 

SUPERVISING DOCTORAL STUDIES: JCU Register of Advisors Initiate Written Tasks

# Introduction

Welcome to the start of your engagement with the JCU HDR Advisor Community. Thank you for participating in the Initiate Program. Below are details of the tasks to be completed and submitted for review in order to meet the written task requirements associated with JCU HDR Advisor Initiate program and associated Advisor Registration requirements.

For reference, to be placed on the JCU HDR Advisor Register you will need to complete: Development requirements, complete:

Initiate one day workshop

10 online modules and provide reflective comments

Written tasks as outlined below

The [application](https://www.jcu.edu.au/__data/assets/pdf_file/0003/438726/Advisor-Application.pdf) for registration confirming you are a JCU academic staff member who has:

* Completed development requirements
* Completed a PhD
* Research publications and weighted research publications in the last 5 years
* HDR candidate completions (not essential for initial registration as a secondary advisor)

When the written tasks are completed please email the document as an attachment to susan.gasson@jcu.edu.au requesting review.

For more detailed advice on registration requirements and advising at JCU please review [Becoming an Advisor](https://www.jcu.edu.au/graduate-research-school/advisors/becoming-an-advisor/application-process).

If you have any questions or concerns please contact Susan Gasson, Coordinator HDR Advisor Development (susan.gasson@jcu.edu.au or grs@jcu.edu.au).

## Written Activity - One questions

#### Question 1

**Why do you want a research higher degree candidate?**

**You should ask yourself what your motives are and whether they are they based on personal and professional development, on enhancement of knowledge within your discipline, or perhaps on institutional requirements. The motivation to take on a research higher degree candidate is normally a mixture of these or of other factors. If you would like to undertake research higher degree supervision for promotional purposes, you should take some time to carefully consider if this is a viable, realistic and fair motivation for you or the candidate. It may be the case that advising research higher degree students is an expectation of your role at your institution and so it is particularly important to consider your motivation if it is an 'obligation' rather than a particular 'desire'.**

## Portfolio Activity - Why do you want to take on a doctoral candidate?

Take some time to reflect on the following questions.

Why do you want to take on a doctoral candidate?

Are you ready and eligible to take on a doctoral candidate? Consider practical requirements, university regulations and personal preparedness.

Have you considered specific visa or immigration requirements and any funding stipulations attached to potential research grants?

Are you actively seeking or receiving a candidate?

You may want to record your thoughts in the table below.

**Estimated duration: 15 minutes**

|  |  |
| --- | --- |
| **Question** | **Response** |
| Why do you want to take on a doctoral candidate? |  |
| Are you ready and eligible to take on a doctoral candidate? Consider practical requirements, university regulations and personal preparedness. |  |
| Have you considered specific visa or immigration requirements and any funding stipulations attached to potential research grants? |  |
| Are you actively seeking or receiving a candidate? |  |

**Portfolio Activity - How can you attract a suitable candidate?**

With the key strategies for optimising your chances of attracting a suitable doctoral candidate in mind, take a moment to consider the following questions.

Have you reviewed your university’s guidelines and regulations on student recruitment and admission? Do you know who your target audience is?

Are you clear about the programme that you have to offer?

Who are your competitors and how do they represent their doctoral programme?

You may wish to record your responses in the following table.

**Estimated duration: 15 minutes**

|  |  |
| --- | --- |
| **Question** | **Response** |
| Have you reviewed your university’s guidelines and regulations on student recruitment and admission? |  |
| Do you know who your target audience is? |  |
| Are you clear about the programme that you have to offer? |  |
| Who are your competitors and how do they represent their doctoral programme? |  |

**‘successful’ doctoral candidate**

**Portfolio Activity - Indicators of ‘success’**

Consider the four parameters which help to determine a successful doctoral candidate discussed in this screen:

Doctoral programme or school strategy Academic indicators

Disciplinary indicators Non-academic indicators.

Using these parameters, take a moment to define the key relevant indicators of success for your own research/supervisory context.

You may wish to record your ideas in the table below.

**Estimated duration: 20 minutes**

|  |  |
| --- | --- |
| **Parameter** | **Indicators of success in your own research/supervisory context** |
| Doctoral programme or school strategy |  |
| Academic indicators |  |
| Disciplinary indicators |  |
| Non-academic indicators |  |

**Written Activity - Four questions**

### Question 1 of 4:

What non-academic traits should your candidate have that will help them to navigate successfully through the research higher degree life cycle?

### Your thoughts:

*No text entered*

#### Question 2 of 4:

When you undertook your own doctorate, what were the main characteristics that your advisor demonstrated which

helped or even hindered your progression?

#### Your thoughts:

*No text entered*

#### Question 3 of 4:

What have been the characteristics of previous candidates who were deemed successful in your current school?

#### Your thoughts:

*No text entered*

#### Question 4 of 4:

Have your thoughts on the meaning of success been informed by, or changed, after completing this section?

#### Your thoughts:

*No text entered*

## Written Activity - One questions

#### Question 1 of 1:

What do you believe were the key skills that helped you to navigate through your own research higher degree degree?

#### Your thoughts:

*No text entered*

**Case study**

Review the following short case study about a potential doctoral candidate who has applied for a research position you have advertised. Outline the **key steps** you would take to help you to determine the candidate’s research potential, using institutional, academic and non-academic indicators.

You may wish to use the table below to record your thoughts.

|  |
| --- |
| **Case study** |
| A prospective candidate has contacted you by email enquiring about a research position that you have posted on your website. She has written a brief statement as to why she is interested in the project and that she wants to move to your institution and work with you in her area of interest. She has also attached copies of her degree transcript (in Mandarin) indicating that she came third in her class of 45 at her university in China. She looks like she could potentially be a really good doctoral candidate. |

**Estimated duration: 20 minutes**

|  |  |
| --- | --- |
| **Type of indicator** | **Key steps** |
| Institutional |  |
| Academic |  |
| Non-academic |  |