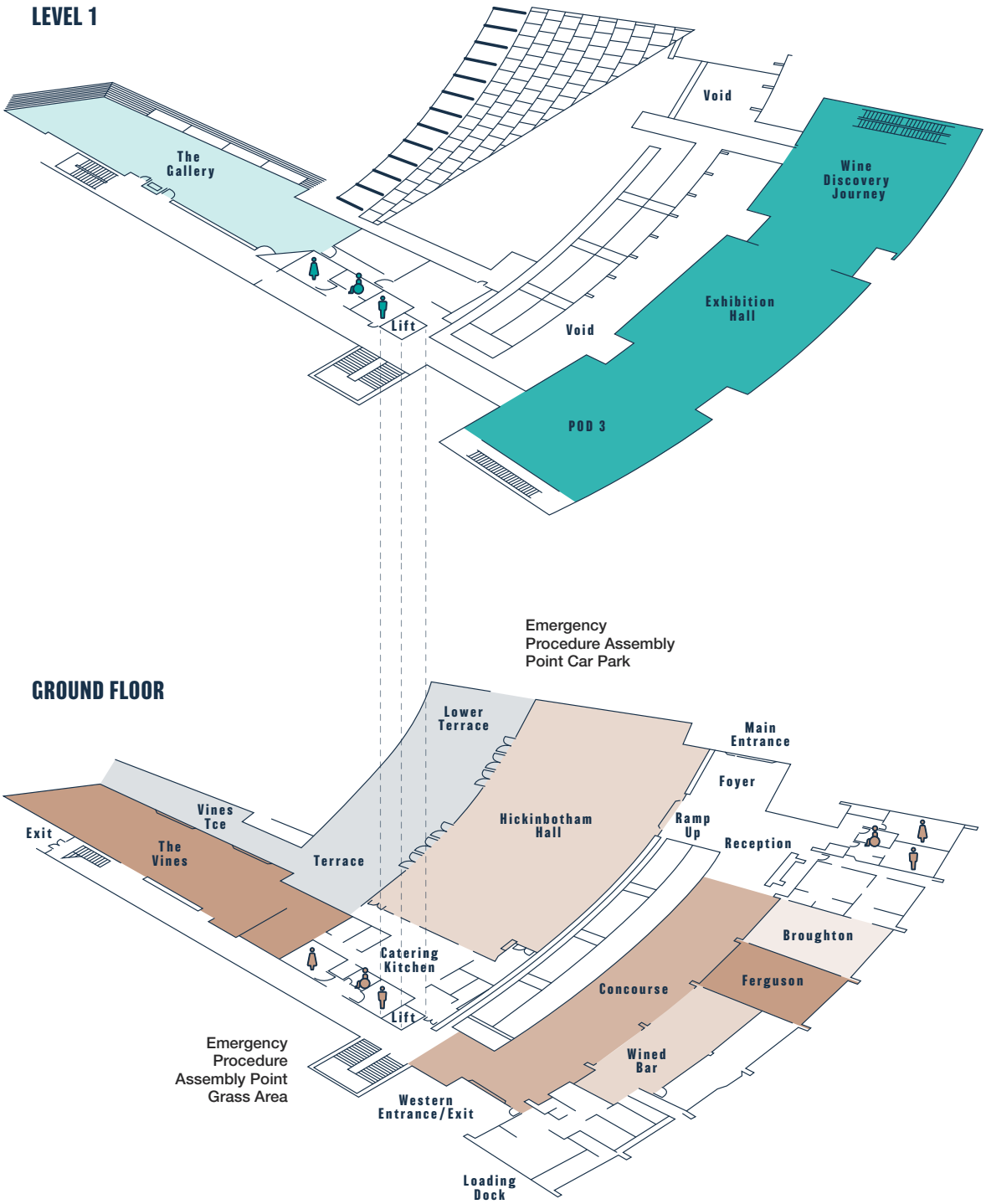
# QUALITY IN POSTGRADUATE RESEARCH

ADELAIDE, SOUTH AUSTRALIA | APRIL 17-19, 2018

THE UNIVERSITY of ADELAIDE | University of South Australia | Flinders UNIVERSITY

# Venue Floorplan

## NATIONAL WINE CENTRE



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# Welcome

## PROFESSOR ALISTAIR MCCULLOCH

**Once again I have the great honour and pleasure of welcoming you to Adelaide for the Quality in Postgraduate Research (QPR) conference.**

This is the 13th time since the first QPR conference in 1994 that we have been able to bring together in one place representatives of the global doctoral education community - scholars and researchers, supervisors, university policy-makers and managers, and research students. 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. The conference continues our long-standing relationship with the Australian Council of Graduate Research, the Australasian Research Training Network, and also CAPA the Council of Australian Postgraduate Associations. This year's theme, 'Impact, Engagement, and Doctoral Education', reflects the developing impact agenda that is pressing on research and thereby research education across the world.

This year we have two keynote speeches which will help us focus our discussions both formal and informal during the conference. For our first keynote address, we are very pleased to be able to welcome Dr Alan Finkel AO, Australia's Chief Scientist who will address the topic 'Doctoral education and impact: The Australian perspective'. On the second day we will hear from Professor Gina Wisker (University of Brighton, UK), Dr Gillian Robinson (University of East Anglia, UK) and Professor Brenda Leibowitz (University of Johannesburg, South Africa) who will draw on an international program of research to address the question 'The Purpose and Impact of Postgraduate Knowledge'.

As I have noted before, the Quality in Postgraduate Research conference is unique in terms of its breadth of interest, its global reach, and most importantly for the mix of delegates who attend. The Advisory and the Organising Committees hope that you will enjoy your time at the conference, that the ideas discussed and the people you meet will stimulate your practice and your research, and that you will also find the conference refreshes your enthusiasm for your practice and thinking about doctoral education. Once again, it is a pleasure to welcome you to the biennial gathering of the QPR community.

# Conference Sponsors

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**Peter Derbyshire** [2017] & **Natasha Abrahams** [2018] Presidents, Council of Australian Postgraduate Associations (CAPA)

# A Short History

## Since 1994 Adelaide has been the host city for the biennial Quality in Postgraduate Research (QPR) conferences, sponsored by the three South Australian universities.

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.

# About 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.

### 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.

### 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 7 beaches in Adelaide.

1. Glenelg
2. Brighton
3. Henley
4. Grange
5. Semaphore
6. Port Noarlunga/Christies Moana
7. Hallet Cove.

### 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.

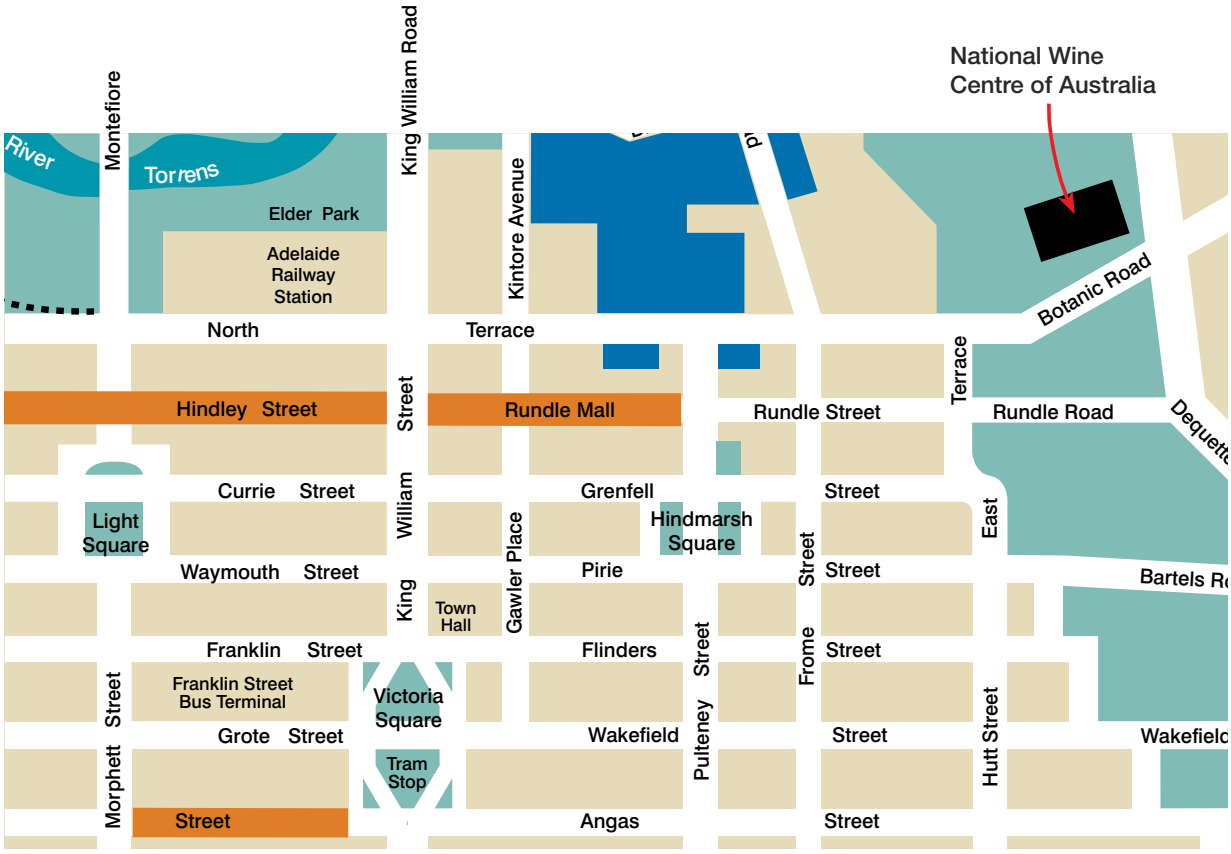
# About the Venue

## The National Wine Centre of Australia

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.



Trans-pacific doctoral success: a collaboration cohort model
Professor Helen Partridge
University of Southern Queensland Queensland University of Technology
2016

MACQUARIE University
WORKSPACES

# 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.

## WI-FI

User Name: NWC | Password: natwine00

## Lunch and Refreshments

Will be served in Hickinbotham Hall and Terrace.

## WINED 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

Participants are asked to ensure that all mobile phones and paging devices 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

## Weather

**April is mid-Autumn in Australia. While the weather can be variable, days are usually mild to warm and evenings cool.**

**The average temperature is in the low to mid 20s, with some rare days in the 30s.**

MIN 12.2° MAX 22.4°

## 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 10 hours.

**First Bay – Hackney Road (1 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

*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

Adelaide Metro Infoline Bus, Train & Tram Timetables
Corner King William and Currie Streets, Tel: 8210 1000

https://www.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.

### Chauffered cars

- Hughes Limousines 8440 0766
- Executive Passenger Service 8353 5233

## BANKING

**Adelaide Bank**
**adelaidebank.com.au**

Phone: 1300 236 344 (7.30am-7.30pm, 7 days)

Opening hours Mon-Fri 9am-5pm, some are open Sat 9am-12pm

**ANZ**
**anz.com**

Phone: 13 13 14 (24/7)

Opening hours Mon-Thurs 9.30am-4pm; Fri 9.30am-5pm; some branches open on weekends

**Bank SA**
**banksa.com.au**

Phone: 13 13 76 (24/7)

Opening hours Mon-Thurs 9.30am-4pm, Fri 9.30am-5pm

**Bendigo Bank**
**bendigobank.com.au**

Phone: 1300 236 344 (7.30am-7.30pm, 24/7)

Opening hours Weekdays 9am-5pm, Saturdays 9am-noon

**Commonwealth Bank**
**commbank.com.au**

Phone: 13 22 21 (24/7)

Opening hours Mon-Thurs 9.30am-4pm, Fri 9.30am-5pm; some branches open on weekends

**National Australia Bank**
**nab.com.au**

Phone: 13 22 65 (Mon-Fri 7.30am-6.30pm, Sat-Sun 8.30am-5.30pm)

Opening hours Mon-Thurs 9.30am-4pm, Fri. 9.30am-5pm, some branches open weekends

**People's Choice Credit Union**
**peopleschoicecu.com.au**

Phone: 13 11 82 (Weekdays 8am-8pm, Saturday 8.30am-4.30pm, CST)

Opening hours Weekdays 9am-5pm, some branches open weekends

**Westpac Banking**
**westpac.com.au**

Phone: 13 20 32

Opening hours Mon-Thurs 9.30am-4pm, Fri 9.30am-5pm, some branches open on weekends

## CURRENCY EXCHANGE

You can change your money into Australian dollars at some bank branches and the following business:

**Currency Exchange Service**
1300 658 026, 19 Rundle Mall

Monday to Thursday: 9.00 am to 7.00 pm; Friday 9.00 am to 9.00 pm; Saturday: 9.00 am to 5.00 pm; Sunday: 11.00 am to 3.00 pm; closed on public holidays

### Post Office

- GPO 141 King William Street
- University of Adelaide, North Terrace Campus

### Pharmacy

- National Pharmacies Gawler Place, Adelaide
- Terry White, Rundle Mall

# SOCIAL EVENTS

## THE SOCIAL SIDE OF QPR

### TUESDAY 17TH

**When:** 6:00pm onwards

**Where:** Hickinbotham Hall & Terrace, National wine Centre

**Bookings:** Delegates to contact venues personally

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.

We have listened to feedback from previous years and hope this $40 per person event in a fun relaxed dinner environment gives you a night to remember!

### WEDNESDAY 18TH

**When:** 6:00pm onwards

**Where:** Adelaide CBD - Adelaide

**Bookings:** Delegates to contact venues personally

Adelaide is renowned for its food & wine scene, and this year you are lucky enough to be here during an event designed to showcase some of the best in the State. Tasting Australia is a journey of South Australia's produce where foodies come to discover what is new on the menu. Be it a collaboration among world-class chefs, an inimitable tasting of beer, wine or spirits, or an evening soaking up the charred flavours and aromas of Town Square, Tasting Australia is unique and moreish food and beverage experiences.

See their website **tastingaustralia.com.au/event-calendar** for a full list of events, a perfect way to spend time with fellow delegates in our beautiful city.

We have a selection of great Adelaide venues just waiting for you to visit. 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.

- Botanic Hotel
- The Howling Owl
- Mothervine
- The Exeter Hotel
- EST. Pizzeria
- Lemongrass (Thai)
- Eros Kafe (Greek)
- Nola
- Rhino Room Comedy Club
- Mr Goodbar
- The Austral
- Golden Boy (Thai)
- Max Brenner Chocolate Cafe
- Bistro Blackwood

# PERFORMERS

## ANDY SALVANOS

Composer. Performer. Recording artist.

From city streets to stages and soundtracks, Andy Salvanos is internationally recognised for his unique voice on the Chapman Stick. Born in Sweden with Greek-Russian-Irish heritage, Salvanos is a seasoned world traveller who spent a decade in Los Angeles as a session bassist, before settling in Australia. He is now a highly respected solo performer at events such as The Adelaide International Guitar Festival and The National Folk Festival.

With 6 original albums to his credit, including his latest release "Transform", Salvanos' music continues to evolve and find new listeners, showcasing an accessible, lyrical and often cinematic style which defies categorisation.

## OSCAR ASBANU

I am from Timor Island. I started playing Didgeridoo about 10 years ago after my son introduced it to my family.

The story begins in Australia with the Yidaki. The Yidaki, also known as the didgeridoo, is the traditional instrument of the Yolngu people in Arnhem Land, in Australia's Northern Territory. It is an important part of their ceremony, story-telling and healing. I recognize and pay tribute towards the Indigenous Australians who are the traditional owners of the Yidaki and the land where they live.

The Yidaki is joined by a synthesis of elements of percussion from around the world, including Middle Eastern, African, Indian and South American beats. The drone of the Yidaki and the rhythmic drive of the percussion create intense, emotional images expressing happiness, joy and grief.

The rhythms I play tell the stories of journeys across seas and lands, of languages and dance and music and culture. These are the rhythms of percussion from different tribes and people across the world.

## RAZED IN FLAMES

Come and be inspired by the incredible Fire Performers at Razed in Flames. Having dedicated years to learning the arts, our performers will enchant and amaze you with their impeccable skill, beautiful attire, in a high impact show.

# Keynote Speakers

## DR ALAN FINKEL AO, CHIEF SCIENTIST

Dr Finkel commenced as Australia's Chief Scientist on 25 January 2016. He is the eighth person to hold this post and, prior to taking it up, he was the eighth Chancellor of Monash University and also eighth President of the Australian Academy of Technology and Engineering (ATSE).

Since commencing as Chief Scientist, Dr Finkel has led a number of national reviews, including serving as the Chair of the Review into the National Electricity Market ("Finkel Review") and the 2016 National Research Infrastructure Roadmap. He is leading the STEM Industry Partnership Forum for COAG Education Council, and he serves as the Deputy Chair of Innovation and Science Australia.

Dr Finkel has an extensive science background as an entrepreneur, engineer, neuroscientist and educator. He was awarded his PhD in electrical engineering from Monash University and worked as a postdoctoral research fellow in neuroscience at the Australian National University.

In 1983 he founded Axon Instruments, a California-based, ASX-listed company that made precision scientific instruments used at pharmaceutical companies and universities for the discovery of new medicines. After Axon was sold in 2004, Dr Finkel became a director of the acquiring company, NASDAQ-listed Molecular Devices.

In 2006, he focused his career in Australia and undertook a wide range of activities. He led the amalgamation that formed the Florey Neuroscience Institutes; he became Chair of the Australian Centre of Excellence for All-Sky Astrophysics (CAASTRO) and was a director of the ASX-listed diagnostics company Cogstate Limited. He was Executive Chair of the educational software company Stile Education, Chair of Manhattan Investment Group, Chief Technology Officer of Better Place Australia and Chair of Speedpanel Australia.

Dr Finkel was the 2016 Victorian of the Year and the recipient of the Mountbatten Medal (UK). A winner of the Clunies Ross Award for facilitating international neuroscience research, Dr Finkel is committed to science education. He co-founded Cosmos Magazine, which in addition to magazine publishing operates a secondary schools science education program. At ATSE, he led the development and implementation of the STELR program for secondary school science, which has been adopted in more than 600 Australian schools. As Chief Scientist he has led the development of the STARportal information web site for extracurricular STEM activities.

Dr Finkel also established the Australian Course in Advanced Neuroscience to train early career neuroscientists.

## PROFESSOR GINA WISKER

Professor Gina Wisker is Head of the University of Brighton's Centre for Learning & Teaching and also Professor of Higher Education & Contemporary Literature. She teaches and researches in learning, teaching, postgraduate study and supervision. Her publications include *The Postgraduate Research Handbook* (2001, 2008) *The Good Supervisor* (2005, 2012,), *The Undergraduate Research Handbook* (2007, 2018) and *Getting Published* (2015). Gina has supervised over 30 PhDs to completion and examined 38 in the UK, Australia, New Zealand, South Africa and India. She is a visiting professor/ fellow at the University of the Free State and the University of Johannesburg, South Africa and at the university of Southern Queensland, Australia. Gina provides consultancy in these and other universities in Africa and Australasia, and (historically) in the West Indies and runs workshops and courses for both academic staff and postgraduates which address postgraduate supervision, and academic writing for doctoral completion and publication. These are delivered internationally and also in the UK where she is an Oxford Centre for Staff and Learning Development consultant, and a member of the Institute for Continuing Education at the University of Cambridge. For several years Gina contributed as a guest to the state of the art postgraduate supervision course at the University of Gothenburg in Sweden.

Gina teaches, researches and publishes in the areas of Twentieth-century women's writing, postcolonial, Gothic & popular fictions where her publications include *Key Concepts in Postcolonial Writing* (2007) *Horror* (2005), *Margaret Atwood, an Introduction to Critical Views of Her Fiction* (2012) *Contemporary Women's Gothic Fiction* (2016). Gina chaired the Heads of Education Development Group, and SEDA Scholarship &Research committee, was chair of the Contemporary Women's Writing association and edits the SEDA journal *Innovations in Education and Teaching International*, and dark fantasy online journal Dissections and poetry magazine *Spokes*. Gina is an HEA Principal Fellow, National Teaching Fellow, Senior Fellow of SEDA, Fellow of the English Association and of the Royal Society of Arts.

## DR GILLIAN ROBINSON

Gillian Robinson is Reader Emerita at Anglia Ruskin University where she was Director of Research Degrees and Coordinator of an International Ph.D. Programme for twelve years. Her research interests are in doctoral learning, issues of cross cultural supervision, the supervision of creative practice-based Ph.Ds, and postgraduate student wellbeing. She is also known internationally for her work in Art and Design Education where continuing research interests and publications are focused around the value of sketchbooks as a tool for developing thinking skills and meta-cognition.

## PROFESSOR BRENDA LEIBOWITZ

Professor Brenda Leibowitz is SARChI (South African Research Chairs Initiative) Chair: Teaching and Learning in Post-School Education and Training and works in the University of Johannesburg's Faculty of Education. Her key role in the university is to support the scholarship of teaching and learning amongst academics. She is presently convenor of the Teaching Advancement at University (TAU) Fellowships Programme and convenor of the South African Universities Learning and Teaching (SAULT) Forum. She is principal researcher (South Africa) for the ESRC/NRF funded project entitled South African Rurality in Higher Education (SARiHE). She holds a PhD in Education from the University of Sheffield. Her research interests include the scholarship of teaching and learning, social justice, practice based approaches to learning and professional learning.

# PLENARY SPEAKER

## DR HUGH KEARNS

Hugh Kearns is recognised internationally as a public speaker, educator and researcher. He regularly lectures at universities across the world and has recently returned from lecture tours of the UK and the US which included lectures at Oxford, Cambridge, Harvard, Berkeley and Stanford.

His areas of expertise include self-management, positive psychology, work-life balance, learning and creativity. He draws on over twenty five years of experience as a leading training and development professional within the corporate, financial, education and health sectors in Ireland, Scotland, North America, New Zealand and Australia. He has coached individuals, teams and executives in a wide range of organisations in the public and private sectors.

Hugh lectures and researches at Flinders University, Adelaide, Australia. He is widely recognised for his ability to take the latest research in psychology and education and apply it to high-performing people and groups. As a co-author with Maria Gardiner, he has published ten books which are in high demand both in Australia and internationally.

# Timetable: Tuesday 17th

| TIME | HICKINBOTHAM HALL<br>**Stream 1: Oral Defence of a PhD** | EXHIBITION HALL<br>**Stream 2: Employability** | THE GALLERY<br>**Stream 3: Doctoral Writing/ Feedback** | THE VINES<br>**Stream 4: Personal Challenges/ Mental Health Issues in Doctoral Ed** | BROUGHTON<br>**Stream 5: Innovation in the doctoral environment** | FERGUSON<br>**Stream 6: Ethics and Ethical Supervision** |
|---|---|---|---|---|---|---|
| **8.00** | **Registration Open & Coffee on Arrival** | | | | | |
| **8.45** | **Conference Opening: Professor Tanya Monro** Deputy Vice-Chancellor: Research and Innovation, University of South Australia<br>**Welcome to Country, Housekeeping** | | | | | |
| **9.30** | KEYNOTE ADDRESS 1<br>Dr Alan Finkel AO, Chief Scientist *Doctoral education and impact: The Australian perspective* | | | | | |
| **10.15** | **Morning Tea** | | | | | |
| **10.45** | **01 Symposium**<br>Kiley, Marsh and Palmer<br>*Including an oral component in PhD thesis examination: What are the issues to consider?* | **02** Mewburn, Pitt, Grant and Suominen<br>*Desperately seeking MacGyver: Doctoral employability as read in non-academic job adverts asking for advanced research skills (a machine learning study)* | **04** Carter and Laurs<br>*First time doctoral writing feedback: Reflections on the loss of innocence* | **08** Batty, Brien, Ellison and Owens<br>*The invisible work of the doctorate: Human challenges that candidates face and overcome* | **12** McMurray and Peszynsk<br>*Radical innovation in pursuing doctoral research with impact* | **16** MacNeill, Bolt, McPherson, Barrett Barrett, Miller, Ednie-Brown, Sierra and Wilson<br>*An ethical engagement: Ethics training in Higher Degree Research and Professional Codes of Conduct* |
| **11.15** | | **03 Roundtable**<br>Purcell, Ryan and Mantai<br>*Maximising employability for higher degree researchers: Different perspectives to inspire solutions* | **05** Wilmot<br>*Learning to theorise data: Making elusive doctoral writing practices explicit* | **09** Dooley<br>*Mental health in graduate research students - what's the evidence?* | **13** Leeton, Klaebe and Maguire<br>*Innovation in research degrees – The QUT Model* | **17** Steyn<br>*Ethical dilemmas associated with hyper-structured student research projects* |
| **11.45** | | | **06** Picard<br>*A language curriculum design for doctoral education enhancing impact and engagement* | **10** Mackie and Bates<br>*Establishing improvement targets for mental health support for PhD candidates* | **14** Lamb and Diezmann<br>*Cracking the code for RTP funding: Learning from the high achievers* | **18** Holbrook, Dally, Fairbairn and Lovat<br>*Human research ethics treatment in PhD theses* |
| **12.15** | | | **07** Scutt<br>*The monster party: Towards a bestiary of thesis monsters* | **11** Barry<br>*Challenges in doctoral research and psychological distress of candidates* | **15** Arciuli<br>*Facilitating informed decision making by HDR students in their selection of supervisor* | **19** Keane<br>*The importance of ethics: But whose ethics?* |
| **12.45** | **Lunch** | | | | | |

# Timetable: Tuesday 17th

| TIME | EVENT | | | | | |
|---|---|---|---|---|---|---|
| | HICKINBOTHAM HALL **Stream 1: Publication** | EXHIBITION HALL **Stream 2: Digital Research Design** | THE GALLERY **Stream 3: Supervision** | THE VINES **Stream 4: Research Culture/ Environment** | BROUGHTON **Stream 5: Professional development and policy** | FERGUSON **Stream 6: Doctoral Education Theories and Frameworks** |
| **1.45** | **20** Xu and Grant<br>*Doctoral students' experiences of publishing: Pressures, challenges and strategies* | **24 Roundtable** Morais, Mewburn, Kernbach and Ellway<br>*Digital research design* | **26** Joseph, Mendelowitz and Reed<br>*The PhD that almost wasn't: Reflections on candidate and supervisors' learning* | **30** Watson<br>*Building HDR skills, confidence and research culture: The FedUni Annual HDR Research Conference* | **34 Showcase**<br>Swanson and Boreland<br>*Engaging candidates: The impact of government policy on approaches to doctoral education* | **37** Senthil, Carayannopoulos, Napier, Bartimote-Aufflick and Coleman<br>*A predictive model for Higher Degree by Research (HDR) candidatures – Mining enterprise data for actionable insights!* |
| **2.15** | **21** Rule, Frick and Fourie-Malherbe<br>*Mastering the craft of co-authored academic publication: Considering the value of scaffolding and co-writing* | | **27** Keane and Wadee<br>*The unspoken conversations between supervisor and student* | **31** Sobtzick, Grasso and Marsh<br>*TropINTERN – challenges of creating an HDR student internship program for a remote regional university* | **35 Showcase**<br>Haider, Stenstrom and Jones<br>*Exploring career possibilities: creating a culture of career development in doctoral candidates* | **38** Maguire<br>*Graduate research education and professional development training frameworks - A global benchmarking exercise.* |
| **2.45** | **23** Li and Cargill<br>*Fostering a Collaborative Interdisciplinary Publication Skills Education (CIPSE) approach at a Chinese university* | | **28** Fyffe and Robertson<br>*Engaged doctoral supervision and supervisor development in the commons* | **32** Zhang<br>*Doctoral students' engagement in disciplinary dialogues* | **36 Showcase**<br>Barnacle, Cuthbert and Schmidt<br>*The PhD, expertise and work* | **39** Carton, Stenstrom, Harris, Chye, Wellens, Bradshaw, Daley and Dooley<br>*Development of an international, Universitas 21, cross institutional framework, for the enhancement of quality research supervisory practice, engaging qualifiable and quantifiable approaches to identify and support effective impact* |
| **3.15** | | **25** Morais<br>*The Idea Puzzle framework: 21 decisions to focus a research design.* | **29** Davis and Kiley<br>*The ideal supervisor: The candidate's perspective.* | **33** Motala and Vosloo<br>*Enabling supervision in the third space* | | **40** McCulloch<br>*Political sociology and doctoral education: A modest proposal* |
| **3.45** | **Afternoon Tea** | | | | | |

# Timetable: Tuesday 17th

| TIME | EVENT | | | | | |
|---|---|---|---|---|---|---|
| | HICKINBOTHAM HALL **Stream 1: Thesis examination issues** | EXHIBITION HALL **Stream 2: Digital Research capabilities** | THE GALLERY **Stream 3: Thesis Acknowledgement** | THE VINES **Stream 4: Diverse Cohort Needs** | BROUGHTON **Stream 5: Networking and Skills Development** | FERGUSON **Stream 6: Practice-based Doctorates/ Creative Arts** |
| **4.15** | **41** Holbrook, Dally and Lovat<br>*Exploring the end stage of doctoral examination* | **43 Symposium**<br>Jones, Caruso, Zell, Goodwin and Deacon<br>*Graduate research and digital capabilities, let's not get left behind* | **44 Symposium**<br>Manathunga, Guerin, Sato Grant, Kelly, Bitzer and Leshem<br>*The social, epistemological and spatial dimensions of academic engagement in doctoral thesis acknowledgements historically and in the present: a symposium* | **45** Robinson, McMurray and Dobele<br>*Supporting diverse PhD cohorts: An exploratory study* | **48** Tynan and Marsh<br>*Onwards and outwards: Assisting PhD graduates' career aspirations via innovations in JCU's professional development program* | **50** Stevenson<br>*Implications for training the 'becoming' artist–researcher: outcomes of the 'Creative River Journey' doctoral study of six practice-led HDR candidates* |
| **4.45** | **42** Hillman and Wehner<br>*Good governance and agile methodology: Monash's answer to thesis examinations* | | | **46** Loeser<br>*Inter(rupt)ing academic normativities: A work-in-progress project investigating the lived experiences of academics with disabilities in a South Australian public university* | **49 Showcase** Kerr<br>*Embedding transferrable skills development in a higher degree by research training program* | **51** Bendrups<br>*The impact of doctoral education on the professional practice of creative artists* |
| **5.15** | | | | **47** Brodin, Silander, Lindberg, Frick and McKenna<br>*Issues on innovation, societal collaboration, and gender in doctoral education: Their historical appearances and relationships in Sweden and South Africa* | | **52** Mann, Kirkwood and Schmidt<br>*The many faces of impact – how a new Doctor of Professional Practice programme is designed to produce transformational impact* |
| **5.45** | **Close of Formal Program for the Day** | | | | | |
| **6.00** | **Welcome Function on the Terrace** | | | | | |
| **9.30** | **Close** | | | | | |

# Timetable: Wednesday 18th

| TIME | EVENT | | | | |
|---|---|---|---|---|---|
| **8.30** | **Registration Open & Coffee on Arrival** | | | | |
| **9.00** | **Housekeeping, Conference Opening: Professor Robert Saint** Deputy Vice-Chancellor (Research), Flinders University | | | | |
| **9.15** | **Keynote 2: Professor Gina Wisker, Dr Gillian Robinson and Professor Brenda Leibowitz,** ***The purpose and impact of postgraduate knowledge*** | | | | |
| **10.00** | **Morning Tea** | | | | |
| | HICKINBOTHAM HALL<br>**Stream 1: Impact** | EXHIBITION HALL<br>**Stream 2: Supervisor Development** | THE GALLERY<br>**Stream 3: Doctoral Writing/ Literacy Development** | THE VINES<br>**Stream 4: Research Culture/ Academic Environment** | BROUGHTON<br>**Stream 5: Collaboration/ Scholarly Communities** |
| **10.30** | **53** Barnacle, Batty, Cuthbert and Hjorth<br>*PhD Impact: A case-study from the digital industries (Industry/Careers)* | **57 Showcase** Saethre-Mcguirk<br>*Developing a high-quality, on-line, and scalable PhD supervision course* | **61** Thomas<br>*Can a writing self-efficacy survey identify HDR candidates requiring extra writing support?* | **65 Showcase**<br>Johnson, Coleman and Mann<br>*Direct voice: Can more dynamic student engagement in academic governance decision-making positively affect student reporting of their academic environment?* | **69** Gasson and Bruce<br>*Supporting higher degree research collaboration: A reflection* |
| **11.00** | **54** Porter<br>*Reimagining PhD pathways for the 21st century* | **58 Showcase**<br>Ashraf, Childs and Mansfield<br>*The new normal: Shifting the CPD paradigm for Higher Degree Research (HDR) supervision enhancement* | **62** Lamberti<br>*Research literacies development: institutional role-players, perspectives and strategies* | **66 Showcase**<br>Peszynski, Blijlevens, Yapa, Gibson, Duff and McMurray<br>*Transforming KPIs into innovative HDR experiences: A tale of five schools* | **70** Saunders and Kamrowski<br>*Employment outcomes and career satisfaction of Australian doctoral graduates: A case study* |
| **11.30** | **55** Guerin<br>*Where are they now? Impact of doctoral experience on career trajectories of PhD graduates in Humanities, Arts and Social Sciences* | **59 Showcase**<br>Bjelobaba and Andersson<br>*Supervision in postgraduate education – an online course* | **63** Brennan<br>*Reframing reading as a skill to improve impact and engagement: The transformative experience of reading conceptually difficult texts* | **67 Showcase** Wadee and Keane<br>*Coaching for PhD candidates* | **71** Castello<br>*Post-PhD researchers' writer identity development: Writing experiences and community positioning* |
| **12.00** | **56** Jackson, Kerr and Milos<br>*Mentoring for employability: Interim results of South Australia's lens on measuring the impact of IMNIS on mentees.* | **60 Showcase**<br>Coggiola and Stenstrom<br>*Essentials of Supervision: UNSW hybrid learning approach to developing supervisory practice* | **64** Behrend and Padmanabhan<br>*The impact of supervisors as writing instructors* | **68 Showcase** Haq and Chubb<br>*Exploring interactions between academic value/s and impact and engagement policies in the context of doctoral education in Australia* | **72** Bissaker, Diwadi, Henderson, Kolajo, Kupke, Nawab, Pokhrel, Shearer and Stephenson<br>*The relative nature of success in the doctoral journey and the influence of group supervision on candidates' sense of success* |

