

# CONFERENCE PROGRAMME

Herrenhausen Palace  
Hanover, Germany  
5-6 September 2019

## FORCES AND FORMS OF DOCTORAL EDUCATION 2019

IN A NEWLY CONFIGURED AND  
CONSTRAINED GLOBAL CONTEXT



funded by:



Volkswagen**Stiftung**

organized by:



Universität Bremen



# **Forces and Forms of Doctoral Education.**

**In a newly configured and constrained  
global context.**

Dear Participants!

Doctoral training is subject to significant changes in many countries. First and foremost it is no longer confined to preparing PhD candidates for an academic career. Following an academic career is only one option out of many others which is open to PhD candidates. Consequently, the numbers of doctoral candidates and doctoral granting institutions have increased significantly on a global scale.

This means that there is a need for a greater focus on diverse employment prospects and transferable skills of doctorate holders. In an increasingly globalised and digitised world that changes faster than ever, job profiles get more complex too. There is a strong demand for employees with academic qualifications and skills. Innovation systems of knowledge-based societies are dependent on academic experts who are able to apply the most advanced knowledge in various contexts. A global labour market also requires mobility, transcultural skills, and multilinguality, elements which are crucial for the academic profession too.

These transformations, of course, go hand in hand with questions of quality assurance, research ethics, and integrity as well as the appropriate forms of supervision and mentoring. Training doctoral candidates to become the next generation of creative, critical, autonomous, and responsible intellectual risk takers as well as concerned citizens is more essential than ever in these times of epochal challenges and unsettling changes.

With the initiative "Humanities, Cultural Studies, Social Sciences, and Professional Practice in Graduate Education" the Volkswagen Foundation has provided a paradigmatic stimulus for a strong emphasis on practice-based doctoral training at German universities. This, however, is only one of the manifold aspects which have to be considered in a newly configured and constrained global context. Reviewing the changes in doctoral education, their successes and failures, and to explore ways forward for training new generations of researchers to become future leaders in developing and developed societies, are the aims of this conference. In this undertaking, I wish you the best of success!

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**WILHELM KRULL**

Secretary General, Volkswagen Foundation

Greetings — 4

Dear Participants of the Conference,

Since the foundation of the University of Bremen in the 1970s, the support of early career researchers (ECRs) for their development is in our institutional core. Although the times were different then, the strategic goals and leading principles remain the same: support critical thinkers, who act socially responsibly and engage with the public. For this, gaining early independence for their own research is crucial. In the last decade, the creation (and funding) of graduate schools (in marine geology and social sciences) by the German Excellence Initiative has also changed the way of ECR support: leading away from the traditional “doctor father” to structured, coursed-based doctoral programmes. By 2019, about one fifth of all Bremen doctoral candidates were registered with a graduate school, and the trend to more structure and support in other disciplines is obvious.

In the ten-year strategy of our university (2018–2028), we dedicated early career development to one of eight objectives: Promoting talent and academic independence. We will further develop new concepts for the advancement of its academic staff, including new types of positions with the prospect of tenure that provide reliable career paths alongside the professorship. We will initiate additional Ph.D. programmes, increase our attractiveness for outstanding international master and Ph.D. students, while also preparing Ph.D. students for career paths inside and outside academia. As part of our quality management system, we regularly assess our achievements and evaluate the processes with internal feedback and external benchmarks – we are the first German university to join the SERU project of UC Berkeley to assess well-being, supervision and contractual issues of doctoral candidates on an international level.

Hence, we share the idea of exchanging experiences and good practices of doctoral education worldwide. We are delighted that the Volkswagen Foundation gave us the opportunity to organise the Conference on “Forces and Forms of Doctoral Education Worldwide”. I would like to thank the conference team for all the time and effort they have invested in making the event happen.

**A Fresh  
Look at  
Doctoral  
Education  
Worldwide.**

Dear Participants,

The goal of this conference is to work together on policy recommendations for doctoral education across our diverse continents and across diverse doctoral systems in order to contribute to a more just and inclusive world.

We hope to achieve this not by homogenizing differences but rather by actively learning from each other, striving to create a future that prepares the next generation of leaders, scholars, engaged citizens, and funders of doctoral education. Our goal is to encourage them to act courageously in both a positively configured and simultaneously constrained context. This context has more transparency, due to social media, but also holds anti-democratic tendencies of digitalisation, more research and knowledge about climate change and its drastic effects, a new wave of nationalism and hate speech, but also brings more awareness of the need for effective integration and the importance of wellness among us all, especially this next generation.

In preparing for this conference, we have formed five groups with members coming from different countries across the world, across disciplines, and ages. These working groups assessed doctoral education from different approaches: a system, an institutional, a political, and a philosophical/ethical approach coming with their respective country lenses. In each group, senior scholars and experts in doctoral education, together with early career researchers (ECRs), actively collaborated in the development of these assessments and draft policy recommendations. ECRs are advanced doctoral students, postdocs, or other PhDs who are within 5 years of degree completion. We will present both of these to you at this conference. We are looking forward to an interactive conference process in which you can directly participate and provide feedback through small group discussions and interactive technology.

