

DEAR Centre Annual Report



2023-2024



WARWICK
THE UNIVERSITY OF WARWICK

DOCTORAL EDUCATION &
ACADEMIA RESEARCH CENTRE

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Report prepared with support from Active4Research Ltd.

About the DEAR Centre & the Annual Report 2023-24

The Doctoral Education and Academia Research Centre (DEAR) was founded in October 2023 by Professor Emily F. Henderson (Director) and Dr James Burford (Deputy Director). The Centre has official status as a University Research Centre, based at the University of Warwick, UK. The Centre was formed following an IAS (Institute for Advanced Study) Salon event in March 2023 (Figure 1), where substantial interest in the Centre was demonstrated from across different parts of the university community.



Figure 1: 27 March 2023 DEAR IAS Salon

The Centre directors are both based in [Education Studies](#) in [SELCS](#) (School of Education, Learning and Communication Sciences). The Centre has an interdisciplinary mission and as such operates a DEAR Centre Collective (DCC) group spanning 10 departments and units across the University. There is also

a vibrant DEAR Doctoral and Postdoctoral Group with 15 members. The work of the Centre is guided by an International Advisory Board of 20 members based across 10 countries (Figure 2).

The DEAR Centre was developed in recognition that doctoral education and the academic profession have long been closely linked areas of research, and are growing in importance, both at the University of Warwick and in the field of higher education research. Increases in access to higher education globally have led to a shift in focus of research onto pathways into higher degrees and the academic profession.



Figure 2: DEAR Centre: Who we are

Simultaneously, the growth in interest and funding relating to research culture in the UK have stimulated activity in this area. However, expertise in these areas is at times dispersed across disciplinary siloes. The DEAR Centre was formed to create a hub of expertise at the University of Warwick, in the international research field and within the higher education sector.

The aims of the DEAR Centre are as follows:

- A. Develop a dynamic specialist research environment for research on doctoral education and academia.
- B. Become a recognised hub of expertise in the sector nationally and internationally, with meaningful impact on policy and practice.
- C. Cultivate the field of research on doctoral education and academia, and curate an inclusive and supportive environment for emerging researchers.
- D. Actively contribute to delivering and shaping University of Warwick strategic priorities.
- E. Develop, model and share research-led practice in the development and leadership of research centres.

Broadly speaking, the Centre focuses on topics relating to doctoral education (e.g. access to doctoral study, supervision, doctoral education policy) and the academic profession (e.g. inequalities in academic careers, the role of academics in outreach, leading research centres). The work of the Centre has a strong emphasis on researching and contributing to the transformation of inequalities in higher education. The Centre also operates within an international framing, with an interest in partnering with colleagues across borders and focusing on doctoral education and the academic profession as international phenomena. DEAR also aims to engage in impactful research that influences policy and practice. A core principle of the Centre is to reflect on what we term our ‘research centre pedagogy’ – our philosophies and values and how we implement them in practice.

The Centre’s thematic areas of work are as follows:

- Intersecting inequalities; equity and social justice
- Internationalisation; global; geopolitics; mobilities
- Research culture and research futures
- The production and exchange of knowledge
- Learning, development and research training
- Institutional policies and processes; governance
- Critically informed participatory evaluation
- Methodological innovation.

In its first year as a centre, the DEAR Centre has engaged in several ongoing and new research projects, as well as core work focused on setting up governance structures and ways of working in the Centre. Particular highlights have included: four members of the DEAR Doctoral and Postdoctoral Group graduating; Prof Henderson winning a Warwick award for doctoral supervision; new students joining the DEAR group with competitive scholarships; live funded

research projects progressing well, including ‘Widening Access to Higher Education in India’ and ‘Mitigation and Adjustment for Doctoral Education’; new funding awarded for DEAR Centre projects, including an evaluation of the Warwick PATHWAY Programme for Black Researchers; DEAR Centre research featuring in *Times Higher Education*; a DEAR Centre symposium at the Society for Research into Higher Education (SRHE) Annual Conference; and Centre visitors welcomed from South Africa and India. This first Annual Report sets out the work of the Centre in the period October 2023 to September 2024. The Annual Report has been prepared with the invaluable assistance of Evan Zheng (DEAR Research Assistant, 2024-25) and Dr Julie Mansuy (Active4Research).

DEAR Centre Projects

The DEAR Centre hosts numerous funded projects which contribute to building our reputation as a hub of expertise on doctoral education and the academic profession. The current, active projects are showcased below. Full information on the funding applications submitted during the Annual Report period as well as the current funded projects are included in Appendix 6.

Dissemination & impact phase

Pre-Application Doctoral Communications Research Projects (PADC)

- **Two linked projects:** *Opening up the Black Box of Pre-application Doctoral Communications (PADC1)*, *Searching for a Supervisor (PADC2)*.
- **Funder:** Research England Enhancing Research Culture Fund.
- **Funding periods:** February-July 2022, December 2022-July 2023.
- **Team:** PI: James Burford, Co-I: Emily Henderson, Post-doctoral researcher: Sophia Kier-Byfield, Research Assistants: Ahmad Akkad and Dangeni (all based in Education Studies, University of Warwick).

About the project:

These were two university-wide projects that investigated the informal communications between potential doctoral applicants and university staff, from an inclusion perspective. The objective of PADC1 was to understand how supervisors, PGR Programme Directors and Programme Officers make decisions about responding to potential doctoral applicants at the pre-application stage, and to explore how these decisions may negatively impact the recruitment of diverse students. PADC2 focused on the experiences of minoritised applicants and the resources available to them to guide them with the admissions process.



Figure 3: July 2022 PADC Workshop at Warwick

Key moments for PADC in 2023-2024:

- 24 October 2023 – PADC project advice video ‘Searching for a Supervisor’ published on YouTube: <https://www.youtube.com/watch?v=eAMezgpbMSA>
- 22 November 2023 – presentation of PADC findings at the National Institute of Educational Planning and Administration (NIEPA) Colloquium Series, New Delhi, India.
- 29 November 2023 – PADC Project Report Launch co-hosted by DEAR Centre and Warwick Doctoral College. Event link: <https://www.youtube.com/watch?v=ofJMfZL54wQ>
- 15 December 2023 – presentation of the PADC project during Research England visit to Warwick.
- 29 May 2024 – PADC project featured in *Times Higher Education* - ‘How ‘will you be my supervisor’ emails control entry to PhD study’. Available at [this link](#).
- 5 August 2024 – Workshop on PADC at the Deakin Researcher Development Academy, Australia.
- Four journal articles and two blog posts about the project were published during this period.

For full details of the events and publications from this period, see Appendix 6.1.

For full details of the project and other outputs, visit: www.warwick.ac.uk/PADC

DEAR Centre Flagship Project – Live project

Widening Access to Higher Education in India: Institutional Approaches (WAHEI)

- **Project status during report period:** live project
- **Funder:** Fair Chance Foundation
- **Funding period:** July 2022-June 2026
- **Team:** Co-PIs: Emily Henderson (Education Studies) & Nidhi Sabharwal (CPRHE NIEPA, Co-I: Ann Stewart (Law), Research Assistant: S. Arokia Mary, Project Coordinator: Matt Phillips. Further team members: <https://warwick.ac.uk/fac/soc/ces/research/current/wahei/team/>



Figure 4: November 2023 Visit to New Delhi

About the project:

‘Widening Access to Higher Education in India: Institutional Approaches’ (WAHEI) is a 4-year research project (2022-26) that draws on and furthers the reach and impact of the first Fair Chance Foundation (FCF) project ‘[A Fair Chance for Education: Gendered Pathways to Educational Success in Haryana](#)’ (2017-21). WAHEI aims to explore and consolidate higher education outreach practices in India, recognising the role of faculty members and institutions in providing invaluable assistance to young people from disadvantaged communities as they navigate their post-schooling options. In India, there is currently a vibrant but informal outreach culture, and this project seeks to formalise outreach by working with faculty members and their institutions to develop outreach knowhow and motivation. The project focuses on six states from the different regions of India, to provide a representative picture and field of influence, and involves an exploratory research stage, the development of a professional development module on outreach for faculty members and a national policy conference.



Figure 5: June 2024 Meeting with Fair Chance Foundation during Dr Nidhi Sabharwal’s Visit to Warwick

Key moments for WAHEI in 2023-2024:

- Analysis of pilot study data, finalising of Phase 1 study instruments and fieldwork manual, final Ethical Approval, fieldwork conducted by six teams across India, preparation of data analysis manual.
- 9-24 November 2023 - project visit to New Delhi and Haryana (Figure 4). The primary purpose of the visit was to prepare for and conduct the Research Methodology Workshop 1 (RMW1) for Phase 1 of the WAHEI project, with all six teams from states across India travelling to NIEPA for a two-day workshop. The itinerary also included a visit to O. P. Jindal Global University in Haryana.
- 29 December 2023 saw the publication of the book based on the previous project to WAHEI; *Gendering the Massification Generation: Higher Education Access and Choice in India* was published by Routledge (Figure 6).
- 22 March 2024 – Prof Henderson delivered a guest session on ‘Academic Profession and Professional Development’ for the ‘Faculty Induction Programme’, a national-level professional development course in India for newly appointed academics, hosted by NIEPA.
- 17-21 June 2024 – Project visit by Dr Nidhi Sabharwal at Warwick (Figure 5). The aims of the visit were to plan next steps of the project, conduct pilot study data analysis, meet with the Fair Chance Foundation.
- 12-29 September 2024 – Project visit to Delhi, Haryana and Kolkata. The primary purpose of the visit was the Second Research Methodology Workshop (RMW2), which was conducted at NIEPA with the six state teams. The visit also included a visit and invited talk at O. P. Jindal Global University in Haryana, and a presentation on WAHEI at the Human Development and Capabilities Association (HDCA) international conference which was hosted in Kolkata.

For full details of the events and publications from this period, see Appendix 6.2.

For full details of the project and other outputs, visit: www.warwick.ac.uk/WAHEI

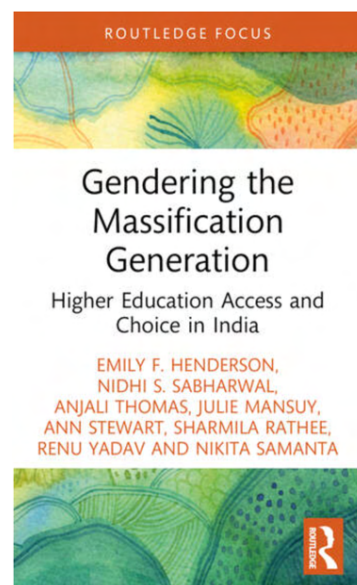


Figure 6: Book Publication: Gendering the Massification Generation

Live project

Mitigation and Adjustment for Doctoral Education (MADE)

- **Project status during report period:** live project
- **Funder:** Research England Enhancing Research Culture Fund.
- **Funding periods:** December 2023-July 2024.
- **Team:** PI: James Burford (Education Studies), Co-Is: Dan Branch (Doctoral College & History), Sarah Dahl (Education Studies), Emily Henderson (Education Studies), Rhiannon Martyn (Doctoral College), Research Fellow: Meanu Bajwa-Patel, Research Assistants: Felicity McKee, Jess Moody (all based in Education Studies, University of Warwick), Project Officer: Matt Phillips.

