CAUTHE 2016 PhD/ECR Workshop Report

Date: 08 February 2016

Location: Sydney (held @ the Blue Mountains International Hotel Management School Sydney Campus, 540 George Street)

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1. COMMITTEE

Facilitator: **Pascal Scherrer, Southern Cross University**

Other CAUTHE Executive representative: **Sebastian Filep, University of Otago**

Conference organising committee rep.:   **Rajka Presbury, BMIHMS**

2. OVERVIEW

2.1 Background and description

The overall aim of the workshop is to enable PhD students and ECRs to discuss relevant issues and seek feedback from experienced academics from around the world. The workshop was held at the BMIHMS Sydney campus in the CBD and finished with networking drinks and a light dinner where attendees joined conference delegates that arrived on Monday.

The workshop theme was 'Breaking through the Barriers'. Accordingly, the program (Appendix 1) included presentations on barriers that are experienced by PhDs and ECRs and some first steps in

offering possible solutions to those barriers. These presentations were then followed up by group discussions focused on application to participant's individual contexts. Findings were shared with all participants and captured in a mindmap (Appendix 2). Small group mentoring and discussions with Senior Academics and a panel discussion on the changing academic and research landscape with view towards helping participants make good choices and overcoming barriers to their progress, then rounded off the workshop.

2.2 Program

See Appendix 1

3. PARTICIPANT PROFILE

Role	Type	No.
PhD/ECR participants	Early-	14
	Mid-	14
	Late-	14
	Post-	13
	Other (DBA, Masters, Honours)	3
	TOTAL	58
	%Female/Male	55:45
Table Facilitators	Professor	8
	Assoc Prof / Reader	4
	Research Fellow	0
	Senior Lecturer	1
	Lecturer	0
	Assistant Professor	1
	Associate Director	1
	Head of Academic Studies	1
	TOTAL	16
	%Female/Male	25/75
CAUTHE Fellows involved	2 (+1 in mentoring part)	
CAUTHE Fellows absent	All the others (note that some were involved in MCR workshop)	

Note that the MCR workshop was running concurrently on the day, as were several other meetings. This limited the availability of mentors. While some additional mentors arrived for the afternoon session, the Table Facilitators essentially became the mentors and facilitated the small group mentoring in the afternoon.

4. FORMAL EVALUATION FEEDBACK

Of the 58 workshop attendees, 19 completed the survey. Overall the workshop was very well received with 14 participants rating the overall workshop content as very good or excellent. One survey participant selected very dissatisfied on all items. This response seemed to be related to being unhappy with the mentor that they were allocated in the afternoon session. Networking opportunities was the most cited reason for attending. A majority (10) stated that they would consider attending again, and 12 stated they would recommend the workshop to others. 14 out of the 19 respondents felt very positive about a CAUTHE Alumni or Network.

All respondents felt that small group discussions were the most valuable and that the ideal size of the groups would be 2-3 students to one mentor. This is difficult to achieve without widespread cooperation from senior academics involved with CAUTHE. The inclusion of senior academics is highly regarded and the more senior academics can be involved, the better.

Appendix 3 provides the detailed data from the evaluation survey.

5. KEY INSIGHTS AND RECOMMENDATIONS

Informal feedback raised the issue of whether PhDs and ECRs could be catered for separately. This largely depends on overall and relative attendee numbers which vary each year and were higher than in previous years. Even if combined, some tailoring of program is possible such as allocation to groups according to stage (which has been done for the past two years) and possibly in the allocation of mentors.

Follow up surveys should be made available online immediately after (or even during) the workshop and an invitation should be emailed on the day to every participant to facilitate maximum participation. Delaying the invitation even by a few days is likely to affect not only participation rate, but also the quality and quantity of feedback.

The keynote speakers were briefed in detail on the perspective/information sought from them and how this fit with the overall workshop program. Despite this, one of the keynote presentations was substantially different from the agreed brief, leaving a challenge for the facilitator to connect the talk to the workshop theme and link to the other presentations. This could potentially be avoided by requesting and reviewing a copy of keynote presentations prior to the workshop and follow-up communication if needed to ensure alignment to brief.

