

Institutional Support For Supervision

Review of Policy, Practices and Procedures in five U21 Partner Institutions



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UCD Graduate Studies

Delft University 20th -21st January 2016



Bad PhD Supervisors can ruin Research. So why aren't they accountable?

The Guardian. Anonymous Academic 11/12/15

*Research organisations are **required to provide excellent standards of supervision**, management and mentoring. **Supervisors must receive the support and training that they need** to provide the highest quality supervisory support for their students.*

RCUK 2013

*.. We need to get rid of the false notion of **low-maintenance** supervision relationships between consenting adults... these pairings are in fact **high maintenance and fragile**..*

A sense of urgency prevails

Changes in Doctoral Education & Implications for Supervisor

where we are now vs what we must do

Change

1. Regulatory Context
2. Massification
3. Collectivisation
4. Internationalisation
5. Social & Economic Diversification
6. PT Students
7. Distance Students
8. Cross-Disciplinary Researchers
9. Research Professionals
10. Key workers for knowledge economy

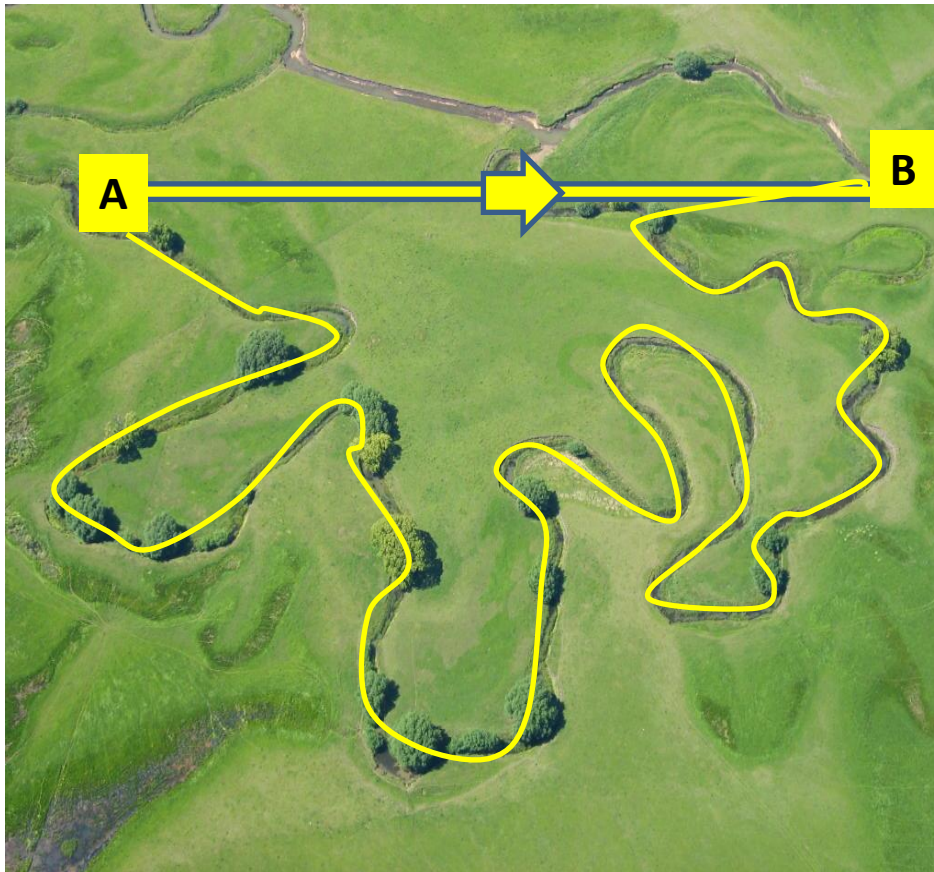
Requires a knowledge of..

1. Internal & external policies
2. Supervision of large numbers & groups
3. Dynamics of multiple supervisions
4. 'New to learning environment'
5. Non-traditional backgrounds
6. Part time - own challenges
7. Students off campus
8. Multi-disciplinary research
9. Different types of doctorates
10. Career trajectories for doctoral graduates

Which way?



How can Institutions Support Research Supervision?



- What are current practices?
- Who leads in this area?
- What works / doesn't / might
- What supports - human capital / finance
- University Management
- How practice is reviewed / evaluated



Universitas 21- 25 Partners



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Researcher Engagement

Universitas 21 aims to inspire a global perspective in those at an early stage of their academic career by actively promoting and facilitating skills development and networking and creating leaders of the future.