During this conference, we will present to you a critical assessment of doctoral education focusing on what has worked and what has not, where mistakes were made in the attempt of restructuring, re-thinking and re-envisioning doctoral studies in order to make it fit for the 21st century. We, the more senior scholars among the planning team, are aware that the next generation of PhDs may not necessarily accept our recommendations, and therefore we are keen to learn your reactions and feedback during the conference.

This conference is dedicated to the next generation of doctoral candidates and their teachers, as well as policy makers. We understand that in many countries doctoral candidates/students and postdocs are anxious about the future, which during the last decades, has become seemingly more uncertain, complex, and complicated. During this one and a half day conference, we hope that our critical reflective thinking about doctoral education across various continents will provide hope for a future in which you and your peers can advance with analytical openness, creative thinking, and intellectual risk-taking – even when nationalistic agendas are more prevalent, or funding of doctoral students is uncertain, regardless of whether you are from Africa, Asia, Australia, Latin America, Europe, or North America; whether you study engineering, natural sciences, or the humanities; and whether you study in structured doctoral programs, individually with a doctoral supervisor/advisor, or in a cotutelle, joined, or dual program.

You will need to solve future problems and move your societies forward to a more just, inclusive, and humane world in this newly configured and constrained context. We hope this conference provides you with as much confidence and support to meet these challenges successfully, without competing against each other, and by forming new networks for future collaborations.

We welcome you and look forward to your contributions!



**For further information on  
the conference series:  
[www.doctoral-education.info](http://www.doctoral-education.info)**

**After all,  
twitter can also be a good thing...  
[#DocEdu19](https://twitter.com/DocEdu19)**

# Programme.

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## **5 SEPTEMBER 2019**

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The conference takes place at the Auditorium of Herrenhausen Palace,  
Hanover, Germany

### **11:30 ARRIVAL AND REGISTRATION**

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## **OPENING SESSION**

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### **12:00 WELCOME ADDRESS BY ORGANISERS**

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Antje Tepperwien, Head of Team 'Persons and Structures', Volkswagen Foundation

Maresi Nerad, Founding Director, Center for Innovation and Research in  
Graduate Education (CIRGE), University of Washington, Seattle

Andreas Breiter, Vice Rector for Research, Early Career Researchers and  
Transfer, University of Bremen

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### **12:30 KEYNOTE ADDRESS**

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**"The Thinking Doctorate: The PhD in a Global Culture of the 'Mass  
Production' of Higher Qualifications"**

Jonathan Jansen, President, Academy of Science of South Africa

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### **13:30 BUFFET LUNCH**

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## **SESSION 1: ASSESSMENT OF DOCTORAL EDUCATION REFORMS SINCE 2005**

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### **14:30 PRESENTATION OF THEMATIC REPORT, CO-WORKING PHASE AND OPEN DISCUSSION**

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hosted by Maresi Nerad

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### **16:00 COFFEE BREAK**

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## **SESSION 2: IMPACT OF CHANGES IN DOCTORAL EDUCATION: THE INSTITUTIONAL DIMENSION**

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### **16:30 PRESENTATION OF THEMATIC REPORT, CO-WORKING PHASE AND OPEN DISCUSSION**

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hosted by Ulrike Kohl, Head of People Management, Luxembourg Institute of Socio-Economic Research (LISER)

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### **18:00 WRAP-UP AND CONCLUSIONS**

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hosted by Beate Scholz, Founder and CEO, CTC Scholz GmbH

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### **19:30 CONFERENCE DINNER**

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## **6 SEPTEMBER 2019**

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### **9:00 WELCOME AND OUTLOOK**

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## **SESSION 3: THE POLICY DIMENSION – CAPACITY BUILDING IN THE ERA OF GLOBALISATION**

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### **9:30 PRESENTATION OF THEMATIC REPORT, CO-WORKING PHASE AND OPEN DISCUSSION**

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hosted by Conor O'Carroll, Independent Consultant on Higher Education and Research Policy at SciPol

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### **11:00 COFFEE BREAK**

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## **SESSION 4: ECONOMIC DIMENSIONS – GLOBAL LABOUR MARKET DEVELOPMENTS**

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### **11:30 PRESENTATION OF THEMATIC REPORT, CO-WORKING PHASE AND OPEN DISCUSSION**

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hosted by David Bogle, Pro-Vice-Provost of the Doctoral School, University College London

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### **13:00 BUFFET LUNCH**

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## **SESSION 5: THE MACRO DIMENSION – SOCIETAL, POLITICAL AND CULTURAL CHANGE AND THE ROLE OF THE RESEARCHER**

