Rock the Boat

Rock the Boat

Using Theatre to Reimagine Graduate Supervision

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About the Project

> One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.bccampus.ca/rocktheboat/?p=277#video-277-1

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Introduction

About the Resource

Welcome to *Rock the Boat* — an open-access multimedia resource designed to provoke dialogue about graduate supervision relationships within universities, and their impact on student and faculty wellbeing.

Drawing upon the tradition of Research-based Theatre, *Rock the Boat* draws attention to graduate supervision as a vital form of pedagogy, and as rife with challenges — especially relating to equity, inclusion and diversity. By supporting structured and safe dialogue about some of these challenges on campus, we hope to support students, faculty and staff in developing healthy, respectful supervisory relationships, thereby enhancing the wellbeing of all.

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

The scenes can be used in any facilitated group context. You may, for example, wish to use them for graduate student orientation, during equity, diversity and inclusion workshops, for supervisory training sessions, or during faculty or departmental retreats. The scenes are professionally acted and filmed, and this guide will help

you design and facilitate a group session that generates useful dialogue, whatever your specific goals.

    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 — to make this resource freely available to universities throughout Canada and internationally from 2021.

Access

Thank you for your interest in *Rock the Boat: Using Theatre to Reimagine Graduate Supervision.*

A password will be required to access the majority of the primary content of the resource. As an Open Education Resource, we do not wish to limit access to the resource in anyway; however, we have opted for this approach due to the sensitive nature of the content. As a brand new resource using an innovative and novel approach, we would also like to be able to understand how the resource is being used and to be able to update users as the resource is refined and expanded.

You will immediately be given the password upon completion of the following questions on the survey completion page and via email.

The survey is found here: https://ubc.ca1.qualtrics.com/jfe/form/SV_eQVyZyYVWg8SzvU

If you have any questions or concerns, please do not hesitate to reach out to us at rock.the.boat@ubc.ca.

Acknowledgements

Rehana Bacchus, George Belliveau, Jacqui Brinkman, Grant Charles, Chris Cook, Julia Henderson, Brianne Howard, Tal Jarus, Marie Krbavac, Kate McLeod, Yael Mayer, Anne Murphy, Jennica Nichols, Kathy O'Flynn Magee, Theresa Rogers, Karen Ross and Karen Smith.

HOSTING A WORKSHOP

The following sections 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. You'll find:

- Advice on Workshop Design
- Facilitation Tips
- Advice on Mitigating Challenges
- Scene Summaries
- Additional Resources

The scene summaries listed are the same scene summaries that appear at the beginning of each section devoted to that scene.

The additional resources are provided as background information to the project and relevant 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 provided for each individual scene in an [Appendix.](#)

1. Workshop Design

Group Size

The scenes are designed to be viewed in facilitated groups, either in-person or online using a videoconferencing platform such as Zoom. We recommend groups of five to six participants per facilitator and suggest recruiting extra participants to account for no-shows.

Group Composition

This resource was developed for graduate students, university staff and faculty. Although supervisory relationships are exclusive to students and faculty, we find that staff members also offer unique and valuable perspectives. You can design workshop groups with a single type of participants (such as graduate students only) or you can run mixed groups.

Participant Safety

It is important that your participants feel comfortable and safe to engage in honest discussion. To this end, we recommend graduate students facilitate sessions with only graduate student participants. And the same goes for faculty and staff sessions. You will also want to avoid placing graduate students and their supervisors within the same group.

Workshop Duration

Each scene is seven to 10 minutes long. We recommend allocating around 20 to 30 minutes for dialogue after each one. You can choose to structure a short session around just one scene, or a longer session around a series of scenes.

Scene Sequence

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

Facilitator Role

The facilitator role begins with setting up the space, welcoming participants and leading introductions. Then the facilitator 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, they may need to explain technical features of the platform. They should work to keep the discussion focused on session objectives, while allowing room for participants to organically develop ideas and reflections. Facilitators can wrap up with a roundtable of short take-home messages from all participants, once the allotted discussion time is over.

