

ISTR PhD Seminar Alumni Quarterly Newsletter



From the Co-Editors

By Anna Reggiardo, Nur Azam Perai & Shiqi Peng

Greetings from Genoa, Stirling, and Hong Kong!

For those of you joining us for the first time, we are Anna, Azam, and Shiqi, the co-editors of this newsletter.

We hope you are doing well and finding inspiration in your research journeys. This October issue brings together reflections and resources from across our vibrant global community. Our contributors share experiences on the craft and community of research, offering both insight and encouragement.

In this issue, Azam explores the realities of grant applications and strategies for success, while Bruna sheds light on academic service as an invisible yet vital part of scholarly growth. Wenye gathers mentoring insights from ISTR mentors across regions, and Peiyao introduces our ongoing survey on PhD and early career scholars. To round off, Anna curates a call for papers and collaboration opportunities, featuring a special interview with Prof. Fredrik O. Andersson (*VOLUNTAS*) on the role of reviewers, and Shiqi shares a job board highlighting new openings in the sector.

Looking ahead, The deadline of 31 October 2025 is fast approaching for two major ISTR events in Lisbon, Portugal. The 17th ISTR International Conference (14–17 July 2026) invites submissions under the theme “Imagining the Next Generation: Strengthening the Foundations of the Third Sector.” Meanwhile, the 9th ISTR International PhD Seminar (12–14 July 2026) welcomes doctoral students at all stages to engage in dialogue, mentorship, and research exchange.

Enjoy the read, and see you soon!

Contribute to the Newsletter!

We are seeking expressions of interest from the ISTR PhD seminar alumni network and current members of ISTR to join our team or contribute to the newsletter.

Please email the **co-editors** if you are an ISTR PhD seminar alumnus (from whichever year) and would like to serve as a contributing editor for a column in our newsletter.

Please email the **contributing editors** if you are an ISTR PhD seminar alumnus and have a story to share. You can also nominate a current ISTR member or an ISTR PhD seminar alumnus to be featured in the newsletter.

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Life of a Researcher: Applying for Grants

By Nur Azam Perai

A constant in the life of a researcher, whether in academia, industry or the third sector is grant applications. Without funding, research would be difficult, data collection and analysis, equipment and travel, dissemination and publication, all require money.

There are numerous grants and funds that support international research and innovation partnerships between countries. These mainly aim to uncover new knowledge, address global challenges and promote sustainable development. To apply for a research grant under such programmes, prospective applicants are required to follow a structured process which includes specific eligibility and documentation requirements.

The application process typically begins with a principal applicant based in the country offering the grant. For example, if the grant is offered by a UK based institution or programme such as the Newton Fund or those offered by The British Academy, the application can only be submitted by researchers or academicians based in the UK. A typical application form, often submitted online, would include the following information: applicant and institution details, project description, goals and objectives, requested support or budget, declarations, and dissemination plans. The form normally requires comprehensive information about the project and researchers involved, including supporting documents such as CVs and testimonials. It is crucial to thoroughly understand the funder's or grant's aims, eligibility, and submission requirements before preparing your application.

A (concise) CV would include qualifications, academic positions, key publications, previous grants, and relevant achievements. A detailed budget plan also needs to be prepared, most funders would require this to be done in the templates provided, listing all requested funding both for the local and international partner countries. Some funders may also require support letters from the principal applicant's institution.

A good research proposal should clearly articulate the project's importance, scientific merit, objectives, and expected outcomes, demonstrating how it aligns with the funder's goals and sustainable impact. Set achievable and well-defined goals aligned with the funder's priorities and country-specific needs, if any. Clearly outline the potential research impact and plans for disseminating or sharing research outcomes or innovations. The suitability and strength of the principal applicant's institution in supporting the research and the applicant's career development could also be an evaluation criteria.

Applications have to undergo a multi-stage assessment process, including eligibility checks, peer review by external experts, and panel discussion before funding recommendations are made. The applicant's track record, project quality, and institutional support would form the basis of the assessment.

Most if not all proposals are submitted via the funder's online grant management platform. Engaging early with institutional support structures and ensuring all documentation is prepared in advance can help avoid delays and mistakes. Obtain approval from principal investigators' departments and research offices early to secure institutional backing and correct submissions.