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### **14:00 PRESENTATION OF THEMATIC REPORT, CO-WORKING PHASE AND OPEN DISCUSSION**

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hosted by Christian Peters, Managing Director, Bremen International Graduate School of Social Sciences (BIGSSS), University of Bremen and Beate Scholz

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### **15:30 COFFEE BREAK**

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## **CLOSING SESSION**

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### **16:00 DISCUSSING POLICY RECOMMENDATIONS, CONFERENCE WRAP-UP AND CLOSING REMARKS**

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hosted by Maresi Nerad and Beate Scholz

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### **17:00 END OF CONFERENCE**

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**Thematic  
Summaries  
of the  
Working  
Group  
Reports.**

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## **SESSION 1: ASSESSMENT OF DOCTORAL EDUCATION REFORMS SINCE 2005**

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**WORKING GROUP: CORINA BALABAN, ANDRÉS BERNASCONI, HONGJIE CHEN, ROSEMARY DEEM, BARBARA GRANT, MARTIN GRUND, CHAYA HERMAN, MARKETA LOPATKOVA, ALEKSANDRA KANJUO MRČELA, MARESI NERAD, JANET RUTLEDGE, DICK STRUGNELL**

During the last decades countries around the world wish that their doctoral education systems contribute to becoming knowledge societies. Yet, doctoral education has been evolving separately in different countries, under different funding pressures and governance arrangements. Therefore, such evolution of the PhD, including systems of quality assurance, are divergent in a number of aspects and convergent in others. This group examined the major changes that have occurred in doctoral education since 2005 in individual countries and institutions, such as new and different forms of doctoral degrees, the establishment of graduate schools/doctoral schools, structured doctoral programs, professional competency development, and changes in the types of research undertaken. The group also analysed opportunities for quality assurance of the doctoral processes. Quality assurance includes testing whether rules, procedures and practice governing the education process result in doctoral graduates who fulfill the criteria laid out by countries and institutions, sometimes in the form of 'doctoral attributes' or 'learning outcomes'. The group debated the questions of the future of doctoral education as systems increasingly wrestle with the different requirements of the academy and 'industry' for doctoral graduates.

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## **SESSION 2: IMPACT OF CHANGES IN DOCTORAL EDUCATION: THE INSTITUTIONAL DIMENSION**

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**WORKING GROUP: LIEZEL FRICK, REINHARD JAHN, ULRIKE KOHL, GULFIYA KUCHUMOVA, WILLIAM MAHONEY, SHANNON MASON, SUSAN PORTER, ANA PROYKOVA, RONEL STEYN, MARC TORKA, AYA YOSHIDA**

The working group discussed changes in doctoral education at institutional level in terms of funding, organization and supervision, i.e. new doctoral pedagogies. PhD funding often comes with a purpose and is more and more defined through predefined projects. Institutions need to adapt not only to funding agendas, but also to a fast paced changing research environment, where transdisciplinarity, new forms of knowledge sharing and multiple stakeholder involvements require professional and flexible approaches. There should be a concern for quality control and timely completion of a PhD. On the other side, flexibility is needed to account for individual pathways and pressures, discipline specific requirements or adaptations during the doctorate. Institutions' foremost concern should be to ideally support doctoral candidates in building their skills and mind-sets to develop into accomplished future leaders aware of the responsibilities they will take in academia and society in a global world in the future.

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## **SESSION 3: THE POLICY DIMENSION — CAPACITY BUILDING IN THE ERA OF GLOBALISATION**

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**WORKING GROUP: DEVASMITA CHAKRAVERTY, CHARITY KOMBE, MAUDE LÉVESQUE, CONOR O’CARROLL, JING QI**

The group addressed the issue of how to build and maintain capacity for doctoral training in the current global environment where academia has become the alternative career. Increasing investment in research has resulted in a high increase in the number of doctoral candidates and the traditional apprenticeship model is no longer appropriate in terms of quality of individual doctoral education and providing a pipeline to a wide range of rewarding careers. National and regional policies set high-level targets that see PhD’s as simply research workhorses and there is little focus on their career development. National policies that limit academic freedom and restrict research areas can be a driver for outward migration. The core of the session on migration and mobility is to see what solutions have been found, if any, to counteract brain drain and to see if mobility is really a good thing for researchers. Ultimately, we hope to share experience and expertise to identify good practice examples of how to address these three issues for a wide range of national and regional structures so as to improve the global quality of doctoral education.

