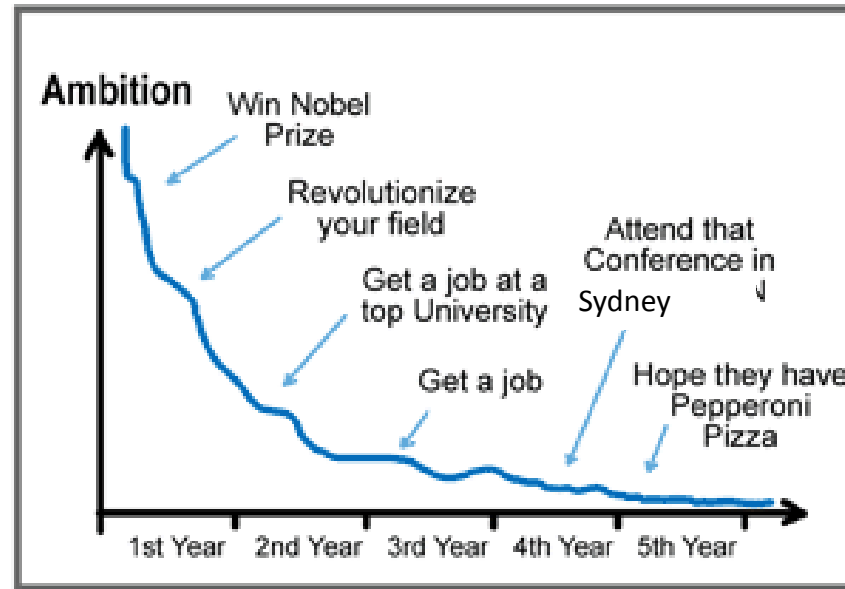


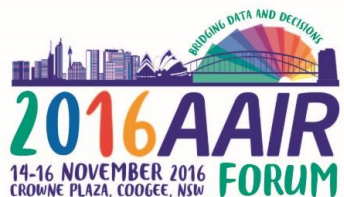
# HIGHER DEGREE BY RESEARCH SURVEY – INSIGHTS TO HELP DEAKIN BRIDGE THE GAP BETWEEN EXPECTATIONS AND EXPERIENCE?

## YOUR LIFE AMBITION - What Happened??



JORGE CHAM © 2008

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Institutional Research and Surveys, Strategic Intelligence and Planning Unit



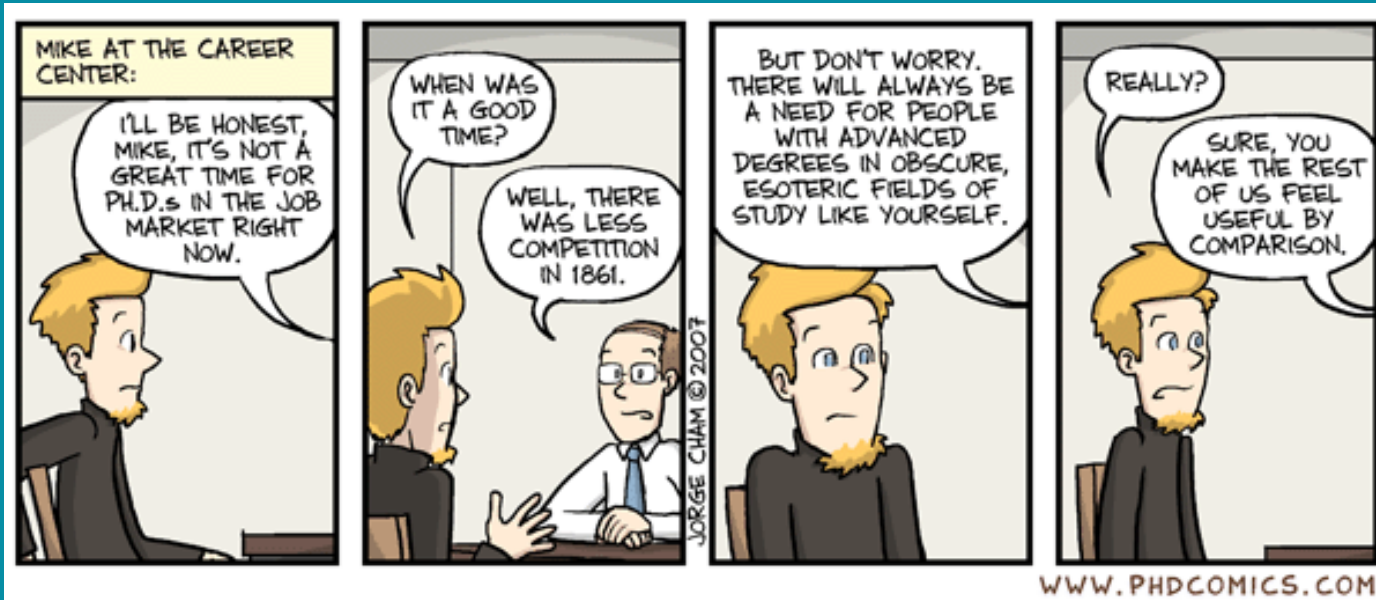
# SURVEYS PROVIDING INSIGHT

## Australian Graduate Survey

- National survey of graduates
- Graduate Destination Survey (GDS)
- Employment about 4? months after graduation

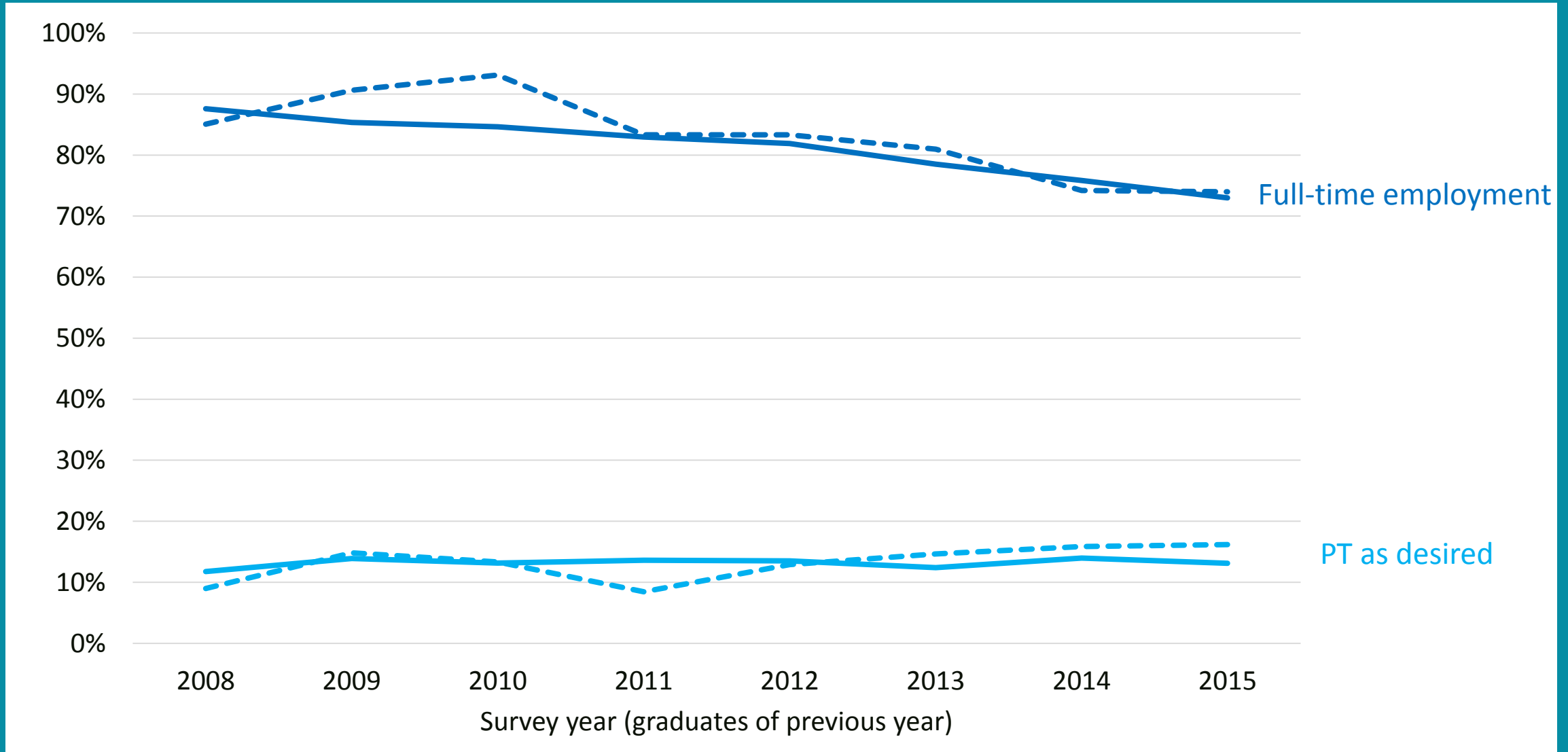
## Higher Degree By Research Survey

- Internal survey of current students
- Questions based on candidature stage
  - **motivation for HDR study**
  - induction experience
  - **work circumstances**
  - **career aspirations**
  - **university support**
  - experience with supervisor
  - research environment
  - whether they have considered withdrawal from their studies and why
  - whether they did/expect to need a candidature extension and reasons why
  - overall satisfaction



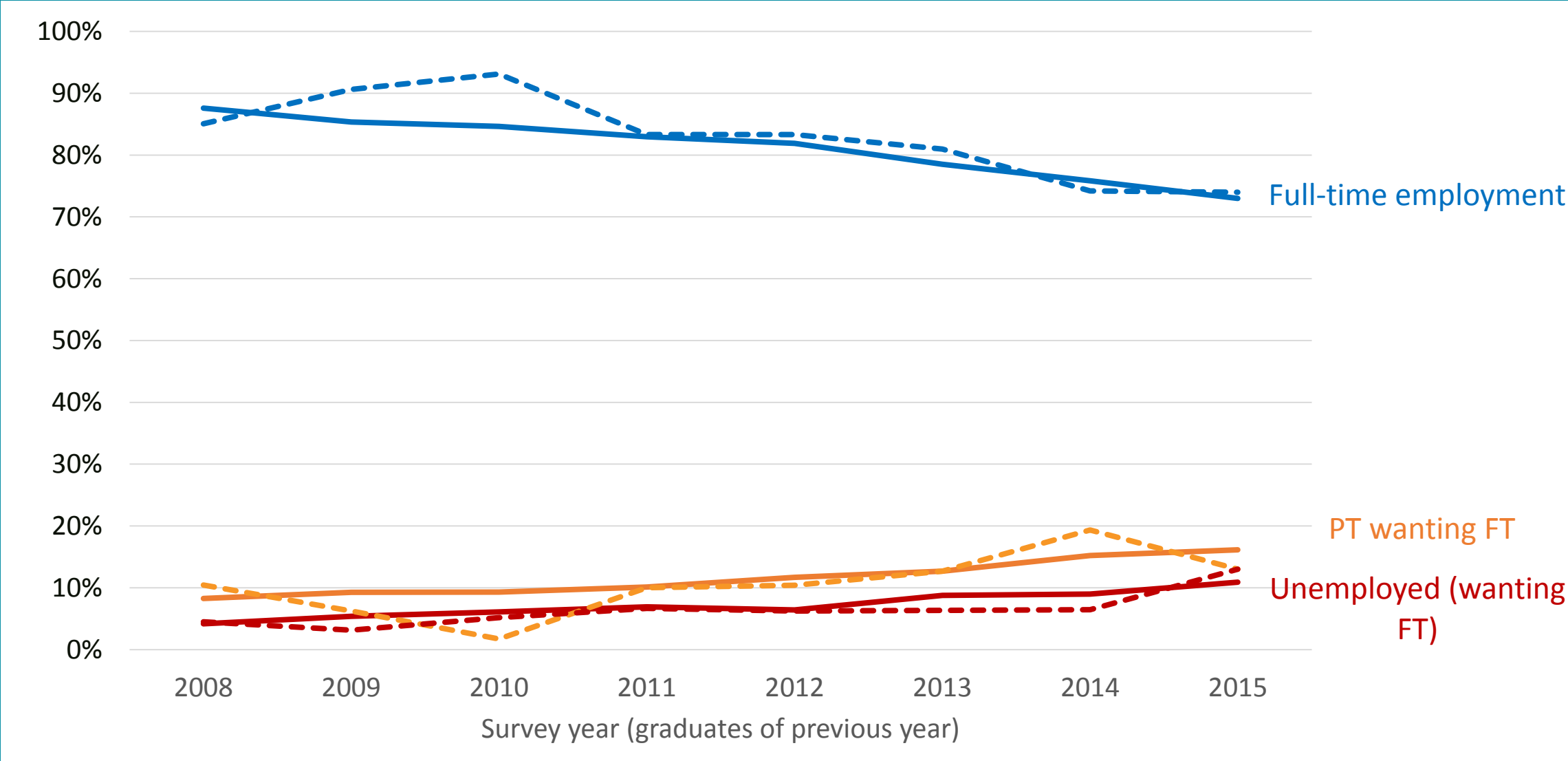
What are the employment outcomes for HDR students and have they changed over time?

