

HDR Candidature Management project: Improving the first-year research experience (2005)

Report on Area Specific Feedback Responses

Background

- As part of strengthening the feedback loop, from 2005 a formal approach was adopted to the provision of specific area feedback to Divisions and Offices, in addition to the University-wide Final Report and Executive Summary.
- Confidential reports with specific student feedback relevant to each area were sent to the nine Divisions, the Library and HDRU. Their responses were requested on any developments, planned actions and strategies as a result of the student feedback received.
- Responses have been received from most Divisions, the Library and HDRU. Response from ICS still to come.
- The report below draws together the main themes and issues arising from these responses. Overall there has been a pro-active approach by areas to the consideration of the specific student feedback received.
- Given the individual nature of the student feedback, not all comments in all areas are of course relevant to every Division and Office.

Pro-active developments and strategies

Divisional Structures, Administration and Communication

1. Several Divisions are reviewing and changing their internal administrative processes to simplify requirements and procedures for students in a range of areas (ELS, HUM, L&P, SCMP).
2. There has been a strengthening and/or maintenance of administrative support for HDR students (HUM).
3. There have been many initiatives to make processes for space allocation and financial resource distribution more transparent, straightforward and responsive. Improved communication of such processes is stressed through Divisional Commencement Programs (Div-CP) and the web. (ACES, EFS, ELS, HUM, L&P, MGSM).
4. Website enhancement for HDR students is continuing to improve communication, links and provision of information (EFS, ELS, HUM, SCMP).

Commencement Programs

1. Divisions are placing a stronger emphasis on Div-CP and its content of Dep-CP; (EFS, ELS, HUM).
2. Revision of the Div-CP to become more comprehensive and include research skill development is underway. (MGSM).
3. Clarification of mutual supervisor-student expectations and roles is being emphasised, with particular focus also on the roles of Associate Supervisors. (ELS, HUM, SCMP)
4. Increasing information is provided to HDR students in relation to attendance expectations, important dates, administrative process etc. (EFS, ELS, HUM, L&P, SCMP).

Supervision

1. An example of a Good Practice Initiative is the introduction of a supervisor-candidate checklist for agreement of expectations within SCMP (see attached). A checklist also exists within ICS (see attached).
2. Refinement of individually tailored HDR student programs introduced in 2004 is continuing. (ELS) (see attached)
3. The appointment of Associate Supervisors for all 2005 and 2006 HDR students has been achieved. (MGSM)
4. Strengthened of criteria for HDR entry. (ACES).
5. FIRS training for supervisors will be introduced (ACES, ELS, SCMP) or is under discussion (HUM). It has commenced in some areas (EFS, L&P).
6. The introduction of Divisional/Departmental HDR guides provided to HDR students ([EFS](http://www.efs.mq.edu.au/docs/EFS_High_Deg_Guide.pdf), <http://www.scmp.mq.edu.au/hdr/hdr.html> ; SCMP – Anthropology; [ELS](http://www.els.mq.edu.au/postgraduate/research_index.htm), http://www.els.mq.edu.au/postgraduate/research_index.htm).
7. An expansion of the Annual Review process to examine supervision issues and mutual expectations more closely (LAW, ELS). In some cases the revised Annual Review processes include the introduction of non-supervisor member panels (ACES). The Annual Review process is also to be used for closer monitoring of Associate Supervisor roles (ELS).
8. Introduction of regular staff-student symposium for feedback purposes (LAW).

Research: Environment, Costing and Skills

1. There is either a strengthening or introduction of regular student research forums, seminars etc. to enhance internal research environment (ACES, HUM, LAW, SCMP) and also to refine the support for research skill development (ELS).
2. Risk assessment of proposed research to be undertaken prior to commencement with follow up at Div/Dep-CP (ELS).
3. Development of “whole career” budgeting to relate to research aims, research stages and encourage completions (HUM). Development of transparent criteria and simplified budget forms that encompass all of candidature (SCMP). The removal of the requirement for external grant application during HDR candidature (SCMP – Anthropology).
4. Risk management strategies for HDR candidature have been developed (EFS).
5. Closer Divisional monitoring of completion times in degrees where completions have been difficult (L&P).