2. Facilitation Tips

Before the Session

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.

We have provided a number of supplementary resources for the project as a whole and for each individual scene. You'll find the relevant resources at the end of this section and 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. Facilitators may also wish to provide one or more to participants as a pre-reading before the session or send one or more to participants following a session.

Setting up the Session

It is helpful for facilitators to enter the workshop space or join the online platform at least 10 to 15 minutes early. This will allow you to test your technology and admit early arrivals.

Preparing Technology

To ensure an optimum screening experience, it is important to

check the **share computer sound** and **optimize screen sharing for video clip** options on your computer. Also be sure to close all background applications, to avoid accidentally displaying sensitive information.

Group Introductions

To break the ice in your group, we suggest reserving the first two to three minutes for roundtable introductions. Ask a light, fun and easy question to help participants get acquainted quickly. For example, you could ask what everyone had for breakfast, or what their favorite activities are.

Pronouns

Introductions are a good time to ask participants for their pronouns and to mention your own. Participants may also add their pronouns to their display name.

Session Outline

Before streaming the scene(s), we recommend you briefly outline to participants what will happen during the session — explain that they will be watching a video and how the discussion will proceed. You can also use [the scene summaries](#) to give them a heads up on scene themes, and a sense of the characters they will encounter.

Video Meeting Etiquette

To ensure a quality viewing and discussion experience, we recommend asking participants to:

- Mute the mic when joining and listening, to reduce background noise. Unmute to speak.
- Show their presence by using video if possible (a lot of communication is non-verbal) and use a virtual background if they wish to protect those around them.
- Avoid disclosing sensitive, personal information about themselves or others during the discussion. If they do share personal experiences, mention roles rather than names (for example, "my faculty advisor," or "the program director").
- Close all background applications to avoid accidentally displaying any sensitive information when screen sharing.

Note Taking

Remind participants to make notes of their thoughts and reflections on the characters, dialogue and any other components of the scenes as they watch them.

Emotional Responses

Before streaming the video you may note that some parts of the scenes might not sit comfortably with everyone. Wellbeing and human relationships are delicate subjects and this is a normal response. Let participants know they can always reach out if they are experiencing a negative emotional reaction. You may also share the support list with them in advance.

Discussion Flow

The questions are designed to help you achieve the session's objectives. However, participants may raise different points or discuss certain parts more deeply than others. Allow for in-depth discussion and don't feel a need to rush to get through all of the questions or prompts provided.

Subtle Messaging

The four scenes are designed to "beat around the bush" and not be too blunt in messaging. Oftentimes, different layers and complexities are referred to subtly in the scene to allow room for facilitated discussion. Expect the audience to point this out and use those subtle notions to move the discussion toward the session objectives.

Tough Crowds

Some participants might not be very forthcoming or interactive. We realize that online communication platforms can be a barrier for individuals who communicate better in-person. It is important to identify those challenges and refer to the next section for tips on navigating them.

Handling Triggers

If participants do find themselves emotionally activated by certain scenes, the facilitator should hold space for this and acknowledge

the challenges that graduate school can bring to emotional wellbeing and mental health. After supporting the participant in the moment, and providing resources (Appendix A), the facilitator can direct the discussion towards more neutral ground.

Repetitions

Participants might repeat certain points as they reflect on a scene. Take note of repetitions, especially by multiple participants — they can be useful take-home messages.

Facilitator Neutrality

You might encounter requests to provide your personal perspective and point of view. As a facilitator, it is best to stay on neutral ground, to foster an encouraging environment for different opinions. For more details about mitigating such a situation, please refer to the next section.

Online Engagement Tools

Additional tools can help you engage your audience in an online discussion, including:

- **Padlet**: Post questions in the Padlet canvas and participants can respond anonymously by double-clicking anywhere on the screen. We suggest you take time to comment on the participants' answers, which can be used to guide the discussion process. Add your own questions to this [Padlet]

[example used in our pilot sessions](#).

