



GRADUATE RESEARCH

# **2005 Annual Report**

## **Board of Graduate Research**

### *The Quality of Research Higher Degree Supervision*

The Board of Graduate Research is a Committee of Academic Senate and is required under Ordinance 70 to inform the Members of Academic Senate on Research Higher Degree matters. The context for this Annual Report is nested within the Research, Research Training Management Plan (2005-2007) and specific references to performance in the area of research training are made within this report. This report covers the period 1.1.05 – 31.12.05.

## **1.0 Members/Meetings of the Board of Graduate Research**

Professor Carey Denholm (Chair and Dean of Graduate Research)

Professor Andrew Glenn (Pro Vice-Chancellor Research)

Professor Judith Walker (Deputy Chair of Academic Senate)

Mr. Doug McLean (TUPA Representative)

Elected by Academic Senate

Dr. Anthony Koutoulis – School of Plant Science (to 31.12.06)

Associate Professor Brian Yates – School of Chemistry (to 31.12.06)

Elected by Registered Supervisors

Dr Kate Crowley (Deputy Dean) - School of Government (Elected to 31.12.06)

Dr. Mark Hovenden – School of Plant Science (Elected to 31.12.06)

Associate Professor Margaret Barrett – School of Education (Elected to 31.12.06)

Dr. Elaine Stratford – School of Geography and Environmental Studies (elected to 31.12.07)

Dr. Gail Reardon – Secretary to the Board

The Board of Graduate Research met on the following dates:

25.2.05, 22.4.05, 10.6.05, 12.8.05 & 28.10.05.

The Scholarships Sub-Committee met on the following dates:

8.4.05, 8.7.05 & 2.12.05

The Dean's Commendation Awards Sub-Committee met on 28.1.05 and the awards were made on 25.2.05.

## 1.1 Communication of Board Matters

Extracts of the Minutes of each meeting as approved by the Board are placed on the Web and can be found at [http://www.research.utas.edu.au/gr/about\\_us/bgr.htm#minutes](http://www.research.utas.edu.au/gr/about_us/bgr.htm#minutes). A regular report is made to the Research College Board and a summary of the business and procedural decisions are lodged at the next meeting of Academic Senate. Board matters, candidature and supervision issues are communicated to Graduate Research Coordinators via the UCOORDINATE newsletter three times each year. Registered supervisors are invited to present papers or discuss in person with the Board matters about graduate research education and training. The TUPA Board representative presents views from graduate research candidates and is regularly asked to garner opinions from candidates.

## 1.2 Initiatives during 2005

- Implementing the process of supervisor registration for the next three year cycle;
- Promotion of co-supervision arrangements for graduate research candidates;
- Promotion of conjoint and co-tutelle candidature arrangements with first candidates under these schemes enrolled in 2005 and promotion of policies to international universities;
- Improved processes involving international candidates with the increased responsibility and management moving to the Graduate Research Unit (GRU);
- Development of the Candidature Management Plan for candidates with prolonged candidature and/or candidates with minimal performance;
- Development of strategies to increase the number of co-funded scholarships;
- Improvement in the appearance, structure and content of the graduate research website;
- Monitoring of inductions for all new candidates;
- Provision of materials on supervision to graduate research coordinators and on-going promotion of the FIRST program;
- Promotion of speaking opportunities for candidates via the TUPA “Ph.D. Speakers Bureau”, Royal Society of Tasmania, U3A and the ABC “Nights Across Tasmania” program;
- Revision of the notes for thesis examiners;
- Commencement of ‘Graduate Research Week’ to be held each September;
- Training seminars for early career supervisors;
- Candidate biennial survey of supervision and infrastructure;
- Audit of infrastructure requirements for graduate research candidates

## 2.0 Candidate information

### 2.1 2005 Load

The peak graduate research load in 2005 was on 30<sup>th</sup> of August with 811.13 - an RTS of 714.25 and the FFPOS at 89.75. Compared with the load at the same time in 2004 this result is an increase of 116.84 in RTS and 15.69 in FFPOS in a one year period.

A snapshot of our 1140 candidates on October 31<sup>s</sup> revealed the following profile. Female candidates represented 50.4%, the average age of candidates was 38 years, 81% were doctoral candidates and of the 100 international candidates, 89% were doctoral candidates with an average age of 38 years. The age range was female (22 yrs – 75 yrs) and male (22yrs – 76 yrs).

#### 2.1.1 2006 Load

There were 148 completions and 47 withdrawals in 2005 and incoming candidates during the year have resulted in maintaining a constant load at about 795 EFTSU. If we are to exceed the 2005 EDGE target of 832 EFTSU to the 2006 target of 880 EFTSU, given the number of withdrawals and completions plus the target figure, we will need to enrol an additional RHD EFTSU of 230 in 2006. This will require a range of strategic initiatives in order to sustain this level of growth.