HDRU

1. There is continued emphasis on HDR client focus in all areas of HDRU operation.
2. A new flexible enrolment process has been instituted for all HDR students. HDR student response will be monitored in the 2006 project.
3. HDR enrolment now activates Library IT log-on and immediate issue of ID cards/Library access.
4. Further refinement is still needed where HDR students have substantial coursework commitments e.g. DPsych.
5. HDRU website development is currently underway.

Library

The Library's full response has been posted on the Library website:

<http://www.lib.mq.edu.au/about/surveyresults/LibrarycommentsonHDRsurvey.pdf>

1. The commencement of streamlining current multiple logins and hence the requirement for multiple passwords. VDX login to be same as other Library systems Semester 2 2006. Change of Voyager (catalogue) system is under review.
2. There will be a review of borrowing and recall procedures to ensure they meet HDR student needs.
3. There is more Library funding to allocate to HDR student purchases.
4. The Library website was redesigned in Semester 2 2005 and HDR student response to the redesign will be monitored through the 2006 HDR project.
5. Wireless connection has been installed in postgraduate areas as well as other parts of the Library.

Issues Still in Need of Attention

1. Many Divisions have developed strategies to build research culture through student to student contact. However strategies to strengthen research contact and environment between academic staff and HDR students are still needed. Divisions where HDR students comment on strong research culture fully integrate HDR students within their Departments. (see Reports: 2003 p. 11-12; 2004 p. 9-10; 2005 p.10).
2. In some areas the matter of longer completion times does not appear to have been addressed strongly enough.
3. There has been little information on any developments or strategies relating to the provision of targeted support for specific categories of students (e.g. part time, staff as students) including the matter of after hours access, specific research support needs etc.
4. Interdisciplinary research and its facilitation within and across Divisions is an ongoing need.

Cross-University Issues

1. A key issue highlighted in the responses of many Divisions and the Library is the overall paucity of space for HDR students within the University.
2. The suitability of the space being provided for HDR students' use is in question, in particular, the use of open-plan spaces. Past project reports have noted that HDR students find open-plan spaces inappropriate and unsuitable for undertaking research (see: 2003 Report p.13 & Institutional Responses no.3; 2004 (p.32) and 2005 (p.30) 10%-20% of students indicated that their allocated space did not meet their needs). The space must be conducive to research.
3. The need to re-examine MQ IT policy continues, especially in relation to software licensing and use of student@MQ email for HDR students.
4. Appropriate resourcing of Library IT training and support is vital to HDR students. They value highly the existing programs but in each year HDR students have commented that IT courses are insufficient to meet demand, especially to meet after hours demand.
5. Greater assistance with equipment infrastructure updating is seen to be needed to support Divisional initiatives.

6. There is a need for greater formalisation of the “HDR Director” roles and support (see 2003 Report, p. 19-21 & Institutional Response no. 9). (see attached draft by Professor John Loxton as starting point)
7. There is a need for Divisional academic workloads which appropriately recognise HDR supervision time. Examples of successful practice and workload models in Departments/Divisions willing to share would be a good starting point.

Addendum - Attachments of Selected Good Practice Initiatives

1. Supervisor – student expectations, agreement and checklist: SCMP, ICS
2. Divisional HDR Guides – EFS – to be tabled
3. HDR student tailored program - ELS
4. Divisional HDR policies and practices – ELS
5. Websites for HDR students: ELS, SCMP
6. Excerpt “Position Description, Associate Dean Research” draft, Professor Loxton

RN, May, 2006

SCMP

Supervisor – Candidate Checklist on Essential Points of Agreement

To be completed within 2 months of first enrolment

Student name.....

Department.....
SCMP

Name of Principal Supervisor.....

Name of Associate Supervisor.....

1. The Principal Supervisor has explained his/her supervisory role and expectations to the candidate.
2. The Principal Supervisor, at a tripartite meeting with the Associate Supervisor, has clarified the role of the Associate Supervisor to the candidate.
3. The Associate Supervisor has discussed his/her expectations with the candidate.
4. The candidate and supervisors have agreed on modes and frequency of consultation.
5. The Principal Supervisor has arranged through his/her Department for adequate resources, including accommodation, to be made available to the candidate.
6. The Principal Supervisor and Associate Supervisor have approved the candidate’s proposal and time line.
7. The Principal Supervisor has anticipated needs that will arise based on the project needs as well as the Principal Supervisor’s and candidates plans, eg. a tool of research such as statistics or foreign language skills; OSP or any extended leave of absence.
8. The Principal Supervisor has discussed Departmental, Divisional and University (PGRF and MI) funds in relation to the candidate’s project needs and has approved an overall budget.