- **Zoom's Annotate feature:** Show a Microsoft PowerPoint slide with a question and a series of suggested responses. Participants can then tick or stamp all the options they agree with. Examples will be suggested in the following discussion questions section.

3. Mitigating Challenges

Tips for Facilitating Discussion Online

- Ensure you lay out your questions clearly. Effective questions contain enough information so participants can easily identify what they are asked to reflect on.
- Provide time for participants to respond to questions before jumping in to reframe them. Consider waiting at least three seconds (tip: count to ~five) before speaking.
- 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 and inviting them to voice their ideas.

When Discussion is Not "Working"

The following 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 particular 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.)
- **Patience Game**: Wait for a certain number of hands to be raised before you call on someone.

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

Strategies for Maintaining Neutrality

- Facilitators introduce themselves in the beginning and explain why they're passionate about this work.
- Facilitators say: "I might step out of my neutral role here and say x y z."
- Facilitators try to build on other points made previously in the discussion, and then return the question to the group.
- Facilitators make a point using the third person, emphasizing that this does not represent their point of view, but they understand where it is coming from.

4. 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](#)

5. Additional Resources

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).

PART II
SCENES AND DISCUSSION QUESTIONS

The following section includes access to each scene followed by a list of suggested discussion questions to use while facilitating a session. A brief list of supplementary readings and summaries of key points accompany each scene as well. These readings can be especially helpful for facilitators who wish to develop a greater understanding of the context for and issues within each scene. These may also be provided to participants as pre-reading or as supplementary resources after the completion of a session.

   This section is organized as follows:

- *Zoom Fatigue*: scene summary and video
    - Discussion questions
    - Supplementary resources
- *Contentious Authorshop*: scene summary and video
    - Discussion questions
    - Supplementary resources
- *No Other Choice*: scene summary and video
    - Discussion questions
    - Supplementary resources
- *Disclosures*: scene summary and video
    - Discussion questions
    - Supplementary resources

6. Zoom Fatigue

Scene Summary

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.

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=230#h5p-8

Script:

[Zoom Fatigue Script](#)

7. Discussion Questions

These questions are drawn from our experience piloting 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?

Discussion Question One

Erika is frustrated by her new supervisor's slow response, and insecure about why that might be. Sandra is overwhelmed and also confused by how little she knows about Erika's work.

How do you think institutions can support supervisors and students in mitigating wellbeing issues that might arise from communication problems?

Question Probe: systemic involvement in supporting both graduate student and faculty wellbeing

Discussion Question Two

How important do you think overlapping topics/ methodologies of research are, to satisfying supervisory relationships?

How can a mismatch impact wellbeing?

Discussion Question Three

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 are peers and colleagues related to student wellbeing?

What are the features of Markus's situation that may be helping him maintain his wellbeing?

Are there differences for scholars in Science, Technology, Engineering, and Mathematics fields (STEM)

who work in labs, and lone scholars in the arts and humanities?

Discussion Question Four

Sandra is taking over Alan's supervision load and it is not going as smoothly as hoped.

We thought we might discuss some of the potential reasons why.

For this question, you can use Zoom's Annotate feature. Create a slide on Microsoft PowerPoint with the question above then ask participants to select responses they agree with:

- Sandra did not have a say in taking Alan's students.
- Sandra is not experienced enough to handle the pressure.
- Sandra is not confident enough to handle the pressure.

- Sandra is a woman.

Discuss the participant responses and comment on what they voted for. Also, allow some room for participants to add any points they may have at this point.

Now, imagine yourself as a staff member whom Sandra approaches for help. How would you help her?

This question can be particularly relevant for sessions where staff members are present.

Discussion Question Five

Sandra, a faculty member with supervisory responsibilities, is questioning whether she knows what she's doing.

