

UniWIND Tagung2021
September 30, 2021

Doctoral Education a Place to be Committed to Social Justice

From Argument to Practice



Center for
Innovation and
Research in
Graduate Education

Professor Maresi Nerad
Director, CIRGE

University of Washington, Seattle
University of California, Berkeley,
Affiliate faculty-

Center for Studies in Higher Education

Agenda

- i. Why is it important to talk about social justice in Doctoral Education?**
- ii. Different theories and approaches to social justice in different disciplines**
- iii. An incomplete cartography of social justice efforts in Doctoral Education:**
 - In the process of doctoral education**
 - In a international webinar exploring disciplinary approaches to social justice.**

Increase in PhD Production 1991-2014

Source: NSF Science Indicators 2016, 2018

<u>Country</u>	<u>1991</u>	<u>2004</u>	<u>2014</u>	<u>2016</u>
Australia	N/A	5,000	8,400	9,086
Brazil (2013)	N/A	N/A	16,745	20,605
China	2,000	23,400	53,653	55,011
Germany	22,000	23,100	28,147	29,303
India (2011)	N/A	17,850	21,830	25,095
Japan(2011)	10,000	16,900	15,045	15,805
Russia	N/A	29,850	36,533	27,212
South Korea	1,000	7,950	12,031	13,882
UK	8,000	15,300	25,020	27,366
US	37,000	48,500	67,591*	69,525

Source: MNERAD, CIRGE, NSF Science Indicators 2016 * including professional doctorates

Why is it important to talk about “social justice” in doctoral education?

- ✓ Doctoral education is a field of power
 - ✓ Our inter-connected world and entangled crises:
 - e.g. environmental,
 - massive people displacement;
 - rise of nationalist governments;
 - global pandemic: economic, humanitarian crises)-
- we believe doctoral education has an **extra responsibility**

Incomplete map of different theories of justice


Political Philosophers (17th - 18th 19th centuries): A social contract

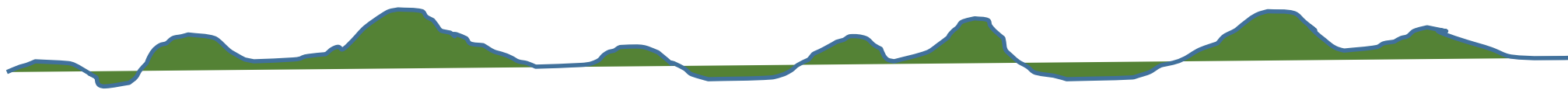
Social Scientists: Three dimensional and interdependent notions of justice

- **Redistribution (economic)**
- **Recognition (politics of identity)**
- **Representation (political representation)**

Economist(Amartya Sen): change of focus from “have” to “can do” under specific circumstances

Incomplete map of different aspects of doctoral education where social justice questions can be raised

- 
- vi. Research (ideas, questions, theories, methodologies, empirical analysis, instrumentations, etc. Philosophy of Science introductory seminars)
 - v. Providing professional competencies workshops
 - iv. Supervising and mentoring for doctoral students
 - iii. Process of admission and financial support
 - ii. Institutional support structures and inclusive cultures
 - i. Process of recruitment



Example: International CIRGE webinar series on social justice and doctoral education (1/2)

Committing ourselves to social justice: Doctoral Education for Complex Times

1. The landscapes of universities- Indigenous land: History of UBC, Canada and UW, Seattle. US

–universities colonized the land, “considering indigenous knowledge systems include that which depends upon the land”

2. In sciences and engineering **UCB**: equitable access to STEM academic careers, sense of belonging and publication through clear expectation, **structure** + support and **belonging, research exchange**; teaching social justice concepts to engineering students, understanding the ethical responsibilities as technical expertise, **working with community partners on actual engineering projects**

Example: A CIRGE webinar series on social justice and doctoral education (2/2)

3. Higher Education

New Zealand: professional doctorate to investigate the issues of equity, diversity, and justice in public social organization i.e. city government, museums, human rights organization, where doctoral students worked

South Africa: HE + Quality:

- as a research phenomena: what is wrong with systems that make people feel they do not belong
- as a doctoral program model: work collectively, joint papers
- as pedagogy: feedback, self-reflect to uncover socialized blind spots
- as supervisor show vulnerability: make space for students

Example: A CIRGE webinar series on social justice and doctoral education (2/2)

4. Urban planning,

Portland and Sao Paulo: addressed the connection between **social** and **climate justice**. A historical analysis of how urban planning in the big cities in the US reproduced racial disparities. Poorer parts of the cities have few trees, few parks, higher summer temperature, less good drinking water, etc.

5. Your contribution?

What are the discourses of social justice in your discipline, your doctoral school?



Please us and tell us about your contribution so we can showcase them around the world



Thank you



Center for
Innovation and
Research in
Graduate Education

Challenges of the 21 century for doctoral education

1. Proliferation of doctoral candidates, programs, and types of doctoral degrees;
2. Introduction of quality assurance of the doctoral education process and its outcomes;
3. Increase in the international nature of research & doctoral education & international doctoral students;
4. Expansion of interdisciplinary & inter-institutional doctoral education and training;
5. Importance of mentoring and supervising;
6. Offering integrity of research (ethics) training
7. Ensuring professional development training and versatile career preparation;
8. Assuring of an inclusive campus climate.

While coping with reduced governmental funding and competitive research grants for doctoral education.