

footnotes

UWS Office of Research Services

uwsresearchstudentnewsletter|June2009



Ms Ji-Yun Lee, DCA candidate in the School of Communication Arts at a drumming performance in Korea.

Ji-Yun's topic is "Personal Eastern-Western creative imagination: Fusing intercultural influences from Korean traditional musics, contemporary music and feminine perspective towards a compositional identity".

Cotutelle completion for UWS student

Mr Masabumi Furuhata submitted his thesis for a Cotutelle doctorate at UWS and the University of Toulouse, France. Cotutelle degrees are joint badged degrees that are awarded on the basis of the graduate having worked collaboratively at both institutions. The two universities contribute supervision, resources and management of the examination.

The Executive Dean of the College of Health and Science, Professor Beryl Hesketh said that "this is a significant accomplishment for our College, for UWS, and for Masabumi. Cotutelle's, an initiative of the French government, have strengthened ties between French researchers and the rest of the world. There are now quite a few graduates from Australia but Masabumi is the first at UWS to commence examination. I hope that this will lead to further collaborations and more opportunities for UWS".

Masabumi is now in France, working with his French supervisor, Dr Laurent Perrussel, and waiting for his oral defence. Dr Dongmo Zhang, UWS principal supervisor in the School of Computing and Mathematics, will attend the oral defence.

Dr Zhang said that "The program not only produced a doctoral graduate with a dual degree but also led to collaboration between two research groups and two universities"

The research benefits of Masabumi's Cotutelle include:

- A joint ARC Discovery proposal based on the research outcomes by Masabumi, Laurent and Dongmo in the previous three years.
- A Cotutelle Scholarship from the French Embassy in Australia,
- A UWS IRIS grant
- A French ANR grant.
- Four joint papers, two have been published and two others have been submitted to a conference and a journal, respectively, for review.
- Two mutual visits of supervisors.
- Recruitment of a new PhD student for an ARC project from Dresden University of Technology, Germany. The student received first honours from Macao University and dual Master degree from Madrid University of Technology and Dresden University of Technology.
- Formation of a joint Trading Agent Competition (TAC) team.



Mr Masabumi Furuhata, Cotutelle PhD candidate in the School of Computing and Mathematics

Who Are UWS Research Students?

	Number	%
Total students	592	100
Men	277	47
Women	315	53
Av Age	39 years	
Av Age Men	38 years	
Av Age Women	40 years	
International enrolments	81	14
Research Centre enrolments	163	28
College of Arts	298	50
College of Science & Hlth	210	36
College of Business	84	14

In 2000, 48% of all Australian higher degree students were women and the average age of all students was 38.

Economic stimulus package for scholarship holders

Research candidate scholarships with stipend are tax free for full time students. This is usually considered a very good thing. However, it has had an unintended consequence as tax returns were used to identify eligible recipients for the economic stimulus package by the Federal Government. This meant that scholarship students missed out. The Federal Government has been heavily lobbied about the situation, in particular by CAPA, and now payments will be made to full-time domestic scholarship students. Tracy Mills, UWS Scholarships Officer has written to our students explaining what they need to do to get the payment.

Outstanding Student Award

Ms Bingyi Li was awarded the University of Western Sydney's "Outstanding Student Award 2009" on 11 May at the Careers and Cooperative Education Awards Function at Parramatta. Bingyi is a UWS International Scholarship holder in the second year of her PhD in the Centre for Education Research. She undertook a five week Summer Vacation Research Project as a Business Database GIS Analyst for the Sutherland Shire Council in January, 2009. Bingyi co-authored a research report with Mr Glenn Holdstock from the Council, entitled "A Review and Analysis of Sutherland Shire Council's Home-based Business" - <http://www.shirebusiness.com.au/>.

Bingyi was highly praised by the Vice-mayor of the Shire Council and the project supervisor Glenn Holdstock. Mr Holdstock said that Bingyi was nominated for the award "because of the professional and enthusiastic manner in which she explored and came to grips with the plethora of differences between her own educational culture and our workplace culture".



Ms Bingyi Li, PhD candidate in the Centre for Education Research

Her supervisor, Professor Michael Singh said "This project provides Bingyi with a real world understanding of what linking education and work means for students' successful learning and learning outcomes. This is the focus of Bingyi's PhD thesis, and this project with the Sutherland Shire Council provides her with credible evidence for research into vocational education and training in schools.

