

PRINCIPAL SUPERVISOR ACCREDITATION PROGRAM PSAP @ BOND



Course Plan 2020



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Overview

Welcome to the Principal Supervisor Accreditation Program (PSAP) at Bond University!

This Program is aimed at giving early career supervisors the skills and knowledge to assume the role of Principal in a research supervision panel.

Bond University's Award Regulation state that to be qualified, a Principal Supervisor will normally:

- a) hold a doctoral qualification in the relevant discipline;
- b) be research active within the terms of the University policy; and
- c) have supervision experience as an Associate Supervisor for an HDR student who
- d) successfully completed at the same level of candidature.

The accreditation program consists of:

Participation in a series of formal training workshops run by the Higher Degree Research Unit;

- a) creation of an assessed portfolio covering reflections on workshop content and on the supervision experience;
- b) a mentoring component; and
- c) knowledge dissemination—a presentation on an aspect of supervision through a forum organised by the HDRU, and the development of a supervision tool for colleagues.

PSAP@Bond 2020 is our fourth cohort of this program, which we hope will offer you many different insights into the exciting and challenging task of supervising new research students. The research is clear; supervisors learn this craft through multiple pathways and experiences. We hope you will interact with this program in the way that works best for you, moving forward in your journey as a skilled and inspiring research supervisor.

We are also hoping that this PSAP cohort will share perspectives – with each other, with the wider supervisory community, and with the PSAP organisers – so that we can all build creatively on this initial program.

The Workshops

The Program's workshops are scheduled over the year.

All workshops will be conducted face to face and involve group discussions that encourage collaboration and networking. Facilitated by the Higher Degree Research Unit with assistance from Edith Cowan University's PSAP program development team and Dean of the Graduate Research School, the workshops will also feature a number of expert guest speakers.

Participants are required to attend a minimum of 5 workshops, which have been scheduled wherever possible in non-teaching periods to enable participants to attend.

Reflection on the workshop content is a central part of the Assessed Portfolio and can also form part of mentoring conversations. If you are unable to participate in a workshop, you can access materials on iLearn, enabling you to complete the written reflections on that component, and still discuss this material with your mentor.

We also encourage you to consider a wider range of professional development possibilities – including participating in other activities for supervisors at Bond University and other universities. What would help you gain further expertise as a supervisor? You are invited, if you wish, to reflect on these as well in your Portfolio, and in your mentoring conversations.

The Workload

The assessed portfolio is a central part of the accreditation process, and is designed to support reflection on the workshop content, the mentoring process, and your own current research supervision experiences. We hope the portfolio will also serve as a reflective record of the course over the year.

Completed portfolios will be graded at the end of the program and recorded as Pass/Fail. This is required for PSAP accreditation and constitutes the only formal audience for your text. However, when assembling your portfolio you might like to consider other benefits for this document. Could it articulate with future applications for promotion or probation? Are there seeds in there for a publication? Might some of it be useful to share with

colleagues?

Portfolio components:

- 1) **Reflection on the content of the course workshops** (suggested minimum is 500 words each) considering what questions they raise for you as a supervisor, and how they relate to your current work with research students. This may be in an informal rather than academic style.

Some possible starting points for reflection might be:

- Which part of this session surprised you the most?
 - Were there parts you disagreed with or took issue with? Parts that you agreed with or found affirming?
 - What questions did the content of this session raise in your mind? How do you plan to further pursue these questions?
 - Which part is the most immediately applicable to your current supervision situation?
 - How would you relate the content of this session to your reading of literature on supervision?
 - In reporting on this session to your mentor, which parts do you intend to discuss and why?
- 2) **Records of mentoring meetings:** These could be simple and brief records of dates and subjects discussed, signed off by both parties. (If you choose to use a formal discussion template or resource, you might include that.) The second aspect is your own additional reflection on how this discussion has informed your understanding of supervision and practice.
 - 3) **The materials you develop for the two knowledge dissemination components** below (e.g. PowerPoint slides, notes from your presentation, and a copy of your supervision tool.)

The Knowledge Dissemination Component - The program aims not only to support individual supervisor development but to also encourage the sharing of expertise, knowledge and inspiration as widely as possible among the research supervision community. Therefore, we are asking you, as part of this program, to create two small sets of materials to offer these communities.

1. **Supervisor tool/handout for your PSAP colleagues** - The idea here is to

develop a handout, resource or tool that you might use with a research student in supervision, and that you are willing to share with other program participants. By the end of the year the group will have a considerable pool of resources.

