POSTGRADUATE LEARNING & TEACHING

Forward Thinking project
This Report forms part of a series of summary reports on philosophy in Australian Universities produced as part of the *Forward Thinking: Learning and Teaching Philosophy in Australian Universities* Project. This series consists in reports on:
- The Significance of the Discipline of Philosophy;
- Philosophy in Australian Universities;
- Undergraduate Learning and Teaching;
- Honours Learning and Teaching;
- Postgraduate Learning and Teaching; and
- Staff Learning and Teaching.

These reports are available on the Forward Thinking Project website:
http://aap.org.au/forwardthinking/reports/index.html.

The Forward Thinking project commenced in July 2008 and was funded by the Australian Learning and Teaching Council Ltd (ALTC) via a Discipline-Based Initiative Grant. The Australasian Association of Philosophy (AAP) also supported the project. Further information about the project, including the Project Final Report, can be found at: www.aap.org.au/forwardthinking.

About this Report
This Report is divided into 4 sections: Postgraduate Profile, including available postgraduate degrees and load; Postgraduate Students, including enrolment status, mode of enrolment, gender, age and domestics/overseas status; Postgraduate issues, including supervision, scholarships, facilities and career mentoring; and Student Experience, including evaluation of course and career destinations.

Data in these reports is drawn from a number of sources, including DEEWR, GCA and the AAP. Data was also drawn from a survey of Heads of Philosophy Programs. Those wishing to do further research may refer to the datasets. Access to some data is restricted to project participants and Heads of philosophy programs. Access may be obtained from the Executive Officer of the Australasian Association of Philosophy.

Sections of these reports refer to Case Studies developed from issues raised in the surveys and later discussed at round tables on issues and innovations in teaching and learning philosophy. These cover assessment, evaluation, graduate attributes and teaching philosophy to non-philosophy majors/BA students. Those wishing to pursue these issues further may refer to the case studies.

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Postgraduate Profile

Postgraduate study in philosophy in Australian Universities is offered at the following postgraduate levels:

Coursework degrees – Master's by Coursework & Other Postgraduate, which may include Postgraduate qualifying or preliminary, Graduate Diploma, Graduate Certificate and Cross Institutional Postgraduate).

Research Higher Degrees – Master's by Research and Doctorate by Research.

This section on postgraduate load uses data from the DEEWR higher education statistics student collection; the data was prepared by DEEWR for the AAP. DEEWR reports data from all Higher Education Providers that code units to Higher Education Discipline Groups philosophy (091701). Units of study are coded to the classification without regard to the type of Academic Organisational Unit (AOU) responsible for the unit of study being coded[1], and as such, do not reflect the load of a philosophy department or school. (For further information see the section on limitations on the data in the Final Project Report). For a list of institutions that report load in philosophy units see Appendix 1.

Information in this section is also drawn from responses to the survey of philosophy programs. Twenty four Heads (discipline coordinators or others) responded to the survey. For a full list if respondents see Appendix 2 of this report. For a full list of survey questions see Appendix 2 of the Final Report.

In summary, this section shows that load in RHD courses makes up the greater part of postgraduate load, with load in Doctorate by Research degrees more than 50 per cent of all load. It also shows that postgraduate load has increased since 2001, with the greatest increase in Doctorate by Research Load.

Postgraduate load by degree type

The following table shows the total load in postgraduate level courses – Doctorate by Research, Master's by Research, Master's by Coursework and Other Postgraduate – in philosophy in 2008, and the load at each course level as a percentage of the total load.

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[1] DEEWR gives the following example: 'For example, in the one institution, a "mathematics for engineers" unit might be taught by an Engineering AOU and a "pure mathematics" unit by a Science AOU. Both units could be coded to the detailed fields of education 010101 (Mathematics). Were the "mathematics for engineers" unit to be taught by the Science AOU, or the "pure mathematics" unit by the Engineering AOU, both units would still be coded to the detailed fields of education 010101.' See, 'Student help file', http://www.deewr.gov.au/HigherEducation/Publications/HEStatistics/Pages/HEStatisticsCollection.aspx, accessed 15th January 2010.

Sum of EFTSL		
Level of course	Total	
Doctorate by Research	225.31	53%
Master's by Coursework	85.94	20%
Master's by Research	50.49	12%
Other Postgraduate	61.75	15%
Grand Total	423.50	100%

Table 1: Load in postgraduate level courses in philosophy in 2008
Source: DEEWR, *Selected Higher Education Statistics*

Summary

In 2008 the total load in postgraduate level courses in philosophy was 423.50 EFTSL. Of this total EFTSL, load in Doctorate by Research courses was 53 per cent, load in Master's by Coursework was 20 percent, load in Other Postgraduate courses is 15 percent and load in Master's by Research courses was 12 per cent. The table shows that 65 per cent of total load was in research based postgraduate courses and that more than 50 per cent of the total load was in Doctorate by Research degrees (PhD).

Postgraduate load by degree type 2001-8

The following table shows the total load in postgraduate level courses – Doctorate by Research, Master's by Research, Master's by Coursework and Other Postgraduate – in philosophy in 2001-8.

Sum of EFTSL								
Level of course	2001	2002	2003	2004	2005	2006	2007	2008
Doctorate by Research	151.07	202.78	218.76	257.36	205.68	226.07	211.42	225.31
Master's by Coursework	61.98	78.68	82.35	100.06	96.96	93.87	86.31	85.94
Master's by Research	55.69	46.17	52.86	68.84	55.64	57.02	61.37	50.49
Other Postgraduate	68.15	71.63	69.08	54.86	68.19	77.69	81.45	61.75
Grand Total	336.89	399.25	423.05	481.12	426.46	454.66	440.53	423.50

Table 2: Load in postgraduate level courses in philosophy in 2001-8
Source: DEEWR, *Selected Higher Education Statistics*

Summary

Total postgraduate load increased from 336.89 EFTSL in 2001 to 423.50 EFTSL in 2008, an increase of 25.7 percent ((423.50 -336.89)/336.89). Load varied by 144.23 EFTFU (481.12 – 336.89) in the years 2001-8. Load increased from 2001, peaking in 2004 at 481.1 EFTSL.

Master's by Coursework load increased from 61.98 EFTSL in 2001 to 85.94 EFTSL in 2008, an increase of 38.6 percent ((85.94 - 61.98)/61.98). Load varied by 38.08 EFTFL (100.06 – 61.98) in the years 2001-8. Load increased from 2001, peaking in 2004 at 100.06 EFTSL and decreasing thereafter.

Other Postgraduate load was 68.15 EFTSL in 2001 and 61.75 EFTSL in 2008. Load varied by 26.59 EFTSL (81.45 – 54.86), varying between 54.86 in 2004 and 81.45 in 2007.

Master's by Research load was 55.69 EFTSL in 2001 and 50.49 EFTSL in 2008. Load varied by 26.59 EFTSL (68.84 – 46.17 = 22.67), varying between 46.17 in 2002 and 68.84 in 2004.

