



AUSTRALIAN COUNCIL OF
GRADUATE RESEARCH

Graduate Research
Governance and
Management
Defining Good Practice

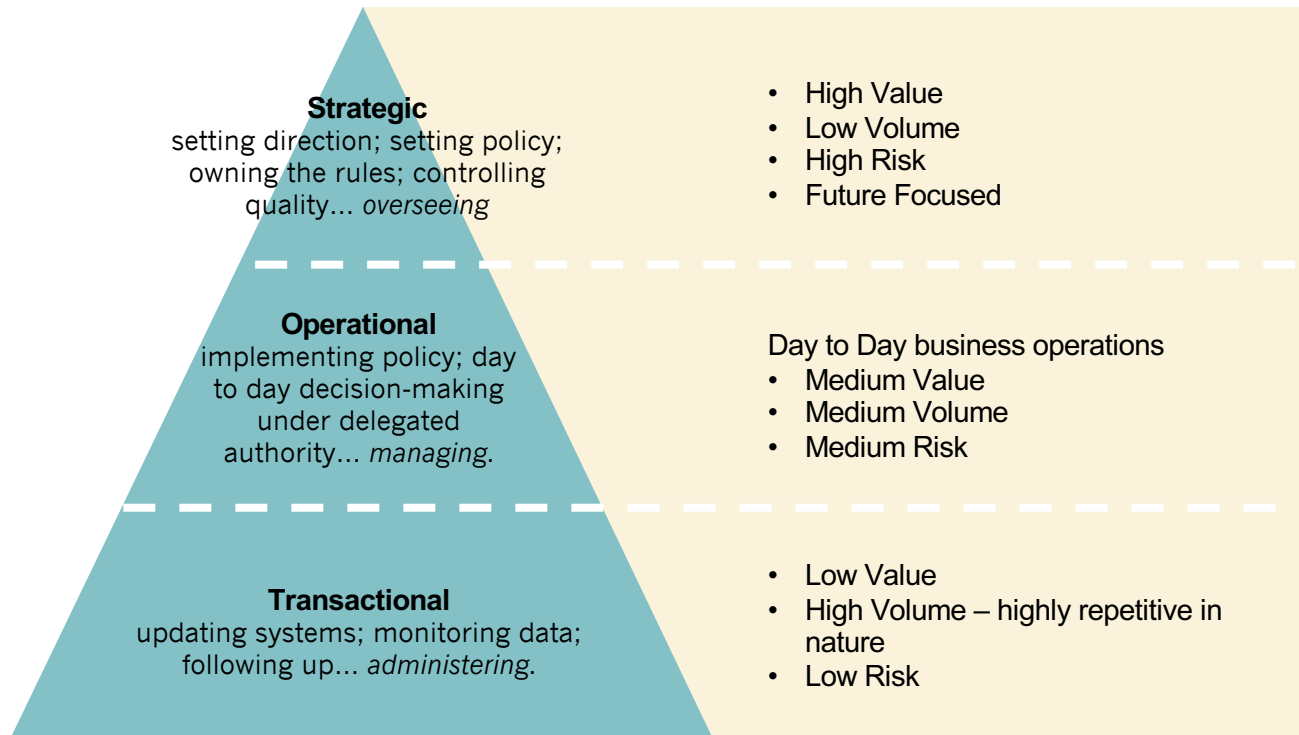
Professor Stephan Riek
University of the Sunshine Coast

HDR Governance



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- HEPs require an HDR management structure that ensures efficient and effective governance that supports research training

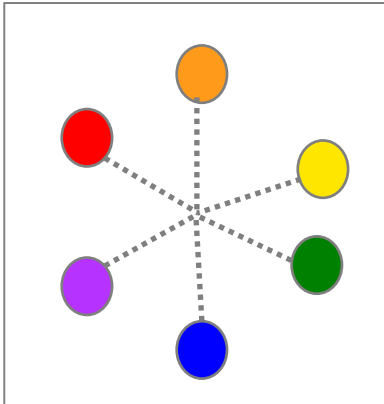


Various Models of Governance Exist

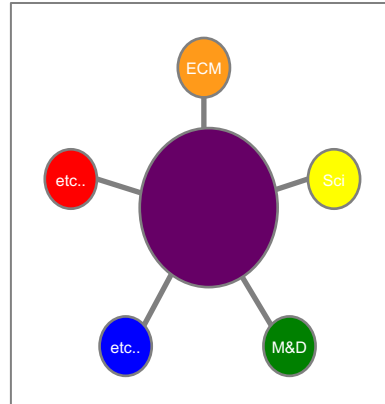


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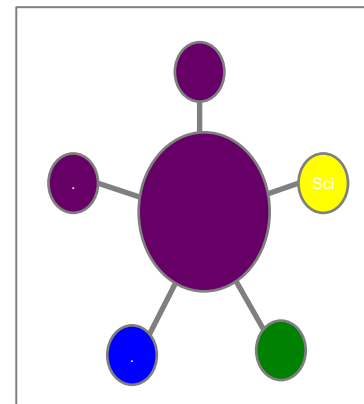
1 Federated
(Decentralised)



