OPINION

Personal supervision philosophy statements of participants in ASFI Art of Academic Supervision course 2025

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ABSTRACT

Every aspect of academic engagement has its purpose and, thus, must be intentional. One of the common terminal products of the academic journey is a written thesis, dissertation, or report of a project. This product results from a relationship between a supervisor and a supervisee, an entrenched process that provides the platform for a supervisee to be guided by a supervisor towards producing the expected product. The supervision engagement is not just any type of relationship, but a relationship that brings together formal academic expectations, attitudes, and processes. This can create a challenging task for supervisors, as well as supervisees. Often, many supervisors lack sufficient knowledge, experience, and skills required to be successful. In African institutions, this is exacerbated by the fact that many institutions do not have formal training in academic supervision. The consequence is that supervisors may learn the art through trial and error, often not reflecting on their supervision values, beliefs and styles. Recognizing the need to support African academic supervisors in leading a fruitful and rewarding supervision engagement, the **African Science Frontiers Initiatives (ASFI)** developed a course, **Art of Academic Supervision**, tailored to African academic supervisors. The first edition of the course was taught between May and July 2025. One of the course tasks was for participants to write a **Personal Supervision Philosophy Statement** that provides a reflective description of their supervision engagement – either as they currently supervise or as they would like to supervise in the future. The aim was to allow participants to express their core values, beliefs, and styles about their supervision. Participants were guided on how to write the supervision philosophy statement. They wrote the first drafts, which were then reviewed and critiqued by colleagues in their respective pre-course assigned groups. The final version of these statements is hereby published. Overall, the course participants found this to be good exercise, providing them with the opportunity to continuously engage in a reflective supervision engagement.

KEYWORDS:
academic, Africa, personal philosophy, supervisee, supervision, supervisor, university

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Introduction
As an educator with a PhD and seven years of experience supervising students across undergraduate, master's, and PhD levels, I am deeply committed to fostering an inclusive and dynamic learning environment. My supervision philosophy is rooted in the belief that education should empower individuals to think critically, engage meaningfully with complex ideas, and contribute positively to society. I strive to cultivate critical thinkers who not only understand their disciplines but also apply their knowledge in practical settings, thereby enhancing their capacity to address real-world challenges.

Philosophy of supervision
The purpose of education is to inspire students to become independent, reflective learners who question assumptions and explore diverse perspectives. My primary goal as a supervisor is to motivate students to engage actively with their learning.

My supervision methods are grounded in collaboration and mentorship. I view supervision as a partnership in which both the student and the supervisor contribute to the learning process. I maintain an open-door policy that encourages students to approach me with their ideas, concerns, and questions anytime such arises. For example, when working with a master's student who struggled to refine their thesis topic, I facilitated brainstorming sessions that allowed them to clarify their focus. This collaborative approach not only helped the student gain clarity but also built their confidence in tackling complex ideas.

I employ a variety of instructional strategies tailored to meet the diverse needs of my students. Formative assessments, such as reflective journals and progress presentations, are integral to my supervision. These tools enable me to gauge understanding and provide timely, constructive feedback. For instance, during a PhD student's proposal defense, my feedback guided them to strengthen their research design, ultimately enhancing the quality of their dissertation.

Furthermore, I regularly seek feedback on my supervision methods to enhance my practice. At the end of each semester, I conduct anonymous surveys to gather insights from my students about their experiences. This feedback informs my approach and helps me identify areas for growth. For example, after receiving comments about the need for more structured guidance during the thesis-writing process, I implemented a series of lectures and workshops, offline and online, focused on research methodologies and writing strategies. This adjustment not only improved students' satisfaction but also led to higher success rates in thesis completion.

Finally, I prioritize ethical scholarship for students to uphold integrity in their research practices, which is meant to develop not only competent scholars but also responsible citizens who understand the broader implications of their work. This dual focus on academic rigor and ethical responsibility is essential for nurturing well-rounded individuals ready to contribute to their fields and society at large.

Conclusion
In conclusion, my supervision philosophy is anchored in the belief that education is a transformative journey. By fostering critical thinking, employing collaborative methods, and continuously assessing both student learning and my supervisory practices, I aim to empower my students to become knowledgeable scholars and impactful contributors to their fields.

My commitment to mentorship reflects my dedication to their academic and personal growth. I am honored to be a part of my students' journeys and to witness their development into competent, ethical professionals ready to make a difference in the world.

