

## **Topic, Speakers and Workshop-Summaries**

### **Exploring Difference: The Challenge of (Post)Graduate Education**

Berlin, 9 October 2008

#### **Topic:**

With the introduction of undergraduate degrees in Germany as a consequence of the Bologna process, the question of how to organise and structure (post)graduate education has become ever more important. One strand of the "Exzellenzinitiative" explicitly funds "Graduiertenschulen", referred to as "Research Schools" in English. They are designed to provide young scientists with structured PhD programmes within an excellent research environment. Another example of a German approach towards a more efficient (post)graduate education are the well-established "Research Training Groups" ("Graduiertenkollegs") funded by the DFG. They provide doctoral students with the opportunity to work within a coordinated research programme that usually has a strong interdisciplinary focus and is set up for a specific time period.

This event will look at the wide variety of postgraduate education in Australia, Canada, the United States and the United Kingdom, and examine best-practice as well as new developments from these four countries.

In the US, all academic education after the Bachelor's degree is usually referred to as "graduate studies". These are organised in graduate schools, within which students work toward a Master's or a PhD as well as toward professional degrees such as MBAs or degrees in medicine and law. The decision to apply for a PhD programme or for a more "practical" career is usually made after the Bachelor's, not after the Master's.

In the UK, Canada and Australia similar models can be found, but also very different ones. What the Anglo-Saxon models have in common is the fact that they do not use the German "consecutive Master's" idea –with the exception of some engineering programmes–, but see Bachelor's and Master's/PhD programmes as separate.

The organisation of (post)graduate education differs widely not only from country to country, but also from institution to institution within countries. This variety is mirrored in a slightly confusing terminology: we speak of "postgraduate students" in the UK and Australia but of "graduate students" in the US and in Canada, when referring to students who are doing a Master's or a PhD. With the implementation of the Bologna system, the German terminology is in flux as well. Currently, the term "Graduiertenstudium" seems to apply mainly to doctoral and not to Master's programmes, but this may change.

At our ID-E event we particularly intend to look at the following issues:

- The philosophy of (post)graduate studies and the overall importance of graduate schools for universities
- Successful administrative frameworks for graduate schools/(post)graduate education
- The relationship between Master's and PhD/doctoral programmes
- The relationship between professional degrees and other (post)graduate studies
- The relationship of (post)graduate studies to the labour market
- Best practice models and new trends in (post)graduate education
- Student involvement and supervision, teaching and training

## **ID-E Berlin – U.S. Speaker**

### **Diana Bartelli Carlin**

Dean-in Residence, Director of International Outreach, Council of Graduate Schools, Washington D.C., USA



Diana Carlin served as Dean of the Graduate School and International Programs at the University of Kansas from July 1, 2000 to June 30, 2007. She was responsible for overseeing 100 graduate programs on three campuses.

During her tenure international joint/dual degree programs were established along with several programs to better prepare future faculty and future professionals and to expand curriculum content in the responsible conduct of research.

As Dean-in Residence and Director of International Outreach for the Council of Graduate Schools (CGS) from August 15, 2007 to August 15, 2008 Carlin worked on research ethics projects and international activities including co-editing the proceedings of an international conference on graduate education. She remains involved in CGS projects including planning a session on joint and dual degrees for the December 2008 annual meeting that will have a theme of the globalization of graduate education and will include a large international delegation.

Carlin was a member of the CGS board of directors and currently serves as chair of the Midwestern Association of Graduate Schools. In addition to her work in graduate education she chaired the NAFSA: Association of International Educators Task Force on the Bologna Process and was a co-facilitator with Fiona Hunter from EAIE of a Bologna seminar held in Amsterdam in March 2007.

Carlin was a participant in the 2006 DAAD Germany Today program. Carlin's academic field is political communication, and she has worked extensively in new democracies advising on election debates and voter education projects.