Doctorate by Research load increased from 151.07 EFTSL in 2001 to 225.31 EFTSL in 2008, an increase of 49.1 percent ((225.31 – 151.07)/151.07). Load varied by 106.29 EFTFL (257.36 – 151.07) in the years 2001-8. Load increased from 2001, peaking in 2004 at 257.36 EFTSL.

The table shows that postgraduate load in postgraduate courses in philosophy has increased since 2001, and that load in Doctorate by Research degrees and Master's by Coursework degrees have increased since 2001.

Coursework degrees

Range of coursework degrees available

Just over half (13) of Australian Philosophy programs surveyed offer postgraduate coursework degrees. Masters coursework degrees offered are in Applied Ethics (Australian Catholic University and Australian National University), Professional Ethics (University of New South Wales), Psychoanalytic Studies (Deakin University), Bioethics (Monash University), and Applied Philosophy (University of Melbourne). Bond University, the University of Adelaide, the University Sydney, University of Queensland and the University of New England (plus Murdoch University on an occasional basis) offer non-specialized Masters coursework degrees in philosophy. These postgraduate awards involve one to two years of full time study. Most have enjoyed healthy enrolments of between 10 and 25 students. All programs reported that progression from coursework higher degrees to research higher degree is less than 50%; in 4 cases the progression has been zero and there is no provision for progression. This may reflect the fact that Coursework Higher Degrees are seen as an end in themselves and are marketed to professionals in these terms.

Eight programs included a Graduate Diploma/Certificate in their list or as their only Postgraduate coursework offering.[2] In most cases the Graduate Diplomas have low enrolments (2-3) and are probably used as a supplement for an existing Undergraduate degree to top up the student's philosophy content and/or to allow progression to Honours.

Note. Griffith run a postgraduate OUA level course, which is summarised in the Distance Section of the Undergraduate Report.

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[2] Australian Catholic University, Bond University, Macquarie University, Murdoch University, University of Melbourne, University of New South Wales, University of Queensland and University of Sydney.

Load

The following table shows load in Master's by Coursework and Other Postgraduate courses in 2008 by institution by descending total EFTSL.

Sum of EFTSL	Level of course		
Institution	Master's by CW	Other PG	Grand Total
The University of Melbourne	7.81	16.19	24.00
The University of Notre Dame Australia	7.34	7.06	14.40
Monash University	12.00	2.38	14.38
Charles Sturt University	9.13	3.75	12.88
Bond University	12.67	0.13	12.79
The University of Queensland	5.88	6.00	11.88
RMIT University	7.63	3.75	11.38
Deakin University	7.00	2.75	9.75
Australian Catholic University	1.25	5.88	7.13
The University of New England	3.63	3.50	7.13
The Australian National University	4.75		4.75
Macquarie University		3.92	3.92
La Trobe University	1.67	1.71	3.37
Murdoch University	0.67	1.33	2.00
Victoria University	1.50		1.50
The University of Western Australia		1.50	1.50
The University of Sydney	0.75	0.63	1.38
Central Queensland University	0.83	0.17	1.00
Swinburne University of Technology	0.88		0.88
University of Tasmania		0.63	0.63
The University of Adelaide	0.25	0.25	0.50
The University of New South Wales	0.33		0.33
Tabor College Adelaide		0.25	0.25
Grand Total	85.94	61.75	147.69

Table 3. Master's by Coursework and Other Postgraduate philosophy load in 2008 by institution
Source: DEEWR, *Higher Education Statistics*

Summary

Nineteen institutions recorded load at Master's by Coursework level. Bond University reports the highest load – 12.67 EFTSL, followed by Monash University – 12.00 EFTSL and Charles Sturt University – 9.13 EFTSL.

Nineteen institutions recorded load at 'Other Postgraduate' level. University of Melbourne reports the highest load – 16.19 EFTSL, followed by University of Notre Dame – 7.06 EFTSL and University of Queensland – 6.00 EFTSL.

The following table shows Master's by Coursework Philosophy load by Field of Education code in 2008 and load by percentage of total load.

Sum of EFTSL					
Broad field of education	Masters by CW		Other PG		Grand Total
Society and Culture	56.45	65.7%	48.17	78.0%	104.63
Management and Commerce	15.29	17.8%	4.25	6.9%	19.54
Education	4.36	5.1%	3.76	6.1%	8.12
Creative Arts	5.88	6.8%	0.92	1.5%	6.79
Natural and Physical Sciences	1.63	1.9%	2.75	4.5%	4.38
Health	1.25	1.5%	1.03	1.7%	2.28
Architecture and Building			0.75	1.2%	0.75
Agriculture, Environmental and Related Studies	0.50	0.6%	0.13	0.2%	0.63
Information Technology	0.33	0.4%			0.33
Engineering and Related Technologies	0.25	0.3%			0.25
Grand Total	85.94	100.0%	61.75	100.0%	147.69

Table 4: Master's by Coursework Philosophy load by Field of Education code in 2008
Source: DEEWR, *Higher Education Statistics*

Summary

65.7 percent of load in philosophy at Master's by Coursework is from Society and Culture. Load from Management and Commerce makes up 17.8 per cent; Creative Arts – 6.8 per cent and Education – 5.1 per cent. Load is also recorded under 2 per cent in Natural and Physical Sciences – 1.9 per cent; Health – 1.5 per cent, Agriculture, Environmental and Related Studies – 0.6 per cent; Information Technology – 0.4 per cent; and Engineering and Related Technologies – 0.3 per cent.

78.0 percent of load in philosophy at Other Postgraduate is from Society and Culture. Load from Management and Commerce makes up 6.9 per cent; Education – 6.1 per cent and Natural and Physical Sciences – 4.5 per cent. Load is also recorded under 2 per cent in Health – 1.7 per cent; Creative Arts – 1.5 per cent; Architecture and Building – 1.5 per cent and Agriculture, Environmental and Related Studies – 0.2 per cent.

Completions

The following table shows award course completions in philosophy at Master's by Coursework and Other Postgraduate level 2001-8

Sum of Number of student	Year							
Level of course	2001	2002	2003	2004	2005	2006	2007	2008
Master's by Coursework	29	29	17	30	31	16	26	26
Other Postgraduate	12	24	24	27	30	34	40	35
Grand Total	41	53	41	57	61	50	66	61

Table 5: Award Course Completions in philosophy at Master's by Coursework and Other Postgraduate level 2001-8
Source: DEEWR, *Higher Education Statistics*

Summary

The number of completions at Master's by Coursework and Other Postgraduate courses has increased since 2001. In 2001, the number of completions was 41 and in 2008, it was 61. This is consistent with an increase in load in these courses.

Research Higher Degrees (Masters by Research and PhD by Research)

The range of RHD degrees available

All twenty-four Australian Philosophy programs surveyed offer Research Higher Degree courses. The PhD is offered in all programs and the MPhil or MA(R) was reported by sixteen (of twenty four) programs.