# EMPLOYMENT OUTCOMES FOR DOMESTIC HDR STUDENTS



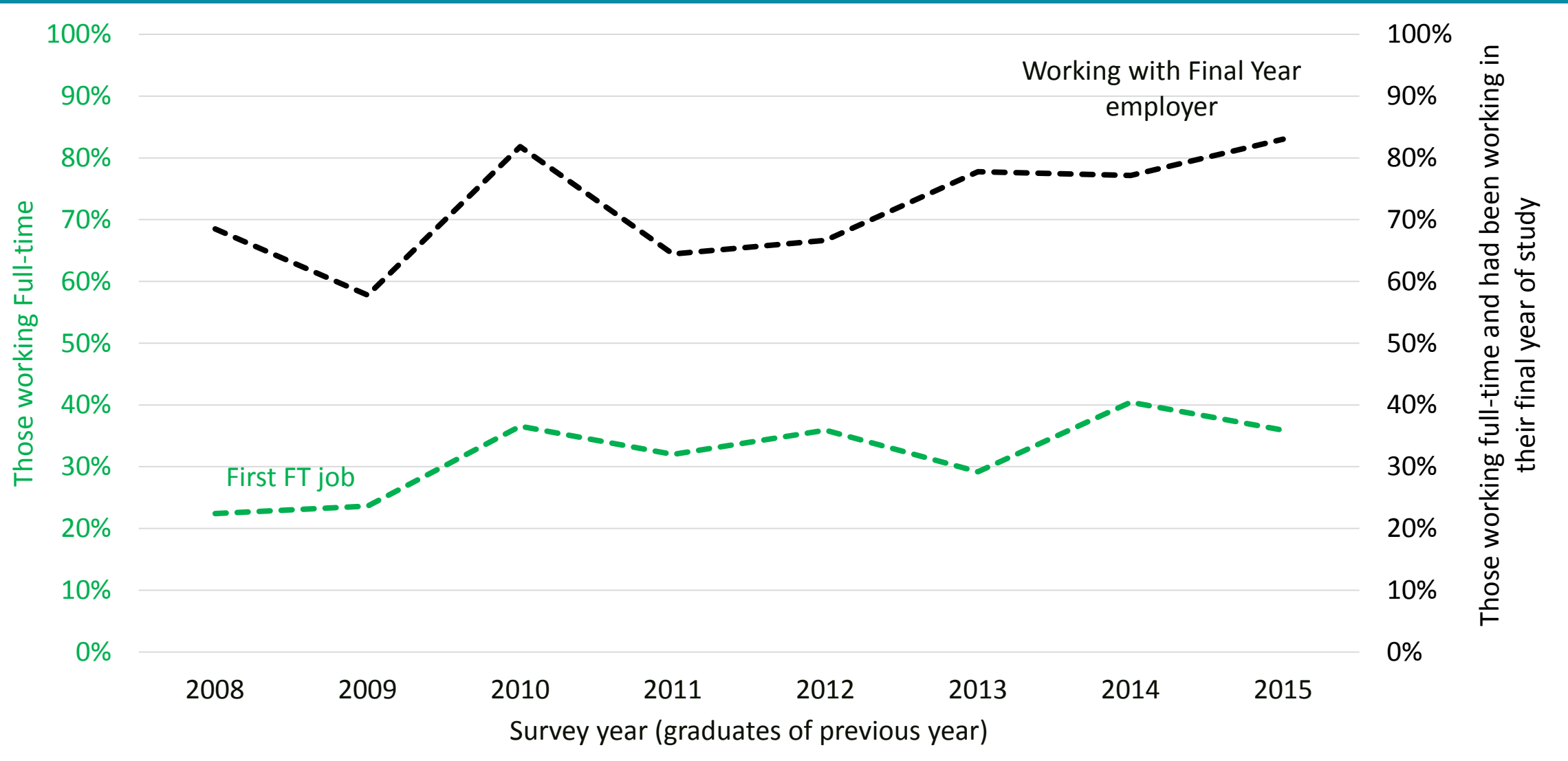
AGS results show a decrease in FT employment over time nationally and for Deakin graduates (dotted lines). In 2015 FT employment rate Deakin HDR=74%, PGC=79% and Undergraduate 66.5%

# EMPLOYMENT OUTCOMES- DOMESTIC HDR STUDENTS AVAIL FT WORK



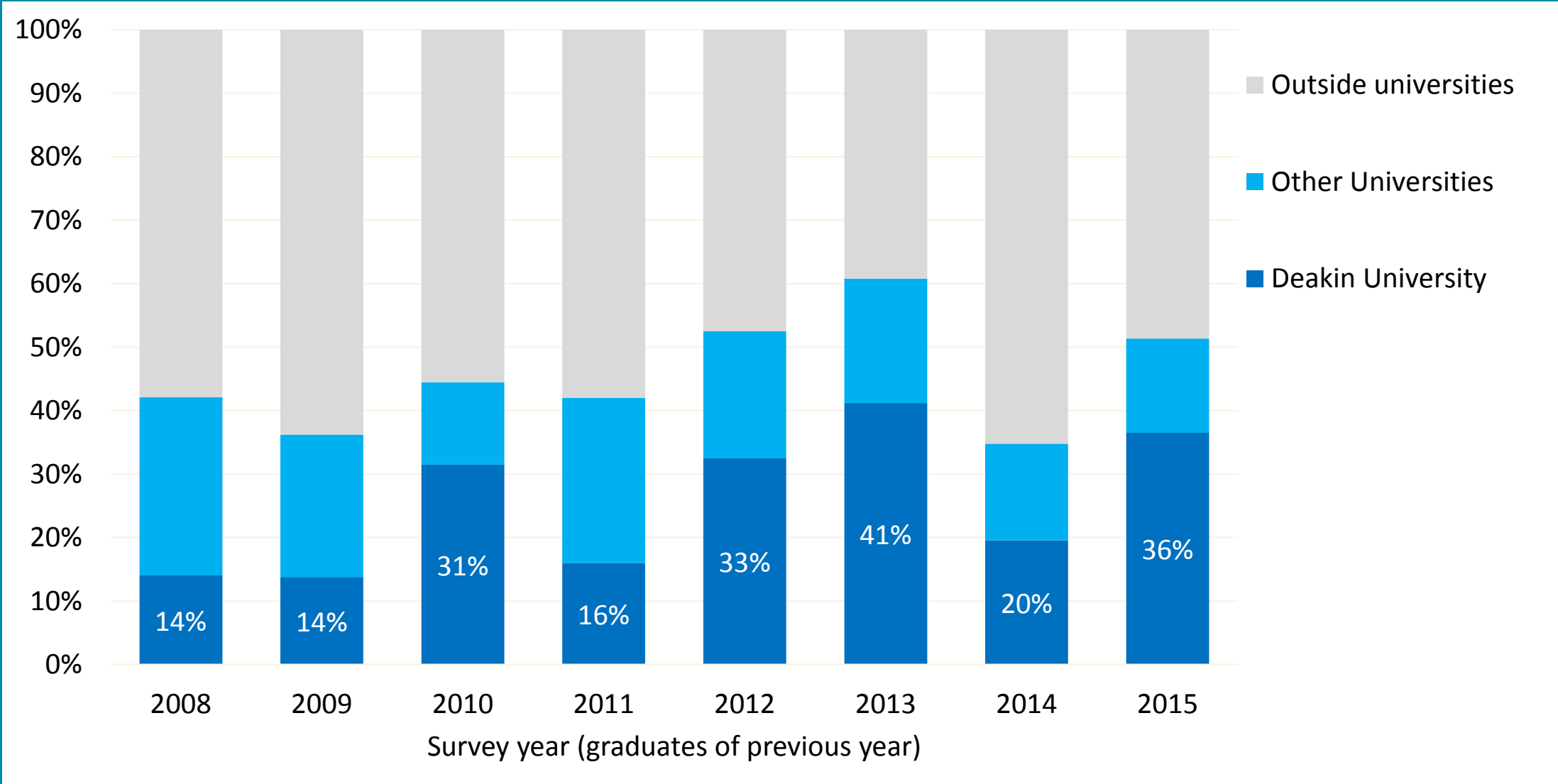
AGS results that decrease in FT employment is accompanied by increases in those working PT and unemployed.

# DOMESTIC DEAKIN HDR STUDENTS IN FT WORK



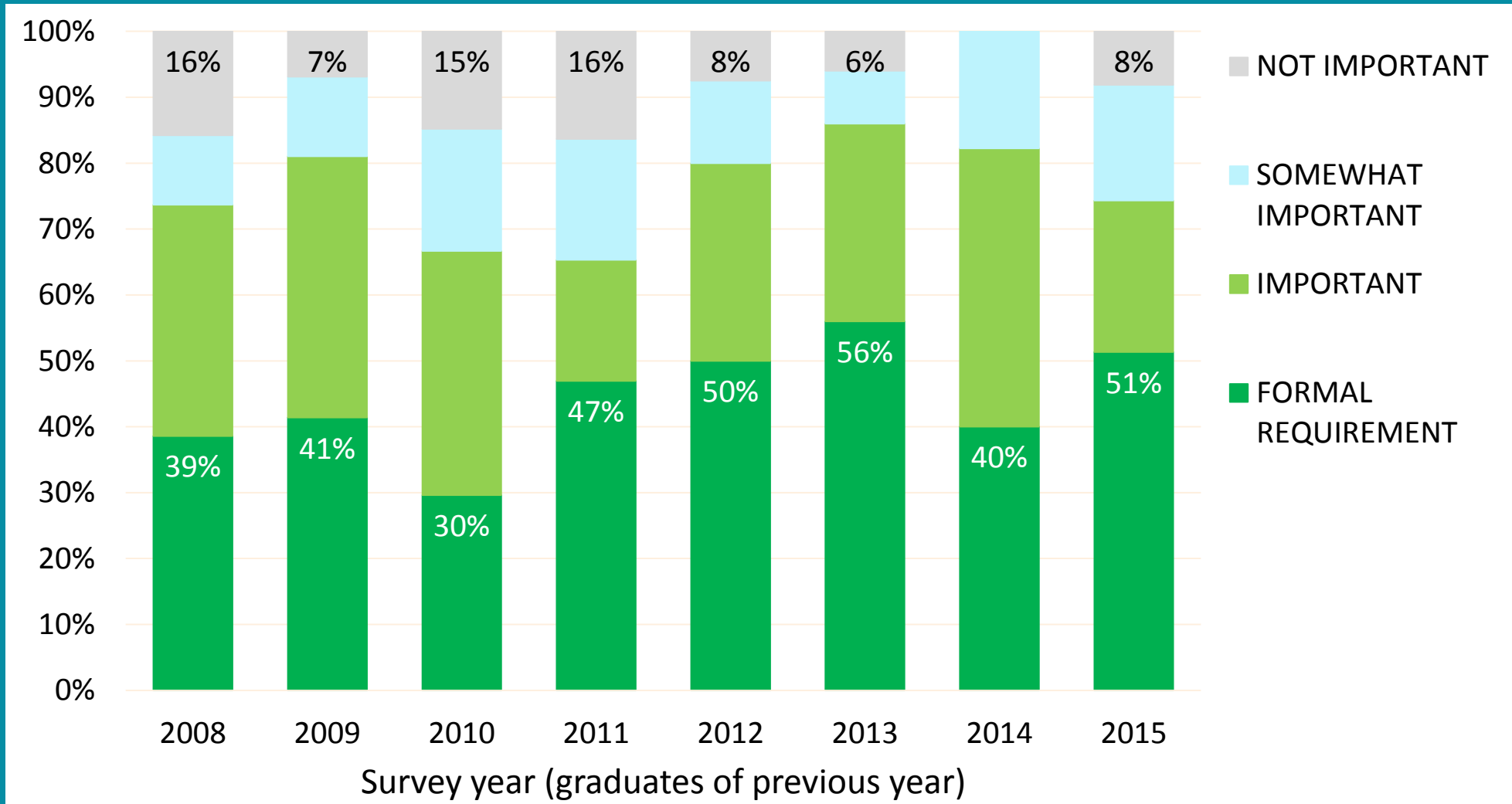
- Some HDR students have not previously held a FT job
- Those working FT and had worked in the final year often stayed with this employer