About the project:

The Mitigation and Adjustment for Doctoral Education (MADE) Project, a collaboration between the DEAR Centre and Doctoral College with support from UKCGE, focused on reasonable adjustments (RAs) and mitigating circumstances (MCs) for doctoral education. RAs refer to changes required to address disadvantages faced by students due to physical or mental disabilities, as outlined in the Equality Act 2010. MCs



Figure 7: May 2024 MADE UKCGE Event

involve compassionate institutional responses to unforeseen personal difficulties affecting a student's academic performance. These two interlinked but distinct areas of higher education policy are vital for ensuring equitable and inclusive access to and participation in doctoral studies. However, postgraduate research students often fall through the cracks of institutional policies and practices, primarily designed for undergraduate and postgraduate taught students. The project sought to enhance inclusivity and equity in doctoral education, providing actionable recommendations for institutions, departments, and stakeholders across the sector.

Key moments for MADE in 2023-2024:

- Ethical Approval granted and data collection and analysis, as well as the literature review, conducted and completed.
- 24 November 2023 – presentation on MADE at the Academic Registrars' Council Postgraduate Practitioner Group Meeting, London.
- 23 February 2024 and 3 July 2024 – Advisory Board meetings for the MADE project.
- 10 May 2024 – sector workshop for MADE co-hosted by UKCGE (Figure 7), London; 28 attendees.
- 21 May 2024 – online sector stakeholder workshop for MADE; 20 attendees.
- 12 September 2024 – project findings and recommendations presented to the Postgraduate Research Committee at Warwick.
- 8-12 September 2024 – presentation on MADE at the British Education Association Conference.
- 5 December 2024 – presentation on MADE at the SRHE Annual Conference.
- Final outputs drafted and in review at the end of the Annual Report period.

For full details of the events and publications from this period, see Appendix 6.3.

For full details of the project and other outputs, visit: www.warwick.ac.uk/MADE

Live project

Research Practices as Sites of Research Culture

- **Project status during report period:** live project
- **Full project title:** Research Practices as Sites of Research Culture: The barriers to, and enablers of, research identified through creative workshops that support researchers to explore research problems
- **Funder:** Research England Enhancing Research Culture Fund
- **Funding periods:** October 2023-July 2024
- **Team:** PI: Harriet Richmond (Talent and Development)

About the project:

This project takes the perspective that research culture is actively constituted within research practices themselves. The project, known informally as *The Public Laundry Project*, explores how researchers experience and navigate the cultural dimensions of their work. Using collage inquiry as a creative research method employed in professional



Figure 8: The Public Laundry Art Exhibition in International Research Culture Conference (IRCC) 2024

development workshops, the project examines how researchers articulate and reflect on their research problems and the broader conditions that shape them. The project is referred to as *The Public Laundry Project*, because the creative work produced by participants was printed onto items of clothing and exhibited on a laundry line at the International Research Culture Conference (National Centre for Research Culture (NCRC) and The University of Warwick, 2024) (Figure 8). The shorthand title draws on the English idiom that warns against "washing one's dirty linen in public," which implies a reluctance to share private matters openly. Yet the project deliberately resists that caution. The project contributes to research culture scholarship in two key ways: (i) Reframing Research Culture: It positions research culture as enmeshed with research practices and researcher identity, challenging dominant conceptions of research culture as solely institutional or external; (ii) Advancing Methodological Innovation: The project demonstrates how collage inquiry functions both as an outward-facing research method for examining research culture and as an inward-facing tool for fostering critical reflection.

Key moments for the project in 2023-2024:

- Creative methods workshops for individuals: Friday 24th November 2023, Tuesday 20th February 2024, Wednesday 10th April 2024, Wednesday 26th June 2024
- Creative methods workshops for groups: Tuesday 16th April 2024
- September 2024 – Public exhibition of work produced by participants, printed onto items of clothing, and displayed on a washing line at the International Research Culture Conference at the University of Warwick.
- May 2025 – Acceptance of peer-reviewed journal article: *The Creative Researcher: Mapping Research Culture Through Collage Inquiry*, in *Exchanges Interdisciplinary Journal* (review stage complete, publication anticipated October 2025).
- Related continuation funding from the ERCF in 2024-25 for £39,222, for Sustainable Futures Through Creative Leadership: A Research Training Academy for the Anthropocene (RTSA). Led by Professor Elena Korosteleva (IGSD), with Dr Harriet Richmond as the lead co-investigator, this initiative built on the success of two prior IGSD-led pilot projects that engaged over 50 early career researchers (ECRs) from 18 countries, fostering innovative interdisciplinary collaboration in sustainability research, through creative methods for group work, and research thinking.

For full details of the events and publications from this period, see Appendix 6.4.

For full details of the project and other outputs, visit:

<https://warwick.ac.uk/fac/soc/ces/desresearch/dear/rpsrc>

Live project

The Heart of Research: Exploring the Aims, Nature and Values of Education Research Centres

- **Project status during report period:** live project
- **Funder:** Warwick Institute of Advanced Study
- **Funding period:** March-September 2024
- **Team:** PI: Emily Henderson (Education Studies), Co-Is: James Burford (Education Studies), Anna Numa Hopkins (Sociology).

About the project:

The Heart of Research project is an empirical exploration of education-focused academic research centres in UK universities. Specifically, the project focuses on centres with an orientation to inclusivity, equity and social justice. It aims to investigate how these centres understand and practice their values, and how the centres were founded. The project serves a dual purpose: (i) informing the development and mission of the Doctoral Education and Academia Research Centre (DEAR) at the University of Warwick; and (ii) promoting a research-informed, inclusivity-oriented approach for other centres beyond education and the UK context.

Key moments for the project in 2023-2024:

- 20 December 2023 – Funding application submitted to Warwick IAS.
- 24 January 2024 – Funding awarded.
- Ethical approval granted, web review and narrative interviews completed.

For full details of the project and other outputs, visit: <https://warwick.ac.uk/theheartofresearch/>

Live project

Migrant supervisors learn to supervise in UK institutions

- **Project status during report period:** live project
- **Full project title:** Migrant supervisors learn to supervise in UK institutions – an inclusive perspective
- **Funder:** SRHE Award for Newer Researchers
- **Funding period:** October 2023-November 2024.
- **Team:** PI: Dr Bing Lu (Faculty of Arts)

About the project:

This project explores how migrant supervisors—academics who obtained their doctorates outside the UK—experience and engage with supervisor development programmes in UK universities. In the context of an increasingly international academic workforce, the study examines how diverse doctoral education backgrounds shape supervision practices and institutional training responses. As universities become more globally connected, there is a growing presence of internationally trained academics in doctoral supervisory roles. However, supervisor development programmes are often designed around national norms and expectations. This project was launched to explore whether and how these programmes acknowledge and support the diverse supervision experiences of migrant academics.

Key moments for the project in 2023-2024:

- February 2024 – Full Ethical Approval granted by Warwick HSSREC
- April 2024 – Funding hosted by Warwick Education Studies
- April 2024 – Fieldwork kicked off

For full details of the project and other outputs, visit:

<https://warwick.ac.uk/fac/soc/ces/desresearch/dear/migrantsupervisors/>

Live project

Learning about Academic Publishing through Collaborative Online International Learning

- **Project status during report period:** live project
- **Funder:** Monash Warwick Alliance Education Fund
- **Funding period:** January 2024-December 2025
- **Team:** PIs: James Burford (Education Studies, Warwick), Lynette Pretorius (School of Curriculum Teaching & Inclusive Education, Monash). Co-Is: Michael Henderson (School of Curriculum Teaching & Inclusive Education, Monash), Sara Hattersley (Academic Development Centre, Warwick).

About the project:

This project develops a Collaborative Online International Learning (COIL) experience for Monash and Warwick doctoral students in educational research, addressing challenges in academic publishing. Recognising that publication processes are complex and anxiety-inducing for doctoral researchers, the initiative creates international writing groups where students collaboratively develop peer-reviewed articles under staff guidance. The project has three key objectives: (i) Establish two COIL writing groups to produce journal-ready publications; (ii) Evaluate the groups' impact on participants' skill development and scholarly identity formation; and (iii) Document the COIL model as reusable resources for future cross-disciplinary collaborations. By linking classrooms across countries, the project internationalises curricula while fostering cross-cultural understanding and digital literacy. It transforms publication anxiety into experiential learning, helping students navigate tacit knowledge barriers. Outcomes include not just publications, but an evaluated framework for sustaining Warwick-Monash collaborations through briefings, seminars, and shared learning resources. The initiative aligns with both universities' strategic internationalisation goals while addressing a critical gap in doctoral writing development – moving beyond thesis writing to empower confident participation in academic publishing cultures.

Key moments for the project in 2023-2024:

- 15 December 2023 – Funding awarded.
- Ethics application, development of project website.
- Writing group formation and collaborative writing process initiated.

For full details of the project and other outputs, visit:

<https://warwick.ac.uk/fac/soc/ces/research/current/academicpublishingonlinelearning>

Early stage

PATHWAY Programme Evaluation

- **Project status during report period:** design phase
- **Funder:** Research England Enhancing Research Culture Fund
- **Funding period:** December 2023-June 2024 (design phase)
- **Team:** PI: James Burford, Co-Is: Sarah Dahl, Emily Henderson (Education Studies, University of Warwick, External Consultant: Paul Warmington (Visiting Professor, Coventry University).

About the project:

An Evaluation of the Warwick PATHWAY Programme is funded by the Enhancing Research Culture Fund and to address the under-representation of Black researchers (e.g. doctoral students, postdoctoral fellows, early career researchers) within higher education institutions, which is a concern at the University of Warwick and a wider issue across the UK higher education sector. This project explores the design and the implementation of Warwick Pathway programme to refine an appropriate methodology of evaluation at this stage of the programme's development. The expected outcomes of project includes: (i) guiding principles for implementing research pipeline programmes; (ii) exemplary guidance for establishing PATHWAY programmes; and (iii) open-access critical reflection toolkit.

Key moments for the project in 2023-2024:

- 1 December 2023 – The team was awarded an initial small grant to undertake initial exploratory work on the Programme and to design the study, which included meetings with key stakeholders and reviewing documentation for the Programme, as well as team workshops to design the evaluation.
- 10 June 2024 – A proposal for the evaluation was approved, with the study to be conducted in the academic year 2024/25.

For full details of the project visit:

<https://warwick.ac.uk/fac/soc/ces/research/current/wppevaluation/>

Early stage

Supervising at a distance: Developing supervisor capacity

- **Project status during report period:** live project
- **Funder:** Stellenbosch-Warwick Joint Seed Fund
- **Funding period:** August 2024-31 July 2026
- **Team:** PI: James Burford (Education Studies, Warwick), Liezel Frick (Curriculum Studies, Stellenbosch). Co-Is: Dr Harriet Richmond (Researcher Development Consultant, Warwick), Dr Nompilo Tshuma (Curriculum Studies, Stellenbosch). External partner: Dr Katrina McChesney (School of Education, Waikato University).

About the project:

This project, funded by the Stellenbosch-Warwick Seed Fund, is the second phase of a previous project, 'Doing Doctoral Research at a Distance'. Phase Two of the project extends the existing collaboration, with the support of the Stellenbosch-Warwick Alliance. It enables Dr Burford and Prof Frick to lead preliminary research, exploring South African and UK supervisors' experiences with distance supervision and identify best practices. This project will utilise research findings to develop and then pilot a professional development package that could be used to seek funding for further supervisor capacity development, across Africa and the UK with Stellenbosch and Warwick staff contributions.

Key moments for the project in 2023-2024:

- 28 August 2024 – Funding awarded.
- Initial project meetings undertaken.
- Outputs from the preceding work to this project published, including journal article and book-length outputs.

For full details of the events and publications from this period, see Appendix 6.5.

