

The CHUM Doctoral Academy (Including the CHE Doctoral Review, and MA)



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6.1 The Annual Doctoral Academy Virtual Summer and Winter Schools

The College of Humanities Virtual Doctoral Summer and Winter Schools are a series of doctoral research webinars convened to generically strengthen scientific research planning, research capacity and research and scientific writing skills among doctoral students. Established researchers and supervisors provide scholarly guidance, mentorship and support to especially registered first year doctoral students in the global south. The webinars create an enabling environment which is beneficial for their research proposal development and the successful defense of the proposals in review panels.

The academic content covered are considered fundamental to all aspects of doctoral research in the humanities, education, social and behavioural sciences.

The webinars are facilitated by national and international scholars from UKZN and partner universities in the United States, and elsewhere.

In 2021, the College of Humanities convened two doctoral academy events, namely the Doctoral Academy Virtual Summer School and the Doctoral Academy Virtual Winter School.

In addition to set topics for presentation to students in different phases of their research, webinars also cover additional topics of importance.

Some of the set topics in the summer and winter school programmes include the following.

- OPENING REMARKS
- ORIENTATION INTO DOCTORAL STUDIES IN THE COLLEGE OF HUMANITIES:
- ACADEMIC WRITING AND THE CRITICAL REVIEW OF RELATED LITERATURE
- CONCEPTUALIZATION AND FORMULATION OF RESEARCH PROBLEMS
- THE USE OF THEORY AND THEORETICAL FRAMEWORKS
- RESEARCH PARADIGMS AND PHILOSOPHICAL WORLDVIEWS
- CONCEPTUALIZATION AND FORMULATION OF RESEARCH PROBLEMS
- QUALITATIVE RESEARCH METHODS AND APPROACHES
- QUANTITATIVE RESEARCH METHODS AND APPROACHES
- ETHICAL CONSIDERATIONS IN DOCTORAL RESEARCH

- POTENTIAL LIMITATIONS OF THE PHD RESEARCH STUDY
- THE PHD JOURNEY: STIPULATED TIMEFRAME AND MILESTONES
- CLOSING REMARKS

Some additional topics in 2021 included,

- KEYNOTE LECTURE: Translating Concern into a Coherent Study: Challenges and Opportunities in Using Cross-Sectional Research to Study Displaced Populations - Altaf Husain, PhD, Howard University, Washington DC, United States.
- HUMANITIES, EDUCATION, AND SOCIAL SCIENCES - Jayne Cabbage, PhD, Bowie State University, United States.
- SYSTEMATIC REVIEWS AND META-SYNTHESIS - Ruth Teer-Tomaselli, PhD, University of KwaZulu-Natal, South Africa.
- ARTS-BASED RESEARCH METHODS - Shanna Kattari, PhD, MEd, CSE, ACS, University of Michigan, United States.
- OPINIONS, DISCOURSE, AND GROUPS - Kevin Durrheim, PhD, University of KwaZulu-Natal, South Africa.
- CRITICAL RACE THEORY AS A THEORETICAL FRAMEWORK FOR DOCTORAL RESEARCH IN THE HUMANITIES, EDUCATION, AND SOCIAL SCIENCES - Jayne Cabbage, PhD - Bowie State University, United States.
- DESIGNING PHENOMENOLOGICAL RESEARCH STUDIES - Yarneccia D. Dyson, PhD - University of North Carolina at Greensboro, United States.
- PARTICIPATORY ACTION RESEARCH - Kendra P. Alexander, PhD, MPA, North Carolina A&T State University, United States.
- UNDERSTANDING AND NAVIGATING CASE STUDIES FOR DOCTORAL RESEARCH IN GLOBAL AFFAIRS AND INTERNATIONAL RELATIONS - Yvan Y. Illunga, PhD, Providence College, Rhode Island, United States.
- MIXED-METHODOLOGICAL RESEARCH APPROACHES - Oliver Mtapuri, PhD, University of KwaZulu-Natal, South Africa.
- USING SCIENTOMETRICS IN THE HUMANITIES AND SOCIAL SCIENCES - Radhamany Sooryamoorthy, PhD, University of KwaZulu-Natal, South Africa.
- UNDERSTANDING RELIABILITY AND VALIDITY OF MEASUREMENT INSTRUMENTS IN THE HUMANITIES AND SOCIAL SCIENCES - Johannes John-Langba, PhD, MPH, University of KwaZulu-Natal, South Africa.
- RISK MANAGEMENT: PREPARING FOR FIELDWORK IN A POST-COVID ERA - Olajumoke Ayandele, PhD, Center for the Study of Africa and the African Diaspora, New York University, United States.
- EARMARKED TAX FOR HEALTH: A CASE STUDY OF THE EFFECTIVENESS OF THE HEALTH LEVY IN ZIMBABWE - Marie-Jeanne Offosse N., PhD Candidate, University of KwaZulu-Natal, South Africa.

