

Decolonising doctoral education in pandemic/post-pandemic times?

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Global doctoral education has been particularly affected by the COVID-19 pandemic. International doctoral candidates have either been unable to return to study or have been stranded overseas and unable to return home. Those caught overseas are often ineligible for host government support and have seen casual job opportunities disappear. Employment for casual academic work has dried up. Some doctoral candidates have had to suspend or alter their studies as they are unable to collect data during the pandemic. In Australia, where international education once represented the third largest export industry, there has been no direct government assistance, resulting in employment uncertainty for doctoral supervisors. As restrictions ease, attempts to continue recruiting new international doctoral candidates are being hampered by diplomatic tensions between Australia and China. At the same time, the death of George Floyd in the US and subsequent Black Lives Matter protests around the globe have drawn attention to the vast inequities faced by black, cultural minority and Indigenous peoples. Decolonising the justice system has suddenly catapulted to frontline public concern around the world. In this panel presentation, I will explore the possible impact the pandemic has had on efforts to decolonise doctoral education and bring about epistemic justice.



Professor Catherine Manathunga, PhD is a Professor of Education Research and Co-Director of the Indigenous and Transcultural Research Centre at the University of Sunshine Coast, Australia. An historian with expertise in historical, sociological and cultural studies research, Catherine brings an innovative perspective to higher education research. Catherine has current research projects on doctoral education; academic identities and university histories. Her recent books include *Intercultural Postgraduate Supervision: Reimagining time, place and knowledge* (Routledge, 2014) and, with Dorothy Bottrell, a co-edited collection entitled *Resisting neoliberalism in higher education: seeing through the cracks* (Vol. 1) and *Prising open the cracks* (Vol. 2) (Palgrave Macmillan, Critical University Studies series, 2019).