

Received Comments on the Reframing the PhD project to February 2018

<p>Sophie Abel sophie.abel@qut.edu.au</p>	<p>Completing a Doctorate degree recently has given me some insights and experience of what PhD students go through. I work with students at all levels. Listen to their challenges. Every interaction is a learning/teaching experience regardless the environment. One purpose to undertake a doctorate was also to go through the process to understand the intelligences involved. The explore challenges faced by both, students and supervisors. I found that having a clear intention to undertake a doctorate or even an undergraduate is important. Exploring the reasons behind pursuing a PhD must be clear. The content that explored is second to the intention. The knowledge gained through obtaining a PhD must be implemented in life to benefit others and self to transform the environment. When the intention is clarified the moral compass is ready to be utilised as a guide to explore the content and develop personally to a better person than before. The learning process must be enjoyed and not become a stressful factor as expressed by many students. The challenge during my study was the complexity and the integration of disciplines in the proposal to undertake my studies. I had to learn new information and skills and translate them to knowledge to be implemented or teach it others. Deep meaning is gained when topics are broad that encompass the human. It provides an opportunity to reflect contemplate and choose based on what its best and suitable. The disciplines of business, education, social sciences and psychology is limiting when separated. The skill is to learn how to integrate and manage the complexities of human nature. PhD curriculums have to be spiral, growing and lifelong. The question is at what point is the student granted the award and the title? Supervisors are required to transform themselves to be open minded learners and not limit the students pursuing towards knowledge within the supervisors disciple of expertise. In the contemporary world problem solving is the key challenge however; these skills are not transformed by people into real life. What is missing in the curriculums? I would hope that a student completing a PhD has the capacity to solve problems regardless of their expertise when it is under the control of the person. Not demanding an overnight political change! The degree must offer an autonomous opportunity to learn, critically explore, research and encouraged implementation. Writing, sharing and teaching must be ongoing. Not all students or academics will want to write for journals that have strict guidelines that does not give opportunity for creativity or allow the human personality. Some may not want to become academics due to the nature of writings demanded. The key is how to make the PhD worthwhile for the students to become and then move outwards becoming a "Steward of the Concept" rather than a discipline. How can great teachers become writers? If you wish to clarify my thoughts please do not hesitate to contact.</p>
<p>Helen Benzie helen.benzie@unisa.edu.au</p>	<p>Interested generally in supporting PhD students but also in commencing academic staff who often have little support for developing as teachers.</p>
<p>Belinda Bern b.bern@uq.edu.au</p>	<p>I am a member of professional staff, supporting our Faculty Associate Dean (Research) in research training strategies and development. We realise the importance of helping to build skills to supplement the</p>

	<p>scientific training they receive and emphasize networking and communication for young researchers in particular. Our Graduate School also coordinates a Career Development program to provide additional skills and experiences http://cdf.gradschool.uq.edu.au/</p>
<p>Ian Brailsford i.brailsford@auckland.ac.nz</p>	<p>I co-ordinate the 'generic skills' programme for doctoral candidates at the University of Auckland that covers both academic and personal/professional development aspects. This involves workshops, induction days, on-line resources and one-to-one advising. I was also involved in the establishment in early 2011 of an academic career module for doctoral candidates wanting to pursue a career in academia.</p>
<p>Abby Cathcart abby.cathcart@qut.edu.au</p>	<p>Dr Abby Cathcart is an Associate Professor of Management in QUT Business School and a Senior Fellow of the UK Higher Education Academy. She has received two national Australian Awards for University Teaching. She co-designed and directs the Teaching Advantage Program for doctoral candidates at QUT for which she won a Vice-Chancellor's Award for Excellence in 2014. Abby leads the new QUT Educational Fellowship Scheme and is currently supporting more than 100 QUT staff members as they seek recognition as Associate, Fellow, Senior Fellow or Principal Fellows of the Higher Education Academy. In 2014 Abby received the inaugural David Gardiner Teacher of the Year Award Medal at Queensland University of Technology. She co-chairs a Special