UWS Scholarship holders

APA	86
APA/Industry	15
UWSPRA	120
Discovery	6
Yarramundi	5
Priority	4
Other	9
Endeavour (Int)	10
UWS IPRS	25
Total	280 (47% of all students)

The number of scholarship holders does not include those candidates who have held a scholarship which has expired. Candidature time is one year full time longer than scholarship time.

A Why Do Research Candidates Choose UWS?

Postgraduate Essentials (on-line orientation program) asked new candidates a question about establishing the relationship with their new supervisors. Many of the replies (40/61) indicated, co-incidentally, that they knew and had worked with their supervisor(s) before they applied for admission to a research degree. It seems that very many of our research students choose UWS because they want to work with a particular supervisor and it is likely that they have worked with them before. Candidates are also often offered scholarships at other universities which they decline in favour of UWS.

It was once common practise to advise candidates to undertake their higher degree studies somewhere other than where they completed their undergraduate and B Hons study. It seems that is no longer the case. Perhaps this is another impact of the Research Training Scheme where performance funding and pressure to complete may be encouraging people to act conservatively.



Jacquie Willis, Doctorate Candidate, Centre for Cultural Research

Jacquie Willis commenced her doctorate this year with her B Hons supervisor Dr James Arvanitakis in the Centre for Cultural Research. Footnotes asked Jacquie some questions about enrolling at UWS and starting her candidature:

Jacquie, why did you decide to enrol in a research degree?

My decision to enrol in a research degree was influenced by a number of factors. I knew that a research degree would give me the opportunity, flexibility and freedom to pursue specific avenues of interest. My decision was also made on account of the encouragement I received from numerous members of staff throughout my undergraduate study. Certain staff members, James included, were very supportive of the idea that I continue my studies and their encouragement influenced my final decision to apply. In the same vein, throughout the course of my research I found myself inspired by my lecturers and tutors and by the contributions they were making to particular fields of research. This made me keen to offer my own insights and participate in some of the scholarly debates that they were engaged in.

Was your choice of UWS influenced by knowing a potential supervisor beforehand?

My choice of UWS at the PhD/Doctoral level was influenced by knowing a potential supervisor prior to applying. Having completed my Honours Degree in 2007 under the supervisory guidance of Dr. James Arvanitakis I was keen to work with James again. We had already established a healthy supervisor/candidate relationship wherein we were both aware of each other's preferred working styles and strategies. My PhD topic deals with a similar knowledge base as my Honours thesis, so working with James allowed us both to draw on background knowledge that could not otherwise be drawn upon. I knew that his academic enthusiasm, expertise and sound mentorship would give me the motivation and confidence to complete, what I recognised as potentially, an extremely daunting task.

What are your best two tips for building and maintaining a good supervisory relationship?

(1) ensure that you, the candidate, and your supervisor constantly engage in open communication. It is important not only that you understand what your supervisor expects from you, but equally important that your supervisor has a clear understanding of the role you expect them to perform within the relationship. It helps if the candidate and supervisor in question take some time to discuss things like expectations from the outset. However, in order to maintain a healthy supervisory relationship, it is necessary to continually provide feedback, and in terms of expectations, to periodically evaluate them, and discuss whether you and/or your supervisor are happy with how things are going – whether it be an issue relating to the supervisory relationship itself or with your workload, progress etc.

(2) It is important to strike a balance between being 'proactive' and 'passive' in your research. It is crucial to make sure that you take a proactive role in your candidature and are able to work somewhat independently. While your supervisor is there to guide and mentor you, try not to 'lean' on your supervisor too much. Your research project is your own. It is therefore important that you are the primary shaper of its direction and scope.

Would you like to describe your topic and why you think James is a good supervisor for this?

My research topic involves a study of globalisation in both North and South Korea. It seeks to comparatively analyse North and South Korea's views on globalisation in order to identify firstly, any disparity of belief, and secondly, to gauge the affect which this may have on inter-Korean relations.

In terms of topic, James is very knowledgeable in field of globalisation. Having written and taught on the subject, his insight proves invaluable in that he is aware not only of the principal debates surrounding globalisation, but key scholars and texts within the field. My honours thesis dealt with globalisation, but limited its investigation to specific aspects of South Korea's globalisation response. James has background knowledge and awareness of the issues, policies, concepts and theoretical frameworks I'm drawing on in my current research".



