

Improving Inclusive Doctoral Supervisory Skills through Collegial Reflection

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Female Empowerment in Science and Technology Academia



- Raising awareness
- Decision-making and communication processes
- Criteria of Excellence
- Interactional patterns => **PhD supervision**

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PhD education – an Equal Playing Field?

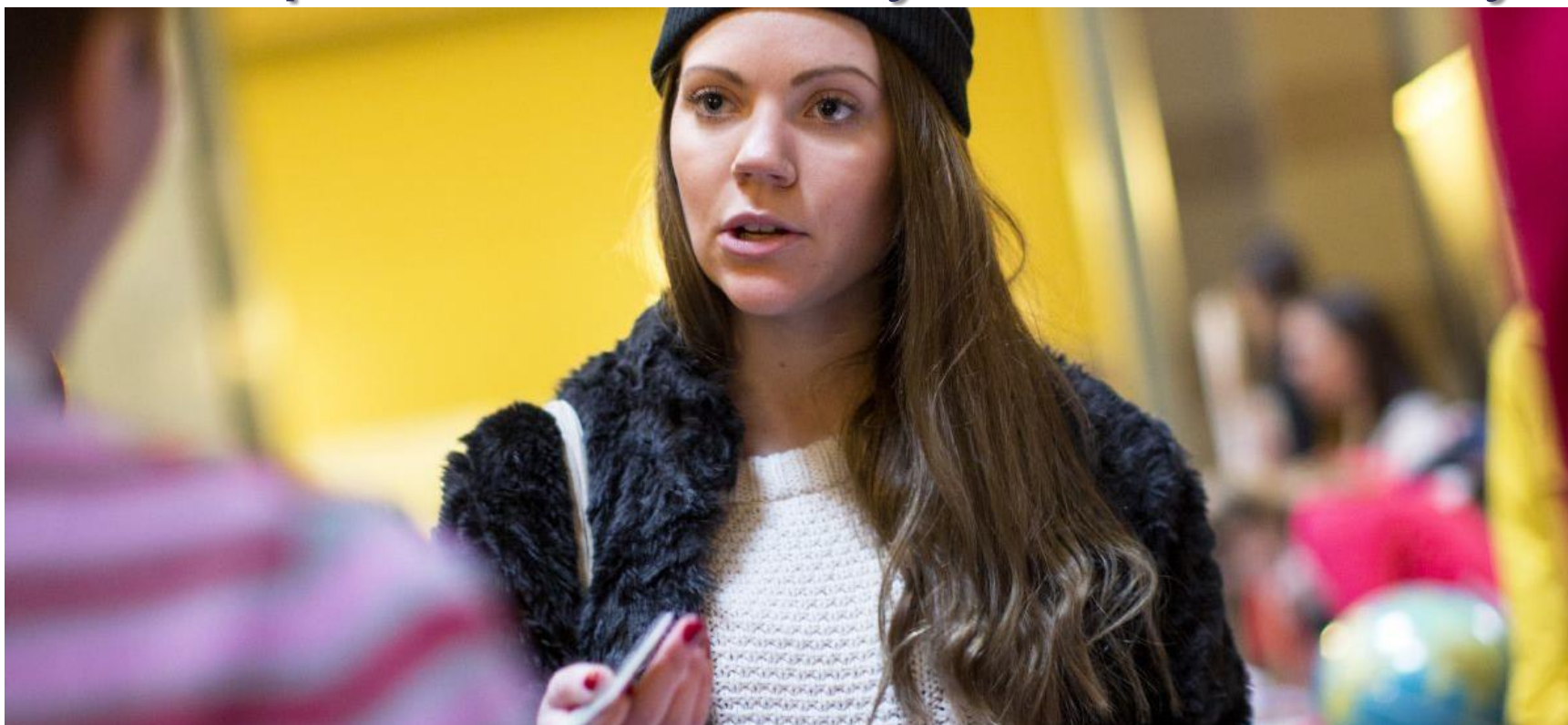


A Study Circle for Supervisors as an Arena for Collegial Reflection

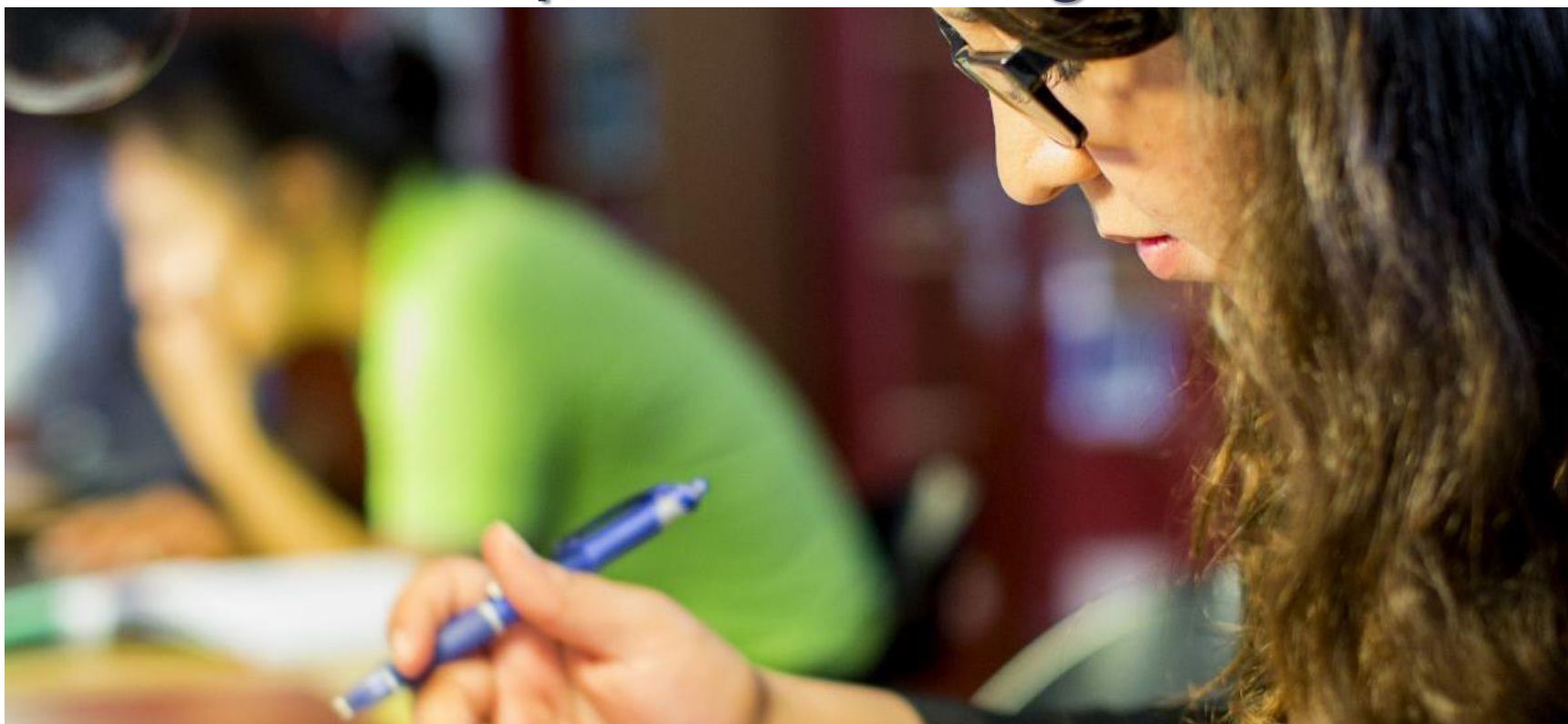


Critical Incidents –

Example #1: Formality and Informality



Critical Incidents – Example #2: Writing Text

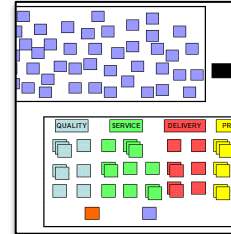


Example:

Approaches for an
Inclusive Supervisory

Practice:

"Prepare your Students for
the Future"



Funding
applications

PhD defence
course

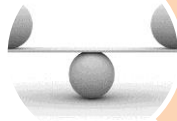


International
networks

Reviews



Collegial Learning



Informal learning
atmosphere



Mutual trust



Sharing experiences



Different perspectives

Learning outcomes

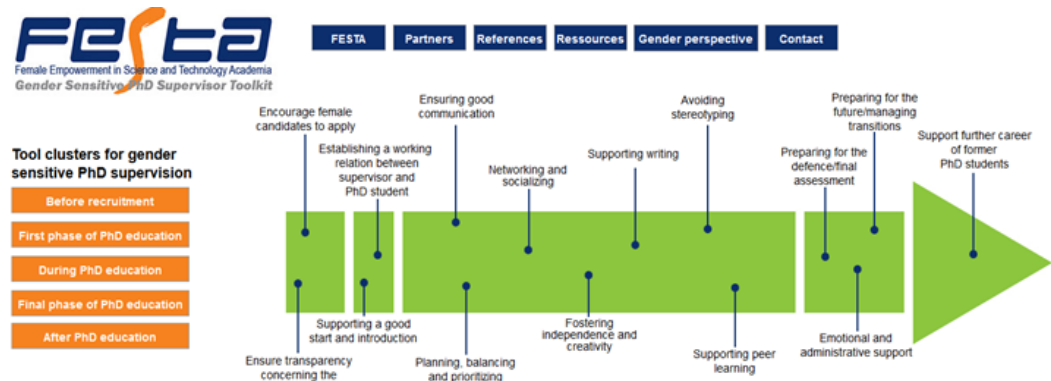
- Analyze how gender and gendered expectations may influence the interaction between PhD-supervisor and PhD-student(s)
- Interpret problematic situations that may occur from a gender perspective
- Reflect on how gender is intertwined with other categories such as ethnicity, study culture, age, religion, sexuality, etc.