### 2.2 2005 Withdrawals

Table 1 presents a summary of withdrawals from 1991 – 2005; 47 candidates withdrew in 2005. Unfortunately it is difficult to determine the exact reasons for withdrawal from candidature as the majority of candidates (62%) have provided no reason. The second most cited reason was the demands of their employment (13%). Several positive trends are evident: the low impact of supervisor transfer to other institutions, a substantial reduction in the number of withdrawals (down 34 from 2004 and the lowest in 12 years), a low response about losing interest in the research and, only 6% indicating personal issues.

Table 2 presents a summary of withdrawals by scholarship and non scholarship from 2001 – 2005. The data shows a significant difference between the withdrawal rates of non-scholarship and scholarship holders in the first year of candidature. This difference is perhaps reflected by the high number of part-time enrolments in the group of non-scholarship holders and the difficulty faced in juggling work and study commitments. The number of candidates withdrawing after three years of candidature is still a concern, however the number has halved from the previous year. The data also shows that the percentage of scholarship holders who withdraw prior to completion of their scholarship, leaving scholarship funds available for re-offer is 68%. These funds require careful management as particular contracts may disallow funds to be re-allocated. This result

supports the need for close and continuous monitoring of scholarship budgets within the Graduate Research Unit.

## 2.3 Completions and examination results

Table 3 provides a list of the number of graduands and completion time in EFT by School or institute in 2005. In 2005 a total number of 148 candidates completed with an average thesis submission time of 2.31yrs (Master) and 3.88yrs (Doctoral).

A breakdown of final examination result for each candidate who completed their degree in 2005 is presented in Table 4, revealing that approximately 77% of examiner's recommendations are either the A or B category. Compared to 2003, these data show a slight increase in the awarding of a C1 overall grade (major corrections supervised by an in-school committee).

Table 5 presents a series of four charts on the average completion and withdrawal times and it is pleasing to note that the completion time for the Master degree is the closest to the 2 year period than in any time over the past 7 years.

## 2.4 Candidate survey of supervision and infrastructure

Since 2001 an annual survey of candidates entitled the Evaluation of Quality of Supervision and the Research Environment (EQSRE) has taken place and in 2002, all candidates handing in their thesis for examination are invited to complete the Postgraduate Thesis Submission Survey (PTSS). The results from the PTSS were presented in the 2004 report and will again be reported in the 2006 report. Responses to the bi-annual EQSRE conducted in 2005 are presented.

### 2.4.1 *Quantitative information*

Table 6 shows a comparison of 2003 and 2005 results. Areas showing greatest improvement are:

- Information about School/Institute supervision practices
- Information about funding arrangements
- Competent advice on research methodology
- Supervisor expertise in the research topic
- Assistance to present work at major conferences
- Supervisor effective communication of expertise
- Supervisor provides constructive criticism

Areas showing a decline as perceived by candidates are as follows:

- Provision of opportunity to develop oral presentation skills
- Supervisor promotes independent thinking
- Supervisor requires me to plan work and meet deadlines
- Supervisor provides timely feedback on written work

However, it should be noted that 9/11 statements on supervision (82%) and 6/13 on the research environment (46%) are rated less than 2 which is an exceedingly positive overall result. Of some concern is that the lowest rating (2.72) is reserved for the degree to which the annual review meeting assists overall progress. Strategies for improvement in the quality of the annual review will be implemented in 2006 with an attempt to improve overall candidate satisfaction of this process.

#### *2.4.2 Qualitative information*

The 194 positive and 161 negative comments anonymously written by candidates have been de-identified with references to any names of supervisors or schools.

In summary the majority of negative comments are about missed expectations concerning their supervisor, the lack of structure, lack involvement in the research culture and the inadequate quality of the school induction. Other themes refer to lack of involvement in the school ethos, sense of isolation from other candidates, the lack of supervision flexibility and a variety of comments about the lack of suitable infrastructure. Negative comments are generally lengthier than the positive comments, are more specific, having an intense level of passion and concern. Positive comments are equally passionate about the high quality of supervision support and involvement that has taken place during their candidature, conference funding and encouragement to present, the value of the graduate research seminars and workshops and, infrastructure.

Although only representing 15% of current candidates, these comments provide a wealth of information and will be used in a variety of ways in the training of supervisors and graduate coordinators in 2006.