The following named degrees in specialist areas were reported: MA and PhD in Professional Ethics (University of New South Wales); PhD in Gender Studies (University of Tasmania and La Trobe University); MA and PhD in Psychoanalytic Studies (Deakin University); MA and PhD in Environmental Enquiry (LaTrobe University); and MA in Applied Ethics and MA in Philosophy and Applied Ethics (University of Melbourne).

Load – Master's by Research

The following table shows load in philosophy in Master's by Research courses in 2008 by institution by descending total EFTSL.

Sum of EFTSL	
Institution	Total
The University of Melbourne	11.43
The University of Sydney	8.50
Monash University	6.89
La Trobe University	6.47
The Flinders University of South Australia	3.03
University of Tasmania	2.71
The Australian National University	2.60
The University of Queensland	2.00
The University of New South Wales	2.00
The University of Adelaide	1.63
Deakin University	1.50
Macquarie University	1.04
Central Queensland University	0.33
Queensland University of Technology	0.13
The University of New England	0.11
The University of Notre Dame Australia	0.11
Grand Total	50.49

Table 6: Philosophy load in Master's by Research courses in 2008 by institution
Source: DEEWR, *Higher Education Statistics*

Summary
Sixteen institutions recorded load at Master's by Research level. University of Melbourne reports the highest load – 11.43 EFTSL, followed by University of Sydney – 8.50 EFTSL and Monash University – 6.89 EFTSL.

The following table shows Master's by Research Philosophy load by Field of Education code in 2008 and load by percentage of total load.

Sum of EFTSL		
Broad field of education	Total	
Society and Culture	50.03	99.1%
Management and Commerce	0.33	0.7%
Creative Arts	0.13	0.2%
Grand Total	50.49	100.0%

Table 7: Master's by Research Philosophy load by Field of Education code in 2008
Source: DEEWR, *Higher Education Statistics*

Summary
Almost all load in philosophy at Master's by Research is from Society and Culture – 99.1%. The additional load is from Management and Culture – 0.7 per cent and Creative Arts – 0.2 per cent.

Load – Doctorate by Research

The following table shows load in philosophy in Doctorate by Research courses in 2008 by institution by descending total EFTSL.

Sum of EFTSL	
Institution	Total
The Australian National University	38.69
The University of Melbourne	37.10
University of Tasmania	24.54
The University of Queensland	21.50
Macquarie University	18.69
The University of Sydney	18.00
The University of New South Wales	15.75
Deakin University	8.75
La Trobe University	6.30
Monash University	6.07
Charles Sturt University	5.25
Murdoch University	5.17
The University of Adelaide	4.58
The University of New England	4.36
The Flinders University of South Australia	3.59
The University of Western Australia	3.25
Griffith University	2.25
The University of Newcastle	1.00
RMIT University	0.37
Swinburne University of Technology	0.13
Grand Total	225.31

Table 8: Load in philosophy in Doctorate by Research courses in 2008 by institution
Source: DEEWR, *Higher Education Statistics*

Summary

Twenty institutions recorded load at Master's by Research level. Australian National University reports the highest load – 38.69 EFTSL, followed by University of Melbourne – 37.10 EFTSL and University of Tasmania – 24.54 EFTSL.

The following table shows Doctorate by Research Philosophy load by Field of Education code in 2008 and load by percentage of total load.

Sum of EFTSL		
Broad field of education	Total	
Society and Culture	220.85	98.0%
Creative Arts	1.75	0.8%
Education	0.88	0.4%
Health	0.67	0.3%
Agriculture, Environmental and Related Studies	0.38	0.2%
Architecture and Building	0.37	0.2%
Natural and Physical Sciences	0.25	0.1%
Engineering and Related Technologies	0.17	0.1%
Grand Total	225.31	100.0%

Table 9: Doctorate by Research Philosophy load by Field of Education code in 2008
Source: DEEWR, *Higher Education Statistics*

Summary

Almost all load in philosophy at Doctorate by Research is from Society and Culture – 98%. Additional load is recorded from Creative Arts – 0.8 per cent; Education – 0.4 per cent; Health – 0.3 per cent, Agriculture, Environmental and Related Studies – 0.2 per cent; Architecture and Building – 0.2 per cent; Natural and Physical Sciences – 0.1 per cent and Engineering and Related Technologies – 0.1 per cent.

Completions

The following table shows award course completions in philosophy at Master's by Research and Doctorate by Research level 2001-8.

Sum of Number of student	Year							
Level of course	2001	2002	2003	2004	2005	2006	2007	2008
Doctorate by Research	35	41	29	31	45	50	37	46
Master's by Research	6	13	12	14	12	11	8	17
Grand Total	41	54	41	45	57	61	45	63

Table 10: Award Course Completions in philosophy at Master's by Research and Doctorate by Research level 2001-8
Source: DEEWR, *Higher Education Statistics*

Summary

The number of completions at Doctorate by Research and Master's by Research course level has increased since 2001. In 2001, the number of completions was 41 and in 2008, it was 63. This is consistent with an increase in load in these courses.

The following table shows award course completions in Philosophy at Doctorate by Research level 2001-8 by institution.

Sum of Number of student	Year							
Institution	2001	2002	2003	2004	2005	2006	2007	2008
Victoria University	7	15	3	6	7	6	5	6
Monash University	5	6	3	2	3	12	3	10
The University of Sydney	4	4	3	5	7	7	5	4
The University of Melbourne	2	3	3	4	6	5	8	4
The University of New South Wales	3		2	3	5	3	6	4
The University of Queensland		2	2	3	5	2	2	6
Macquarie University	1		3	1		4	1	4
Murdoch University	4		2	1	4	1		1
The University of Newcastle	3		1	1	2	3	2	
La Trobe University		1	2	2	3	1	1	1
Griffith University		3	2	2	1			1
The University of Western Australia	1	1	2	1				3
The University of Adelaide		1				2	3	2
The University of New England		4			1	2		
The Australian National University	5							
University of Tasmania					1	1		
University of Wollongong						1	1	
University of the Sunshine Coast			1					
University of Western Sydney		1						
Grand Total	35	41	29	31	45	50	37	46

Table 11: Award Course completions in Philosophy at Doctorate by Research level 2001-8 by institution[3]
Source: DEEWR, *Higher Education Statistics*

Student Profile

This Student Profile section of the report uses data from the DEEWR higher education statistics student collection; the data was prepared by DEEWR for the AAP. DEEWR reports data from all Higher Education Providers that code units to Higher Education Discipline Groups philosophy (091701). For a list of institutions that report load in philosophy units see Appendix 1. Units of study are coded to the classification without regard to the type of Academic Organisational Unit (AOU) responsible for the unit of study being coded, and as such, do not reflect the load of a philosophy department or

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[3] Whilst DEEWR data for award course completions in specialisation philosophy shows Victoria University with the largest number of completions, DEEWR data shows no load for Victoria University at Doctorate by Research level for the same years.

school. (For further information see the section on limitations on the data in the Final Project Report). For a list of institutions that report load in philosophy units see Appendix 1.