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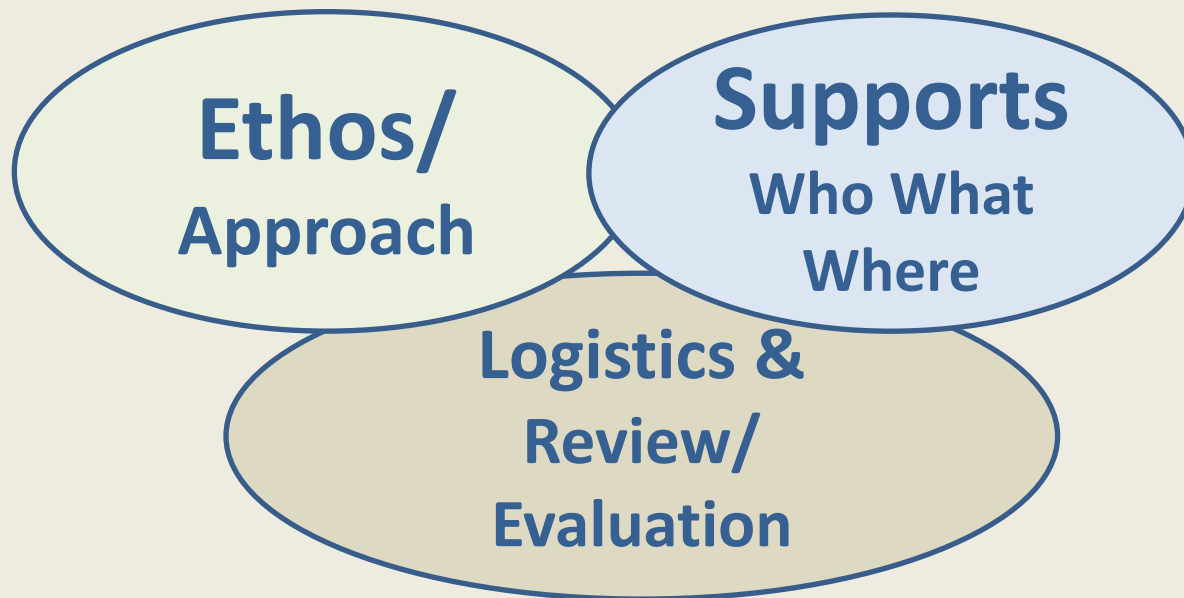
Member List

U21 Ranking of National Higher Education Systems

Project Planning

- What were UCDs / Ireland's needs (NAIRTL)
- Exploratory talks-feasibility
- Identification of key contacts
- Project Proposal-U21 / UCD
- Project Application- U21 Strategic Group
- Funding secured! – U21 & UCD
- Development of pre-visit questionnaire
- Preliminary mtgs-QPR
- University visits
- Dissemination of findings
(Report - Web – U21 Workshop – UCD Working Group- NAIRTL)

Areas of Interest for Investigation



FINDINGS - ETHOS



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

THE UNIVERSITY OF
MELBOURNE

<ul style="list-style-type: none"> Appreciation global doctoral environment 	x	x	x	x	x
<ul style="list-style-type: none"> Communities of practice academic/professional 		x	x	x	x
<ul style="list-style-type: none"> University backing/ethos ethos, sustainability, oversight 	x	x	x	x	x
<ul style="list-style-type: none"> Professional development CPD / HR / contract stipulation 		x	x	x	
<ul style="list-style-type: none"> Recognition of excellence awards 		x	x	x	x

FINDINGS

- Supports



- **Asking the ‘right’ qs’s**

what- who-when-where

x

x

x

- **Structured Support Units**

GS, CleaR, RDU etc

x

x

x

- **Support Tools**

website, fora, ‘training’

x

x

x

x

x

- **Data Contextualisation**

use of data/ registers

x

x

- **Training Needs Analyses**

supervisors – pre ‘training’/ survey

x

x

x

Dedicated Resources – University of Auckland



Question

CLEAR

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Centre for Learning and Research in Higher Education



Supervision

Find out about the supervision activities and advice offered by the staff at CLear.

We'd like to hear about your experiences as a doctoral supervisor so that we can tailor the programme to different disciplines. Please spend 5 - 10 minutes completing this [doctoral supervision experience questionnaire](#).

Supervision training and development

Staff at CLear coordinate the two-part mandatory training for new and newly arrived postgraduate supervisors.

Part One: Orientation to Doctoral Educational Policy and Process (ORIDOC) takes you through the University of Auckland's expectations, with the Dean of the School of Graduate Studies emphasising what is significant and available to answer your questions. The ORIDOC is crucial for supervisory practice, mandatory for those new to supervision with recommendation that all supervisors refresh their institutional knowledge every five years.

EVALUATION – Pre- experience & Post learning



Pre- Workshop

University of
New South Wales

Supervisor Development: Approaching the HDR SurveyMonkey Experience - Pre-survey 28 March 2014

1. Please rate your awareness on the following:

	Yes	Somewhat	No	Rating Average	Rating Count
I am clear about why I want to supervise	77.3% (17)	22.7% (5)	0.0% (0)	1.23	22
I have read the policy & guidelines of HDR supervision	36.4% (8)	36.4% (8)	27.3% (6)	1.91	22
I am aware of the steps a HDR candidate must complete to be awarded their HDR degree at UNSW	36.4% (8)	50.0% (11)	13.6% (3)	1.77	22
I recognise that HDR candidate success is impacted by the Supervision approach	95.5% (21)	4.5% (1)	0.0% (0)	1.05	22
I recognise that a robust selection and recruitment approach assists with identifying applicants with the highest potential for timely completion of their HDR degree	81.8% (18)	13.6% (3)	4.5% (1)	1.23	22
answered question					22
skipped question					0



Your doctoral supervision experience



Your doctoral supervision experience

What are the challenges of doctoral supervision currently experienced by academics at this university?

This questionnaire aims to get better understanding of supervision to inform academic staff development sessions provided by Centre for Learning and Research in Higher Education (CLeaR).

Please respond to each question based on your own past and present experience. 'Supervision' includes both as main and co-supervisor.

Click here to review the [Participant Information Sheet](#) (PDF)

How many doctoral students does your direct experience of supervising cover? Please give a number below.

Which faculty or LSRI do you work in? Select from the dropdown menu. *

If you selected other, enter affiliation here

How many cumulative years of doctoral supervision experience do you have?

