Re-thinking Risky Business: The Management of Creative Practice HDR Projects

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Overseas training programs:
TAPPS
Edge Hill at Lancaster; Leeds
Metropolitan,
CAP—
Certificate in Academic
Practice

Resistance: from well-seasoned supervisors
to such training (Cryer, 2002; Brew and
Peseta, 2002).

..... there is a need for increasingly sophisticated and constructive conversations about supervision pedagogy that engage all supervisors, both new and more experienced. Such conversations need to go beyond issues of compliance to address quality of supervision and good supervisory practices [and] there is a need in many universities for greater emphasis on professional leadership in research education.

Hammond, J., Ryland, K., Tennant, M., Boud, D, (2010) Building, Research Supervision and Training across Australian Universities, University of Technology, Sydney.

'**Future-proofing…' findings:**

- **careful choice of candidates despite pressure, or impression of pressure**

- **decision making had to be at the school or 'local' level**

- **a wider, more 'intimate' use of the admissions process**

'Identity-trajectories: doctoral journeys from past to present to future'
Lynne McAlpine, 2012

'nesting' of a student journey within academic expectations
bearing in mind:

- agency;
- the personal;
- the past;
- opportunity structures;
- horizons for action;
- networking;
- the intellectual;
- the institutional

- calls into question the boundary riding by supervisors
- a hidden but often powerful agenda

- there are issues of fantasy around new knowledge (Lesley Johnson, Alison Lee and Bill Green 2000)

- rarely interrogated
- often based on the supervisor reacting to their own supervision experience

The effects flowing from the broader institutional funding reductions and altered workplace employed were even more powerful . . . The main concerns were to minimise risk in research topic selection, and to identify students who were likely to require minimum supervision with maximum chance of completion. For the humanities, the effect of staffing reductions was to hasten the adoption of a science or cohort model of supervision, in contrast with the more individual, lone student-supervisor approach still existing in departments not affected by such large academic staff loss."

Ruth Neumann, 'Policy and practice in doctoral education,' in *Studies in Higher Education* 32 (4), August 2007.

…the "python squeeze" that he says will destroy the creative arts in this country….

Big Ideas, ABC, 4 February, 2013.

Masters practice led cohorts:

QUT 2009 and 2010

- Uneven responses from supervisors and candidates
- The intake pressure
- Overload of supervisory work
- Yet a commitment that it could work given different approaches

- Industry associations:

Australasian CRC for Interaction Design Creative Industries 2003 to 2010

- Research showed the need to draw on doctoral research processes as pedagogy

"Pedagogies of Industry Partnership"
Barbara Adkins, Jennifer Summerville, Susan Danby and Judy Matthews

New supervisors would like:

- Support in the admission process

- Mentoring through complex stages

- A sense of how their work 'fits' within the overall university framework

All supervisors might benefit from:

- Conversations to work through their own boundary riding

- Training in exiting a problematic candidature

- A more intimate knowledge and appreciation for the an identity trajectory