Dr James Arvanitakis, Centre for Cultural Research

What factors did you consider when agreeing to act as Jacqui's supervisor?

Willis and I worked together when she was an Honours' student. She was fun to work with as well as having a very interesting way of interpreting globalisation. Willis - the name we agreed on - also picked Korea as her focus despite not having a background in this area. I thought, if someone wants to have a go at something new, then hey, I would love to come along for the ride. Willis also has a wicked sense of humour, and we often laugh at the fast paced road to nuclear annihilation that the earth is currently on.

Do you think it is important that the supervisor and candidate know each other before application?

I think it depends. It has been great that Willis and I have this background working relationship. I have another PhD student, Joel Graham, who I had not met before. We are starting have a good working relationship. Sometimes it is harder for the student who is not sure what to expect from the supervisor.

How would you approach taking on a student whom you had not met before?

The most important thing is to set expectations. Also, I ask PhD students to write me stuff regularly - 400-800 words every 3 weeks and then we meet. It helps the flow and momentum. I also like to meet my students, especially new ones, away from uni - say at a cafe. This helps established a more relaxed atmosphere.

What are your best two tips for a building and maintaining a good supervisory relationship?

I think it is about honesty as well as expectations. I think too often expectations are not set early and not that honest. I am honest with the students - telling them my strengths and weakness, and telling them it is about them managing me as much as it is about me supervising. I will say to students that I can forget meetings or be distracted if busy and it is up to them to confirm. I find meetings that are not focussed around a piece of work almost pointless, and inform the students that this is not the best way to use my time. This trust is important. I think expectations follow. I expect regular contact and writing. They should expect regular contact and feedback. Once this is established, there are benchmarks that allow us to monitor the relationship.

What's going on at other universities?

Australasian Research Training Administrators, (ARTA) Meeting, April 30-May 1, 2009

The ARTA meeting was attended by Dr Jane Hobson and Mary Krone from the Office of Research Services.

Trends in Australian Universities

Supervisor support and training

The sector has wholly embraced high quality management of candidature.

Mandatory staff development and registration of supervisors has been implemented or will be finalised at all Australian universities by the end of 2009. Tiered structures are used to enable accreditation of supervisors with inductions for new staff, inductions for new to supervision, and master classes for experienced researchers. Introductions to IP and copyright policies are considered essential for all staff.

Electronic environment

The sector is moving towards an all electronic environment for administrative processes. There is a combination of web-based portals, databases and online forms being used to handle:

- Applications - most
- Candidature management forms (e.g. variations) - many
- Annual progress reporting (Curtin, Deakin, UoW, Monash, QUT, UC)
- Examinations (Adel, Deakin)

These electronic systems use in-house, corporate specific development – there is, however, some scope for exploring how UWS may piggy-back on work done elsewhere, in particular, Deakin University’s developments of an electronic thesis examination and annual reporting. The benefits of electronic annual progress reporting would be immediate at UWS: freeing up many hundreds of hours at UWS for both staff and candidates.

Concerns

Thesis quality continues to be a topic of much discussion with some research and quality assurance being carried out – especially, the SORTI project (Newcastle University) in which UWS is participating; ANU and UQ seek additional information from all examiners about the quality of theses and the examiner’s contextual understanding of the Australian higher education environment.

Duration of examination continues to be a problem– most universities request a 6–8 week turn around but reports often take many months. Electronic submission of theses through secure websites drastically reduces exam length.

International candidates; some universities require verbal presentations early in the candidature to evaluate English language competency. All agreed that IELTS is not a good indicator of proficiency and some universities are offering embedded English language programs.

2006 Australian R & D contributions:

57.7% research students

28.9% academic staff

13.4% other

(Source; CAPA)

Communication Arts Postgraduate Conference

Monday 15 June 2009

The School of Communication Arts (UWS) presents ‘Interventions and Intersections’, a one-day interdisciplinary postgraduate conference for School-based Honours and Higher Degree Research (HDR) candidates, to be held on the Penrith Campus, Monday 15 June 2009.

The conference will bring research students together from across the various disciplines of the School, and offer an opportunity to present research in a friendly and supportive environment. Recognising that scholarship is largely a ‘conversation of ideas’, the event will foster a collegial environment of scholarly exchange to enhance students’ research experiences.