#### *2.4.3 Postgraduate Research Experience Questionnaire (PREQ)*

Ninety seven candidates responded to the PREQ in 2004. Given the low number of responses only emerging trends will be reported. The overall satisfaction of candidates falls within the satisfied (4) category however the lowest negative category overall is 'intellectual climate'. It may well be a valuable activity for schools and supervisors to use the five questions candidates were asked, and use this as an internal assessment activity within their school:

- A good seminar program for postgraduate students was provided
- The department provided opportunities for social contact with other postgraduate students
- The research ambience in the department or faculty stimulated my work
- I was integrated in the department's community
- The department provided opportunities for me to become involved in the broader research culture

In terms of graduating salaries, the mean reported salary for 16 graduates with a Master degree was \$28,110 and for the 67 Doctoral candidates was \$40,927

## 2.5 Statistics support for candidates in the social sciences and humanities

Instituted early in 2005 was the .25 position of Statistics Officer for candidates in Social Sciences and Humanities. This position was established from a redistribution of funds with the closing of the Social Sciences Laboratory in Launceston. Access to this service has been advertised twice this year to candidates, school secretaries, graduate research coordinators and supervisors and in newsletters in relevant Schools and the Officer has been active in presenting regular introductory and advanced use of SPSS and in research methods. Statistical advice has been provided to 14 candidates from 9 schools and the Officer has presented 6 workshops in Hobart and 3 in Launceston. In addition a compilation of relevant resource texts and web based material on quantitative methods has been produced. The position will be continued in 2006 at the level of .4 and availability is made for statistical advice for academic staff.

## 2.6 Postgraduate Research Activity for data submitted in 2004

This is the 8<sup>th</sup> year this data has been analysed. All Deans receive a summary report about their Faculty and each Head of School receives a summary of reported publications listing the authorship of graduate research candidates. In 2004 the overall percentage of items submitted involving a graduate research candidate was 25%, an increase of 2% from 2003. Schools reporting greater than 50% were the following:

Art (Hobart), Chemistry, Human Life Sciences, Information Systems  
Zoology, Anatomy and Physiology & Biochemistry

Eight Schools reported less than 10% of publications involving candidates. This is an issue about which concerted effort needs to be made as it reflects upon the quality and intensity of our research training environment.

## 2.7 Scholarships

### 2.7.1 Advertising

Advertising is organised by the Dean and supported by an annual budget allocation from research promotion. Scholarship advertising was placed in all local newspapers and The Australian prior to the scholarship rounds and there was additional advertising in the Good University Guide. All scholarships are placed on the JASON data base and University Web site and information is provided for potential candidates in sessions in Launceston and Hobart as well as printed information to all Schools and, letters to all honours graduates.

### 2.7.2 Scholarship offers

There were three research scholarship rounds for domestic candidates in 2005: the major round (closed 31 October 2004), a special co-funded round in March and a large mid-year round in June. There was a 16% increase in the number of applications received as

compared to the previous year; 275 applications were received over the three rounds with 199 being local and 76 interstate. The mean acceptance rate was 95%. An interesting feature was that 73% of applicants for the special March round were from interstate. This special co-funding only round will be repeated in 2006.

A total of 168 scholarships were accepted across these rounds: 36 APAs, 111 TPRS and 13 APA(I)s and 8 IPRS.

### 2.7.3 Cohort study on scholarship and non-scholarship holders

A cohort study conducted in 2005 of candidates commencing in 1999 revealed the following:

	<u>Scholarship</u>	<u>Non-scholarship</u>
Continuing	21.5%	33.3%
Separated	17.8%	45.0%
Completed	60.7%	21.7%

	<u>Scholarship Type</u>	<u>Mean EFT</u>
	APA(I)	4.06 yrs.
	APA	3.84 yrs
	TPRS	3.94 yrs
	Other	3.92 yrs
	Non- scholarship	3.05 yrs

It is clear that for this cohort, having a scholarship aided both retention and completion. However scholarship holders tend to use the full 4 years or more as compared to non-scholarship holders. Those continuing scholarship holders are most likely to have converted to part-time. Non-scholarship holders are more likely to withdraw, are most likely to be part time and if they complete, their mean elapsed time approximates 6 years.

## 2.8 Annual progress reviews of candidature

The Annual Review of Candidature has undergone substantial revision since 2004 and is managed by the Graduate Research Unit within Academic Administration. Feedback has been provided to the Unit about a number of matters requiring attention about the on-line system. The Dean approves each annual review and either approves or requests further information prior to final approval. All candidates assessed at level C or below have their progress examined individually by the Dean and/or may be requested, along with their supervisor, to meet with the Dean. In several cases candidates attached additional information to their review and the Dean contacted each candidate for a follow-up meeting. In 2006, particular attention will be paid to the effectiveness of the annual review process to assist candidature.

## 3.0 Supervision information

### 3.1 Results from internal infrastructure audit

Graduate Research Coordinators in each school assessed the candidate minimum infrastructure statement within 17 areas in light of their School 2006 graduate research target load. Thirty three responses were received and items were assessed on a 1-4 scale with 1 considered to be strongly appropriate, 4 considered as strongly inappropriate. Four Schools (Education, Management, Mathematics and Physics) did not report. Schools reporting the highest numbers of 3 and 4 scores (ie. negative) in their assessment of infrastructure were as follows: History & Classics (8), Medicine (7), Music (4), Visual and Performing Arts (4), Zoology (4).