## **Workshop 1 – USA (Diana Bartelli Carlin)**

### *U.S. Graduate Education: Multiple Approaches and a Changing Landscape*

Of the 2707 colleges and universities in the United States that offer bachelor's degrees, approximately 800 also offer master's degrees and 700 offer doctoral degrees. Some institutions offer degrees in one or two fields such as education or business, and others offer hundreds across STEM/MINT, social science, humanities, and professional disciplines. The number of master's degrees awarded annually is around 560,000 and the number of doctorates is 60,000. Nearly 500 U.S. universities belong to the Council of Graduate Schools (which also includes Canadian members). The Council is the only organization that is devoted solely to issues of graduate education and best practice development and dissemination.

Within a university, graduate programs are usually overseen by a graduate school or division of graduate studies. Typically a faculty graduate council promulgates policies and graduate deans administer them, but deans often have a significant impact on raising consciousness of policy needs and developing programs to support a university's graduate mission. Graduate schools are charged with overall quality assurance through program approval and program review systems. Some graduate schools administer funds for teaching assistantships and award fellowships or other financial support. Within the STEM disciplines the majority of full-time students are supported through research grants or fellowships. In the humanities and social sciences the majority serve as teaching assistants. Most professional degree students are self-funded and often receive student loans. Law degrees are considered first professional degrees since there are no undergraduate law majors. Medical degrees do not fall under the graduate school purview.

Over the past ten years significant changes have occurred in graduate education in the U.S. This workshop will examine the current state of U.S. graduate education with an emphasis on changing trends including professional development programs, greater emphasis on ethics education, expansion of master's degree programs in the sciences to support workforce needs, attention to retention and time to degree issues, and internationalization of graduate programs.

## Summary of the US Group Discussion with Dr. Diana Carlin

(by Rolf Hoffmann)

The group discussed in much detail the criteria and conditions that set US graduate education apart from the German concept of 'Graduiertenstudium'. Some of the facts that were presented clearly demonstrated these differences:

1. The undergraduate education is primarily supposed to provide a platform for the formation of personalities and a very general and broad education. There is, in general, no discipline-based undergraduate education. After 4 years of 'college' U.S. students receive their bachelor's degree, based on a curriculum that favors general education, liberal arts and a chosen major. In reality, the majority of students will not graduate before their 6th year spent in college, due to the need to work for a living, and due to the general diversity of institutions, the various options (2-year colleges, 4-year colleges, etc) and the fairly typical American way of alternating education and job (many college students return to class after several years of having had a regular job after high school...). Almost all bachelor's degree students leave their college after graduation. They enroll in graduate school (most of them after a substantial break to work or travel).
2. Graduate Education starts with applying to graduate schools across the country to enroll as a graduate student in order to obtain a master's degree, a Ph.D. degree or a professional doctorate degree.
3. Graduate schools are not to be confused with academic departments. Education at a U.S. research university as a rule is organized into a 'college' for undergraduate education and a graduate school for graduate education. This graduate education takes place across all academic departments (...of biology, ...of history, ....of education....etc) or schools (business school, law school etc). While departments house faculty and are in charge of teaching and research, programs, academic contents, graduate schools represent the common philosophy of truly 'higher' education: they set the institutional standards for graduate education, the award of degrees and the quality assurance through faculty productivity screenings, external review procedures, exams etc. Further, graduate schools provide funding for graduate students, create a graduate community spirit on campus, and develop strategies and visions for reform.
4. Graduate schools offer two different educational tracks, the academic track and the professional track. The professional track offers a variety of professional master's programs (100 different accredited master's degrees in the U.S.), 1.5 – 2 years, classroom teaching mostly, and as a rule no thesis and no research involved). The academic track somewhat resembles the combined German Hauptstudium period and the doctorate: in the U.S. it requires 2 years of special courses/seminars/lab in chosen fields (students select their own set of disciplines based on advice they get from faculty which they pick as their advisors), followed by an exam (oral examination) in the chosen academic fields (very similar to the 'Diplomprüfung' in Germany). If they pass the exam, they are accepted for a Ph.D; if not, they are requested to leave graduate school, often with a master's thesis and a master's degree in their field. Hence, in the STEM disciplines (science, technology, engineering and mathematics) master's degrees are the exception rather than the rule.

