

# Relationships between doctoral education and federal governments in a post-COVID world

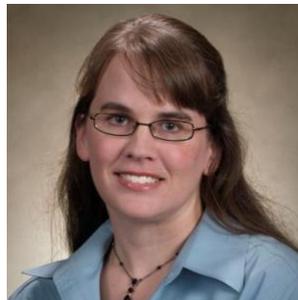
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The relationship between doctoral education and federal governments figures among the many changes brought to doctoral education amidst the COVID-19 pandemic. While historically important and tightly linked partners in the doctoral enterprise, decisions made by government agencies have strained the fabric of doctoral studies and work being done by students, faculty, and academic institutions. In the United States, examples abound—punitive policies which threaten the visa status of international doctoral students in the U.S. who study at institutions which will only offer online coursework, with cascading effects on tuition revenue and program viability, or funding allocations which prioritize undergraduate education, leaving doctoral programs vulnerable. These examples illustrate the delicate nature of doctoral programs and associated research endeavors being one of many funding priorities for federal governments.

In the space of this presentation, I intend to explore this complicated relationship between federal governments and doctoral education, particularly along the lines of student support, research funding, and international student engagement. How has the pandemic aggravated what was already a relationship at times fraught with uncertainty and differing goals? What does this relationship mean in the time of global crisis, such as the pandemic, and what options do various stakeholders have for the future? How might we envision a compassionate, comprehensive, and responsive relationship moving forward?



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