# DEAKIN DOMESTIC HDR- EMPLOYMENT IN UNIVERSITIES



Deakin is a key employer, particularly in some years

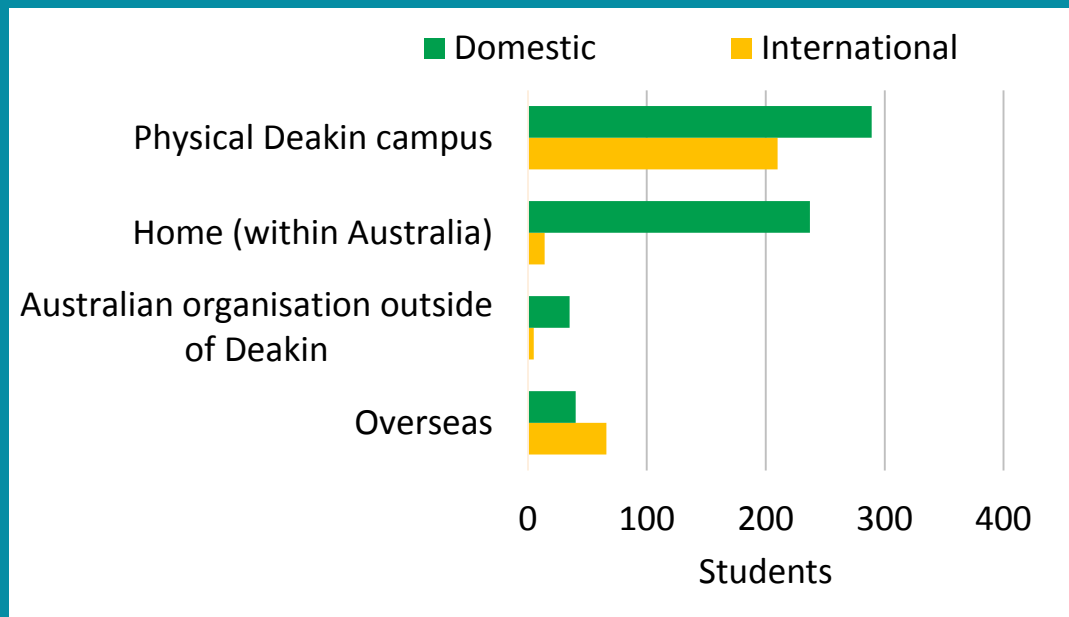
# IMPORTANCE OF QUALIFICATION FOR DOMESTIC DEAKIN GRADUATES IN FT WORK



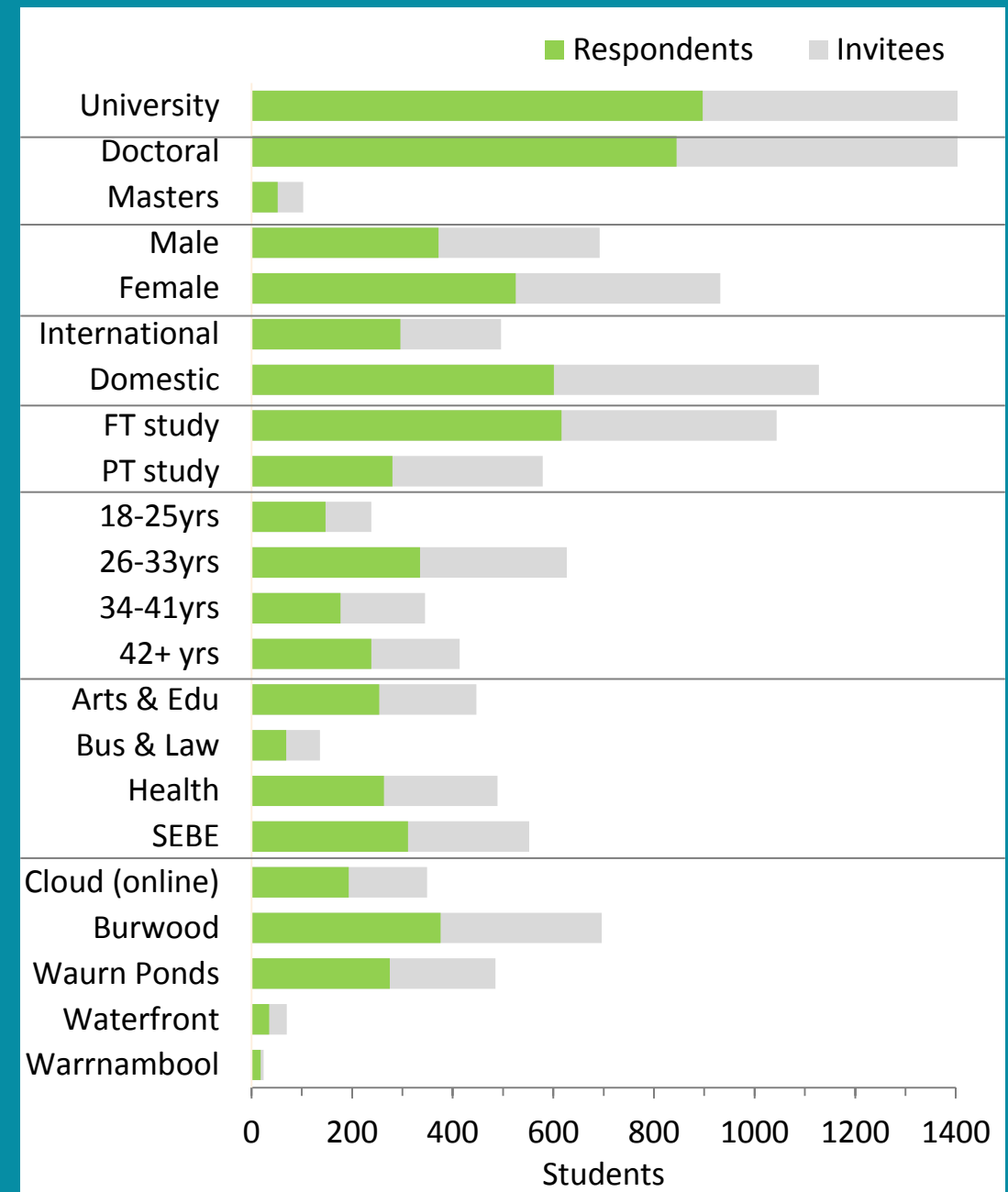
- HDR study has been essential for some graduates FT roles, while others are working in positions where it is not as important, or not important at all.

# DIVERSE GROUP OF STUDENTS

- Age
- Ethnicity and nationality
- Previous work history
- Life experience
- Career options and objectives
- Project topic/area
- Study attendance type, mode and location



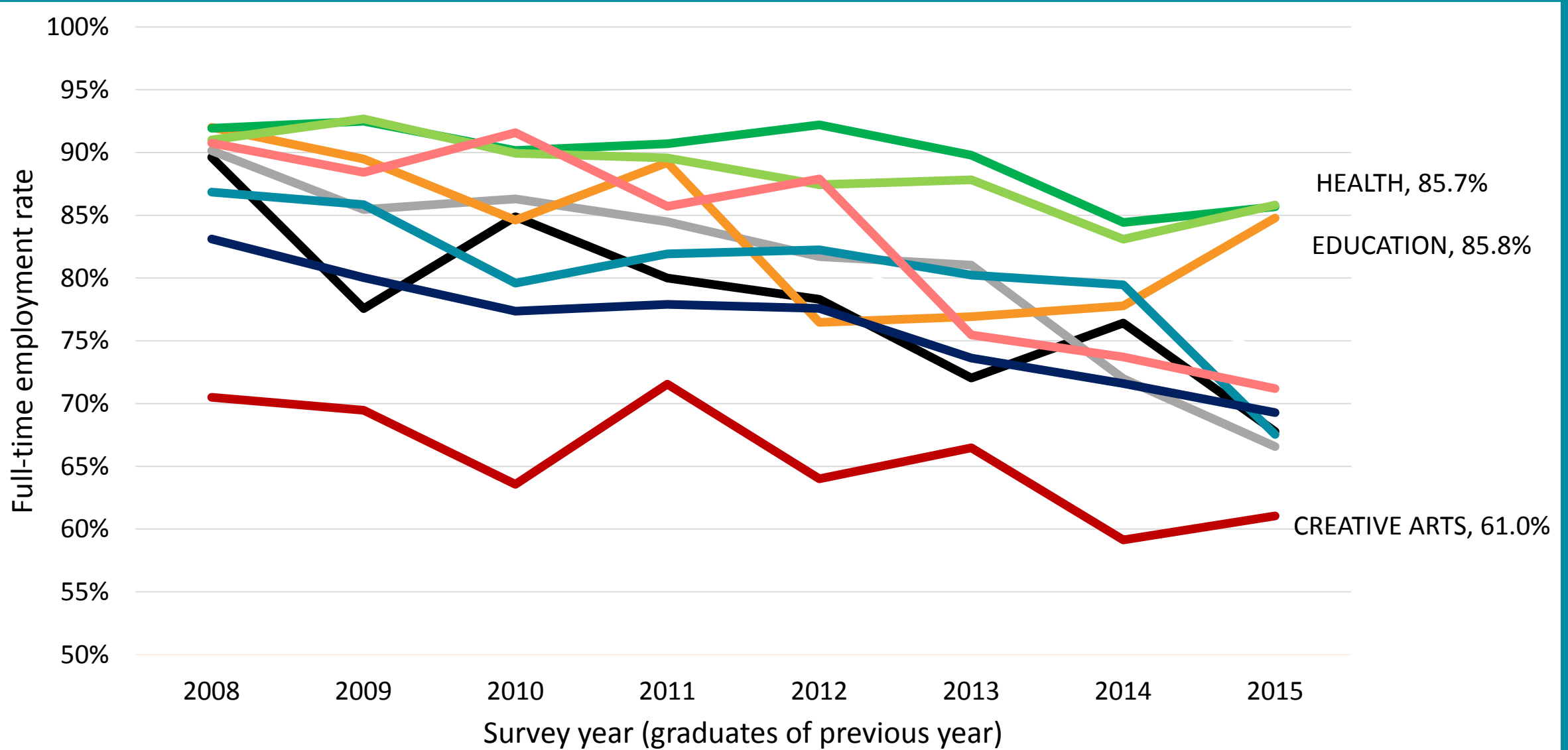
HDR 2016 results- All students



Deakin students undertaking HDR in 2016- i.e. HDR Survey population



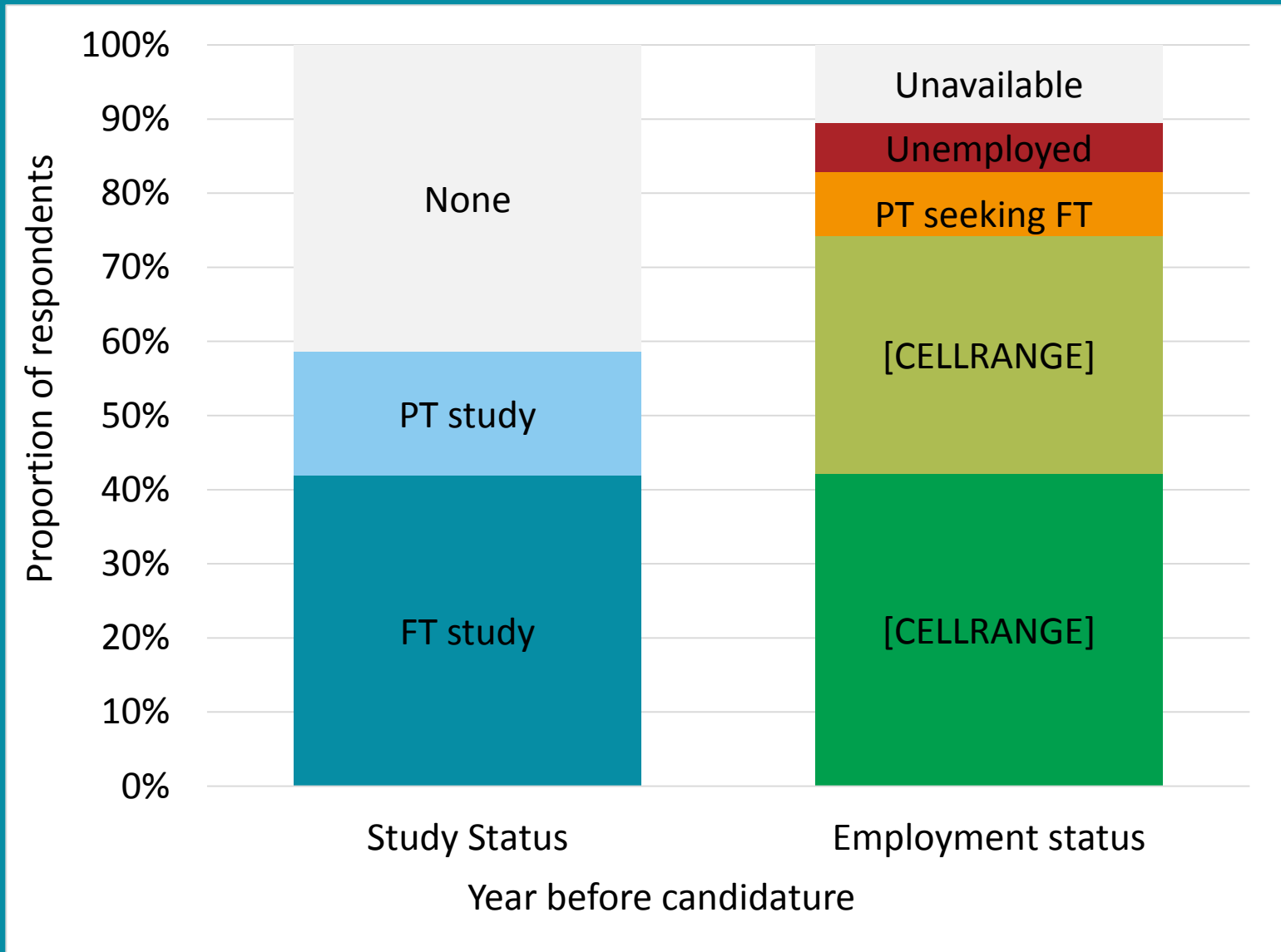
# FOE VARIABILITY IN FT EMPLOYMENT RATES- NATIONAL DATA



- National AGS results highlight influence of field of education on employment outcomes.
- Fluctuation at FOE level, although general downward trend for most.