☐ Less than 1 year

FINDINGS

- Logistics/ Review




THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

• New to Learning Environment staff & students				x	x
• Minimising Bureaucracy		x		x	
• Student Satisfaction survey			x	x	
• Mandatory/voluntary accreditation balance, induction, 'training'- ORIDOC	x	x	x	x	x
• Reflection on practice supervision as teaching	x		x	x	

EVALUATION


Student Research Experience Questionnaire- *PREQ/ SREQ*


**THE UNIVERSITY OF SYDNEY**


ITL staff login

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About the ITL **Surveys** Professional Development Teaching Leadership Awards, Grants & Promotions Get Involved! 

You are here: ITL / Surveys / Postgraduate Research Experience Questionnaire (PREQ) / About the PREQ

SURVEYS >


- > Survey Revision Strategy 
- > Introduction and overview of the service & reports
- > Unit of Study (USE) 
- > Feedback for Teachers (FFT) 
- > Student Course Experience Questionnaire (SCEQ) 
- > Student Research Experience Questionnaire (SREQ) 
- > Australian Graduate Survey (AGS) & CEQ 
- > **Postgraduate Research Experience Questionnaire (PREQ)** 
 - > **About the PREQ**
 - > The questionnaires (pdf)

ABOUT THE POSTGRADUATE RESEARCH EXPERIENCE QUESTIONNAIRE (PREQ)

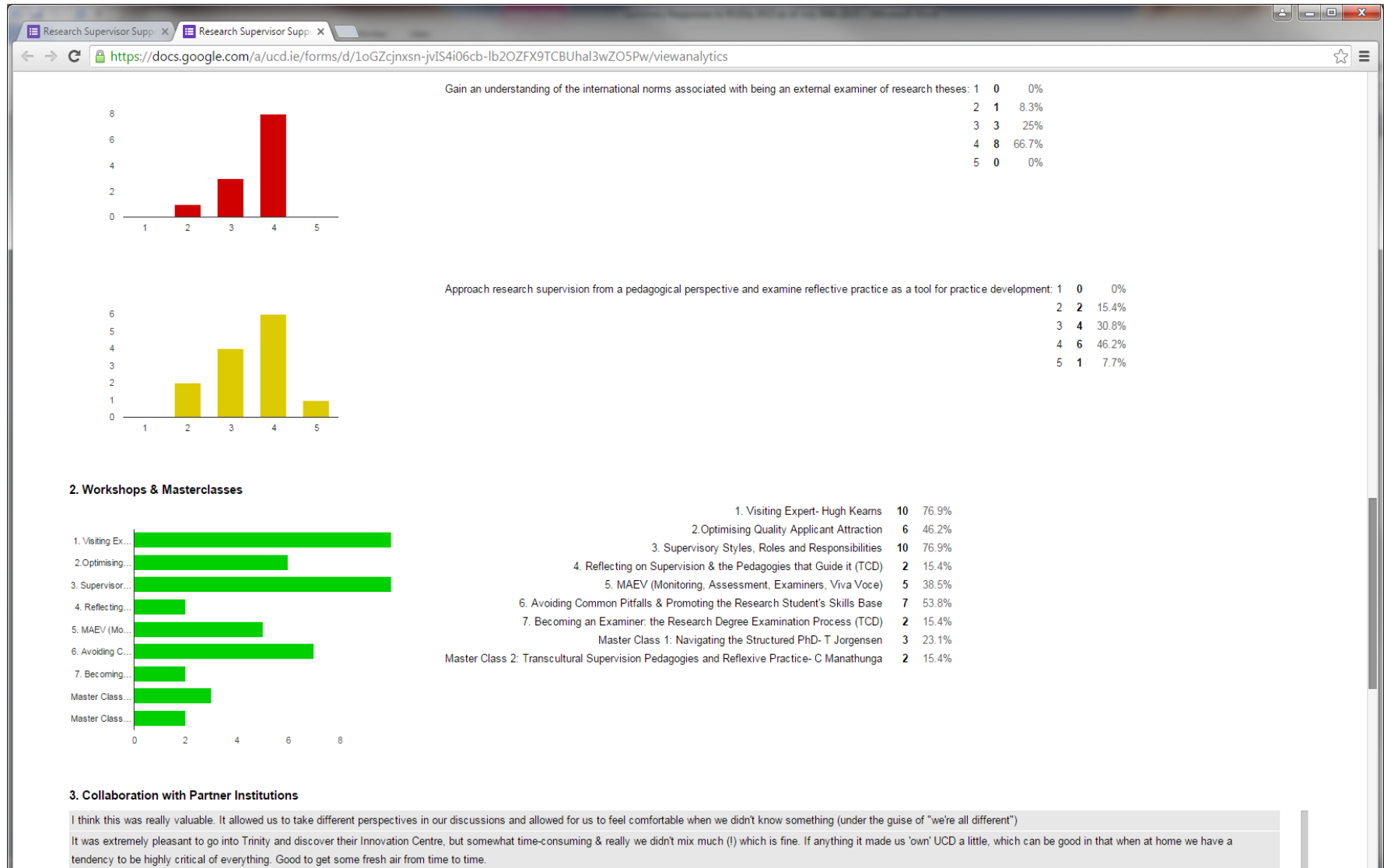
In 2002 the Institute for Teaching and Learning (ITL) began collecting data for The University community on research higher degree graduates' perceptions of their research training experiences. These data are gathered each year using a national survey specifically developed for this task, the "Postgraduate Research Experience Questionnaire" (PREQ). The purpose of the PREQ is to provide the University community with a basis for strategic, faculty level academic development and curriculum review to further enhance the quality of research higher degrees. The PREQ also provides data for benchmarking between similar programmes in different universities.