In summary, applying for a research grant requires careful preparation of a research proposal with strong institutional backing, detailed budgets, supporting CVs, and letters of endorsement, followed by a structured submission through the official platform. The objective is to engage in collaborative research, emphasizing academic excellence and development impact.

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The Invisible Curriculum: Building Community Through Academic Service

By Bruna de Moraes Holanda

When we think about the early stages of an academic career, whether during the PhD or in the first years as a junior scholar, most of us focus on the “big three”: research, teaching, and publishing. Yet, there is another dimension, often invisible, less recognized, but equally formative, that shapes who we become as scholars: academic service.

Service takes many forms. It can mean reviewing journal submissions, organizing panels, mentoring students, serving on editorial boards, or supporting scholarly associations. At first glance, these activities may seem peripheral to the “real work” of academia. However, in reality, they can become a very important aspect of the scholarly journey.

That said, I would like to share some reflections on my experiences with academic service in recent years, particularly through participation in editorial teams and through reviewing and evaluating submissions for conferences and journals. Although these experiences are mine, they speak to a broader point: service is not only about individual contributions, but about sustaining the infrastructures that allow our scholarly communities to thrive. They highlight the importance of cultivating fairness, rigor, and reciprocity. These principles are essential for both early-career scholars who are still shaping their academic identities and for more senior colleagues who carry the responsibility of mentoring and stewardship.

I would like to start by sharing my experience as one of the contributing editors of this newsletter. This role has been valuable not only as a way to stay connected with fellow early scholars but also as an opportunity to share experiences, insights, and resources that might resonate with others navigating similar paths. In a career that can often feel isolating, the newsletter offers a space where we can recognize our shared challenges and celebrate our collective achievements.

Moreover, it is a way of actively participating in the life of the International Society for Third Sector Research (ISTR) and strengthening the bonds that make our scholarly community supportive. This kind of engagement provides a space for voices that may be less frequently heard at this stage of the career, offering early-career scholars an opportunity to share our perspectives and contribute to conversations that enrich the field in meaningful ways.

Over the past three years, I have also been actively involved as an Editorial Assistant with *GVcasos: Brazilian Journal of Teaching Cases in Management*, a journal dedicated to developing teaching cases in management. This experience has shown me how academic service can take the form of creating resources that extend beyond our own research agendas. Working on teaching cases required translating complex management and policy issues into narratives that could engage students and stimulate critical reflection.

More recently, I had the opportunity to deepen this engagement by serving as a guest editor for a Special Call for Teaching Cases on Nonprofit Management at the journal. This role has been particularly meaningful, as it combines two dimensions of academic service: supporting the development of pedagogical resources and fostering dialogue within the broader community of scholars and practitioners interested in nonprofit studies. For early-career scholars, engaging in this type of work can be a powerful reminder that academia is also about enabling others to learn, and that supporting teaching and pedagogy is itself a vital contribution to the field. And since this newsletter reaches many colleagues who may be working on similar ideas, let me extend a warm invitation: all readers are encouraged to consider submitting their work to this Special Call, which is open now and featured in this issue of the newsletter.

Since January of this year, I have also been serving as Social Media Editor for *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, one of the flagship journals of our field. This role has opened yet another perspective on what academic service can mean. While less traditional than peer reviewing or editing manuscripts, it plays an important role in making research more visible and accessible to a broader audience. By curating content, highlighting new publications, and engaging with diverse communities online, I have come to appreciate how service also involves building bridges between scholarship and practice, as well as fostering connections across different regions and career stages.

Similarly, acting as a reviewer and evaluator for conferences and journals has provided me with a behind-the-scenes education. I learned to ask sharper questions, recognize methodological rigor, and appreciate diverse theoretical contributions. Each review became both a contribution to someone else's work and a training ground for my own scholarship.

Why does all this matter for young scholars? I believe academic service is an "invisible curriculum". It teaches us skills that no methods course or seminar can provide:

- How to give constructive feedback;
- How to navigate plural academic traditions with respect;
- How to balance criticality with encouragement;
- How to view our research field as a living ecosystem, rather than just a marketplace for individual careers.

Perhaps most importantly, service reminds us that academia is not a solitary endeavor. Our journals, conferences, and associations exist only because countless colleagues devote time to making them possible. By engaging in service early, young scholars learn that knowledge is collective and that building community is as important as advancing one's own CV.