Through this philosophy, I aspire not only to guide my students academically but also to inspire them to engage with their communities and contribute meaningfully to society. Education, after all, is not just about acquiring knowledge—it's about using that knowledge to create positive change.

AI disclosure
I hereby acknowledge the use of Google Gemini during the drafting of my text. After that, I largely humanised it.

Furthermore, I employed Grammarly to improve the punctuations.

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My supervision philosophy is a dynamic and reciprocal process—a collaborative journey in which both supervisor and supervisee learn and grow together. Early in a project—such as when I recently guided an undergraduate student through developing a mucoadhesive formulation for targeted nasal delivery—I provided structured scaffolding: clear milestones, detailed protocols, and modelling of experimental design. As the students gain confidence, I gradually step back, inviting them to propose modifications to the formulation parameters. Together, we navigated unexpected batch-to-batch variability, turning a technical hurdle into an opportunity to explore design-of-experiments methods. This example illustrates how I balance guidance with growing autonomy to produce robust, publishable results.

To keep progress transparent, I hold weekly one-on-one meetings, structured around a shared rubric. Each session begins with the student's self-assessment against agreed-upon milestones (e.g. draft hypothesis, data analysis plan, pilot results). I then deliver written feedback—highlighting strengths, pinpointing gaps, and suggesting next steps—within 48 hours, so they can iterate quickly. Mid-term and end-term peer-review panels further engage fellow students in constructive critique, reinforcing both communication skills and accountability.

I draw on team-based and problem-based learning to cultivate critical thinking. In a recent collaborative study on excipient compatibility, I organized cross-project where small groups diagnosed formulation failures and proposed troubleshooting strategies. One team discovered that a pH shift was destabilizing their suspension; under my facilitation, they designed a buffer system that restored stability. By embedding real-world problem solving into our workflow, students learn to tackle challenges creatively and collaboratively.

Beyond technical know-how, I emphasize professional competencies—ethical conduct, time management, and clear communication. Early in the supervision I co-develop a "professional roadmap" with each student, setting goals for presentations, manuscript submissions, and skill workshops (e.g., statistical software training). We revisit this roadmap quarterly, adjusting it collaboratively based on progress and emerging interests. In all interactions, I strive for integrity, inclusiveness, and respect for each student's unique background and aspirations.

Ultimately, my goal is to empower independent thinkers who not only master pharmaceutical technology but also understand its impact in resource-limited settings like those in Sudan. I tailor my supervision approach to each student's learning style and career vision, and in turn their insights continually inspire me to refine my supervision. This reciprocal process ensures that my supervision remains a dynamic and learner-centred partnership.

AI disclosure
The text is entirely mine. I used ChatGPT to organize the grammar.

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Core Educational Philosophy
I believe education serves a dual purpose: to build knowledge and shape individuals into ethical leaders who contribute meaningfully to society. True education fosters intellectual, emotional, and moral growth, empowering people to create positive change in their communities and beyond.

Student supervision represents one of the most meaningful ways I contribute to this transformative process. For me, supervision transcends mere academic oversight, it encompasses guiding students through the foundational aspects of research while helping them discover their authentic selves, challenge their limitations, and develop both character and scholarly competence.

Supervision Approach

Holistic Development Philosophy

I adopt a holistic supervision approach that recognizes the interconnectedness of a supervisee's intellectual, emotional, social, physical, and spiritual well-being. This comprehensive perspective moves beyond task-focused supervision to consider each person's unique identity, aspirations, and challenges. My approach integrates three essential leadership dimensions: mentorship, coaching, and supervision.

Growth Through Challenge

Students flourish not through passive instruction but by being encouraged to push their boundaries. My role as supervisor is to support supervisees in testing their potentials while providing the structure and care necessary for growth. I aim for my supervisees to emerge not only more academically capable but also more thoughtful, self-aware, and socially responsible.

Creating Supportive Environments

In practical terms, I strive to create inclusive environments where supervisees feel valued and heard. I aim to be both mentor and trusted advisor, someone they can learn from and grow with. I also remain open to learning from them, gaining new perspectives and continuously improving through their feedback.

Supervisory Leadership Model

I resonate with the principle that effective supervisors foster positive and productive environments through strong leadership, communication, and interpersonal skills. They prioritize development, fairness, and accountability while remaining supportive and encouraging. Essentially, they serve as role models, mentors, and advocates for their teams.