# Timetable: Wednesday 18th

| TIME | EVENT | | | | |
|---|---|---|---|---|---|
| **12.30** | **Lunch** | | | | |
| **12.45** | **Poster Viewing - Meet the Poster Authors**<br>**P01** Smit *Visual research methodologies: Hiding in plain sight;* **P02** Willison *The Researcher Skill Development framework (RSD7) ten years on*<br>**P03** Parkin *A fluvial meditation on the sympathies between coursework, dissertation and practice in the professional doctorate*<br>**P04** Saethre-Mcguirk *Teaching for competency for quality in schools: In-practice methods for on-line, in-service teacher continuing education in digital competencies and digital art Education* | | | | |
| | HICKINBOTHAM HALL<br>**Stream 1: Generic Skills Development** | EXHIBITION HALL<br>**Stream 2: Collaboration and Connection** | THE GALLERY<br>**Stream 3: The doctorate and the i\nstitution** | THE VINES<br>**Stream 4: Engagement/ Research Passion** | BROUGHTON<br>**Stream 5: Technology and tools** |
| **1.30** | **73 Showcase** Kett, Byrnes and Lopez<br>*Monash Doctoral Program: Embedding Professional Development in the PhD* | **77** Rolf and Palmer<br>*Patterns of collaboration in higher degrees by research* | **80** Schneijderberg and Dollinger<br>*Analytical framework for researching doctoral education: A comparison of the Australian, German and US models* | **84 Roundtable**<br>Willison and Picard<br>*Researcher Skill Development framework (RSD7): 'What about passion?* | **86 Showcase**<br>Stokes, Keegan, Brown and James<br>*Digital support for doctoral researchers, its value today?* |
| **2.00** | **74 Showcase**<br>Vosloo, Louw and Meyer<br>*Various perspectives of the development of an electronic monitoring system* | **78** Khoo<br>*Researchers and social media literacy: Not just about your lunch* | **81** Olson and Grønhaug<br>*Reflections on PhDs – before, during and after education.* | | **87 Showcase**<br>Parkin, Wadham, Hall and White<br>*The scholarly self in motion: A collaborative self-study at the intersection of doctoral education and the eportfolio* |
| **2.30** | **75 Showcase** Barry, Woods, Nowak, Ahuja, Townsend & Baldock<br>*Incorporating generic skills in to a Graduate Certificate of Research to support research degree candidates – experiences and future directions* | **79** Tan and Adeel<br>*Creating a scholarly community: Transforming the doctoral experience through peer mentoring* | **82** Vosloo, Lamberti, Pretorius and Keane<br>*Institutional supervisory capacity* | | **88 Showcase** Rowland<br>*Digital Higher Degree Research (HDR) scholarly support and community building* |
| **3.00** | **76 Showcase** Ibo<br>*How Chemistry PhD supervisors in Australia prepare their students for employment* | | **83** Luca, Scutt, Mohammedali, Brand, Forbes, Kazoun and Hawkins<br>*The Principal Supervisor Accreditation Program (PSAP): Building and exporting supervision capacity-building for doctoral education* | **85 Showcase** Lum and Mowbray<br>*Engagement rings: Using social learning opportunities to stimulate deeper engagement in the doctoral enterprise* | **89 Showcase** Morais and Brailsford<br>*Usability testing and research software: The case of the University of Auckland and the Idea Puzzle® software.* |
| **3.30** | **Afternoon Tea** | | | | |

# Timetable: Wednesday 18th

| TIME | EVENT | | | | |
|---|---|---|---|---|---|
| | HICKINBOTHAM HALL<br>**Stream 1: Transferable skills** | EXHIBITION HALL<br>**Stream 2: Quality in Postgraduate Research** | THE GALLERY<br>**Stream 3: Student Experience** | THE VINES<br>**Stream 4: Professional development and employability** | BROUGHTON<br>**Stream 5: Part-time PhDs** |
| **4.00** | **90** Mewburn, Trembath, Bui, Zhang and Firth-Smith<br>*Do transferable skills programs really add value?* | **92 Quality in doctoral education SIG**<br>Palmer<br>*Quality assurance in postgraduate research: Basic questions and conversations* | **93 Showcase** Alhumaid<br>*Spotlight on some challenges and expectations faced and discussed by international higher degree students* | **95 Showcase**<br>Fakunle, Alla-Menash, Dollinger and Izard<br>*A two-stage comparative study of doctoral researchers' motivation for, engagement with and perceptions of international networking for personal and professional development* | **97** Cronshaw, Stokes and McCulloch<br>*On the periphery: The experience of part-time PhD students who are also working mothers and the role of online Communities of Practice* |
| **4.30** | **91** Johnson and Weaver<br>*All skills that I learn are useful* | | **94 Showcase** Ma<br>*Writing for doctoral success in one's second language: Student engagement with institutional requirements and resources* | **96 Showcase** Milos<br>*Measuring the impact of research and employability skills training for HDR students: What is the best way?* | **98** Massyn<br>*Engaging doctoral students to stay on track: A part-time doctoral student's perspective* |
| **5.00** | **SIG: Doctoral Writing** | **SIG: Research Degree Supervision (Inaugural meeting)** | **SIG: English as an Additional Language or Dialect (EALD)** | **SIG: Developing Doctoral Students' Teaching Capabilities** | |
| **6.00** | **Close** | | | | |

# Timetable: Thursday 19th

| TIME | EVENT | | | | |
|---|---|---|---|---|---|
| **8.30** | **Registration Open & Coffee on Arrival** | | | | |
| **9.00** | **Housekeeping; Conference Opening: Professor Mike Brooks** Deputy Vice-Chancellor (Research), University of Adelaide | | | | |
| **9.15** | **Mini Plenary: Dr Hugh Kearns** *Enabling mental health for research degree students (20 minutes)*<br>**Announcements of researcher education networking events, activities and publications** | | | | |
| **10.00** | **Morning Tea** | | | | |
| | HICKINBOTHAM HALL<br>**Stream 1: Innovation in Doctoral Education** | EXHIBITION HALL<br>**Stream 2: Intercultural Supervision and Indigenous Knowledges** | THE GALLERY<br>**Stream 3: Doctoral Writing and Communication** | THE VINES<br>**Stream 4: ICT in doctoral research processes** | BROUGHTON<br>**Stream 5: Student Experience and Autonomy Development** |
| **10.30** | **99 Roundtable**<br>Barrie, Peseta, Fyffe, Mantai and Kiley<br>*What might curriculum do now for the future of Australian doctoral education? New engagements and encounters of possibility* | **100** Dollinger<br>*Investigation into the specific issues and costs of international doctoral students in Australia* | **104** Copeman and Hinton<br>*The Three Minute Thesis slide – What impact does it have, and how can that impact be augmented?* | **107 Showcase** Sim<br>*ICT Use in the Doctoral Research Process: Whose Call?* | **111** Willison<br>*Extent of autonomy in the Researcher Skill Development framework (RSD7): A cyclotron path towards impact* |
| **11.00** | | **101** Trimmer, Hoven and Keskitalo<br>*Indigenous postgraduate education: Intercultural perspectives* | **105** Marsen<br>*Making sense of style in academic writing in research contexts* | **108 Showcase** Hatch and Deacon<br>*Carrot and Stick: Using technology within the annual review process to increase on-time completions.* | **112** Jones<br>*Conceptualising the PhD. The students' perspective* |
| **11.30** | | **102** Riley and Rayner<br>*Creating a Framework for Researcher Development @ Massey University* | **106** Guerin, Carter and Aitchison<br>*Building impact and engagement online: Blogging about doctoral writing* | **109 Showcase** Walker and Ferguson<br>*Moving to a candidate-driven program* | **113** Nyman<br>*Work-life balance among doctoral students in health and life sciences* |
| **12.00** | | **103** Manathunga, Bunda, Qi and Singh<br>*Engaging with Southern, Eastern and Indigenous knowledges in supervision: Time-mapping* | | **110** Davis<br>*The Research Nexus connecting the inside of the university with the outside world.* | **114** Cunningham and O'Reilly<br>*An attempt to measure research student engagement: Development of an Irish Survey of Student Engagement for HDR Candidates* |
| **12.30** | **Wrap up and conference close** | | | | |
| **1.00** | **Lunch and wine networking farewell on the Terrace, Music by Emily Davis** | | | | |

TUES HICKINBOTHAM HALL KEYNOTE

# Doctoral education and impact: The Australian perspective

**Dr Alan Finkel AO, Chief Scientist**

Australia awarded its first PhD in 1948. Seventy years on, there are more than 65,000 PhD students in Australia – double the total student body, undergraduate and postgraduate, in the year of that first award. There are more roads into, and leading from, an Australian PhD than ever before. The prestige endures. The pressures have intensified. The potential is immense.

What will this cohort of scholars bring to the practice of research, from all the diverse backgrounds they represent? What will they take from their training, into the many careers they will look to pursue? What skills will they require to be leaders in science and society – and where might their leadership take Australia?

Australia's Chief Scientist Dr Alan Finkel reflects on the qualities of the twenty-first century scientist, and the opportunities of a new generation.

## NOTES

# Including an oral component in PhD thesis examination: What are the issues to consider?

**Margaret Kiley** The Australian National University, **Helene Marsh** James Cook University, **Nigel Palmer** The Australian National University

Traditionally, Australian universities (other than the ANU in its early days) have not included an oral component as a standard and required component of the PhD examination process. However, this situation is changing. Several universities have commenced, or are considering the implementation of some form of oral examination component as a requirement for candidates completing their PhD. Research suggests that there are many issues that need to be considered if such a practice is to be implemented.

The objective of this roundtable discussion is to work through these issues in a structured way.

**Overview of international practices related to thesis examination and the role of an oral component.**

Following a brief presentation participants will be invited to provide outlines of their own experiences of either having been examined with an oral component and/or being an examiner at an institution where an oral component is standard practice.

**Purposes of an oral component**

Again, following a brief presentation on the relevant research participants will be invited to discuss the various purposes as of an oral component and using a structured approach the group will be invited to prioritise the purposes.

**Challenges to an oral component**

During this section of the roundtable various purposes for having an oral examination will be challenged and discusssed.

**Issues to be addressed if an oral component is to be introduced**

Participants will then discuss a list of 20+ issues that have been identified from the literature and from practice that would need to be addressed if an institution were to introduce a compulsory oral component in the PhD examination process. These issues include: administrative, educational, social, organisational, and quality assurance processes.

For some issues there will likely be consensus about a way forward and for others it is anticipated that there will be considerable divergence.

## Keywords:

PhD examination; orals; assessment; quality

## NOTES

# Desperately seeking MacGyver: Doctoral employability as read in non-academic job adverts asking for advanced research skills (a machine learning study)

**Inger Mewburn** The Australian National University; **Rachael Pitt** The University of Queensland; **Will J Grant** The Australian National University; **Hanna Souminen** The Australian National University, University of Turku

Over half of Australian PhD graduates do not commence an academic appointment on completion of their doctoral studies. There is increasing pressure from government – and parts of industry – to change the doctorate to promote a more 'work ready' research workforce, but little empirical research to ground this work. How to prepare PhD graduates for a wide range of possible career outcomes is a challenge for both educators and policy makers and has been the subject of increasing attention throughout the last decade (see for example League of European Research Universities, 2010; The Allen Consulting Group, 2010; McGagh et al., 2016). This push gathers persuasive force when put in relation to the fact that doctoral candidates and graduates themselves identify gaps in their training, or report that their doctorate was not closely aligned to their subsequent work (Edwards et al., 2009; Edwards et al., 2011). Rapid changes in technology are another factor in the argument for change, with research on job advertisements showing a clear and pressing need for more graduates with high level skills in the production and manipulation of data (Burning Glass, 2017). If the PhD is to prepare graduates for diverse workplaces, what skills, characteristics, and attributes are most desirable to develop? While a growing number of government reports and studies list desirable non-academic graduate attributes, these are largely anecdotal accounts based on discussions with employers. This paper builds on the methodology and results of a previous study by Pitt and Mewburn (2013; 2016) that examined academic job ad texts to gauge what academic employers were looking for in early career academics. This analysis was useful in revealing the applicability of tools like the Vitae RDF to curriculum development work aimed at aligning the PhD with contemporary expectations of academic workplaces. One of the challenges in turning this approach to non-academic job ads was locating a valid sample set of advertisements to code. On the whole, Australian employers are not cognisant of the skills and capabilities of PhD graduates, so they do not tend to use 'PhD' as a keyword. A large number of jobs that PhD students could potentially do are therefore effectively 'hidden' because employers do not write their ads in a way that specifically invite PhD graduates to apply. With the help of a machine learning natural language processing algorithm that can 'read' job advertisements and sort them according to research skills intensity, we produced a preliminary mapping of the extent of demand for PhD graduates in the Australian workforce (Mewburn et al. 2016; Mewburn et al., 2017). This paper reports on a deeper examination of the high research intensity jobs located in the process of training the machine and comparing the results to the Vitae Researcher Development Framework. This analysis is offered as an extension and supplement to our existing models of research training to accommodate a wider diversity of employment outcomes.

## Keywords:

doctoral employability; non-academic careers; doctoral pedagogy; machine learning; natural language processing

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## NOTES

# Maximising employability for higher degree researchers: Different perspectives to inspire solutions

**Sally Purcell** Macquarie University; **Sarah Ryan** The University of Wollongong; **Lilia Mantai** Macquarie University

Up until recently, the support given to HDR candidates in relation to their employability and career development has been limited and, when available, has often been on an ad hoc basis. With the substantial increase in the number of Higher Degree Research (HDR) candidates worldwide, combined with the corresponding narrowing of opportunities for academic career paths,

universities have recognised the need to furnish specialised career development and employability support for this cohort. HDR students' search for rewarding work and a secure future, the need for support with job applications and job search strategy, whatever the target sector stands in conflict with the commitment of time, focus on research, uncertainty about their career future and academic culture. These are some barriers to engaging with career development and employability initiatives. A growing interest in HDR career development and employability offers opportunities for innovation. During this round table we will outline different approaches and pedagogies we and others have used to support HDR career development and employability. We will discuss the specific and diverse needs of the HDR cohort, models of delivery, our successes and failures outlining plans, for the future. Some traditional support models include add-on workshops and seminars, industry placements, and teaching focused PhD programs. In this roundtable we aim to explore creative and innovative ways of supporting employability of HDR graduates across Australia. These may include student-led initiatives, individualised development action plans, career development strategies, supervisor training, etc. The roundtable will include hands-on workshop activities to stimulate discussion and draw out ideas from the group which will ideally, represent the different perspectives of students, supervisors and support staff. The roundtable will endeavour to build upon current practices, unearth potential areas for collaboration and inspire solutions to the problems facing each group in relation to maximising HDR employability and career development. A list of resources and ideas will be shared and circulated to the group as a tangible outcome of the roundtable with the potential to establish an SIG aiming to take a national approach to the issues surrounding HDR employability & career development.

## Keywords:

PhD employability; career development; collaboration; PhD graduate outcomes; PhD support & development

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## NOTES

# First time doctoral writing feedback: Reflections on the loss of innocence

**Susan Carter** The University of Auckland**; Deborah Laurs** Victoria University of Wellington

This paper presents data from doctoral students [n80] asked to describe how they felt the first time that they submitted writing to their supervisor and received feedback. Their accounts captured the intensity of emotions, and the severity of this initiation for students. We are intrigued that our data allows us to add writing exchange to other significant 'first-time' life experiences. Is it really that discombobulating? It seems so. In a large public research university in New Zealand that at the time of the study had approximately 2,500 doctoral students, of whom 80 responded to our survey, the institution requires candidates to produce a 'substantial piece of writing' in their first year. They must do this for full registration, so managing the writing project is a significant part of first year supervision. This means that supervisors must get students writing early, probably while they are still a little unsure of methods and theory, scope and data source…and, it seems, what is expected of writing at the doctoral level.

We found a surprising naiveté about what feedback might entail, and a raw sensitivity towards critical feedback. Candidates seemed unaware of academic culture, where rigour is considered helpful. They were often frustrated by not knowing how polished writing needed to be, or what supervisors would do with their work. That was often disillusioning, with complaints of overwhelmingly much feedback, and underwhelmingly little. Emotional swings were common, from optimism on submission to despair when feedback was given, or visa versa. And they were aware that the first time exchange was an initiation, like a first date, an exchange where you wanted to put on a promising awareness. Our findings are framed within conceptual crossing theories that have been established in regard to doctoral learning. The data show depths of emotion confirming other literature investigating the experiences of doctoral writing support, and adding focus on the particular instance, that liminal first time exchange of writing a feedback. It is most usually a powerful jolt to students' expectations and identity. Findings are coded thematically, and themes are discussed in the light of threshold concept theory.

In addition, some doctoral students gave excellent advice about feedback exchanges. Our paper provides research-based evidence that supervisors should take care to establish expectations before the first writing feedback, aware that the exchange entails a loss of innocence. It includes suggestions for good practice, some of which emerge from the prose comments within the data itself. Other advice comes from analysis of data that shows areas of student ignorance is common; supervisors who are aware of this common trend can then make a point of clarifying things carefully before that.

## Keywords:

doctoral writing; supervision; doctoral identity transformation; first time experience

## Notes

# Theorising data in doctoral writing: What does this look like, and how can we teach it more effectively?

**Kirstin Wilmot** The University of Sydney

Doctoral writing is an elusive research practice. Given their size, individuality and disciplinary complexity, analysing doctoral dissertations is a complex task – one that makes defining exact rules for students to follow difficult, if not impossible. This is problematic as there is now, more than ever, a need to make covert academic practices explicit as universities across the globe open up access to a greater number, and a more diverse cohort, of students. However, before we can begin to conceptualise how to teach doctoral writing, we first need to gain a better understanding of what it actually involves. This requires an approach that can analyse dissertations in a way that does not conflate surface level descriptions of language features with the more important practices of disciplinary knowledge-building. Many past approaches to academic writing pedagogy have typically adopted a language focus, resulting in a 'knowledge blindness' that misrepresents academic writing as a mere literacy 'skill' that is outside of the disciplinary knowledge base in which the student is located. This 'deficit' understanding obscures the knowledge work involved. Further, common sense understandings of doctoral writing often assume that students will 'acquire' the necessary writing practices during their candidature through immersion in the field alone. This understanding shrouds the fact that doctoral writing is a craft that can be explicitly taught and learned. This is particularly detrimental at the doctoral level, where students are expected to demonstrate a high level of intellectual finesse in writing, yet often have to rely on feedback comprising relatively empty descriptors such as 'sophisticated' and 'nuanced'. This paper illustrates an approach that can solve some of these issues. Drawing on the concept of 'semantic gravity' (the degree to which meaning depends on its context) from Legitimation Code Theory (LCT), the paper shows how the knowledge being enacted through the writing of dissertations can be analysed. To do this, it focuses on one aspect of doctoral writing: analysing data. Specifically, the paper unpacks the process involved in the progression from written accounts of 'raw' data description to fully realized theoretical discussions of data. The analysis focuses on a data chapter from one Australian student's PhD dissertation, and compares a draft version to the final version of the text. The findings of this study demonstrate how, through the drafting process, specific movements in writing – notably, from strongly contextualized to more abstract meanings – are developed over time. By making these movements in writing more explicit, the two texts can be compared and contrasted, highlighting how the student transforms description of raw data to theorised accounts of data. In showcasing the findings of this aspect of doctoral writing, the paper demonstrates how the conceptual tool of semantic gravity from LCT is able to make one aspect of doctoral writing explicit and demonstrable to students and supervisors. It thus reveals how LCT can play a social justice role in making elusive academic practices more explicit at the doctoral level.

## Keywords:

doctoral writing; doctoral education; Legitimation Code Theory; semantic gravity

## NOTES

# A language curriculum design for doctoral education enhancing impact and engagement

**Michelle Picard** The University of Newcastle

How can the impact and engagement of doctoral graduates be maximised? Increasingly, doctoral curriculum design has been seen as a vehicle for achieving these goals. However, doctoral curriculum design has received limited attention in the international literature, chiefly because many in higher education have regarded doctoral education as a form of research rather than a form of teaching. Underlying this perception is an expectation that students should already be effective researchers and research communicators by the time they start their candidature. Frequently, deficit discourses are applied to doctoral student who do not meet these unrealistic expectations (Manathunga & Goozée, 2007) (Manathunga & Goozée, 2007). This is particularly a challenge for doctoral candidates studying in their additional language or dialect and/or international candidates who do not share the linguistic and cultural backgrounds of their supervisors and research group members (Elliot, Baumfield, Reid, & Makara, 2016; Yao & Vital, 2016; Yeoh & Terry, 2013). More recently, the concept of doctoral supervision pedagogies has been explored across diverse disciplines (Bruce et al., 2009; Guerin, Kerr, & Green, 2015; Picard, Warner, & Velautham, 2011; Picard, Wilkinson, & Wirthensohn, 2011). This is clearly a more appropriate approach to doctoral education with the supervisor(s) scaffolding research skills and dispositions towards developing 'competent autonomy' (Manathunga & Goozée, 2007; Picard, Warner, et al., 2011; Picard, Wilkinson, et al., 2011). However, to date, there has been little work on the language and communication aspect of doctoral education and particularly the doctoral curriculum related to language development. Despite the change in emphasis towards supervision pedagogy, research communication and the development of language for research still tend to be relegated to the periphery of doctoral education and stigmatised as the work of academic developers or language editors (Chatterjee Padmanabhan & Rossetto, 2017; Yeoh & Terry, 2013). In this paper, research language development is considered central to the doctoral curriculum where curriculum is broadly defined as "the planned educational experience" (Kern, Thomas, & Hughes, 2010), p.1). First, the paper provides a historical perspective and describes the shifts towards a pedagogical approach to doctoral education. This section details explores changes in the first three of Kliebard's (1989) elements of curriculum: 1) the way in which content and skills taught and what rules govern this 2) who is taught and at which stage, and why; and 3) what should be taught and why. Next, the critical issues related to a doctoral language curriculum are addressed and Kliebard's final element of curriculum, the interrelationships between aspects of the curriculum is explored (Kliebard, 1989). Here, the 'social semiotic' approach towards language curriculum (Mickan, 2012, 2016) is applied to the doctoral education context. Then, the key contributions of this approach are explored in relation to two studies: one on topic selection and the other on intertextuality in doctoral writing. Finally, recommendations for practice and future directions are explored.

## Keywords:

doctoral curriculum; English as an additional language candidates; social semiotic approach

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## NOTES

# The Monster Party: Towards a Bestiary of Thesis Monsters

**Cecily Scutt** Edith Cowan University

When researchers sit down to write, or sometimes even before we sit down, a wild assortment of inner Thesis Monsters – variously threatening, cajoling, silencing, and distracting – can loom up and interrupt the research writing process. What happens if we name them and inhabit them?

This presentation introduces Thundering Professor Perfect, Wild Web Boy, Weepy Sleepy Wendy, The Annihilator, and the deeply disheartening Ava the Politicised Poststructuralist, known to make writers stagger outside and bang their heads gently against the asbestos fence…

Whether we consider identifying and inviting writing monsters as 'cognitive defusion' (Harris, 2006; Hayes et al., 2012), harnessing the power of personification (Bruner, 1986; Shimizu & Johnson, 2004), storytelling and drama as healing (Starhawk, 1990), or simply a festive new way to procrastinate, the Monster Party may help researchers find ways to keep drafting, thinking and creating happily.

This presentation reflects on convening a number of Monster Parties for postgraduate research writers, offers a personal Bestiary of Thesis Monsters, and encourages attendees to begin to name and manage their own inner critics and distractors.

## Keywords:

thesis writing; writing anxiety; cognitive defusion; metaphor; storytelling

## Notes

# The invisible work of the doctorate: Human challenges that candidates face and overcome

**Craig Batty** RMIT University, **Donna Lee Brien & Elizabeth Ellison** Central Queensland University, **Alison Owens** Australian Catholic University

This paper reflects on a recent project that sought to discern how doctoral candidates identity and navigate learning and personal challenges on their journey to becoming researchers. The project, which included a two-day workshop with 18 candidates at different stages of their candidatures from different universities across the creative arts and humanities, asked participants to think around, and beyond, the research project itself, and to reflect on personal and cognitive hurdles that they either currently face or were able to overcome. With a focus on human dimensions, such as relationships, resilience, personalities and emotions, the findings of this workshop point to a great deal of 'invisible' work that underscores the doctorate, which can have a major influence on the project undertaken and the candidates' progress and satisfaction with their learning journey. This reveals a great deal about not only the fabric of the candidate as embryonic and emergent researcher, but perhaps more importantly, how universities might address such challenges through research education provision and supervisor training. In this paper, then, we outline some of the key themes that have emerged from this project with a particular focus on the human dimension of the doctoral journey, the often obscured challenges that many candidates face. Using these identified themes and candidate stories, we suggest how, through research training initiatives beyond those focusing on research practices and processes, the invisible might be made more visible.

## Keywords:

doctoral journey; research education; research development; personal challenges; experiential learning

## NOTES

# Mental health in graduate research students - what's the evidence?

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University students are at high risk of mental health disorders and severe psychological distress. They experience these problems at higher rates than other young people their age in the population. Some research suggests high rates of distress among doctoral candidates.This paper focuses on the differences between undergraduate and graduate research students in terms of risk and protective factors with regard to their mental health. Quantitative data are drawn from a large university sample of students in Ireland (N>8,000). The majority of the sample was drawn from undergraduates (n=6,000) with a small sample of graduate research candidates (n=133). Graduate research students were more likely to be married/living with a partner and older. Findings suggest that the mental health of graduate research students is not statistically significantly different from undergraduates across a range of risk factors: stress, depression, anxiety using the standadised Depression, Anxiety and Stress Scale (DASS). Within the sample of graduate research students 27% were observed to have moderate to severe anxiety compared to 30% of undergraduates and 23% moderate to severe depression with 28% of undergraduates in the moderate to severe range. Graduate research students were more likely to have seen a mental health professional and report higher financial stress, with 20% of the sample reporting high levels of financial distress. Graduate research students reported higher levels of protective factors for example optimism, self-esteem, better coping strategies and fewer alcohol problems. Graduate research students were more likely to report talking to someone about their problems (76% versus 61% of undergraduates); a key indicator of well-being. Top reported stressors by graduate research included the PhD, finances, family and work. Taking the data overall it can be observed that the mental health of graduate research students is not observed to be poorer than undergraduates, however graduate research students report higher positive factors, which may be linked to being older. It is important that universities and their support services consider all cohorts in service planning and future research should consider the qualitative experience of mental difficulties within these cohorts.

## Keywords:

graduate research students; mental health; risk and protective factors; top stressors

## Notes

# Establishing improvement targets for mental health support for PhD candidates

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Recent reports have documented increasing demand for mental health support services in higher education (KPMG, 2015) and a large European study recently demonstrated that as many as 32% of PhD candidates investigated were 'at risk of having or developing a common psychiatric disorder' (Levecque et al., 2017). The study also reported that PhD candidates were more likely to be at risk of developing mental health problems than undergraduate students when age was taken into account. In another survey, over 40% of postgraduate students reported 'symptoms of depression, emotion or stress-related problems, or high levels of stress' (Guthrie et al., 2017). In general, universities' responses to mental health issues have been shaped by government policies of equality and fair access to education based on legislated health charters; in Australia these culminated in the Disability Standards of Education Act, 2005. More recently, concerns around mental health have also been linked to business factors related to attraction and retention of students (Williams et al., 2015). In the case of PhD candidates, studies have gone on to cite repercussions around lowering of research productivity, diminishing workforce talent and 'lost economic and social potential' if candidates fail to complete (Hayter et al., 2011, Guthrie et al., 2017). In other words, mental health has been recognised as important for research performance and its promotion has been linked to the economics of the research 'pipeline'. This paper considers the implications of this development for quality in doctoral training. A review of the literature on good practice in mental health promotion and support has been undertaken, in preparation for a cross-unit university-wide collaboration to evaluate and improve mental health support for PhD candidates, to be undertaken in 2018. In conducting this review, we asked first what is different about PhD candidates in relation to mental health. We looked into rights, standards and requirements and considered which indicators of quality could be used to evaluate mental health policy, processes, training and service interventions. In particular, we considered how and to what extent improvements in this area could be measured, for program evaluation and other comparisons..

## Keywords:

mental health; wellbeing; PhD support services

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## NOTES

# Challenges in doctoral research and psychological distress of candidates

**Karen May Barry, Megan Woods, Emma Warnecke, Christine Stirling & Angela Martin** University of Tasmania

Psychological distress is known to be prevalent in doctoral degree training. A recent study explored challenges related to candidature, self-reported progress and measures of perceived and actual psychological distress with a convenience sample of 81 doctoral candidates in an Australian university. Using validated survey instruments, participants reported higher levels of depression, anxiety and stress than age-matched general population normative data. Additionally, those who self-reported being behind or exceeding their study schedule had significantly higher scores for depression, anxiety and stress than those who reported they were meeting schedule. The most frequent challenge reported in doctoral study related to development of generic skills, followed by management of self, including motivation. Half of the participants were randomly allocated to an intervention consisting of a daily mindfulness practice for 8 weeks (supported by an audio resource) and half received no intervention. Findings indicate that students allocated to the intervention had a significantly greater decrease in depression, and significant increases in the psychological capital attributes of hope, resilience and self-efficacy.

## Keywords:

wellbeing; mindfulness; psychological distress; study progress

## Notes

# Radical innovation in pursuing doctoral research with impact

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Today's research agenda demands that scholars generate impactful research as we head into a new era of research reporting. Thus, in the pursuit of promoting such research, a large Australian global dual sector university restructured so as to support staff and doctoral research candidates to pursue research with impact. Creating new knowledge is a central tenet of higher education institutions (Finch et al., 2017). This qualitative study is an empirical inquiry that examines real-life phenomenon and events so as to provide a basis for the application of new ideas in the pursuit of research with impact. Following Yin's (1984) framework, this case study undertakes an in-depth investigation and documents evidence of how executive leadership led and implemented radical innovation in organisational restructure initiatives at all levels across the institution. A centrally based project management group was established to manage the data gathering process. Over a one year period, the management group analysed the institution's research records and data. They conducted multiple online surveys, face-to-face interviews, consultations, and focus groups with staff and HDR candidates across all disciples. The results of the data analyses informed the strategies that executive leadership employed to legitimate radical innovation across the entire institution. The result of the large scale data gathering and consultation process led to the institution's restructure which included the dismantling of 5 multi-million dollar research institutes including their staff and doctoral candidate members. Research and innovation ecosystems are important vehicles in generating and harnessing value from complex value propositions (Dattée et al., 2015) such as an organisational architectural restructure. The institutes were replaced with eight discipline based enabling capability platforms (ECPs) which are anchored to collaborative industry relationships. The ability to translate radical innovation capability into innovation performance requires appropriate structures for capabilities to materialize into performance (Grabner et al., 2017). The ECPs were designed to deliver research outputs which have significant economic, social and environmental impact. Such research enhances intellectual climate and addresses significant local, national, regional and global challenges thereby capturing emerging opportunities beyond academic contexts. In addition, a business activator was established so as to enhance the doctoral education experience beyond the traditional academic thesis. The activator engages research candidates with start-up ventures thus promoting the translation of research into entrepreneurial impactful business outcomes. The allocation of the organisation's resources was revisited to recruit and develop talent (Wiblen & Tansley, 2017) with resources being disseminated to fund new initiatives. An international recruitment strategy saw the appointment of eight executive level ECP Directors and support staff so as to nurture and grow HDR research impact and engagement. The radical innovation restructure saw the development and implementation of new policies, processes, practices, networks, grant schemes and funding, scholarships and increased recruitment of HDRs from across the globe. As a result of these initiatives, the institution has seen an increase in their KPIs, category 2-4 income, research income, Scopus non-Scopus ERA-eligible outputs, citations, category 1 grant submissions, HDR enrolments and completions, and HDR research projects with impact. This study contributes to an understanding of how radical innovation strategies are operationalized in the architectural redesign and implementation of organisational change and development so as to enhance research ecosystems promoting HDR impactful research.

## Keywords:

Impact; doctoral education; restructure; radical innovation

## Refrences:

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## NOTES

# Innovation in research degrees – the QUT model

**Lisa Leeton** Queensland University of Technology, **Helen Klaebe** Dean of Research and Research Training, **Paige Maguire** e-Grad School and Course Development Coordinator

In an era of innovation, technology disruption and cross-sectorial engagement there is an emerging national focus in research degrees across the higher education sector towards addressing a complex range of factors – the changing research student demographics; increased competition for research students and funding; national agenda for increasing end-user engagement in research; and federal government reviews of research training.

