

Supervision in Doctoral Education

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HERE Seminar on Doctoral Studies

Podgorica, Montenegro, October 29-30, 2015



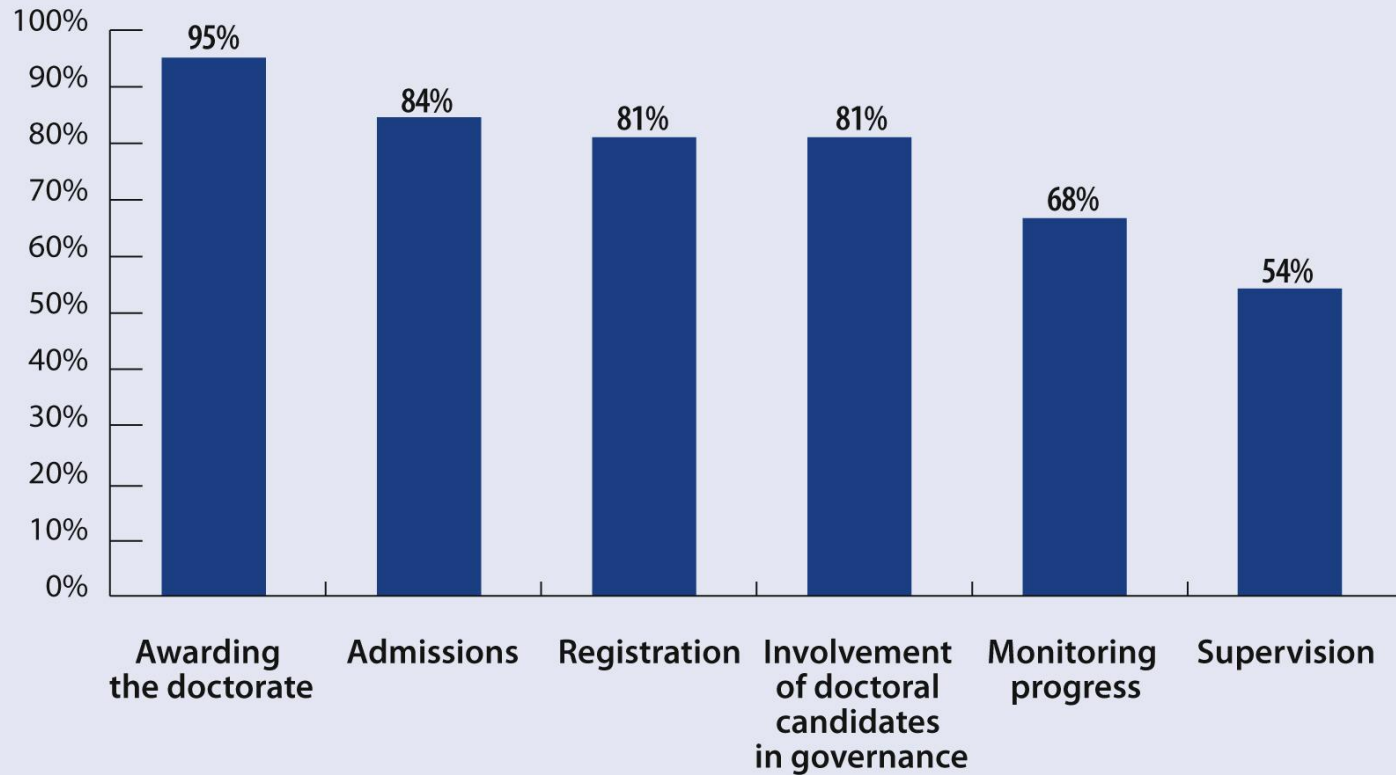
Salzburg II - main points

- **Supervision** is central to doctoral education – and a problem where serious problems can arise

- At the heart of '**de-privatisation**'
 - Taking institutional responsibility by making it a collective effort
 - Formally by having clear rules and guidelines on responsibilities, rights and duties
 - Informally by stimulating a 'culture of supervision' and making it a source of professional pride

Satisfaction with procedures

Figure 5: Satisfaction with existing procedures



Supervision - a key issue: rules and guidelines

■ Compliance

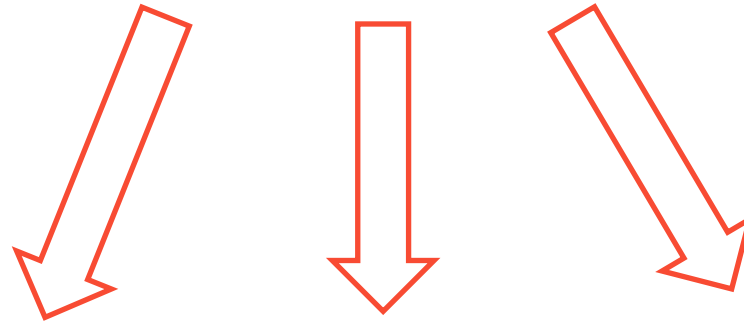
- Institutional rules that specify how to comply with national legislation (many countries have supervision mentioned in national legislation)
- Internal or external accreditation – for instance requirements for staff qualifications

■ Transparency

- A combination of rules and guidelines: Documents that specify what is expected or required
- Individual contracts between supervisor, supervisee and institution

supervision ≠ mentoring ≠ academic advising ≠ tutoring

SUPERVISION



1 to 1

1 to 2

1 to team

SUPERVISOR - WHO?

to be a professor
is not enough to be a
supervisor!

or ???

