

Project: Advancing Supervision for Artistic Research Doctorates

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Partners: Academy of Fine Arts Vienna (Lead); Aarhus School of Architecture; Faculty of Fine Art, Music and Design/University of Bergen; Orpheus Institute Gent; Glasgow School of Arts; University of Art and Design Linz; Academy of Fine Arts Prague; Zurich University of the Arts; European League of Institutes of the Arts (ELIA)

Work Package:

“Doctoral Supervisors: Multi-skilled Super Heroes or Co-competent Team Worker?”

Introduction

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Initial Aims and Envisaged Deliveries

The *initial aims and envisaged deliveries* of this work package was develop a *toolkit* addressing in detail the question of doctoral supervisors¹ for three distinct phases of doctoral projects:

phase_1: Starting (developing the idea and research proposal)

phase_2: Working and producing (research, interpretation, writing)

phase_3: Finishing (presentation, defensio)

Based on the project partners' knowledge and experience (eight Art Universities from seven European countries, eleven artistic research doctoral programmes) the following issues were the starting point of this work package:

- *Who* are the supervisors in the artistic PhD programmes (artists, theorists, scientists)?
- *Competencies and Qualifications*: What are the core skills and abilities that supervisors must have (i) to be allowed to supervise, and (ii) to be of best support to the PhD?
- *Supervision in Action*: What do supervisors do when they supervise?
- Which are powerful *Formats* of supervision?
- *Sustainability*: How to make sure that the knowledge of supervision has been developed individually and collaboratively, i.e. there is a sustainable supervision process established in your institution? »

The package was planned to deliver a toolkit that includes:

- *Three distinct checklists* [for administrators / supervisors /Doctoral Candidates] answering these questions for the above mentioned three phases of doctoral projects and for different types of supervisors.
- *Two concrete cases of application*, i.e. learning examples.

In the first instance, the toolkit was planned be used by supervisors, but also provide orientation, guidance and support to doctoral candidates (what may they expect from their supervisor) as well as to institutional actors (e.g. related to quality assurance).

Based on the feedbacks of the project partners (see, document *Basic Questionnaire*) and their analyses it became clear that it made sense to finally come up with a toolkit with partly different documents than planned.

Final Delivery

The *final delivery* is a toolkit that includes two tools respectively four documents (two of them consisting of two parts):

The overall **Introduction** at hand.

A **Basic Questionnaire** for internal use only that was developed for collecting the ideas, concepts and experiences of supervision of all of the eleven doctoral programmes involved in the project to get the basic material for the whole project.

Because the basic questionnaire was for internal use only (to get a picture of the respective programmes as precise as possible), the final document has two parts:

part 1: the **empty form of the questionnaire** and

part 2 as an **example**, one questionnaire with **the filled in answers** (by the Fine Arts PhD programme of Zurich University of the Arts). Which allows to get an idea about the content, the form and the quality of the answers.

Tool 1: An annotated Checklist / Guidelines “Main Problematics of Artistic Research Doctorates Supervision for conceptualizing artistic research doctorates for decision makers - university board, deans, doctoral programme leaders – that may be used in the phase of conceptualizing (or re-conceptualizing) a doctoral artistic research programme.

¹ In this work package and its documents, the terms «supervision» and «supervisor» are used as umbrella terms for any type of professional, content-related support to the doctoral candidates of an artistic research doctoral programme.

There are two reasons for this. First, in different European countries the understanding and use of the terms supervision/supervisors differ significantly; and secondly, a series of different terms or concepts—sometimes combined with a different understanding of the respective roles—are used, besides “supervisor” terms and concepts such as «mentor», «coach» or even «colleague».

Clustered in six areas, the annotated checklist / guidelines list the main problematics and include suggestions how to tackle them.

Tool 2: A novel type of an ***Integral Questionnaire for Input / Feedback / Evaluation*** for supervisors /doctoral candidates / administrators alike.

This novel type of questionnaire is a decidedly flexible tool. Its use does not only allow to improve supervision in its immediate practices, but also may contribute to the development and/or the robustness of a university's entire research culture.

It is split into two parts:

part 1: ***Description, Goals and Guidelines*** and

part 2: the ***Questionnaire (empty form)***.

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