In response to these factors, QUT has established a new model for research degrees that aims to:

- develop research students as agents of change who will be fully prepared to contribute to the growing knowledge economy;
- embed professional development for research students and supervisors within course structure and design;
- deliver a high level of support to research students through multimodal workshops, events and resources
- provide experiential touchpoints across an individualised learning journey including entrepreneurial, end-user engagement and international mobility touchpoints;
- align with revised government funding and reporting requirements.

We will present the QUT model and its key course elements, the various issues and challenges that were considered during its development and the lessons learned so far.

## Keywords:

higher degree research; employability; end user engagement; professional development

## NOTES

# Cracking the code for RTP funding: Learning from the high achievers

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The Australian Government provides considerable funds to Australian universities under the RTP, but there is a large discrepancy in the distribution of this funding between universities. It is clear that universities that receive more are able to do more, in creating the environment in their universities for their higher degree research candidates that ultimately leads to candidate success and to receiving more funding in subsequent grant rounds. The purpose of the discussion in this paper is to consider the allocation of RTP funding that has provided universities with funds to support their HDR candidates and the strategies implemented as a result of the funding that have contributed to the success of these candidates. This discussion is important because embracing the direction of the Australian government's funding arrangements and for now that means engagement and impact. This direction can be witnessed through various reviews (e.g., McGagh et al, 2016; Watt, 2015) that identify Australia as being ranked last of all the OECD countries with regard to translating public research funding, that includes doctoral research, into collaboration with business end users. To explore this issue we look to several data sources: RTP funding in 2017, ERA results, and university rankings. A content analysis (Yin, 1993) of these data was used to gain a broad brush stroke understanding of the documents. A second pass provided an opportunity for thematic analyses. In this study the themes developed are aligned with the types of supports available to higher degree research students. This process allowed pattern matching (Yin, 1993) to compare the data with the set of research strategies derived from the literature. The results from these analyses allowed selection and review of 2014-2016 Mission-Based Compacts for targeted universities. Results indicate that universities do share their initiatives and their considerable advantage could be shared with universities that traditionally receive limited RTP funding.

## Keywords:

higher degree research; external funding; Research Training Program

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## Notes

# Facilitating informed decision making by HDR students in their selection of supervisor

**Joanne Arciuli** The University of Sydney

This cross-faculty research explores how prospective higher degree students choose a research supervisor. We know that the student-supervisor relationship is critical for success and satisfaction during a students' candidature (e.g., Scaffidi & Bergnaman, 2011). We also know that selecting an appropriate supervisor, one with expertise that directly aligns with a topic of interest, is a critical first step towards embarking on a higher degree. The handful of studies in the area of supervisor selection include an Australian study by Ives and Rowley (2005) and a US study by Zhao, Golde and McCormick (2007). Yet, relatively little is known about how students acquire knowledge and skills regarding supervisor selection. It has been proposed that an index of mentoring ability could be devised and that this would be beneficial for students during initial decision making around supervisor selection (e.g., Barres, 2013). However, a reliable metric of mentoring quality has not come to fruition leaving many students turning to self-teaching methods to become better informed, often relying on the internet for assistance. Using resources available on the internet is certainly one method for students to become better informed about supervisor selection but it is not clear how effectively prospective higher degree students are able to navigate the vast amount of information available. For instance, a Google search using the term "Choosing a PhD supervisor" returns over 600,000 including suggestions such as "Don't be tempted to work with those who are more willing to put themselves out to talk to with you, the folk who can most easily find the time to do that are those who are not doing much research…". Anonymous survey data collected from 265 HDR students from 3 Faculties at The University of Sydney reveals that, on average, 25% of HDR students felt that supervisor selection could have been better supported. Interestingly, even though the vast majority of students reported being satisfied with their primary supervisor they felt that the initial supervisor selection process could have been better supported. I will present data on students' views about possible supports such as provision of a comprehensive written guide by the university, a trial period, an information day, an initial panel meeting, opportunities to contact ex-students, and provision of student testimonials, among other options. I will also present data disaggregated by participant characteristics such stage of candidature (early, middle, late). When asked to provide any other comments at the end of the survey responses indicated support for this kind of research (e.g., "I don't think enough importance is placed on the importance of this [supervisor selection] decision"). These comments and other qualitative data will also be presented. Overall, the results of this research suggest that actively equipping prospective students with the knowledge and skills required to make important decisions about their higher degree would be valuable. Where confirmation of supervisor is required prior to enrolment, equipping students with such knowledge and skills could be seen as a form of pre-curriculum curriculum. .

## Keywords:

supervisor selection; pre-enrolment decision making; student-supervisor relationship

## References:

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## NOTES

# An ethical engagement: Ethics training in Higher Degree Research and Professional Codes of Conduct

**Kate MacNeill**, **Barbara Bolt**, **Megan McPherson** The University of Melbourne, **Estelle Barrett** Barrett Deakin University, **Sarah Miller** University of Wollongong, **Pia Ednie-Brown** RMIT University, **Marie Sierra** The University of New South Wales, **Carole Wilson** Federation University

This paper presents findings from a two year Office of Learning and Teaching research project that examined issues facing doctoral candidates in the creative arts and design as they sought institutional ethics approval for their research projects. Creative practice and design doctoral researchers in the University whose research involves human subjects are required to observe their University's Code of Conduct for Research and adhere to the guidelines provided by the National Statement on the Ethical Conduct of Research Involving Humans, as are their supervisors and other creative practice academics undertaking research within University settings. The research demonstrated that, while there remains considerable frustration with the ethics process, it does have value for the researchers, in particular for graduate research. From the reports of the supervisors and also the self-reporting of Creative Practice Research graduate researchers, institutional ethics has led to more robust and meta-aware research processes.

However, practicing artists, designers and creative producers working in the community are not similarly constrained; once creative practice PhD graduates leave the university, they are no longer required to gain ethics clearance for their work. They need to call on and use their own developed sense of ethics to make "judgment calls" when issues of an ethical nature arise. Marilys Guillemin and Lynn Gillam refer to the "unanticipated and contingent ethical issues that arise in the process of conducting research in real-world settings" (2004), but these ethical issues also arise for creative practitioners who may no longer be conducting research in the university context, but are undertaking a creative practice in a "real-world setting".

The question that this paper addresses is the degree to which the internal university ethics compliance procedures can in fact prepare RHD graduates with the necessary ethical "know-how" that will enable them to negotiate an ethical art professional practice outside of the University context. In an industry, commercial or community setting, creative practitioners need to be cognisant of professional and governmental codes of conduct or ethics, which may or may not align with the institutional ethics requirements imposed on research in University settings. Equally, research suggests that while professionals may be aware of the existence of codes of conduct in their field, these codes "may or may not positively influence … [their] … judgment (Statler and Oliver 2016: 89, 90).

Drawing on data collected during the research phase of this project, the paper highlights areas in which University ethics training can better prepare graduates for the ethical challenges that they will face beyond the university research setting. We conclude that a robust and nuanced ethics pedagogy can produce doctoral graduates more aware of the values they hold, aware of the relevance of ethics to their research, and more aware of how ethics is relevant to their practices outside of the academy.

## Keywords:

creative practice research; practice led research; ethics; codes of conduct

## References:

Guillemin, M., & Gillam, L., (2004). 'Ethics, reflexivity, and "ethically important moments" in research,' Qualitative Inquiry 10(2): 261–280.

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## NOTES

# Ethical dilemmas associated with hyper-structured student research projects

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The growth in the number of students engaging in research as part of their studies has increased dramatically as post-graduation studies currently seem to be the norm rather than the exception. This increase in student numbers, combined with the need to provide adequate research supervision, has driven the exploration and development of alternative modes of conducting research. One such mode of research is found in what can be called the hyper-structured project. This mode presents as an extreme case, where the research area, as well as the methodology, is specifically defined. Students working on such projects are supported and guided through every step of the research process, with the supervisor making most, if not all, fundamental research decisions on behalf of the students. This mode of working may be embedded in the disposition of the specific supervisor, or it may be institutionalized and endorsed at different levels of authority in the university, or even beyond. Although hyper-structured research projects have been shown to deliver on the institutional requirements of efficiency and throughput, there is a need to critically reflect on these projects to ascertain whether they meet academic and professional requirements. In this paper two examples of hyper-structured projects will be presented, one focusing on qualitative research and the other on quantitative research. The legitimacy of these set research projects will then be analysed from a utilitarian perspective, considering dilemmas that may arise from, but also within, the projects. Several new insights arose from these analyses, and it was found that the level of utility is unevenly distributed among the different stakeholders and that higher level outcomes, such as graduateness and professional preparedness, are not achieved through hyper-structured research projects. Focusing on, and presenting examples of hyper-structured research projects, particularly an example of a qualitative hyper-structured project, combined with a multi-dimensional utility evaluation of these types of projects, contributes to a debate often driven by utilitarianism. It is recommended that the critique expressed in this paper be used to modify structured research projects so as to distribute utility evenly and to enable universities to deliver on their societal higher goal.

## Keywords:

post-graduate; supervision; research projects; research ethics; utilitarianism

## NOTES

# Human research ethics treatment in PhD theses

**Allyson Holbrook, Kerry Dally, Hedy Fairbairn & Terry Lovat** University of Newcastle

Ethical decision-making in research with humans extends beyond the deliberations and decisions connected with initial ethical review procedures. Ethical judgements are essentially situational, hence it is important that novice researchers grow to anticipate, recognise and respond to ethical issues as these arise. There is the expectation that Professional researchers will be knowledgeable about ethics committee requirements (procedural ethics) and be ethically competent in practice. Ethical competence refers to having clinical competence as well as ethical perception, ethical reflection, and ethical practice. In other words, there is a need for those involved with research to be able to astutely identify and critically analyse each situation in order to visualise and demonstrate alternative actions and behaviours when morally required. A salient question under such circumstances is whether ethical understanding and reasoning is adequately cultivated during Higher Degree Research candidature. Recent studies indicate that research environment and supervision are important in developing research student awareness of ethical expectations and practices, but rarely examination.

In one study of PhDs in nursing (Kjellström, Ross, & Fridlund, 2010) found most theses referred to ethics approval and to the issue of informed consent, however, research ethics was inadequately covered and there was little evidence of complexity of reasoning on ethical principles and issues. In recent work (Holbrook et al. 2017) showed that a very small proportion of examiners referred to research ethics in their reports and when they did their comment was mostly positive. Yet the authors were not sure what this indicated. Were students so well versed in ethics that this topic did not require comment, or alternatively was research ethics not something that examiners regarded as important to overall assessment? Given the findings of Kjellström et al. 2010, we were curious to know how research ethics was treated in PhD theses, if there were disciplinary differences and if the type of treatment reflected the level of risk involved in the project.

We identified examined theses 2014-2016 from our own institution that required human ethics approval. Our coding categories captured whether the HREC approval number was noted, if key protocols were appended, where comment about research ethics appeared in the thesis; comment extent and focus. Findings to this point indicate that most applications were low risk and expedited; almost all candidates refer to the fact they obtained HREC approval; comment focus is largely procedural; and candidates typically repeat text from their formal approval documentation with little by way of additional comment or reflection. In relatively few theses (notably those in the high-risk category) was there evidence that ethical considerations were deeply embedded in method and philosophy or reported as arising after initial approvals were obtained. In general, there is a silence about ethics in thesis examination, and little extended attention to human research ethics in theses. We suggest that the lack of specific examination criteria in this space alongside the substantial pre-approval focus on documenting research ethics could be sending the wrong signals to novice researchers about the nature of ethical competence .

## Keywords:

human research ethics; PhD thesis; ethical competence; thesis content

## NOTES

# The importance of ethics: But whose ethics?

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For the postgraduate student, the completion of ethical clearance does not necessarily mean that an ethical research pathway has in fact been cleared. The choice of research topic, participants' level of involvement, research purpose, process, product may still present potential ethical dilemmas, especially in participation research. While we have policies in place, questions remain about whose principles and interests are taken as important. Tensions exist across the concepts of Care, Truth and Justice. Students may be faced with questions around whose values and worldview underpin our approach to research? Drawing on three research projects in Southern Africa, we briefly present examples of problematic ethical issues and argue that ethical protocols are in need of transformation if we are to contribute to decolonisation.

## Keywords:

research ethics; decolonisation; African worldview

## NOTES

# Doctoral students' experiences of publishing: Pressures, challenges and strategies

**Linlin Xu & Barbara Grant** The University of Auckland

Although the practice of "publish or perish" has long been controversial, it still prevails in many academic contexts. In recent decades, the pressure to publish has been filtered down to doctoral education. Marked by regimes of performativity, publishing in peer-reviewed journals during doctoral students' candidature has gradually become a key factor for those students to secure an academic position after graduation. In some regions, publication even becomes a requirement for degree conferment. Despite the increasing publishing pressure that doctoral students face, little research has been done to explore relevant issues. We believe that looking from perspectives of both doctoral students and supervisors on doctoral students' publishing pressures and challenges, as well as their corresponding responses, can create a space of dialogue among different voices and, therefore, offer some insights into this phenomenon. As part of a large comparative study of the experiences of doctoral students in Education among several contexts (China, Cyprus, Ireland, NZ and USA), this study focuses on those students in the Faculty of Education of a NZ research university. Three phases are scheduled for this study by the end of 2017: 1) A short online questionnaire (less than five minutes) will be administered to all 355 doctoral students in the Faculty of Education, to obtain preliminary information of the doctoral students' publishing experiences and to form the basis for a series of one-off semi-structured interviews; 2) One follow-up semi-structured individual interview (30-60 minutes) will be carried out with about 20 doctoral students who filled in the questionnaire, to gain an in-depth understanding of how the students perceive the publishing pressures and challenges, as well as their corresponding responses; 3) Two parallel focus group interviews (two hours) will be conducted, with each one having approximately six supervisors from the Faculty of Education, to explore supervisors' attitudes, roles and pressures when their doctoral students write for publication. The findings and their implications to both the doctoral students and the supervisors will be discussed.

## Keywords:

doctoral publication; publishing pressures; challenges; strategies

## Notes

# Mastering the craft of co-authored academic publication: Considering the value of scaffolding and co-writing

**Peter Rule, Liezel Frick & Magda Fourie-Malherbe** Stellenbosch University

Academic publication has moved from being a peripheral activity to being a central component of postgraduate education. Aitchison and Paré (2012) argue that academic publication requires the development of craftsmanship that is infused with rhetoric, dialogue, participation and collaboration. As such, it requires a pedagogy that is both "interactive and mutually achieved" (Danby & Lee, 2012, p. 7). Yet, whilst universities often encourage academic publication at the postgraduate level, the actual pedagogical work that is necessary for students to write and understand the publication process is often not explicitly developed, recognised and/or rewarded (Aitchison, Kamler & Lee, 2010). In addition, students are often encouraged to publish too early on in the process, which may inhibit their potential for risk-taking and contributing to a scholarly debate (Paré, 2010). Those who wait to publish post-graduation may find it difficult to re-work a whole thesis into an article, as the topics covered, theories and methodologies employed, and references cited may exceed the scope of what is required for a coherent article. In both instances students may end up displaying knowledge without making any substantive contribution to the reigning debates in their field (Paré, 2010). These arguments are of particular relevance to our context – that of a research-intensive university where student publication is actively encouraged, but where the majority of our students are non-residential, working adults who often have to write in their second or third language. They often also first complete a monograph thesis before moving on to publication. After graduation, graduates often do not have the facilities or support to pursue publication in journals. As such, a lot of potentially useful and insightful work never gets published beyond theses. Faced with these challenges, we developed a writing for publication intervention, which we called a Writing Bootcamp. The basis of our intervention was that we would be working with graduates from our respective programmes, who could be located anywhere, and work at any time on their writing over a seven-week period at their own convenience, and would not have to invest anything more than their time, mental commitment and actual writing as first authors to the project. In return, they would receive both online, scaffolded tuition (available anywhere, any time), and the benefit of an experienced co-author (in the form of the person who supervised their thesis work). We involved eight graduates in our initiative, and developed our own material based on existing writing for publication research, which we made available in a scaffolded approach over a seven-week period in the form of weekly PowerPoint Presentations accompanied by audio. In this paper, we take a reflective approach to our own practice as a case study of mastering the craft of academic publication. Our findings triangulate the eventual outcomes of the process with our own critical reflection on our practice, and feedback from the graduates who were involved in the process. Our findings suggest that the craftsmanship of writing for publication can be developed through a systematic and scaffolded approach that does not necessarily need a lot of technical expertise and resources. There are, however, also potential pitfalls in such a process, including the necessary identity shifts from supervisors to co-authors and from students to authors of texts, which we explore in the paper.

## Keywords:

academic publication; scaffolding; co-writing

## NOTES

# Fostering a Collaborative Interdisciplinary Publication Skills Education (CIPSE) approach at a Chinese university

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A recommended approach for developing high quality discipline-specific writing skills in HDR students and early-career researchers involves effective collaboration between language professionals and discipline experts. Nevertheless, it is recognised that such collaborative partnerships have not become commonplace, and that specialists in English for Academic Purposes (EAP) typically have a hard time persuading discipline experts to develop a sustainable interest in such a collaborative relationship. In this paper, we analyse and reflect upon an attempt to do so by one of us, Margaret, a veteran external EAP professional from Australia who has been committed to teaching international publication skills to Chinese scientists over the past 15 years. Her (largely unrealized) aim in a school of sciences at a prestigious Chinese university was to foster a Collaborative Interdisciplinary Publication Skills Education (CIPSE) (Cargill & O'Connor, 2010) approach. The dataset that forms the basis of our study comes from several sources: the PowerPoint slides used by Margaret in talking to supervisors in the school on two occasions, the audio-recording of the second meeting, which included views from two academics who could express themselves in English, group discussions of a class of research students attending a summer course taught by Margaret in the school, and interviews with Margaret conducted by Yongyan. We argue that supervisors' reluctance to commit themselves to collaborating in the nurture of their students' English writing expertise has understandable and regrettable consequences. We further propose ways for local EAP teachers (an emerging population in the Chinese context) to adapt and develop the CIPSE approach in their own institutional contexts.

## Keywords:

EAP practitioners; collaboration with supervisors; developing international publication skills

## Reference:

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## Notes

# Digital research design

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Doctoral research is increasingly global (e.g. Nerad & Heggelund, 2008) and digital (e.g. Carpenter, 2012). As a result, the computer has become a symbol of both isolation and connection (Kelly, 2017). In particular, there has been a proliferation of web-based tools that assist doctoral researchers in the design of a research project (e.g. Maor et al., 2016) either as content providers (e.g. Parente & Ferro, 2016) or collaborative platforms (e.g. Danby & Lee, 2012). The adoption of such tools in higher education institutions can nevertheless be problematic due to conflicting goals (e.g. Mewburn et al., 2014) and multiple dimensions of doctoral curricula (Gonzalez-Ocampo et al., 2015). In this round table we thus aim to address the following research questions: a) How digitalisation enables doctoral researchers to design their research project both individually and collaboratively? and b) How digitalisation disrupts the status quo of higher education institutions?. The round table will be chaired by Inger Mewburn, creator of the famous Thesis Whisperer blog and a global expert in the digital practices of academics. Inger will be joined by three creators of web-based tools for doctoral researchers: Ricardo Morais, creator of the Idea Puzzle software for research design (www.ideapuzzle.com); Sebastian Kernbach, creator of knowledge visualisation toolkits (www.visualcollaborationlab.org); and Benjamin Ellway, creator of research design canvases (www.academic-toolkit.com).

## Keywords:

doctoral research; research design; digitalisation; web-based tools; research training

## NOTES

# The Idea Puzzle framework: 21 decisions to focus a research design

**Ricardo Morais** Universidade Católica Portuguesa

The process of doctoral research is dilemmatic by nature (McGrath, 1981). Rather than a sequence of tasks such as the literature review, data collection, and data analysis (Bryman, 2012), it involves a permanent interplay between theoretical, methodological, and empirical decisions (Brinberg & McGrath, 1985). Such a subtle difference between tasks and decisions may not be apparent to doctoral researchers, especially if they lack previous training in Philosophy of Science (Abrahamson, 2008). The literature review, for instance, may be perceived as a task that requires writing skills rather than a decision on which literature to focus that requires design skills. Such a need for focus, in turn, may explain why almost 50% of North American doctoral researchers fail to complete their PhD in 10 years (CGS, 2007). The key research question of this paper is therefore which decisions are critical to focus a doctoral research project in any field of knowledge. In order to answer such a question, this paper presents an analytical tool based on Philosophy of Science – Idea Puzzle framework – that identifies 21 critical decisions to focus a research project. The Idea Puzzle framework has been tested with 6487 participants in 231 seminars, 71 higher education institutions, and 15 countries since 2007. The participants were doctoral researchers, supervisors, and methodology teachers in any field of knowledge. After each seminar, the participants were asked to answer an online anonymous feedback questionnaire with quantitative and qualitative questions. This paper presents the analysis of the first 1004 filled questionnaires of such a large-scale survey. The main quantitative finding is that the Idea Puzzle framework provides new knowledge to the participants that, on average, they rate 9.5 out of 10. The main qualitative finding is that participants wish to learn more about Philosophy of Science. Such findings suggest that research design in general (Morais, 2010) and Philosophy of Science in particular (Abrahamson, 2008) remain a learning challenge for doctoral researchers and ultimately for those in charge of doctoral curricula (Gonzalez-Ocampo et al., 2015).

## Keywords:

research design; philosophy of science; doctoral curriculum; analytical tool; large-scale survey

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## NOTES

# The PhD that almost wasn't: Reflections on the impact of the PhD quest on candidate and supervisor professional and scholarly identities

**Marion Joseph, Belinda Mendelowitz & Yvonne Reed** University of the Witwatersrand

The title of a chapter in the first author's doctoral thesis is 'The PLC that wasn't'. In this paper we draw primarily on Alistair McCullough's (2013) conceptualisation of the PhD as a quest, and Christine Halse's (2011) reflections on becoming a research supervisor to narrate and reflect critically on the elements of a quest in which the prized object remained elusive for so long that the PhD almost wasn't. After analysing data from the research student's journal, the supervisors' notes, thesis drafts with supervisor comments, examiners' reports and transcribed conversations in which the three authors reflect on the quest, we make five claims. Firstly, the gap between the research requirements of a master's degree by course work and research report and those of doctoral research may, in reality, be a chasm. Secondly, scholarly identity work is central to both research writing (Kamler & Thomson, 2013) and to the supervision process. Thirdly, tensions between a student's evolving professional and scholarly identities may be both productive and unproductive for the research project. Fourthly, co-supervision can be enabling for both the research student and the supervisors, particularly where supervisors' disciplinary knowledges, research and supervision experiences differ in ways that can enrich and extend the research student's work. Finally, research 'failures' can be at least as important for the advancement of knowledge as 'successes'. In this presentation we focus on the impact of doctoral education on candidate and supervisor professional and scholarly identities.

## Keywords:

doctoral research; scholarly identity formation; professional identity formation; co-supervision; research failure; research success

## NOTES

# The unspoken conversations between Supervisor and Student

**Moyra Keane** Wits University, **Ahmed Wadee** Vaal University of Technology

In the context of imperatives in the Higher Education sector in South Africa to increase postgraduate enrolment and throughput while at the same time pushing for minimum completion time, students and supervisors and often under extreme stress. In an attempt to improve completion rates many universities provide workshops and courses for supervisors and students on 'How to supervise', 'How to manage your PhD', 'Academic writing', 'PhD weekends' and the like. As PhD supervisors and Educational Developers we have run numerous interventions across at least 6 universities in South Africa. While much has been written on causes for PhD attrition (Mouton, 2007); cultural concerns in supervision (Manatunga, 2013), PhD pedagogy (Brew and Peseta, 2004), expectations between students and supervisors (Aspland, Edwards and O'Leary, 1999), and the role of mentoring (Wadee et al, 2010) among many others, we have noticed that an aspect that interests both supervisors and students is the (usually) unspoken feelings, thoughts, and perceptions that students and supervisors have of each other. By surfacing some of these views we offer insights for PhD candidates and supervisors on what matters, what is appreciated, and what it is like to be in the other's shoes. We draw on data gathered from participants in a number of workshops for supervisors and students. While the findings show how some of the statements each cohort makes may be difficult to articulate in a particular relationship, hearing a range of perspectives could deepen the understanding of what is needed in postgraduate teaching and learning for both supervisor and student.

## Keywords:

postgraduate supervision; relationships in supervision; postgraduate pedagogy

## NOTES

# Engaged doctoral supervision and supervisor development in the commons

**Jeanette Fyffe & Margaret Robertson** La Trobe University

Team supervision has been introduced to varying extents in many higher education contexts, including the UK (Pole, 1998), Australia (Manathunga, 2012) and New Zealand to ameliorate the risks associated with dyadic (one on one) supervision (Manathunga, 2012). Alongside the introduction of team supervision arrangements, doctoral supervision has been the subject of other quality improvement mechanisms like participation in mandatory supervisor development programs. Unfortunately, much of this training takes an administrative framing to a highly complex pedagogical process (Grant, 2001). This paper reports on a case study of a department in a large Australian university that has an ethos of shared responsibility for doctoral supervision focussed around an annual supervisor "Away Day". Arising from a context of a long-term, highly casualised workplace the department has built a microculture of transparency and shared responsibility (Roxå, T., & Mårtensson, 2015) for the supervision of its doctoral students. Drawing on interviews the paper describes the features that sustains the department in its approach to developing doctoral researchers and supporting colleagues in their supervisory practice. While primarily introduced to address progress issues this model has the potential to remedy the persistent issue with intellectual climate that the PREQ highlights across the sector.

## Keywords:

supervision; doctoral studies; collegiality; microculture; casualization; commons

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## NOTES

# The ideal supervisor: The candidate's perspective

**Diana Davis & Margaret Kiley** The Australian National University

This paper details what postgraduate research candidates across all disciplines from 15 Australian universities (including the Group of Eight, Australian Technology Network, Innovative Research Universities, as well as non-aligned universities, both urban and rural) regarded as the qualities of an ideal doctoral supervisor. Data were collected at the end of the first decade of this century. Participating universities encouraged an opt in mode of sampling which resulted in the online submission of 598 completed surveys.

Diverse methodologies have been used in related studies. For example, Kiley (1993) and Janssen (2005) used interview data to derive the main qualities of an ideal supervisor. Fraser and Matthews (1999) used the list of supervisory characteristics developed by McMichael and Garry (1994) and asked students to rate each on a five point scale from Undesirable to Highly Desirable. Rose (2005) used her Ideal Mentor Scale (Rose, 1999) which rates 34 statements in terms of personal importance (Not at all important --- Extremely important) to the student. Lee, Dennis and Campbell (2007) analyzed the 350 applications from science mentors and mentees for Nature's Mentors' Award to identify what distinguished a mentor from a standard supervisor. Barnes, Williams and Archer (2010) analyzed 2391 responses to two open ended questions re students' experiences with their adviser.

The current study takes a different approach in that students were simply asked to list the five characteristics of an ideal supervisor. Despite the differences in these methodologies, however, these studies have yielded remarkably similar results – and this study is no exception. It seems that, for students, qualities on the affective dimension hold greater salience for the ideal supervisor than do other dimensions. Students value accessibility, interest and enthusiasm, personal respect – and these findings are consistent across disciplinary groupings.

The paper will offer an in depth analysis across the categories which characterize students' perception of an ideal supervisor (e.g., personal qualities, discipline expertise, supervisory expertise, student orientation, communication skills, personal relationships) and discuss some implications of the findings for supervisor development in the sector..

## Keywords:

supervision; supervisory relationships; supervisor development

## References:

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## NOTES

# Building HDR skills, confidence and research culture: The FedUni Annual HDR Research Conference

**Robert Watson** Federation University Australia

A fundamental researcher skill is being able to communicate effectively. Higher Degree Research (HDR) candidates are in the process of becoming independent researchers, so they need opportunities to learn how to effectively communicate. Federation University Australia (FedUni) has developed an annual HDR Conference that assists HDR candidates to achieve this outcome, as well as a number of other integrated aims. The HDR Conference aims are to:

1. Provide our HDR candidates with an opportunity to practise and hone their research communication skills in a supportive setting;

2. Professional development; and

3. Help to build a strong research culture in the university.

This paper explains why these goals have been developed, how they are achieved and shares some of the feedback presenters and audience members have provided about their conference experience. The primary outcome of a Higher Degree by Research is the researcher. Therefore, we must provide our HDR candidates with a training program that helps build their confidence as well as skills. Many HDR candidates have little experience with talking about their project in public. Apart from an oral presentation, undertaken by our doctoral candidates during the confirmation of candidature process, it is possible to complete a research degree without ever being exposed to an audience. For these reasons, FedUni has committed to an annual HDR research conference. Aim one and two embody this rationale. Creating the supportive setting for oral presentation is key to the success of this conference with its presenters. For example, by adopting mixed discipline concurrent session and allowing presenters in the early stages of their research journey to present, we expose our HDR presenters to a non-expert audience who are far less intimidating and much more supportive that if the sessions were discipline based. However, this approach does not undermine the learning experience and the conference presenters still experience common conference activities that help them prepare for later professional conferences in their specific fields. For example, the average evaluation score out of a possible high score 5, was 4.5 in response to the question “This experience will assist me to prepare for future conference presentations”; 4.4 in response to the question “This experience will help to reduce my anxiety regarding giving conference presentations”; and 4.5 in response to the question “The opportunity to participate in the FedUni Annual Research Conference is an important part of my HDR training and development”. Having mixed discipline concurrent sessions also encourages attendees out of their comfort zones and silos and exposes them to the rich variety of research that is being undertaken by HDR candidates at FedUni. Indeed, the annual HDR conference is one of the few times that the research community of the university come together. The opportunities for cross-discipline input and interactions at the conference assists in building the university’s research culture and helps to break down the silo mentality that can inhibit research collaborations across an institution..

## Keywords:

communication; HDR training; conference; cross-discipline; research culture

## NOTES

# TropINTERN – challenges of creating an HDR student internship program for a remote regional university

**Susan Sobtzick, Lauretta Grasso & Helene Marsh** James Cook University

James Cook University (JCU) with campuses in Townsville, Cairns and Singapore has around 800 HDR candidates. Both Townsville and Cairns are regional and remote, being approximately 1100km (Townsville) and 1400km (Cairns) north of Brisbane. Population sizes are much smaller than most mainland capital cities (185,000 in Townsville and 160,000 in Cairns), and JCU is one of the largest employers in both cities. JCU trialed an internally funded internship program in June 2017 to position itself for the proposed federally funded Internship Program for HDR Candidates conducted by the Australian Mathematical Sciences Institute (AMSI). The Program, entitled Tropical Industry Traineeships Establishing Research Networks (TropINTERN), was open for domestic HDR Candidates from JCU who: (1) were currently enrolled and had passed their Confirmation of Candidature seminar, or (2) had their thesis under examination or (3) had graduated no earlier than 2016 and were currently unemployed. An optional subject was established in which the interns enrolled to pre-empt problems with insurance and working conditions. The terms and conditions of the TropINTERN Program aligned with the proposed National Program. The TropINTERN Program was advertised for less than 3 months through internal email lists and subsequent word of mouth. Interest for the Program was moderate with the website receiving just over 450 visits. The JCU Graduate Research School received a total of 10 Expressions of Interest, and subsequently awarded 7 internships; three candidates withdrew their EoI. Most Interns (six out of seven) were placed locally and Industry Partners consisted of private companies, government research agencies, and a non-for-profit Incorporated Association. An additional three Industry Partners advertised available internship positions for the 2017 program on the GRS webpage and several others have expressed interest in the 2018 round. Given the short advertisement time frame and the limited number of advertised Internship positions, the result of placing seven Interns was considered a success. A successful Internship program at a regional university present several specific challenges. Apart from limitations with regards to a comparatively small pool of eligible candidates (JCU had close to 460 eligible HDR candidates when TropINTERN started) and limited placement options, small universities also face administrative challenges when setting up a new internship program. A plethora of complex government and university policies and administrative requirements needs to be adhered to and met with often limited capacity with regards to resources, time frames and staff capacity and capabilities. Program accreditation, the internship subject's relationship to existing programs along with marketing and discipline specific requirements must all be considered.

## Keywords:

internship; HDR students, regional university; remote

## NOTES

# Doctoral students' engagement in disciplinary dialogues

**Olivia Zhang** University of Hong Kong

Research on doctoral experiences has highlighted the importance for doctoral students to engage in situated conversations with supervisors and other members of their disciplinary communities (McAlpine, Jazvac-Martek & Hopwood, 2009; Green & Bowden, 2012). However, how the novices utilize disciplinary dialogues to enhance their research productivity, and why they bring up certain aspects of their academic/professional identities in their academic work have been underexplored. Based on in-depth qualitative interviews with a sample of doctoral students in the late stage of their candidature as well as fresh graduates at a university in Hong Kong, this study explores how the novices' research journey is marked by multi-layered social interactions with community members at different stages. It is found that disciplinary dialogues drive the students' strategic decision-making, in terms of how to gain access to community members, create interpersonal links, and deploy academic resources within and outside institutional contexts to expand their forum for making knowledge claims. At the institutional level, the interactions between doctoral students and their supervisors (or supervisor panels) prompt the novices' intellectual development, as evidenced in particular in their writings, such as research proposals, upgrading/confirmation reports, conference abstracts, and research papers. An illustration of the case of a few doctoral students would show how disciplinary dialogues have shaped their scholarly identity. For example, Cecilia's interactions with journal editors concerning why her submission should be considered prompted her to display her positioning in relation to other authorial voices in her disciplinary field. Her follow-up attendance at an international conference and presentation at a colloquium appeared to further bolster up her voice, as a novice researcher with particular epistemological stances in her discipline. In addition, her consideration of her supervisor's specialization and the kind of intellectual support that she would need has informed her creation of a strategic plan to establish a scholarly network for herself. As a fresh graduate, Cecilia's disciplinary dialogue endeavours also necessitate her reconciling tensions between her being a researcher with particular research interest and methodological allegiances, and at the same time being a university teacher. Her research journey, therefore, consistently incorporated shifting goals, requirements, and orientations. This suggests the impact of wider engagement context and activities on doctoral students' scholarly development.