This philosophy forms the backbone of my supervision style. My goal is to create lasting positive impact, empowering supervisees not only to succeed in their fields but to inspire and support others throughout their careers.

Professional Development Commitment

Continuous Learning

As a supervisor, I continuously build my capacity through training programs such as the African Science Frontiers Initiatives (ASFI) Art of Academic Supervision Course, where I learn cutting-edge techniques and strategies for effective supervision.

Leading by Example

I believe supervisees reflect their supervisors' values and approaches. Therefore, I strive to embody the leadership qualities I hope to cultivate in them. This includes maintaining high ethical standards, demonstrating strong work ethics, and conducting impactful research that contributes to economic and social development.

Feedback-Driven Improvement

I actively seek feedback from supervisees to identify areas for improvement and build upon existing strengths. This reciprocal learning relationship ensures continuous growth in my supervisory practice.

Vision and Impact

My supervision philosophy centers on developing supervisees' ideological foundations through meaningful interactions and exposure to valuable resources. I aim to shape leaders who can govern themselves effectively while making positive impacts on others and society through their values, work ethics, and research contributions.

Through this comprehensive approach, I hope to create a legacy of scholars who not only excel in their fields but also serve as catalysts for positive change in their communities and beyond.

AI disclosure: The ideas and thoughts in this supervision philosophy statement are mine. Claude AI assisted in editing and creating the flow.

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My supervision philosophy is anchored in the unequivocal belief that supervision is about building a strong working relationship between the supervisor and supervisee. As a supervisor I am placed in a unique position of identifying students' competencies, vulnerabilities and academic interests, before progressively building key academic competencies, research skills, critical thinking and ethical values for contemporary professionals. Having a strong orientation in professional consulting services, I believe in mentorship and a hands-on approach to undertaking my tasks. I progressively expose the students to research philosophies, research etiquette, research communication, and drafting academic papers, among other academic norms, as I evaluate their learning through progress reviews, draft reviews, research thesis, oral presentations and field assessment. In this way, students develop their capacities to reflect on knowledge and gain the ability to engage with divergent academic discourses. This supervision inclination does empower the students to not only question and reflect on contemporary methodologies, data and knowledge but further empower them with the necessary skills to craft innovations. Innovation is a very critical element or output in Development Consultancies and Development Research. Students approach critical thinking questioning and become independent researchers.

Research supervision is a two-way process: the supervisor is expected to also progressively appreciate their students as individuals, develop appropriate supervision methods and avoid a 'one size fits all' approach. As a supervisor, I believe in developing flexibility, emotional intelligence and adapting and reflecting on innovations mooted by students. The gist of this kind of research supervision philosophy is to produce research outputs that reflect collaborative efforts that harness the experience of the supervisor and the innovative spirit of the student.

Finally, I fully recognize that, as the supervisor I am a beneficiary of the entire process: I build professional networks, develop leadership skills, gain psychosocial skills, and overall, I am able to concretize the academic profile.

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My supervision philosophy is rooted in the virtues of humaneness, scholarly excellence and industry.

I am strongly convinced that effective supervision is not just about imparting knowledge and skill, but also about promoting a supportive learning environment that will not only encourage intellectual prowess, but also personal development. Therefore, I am committed to studying to show myself an inspiring supervisor that mirrors excellence and industry by giving myself to constant learning and personal improvement.

I do not employ a 'one-size-fits-all' supervision approach, rather, recognizing that everyone has different strengths, needs and learning styles, I tailor my supervision approach to meet supervisees' uniqueness. I work with my students to identify and procure solutions to challenges they meet in their work, whilst encouraging them to take ownership of their research and explore their research interests to foster analytical thinking and creativity that will breed a healthy state of independence and ultimately help them carve out great career paths for themselves.

I am a present and available supervisor; actively engaging with my students to listen to their ideas and concerns, assessing their abilities to cope with their assigned responsibilities per time and provide regular, constructive and timely feedback that will help address any challenge. These feedback processes also serve as an evaluation tool for me, as I use them to evaluate my effectiveness as a supervisor.

It is my intention that all the students I work with would become experts in research design, in bacteriological and immunological skills, and possess good work

ethics that will make them competent players in our field.

Having understood that supervisees are humans and not mere objects, I prioritize a supervisor-supervisee relationship that is devoid of mental or verbal abuse, but built on mutual respect, tolerance, trust and good communication; while maintaining healthy, professional boundaries.