Any further comments may be attached to this report with the signatures of parties to the comments.

Candidate’s signature
Date

Principal Supervisor’s signature
Date

Associate Supervisor’s signature
Date

ICS Supervisor's Checklist for New HDR Student

Name: ID

Commencement Date

Supervisor Name:

General

- General orientation- organize or undertake introductions, location of department facilities, use of department facilities
- Discuss discipline profile & expectations
- Discuss role of supervisor
- Discuss role of associate supervisor
- Establish research objectives for initial period
- Discuss funding needed for project completion and prepare a budget plan for the candidature
- Discuss expected patterns of attendance
- Discuss the Research Plan to be submitted within the first 6 months
- Discuss the research training unit to be taken by the student
- Discuss review schedule
- Discuss Divisional and Departmental management committees & roles (Division meetings/ Dept meetings, Research Committee/ PGR Committee /Teaching & Learning committee /other)
- Discuss policies as they are applied to the HDR candidate/scholarship holder:
 - outside employment
 - code of conduct
 - travel
 - access to department administrative support
 - role of PGR committee rep for department
 - Refer to PG studies handbooks & code of supervisory practice
 - Role of HDRU- (leave, change of program, progression reviews).
 - Discuss available grants & application processes (MU PGRF, ICS PGRF, VCTG)
 - Discuss research groups in department/collaboration opportunities/seminars

Occupational Health and Safety

- Discuss & establish safety training needs (See *ICS OHS Induction Checklist*)
- Discuss building security and after hours access (See *Application for Building Access Card/Key*)
- Discuss and establish safety responsibilities as a student
- Introduce Department OHS Committee Rep and first aid officer
- Show location of local first aid kit, fire exits and fire extinguishers

Identify other training resources and needs

- Foundations of Research
- Library IT Training
- Other

The LOCAL OPERATING PROGRAM
within the DIVISION OF ENVIRONMENTAL & LIFE SCIENCES

THE LOCAL OPERATING PROGRAM (LOP)

ELS prefers that the LOP be conducted and administered at a departmental level with the Division exercising an overseeing role as indicated on the suggested LOP Research Student Management Sheet.

The LOP consists of:

- **Induction Program** (departmental)
- **Research Planning Program** (formerly the Core Program)
- **Safety Training Program** in appropriate areas in OH&S ethics etc
- **Review of program**

ELS recognises that parts of the LOP will be suitable to honours students but it is up to individual departments to decide how this might be achieved.

1. The Induction Program (IP)

The IP is envisaged to last up to half a day and it is intended that it will be co-ordinated across the division leading to a lunchtime BBQ so as to foster a degree of collegiality. The *Candidate Meeting* (see below) will occur on the same day as far as this is possible

The IP will cover the following themes

1.1 Introduction to research in the department

- research themes
- key staff
- location of facilities (see below)

1.2 Services and Resources

The actual content varies between departments but may include items such as:

- Divisional Central Store (location and function-laboratory items)
- Workshops: departmental and University. (location and function)
- Vehicles
- Photography and imaging
- Laboratories
- IT

1.3 Candidate Meeting

(meeting with Supervisors and Departmental Rep)

- discuss project
- finalise supervisors
- discuss rights and responsibilities of student and supervisor
- resource requirements
 - space,
 - equipment,
 - funding
- determine training program (see LOP Research Student Management Sheet)

2. Research Planning Program (RPP)

This represents a core part of the program

1. The objective is to develop a solid thesis proposal, with the help of the main Supervisor (and Co-Supervisors), within six months (of full-time equivalent study) from the date of commencement.
2. A written report on the proposal is required towards the end of the initial 6 month period.
3. The written report should contain the following minimum components: the research proposal, literature review of topic and methodologies as appropriate, development of a detailed research/thesis plan, identification of milestones and a timetable.
4. The report is to be evaluated by the supervisors (main and co-supervisors) and its status determined (satisfactory or not). This assessment is passed to the Departmental Rep (or appropriate nominee of the Head of Department) who may also assess the proposal (e.g. if problems are apparent) and reports to the Chair of the Research & Postgraduate Studies Committee of ELS via the appropriate administrator who will retain records.
5. Failure to complete the requirements of Research Planning Program within the six months period will result in a notice to the student to complete within a further specified period.
6. Failure to complete the requirements after the extended period will lead to a show cause.

