Rock the Boat 2nd Ed.

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Using Theatre to Reimagine Graduate Supervision

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Contents

Introduction

Welcome to the second edition of *Rock the Boat* — an open-access multimedia resource that consists of four dramatized scenes, a facilitation guide and supplementary readings. *Rock the Boat* was designed to provoke dialogue, enhance awareness and shift the culture of graduate supervision within universities, especially as it impacts graduate student, faculty and staff wellbeing.

This new edition is designed to reflect the lessons learned while implementing the resource for over two years. The structure has been improved. A new section for organizers of sessions has been added. The discussion questions have all been reworked. The facilitator training section has been improved to reflect feedback from facilitators of sessions. We've also added special notes, shown in pink boxes on various pages, that offer additional insight into the reasoning behind many aspects of the guide.

Drawing upon the tradition of Research-based Theatre, *Rock the Boat* focuses on graduate supervision as a neglected form of pedagogy that is vital to higher education yet rife with challenges — especially relating to equity, inclusion and diversity. Importantly, the scenes featured within this resource are *pieces of theatre*. Each scene is based on what we learned through extensive storytelling sessions; however, their theatrical nature means that certain elements are exaggerated to evoke emotional responses, increase empathy and generate dialogue.

These scenes are *not* intended as training videos. Likewise, this resource is *not* designed as a didactic training manual. Scenes are not designed to show the "right" or "wrong" way to handle these topics. Situations are often portrayed as messy to reflect the complex nature of these situations in real life. Similarly, situations are often left unresolved to generate conversation and prompt reflection on ways to address these issues within the participant's

specific context. We recognize that there are no simple, universally applicable solutions to these issues.

We also recognize that many of the issues portrayed in these scenes will be familiar for many participants. Our goal is not to make participants relive possibly traumatic events or to add to the already considerable amount of labor taken on by marginalized individuals. We hope that these scenes will increase understanding and empathy, particularly for those who have not experienced these situations and allow participants to discuss these issues through the lens of the scene and the characters rather than by disclosing personal experiences.

By supporting structured and safe dialogue about some of these challenges on campus, we hope to engage students, faculty and staff in developing supportive and respectful supervisory relationships, thereby enhancing the wellbeing of all.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://pressbooks.bccampus.ca/rocktheboat/?p=302#h5p-9

Background

Rock the Boat began as a Research-based Theatre project at the University of British Columbia. In 2019, we launched a series of live theatre performances, followed by facilitated discussions among invited graduate students, faculty and staff. Those who attended expressed enjoyment and surprise at how much they learned from the experience. Inspired by the success of these performances, and by the migration of teaching and learning activities online during the COVID-19 pandemic, we began developing an online version in 2020. With publication of the resource through Pressbooks we made the resource freely available to universities throughout Canada and internationally in 2021.

Since the initial inception of the resource, it has been used with hundreds of participants in dozens of sessions in a wide variety of contexts, including professional development workshops, for-credit graduate courses, conference workshops, faculty development workshops and EDI training workshops. The resource has not only been used in universities across Canada, but also universities in over 20 countries.

We have collected extensive feedback over the past two years using this resource. This new version is the result of a considerable overhaul to reflect lessons learned from that feedback and our experiences. We extend our sincere thanks to everyone who has participated in a *Rock the Boat* session, especially those that have provided oral and written feedback.

Using this Resource

This resource has been designed primarily to support two types of users: session organizers and session facilitators. The resource is not designed to be worked through by participants on their own. There may be some overlap in the content of the organizer and facilitator sections as they are designed as discrete sections for each type of user. Both sections include a range of insights gleaned from our experiences with running these sessions in a variety of contexts. You'll also find additional insights and rationale for a range of parts of the guide set off in pink boxes.

The resource comprises four filmed scenes, each 7 to 10 minutes long: *Zoom Fatigue*, *Contentious Authorship*, *No Other Choice* and *Disclosures*. Each scene dramatizes significant relationships between one or more graduate students, their supervisors and in some cases, relevant staff persons, and provokes dialogue around specific challenges that can and do occur. These include supervisory communication, authorship of papers, competition between students, gender and racial discrimination, balancing personal and professional priorities, mental health and privacy.

The following part, Organizing a Workshop, is designed to support **session organizers** as they arrange a *Rock the Boat* session. The scenes can be used in any facilitated group context such as a graduate student or faculty orientation, an equity, diversity and inclusion workshop, a supervisory training session, or a departmental retreat. This part will aid in thinking through all steps for organizing a session, including the ideal type of session based on your goals, facilitator recruitment and other relevant considerations.

Part II, Facilitating a Workshop, is designed to train and support **session facilitators** before a session. This section includes general tips for facilitating, as well as suggestions for facilitating a *Rock the Boat* session specifically. *Given the unique nature of facilitating a*

session that uses a theatre scene, we highly recommend that even seasoned facilitators read this section carefully. Guidance that is specific to each scene can be found in the following sections.

Beginning with Part III, each section focuses on one of the four scenes present in the resource. Each of these chapters will begin with a brief overview of the scene and the video, followed by a discussion guide for facilitators and finishing with a list of supplemental resources. These resources may be helpful to assign to participants before a session or as additional reading following a session. Each resource includes a brief overview of the contents.

The final parts include a compiled list of the previously mentioned additional resources, transcripts of each scene and a list of available support venues for participants. Please ensure that this list of support venues is tailored to your particular location and updated before providing it to participants.

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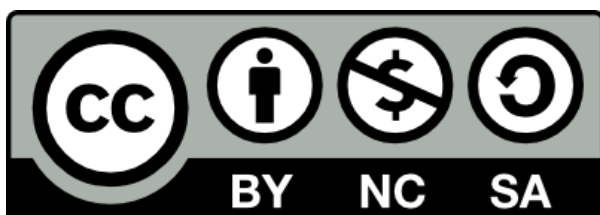
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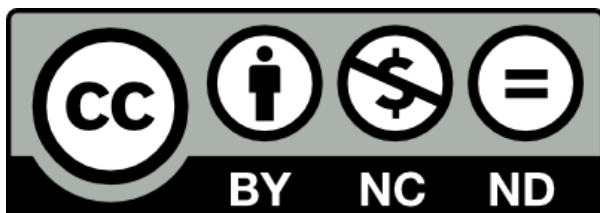
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Acknowledgements

Contact Information

We always welcome feedback on the resource and are happy to answer questions. Feel free to reach out to us at rock.the.boat@ubc.ca.

You are also welcome to contact any of the authors directly by clicking their name below.

- Susan Cox
- Michael Lee
- Matthew Smithdeal

ORGANIZING A WORKSHOP

The following chapters will provide general advice regarding the logistics of hosting a workshop, facilitating a session, as well as a number of other resources that may help preparing for a session.

   The additional resources provide contextual information relevant to the project, central issues and themes. These may be helpful background reading for facilitators or provided to participants before and/or after a session. These additional resources are compiled with the additional resources linked to each individual scene in an Appendix.

1. Workshop Design

Intention of a session

It is important to have a clear intention or goal for your session before delving into the logistics of planning the session. There are several crucial intentions for all *Rock the Boat* sessions to keep in mind:

- This resource should always be used in a facilitated group setting.

    - It is not intended to be used by individuals in isolation.

- Sessions should aim to generate dialogue, as well as concrete ideas, strategies and solutions drawn from participant expertise and experiences.

    - This resource is **not a didactic training manual** designed to show the "right" or

We have found that participants often attend sessions with the expectation that it will train them or offer universal solutions. Explicitly communicating the intention of the session to participants can help clarify expectations and avoid disappointment.

"wrong" way to handle these situations.

- Sessions should have structural and cultural changes as an ultimate goal.

    ◦ Sessions should not be solely focused on individual solutions or shifting the burden for solving these issues to individuals.

Types of sessions

Rock the Boat is designed to be flexible so that it is usable in a wide variety of contexts. For example, it could be easily tailored to be integrated into either a for-credit or a not-for-credit course, a professional development seminar, a new student or faculty orientation, a faculty retreat, or an accreditation program.

A single session should focus on a single scene in order to ensure a deeper discussion of the issues presented; however, multiple scenes could be used as part of a daylong session with breaks or a multi-day session. While the resource can support individual one-off sessions, we find that organizing a series of sessions

with multiple scenes tends to elicit a much deeper and more fruitful discussion.

Likewise, we have successfully used the resource to support virtual, in-person, and hybrid sessions.

Group Size and Composition

The scenes are designed to be viewed in facilitated groups, either in-person or online using a videoconferencing platform such as Zoom. The resource can support sessions with as few as 3 or 4 participants or as many as over 100; however, sessions with larger groups should feature a small group facilitated discussion portion following watching the scene. We recommend groups of 6-8 participants per facilitator.

This resource was developed for graduate students, university staff and faculty. You can design sessions for a single type of participant (such as graduate students only) or you can run mixed groups. Sessions that feature a mixed group of participants with homogenous small group discussions have worked particularly well for us. Consider the goals of your session when organizing groups.

Extremely careful consideration needs to go into the

organization of the session as a whole and the smaller breakout groups. We cannot know how particular comments or disclosures will impact how others view and behave towards us and this is especially important to consider in cases with extreme power differences, such as supervisory relationships.

A few essential considerations:

Clear instructions regarding this should be made explicit rather than leaving it up to whether participants "feel comfortable" with it. There may be unconscious and harmful impacts even in the best supervisory relationship or with the most well-intentioned supervisor.

- Graduate students should *never* be placed in a small group with their supervisor or committee members.
- Consider the power dynamics between your participants and attempt to mitigate any potential harm.

If participants are being randomly assigned to small groups, it should be made clear that *supervisors* are to remove themselves and move to a different group if they are placed with their student.

- If possible, giving participants a choice between heterogenous or homogeneous small groups is ideal. At minimum, graduate students should have the option to participate in a small group without faculty (e.g., graduate student only or staff and graduate students).

  ◦ Consider giving participants the ability to specify their preference before the session, such as in a registration form.
  ◦ If allowing participants to choose their small groups, the expectation that graduate students not be in a group with their supervisor should still be made explicit.

Session Structure

We recommend allocating between 60 and 90 minutes per session. It is extremely difficult to have a rich, in-depth discussion in fewer than 60 minutes. Sessions exceeding 90 minutes should feature breaks to avoid excessive emotional fatigue in participants and facilitators need to be especially mindful of participants needing support.