Of course, service takes time, and early-career scholars are already under pressure to publish and secure jobs. Yet, in my experience, the hours spent on service have never been wasted. They shaped my academic identity, expanded my networks, and grounded me in a sense of belonging to a field that values reciprocity.

As I close this text, my invitation to fellow young researchers is simple: embrace service not as a distraction, but as an opportunity. Whether through mentoring, editing, reviewing, or supporting initiatives like ISTR, your contributions matter. They strengthen our community and enrich your own journey as a scholar.

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Mentoring in Action: Insights from ISTR Mentors

By Dr. Wenye Mao

Building Bridges Across Generations and Borders

In our previous issue, we introduced the ISTR Mentoring Program, which connects early-career scholars with experienced researchers across the third sector. This time, we turn the spotlight on the mentors themselves. Two dedicated scholars to share how mentoring enriches both sides of the academic journey across disciplines, continents, and career stages: Dr. Susan Appe, Associate Professor of Public Administration & Policy, University at Albany, SUNY, and Dr. Dita Hommerová, Associate Professor in the Department of Marketing, Trade and Services, University of West Bohemia in Pilsen.

Why They Mentor

For Dr. Susan Appe, mentoring is both formal and organic. Having guided students through the ISTR Mentoring Program and in informal encounters at conferences, she finds joy in helping young researchers find their scholarly voice. “Some of the best mentoring relationships start with a simple conversation after a panel,” she recalls. “These exchanges often lead to collaborations and even publications.”

Dr. Dita Hommerová joined the program for the first time in 2024. Motivated by two decades in higher education, she saw mentoring as a chance to give back. “I was excited to share my experiences in nonprofit management,” she said. “Even though my mentee came from a very different context, I looked forward to learning from her as well.”

The Mentoring Experience

Both mentors see collaboration as the heart of effective mentorship. Dr. Appe emphasizes working through shared research interests rather than focusing only on dissertation chapters. “It’s about helping mentees see how their dissertation expertise can evolve into future research threads,” she explains. Her partnerships have led to book chapters, journal articles, and even a creative film review project. “Variety keeps the collaboration fresh and builds confidence,” she adds.

For Dr. Hommerová, mentoring quickly became hands-on. After meeting her mentee at the 2024 ISTR Conference in Antwerp, they co-authored a monograph chapter that same summer. “From the very beginning, I wanted to offer everything that might help—advice, contacts, and encouragement,” she says.

Both mentors highlight the rewarding moments: from co-writing papers to sharing milestones. Dr. Hommerová fondly recalls her mentee’s email announcing a successful dissertation defense. “It was wonderful—a moment of real pride,” she says.

Mentorship Across Cultures

Cross-cultural exchange is integral to ISTR’s mentoring experience. Dr. Appe works with mentees from Brazil, Israel, and Colombia, tailoring each collaboration to shared strengths. “Doctoral students often excel at literature reviews, but I like to engage everyone in all parts of the research—from design to analysis,” she notes. “It builds confidence and a sense of ownership.”

Regular communication is key. For some pairs, meetings happen weekly; for others, every few weeks over Zoom. Dr. Appe emphasizes flexibility: “It depends on project timelines and availability—the important thing is to keep momentum.”

Dr. Hommerová echoes the value of openness. “When both sides are curious and willing to learn, the differences become strengths,” she says. “We discover new perspectives that enrich both our work.”

What Makes Mentoring Work

When asked what defines an effective mentor–mentee relationship, both scholars point to enthusiasm, mutual respect, and initiative. Dr. Appe stresses finding a shared project: “Working together gives structure and purpose—it turns mentoring from advice into action.”

Dr. Hommerová adds, “A mentor should be open-minded, communicative, and genuinely willing to invest time. A mentee should be proactive and receptive to feedback—that’s where growth happens.”

Reflections on the ISTR Mentoring Program

For Dr. Hommerová, the program’s global nature has been transformative. Despite linguistic and cultural differences, she and her mentee built a strong partnership. “We still stay in touch, share personal updates, and explore new projects,” she says. “I’m grateful for the friendship and collaboration this experience brought.”

Dr. Appe agrees that ISTR’s platform fosters meaningful academic relationships. “It provides structured opportunities for students to connect with scholars whose work they admire,” she says. “That first connection can lead to long-term collaboration.”