Participants will present their work in panel sessions to be chaired by academic staff. The conference will feature sessions for Honours and HDR candidates. It will also include a panel for academic supervisors to present their own research to students. A separate session will be dedicated to performance and other practice-based works.

http://www.uws.edu.au/communication_arts/sca/research/postgrad_conference

Claire’s new publication

Changing practices of doctoral education by Dave Boud and Alison Lee (2009) is a collection of contributions on doctoral education from around the world. This edition reviews the unprecedented changes in doctoral education with a particular focus on new forms of the doctorate and disciplinary changes, pedagogy and learning, and policy and governance. Claire Aitchison’s chapter, co-authored with Alison Lee,

argues that while doctoral writing is often a neglected component of research, it is a primary site for doctoral learning and output. They review promising strategies for the support of doctoral writing.



Dr Claire Aitchison, UWS Student Learning Unit

Many of you will know Claire as the presenter of UWS Thesis Writing Circles and other workshops for research candidates.

<http://www.routledge.com/books/Changing-Practices-of-Doctoral-Education-isbn9780415442701>

Intellectual Property News

What do you need to know about this as a research student at UWS?

Intellectual Property or “IP” can take several forms, some of which may be relevant to you during your higher degree candidature. These are most likely to include copyright, registered designs or patents. Detailed information can be found on all areas of IP at www.ipaustralia.gov.au. Regardless of your field of research it is worth considering the value of your IP and any measures that you should take to protect it. Even if you want to make your IP freely available this should be a conscious decision that allows you to control usage and protect your interests.

There are a few key points which you should be aware of:

- The UWS IP policy is freely available on the web to the public (Look in quicklinks on the UWS home page) and clearly states “Students, as they are not employees of the University, generally own the Intellectual Property that they create”. However if you are interested, it’s worth reading the whole section regarding student IP and theses.
- Students may, subject to some conditions, utilise the services of UWS Innovation & Consulting (I&C) to protect and commercialise IP developed as part of their degree.
- If you are working on material that may be patentable, then keeping a proper bound laboratory note book is fundamental to protecting your IP position.

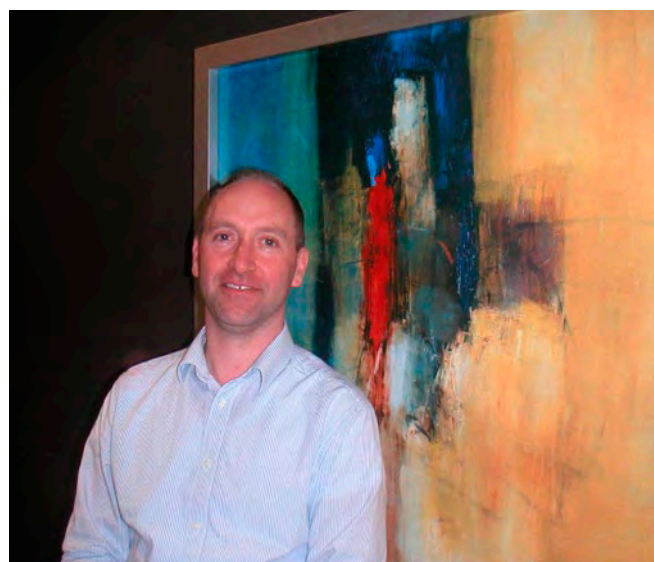
If you are unsure whether you have developed IP that requires protection, or what you should do ahead of time to protect your interests, then your first stop should be your supervisor. For any further help or clarification, contact UWS I&C on ip@uws.edu.au

UWS Innovation & Consulting;
For more information, call Wendy Merriman 9685 9853.

Council of Australian Postgraduate Associations

Nigel Palmer, President of CAPA (Council of Australian Postgraduate Associations) addressed a meeting of postgraduate administrators in Melbourne held in May. Nigel reported that 2008 had been the year of reviews and 2009 was the year of review reports.

CAPA welcomed the “Future Fellowship” scheme, a mid career opportunity for researchers 5–15 since completion of their doctorate. It specifically excludes early career researchers on the basis that they are catered for in a parallel scheme. ALF’s Australian Laureate Fellowships, replace Federation Fellowships for late careerists (Level E Professors). With each ALF there are two post docs and 2 postgraduate scholarships. Commenting on ERA (Excellence in Research for Australia) Nigel said that the program recognises the significant role of postgraduates in research output at universities.



