QPR

QUALITY IN POSTGRADUATE RESEARCH

GRADUATE RESEARCHERS: IDENTITY AND IMPORTANCE

qpr.edu.au

THE UNIVERSITY *of* ADELAIDE

University of South Australia

Flinders University

National Wine Centre of Australia

LEVEL 1
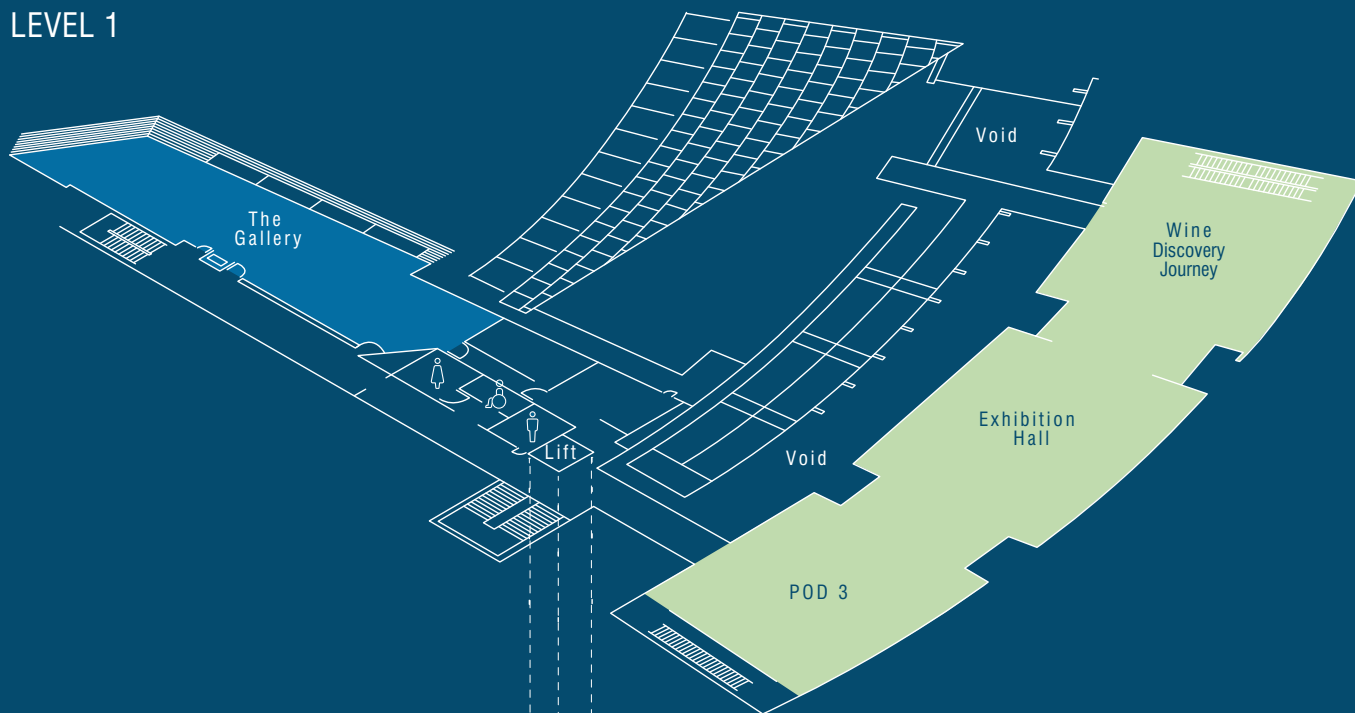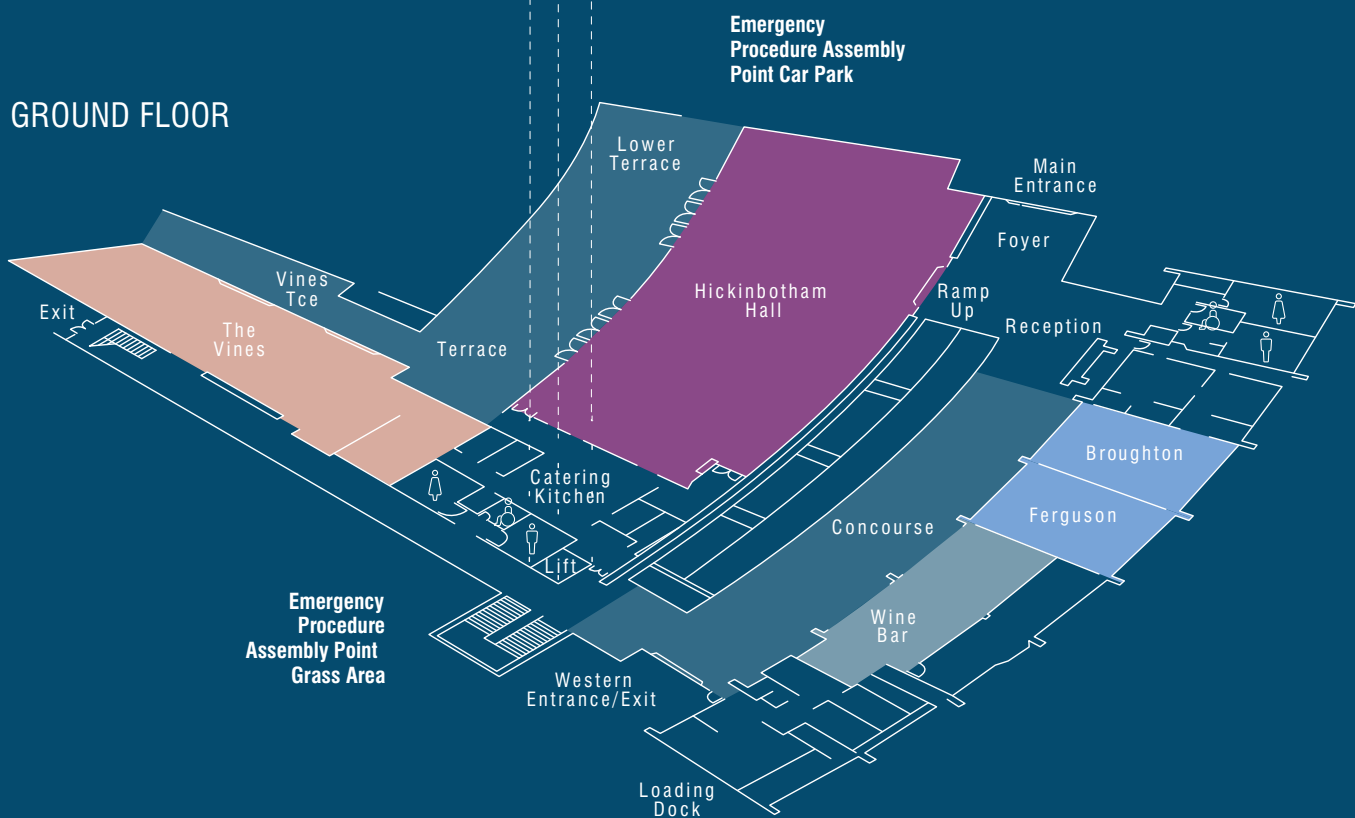
The Gallery

Void

Wine Discovery Journey

Lift

Void

Exhibition Hall

POD 3

GROUND FLOOR

Emergency Procedure Assembly Point Car Park

Lower Terrace

Main Entrance

Vines Tce

Foyer

Exit

The Vines

Terrace

Hickinbotham Hall

Ramp Up

Reception

Catering Kitchen

Broughton

Ferguson

Concourse

Lift

Wine Bar

Emergency Procedure Assembly Point Grass Area

Western Entrance/Exit

Loading Dock

Table of Content

WELCOME TO COUNTRY

We would like to acknowledge the Kaurna people as the custodians of the lands and waters of the Adelaide region, on which we meet. We pay respect to elders both past and present. We acknowledge and respect the Kaurna people's cultural, spiritual, physical and emotional connection with their land, waters and community.

Cliffy 'Tangku Munaitya' Wilson
(Proud Kaurna, Narungga,
Ngarrindjeri, Ngadjuri,
and Arrente Man)

Kuma Kaaru
kumakaaru.com.au

Welcome

WELCOME TO THE QPR CONFERENCE'S 30TH BIRTHDAY PARTY!

Actually, QPR's birthday was about 10 days ago because the first conference was held on 7-8 April 1994. However, like the UK monarch, QPR can have an actual and an official birthday so, welcome to the party!

The 2024 Quality in Postgraduate Research Conference is an auspicious event. It is the 14th time since the conference first ran in 1994. For thirty years, QPR has been bringing representatives of the global doctoral education community together in Adelaide, South Australia to celebrate graduate research education. Together we celebrate graduate research education as we try to find ways of making the experience of graduate research better (both for students and their supervisors) and to explore the ever-changing landscape in which graduate research takes place.

The importance of graduate research across the world becomes more and more clear as time progresses as its contribution to cultural, social and personal wellbeing, to scientific and technical advancements across all areas of STEMM, and to our understanding and enjoyment of the finer things in life continues apace. Our research degree students make a significant yet often under-recognised contribution to all those areas. QPR allows us to celebrate those students, their endeavours and also the many people who contribute in so many ways to their success.

It is appropriate to recall that the 14th Quality in Postgraduate Research conference should have been QPR2020 rather than QPR2024. Then the Coronavirus got in the way! In the intervening years, plans were laid only to be abandoned for, first, QPR2021 (under the mistaken assumption that pandemic would end within 12 months), then QPR2022, before reality set in and planning for QPR2024 got underway.

The organisers of QPR2024 would like to thank our South African colleagues, the organisers of the Stellenbosch University Postgraduate Supervision conference, for their flexibility and support in bringing the two conferences back to the biennial schedule in place before COVID-19 struck.

COVID-19 brought home to the world the importance of knowledge and the value of research in fighting both the disease but also in responding to the socio-cultural issues it surfaced. These included science-denial, an acceleration of conspiracy theories, and a recognition of the importance of both the social dimension to life and also the multiplicity of cultural activities that provide social cohesion. Graduate research students have contributed greatly to all these and their contribution deserves to be recognised and celebrated.

The QPR conference is unique amongst academic conferences because the three South Australian-based Universities organise it through a long-standing relationship with the Australian Council of Graduate Research, the Australasian Research Management Society, and CAPA (the Council of Australian Postgraduate Associations).

This year's conference theme, 'Graduate researchers: identity and importance' reflects the combined focus of all these organisations.

Accordingly, I would like to welcome you to QPR2024 as representatives of this global doctoral education community - research students, supervisors, scholars and researchers into doctoral education, and university policy-makers and managers.

What I had planned to write in the welcome section of the conference handbook in 2020 remains true. During the next three days we will have the chance to share experiences, the results of our research and scholarship, and the innovations through which we seek to improve both our own and others' practice, and also the candidates' experiences of their research degrees, remembering that the motivation of so many of our doctoral candidates is to prove themselves "at the highest levels", (Leonard, Becker & Coate, 2005)

On behalf of the conference Steering and Organising Committees, I am delighted to be able to welcome you to Adelaide and we hope you (the conference is the people who attend it) will enjoy your time here and that your practice, thinking and understanding of what Ernest Rudd and Renata Simpson called in 1975, 'The Highest Education' will be stimulated, challenged and enhanced by your experience at QPR2024.

It is a pleasure to welcome you to the biennial gathering of the QPR community on the occasion of its 30th birthday.

References:

Rudd, E. & Simpson, R., (1975). *The highest education: A study of graduate education in Britain.* Routledge.

Leonard, D., Becker, R. & Coate, K. (2005). *To prove myself at the highest level: The benefits of doctoral study, Higher Education Research* & Development, 24:2, 135-149, DOI: 10.1080/ 07294360500062904

QUALITY IN POSTGRADUATE RESEARCH

QPR Conference | 17-19 APRIL 2024

Graduate researchers:
identity and importance

About the Conference

Held every two years in Adelaide, South Australia, QPR brings together educational researchers, policy makers, university leaders, research students, and research degree supervisors for the purpose of better understanding the processes, practices, pedagogies, and theoretical frameworks of doctoral education.

Globally, doctoral education continues to develop rapidly in terms of size, form, diversity, and ascribed purposes. Alongside these developments, debates continue over its future, forms of delivery, and the nature of the learning and innovation that it facilitates and engenders. These debates involve diverse actors, from individual research students to international bodies such as the OECD and the World Bank.

Since 1994, QPR has brought together from across the world research degree supervisors, postgraduate students, academic developers, university decision makers and administrators, governmental representatives and those who conduct research in postgraduate education and associated areas.

Together we discuss, debate and make sense of this complex and changing area of policy and practice. The biennial QPR conference has become a global focal point for the discussion of all aspects of doctoral education. QPR conferences attract key thinkers in the area of doctoral education from Europe, North America, the United Kingdom, South-East Asia, South Africa, as well as Australasia.

A Short History

1994 TO 2024

Once again we have the great honour and pleasure of welcoming you to Adelaide for the Quality in Postgraduate Research (QPR) conference: Graduate Researchers: Identity and Importance

The QPR conferences are now well established as a meeting place for supervisors, postgraduate students, support staff, policy makers, administrators, members of government agencies and those who research in the area of postgraduate education. The conferences provide an opportunity to debate current policies affecting research education; to exchange views on current research and good practice; and to link staff and student interest groups.

In the beginning: 1994

The first of the eleven (to date) Adelaide 'Quality' conferences held in 1994 was titled Quality in Postgraduate Research: Making it happen. This conference, by its very title, indicated a concern with the, then new to Australia, Quality Audits. At the time there was a sense that universities knew 'where they were going and could make it happen.' The specific aim of the conference was to share good practice, and share we did.

Brave or foolish: 1996

By 1996 much of the confidence had gone out of the title and the conference was asking Quality in Postgraduate Research: Is it happening? This was in direct response to the results of the three quality audits that had been conducted. These results gave pause to think as were indicated by the title of the opening keynote: Lessons from the Quality Review with the final panel session titled Life after the Quality Audit.

What was the new agenda? 1998

Two years later in 1998 life was 'getting serious' as evidenced by the title of the conference Quality in Postgraduate Research: Managing the new agenda. What was the new agenda? To a large extent it was the West Report (Learning for life final report: Review of higher education financing and policy) suggesting in Chapter 6 that the community wanted to get better value from its investment in research training (West 1998).

Could we afford the new agenda? 2000

It could be argued that the 2000 quality conference title Quality in Postgraduate Research: Making ends meet had an almost despondent ring to it in comparison to the upbeat Making it Happen of 1994. There was probably room for despondency as the Australian Government's Green and White papers had been published in the interim.

The Green Paper New knowledge, new opportunities: A discussion paper on higher education research and research training (Kemp 1999) and then the White Paper Knowledge and innovation: A policy statement on research and research training (Kemp 1999) have had a profound influence on the way in which universities provide research education for students, how they monitor that experience, and how they are paid to provide that experience.

Internationalising the agenda: 2002

The earlier conferences had always attracted a wide range of participants and strong participation from outside Australia, and in November 2001 New Zealand higher education instituted its own postgraduate conference. Following participation by a number of South Africans in earlier conferences there emerged in South Africa a biennial conference in the year other than QPR, and there have also been postgraduate conferences in Thailand.

The organisers of the 2002 conference were keen to integrate the perspectives of various participants and the countries they represented, hence the title Quality in Postgraduate Research: Integrating perspectives and so for the first time the conference had two keynote speakers from outside Australasia: the UK and Thailand.

Using our imagination: 2004

The 2004 conference was sub-titled Re-imagining research education in the belief that the time was ripe for reflection and debate on how best to take advantage of the opportunities offered in many countries by new national policy frameworks that impact on supervisory practice and on student experiences and performance. In line with the theme, participants were invited to frame their contributions in terms of creative responses.

Testing the creation of knowledge: 2006

The 2006 conference provided an opportunity for participants to engage in the double-barrelled meaning of the title: Quality in Postgraduate Research: Knowledge creation in testing times.

The 'testing times' referred to the Australian government's move to develop processes to assess the quality of Australian research; e.g. the Research Assessment Exercise (UK) or the Performance Based Research Fund (New Zealand).

Of particular interest to participants of the conference related to the Research Quality Framework that had been proposed for Australia. However, not long before the conference the 'roll-out' of the process had stalled with the appointment of a new Chair of the Expert Advisory panel hence there was a re-think of the issues involved.

The global research environment: 2008

The title of the 2008 conference was Research education in the new global environment and it attracted outstanding local and international speakers and presenters.

The conference was fortunate in that Professor Barbara Evans, formerly of the University of Melbourne, spoke from her experience of being a Dean of Graduate Studies in Canada and Australia regarding doctoral education within the global environment. Barbara also introduced the three guests; from the USA, France and China.

Educating rather than training: 2010

Ten years after the vigorous debate at the 2000 QPR regarding the use of the term 'training' rather than 'education' the title of the 2010 conference was Educating Researchers for the 21st Century. The theme was skilfully addressed by Dr Wilhelm Krull, Secretary General of the Volkswagen Foundation, Germany.

Dr Krull outlined his vision in using research and research funding to provide opportunities for those in the global south.

Narratives of transition: perspectives of research leaders, educators and postgraduates: 2012

The theme for the 2012 conference focused on the multiple transitions that permeate the world of postgraduate research, both nationally and internationally. Higher education throughout the world is undergoing transformations like never before. Universities and staff are undergoing public scrutiny, assessment and reduced funding while challenges to the core purposes of universities are prevalent. Nevertheless, the importance of research and research training remain very much at the forefront of the higher education agenda. Issues to do with quality supervision, research training, timely completions, high quality publications, and increasing knowledge management and production are issues that continue to challenge administrators, academics, policy makers and postgraduate students in the academy. It is of great analytical interest to study and report on how these transitions and transformations are evolving and impacting upon higher education governance, postgraduate research, research development and dissemination, research training, research leadership and academic lifestyle.

Quality: 2014

In 2014, the Quality in Postgraduate Research Conference returned to its roots by having 'Quality' as the central conference theme.

The conference explored different dimensions of quality, including, but not limited to the supervision relationship, in quality systems for managing candidature and in the development of publication skills and timely completions.

The three keynotes highlighted the fact that the doctorate is evolving but, as noted by the UKCGE's Gill Clarke, the purpose of the doctorate remains the same - the development of independent researchers producing high quality research. Both Thomas Jørgensen (EUA) and Joe Luca (Edith Cowan University) noted the need for 'quality cultures' that take cognizance of diversity and suggested good practice frameworks for the development of this culture at national, institution, department, supervisory team and student levels. With over 300 participants, the 11th conference got QPR's third decade off to a flying start.

Society, Economy and Communities: 2016

The theme for 2016 invited our community to consider the big picture for postgraduate research in terms of Society, Economy & Communities: 21st Century Innovation in Doctoral Education. Globally, doctoral education continues to develop rapidly in terms of size, form, diversity and ascribed purposes. Alongside these developments, debates continue over its future, forms of delivery and the nature of the learning and innovation that it facilitates and engenders. These debates involve actors as diverse as individual research students and international bodies such as the OECD and the World Bank.

Our aim was to reflect on the socially contingent nature of doctoral education, including the role of agency in determining the research candidate's experience and also the structural and cultural factors impinging on that experience. In one keynote, Professor James Arvanitakis unpacked the tensions between what is said about doctoral education and what students actually experience.

Professor Helen Marsh, Vice-Chair of the group that produced the Australian Council of Learned Academies' (ACOLA) report on research education, emphasized in her keynote that, in order to achieve relevant 'contextualized' doctoral education for the 21st century, three important components need to be addressed: the person, the nation and the system.

Impact, Engagement, and Doctoral Education: 2018

Our theme in 2018 was engagement in doctoral education and the impact this could have both on those who participate in it and also on the socio-technical environment within which it is delivered. We were very pleased to welcome the Chief Scientist of Australia (Dr Alan Finkel) who delivered a very informative and very entertaining opening plenary address on the importance of doctoral education to culture, innovation, and economic development in contemporary societies.

The focus on impact was taken further in the second plenary delivered jointly by Professor Gina Wisker and Dr Gillian Robinson (both from the UK), in an address co-authored by Professor Leibowitz from South Africa's University of Johannesburg who sadly could not join us in person because of a health issue that sadly took her life later in 2018. This thought-provoking session asked the audience to reflect on the purpose of the knowledge generated, developed, and refined in postgraduate research education, contrasting the sometimes competing purposes in Global North and Global South.

In the third and final plenary, Hugh Keans applied his critical eye to one of the darker impacts of doctoral study, the way in which it can impact on students' mental wellbeing. Drawing on many years of work with research degree candidates, Hugh identified the structural and cultural causes of negative mental wellbeing and left the conference with the strong message that it was the people in the conference room that could make a positive difference to mental wellbeing through heir roles as Deans, supervisors and others working to support graduate researchers.

Success in Doctoral Education: Perspectives on Research Training: 2020

Delegates had left the 2018 conference celebrating a highly enjoyable event and saying to each other that they hoped to meet again at the next conference in Adelaide in April 2020. That conference was due to focus on the large variety of perspectives on research training and had a great program of papers lined up but, as we now all know, in March 2020 the world began to shut down, slowly at first but then in a great rush as the full extent of the COVID-19 pandemic took hold. The conference had to be canceled (we had hoped that it would only be a postponement for a year, but it soon became apparent that face-to-face events were on hold for much more than a matter of months).

The conference was put on hold until 2024 and we hope the wait will have been worthwhile.

THE NATIONAL WINE CENTRE OF AUSTRALIA

With its own on-site vineyard, the National Wine Centre of Australis grows several of the most important red and white varieties used in the Australian Wine Industry.

About the Venue

The National Wine Centre - the venue for QPR 2018 is situated on the edge of Adelaide's stunning Botanic Gardens. The centre combines eye-catching architecture and smooth functionality to create an exciting tourism attraction which showcases the Australian wine industry. Then National Wine Centre was built in the year 2000 as a joint State and Federal Government venture and was officially opened in October 2001. The building has won many awards for the architecture due to the unique use of natural lighting, metal and wood.

From the rammed earth wall to the 150 year old jarrah wood floor boards used in Hickinbotham Hall, the National Wine Centre has the unique and incomparable feel of being in a winery or vineyard. Natural products were used to create the building in the shape and design of an oak barrel.

The National Wine Centre of Australia has planted its own on-site vineyard. Several of the most important red and white varieties used in the Australian Wine Industry are grown in the vineyards, located at the Hackney Road entrance.

Cabernet Sauvignon, Merlot, Pinot Noir, Chardonnay, Semillon and Riesling are featured with pride of place. The greatest number of vines is given to Shiraz, on which Australia has developed a worldwide reputation.

The National Wine Centre contains a flexible function venue able to cater for 10 to 1000 guests. The centre boasts six pillarless function spaces. The complex also features outdoor terrace areas with views of the stunning Botanic Gardens. Guests can complete their National Wine Centre experience by tasting fine Australian wines, or enjoying a meal from the seasonal tapas menu in the Cellar Door.

General Information

REGISTRATION DESK

The registration desk is located in the concourse foyer and will be open on Tuesday 17 April from 8.00am, the conference starting at 8.45 am.

QPR CONFERENCE APP

This year, in our commitment to sustainability, we're excited to announce that QPR has an App!

Connect with fellow attendees and stay in the loop with session times, overviews, speaker bios, maps, social functions + more!

Step 1: Download the Ignite Event Launcher - Open the App Store on your mobile/Smart phone and download Ignite Event Launcher

Step 2: Enter event access code: QPRApril2024

Step 3: Enter your personal login details email / name. Don't forget to allow access to others to help us all connect during the conference.

Step 4: Enjoy!!

For those who like an old school Conference Book, this is still accessible for download on our website qpr.edu.au.

WI-FI

User Name: NWC Guest
Follow the prompts to register (no password).

LUNCH AND REFRESHMENTS

Will be served in Hickinbotham Hall and Terrace.

WINE BAR

Open daily from 8am – 7pm

120 wines available for paid tastings, also cellar door services where wine can be purchased as gifts and shipping can also be arranged at additional charges.

SPECIAL DIETARY REQUIREMENTS

If you have advised the organisers of a special dietary requirement, this information has been forwarded to the venue and food will be labelled according to dietary requests.

MOBILE PHONES AND PAGING DEVICES

Please remember to bring personal chargers. Participants are asked to ensure that all mobile phones are switched off during Conference sessions.

TOILETS

Are located next to Reception on Ground Floor. Additional toilets are located at the western end of the ground Floor and on level 1 next to the lift.

SMOKING

For guests who smoke, there is smoking permitted on the terrace area outside the room. Please use the mounted ashtray next to the large tree past the iron gates facing Botanic Road.

LUGGAGE STORAGE

Located within Hickinbotham Hall at the Eastern End within the bollarded area

EMERGENCY EVACUATION

In the event of an evacuation, designation National Wine Centre staff will act as fire wardens to assist in the movement of all staff, exhibitors and visitors to the designated assembly point.

However the evacuation points are located on the ground floor at the Western End of the building past the WINED bar terrace at the Botanic Gardens end of the building.

CAR PARKING

Exhibitor bump in and loading 2 x 15 minute unloading parks are located at the western end of the venue, access via the driveway on Botanic Road before bus stop 1 and entry via the concourse.

Disabled parking

2 x Disabled parks are located at the western end of the venue, access via the driveway on Botanic Road before bus stop 1 and entry via the concourse.

Guest car parking

Parking is available after the first parking bay off Hackney Road and on Plane Tree Drive in Botanic Park. Parking is Botanic Gardens Pay and Display metered parking with up to ten hours.

First Bay – Hackney Road (1 Minute Walk)

- Limited pay and display parking
- Maximum of 4 hours between 8am - 6pm
- Free parking after 6pm, all day Sunday and Public Holidays

Please Note: A section of the car park is marked 'Reserved Monday-Friday, 8am - 6pm' Please refrain from parking in these bays

Second – Hackney Road, Botanic Park (3 Minute walk)

- Limited pay and display parking
- Maximum of 4 hours between 8am – 6pm
- Monday to Friday $2.60 per hour, Saturday 0.70c per hour
- Free parking after 6pm, all day Sunday and Public Holidays

Plane Tree Drive – Botanic Park (3 Minute walk)

- Pay and Display
- Maximum of 10 hours between 8am - 6pm
- Monday to Friday $2.60 per hour, Saturday 0.70c per hour
- Free parking after 6pm, all day Sunday and Public Holidays

Rundle Road (7 - 9 Minute walk)

- Pay and Display, Adelaide City Council
- Maximum of 4 hours between 8am – 6pm
- Monday to Friday $15.60 for 4 hours maximum
- Saturday and Sunday $2.00 flat fee
- Free parking after 6pm

TRANSPORT

Public transport

The city Tram line drops off near the Botanic Gardens entrance only a few minutes from the venue Adelaide Metro Infoline Bus, Train & Tram Timetables

adelaidemetro.com.au

Taxis

Should you require to book a taxi, there is a taxi phone located at the Reception Desk on the ground floor near the Main Entrance.These are linked directly to Suburban Taxis Pick up is from the base of the ramp on Hackney Road.

MAKE THE MOST OF YOUR TIME IN ADELAIDE

We hope you find time to enjoy your stay in Adelaide and visit some of the wonderful things our city has to offer. From a vibrant city centre, it is only a short trip to beautiful beaches and world famous wineries.

About Adelaide

City Centre

Physically gifted with luxuriously wide boulevards, great swathes of parks and gardens, enormous skies and wide-open spaces, Adelaide is also a city of contrasts. Elegant sandstone architecture stands opposite edgy bohemian laneways and alleys. Highly awarded fine dining restaurants exist alongside pop up bars and food trucks. Sophisticated cultural events run in unison with the delightful madness of performing arts and music festivals.

Rundle Street is the heart beat of Adelaide's ever popular cosmopolitan East End District. It's located between Frome Street and East Terrace. It has a vibrant social scene that fills the cafes and bars dotted amongst (or in) historic buildings.

Discover cutting-edge fashion stores and leading designer labels, funky gifts, home wares, jewellery and accessories. The quality, variety and mix of fashion and specialty retail are second to none.

Be tantalised all year round by some of Adelaide's best known cafes, restaurants and wine bars. Enjoy alfresco dining and the vibrancy that makes this street one of Adelaide's favourites.

Enjoy pubs and hotels, some of the oldest and grandest in Adelaide and catch a flick at one of the famous Palace Nova Cinemas, featuring art house, foreign and main stream films.

Take a detour down the wonderful laneways off Rundle Street, such as Ebenezer Place and Vardon Avenue. Discover some of Adelaide's grooviest fashion stores and other quirky shops.

Wineries

Adelaide is home to several world famous wine regions, including the Adelaide Hills, the Barossa, Clare Valley, and Coonawarra. The countryside is littered with wineries and their cellar doors, offering a broad selection of wines and dining.

Beaches

One of our favourite things about Adelaide's metropolitan beaches is the fact that they're so accessible. Feeling drained after a day at work? Jump in the car, chuck on your swimmers and within the hour you can be sprawled on a towel in the sun at Semaphore or perfecting your freestyle at Moana. With so many options so close to the city, it's easy to be overwhelmed.

But fear not. Here are our top beaches in Adelaide.

Glenelg

Brighton

Henley

Grange

Semaphore

Port Noarlunga

Christies Beach

Moana

Hallet Cove

Conference Sponsors

Primary Sponsors

UniSA

The University of South Australia is Australia's University of Enterprise on the global stage, agile and astute, known for relevance, equity and excellence. UniSA educate and prepare global learners from all backgrounds, instilling professional skills and knowledge, and capacity and drive for lifelong learning. They operate through a partnered, end-user informed culture of teaching and research with a commitment to outstanding service, continuous improvement and sustainability.

Adelaide University

The University of Adelaide pursue meaningful change as they celebrate their proud history: applying proven values in the pursuit of contemporary educational and research excellence; meeting local and global community's evolving needs and challenges; and striving to prepare graduates for their aspirations and the needs of the future workforce.

Flinders University

Flinders University vision is to be internationally recognised as a world leader in research, an innovator in contemporary education, and the source of Australia's most enterprising graduates.

Gold Sponsor

Epigeum

Epigeum is the leading provider of exceptional online courses designed to help universities and colleges transform their core activities – in research, studying, and support and wellbeing. epigeum.com

Stall Sponsors

Emerald Publishing

Emerald Publishing are a mission led social science research that tackles key societal challenges aligned with the UN SDGs
In doing so we work with academics who collaborate across disciplines & countries, and with industry and government, to publish research that influences thinking, changes policies, and positively makes a difference to lives beyond the walls of academia.

emeraldgrouppublishing.com

Engine Room Solutions

Engine Room Solutions (ERS) is a young, vibrant company bringing energy and innovation to problem solving through its publication, research and emergency management divisions. We are about doing things exceptionally well while at the same time finding solutions to deliver results swiftly and effectively. Our mission at ERS is to accelerate excellence and drive reform to proactively facilitate significant benefits for our clients and other stakeholders.

engineroomsolutions.com.au

Inkpath

Widen access to opportunity, raise aspirations, and encourage the development of your students, staff and members with Inkpath's professional development platform. And make life easier with beautiful, modern software that just works!

inkpath.co.uk

The Wee Consultancy

The Wee Consultancy is a boutique business created to help universities achieve excellence and impact in researcher development.

theweeconsultancy.com.au

Special Thanks

2024 marks the 30th anniversary of the QPR conference. Way back in 1994, a small group of innovative, forward-thinking scholars realised that research education was going to be the next big thing in higher education research.

Those early adopters took as their theme "Making it Happen" and brought together 15 papers by local presenters.

Some of those original presenters have continued to build doctoral education into the major field it has now become and lots have been regular speakers at QPR for many years. One in particular, Dr Margaret Kiley, has contributed tirelessly to the development of research education by initiating major projects, mentoring new scholars, co-authoring with international collaborators, and gently but firmly pushing our thinking into all the complex corners of graduate research. Margaret's presence at every single QPR conference has benefited us all.

This anniversary is also an opportunity to celebrate the enormous contribution by Professor Alistair McCulloch who has convened QPR since 2012, stepping into the breach when suddenly required and never looking back. His scholarly intellect guides our focus towards the important questions facing graduate research education in the dynamic world of today's academia.

Welcome back, everyone – and special thanks to Alistair and Margaret for creating this vibrant, inclusive community for us all!

Organising Committee

Professor Alistair McCulloch
(University of South Australia
and Conference Convenor)

Associate Professor Tania Crotti
(University of Adelaide)

Dr Cally Guerin
(Australian National University)

Dr Dani Milos
(Flinders University)

Prof Michelle Picard
(Flinders University)

Ms Lea McBride
(Conference Coordinator
[Event Styling & Planning])

Steering Committee

Professor Alistair McCulloch
(University of South Australia and
Conference Convenor)

Professor Timothy Cavagnaro
(Flinders University from
3 July 2023)

Professor Di Chamberlain
(Flinders University until
30 June 2023)

Dr Dani Milos
(Flinders University)

Professor Sandra Orgeig
(University of South Australia)

Mr Errol Phuah
(President of Council of Australian
Postgraduate Associations [CAPA])

Professor Carolin Plewa
(University of Adelaide)

Tracy Sullivan
(Executive Director of the Australian
Council of Graduate Research
[ACGR])

Dr Kate Swanson
(University of Queensland and
Secretary of the Australasian
Research Management Society
[ARMS]

Professor Imelda Whelehan
(University of West Australia and
President of the Australian Council
of Graduate Research [ACGR])

Ms Lea McBride
(Conference Coordinator [Any
Excuse…Event Styling & Planning])

National
Wine Centre of
Australia

THE UNIVERSITY
of ADELAIDE

ANY EXCUSE...
EVENT STYLING & PLANNING
·SPECIAL OCCASSIONS · CORPORATE
·CONFERENCES

AGF
Andrew G. Farrer

SCENE
CHANGE
EVENT TECHNOLOGY

ALPHA
STATE

THE SOCIAL
SIDE OF QPR

**It's with great pleasure that we welcome
you back to QPR in beautiful Adelaide
to feast on incredible local produce
and award winning Australian wines.**

Social Events

WEDNESDAY 17TH

When: 6:00pm onwards

Where: Hickinbotham Hall & Terrace, National wine Centre

Bookings: Eventbrite booking or contact QPR staff at admin@qpr.edu.au

Join us for a taste of some of the best food & wine South Australia has to offer. We will be combining the usual welcome drinks and light dinner in one fabulous evening held in the beautiful surroundings of the National Wine Centre to bring you an unusual twist on our festival state.

There will be drinks, food & entertainment while you get to know your fellow delegates. At only $40 per person, this event is a fun relaxed dinner environment giving you a night to remember!

THURSDAY 18TH

When: 6:00pm onwards

Where: Adelaide CBD - Adelaide

Bookings: Delegates to contact venues personally Adelaide is renowned for its food & wine scene creating a perfect way to spend time with fellow delegates in our beautiful city.

There are a number of wonderful locations within 15min walking distance of the National Wine Centre, ranging from wine bars, through comedy clubs and some of Australia's most unique dining experiences.

Head to Rundle Street and take a walk around a huge range of mouthwatering options.

Africola

Golden Boy (Thai)

Society

Daughter In Law

Nola

The Howling Owl

Staazi & Co.

Mothervine

Mr Goodbar

The Exeter Hotel

The Austral

Lemongrass (Thai)

San Churo

Eros Kafe (Greek)

Brklyn

Artists

South Australia has a reputation for being the Festival State and we bring you a selection of some of our finest musicians for a night under the stars.

ADELAIDE STRING DUO

Jacqui and Brenton Edgecombe are the Adelaide String Duo, partners in music and in life. They have been performing together since 1997 having met as fellow members of the Adelaide Symphony Orchestra. Their unique violin and cello duo performs music across a wide range of genres, from classical to folk to hard rock!

Jacqui and Brenton have lived in Sydney and Melbourne, performing internationally in theatres, clubs and on cruise ships with their multi-MO-Award winning musical variety act String Fever. Since 2017 they have been happy to call Adelaide home again and are enjoying the musical life of their beautiful native city.


CAL WILLIAMS JR

Multi-award winning Blues singer/songwriter and long time animal lover, Cal Williams Jr, combines the gentle fingerpicking of British Folk with the raw intensity of Delta Slide Blues to create a sound that is both intricate and powerful.

"Cal Williams Jr's guitar work is impeccable under his gorgeous voice. A marvellous quilt of tones and textures from this masterful player."
- Blues Blast Magazine, USA

Epigeum
A Sage Resource

Research Programmes
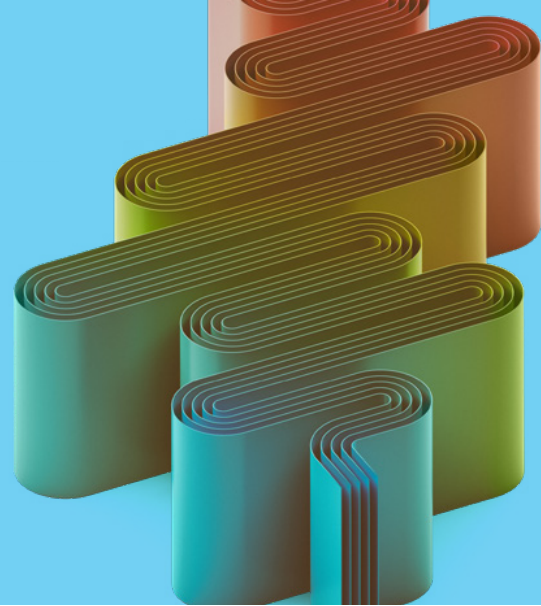
The Epigeum Research Programmes support academics throughout all stages of their career, and are flexible enough to fit around a researcher's busy schedule. Programme materials are developed to reflect key issues in research practice, build vital knowledge and skills, and encourage researchers to reflect on their own practices and opportunities for further development.

Research Skills Toolkit

The **Research Skills Toolkit** integrates interactive learning, enhanced user experience, and an up-to-date coverage of key research skills and contemporary research challenges.

Aimed at masters and doctoral researchers, as well as early career researchers, programmes can be taken independently or combined with other toolkit courses – enabling the toolkit to meet the needs of your institution.

Research Impact: Creating Meaning and Value

Research Impact: Creating Meaning and Value teaches the fundamentals of research impact – what it is and how it can be embedded into every step of the research journey – to help support universities in embedding a broader culture of research impact.

Activities are designed so that researchers can choose their own path through the content, whether that's related to specific disciplines or national contexts.

Contact us

Get in touch with our academic partnerships team today to find out more about the courses we have available and how they can work together as a bundle to meet your institution's needs.

www.epigeum.com

KEYNOTE SPEAKERS

In the spirit of innovation integral to graduate research, in addition to a traditional keynote address, QPR2024 delegates will hear from two plenary roundtables.

Between them, our plenary speakers will reflect on central issues including doctoral education and epistemic justice, metaphors and doctoral identity, and building collaborative research cultures across society, institutions and industry. Taken together, our speakers will help set the agenda for three days of in-depth discussion on all-things doctoral.

Keynote Speakers

PLENARY ROUNDTABLE

The changing identity of the doctoral researcher

Doctoral education as a site of potential epistemic justice in Australia, Aotearoa New Zealand and South Africa: foregrounding Indigenous and transcultural knowledges and identities

Professor Catherine Manathunga (Chair) is an Irish-Australian historian with a transcultural family whose research interests on doctoral education and academic identities bring together the history, education and cultural studies disciplines. Catherine is Professor of Education Research, Associate Dean Research in the UniSC's School of Education and Tertiary Access, Co-Director of the Indigenous and Transcultural Research Centre and Chair of cADRE (Australian Council of Deans of Education).

Professor Maria Raciti (Kalkadoon-Thaniquith/Bwgcolman) is a social marketer who is passionate about social justice. Maria is co-director of the Indigenous and Transcultural Research Centre, co-leader of the education and economies theme in the Australian Research Council Centre of Excellence for Indigenous Futures, a member of the executive of the Australian Association of Social Marketing.

A/Prof. Kathryn Gilbey is an Alyawarre woman and an education researcher who specialises in First Nations knowledges, inclusive education and critical race theories. She is the Director of Graduate Studies at Batchelor Institute in the Northern Territory.

Associate Professor (Aunty) Sue Stanton is an Elder Executive Advisor in Academic and Cultural Leadership at Batchelor Institute of Indigenous Tertiary Education, Northern Territory and a Kungarakan Traditional Owner-Custodian.

Keynote Speakers

Uncle John Whop is a PhD candidate at Batchelor Institute and recipient of the ARC Batchelor Institute Jeanie Bell PhD Scholarship. He is a respected Torres Strait Islander Elder from the Gumulgal people of Mabuiag in the cultural precinct of Wagedogam (Wag-ged-dogam) and Malulgal (People of the sea).

A/Prof. Hinekura Smith is a Mâori woman (Te Rarawa, Ngâpuhi) and Associate Professor and Director of Ngâ Wai a Te Tûi Mâori and Indigenous Research Centre at Unitec, Te Pûkenga. She is also Ngâ Pae o te Mâramatanga's Emerging Researchers' Leader, providing further national leadership and coordination of MAI Te Kupenga and developing and nurturing initiatives that contribute to the outcomes and objectives of NPM's Capability and Capacity Strategy. Her research is grounded in kaupapa Mâori theory, and includes the reclamation and revitalisation of Mâori language, culture and identity - particularly for Mâori women and children as well as the development of qualitative Kaupapa Mâori and art-based methodologies.

Dr Jing Qi is a Mongolian-Chinese woman, working in Australia as a Senior Lecturer in the School of Global Studies at RMIT. Dr Jing Qi's interdisciplinary research orientation is broadly concerned with internationalisation of education. Jing draws together research experience in multilingual, sociological, cultural and technological studies to bring an innovative perspective to educational research.

Jiao Tuxworth (Mengjiao Wang) is a PhD candidate at University of the Sunshine Coast and recipient of the Jeanie Bell USC PhD Scholarship. She is a Chinese music teacher and scholar working in Australia.

Prof. Shireen Motala is an Indian-South African woman who is currently the SARChI (South African Research Chair in Teaching and Learning) Chair, University of Johannesburg (UJ) and a professor in the Faculty of Education. Her research interests and areas of expertise include: Equity and social justice; Teaching and learning in higher education; Schooling; Access to Higher Education; Education – Finance; Education policy; Postgraduate education.

Dr Beatrice Akala is a Kenyan woman and lecturer, University of the Witwatersrand, Wits school of Education (WSoE) in the Curriculum and Social Studies Division. Dr Akala has served as a Research Associate, and a Post-Doctoral Research Fellow (PDRF) in the education and curriculum studies department University of Johannesburg (PDRF).

Dr Halima Namakula is a Ugandan woman and postdoctoral research fellow attached to the SARCHi Teaching and Learning at the University of Johannesburg. She holds a BA/Ed from Makerere University Uganda, a B.Ed. (Hons), and an M. Ed from Rhodes University, as well as a Ph.D. in Education from the University of the Witwatersrand. Dr. Namakula's research interests cover academic literacy development, access and success to higher education, Gender and Education, ICT in Education, early childhood development, and teacher development.

Associate Professor Moyra Keane is a white South African woman and Research Associate at the University of Johannesburg. She works in Academic Staff Development at various universities. Her research interests include Decolonisation, the Scholarship of Teaching and Learning, Indigenous Knowledge and Supervision.

Presentation 01

📅 Wednesday, 17 April
9:30am

🏛 Hickinbotham Hall

🧑‍🏫 Plenary

The changing identity of the doctoral researcher

Doctoral education as a site of potential epistemic justice in Australia, Aotearoa New Zealand and South Africa: foregrounding Indigenous and transcultural knowledges and identities

Prof. Catherine Manathunga (Chair) University of the Sunshine Coast Australia, **Dr Jing Qi** RMIT, **Prof. Maria Raciti** University of the Sunshine Coast, A/**Prof. Kathryn Gilbey** Batchelor Institute, **Jiao Tuxworth** University of the Sunshine Coast, **Uncle John Whop** Batchelor Institute, **Prof. Shireen Motala** University of Johannesburg, **Dr Beatrice Akala** University of Johannesburg, **Dr Halima Namakula** University of Johannesburg

Doctoral education is a critical site for the creation of new knowledge. Recently, more systematic attempts to support the success of Australian First Nations doctoral candidates have been introduced. An increasing number of Australian transcultural migrant and culturally diverse candidates have been completing their doctorates and international candidates are slowly [re]commencing their doctoral journeys. In South Africa, doctoral education has gone through phases of transformation policy interpretation and implementation post 1994, reiterated calls for decolonization and the recent innovations in programme design and delivery. South African doctoral pedagogy needs to include a consideration of an African worldview and context in the research design and in the development of the doctoral candidate. Without expanding the range of 'ways of knowing', we risk missing a key opportunity to decolonise and transform knowledge creation and creators at this highest level of education qualification (Fataar, 2018).

This Round Table discussion considers how doctoral education has the potential to become a key site for epistemic justice and the full inclusion, appreciation and extension of Indigenous and transcultural knowledges and identities (Santos, 2018). Bringing together presenters from Australia and South Africa, this Round Table applies the Australian First Nations epistemic principles of agency on Country, the power of stories and iterative, intergenerational and intercultural knowledge creation to doctoral education. This transnational team of Indigenous, African, transcultural and non-Indigenous researchers and doctoral candidates has been drawing upon post/decolonial theories about epistemic justice and First Nations Australian theories about Indigenous knowledges global decolonisation praxis frameworks (Williams et al., 2018) to foreground paradigms, voice, truth and place in doctoral education.

In this Round Table discussion, these researchers explore how we might create spaces within doctoral education and thesis creation for the histories, geographies, languages and cultural knowledges of First Nations and transcultural communities. We outline how we have used the twin methodologies of life histories and time mapping to privilege the voices, truths and spatial and metaphorical locations of First Nations, African and transcultural doctoral candidates and their supervisors. We demonstrate how First Nations knowledge approaches have the potential to transform doctoral education policy and practice.

We then open up the discussion to the audience to engage in in-depth, considered debate about the most effective strategies that could be used to transform doctoral education into a space of epistemic justice where the the voices and truths of First Nations and transcultural doctoral candidates can be heard and learnt from.

References

Fataar, A. (2018). Editorial: *Decolonising Education in South Africa: Perspectives and Debates.* Educational Research for Social Change, 7 (2): vi-ix.

Santos, B. de Sousa (2018). *The end of the cognitive empire: the coming of age of epistemologies of the south.* Durham: Duke University Press.

Williams, L.; Bunda, T.; Claxton, N. and MacKinnon, I. (2018). *A global de-colonial praxis of sustainability – undoing epistemic violences between Indigenous peoples and those no longer Indigenous to Place.* The Australian Journal of Indigenous Education, 47(1), 41-53.

Keynote Speakers

PAT THOMSON

PSM PhD FAcSS FRSA Professor of Education

School of Education, Dearing Building, Jubilee Campus, Wollaton Road, Nottingham, NG8 1BB

Pat Thomson PhD PSM FAcSS FRSA now works part time as Professor of Education at University of Nottingham, UK and at University of South Australia. She is a former school principal and senior public servant whose research covers three areas: (1) academic writing and research methods, (2) arts and creative education practices in schools and communities, and (3) leading school change.