Advice to prospective mentees. “If there’s someone whose research inspires you, mention them in your mentoring application. ISTR often helps make those matches possible.”

Advice for Early-Career Scholars

Dr. Susan Appe

1. Practice talking about your research. Tailor your message for different audiences—from quick hallway chats to formal presentations.
2. Reach out and collaborate. Don’t hesitate to email peers or senior scholars whose work resonates with yours. Many collaborations begin with a simple introduction.
3. Organize panels at conferences. Take the initiative to bring people together around a topic—it establishes you as an emerging leader in your field.

Dr. Dita Hommerová

1. Learn from senior colleagues. Their experiences can provide valuable shortcuts and insights.
2. Choose research topics that genuinely inspire you. Passion leads to quality.
3. Invest in international opportunities. Exposure to different contexts strengthens both your scholarship and personal growth.

The Lasting Impact

Both mentors agree that the ISTR Mentoring Program is more than a professional development platform; it’s a community builder. Through shared projects, cross-cultural dialogue, and mutual learning, it strengthens the global network of third sector scholars.

Dr. Appe summarizes it best: “Mentorship is about creating opportunities—for learning, collaboration, and growth. The relationships that form through ISTR last far beyond the program itself.”



Figure 1. Dr. Susan Appe (right) with mentee Lenis Yelin Araque, met at an ISTR event.

As Dr. Hommerová adds, “If you have the chance to be part of it—as a mentor or mentee—take it. It’s an experience that enriches your career and your life.”



Figure 2. Dr. Dita Hommerová

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Results Sharing: PhD Student and Early Career Scholars in Third Sector Studies

By Dr. Peiyao Li

In order to understand the joys, challenges and completion rates of PhD students and early career scholars in the field of the third sector, we conducted a survey within the ISTR community and have received 20 completed respondents. This section highlights the joyful moments, while challenges and completion rates will be reported in the next volume.

Who answers the survey?

Among the 20 respondents, more than half of them are female (65%), join in the PhD program in their home county (55%), and are in their advanced stage of PhD journey (50%), indicating that they are near completion and actively working on their dissertation.

Additionally, there is a notable variation among respondents. Approximately one-third (30%) are enrolled in universities in Europe, while others are based in Asia, Africa, North America, South America, and Oceania. More than half (52.6%) conduct their research within the same country as their university, while roughly 35% work across both their PhD country and other international contexts. Regarding disciplinary orientation, 30% of respondents study their topics from a managerial perspective, while economics and philanthropy emerge as the other two primary areas of study.

What motivates PhD students?

Respondents were asked about their motivations for pursuing a PhD. The two most common motivations are personal fulfillment and the desire to become an expert in a specific field. Nine of the 20 respondents mentioned that they pursue a PhD because of intellectual curiosity, while seven of them aim for career advancement.

More than half of the respondents (57.9%) undertake third sector studies to contribute to social change, while 26.3% are motivated by their interest in nonprofit management. Additional reasons include an attraction to the interdisciplinary nature of the field and a desire to influence policies and practices within the third sector.

What motivated you to pursue a PhD? (Select all that apply)

20 risposte

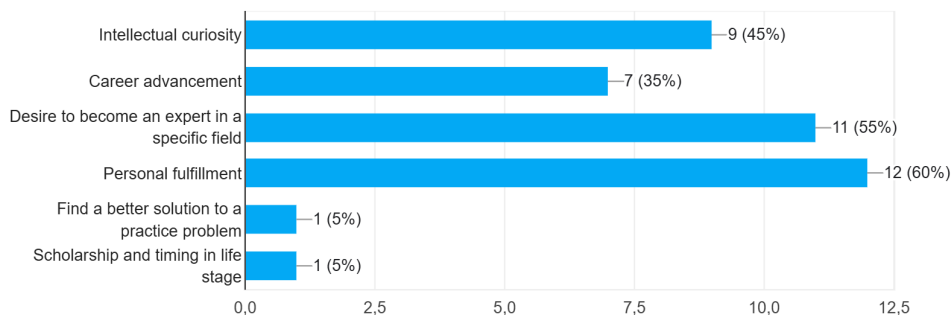


Figure 3. Survey figure. Motivation.