5. There are only very few – if any - ‘structured’ PhD. programs in the STEM disciplines in the US once a student has passed the oral examination. The time after the oral examination is entirely devoted to research and first exposure to teaching as a teaching assistant. German ‘graduate schools’ as they are now being established all over Germany would most likely be considered ‘interdisciplinary research centers’ in the U.S.
6. The median ‘time to degree’ after enrolment in graduate school is 8.5 years for all disciplines (fastest are chemists with ca 6 years, the longest time is spent in graduate school by humanities and archeology students).
7. Graduate schools offer extensive fellowship and/or funding opportunities for their students. Newest CGS-data indicate that in leading schools almost all graduate students are supported either by full or partial fellowships or provided with teaching/research assistantships. Sources of funding for these fellowship schemes are revenue that is generated by undergraduate tuition (95%+ of undergraduates have to pay full tuition), faculty research grants, and overhead from research grants. In a very general way it could be stated that college creates the funding for excellence in graduate education and research (through tuition charged and converted to graduate fellowships) which in turn attracts the best students again to college (reputation based on ranking) and graduate school (best reputation, best fellowship packages...).
8. Fewer than 55% of graduate students in the STEM disciplines are U.S. citizens. The main reasons for this alarming trend are more attractive salaries in other disciplines, current life strategies and life styles (business, law, etc rather than engineering...), lack of suitable and qualified high school graduates (U.S. system does not produce enough qualified students for the demand of it’s own graduate system), and high demand in certain industries for bachelors (e.g. IT sector) – why go on when starting salary for a 22 year old is already exceedingly high?
9. Graduate education is in constant review and discussion across the U.S.. The Council of Graduate Schools (CGS) is the main forum for all the deans of graduate schools to convene and address all the issues that influence graduate education nationwide; in Germany it would best be paralleled by a membership organisation of German vice presidents for education, teaching and research.
10. The most pressing challenges in the 21st century for graduate education will be
  - interdisciplinarity
  - transversal abilities
  - risk assessment and risk taking

for the future generation of graduate students in academic tracks.

## **ID-E Berlin – Canadian Speaker**

### **Barbara Evans**

Dean - Faculty of Graduate Studies, University of British Columbia Canada



Professor Barbara Evans commenced her present appointment as Dean of the Faculty of Graduate Studies at the University of British Columbia in early November 2007. Prior to this Professor Evans was Pro Vice-Chancellor (Research Training) at The University of Melbourne, with particular responsibilities for the oversight of policy, management and quality assurance for research higher degree programs, postgraduate generic skills training and research supervision.

Since 1997, she had also been Dean of the School of Graduate Studies (SGS). Professor Evans has been an invited speaker at many international conferences in the US, Canada, Europe and Asia focused on graduate and research higher degree education, and has been invited to review Graduate Programs at several Australian and international universities due to the School's excellent reputation.

Barbara Evans was elected Convener of the Australian Deans and Directors of Graduate Studies for 2005 - 06, and in early 2006, was nominated by her peers as Convener of the Universitas 21 Deans and Directors of Graduate Studies. In March 2007, she hosted the second of three international workshops "Forces and Forms of Change in Doctoral Education".

Originally a zoologist, Professor Evans research was concerned with the development of a broad understanding of the biology of a wide range of animal species. During this period she undertook several overseas research appointments in the UK and Canada and her research resulted in the publication of over 100 book chapters, research papers and conference proceedings. Furthermore, she is an author and editor of three award-winning Biology textbooks for senior secondary and tertiary students.

## Workshop 2 – Canada (Barbara Evans)

Working together to provide the best graduate education – the changing balance between institutional independence and national/international cooperation

Graduate education is seen increasingly as a global enterprise. National and international 'graduate studies' networks, such as the Council of Graduate Schools (CGS), Canadian Association of Graduate Schools (CAGS), European Universities Association (EUA), Australian Deans & Directors of Graduate Studies (DDOGS), UK Council of Graduate Education (UKCGE), and Universitas 21 DDOGS, have been working effectively to improve the overall graduate student experience and to share examples of best practice.

Recent strategic international workshops sponsored by groups such as those listed above, as well as the ID-E workshop series, have brought together key players in international graduate education – educators, administrators, funding agencies and government representatives – to focus on improving principles, practices and cooperation in graduate education. They have resulted in a number of excellent reports and books that summarise the findings and provide clear actions for the future.

