THE ROLE OF EXPECTATIONS

Many of the challenges faced in a supervisory relationship are due to differing expectations. This may include differences in understanding of what research is; the role of the candidate and supervisors; how respect is expressed and what is deemed appropriate behaviour for members of the research group; and anticipated outcomes of asking for help or addressing problems. Given the importance of the candidate-supervisor relationship, the Expectations in Supervision document was created to support open and respectful discussions to establish shared or mutual expectations.

Griffith expects clear communication and respectful relationships between candidates and supervisors across the candidature lifecycle. As the needs of the candidate and supervisors will change over time, candidates and supervisors are expected to engage in regular discussions about their respective expectations of the supervisory relationship. As such, an expectations conversation is expected to occur as part of the preparation for each milestone to enable the candidate, supervisors and milestone panel to evaluate the effectiveness of the supervisory arrangements.

Candidates and supervisors should refer to the following policies and resources to assist with the discussion.

- Code of Practice for HDR Candidature
- Responsible Conduct of Research and Student Academic Integrity Policy
- Student Conduct, Safety and Wellbeing Policy
- Student Charter and Staff Code of Conduct

HOW TO USE THIS DOCUMENT

The list of topics and prompts included in this document represent the common considerations across the candidature lifecycle. Candidates and supervisors are encouraged to discuss themes as they become relevant to the candidate's needs / stage of candidature (e.g. you do not need to discuss every topic as part of every 'expectations' discussion). This list is not exhaustive - candidates and supervisors are encouraged to raise any other topics that may be relevant to them as part of each discussion.

1. Schedule a meeting for the candidate and all members of the supervisory team (including associate and external supervisors) to meet to discuss mutual expectations (allow at least 1 hour for the meeting).
2. Distribute a copy of the document to each person and ask them to reflect on the themes and prompts independently prior to the meeting.
3. During the meeting, exchange perspectives on the relevant topics and strive for an understanding of each other's positions. There are no right or wrong answers – expectations will vary based on an individual's understanding of the program and their prior experiences. The purpose of this conversation is to identify where there are variations in expectations and negotiate a shared understanding.
4. Record agreed arrangements and distribute a copy to all participants for record keeping purposes.
5. Any deviations in expectations that cannot be resolved through a discussion between the candidate and their supervisory team should be noted for discussion with the Milestone Panel Chair at the next milestone. If the expectations conversation is occurring independently of a milestone, a meeting should be scheduled with the HDR convenor to discuss and work to resolve the discrepancies as soon as possible following the expectations discussion.
6. Expectations will vary across the candidature lifecycle as the candidate's skills and needs evolve. This document should be utilized to conduct an expectations conversation regularly throughout candidature

Suggested discussion prompts:	General
Motivations	• What are the candidate's motivations for undertaking an HDR and what are the personal and professional goals they hope to achieve through the degree? • What are the supervisor's reasons for agreeing to supervise the candidate and what are they hoping their candidates achieve (e.g. timely completion, enjoyment of journey, employability, publications)?
Wellbeing	• Are there any commitments that may impact engagement throughout candidature (e.g. other work commitments, external paid work, teaching, parental responsibilities)? • Are there any personal, welfare or health factors (e.g. disability, medical, mental health, neurodiversity) or any important diversity, equity and inclusion values (e.g. cultural, linguistic, identify) that may be helpful for the other parties to be aware off (optional and only if comfortable disclosing)? • Does the candidate have any access requirements or needs that need to be accommodated?
Professional Conduct	• What are the expectations of the candidate and supervisor regarding a professional supervisory relationship? What forms of support will the supervisor provide the candidate and are there any forms of support that are outside of the scope of the supervisory relationship? • Are there any expectations around the way that the candidate engages with other members of the broader research group? • How should concerns be raised and what conflict resolution pathways are available if there is a conflict between the candidate and supervisor/s or the candidate and other members of the research group that cannot be resolved with the individual directly?
Work pattern and location	• What will be the candidate's usual work pattern and location? Are there any explicit expectations regarding the candidate's attendance on campus? • How will the candidate divide their time amongst different activities (e.g. research, teaching, professional development)? • If the candidate is remote, how often are they expected to visit campus?
Funding	• What funding is available to support the candidate throughout their candidature (e.g. stipend, research costs, conference attendance, training needs)? How will this funding be managed? • Who is responsible for identifying and applying for additional sources of funding to support costs? What assistance is available should the candidate choose to apply for funding?
Generative AI	• Do the candidate or supervisors anticipate using Generative AI to support aspects of the research process and/or candidature? If so, what process will be used to ensure the Generative AI tool is being used appropriately (e.g. ethically, in line with data management requirements)? • When and how will the use of Generative AI be acknowledged?