For full details of the project and other outputs, visit:

<https://warwick.ac.uk/fac/soc/ces/research/current/supervisingatadistance/>

DEAR Doctoral & Postdoctoral Group

The DEAR Centre hosts a large group of doctoral and postdoctoral researchers and providing a high-quality learning and development experience is a core priority of the Centre. Indeed, in 2024 Prof Henderson was Winner of the Warwick Research Awards Doctoral Supervision Award (Faculty of Social Sciences) to recognise excellence in supervision (Figure 9).

We are committed to a high level of supervisory support with specialist expert supervisors in group members' topics. Membership of the group also entails participating in an ongoing experimental group supervision approach, in addition to a host of other opportunities including Research Assistant roles on projects, reading groups, writing activities, and so on. The group pre-existed the DEAR Centre, where it took the form of a group for Prof Henderson's and Dr Burford's doctoral supervisees; the group has now widened



Figure 9: 2024 Prof Henderson awarded with Doctoral Supervision Award

to be open to doctoral students working on relevant topics with other supervisors, and Research Assistants working on DEAR Projects. Alumni from the group have successfully secured postdoctoral academic/research positions at e.g. Tsinghua University in China, University of Oxford, and Liverpool University.

At the close of the Annual Report period, the group comprised 15 PhD students and one postdoctoral researcher. The group is international in nature, including members originating from Chile, China, India, Italy, Nigeria, Syria and the UK. In order to increase access to doctoral education for students who would not otherwise have the means to enrol in doctoral study, the



Figure 10: 2024 DEAR Doctoral Group Graduation

DEAR Centre has placed strong emphasis on supporting applicants to obtain scholarships for their studies and then supporting follow-on applications to the IAS Early Career Fellowships (three successful applications to date). Group members have been funded by ESRC, Chancellor's International Scholarships, CSC, Fair Chance Foundation & WCPRS, CARA (Sanctuary), Warwick Sanctuary Scholarships.

In the Annual Report period, four alumni of the group who had completed their studies in the previous academic year attended their graduation ceremony in January 2024 (Figure 10).

Four new PhD students started in their first year of the PhD programme (of which one is funded by a Chancellor's International Scholarship and one had already started as a 1+ 3 ESRC-funded student the year before), and three applicants were successful in their applications to start a PhD in the following cycle (2024-2025), of which one was funded by a Warwick Sanctuary Scholarship and another by ESRC. One of the postdoctoral researchers who joined the group is the postdoctoral fellow for the Race Exchange, a collaborative endeavour between Warwick and Coventry. In addition, two new members joined the group through the opening-up of the group to any doctoral students working on relevant topics and/or as Research Assistants on DEAR Projects (see Appendix 1 for a full list of group members). In the annual Warwick Education Studies Postgraduate Research Conference 2024, three group members were on the conference organising committee (including one serving as Co-chair) and four members presented their ongoing doctoral projects at the conference.

The DEAR Doctoral and Postdoctoral Group is convened by Prof Henderson and Dr Burford and meets on a monthly-basis (Figure 11). Sessions last for one hour and include project updates, experience sharing among members, sessions with a methodological focus, career-oriented sessions, and sessions with special guests.



Figure 11: DEAR Doctoral/Postdoctoral Group Session

The programme of sessions for 2023-2024 was as follows:

- September 2023 – Welcome session
- October 2023 – Upgrade presentation rehearsals
- November 2023 – 'Politics of citation' with Dr James Burford, University of Warwick, UK
- December 2023 – Discussion with special guest Dr Mikateko Mathebula, University of the Free State, South Africa
- December 2023 – 'Piloting in research projects' with Dr Emily Henderson, University of Warwick, UK
- January 2024 – Discussion with special guest Dr Thandi Lewin, University of Johannesburg, South Africa
- February 2024 – 'Being an academic citizen' with Dr Emily Henderson, University of Warwick, UK
- March 2024 – 'Romance your writing' with Dr James Burford, University of Warwick, UK
- May 2024 – 'Social justice approaches to educational research' with Dr Meanu Bajwa-Patel, University of Warwick, UK
- June 2024 – 'Flexibility when working with research participants' with Dr Sophia Kier-Byfield, University of South Wales, UK
- July 2024 – Discussion with special guest Dr Manika Bora, Jindal Global University, India

In addition to supervision and mentoring, doctoral examinations form another aspect of DEAR Centre work. In the 2023-2024 period, relevant doctoral examinations included a thesis on conferences (examined by Prof Henderson, 2023) and a thesis on postgraduate international students' learning experiences (examined by Dr Burford, 2024).

In Year 2 of the Centre's work, there are plans to develop a system of representation for the doctoral and postdoctoral group on the DCC. In addition, depending on available Centre funding, there will be opportunities for group members to apply to work as Research Assistants to assist with the development of the Centre and Centre activities.

DEAR Centre Research Culture

One of the core aims of the DEAR Centre is to care for and contribute to the future of the intersecting fields of doctoral education and academia research. This includes opening doors to research as well as creating a vibrant environment for researchers to thrive. This section provides an overview of these activities, including a spotlight on two of the major streams of research culture building: the *Conference Inference* blog and the Diary Method Community.

Opening doors to research

Research placements. The DEAR Centre offers placement experiences to students who are interested in experiencing research environments. In 2023-24 the Centre hosted a student from the Master's module 'EQ924 Enacting Global Education and International Development' who undertook a placement as part of the module in Term 2. They were paired with Dr Burford to learn about being on a conference organising committee for the Critical University Studies



Figure 12: Prof Henderson Guest Session at Fircroft College

Conference in Hong Kong. Another student undertook a placement focussed on evaluating the Education Studies Department webpage in terms of social inclusion and on supporting the drafting of new EDI information.

Outreach. Prof Henderson visited students on the Access to Higher Education course at [Fircroft College of Adult Education](#), Birmingham, in April 2024 (Figure 12). The students on this course generally missed out on higher level school qualifications for various reasons, often associated with social and financial hardship. The course provides a supportive environment for students to re-enter education and gain a qualification that universities will consider for admission. As part of the unit on Sociology of Education, Prof Henderson delivered an invited talk on

'Inequalities in Indian Higher Education', to give students a taste of research project findings, and engaged in a lively discussion with the students.

Accolade Training Programme. DCC member Dr Fiona Fisher is involved in the Accolade training programme (through IAS), which provides postdoctoral researchers with career-focussed training every week during term time. It provides training and support for both academic and non-academic careers, as well as providing an interdisciplinary space for early career researchers to develop and present new research ideas. It is open to all IAS funded Fellows and the wider university postdoctoral community through the Associate Fellow scheme.

Journal of PGR Pedagogic Practice (JPPP). The third issue of the [Journal of PGR Pedagogic Practice](#) was published in Autumn 2023, with a focus on equality, diversity and inclusion: Vol. 3 (2023) *Journal of PGR Pedagogic Practice: Breaking Barriers and Embracing Voices; Advancing Equality, Diversity and Inclusion (EDI) in Postgraduate Pedagogies*. The issue shared 12 papers, including those bringing international perspectives. The JPPP remains one of only two journals dedicated to the PGR teacher voice, and is edited and managed by a cross-faculty team of Warwick PGRs. Dr Sara Hattersley (DCC member) was invited by the editorial team to contribute the Afterword to the volume.

Creating a vibrant environment for researchers to thrive

CARA mentoring scheme. In order to support academics who are at risk in their countries of origin, the charitable organisation [CARA \(Council for At Risk Academics\)](#), among other activities, funds scholarships and fellowships for academics to study or conduct research in countries where they can experience more security. As part of this scheme, CARA implements a mentoring scheme where CARA fellows are paired up with a mentor in another institution for a six-month mentoring experience, with the aim of guiding the integration and research progression of the fellows. Prof Henderson is a mentor on the scheme, and in 2023-2024 mentored a fellow.

Co-authoring publications with emerging researchers. Recognising that publishing is often a mysterious process for emerging researchers and yet is increasingly essential during the doctoral phase in order to secure a research-related position, it is a core aim of the DEAR Centre to co-author and/or mentor publications with DEAR Doctoral and Postdoctoral Group members in a developmental process. In 2023-2024, co-authoring activities included a co-authored journal article by Doctoral Group alumna Dr Bing Lu and Prof Henderson: 'Recording and researching doctoral supervision meetings: reconceptualising authenticity in supervision research', published in July 2024 in *Studies in Graduate and Postdoctoral Education* (<https://doi.org/10.1108/SGPE-03-2023-0022>). Another co-authoring opportunity partnership involved current doctoral student Fatima Alhaj Hasan and Dr James Burford developing a book chapter for an edited collection *Migrant Academics' Narratives of Precarity and Resilience*, which is due to be published in 2025. The title of their chapter is 'In it differently, together: Working through precarity as a migrant supervisor and international doctoral student'. Other works are in progress and to be submitted in the following year.

Reading and writing activities. Plans are in place for a DEAR Reading Group to be set up in Year 2 of the Centre's work. The reading group will aim to engage with relevant readings to the DEAR Centre thematic areas and to enhance the expertise of these areas at Warwick. Writing activities are also planned to provide space for structured writing time.

Spotlight: Conference Inference Blog

The blog [Conference Inference: Blogging the World of Conferences](#) is an academic blog that was founded and co-edited by Dr Burford and Prof Henderson in 2017, and which is hosted by the DEAR Centre as of 2023. The blog was set up in recognition of a dearth of critical academic commentary on conferences, with much of the conferences research being either focused on the industry or being dispersed across many different fields. The blog publishes posts by the co-editors and guest contributors and all posts are closely reviewed by both editors before publication. *Conference Inference* is an established platform for showcasing conference research and commentary and has been featured in the *Whisper Collective Podcast*.

Prior to the Annual Report period (January 2017 to September 2023), *Conference Inference* had received 59,743 views. During the Annual Report period, the blog received 5,873 views. By the end of the Annual Report period, therefore, the blog had received a total of 65,616 all-time views.

In the Annual Report period, four new posts were published:

- 31 January 2024, [Conference Inference's COVID-19 Response – from Urgency to Archive?](#), Emily F. Henderson & James Burford.
- 6 February 2024, [Keynotes and Key Changes: Finding my Place in the Academic Ensemble](#), Sophia Kier-Byfield, University of South Wales, UK.
- 19 February 2024, [The trials of migrant academics: The 'Outsider Within' at academic conferences](#), Ladan Rahbari & Olga Burlyuk, University of Amsterdam, Netherlands.
- 7 March 2024, [Feeling at home at a conference](#), Joyce Uerpaiojkit, Kings College London, UK.

Going forward the co-editors aim to continue recruiting guest contributors including from the DEAR Doctoral and Postdoctoral Group and wider DEAR network.

Spotlight: Diary Method Community

The [Diary Method Community](#) is an online platform which aims to provide a community of practice for researchers who are working with diary method. Diary method is an innovative research technique that is useful for tracking ongoing and dynamic phenomena and is also suited to research on sensitive topics. Diary method is less common than other methods in social sciences, and researchers using this method often find themselves working alone without expert support in their vicinity. Diary Method Community was founded in 2021 by Prof Henderson, and was joined in 2022 by Co-convenors Ahmad Akkad (University of Oxford, former DEAR PhD student) and Dageni (Newcastle University, formerly DEAR project Research Assistant).

The Diary Method Community operates through a website which includes a [Resources](#) page displaying key resources about diary method. Prior to the Annual Report period (May 2021 to September 2023), the Diary Method Community website had received 1,084 views. During the Annual Report period, the website received 1,754 views. By the end of the Annual Report period, therefore, the website had received a total of 2,838 all-time views. The Diary Method Community also includes a mailing list for sharing news about Community events and other diary method-

related matters. Before the Annual Report period, there 89 mailing list subscribers. During the Annual Report period, 40 new subscribers joined the list, reaching 129 subscribers by the end of September 2024.