Interest Group on Developing Doctoral Candidates Teaching Capabilities at the Quality in Postgraduate Research Conference. The innovative Teaching Advantage (TA) program, developed by Dominique Greer, Larry Neale and Abby Cathcart, academics at Queensland University of Technology, prepares doctoral students for current and future teaching. TA is open to all doctoral students, both international and domestic, to fill the gap between sessional academic training that may occur early in doctoral candidacy, and academic developmental programs that may be offered once candidates secure their first academic position. TA engages doctoral students in a community of inquiry with peers and experts through focused learning activities, underpinned by a cognitive apprenticeship framework. This cross-cultural learning environment enables international and domestic students to be exposed to diverse perspectives on learning and teaching and a chance to critically reflect on alternative pedagogies and educational contexts. Learners experience significantly increased teaching self-efficacy, an enhanced capacity for reflexivity, improved employment outcomes, and external recognition of their commitment to learning and teaching through the Higher Education Academy's (United Kingdom) Fellowship scheme. Since inception in 2011 with eight students from the QUT Business School, demand has seen TA grow to preparing up to 100 students annually across all faculties for prospective academic career paths. This unique program has been recognised with a number of awards and a growing interest and recognition through invitations to deliver workshops nationally and internationally. To date TA has improved the teaching self-efficacy and improved the career prospects of doctoral students from 27 countries. • Greer, D., Cathcart, A., and Neale, L. (2015). Helping doctoral students teach: Transitioning to early career academia through cognitive apprenticeship. Higher Education Research and Development. (forthcoming) https://qutvirtual4.qut.edu.au/group/staff/teaching/professional-</p>

	<p>development/teaching-advantage https://qutvirtual4.qut.edu.au/group/staff/teaching/professional-development/efs</p> <p>My colleague Dr Elizabeth Beckmann (ANU) and I formed a Doctoral Teaching Special Interest Group at QPR in 2014. We recently launched a website aimed at PhD students and people who want to help them develop their teaching capabilities. Anyone can post their work, tools and materials on the site so that the community can use them. http://doctoralteaching.org/</p>
Academic and PhD student	<p>My interest stems from working at the intersection of academic development and research education, where I am supporting academic teaching staff who are also PhD candidates. While there is a considerable group of PhD candidates who are engaged in sessional teaching, the group I am referring to are the contract and ongoing staff, typically in disciplines that have more recently joined the university. I have been involved in community-of-practice approaches that use deliberate strategies to build capacity in teaching practice for PhD candidates, while also supporting the aims and progress of their PhD projects.</p>
Jim Chambliss jimchambliss@me.com	<p>I am so glad to see this project. I am from the USA where the PhD supervisors become mentors for their students, who take on supervised roles as tutors, exam markers and research assistants. The universities assume a responsibility to help find the PhD students work during and after their research studies and thesis preparation. The PhD program also has courses in the general area where students are likely to teach. That did not happen for me here to my disappointment, unemployment, financial crisis and reduced self-esteem.</p>
Alvin Chandra a.chandra@business.uq.edu.au	<p>I am not sure - I am recent PhD graduate, disheartened due to limited opportunities and just keen to hear what your project can advise me.</p>
Rosemary Chang rosemary.chang@monash.edu	<p>My interest stems from working at the intersection of academic development and research education, where I am supporting academic teaching staff who are also phd candidates. While there is a considerable group of phd candidates who are engaged in sessional teaching, the group I am referring to are the contract and ongoing staff, typically in disciplines that have more recently joined the university. I have been involved in community-of-practice approaches that use deliberate strategies to build capacity in teaching practice for phd candidates, while also supporting the aims and progress of their phd projects.</p>
Deb Clarke dclarke@csu.edu.au	<p>I work with RHD students who are completing both PhD and Professional doctorates. I think the most important aspect of supervising RHD students to create a supportive learning environment in which the student is comfortable to take positive risks: experiment with methods, writing and ensure that the doctoral experience is more than just about the big book at the end. Encourage students to engage with every opportunity - 3 minute thesis competition, conferences, writing workshops.</p>