N.B. Steps 1-3 are what the student undertakes and steps 4-6 deals with reporting and a follow-up strategy.

Some departments (e.g. GSE, H&C and for some students HGeo) have research methods/planning units. Other research management units and strategies are in place (Attachment B). The RPP may or may not be a subset of these other units.

3. Safety Training Program (STP)

A prescribed program of training relating to safety and ethics will be dovetailed to each student. Please consider carefully the requirements for your department and add to or modify the list as appropriate. It would also be useful to identify the provider: departmental, an existing university course, external such as St John's.

- Laboratory chemical safety (e.g. Geos437 for geochemists)
- Laboratory biosafety
- Field work safety
- Urban / industrial site safety
- 4WD
- 1st Aid
- Animal ethics
- Human ethics

4. Review of program

At the end of the first six months (FT & PT PhD; 3 mths for FT & PT Master) the progress of the candidate will be reviewed by the Departmental Rep to ensure that all of the Commencement Program has been completed to a satisfactory level. This information is to be summarised on a single page along the lines shown below and passed on to the Chair of the Research & Postgraduate Studies Committee of ELS via the appropriate administrator who will retain records and convey information to the HDRU.

LOP Research Student Management Sheet (ELS)

Student Name: Department: Supervisors:	Completion Date
CENTRALLY OFFERED PROGRAM <ul style="list-style-type: none"> • date of attendance OR • date completed web-based evaluation 	
LOCALLY OFFERED PROGRAM <ul style="list-style-type: none"> • Induction Program Introduction to research in the department Services & Resources Candidate Meeting • Research Planning Program • Safety Training Program (delete those not relevant) Laboratory chemical safety Laboratory biosafety, Field work safety Urban / industrial site safety 4WD, 1st Aid, Animal ethics, Human ethics 	
Name of Reviewer of Program:	
Signatures: RPGS Rep Head of Department Head of Division	

Local Operating Program (Physical Geography)

Background

Two main groups of research students occur in this department: those undertaking field and or lab based projects and those who do not. As a consequence some of the features of the LOP differ between these two groups.

The Local Operating Program consists of four parts

Slightly modified from the divisional in 1.2 below.

1. Induction Program

This provides additional and more specific information than that contained in the COP. The IP contains two parts

1.1 Introduction to research in the department

- research themes
- key staff

location of facilities (see below)

1. 2.1 Basic Services & Resources

- Key staff in the department/division
- Departmental store
- Vehicles
- Office space
- IT issues

1.2.2 Other Services & Resources (for field/lab based researchers)

- Central Store
- Workshops (dept/university)
- Field equipments
- Laboratories
- sample storage

1.3 Candidate Meeting

(meeting with supervisors and Dept Rep)

- discuss project
- finalise supervisors
- discuss rights and responsibilities of student and supervisor
- resource requirements
 - space,
 - equipment,
 - funding
- determine training program (see LOP Research Student Management Sheet)

2. Research Planning Program (RTP)

As per the divisional statement

3. Safety Training Program (STP)

Appropriate training courses are selected from the list and any others as deemed necessary.

- Laboratory chemical safety
- General laboratory safety (heavy loads, dust, contamination)
- Fieldwork safety
- 4WD training (off-road training)
- First Aid

LOP Research Student Management Sheet: Dept Physical Geography

Name: Department: Supervisors:	Completion Date
Details of candidate status <ul style="list-style-type: none"> • Commencement date • Degree • Part time or full time • Expected completion date • Maximum completion date 	
CENTRAL OFFERED PROGRAM <ul style="list-style-type: none"> • Date of attendance OR • Date of completed web-based evaluation 	
LOCAL OFFERED PROGRAM Induction Program <ul style="list-style-type: none"> • Introduction to research in the department • Basic Services & Resources • Other Services & Resources • Candidate Meeting Research Training Program <ul style="list-style-type: none"> • Basic RTP • Other RTP Safety Training Program (delete those not relevant) <ul style="list-style-type: none"> • Laboratory chemical safety • General laboratory safety (heavy loads, dust, contamination), Fieldwork safety • 4WD training (off-road training) • First Aid, Other (1), Other (2) 	
Review of Program	
Signatures: RPGS Rep Head of Department Head of Division	