Twenty three coordinators (70%) assessed their school's overall graduate research infrastructure on average between 1 and 2 with Geography and Environmental Studies, Engineering and Architecture and Urban Planning receiving (1.0), Chemistry (1.1), Agricultural Science and Engineering (1.1). While it is encouraging to note the high numbers of positive internal assessments in light of the 2006 load targets, there are some looming problems in some Schools concerning five areas:

- appropriate desk space (30% - Arts (5), Health (2), Science (3));
- appropriate physical space to store data (24% - Arts (4), Health (2), Science (2));
- laboratory access and/or bench space (24% - Arts – 3, Health – 2, Science – 2);
- access to appropriate computing facilities (18% - Arts – 3, Health – 3);
- support for distance candidates (12% - Arts – 2, Science – 2)

### 3.2 Registration and training of supervisors

In September 2002, University Council approved an amendment to Ordinance 70 (Graduate Research) to amend the electorate of the Board of Graduate Research to consist of registered supervisors and on May 5<sup>th</sup>, 2005 the revised Rule 127 (Registration of Graduate Research Supervisors) was confirmed. A total of 564 Graduate Research Supervisors were registered with the Board in 2005 and during this time there were 134 new registrations (99 UTAS and 35 external) and 119 re-registrations (108 UTAS and 11 external) of whom 385 received Full Registration, 61 Provisional Registration.

One hundred and seven registered supervisors have used the fIRST (for Improving Research Supervision and Training) program for individual supervisor training. Supervisors are also encouraged to access the UTS STAR (Skills to Advance Your Research) program for suitable resource material. Three papers were generated by the Dean and formed the basis of training sessions: '25 suggestions about supervision and training', 'Expectations candidates have of their supervisor' and, 'Strategies to promote the intellectual and emotional climate for graduate research candidates within schools and disciplines'. In addition, all Schools have been provided with a copy of 'Eleven practices of effective supervisors' (U.Melb) for internal training purposes.

### 3.3 Graduate Research Coordinators

Each School nominates their Graduate Research Coordinator on an annual basis and the names are presented at the first meeting of the Board for approval. The work of the Coordinator is a crucial aspect to both the management and administration of graduate research with the expectations that they will: organise inductions for new candidates, ensure the website contains suitable and contemporary information for applicants, attend to the overall graduate research culture and be involved in organising the annual review and special candidature review meetings.

Small group meetings are held mid year with the Dean to discuss recent policies changes, administrative requirements and strategies in relation to candidates and supervisors. New coordinators attend a separate induction into the role conducted by the Deputy Dean. The annual Postgraduate Coordinator's Day in November, 2005 attracted 32 Graduate Research Coordinators and topics included: the Research Quality Framework, the future trends within doctoral research, showcasing of specific programs in Marine Science, English and European Languages, Geography and Environment Studies. Future infrastructure needs were assessed and a range of policy issues and practical strategies presented.

## 4.0 Administration of Graduate Research

### 4.1 Graduate Research Unit

Staff within the Graduate Research Unit (GRU) consists of 4 FTE: .5 Level 4 Examinations Officer, 1.0 Level 4 Candidature Services Officer, 1.0 Level 6 Scholarships Officer, 1.0 Level 4 Scholarships Officer, .5 Level 4 Candidature Services Officer. The Acting Assistant Manager, Student Administration is the Secretary to the Board. The GRU is located in Student Administration and is managed through the auspices of the Academic Registrar.

Graduate research management requires a high level understanding of complex university governance, budget and structural relationships within national policy directives as well as awareness of grants, ethics, marketing and the capacity to build and sustain effective working relationships with both domestic and international candidates. The inextricable link between candidates and their supervisors requires constant monitoring and support. During 2006 it is anticipated there will be an increase in the level of activity required of staff within this Unit and these issues are subject to conversations with the Academic Registrar concerning an appropriate level of service to be provided.

## 4.2 Dean of Graduate Research

The Dean is physically located at 1 Alexander Street and is assisted by a .6 Level 4 Personal Assistant. The Dean is the Chair of the Board of Graduate Research and is ex officio on the Research College and Academic Senate. The Dean is the University Representative on the Board of the Veterans' Children Education Scheme, Department of Veteran's Affairs, Secretary to the Tasmanian Fulbright Awards, Member of the Asthma Foundation Schools Committee, Member of the Steering Committee for the JASON (National Scholarships Data-Base) and, Member of the Executive of the Australian Council of Deans and Directors of Graduate Studies. The latter group will be meeting at UTAS in November, 2006.