# WORK AND STUDY STATUS THE YEAR BEFORE HDR

HDR Survey- All students

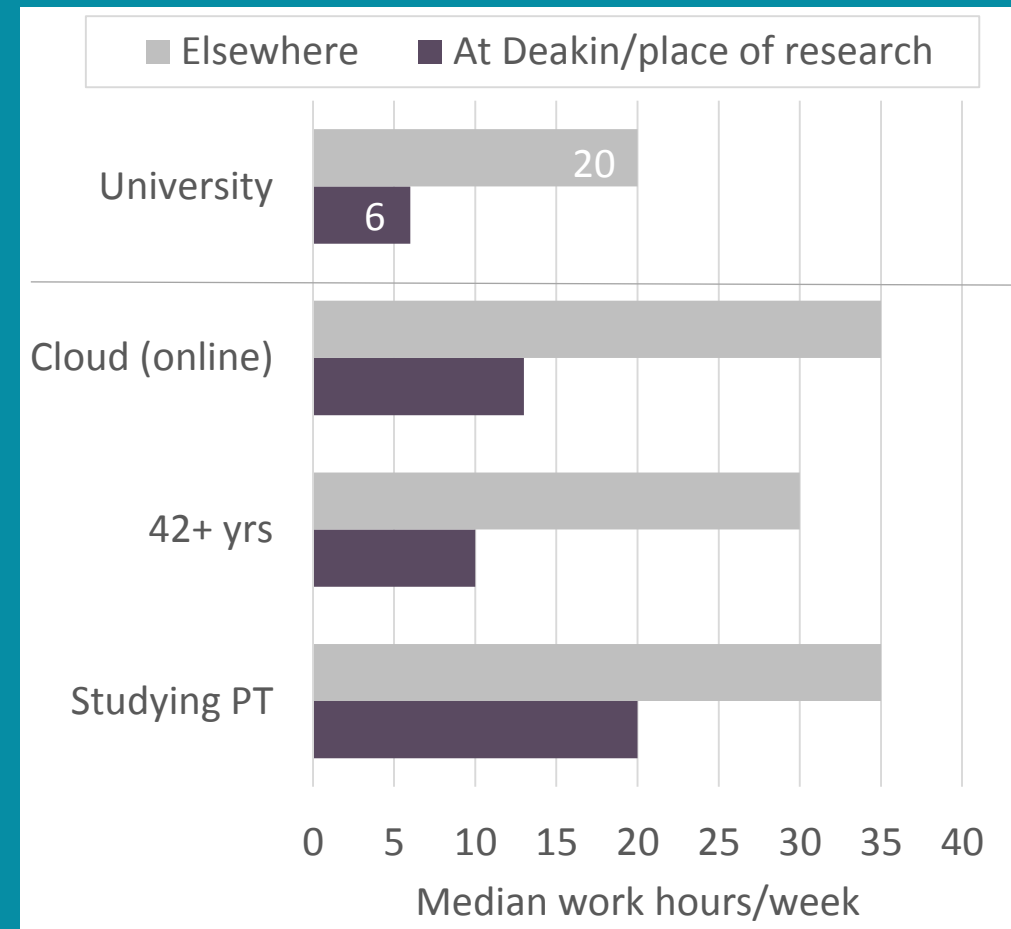
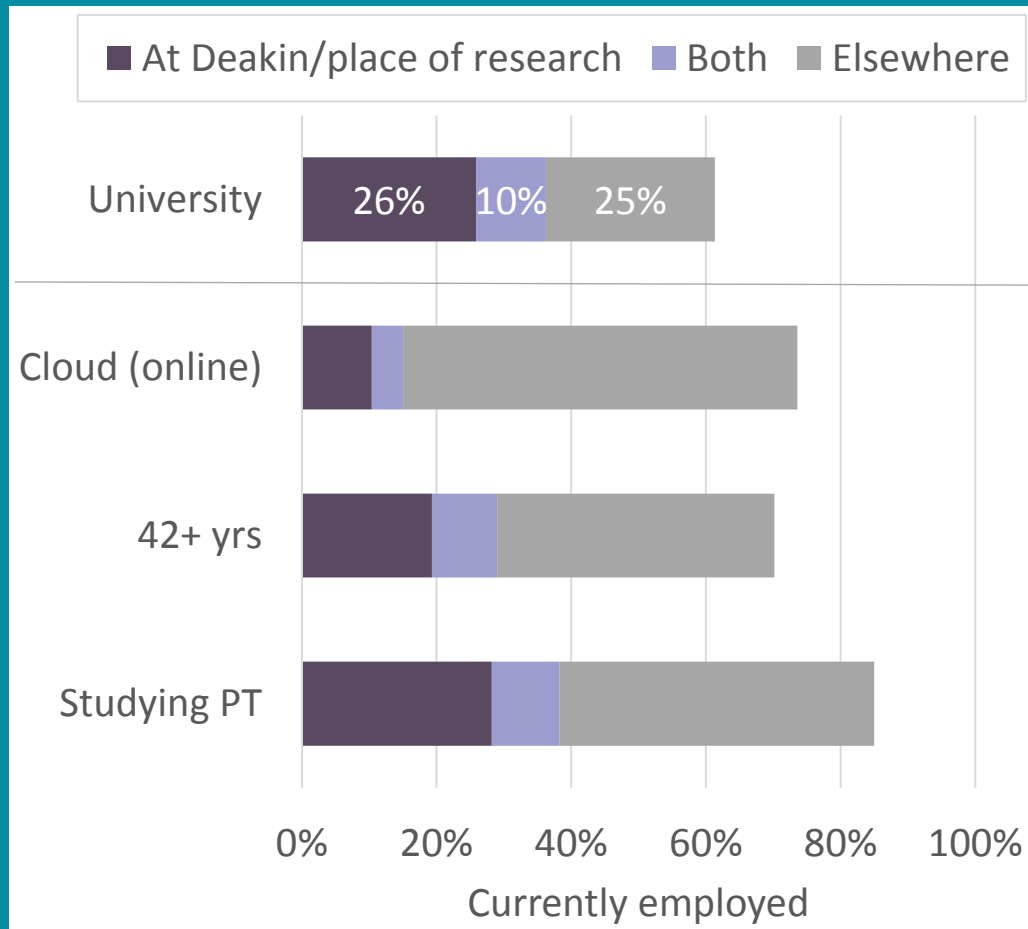


- Some students continuing straight on with further study.
- Others previously working, with some having issues securing desired full time work.



# CURRENT EMPLOYMENT- AT PLACE OF RESEARCH OR ELSEWHERE?

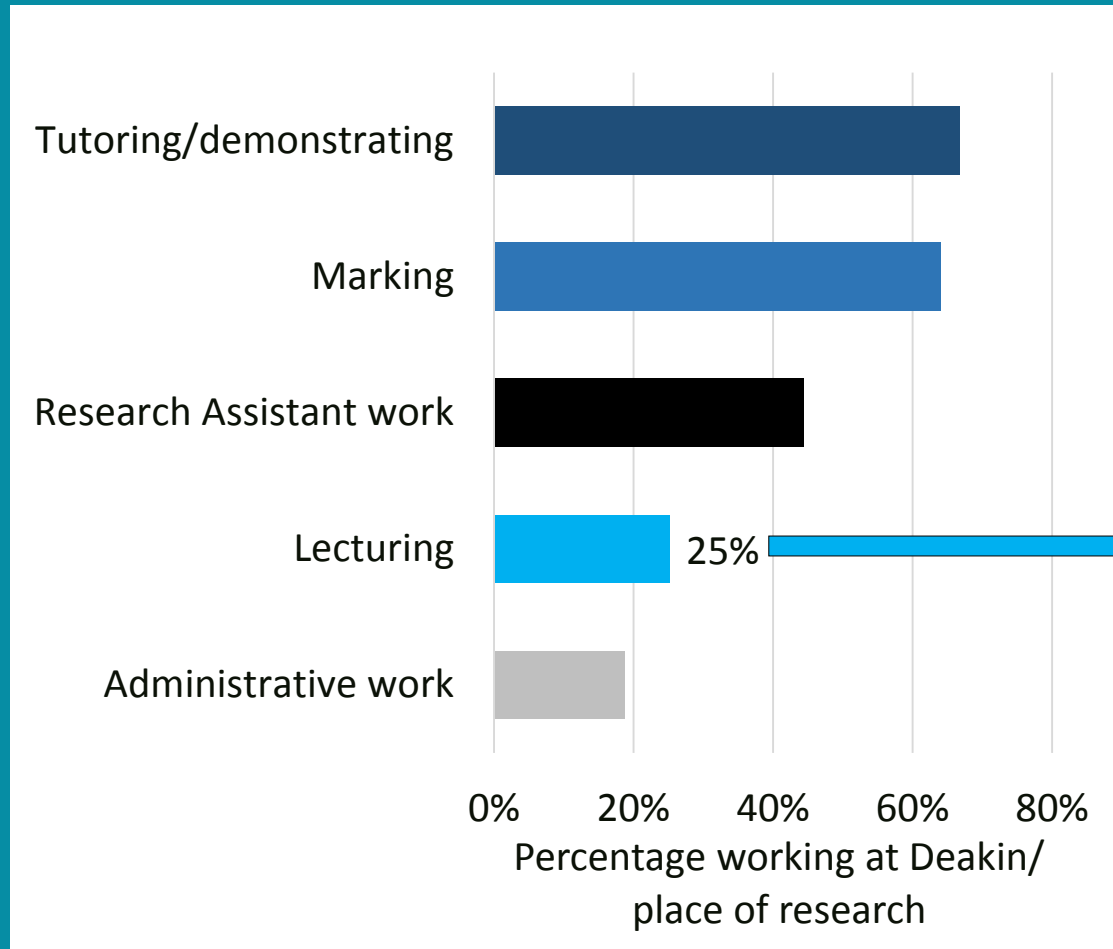
HDR Survey- All students.



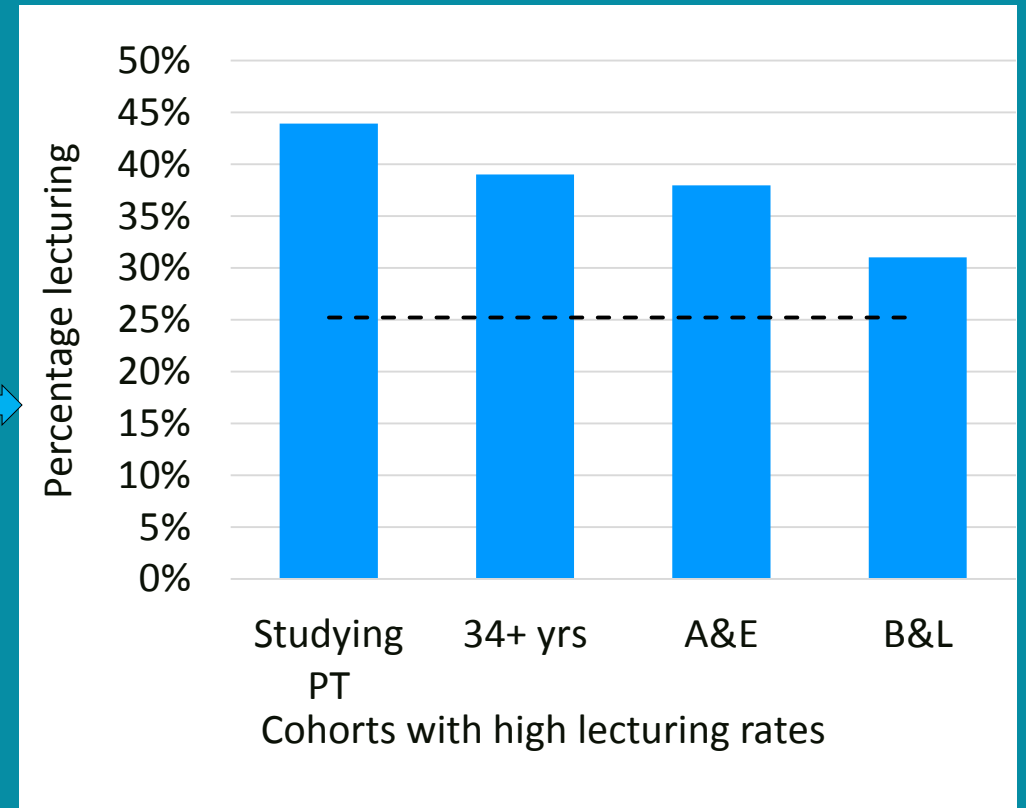
- Some gaining useful experience, others just working to pay the bills.
- Certain cohorts more likely to work, with positions away from Deakin/place of research often involving longer hours

# GAINING EXPERIENCE DURING CANDIDATURE

HDR Survey- All students working at Deakin/place of research.

