

The roles of HoDs, Deans and Principals in the management of Graduate Training and Supervision at Makerere University



MAKERERE UNIVERSITY



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Background

- Graduate education is viewed as essential for the viability of universities and national economies (Burmeister, 2015).
- It provides avenue to learn to become a scientist
 - publication requirements
 - production demands
 - meeting deadlines
 - Skills and expertise
- Work together with colleagues
- Learning to seek and receive funding
- Make oneself employable
- (Cloete et al 2017)

Background

- Enhances competitiveness of the university
 - Research led universities,
 - Rankings
 - Stakeholders interest,
 - Attracts research grants from government and development partners,
 - Attracts staff
- Both institutions and supervisors are keen to ensure timely completion of students
- There is no systematic institutionalized induction or training in supervision

Reflections: Roles of HoDs, Deans and Principals

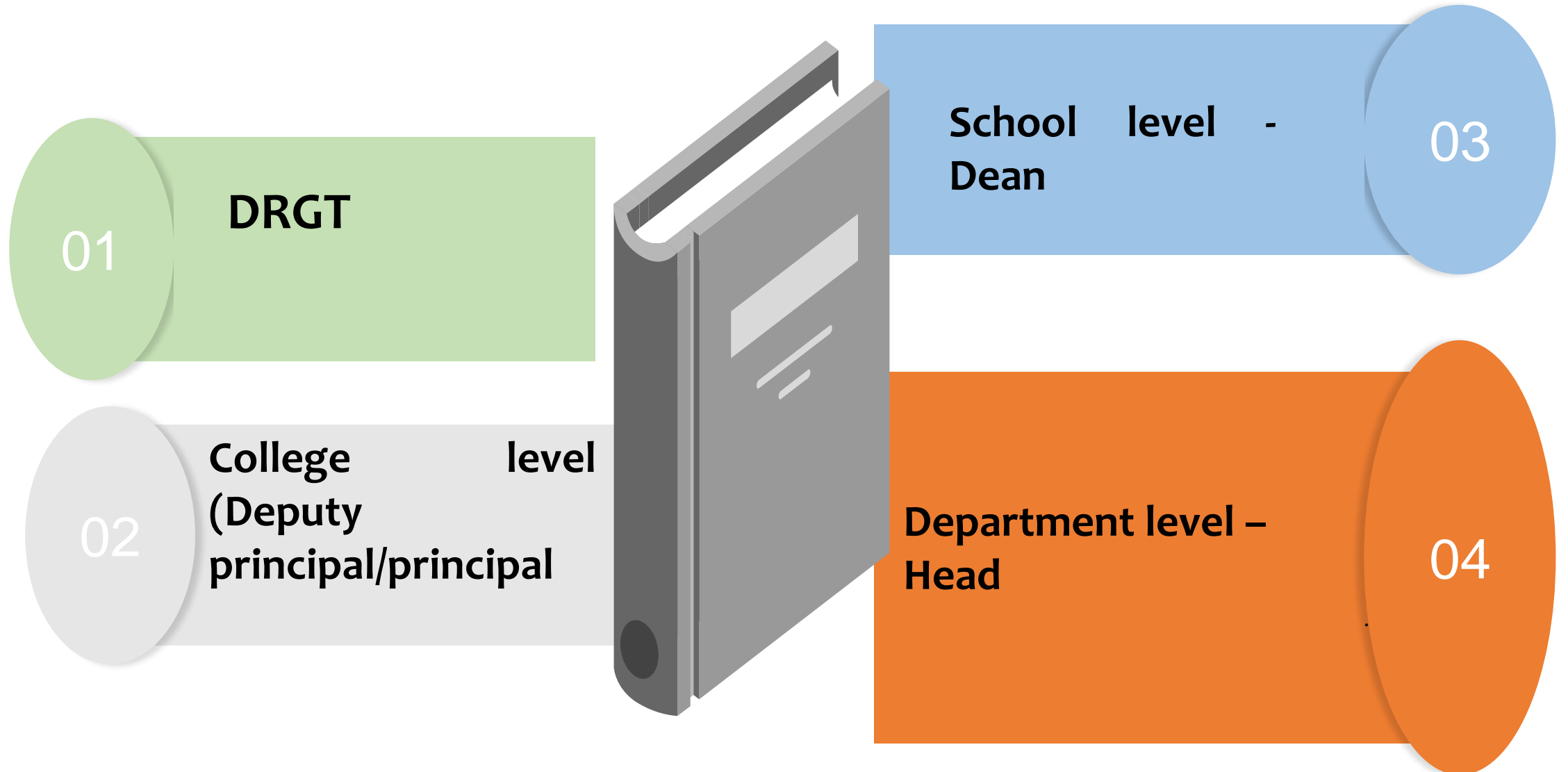
01

How is graduate training handled in your Department/School/college

