

1 Faculty's Research and Research Training Objectives

- 1.1 To conduct high quality research.
- 1.2 To disseminate the results of that research broadly through both the academic and general community through:
 - Publication of monographs with international and national publishers
 - Publication of articles in international and national refereed journals
 - Participation of staff in national and international conferences
 - Participation of staff in debates in public fora such as public conferences and the media - television, radio and newspapers.
- 1.3 To provide high quality research training to honours and postgraduate students.
- 1.4 To establish collaborative relationships with a range of community, business and government organisations, including international organisations, to conduct research and to enhance the transfer of research from the university to the wider community.

2 The Faculty's Research Management Structure

- 2.1 The Faculty has an Associate Dean Research who oversees the research activities of the Faculty and chairs the Faculty's Research and Graduate Studies Committee. This Committee combines the responsibilities of the Research and Higher Degrees Committees, and the Faculty representative on the University Higher Degrees Committee is a member.
- 2.2 The Faculty is divided into four Schools, and each of these has a Research Committee which facilitates research activity and research training within each School. Postgraduate co-ordinators within each discipline area oversee the management of the postgraduate students in those areas, and meet regularly at the faculty level to discuss common problems and devise common solutions. Heads of Schools however remain responsible for signing off on all matters to do with postgraduate enrolment, candidature and supervision.

3 Faculty Research Training Policies

- 3.1 Attributes expected of research graduates
 - 3.1.2 At MA level - to be able plan and undertake an independent research project of approximately two years duration.
 - To be able to write a thesis of approximately 40,000 words in a convincing and coherent manner.
 - To be able to present the outcomes of research in a seminar presentation at a departmental seminar.
 - 3.2.2 At Ph D level - to be able to plan and identify an independent research project of approximately three years duration the outcome of which will make a significant contribution to knowledge
 - To be able to write a thesis of approximately 80,000 words in a convincing and coherent manner
 - To be able to write an article acceptable for publication in a national or international refereed journal

To be able to present the outcomes of research in a seminar or lecture presentation, at national or international conferences

3.2 Structures to Support Research Training

3.2.1 *Postgraduate Handbook* The Faculty has a handbook for Postgraduate (research) coordinators which contains information on relevant University and Faculty policies and processes. This is revised annually in consultation with the postgraduate coordinators. Postgraduate coordinators meet at least twice per year to discuss common problems.

3.2.2 Financial support for postgraduate research:

i) *Faculty research grants* Faculty research grants, to a maximum of \$10,000 over the candidature, are available to postgraduate students to support the research essential to the completion of their degrees, such as fieldwork, or travel to access archives or collections. In some cases support is given to attend national conferences. Policies governing these grants are available on the web and in the postgraduate handbook. Applications are called twice per year.

ii) *School research support*: The four Schools, at their own discretion, use various funds to support the research activities of their postgraduate students

iii) *Teaching fellowships* Teaching fellowships are offered by the Schools to enrolled postgraduates, in order to facilitate the timely completion of their research.

3.2.3 Assurance of quality supervision

i) *Registration of supervisors* In accordance with university policy only staff listed on the supervisor register are permitted to act as sole supervisors. Other staff act as co-supervisors until they have co-supervised a student to completion

ii) *Supervisor training workshops* The Faculty provides regular (at least annual) workshops on postgraduate supervision which trainee supervisors are required to attend.

3.2.4 Provision of collegial research environment for postgraduate students

The Schools and programmes organise a range of seminars and conferences where postgraduate students present the outcomes of their research in the presence of peers and colleagues and listen to the presentation of others. All postgraduate students should be provided with the opportunity to attend a seminar at least monthly. Postgraduate students are also provided with a range of material facilities, such as desks, computers and photocopying. Regular surveys by the Higher Degrees Committee monitor the situation and alert the Faculty committee to inconsistencies in the provision of research support.