The survey gathers data on students' perceptions of the quality and frequency of supervision, intellectual and social climate, infrastructure, approaches to research, quality of thesis examination, and generic skills development in their research higher degree. The ITL analyses these data and provides a range of reports to staff and students of the university through this web site. Background information and resources to support staff in interpreting and acting upon the PREQ results, can all be found on this web site. It is important to note that, because of the relatively small number of research higher degree graduates in any year, the number of respondents for a given year and faculty are often low. For this reason, the ITL also runs an annual survey of currently enrolled research higher degree students, the [Student Research Experience Questionnaire \(SREQ\)](#).

The ITL works closely with the SEG Research Training Committee to consider how the faculties might make the best use of such evaluation and quality assurance data. The ITL also collaborates with faculties to arrange follow-up sessions on the PREQ and SREQ on request. Such events work best if they are open to all staff and students of the faculty and are intended to stimulate debate and discussion as to how the experience of research higher degree students can be improved.



Evaluation Post RSSD Programme 2015

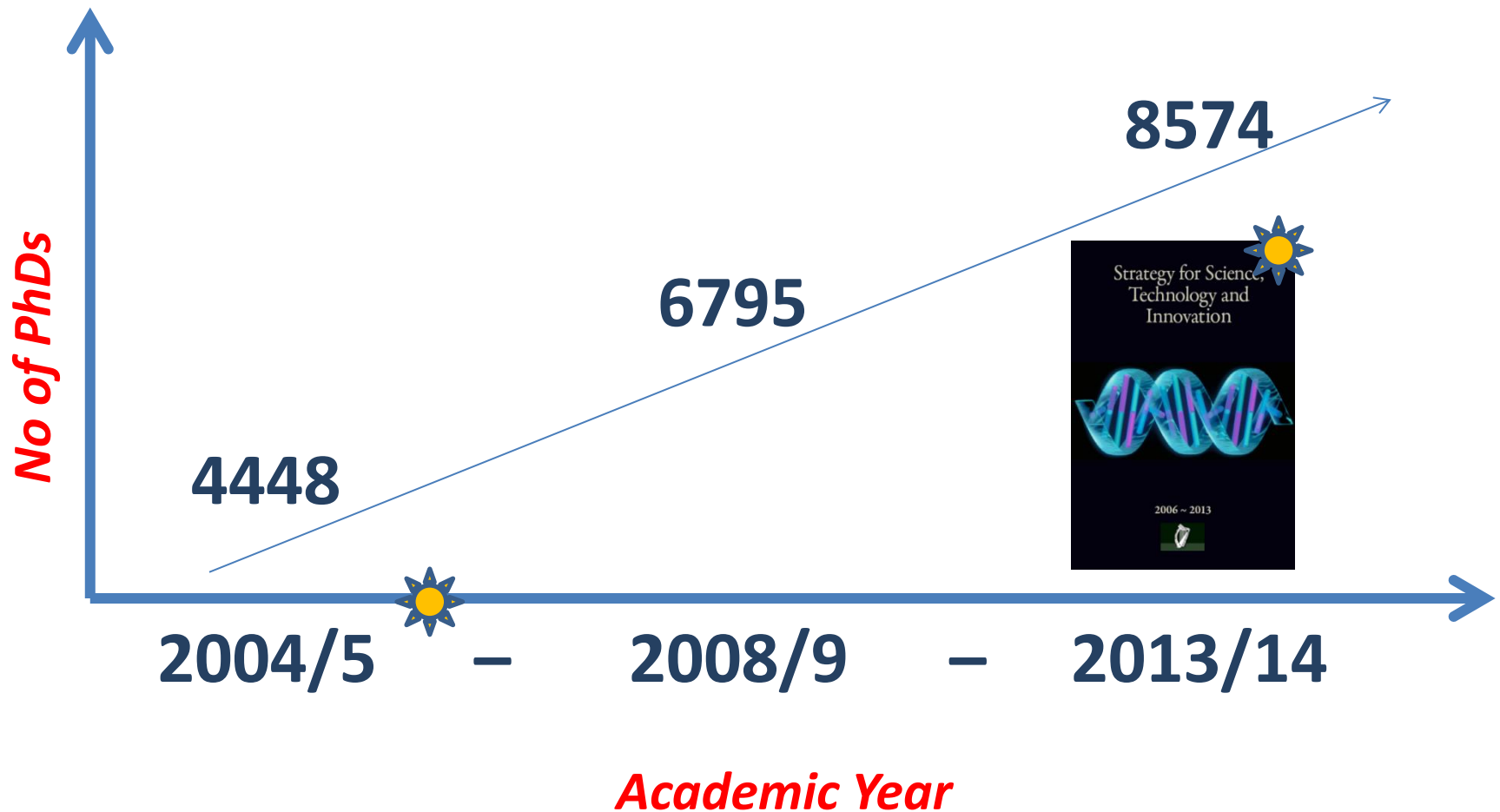


Dissemination of Project Outcomes

- Report- major observations
- U21 and UCD website
- U21 Workshop – Shanghai Jiao Tong University, March 2015 <http://www.universitas21.com/event/details/211/research-supervisor-support-and-development-workshop>
- UCD – Working Group
- NAIRTL- Irish Working Group Supervisor Development



Relation to Irish Context?



