

**VITAE RESEARCHER DEVELOPMENT CONFERENCE,  
MANCHESTER, 9 & 10 SEPTEMBER, 2014**



## **The Australian Strategy & Context for Developing Researchers**

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*Thanks to Prof Nicky Solomon (UTS) and Prof Paul Burnett (QUT) for ppts 3 – 7, UKCGE International Annual Conference, Dublin 2014 - Doctoral Training Structures*

UTS CRICOS PROVIDER CODE: 00099F



# AGENDA

- Australian context for researcher development
- Strategies for researcher development – ATNs
- University of Technology Sydney (UTS) specific programs
- Challenges and Changes now and future

# AUSTRALIAN CONTEXT (I)

- Three types of Research Degrees (Graduate Education).
- PhD 3-4 years, Professional Doctorate 3-4 years, Research Masters - 2 years. Content 66% or more Research.
- To date NO FEES have been charged but is change coming??
- **\$3900/\$1700** per year proposed but needs Senate approval??
- RTS is allocated on the basis of Completions (50%), Research Income (40%), Publications (10%). Performance driven.



# AUSTRALIAN CONTEXT (II)

Historically, Australian Universities have been self-accrediting.

However, the 07-13 Labor Government introduced legislation establishing the Higher Education Standards Panel to provide independent advice to the Minister regarding accreditation of higher education providers .



**The Rule Maker** =



They also established the Tertiary Education Quality and Standards Agency (TEQSA) with monitoring and enforcement functions. Criticised for being very heavy handed.

**The Police** =



# THE STANDARDS



## D/E 14 An [institutional research training policy framework](#) includes:

- a. the rights and responsibilities of research students and supervisors
- b. induction and orientation of research students and supervisors
- c. monitoring and maintaining research student progress
- d. assessment and examination of students' work
- e. the independence of examiners
- f. presentation and communication of research outputs, and
- g. resolution of disputes.

Universities/Private Providers are accredited/audited every 5 years by TEQSA .

Universities/Private Providers prepare performance portfolios and an audit panel visit for 3-5 days.

**Deans will develop a Research Training portfolio which addresses each of the Standards and the DDoGS principles.**

The portfolio will provide evidence as to how the University meets or addresses each of the Standards and Principles. The University will receive commendations, affirmations and recommendations.



# THE DDOGS PRINCIPLES



The following principles are Reference Points noted in the Standards that should be addressed by Universities for accreditation/under audit.

**Six Good Practice Principles + 32 Sub-Principles** such as governance, admission criteria, supervision, candidate support and more.

# AUSTRALIAN UNIVERSITIES COMPRISE:

- Group of Eight (Go8)
- Innovative Research Universities (IRU)
- Regional Universities Network
- Australian New Generation Universities (NGU) – now disbanded
- The Australian Technical Universities (ATNs):
- University of Technology Sydney (UTS)
- Curtin University of Technology
- University of South Australia
- RMIT and Queensland University of Technology



# THE AUSTRALIAN TECHNOLOGY NETWORK OF UNIVERSITIES (ATNS)

1. ATNs originated as technical colleges in the central business districts of their capital cities.
2. The ATN is a coalition of 5 universities that share a common focus on the practical application of tertiary studies and research.
3. Each focused on producing practical outcomes through academic activity - graduates and research closely aligned to the needs of industry and the wider society.
4. ATNs teach over 200,000 students, almost 20% of Australia's student population. Approx. 1 in 4 international students study at an ATN, so they are also the largest providers of international education, for onshore and offshore students.



# ATN - E-GRAD SCHOOL (AUSTRALIA)



Is a virtual graduate school operating from Australia for the global research community. It is the only fully online provider of high quality training and professional development relevant to the needs of researchers and administrators in the public or private research sectors.

## **Mission: Raising the Bar in Research Training**

Focuses on development of non-discipline specific generic skills. Includes short fully online/easily accessible courses designed to provide research sector professionals with skills and development in areas that employers now require of them. Outcomes: participants will:

- feel more employable and open to more opportunities
- have new professional skills/knowledge beyond their core technical/current skills

# UTS GRADUATE RESEARCH SCHOOL AIMS TO....

**.. produce the next generation of researchers and graduates who can lead their professions and industries** in the context of:

- Numerous government regulations, e.g. AQF, TEQSA, HESF, UN & Autonomous Sanctions
- Several national guidelines and principles
- UTS research strategy
- UTS academic standards

## Strategic Priorities

1  
**Growth & Capacity**

2  
**Researcher  
development**

3  
**Research quality**

## Strategic Intent

1  
Contribute to the global demand for more researchers. Build research performance to increase the ranking and research income of UTS. Advance knowledge in the world that will impact on real world problems.