There is a real opportunity to expand the impact of the workshop beyond just the one day or even duration of the conference by embedding tailored follow-up avenues/activities throughout the year. This would strengthen the workshop impact and could facilitate stronger CAUTHE networks among this cohort of generally new or recent members. Though not in-built in the planning stage, during the workshop the facilitator saw an opportunity for individual commitment and follow up and offered individuals to submit their barriers and solutions that they would commit to implement. It was the intention to follow up individually within weeks of the conference. Due to a range of unforeseen issues and the time required to enter data and facilitate individual responses, follow up was delayed considerably but did occur before the mid-year workshop. Consideration should be given in future workshops to facilitating the connection with participants beyond just the workshop day, and towards resourcing such follow up activities.

6. ACKNOWLEDGEMENTS

The contributions by Rajika Presbury and Penny Jose to the collation of this report are much appreciated.

Report prepared by:

Name: Pascal Scherrer

Position: 2016 Workshop Facilitator & Co-organiser

Date: 27/07/2016

Appendix 1 – Workshop program

Monday, 8 February

Blue Mountains International Hotel Management School

THE ANNUAL CAUTHE BILL FAULKNER WORKSHOP

for PhD Scholars and Early Career Researchers

'Breaking through the Barriers'

8.30am   *Registration* for PhD/ECR
Workshop Level 4, 540 George Street
Sydney

9.00am   *Welcome and Introductions*
Level 5, 540 George Street, Sydney - (Kanangra/Lyrebird)

9.15am   Group Activity: Ice Breaker

9.30-10.30am   *Session 1*
Presentation on barriers experienced by PhDs and ECRs and some first steps in offering possible solutions to those barriers:
Assistant Professor Vincent Tung
Professor Margaret Deery

10.30-11.00am   *Morning Tea* (Level 4 Lounge)

11.00am -Noon   Facilitated Discussion (small
groups) *12.00-12.15pm*   Whole Group
Discussion and recap

12.15-1.00pm   *Lunch* (Level 4 Lounge)

1.00 – 1.30pm   *Session 2*
Presentation by **Professor Perry Hobson** "On the road to Publishing"
Questions and Discussion

1.30–3.00pm   Small group mentoring discussions with fellows looking at personal experiences and concentrating on solutions to barriers.

3.00- 3.30pm   *Afternoon Tea* (Level 4 Lounge)

3.30 – 4.15pm   *Session 3 Panel*
Professor Margaret Deery, Assistant Professor Vince Tung, Professor Perry Hobson and *Associate Professor Deborah Edwards*.
Discussion topics:
- Understanding the System
- Understanding the supervisory relationship and experience
- Commitment
- Networking and dealing with
isolation Questions/Discussions and
Implications

4.15- 4.45pm   *Workshop Summary* Acknowledgements & Close

6.30-8.30pm   *Registration Drinks and Networking at the Cruise Bar*

Time: *9.00 – 9.30am*

Welcome and any housekeeping by **Dr Scott Richardson**

Introduction of **Dr Pascal Scherrer** and **Dr Rajka Presbury**

ICE BREAKER

Session 1 Title: **Barriers Experienced by PhDs and ECRs**

Time: *9.30am – 1.00pm (including morning tea and lunch)*

Chair: **Dr Pascal Scherrer**, Senior Lecturer, School of Business and Tourism, Southern Cross University.

Format of the Presentation Session

This session will be opened by the Chair with a brief introduction of the presenters and their area of focus for the session. Each speaker will have 20 minutes to present and discuss their points and perspectives on the barriers experienced through the stages of a PhD and on their early career as a researcher.

Presentation by **Assistant Professor Vincent Tung** will focus on the findings from his research with **Bob McKercher** and will include discussion on identified barriers to both PhDs and ECRs.