Agreed arrangements:

Suggested discussion prompts:	Supervision
Frequency and format of meetings	• How often will meetings occur (e.g. regular, whenever suits, flexible), using what mode (e.g. in person, Teams), who from the supervisory team will attend and who will organise the meetings? • What are the expectations of the meeting? What role will each supervisor play? • How will the records of the meeting be made and shared (e.g. agendas, reference materials, minutes and agreed actions)? Who will be responsible for preparing any documentation and how far in advance of/after the meeting will they be distributed? • What is the protocol if a meeting needs to be cancelled and who is responsible for rescheduling?
Contact between meetings	• Who is responsible for initiating contact between meetings and who should be included on that correspondence (e.g. all supervisory team members, principal only)? • What modes and times of communication are expected between supervisor meetings (e.g. email, phone/Teams calls, Teams chats, in-person conversations and during business hours, on weekends)? • What is the expected timeframe for reply? What is the protocol if a reply is not received in that timeframe? • What arrangements will be put in place when a supervisor takes leave?
Feedback	• Should feedback be initiated by supervisors or only when requested by the candidate? • What sort of feedback are the supervisors willing to provide (e.g. feedback on the content, argument structure, grammar, copy-editing) and how will the feedback be provided (e.g. track changes, comments, verbally)? • What is the expected standard of work when it is shared with supervisors for feedback and how will the candidate indicate the nature of the feedback they are seeking? • What is the typical turnaround time for feedback from the supervisory team for different forms of work (e.g. draft paper, thesis chapter, conference presentations) and is there a maximum number of times that each item will be reviewed? • How can the candidate raise questions about the quantity, quality or timeliness of feedback and what is the protocol in instances where there is conflicting feedback from supervisors, or the candidate is not responding to feedback in a timely manner?
Monitoring of progress	• What are the agreed protocols for monitoring of progress outside of the milestone review process? Who is responsible for identifying when the project/thesis is falling behind schedule? • How often will the candidate provide evidence to their supervisors to assist them in monitoring their progress and who will initiate this? • What level of responsibility does the candidate have to manage their time/project?

Agreed arrangements:

Suggested discussion prompts:	Research
The research project	• What level of contribution will the candidate and supervisors make to defining the scope of the research (e.g. hypothesis, research questions), theoretical framework and/or methodology? How much support, and of what kind, can each supervisor offer noting their respective expertise/knowledge of the topic? • What other kinds of knowledge/support (e.g. specialist methods, statistics) are required for the research and how will the candidate access it? • What facilities and resources are required for the research project? What level of assistance does the candidate require to locate and access these resources? • How will the project deliverables and timelines be determined and agreed too? Who is responsible for ensuring that they are met? • What process should the candidate follow if they encounter problems with their research and what level of assistance can they expect to receive?
Ethics, Conflicts of Interest and safety	• What level of support will the supervisors offer to ensure the candidate is aware of the expectations of responsible research practice including any ethical or discipline specific expectations? • What training (e.g. health, safety and wellbeing, research integrity training) and approvals (e.g. ethics, working with children, quarantine permits) does the candidate need to complete for their research? • Are there any potential conflicts of interest that need to be considered in relation to the research? If so, how will they be managed?
Data management	• Are there any discipline specific data management protocol or expectations (e.g. mandatory retention periods, security measures for sensitive data, maintaining a detailed notebook that remains in the lab)? • Will the supervisors contribute to the creation of a data management plan, or will they review/approve the data management plan once the candidate has created it? • Who will have access to/is able to use the research data and what happens to it when the candidate graduates?
Research culture	• Are there any seminars, group or team meetings that the candidate is required to attend? What level of contribution is expected from the candidate? • Are there any specific expectations regarding engagement with other members of the research group? • What are the expectations for shared space and equipment and what are the protocols should problems arise (e.g. malfunctioning or broken equipment, safety concerns)?