Furthermore, considering that my supervision philosophy may not be reciprocated by all my supervisees, I make up my mind to never let my ego get the best of me, to quickly forgive offenses and not use my 'powers' to witch-hunt any supervisee, directly or indirectly, no matter what.

In all, I aim to be an inspiration to all my supervisees, offering mentorship that will make them better than when they met me.

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My supervision philosophy is anchored in the belief that effective supervision is a dynamic, collaborative process designed to cultivate independent, critically-thinking, and ethically-minded scholars. This approach transcends mere guidance; it is about creating a supportive yet challenging environment where supervisees can develop their intellectual curiosity, hone their research skills, and ultimately contribute meaningfully to their respective fields. I view supervision not as a top-down transmission of knowledge, but as a partnership where both supervisor and supervisee engage in a reciprocal learning journey.

Central to my philosophy is the empowerment of the supervisee. I strive to instil a sense of ownership over their research, encouraging them to grapple with complex problems and formulate their own solutions. This involves providing ample space for exploration and even intellectual "failure," as these moments often lead to profound learning and resilience. My role is to facilitate this process by asking probing questions, offering constructive feedback, and providing resources, rather than dictating every step. This approach is rooted in constructivist learning theories, where knowledge is actively built by the learner through experience and reflection.

I believe in tailoring my supervisory style to the individual needs and developmental stage of each supervisee. A novice researcher might require more structured guidance, including detailed feedback on methodology and writing, and frequent check-ins to build foundational skills and confidence. In contrast, an advanced doctoral candidate or early career researcher might benefit more from discussions that challenge their assumptions, encourage interdisciplinary thinking, and prepare them for academic independence, including grant writing and publication strategies. This adaptability ensures that supervision remains relevant and impactful throughout the supervisee's academic journey.

Open communication and mutual respect form the bedrock of successful supervision. I foster an environment where supervisees feel comfortable to express their challenges, seek clarification, and even disagree constructively. Regular, scheduled meetings are crucial, but I also maintain an open-door policy for impromptu discussions. Feedback is always delivered with clarity, honesty, and empathy, focusing on specific actions and behaviours rather than personal attributes. I also believe in teaching by example, demonstrating the rigour, integrity, and passion that characterise a committed scholar. This includes transparency about my research process, challenges, and successes.

Finally, my philosophy extends to fostering scholarly citizenship and ethical conduct. Research is not merely an individual pursuit; it is a collaborative endeavour with broader societal implications. I guide supervisees in understanding the ethical responsibilities inherent in research, including data integrity, authorship, intellectual property, and responsible dissemination of findings. I also encourage engagement with the wider academic community through conferences, collaborations, and peer review, preparing them to become responsible and engaged members of their scholarly discipline. Ultimately, I aim to equip supervisees not just with a degree but with the skills,

mindset, and ethical compass to thrive as independent, impactful researchers.

AI disclosure
ChatGPT used to fine-tune the writing and perform grammar and spelling checks for clarity and accuracy. The ideas in the philosophy statement are mine

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In the following discussion, I describe the supervision philosophy statement that has shaped my practice as a supervisor of medical students and postgraduate resident doctors who train as medical and specialist doctors. During my residency training program, part of my routine duties as a resident doctor in the department of surgery involved teaching medical students, doctors on internship, medical officers, nursing students, nurses in surgical wards, peri-operative nurses in the theatre, surgical out-patient clinics and emergency room. After qualifying as a Fellow in the National Postgraduate Medical College of Nigeria and the West African College of Surgeons, my supervisory roles advanced to supervising postgraduate doctors who are specializing in surgery. The sub-specialities I participated in training and supervising their resident doctors and nursing personnel included general surgery, paediatric surgery, orthopaedics and trauma and plastic surgeries.

My supervision involves teaching, training in research and surgical skills, acquiring clinical acumen and competence, and impacting knowledge that enables postgraduate resident doctors to write and defend their dissertations/projects. The dissertation/project qualifies them as fellows in surgery, creating the pathway to be appointed as consultants in secondary and tertiary health institutions and as lecturers at universities.

During my career at the teaching hospital (Olabisi Onabanjo Teaching University) as consultant, paediatric surgeon and a lecturer at the University (Olabisi Onabanjo University), I had the privilege to produce two consultant paediatric surgeons in our teaching hospital, and one has also been appointed as a lecturer in the university.