2  
Develop researchers for the contemporary world who have the ability to work independently and in collaboration with others, to be excellent communicators; to be mobile & global; to be productive; in order to build their reputation and that of UTS.

3  
Provide a quality research environment that includes infrastructure, policies, guidelines and services, in order to contribute to the development of a research culture that features high quality research students, supervision, and administrative services.

# RESEARCHER DEVELOPMENT PIPELINE



# RESEARCHER DEVELOPMENT SUPPORT @ UTS

- [Research and Innovation Office](#)
- [Graduate Research School](#)
- [Institute for Interactive Media and Learning](#)
- [Human Resources Unit](#)
- [HELPS](#)
- [Library](#)
- [Maths Study Centre](#)
- [UTS Research Equity Initiative](#)

# HDR STUDENT DEVELOPMENT PROGRAM 2014

- Induction program - for stage 1 students
- Development program for Stage 2 & 3 students
- Research literacies and writing workshops
- Statistics and other data analysis training
- Information sessions
- Social activities (Research cafe and social networking dinner)
- InSPIRE program (HDR development week with doctoral students from 5 Sydney universities)
- Three minute thesis competition
- International HDR 'KickStart' induction program

# SUPERVISOR DEVELOPMENT PROGRAMS

- **GRS Supervisor development** program for new and experienced supervisors, with central modules accompanied by mentoring and faculty supervisor development programs
  
- **Mentoring** program for new HDRs –ECRs mentor HDRs



# ECR CONNECT PROGRAM

- **ECR Connect Program** is a UTS initiative for early career researchers.
- Provides a structured series of activities to assist the development of knowledge and skills central to a successful research career.
- Also gives participants opportunities to create social and scholarly links with others at a similar career stage.

Up to 20 in each cohort - applications invited from:

- newly appointed early career academics
- postdoctoral fellows
- mid-career academics who have a doctorate and who are trying to develop their research focus.

# ECR CONNECT PROGRAM DETAILS

## Session 1

Researching at UTS  
Internationalising Research  
Engaging Externally  
Looking to the future

## Session 2

Accessing research funding  
Collaborating and networking  
Managing data

## Session 3

Writing and getting published  
Managing your profile  
Planning for the future  
And other sessions such as: Developing a Research Profile on a Shoe-String; Speed dating for Researchers and more.

# MID-CAREER RESEARCHER BOOST PROGRAM

**MCR program** designed for academics that are strengthening their profile as researchers. MCRs are no longer ECRs, having progressed from an emerging researcher to an established researcher, they will be in the process of developing into a research leader.

MCRs probably planning to apply for promotion to level D or level E (Associate or Professor) over next three years.

Enables those people already at Senior Lecturer or Associate Professor levels (C and D) to take a strategic approach to the next steps in their academic careers.

# MCR PROGRAM CONTENT - 2014

## **Engagement, Influence and Impact**

- Planning your career development
- Enhancing your scholarly reputation
- Developing your media and public profile (I and II)
- Articulating your research impact

## **Your Research, Research Management & Organisation**

- Exploring Research Funding Opportunities
- Managing Research Teams
- Managing Funded Projects
- Increasing Your Citations
- Researching with Integrity

# Academia Researcher – industry, NFP Other?



**Goal: to  
Support a  
range of  
career  
pathways**

## SUMMARY: CHALLENGES FOR RESEARCHER DEVELOPMENT

- Heightened expectations of doctoral graduates (by employers, universities and doctoral students)
- Changing HDR student population (age, backgrounds, aspirations/ destinations etc)
- Significant government budget changes
- Increasing global and local competition
- Internationalisation of research and research degrees
- ECRs often reliant on 'soft money' – where are their career paths?
- MCRs – increasing competition for publishing and grant funding
- ECRs and MCRs coping with teaching, administration and pressure to produce research outcomes.

*Thank you – questions, comments?*