Moreover, respondents shared joyful moments they experienced during their PhD journey. Most respondents enjoy expanding their networks and attending conferences, while others highlight that achievements like passing probation, defending their dissertation, and publishing their first paper bring them joy during the program. Other joyful moments include starting the PhD program, learning about relevant theories, and completing the study plan. Respondents also had the opportunity to describe one of their most memorable joyful moments. Several respondents mentioned that attending the ISTR conference, especially the PhD seminar, is one of the most memorable moments.

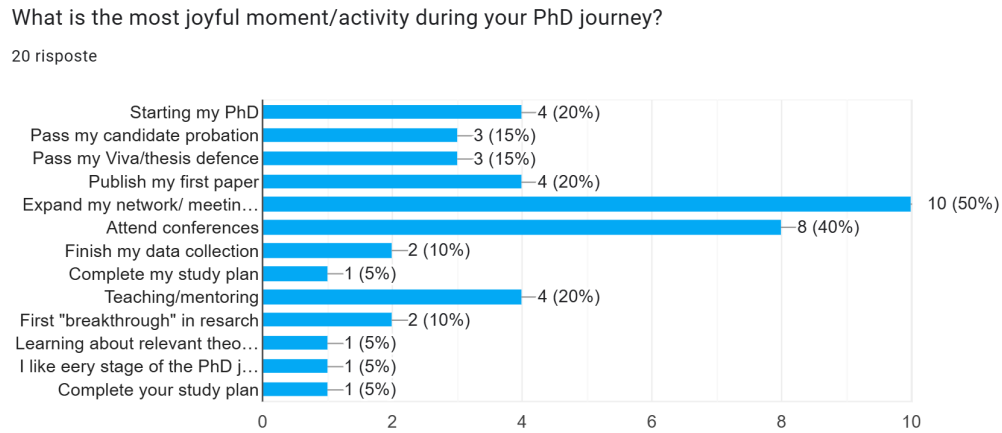


Figure 4. Survey figure. Most joyful moment.

More findings from our survey are coming in the next issue! Keep an eye out — and we'd love your input here: <https://forms.gle/UWgGgPWRizn9rH4F6>

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Opportunities for Collaboration & Calls for Papers/Applications

By Dr. Anna Reggiardo

This column usually lists opportunities for ISTR PhD Seminar alumni to collaborate on journal articles, reports, grant applications, or events. In this issue, we are also introducing a special feature: since the ISTR Publications Committee journals are actively seeking new reviewers, I spoke with Prof. Fredrik O. Andersson, Co-Editor-in-Chief of *VOLUNTAS*, to learn more.

Special Feature: Interview with Prof. Fredrik O. Andersson (*VOLUNTAS*)

Q: What types of reviewers are most needed at the moment? *VOLUNTAS* receives articles related to the nonprofit and voluntary sector and its organizations from scholars all over the world. This means we are always welcoming reviewers that can offer their input and views from a broad range of academic disciplines, methodologies, and topics, and from various geographical perspectives.

What matters the most, however, is that reviewers are (1) committed, meaning you deliver your review in proper time, you look at revisions of paper you review when they are submitted etc., and (2) thorough, meaning you offer a deep and detailed constructive review outlining critiques, concerns, areas for improvement, suggestions etc. Too often we receive brief reviews (just three or four sentences) that provide very little guidance for editors or authors.

Q: How can interested colleagues show their interest? Reviewers are ultimately invited by the Editors of the journal. When we search for reviewers, we try to match, as much as possible, features of the manuscript with the reviewer's expertise. To make this possible, it is extremely important that scholars:

- are registered with the journal (if not, please go to [VOLUNTAS Editorial Manager](#) and click Register Now),
- keep their profile up to date with the correct email address,
- indicate their preferred classifications,
- and enter personal keywords capturing their areas, topics, and methods of expertise.

In addition, colleagues may email any of the Editors-in-Chief directly to say they are interested in serving as reviewers and to suggest the types of topics or areas they would like to review. This information is very useful and increases the likelihood of being invited to review manuscripts aligned with their expertise, interests and experiences.

Q: What benefits and practical tips would you share for early-career researchers interested in reviewing? There are multiple ways to write a strong review, and as with many things you have to practice to become a good reviewer. When I meet with PhD students, I often encourage them to register with the journal and accept review invitations. Some worry they are not ready, but I tell them to reach out to someone on their dissertation committee, their chair, or a mentor who has reviewed before, and work together.

