What next after the doctorate?
Pursuing an academic career

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Overview of Seminar

Some options after the doctorate
Securing an academic position
Making your case for an academic position
Building a research track record
Demonstrating scholarly approach to teaching
Balancing research/scholarship with teaching
Some reflections on research and teaching
Some options after doctorate

a) return to previous employment
b) government position (about 24% in Aust)*
c) private sector or not-for-profit (about 20%)*
d) research position at university, e.g., postdoc
e) lecturing position: T&R or TF/TO (about 44% for d) and e) together)*

This seminar focuses on d) and e)

Securing an academic position

Positive policy context and availability of positions

Strong thesis, publications, presentations

(Competitive) research grants and tenders

Demonstration of teaching ability

Grad Cert in Higher Education or equivalent

Strong student evaluations of teaching

Demonstration of scholarly approach to teaching
Making a case for academic position

Highlight *your* profile for *the position*

What are your achievements and experience relevant to this position?

What can you contribute, based on your achievements and experience?

Where are you headed? e.g., research/scholarship, development of teaching, leadership/service roles etc
Building research track record

Develop a program of research over time
Work out what you’re passionate about
Key Q: How have you challenged or extended existing research or practice?
Avoid jumping on every bandwagon but, keep in mind (national/international) funding priorities
Present at research conferences
Apply for research grants and tenders
Reflections: research track record

What’s the purpose of research?
Do quality work: Think broadly, creatively
Churning out research vs quality work
- Career progress vs research impact?
Keep up the momentum on quality work
Demonstrating scholarly teaching

Investigate teaching and learning
Key Q: How have you challenged or extended existing knowledge or teaching practice?
Present teaching and curriculum innovations
Publish teaching and curriculum innovations, e.g.,
Teaching and learning grants, e.g., OLT, internal
Reflections: teaching and learning

What's the purpose of teaching?
Teachers and students bear responsibility
Identify what's central to learn
Draw on students' knowledge, experience
Tune in to students' learning
Students' experience of whole program
“I could tell you exactly what I was going to teach in every class. But when I asked myself what were the key things I wanted them [students] to understand, I discovered this was an unbelievably difficult question to answer. How could I not know this?”

Balancing research/scholarship with teaching (and life)

Decide on your priorities
Make time for each priority area
Keep an eye on position requirements
Take time off regularly to refresh
‘Experts’ are made, not born
and
It’s easier to give advice, than to follow it
A few books on teaching in higher education


For some provocation: