# HDR Supervisory Philosophy and Expectations

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**My supervisory philosophy**

Below you will find my supervisory philosophy. This represents what I believe effective supervision to be, and how I will approach my role. The philosophy also includes my supervisory style.

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| I believe that students studying for their PhD should have rigorous methods and subject training to become specialists in their subjects as well as in research. I believe in cultivating creativity and innovation in research and the dignity, respect, and independence of PhD students. However, I acknowledge that not everyone knows what to do with that independence and some students prefer to have more guidance, which will be tailored on an ‘individual’ basis. I spend much more time *before* a student begins his/her PhD with me to set up the expectations i.e. to ensure that the interests of the student are aligned with mine. Only after both of us are satisfied that we are suitable for each other will we proceed. However, every student goes through his/her PhD in a different way as we are all unique beings with different research questions. Some are more confident and some less so. I will try to ensure that there is a balance of independence and guidance. I think good researchers require a curious and inquiring mind, like challenging traditional answers, they enjoy reading and learning, and have a genuine thirst to impart their learning either through teaching or writing research papers. However, not everyone is motivated by research so if you think it’s not for you, you might as well be honest about it. You must be curious, have an inquiring mind, and love to read lots and lots, learn, and strive to make a meaningful difference in multidisciplinary cancer care. You must be able to write well and think about abstractions, rather than just do the concrete, but academic writing is a skill we all continue to develop, and I will support you fully in enhancing this skill throughout your doctoral training.  Specifically, my philosophy aims to:  Empowerment: Empowering students to take ownership of their work and make shared-decisions within their areas of responsibility within the PhD panel. I trust in their abilities and I will provide the support and resources they need to excel.  Clear Communication: Establishing open and transparent communication channels. I encourage students to share ideas, concerns, and feedback freely. I listen actively and provide timely and constructive feedback as agreed in mode and frequency together.  Setting High Standards: Setting very high but attainable standards for performance and quality is important. I believe in challenging and motivating my students to continually improve and achieve their best.  Accountability: Holding both myself and the student accountable for our commitments. I ensure that roles and responsibilities are clear, and I provide regular feedback and recognition for achievements.  Professional Development: Supporting the professional growth and development of my students is central. I identify opportunities for skill enhancement and career advancement, promoting a culture of research and continuous learning in nursing and health disciplines.  Conflict Resolution: Addressing conflicts openly and constructively, viewing them as opportunities for growth and collaboration, is healthy and allows growth. I facilitate resolution when necessary, always striving to maintain a positive and harmonious team environment.  Recognition and Appreciation: Recognizing and appreciating the contributions and efforts of my students is important. I celebrate achievements, both big and small, to foster motivation and research satisfaction.  Ethical Leadership: Upholding the highest ethical standards in decision-making and actions is important to me. I prioritize fairness, integrity, and honesty in all interactions, setting a strong example for the team.  Adaptability: Embracing change and encouraging adaptability in response to evolving circumstances and challenges is important in research. I promote innovation and learning from experiences, both successful and unsuccessful.  Team Cohesion: Nurturing a collaborative and inclusive research team culture. I value diversity of thought and perspective, fostering an environment where all students feel respected and empowered to contribute.  Self-Reflection: Continuously improving as a supervisor through self-reflection and seeking feedback. I remain open to personal growth and development, recognizing that leadership and supervision is an ongoing journey.  Alignment with Organizational Values: Ensuring that my supervisory philosophy aligns with the values and mission of our organization. I work to uphold and reinforce our organizational culture.  My supervisory philosophy aims to inspire and guide excellence within my students by fostering empowerment, clear communication, accountability, and a commitment to ethical leadership. It is centered on the idea that when individuals are empowered and supported, they can collectively achieve exceptional results while maintaining a positive and collaborative work environment. |

**What I offer to you**

Below is a list of the types of guidance and support I will be offering you during your candidature, as well as an overview of the types of support that is outside of my domain.