There are currently 34 separate actions within graduate research which may be generated by candidates, supervisors or heads of school which under Rule 127 and Rule 113 require approval. In 2005 the Secretary to the Board approved 246 items. Excluding the annual reviews and follow up required for 'C' and 'D' reports and reports to Heads of School, the Dean approved 1326 items. All approvals are reported to the Board of Graduate Research

### 4.2.1 *Workshops and seminars*

The year has seen an outstanding number of high quality workshops and sessions provided for both candidates and supervisors. Table 7 provides an overview of the attendance of over 2692 candidates and supervisors at a broad range of practical workshops, in-school seminars and training sessions during 2005. Most of these sessions are organised by the Dean and Personal Assistant and many of the sessions for candidates are evaluated. The overall satisfaction rating by candidates in the May and September sessions was 4.2 (5 = excellent).

Of particular note is the work of TUPA in offering state-wide professionally led training sessions and there is some concern that with the introduction of VSU that this level of activity may suffer. Again, our very active staff within the library continue to provide creative and practical sessions to candidates and staff throughout the year and regular mention is made by candidates concerning the positive support and personal interest shown by library staff in their research.

It must be stressed that these programs depend upon the goodwill and willingness of a large number of both academic and administrative staff volunteering their time to provide sessions for both candidates and supervisors. What is not included in this Table is information about the number of internal induction sessions, generic and specific skill training sessions, seminars, conference presentations and other opportunities provided for candidates and organised by graduate coordinators and school staff.

#### 4.2.2 *International promotion*

Visits to four New Zealand Universities (Canterbury, Lincoln, Victoria at Wellington and Otago) and to the University of British Columbia, University of Vermont (MOU), Harvard University and to the Woods Hole Oceanographic Institute (MOU) were undertaken by the Dean in order to promote the conjoint arrangements policy and collaborative research activities. Visits by staff from Canterbury, Lincoln, Otago, Vermont and Woods Hole are planned for 2006 and the Dean will link UTAS staff with these visitors.

#### 4.2.3 *Publications*

- The annual publication on 2004 Postgraduate Research Activity includes details of any publication (or thesis completion) involving a postgraduate candidate. This activity requires collaboration with the PES Coordinator within Schools and the Research Office. Heads of School received their school information, Deans of Faculties received a copy of all information within their faculty and the Pro-Vice Chancellor and Vice Chancellor received a bound copy of the entire publication.
- The 2005 Graduate Research Resource Book developed by the Dean and the Executive Officer, GRU, is provided free for all incoming candidates, and, all supervisors, schools and libraries each year. The six stages for completion of the graduate research degree is embedded within this publication. This book was recognised as part of the 2005 AQUA commendation (p.28).
- Doctorates downunder: Keys to successful completion of the doctoral degree in Australia and New Zealand (Carey Denholm, co-editor with Terry Evans, Deakin University) has been completed and will be available in early 2006.

#### 4.2. *Pastoral Care*

Confidential meetings with the Dean are conducted at the request of candidates at the rate of three per week and which may include follow-up or referral to counselling and/or career services. Depending upon the issue, meetings with the relevant Supervisors, Heads of School, Disability and Counselling Services have taken place. Meetings are also requested by heads of school, graduate research coordinators and supervisors with candidates whose performance or personal circumstances are having a significant effect upon their research activities and performance. In these cases a management strategy is put into place which requires regular supervision, reporting and monitoring by the head of school. Individual supervisors regularly request advice in the areas of intellectual property and authorship and, motivational and monitoring strategies with candidates.

**TABLE ONE**

**Reasons for withdrawal / lapse from graduate research candidature 1.1.1991 - 31.12.2005**

<b>Reason for withdrawal/lapse/termination</b>	<b>1991</b>	<b>1992</b>	<b>1993</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>Totals</b>
Could not be contacted	2	10	5	20	16	8	5	2	6	9	10	11	17	26	29	<b>176</b>
Deceased				1	1				1			1				<b>4</b>
Demands of employment	2	3	6	4	7	9	10	17	13	12	16	12	12	13	6	<b>142</b>
Financial	2		3	4	9	4	5	3	3	1	4	4	2		2	<b>46</b>
Insufficient time	1	1			1	5	4	1	1	1	2	2	2	3		<b>24</b>
Lost/change of interest				3	2	1	2	1	5	3	4	3	6	7	3	<b>40</b>
Medical and health related						2		1	5	2	5	7	8	6	2	<b>38</b>
Moved out of Tasmania					2		1	3	3	2	4	1	2	3		<b>21</b>
Moved overseas									2	1						<b>3</b>
No reason given	11	5	12	15	8	10	13	13	6	3	11	6	4			<b>117</b>
No supervisor available	2	1	1						2	2	1	2	1			<b>12</b>
Other	5	4	1	7	10	4	3	2	8	2	3	7	3	3	1	<b>63</b>
Personal		1	2	6	8	11	12	8	31	22	5	7	4	9	3	<b>129</b>
Problems with research project									1	3						<b>4</b>
Problems with the supervisor(s)														1		<b>1</b>
Supervisor left		1		1			1	1	2							<b>6</b>
Transferred to another course at UTas							2	2	3	6	2		1			<b>16</b>
Transferred to another institution	2	1	4	6	7	8	6	7	11	9	7	11	3	10	1	<b>93</b>
Transferred to another school at UTas										1						<b>1</b>
<b>Totals</b>	<b>27</b>	<b>27</b>	<b>34</b>	<b>67</b>	<b>71</b>	<b>62</b>	<b>64</b>	<b>61</b>	<b>103</b>	<b>79</b>	<b>74</b>	<b>74</b>	<b>65</b>	<b>81</b>	<b>47</b>	<b>936</b>