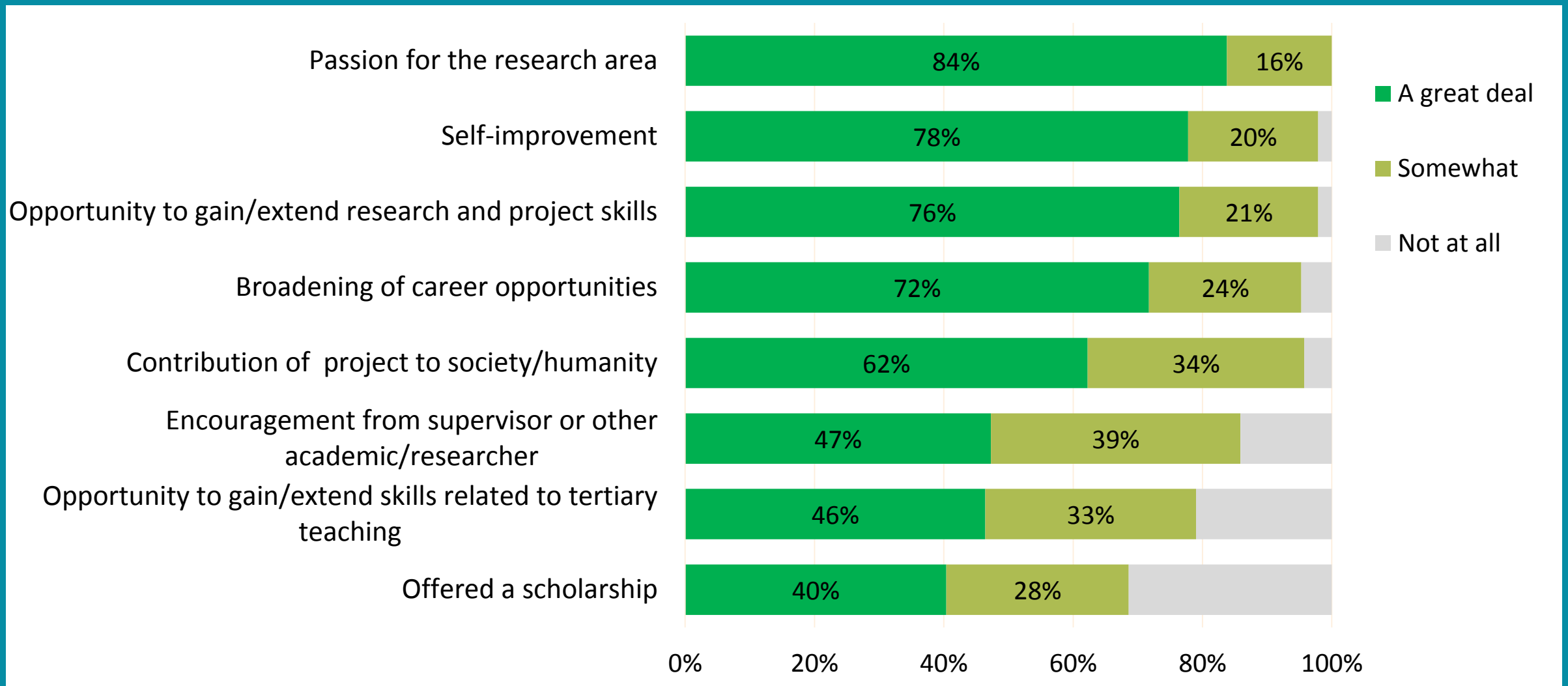


Some cohorts were more likely to be lecturing



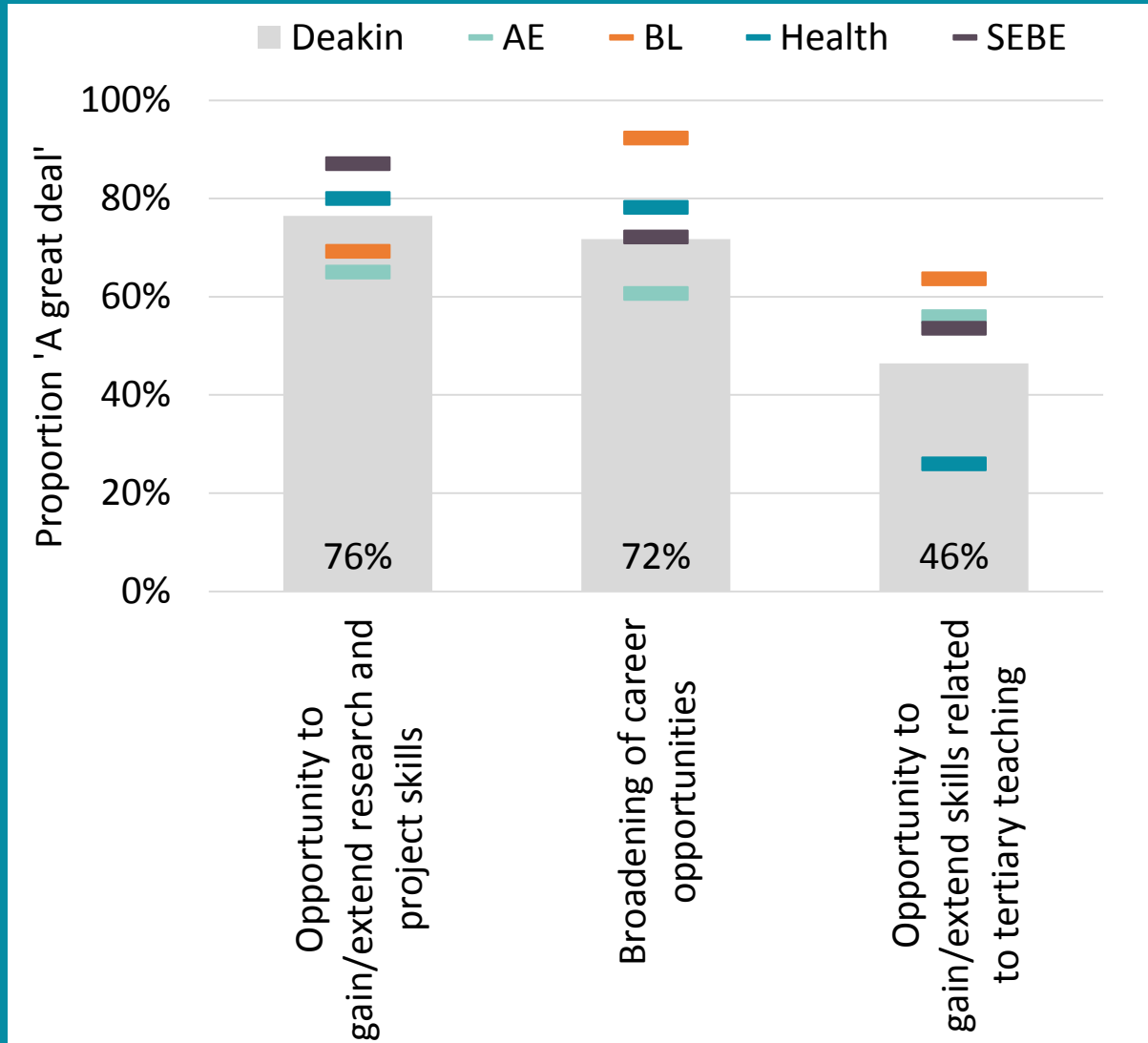
# MOTIVATION FOR STARTING A HDR

HDR Survey- New students

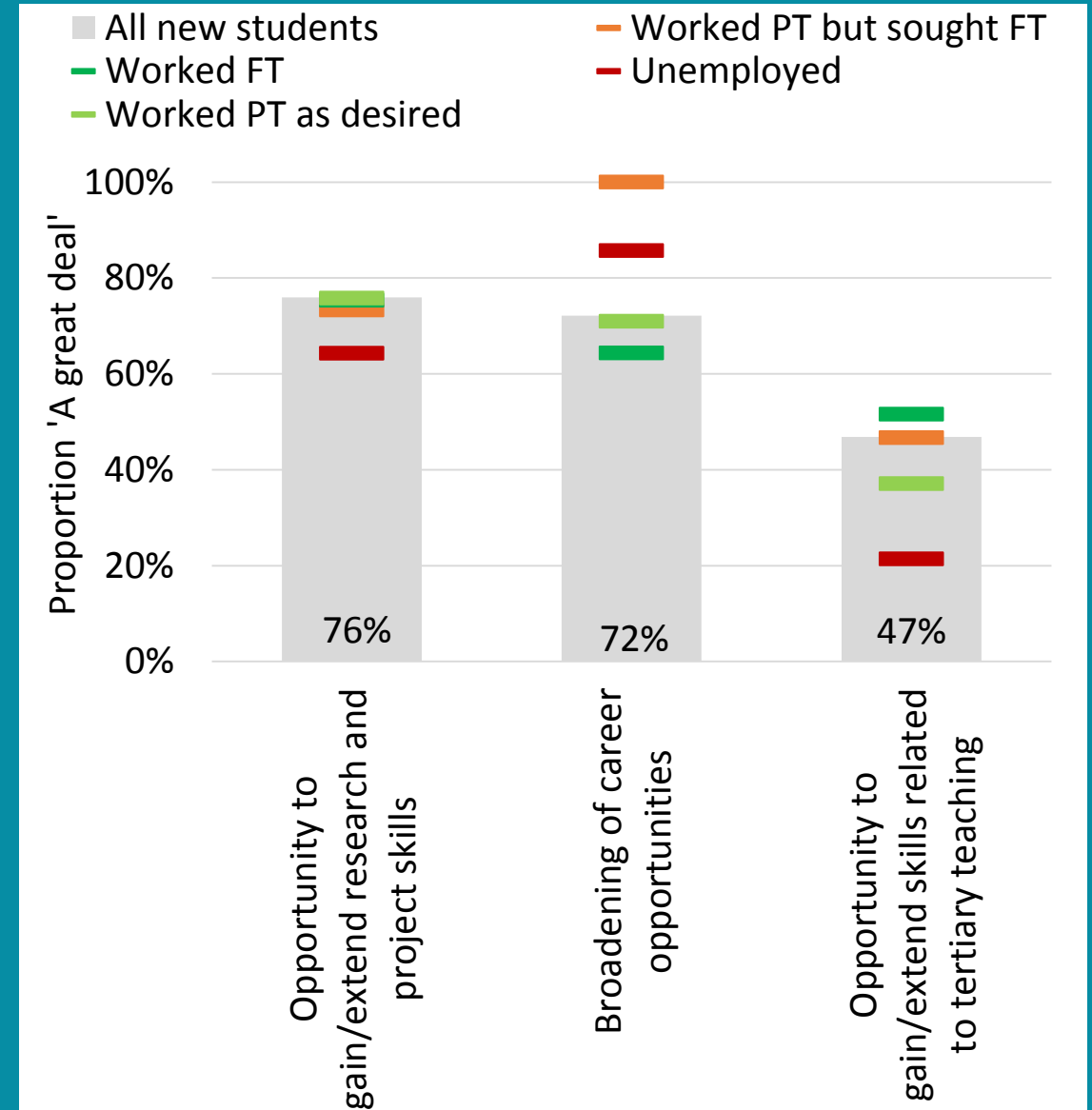


Aspects relating to employment are key factors, although tertiary teaching not as high a priority.  
All students- 83% agree that 'A research qualification will enhance my career prospects'

# VARIATION IN MOTIVATION RELATED TO CAREERS



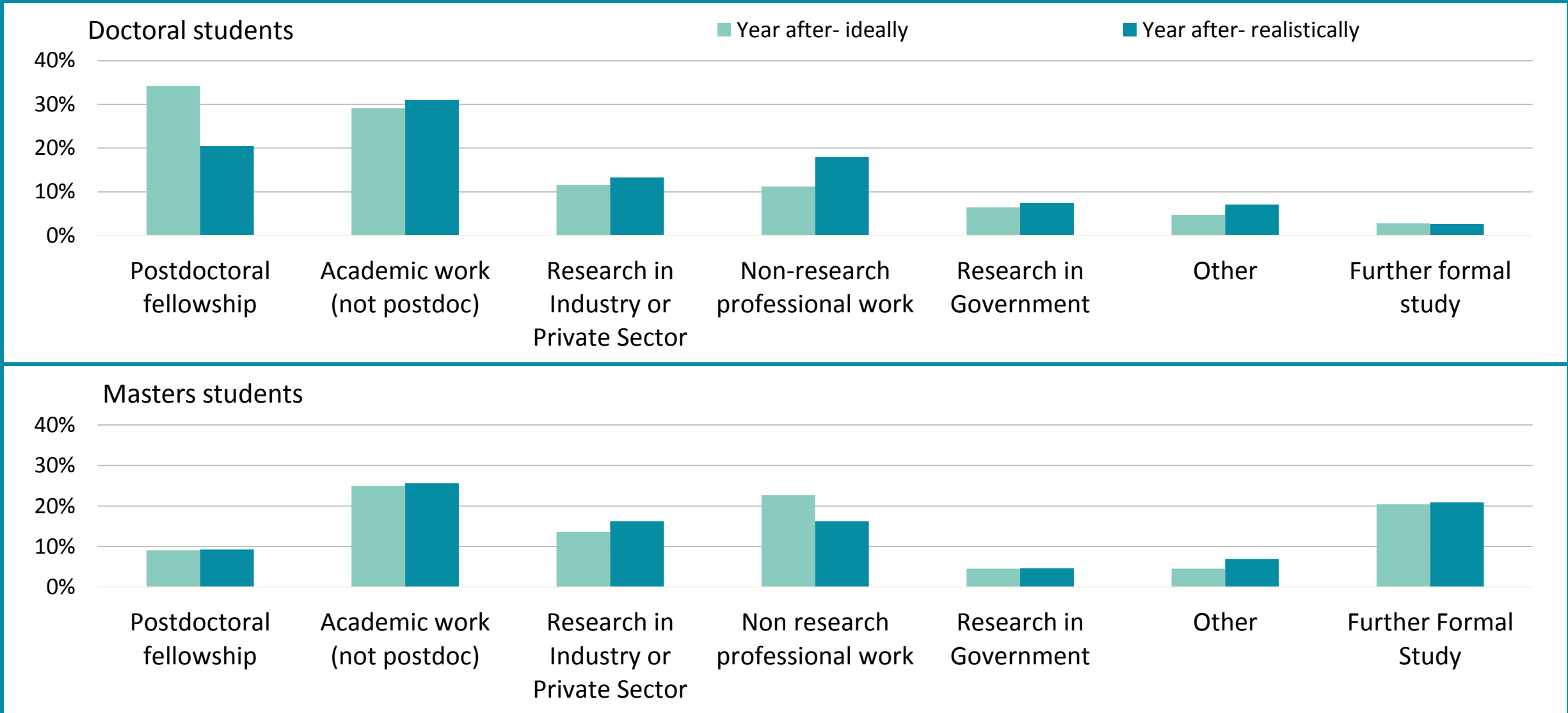
HDR Survey- All students



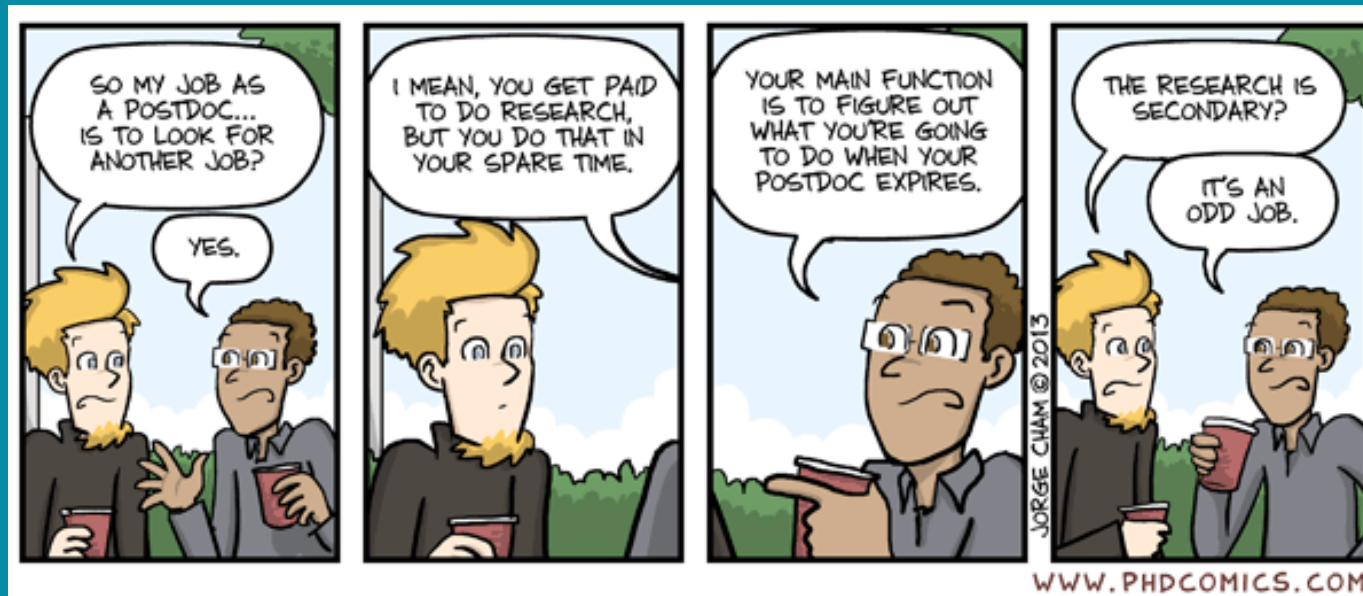
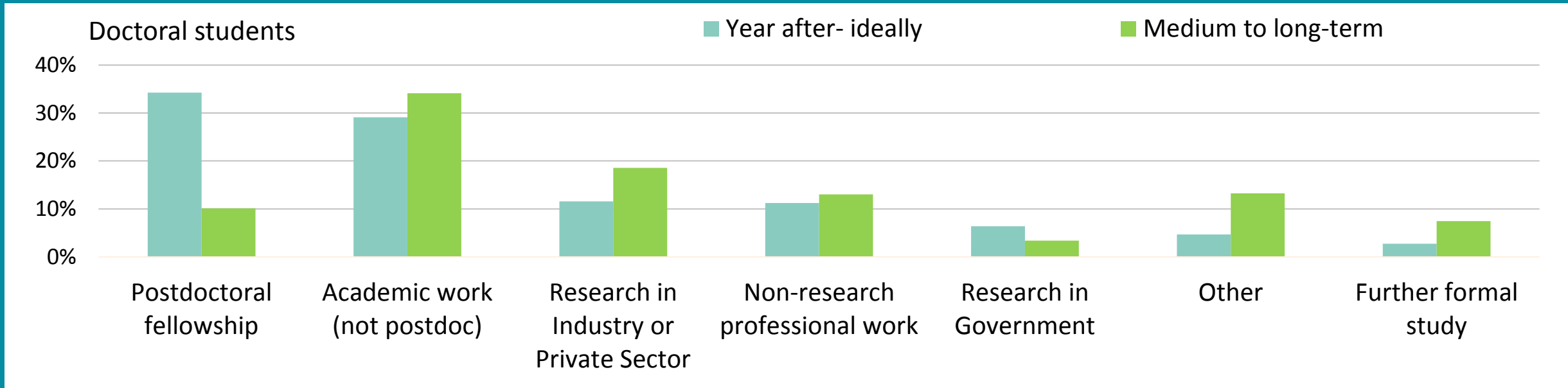
HDR Survey- New students

# CAREER ASPIRATIONS- YEAR AFTER GRADUATION

What they would '*ideally like*' and what work they '*realistically think*' they may obtain the year after completion.