Professor Margaret Deery's presentation will focus on her personal experiences and observations of barriers commonly experienced by both PhDs and ECRs.

Questions from the floor will be taken after each of the speakers' presentations and will be followed by smaller group discussions facilitated by Fellows/Seniors in accordance with the *Small group discussion session guidelines.*

At the conclusion of the group discussions each group will present a summary of their findings.

LUNCH

Session 2 Title: **Overcoming Publishing Barriers**

Time: *1.00 – 3.30pm (including afternoon tea)*

The Chair will open the session and introduce **Professor Perry Hobson.**

Professor Hobson's presentation will focus on some of the barriers that are commonly experienced by PhDs and ECRs on their road to publishing and give tips on how to overcome some of these barriers. The main aim of the session is to give participants tools and strategies for publishing their work.

After the presentation the Chair will take questions from the floor. The panelists at this stage may offer additional tools and strategies to share with the group.

AFTERNOON TEA

Session 3 Title: **Breaking through the Barriers**

Time: *3.30 – 4.45pm (including afternoon tea)*

The session will be opened by the Chair who will introduce additional panel member Associate **Professor Deborah Edwards**, and describe the area of focus and format of the session.

Panel:

1. **Professor Margaret Deery**

2. **Assistant Professor Vince Tung**

*3. **Associate Professor Deborah Edwards***

*4. **Prof Perry Hobson***

This session will be quite informal and PhD/ECRs are encouraged to engage and discuss their experience, views and questions. The aim of this session is to alleviate some of the common fears.

Panel members will have 10 minutes to present their points and perspectives on:

- Understanding the System
- Understanding the supervisory relationship and experience
- Commitment
- Networking and dealing with isolation

The objective in this session is to broadly discuss the barriers that can result from these four areas and concentrate on how to break through those barriers.

After each presentation the floor will be open for 10 minutes for questions to each panelist.

Small group discussion session guidelines

Context Session participants will be grouped together by approximate area of research interest/stage of PhD or career and each group will be allocated a fellow or senior academics to guide and engage in discussion.

Format Participants are encouraged to engage in discussion with the group according to the general guidelines:

Introductions

Participants to introduce themselves:

a. PhDs: year PhD awarded, current employment and research focus,

b. ECR participants: current employment, main areas of research interest,

c. What is the one point that really stood out from the morning session.

PhD/ECR group discussion

Thinking about your research at this point in time:

a. What do you consider to be the best and worst aspects of your work at this time?

b. What personal barriers have you encountered and what tools and strategies did you use to overcome those barriers?

c. List your top 2 tips for aspiring PhD/ECRs.

Appendix 2 – Mindmap arising from workshop

PhD/ECR Barriers (central node)

The Supervisor
- **One Vs Many**
  - Show as you go and submit when 75% complete
  - It is your thesis however be flexible and keep a open mind
  - Topic experts as well as people you can work with
- **Care and Maintenance**
  - Bottom up management approach
    - Clear outcomes communicated
    - Regular Meetings/communication
    - Respect the relationship. Both parties are very busy with limited time.
  - Demonstrate your work ethic and ability for success
  - Don't just come with problems, also pose solutions

The Mentors
- Try to attain different experts for different area of the thesis. For example a topic expert, a method expert and a process expert
- Be careful not to have the mentor/student relationship infringe on the delicate supervisor/student relationship

Motivation
- Build support networks
- **Be Honest/Realistic**
  - Why are you doing this?
  - What time lines are appropriate?
  - Expectation on where you will be published?
  - What are you actually contributing?
- **Time Management/Work-Life Balance**
  - Have different tasks to go between
  - Set aside time each day to write, without distraction - just swallow the frog!
  - It is a marathon/process, set time aside for personal life to ensure you stay sane
  - Learn to say no
- Have short term milestones/goals

Writing
- **Topic**
  - Is it relevant? What will it contribute?
  - What is the new angle? Where is the innovation?
- **Co-authors**
  - Know why you are choosing the co-author (are they stronger at writing in the appropriate language? Are they adding more credibility?)
- **Know your boundaries**
  - How long will you spend on research vs writing
- **Set realistic timelines and publishing goals**
  - Allow time for reviews/writing etc
- Write as you go