Agreed arrangements:

Suggested discussion prompts:	Intellectual Property and Research outputs
Intellectual Property	• What are the candidate and supervisors' expectations relating to ownership of the intellectual property that may arise from the research? Does an Intellectual Property agreement need to be drafted/signed? • Will the candidate be using any existing data sets or material in their research? Who will be responsible for ensuring that all intellectual property/copyright requirements are met in relation to this material?
Research Outputs	• What research outputs will be used to disseminate the research (e.g. conferences, articles, book chapters, creative outputs)? Are there any expectations regarding quantity, timelines and reputation of the outputs (e.g. which journals should the candidate aim to publish in)? • What level of support will the candidate receive in identifying opportunities and preparing research output to ensure suitability and quality of research outputs?
Authorship	• What expectations do the candidate and supervisors have regarding being named as authors on outputs relating to the candidate's work (including outputs that the candidate produces and outputs that incorporate the candidate's work)? What level of contribution is required to be named as an author? • Will the candidate be listed as the first/principal author on all research outputs that they produce during their candidate and what process will be used to determine order of remaining authors? Who will be named as the corresponding author?
Thesis	• What is the anticipated format for the thesis (e.g. traditional thesis, exegesis and creative works, inclusion of publications)? • Who is responsible for decisions regarding the standard of the thesis? What level of support will the supervisors offer in relation to reviewing components of/the complete thesis and what is the expected timeline for submission of draft chapters? • Will the supervisors provide any other assistance to help the candidate with preparing their thesis for examination (e.g. assisting with writing, editing, formatting)? • If there are delays with submitting drafts or receiving feedback, how will they be dealt with (e.g. email notifying delay, follow up email when deadlines are not met)?

Agreed arrangements:

Suggested discussion prompts:	External Engagement
External Engagement	• Are there any external engagement opportunities relevant to the candidate and/or research project (e.g. an external supervisor, access to facilities, resources or other project–related arrangements, undertaking a collaborative or embedded research project, or employment aligned to the research project)? • What support will the supervisory team provide in identifying/facilitating these opportunities?
Networking	• What opportunities are available to the candidate to network within and outside of academia? What role will the supervisors play in facilitating these opportunities?
Research Internships	• Is the candidate interested in undertaking an internship during their candidature? If so, when would the internship occur and what level of support will the supervisors provide in identifying a suitable opportunity/organisation for the candidate to undertake their internship with?

Agreed arrangements:

Suggested discussion prompts:	Training and Development
Career aspirations	• What are the candidate's career aspirations? • What role will the supervisors play in assisting the candidate to explore different carer pathways/prepare for employment?
Skills Development (Research and Professional Skills)	• What level of support will the supervisors provide in helping the candidate identify their developmental needs and appropriate developmental activities? • How and when will the candidate engage in developmental activities? Is the candidate able to identify and attend activities that they deem suitable or are they expected to seek approval from a supervisor first? Are there any expectations regarding how much professional development a candidate engages in during their candidature?
Professional Engagement	• What professional and academic societies (or other organisations) would the candidate benefit from joining? • Are there other activities that the candidate would benefit from participating in (e.g. candidate representative/committee membership, teaching or supervision, 3MT competition)? What role will the supervisors play in supporting the candidate to participate in these activities?

Agreed arrangements:

Any additional expectations that you would like to discuss?

Any differences that need to be discussed with the milestone panel chair?

Who participated in the discussion:

Candidate:	
Supervisors:	
Other:	

Date of Discussion:	