In summary this sections shows a significant increase in enrolments at postgraduate level in philosophy – increasing 26 per cent from 2001 to 2008. Of those enrolled in postgraduate courses, the majority are domestic students, enrolled on an internal basis. Student load in research higher degrees makes up almost two thirds of all enrolments in postgraduate degrees in philosophy, with an overwhelming majority of students from the field of education of Society and Culture. Most philosophy PhD students are enrolled on a full time basis. In contrast, more than half of the Master's by Coursework students are enrolled on a part time basis. Less than a third of students enrolled in a philosophy PhD are women. In contrast, more than half of the students enrolled in a Master's by Coursework course are women.

Enrolment Status

The following table provides a breakdown of postgraduate load in philosophy by type of attendance in 2008 and percentage Part-Time.

Sum of EFTSL	Type of attendance			
Level of course	Full-time	Part-time	% Part-time	Grand Total
Doctorate by Research	159.42	65.89	29%	225.31
Master's by Coursework	37.87	48.07	56%	85.94
Master's by Research	29.96	20.53	41%	50.49
Other Postgraduate	20.57	41.19	67%	61.75
Grand Total	247.82	175.68	41%	423.50

Table 12: Postgraduate load in philosophy by type of attendance in 2008
Source: DEEWR, *Higher Education Statistics*

Summary

Of all postgraduate load the percentage Part-Time is 41 per cent. In Doctorate by Research Degrees the percentage is lower – 29 per cent and in Master's by Coursework and Other Postgraduate Degrees, the percentage is higher – 56 per cent and 67 per cent, respectively.

Mode of Attendance

The following table shows Postgraduate load in Philosophy in 2008 by mode of attendance – external or internal.

Sum of EFTSL										
	D by R		M by C/W		M by R		Oth PG		Grand Total	
External	17.10	8%	25.50	30%	1.67	3%	13.54	22%	57.81	13.7%
Internal	208.21	92%	60.44	70%	48.82	97%	48.21	78%	365.68	86.3%
Grand Total	225.31		85.94		50.49		61.75		423.50	

Table 13: Postgraduate load in Philosophy in 2008 by mode of attendance
Source: DEEWR, *Higher Education Statistics*

Summary

The majority of postgraduate students are enrolled on an internal basis. In 2008, only 14 per cent of postgraduate students in philosophy were enrolled on an external basis. In Doctorate by Research Degrees the percentage is lower – 8 per cent and in Master's by Coursework and Other Postgraduate Degrees, the percentage is higher – 30 per cent and 22 per cent, respectively.

Gender

Information in this section concerning the status of women in philosophy can be supplemented with reference to the report prepared by a committee of senior academics for *Improving the Participation of Women in the Philosophy Profession*, Executive Summary and three Reports (Goddard 2008).

The following tables provide a breakdown of philosophy load in postgraduate courses in 2008 by gender and then gender by broad field of education.

Sum of EFTSL	Gender			
Level of course	Females	% female	Males	Grand Total
Doctorate by Research	69.28	31%	156.03	225.31
Master's by Coursework	49.07	57%	36.87	85.94
Master's by Research	12.00	24%	38.49	50.49
Other Postgraduate	35.37	57%	26.38	61.75
Grand Total	165.72		257.78	423.50

Table 14: Philosophy load in postgraduate courses in 2008 by gender
Source: DEEWR, *Higher Education Statistics*

Sum of EFTSL			
Level of course	Broad field of education	Total	% of course
Doctorate by Research	Society and Culture	220.85	98.0%
	Creative Arts	1.75	0.8%
	Education	0.88	0.4%
	Health	0.67	0.3%
	Agriculture, Environmental and Related Studies	0.38	0.2%
	Architecture and Building	0.37	0.2%
	Natural and Physical Sciences	0.25	0.1%
	Engineering and Related Technologies	0.17	0.1%
Doctorate by Research Total		225.31	100.0%
Master's by Coursework	Society and Culture	56.45	65.7%
	Management and Commerce	15.29	17.8%
	Creative Arts	5.88	6.8%
	Education	4.36	5.1%
	Natural and Physical Sciences	1.63	1.9%
	Health	1.25	1.5%
	Agriculture, Environmental and Related Studies	0.50	0.6%
	Information Technology	0.33	0.4%
	Engineering and Related Technologies	0.25	0.3%
Master's by Coursework Total		85.94	100.0%
Master's by Research	Society and Culture	50.03	99.1%
	Management and Commerce	0.33	0.7%
	Creative Arts	0.13	0.2%
Master's by Research Total		50.49	100.0%
Other Postgraduate	Society and Culture	48.17	78.0%
	Management and Commerce	4.25	6.9%
	Education	3.76	6.1%
	Natural and Physical Sciences	2.75	4.5%
	Health	1.03	1.7%
	Creative Arts	0.92	1.5%
	Architecture and Building	0.75	1.2%
	Agriculture, Environmental and Related Studies	0.13	0.2%
Other Postgraduate Total		61.75	100.0%
Grand Total		423.50	

Table 15: Philosophy load in postgraduate courses in 2008 by gender and Broad Field of Education
Source: DEEWR, *Higher Education Statistics*

Summary

It is worthy of note that in postgraduate research degrees the percentage of female load is significantly below 50 percent – 31 per cent in Doctorate by Research courses and 24 percent in Master's by Research; whilst in coursework degrees the percentage of female load is above 50 percent, 57 per cent for Master's by Coursework and Other Postgraduate respectively. Moreover, students in research based higher degrees almost all enrol from the Broad Educational Field of Society and Culture, most likely coming through philosophy programs. In contrast, only about two thirds of students undertaking coursework higher degrees are from the Broad Educational Field of Society and Culture.

It is likely that it is female students from non-philosophy areas that make up the increased female participation in coursework Master's programs.

The following table shows Doctorate by Research Philosophy load in 2008 by institution and gender by descending total load.

Sum of EFTSL	Gender			
Institution	Females		Males	Grand Total
The Australian National University	9.60	25%	29.08	38.69
The University of Melbourne	12.57	34%	24.52	37.10
University of Tasmania	10.06	41%	14.48	24.54
The University of Queensland	8.50	40%	13.00	21.50
Macquarie University	6.94	37%	11.75	18.69
The University of Sydney	3.50	19%	14.50	18.00
The University of New South Wales	4.50	29%	11.25	15.75
Deakin University	2.25	26%	6.50	8.75
La Trobe University	2.03	32%	4.26	6.30
Monash University	0.76	12%	5.31	6.07
Charles Sturt University	1.63	31%	3.63	5.25
Murdoch University	1.50	29%	3.67	5.17
The University of Adelaide	1.18	26%	3.40	4.58
The University of New England	1.47	34%	2.89	4.36
The Flinders University of South Australia	1.92	53%	1.67	3.59
The University of Western Australia	0.75	23%	2.50	3.25
Griffith University		0%	2.25	2.25
The University of Newcastle		0%	1.00	1.00
RMIT University		0%	0.37	0.37
Swinburne University of Technology	0.13	100%		0.13
Grand Total	69.28	31%	156.03	225.31

Table 16: Doctorate by Research Philosophy load in 2008 by institution and gender
Source: DEEWR, *Higher Education Statistics*

Summary

Women made up only about 30% of the Doctorate by Research Philosophy load in 2008.

