Number of examiners who read each thesis

Proportion of publications from candidates in which all supervisors are co-authors

Scope of research in a PhD should be roughly equal to this number of papers

Scope of research in a Masters by Research should be roughly equal to this number of papers

Number of words in a typical PhD

Number of words in a typical Masters by Research

Approximate number of words in an exegesis

Minimum number of REP sessions that each candidate must complete

Length of PhD candidature plus extensions

Length of Masters by candidature plus extensions

Maximum duration of RTP scholarship at CDU, even with extensions

Minimum RTP stipend a year

Minimum number of supervisors allocated to each candidate, according to the Higher Education Standards

Average number of hours a supervision team should collectively devote to each candidate a year

Approximate number of hours a week a candidate should be granted to speak to at least one supervisor

Approximate number of hours a year a candidate should meet with all supervisors concurrently

|  |  |  |
| --- | --- | --- |
| 3 | < 1 | 3 to 4 |
| 1 to 2 | 60 000 to  100 000 | 30 000 to  50 000 |
| 5 | 5 years | 2.5 years |
| 3.5 years | About $28 000 | 2 |
| 174 | 1 | 6 |

**Induction**

* The principal supervisor will introduce the candidate to supportive individuals at the university, such as research administrators, academics with similar interests, and other HDR candidates
* The principal supervisor will convey information to the candidate about the achievements, challenges, trajectory, and strategy of the university and college.
* The principal supervisor will show the candidate how to access student services, complaints, and other facilitates that empower candidates.
* The principal supervisor will help organize opportunities for the candidates to articulate their distinct experiences, qualities, and capabilities to other people —by organizing a lunch with relevant individuals, for example.
* The supervisors will encourage the candidate to receive mentoring or advice from other people, including other academics or peers.

**Meetings and access**

* The principal supervisor and candidate will speak in person, over telephone, or over videoconference at least once a month—and for at least one hour every month.
* If the candidate wants to meet the principal supervisor briefly, this supervisor will agree to meet within one week, unless on leave.
* If the candidate wants to meet an associate supervisor briefly, this supervisor will agree to meet within two weeks, unless on leave
* The candidate, if seeking answers to questions before the scheduled meeting, can email any supervisor.
* The principal supervisor will respond to emails within 2 days, unless on leave. The associate supervisors will respond within a week, unless on leave.
* The principal supervisor will be responsible to organize joint meetings, at least every 3 months, with the candidate and all associate supervisors
* The candidate should not feel compelled to respond to emails from the supervisor immediately—but ideally within a week.
* The candidate will organize the meetings.
* Any individuals, however, can reschedule meetings if necessary.
* Before each meeting, the candidate will prepare some questions.
* Before each meeting, the supervisors will prepare some material to impart, such as information about ethics, the discipline, research methods, data analysis, writing, communication, or project management.
* During each meeting, some time will be dedicated to some discussion about the doubts and concerns of candidates—such as doubts about their capabilities or project.

**Project planning and milestone setting**

* To establish the research questions of this project, all parties will consider the distinct passions, capabilities, and resources of the candidate. The supervisors will help the candidate identify some of the most recent, relevant, and remarkable studies that match these passions, capabilities, and resources and could be extended
* To ascertain the research methods and assist with data analysis, the relevant supervisor will help the candidate learn more about recent advances.
* All supervisors will help the candidate uncover and resolve potential barriers—such as limited access to information or participants, ethical complications, financial constraints, and other obstacles.
* The candidate is responsible for achieving milestones on time, such as confirmation of candidature
* Nevertheless, to help candidates fulfil these milestones, the supervisors will offer insights on how to plan and progress effectively.
* The supervisors will help the candidate develop experience in roles that could be relevant to their future careers. They might introduce the candidate to industry partners, organize opportunities for the candidate to participate in lectures, and so forth.
* Every month, the candidate will submit some written work to the supervisor—at least 2000 words or more. This work could include summaries of studies, methods, limitations, or other material that could be included in the research proposal or thesis.