Each scene is 7 to 10 minutes long. We recommend allocating around 20 to 30 minutes for small group, facilitated discussion after each one. It is also useful to have a 15–20-minute larger group discussion or debrief following the small group discussions if the session includes more than one small group and a few minutes for participants to complete feedback at the end of the session (rather than asking them to complete it after the session).

We have found it very useful to pose several wrap up questions to participants using a tool, such as Google's Jamboard, that allows participants to easily and anonymously answer questions, interact, and view each other's replies without needing to create an account on a separate website. The anonymous nature of this tool is especially useful for mixed sessions to mitigate some of the power dynamics present. Facilitators can use the answers posted to generate discussion and reflection. We've had consistent success when posing the following three questions:

1. Did today's discussion change or affirm your perception of graduate student

We've found that participants are occasionally disappointed by a lack of concrete answers or solutions to these issues. One of the goals in this part of the session is to draw participant's attention to the amount of expertise and knowledge of these issues already exists in the participants. Emphasize that these issues are messy and universal solutions are often not adequate for resolving them successfully. Providing participants a copy of the final product produced during this part of the session can help emphasize the range of concrete strategies they've generated that can help address these issues or resolve conflicts.

supervisory relationships? How and why?

2.   Are there strategies you could use or are already using to manage these relationships?

3.   Are there changes at a departmental or institutional level that could help avoid or address potential problems related to the issues in today's scene?

If follow-up with participants is possible, adding the following prompt can also be useful: Are there any questions you'd like addressed or resources that you'd find helpful? We also recommend sharing a copy of the final product with your participants.

Scene Sequence

Of the four scenes, *Disclosures* and *No Other Choice* carry a heavier emotional load and are more likely to be triggering for some participants. If you choose to screen all four scenes as a series, we suggest beginning with a somewhat lighter scene, such as *Zoom Fatigue*, and then moving into *Disclosures*, followed by *Contentious Authorship* and closing with *No Other Choice* .

While every scene is designed to be viewable in isolation, there is a degree of continuity in characters

and issues from *Zoom Fatigue* to *Contentious Authorship*. If showing both scenes in a series of sessions, we recommend showing *Zoom Fatigue* before *Contentious Authorship*.

2. Facilitator Recruitment

Ideally a session of any size should have at least two people available during the session. One person will lead the session while the second person supports them by handling logistics, technical details, participant questions or needs, etc. These roles could be fulfilled by a small group facilitator or the organizers of the session, but it is a good idea to have one of these people available and not facilitating a group during the small group discussions in case a participant needs support.

Careful consideration needs to go into choosing and recruiting session facilitators. As with determining group composition, be mindful of power dynamics that may exist between the facilitator and participants. If you have homogenous small groups, a facilitator that matches the group composition will tend to elicit the most fruitful discussion (e.g., a faculty facilitator with an all-faculty group or a graduate student facilitator for an all graduate student group). A staff facilitator for mixed groups is often a great option.

In keeping with basic equity commitments, facilitators should always be appropriately compensated for their time and labor, especially when they are from marginalized groups. In some cases, a facilitator may occupy a relevant paid position and their duties could be altered to include time spent training and facilitating a session. When this is not possible, an honorarium or similar compensation may be provided.

For instance, when running a session as part of a for-credit course with TA support, we included time spent training and facilitating sessions in their breakdown of hours for the course. Similar opportunities may exist for facilitators in other relevant paid positions (e.g., program managers).

While valuable, organizers should avoid relying *exclusively*

on vague or ethereal benefits to facilitators, such as "skill building" or "a line on a CV," as compensation.

3. Before a Session

Information about your participants that may be helpful to gather beforehand:

- role/status
- joining online vs in person
- accessibility needs
- small group composition preferences
- experience supervising grad students if faculty/staff

It is good practice to share relevant access information with your participants in advance when hosting in-person sessions *even if no participant explicitly asks for it.* **This can include building floor plans, ramp and stair information, the closest location of accessible washrooms, elevators, and parking spaces, and precise doorway dimensions.**

Ensure that you are in regular contact with your participants before the start of the session. A reminder email the day before is important and should include clear instructions on joining the session and session etiquette and expectations. It can also be helpful to provide clear instructions on what to do if a participant has difficulties joining the session and a list of support resources.

Setting clear expectations for participation and the goals/intention of the session (see: point of session notes). Remind participants that they'll be expected to turn on video and actively participate.

We have provided several supplementary resources for the project as a whole and for each individual scene. You'll find the relevant resources at the end of each scene section, as well as a compiled list as an Appendix. These can be great background for facilitators to explore before a session. Organizers may also provide one or more to participants as pre-reading before the session or send one or more to participants following a session. Participants

with less familiarity with issues related to graduate student supervisory relationships are more likely to benefit from reading these resources prior to a session.

4. After a Session

A final responsibility for session organizers is collecting, reviewing and altering session format or content based on feedback. This is especially important for organizers running multiple sessions. It is important for participants to recognize that their feedback is being considered and acted upon. If you need to ask for contact information, consider asking for it in a separate survey and ensuring participants that the results will not be linked.

You may want to design a brief feedback survey for participants to complete towards the end of a session. Carefully consider what demographic information you ask your participants and whether it is necessarily relevant to your evaluation of the session. Especially in smaller sessions, certain demographic information may make the participant providing feedback identifiable and you may find that that particular bit of demographic information is not essential to your evaluation.

Debriefs with facilitators or key participants following a session can be very useful. Likewise, you may consider sharing relevant participant feedback with facilitators in an anonymized, aggregated form.

5. Scene Summaries

The four scenes in *Rock the Boat* are designed to be screened independently of one another, or as a series. You will notice that some characters appear in more than one scene.

Zoom Fatigue

This scene addresses the challenges of communication between supervisors and graduate students. It also explores the wellbeing of women in academia, the challenges of working online and power dynamics between students and faculty members. There are four characters: Erika, a graduate student whose primary supervisor recently left to another institution; Markus, Erika's colleague and reluctant confidant; Sandra, Erika's new supervisor; Paul, Sandra's husband and a staff member in the accessibility and diversity unit.

Zoom Fatigue Script

Contentious Authorship

This scene delves into graduate student expectations regarding the authorship of scientific papers, and the issue of competition between peers. It also explores the wellbeing of women of colour (WOC) in academic environments. Erika, a graduate student, argues with Markus, her senior colleague, about the significance of her contribution to a recent manuscript, and her desire to be recognized as a co-author. Sandra, their supervisor, intervenes to diffuse tension between the two graduate students.

We offer a choice between two alternate endings which present two different strategies taken by Sandra to manage the conflict.

Depending on the goals and make-up of the group, you may wish to only share one ending or share both endings. Sharing one ending at a time with discussion in between can generate interesting discussion comparing and contrasting the two endings.

Contentious Authorship Script v1 & 2

No Other Choice

This scene highlights the challenges of balancing professional and personal responsibilities, and how that can influence wellbeing. It features an interaction between an international graduate student (Ingrid) and her supervisor (Judith) around the student's request to take leave from her studies to attend to some urgent issues back home. The conversation doesn't go as smoothly as Ingrid hoped. She feels threatened by Judith's suggestion that a leave may shut down her lab projects and negatively impact her reference letters.

We offer two distinct versions of this scene as well. One version features a monologue by Ingrid at the end. The second version has exactly the same content, except that the scene concludes before Ingrid's monologue. Ingrid's monologue helps to make a number of subtle issues more explicit to the audience. We recommend using the version *with* the monologue in sessions with those who are new to graduate supervision, whereas the version *without* monologue may be used with more senior or experienced participants. Note that the monologue can be very powerful and elicit strong emotional responses in participants, so this should factor into the version choice as well.

No Other Choice Script

Disclosures

This scene portrays an instance of inappropriate disclosure. A graduate supervisor (Terry) reveals the mental health condition of one student to another student (Daniel). Daniel is uncomfortable with the disclosure and wonders if Terry has told others about Daniel's own PTSD. He turns to Paul, a staff member in their institution's accessibility and diversity unit, to discuss how he feels about what happened and explore possible resolutions.

Disclosures Script

6. Additional Resources

Spotlight on best graduate supervision practices by Mohamed Berrada and Daniel Halton. September 13, 2023. https://www.universityaffairs.ca/features/feature-article/spotlight-on-best-graduate-supervision-practices/

- Best practices discussion with a range of graduate supervision award winners
- Practices discussed include:
    - focusing on developing student independence and autonomy even if that means making mistakes
    - remembering that each student is a unique individual
    - stressing the broader picture of their research
    - maintaining regular contact
    - showing humanity and empathy to students

Dericks, G., Thompson, E., Roberts, M., & Phua, F. (2019). **Determinants of PhD student satisfaction: The roles of supervisor, department, and peer qualities**. *Assessment & Evaluation in Higher Education*, 44(7), 1053–1068. https://doi.org/10.1080/02602938.2019.1570484

- Examines PhD student satisfaction across 63 universities in 20 countries.
- Finds that supervisor supportiveness, along with academic qualities and supportiveness of departments, has greatest impact on PhD student satisfaction.
- Explores how increased satisfaction would contribute to PhD student wellbeing and performance.

Hargreaves, C.E., De Wilde, J.P., Juniper, B. and Walsh, E. (2017). **Re-evaluating doctoral researchers' well-being: what has changed in five years**. Imperial College London. Retrieved from https://www.imperial.ac.uk/media/imperial-college/study/graduate-school/public/well-being/Wellbeing-for-GS.pdf

- Found: a decline in graduate student wellbeing from 2009 to 2014; lower degree of satisfaction for women; wellbeing declines with advancing stages of doctorate.
- Threats to wellbeing include developmental and career uncertainty, along with changing contexts and communities.
- Top 10 impacts on wellbeing similar between earlier and later study, but the impact was greater in 2014. (Supervisory issues fall in the middle of the top 10.)
- Four primary recommendations: Enhance integrated support for doctoral students, in particular female students; improve support for later stage doctoral researchers; develop training and understanding of wellbeing for all staff who engage with doctoral students; improve signposting of support to all (staff and students).