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## **SESSION 4: ECONOMIC DIMENSIONS — GLOBAL LABOUR MARKET DEVELOPMENTS**

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**WORKING GROUP: DAVID BOGLE, T.A. ABINANDANAN, IGOR CHIRIKOV, MIGUEL GONZALEZ CANCHE, NANCY L. GARCIA, STEFAAN HERMANS, ANNAMARIA DE ROSA, JOYCE MAIN, SUZANNE ORTEGA**

The working group looked at trends in producing doctoral graduates for roles within and beyond the academy and the tensions, this has produced for maintaining a vigorous environment. There has been considerable re-orientation towards producing doctoral graduates to help drive innovation in the economy. The training, while still primarily focused on producing and defending a piece of substantive original research, has seen a significant growth in skills training both for better execution of research but also for future career needs and prospects. There has also been a growth in professional doctorates. With research and recruitment now, so international some degree of consistency would be beneficial for aspiring researchers, between countries and between disciplines, while respecting and taking value from differing academic traditions. This chapter considers and asks questions about how best to think about doctorate on a global scale for the wider role expected within both the developed and developing world.



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## **SESSION 5: THE MACRO DIMENSION — SOCIETAL, POLITICAL AND CULTURAL CHANGE AND THE ROLE OF THE RESEARCHER**

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**WORKING GROUP: DANIELE CANTINI, ROXANA CHIAPPA, YASEMIN KARAKAŞOĞLU, CATHERINE MANATHUNGA, CHRISTIAN PETERS, BEATE SCHOLZ, BETÜL YARAR**

The second decade of the 21st century is characterized by counterintuitive developments: digitisation with its accelerating effects on global knowledge production, increasing academic expanse with growing numbers of doctoral candidates around the globe and, on the reverse angle, fueled by populist movements and authoritarian regimes, the rise of anti-intellectual forces fostering irrationality based on archaic patterns of fear. In the light of these trends we urgently need to re-think the very role of the researcher, the modes of knowledge production and, consequently, the intake, structures, forms and outcomes of doctoral education.

The working group addressed these topics with a number of questions: What should be the role of the researcher and doctoral education in counterbalancing trends towards limiting the freedom of research? How to train doctoral candidates in understanding, moral commitment, and wisdom? What conclusions might we draw for doctoral education in view of authoritarian turns, e.g. as in the case of Turkey? How to 'decolonise' doctoral education and include non-western epistemologies? Should we work towards a 'global doctorate' and would it be desirable? What should be the role for doctoral education in view of potential threats and dangers resulting from research? In what way could research ethics and integrity become a cornerstone of doctoral education?

**Experts.**

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**SOPHIE ABEL**

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Sophie Abel is a Doctoral Candidate at the Connected Intelligence Centre at the University of Technology in Sydney, Australia. Her research focuses on how Writing Analytics, the use of text analytics techniques to provide automated feedback on writing, can be used in doctoral writing training programs to develop evaluative judgement and encourage one to think critically about their writing.

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**T.A. ABINANDANAN**

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is the Chair of the Department of Materials Engineering at the Indian Institute of Science (IISc), Bengaluru, India. He is also the Coordinator of the DST–Centre for Policy Research which focuses on scientometric studies of science and technology research and innovation in Indian higher education institutions.

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**CORINA BALABAN**

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works as a Research Associate at The Manchester Institute of Innovation Research at the University of Manchester, United Kingdom. She has a background in Education Studies and has written her PhD thesis on models of doctoral education in the EU and the US.

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**ANDRÉS BERNASCONI**

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is Professor of Education and Director of the Center of Advanced Studies in Educational Justice at the Pontificia Universidad Católica de Chile. Interested in higher education policy, university governance, and the academic profession, Bernasconi has served as Provost, Vice-President for Research and Graduate Programs, Vice-Dean, and Dean, in three universities.

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**DAVID BOGLE**

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is a Professor of Chemical Engineering at University College London (UCL) with research interests in Process Systems Engineering and Systems Biology. He is the Scientific Vice President of the European Federation of Chemical Engineers and a fellow of Institution of Chemical Engineers. Professor Bogle was elected as a Fellow of the Royal Academy of Engineering in 2005. David is a member of the Steering Team of the conference.

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**ANDREAS BREITER**

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is Vice President for Research, Transfer and Early Career Researcher Development at the University of Bremen. He is a member of the Executive Board of the German University Association of Advanced Graduate Training (UniWiND/GUAT) and is a Professor for Information Management and Educational Technologies in the Department of Mathematics and Informatics at the University of Bremen. Andreas is a member of the Steering Team of the conference.

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**RICHARD BUDD**

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is a Lecturer in Higher Education in the Centre for Higher Education Research and Evaluation (CHERE) at Lancaster University where he recently completed a collaborative research project investigating social sciences doctoral training policy. Primary research interests relate to theorising higher education, organisational mediation of policy, students' experiences, and international comparisons.

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**DANIELE CANTINI**

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is a social anthropologist, currently working at the MLU Halle. His regional focus is the contemporary Middle East, in particular Egypt, Jordan and Lebanon, where he lived for many years researching on youth, university systems, subjectivity, religion, migration, and knowledge production. He is the author of *Youth and Education in the Middle East: Shaping identity and politics in Jordan*.