**TABLE TWO**

**The number of graduate research candidates who have withdrawn / lapsed by scholarship by number of equivalent full time years 1.1.2001-31.12.2005**

Year	Number of withdrawals/lapses (W/L)	EFT < one year of candidature		EFT > one year		EFT > three years		Number of W/L for whom balance of unused \$ could have been used to partially fund another scholarship	% of all W/L on scholarship		
		Number of non-scholarship W/L	% of all W/L	Number of W/L on scholarship	% of all W/L	Number of W/L on scholarship	% of all W/L on scholarship				
2005	47 Scholarships = 19 Non-scholarships = 28	14	29.8%	4	8.5%	11	57.9%	4	21.1%	13	68%
2004	80 Scholarships = 31 Non-scholarships = 49	24	30.0%	10	12.5%	13	41.9%	8	25.8%	24	77%
2003	66 Scholarships = 17 Non-scholarships = 49	25	37.9%	2	3.0%	8	47.1%	7	41.2%	12	71%
2002	74 Scholarships = 19 Non-scholarships = 56	23	31.1%	5	6.8%	7	36.8%	7	36.8%	13	68%
2001	74 Scholarships = 21 Non-scholarships = 53	24	32.4%	4	5.4%	10	47.6%	7	33.3%	14	67%

**TABLE THREE****2005 graduate research degree completions and the average thesis submission time**

<b>Masters</b>			
<b>School code</b>	<b>School name</b>	<b>Number</b>	<b>Average years</b>
CRH	Rural Health	2	2.44
CSA	Pharmacy	1	2.22
CXA	School of Human Life Sciences	1	1.63
FFA	School of Art - Launceston	1	1.83
FSA	Art - Hobart	4	2.14
HGA	Sociology and Social Work	1	2.78
HPA	Philosophy	2	2.32
KDA	Architecture & Urban Design	1	3.48
KEB	C O D E S	2	2.73
KLA	Agricultural Science	1	2.91
KNE	Engineering	2	1.28
KPA	Plant Science	1	2.79
KRA	Chemistry	1	2.55
KSA	Mathematics & Physics (IASOS)	1	1.40
KZA	Zoology	1	3.13
<b>TOTAL ALL MASTERS</b>		<b>22</b>	<b>2.31</b>

<b>PhD</b>			
<b>School code</b>	<b>School</b>	<b>Number</b>	<b>Average years</b>
BSA	Information Systems	2	5.20
CBA	Medicine (Biochemistry)	3	3.04
CEA	Epidemiology(Menzies Centre)	1	2.90
CHN	Anatomy	1	3.85
CJA	Medicine (Pathology)	3	4.20
CMM	Medicine (Medicine)	1	4.01
CNA	Nursing and Midwifery	1	3.46
CXA	School of Human Life Sciences	1	3.11
EED	Education	15	3.60
EPA	Early Childhood and Primary Ed	1	4.16
FFA	School of Art - Launceston	3	3.32
FSA	Art - Hobart	1	3.90
HEA	English,Journalism & European Languages	6	3.99
HGA	Sociology and Social Work	2	4.08
HGW	Sociology & Social work-Social	1	4.04
HMA	Asian Languages & Studies	2	3.54
HPA	Philosophy	2	3.87
HTA	History & Classics	6	3.97
KDA	Architecture & Urban Design	1	3.66
KEB	C O D E S	3	4.21
KGA	Geography & Environmental Stud	9	4.15
KHA	Psychology	5	3.84
KLA	Agricultural Science	16	3.79
KMA	Mathematics & Physics (Mathema	1	3.66
KNE	Engineering	1	4.42

KPA	Plant Science	8	4.02
KQA	Aquaculture	8	4.16
KRA	Chemistry	4	3.48
KSA	Mathematics & Physics (IASOS)	6	3.99
KXA	Computing	1	4.16
KZA	Zoology	6	3.68
LAW	Law	5	4.32
<b>TOTAL ALL PhD's</b>		<b>126</b>	<b>3.88</b>