## Keywords:

disciplinary dialogues; interactions; research impact; scholarly identity

## References:

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## NOTES

# Enabling supervision in the third space

**Shireen Motala & Ria Vosloo** University of Johannesburg

It is useful to use the cultural third space theoretical framework presented by Bhabha to consider supervisory practices, discourse and culture. In the third space of supervision, an hybrid space emerge between the culture of supervision that is seen as a first space for a specific supervisor and the culture of supervision that is seen as the second space, or the expected culture of supervision within the institute (Vosoo &Motala, 2016). The first space for many supervisors is a 'private space' (Manathunga, 2005) where intrusions within the space by support functions or administrative requirements may be resented. However, the expectations of the institution with regard to a supervisory culture are often not clearly and consistently articulated and there is a wide range of first spaces for the various supervisors within the institution. The dissonance and ambiguity created by the lack of a cohesive second space makes it difficult for the emergence of stable and effective third spaces where students can succeed. Although the term 'enabling environment' is often used when describing conditions for success, there is no clear definition of an enabling environment and it is described as a set of conditions, a regulatory framework or even a set of social circumstances. Prinsloo (2016) discuss an enabling and disabling environment for student success to include processes, student to supervisor rations, and supervisor workload. A set of interviews with various role players within the University of Johannesburg has shown that the understanding of an enabling environment differs widely between supervisors and that administrative concerns regarding an enabling environment is not necessarily shared by supervisors. In fact, what is seen as an enabling environment by some supervisors are seen a disabling by others. A clear and explicitly articulated regulatory framework is an aspect that particularly raises many different views. Policies, systems and processes, especially processes designed to monitor progress, are seen mechanisms that intrude into the first spaces as well as the third spaces of supervision. A set of what is regarded as possible enabling conditions forms the basis of an institutional survey of supervisors and the findings of this is presented.

## Keywords:

third space; supervision; enabling environment

## References:

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## NOTES

# Engaging candidates: The impact of government policy on approaches to doctoral education

**Kate Swanson & Jennifer Boreland** The University of Queensland

The impact of research and its contribution to economic growth are increasingly the basis of government policy (Committee for Economic Development of Australia, 2015). This new agenda has implications for doctoral education which aims to graduate individuals who can make a significant contribution to Australia's economic growth. The 2016 ACOLA report, in particular, highlighted the importance of preparing HDR candidates for their own, and Australia's, future by providing opportunities for strong industry and end-user engagement, and professional development throughout candidature.

Many institutions have already made significant progress towards providing development programs to HDR candidates; reflecting the changing landscape of doctoral education. However, the recent transformation of government funding in the form of the Research Training Program means that going forward financial incentives will help drive a model of research end-user engagement in doctoral education (Department of Education and Training, 2017).

The government's move to see universities and doctoral students connect with research end users, means that universities need to consider how to encourage HDR candidates to engage in this process. UQ has promoted this engagement through its Career Development Framework which includes career and professional development workshops, placements and internships, international exchanges and non-research focused practical experiences for HDRs. The Framework is structured to engage candidates at key points during candidature using a 'just-in-time' approach which promotes accountability and provides flexibility to address individual development needs.

This presentation will outline how UQ has developed and enhanced the Framework over the last three years to engage its HDR candidates in career development opportunities with a focus on engagement with industry end-users, and the incentives used to promote such engagement; an approach which has seen over 20% annual growth in candidate participation with the program. It will also discuss some of the challenges faced in administering the program, implementing individual development plans, and proposed iterations which will continue to address government priorities in relation to the researcher development agenda.

## Keywords:

internships; scholarships; employability; career development plan

## Notes

# Exploring career possibilities: creating a culture of career development in doctoral candidates

**Natalie Haider, Cecilia Stenstrom & Lucy Jones** The University of New South Wales

Over the last decade, there has been a 200% increase in the number of people being awarded a PhD and a lack of analogous increase in academic positions (Akerlind, 2009; Lee & Danby, 2012). With over 50% of graduates leaving academia within 10 years of graduation, the expectation of the PhD as preparation for academic employment is changing, and little is known about how doctoral candidates navigate career possibilities after graduating (Golde & Dore, 2001; McAlpine, Amundsen, & Turner, 2013; Neumann & Tan, 2011). Equipping doctoral candidates with proactive career management skills has been suggested as a valuable mechanism for preparing graduates for careers post PhD, whether or not they remain in academia (Ayers, Kiley, Jones, McDermott, & Hawkins, 2016; McAlpine & Emmioglu, 2015; Seger, 2016). This paper aims to ascertain the impact of a new structured career and professional development approach on building a culture of proactive career management in commencing doctoral candidates.

At UNSW, career management in doctoral candidates has traditionally been inconsistently applied both individually and across disciplines. In 2017, UNSW launched an ambitious new approach to embedding career development skills into the doctoral program – The Scientia Scheme. A select group of doctoral candidates - Scientia Scholars – are offered a unique career and professional development program from the commencement of their candidature. The approach is underpinned by the UNSW researcher career and professional development framework – Extend Your Career – a holistic framework based on developing excellence in Research, Education, and Leadership and Engagement (Toews & Yazedjian, 2007) and supported by appropriately qualified personnel. The core elements include mentoring, career coaching and planning, and additional development activities, aimed at facilitating a proactive approach to individual career progression. Preliminary results from the first year of the Scientia initiative show the value in encouraging Scholars to consider their broader future career, but suggest a programmatic approach to the development of doctoral candidates does not adequately address unique needs of those in the group. Instead, providing a suite of development opportunities aligned with the Extend Your Career framework provided both structure and flexibility for Scholars to access what they need when they need it, and led to greater engagement with development initiatives. Additionally, the initial processes around career planning transpired to be too difficult for Scholars. Assisting Scholars to focus on the year ahead instead of their entire candidature was more pragmatic. Furthermore, there emerged to be a clear need to introduce the mentoring approach and processes early on to supervisors to help positively influence the culture of career development in their doctoral candidates.

In its first year, the Scientia approach has demonstrated that exploring career possibilities has the potential to positively influence a culture of proactive career management in doctoral candidates, with further findings relevant to doctoral education more broadly likely to evolve in subsequent years of the initiative.

## Keywords:

career development; career skills; doctoral education; doctoral candidates; PhD candidates

## NOTES

# The PhD, expertise and work

**Robyn Barnacle, Denise Cuthbert & Christine Schmidt** RMIT University

The PhD is located in a complex and contested field with respect to debates about expertise, higher education and work. Governments and industry groups around the world contend that the PhD is no longer fit for purpose and that a different kind of PhD is needed, one more attuned to the needs of end-users and which will produce graduates who can move seamlessly from the university to industry where it is hoped they will drive knowledge-based innovation and economic growth. At the same time, technology, labour market shifts, new disruptive business models and other factors are shaping what it means to be an expert and the nature of expertise.

The aim of this paper is to outline the constellation of elements that form these debates and raise issues for the PhD. Specifically, we focus on the reconfiguration and flattening that is occurring in relation to conceptions of expertise. Drawing on a wide range of historical and contemporary literature, we locate the PhD in relation to meta-debates about higher education, expertise and work and present a diagnostic schema of the key dimensions and tension points at play. We then look at some examples of how these changing conceptions of expertise are impacting on the PhD through a micro-level analysis of exemplar models of expertise. We conclude by reflecting on implications for conceptions of the value of the PhD, its future and purpose more broadly.

Although the problem of expertise is arguably a key concept with respect to contemporary debates on the PhD it has largely been overlooked as a unit of analysis in the literature. In our view this is an oversight as effects of increased scepticism about expertise are magnified when applied to the PhD. That is, they play out with respect to the employability of graduates as well as the significance of the knowledge generated to society.

## Keywords:

expertise; employability; technological; disruption; PhD; higher education

## NOTES

# A predictive model for Higher Degree by Research (HDR) candidatures – mining enterprise data for actionable insights

**Pramala Senthil, George Carayannopoulos, C. Napier, Kathryn Bartimote-Aufflick & Ross A. Coleman** The University of Sydney

It is widely accepted that timely completions can be an effective proxy for the quality and efficiency of higher degree by research (HDR) education programmes. In the context of research-intensive universities with large numbers of HDR students, understanding the causal basis for candidatures going over-time is important to improve the student experience, introduce timely interventions for students at risk and to enable faculties to develop strategic improvements to HDR programmes. Our first step to properly understanding patterns of over-time completions was to develop a data-science led predictive model for the identification of HDR candidates at-risk of not meeting completion timetables. By applying qualitative domain expertise and inferences from the literature, 49 attributes and associated metrics relevant to HDR students were identified, sourced and prepared to paint a comprehensive picture of the lifecycle inclusive of pre-admissions, enrolment, candidature, demographic information, financial assistance, thesis progress assessments, absences/breaks in study, and supervisor-related attributes, for the targeted completion time period of 2009 - 2016. This dataset was engineered to extract 'Features' by applying boosting and bootstrapping techniques to independently evaluate the importance of each attribute towards the binomial target variable (At-risk of Overtime/Likely to be On-time). Fifteen features were identified as primary determinants based on their score of relative importance resulting from the Gradient Boosting algorithm used for Feature selection. These multi-nominal predictor-attributes with non-linear relationships amongst them were used in the evaluation of multiple classification-based algorithms (Bayesian, Tree-based and regression-based algorithms). The final predictive model was built using a Random Forest approach (tree-based algorithm) as it yielded better classification accuracy taking into account Out Of Bag Error Estimates. In-depth analysis of findings from the forest model led to the discovery of key variables that affected the completion time of a student which were (i) disciplines/field of study, (ii) residency status, (iii) mode of candidature (FT/PT), (iv) age group and (v) previous educational attainment, along with metrics derived from their supervision framework and annual progress assessments. In addition, the model identified new combination patterns specific to a candidate's discipline in the values of variables that influenced their prediction score. The predictive model also held true for other key established institution-based hypotheses. We were able to achieve 71.7% predictive accuracy in identifying HDR students at-risk of going overtime. For every continuing HDR student, the model assigned a likelihood score of being 'at-risk' of not completing on-time. This dataset was used to build dashboards with actionable insights for HDR executives and Associate Deans – Research Education, providing them with opportunities to plan, design and develop a framework for effective research infrastructure, supervision practises and student satisfaction.

## Keywords:

higher degrees research completions; predictive modeling; feature selection; random forest; at-risk students

## NOTES

# Graduate research education and professional development training frameworks - A global benchmarking exercise

**Paige Maguire** Queensland University of Technology

A global scan of graduate research skills and broader training programs for PhD and Masters by research students was undertaken in order to examine trends in contemporary practices in higher degree by research (HDR) training frameworks and to identify innovative/best practices which are emerging. The universities chosen as data sources included (but was not limited to) the BenchTech group of international technology universities, the Australian Technology Network Universities, and the Australian Group of Eight universities. Programs and offerings that were examined included skills development framework structures, transferable skills development, entrepreneurial offerings, industry and end-user engagement programs and career development services for research higher degree students. Results that will be presented indicate that most universities are moving towards offering additional training and experiences as part of their HDR learning environment. Most models of offerings are co-curricular and elective but vary greatly in structure and management. The most innovative approaches identified were those which had a centralized and university wide framework with clearly communicated program requirements and aims that related to the students' skills, career paths and employability.

## Keywords:

skills development; employability; transferrable skills

## NOTES

# Development of an international, Universitas 21, cross-institutional framework for the enhancement of quality research supervisory practice, engaging qualifiable and quantifiable approaches to identify and support effective impact

**Janet Carton** University College Dublin, **Cecilia Stenstrom** The University of New South Wales, **Robert Harris** Karolinska Institute, **Mee-Len Chye** The University of Hong Kong, **Jane Wellens** University of Nottingham, **Jeremy Bradshaw** The University of Edinburgh, **Caroline Daley** The University of Auckland, **Barbara Dooley** University College Dublin

Founded in 1997, Universitas 21 (U21) is a global network of universities, established as an *International reference point and resource for strategic thinking on issues of global significance through collaborations with partner institutions in areas of common significance*. One strategic area of significance, as identified by U21's Researcher Engagement Cluster, has resulted in the establishment of a multi-national and inter-institutional working group to examine how U21 can provide a unified model to support and recognise good research supervisory practices, while acting as a professional development tool for supervisors to reflect and interrogate their own practices with a view to improvement. There is evidence to suggest that supervisory development programmes can have a positive influence on the practice of supervision (McCulloch and Loeser, 2016) and upon the experience of the doctoral student (Brew and Peseta 2007). The inherent challenge is to construct this model in a manner which supports consistent, qualifiable and university 'friendly' mechanisms across a number of international educational institutions, while dovetailing with standard quantifiable metrics. Although the role of good supervision in successful doctoral completion is acknowledged, institutions struggle with the implementation, engagement with and determination of impact, of professional development approaches to support the management of a degree which is multifaceted. As, although the doctorate is a globally recognised qualification, the modes of delivery, content, output and examination formats can differ significantly between countries and cultures, let alone universities (Taylor, Kiley and Humphrey 2018). With quality of supervision a key factor in research performance, many universities have now introduced 'training' models (Kiley, 2011), some with recognised accreditation, often attached to professional development and promotional gain. However, many institutions find difficulty in combining qualitative and quantitative measures which can support sustainable and consistent quality assurance practices in research supervision.

Under the premise that good research requires a good support environment, suitable candidates for doctoral study and 'good' research supervisors, the U21 working group have developed a reference framework for the recording, analysis and reflection for those individuals at any stage of research supervisory practice. This model can be used to identify gaps in practice at key stages and or responsibilities in doctoral candidature and offers a useful personal and professional tool for supervisors and institutions to examine supervisory practice and its efficacy. This project builds on the experience of the NAIRTL collaborative model https://www.researchgate.net/profile/Catherine_Omahony/publication/267488733_Developing_an_institutional_framework_for_supporting_supervisors_of_research_students_A_practical_gu (Carton and Kelly QPR, 2014, Carton, Kelly and O'Farrell, 2013). The lessons learned from developing this multi-institutional model, the first of its kind in Ireland are being leveraged with the shared breadth of experience within each contributing U21 partner institution in the area of research supervisor development (Carton, 2014) file:///C:/Users/jcarton/Downloads/274Research%20Supervisor%20Support%20%20Development%20Report%20-%20U21%20Project%20.pdf). Specifically, in the areas of supervisor engagement, quality and impact of training and professional development and contributions required by key stakeholders for the provision of excellence in supervisor support. This is a complex task, as not only does it engage multiple providers offering an array of training provision, but any viable model must be cognisant of the ongoing debate regarding the purpose of the doctorate going forward. However, a successful outcome would produce a flexible, inter-institutional framework for practice building within the whole U21 network and beyond.

## Keywords:

Universitas 21; research supervisor development framework; qualitative measurement of impact

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## NOTES

# Political sociology and doctoral education: A modest proposal

**Alistair Mcculloch** UniSA

This paper has a modest ambition which is to sketch out the outlines of what a political sociology of doctoral education might look like. It is not concerned to argue for a particular social or political theory or to apply in a systematic way one theory to a particular situation. Rather it is to argue that students of doctoral education should consider the theories and methods of political sociologists as useful tools with which to interrogate the subject matter with which they are already familiar.

Just over two decades ago, a political sociology of doctoral education would have seemed laughable. Doctoral education fell largely in the domain of individual universities. If a student or supervisor was interested in pursuing an interest in the doctoral education system of which they were part, they would rarely have to look beyond their own institution. National governments had not yet identified doctoral education as a key part of their industry, export or innovation strategies and international organisations had yet to turn their attention to this part of the education system. European-wide regulatory bodies were as yet mere twinkles in someone's eyes and, outside the US where the Council of Graduate Schools national bodies representing the sometimes competing interests of universities and students in the research education space had yet to be established. In 2018 this is not the case. It is no longer possible to refer to doctoral education as a 'cottage industry' as it was in a highly influential 1996 publication by the UK Council for Higher Education (UKCGE 1996). Doctoral education is a key element in the fields of policy and, thereby, politics.

It is precisely because of the above changes that a political sociology of doctoral education is both possible and meaningful. Political sociology is concerned with the relationship of society to the state and of the interplay between the various groups within society which represent interests and which themselves have a relationship to the state. It is centrally concerned with issues of power and its distribution, structures of inequality, globalisation, the representation of individual interests and its aggregation, values and ideologies, and participation and its motivation (Nash 2000).

Political sociology offers a useful paradigm through which to examine doctoral education because it offers a relatively coherent lens through which the domain can be viewed and the global can be related to the local. It offers a way of relating the individual student (and supervisor) experience within the single university department to the activities of global, regional and national actors. It offers ways of exploring both the old and the new social and economic fault-lines that increasingly characterise global society and it offers ways of exploring the convergence of doctoral systems, policies and practices.

The argument is set out as follows. First, there is a brief overview of the terrain claimed by political sociology. This is followed by a discussion of which aspects of doctoral education can be examined and, third, some conclusions are drawn regarding future lines of research into doctoral education using a political sociology perspective.

## Keywords:

doctoral education; political sociology; globalisation; power

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## NOTES

# Exploring the end stage of doctoral examination

**Allyson Holbrook, Kerry Dally & Terence Lovat** SORTI University of Newcastle

In Australia, candidate exit surveys reveal that more than 80% of respondents are satisfied with doctoral examination, yet of candidates who reach examination about one third are required to make substantive amendments to their thesis. While there has been considerable attention paid to what examiners say in their reports and the robustness of process, the stage immediately following the receipt of reports remains as one of the least documented and least studied aspects. Examiner reports mostly consist of feedback directed to the candidate and feedback is acknowledged as critical in developing the learner. How learners process feedback is under-researched in higher education in general, especially in connection with complex intellectual tasks. It follows that the end-stage of doctoral examination offers a unique opportunity to explore how individuals engage with feedback and what factors, including individual learner attributes, influence this. This poster details the conceptual framework and approach to be taken in a newly funded ARCDP to investigate the processes, practices, and impacts of the end-stage of doctoral examination with a particular focus on how examiner feedback is understood and used by students and supervisors to improve the thesis and achieve a doctoral level outcome. An integrated mixed methods approach will be employed drawing on data collected from eight sites, across disciplines and doctoral types. Methods will comprise online surveys of supervisors and recently graduated doctoral candidates, interviews with both groups and other actors involved in the final stage, and an analysis of examination reports and recommendations.

## Keywords:

doctoral examination; doctoral learner; supervision; feedback; assessment

## NOTES

# Good governance and agile methodology: Monash's answer to thesis examinations

**Rebecca Hillman & Monica Wehner** Monash University

Abstract: In 2015, it became apparent that the number of theses completed by Monash higher degrees by research (HDR) students was on the increase, up 42% over the previous 3 years. Given the rise in student enrolments, this trend was expected to continue, further driven by a new progress management framework focused on academic quality and timely completions. The immediate challenge was how to respond to this growth when employment of additional staff was not an option. Another key consideration was maintenance of consistent service delivery to students and staff. Monash responded to this challenge by adopting the so-called "agile" methodology, premised on incremental change and collaboration across all areas of the university. An initial focus was to identify outdated practices that were administratively burdensome, maintained purely on the basis of habit rather than good practice. Change was affected quickly but in a manageable way through micro reforms to different facets of the examination process. As momentum for change grew, so did confidence in "re-imagining" the whole Monash examination process and experience; consequently, the project became more ambitious. Academic champions played a key role in the project, shepherding the reforms through the university's governance structure. The outcome was a fully integrated online thesis examination system underpinned by a new thesis examination policy and procedures. By adopting a model of collaborative consensus across diverse areas of the university, reform could be achieved incrementally but consistently and efficiently. Ongoing communication to key stakeholders throughout the process, with an early focus on "quick wins", meant that support for the project was widespread and momentum for change could be maintained.

## Keywords:

higher degrees examinations; agile methodology; reform; governance

## NOTES

# Graduate research and digital capabilities, let's not get left behind!

**Lucy Jones, Lena Caruso, Catherine Zell, Sean Goodwin & Hugh Deacon** The University of New South Wales

Student-centred, efficient, innovative, seamless, flexible, tailored – these are all words we have heard used to describe the student-facing digital infrastructure of universities today. However, in the Higher Degree by Research (HDR) sector these buzz words do not reflect the status of systems and technologies. Centralised University software and IT development of student systems often focus on the largest cohort of students – i.e. coursework students, and large investment has been made in digital capabilities and infrastructure for this cohort. Coursework students and Higher Degree Researchers (HDR) have completely different needs, from building a doctoral 'curriculum' which incorporates advanced disciplinary courses as well as professional skills development to managing the progress of a research candidature, as opposed to individual subjects and modules. As a result, the coursework digital infrastructure model to support HDR candidates and programs is inadequate, leading to the ad-hoc development of numerous disparate HDR "workaround" processes & systems. In addition, candidates commencing a research degree often come from coursework systems that have a high level of student-centred technologies including online enrolment and curriculum, web-based course management and online support services. Typically, Graduate Research Schools are required to either fund and develop their own systems or invest in off-the-shelf solutions. In both cases the results are IT projects that are costly, resource intensive and often don't meet HDR needs. This round table aims to promote knowledge exchange and benchmark the current digital capabilities in the HDR sector. We will discuss digital transformation in the HDR setting or lack thereof, using case studies from UNSW Sydney via a series of 5x5 presentations across the HDR lifecycle (from admission to thesis examination). There will be time for practice sharing and discussion with an anticipated outcome to develop best practice principles in digital technologies to support HDR candidates and programs.

## Keywords:

digital technology; research administration; HDR; IT systems; research management

## Notes

# The social, epistemological and spatial dimensions of academic engagement in doctoral thesis acknowledgements historically and in the present: A symposium

**Catherine Manathunga** University of the Sunshine Coast, **Cally Guerin** The University of Adelaide, **Machi Sato** Hiroshima University, **Barbara Grant & Frances Kelly** The University of Auckland

he PhD, with its particular politics, pedagogies and practices, has emerged as a pathway to multiple research careers. However, a significant number of doctoral graduates continue to desire an academic career. So too, although the shape of doctorates is changing around the globe, the key product produced during doctoral studies remains the thesis. While there have been many studies of the shifting nature of thesis writing, there is only a small number of scholars who have investigated the 'extratextual' elements of the thesis (McGann, 1991). We argue that the acknowledgements section of the thesis reveals the engaged nature of academic work and identities and the links of doctoral candidates to [inter]disciplinary networks of knowledge, where engagements between candidates and supervisors, colleagues, international scholars, industry and communities are recorded. Like any text, acknowledgements are a particular genre often constructed according to conventions and rules (Hyland, 2004; Mantai & Dowling, 2015). They are personal yet public because they are read by those acknowledged in them as well as examiners and the wider public. They take on different characteristics across time and across diverse national and disciplinary contexts, often in surprising ways that challenge stereotypes about writing in different disciplines. This project explores the emergence of academic subjectivities and engagements within PhD thesis acknowledgements across two distinct timeframes: 1980 and the present. Acknowledgements in doctoral theses are narratives about the people, places and disciplinary knowledge and artefacts that contributed to the completion of the research, the thesis, and the formation of the individual scholar. Yet acknowledgements also locate the writer and work in relational terms, intimating ways in which they are socially, epistemologically, and spatially constituted.

This symposium consists of two papers. The first analyses a corpus of archival doctoral thesis acknowledgments from 1980 from three university sites, one each in Japan, Australia and Aotearoa New Zealand. During the 1980s universities were transformed by shifts in HE policy based on neoliberal agendas, exponential growth in student numbers, and bureaucratization (Murphy, 2014). In higher education internationally, there were no published global rankings of universities, and northern and western centres of learning held an assumed superior status. Supervisory relationships were largely untouched by institutional guidelines, annual reporting, or workshops for supervisors and students. Discourse on doctoral education (such as it was) constructed the PhD student in terms of becoming a scholar in the discipline – quite different from the language of professional researcher today. Taking into consideration these factors, we examine how thesis acknowledgements from 1980 constitute the scholar in spatial, social and epistemological terms, and reflect on points of connection and divergence across the three sites. Initial analysis has shown acknowledgements are more than simply a celebration of everyone and everything that fostered the thesis' completion; rather, they enable explanation and interpretation about the 'entangled' nature (Barad, 2007) of academic narratives of engagement with ideas, with people, with spaces and with things.

In the second paper, the focus shifts to the present and the ways in which current doctoral candidates are representing themselves in their acknowledgments today. Examples from the University of Auckland, the University of Adelaide and Hiroshima University are used to explore the contemporary use of thesis acknowledgements. In some sense written outside the writing of the thesis itself, this piece of personal writing marks a shift from student to doctoral graduand-in-waiting. It creates a space in which the candidate reflects on the impact of social, epistemological, spatial and even sometimes material influences on an emerging academic identity.

## Keywords:

thesis acknowledgements; academic engagement; Australia; Aotearoa New Zealand; Japan

## References:

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## NOTES

# Supporting diverse PhD cohorts: An exploratory study

**Linda Robinson, Adela McMurray & Angela Dobele** RMIT University

Universities espouse community connectivity, facilitated by a digitally networked economy. However, students with a disability (physical, mental or learning related) or those that are Culturally and Linguistically Diverse (CaLD) are increasingly disconnected from higher education institutions and particularly PhD studies and resultant opportunities. Based on the theory that a representative student body will better meet the needs and priorities of the communities it serves and draws its resources from, it is no longer acceptable for organisations to deliver standardised services to a culturally and linguistically diverse community, or students with disabilities, without regard for that diversity. From a review of current practice, we appreciate that universities are taking steps towards supporting students with disabilities. This research proposes to examine three areas requiring further attention: disclosure, perceptions, and support infrastructure. First, a common misconception by educators is that students with a disability or those from a CaLD background are aware of the type of support they require, and they are willing to disclose this to faculty. Reluctance to disclose may stem from their fear of being stigmatised for requesting help, or may be due to a lack of awareness of their needs or inability to articulate them. Regardless of the reason, further research is required to understand the critical role of disclosure (barriers and opportunities). An increased understanding of these issues may decrease the likelihood of misunderstanding these students and effect meaningful change in support processes. Second, previous studies highlight the need for educators to understand how their biases and perceptions impact on the support they offer CaLD students or students with disabilities, which may affect how accessible students find universities. For example, previous research has found that supervisors of CaLD doctoral students were initially more likely to perceive students' written skills as poor, even though these students performed similarly to other students. Third, the support infrastructure of the university system needs to account for students' varied needs. For example, students with disabilities may require support in the form of specialised advice about financial matters and university procedures, practical support with writing and research skills, or simply someone to talk to about program and workload expectations. This exploratory research employs an extensive literature review and document analysis to current research and practice to unpack these issues, disclosure, perceptions and support infrastructure, from different stakeholder group perspectives. Next, in-depth interviews will be conducted with CaLD and Disability Associations, administrative staff from central student services, the Disability Liaison Unit (DLU) staff, PhD students and applicants who self-identify as CaLD and those who self-identify as having a disability that affects their research studies. From this research, we aim to develop evidence-based policies and procedures that identify accessibility to PhD study for CaLD and disability students including the support systems they require once enrolled. Such findings will impact on the attraction, support and retention of minority groups comprised of culturally and linguistically diverse (CaLD) and students with disabilities (physical, mental or learning related) to PhD programs in the tertiary sector.

## Keywords:

culturally and linguistically diverse (CaLD); disability; support systems; student retention; diversity

## NOTES

# Inter(rupt)ing academic normativities: A work-in-progress project investigating the lived experiences of academics with disabilities in a South Australian public university

**Cassandra Loeser** University of South Australia

The increasingly diverse higher education environment in Australia is marked by widening participation initiatives, increasing accountability, quality assurance measures for doctoral study, and the structured training of doctoral supervisors. A core function of my own university (UniSA), laid down in its foundational legislation, is 'to meet the needs of groups within the community that the university considers having suffered disadvantages in education'. One of the university's key target equity groups is people with disabilities. Enrolling students have the choice to identify if they have a disability on their application forms and to their lecturers, and access the multiple services offered by the UniSA Student Engagement Unit of which includes the negotiation of disability access plans and ongoing counselling services.

The plethora of student services offered by universities, locally, nationally and internationally has been extensively documented in the higher education literature with both national and international scholarly articles exploring the experiences of students with mental health conditions and disabilities in higher education universities, including doctoral degrees. This highly significant body of work contrasts with a dearth of literature examining the experiences of academics with disabilities and chronic health conditions who teach, research and supervise in the contemporary higher education environment. It also contrasts with the developing literature on the experience of academics and students with mental health conditions. This presentation advances the argument that we need to explore the ways in which academics with disabilities navigate the current neo-liberal higher education environment, including their experiences of supervising doctoral students. Methodological issues are explored and a framework and associated research agenda is developed around participation in doctoral education for academics with disabilities. The session will seek to engage the audience on the issue of access to doctoral supervision for academics with disabilities with a view to developing further the proposed research agenda.

## Keywords:

academics with a disability; mental health; research agenda

## Notes

# Issues on innovation, societal collaboration, and gender in doctoral education: Their historical appearances and relationships in Sweden and South Africa

**Eva Brodin** Lund University, **Charlotte Silander & Leif Lindberg** Linnaeus University, **Liezel Frick** Stellenbosch University, **Sioux McKenna** Rhodes University

In 2011, the European Research Area (ERA) outlined several principles of innovative doctoral training such as research excellence; exposure to industry and other relevant employment sectors; transferable skills training; and quality assurance (Vittorio, 2015). Similar policies and guidelines can also be found in doctoral education across the globe, where the request for innovation and societal collaboration is urgent (e.g. Association of American Universities, 1998/2017; Australian Council of Learned Academies, 2016; HEQSF, 2013; Swedish Government Bill, 2008, 2016). At the same time, it is known that the general conditions for innovation vary across countries (Meeus & Edquist, 2006), and that global policy trends are construed and organised differently at national level in doctoral education (Andres et al., 2015). Furthermore, studies have shown that doctoral students' inter-sectorial work could be hindered by the fact that the universities are not always near to knowledge-intensive industries, or that the industry is ill prepared to make use of the doctoral students' qualifications (Vittorio, 2015). Combined with the fact that gender differences have been found in a number studies on doctoral education in general (Jones, 2013), it is accordingly significant to ask: What are the contextual and gendered conditions for doctoral students to develop their innovative and collaborative capability? Current research has no satisfying answer to this complex question yet. Against this background, our conference contribution is founded in a newly started project entitled "Developing innovative and collaborative capability in doctoral education from a gender perspective: Conditions, processes and outcomes in Sweden and South Africa". This project is based on five-part studies from a systems theoretical approach (Burns & Carson, 2002), where the relationships between diverse systems levels in doctoral education are studied. However, the current conference contribution is delimited to some preliminary results from our ongoing first-part study connected to the macro level only, i.e. national policies related to doctoral education. Hence, based on summative content analysis (Hsieh & Shannon, 2005) along with the software NVivo for analysis of large amounts of qualitative data, we will illuminate how the expressions of innovation, societal collaboration, gender and related concepts have occurred, converged and developed over time in Swedish and South African national policies on doctoral education in the 21st Century. Certain attention will be given to differences and similarities in these regards when comparing the two nations. Comparing Swedish and South African doctoral education is well justified. In contrast to Sweden, with its long traditions of societal welfare and of producing doctorates, South Africa is now in a phase of significant expansion and construction of doctoral education – with the political aim to strengthen the economy and democracy of their nation (National Planning Commission, 2011). Due to these national differences, our project can contribute to a deeper understanding of both context-specific and global issues within the problem field.

## Keywords:

doctoral education; national policies; innovation; societal collaboration; gender

## NOTES

# Onwards and outwards: Assisting PhD graduates' career aspirations via innovations in JCU's professional development program

**Elizabeth Tynan & Helene Marsh** James Cook University

James Cook University's Graduate Research School has introduced innovative professional development requirements designed to prepare PhD graduates for careers in the knowledge economy. In 2014, JCU changed its PhD rules to include formal coursework for the first time. One of the new subjects that is now part of the JCU PhD, RD7003 Professional Development, became compulsory for all JCU doctoral candidates. Our challenge was to change years of doctoral study culture, to introduce mandatory professional development that would build skills not just for the project but also for the career aspirations of the candidate and the needs of the modern workforce. The Australian Council of Learned Academies (ACOLA) Review of Research Education (2016) strongly indicated the need to strengthen transferable skills development, in the national interest. Our program also had to fit within the robust schedule required to complete an in-time PhD, and be run using only existing resources. The subject now makes provision for 120 hours of professional development, having initially been set at 80 hours. The most innovative aspects of the new professional development program are its requirement that doctoral candidates prepare a one-page statement outlining their professional development learnings and achievements, suitable for inclusion in a future curriculum vitae, and the placement of specific information about professional development activities in the Australian Higher Degree Graduation Statement. We adapted the Vitae Researcher Development Framework Planner to develop codes applied to professional development activities, readily enabling us to provide useful data on the graduation statement about professional development attainment.

