AGENDA: PARTS I – III

The next meeting of the Board of the Graduate Research School will be held in the Senate Room on Tuesday, 17 February 2009 at 2.15 p.m.

Parts I and II of the agenda are to be dealt with en bloc by motion of the Chair. Parts III and IV are for discussion. A member may request the removal of an item from Parts I or II to Part III.

DR JOANNE CASTELLI
Executive Officer
Board of the Graduate Research School
1. **CALL FOR DECLARATIONS OF CONFLICT OF INTEREST – REF: F34**

The Chair will invite members to declare potential for conflict or perceived conflicts of interest, if applicable, with regard to items on the agenda.

2. **MINUTES – REF: F36**

Confirmation of the Minutes of the meeting of the Board of the Graduate Research School held on Tuesday, 9 December 2008.

3. **COOPTION TO THE MEMBERSHIP OF THE BOARD OF THE GRADUATE RESEARCH SCHOOL – REF: F34**

Associate Professor Annette George from the School of Earth and Environment has accepted an invitation from the Chair to join the Board as a coopted member for the term extending to 31 December 2009.

4. **ITEMS/BUSINESS IN PROGRESS FOR NOTING FROM PREVIOUS MEETINGS**

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<tr>
<th>ITEM/BUSINESS IN PROGRESS</th>
<th>ACTION BY:</th>
<th>STATUS</th>
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<tr>
<td>Conflict of interest policy</td>
<td>GRSO</td>
<td>Ongoing</td>
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<td>Change in format of printed thesis</td>
<td>GRSO</td>
<td>Ongoing</td>
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<td>Draft questions about Statistics competency (by circulation)</td>
<td>GRSO</td>
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<td>Peer reviewed paper as part of PhD thesis</td>
<td>GRSO</td>
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**PART I – ITEMS FOR COMMUNICATION TO BE DEALT WITH EN BLOC**

5. **SCHOLARSHIP TENURE FOR PROFESSIONAL DOCTORATE STUDENTS**

Attached for members’ consideration (**Attachment A1**) is an extract from the minutes of a meeting of the Scholarships Committee held on 8 December 2008 regarding a recommendation from Dr Marnie O’Neill (Coordinator, Doctor of Education program) that full-time Doctor of Education students be eligible for APA/UPA scholarships from the start of their enrolment.

Professional Doctorate students and combined coursework Masters PhD students are awarded APA/UPA scholarships for the research component of their course, not for the full-time coursework component, and the rationale for the recommendation was that the coursework units in the Doctor of Education program are research training units which produce draft material for the first three chapters of the thesis and the draft proposal for the oral defence.

It was subsequently resolved that Doctor of Education students be eligible to receive scholarship payments from their first year of enrolment, provided they are enrolled in research units comprising at least 66% of the student load. The Graduate School of Education would also be asked to clarify whether course fees would be charged retrospectively in the case of an early exit from the Doctor of Education with a Masters by Coursework or Graduate Diploma qualification.

For noting
6. UWA STATISTICAL CONSULTING GROUP – HALF YEAR REPORT TO THE BOARD OF THE GRADUATE RESEARCH SCHOOL

Attached for members’ consideration (Attachment B1 – B6) is the half year report for January – June 2008 from the UWA Statistical Consulting Group (SCG). The SCG provides statistical and mathematical advice to the university community, government, business and private clients, and advice at no charge to UWA postgraduate research students through the Statistics Clinic. In 2008, there has been an expansion in the number and variety of short courses on statistics for postgraduate research students that the SCG has offered since 2007 with support from the Graduate Research School.

In summary, from January to June 2008:

- There were 117 visits to the Statistics Clinic, with the mean duration of each visit being 47.7 minutes.
- Overall, 129 hours were devoted to Clinic related consulting. Efficiencies in the operation of the clinic have been made due to a revised format.
- The SCG ran three short courses having a total duration of 6.5 days, and three new courses were introduced in the second half of 2008.
- A $60 fee is charged for each short course to cover administration costs, a course booklet and refreshments.
- Constraints on the availability of suitably qualified demonstrators mean that short course enrolments are restricted to 35 students, although more people express interest in the courses than can be accommodated.
- The SCG intends to advertise their services more widely to postgraduate research students and staff at other universities, with the intention of using the fees from these to offer short courses more frequently to UWA students.
- The SCG website has now been launched and online forms developed.
- The SCG continues to seek opportunities to expand its activities and employ additional people.

For noting

7. MEMORANDUM OF AGREEMENT WITH THE DIRECTOR GENERAL OF HIGHER EDUCATION, MINISTRY OF NATIONAL EDUCATION, INDONESIA

The Board is advised that the University has recently signed a five-year Memorandum of Agreement with the Indonesian Ministry of National Education to cooperate in the career development of academic staff at Indonesian universities. Under this agreement, the University will provide tuition fee scholarships to up to twenty doctoral students for up to four years, and the Ministry of National Education, Indonesia, will provide living allowances of at least A$25 000 per year.

To be eligible for these scholarships, students will need to meet the normal requirements for entry into doctoral programmes at UWA, including the English language requirement.

This is a very welcome initiative, in that it will allow the University to increase substantially the number of tuition fee scholarships that it is able to offer without the UWA host school being required to provide a living allowance or top up scholarship.

For noting

PART II – ITEMS FOR DECISION TO BE DEALT WITH EN BLOC

There are no items
PART III – ITEMS FOR DISCUSSION AND DECISION

8. RESULTS FROM A SURVEY OF RESEARCH TRAINING SUPERVISORS IN AUSTRALIA AND NEW ZEALAND

Attached for members’ consideration (Attachment C1 – C28) is a report produced as part of the Australian Teaching and Learning Council project on supervisor training in Australia and New Zealand. The report contains a summary of results of the survey of supervisors at UWA compared with the national results for Australia and New Zealand and the overall result, as well as a copy of the original survey instrument.

The project is being undertaken by a team from the University of Technology, Sydney with the specific aims of

- Identifying existing higher degree research supervisor training provisions.
- Identifying current and future needs of supervisors.
- Making recommendations that assist universities in their ongoing development of effective higher degree research supervisor training

For discussion.

9. OSCAR

As members may recall, OSCAR is the online survey instrument used by the University to evaluate students’ satisfaction with the supervision they are receiving. The survey requests students to indicate their level of agreement (1-4) with the following questions:

1. I am satisfied with the quality of my supervision;
2. My supervisor provides helpful feedback on my progress;
3. The research culture in my school stimulates my research;
4. I am developing my research skills in analysis;
5. I am developing my research skills in problem solving;
6. I am developing my research skills in written communication;
7. I am developing my research skills in oral communication;
8. I am developing my research skills in planning;
9. I have access to a suitable working space;
10. I have access to technical support;
11. I have access to necessary equipment;
12. I have access to computing facilities and services;
13. I have access to financial support;
14. I understand the standard of work expected;
15. Overall, I am satisfied with the quality of my higher degree by research experience.

The results of the 2008 OSCAR survey have been provided to Faculty Deans with a request that the Deans discuss them with Heads of School and/or Graduate Research Coordinators. While, as expected, there was some fluctuation in the scores against individual questions and for individual schools, there was a modest overall improvement in the expressed levels of satisfaction.

All but one school scored 2.9 or more, and fifteen schools scored 3.3 or more, for Question 15.

The Chair will speak to this item.

For discussion