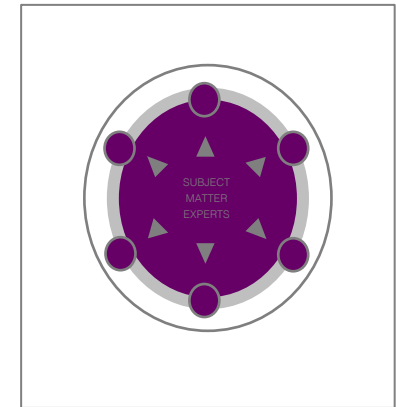
2 Centre-led, (inc hub and spoke)



3 Hybrid



4 Fully centralised



There is no 'correct' choice – only consequences!

Dr Sato Juniper

Associate Director, Graduate Research School
Graduate Research School

Reference Points



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- HDR governance and management reports against internal and external reference points with respect to delivery of an HDR program
- Higher Education Standards (HES) Framework (Threshold Standards 2021)
- Several Elements of the HES relate directly or indirectly to the delivery of HDR programs



Higher Education Standards Framework (Threshold Standards) 2021

I, Alan Tudge, Minister for Education and Youth, make the following Standards.

Dated 24 April 2021

Poll Questions



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For each poll question use the scale of 1-5 as below to select what best describes how your institution is structured to meet the following elements of the Higher Education Standards as they apply to HDR training.

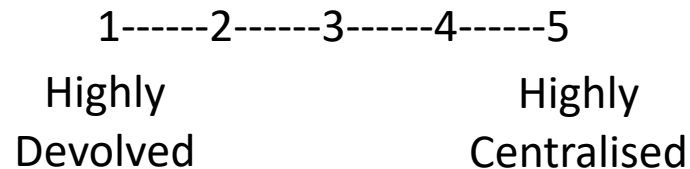
- 5. Highly Centralised – management and decisions are made by a central division (Graduate Research School) with no/minimal input from Academic Org Unit - AOU (School, Institute or Faculty)
- 4. Centralised – management and decisions are made by a central division (Graduate Research School) with input from AOU
- 3. Shared - management and decisions are made by a central division (Graduate Research School) or AOU depending on the issue/topic
- 2. Devolved - management and decisions are made by the AOU (School, Institute or Faculty) with advice from the central division
- 1. Highly devolved - management and decisions are made by the AOU (School, Institute or Faculty) with central division implementing decisions

Poll 2. Graduate Outcomes – examination



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Assessment of theses by at least two assessors with international standing in the field of research, who are independent of the conduct of the research, competent to undertake the assessment and do not have a conflict of interest

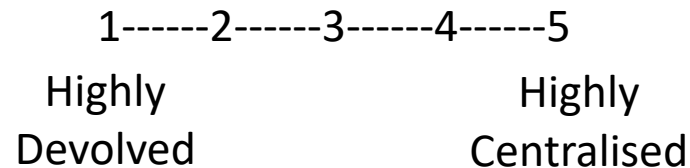


Poll 3. Admission – advisory team and project viability

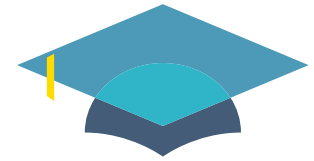


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Students are admitted to research training only where the training can be provided in a supervisory and study environment of research activity, and the supervision and resources required for their project are available.

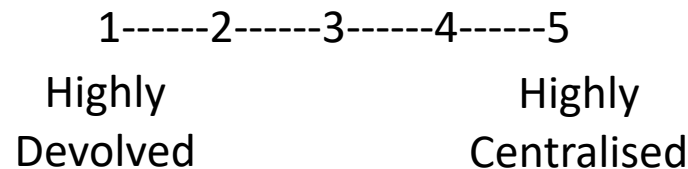


Poll 4. Induction



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Research students participate in an induction to research that includes codes of conduct, ethics, occupational health and safety, intellectual property and any additional matters that are necessary for the type of research to be undertaken.



Poll 5. Internships and Industry Engagement



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Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences.

1-----2-----3-----4-----5
Highly Devolved Highly Centralised

Breakout Rooms for Discussion



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Each Room is assigned 1 of the 5 HES elements.

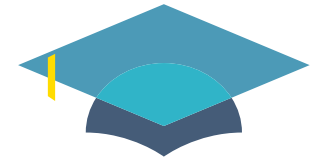
1. Discuss the relative risks and associated mitigation strategies in delivering on the HES element of a;

a. Highly Devolved structure and,

b. Highly Centralised structure

2. Suggest what governance model might best ensure delivery against the HES.

Breakout Rooms for Discussion



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Graduate Outcomes – skills/capability

Rooms 1 & 2

Graduate Outcomes – examination

Rooms 3 & 4

Admission – advisory team and project viability

Rooms 5 & 6

Induction

Rooms 7 & 8

Internship and Industry Engagement

Rooms 9 & 10