Her academic writing and research blog patter (patthomson.net) is widely used by doctoral researchers and supervisors. Her most recent book is Refining your academic writing: Strategies for reading, revising and rewriting (Routledge 2023), one of the Insiders Guides to Success in Academic book series which she edits with Dr Helen Kara.

RESEARCHING ARTS IN PRIMARY SCHOOLS

The RAPS Project
artsprimary.com

SUSTAINABLE SCHOOL LEADERSHIP (ESRC)

with Toby Greany and Tom Perry.

PATTER blog: patthomson.net;
X @ThomsonPat;
ThomsonPat@mastodonsocial.uk;

Insta and meta: patricia.thomson;
Linked in: Pat Thomson

Rapid Evidence Review
of the benefits of Art Craft
and Design education.

Latest books:
Refining Your Academic Writing.
Strategies For Reading, Revising
And Rewriting Routledge
Schools And Cultural Citizenship.
Arts Education For Life
With Chris Hall, Routledge
All books: http://www.amazon.
co.uk/Pat-Thomson/e/B001IXNYV0

Thursday, 18 April
9:00am

Hickinbotham Hall

Plenary

Troubling metaphors and doctoral identity/ies. Alternatively - Heaven knows I'm miserable now.

Professor Pat Thomson University of Nottingham, UK and University of South Australia

I've been worrying about the preponderance of a certain kind of doctoral gallows humour. You know the sort, the timeline where the candidate starts off gleaming with health and beaming in delight and ends up an overweight dishevelled wreck. Or the exhausted cat who has managed to write one line of their thesis in an entire day. Or the list of questions never to ask a postgraduate researcher, like "How is your PhD going?"

Doctoral memes also often feature the Scylla of managing the indifferent or toxic supervisor, and Charybdis of getting the thesis written. I'm sure you've seen these. Social media has numerous, generally anonymous, accounts spread over multiple platforms which proliferate these kinds of images and metaphors. But should they be a cause for concern? After all, it's just humour, albeit somewhat dark.

Drawing on an opportunistic sample of social media doctoral images, I propose that there are reasons to be uneasy, as well as reasons to be cheerful about a doctoral self necessarily engaged in self-imposed neglect and/or ritualised scholarly masochism.

Getting past our/my supervisory discomfort with being portrayed as self-serving, callous and indifferent, I suggest three consequences of note:

(1) miserabilist PhD metaphors point to issues supervisors do need to attend to, for example academic writing and doctoral well-being. We should pay careful attention to the partial truths embedded in negative metaphors, even if the memes give us little guidance about what to do;

(2) we know little about how the effects of such humour – does it put off potential candidates? Does it act as a form of support?; and

(3) institutions are not off the hook, as the "humour" illustrates postgraduate cultures situated within academic work practices and relations that do need to be both resisted and changed.

Keynote Speakers

JAMES ARVANITAKIS

Ph.D.

Director, Forrest Research Foundation

Professor James Arvanitakis (Ph.D.) is the Director of the Forrest Research Foundation and recipient of various awards including the Prime Minister's University Teacher of the Year, Australia India Council Eminent Researcher and received an Excellence in Education Award by the Australian Financial Review for his work at Western Sydney University where he remains an adjunct at the Institute for Culture and Society. A Fulbright alumnus, he is the inaugural Patron of Diversity Arts Australia.

Presentation 119

The PhD in a changing environment

Hunting in packs: Building collaborative research cultures across universities, government, and industry.

James Arvanitakis (Chair) Forrest Research Foundation, **Mingxin Ye** UWA, **Aidan Archer** UWA, **Georgia Khinsoe** Curtin, **Anna Faber** UWA, **Nicole Feast** UWA, **Rachel Newsome** Murdoch, **Brett Robertson** AIRO

The journey of the contemporary PhD candidate has never been more uncertain and challenging. Today, candidates are expected to publish, engage with the community and industry, build science communication skills, and complete their PhD within three years on a stipend below the 'poverty line.' As they strive to meet tight deadlines, they are asked to participate in a variety of programs including 3MT and FameLab.

The candidates traverse an environment where they are expected to become 'superstars' within months of their journey: completing milestones, teaching, and looking for an internship to meet federal government incentives. All this while creating more than 50% of Australia's research output.

A study published[1] before Covid that sampled 3,500 PhD candidates in Belgium found one in two experienced psychological distress during their PhD. More than 30% were at risk of developing a psychiatric disorder. An analysis that combined the results of 16 previous studies involving 23,500 PhD students iestimated that 24% of all PhD students had "clinically significant signs of depression."[2]

Critically, the prevalence of psychological distress was much higher in PhD candidates compared to other highly educated individuals and higher education students. This was driven by high performance demands, low job control, laissez-faire leadership style and, increasingly, a lack of positive career prospects.

How can we turn this around?

One example of a different approach is the Forrest Research Foundation. The Foundation was established by Andrew and Nicola Forrest with a $130 million donation aiming at attracting and retaining the best emerging researchers in the world. The goal is to have a steady state of 60 scholars from across the five Western-Australian universities.

Important, there is no pre-determined theme except excellence and engagement.

Over the last twelve months the Foundation has established a unique 'researcher journey' and focused on building a supportive culture. The journey includes an entrepreneurial mindset bootcamp, various professional development programs, relationships with the learned academies and ongoing links with the alumni.

A key theme of this journey is that the Foundation is more than about the individual or their research, but the networks we form and the collaborations that follow. In this way, we work to 'hunt in packs' – celebrating, supporting and working together.

While difficult to replicate, this model provides insights into the way we could shape the future of the PhD journey – one that emphasises support and breaks the false narrative of the lone, superstar researcher.

This panel, led by PhD candidates, will include industry partners and discusses the ingredients of success, and the lessons that can be learnt and possibly duplicated in other settings.

References:

[1] Levecque, K., Anseel, F., De Beuckelaer, A., Van der Heyden, J., & Gisle, L. (2017). *Work organization and mental health problems in PhD students*. Research policy, 46(4), 868-879. doi.org/10.1016/j.respol.2017.02.008

[2] Satinsky, E. N., Kimura, T., Kiang, M. V., Abebe, R., Cunningham, S., Lee, H., ... & Tsai, A. C. (2021). *Systematic review and meta-analysis of depression, anxiety, and suicidal ideation among Ph.D. students*. Scientific Reports, 11(1), 14370. doi.org/10.1038/s41598-021-93687-7

DAY ONE PROGRAM

Wednesday, 17 April 2024

Conference Program - Day 1

08:45 - 09:30	**OPENING, HOUSEKEEPING, AND WELCOME TO COUNTRY**

Professor Alistair McCulloch **(Conference Convenor). Welcome to Country:** *Cliffy 'Tangku Munaitya' Wilson*.
Welcome: *Professor Michael Goodsite* **(Acting Deputy Vice Chancellor - Research, University of Adelaide)**

PLENARY	HICKINBOTHAM HALL

09:30 - 10:30	**01**	*Manathunga, Qi, Gilbey, Tuxworth, Whop, Motala, Akala, Namakula* **Doctoral education as a site of potential epistemic justice in Australia, Aotearoa New Zealand, and South Africa: foregrounding Indigenous**

10:30 - 11:00	**REFRESHMENT BREAK**	HICKINBOTHAM HALL AND TERRACE

11:00 - 11:55	**CONCURRENT SESSIONS**

STREAM 1 HICKINBOTHAM HALL	**STREAM 2** THE VINES	**STREAM 3** EXHIBITION HALL	**STREAM 4** THE GALLERY	**STREAM 5** BROUGHTON & FERGUSON
Round Table	Assessment	Careers and Impact	The idea of the PhD	Doctoral Journeys
02 *Fisher, Rotumah, and Tujague* **Decolonising the PhD: cross-cultural collaborations that respect Aboriginal voice**	**03** *Stracke, Burke, and Holbrook* **Exploring discursive constructions of failure in thesis examination: learning opportunities for candidates and supervisors**	**06** *Pitt, Camplejohn, and Cavu* **It's about more than just CVs: The role of HDR career development specialists**	**08** *Palmer* **Finding the 'Ph' in the PhD**	**11** *Chundhur, Iyer, and Govender* **Navigating Diversity: A Narrative Inquiry into the Lived Experiences of Emerging Career Researchers (ECRs) in a South African University**
	04 *Spronken-Smith, Fa, Highman, Kiley, Moss-Gibbons, Taylor, Waghorne, and Wisker* **Focusing on what's really important: Examiner experiences of the viva in doctoral examinations**	**07** *Zeleke, Stephens, Gesesew, Merdekios, and Ziersch* **An underutilized method to refine and validate recommendations from Higher Degree by Research (HDR) study findings: implications for meeting local needs**	**09** *Culbertson* **Articulating the worries: remarks on the thought that it might be time to put the 'Ph' back into the PhD**	**12** *Adebowale* **Exploring New Horizons: A First-Year PhD Student's Journey from Africa to Australia for Space Research**
	05 *Bahula, and Brennan* **Implementation of oral examinations for Higher Degree Research Students at the University of Queensland and UNSW Sydney**		**10** *Edmondston* **Reporting of researcher development activities in doctoral theses**	

11:55 - 12:00	**INTER-SESSION BREAK**

Conference Program - Day 1

Wednesday, 17 April
12:00pm - 2:00pm

12:00 - 13:00	CONCURRENT SESSIONS			
STREAM 1 HICKINBOTHAM HALL	**STREAM 2** THE VINES	**STREAM 3** EXHIBITION HALL	**STREAM 4** THE GALLERY	**STREAM 5** BROUGHTON & FERGUSON
Indigenous Research	Supervision	Industry Engagement	Roundtable	Doctoral Journeys
13 *McDowall* **Preparing Higher Degree by Research students to research Indigenous topics: A view from the North**	**14** *Yee* **Towards a model of supervision to enhance quality of experience of part-time doctoral students**	**17** *Tenriwaru, Yamin, Agus, Abdullah, and AR.Pelu* **Is PhD research important for industry, community, and public sectors in the real world? A Comprehensive Study from the Perspectives of PhD Students and Stakeholders in Indonesia**	**19** *Aitchison, Carter, Guerin, Lum, Mowbray, and Bendrups, Lubansky* **Researcher education: precarity, friendship, and a typography of practice**	**20** *Villanueva, and Eacersall* **The role of significant others in the doctoral student's identity trajectory**
	15 *Stracke and Kumar* **Unlocking doctoral success: Using a research-informed tool for dialogic feedback in doctoral supervision**	**18** *Strutt* **How to create a successful industry-engaged PhD program: a rapid literature review + learnings from the Australian Graduate School of Engineering**		**21** *Lehto* **Study buddies: a qualitative study by three doctoral researchers as they explore the construction of their doctoral identity through Collaborative Autoethnography**
	16 *Mbombi, Jame, and Esmarald* **Model for preparing post-grad nursing researchers and novice supervisors for joint research in academia**			**22** *Bartlett* **'So, you're here to help yourself, not me': A reflection on the transition from nurse to doctoral researcher**
13:00 - 14:00	**LUNCH**	HICKINBOTHAM HALL AND TERRACE		
13:15 - 13:55	**BOOK LAUNCH - MARGARET ROBERT**	THE VINES		

Conference Program - Day 1

14:00 - 14:55	CONCURRENT SESSIONS			
STREAM 1 HICKINBOTHAM HALL	**STREAM 2** THE VINES	**STREAM 3** EXHIBITION HALL	**STREAM 4** THE GALLERY	**STREAM 5** BROUGHTON & FERGUSON
Roundtable	Industry Engagement	Skills	The Graduate Researcher Voice	Work-Integrated Learning
23 *Chang, Lemon, and Cabraal* **Belonging and doctoral candidates living with intersectional disability and neurodiversity: Seeding new possibilities**	**25** *Smyth* **What is a National Industry PhD anyway? Challenges of integrating a new government program into a complex and increasingly crowded HDR industry environment**	**27** *Massyn* **Exploring academic coaching in PhD programmes**	**30** *Bailey, Wright and Barton* **Restructuring a Graduate Research School: a case study to ensure continued success in a new environment, with a candidate-centred approach**	**33** *Teah* **The Future of PhD: Improving HDR Experience and Graduate Outcomes through Work Integrated Learning'**
24 *Szorenyi, and Payne* **Centring Neurodivergence in HDR research supervision**	**26** *Cotton, Ford and Brownlie* **Professionally driving the Industry PhD Initiative at Griffith University**	**28** *Xia* **Another Side of Success: Understanding the development of PhD students as future university teachers in Australia and the United States**	**31** *Hiyare, Crossman, Azizi, and Harrison* **The Role of Student Representation in the University Higher Degree by Research Committee: Reflections and recommendations**	**34** *O'Connor* **Evidence-based incorporation of WIL in higher degree research**
		29 *Dixit* **ECR - Early Career Researcher or End of Career in Research?**	**32** *Butler, Wynn, Carpenter-Mew, Lee, Cosentino, and Walsh* **Enhancing the graduate research experience by amplifying and empowering student researcher voices**	
14:55 - 15:30	**REFRESHMENT BREAK**	HICKINBOTHAM HALL AND TERRACE		

Conference Program - Day 1

Wednesday, 17 April
3:30pm - 4:30pm

15:30 - 16:25	CONCURRENT SESSIONS			
STREAM 1 HICKINBOTHAM HALL	**STREAM 2** THE VINES	**STREAM 3** EXHIBITION HALL	**STREAM 4** THE GALLERY	**STREAM 5** BROUGHTON & FERGUSON
Diversity	Wellbeing	Roundtable	Researcher Development	Policy & The Research Degree
35 *Sethi, Saunders, and Joyce* **Equal Access and Opportunity in HDR: Starting the Conversation on Next Best Practice**	**38** *Barnacle, Cuthbert, and Sidelil* **Doing respect-based culture change in graduate research**	**41** *Namakula, Akala, Motala, and Wisker* **The "becoming" journeys of black female doctoral students: Challenges and affordances**	**42** *Truelove, Dinh, and Baldock* **Researcher development framework: design and implementation**	**45** *McKenna, and Burton* **Grappling with environmental constraints in nurturing graduate attributes in doctoral education**
36 *Matthews, Stein, Demaio, McFarlane, and Andrews* **Developing a model to determine the 'academic literacy for research' needs of international doctoral students in Australian universities**	**39** *McChesney* **How does trauma affect doctoral researchers? Insights from a pilot study**		**43** *Le* **What does co-creation look like in graduate research?**	**46** *McKenna, Kisembe, Omondi, and Onyango* **Discourse analysis of doctoral education-related policies in Kenya and South Africa**
37 *Sala-Bubaré, Garcia-Morante, Diaz, Weise, and Badia* **Parenthood and PhD careers beyond academia: a gender perspective**	**40** *Curran and Balapumi* **The Western Australian Doctoral Student's Experience of Well-being: Research-Work-Life Balance**		**44** *Tyler, Khoo, and Bendrups* **Exploring Gendered Participation in a Researcher Development Program**	
16:25 - 16:30	INTER-SESSION BREAK			

Conference Program - Day 1

16:30 - 17:25	CONCURRENT SESSIONS			
STREAM 1 HICKINBOTHAM HALL	**STREAM 2** THE VINES	**STREAM 3** EXHIBITION HALL	**STREAM 4** THE GALLERY	**STREAM 5** BROUGHTON & FERGUSON
Industry, Employability & Success	The Scholarship of Doctoral Education	QPR Doctoral Writing Special Interest Group	QPR Quality Special Interest Group	Supervision
47 *Kamrowski, and Saunders* **Research Graduate 'Success' in a Post-COVID World**	**50** *Wild* **From the 'me' to the 'we' and back again: a transgenerational, de-othering, 'researcher mutability' project**	**52** *Lum and Mowbray (session chairs)* **Doctoral Writing Special Interest Group**	**53** *Facilitator: Palmer Leitch, Burton, Faller, Kaniki, and Ntshoe* **The National Review of Doctoral Qualifications in South Africa**	**55** *Hughes* **Supervision - Some Conceptual Remarks**
48 *Swanson* **Driving a model of research end user engagement: understanding what it means to embed industry engagement within a Higher Degree by Research (HDR) Program and the impact this has on a HDR Candidate's learning and career readiness**	**51** *Edwards* **Understanding the "researcher" in graduate research**		**54** *Facilitator: Palmer Milos and Vince* **Tackling quality in HDR supervision – policy, programs, people and passion**	**56** *McCulloch* **Learning from Sisyphus: the development of supervisor development, a short history**
49 *Rowland* **Project management training for graduate researchers – aligning industry practice with research skills**				**57** *Salinas, Reguero de la Poza, and Aparicio* **Is it Worthwhile? Evaluating the impact of academic development programs for doctoral supervisors**
17:25 - 18:00	INTER-SESSION BREAK			
18:00 - LATE	WELCOME FUNCTION AT WINE CENTRE - QPR'S 30TH ANNIVERSARY PARTY!			

DAY TWO PROGRAM

Thursday, 18 April 2024

Conference Program - Day 2

09:00 - 09:15	**OPENING AND HOUSEKEEPING**

Professor Alistair McCulloch (**Conference Convenor**)

Welcome: *Prof Marnie Hughes-Warrington* (**Deputy Vice Chancellor: Research & Enterprise & Standing Acting VC, University of South Australia**)

09:15 - 10:20	**KEYNOTE**	HICKINBOTHAM HALL

58 *Patricia Thomson* - **Professor of Education at the University of Nottingham, UK**
Troubling metaphors and doctoral identity/ies. Alternatively - Heaven knows I'm miserable now.

10:20 - 10:30	**ANNOUNCEMENTS FROM THE FLOOR**
10:30 - 11:00	**REFRESHMENT BREAK**	HICKINBOTHAM HALL AND TERRACE
11:00 - 11:55	**CONCURRENT SESSIONS**

STREAM 1 HICKINBOTHAM HALL	STREAM 2 THE VINES	STREAM 3 EXHIBITION HALL	STREAM 4 THE GALLERY	STREAM 5 BROUGHTON & FERGUSON
Diversity	Creativity	Supervision	Workshop	Collaboration
59 *Mewburn, and Palmer* **On beyond Sheldon Cooper: what do we know about neurodiverse students engaged in PhD study?**	**61** *Wald* **Why fill that gap? Research justification for enhancing quality in postgraduate research**	**64** *Wisker, and Highman* **New moves in supervision. Turning the 'secret garden' into a level playing field: challenges and affordances with team- and cohort based postgraduate supervision online**	**67** *Firth, Lemon, and Khoo* **Putting the body back into graduate researchers' identity: making wellbeing and self-care central in academia**	**68** *Frick, and Wimpenny* **Crossing borders and boundaries: Positioning joint doctoral degrees as a capacity building initiative**
60 *Carr, and Overmyer* **Transitioning Neurodiverse Students to Doctoral Research**	**62** *Thurlow* **Creativity and doctoral writer's voice: Perils and possibilities at the heart of the doctorate**	**65** *Frick, McChesney, Burford, and Khoo* **Distance doctoral students' experiences of supervision: Reflections on an international survey**		**69** *Villanueva, and Eacersall* **Research as Learning Community-building: Enablers**
	63 *Mackie, and Coles* **How do we nurture doctoral creativity? (Good practice paper)**	**66** *Condy, Phillips, Uys, Bester, Geerts, Ncube, and Duffet* **Developing postgraduate supervision capacity using a team and cohort mentorship approach: The case of the Sisonke Supervision Mentorship Programme (SSMP)**		**70** *Winter, and Freeman* **Writing feedback works better in a community**

11:55 - 12:00	**INTER-SESSION BREAK**

Conference Program - Day 2

12:00 - 13:00	CONCURRENT SESSIONS			
STREAM 1 HICKINBOTHAM HALL	**STREAM 2** THE VINES	**STREAM 3** EXHIBITION HALL	**STREAM 4** THE GALLERY	**STREAM 5** BROUGHTON & FERGUSON
Roundtable	Supervision	Roundtable	Doctoral Student Experience	Participatory Workshop
71 *Wisker, Kiley, and Spronken-Smith* **Review of oral assessment strategies in the doctoral program at an international level**	**72** *Carton, Cunningham, and Stokes* **Cultivating Success - Growing a National Community & Culture for Research Supervisor Support & Development**	**75** *Lemon, Mewburn, Khoo, and O'Donnell* **Shut Up and Write (SUAW) as a research culture space**	**76** *Share* **Listening to the voice of PGR students in Ireland: Qualitative findings from PGR Student Survey.ie**	**79** *Narayan* **Fostering wellness through creativity: A design thinking approach to supporting graduate research students**
	73 *van Lill, Frick & Pyhältö* **A snapshot of doctoral supervision at African universities**		**77** *Pulling, Price, Orgeig, and McCulloch* **Exploring the research degree student experience: An Australia case study**	
	74 *Mbombi* **Co-supervision, and its benefits in post-graduate research nursing studies**		**78** *Wynn and Thomas, Harrison, Grivell, and Reynolds* **"By students, for students": Improving the PhD experience through student-led initiatives**	
13:00 - 14:00	**LUNCH**	HICKINBOTHAM HALL AND TERRACE			
13:15 - 13:55				
	Research Degree Administration Showcase **80** *Jacobs, Willson, Richards, Kohl, Ballintyne, and Vince* **Wrangling administrative candidature management - Inspire online system**			

Conference Program - Day 2

14:00 - 15:00	CONCURRENT SESSIONS			
STREAM 1 HICKINBOTHAM HALL	**STREAM 2** THE VINES	**STREAM 3** EXHIBITION HALL	**STREAM 4** THE GALLERY	**STREAM 5** BROUGHTON & FERGUSON
Skills	Supervisor Development	Roundtable	Doctoral Student Experience	Transitions and Research Degree Study
81 *Song, Lum, and Bilsland* **The Thesis Coaching Program: a collaborative approach to developing graduate researchers' professional skills and personal growth**	**84** *Wallace and Martens, Morris, Luo, and Underwood* **Supervisor development: Foundations and beyond**	**87** *Gedeon* **PhD Industry & REU Engagement – challenges and ongoing issues in implementation**	**88** *Martinussen* **'Can you hear me?' Exploring the administrative burdens of working-class students in postgraduate education**	**91** *Hughes, Palmer, and Sprake* **'Undergraduates have a habit of becoming postgraduates' – Managing expectations**
82 *Tynan* **Evolution of an HDR Professional Development Program: reflection, refinement and reorganisation**	**85** *Dinh, Truelove, and Baldock* **Best practice in supervision: development, implementation and reflection A framework and program at Western Sydney University**		**89** *Crotti, Szorenyi, Kraft, and Atkinson* **Understanding HDR community-making practices at GO8 universities: A review of web-based information visible to the external lens**	**92** *Downie* **Supporting the first-year experience of HDR candidates**
83 *Westcott* **Peer review in the contemporary postgraduate world: a student-friendly approach**	**86** *Northcote* **Using the grassroots approach: Incorporating recent graduate researcher voices in the design and delivery of research supervisor training**		**90** *White, and Rofe* **Creative Approaches to HDR Community Rebuilding**	**93** *Zhuchkova* **Does it really matter? The connection between pre-doctorate experience and doctoral student outcomes**
15:00 - 15:30	**REFRESHMENT BREAK**	HICKINBOTHAM HALL AND TERRACE			

Conference Program - Day 2

15:30 - 16:25	CONCURRENT SESSIONS			
STREAM 1 HICKINBOTHAM HALL	**STREAM 2** THE VINES	**STREAM 3** EXHIBITION HALL	**STREAM 4** THE GALLERY	**STREAM 5** BROUGHTON & FERGUSON
Research Integrity	Wellbeing	Roundtable	Working Across Boundaries	Designing the PhD
94 *Hughes, and Culbertson* **Data, AI, and the decline of human abilities: Disastrous trends in postgraduate research**	**96** *Loeser, Bastalich, Kearns, and McCulloch* **Shifting supervisors' voices from the margins to the centre of debates about research degree student mental wellbeing**	**99** *Mallan, Guerin, Badia, Olmos, Gokalp, Chen, and Kumar* **Navigating co-supervision: insights, challenges and best practices**	**100** *Frick, Brodin, Madolo, Nokutywa, Steen, and Stigmar* **Doctoral education across disciplines for Agenda 2030: Towards a pedagogical framework to address wicked problems in South Africa and Sweden**	**103** *Palmer* **Standards, Coursework, and Pathways to the PhD students**
95 *Khoo* **Is it excellence or is it plagiarism? Paper mills and emerging threats to graduate research integrity require an institutional response**	**97** *Musker* **Strategies for Supporting Wellbeing and Resilience for HDR Candidates**		**101** *Bette, and Russell-Clarke* **Leveraging Design Research at the University of Adelaide**	**104** *Wilmot* **The value of coursework for delimiting disciplinary knowledge and knowing in a higher education studies doctoral programme**
	98 *Alwis, and Johanesen* **A multi-faceted approach to improving graduate research student mental health & wellbeing**		**102** *Ferrie, and Forrest* **Closing the Gap: Evaluation of the UKs Strategy to Improve Doctoral Education & Methods Training**	
16:25 - 16:30	INTER-SESSION BREAK			

Conference Program - Day 2

Thursday, 18 April
4:30pm - 5:30pm

16:30 - 17:30	CONCURRENT SESSIONS			
STREAM 1 HICKINBOTHAM HALL	**STREAM 2** THE VINES	**STREAM 3** EXHIBITION HALL	**STREAM 4** THE GALLERY	**STREAM 5** BROUGHTON & FERGUSON
Employability/WIL	Designing the PhD	Supervision Special Interest Group	Writing	The International PhD Experience
105 *Mewburn, and Chen* **What did Covid do to the academic job market?**	**108** *Lucas* **Coursework competence to Research proficiency?: The VU PhD Integrated Program**	**111** *Facilitators: Bendrups, and Crotti* *Crotti, and Szorenyi* **Establishing a Higher Degree Research Supervision Community of Practice at the University of Adelaide**	**113** *Boughey, and Wilmot* **The implications of Bernstein's knowledge structures on the purpose and form of the literature review in a doctoral thesis**	**116** *Elliot, Gardani, Gordon, Balgabekova* **Harnessing new knowledge, insights and engagement through the voices of international doctoral scholars**
106 *O'Connor* **Benchmarking doctoral engagement with WIL-based research and employability skills training**	**109** *Zupan, and Kinnear* **Designing responsive and inclusive graduate education in a regional university**	**112** *Stanton, Johnston-Devin, and Kinnea* **A case study in sustainable Community of Practice for Research Higher Degree supervisors**	**114** *Weise, and Badia* **Re-constructing the emotional process of writing the thesis**	**117** *Bekova* **Impact of Supervisory Factors on Doctoral Student Outcomes**
107 *Dooley, and Cunningham* **MyPhD.ie: Showcasing the PhD in Ireland to engage talent, employers and government**	**110** *Ihekwaba, Hewitt, and Koch* **Publication Expectations in Entry for Higher Degree by Research: A Raised Bar or Dead Weight?**		**115** *Olmos-Lopez* **Away from home: academic/professional identities of doctoral students**	**118** *Sun* **Understanding the trajectorial differences ofdoctoral career development in changing times: Possible selves as a conceptual lens**
17:30	END OF DAY 2			

DAY THREE PROGRAM

Friday, 19 April 2024

Conference Program - Day 3

08:30 - 08:45	**OPENING AND HOUSEKEEPING**

Professor Alistair McCulloch **(Conference Convenor)**
Welcome: *Professor Colin Stirling* - **President & Vice Chancellor, Flinders University**

08:45 - 9:45	**KEYNOTE**	HICKINBOTHAM HALL

119 *Arvanitakis (Chair), Ye, Khinsoe, and Feast*
Hunting in packs: Build collaborative research cultures across universities, government, and industry

09:45 - 10:15	**REFRESHMENT BREAK**	HICKINBOTHAM HALL AND TERRACE

10:15 - 11:10	**CONCURRENT SESSIONS**

STREAM 1 HICKINBOTHAM HALL	STREAM 2 THE VINES	STREAM 3 EXHIBITION HALL	STREAM 4 THE GALLERY	STREAM 5 BROUGHTON & FERGUSON
Employability and Careers	The Nature Of The PhD	Confident Supervision	Best Practice Supervision	Supporting Doctoral Development
120 *Gopalan, Buckingham, Shum, and Boud* **Learning how successful researchers learn: implications for HDR development**	**123** *Culbertson* **What divides us and what holds us together: research degrees in an age of scientism**	**126** *Gasson, Winter, McDowall, Blacker, and Lum* **Confident Supervision: Creating Independent Researchers**	**127** *Milos* **What does best practice HDR Supervision look like in Australia? A multi-institutional perspective**	**129** *Kitano, Aldous, Rowland, Eacersall, and Horst* **Mentoring for Researcher Developers (M4RD) - an international scheme**
121 *Spronken-Smith, Brown, and Cameron* **Surprisingly happy outside academia: Exploring work happiness in PhD graduates in a range of careers**	**124** *Carr* **This isn't a PhD: Responding to growing need for applied professional doctorates**		**128** *Jackson and Milos* **Designing best practice in HDR Supervision: A national benchmarking exercise**	**130** *Rowland* **Perspectives on mentoring in an Australian medical faculty**
122 *Pitt and Miller* **10 years of the Career Development Framework: How recent graduate reflections are shaping the next 10 years**	**125** *Guerin* **Towards a pedagogy for developing graduate researchers**			**131** *Stevenson, and Brown* **Fast-Tracking HDR Education Excellence: The Accelerated Research Masters with Training**

11:10 - 11:15	**INTER-SESSION BREAK**

Conference Program - Day 3

11:15 - 12:10	CONCURRENT SESSIONS			
STREAM 1 HICKINBOTHAM HALL	**STREAM 2** THE VINES	**STREAM 3** EXHIBITION HALL	**STREAM 4** THE GALLERY	**STREAM 5** BROUGHTON & FERGUSON
Researcher Development	Generative AI and other Technological Change	Supervisor Development	Resources and Skills	Paticipatory Workshop
132 *Baker, and Spronken-Smith* **The Village Approach to support research graduates' journey of becoming**	**134** *Tshuma* **Inhibiter or enabler? Exploring supervisors' perceptions of generative AI technologies in postgraduate students' identity formation**	**136** *Riley and Rayner* **Differentiating Supervisor Learning, Development, and Accreditation**	**139** *Cass* **Graduate Resources: Worth every minute!**	**142** *Gasson* **Doctoral Design for Employability**
133 *Matthews, and Franulovich* **Fostering Inclusive and Resilient Graduate Research Communities: Exploring HDR Peer Support strategies**	**135** *Sala-Bubaré, Corcelles, Miralda-Banda, and Calaforra* **Learning to write scientific texts with the use of artificial intelligence tools at the Master's Level**	**137** *Salinas, Carvajal, and López* **The Dynamic Landscape of Doctoral Education: A Cross-Cultural Analysis of the Functions of the Doctoral Supervisor**	**140** *Hombo, Bohren, Taylor, and Borger* **Getting to the CoRe of graduate collaborative online international learning**	
		138 *Condy, Phillips, Engel-Hills, Harpe, Uys, Bester, and Geerts* **The development of a framework to guide research supervision mentoring in higher education**	**141** *Delaney* **Best practice endeavours: information professionals and research degree education at the University of South Australia**	
12:10 - 12:15	INTER-SESSION BREAK			
12:15 - 12:45	PLENARY CLOSE OF CONFERENCE	HICKINBOTHAM HALL AND TERRACE			
12:45	LUNCH, REFRESHMENTS ON THE LAWNS, AND FAREWELLS			

Posters

Digital displays of poster presentations can be found in the Concourse of the National Wine Centre 17-19 April. Watch for presenters who have included QR codes allowing delegates to watch video presentations of their research.

Navigating the identity shift: exploring identity adaptation of an offshore to onshore doctoral student through digital autoethnography and social media

Paralysed by precarity: journey of productive procrastination towards PhD completion

Strengths@ Massey: Supervising from Strength to Strengths

How does trauma affect doctoral researchers? Insights from a pilot study

Building HDR students' capacities for success: A proposal to enhance progress reporting

Doctoral Research Degrees as Enterprise Ventures: A Paradigm Shift in Australian PhD Education

Exploring New Horizons: A First-Year PhD Student's Journey from Africa to Australia for Space Research

PRESENTATION ABSTRACTS

Keynote: Presentation 01

Wednesday, 17 April
9:30am

Hickinbotham Hall

Plenary

The changing identity of the doctoral researcher

Doctoral education as a site of potential epistemic justice in Australia, Aotearoa New Zealand and South Africa: foregrounding Indigenous and transcultural knowledges and identities

Prof. Catherine Manathunga University of the Sunshine Coast Australia, **Dr Jing Qi** RMIT, **Prof. Maria Raciti** University of the Sunshine Coast, A/**Prof. Kathryn Gilbey** Batchelor Institute, **Jiao Tuxworth** University of the Sunshine Coast, **Uncle John Whop** Batchelor Institute, **Prof. Shireen Motala** University of Johannesburg, **Dr Beatrice Akala** University of Johannesburg, **Dr Halima Namakula** University of Johannesburg

Doctoral education is a critical site for the creation of new knowledge. Recently, more systematic attempts to support the success of Australian First Nations doctoral candidates have been introduced. An increasing number of Australian transcultural migrant and culturally diverse candidates have been completing their doctorates and international candidates are slowly [re]commencing their doctoral journeys. In South Africa, doctoral education has gone through phases of transformation policy interpretation and implementation post 1994, reiterated calls for decolonization and the recent innovations in programme design and delivery. South African doctoral pedagogy needs to include a consideration of an African worldview and context in the research design and in the development of the doctoral candidate. Without expanding the range of 'ways of knowing', we risk missing a key opportunity to decolonise and transform knowledge creation and creators at this highest level of education qualification (Fataar, 2018).

This Round Table discussion considers how doctoral education has the potential to become a key site for epistemic justice and the full inclusion, appreciation and extension of Indigenous and transcultural knowledges and identities (Santos, 2018). Bringing together presenters from Australia and South Africa, this Round Table applies the Australian First Nations epistemic principles of agency on Country, the power of stories and iterative, intergenerational and intercultural knowledge creation to doctoral education. This transnational team of Indigenous, African, transcultural and non-Indigenous researchers and doctoral candidates has been drawing upon post/decolonial theories about epistemic justice and First Nations Australian theories about Indigenous knowledges global decolonisation praxis frameworks (Williams et al., 2018) to foreground paradigms, voice, truth and place in doctoral education.

In this Round Table discussion, these researchers explore how we might create spaces within doctoral education and thesis creation for the histories, geographies, languages and cultural knowledges of First Nations and transcultural communities. We outline how we have used the twin methodologies of life histories and time mapping to privilege the voices, truths and spatial and metaphorical locations of First Nations, African and transcultural doctoral candidates and their supervisors. We demonstrate how First Nations knowledge approaches have the potential to transform doctoral education policy and practice.

We then open up the discussion to the audience to engage in in-depth, considered debate about the most effective strategies that could be used to transform doctoral education into a space of epistemic justice where the the voices and truths of First Nations and transcultural doctoral candidates can be heard and learnt from.

References

Fataar, A. (2018). Editorial: *Decolonising Education in South Africa: Perspectives and Debates.* Educational Research for Social Change, 7 (2): vi-ix.

Santos, B. de Sousa (2018). *The end of the cognitive empire: the coming of age of epistemologies of the south.* Durham: Duke University Press.

Williams, L.; Bunda, T.; Claxton, N. and MacKinnon, I. (2018). *A global de-colonial praxis of sustainability – undoing epistemic violences between Indigenous peoples and those no longer Indigenous to Place.* The Australian Journal of Indigenous Education, 47(1), 41-53.

Presentation 02

Indigenous knowledges, research, and engagement

Decolonising the PhD: cross-cultural collaborations that respect Aboriginal voice

Kath Fisher Southern Cross University

While the literature shows that many Australian universities recognise the need to increase Indigenous participation in doctoral education, little attention is given to the cultural issues faced by Aboriginal and Torres Strait Islander PhD students, including what effective and culturally safe support looks like. In one study, Indigenous postgraduate students emphasise the importance of role models and mentors to assist them to complete. They call for the academy to understand the collective, rather than individualistic, nature of Indigenous Knowledges. Other studies focus on the quality of supervision as one of the most important sources of support for Indigenous HDR students, emphasising that successful non-Indigenous supervisors are those who have a strong understanding of Aboriginal and Torres Strait Islander cultures and peoples. In a recent paper describing her experiences as an Aboriginal doctoral candidate, one Aboriginal student honestly describes her struggles with her 'brain demons', those demons that question whether she has the right to do a PhD or even speak as an Aboriginal person. She, like so many Aboriginal candidates, sees herself as an 'imposter'.

While the issues and dilemmas described in these papers echo the experiences we cover in our panel presentation, we believe ours is a positive and important story. It's a story of two successful cross-cultural collaborations between Aboriginal PhD candidates, Darlene and Nicole, their Indigenous supervisors, and their non-Indigenous critical friend and editor, Kath Fisher. We successfully navigate the challenges of staying true to and prioritising Aboriginal voice and Indigenous Knowledge in each thesis, while meeting the rigorous requirements of the PhD, as the examiners' comments demonstrate.

Darlene's thesis title:

Yarning with Aboriginal-identified Health Workers: Hearing Stories of Working at the Cultural Interface.

Examiner comment:

It has been an honour to read and learn through reviewing this thesis…[which] is a unique, contextualized and meaningful contribution to the field, marked by particular use of a culturally responsive metaphor.

Nicole's thesis title:

Unearthing the Axe Heads: Hearing about Indigenous-led evaluation from Aboriginal survivors of the Stolen Generations.

Examiner comment:

Ms. Tujague's thesis is exceptional… an extensive and substantial piece of research that… stands at the forefront of Indigenous evaluation practice.

Presentation 03

Improving research degree supervision

Exploring discursive constructions of failure in thesis examination: learning opportunities for candidates and supervisors

Elke Stracke University of Canberra, **Rachel Burke** University of Newcastle, **Allyson Holbrook** University of Newcastle

In many university systems, higher degree research (HDR) candidates who progress to examination rarely fail. This can obscure information about how research supervisors and candidates work with feedback to address examiner concerns. Further, in systems focused on timely and successful completion of doctoral candidature, experiences of failure at all points along the PhD journey are often hidden and/or silenced. In response to the sublimation of failure in research culture, Sousa and Clark (2019) remark "[…] our working cultures—centred on competency and productivity narratives—have little space for research failures. Failure often accompanies us in research, while success seems to surround us" (p. 1).

We propose that if we cannot communicate about failure with our PhD candidates, we greatly diminish the potential for preparing for and learning from these experiences. We, therefore, seek to explore how engaging with failure in various forms and across the life cycle of doctoral candidature may provide valuable opportunities for building researcher resilience, encouraging creativity and lateral thinking, and promoting metacognitive development. We argue that examiner reports provide an important avenue for better understanding how failure is understood and articulated in doctoral examination, of the relative weighting of different factors in determining a failing outcome, and of the affective elements associated with the decision-making.

In this presentation we report on our engagement with examiner reports as a source of formative input for candidates and supervisors, building on the extensive body of work focused on the importance of feedback in doctoral learning and assessment (Holbrook et al., 2004; 2014; Kumar & Stracke, 2017). Specifically, we focus on discursive constructions of failure in examiner feedback and explore the potential for these findings to inform discussions with candidates and build resilience and epistemic development throughout candidature.

References

Holbrook, A., Bourke, S., Lovat T., & Dally, K. (2004). *PhD theses at the margin: Examiner comment on re-examined theses.* Critical Studies in Education, 45(1), 89–115.

Holbrook, A., Bourke, S., Fairbairn, H., & Lovat, T. (2014). *The focus and substance of formative comment provided by PhD examiners.* Studies in Higher Education, 39(6), 983–1000.

Kumar, V., & Stracke, E. (2017). *Reframing doctoral examination as teaching.* Innovations in Education and Teaching International, 55(2), 219–227.

Sousa, B. J., & Clark, A. M. (2019). *The ubiquity and invisibility of research failures: A call to share more.* International Journal of Qualitative Methods, 18, 1–3.

Presentation 04

Graduate research in a global perspective

Focusing on what's really important: Examiner experiences of the viva in doctoral examinations

Rachel Spronken-Smith University of Otago, **Darren Fa** University of Gibraltar, **Ludovic Highman** University of Bath, **Margaret Kiley** Australian National University, **Caroline Moss-Gibbons** Universityof Gibraltar, **Stanley Taylor** University of Durham, **Joseph Waghorne** University of Essex, **Gina Wisker** University of Bath

Our research focuses on the changing processes and experiences of doctoral vivas (oral examinations), particularly in the post-COVID world. During the early years of the pandemic, with the closure of many university campuses around the world, doctoral examinations transitioned to being completely online. Post-COVID, especially given the expense of in-person doctoral examinations, many universities have continued to run vivas with an online component – especially for external examiners to participate.

Given variation in how doctoral examinations are run in different countries, we aimed to determine how key stakeholders (candidates, examiners and conveners or chairs) perceived and experienced vivas in different national contexts.

In this presentation we focus on examiner experiences of vivas, addressing two key questions:

1) How do the policies and practices of the in-presence and remote doctoral viva underpin and enable the role played by the viva in the overall PhD examination process? and

2) How do the roles played by, and the experiences reported by, the examiners in the viva enable the engagement in the intellectual dialogue of the doctoral viva?

Our qualitative study takes place across three locations and three institutions, with one university in Gibraltar, one in the United Kingdom and one in New Zealand. We used semi-structured interviews to capture the experiences of examiners in vivas, with between five and 10 examiners interviewed in each institution.

Our questions probed what examiners thought was the purpose of the viva, how they prepared for the viva, their experiences of vivas that went well and badly, any differences they experienced in face to face vivas versus those held remotely or in a hybrid format, how intellectual dialogue was encouraged, how they judged whether the candidate met the level of doctorateness, the post-viva process, and how the process could be improved.

The interviews were transcribed verbatim, and analysed to identify themes in response to our questions, as well as allowing other themes to emerge in a grounded approach. In this presentation we will present preliminary findings from our analysis, highlighting similarities and differences between examiner perceptions and experiences in the different contexts.

Presentation 05

Graduate research in a global perspective

Implementation of oral examinations for Higher Degree Research Students at the University of Queensland and UNSW Sydney

Virginia Bahula UNSW Sydney, **Leanne Brennan** University of Queensland

Oral examination, viva voce or thesis defence, are common practice globally for Higher Degree Research Students (HDRs). They are recognised as an important learning opportunity for students, which allows them to authenticate their contribution and respond to any criticism or challenge. For example, most European countries now require graduates to complete both Oral and Written components, and this has been common practice in US and Canadian institutions. Historically Australian Universities have not required the oral component, however, there is increasing awareness of the benefits of introducing this. As a consequence, most are either adopting or considering the adoption of this approach.

Oral examinations were introduced for all HDRs in 2018 at the University of Queensland. UNSW Sydney commenced oral examinations in 2020 for Master of Philosophy students, and it is now a requirement for all HDRs who commenced from January 2023. The implementation created new challenges for students, advisors and HDR staff but also brought positive experiences and growth opportunities.

The presenters will discuss how oral examinations are progressing at their respective institutions and the challenges of managing them within an Australian context. They will share lessons learned and opportunities for improvement. Discussion will also touch on the broader perspective of the importance of oral examination in the changing environment of higher degree research.

Presentation 06

The quality of the graduate research student experience

It's about more than just CVs: The role of HDR career development specialists

Rachael Pitt The University of Queensland, **Deanne Camplejohn** Griffith University, **Karen Cavu** QUT

The Australian university ecosystem incorporates a diversity of centralised, de-centralised, outsourced, and mixed structures when providing student career development and employability support. Common though, is a focus on coursework students, leaving higher degree by research (HDR) candidates reporting dissatisfaction with the services provided and requesting support targeted to their unique context (Cook et al., 2021). It is, therefore,

timely to consider how these supports may need to be adapted for the postgraduate research context and what universities can to do to better support their HDR candidates for a diversity of potential careers.

One way is via dedicated HDR career development specialist staff. These specialists can adapt career development learning advice to the researcher context and work with the HDR cohort in ways that make sense to their experiences as emerging researchers. But is it just about CVs and getting HDR graduates into jobs? What could a HDR career development specialist role look like? Where could it belong within the university? What sorts of supports might it provide that are different to those for the coursework student cohort? And who would be it's 'clients'?

This session outlines how three, geographically close universities have tackled these questions through the reflections of the HDR careers professionals employed at each university. Characteristics about the structure of each role and supports provided are considered, along with challenges and opportunities arising. These reflections provide a starting point for universities considering implementing similar roles and a provocation to consider how to get more than just CVs out of these specialist supports.

References

Cook, E. J., Crane, L., Kinash, S., Bannatyne, A., Crawford, J., Hamlin, G., Judd, M-M., Kelder, J-A., Partridge, H., & Richardson, S. (2021). *Australian postgraduate student experiences and anticipated employability: A national study from the students' perspective*. Journal of Teaching and Learning for Graduate Employability, 12(2), 148-168. doi:

10.21153jtlge2021vol12no2art1030

Presentation 07

The importance of graduate research and to who is it important?

An underutilized method to refine and validate recommendations from Higher Degree by Research (HDR) study findings: implications for meeting local needs

Eshetu Andarge Zeleke Flinders University, **Jacqueline Stephens** Flinders University, **Hailay Abrha Gesesew** Torrens Univesity Australia, **Behailu Merdekios Arba** Minch University, **Anna Ziersch** Flinders University

Abstract Understanding the policy and practice implications of research findings is an important part of the postgraduate education journey and this often draws on reviews of other literature and considerations of the student. However, it is quite common for findings to be contradictory and implications to be potentially controversial, making it difficult to develop recommendations that are feasible and reflect local contexts.

The presentation will describe a HDR experience using the Nominal Group Technique (NGT) consensus method. NGT has been adapted for use in health and medical research (Jones and Hunter, 1995) to prioritize problems and solutions. It brings together local experts so that they can evaluate the felt needs of their community and individually rate a set of diversified strategic problems or solutions before and after a panel discussion. In this case NGT was used with HIV care experts (e.g. clinicians, researchers, and HIV programme managers) in Ethiopia to discuss and rate strategies to increase acceptability and uptake of HIV Self Testing (HIVST).

The HDR student was one of the panellists acting as a moderator and voter in the process. This provided an opportunity for the HDR candidate to jointly prioritize the strategies with sufficient and reliable representation from local experts rather than a mere synthesis of the extant literature or analysis of findings. The findings reflected changes in ratings of strategies after discussion and indicated how the dynamics of different experiences shapes strategies to improve HIVST. Thus, raising public awareness about HIVST using mass media and social media was replaced by actual implementation of HIVST in the community set-up in the first and second round ratings as a top priority strategy respectively.

While not necessarily a novel technique, the potential value of this for HDR students is highlighted here. We suggest the wider use of this technique particularly by public health HDR students with diverse and controversial findings from a literature review or empirical data, so that contextual implementations can be developed in a way that reflects insights from local experts and the constraints (and supports) of local contexts.