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**DEVASMITA CHAKRAVERTY**

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is Assistant Professor at the Ravi J. Matthai Centre for Educational Innovation, Indian Institute of Management Ahmedabad. Her research interests include examining the impostor phenomenon (“imposter syndrome”), workforce development in STEM and medicine, and understanding the experiences of the underrepresented minority groups. Her research focuses on the USA, India, and Germany.

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**CHEN HONGJIE**

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is a Professor at the School of Education at Peking University and Director of the Chinese Center for Doctoral Education. He has several publications about doctoral education in China and Germany. He is currently working on a project concerning the reform of the doctoral grant system in China.

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**ROXANA CHIAPPA**

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recently completed her PhD, her research dealing with the effects of social class of origin on the career of doctorate holders in Chile, focusing on the intersection between doctoral education, scientific policies and social stratification. She will soon start working as a lecturer at the Center for Higher Education, Research, Teaching and Learning (CHERTL) at the Rhodes University, South Africa.

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**IGOR CHIRIKOV**

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is SERU Consortium Director and Senior Researcher at UC Berkeley. Student Experience in the Research University (SERU) Consortium is an academic and policy collaboration of research universities worldwide aimed at generating comparative data on undergraduate and graduate student experience. Igor’s research interests include student learning outcomes and international higher education.

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**ROSEMARY DEEM**

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is Doctoral School Director and Professor of Higher Education Management at Royal Holloway (University of London), UK. An academician of the UK Academy of Social Sciences since 2006, Rosemary is a sociologist who has also worked at Loughborough, York, the Open and Lancaster Universities and the former North Staffordshire Polytechnic.

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**ANNAMARIA SILVANA DE ROSA**

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is Founder and Director of the European/International Joint PhD in Social Representations and Communication and of the SoReCom THEMatic NETwork. She holds an International Joint PhD in Social Representations and Communication led by Sapienza University of Rome in Italy. Annamaria is delegate in the EUA-Council of Doctoral Education, her publications also concern the distinct forms of internationalisation of doctoral education.

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**ALEXANDER FILIPPI**

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is a doctoral researcher at the Max Planck Institute for Chemistry. His PhD looks at the health effects of ambient fine dust and air pollution. He chairs the Max Planck PhDnet as their Spokesperson this year. He is also a board member of the N<sup>2</sup> Network of Doctoral Researchers, representing PhDs of the non-university organisations on a political level.

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**LIEZEL FRICK**

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is Associate Professor in the Department of Curriculum Studies and Director of the Centre for Higher and Adult Education at Stellenbosch University (South Africa). Her research focuses on doctoral education, with a pedagogical focus on doctoral creativity, supervision, and the student experience. She is also the co-chair of the International Doctoral Education Research Network (IDERN).

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**NANCY L. GARCIA**

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is Professor of Statistics at the University of Campinas (UNICAMP) working in the field of Probability and Statistics. She was the former coordinator of the Mathematics committee of Coordination for the Improvement of Higher Education Personnel (CAPES). Garcia is currently the Vice-Rector for Graduate Studies at UNICAMP and Vice-President of the Brazilian Mathematical Society.

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**MANUEL S. GONZALEZ CANCHE**

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holds a tenure appointment University of Pennsylvania where he is faculty director of the Hub for Equity Antioppression Research and Development (HEARD). This center aims to provide doctoral students with extracurricular experience valued by academic and policy-oriented employment, such as grant funding.

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**BARBARA M. GRANT**

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is Associate Professor at the University of Auckland, NZ. A critical university studies scholar, she is currently exploring (1) doctoral students' experiences of publishing during candidature, (2) doctoral identity work in thesis acknowledgments, and (3) doctoral supervision work of academic women in NZ universities. She has published extensively on doctoral supervision/education.

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**OLAF GROH-SAMBERG**

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is Professor for Sociology at University of Bremen and Dean of the Bremen International Graduate School of Social Science (BIGSSS, University of Bremen/Jacobs University Bremen). His research includes social inequalities in its various theoretical and empirical facets, including poverty, educational inequality, wealth inequality, and the consequences of inequality for social cohesion.

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**MARTIN GRUND**

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is a doctoral researcher at the Max Planck Institute for Human Cognitive and Brain Sciences in Leipzig. His research investigates the neural mechanisms of conscious tactile perception. 2016 he was the Spokesperson of the Max Planck PhDnet and cofounded 2017 N<sup>2</sup>, the network of non-university doctoral researchers in Germany. Currently, he is the President of the Science Forum Middle Germany.