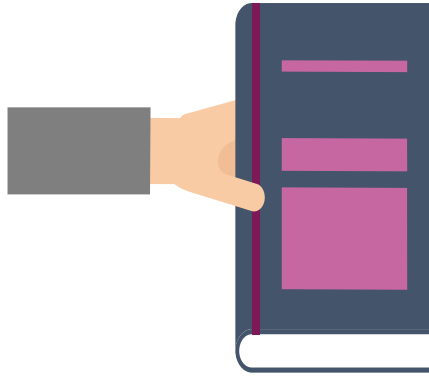
02

What roles does the HoDs, Dean and Principal in your school play in graduate training?

Managing graduate training

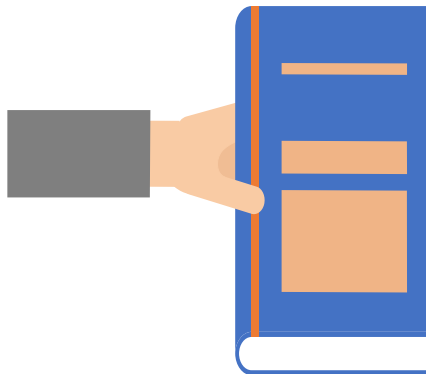
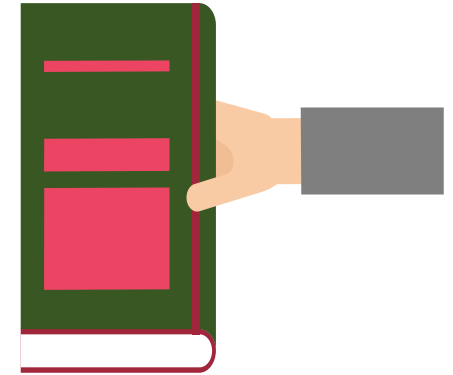


Roles of HoDs, Deans and Principals



HoDs, Deans and Principals occupy administrative position where teaching, research and community service occurs in universities

Each level involves managing students and staff on the one side, and liaising with senior management on the other



Each level oversees teaching and all academic processes in a school

Maintains quality

Roles – Policy and Regulations

- Ensure adherence to policy
 - University regulations in the entire process of graduate training – (admission to defence).
- Speedy processing
 - proposals & defense
 - Plans doctoral committee meetings (PhD)
- Registration
 - Encourage students to register

Roles - regulations

Monitoring progress (together with supervisors and Doctorial committee)



- Deans signs all progress reports and forward to relevant offices
- Each student expected to submit progress report – supervisor need to encourage