Key Words

Refining, Validation, Recommendations, Nominal Group Technique, HIV Self-testing

By

Eshetu Andarge Zeleke
(PhD candidate at Flinders University)

Principal Supervisor

Anna Ziersch
(Flinders University)

Associate Supervisors

Jacqueline Stephens
(Flinders University)

Hailay Abrha Gesesew
(Torrens University Australia)

Behailu Merdekios Gello
(Arba Minch University)

Presentation 08

Is it time to put the 'Ph' back in the PhD?

Finding the 'Ph' in the PhD

Nigel Palmer Australian National University

This paper considers how the research doctorate came to be known as a Doctor of Philosophy. It provides an historical account of the development of the contemporary PhD.

The paper revisits the medieval origins of the doctorate, its modern transformation and contemporary perspectives on its fundamental purpose. In doing so, it revisits several significant milestones in the development of a research doctorate, including the establishment of the University of Bologna, The University of Berlin and Johns Hopkins University.

The paper concludes by considering the future of the PhD in light of shifting expectations regarding what a quality PhD is or ought to be.

Presentation 09

Is it time to put the 'Ph' back in the PhD?

Articulating the worries: remarks on the thought that it might be time to put the 'Ph' back into the PhD

Leon Culbertson Edge Hill University

What way is there to understand the thought that it is necessary to put the 'Ph' back into the PhD such that it may be worth reflecting on carefully?

It doesn't seem too contentious to suggest that the ability to identify, evaluate and construct good arguments is not simply the business of logicians, but rather something that we might think necessary to the development of researchers in any area of inquiry. The ability to recognise what might be suitable justification for a claim to knowledge seems important in the development of good researchers. Again, that doesn't seem to only be the terrain of those working in epistemology. Philosophers aren't the only people with a need to be able to have a clear grasp on the concepts with which they operate in their reasoning. The person who rushes out to measure something without having sufficiently reflected on the difference between various things we refer to with the same word isn't going to achieve anything and may take a long time to realise the futility of such an approach. Research ethics doesn't require mastery of the work of Kant, Mill and Aristotle, but it isn't a matter of ticking boxes either.

The paper takes the thought with which it is concerned to be an expression of a particular set of worries. Ultimately, the issue of interest here is not a debate over a straw person and what should be some fairly uncontentious observations about skills and abilities important in the development of researchers, but rather articulating and considering the worries that might motivate the thought about putting the 'Ph' back in the PhD and assessing whether those worries are justified. The paper will consider what taking the better version of the two understandings seriously would consist in as a basis for reflecting on what the relevant set of worries that motivates the thought might be, and whether they are justified.

Presentation 10

The PhD in a changing environment

Reporting of researcher development activities in doctoral theses

Jo Edmondston University of Western Australia

The scope of doctoral education has widened significantly in the past decades due to several factors including greater recognition of the value doctoral graduates bring to the knowledge economy (Taylor, 2023). This widening in scope has included an increase in researcher development programs that aim to better prepare candidates for academic and non-academic careers. While tools such as the Vitae Researcher Development Framework Planner have been developed to help doctoral candidates create a professional development portfolio (Vitae, 2023), little is known about what research development activities are reported by doctoral candidates, where they report them, and who the intended audience is.

Increasingly, doctoral candidates at The University of Western Australia are asking if they can include details of researcher development activities in the front pages of their thesis. They explain that many of the activities they have completed, such as coursework units, conference attendance and/or presentations, internships, commercialisation activities and media engagement, are not captured in the main body of their thesis. The UWA rules allow this information to be included in the front pages of the thesis if approved by the supervisory team.

To better understand what UWA doctoral candidates are reporting in their thesis, the front pages of theses submitted to the UWA research repository in 2017 (n=100) and 2022 (n=100) will be examined to determine:

- What research development activities are reported;

- How frequently research development activities are reported;

- Whether there are differences in reporting of research development activities across disciplines; and

- Whether reporting of research development activities has increased over the last 5 years.

It is anticipated the results of this study will lead to a more detailed investigation into why doctoral candidates report researcher development activities in their thesis. Is the information merely for the students themselves as a public record of achievement during candidature? Is the information for the examiner to assess? If so, further consideration could be given to the expansion of the examination criteria to acknowledge or assess the development of researcher attributes and skills. Or is the information for current or future employers? If so, doctoral candidates could be encouraged to evidence employability using a more employer-friendly platform than the thesis.

References

Taylor, S. 2023. *The changing landscape of doctoral education: A framework for analysis and introduction to the special issue*, Innovations in Education and Teaching International. 60(5):606-622.
DOI: 10.1080/14703297.2023.2237962

Vitae Researcher Development Framework Planner. Accessed OCT 2023. https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-fr amework-planner

Presentation 11

Graduate Research Student or Early Career Researcher, or both?

Navigating Diversity: A Narrative Inquiry into the Lived Experiences of Emerging Career Researchers (ECRs) in a South African University

Sohani Natasha Chundhur University of KwaZulu-Natal, **Leevina M. Iyer** University of KwaZulu-Natal

The University environment is ever-changing and consequently threatens the social and professional identities of Early Career Researchers (ECRs) (Nordbäck, et.al, 2022). The definition of ECRs vary in different contexts; however, in this study, ECRs refer to individuals who have engaged in a Masters or Doctoral degree within the past five years, and who are currently involved in a career trajectory that focuses on academic and research collaboration.

Given the importance of acknowledging diversity in academia, the study objectives of this narrative inquiry explores the lived experiences of ECRs in a South African University, focusing on their mercurial identities, encompassing roles from graduate PhD candidates, teachers, and administrators to agents of societal transformation, specifically examining the experiences of older, Generation Y, female scholars. This narrative inquiry critically engages in a qualitative narrative methodology, aiming to unearth and deconstruct the lived experiences of the contributing authors who identify as ECRs (Gavidia & Adu, 2022).

The analysis of the findings was guided by the critical paradigm and postcolonial theoretical framework which emphasised issues of agency and voice. Drawing on the personal narratives and reflective accounts, this study sheds light on the factors influencing the social and professional identities of ECRs. These contributing factors range from restrictive institutional structures to research challenges, and post-COVID-19 obstacles that shape the journeys of the ECRs.

By centring their narratives, this study aims to inform institutional practices and support mechanisms that address the concerns and fosters resilience in the face of adversity in emerging career researchers straddling the divide between graduate research student and early career researcher. The study elicits how the ECRs navigated adversities and presents a model to assist ECRs cope in the ever-changing University environment.

References

Gavidia, L. A., & Adu, J. (2022). *Critical Narrative Inquiry: An Examination of a Methodological Approach*. International Journal of Qualitative Methods, 21. https://doi.org/10.1177/16094069221081594

Nordbäck, E., Hakonen, M., & Tienari, J. (2022). *Academic identities and sense of place: A collaborative autoethnography in the neoliberal university*. Management Learning, 53(2), 331-349. DOI: 10.1177/13505076211006543

Presentation 12

The quality of the graduate research student experience

Exploring New Horizons: A First-Year PhD Student's Journey from Africa to Australia for Space Research

Modupe Adebowale School of Chemical Engineering, University of Adelaide

Researchers from Africa often encounter a variety of challenges; however, they present opportunities for innovative thinking to produce groundbreaking research that addresses pressing local issues. As a result, many individuals look to Anglophone countries for research opportunities to obtain high-quality academic training and mentorship.

This presentation offers insights into the journey of a PhD candidate pursuing space research in the Adelaide-Nottingham alliance under the supervision of Prof. Volker Hessel (University of Adelaide) and Prof. Phil Williams (University of Nottingham). It provides a blend of personal anecdotes and insightful analysis, delving into the complex dynamics of academia, cultural adaptation, and personal development. Additionally, it will touch on critical topics such as research limitations and academic isolation that have shaped the journey. When examining research in the global south, limited resources and funding disparities have a significant impact on academic trajectories and research outcomes. These obstacles hinder scientific progress and innovation in developing countries. For example, many publishers do not offer fee waivers for developing countries.

A significant challenge I faced in my journey involved navigating multiple supervisors across different countries. Managing communication, feedback, and expectations between the principal supervisors poses a substantial challenge at the early stage. This necessitates effective coordination, clear communication channels, and flexibility to accommodate diverse perspectives across the partnership. This collaboration was beneficial as it allowed for interdisciplinary insights and innovative problem-solving which had a positive impact on my research.

The journey involves expanding my research expertise into a new area and requires a significant amount of self-directed learning. I dedicated myself to reading and taking online courses to gain a solid understanding of the subject matter. Through persistence and a willingness to seek mentorship and collaborate with experts in the field, I gradually became proficient in the necessary skills and experimental techniques.

I also experienced the emotional and psychological strain of academic isolation at some point. I grappled with feelings of self-doubt and cultural alienation, which cast doubt on my place in academia. However, my main supervisor in Adelaide provided invaluable support through the space mentorship program. With his guidance and networking, I was able to secure a research internship with Australia's Nuclear Science and Technology Organisation (ANSTO).

In conclusion, I want to say that my journey has been filled with moments of empowerment, learning, and growth. I hope to inspire others to navigate their paths with courage, authenticity, and compassion in shaping the future of academia and beyond.

Presentation 13

Indigenous knowledges, research, and engagement

Preparing Higher Degree by Research students to research Indigenous topics: A view from the North

Ailie McDowall Indigenous Education and Research Centre, James Cook University

A major task that Australian universities face is how to best educate a generation of Indigenous and non-Indigenous researchers who can contribute to Indigenous self-determination and Indigenous futures. In Northern Australia, this work takes place in the context of rapidly changing regional agendas and new opportunities as the nation moves towards a Net Zero future. This change will include new possibilities for Indigenous communities, and will require the support of Indigenous and non-Indigenous researchers able to work with both Indigenous and non-Indigenous ideas.

Yet there is no clear consensus on what this education should look like. An interface approach, as used by James Cook University, suggests that Higher Degree by Research (HDR) students are best served by a curriculum that builds the requisite capacities to identify, make sense of, and negotiate different standpoints; and to develop the dispositions that allow researchers to ask critical questions around the types of contributions that research can make.

In this session, I will share early analyses from interviews with HDR students and advisors who are working with topics that involve or affect Indigenous people(s) and communities at a Northern Australian university, using Nakata's theory of the cultural interface as a reference point. That is, the analyses will consider how students are prepared to develop and implement research projects that respond to the complexity of the contemporary position of Indigenous peoples. This project will also consider the learning capacities and dispositions required to work as an effective researcher with Indigenous communities, including academic, methodological, research, relational and communication capacities.

The discussion will focus on issues of preparation and readiness, and the types of curricula that can support postgraduate research students and research advisors to develop the capacities and dispositions needed for change.

Presentation 14

The quality of the graduate research student experience

Towards a model of supervision to enhance quality of experience of part-time doctoral students

Lye Che Yee Singapore University of Social Sciences

Abstract:

Investigations of the doctoral student experience have increased drastically over the years around the world. However, much of this attention has focussed on the experiences of full-time doctoral students, neglecting the growing number of part-time doctoral students. This is particularly relevant in Singapore – to observe the growing number of part-time students in line with its well-established initiative of lifelong learning that focusses on building a nation who will always stay relevant with growing skillsets, and make meaningful and important contributions to the country. In the context of Singapore University of Social Sciences (SUSS) where majority of the students are adult learners who work full-time and study part-time, the need to understand the research experience of these students is of utmost importance.

This paper examined the existing literature on key issues and factors influencing part-time doctoral student experience and research experience. Analysis of the papers uncovered key factors which include students' motivation to study the doctoral degree; the balance between the multiple commitment and roles they have and their study; sources of support; socialisation processes and relationships with peers and faculty; as well as issues of development and dissertation progress. Drawing on the literature synthesis, a model of supervision for part-time doctoral students is proposed and discussed.

The proposed model, focusses on personal, environmental and social, professional and institutional factors, is essential to understand what works and what does not, in training and developing part-time doctoral students.

This paper argues that supervisors of part-time doctoral students may experience benefits over supervising full-time doctoral students, in particular, an impact through the part-time doctoral student research on 'real-world' professional and workplace contexts.

Keywords:

Part-time doctoral students, supervision, quality of experience.

Presentation 15

Improving research degree supervision

Unlocking doctoral success: Using a research-informed tool for dialogic feedback in doctoral supervision

Elke Stracke University of Canberra, **Vijay Kumar** University of Otago

Feedback is an integral component in education and academic progression. Notably, feedback expectations can diverge between academic supervisors and doctoral candidates, posing a substantial challenge. To optimise the benefits of feedback, we have developed a tool aimed at stimulating constructive dialogue between academic supervisors and their doctoral students. This tool, known as the Feedback Expectation Tool (FET) (Stracke & Kumar, 2020), was introduced to facilitate mutual understanding of feedback expectations and promote effective negotiation and collaboration between the two parties.

Amidst the global pandemic, we conducted online workshops spanning ten different countries and 12 universities, in which we introduced the FET to research supervisors and candidates. This initiative aimed not only to familiarise a diverse, international audience with the tool but also to gauge its effectiveness and utility for supervisors and doctoral candidates globally. Upon the conclusion of each workshop, we administered a survey to the attendees, soliciting their feedback and assessment of the FET. The primary objective of the FET, fostering dialogue, received validation from survey respondents who recognised its pivotal role in enhancing communication. Participants noted the tool's advantages in promoting effective communication, elucidating shared expectations, facilitating self-reflection, and contributing to pedagogical objectives.

Our research also revealed that utilising the FET may pose particular challenges in supervisory contexts characterised by significant power distance between supervisors and doctoral candidates.Challenges were also reported concerning perceived ambiguities within the statements of the FET. Addressing these challenges may enhance the FET's capacity to facilitate collaborative learning and foster the systematic development of best feedback practices within the global landscape of doctoral education.

Reference:

Stracke, E., & Kumar, V. (2020). *Encouraging Dialogue in Doctoral Supervision: The Development of the Feedback Expectation Tool*. International Journal of Doctoral Studies 15, 265–284. http://ijds.org/Volume15/IJDSv15p265-284Stracke6202.pdf

Presentation 16

Wednesday, 17 April
12:00pm

The Vines

Supervision

The values underpinning graduate research

Model for preparing post-grad nursing researchers and novice supervisors for joint research in academia

Masenyani Oupa Mbombi University of Limpopo, **Sindiwe Jame** Nelson Mandela University, **Ricks Esmarald** Nelson Mandela

Abstract:

Masenyani Oupa Mbombi1, **Prof S James**2,& **Prof ES Ricks**2, Department of Nursing Science, University of Limpopo, Private Bagx1106, Sovenga, 0727 Department of Nursing Science, Nelson Mandela University.

Corresponding author:

Masenyani.mbombi@ul.ac.za

Abstract Background:

Post-graduate completion period plays a significant role in the funding model of research activities in higher education institutions. To sustain good research funding, higher education institutions must prepare post-graduate research nursing students and supervisors during a joint research journey. But, very little is known about their readiness and conditions of working together for post-graduate studies.

Aim:

To describe a model to facilitate the preparedness of post-graduate students and inexperienced research supervisors during a joint research journey.

Method:

The theory generation design of the qualitative research approach was applied to guide the development of the model. Concept analysis outlined the need to determine the perceptions of 16 post-graduate research nursing students about their preparedness for supervision received and, 12 research supervisors about the supervision provided. Thematic content analysis was applied to understand participants` readiness and conditions for working together in post-graduate studies.

Results:

Participants shared diverse perceptions regarding their preparedness when working together in post-graduate studies; including barriers to the research progress of students and those for optimum supervision by research supervisors, and a diverse support system that enhanced their readiness for the joint research journey. Three concepts were generated from these diverse perceptions; preparedness, resilience, and research support, which ground the process of the model for postgraduate students and inexperienced research supervisors.

Conclusion:

The model provides a framework of reference for improving good research progress and optimum research supervision. Facilitating the preparedness of post-graduate students and supervisors provides an opportunity for improving the timeous completion of post-graduate studies and sustaining funding of higher education institutions. The outcomes of the model include easing the struggle of students during their research studies for acceptable progress within the nursing environment of higher education institutions. The inexperienced research supervisors experiencing challenges to achieve optimum supervision in the nursing environment will also benefit if they apply the developed model. To enhance the model's applicability, the researcher recommends that the currently developed model be tested in post-graduate studies for future benefits before implementation.

Keywords:

preparedness, post-graduate research nursing students and inexperienced research supervisors, resilience, research support

Presentation 17

Embedding the PhD in industry, community and public service sectors – the why and the how

Is PhD research important for industry, community, and public sectors in the real world? A Comprehensive Study from the Perspectives of PhD Students and Stakeholders in Indonesia.

Tenriwaru Indonesian Muslim University Makassar, **Nina Yusnita Yamin** Tadulako University Palu,
Andi Aco Agus State University of Makassar, **Faisal Abdullah** Flinders University,
Muhammad Faisal AR.Pelu Flinders University, Adelaide

For years, having a doctorate (PhD) degree in Indonesia is like winning a lottery ticket. Why is that? There are a few reasons to support the argument. First, it enables the holder to secure a better prospect career within the organisation including higher education level, government enterprises, private institutions, and others. Second, it can elevate the social status of the person in the society. In Indonesia, this is a big thing. Finally, having a PhD degree can open multiple opportunities which are not only material benefits but also popularity. However, things have changed in the last decade. This study aims to investigate the motives, attributes, and challenges faced by PhD students in Indonesia about their outcomes and their impact on industry, community, and public sectors.

This is an important study to search if there is a significant correlation between the variables mentioned above (motives, attributes, and challenges) and the PhD outcomes toward industry, community, and public sectors in Indonesia. The study used a mixed-method approach, with approximately 300 respondents (PhD students and stakeholders) participating in the survey questionnaires (quantitative) and semi-structured interviews in Indonesia. The results of the study showed that motivation, attributes, and challenges significantly affect the quality of PhD student's research outcomes but mixed toward the impact on industry, community, and public sectors in Indonesia.

Keywords:

Research motives, attributes, challenges, dissertation, doctoral students.

Presentation 18

Embedding the PhD in industry, community and public service sectors – the why and the how

How to create a successful industry-engaged PhD program: a rapid literature review + learnings from the Australian Graduate School of Engineering

Anneli Strutt Australian Graduate School of Engineering, UNSW

Universities globally are being incentivised to incorporate industry engagement into PhD training. However, few empirical studies exist on how such programs have been implemented and with what results. This paper synthesises available evidence on how higher education institutions can collaborate with industry to create successful industry-engaged PhD programs, to provide recommendations for best practice. It will also share successes and challenges from the Industry PhD Program at the Australian Graduate School of Engineering at UNSW.

The literature search and screening process was conducted following the PRISMA approach (Page et al., 2021). Four databases—Scopus, ProQuest, Web of Science and Informit—were searched for studies reporting on up-and-running PhD programs incorporating industry engagement. The search was limited to studies in English but without restrictions on date, geographical region or discipline. 476 abstracts were screened for relevance, with studies excluded that focused on other forms of University-Industry engagement, other types of doctoral degrees, or which lacked program evaluation. 98 eligible papers were imported into NVivo 14 for coding, analysis and theme development.

Preliminary findings indicate that while each program model has unique features, many challenges are shared. Factors enabling collaborative success include alignment of expectations and genuine commitment from all stakeholders; robust and sustained support structures; and having the right people on the research team and effective communication among members. The significance of prior collaborations as a predictor of future collaborative success was also highlighted.

The review found that experiences of stakeholders were predominantly positive and successful outcomes for all parties can be achieved through attending to pain points early on. As industry-engaged programs involve new kinds of relationships and models for undertaking research, a broader culture change is required, educating stakeholders about the value of PhD training to industry. The importance of prior collaborations in building trust suggests starting small, for example with internships, with a view to building long-lasting engagement.

References:

Page, M. J., Moher, D., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., ... & McKenzie, J. E. (2021*). PRISMA 2020 explanation and elaboration: updated guidance and exemplars for reporting systematic reviews*. bmj, 372.

Keywords:

University-industry collaboration; industry PhD; industry engagement; doctoral programs

Presentation 19

Wednesday, 17 April 12:00pm

The Gallery

Roundtable

Graduate researchers: identity and importance

Researcher education: precarity, friendship, and a typography of practice

Claire Aitchison University of South Australia, **Susan Carter** University of Auckland, **Cally Guerin** Australian National University, **Juliet Lum** Macquarie University, **Susan Mowbray** Western Sydney University

Research and doctoral education continues to be buffeted by challenges from financial constraints, technological innovation, skills unbundling and changing requirements from industry and governments. Unending change, disruption and uncertainty are characteristic of our working lives. What happens to postgraduate researchers and researcher educators in the midst of these uncertainties? What consolations remain about work and practice for research educators and supervisors? How do we balance new challenges and maintain our commitment to closely held values, practices and convictions? Using ethnographic collective biography (Davies and Gannon, 2006) five practitioners in researcher education explore their lived experiences through times of disruption and change over a 10-year period. Based in different institutions and operating in a variety of researcher education roles, like many third space practitioners in universities separated from the usual disciplinary-based academic tribes, their work is often conducted in isolation, under-appreciated and precarious (Daddow, Owens, Clarkson & Fredericks, 2023).

In these contexts, values, belonging and friendship play out in particular ways. External collaborations and networks become important alternatives to grow practice scholarship and for personal professional development. The authors reflect on their personal experiences and the professional practices that characterize researcher educator work. Drawing on theories of belonging (Gravett et al. 2023), care and friendship (Enslin & Hedge 2019), the authors identify the affective nature of relational work that rewards and sustains. They also reflect on their roles and responsibilities to create a typography of activities and principles for those who work supporting doctoral students and supervisors. The authors crystalize their experiences reflecting on sectoral changes, and personal responses including resistance, desire and the empowering delights of collaborating with respected academic friends.

References:

Gravett, K., Ajjawi, R., Bearman, M., Holloway, J., Olson, R. & Winstone, N. (2023) *Belonging as flickering and in flux in academic work: a collective biography*, International Journal of Qualitative Studies in Education, DOI: 10.1080/09518398.2023.2258095

Davies, B., & Gannon, S. (2006). *Doing collective biography: Investigating the production of subjectivity*. Open University Press. Enslin, P. & Hedge, N. (2019) Academic friendship in dark times, Ethics and Education, 14:4, 383-398, DOI: 10.1080/17449642.2019.1660457

Daddow, A., Owens, A., Clarkson G. & Fredericks, V. (2023) *The precarious academic: professional development and academic identity in the neoliberal university*, International Journal for Academic Development, DOI: 10.1080/1360144X.2023.2246443

Presentation 20

The quality of the graduate research student experience

The role of significant others in the doctoral student's identity trajectory

Juliet Aleta R. Villanueva University of the Philippines Open University,
Douglas Eacersall University of Southern Queensland

This presentation highlights the role of significant others in one's doctoral journey as revealed through an autoethnographic study from the dual perspectives of an international doctoral student (Aleta) and a researcher development specialist (Douglas). The collaborative autoethnography involved the curation of, and reflections on, Aleta's digital artefacts and used the theoretical lens of McAlpine and Amundsen's (2018) identity trajectory. The role of personal networks during the doctoral journey was affirmed as a valuable source of emotional support and encouragement. It was found that personal and intellectual networks are forged through a community of practice to purposely contribute knowledge and practice among doctoral students, their peers and colleagues.

Alternatively, these networks have been observed to develop as doctoral students negotiate their interactions with peers and different groups at varied points throughout their journey, likened to a form of peer learning arising from "unsupportive institutional teaching regimes" (Boud & Lee, 2005, p. 509). In the absence of an ideal research supervision and a sound research process within the remit of the institutional structure, the role of significant others, in addition to the supervisory team are of prime importance.

The challenge therefore lies in how institutions can not only improve research supervision but also expand the student's support network to include collegial and working relationships with university support staff and other researchers (i.e. students and academic staff). Through this approach, students are more adequately supported and can be a source of support for others through both the bitter and the sweet aspects of the research journey.

References:

Boud, D., & Lee, A. (2005). *Peer Learning' as pedagogic discourse for education*. Studies in Higher Education 30(5), 1-17. https://doi.org/10.1080/03075070500249138
McAlpine, L., & Amundsen, C. (2018a). *Identity-trajectories of early career re-searchers*. Palgrave Macmillan. https://doi.org/10.1057/978-1-349-95287-8

Villanueva, J.A. & Eacersall, D. (2024). *Autoethnographic reflections of a research journey: Dual perspectives from a doctoral student and a researcher development specialist* https://link.springer.com/book/10.1007/978-981-99-4929-8

Presentation 21

The changing identity of the doctoral researcher

Study buddies: a qualitative study by three doctoral researchers as they explore the construction of their doctoral identity through Collaborative Autoethnography

Marise Lehto University of Turku

Collaborative autoethnography (hereafter referred to as CAE) is increasingly being viewed as a useful approach to understanding and co-constructing academic and professional identity. The literature highlights the multiple benefits of engaging with this qualitative approach, such as employing CAE to support problematization of tensions and dilemmas (Norton & Lin, 2021), the potential for collaborative meaning making to shed light on possible taken for granted assumptions that individual researchers may not be aware of (Chang et al 2013), power sharing and deeper learning to name but a few.

But how does one start? According to Chang et al (2013) researchers are uniquely placed 'to collect relevant data effectively and expeditiously'. They outline an iterative, four stage process that researchers can engage in and includes preliminary and subsequent data collection, data analysis and interpretation, and finally report writing. Embedded within these stages are both individual writing and reflection, group sharing, meaning making, thematic identification, and group writing.

The purpose of this research-in-progress study is to explore the use of CAE as a way of constructing our doctoral identities. The oral presentation mainly focuses on a theoretical review, but covers the planned empirical study, preliminary findings and discusses the implications & imitations addressed thus far. Keywords collaborative autoethnography, academic, professional, doctoral, identity construction

References:

Chang, H., Ngunjiri, F., and Hernandez, K,C. *Collaborative Autoethnography* (2013) Taylor & Francis Group

Lydia Arnold & Lin Norton (2021) *Problematising pedagogical action research in formal teaching courses and academic development: a collaborative autoethnography*, Educational Action Research, 29:2, 328-345, DOI: 10.1080/09650792.2020.1746373

Presentation 22

The changing identity of the doctoral researcher

'So, you're here to help yourself, not me': A reflection on the transition from nurse to doctoral researcher.

Ruth Bartlett University of Southampton

During my PhD fieldwork in the late 1990s, I recall an exchange with a woman with dementia living in a nursing home. The woman was unhappy about where she was living and cried a lot during our interaction - the purpose of which was to establish whether she had capacity to take part in my study. To help her understand why I was there, I informed her I was doing my PhD. To which she replied, 'so you're here to help yourself, not me'. Her words stung and have stayed with me since she said them over twenty years ago. I believe they raise fundamental questions about the utility of doctoral research and professional identity.

Prior to doing my PhD I was a Community Mental Health Nurse, visiting people with dementia in nursing homes, some of whom were distressed like this woman. As a nurse I had a duty and the authority to intervene, not so as a PhD Student. Studying for a doctorate is fundamentally self-serving, although the process can lead to positive outcomes for others.

I offer this reflection to stimulate conversations about the transition from nurse to doctoral researcher. It is an occupational transition common in many countries, including the UK where funding is available from the National Institute for Health and Care Research for clinicians to undertake doctoral research. Research in this area tends to focus on how people feel about transitioning into academia, describing it as a shifting identity, from 'feeling new and vulnerable', to 'encountering the unexpected' and 'doing things differently' before 'evolving into an academic' (Murray, Stanley, and Wright, 2014: 389).

In my view, the process of transitioning away from nursing into doctoral research has been given less consideration. Yet, as my personal reflection shows, it is a long-lasting and poignant process that deserves more attention.

References:

Murray C, Stanley M, Wright S. *The transition from clinician to academic in nursing and allied health: a qualitative meta-synthesis*. Nurse Educ Today. 2014 Mar;34(3):389-95. doi: 10.1016/j.nedt.2013.06.010. Epub 2013 Jul 1. PMID: 23827093.

Presentation 23

The changing identity of the doctoral researcher

Belonging and doctoral candidates living with intersectional disability and neurodiversity: Seeding new possibilities

Ms Rosey Chang Independent scholar, Prof. Narelle Lemon Edith Cowan University, Dr Anuja Cabraal

Self-Employed University initiatives to support the inclusion of doctoral candidates living with intersectional disability or neurodiversity include Universal Design for Learning, digital accessibility (WCAG 2.1), and targeted services.

Conversely, one can contemplate doctoral candidates living with disability or neurodiversity who experience exclusion at university. Recent Australian evidence (Spier & Natalier 2023) suggests that HDRs' requests for adjustment were denied in ways that eroded their sense of efficacy as developing researchers, and also diminished their sense of belonging. And yet experiences of belonging at university are crucial for doctoral candidate success.

The question then arises: What might more expansive approaches to belonging for doctoral candidates look like?

In this Roundtable, we explore frameworks/concepts to seed more expansive possibilities for cultivating belonging. First, we offer the social model of disability. We tease out possible actions that follow including context-sensitive coaching, and peer-led spaces for belonging.

Next, we draw on the lens of reflexivity. A reflexive approach provides a way for decision makers within institutions to critically examine and understand how current structures and systems shape the experiences of students living with disability or neurodiversity. We will tease out ways to identify changes that could provide a greater sense of belonging.

Then we turn to a wellbeing framework. The diverse areas of wellbeing science offer HDR researcher developers, supervisors, and program designers a rich toolbox for shaping learning experiences. By acknowledging ways in which wellbeing and self-care can support a sense of belonging, considerations are made for the five dimensions (mindful awareness, self-compassion, time, habits, and empowerment) of self-care—how these can be harnessed in learning experiences that are attuned to the wellbeing of doctoral candidates living with disability or neurodiversity.

Could these frameworks seed possibilities that honour human diversity, individual strengths, and belonging?

Audience note:

To receive digital/hardcopy/large-print slides prior, or to share preferences for seating, room lightening etc please email by 12 noon (AEDT) on 16/04 to <rosey.chang.home@gmail.com> or tell Rosey in person before the session starts.

References:

Spier, J., & Natalier. K. (2023). Reasonable *adjustments? Disabled research higher degree students strategies for managing their candidature in an Australian university*, Disability & Society, 38:8, 1365-1386
DOI: 10.1080/09687599.2021.1997718

Presentation 24

Improving research degree supervision

Centring Neurodivergence in HDR research supervision

Anna Szorenyi University of Adelaide, Cambrey Payne University of Adelaide

Research on the experiences of neurodivergent Higher Degree by Research (HDR) students remains scarce, despite acknowledgement of increasing numbers (Dwyer et al 2022). While neurodivergence can offer unique contributions to research (Grant & Kara 2021), research at undergraduate level shows that neurodivergent students often find the university environment alienating, reporting poor treatment and stigma (Clouder et al 2022).

Our contribution to the panel will summarise the findings of a survey of HDR students and supervisors' experiences with neurodiversity at the University of Adelaide (designed in collaboration with autistic HDR candidates). Significant numbers of students identified as neurodivergent. Key issues raised by students were stigma and isolation, a lack of available support structures, and a lack of awareness, time or flexibility on the part of supervisors. Both students and supervisors identified a flexible and individualised approach as helpful and productive.

Hence we suggest that the best way to support neurodivergent HDR candidates is to build flexibility into standard supervision practice, in line with 'Universal Design for Learning (UDL) principles'. This fits with the underlying idea of 'neurodiversity' (Singer 2016), which sees neurodivergence not as an illness to be overcome, but part of the natural variation of human minds. Rather than helping neurodivergent HDR researchers to 'adapt' to pre-existing research practices, this approach orients both supervisor and student towards figuring out what works best for them. Not only those with a diagnosis, but potentially all students (and supervisors) can benefit from such reflexive practice.

References:

Clouder, L., Karakus, M., Cinotti, A., Ferreyra, M.V., Fierros, G.A. & Rojo, P. (2020). *Neurodiversity in higher education: a narrative synthesis*, Higher Education, vol. 80, no. 4, pp. 757–778.

Dwyer, P., Mineo, E, Mifsud, K., Lindholm, C., Gurba, A. Waisman, T. C. (2023). *Building Neurodiversity-Inclusive Postsecondary Campuses: Recommendations for leaders in higher education*, Autism in Adulthood vol. 5, no. 1, pp. 1-14.

Grant, A. & Kara, H. (2021) *Considering the Autistic advantage in qualitative research: the strengths of Autistic researchers*, Contemporary Social Science, 16:5, 589-603, DOI: 10.1080/21582041.2021.1998589

Singer, J. (2016). *Neurodiversity: the birth of an idea*, 2nd Edition. Judy Singer.

Presentation 25

Embedding the PhD in industry, community and public service sectors – the why and the how

What is a National Industry PhD anyway? Challenges of integrating a new government program into a complex and increasingly crowded HDR industry environment.

Mitchell Smyth The University of Melbourne

At the beginning of 2022, the Australian Commonwealth Government announced a new National Industry PhD Program as part of the University Research Commercialisation Action Plan. The program intends to support PhD candidates to undertake industry-focused research projects while fostering new, long-lasting partnerships between universities and industry organisations. This is a welcome addition to the HDR-industry environment and has garnered the attention of industry organisations and prospective candidates alike - but enters what is an increasingly crowded and complex space.

How do universities maximise the benefits of this program (and others like it), when even the term 'industry' (which has been used to describe commercial enterprises, but also community groups, government agencies and not-for-profits) is highly contentious amongst researchers? Australian universities are increasingly under pressure to increase their PhD candidates' engagement with 'industry', and this continues to accelerate following the introduction of the RTP Industry-Internship weighting – a government funding driver that must be contextualised in this, and other Australian HDR-industry programs.

In the Australian HDR-industry environment, universities are expected to integrate candidates into a diverse range of industry settings and encourage them to consider industry concerns and needs, while upholding the rigour of a PhD. Universities must provide an obvious 'front door' for industry to access, while supporting organic collaboration between its researchers and their industry networks. Processes and policies are routinely put to the test, while minimising bureaucratic hurdles. These demands present the risk of inconsistent and fragmented experiences for universities and industry alike.

At the University of Melbourne, HDR 'industry' engagements take different forms including research internships, sponsored PhDs, and industry fieldwork. This presentation outlines our experience with the National Industry PhD Program in 2023. We discuss the University's challenge to integrate this program into the existing HDR-industry environment, across a large institution with over 5000 HDR candidates. We offer practical suggestions to engage with these types of initiatives, and address considerations including managing stakeholder expectations, and when to support participation. We also outline our next steps - using what we've learned to develop a framework for sustainable, replicable, and scalable HDR-industry links at our institution.

Presentation 26

Embedding the PhD in industry, community and public service sectors – the why and the how

Professionally driving the Industry PhD Initiative at Griffith University.

Brooke Cotton Griffith University, **Rebecca Ford** Griffith University, **Jeremy Brownlie** Griffith University

Following the 2021 Australian Government's Research Training Program (RTP) incentives to improve industry engagement, universities have swiftly moved to enhance industry engagement and professional development opportunities for Higher Degree by Research (HDR) candidates. However, as stated in the ACGR response to the Australian Universities' Accord Interim Report1 "For universities to deliver the skilled research workforce Australia needs, a diverse range of suitably trained individuals are required". This necessitates non-academic professional support staff with diverse skills to complement the strategy and foster a cohesive university approach to HDR industry engagement.

At Griffith University, this has included appointment of an HDR Partnerships Coordinator within the Griffith Graduate Research School (GGRS). This coordinator plays a pivotal role in facilitating relationships and promoting the engagement agenda with professional and academic staff, HDR candidates and industry partners. Additionally, the role oversees PhD Industry programs and supports mechanisms to enhance external HDR candidate engagement across various faculties and business units.

This presentation explores the multifaceted responsibilities undertaken by the HDR Partnerships Coordinator at Griffith University to support the institution's growing external HDR engagement strategy. It highlights best practices and key activities that have contributed to internal cultural shifts in alignment with the national agenda. These initiatives are categorised into four key areas:

1. Policy and Procedure Alignment

2. Developing tools to foster awareness and education

3. Enabling external investment and funding

4. Streamlined reporting

Griffith University's proactive approach to external HDR engagement aligns with the Australian Government's vision to cultivate a skilled research workforce. The HDR Partnerships Coordinator plays a crucial role in orchestrating these initiatives, spanning policy alignment, awareness building, external investment models, and streamlined reporting. These efforts contribute to a more comprehensive and collaborative approach to HDR-industry engagement, fostering valuable connections between academia and industry.

Presentation 27

The quality of the graduate research student experience

Exploring academic coaching in PhD programmes

Liezel Massyn University of the Free State

PhD programmes are criticised for not delivering employable graduates beyond an academic role. Universities responded to this critique by developing various alternative PhD programmes that included the development of transferable skills to ensure work-ready graduates for multiple sectors of industry.

In a rapidly developing industry and continuous changes in the workplace, universities must work closer with the various stakeholders to stay relevant. While engagement with industry and communities and the university sector is essential, it is also important to look at the needs of the student enrolling for a doctoral programme. This is congruent with current ideas in the learning and teaching environment where more emphasis is put on student-centeredness and adult learning principles like self-directed learning.

One way to put the student at the centre is to consider academic coaching as part of the doctoral programme. Academic coaching provides a way to consider students' needs and can provide a more individualised experience for doctoral students. This could potentially assist in ensuring better employability of these graduates and provide a more proactive approach for doctoral programmes to keep up with the continuous changes in the workplace.

A scoping review was undertaken to obtain a conceptual overview of the application of academic coaching in PhD programmes by exploring:

1. the differences between academic coaching, supervision and mentoring;

2. the contribution of academic coaching to already existing support structures in doctoral programmes;

3. how academic coaching can benefit doctoral students;

4. to learn from those who have already implemented academic coaching in PhD education to provide considerations for incorporating academic coaching in current programmes.

Presentation 28

What constitutes success in the context of the PhD?

Another Side of Success : Understanding the development of PhD students as future university teachers in Australia and the United States

Jiapei Xia The University of New South Wales

PhD students are often known for their research roles, while their development as future university teachers is sometimes underestimated. This study aims to understand the other side of PhD students' roles as future university teachers by investigating PhD students' development as university teachers in Australia and the United States from the perspective of three purposes of education (Biesta, 2015): socialization, qualification, and subjectification.

The case study delved into the experiences of 10 participants, each representing a case of a PhD student navigating their development as a university teacher. All participants engaged in teaching roles including tutors, teaching assistants, and lab demonstrators during the data collection, enabling them to share insights from their current teaching experiences. The study encompasses five participants from an Australian university and an equal number from a university in the United States. Data were collected from three sources: an online peer support group, three semi-structured interviews, and classroom artefact collection.

The findings have underscored concerns among participants regarding their preparedness to teach at the university level, coupled with a perceived lack of support and preparation for their roles as tutors or teaching assistants. Participants have voiced their need for discipline-specific support to foster confidence as university teachers. While all participants agreed that teaching experiences had benefited their development as university teachers, Australian participants demonstrated a more proactive engagement in teaching development activities and greater use of techniques to enhance their classroom teaching abilities.

This study hopes to contribute to the ongoing enhancement of teaching practices within higher education, due to the current situation where a significant proportion of teaching faculties are comprised of PhD graduates (Li & Horta, 2022). As universities strive to provide exceptional learning experiences, this research can provide insights in crafting tailored professional development programs for PhD students as future university teachers.

References:

Biesta, G. (2015). *What is education for? On good education, teacher judgement, and educational professionalism*. European Journal of education, 50 (1), 75-87.

Li, H., & Horta, H. (2022). *Factors influencing PhD students' intentions to pursue careers in the government and nonprofit sectors: evidence from a global survey.* Higher Education Research & Development, 41 (6), 1946-1961.

Presentation 29

Graduate Research Student or Early Career Researcher, or both?

ECR - Early Career Researcher or End of Career in Research?

Aakanksha Dixit University of Queensland

Doctoral studies represent a formidable challenge, and one might assume that after investing significant effort, the career path would become relatively straightforward. Each year, around 10,000 individuals embark on their PhD journeys, yet only about 25% of them ultimately continue within academia. Without proactive measures, this percentage is likely to dwindle further.

- Are we equipping our Higher Degree by Research (HDR) students with the essential skill sets required for gainful employment?

- Are we ensuring their success in a research-oriented career, should they choose that path?

- What if the current state of affairs in the research field discourages potential entrants?

These queries prompted us to organize a SWOT workshop for our final-year HDR students and early career researchers at the University of Queensland Centre for Clinical Research.

The SWOT parameters were based on both individual needs and institute wide feedback and what emerged from this exercise is a gradual depletion of our research community. While there were positive aspects relating to the institution and its collaborations with similar entities, the threats were primarily associated with the prevailing research landscape, marked by inadequate funding and government support.

This prompts the question: Do we merely acknowledge the existing grievances, emphasizing their longstanding nature, or do we take steps to effect change within the research sphere, making it more inviting?

Presentation 30

Institutional structures for delivering graduate education

Restructuring a Graduate Research School: a case study to ensure continued success in a new environment, with a candidate-centred approach

Rebekah Bailey Federation University Australia, **Wendy Wright** Federation University Australia,
Andrew Barton Federation University Australia

Federation University announced a new structure in late 2021 to deliver on a strategic plan to become Australia's leading co-operative university. This meant a realignment of academic activities within the university into two separate pillars, 'teaching' and 'research', with a significantly increased focus on engagement with industry. Research activity was functionally removed from the academic portfolio and built into newly established Research Centres, within the Research and Innovation portfolio.

Under the previous model, the main role of the Graduate Research School was to provide candidature management and skills development programs. Previously, the academic areas looked after the candidate as a trainee researcher, responsible for their space, resourcing, supervision, research environment and integration into the university. The relocation of research activity to the Research and Innovation portfolio post-restructure required a new approach to the support of our graduate research candidates.

To achieve a more equitable and sustainable approach, we moved from a decentralised model to a fully centralised structure (Juniper, 2015, in Whelehan and Kinnear, 2023). While centralisation can be hierarchical and inflexible (Martin, 2016) with careful planning the Graduate Research School developed a model that ensured efficiencies and quality of centralisation and the flexibility of a decentralised approach (Coombe, 2015). The new structure brought the support of graduate research candidates fully across to a reconfigured GRS; an enrolling entity with a candidate centred approach, servicing candidates and their supervisory teams. The line management of supervisors is now the only aspect of graduate research outside of the remit of the Graduate Research School.

This presentation describes the initial benefits and challenges and key lessons learned during the implementation of the highly centralised structure to graduate research administration, management and support at Federation University. It identifies areas for improvement and provides discussion regarding anticipated future challenges. Despite the complexities and intensity of the change, the GRS has successfully emerged as a centralised, candidate-focussed, one-stop-shop for HDR matters, and has continued to successfully provide leadership in graduate research.

References:

Coombe, L (2015), *Models of interuniversity collaboration in higher education – How do their features act as barriers and enablers to sustainability?* Tertiary Education and Management. 21. 1-21. 10.1080/13583883.2015.1104379.

Juniper, S (2015) in Whelehan, I and Kinnear, S (2023) *Diverse Graduate Research School Structures: An Overview* Australian Council of Graduate Research Leadership Program 17 & 18 October Online.

Martin, B (2016), *What's happening to our Universities?,* Prometheus, Vol. 34, No. 1, 7-24, https://doi.org/10.1080/08109028.2016.1222123

Presentation 31

Wednesday, 17 April
02:00pm

The Gallery

The Graduate
Researcher Voice

Institutional structures for delivering graduate education

The Role of Student Representation in the University Higher Degree by Research Committee: Reflections and recommendations

Amandi Hiyare Flinders University, **Sarah Crossman** Flinders University, **Hamid Azizi** Flinders University, **Nathan J. Harrison** Flinders University

Flinders University is one of few Australian universities to include student members within their central Higher Degree by Research (HDR) committee. The University Higher Degrees by Research Committee (UHDRC) member composition includes student representation: the terms of reference enabling two HDR student members (voting) and two HDR alternate members (as non-voting 'backups') to attend meetings. Through this representation, the UHDRC enhances student centrality and allows student members to voice ideas and concerns regarding HDR matters. Here, we reflect on our student representative experiences and offer recommendations regarding the UHDRC's work that we believe will maximise the student-centredness of other university committees.

Serving on the UHDRC as HDR student members has provided an empowering learning experience into university governance structures that shape academic policies. The student/alternate member roles have elicited differing experiences. As voting members, we understand the importance of our role in representing the broader HDR student voice and perceive a sense of responsibility to contribute to university-level decision making. Including two alternate members provides peer support to voting members, and enables out-of-session conferral for agenda items prior to formal meetings. Non-voting members gain valuable experience, including with committee structure and common issues influencing HDR examination. Together, the student member composition brings together student perspectives from a broader range of (academic and personal) backgrounds and supports an environment conducive to relaying student perspectives. Non-voting student members still have equal opportunity to share their perspectives on HDR-related matters to influence decision-making within the Committee.

Through our collective experiences, in this presentation we outline a number of important recommendations. We believe these strategies can contribute to maximising the benefits of HDR student involvement in similar university-wide committees and help to overcome common 'sources of strain' for student representatives[1]. These include specific structural and procedural changes to the committee, enhancement mechanisms for student representatives to engage with the wider university HDR community more effectively, and the potential for key learnings to be shared with the HDR student population to enhance both their thesis writing and their understanding of academic requirements.

References:

[1] Lizzio & Wilson. (2009). Stud. High. Educ., 34(1), 69–84. doi:10.1080/03075070802602000

Keywords:

Higher degree by research; university committees; student representation

Presentation 32

The quality of the graduate research student experience

Enhancing the graduate research experience by amplifying and empowering student researcher voices.

Amy Butler Flinders University, **Ellen Wynn** Flinders University, **Rebecca Carpenter-Mew** Flinders University, **Yun Seh Lee** Flinders University, **Andrea Cosentino** Flinders University, **Kate Walsh** Flinders University

The HDR Community and Voice Project was an Office of Graduate Research and Flinders University Student Association collaboration designed to empower HDR students to shape the Flinders HDR experience. The goals of this 10-week pilot project extended beyond increasing feedback channels, to enhancing inclusion and connectedness within physical and virtual settings. This focus was important because graduate researchers sit somewhere between being a student and being a researcher, which can disrupt their sense of belonging in the university landscape.

Based on a co-creation student partnership model, this project employed four HDR students to help plan and deliver centrally-run social and networking opportunities for Flinders HDR students. These partner positions were distinct from unpaid college-based and university committee HDR student representation roles because they focused on uniting voices across the university to help foster a more interconnected HDR community. Leveraging their first-hand experiences and existing student feedback, the student partners worked in pairs to plan and deliver activities for our On-Campus and Online HDR Communities. They also held structured feedback forums to generate discussion about the unique needs of HDR students and identify gaps between existing opportunities and how students would like to be supported. Implementing these informal and structured feedback activities created room for connecting over shared experiences and learning from each other, whilst bringing greater visibility to the needs of the Flinders HDR community.