Mackie, S. A., & Bates, G. W. (2019). **Contribution of the doctoral education environment to PhD candidates' mental health problems: A scoping review**. *Higher Education Research & Development*, *38*(3), 565–578. https://doi.org/10.1080/07294360.2018.1556620

- Reviews current literature on PhD candidates' mental health, with four primary outcomes: 1) Issues affecting PhD candidate mental health are multifaceted and interrelated, 2) need better alignment between interventions and stressors identified in literature, 3) need better designed, standardized instruments to validate stressors and evaluate interventions, 4) need updated typologies that include the full range of stressors.

- Discusses connection between PhD candidate mental health and supervisor relationships and whole research ecosystem.
- Examines interventions for mental health among PhD candidates, finding: 1) they are not well aligned to contributing factors, 2) they are focused on treating symptoms rather than underlying causes of mental health issues.

FACILITATING A WORKSHOP

Facilitator Role

The facilitator role begins with setting up the space, welcoming participants and leading introductions. Then you may describe the outline of the workshop and encourage participants to note any questions that occur while watching the video. If the session is hosted online, you may need to explain technical features of the platform and encourage participants to turn their video on. You should work to keep the discussion focused on session objectives, while allowing room for participants to organically develop ideas and reflections.

The following sections are designed to prepare you to facilitate a *Rock the Boat* session. Facilitating a session using theatre is unique, so we highly recommend that even experienced facilitators read the following sections carefully. They will guide you through every step from getting ready for a session to hosting the session itself, including guidance for facilitating different types of sessions and managing common hurdles in a session.

Guidance, discussion questions and additional resources for each specific scene can be found in the parts following this section. You may also find it useful to read the Workshop Design chapter from the previous section.

7. Setting Up a Session

Structure

Facilitators should enter the session space or join the online platform at least 15 minutes early. This will allow you to test your technology and greet early arrivals. A typical one hour Rock the Boat session is structured roughly as follows:

- Introduction (5-10 minutes)
- Scene Viewing (10 minutes)
- Small group facilitated discussion (20 minutes)
- Reconvene for discussion and debrief (15-20 minutes)
- Feedback (5 minutes)

Online sessions

You will likely want to turn on a waiting room to prevent participants from entering while you're setting

up. You should also set up and plan your breakout rooms beforehand and ensure that other organizers and facilitators have host privileges.

To ensure an optimum screening experience:

- Check the **share computer sound and optimize screen sharing for video clip** options if using Zoom
- Test that everything is working before the session begins.
- The scenes already have hard coded captions, so do not turn on captioning.
- Close all background applications.
- Ask participants to turn off their audio and video while watching the scene.

If a participant is having issues viewing the scene while you stream or if your internet connection is unstable, you may find it preferable to share a link to the video of the scene and ask participants to watch it on their own computer instead of streaming it then return to the session.

In-person sessions

Ensure that the space is set up in such a way as to increase accessibility, including allowing for easy transition to and from small group discussions. Several important considerations follow, but this is not a full list of relevant considerations:

The session organizer should communicate any accessibility needs participants may have expressed beforehand; however, it is important to take steps to ensure session accessibility regardless. Participants should not need to disclose sensitive medical or other personal information to access the session.

- There should be clear signage identifying the location and directions.
- The space should be well-lit, and the projection screen should be visible from all seats.
- Limit unnecessary background music.
- Identify the location of electrical outlets in case a participant is using an adaptive device.
- Arrange the space so that there are barrier-free pathways with no loose cables across them.
- The aisles and seating should be wide enough to

accommodate wheelchairs/scooters.

- If using nametags, consider pre-printing names or having a session organizer/facilitator fill them out as participants arrive on their behalf.

If possible, having separate rooms for each small group is helpful, especially for larger sessions or sessions with mixed participants. This will increase the time to transition between large and small groups but will increase participant safety by decreasing the likelihood of participants overhearing sensitive information from other groups. This can also increase the accessibility of the session by decreasing the ambient noise and distractions.

Before participants arrive, set up and test any equipment needed for the session. If there are participants joining virtually, communicate with them to ensure they are set up to be able to fully participate in the session.

8. Hosting a Session

Session Introduction

Depending on the size and composition of your group, it may be useful to have participants introduce themselves or quickly share a few pertinent details (e.g., their role, faculty, years supervising, pronouns, etc.). If the group is large, it may be worth doing this in the small group discussion portion of the session instead.

It is good practice to begin the session with a land acknowledgement. If the session is online, you may wish to prompt your participants to share their own in chat. Likewise, note your own pronouns during the introduction. Participants could add them to nametags if the session is in person or add them to their display name if the session is online.

Before streaming the scene, we recommend you briefly outline to participants what will happen during the session. Reiterate to the participants the intention and goal of the session. Remind participants that this is not a typical training session, and the scenes are not designed to straightforwardly depict the "right" or "wrong" way the situations depicted should be handled.

You can also use the scene summaries to give them an overview of the scene themes, and a sense of the characters they will encounter. Writing the names and roles of the characters in the scene somewhere prominent or in the chat can also be helpful for participants during the discussion.

Make it clear that participants are expected to contribute to both the small group discussion and the following debrief. Participants are expected to keep their video on during the session (except for while the scene is streaming).

Make it clear that participants can step out if needed and how they can access additional support. Content warnings for each scene are also provided. Feel free to add to these as appropriate. Given the theatrical nature of the scenes, they can elicit strong emotional responses and giving participants an overview of potential triggers is important. Note that these are not given to dissuade participants from participating. Instead, they provide participants with the option and allow for them to prepare themselves.

Emotional Responses

Before streaming the video, it is a good idea to remind participants that the scene is a) *not* a training video designed to depict an objectively "right" or "wrong" approach and b) a *theatre* scene. As a work of theatre, certain aspects of the scene may be exaggerated (albeit still based on real stories shared with the team) to evoke empathetic, emotional responses and discussion. As such, it is not uncommon for participants to experience stronger than expected emotional reactions while watching scenes.

Explicitly note the relevant content warnings listed for the scene and provide clear instructions to participants about what they can do if they need support or need to leave the room. If the session organizer or another facilitator is available, they could be designated as the point person to support participants if needed. Likewise, you may share the support list with them in advance and/or following a session, as well as having a printed copy on hand during the session.

Depending on the intensity of the emotional response, the facilitator may hold space for it and acknowledge the challenges that graduate school and graduate student supervision can bring to emotional wellbeing and mental health. Alternatively, the participant may prefer to remain in the discussion as a

listener or remove themselves entirely. Regardless, honor their wishes and try to avoid isolating the individual or drawing unnecessary attention to them. After supporting the participant in the moment, and providing resources (Appendix A), the facilitator can direct the discussion towards more neutral ground.

9. Tips for Facilitating Discussion

Begin by introducing yourself and briefly mentioning how you came to be involved with this work or why you're passionate about it.

Remind participants that they are encouraged to discuss these issues and answer questions through the lens of the character and scene rather than sharing their own personal experiences.

- Explaining the rationale behind engaging in this manner can help encourage uptake of this suggestion. We do not want participants to feel as if their experiences are not valuable to the conversation. Instead, we want to avoid participants feeling as if they need to disclose personal details or relive possibly traumatic events for the sake of making a point.

Ensure you lay out your questions clearly.

- Effective questions contain enough information so participants can easily identify what they are asked to reflect on. Generally, avoid questions that can be easily answered with a yes or no.

Provide time for participants to respond to questions before jumping in to reframe them or calling on someone directly.

- Consider waiting at least five seconds before Many of these questions prompt participants to reflect on difficult issues and they likely need time to articulate a reply.

Make sure that the discussion is inclusive of all participants.

- If one or more individuals dominate the discussion, you may consider directly addressing quieter participants, inviting them to voice their ideas, or asking the group to expand on or respond to what has been said.
- Ensuring that everyone speaks early in response to the opening question or icebreaker is helpful. Often, the longer a participant takes to speak, the more difficult it can be to jump in.

Ensure that there are opportunities for everyone to speak; however, there are a variety of legitimate reasons for why a participant may not feel comfortable speaking. It is important to look for subtle cues that can help you determine if a participant is trying to speak, but is unable, if a participant is actively engaged, but not speaking, or if a participant has checked out of the discussion and may need a gentle prompt to bring them back.

- Watch for signs as to why a participant is not speaking to gauge an appropriate response. The issues may be very close to home or triggering to someone, so they may not want to engage too closely. Likewise, other participants may need more time to process the scene and questions.
- If the session is online, participants may need to limit their participation due to environmental issues (e.g., they are in a very busy/loud area). Encourage them to participate via chat and make sure their comments aren't forgotten.
- Be especially mindful of participants joining a hybrid session virtually. It's easy to overlook them or their comments.

10. Mitigating Facilitation Challenges

When Discussion is Not "Working"

There are many reasons for discussion not flowing as smoothly as you hope. Try to identify reasons for the stalled conversation, while remaining calm and confident. Every group will have a different dynamic. One key to being a good facilitator is navigating these challenges as they arise and understanding that it is impossible to foresee and prevent all possible issues beforehand.

The following sections describe common challenges that we have experienced and tactics for addressing them if they arise. Additionally, the following general tactics may be useful when discussion isn't going as planned. They are drawn from *Facilitating Discussion and Engagement* by Lauren Davidson and Noelle Lopez.

- **Warm Call**: Give one participant a heads up that you'll be asking them to contribute or respond to a question in a little bit.
- **Area Call**: Call on an area of the room rather than a single person. You can also warm call an area. (For example, you could say, "PhD students,"

or "science students," according to your group's make-up.)

- **Freeze Frame:** Pause the discussion and ask participants to reflect on what was just said or how the discussion has progressed thus far.

Issue: participants think there's nothing new to discuss or it's all already been covered

- This most commonly arises when participants are already familiar with the core issue in the scene or in latter sessions when hosting a series of sessions.
- Often participants are reducing the entire scene to one central, surface level issue despite each scene having a range of more subtle dynamics that can be explored.

  ◦ For each scene we've provided a brief list of less obvious dynamics that you can draw attention to and discuss (e.g., a deeper dive into the EDI issues presented or less obvious power differences present)

- Likewise, you can try complicating the scene by posing slight, hypothetical modifications.
- You could also invite participants to pan out from the specific scene and inquire about broader causes for these issues.