Presently, I am supervising two senior resident doctors and one junior resident doctor for fellowship training/examination in paediatric surgery.

I have also collaborated in the supervision of the thesis of a medical student from Syria and dissertation of resident doctors from other training centres in Nigeria. My expertise as a supervisor of postgraduate resident doctors in surgery has earned me a place as an examiner at the National Postgraduate Medical College of Nigeria.

The principle that guided my supervisory duties and responsibilities included the following: focus on the students/candidates, focus on teaching and learning processes, focus on academic progress, research, communication and acquisition of clinical surgical skills and competence, and community development. To ensure a successful supervisory program the candidates are encouraged to undertake trainings in courses that are outside their area of specialization, including courses in research, medical ethics, information and communications technology and computer literacy.

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To supervise is to engage in a sacred and symbiotic intellectual exchange—one built on trust, curiosity, and the shared pursuit of growth. At its core, my supervision philosophy rests on the belief that supervision is not a hierarchical transaction but a dynamic partnership shaped by my diversified educational background and personal experiences. I invest unwavering belief in my students, long before they recognize it in themselves, and in return, their courage to explore, stumble, and rise teaches me the deeper dimensions of partnership and leadership.

Every student arrives with a distinct voice, set of experiences, expectations, and untapped potential. My

role is not to mold them into a predefined ideal but to illuminate the paths they might take, tailoring the level, method, and depth of our collaboration to their evolving needs. Some require structured guidance; others thrive when given space to experiment. By listening more than I prescribe, I aim to foster an environment where curiosity is nurtured, failure is reframed as discovery, and confidence grows organically.

Yet the true magic of supervision lies in its reciprocity. As I open doors for students—whether through resources, networks, or simply steadfast encouragement—their fresh perspectives pry open my own assumptions. Their questions challenge me to rethink familiar theories; their resilience reminds me that growth is rarely linear. Their achievements become my most humbling lessons, and their ability to rise and lift others along the way refines my understanding of legacy. Leadership, I have learned, is not about creating followers but about empowering future leaders who will surpass you.

This is the heart of my purpose: to create a space where students not only gain skills but also cultivate the audacity to reimagine their fields—and themselves. And in doing so, they transform me. They soften my edges, stretch my thinking, and reaffirm why this work matters. That is the privilege of supervision. That is the joy.

AI disclosure
This supervision philosophy represents my experiences and expectations as a supervisor. I used the DeepSeek chatbot to refine the language and edit text to ensure grammatical accuracy. I am affirm, I am responsible for its content.

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As a supervisor, I believe that my primary role is to foster a supportive, empowering, and growth-oriented environment where supervisees feel valued, challenged, and equipped to develop their professional skills. I view supervision as a collaborative process, grounded in mutual respect, open communication, and continuous learning. My supervisory approach centres on active listening, constructive feedback, and individualised support tailored to each supervisee's unique strengths and areas for growth. I am committed to creating an inclusive space that respects diverse perspectives, identities, and experiences, recognising that such diversity enriches learning and professional development. Ethical practice is foundational to my supervision philosophy. I strive to model integrity, confidentiality, and accountability, encouraging supervisees to uphold these principles in their own work. When faced with challenges or conflicts, I approach them with empathy and a problem-solving mindset, aiming to turn difficulties into opportunities for learning.

The foundations of my supervision philosophy are deeply rooted in my own formative experiences navigating the realities of higher education. As a postgraduate student, I was largely unaware of what it truly meant to be an engaged researcher, let alone the importance of publishing or building professional capacity. My first real encounter with these expectations came during a recruitment interview, when I was asked, "Have you published?" At that moment, publishing seemed like a distant privilege reserved for lecturers and established academics; it felt almost mythical and unattainable. This perception began to change when one of our lecturers returned from a short stay in Cambridge and started actively encouraging us to attend conferences and embrace the value of capacity building. He emphasized the importance of scientific communication and demystified the publication process, preparing us to face inevitable rejections as part of the learning journey. Initially, my peers and I struggled to identify suitable publishing avenues and lacked guidance on how to navigate the academic landscape. These early challenges made me acutely aware of the gaps in support and information available to emerging scholars. I resolved that future generations should not face the same obstacles. This conviction inspired my commitment to creating opportunities for capacity building and professional development, initiatives that have since become central to my supervisory and mentoring practice. My own journey, marked by trials and errors, and eventual growth, continues to fuel my passion for guiding others, especially in the context of multidisciplinary research, so that they are better

equipped and more confident than I was at the start of my academic career.