Irish Doctoral Profile at a Glance



2-UCD

1-TCD

4-NUIM

3-DCU

7-UCC

5-NUIG

6-UL

IoT- 14

PhD Profile- Universities*

PhDs (x2) 8574

7 Universities 7700

Full Time 6800

Part Time 900

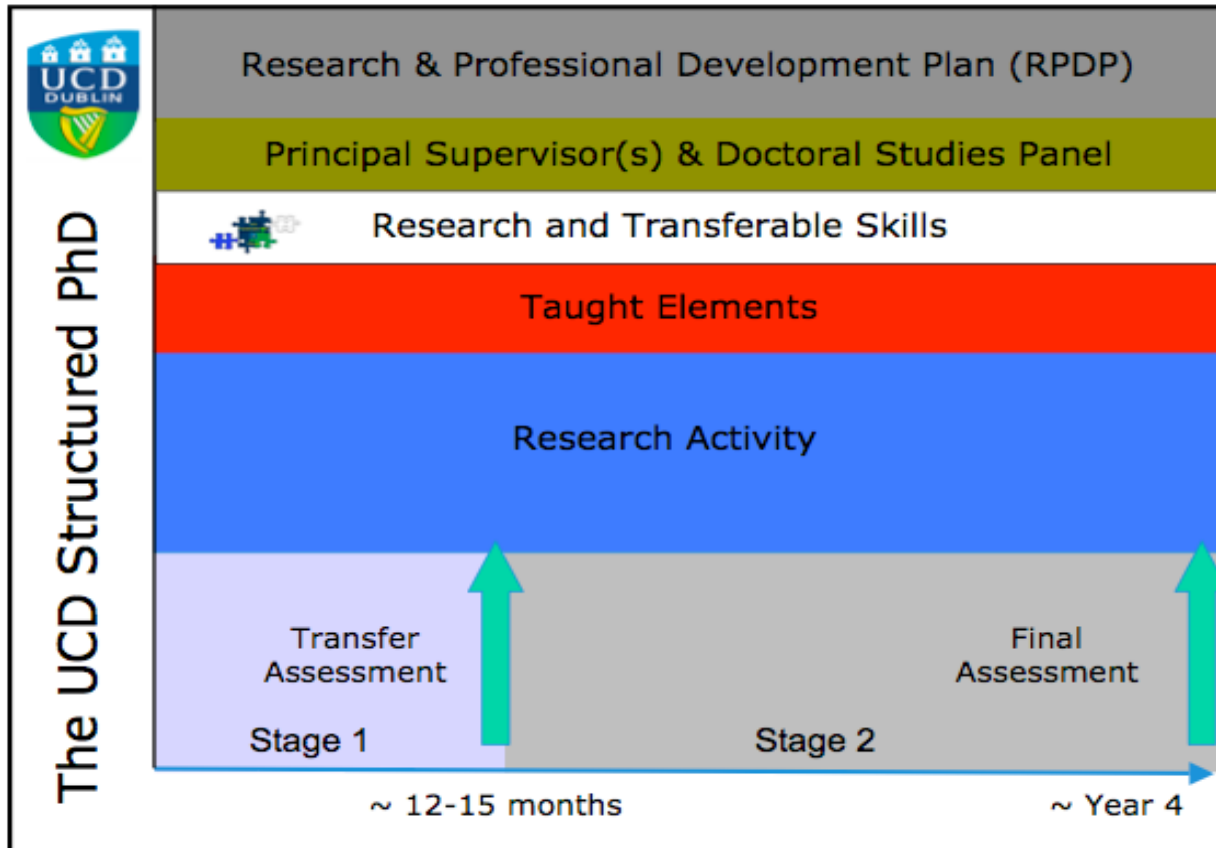
**IoT* 520

**Colleges* 354

Research Supervisor Development

- **Piecemeal approach**
- **Inconsistent**
- **Experimental**
- **Required interested 'persons'**

UCD - Structured PhD



Unique National Collaboration!



