

Beyond Supervision: Academic Development and Advancement for Postgraduate Students



Associate Professor Jillian Hamilton, Design, QUT

associate director, academic development, sessional staff, learning and teaching unit, qut

question for candidates: why do you want to do a phd?

academic response : deepen, discover,
question, argue, innovate

pragmatic : funding, goal oriented

aspiring : academic ambitions
(opportunities: McAlpine '12)

case study context: QUT

QUT : highly sessionalised

my discipline : very highly sessionalised

aspiring : majority have academic ambitions (cf opportunities: McAlpine 2012)

: research and teaching

: PhD is research training

academic : aging demographic

: rebuild/ reinvigorate

opportunity : ECARD (early career positions: several hundred)

competition : X 10 in creative fields

formal learning and teaching academic development @ QUT

AD1 : intro to learning & teaching

AD2 : student success

AD3 : assessment and evaluation

AD4 : academic success

ad hoc : it systems

SASA : sessional academic
success advisors

SCAD : career advancement

research training : how to conduct research
: research seminars

ECARD : graduate certificate in
academic practice

Sessional Career Advancement Development program

Overview of Australian HE Sector and the role of an academic

Presenter: Professor Carol Dickenson, Deputy-Vice-Chancellor (Academic)

Introduction to Career Planning

Presenter: Dr Nikki Penhaligon

Introduction to Academic Portfolios

Presenter: Kathy Bain

Developing your Teaching Portfolio

Presenter: Associate Professor Jillian Hamilton

Role of an Early Career Academic

Presenter: TBC

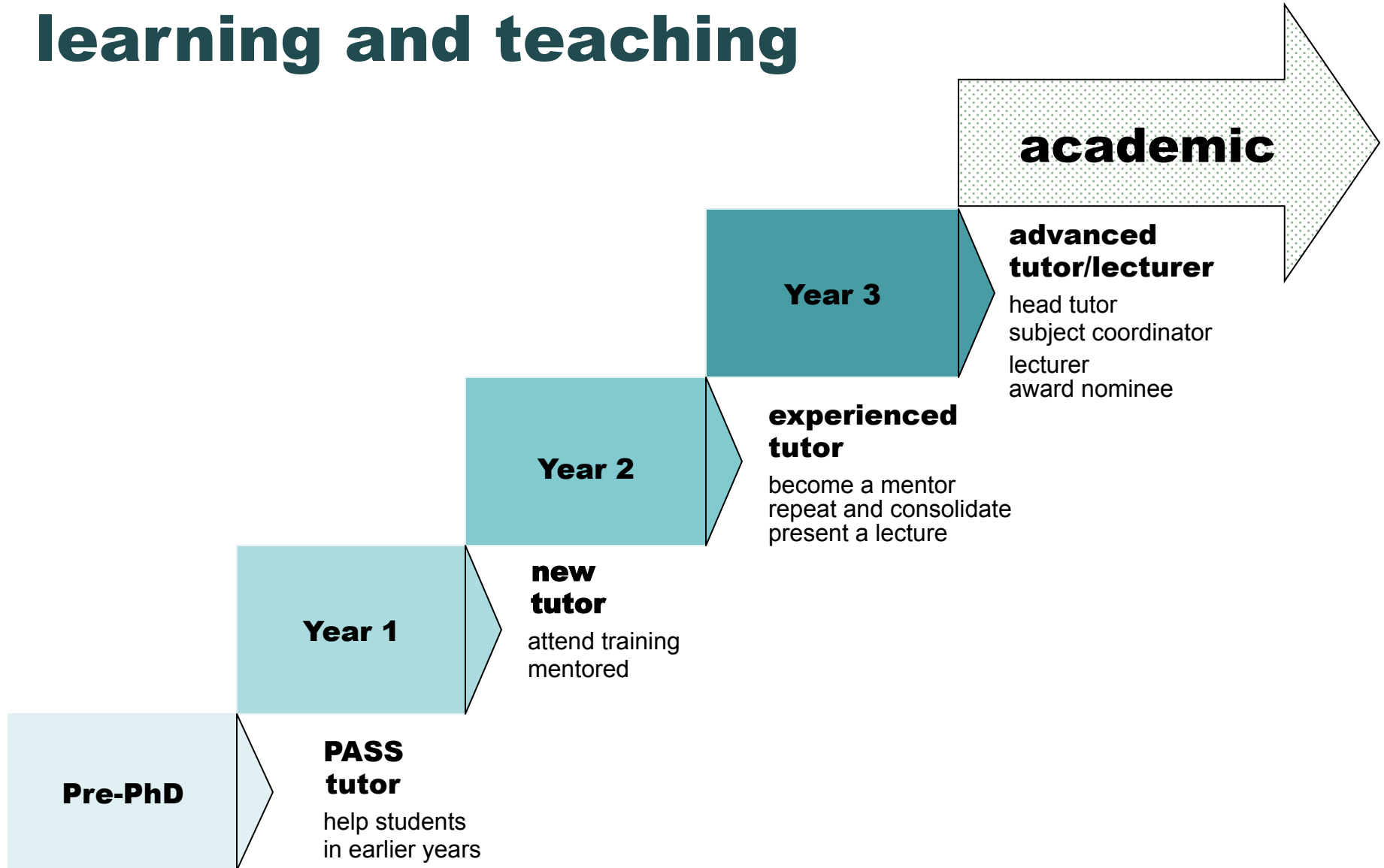
Developing your Research Portfolio

Presenter: Professor Paul Burnett

Planning your Career

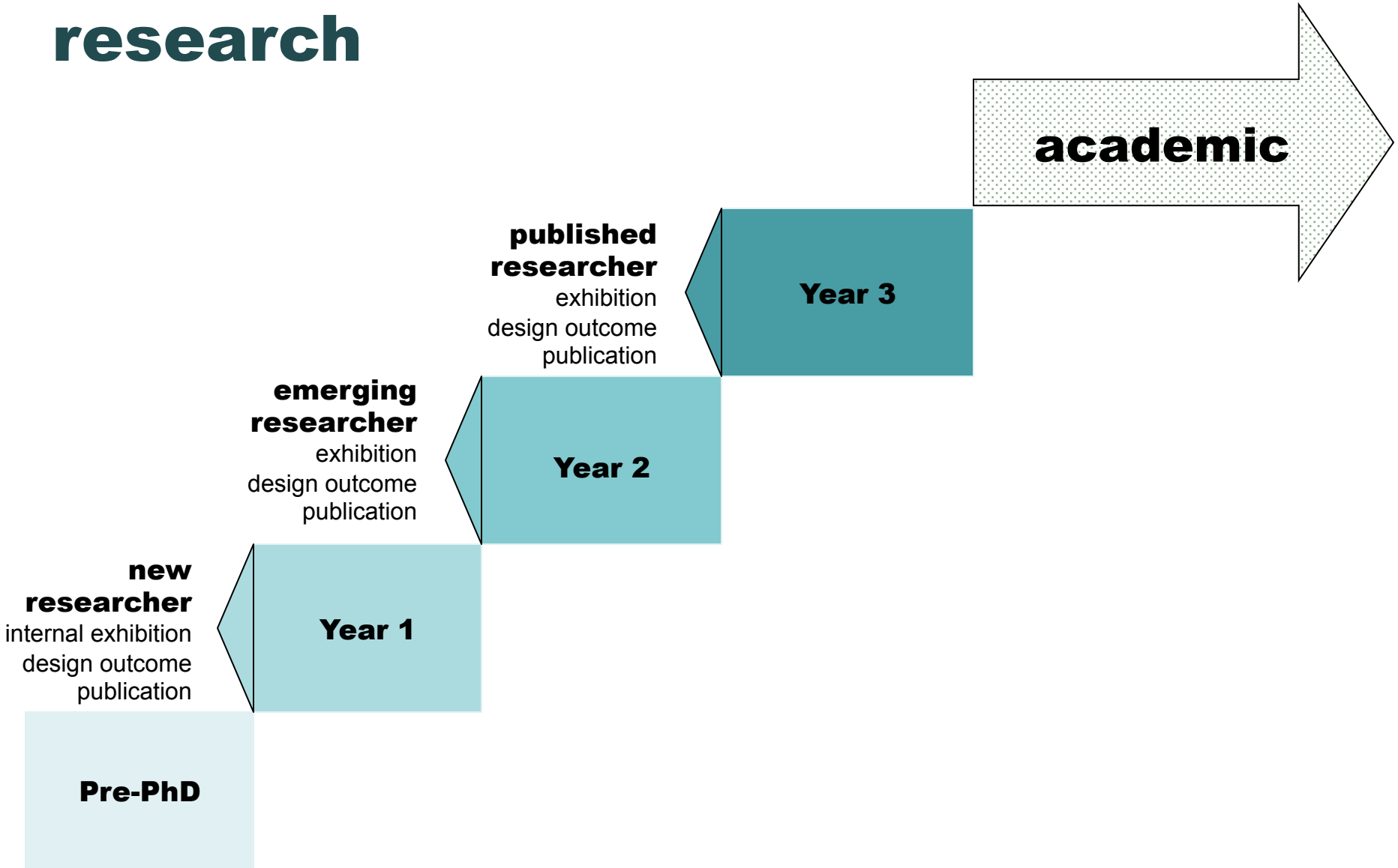
Presenter: Dr Nikki Penhaligon

the model I employ as a supervisor learning and teaching



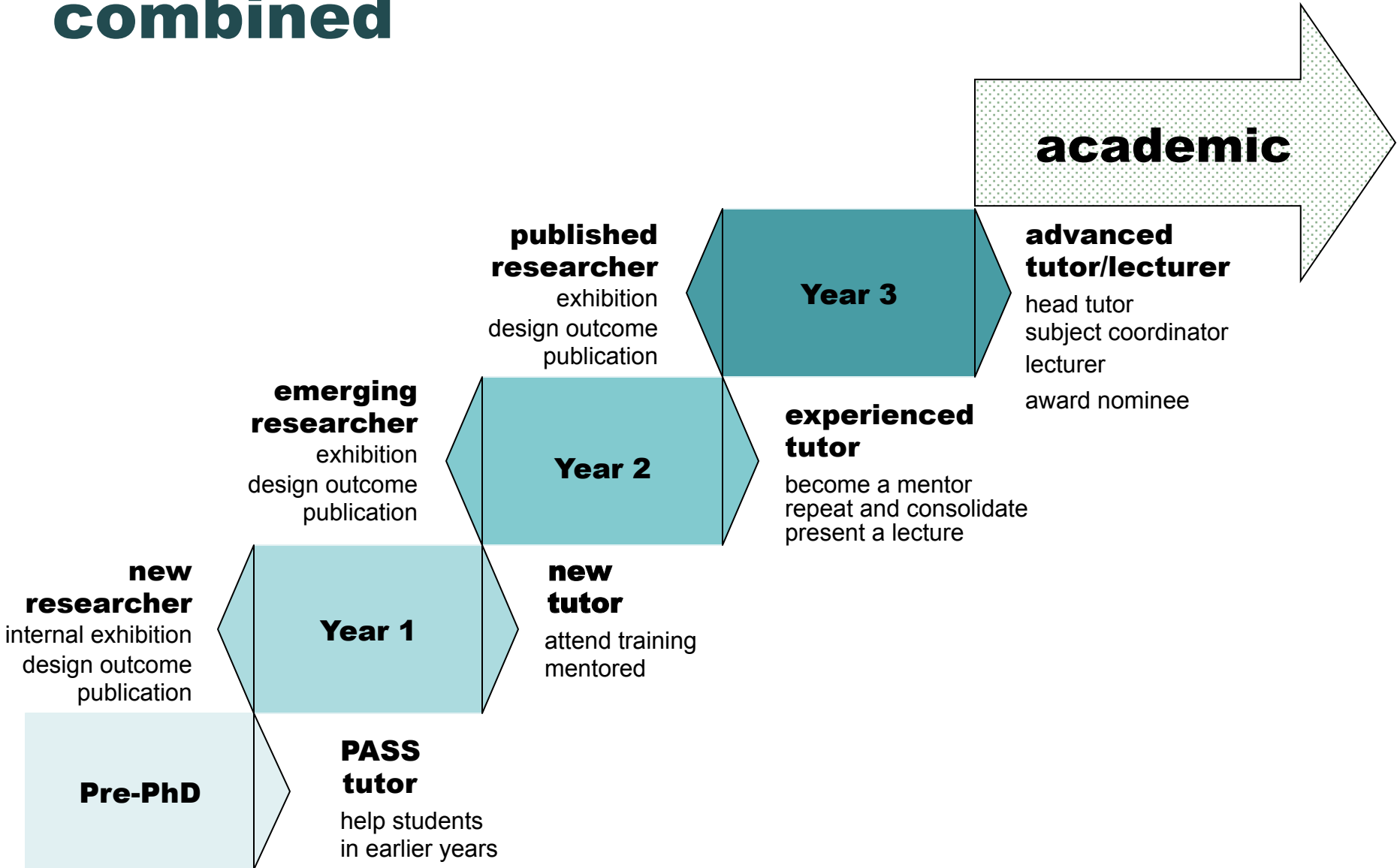
career advancement over 3-4 years as a PhD candidate