In the end, the purpose of accepted to review is to assess and help to advance the manuscript, provide constructive advice to the author(s), and guidance and recommendations for the Editors, and if it helps to bring in someone your trust and can reflect with to generate such a review it is not a problem. Please note that this is very different from using AI to produce a review, a practice that is not permitted by the journal.

I thank Prof. Andersson for sharing these insights. For early-career researchers, joining the reviewer community of *VOLUNTAS* is not only a way to contribute to the field, but also an excellent opportunity to critically engage with the most recent scholarly work in the third sector.

Regular Calls for Papers & Applications

Call for Papers: ISTR 2026 International Conference Deadline for Submissions: 31 October 2025

The 17th International Conference of the International Society for Third Sector Research (ISTR) will take place in Lisbon, Portugal, at Iscte – Instituto Universitário de Lisboa, from 14 to 17 July 2026. Under the theme *Imagining the Next Generation: Strengthening the Foundations of the Third Sector*, the conference will explore how civil society can navigate political polarization, funding pressures, and technological change, while building bridges between research and practice, across countries, communities, and disciplines.

Submissions from all regions of the world and from a wide range of methodological and disciplinary perspectives are welcome.

More information: <https://www.istr.org/page/ISTR2026> ISTR 2026 Conference

Call for Applications: 9th ISTR International PhD Seminar Deadline for Applications: 31 October 2025

The 9th International PhD Seminar of ISTR will be held in Lisbon, Portugal, at Iscte – Instituto Universitário de Lisboa, from 12 to 14 July 2026, just before the International Conference. The seminar is open to all doctoral students working on third sector and civil society research across different world regions and at any stage of their studies; past participants in ISTR International and Regional PhD Seminars are also welcome to apply.

ISTR covers the cost of accommodation during the seminar and most meals. Doctoral students will engage with senior scholars and peers in intensive discussions of their research, reflect on publication and career strategies, and network within the international ISTR community. The seminar is rigorous yet supportive, offering a unique opportunity to critically engage with peers and faculty from around the world.

More information & to apply: <https://www.istr.org/page/PhDSeminar> ISTR PhD Seminar

Best Paper Award in *Voluntas* 2024 & 2025 Deadline to submit nominations: 15 January 2026

The Best Paper Award in *Voluntas* is given annually to recognize outstanding contributions to the field of third sector studies, with the support of Cambridge University Press. For this cycle, two awards will be presented: one for a paper published in 2024 (Volume 35) and one for a paper published in 2025 (Volume 36).

Authors of eligible papers are invited to nominate their work, and self-nominations are welcome. Best Paper Committees for each year will review the nominations and select the papers that make an original and important contribution to third sector studies. Each winner will receive print copies of books published by Cambridge University Press (up to a value of USD 1,000), and the award will be featured in ISTR publications and social media. Winners will be asked to join ISTR if not already members. Awards will be presented at the 17th ISTR International Conference in Lisbon, Portugal, 14–17 July 2026.

Submit a nomination: <https://www.istr.org/page/VoluntasAward>

2026 Lester M. Salamon Emerging Scholar Dissertation Award Deadline to submit: 15 December 2025

This biennial award recognizes an outstanding PhD dissertation completed or defended between 1 July 2023 and 30 June 2025. Self-nominations are welcome. Dissertations must contribute to the comparative study of civil society organizations, NGOs, philanthropy, voluntarism, and related issues. Submissions from all regions are encouraged; dissertations focused exclusively on the United States are not eligible.

The award carries a prize of USD 1,000 and will be presented at the 17th ISTR International Conference in Lisbon, Portugal, 14–17 July 2026. Dissertations may be submitted in English, French, German, Spanish, or Portuguese. Applications must include:

- letter of acceptance for the degree,
- a summary in English (max. 1,000 words, including references) outlining the subject, research questions, approach, key findings, and contribution,
- one full copy of the dissertation.

For more information: contact Megan Haddock, ISTR Executive Director.

Call for Papers: Special Issue of *Voluntaris* Abstract submission deadline: 15 October 2025

Full paper deadline: 31 March 2026

The open-access journal *Voluntaris – Journal of Voluntary Services and Civic Engagement* invites contributions for a Special Issue published in the context of the United Nations International Year of Volunteers for Sustainable Development (IVY 2026).

