



# Reframing the PhD for Australia's future universities

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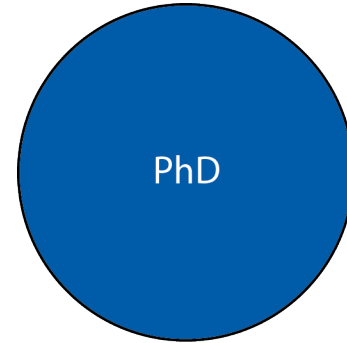
# Our future academic selves

- This project explores the role of the PhD in preparing the future academic workforce, especially in relation to higher education teaching.
- While it pays particular attention to the preparation of doctoral students for careers in academia, it does so in a way that will also better prepare them for careers in industry and elsewhere.
- In doing so it seeks to come to grips with the elusive idea of a doctoral 'curriculum'.



A doctoral education  
(curriculum):

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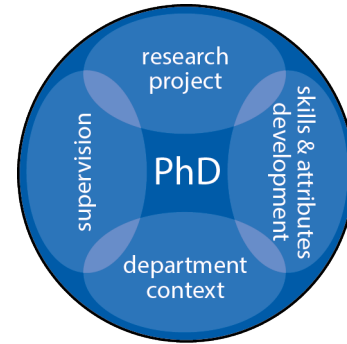
# Curriculum as the formation of subjects

- A tangle of “taught content and the pedagogy supporting it” (Osberg & Biesta, 2010)
- Placing teacher [supervisor] and students in “complicated conversation” (Pinar, 2012)
- Programs that are integrated with the world and genuinely dynamic. (Keesing-Styles 2014)
- And “lend[ing] substance to the process of ‘learning to become’: [curriculum] is the symbolic raw material that students use, discard or rewrite in making meaning for themselves” (Todd, 2001).



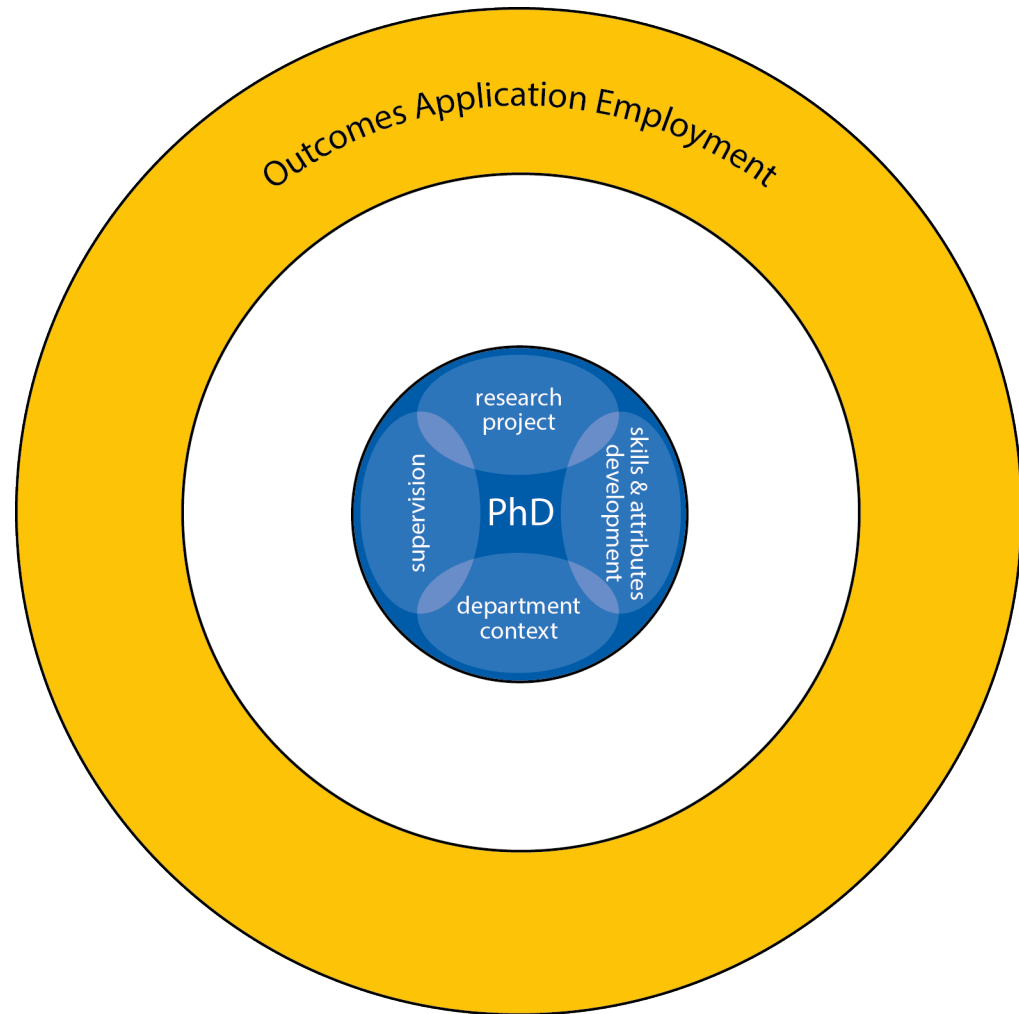
# A doctoral curriculum: Contexts and engagements designed to shape subjects

