Striking the Match

SEPTEMBER 24, 2014
Major Differences in Masters & PhD Supervision

<table>
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<tr>
<th>Length of involvement</th>
<th>In the undergraduate level we help our students learn the language and are exposed to the products of academics – We help them write sentences about the knowledge.</th>
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<td>Intention of involvement</td>
<td>At the masters level we guide our students to use the language and products of academia – to explore science and begin to reflect on its meaning – We read and correct their stories as they come to understand &amp; reframe THEIR knowledge.</td>
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<td>Intensity of involvement</td>
<td>At the PhD level, we embark on the journey with our students as they create the language and products of our science – challenging the paradigms and forging new pathways – they correct our mistakes and reinform us – They become the sources of new knowledges and we read from them.</td>
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<td>Products of involvement</td>
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<td>Directive (Prescriptive/Transmissive) vs Facilitative (Participative)</td>
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<td>Interdependences vs Independence</td>
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Some PhD Supervision Models

Apprenticeship model, which consists primarily of individual mentoring

Course work model, which includes an apprenticeship (most often research)

Cohort-based model - groups of students and supervisors targeted at achieving economies of scale (JOINT SUPERVISION; RESEARCH CENTRE MODELS)

Doctorate awarded through publications
How do the students find you?

- Website?
- Publications?
- Invitational?
- Pre-application meetings?
- Other???
1. My personal reasons for being a supervisor are to:
   ___ encourage and support a doctoral student in my field
   ___ establish close, professional relationships
   ___ challenge myself to achieve new goals and explore alternatives
   ___ pass on knowledge
   ___ create a network of talented people
   ___ establish/include in a research program
   ___ give back
   ___ Other ____________________________________________
   ___ Other ____________________________________________
I will only accept a student if

- Articulates a clear idea of a topic of interest
- Has sufficient funding
- Has research experience or potentials
- Is planning an academic career path
- Fits with my program of research
- Managed well (timewise/references) in their masters work
- Other

___ Other

___ Other
2. I hope the student and I will discuss:
   _____ Academic needs
   _____ Career aspirations
   _____ Research career pathways
   _____ Academic career pathway
   _____ Networking opportunities
   _____ Balancing academic and personal issues
   _____ Future collaborations
   _____ Other ________________________________
   _____ Other ________________________________
3. I will help the student in career futures by:

___ encouraging pursuit of a post-doctorate
___ Providing references
___ Co-authoring publications
___ Providing introductions and linkages
___ Linking to academic resources
___ Assisting with curriculum vitae critique
___ Offering research assistantships/teaching assistantships
___ Other __________________________________________

Adapted from Western University
**Building an understanding**

**Comparing Expectations**

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<tbody>
<tr>
<td>1. It is the supervisor’s responsibility to select a research topic.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>The graduate student is responsible for selecting their own topic.</td>
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<td>2. It is the supervisor who decides which theoretical framework or methodology is most appropriate.</td>
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<td>The graduate student should decide which theoretical framework or methodology they wish to use.</td>
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<td>3. The supervisor should develop an appropriate programme and timetable of research and study for the graduate student.</td>
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<td>The supervisor should leave the development of the programme of study to the graduate student.</td>
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<td>4. The supervisor is responsible for ensuring that the graduate student is introduced to the appropriate services and facilities of the department and university.</td>
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<td>2</td>
<td>3</td>
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<td>5</td>
<td>It is the graduate student’s responsibility to ensure that they have located and accessed all the relevant services and facilities for research.</td>
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<td>5. A warm, supportive relationship between supervisor and graduate student is important for successful candidature.</td>
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<td>5</td>
<td>A personal, supportive relationship is advisable because it may obstruct objectivity for both graduate student and supervisor during the candidature.</td>
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<td>6. The supervisor should insist on regular meetings with the graduate student.</td>
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<td>The graduate student should decide when they want to meet with the supervisor.</td>
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<td>7. The supervisor should check regularly that the graduate student is working consistently and on task.</td>
<td>1 2 3 4 5</td>
<td>The graduate student should work independently and not have to account for how and where time is spent.</td>
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<td>8. The supervisor is responsible for providing emotional support and encouragement to the graduate student.</td>
<td>1 2 3 4 5</td>
<td>Personal counselling and support are not the responsibility of the supervisor; graduate students should look elsewhere.</td>
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<td>9. The supervisor should insist on seeing all drafts of work to ensure that the graduate student is on the right track.</td>
<td>1 2 3 4 5</td>
<td>The graduate student should submit drafts of work only when they want criticism from the supervisor.</td>
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<td>10. The supervisor should assist in the writing of the thesis if necessary.</td>
<td>1 2 3 4 5</td>
<td>The writing of the thesis should only ever be the graduate student’s own work.</td>
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<td>11. The supervisor is responsible for decisions regarding the standard of the thesis.</td>
<td>1 2 3 4 5</td>
<td>The graduate student is responsible for decisions concerning the standard of the thesis.</td>
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Known Expectations

Commitment
Integrity
Work Ethic
Forward Momentum
‘Good citizens of the discipline’
A positive supervisory experience = learned research scholarship; networking
Open communication
Mutually beneficial relationship
(Barnes; Delmont et al., 2004; Sambrook et al., 2008)
Negotiating the Expected so we can Deal with the Unexpected

Determine extent and nature of direction from supervisor
Frequency & expectations on consultation and feedback
Frequency of formal meetings, submissions and progress reports
How will we manage ideological differences?
Acknowledge the imbalance of power and how this will be managed.
EXPECTATIONS OR CONSEQUENCES?

