SUPERVISOR LEARNING AND DEVELOPMENT PROGRAMME 2021

The 2021 programme of formal workshops offered by the GRS develops around three themes:
- Responsibilities and Expectations
- Pedagogy and Practice
- Managing Self and Relating to Others

Each workshop is described with learning outcomes. Attendees will have credits applied to their record of learning and development for ongoing supervisor accreditation.

Registration and the calendar with day/time of sessions can be found in **My HR**.

Responsibilities and Expectations

21st May & 5th Aug │ Supporting doctoral candidates: Confirmation process

View the Dean's video recording of the Confirmation process and come along for the Q & A with the Dean and panel discussion afterwards.

Learning Outcomes
- Learn about the new guidelines for confirmation and what this means in practice
- Understand the purpose and process of confirmation
- Learn how to best prepare for confirmation
- Understand the requirements and expectations for a successful confirmation

3rd June │ Inclusive Research Ethics

Almost all research with human participants includes gender and sexually diverse communities, whether or not they are clearly identified to the researcher. The goal of this presentation is to strengthen understandings about ethical issues raised by research with these communities.

The intended audience includes: cisgender and/or heterosexual researchers; researchers who research 'general' populations; gender and/or sexually diverse researchers; and human ethics committee members.

Learning Outcomes
- Be able to interrogate their assumptions about research and human research participants.
- Be more confident in developing inclusive research proposals and projects.
- Understand intersectionality in the lives of research participants, and in research design, data analysis, and dissemination of findings.
- Be familiar with the *Montréal Ethical Principles for Inclusive Research*.

4th June & 5th Nov │ Korero with the Dean

This is the opportunity to find out what is happening in doctoral education at Massey, within New Zealand and globally.

Learning Outcomes

- Understand the changing demographics of the Massey doctoral student cohort and the implications for policies and practices.
- Understand Massey's commitment to doctoral education as shown through policy and practically.
- Develop awareness of how we support doctoral students and supervisors in the Graduate Research School.
- Learn about global trends in doctoral education.

18th June & 2nd Sep | Supporting doctoral candidates: Oral examination process

View the Dean's video recording of the oral examination process and come along for the Q & A with the Dean and panel discussion afterwards.

Learning Outcomes
- Factors to consider when selecting examiners.
- Learn how to best prepare your candidate for the oral examination.
- Understand the examination processes before, during and after that actual oral examination and the roles and responsibilities of all involved including the GRS and the convenor.

23rd/24th June & 9th/10th Sep | Supervisor Induction

These two half-day sessions offer an understanding of the wider context of doctoral education globally, within New Zealand and at Massey, and outline the roles, responsibilities and expectations of supervisors as well as providing a forum for a discussion on pedagogy and practice of supervision facilitated by experienced supervisors. Supervisors will also be orientated to all services and support that is available to doctoral candidates at Massey.

Learning Outcomes
- Learn about developments in doctoral education nationally and globally.
- Learn about the latest policies, and procedures that impact on doctoral study at Massey University.
- Understand the role of the Graduate Research School and other services providers in supporting doctoral candidates.
- Using scenarios to discuss complex issues in supervision.
- Discuss what is good supervisory practice and reflect on your own practice.

1st July & 25th Nov | Ethics and Responsible Research Conduct

All researchers should participate in this course which consists of a pre-session task followed by a Q & A and scenario based learning workshop. You will be introduced to the principles of the Code of Responsible Research Conduct, and develop awareness of ethical issues and relevant policies and procedures

Learning Outcomes
- Understanding of the code governing research at Massey University.
- Raised awareness of ethical issues in the conduct of research involving human participants.
- Skill needed to undertake ethical analyses of proposed research involving human participants.

- ☼ Knowledge of policy and procedures for gaining approval for research involving human participants; and your responsibility as a supervisor at Massey University; and the processes and support available.

1ˢᵗOct │ Supporting Doctoral Candidates to Succeed

One of the many roles of the supervisor is to ensure that the candidate is well integrated into the research culture and environment of the school/institute they are enrolled in and this can be challenging, particularly if the candidate is not campus based. The supervisor also has the responsibility to ensure that the candidate is equipped not only to do their research but also has opportunities to develop skills and networks that ensure they are employable on completion of their degree. Join us for a series of short presentations and panel discussions on good practice.