<p>Pauline Collins collins@usq.edu.au</p>	<p>Having recently completed a PhD and now moving into supervision of RHD students and working with PGECR and other groups I see a need for much more support for both the student and the supervisor and for this to go beyond just achieving a PhD. It needs to follow on into the early career researcher and teacher aspects. It really needs to encompass the whole picture and better prepare the PhD student for the future.</p>
<p>Vicki Cope v.cope@ecu.edu.au</p>	<p>Basically students need to understand the imperatives of Ethical research and pursue a wide range of research methodologies to choose their focus. Research publications from a PhD with publications are good, however there is a definite place for a traditional PhD showing breadth of the PhD journey. The Integrated PhD which is very new in this University is yet to be reviewed. All types need excellent supervision, as the supervisors are the 'teachers' who are the role models for the future.</p>
<p>Carmela De Maio c.demaio@curtin.edu.au</p>	<p>I am in the final stages of my PhD after 8 years as a part-time student. I also teach academic integrity, communication, research and referencing skills to undergraduate students. I can provide insights into life as a PhD student, including issues and challenges, together with the institutional support I received while completing my thesis. As I a working as a sessional tutor I could also contribute ideas through the lens of academia.</p>
<p>Lee Duffield l.duffield@qut.edu.au</p>	<p>Lee Duffield since 2005 has managed Higher Degree Research projects as postgraduate coordinator for Journalism Media and Communication and in other roles within the Creative Industries Faculty of Queensland University of Technology (QUT). This has required organising more than 30 HDR confirmation or final appraisal seminars across several academic Disciplines, including preparing the seminar reports; intervention in at-risk dissertation projects, and monitoring progress of over 60 HDR students. He has supervised 10 HDR projects (7 PhD, 3 MA) and 20 research projects for the course-work Master of Journalism. His work has specialised interests in International Students (four of HDR supervisions), with extensive publishing in the related field of Internationalisation of the Curriculum in Higher Education. One short study on relations between international Higher Degree students in Australia and their universities (2011, Successes and Stresses ..., http://eprints.qut.edu.au/45766/) illustrated active concerns of students integrating into academic practices in Australia. He has experience also in managing disability and crisis in HDR projects. Most experience, committed and observed, has been with only ad hoc preparation of PhD students for academic roles, making the present exercise of value. Students employed as sessional teachers do benefit from an apprenticeship model, learning about academic practice generally, the organisational culture, and pedagogy. Some have limited opportunity for this, notably International Students with a language obstacle; others with topics and skills sets close to the teaching mission of their department are in high demand and obtain rich experience, at times even called in by the scholarships authority for doing too much. Periodic bids to 'make the teaching curriculum reflect research being done' might have a developmental effect in showing the links more obviously to early career academics, but that goal itself can be contradicted by professional accreditation</p>

	<p>requirements, different to the immediate themes of current research. For improvement, explicit and managed supplementary experience might be provided within, or supplementary to HDR projects, in the two areas: applicability of the scholar's research to general curriculum content in their Discipline, and requirements of the profession, (in professional Disciplines, the great majority of academic Disciplines). That might imply elevating the task of preparation of PhD scholars for teaching, as opposed to giving them, unprepared, major responsibility for undergraduate teaching, as often happens. It might be achieved by enlisting the support of university learning and teaching services, through to, as in the case of QUT, a Graduate Certificate credential for teaching available to early career academics. Potential exists for a 'PhD' application in Work Integrated Learning, to the extent of appraising needs and interests of the profession or industry for new knowledge, and organising contacts – probably entailing expense but as an investment in better collaboration.</p>
<p>Andrew Fluck Andrew.Fluck@utas.edu.au</p>	<p>I am a Graduate Research Coordinator, and therefore see tensions between institutionally-imposed large-scale tuition components and the individuality of most PhD studies.</p>
