

HIGHER DEGREE BY RESEARCH GUIDELINES FOR QUALITY SUPERVISION 2020

Issued by: Director, Graduate Research
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Last amended:
Signature:
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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

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Administrator: Director, Graduate Research

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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

Provision Amendment

Commencing