## Keywords:

graduate research; professional development; careers

## Reference:

Australian Council of Learned Academies (2016), Review of Australia's Research Training System: Final Report, ACOLA, Melbourne.

## NOTES

# Embedding transferrable skills development in a higher degree by research training program

**Monica Kerr** The University of Adelaide

The importance of transferrable skills development in a contemporary PhD has been underscored in various reports from the UK, the US, and more recently Australia. The recent emphasis on 'industry-readiness' and employability combined with our knowledge that a majority of today's PhD graduates end up working outside the academy is driving a need for universities to broaden the research training experience and cater to both research-intensive and non-research-intensive career paths. This presentation describes our work to establish a formalised career and research skills training program for Higher Degree by Research (HDR) students, which provides a structured yet flexible approach through which students enhance their knowledge and skills, and develop qualities to maximise success for their chosen career either within academia or beyond. Implemented university-wide as a compulsory component of the research degree, HDR students are required to undertake and record a minimum number of hours of professional development throughout candidature. Students create their own tailored training program and are encouraged to select from a wide range of formal and informal learning experiences that are relevant to them and consistent with the categories defined in the Vitae Researcher Development Framework, which also underpins a mandatory self-assessment and reflection exercise that occurs at each candidature milestone review. This session focuses on results of a program evaluation conducted at the end of year one with the first cohort of HDR students and supervisors together with information collected at milestone reviews to monitor student progress and participation. These findings are being used to measure program impacts and inform strategies to optimise its effectiveness.

## Keywords:

research training; transferrable skills development; career development; employability; industry-ready

## Notes

# Implications for training the 'becoming' artist–researcher: outcomes of the 'Creative River Journey' doctoral study of six practice-led HDR candidates

**Kylie Stevenson** Edith Cowan University

This paper addresses the Impact and engagement—the human dimension strand of the conference. Specifically, it explores the question: What impact does doctoral education have on its graduates? The research in this paper arises from the 'Creative River Journey' doctoral study conducted from 2010 until 2017. This study explored the processes of art practice and knowledge-making by six postgraduate artist-researchers engaged in creative practice-led higher degrees by research at Edith Cowan University. The study applied the Creative River Journey three-phase reflective practice strategy in complex practice-led HDR projects over the extended period of the participants' studies. Six rich cases studies of HDR artist-researchers, and their reflective practice and practice-led research, resulted. The author took an a/r/tographical approach (Irwin & de Cossen 2004) and was specifically focused on inquiring into the intersection between arts practice, practice-led research, and HDR creative arts training and pedagogy. The study's HDR perspective joins existing Australian contextual reviews of practice-led research, for example, effective supervision of creative practice higher degrees (Hamilton & Carson 2013), and examining doctorates in the creative arts (Webb, Lee Brien & Burr 2012). This study advances this discussion by providing rich case studies of HDR practice-led research from the outsider perspective of the researcher whilst, at the same time, providing a unique insider perspective as the participants independently document their creative practice and reflective practice strategies, and also as the researcher acts as a co-constructor of the participants' reflective practice. This paper reports on the impact of doctoral education in these six cases. Using the study's a/r/tography conceptual foundation, this paper specifically addresses three areas of findings from the study. Firstly, the impact of the HDR process on the artistic development of the six practice-led candidates, for example, how the practice-led HDR candidates were engaged in idiosyncratic and individual journeys of 'becoming' artist-researchers yet operated within established systems of creativity and academic communities of practice. Secondly, the impact of the practice-led research framework on these six candidates and how they grasped for methods that corresponded with their individual processes of reflection and art practice. Thirdly, the implications for training the HDR artist-researcher due to their use of self-constructed social networks, the importance they placed on professional advances, and how scaffolding new knowledge about academia onto existing knowledge of practice may have eased their transition from artist to artist-researcher. .

## Keywords:

practice-led research; higher degree research; creative doctorate supervision; artist–researchers; a/r/tography

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## NOTES

# The impact of doctoral education on the professional practice of creative artists

**Dan Bendrups** La Trobe University

This paper presents the findings of an empirical, ethnographic study of the impact of doctoral education on professional creative arts practice. Artistic practice has had a long presence in graduate research programs at Australian universities, and the discourse of artistic practice as research has expanded especially since the 1990s. Extant writing on creative arts doctorates considers key institutional issues such as policy and process requirements (e.g. Webb & Brien, 2015) and program design (e.g. Draper & Harrison, 2011). In the disciplinary domain of music, Draper & Harrison (2011) provide compelling first-person accounts of doctoral candidates' decisions to pursue practice-based doctorates. This paper extends on this approach by comparing and contrasting the experiences of past and present creative arts doctoral candidates across distinct practice domains. Drawing particularly on the experiences of candidates who were already established creative and performing artists before commencing doctoral study, it will describe the impact (or lack thereof) of the doctorate on their professional practice. This discussion will illuminate the motives for undertaking doctoral study, and will provide a basis for considering how this study translates into the pragmatic realities of professional work in the arts sector.

## Keywords:

Artistic practice research; creative arts doctorate; artistic research

## References:

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## NOTES

# The many faces of impact – how a new Doctor of Professional Practice programme is designed to produce transformational impact

**Samuel Mann, Jo Kirkwood & Leoni Schmidt** Otago Polytechnic

Questions around impact of traditional PhD research are often post completion; employability, organisational impact following completion and so on. In a work-based learning professional practice-based doctorate, the questions of impact and engagement take on a different guise. This presentation explores the diversity of impacts from a new Doctor of Professional Practice (DPP). A primary goal of Otago Polytechnic is innovation in education and the DPP programme supports this goal and builds on extensive experience in investigating, researching and providing a suite of Work-Based Learning qualifications including a Masters and the DPP. The DPP is focused on generating substantial original knowledge from and about practices within a professional setting and combining it with formal disciplinary knowledge. New knowledge informs the candidate, the organisation, the field of practice and the profession. One of the goals of the DPP is that it provides candidates with opportunities for transformative development. These people seek to develop their practice capabilities in areas which are beneficial for their personal and professional career development, their employer or business, their profession, hapū, iwi, industry or community. Examples of the first intake of DPP candidates illustrate a large range of projects – including mental health issues in nursing education, applying coaching principles to business excellence and aiming to prevent social isolation of the elderly. The programme is designed to produce transformational impact in terms of changes to professional practice. This presentation will demonstrate the types of possible impacts from the DPP and the articulation of the new framework of professional practice.

## Keywords:

Doctor of Professional Practice; impact; transformation

## NOTES

# The purpose and impact of postgraduate knowledge

**Professor Gina Wisker** University of Brighton**, Dr Gillian Robinson** Anglia Ruskin University **& Professor Brenda Leibowitz** University of Johannesburg

What is the purpose of postgraduate knowledge? What does it engage with? Who does it engage with? What does it effect and affect? Who benefits from the results, how are they used in professional practice, and what is their research impact? How does the doctoral research journey engage with and lead to transformation for the postgraduates themselves? Our research explores two forms of impact. The first considers transformation of learning, effects upon the researcher's identity, sense of self and achievement. We consider how PhD candidates gain a new sense of achievement and identity as a research journey outcome, the impact of engaging with research, process and product. Secondly, we explore transformation of learning and research results in terms of impact and effective changes. Looking at an international range of professional practice focused PhDs, we consider in what ways some graduates changed their professional practice as a result of their research. Our work engages with issues and practices, including pathways to impact and articulation of the research, importance of previous status and contacts, importance and difficulties of communication and engagement practices e.g. publication, presentation. This study is based in exploration of the literature, re-scrutiny of data collected during four international research projects (2008-2018) regarding academic identity, social justice and professional practice outcomes, and our current research on professional practice engagement in doctorates (2016-). Our respondents emphasised change in their sense of personal, academic and professional identity; some immediate impact on professional practice leading to job change, status; and longer term impact where research outcomes led to further developments in professional practice, some international in reach. We construct several short case studies to explore identified outcomes focusing on issues of the purpose and impact of postgraduate knowledge for the graduates, and the impact of their work affecting or changing understanding and practices.

## Keywords:
postgraduate knowledge; doctoral learning; professional practice impact; identity development.

## NOTES

# PhD impact: A case-study from the digital industries

**Robyn Barnacle, Craig Batty, Denise Cuthbert & Larissa Hjorth** RMIT University

The PhD has been the subject of unprecedented scrutiny in recent years with government and industry end-users contending that it is no longer fit for purpose. Many claim that we need a different kind of PhD, one more attuned to the needs of end-users, and graduates who can move seamlessly from the university to industry where it is hoped they will drive knowledge-based innovation and economic growth. The challenges are considerable for universities seeking to ensure researchers graduate with both the capabilities and appetite to meet social, economic and labour market expectations. At the same time, the labour market is changing. Emerging and disruptive industries and businesses hungrily compete for a highly skilled and adaptive workforce. Digital industries, for example, are at the forefront of complex societal, cultural, technological, and economic movements that are yet to be fully recognized. Thus, a conundrum presents itself: how to prepare PhD graduates for an unknowable future? This paper reports on findings from an ethnographic based case-study investigating what might be called the 'value proposition' of PhD graduates from media, communications / digital industries in the workplace (beyond academia). The rapidly changing interdisciplinary area of digital media industries brings together PhDs from engineering, computer science and other STEM (Science, Technology, Engineering, Mathematics) areas combined with HASS (Humanities, Arts and Social Sciences) disciplines, such as games, creative industries and design, anthropology and sociology. PhD graduates within such industries have the potential to tell us a great deal about the value - and shortcomings - of the research training they have received. This work-in-progress is part of a larger RMIT University based project examining the Future of the PhD which comprises a multi-disciplinary team of researchers working under the umbrella of a centralised research capability platform model.

## Keywords:

PhD; transferable skills; research impact; researcher careers beyond academia; digital industries

## NOTES

# Imagining PhD pathways for the 21st century

**Susan Porter** The University of British Columbia

The 21st century world is complex, uncertain, and continuously changing. Modes of knowledge creation and mobilization have evolved from traditional academic, linear, paradigms, to 'distributed' approaches that are trans-sector, trans-disciplinary, context-driven, and problem-focused (Nowotny et al., 2001). Today's problems are 'wicked', and resistant to reductionistic solutions. Graduates are expected to have multiple careers, with growing portfolios rather than single job types. Adaptability, flexibility, creativity, and practical wisdom are essential. For the last decade or more, a common approach to broadening doctoral education to better meet the needs related to these emerging realities has been the introduction of 'transferable skills' programming. We have argued that although such programming is useful, its dissociation from students' primary academic focus limits its contribution to students' broader intellectual development and formation of professional identity (Porter & Phelps, 2014). Internships are also increasingly common, and although they provide useful experience, they are not necessarily integrated with the primary focus of the student, they are not normally embedded within a learning framework, performance is generally not evaluated, and they do not count toward the degree – they are an 'add on'. In 2015, we implemented an experimental program that focused on broadening the core of doctoral education – the performance of research and writing of the dissertation – in a way that reimagined how doctoral education could better relate to the 21st century knowledge society. The Public Scholars Initiative (PSI) supports students (financially and academically) from across all disciplines interested in explicitly linking their doctoral work to a problem in the public realm, working collaboratively with partners outside the academy, and in a teaching capacity inside the academy, on areas of mutual interest and public benefit. We affirm the legitimacy of diverse forms of rigorous scholarship (e.g. applied, engaged, integrative, and teaching), even in disciplines for which these are unusual, and the importance of diverse scholarly artifacts (e.g. policy briefs, exhibit material, websites). We encourage their integration, scholarly contextualization, and assessment in the dissertation. We believe the pilot was successful in its goal of testing and demonstrating the value of broadened dissertation research; students, supervisors, and partners were overwhelmingly positive about the program, and many students were thrilled with the legitimacy it provided the research they were passionate about. Eight of the 115 students have so far successfully defended their dissertation. This paper will share the results of our assessment of the program (Peker et al., 2017), and our future plans. I will also report on a national project co-led by Lisa Young and myself, which involved cross-country consultation on the purpose, content, form and assessment of the dissertation, with emerging recommendations for Canada's graduate education community.

## Keywords:

broadened scholarship; engaged research; dissertation

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## NOTES

# Where are they now? Impact of doctoral experience on career trajectories of PhD graduates in Humanities, Arts and Social Sciences

**Cally Guerin** The University of Adelaide

It is now well established that Australia, like most other western countries, is producing many more PhD graduates than are required to fill existing academic positions in our universities (Go8, 2013; McGagh, 2016). Nevertheless, we continue to enrol increasing numbers of PhD students (Go8, 2013; McGagh, 2016). At present there is only limited knowledge about what career trajectories these people follow outside of academia, although it appears that they are mostly engaged in paid employment on completion of their degrees (Graduate Careers Australia, 2016). Previous research has shown that pathways are influenced by gender (Dever et al., 2008), that intentions during and after completion can change considerably (McAlpine, 2016), and that many leave the academy even if they do find employment within universities (Barcan, 2016). What is the impact of their research degrees on subsequent career trajectories of those who move into non-academic jobs? I interviewed graduates from a Faculty of Arts at an Australian university to find out about their motivations for embarking on doctoral studies, their decision-making about jobs, and their careers beyond a traditional academic role. Semi-structured interviews elicited narratives that point to the continuing relevance of the HASS doctorate, but also to a shift in emphasis away from the production of 'stewards of the discipline' (Golde & Walker, 2006). Instead, these stories reveal how highly literate researchers with a range of valuable capabilities are well poised to engage in the Fourth Industrial Revolution. Universities must equip current HDRs with the ability to articulate what they learn during their research degrees and a good understanding of how that knowledge base can be used outside the academy; in turn, this is likely to ensure that resources put into their education have continuing impact beyond graduation.

## Keywords:

employability; post-PhD career; non-academic career; HASS doctorate

## References:

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## NOTES

# Mentoring for employability: Interim results of South Australia's lens on measuring the impact of IMNIS on mentees

**Claire Jackson** University of South Australia, **Monica Kerr** The University of Adelaide, **Dani Milos** Flinders University

Mentoring encourages individuals to manage their own learning, develop their skills and maximise their potential through the experience and guidance of others (Parsloe & Wray, 2000). It is an important professional development tool, contributing to both objective and subjective career benefits associated with salary, promotion, success, and satisfaction (Allen, 2004). One of the ways PhD students in specific discipline areas in Australia can engage in mentoring is through the Industry Mentoring Network in STEM (IMNIS) scheme, which has attracted 14 member universities from across Australia since its launch in 2015. Through a year-long program, IMNIS aims to provide PhD candidates with the opportunity to increase their understanding of the industry sector, learn the skills they need to develop to be successful within the STEM sector and extend their professional network (IMNIS, 2017). To date, the IMNIS evaluation at a national level has measured the relationship processes (e.g. number of meetings), program processes (e.g. attendance at networking events) and relationship outputs (e.g. goals achieved between mentor and mentee). The mentoring measurement matrix (Clutterbuck, 2001) suggests a fourth type of evaluation not currently captured – program outcomes. This type of assessment can help determine the extent to which mentoring affects the competence of mentees in critical areas, such as the skills most requested by employers. Industry submissions to the ACOLA review (ACOLA, 2016) reinforced the sought-after employability skills and knowledge in the job market, including competence in project management, commercial awareness, understanding industry sectors and networking. Additionally, these skills were highlighted by the 2016 pilot University of South Australia (UniSA) IMNIS alumni as being those which mentees focussed on in their mentoring experience. But to what extent does mentoring support the development of these critical career-oriented skills and knowledge? The South Australian university members of IMNIS have established a collaborative research project to pilot an evaluation framework that assesses program outcomes through an employability lens. The purpose of the evaluation is to introduce a progressive approach to evaluation that provides evidence of impact on employability developed as a result of a mentoring experience. This is achieved through a longitudinal evaluation of mentee skills and knowledge over the course of the mentoring scheme. Designed using primary and secondary data, the evaluation measures the importance, understanding, and competence of participants in areas that the program could support at pre, during, and post experience. This paper presents the interim results of the pre and during evaluation with the 47 IMNIS mentees, six months into the 2017/18 program. The session will also provide insights into how the findings will be used to inform tailored interventions at the three South Australian Universities, which will maximise the positive impact on mentee employability. .

## Keywords:

mentoring; evaluation; employability; skills development; IMNIS

## Notes

# Developing a high-quality, on-line, and scalable PhD supervision course

**Ellen Marie Saethre-Mcguirk** Nord University

In 2016, Nord University (Norway) launched its strategic development plan Strategy 2020. In it, the university presented its ambition to become a field laboratory for the use of digital solutions in higher education teaching and research. The aim to develop new and better ways of using digital solutions and broadly embedding this amongst the academic staff stemmed from current developments in higher education. But there was also an additional incentive supporting the interest. As a newly merged institution, Nord university now spanned nine study locations and covered nearly 40 % of Norway's coastline, underlining the special concern with high-quality learning outcomes through the use of new technology. At the same time, Strategy 2020 revealed an aim to increase the quality of PhD supervision offered its PhD students. Contemporary research from across several fields and within university pedagogy in general confirmed time and time again the importance of quality supervision as a major predictor for the successful completion of PhD candidates. In the wake of this, new national requirements in Norway now demanded that PhD supervisors be formally qualified before taking on PhD students. But while neighboring Sweden, amongst other countries, had over a longer period of time built up considerable experience with developing PhD supervision, the field was remarkably underdeveloped in Norway. In line with the current, seemingly global interest in digital solutions in higher education teaching and research, acknowledgment of the changing landscape of PhD supervision – now becoming more "digital" – seemed part and parcel of the challenges contemporary research addressed (De Beer & Mason, 2009; Dowling &Wilson, 2015). Nord University, however, did not have the luxury of merely acknowledging the changing landscape of PhD supervision; the geographic reality of the new, merged institution demanded that we take into account that our PhD supervision landscape had already changed. What followed meant that academic staff not only needed competency development in PhD supervision in general, they also necessarily needed a high-quality offer which readily included research results and practical examples of how one could use digital solutions to better conduct PhD supervision. Contemporary research and practical examples have explored some of the major perspectives of this field, although this work is still in its infancy (Guerin & Green, 2013; McPhee & Söderström, 2012; Roets, 2016). In addition, this new high-quality offer in itself also needed to be delivered on-line to compensate for the sheer distances between the study locations. Several of its 1,200 employees were in need of the PhD supervision course; thus placing the final requirement on the new Nord PhD supervision course – that it was scalable, without compromising the quality of the program. This showcase paper presents the development, research and thinking behind Nord University's PhD supervision course, as well as shows examples of course structure in terms of on-line teaching pedagogy. The course is due to be released during the academic year 2018/2019. .

## Keywords:

university pedagogy; on-line faculty courses; scalable on-line courses; PhD supervision

## References:

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## NOTES

# The new normal: Shifting the CPD paradigm for Higher Degree Research (HDR) supervision enhancement

**William Ashraf, Merilyn Childs & Nick Mansfield** Macquarie University

Macquarie University (MQ), Australia has ambitious strategic aspirations for Higher Degree Research (HDR), including MRes and PhD, supervision with a key objective of preparing 'world-ready' research candidates through the provision of 'inspirational supervision' through an outstanding supervisory and mentoring experience. Currently, we are reviewing policy and procedures to support academic staff and research supervisors. We wish to enhance confidence, capability and capacity; by transitioning from a conventional CPD registration and annual updating workshop compliance mantra to an Academy/Fellowship framework with crafted support (face-2-face, blended and online modes) for time-poor supervisors by fostering critically reflexive practice in research training.

The issues concerning change management, challenges of community acceptance and the value of evidence-based approach will be presented. In this session, we present a conceptual model and framework which we believe is the first of its kind Australia and valuable as a cross-institutional reference and benchmarking tool. Our normal Pre-2016 MQ Supervisor Register (MQSR) is a listing of Macquarie academic staff who have completed designated research supervisor training requirements. Currently, we are in a Transitional 2016 – 2017 phase whereby an online 'Research Hub' portal, underpinned by 'PURE' and interoperable with our Human Resources Information System (HRIS), is showcasing our research to external audiences including prospective HDR students. From 2018 and beyond our NEW normal will offer an HDR Supervision Fellowship Program by adopting the principles which underpin the HEA fellowship schema and the dimensions adapted from the Vitae Research Development Framework. Attainment of Associate Fellowship, for academic and professional will be available via a training route in either blended or online learning delivery modes. Whereas Fellow and Senior Fellowships can be claimed by staff, academic and professional, through the provision of evidence set against criteria and rubric alignment. We will present the rubric dimensions and its alignment with case studies for staff at different career point exemplars. In terms of Quality Assurance and Evaluation, our work will be assessed against a Context, Input, Process and Product (CIPP) Model (Stufflebeam 2003). In an increasingly competitive higher education landscape, we believe a CPD Paradigm for Higher Degree Research (HDR) Supervision Enhancement will be a key differentiator for quality towards attracting students seeking evidence of an outstanding supervisory and mentoring experience during prior to commencing their candidature at MQ or elsewhere. .

## Keywords:

DR supervision; fellowship; CPD framework

## References:

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## NOTES

# Supervision in postgraduate education – an online course

**Sonja Bjelobaba & Erik Andersson** University of Gothenburg

Courses for future supervisors in postgraduate education have been available in Sweden since 1990s and are today normally a requirement to supervise doctoral students. Mostly, these courses are campus-based and usually in Swedish, a language that not all of our prospective supervisors can speak. Since many of our researching prospective supervisors are located around the world, there has long been a need to have courses that are completely online. As a solution for this dual problem, we developed a course in English that is given completely online. The course consists of four modules and is built around three interconnected themes: in the first theme, the context, organization, cultures, and conditions of the postgraduate programme are discussed. The second theme focuses on the daily practice and ethical dilemmas of supervision: the supervision in relation to rules and regulations, the relationship and responsibilities between the supervisor and the supervisee. In this theme equal treatment, gender equality, and a doctoral student's perspective are also problematized. The third theme brings up the different parts of a thesis in the postgraduate programme: the supervisor's responsibility in the different phases of a Ph.D. programme is discussed, practice, and study and action plans as well as the supervisor's role as a mentor into the scientific community. The course is very popular and our experience from its first cohort is positive. Restructuring the campus course into online learning activities presented some challenges, and the presentation is an account of how those where handled. For more information, see the syllabus: http://pil.gu.se/english/courses_in_english/supervision_in_postgraduate_education.

## Keywords:

courses for supervisors; online pedagogy; e-learning

## Notes

# Essentials of Supervision: UNSW hybrid learning approach to developing supervisory practice

**Linda Coggiola & Cecilia Stenstrom** The University of New South Wales

Internationally and across Australian universities the criticality of quality supervision to the completion of higher degree research studies is increasingly recognised by the provision of essential training and the requirement of a form of assessment prior to assuming supervision responsibilities. In recognition of this and changing funding and regulatory expectations the University of New South Wales (UNSW) has revised its supervisor policy and replaced its model of voluntary participation in development opportunities where reach was limited and inconsistent, with a comprehensive hybrid learning program, Essentials of Supervision (EoS) delivered at faculty level. This paper outlines the rationale for the approach recognising that it is in part a change management situation for those involved, the findings to date of the pan UNSW implementation and next steps under consideration. Extensive consultation and trialling informed the development of EoS, though a key driver for both the content and instructional approach used was that the behaviour and skills of a supervisor are intrinsically linked to both a candidate's satisfaction with the postgraduate experience and successful completion (Pearson & Kayrooz 2004, Latona K Browne 2001, Harris 1996). The approach comprises a practical workshop with essential UNSW and faculty specific content followed by an online open book assessment with links to all relevant UNSW policies, supplemented by extensive online resources. The assessment becomes in effect a foundational professional practice guide emphasising the key role an individual supervisor plays in managing candidature at UNSW. Central to EoS uptake is faculty engagement, which provides contextual and positioning details. The extensive consultation at this stage of program development has been critical to creating support and understanding of the supervision changes at UNSW. Further, the approach provides practice sharing and collaboration highly valued by supervisors in attendance whilst at the same time ensuring the broader institutional expectations such as candidate selection, progress reviews are explicitly stated and misconceptions or concerns are immediately addressed. This well received approach provides the beginning of a robust framework to prepare new supervisors in developing and building their career and supervisory practise in an institutional setting, whilst at the same time it provides experienced supervisors with timely and at times, unexpected insights that they have also found valuable.

## Keywords:

supervision; supervisor career development; supervision practice; completion; institutional compliance

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## NOTES

# Can a writing self-efficacy survey identify HDR candidates requiring extra writing support?

**Adele Thomas** Macquarie University

One of the challenges of successfully achieving a PhD is the timely completion of the doctoral thesis. Whether the doctoral thesis takes a traditional or by publication format, to achieve the high level of academic writing proficiency required, HDR candidates will typically seek writing support. For many HDR candidates, this support is solely from their research supervisory team, however many other candidates will seek additional support from university learning advisors. University learning advisors provide writing support to the HDR candidates in the form of one-to-one consultations, HDR writing groups and HDR writing courses. All forms of writing support rely on either the candidates identifying themselves or a supervisor identifying their candidate as requiring extra support. It is unknown whether these candidates account for the HDR candidates that are in most need of the limited extra support that university learning advisors can provide. In attempt to identify the candidates requiring extra academic writing support, it is proposed that completion of a writing self-efficacy survey could be useful. This survey is grounded on Bandura's theory that a person's self-perception in their ability to undertake a specific task will affect their subsequent performance of that task (Bandura, 1977; Bandura, 1982). Essentially self-efficacy beliefs influence the types of activities attempted, the amount of effort invested, the level of perseverance, the amount of stress experienced and the quality of eventual performance. Bandura's theory is supported by numerous studies that have demonstrated a positive correlation between high writing self-efficacy and writing performance (for review see Pajares, 2003). HDR candidates at Macquarie University have been asked to complete a writing self-efficacy survey that was developed by Schmidt & Alexander (2012) during the university commencement program. Respondents were categorised into low-, mid-, or high-writing self-efficacy groups, based on their writing self-efficacy scores. It is proposed that respondents falling into either the low- or mid-group may be more likely to require additional writing support during their candidature, and thus should be prompted to seek additional support from university learning advisors. To clarify whether survey scores reflect vocalised writing self-efficacy beliefs, semi-structured interviews were conducted with a purposively selected sample of candidates who had recently completed the writing self-efficacy survey. Interviews were audio recorded, transcribed verbatim, and data examined by constant comparison. In this session I will explore the identified themes from this qualitative study and make comparisons to the responses from the written self-efficacy survey. Once we have clarified the suitability of this survey as a useful diagnostic tool to quickly identify candidates who are most in need of extra writing support we envisage seeking future investment to develop an institutional HDR candidate dashboard. The latter would allow students and faculty to undergo self-assessment to identify risk in the very early stages of the candidate life-cycle, and will therefore have wide reaching institutional and sector applications in key metric and resource areas related to completion rates, retention and attrition.

## Keywords:

completion; diagnostic tool; learning advisor; retention; student support

## Notes

# Research literacies development: Institutional role-players, perspectives and strategies

**Pia Lamberti** University of Johannesburg

The number of QPR conference presentations that address research writing is testament to widely experienced concerns about the challenges postgraduates experience with writing their dissertations or theses and the initiatives that have been implemented to address these concerns (QPR Conference Proceedings, 2014, 2016). The problem of writing at postgraduate level is also highlighted in the recent publication focusing on 'research literacies' by Badenhorst and Guerin (2016). In South Africa, where a failing school system does not adequately prepare students for the demands of higher education, even with academic development initiatives in place in the undergraduate years, many students are inadequately prepared for the literacy demands of postgraduate study. As a consequence, significant numbers of postgraduates experience difficulties with research writing (Thesen & Cooper, 2014), a factor that contributes to poor throughput rates and slow time to completion (Academy of Science of South Africa 2010). In the case of the University of Johannesburg, the institution's response to the research literacies needs of students is uneven. Faculties, and the even different departments within faculties, respond in divergent ways, with some providing more support than others. However, no evidence could be found of initiatives designed specifically to address the development of research literacies and, given decreasing financial resources and increasing demands on academics' time, it is acknowledged that there is a limit to how much support departments or faculties can give in this respect. Consequently, since its establishment in 2016, the Postgraduate School, which is located outside the faculties and is mandated to 'serve and support postgraduates … to advance their progress and success' (University of Johannesburg Postgraduate School Charter 2015) has played a role in supporting Master's students and doctoral candidates in their acquisition of research literacies. This presentation will report on the strategies that have been employed to raise awareness of the literacy demands that postgraduate study makes on students, and the attitudes and perceptions of institutional role players with regard to the development of research literacies. It will present findings about what are perceived to be the most pressing needs, and provide an overview of the interventions that have been implemented by the Postgraduate School over the past two years to address some of these needs. The presentation will conclude with a consideration of some of the challenges that have been encountered in the process and how these challenges might be overcome.

## Keywords:

research literacies; research writing; institutional role-players

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## NOTES

# Reframing reading as a skill to improve impact and engagement: The transformative experience of reading conceptually difficult texts

**Daniel Brennan** Bond University

In the abundant literature available to PhD students on acquiring the various skills necessary to complete a PhD, there is very little written on the art of reading the sorts of conceptually difficult texts that are required in doctoral research. A large component of any research project involves reading large amounts of conceptually difficult texts and finding one's own voice amongst the debate. The sheer amount of written works that a PhD student is expected to master while creating a PhD is intimidating. Thus, there is a temptation to produce literature reviews that do not do full justice to the scholarly depth of the articles reviewed, and this creates the problem of not properly understanding the state of the art. Thus, it is important for there to be a greater discussion on the art of reading at a doctoral level. My paper offers three discussion points that a supervisor can employ with students in the early stages of a PhD. These reframe reading as an existential project for becoming a master of a discipline and promote literacy at the level of an intellectual leader. The aim is to enhance the impact and engagement of research by ensuring that research questions are adequately posed by researchers who are authentically engaging with the scholarly field. Firstly, the paper provides an example where colloquial understanding provides a vastly inferior interpretation of a complex conceptual argument. Secondly, the paper explores a case study where a paper has employed a lax understanding of the key literature and consequently the research's conclusions fail to reach their impact potential. The paper concludes by reframing reading as the attainment of useful and transferrable character traits of a doctor of philosophy in a discipline. Such a reframing allows reading to be understood as a skill rather than a chore. By reframing reading for a PhD as a skill acquisition, instead of a laborious chore that can be rushed, the student's ability to produce impactful research is enhanced as they are better able to become researchers aware of the nuance to scholarly debates. Furthermore, by reimagining reading as an employability skill, researchers can not only produce more impactful research, but also articulate a skill set that enhances employability.

## Keywords:

reading; research; lifelong learning

## Notes

# The impact of supervisors as writing instructors

**Monica Behrend** University of South Australia, **Meeta Chatterjee Padmanabhan** The University of Wollongong

The development of doctoral writing capabilities for a doctoral scholar through the provision of feedback comments is an important aspect of the work of supervisors having notable impacts on their doctoral students. While supervisors have not necessarily been formally trained on how to articulate the disciplinary discourses related to writing that they themselves have mastered, successful and experienced supervisors engage in a range of effective practices when providing feedback comments, particularly for multilingual doctoral scholars. The doctoral education literature about feedback processes and practices on doctoral writing does not specifically focus on the impact of feedback within multilingual spaces nor consider the ways in which these scholars engage with written feedback. This paper examines effective feedback practices in multilingual spaces using data from semi-structured interviews with successful supervisors (n = 20) and their doctoral students (n = 20) across a range of academic disciplines in two Australian universities. Where possible, either the supervisor or their research student was multilingual. A thematic analysis of the data identified a range of 'best' practices for in-depth engagement with feedback comments and important contextual factors underpinning to impact of such practices. In providing feedback, most supervisors reported that they learned this craft of providing feedback by 'trial-and-error' and recognised how their feedback provokes thinking and shapes ongoing doctoral writing. They stressed the need for a clear argument within the writing. They also consciously tailored their feedback for individual scholars at different stages of candidature, while highlighting the importance of establishing and maintaining robust supervisory relationships. Such tailoring included discussing feedback not only within supervisory meetings but also engaging in pre-writing strategies and other innovative activities. In receiving and responding to written feedback comments, the doctoral scholars spoke about becoming more confident and less anxious as research writers and provided examples of resilience strategies employed in responding to feedback. Their responses emphasised effective writing practices and an awareness of the role of respectful and trust-evoking working relationships with their supervisor(s) and research group. While both supervisors and their students identified key features of effective research writing, the details of such features were usually less explicit. Similarly, the comments on samples of doctoral writing drafts varied in the extent of their directiveness and explicitness, a feature appreciated by the doctoral students. In response to these findings, various resources have been designed to focus on explicit naming of metadiscourse within doctoral writing for use by both supervisors and doctoral students to develop of doctoral writing capabilities. Further research is required on detailed analysis of doctoral writing feedback and the impact on doctoral writing resources highlighting metadiscourse on the practice of doctoral writing.

## Keywords:

doctoral writing; written feedback; feedback practices; providing written feedback; receiving written feedback

## Notes

# Direct Voice: Can more dynamic student engagement in academic governance decision-making positively affect student reporting of their academic environment?