Research
- Educate yourself on methods with courses, books etc
- Always Be Close
- You could start with data and build thesis around it

Career
- Build connections and a strong network of people
- Maintain your portfolio
- Have a research adgenda
- Make sure your work is relevant - is it ACR relevant or relevant to a journal or the industry?
- Say yes to opportunity (as long as you can commit fully)
- Promote yourself and your work
- Consider the short term and long term advantages/disadvantages about what you are publishing. Are you using a strategy that may weaken your future career opportunities?

Getting Published
- **Understand the System**
  - Different field work differently/have different traditions
- **Where should you publish?**
  - How does the journal rank nationally/internationally?
  - Is your article appropricate for the journal?
  - Who edits the journal/who is likely to review your paper?
  - What are the expectation of the uni?
  - What is the focus/angle of your paper?
- Understand the process
- How will publishing affect your career?
- **Rejection**
  - Is there a more appropriate journal
  - Get someone else to review the rejection letter
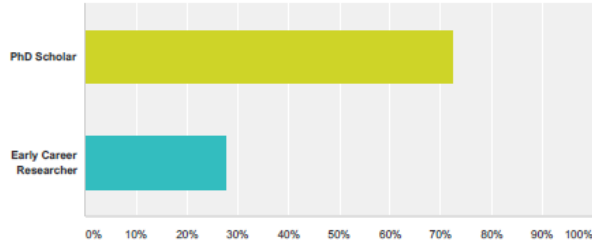 - Consider possible modifications

Appendix 3 – Feedback

Part A: Answers to quantitative questions

Q1 Are you a PhD Scholar or an Early Career Researcher (completed PhD in last 5 years)?
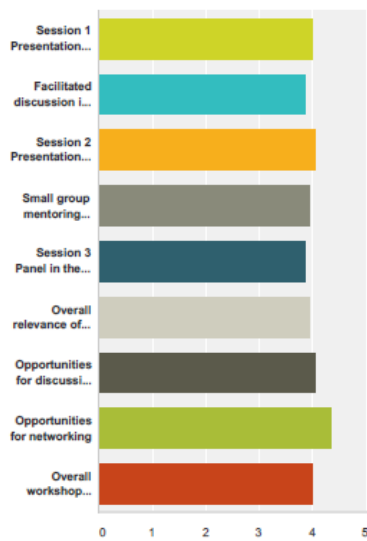
Answered: 18   Skipped: 1

Answer Choices	Responses	
PhD Scholar	72.22%	13
Early Career Researcher	27.78%	5
Total		18

Q4 Please rate your opinion on the following elements of the Workshop by selecting the appropriate scale.

Answered: 19   Skipped: 0

	1 = Poor	2	3	4	5 = Excellent	N/A	Total	Weighted Average
Session 1 Presentation in the morning	5.26% 1	10.53% 2	5.26% 1	36.84% 7	42.11% 8	0.00% 0	19	4.00
Facilitated discussion in the morning	5.26% 1	0.00% 0	21.05% 4	47.37% 9	26.32% 5	0.00% 0	19	3.89
Session 2 Presentation in the afternoon	5.26% 1	0.00% 0	15.79% 3	36.84% 7	36.84% 7	5.26% 1	19	4.06
Small group mentoring discussions in the afternoon	5.26% 1	5.26% 1	15.79% 3	31.58% 6	36.84% 7	5.26% 1	19	3.94
Session 3 Panel in the afternoon	5.26% 1	5.26% 1	15.79% 3	36.84% 7	31.58% 6	5.26% 1	19	3.89
Overall relevance of the program to you	5.26% 1	0.00% 0	26.32% 5	31.58% 6	36.84% 7	0.00% 0	19	3.95
Opportunities for discussion and feedback	5.26% 1	0.00% 0	15.79% 3	42.11% 8	36.84% 7	0.00% 0	19	4.05
Opportunities for networking	0.00% 0	0.00% 0	15.79% 3	31.58% 6	52.63% 10	0.00% 0	19	4.37
Overall workshop content	5.26% 1	0.00% 0	21.05% 4	36.84% 7	36.84% 7	0.00% 0	19	4.00