1. Research project & thesis
2. Supervision
3. Department context disciplinary communities (Learning Environment)
4. Skills/attributes workshops courses (co-curriculum)



# To what purpose?

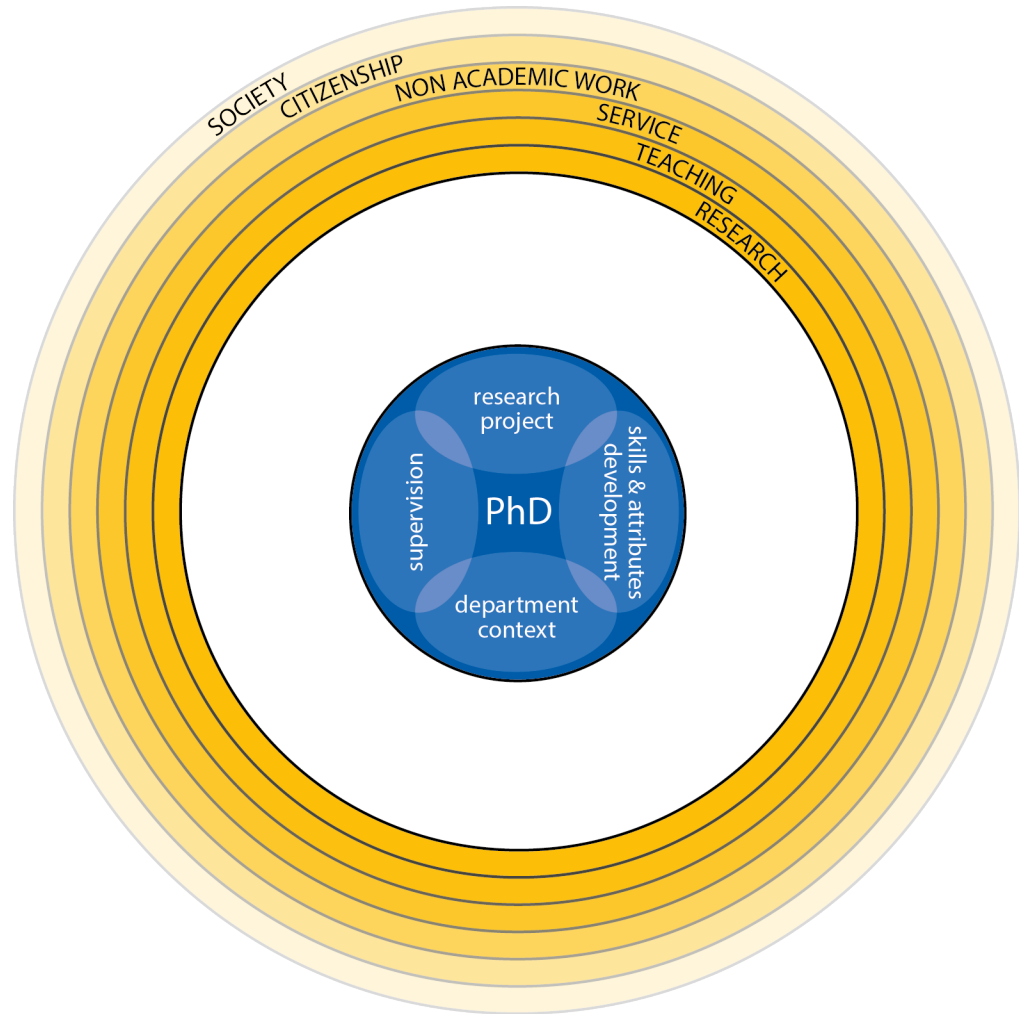
Many of the drivers for change are framed as employment related (ACOLA 2015)



# Diversification of PhD employment

How to connect the PhD 'curriculum' with these other employment outcomes?

