

INSTRUCTIONS AND INFORMATION

NOTE: IT IS IMPORTANT TO READ THIS COVER PAGE AND TO INCLUDE A COPY WITH BOTH SUPERVISOR AND STUDENT QUESTIONNAIRES.

OBJECTIVES

The primary objective of the *Student Perceptions of Research Supervision* (SPORS) instrument is to facilitate discussion between supervisors and their students. In addition, the Evaluation of Teaching Unit (ETU) will use the results to develop a more general understanding of research supervision practice at UWA.

PARTICIPATION

Participation in the SPORS process is voluntary for both supervisors and students. It should be noted that UWA is committed to quality teaching and excellence in research and the SPORS initiative is consistent with both of these objectives. We are therefore very keen to attract widespread participation in this process. There is no inappropriate time to use this system - it is recommended for use early in a research candidature and then on an ongoing basis.

QUESTIONNAIRE DESIGN

Due to the relatively small numbers of research students per supervisor and the resulting lack of anonymity, the questionnaires have been designed to facilitate a non-threatening dialogue between students and their supervisors. **Students and supervisors are asked to indicate areas of IMPORTANCE or PRIORITY, rather than rate performance as in traditional evaluation surveys.** This should then lead to a meaningful dialogue as students and supervisors compare supervision style preferences.

There are two questionnaires, one for research students and one for supervisors. Questions 1-35 are identical. The student questionnaire has an extra half page of items of traditional ratings relating to the School and the University which may also be discussed.

SUPERVISORS: Depending on your supervision style, you can either fill in a separate questionnaire for each student supervised or use one completed questionnaire for all your supervised students.

STUDENTS: Please note you are also able to participate if you are a staff member, are co-supervised or report to two schools. If some of the items are not appropriate or you need to fill in two surveys (i.e. for each supervisor or school) please feel free to modify the system to suit your individual needs.

TREATMENT OF QUESTIONNAIRE INFORMATION

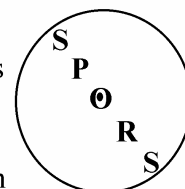
The completed questionnaires should be exchanged between supervisors and their students with a time set aside for discussion about the responses. It is suggested that the discussion centres around areas of substantial rating differences ie. for a rating difference of 3 & 4 discussion may not be necessary, but a rating difference of 2 & 4 should be explored. It is possible that some research students and supervisors might appreciate the assistance from a third party to facilitate initial or subsequent discussions about the responses. If you wish to take up this option please contact the Co-ordinator of ETU on 6488 1576.

Please send a copy of the questionnaires to the Evaluation of Teaching Unit (M400) to record. The records will be private and confidential for both supervisor and student.

SUPERVISOR QUESTIONNAIRE

1. STAFF: 4. Years teaching:
 2. SCHOOL: 5. Years supervising:
 6. Full-time staff Part-time staff
 3. STUDENT: 7. Gender: Female Male

Student
Perceptions
Of
Research
Supervision



- Give a copy of the STUDENT QUESTIONNAIRE to your research student(s) to complete.
- You may then exchange questionnaires & organise a time with the student(s) to discuss the relative ratings.
- Send a copy of the completed questionnaires to the Evaluation of Teaching Unit (M400).

Rate your current supervision style:

1=LOW PRIORITY 3=AVERAGE PRIORITY 5=HIGH PRIORITY

(This rating will obviously reflect your style of supervision and your opinion on the importance of the items below, and will likely vary depending upon the discipline and the student being supervised)

MY CURRENT SUPERVISION STYLE AND PRACTICE IS TO:	Low	High
1. Be well informed about the different aspects of research support (eg. grants & scholarships).	1	2 3 4 5
2. Help the student with topic selection.	1	2 3 4 5
3. Relay to student the extent of support available on topic selected, resources and expertise.	1	2 3 4 5
4. Inform the student of my/ school's expectations in regard to performance and progress.	1	2 3 4 5
5. Monitor and provide feedback about the student's performance to ensure adequate progress.	1	2 3 4 5
6. Treat all students equitably/ fairly in terms of my time and effort.	1	2 3 4 5
7. Give the student new ideas for his or her research.	1	2 3 4 5
8. Help the student to identify important goals.	1	2 3 4 5
9. Provide a lot of detailed supervision (quantity).	1	2 3 4 5
10. Provide pointed/ pertinent supervision.	1	2 3 4 5
11. Maintain close regular contact/ meetings on a pre-arranged schedule.	1	2 3 4 5
12. Keep records of all meetings with the student and indicate action taken or advice given.	1	2 3 4 5
13. Require written work on a pre-arranged schedule so progress can be assessed regularly.	1	2 3 4 5
14. Be available and easy to approach about any problem.	1	2 3 4 5
15. Give the student strong encouragement in her or his research.	1	2 3 4 5
16. Answer the student's specific questions.	1	2 3 4 5
17. Have general expertise in supervising research.	1	2 3 4 5
18. Be an expert in the area of research supervised.	1	2 3 4 5
19. Share my knowledge with the student.	1	2 3 4 5
20. Support the student on technical issues and problems.	1	2 3 4 5
21. Be interested in the student's research project.	1	2 3 4 5
22. Listen to and respect the student's existing knowledge and skills.	1	2 3 4 5
23. Introduce the student to scholarly networks.	1	2 3 4 5
24. Assist the student to consult other people for expertise.	1	2 3 4 5
25. Encourage the student to explore issues for herself/ himself.	1	2 3 4 5
26. Make available regular discussion groups combining my students and other's students.	1	2 3 4 5
27. Encourage the student to become interested in areas outside her/ his research topic.	1	2 3 4 5
28. Suggest ways that the student can make the most effective use of time.	1	2 3 4 5
29. Give the student support and guidance in preparation of his or her written thesis.	1	2 3 4 5
30. Comment on the content and drafts of the thesis.	1	2 3 4 5
31. Help the student to develop academic writing skills.	1	2 3 4 5
32. Assist with publication of the student's research.	1	2 3 4 5
33. Recognise and develop the student's intellectual property.	1	2 3 4 5
34. Help student on extra-research issues (eg. personal life, employment & technical training).	1	2 3 4 5
35. Ensure that the student has a project of appropriate size and degree of difficulty.	1	2 3 4 5

Written Comments