Beyond creating momentum for student connection and engagement, this more centralised-partnership approach to shaping the HDR experience proved beneficial for improving understanding about the Flinders graduate research experience. It shed light on opportunities to enhance the student experience by addressing inconsistencies in college offerings, duplicated support efforts, and misunderstandings of responsibilities. The project demonstrated a need for greater collaboration across university services to help bring consistency to the Flinders HDR experience. It also demonstrated how the empowerment of students through partnership initiatives creates a receptive and responsive community who are invested in improving the quality of their postgraduate experience. In this presentation, you will have the opportunity to hear from the project team as they reflect on their contributions, experiences and achievements.

Presentation 33

The PhD in a changing environment

The Future of PhD: Improving HDR Experience and Graduate Outcomes through Work Integrated Learning

Min Teah Curtin University

If, as Gould (2015) has bluntly pointed out, there are too many PhD students and too few academic jobs, what career prospects are available for the approximately 10,000 PhD graduates each year in Australia?

In 2015, Stanford published a report tracking graduates 5 to 10 years after their PhD. It showed that students progressing to a post-doctoral position fell from 41% to 31%. Many of the graduates had moved into business, government or not-for-profit positions instead of entering an academic position. The bottleneck in academic jobs and job opportunities in commercial sectors raise pertinent questions about how PhD training should look in the future. Furthermore, with a move towards work-integrated-learning (WIL) in PhD programs, it highlights the importance of understanding expectations between students, supervisors and industry stakeholders in terms of learning and graduate outcomes in order to avoid misalignment of purpose and expectations.

This study extends Sharmini and Spronken-Smith's research (2020) by adapting Bigg's framework on Constructive Alignment to identify desired learning and graduate outcomes of WIL. Based on the understanding that the learner constructs his or her own learning through relevant learning activities such as WIL, the PhD program (curriculum), thesis (assessment) and teaching methods (research training and supervision) should be aligned with each other (Biggs, 1996).

This study aims to extend Valencia-Forrester's (2020) methodology to include supervisor and industry employer within the sample to understand their perspectives of WIL in PhD programs.

The study will explore:

(1) student expectations and perceptions of current PhD program learning and graduate outcomes;

(2) students, supervisors and industry expectations of WIL in PhD programs;

(3) the purpose of PhD, research training and skills required or expected by industry employers outside of academia.

Using a qualitative method and a combination of focus groups and semi-structured interviews, the outcomes will be used to identify and interrogate gaps in expectations and misalignments between various stakeholders in the PhD system. If the findings confirm that WIL enables a learner-centred approach to learning within a PhD program, it can shape how PhD student takes control of their PhD journey to shape their goals and career pathways.

Therefore, an anticipated outcome for this study is the design of strategies to enable and support learner-directed outcomes in PhD programs. This also means that students can be critical in designing their journey and career trajectory, while developing advanced research skills, transferable and professional skills. By doing so, the findings can identify skills gaps and propose changes and improvements to current research and skills training programs to align with workforce requirements of today and tomorrow.

References:

Biggs, J. (1996). *Enhancing teaching through constructive alignment*. Higher Education, 32(3), 347-364. doi:10.1007/BF00138871

Gould, J. (2015). *How to build a better PhD*. Nature, 528(7580), 22-25. doi:10.1038/528022a

Sharmini, S., & Spronken-Smith, R. (2020). *The PhD–is it out of alignment?* Higher Education Research & Development, 39(4), 821-833.

Valencia-Forrester, F. (2019). *Internships and the PhD: Is this the future direction of work-integrated learning in Australia?* International Journal of Work-Integrated Learning, 20(4), 389–400.

Presentation 34

Wednesday, 17 April
02:00pm

Broughton & Ferguson

Work-Integrated Learning

Graduate researchers: identity and importance

Evidence-based incorporation of WIL in higher degree research

Michael D. O'Connor Western Sydney University

Doctoral training is being reconceptualised worldwide including in Australia. Traditional reliance on the primary supervisor for research training, and preparation for academic post-doctoral careers, is becoming less suited to the needs of contemporary PhD candidates and society. Factors driving this reconceptualization include fewer academic employment opportunities, increased candidate interest in non-academic careers, and a desire for greater industry and community benefits from research investments. In Australia, the past decade has seen increasing pressure and policies to broaden doctoral training, including for incorporation of non-academic work-integrated learning (WIL) activities such as industry placements or internships. For example, the 2016 ACOLA Report, the National Priorities and Industry Linkage Fund, Research Training Program Internships, the National Industry PhD Program, and – most recently – the 2024 Universities Accord Final Report recommendations.

Nevertheless, doctoral professional development programs in Australia are typically ad hoc (Sharmini & Spronken-Smith, 2020), and inclusion of non-academic WIL activities are not the norm. Crucially, incorporating additional professional development activities such as WIL in PhD programs risks tension between developing candidates as discipline stewards, and the time and cognitive commitment candidates require to master employment-related skillsets. Thus, design and delivery of alternative doctoral training, including WIL, requires a careful, considered, and evidence-based approach to avoid mis-matched stakeholder expectations, candidate overload and attrition, and negative impacts on university brand and partner value. Extensive evidence shows quality WIL experiences are underpinned by effective preparation, implementation, and reflection supported by a robust framework of co-design and clear university structures (Campbell et al., 2021). However, relatively few stakeholders responsible for managing HDR candidates have knowledge of, or exposure to, these concepts fundamental to effective and productive WIL activities.

This presentation explores a case study of evidence-based development and evaluation of a doctoral research and employability skills training program. The credentialled, voluntary, part-time program was designed for all disciplines. The program provides scaffolded delivery of a cohesive suite of authentic ('real-world') WIL activities as the subject assessments – i.e., assessments as "problems, processes and projects" that candidates "may encounter in their professions and [that] produce artefacts reflecting professional practice" (Kaider 2017, p.158). Evaluation of the evidence-base for the program included analysis of pre-program student surveys, comparison of the program against the Quality WIL Framework, analysing alignment with AQF and TEQSA requirements, and analysis of survey-based feedback from doctoral candidates within the program. The results indicate candidates highly valued program elements including the WIL-based assessments, teacher interactions, workload, research problem-solving frameworks, work-related knowledge and skills, and confidence-building. The evaluation reinforces four emerging design principles for WIL in doctoral programs and provides a valuable evidence-base for improving contemporary doctoral training.

Presentation 35

Wednesday, 17 April
3:30pm

Hickinbotham Hall

Diversity

Graduate researchers: identity and importance

Equal Access and Opportunity in HDR: Starting the Conversation on Next Best Practice

Ruby Sethi Griffith University, **Sharon Saunders** Griffith University, **Loree Joyce** Griffith University

First Nations students, students with a disability and students from low SES backgrounds are continuously underrepresented throughout higher education. Though a long-standing issue, the stark call to action in the Australian Universities Accord Final Report (2024) and growing social priorities have emphasised the need for urgent developments towards equitable education opportunities in Australia.

In the era of reimagining access and identity in graduate research, we have a pivotal opportunity to redefine the narrative towards equal access and opportunity. Higher Degrees by Research (HDR) by their very nature as a post-graduate research story encompass not only their own challenges, but also all the challenges inherent in lower degree programs. Typical entry pathways to HDR are either a Bachelors Degree with Honours (Class 1) or an equivalent post-graduate qualification, both of which require applicants from equity groups to successfully navigate challenges to enter, participate, and complete these programs. These challenges are compounded by the need for strong academic performance to become competitive for HDR scholarships, all within a learning environment typically unable to support their unique needs (Brownlow et. al, 2023).

Broader, longer-term initiatives towards equitable HDR pathways will likely require a significant shift in how we think of entry pathways as a whole. Global developments indicate a shift towards competency-based approaches, emphasizing skills and capabilities over conventional academic qualifications. In 2023, Griffith University implemented a revised HDR Scholarship application process to provide applicants with additional opportunities to establish equivalency for admission. The revision formed part of a larger, equity-driven initiative to implement the Griffith University Disability Scholars Research Scholarship.

This presentation will explore accessibility and equity in the context of HDR, drawing insights from existing short- and long-term initiatives within and outside of Australia and reflecting on Griffith's experience to date. In doing so, we aim to start a conversation on best practice as Australian Universities begin a national journey towards equal access, opportunity, and education for all.

References:

Brownlow, C., Eacersall, D. C., Martin, N. & Parsons-Smith, R. (2023). *The higher degree research student experience in Australian universities: a systematic literature review*. Higher Education Research & Development, 42(7), 1608-1623. 10.1080/07294360.2023.2183939

Presentation 36

Graduate researchers: identity and importance

Developing a model to determine the 'academic literacy for research' needs of international doctoral students in Australian universities

Michael Stein Edith Cowan University, **Sharon Matthews** (lead presenter) Edith Cowan University, **Carmela DeMaio** Edith Cowan University, **Jo McFarlane** Edith Cowan University, **Lesley Andrews** Edith Cowan University.

The focus on developing academic literacy has intensified in the Australian higher education sector since the introduction of the widening participation agenda in the 1990s, which saw a rise in non-traditional domestic students and a concurrent increase in international students enrolling at universities. The diverse academic literacies of these students and their lack of congruence with the expectations of Australian universities has prompted a rise in student support structures and processes across Australian higher education, for both undergraduate (Hirvela & Du, 2013) and postgraduate students (Fatemi & Saito, 2020).

However, the predominant focus of published research into university academic literacy needs has been largely limited to international students studying coursework, where this concept has been described and evaluated in varying ways (Li, 2022). Further, few studies to date have specifically focused on the academic literacy of higher degree by research (HDR) international students and, in particular, those who are completing their doctoral studies in Australian higher education institutions. As identified by Son and Park (2014), international doctoral students may grapple with adjusting to the expectations and structures of their degree in an Australia university, because they tend to be impacted by a range of social and cultural factors as well as previous educational experiences in their home countries.

This presentation has been informed by a qualitative research project that the authors are undertaking with international doctoral students at Edith Cowan University (ECU). Outcomes include: a scoping review, which identifies the way this academic literacy has been conceptualised within the literature to date; a peer review process, collating feedback on models of academic literacy related to the doctoral space used at a range of Western Australian universities; as well as data gained from semi-structured interviews. The combination of these outcomes has prompted the development of a model of 'academic literacy for research', which forms a key component of the presentation.

To enhance existing knowledge and understandings of academic literacy, and specifically how this concept applies to international students studying doctoral degree in Australia, this presentation proposes the notion of 'academic literacy for research'. We offer one example of a model of 'academic literacy for research' that is applicable to existing understandings and conceptualisations of student learning. Further, the model details how existing knowledge about academic literacy can be applied/extended? to the doctoral space in Australian universities; in particular, the model shows how the concept of academic literacy that is specific to research can be used to enhance the experience of international doctoral students studying in Australian universities.

References:

Fatemi, G., & Saito, E. (2020). *Unintentional plagiarism and academic integrity: The challenges and needs of postgraduate international students in Australia*, Journal of Further and Higher Education, 44(10), 1305-1319. doi.org/10.1080/0309877X.2019.1683521

Hirvela, A., & Du, Q. (2013). *"Why am I paraphrasing?": Undergraduate ESL writers' engagement with source-based academic writing and reading*, Journal of English for Academic Purposes, 12(2), 87-98, doi.org/10.1016/j.jeap.2012.11.005

Son, J.B., & Park. S.S., (2014). *Academic experiences of international PhD students in Australian higher education: From an EAP program to a PhD program*, International Journal of Pedagogies and Learning, 9(1), 26-37, doi.org/10.1080/18334105.2014.11082017

Presentation 37

Embedding the PhD in industry, community and public service sectors – the why and the how

Parenthood and PhD careers beyond academia: a gender perspective

Anna Sala-Bubaré Ramon Llull University, **Marina Garcia-Morante** Ramon Llull University, **Laura Diaz** Ramon Llull University, **Crista Weise** Autonomous University of Barcelona, **Montserrat Castelló** Ramon Llull University

Despite numerous studies on the differential impact of parenthood in the professional trajectories of women and men, there is limited evidence of this issue in regards of PhD holders' non-academic trajectories. The present study explores the impact of parenthood on the trajectories of women and men PhD holders working outside academia through the lens of the Dialogical Self Theory (Hermans, 2001). Participants were 39 Spanish PhD holders (21 women) from all disciplines whose primary employment was outside academia. Most (77%) were between 30 and 39 years old.

We interviewed them about their career trajectories and factors influencing decision-making. Among these factors, many participants spontaneously mentioned parenthood, either being, not being, or wanting to be a parent. The analysis identified positions, voices, and social discourses that emerged related to parenthood.

All mothers and fathers mentioned parenthood when talking about their trajectory and most positioned themselves as both professionals and parents. However, the dialogue they established between positions and social discourses exhibited gender-related variations. Social discourses portraying academia as a hostile environment for parents were prevalent among women. Often, tensions were resolved by prioritizing motherhood, leading to decisions to leave academia, either partially or completely, thereby abandoning their pursuit of an academic career. In turn, men invoked fewer social discourses about fatherhood. Their dialogue between voices and positions did not typically lead to drastic career decisions but to smaller adjustments. Importantly, regardless of their gender, most participants reported a balance between their personal lives and non-academic jobs.

Finally, some participants without children speculated about the impact that parenthood could have or have had on their trajectories, invoking social discourses related to their professional contexts. This study underscores the importance of dialogue and tensions between positions and social discourses to provide a richer perspective on the interplay between personal and societal factors that shape career decision-making processes. It also contributes a new perspective to the growing body of evidence that portrays academia as a hostile environment for motherhood (whether experienced or desired).

References:

Hermans, H. J. (2001). The *dialogical self: Toward a theory of personal and cultural positioning*. Culture & psychology, 7(3), 243-281.

Presentation 38

The values underpinning graduate research

Doing respect-based culture change in graduate research

Robyn Barnacle RMIT University, **Denise Cuthbert** RMIT University, **Leul Sidelil** RMIT University

A respectful research culture is essential to good practice in research and research training. Respect is central to the principles of research integrity and gender equality, diversity and inclusion. We know, however, that these principles are not always realised in practice. PhD students continue to experience bullying, harassment and other harms. So, what can be done to address this and promote respectful conduct and communities?

In this presentation, we discuss our work designing and delivering a respect-based culture change initiative in graduate research. Based at RMIT University in Australia, the Respectful Research Training Program is a university-wide initiative aimed at promoting a respectful and safe research training environment. This transformative program is aimed at preventing sexual assault and harassment and other harms by addressing the various risk factors that distinguish graduate research from undergraduate education, particularly power imbalances. To the best of our knowledge, it is one of the first of its kind, worldwide.

The focus of our talk will be the multi-layered processes involved in enabling and undertaking institution-wide culture change of this kind, particularly the stealth feminist approaches adopted during design and delivery. Respect and cognate, moderate feminist, concepts are increasingly prevalent as oblique, or stealth, approaches to gender equality in contexts in which doing so openly may be counterproductive. By adopting a feminist insider perspective, we highlight resistance and receptivity to the initiative and how these were either countered or harnessed, thus providing practical insights into what works in practice.

References:

Barnacle, R., Cuthbert, D., Hall, A., and Sidelil, L.T. (2022) Respect@Uni: *A feminist insider perspective on respect-based culture change in higher education.* Critical Studies in Education. https://www.tandfonline.com/doi/abs/10.1080/17508487.2022.2143837

Barnacle, R., Cuthbert, D., and Leul Tadesse Sidelil (2023) *Promoting safe, respectful relationships between research supervisors and students* https://sciencegenderequity.org.au/resources/initiatives/promoting-safe-respectful-relationships-betweenresearch- supervisors-and-students/

Presentation 39

📅 Wednesday, 17 April
3:30pm

📐 The Vines

📋 Wellbeing

Graduate researchers: identity and importance

How does trauma affect doctoral researchers? Insights from a pilot study

Katrina McChesney University of Waikato, New Zealand

Researchers are whole people who bring their complex and intersecting life experiences and identities to their work. In recent years, there has been increasing acknowledgement of this reality in the doctoral education literature, along with associated critique and deconstruction of neoliberal conceptualisations of the independent, unencumbered, uninhibited scholar. Gender, race, class, cultural identity, caring responsibilities, financial circumstances, part-time or distance enrolment status, health and mobility issues, neurodivergence and other experiences have been increasingly validated and made visible as factors affecting doctoral researchers.

Within this landscape, however, one notable omission has been consideration of trauma. Trauma can take many forms and impacts people in diverse ways, but in all cases, it originates in fundamental experiences of feeling unsafe. World Health Organisation data suggests that over 70% of people will experience traumatic event/s during their life times, with a mean of 3.2 life time trauma exposures per capita (Kessler et al., 2017). Trauma affects people from all walks of life and can arise at any time, including before or during doctoral education. It is therefore imperative that as part of understanding researchers as whole people, we consider how living with the effects of trauma impacts on doctoral (and other) researchers.

This presentation will report findings from a pilot study that asks: How do doctoral researchers engage in the difficult work of knowledge production when living with the effects of trauma? For the pilot study, interviews, written responses, and artefact elicitation will be used with a small number of researchers (doctoral students or graduates, including academic staff) who self-identify as having been affected by trauma in any form. The pilot study combines culturally responsive (Berryman et al., 2013) and trauma-informed research (Isobel, 2021) methodologies to support participant and researcher safety, relational trust, and ethical exploration of this sensitive topic.

This presentation will reflect on the insights gained through the pilot study. I will discuss the substantive findings (indications of how trauma affected the pilot study participants' experiences of engaging in knowledge production work) as well as reflections on the research methodology (design, ethics, and how involvement was experienced by participants).

The findings of my research programme can inform approaches to doctoral education and supervision that support those affected by trauma (McChesney, 2022). This work is important and timely as we aspire to shape research and higher education environments that are diverse, equitable, and inclusive for all.

References:

Berryman, M., SooHoo, S., & Nevin, A. (2013). *Culturally responsive methodologies*.

Emerald. Isobel, S. (2021). *Trauma-informed qualitative research: Some methodological and practical considerations*. International Journal of Mental Health Nursing, 30 (sup1), 1456-1469.

Kessler, R.C., … Koenen, K.C. (2017). *Trauma and PTSD in the WHO World Mental Health Surveys*. European Journal of Psychotraumatology, 8 (sup5), 1353383. https://doi.org/10.1080/20008198.2017.1353383

McChesney, K. (2022). A *rationale for trauma-informed postgraduate supervision*. Teaching in Higher Education: Critical Perspectives. https://doi.org/10.1080/13562517.2022.2145469

Presentation 40

The quality of the graduate research student experience

The Western Australian Doctoral Student's Experience of Well-being: Research-Work-Life Balance

Sharyn Curran Curtin University, **Rohini Balapumi** Curtin University

In recent years, the well-being of Higher Degree by Research (HDR) students has become a subject of growing interest. Students have been increasingly reporting psychological and financial stresses alongside research-related concerns. The well-being of doctoral students plays a substantial role in their academic journey.

This ongoing research study was prompted by the implementation of a COVID-19 border shutdown in Western Australia. These measures introduced additional challenges for doctoral students, hindering their progress in completing their research and meeting deadlines. The lockdown measures aggravated psychological stress due to isolation requirements, increased the financial burden on students, and highlighted issues which had had previously been less visible and particularly affected international students.

Building upon the prior research conducted by Juniper et al (2012) and the comprehensive literature review by Sverdlik et al (2018), our multi-phase, multi-method study, centred on Social Science students, aims to examine the various impacts on doctoral studies. This examination includes insights from students who were enrolled in the lockdown period, and those who commenced immediately after the lockdown period ceased.

Social Science students have received limited research attention in the past research on well-being. This despite the nature of their individual research projects possibly introducing an additional layer to the understanding of isolation and how students perceive their well- being.

In Phase 1(completed), we conducted a qualitative study involving in-depth interviews. This phase concentrated on the experiences of current students who were nearing/completed in the period indicated. Curtin University has implemented measures to support all its students, however the insights from this research will offer ongoing feedback specific to doctoral student engagement. This feedback will play a pivotal role in facilitating the development of further support measures.

References:

Juniper, B., Walsh, E., Richardson, A., & Morley, B. (2012). *A new approach to evaluating the well-being of PhD research students*. Assessment & Evaluation in Higher Education, 37(5), 563-576.

Sverdlik, A., Hall, N. C., McAlpine, L., & Hubbard, K. (2018). *The PhD experience: A review of the factors influencing doctoral students' completion, achievement, and well-being*. International Journal of Doctoral Studies, 13, 361-388.

Presentation 41

What constitutes success in the context of the PhD?

The "becoming" journeys of black female doctoral students: Challenges and affordances.

Halima Namakula University of Johannesburg, **Beatrice Akala** University of Johannesburg and Wits university, **Shireen Motala** University of Johannesburg, **Gina Wisker** University of Bath, UK

The expansion of postgraduate student intake particularly at the doctoral level has become an absolute necessity for universities in the global South, as it not only fosters the development of a skilled workforce but also plays a crucial role in the generation of new knowledge and significantly contributes to the enhancement of universities' research capabilities. South Africa has set its goal to produce 5000 doctoral graduate per year up until 2030. This translates to more than 100 doctorates awarded per million persons annually by 2030 (Maluleka and Ngoepe 2019; Wingfield 2019).

While the importance of the doctorate to society is acknowledged and well documented in the literature, it remains a concern that women continue to be underrepresented (Main et al., 2022; Akala, 2018). This disparity is particularly acute in Africa, where the number of black women holding doctoral degrees on the continent remains low (Tsephe & Potgieter, 2022). South Africa performs lower than countries such as Slovenia, which leads with a production of 485 PhDs per million people, Switzerland with 468, and the United Kingdom with 406 PhDs (Mouton et al. 2019). Furthermore, even within the African continent, South Africa trails behind countries like Tunisia, which produced 118 PhDs per million people, and Egypt, which achieved a total of 78 PhDs per million people (Mouton et al. 2019). Part of the reason for the low representation of women at the doctoral level is attributed to but not limited to inadequate funding, institutional capacity, program duplication and poor-quality supervision (Cloete and Mouton, 2015).

This roundtable discussion aims to illuminate the multifaceted experiences of black women pursuing doctoral degrees. We draw on literature as well as findings from a pilot study to highlight black women's experiences of their doctoral journeys. We also draw on an intersectional framework with the hope of gaining a deeper understanding of the challenges and opportunities that shape their journeys. Intersectionality views gender identity as fluid and multifaceted (Crenshaw, 2017). We therefore draw on intersectionality as a framework to interrogate how factors such as race, gender, indigeneity, social class, culture and religion inform doctoral journeys of black women in selected sites.

This discussion seeks to contribute to the ongoing discourse on the significance, the challenges, and affordances of the doctoral learning journey particularly for black women.

The session will be guided by the following questions:

1. Of what value is the doctorate to Black women students in higher education institutions?

2. How have universities addressed the changing demographics in women doctoral students?

3. What challenges do Black women doctoral students encounter on their doctoral journeys?

4. What measures can be put in place to enable Black women doctoral students to succeed in higher education?

5. What is the link between the successful completion of the doctorate(s) and adequate supervision and mentorship?

6. What role does the pedagogy /ethics of care play in Black women doctoral journeys and the eventual completion of the doctorate?

7. In what ways do Black women doctoral students benefit from the "third space"?

Presentation 42

The values underpinning graduate research

Researcher development framework: design and implementation

Wendy Truelove Western Sydney University, **Thuy Dinh** Western Sydney University, **Clive Baldock** Western Sydney University

This paper will present the Researcher Development Framework as the primary frame of reference for researchers at different stages at Western Sydney University. It will explain the key components of the Framework and how they reflect the holistic developmental journey of researchers in today's higher education context.

The paper starts with the process used to develop the Framework, then focuses on its content and implementation. A discussion follows of the tools and activities used to operationalise the Framework.

It also provides an insight into other programs that are guided by the framework and data on their performance and effectiveness.

Presentation 43

Wednesday, 17 April
3:30pm

The Gallery

Researcher Development

The quality of the graduate research student experience

What does co-creation look like in graduate research?

Ai Tam Le Deakin University

Co-creation is one among several approaches that call for a collaborative process in which students and teachers are actively involved across stages of the educational process (Bovill, 2017). Underpinning this call is the philosophical and pedagogical shift in the student-teacher relationship that challenge the hierarchy and power imbalance traditionally built-in university environment (Dollinger & Mercer-Mapstone, 2019). This shift has been argued to benefit those involved in the educational process and contribute to improving student learning experience (Bovill, 2017). While widely adopted in undergraduate education, the use of co-creation remains limited in the graduate research space. This seems to be a missed opportunity because key principles of co-creation may be applicable and beneficial to aspects of graduate research.

In addition, co-creation idea emphasises not only bringing something new into existence (create) but also doing so with other people (co-) in a social context. This approach therefore fosters "enduring formation of a relationship by partners leading to fruitful outcomes for both" (Tarı Kasnako lu & Mercan, 2022, p. 76). It can be productive in the graduate research space in which graduate researchers co-create new knowledge through their research projects but also through co-creating the culture and the kind of institution that they want to be a part of (Lin & Le, forthcoming).

In this presentation, I aim to explore the potential co-creation in graduate research by reviewing existing conceptual models, examining their compatibility in graduate research, and highlighting potential areas where they could be applied. Some questions emerged. For those who support graduate researchers, how do we work to foster a co-creative approach to foster an equitable and inclusive environment to where every graduate researcher feels empowered to contribute? For graduate researchers, how does this shift of mindset help cultivate their agency and engagement in their research, learning and university community? In answering these questions, I invite colleagues working in the graduate research space, including graduate researchers, to explore ways of thinking about graduate researchers' roles and relationships with other social actors within, and perhaps outside, the university to work toward co-creating a community we aspire to have.

References:

Bovill, C. (2017). *Breaking Down Student-Staff Barriers*. Pedagogic Frailty and Resilience in the University, 151–161. https://doi.org/10.1007/978-94-6300-983-6_11

Dollinger, M., & Mercer-Mapstone, L. (2019). *What's in a name? Unpacking students' roles in higher education through neoliberal and social justice lenses.*

Lin, Y., & Le, A. T. (forthcoming). *Co-creating graduate research communities: Reflections on designing, developing, and delivering graduate researcher-led projects.*

In M. Aarnikoivu & A. T. Le (Eds.), *Building communities in academia*. Emerald.

Tarı Kasnako lu, B., & Mercan, H. (2022). *Co-creating positive outcomes n higher education: are students ready for co-creation?* Journal of Marketing for Higher Education, 32(1), 73–88. https://doi.org/10.1080/08841241.2020.1825031

Presentation 44

The importance of graduate research and to who is it important?

Exploring gendered participation in a researcher development program

Meagan Tyler La Trobe University, **Tseen Khoo** La Trobe University, **Dan Bendrups** La Trobe University

Researcher development programs play a crucial role in inducting graduate researchers into the workings of academia. While such programs are generally designed to be accessible and open to all potential participants – regardless of demographic markers, discipline orientation, or career intentions – this does not guarantee that participation is evenly spread. In our own Research Education and Development (RED) program at La Trobe University, we have noticed some unevenness in the gendered distribution of engagement – with greater numbers of women than men attending many of our RED sessions.

By drawing on varied literatures, we explore three potential explanations and contextual factors that are likely to influence this skewed engagement by gender. Firstly, considerations regarding the social construction of masculinity and negative associations with help-seeking behaviour (Juvrud & Rennels, 2017), especially in male-dominated disciplines. Secondly, a more structural-level analysis of gender inequality suggests the ongoing masculinisation of the academy is likely to reinforce a 'deficit model' where women and gender non-conforming people are seen as needing additional support in order to meet an implicit male standard (Burkinshaw & White, 2017). Third, we highlight the gendering of teaching (largely feminised) and research (largely masculinised) within the broader patriarchal and neoliberal structures of contemporary academia, and note that researcher development – in uniting both these areas – causes a degree of 'gender trouble' that could have implications for participation.

These potential explanations are not exhaustive but are intended to open up a discussion about gendered engagement in researcher development and its possible implications for our practice. Whichever explanations we find to be convincing have a bearing on whether or not gendered engagement should be a concern. These considerations also prompt reflections on the core purposes of researcher development and questions around whom we see researcher development as being for.

References:

Burkinshaw, P. & White, K. (2017) *Fixing Women or Fixing Universities: Women in HE leadership*. Administrative Sciences, v7(3): 30-44.

Juvrud, J. & Rennels, J. (2017) *'I Don't Need Help': Gender differences in how gender stereotypes predict help-seeking*. Sex Roles, v76: 27-39.

Presentation 45

The PhD in a changing environment

Grappling with environmental constraints in nurturing graduate attributes in doctoral education

Sioux McKenna Rhodes University, **Stephanie Burton** University of Pretoria

Like many countries, South Africa has a set of national plans, policies and regulations that guide what is expected of doctoral education and doctoral students. Key elements of the national plans include increasing numbers of postgraduate graduations and academics holding doctoral qualifications. This relates to the notion of the 'knowledge economy' and the building of high level skills aligned to national socio-economic needs. In addition to such objectives, the White Paper of 1997 set out the framework for post-apartheid higher education and indicated that graduates should be critical citizens 'who can function effectively, creatively and ethically'.

The 2018 standard for the doctoral degree includes a set of graduate attributes focussed on the acquisition of knowledge and skills at the highest intellectual level, with 'holistic and systematic understanding of scholarship in, and stewardship of, a field of study through an original contribution that advances the frontiers of knowledge'. The graduate should 'represent the field of knowledge with critical and ethical integrity, assume a role as its custodian and steward, evince a scholarly curiosity, and be able, where relevant, to collaborate with peers from diverse academic backgrounds without compromising independent critical thinking'.

There is thus a clear focus on both the knowledge produced by the graduate and their becoming a particular kind of knower. While the normative purposes of the doctorate might be considered secondary to the idea of making 'a contribution at the frontiers of the field' (HEQSF), they are nonetheless evident. Our students need to produce knowledge that is a common good and they need to be people who bear a responsibility to that common good. Under the pressure of increasing graduate numbers and limited numbers of supervisors, enabling such normative purposes becomes especially difficult.

Of even greater concern is that most South Africa doctoral students are studying part-time. And, many supervisors and students find themselves working under difficult conditions where resources and facilities to enable research are limited, where there is a dire paucity of professional or personal support for student and supervisor, and where institutional research culture is under-developed.

The key question we ask, is:

- How does the national context influence the nurturing of graduate attributes?

This requires us to answer the sub-questions:

- How does the nature of the student body as largely part-time and self-funded affect the quality of doctoral education?

- How does the university environment (and supervision model) affect the extent to which graduate attributes are nurtured?

The presentation draws from the national report on the doctoral review, the doctoral standard, and the national tracer study of doctoral graduates, to reflect on the relationship between the research context and the development of graduate attributes. While it highlights the many constraints on this endeavour, it also makes clear recommendations for maximising affordances within the higher education environment.

Presentation 46

Wednesday, 17 April
3:30pm

Broughton & Ferguson

Policy &
The Research Degree

The PhD in a changing environment

Discourse analysis of doctoral education-related policies in Kenya and South Africa

Sioux McKenna Rhodes University, **Everlyn Kisembe** Moi University, **Lillian Omondi** Maseno University, **Patrick Onyango** Maseno University

The purposes of the doctorate have shifted and multiplied, affecting student numbers, types of programmes, curriculum structures, and models of doctoral education, including supervision. There are a number of drivers of such changes, including the contested notion of the knowledge economy, which suggests that a nation's economy is developed through the availability of skilled knowledge workers. Globalisation is a related driver that positions all countries in an international network of knowledge flows. Various national policies and funding instruments have been developed to ensure that countries remain competitive in such a globalised context. One of the most clearly identifiable shifts emerging from this rapidly changing context has been towards more structured and collaborative approaches to doctoral education. These have emerged in part to attend to the new purposes accorded to the doctorate and resultant calls for efficiencies in the 'production' of doctoral studies and graduates.

This paper looks at how these shifts have played out in Kenya and South Africa. These countries are both 'early adopters' of qualifications frameworks and quality assurance within their regions: Kenya in East Africa and South Africa in Sub-Saharan Africa. This research interrogates policies from the Commission for University Education (CUE) in Kenya and, in South Africa, the Department of Higher Education & Training and the Council on Higher Education (CHE). We undertook a discourse analysis of national and institutional policies and reflected on the strongly instrumental framing of the doctorate and the resultant concern for setting rules and processes that promise increased doctoral retention and throughput.

There is a need for "joined up" policies that reflect alignment across national documents. There is equally a need for national policies to be implementable. Our analysis of the documents suggests tensions in both these regards. The documents evidence different discourses on the purpose of the doctorate, but extensive similarities in how national stakeholders in both countries have tied the call for increased doctoral enrolment and graduation to the notion of the knowledge economy. The analysis unearths differences between the two countries in regard to the relationship between the state and the higher education sector, which often manifests in gaps between policy and practice. Finally, there are similarities, in line with the shifts identified globally, of a move towards more structured and collaborative approaches to doctoral education.

Presentation 47

What constitutes success in the context of the PhD?

Research Graduate 'Success' in a Post-COVID World

Ruth Kamrowski Griffith University, **Sharon Saunders** Griffith University

Graduate employability is a key aim of contemporary higher education, with measurement and benchmarking of verifiable employment outcomes (e.g., employment status; salary) often used to determine graduate success. Yet, 'success' is also based on graduates' personal evaluations which reflect real or perceived accomplishments, with employability conceptualised as more than just 'getting a job'.

The career landscape for doctoral graduates has changed substantially. The COVID-19 pandemic has resulted in a considerable contraction of the academic job market, with the impact on early career researchers described as 'cataclysmic' (Craig, 2020). Yet, as research has responded to the needs of the pandemic, new career opportunities for doctoral graduates may have been created (Perera et al 2021).

Up-to-date career outcomes and career satisfaction data for doctoral graduates are critical for prospective and current doctoral candidates who may be questioning the value of undertaking or completing a research degree in the face of post-COVID employment. In October 2023, Griffith University, in collaboration with the other six universities of the Innovative Research Universities coalition (IRU), launched the Australian Postgraduate Research Outcomes and Career-pathways (APROC) project to address the gap in available research graduate outcomes data. This survey builds on the previous Griffith 'HDR Reconnect Project' by gathering up-to-date career destination and career pathways information from IRU doctoral graduates, as well as detailed insights into graduate satisfaction. It also aims to assess the impact of the COVID-19 pandemic on the employment outcomes of doctoral graduates.

This research-in-progress presentation will present early results from APROC, exploring objective and subjective measures of success for doctoral graduates in a post-COVID world, against variables including 'time since conferral' (recent graduates vs those with established careers) and 'employment sector' (academia vs industry). Insights will be provided to inform the future development of career readiness and employability initiatives for doctoral candidates.

References:

Craig, DB (2020). *Academia in a time of pandemic: An Australian perspective*. Journal of Transnational American Studies, 11(2), 21–23.

Perera HM, Griffin WC, Kankanamage RNT, & Kankanamge SP (2021). *The impact of the COVID-19 pandemic on the future of science careers*. Chemical Research in Toxicology, 34(3), 672–674.

Keywords:

Employability; doctoral graduates; career satisfaction; career success; research training

Presentation 48

Embedding the PhD in industry, community and public service sectors – the why and the how

Driving a model of research end user engagement: understanding what it means to embed industry engagement within a Higher Degree by Research (HDR) Program and the impact this has on a HDR Candidate's learning and career readiness.

Kate Swanson University of Queensland

The benefits of collaboration between industry and universities, through engagement with research candidates, has long been touted as important to the success of doctoral education. As the Australian government has moved to implement policy changes and incentives to encourage such interactions, universities have responded with varied approaches and programs to address these. The goals of such programs, articulated in the ACGR, Engaging with Industry Guide 2018, often include career development opportunities for candidates, increased workforce capability, enhanced innovation and new ideas for industry.

In December 2021 changes were made to the Research Training Program (RTP) that directly linked funding distributions to the number of HDR candidates undertaking internships; by applying a weighting to students completing a PhD who have undertaken an internship during their program (Department of Education, Skills and Employment, 2021). This has seen universities develop or expand internship/placement programs for HDR candidates in earnest.

With this changing landscape comes a need to better understand what it means to embed industry engagement within a Higher Degree by Research (HDR) Program and the impact this has on a HDR Candidate's learning and career readiness.

This presentation will share preliminary findings from a survey investigating the value of placements incorporated into UQ's HDR program, which has placed over 500 HDR candidates across a wide range of disciplines.

The online survey collected data on candidate experiences within the placement program, including the benefits and challenges they faced, and their perceptions of the program's effectiveness in preparing them for their future career.

The results of the survey suggest that HDR Candidates have generally positive perceptions of placements within their program, with the majority reporting that they were motivated to undertake a placement to improve their career prospects and gain experience outside of academia. There are also exciting indications of a very direct link to future employment.

However, the survey also highlighted some challenges associated with undertaking placements, such as balancing academic requirements and placement responsibilities, as well as pivoting placement projects during COVID-19 pandemic restrictions.

It is hoped that the findings of this research can be used to inform the development of improvements to PhD placement programs across Australia and provide a student-based perspective on the drivers for increased industry engagement in the PhD program.

References:

1. Australian Council of Graduate Research. (2018, 8 October) *Enhancing Industry University Engagement Through Graduate Research Students*. Retrieved from https://www.acgr.edu.au/about/key-initiatives/industry-engagement/

2. Department of Education, Australian Government. (2021). *Research Training Program*. Retrieved from https://www.education.gov.au/research-block-grants/research-training-program

Presentation 49

The quality of the graduate research student experience

Project management training for graduate researchers – aligning industry practice with research skills

Jennifer Elizabeth Rowland Macquarie University

Project management has long been considered a key skill that academic researchers develop through their postgraduate experience[1]. It is widely used in multiple professional sectors internationally to promote efficient, on budget, quality projects[2].

The application of project management practices has also been positively reported in various academic disciplines. These skills are not consistently taught in the graduate researcher space, and no clear curriculum has been developed to suit academic researchers even though they promote successful research endeavours, enhance industry collaboration experiences, and provide skill sets that serve researchers well in the private sector and government job markets after graduation.

Improved approaches to collaborative work practices, planning, and organisation of work, can drastically enhance the postgraduate experience. As such, I have developed a project management course at Macquarie University that provides postgraduate researchers an opportunity to explore global project management practises that are commonplace outside of the academic sector and how they can be applied in academic research projects.

I will outline the project management unit that has been introduced to the research training program at our university, across multiple disciplines, which includes guest speakers from industry, and administrative and academic leaders. Although methodologies like Agile, PMBOK, and PRINCE2 have been encouraged in some research training, a broader range of tools are applicable to academic research projects.

Students are encouraged to demonstrate how these tools could apply in their research disciplines through the full lifecycle of a research project. Some examples of how students have considered applying these concepts and their perspectives on the training will be presented. I will discuss some of the opportunities, benefits, and challenges of running this training, with the aim of stimulating discussion of how we can expand our research training approaches for early career researchers.

References:

[1] S. Mowbray and C. Halse, *The purpose of the PhD: theorising the skills acquired by students*, Higher Education Research & Development, vol. 29, no. 6, pp. 653–664, Dec. 2010, doi: 10.1080/07294360.2010.487199. [2]

R. Dingwall and M. ByrneMcDonnell, *The SAGE Handbook of Research Management*. SAGE Publications Ltd, 2015. doi: 10.4135/9781473914933.

Presentation 50

The changing identity of the doctoral researcher

From the 'me' to the 'we' and back again: a transgenerational, de-othering, 'researcher mutability' project.

Dennis Wild Flinders University

The conference subtheme of 'The changing identity of the doctoral researcher' can be interpreted in different ways. That researchers can change socio-culturally and psycho-emotionally subject to their ethnographic encounters with 'others' has been well documented (Coffey, 1999). Such changes can include a shedding of negative characteristics previously ascribed to these others and an increased empathy towards the cohort observed. This change process signals a researcher identity shift which, in turn, speaks of a de-othering dynamic as catalyst towards positive researcher mutability.

In our hyper-accelerating digital era, the distractions of long screen-based hours can militate against intergenerational connection and social cohesion. What then of the time-honoured transfer of knowledge and wisdom between generations – old to young, young to old – if young and old become increasingly 'other' to each other? "It has yet to be seen whether a society that loses its intergenerational continuity to such a degree can long endure", (Harrison, p.xi). The transmission of culture hinges upon the stabilising dynamic of generational continuity. As such, if generational discontinuity continues apace then so will the sense of alienation and increasing loneliness that both young and old are already experiencing.

We are all ageing. Most of us will experience the otherness of being old. How to respond to this discomforting social vector? In the context of this conference paper, how might a pre-boomer (born 1928-1945) change (self-mutability) by collaborating in a co-creative, arts based performative exercise with a Gen-Z (born 1997-2012) cohort? A historical divide four generations deep.

Successful de-othering invokes a 'becoming' dynamic; a personal transformation reaching beyond one's own comfort zone of previously unquestioned and at times asphyxiating social norms. In this paper I will describe a de-othering, pre-boomer to Gen-Z bridge-building exercise that seeks, intentionally, to disrupt and transform any preconceived negative researcher held stereotypes which contribute to the prevailing and tenuous dynamic that is advancing mid-2020's generational discontinuity.

References:

Coffey, A. (1999). *The ethnographic self: fieldwork and the representation of identity*. London; Thousand Oaks, Calif.: SAGE Publications.

Harrison, R. P. (2014). *Juvenescence: a cultural history of our age*. Chicago; London: University of Chicago Press.

Presentation 51

Graduate researchers: identity and importance

Understanding the "researcher" in graduate research

Ryan Edwards Monash Graduate Association

When it comes to graduate research, policy makers in government and universities are often guilty of overlooking the individual. Our research attempts to fill that void and better understand those who choose to pursue a graduate research degree – why do they study? how do they study? what are the challenges they face and how do they navigate them?

At the Monash Graduate Association (MGA), we represent approximately 5,000 graduate researchers and our core business is to support them.

Over the last five years, we have introduced an annual survey to help us improve our understanding of our students. With the increasing support of academic and administrative staff across the university, we have been able to steadily grow response numbers. Our 2023 survey was completed by 19% of our graduate research population.

Demographic data is collected across all surveys so that we are able to analyse results based on certain characteristics, such as gender, citizenship, age, study load, mental health, financial wellbeing etc.

The data we gather allows us to better advocate for our students needs and improve services and support.

Over three years, we survey:

- Importance and Satisfaction

- Motivations and Practice

- Health, Family, Accommodation and Finances

In relation to Motivation and Completion, some of the interesting findings from our research include:

- Degree satisfaction is closely linked to satisfaction with supervision. Getting supervision right remains key to a positive and fruitful graduate research experience. Poor supervision was a factor in delaying the research of 53% of those who had experienced conflict with a supervisor, while 60% of those who had experienced conflict had considered leaving their degree.

- Identifying a positive correlation between poor financial wellbeing and poor mental health in graduate research students.

- While the expected salary of men and women graduate researchers is roughly the same, there is a sizeable gap in what they go on to earn.

The primary benefits of our approach are that we are able to better direct our own limited resources and provide timely and informed advice to university administrators regarding the needs of their cohorts.

Presentation 52

Wednesday, 17 April
4:30pm

Exhibition Hall

QPR Doctoral Writing
Special Interest Group

Graduate researchers: identity and importance

Doctoral Writing Special Interest Group

Session Chairs: **Juliet Lum** Macquarie University, **Susan Mowbray** Western Sydney University

The Doctoral Writing Special Interest Group (SIG) is a community of people engaged and interested in supporting graduate researchers to write. The SIG was established at QPR 2012 and has been sustained since then through the Doctoral Writing blog and, since 2018, bi-monthly online Doctoral Writing Discussions (DWD).

At the SIG session this year we will be exploring and discussing:

- Doctoral writing support:

- Where have we been?

- Where are we now?

Where are we going?

The following questions will be posed to prompt discussion in table groups; please think about your responses so we have a rich discussion:

- What is a current issue in doctoral writing at your uni?

- What is the most effective and/or engaging activity or format you have run/attended to support doctoral writing (on-campus, online, off-site, panel, workshop)?

- What is something that frustrates you about the doctoral writing education arena?

- What is something you are excited about in the doctoral writing education arena? ·Where do you see doctoral writing support in 2030?

Post QPR the responses will be collated and distributed to attendees to inform the community of current concerns, issues and initiatives.

Presentation 53

What constitutes success in the context of the PhD?

The National Review of Doctoral Qualifications in South Africa

Facilitator: **Nigel Palmer** Australian National University

Sig Andrew Leitch Nelson Mandela University, **Stephanie Burton** University of Pretoria, **Francis Faller** University of the Witwatersrand, **Andrew Kaniki** University of Johannesburg,
Isaac Ntshoe Central University of Technology

A national review of all doctoral qualifications offered by the public and private Higher Education Institutions (HEIs) in South Africa was recently completed. Being the first doctoral review to be conducted in the country, two primary concerns motivated the review: one, that national targets for increased graduate output were not compromising quality and, two, that state funding of doctoral students remained good financial investment. The findings are of great significance – especially considering the many changes that have taken place in South Africa since democracy in 1994.

Prior to the commencement of the review, it was necessary to formulate a national Standard that could serve as a benchmark for institutions awarding the doctoral qualification; this was approved by the Council on Higher Education (CHE) in 2018. The Standard focuses on the purpose of the qualification and places great emphasis on the attributes a graduate is expected to achieve and demonstrate. It also stresses the conditions under which those graduate attributes will be assessed.

The review required institutions to compile a Self-Evaluation Report (SER), the template of which provided guidance with regards self-reflection and evaluation of all aspects of the doctoral journey for a candidate, with reference to the Standard. An external panel (one established for each HEI) compiled a report based on an assessment of the SER as well as findings from a visit to the institution.

The five co-authors of this presentation were involved in all aspects of the doctoral review. At the conclusion of the review, we were also tasked with the writing of the Doctoral Degrees National Report; this was published by the CHE in 2022[1]. The National Report provides a holistic summary of findings emerging from institutional self-evaluation and review panel reports, without referring to any particular HEI. The Report also identifies areas of commendable practice as well as areas generally in need of improvement, and makes recommendations regarding the ongoing offering of doctoral qualifications in South Africa.

It has been recognized[2] that the review and its findings have relevance for other countries including those on the African continent. It has raised questions about the extent to which the current doctoral training allows our graduates to emerge as broad and critical thinkers - researchers that can address current and future societal challenges[3,4]. This presentation will describe the major findings of the review and the recommendations.

References:

[1] *Council on Higher Education. 2022*. Doctoral Degrees National Report. https://www.che.ac.za/publications/programme-reviews/release-doctoral-degrees-national-report-march-2 022A.

[2] Goolam Mohamedbhai. *SA's PhD review: Its relevance for other countries in Africa*. University World News: African edition, Issue no. 374 (15 Sept 2022).

[3] Stephanie Burton, Francis Faller, Andrew Kaniki, Andrew Leitch and Isaac Ntshoe. (2022). *Are South African doctoral qualifications educating the thinkers we need?*. S. Afr. J. Sci., 118 (11/12).