As a humanities researcher deeply invested in multidisciplinary methodologies, I recognize that the complex challenges our world faces demand equally complex and innovative solutions. This understanding shapes my supervisory philosophy, driving my commitment to fostering an environment where creativity, critical thinking, and cross-disciplinary collaboration are actively encouraged. I am dedicated to guiding my supervisees not only in mastering their specific fields but also in embracing diverse methodological approaches that can enrich their research perspectives. I try to orient them towards innovative practices and help them develop the agility and openness necessary to navigate and contribute to an ever-evolving academic landscape. To support this, I prioritise exposing supervisees to capacity-building opportunities such as conferences, workshops, and seminars. I believe that these experiences are invaluable for expanding their professional networks, enhancing both hard skills – such as research design, data analysis, and academic writing – and soft skills, including communication, teamwork, and leadership. I believe that cultivating this balanced skill set lays a strong foundation for resilient and impactful research careers. I am committed to ongoing self-reflection and professional development in my supervisory role. I continually refine my own knowledge and approaches, as I aim to model lifelong learning and adaptability, and this helps me to inspire supervisees to do the same. Together, we engage in a dynamic process of growth that prepares emerging scholars to address complex societal issues with rigor, creativity, and ethical responsibility.

Moreover, my supervisory practice is deeply informed by African and particularly, Cameroon's sociocultural, linguistic, and epistemological diversity, as well as its postcolonial educational legacy. In a context where Western academic frameworks often overshadow local knowledge systems, I prioritize epistemic justice – actively centring Cameroonian and African epistemologies in research design. Drawing inspiration from scholars like Oyeronke Oyewumi (who critiques Western gender constructs in African contexts), Achille Mbembe and Sabelo Ndlovu Gatsheni who believe in ways of knowing, theorising, and producing knowledge that arise from the lived experiences, histories, and struggles of communities historically silenced by Eurocentric, colonial and capitalist structures. Motivated by these scholars, I help my supervisees to emphasise the need for pluriversality, the recognition of multiple, coexisting epistemologies. I guide supervisees to critically engage with dominant paradigms while validating indigenous ways of knowing. I emphasise collaborative problem-solving with local communities, particularly in addressing African/Cameroon's pressing challenges (e.g., climate resilience, reduced inequalities, interethnic conflict resolution, or gender relations and healthcare through health humanities). My supervisees are encouraged to adopt participatory action research methods, ensuring communities are co-creators, not just subjects, of knowledge. I advocate for documenting and analysing Cameroon's rich oral traditions, traditional governance systems and ecological practices, gender relations and health issues as legitimate scholarly resources. Given Cameroon's bilingual (French/English) and multilingual context, I support supervisees in navigating language hierarchies in academia. This includes publishing in local languages or creatively blending Europhone and Camfranglais registers in qualitative research. While facilitating conference attendance, I prioritise platforms that centre African scholarship (CODESRIA, CERDOTOLA, ASFI, Cameroon English Language and Literature Association, Higher Institute for Growth in Health Research for Women (Higher Women Consortium), Cameroon Professional Research-Oriented Women Netwrok (CaPROWN) Collaborative Research on Africa, Sociolinguistics Profilers, Literary Scholars Association (LSA), West African Association for Common Wealth Literature and language Studies (WAACLALS), Frontiers Research Forum, etc.) alongside global forums. My approach is shaped by Africa/Cameroon's urgent need for scholarship that bridges academia and societal transformation. I challenge supervisees to ask: How does your work contribute to Cameroonian communities beyond journal publications? This involves partnering with local NGOs to implement research findings, designing policy briefs for the Ministry of Scientific Research and creating public archives of indigenous knowledge at risk of erosion.

In sum, my supervision philosophy integrates a growth-oriented, inclusive, and ethically grounded approach with a strategic emphasis on multidisciplinary innovation and comprehensive capacity building. This holistic framework is dedicated to nurturing confident, competent, and reflective researchers equipped to make meaningful contributions to their fields and beyond. Ultimately, my supervision philosophy is all the more, a call for contextually grounded innovation. I intertwine multidisciplinary rigor with African/Cameroonian epistemologies, fostering community-engaged scholarship, and confronting systemic inequities. This helps me to aim to cultivate a new generation of scholars who are both globally competent and locally rooted. This requires continuous self-reflection on my positionality as a Cameroonian academic working within global knowledge hierarchies—a journey I undertake alongside my supervisees through critical dialogue and mutual learning.