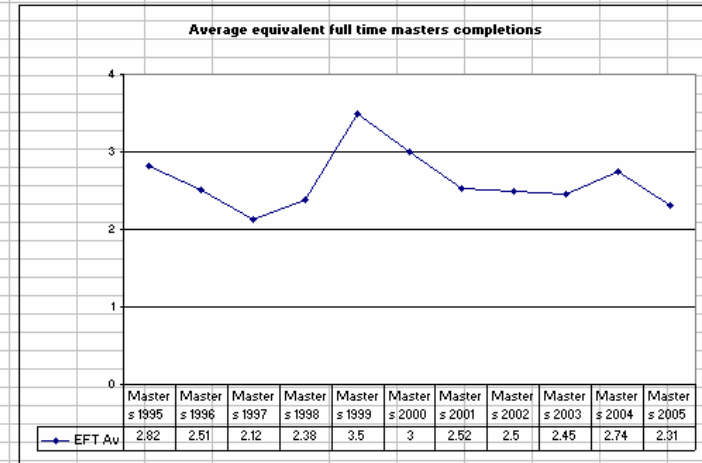
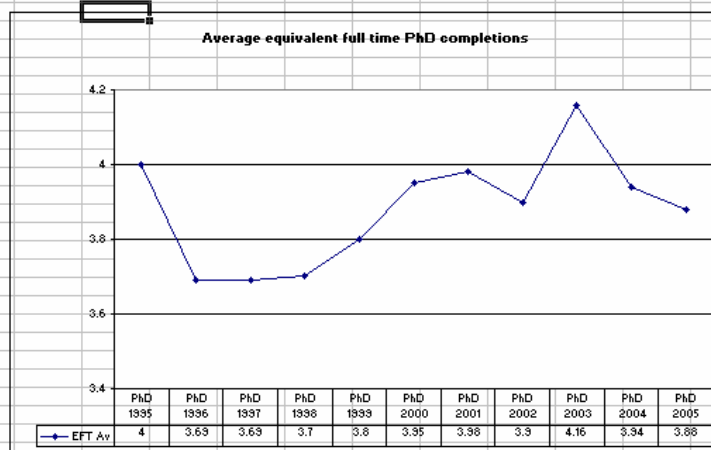
**TABLE FOUR**

**Summary of examination results by faculty for candidates who completed in 2005**

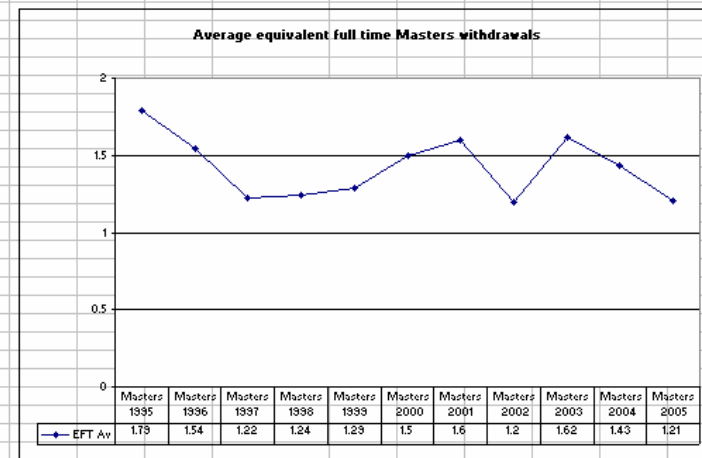
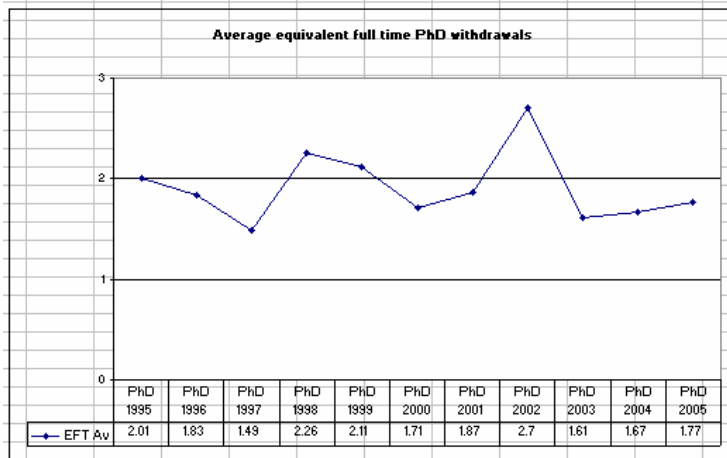
Faculty	A		B		C		D	
	PhD	Masters	PhD	Masters	PhD	Masters	PhD	Masters
Arts	3	3	14	5	5		1	
Commerce			2					
Education	3		9		4			
Health Science	1		8	3	2	1		
Law	4		1					
Science, Engineering and Technology	2	1	49	6	17	3		
Other (Menzies Centre)			1					
<b>Total</b>	<b>13</b>	<b>4</b>	<b>84</b>	<b>14</b>	<b>28</b>	<b>4</b>	<b>1</b>	<b>0</b>