Learning Outcomes
- ☼ Learn of good practices in inducting and integrating candidates into their schools/institutes.
- ☼ Understand how candidates establish their identify in cross disciplinary research.
- ☼ Support candidates in identifying their skills and areas for development and develop a plan for addressing these.
- ☼ Learn of the key services and resources available to candidates to enhance their employment opportunities.
- ☼ Understand the current employment realities for doctoral graduates.

22ⁿᵈOct │ Examiners Workshop – Examining a Doctoral Thesis

Understand your role as examiner , and the role of the GRS and the convenor in the oral examination process

Learning Outcomes
- ☼ Learn how to go about examining a doctoral thesis.
- ☼ Understand the administrative processes and requirements relating to the examination of the thesis.
- ☼ Understand the expectation of the oral examination and the examiners' and convenor's specific roles.

Pedagogy and Practice

28ᵗʰMay │ First Year Fundamentals - Supporting Doctoral Candidates

The first 9-12 months of the candidacy is critical to a successful and timely completion. During this time clear goals and expectations will be set, a pathway forward mapped out in the form of the skeleton plan for the research project and mechanism for monitoring progress will be implemented. This presentation and panel discussion on good practice will give you some practical strategies and tips to get your candidate off to a good start

Learning Outcomes
Supervisor Self-Awareness
- ☼ Thinking about the reasons for taking on a candidate and what the implications are (time commitment, ensuring it is your area of expertise).
- ☼ Thinking about the supervisory panel-strengths, contributions, successfully working together and managing conflict.

Connecting with the candidate

- The importance of getting to know your candidate, finding out who they are and what motivates them.
- Understand the milestone requirements of the candidacy in the first year and how to support your candidate to achieve these.
- Facilitate your candidate's successful induction and orientation to the university and the institute/school they belong to including integration into their research community and documenting realistic and mutually agreed expectations.
- Understand and support your candidate's understanding of responsible research conduct including ethics, authorship, plagiarism, and managing commercially sensitive research.
- Understand the support and services that are available and relevant to the candidate including learning and development opportunities.
- Apply strategies that can support candidates to maintain progress or steer them back on course when they hit pressure points in the research process.
- Strategies for dealing with challenging students and having difficult conversations.
- Have confidence to work with the candidate to ensure they are clear of the difference between a Masters and a Doctoral project in terms of scope, scale and significance of the project and help them map the project out accordingly.
- Help candidates build confidence in their ability through the type of tasks set, the scaffolding of tasks and feedback given.
- Support candidates with good research practices around data collection, reviewing and recording literature read and keeping track of and prioritising research tasks.
- Support candidates to develop positive behaviours around their research such as work-life balance and connecting with others.

6th Aug | Encouraging Doctoral Candidates with Writing Strategies

This presentation provides guidance for supervisors on writing strategies that encourage productivity. There will also be an opportunity to share practices

Learning Outcomes

- Facilitate your candidates' development of writing as an integral part of the research process.
- Help them develop their own writing style.
- Understand some of the road blocks to writing and how to help candidates navigate these.
- Help candidates' develop good writing habits and routines from the start.
- Develop awareness of writing communities for learning, development and support for doctoral candidates at Massey as well as good writing resources available.

13th Aug | Supporting Doctoral Candidates Development as Writers

A workshop on learning to write well, lessons learnt from Terence Denman's 'How not to write'

This workshop will look at five ways of writing more clearly. This will be a hands-on workshop, we will look at each topic in turn, reviewing why this is important and then applying it to your own writing.

Please bring an article or other form of writing you are working on to the workshop. The aim will be to try out some writing tips, which you can then use to support your candidates in their writing development.

Learning Outcomes
- Life and death sentences
- Starting with but, and, because
- Writing in active tense
- Cutting extraneous words
- Writing to impress the reviewer

20thAug | Giving Doctoral Candidates Constructive Feedback

A presentation from experts on the pedagogy and practice of feedback will be followed by the opportunity to critique your own and others feedback in a very hands on way. You will also hear from a panel of supervisors and graduates on the type of feedback and delivery that is helpful or a hindrance.

Learning Outcomes
- Understand the different types of feedback and how they are used.
- Provide timely, constructive feedback that encourages candidates to write early and often and increases their confidence.
- Smart techniques for identifying and naming patterns in writing errors (CTL).

3rdSep | Supporting Doctoral Candidates: Writing a Thesis with Publications

Learn about Massey's guidelines on Writing a Thesis with Publication and related important matters such as copyright, intellectual property and authorship. Learn some great advice from a panel of experts on the pros and cons of supervising a candidate writing a TwP.