Completions

The following table shows award course completions in philosophy at Doctorate by Research level 2001-8 by gender.

Sum of Number of student	Gender			
Year	Females	% female	Males	Grand Total
2001	16	46%	19	35
2002	18	44%	23	41
2003	12	41%	17	29
2004	12	39%	19	31
2005	20	44%	25	45
2006	19	38%	31	50
2007	15	41%	22	37
2008	18	39%	28	46
Grand Total	130	41%	184	314

Table 17: Award Course Completions in Philosophy at Doctorate by Research level 2001-8 by gender
Source: DEEWR, *Higher Education Statistics*

Summary

Female students appear to be completing PhD's in philosophy at above their load level. Cf Table 14.

Age

The following table provides a breakdown Postgraduate Philosophy load in 2008 by age.

Sum of EFTSL									
Age group	D by Res	% total	M by C/W	% total	M by Res	% total	Oth P/G	% total	Grand Total
19			0.33	0.4%					0.33
20			0.50	0.6%			0.78	1.3%	1.27
21	0.58	0.3%	2.00	2.3%	0.47	0.9%	2.04	0.4%	5.10
22	4.40	2.0%	4.46	5.2%	4.38	8.7%	1.47	2.4%	14.70
23	6.62	2.9%	8.46	9.8%	4.52	9.0%	4.06	6.6%	23.65
24	10.68	4.7%	4.29	5.0%	1.98	3.9%	1.44	2.3%	18.40
25	9.27	4.1%	4.33	5.0%	10.09	20.0%	3.11	5.0%	26.80
26	12.22	5.4%	3.13	3.6%	1.83	3.6%	2.69	4.4%	19.86
27	13.04	5.8%	3.28	3.8%	3.58	7.1%	3.15	5.1%	23.04
28	19.76	8.8%	2.75	3.2%	3.21	6.4%	0.83	1.3%	26.56
29	13.68	6.1%	3.88	4.5%	1.29	2.6%	3.17	5.1%	22.02
30 to 39	72.78	32.3%	23.15	26.9%	7.35	14.6%	12.96	21.0%	116.24
40 to 49	31.51	14.0%	11.90	13.8%	4.59	9.1%	15.55	25.2%	63.54
50 to 59	19.37	8.6%	11.13	12.9%	4.51	8.9%	7.29	11.8%	42.29
60 and over	11.41	5.1%	2.38	2.8%	2.69	5.3%	3.21	5.2%	19.67
Grand Total	225.31	100.0%	85.94	100.0%	50.49	100.0%	61.75	100.0%	423.50

Table 18: Postgraduate Philosophy load in 2008 by age
Source: DEEWR, *Higher Education Statistics*

Summary

55 per cent of students enrolled in Doctorate by Research degrees are aged between 30 and 60; 54 per cent of students enrolled in Doctorate by Master's by Coursework degrees are aged between 30 and 60; 58 per cent of students enrolled in Other Postgraduate degrees are aged between 30 and 60; 68 per cent of students enrolled in a Master's by Research degree are aged between 22 and 29 inclusive.

Citizenship

Domestic/Overseas Load.

The following table provides a breakdown of postgraduate load in Philosophy in 2008 by citizenship.

Sum of EFTSL										
Citizenship	D by R		M by C/W		M by Res		Oth P/G		Grand Total	
Domestic	189.62	84%	62.85	73%	47.00	93%	58.10	94%	357.56	84%
Overseas	35.70	16%	23.09	27%	3.50	7%	3.65	6%	65.93	16%
Grand Total	225.31		85.94		50.49		61.75		423.50	

Table 19: Postgraduate Load in Philosophy in 2008 by citizenship
Source: DEEWR, *Higher Education Statistics*

Summary

The majority of postgraduate students are domestic students. In 2008, only 16 per cent of postgraduate students in philosophy were enrolled as overseas students. Sixteen per cent of Doctorate by Research degree students in philosophy were enrolled as overseas students. In Master's by coursework degrees the percentage is higher – 27 per cent and in Master's by Research and Other Postgraduate Degrees, the percentage is lower – seven per cent and six per cent, respectively.

Postgraduate load in 2008 by country of birth

The following table provides a breakdown of Postgraduate Load in Philosophy in 2008 by Country of Birth.

Sum of EFTSL									
Country of birth	D by R		M by C/W		M by Res		Oth PG		Grand Total
Australia	127.80	56.7%	47.16	54.9%	37.37	74.0%	43.33	70.2%	255.67
China (excludes SARs and Taiwan Province)	1.50	0.7%	2.96	3.4%	0.17	0.3%	0.83	1.3%	5.46
England	5.92	2.6%	2.46	2.9%	0.68	1.4%	0.98	1.6%	10.05
India	0.85	0.4%	3.44	4.0%	0.61	1.2%	0.71	1.1%	5.61
Indonesia		0.0%	1.54	1.8%	1.31	2.6%	0.13	0.2%	2.98
Japan		0.0%	0.17	0.2%	1.02	2.0%	1.04	1.7%	2.23
New Zealand	10.75	4.8%	0.63	0.7%	2.00	4.0%	1.17	1.9%	14.54
United Kingdom, nfd	11.99	5.3%	1.54	1.8%	1.08	2.1%	1.00	1.6%	15.62
United States of America	10.65	4.7%	3.62	4.2%	0.86	1.7%	1.99	3.2%	17.12
Grand Total	225.31	100.0%	85.94		50.49		61.75		423.50

Table 20: Postgraduate Load in Philosophy in 2008 by Country of Birth[4]
Source: DEEWR, *Higher Education Statistics*

Summary

In 2008, the majority of students at postgraduate level are born in Australia. Of the remainder, students enrolled in philosophy at postgraduate levels are born in many countries. Among these, attention is drawn to the United Kingdom (nfd), England, New Zealand and United States of America, as well as, China, India, Indonesia and Japan.

Student Experience

Information in this section is drawn from data provided by Graduates Career Australia. Those wishing to do further research may refer to the datasets.

Information is also drawn from responses to the survey of philosophy programs. Twenty-four Heads (discipline coordinators or others) of philosophy programs responded to the survey. For a full list if respondents see Appendix 2 of this report. For a full list of survey questions see Appendix 2 of the Final Report.

Student satisfaction

Data provided by Graduates Career Australia for the project from responses to the Course Experience Questionnaire: Generic Skills and Overall Satisfaction for recent Philosophy Coursework Postgraduates in Australia, 2008 and from the Postgraduate Research Experience Questionnaire: Skill Development and Overall Satisfaction for recent Philosophy Postgraduates, Australia 2002-2008, shows that philosophy

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[4] Note this table does not include all postgraduates from all countries of birth. The grand total listed in this Table (20) is for all postgraduates from all countries of birth.

postgraduates rate their training highly – an overwhelming majority responded that they agreed or strongly agreed that their research further developed their problem solving skills; that it helped them develop their ideas and present them in written work; that their research sharpened their analytic skills; that they felt confident about tackling unfamiliar problems; that doing their research helped their ability to plan their own work; and that they were satisfied with the quality of the research higher degree experience.