Possible Time Table

Date	Activity
c 10 Feb	Enrolment
c 15 Feb	
	COP
c 16 Feb	IP (LOP)
March-May	STP (LOP)
<i>April</i>	
	Departmental Review
Late May	Masters complete RTP (LOP)
Mid June	Progress Interview –Masters (LOP)
Late July	PhDs complete RTP (LOP)
August	Progress Interview – PhD (LOP)
<i>October</i>	<i>Annual Review</i>

Induction Program (Physical Geography)

0930 Welcome

0940 Basic Services & Resources

10-10 Morning tea

10-30 Other Services & Resources (field/lab based folk)

12-30 Divisional BBQ for new research students

2 –6 pm Interview with research students

Reporting Documentation to HDRU on proposed program

<i>Activity Identification</i> <i>Responsibility</i> <i>Minimum Requirement</i> <i>Functional Outcome</i> <i>Reporting Documentation</i>	Central Offered Program HDRU Attendance or completion of web based assessment Records maintained by HRDU HDRU
<i>Activity Identification</i> <i>Responsibility</i> <i>Minimum Requirement</i> <i>Functional Outcome</i> <i>Reporting Documentation</i>	Local Offered Program (=IP + RTP + STP) Dept Physical Geog/ DELS/HDRU Completion within 6 mths Satisfactory achievement required in all components Summary Form
<i>Activity Identification</i> <i>Responsibility</i> <i>Minimum Requirement</i> <i>Functional Outcome</i> <i>Reporting Documentation</i>	Induction Program Dept Physical Geography Attendance Satisfactory participation Details of date, provider and other participants are retained on dept files
<i>Activity Identification</i> <i>Responsibility</i> <i>Minimum Requirement</i> <i>Functional Outcome</i> <i>Reporting Documentation</i>	1. Basic Services & Resources Nominated staff Attendance Satisfactory participation Details of date, provider and other participants are retained on dept files
<i>Activity Identification</i> <i>Responsibility</i> <i>Minimum Requirement</i> <i>Functional Outcome</i> <i>Reporting Documentation</i>	2. Other Services & Resources Nominated staff Attendance Satisfactory participation Details of date, provider and other participants are retained on dept files
<i>Activity Identification</i> <i>Responsibility</i> <i>Minimum Requirement</i> <i>Functional Outcome</i> <i>Reporting Documentation</i>	3. Candidate Meeting Dept Rep Attendance Satisfactory participation Details of date, provider and other participants are retained on dept files
<i>Activity Identification</i> <i>Responsibility</i> <i>Minimum Requirement</i> <i>Functional Outcome</i> <i>Reporting Documentation</i>	Research Training Program (RTP) Dept Rep + other staff + supervisor Report outlining proposal, appropriate literature review, timeframe and resource needs at end of 5 mths (PhD) 3 mths (MSc) Satisfactory achievement. If unsatisfactory student provided up to 2 mths (PhD, 1 mth (MSc) to rectify Report judged by supervisor and one other staff. Outcome discussed with candidate and any modifications etc decided. Result recorded on form

<i>Activity Identification</i>	Safety Training Program (STP)
<i>Responsibility</i>	Dept Rep
<i>Minimum Requirement</i>	Attend and pass all units as required
<i>Functional Outcome</i>	Satisfactory achievement. If unsatisfactory student repeats unit.
<i>Reporting Documentation</i>	Details of date, provider and results retained on dept files
<i>Activity Identification</i>	Laboratory chemical safety
<i>Responsibility</i>	Staff, Dept Chemistry
<i>Minimum Requirement</i>	Participation
<i>Functional Outcome</i>	Any deficiencies in protocol leads to repeating the unit
<i>Reporting Documentation</i>	Details of date, provider and results retained on dept files
<i>Activity Identification</i>	Other laboratory safety
<i>Responsibility</i>	Technical staff, Dept Physical Geography
<i>Minimum Requirement</i>	Participation
<i>Functional Outcome</i>	Any deficiencies in protocol leads to repeating the unit
<i>Reporting Documentation</i>	Details of date, provider and results retained on dept files
<i>Activity Identification</i>	First Aid Course
<i>Responsibility</i>	Dept/ St Johns Ambulance Services
<i>Minimum Requirement</i>	Pass the 1 st Aid Certificate
<i>Functional Outcome</i>	Formal testing by outside agency
<i>Reporting Documentation</i>	Details of date of course and result retained on dept files