# CAREER ASPIRATIONS- CAREER STAGE



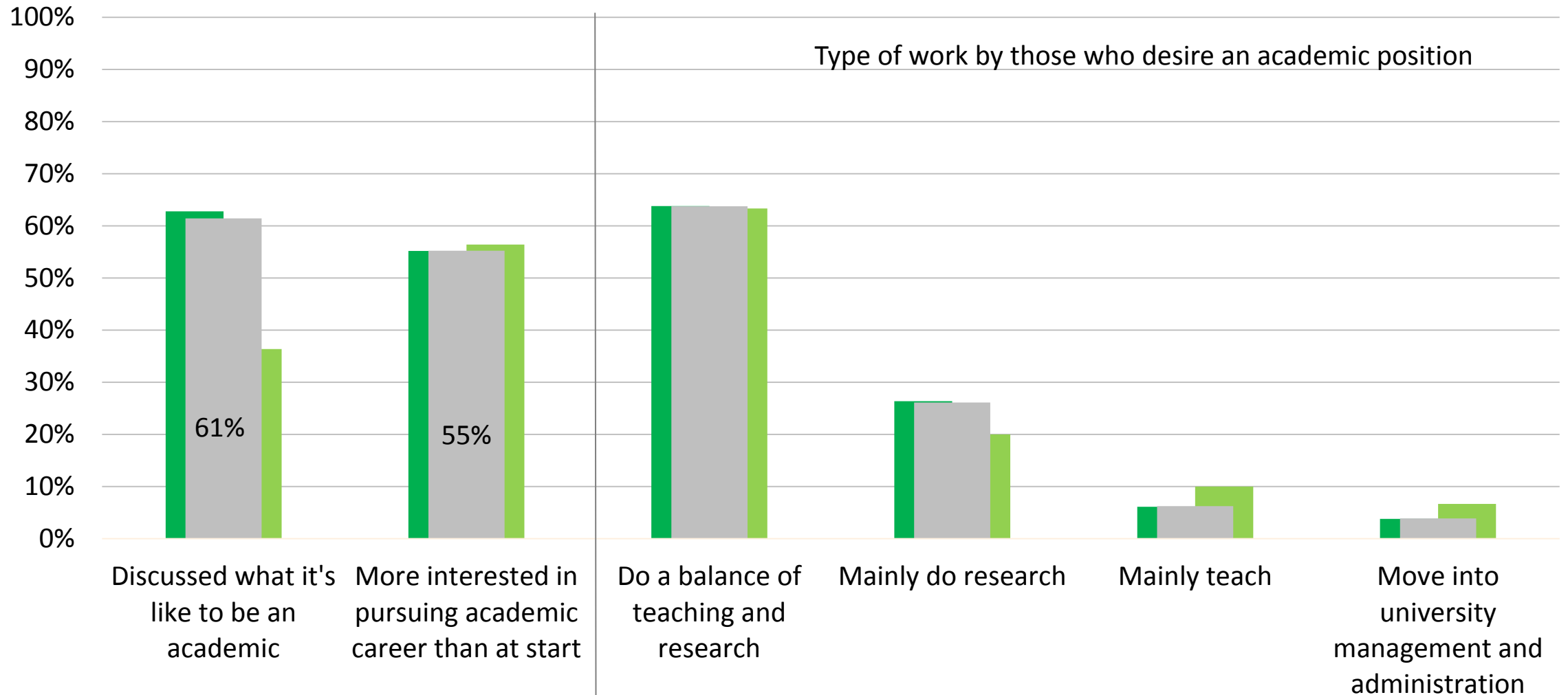


# ACADEMIC CAREER ASPIRATIONS

HDR Survey- All students.

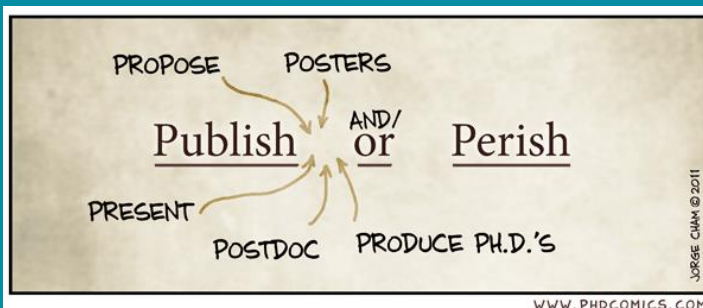
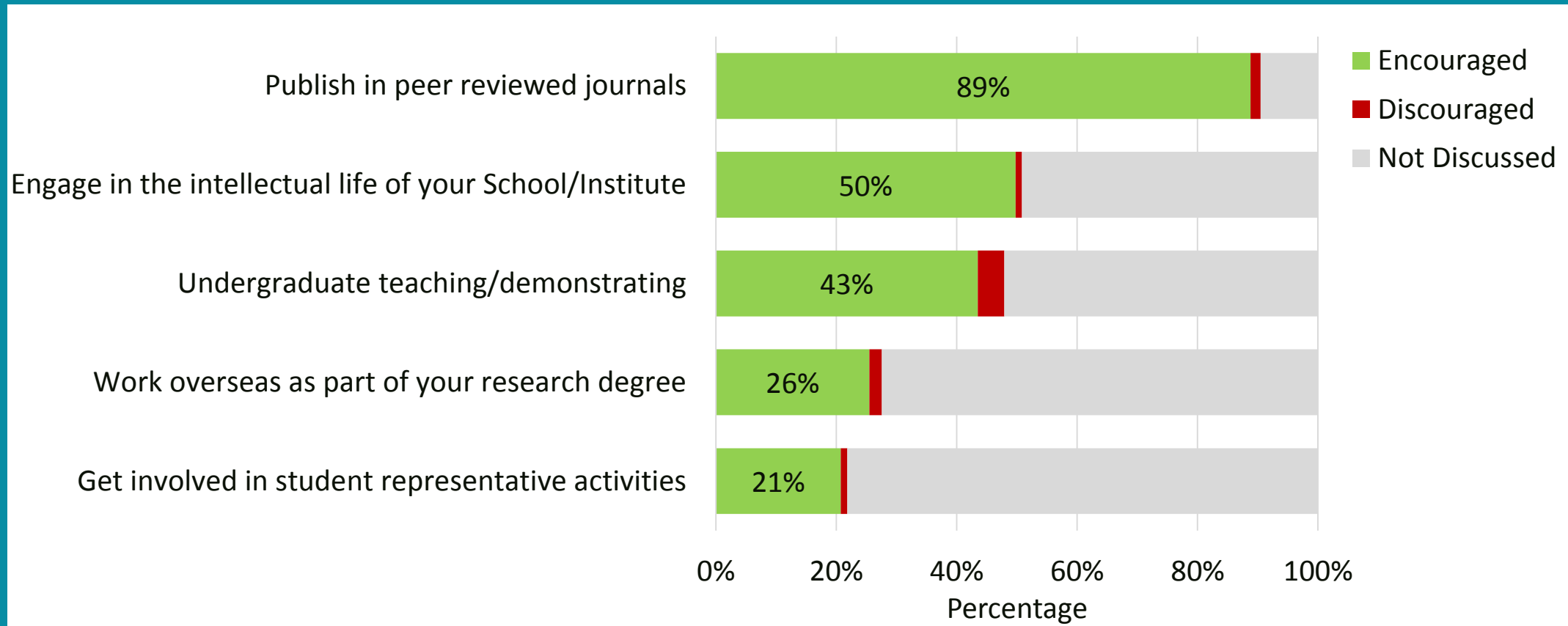
■ PhD      ■ Research Masters      ■ University

Type of work by those who desire an academic position



# DISCUSSIONS WITH SUPERVISORS

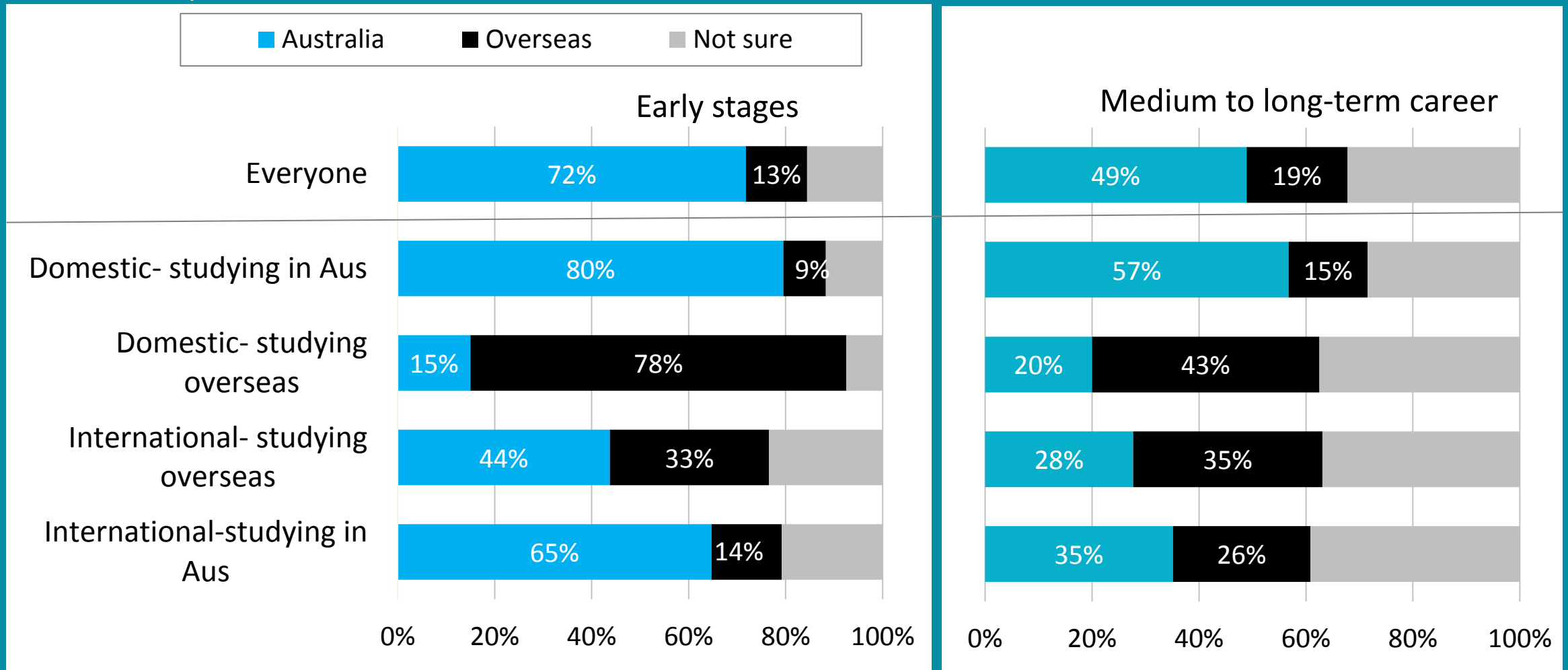
HDR Survey- All students.



- Publishing in peer reviewed journal is more commonly discussed than other aspects that may influence a students' HDR experience or job aspirations.

# CAREER ASPIRATIONS- CAREER LOCATION

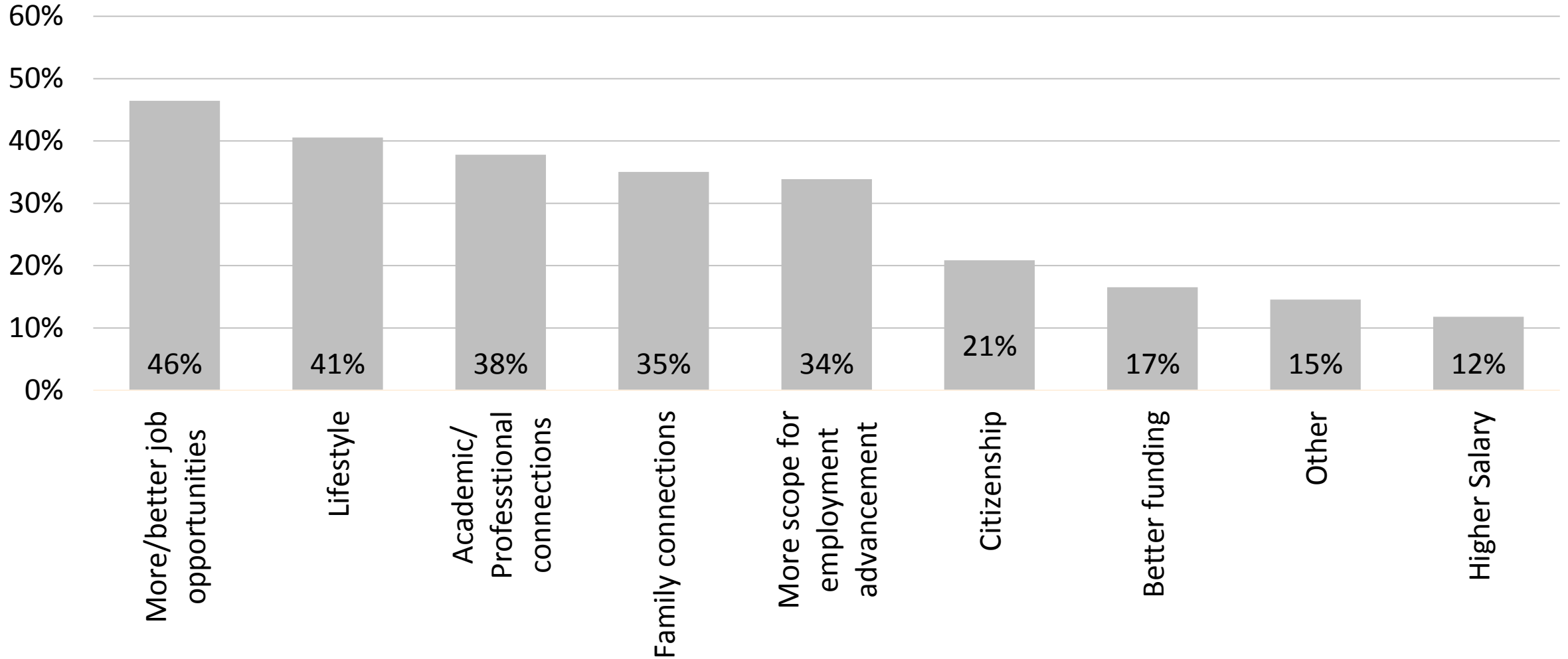
HDR Survey- All students.



