

Principles to Promote Excellence in HDR Supervision at Griffith University

Background

Griffith University attaches the highest importance to ensuring consistently high quality experiences and outcomes for all its higher degree by research (HDR) candidates and acknowledges the critical role of HDR supervisors in achieving these goals. The *Principles to Promote Excellence in HDR Supervision Practices at Griffith University*, outlined here, were informed by the HDR supervision literature, developed in consultation with experienced Griffith supervisors and refined by feedback from HDR candidates. The resulting principles were then endorsed by the Board of Graduate Research in October 2014.

The principles seek to reflect the diversity of views around excellence in supervisory practice and to be relevant to all supervisors, irrespective of their background, experience, and training. They can be used as a guide for improving supervision practice, rather than as a formula or recipe for excellence in supervision. Each supervisor will need to interpret and operationalise the principles as appropriate within their own context, guided by evidence-based approaches, and in consultation with colleagues. Although each principle is supervisor-centred, it is acknowledged that supervisors are not fully responsible for all of the actions embedded within these principles and that many of the listed actions involve responsibilities shared across the University. Supervisors nevertheless play an important role in these areas.

Principles to promote excellence in HDR supervision at Griffith University:

1. Recruit & Evaluate

Employ strategies for recruiting high quality HDR candidates and carefully evaluate the fit between the candidate, project and supervisory team

2. Involve & Support

Involve candidates in the culture of research and provide support tailored to the needs and circumstances of the individual candidate

3. Communicate & Negotiate

Communicate and negotiate regularly, respectfully and effectively with candidates

4. Guide & Challenge

Guide and challenge candidates to achieve high levels of knowledge, skill and intellectual capability and to uphold high standards of professionalism and integrity

5. Encourage & Inspire

Encourage and inspire students to reach their potential

6. Review & Improve

Continuously review and improve supervision practice

The following outlines ways in which each of the *Principles to Promote Excellence in HDR Supervision at Griffith University* might be reflected in practice.

1. Recruit & Evaluate

*Employ strategies for **recruiting** high quality HDR candidates and carefully **evaluate** the fit between the candidate, project and supervisory team*

- a) **Implement** a strategy for recruiting high quality HDR candidates
- b) **Align** HDR student recruitment with relevant strategic research goals
- c) **Evaluate** the capacity of potential candidates to undertake the proposed project
- d) **Ensure** alignment of the background, interests and expectations of the candidate with the proposed project and supervision team
- e) **Evaluate** the feasibility of the proposed project
- f) **Evaluate** the capacity of the supervision team to effectively supervise the candidate and proposed project (e.g. interest, expertise, experience, time, accreditation status)

2. Involve & Support

***Involve** candidates in the culture of research and provide **support** tailored to the needs and circumstances of the individual candidate*

- a) **Actively involve** candidates in the intellectual life of the element, University and discipline/profession
- b) **Advise** candidates of relevant research training opportunities (e.g. workshops, seminars, peer/research/professional networks) and resources
- c) **Advise** candidates of problem solving mechanisms and available support services (e.g. Health services, counselling)
- d) **Demonstrate** care for the general development and welfare of the candidate
- e) **Adapt** the supervisory style and/or strategy to accommodate individual differences and changing roles and circumstances throughout candidature
- f) **Involve** the candidate in important decisions affecting their candidature
- g) **Ensure** candidates are aware of and comply with institutional requirements associated with their candidature

3. Communicate & Negotiate

***Communicate** and **negotiate** regularly, respectfully and effectively with candidates*

- a) **Understand** the interests, needs, motivations and circumstances of candidates
- b) **Demonstrate** interest in and enthusiasm for the candidate's work
- c) **Negotiate** a plan for meeting regularly with candidates, establishing reasonable and agreed expectations, setting and regularly reviewing goals, and providing meaningful, constructive and timely feedback
- d) **Value** and **accommodate** individual and cultural diversity
- e) **Model** collegial, respectful and culturally competent interactions
- f) **Acknowledge** the value of candidate's input
- g) Closely **monitor** candidate's progress and commitment, and **intervene** early and **assist** if problems arise

4. Guide & Challenge

Guide and challenge candidates to achieve high levels of knowledge, skill and intellectual capability and to uphold high standards of professionalism and integrity

- a) **Guide** candidates through critical phases of candidature (e.g. orientation and induction, developing a research plan, obtaining ethics approval, candidature milestones, and thesis preparation, submission, examination and revision)
- b) **Share** your time, knowledge, expertise and experience with the candidate
- c) **Guide** and **challenge** candidates to achieve a high level of intellectual capability and a deep knowledge of the field
- d) **Guide** and **challenge** candidates to achieve a high level of communication, collaboration and research skill
- e) **Model** and **encourage** professionalism and integrity in the conduct of research

5. Encourage & Inspire

Encourage and inspire students to reach their potential

- a) **Encourage** the spirit of critical enquiry and creative innovation informed by scholarly research
- b) **Create** an engaging, motivating and intellectually stimulating learning environment
- c) **Encourage** interaction and collaboration
- d) **Celebrate** candidate progress and help build student confidence
- e) **Model** enthusiasm for the pursuit of original knowledge and its dissemination
- f) **Encourage** and **assist** candidates to publish and disseminate their research findings
- g) **Encourage** candidates to achieve their scholarly and professional goals
- h) **Encourage** candidates to develop their professional identity and **facilitate** the career aspirations of the candidate throughout and beyond candidature

6. Review & Improve

Continuously review and improve supervision practice

- a) **Continuously review** and improve personal supervision practice (e.g. through self-reflection, peer evaluation, student feedback, participation in communities of practice, performance reviews and/or other professional development activities)
- b) **Conform** to University policies and procedures relating to HDR supervision (e.g. Responsibilities of key stakeholders, intellectual property, ethics, health and safety)
- c) **Contribute** to enhancement of HDR supervision practices and outcomes (e.g. involvement in supervision training and mentoring, leadership/service in HDR supervision)