ELS Feedback on First Year Postgraduate Report

April 2006

Context

This document provides feedback on issues relevant to the Division of Environmental & Life Sciences (ELS) as identified in the First Year Postgraduate Experience Report 2005

1 Divisional Structures, Research Culture and Administration

1a General

<i>Dot point</i>	<i>Particular issue</i>	<i>ELS Policy</i>	<i>Action</i>
1 st	Inequitable treatment between departments and centres with regards to administrative support, equipment access and IT	Research students have access to the department Executive Officer and joint facilities such as the fax machine, mail and photocopier. Students, like staff, access IT help from the Division IT support staff. But given the diversity of research across ELS there remain differences in terms of access to certain types of equipment and associated resources between departments.	The Divisional Commencement Program (DiCP) will be used to state this clearly.

2 nd	No issue. Strong support for interdisciplinary research indicated.	ELS supports all types of research.	None. But see 3b (1 st dot point) which outlines a different view.
3 rd	Excessive paper work and signature requirements for field work and reimbursement	Students, like staff, must comply with the safety and risk assessment procedures where relevant. Likewise, expenses need to be justified. The latter is specified by the Finance Office. Complying with fieldwork and financial requirements is part of research training	A standard divisional approach applies to both matters. (An ELS standard OH&S and risk forms were established in early 2006, which replaced a departmental approach.)
4 th	This is related to the above. Students would prefer a centralised site for reimbursement, information etc. Also there is difficulty in obtaining help from the ELS Centre	ELS has an active policy of centralising various functions and making appropriate information available under the ELS web-site	To continue the centralisation process and streamlining of procedures. The web site was updated in early 2006. The Manager of the ELS Centre will review procedures.

1b Commencement Program (CP)

<i>Dot point</i>	<i>Particular issue</i>	<i>ELS Policy</i>	<i>Action</i>
1 st	Variability in quality and content of Dept Commencement Program (DeCP)	ELS seeks to achieve the best balance between divisional and departmental input as reflects its diverse research culture. There is a steady move towards a stronger Divisional program (DiCP) in which the Departmental (DeCP) is embedded.	Refinement is the game. A wide range of information sessions are use and students programs are individually tailored.
2 nd	Lack of information on IT support, funding and reimbursement procedures, and equipment support/maintenance	The ELS Centre co-ordinates IT support and all financial matters. Students supply budgets which are operated through an MU account. Equipment matters are organised within Departments.	More attention is now directed to these matters via the DiCP and ELS web site.
3 rd and 4 th	Not informed of the CCP and /or DiCP/DeCP	ELS, like HDRU, seeks to inform all new students of the CCP and DiCP. But there is a timing issue in that some students do not commence till after one or both have occurred.	ELS endeavours to communicate to all new research students. The matter has also been raised at HDRC as an administrative matter for HDRU.
5 th	No issue for ELS regards the PG Co-ordinators (PGC)	Each department has a PGC.	PGC's are introduced at the DiCP

6 th	No issue with departmental vibes	ELS promotes a vibrant research culture	Retain a pro-active approach to encouraging high level research
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2. Supervision

<i>Dot point</i>	<i>Particular issue</i>	<i>ELS Policy</i>	<i>Action</i>
1 st and 2 nd	No issue. Positive research culture	ELS promotes a vibrant research culture	Retain a pro-active approach to encouraging high level research
3 rd and 7 th	Lack of approachability of some supervisors	ELS seeks to provide outstanding supervision. All students have at least two supervisors as per HDRC policy	Supervisor training is to become mandatory. Need to instigate monitoring and mentoring programs .
4 th	Lack of guidance and feedback from supervisors and uncertainty of expectations of and from supervisors.	Ditto	These issues are more easily dealt with in those departments using a biannual review system. Supervisor training should assist..
5 th and 6 th	Role of associate supervisors	All students have at least two supervisors as per HDRC policy. (In reality some associate supervisors are more proactive than others.)	A better explanation at the CP is required and a biannual review system helps
8 th	Uncertain and/or contradictory completion times	ELS adheres to HDRC policy	A better explanation at the CP is required

3. Resources

3a Skill development

<i>Dot point</i>	<i>Particular issue</i>	<i>ELS Policy</i>	<i>Action</i>
1 st	Value of research training units	ELS advocates research training units but the content and style differs between departments – again a reflection of different research cultures	Develop a suitable Divisional-level training program perhaps modelled on the successful GSE approach
2 nd	Difficulties in dealing with ethics	ELS subscribes to all ethic requirements. There is an acknowledged problem across MU.	A better explanation at the CP is required.