NAIRTL

National Academy for Integration of
Research, Teaching and Learning

*Acadamh Náisiúnta um Chomhtháthú
Taighde, Teagaisc agus Foghlama*



ucc

Coláiste na hOllscoile Corcaigh, Éire
University College Cork, Ireland



NUI Galway
OÉ Gaillimh



Institiúid Teicneolaíochta Chorcaí
Cork Institute of Technology



Waterford Institute of Technology
INSTITIÚID TEICNEOLAÍOCHTA PHORT LÁIRGE



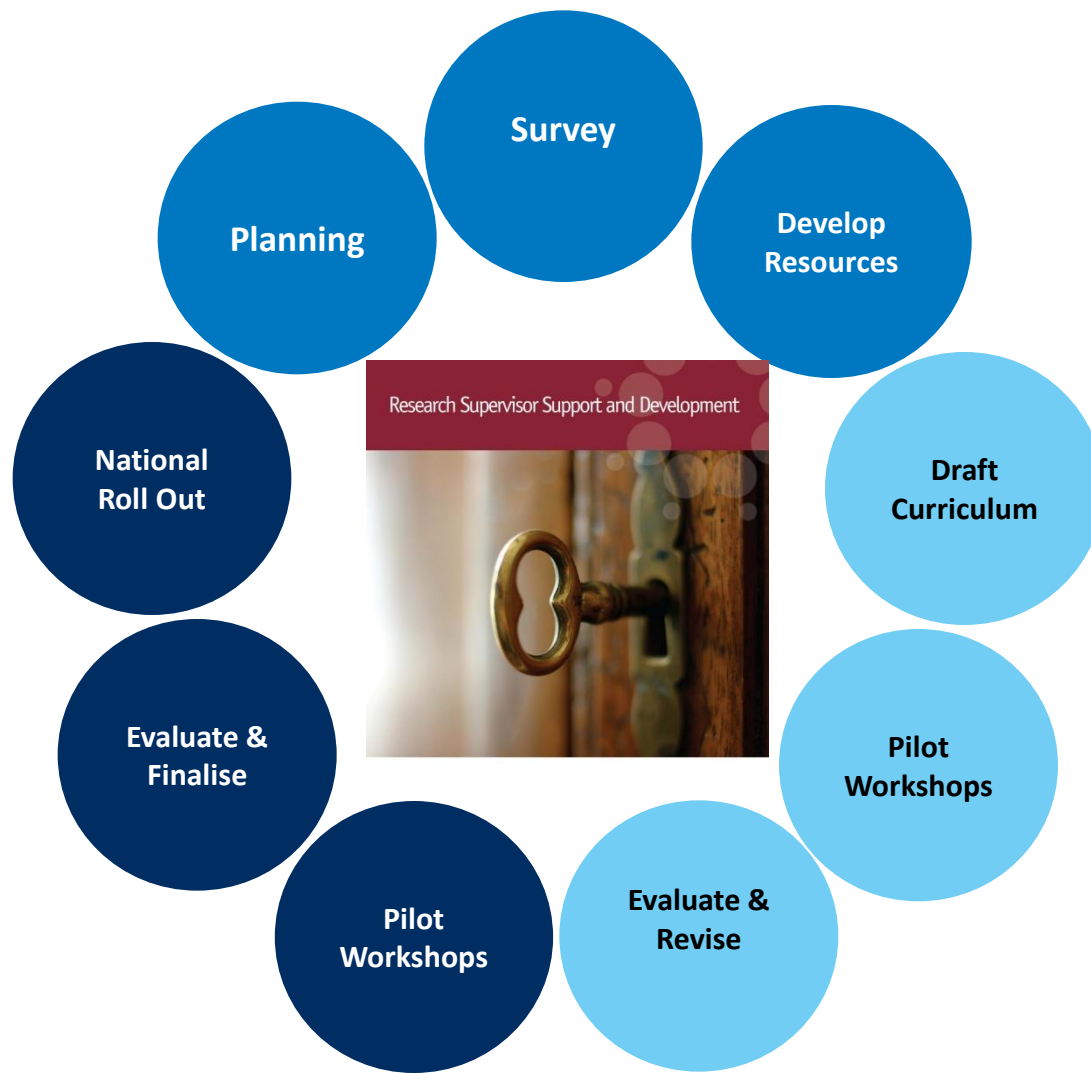
Supervisor Support and Development

Key project milestones



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Views on Supervision & Training