- If participants are focusing exclusively on one character's perspective, you may prompt them to consider the issue from another perspective in the scene or a hypothetical perspective.

  - Participants often forget about the staff role and perspective, especially in scenes that don't explicitly depict staff. Raising questions related to what role staff could play in resolving or preventing issues depicted in the scene can prompt productive conversations.

Issue: participants address everything to the facilitator instead of each other

- This is normal and fine at the beginning, but we want to move towards participant discussion

interconnected with each other after the warmup questions. This is especially important as it encourages a deeper discussion rather than staying at a more superficial level.

- Try to model a communication style that builds on or connects participant comments from the beginning.
- You might explicitly ask participants what they think of someone's comment or ask a participant to discuss how their comment connects to a point raised earlier.
- It's important to also be comfortable with silence as a facilitator. These questions are designed to prompt reflection in participants, and they may need a minute to think through their response before speaking.
- If none of the participants are following up on a comment, it's easy to reply with your own response. Instead, try acknowledging the comment as a good point that we might need a minute to reflect on, then ask the group for their thoughts.

Issue: presumption that it would be a standard training session

- The best way to avoid this issue is to ensure that expectations and session goals are clearly and explicitly communicated to participants when they sign up for the session and at the start of the session.
- Emphasize that there are no universal solutions for these issues and trying to apply a universal solution often leads to worse outcomes.
- Instead, sessions are designed to give participants skills to navigate these issues in a way that is sensitive to the particular context in which they arise.

Issue: participants unsure what I'm getting out of this

- In some cases, this arises as a result of the previous issue: the presumption that the session would be a standard training session.

- In other cases, this may arise when a substantial portion of the participants have extensive lived experience of the issues portrayed.

  - Acknowledge the expertise that already exists in the room but ensure that participants with lived experience don't feel obligated to share their personal experiences or educate other participants.
  - It may help to draw the discussion to a different dynamic in the scene or to step back from the specific scene and discuss these issues at a broader level.

Issue: stark difference between participant knowledge of these issues or relevant lived experience

- Similar to the previous issue, acknowledge the depth of knowledge that exists already.
- Encourage participants to continue discussing the issues through the lens of the scene and characters in the scene. Rather than trying to imply that their experiences aren't relevant or

valuable, make it clear that we encourage them to do so to avoid them feeling as if they need to disclose their own personal experiences. Likewise, it is impossible to foresee how personal disclosures may impact the way others view and interact with the participant making the disclosure, especially given that those impacts may be subtle or unconscious.

- Consider asking participants how extensive their experience with these issues is when they sign up for a session or at the start of the session. It may be worth using this information to shape the small group composition.

Issue: over disclosure of personal details or experiences from one participant

- It's important to address this early as it often has a snowballing effect and may make other participants feel pressured into sharing their own experiences as well.
- Remind participants to discuss the issues through the lens of the scene and characters or hypotheticals instead. Assure the participants that

we don't mean to imply that their experiences are not valuable or important.
- It may also be helpful to shift the discussion away from the specific scene or individual experiences to a broader discussion of the relevant issues.

Issue: participants may come to feel helpless or that there's nothing to be done if these issues are so widespread and caused by systemic factors

- Emphasize that individual participants shouldn't feel as if they are responsible for solving entire system-level issues to have a positive, meaningful impact.
- Brainstorm small, microlevel actions that participants can focus on that are still impactful and can help shift the relevant dynamics and culture.

One goal of emphasizing the systemic factors that contribute to these issues is precisely to shift the blame for the issues they may be experiencing away from individuals. Likewise, the impetus for solving these issues do not come down to the actions of a single individual.

ZOOM FATIGUE

Scene Summary and Themes

   This scene addresses the challenges of communication between supervisors and graduate students. It also explores the wellbeing of women in academia, the challenges of working online and power dynamics between students and faculty members. There are four characters: Erika, a graduate student whose primary supervisor recently left to another institution; Markus, Erika's colleague and reluctant confidant; Sandra, Erika's new supervisor; Paul, Sandra's husband and a staff member in the accessibility and diversity unit.

CW // depictions of sexism, imposter phenomenon/feelings

Characters:

- Erika – graduate student
- Markus – senior graduate student
- Sandra – Erika and Markus' supervisor
- Paul – Sandra's husband

Core themes for discussion:

- Gender/race dynamics
- Imposter phenomenon/feelings
- Senior vs junior dynamics (for both faculty and graduate students)
- Possible staff role
- Institutional factors contributing to or alleviating these issues
- Academic vs alt-ac jobs
- Belonging in academia/discipline
- Disciplinary norms

Scene:

> 🖳 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://pressbooks.bccampus.ca/rocktheboat/?p=323#h5p-8*

Script:

Zoom Fatigue Script

11. Discussion Questions

These questions are drawn from our experience using the four scenes and are intended to help you facilitate discussion. Some questions lend themselves more to particular groups (faculty members, graduate students, mixed groups). None are mandatory. The discussions are meant to be organic in nature, led by the participants and the issues they feel to be important. Your groups may focus on some of the questions below or may raise entirely different issues. If participants are engaging with the video, rest assured that their contributions are relevant!

Warm-up Questions

- Did you find anything confusing or unclear in the scene?
- Did a particular character, or line in the dialogue, resonate for you?

Research Overlap

Sandra is overwhelmed by how little she knows about Erika's work and their different methodologies. This seems to be contributing to her slow response to Erika, which seems to be, in turn, contributing to Erika's frustration and anxiety.

- How much overlap between supervisor and graduate student topic or methodology is necessary (or ideal)?

How might this vary across disciplines (e.g., in the humanities vs a STEM field)?

- In what ways could too little (or too much) overlap impact the relationship?
- We often think of learning in supervisor relationships as unidirectional, but an alternative is to think of them as bidirectional. Could it be helpful for Sandra to approach this relationship as opportunity to learn more about a framework that she's less familiar with?

Other Factors

Sandra and Erika are eventually able to find common ground in that they both use a social justice lens to approach their research despite using different methodologies.

- Do you think this will be sufficient to enable a productive relationship?
- What other factors, besides overlapping methodology or research topic, can contribute positively to a supervisory relationship? What about negatively?
- Markus and Sandra have more strongly overlapping research methodologies and their relationship seems to be much more positive and supportive. Could there be other features of their relationship that contribute to its success?

Peer Relationships

Markus is happy with his supervisory relationship and is relaxing, watching *The Office*. Erika is working with the same supervisor but is experiencing anxiety and distress.

- How helpful is Markus' advice to Erika and how supportive does he seem?
- How are peers and colleagues able to contribute positively or negatively to other's wellbeing?
- What factors contribute to Markus' confidence or comfort in the academic program?
- How could recognizing his own positionality enable Markus to better understand and support Erika's situation?

External Relationships

Erika turns to a peer for support in this scenario, while

Sandra discusses her situation with her partner, who is not a faculty member.

- How can relationships outside of academia uniquely support faculty or graduate students in ways that relationships with peers may not be able to?

Imposter Syndrome

Both Sandra and Erika seem to be dealing with some degree of imposter syndrome. Erika mentions that perhaps she should have left academia after her Masters. Sandra expresses that she feels as if she doesn't know what she's doing.

- What aspects of their respective situations might be contributing to Sandra and Erika's experiences of imposter syndrome?
- What could the institution or department do to pre-empt these feelings or support graduate students and faculty experiencing them?
- If Erika had left academia, would you expect her to feel the same way in a non-academic setting?

Resolution

- What steps would you recommend to Erika to ensure her research project and relationship with Sandra is successful?

It can be useful to consider this question from different points of view, e.g., advice from a peer vs another faculty or staff advisor.

- What advice would you offer to Sandra to ensure her supervision is supportive and successful?
- Imagine yourself as a staff member whom Sandra or Erika approaches for help. What advice would you give them and how would you go about it?

Wrap up

- If you could rewrite the ending to this scene, what would it look like and why?

12. Additional Resources

Is academic Imposter Syndrome an imposter? by Bailey Sousa and Alexander Clark. September 28, 2023.

  https://www.universityaffairs.ca/career-advice/effective-successfull-happy-academic/is-academic-imposter-syndrome-an-imposter/

- Argues that the concept of imposter syndrome in academia needs to be reevaluated as possibly "cast[ing] deeply embedded systemic failures as individual psychological failings to be fixed."
- Recognizing the links between Imposter Syndrome and the systemic biases and discrimination can help counter compounding shame and refocus on addressing systemic inequities
- Self-affirmations, thinking about successes in the third person, and a growth mindset may help counteract Imposter Syndrome.

  Six steps for stellar student-supervisor meetings by Alexander Clark and Bailey Sousa. April 3, 2023.

  https://www.universityaffairs.ca/career-advice/effective-successfull-happy-academic/six-steps-for-stellar-student-supervisor-meetings/

- A range of useful tips to ensure supervisory meetings are successful
- Be intentional with meetings, plan together beforehand, and assess afterwards
- Agendas can be helpful to note action items, needed follow-ups, and keep track of tangential items that should be covered later

- Openly acknowledge and address perceived and actual power differentials and structural inequities

Wisker, G., & Robinson, G. (2016). **Supervisor wellbeing and identity: Challenges and strategies.** *International Journal for Researcher Development*, 7(2), 123–140.
https://doi.org/10.1108/IJRD-03-2016-0006

- Interview study to understand supervisors' professional identity, perception of stress in supervision and wellbeing/resilience strategies.
- Identifies three primary categories from responses: 1) personal (relationships), 2) learning (research stress, helping students across conceptual thresholds, feelings of uncertainty and letting students down), and 3) institutional (expectations, time, balance, language, role as advocate and gatekeeper).
- Details supervisor strategies for wellbeing and resilience.

Pyhältö, K., Vekkaila, J., & Keskinen, J. (2015). **Fit matters in the supervisory relationship: Doctoral students and supervisors' perceptions about the supervisory activities**. *Innovations in Education and Teaching International*, 52(1), 4–16.
https://doi.org/10.1080/14703297.2014.981836

- Compares doctoral student and supervisor perceptions of supervisory activities across faculties.
- Having similar views about supervision is important — to avoid problems and promote satisfaction and resilience.

Huet, I. & Casanova, D. (2020) **Exploring the professional development of online and distance doctoral supervisors**.