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**ROSHADA HASHIM**

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is a Professor in the Faculty of Science & Technology (FST) in the Universiti Sains Islam Malaysia (USIM). She currently holds the position of Deputy Vice-Chancellor (Research and Innovation) and was the former Dean of the Institute of Postgraduate Studies at USIM. Her research focuses on the use of aquafeeds for the sustainable development of aquaculture.

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**CHAYA HERMAN**

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is Associate Professor at the Department of Education Management and Policy Studies at the University of Pretoria. She specialises in doctoral education and higher education policy and conducted national and international studies on the topic.

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**STEFAN HERMANS**

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is Director of Policy Strategy and Evaluation in DG Education, Youth, Culture and Sports at the European Commission. He formerly served as Head of Cabinet to the Employment, Social Affairs, Skills and Labour Mobility Commissioner and has developed initiatives to make research careers in the EU more attractive as Head of Unit in the Research and Innovation DG in 2018 and 2013.

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**REINHARD JAHN**

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was Professor and Director of the Max-Planck Institute for Biophysical Chemistry in Göttingen, with research focusing in molecular neuroscience until his retirement in 2018. He was Dean of the Göttingen Graduate School for Neurosciences, Biophysics, and Molecular Biosciences, funded in the German Excellence Initiative, and worked in committees proposing reforms of the academic career system.

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**JONATHAN JANSEN**

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is Distinguished Professor of Education at the University of Stellenbosch and President of the Academy of Science of South Africa. He was Fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University before serving as Vice-Chancellor and Rector of the University of the Free State for seven years.

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**BIANDRI JOUBERT**

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is a PhD student in the field of international trade law (specifically SPS measures as non-tariff barriers to trade) at North West University (South Africa) and is rounding off research conducted in Dakar during a research fellowship at the United Nations African Institute for Economic Development and Planning (UNIDEP). As a Zimbabwean in South Africa, Biandri provides insight into doctoral research in South Africa as a citizen of a Southern African country.

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**ALEKSANDRA KANJUO MRČELA**

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is head of Doctoral School of the University of Ljubljana and a member of the Steering committee of the European University Association – Council of Doctoral Education (EUA CDE). Her teaching and research is in Economic sociology, Sociology of Work and Gender Studies. She is an editor of Social Politics, Oxford University Press.

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**YASEMIN KARAKAŞOĞLU**

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holds the chair for Intercultural Education at the University of Bremen. As a turcologist and educational scientist, her research interests focus on teacher training and school and university policies in a diversity and discrimination sensitive perspective. At the University of Bremen, Yasemin was Vice-President International and Diversity 2011–2017 and is member of the executive committee of the German Exchange Service DAAD.

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**ULRIKE KOHL**

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is Director of Human Resources at the Luxembourg Institute of Socio-Economic Research (LISER, since 2018). Before, she was Head of Unit for Talent Attraction and Capacity Building at the Luxembourg National Research Fund where she coordinated several funding instruments on research careers. She also contributed to the setup of the National Quality Framework for Doctoral Training in 2015. Ulrike is a member of the Steering Team of the conference.

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**CHARITY MEKI-KOMBE**

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recently completed a Post-Doctoral Research Fellowship at the University of Pretoria in South Africa. Her research focuses on doctoral education and policy/programme implementation and evaluation. Her focus on doctoral education evaluates the knowledge and skills gained by doctoral graduates and how they (especially those trained abroad) are re-integrated into local universities.

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**GULFIYA KUCHUMOVA**

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is a PhD Candidate and Research Assistant of the Graduate School of Education at Nazarbayev University. She focuses on research education of doctoral students in Kazakhstan. Kuchumova is also involved in the Erasmus+ project on internationalisation of research through the establishment of a quality assurance system in PhD programs.

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**MAUDE LÉVESQUE**

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is a PhD candidate in Social Work at the University of Ottawa (Canada) jointly with the EuroPhD in Social Representations and Communication at the University of Rome (Italy). She specialises in social gerontology and professional distress in healthcare workers and recently completed an exchange with the Social Psychology laboratory of the University of Aix-Marseille (France).

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**MARKÉTA LOPATKOVÁ**

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(PhD) is an Associate Professor of Mathematical Linguistics at Charles University, Prague, Czech Republic. Her current research interests focus on lexical semantics, dependency syntax, treebanking, and formal modeling of natural languages. She is a member of the Rector's Board responsible for doctoral education at Charles University.

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**WILLIAM M. MAHONEY, JR.**

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is the Associate Dean for Student and Postdoctoral Affairs at the University of Washington Graduate School and an Associate Professor of Pathology at their School of Medicine. As a cardiovascular developmental biologist, he directs the Molecular Medicine and Mechanisms of Disease (M3D) PhD program. He has a longstanding interest in STEM professional development, focusing on graduate students, postdoctoral fellows and junior faculty.

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**JOYCE B. MAIN**

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is Associate Professor of Engineering Education at Purdue University. Joyce examines the factors that influence PhD degree completion and the career trajectories of doctorates in the United States. She was awarded a 2017 National Science Foundation CAREER grant to model the longitudinal career pathways of engineering doctorates.