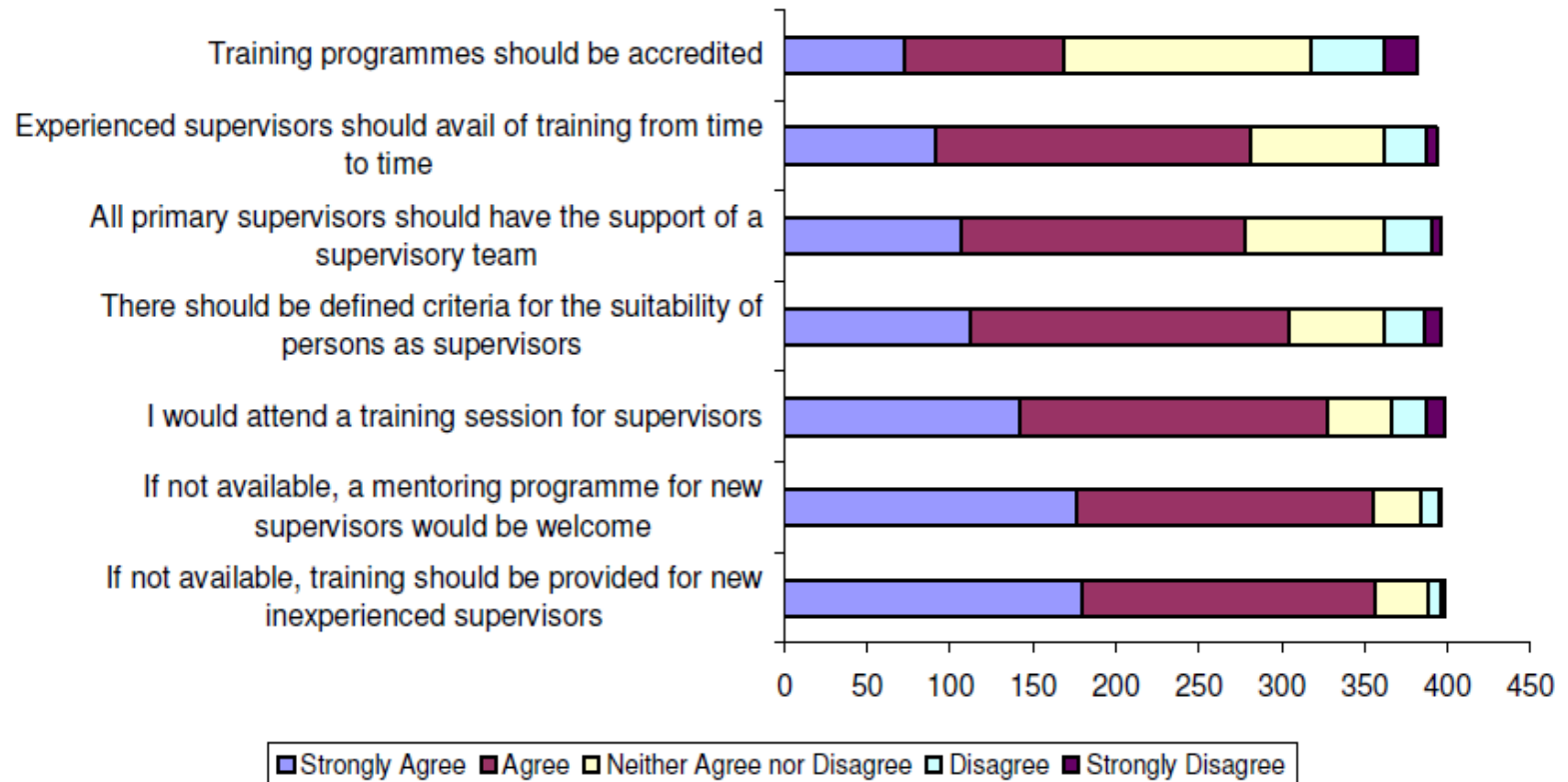


Figure 5: Respondents views on supervision and training (n=402)

Priorities for Training

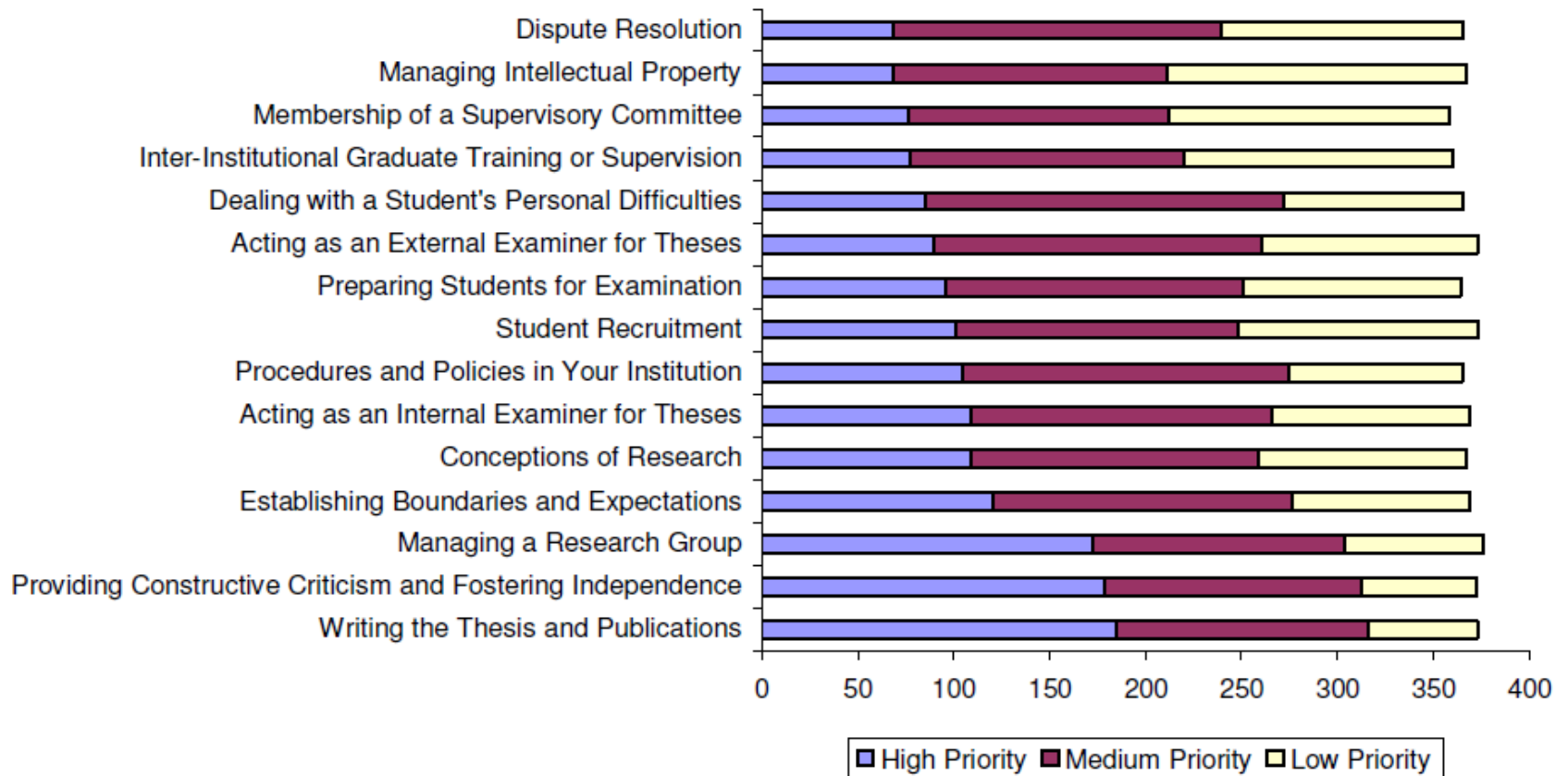


Figure 6: Respondents' ratings on the priority for training in particular areas to meet their needs (n=393)