Mr Nigel Palmer, President CAPA

On VSU, Nigel reported that the HESA legislation may be amended to allow for a levy of up to \$250 pa. CAPA is concerned about a lack of benchmarking for candidate services, the protocols for advocacy services and guidelines on provision of services and amenities, including reporting and compliance obligations. CAPA would prefer the funds to be given to student associations but if they are given to universities it would like to see constraints on what the money can be spent on; to ensure that student fees are not subsidising things that should be funded from elsewhere, i.e., that student fees are spent on students. CAPA would like the funds expenditure to include academic support, professional and academic development of students, collegiality building, academic support services, including advocacy and advice services on academic matters. If the scheme is approved there will be provision for delayed payment, HECS style.

Nigel spoke of CAPA's role in getting the economic stimulus package available to scholarship students. Under the Bradley Review, CAPA lobbied for Youth Allowance to be available for all students, including coursework postgrads but it wasn't accepted.

CAPA is currently lobbying the Federal Government on APA rates (Australian Postgraduate Awards). Modelling shows that the rates are slipping relative to the rest of the community and that students are approaching the Henderson Poverty Line. UWS tops up all APA scholarships.

For more information about CAPA see: www.capa.edu.au/

Postgraduate Fellowship

Australia - Israel Scientific Exchange Foundation (AISEF)

The AISEF Postgraduate Fellowship Scheme provides funds to assist a student enrolled in a postgraduate research degree in an Israeli university to spend up to 6 months working in a research laboratory in Australia.

Funds are also available to assist a student enrolled in a postgraduate research degree in an Australian university to spend up to 6 months working in a research laboratory in Israel.

Full information on the AISEF Fellowship Scheme is available from the following website:

<http://www.swinburne.edu.au/hosting/aisef//>

The closing date for applications is 10 July 2009 for Australian and Israeli students.

The contact is Ms Sara Jervis on 61 3 9214 8899 or email Sara.sjervis@swin.edu.au

What's Clare been doing?

In 2006 Footnotes featured the accomplishments of DCA candidate Clare Maclean, including the announcement of her position as composer in residence with the St Louis Chamber Chorus Missouri. Clare's work will be performed the Chorus, a 40 voice ensemble which presents the finest a cappella choral works in St. Louis's loveliest public buildings.

The work is to be featured by the choir in a concert entitled "Maclean and Monteverdi". The choir think highly of Ms Maclean's work and state on their website:

"Inserted among the mass' movements will be a remarkable series of works written by Clare Maclean, the Chorus' current 'Composer-in-residence.' Maclean, who is flying in for the performance from Australia where she is on the faculty of Western Sydney University, has earned a reputation as one of most talented composers 'down under.' Her penchant for using original texts has led to a body of work written in numerous languages; Sunday's performance includes songs in Italian (a homage to Monteverdi), Spanish, English, Latin, and even ancient Greek! For this concert Clare accepted a commission to write a new version of Psalm 137, sung in Hebrew."

Congratulations Clare!

Call for papers

Curtin Humanities Tenth Graduate Research Conference: 'Creative margins'

This conference is particularly suited to candidates working at the edges of disciplinary fields and exploring new ones.

Proposals/abstracts to creative.margins@curtin.edu.au by 3 July 2009

For further information:

<http://hgsconference.curtin.edu.au/> Graduate Studies Office



Clare Maclean

Welcome Luncheon

The School of Nursing Student Research Club organised a “Welcome to the SONM Lunch” to welcome new students on the 24th March 2009 at Campbelltown Campus. The student group provides a social network which provides support, encouragement and motivation to each other. They stay in touch through a newsletter and they also have a Facebook page.

Professor Debra Jackson, School of Nursing Coordinator, Research Higher Degree Programs said that “Research higher degree students are a very important part of the social and cultural fabric of the School. They contribute enormously to the thriving and dynamic research culture that we have in the School, and also to the outputs of the School, in terms of publications, conference presentations, prizes and awards, engagement with industry, and in many other ways. It is a privilege for us to contribute to the growth of the next generation of Australian nurse leaders.”



Diana Messum, Rhonda Griffiths (Head of School), Stacy Blythe, Suza Trajovska, Peta Sharrock, Leah East at the luncheon.



Leah East, outgoing Chair of the SRC, and the new Chair, Rakime Elmir

**Footnotes is produced by the Office of
Research Services
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