<p>Cally Guerin cally.guerin@adelaide.edu.au</p>	<p>I work in the Faculty of Arts with PhD students who are being encouraged to think about how the research skills they are developing during candidature might be used in work contexts outside universities. To this end, 'teaching' is seen broadly as communication of ideas to all sorts of audiences, and through all sorts of media.</p>
<p>Louise Hafner l.hafner@qut.edu.au</p>	<p>As Postgraduate Research Coordinator and Honours coordinator in the School I am keen to support research training for our HDR cohort for future employments for our graduates</p>
<p>Marina Harvey marina.harvey@mq.edu.au</p>	<p>PhDs are one of the largest cohorts that make up sessional teaching staff in Australian universities. The BLASST national standards framework outlines the standards, and associated criteria, for supporting these staff. BLASST.edu.au</p>
<p>Elaine Huber elaine.huber@uts.edu.au</p>	<p>As a PhD student and also working in the area of academic teaching support (& development) I'm interested in integrating the PhD into work in academia. Teaching development for PhD students - who often become our front line teachers in HE should be part of what they need to complete a PhD. This would make it a more practical qualification whilst at the same time help bring academia into the 21st century.</p>
<p>Rami Ibo Rami.Ibo@anu.edu.au</p>	<p>I am a PhD student at the Research School of Humanities and the Arts at ANU. My research is in the area of chemistry research education.</p>
<p>Angela Jaap angela.jaap@glasgow.ac.uk</p>	<p>I coordinate GTA development at the University of Glasgow. I co-convene a small, new formed UK-wide group of GTA developers and this is an area that I wish to learn more about. You are more than welcome to join our JISC list (gtadev@jisc.ac.uk) where we aim to share ideas in relation to GTA development. We have colleagues from across the UK involved and a couple from Europe. We are due to hold another mini conference in June 2017 to which you are welcome to attend if you are in the country at that point! Thanks Angela</p>

<p>Sofie Kobayashi skobayashi@ind.ku.dk</p>	<p>One attempt we work on is to work with doctoral students in an introduction course, where they are supported in taking charge of their doctoral studies, including academic goals, curriculum for competence development, and co-managing the supervisory relationship. http://www.ind.ku.dk/english/course_overview/PhD_Courses/introduction_course_for_new_phd_students/ Further, University of Copenhagen requires that all staff who teach must have training in teaching. Doctoral students are required to teach as part of their duties as staff members. An example of a teaching course is the Introduction to University Pedagogy: http://www.ind.ku.dk/english/course_overview/iup/ The efforts to specifically support doctoral students in becoming university teachers has not been evaluated, but research into 'becoming a university teacher' is ongoing in the Department of Science Education in collaboration with Keith Trigwell, ref. Camilla Rump.</p>
<p>Joe Luca j.luca@ecu.edu.au</p>	<p>Should be doing some coursework and in-class teaching as part of their journey.</p>
<p>Christine McDonald c.mcdonald@griffith.edu.au</p>	<p>I am Program Director for the Doctor of Education at Griffith and am interested in hearing more about the project</p>
<p>Lee McGowan lee.mcgowan@qut.edu.au</p>	<p>I coordinate the Creative Industries faculty's professional doctorate program. I'm very keen to see how this project develops. Thank you.</p>
<p>Catherine Mcloughlin catherine.mcloughlin@acu.edu.au</p>	<p>To support doctoral students in becoming teachers, I encourage research projects that investigate research-informed pedagogy. I also believe that PhD students engaging in practitioner research on their own teaching using methodologies such as action research or design-based research is a productive means of developing teaching expertise.</p>
<p>Larissa Melanie larissa.melanie@qut.edu.au</p>	<p>http://thesiswhisperer.com/ The Thesis Whisperer is dedicated to helping research students everywhere. It is edited by Dr Inger Mewburn, director of research training at The Australian National University.</p>
<p>Ricardo Morais ricardo.morais@ideapuzzle.com</p>	<p>Idea Puzzle (www.ideapuzzle.com) was founded on the 26th of March 2008 to technologically support doctoral education in Philosophy of Science. Our main initiatives are the Idea Puzzle® software, the Santander Universities Idea Puzzle Award, and the seminar 'How to design and defend your PhD with the Idea Puzzle® software'. Ricardo Morais is professor of Management at Católica Porto Business School, coordinator of the doctoral seminar "How to design your PhD" at the European Institute for Advanced Studies in Management (EIASM) in Brussels, founder of Idea Puzzle, and alumni of HPI School of Design Thinking in Germany. He holds a PhD in Strategic Management from the University of Jyväskylä (first Portuguese PhD in Finland in Social Sciences), having graduated in Management from the Faculty of Economics of the University of Porto. His research interests are interdisciplinary, including strategic management, critical realism, doctoral education, and design thinking. Since 2002, he has lectured these topics in over 60 higher education</p>