Innovations in Education and Teaching International.
https://doi.org/10.1080/14703297.2020.1742764

- Examines changing trends in graduate student supervision, especially in supervisory environments (e.g. increase in informal and distance supervision).
- Presents a model for the professional development of supervisors engaging in distance supervision that can be adapted and implemented by institutions.

SECTION IV
DISCLOSURES

Scene Summary and Themes

   This scene portrays an instance of a possible inappropriate disclosure. A graduate supervisor (Terry) may have revealed the mental health condition of one student to another student (Daniel). Daniel is uncomfortable with the possible disclosure and wonders if Terry has told others about Daniel's own PTSD. He turns to Paul, a staff member in their institution's accessibility and diversity unit, to discuss how he feels about what happened and explore possible resolutions.

[CW // depictions of systemic ableism, student in crisis, possible violation of privacy]

Characters:

- Daniel – graduate student
- Paul – accessibility and diversity staff member
- Terry – Daniel's supervisor (not seen)

Potential themes for discussion:

- Personal disclosure
- Privacy violations
- Confidentiality
- Minority representation
- Unclear communication
- Accessibility/ accommodations
- Conceptions of disability
- Invisible/visible disability
- Neurodiversity
- Safe/inclusive space messaging

Prompting participants to consider how the dynamics of the situation might be different if Daniel had a visible disability instead can lead to a particularly fruitful line of discussion.

Scene:

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://pressbooks.bccampus.ca/rocktheboat/?p=326#h5p-5

Script:

Disclosures Script

13. Discussion Questions

These questions are drawn from our experience using the four scenes and are intended to help you facilitate discussion. Some questions lend themselves more to particular groups (faculty members, graduate students, mixed groups). None are mandatory. The discussions are meant to be organic in nature, led by the participants and the issues they feel to be important. Your groups may focus on some of the questions below or may raise entirely different issues. If participants are engaging with the video, rest assured that their contributions are relevant!

Warm-up Questions

- Before we start the discussion, did you find anything confusing or unclear in the scene?
- Did a particular character, or line in the dialogue, resonate for you?

Communication

Terry's email to Daniel leaves a lot of important details unspecified and this seems to at least partially contribute to Daniel's reaction. For instance, it is never made explicit that Terry disclosed details about Daniel's PTSD to the other student. Likewise, while Terry discloses details of the other student's condition to Daniel, we aren't made aware of the details of Terry's conversation with the other student.

- Daniel immediately assumes Terry has disclosed details of his PTSD to the other graduate student and wonders if Terry might have similarly disclosed these details to others. Why might this be Daniel's initial interpretation of the situation?
- Would Terry's actions have been appropriate if Terry received consent from the other student beforehand to share the details of her PTSD with Daniel?
- How could Terry have communicated to Daniel in this situation such that it might have been received more positively by Daniel?
- To what extent, if any, could a greater understanding of what it is like to have PTSD contribute to Terry's ability to communicate better in this situation or support Daniel more generally? How could the university support supervisors develop this understanding?

Disclosure

We aren't told why Daniel or the other graduate student disclosed details of their PTSD to Terry in the first place; however, universities will often require students to disclose extremely personal health information or intimate details of traumatic events to receive even basic "accommodations."

- What other factors might have led Daniel or the other graduate student to make this disclosure to Terry?
- To what extent does this process of requiring disclosures to receive "accommodations" result from or contribute to an atmosphere of distrust between the university, faculty, and graduate students?
- How might you reimagine this system so as to be more equitable and supportive?

Representation

It's often argued that a crucial component of attempts to increase equity, diversity, and inclusivity at universities involves a greater representation of individuals from minority and marginalized communities in meaningful decision or policy making roles. This is all the more important when the decisions and policies being made impact those minority and marginalized communities.

Daniel expresses that he now feels like he has to be an ambassador for the neurodivergent community.

Messaging

University messaging increasingly focuses on demonstrating visible diversity, a commitment to inclusivity, and support for marginalized people; however, neither Daniel nor Paul seem to think that the university has lived up to these commitments. Daniel comments that

the dissonance between the messaging and actual reality makes him "feel crazy sometimes." At one point, he also says: "I'm wasting your time. I'm just being weird, I'm such a baby, it shouldn't have bothered me so much."

- How might the dissonance between the university messaging and Daniel's lived experience at the university be contributing to his reaction in this situation?
- How might the university messaging contribute to his feeling that these are not legitimate concerns or that he just needs to be more resilient?
- What could the university do differently to better achieve their proclaimed goals and ideals? What is it already doing that is working well?

Resolution

Daniel wants to resolve this situation with Terry, but seems more focused on preventing these situations in the future. Likewise, Paul suggests a number of ways to manage this situation, such as filing a complaint or setting up a meeting, but admits that his ability to enact broader change is limited.

- How effective do you think Paul's suggestions will be in managing this situation?
- What advice would you offer Daniel for resolving this situation with Terry or working towards preventing these situations in the future?
- If you were to create institutional guidelines or changes to prevent this kind of situation from happening, what would they look like?
- If Paul had more institutional power and authority, what changes do you think he would make? What changes would you want him to make?

Wrap up

- If you could rewrite the ending to this scene, what would it look like and why?

14. Additional Resources

Ryan, T., Baik, C., & Larcombe, W. (2021). **How can universities better support the mental wellbeing of higher degree research students? A study of students' suggestions**. *Higher Education Research & Development*, 1-15. https://doi.org/10.1080/07294360.2021.1874886

- Notes data on high rates of psychological distress among graduate students and asks students for suggestions on what could be done to improve their wellbeing.
- Identifies nine primary themes within responses, the four most prominent being: culture and community; support services; supervisors and supervision practices; peer engagement and networking.
- Argues for a refined roadmap of policy, action and research to better understand and address high levels of psychological distress.
- Findings suggest that graduate students are likely to benefit from a whole-of-university approach to supporting their wellbeing, and from an academic research culture that values the wellbeing of all its members.

Williams June, A. (2021, May 17). **Students struggling with mental health often confide in professors. They want more guidance on how to help**. The Chronicle of Higher Education.
https://www.chronicle.com/article/students-struggling-with-mental-health-often-confide-in-their-professors-they-want-more-guidance-on-how-to-help

- Study conducted in Spring, 2021 found nearly eight out of 10 professors had a one-on-one conversation with a student about mental health in the previous 12 months, but less than 30

per cent reported receiving training from their institution.

- One in five faculty report having 10+ conversations with students about their mental or emotional health.
- 70 per cent of professors want to better understand mental-health issues and would like training; 61 per cent support mandatory mental-health crisis response training for faculty.
- One in five professors report their own mental health suffered through supporting students without support/training.
- Nearly 50 per cent agree or strongly agree that their institution should invest more resources to support faculty mental health and wellbeing.

Skallerup Bessette, Lee. (2020, September 22). **Staff get little to no say in campus governance. that must change.** The Chronicle of Higher Education. https://www.chronicle.com/article/staff-get-little-to-no-say-in-campus-governance-that-must-change

- University staff often characterized as useless "administrative bloat." They have little say in institution governance and lack protections to express disagreement with policies.
- Staff need to be proactively given a voice and treated as colleagues. They could be allies to faculty and students in disagreeing with administration.
- Little support, or active discouragement, of faculty-staff collaboration leads to overtaxed faculty.
- Need to overhaul governance system and create permanent structures that meaningfully integrate staff into governance and addressing problems on campus (rather than more ad hoc committees or temporary empowerment).

SECTION V
CONTENTIOUS AUTHORSHIP

Scene Summary and Themes

This scene delves into graduate student expectations regarding the authorship of scientific papers, and the issue of competition between peers. It also explores the wellbeing of women of colour (WOC) in academic environments. Erika, a graduate student, argues with Markus, her senior colleague, about the significance of her contribution to a recent manuscript, and her desire to be recognized as a co-author. Sandra, their supervisor, intervenes to diffuse tension between the two graduate students.

Note on scene options: We offer a choice between two alternate endings which present two different strategies taken by Sandra to manage the conflict. Depending on the goals and make-up of the group, you may wish to only share one ending or share both endings. Sharing one ending at a time with discussion in between can generate interesting discussion comparing the two endings.

Characters:

- Erika – graduate student
- Markus – senior graduate student
- Sandra – Erika and Markus' supervisor
- Jaspreet – Paper co-author (not seen)

Core themes for discussion:

- Gender/race dynamics
- Unequal distribution of labour
- Unpaid/unvalued labour
- Possible staff role
- Institutional factors contributing to or alleviating these issues
- Conception of knowledge production and ownership
- Publish or perish academic norms
- Inequitable practices in publication
- Peer relationships

Scene:

Ending One:

> *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://pressbooks.bccampus.ca/rocktheboat/?p=329#h5p-3*

Ending Two:

> *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://pressbooks.bccampus.ca/rocktheboat/?p=329#h5p-4*

Script:

Contentious Authorship Script v1 & 2

15. Discussion Questions

These questions are drawn from our experience using the four scenes and are intended to help you facilitate discussion. Some questions lend themselves more to particular groups (faculty members, graduate students, mixed groups). None are mandatory. The discussions are meant to be organic in nature, led by the participants and the issues they feel to be important. Your groups may focus on some of the questions below or may raise entirely different issues. If participants are engaging with the video, rest assured that their contributions are relevant!

Note on multiple endings: Due to this scene having multiple endings, some questions may need to be rephrased slightly if your group has only watched one ending. When there are references to a particular ending, we've noted this. If your group didn't watch the scene referenced, you could always pose this as a hypothetical scene ending so as to be able to still ask the related discussion questions.

Warm-up Questions

- Before we start the discussion, did you find anything confusing or unclear in the scene?
- Did a particular character, or line in the dialogue, resonate for you?

Authorship

- Why is Erika's inclusion as an author such a contentious and sensitive issue? Would including her as an author actually result in negative consequences for Markus?
- This scene only considers the issue of Erika's inclusion as an author. Assuming she is added, how should they approach the question of authorship order?
- Are there any norms or practices around authorship in your discipline that you would change

to make it a more equitable and fair practice?

Administrative Work

Markus seems to inadvertently leave the task of taking notes to Erika and she comments on the fact that marginalized people often are tasked with a disproportionate amount of administrative works. This work also tends to be valued significantly less than other tasks, such as research or writing.