[4] Faller, F., Burton, S., Kaniki, A., Leitch, A. and Ntshoe, I. (2023). *Achieving doctorateness: is South African higher education succeeding with graduate attributes?*. South African Journal of Higher Education, 37(2): 93 108.

Presentation 54

Improving research degree supervision

Tackling quality in HDR supervision – policy, programs, people and passion

Facilitator: **Nigel Palmer** Australian National University

Sig Dani Milos Flinders University, **Rhiannon Vince** Flinders University

The supervision of Higher Degree by Research (HDR) students is complex, requiring both research and teaching excellence, with many competing priorities and requirements. HDR supervisors are expected to provide academic and research guidance, as well as pastoral care and career development to help their students to develop not only their research, but also themselves. An important aspect of HDR supervision is ongoing professional development to provide best-practice supervision and quality in supervision. The Office of Graduate Research at Flinders University is developing an evidence-based approach for a HDR Supervisor Framework to support supervisor development and growth at Flinders, starting with a new and improved online Supervisor Development Program in Canvas.

The HDR Supervisor Development Program is a compulsory program for all academic staff wishing to supervise HDR students. The program consists of a core Flinders specific material and a range of elective topics on different supervision topics . These are completed through online modules and seminars, and supervisors are required to complete elective elements every two years to remain compliant with the Register of HDR Supervisors. The program is dynamic, responsive to supervisors' needs, can be done at any time, anywhere, and consists of 16 different topics - so there is something for everyone.

In order to ensure continuous improvement in support for supervisory practice, the Office of Graduate Research has recently initiated a benchmarking project to identify novel and best practice across the Australian and New Zealand sector in policy, processes, frameworks and training related to supporting excellence in supervisory practice. Based on the findings of this project, the HDR Supervisor Development Program has been updated, and a number of policy and procedural changes have been implemented to improve the quality of supervision.

This presentation will detail how Flinders University ensures strict compliance with the training requirements at an institutional level through a scaffolded approach to training and an effective tracking system that connects training to the Register of HDR Supervisors quality and compliance requirements.

Keywords:

quality in doctoral supervision, supervisor development, institutional compliance

Presentation 55

Improving research degree supervision

Supervision – Some Conceptual Remarks.

Chris Hughes Edge Hill University

Writing for the UKCGE Research Supervisor Recognition prompted some critical reflections. My thinking, writing, and now facilitation of the writing of others, has brought several aspects to light, but, more importantly, deeper conceptual thoughts about a concept familiar to us all – supervision. Largely, this word, and the concept behind it, stands firm for us. We use it, we do it, we train others in it, we read about it, we evaluate it, and it was/is probably done on us at various times also.

Most people working in postgraduate research education will recognise that it is the person, and their project, that is supervised. Supervision, as a skill and a role, has an extensive literature, and it forms a central pillar in the education of postgraduate researchers. So far, nothing new to see here. Super-vision, supervising, being supervised, and related cognates, carry with them an associated grammar consisting of, amongst other things, 'overlooking', 'farsightedness', 'expert-apprentice', 'leading', 'guiding', 'monitoring', 'checking', 'independence', and even 'teaching'.

Is that all there is to supervision? Or is that really what supervision means here in the context of postgraduate research?

This paper is not arguing for a removal of the word 'supervision' for it to be replaced by another. Instead, by analysing the concept of 'supervision' at postgraduate level, and by reflecting on its conceptualisation by supervisors, it would appear that one doesn't just 'supervise' the person learning through their research, one actually acts upon, intervenes, advises and cajoles. Again, there is nothing striking about seeing supervision as encompassing some of these aspects.

There are however some critical features of supervision that can be missed, and aspects of independent learning exaggerated, if we fail to appreciate these delicate aspects of this vital element of postgraduate education. One helpful way to better see this central concept that we call 'supervision' is to place it alongside another concept, that of 'coaching'. Doing so will show how the concept of supervision casts a particular kind of shadow that can, at times, limit our understanding and ability to see the whole - the various aspects, in different contexts.

Presentation 56

Improving research degree supervision

Learning from Sisyphus: the development of supervisor development, a short history

Alistair McCulloch University of South Australia

Concern over the quality of research degree supervision has been a constant on the higher education agenda since the 1963 Robbins Report. In the UK, Robbins' concerns have found reflection in the Swinnerton-Dyer Report, reports from the Research Councils and many scholarly articles. Similar concerns have been raised across a similar time period in Australia, a country whose doctoral system shares characteristics, policy initiatives and a long history of personnel exchange with the UK. One solution proposed and implemented in both countries in response to this concern with supervisor quality has been development for supervisors. This paper examines the trajectory of supervisor development in Australia and the UK during the last four decades identifying major drivers and initiatives along the way.

To aid the discussion, a typology of supervisor training and development is offered involving: single workshops or series of workshops (freestanding, voluntary or compulsory, and platform-based); institution-based accredited courses (full programs or modules on more general full programs); advisory and self-accessed resources (short guides, the 'how to supervise' literature', web-based resources, or social media); and, network-based communities of practice. Key examples of the various categories of initiative are identified and the two systems compared. The paper concludes by speculating on the question why, 60 years after the first stirrings of concern in Robbins, the sector is still wrestling with ways of developing supervisor capacity.

References:

Bastalich, W. (2017) *Content and context in knowledge production: a critical review of doctoral supervision literature*, Studies in Higher Education, 42:7, 1145-1157.

Moses, I. (1984). *Supervision of Higher Degree by Research students – problem areas and possible solutions*. Higher Education Research and Development, 3(2) 153-165.

Österlind, M., Denicolo, P. and Apelgren, B. (eds.) 2022. *Doctoral Education as If People Matter*. Brill.

Robbins Report (1963). *Higher Education: Report of the Committee appointed by the Prime Minister under the Chairmanship of Lord Robbins*. London: Her Majesty's Stationery Office.

Presentation 57

Graduate researchers: identity and importance

Is it Worthwhile? Evaluating the impact of academic development programs for doctoral supervisors

Génesis Guarimata Salinas (Universitat Rovira I Virgili, Tarragona, Spain),
María del Mar Reguero de la Poza, (Universitat Rovira I Virgili, Tarragona, Spain),
Mireia Valverde Aparicio (Universitat Rovira I Virgili, Tarragona, Spain)

Supervising a doctoral candidate is an important responsibility and requires adherence to the highest academic standards. However, supervisory practices often vary widely, indicating the need to develop supervisors to address challenges in their interactions with candidates. Accordingly, higher education institutions have responded to these changing needs by investing in training programs for research supervisors

Previous studies (Emilsson & Johnsson, 2007; McCormack, 2009; Spiller et al., 2013; Turner, 2015; Wisker & Kiley, 2014) have provided valuable insights into such programs' structure, aims, and challenges. But what is the impact of such training activities? Are these efforts on the part of PhD supervisors and their institutions worthwhile? Some literature has looked at the immediate reactions they bring about, but only a handful have gone beyond to examine the veritable impact of such efforts (e.g. McCulloch and Loeser, 2016; Wichmann-Hansen et al., 2019). Thus, further research is needed to determine the extent and duration of doctoral supervisory training on supervisors with meaningful measures.

Correspondingly, this study examines the impact of a training program designed and delivered by a Spanish university, by observing different levels following Kirkpatrick's model for evaluating training initiatives. In particular, we focus on the behavioural level and evaluate the improvement of research supervision practices. A questionnaire was designed to assess the impact, identifying 15 typical tasks considered good practice in the literature on doctoral supervision. The frequency of these tasks was measured before and after the course, and the data were analyzed using a t-test to determine mean differences.

The results indicate that participation in the course improved many of the 15 doctoral supervision tasks analysed in the questionnaire. The most significant improvements were in clarifying expectations between supervisors and their doctoral students, supporting the development of transferable skills, and adapting the supervisor's role to meet the needs of their doctoral students. Academic development programs have been shown to impact changes in supervisor behavior positively, and our evidence supports this.

Keywords:

Doctoral supervision, Supervisor role, Doctoral supervisor, Academic development of supervisors.

References:

Kirkpatrick, D., & Kirkpatrick, J. (2006). *Evaluating Training Programs* (Third Ed). Berret-Koehler Publisher, Inc.

McCulloch, A., & Loeser, C. (2016). *Does research degree supervisor training work? The impact of a professional development induction workshop on supervision practice*. Higher Education Research and Development, 35(5), 968–982. doi.org/10.1080/07294360.2016.1139547

Turner, G. (2015). *Learning to supervise: four journeys*. Innovations in Education and Teaching International, 52(1), 86–98. doi.org/10.1080/14703297.2014.981840

Wichmann-Hansen, G., Godskesen, M., & Kiley, M. (2019). *Successful development programs for experienced doctoral supervisors–What does it take?* International Journal for Academic Development, 25(2), 176–188. doi.org/10.1080/1360144X.2019.1663352

Keynote: Presentation 58

Troubling metaphors and doctoral identity/ies. Alternatively - Heaven knows I'm miserable now.

Professor Pat Thomson University of Nottingham, UK and University of South Australia

I've been worrying about the preponderance of a certain kind of doctoral gallows humour. You know the sort, the timeline where the candidate starts off gleaming with health and beaming in delight and ends up an overweight dishevelled wreck. Or the exhausted cat who has managed to write one line of their thesis in an entire day. Or the list of questions never to ask a postgraduate researcher, like "How is your PhD going?"

Doctoral memes also often feature the Scylla of managing the indifferent or toxic supervisor, and Charybdis of getting the thesis written. I'm sure you've seen these. Social media has numerous, generally anonymous, accounts spread over multiple platforms which proliferate these kinds of images and metaphors. But should they be a cause for concern? After all, it's just humour, albeit somewhat dark.

Drawing on an opportunistic sample of social media doctoral images, I propose that there are reasons to be uneasy, as well as reasons to be cheerful about a doctoral self necessarily engaged in self-imposed neglect and/or ritualised scholarly masochism.

Getting past our/my supervisory discomfort with being portrayed as self-serving, callous and indifferent, I suggest three consequences of note:

(1) miserabilist PhD metaphors point to issues supervisors do need to attend to, for example academic writing and doctoral well-being. We should pay careful attention to the partial truths embedded in negative metaphors, even if the memes give us little guidance about what to do;

(2) we know little about how the effects of such humour – does it put off potential candidates? Does it act as a form of support?; and

(3) institutions are not off the hook, as the "humour" illustrates postgraduate cultures situated within academic work practices and relations that do need to be both resisted and changed.

Presentation 59

The values underpinning graduate research

On beyond Sheldon Cooper: neurodiversity and the imagined ideal PhD candidate

Inger Mewburn The Australian National University, **Nigel Palmer** The Australian National University

There is a growing recognition of human neurodiversity and what it means for all levels of educational practice, including the PhD. As Armstrong (2015) puts it: 'there is no 'normal brain' against which other brains can be compared' and yet most forms of education are designed with some idea of 'normal' in mind. Problems with standard education practices tend to manifest in the face of people who identify as neurodivergent: an umbrella term for autism, attention deficit hyperactivity disorder (ADHD), Obsessive compulsive disorder (OCD), Tourettes and dyslexia, amongst other conditions. Estimates vary on how many people could be counted as neurodivergent, anywhere from 8% to 15% (Doyle, 2020). We can safely assume people who identify as neurodivergent commence PhD study all the time. Getting a diagnosis of neurodivergence can be difficult and there are many barriers to disclosing a diagnosis to administrators and supervisors (Brown, 2020).

Given that neurodivergence can bring with it hieghtened creative abilities, special interests and hyper focus, it may well be that the numbers of neurodiverse students enrolled are higher than Doyle's population estimate. Academia has long been recognised by popular culture as a home for 'quirky' types; stereotypes such as Dr Sheldon Cooper of the Big Bang Theory do not come from nowhere. However, stereotypes are pernicious and should be challenged with research into lived experience. Surprisingly, to date, there has been no systematic study of neurodivergent candidates' experience of the PhD.

Without a deep understanding of how neurodivergent people experience the PhD, we are stuck in a deficit model that assumes that 'accomodations' are the only answer to any problems they might encounter. This paper examines the 'neurotypical' profile of the imagined ideal student that underlies the 'signature pedagogy' (Shulman, 2005) of the PhD. We then discuss the tension(s) between the idea of neurodivergence and the imagined 'neurotypical' ideal student, teasing out some implications for both PhD policy and pedagogical practice. Finally we imagine some of the radical potentials of (re)designing the PhD to be really inclusive of human potential and difference.

References:

Armstrong, T. J. (2015). *The Myth of the Normal Brain: Embracing Neurodiversity*. AMA Journal of Ethics, 17 (4), 348–352.

Brown, N. (2020). *Disclosure in Academia: a sensitive issue*. In Ableism in Academia: Theorising experiences of disabilities and chronic illnesses in higher education, Brown, N and Leigh, J (eds.), University College London, London.

Doyle, N. (2020). *Neurodiversity at work: a biopsychosocial model and the impact on working adults*. British Medical Bulletin, 135 (1), 108–125.

Shulman, L. S. (2005). *Signature pedagogies in the professions*. Daedalus, 134 (3), 52–59.

Presentation 60

Improving research degree supervision

Transitioning Neurodiverse Students to Doctoral Research

Sarah Carr University of Otago, **Tonia Overmeyer** University of Otago

As supervision training has matured across universities, best practice workshops are offered regularly to both new and experienced supervisors. These are designed to help supervisors to effectively support a range of doctoral students. However, these workshops may result in students being categorised in a way that can be observed and measured from an institutional perspective. This can be helpful to reach underserved populations and ensure that different factors are considered in providing supervision support. However, what seems to be missing is a student-centred focus. How do we put the whole student back in the conversation?

This paper uses a comparative narrative case study approach to look at how approaches to doctoral supervision can be co-constructed with the student to meet their individual needs. The specific focus is on neurodiverse students whose needs can be complex (Clouder et al, 2020). Each neurodiverse student has different challenges, making use of coping mechanisms and accommodation techniques. This process can be mentally and emotionally draining (Sandland et al, 2023). It is important to ensure that these students are effectively supported for their needs, as they identify them. Both a supervisor and student involved in a specific supervision partnership provide their perspectives of what has worked and what hasn't as they have negotiated the first six months of the supervision.

This paper contributes to the emerging research on support for neurodiverse doctoral students. Building on Sandland et al's (2023) work on the examination process, it shifts the focus to earlier supervision stages. It encourages supervisors to consider approaches that are informed by students and their complex needs, thus empowering them to take the lead, try new strategies, and access the necessary support for success.

References:

Clouder, L., Karakus, M., Cinotti, A., Ferreyra, M. V., Fierros, G. A., & Rojo, P. (2020). *Neurodiversity in higher education: a narrative synthesis*, Higher Education 80: 757-778. https://doi.org/10.1007/s10734-020-00513-6.

Sandland, B., MacLeod, A., Hall, N., & Chown, N. (2023). *Accommodation through personalisation: ensuring the autistic student has an equal opportunity for success in the PhD viva voce*, Journal of Further and Higher Education. https://doi.org/10.1080/0309877X.2023.2250740.

Presentation 61

Improving research degree supervision

Why fill that gap? Research justification for enhancing quality in postgraduate research

Navé Wald University of Otago

This presentation addresses the relationship between quality in postgraduate research and providing well-argued justifications for the research. Examiners require doctoral theses to be 'publishable' to pass, and this would require making some measure of contribution to knowledge or practice in a field. Examiners also insist that the approach taken in a doctoral research project is appropriate.

These expectations refer to the topic and methodology of a research project, respectively, and both necessitate justifications for claims and decisions made. Similarly, journal editors emphasise the need to justify the importance of the research and its contribution for publishing. A common approach to justify research is by identifying a 'gap' in the literature that can be 'filled' by the research. However, to be a convincing justification, researchers must establish why the gap is important, and so need to claim a 'worthwhile gap'.

Establishing such a gap can be a challenge to postgraduate researchers and those new to a field of inquiry. Therefore, supervisors will need to provide adequate support for the critical thinking this challenge entails. Based on empirical research into research justification in the field of higher education studies, a model for constructing a worthwhile gap will be presented, and then linked to posing meaningful research questions and making a contribution to knowledge.

The proposed model could be a useful tool for research supervision, as it provides structured steps to guide students' thinking about and articulation of a strong research justification. However, the utility of the model is yet to be examined empirically, within or across disciplinary boundaries, and so the aims of this presentation are to present the model, discuss its perceived usefulness to doctoral supervision in different disciplines, and identify possible avenues for future research.

Presentation 62

The values underpinning graduate research

Creativity and doctoral writer's voice: Perils and possibilities at the heart of the doctorate

Steven Thurlow The University of Melbourne

Creativity exists uneasily in the shadows of the doctoral academy; its exact shape and form ambiguous and largely uncharted. Despite its peripheral presence and the 'stifling silence' that surrounds it (Brodin, 2018), it is the necessary precursor to any original contribution to knowledge.

My recent doctoral research extended knowledge about creativity from two perspectives; the doctoral writers and their academic readers (Thurlow, 2021). The writer's perspective was obtained from four multi-lingual / EAL writers in the Faculty of Arts at a research-intensive Australian university; the reader's perspective from six experienced doctoral supervisors in the same faculty. Using a critical ethnographic methodology, I traced these students throughout their lengthy doctoral journeys. This longitudinal data helps us illuminate the complex role creativity holds in writing a thesis and how these writers emerge – or fail to emerge – as creative doctoral writers.

This study has found that activating a creative writer's voice is crucial to mobilising creativity in doctoral writing contexts. In fact, this intersection is so intimate that, if doctoral writers cannot access or are denied this voice, the promise of creativity in their work quickly recedes. The study found that although academic supervisors tend to value the creative idea over its expression, if doctoral students can mobilise their voice both at the level of ideas / content and the creative form / expression of these ideas, then a powerful and authoritative doctoral voice is born. Through tracking these students' experiences, however, I discovered the challenges that my participants faced in finding and using this strong voice.

Inspired by the transgressive work of Sara Ahmed (2019) in critical education studies, I conclude that 'misfitting' this queer doctoral writer's voice requires both sustained personal effort over time and a heightened level of confidence in writing that comes from targeted pedagogical interventions. Through this process, an emergent creative voice may help bring about the crucial doctoral goal of originality.

References:

Ahmed, S. (2019). *What's the use? On the uses of use*. Duke University Press. https://doi.org/10.1215/9781478007210

Brodin, E. M. (2018). *The stifling silence around scholarly creativity in doctoral education: Experiences of students and supervisors in four disciplines*. Higher Education, 75, 655-673. https://doi.org/10.1007/s10734-017-0168-3

Thurlow, S. (2021). *Queer Path-making: Expressing or suppressin creativity in Arts doctoral writing*. In C.

Badenhorst, B. Amell, & J. Burford. *Re-Imagining doctoral writing*. WAC Clearinghouse International Exchanges on the Study of Writing edited by Terry Myers Zawacki, Magnus Gustafsson and Joan Mullin. https://wac.colostate.edu/docs/books/doctoral/chapter5.pdf

Presentation 63

Thursday, 18 April
11:00am

The Vines

Creativity

The PhD in a changing environment

How do we nurture doctoral creativity? (Good practice paper)

Sylvia Mackie Swinburne University of Technology, **Charlotte Coles** Swinburne University of Technology

Creativity is increasingly recognised as a necessary competency for researchers; however, it can be hard to define unambiguously – for example, it is often discussed in ways that make it indistinguishable from innovation or originality (Crick, Huang, Shafi & Goldspink, 2015). And despite its growing reputation as a key twenty-first century skill, creativity can be under-prioritised in research programs, due to economical and impact-related imperatives of current research practice (Anders, Elvidge & Walsh, 2009). Here we argue for the importance of nurturing creativity among emerging researchers and, as an example of good practice, we report on a program designed at Swinburne University of Technology to foster the creative attributes of divergent thinking, idea incubation, visual ideation and sense-making, along with the maker mindset so often at the heart of creative output.

A small number of studies have explored factors in the research environment that can stimulate creativity in emerging researchers, including the encouragement of the wider research culture, communication among colleagues and the 'time and space to be creative' (Anders et al., 2009). Along with these factors we call for creative pedagogies, concurring with what Frick has identified as a need for 'developmentally organised learning experiences that specifically encourage creativity' (Frick, 2011).

Over the past three years, we have added one such set of learning experiences to our suite of researcher development options, based around the requirements of the University of Melbourne's Visualise Your Thesis Competition, in which the participant makes a one-minute video about their research. Drawing on the strengths of our own university, we developed a program that supports participation in the Visualise Your Thesis Competition with the aim of also enhancing the above-mentioned creative attributes.

Our presentation here summarises background guidance on fostering creativity in researchers and discusses our program in the spirit of shared practice across the sector. We then analyse it conceptually in terms of the kinds of relational, pedagogical and contextual university resources that third space experts typically bring to researcher training (Mackie & Holden, 2022) and that can be effectively mobilised in support of creative learning experiences for doctoral researchers.

References:

Anders, K, Elvidge, L & Walsh, E. (2009). *Doing creative research: A good practice guide for postdocs in STEM disciplines*. Imperial College London.

Crick, R, Huang, S, Shafi, A & Goldspink, C. (2015) *Developing Resilient Agency in Learning: The Internal Structure of Learning Power*, British Journal of Educational Studies, 63:2, 121-160.

Frick, L. (2011). *Facilitating Creativity in Doctoral Education: A Resource for Supervisors*. In Kumar, V & Lee, A (eds.) Doctoral education in international context, connecting regional and global perspectives, 123-137

Mackie, S & Holden, J. (2022). *Labelling the expertise of STEMM research communication advisors*. Journal of Academic Language and Learning, 16(1), 26-44.

Presentation 64

The quality of the graduate research student experience

New moves in supervision. Turning the 'secret garden' into a level playing field: challenges and affordances with team- and cohort based postgraduate supervision online.

Gina Wisker University of Bath, UK, **Ludovic Highman** University of Bath, UK

Historically supervision was carried out in the 'Oxbridge' model 'one to one' latterly defined as a 'secret garden'(Park, 2006). In some contexts, such as those experienced by both authors, we now supervise larger numbers, students are often part-time, and many are international working at a distance. Building on earlier work (Wisker et al., 2021, Wisker, Highman, Spronken-Smith, Waghorne, 2022) we share autoethnographic responses to three changes in supervision practice with which we are involved, invite consideration of consequent challenges and affordances of each: supervising in teams; supervision within a cohort-based model; supervision remotely online.

Why supervise in pairs or teams?

Supervision in pairs or teams enables sharing of approaches and knowledge, encourages candidates to see how knowledge is co-created and understanding is based in exploration, dialogue, different perspectives rather than an answer from a single source. Mutual respect and balancing responsibilities are essential in team supervision. Managing the 'sleeping partner' is important or you revert to lone supervision. Working 'functionally' with pre-planning, agendas and follow-ups with shared responsibilities for meetings and catch-ups between supervisors help make this a positive fruitful experience.

Why develop a cohort model?

Undertaking a doctorate can be a lonely experience perhaps moreso for professional candidates, and others working part-time. If candidates can be supervised in a cohort model they can experience a range of workshop and supervisory experiences and build up community through initial, developmental, in-person sessions on eg. identifying, conceptualising and theorising projects; planning projects; doctoral writing. Exclusivity and isolation are minimised, skills and knowledge more broadly shared and candidates can develop independence, benefitting from the 'hidden curriculum' (Elliot, Bengtsen, Guccione, 2023), growing their own community support (McKenna, S. 2017). It is particularly important to develop ways of maintaining this between and beyond the workshops and through the thesis phase.

What should we consider when supervising remotely online ?

Latterly much supervision takes place online. Covid-19 hastened this as necessary development, however many have worked remotely as a norm because of distance, and time constraints. If supervision takes place only online candidates might become more isolated from community or 'hidden curriculum' to support intellectual work, and as supervisors we might find interactions somewhat stilted as lacking social, personal and intellectual clues. Our earlier work revealed the important relationship between the personal dimension of supervision, hierarchy of needs (Maslow,1943), sensitivity to interactions and dynamics in remote supervision and successful intellectual engagement between supervisors, candidates and research.

Thematic analysis (Creswell,1994) revealed positive characteristics of team and cohort supervision regarding community sharing, support and building. It also revealed the importance of balancing realistic workloads between supervisors and concerns over unrealistic expectations of supervisor input both in (professional) cohort and remote candidate supervision, with management and candidates underestimating time for supervision practices offline, and essential steps in the relationship between supervision and the enabling of candidates' own skill development and empowerment as researchers.

This paper offers a conceptual, practical provocation to share challenges and affordances of supervision in pairs/teams, in cohorts and remotely online.

References

Creswell, John W. (1994) Research Design: *Qualitative and Quantitative Approaches SAGE Publications*, Inc, Elliot, D., Bengtsen, S.S.E., Guccione, K (2023), The Hidden Curriculum in Doctoral Education

Maslow, A. H. (1943). *A theory of human motivation*. Psychological Review, 50(4), 370–396. https://doi.org/10.1037/h0054346

McKenna, S. (2017). *Crossing conceptual thresholds in doctoral communities*. Innovations in Education and Teaching International, 54(5), 458–466. https://doi.org/10.1080/14703297.2016.1155471

Park, C.C. (2006). *The end of the secret garden: Reframing postgraduate supervision*, http://luvle.lancs.ac.uk

Wisker, G., McGinn, M. K., Bengtsen, S. S. E., Lokhtina, I., He, F, Cornér, S., Leshem, S., Inouye, K., & Löfström, E. (2021). *Remote doctoral supervision experiences: Challenges and affordances*. Innovations in Education and Teaching International, 58(6), 612–623. springer.com

Wisker, G., Highman, L., Spronken-Smith, R., Waghorne,J .(2022) *Across time and space: Examiner and candidate experiences of online doctoral vivas*

Presentation 65

The quality of the graduate research student experience

Distance doctoral students' experiences of supervision: Reflections on an international survey

Liezel Frick Stellenbosch University, **Katrina McChesney** Waikato University,
James Burford Warwick University, **Tseen Khoo** La Trobe University

On-campus doctoral researchers are easily visible to institutions and may dominate unconscious assumptions about who, where, and how doctoral researchers are. But many students do not fit this norm, and spend most or all of their time off campus. Distance doctoral researchers are a diverse group in terms of their location and proximity to institutional resources and kind of enrolment (which could include formally in distance programmes, online, hybrid programmes, or informally being off campus). However 'distance' is configured, supervisors remain a central feature of the doctoral student experience. Moreover, in cases where wider institutional support for distance doctoral students remains limited, supervisors often become the face of the university.

Doctoral researchers' relationships with their supervisor(s), advisor(s), and/or committee member(s) almost always represent a defining characteristic of their doctoral experience. Working positively with these academic staff can be one of the most transformative parts of a doctorate, yet supervision practices vary greatly and not all faculty are adept at operating effectively via distance.

This paper reports on doctoral researchers' experiences of supervision based on an international online survey that captured 520 responses from doctoral researchers in 42 countries. We consider how these researchers understood the nature and purpose of supervision, the diverse ways in which off-campus supervision took place, and doctoral researchers' own agency in shaping the kinds of supervisory relationships, practices and routines that would support their off-campus supervision experiences. While we consider the challenges our respondents faced related to building constructive and sustainable supervisory relationships while completing their studies remotely, we refrain from taking a deficit view of distance doctoral education or distance forms of supervision. Our data suggests that doctoral researchers can indeed play an active role in forging supervisory relationships while maintaining the mutuality of responsibility and care.

Presentation 66

Improving research degree supervision

Developing postgraduate supervision capacity using a team and cohort mentorship approach: The case of the Sisonke Supervision Mentorship Programme (SSMP)

Janet Condy Cape Peninsula University of Technology, **Heather Phillips** Cape Peninsula University of Technology, **Corrie Uys** Cape Peninsula University of Technology, **Dirk Bester** Cape Peninsula University of Technology, **Sjirk Geerts** Cape Peninsula University of Technology, **Bongani Ncube** Cape Peninsula University of Technology, **Rodney Duffet** Cape Peninsula University of Technology

A plethora of research exists on supervisory practices to address the low throughput rates of postgraduate students, especially in developing countries. Yet a gap exists in how 'established' and 'novice' supervisors experience the mentorship of supervision in the changing context of higher education. Universities in South Africa, are experiencing a growing demand to graduate master's and doctoral candidates while struggling with issues of quality and capacity. In this changing supervisory landscape including political, social and cultural environments, supervision practices require continuous refining to address issues of recruitment, retention, and completion. Hence, the purpose of this study is to report on a unique approach where a team of established supervisors serve as mentors to a cohort of novice supervisor mentees at a university of technology.

The Sisonke Supervision Mentorship Programme (SSMP) consisted of a twelve-week transdisciplinary learning programme with the aim of building supervision capacity through exposure to experts in various supervisory fields, followed by team/cohort discussions on the topics discussed. Each session concluded with reflective feedback. This programme was underpinned by the Community of Practice (CoP) theory, where we deliberately and purposefully constructed collaborative reflective dialogue in order to further deepen the knowledge identities of our teams of mentors and cohorts of mentees.

An interpretivist design and case study approach were used to explore the research question: What are the benefits and challenges experienced by the "team of mentors" and "cohorts of mentees" from participating in the SSMP? Data were collected from six focus group interviews with participants in six faculties and support units across the university. The data were analysed inductively (data-driven) and deductively (theory-driven).

The results indicate that the transdisciplinary expert discussions were valued by both mentors and mentees and led them to be more empowered as supervisors. Challenges experienced included the timing of workshops, heavy workloads and a lack of pedagogic knowledge when working with weak academic students. We conclude by discussing how through these communities of practice and the interpretivist process, the SMMP created safe and social spaces between established and novice supervisors where they reshaped their own supervisory pedagogical identities.

Presentation 67

The quality of the graduate research student experience

Putting the body back into graduate researchers' identity: making wellbeing and self-care central in academia

Dr Katherine Firth The University of Melbourne, **Professor Narelle** Lemon Edith Cowan University, **Dr Tseen Khoo** La Trobe University

This interactive panel led by Narelle Lemon, Katherine Firth and Tseen Khoo combines movement, breathwork and art.

The body is often constituted as a problem in graduate researchers' identities. Their bodies are raced, gendered or abled in ways that cause problems, or attract problematic attitudes and actions. They may have a 'two-body problem' or a 'motherhood problem'. When the body comes to the forefront of the graduate researcher's identity, the graduate researcher must leave the research, take a break for sick leave or mat leave, and return only when the body is no longer the focus, no longer a problem (See Ahmed passim).

Increasingly, this has led to a greater focus on the need to support graduate researcher wellbeing— through care for bodies, minds and social connections. However, these are typically ancillary to the main task. In graduate researcher's busy days, they need to fit in research tasks, writing, teaching, plus wellbeing workshops and exercises.

In the books of the Wellbeing and Self-Care in Academia series (see Firth, 2023; Lemon, 2022; 2023), experienced researchers explore ways that art, movement, community and mindfulness in the body make writing and research sustainable and supportive practices, not as optional extras but as central and productive elements of research and writing.

This interactive panel proposes to offer the experience and the tools to make researcher bodies present, and to normalise positive ways to acknowledge that graduate researchers live in bodies and that their bodies must be included, while also supporting them to be effective researchers and writers.

References:

Narelle Lemon, editor, *Creative Expression and Wellbeing in Higher Education: Making and Movement as Mindful Moments of Self-care* (Routledge 2022)

Narelle Lemon, editor, *Reflections on Valuing Wellbeing in Higher Education: Reforming our Acts of Self-care* (Routledge 2023)

Katherine Firth, *Writing Well and Being Well for your PhD and Beyond: How to Cultivate a Strong and Sustainable Writing Practice for Life* (Routledge 2023)

Sara Ahmed, *On Being Included: Racism and Diversity in Institutional Life* (Duke 2012).

Presentation 68

Institutional structures for delivering graduate education

Crossing borders and boundaries: Positioning joint doctoral degrees as a capacity building initiative

Liezel Frick Stellenbosch University, **Katherine Wimpenny** Coventry University

Doctoral education has evolved from the single isolated scholar on a lone knowledge quest into a diverse array of programme formats and supervisory arrangements. This diversity within doctoral education systems and structures include the crossing of national borders and institutional boundaries for both students and supervisors, some times through formal arrangements such as dual and joint degree programmes.

While such arrangements have been in existence for some time, the research on the topic is limited, which often restricts our understanding to anecdotal evidence. Existing research also does not explore the complexities inherent to these arrangements when partnerships are forged between more than two partnering institutions, when North-South divides are crossed, when there are historical and current inequalities to navigate, and differences in structures, policies and practices across the partnering institutions.

In parallel, there is the shared responsibility for the development of the doctorate candidates into early career researchers. This paper reports on an innovative funded transnational, structured joint doctoral degree programme in the field of higher education that involves three partnering institutions in the United Kingdom and South Africa, while also building skilled supervisory capacity.

The programme sets out to support a cohort of doctoral staff-as-students within the three institutions exemplifying an internationalised curriculum underpinning the enhancement of supervisory capabilities at all three institutions, and the enrichment of their local research environments.

The programme has the goal of transforming teaching, learning and research leading towards enhanced quality, success and equity in universities by establishing an academic pipeline (particularly in the South African context) that is transformative and disruptive yet equitable, and which addresses transformation imperatives in higher education. The programme demonstrates how foci on student development, staff development, and programme or curriculum development can be integrated.

The key themes that delimit the project include: equality, diversity, inclusion and well-being; transnationalisation, decolonisation and transformation of the curriculum; and developing creative spaces in higher education curricula. All the student participants' doctoral projects fall within these delimited areas of interest. In the paper we explore what potential for innovation joint doctoral programmes of this nature may offer in terms of:

a) structuring collaborative spaces in doctoral programmes;

b) development of early career researcher capacity (for both students and novice supervisors); and

c) challenging institutional hierarchies and establishments.

Presentation 69

The quality of the graduate research student experience

Research as Learning Community-building: Enablers

Juliet Aleta R. Villanueva University of the Philippines Open University,
Douglas Eacersall University of Southern Queensland

In this presentation based on an autoethnographic study, we affirm the Community of Inquiry (CoI) as a sound framework to examine the experiences of a Southeast Asian and international doctoral student at an Australian university. We emphasize the need for stakeholders to view research as a collaborative act of learning community building.

Through the elements of the CoI framework, namely social presence, teaching presence and cognitive presence, personal reflections are analyzed, showing evidence of positive research cultures geared towards the development of productive research communities. Examples of concrete initiatives from the Postgraduate and Early Career Research (PGECR) and Library Research Support Team have been responsible in providing support through research student training, learning advisor consultations and research writing boot camps.

A sustained participation in an online postgraduate symposium and Research and Writing League (RWL) during the pandemic and at a distance, have resulted to positive outcomes. Within this environment, students can enhance their knowledge and skills and widen their network. As such, the doctoral research journey need not be a lone experience for students, nor within the confines of a supervisory relationship rather one that is supported by a learning community.

In developing this approach, we argue that institutions, research supervisors, and research students should form a learning alliance to ensure mutual responsibility for learning success, but institutions bear the responsibility for developing and maintaining supportive research cultures and for ensuring that students have the knowledge and learning opportunities to engage in the alliance in productive and appropriate ways.

Presentation 70

Institutional structures for delivering graduate education

Writing feedback works better in a community

Abigail Winter Queensland University of Technology, **Keri Freeman** Queensland University of Technology

This thematic, reflexive presentation investigates two cases of implementing Wendy Laura Belcher's (2019) twelve-week journal writing program, one developed as a module-based program for online delivery to large numbers of research students across the university, while the other developed and iteratively refined sequential offerings of a customised hybrid program for one disciplinary area.

The genre of journal article writing can be daunting for researchers who have not yet published, and they often require support to increase their understanding of journal reviewer expectations. They also face barriers to writing, such as competing priorities, lack of confidence, imposter syndrome, writing anxiety, and procrastination. Although many universities offer training that explicitly teaches effective research article writing strategies, and provide opportunities for collaborative learning within a supportive Community of Practice (CoP) where participants work towards similar goals, the concept and actualisation of encouraging them to engage in peer feedback is still problematic.

Thematic analysis of course evaluation data for the two different training approaches provides insights into each cohort's experiences. We argue that, while it is possible to use the same text for different educational purposes, the structure of the developed sessions makes a difference to the feedback that can be provided on the writing developed as part of the training process. Using examples from participant evaluations, we show that feedback works better in person, or within smaller groups where the participants are highly engaged. Engagement in peer feedback is more successful in the face-to-face format, as online students still seem to need convincing about the benefit of participating in the peer feedback process as a critical component of becoming a research writer. We reframe the value of a CoP to be a mechanism for such feedback, building on the fact that both online and in-person training opportunities provide valuable opportunities to build effective communities of practice for researchers to increase productivity, understand article writing processes, engage with peers, and be supported to publish their research.

References:

Belcher, W. L. (2019). *Writing your journal article in twelve weeks: A guide to academic publishing success* (2nd Ed.). The University of Chicago Press.

Presentation 71

The quality of the graduate research student experience

Review of oral assessment strategies in the doctoral program at an international level.

Gina Wisker University of Bath UK, **Rachel Spronken-Smith** University of Otago

The oral form of assessment at the doctoral level is widely varied internationally with some countries only recently introducing an oral component compared with others who have a substantial public experience, or a somewhat private viva voce and the defence of one's research. Particularly on light of the COVID pandemic, increasing numbers of universities are using Zoom for examination rather than face-to-face. This, and other recent changes, make the timing of the Round table review very appropriate.

On this round table session we will be drawing on the literature as well as data from a current international research project hosted by the University of Gibraltar.

The session will address and discuss issues such as:

- How many examiners are there usually at an oral and do they need to be face-to-face?

- Where will examiners come from (internal, local international?)

- Is there an independent chair person in addition to examiners and what do they do?

- Are supervisors expected/required to attend or asked not to attend by the candidate?

- Is the oral examination public, private, semi-public?

- What might it be titled (viva, oral, defence) and why?

- Does the candidate have access to the examiner's pre-oral assessment of the written text, if so, how soon before the actual oral?

- How is the oral conducted ? eg do candidates begin with a presentation of their work?

- With internationally-based candidates and examiners, whose time requirements receive the main attention, e.g. the candidate or the most prestigious examiner?

- Who from the examiners' panel prepares the report of the oral and who ensures that the revisions are undertaken as identified?

The session will draw upon current research and the experience of participants with a particular aim of addressing the importance of the candidate experience.

Presentation 72

Improving research degree supervision

Cultivating Success - Growing a National Community & Culture for Research Supervisor Support & Development

Janet Carton UCD, **Emer Cunningham** UCD, **Joseph Stokes** DCU

In 2022/23 The Irish Universities Association (IUA, representing 8 Irish Universities) collaborated on two original and significant projects (The Irish IUA Webinar Series and the IUA Supervision Conference Series) intended to access nationally, inform and support research supervisors.

This paper outlines the first two initiatives and how their success is leading to a recognized collegial shift and national approach, in building and supporting this community in Irish higher education (HE). The Irish IUA Webinar Series, arose out of pandemic opportunities and the drive to embed Ireland's unique collaborative approach in supporting doctoral education.

The initiative, proposed and driven by UCD, had several positive outcomes:

- Sharing of existing supports and identifying operational needs.

- Understanding differing pedagogical approaches taken in equipping novice and experienced supervisors.

- Exploration of approaches to recognition of excellence in supervisory practice.

- Acknowledgement that research supervisor development be forefront in HE policy.

- Enhanced support for universities with fewer supervisor resources.

- The first national supervision conference hosted by UCD in 2023, Research Supervision: Growing Excellence, the next in DCU in 2024, Future excellence in Doctoral Supervision.

- Supporting the principles of the National Framework for Doctoral Education.

In total 14 workshops / webinars were delivered online, with approximately 48 supervisors attending each (range 12 to 128). Delivery of the programme (December 2021- May 2022) was managed by UCD. The key principles agreed prior to commencement to support UCD's central role, included identification of a project manager in each university to co-ordinate local marketing, presenters and participants. All collaborating universities were required to contribute to the webinar programme.

Funding was secured through the National Forum for the Enhancement of Teaching & Learning in Higher Education. UCD reported to the IUA on outcomes and approaches to overcome identified challenges, such as marketing, commitment and fair engagement with workload, as well as those related to delivery platforms.

The potential for international collaboration on research supervisor training and development programmes in an online format is clearly evident and the natural next step for this initiative. Such collaboration will grow community and international perspective amongst supervisors, supporting and offering breadth for existing in person training.

Presentation 73

Thursday, 18 April
12:00pm

The Vines

Supervision

Improving research degree supervision

A snapshot of doctoral supervision at African universities

Milandré van Lill Center for Research on Evaluation, Science and Technology, Stellenbosch University,
Liezel Frick Stellenbosch University, **Kirsi Pyhältö** University of Helsinki

Doctoral supervision in African contexts is often painted in deficit tones, referring to 'the problem of supervision' (Nsereko, 2019: 58) and the 'burden of supervision' (Igumbor et al., 2022: 505). However, we know little about the experiences of doctoral supervisors within universities across Africa as the literature on doctoral supervision across the continent remains scarce and the existing reported studies on doctoral supervision are mostly locally situated, small-scale, and context-specific. Due to the dominance of the Global North in the emerging body of literature on doctoral supervision, there is a need for greater diversity of contributions on doctoral supervision across geographical and disciplinary divides, whilst being sensitive to the need for nuanced and contextually sensitive interpretations.

We therefore present the results of a cross-sectional study of doctoral supervision across universities in Africa, using individual supervisors' perspectives (rather than institutional or national policies) as the unit of analysis. A web-based survey including both open and closed-ended questions was administered to an institutionally and disciplinary diverse population of doctoral supervisors across the African continent. The dataset comprises 474 respondents and the data presented here provide supervisors' insights into the initial selection of doctoral students, the modes of supervision, and supervisory arrangements from a cross-continental perspective. Preliminary results show that a quarter of supervisors personally select their candidates in all cases, where emerging academics have less autonomy in choosing their doctoral students.

The data also show that single supervision and one-on-one contact remain the most prevalent mode of supervision, where only 3% of graduates work in research groups. Unsurprisingly there are field differences where students in the health and natural sciences are more likely to work in research groups. More than three-quarters of respondents reported experience in multidisciplinary supervision which may be indicative of the stretched capacity of doctoral supervisors in certain fields such as the agricultural and natural sciences. In terms of institutional support, respondents reported that they do not receive sufficient support from their institutions, in terms of developing their supervision skills, professional development policies and practices, opportunities for career advancement, and sufficient facilities and resources.

The study provides a unique snapshot of doctoral supervision in the Global South that moves beyond a parochial view, whilst appreciating the nuance and diversity of national, institutional, and field differences.

References:

Nsereko, A.K.N. (2019). *Doctoral supervision a challenge in universities: The Context of the sub-Saharan African universities.* Islamic University Multidisciplinary Journal, 6(3): 58-63.

Igumbor, J. O., Bosire, E. N., Karimi, F., Katahoire, A., Allison, J., Muula, A. S., Peixoto, A., Otwombe, K., Gitau, E., Bondjers, G., Fonn, S., & Ajuwon, A. (2022). *Effective supervision of doctoral students in public and population health in Africa: CARTA supervisors' experiences, challenges and perceived opportunities.* Global Public Health, 17(4), 496-511.

Presentation 74

Improving research degree supervision

Co-supervision, and its benefits in post-graduate research nursing studies.

Masenyani Oupa Mbombi University of Limpopo

Background:

Co-supervision model has been reported as an effective model for enhancing the completion period of postgraduate studies, but very little has been reported regarding the co-supervision environment, support, how it is received by colleagues and students, and its benefits in nursing. This paper describes the experiences of research supervisors in nursing regarding the co-supervision model within two universities in Gauteng Province in South Africa.

Method:

An explorative and descriptive research design was applied to explore and describe the experiences of research supervisors on the co-supervision model. Fourteen research supervisors and sixteen post-graduate students from two nursing departments were purposively selected to participate in the study. Unstructured interviews were conducted in private offices to obtain in-depth information regarding the co-supervision model. Tech`s coding method of data analysis as recommended by Creswell was used to analyse data.

Results:

Diverse experiences of research supervisors regarding the co-supervision model in enhancing the timeous completion of postgraduate nursing studies. For instance, some research supervisors acknowledged the learning opportunity that emerges with the co-supervision model, with others reporting diverse challenges due to unpreparedness for the supervision journey. For example, most of the supervisors outlined their preferences of working alone as a result of problems emerging from the co-supervisors such as; balancing the distribution of workload, establishing healthy working relationships, a lack of collegial support, improving communication between supervisors, and early submission of the reviewed research projects. Students raised conflicting comments and delayed receiving feedback.

Conclusion:

Research supervisors experienced diverse challenges of the co-supervision model in post-graduate nursing studies, which impacted students' optimum supervision and research progress. Research supervisors needed to be resilient and supported to achieve optimum supervision and good research progress of students. The paper provides a baseline for the review of supervision models for post-graduate nursing studies in higher education institutions. To facilitate the timely completion of post-graduate studies, we recommend support measures to address the identified challenges.

Keywords:

Co-supervision model, experiences, postgraduate research nursing studies, research supervisors.

Presentation 75

The quality of the graduate research student experience

Shut Up and Write (SUAW) as a research culture space

Professor Narelle Lemon Edith Cowan University, **Professor Inger Mewburn** The Australian National University,
Dr Tseen Khoo La Trobe University, **Jonathan O'Donnell** The University of Melbourne

Shut Up and Write (SUAW) was developed in California in 2007. Drawing on the Pomodoro technique of timed periods of work with short breaks, it provided a relatively straight-forward way to bring together a casual group of writers, united in their desire to write. There was no requirement for prior work, for cross-reading and feedback or for work outside of the session. Nor were any external metrics placed on performance.

Academics and post-graduate students have adopted the SUAW model - building small, casual, diverse academic communities of regular attendees. Through sharing experiences and 'troubles talk' in the scheduled breaks, these communities form a space where attendees can learn from people with varied backgrounds that cross disciplinary boundaries, levels of academic seniority and diverse life experience (Mewburn et al., 2014).

Case studies by participants have helped to define and explore this emergent phenomena. Jasmine Kar Tang and Noro Andriamanalina (2016) detail how SUAW can provide a safe space for students of colour in their historically white university, the University of Minnesota. Suzanne Fegan (2016) describes how post-graduate student attendance at SUAW remained steady during a major university restructure with diminishing student support. Claire Aitchison attributes the popularity with post-graduate students to a 'relaxed environment without hard rules', in contrast to other writing support programs, which often require work before, during and after the program (Carter, Guerin and Aitchison, 2020, p. 55).

As cultural spaces (Tang and Andriamanalina, 2016), these sessions are mutually inclusive of those that attend, and exclusive of those that cannot or do not attend. They work for those that voluntarily keep coming, but in examining this phenomena we should also be mindful that the majority choose not to attend.

This session will feature four speakers who will give short presentations to share contextualised Shut Up and Write implementation and potential models for multifaceted research culture value. Drawing from experience across national and international perspectives, tips, tricks and advice will be provided to support others to begin, maintain or protect Shut Up and Write as a research culture space that supports the quality of the graduate research student experience.