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| PhD supervisor support is crucial for the success and well-being of doctoral students. As a strong and effective supervisor, I will provide guidance, mentorship, and resources to help students navigate the challenges of their research and academic journey. Here are some ways in which as a PhD supervisor can offer support:  Research Guidance: Supervisors are central to helping students define their research questions, design experiments or studies, and develop a research plan worthy of PhD level of study. I will offer valuable insights and expertise in the field related to your PhD topic area.  Feedback and Review: I will provide feedback on research proposals, drafts of papers, conference abstracts and your thesis. I will help students improve the quality of their work by pointing out strengths and areas for improvement.  Access to Resources: I will signpost students to have access to research facilities, libraries, and other resources necessary for your research project.  Networking Opportunities: I will introduce students to other researchers, both within and outside the university, opening up opportunities for collaboration and networking, nationally and internationally.  Academic and Career Advice: I can provide guidance on academic and clinical career paths, helping students make informed decisions about their future.  Time Management: I can assist in setting realistic research goals and timelines, helping students manage their time effectively to meet deadlines, ensuring a timely completion of your PhD.  Emotional Support: Providing emotional support is always important during the ups and downs of the PhD journey. I understand the pressures and challenges and offer encouragement and empathy throughout your journey.  Professional Development: I will encourage all my students to publish in Q1 journals as they progress through their PhD. I encourage students to attend conferences, present their research, and publish papers, which are essential for building an academic career and building a strong Ph.D. thesis for examination.  Funding and Grants: I will help students identify and apply for funding opportunities, scholarships, and research grants.  Teaching and Training: Some students may have teaching responsibilities. As a supervisor, I can offer guidance on effective teaching methods and classroom management, if appropriate.  Ethical Guidance: I ensure students are competent in ethical publishing and human research ethics approvals and integrity, ensuring that research is conducted responsibly and with the highest ethical standards.  Post-PhD Planning: I will assist my students in post-PhD planning, including job searches, postdoc positions, and transitioning into the workforce.  It's important for students to have open and regular communication with me to ensure they receive the support they need. Additionally, a strong working relationship built on trust, respect, and clear expectations this will contribute to a successful PhD journey. If issues arise, it's advisable to address them with the supervisor early and seek assistance from the graduate program or university if necessary. |

**My expectations of you**

Below are the things that I expect from you during our candidature, including frequency of meetings, work produced and any work commitments.

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| PhD students have several expectations when they embark on their doctoral journey. These expectations often revolve around academic, research, personal, and career development aspects. Here are some common expectations of my PhD students:  Research Opportunities: My PhD students expected to engage in cutting-edge research within their chosen field related to cancer care. They anticipate the chance to make significant contributions to knowledge through their research.  Mentorship and Guidance: Students look to their advisors and faculty mentors for guidance, support, and mentorship throughout their PhD program. They expect their supervisors to provide academic and research direction.  Intellectual Growth: PhD students aspire to expand their intellectual horizons and develop critical thinking and problem-solving skills. They expect to engage in deep and meaningful academic discourse.  Independence: As they progress in their program, students anticipate gaining more independence in their research, allowing them to take ownership of their projects and make decisions about their work.  Publication and Presentations: Students aim to publish their research findings in Q1 peer-reviewed journals and present their work at conferences, thus contributing to their field's body of knowledge.  Networking: PhD students expect opportunities to network with peers, academics, and professionals in their field. This networking can lead to collaborations, job opportunities, and exposure to different perspectives.  Teaching Experience: Those with teaching aspirations can gain teaching experience, which can be valuable for future academic careers or teaching positions.  Work-Life Balance: Balancing work and personal life is very important. Students are expected to maintain a reasonable work-life balance, although this can be challenging during intense periods of research and coursework. Ensuring strategies for holistic health to be built in is really important long the PhD journey.  Professional Development: Students look forward to opportunities for professional development, including workshops, seminars, and training programs that enhance their skills and prepare them for future careers.  Career Preparation: Many PhD students have the expectation that their program will prepare them for various career paths, not just academic positions, i.e combined clinical academic pathways. They seek transferable skills that can be applied in industry, government, or non-profit sectors.  Graduation and Completion: Ultimately, students expect to complete their PhD program successfully and on time, culminating in the defense of their thesis or dissertation and the conferral of their doctoral degree.  Sense of Accomplishment: Completing a PhD is a significant life achievement, and students can look forward to the sense of accomplishment and pride that comes with obtaining this highest advanced degree.  It's important to note that while these are common expectations, individual experiences may vary based on, advisor-student relationship, and the student's dedication and effort. Clear communication with advisors and program coordinators can help align expectations and address any challenges that may arise during the PhD journey. |