In addition program Heads were asked whether they track RHD satisfaction. A small number of programs attempt to track RHD student satisfaction. In response to the question: *Does your program measure postgraduate student satisfaction at your University? (a) during their candidature (e.g. in the progress review)? (b) upon completion?*, of those that responded, 14/18 programs indicated that HDR student satisfaction is monitored during their candidature, specifically as part of the annual progress review. Five programs specified no formal monitoring of satisfaction during candidature. Seven programs indicated that their Universities assess student satisfaction upon completion through an 'exit survey' (Ballarat University, Bond University, Charles Sturt University, Deakin University, Macquarie University, Monash University, Swinburne University of Technology, University of New South Wales, University of Western Australia). Ten said they had no exit survey (or they were 'unsure').

Career choices after graduation

A 2009 article in *The Australian* – 'Great Minds Think America', notes a long tradition of Australian PhD's moving to USA, UK and European institutions and notes the high respect in which Australian PhDs are held in these institutions.

Some, mainly informal, monitoring of career destinations of Philosophy RHD graduates occurs at Bond University, Deakin University, Macquarie University, Monash University, University of Adelaide, University of New South Wales, University of Queensland, University of Sydney[5] and University of Western Sydney. Some other programs suggested that individual supervisors tend to keep track of this.

Post Postgraduate employment statistics

Data was prepared on post postgraduate employment statistics by Graduates Careers Australia. The following data was provided:

- Post-completion activities of recent philosophy postgraduates in Australia, 2002-2008;
- Employment status for those recent philosophy postgraduates available for full-time employment in Australia, 2002-2008;
- Those recent philosophy postgraduates in any employment, broad area of employment, Australia 2002-2008;
- Those recent philosophy postgraduates in any employment, broad area of employment, Australia 2002-2008.

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[5] See http://homepage.mac.com/mcolyvan/pgplacement.html.

In summary, the data shows that:
- In 2008, 62 per cent of respondents (67) indicated that they were 'available for full time employment', 16 per cent (17) were 'working part-time, not seeking full-time employment', 12 per cent (13) were 'in full time study', 11 per cent (12) were 'unavailable for employment or study'. No respondents indicted that they were 'not working, seeking part time employment only'.[6]
- Of those recent philosophy postgraduates available for full-time employment in Australia in 2008, 87 per cent (58) were 'in full-time employment', 10 per cent (7) were 'working part time, seeking full-time employment and 3 per cent (2) were 'working, seeking full time employment'.
- Recent philosophy postgraduates have gone into several and varied sectors of employment. Over one third of recent philosophy postgraduates who responded to the post-completion activities in 2008 were in higher education (29 per cent/ 23 respondents) and secondary education (8 per cent/6 respondents) as an industry of employment.
- Of those recent philosophy postgraduates in any employment, broad area of employment in 2008, 29 per cent (23) were in the Higher Education sector; 29 per cent (23) were in the Private sector; 26 per cent (21) were in the public sector (including public education, Federal Government and State Government); 11 per cent (9) were self-employed and 5 per cent (4) were in the non-profit sector.

Those interested in trends from 2002-8 can refer to the excel spreadsheets available on the datasets page of the Forward Thinking website. As the numbers are small, the figures should be treated as indicative of broad outcomes for philosophy graduates, and not as precise indicators.

PhD Postgraduate Issues

Data used in this section is drawn from the responses to the survey of philosophy programs and pertains to the philosophy research higher degree level. Twenty four Heads (discipline coordinators or others) responded to the survey. For a full list if respondents see Appendix 2 of this report. For a full list of survey questions see Appendix 2 of the Final Report.

In summary, this section shows:

RHD (Masters by Research and PhD) study in philosophy in Australia generally focuses on thesis research and writing under the supervision of a supervisor or co-supervisor (in a small number of Departments, a supervision panel), with only a few philosophy programs requiring any structured (seminar-based) study. The majority of postgraduates are enrolled in the program in which they completed their honours degree. There is some concern in the discipline that this practice will have an adverse effect on the training of the next generation of academics.

There appears to be a trend towards institutions encouraging academics to undertake formal training as RHD supervisors. In a small number of cases such training is compulsory for all academics engaged in postgraduate supervision, whilst in a few cases

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[6] Note, these surveys are conducted around four months after the completion of the qualification

new staff are required to undertake formal training before undertaking supervision. More than half the programs place a limit on the number of RHD students an academic can supervise.

Almost all programs surveyed run regular research seminars specifically for their postgraduates, and about one third indicated that they have hosted local or national postgraduate conferences. The programs that run regular postgraduate research seminar and/or conferences also tend to have specific measures in place to encourage and/or train postgraduates to publish during their candidature. Students in most programs are eligible for funds to attend national or international conferences. Most programs provide shared office space and computer access, and students can typically apply for funding to support their basic research needs (usually around $600/year). In addition, most programs aim to offer part-time teaching opportunities where possible. In a minority of programs, formal career mentoring is available for RHD students. Almost all programs have in place formal reviews of RHD student progress, usually annually but occasionally biannually. A small number of programs attempt to track RHD student satisfaction.

There is considerable variation in the number of Australian Postgraduate Research Award (APRA) recipients in programs, ranging from zero to fifteen. Some programs report declining APRA success; others report improved APRA success. There is no obvious trend.

Supervision arrangements

The vast majority of programs provide a standard supervision arrangement: a primary supervisor with an associate supervisor. The exceptions are three Victorian Universities, LaTrobe University, Deakin University and University of Melbourne, and Australian National University, which have recently moved to an arrangement of a primary supervisor plus a panel of two or more associate supervisors. There is no way of telling from the survey and data whether this improves postgraduate experience or completion rates but we note that this is a standard arrangement in the UK and US. University of Western Australia[7] is the exception in the other direction in that it "mostly" provides a sole supervisor.

There appears to be a trend towards institutions encouraging academics to undertake formal training as RHD supervisors. In response to the question: Does your university require supervisors to undergo specific training or accreditation?, 70 per cent of programs (17/24) now require or encourage supervisors to undertake a formal Supervision training course and/or accreditation. In a small number of cases such training is compulsory for all academics engaged in postgraduate supervision, whilst in a few cases new staff are required to undertake formal training before undertaking supervision. Three of these say formal training is compulsory for new staff only. Whilst most programs require attendance at a training course, some supplement with additional activities, such as mentoring (Monash University, Australian Catholic University). Only a few programs noted formal accreditation processes in place, such as at University of Tasmania (by application to the university, rather than tied to formal training). Interestingly, some programs (for example, University of Melbourne, Deakin University, and Wollongong University) have a rule that new staff can only become principle

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[7] Murdoch University offers both – principle supervisor and co-supervisor or panel supervision.

supervisor after they have participated in a successful completion as associate supervisor. 9/24 programs said there is no requirement for training or accreditation.