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**CATHERINE MANATHUNGA**

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is Professor of Education Research in the School of Education at the University of the Sunshine Coast, Australia. She is a historian bringing a fresh research perspective to higher education studies. Catherine has research projects on doctoral education; academic identities and the history of universities in Ireland, Australia and Aotearoa/New Zealand.

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**LILIA MANTAI**

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is Academic Lead in Course Enhancement at The University of Sydney Business School. In 2017, she received her PhD from Macquarie University for research on researcher development of doctoral students that was honoured with an HDR Excellency Award. Mantai was also awarded the status of a Senior Fellow of the AdvanceHE/Higher Education Academy for her contribution to higher education.

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**SHANNON MASON**

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is Assistant Professor and Early Career Researcher (ECR) in the Faculty of Education, Nagasaki University, Japan. She recently completed her PhD in Australia, adopting a 'with publications' approach, one of the first in her faculty to do so. Her interests include exploring the experiences and challenges of doctoral students and ECRs engaging in the scholarly publication process.

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**PULENG MOTSHOANE**

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is a doctoral student focusing on how higher education is meeting the needs of a transformed South Africa. She has written book reviews on doctoral education and co-authored a chapter about holistic supervision development in doctoral studies. Motshoane has also co-edited *Postgraduate Studies in South Africa: Surviving and Succeeding* and is member of the *International Doctoral Education Research Network*.

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**MARESI NERAD**

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is an Independent Consultant on Higher Education and Research Policy at SciPol. He is active in the development of European policy on researcher careers with a particular focus on doctoral education and training and led the development of the European Innovative Doctoral Training Principles. O'Carroll is a member of the conference Steering committee.



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### **SUZANNE ORTEGA**

serves as President of the Council of Graduate Schools (CGS). The only U.S. higher education association devoted solely to graduate study, CGS has nearly 500 U.S. and Canadian members and nearly 30 international affiliates. A sociologist by training, Dr. Ortega's research focuses on social inequality, mental health, and graduate education.

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### **SUSAN PORTER**

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### **JING QI**

is a Lecturer at RMIT University, Australia. She publishes in the areas of global education, teacher education and doctoral education. Her current research focuses on capacity building of doctoral candidates by understanding the politics governing doctoral education and harnessing the global and local stock of knowledge for innovative knowledge production.

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### **MARGARET ROBERTSON**

is an ECR at La Trobe University, Australia in the School of education. Her specialisation is in postgraduate research supervision. Her thesis and subsequent work focuses on team supervision as it is practiced in Australian universities, and particularly in the ways that power is used within the supervisory relationships to enable or silence members of the team.

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### **JANET C. RUTLEDGE**

an electrical engineer, serves as the Vice Provost and Dean of the Graduate School at the University of Maryland, Baltimore County (USA). She has chaired the GRE Board, served on the Board of the Council of Graduate Schools, and serves on the TOEFL Board. She has been involved in national efforts to increase PhD completion rates, track career outcomes and improve diversity and inclusion.

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is a Professor in Higher Education and Geography and Dean of the Graduate Research School at the University of Otago in New Zealand. She holds a PhD in Geography and PGDip. in Tertiary Teaching. Rachel has won teaching awards at both Canterbury and Otago, and a national tertiary teaching award in 2015. In 2016, she won the TERNZ-HERDSA medal for Sustained Contribution to the Research Environment in NZ and gained a Fulbright Scholar Award for doctoral education research in 2018.

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is a PhD scholar in Higher Education Studies at Rhodes University (RU) in South Africa. She is exploring changing doctoral education practices in South African research-intensive universities and the structural and cultural mechanisms that condition them. Previously, she worked as Head of the Postgraduate Development Programme at Stellenbosch University.

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**DICK STRUGNELL**

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is Professor of Microbiology and Co-leader of the Doherty Institute PhD programme at the University of Melbourne. For 2007–2017, he was Pro Vice-Chancellor (Graduate Research), responsible for 5200 graduate researchers engaged in research doctorates (85%) or masters (15%). The Doherty Institute PhD Programme has 120 doctoral students.

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**MARC TORKA**

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is a sociologist of science and higher education at WZB Berlin Social Science Center (Germany) and the Department of Sociology and Social Policy at the University of Sydney (Australia). He is currently Principal Investigator of the project "International comparison of doctoral training practices" in Germany, Australia and the US, funded by the German Research Foundation.

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### **MARIJK VAN DER WENDE**

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### **AKIYOSHI YONEZAWA**

is Professor and Vice-Director at the International Strategy Office at Tohoku University and is a Board Member at the Japan Association for Higher Education Research. He is a co-editor of the *Higher Education in Asia: Quality, Excellence and Governance* series and is also co-editor of *Researching Higher Education in Asia* which was granted the "Best Book Award 2019" from the Comparative and International Education Society.