Learning Outcomes
- Understand and apply the Massey guidelines for a thesis with publications.
- Understand the pros and cons of thesis with publications vs the traditional monograph.
- Gain Insights from those experienced in supervising candidates doing TwP.
- Learn from candidates who have recently completed their own TwP.

8thOct | The Secrets of Research Supervision with Hugh Kearns

You know what your research higher degree (RHD) student should be doing, but it just doesn't seem to be happening. Despite your best efforts to set up good habits for your student, it does not work. Why is this, and what can you do to make completing a RHD easier for your students and for you? Over the past twenty years Hugh Kearns worked with thousands of RHD students and research supervisors. This workshop describes some of the strategies that can help you and your students.

Learning Outcomes
Learn practical strategies to deal with common problems such as:
- supervisor/student relations
- dealing with writer's block
- attitude (or lack thereof!) in relation to the RHD – it's not a Nobel prize

- getting your student to seek help when they are stuck
- the student who never has enough time
- treating the RHD like a job
- keeping on going when the going gets tough

Managing Self and Relating to Others

11th June | Looking After Doctoral Candidates' Health and Well-being

This workshop exposes supervisors to strategies for encouraging wellbeing and health in doctoral candidates and provides guidance on how to support health and well-being during challenging times.

Learning Outcomes
- Understand the realities of doctoral study and the impact on mental health and well-being.
- Reflect on your own supervisory and research practices and how these might impact on candidates (e.g., work-life balance).
- Develop awareness of signs of poor health and well-being and explore strategies for intervention, including where to access professional support.
- Learn tools to manage the self-sabotage signs common in doctoral students such as perfectionism, procrastination and imposter syndrome shifting attention and productivity.
- Learn how to deal with motivational slumps.

2nd July | Inclusivity and diversity

This workshop provides support for supervisors to critique their supervision of research candidates, and to strengthen their practice to include culture, ethnicity, language, religion/spirituality, gender/sexual diversity, dis/ability, age, and experience, and the intersections of these characteristics, in their supervision. In the second half there will be a focused discussion on culture and ethnicity, with the opportunity to look at specific cohorts of candidates.

Learning Outcomes
- Explore individual and group differences in doctoral candidates from a solution-focused, strengths-based lens.
- Learn about supervisory perspectives that are inclusive of candidate diversity.
- Understand inclusive supervisory pedagogy and practices.

9th July | Justice based advising: Engaging diversity, equity, and inclusion in graduate education

In this talk, Prof Mohan J. Dutta will examine the key tenets of a justice-based framework to diversity, education, and inclusion in graduate pedagogy. The lecture will wrap up with invitations for co-creating just spaces of graduate education committed to equality.

Learning Outcomes
- Raise awareness of the relationships of power that shape the raced, classed, gendered forms of organizing in graduate education.
- Explore collectively strategies for dismantling the marginalizing forms of power inequalities that have historically shaped graduate advising.

16ᵗʰ July | Supporting Distance (and part-time and mature) Candidates

A panel of experienced supervisors consider the importance of being able to adapt and accommodate supervision style to different candidates' needs with a particular focus on candidates studying at a distance, and part-time and mature candidates.

Learning Outcomes

- Understand the needs and implications of candidates studying at a distance.
- Be aware of the administrative requirements associated with distance or part-time study and the options available to students who have competing demands that may impact on study from time to time.
- Managing a different set of expectations and regularly reviewing these expectations with candidates.
- Learn about the implications of and strategies for supervising a project that may take longer than 3-4 years.

23ʳᵈ July | Supporting Māori Doctoral Candidates

This workshop provides support for supervisors who want to increase their cultural awareness and strengthen inclusive practices to achieve successful outcomes when working with Māori doctoral candidates.

Learning Outcomes

- Understand the needs of Māori candidates to succeed and supervisory practices that support this.
- Learn about the range of supports that are available for Māori candidates.

30ᵗʰ July | Supporting Pacifika Doctoral Candidates

This workshop provides support for supervisors who want to increase their cultural awareness and strengthen inclusive practices to achieve successful outcomes when working with Pacifika doctoral candidates.

Learning Outcomes

- Understand the needs of Pacifika candidates to succeed and supervisory practices that support this.
- Learn about the range of supports that are available for Pacifika candidates.

Questions
Contact: Julia Rayner