More than half of programs (15/24) place a limit on the number of RHD students an academic can supervise. In response to the question: Is there a maximum number of students any primary supervisor is allowed to supervise?, 9/24 programs specified a maximum supervision load of 4-7 postgraduate students and 2/24 specified a maximum supervision load of 10-12 postgraduate students. 4/24 specified no maximum load, with 2/24 noting that whilst there was no 'official' maximum, the numbers was negotiated through workload, and another, that it varies depending on the "level" of the supervisor.

Most programs appear to require supervisors to have a PhD as a minimum qualification. In response to the question: Does your program require a certain level of experience or research expertise before assigning supervision? 7/24 programs specifically stated that they require supervisors to have a PhD as a minimum qualification, and a further 6/24 noted requirements that staff only supervise in areas of research expertise. Six programs (Australian Catholic University, Ballarat University, Bond University, University of New South Wales, and University of Western Sydney) require supervisors to be 'research active' in terms set by their university. Several programs noted requirements for eligibility as a primary supervisor, such as prior success as an associate supervisor (for example, successful completion). 5/24 programs specified that there are no minimum qualifications required for supervisors (or that they were 'unsure').

Postgraduate seminars and conferences

Almost all programs provide postgraduate seminars and about half of the programs surveyed run regular research seminars specifically for their postgraduates. In response to the question: Does your program run postgraduate research seminars in which students present their work? How frequent are your program's postgraduate research seminars?; 22/24 reported that they run postgraduate research seminars. 6/24 programs run weekly PG seminars during semester. A further five run these on a fortnightly basis. The remaining run them either monthly, two to three times per semester, bi-annually or annually. Most programs running postgraduate research seminars (19 of 22) specified that academic staff attend. Five smaller programs indicated that they don't have sufficient enrolments for such activities. In about a third of programs HDR students regularly participate in cross-university activities.

Just over a third of programs indicated that they have hosted local or national postgraduate conferences. In response to the question: Has your program hosted a local or national postgraduate conference or research workshop in the period 2004-8?, 9/24 programs indicated that their HDR students hosted at least one (usually several) local or national postgraduate conference or research workshop in the period 2004-8.

The level of postgraduate participation in other local or national conferences varies by programs. In answer to the question: *What proportion of your postgraduate students presented a paper at a local or national conference in 2008?*, 18 of 24 programs indicated that HDR students had presented at a conference in 2008. The proportion of enrolled postgraduates who presented a conference paper varied from 15-100% (all estimates), although the majority (14/18) indicated a proportion of 20-50%.

Postgraduate publications

Respondents were asked to reply to the following two questions: How many publications were produced by your postgraduates in 2008 (including co-authored)? What measures does your program employ for encouraging postgraduate publications (eg. workshops)?. 9/24 programs reported at least 2-3 B1/C1 publications authored by *enrolled* PGs in 2008. 10/24 programs indicated 0 HDR publications for 2008.

Specific measures, beyond individual supervisors' mentoring practices, include running occasional workshops on 'how to publish a journal article'. Macquarie University has a weekly HDR Workshop that includes advice about 'how to publish' along with skills workshops relating to other aspects of professional development. University of Sydney awards a $1000 prize for HDR publication of a refereed journal article or book chapter ("of sufficient merit").

The programs that run regular postgraduate research seminars, research workshops, and conferences also tend to have specific measures in place to encourage and/or train postgraduates to publish during their candidature.

Forms of postgraduate funding (other than scholarships)

Funding support is available at the department/program, faculty or university level for postgraduates for the purposes of conference attendance or spending a period of time at another institution. In response to the question: *Does your Program, Faculty or University provide funding support to postgraduates for the purposes of: (a) conference attendance, (b) overseas study or spending a period of time at another institution (c) other (specify)?;* 20 programs provide travel grants for HDR students to present at conferences; 13 have a competitive grant scheme to support a period of overseas study; 9 specified that they also provide funds for 'other research related expenses' (and 4 did not answer the question).

Postgraduate Facilities

Most programs provide shared office space and computer access, 21/23 programs provide shared office space, mostly two to five students per room (at the University of Sydney and Swinburne University the HDR students are housed in large open-plan spaces that accommodate 20-30 students). More than half (14/23) noted that students are provided with a computer on campus; 5/23 said no computers are provided. In more than half of the programs (14/21), postgraduates are co-located with academic staff in the program precinct (co-located in the Philosophy department), and in three of these are located elsewhere also (one program noted new postgraduate space is located elsewhere, whilst some students are still co-located), 7/21 programs said they are located elsewhere.

Students can typically apply for funding to support their basic research needs (usually around $600/year). To cope with a scarcity of funds for HDR support, Deakin has an innovative system that allows students to choose which kind of support they prefer: Either a computer work station with supporting infrastructure OR shared office space

without computer + $600 pa OR $1200 pa for research expenses including conference travel.

Part –Time teaching opportunities

Most programs aim to offer part-time teaching opportunities where possible. *Does your program have a policy to provide casual teaching opportunities for postgraduates?*, 17/20 programs specified that they provide HDR students with casual teaching opportunities where possible. Characteristically this is limited to first year tutoring, but occasionally upper-level courses may be taught by PGs through teaching buyouts and if the student is sufficiently qualified/experienced. Three of the smaller programs don't provide teaching opportunities for postgraduates, mainly because they don't have the casual teaching funds. Survey responses also showed that most casual staff in philosophy programs are drawn from postgraduate students, and the majority of programs report using current postgraduates, though casual staff are also drawn from former postgraduates and postgraduates from other programs. For further information see the Staff Report.

In response to the questions: Does casual teaching interfere with degree progress? and Does your program restrict access to teaching opportunities if students are not progressing?; 13/22 said that teaching employment 'sometimes' effects the postgraduates' progress, four said 'rarely', two 'often' and two said, 'usually, but not to the extent that progress is unsatisfactory'. 15/20 noted that they have a policy of restricting access to teaching opportunities if the postgraduate is not progressing satisfactorily.

In response to the question: How does your program assess the quality of teaching by postgraduates?, 20/21 programs answered 'yes' to the question about whether quality of teaching by postgraduates is assessed. This is done by the same formal teaching evaluation process used to monitor all teaching. five programs also noted mechanisms of peer review, including course convenor and/or lecturers attending lectures and providing the postgraduate with specific feedback on their teaching where practicable.

Career mentoring

In a minority of programs, formal career mentoring is available for RHD students. In response to the questions: *Does your program provide formal guidance (eg. workshops) to postgraduate students about academic career planning, eg. preparation of a CV, writing job applications, interview skills?*, and *To what extent do individual supervisors provide informal guidance on career planning?* 7/22 programs indicated that formal guidance is provided, however in most cases, this is provided at the University level – for example, through the Graduate School or equivalent. A few programs run formal career mentoring activities and/or regular workshops, including Workshops on CV writing, applying for jobs, how to publish, interview skills, teaching skills. The University of Sydney has a Job placement officer who holds job information sessions and all aspects of the job search. A few programs also provide occasional career development workshops designed for philosophy HDRs (including mock interviews). Many respondents reported that the supervisor provides, and is expected to provide, this sort of career guidance.