Roles - regulations

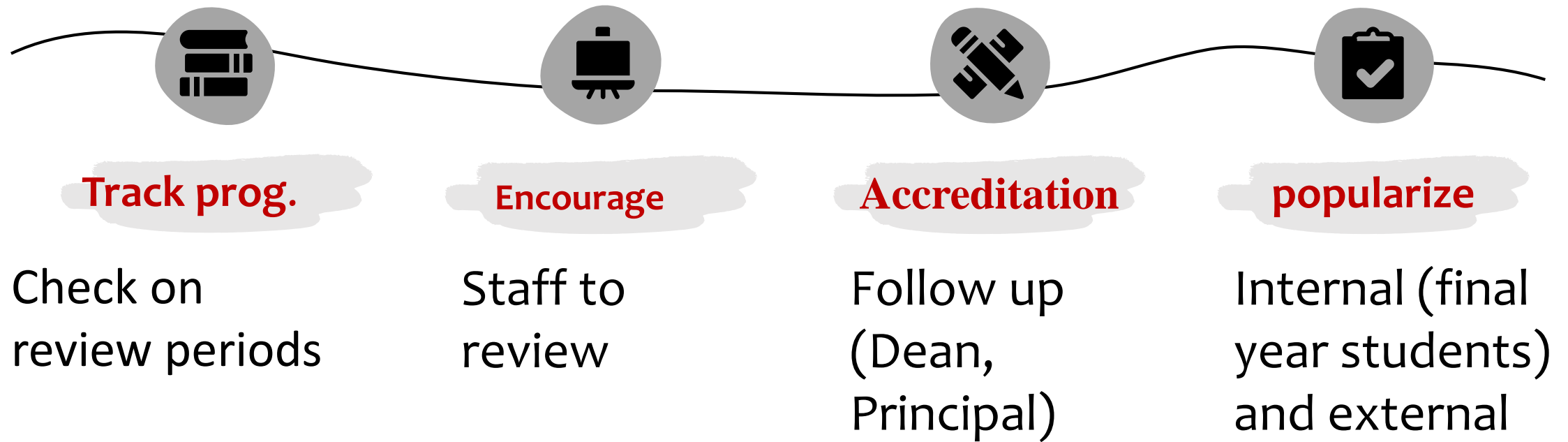


Roles – Student support

- Environment
 - Ensures conducive learning environment (lecture rooms, labs.)
- Career guidance
 - Career prospects
 - Opportunity for exposure
 - The graduate student journey



Programme review and development



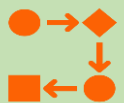
Mediation



The purpose of supervision is to steer, guide and support students through the process of their study



A relationship between a supervisor and a student set within specific educational goals and a time frame



A combination of academic expertise and skillful management of personal and professional relations



Effective supervision relies heavily on the nature of the relationship between student and supervisor, both in terms of academic match and experience and style of supervision - flexibility and sensitivity



Mediation

- Break down in relationship between:
 - **Student and supervisor**
 - Supervisors are expected to provide:
 - Intellectual support (publications, application for funds, reading drafts),
 - Mentor (connecting to colleagues in the professions – networks)
 - Emotional support – care and dealing with personal issues
- How do you balance demand for output and attending to personal issues of students?
- Supervision is a pedagogy in which our raced, classed and gendered bodies are present

Mediation supervisor - supervisor

- Increased focus on interdisciplinary studies creating need for team/group supervision
- Power dynamics (Mohd. Ismail et al. (2013))
-

Challenges



- Difficulties in supervisory relationship with supervisors
 - Lack of /inadequate purposeful and positive communication (especially in the early phase of research);
- Mismatch in expectations could stem from students' high expectation or supervisors lack of expertise;

Challenges

01

Monitoring supervision practices



- Supervisors determine their supervisory practice.

02

Tracking supervision



- The number and frequency of meetings students remain fluid

03

Matching supervisor-supervisee



Matching supervisors to supervisees owing to staff availability, expertise and supervisory loads.

- Regulations require a graduate supervisor to possess a PhD

04

Distribution of load



- Supervision responsibilities unevenly distributed. Having many students impacts on student satisfaction

Conclusions

Supervision cannot be left to experience
Graduate supervision has to be carefully planned

- Many universities increasingly recognizing supervision as an important component of academic growth

HoDs, Dean, principals important in graduate training. She/he coordinates and provide leadership from admission to the end of graduate training.

She/he ensure that graduate programs are conducted in line with policies (teaching and supervision).

- Supervision is both an institutional obligation and an individual responsibility

If HoDs, Deans, Principals diligently work, universities can improve graduate training and completion rates.

Final thoughts

Different leadership levels

- Are well positioned to strengthen graduate training in their units

Institution (Makerere Univ)

- Effective supervision depend on the support of the institution.

Final thoughts

STEP 1



Set clear expectations and supervising progress

STEP 2



Organise orientation/forum for supervisor to share and learn from each other

STEP 3



Create an environment where mentoring is valued

STEP 4



Ensure supervisors have access to resources that ease supervision

STEP 5



Reward supervision



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Thank You for listening