Key roles for graduate schools are generally seen to include:

- ensuring transparency, efficiency, consistency and equity in graduate administrative procedures;
- facilitating the provision of adequate financial resources for graduate students;
- developing excellence in research supervision;
- providing training in transferable skills, including ethical behaviour, and interdisciplinary and multicultural opportunities at both masters & doctoral levels; and
- monitoring graduate program quality and outcomes, and accountability of programs at the institutional level.

Like many other countries, Canada has set challenging growth targets for graduate education. There is a concentration of graduate research education in a small proportion of the 'top' universities, graduate program structures are similar to those in the US, and graduate funding is provincial rather than federal, resulting in regional differences. The acceptability of three-year degrees as preparation for entry to graduate study, completion rates, provision of transferable skills training, relationships between different graduate programs (masters, research doctoral and professional degrees), declining public funding, and maintaining graduate enrolments are some areas of current interest.

This workshop will consider the changing nature of graduate education worldwide – the pace of that change, the drivers and the most effective roles that Graduate Schools (or their equivalent) can play in providing effective solutions. In particular, it will encompass issues being addressed across Canada, examples of good practice and some of the differences between Canadian and other systems.

## Canadian workshop - Summary

(by Helen Rodney)

The workshop provided a very concentrated quantity of information, including six points on the philosophy of graduate education, ten goals for a “great grad school”, an outline of the key roles a graduate school should play and another on the biggest issues for graduate schools.

Participants learned that in Canada graduate schools play a double role, both administrative and academic, thus differing from other faculties, and that they include Master’s degrees based on course work, research Master’s degrees and research doctorates, but not professional degrees, such as engineering and law, nor clinical doctorates, for example in audiology.

They also learned that Canadian graduate schools generally accept students who have completed a four-year undergraduate (Bachelor’s) degree, which although usually a broad, general degree, is nevertheless more concentrated than the US Bachelor’s. The three-year European Bachelor’s degree is generally considered adequate for entry to a Canadian Master’s programme.

Dr Evans pointed out that while some aspects of graduate education in Canada bear similarities to the American system, others are closer to the British approach. For example, in Canada, it is standard practice to have external examiners for doctoral theses, as in the UK, but not in the USA. Dr Evans stressed that this has proven to be very valuable for students, supervisors, faculty and university.

Again, in Canada, funding for students is mixed – students pay fees, as in the USA, but these are relatively low; at the same time, the university and provincial government also provide support.

Universities themselves are approximately 40% publicly funded, but are more independent than in Australia, the UK or the USA, with no national quality or regulatory mechanism to oversee them. However, organisations like the Canadian Association for Graduate Studies do provide guidance.

Canada stands out from other countries in terms of the internationalisation of graduate studies. Some of the advantages for international students are low fees, visas which are not complicated to obtain, the opportunity to work in Canada while studying and the option of staying permanently in Canada after graduation.

The key goal for Canadian graduate schools is to add value to what the disciplinary faculties can provide, by offering students with everything they need outside their discipline (for example, transferable skills, ethics training, writing skills, cross-pollination of ideas through contacts with students from other disciplines), by offering training for supervisors, and by generally focussing on students.

They focus on students by being flexible and innovative, providing individually-created structured programmes for students, rather than a general education culminating in comprehensive examinations (as in the USA), by ensuring that the right student is matched with the right supervisor in the right discipline, and by making graduate students’ lives as rewarding as possible, thus ensuring success in their doctoral programme and in integrating into the world of work and the wider community.



## **ID-E Berlin – British Speaker**

### **Alison Phipps**

Director of the Centre for Studies in Faith, Culture and Education; Associate Dean for Graduate Studies, University of Glasgow United Kingdom



Alison Phipps is Professor of Languages and Intercultural Studies, Director of the Centre for Studies in Faith, Culture and Education at the University of Glasgow where she teaches modern languages, comparative literature, anthropology and intercultural education. From 2001 -2006 she was the Director of the Graduate School for Arts and Humanities at Glasgow , with responsibility for 600 postgraduate students. In 2006 she moved to establish the Graduate School in the Faculty of Education, still at Glasgow, and is now Associate Dean (Postgraduate).