- What are some of the factors that contribute to this unequal distribution of types of work?
- Why do you think certain types of labour are valued so much less while also often equally essential parts of the research and publication process?
- How could the department or university address these disparities?

Peer Relationships

Erika's inclusion as an author is causing tension between Erika and Markus and negatively impacting their ability to collaborate effectively on other projects. We're also told that Markus is sharing authorship on this paper with Jaspreet, who isn't present for any of the conversations that take place in this scene.

- How would you feel if you were Jaspreet and not included in any of these conversations or decisions?
- How are peers and colleagues able to contribute positively or negatively to other's wellbeing?
- What factors contribute to Markus's confidence throughout this scene? What about Erika's hesitancy in speaking out?
- How could recognizing his own positionality enable Markus to better understand and support Erika?

Intergenerational Interactions

In Ending B, Sandra mentions to Markus that things were worse when she was in graduate school. She describes how she had to "pay her dues" by polishing much of her supervisor's work. Markus also describes having "helped out" on papers for older graduate students while he was a more junior graduate student.

- (Ending B) If you were in Markus' position, how would Sandra's comment make you feel? Supported or dismissed? Why?
- (Ending B) Likewise, if you were in Erika's position, how would Markus' comment make you feel and why?
- (Either Ending) How do you think Sandra's own graduate experience impacts how she handles this situation or how she approaches her role as a supervisor more generally?
- (Either Ending) How might this experience impact Erika or Markus' approach to supervision if they find themselves supervising graduate students in the future?

Resolution

- (If your group watched both endings) What are some of the strengths and weaknesses of each ending?
- What steps would you recommend to Erika and Markus to ensure their future collaboration is successful?
- What advice would you offer to Sandra to ensure her supervision is supportive and successful?
- Imagine yourself as a staff member whom Sandra, Markus, or Erika approaches for help. What advice would you give them and how would you go about it?

Wrap up

- If you could rewrite the ending to this scene, what would it look like and why?

16. Additional Resources

Whose name should go first? By Adam Crymble. December 4, 2013. https://www.universityaffairs.ca/career-advice/career-advice-article/whose-name-should-go-first/

- Tensions related to authorship can be alleviated by discussing as early as possible – when first pitching project ideas to potential collaborators, as soon as a student arrives, or when first being asked to collaborate on a project
- Authorship norms vary widely across disciplines, so it's especially important to discuss early in a project when working with colleagues in other disciplines
- Framing the conversation around discussing intended project outputs or perspectives on authorship generally can be better for initiating the conversation.

Jairam, D., & H. Kahl Jr., D. (2012). **Navigating the doctoral experience: The role of social support in successful degree completion**. *International Journal of Doctoral Studies*, 7, 311–329. https://doi.org/10.28945/1700

- Focuses on impact of social support on doctoral degree completion.
- Links stress and feelings of social isolation to doctoral attrition.
- States that social support can mediate negative effects of stress.
- Recommends graduate students to: a) align with a small group of academic friends and prepare for inevitable peer competition, b) educate and seek assistance from family members, c) establish good rapport with a doctoral adviser.

Halse, C. (2011). **'Becoming a supervisor': The impact of doctoral supervision on supervisors' learning.** *Studies in Higher Education*, 36(5), 557–570. https://doi.org/10.1080/03075079.2011.594593

- Focuses on what and how supervisors learn from doctoral supervision relationships.
- Supervisors learn about social and political context of supervision (learning the 'rules of the game' and self-protective strategies) and respond differently depending on seniority/cultural capital.
- Supervisors also learn about: Disciplined supervision (creating a professional relationship with students); self and other within the relationship (being more adaptive and responsive to student needs, learning through failure and acknowledging power dynamics); their own academic discipline (gaining insights from students).

Cardilini, A. P., Risely, A., & Richardson, M. F. (2021). **Supervising the PhD: identifying common mismatches in expectations between candidate and supervisor to improve research training outcomes.** *Higher Education Research & Development*, 1-15. https://doi.org/10.1101/2020.02.20.958520

- Investigates impacts of common mismatches between PhD candidates and supervisors on research training outcomes and mental health.
- PhD candidates and supervisors differ in expectations of guidance given and in the perceived impact of the relationship on mental wellbeing.
- Supervisors believe they give more guidance to candidates than candidates perceive.
- Personal expectations and research progress negatively influenced over half of all candidates' mental health.

- Provides four suggestions to supervisors to increase effective communication, avoid potential conflict and promote candidate success and wellbeing.

NO OTHER CHOICE

Scene Summary and Themes

This scene highlights the challenges of balancing professional and personal responsibilities, and how that can influence wellbeing. It features an interaction between an international graduate student (Ingrid) and her supervisor (Judith) around the student's request to take leave from her studies to attend to some urgent issues back home. The conversation doesn't go as smoothly as Ingrid hoped. She feels threatened by Judith's suggestion that a leave may shut down her lab projects and negatively impact her reference letters.

Note on the different versions: We offer two distinct versions of this scene. One version features a monologue by Ingrid at the end. The second version has exactly the same content, except that the scene concludes before Ingrid's monologue. Ingrid's monologue helps to make a number of subtle issues more explicit to the audience. We recommend using the version *with* the monologue in sessions with new or less experienced participants, whereas the version *without* monologue may be used with more senior or

experienced participants. Note that the monologue can be very powerful and elicit strong emotional responses in participants, so this should factor into the version choice as well.

Characters:

CW // reference to critically ill family member; depiction of veiled threat and possible psychological abuse, racism

- Ingrid – graduate student
- Judith – Ingrid's supervisor

Potential themes for discussion:

- International graduate student or faculty experience
- Work/life balance
- Isolation
- Possible staff role
- Possible recourse to threats or psychological abuse
- Institutional factors contributing to or alleviating these issues
- Abuse of letters of recommendation
- Personal disclosure
- Cultural conflict

Scene:

No Monologue:

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://pressbooks.bccampus.ca/rocktheboat/?p=332#h5p-6

With Monologue:

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://pressbooks.bccampus.ca/rocktheboat/?p=332#h5p-7

Script:

No Other Choice Script

17. Discussion Questions

These questions are drawn from our experience using the four scenes and are intended to help you facilitate discussion. Some questions lend themselves more to particular groups (faculty members, graduate students, mixed groups). None are mandatory. The discussions are meant to be organic in nature, led by the participants and the issues they feel to be important. Your groups may focus on some of the questions below or may raise entirely different issues. If participants are engaging with the video, rest assured that their contributions are relevant!

Warm-up Questions

- Before we start the discussion, did you find anything confusing or unclear in the scene?
- Did a particular character, or line in the dialogue, resonate for you?

International Experience

- What are some unique challenges that international graduate students face in graduate school?
- Similarly, what are some unique challenges that faculty or staff from abroad may face?
- How can a supervisor and graduate student having distinct cultural backgrounds positively or negatively impact their relationship?
- Are there steps that the department or university could take to mitigate potential harms or conflicts that might arise as the result of cultural misunderstandings?

Interpersonal Dynamics

The meeting begins with a somewhat awkward exchange between Judith and Ingrid about Ingrid's top. Judith goes on to describe her own graduate school experience as "a big party and she is "amazed" to have graduated. Later in the

conversation, Judith expresses "mothers are everything" and dabs her eyes with a tissue.

- If you were Ingrid, how would you experience these comments and the way they're delivered?
- How could Judith have responded in a more supportive and helpful manner?
- Is it appropriate for Judith to disclose all of these personal details to Ingrid? How does Judith doing so impact the dynamics of the conversation?
- Should Ingrid be required to tell Judith the personal details of her mother's health to secure a leave of absence?

Isolation

Towards the beginning of the scene, Judith asks Ingrid if she's still feeling isolated in a dramatic hushed whisper. After Ingrid's brief reply, Judith turns the subject to her own, much more enjoyable experience in graduate school in Montreal.

Why do you think Judith asks if Ingrid's still feeling isolated in this manner? How might it come off to Ingrid?

- What role (if any) should supervisors play in supporting their graduate students with isolation or other aspects of graduate school that might impact one's mental health?
- How could the department or university better support supervisors navigate these types of conversations with their graduate students?
- How could the department or university better support graduate students experiencing isolation or similar issues?

Intergenerational Interactions

- How might Judith's own experiences in graduate school or with her mother influence how she engages in this situation or how she approaches her role as a supervisor more generally?
- How might this experience impact Ingrid's approach to supervision if she finds herself supervising graduate students in the future?

Leave of Absence

Ingrid informs Judith that she's already finalizing a leave of absence seemingly without having discussed the situation with Judith prior to this interaction. Judith initially responds out of what seems to be concern for Ingrid's momentum, research, and future; however, the tone quickly changes.

- Should Ingrid have discussed taking a leave before this point? Why might she not have done so?
- If you were Judith, how would you feel when Ingrid informs you that she's almost finalized a leave of absence?
- How much of Judith's response do you think is actually motivated by genuine concern for Ingrid's research and future career?
- Does Ingrid have any viable recourse as a response to Ingrid's threat?
- How could the practice of using letters of recommendation as part of application process to schools and jobs be made more equitable and less open to abuse?

Resolution

- What steps would you recommend to Ingrid to ensure her research project and relationship with Judith is successful?

It can be useful to consider this question from different points of view, e.g., advice given from a peer vs another faculty or staff advisor.

- What advice would you offer to Judith to ensure her supervision is supportive and successful?
- Imagine yourself as a staff member whom Ingrid or Judith approaches for help. What advice would you give them and how would you go about it?

Wrap up

- If you could rewrite the ending to this scene, what would it look like and why?

18. Additional Resources

How our treatment of international students fails EDI goals in Canada by Benjamin Maiangwa, Antony Puddephatt, and Oluwatomi Akinyede. September 12, 2023.

https://www.universityaffairs.ca/opinion/in-my-opinion/how-our-treatment-of-international-students-fails-edi-goals-in-canada/

- Argues that one of the main barriers to the pursuit of EDI goals in post-secondary education stems from inadequate financial and cultural supports for international students from the Canadian government and the university.
- International graduate students face much higher tuition, higher costs of travel and accommodation, and are often denied many opportunities and positions that domestic students are guaranteed.
- International graduate students need to be financially subsidized at least as much as domestic students to achieve EDI goals in universities and Canadian economy more broadly.