The central activity of the Community is an [online reading group](#), where there is a facilitated discussion of an academic paper about the diary method, and time in each meeting dedicated to forming a community of practice to discuss members' ongoing diary method projects. The reading group was begun in May 2022. There are nine sessions per year and three of these include authors who join sessions to discuss their work. The reading group sessions have an average attendance of around ten participants. Before the annual review, the reading group list had 30 members, representing 19 institutions across five countries; in the annual review period, 17 new members joined, with the full list having 47 members representing 28 institutions across six countries as of September 2024.

In April 2024 the group Convenors initiated a new format of session, taking the form of [Diary Method Community Events](#), with the aim of hosting one or two events per year. The two events hosted in the Annual Report period were as follows:

- 25 April 2024 – ‘Accounting for change over time in qualitative diary research: A discussion of strategies’, by Lauri Hyers, Professor of Psychology, West Chester University, USA. Event attendance summary: 22 attendees (registration capped), including 10 doctoral students, 3 early/mid-career academics, 3 senior academics, 6 other/unknown role, based in 5 countries – China (1), India (2), South Africa (1), UK (15), USA (1), unknown (2), from 16 universities/organisations (2 unknown).
- 20 September 2024 – ‘The blue space diary research project: combining quantitative and qualitative analysis approaches’, by Megan Grace, PhD Student, Biological and Environmental Sciences, University of Stirling, UK. Event attendance summary: 11 attendees, including 4 doctoral students, 4 early/mid-career academics, 3 senior academics, based in 3 countries – India (2), South Africa (1), UK (8), from 10 universities/organisations.

The Diary Method Community also delivers training on diary method, including for the SRHE Professional Development Programme; on 2 February 2024, Prof Henderson delivered a training session, ‘Using Diary Method in Social Research’ for the second time at SRHE in London, along with Dr Ahmad Akkad (University of London) and Dr Zoe Baker (University of York) (Figure 13). A [blog post reviewing the session](#) by attendee Dr Panagiota (Peny) Sotiropoulou (Advance HE) was published by the SRHE blog in March 2024.



Figure 13: Diary Method Community at SRHE Annual Conference 2023

In February 2024, Prof Henderson delivered a training session titled ‘Exploring diary method in social sciences research and in research on ‘busy’ professionals’ with Dr Ahmad Akkad in the Qualitative Research Forum, hosted by Warwick Business School, University of Warwick and co-invited by Prof Davide Nicolini (DCC member).

Finally, the Diary Method Community aims to facilitate methodological discussions about the diary method at conferences, and as part of this aim, the group hosted a symposium on 7 December 2023 at the SRHE Annual Conference in Birmingham (Figure 14). The symposium was entitled ‘Assessing difficult-to-reach voices using diary method in higher education research’ and was convened by Dr Ahmad Akkad.

The presentations in the symposium were as follows:

- ‘Using diary method to access the voices of ‘busy’ academics: methodological insights from three diary studies’, by Emily Henderson (University of Warwick), Ahmad Akkad (University of Oxford).
- ‘Capturing the Difficult-to-Reach Voices of Displaced Academics: Methodological Benefits of Solicited Diary as a ‘Participant-Centred’ Method, by Ahmad Akkad (University of Oxford).
- ‘Sharing experiences in flux: Using audio diaries to access international scholars’ lived experiences during the pandemic’, by Dageni (Newcastle University, with co-authors: Dayana Balgabekova, Natthaphon Tripornchaisak, Emily-Marie Pacheco, Rui He, Dely Elliot).
- ‘Audio diary: Embracing the complexity of student’s experience through ‘hearing’ their voices’, by Dageni (Newcastle University).

Aims for the Diary Method Community going forward are to maintain the current activities and further develop the web platform, in particular the Resources page.



Figure 14: SRHE Diary Method Session, February 2024

DEAR Centre Activities & Achievements

Field Leadership Roles

Prof Henderson continued her term as a trustee on the Governing Council of the Society for Research into Higher Education (SRHE) and as a member of the SRHE Research and Development Committee. SRHE is the apex learned society focusing on higher education in the UK.

Dr Burford has continued his coordinating role of the International Doctoral Education Research Network (IDERN) Committee. In June 2024, Dr Burford chaired a two-day in-person invitational meeting of the IDERN network in Hong Kong, which brought together 21 researchers from around the world to discuss doctoral education research.

From 2023, Dr Burford has been serving as Co-Editor-in-Chief of Studies in Graduate and Postdoctoral Education (SGPE). Being one of the only academic journals directly focussed on postgraduate education, SGPE is a leading venue for scholars to disseminate research in the field.

Dr Burford is a member of the [Transcontinental Lab on Diversity, Higher Education and Affect](#) (2023-present). This lab seeks to extend the traditional and place-based laboratory with simultaneously working online spaces, where researchers situated at different sites undertake analytical experiments with a variety of data.

Dr Burford also served on the international organising committee for the June 2024 Critical University Studies Conference in Hong Kong.

Dr Burford is a member of the Inclusive Graduate Network Resource Hub (2024-present). This network brings together a group of researchers focussed on inequalities in graduate education to share resources and collaborate.

Dr Sara Hattersley (DCC member) in her position within the Warwick Postgraduate Teaching Community was awarded the national Collaborative Award for Teaching Excellence (CATE) in Summer 2024, recognising their unique position as a cross-faculty community of practice for PGRs who teach, and for their collaborative approach which supports peer mentorship. More information is here: [Warwick Postgraduate Teaching Community | Advance HE](#).

Publications

The DEAR Centre has an active publishing culture, in terms of traditional academic publications and resources which are produced with different audiences in mind. In this section, we include publications which are not included in the other sections of the report in relation to specific projects or other areas of activity. DCC members' names are shown in bold in the below.

Journal Publications

- **Fisher, F.L.**, 2024. Unleashing The Power of Postdocs: Improving the postdoctoral experience to enable improvements in research culture. *Exchanges: The Interdisciplinary Research Journal*, 11(3), 321-332. <https://doi.org/10.31273/eirj.v11i3.1571>
- **Kita, S.** (2024). Five adjectives to convey what good research culture looks like. *Exchanges: The Interdisciplinary Research Journal*, 11(3), 315-320. <https://doi.org/10.31273/eirj.v11i3.1568>
- Nair, R., & **Kita, S.** (2024). Why do we need an international research culture conference?: Lessons from IRCC23 and future directions. *Exchanges: The Interdisciplinary Research Journal*, 11(3), 1-12. <https://doi.org/10.31273/eirj.v11i3.1540>

Events, conference symposia and presentations

Events

The DEAR Centre aims to host regular [events](#) to showcase DEAR projects and other scholars' work. Where possible, DEAR collaborates with other Warwick-based entities or external partners to co-host events, in order to support other organisations and widen the reach of DEAR. Many of the events are showcased in the projects section above. In this section, events are listed that are not in the projects section.

Higher education policy and the academic profession: 30 years of democracy in South Africa (Figure 15)

- Co-hosted by DEAR & Warwick Africa Hub - Distinguished Africa Lecture Series
- Speaker: Dr Thandi Lewin, University of Johannesburg, South Africa
- Date: 25 January 2024
- This presentation provided an overview of key statistics and trends in the academic workforce in post-apartheid South Africa; offered an analysis of the successes and failures of policy in relation to academic staffing in universities; and reflected on a small but growing literature focused on academic staffing. South Africa continues to grapple with the policy challenges of developing meaningful academic career pathways and a strong academy, which may hold policy lessons for higher education systems in other parts of the world.



Figure 15: Dr Thandi Lewin's Talk Co-hosted by DEAR & Warwick Africa Hub

- Event recording link: <https://www.youtube.com/watch?v=3guw62D6rfU>

Book launch of 'Doing Doctoral Research at a Distance' (Figure 17)

- Speakers: Professor Liezel Frick (Stellenbosch University), Dr James Burford (University of Warwick) and Professor Sioux McKenna (Rhodes University)
- Date: 25 June 2024
- This hybrid launch event included presentations by two of the authors – Professor Liezel Frick and Dr James Burford – about the contents of the book *Doing Doctoral Research at a Distance* (Figure 16) and the wider project it emerges from. The event was also joined by a guest speaker Professor Sioux McKenna to provide commentary on the contribution of the book.

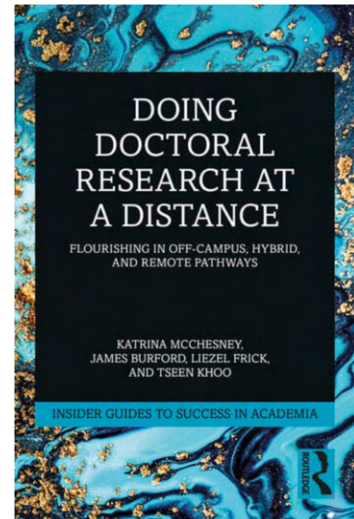


Figure 16: 'Doing Doctoral Research at a Distance' Book Cover



Figure 17: Doing Doctoral Research at a Distance Book Launch

Conference symposium

Another of the DEAR Centre objectives is to convene symposia at academic conferences, as a means of promoting the Centre's work, enhancing the reputation of DEAR and supporting early career researchers to attend conferences by providing a forum within the wider conference to present their work.

On 25th September 2023, DCC member Prof Dan Branch convened a symposium at the International Research Culture Conference 2023, University of Warwick. The symposium was titled 'Empowering PGRs and ECRs'. One of the presentations was given by DCC member Dr Fiona Fisher: 'Developing the next generation through effective postdoctoral training programmes' by Fiona Fisher (University of Warwick).

In December 2023, the DEAR Centre convened a symposium on doctoral admissions research at the SRHE Annual Conference at Aston in Birmingham. The symposium was titled ‘Doctoral admissions research in UK higher education: Foregrounding complex processes, cultures and Inequalities’ was convened by Dr James Burford. The presentations were as follows:

- ‘The role of doctoral programme directors and professional services staff in managing pre-application doctoral communications (PADC): Enablers and gatekeepers in doctoral recruitment?’, by James Burford (University of Warwick), Sophia Kier-Byfield (University of South Wales), Dageni (Newcastle University), Emily Henderson (University of Warwick), and Ahmad Akkad (University of Oxford).
- “5 secrets they won't tell you’: Analysing YouTube Advice Videos on Contacting a Potential Doctoral Supervisor’, by Sophia Kier-Byfield (University of South Wales), James Burford (University of Warwick), and Emily Henderson (University of Warwick).
- “Knowledge or Skills’: the implications of different conceptualisations of the purpose of the doctorate for admissions’, by Kelsey Inouye (University of Oxford), James Robson (University of Oxford), Paulina Rodriguez Anaiz (University of Oxford), Sara Baker (University of Cambridge), Mona Jebiril (University of Cambridge), and Sonia Ilie (University of Cambridge).
- ‘Factors shaping inequalities in the doctoral admissions process’, James Robson (University of Oxford), Kelsey Inouye (University of Oxford), Paulina Rodriguez Anaiz (University of Oxford), Sara Baker (University of Cambridge), Mona Jebiril (University of Cambridge), and Sonia Ilie (University of Cambridge).

On 6th June 2024, at the International Consortium of Educational Developers (ICED) 2024: “Advancing Higher Education Ecosystems for Competency Development”, DCC member Sara Hattersley presented at the symposium titled ‘Enabling growth and opportunities for our future teachers: Warwick Postgraduate Teaching Community’, along with Pierre Botcherby (Teaching Fellow) and Youn Affejee (PGR).

