

# Choosing a supervisor

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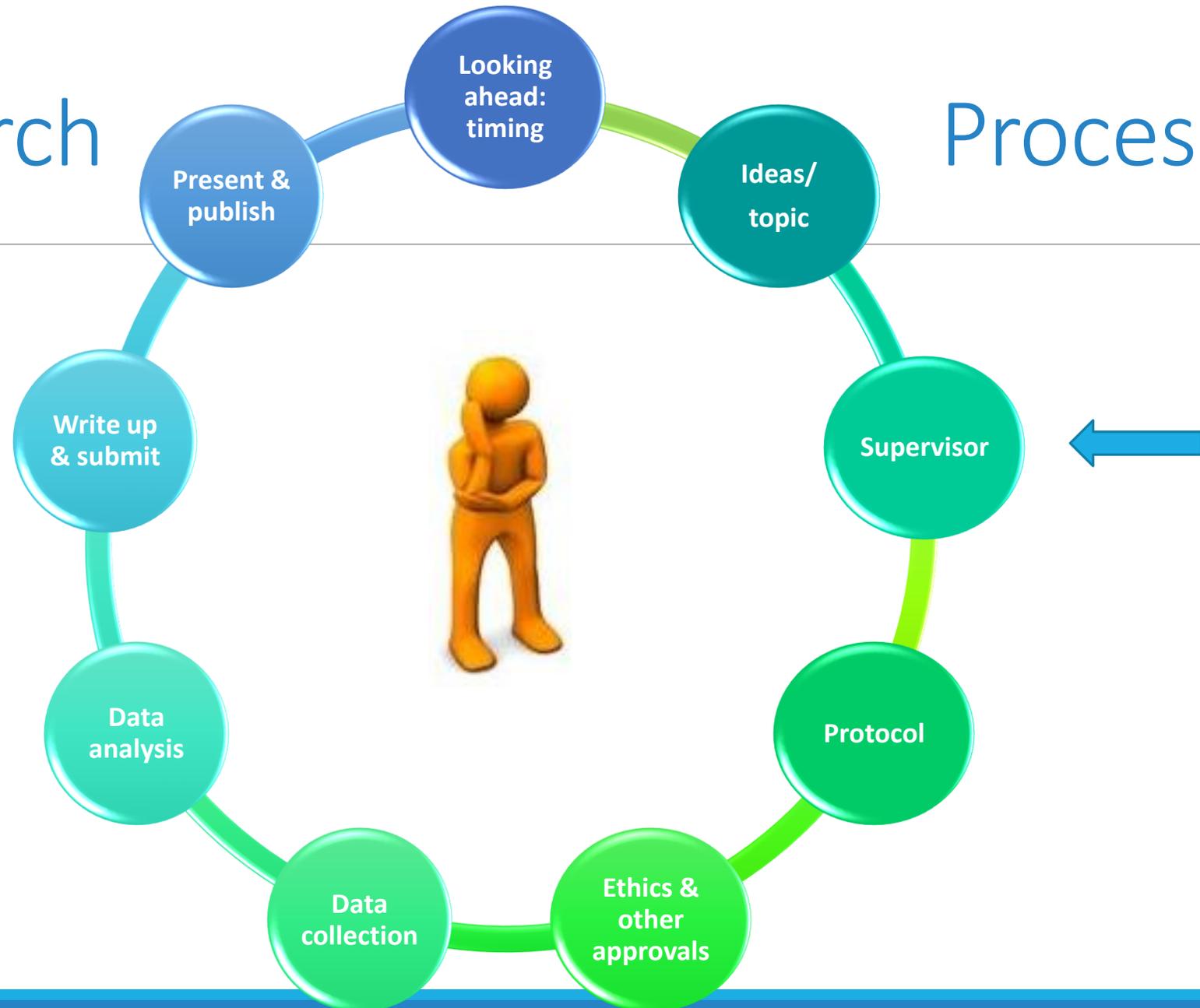
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# Research

# Process





- Month 1:** Consider your research idea  
Review the literature  
**Approach a supervisor**
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- Month 2:** Develop your research question  
Consult with a biostatistician  
Write your research protocol
- Month 3:** Submit your research protocol to Undergraduate Research Ethics Committee (UREC)  
Develop your data collection tools
- Month 4:** Get feedback from UREC  
Respond to UREC feedback  
Apply for other permissions
- Months 5-8:** Collect your data
- Month 9:** Clean & analyse your data set
- Month 10:** Write up first draft of thesis (including literature review & discussion) & submit to supervisor
- Month 11:** Respond to supervisor's feedback and complete write up of final draft
- Month 12:** Submit

# Going in search of a supervisor...

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## ❖ What to look for:

- ❖ In your field / area of interest
- ❖ Inspirational and engaging / invested in student development
- ❖ Clarification of expectations upfront
- ❖ Research and supervision experience
- ❖ Do your research on them

## ❖ How to look for it:

- ❖ Identify someone you've worked with
- ❖ Identify someone who has taught you
- ❖ Identify through others / field-related
- ❖ Making contact: when, what & how

# The supervision relationship

- ❖ What is the role of your supervisor?
- ❖ What should the supervisor's responsibilities be? See FMHS MoU
- ❖ Should you have more than one supervisor? Pros? Cons?
- ❖ Clarify expectations upfront: who does what, what you both expect, how you will work together, expected outputs, financial implications, authorship



# Supervisor responsibilities



- ❖ Ensure that they are familiar with all faculty and university procedures and regulations
- ❖ Establish a stimulating research environment.
- ❖ Establish a supervisory relationship with the student.....what is this?
- ❖ Give advice about project choice and planning.
- ❖ Discuss intellectual property and publications.
- ❖ Ensure that facilities, where relevant, are available.
- ❖ Provide research training or opportunities to access research training.
- ❖ Consult with the student, to monitor progress regularly and to provide structured feedback.
- ❖ Be aware of the student's situation and needs.
- ❖ Arrange for study guidance for the student during periods when the student is absent.
- ❖ Be familiar with the most recent ethics rules and formats.



# Qualities to look for in a supervisor

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- ❖ Are they an active, engaged and respected researcher?
- ❖ Do they seem to be “student-oriented”? (all academics are smart...are they kind?)
- ❖ What is their experience supervising student research?
- ❖ What is their personality and “supervision style”?
- ❖ How can they help you? Be strategic
- ❖ Do your working styles mesh?
- ❖ Your thoughts?



# Getting the most out of supervision

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- ❖ Agree on expectations, roles, tasks and timelines
- ❖ Agree on preferred modes of communication
- ❖ Agree on frequency of submission of work & feedback
- ❖ Schedule regular / check in meetings
- ❖ Always come to meetings prepared (e.g. brief email to supervisor to update/recap)
- ❖ Send brief summary of notes from meeting
- ❖ Don't be afraid to speak to supervisor about difficulties / problems that arise
- ❖ Show initiative, commitment, enthusiasm
- ❖ Develop an external support network