3.2.5 Ensuring a Quality Research Training Experience

i) *Monitoring student progress* Postgraduate students are monitored by an Annual Progress Report to RGSO. As well, Schools are encouraged to put in place more informal monitoring processes, such as regular interviewing of postgraduates by Postgraduate Coordinators, as well as annual Review Panels.

ii) *Supervisors* The suitability of staff to supervise postgraduates is monitored at three levels: by the Head of School, by the Associate Dean Research and by the University Higher Degrees Committee which maintains a list of staff qualified to supervise at this level.

iii) *Completion times* The Faculty is moving to better control its postgraduate completion times and rates. It has implemented a strategy for reviewing enrolment of postgraduates in an appropriate degree (MA or PhD); for the approval of postgraduate candidature, especially in relation to expected cost of research; and for implementing methods under the authority of coordinators for monitoring barriers to completion.

4 Research Support for Faculty Staff

4.1 The Faculty has two separate funds available to support staff research

i) A fund to support research and conference travel for both staff and postgraduates.. For the past few years this fund has been \$200,000; for this year it has been increased to \$250,000. Staff are supported for attendance at conferences at which they are giving papers. Support is currently capped at \$2000. Procedures and guidelines are reviewed regularly. They are available on the web. Applications are called twice per year. Applications for amounts less than \$1000 are considered at School level and 10,000 is disbursed to each School to assist with this.

ii) *Faculty Research Enhancement Scheme* This scheme distributes the Faculty's share of the Institutional Grant money. It is targeted to enhancing the development of research projects capable of attracting external funds. The moneys are distributed to Schools in consultation with the Dean and the Heads of Schools, taking into account their success in terms of indicators of research performance. Some money is retained for Faculty purposes.

4.2 Support with external grant applications

i) The Associate Dean Research, or a nominee, when timely organises seminars and workshops in which staff are encouraged and enabled to prepare successful grant applications to the ARC and other appropriate funding bodies.

ii) A number of staff with successful track records have been identified as willing to read and advise on grant application, and applicants are advised of their names.

iii) Some schools have allocated resources to provide assistance to staff with the more technical aspects of grant applications

4.3 Outside Studies Programmes

Eligibility for OSP is governed by the University policy which determines eligibility in terms of length of service and conditions of appointment. As well, the Faculty requires that to be eligible to apply a fulltime staff member of levels A to C would have normally published a book, or a minimum of 4 book chapters or refereed articles since the commencement of their previous OSP; staff of levels D and E a book or a minimum of 6 book chapters or refereed articles. In the case of staff applying for OSP for the first time the criteria are less stringent.

5 Faculty Research Strengths

5.1 Distinguished Researchers

The Faculty contains many individuals who are distinguished in their research across a range of disciplines. 25 members of the Faculty are fellows of either the Academy of the Humanities or the Academy of the Social Sciences—and another 10 emeritus members are also fellows. Other members of the Faculty have excellent research records, and there are some promising early-career researchers. The Faculty has provided 3 of the last 6 Visiting Chairs in Australian Studies to Harvard.

5.2 Areas of Research Strength

The Faculty makes a major contribution to five of the University's nominated areas of research strength—Archaeology, Australian Studies, Linguistics, Literature and Culture and Modern Asian Studies. The prime criterion of identification is the strength of the research of the staff in these areas, as indicated by their achievement in publications, winning competitive grants, engaging in significant collaborations, winning national and international prizes for their publications, invitations to participate in national and international conferences, and memberships of Australian Academies.

5.3 Strategies to Promote Areas of Research Strength

The Faculty is undertaking a comprehensive analysis of staff research performance, guided by the criteria specified in the national Research Quality Framework.

Concomitantly it is revising some of its funding strategies, and work-load requirements, with a view to encouraging and supporting its 5 areas of Research Strength.

5.4 Research Institutes and Centres

The Faculty houses two area-based interdisciplinary Institutes which support teaching and research activities: the Institute of Latin American Studies and the African Research Institute. It also houses the Institute for the Study of Biography and Autobiography, the Thesis 11 Centre, the Philippines-Australian Studies Centre, the Research Centre for Linguistic Typology; the Italian Centre and Research Institute; the Galician Centre; and the Research Centre for Hellenic Studies and Research.