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### **AYA YOSHIDA**

is a Professor of School of Education and an Associate Director of the Center for Higher Education Studies, Waseda University, JAPAN. She is in Sociology of Education, specifically higher education and now serves as the Director of the Japan Society of Educational Sociology. One of her current research projects is a trilemma of graduate schools in Japan compared with those of the U. S. and China.

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### **GAOMING ZHENG**

is a doctoral researcher at the Higher Education Group at Tampere University in Finland. Her Ph.D. research project is on quality assurance of Europe-China joint doctoral education. Her publication, *Towards an analytical framework for understanding the development of a quality assurance system in an international joint program*, was awarded with Best Paper Prize at 2016 Eu-Spri Forum "Science, Innovation and the University."

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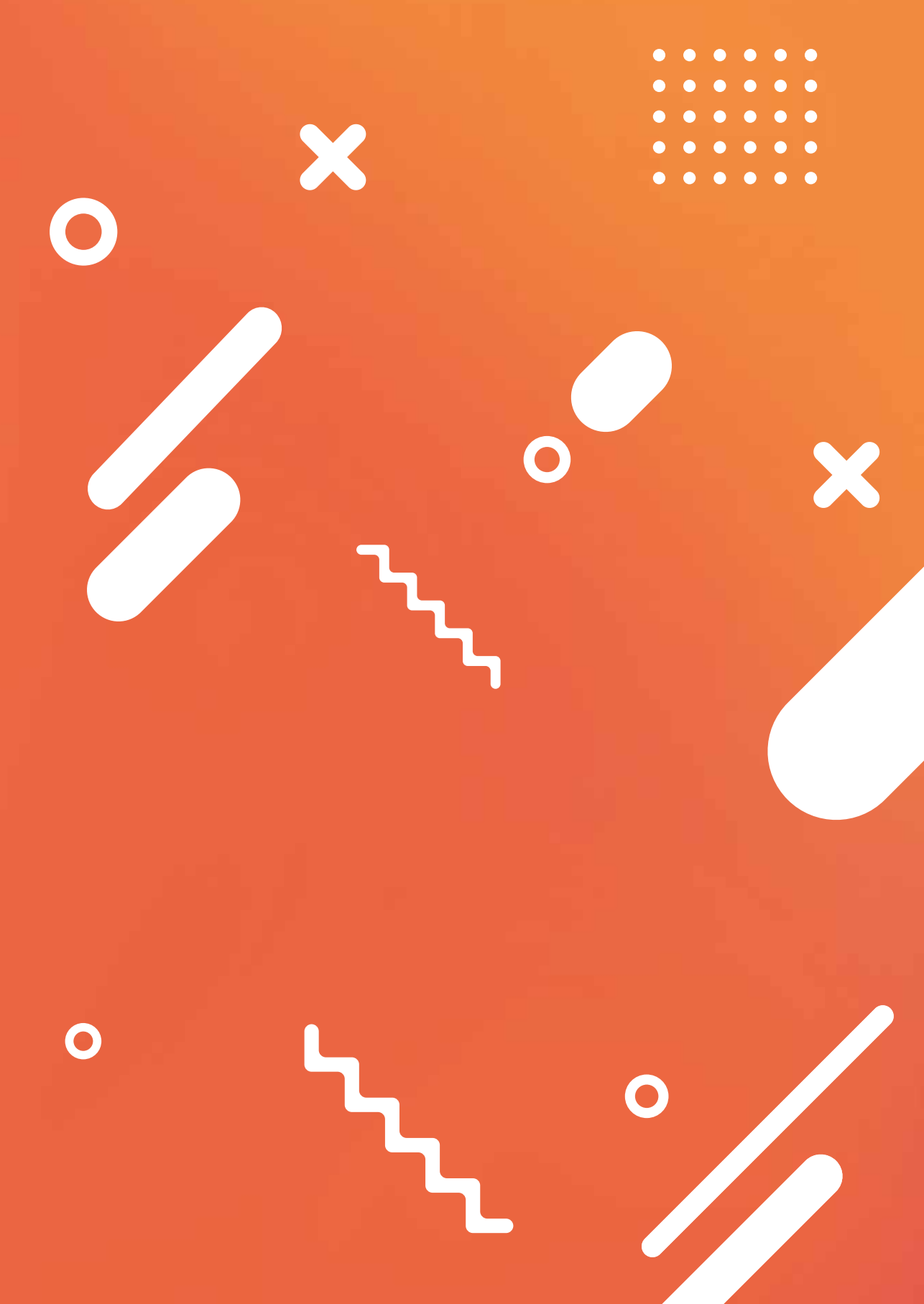
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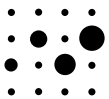
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