Presentations

Presenting on research findings is a frequent DEAR Centre activity across a range of venues and audiences. This allows to disseminate the work of the Centre and to ensure that the research is making an impact in the research field as well as for policy and practice. Many of the presentations are linked with DEAR Centre projects and are already covered in the projects section and associated appendices. In this section other presentations are listed.



Figure 18: Keynote speech at SMLC PGR Symposium

- 4 May 2023 – Conference Keynote, ‘Knots’, School of Modern Languages and Cultures Post-graduate Research Symposium, University of Warwick. Title: ‘Academics tying themselves in knots’, by Prof Emily Henderson (Figure 18).
- 7 June 2024 – Seminar Presentation, History of Consciousness Department, University of Santa Cruz, California. Title: ‘Storying anti-racisms: learning with speculative ecologies’, by Anna Numa Hopkins.
- 3 April 2024 – Conference Presentation, British Sociological Association Annual Conference. Title: ‘Live methods and public sociologies of race and racism’, by Anna Numa Hopkins.

Inbound and outbound visits

One of the Centre’s objectives is to host visiting researchers at the Centre and to engage in outbound visits in order to connect the DEAR Centre with external networks, develop collaborations and share mutual expertise.

Hosted visitors



Figure 19: Dr Mikateko Mathebula Visit

Dr [Mikateko Mathebula](#), Associate Professor at the University of the Free State, visited the Centre in December 2024 (Figure 19). Dr Mathebula met with the DEAR Centre directors and also discussed the WAHEI project with Prof Henderson, given she is a member of the project Advisory Board. Dr Mathebula also presented her work to the EQ923 Understanding Global Education and International Development Master’s module, and offered a discussion session with the DEAR Doctoral and Postdoctoral Group.



Figure 20: Dr Thandi Lewin Visit

The Centre welcomed [Dr Thandi Lewin](#), Associate Professor at the University of Johannesburg, South Africa, in January 2024 (Figure 20). Dr Lewin met with the DEAR Centre Directors to discuss possible collaborations, presented a co-hosted seminar with the Warwick Africa Hub (see Events section above), and participated in a meeting of the DEAR Doctoral and Postdoctoral Group.

[Dr Manika Bora](#), Assistant Professor at O.P. Jindal Global University, India, visited the WAHEI project in July 2024 (Figure 21). During the visit, she participated in WAHEI project activities, presented a co-hosted talk by WAHEI and [The Warwick Interdisciplinary Research Centre for International Development \(WICID\)](#), and met with the DEAR Doctoral and Postdoctoral Group to discuss group members' projects.



Figure 21: Dr Manika Bora Visit

Finally, an academic based in China had approached the Centre in February 2024 for an extended visit of 12 months but this funding application was unsuccessful.

Outbound visits

In November 2023, Prof Henderson engaged in a project visit for the WAHEI project to Delhi and Sonipat, India. During the visit, in addition to project activities (see DEAR Centre Projects section above), she presented in the NIEPA Colloquium Series (see PADC Project section) and engaged in a networking visit to O. P. Jindal Global University, led by Dr. Manika Bora (Figure 22).

In August 2024, Dr Burford travelled to Deakin University in Australia to run a workshop focused on inequalities in the pre-application stage of admissions (Figure 23). The timing of this workshop (6th August) was planned to support the roll out of a new Deakin policy framework for admissions.

On 7 August, Dr Burford met with Dr Lynette Pretorius at Monash University and discussed their collaborative Monash-Warwick project, and together they met with students involved in the collaboration.

Later in August 2024, Dr Burford travelled to Aotearoa New Zealand to visit the Tauranaga campus of the University of Waikato where he undertook collaborative writing with his colleague Dr Katrina McChesney on their Doctoral Distance project. This visit resulted in the development of several manuscript drafts, one of which is currently under review with a journal.



Figure 22: Emily Visit to OP Jindal Global University



Inequity in the HDR experience can start before students even apply

Prior to making formal applications to study, potential HDRs often have interactions with members of academic and professional services staff. Often this contact includes emails from applicants to potential supervisors or other staff members, but may also include video/phone calls, dropping by offices, or approaches at conferences or on social media. University staff who receive this contact may make quick judgements about these inquiries due to the number of inquiries they receive.

However, in deciding how to respond, university staff effectively become gatekeepers to doctoral education and, by extension, to research careers. As such, the pre-application stage of HDR admissions offers the opportunity to either reproduce or interrupt a host of inequalities shaping contemporary doctoral education.

For prospective HDR applicants, the application process is often challenging to navigate. Applicants draw on tacit knowledge to negotiate unfamiliar genres (e.g. inquiry emails to supervisors), which tends to disadvantage students who may have less access to key informants/sources to explain these communication genres. Addressing pre-application communications – and the issues therein – is a neglected area of practice in doctoral education. This workshop is underpinned by two research projects undertaken at the University of Warwick, which investigates this area.

This workshop's objectives are to:

- Map the roles of various stakeholders in the HDR pre-application stage.
- Refine understanding of this aspect of HDR admissions.
- Consider potential channels of action that could address some of the inequalities that emerge in this stage of HDR admissions.

Speaker's Biography

Dr James Burford is Associate Professor at the Department of Education Studies at the University of Warwick. James is the Deputy Director of the Doctoral Education and Academia Research (DEAR) Centre at the University of Warwick, which is an active partner of the National Centre for Research Culture (NCRC).

Dr Burford is the Co-Editor-in-Chief of Studies in Graduate and Postdoctoral Education and co-chair of the International Doctoral Education Research Network (IDERN).

His recent co-authored books include *Doing Doctoral Research at a Distance: Flourishing in OH-Campus, Hybrid, and Remote Pathways and Making Sense of Academic Conferences: Presenting, Participating and Organising*.

His current research projects are focused on reasonable adjustments and mitigating circumstances in doctoral assessment, pathways programmes for Black researchers in the UK, and the role of research centre leaders in developing healthy and dynamic research culture.



deakin.edu.au

Deakin University CRICOS Provider Code: 001138

Figure 23: Equity in the HDR pre-application process workshop by Dr Burford

Developing collaborations with sector stakeholders

British Academy. The [British Academy](#) is the UK's national academy for the humanities and social sciences. In March 2021 Prof Henderson was invited to join the British Academy Higher Education Policy Group (HEPG). The group, which meets at least once per year, is a forum for discussion of issues relevant to current higher education and research policy. The group's discussions inform the development of the policy positions the Academy takes up.

Research England. [Research England](#) funds and supports English higher education providers to maintain a thriving research and knowledge exchange system. In December 2023, a delegation from Research England visited Warwick. Prof Henderson delivered a presentation on the PADC project and participated in the meeting and networking activities. As a result of the meeting, Prof Henderson was invited to present on DEAR in a future Research England Team Meeting.

UKCGE. Established in 1994, the [UK Council for Graduate Education](#) is the national representative body for postgraduate education and research. The DEAR Centre collaboration with UKCGE started in June/July 2022 where the PADC project team facilitated a workshop at the UKCGE Annual Conference in Birmingham (Figure 24).



Figure 24: UKCGE PADC Workshop

Following on from this, UKCGE became an official partner for the MADE project, co-hosting a sector consultation workshop in London with the project team in May 2024 and reviewing the final project report. Future collaborations are expected.

Contributing to Warwick's Strategic Priorities

A key aim of the DEAR Centre is to collaborate with relevant stakeholders within the University of Warwick to contribute to the development of areas of work that lie within the remit of the DEAR Centre, and to contribute to Warwick's strategic priorities.

Key partnerships at Warwick

NCRC. The [National Centre for Research Culture \(NCRC\)](#), hosted by the University of Warwick, is a hub dedicated to improving research culture in UK higher education and beyond through knowledge-sharing, training, and innovation. The DEAR Centre provides NCRC with research-led guidance and contributes to bids where evaluation components are included. DEAR is included in the NCRC strategic plan and NCRC is represented on the DCC. DEAR presented an item on the work of the centre in the inaugural NCRC Advisory Board (17th September 2024).

NCRC has commissioned DEAR to conduct a research evaluation of the PATHWAY Scheme for Black Researchers (see DEAR Centre Projects section). In addition, in 2023-2024 Prof Henderson was invited to serve on the Research Culture Forum at Warwick.

Doctoral College. DEAR works closely with Warwick's [Doctoral College](#) to ensure that the work of the Centre is focusing on cutting edge areas of concern and to feed project findings and recommendations into University policy and practice. The PADC project findings and recommendations were fully endorsed by the Doctoral College. The MADE project was co-developed and co-led with the Doctoral College. The Doctoral College co-hosted an event with DEAR to showcase the PADC project findings (see PADC section). Dr Burford has been a regular presenter for institutional PGR welcome events, addressing the topic of doctoral supervision. He was also a keynote speaker at the 2024 Festival of Postgraduate Research hosted by the doctoral college, with a presentation titled 'Count them: 1000* joys of doctoral research'. Prof Henderson serves on the Board of Graduate Studies and a representative of the Doctoral College (Prof Dan Branch, Academic Director), serves on DCC. Dr Burford chairs the Postgraduate Research EDI Working Group.

Other Strategic Contributions

REF. In addition to DEAR Centre project publications contributing to the REF submission for the University of Warwick Education Unit of Assessment, the flagship project for the Centre, WAHEI, is the basis of a REF Impact Case Study which is being prepared for proposal to the University for the 2029 REF exercise.

Internationalisation strategy. The DEAR Centre aims to contribute to the University's internationalisation strategy, and did so through two notable contributions in the first year of the Centre's work. First, during Dr Thandi Lewin's visit, DEAR co-hosted an event with the [Warwick Africa Hub](#). The Warwick Africa Hub was established in 2022 to focus on advancing new research ideas unconstrained by disciplinary boundaries, and innovative education initiatives, involving collaboration between Warwick and colleagues based in African countries. Secondly, Dr Burford submitted an application to the Stellenbosch Warwick funding scheme to develop links with colleagues at Stellenbosch working on doctoral education (see DEAR Centre Projects section); the project will take place in the following Annual Report period.

Social inclusion. The DEAR Centre is committed to social inclusion in higher education as both an area of research we champion and an ethos that guides who we are and how we operate. We contribute to the institution's efforts to increase the diversity of Warwick's community, including through the pre-application work we do to support hopeful applicants through the admissions process. DEAR aims to develop a supportive and inclusive culture which is embedded at all levels from our day-to-day interactions as colleagues, our routine Centre activity, and governance arrangements. We aspire to contribute to the institution's aim to become an internationally recognised leader in social inclusion both through the research we do in this area, as well as the ways in which we work with each other in the Centre.

Widening participation (WP). The DEAR Centre is committed to contributing to Warwick's WP endeavours. The Centre has an ongoing link with Fircroft College of Adult Education in Birmingham (see Outreach paragraph under DEAR Centre Research Culture section). In addition, the Centre contributes to the University's WP Research Network, and the Warwick WP team has a position on the Research Advisory Committee for the WAHEI Project.

Institutional and external consultation contributions. In the first year of operation, the DEAR Centre has contributed to the following institutional consultations.

- November 2023 - June 2024 – Prof Henderson and Dr Burford served on the Steering Group for the project ‘Increasing the participation of part time PGR students through a co-designed writing retreat’, PI: Cat Jones, Funder: Research England Enhancing Research Culture Fund.
- In May 2024 – The DEAR Centre provided feedback on the ‘NCRC Strategy Roadmap’.
- In May 2024 – The DEAR Centre submitted comments on the ‘University of Warwick Green Paper – Academic Governance Review 2023/24’
- In July 2024 – The DEAR Centre submitted a response to the UKRI consultation on the ‘2024 Concordat to support research integrity’.