Her books include *Acting Identities* (2000), *Contemporary German Cultural Studies* (ed. 2002), *Modern Languages: Learning and Teaching in an Intercultural Field* (2004) with Mike Gonzalez , *Critical Pedagogy: Political Approaches to Languages and Intercultural Communication* (ed. 2004) with Manuela Guilherme and *Tourism and Intercultural Exchange* (2005) with Gavin Jack and most recently *Learning the Arts of Linguistic Survival: Tourism, Languaging, Life* (2007). Her first collection of poetry, *Through Wood* , is forthcoming in 2008.

She has published widely in the field of modern languages, tourism and intercultural studies and European anthropology as well as in the field of Higher Education Studies. She co-edits the journal and book series *Tourism and Cultural Change* and the book series *Languages, Intercultural Communication and Education* and is editor of the journal *Arts and Humanities in Higher Education* . From 1999 - 2004 She was Chair of the International Association for Languages and Intercultural Communication (IALIC). She is a senior policy advisor to the British Council and a member of the Iona Community.

## **ID-E Berlin – British Graduate Student**

### **Anneliese Mackintosh**



Anneliese Mackintosh was born in Darmstadt, Germany, in 1982. She graduated from the University of Nottingham with a BA (Hons) in English Studies in 2001, and received an M.Litt. in Creative Writing at the University of Glasgow in 2006. In 2007 Anneliese was awarded a British Research Council Fellowship, and spent four months as a resident scholar in the Kluge Center, based at the Library of Congress, Washington, DC.

She is now in her final year of studies for a PhD in English Literature at the University of Glasgow. Her research, funded by the Arts and Humanities Research Council, explores the representation of visual impairment and blindness in British literature. She is writing a novel using this research.

Whilst in postgraduate academia, Anneliese has held the post of General Editor for *eSharp*, the University of Glasgow's award-winning, interdisciplinary online journal. She now co-ordinates workshops and training for the journal.

### **Workshop 3 – UK (Alison Phipps and Anneliese Mackintosh)**

When Postgraduates run the show: Training, Employability and Intellectual Desire

Since 2001 postgraduate study in the UK has undergone considerable reshaping. The publication of the Robert's Report Set for Success highlighted a skills and training gap in the area of transferable, or 'soft' skills for postgraduate students. As a result government funding was made available to universities and their Graduate Schools to be used to develop generic training programmes for postgraduate students. This can be seen as one of the many ways the state now seeks to direct the energies of researchers in its institutions towards the goals of economic performance, employability and knowledge transfer. The advent of these new funds has thrown into question the nature of postgraduate, doctoral study and the design of training programmes in so-called 'soft skills'.

In this workshop Anneliese Mackintosh and Alison Phipps will consider with you how the training grants have been used in generic graduate training programmes at the University of Glasgow, Scotland. Alison Phipps will present an overview of the history and philosophy behind the programme of training instituted in Glasgow, and Anneliese Mackintosh, graduate student and general editor, will present the award winning postgraduate journal eSharp, reflecting on the often complex and highly political relationships between postgraduate study, intellectual energy, training and entrepreneurship and the publication of high quality research by postgraduate students, for postgraduate students.

#### **UK Workshop - Summary**

*"When Postgraduates run the show: Training, Employability and Intellectual Desire."*  
(by Herbert Grieshop)

The UK Workshop was run by Alison Phipps, Associated Dean for Graduate Studies at the University of Glasgow and Anneliese Mackintosh, a PhD student in her final year at the Graduate School. This workshop was designed to be very interactive and it turned out to be very inspirational as well.

At a philosophical level this workshop dealt with the ever widening gap between what drives the UK public sector culture and what drives university culture and how to reconcile these two often contradicting interests. At a very practical level, it dealt with a particularly successful model of teaching graduate students transferable skills that turned out to be

very good at motivating students and giving them additional prospects in the labour market.