How to connect the PhD to Teaching?

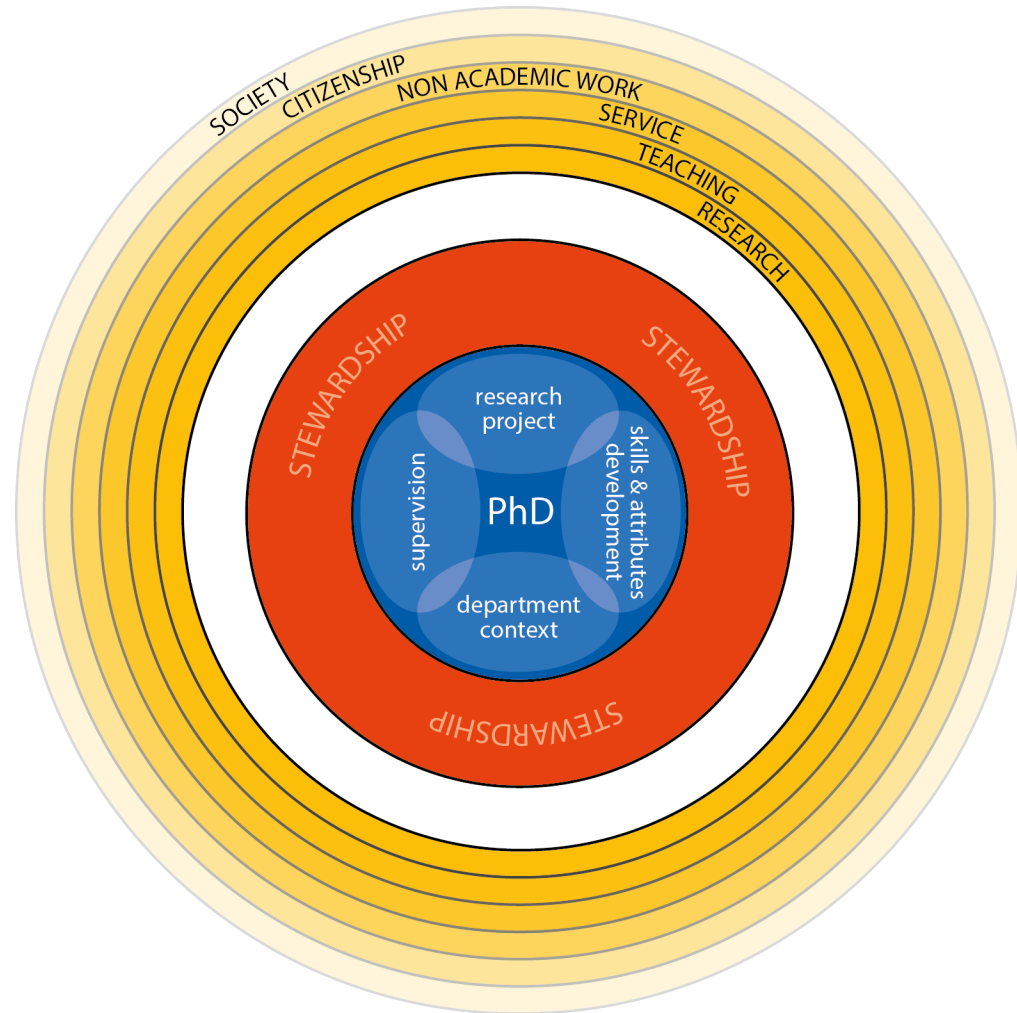


# A new conceptual link?

Stewardship

Carnegie Foundation

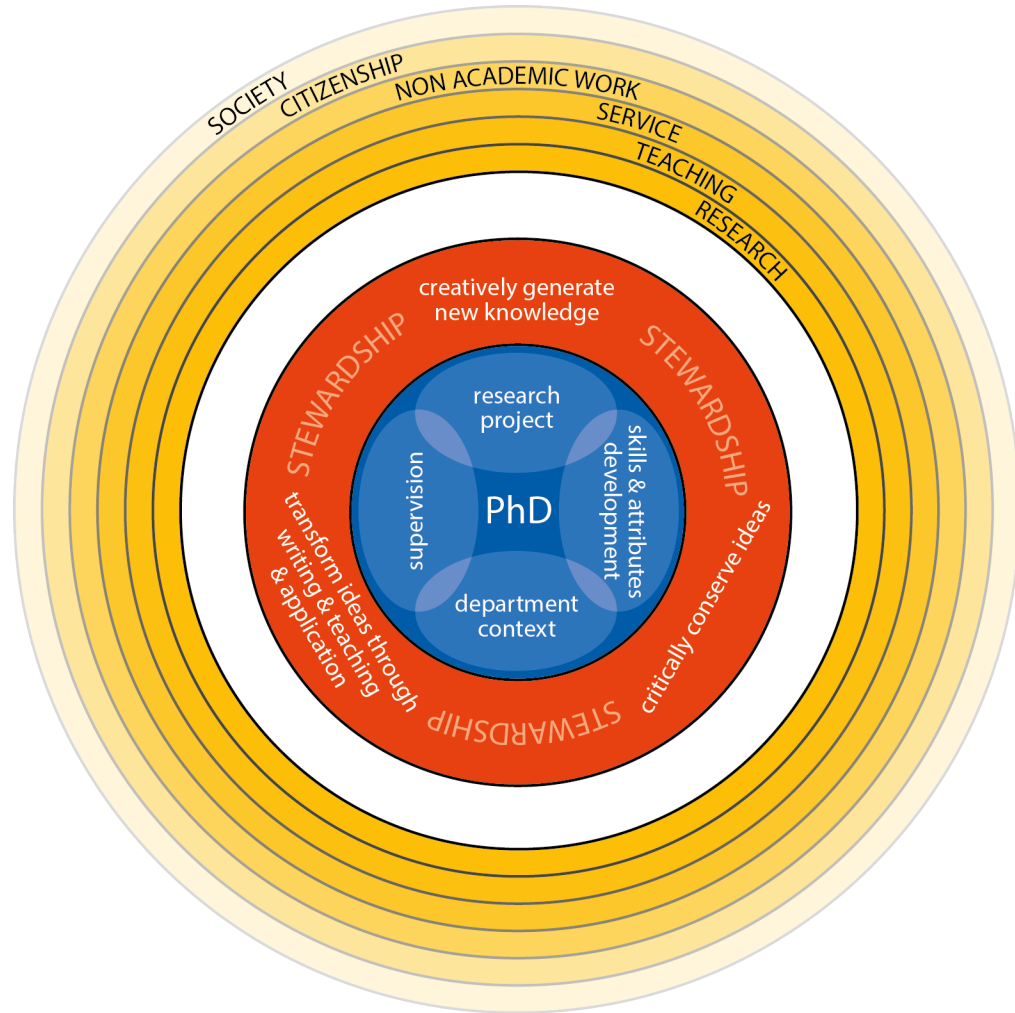
