initiate change far in excess of its own size. It tells a story about a particular instance of development cooperation, relatively modest in scope and aim that has nonetheless achieved remarkable things and has been held up as an exemplar of its kind. It does not tell a story of flawless execution and perfectly achieved outcomes: it is instead a narrative that gives some insight into the structural and organizational arrangements, the institutional and individual commitments, and above all, the work, intelligence and passion of its participants, which made the SANTED Programme a noteworthy success.



Drawing on national longitudinal data from 2000 to 2012 for all masters and doctoral students in South African higher education, as well as on a survey of over twenty productive university departments in terms of doctorates awarded, *The Doctorate in South Africa* explores current debates on the doctorate, provides data on the performance and demographics of the doctorate in South African higher education, describes and analyses the supervision models and practices of productive university departments, and examines the implications of the research for policy.