ADDRESSING EXPECTATIONS EARLY

NOT ADDRESSING EXPECTATIONS
Staging the Supervisor-Student Relationship

MATCH OR MISMATCH THAT IS THE QUESTION?
Supervising a PhD: Supervisor’s Calendar

Start

- Deciding to supervise:
  - Meet student, student, discuss previous work.
  - Student develops preliminary research proposal (length varies by depth).
- Sign off Start Registration Form

The Early Phase: Provisional Registration

- Establish agreement for supervision:
  - Establish rate, student set goals for provisional year.
- Set up overall timeframe with student.
- Meeting times:
  - Min. 4 x (1 hr/1.5 hrs), 4 x (0.5 hrs).
  - Additional times for phone: collaborative negotiation and IP issues.
- Ethical Approval:
  - Assist student in completing application.
  - Discuss PhD Development Guide with student by 4 months.
- Sign off PhD Development Guide with student by 6 months.
- Receive full proposal and forward to Departmental Committee.
- Give feedback on draft chapters.

Complete stages of Provisional Registration Form:
- Review, provisional goals.
- Set follow-up goals.
- Submit provisional registration and confirm submission.

Maintain regular contact, monitor progress.

The Mid Phase

- Changes to registration:
  - Revise.
  - Change.
  - Supervisors, extensions, suspensions, study leave.
  - Study leave for supervisor continuing with arrangements for supervision.

- Annual Report:
  - Meet at end of year to discuss:
    - Review goals.
    - Revisions.
    - Split registration with without conditions.

Maintain regular contact, monitor progress.

The Final Phase

- Chair/presides:
  - Meet with student.
  - Attend discussion.
  - Give feedback on final draft chapters.
  - Meet with student.
  - Attend discussion.

Submission

- Apply for submission.
  - Use Protocols Form.
  - Pre-submission meeting.
- Examinations:
  - Students who are under 5500.
  - Students who are under 7550.
  - Students who are under 5550.
  - Attend examination.

Notes:

1. Download OHEK Guidelines for Negotiating Supervision and Guidelines for Good Practice of Joint Supervision from www.auckland.ac.nz/academic/Postgraduate >> Postgraduate Policy and Guidelines
2. PhD Development Guide is sent by the Graduate Centre to students and supervisors, six months after registration.
3. Provisional Report is sent to HoCs by the Graduate Centre on first anniversary of registration.

Download from postgraduate study website: www.auckland.ac.nz/Postgraduate >> Postgraduate Forms.

- Under 5550, must obtain funding.
- Students who are under 7550.
- Students who are under 5550.
- Attend examination.
- Refer to the relevant statutes for guidelines on the responsibilities of the supervisor in these examinations.
The First Meeting...

Decision Points:
- Individual or Group?
- How soon into the program?
- Is there pre-work – by student? By supervisor?
- What is the agenda?
- Launch of Action Plan

Goals:
- Orientation to the Program
- Introductions (review experience & qualifications)
- Logistics (lab, study spaces, etc.)
- Explore goals
- Learning Style
- Discuss Expectations
- Discuss Roles & Responsibilities
- Establish time & agenda for next meeting
Roles and Responsibilities

GRADUATE PROGRAM
Nominate supervisors
Train supervisors
Assess/Direct workload
Orientation of students
Establish & Review compliance with Policies & Procedures
Ensures Standards are met
Research Training
Support Scholarly Activities
Handles disputes/mediation/appeals
Establish and Monitor Progress Markers
Roles and Responsibilities

STUDENT
Demonstrate familiarity & adherence to rules & procedures
Adhere to timelines/deadlines
Submit written work
Correct for KSA deficits (such as infoliteracy)
Address comments/feedback
Strive for mutually beneficial interface
Demonstrate professional and scholarly decision making
Strive for creativity, innovation, and critical thinking
Ensure ethical adherence
Take ownership
Roles and Responsibilities

SUPERVISOR

Demonstrate familiarity & adherence to rules & procedures

Ensure student has the ksa

Provide expertise or draw upon expertise

Create a safe and realistic environment

Remain available for REASONABLE consultation (turnaround)

Make an INTELLECTUAL INVESTMENT
  ◦ -read, constructively critique

Provide personal & professional guidance (cautiously personal)

Strive for mutually beneficial interface (create conditions for/initiate)

Dual responsibility to Student and Program

Ensure ethical adherence

Assess Academic Integrity (i.e., plagiarism)

Assist with selection of supervisory team members

Encourage holistic professional development

Assist with transitioning out of student role
WHAT IF'S... WHEN THINGS GO WRONG

ACADEMIC ROADBLOCKS (RESOURCES, ESL)
PERSONAL CHALLENGES (ILLNESS, FAMILY ISSUES)
ETHICAL BOUNDARIES (INFIELD & IN SUP-LEAD RELP)
MOTIVATION SLIPS/BURN OUT
DISAGREEMENT BETWEEN SUP-LEAD (CONFLICT/LEAD AS EXPERT)
FINISHING ON TIME/TIME MANAGEMENT
METHODOLOGICAL PROBLEMS
ISOLATION
INHERITING A STUDENT
As A PhD Supervisor

POTENTIAL SOLUTIONS

- NOT SUITED TO PhD ADDRESS UPFRONT
- ALTERNATIVE PROGRAM ARRGT (LOA; EXTENSIONS)
- NOT PROGRESSING MUST BE ADDRESSED AT APPROPRIATE LEVEL
- ADJUSTING PROJECT INTENTS
- CHANGING SUPERVISORS
- COMPLAINTS MANAGEMENT PROCESS

KNOW THE WARNING SIGNS

- POSTPONING/MISSING MEETINGS
- FOCUSIN ON NEXT PHASE NOT CURRENT
- CONTINUALLY CHANGING TOPIC/METHOD
- RESISTING ADVICE
- PROCASTINATING
- BLAMING/INTELLECTUALIZING

***ASK YOURSELF IS THIS YOUR RESPONSIBILITY???