Negotiation: A skill that can transform your graduate school experience and beyond by Ceryl Tan and E. Idil Temel. May 2, 2023.

https://www.universityaffairs.ca/career-advice/graduate-matters/negotiation-a-skill-that-can-transform-your-graduate-school-experience-and-beyond/

- Engaging in successful negotiation will be required throughout graduate school (e.g., negotiating research projects, funding, time management, authorship, milestones, and job offers) and managing it well can have a direct impact on success.
- Try to have the conversations as early as possible, be professional, and come with a clear vision and set of reasons.

Be humble, but unapologetic.

- If negotiation fails, reach out to an independent third-party, such as your graduate committee, advisory team, or coordinator

Adrian-Taylor, S. R., Noels, K. A., & Tischler, K. (2007). **Conflict between international graduate students and faculty supervisors: Toward effective conflict prevention and management strategies**. *Journal of Studies in International Education*, 11(1), 90–117. https://doi.org/10.1177/1028315306286313

- Focus on common areas of conflict in supervisory relationships with international graduate students.
- Argues need for conflict management and prevention in these relationships (involving a third person who is nonjudgmental, will offer solutions and has conflict management training).
- Outlines common sources of conflict: differing expectations about responsibilities and relationship; lack of useful feedback; differing values about important skills; lack of respect, openness, time, support/guidance and communication.

Dimitrov, N. (2009). **Western guide to mentoring graduate students across cultures.** Western University Centre for Teaching and Learning. Purple Guides, 4. Retrieved from https://ir.lib.uwo.ca/cgi/ viewcontent.cgi?article=1004&context=tsc-purple-guides

- Highlights recurring challenges, discusses impact of culture on the relationship and provides concrete suggestions for building positive relationships across cultures.
- Identifies five primary challenges: assumptions about the nature of research and knowledge production; cultural differences in power and status; differing needs for saving face;

cultural differences in communication styles; expectations about following rules.
- Includes case studies to promote reflection/discussion about the material and additional resources available for faculty and students at the university.

Skarakis-Doyle, E., & McIntyre, G.L. (2008). **Western guide to graduate supervision**. Western University Centre for Teaching and Learning. Purple Guides, 3. Retrieved from https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1005&context=tsc-purple-guides

- Guide for effective supervision based on focus groups and surveys with graduate students and faculty.
- Focus on graduate supervision as a form of pedagogy.
- Offers tips and strategies from experienced supervisors and includes additional resources.

Appendix A: Available Support Venues

Mental Health and Wellbeing Community Based Resources

Crisis Services Canada

This helpline and website are available to all Canadians seeking support.
  https://www.crisisservicescanada.ca/en
  Phone 1-833-456-4566

The Trevor Project

The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13 to 24.
  https://www.thetrevorproject.org
  Phone 1-866-488-7386

Trans Lifeline

Trans Lifeline is a grassroots peer support community for trans people in crisis. Trans and questioning people can call the hotline

to talk to community members with shared lived experiences. Available in English and Spanish.

https://www.translifeline.org

Phone 1-877-330-6366

Wellness Together Canada

The Wellness Together Canada portal addresses the rise in mental health and substance use concerns relating to the COVID-19 pandemic. They provide free access for all to everything from online tutorials to live virtual counselling.

https://ca.portal.gs

For immediate support:

Adults: Phone 1-866-585-0445 or Text WELLNESS to 741741

Frontline workers: Text FRONTLINE to 741741

B.C.-Based Services

CRISIS CENTRE B.C.

The Crisis Centre offers 24/7 phone call support by trained crisis responders.

https://crisiscentre.bc.ca

Anywhere in B.C. 1-800-SUICIDE: 1-800-784-2433

Mental Health Support Line: 310-6789

Vancouver Coastal Regional Distress Line: 604-872-3311

Sunshine Coast/Sea to Sky: 1-866-661-3311

Seniors Distress Line: 604-872-1234

Online Chat Service for Youth: www.YouthInB.C..com (Noon to 1am)

Online Chat Service for Adults: www.CrisisCentreChat.ca (Noon to 1am)

Foundry

Foundry offers virtual drop-in counselling sessions, youth and caregiver peer support, primary care and group offerings to young people ages 12 to 24 and their caregivers.

https://foundryBC.ca

HERE2HELP B.C.

Here2Help is a project of the B.C. Partners for Mental Health and Substance Use Information.

It provides a variety of free resources, helplines and web forums to support individuals in British Columbia — including screening tests, personal stories and information on how to access counselling and other supports.

https://www.heretohelp.bc.ca

HERE2TALK B.C.

Here2Talk connects students with mental health support when they need it. Through this program, all students currently registered in a B.C. post-secondary institution have access to free, confidential counselling and community referral services, conveniently available 24/7 via app, phone and web.

https://here2talk.ca/home

UBC-Based Services for Students

Therapy Assistance Online (TAO)

UBC students can use TAO Self-Help to manage wellbeing with tools on stress, relationship problems, substance use and more. Register with a UBC email, which you can set up for free.

  https://www.taoconnect.org

UBC Counselling Services

In addition to offering same-day phone counselling, UBC counselling services also offers wellness advising, Indigenous student support and group counselling programs.

  https://students.ubc.ca/health/counselling-services
  Phone 604-822-3811

UBC Student Assistance Program (SAP)

UBC SAP provides free, 24/7 personal counselling and life coaching for all UBC students. Services are available by phone, video, face to face (where available), e-counselling and in multiple languages. Also included are Aspiria's AWARE Mindfulness Program and Computerized Cognitive Behavioral Therapy (CCBT) for students who prefer self-guided options.

  Toll-free within North America 1-833-590-1328.

  To access the Aspiria website, UBC Vancouver students login using *UBCV* for both the student code and password, UBC Okanagan students use *UBCO* for both the student code and password.

UBC Wellness Centre

UBC Wellness Centre Online offers a Canvas space for engaging in topics relevant to your wellbeing, wherever you are. All UBC students can self-enroll using this link: https://canvas.UBC.ca/enroll/PCNEN4

UBC-Based Services for Staff and Faculty

Faculty and Staff Mental Health Resources

UBC Human Resources offers tools, resources, training and workshops to support the mental health and wellbeing of staff and faculty.
  https://hr.UBC.ca/health-and-wellbeing/living-well/mental-health

Appendix B: Scripts

Facilitators may find it helpful to refer to the script accompanying a scene to draw attention to specific points or words and phrases that are impactful during discussion. The script may also be offered to participants to increase workshop accessibility and ensure universal access.

> Scripts for each scene are provided below. Importantly, the scripts are provided as a **supplement** to the scenes, **not a replacement** of viewing the scenes together. If you're interested in using the scripts in an alternative way, such as to enact readers theatre, please contact us to discuss first (rock.the.boat@UBC.ca)

Zoom Fatigue Script
   Contentious Authorship Script v1 & 2
   No Other Choice Script (With Monologue)
   Disclosures Script

Appendix C: Compiled Additional Resources

General Resources

Spotlight on best graduate supervision practices by Mohamed Berrada and Daniel Halton. September 13, 2023. https://www.universityaffairs.ca/features/feature-article/spotlight-on-best-graduate-supervision-practices/

- Best practices discussion with a range of graduate supervision award winners
- Practices discussed include:
  - focusing on developing student independence and autonomy even if that means making mistakes
  - remembering that each student is a unique individual
  - stressing the broader picture of their research
  - maintaining regular contact
  - showing humanity and empathy to students

Dericks, G., Thompson, E., Roberts, M., & Phua, F. (2019). **Determinants of PhD student satisfaction: The roles of supervisor, department, and peer qualities**. *Assessment & Evaluation in Higher Education*, 44(7), 1053–1068. https://doi.org/10.1080/02602938.2019.1570484

- Examines PhD student satisfaction across 63 universities in 20 countries.
- Finds that supervisor supportiveness, along with academic qualities and supportiveness of departments, has greatest

impact on PhD student satisfaction.
- Explores how increased satisfaction would contribute to PhD student wellbeing and performance.

Mackie, S. A., & Bates, G. W. (2019). **Contribution of the doctoral education environment to PhD candidates' mental health problems: A scoping review**. *Higher Education Research & Development*, 38(3), 565–578. https://doi.org/10.1080/07294360.2018.1556620

- Reviews current literature on PhD candidates' mental health, with four primary outcomes: 1) Issues affecting PhD candidate mental health are multifaceted and interrelated, 2) need better alignment between interventions and stressors identified in literature, 3) need better designed, standardized instruments to validate stressors and evaluate interventions, 4) need updated typologies that include the full range of stressors.
- Discusses connection between PhD candidate mental health and supervisor relationships and whole research ecosystem.
- Examines interventions for mental health among PhD candidates, finding: 1) they are not well aligned to contributing factors, 2) they are focused on treating symptoms rather than underlying causes of mental health issues.

Hargreaves, C.E., De Wilde, J.P., Juniper, B. and Walsh, E. (2017). **Re-evaluating doctoral researchers' well-being: what has changed in five years**. Imperial College London. Retrieved from https://www.imperial.ac.uk/media/imperial-college/study/graduate-school/public/well-being/Wellbeing-for-GS.pdf

- Found: a decline in graduate student wellbeing from 2009 to 2014; lower degree of satisfaction for women; wellbeing declines with advancing stages of doctorate.

- Threats to wellbeing include developmental and career uncertainty, along with changing contexts and communities.
- Top 10 impacts on wellbeing similar between earlier and later study, but the impact was greater in 2014. (Supervisory issues fall in the middle of the top 10.)
- Four primary recommendations: Enhance integrated support for doctoral students, in particular female students; improve support for later stage doctoral researchers; develop training and understanding of wellbeing for all staff who engage with doctoral students; improve signposting of support to all (staff and students).

No Other Choice

How our treatment of international students fails EDI goals in Canada by Benjamin Maiangwa, Antony Puddephatt, and Oluwatomi Akinyede. September 12, 2023.

https://www.universityaffairs.ca/opinion/in-my-opinion/how-our-treatment-of-international-students-fails-edi-goals-in-canada/

- Argues that one of the main barriers to the pursuit of EDI goals in post-secondary education stems from inadequate financial and cultural supports for international students from the Canadian government and the university.
- International graduate students face much higher tuition, higher costs of travel and accommodation, and are often denied many opportunities and positions that domestic students are guaranteed.
- International graduate students need to be financially

subsidized at least as much as domestic students to achieve EDI goals in universities and Canadian economy more broadly.