Golde & Walker, 2006





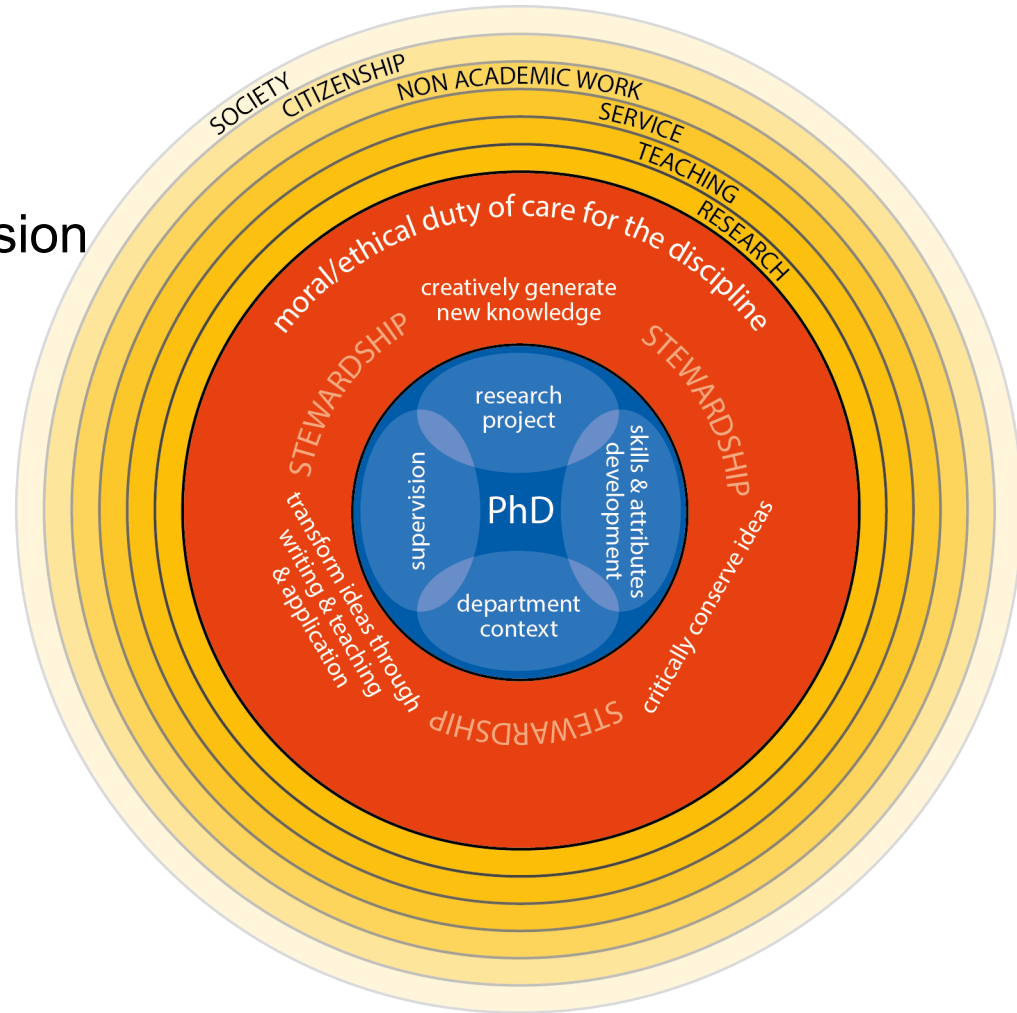
# A new conceptual link?

1. Generate knowledge
2. Conserve knowledge
3. Transform knowledge



# A new conceptual link

- Also ....ethical & moral dimension
- Responsibility for the care of the discipline
- Larger sense of purpose