A Practical Guide – HEI



- *Introduction & Context*
- *Development of Framework*
- *Key Themes & Issues*

- Institutional Support
- Targeting Audiences
- Delivery

Methodologies

- *Framework*
 - Workshop Overviews
 - Suggested Content
 - Tasks / Exercises
 - Who Should Deliver?
 - Learning Outcomes
- *Expert Discussion Paper*
- *Conclusions*
- *Suggested Reading*

**Framework
challenges**

Recognition

Achieving buy-in

Title of programme

Programme delivery – mode

Key Issue Identification

Senior management support

Mixed disciplinary

Institutional specificity / flexibility

Experienced supervisor & student participation

Evaluation

Pedagogy

Collaboration



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Research Supervisor Support and Development Programme (2016) UCD Graduate Studies & TCD Teaching & Learning Academy

Unique Collaboration

This Year's RSSDP reinforces the collaboration between UCD Graduate Studies and TCD's Teaching & Learning Academy. Two workshops from UCD's programme will be open to research supervisors from TCD and two workshops from TCD's programme will be open to UCD research supervisors. These collaborative workshops address key generic research supervisor challenges and are non-institute specific. The 2016 RSSDP will commence on Friday January 29th 2016. The full schedule is outlined below and the venue for UCD Workshops will be the Boardroom, UCD Research. The venue for the two TCD workshops (highlighted in blue) will be confirmed shortly.

2016 Programme

1. Friday January 29 th	2-5pm Visiting expert – Hugh Kearns (Flinders University, Adelaide) (UCD)
2. Friday February 26 th	2-5pm Why Supervise Doctorates and Attracting the 'Right' Candidate (UCD)
3. Friday April 1 st	2-5pm Supervisory Styles, Roles and Responsibilities (UCD)
4. Friday April 15 th	2-4pm Reflective Research Supervision as Teaching and Learning Practice (TCD)
5. Friday April 29 th	2-5pm Monitoring, Assessment, Examiners, Viva (MAEV) (UCD)
6. Friday May 6 th	2-5pm Becoming an Examiner: the Research Degree Examination Process (TCD)
7. Friday May 27 th	2-5pm Promoting the Research Student's Skills Base and Supervising International Doctoral Candidates (UCD)

Target Audience

This programme is targeted at both new, inexperienced research supervisors and those more experienced staff who would like to refresh their knowledge in the area.

Format

The RSSDP is comprised of a series of interactive workshops, which, in the context of best practices and policy in the research supervisory field, facilitate practice sharing with experienced supervisors, professional staff and students in an open forum. Four workshops are shared between UCD and TCD. In addition, participants will be invited to attend two *Masterclasses* (below) being hosted in March and May of 2016 which will be given by experts in the area of research supervisor development.

Masterclass 1. Friday March 11 th	11-1pm – Visiting Expert- <i>Professor Chuck Caramello</i> (University of Maryland) 'Doctoral Outcomes Assessment'
Masterclass 2. Friday May 13 th	11-1pm- Visiting Expert- <i>Professor Cliona O'Farrelly</i> (TCD) 'Avoiding Common Pitfalls in Supervision'

Key Learning Outcomes

Upon completion of the programme, participants will be able to;

- Approach student recruitment in a manner which maximizes the likelihood of best candidate selection
- Navigate institutional policies and procedures
- Identify their own role as supervisor and frame the doctoral supervision process
- Advise and assist students on structuring and managing their work
- Be capable of carrying out a training needs analysis
- Appreciate the challenges, problems and pitfalls of the supervision process and identify approaches to overcome these
- Provide guidance to students on thesis and viva preparation



RSSDP 2016-

COLLABORATION UCD & TCD

Recent activity.....



UCD & TCD
Unique Collaboration

UCD - CPD

NAIRTL-
Inter-institutional

U21- UCD (UoA/UNSW/UoN)

1.



Joint RSSD Programme – 2015-16
Sharing of Resources/Participants

2.



CPD – Recognition of Research
Supervisory Practice- T&L Accred

3.



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National Master Classes- 2015-16

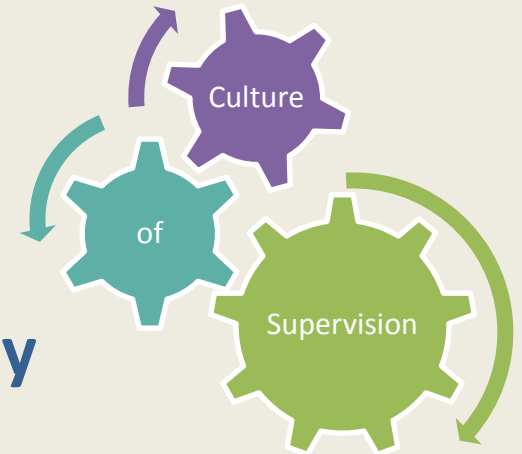
4.



International Workshop
SJTU- 25th-26th March 2015

Top Recommendations

- University backing- ethos
- Recognition of practice & accountability
- Training needs analyses
- Supports – in the right places
- Mandatory / voluntary Balance
- Review of practice- evaluation
- Flexibility in approach/ sustainability





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Piha, NZ 2014.