	<p>institutions in 13 countries. He is a member of the Academy of Management, European Academy of Management, Strategic Management Society, Academy of International Business, and Christian Association of Entrepreneurs and Managers. Selected publications: 1. Gonzalez-Ocampo, G., Kiley, M., Lopes, A., Malcolm, J., Menezes, I., Morais, R. & Virtanen, V. 2015. The curriculum question in doctoral education. <i>Frontline Learning Research</i>, 3(3), 23-38. 2. Morais, R. 2010. Scientific method. In Mills, A., Durepos, G. & Wiebe, E. (eds.), <i>Encyclopedia of Case Study Research</i>. 2: 840-842, Thousand Oaks, California: Sage Publications. 3. Parente, C. & Ferro, L. 2016. Idea Puzzle (www.ideapuzzle.com), created by Ricardo Morais. <i>Academy of Management Learning & Education</i>, 15(3), 643-645.</p>
<p>Larry Neale l.neale@qut.edu.au</p>	<p>Program Director of Teaching Advantage, a developmental program that prepares advanced PhD candidates at QUT for the teaching requirements of an academic career.</p>
<p>Maria Northcote maria.northcote@avondale.edu.au</p>	<p>I have recently led a research project (OLT Extension project) during which we created a support and development framework for postgraduate supervisors by building on Joe Luca et al.'s previous OLT project. We also sought advice from an expert panel throughout the development of our framework. We have found the ECU framework to be valuable (http://www.ecu.edu.au/centres/graduate-research-school/good-practice-framework-for-research-training), John Willison's research skill development framework (http://www.adelaide.edu.au/rsd/framework/) and Janet Carton et al.'s work from University College Dublin. Margaret Kiley's work on threshold concepts of researchers has also been invaluable. The University of Auckland has many valuable resources for supporting postgraduate students and Macquarie University has a useful site about supervising cross-cultural projects (http://www.mq.edu.au/ltc/altc/cross_cultural_supervision_project/). Some of these resources may be a little broader than your project but they may include some useful information. All the best with your project. I look forward to hearing more about it in the future.</p>
<p>Janice Orrell janice.orrell@flinders.edu.au</p>	<p>I have 9 PhD students, all largely researching some aspect of education for practice or assessment or research education. I use a group process in my supervision. I am also interested and publishing book on the role of publication in research education.</p>
<p>Michelle Picard michelle.picard@adelaide.edu.au</p>	<p>I believe that PhD students should benefit from much of the infrastructure already existing in universities for teaching development e.g. seasonal staff development, graduate certificates etcetera. The BLAST OLT work is useful in this regard. I also suggest that career mentors (not necessarily their own supervisors) should be appointed to assist them in giving lectures/ running tutorials and providing feedback on their teaching.</p>
<p>Vikki Pollard vikki.pollard@deakin.edu.au</p>	<p>I am currently developing an online course about teaching for PhD students. Deakin is in the throes of introducing a new PhD and I want my team to be able to offer these modules as one part of this new PhD. The modules are very much about developing the teaching practice of future academics- also relevant to sessionals.</p>

Rio Rodrigues j.rodrigues@qut.edu.au	I support the use of ecological psychology and dynamical systems theory for teachers development.
Yoni Ryan y.ryan@qut.edu.au	I am currently working with international PhD students who have a different conception of the purpose and end result of their doctorate than domestic students, and am interested in comparing the two perceptions.
Elaine Speight-Burton Elaine.Speight-Burton@vu.edu.au	for the moment, I would just like to register my continuing interest in this project, hence [re]registration. The notion of stewardship as a way of reconceptualising what has sometimes been referred to as 'managed' terms of scholarship and its implications for who we are and who we can be.
Sarah Stein sarah.stein@otago.ac.nz	A quick few thoughts off the top of my head (over lunch) :) When viewing the PhD as part of the pathway into academia, then inclusion in the programme of teaching experience would be essential. However, PhDs are not necessarily a pathway into the world of being an academic. Having said that though, teaching (in a wide form) IS an essential component of being professional, being scholarly, acting from a perspective of an inquirer etc. So, my personal view s that moves to recast the PhD as a qualification (learning journey) that forms a pathway into something more than academia is a must. Perhaps "academia" needs to be redefined too, as that role is also very varied... it is not the "traditional" role that it is often described as.