At the Launch of the Doctoral Academy – 30 May 2020



6.2 The Proposed PhD Coursework Component: Development and Integration into the Approved PhD Programme in the College of Humanities

All Doctor of Philosophy (PhD) programmes offered in the four colleges at UKZN were reviewed by the Council on Higher Education (CHE) in 2020. The review process involved the submission of a Self-Evaluation Report (SER) by the respective colleges. The SER that

was submitted by the College of Humanities to the CHE in March 2020 included views and recommendations on the current PhD programme in the College of Humanities (CHUM). Paramount among the recommendations was the need to integrate a structured coursework component into the approved PhD programme in the College.

In response to the SER and CHE recommendations, the College is integrating a structured coursework component into the PhD programme, although this coursework is non-credit bearing at this stage. The rationale for the proposed amendments is premised on the fact that the key graduate attributes that UKZN prepare for the doctoral candidates, as indicated in the SER, are that they be well-grounded and informed in the research theory and methodologies in the chosen field or discipline. It is expected that a doctoral candidate becomes an expert in his/ her own area of specialisation in the field and will gain specialized knowledge and understanding in the given area or discipline. Upon the successful completion of the doctoral programme, the candidate will gain meaningful insights into the interconnectedness of the research topic with other cognate fields beyond disciplinary boundaries.

In addition to students producing a thesis, or publish a set number of journal articles, or complete a creative contribution and treatise, a minimum of six (6) modules aimed at strengthening the research and academic writing skills of the students registered in the doctoral programme, is being proposed. These modules will comprise of advanced generic research activities and processes, as well as field- or discipline-specific electives. Modules will cover seminal skills and expertise in respect of how to conduct a systematic review of the relevant published research, construct relevant research instruments, generate appropriate data analyses, optimally utilise digital research software programmes, and write the thesis, and papers for publication.

Upon completion and a pass of the doctoral coursework, students will be able to conceptualize and formulate a research problem and will be in a position to choose an appropriate research design, and develop a strong proposal. In consultation with their respective supervisors, they will then defend their proposals in the respective schools successfully, and engage their research professionally, ethically and efficiently.

The mode of programme delivery would include contact sessions and mixed-mode teaching and learning (virtual and contact) for coursework, research supervision, and the mandatory attendance at research seminars organized by the College of Humanities Doctoral Academy. Students will be required in residence for a minimum of three (3) weeks per semester, except if recommended otherwise by the Director of the College of Humanities of the Doctoral Academy and authorised by the College of Humanities Academic Affairs Board (CAAB). For students to enrol in any of the coursework modules, they should be registered for doctoral studies within the College of Humanities and in their respective schools/ disciplines. The coursework component will be coordinated and administered under the aegis of the College of Humanities Doctoral Academy that would provide the required logistics and administrative support to the doctoral programme.

6.3 Audit of Doctoral Programme (Last 5 Years)

The Academy is currently involved in a prospective and retrospective audit of the doctoral offerings in CHUM, in respect of doctorates,

- By Thesis;
- By Publication;
- Via the professional route; and
- By Creative Work.

6.4 Mastering Masters

An Indaba is being planned for the first semester of 2022, on the existing Mastering Masters programme. The main objective of the Indaba will be to develop the relationship between the Masters by dissertation, Masters by Coursework, and how these articulate with the new proposed doctoral programmes across CHUM.

6.5 Synergies with the NIHSS Doctoral School (since 2013)

Synergies between the Humanities Doctoral Academy and the NIHSS Regional and Inter-regional Schools are also being explored.

It is foreseen that these initiatives will encompass closely-knit articulations that will formatively strengthen the research capacity of all students funded by the NIHSS, as well as any other MA and PhD funding agencies.

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