In response to the question: *Do supervisors (or the Coordinator of Higher Degree Research) play an active role in seeking out academic career opportunities for their postgraduate students?* 16/20 indicated that either the supervisor or PG Coordinator is expected to pass on to students information about academic vacancies. Interestingly, the Philosophy program at University of Sydney has an academic appointed as 'Placement Officer' to assist postgraduates to find employment after their PhD.[8]

Progress reviews

All (or almost all) programs have in place formal reviews of RHD student progress, usually annually but occasionally biannually. 23/23 programs formally review the progress of their HDR students annually. Two of these (Newcastle University, and LaTrobe University from 2010) have bi-annual progress reviews. Deakin holds bi-annual reviews for International students only. At least three programs (Ballarat University, Wollongong University and University of Queensland) treat the first annual progress review as a formal 'confirmation of candidature'. We note that the practice of 'confirmation of candidature' at the first progress review is becoming widespread in Australian universities in response to funding being tied to four year completions but also as a way to professionalise HDR research. Anecdotal evidence indicates this has become standard practice in UK Universities.

In response to the question: What processes are in place for dealing with unsatisfactory progress?, the usual way of handling an 'unsatisfactory' progress review is to formulate a three to six work plan with the student and follow this up with a further review three to six months later. LaTrobe University refers struggling HDR students to formal workshops/courses run by the University. Several programs said they had no follow-up procedure for handling unsatisfactory progress.

In response to the question: *What processes are in place for reviewing supervision arrangements?*, The majority of programs (20) have procedures for reviewing student satisfaction with their supervisor. Usually there is space in the annual progress review for this to be checked and/or students can take complaints or requests for changes to the postgraduate Coordinator. Four programs indicated they had no (or are unaware of any) procedures in place for reviewing supervision arrangements.

Postgraduate scholarships - Australian Postgraduate Awards, university scholarships, ARC funded scholarships

There is considerable variation in the number of Australian Postgraduate Research Award (APRA) recipients in programs, ranging from zero to fifteen. Some programs report declining APRA success; others report improved APRA success. There is no obvious trend.

The Go8 and larger metropolitan universities enjoy greater success in winning APAs. Typical numbers for in a year for the years 2003-8: two to four (Macquarie University, University of Queensland, Monash University, LaTrobe University, University of Western

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[8] The American Philosophical Association (APA) mandates that programs publish their graduate placement record.

Australia, University of New England), five to eight (University of New South Wales and Deakin University), eight to fifteen (University of Melbourne, University of Sydney, Australian National University[9]). The rest reported zero or one to two APAs.

No particular trend emerged in APA numbers across the period. Some reported a decline, in same cases quite small, in APAs (Macquarie University, Monash University, University of Newcastle, University of Sydney), others increased their numbers, if but marginally in some cases (LaTrobe University, University of Queensland, University of Melbourne). University of Melbourne has experienced a dramatic increase in APAs at University of Melbourne (from 8 in 2002 to15 in 2007), which may be partly explained by CAPPE. However, University of Melbourne also has a multifarious scholarship program (incl. Uni scholarships covering fees only) which may be worth further exploration and/or emulation. Two programs observed that some Unis favour research priority areas in allocating APAs with some fields of Philosophy missing out. This trend began around 2006-7 in some Universities in preparation for the RQF. It is unclear how widespread that policy has been or if it has been reversed.

Some programs that have been deprived of APAs have held relatively high numbers of University Scholarships and increased their share of these in the period (e.g. Macquarie University and University of Queensland increased to six each by 2007). The only programs that reported holding IPRSs (International Postgraduate Research Scholarships) in the period were University of New South Wales (4), University of Melbourne (4), University of Sydney (3), Australian National University (2). This may reflect the historical emphasis on internationalisation at those Universities. Macquarie, UQ, & Monash held one ARC APA each during the period. Several programs reported ARC funded scholarships (Macquarie University, Queensland University, Monash University).

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Monaghan, Peter (2009), 'Great Minds Think America', *The Australian*, July 22, 2009.

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[9] Figures given for 2008 only.

APPENDIX 1: LIST OF INSTITUTIONS THAT REPORT PHILOSOPHY UNITS TO DEEWR[10]

- Australian Catholic University
- Bond University
- University of Adelaide
- University of Ballarat
- Campion Institute Limited, NSW
- Central Queensland University
- Charles Darwin
- Charles Sturt University
- Deakin University
- Edith Cowan University
- Flinders University
- Griffith University
- La Trobe University
- Macquarie University
- Monash University
- Murdoch University
- University of Melbourne
- University of Newcastle
- University of New England
- University of New South Wales
- University of Notre Dame
- RMIT
- Queensland University of Technology
- University of Queensland
- The University of SA
- Southern Cross University
- The Southern School of Natural Therapies VIC
- Sydney Institute of Business and Technology
- Swinburne University of Technology
- University of Sydney
- University of Tasmania
- University of Technology, Sydney
- Victoria University
- University of Western Australia
- The University of Western Sydney
- University of Wollongong

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[10] Note, not all institutions report load in philosophy units in all years and not all at postgraduate level.

APPENDIX 2: LIST OF PHILOSOPHY PROGRAMS that participated in the survey

- School of Philosophy, Faculty of Theology and Philosophy, Australian Catholic University
- Philosophy Program, School of Cultural Inquiry, Australian National University
- Discipline of Philosophy, School of Humanities, University of Adelaide
- Discipline of Philosophy, School of Behavioural & Social Sciences & Humanities, University of Ballarat
- Philosophy, School of Humanities, Bond University
- Philosophy, School of Humanities and Social Sciences, Charles Sturt University
- Philosophy, School of International and Political Studies, Deakin University
- Program of Philosophy, School of Humanities, Flinders University
- Philosophy, School of Communication, Arts and Critical Inquiry, La Trobe University
- Program of Philosophy, Faculty of Arts, Macquarie University
- Philosophy and Bioethics, School of Philosophical, Historical & International Studies, Monash University
- Philosophy Program, School of Social Sciences and Humanities, Murdoch University
- Philosophy, School of Philosophy, Anthropology and Social Sciences, University of Melbourne
- Philosophy and Religious Studies, School of Humanities and Social Science, University of Newcastle
- Philosophy, School of Humanities, University of New England
- School of History and Philosophy, Faculty of Arts and Social Sciences, University of New South Wales
- School of Philosophy and Theology, University of Notre Dame
- Philosophy, School of History, Philosophy, Religion and Classics, University of Queensland
- Philosophy and Cultural Inquiry, Faculty of Life and Social Sciences, Swinburne University of Technology
- Program of Philosophy, School of Philosophical and Historical Inquiry, University of Sydney
- University of Western Sydney
- School of Philosophy, Faculty of Arts, University of Tasmania
- Discipline of Philosophy, Faculty of Arts, Humanities and Social Sciences, University of Western Australia
- Philosophy Program, School of English Literatures & Philosophy, University of Wollongong