Elke Stracke elke.stracke@canberra.edu.au	My research interests are - feedback and assessment, and - peer learning in postgraduate supervision practice. Relevant publications: - Stracke, E., and V. Kumar (2014). Realising graduate attributes in the research degree: the role of peer support groups. Teaching in Higher Education 19, 6: 616-629. 10.1080/13562517.2014.901955 - Kumar, V., & E. Stracke (2011). Examiners' reports on theses: Feedback or assessment? Journal of English for Academic Purposes, 211-222. - Stracke, E. (2010). Undertaking the journey together: Peer learning for a successful and enjoyable PhD experience. Journal of University Teaching and Learning Practice, 7, 1 [12 pages]. Available at http://ro.uow.edu.au/jutlp - Stracke, E. & V. Kumar (2010). Feedback and self-regulated learning. Insights from supervisors' and PhD examiners' reports. Reflective Practice: International and Multidisciplinary Perspectives, 11 (1): 17–30. Kumar, V.. and E. Stracke (2007). An analysis of written feedback on a PhD thesis. Teaching in Higher Education, 12:4, 461 – 470. 10.1080/13562510701415433
Karen Thorpe k.thorpe@qut.edu.au	I have been concerned that many PhD students finish a project rather than a complete research training. Arising from this concern I have developed my own training program. This aims to engage students from the point of formulation and design of their PhD in engagement and consultation with policymakers and NGOs. Training includes shadowing me, and where possible involvement in negotiating joint projects, grant writing and writing of reports for Government and NGOs alongside traditional academic writing. I encourage thesis by publication and teach strategy for selection of journals not only based on journal quality but audience reach

<p>Penny Wheeler penelope.wheeler@stude nts.mq.edu.au</p>	<p>Considering stewardship - our research project (with Kate Thompson) is looking at educating doctoral candidates to work together across disciplines to solve significant problems of sustainability. So stewardship applies in real-life impact, addressing global and wicked problems, flexible PhD practitioners, and collaborative output. Let's talk!</p>
<p>Imelda Whelehan imelda.whelehan@utas.e du.au</p>	<p>Dean of Graduate Research. Working to enhance the candidate experience through great cross-disciplinary exchange and more robust supervisor training.</p>
<p>Irene White irena.white@flinders.edu. au</p>	<p>I am a PhD candidate in the last year of conducting my research. I would like to support a collaborative model I have participated in since 2015 through which I share and explore my PhD journey with a diverse group of other candidates. This model of collaboration is made possible through monthly meetings with other PhD and EdD students in the School of Education at Flinders University that rely on the generous and expert guidance of Professor Jan Orrell. The group members, who meet with Professor Orrell every month for two and a half hours, have very different research interests ranging across all sectors of education and span investigations of teaching, learning, assessment, leadership and management using a wide range of research methodologies and methods. The group includes members who attend in person and via Skype. The format of each meeting includes a round table update from each person about their progress including current challenges and achievements (many group members have commented that this is often the most valuable part of the meeting for them); an occasional guest speaker to challenge and inform our thinking; test runs of proposal and 3 minute thesis presentations with feedback from the group (another very valuable opportunity); discussions that explore meeting milestones and thesis writing. The agenda is always flexible enough to accommodate animated discussions as these arise. We are all very much aware that we are among only a few lucky RHD students who have this regular opportunity to 'escape' from our desks and feel part of a larger community. The group also has a page on the Flinders Learning Management System where we share resources.</p>
<p>Gail Wilson gail.wilson@scu.edu.au</p>	<p>I am responsible for professional learning of academic staff across the University and we are devised a different approach to the traditional Graduate Certificate in HE. One of the areas we will be covering is the preparation of PhD students to teach (tutors/facilitators/lab assistants) in current HE environments particularly in relation to blended/online teaching. I also am a supervisor of PhD students.</p>
<p>Brad Wuetherick brad.wuetherick@dal.ca</p>	<p>I am the Executive Director, Learning and Teaching in the Provost Office at Dalhousie University in Halifax, Canada. Working with the Director of the Centre for Learning and Teaching, and the Dean of the Faculty of Graduate Studies, we offer or are launching a number of programs to support graduate student professional development in teaching and other professional skills, and also supporting the faculty supervision and mentorship of graduate students. www.dal.ca/clt</p>