- Citizenship and current study location influenced whether a student wanted to work overseas

# WHY WORK OVERSEAS?

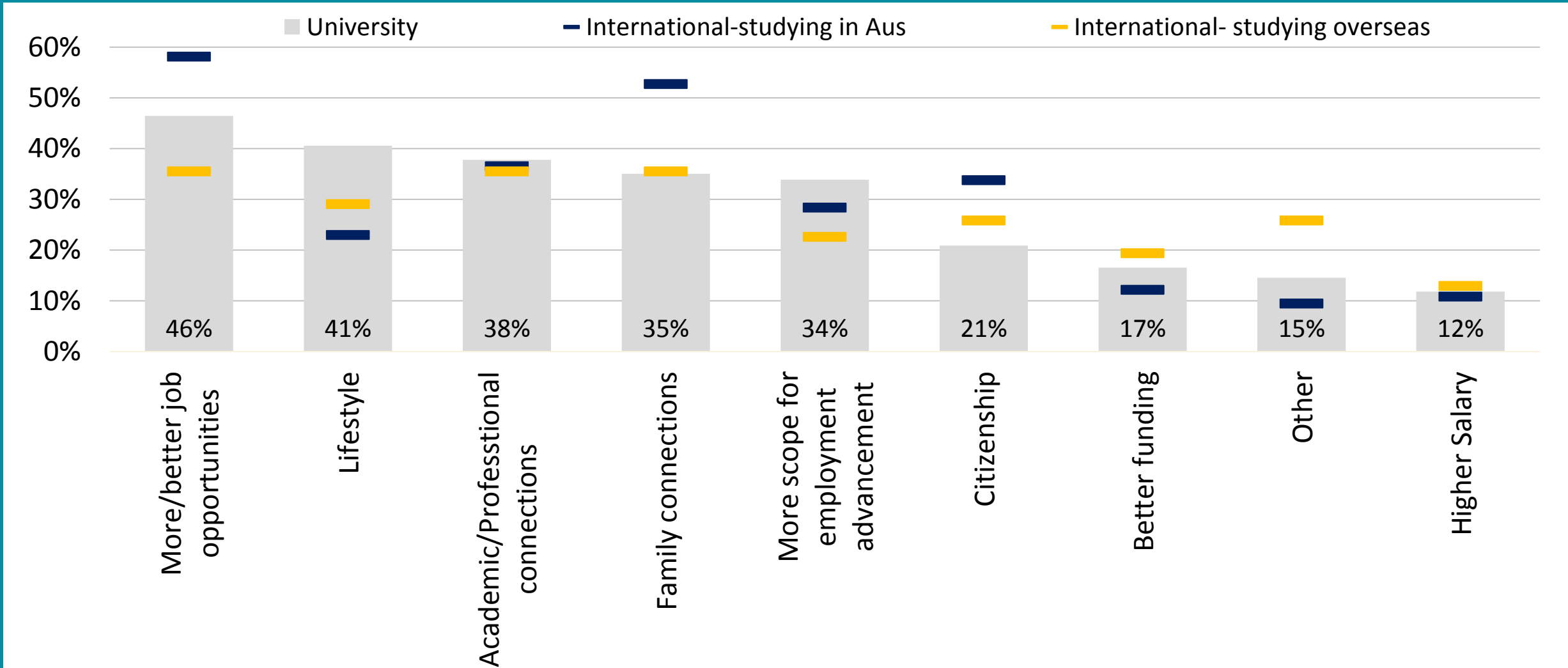
HDR Survey- All students who indicated that they planned to work overseas during their career.



But what if we consider citizenship and primary study location?

# WHY INTERNATIONAL STUDENTS WANT TO WORK OVERSEAS?

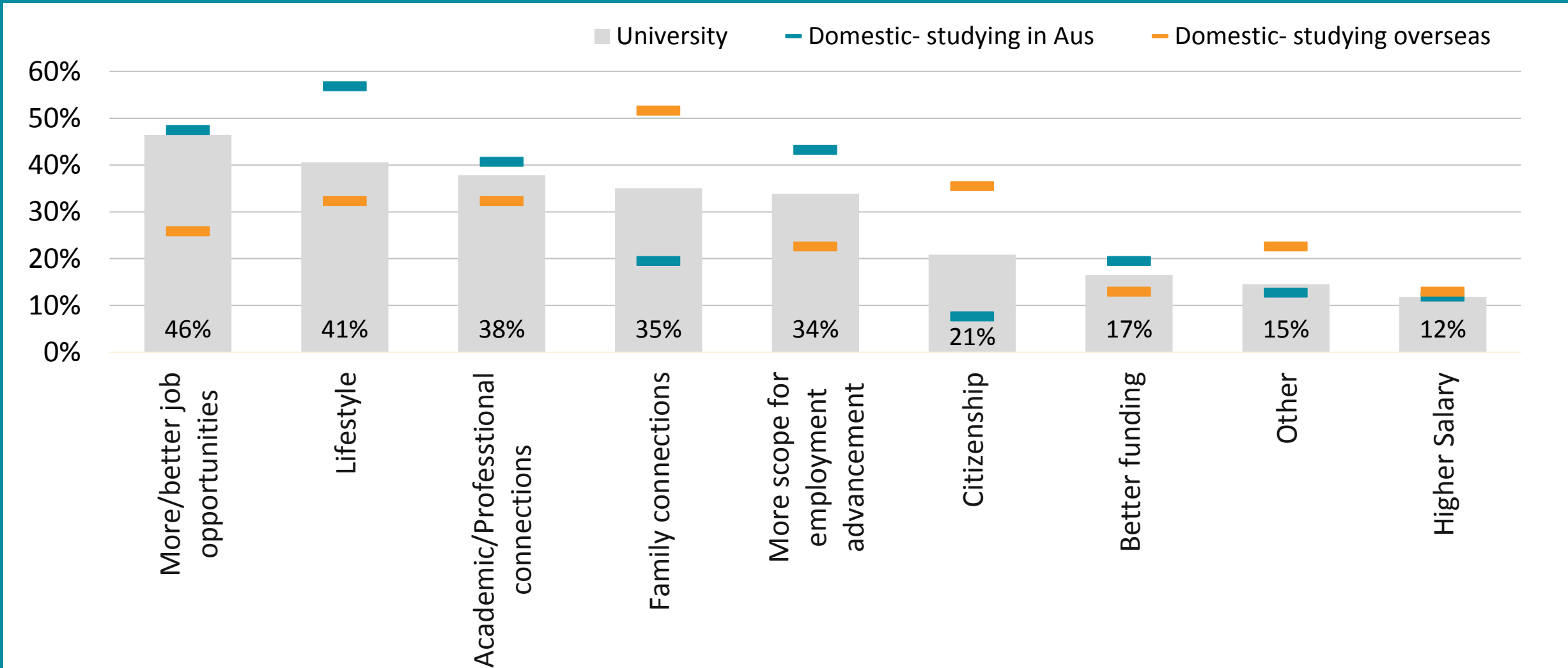
HDR Survey- International students.



- Reasons were influenced by citizenship and primary study location

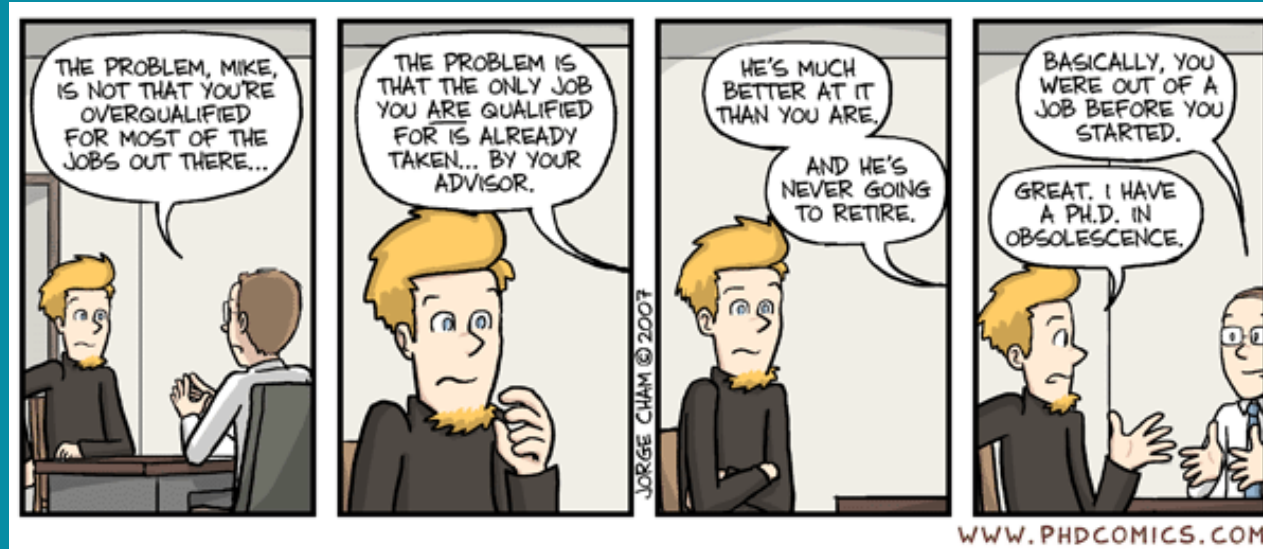
# WHY DOMESTIC STUDENTS WANT TO WORK OVERSEAS?

HDR Survey- Domestic students.