The current public sector culture in the UK – and universities are no exception to this – is characterized by an ever higher degree of bureaucratization and evaluation demands. Academics have to provide output-orientated programmes with clear aims and objectives that will be regularly evaluated. They have to deliver metrics, audit trails and fulfil their key performance indicators. Although most of these measures have the positive aim to guarantee minimum standards and provide quality assurance for the education of graduate students the danger is high that the excessive forms and bureaucratic demands demotivate professors (and students) and lead to a “ticking boxes”-culture.

One of the lists that graduate schools have to tick off is a list of transferable skills (put forward and agreed upon by the UK research councils) that postgraduates should have learnt during the duration of their PhD programmes. The question of how to ensure that these skills are taught is of real importance to graduate schools.

The workshop started with an interactive competition between three teams to build the tallest object out of paper within 15 minutes. Apart from bringing workshop participants into contact in a very short time the carefully constructed exercise showed how you can tick lots of boxes for transferable skills and actually learn a lot - particularly about your own behaviour as a group - in no time.

Since the workshop was called “When Postgraduates run the show: Training, Employability and Intellectual Desire” the workshop leader left it to a postgraduate student to actually run the show. She not only led on the interactive part but also presented “e-sharp”, the UoG’s answer to the training need in so-called “soft” skills for postgraduates.

“e-sharp” was presented as being basically two things. It is an award-winning peer-reviewed international e-journal with a board of 28 editorial members (all of them postgraduates) and more than 400 registered peer reviewers. The journal is just publishing its 12<sup>th</sup> issue and is going into its 6<sup>th</sup> year. The journal fulfils a couple of functions – to help postgraduates to get published, to help them get networked beyond their university, to teach them skills for the world of publishing, to support early and cutting-edge research in general and make graduate students more employable outside academia.

From being just a journal “e-sharp” has developed over the years into a focus point for all sorts of PG activities. Members of the e-sharp team are offering training courses on skills development such as presentation skills, writing book reviews or suchlike. They gathered experience in event management by organising conferences, they have published an e-book and supported other forms of transferable skills training.

The presentation made it clear that this project was based on giving away responsibility to postgraduates for their own development while at the same time supervisory structures were in place to guarantee that standards and evaluation needs were met. One of the successes of “e-sharp” seems to be that it has become a marketing tool for UoG’s graduate programme. Ever since the university has started and developed this project postgraduate numbers have increased considerably.

## ID-E Berlin – Australian Speaker

### Robyn Owens

Pro Vice-Chancellor (Research and Research Training) at the Univ. of Western Australia



**Robyn Owens** is currently Pro Vice-Chancellor (Research and Research Training) at the University of Western Australia, where she has direct responsibility for academic and strategic leadership in all matters relating to Higher Degree by Research Training. She also serves of the executive of the national body of Deans and Directors of Graduate Schools and has taken a pro-active role in a number of national policy areas, including the doctoral examination process and the use of modern IT systems to enhance both the management of the programs and the student experience.

Originally trained as a mathematician, Robyn has a DPhil in Mathematics from Oxford and a number of years experience working in France and the US. Prior to her current position, she was Head of the School of Computer Science and Software Engineering at the University of Western Australia. Her research in computer vision has focussed on understanding the geometric clues available from images that allow for the understanding of shape, object recognition, and eventually the semantics of the image content.

In her current role, Robyn also focuses on quality in research and research training and the ways in which quality can be assessed and measured.

### Workshop 4 – Australia (Robyn Owens)

The Australian PhD: A unified approach to achieving best practice in doctoral education

The first PhD in Australia was awarded by the University of Melbourne in 1948. Since then, doctoral education has grown substantially so that today there are 39 doctoral degree-awarding universities in Australia with about 40,000 enrolled students. With a large number of international students in the country, Australia has implemented a quality assurance framework to ensure that the student experience matches the programs on offer.

While there is a vast variety of Bachelors and Masters degree programs, the PhD degree is consistently implemented across the country through two major control mechanisms: firstly, the Federal Government funds universities to provide doctoral training through its Research Training Scheme, which is performance driven; and secondly, there is a national body of the Deans and Directors of Graduate Schools (DDOGS), which meets twice each year to discuss the framework for doctoral education and to share good practice.