References:

Carter, Susan, Cally Guerin, and Claire Aitchison. 2020. *Managing Productivity*. In Doctoral Writing: Practices, Processes and Pleasures, edited by Susan Carter, Cally Guerin, and Claire Aitchison, 51–91.

Springer. Fegan, Suzanne. 2016. *When Shutting up Brings Us Together: Several Affordances of a Scholarly Writing Group*. Journal of Academic Language and Learning 10 (2): A20–31.

Mewburn, Inger, Lindy Osborne, and Glenda Caldwell. 2014. *Shut up and Write! Some Surprising Uses of Cafes and Crowds in Doctoral Writing*. In Writing Groups for Doctoral Education and beyond: Innovations in Theory and Practice, edited by C. Guerin and C. Aitchison, 399–425.

Routledge. Tang, Jasmine Kar, and Noro Andriamanalina. 2016. *Rhonda Left Early to Go to Black Lives Matter: Programmatic Support for Graduate Writers of Color*. WPA: Writing Program Administration 39 (2): 10–16.

Presentation 76

The quality of the graduate research student experience

Listening to the voice of PGR students in Ireland: Qualitative findings from PGR Student Survey.ie

Michelle Share Trinity College Dublin

In line with global educational trends that emphasise student-centred approaches, the Irish National Strategy for Higher Education recommended that Higher Education Institutions (HEIs) should develop systems to capture student feedback and use these to inform institutional and programme management, and national policy. Key to this recommendation was the establishment of a national student survey system. Ireland's biennial PGR StudentSurvey.ie provides an opportunity for postgraduate research students (PGRS) to report on their experiences of engagement in purposeful educational activities and the extent to which Irish HEIs provide such opportunities and encourage students to engage.

In addition to structured response options across nine survey domains, students can provide free-text comments about their experiences. In 2021, Irish HEIs received an opportunity through a competitive award to analyse the survey's qualitative data. Responses were provided by 2721 PGRS across 22 HEIs. Text analysis aimed at data reduction and further exploration through interpretive analysis using NVivo resulted in four over-arching themes: Institutional structures and supports; Supervision experience; Development opportunities; and the Affective domain and a number of sub-themes.

The interconnectivity between themes and sub-themes is revealed in how PGRS valued teaching and demonstrating opportunities, but felt undervalued (affective domain) when they are not paid or paid lowly. The importance of workspace (institutional structures and supports) has been noted by PGRS as essential their research and for writing (writing and thesis production), and for connecting with peers (communities of practice), yet the conditions of such space, or lack of appropriate space, can lead PGRS to feel unvalued and isolated (affective domain).

The paper provides a deeper understanding of PGR student experiences by going beyond the quantitative indicators typically reported in higher education reports. It highlights that qualitative free text data is a rich resource that is often neglected despite students' efforts in giving their voice. When subjected to deeper exploration, such data can reveal more about the complex interplay between institutional structures and student experiences. The insights from this study hold applicability beyond the Irish context, suggesting that similar methodologies could be employed to enhance student experiences in diverse educational settings.

Presentation 77

The quality of the graduate research student experience

Exploring the research degree student experience: An Australia case study

Brian Pulling University of South Australia, **Deborah Price** University of South Australia,
Sandra Orgeig University of South Australia, **Alistair McCulloch** University of South Australia

Studying for a research degree is complex and many factors affect students' experiences of Higher Degree by Research (HDR) study, two key ones being the supervisory relationship and a student's engagement with the research community and associated intellectual culture (Leonard et al., 2006). An increasingly important area of formal engagement is 'industry', broadly defined. These issues were amongst those identified as major themes in a recent systematic review of the relevant literature (Brownlow et al., 2023).

This paper reports some of the results emanating from a study undertaken at the University of South Australia between December 2022 and February 2023 in which 273 HDR students (a 25.8% response rate) completed an anonymous online survey exploring their experiences.

Demographic data collected included student's cognate area, gender, age, stage of candidature, international-domestic enrolment, English as a Second Language status, and mode of study. Participants were asked about their attitudes toward their supervisory panels, and the roles of both academic and industry (i.e., end-user) supervisors. Open-ended questions about their feelings of belonging and their sense of being valued were also asked. Initial findings include:

(i) a majority of students were satisfied with their supervisory experience with a small proportion expressing discontent;

(ii) students' sense of being valued varies by their organisational distance from the respective institutional locus; and

(iii) students' sense of being part of a research community varies by their organisational distance from the respective locus.

The work contributes to our general understanding of the HDR experience and will allow us to make recommendations to institutions (including our own) and policymakers about ways to enhance that experience particularly through expanding our understanding of how supervisory panels operate and how to improve HDR students' sense of belonging to an institutional research community.

References:

Brownlow, C., Eacersall, D.C., Martin, N. and Parsons-Smith, R., 2023. *The higher degree research student experience in Australian universities: a systematic literature review*. Higher Education Research & Development, pp.1-16. https://doi.org/10.1080/07294360.2023.2183939

Leonard, D., Metcalfe, J., Becker, R. and Evans, J., 2006. *Review of literature on the impact of working context and support on the postgraduate research student learning experience*. York: The Higher Education Academy.

Presentation 78

Thursday, 18 April
12:00pm

Broughton & Ferguson

Doctoral Student
Experience

The quality of the graduate research student experience

"By students, for students": Improving the PhD experience through student-led initiatives

Ellen Wynn Flinders University, **Alana White** Flinders University, **Nathan Harrison** Flinders University, **Nicole Grivell** Flinders University, **Amy Reynolds** Flinders University, **Emma Thomas** Flinders University

he College of Medicine and Public Health at Flinders University has >220 Higher Degree Research (HDR) students. A student-led Community of Practice (CoP) was established in 2021 to support students and provide 'student voice' to leadership within the College. This presentation highlights our experiences as HDR student representatives within this Community of Practice and provides insight into how similar approaches can enhance postgraduate student support.

Through our roles in the HDR Community of Practice, we have developed short, interactive sessions that incorporate skill development training and networking opportunities. Workshop content is informed by HDR student feedback, which we obtain directly from students. Those who attend report increased confidence to perform the skills or tasks that the event targets. Resources and staff support provided by our College are critical in enabling us to provide these workshops which are relevant to students, and presented in ways that suit them. Monthly informal HDR student meetings and 1:1 peer support are also offered both online and in-person.

These sessions have developed student understanding of services available within the university, and reduced barriers to both seeking and accessing support when needed. All events we run have a strong focus on building a postgraduate student community, and providing regular, sustained social engagement opportunities, which we believe is key to the success of our interventions to date. We propose that similar approaches could be implemented at other universities to provide support to postgraduate students, potentially benefiting retention and progression of HDR students.

Our student-led model currently relies on motivated volunteers and requires intensive labour required to design and implement events. Sustainability of student-led initiatives should be a key consideration for future student-led models, and considerations should be made for student recognition and time management. Formal, theory-guided evaluation of student-led initiatives will be valuable and should explore the impact of student-led Community of Practice models on longer-term outcomes such as retention and progression. Keywords: student-led; student voice; student support; student training; student perspective

Presentation 79

The quality of the graduate research student experience

Fostering wellness through creativity: A design thinking approach to supporting graduate research students

Bhuva Narayan University of Technology Sydney

Graduate research students are often unintendedly isolated within most universities due to the nature of their studies, often an individual pursuit without the support of a strong cohort, leading to mental ill health that impedes their candidature. This is often referred to as a "wellness crisis" in doctoral education.

In this workshop, participants (including HDR supervisors, HDR students, and HDR support staff) will work together interactively to craft novel ideas to foster whole of person wellbeing through applying the Design Thinking process, an interdisciplinary methodology that is increasingly used as an educational pedagogy outside of the design disciplines. It is useful for generating research ideas, and for tackling human-centred challenges within the research domain, be it social challenges or organisational challenges.

In this hands-on, group-based approach, participants learn to apply problem-solving skills to areas of interest to all stakeholders in graduate student research: students, supervisors, administrative support services, research support services including libraries and research training, and wellness support services such as counselling. Together, we will use the concept of serious play in a highly interactive and collaborative environment through design thinking as an articulated process for generating new ideas in a quick but structured manner using an iterative process of empathy building, problem definition, ideation, prototyping, and testing. topics covered will include supervision and mentoring, student peer mentoring, learning from failures, self-trust, and learning through collaboration in various contexts such as traditional research, practice-based research, and creative-practice research.

This will be a highly interactive workshop including group discussions with opportunities for participants to bring their own experience and insights through guided, timed activities using the highly structured 5-step design thinking approach (defining the problem, empathising, ideating and innovating) through encouraging radical cross-boundary thinking using creative activities to reflect, share, and learn about ways to foreground graduate research students within universities.

Presentation 80

Institutional structures for delivering graduate education

Wrangling administrative candidature management - Inspire online system

Karen Jacobs Flinders University, **Kate Willson** Flinders University, **Jonathon Richards** Flinders University, **Tracey Kohl** Flinders University, **Luke Ballintyne** Flinders University, **Rhiannon Vince** Flinders University

Higher Education institutions use a multitude of online systems to manage every aspect of the day-to-day functions. Higher Degree by Research (HDR) students, supervisors and administrators engage with a variety of interfaces to achieve a semi-seamless approach to administrative candidature management. Since 2018, the Office of Graduate Research at Flinders University has been involved with the Research Portfolio's upgrade to digital research management. For HDR, this involved an incremental implementation over numerous years to shift from "electronic forms via email" to a true online workflow system. This has been achieved by our Inspire online candidature management system with the underlying SkillsForge platform.

Inspire delivers online candidature management forms for degree variations, milestones, skills development, and examination that are mapped to student type, enabling workflows for particular requests to supervisors, HDR Coordinators, international compliance, student finance and scholarships and the Office of Graduate Research. As a final step to the online candidature management system, the Register of HDR Supervisors and HDR Supervisor Development Program were introduced in recent years. This creates a more streamlined process, quicker turnaround times, and meets compliance protocols with respect to data integrity and document and data management, without any redundancy or repetition in the workflow.

The next steps for Flinders University are to integrate the data from Inspire into the research digital ecosystem to improve research performance success. In this presentation, you will hear from Office of Graduate Research team members about the benefits of Inspire. Some of these benefits include total visibility and transparency of processes and compliance to all users, quicker processing and turnaround times for all forms and better reporting. Keywords: candidature management, institutional compliance

Presentation 81

Institutional structures for delivering graduate education

The Thesis Coaching Program: a collaborative approach to developing graduate researchers' professional skills and personal growth

Dr Frank Song Graduate Research Academy, Macquarie University, Dr Juliet Lum Graduate Research Academy, Macquarie University, Dr Chris Bilsland Graduate Research Academy, Macquarie University

The graduate research journey is a multifaceted endeavour encompassing academic and professional development and personal growth. While expertise in their chosen discipline is crucial, recent studies have emphasised the growing importance of holistic development. However, conventional doctoral training models have been criticised for their over-emphasis on discipline specific expertise at the expense of candidates' professional and personal development (Sharmini & Spronken-Smith, 2020). Despite the existence of sporadic training programs, there remains a notable gap in the literature regarding effective approaches to fostering these essential skills in candidates.

Focusing squarely on these skills and attributes, we developed and implemented the Thesis Coaching Program (TCP) for graduate researchers at our institution. The program aims to bolster candidates' confidence and their ability to take control of their thesis by facilitating the enhancement of self-management skills and personal awareness and growth. In addition to the individualised support and the range of benefits experienced by both candidates and coaches over a relatively short period, what makes the TCP distinctive is the make-up of the coaching body; rather than being drawn from the research or academic staff body, TCP coaches are professional staff from different teams at the university, each holding a PhD and bringing experience from a range of disciplines.

Through the inclusion of non-academic staff, our coaching model harnesses institutional resources to promote well-rounded candidate development. This model introduces an innovative dimension to the existing institutional framework of graduate education. We discuss the model's implications for candidates, their supervisors, as well as professional staff at an institutional level. The TCP illustrates how taking a holistic, institution-wide approach can foster collaboration among these stakeholders for enhancing candidates' professional development, personal growth, and ultimately elevating the overall quality of their study experience. Key words Graduate research professional development, collaborative support, coaching, holistic approach, self-management

References:

Sharmini, S., & Spronken-Smith, R. (2020). *The PhD - is it out of alignment?* Higher Education Research and Development, 39(4), 821–833. https://doi.org/10.1080/07294360.2019.1693514

Presentation 82

The PhD in a changing environment

Evolution of an HDR Professional Development Program: reflection, refinement and reorganisation

Elizabeth Tynan James Cook University

More than a decade on, the James Cook University Higher Degree by Research Professional Development Program is now mature, though continually evolving. In 2013, JCU implemented fundamental changes to the Doctor of Philosophy and Professional Doctorate, including introducing compulsory coursework for the first time. At that moment, what had been the GRS Research Skills Program of largely elective HDR workshops and courses changed into the Professional Development Program and doctoral candidates were required to undertake coursework in the program.

These changes were in response to the requirements of the knowledge economy that was clearly signalling the need for skills valuable to employers of HDR graduates, rather than just providing training for the research project alone. Introducing coursework involved a significant shift in culture, some headaches and arguments and a large amount of experimentation to determine what would and would not work. The PD policy was formulated and approved by the then-Research Education Sub-Committee, and I was the GRS academic staff member charged with overseeing the program and teaching into it.

The 2016 ACOLA review of Australia's research training needs and the 2019 report on training needs for the 'Blue Economy' gave further credence to our underpinning philosophy, that doctoral candidates required skills building beyond the needs of their project to be competitive upon graduation. Substantial changes were made to the program in 2021, following an internal review, and in 2023 we moved it onto an online platform called SkillsJCU, based on the SkillsForge professional development management product. Among changes made in the past few years, we reduced the training hours requirement, introduced a separate points-based system for activities in a category known as Leadership and Initiative, and added a non-compulsory coursework component to our revitalised MPhil. In 2020 we also revised the HDR Graduate Attributes, and now structure the Professional Development Program, and the SkillsJCU platform, around these attributes.

Our aim has always been to offer a flexible and responsive PD program that can be tailored to the needs of the HDR candidate and their professional aspirations. We never wanted "one size fits all". Creating a flexible program has been labour-intensive and has entailed considerable reflection, refinement and reorganisation along the way, but we believe that we have achieved a strong and relevant program that combines flexibility with rigour. Key words: graduate research, higher degree by research, professional development, graduate attributes, skills, training

Presentation 83

The PhD in a changing environment

Peer review in the contemporary postgraduate world: a student-friendly approach.

Rachel Westcott Engine Room Solutions

Continuous improvement is critical in every discipline. Peer review has long been the means by which academic papers are assessed and published, but is it still entirely fit for purpose? This presentation suggests a way for peer review to better serve the contemporary postgraduate world.

Traditionally, research is submitted to a journal for critique by one or more peers. Frequently, the extra pairs of eyes lead to improvements, and everyone wins. But do they? (Crane & Martin, 2019).

The system has merit and flaws. The intended "pros" are long accepted: rigorous and unbiased appraisal by people with expertise in the relevant field of research.

The "cons" are becoming more problematic. Two commodities consumed by publishing and peer review are time and money – both increasingly lacking in 21st century research life. Publishing can be expensive and slow – challenging if looking to complete a degree by publication of papers. Program extensions are costly and stressful.

Reviewers need to not only have expertise in the student's field, but the time, energy and skill to review constructively and helpfully, fostering a culture of learning and support. But training in peer review is rare. It seems largely learnt by doing, and reviews can be brutal. Without sufficient support and guidance, students can be crushed.

The shortcomings of the peer review process have been acknowledged, including the possibility of inherent biases inadvertently influencing reviewer or editorial decisions (Burrows, 2019). Attempts have been made to offer an alternative system (Ellwanger, 2021). Aimed at nurturing the early postgraduate student, this presentation proposes a new model of peer review that is collaborative, scholarly, fast, inexpensive, and respectful.

References:

Burrows, N. (2019). *Final Call-Out: Prescribed burning and the peer review process* 6th International Fire Behaviour and Fuels Conference, Sydney. researchgate.net/publication/338384116_Final_Call-out_Prescribed_burning_and_the_peer_r eview_process

Crane, H., & Martin, R. (2019). *What is the purpose of peer review*? heterodox academy. Retrieved 17 October, heterodoxacademy.org/blog/diversity-peer-review-purpose/

Ellwanger, A. (2021). *An Innovative Solution to the Failures of Peer Review*. The James G. Martin Center for Academic Renewal. Retrieved 17 October, jamesgmartin.center/2021/08/an-innovative-solution-to-the-failures-of-peer-review/

Martin, B. (1997). *Peer review as scholarly conformity*. Fund for Intellectual Dissent, Wollongong Retrieved 17 October 2023, bmartin.cc/dissent/documents/ss/ss5.html

Presentation 84

Thursday, 18 April
2:00pm

The Vines

Supervisor Development

Improving research degree supervision

Supervisor development: Foundations and beyond

Anna Wallace UNSW Sydney, **Penny Martens** UNSW Sydney, **Jonathan Morris** UNSW Sydney, **Annie Luo** UNSW Sydney, **Sonia Underwood** UNSW Sydney

Quality HDR (higher degree by research) supervisors are an integral part of the success of HDR candidates. The Australian Council of Graduate Research (2021) recommends that supervisors receive an orientation to institutional policies and guidelines, as well as professional development activities that communicate best practices. At UNSW Sydney, the foundational supervisor development program is Essentials of Supervision. It has been delivered in various forms since 2016 and was significantly revised and expanded in 2021.

Essentials of Supervision is now a two-year program combining workshops and online modules that takes a holistic approach to supervisor development, promotes an ethos of continual learning, and broadly mimics the candidature lifecycle. There are three components:

- Self-paced online learning;

- Scenario-based face-to-face workshops, building and expanding on the online modules; and

- An online community of practice.

The length of the program provides multiple opportunities for reflection and putting theory into practice. A particularly important element is the online community of practice, which complements the inter-disciplinary sharing that takes place during workshops. Through the program and the community of practice, supervisors have a supportive environment to ask questions and are introduced to a range of perspectives on the practice of supervision. Ultimately this increases their confidence to explore different supervision practices, which can lead to better outcomes for HDR candidates.

This presentation will explore how we have engaged with our supervisors, both new and experienced, and how their feedback and participation has shaped our current training program, as well as future plans to extend the program for more experienced supervisors. It will be of interest to anyone interested in HDR supervisor development.

References:

Australian Council of Graduate Research. (2021). ACGR Guidelines for Quality Graduate Research Supervision. Items 10-13. acgr.edu.au/wp-content/uploads/2021/08/ACGR-Guidelines-for-Quality-Graduate-Resesarch- Supervision.pdf

Presentation 85

Improving research degree supervision

Best practice in supervision: development, implementation and reflection A framework and program at Western Sydney University

Thuy Dinh Western Sydney University, **Wendy Truelove** Western Sydney University,
Clive Baldock Western Sydney University

This paper will focus on a new initiative at Western Sydney University to bolster best practice in supervision in response to the changing global graduate research education context and the institution's Strategic Plan. It will present the Supervisor Development Framework and the Development Program that have been created to meet needs of supervisors and candidates, support supervisors to meet accreditation requirements, promote best practice and strengthen a community of practice.

The paper will outline the development and implementation process; discuss the opportunities and challenges; and present the strategies employed to enhance the engagement of supervisors in the program. It also sheds light on the effectiveness and areas of improvement of the program based on a set of quantitative and qualitative data.

Presentation 86

Graduate researchers: identity and importance/Improving research degree supervision

Using the grassroots approach: Incorporating recent graduate researcher voices in the design and delivery of research supervisor training

Maria Northcote Avondale University, **Carie Browning, Judy Elisha**, **Lavarah Haihavu, Peter Kilgour**, **Lynnette Lounsbury, Alice Napasu, Carolyn Rickett, David Sailo** and **Carol Tasker**

Abstract:

The quality of supervision offered to research degree candidates can improve by engaging their supervisors in regular supervision training (Fossland, 2023). Supervisor training sessions and professional development activities for novice supervisors are often designed by experienced researchers and academics with research supervision expertise. They are designed and developed by these experts typically for the novice supervisors.

The cross-institutional, cross-cultural project reported here offers an alternative approach to the design and delivery of training opportunities for research degree supervisors, an approach that purposely seeks out the views of the novice supervisors themselves. While the needs of novice supervisors can be identified by consulting recent literature, accessing supervision expertise and gathering experienced supervisors' views, the process of conferring with the novice supervisors (by asking about their expectations, concerns, experiences and goals) can also inform the design and delivery of bespoke supervisor training.

As recent graduate researchers and novice supervisors, they are in an ideal position to voice these needs and to reflect on their own supervision (Vereijken et al., 2018). By seeking the views and needs of novice supervisors across two culturally diverse universities, a suite of professional learning workshops for these supervisors was developed. These workshops addressed issues that were suggested by the novice supervisors and were offered in ways that suited their cultural backgrounds and preferences.

This presentation showcases a participatory research methodology (Bergold & Thomas, 2012) that fosters ownership by the novice supervisor participants in the design and implementation of a supervisor training program that was developed for and with them. The design of the supervision workshops was also informed by the principles associated with the pedagogy of supervision (Bruce et al., 2009) and a collection of supervision-focused resources were embedded throughout the workshops to model benchmarks of high quality supervision, sourced from literature and expert voices. The presentation concludes with recommendations for:

(1) engaging novice supervisors in the design of their own supervisor training; and

(2) developing professional learning for research supervisors across varied cultural contexts.

References:

Bergold, J., & Thomas, S. (2012). *Participatory research methods: A methodological approach in motion*. Historical Social Research/Historische Sozialforschung, 37(4), 191-222.

Bruce, C., Bell, J., Gasson, S., Geva, S., Kruger, K., Oloyede, K., O'Shea, P., & Wissler, R. (2009). *Towards a pedagogy of supervision in the technology disciplines*. www.olt.gov.au/resource-towards-pedagogy-supervision-qut-2009

Fossland, T. (2023). *Becoming a professional supervisor: Doctoral supervisors' development in a mandatory, large-scale development programme*. Journal of Praxis in Higher Education, 5(2), 27-52.

Vereijken, M. W., van der Rijst, R. M., van Driel, J. H., & Dekker, F. W. (2018). *Novice supervisors' practices and dilemmatic space in supervision of student research projects*. Teaching in Higher Education, 23(4), 522-542.

Presentation 87

Embedding the PhD in industry, community and public service sectors – the why and the how

PhD Industry & REU Engagement – challenges and ongoing issues in implementation

Dr Agi Gedeon The University of Western Australia

The Australian HDR Industry Engagement Community of Practice established in early 2022 constitutes a willing community of professional and academic staff across most Australian universities who manage and support the R&D engagement of PhD students with industry in research internships and the national industry PhD programs.

We propose to facilitate a Round Table discussion on PhD Industry Engagement to debate and make sense of this complex and changing area of policy and practice in the context of quality researcher training. We shall develop discussion points on shared practices and challenges, promotion, institutional support, developing partnerships and government reporting.

Major points of discussion will be the:

1. outcomes of 2022 research internship reporting under the amended Commonwealth Scholarships Guidelines [Legislation F2021L01774] and its impacts on the 2024 RBG relative funding model;

2. rollout of the national industry PhD programs during 2023;

3. complexity of industry engagement; REU partnerships, administration and timing; and

4. Australian Universities Accord and how this may impacton management of industry engagement.

This face-to-face session will strengthen connections between universities allowing for the co-design of better systems to engage PhD students and their supervisors with industry. We will discuss how we can work collectively to develop partnerships with industry that benefit the Australian economy rather than hinder development through exceedingly competitive strategies.

Presentation 88

The quality of the graduate research student experience

'Can you hear me?' Exploring the administrative burdens of working-class students in postgraduate education

Maree Martinussen University of Melbourne

A growing body of literature has investigated how academic staff experience administrative burden– the costs involved in completing administrative tasks, dictated by institutional policies (Woelert, 2023). In this paper, I investigate the unintended consequences of implementing university policies concerning administrative matters for working-class, women-identifying students enrolled in postgraduate studies in Australia.

Drawing on narratives from repeat, biographical interviews, and in conjunction with Pamela Herd and Donald Moynihan's (2019) concept of 'administrative burden', I examine the costs that working-class postgraduate students incur as they encounter university administration.

Working-class postgraduate students display tenacity and creative problem-solving in attempts to gain resolution to bureaucratic queries, but are often left 'lost' and voiceless, exacerbating a sense of unbelonging. The psychological costs of administrative burdens for higher degree researchers in particular can be acute. Further, overlooking administrative burdens risks re-traumatising students who may have had prior, negative experiences of dealing with large bureaucracies.

References:

Herd, P., & Moynihan, D. P. (2019). *Administrative burden: Policymaking by other means*. Russell Sage Foundation.

Woelert, P. (2023). *Administrative burden in higher education institutions: A conceptualisation and a research agenda*. Journal of Higher Education Policy and Management. Advance online publication. doi.org/10.1080/1360080X.2023.2190967

Presentation 89

The quality of the graduate research student experience

Understanding HDR community-making practices at GO8 universities: A review of web-based information visible to the external lens.

Tania Crotti School of Biomedicine, The University of Adelaide, **Anna Szorenyi** School of Social Sciences, The University of Adelaide, **Carina Kraft** School of Social Sciences, The University of Adelaide, **Lily Atkinson** School of Social Sciences, The University of Adelaide

Background:

Attrition and dissatisfaction of Higher Degree by Research (HDR) students are influenced by mental, physiological, motivational, and social experiences (Sverdlik, 2018). Culture, community, peer engagement and networking have been identified by HDRs as crucial to well-being (Ryan HERDSA 2021). The Australian 'Group of Eight (GO8)' universities (https://go8.edu.au/) have differing HDR population sizes and spatial considerations, but are theoretically comparable in terms of culture and capacity for community making.

This study aimed to understand 1. the community-making practices and opportunities offered across the schools and precincts of GO8 universities and 2. what prospective and current HDR students can *see* and *find* on official GO8 university webpages when looking for such opportunities when viewed with an external lens.

Methods:

A broad overview of HDR community offerings via GO8 websites was undertaken in 2022. The analysis and utilisation of HDR-specific websites included centrally hosted sites (eg: Graduate Schools) and independent or secondary websites, including student union websites.

Results:

All Go8 university websites made visible efforts offering opportunities for HDR community building, but the opportunities on offer, and the ease of finding the information varied. Activities ranged from student-led groups to university-managed social events and workshops, and from local departmental or school events to university-wide opportunities. Seven of the 8 universities relied on postgraduate-student representative bodies (eg: student unions) to host and advertise groups and activities. At these universities, graduate school websites linked to postgraduate student union websites, and these websites were vibrant, colourful, and active, with HDR student led supports, events, groups, and associations. At the one university without a postgraduate-specific union, widely-advertised and findable events and associations supporting HDR communities were run almost exclusively by the Graduate School or the university-wide student union.

Conclusions:

The most engaging HDR community offerings promoted on GO8 websites were flexible, well-resourced, HDR-led groups and activities hosted on HDR-led sites, but with visible university support. We recommend improving communication of events externally to improve the widespread problem of isolation experienced by HDRs, improve attraction to the university and in turn connect the university more broadly to the community.

Presentation 90

The quality of the graduate research student experience

Creative Approaches to HDR Community Rebuilding

Jessica White Univeristy of South Australia

Covid-19 had an enormous impact on students' mental health, with increased rates of loneliness and depression (Werner et al. 2021). Social supports, which have been shown to buffer against the impact of stress, were either dismantled or attenuated through lockdowns (Kaur, Balakrishnan, Chen, & Periasamy 2022). Research indicates that this led to a decreased sense of belonging among university students, and that university administration can play a role in developing and resourcing policies that support the development of connections between staff and students, and among students. (Dingle, Han & Carlyle 2022).

UniSA Creative is one of seven academic units at the University of South Australia. It has an HDR cohort of approximately 85 candidates, but engagement with the research community has been slow since the pandemic. Recognising this, the Research Degree Coordinators have instigated a suite of responses to encourage community rebuilding in combination with research activities. These include the establishment of weekly, online and face-to-face Research and Re/Create (R&R) sessions, which involve research presentations from both staff and HDRs around specific themes; the inclusion in reviews of progress of mandatory reporting on research presentations at conferences or in (R&R) sessions; and the establishment of a one-day briefing programme for second- and third-year HDRs, adjacent to the orientation for first-year HDRs. Future initiatives include the creation of a mentoring system between HDRs at differing stages of their candidature.

This paper outlines each of these processes, attending to the rationale for and benefits of each. It also documents feedback from HDRs on the value of these initiatives, and contemplates future initiatives that may support HDRs' sense of belonging and capacity for research development at UniSA Creative.

References:

Dingle, G. A., Han, R., & Carlyle, M. (2022). *Loneliness, Belonging, and Mental Health in Australian University Students Pre- and Post-COVID-19*. Behaviour Change, 39(3), 146–156. doi.org/10.1017/bec.2022.6

Werner, AM, Tibubos, AN, Mülder, LM, Reichel, JL, Schäfer, M, Heller, S, …, Rigotti, T (2021). *The impact of lockdown stress and loneliness during the COVID-19 pandemic on mental health among university students in Germany*. Scientific Reports, 11.

Kaur, W., Balakrishnan, V., Chen, Y. Y., & Periasamy, J. (2022). *Mental Health Risk Factors and Coping Strategies among Students in Asia Pacific during COVID-19 Pandemic–A Scoping Review*. International Journal of Environmental Research and Public Health, 19(15), 8894-. https://doi.org/10.3390/ijerph19158894

Presentation 91

Improving research degree supervision

'Undergraduates have a habit of becoming postgraduates' – Managing expectations.

Chris Hughes Edge Hill University, **Clive Palmer** University of Central Lancashire,
Andy Sprake University of Central Lancashiree

Postgraduate researchers might not complete their research degree if they fail to meet the criteria and expectations associated with their particular degree award. Equally, incompletion might occur if supervisory expectations are not met. Much has been written about completion rates and drop out trends in the context of postgraduate research and universities are inevitably keen to improve these quality markers. It is widely considered that proper induction, training, clear supervisory guidelines, annual monitoring, and pastoral support are all needed to provide a nurturing environment for postgraduate researchers.

Getting clear on university/supervisor expectations, and the corresponding expectations of graduate researchers, appears to be critical to 'getting off on the right foot' and 'staying on track'. Indeed, there is a wealth of literature in this very area. Drawing upon questionnaire evidence from a live ongoing research project between supervisors, postgraduate researchers, and interestingly, those transitioning into this level of study, this paper will draw out some critical differences between standard/graduate school training/guidance and practical supervisory skill and responsibility - responsibility for aspects of supervision such as 'taking the lead' at particular times, 'teaching', and 'managing timelines and deadlines'.

The questionnaire data (using Brown and Atkins 1988) shows how these 'shifting responsibilities' from teaching/ taught mode, to enabling critical self-awareness and ownership, challenges the expectations on both sides of this delicate dynamic. Negotiating this path forward is of upmost importance and can, as we show in some of the findings, illustrate that as the candidate, there are far more enabling features, rather than restrictions, that could be realised and utilised.

The findings are showing certain instances where postgraduate researchers are however reluctant to exercise their own responsibilities or, worse still, accept them. Relatedly, there is real evidence that researchers, and those transitioning into research seem to think that they are the sole drivers of the research, and thus the supervision. Supervisors also seem to share this outlook. The data leads us to a thorny question – how exactly can PGRs feel a sense of belonging to a research culture if they expect, and are expected, to make the first move?

Presentation 92

The quality of the graduate research student experience

Supporting the first-year experience of HDR candidates

Abigail Downie Griffith University

Noting the positive impact of a successful transition experience on student retention, engagement and success, many universities have invested heavily in creating a positive first year experience (FYE) informed by models such as the Five Senses of Success framework developed by Alf Lizzio. However, while some work has been undertaken to embed activities that cater to the needs of minority cohorts (such as Indigenous and low socio-economic cohorts), these programs largely overlook the needs of HDR cohorts.

It is commonly accepted that the needs of HDRs do not mirror those of their undergraduate counterparts. A lack of coursework and cohort experiences means that the PhD journey is often described as lonely and isolating, with candidates struggling to establish connections to the broader cohort and University as a whole. In addition, many HDRs have well-established careers and their researcher and professional development needs are vastly different to that of undergraduate students. Thus, while initiatives shown as best practice in the undergraduate space can provide valuable guidance, the structure and content of such programs need to be modified to align with the needs of HDR candidates.

In recent years, work has been undertaken to enhance the FYE for our HDR cohort. Driven by the pandemic, early changes centred around transitioning from an in-person to flipped orientation program consisting of online self-paced courses and a virtual webinar. Then existing workshops and activities aligned with the needs of first year HDRs were identified and scheduled relative to intake dates, introducing an informal structure to the optional activities offered as part of the FYE. In 2023, this structure was formalised as an eight-week extended orientation program which was trialed with the intake four commencing cohort. The format, duration and content of the program was informed by HDRs and centred around eight key themes relevant to the early stages of the HDR journey. Each week of the program was used to signpost information, resources, services and optional activities aligned with that week's theme. This presentation will report preliminary findings from the trial and next steps.

Presentation 93

What constitutes success in the context of the PhD?

Does it really matter? The connection between pre-doctorate experience and doctoral student outcomes

Svetlana Zhuchkova HSE University

The effectiveness of doctoral programs has been a major topic of interest for national policies, universities, and researchers for decades now. However, studies that try to identify factors associated with doctoral students' success usually focus on characteristics measured during doctoral training, while the role of pre-doctorate characteristics remains underexplored. At the same time, this question is gaining significance due to the increasing diversification of the doctoral student body globally.

This research aims to fill this gap by examining whether and how various aspects of pre-doctorate experience – academic achievements, research experience related and unrelated to the dissertation topic, and teaching experience – contribute to the successful defense of the doctoral dissertation. Using data from a survey of the Russian doctoral programs' graduates (N=985) and regression analysis, we show that research experience related to the dissertation topic is the only pre-doctorate characteristic associated with the successful defense of the dissertation.

At the same time, the effect of this type of research experience vanishes when controlling for support from the supervisor and department that students receive during their training. The results of the study can be used for designing criteria for doctoral students' admission campaigns and introduction of integrated, or fast-track, doctoral programs, as well as to broaden our understanding of the relative importance of environmental vs. individual factors of doctoral students' outcomes.

Presentation 94

The values underpinning graduate research

Data, AI, and the decline of human abilities: Disastrous trends in postgraduate research

Chris Hughes Edge Hill University, **Leon Culbertson** Edge Hill University

This paper places Fleming's (2021) critique of the contemporary university in the context of a certain intellectual tendency that has particularly taken hold during the same period as the neoliberalism Fleming bemoans. There has been a shift away from human abilities to a more mechanical view of research and knowledge generation in which data is primary. In that regard neoliberalism, scientism and Artificial Intelligence have become prominent together. With these trends has come a particularly pernicious tendency in postgraduate research to assume that the data is everything. Data is treated as if it could tell us how things are. That is a misunderstanding of the concept of data that confuses it with information. Data just is!

Artificial Intelligence brings the worry into sharp relief. That really does give a concrete basis for many people to think that 'it's all about the data and measurement' because it gives a basis, when misunderstood, for the thought that machines can do what humans can do (but better). At its most extreme, research becomes a matter of following steps, like following a recipe. Where is judgement, rationality, reason, justification, discernment, appreciation of context, meaning, understanding, skill, etc., in all of that? What are researchers in that world? On the way to obsolescence would seem to be the answer because machines can be designed to follow recipes.

Our aim is to help identify trends and tendencies of thought and behaviour that have built over decades and threaten academia, the role of researchers, and therefore, the nature of the doctorate and the form of doctoral education. The nature of research and the doctorate may be changing, and researchers and doctoral education may need to change too, but that does not mean just any changes should go unchallenged. If they do, Fleming's location of academics at the heart of the problem will prove to be exactly right.

References:

Fleming, P. (2021) *Dark Academia: How Universities Die*, London: Pluto Press.

Presentation 95

Institutional structures for delivering graduate education

Is it excellence or is it plagiarism?
Paper mills and emerging threats to graduate research integrity require an institutional response

Shaun Khoo Conduct and Integrity Office, Division of Transformation, Planning and Assurance, UNSW Sydney, NSW, Australia

The threat of commercial paper mill providers to research integrity is widely publicised. However, less attention has been given to smaller scale paper mill-like activity on the part of graduate students and early career researchers. Instead of raising concerns, inflated scholarly metrics may be perceived as marks of "excellence" and used to award scholarships, visas, and jobs. As institutional investigative staff, we have increasingly encountered paper mill-like activity perpetrated by graduate students without strong direct evidence of commercial providers.

Paper mill-like activity often comes to the UNSW Conduct and Integrity Office's attention towards the end of a student's candidature after it has already affected many papers, often including thesis chapters. This reactive approach expends significant resources to identify the full scope of the paper mill-like activity, which may involve manipulating the publication process in several ways and by multiple parties from multiple institutions. Specific conduct may include plagiarism, gift authorship, unusually high rates of publication or peer review, conflicted peer review, manipulated peer review and exploitation of guest edited special issues or incentives for editors and peer reviewers.

Publications in low quality or low impact journals or with less reputable publishers also seem to be over-represented in the track records of some students engaging in paper mill-like activity. Possible root causes or motivations for paper mill-like activity include a strong publish or perish culture and intense competition for jobs and visas. Consequently, investigating and managing potential research integrity breaches can have catastrophic professional consequences for the student concerned, potentially including lost professional opportunities and immigration uncertainty.

The experience of our office suggests that addressing paper mill-like activity among graduate students requires a broad institutional response that includes improved scrutiny of admissions and scholarships, research integrity training, supervision and mentoring, progress review and examination and institutional KPIs/metrics and systems. Several screening tools and investigative approaches are also emerging and may eventually assist in identifying problematic patterns when educative responses are still viable. Institutions that act proactively to educate stakeholders and prevent paper mill-like activity can ensure students produce higher quality research and reduce the need to investigate potential misconduct.

Presentation 96

Thursday, 18 April
3:30pm

The Vines

Wellbeing

Graduate researchers: identity and importance

Shifting supervisors' voices from the margins to the centre of debates about research degree student mental wellbeing

Cassandra Loeser University of South Australia, **Wendy Bastalich** University of South Australia,
Hugh Kearns ThinkWell, **Alistair McCulloch** University of South Australia

Poor mental health among Higher Degree by Research (HDR) students is a major item on the higher education agenda with concern amplified by the impacts of the COVID-19 pandemic (Homer et al 2021, Milicev et al 2021). There is broad agreement that undertaking a research degree brings an increased risk of poor mental health. Frequently identified causes are the supervisory relationship and supervisory styles, with Casey et al saying that 'supervision is the most-researched factor in relation to PGR wellbeing' (2022, p. 2). Supervisors are often positioned as being largely responsible for their students' poor experience of candidature and mental distress. Yet the voices of supervisors regarding HDR student mental wellbeing are rarely sought or heard.

This paper aims to bring supervisors' voices about issues and strategies for addressing and supporting HDR student mental wellbeing into the debate, drawing on 199 supervisor responses to a short keynote address given by Hugh Kearns at the 13th Quality in Postgraduate Research Conference 2018 titled 'Enabling mental health for research degree students' (qpr.edu.au/Keynotes/2018/QPR_Kearns_2018_Plenary_Audio.mp3). Having listened to the address, participants were invited to give their 'reactions… to what Hugh had to say … and what, if anything, the University could do to enhance candidate wellbeing'.

Participant responses were analysed according to the extent to which they identified the locus of the issue, or the locus of any potential solution for addressing HDR student mental wellbeing, as being the responsibility of the:

- system;
- institution;
- supervisor(s); and
- the HDR student.

This presentation provides an initial analysis of the responses and makes suggestions for policy and practice.

References:

Casey, C., Harvey, O., Taylor, J., Knight, F. & Trenoweth, S. (2022). *Exploring the wellbeing and resilience of postgraduate researchers*, Journal of Further and Higher Education, 46(6), 850-867.

Homer, S.R., Solbrig, L., Djama, D., Bentley, A., Kearns, S. & May, J., 2021. *The researcher toolkit: A preventative, peer-support approach to postgraduate research student mental health*. Studies in Graduate and Postdoctoral Education, 12(1), 7-25.

Milicev, J., McCann, M., Simpson, S.A., Biello, S.M. & Gardani, M., 2021. *Evaluating mental health and wellbeing of postgraduate researchers: prevalence and contributing factors*. Current Psychology, pp.1-14.)

Presentation 97

Improving research degree supervision

Strategies for Supporting Wellbeing and Resilience for HDR Candidates.

Mike Musker UniSA Clinical Health Sciences: Mental Health and Suicide Prevention Research and Education Group

Being a masters or a PhD student comes with its own challenges: Navigating the university systems, taking on a long-term educational challenge, intense marathon like studying, as well as a time for personal life growth. There are often many avenues of support for students besides their personal supervisors, but these are often geared toward the student crisis, for when they fall through the cracks and when they express some form of personal issue. The Australian Bureau of Statistics (2023) identified that 16% of the general population suffer from an anxiety disorder in any 12 months and 7% experience a mood disorder such as depression. HDR students are at a pressure point in their lives when new thresholds of stress are experienced.

The Covid Pandemic created increased isolation and time pressures on many students completing a PhD because of problems with university access and reduced personal contact with supervisors or fellow learners[1]. This highlighted some of the inadequacies in university support systems. Some students have had additional burdens because of war or conflict in their home country, creating additional anguish and feelings of helplessness.

At UniSA we have developed a series of resources to support supervisors and students to focus on their wellbeing and resilience. This includes increasing awareness of mental health issues and challenges, providing supervisors with Mental Health First Aid training and offering wellbeing strategies to deal with the fear and anxiety that can occur during the PhD HDR journey. Most students will enjoy their learning experience and find that the challenge helps their personal development, but others may experience stress, exhaustion, or burnout[2]. When HDR students are not coping they may resort to negative behaviours such as excessive alcohol or other substance use, poor sleep patterns, bad diets, self-isolation, neglecting personal relationships, and may have to resort to medications such as anxiolytics or antidepressants[3].

Universities are an ideal space to develop positive mental health support programs that are built into HDR training. Dr Musker is a trained Wellbeing and Resilience presenter with BeWellCo and helped to develop the program at the South Australian Health & Medical Research Institute. This presentation will describe a series of timely positive mental health interventions to support students and supervisors.

References:

1.Brownlow, C., et al., *Risks to mental health of higher degree by research (HDR) students during a global pandemic*. PLoS One, 2022. 17(12): p. e0279698.

2.Tikkanen, L., et al., *Study Engagement and Burnout of the PhD Candidates in Medicine: A Person-Centered Approach*. Front Psychol, 2021. 12: p. 727746.

3.Andrade, D., I.J.S. Ribeiro, and O. Máté, *Academic burnout among master and doctoral students during the COVID-19 pandemic*. Sci Rep, 2023. 13(1): p. 4745. BeWellCo Link: https://www.bewellco.io/ (Accessed 23-10-23) Australian Bureau of Statistics Link: https://www.abs.gov.au/statistics/health/mental-health/national-study-mental-health-and-wellbeing/latest -release (Accessed 23-10-23)

Presentation 98

📅 Thursday, 18 April
3:30pm

📐 The Vines

📋 Wellbeing

The quality of the graduate research student experience

A multi-faceted approach to improving graduate research student mental health & wellbeing

Dasuni Alwis Monash University, **Priscilla Johanesen** Monash University,

Alwis, DS[1] **& Johanesen PA**[1] Faculty of Medicine, Nursing & Health Sciences, Monash University

Graduate research (GR) student mental health and wellbeing is a significant concern in higher education[1], with stress, anxiety and depression[2] commonly reported. Monash University's Faculty of Medicine, Nursing and Health Sciences (MNHS) GR team recognises this challenge and has taken proactive steps to support students and supervisors. Through a range of resources, we aim to address factors contributing to poor mental health among GR students.

The Faculty created a 'MNHS Graduate Research Student Mental Health & Wellbeing' webpage, which serves as a central platform for accessing prevention, recognition, and management resources, as well as links to internal and external support services. Additionally, the Faculty conducts monthly online 'MNHS Graduate Research Survive & Thrive Seminars', to enhance mental health and wellbeing literacy among students[3]. Recognising the impact of social isolation on GR students[2], the Faculty offers Wellbeing Grants for student-led social/wellbeing activities during National Mental Health Month. These grants foster social connections among students and increase mental health awareness, with overwhelmingly positive feedback from participants.

Lastly, we created and distributed a 'MNHS Graduate Research Student Mental Health & Wellbeing: A Supervisor's Guide', to assist academic supervisors with conversations around mental health, and also 'sign-post' the various resources available to supervisors and students.

The acknowledgement of mental health and wellbeing concerns by institutions, and implementation of targeted support mechanisms contribute to creating supportive and inclusive academic environments, and highlights the value of GR students within the university community.

References:

1. Verlie, B., Emery, S., Osborn, M., Beasy, K., Coleman, B., Kezabu, K., and Nicholls, J. (2017) *Becoming Researchers: Making Academic Kin in the Chthulucene*. Australian Journal of Environmental Education 33 (3): 145–159.

2. Milicev, J., McCann, M., Simpson, S. A., Biello, S. M., and Gardani, M. (2023) *Evaluating Mental Health and Wellbeing of Postgraduate Researchers: Prevalence and Contributing Factors*. Current Psychology 43:12267-12280

3. Metcalfe, J., Wilson, S. W., & Levecque, K. (2018). *Exploring wellbeing and mental health and associated support services for postgraduate researchers* re.ukri.org/documents/2018/mental-health-report/

Presentation 99

Improving research degree supervision

Navigating co-supervision: insights, challenges and best practices

Vijay Mallan University of Otago New Zealand

Based on an upcoming book, Kumar, V. & Wald, N. (2024), Global Perspectives on Enhancing Doctoral Co-supervision Practices (Springer), this round table will present an analysis of co-supervision policy and practices in doctoral programs across 14 countries from both the Global North and South. Authored by international experts in doctoral education, the 14 case studies critically assess co-supervision within distinct institutional and national contexts and indicate shifts in doctoral education from a hierarchical approach to team-based models.

Co-supervision is prevalent in some countries, while traditional dyadic supervision dominates in others. The case studies offer insights into national and institutional policies, mentoring programs, workload distribution, conflict mitigation, and the intricacies of co-supervision, including role management and power dynamics. However, despite the prevalence, common challenges emerge, such as resolving interpersonal conflicts and workload distribution, highlighting the importance of adequate policies and comprehensive training.

The challenges identified involve power dynamics, collegiality, conflicting advice, and managing multiple supervisors, emphasizing the need for guidelines, training, and mentorship. These challenges also necessitate fostering diversity and inclusivity in supervisory teams and implementing effective conflict resolution mechanisms. The good practices identified include mandatory supervision training, structured mentoring programs, active collaboration, early role clarification, and setting authorship expectations.