**Rebecca Johnson, Ross Coleman & Alana Mann** The University of Sydney

Australian universities collect vast amounts of student feedback on how they experience and view their institutional landscape. This form of student engagement is highly valued by universities for the information it provides in helping to create a successful environment for current students and to assist in reporting an attractive environment for potential new students. Standard methods of feedback such as Student Experience Surveys are modeled on traditional static feedback formats that are unidirectional and slow in comparison to the decision-making processes of academic governance. The lag between when a student gives feedback and when changes made in response to this take effect, often means that those students are no longer around to see the impact of their engagement. In 2016, the University of Sydney launched a strategic plan in which a goal was set to promote a Culture of Shared Values, noting that such a culture shift would require the engagement of all members of the university community. The 2014 Postgraduate Research Experience Questionnaire (PREQ), discussed in the 2016 ACOLA review, shows the relationship between graduate satisfaction and intellectual climate to be a mean percentage agreement score of 67.5 percent. The ACOLA review also states that the areas of quality supervision and intellectual climate are the primary drivers of overall satisfaction of the students with their institution. The specific indicators within the intellectual climate category focused on: social contact, involvement in research culture, integration into department community, and ambience in the faculty. Of the student experience indicators in the PREQ, these are the most relatable to organisational culture; an improvement in the student perception of culture would likely improve these indicators and thus result in an increase in overall student satisfaction markers. Direct Voice engaged students from across all faculties to test for a change in perception of culture when they were given a more Participative Decision-Making role. Phase 1 – Baseline and Phase 3 - Change gauged initial and resulting perceptions of the "culture of shared values", the University environment, and their place within the University community. Phase 2 – Direct Voice, consisted of four feedback loops on issues under discussion at a key executive governance committee including: changes to a key HDR grant program, a new postgraduate qualities framework, proposed mandatory coursework for all HDRs, and a new HDR internship program. This committee is the body guiding strategy with respect to HDR students and therefore the most appropriate place to build a direct link between students and strategic decision-making processes. The committee periodically gave closing-the-loop reports back to the students during the study, informing them of how their voice was considered and how it impacted the decisions made and thus the construction of their university environment. In all cases, the University exhibited adaptive leadership and altered direction in real-time in response to the feedback. The methods employed by Direct Voice that resulted in a positive shift in the student perception of culture can be applied to other higher education institutions seeking to develop a stronger member perception of organisational culture.

## Keywords:

student engagement; Participative Decision Making; university organisational culture; higher education; university governance

## NOTES

# Transforming KPIs into innovative HDR experiences: A tale of five schools

**Konrad Peszynski, Janneke Blijlevens, Prem Yapa, Paul Gibson, Cameron Duff & Adela McMurray** RMIT University

This paper reports on Intellectual Climate and the student experience initiatives to enhance HDR engagement within a College of Business of an Australian University. This paper reports five novel narrative case study vignettes that have been implemented by the HDR Coordinators within the five higher education Schools in the pursuit of improving Intellectual Climate and the student experience specific to their discipline. Sharing vignettes facilitates knowledge management and contributes to the discussion and debate associated with the engagement of HDR candidates. These vignettes are used as input to a model of initiatives in the pursuit of HDR engagement and Intellectual Climate to inform tertiary institutions across Australia. School 1 has approximately 88 HDR candidates. Initiatives undertaken to enhance the student experience include: creating a regular HDR school-based writing group; a formal HDR Academic Mentoring Program, which matches second and third year candidates with newly commencing candidates to act as a volunteer mentor to adapt to their Higher Degree by Research studies and connect with their peers; and themed morning teas bringing together academic staff and HDR candidates. School 2 has 87 HDR candidates and has created three Supervisory Team Allocated Scholarships. Supervisory teams within the School apply with a project proposal to the School Research Committee to attract and provide a HDR Scholarship to high quality HDR candidates whose HDR candidacy will address research questions in their proposed project and who will deliver a timely thesis, with publications. School 3 has 35 HDR candidates and the HDR coordinator meets with HDR students on a monthly basis (as informal meetings) to identify any issues related to research progress. The School conducts workshops on theory and methodology by senior professors. School 4 has 37 HDR candidates and has undertaken initiatives including making funding available to candidates close to completion to give those candidates time to focus on their writing. Furthermore, workshops are organised based on the candidate's expressions of interests in certain topics. School 5 has 55 HDR candidates and administers a regular HDR Student Seminar Series with a strong focus on building a strong, supportive and collegial research culture and intellectual climate. Another initiative is a bi-annual audit of all supervisors with the candidates who are due to complete annual progress milestones. The preventative intention is to identify candidates who may not be progressing as expected towards timely completion of milestone requirements and thus ensure remedial steps may be negotiated with support from the respective School. As can be seen, there are common threads and differences when pursuing Intellectual Climate and HDR engagement across the five Schools. The paper consolidates the vignette case studies to deliver a cross-disciplinary, hands-on model of initiatives in the pursuit of HDR engagement. It is through these vignettes that the five HDR Coordinators from each School developed innovative approaches that have enhanced the HDR experience of their candidates, which has had a positive influence on the Intellectual Climate within the disciplines of each School. The approaches identified in our model could be considered by other institutions seeking to enhance the learning experiences of their HDR candidates.

## Keywords:

intellectual climate; student experience; HDR initiatives; vignettes; model

## NOTES

# Coaching for PhD candidates

**Ahmed Wadee** Vaal University of Technology, **Moyra Keane** Wits University

The demands placed on supervisors and universities in South Africa to increase the production of PhD degrees seems to have been unrealistic. The Department of Higher Education's approach to the massification of doctoral degrees has led to a corresponding increase in the numbers of PhD candidates each supervisors is expected to take on. In spite of additional support being frequently available to students, many students make little progress over extended periods and most do not complete in the allocated time. In response to this, a number of universities are offering coaching for PhD students so as to address the issues they face more holistically. Coaching, which draws on theories of postgraduate pedagogy and transformative learning, differs from many other interventions as it addresses both academic and non-academic issues, deepens reflection on the process of becoming a doctor, in addition to the goal. In this study we found postgraduate students who had been registered for over 5 years and who found themselves on a 'treadmill – going nowhere' were enthusiastic about enrolling with a coach. We explored, through individual sessions and exit questionnaires, the type of blocks to progress that they seemed to encounter and the approaches that enabled them to make progress. Coaching offered support for personal, psycho-social, professional and learning issues, as well as a space for a 'neutral' listener. Our studies with PhD coachees suggest that coaching may play a role as an adjunct for PhD supervision. In this study, fifteen post graduate students who had been registered for their degrees over an extended period requested coaching support. The results demonstrate that over a 1.5 year period of coaching, these students completed their thesis write-up and either have or are in the process of submitting their theses. We identify some of the common problems encountered by postgraduate students outline as well as the type of strategies that assist them to overcome these. The approach provided a space for creativity and action and in some cases empowered students to have greater agency in the relationship with their supervisors. We suggest that coaching interventions could contribute to successful PhD completion but also shed light on postgraduate pedagogical approaches.

## Keywords:

postgraduate supervision; coaching; postgraduate pedagogy

## Notes

# Exploring interactions between academic value/s and impact and engagement policies in the context of doctoral education in Australia

**Krystyna Haq** The University of Western Australia, **Jennifer Chubb** University of York

The Australian Qualifications Framework (AQF) outlines the knowledge and skills defining Doctoral education in terms that reflect traditional academic values and ideals. At the same time, the Review of Research Policy and Funding Arrangements (Watt, 2015) and Review of Australia's Research Training System (McGagh et al. 2016) have highlighted the need for universities to engage beyond the academy since academic value alone is not considered sufficient to justify "the public investment made in Australia's universities. Research...must also have an impact" (Watt, 2015, p. 65). An "impact agenda" has been addressed by UK research policy since 2006 yet it is an increasingly global phenomenon. In the UK, researchers are required to address "impact" prospectively in funding applications and retrospectively in research assessment exercises. Chubb (2017) found that the UK impact agenda had profound effects on academic behaviour and identity, with an increased focus on justifying the value of research affecting how academics felt about their roles and responsibilities. Of particular concern were findings that these policies, including the definition of impact were driving behaviours that pushed ethical boundaries. Here, responding to the impact agenda was less problematic for academics whose research was more "instrumental" than for those whose research was less instrumental in nature. At the same time, Chubb asserts that epistemic responsibility overrides the discourse of resistance normally associated with the impact agenda concerning academic freedom and the desire to remain in some kind of rarified ivory tower. Chubb suggests that when the "edifying force of epistemic responsibility" is harnessed (Chubb and Reed, 2017), the new mode of working may align with academic values. A tension however emerges where emotional and moral dissonance develops amongst the academic community and in disciplinary pockets.In Australia, discussions of research impact have referred to "social, economic, cultural and environmental impacts" (ARC Media release, Nov 2017), however much of the focus is on the knowledge economy and increased engagement with industry. Engagement with Industry at the Doctoral level requires careful academic supervision given the sharp cultural divide between the academic values that define Doctoral education, and the research needs and values of industry operating in a competitive commercial environment (Haq, 2017). Furthermore there will be an implicit hierarchy of value for different types of academic research that may contrast with traditional academics ideas of value. However, Chubb (2017, p.2) argues that multidisciplinary research may bring enhance intellectual credibility to applied research and "provide greater motivation for the disciplines to work together for maximum impact". It is clear that as in the UK, the changing Australian research policy environment will challenge academic identity and behaviour, with consequences for the education of doctoral researchers (and beyond) that need to be understood. Finally, whether "research impact" becomes problematic depends on how it is conceptualised (Chubb, 2017). Clearer definitions of impact and an increased focus on "knowledge exchange" and broader notions of "engagement" instead, provide opportunities for academics, including doctoral students to contribute to society in a way that is consistent with their values.

## Keywords:

doctoral education; AQF; academic values; impact and engagement; UK and Australia

## NOTES

# Supporting Higher Degree Research collaboration: A reflection

**Susan Gasson & Christine Bruce** Queensland University of Technology

This paper demonstrates the application of a collaborative research framework (Gasson & Bruce, 2017) to the Higher Degree Research (HDR) journey. We propose that by positioning this as a collaborative research culture framework it will enable discussion about developing (building, sustaining and maintaining) healthy and productive collaborative research cultures.

Both authors were invited to discuss research collaboration in different spaces. We established a way forward by discussing the critical elements of such collaboration. Out of this we built a framework (Gasson & Bruce, 2017). In the course of sharing this framework with colleagues it became clear that the productive discussion and issues lay around building and managing a sustainable collaborative research culture. We realized that evaluating the collaboration is easier (based on performance metrics), evaluating the culture is more difficult but also important. Further we noted that evaluation work to date has focussed on measurable outcomes associated with visible research activity and their outputs. This framework suggests that focus on the culture would be informing, enabling productive cultures to be established.

This paper will provide a background as to why this is important and relevant to the current climate (Australian Government, 2015; Australian Mathematical Sciences Institute, 2017; Department of Education and Training, 2017; McGagh et al, 2016); Productivity Commission, 2017; Watt, 2015) and describe the proposed culture framework. We then move on to a narrative reflection on the application of the initial collaborative research framework in two contexts and the ensuing discussions and issues that arose. This has led to our view that there is a need for a deliberate focus on the development of a collaborative research culture as an enabler of research productivity; this leads to consideration of the application of the collaborative research culture framework in the HDR context.

We conclude the paper by raising key questions such as:

- What are the characteristics of a productive collaborative research culture?
- What puts a productive collaborative research culture in place?
- What puts a productive collaborative research culture at risk?
- How is a productive collaborative research culture measured and maintained?
- What is the role of research leaders in building, maintaining and sustaining productive collaborative research cultures?

In moving the discussion into the HDR context our intention is to consider how to support students and their supervisory teams to respond optimally to the call for increased collaboration/end-user engagement. The proposed application of the culture framework moves discussion from evaluation, measurement and reporting on the impact of these engagements to the underpinning culture required to enable development of research collaborations.

Development work involves a three stage approach starting with building, moving to maintaining and then sustaining based on a justification of the research collaboration's productive measureable outcomes. Our view is that this development work sits with research leaders. To date these leaders have relied on intuition and modelling from past experience to inform their activity. However, with the increasing focus on collaborative research and its measurement a more systematic approach may be needed. This approach provides leaders with a cultural focused perspective. An example of the application of the framework is provided to demonstrate this. .

## Keywords:

research collaboration; measurement and evaluation; cultural framework; research culture; research leadership

## NOTES

# Employment outcomes and career satisfaction of Australian doctoral graduates: A case study

**Sharon Saunders & Ruth Kamrowski** Griffith University

Researching and documenting the career trajectories of PhD graduates to inform and refocus the purpose of research education has been the focus of a range of global organisations dedicated to enhancing the doctoral experience and advocating for the value of doctoral education (e.g. Vitae (UK); League of European Universities (Europe); Council of Graduate Schools (US)). Longitudinal data on graduate satisfaction regarding the value of completing doctoral training, in relation to career outcomes, is reported as lacking in the recent Australian Council of Learned Academies (ACOLA) review of Australia's research training system. Furthermore, a key finding of the review was that information currently provided to prospective doctoral candidates, with regards to likely outcomes of research training, is inadequate. This paper reports on a survey of Griffith University's doctoral graduates and benchmarks the findings with comparative international studies. The aims of the Griffith survey were to (i) gather employment outcomes data, and (ii) determine graduate perceptions of the value of their doctoral qualification for their career to date. Participants were asked for their year of graduation, and were then asked to indicate their employment status and employment sector at both one-year post-graduation and currently. Participants were further asked to indicate how long it took them to find employment they deemed appropriate to their level of education, their satisfaction with their doctoral experience, the value of their qualification for their career, and their satisfaction with their career since completing their doctoral qualification. Results indicate that employment outcomes data for Griffith HDR graduates are positive, with the majority of respondents employed or self-employed at both one-year post-graduation and currently. Furthermore, of those graduates who reported being employed, the majority were employed fulltime both for initial and current employment. In addition, the majority of respondents found 'appropriate' employment within two years of completion, or were already employed in an 'appropriate' role either before or during their doctorate and continued in that role upon completion of their program. Graduates also reported high levels of satisfaction with their doctoral experience and their career to date. The majority of graduates also believed their qualification had been valuable for their career. Interestingly, reported satisfaction levels increased as time since graduation increased. Additional aims of the paper will be to (i) reflect on the success of the methodology used in the study to inform future research seeking to understand doctoral graduate career outcomes in Australia and internationally, and (ii) provide insights as to how such data may be utilised at an institutional, national, and global level.

## Keywords:

doctoral education; employment outcomes; career satisfaction

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## NOTES

# Post-PhD researchers' writer identity development: Writing experiences and community positioning

**Montserrat Castello** Universitat Ramon Llull

Post-PhD researchers are expected to contribute to a country's productivity and competitiveness mostly through writing, which represents a privileged means to become an independent researcher. However, little is known about how Post-PhD researchers experience writing and how, when and why these experiences influence or modify their previous writing conceptions and, ultimately, the development of their writer identity as researcher. We used a mixed-method approach to investigate the relationship between Post-PhD researchers' writing conceptions and experiences. 189 Spanish post-PhD researchers answered a questionnaire on writing conceptions and participated in retrospective multimodal interviews, in which visual methods, such as Journey and Network Plots, were applied. Results from the questionnaire showed three post-PhD profiles regarding writing conceptions. Qualitative results from interviews indicated that these profiles mediated the development of writing identity and were related to the position that post-PhD researchers have in the community, and to some specific writing experiences, such as participating in different kind of co-authorship practices, feeling competent in writing a variety of genres and having specific training opportunities.

## Keywords:

writing identity; researchers' writing; researcher identity development; community positioning; networking

## NOTES

# The relative nature of success in the doctoral journey and the influence of group supervision on candidates' sense of success

**Kerry Bissaker, Divya Diwadi, Lesley Henderson, Sarah Kolajo, Sue Kupke, Ali Nawab, Kamal Pokhrel, Jo Shearer & Helen Stephenson** Flinders University

Success is a relative term when reflecting on a doctoral journey. For tertiary organisations success is clearly connected to timely completions for financial remuneration and successful results. In the Australian Government's 2011 discussion paper on defining quality for research training in Australia the word 'successful' was only mentioned twice in the 33 page document, both times in relation to timely completion. However, for research higher degree (RHD) students, success takes on different qualities and dimensions which are of importance in developing and sustaining intellectual, emotional and physical capacities required for successful completion. Understanding RHD students' perceptions of success in the often lengthy journey from acceptance to completion and what they perceive supports a sense of success should be of value to tertiary institutions, supervisor and students alike. In the current tertiary sector climate of reduced resources and increased demand for research outcomes that have significant impact on effective models of supervision that engender successful outcomes are of interest. In general, RHD students are supervised individually subsequently only experiencing the journey of other RHD students from a distance or informally. However, this research features a group research model in which RHD students and their supervisor hold regular meetings bringing all candidates together no matter the stage of the research. In this research RHD students from a group of 10 students being supervised by the same supervisor were invited to respond in writing to questions on perceptions of success, share examples of times they felt successful within their candidature and the role the group model of supervision had on their sense of being successful. The research drew on participatory research methods allowing all respondents to be participants and researchers. This method employs individual, collective and structural reflection. Individual responses (reflections) were gathered through an online survey and then collated and analysed by all participants for any themes consistent across responses.

Initial analysis of themes was done on an individual then collective basis prior to engaging in a structural reflective process linking outcomes to the broader world of RHD research experiences. Success was viewed from narrow and broad perspectives; narrow in terms of meeting milestones in a timely manner and supervisors' approval of written work. The broader perspective of success was related to not only developing expertise in their field but also research, communication and leadership skills which could be applied in other contexts. Stories of success varied from succeeding in the conferral of candidature, collection of data as an independent researcher, honing specific research skills and presenting at international conferences. Stories reflected that growth in confidence as a doctoral candidate was closely aligned to feeling successful and that feeling successful was more evident when shared and celebrated within a group model of supervision. Within a group model success moved beyond the narrow focus on meeting deadlines to feeling valued and successful just because others listened, shared challenges and provided feedback. In particular, international students felt less isolated, overwhelmed and ready to share emotions and challenges often previously hidden as a cultural expectation of being accepted as a doctoral candidate. The group model brought a sense of being responsible for everyone's success and as such success is more constant in the lives of students. Even challenges faced by individuals allowed for a sense of success as the group worked together to resolve issues at hand. The RHD students went well beyond experiencing success in their specified research area to developing skills as a co-supervisor of others' research. Success as supported by the group supervision model moved beyond surviving the doctoral journey with completion as the focus of success to experiencing success from emotional, logistical, cultural and developmental perspectives and more importantly that sharing of success contributed significantly to overall quality of the RHD candidature experience. The outcomes which emerged from this research went well beyond the Australian Government's discussion paper on quality in research training perspective of success.

## Keywords:

doctoral supervision; success; group supervision

## NOTES

# Visual research methodologies: Hiding in plain sight

**Emmie Smit** University of the Free State

Even though most disciplines do not acknowledge the use of the methodology of visual research and do not recognised it as a scientific practice; most disciplines make use of visuals to communicate, but also to create knowledge.

This paper explores, compares and illustrates the variations in practices of visual research methodology and the related terminology across disciplines from Social Sciences, Natural Sciences, Business Sciences and Medical Sciences. The similarities and differences will be juxtaposed in comparative and illustrated poster design.

**Keywords:**
visual research methodologies; knowledge creation; visual text analytic software; expert observation

## Notes

# The Researcher Skill Development framework (RSD7) ten years on

**John Willison** The University of Adelaide

The elaboration of researcher autonomy into unequivocally 'capital R' research enabled the Researcher Skill Development (RSD7: Willison & O'Regan, 2008) framework to be used (Veluatham and Picard, 2009) and evaluated (Willison & Buisman Pijlman, 2016) in PhD-related studies. This poster presents the updates to the RSD7 based on feedback, evaluation and research over the past ten years. Some of the features of the RSD7 include that it:

- is a conceptual framework. This means that it is not a rubric or any kind of off-the-shelf solution. It accommodates, even demands, that context-specific contingencies determine adaptations be made which cannot be accounted for a priori by any framework.
- is taken in through a 'single view'. This has proven to be vital for sensible conversations 'around the placement' (Torres & Jansen, 2016). More comprehensive frameworks have their place, such as the Vitae framework (Bray & Boon, 2011) but the one-page RSD7 is sufficiently complex for substantial exploration of many key PHD issues, and facilitates fuel for research accelerations: discussion and collaboration.
- elaborates a continuum of researcher autonomy. The concept of shuttling back and forth between lesser and greater autonomy (Willison, Sabir & Thomas, 2017) is a research reality to enable constant improvement, from learning what to do (lower autonomy), to learning through application (Higher Autonomy) and back again. Some authors acknowledge the absolute need for Ph.D. students to move 'backwards', not educationally, but in terms of autonomy, when more direction is required (Gurr, 2001).
- strongly conceptually and pedagogically connects the undergraduate and coursework Masters years of university to PhD and beyond (Willison & Buisman Pijlman, 2016).

## Keywords:

researcher skill development; articulation of autonomy; research impact

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## NOTES

# A fluvial meditation on the sympathies between coursework, dissertation and practice in the professional doctorate

**Nicola Parkin** Flinders University

This poster illustrates three aspects of the Doctor of Education: the coursework components, the dissertation, and the practice context, and explores through fluvial metaphors their entangled relations, motions and influences. As a student 'in' the professional doctorate, the poster is a chance to bring my experience into view: subterranean, braided, oxbow and otherwise.

**Keywords:**
doctoral education; student experience; professional doctorate; rivers

## Notes

# Teaching for competency for quality in schools: In-practice methods for on-line, in-service teacher continuing education in digital competencies and digital art Education

**Ellen Marie Saethre-Mcguirk** Nord University

In 2009, The Norwegian educational authorities launched their national initiative for developing higher quality educational offerings in primary and lower secondary schools. Based on the hypothesis that high quality teaching is dependent on up-to-date school specific content knowledge, the Norwegian Ministry of Education and Research, the Norwegian Directorate for Education and Training, and school owners throughout Norway came together to allow teachers and head masters in primary and lower secondary education in Norway to complete new in-service training. One of these course combinations is Digital Arts Education, a 15+15 ECTS course combination covering the four major areas of arts education in Norway (Visual Art, Design, Architecture, and Visual Communication) in relation to digital tools and web 2.0 affordances as well as professional digital competency in general.

One of the major challenges of the course combination was that it was to be offered solely on-line – thus allowing teachers from all over the country to participate without having to leave their schools and responsibilities during their in-service training. What is more, the course combination challenged established ideas of what can be done through on-line teaching – specifically the assumption that arts education is especially difficult to teach on-line.

Furthermore, constructing such a course combination necessarily led to having to rethink ways in which in-service education is structured and offered. Through this course combination, I have had to reconsider the entire concept of in-service education, developing new forms of structuring flipped classroom teaching in higher education, and the use of social media as an integral part of the educational experience. The course combination has become highly successful. The first year the course ran, it attracted 15 students. In its second year running, it has 51 students. Next academic year's offering of the course combination has opened up for 70 students. Thus, issues of scalability and scalability while maintaining quality in higher education have been tested and further developed.

This poster presentation will present in-practice methods for structuring and further developing on-line, in-service teacher continuing education programs on the basis of my experience with such courses. .

## Keywords:

university pedagogy; on-line continuing education; scalable on-line; courses; teacher education

## NOTES

# Monash Doctoral Program: Embedding professional development in the PhD

**Michelle Ket, Jeremiah Byrnes & Michelle Lopez** Monash University

The last two decades have seen an increase in the number of PhD graduates, without concomitant increases in academic positions or research grant funding. These conditions have led to a highly competitive job market within Academia, and an overabundance of highly specialised researchers seeking employment outside academia, in an environment (industry, government and not for profit) that fails to realise the value of doctoral education for their endeavour. In 2015 Monash University launched the Monash Doctoral Program across all Faculties and Institutes in our Australian and Malaysian campuses. The principle of the Monash Doctoral Program was that a student's PhD project was supported with training to enhance their discipline specific knowledge and professional attributes. Whilst the format of the training differed across faculties, it was fully embedded as a compulsory course requirement. Approximately three years on from the launch of the Monash Doctoral program, this paper will discuss the opportunities provided by, and challenges imposed by the delivery of the program across multi-campus and two countries. Specifically, the paper will address the key areas of stakeholder engagement, accessibility, quality, workload and responsiveness. It will also examine the benefits of Industry and Alumni directly engaging with the program.

## Keywords:

professional development; doctoral training; industry engagement

## NOTES

# Various perspectives of the development of an electronic monitoring system

**Ria Vosloo, Arno Louw & Annamarie Meyer** University of Johannesburg

The ability to monitor the progress of postgraduate students at an individual as well as institutional level is important when postgraduate success is a key driver in higher education. There are several electronic monitoring systems available; however, the costs associated with proprietary systems are often exorbitant. The University of Johannesburg made the decision to use the Learning Mangement System in place within the institution to develop a suitable system. The proposed system has to provide a standardised system that will provide postgraduate progress support, enablement and monitoring against a template of agreed milestones, and enable institutional monitoring and progress reporting. A Learning Management System (LMS) provides many possibilities for collaboration, auditing, and learning tool dynamics. Furthermore, the latest technoculture trends have largely eliminated socio-economic factors such as travel, set daytime meetings, file and information exchange as well as prompt supervisor feedback. Subsequently, tool dynamics within an LMS give leverage for both the hosting and monitoring of online learning processes on a digital platform. Herein, engaging part disciplines of e-learning and related strategies become praxis for modern pedagogies and trigger interactions for stakeholders of postgraduate studies. The recording of all interactions, e-documents and metadata, provides engagement for supervisors on different levels and constitutes a social hub for learning process management. The challenge was to develop a system that met the requirements of the multiple supervisory pedagogies in place within the institution, ensured data integrity and not generate alternative datasets, met the reporting requirements and can be implemented successfully. In this paper we present the perspectives of the supervisors, administration, and data integrity and system development. Data integrity is of particular importance as there are currently several systems in place at departmental and supervisor levels that are not aligned with the institutional databases. This leads to disputes, challenges and conflicts each time that an institutional overview of progress is presented based on what is currently available A generic set of institutional milestones that applies to the various disciplinary and epistemological traditions as well as to the administrative processes was developed but the ability to provide scaffolding and progress monitoring at an individual level has to be provided as well for those supervisors that wish to engage their students at that level. A balance between the administrative burden on supervisors and the reporting requirements is the key to successful implementation and the institutional acceptance and implementation is the final perspective presented.

## Keywords:

learning management system; postgraduate monitoring; data integrity; institutional reportingg

## Notes

# Incorporating generic skills in to a Graduate Certificate of Research to support research degree candidates – experiences and future directions

**Karen Barry** Tasmanian Institute of Agriculture, **Megan Woods, Barbara Nowak, Kiran Ahuja, Ashley Townsend & Clive Baldock** The University of Tasmania

The University of Tasmania introduced a compulsory Graduate Certificate of Research in 2011 for higher degree research candidates, driven by 2 of the 10 Bologna Process principles. These included the need for generic and transferable skilling and interdisciplinary training in order to increase global employment prospects and responsibility of conduct. The course comprises two core unit focussed on these generic skills and two electives designed to be more closely related to the individual project needs of the candidate. After more than 5 years of this program, a review of content and delivery is underway and the successes and challenges will be highlighted. Student evaluations of the core units averaged 65 to 82% agreement that students are satisfied with the learning and experiences the units provide, feel they meet their purpose, and are useful. Qualitative comments praised the information and skill development provided about reference management, writing literature reviews, poster presentations and journal publishing. Students also indicated, however that the units could be further improved by enhancing their relevance and alignment with stage of candidature. This included overcoming content bias towards STEM disciplines, eliminating overlap with training received in Honours degrees, and targeting content at learning needs arising around 3-4 months into candidature. Qualitative comments indicate stronger support and greater appreciation for the "value" of elective units offering tailored or specialised training, from both candidates and supervisors. Cumulative enrolments highlight a number of popular upskilling units in areas as diverse as statistics, public speaking, advanced analytical methodologies, writing, and individual learning projects. Future directions for the course will be discussed, based on recommendations from student evaluations, academic review of the course and development of a research framework. Content that has additional emphasis on industry engagement and impact will be presented as a work in progress. These changes take into account the recommendations of the ACOLA review of research training and changing graduate learning outcomes.

## Keywords:

transferable skills; engagement; impact

## Notes

# How chemistry PhD supervisors in Australia prepare their students for employment

**Rami Ibo** The Australian National University

The literature on doctoral education has raised a number of debates about the research doctorate regarding its purpose and whether its graduates are adequately equipped to address the complex problems of today's world. These debates also permeate at a more disciplinary level. In the discipline of chemistry for example, its various representative societies and bodies have all been concerned to varying extents with regards to the fit between chemistry education and broader societal needs. However, the scholarly literature on doctoral education in chemistry is mostly non-existent. This is problematic, since a lack of engagement with this area of research can have an impact on the discipline of chemistry, its graduates, and society more broadly. In order to address this, I ask the following question: 'How do chemistry PhD supervisors in Australia prepare their students for employment?' In this presentation, I argue that there are certain ideas and practices within the chemistry supervisory space that are supporting students in certain educational directions, but less so in others. These factors work to produce education outcomes that have potential consequences for the different numbers and kinds of career opportunities that PhD graduates in chemistry can pursue.

## Keywords:

doctoral education; chemistry research education; doctoral employment; doctoral supervision

## NOTES

# Patterns of collaboration in higher degrees by research

**Harry Rolf & Nigel Palmer** The Australian National University

Academic publication yields benefits for higher education institutions, departments and individuals. Productivity and 'quality' in publication output remain enduring concerns. For HDR candidates' academic publication facilitates the establishment and development of networks with other academics and wider communities. These networks bring a range of benefits for candidates (and graduates) including access to ideas, information, career enhancement and researcher development (Maher, Timmerman, Feldon, & Strickland, 2013; Sweitzer, 2009). There is sustained interest in Australia and internationally in the translation of research into social and economic benefit. Academic publications feature among research and development (R&D) indicators and are used in institutional, national and international comparisons of quality and performance. HDR candidates make a substantial contribution to publication output, and play an important role in developing and sustaining networks for inter-organisational engagement and knowledge transfer (Thune 2009). Understanding the networks which emerge through academic publication can provide insight into the development and contribution of HDR candidates, as well as their place in the academic social network (Brandão & Moro, 2017). In this paper we adopt a social network approach to understand characteristics of HDR publication and collaboration activity at the University of Tasmania, using a dataset of (n =1,236) publications authored by HDR candidates over seven years from 2008 to 2014. Analysis of publishing patterns reveals different kinds of research practice and the possible influence of institutional policies. While co-authorship reveals patterns of collaboration among different types of researchers, and the characteristics of these relationships over time. The picture that emerges offers insight into HDR participation in a university's research environment and the academic community. This approach provides a practical means for cross institutional analysis, and the comparison of HDR collaboration in different research environments and institutions.

## Keywords:

collaboration; entrepreneurship; co-authorship; networks; publication

## References:

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## Notes

# Researchers and social media literacy: Not just about your lunch

**Tseen Khoo** La Trobe University

Doctoral researchers are commonly encouraged to develop a profile online and gain research communication skills within their candidature. The reasons for doing so are well documented. Benefits often include enhancing an emerging researcher's ability to connect with peers, build communities of invested 'end-users' around their research, and presenting a professional face that is appealing to potential employers or funders. Many researchers also use social media as effective, efficient research project recruitment tools. Developing social media literacy in contemporary PhD cohorts, then, is a highly recommended – even necessary – process.

This paper showcases the ways that La Trobe University's Research Education and Development (RED) team undertakes this complex task and discusses its challenges. It focuses particularly on how the process of developing an effective, professional set of social media skills for researchers often requires a strong understanding of academic contexts, clarity of an individual's purpose and identity in the space, and articulated support pathways to grow this expertise within the time-frame of the candidature. It will include consideration of what the common presented obstacles to social media use are, and the consistent anxieties shared by participants about conflicting advice and institutional tensions about 'academic freedom'.

This presentation also addresses the deliberate, outward-looking, inclusive voice of our social media channels and our associated blog, the RED Alert, as a form of role-modelling for our emerging researcher audience. For the RED team, embedding the use of social media as a connective medium across our programs and events can also work to lower the barriers presented by a dispersed, multiply located university.

## Keywords:

social media; digital literacy; public scholarship; community-building

## Notes

# Creating a scholarly community: Transforming the doctoral experience through peer mentoring

**Kim Khim Tan & Nazia Adeel** Macquarie University

The Higher Degree Research (HDR) Mentors program is a peer-to-peer mentoring platform that was developed in collaboration with the research students of Macquarie University. This program aims to create a non-hierarchical, cross-disciplinary, inclusive and self-sustaining culture of scholarly community, exclusively targeting the doctoral and research pathway students. Doctoral students experience loneliness and social isolation due to the nature and structure of the doctoral program (Janta, Lugosi, & Brown, 2014) and as high as one-third of doctoral students experience the lack of a sense of belonging to the wider research community (Pyhältö, Stubb, & Lonka, 2009). This feeling of isolation is one of the major factors contributing to the attrition rate of the doctoral students from the program (Ali & Kohun, 2006; Lovitts, 2001). Additionally, prior evidence shows that for the past 14 years, a persistent finding in the Postgraduate Research Experience Questionnaire (PREQ) survey shows that Intellectual Climate has the lowest satisfaction rate in the doctoral students' experience (PREQ, 2015). Intellectual Climate is defined as the involvement and engagement of doctoral students within the research community. Responding to this concern, the HDR Mentors program was developed. Since its pilot in 2015, the HDR Mentors program has created a vibrant and integrated community among the doctoral students. The program has been highly successful regarding its output (projects, attendance, and feedback from the participants) and growth (stakeholders and reach) which has established a more holistic HDR experience through academic workshops and social inclusion activities. In this paper, we present the model of the HDR Mentors program, its achievements and the valuable reflections of its multiple stakeholders including the HDR Mentors, the participants of the mentors' program and the program management under the Office of the Dean of Higher Degree Research.