This workshop will discuss the Australian Research Training Scheme and the way in which that has changed doctoral education in Australia. I will also outline the role of the DDOGS, and the initiatives of the Go8 universities in particular, in developing guidelines for best practices in doctoral education. These include a unified approach to eligibility, performance monitoring, transferable skills acquisition and examination.

## **Australian workshop - Summary**

*"It's a PhD, not a Nobel Prize"*

(by Kerry Thornton)

These notes should be read in conjunction with the powerpoint presentation by Professor Robyn Owens, Pro Vice-Chancellor, Research and Research Training, The University of Western Australia entitled "The Australian PhD".

The Australian workshop focused on the structure of the Australian PhD, on funding mechanisms for research training (tuition fees and living allowances) and on quality assurance processes.

The main pathways to a PhD in Australia are:

1. Bachelor degree (3 or 4 years) plus Honours (one year of research with an assessable thesis) + direct articulation to PhD = total of about 8 years. Most Australian students use this pathway
2. Bachelor degree (3 or 4 years) + Masters (1 or 2 years) + PhD = total of about 8 to 9 years. Most international students use this pathway

### **STRUCTURE**

The Australian PhD

- An individual research project
- Supervised by two academics
- In the first year of enrolment the student must present a research proposal which is assessed by a committee which hopefully results in confirmation of candidature
- Students complete courses on transferable skills training. (statistics, ethics, IP, contracts etc)
- Each student has annual reporting requirements. Those who fail to meet reporting requirements will not be enrolled the following year
- Final thesis is read and marked by 2-3 external/independent experts. This avoids any perception / criticism of conflict of interest (NOTE – there is currently no oral examination of the candidate in Australia so it is the thesis itself rather than the candidate which is examined).
- 70% completion rate and most in 3-4 years
- The focus is on the student's research project and on completion within 3-4 years.

### **FUNDING**

The Research Training Scheme (RTS) was introduced in the early 1990s to fund research degrees in Australia. These are the Masters by Research and the PhD.

It provides funds tuition fees directly to the universities for PhD students for a maximum of four years and for Masters by Research students for a maximum of two years.

The funds are paid to universities based on the following formula:

- 50 % success in PhD completions
- 40% success in competitive research income
- 10% number of publications

As a result of this formula universities have become very good at collecting and providing the above data to the Federal Government in Australia.

In addition, the university receives a large sum of money for a successful completion (around \$65,000).

The combination of the completion payment and the fact that no tuition fees are paid after four years is a big motivation for universities to help students finish within 4 years.

### **QUALITY ASSURANCE**

While the RTS has been successful in ensuring timely completions and in very good quantitative data, the next step for Australia is to assess the quality of outcomes.

The Australian Universities Quality Agency (AUQA) is a government agency charged with the responsibility of quality assuring the higher education system but it assesses processes only.

The Go8 universities (the eight most research intensive universities in Australia [www.go8.edu.au](http://www.go8.edu.au)) have embarked on a comprehensive project of collaboration to create a high quality PhD, whose graduates will be recognised and measured as among the best in the world in their disciplines.

The project will involve the deans of graduate studies from all eight universities and will focus on:

- high quality students (eg should there be a standard entry test such as the Graduate Research Examination introduced recently at Cambridge University)
- high quality supervision (eg should supervisors undertake compulsory training and be formally registered to help improve the quality of supervision provided?)
- high quality facilities (to ensure all students have the basic facilities they require to conduct their research)
- high quality content and design
- high quality mobility (around the Group of Eight and internationally)
- high quality scholarship schemes
- high quality data
- high quality examination

### **INTERACTIVE SESSION**

An interactive session at the end of the workshop resulted in the discovery that German graduate schools are developing a similar structure for the PhD including contracts between students and supervisors about the work to be undertaken and appropriate deadlines for completion of tasks.

It also discovered that in Germany a potential candidate for a PhD will spend a number of months in a research team at his/her chosen institution before being accepted as a PhD candidate. While this would be a difficult option for Australia due to distance, the idea will help inform future discussions within the Group of Eight about ways to assess the quality of candidates for entry into a PhD program.