2. **Seven minute presentation for the wider Bond community** - This is a short oral presentation, focusing on any aspect of research supervision that interests you, the presentation involves a spoken presentation with slides.

Records of these two activities form part of the Portfolio above.

The Mentoring Component

As part of PSAP, we are asking you to participate in a series of **six mentoring meetings/conversations** with a more experienced supervisor.

The model of mentoring in PSAP is meant to be simple, focussed, and specific to your development needs *as a supervisor of research students*, rather than a wider ranging career or personal mentorship. Mentees and mentors are asked to have at least six discussions over the course of the year, and to keep records of these discussions. Mentees are then asked to reflect further on these discussions in their Portfolios.

You and your mentor may decide to go on informally beyond this timeframe and structure, but in terms of this Program, the above is all that is necessary and assessed.

Ideally, your 'Supervision Mentor' would be the principal supervisor, or another supervisor, on your existing supervisory panel, as this would allow you to reflect in more detail on a particular supervisory experience. However, if there are reasons to choose another – for example, an experienced supervisor from your faculty or a cognate discipline who is willing to participate – this would also work well. If you would like help to identify a possible mentor within your school, the Associate Deans (Research) can help with this.

We are asking you:

1. to approach your chosen possible mentor, and
2. if they are available, to inform PSAP course convenor whom you have chosen.

Bond University is moving towards a much greater focus on mentoring as an activity relevant to promotion and workloads, so this smaller opportunity to practise creating these kinds of relationships should be professionally useful for both you and your mentor.

There will be more information on supervision mentoring in Module One, and online.

Final thoughts

We hope you will enjoy being a PSAP participant! This is an opportunity to learn from, and to share your expertise with, your colleagues in supervision across the faculties. We hope the combination of mentoring, guest speakers, personal reflection and knowledge dissemination will prove fruitful and enjoyable. Feedback, ideas and new resources for the next iteration of PSAP will be gladly received.

Some initial resources

1. Taylor, S. Kiley, M. & Humphrey, R. (2018) *A Handbook for Doctoral Supervisors*. London, Routledge.
2. Denholm, C. & Evans, T. (2007) *Supervising doctorates downunder: Keys to effective supervision in Australia and New Zealand*. Camberwell, Acer Press.
3. Bond University iLearn Community: Principal Supervisor Accreditation Program (PSAP@Bond)
4. Improving Supervisor Practice Toolkit (available on the course iLearn site)
5. Further materials and suggested readings are provided within the workshops.

Contacts

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Schedule of Workshops

Module 1: Introduction to Supervision

This workshop is aimed at early career supervisors and addresses a range of strategies for commencing the supervisory relationship and for working within effective supervisory teams. This is also the introductory session where we get to meet each other and discuss the program as a whole, how it may relate to other programs for supervisors, and how to get started on the various components.

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Friday 28 February 2020		
9:00- 9:15	Professor Michael Weir (PSAP Convenor, BU)	Introduction and Housekeeping
9:15-12:00	Professor Joe Luca (Dean Graduate Research School, ECU)	The PSAP Program Overview Supervisor Qualities
10:30 – 10:45	Morning Tea	
10:45 – 12:00	Professor Joe Luca (Dean Graduate Research School, ECU)	Candidate Recruitment and Selection Supervisor – Candidate Agreement
12:00-1:00	Facilitated Panel with Q & A Forum	The Research Journey at Bond University HDR Supervision Support
1:00-1:50	Networking Lunch	

Module 2: Supervising Early Candidature Students and Mentoring Supervisors

Getting started with a new student, including the confirmation of candidature process, calls for a range of supervisory skills. We consider issues of research design and setting realistic goals, ways to plan for skills development, and strategies for supporting students to begin and maintain a good practice of research writing.

Friday 27 March 2020		
9:00-9:15	Professor Michael Weir (PSAP Convenor, BU)	Introduction and Housekeeping
9:15-10:45	Dr Margaret Kiley (ANU)	Research supervision complexity Intellectual climate Communicating the meaning and process of research Supervision styles and mentoring supervisors
10:45 – 11:00	Morning Tea	
11:00-12:00	Dr Margaret Kiley (ANU)	Early candidature: The candidature process Proposal development Process development Foundation setting Successful candidature
12:00-1:00	Dr Jeff Brand	PSAP Portfolio
1:00-1:30	Networking Lunch	

Module 3: Ethics and Research Integrity

In this module we examine ways to support your students as they address questions of research integrity and ethics, including a demonstration of Bond University Research Management System (RMS). We will also look at issues of intellectual property and copyright in supervision, including both co-authorship with students and within teams,

and working on joint IP with industry, community and government partners. We also discuss setting up appropriate and useful feedback processes.