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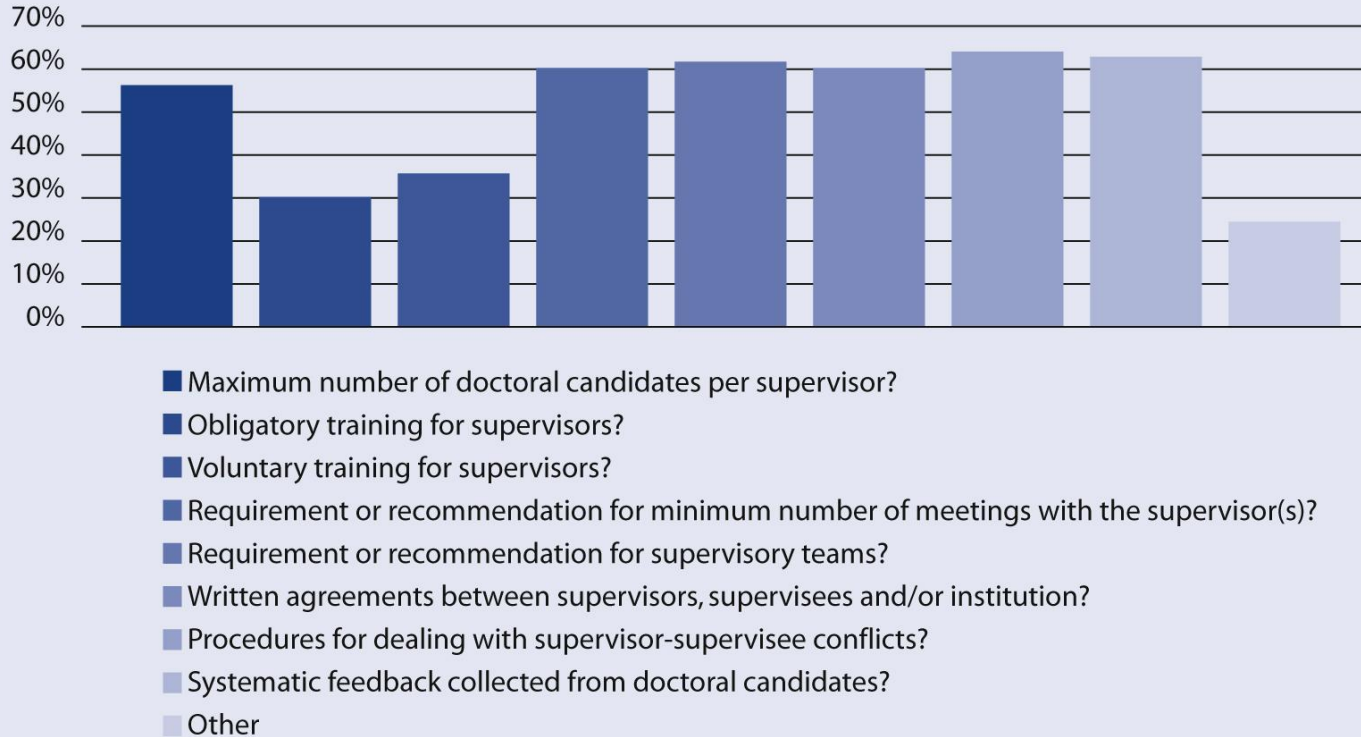
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• **Transparency**

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What do rules and guidelines contain?

Figure 8: Content of supervision rules or guidelines



Source: ARDE Survey 2011

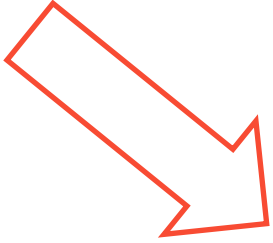
SUPERVISOR - WHO?

- active researcher
(research area, ongoing research, publishing)
- has capacity for a new doctoral candidate
(e.g. time, research capacity)
- international exposure
- ready to adapt his/her supervision style
- respectful for differences

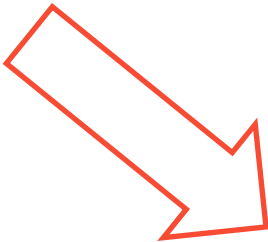
SUPERVISION - WHAT?

- supervising research itself
- participating/contributing to progress planning
- participating/contributing to career planning
- respecting cultural background of the PhD candidate
(and/or cosupervisor)
- supporting PhD candidate's immersion into a new cultural context

SUPERVISION - HOW?



- **supervision needs to be sensitive to differences**
- **supervision needs to be ready to be adjusted**
- **supervision process must be open for learning**



**to avoid personal hearting
and not to be professionally harmful**

Instead of conclusion:

"The overall message to the academic community is that the issues...will no go away if they are ignored.....better preparation of candidates and supervisors.....will increase the chances of a successful start to candidature."

*(Richard Ingleby and Mona Chung,
Australian Universities' Review, vol.no.2.2009)*