What do you think might trigger imposter syndrome for women in academia?

> Question Probe: relationship between equity, inclusion, diversity and imposter syndrome
>
> This question can be particularly relevant for sessions including faculty members. If any graduate students are not yet familiar with the pressure of tenure, you may want to explain this.

Discussion Question Six

What steps would you recommend Erika take, to ensure her research project is a success?

Wrap-up Question

What are some of your key take-home messages from this discussion?

Conclude the session by encouraging participants to continue reflecting on key issues arising during discussion and possible actions that would support graduate supervisory relationships.

8. Additional Resources

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.

9. Contentious Authorship

Scene Summary:

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.

Content Warning: This scene can be
emotionally triggering for some participants.

Scene:

Ending One:

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https://pressbooks.bccampus.ca/rocktheboat/?p=232#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=232#h5p-4

Script:

[Contentious Authorship Script v1 & 2](#)

10. Discussion Questions

These questions are drawn from our experience piloting 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?

Discussion Question One

Did you find yourself sympathizing more with Erika or with Markus?

Where do you think each of them was coming from?

Discussion Question Two

Why is authorship a sensitive issue?

What are the consequences of "publish or perish" norms in academia?

Discussion Question Three

Why do you think Erika was hesitant to speak up and voice her concerns at first?

For this question, you can use Zoom's Annotate feature. Create a slide on Microsoft PowerPoint with the question above then ask participants to select responses they agree with:

- She's obviously the weakest link because she's a woman.
- She's obviously the weakest link because she's the junior student.
- She may feel guilty because her colleague is trying to finish, and time is not on his side.
- She may feel unsupported by the supervisor, due to previous experiences.

Comment on participant responses

and probe for issues related to power dynamics and competition between students.

Discussion Question Four

In this scene, Erika talks about experiences of women of colour and administrative work.

What are the potential reasons why women and people of colour (POC) end up doing more than their share of thankless admin work?

Could clearer expectations between supervisor and graduate student have helped avoid this issue? Why? Why not?

<u>Use this question before you play the alternative ending, or if you decide not to play it at all:</u>

How would you reimagine Sandra's approach to solving the issue in this case?

<u>Use this question if you decide to play the alternative ending:</u>

Sandra says, "Back in my day, they called it paying your dues."

How do you think Sandra's own graduate experience is related to how she handles her students' wellbeing in this scenario?

Do supervisors attempt to repeat their own experiences and assume their students should do the same as they did?

> This question can be particularly relevant for sessions where faculty members are present.

Discussion Question Five

What makes it easier or harder for students and faculty to navigate authorship issues?

How does the university support or hinder those efforts?

Wrap-up Question

What are some of your key take-home messages from this discussion?

Conclude the session by encouraging participants to continue reflecting on key issues arising during discussion and possible actions that would support graduate supervisory

relationships.

11. Additional Resources

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.

12. No Other Choice

Scene Summary:

   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 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.

> Content Warning: This scene can be emotionally triggering for some participants. The version *without* Ingrid's monologue will generally be less likely to elicit strong emotional responses.

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=236#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=236#h5p-7

Script:

No Other Choice Script

13. Discussion Questions

These questions are drawn from our experience piloting 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?

Discussion Question One

What elements contribute to the wellbeing of international students in graduate school? How do supervisory relationships influence the wellbeing of international students in particular?

Discussion Question Two

How did you experience Judith's comment on Ingrid's shirt and her question about where she purchased it?

Discussion Question Three

We heard Judith mention her own experience in Montreal

and her own take on Vancouver. She also said: "mothers are everything."

Do you think her own experience was influencing how she was responding to Ingrid?

How do you think the past experience of supervisors can influence their perception of their students' level of commitment to research?

Do supervisors attempt to repeat their own experiences and assume that their students should do the same thing?

Discussion Question Four

It is possible that the work really cannot be paused — maybe there's funding relying on the results or an animal or lab component that cannot be managed.