Theme: *Volunteering and Sustainable Development – Intersections, Tensions, and Transformations*

The issue will explore the plurality of perspectives on volunteering, sustainability, and development, critically reflecting on their intersections, contributions, and contestations. Contributions on volunteering practices not explicitly framed as “development,” but functioning as drivers of social change, solidarity, or transformation, are also welcome. Scholarly articles, shorter debate pieces, and practice-oriented contributions from all disciplines and sectors will be considered.

Call for Papers: https://bit.ly/IVY2026_CfP_Voluntaris

Call For Teaching Cases on Nonprofit Management Submission deadline: 19 April 2026

Expected publication date: June 2026

GVcasos: Brazilian Journal of Teaching Cases in Administration invites authors to submit teaching cases for a special issue dedicated to the nonprofit sector, focusing on the experiences, dilemmas, and innovations that shape the work of civil society organizations (CSOs), foundations, associations, social movements, and community initiatives in Brazil and other countries.

Cases and teaching notes must be submitted through the journal’s online submission system: <https://periodicos.fgv.br/gvcasos/about/submissions>.

To understand the submission process in English, access: <https://periodicos.fgv.br/gvcasos/libraryFiles/downloadPublic/223>.

Academic Publishing Workshop on Public Management in the Middle East Deadline to submit abstract: 31 October 2025

This workshop takes place 6–7 May 2026 at the American University of Beirut (Lebanon), in connection with the *Re-Imagining Citizenship in the Arab Region Conference 2026*. It is designed for scholars from or working on the Middle East who want to strengthen their ability to publish in international journals in public management, public administration, nonprofit/NGO management, policy, and related fields.

Participants submit an abstract by 31 October 2025; if accepted, they will develop a full draft and receive mentoring and feedback from journal editors and peers during the workshop. The program includes sessions on manuscript preparation, journal selection, peer review strategies, and navigating publication challenges facing regional scholars. A limited number of travel grants will be available, and attendance at the main conference is required to remain eligible for support.

More information & application: <https://asfariinstitute.org/academic-publishing-workshop-on-pub>

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Job Board

By Dr. Shiqi Peng

Assistant Professor/Associate Professor/Professor: Anthropology, Hong Kong University of Science & Technology

The Division of Humanities of the Hong Kong University of Science and Technology (HKUST) invites applications for a substantiation-track position in Anthropology, with an expected starting date of 2 July 2026, or as soon as possible thereafter. We invite applications at all ranks (Assistant Professor/Associate Professor/Professor), though we especially welcome applications at the level of Professor and Associate Professor with substantiation.

Review of applications will start from 1 November 2025 and will continue until the position is filled.
More information: apply.interfolio.com/174839

Post-Doctoral Associate in the Division of Social Science, New York University Abu Dhabi

NYU Abu Dhabi invites applications for a Postdoctoral Associate in the Division of Social Science from individuals who have or will soon receive a PhD in sociology, social psychology, computational social science, computer science, information science, data science, or a closely related field. The appointment will begin 1 September 2026 (subject to final budget approval) and is available for up to three years.

Applications will be reviewed on a rolling basis until the position is filled, with a **preferred deadline** of 15 November 2025.
More information: apply.interfolio.com/173544

Faculty Position: Civil Society Organization Development and Program Management, Azim Premji University

The School of Continuing Education and University Resource Center (SCE-URC) invites applications from experienced practitioners for faculty positions in Civil Society Development, with a focus on organization development and program management.

More information: [azimpremjiuniversity.edu.in/...](https://azimpremjiuniversity.edu.in/)

Junior Research Fellow, The Gradel Institute of Charity, New College Oxford

The College invites applications for a fixed two-year post from 1 September 2026, based at The Gradel Institute of Charity, New College, Oxford. Full-time, based in Oxford at the GIC Offices. The appointee will undertake independent, original research on any aspect of the nonprofit and voluntary sector.

Closing date: 22 November 2025 at 23:59 (UK time).

More information: [istr.org/...](https://istr.org/)

Postdoctoral Fellow, University of São Paulo (EACH-USP, Brazil)

12-month, full-time position for the project “State Capacities for the Implementation of the Regulatory Framework for Civil Society Organizations (Law 13.019/2014),” focused on CSO–state partnerships and collaborative governance. Funded by FAPESP (São Paulo Research Foundation).

Requirements: PhD in Public Administration/Public Policy or related; relevant publications; experience with qualitative and quantitative methods.

