1 Introduction

(1) These guidelines reflect the current academic evidence on excellence in supervisory practices, and are relevant to all supervisors regardless of background, experience and training.

(2) Each supervisor should use these guidelines as an aid to improving their supervisory practice.

(3) They should be read in conjunction with Clause 15 of the Higher Degree by Research Supervision Policy 2020: Responsibilities of supervisors.

(4) The guidelines cover the following areas:
   (a) Involve and support.
   (b) Communicate and negotiate.
   (c) Guide and challenge.
   (d) Encourage and inspire.
   (e) Review and improve.

2 Involve and support

(1) Good supervisors involve students in the culture of research by:
   (a) actively involving students in the intellectual life of the faculty, University and discipline;
   (b) advising students about relevant research training needs, coursework requirements, personal development opportunities and appropriate resources;
   (c) involving students in all decisions affecting their candidature and research project (e.g. absence of a supervisor; change in research direction).
(2) Good supervisors demonstrate support for their students by:
   (a) advising students about problem solving mechanisms and available support services;
   (b) demonstrating care for the general development and welfare of the student;
   (c) understanding the needs of the student as an individual, rather than purely as a researcher;
   (d) considering the needs of particular subgroups within the student population including:
      (i) international students;
      (ii) those with children and or caring responsibilities;
      (iii) those with disabilities, and
      (iv) those with cultural differences; and
   (e) understanding that not all students work in the same way and adapting their supervision accordingly.

(3) Good supervisors show an interest in, and enthusiasm about, their student's work by:
   (a) being positive, empowering, motivational and committed;
   (b) showing an interest in the student's progress;
   (c) being approachable; and
   (d) establishing good rapport with students.

3 Communicate and negotiate

(1) Good supervisors communicate and negotiate regularly, respectfully and effectively with students by:
   (a) understanding the needs, motivations and circumstances of students;
   (b) demonstrating an interest in, and enthusiasm for the student's work;
   (c) meeting regularly with students:
      (i) setting aside adequate time for students; and
      (ii) being contactable through various media (email, internet conferencing, face-to-face);
   (d) valuing and accommodating individual differences and cultural diversity;
   (e) exemplifying collegial, respectful and culturally competent interactions;
   (f) acknowledging the value of a student’s input; and
   (g) closely monitoring a student’s progress and commitment, intervening early and assisting if problems arise.

(2) Good supervisors demonstrate good communication skills by:
   (a) having good listening skills;
   (b) maintaining an open dialogue about the project, its progress and problems;
   (c) communicating in an open, honest and fair manner about issues that arise as they occur;
(d) making expectations clear with regard to matters such as:
   (i) completing the thesis;
   (ii) budget considerations; and
   (iii) the role each party must play in performing the project research.

(3) Good supervisors provide consistent, constructive and timely feedback and criticism of a student’s work.
   (a) Where more than one supervisor is providing feedback, helping the student manage feedback that may be contradictory.

4 Guide and challenge

(1) Good supervisors guide and challenge students to:
   (a) achieve a high level of intellectual capability;
   (b) achieve a deep knowledge of the field;
   (c) achieve a high level of communication, collaboration and research skills; and
   (d) uphold high standards of professionalism and integrity.

(2) Good supervisors guide students through critical stages of their degree program, including:
   (a) orientation and induction;
   (b) developing a research plan;
   (c) obtaining ethics approval if required;
   (d) setting progress plan milestones; and
   (e) thesis preparation, submission and examination.

(3) Good supervisors share their time, knowledge, expertise and experience with the student.

(4) Good supervisors encourage good work habits in the student, thereby helping them to achieve the desired outcomes in their research.

(5) Good supervisors use their knowledge of an area to understand and demonstrate how the student’s research topic fits within the wider research field.

5 Encourage and inspire

(1) Good supervisors encourage and inspire students to reach their potential by:
   (a) encouraging the spirit of critical enquiry and creative innovation informed in scholarly research;
   (b) creating an engaging, motivating and intellectually stimulating learning environment;
   (c) encouraging interaction and collaboration;
   (d) celebrating student progress and help in building student confidence;
   (e) facilitating enthusiasm for the pursuit of original knowledge and its dissemination;
(f) encouraging and assisting students to publish and disseminate their research findings;

(g) encouraging students to achieve their professional and scholarly goals; and

(h) encouraging students to develop their professional identity.

(2) Good supervisors show an interest in the student's career by:

(a) introducing students to relevant networks of colleagues;

(b) informing students about conference and seminars relevant to their research and career; and

(c) encouraging and facilitating the dissemination of the student's research.

6 Review and improve

(1) Good supervisors continuously review and improve their supervisory practice through:

(a) self reflection;

(b) peer evaluation;

(c) student feedback; and

(d) participation in communities of practice, performance reviews and other professional development activities.

(2) Good supervisors conform to all university policies and procedures relating to higher degrees by research.

(3) Good supervisors contribute to enhancement of higher degree by research supervision practices and outcomes by:

(a) involvement in supervision training;

(b) mentoring other supervisors; and

(c) leadership or service in research education.

NOTES

Higher Degree by Research Guidelines for Quality Supervision 2020

Date adopted: 6 May 2020

Date commenced: 1 June 2020

Administrator: Director, Graduate Research

Review date: 1 June 2025

Related documents: Higher Degree by Research Supervision Policy 2020

Higher Degree by Research Supervision Procedures 2020
Principles to promote excellence in HDR Supervision at Griffith University.

**AMENDMENT HISTORY**

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