THE UNIVERSITY OF MELBOURNE

GRADUATE SCHOOLS

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Shaping minds, shaping the world

Knowledge, identity and the doctoral phase:

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Australian Qualifications Framework specification for the doctoral degree:

Graduates at this level will have **expert**, **specialised** cognitive, technical and research skills in a **discipline** area to independently and systematically:

- engage in critical reflection, synthesis and evaluation
- develop, adapt and implement research methodologies to **extend and redefine existing knowledge** or professional practice
- disseminate and **promote new insights** to peers and **the community**
- **generate original knowledge and understanding** to make a substantial contribution to a discipline or area of professional practice

1. **What knowledge is adequate to this?**
2. **What identity drivers are important in the doctorate and post-doctoral career?**

The Australian Higher Education context:

- tendency to manage via one-size-fits-all template
- high salience of global and national rankings
- policy discourse is more about students and economic benefit than about research
- increasing numbers of PhDs with decreased university jobs for them and an industry sector not committed to either research or value of the doctorate

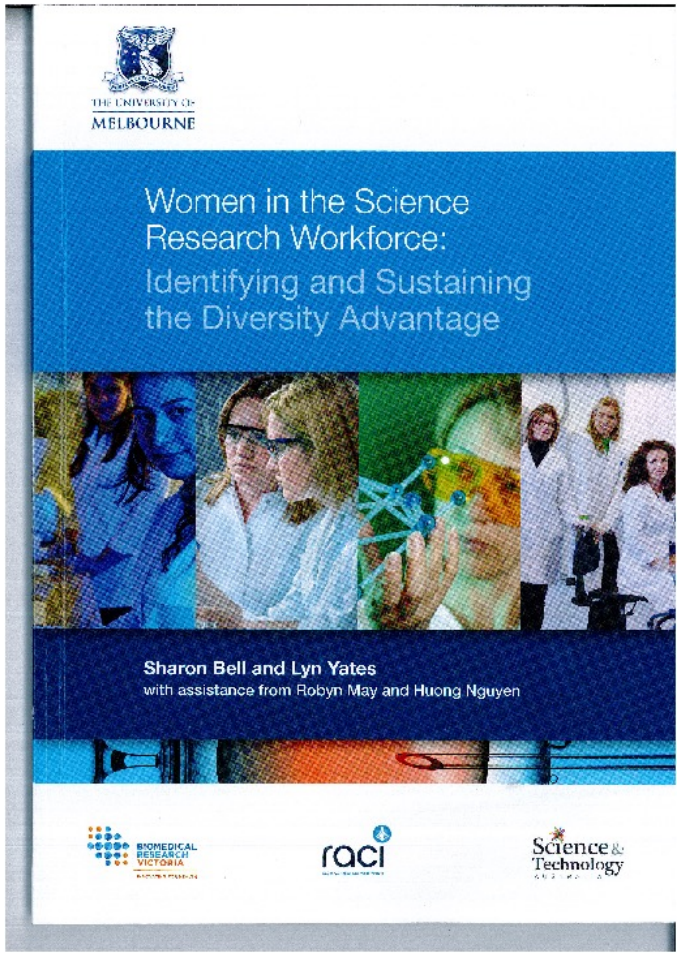
Knowledge Building across School and University: policy strategies and effects *(ARC Discovery Project 2011-2015)*

Lyn Yates, Peter Woelert, Victoria Millar, Kate O'Connor

- Studying physics
  - across school, undergrad, postgrad, research
- Project focus
  - what is involved in 'knowledge building' (foundations for knowledge creation)?
  - impact of new management culture
- Project methodology/evidence
  - Interviews with physicists (doctoral supervisors)
  - policy and management documents (national, uni)

KBP Project: some issues for the doctoral phase

- Specialisation is intense – how balance with sense of the broader field?
- Importance of disciplinary identity including in interdisciplinary 'grand challenge' work
- Time on task implications
- (Physics) doctoral students are an elite – but see specialized training has value beyond the discipline



Women in the Science Research Workforce

Sharon Bell and Lyn Yates

ARC Linkage Project
with
BioMed Vic,
STA
RACI

WiS Project

- Focus on gender and careers beyond the doctorate (in chemistry and bio-medicine)
- 1200+ Survey, focus groups, interviews, workshop
- Retrospective perspectives on doctoral phase cf what followed

WiS: some issues for the doctoral phase

- Failures/unevenness of the apprenticeship model
- Often lack of recognition of gender differentiated norms, practices in everyday activities (mentored cf promoted)
- Academic identity affirmed in the doctorate cf the difficulties of life beyond

Knowledge and the doctoral phase:

In relation to 'innovation' and 'the new production of knowledge'

- Mode 1 and mode 2 are *both* important today – one is not replacing the other – but policy attempts to force a template management solution with no adequate view of *knowledge*

Identity and the doctoral phase:

- the identity task of becoming a researcher, and becoming a disciplinary insider has different implications in different fields – in education it may be under-developed; in science it may be too dominant