## **ID-E Berlin – Guest Speaker**

### **Ian Kemish**

Australian Ambassador to Germany



Mr Kemish is a senior career officer with the Department of Foreign Affairs and Trade. Prior to his current appointment he was First Assistant Secretary, International Division in the Department of the Prime Minister and Cabinet.

Other positions he has held include First Assistant Secretary, South and South-East Asia Division (2004), First Assistant Secretary, Public Diplomacy, Consular and Passports Division (2002-04), Assistant Secretary, Consular Branch (2000-02), Director, Corporate Planning Section (1999-2000), Director, ASEAN, Regional Issues and Burma Section (1998-99), Executive Officer, United Nations

Political and Commonwealth Section (1994-95) and Executive Officer, Philippines, Thailand and Burma Section (1992-94).

Mr Kemish has served overseas as Counsellor and Deputy Head of Mission , Australian Embassy, Vienna (1995-98), and Third Secretary (later First Secretary), Australian High Commission, Bandar Seri Begawan (1990-92). In 1989 he worked on secondment to the New Zealand Ministry of External Relations as Desk Officer, PNG/Vanuatu/Solomon Islands.

Mr Kemish holds a Bachelor of Arts (Hons) degree from the University of Queensland and a Diploma of Education. He is married and has two daughters. He speaks Indonesian and German. He was made a Member of the Order of Australia in 2003 for his role in managing the Government's consular response to the Bali bombings of October 2002.

## **ID-E Keynote speaker**

### **Annette Julius**

Head of Northern Hemisphere Department, DAAD Bonn



Dr Annette Julius is the Head of the Northern Hemisphere Department of the German Academic Exchange Service (DAAD) in Bonn as well as of DAAD's Berlin Office. She studied English and Russian Language and Literature at the University of Cologne, the University of Dundee in Scotland and the Pushkine Institute of Russian Language in Moscow. From 1992 to 1995 Annette Julius did a PhD in Slavonic Studies, with several research stays in Moscow. After completing her PhD, she worked six years for the

Catholic German scholarship foundation Cusanuswerk.

In 2001, Annette Julius joined the German Academic Exchange Service DAAD in Bonn, where she was first the Head of Section for "Policy Planning and Coordination" and in 2005 became the Head of Division for "Strategy and Cross-Sectional Programmes". Since November 2006 she has been responsible for the DAAD Office in Berlin, and since September 2007 for the Northern Hemisphere Department in Bonn.



## **ID-E Berlin – Moderator**

### **Ansgar Nünning**

Director of the International Graduate Centre for the Study of Culture (GCSC), U Gießen



Ansgar Nünning holds the position of Director of the International Graduate Centre for the Study of Culture (GCSC) - and is an adjunct Professor at the University of Aalborg, Denmark. He is also currently involved in a wide range of research projects such as "Evaluation and Canon. Theory and Practice of Mediating Literature in the Post-Humanist Knowledge Society", funded by the Volkswagen Foundation.

In 1989 he received his PhD in English Literature at the University of Cologne. His main interests and research areas focus on literary and cultural theory, 18th, 19th and 20th century British literature and cultural memory studies amongst others. In 1995 he concluded his Habilitation and was Professor of English and American Literature at the Justus Liebig University of Giessen from 1996 - 1997.

Professor Nünning became Head of the Department of English Studies in 1998 and held that position for 2 years before he got involved in the Graduate Centre and became Director of the International PhD Programme "Literary and Cultural Studies" in 2002, too.

In 2001 he was nominated for two Awards, the Wolfgang Mittermaier Award for Excellence in Teaching and the Gottfried Wilhelm Leibniz Award of the DFG.

Since 2004, Professor Nünning is a member of the International Committee and Executive Committee of IAUPE (International Association of University Professors of English). He also works as an editor and has edited books such as "Konzepte der Kulturwissenschaften: Theoretische Grundlagen - Ansätze - Perspektiven" 2006. Professor Nünning has contributed articles to the "European Journal of English Studies" or the "Journal for the Study of British Cultures" amongst other publications.