

Clinician Investigator Program Attachment #3

RESPONSIBILITIES OF THE RESEARCH SUPERVISOR

The general responsibilities of a CIP research supervisor are as follows:

1. Direct the graduate program of the trainee facilitating timely completion of research, thesis writing and defense.
2. Provide mentorship and serve as an academic role model.
3. Choose appropriate members for the graduate Program Advisory committee (see below) and ensure, jointly with the trainee, that the ongoing supervision and evaluation is appropriate and timely.
4. Ensure all trainee evaluations (ITERS) are entered on POWER or completed on paper form (if trainee no longer on POWER).
5. Ensure appropriate continuing supervision of the trainee during any leave of absence from the University (e.g., sabbatical).
6. Disclose to the trainee the CIP supervisor's intention regarding funding of the trainee throughout the graduate program.

A successful match between supervisor and trainee is dependent on dual commitment. Although self-directed learning is emphasized, graduate trainees particularly at the Master's level may require considerable assistance in defining their research project. Independence is often not achieved until the final stages of a PhD. Each trainee enters their graduate program with a unique set of academic and personal skills. The supervisor should carefully and accurately assess the trainee's abilities and provide guidance, as needed. The trainee must acquire methodological expertise and content knowledge necessary to successfully complete the research and thesis in a timely fashion for completion of degree. Agreement between supervisor and trainee about the specific research goals and engagement of the trainee in these studies must occur within the first 6 months of enrollment in the graduate program.

Generally, the most successful match occurs when the trainee's research is an integral (and funded) component of the supervisor's ongoing investigation. This does not prevent the creative input of the trainee who should engage in the design and testing of new experimental hypotheses. In fact, particularly at the PhD level, contribution to new knowledge is an essential requirement for obtaining a graduate degree. The supervisor must have the content knowledge and expertise to ensure appropriate supervision.

Regular discussion between supervisor and trainee (e.g., weekly or biweekly) is essential to facilitate progress. In these meetings the supervisor should have an opportunity to review new data, plan further experiments, review material written by the trainee and discuss all aspects of the trainee's program including course work. The supervisor has the responsibility to identify when the trainee is excelling, and to act accordingly in terms of promoting/nominating the resident for awards/and or prizes. They then also have the responsibility to identify when a

trainee is struggling with their research/program, and to act accordingly to put in place a support system, and to include the graduate division as needed.

The supervisor will guide the trainee to become an independent clinician scientist. They will provide the guidance with scientific abstracts and manuscript preparation as first author, and to present their research locally to other faculty members and trainees, as well as scientific conferences. They will also engage the trainee in grant submissions, offer advice on applying for and obtaining a faculty position at any academic institution.

Graduate trainees will look to their research supervisors for guidance and support throughout their graduate program. Genuine interest and enthusiasm on their part as well as kind, critical appraisal will be highly valued and appreciated. In particular, trainees will need the supervisor's time. Prompt turnaround of their written work, especially thesis drafts, is not only helpful in achieving timely completion but also indicate to the trainee that their work is important.

Creating Equality and Equity When Working with Students:

<https://www.sgs.utoronto.ca/resources-supports/supervision-guidelines/supervision-guidelines-for-faculty-section-6-creating-equality-and-equity-when-working-with-students/>

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