SELCS. The DEAR Centre has helped to elevate the reputation of the School of Learning Education and Communication Sciences by publishing impactful research outputs and gaining visibility within academic communities and the wider sector. DEAR represents a clear area of research strength in SELCS and is a platform for securing research funding as well as a vehicle for developing strategic partnerships with sector bodies and other institutions. DEAR also supports the development of academic colleagues and doctoral researchers in SELCS by creating opportunities for joining collaborative projects and research mentoring.

DEAR Centre Governance & Ways of Working

DEAR Centre Governance

In the first year of the Centre, the management structure was developed to include Prof Emily Henderson as Director, Dr James Burford as Deputy Director, and Matt Phillips as Coordinator. The Centre operates with a governance structure that includes the DEAR Centre Collective (DCC) and an external, international Advisory Board (AB).

The DCC meets three times per academic year. The DCC inaugural meeting was held on 21 February 2024 and the second meeting was held on 3 July 2024 (there were two meetings in the first year due to starting the DCC in Term 2). The DCC includes a representative from each department or unit of the University of Warwick where there is a relevant interest in and experience of research/work on doctoral education and/or the academic profession (see Appendix 2 for membership). The membership includes a representative from the Doctoral College and from the National Centre for Research Culture (hosted at Warwick) as key collaborators of the DEAR Centre. The DCC members connect the work of DEAR with these home departments/units, thus delivering on the Centre’s interdisciplinary mission according to the status of Category II University Research Centre.¹ The DCC also brings expert knowledge relating to the key themes of the Centre across disciplines, enabling the work of DEAR to span multiple research orientations. The purpose of the DCC is primarily to guide and support the Directors and core team in delivering on the aims and objectives of the DEAR Centre, according to the Centre’s strategy, and to assist in reviewing and developing the strategy as the work of the Centre progresses. DCC members, with the wealth of networks and connections, also bring a strength to the Centre in terms of building the scope for collaborative research, engagement and

¹ This refers to the categorisation of Research Centres by the University of Warwick Research Committee. See: <https://warwick.ac.uk/services/gov/committees/resc/urcs/>.

impact activities, and connecting the work of DEAR with relevant organisations. Key Representative Membership of DCC is to be revisited at the start of each DEAR year (i.e. in October), with department/unit representatives invited to continue or seek replacements.

The AB inaugural meeting was held on 9 September 2024 to mark the end of the first year of the DEAR Centre. The purpose of the AB is to provide expert insight and critical feedback on DEAR Centre strategy and activities, in order to ensure the successful delivery of the Centre's key aims and objectives. The AB provides expert knowledge of the sector and research fields relating to the key themes of the Centre ranging across disciplines and country contexts, so as to ensure the relevance of the DEAR Centre's work to a wide audience. The AB connects DEAR to a range of research networks and relevant organisations, widening the scope for collaborative research, engagement and impact activities, and promoting the dissemination of DEAR Centre findings more broadly.

Membership of the AB (see Appendix 3) is on a three-year term which is renewable once (i.e. two terms). Members may return to membership after a break of one or more cycles if appropriate. The AB meets once per academic year, at the start of the DEAR Centre year (October).

In its first year (2023-2024), the DEAR Centre was in its first phase of development and was establishing its ways of working and core aims and objectives. In the second year of operation (2024-2025), a five-year strategy will be developed. While there were no institutional reporting requirements for the first year of operation (Category II Centres at Warwick are requested to engage in a triennial review process, at the time of writing), the Centre has taken the decision to produce an Annual Report in order to track the activity and achievements of the Centre.

DEAR Centre Core Funding and Infrastructure

The DEAR Centre was very fortunate to secure the support of a highly experienced project manager, Matt Phillips, to serve as Coordinator for the Centre. Matt Phillips already works with Prof Henderson and Dr Burford across some of the projects nested within DEAR. Matt's services were initially procured for 0.5 days per week in 2024 (Grade 5), funded by an Institute for Advanced Study (IAS) Award of £2,500. A proposal was made to NCRC in May 2024 for ERCF funding for Matt to remain as Coordinator in the following academic year for one day per week, which was successful.

It is noteworthy that, at the time of founding the Centre, there were no central funding schemes that University Research Centres could apply to, for core centre funding. As such, it befalls Centre leaders to secure funding for any operational support. The total funding that DEAR secured for its first year of operation (£3,500) is shown in Appendix 4. In addition, the Head of Department of Education Studies agreed to allocate 20 hours each for the year to Prof Henderson and Dr Burford in the workload model. In the first year of operation there was no dedicated physical space for the Centre, and since space is a premium on the campus, it is unlikely that space will be accorded to the Centre in the near future.

It was recognised that the funding secured for the first year made a valuable contribution to the initial operations of the Centre but that the resources would need to be increased to permit the Centre to grow according to its ambitions. Proposals were made to NCRC, IAS and ES for the following year of 2024-2025, all of which were accepted. Centre funding for 2024-2025 will be reported in the subsequent Annual Report.

DEAR Centre Project Funding

The DEAR Centre is involved in hosting several research projects and strategically targets a range of funding schemes with different priorities in mind. This includes developing new strands of work and providing opportunities for Doctoral and Postdoctoral Group members to gain research experience, as well as ambitious external funding streams aiming to put the Centre on the map and support institutional endeavours. A full account of the research projects and bids submitted is displayed in Appendix 5. Currently the funding (external and internal) for the projects hosted by the DEAR centre amounts to over £700,000.

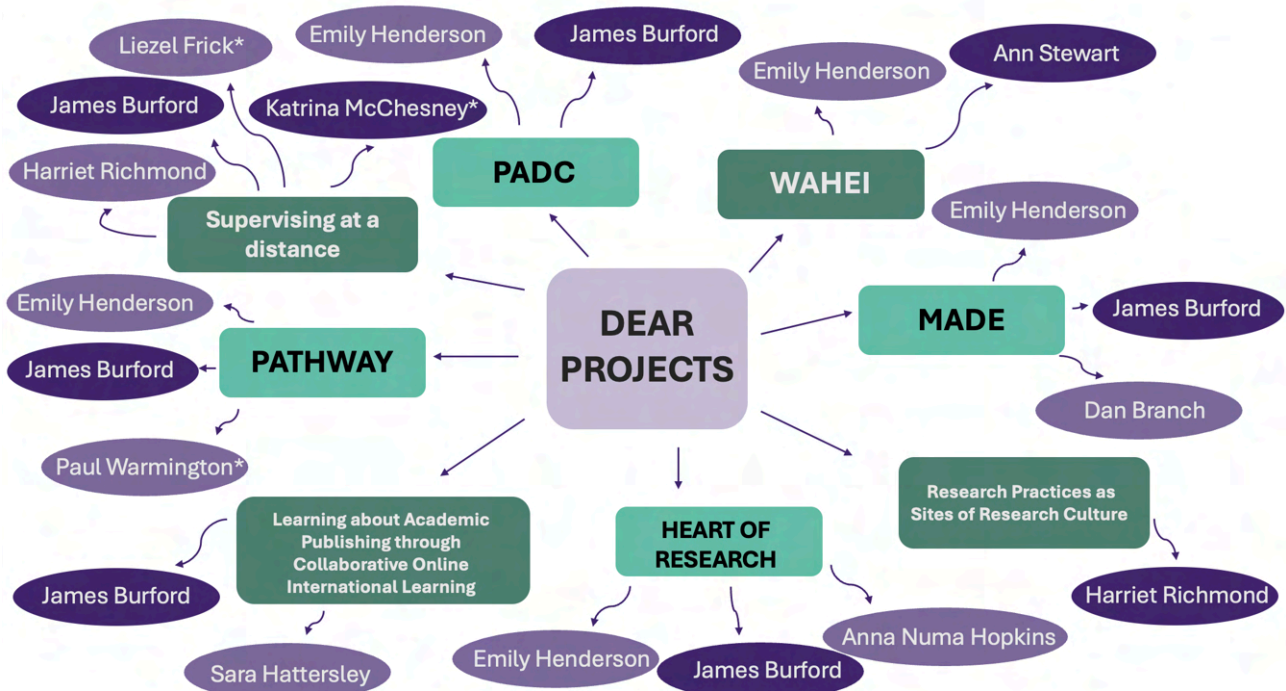


Figure 25: DCC/AB members in DEAR Projects (Names with * are DEAR AB members)

In terms of external funding, the Fair Chance Foundation has funded the Centre's flagship project. SRHE has funded another project. In terms of internal funding, the DEAR Centre has gained substantial funding from the Research England Enhancing Research Culture Fund block grant to the University of Warwick. An additional internal funder is the Institute of Advanced Study. Two projects are funded by Warwick's co-funded international partnership schemes with Monash and Stellenbosch. The Centre led on an external grant application to UKRI which was unsuccessful. The Centre also contributed work packages to two major institutional bids – to EPSRC and Wellcome – for research culture-related projects, which were also unsuccessful.

For the next Annual Report period, aims are to consolidate existing projects, given the number of projects which will be live and/or move into their dissemination phase. Secondly, the next Annual Report period will include exploring options for a follow-up project to WAHEI with the Fair Chance Foundation, and engaging in further exploratory work to develop the strand of research on research centres (the topic of the UKRI bid), in order to demonstrate a greater foundation for this work in a future bid.

DEAR Centre Membership and Communications

In the first year of operation, there was a focus on building the governance structures of the Centre (see DEAR Centre Governance section above). There was a consultation with DCC about membership options as it was felt that ‘membership’ in research centres has different meanings, from joining a mailing list to playing an active role in centre activities. After discussion and considering the membership mechanisms of other centres, it was decided that DEAR would develop the following in year 2 of operation (in addition to the existing governance structures):

- An Affiliates Scheme, including Warwick Affiliates, UK Affiliates, International Affiliates and Organisation Affiliates. The scheme is to be launched in 2024-2025.
- A mailing list, which all Affiliates will subscribe to, as well as others who are interested in hearing the Centre’s news without wishing to apply for Affiliate status.
- A newsletter (biannual) is planned once the mailing list is established.

The Centre was allocated a webpage within the Education Studies research webpage and initial work was engaged in to develop the website, including obtaining the short URL to enable easy communication: www.warwick.ac.uk/DEAR. In addition, ‘DEAR’ was added as a searchable term in the ‘search Warwick’ bar which transfers the reader directly to the webpage. The webpage will be developed and fully launched in 2024-2025.

The Centre obtained branding logos that are permitted institutionally. After consultation with the DCC and in view of the recent developments with various social media platforms, it was decided to set up a LinkedIn profile for DEAR (<https://www.linkedin.com/company/doctoral-education-and-academia-research-centre>). The profile displays news and events hosted by DEAR and also publicises selected events and news from DEAR collaborators. From the period between June 2024, when the account was created, and September 2024, DEAR posts achieved 3474 impressions and 61 reactions, and the DEAR account gained 331 followers.

In order to host DEAR video content such as event videos and research-related films, a YouTube account was set up: <https://www.youtube.com/@DoctoralEducationandAcad-le7rd>.