## Keywords:

doctoral program; student experience; isolation; mentoring; student engagement

## References:

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Janta, H., Lugosi, P., & Brown, L. (2014). Coping with loneliness: A netnographic study of doctoral students. Journal of Further and Higher Education, 38(4), 553-571.

Lovitts, B. E. (2001). Leaving the ivory tower:The causes and consequences of departure from doctoral study: Rowman & Littlefield.

PREQ. (2015). Postgraduate Research Experience 2015. In G. C. Australia (Ed.), A report on the perceptions of recent higher degree research graduates (Vol. 16th, pp. 26). Melbourne Victoria: Graduate Careers Australia.

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## NOTES

# Analytical framework for researching doctoral education: A comparison of the Australian, German and US models

**Christian Schneijderberg** University of Kassel, **Mollie Dollinger** The University of Melbourne

The comparison of doctoral education across countries is challenging due to the highly differentiated structural aspects of unique national models, including differences with quality assurance, set-curriculum (i.e. subjects) and expectations of students during their candidature. As a result, comparative analyses of doctoral education and training is often limited to single case studies (Wang & Teter, 2017) or focus on a core, but often abstract, issue such as globalization, managerialization, supervision, or career trajectories. In this paper, therefore, we will seek to uncover the unique design aspects of different national doctoral education models, including models from Australia, Germany and the US. From our analysis, we will suggest that defining the core activities of the doctorate is the key for the systematic and comparative study of doctoral education and training. The design elements presented in our analysis include: 1) admission and recruitment, 2) primary status, 3) study load, 4) work/study obligations, 5) completion requirements, 6) quality, and 7) future employment and career. By bringing the design into the analysis, we will help to identify the determinants and the outcomes of doctoral education and training (Smelser, 2003).

Based on a comparison of the doctoral designs of the rather distinct models found in Australia, Germany, and the USA we will generate an analytical framework as a multidimensional grid that will highlight the differences between doctoral design and help allow for a more structured analysis of the outcomes and underlying mechanisms of each unique system.

## Keywords:

doctoral education; PhD; analytical framework; postgraduate education

## References:

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## NOTES

# Reflections on PhDs – before, during and after education.

**Olov Olson** University of Gothenburg, **Kjell Grønhaug** Norwegian School of Economics

This paper reflects on PhD-students before, during and after PhD education. It asks questions about the development of PhDs from eventual pre-PhD research experience to senior processes, i.e. the full academic carrier. The data is based on the authors own experience about 83 PhDs who all have been supervised by at least one of the authors. The students have studied Business Administration in various scientific institutions in Norway and Sweden. In order to have structured data two models were developed for the analysis. One model focused on the PhD-process and the other on the senior process after the PhD-graduation. The models include 3 respectively 4 variables. The variables are inductively generated (our experience). Each variable is graded 1 (bad) - 5 (very good), and the variables are weighted. The weighted values are summarized.

We have both reviewed all 83 theses according to the two models, the PhD-model and the Senior model. We have two conclusions. First, pre-PhD-experience (pre-doc) influence both the PhDprocesses and the senior carrier. Second, a large proportion of the PhDs are caught in the middle regarding both PhD processes as senior processes. A genuine problem is that some mechanistic institutional arrangements of PhD education seems to hinder development of pre-doc and post-doc processes. We therefore argue that pre-doc experience and supervised post-doc need to be prioritized.

## Keywords:

PhD education; pre-doc; PhD processes; Senior processes

## NOTES

# Institutional supervisory capacity

**Ria Vosloo, Shireen Motala, Pia Lamberti** University of Johannesburg, **Blanche Pretorius** Nelson Mandela University, **Moyra Keane** University of the Witwatersrand

Supervisor capacity has received significant attention in the past decade, both as a research topic as well as a practical concern. Within the South African higher education context significant resources have been allocated to the development of supervisors and support to the supervisory effort. However, the concept of the institutional supervisory capacity has not yet been explored in depth. The focus on massification in higher degrees as well as the explicit and challenging targets set in South Africa around the number of doctoral graduate has driven an ever increasing rate in doctoral enrolments. During the same time there has been a focus on increasing the level of academic staff with doctoral qualifications on a national and institutional level. However, the rate of increase in potential supervisors for doctoral students has not kept up with the increased enrolment. The success of the doctoral students, in terms of retention, time to completion and graduation rates has also not improved to a level that can ensure adequate funding for the supervisory effort through the funding model within South Africa. Within this landscape it is important to consider the institutional capacity to supervise doctoral students. This institutional supervisory capacity consists not only of the capacity of the individual supervisors but include factors such as student to supervisor ratios, supervision models practiced within the institution, support programs and structures for the supervisory effort as well as an enabling research culture and regulatory environment. The Postgraduate School at the University of Johannesburg is dedicated to UJ postgraduate development and performance. The UJPS has focussed on increasing the institutional supervisory capacity through a variety of initiatives including the development of short courses for supervisor development, an electronic monitoring system for postgraduate performance and a transparent and consistent regulatory environment. There has also been a dedicated focus on increasing the funding opportunities for postgraduate students, the development of research capacity within the postgraduate students and the postgraduate experience. In this round table the University of Johannesburg will present its integrated approach to improving the institutional supervisory capacity and discuss the challenges and opportunities that exist currently. In response the approach within the University of the Witwatersrand will be presented and this will be followed by a presentation of the approach within Nelson Mandela University. Both these universities have also instituted mechanisms and interventions to increase their respective institutional supervisory capacities and through exploring the successes and challenges the opportunities within the wider South African higher education landscape will be highlighted.

## Keywords:

institutional supervision capacity; supervisor development; regulatory framework; supervisory models; research capacity development

## Notes

# The Principal Supervisor Accreditation Program (PSAP): Building and exporting supervision capacity-building for doctoral education

**Joe Luca, Cecily Scutt, Marziya Mohammedali** Edith Cowan University, **Jeffrey Brand, Tanya Forbes, Mona Kazoun** RMIT University, **Martine Hawkins** Edith Cowan University

Creating strong supervision panels is central to supporting HDR research that has vision and impact. Doctoral candidature is a period of liminality (Turner, 1979) in which students struggle to accommodate the threshold demands in their discipline, supervisors struggle to match supervision styles with student needs (Gurr, 2001) and neither is sufficiently clear on the expectations of the other, the institution or the academy (Kiley, 2009). Principal supervisors need to combine expertise in their field, knowledge of the processes of HDR candidature and research, and skills in reflective, adaptive supervision of an increasingly diverse HDR cohort (Group of Eight, 2013). The Graduate Research School at Edith Cowan University developed The Principal Supervisor Accreditation Program (PSAP) in 2016 to address these challenges, and PSAP was adopted as part of a research capacity-building initiative at Bond University in 2017. Using design-based research (Anderson & Shattuck, 2012), ECU first ran PSAP in 2016 with 18 participants and again in 2017 with 20 participants; Bond University adopted it in 2017 with 15 participants. A central aspect of the year-long PSAP program is the pairing each participant with a senior supervisor mentor, usually on the same panel. Participation also involves one full-day and six subsequent half-day formal modules over the year, each delivered live by over 30 internal and external experts, covering: an introduction to supervision, supervising early candidature students, ethics and research integrity, managing progress and challenges, supporting publications and networks, understanding diversity, and supervising final stages and submission. Readings and other resources are hosted online at each institution. Participants then create an assessed reflective portfolio, an end-of-year presentation to the wider university and a supervision tool innovating research supervision to share with colleagues. In both universities, participation in the program is by invitation only, through school or faculty Associate Deans of Research. Academics must be research active staff with doctoral (or equivalent) qualifications and currently serve on a panel as associate supervisor. Policies at both universities require that academics first serve as an associate on a successful HDR completion before becoming a principal supervisor; successful completion of PSAP allows participants to qualify as principal supervisors within one year, without the possible delays of tying this to student progress. Anonymous participant evaluations were run at both sites using Qualtrics (ECU) and BlackBoard Survey (BU). In addition to high levels of positive affect for the program, participants identified positive outcomes including greater process and policy familiarity, building relationships with mentors and colleagues, getting access to experts, developing a collection of resources and having the opportunity to develop pedagogy through reflection leading to increased confidence and interest for supervision. The greatest perceived challenge was workload and school/faculty recognition of this workload. Surveyed senior PSAP mentors were similarly enthusiastic. PSAP is now the preferred pathway for qualification as a principal at both universities.

## Keywords:

supervision accreditation; principal supervision; multi-site research; mentoring; design-based research

## NOTES

# Researcher Skill Development framework (RSD7): 'What about passion?'

**John Willison** The University of Adelaide, **Michelle Picard** University of Newcastle

The Researcher Skill Development framework (RSD7: Willison & O'Regan, 2008/16) has, since inception, articulated the rather slippery aspect of student/researcher autonomy. Autonomy, being a nuanced concept, tends to raise different kinds of questions with different people. One type of question concerns ownership of the research process, and another, different but related type, relates to the affective domain, the motivations and emotions associated with research. Both of these questions relate to the shifting identity of researchers as they interact with others in their disciplinary communities of practice as well as with their research project (Tobbell, O'Donnell, & Zammit, 2010).

The RSD7 is structured as a matrix comprising six facets of research from the literature and empirical studies that are elaborated into a spectrum of autonomy: the spectrum runs from Prescribed Research (low autonomy) to Unbounded Research (high Autonomy) (see Willison, Sabir & Thomas, 2017) and onto Adopted Research (discipline, interdisciplinary and practice influencing) and Enlarging Research (discipline changing/ expanding) (see Willison & Buisman Pijlman, 2016).

One salient question asked about the RSD7 was 'what about passion?'. This question led to a pilot articulation of the affective domain, then to workshops to gather colleagues' perspectives from 2010 to 2016, and then analysis of graduates' affective perspective of research skills in employment.

In an example of the connections between autonomy, the affective domain and student ownership in the literature, Bitzer and Burgh (2014 p.1051) assert that '…it is in this area of researcher autonomy where a clear link between researcher identity formation and doctoral education emerges.' Bitzer and Burgh (2014) draw extensively, not just on the articulation of autonomy, but even more so on the affective descriptors associated with each of the six research facets of the RSD7.

This roundtable is an opportunity to discuss the intersections of student autonomy, ownership and the affective domain in the context of supervised study.

Some questions that will launch us include:

- What are the implications of low student autonomy and of high student autonomy in PhD studies?
- What is the legitimate role of affective domain in PhD studies?
- What are the implications of autonomy and affect for student ownership of the research enterprise?

Before the roundtable, it is worth visiting the RSD website (www.rsd.edu.au/frameworks )

## Structure:

- Discussion based introduction to the RSD7's Levels of Autonomy
- Overview of the single-word affective descriptors associated with each facet of research in the RSD7
- Affective stories from graduates about the research skills they use in employment
- Launch into the above questions
- Audience-led discussion
- Wrap-up: where to from here?

## Keywords:

researcher skill development; student autonomy; student ownership; affective domain

## References:

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## NOTES

# Engagement rings: Using social learning opportunities to stimulate deeper engagement in the doctoral enterprise

**Juliet Lum** Macquarie University, **Susan Mowbray** Western Sydney University

A generation ago, a doctoral candidate could be described as "engaged" if s/he exhibited the following behaviours: active participation in the learning environment (most often supervisor-student meetings); self-regulated, sustained participation in the research activity; and commitment to the values and practices of the institution. Over the last two decades, there has been an increasing recognition of the importance of the social dimension of student engagement and its impact on students' progression and completion. This awareness acknowledges that student engagement extends beyond dedication to research tasks, texts and teachers to encompass regular, meaningful interactions amongst doctoral candidates within and across disciplines. Within the same period, the burgeoning and increasingly diverse doctoral candidate population in Australia and other Western countries has been recognised. We posit that attending to the social learning aspect of engagement helps facilitate the progression and success of doctoral candidates, as evidenced in degree completions, publications, and professional development as independent researchers. A challenge for institutions is to provide the necessary infrastructure, resources and professional expertise for this sort of engagement to flourish in today's increasingly diverse doctoral education environment. In this paper, we share a number of non-traditional (e.g. after-hours, online, peer-led) initiatives that two institutions have offered that promote doctoral candidates' engagement with their own research projects and with each other. We discuss some of the opportunities, benefits and challenges of running such initiatives, with the aim of stimulating discussion of how these might be extended, sustained or overcome in various institutional settings.

## Keywords:

engaging doctoral candidates; non-traditional support; social learning opportunities

## Notes

# Digital support for doctoral researchers, its value today?

**Joseph Stokes, Rachel Keegan, Mark Brown** Dublin City University, **Alana James** DoctoralNet

The European Universities Association Council for Doctoral Education has identified the area of Digitalisation of Doctoral Education as being the future to fully globalise the Graduate School offerings. This vision is aligned to several of the objectives in Dublin City University new Strategic Plan, notably to enhance and improve the supports a Graduate School offers to the postgraduate research community, particularly in the area of graduate skills development. Training in this area is vital, not only in supporting students in their research, but also in preparing them for their future careers. Equally, online supports will go towards the development of DCU as a global university allowing us to attract, and to provide supports to, research students who are studying primarily outside of Ireland. The same structured support also benefits staff who are involved in the life cycle of a research student. Therefore, it is important to assess the needs of our graduate researchers in terms of online supports and to provide them with such supports in order to ascertain if their needs can be/are being met. Hence this research begins this journey by determining what online resources our doctoral community use to support their studies and then follows on to measure the value of one resource "DoctoralNet", which offers a comprehensive support to our Dublin City University students. This will be facilitated through surveyed material. DoctoralNet (and MasterNet) platforms improve the graduate/ postgraduate experience through research and technology.

## Keywords:

digitalisation; online resources; graduate training and support; DoctoralNet

## NOTES

# The scholarly self in motion: A collaborative self-study at the intersection of doctoral education and the eportfolio

**Nicci Parkin, Ben Wadham, Steve Hall & Irena White** Flinders University

The eportfolio is an online space that can make visible the processes and artefacts of scholarly activity and experience over time, provide windows on work to supervisors and teaching staff, and connect with a community of scholars. In 2017 a small group of students and staff in Flinders University's College of Education, Psychology and Social Work collaborated on a self-study research project to explore the eportfolio tool's potential to support doctoral education, a journey rich with epistemological, emotional, cognitive and ontological shifts: in short, to support the emerging scholarly self in practice.

The study was an opportunity, as a community of peers, to spend time exploring the scholarly self at the intersection of the eportfolio and the doctoral education program. Involvement in the study catalysed shifts in personal professional practice as well as doctoral program change. This paper discusses strange notions arising from the study such as non-linear architectures, bendy purposes, rehearsing openness, and temporal spaces.

## Keywords:

doctoral education; eportfolio; collaborative self-study; the scholarly self

## NOTES

# Digital Higher Degree Research (HDR) scholarly support and community building

**Jennifer Rowland** Macquarie University

The Faculty of Medicine and Health Sciences at Macquarie University was launched in 2014, and provides a blue-sky environment for developing quality systems for training researchers within health disciplines hosted by five core departments: Clinical Medicine, Biomedical Sciences, Health Professions, Health Systems and Populations, and the Australian Institute of Health Innovation. Researchers range in experience from entry-level Master students completing a Master of Research Program, to doctoral researchers and clinical scholars. Several programs are currently under development to enhance professional development as research scholars, professionals, and global citizens. A key issue that confronts research students in these disciplines is the lack of time to participate in face-to-face training activities, as they are time-poor and very research active, often required to attend clinical or experimental activities at irregular times. Thus, in 2017, the Higher Degree Research team sought to provide more online and blended options for this student body, to promote improved research and development outcomes. Given the clear benefit that is gained by developing a scholarly community to support HDR students (Pyhältö et al., 2009 and 2012), we commenced with the creation of a digital scholarly community for our HDR students within the faculty, composed of Master of Research students, and Doctoral students. We developed a tailored community site through our Moodle Learning Management System as the first stage in providing more accessible support from learning skills professionals, support staff, and other key coordinators of the research training programs. This portal was designed with tabbed links, to themed pages providing links out to the most recent policies, resources, training and development, ethics and safety information, and scholarship opportunities. A key contacts gallery, with support information for each person, is provided for ease of access to further support for HDR students. Each department hosts their own page on the site, whilst announcements and forums actively promote discussion. Our faculty's postgraduate student society is represented on the portal and provides a social component to the interface to encourage student community building. In this paper we present a detailed reflection on the first six months of implementation, discussion on the next stages of development, and present feedback from students and research supervisors who utilise the resource. This portal represents the first stage in providing improved blended learning and support opportunities for our HDR community in the young Faculty of Medicine and Health Sciences HDR training program. Through this medium, we seek to promote improved scholarly community engagement throughout our HDR cohort.

## Keywords:

scholarly community; medical research; doctoral training; digital platform

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## NOTES

# Usability testing and research software: The case of the University of Auckland and the Idea Puzzle® software.

**Ricardo Morais** Universidade Católica Portuguesa, **Ian Brailsford** The University of Auckland

'PhD' means 'Doctor of Philosophy'. Yet, most doctoral students have never attended a course on Philosophy of Science (Abrahamson, 2008). They thus perceive their research project as a sequence of tasks such as the literature review, methodological choice, and data collection, rather than a system of interdependent decisions that integrates epistemology, methodology, ontology, and axiology (Tsang, 2016). Such a gap may explain the fact that almost 50% of North American students fail to complete their PhD in 10 years (CGS, 2007). It is not a problem of time, but of focus. The Idea Puzzle® software is therefore a research design software that integrates the theory, method, data, rhetoric, and authorship of a PhD to focus an academic text such as a research proposal, a thesis, or a journal article. The Idea Puzzle® software asks 21 questions, helps answer them, and allows the self-evaluation of each answer. The sequence of 21 questions follows a funnel logic to help focusing the research design. The output of the Idea Puzzle® software is a research design with an overall score and a visual map based on the self-evaluation as well as the 21 answers. The main benefits of the Idea Puzzle® software are the coherent design and defence of a research project from the point of view of Philosophy of Science (Parente & Ferro, 2016). Access to the Idea Puzzle® software is exclusively online, without installation in the computer, upon registration with an email from a licensed university (free) or individual subscription. In August 2017, the University of Auckland conducted a usability testing of the Idea Puzzle® software with five international students from South America, Europe, South and East Asia. This showcase paper presents the research process of doing the testing and general observations of the participants' reactions to the Idea Puzzle® software. In addition, it addresses the complementarity between the Idea Puzzle® software and the University of Auckland's generic face-to-face Doctoral Skills Programme workshops and compulsory Induction Day that focus on completing a University of Auckland doctorate. The paper concludes with a discussion of the changes made to the Idea Puzzle® software following the usability testing.

## Keywords:

usability testing; research software; The University of Auckland; Idea Puzzle® software

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## NOTES

# Do transferable skills programs really add value?

**Inger Mewburn, Jodie-Lee Trembath, Nguyen Bui, Miranda Zhang & Victoria Firth-Smith** The Australian National University

Most universities offer a program of transferable skills for doctoral candidates - but is there much evidence to support that these programs really add value? Evaluating the utility of non-disciplinary, non-compulsory education offerings is extremely difficult. While it is easy to measure candidate engagement and satisfaction with individual workshops, it is much harder to see if these have any noticeable effect on other program outcomes, like retention and time to completion. This paper reports on a suite of innovative approaches to the problem of measuring the efficacy of transferable skills programs for doctoral candidates. Three methods were used to assess the long term impact of the 'Thesis Bootcamp' program, which has been running at the Australian National University for three years. The methods included three new analysis methods adapted from 'big data' approaches: matched pairs analysis, survival analysis and social network analysis. In an environment of increasing pressure on university resources, it is essential to find ways to prove value of resources committed to non-compulsory training programs. While some of these methods are extremely difficult to implement, they show a lot of promise as a way to demonstrate impact, beyond simple metrics around satisfaction and engagement.

## Keywords:

program evaluation; performance metrics; student satisfaction; retention; attrition

## Notes

# All skills that I learn are useful

**Marcia Johnson & Kay Weaver** The University of Waikato

The increasing number of doctoral graduates seeking employment outside academia strongly suggests a need for broader training beyond discipline-specific expertise (Carter & Laurs, 2014). Consequently, there is increased pressure on universities to equip graduates with appropriate skills for securing suitable employment both within and outside academia. This roundtable discussion will report on a small-scale study that explored University of Waikato doctoral students' perceptions both of the transferable skills they were acquiring during their studies and the skills they would require for employment after graduating. We will also share insights into selected findings and the types of practical activities that emerged from them.

The research involved two main forms of data collection: a 10-question online survey and follow-up interviews with a selected sub-set of the survey respondents. At the beginning of the online survey, students self-identified as having pre-confirmed enrolment (research proposal in progress), confirmed enrolment (proposal completed, accepted, and research in progress), or graduated within the past five year questions. Regardless of enrolment or completion stage, the questions probed students' perceptions of their needs in terms of transferable skills training; the learning experiences they do / did encounter during the doctorate; and the training that would be / had been appropriate for their future employment. Additional questions probed students' career aspirations after the doctorate, gaps between the skills acquired and skills required, and skills that students felt are not useful. A self-selected sample of 82 doctoral students completed the online survey, and of them, 13 were subsequently interviewed for 20-30 minutes to probe their responses in more depth.

Overall, the majority of respondents were interested in an academic career, with the most popular career aspiration outside of academia being government employment. However, students specifically from technical or scientific disciplines believed that they had opportunities to create interesting business opportunities from their doctoral research ideas. Computer Science students in particular believed that they could locate suitable employment after graduating.

From the data, the skills most commonly identified as being useful for employment were communication, interpersonal abilities, public speaking, presenting, networking, critical reasoning, and the ability to disseminate one's research to other academics, stakeholders, or the general public. Many students reported that they attended conferences explicitly to develop communication, networking, public speaking, and presentation skills. One skill that was often labelled by respondents as being both a research-based skill and a non-research-based skill was long-term management of complex projects. Also, although students found discipline-specific workshops of value, they also reported a desire to attend cross-disciplinary events in order to learn about the work of students in other areas and possibly foster opportunities to collaborate.

These findings are consistent with those identified elsewhere (Kiley, 2014), but what has been valuable for our work have been the consequent reflections and follow-up activities. In the roundtable discussion we will describe the types of cross-disciplinary opportunities for generic skill development introduced at Waikato including activities designed to help students better understand the range of cognitive and social aspects of doctoral study.

## Keywords:

doctoral education; transferable skills; generic skills development

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## NOTES

# Quality in Doctoral Education SIG Quality assurance in postgraduate research: Basic Questions and Conversations

**Nigel Palmer** Australian National University

This presentation poses some basic questions about the assurance of quality in postgraduate research. There seems to be general agreement that quality graduate research experiences and outcomes are good things. How does the assurance of quality pertain to these? Is it esoteric or germane to the 'core-business' of postgraduate research? Does it add or detract from a quality postgraduate research experience? Is it as simple as measuring outcomes? This paper builds on the inaugural QPR QA SIG workshop presented at QPR2016 and aims to establish broad parameters for future development of 'special interest' activity in this area. The presentation outlines several perspectives on quality and quality assurance as they might apply to postgraduate research, and provides an overview of potentially relevant activities and resources. The presentation will ensure ample time for discussion on future activities and prospects for engagement within and across related areas of activity.

## Keywords:

quality assurance; postgraduate research; research education; indicators; concepts of quality

## Further information

Please see the SIG website at https://www.phdQA.net/'

## NOTES

# Spotlight on some challenges and expectations faced and discussed by international higher degree students

**Hana Alhumaid** Flinders University/ Princess Nourah Bint Abdulrahman University

Australian universities have a prestigious educational value as they all compete to provide facilities for students both international and domestic to achieve the anticipated objectives of the provided educational programs. The admission of international doctoral students to Australian universities is full of excitement and challenge. When PhD students arrive in Australia full of confidence and enthusiasm to achieve their goals, they may confront some issues that might hinder their progress if they are not attended to. In this paper, I will discuss some of the challenges facing international doctoral students in Australia, focusing on cultural and linguistic differences inspired by personal experiences of being an international PhD student. The main issues that will be discussed in this presentation are related to English as a foreign/second language, cultural differences, and the student supervisor relationship in addition to roles and expectations. Those concerns put the student in a situation where he/she is reluctant to act in attempting to avoid misunderstanding. This proposed case study research could help in examining the complexities of international PhD students' real life engagement within doctoral education. Thus, the researcher will address the impact of doctoral education within Australian universities and how it corresponds to the above-mentioned concerns for maximizing the potentials of the academic experience. The research question by which this study has been conducted is: Is there any relationship between a successful academic life and the cultural and linguistic challenges faced by international PhD students studying in Australian higher education institutions?

## Keywords:

Language; Culture; PhD; Challenges; international.

## Notes

# Writing for doctoral success in one's second language: Student engagement with institutional requirements and resources

**Xiaohao Ma** The University of Hong Kong

Nowadays, with growing numbers of multilingual students enrolled in English-medium graduate programs, it is increasingly important to understand how these students engage with the writing requirements and relevant resources of an institution to successfully navigate the doctoral journey. While many studies have examined this issue, previous research attention has mainly focused on international students in English-speaking countries, while not enough is known about students in English-medium programs in Outer and Expanding Circles of English. This is an important gap to fill in because the requirements and resources of doctoral writing in English-medium institutions of Asia-Pacific areas can be distinctly different from those in countries like the US, UK, Australia, and New Zealand. This study addressed the gap by conducting a case study of two Chinese-speaking doctoral students in an English-medium university in Hong Kong with the purpose to understand how they, as inexperienced academic writers who faced the demand of doctoral writing in their second language, engaged with the requirements and resources of doctoral writing at the university. This study took an ethnographic approach and collected multiple sources of data over 18 months, including documents and practices regarding doctoral writing at the university, in-depth interviews with two focal cases, their reflective journals and writing samples. Thematic analysis was conducted to identify patterns of student engagement as well as factors that influence their in-situ engagement with doctoral writing requirements and resources. This study found that student engagement with doctoral writing requirements and resources could be highly individualistic and subject to particular configurations of writing demands and supports of an institution. First, the two cases travelled different routes to reach the same goal of successfully completing institutional requirements of doctoral writing: while one approached the required writing for the aim of both completion and development of disciplinary expertise, the other regarded such writing as necessary hurdles to pass for doctoral completion and strived for a personal agenda of improving participation in disciplinary community. Second, students' engagement with institutional demand and supports of doctoral writing was influenced by their perspectives of academic writing in general and attempting academic writing in a second language in particular. Third, students seem to adjust their engagement with resources and requirements based on their deepening interpretation of the expectations and preferences of their supervisors, whom they regard as the immediate embodiment of the institutional designs of doctoral learning. By examining two students situated in an underrepresented context of doctoral education, this paper argues that policymakers and supervisors of doctoral programs initiate conversations with students around doctoral writing for a more empowering pedagogy of doctoral writing, especially for students who are new to English-medium programs and thus faced with distinct, and often implicit, expectations and challenges such programs may involve. It also discusses possible measures to install such a more student-centered and transparent pedagogy for multilingual students writing in English for doctoral success.

## Keywords:

doctoral writing; Chinese students; English-medium programs

## NOTES

# A two-stage comparative study of doctoral researchers' motivation for, engagement with and perceptions of international networking for personal and professional development

**Mollie Dollinger** The University of Melbourne, **Omolabake Fakunle** The University of Edinburgh, **Joyceline Alla-Menash** University of Nottingham, **Blair Izard** University of Connecticut

Amid increasing numbers of international doctoral students and a growing international academic workforce, networking across national borders is emerging as a new area of interest. Currently, little is known about how and why doctoral researchers engage in international networking behaviour. Further, the outcomes of international networking behaviour for doctoral researchers' is yet to be linked to employment outcomes, quality of their research, or their overall doctoral experiences. This project has been undertaken by four doctoral candidates (Edinburgh, Nottingham, Melbourne and Connecticut) to explore doctoral researchers' motivation for and engagement with international networking.

Using a short online questionnaire of current doctoral students situated with the four universities and following up with interviews with select participants, the research will explore the perceptions of participants on issues of academic networking and investigate the differences or commonalities between experiences. We will additionally analyse how international networking impacts academic identity, researcher development and career progression.

## Keywords:

doctorate; PhD; doctoral education; networking; professional development; graduate education

## Notes

# Measuring the impact of research and employability skills training for HDR students: What is the best way?

**Dani Milos** Flinders University

Skills development for research students is highlighted in the key findings of the Review of Australia's Training System (the ACOLA Review). HDR graduates are often perceived to be overly specialised and unable to adapt to non-academic, multi-disciplinary settings (Jaeger & Rudra, 2003). It is thus important for research skills training to include research and discipline knowledge necessary to complete the degree as well as transferrable skills that graduates can apply to their workplace across the whole spectrum of society. In the ACOLA Review, it is argued that in order for research students to gain the transferrable skills necessary to prepare them for the workplace, flexibility in training is necessary. HDR students come from a range of backgrounds, have a diverse range of existing skills and experience they bring into their learning, and will go out into a diverse range of workplaces. A suggested way of delivering transferrable skills flexibly is to tailor the training according to the students' needs through a skills development framework, such as the Vitae Researcher Development Framework (RDF). In this way, the students can identify where their needs lie, what training is available to them, and in turn have control of their skills training throughout their candidature. This would also allow the students, as the users, to map which skills they have gained, where they need improvement and how they can apply the skills in a range of settings (ACOLA, 2016).

But how do we best apply such a framework? And how do we measure the impact of the training? These are questions Flinders University is currently asking themselves, while implementing a new compulsory Research and Employability Skills Training (REST) program. While other universities have implemented a point-based system, where students are expected to complete a number of hours of training in each domain, Flinders is considering implementing a competency-based approach. In such an approach, it does not matter how many hours or which training the students complete, but how well they articulate the skills they have acquired in each domain. Rather than recording the attendance at workshops, students will be asked to complete a set of self-reflective activities to map the skills they have gained during that workshop against the framework. These activities will form their self-assessment report at each milestone, and contribute to the final certificate at completion of candidature. It is our hope that with such an approach, students will take an active role in their skills development, and learn to identify, articulate and apply the skills they have gained throughout their candidature, and in turn, provide us with a way to measure the impact of the skills training program.

## Keywords:

skills development; transferrable skills; employability; measuring impact; researcher development

## Notes

# On the periphery: The experience of part-time PhD students who are also working mothers and the role of online Communities of Practice

**Sue Cronshaw** Liverpool John Moores University, **Peter Stokes** De Montfort University, **Alistair Mcculloch** University of South Australia

This paper considers the lived experience of a group of students that lies a long way from the stereotype of the PhD candidate used by policy makers and institutions when they structure and develop provision (McCulloch 2004). It focuses on working mothers who undertake part-time PhD study. Using in-depth interviews with 35 respondents, the experiences of this marginalised group in the higher education (HE) sector are explored. The study highlights the role of online Communities of Practice (Wenger 2008) in enhancing the experience of this otherwise marginalized cohort, providing them with a space for self-expression, a shared repertoire and mutual engagement as a means of managing their peripheral participation. The roots of the group's marginalisation lie in part in the organizational gendering that occurs through structures and processes maintaining a gendered division of labour, with men in the highest positions of the hierarchy. This is as true in higher education as it is in other social and organisational settings where there are long-standing reports of female faculty members feeling marginalized and there is substantial evidence of their receiving lower salaries than male colleagues (August & Waltman 2004).

This marginalized status is reinforced in the case of women with caring responsibilities and particularly for those who are mothers. Due to the demands of families and academia, what Edwards calls the two 'greedy institutions' (1993:63), women are placed under enormous pressure to respond to the conflicting requirements of both (Wattis, Standing & Yerkes 2013). The reality for many female academics is that they are at a disadvantage because of gendered differences in social and organisational responsibilities and life experiences (Gouthro et al. 2006). This collision between responsibility for childcare and academic life can result in career plans being affected (Probert 2005). This can flow over into the postgraduate research sphere where women have both lower well-being and a more negative perception of environmental conditions than men, many women experiencing a lack of connection between the public and private sphere and therefore between the public and private roles they play. Part-time status merely extends the extent of marginalisation experienced by the group being studied (McCulloch and Stokes 2008), a group which has been largely neglected in previous research on doctoral education. The aim of the paper is to throw light on the group and its experiences and to show how group members found ways of negotiating the difficult study terrain which they had entered. It does this through the adoption of a framework which recognises the diversity of women's lives.