This round table discussion will feature insights from seven chapter authors, who will share their views and experiences on co-supervision practices, offering valuable perspectives and practical insights to enhance the co-supervision process. This round table will highlight challenges and proven good practices for academics considering or experiencing co-supervision. By implementing these recommendations and engaging with these expert authors, institutions can create a nurturing environment for co-supervision, ultimately improving the quality of doctoral research and the overall academic experience for students and supervisors alike.

Facilitators:

Vijay Kumar (New Zealand)
Navé Wald (New Zealand)

Panel Members:

Cally Guerin (Australia)
Montserrat Castello Badia (Spain)
Pamela Olmos (Mexico)
Gokce Gokalp (Turkey)
Shuhua Chen (China)

Presentation 100

The PhD in a changing environment

Doctoral education across disciplines for Agenda 2030: Towards a pedagogical framework to address wicked problems in South Africa and Sweden

Liezel Frick Stellenbosch University, **Eva Brodin** Lund University, **Yolisa Madolo** Walter Sisulu University, **Sinoyolo Nokutywa** Walter Sisulu University, **Karin Steen** Lund University, **Martin Stigmar** Malmo University

Education for Sustainable Development (ESD) emphasizes interdisciplinary approaches to address so-called wicked problems. However, in spite of the rapid expansion of ESD across nations and higher education institutions, interdisciplinary approaches have become a wicked educational problem in itself. There are different definitions of multidisciplinary and interdisciplinary research in the literature, and these concepts are often used in exchangeable ways in practice. So far, most ESD has ended up in multidisciplinary approaches only, which means that the actual integration of different disciplinary perspectives (interdisciplinarity) is still missing both inside and outside academia.

In doctoral education, these circumstances become even more intricate. Even though interdisciplinary doctoral educational programs have been globally established, and interdisciplinarity per se is a quality criterion in the EU framework of innovative doctoral education, it appears that institutional organisations, curricula, and supervisors are seldom adequately prepared for promoting interdisciplinary research.

As a result, the processes some times lead to the opposite outcomes, such as when PhD students rather strengthen their mono-disciplinary positions than collaborate across disciplines. Pedagogical concerns about how to strengthen interdisciplinary higher education are not new, but the number of interdisciplinary studies is limited – especially in relation to the United Nations's Agenda 2030. Against this background, our paper addresses the problem that doctoral supervisors and PhD students seldom have a clear conception of what interdisciplinary research means in theory and practice.

In addition, quality ESD requires students to develop a range of key competences such as systems thinking, strategic agency, collaborative skills, critical and creative problem-solving, self-awareness, and deep understanding of different normative values. However, how these competences can be integrated in curricula and encouraged in educational practice is still unclear in interdisciplinary doctoral education.

Based on a participatory research approach, we sought to answer the following research questions:

- How do supervisors and PhD students conceptualize interdisciplinary doctoral research?

- What competences do PhD students lack in conducting interdisciplinary doctoral research?

- What educational support do they need to strengthen these competences?

- What challenges do supervisors experience with supervising PhD students across disciplines?

- What support do supervisors need to strengthen their skills in interdisciplinary supervision?

Based on participatory research methodology, we arranged a set of workshops for supervisors and PhD students in Sweden and South Africa. The workshops stimulated stakeholder discussions and enabled capacity building. In relation to the workshops, we conducted individual interviews with a sample of participants (3 supervisors and 3 students in each country) to follow up the workshop discussions at deeper levels. Using thematic analysis, the results capture key themes in both the workshop discussions, and individual reflections. Informed by the results, a preliminary pedagogical framework for enhancing interdisciplinary doctoral research is outlined.

Presentation 101

Embedding the PhD in industry, community and public service sectors – the why and the how

Leveraging Design Research at the University of Adelaide

Dr Urs Bette The University of Adelaide, **Jo Russell-Clarke** The University of Adelaide

This presentation will provide a concise overview of the Design Research Collective (DRC) at the University of Adelaide, outlining specific obstacles, its relationship to similar programs, its structure and achievements. A practice-based doctoral program for designers in architecture and landscape architecture, attracting both recent Masters graduates and established practitioners. It grew from concerns that traditional research offerings excluded the disciplinary vanguard of design where practitioners were creating and communicating new knowledge through projects engaged with a wide range of industry and community stakeholders.

While the value of PhD research structured by methodologies of creative practice has long been recognised, such work has also been challenged in debates over the legitimacy and appropriateness of its modes of investigation and the validity of findings. With reference to the work of DRC candidates, this presentation will argue that the problems being defined and tackled by design research, and the individually crafted ways of investigating them, offer examples of rigorous and vital qualitative research. The necessary transparency of carefully contextualised points of view, along with the specificity of examinations for particular problems, show why design research is more valuable than ever. New access to statistics, data mining and AI make it apparent that research must reassess the 'Ph' in the doctorate. Beyond and behind quantitative information are calls for equity, inclusion, and diversity in assessing the application of research outcomes in a changing world, explicitly appreciating the diversity and contests of our many different human and non-human clients.

The DRC is not just looking to leverage design research for a richer postgraduate experience at the UoA, but to harness its efficacy for a more articulate culture of built environment projects that are supported and meaningful to those that use them. The aim of the DRC is to reconcile and integrate strong local, disciplinary-centred explorations with academic inquiry, formalising opportunities for ongoing and systematic development of original work for our shared built environments. In the long term the program contributes to a more critically engaged profession, while also meeting demand for positive research impact in the wider community.

Presentation 102

Thursday, 18 April
3:30pm

The Gallery

Working Across
Boundaries

Graduate research in a global perspective

Closing the Gap: Evaluation of the UK's strategy to improve doctoral education and methods training

Joanna Ferrie University of Glasgow, **Catriona Forrest** University of Glasgow

The UK has recognised itself as a world leading educator, particularly in higher education where ten of the top 100 institutions are based in the UK. And yet, establishments such as the British Academy and the Royal Society are questioning whether the UK will continue to hold this recognition. Indeed, international competitors could make a convincing case that the UK has catch-up to do. Ahead of the recommissioning of Doctoral Training Partnerships (DTPs) in 2023, the Economic & Social Research Council (ESRC), one of seven council domains of UKRI (UK Research & Innovation, the largest funder of doctoral research in the UK distributing funding from the UK Government) has sought to understand what the 'gap' is and how to close it.

The ESRC commissioned three projects (Adams & Neary, 2022; ESRC, 2022; Ferrie et al., 2022; Tazzyman et al., 2021) in preparation for recommissioning and this paper reviews their recommendations and anticipated impact on DTPs, and the education of doctoral researchers. Specifically, the plans outlined by Ferrie et al to increase exposure to digital data and related skills/toolkits and project management skills including dissemination strategies will be reviewed. In turn, an alternative to the structural issues revealed by Ferrie et al including large class sizes, pan-disciplinary learning models and small under-resourced teaching teams, will be considered. Drawing on plans to implement the ESRC's guidance at the national level (led by Ferrie with the national Scottish Graduate School of Social Sciences), the paper critically asks how the new approach will benefit doctoral researchers with a focus on those intending to stay in the academy and those who choose to build a career 'beyond'.

To focus this critical work, an 'alternative' career pathway, that uses research skills but also dissemination and knowledge exchange skills, will be examined as a critical exemplar: journalism. This paper will close by considering the future for research methods training, at least within UK social sciences, and whether it meets the needs of doctoral researchers, whichever career pathway they intend to follow.

References:

Adams, E.,& Neary, J. (2022). *Strengthening the role of training needs analysis in doctoral training*. Economic and Social Research Council. ukri.org/wp-content/uploads/2022/06/Strengthening-the-role-of-TNA-Report-April-2022.pdf

Ferrie, J., Wain, M., Gallacher, S., Brown, E., Allinson, R., Kolarz, P., MacInnese, J., Sutinen, L., & Cimatti, R. (2022). *Scoping the skills needs in the social sciences to support data driven research*. Technopolis Group. ukri.org/wp-content/uploads/2022/10/ESRC-171022-ScopingTheSkillsNeedsInTheSocialSciencesToSupportDataDrivenResearch.pdf

Forrest, C. & Ferrie, J. (2023) *'We used to be somebody': A critical consideration of plans to recapture the UK's reputation as a world-leader in teaching research and innovation*. Open Scholarship of Teaching and Learning: osotl.org 2 (2) 90 -110 doi.org/10.56230/osotl.72

Tazzyman, S., Moreton, R., Bowes, L., Wakeling, P., & Stutz, A. (2021). *Review of the PhD in the social sciences*. Economic and Social Research Council. ukri.org/wp-content/uploads/2022/03/ESRC-020322-Review-of-the-PhD-in-the-Social-Sciences.pdf

Presentation 103

Graduate research in a global perspective

Standards, Coursework and Pathways to the PhD

Nigel Palmer Australian National University

The term 'coursework' can mean different things to different people. This is particularly the case when it comes to graduate research. The term may be used in reference to the advanced, discipline-specific coursework typical of graduate programs in the Americas. It might also refer to the generic or cross-disciplinary offerings that are a prominent feature of postgraduate research in the UK, New Zealand, Australia, South Africa and, increasingly, continental Europe.

On the one hand, there is an appetite for increasing the coursework component of a structured doctorate. On the other, there are those reconsidering the role and function of graduate coursework as part of the PhD, particularly in light of increased attention to non-academic graduate employment outcomes, and enduring concerns regarding completion rates and time-to-degree.

This presentation situates discussion regarding the coursework component of PhD programs in a global context. It outlines the emergence of a global standard for graduate education amid evolving norms and practices in graduate research. It identifies ten imperatives for research doctoral degree programs and seven common pathways for their attainment. It finds that program interventions providing structured learning opportunities remain contingent to both intrinsic and extrinsic imperatives for doctoral programs, and pathways to the PhD.

Presentation 104

Improving research degree supervision

The value of coursework for delimiting disciplinary knowledge and knowing in a higher education studies doctoral programme

Kirstin Wilmot Rhodes University

The purpose of this study is to explore the extent to which coursework can delimit the boundaries of disciplinary knowledge for newcomers entering the field of higher education studies (HES). As postgraduate research has expanded and diversified, there has been a move to structured and curriculated doctoral programmes internationally, with coursework increasingly being used to structure the learning experience.

HES can be characterised as a 'region' (Bernstein 2000) as it draws on knowledge from a variety of cognate disciplines such as sociology and linguistics. Its knowledge structure is described as having relatively weak boundaries on what counts as legitimate knowledge and ways of knowing. This has implications for how a doctoral curriculum might be conceptualised. The weak boundaries are exacerbated by the fact that scholars entering the field typically do so for the first time at postgraduate level, having completed prior studies in other disciplines. Coursework is one mechanism that can be used to ensure that PhD scholars get exposed to key tenets of the field during their candidature.

Drawing on curriculum documents, critical reflections from the author, and qualitative feedback from 12 doctoral candidates who were part of the structured programme, the study enacts Bernstein's (1971) concepts of 'classification' and 'framing' and Maton's (2014) 'knower structures' to explore the role of coursework. The classification analysis showed how coursework helped identify and insulate contents from the region and in effect, created more defined boundaries around what constituted disciplinary knowledge. The framing analysis explored how, through the pedagogy, considered choices were made regarding the selection, sequencing and pacing of the contents. The knower structure analysis showed how particular kinds of dispositions were cultivated through the coursework. The findings reveal the value of coursework when working in a region.

References:

Bernstein, B. 2000. *Pedagogy, Symbolic Control and Identity: Theory, Research, Critique*. Revised ed. Oxford: Rowman and Littlefield.

Bernstein, B. 1971. *On the Classification and Framing of Educational Knowledge*. In Knowledge and Control: New Directions for the Sociology of Education, edited by M.Young, 47–69. London: Collier-MacMillan Publishers.

Maton, K. 2014. *Knowledge and Knowers: Towards a Realist Sociology of Education*. Abingdon, Oxfordshire: Routledge.

Presentation 105

The PhD in a changing environment

What did Covid do to the academic job market?

Inger Mewburn The Australian National University, **Li'An Chen** The Australian National University

The COVID-19 pandemic profoundly disrupted the Australian higher education sector from March, 2020 when lock downs were imposed in many countries, cramping international student mobility. It is estimated around 21,000 people lost their jobs (McCarron, 2020), and universities have continued to announce restructures and lay offs late into 2021. This paper explores the size and shape of the academic job market during this unprecedented period of contraction.

Given the loss of funding via international student fees in 2020/2021, it is reasonable to assume that opportunities for early career academics were likely to be more limited in the short to medium term, but how much more limited? The supply of new PhD graduates to the academic market has exceeded demand for many years both globally and locally (Larson et al., 2014; McCarthy and Wienk, 2019), making it difficult for new graduates to plan their academic career. It is important to understand how the HE industry reacted to the pandemic so we can identify opportunities for people who are starting out in the industry or have lost work due to the pandemic.

In this paper, we seek to explore the size and extent of the academic job market in Australia. Namely,

- How did COVID-19 affect job advertisement vacancies in Australian HE?

- Have some research areas been more affected by the pandemic than others?

- What does an academic job market 'recovery' look like?

We measured the size of the academic job market by examining job ad posting by research area, using Machine Learning and Natural Language Processing techniques (described in Mewburn et al, 2017). Results from 2020 are compared with 2019 and 2021. We found that COVID-19 had a severe effect on the number of jobs ad offered by Australian universities in 2020, but the first half of 2021 suggests there was some recovery in the job market, but there was some evidence to suggest the composition of the job market had changed to become more precarious. Some disciplines and job types appear more resilient than others, perhaps due to flows of international students, trending study and research fields, and continued government funding for research.

References:

Larson RC, Ghaffarzadegan N, Xue Y. *Too Many PhD Graduates or Too Few Academic Job Openings: The Basic Reproductive Number R0 in Academia.* Syst Res Behav Sci. 2014 Nov-Dec;31(6):745-750. doi: 10.1002/sres.2210. PMID: 25642132; PMCID: PMC4309283.

Mewburn, I., Grant, W.J., Suominen, H. et al. *A Machine Learning Analysis of the Non-academic Employment Opportunities for Ph.D. Graduates in Australia.* High Educ Policy33, 799–813 (2020). doi.org/10.1057/s41307-018-0098-4

McCarron, K. (2020). *The jobs apocalypse it's happening now!* Sentry Magazine, 2020 (October).

McCarthy, P. X. and Wienk, M. (2019). *Advancing Australia's Knowledge Economy: Who Are the Top PhD Employers*. Australian Mathematical Science Institute and CSIRO's Data61 Ribit.net, Melbourne, VIC, and Sydney, NSW, Australia.

Presentation 106

Graduate researchers: identity and importance

Benchmarking doctoral engagement with WIL-based research and employability skills training

Michael D. O'Connor Western Sydney University

Doctoral programs are evolving to provide additional training – often described as professional, transferable, or generic skills – to better prepare PhD candidates for contemporary post-PhD employment opportunities. In particular, there is significant interest in using work-integrated learning (WIL) activities to deliver these skills during PhD candidature. However, there is a paucity of evidence exploring how PhD candidates choose to engage with this training, including how they prioritise the training relative to their research studies. Such knowledge is critical for ensuring this additional training aligns with candidate interests, is appropriately scaffolded to the PhD journey, complements thesis research studies, and avoids potential problems of candidate overload and attrition that negatively impact candidates, supervisors, universities, and external partners.

To gain insights into this important area, the present study analysed online content access statistics generated by PhD candidates undertaking a voluntary, credentialled, part-time, WIL-based doctoral research and employability skills training program. Scaffolded delivery of the WIL activities in this program provided a higher proportion of research skills training during the early program subjects, and a higher proportion of employability skills training during the later subjects. Notably, previous qualitative analysis of candidate feedback indicated the content and WIL assessments provided problem-solving frameworks for their PhD research, as well as workplace knowledge and skills. The online content analysis approach used was similar to that reported for analysis of student engagement with Massive Open Online Courses. User activity reports provided data on the time of day, and day of week, candidates accessed online content items.

Results of the content access analyses revealed the PhD candidates prioritised the research and employability skills training alongside their research projects, with different access profiles for synchronous and asynchronous content delivery. For content only available asynchronously, the majority of candidates accessed the content between 8am and 7pm, Monday to Friday. The content access profiles also indicate the majority of candidates accessed the content close to when it first became available, rather than leaving content engagement to immediately before submission of the WIL-based assessments. These content access profiles are consistent with undergraduate and postgraduate student preferences for doctoral research and employability skills training that were obtained prior to establishment of the program.

These results indicate PhD candidates value access to formal research and employability skills training, and provide useful insights for evolution of contemporary doctoral training programs.

Presentation 107

The importance of graduate research and to who is it important?

MyPhD.ie: Showcasing the PhD in Ireland to engage talent, employers and government

Barbara Dooley University College Dublin, **Emer Cunningham** University College Dublin

This presentation describes the development of the MyPhD.ie website designed to engage prospective PhD students, set out the value proposition of employing PhD graduates to a wide range of employers and demonstrate to government the value in investing in doctoral education. The authors were tasked by the National Framework for Doctoral Education's Advisory Forum to consult with a wide range of stakeholders on the research student experience and research student career outcomes & pathways, following a discussion paper prepared by Quality and Qualifications Ireland (QQI) and the outcomes of the European University Associations Solutions Study on the Level of Implementation of the National Framework for Doctoral Education in Ireland.

There was a sense that there was a lack of visibility of national-level information on the "Irish doctorate/research masters", including: what to expect when carrying out a research degree, for example whether a postgraduate researcher will be expected to take on teaching duties, what kinds of research and transferable skills they will gain pursuing a PhD. Furthermore, the career options for research degree graduates were considered, including statistics on and examples of where graduates are currently working, and why employers should consider recruiting research graduates for a broad range of roles, including those not linked to R&D activities.

The deliverables were to complement (not duplicate) what is available on other websites, including Higher Education Institutions' websites, and signpost to those other websites where appropriate. The project group consisted of student representation, Science Foundation Ireland, the Higher Education Authority, the Irish Universities Association (IUA), the Technological Higher Education Association, the Association of Higher Education Careers Services, research faculty, and professional staff supporting PhD education.

The methodology included desk-based research, interviews, and an employer survey. Findings from the employer survey observed that reasons to employ PhDs clustered into three themes: Research and Technical Skills, Transferable/Complementary Skills, Commercial Reasons. Further analysis of the data observed that the responses provided by employers mapped to the IUA's Irish Universities Doctoral Skills Statement, which include the following skills: Research Skills & Awareness, Communication Skills, Personal Effectiveness, Ethics & Social Understanding, Team-Working & Leadership, Entrepreneurship & Innovation. The experts on the working group synthesised the evidence to create the content for the MyPhD.ie website. The presentation will showcase the content of the site.

On the MyPhD.ie website students can find out what to expect while studying, discover useful information and advice; employers can find out about the value a PhD graduate to an organisation and the skills PhD graduates have to offer; other information includes how the Irish government's strategic investment in doctoral education has benefitted Irish society and ensured Ireland's global reputation as a location for investors focused on cutting edge innovation and research.

References:

EUA Solutions (2021) *The National Framework for Doctoral Education in Ireland: Report on its Implementation by Irish Higher Education Institutions*. National Framework for Doctoral Education: myPhD.ie/

Presentation 108

The quality of the graduate research student experience

Coursework competence to Research proficiency?: The VU PhD Integrated Program

Rose Lucas Victoria University

The PhD Integrated doctoral pathway at VU provides an intensive Year 1 Program to explicitly scaffold students, who typically have an AQF 9 coursework qualification, to transition into doctoral research.

The Year 1 Program consists of 3 core research preparatory units, two units of relevant methodological specialisation, and a minor thesis (the Year 1 Thesis) – a sub project of a proposed PhD which is a hurdle designed to demonstrate sufficient research capacity to continue to Confirmation of doctoral Candidature. There is also an exit qualification for those students who don't meet the required hurdle grade or who decide not to continue. This coursework program is undertaken concurrently with disciplinary supervision which is primarily focused on the development of the Year 1 Thesis.

This paper considers the efficacy of the Year 1 Program in allowing students to successfully undertake the transition from competency within the limited forum of coursework courses and unit-level tasks to the conceptualisation and undertaking of an independent research project.

This raises crucial sector-level questions regarding effective indicators for determining the potential for doctoral research proficiency, articulation of the conceptual and structural skills which are required by research and the extent to which they can be cultivated and enabled within intensive 'bridging' programs such as the Year 1 Program in the PhD Integrated.

Oral Presentation:

15 minutes, 'Next Practice innovations'

Aligned themes:

• Perspectives on the purpose/s of graduate research education

• What constitutes success in the context of the PhD?

• The quality of the graduate research student experience

• Institution structures for delivering graduate education

Presentation 109

Institutional structures for delivering graduate education

Designing responsive and inclusive graduate education in a regional university

Barbra Zupan CQUniversity, **Susan Kinnear** CQUniversity

Education in foundational research skills supports self-efficacy and is valued by higher degree research (HDR) candidates. Such education is particularly important for older candidates, studying part-time and learning to navigate virtual learning practices, a scenario particularly relevant to CQUniversity. To support re-design of CQUniversity's graduate education programming, we used sequential exploratory design to identify candidates' strengths and needs at the outset of their degree.

The 11 HDR supervisors interviewed identified five skill areas for incoming candidates:

1) Institutional knowledge;

2) Soft skills and personal characteristics;

3) Critical thinking;

4) Writing; and

5) Foundational research knowledge.

Interview data and threshold concepts identified in the literature, informed survey development. HDR supervisors and candidates were asked to rate agreement with 14 capability statements (e.g., I am/My students are able to critically analyse and meaningful synthesise literature) related to incoming skills and to specify whether learning topics should be required, optional, or self-taught.

Forty supervisors completed the survey; 23 (60%) had five years minimum supervisory experience and 28 (70%) primarily supervised PhD candidates. For HDR candidates, 95 (80%) of 117 respondents were PhD candidates; 78% were domestic.

Survey results showed candidates consistently rated their incoming skills higher than supervisors. Two statements related to candidates' ability to paraphrase and reference and use referencing software did not significantly differ between groups. The 12 statements that differed were related to candidates' understanding of degree requirements and capacity to show resilience (ps <.026); and candidates' capabilities in academic writing (ps <.003); engaging with research literature (ps <.01); organising and managing large volumes of information (p=.036), and communicating information to different audiences (p<.004). Both groups agreed 8 of the 11 learning topics should be required but supervisors were significantly more likely to identify institutional knowledge, academic writing, and software training (ps<.03).

In summary, although HDR candidates tend to overestimate their initial research capabilities, they acknowledge the need for education in these skills. Despite the limited sample size, results have provided valuable information regarding the particular skills and needs CQUniversity's HDR cohort and have been pivotal in informing an inclusive and responsive re-design of our HDR education model.

Presentation 110

Institutional structures for delivering graduate education

Publication Expectations in Entry for Higher Degree by Research: A Raised Bar or Dead Weight?

Chisom Ihekwaba co-founder, Sisters' Bond Initiative, Nigeria, **Anne Hewitt** The University of Adelaide Law School

The expectation that applicants into Higher Degree by Research (HDR) programs should have numerous prestigious publications to be competitive for positions and scholarships might be perceived as an appropriate measure of academic preparedness. However, it could also impede individuals' pursuit of their research goals. While it is not a formal requirement for HDR applicants to specify publications, the competition for placements and scholarships makes it pseudo mandatory. This is a particular challenge for students from non-traditional academic backgrounds.

Having a publication record may indicate a student is capable of meaningfully contributing to a research field. This is an important consideration for an institution with an imperative to efficiently utilise limited research funding and grants. A publications record can act as a useful 'shorthand' in the onerous task of selecting applicants whose research outputs are likely to build or maintain the academic records of the institutions (Shamsi and Osman, 2022).

However, there are concerns that publication expectations could increase pressure on HDR applicates and also encourage them to adopt a priority of publication quantity over quality (Horn and Bouter, 2022). Publication expectations could also present HDR study as unaccommodating of people from non-traditional academic backgrounds, who may not have a publications record. It can also create challenges for students from developing countries whose research processes and experiences, and publication opportunities, may vary according to region (Hill and Thabet, 2021).

Addressing these challenges may mean re-evaluating entry criteria for graduate education in a way that promotes inclusion without compromising quality. Striking this balance is pivotal to strengthening institutional structures for post-graduate education while facilitating equality.

This paper will consider publication expectation for HDR entry in order to examine the pros, cons, and opportunities it presents. It sets to address the question of whether this expectation is an effective measure of academic capacity. The paper will discuss the likely effects of publication expectations for applicants from developing nations and non-customary academic backgrounds and considers what to do to strike a balance between quality recruitment and inclusion, in a way that aligns HDR experiences with individual research goals and career aspirations.

References:

Hill, C. & Thabet, R (2021) *Publication challenges facing doctoral students: perspective and analysis from the UAE*, Quality in Higher Education, 27:3, 324-337, DOI: 10.1080/13538322.2020.1867036

Horn, L. & Bouter, L. (2022) *Researchers should be assessed on quality not quantity: here's how.* The Conversation, available at theconversation.com/researchers-should-be-assessed-on-quality-not-quantity-heres-how-181882

Shamsi, A. F., & Osam, U. V. (2022). *Challenges and Support in Article Publication: Perspectives of Non-Native English Speaking Doctoral Students in a "Publish or No Degree" Context*. SAGE Open, 12(2). doi.org/10.1177/21582440221095021

Presentation 111

Thursday, 18 April
4:30pm

Exhibition Hall

Supervision
Special Interest Group

Improving research degree supervision

Establishing a Higher Degree Research Supervision Community of Practice at the University of Adelaide

Sig Tania Crotti School of Biomedicine, The University of Adelaide,
Anna Szorenyi School of Social Sciences, The University of Adelaide

Supervision involves ongoing development of academic, professional, and personal skills. Guidance and sharing of experience are thus critical to effective practice. However, the perspectives of Higher Degree Research (HDR) candidates, professional staff, and supervisors are not always reflected in online or in person training. A HDR Supervision Community of Practice (CoP) was established at the University of Adelaide (UoA) in 2021 to provide a landscape to share experiences, knowledge and resources across all disciplines and stages of the HDR and supervision journey. By acting as "systems conveners" (Wayner-Trayner 2021) we aim to improve research degree supervision.

Methods:

University approval was obtained to establish a HDR Supervision CoP. Engagement with membership occurs across precincts via an online discussion board (CANVAS platform) and at hybrid sessions (as recommended by Cater-Steel 2016). Promotion occurs via websites and newsletters hosted by Learning and Teaching and the Adelaide Graduate Research School (AGRS). Session topics are influenced by membership recommendations during sessions and via the discussion board (Wenger-Trayner 2021). Sessions (1 hr 30 mins, 5-6/year) allow time for discussion and interaction. Resources provided include recordings, publications, blog links, exemplars of workshop templates.

Results:

As of Jan 2024, the HDR CoP membership includes 157 researchers, academics, professional staff and HDRs from across 3 Faculties and 7 precincts. Session topics have included "Exemplars of Supervisor Success", "Navigating Policy/Procedure Updates", and "The Examination Process". Work disseminating from the CoP has included projects on HDR Community and Neurodiversity in HDR supervision, providing professional development opportunities for HDRs and supervisors. Support provided by University divisions has afforded our CoP greater University visibility, attracted membership and expanded collaborations. As the CANVAS platform limits interaction to UoA staff and affiliates, advice on supervisory practice has been shared via the times Higher Ed Campus.

Conclusions:

Scheduling time in meetings for open discussion improves connection and helps identify future topics of interest. While online formats have allowed engagement across precincts, offering informal networking events helps create connection between members.

Future plans:

To establish special interest groups, register HDR interests & expertise and provide contacts to foster mentor/mentee relationships to support our supervisor, professional staff and HDR community.

Presentation 112

Improving research degree supervision

A case study in sustainable Community of Practice for Research Higher Degree supervisors

Sig Associate Professor Robert Stanton Central Queensland University, **Dr Colleen Johnston-Devin** Central Queensland University, **Professor Susan Kinnear** Central Queensland University

Broadly defined, Communities of Practice (CoP's) comprise groups of people sharing a passion for a topic who interact regularly to exchange knowledge and improve skills[1]. CoP's are known to be integral to peer-to-peer knowledge exchange in higher education[2].

CQUniversity' Research Higher Degree (RHD) Supervisor CoP exists to empower postgraduate supervisors to self-educate, network, and create supervisory environments that promote a culture of collaboration and innovation, and student safety and wellbeing.

This paper describes five key elements underpinning the RHD Supervisor CoP's success, in the face of sector change.

Leadership and buy-in:

Co-champions invested in supervisory professional development promote meeting attendance across different institutional platforms. School of Graduate Research and Research Division support enhances reach, credibility, and CoP awareness.

Relevance:

Members drive topic selection. Presenters share their knowledge and experience, further explored through facilitated discussion. Flexible scheduling accommodates emerging or priority topics to maintain engagement.

Flexible access:

Transitioning to online-only access accommodates flexible work arrangements, and multi-campus inclusivity.

Multi-platform dissemination:

Recorded meetings allow reflexivity. Supervisor stories showcased as 'Fables and Folklore' along with CoP resources are housed in an open Teams site.

CoP's enabling change:

Direct engagement with those able to effect policy change enables collective expertise to be adopted as best practice and facilitates continuous improvement to positively impact supervisors and students.

These practices align with those identified for successful online professional development of supervisory skills[3] and encourages the evolution of CoPs as an organic pathway to supervisory identity[4].

Collectively, our success can be summarised by responses collated from supervisor surveys:

• Supervisors appreciate the informal education opportunities afforded by the CoP. It is effective in increasing knowledge for time-poor academics and supplements the formal training opportunities available.

• Supervisors are passionate about their role in the success and completions of RHD students. They want to see students achieve their research aims and develop into the next generation of researchers.

Keywords:

Collaboration; Supervision; Knowledge exchange

References:

1 Reaburn, P. & McDonald, J. (2017). doi:10.1007/978-981-10-2879-3_6

2 Hill, G., & Vaughan, S. (2018). doi:10.1080/14703297.2017.1406388

3 Huet, I & Casanova, D. (2021). doi:10.1080/14703297.2020.1742764

4 Arthur, L. (2016). doi:10.1080/1360144X.2015.1127813.

Presentation 113

The values underpinning graduate research

The implications of Bernstein's knowledge structures on the purpose and form of the literature review in a doctoral thesis.

Chrissie Boughey Rhodes University, **Kirstin Wilmot** Rhodes University

For many students, the literature review is the first chapter they write in a thesis and, as such, it is a particularly demanding task.

This paper, which reports on work in progress, begins by outlining different approaches to writing a literature review in a doctoral thesis based on Bernstein's identification of two 'knowledge structures'. In a hierarchical knowledge structure, typical of the natural sciences, knowledge making involves attempts to develop ever more overarching theories and principles to explain the world around us. The literature review identifies 'gaps' in the knowledge structure in the form of an opportunity to extend or challenge an existing theory or principle and/or apply it to a new object of study. The theory or principle is not stated overtly but is rather 'encoded' in the review, an observation which places particular demands on students in terms of the way they write which may, or may not be understood.

In a horizontal knowledge structure, typical of the social sciences, theories are used more overtly as lenses to look at problems or phenomena which are described and analysed using a theoretical 'language of description'. In a thesis drawing on a horizontal knowledge structure, a literature review might draw on the theory to argue for what is important to know and how it can be known. In other theses, an entire chapter might not be devoted to a literature review. Rather, the literature is drawn upon to provide explanatory depth or additional explanation. If a literature review precedes a chapter introducing theory, students need to explain theoretical terms in ways which are accessible to non-experts, a requirement that makes additional demands of them.

This paper draws on interviews conducted with students and experienced supervisors from both the natural and social sciences, who responded to an invitation to be involved in the study, to explore the way they understand the purpose of the literature review and how this then informs their writing and supervision. The interviews seek to 'test' the thinking outlining above and to identify implications for the teaching of writing at doctoral level.

The quality of the graduate research student experience

Re-constructing the emotional process of writing the thesis

Crista Weise Universitat Autònoma de Barcelona, **Montserrat Castello** Universitat Ramon Llull

This study explores the intricate relationship between emotions and writing perceptions of doctoral theses. It focuses on how emotions are interwoven with writing perceptions, the emotional values assigned to significant events (SEs) in the writing process, and the characterization of various emotional trajectories experienced by students.

We also adopted a multiple-case approach to understand the complexity of emotional dynamics while writing a thesis. The study was held with eleven participants selected considering variation regarding countries (Portugal, Spain, Ukraine, Macedonia, UK and Malta), discipline, thesis language, and level. Information was collected through semi-structured multimodal interviews and Journey Plots (JP) used to elicit significant experiences and rate them emotionally. We based our analysis on these graphic representations and the related discourse.

The findings confirm the emotional nature of writing research genre and its connection to students' perceived writing competence (Lonka et al., 2013). This dynamic interplay between emotions and writing perceptions underscores their situational and fluid nature, influenced by specific writing tasks (Castelló et al., 2017). Interestingly, participants' enjoyment of writing did not consistently correlate with their difficulties during thesis writing.

The study also highlights the emotional significance of key elements of the writing process cited as SEs. by participants, both as positive or negative experiences such as topic definition, feedback, or engagement, with a notable impact on their writing trajectories (Weise et al., 2020).

In the study, we identified paths covering the variation of students' emotional thesis writing process from the JP and discourse-integrated analysis. These prototypical trajectories (bump, climbing, hill, and roller coaster) describe different approaches to the writing process and the emotions triggered along.

The study's depiction of those trajectories provides valuable insights into the wide range of often ambivalent and complex emotions experienced by participants, providing evidence of the highly emotional and variable nature of the thesis writing process (Sala-Bubaré et al., 2021).

This intricate interplay pinpoints the comprehensive pedagogical approach that acknowledges the socio-cultural context of writing, the emotional dimension, and the importance of promoting positive interpretations to enhance student engagement, productivity, and satisfaction.

Ultimately, students must not only acquire the requisite writing skills and genre knowledge but also develop the emotional resilience to navigate the intense experiences that accompany the thesis writing.

References:

Castelló, M., Pyhältö, K., & McAlpine, L. (2017). *European Cross-National Mixed-Method Study on Early Career Researcher Experience*. In The Postdoc Landscape: The Invisible Scholars. doi.org/10.1016/B978-0-12-813169-5.00007-0

Lonka, K., Chow, A., Keskinen, J., Hakkarainen, K., Sandström, N., & Pyhältö, K. (2013). *How to measure PhD. Students' conceptions of academic writing - and are they related to well-being?* Journal of Writing Research. doi.org/10.17239/jowr-2014.05.03.1

Sala-Bubaré, A., Castelló, M., & Rijlaarsdam, G. (2021). *Writing Processes as Situated Regulation Processes: A Context-Based Approach to Doctoral Writing*. Journal of Writing Research, 13(1). doi.org/10.17239/JOWR-2021.13.01.01

Weise, C., Aguayo–González, M., & Castelló, M. (2020). *Significant events and the role of emotion along doctoral researcher personal trajectories*. Educational Research, 62(3), 304–323. doi.org/10.1080/00131881.2020.1794924

Presentation 115

The changing identity of the doctoral researcher

Away from home: academic/ professional identities of doctoral students

Pamela Olmos-Lopez Benemerita Universidad Autonoma de Puebla - Mexico

During the journey of a Ph.D., the identity the writer portrays and projects in their disciplinary community is constantly evolving (Ivani , 1998). Many doctoral students move to an English speaking country to pursue their doctoral degree where they learn the new academic culture and community practices (Shi, 2003; Casanave, 1998). Hence, the shaping and reshaping identity process becomes more complex when the writer moves between languages.

This presentation takes on how bilingual doctoral writers negotiate their academic identities when writing in English as an Additional Language (EAL) and the ways in which their knowledge of the thesis genre develops over time. This research follows a case-study approach as it looks at individual cases.

The data is the doctoral theses themselves, and an interview with the participants. All of the participants have written academically in both, EAL and Spanish (L1). In the talk, I first present the background description of the writers' bilingual academic trajectories and major moments in their PhD thesis writing; I then, discuss the main constrains they had to express their writers' identity in EAL and position themselves as international academics (Curry & Lillis, 2004).

Results show, in some cases, that the practices and beliefs about writing in one culture inform the views of Ph.D. writing and the expression of the writer's identity, and, in some other cases, the participants' self-conceptions about their identity in L1 is in some cases different from their conception of what comes across in L2. The awareness of their discipline, the institutional practices in Ph.D. writing in one culture, and supervision play a determining role in the shaping of the writer's identity. This talk opens room to discuss the emerging academic identities of doctoral students who pursue their degrees away from their home country.

Presentation 116

Indigenous knowledges, research, and engagement

Harnessing new knowledge, insights and engagement through the voices of international doctoral scholars

Dely Lazarte Elliot University of Glasgow, **Maria Gardani** University of Edinburgh,
Karen Gordon University of Glasgow, **Dayana Balgabekova** University of Glasgow

While international experience is fascinating, the majority of studies focus on investigating the challenges that academic, societal and cultural acculturation entail. Whereas these findings can help address such challenges typically encountered by this group, it is also worth investigating what this doctoral cohort, who bring with them an amalgam of knowledge, insights, cultural wisdom and distinct practices, can offer, and equally, how their distinct contribution can be harnessed reciprocally – by them and those with whom they interact (Elliot, 2023).

This presentation highlights the findings from UK Council for International Student Affairs (UKCISA)-funded research, which sought the voices of UK-based international doctoral scholars on intercultural perspectives. It depicts how a better appreciation of intercultural perspectives can contribute to an enhanced learning quality and a more meaningful doctoral experience. This mixed-methods research adopted a novel approach to conduct complementary desk and empirical research.

Phase 1 capitalised on the less-utilised index of doctoral theses awarded by British universities, accessible via E-Theses Online Service (www.bl.uk/ethos-and-theses) to undertake a systematic review of doctoral theses on the topic 'international doctoral student'. While preliminary search generated 364 theses, the rigorous application of PRISMA principles, with their inclusion and exclusion criteria, led to an in-depth examination of 11 doctoral theses (Boland et al., 2017).

Phase 2 involved inviting the authors of these 11 doctoral theses to take part in creative interviews using a participant-led 'River of Experience' interview technique to facilitate discussion. Using the lens of a new model for international doctoral scholars' journey (see Figure 1), drawn from the combined theories of Self-Determination Theory, metacognitive thinking and the hidden curriculum (Elliot, 2023, p. 159), we reflected on our study findings to crystallise international doctoral scholars' distinct contributions to academic, well-being, social and even societal domains.

References:

Boland, A., Cherry, M. G., & Dickson, R. (Eds.). (2017). *Doing a Systematic Review: A Student's Guide* (2nd edition ed.). Sage. Elliot, D. L. (2023). Navigating Your International Doctoral Experience (And Beyond). Routledge. doi.org/https://doi.org/10.4324/9781003271000

Presentation 117

Improving research degree supervision

Impact of Supervisory Factors on Doctoral Student Outcomes

Saule Bekova University of Technology Sydney

The significance of doctoral supervision in shaping graduate outcomes has been well-documented across a range of factors including supervisory styles, the nature of the supervisor-supervisee relationship, and the professional growth of supervisors. Within this broad research context, supervisory influence has been a consistent predictor of doctoral completion, attrition rates, and time-to-degree.

This study aims to further the understanding of supervisory impact on doctoral success, specifically in the context of Russia, which operates under a traditional apprenticeship model with a high reliance on supervisors.

This study advances understanding by focusing on the role of supervisors in doctoral students' success, utilizing a quasi-longitudinal dataset from 907 doctoral students in Russia. Unlike prior research often relying on cross-sectional data, this design captures students' experiences throughout their studies and their graduation outcomes. We derived supervisory characteristics from three sources: survey responses regarding interactions with supervisors, administrative records, and open-source publication data.

The characteristics examined include the interaction and satisfaction with the supervisor, support provided, supervisor selection, the supervisor's experience, collaborative endeavors, pedagogical competencies, research activity, and several control variables such as the student's academic and financial circumstances, employment status, career aspirations, inbreeding, study mode, and gender aspects for both students and supervisors.

Our logistic regression analysis, with thesis defense as the outcome variable, illuminated several patterns. A supervisor's prior experience with guiding Ph.D. candidates emerged as a strong success indicator, suggesting that a proven track record is crucial.

The study also reveals that amongst various supervisory roles, research and editing assistance are especially critical in elevating a student's likelihood of completing their thesis. Furthermore, collaborative publications with supervisors significantly play a crucial role in shaping student outcomes. Conversely, student dissatisfaction with their supervision was linked to poorer outcomes.

In conclusion, this study contributes to the ongoing discourse on doctoral education by highlighting specific supervisory practices that are most beneficial for student success. It encourages academic institutions and supervisors globally to prioritize research and editing guidance, alongside fostering a supportive and responsive environment for students.

Presentation 118

The PhD in a changing environment

Understanding the trajectorial differences of doctoral career development in changing times: Possible selves as a conceptual lens

Xiujuan SUN Zhejiang University

Within the changing context of higher education institutions pervaded by neoliberalist ideals of efficiency, performativity, and competition, the horizons for action among current generation of doctoral students who plan to stay in academia appear considerably limited. In particular, it has been held that students are overwhelmingly inclined to direct their attention, time, and energy towards improving their publication records during the doctorate (Horta & Li, 2023; O'Keeffe, 2020).

Whilst aptly capturing the strong sense of exigency to become highly productive subjects among academia-bound candidates, this palpably suffers a lack of consideration concerning how experiences of candidature and career management are concurrently shaped by individuals' wider life concerns and histories. Thus, the study seeks to reduce this gap by dissecting the stories of two humanities and social sciences (HSS) PhD students collected through a Hong Kong-based narrative inquiry project lasting an 18-month time. Using the concept of possible selves as an interpretive lens (Markus & Nurius, 1986), findings highlight the obvious variances in the form and extent of agency participants deployed to achieve their academic career goals.

This was found related to (1) the uneven repertoires of social and experiential capital they have amassed in previous lives and (2) their attachment to differing geographical locations for future mobility and employment. Meanwhile, analysis draws attention to the peripheral role participants' supervisors and institution played in supporting their career aspirations that evolved along temporal and spatial dimensions. For this reason, both have been susceptible to confronting an unpredictable employment outcome following candidature.

The study argues that under circumstances where systemic support is not sufficiently or properly put in place, relying on possible selves as a navigational map can be an inherently precarious enterprise, not least for candidates short of personal, cultural, economic, and social resources. Considering that contemporary doctoral education is increasingly inclusive of students with diversified profiles, the study offers a set of practical implications instructive for supervisors, doctoral programmes, and graduate schools to prepare students for the hyper-competitive, hazardous, and dynamic post-doctorate employment landscape.

References

Horta, H., & Li, H. (2023). *Nothing but publishing: the overriding goal of PhD students in mainland China, Hong Kong, and Macau* Studies in Higher Education, 48(2), 263-282. https://doi.org/10.1080/03075079.2022.2131764

Markus, H., & Nurius, P. (1986). *Possible selves.* American Psychologist, 41, 954-969. https://doi.org/10.1037/0003-066X.41.9.954

O'Keeffe, P. (2020). *PhD by Publication: innovative approach to social science research, or operationalisation of the doctoral student … or both?* Higher Education Research & Development, 39(2), 288-301. https://doi.org/10.1080/07294360.2019.1666258

Keynote: Presentation 119

The PhD in a changing environment

Hunting in packs: Build collaborative research cultures across universities, government, and industry.

James Arvanitakis (Chair) Forrest Research Foundation,
Mingxin Ye UWA, **Georgia Khinsoe** Curtin, **Nicole Feast** UWA

The journey of the contemporary PhD candidate has never been more uncertain and challenging. Today, candidates are expected to publish, engage with the community and industry, build science communication skills, and complete their PhD within three years on a stipend below the 'poverty line.' As they strive to meet tight deadlines, they are asked to participate in a variety of programs including 3MT and FameLab.

The candidates traverse an environment where they are expected to become 'superstars' within months of their journey: completing milestones, teaching, and looking for an internship to meet federal government incentives. All this while creating more than 50% of Australia's research output.

A study published[1] before Covid that sampled 3,500 PhD candidates in Belgium found one in two experienced psychological distress during their PhD. More than 30% were at risk of developing a psychiatric disorder. An analysis that combined the results of 16 previous studies involving 23,500 PhD students iestimated that 24% of all PhD students had "clinically significant signs of depression."[2]

Critically, the prevalence of psychological distress was much higher in PhD candidates compared to other highly educated individuals and higher education students. This was driven by high performance demands, low job control, laissez-faire leadership style and, increasingly, a lack of positive career prospects.

How can we turn this around?

One example of a different approach is the Forrest Research Foundation. The Foundation was established by Andrew and Nicola Forrest with a $130 million donation aiming at attracting and retaining the best emerging researchers in the world. The goal is to have a steady state of 60 scholars from across the five Western-Australian universities.

Important, there is no pre-determined theme except excellence and engagement.

Over the last twelve months the Foundation has established a unique 'researcher journey' and focused on building a supportive culture. The journey includes an entrepreneurial mindset bootcamp, various professional development programs, relationships with the learned academies and ongoing links with the alumni.

A key theme of this journey is that the Foundation is more than about the individual or their research, but the networks we form and the collaborations that follow. In this way, we work to 'hunt in packs' – celebrating, supporting and working together.

While difficult to replicate, this model provides insights into the way we could shape the future of the PhD journey – one that emphasises support and breaks the false narrative of the lone, superstar researcher.

This panel, led by PhD candidates, will include industry partners and discusses the ingredients of success, and the lessons that can be learnt and possibly duplicated in other settings.

References:

[1] Levecque, K., Anseel, F., De Beuckelaer, A., Van der Heyden, J., & Gisle, L. (2017). *Work organization and mental health problems in PhD students*. Research policy, 46(4), 868-879. doi.org/10.1016/j.respol.2017.02.008

[2] Satinsky, E. N., Kimura, T., Kiang, M. V., Abebe, R., Cunningham, S., Lee, H., ... & Tsai, A. C. (2021). *Systematic review and meta-analysis of depression, anxiety, and suicidal ideation among Ph.D. students*. Scientific Reports, 11(1), 14370. doi.org/10.1038/s41598-021-93687-7

Presentation 120

What constitutes success in the context of the PhD?

Learning how successful researchers learn: implications for HDR development

Yuveena Gopalan University of Technology of Sydney, **Simon Buckingham** Shum University of Technology of Sydney, **David Boud** University of Technology of Sydney; Deakin University; Middlesex University

Although there have been considerable initiatives in broadening doctoral training programmes, reforms are still mainly driven by policy and institutional needs (Chen et al., 2023). An area that is under-researched and could serve to enrich our understanding towards better supporting researchers, including HDRs, is the inclusion of researcher perspectives on their development post-PhD studies. Engaging with academics to understand their needs can help identify the kinds of support they require and inform institutional conceptions of, and approaches to, researcher development.

This paper investigates the ways in which successful researchers, at different career stages, describe their own learning and what has worked for them. 24 academic researchers were selected from institutions internationally using stratified sampling against three variables: academic field, gender and career stage. Researchers were interviewed to elicit ways in which they think about their own learning and development, their agency and motivation, including areas of support and barriers faced in their progress. These narrations capture both real-life experience and reflection on researchers' own progress and career journey.