- Develop concrete tools for a gender sensitive PhD-supervision.

Web-based resource for gender-sensitive supervision (draft)

Covering all phases of PhD education

Examples:

- Establishing the relationship
- Ensuring good communication
- Supporting enculturation and networking
- Fostering independence and creativity
- Preparing for the future



The resource will be finished in May 2016

Readings

- “In pursuit of female chemists”, Nature, 18 August 2011, vol. 476.
- The chemistry PhD: the impact on women’s retention (2008).
- Sarah-Jane Leslie et.al, Expectations of brilliance underlie gender distributions across academic disciplines, *Science*, 347(6219), 2015.
- Catherine Manathunga (2011): Intercultural postgraduate supervision: Postcolonial explorations and reflections on Southern positionings. In: New Zealand Annual Review of Education, 2011, 20:2010, p.5-23.
- Corinne A. Moss-Racusin et.al, Science faculty’s subtle gender biases favor male students, PNAS, 2012.
- Janette Ryan: Postgraduate supervision. In: Jude Carroll, Janette Ryan (2005): Teaching International Students. Improving learning for all, p.101-106.
- Ulrike Schnaas (2014), Addressing a gender perspective in postgraduate supervisors’ training in a scholarly way – an example from Uppsala University / Sweden.

Questions or comments?

Please contact

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THANK YOU!

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