Negotiation: A skill that can transform your graduate school experience and beyond by Ceryl Tan and E. Idil Temel. May 2, 2023. https://www.universityaffairs.ca/career-advice/graduate-matters/negotiation-a-skill-that-can-transform-your-graduate-school-experience-and-beyond/

- Engaging in successful negotiation will be required throughout graduate school (e.g., negotiating research projects, funding, time management, authorship, milestones, and job offers) and managing it well can have a direct impact on success.
- Try to have the conversations as early as possible, be professional, and come with a clear vision and set of reasons. Be humble, but unapologetic.
- If negotiation fails, reach out to an independent third-party, such as your graduate committee, advisory team, or coordinator.

Adrian-Taylor, S. R., Noels, K. A., & Tischler, K. (2007). **Conflict between international graduate students and faculty supervisors: Toward effective conflict prevention and management strategies**. *Journal of Studies in International Education*, 11(1), 90–117. https://doi.org/10.1177/1028315306286313

- Focus on common areas of conflict in supervisory relationships with international graduate students.
- Argues need for conflict management and prevention in these relationships (involving a third person who is nonjudgmental, will offer solutions and has conflict management training).
- Outlines common sources of conflict: differing expectations about responsibilities and relationship; lack of useful feedback;

differing values about important skills; lack of respect, openness, time, support/guidance and communication.

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- Highlights recurring challenges, discusses impact of culture on the relationship and provides concrete suggestions for building positive relationships across cultures.
- Identifies five primary challenges: assumptions about the nature of research and knowledge production; cultural differences in power and status; differing needs for saving face; cultural differences in communication styles; expectations about following rules.
- Includes case studies to promote reflection/discussion about the material and additional resources available for faculty and students at the university.

Skarakis-Doyle, E., & McIntyre, G.L. (2008). **Western guide to graduate supervision**. Western University Centre for Teaching and Learning. Purple Guides, 3. Retrieved from https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1005&context=tsc-purple-guides

- Guide for effective supervision based on focus groups and surveys with graduate students and faculty.
- Focus on graduate supervision as a form of pedagogy.
- Offers tips and strategies from experienced supervisors and includes additional resources.

Disclosures

Ryan, T., Baik, C., & Larcombe, W. (2021). **How can universities better support the mental wellbeing of higher degree research students? A study of students' suggestions**. *Higher Education Research & Development*, 1-15. https://doi.org/10.1080/07294360.2021.1874886

- Notes data on high rates of psychological distress among graduate students and asks students for suggestions on what could be done to improve their wellbeing.
- Identifies nine primary themes within responses, the four most prominent being: culture and community; support services; supervisors and supervision practices; peer engagement and networking.
- Argues for a refined roadmap of policy, action and research to better understand and address high levels of psychological distress.
- Findings suggest that graduate students are likely to benefit from a whole-of-university approach to supporting their wellbeing, and from an academic research culture that values the wellbeing of all its members.

Williams June, A. (2021, May 17). **Students struggling with mental health often confide in professors. They want more guidance on how to help**. The Chronicle of Higher Education.

https://www.chronicle.com/article/students-struggling-with-mental-health-often-confide-in-their-professors-they-want-more-guidance-on-how-to-help

- Study conducted in Spring, 2021 found nearly eight out of 10 professors had a one-on-one conversation with a student about mental health in the previous 12 months, but less than 30 per cent reported receiving training from their institution.

- One in five faculty report having 10+ conversations with students about their mental or emotional health.
- 70 per cent of professors want to better understand mental-health issues and would like training; 61 per cent support mandatory mental-health crisis response training for faculty.
- One in five professors report their own mental health suffered through supporting students without support/training.
- Nearly 50 per cent agree or strongly agree that their institution should invest more resources to support faculty mental health and wellbeing.

Skallerup Bessette, Lee. (2020, September 22). **Staff get little to no say in campus governance. that must change.** The Chronicle of Higher Education. https://www.chronicle.com/article/staff-get-little-to-no-say-in-campus-governance-that-must-change

- University staff often characterized as useless "administrative bloat." They have little say in institution governance and lack protections to express disagreement with policies.
- Staff need to be proactively given a voice and treated as colleagues. They could be allies to faculty and students in disagreeing with administration.
- Little support, or active discouragement, of faculty-staff collaboration leads to overtaxed faculty.
- Need to overhaul governance system and create permanent structures that meaningfully integrate staff into governance and addressing problems on campus (rather than more ad hoc committees or temporary empowerment).

Zoom Fatigue

Is academic Imposter Syndrome an imposter? by Bailey Sousa and Alexander Clark. September 28, 2023.

   https://www.universityaffairs.ca/career-advice/effective-successfull-happy-academic/is-academic-imposter-syndrome-an-imposter/

- Argues that the concept of imposter syndrome in academia needs to be reevaluated as possibly "cast[ing] deeply embedded systemic failures as individual psychological failings to be fixed."
- Recognizing the links between Imposter Syndrome and the systemic biases and discrimination can help counter compounding shame and refocus on addressing systemic inequities
- Self-affirmations, thinking about successes in the third person, and a growth mindset may help counteract Imposter Syndrome.

   Six steps for stellar student-supervisor meetings by Alexander Clark and Bailey Sousa. April 3, 2023.

   https://www.universityaffairs.ca/career-advice/effective-successfull-happy-academic/six-steps-for-stellar-student-supervisor-meetings/

- A range of useful tips to ensure supervisory meetings are successful
- Be intentional with meetings, plan together beforehand, and assess afterwards
- Agendas can be helpful to note action items, needed follow-ups, and keep track of tangential items that should be covered later
- Openly acknowledge and address perceived and actual power

differentials and structural inequities.

Wisker, G., & Robinson, G. (2016). **Supervisor wellbeing and identity: Challenges and strategies.** *International Journal for Researcher Development,* 7(2), 123–140. https://doi.org/10.1108/IJRD-03-2016-0006

- Interview study to understand supervisors' professional identity, perception of stress in supervision and wellbeing/resilience strategies.
- Identifies three primary categories from responses: 1) personal (relationships), 2) learning (research stress, helping students across conceptual thresholds, feelings of uncertainty and letting students down), and 3) institutional (expectations, time, balance, language, role as advocate and gatekeeper).
- Details supervisor strategies for wellbeing and resilience.

Pyhältö, K., Vekkaila, J., & Keskinen, J. (2015). **Fit matters in the supervisory relationship: Doctoral students and supervisors' perceptions about the supervisory activities**. *Innovations in Education and Teaching International,* 52(1), 4–16. https://doi.org/10.1080/14703297.2014.981836

- Compares doctoral student and supervisor perceptions of supervisory activities across faculties.
- Having similar views about supervision is important — to avoid problems and promote satisfaction and resilience.

Huet, I. & Casanova, D. (2020) **Exploring the professional development of online and distance doctoral supervisors**. *Innovations in Education and Teaching International.* https://doi.org/10.1080/14703297.2020.1742764

- Examines changing trends in graduate student supervision, especially in supervisory environments (e.g. increase in informal and distance supervision).
- Presents a model for the professional development of supervisors engaging in distance supervision that can be adapted and implemented by institutions.

Contentious Authorship

Whose name should go first? By Adam Crymble. December 4, 2013. https://www.universityaffairs.ca/career-advice/career-advice-article/whose-name-should-go-first/

- Tensions related to authorship can be alleviated by discussing as early as possible – when first pitching project ideas to potential collaborators, as soon as a student arrives, or when first being asked to collaborate on a project
- Authorship norms vary widely across disciplines, so it's especially important to discuss early in a project when working with colleagues in other disciplines
- Framing the conversation around discussing intended project outputs or perspectives on authorship generally can be better for initiating the conversation.

Jairam, D., & H. Kahl Jr., D. (2012). **Navigating the doctoral experience: The role of social support in successful degree completion**. *International Journal of Doctoral Studies*, 7, 311–329. https://doi.org/10.28945/1700

- Focuses on impact of social support on doctoral degree completion.
- Links stress and feelings of social isolation to doctoral attrition.
- States that social support can mediate negative effects of stress.
- Recommends graduate students to: a) align with a small group of academic friends and prepare for inevitable peer competition, b) educate and seek assistance from family members, c) establish good rapport with a doctoral adviser.

Halse, C. (2011). **'Becoming a supervisor': The impact of doctoral supervision on supervisors' learning.** *Studies in Higher Education*, 36(5), 557–570. https://doi.org/10.1080/03075079.2011.594593

- Focuses on what and how supervisors learn from doctoral supervision relationships.
- Supervisors learn about social and political context of supervision (learning the 'rules of the game' and self-protective strategies) and respond differently depending on seniority/cultural capital.
- Supervisors also learn about: Disciplined supervision (creating a professional relationship with students); self and other within the relationship (being more adaptive and responsive to student needs, learning through failure and acknowledging power dynamics); their own academic discipline (gaining insights from students).

Cardilini, A. P., Risely, A., & Richardson, M. F. (2021). **Supervising the PhD: identifying common mismatches in expectations between candidate and supervisor to improve research training outcomes**. *Higher Education Research & Development*, 1-15. https://doi.org/10.1101/2020.02.20.958520

- Investigates impacts of common mismatches between PhD candidates and supervisors on research training outcomes and mental health.
- PhD candidates and supervisors differ in expectations of guidance given and in the perceived impact of the relationship on mental wellbeing.
- Supervisors believe they give more guidance to candidates than candidates perceive.
- Personal expectations and research progress negatively influenced over half of all candidates' mental health.
- Provides four suggestions to supervisors to increase effective communication, avoid potential conflict and promote candidate success and wellbeing.

Versioning History

We are always seeking to improve our resource. Please submit your suggestions, recommendations, and/or corrections at rock.the.boat@ubc.ca.

This page lists changes to this book with major changes marked with a 1.0 increase in the version number and minor changes marked with a 0.1 increase.

Version	Date	Change
1.0	October 20, 2021	Pressbook Created
2.0	October 2, 2023	Updated to reflect feedback from sessions questions. Added sections for session organ around specific issues that arise. New insigh A pdf of v.1 is available for download here: R