The following content was posted in 2023-2024:

- 24 October 2023 – [Searching for and Approaching a Doctoral Supervisor](#), Research project output from PADC project (608 views)
- 20 February 2024 – [Dr Thandi Lewin-Higher Education policy & the academic profession. 30 yrs of democracy in S. Africa](#), DEAR Centre event recording (26 views)
- 20 February 2024 – [Permission to apply? Sharing key findings of Pre-Application Doctoral Communication \(PADC\) projects](#), DEAR Centre event recording (17 views)
- 9 May 2024 – [MADE project: ‘Narrative Interviews Call for Participants’](#), DEAR Centre event recording (61 views)

Next steps for the DEAR Centre

The first year of operation of the DEAR Centre has involved substantial work in terms of setting up the Centre and establishing the governance and administration, as well as maintaining active research funding applications and live funded projects. The undertaking has been a collective effort spanning the core team as well as the DCC, the AB and particular thanks goes to the NCRC, the Doctoral College and the DEAR Doctoral and Postdoctoral Group, all of whom have supported our endeavours and helped the Centre to build a solid and vibrant foundation for the next phase of work.

In the second year of operation, consolidating the initial phase of work will be necessary in order to establish a sustainable and well-rounded profile for the Centre. While the Directors have exciting ambitions for the Centre, further institutional support will be necessary to keep DEAR growing, in terms of funding and workload allocation. Questions also remain about how the Centre can thrive without solid support in place. The Directors will therefore continue to lobby for further support in the next period.

In terms of strategic directions for the Centre, a number of priorities are in place for the second year of operation, which have been outlined throughout the report. To highlight a few key priorities:

- Develop a system of representation for members of the Doctoral and Postdoctoral Group to serve on the DCC.
- Offer paid Research Assistant opportunities for members of the Doctoral and Postdoctoral Group to work directly within DEAR.
- Develop a DEAR Centre reading group and writing sessions.
- Further develop a collaborative relationship with strategic internal partners NCRC and the Doctoral College, and external partners such as Research England and UKCGE.
- Complete the current funded projects and engage in meaningful dissemination activity.
- Explore new options for external funding including from the Fair Chance Foundation.
- Develop the new strand of research on research centres.
- Develop the Centre communications strategy further, including working on the website, mailing list, newsletter, Affiliates scheme and social media presence.

As a final word, the DEAR Centre has exceeded the Directors' hopes in our achievements in the first year of operation and we are looking forward to entering into a new year of work for the Centre, including developing our growing vibrant, international community and accessing new opportunities for conducting and feeding into impactful work that will open up through our sustained existence as a Centre.

Appendices

Appendix 1: Doctoral & Postdoctoral Researchers in DEAR

Table 1: Doctoral & Postdoctoral Researchers in DEAR

Note: AL=Applied Linguistics; ES= Education Studies

Type of membership	Full name	Title	Supervisors/mentor <i>(* indicates member of DCC)</i>
Doctoral (graduated 2023-2024)	Ahmad Akkad	<i>The role of displaced academics in reconstruction in conflict-affected countries: a longitudinal study of displaced Syrian academics.</i>	Emily Henderson* (ES) Dallal Stevens (Law)
	Roisin Ellison	<i>The values we teach are human values: a Foucauldian critical ethnography of the introduction of the Prevent duty and fundamental British values in an English school.</i>	Judith Everington Emily Henderson* (ES)
	Johannes de Kam	<i>Curating mobilities in a transboundary crisis: an exploration of global mobility professionals' organisational learning and management of employee mobility in response to the COVID-19 pandemic.</i>	Emily Henderson* (ES) Stephanie Schnurr (AL)
	Bing Lu	<i>Split subjectivity and contested narratives: a poststructuralist exploration of the mobile subject formation of Chinese doctoral supervisors who have returned from doctoral study overseas.</i>	Emily Henderson* Emma Williams (ES)
Doctoral (ongoing in 2023-2024)	S. Arokia Mary	<i>Academic Socialisation of Doctoral Students in Kashmir: Exploring Gendered Entanglements in a Politically Contested Context</i>	Emily Henderson* (ES) Khursheed Wadia (Sociology)
	Fatima Alhaj Hasan	<i>An exploratory study of conflict between academics in Syrian HEIs and how it is managed by heads of departments</i>	James Burford* Emily Henderson* (ES)

	Robyn Shreeve	<i>Exploring the place of students in international academic partnerships: a case study of a cross-Europe alliance</i>	Emily Henderson* (ES) Jo Angouri (AL)
	Serena Alexis	<i>Navigating Black Women's School Leadership: An examination of the intersectionality of race and gender in Black African and Afro-Caribbean headteachers</i>	Pontso Moorosi Emily Henderson* (ES)
	Milena Cuccurullo	<i>Understanding accountability in Higher Education policy (1990-2020): a philosophical appraisal.</i>	Emma Williams James Burford* (ES)
	Yibin Lin	<i>Transferability and the Nature of Skills: a Philosophical Reappraisal.</i>	Emma Williams James Burford* (ES)
	Christine Olando	<i>A dominance of certification and the classroom: A Case Study of Kenyan System of Legal Higher Education</i>	Ann Stewart* Ali Struthers (Law)
	Haoxi Ou	<i>Chinese International Students in the UK : Their Desires and Narratives</i>	James Burford* (ES) Cath Lambert (Sociology)
Doctoral (started in 2023-2024)	Rui Zhang	<i>Chinese Visiting Scholars' Relationships with Their UK Mentors--- An Exploratory Study of Cross-Cultural Academic Collaboration and Exchange</i>	James Burford* Emily Henderson* (ES)
	Evan Zheng	<i>Doctoral Admissibility as a Collective Effort: An Exploration of the Degree Mobility Market in China and Its Influence on Doctoral Students' Admissibility</i>	James Burford* Emily Henderson* (ES)
	Zhe (Jill) Chen	<i>A Longitudinal Investigation Unveiling Acculturation Experiences of Chinese International Students in the UK Higher Education</i>	Georgiana Mihut James Burford* (ES)

Postdoctoral	Emmanuel Johnston	<i>Race Exchange postdoctoral Fellow</i>	Emily Henderson* (ES)
	Kevin Zhou	<i>IAS Early Career Fellow (completed March 2024)</i>	Emily Henderson* (ES)
Research Assistant/ other member	Ragini Khurana	<i>RA: WAHEI project</i>	
	Denisse Lillo Sierra	<i>RA: WAHEI project</i>	
	Anna Numa Hopkins*	<i>Co-I: Heart of Research project & PhD study: Storying the 'changing same': the knowledge politics of antiracist public scholarship</i>	Hannah Jones (Sociology) Sivamohan Valluvan (Sociology)

Appendix 2: DCC Members List (2023-2024)

Table 2: DCC Members List (2023-2024)

Department	Name
Seat for DEAR Director (doubles up as DES)	Emily Henderson
Seat for DEAR Deputy Director (doubles up as DES)	James Burford
Seat for academic director of DC (doubles up as History)	Dan Branch
Seat for Research Culture/NCRC (National Centre for Research Culture) lead (doubles up as Psychology)	Kita Sotaro
ADC (Academic Development Centre)	Sara Hattersley
IAS (Institute for Advanced Study)	Fiona Fisher
IER (Institute for Employment Research)	Katharina Sarter
Law	Ann Stewart
Leadership and Management development/ Researcher development	Harriet Richmond

PAIS (Politics and International Studies)	Mouzayian Khalil
Sociology	Anna Numa Hopkins
WBS (Warwick Business School)	Davide Nicolini
WMS (Warwick Medical School)	Nicholas (Nick) Hopcroft

Appendix 3: AB Members List (2023-2024)

Table 3: AB Members List (2023-2024)

Name	Affiliation	Country
Jeanette Fyffe	Deakin University	Australia
Shirley Anne Tate	University of Alberta	Canada
Jisun Jung	Hong Kong University	China
Eva Bendix-Petersen	Roskilde University	Denmark
Deva Chakraverty	Indian Institute of Management Ahmedabad	India
Machi Sato	Kyoto University	Japan
Barbara Grant	University of Auckland	New Zealand
Katrina McChesney	University of Waikato	New Zealand
Liezel Frick	Stellenbosch University	South Africa
Thandi Lewin	University of Johannesburg	South Africa
Nicky LeFeuvre	Université de Lausanne	Switzerland
Arinola Adefila	Buckinghamshire New University	UK
Dina Belluigi	Queen's University Belfast	UK
Owen Gower	UK Council for Graduate Education	UK
Kay Guccione	University of Glasgow	UK
Marie-Pierre Moreau	Anglia Ruskin University	UK
Charoula Tzanakou	Oxford Brookes University	UK
Paul Warmington	Coventry University	UK
Julie Posselt	University of South California	USA
Pauline Reynolds	University of Redlands	USA

Appendix 4: DEAR Centre Core Funding 2023-2024

Table 4: DEAR Centre Core Funding 2023-2024

Source of Funding	Amount	Purpose
IAS Warwick	£2,500	Administrative support for Coordinator
Department of Education Studies	£1,000	Hospitality for DEAR Events and visitors, Research Assistance to assist with DEAR Centre project completion.

Appendix 5: DEAR Centre Projects and Bids 2023-2024

Table 5: DEAR Centre Projects and Bids 2023-2024

Status	Project title	Project/ bid lead <i>(* indicates DCC member, ** indicates AB member)</i>	Funder <i>(E = external, W= internal including from a block grant, WC = co-funded by Warwick with a collaborating institution)</i>	Funding value	Funded period
Dissemination phase	Pre-Application Doctoral Communications Research Projects (PADC)	PI: James Burford* Co-I: Emily Henderson*	W: Research England Enhancing Research Culture Fund	£69,077	February-July 2022, December 2022-July 2023
Live project	Widening Access to Higher Education in India: Institutional Approaches (WAHEI)	Co-PIs: Emily Henderson* & Nidhi Sabharwal Co-I: Ann Stewart*	E: Fair Chance Foundation	£500,000	July 2022-June 2026
Live project	Mitigation and Adjustment for Doctoral Education (MADE)	PI: James Burford* Co-Is: Dan Branch*, Sarah Dahl, Emily Henderson*, Rhiannon Martyn	W: Research England Enhancing Research Culture Fund	£49,954	December 2023-July 2024
Live project	Research Practices as Sites of Research Culture	PI: Harriet Richmond*	W: Research England Enhancing Research Culture Fund	£10,000	October 2023-July 2024

Live project	The Heart of Research: Exploring the Aims, Nature and Values of Education Research Centres	PI: Emily Henderson* Co-Is: James Burford*, Anna Numa Hopkins*	W: Warwick Institute of Advanced Study	£2,500	March-September 2024
Live project	Migrant supervisors learn to supervise in UK institutions – an inclusive perspective	Bing Lu	E: SRHE Award for Newer Researchers	£3,000	October 2023- November 2024
Live project	Learning about Academic Publishing through Collaborative Online International Learning	PIs: James Burford* & Lynette Pretorius Co-Is: Michael Henderson & Sara Hattersley*	WC: Monash Warwick Alliance Education Fund	\$29,735 AUD & £9,864 = c. £24,214	January 2024 – December 2025
Early-stage project	An evaluation of the Warwick PATHWAY Programme (design phase)	PI: James Burford* Co-Is: Sarah Dahl, Emily Henderson* External Consultant: Paul Warmington**	W: Research England Enhancing Research Culture Fund	£2,000	December 2023 – June 2024
Early-stage project	An evaluation of the Warwick PATHWAY Programme (evaluation phase)	PI: James Burford* Co-Is: Sarah Dahl, Emily Henderson* External Consultant: Paul Warmington**	W: Research England Enhancing Research Culture Fund	£50,000	October 2024 – July 2025
Early-stage project	Supervising at a distance: Developing supervisor capacity	PIs: James Burford* & Liezel Frick Co-Is: Harriet Richmond* & Nompilo Tshuma External partner: Katrina McChesney	WC: Stellenbosch-Warwick Joint Seed Fund	R100,000 (ZAR) & £5,000 = c. £9,130	August 2024- 31 July 2026

Bid - unsuccessful	Research Culture for Everybody: Embedding Research Culture Excellence Using a Multi-level Approach <i>(DEAR Centre to lead on Work Package 1: Enhancing Research Culture Leadership and Organisational Change)</i>	PI: Caroline Meyer Co-Is: Sotaro Kita*, Emily Henderson* & James Burford* (et al.)	E: Wellcome Trust: Institutional Funding for Research Culture (IFRC)	£997,972	Submitted May 2023
Bid - unsuccessful	EPSRC EDI sharing hub - Warwick led <i>(DEAR Centre to lead on evaluation package)</i>	PI: Sotaro Kita* (et al.) Co-Is: James Burford* & Emily Henderson* (et al.)	E: EPSRC EDI sharing hub	£2,495,346	Submitted December 2023
Bid - unsuccessful	International Science Policy Agendas and Research Centre Leadership (ISPARCL)	PI: Emily Henderson* Co-PI: Thandi Lewin** Co-Is: James Burford* & Mlamuli Hlathswayo	E: UKRI Metascience Research Grants	£275,674	Submitted July 2024

Appendix 6: DEAR Projects Further Information

Appendix 6.1 Pre-Application Doctoral Communications Research Projects (PADC)

The following activities and outputs for this project occurred during the Annual Report period of October 2023-September 2024.