Stipend: R\$ 12,570.00/month + 10% research allowance.

Apply by: 25 October (CV + cover letter) to pmendonca@usp.br

News & Announcements

ISTR Signs AACU Call for Constructive Engagement and Wings Joint Call to Action

ISTR has signed two statements:

1. [The Call for Constructive Engagement](#), posted by the American Association of Colleges and Universities, which defends academic freedom, rejects the coercive use of public research funding, and calls for constructive engagement. There are currently 657 signatures from current leaders of colleges, universities, and scholarly societies in the United States.
2. [The Joint Call to Action](#), shared by WINGS, a global network of philanthropy support and development organisations, to express our concern about the deepening humanitarian crisis, the erosion of social justice, climate impact, loss of trust in civil society, and the rule of law resulting from the cuts to humanitarian aid.

New Publishing Agreement for *Voluntas*

We are pleased to announce that ISTR has signed a new publishing agreement for *Voluntas* with [Cambridge University Press \(CUP\)](#), starting in January 2026.

Once the transition to CUP is complete, *Voluntas* will have a new website and all articles published in 2026 and beyond will be open access. ISTR members will continue to have free access to articles published prior to 2026.

After careful analysis and deliberation throughout 2024 and 2025, the partnership with CUP was chosen due to its strong academic reputation, alignment with ISTR's mission, and commitment to equitable access to knowledge. As a nonprofit publisher, CUP offers an attentive and personalized service, with plans to expand Open Access and attract a more diverse global base of authors and readers. By 2027, the journal is expected to fully transition to a Gold Open Access model, with fees waived or covered for authors without funding.

While this change may result in a modest reduction in ISTR annual revenue, we believe the strategic benefits far outweigh the costs: increased visibility for the journal, higher citation rates, and a strengthened international impact for *Voluntas*.

We thank our community of members for their ongoing support and look forward to this new phase, which we believe will further enhance ISTR's role in the production and dissemination of knowledge.

Sincerely,
Patricia Maria E. Mendonca
Chair of the Publication Committee

PhD Student and Early Career Scholars in Third Sector Research: Joys, Challenges & Completion Rates (online)

This survey aims to gather insights from international PhD students and early career scholars on their experiences, including the joys and challenges they face, as well as their completion rates. This information will be invaluable in shaping our understanding and supporting our PhD community more effectively.

Please reply here: <https://forms.gle/jj1TtAwwnqJufNUM6>

Thank you for your time and participation!

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About ISTR

Founded in 1992, the International Society for Third-Sector Research (ISTR) is a major international association promoting research and education in the fields of civil society, philanthropy, and the nonprofit sector. ISTR is an organization committed to building a global community of scholars and interested others dedicated to the creation, discussion, and advancement of knowledge pertaining to the third sector and its impact on human and planetary well-being and development internationally. As an organization, ISTR is recognized and respected for its global vision, its commitment to excellence, its collaborative approach, and the values of diversity and pluralism with which it pursues its mission.

About the ISTR PhD Seminars and Our Alumni Network

ISTR aims to nurture early career third-sector researchers and practitioners through targeted mentorship and investment in their development. We also present the biennial Emerging Scholar Dissertation Award to dissertations contributing to the comparative study of civil society organizations, philanthropy, voluntarism, non-governmental organizations, and related issues. Through the PhD seminars and mentoring program, we support young scholars and practitioners who examine the role and functions of third sector organizations in their countries and communities. We know our efforts will bear fruit in the social, humanitarian, policy, scientific, and cultural spheres. It is our hope that our PhD seminar alumni will continue engaging with the ISTR network, become lifelong members of ISTR, and build the field of third sector studies.

ISTR Regional Networks and Affinity Groups

ISTR African Civil Society Regional Network — Publishes a monthly newsletter, available online.

ISTR Asia Pacific Regional Network — Publishes a monthly newsletter, available online.

ISTR Latin America and the Caribbean Regional Network — Publishes a monthly newsletter, available online.

Middle East and North Africa (MENA) Regional Network

ISTR Europe and Neighbors Regional Network

ISTR Affinity Groups — Critical Perspectives; Decolonized Research; Gender; Law and Regulation; Research Centre Directors; Research for Practice; Research on Volunteering; Social Innovation and Impact; Sustainability; Teaching and Learning — each has a Google group.

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