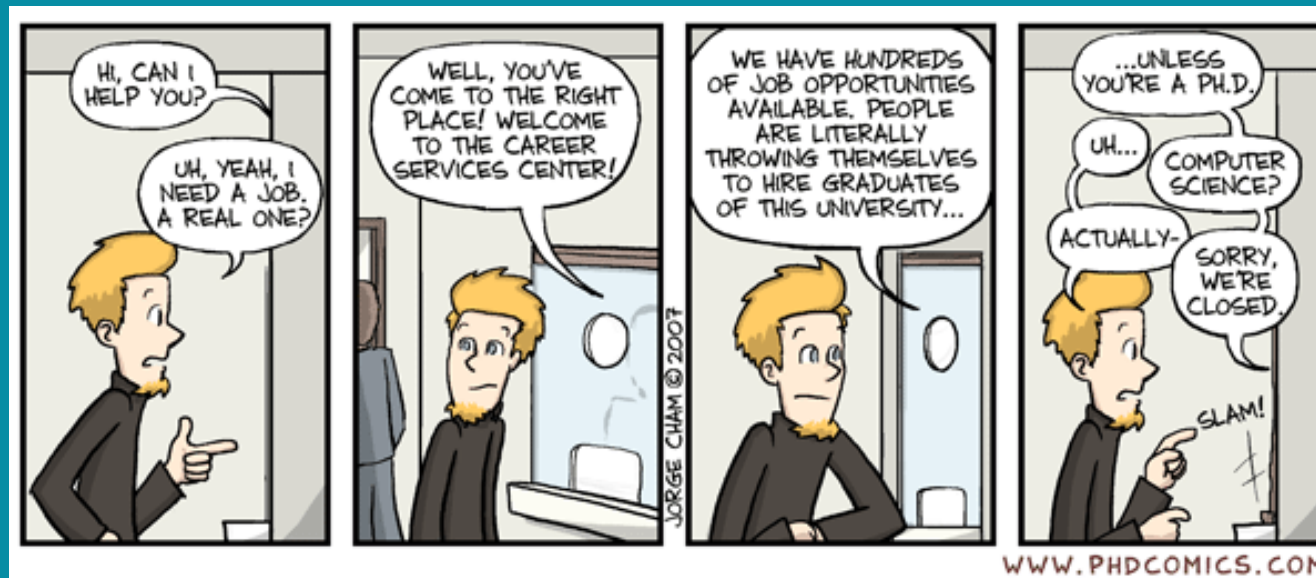


- Reasons were influenced by citizenship and primary study location

# WHAT CAREERS DOES A DEAKIN HDR PREPARE YOU FOR?

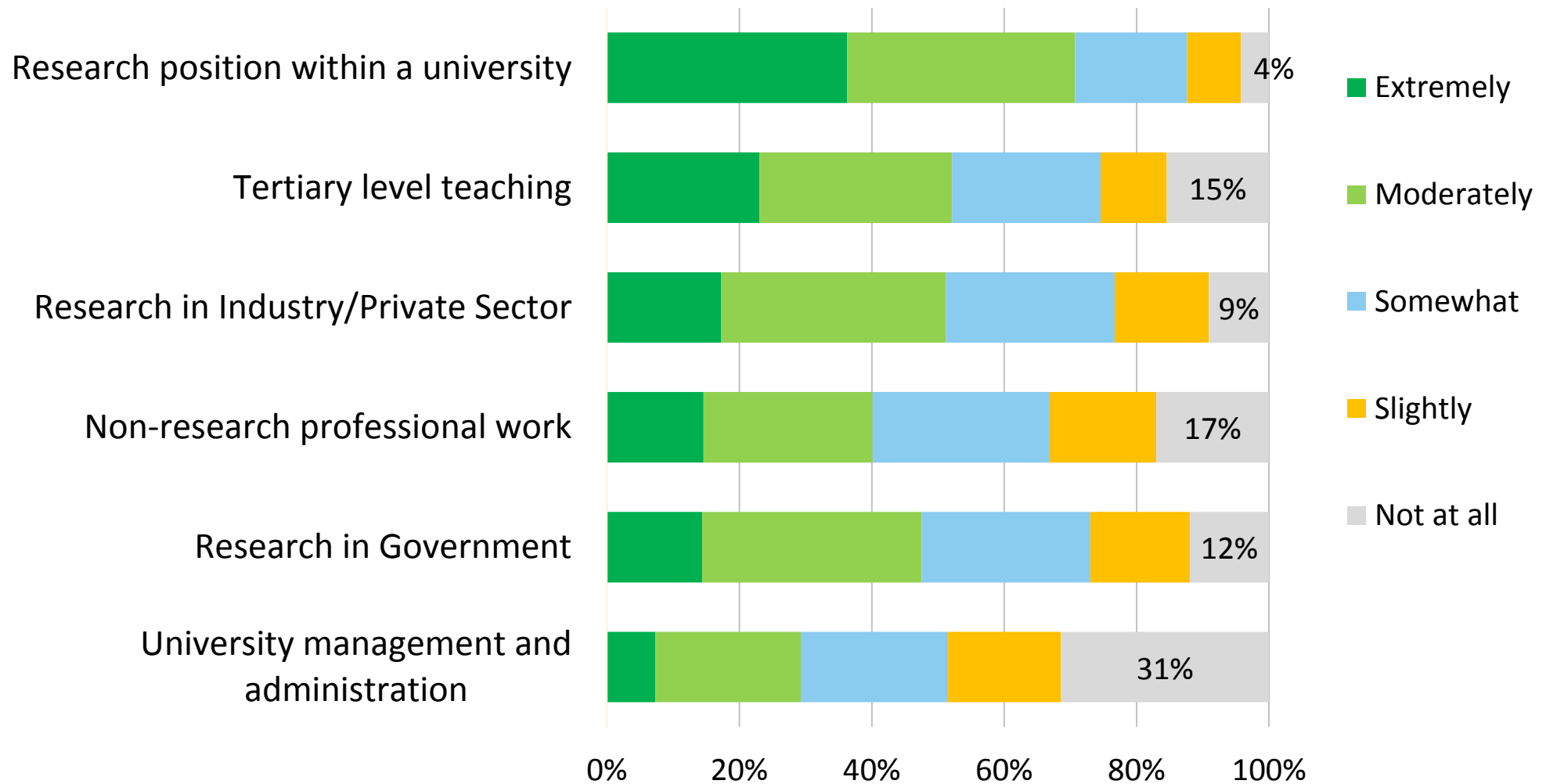


# WHAT CAREER SUPPORT DOES DEAKIN OFFER?



# SELF-ASSESSED CAREER PREPAREDNESS

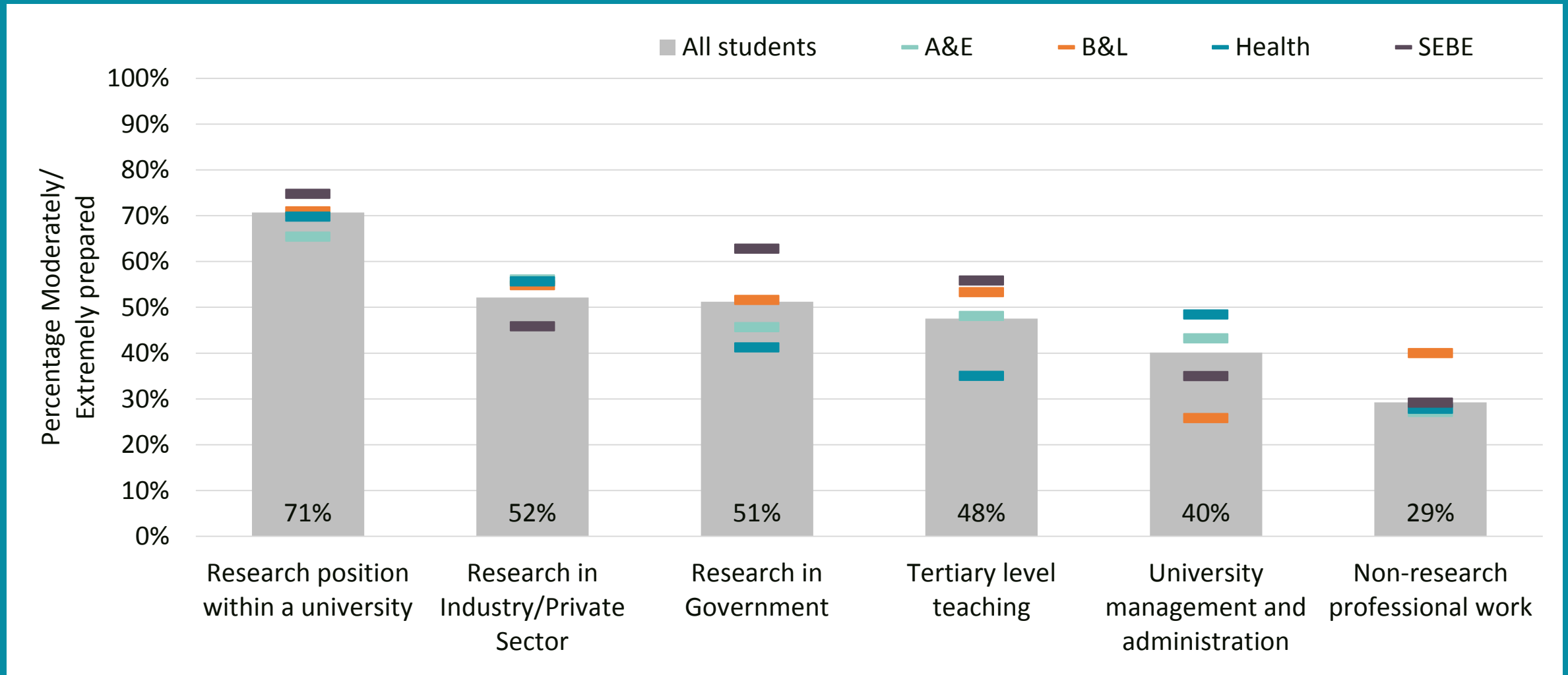
HDR Survey- End stage students.





# FACULTY VARIATION IN CAREER PREPAREDNESS

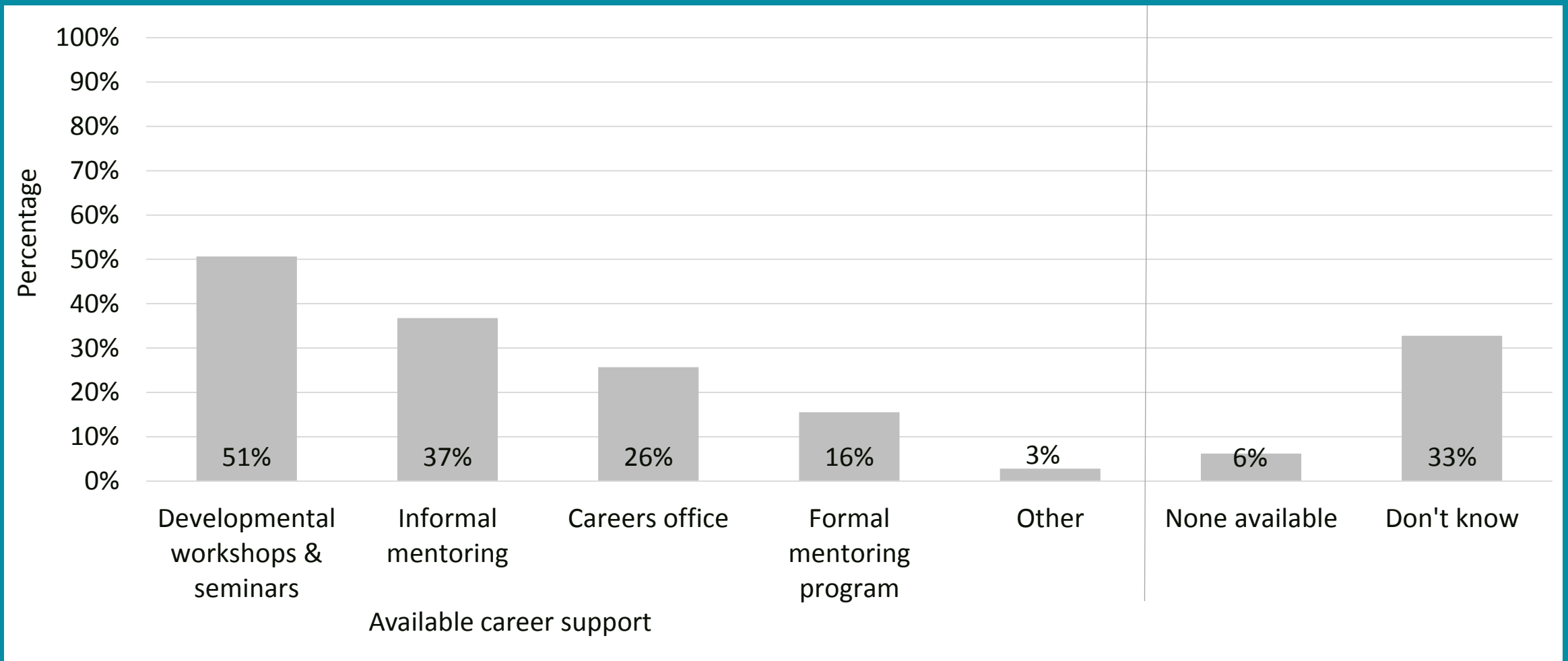
HDR Survey- End stage students.



Proportion of 'end' stage students who considered they were 'moderately' or 'extremely' prepared for a particular career

# AWARENESS OF CAREER SUPPORT AND GUIDANCE

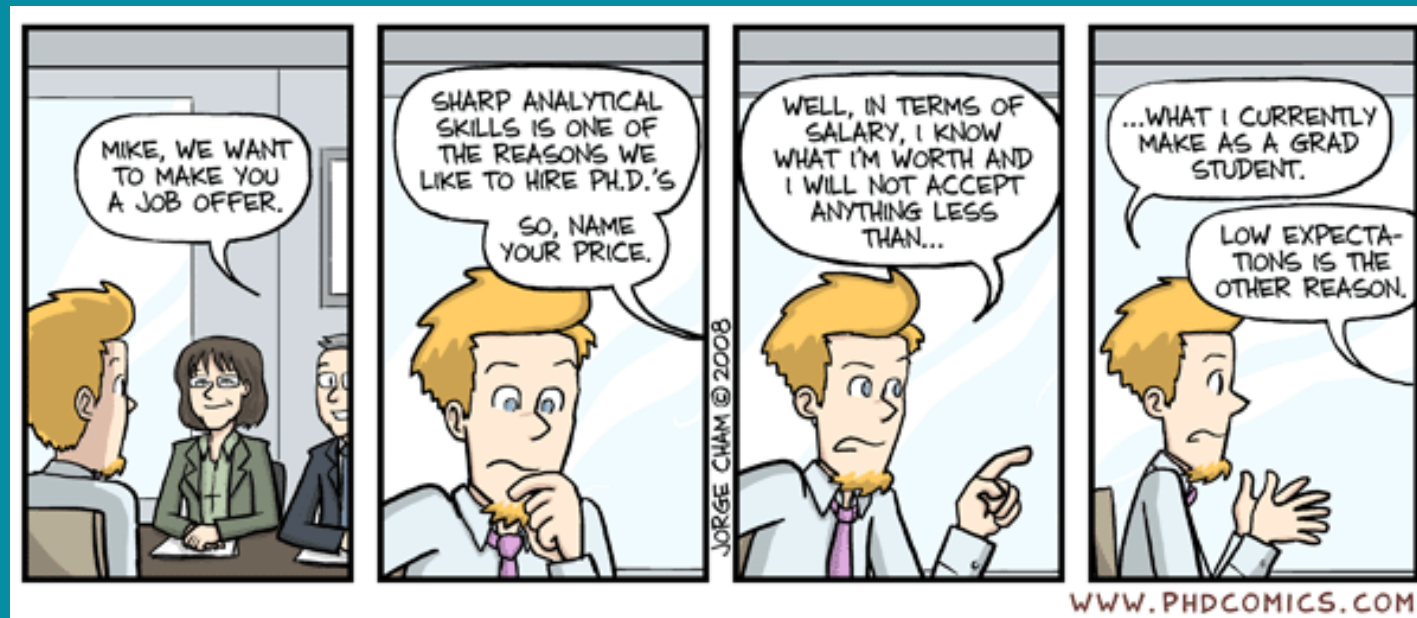
HDR Survey- All students.



Concerningly, 33% of students did not know what career support was a another 6% indicating that they felt no resources were available.

# DO EXPECTATIONS MATCH EXPERIENCE?

- High proportion of students want a career in academia and research.
- Some recognise that they may not achieve what they want the year after completion.
- Universities and research organisations are key employers of HDR students.
- The proportion managing to find FT work is decreasing, with FOE having a strong influence.
- Potential underemployment for some.



# HOW CAN DEAKIN HELP BRIDGE THE GAP?

- Data used in Faculty reviews to identify continuous improvement opportunities.
- Honesty regarding employment market and the importance of developing generic and transferable skills.
- Reinforce the importance of experience and contacts. Ensure all supervisors encourage students to gain relevant work experience, networking etc.
- Need to increase awareness of career support and guidance avenues.
- Keep employing Deakin graduates.
- Recognise that its *'not one size fits all'* for HDR students.