**Ethics, integrity, or support**

* The supervisor will not impose demands or obligations on the candidate. Instead, the supervisor will offer choices, justify all requests, and adapt principles to the needs and preferences of the candidate. Nevertheless, if the safety or welfare of someone could be jeopardized, the supervisor may impose demands to manage these risks.
* The supervisor will also listen carefully to the concerns the candidate raises.
* The supervisors will concede their perspective or opinions are not incontrovertible and may be biased by their experiences and philosophies.
* If the supervisors present criticisms, this feedback must revolve only around specific behaviors the person can change—coupled with tangible suggestions on how to improve—rather than vague or unfavorable labels.
* The candidate and supervisor will collaborate on the relevant ethics applications—and will not begin research until this approval is organized.
* The supervisor and candidate will maintain a professional relationship
* Supervisors and candidates will never comment on the appearance or sexuality of one another, will never allude to sexual stereotypes, will never seek a sexual or romantic relationship, and will not engage in acts that could be construed or misconstrued as sexual harassment, intimidation, or assault.
* Occasionally, the supervisors and candidate may feel they cannot resolve a dispute. In these circumstances, they will seek the guidance of an independent party. This independent party should not be subservient to the supervisors.
* Sometimes, the student needs to conduct research with a community that might be suspicious or wary of researchers. In these circumstances, at least one supervisor should be a member of this community, be a member of a similar community, or be trusted by this community.

**Academic contribution**

* The candidate will send the relevant supervisors plans of various sections—that is, a series of bullet points that outline each section, paragraph, or even sentence
* This supervisor will provide feedback on these plans within one week, unless on leave
* After the plans have been developed, and the candidate submits the first draft of a section, within one week, the relevant supervisors will provide detailed feedback using track changes on several pages—enough feedback to identify common writing principles the candidate should apply in the future
* Subsequently, the relevant supervisors will provide more feedback over a longer duration—no more than one day per 1000 words or so.
* At least one supervisor will carefully read every page of the thesis—but might only skim parts of the research proposal
* Every few months, to optimize the exchange of ideas, the candidate and supervisor should discuss the thoughts or concerns about the feedback
* The candidate should always consider the advice of their supervisor—but should also appraise and, if necessary, explicitly challenge and reject this advice as well.

**Reporting arrangements**

* The candidate and supervisor will discuss the annual report before they submit this report

**Publications and Intellectual Property**

* Although supervisors can offer advice, only the candidate will decide whether to publish papers from the thesis—either during or after candidature—unless an agreement with another organization, such as a funding body, demands otherwise
* For these publications, the candidate will generally be the first author
* In some circumstances, the candidate might not be the first author. For example, one paper might integrate the data of several candidates or researchers. Before submitting these papers, the candidate and supervisors must seek approval from the Dean of Graduate Studies or a delegate
* Consistent with the Vancouver Protocol, supervisors should be included as co-authors of papers only if
  + they contributed significantly to the conception and design, or to the analysis and interpretation, of research in this specific paper
  + they contributed intellectually to the drafting or correction of this specific paper
  + approved the final version of this paper

**Evaluation**

* The candidate and supervisors will discuss this agreement at least once a year. That is, they will discuss whether the agreement should be revised and whether all parties complied with the agreement

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Start date | End date | Insert a X if completed |
| Review the relevant fields of literature |  |  |  |
| Conduct a systematic literature review |  |  |  |
| Contact stakeholders  Attend the relevant CDU workshops |  |  |  |
| Construct a research proposal |  |  |  |
| Prepare and present the research proposal |  |  |  |
| Submit an ethics application |  |  |  |
| Engage the community or conduct a pilot |  |  |  |
| Study 1: Prepare materials |  |  |  |
| Study 1: Collect data |  |  |  |
| Study 1: Analyse data |  |  |  |
| Study 1: Write and submit report |  |  |  |
| Study 2: Prepare materials |  |  |  |
| Study 2: Collect data |  |  |  |
| Study 2: Analyse data |  |  |  |
| Study 2: Write and submit report  Present at a conference |  |  |  |
| Study 3: Prepare materials |  |  |  |
| Study 3: Collect data |  |  |  |
| Study 3: Analyse data |  |  |  |
| Study 3: Write and submit report |  |  |  |
| Write introduction and literature review  Write a methodology chapter |  |  |  |
| Write the linking paragraphs |  |  |  |
| Write the general discussion |  |  |  |
| Identify possible examiners |  |  |  |
| Prepare for submission |  |  |  |