Reflexive thematic analysis of interviews identified four main themes: 'Establishing expertise', 'Pursuing passion', Coping with challenge and change', and 'Building belonging'. These accounts extend well beyond any formal research training. We found that a large part of developing as a researcher is through social engagement. Researchers described extensively how they connect with others to build their understanding and knowledge of the field, receive guidance on developing their career, generating ideas, finding solutions, understanding the culture of research and how to operate within it.

Our findings are in line with workplace learning theories and evidence: academic researchers, like other professions, learn predominantly through informal and social means and are contingent on practice needs (Littlejohn, 2017). While this alignment with what we already know about professional learning might seem unremarkable, it has considerable practical implications. Doctoral students need to understand the qualities they will need to succeed as academic researchers, and we propose that the themes from these rich accounts can facilitate much needed dialogue and prompt critical reflection among HDRs and their mentors, on their long-term professional development goals and career options.

Keywords:

researcher development, PhD support & development, thematic analysis

References:

Chen, L. A., Mewburn, I. & Suominen, H. 2023. *Australian doctoral employability: a systematic review of challenges and opportunities*. Higher Education Research & Development, 1-17.

Littlejohn, Allison (2017). *Learning and Work: Professional Learning Analytics*. In: Lang, Charles; Siemens, George; Wise, Alyssa and Gasevic, Dragan eds. Handbook of Learning Analytics. Society for Learning Analytics Research, pp. 269–277.

Presentation 121

What constitutes success in the context of the PhD?

Surprisingly happy outside academia: Exploring work happiness in PhD graduates in a range of careers

Rachel Spronken-Smith University of Otago, **Kim Brown** University of Otago, **Claire Cameron** University of Otago

Doctoral graduates are now entering a wide range of careers, but little is known about how happy graduates are in these careers. In a mixed methods study of Science and Humanities and Social Science PhD graduates from one New Zealand university and two US universities, we explored which employment sectors graduates were entering, how happy they were in their positions and what factors were influencing their happiness.

Analysis of survey data from 120 graduates revealed that nearly 60% were employed in higher education, mostly in precarious positions; only 9.2% were in tenured positions, and 13.3% on tenure track. Approximately 18% were employed in both government and the private sector (for-profit), with the remainder in the private sector (not-for-profit) or teaching. Approximately 82% were happy with their work, with the happiest in permanent positions. Comparing work happiness for those employed inside or outside academia showed no evidence of a difference.

Graduates in tenured or tenure-track positions were generally very happy pursuing their career goal, and being passionate and interested in their work, but the work environment proved challenging for many. Graduates working in permanent academic professional roles enjoyed applying their doctoral skills, working with students or staff, and having good benefits and workload. Graduates in the private sector (for-profit) seemed very stimulated and excited about their work, and those working for government often found their work surprisingly satisfying. Those in academic fixed-term roles and teaching appeared the least happy, reporting more negative than positive experiences.

Analysis of qualitative data revealed the main factors influencing work happiness were having a supportive work environment, work that is enjoyable and congruent with their interests, and a match between the job, their skillset and career expectation. Given graduates were often surprised at how happy they could be in jobs outside academia, there is a need for doctoral training programmes to socialise the fact that graduates can be fulfilled in a range of careers. Universities also need to consider how best to support PhD graduates in academic positions, with the provision of better support and job security, alongside a better work culture.

Presentation 122

The quality of the graduate research student experience

10 years of the Career Development Framework: How recent graduate reflections are shaping the next 10 years

Rachael Pitt The University of Queensland, **Sophie Miller** The University of Queensland

The University of Queensland (UQ) Career Development Framework (CDF) was created in 2014 to develop well-rounded higher degree by research (HDR) candidates who possess the graduate attributes to build a meaningful career. By 2023, the CDF has grown into a suite of discipline-agnostic development opportunities provided free of charge to UQ's almost 5,000 HDR candidates spread across nearly 150 fields of research. CDF offerings are aligned with UQ's HDR graduate attributes and focus on developing HDR candidates' professional, transferable, and research skills through diverse supports including skills training sessions, industry placements, the flagship Three Minute Thesis (3MT) competition, an HDR careers advisory service, and the Global Change Scholars Program.

As the CDF approaches a decade of providing support to the university's HDR candidates, the environment in which it operates has been impacted by many changes. These include the COVID-19 pandemic and increasing use of online pedagogies, government drivers encouraging greater HDR candidate engagement with industry/end-users, and changing budgetary constraints.

o ensure that the CDF remains fit-for-purpose in supporting our HDR candidates, an analysis of stakeholder needs is being undertaken, with the first voices sought being those of recent HDR graduates. A survey was therefore undertaken, asking recent graduates to report on their demographic information, candidature information, participation in career development activities during their HDR program, and factors that had impacted their career development. The survey also allowed for the collection of current information regarding the employment and career outcomes of UQ's recent HDR candidates.

This session provides preliminary results from the survey and the potential impact of the CDF over the past decade. Consideration is then given to how the outcomes of the survey may shape our approach to the next decade of HDR professional development opportunities, as we continue promoting diverse careers and flexible career trajectories for our HDR candidates.

Presentation 123

The values underpinning graduate research

What divides us and what holds us together: research degrees in an age of scientism

Leon Culbertson Edge Hill University

In academia we sometimes talk as if we all do the same thing, yet we also talk as if we're all completely different. On the one hand we face an empty, abstract, conception of research if we fail to see the generality of talk of 'academia', 'research', and 'researchers'. If we are gripped by that picture we fail to see the contextual differences that mark inquiries and investigations as the investigations that they are and the questions that we ask as the specific questions they are. It can then look as if one discipline, tradition, or individual is arguing for one thing and another is arguing for something else and that the two sides are in conflict when they are actually posing different questions, to be understood and addressed differently, resulting in different claims to knowledge that make different contributions to different bodies of knowledge.

On the other hand, if we are gripped by an overly relativistic picture, we lose the concept of knowledge. If specificity is so great, academics working in the same discipline can't really communicate with each other and the work that they do cannot contribute to a body of knowledge in a field.

One possibility is that scientism is a confusion over what we share because it erroneously assumes that what is true of the natural sciences is true of all academic inquiry. In recognising the confusion in such an assumption, we are required to place some limit on how far we move away from such an idea, otherwise we seem to end up with a particularly pernicious form of relativism that dissolves the concept of knowledge. If we take seriously the question 'Do we really share logic and reason?' have we gone too far? If so, where should we settle on this particular continuum to ensure supervision and the experience of postgraduate researchers isn't adversely affected? If not, what are the implications of taking such a question seriously for postgraduate research?

Presentation 124

The changing identity of the doctoral researcher

This isn't a PhD: Responding to growing need for applied professional doctorates

Sarah Carr University of Otago

The growth in alternative doctorates is attributed to a demand for doctoral degrees that are more relevant and adaptable to changing needs (Park, 2005). One example of this is the Doctor of Business Administration (DBA) degree, which has been offered by increasing numbers of universities internationally since the 1980s. The rapid growth has been driven, in part, by the rise in demand for postgraduate management studies beyond an MBA, and a need for an alternative to the traditional PhD degree (Sarros, Willis & Palmer, 2005).

In September 2023, EFMD released the results of their survey on the future of DBAs, in which the growth of professional doctorates is projected to continue (EFMD 2023). The report suggests that the market is being driven by students, already in the workforce, who are looking for a career change and see the need for research with managerial impact. In this sense, the DBA responds to a call for doctoral degrees to meet the needs of today's society (Nature 2023), not just in the training provided but the nature of the research undertaken.

However, there is a lack of consensus among institutions regarding the structure and purpose of DBA degrees, potentially affecting their perception both within universities and among prospective students, as well as impacting the management of students on these degrees.

This paper presents a case study of the changing doctoral landscape within a Business School following the introduction of a professional doctorate in 2017. The focus is on perceptions, processes and systems which have traditionally prioritised full-time on campus doctoral students, and how the Business School is adapting to a different demographic of student.

References:

EFMD (2023). *The future of DBA Market Perceptions of Business Schools.* efmdglobal.org/knowledge/report-the-future-of-dba-market-perceptions-of-business-schools/

Park, Chris (2005). *New Variant PhD: The changing nature of the doctorate in the UK,* Journal of Higher Education Policy and Management. 27(2): 189-207.

Sarros, J.C., Willis, R.J. and Palmer, G. (2005). *The nature and purpose of the DBA: A case for clarity and quality control*, Education + Training, Vol. 47(1): 40-52. doi.org/10.1108/00400910510580629 Nature (2023) 613, 414 doi.org/10.1038/d41586-023-00084-3

Presentation 125

Institutional structures for delivering graduate education

Towards a pedagogy for developing graduate researchers

Cally Guerin Australian National University

Graduate researchers come into their studies with uneven skill sets, partly because they are entering doctoral degrees from different pathways: many have recently completed research projects as part of their university degrees; others are returning to study from the workforce; and others are moving into new interdisciplinary areas. On top of that, this cohort arrives from diverse educational, linguistic and cultural backgrounds. Researcher developers are employed to help them develop all the skills required to be successful in their studies. Unfortunately, not all PhD candidates, nor all their supervisors, recognise the value researcher developers bring to doctoral education and research careers, and hence don't always make effective use of the services on offer, mistaking researcher development as remedial education or as "nice but not necessary".

Failure to appreciate the role of researcher developers in advancing the scholarly identities of doctoral graduates is partly because these positions are relatively new in universities and are still not well understood by our colleagues. Researcher developers occupy the borderlands between academic and professional/administrative staff as third-space, hybrid educators (Whitchurch, 2008). As part of establishing our own professional identities, those of us working as researcher developers need to explain our value. Articulating our pedagogy is one way of doing so.

This presentation outlines a possible framework for a researcher development pedagogy based on the foundational work of Evans (2011) and Little and Green (2022). This is intended as a starting point to identify the what and why of the teaching done by researcher developers with the aim of establishing our credibility with doctoral candidates and their supervisors. Once we are able to clearly describe our pedagogy, we are better positioned to persuade others of the advantage in engaging with the development opportunities we offer.

References:

Evans, L. (2011). *The Scholarship of Researcher Development: Mapping the Terrain and Pushing Back Boundaries*. International Journal for Researcher Development, 2(2), 75–98.

Little, D., & Green, D. A. (2022). *Credibility in educational development: Trustworthiness, expertise, and identification*. Higher Education Research & Development, 41(3), 804-819.

Whitchurch, C. (2008). *Shifting identities and blurring boundaries: The emergence of third space professionals in UK higher education*. Higher Education Quarterly, 62(4), 377-396.

Presentation 126

Friday, 19 April
10:15am

Exhibition Hall

Roundtable

Improving research degree supervision

Confident Supervision: Creating Independent Researchers

Susan Gasson James Cook University

This panel discussion - informed by the process of developing a free online textbook – considers the challenges and possibilities for sustaining the relevance and value of supervisor development resources. It acknowledges that smaller regional universities, and universities in less developed countries may be unable to access professional development programs and experts. It also acknowledges the dynamic and evolving supervisory contexts that challenge supervisors who wish to provide high quality professional development and guidance.

Supervisors are essential in guiding higher degree research students and their projects. Academics, in accepting the role, relish the chance to share their expertise, engage with new thinking, and support the creation of the next generation of researchers. Graduate Research Schools have introduced registration systems and professional development programs to support good supervisory practices. Formal course offerings in supervisory practices can be found in Graduate Certificates and Diplomas of Higher Education. Academic articles, guidebooks and policy documents also inform and shape supervisory practices at the national and organisational level. And yet, some universities lack funds to enable access to vital professional development resources.

Changes in the higher education research context are putting pressure on supervisors to find new ways to guide their candidates (McGloin, 2018). The increasing size and diverse nature of the HDR population invites consideration of new ways to scaffold candidates' research development (Wrigley et al., 2021). Changing expectations of doctoral graduate careers require consideration of engagement with industry and accounting for different ways of making research contributions (Green & Bowden, 2012). Advancing technologies, novel research funding models, and emerging global needs are shifting the nature of projects undertaken and the format of theses.

Panelists will discuss the content, and the contexts that informed the development of the edited free online book Confident Supervisors: Building Independent Researchers. Editors and authors, drawn from a broad range of Higher Education and Research contexts, will contribute understandings with local and global relevance.

References:

Lum, J., Mowbray, S., Kokavec, A., McAlpine, A., Kelly, W., Given, L. M., Jatrana, S., . . . (2023). *Confident Supervision: Creating Independent Researchers* (S. Gasson, C. Bruce, I. Stoodley, A. Winter, & J. Blacker, Eds.). James Cook University. jcu.pressbooks.pub/confidentsupervisors/

Green, P., & Bowden, J. (2012). *Completion mindsets and contexts in doctoral supervision*. Quality Assurance in Education, 20(1), 66-80. doi.org/doi:10.1108/09684881211198257

McGloin, R. S. (2018). *Reconceptualising the supervisory role: border-crossings and bounded spaces*. In E. Bizer, L. Frick, M. Fourie-Malherbe, & K. Pyhältö (Eds.), Spaces, journeys and new horizons for postgraduate supervision (pp. 109-130). Sun Press. doi.org/doi.org/10.18820/9781928357810

Wrigley, C., Wolifson, P., & Matthews, J. (2021). *Supervising cohorts of higher degree research students: design catalysts for industry and innovation*. High Education, 81(6), 1177–1196 doi.org/10.1007/s10734-020-00605-3

Presentation 127

Improving research degree supervision

What does best practice HDR Supervision look like in Australia? A multi-institutional perspective

Dani Milos Flinders University

Supervision plays a critical role in the responsible conduct, quality and impact of research and graduate research outcomes. To ensure continuous improvement in support for supervisory practice, Flinders University has recently initiated a project to establish a HDR Supervisory Framework and associated resources. The project aims to enhance support for individual supervisors, candidate, university and sector benefit.

A benchmarking sub-project was undertaken within a wider research project, aimed to identify novel and best practice across the Australian and New Zealand sector in policy, processes, frameworks and training related to supporting excellence in supervisory practice. This roundtable discussion brings together representatives from the universities involved in the sector-wide benchmarking project to build on understanding and innovation in supervisory practice.

The roundtable will tackle questions such as how we measure and reward quality supervision at an institution, and what success in supervision looks like. We will also explore the concept and benefit of a HDR Supervisory Framework. Differing from policies, procedures or charters of responsibly, a supervisory framework provides guidance to supervisors and institutions on what successful supervision looks like in practice. Such a document is not found in many universities, but can go a long way in supporting best practice. Keywords: doctoral supervision, institutional compliance, best practice

Presentation 128

Improving research degree supervision

Designing best practice in HDR Supervision: A national benchmarking exercise

Claire Jackson The Wee Consultancy, **Dani Milos** Flinders University

Supervision plays a critical role in the responsible conduct, quality and impact of research and graduate research outcomes. To ensure continuous improvement in support for supervisory practice, Flinders University has recently initiated a project to establish a Higher Degree by Research (HDR) Supervisory Framework and associated resources. The project aims to enhance support for individual supervisors, candidate, university and sector benefit. A benchmarking sub-project was initiated within a wider research project, aimed to identify novel and best practice across the Australian and New Zealand sector in policy, processes, frameworks and training related to supporting excellence in supervisory practice. In June 2023 The Wee Consultancy were engaged to undertake a qualitative benchmarking review of universities identified through an extensive desktop review followed by interviews with leading institutional experts.

This presentation details the benchmarking review methodology, results and outcomes at Flinders University. After a thorough web-based search of policy and practice in HDR Supervision at Australian and New Zealand Higher Education Providers (HEPs), identified participants were asked questions about the supervisor eligibility requirements; what success looks like in supervisory practice; how compliance was measured at their institution; what training requirements are in place and how compliance is monitored.

The results of the project concluded that policy and practice are often not aligned, and most universities identified a review of their supervisory policy suite was needed and/or planned. Regulatory auditing of compliance was not commonplace and tended to only happen in response to a complaint or performance issue at most universities. The project noted that HDR supervision is not explicit in any Strategic Plan, and performance review of supervision duties is not well established. What has been suggested by participants in order to improve the quality of HDR supervision is a scaffolded approach to supervisor training that builds on and strengthens supervisor knowledge and skillset, with clearly defined quality measures and targets. This project has been instrumental to Flinders University, who has implemented a number of policy and procedural changes already to address best practice, some of which will be shared as part of the presentation. Keywords: doctoral supervision, institutional compliance, best practice

Presentation 129

Graduate research in a global perspective

Mentoring for Researcher Developers (M4RD) - an international scheme

Natasha Kitano Queensland University of Technology, **Colleen Aldous** University of KwaZule-Natal, **Jen Rowland** Macquarie University, **Douglas Eacersall** University of Southern Queensland, **Nicole Horst** Cambridge, UK

In the contemporary interconnected world, graduate research has transcended traditional boundaries, presenting opportunities and challenges that necessitate a global perspective. We introduce an international mentoring initiative which fosters collaboration, knowledge dissemination, and the development of a community of practice that promotes the global connectivity of researcher development practitioners who often operate in isolation.

The landscape of graduate research has evolved, marked by its inherent diversity in challenges, methodologies, and ideas (Cardoso et al., 2022). Similar recent initiatives have been described for emerging health leaders (Rodríguez et al., 2021; Rosser et al., 2020), for early career researchers (Brizuela et al., 2023), and for specific research disciplines (Chan et al., 2023) and experiences from these types of initiatives have informed our development of this researcher developer initiative. The primary objective was to provide a platform for cross-border knowledge exchange, mutual support, and collaborative learning that transcends national and institutional boundaries. This initiative empowers researcher developers to leverage the collective wisdom and expertise of mentors representing many global perspectives.

We will show this international mentoring endeavour's structural framework, discernible outcomes, limitations, reflections for future initiatives and how the program links mentors and mentees, fostering a global identity among graduate researchers actively engaged in researcher development. Drawing on social exchange theory, we will also discuss the inclusion of more peer-to-peer mentoring in future iterations of the program (Stockkamp & Godshalk, 2022). We underscore the significance of this initiative in the context of individual career advancement and the overall progress of researcher development as a distinct field of study. Our presentation serves as a testament to the tangible advantages realized by mentees and the personal and professional growth experienced by mentors. This collaborative effort illustrates how global partnerships enrich the field of researcher development, extending its influence.

Our primary objective is encouraging other academic institutions, organizations, and disciplines to embrace similar international mentoring programs. By facilitating connections and promoting cultural understanding, we hope to cultivate a supportive community with an authentic global perspective, thus contributing substantively to the worldwide expansion and prominence of researcher development.

Presentation 130

Graduate researchers: identity and importance

Perspectives on mentoring in an Australian medical faculty.

Jennifer Elizabeth Rowland[*] Faculty of Medicine, Health and Human Sciences, Macquarie University, Sydney, Australia. Language Services, Helsinki University, Finland. Tampere University of Applied Sciences (TAMK), Tampere, Finland, **Thomas Fath** Macquarie Medical School, Macquarie University, Sydney, Australia, **Emily Pacheco** Department of Linguistics, Macquarie University, Sydney, Australia.

Mentoring programs have been reported to improve cultural socialisation, emotional support, and networking, as well as better performance at work[1]. This idea builds on social capital theory, which underpins the way social relationships influence access to social resources[2]. Mentoring programs have been reported to improve professional success of mentees[3], and to foster deep relationships with peers, promoting career development and vitality[4].

In our Faculty of Medicine, Health and Human sciences, we have a small established mentoring initiative led by our early career researcher network, however, we have identified a need for a broader faculty-led mentoring endeavour to support our wider research community across our six departments, particularly our postgraduate student community. To best tailor the development of this mentoring initiative, we designed and delivered a survey for all staff and students, asking demographic and professional questions, as well as about on mentoring experiences and interests. Given that staff in the faculty offer valuable insight about professional development in their speciality of interest, this mentoring study includes all academic, professional, and technical staff, who may each provide valid mentoring support. Follow-up focus groups were held following a question guide focused on the practical elements of mentoring.

We will present our results from our survey and interviews here, which demonstrate not only doctoral student perspectives, but also that of their faculty community. The details of our pilot mentoring initiative to support higher degree research students and their community of practice will be presented, which is based on the finding of our survey and focus groups.

References:

[1] A. Lumpkin, *A Model for Mentoring University Faculty,* The Educational Forum, vol. 75, no. 4, pp. 357–368, Oct. 2011, doi: 10.1080/00131725.2011.602466.

[2] S. E. Seibert, L. D. Sargent, M. L. Kraimer, and K. Kiazad, *Linking Developmental Experiences to Leader Effectiveness and Promotability: The Mediating Role of Leadership Self-Efficacy and Mentor Network,* Personnel Psychology, vol. 70, no. 2, pp. 357–397, 2017, doi: 10.1111/peps.12145.

[3] A. Vassallo, K. Walker, M. Georgousakis, and R. Joshi, *Do mentoring programmes influence women's careers in the health and medical research sector? A mixed-methods evaluation of Australia's Franklin Women Mentoring Programme,* BMJ Open, vol. 11, no. 10, p. e052560, Oct. 2021, doi: 10.1136/bmjopen-2021-052560.

[4] L. H. Pololi and A. T. Evans, **Group Peer Mentoring: An Answer to the Faculty Mentoring Problem? A Successful Program at a Large Academic Department of Medicine**, Journal of Continuing Education in the Health Professions, vol. 35, no. 3, pp. 192–200, 2015, doi: 10.1002/chp.21296.

*presenting author

Institutional structures for delivering graduate education

Fast-Tracking HDR Education Excellence: The Accelerated Research Masters with Training

Dr Kylie J Stevenson Murdoch University Graduate Research Office,
Associate Professor Belinda Brown Murdoch University Graduate Research Office

This paper showcases a best practice innovation at Murdoch University to support excellence in Higher Degrees by Research (HDR) education in an environment in which graduate research entities are increasingly under pressure to increase enrolments.

This initiative involves the delivery of an engaging fast-track program of holistic development for commencing researchers, with the intent of increasing research capabilities and cross-disciplinary collaboration and, at the same time, supporting the institution through increased HDR enrolments and faster completion times. The growth of HDR enrolments, whilst maintaining a focus on delivering quality postgraduate education, is a target of graduate research entities across Australia, given HDR enrolments are an essential component of maintaining and growing a higher education institution's research income and outputs.

Additionally, some years ago the ACOLA review called for alternative pathways to PhD programs and more structured HDR training programs, including those that include HDR-focused coursework (McGagh et al., 2016). More recent research (Shan et al., 2020) and the Universities Accord interim discussion paper (DoE, 2023) identified that "support for the pipeline of researchers will be necessary for the research system to continue to deliver well into the future" (p.23).

One such structure at Murdoch University is the accelerated Research Masters with Training (aRMT), a one-year HDR program that provides HDR students with quality immersion into key research concepts that prepare them for future research-skill oriented careers, whilst also creating a pathway that leads directly to a PhD program. Though one-year HDR masters programs are common in international settings, for example, MPhil programs in the UK, these are rare in Australian universities.

This presentation will showcase the aRMT as a innovative institutional HDR structure for delivering excellence in graduate education in a demanding higher education environment.

References:

Department of Education (2023) *Australian Universities Accord Panel Discussion Paper* [February 2023]. education.gov.au/australian-universities-accord/resources/australian-universities-accord-pane l-discussion-paper

McGagh, J. et al. (2016) *Review of Australia's Research Training System.* Report for the Australian Council of Learned Academies, acola.org/research-training-system-review-saf13/

Shan, H. et al. (2020): *A comparison between the conceptions of research of candidates enrolled for standard PhD and integrated PhD programmes*, Innovations in Education and Teaching International (57:6), doi.org/10.1080/14703297.2020.1734477

Presentation 132

Graduate researchers: identity and importance

The Village Approach to support research graduates' journey of becoming

Nick Baker University of Otago, **Rachel Spronken-Smith** University of Otago

The metaphor 'it takes a village to raise a PhD candidate' has become a potent discussion starter for candidates and graduate research developers alike (Nerad, 2011). It serves as a means to explore who joins, supports and collaborates as a nurturing community that accompanies the candidates on their journey of 'becoming' researchers. However, beyond initiating discussions, the metaphor 'village' remains relatively undeveloped as its own framework of practice for developing and working with those who shape the candidate's identity of 'becoming' a researcher. This situation can result in developers or candidates reverting to pre-existing management and team-building tools. Nevertheless, such approaches lack the specificity to deal with the unique dynamics and relationships that form the village surrounding the candidates in their research journeys.

Recognising this gap, the Graduate Research School at the University of Otago have strived to expand the 'village' perspective and its practical application through our graduate workshop programme. Our approach advocates for the candidates to intentionally be aware of and build their village through a series of evolving reflective tools. These tools are designed to assist the candidates in their experience of 'becoming' by re-evaluating the village at key stages of their research journeys.

Along the way, we have even found our view of the village transforming our own perceptions of our communities and teams. We now perceive our colleagues, support staff, and research participants as integral members of our villages. This mindset has subtly shaped our thinking and actions in our continuing research journeys in 'becoming'.

We invite you to traverse the village path with us in this presentation. Here, we will explore our interpretation and the latest insights in developing this concept. We will delve into the village concept by offering a hands-on opportunity for the presentation participants to explore these emerging reflective tools. Finally, we will discuss our next steps in developing the framework and reflective tools as the potential practice innovation for our 'global village' of graduate researchers and candidates.

References:

Nerad, M. (2011). It takes a global village to develop the next generation of PhDs and postdoctoral fellows. Acta Academica Supplementum. 2011(2). 198-216.

Presentation 133

The quality of the graduate research student experience

Fostering Inclusive and Resilient Graduate Research Communities: Exploring HDR Peer Support strategies

Sharon Matthews Edith Cowan University, **Genevieve Franulovich** Edith Cowan University

Higher Degree by Research (HDR) students experience many difficulties and challenges as part of their research journey, which can negatively impact their well-being and, in some cases, lead to the student not completing. While the value of peer-to-peer support in navigating transition to study is firmly established within an undergraduate context, the impact of such support on the evolving identity of research students is relatively unexplored. Research indicates that engaging with peer support can help mitigate the isolation often associated with doctoral research and foster resilience, which helps students manage stress, imposter syndrome, and burnout. However, the practices used to develop students' sense of community—ie, what mentors say and do—are under-researched, making it difficult to improve existing training.

This presentation outlines a qualitative study examining how SOAR (Support, Opportunities, Advice, Resources) Peer Advisers' mentoring strategies impact HDR students' transition to research student study at Edith Cowan University (ECU). While previous research has predominantly focussed on showing the effectiveness of peer-led learning support through either analysing quantitative outcomes (such as attrition rates) or participants' qualitative reflections, this study will explore the social practices (eg. word choice, verbal and body language, tone, academic examples, activities) enacted to foster relationships.

Data will be gathered in two stages: an initial Qualtrics online survey, followed by semi-structured interview questions, and analysed using Braun and Clarke's thematic analysis approach (2020). Social constructivist learning theory which describes learning as inherently a social process where students and mentors work together to construct knowledge—core theory informing peer learning training and research —will be used as a lens through which data are coded and interpreted.

On a program level, mapping HDR peer mentors' practices leads to gains in skills and expertise for both SOAR and ECU. Our findings' wider implications feed into equity and diversity concerns in that these peer-led strategies may benefit cohorts—such as international students, mature students, online or part-time students—who sometimes struggle to adjust to an Australian research culture. As doctoral education continues to evolve, the incorporation of peer-led support programs is increasingly vital for the holistic development of future scholars.

Presentation 134

The changing identity of the doctoral researcher

Inhibiter or enabler? Exploring the potential of generative AI technologies in postgraduate students' identity formation

Nompilo Tshuma Stellenbosch University

Postgraduate education is concerned with, inter alia, supporting the development of students' disciplinary identities by introducing them to disciplinary communities and enabling them to make a contribution to knowledge. Reading and writing are integral to this development as these practices introduce students to the language of the discipline as well as the key arguments and researchers they need to know. As a Higher Education Studies supervisor, I recognise that slogging through hundreds of articles and grasping the accepted disciplinary writing practices is usually a challenge for students at the start of their doctoral journeys. I also acknowledge the integral role played by supervisor and institutional support, as well as student motivation, in enabling this development (Jeyaraj, Too & Lasito, 2022).

Generative artificial intelligence (AI) technologies have been around for over three decades but have only recently garnered widespread popularity and panic in academia. Their functionalities in relation to postgraduate education include simplifying the processes of reading (defining and synthesising terms, summarising and analysing literature) and writing (generating new ideas, drafting and editing texts), as well as coming up with research ideas and planning the research design. As such, the majority of institutional and academic conversations regarding these technologies have been about academic misconduct – with AI-detection technologies garnering millions of users within just weeks of their release.

Our understanding of how (or if) postgraduate students are using these technologies is still anecdotal. Additionally, what impact they have on reading and writing at postgraduate level, and consequently on the development of students' disciplinary identities, certainly deserves our attention.

This review study therefore explored the potential role of GenAI tools in the development of postgraduate students' disciplinary identities. The following research question guided this scoping review study (Arksey & O'Malley, 2005): How (if at all) can GenAI tools support the development of postgraduate student identities, knowledge and skills? Drawing from both academic and grey literature (academic blogs as well as government and institutional documents), the review utilised a critical digital pedagogic lens to explore perceptions and approaches to postgraduate students' identity development, and the possible GenAI tools to support this process.

The results of this study highlight valuable skills in identity formation, including dialogic relation, critical reflection, agency and critique, as well as the risks inherent in employing GenAI tools for this process. The study concludes by providing guidelines for supervisors in selecting and employing GenAI tools, and the guidance they can potentially provide their postgraduate students so that GenAI is not an inhibitor – but rather an enabler – of identity development.

References:

Arksey, H. & O'Malley, L. 2005. Scoping studies: towards a methodological framework. International Journal of Social Research Methodology. 8(1):19–32. DOI: 10.1080/1364557032000119616. Jeyaraj, J.J., Too, W.K. & Lasito, E.E. 2022. A framework for supporting postgraduate research writing: insights from students' writing experiences, Higher Education Research & Development, 41(2):405-419. DOI: 10.1080/07294360.2020.1849037

Friday, 19 April
11:15am

The Vines

Generative AI and other
Technological Change

Perspectives on the purpose (or purposes) of graduate research education

Learning to write scientific texts with the use of artificial intelligence tools at the master's level

Anna Sala-Bubaré Ramon Llull University, **Mariona Corcelles** Ramon Llull University,
Andrea Miralda-Banda University of Barcelona, **Patricia Calaforra** Complutense University of Madrid

Scientific writing has historically been one of the most difficult activities for students to learn, as it involves many skills that writers need to master (e.g., audience awareness, knowing the genre, and mastering content knowledge, among others) (Aitchison et al., 2012). Nowadays, artificial intelligence tools show great potential in softening barriers to learning and effective communication.

However, there is heated debate among academics on whether students' use of AI needs to be forbidden, prevented or encouraged. We argue that the role of writing teachers and courses needs to change towards teaching how to make the best of AI tools while being aware of their many potential risks. In this talk, we will present a course for educational psychology graduate students aimed at teaching professional and scientific communication through deliberate practice, genre analysis, and feedback. Students are required to write and present a scientific text on the topic of their choosing.

This activity is composed of a series of tasks. First, students blindly analyze text samples written either by other students or ChatGPT to guess who wrote each text and identify cues of the text being written by AIs. Second, they write the first draft of their text using ChatGPT and reflect on the strengths and weaknesses of the generated text. Third, they continue writing their text, with or without the use of AI, and they reflect on their writing goals and the use of tools to gain awareness and develop strategies to regulate their writing. Fourth, they provide and receive feedback from a peer. Finally, they prepare and present an oral communication of their text on the last day of the course.

During the presentation, we will show examples and vignettes to illustrate students' perceptions and use of AI. We will also discuss key insights and learning of this innovative experience, especially on the use of AI for teaching and learning to write and its implications on the purpose of postgraduate education.

References:

Aitchison, C., Catterall, J., Ross, P., & Burgin, S. (2012). *'Tough love and tears': Learning doctoral writing in the sciences.* Higher Education Research & Development, 31 (4), 435-447.

Presentation 136

Improving research degree supervision

Differentiating Supervisor Learning, Development and Accreditation

Tracy Riley Massey University, Julia Rayner Massey University

Research supervision, as a unique and personalised approach to teaching and learning, is described, invariably, as a distinctive form of teaching and learning, mentoring, providing apprenticeship opportunities, developing researchers, advising student research or scaffolding student projects. It is common practice in many universities to maintain a register of approved supervisors, and Massey University has addressed the need for a register of approved supervisors through accreditation.

Supervisor accreditation has two purposes:

1) to recognise, acknowledge and register doctoral supervisors as mentor supervisors, main supervisors or co-supervisors, and

2) to broaden the depth and breadth of supervisor learning and development opportunities for ongoing accreditation.

Massey's supervisor policy outlines expectations of research supervision to ensure high quality supervision, acknowledge disciplinary methods and expressions of research, build research supervision capability and capacity, and differentiate supervisory roles and responsibilities. The policy underpins supervisor accreditation which acknowledges three different supervisor roles. Supervisor accreditation is designed to celebrate excellent supervision, and particularly mentor supervisors, while also enabling less experienced supervisors, with outstanding research capabilities, opportunities to demonstrate readiness to supervise. Accreditation also professionalises supervision, recognises contributions to doctoral research as an important part of academic workloads, and provides a mechanism for discussion and resolution of supervisory issues.

Importantly, Massey's policy and accreditation encourages ongoing reflection and development of supervision knowledge and skills using a differentiated approach to learning and development underpinned by its Supervisor Development Framework. The framework recognises and builds supervisors' strengths through their own supervision and research experiences, opportunities and formal or informal learning and development. The supervisor learning and development programme is unique as it aims to ensure a blend of opportunities for supervisors.

With over 700 doctoral supervisors accredited since launched in 2020, Massey University has demonstrated the high value placed on supervision learning and development. The strength of the programme is the different ways in which supervisors can be appropriately acknowledged for their contributions and experience.Underpinned with a theoretically sound framework, supervisor accreditation – differentiated in content and delivery – shifts dramatically away from a one-size-fits-all programme of supervisor development to a personalise programme of strengths-based learning and development.

Presentation 137

Graduate researchers: identity and importance

The Dynamic Landscape of Doctoral Education: A Cross-Cultural Analysis of the Functions of the Doctoral Supervisor

Génesis Guarimata Salinas *(Universitat Rovira I Virgili, Tarragona, Spain),* **Joan Josep Carvajal** *(Universitat Rovira I Virgili, Tarragona, Spain),* **M. Dolores Jiménez López** *(Universitat Rovira I Virgili, Tarragona, Spain)*

This study focuses on the changes that doctoral education has experienced in the last decades and specifically discusses the role of doctoral supervisors. The doctoral supervisor plays a crucial role in the success of doctoral students, but the role of the doctoral supervisor needs to be clearly defined, as there is a need for more consistency in doctoral supervision practices worldwide. This study aims to identify universal, global and standardised functions that define the performance expected of doctoral supervisors.

The persistent debate surrounding the figure of the doctoral supervisor requires a comprehensive understanding of the multifaceted responsibilities of this position. Identifying the essential functions inherent in the role of the doctoral supervisor and understanding the linguistic influences that shape perceptions and approaches to supervisory tasks in different cultural contexts are crucial. This study adopts a multi-method approach to elucidate the complex interplay between linguistic diversity and supervisory practices.

A comprehensive dataset has been generated for the first time, obtaining information from 116 countries covering 47 languages including Europe, Africa, America, Asia, and Oceania. Through this process, 55 different labels used to refer to "doctoral supervisor" have been collected, making it possible to analyse this dataset in detail. In addition, this study incorporates both linguistic relativism and prototype theory to identify the universal, global, and standardised functions that delineate the expected performance of doctoral supervisors.

The findings reveal 18 essential functions inherent in the doctoral supervisor role, highlighting the multifaceted responsibilities of this position. The study also highlights the central role of linguistic influences in shaping perceptions and approaches to supervisory tasks in different cultural contexts.

In particular, our findings provide a basis for standardising supervisor roles and practical guidance for doctoral schools and supervisors' academic development. By providing a common framework for understanding and implementing the supervisor's role, our research aims to improve the consistency and effectiveness of doctoral supervision practices and ultimately enrich the educational experience of doctoral students worldwide.

Presentation 138

Improving research degree supervision

The development of a framework to guide research supervision mentoring in higher education

Prof Janet Condy Cape Peninsula University of Technology, **Dr Heather Nadia Phillips** Cape Peninsula University of Technology, **Prof Penelope Engel-Hills** Cape Peninsula University of Technology, **Retha De La Harpe** Cape Peninsula University of Technology, **Dr Corrie Uys** Cape Peninsula University of Technology, **Dr Dirk Bester** Cape Peninsula University of Technology, **Prof Sjirk Geerts** Cape Peninsula University of Technology

Supervision remains an academic practice that requires continuous learning and refining, but more can be done to support supervisors in becoming comfortable and confident within this role. In academia we are experiencing what Kigotho (2018) terms a 'double bind'; a burgeoning demand to produce doctoral candidates on the one hand while on the other struggling with issues of quality and capacity.

The intention of this paper is to demonstrate the development of a framework to support supervisors in their attempt to improve the recruitment, retention and completion rate of doctoral students at a University of Technology (UoT). To achieve these goals, we realised the need for established researchers within the institution to mentor and nurture emerging researchers and supervisors, yet this is a complex process to structure and enable. The mentorship process requires strong collegiality with high levels of collaboration and cannot be seen as an 'add-on' to the academics' role but an integral part of it (Holliday, 2001).

Established researchers should see the mentoring process 'as part of their professional responsibility and should make themselves available to mentor others'. To ensure inexperienced academics become able supervisors, mentoring is critical, and to respond to all stakeholders' professional development needs, successful mentorship relationships need to be developed, based on trust, respect, flexibility and accountability (Roofe & Miller, 2015).

The Capabilities Approach (CA) and Communities of Practice (CoP) theories are appropriate for this context as they enable us to think about supervision in terms of expanding people's capabilities or 'freedoms' to make both personal and professional choices, and support the idea that groups of people can mutually engage in shared activities to learn about and improve their practices as they shape their collective understandings.

To develop the framework a co-design process was used. A core team was nominated by university management to facilitate the implementation of a mentorship programme. The collective participant group was the original core team of nine people (three academics, two postdoctoral fellows, two management personnel and two administrative personnel) and the volunteer group of supervisors with varied levels of experience from all six faculties with approximately 12 attending each of the sessions.

The use of technology – online sessions via MS Teams – allowed the mentors and mentees to meet regularly during the Covid-19 pandemic. Our aim for the project was to use a well-defined strategy and action plan, using global best practices, to improve the quality of supervisory mentoring skills and allow the individual needs of mentors and mentees to surface.

Hence, in this paper, we present a conceptual framework developed for a supervisor mentorship programme which can serve as a model to enhance supervisory capacity at universities. The framework centres around supervisory practices, sense of togetherness and demonstration and reflection, all intersecting at the central core which we call 'Humanness' in supervision.

Presentation 139

The quality of the graduate research student experience

Graduate Resources: Worth every minute!

Diane Cass Charles Sturt University

Context:

When I started my doctoral degree in social work at Charles Sturt University (CSU), I had a definite goal. My scope was precise, streamlined, and narrow. I am undertaking a hermeneutic phenomenological study exploring the experiences of individuals within families where two or more members have a chronic or life-limiting condition. Specifically, I focused on liaising with the Australian Mito Foundation. However, I have developed my understanding considerably after utilizing the vast supplementary programs offered at CSU, and I am now liaising with a broader range of organizations around the globe.

Problem/Purpose:

The number of participants, methodology, or researcher's limited knowledge does not need to limit the impact of the research. I could think bigger and broader once I understood this concept following a hands-on, experiential, online course. I then changed the initial ideas regarding the scope of my study without altering the methodology or worldview.

Approach:

Postgraduate research places the responsibility of learning on the student. As such, I searched for professional development topics, conferences, seminars, workshops, competitions, and colloquiums to extend both my practical skills and the epistemology of the topic. These additional training opportunities have included writing boot camps, ethics cafes, NVivo, EndNote, and various other issues online, hands-on or presentation-based, and in person.

Findings:

Developing confidence through a variety of research-specific offerings, such as networking sessions, membership in the Postgraduate Student Association, and participation in the 3-Minute Thesis Competition, has made the impact of my research considerably greater. In addition, confidence, mental health, and researcher identity-building workshops and seminars have made this broader focus more manageable.

Conclusion:

Instead of focusing on one organization in Australia that will benefit from my research outcomes, I am now liaising with multiple organizations globally, including the UK and the US. My change in focus and breadth has increased my scope exponentially. The quality of my graduate research experience will enable a much more significant impact and ultimate merit from my research outcomes, among other things. By utilizing the resources available to graduate researchers, students will gain a more valuable learning experience.

Presentation 140

Graduate research in a global perspective

Getting to the CoRe of graduate collaborative online international learning

Kyoko Hombo Osaka University, **Amy Bohren** Monash University, **Meg Taylor** WEHI, **Jessica Borger** WEHI

Educators faced unprecedented challenges during the COVID19 pandemic, in the conversion of face-to-face interactions into online, virtual classrooms, with many educators unprepared and untrained to do so. Yet, the introduction of online digital technologies for pedagogical interactions expanded the internationalization of previously limited curriculum prospects, to create global interconnectedness to invoke students' awareness and appreciation of cultural differences in communication, leadership and conflict.

The development of international and pedagogical knowledge, and linkage between the two is key for internationalization of the curriculum and for future career advancement of PhD student to become part of an expanding global community. With the growth of new digital communication, learning opportunities such as Collaborative Online International Learning (COIL), aims to foster the development of student intercultural competencies (ICC) through participation in joint PhD coursework programs.

There remains a tenable lack of available tools for educators to facilitate students actively participating in objective, equitable and inclusive intercultural communication. Herein, we propose the novel application of a conceptual tool, a 'content representation' or CoRe-matrix. Previously applied in science curriculum to support early career educators to develop their pedagogical content knowledge (PCK) the CoRe-matrix is ideally placed to support educators in their professional learning and creation of a novel PCK framework to ICC.

As the CoRe-matrix explicitly separates a particular topic into divergent, yet linked dimensions of the knowledge and skills attributed to its content, teaching and learning, we hypothesised it could similarly be applied to enhance an educators PCK of ICC, providing the valuable link between international and pedagogical knowledge, for effective internationalization of the curriculum within PhD programs.

Presentation 141

The quality of the graduate research student experience

Best practice endeavours: information professionals and research degree education at the University of South Australia

Lorien Delaney University of South Australia, Library

Research support services such as those provided by the University Library can serve an important role in research degree candidate success. Given the potential for impacting candidate skills development and attainment of key capabilities, ideally there are mechanisms in place to ensure the quality of interactions, teaching, and online resources. As a major provider of support to research degree candidates, the University of South Australia (UniSA) Library is implementing a number of initiatives to review and improve the effectiveness of this support. Annually, hundreds of appointments and workshops are conducted, while the suite of online learning resources attracts over 300,000 views. The Library is the single largest provider of workshops to the local implementation of the Researcher Development Framework recommended by the Review of Australia's Research Training System (McGagh et al., 2016), the Enhancement of Doctoral Graduate Employability (EDGE) skills development program. However while information professionals routinely undertake teaching and creation of online learning resources, relevant knowledge and experience varies. Library and information science degrees may only briefly address aspects such as the theory and practice of teaching, instructional design, and web accessibility standards, and graduates can be inadequately equipped in this regard (Saib et al., 2023).

Several best practice initiatives have already been undertaken, with others planned or ongoing. Grounded in learning theory and principles of instructional design, guidelines to educational delivery have been developed. A major project is underway to ensure all Library Guides meet web accessibility standards. During 2023 the workshop program was benchmarked against that of 10 national and five international universities, a scanning exercise providing valuable insights. We have also commenced the rollout of a peer review of teaching activity, which has not been undertaken in the Library for over a decade.

References:

McGagh, J., Marsh, H., Western, M., Thomas, P, Hastings, A., Mihailova, M., & Wenham, M. (2016). *Review of Australia's research training system: Final report*. Australian Council of Learned Academies. acola.org/wp-content/uploads/2018/08/saf13-review-research-training-system-report.pdf

Saib, M. O., Rajkoomar, M., Naicker, N., & Olugbara, C. T. (2023). *Digital pedagogies for librarians in higher education: a systematic review of the literature*. Information Discovery and Delivery, 51(1), 13 –25. doi.org/10.1108/IDD-06-2021-0066

Presentation 142

The changing identity of the doctoral researcher

Doctoral Design for Employability

Susan Gasson James Cook University

This interactive session demonstrates how doctoral design can support Early Career Researcher transitions to employment. Participants engage in a design process using a collaborative research culture framework (Gasson & Bruce, 2021).

Three career trajectories are used to inform doctoral design decision making:

• Teaching and professional service,

• Research leadership and

• Portfolio careers (Gasson, 2023).

Collaborative capacity is shared as a tool for identifying and realising researcher identity development and social impact. The two elements of collaborative capacity are:

• Distributed leadership (Kok & McDonald, 2017), and

• Faces of the informed researcher (Maybee et al, 2022).

Participants will have the chance to share ideas and workshop doctoral design options taking account of principles shared during the session and individuals' knowledge of their university and research contexts. This session will be relevant for anyone interested in doctoral design including HDR supervisors, HDR students, HDR support staff, policy makers and funders. The workshop – shaped as a community of practice – will stimulate discovery of different ways of enhancing career futures and social impact. Embedding experience within a collaborative research culture is the novel contribution articulated.

Participants will invited to identify how doctoral design can be applied to one of three career trajectories. A template will be provided to stimulate and facilitate sharing of ideas and debate about doctoral design features. Input shared will then be used to create a doctoral design approach for each trajectory, illustrating how different designs enhance transitions to employment.

Participants will then investigate with others the relevance of different trajectories and designs for their individual university and research context (e.g., student and staff profiles, infrastructure and resource profiles etc.). It is assumed that there is no one ideal doctoral design, and innovation and creativity is encouraged.

Participants may wish to bring ideas and doctoral designs they have discovered through the conference and road test these during the session. This is a unique opportunity to discuss and consider with QPR's expert community of practice your approach to doctoral design for employability.

Acknowledgements

With thanks to Professor Christine Bruce

References

Gasson, S. C. (2023). *Early Career Researcher Pathways: A narrative inquiry* Queensland University of Technology. Queensland. https://eprints.qut.edu.au/239442/

Gasson, Susan & Bruce, Christine (2021) *Collaborative Research Culture* Framework Version 5. (Unpublished)

Presentation

Wednesday, 17 April
11:00am

Hickinbotham Hall

Roundtable

THIRTY YEARS OF ACADEMIC COLLABORATION

THE UNIVERSITY *of* ADELAIDE

University of South Australia

Flinders University

QPR

BETWEEN THE KEY THINKERS AROUND DOCTORAL EDUCATION

QPR

30th Anniversary