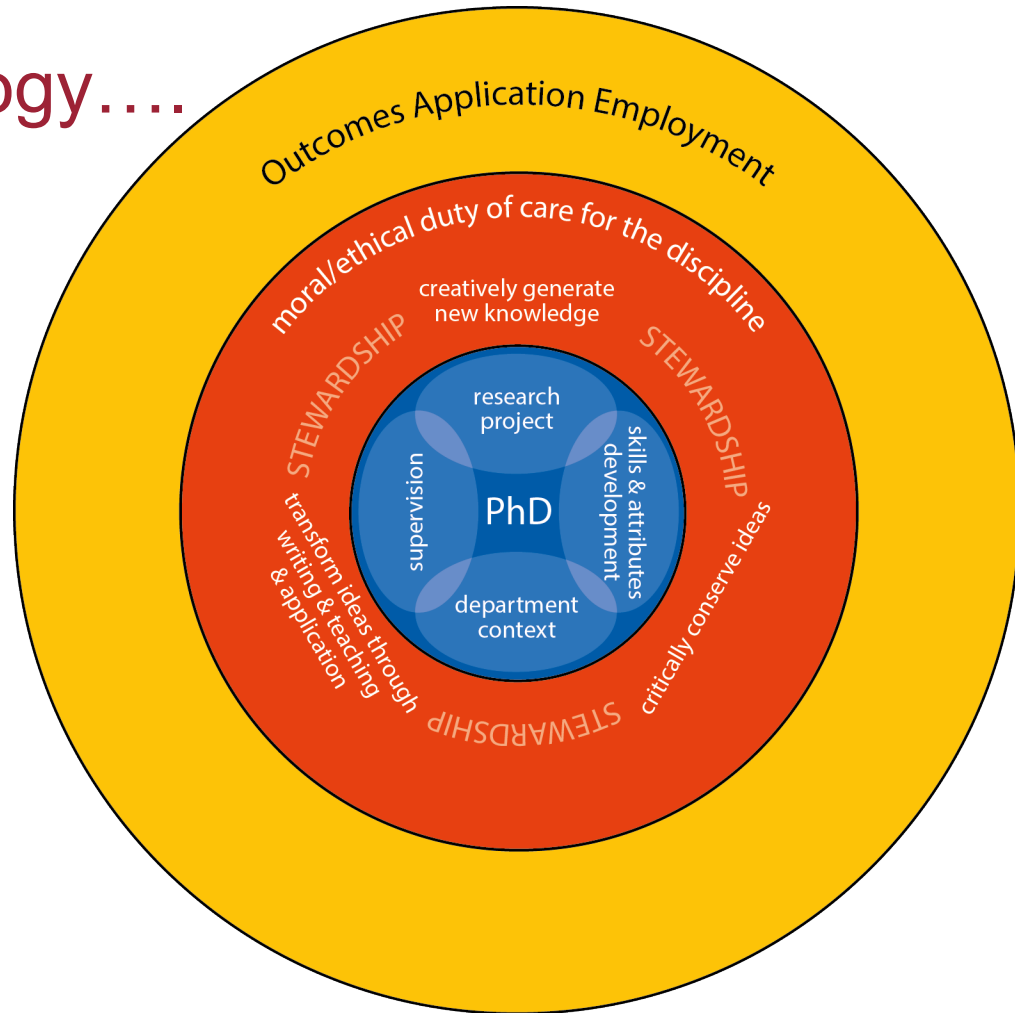
# A new conceptual link

- Stewardship of the discipline rather than teaching vs. research or academia vs industry. (Golde & Walker, 2006).
- As stewards of the discipline academics ‘creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching and application’ (Golde, 2006:5).
- The concept of ‘stewardship’ involves both competence with the roles and skills of a discipline and a sense of moral purpose. It integrates teaching, research and service and applies to academia and industry.

# A conceptual methodology.... (But does it work?)

1. What might teaching development in the PhD look like, if we drew on all those curriculum elements?

2. What might the PhD look like through the lens of stewardship?



# Stage one data:

- Interviews with students, supervisors, doctoral program convenors at Auckland, Sydney, UWA, Deakin & La Trobe
- (Institutional case studies of current teaching development strategies in PhD)
- Asked about the four curriculum spaces with a focus on experiences of learning to teach.
- Asked about the idea of Stewardship and how this might change the PhD.



# Stage one data: Curriculum headlines

- The curriculum elements are recognized as opportunities for learning by some students in all universities/disciplines, less so by program convenors in some universities, and less so by supervisors, in most universities.
- The opportunities for teaching development in *Supervision*, *Department* context and the *Project* identified by some respondents – were under-utilised by respondents in other contexts.

# Stage one data: Stewardship headlines

## A missing intentionality?

Students often don't know why they are doing a PhD...they like the subject.. are good at it..... There is rarely a discussion – 'why are you doing this? – what's your goal? - how can we help you on your way? We should stop students ...make them make an honest assessment of where they are going and what they want to do.... it should be part of a general reshaping rethinking of what we are doing at uni....

## A missing complexity?

Research is still at the centre.....I think stewardship would encourage more interdisciplinary interaction ... more collaborative and less defined....a broader focus than just the research output...thoughtfulness across disciplines....it would cover the disconnects between research and teaching...

# Stage one data: Stewardship headlines

## A missing integration?

It would provide a sense of the role that one plays in the discipline...give a sense that one belonged to a discipline community....line up the skills and development support with the project....not new elements – just ensuring what ideally should happen between supervisor and student...connecting research to the outer world...communicating and disseminating research not just doing it...

## A sense of anxiety?

Some respondents struggled to understand stewardship....What would it mean for employers? Would they understand? Would it take longer? How would the university assess such a PhD?



# The PhD and our future academic selves



# Turning the PhD toward stewardship?



A conversation yet to be had...

- Discussion paper on teaching development strategies
- Discussion paper on Stewardship
- Doctoral curriculum framework
- Stewardship learning resources to populate framework
- Start a new conversation about the PhD with 15 Australian Academic Boards and our international partners



Reframing the  
for Australia's future universities

PhD

Thankyou.

<http://www.itl.usyd.edu.au/projects/reframingPhD/>

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