Q6 When forming groups for the small group mentoring session, which of the following considerations is most important to you? (please select one)

Answered: 19   Skipped: 0
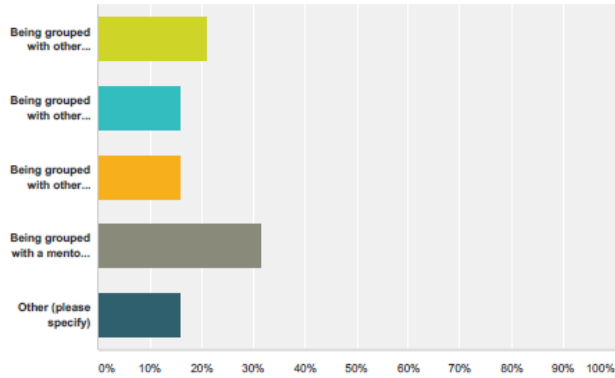
Answer Choices	Responses	
Being grouped with other students who are studying a similar topic	21.05%	4
Being grouped with other students who are at the same stage of study as you	15.79%	3
Being grouped with other students who are from a different university	15.79%	3
Being grouped with a mentor who is an expert in your topic	31.58%	6
Other (please specify)	15.79%	3
Total		**19**

Q7 In your opinion, what would be the ideal size for the small mentoring groups?

Answered: 18   Skipped: 1
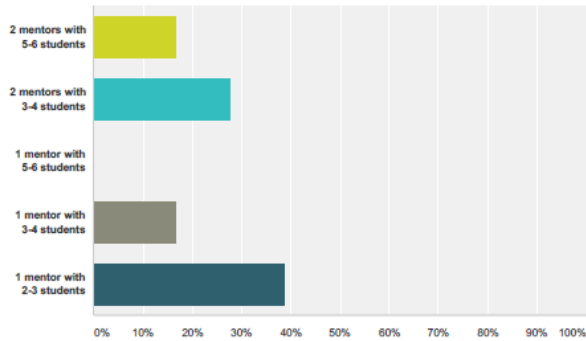
Answer Choices	Responses	
2 mentors with 5-6 students	16.67%	3
2 mentors with 3-4 students	27.78%	5
1 mentor with 5-6 students	0.00%	0
1 mentor with 3-4 students	16.67%	3
1 mentor with 2-3 students	38.89%	7
Total		**18**

Q9 Would you consider attending the CAUTHE workshop next year?

Answered: 16   Skipped: 3
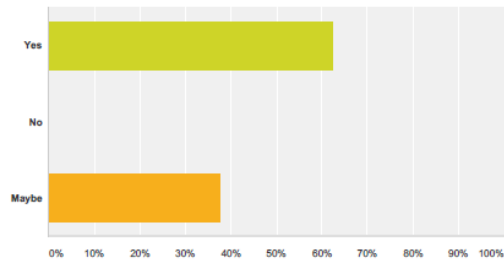
Answer Choices	Responses	
Yes	62.50%	10
No	0.00%	0
Maybe	37.50%	6
Total		16