Friday 1 May 2020		
9:00-9:15	Professor Michael Weir (PSAP Convenor, BU)	Welcome and Housekeeping
9:15 - 10:45	Presenter – Anne Walsh	Ethics and Research Integrity
10:45 – 11:00	Morning Tea	
11:00 – 12:00	Professor Helen O’Neill (Director, Clem Jones Centre for Regenerative Medicine, BU)	BU Authorship policies IP and Research Contracts IP and copyright
12:00-1:00	Facilitated Panel with Q & A Forum	Ethics and Research Integrity Intellectual property, Copyright and Co-authorship
1:00-1:30	Networking Lunch	

Module 4: Progress and Dealing with Challenges

This seminar addresses issues of formal milestones and monitoring student progress. How do you give honest and useful feedback on student progress? We explore positive ways to hold difficult conversations. We also look at what happens when things go wrong in supervision, both between candidate and supervisor, and within supervisory teams.

Friday 12 June 2020		
9:00-9:10	Professor Michael Weir (PSAP Convenor, BU)	Welcome and Housekeeping
9:15 - 10:45	Professor Cynthia Fisher, (Professor of Management, Bond Business School, BU)	Skills Development Encouraging an early practice of writing – skills and technique Giving good writing feedback Communication and Feedback
10:45 – 11:00	Morning Tea	
11:00-12:00	Dr Peta Stapleton (FSD, BU)	Researcher Emotions
12:00-1:00	Facilitated Panel with Q and A Forum	When things go wrong: students and teams
1:00-1:30	Networking Lunch	

Module 5: Research Career Path: Supporting Publications and Networks

How can supervisors encourage student research publication and authorship during candidature? We look at building student networks and connections online and overseas, and consider strategies to support students planning for their future career. The workshop also reviews wider avenues to communicate research.

Thursday 17 July 2020		
9:00-9:15	Professor Michael Weir (PSAP Convenor, BU)	Welcome and Housekeeping
9:15 - 10:45	Kirsten Bartlett (The GrantEd Group)	Academic Research Career Path – publications, communication and networks
10:45 – 11:00	Morning Tea	
11:00-12:00	Presenter – Prof Helene Marsh	Industry Research Career Path – collaboration, industry needs and preparing students for industry
12:00-12:50	Facilitated Panel with Q and A Forum	Flying the nest and launching careers
1:00-1:30	Networking Lunch	

Module 6: Understanding HDR Diversity

Research students are a diverse group. This session looks at acknowledging and working well with this diversity, and considers the experiences of international students, Aboriginal research protocols, supporting students with learning difficulties, and working with part time and remote researchers.

Friday 11 September 2020		
9:00-9:10	Professor Michael Weir (PSAP Convenor, BU)	Welcome and Housekeeping
9:10 - 10:40	Amy Webster (Queensland Human Rights Commission)	Benefits of a Diverse and Inclusive Workplace: Part 1 Understanding the benefits of a diverse and inclusive workplace Myth-busting
10:40 -10:50	Morning Tea	
10:50-12:00	Amy Webster (Anti-Discrimination Commission of Queensland)	Benefits of a Diverse and Inclusive Workplace: Part 2

		<p>Creating and maintaining a diverse and inclusive workplace for HDR students.</p> <p>Diversity and Inclusion Action Plans</p>
12:00-1:00	Facilitated Panel with Q and A Forum	Supporting a diversity of HDR students – international students, Indigenous Australians and Torres Strait Islanders, women, LGBTIQ+, students with disability and disadvantaged students.
1:00-1:30	Networking Lunch	

Module 7: Supervising through the final stages and post-submission

In this workshop we consider supporting students to finish, preparing for examination, the vital role of choosing examiners, responding to examiner feedback, and the range of opportunities for students post submission.

This final workshop also looks at bringing the PSAP program together, moving further into practice, and opportunities for future development. Where to from here?

Friday 9 October 2020		
9:00-9:10	Professor Michael Weir (PSAP Convenor, BU)	Welcome and Housekeeping
9:10 - 11:10	Dr Margaret Kiley (Researcher, ANU)	<p>Thesis Examination</p> <p>Preparing for examination</p> <p>Identification of examiners</p> <p>Strategies for examining</p> <p>Responding to feedback</p> <p>Opportunities post-submission</p>
11:10 – 11:30	Morning Tea	
11:30-1:00	PSAP@Bond 2020 Mentees	<p>PSAP seven-minute presentations</p> <p>Feedback for review and evaluation</p>
1:00-1:30	Graduation Lunch	