



Diversity and Internationality in Doctoral Education: *Dimensions, Contradictions and Recommendations*



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Structure of the Presentation

- Challenges of Doctoral Education (worldwide)
- The Conference „Revisiting Forces and Forms of Doctoral Education Worldwide” at Herrenhaeuser Palais, Hannover
- The Convergence Dimension: Looking at Global Standards with gradSERU
- Exemplary Hannover Recommendations
- Dimensions of Diversity in Doctoral Education
- Final Remarks





Background for the conference: Challenges of Doctoral Education



- ▶ Importance of doctoral degree in society
- ▶ Careers transitions after doctorate
- ▶ Contractual situation of candidates
- ▶ International candidates
- ▶ Staff development and training
- ▶ Role of supervisor
- ▶ Grading system
- ▶ Many stakeholders involved in the system vs situation of individual candidate
- ▶ Healthy environment / well-being

„Revisiting Forces and Forms of Doctoral Education Worldwide”



Forces and Forms of Doctoral Education

https://www.doctoral-education.info/home.php

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Hannover, September 2-6, 2019

Start Events Network Recommendations Documents

REVISITING DOCTORAL EDUCATION

IN A NEWLY CONFIGURED AND COMPLEX GLOBAL CONTEXT

FORCES AND FORMS OF DOCTORAL EDUCATION

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Revisiting Forces and Forms of Doctoral Education Worldwide

Epochal Challenges

During the last decade, there have been significant changes in doctoral education worldwide: In many countries, the numbers of doctoral candidates and doctoral granting institutions have increased to help drive both national innovation and research performance of individual institutions, especially in Asia. Worldwide, there is a greater focus on diverse employment prospects and transferable skills of doctorate holders and postdocs.

At the same time, the world is changing faster than ever. Seemingly, adverse developments with yet unknown effects, namely digitisation as potential driver of progress as well as increased insecurity and the simultaneous deterioration of democracies



Goals of the conference

Three-dimensional conceptual framework:

- ▶ Assessment of doctoral education reforms since the year 2005 (the inner life of doctoral education): What lessons have we learned?
- ▶ External socio-political-economic changes impacting doctoral education: What are the major external drivers influencing the research and doctoral education system?
- ▶ Capacity building in developing and developed countries: What models seem to work best and what can we learn for the future?

Workshop (3 day): 60 internat. experts in Higher Ed studies from all continents met to assess and comment situation on basis of 5 reports → identify 'hot topics'

Conference (2 day): 160 internat. participants interactively (SLIDO) debate assessments and formulate recommendations



Background for the conference: GradSERU by CSHE at UC Berkeley

- SERU = Student Experience in a Research University
- UBremen first German and one of 3 European Universities
- Areas of interest:
 1. Admission
 2. Advising
 3. Research Experience
 4. Teaching Experience
 5. Program Climate
 6. Depression and Anxiety
 7. Post-Completion Plans



The Hannover Recommendations

1. Establish a global joint value system for doctoral education based on an ecology of knowledges which recognizes and seeks to overcome existing inequalities in the access to doctoral education and the provision of knowledge.

2. Foster diverse ways of operating – embracing diversity of cultures, people and universities.

3. Encourage diverse forms of mobility to develop multiple careers and ensure a more balanced distribution of talent around the globe.

4. Ensure that the key contribution of the Arts, Humanities and Social Sciences research and doctoral education gets strong support.



The Hannover Recommendations

5. Support more research on doctoral education for evidence-based decision-making on doctoral education around the globe.

6. Advance the institutional environment for doctoral education continuously.

7. The pivotal goal of doctoral education must be and remain the development of original, responsible, and ethical thinkers, and the generation of new and original ideas and knowledge.



Hannover Recommendation 1 in detail

Establish a global joint value system for doctoral education based on an ecology of knowledges which recognizes and seeks to overcome existing inequalities in the access to doctoral education and the provision of knowledge.

We recommend to:

- establish a Joint Value System rooted in the universal principles of the United Nations Human Rights Charter. It should be based on respect for the individual and aim for an equilibrium of knowledges from South, North, East and West including indigenous knowledge systems in an ‘ecology of knowledges’ (**diversity of knowledge and method**)
- consider as knowledge that which is defined and assessed by international and intercultural peer communities;
- promote open science where research data and other research results are freely available in such a way that others can collaborate and contribute, with just access to data, research resources and ownership of intellectual property.



Hannover Recommendation 2 in detail

Foster diverse ways of operating – embracing diversity of cultures, people and universities.

We recommend to:

- embrace the full spectrum of people and be open to and for all on equal terms, giving those with suitable creative, critical and intellectual potential the opportunity to participate in doctoral education including protecting those who are at risk in countries where they are striving for freedom of thought and creativity; **(access and diversity)**
- respect that different universities with different specializations (MINT vs. Humanities) have their own distinctive missions and priorities that also relate to their particular societal context; **(institutional diversity)**
- recognize that there are diverse ways of achieving excellent doctoral education and that maintaining this diversity is an asset and guarantor for mutual learning worldwide. **(academic diversity)**



Hannover Recommendation 3 in detail

Encourage diverse forms of mobility to develop multiple careers and ensure a more balanced distribution of talent around the globe.

We recommend to:

- provide international, intersectoral, and interdisciplinary as well as virtual mobility opportunities in doctoral education in order to support exposure to new fields, and to empower deep and diverse questioning leading to new ideas, assembling evidence to support these ideas, and defending them to peers and to society;
- ensure that funding balances existing inequalities between research systems by helping to address unequal flows of talent and by challenging traditional mobility patterns.



Concrete Dimensions of Diversity in Doctoral Education



- Recruitment: The Selection Bias
- Different Cultures, different Conflicts
- The Research Program - How open or closed is a Curriculum? (Diversity in Method and Theory)
- Decolonization of Universities (The Dominance of Knowledge Regimes)
- Subject-specific diversity (subject cultures and traditions)
- Gender Equality in Academia
- Diversity in PhD supervision (intersectoral, professional doctorate, purely academic PhD)
- Academic and Non-Academic trajectories



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