|  |  |
| --- | --- |
| Responses | Description |
| **Your manner** |  |
| Calm voice | You should speak in a tone that is calm, caring, and gentle. This tone might seem odd in the circumstance. But remember, despite the aggression, the person is possibly feeling uncertain and upset |
| A firm voice | Despite this gentle tone, you should speak firmly and confidently. For example, do not speak too rapidly. |
| Calm mannerisms | If possible, your mannerisms should be calm as well. To avoid fidgeting or abrupt movements, briefly monitor your behavior occasionally |
| Avoid defensive mannerisms | Avoid a defensive body language, such as folded arms or pointing. If possible, do not stand directly in front of the person—but afford this person with some space. When people feel their space is crammed, they often become more hostile. |
| Match their eye level | Sit if they sit. Stand if they stand. Otherwise, the person may feel threatened or will dismiss your perspective. |
| Moderate eye contact | In general, maintain some eye contact but shift your gaze away occasionally—so you do not stare intently. Furthermore, if the person seems uncomfortable with eye contact, gaze away more frequently |
| **Listen to their concerns** |  |
| Prompt explanation | When asking questions, prompt these individuals to describe the sequence of events that transpired or why they feel upset. These questions can diminish the intensity of unpleasant feelings. |
| Listen | Listen genuinely to the concerns of this person, even if some of the comments seem exaggerated. Refrain from interrupting too often. Instead, grant these individuals time to respond. |
| Abstain from challenging | While the person is feeling angry, abstain from challenging the person. For instance, if possible, do not argue at this time. Do not denigrate the person or even the behavior in this moment. Do not restrict their movements either, unless defending yourself. At this moment, they are not inclined to question their own perspectives. |
| Perspective-taking | Imagine how you would feel in their circumstance |
| Abstain from judging | If possible, refrain from agreeing or disagreeing with their comments. Instead, indicate that you understand their perspective—such as “I can understand what you are saying”. |
| Comply occasionally | Comply with requests that you feel are reasonable. You want to confer the person some sense of control, but obviously without compromising your standards |
| **Offering advice** |  |
| Describe how you might feel or act in this setting | Rather than tell someone how to behave, indicate how you tend to act in comparable circumstances. You might say “I know when I was angry last time, I decided that I should…” |
| Impartial observer | Ask the person to consider the issue from an impartial observer. What would someone else, observing the conversation, believe and express (see Ayduk & Kross, 2010)? |
| Valued member | Indicate you feel the person is really liked and valued—a feeling that tends to diminish aggression (Kirkpatrick et al., 2002) |
| **Prioritize safety** |  |
| Response to fright | If you experience a sense of danger or fright, seek assistance as soon as possible. You might calmly say “I think Frank could be more helpful. Let me contact him”. |
| Appraise your surroundings | Appraise whether exits are nearby and whether hazards pervade the environment |

Mo-d shi---

Sl--p patt----

Re--less

H---less-ess

P---ectionis-

Social W---------

Allusions to s------e

* Identify your own stereotypes and biases around specific cultures, communities, or demographics
* Challenge the unconscious tendency of many people to perceive their own cultures and beliefs as superior or correct
* Consider how your own positions of power or privileges might have shaped these stereotypes and biases
* Learn about the experiences and effects of oppression, migration, and dynamics that typify many diverse cultures
* Learn about the history, values, rituals, and norms of specific cultures to appreciate the complexities of cultures
* Do not depend on one source; recognize that every member of a culture may develop a unique perspective
* Do not overestimate your knowledge and insight about a community merely because you have served or assisted other members of this community before
* Many service providers incorrectly assume that some communities, cultures, and minorities are inherently wary rather than trusting: The level of trust is malleable rather than an inherent feature of cultures or communities
* You may show respect by, at least initially, addressing these individuals formally, such as “Mr” or “Ms”
* Acknowledge that your knowledge about the culture is limited
* Good questions include “What would you like me to know about this community? What are some misconceptions that may be common in the media?” “What do people in this community tend to feel about mental health problems? How have these beliefs shaped your opinions?”
* Although you should embrace the cultures of your clients, do not inflate the significance of these cultures
* Do not assume that members of a community or culture appreciate the experiences and perspectives of all other members

**Questions that assess ability**

* What are some of your favourite theories, papers, or methodologies?
* What is some research you have conducted in the past? In hindsight, how could this research have been better? What are some of your key challenges, learnings, and strengths
* What are some methods you have utilized to analyse data before?

**Compatibility**

* What did you like or dislike about your previous supervisors?
* In your previous experience, what did you learn about how to conduct research more efficiently?

**Commitment**

* Why do you want to enrol in this degree?
* How do you want to use your degree in the future?
* Why have you chosen this topic?
* What do you feel will be the main challenges of completing this degree