3b Physical and Technical

<i>Dot point</i>	<i>Particular issue</i>	<i>ELS Policy</i>	<i>Action</i>
1 st	Inadequate resourcing and planning in new research areas.	ELS encourages new research endeavours but is aware that resourcing issues can occur.	Better planning required at departmental, divisional and university levels. A 'risk assessment' of research projects prior to commencement will be explored.
2 nd	Tired equipment and inadequate maintenance.	ELS supports departments in replacing equipment. A recent case in CBMS illustrates some of the issues involved.	A more proactive approach by the division and university is required.
3 rd and 5 th	Variable quality of supplied computers and space.	ELS seeks to ensure that all research students have adequate resources including office and laboratory space, and computers. However, the standard of supplied computers varies across the division.	ELS needs to review resource allocation within departments.
4 th	Uncertain university policy on supplying software to personal computers.	ELS has been forced to accept that personal computers are not covered by the university insurance policy nor, apparently, can university site license software be utilized.	ELS needs MU to address this issue in a more realistic fashion.

3c Financial

<i>Dot point</i>	<i>Particular issue</i>	<i>ELS Policy</i>	<i>Action</i>
1 st	Adequacy of net project funding.	ELS requires that all projects be adequately funded as per HDRC policy. Students are required to submit approved budgets as part of the DiCP.	Project funding to be discussed on an individual basis as part of the DiCP/DeCP. See 3bi above re prior risk assessment.
2 nd	Divisional research funding of HDR projects.	General funding issues are discussed at DeCP.	A better explanation at the DiCP is required. Departmental web sites to be updated with info on funding support.

4 Why HDR and why within ELS

<i>Dot point</i>	<i>Particular issue</i>	<i>ELS Policy</i>	<i>Action</i>
1 st	Attractiveness of ELS for research.	ELS is aware that it is attractive to research students. ELS encourages accessing all types of scholarships for local and international students.	ELS will continue to encourage seeking high quality research students both from within and outside MQ..
2 nd	Purpose of HDR.	ELS has no policy that addresses the reasons why HDR is undertaken.	Note with interest.

Geoff Humphreys, Associate Dean Research-ELS
Trish Fanning, Chair-ELS/HDRC

MACQUARIE UNIVERSITY
DIVISIONAL STRUCTURES
EXCERPT p.12, FROM PROFESSOR JOHN LOXTON, 3 MARCH 2006

<http://www.mq.edu.au/dvc-academic/DivisionStructure0710.pdf>

Note: This paper is a discussion draft. Its purpose is to canvas views on management structures in the Divisions and roles and responsibilities of those in the management teams.

POSITION DESCRIPTION—ASSOCIATE DEAN, RESEARCH

Purpose of the role

The primary role of the Associate Dean, Research, is to support the Dean in providing strategic leadership for improving research performance throughout the Division.

General responsibilities

- Provide leadership in research to enhance the research culture of the Division, and identify factors needing to be addressed as well as possible strategies to achieve improved research outcomes in the Division
- Facilitate improved Divisional research performance, including research grant applications, publication and higher degree research supervision in accordance with the Division's Strategic Plan
- Assist the Dean and Division Executive in the development of policies towards implementation of the Division's Strategic Plan
- Provide relevant statistics and other information on research in the Division as requested and as appropriate
- Chair the Division Research Committee and engage in regular liaison with Department Research Committees (expected to meet at least quarterly), and ensure minutes of the research committees are forwarded to the Division Executive Committee
- Supervise the Division Research Manager in the implementation and administration of research related policies and programs
- Implement university policy relating to research and higher degree research training within the Division, participate in the University Higher Degree Research Committee and maintain regular liaison with the Dean of Higher Degree Research, the Higher Degree Research Unit and the Research Office.
- Oversee the management of Higher Degree Research students, including developing and implementing plans for improved candidature management and progress reporting
- Attend and engage in meetings of the Division Executive committee, provide regular reports on research matters and six-monthly written reports to the Executive
- Maintain regular liaison with relevant staff in the Division.
- Any other responsibilities as determined by the Dean.