Publications/outputs:

Output:

- Doctoral Education and Academia Research Centre. (2023, 24 October). *Searching for and approaching a doctoral supervisor* [Video]. YouTube. <https://www.youtube.com/watch?v=eAMezgpbMSA>

Journal articles:

- Kier-Byfield, S., Burford, J. & Henderson, E. F. (2023) '5 secrets they won't tell you': The content and rhetoric of YouTube advice videos about searching for a doctoral supervisor. *Innovations in Education and Teaching International*, 62(1), 334–348. <https://doi.org/10.1080/14703297.2023.2279580>
- Burford, J., Kier-Byfield, S., Dageni, Henderson, E. F., & Akkad, A. (2024). Pre-application doctoral communications: a missing dimension in research on doctoral admissions. *Educational Review*, 1-22. <https://doi.org/10.1080/00131911.2024.2306950>
- Henderson, E. F., Akkad, A., Kier-Byfield, S., Burford, J., & Dageni. (2024). Seeking supervisability: the inclusivity implications of doctoral supervisors' engagement with prospective applicants prior to formal admissions. *Research Papers in Education*, 40(2), 167–187. <https://doi.org/10.1080/02671522.2024.2349989>
- Dageni, Burford, J. & Kier-Byfield, S. (2024). Improving the clarity of doctoral admissions webpage information: a UK institutional case study. *Perspectives: Policy and Practice in Higher Education*, 1–8. <https://doi.org/10.1080/13603108.2024.2387081>

Blog posts:

- Akkad, A. & Henderson, E. F. (2023, 17 October). Just another email? The role of supervisors in Pre-Application Doctoral Communications (PADC). *Supervising PhDs*. <https://supervisingphds.wordpress.com/2023/10/17/just-another-email-the-role-of-supervisors-in-pre-application-doctoral-communications-padc/>
- Mahmood, A., Kier-Byfield, S. and Burford, J. (2024, 6 January). Who gets to be a doctoral researcher? *Research Whisperer*. <https://researchwhisperer.org/2024/01/06/who-gets-to-be-a-doctoral-researcher/>

Presentations:

- **22 November 2023 – National Institute of Educational Planning and Administration (NIEPA) Colloquium Series, New Delhi, India.** 'Access to admissions? Inclusivity implications of prospective doctoral students' contact with faculty and administrative staff prior to admissions – a UK-based study'
- **29 November 2023 – Warwick Doctoral College & Doctoral Education and Academia Research Centre (DEAR) Co-hosted Project Launch event.** 'Permission to apply? Sharing key findings of the Pre-Application Doctoral Communication (PADC) projects'. Watch the event: <https://www.youtube.com/watch?v=ofJMfZL54wQ>
- **15 December 2023 – Research England Visit to Warwick.** 'Pre-Application Doctoral Communication (PADC) projects'
- **6-8 December 2023 – SRHE (Society for Research into Higher Education) Annual Conference, Aston University.** 'The role of doctoral programme directors and professional services staff in managing pre-application doctoral communications (PADC): Enablers and gatekeepers in doctoral recruitment?', by James Burford, Sophia Kier-Byfield, Dageni, Ahmad Akkad.
- **11 June 2024 – University of York, YCEDE quarterly meeting.** 'Access to Admissions? Inclusivity implications of prospective doctoral students' contact with academic and administrative staff prior to admissions'.

- **19-21 June 2024 – Critical University Studies Conference, Hong Kong.** ‘Encountering each other: On the inconvenience of university staff and prospective doctoral applicants’, by James Burford, and Emily Henderson.
- **5 August 2024 – Deakin University, Deakin Researcher Development Academy.** ‘Equity in the graduate research pre- application process: Workshop’.

Impact and engagement:

- The briefing for Doctoral Supervisors was used for supervisor training at Aarhus University in 2024 and translated into French by the Laboratory of Interdisciplinary studies on the Doctorate in 2023. The briefing for potential applicants is being used on admissions pages (e.g. [the Chow Lab](#), University of Warwick).
- The research-informed advice video ‘Searching for a Doctoral Supervisor’ has been embedded in university admissions webpages (e.g. at the University of Warwick, University of York, Melbourne Medical School) and has 1000+ views.

Appendix 6.2 Widening Access to Higher Education in India: Institutional Approaches (WAHEI)

The following activities and outputs for this project occurred during the Annual Report period of October 2023-September 2024.

Project visit reports and newsletters:

- Henderson, E. F. (2023). *Widening Access to Higher Education in India: Institutional Approaches – Report: November 2023 Visit to New Delhi.* https://warwick.ac.uk/fac/soc/ces/research/current/wahei/outputs/wahei_delhi_visit_report_nov_2023_v1.0.pdf
- Henderson, E. F., Sabharwal, N. S. & Stewart, A. (2024). WAHEI project newsletter January 2024. <https://mailchi.mp/e28abf54dd26/wahei-project-newsletter-january-2024>
- Henderson, E. F., Sabharwal, N. S., Stewart, A. & Mary, S. A. (2024). *Widening Access to Higher Education in India: Institutional Approaches – Report: June 2024 Visit & DSA Conference.* https://warwick.ac.uk/fac/soc/ces/research/current/wahei/outputs/wahei_june_visit_dsa_conference_report_final.pdf
- Henderson, E. F., Sabharwal, N. S., Sierra, D. L., & Painuly, A. (2024). *Widening Access to Higher Education in India: Institutional Approaches – Report: September 2024 visit to Delhi and Kolkata.* https://warwick.ac.uk/fac/soc/ces/research/current/wahei/outputs/wahei_delhi_visit_report_sept_2024_final.pdf

Presentations:

- **September 2024 – HDCA (Human Development and Capabilities Association) Conference, Kolkata, India.** ‘Towards a Capability for Higher Education Outreach: Exploring the Role of Faculty Members in Tackling Educational Inequalities in India’, by Emily Henderson and Denisse Lillo Sierra.

Appendix 6.3 Mitigation and Adjustment for Doctoral Education (MADE)

The following activities and outputs for this project occurred during the Annual Report period of October 2023-September 2024.

Presentations:

- **24 November 2023 – Academic Registrars’ Council Postgraduate Practitioner Group Meeting, London.** ‘Mitigating circumstances and reasonable adjustments in doctoral education: Time to reflect’, by Dr James Burford.
- **10 May 2024 – UKCGE, London.** ‘MADE interactive workshop’. The project ran an in-person [interactive workshop](#), which offered an opportunity to discuss questions and share practices surrounding mitigation/ extenuating circumstances and reasonable adjustment in doctoral education.
- **21 May 2024 – Online.** ‘MADE online workshop’.
- **8-12 September 2024 – BERA Conference.** ‘Papering the cracks? Rethinking reasonable adjustment policies in postgraduate research’, by Dr Meanu Bajwa-Patel.
- **12 September 2024 – Postgraduate Research Subcommittee, University of Warwick.** Presentation of project recommendations by Dr Jamie Burford and Prof Emily Henderson.

Appendix 6.4 Research Practices as Sites of Research Culture

The following activities and outputs for this project occurred during the Annual Report period of October 2023-September 2024.

Presentations:

- **8 March 2024 – Create! Don't Reproduce!, Non-Traditional Research Methods Network (NTRM) (online).** ‘A Practical Introduction to Collage Inquiry in the Example of The Public Laundry Project: Research Practices as Sites of Research Culture’, by Dr Harriet Richmond.
- **23 April 2024 – Doing Creative Methods Ethically, Anglia Ruskin University Grounded Theory Network (online).** ‘How to Engage with Creative Methods to Reveal Lived Experience: The Case Study of The Public Laundry Project – Research Practices as Sites of Research Culture’, by Dr Harriet Richmond.
- **16 September 2024 – International Research Culture Conference (IRCC) 2024, University of Warwick, Coventry.** Hidden in Plain Sight: Research Culture and the Researcher Experience [Poster Presentation], by Dr Harriet Richmond and Charlotte Marshall.

Other:

Workshop:

- **2 July 2024 – EDULEARN24: 16th International Conference on Education and New Learning Technologies, IATED, Palma, Spain.** ‘Creative Methods in Teaching, Learning and Research’, by Dr Harriet Richmond, Prof Mairi Macintyre, Yesim Kunter, and Katie Travers. https://iated.org/concrete3/session_detail.php?session_id=6692

Exhibition:

- **16 September 2024 – International Research Culture Conference (IRCC) 2024, University of Warwick, Coventry.** ‘The Public Laundry’ [Art Exhibition], organized by Harriet Richmond.

Appendix 6.5 Supervising at a distance: Developing supervisor capacity

The following activities and outputs for this project, including for the previous work preceding this funded project, occurred during the Annual Report period of October 2023-September 2024.

Publications:

- Burford, J., McChesney, K., Frick, L., & Khoo, T. (2024). Conceptualising distance doctoral study after COVID-19: are we post-distance now? *Distance Education*, 1–18. <https://doi.org/10.1080/01587919.2024.2388216>
- McChesney, K., Burford, J., Frick, L & Khoo, T. (2024). *Doing Doctoral Research at a distance: Flourishing in Off-campus, Hybrid, and Remote Pathways*. Routledge. <https://doi.org/10.4324/9781003334088>

Presentations:

- **18 April 2024 – Quality in Postgraduate Research Conference, Adelaide, Australia.** ‘Distance doctoral students’ experiences of supervision: Reflections on an international survey’, by Prof Liezel Frick, Dr James Burford, Dr Katrina McChesney, and Dr Tseen Khoo.
- **June 2024 – Critical University Studies Conference, Hong Kong.** ‘Querying the on/off campus binary: Reconceptualising distance doctoral study’, Prof Liezel Frick, Dr James Burford, Dr Katrina McChesney, and Dr Tseen Khoo.

Impact and engagement:

The work of the Doing Doctoral Research at a Distance project has continued, including the maintenance of

- the resource website for Distance Doctoral Students (5,500+ views over 4 years) and listed as a key resource on institutional webpages (e.g. University of Nottingham).
- The international community for Distance Doctoral Students on facebook (approx. 900 members).