**My expectations on publications and authorship**

Below is my list of expectations on publications and authorship produced during your candidature. These should be read in conjunction with the Code.

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| Authorship is an important aspect of academic and scientific work, as it determines who receives credit for a piece of research and contributes to an individual's academic or professional reputation. Here are some common expectations and considerations related to authorship in research:  Substantial Contribution: The primary expectation for authorship is that an individual has made a substantial and intellectually significant contribution to the research project. This typically involves making a substantial contribution to the conception, design, data collection, analysis, interpretation, or writing of the research.  First Author: In many academic disciplines, the first author is typically the individual who made the most substantial contribution to the research and played a significant role in conducting and writing the study. First authorship is often seen as the most prestigious position and I expect my PhD students to be the first author.  Corresponding Author: The corresponding author is responsible for communication with journals and readers. This role may or may not coincide with first authorship and typically involves ensuring the accuracy of the manuscript, responding to reviewers' comments, and managing the submission and publication process, sometimes this might be the senior author.  Senior Author: The senior author, often the primary supervisor, is typically responsible for providing overall direction and supervision of the research project. They may have made significant contributions to the project, but their role is less hands-on compared to first authors (this this related to your PhD research work).  Co-Authors: Co-authors are individuals who have made significant contributions to the research but may not have played a primary role. They could have contributed in various ways, such as other supervisors and industry partners, providing critical input, contributing to data collection, or participating in the writing process.  Acknowledgments: Individuals who have made contributions that do not meet the criteria for authorship should be acknowledged in the acknowledgments section of the paper. This is common for individuals who provided administrative, technical, or financial support but did not directly contribute to the research.  Order of Authors: The order of authors in the authorship list is usually determined based on the degree of contribution, with the first author making the most significant contribution and subsequent authors listed in descending order of their contribution.  Equal Contribution: In some cases, authors may indicate equal contribution by using a footnote or symbol to denote that two or more authors contributed equally to the work.  Transparent Communication: It is crucial to have transparent communication within the research team regarding authorship expectations and the criteria for authorship. This helps prevent conflicts and ensures that all contributors are appropriately recognized.  Ethical Considerations: Adhering to authorship ethical guidelines and academic integrity is essential in authorship. Plagiarism and guest authorship (adding authors who did not contribute significantly, i.e gift authorship) are considered unethical and have serious consequences.  Authorship expectations can be a source of discussion and negotiation within research teams, so it's important for researchers to communicate openly and reach a consensus that aligns with the norms of their field and institution. Additionally, many journals and academic societies provide guidelines on authorship, which can serve as a helpful reference. |

**Other**

Any other expectations, responsibilities or comments are included below.

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| Before you choose me as your supervisor, it would be a good idea to talk to my existing PhD students. As the Chinese proverb says, "To know the road ahead, ask those coming back." My students can tell you how life is as a PhD student, how it’s like working with me.”  My duty is to graduate you with a higher research degree with a timely completion, worthy of an original contribution to knowledge. I expect my PhD students to really push their thinking – to be better than me, better than what they think they can do – challenge the team, challenge me, and constantly contest what we know.  “*If we knew what we were doing, it would not be called research, would it*?”  - Albert Einstein |