TABLE FIVE

Average full-time equivalent (EFT Av) completions for PhD's and Masters 1995-2005



Average full-time equivalent (EFT Av) withdrawals for PhD's and Masters 1995-2005



**TABLE SIX**

**Results of 2005 candidate survey of supervision & infrastructure**

	<b>2005 mean answer</b>	<b>2003 mean answer</b>	<b>2003 to 2005</b>
<b>Section 2 (supervision)</b>			
Has directed me to useful resources for starting my project	1.92	1.97	-0.05
Demonstrates expertise in my research topic	1.78	1.96	-0.18
Effectively communicates his/her expertise	1.82	1.94	-0.12
Encourages me in my research	1.68	1.72	-0.04
Requires me to think independently	1.49	1.45	0.04
Is available for discussions when needed	1.93	1.96	-0.03
Gives competent advice on research methodology when asked	1.75	1.93	-0.18
Requires me to plan my work and meet deadlines	2.24	2.21	0.03
Provides timely feedback on written work	2.16	2.04	0.12
Provides constructive criticism	1.74	1.85	-0.11
Promotes opportunities for self direction	1.74	1.79	-0.05
<b>Section 3 (research environment)</b>			
I have been given an adequate introduction to the School/Institute and its facilities	2.03	2.05	-0.02
I have been advised about School/Institute supervision practices	2.12	2.36	-0.24
I have adequate workspace within the School/Institute	1.76	1.81	-0.05
I have adequate access to the facilities I need for my research	1.94	1.92	0.02
I am aware of the standards expected for my degree	2.01	2.08	-0.07
I have opportunities to develop my oral presentation skills	1.72	1.66	0.06
I am encouraged to present my work at School/Institute seminars	1.75	1.73	0.02
I am encouraged to write papers or regular research reports	1.94	1.98	-0.04
I am assisted in presenting my work at major conferences	2.28	2.42	-0.14
I am offered some financial support to attend conferences	2.15	2.19	-0.04
I consider that I am part of the School/Institute	1.95	1.94	0.01
The funding arrangements for my research have been explained to me	2.42	2.63	-0.21
The annual review meeting has assisted the progress of my research	2.72	2.71	0.01
<b>Mean over all questions</b>	<b>1.96</b>	<b>2.01</b>	<b>-0.05</b>
<b>Total responses</b>	<b>193</b>	<b>120</b>	

Responses ranged from 1 (strongly agree) to 5 (strongly disagree). A positive difference indicates an improvement.

**TABLE 7****Summary of research training workshops & sessions conducted in 2005**

<b>Graduate research candidates</b>			
<b>Conducted by</b>	<b>Type of session</b>	<b>Number of sessions</b>	<b>Number of attendees</b>
Dean of Graduate Research	Candidate inductions	7	66
	Scholarship information sessions	3	86
	School sessions	2	37
UTAS Academic & Administrative Staff	Generic skills training (May)	44	200
	Graduate research week (September)	33	350
TUPA	Program based training	16	600
Fulbright Commission	Scholarship information session	1	22
<b>Total</b>		<b>106</b>	<b>1361</b>

<b>Graduate research supervisors</b>			
<b>Conducted by</b>	<b>Type of session</b>	<b>Number of sessions</b>	<b>Number of attendees</b>
Dean of Graduate Research	Early career supervisors	4	44
	Supervisor inductions	8	82
	Supervisor workshops	5	70
Invited Presenters	Supervisor workshop	1	42
<b>Total</b>		<b>18</b>	<b>238</b>

<b>Graduate research coordinators</b>			
<b>Conducted by</b>	<b>Type of session</b>	<b>Number of sessions</b>	<b>Number of attendees</b>
Dean of Graduate Research	Small group seminars	7	34
	Graduate Coordinator's Day (November)	1	27
Deputy Dean	Induction sessions	2	15
<b>Total</b>		<b>10</b>	<b>76</b>

**Library Staff**

During 2005 the library conducted 2 hour workshops for both staff and post graduates. The workshops were to introduce them to the research resources that the library has to offer and to instruct them in the use of citation databases and how to use the software EndNote. Their records do not identify the split between staff and post graduates (this will be available for 2006) but were able to advise the 1017 attended the sessions. Of these 41% attended Science Library session, 28% attended in the Morris Miller Library and 12% in each of the Clinic School and Launceston Libraries.