the model I employ: research



career advancement over 3-4 years as a PhD candidate

the model I employ: combined



career advancement over 3-4 years as a PhD candidate

new tutor?

get comfortable

understand : what is expected?
weekly summaries
class content
assignment briefs
CRA

seek regular meetings : ask questions: assignments/ content
pedagogical rationale
anticipate student behaviours
trouble shooting
keep on course
feedback

find a mentor : sit in on classes of a more experienced tutor
meet with other tutors, invite them to yours? – why?

moderation : double mark

feedback : base reports

experienced tutor?

shine

consolidate : repeat to reinforce and apply reflections

reflect : why did I do it this way?

be a mentor : for new tutors (why?)

advanced tutor?

■ **lead and diversify**

mentor : new tutors

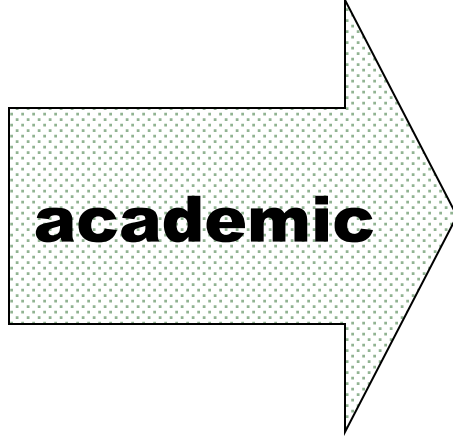
lecture : can you give guest lecture/s in the unit?

head tutor : administrative experience

be the satellite guy : deliver unit to another context

diversify : look for other contexts

seek recognition : eg. sessional staff awards



■ apply

- harvest** : your brilliant file
- : dust down your CV
- : polish your reflections

- seek support** : referees
- : seek a mentor for feedback

- remember** : the criteria

- state a case** : case studies (concrete examples)
show how you approached a challenge
use their keywords
provide evidence

outcomes:

currently : 5 have gained
academic positions

other benefits : socialisation
: learning from teaching
: knowing the options—is
academia for me?
: **graduate capabilities**