## Keywords:

doctoral student experience; Communities of Practice; part-time PhD students; working mothers as PhD students

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## NOTES

# Engaging doctoral students to stay on track: A part-time doctoral student's perspective

**Liezel Massyn** University of the Free State

n the South African environment, the National Development Plan (2012) has set a target of delivering 5 000 doctorates annually by 2030. In 2013, only 2 051 doctorates had been delivered (Mouton, Boshoff & James, 2015). Various scholars have highlighted a range of reasons why this target is problematic. The reasons range from an ageing cohort of promoters without a sufficient pipeline of younger academics to not enough promoters, an increase in the workload of academics and funding issues (Mouton 2016).

Furthermore, the literature has indicated that globally, only 50% of students starting doctoral studies complete their studies (Rockinson-Szapkiw & Spaulding 2014) and very few complete their studies in the suggested time-frame. Mouton (2016) indicates that the average doctoral candidate in South Africa will take 4,5 years to complete their doctoral studies. While there is an increase in the number of PhD graduates (growth rate of 12,3% over 2008–2012), only 50% complete their PhD studies (Mouton 2016). Various studies have indicated that doctoral students have unique challenges, especially in the South African environment where only 30–40% are enrolled as full-time students (Mouton 2016).

Mouton (2016) found that the major reasons why doctoral students discontinued their studies were financial challenges, challenges in personal/family and social life, finding sufficient time for studies and uncertainty about career aspirations.

This research in progress explored the various strategies suggested by the literature to keep students on track. Some of the research suggested mobilising additional support mechanisms, changing to a different supervision model etc. While these strategies could be helpful for full-time PhD students, the majority of students in the South African environment were studying part-time and were struggling to find time for their studies. Strategies need to be developed that will take cognisance of the constraints of the part-time doctoral student. Questionnaires were distributed to determine what students found the most helpful strategy to keep them engaged in their doctoral studies.

The initial results will be discussed and recommendations made.

## Keywords:

part-time doctoral students; student engagement; student challenges

## References:

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## NOTES

# Enabling mental health for research degree students

**Dr Hugh Kearns** Flinders University

Is there something about the PhD (and HDR) that increases the chances of mental health issues? Of course some PhD candidates bring mental health issues into their PhD with them but are the way we structure it (or don't structure it) and support them (or don't support them) also factors. It's always easy to blame the victim but perhaps we're doing things (often unwittingly) to make it worse?

In my role I work with thousands of research students all over the world. They often confide in me about the struggles and strains of the experience. They tell me things they would never tell their supervisor or anyone in authority at their university. And some themes do emerge.

In this short session I will describe some of these themes and then issue a challenge to researcher developers, support staff and deans of graduate schools to do something about this. And I will make some suggestions!

## NOTES

# What might curriculum do now for the future of Australian doctoral education? New engagements and encounters of possibility

**Simon Barrie, Tai Peseta** Western Sydney University, **Jeanette Fyffe** La Trobe University, **Lilia Mantai** Macquarie University, **Margaret Kiley** Australian National University

Scholarly conversation about curriculum in, and for, the Australian PhD has previously featured at QPR conferences. In 2008, Barnacle reported on RMIT's efforts to construct an "HDR curriculum", and in 2010, a symposium led by Hopwood, Dahlgren, Boud, Lee and Kiley (2010) unearthed a more holistic view of a PhD curriculum.

Hopwood argued that curriculum constituted "the whole pedagogical environment, the collection of things and practices that shape students' learning" (p.85-86). Kiley named more specific components such as candidates, supervision, environment, examination, outputs, transparency and clear expectations, while Lee held that any serious view of curriculum in the PhD needed to account for philosophy and purpose, learning outcomes, and the activities of learning, teaching and assessment. Yet the existing scholarly literature theorises the PhD curriculum far more cautiously. McWilliam and Singh's (2002) characterisation that "curriculum's imperative is to contain knowledge"... while the "imperative of research is to discover new knowledge" (p.3) remains apposite. Green (2012) preserves curriculum as an open space in which knowledge, identity and pedagogy move between emergence and representation, whereas González-Ocampo et al., (2015) promise a curriculum perspective on doctoral education intended to align elements of the learning eco-system to better support students' experiences.

Here, elements of curriculum are undoubtedly "present" but appear to have had limited practical traction.

Questions then arise about how a more visible and expansive view of curriculum can address the multiple and contemporary demands now being made of the Australian PhD.

In this paper, we offer two insights from the OLT project "Reframing the PhD for Australia's future universities" (Barrie et al., 2015) to extend scholarly conversations about the doctoral curriculum.

Revisiting Golde & Walker's (2006) idea that doctoral education involves care and stewardship of the discipline, we first suggest that a doctoral curriculum might be conceived as four intentionally designed learning spaces: the research project, supervision, intellectual climate, and courses/workshops.

Second, we propose that candidature milestones might also be conceived as a curriculum proxy (akin to formative assessment), and we locate a conversation about milestones within these learning spaces.

For us, curriculum as learning spaces that can hold milestones provides openings for institutions, supervisors and students to enact a form of stewardship that is more inclusive of contemporary PhD needs.

## Keywords:

stewardship; doctoral curriculum; learning spaces; candidature milestones

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## NOTES

# Investigation into the specific issues and costs of international doctoral students in Australia

**Mollie Dollinger** The University of Melbourne

Growth in Australian postgraduate education has been supported by increasing numbers of international students, up from 17 percent of all HDR (Higher Degree Research) completions in 2001 to 26 percent in 2010, the majority of which occurring within doctoral education (ACOLA, 2016). International students, similar to domestic students, serve as an important mechanism to support research as project and research assistants, and also contributing through publications and research funding. Additionally, their enrolment fees are often a key contributor to the funding of higher education generally (Universities Australia, 2015). However, despite doctoral education increasingly viewed as an international priority and an important mechanism to support knowledge industries (Auriol et al., 2012) there has not been enough attention placed on the specific issues and economic costs of international doctoral students. As international students suffer from lower wages upon completion than domestic students (Hawthorne & To, 2014) it is critical to understand what are the particular issues they face and the extent to how these issues impact their educational experiences in order to support future growth. Placed in an unfamiliar doctoral education system in Australia, navigating the unique structure and the elements of managing a student-supervisor relationship can be challenging. This exploratory research will explore what elements are of concern to international students through a literature review and subsequent focus groups with international doctoral students in Australia. Topics in focus will include funding, employment, publications, networking and visa regulations.

## Keywords:

doctoral education; PhD; international students

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## NOTES

# Indigenous postgraduate education: Intercultural perspectives

**Karen Trimmer** University of Southern Queensland, **Debra Hoven** Athabasca University, **Pigga Keskitalo** Sámi University College

This paper reflects on how Indigenous people may be better supported towards more equitable participation to undertake higher degree research postgraduate studies in higher education institutions internationally. In Australia, Aboriginal and Torres Strait Islander peoples; in Canada, First Nation, Métis and Inuit peoples; in Scandinavia, Sámi and in New Zealand, Māori people; have been the "subjects" of formal and informal research since colonisation (Malatest, 2004; Ottmann, 2013). Through the process of research, history, cultural practices, lore and beliefs have been categorised, classified, defined and interpreted from a Western academic paradigm by Western researchers to inform policy on how Indigenous people should live, and in many instances, assimilate, in colonised modern societies. However, in many colonised countries Indigenous people have had limited opportunities to be the researchers or undertake postgraduate study by research. Higher education is widely understood to be important to Indigenous people globally and increasing the numbers of Indigenous postgraduate students and researchers is a key factor in enabling leaders and communities, and in the development and understanding of and respect for Indigenous histories, cultures and language within curriculum and pedagogy and approaches to research. Within Australian tertiary institutions for example, the subject of Aboriginal and Torres Strait Islander education has been a major concern for many years and they are significantly under-represented in Australian universities (Nakata, 2004; Trudgett, 2009). In order to better prepare Indigenous people for research and leadership roles it is important to promote opportunities for Indigenous participation in postgraduate education and higher degrees by research. The literature indicates clear need for aspiring Indigenous postgraduate students to be able to connect with higher education programs that align to their own cultural experience (Trudgett, 2011). The collaborating authors, who are from the contexts of Australian, Canadian and Scandinavian postgraduate education, are working to establish international dialogue between Indigenous postgraduate students and researchers about strategies to support higher degree education for Indigenous students globally and to provide sustainable solution-focused and change-focused (Reed, 2006) strategies to support Indigenous postgraduate students. Multiple viewpoints from both Indigenous and other international scholars regarding participation of Indigenous people in postgraduate education and research internationally have been collected to develop understanding of how Indigenous postgraduate students and researchers negotiate research cultures and agendas that have permeated higher education in the past to ensure the experience of postgraduate students is both rich in regard to the data to be collected and culturally safe in approach; what connections, gaps and contradictions occur at the intersections between past models of postgraduate study and the emerging theories around intercultural perspectives, including the impact of cultural and linguistic differences on Indigenous students' learning experiences; how Indigenous students' and researchers' personal and professional understandings, beliefs and experiences about what typifies knowledge and research or adds value to postgraduate studies are constructed, shared or challenged; and how higher education institutions manage the potential challenges and risks of developing pedagogies to ensure that they give voice and power to Indigenous postgraduate students.

## Keywords:

indigenous; postgraduate education; higher education; research; supervision

## NOTES

# Creating a framework for researcher development @ Massey University

**Tracy Riley & Julia Rayner** Massey University

Today's postgraduate researchers require wide ranging academic, research, cultural, and personal knowledge and skills. At Massey University in New Zealand, we are working to create a framework for researcher development that captures universal postgraduate benchmarks, yet is culturally-relevant, personalised and flexible. This framework will also be appropriate for early career researchers, as part of their wider learning, support and development as academics.

Academic development at Massey incorporates teaching and learning, research, and enterprise and entrepreneurship, and is supported by our institutional membership in both Vitae and the Higher Education Academy. Research students, therefore, have opportunities for developing researcher skills and knowledge, as well as accreditation for teaching, personalised through self-discovery using tools like the Vitae self-assessment and StrengthsQuest. We also offer university-developed workshops, online communities of practice and learning, informal peer support, competitions, student-led conferences and multi-day camps/retreats. We are exploring how to embed our institutional offer within the internationally-recognised academic development frameworks and accreditation processes.

The first stages of creating our own framework – as both a process and an outcome – have facilitated rich discussions and critical thinking about the knowledge, behaviours and attributes of successful researchers at Massey, across disciplines, and cultures. Our framework captures researcher competencies, knowledge and skills through four active concepts: creating, leading, connecting, and excelling. Importantly, we are exploring ways to integrate and contextualise these concepts within Māori knowledge, concepts and skills.

One of Massey University's guiding strategies is to be Te Tiriti led, upholding the founding document of our country. This commitment to transforming the principles of Te Tiriti ō Waitangi into practice means that the framework we develop will have key touch points that build the capacity of our Māori researchers. The researcher competencies we are seeking to grow are embedded in cultural knowledge, skills and values, engaging with and celebrating Māori knowledge and culture, particularly for Māori doctoral candidates to grow as Māori researchers so that they can contribute advanced outcomes for whānau, hapū and iwi.

For our doctoral candidates, of all cultures, we also aim to build in to researcher development Māori concepts like manaakitanga, loosely translated as hospitality, and whanaungatanga or relationships through shared experiences and working together to create a sense of belonging. Similarly, the structure of tuakana-teina, or elder-younger, builds on the concept of an expert guiding those with less experience. When applied to research supervision, and mediated by ako (to teach and to learn), supervisors and candidates each have a role in the learning and teaching process, as researchers learning from one another, guided by informed supervisory practices and deliberate reflection. We are exploring these and other Māori concepts in the contextualisation of a researcher development framework.

In this presentation, we would like to share our early stage thinking regarding this evolving framework, and facilitate a discussion about how graduate research schools and leaders can create researcher development frameworks that are internationally evidence-based, while at the same time culturally and personally relevant and responsive. .

## Keywords:

researcher development; doctoral education; early career researchers

## NOTES

# Engaging with Southern, Eastern and Indigenous knowledges in supervision: Time-mapping

**Catherine Manathunga** University of the Sunshine Coast, **Tracey Bunda** University of Southern Queensland, **Jing Qi & Michael Singh** Western Sydney University

The levels of impact and engagement doctoral research has upon societies and communities has become a new auditing focus in research assessment exercises around the globe. However, to date many of these debates continue to emphasise standardised completion timeframes and publication outcomes at the expense of genuine engagement with diverse communities. Bennett and Burke (2017) illustrate how these hegemonic approaches to time in neoliberal universities 'individualise and decontextualize difficulties' with meeting dominant expectations of what, in the case of doctoral studies, candidates can reasonably achieve within a three-year full time equivalent timeframe. As a result, candidates from equity groups who may not 'conform to traditional structural timeframes' are repositioned as lacking in the capabilities, organisational skills and commitment deemed necessary to complete their doctorates (Bennett & Burke, 2017, p. 2). More seriously, research continues to provide evidence that candidates whose cultural knowledge is not valued; whose prior intellectual and professional histories are ignored or perceived in deficit terms and whose supervisors adopt a highly distant, research-focussed approach may lose self-confidence and motivation to continue their studies (Manathunga, 2014). In order to develop innovative, transcultural supervision pedagogies that privilege Southern, Eastern and Indigenous epistemologies and engage diverse communities, supervisors and candidates need to locate time, place and diverse cultural knowleges at the centre of their work together. This involves the careful and sensitive navigation of contested notions of history, geography and epistemology. In this research-in-progress paper, we will outline a range of Southern, postcolonial, Indigenous, feminist, social and cultural geography theories about time, place and knowledge to interrogate transcultural approaches to supervision pedagogy. These Southern theories suggest ways in which culturally diverse candidates can incorporate their rich personal, cultural, geographical, linguistic and epistemological histories into their creation of new knowledge. However, translating these theories into workable supervision strategies is challenging (Singh et al., 2016). Therefore, we have been experimenting with an innovative methodology to critically reflect upon the macro and micro histories of candidates and supervisors working across and between cultures. This time mapping methodology draws upon the work of Zerubavel. Zerubavel's (2003) 'time-maps' seek to trace collective historical memories of both individuals and cultural groups. Time maps allow us to depict the ebbs, flows, ruptures and varied intensity of historical narratives. In this research-in-progress paper, we analyse the time-maps of culturally diverse candidates gathered in a pilot project to illustrate how their histories, geographies and knowledges can be displayed, shared and enhanced when supervisors and candidates engage in collective time-mapping processes.

## Keywords:

intercultural supervision; global South; Indigenous knowledge; Eastern knowledge systems; time-mapping

## References:

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## NOTES

# The Three Minute Thesis slide – What impact does it have, and how can that impact be augmented?

**Peter Copeman & Sam Hinton** University of Canberra

The standard rules for the 3 Minute Thesis competition state that a "single static PowerPoint slide is permitted" (University of Queensland n.d.), and even though this implies that a slide is not mandatory, the judging criteria require consideration of whether the slide enhances or detracts from the presentation, specifically whether it is "clear, legible, and concise". In reality, few if any contestants – or at least finalists – compete without one. Nonetheless, most available advice about designing a 3MT slide is not genre-specific, but minimally adapted from advice about slide design for presentations in general. The research reported in this paper aims to: a) survey judges of 3MT competitions to illuminate the extent to which their decisions may be influenced by the slide; b) distil any common design elements from the slides of successful 3MT contestants, and compare these with common attention-seeking graphic design genres such as advertising posters and clickbait; and c) derive from both these strands a set of guidelines and a training program to assist 3MT contestants design their slides. As with Peter Copeman's precursor research presented at QPR 2014 about principles and practice for scripting and performing 3MT presentations (Copeman 2015), the current research aims to use the pitching competition as gamified motivation to activate participants in constructing entrepreneurial identities and building capacity to communicate novel ideas, processes and structures within (or in opposition to) environments, organisations and markets both well-established and new, thus ultimately maximising the impact and engagement of doctoral graduates.

## Keywords:

Three Minute Thesis; research communication; PowerPoint slide impact; slide design; doctoral graduate impact

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Copeman, P. (2015). Three Minute Theatre: Principles and practice for scripting and performing Three Minute Thesis presentations. International Journal for Researcher Development, 6(1), 77 – 92.

## NOTES

# Making sense of style in academic writing in research contexts

**Sky Marsen** Flinders University

This paper examines some prominent aspects of writing style in academic contexts. It is informed by discourse analysis and stylistics, and explores such questions as 'How much presence can academic writers have in their texts?' 'How creative can writing get and still be accepted in academic contexts?' 'How does individual 'voice' and 'stance' shape the writing of scholarly documents?' These kinds of questions are often asked by writers in academic and professional contexts, who produce documents in situations that value objectivity and transparency over creative 'play'. Academic writing is a social practice bound by the conventions and expectations of particular disciplines and the discourse communities that are formed around these disciplines. It becomes a tool for understanding the issues one writes about ('writing to learn' as it is known in the terminology of Writing Across the Curriculum), as well as a key to membership in specific communities of practice.

These conventions and expectations, however, are continuously changing and contain many 'grey' areas with regard to style. The proposed presentation examines data on discourse markers obtained from two sources: a) 40 professional and academic writing guides published between 2000-2015 in relation to their advice on stylistic choices, such as the use of active or passive voice, nominalizations, personal pronouns, metaphor, and technical terminology; and b) 12 articles from prestigious journals selected from the disciplines of computer science, Earth science, psychology, philosophy, literature, and business in relation to their use of similar stylistic techniques. Using discourse and qualitative analysis of the texts, the presentation will describe some patterns in the instruction and practice of academic and research writing.

## Keywords:

academic writing; stylistics; discourse analysis

## Notes

# Building impact and engagement online: Blogging about doctoral writing

**Cally Guerin** The University of Adelaide, **Susan Carter** The University of Auckland, **Claire Aitchison** University of South Australia

With the introduction of engagement and impact assessment as part of the ERA in Australia in 2018, and national research impact measurements elsewhere, university researchers are expected to demonstrate how their work is having an influence in the world. Broadly speaking, these kinds of assessment regimes adopt conventional measures (such as citation counts) and favour disciplines more readily able to evidence research uptake influencing economic, social and environmental change (arc.gov.au/engagement-and-impact-assessment). For those of us teaching and researching in doctoral education, the requirement to drum up assessable impact challenges us to consider alternative ways of identifying our reach and capacity to influence change in knowledge, attitudes and practices (Morton, 2015). Interpretations of impact have become more nuanced to include impact processes and mechanisms such as alternative forms of 'stimulating interest', 'stakeholder engagement', 'communicating' and 'networking' (Morrow, 2016). Demands for proof of impact open up new opportunities to demonstrate the influence of non-traditional scholarly contributions.

Relatively new scholarly endeavours such as academic blogging and social media more generally can also be assessed for impact. These outlets are increasingly used by scholars to disseminate their work and to connect with peers (Bouwma-Gearhart & Bess, 2012; Guerin, Carter & Aitchison, 2015; Mewburn & Thomson, 2013; Schnitzler et al., 2016; Williams, 2016). Taking a case study of an open-access blog on doctoral writing, we explore ways in which 'impact' and 'engagement' might be constructed and represented in order to argue for the value of academic blogging.

By analysing the blog content, contributor engagement and user patterns, we are able to show how academic blogging can disseminate knowledge, engage communities and build networks of learners across disciplinary, geographic and spatial boundaries. Tracking the uptake and dissemination of social media cross-platform exchanges provides an alternative perspective of influence. Our case study illuminates the potential impact of social media as a vehicle for a more horizontalised, less conventional notion of doctoral education and unbounded, participatory community building through knowledge exchange. As we demonstrate our approach to measuring 'impact,' this paper will be provocative in proposing alternative views about how doctoral writing can be conceived, 'taught' and 'learned'.

## Keywords:

academic blogging; social media impact; measuring impact; doctoral writing support; digital learning

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## NOTES

# ICT use in the doctoral research process: Whose call?

**Kwong Nui Sim** Victoria University of Wellington

This presentation reports the outcomes of a pilot study that examined how supervisors support their PhD students, and how PhD students use Information and Communication Technology (ICT) to support and advance the doctoral research process. Data sources included: drawings gathered from both PhD supervisors and students participants about their process of supervising or undertaking doctoral research involving ICT use; as well as individual discussion sessions on the participants' ICT use in the process of supervising or undertaking doctoral research. Data were analysed using an interpretive approach resulting in a theme that highlighted majority of supervisors and PhD students compensate the adoption of ICT by using the completion as a justification. While most supervisors do not think it is their responsibility to promote ICT use during supervision, the PhD students do not see the significance of effective and efficient use of ICT either. This outcome is worth noting especially the case for PhD students who are expected to make use of various ICT throughout their research process (e.g., preparation phase, fieldwork phase, analysis phase, and write-up phase) in order to complete this process in the best possible ways (Jackson, 2005; Onilude & Apampa, 2010). The limited academic-orientated use of ICT raises questions about assumptions regularly documented in the wider educational technology research literature about the role played by ICT in advancing learning in higher education. The presentation concludes with implications for research and for practices of supervisors and PhD students, concerning the lack of ICT use to support doctoral research process.

## Keywords:

ICT use; doctoral research process; supervisors; PhD students

## Notes

# Carrot and stick: Using technology within the annual review process to increase on-time completions

**Adam Hatch & Hugh Deacon** The University of New South Wales

The Graduate Research School (GRS) provides leadership, support and central administration for 4000 plus higher degree research (HDR) candidates and their supervisors at UNSW, across eight faculties. As part of the university's Strategy 2025, we have a key performance indicator to increase on-time completions for our candidates. The GRS has developed a multi-faceted online tool, the Graduate Research Information System (GRIS) to support Higher Degree Researchers from research commencement to submission, providing individualized attention to candidates, supervisors and schools, ensuring the provision of research quality focused outcomes. With a newly revised progress review procedure, we are proactively managing mechanisms to enforce outcomes for overtime candidatures. The initial challenge will be how to balance the need of an engaging and ongoing education strategy with stakeholders (the carrot), with the technology based prescribed outcomes from the GRIS system (the stick). For this candidate management system to be successful, we must combine the human factors, the review Panel Chairs, Postgraduate Coordinators, Supervisors and Candidates, with the technical systems that enforce policy. The paper will show the evolution of the annual progress review process at UNSW Sydney from a paper based form, to our current online methods, and our ability to gather data on specific functions and candidates to provide our School stakeholders with agile and timely data, with the specific goal to manage candidatures to an increased on-time completion rate. We will share with attendees some historical statistics, current data since the implementation of the online GRIS system, and short term projections. The hope is to provide follow-up to this project in two years, and demonstrate how we have contributed to increased completion rates.

## Keywords:

technology; research administration; stakeholder engagement; degree completion

## Notes

# Moving to a candidate-driven program

**Daniel Walker & Sam Ferguson** The University of Queensland

This showcase outlines the purpose, justification, processes and outcomes of moving from an email-based system to an entirely online candidature request and management system, in which HDR candidates take ownership over their program, and manage their progression.

**Keywords:**
administrative developments; online systems; candidature management; candidate engagement; change management

## Notes

# The Research Nexus connecting the inside of the university with the outside world.

**Emily Davis & Karen Patterson** The Research Nexus

In 2013 at the Australian Mathematical Sciences Institute, the then Australian Chief Scientist Professor Ian Chubb highlighted '…the gaps that exist between our most academically qualified citizens – our PhD graduates – and the industries that fuel our economy…' Professional doctoral education in Australian has seen a profound change of focus. The conventional academic 'publish or perish' creed is being challenged by the innovation nation's universal university catch cry of 'partner with us'.

Industry engagement, the need to measure the impact of our research and the race to have the most innovative industry internships has seen the tertiary education sector pimp our HDR students by offering industry relevant doctoral candidates. But where does this leave research and does this work experience offer the HDR student a sustainable career pathway? Are our HDR students to be entrepreneurs or do we want them to continue to produce world class research outcomes? Are we equipping with the necessary skills to meet these daring new expectations?

The latest ACOLA report recognised that '…Broader transferable skills development is a necessary aspect of HDR training. Although many universities have made significant investments in this area, transferable skills development is not…strongly embedded in HDR education.' Professional development skills '… must be flexible and candidate directed, and take into account not only the diverse backgrounds and experience of candidates…' but also recognise the diversity and significance of the research they produce.

At The Research Nexus we know University research has the power to drive better health, cultural, societal, and environmental outcomes for our global community. We understand the pressures placed on HDR educators and administrators to measure impact and engagement of not only doctoral students but also the broader impact and engagement of research outcomes. Importantly, we are mindful of the constant constraints of traditional grant based research funding and the persistent need to find external funding.

We believe these brave new RHD candidates should have the necessary training to be best equipped to make informed choices about their future. Therefore we deliver research commercialisation and translation skills via a tiered program across seven streams designed to integrate with an existing RHD professional development program that is linked to annual milestones and is VITAE compatible.

The Research Nexus is also the creator of Research Impact Investment Bonds and works in conjunction with one of Australia's 'big four' banks to create ethical investment opportunities. In the emerging field of Research Impact Investment, the target investment is the outcome of research for the public good. It is assessed commercially by measuring impact and works in partnership with government and industry to deliver products, programs or services. By 2022, the Australian impact investment market is estimated to reach $32BN and is being driven by governments who are looking for new funding solutions for programs or services, the alignment of investment strategy with investors' values/beliefs and environmental, social and governance risks identified as increasing in importance.

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## NOTES

# Extent of autonomy in the Researcher Skill Development framework (RSD7): A cyclotron path towards impact

**John Willison** The University of Adelaide

Research skills are not magically invoked by a chancellor casting an undergraduate or coursework masters parchment at graduands so that graduates would miraculously be ready for PhD studies. This skill set is developed, underdeveloped or not developed through the many years of formal education leading up to HDR, and if developed, this happens in content-rich contexts as well as through the learning of research techniques. Research, in this presentation, is not only that reportable in scholarly articles, but includes tangible problem solving, critical thinking and clinical reasoning for employment or communities, and so pertains to pure, applied or fully practical research outcomes, processes, skills and attitudes learned through the PhD journey. But how can PhD programs help students, who are necessarily concerned with the immediacy of employing rigorous methodologies for focussed research, to anticipate longer term outcomes of their PhD studies without frustrating or distracting them? The Researcher Skill Development (Willison & O'Regan, 2008/18; Willison & Buisman Pijlman, 2016) framework is a pedagogical and student-savvy model which provides one way to address both the immediacy of HDR work, and also the anticipation of life afterwards.

The Researcher Skill Development framework elaborates research skills along a continuum of seven levels of autonomy, and so is abbreviated as the RSD7. The RSD7 provides one way of enabling academics to elicit and make explicit and coherent research skill development through undergraduate and coursework masters degrees, and through to Higher Degrees by Research (HDR). The RSD7 does not represent this development as linear and straight-forward progress, but rather recursive, somewhat messy and cyclic (Willison, Sabir & Thomas, 2017). This early and cycling development, and pedagogical awareness-raising are some of the features that distinguish the RSD7 from the Vitae framework (Bray, R., & Boon, S. (2011). The cycling may begin with a small extent of student/researcher autonomy (called Prescribed Research and Bounded Research), where disciplinary content and processes with instruction and modelling are useful and necessary. Often there is a move to higher levels of autonomy, where students determine, instigate and apply knowledge and skills (Open-ended Research and Unbounded Research). However, there is also frequently a need for 'elevated levels of dependency… when new phases (such as data analysis or thesis writing) are initiated' (Gurr, 2001, p. 85). This is a move for student/researchers back to lower levels of autonomy, and this cycling from lower autonomy to higher autonomy and back is a little like that in a cyclotron, where there is a return, lap after lap to the 'same' place, yet the speed is greater. So too research skills may spiral from Prescribed and Bounded Research, through Scaffolded Research to Open-ended and Unbound Research, and back again, gathering in momentum, rigour and sophistication in discipline- and interdiscipline-oriented understanding.

In a cyclotron, this acceleration is for a purpose: flying off with sufficient momentum for intended impact. For research skill development, there is a threshold speed for flying off from this cycling towards Adopted Research, where the influence is demonstrated by others who use the researcher's outcomes and processes, whether this is by other researchers or other types of communities. Given sufficient 'momentum' and impact, this may lead to the extent of autonomy described on the RSD7 as Enlarging Research which changes the conversations, shape or direction of the field or interdisciplinary study. The cyclotron-like movement prompted by the RSD7, provides the university community with a conceptual framework in which every student and every academic is on the same page, and may discuss, plot and anticipate their next moves towards research that makes a substantial contribution to society. This paper will represent the 2018 version of the RSD7, and provoke discussion on the range of potential uses of the framework, especially on the significance of and need for studies on researcher autonomy moving towards Adopted Research and Enlarging Research.

## Keywords:

researcher skill development; researcher autonomy; adopted research; enlarging research

## References:

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## NOTES

# Conceptualising the PhD. The students' perspective

**Angele Jones** Torrens University Australia

Debates continue about the PhD and its purpose in a changing academic landscape. The original purpose of the PhD was to create new knowledge and become an academic. In this 21st century however new knowledge is quickly surpassed and as a result new knowledge derived from most PhDs will have a relatively short shelf-life (Group of Eight, 2013). Traditionally completion of a PhD opened the doors a career in academia. However, a changing academic landscape has increasing numbers of PhD students and high levels of academic workforce casualization, which means many PhD graduands face low prospects to securing a permanent role in academia and for many has resulted in the academic profession losing considerable appeal. The debate has also extended to the skills and competencies that are developed as part of the PhD and how transferable these skills and competencies are beyond academia for industry or government. Openly questioning whether doctoral education is having the impact desired, or required, by academia and industry. What is interesting in this debate is that there is little reference to, or input from, the perspective of PhD students about the impact doctoral education in the 21st century is having on them. This paper addresses the impact and engagement this debate is having both on the human dimension by (re)conceptualising the PhD, or doctoral education, from the critical perspective of the students. This paper reports on part of a larger recently completed research project, The Lived PhD Experience: Critical reflections from the Students' perspective. A research project that iteratively collected the lived experience narratives from 23 PhD students, in various disciplines and stages of their PhD, studying at Australian Universities over a period of 12 months. The Adventure Park is presented as a conceptual framework for the research participants reported experiences of navigating the challenges they encountered and tested their self-efficacy and sense of belonging. They Adventure Park as a conceptual framework of the PhD also enables us to further examine the human impact of the PhD from the critical perspective of those who live the experience first-hand, and provide another lens to view institutional doctoral education practices that determine many of these experiences.

## Keywords:

PhD; doctoral education; PhD impact; lived experiencee

## References:

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## NOTES

# Work-life balance among doctoral students in health and life sciences

**Carin Nyman** Halmstad University

Successful and timely accomplishment of a doctoral education is an important and increasingly addressed issue in PhD programs. Improvement of women's and men's education completion rates has been highlighted in an ongoing development of a gender mainstreaming plan in Swedish universities.

During the last decade the organizational demands in academia have however been intensified. Increased expectations on scientific output in terms of publications in international high-ranked scientific journals together with stricter regulations and routines have imposed more work tasks to be handled with a reported stressful and demanding work situation among doctoral students as a result. The informal prevailing culture that meets the doctoral student in academia is also often characterized by long working hours involving expectations of unlimited work time. The research project, process and outcomes are anticipated to be put in first place.

Moreover, the traditional concept of work assumes a separation between work and private life where work is expected to be ranked as the primary commitment. Previous research on work-life balance have showed that the situation in academic work places, i.e. often long work hours and comprehensive work demands in combination with high job commitment and high job autonomy, could have an adverse effect on the individual's possibility to achieve a balanced work-life situation.

The doctoral education period often collides with the family formation period, including raising children, which makes work-life balance issues even more worth addressing. The proportion of female doctoral students is high in PhD programs in health and life sciences in Sweden as in many other countries. Gender stratification has been reported in relation to responsibility for household and family issues which might influence the ability to achieve a more optimal work-life balance.

Research has foremost been conducted with a pre-view that interference between work and family are gendered and that the two domains are experienced differently by women and men. The aim of this study is to investigate potential conflicts between work and private life that can arise from academic workload and affect work-life balance in female and male doctoral students. A secondary aim is to describe how an (im)balanced situation may influence doctoral students self-perceived well-being and coping strategies.

## Keywords:

doctoral student; academia; work-life balance; well-being; coping strategies

## Notes

# An attempt to measure research student engagement; Development of an Irish Survey of Student Engagement for HDR Candidates

**Emer Cunningham** University College Dublin, **Sean O'Reilly** Technological Higher Education Association

Irelands first National Survey of Student Engagement (ISSE) was launched in 2013 in response to the Irish National Strategy for Higher Education to 2030 which recommends the use of student feedback to inform institutional and programme management and national policy. The existing ISSE is offered to first and final year undergraduate and postgraduate students pursuing taught programmes. However, Higher Degree by Research (HDR) candidates are not included because pre-testing of the survey questions with student focus groups determined that the questions were only appropriate to students on taught programmes. In 2017, a national collaborative partnership of higher education institutions, students' unions and the Higher Education Authority of Ireland set up a specific working group to develop a suitable survey to measure HDR experiences and engagement across the Irish state-funded education sector. The aim is to design the survey to reflect the national context e.g. align with the National Framework for Doctoral Education and also inform and support quality enhancement across the sector.

This paper will describe the progress of the working group through each stage of development of this national HDR survey i.e. the design of the survey, pre-testing of the draft questionnaire with HDR students through focus groups and cognitive interviews, consultation with faculty and plans for the fieldwork in 2018.The presentation will incorporate time for discussion on the development and use of HDR candidate surveys.

## Keywords:

engagement; measurement of engagement; HDR candidates; research education; survey

## References:

Department of Education (2011) Irish National Strategy for Higher Education to 2030

## NOTES