How would you react in Judith's shoes, if the projects genuinely cannot wait?

Discussion Question Five

When Judith mentions that Ingrid's decision to take a leave may impact her recommendation letters, how do you imagine Ingrid felt?

For this question, you can use Zoom's Annotate feature. Create a slide on Microsoft PowerPoint with the question above then ask participants to select responses they agree with:

- Ingrid felt threatened.
- Ingrid felt powerless and helpless.
- Ingrid felt that taking a leave may be risky and not very wise now.

Comment on participant responses and probe for issues related to power dynamics. You could ask:
Would you use threatening speech, to make a student aware of how important

their work is?

What words might you offer to Ingrid, if you were her friend or fellow student?

Discussion Question Six

Are there any possible alternatives, for both the supervisor and the student in responding to this situation, to avoid the tension?

Wrap-up Question

What are some of your key take-home messages from this discussion?

Conclude the session by encouraging participants to continue reflecting on key issues arising during discussion and possible actions that would support graduate supervisory relationships.

14. Additional Resources

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.

15. Disclosures

Scene Summary:

   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.

   Content Warning: This scene contains references to PTSD and depicts a student in crisis. It may be emotionally triggering for some participants.

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=234#h5p-5

Script:

Disclosures Script

16. Discussion Questions

These questions are drawn from our experience piloting 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?

Discussion Question One

Thinking about the unsolicited piece of information that Daniel received about the other student, one might think that this is a case of dual exposure.

How would that affect the way that the situation is resolved?

Do you think Daniel is more concerned about the email disclosure to him about another student's PTSD, or that his supervisor will have made similar disclosures about Daniel's PTSD to others?

Probe around the need to involve the supervisor.

Discussion Question Two

In the scene, Paul states, "I hope I don't sound like a pamphlet."

How important is direct human interaction when seeking help for wellbeing challenges?

Discussion Question Three

Paul suggested a number of ways to manage the situation, such as filing a complaint and setting up a meeting.

How effective do you think these methods are?

How would you reimagine Paul's role in a world where he had more power and leverage?

Discussion Question Four

Daniel asks Paul, "How do we actually stop this sort of thing from happening?"

If you were to create institutional guidelines to prevent this kind of situation from happening, what would they look like?

Could defining what "confidentiality" is and what "disclosures" are help prevent these situations arising, specifically in large institutions like universities?

If Daniel had no written proof of the disclosure incident, how do you imagine the situation would look?

Discussion Question Five

One could argue that neurodivergent individuals on campus should be represented (in addition to other minorities) and that this is what Terry was trying to do. Do you agree?

Discussion Question Six

In the scene, Daniel says: "But then in the last bit of the email is when he said…well, you already know… I'm sorry, I'm wasting your time. I'm just being weird, I'm such a baby, it shouldn't have bothered me so much."

Why might Daniel be hesitant to discuss his wellbeing challenges and name them to Paul at certain points?

For this question, you can use Zoom's Annotate feature. Create a slide on Microsoft PowerPoint with the question above then ask participants to select responses they agree with:

- Stigma.
- A belief that talking about the issue is not going to change anything.
- Feeling it is his responsibility to manage the situation instead of asking for help.

Comment on the participants'

responses and probe for issues related to power dynamics.

Discussion Question Seven

When Daniel says, "Well, it's good to talk," one might think of the concept of safe spaces.

How do we define a safe space for both students and supervisors, and how do you envision that safe space to be?

Discussion Question Eight

Daniel is filling his space with positive post-it notes:

What are your thoughts on this?

> Probe: This action highlights an individual's responsibility for their wellbeing and for actively supporting themselves.
>
> **Should the onus always be on the individual? Are there other factors?**

Wrap-up Question

What are some of your key take-home messages from this discussion?

Conclude the session by encouraging participants to continue reflecting on key issues arising during discussion and possible actions that would support graduate supervisory relationships.

17. 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).

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

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

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.

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

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

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.