Q10 Based on your workshop experience this year, would you recommend the workshop to other PhD Students and ECRs?
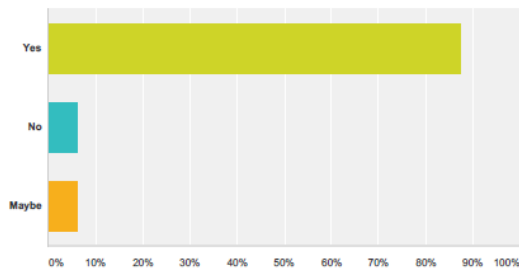
Answered: 16   Skipped: 3
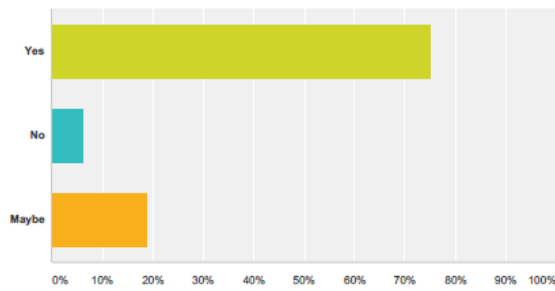
Answer Choices	Responses	
Yes	75.00%	12
No	6.25%	1
Maybe	18.75%	3
Total		16

Q11 Would you be interested in participating in a CAUTHE PhD or ECR Alumni or network?

Answered: 16   Skipped: 3

Answer Choices	Responses	
Yes	87.50%	14
No	6.25%	1
Maybe	6.25%	1
Total		16

Part B: Answers to open-ended questions

Q5: Which aspects of the workshop did you find the most useful?

- Publishing, but this years workshop was missing discussion on grants

Q6: When forming groups for the small group mentoring session, which of the following considerations is most important to you? (Please select one)

- Being grouped with a mentor who is an expert in your topic.
- How can a mentor be an ECR? There was a mentor who completed his PhD last year! He should have been at the ECR table doing the workshop like all the other ECR who had PhD is last 5 years. How was this allowed to happen? How many other mentors were there who should not be there as mentors?

Q8: How could future workshops be improved?

- This was a good format
- There should be a greater variety of topics. Also, the topics were not innovative and seemed to reflect everyday day discussions in regard to supervisor-PhD candidate relationship.
- The presentation provided by Assoc Prof Vincent Tung was interesting, however we could have had a more in depth conversation on why the perceived differences between the ECRs, MCRs and SRs exist. And what is a healthy approach to work.
- Separate PhD and ECR workshops, discussions around:
  o supervising
  o applying for grants
  o collaborative projects are more specific to ECRs.
- More interaction within the group rather than the facilitator 'having all the answers'. Exploring different options.
- By splitting the PhDs and ECRs and providing actual relevant information and practical sessions for both. This workshop was very heavy on support for PhDs and little of the content was focused on ECR-specific issues.

Q12: Are there other topics you would like included in the program?

- Not at this stage, appropriate to where I am at with my PHD
- Self-motivation/self-confidence development
- Debate on current tourism practices
- Research grants advice and more information about how to collaborate for publishing.
- Measuring impact
- Personal branding and networking skills as an academic.
- Job searching strategy.
- How about sessions to address specific issues for ECRs such as CV advice, how to overcome isolation (don't tell me just to go to the staffroom) and how to balance competing demands for time (teaching, research, engagement).

Q13: Do you have any suggestions about other ways CAUTHE can support PhD Scholars and Early Career Researchers?

- *Online chat page*
- *Make blog to share ideas*
- Opportunities to facilitate long term mentoring
- More frequent networking and research collaboration.
- CAUTHE may provide pathway to encourage PhD candidates to publish papers in the qualified publication.
- Please find more experienced mentors. Everyone is so nice to each other and that's great but please makes it a rule that mentors are not allowed to be an ECR.
- Sponsorship
- Have a consistent mentor for consecutive years for better follow up.

Q14: What sort of alumni activities and network support would you find useful?

- Promotion of collaboration opportunities and proposed research projects. Mentoring program.
- *Further communication/networking throughout the year.*
- To shared a journal in tourism and hotel business
- It will be helpful if we can use these activities to share related information to support our academician careers in tourism and hospitality.
- Make mentoring something that continues through the year by making the mentoring program real and not just at the workshop. That would help with collaboration and publishing by growing professional connections.
- Networking and topic groups
- Networking session
- Mentoring
- Perhaps forming networks based on location, so that physical meetings could take place on a regular basis and online support networks could then build over time.