AI disclosure
Perplexity AI was used for editing and the author affirms responsibility for the accuracy and Integrity of the manuscript.

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As a supervisor, my primary focus is to enhance the knowledge of those I oversee. I believe that fostering a supportive and inclusive atmosphere encourages supervisees to ask questions and empowers them to make decisions and take initiative in their work. By instilling a sense of ownership, I aim to facilitate their professional growth. To assess and enhance the effectiveness of my supervision, I commit to upholding ethical and professional standards in all interactions. I prioritize consistent communication, provide ongoing support, and engage in reciprocal feedback.

My approach is flexible, adapting to the evolving needs of each supervisee, while considering their cultural backgrounds, learning preferences, and research stages. I recognize the challenges posed by scalability and time limitations, especially when supervising multiple students, and I strive to balance personalized attention with efficiency. Additionally, I continuously refine my supervision strategies to address changing needs and regularly review past session records to improve my methods.

I am dedicated to elevating my supervision standards by collaborating with fellow academic supervisors, participating in interdisciplinary forums and online communities, and staying informed about the latest research in higher education supervision. Furthermore, I plan to enhance my skills through workshops and seminars focused on supervision, mentoring, and leadership.

AI disclosure
The content of this philosophy is my own, developed through my experience in supervising students. I used ChatGPT to refine the language, condense the text, and ensure grammatical accuracy.

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As a supervisor, I prioritize transparency, competence, respect, and clear communication as core values. I believe that a harmonious, cooperative work environment is essential to achieving the ultimate goals. Therefore, I ensure open communication between my supervisee and myself to help build a friendly work environment and trust, fostering a sense of belonging and well-being in a stress-free, calm environment. We also freely address the problems and work together to find solutions, leading to more efficient work. I endeavour to ensure a positive experience for the supervisee and myself.

I usually set specific, measurable, achievable, relevant, and time goals and hold regular meetings to evaluate our progress. I also use self-assessment tools and constructive mutual feedback. I adopt a contractual supervision style, ensuring both support and guidance. Nevertheless, encourage supervisees' autonomy and personal development.

I dedicate my time to becoming a competent, trustworthy supervisor by attending professional development activities such as workshops, conferences, and seminars, and by using strong ethical principles to guide my supervision practice. I strive to empower those I supervise to become compassionate, competent, and confident professionals who are committed to a lifelong learning journey.

AI disclosure
I affirm that the content represents my own supervision philosophy; however, its grammar and style have been refined with the assistance of ChatGPT and InstaText.

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As a supervisor of both undergraduate and postgraduate students, I view my role as a collaborative guide, a critical mentor, and a facilitator of intellectual and professional growth. Supervision, for me, is not simply the management of research or academic progress, but a shared journey grounded in mutual respect, ethical integrity, and developmental support.

I believe effective supervision is built on a foundation of professionalism and trust. While I maintain clear academic standards and expectations, I also foster a space where students feel safe to express ideas, ask questions, and learn through challenges. This balance often leads to relationships that are not only professional but occasionally friendly rooted in empathy, encouragement, and shared commitment to learning.

My supervision model is individualized and developmental. I do not take a one-size-fits-all approach. Each student comes with a unique background, learning style, and set of aspirations. I tailor my support based on their current stage of academic and personal development. For early-stage undergraduates, I often focus on building confidence, research fundamentals, and time management. With postgraduate students, my guidance shifts toward developing critical thinking, methodological rigor, scholarly independence, and professional identity.

I am deeply committed to ethical supervision. This includes respecting academic freedom, protecting intellectual property, upholding fairness in feedback and assessment, and ensuring emotional well-being. I am mindful of power dynamics, and I make conscious efforts to include students in decision-making processes about their work and learning goals.

Regular and constructive communication is a cornerstone of my approach. I encourage open dialogue, periodic check-ins, and feedback loops that help students reflect on their progress and refine their work. I provide clear guidance but also expect students to take ownership of their learning, cultivating a sense of responsibility and self-direction.

Ultimately, my philosophy of supervision is grounded in growth, respect, and purpose. I aim not only to help students complete their academic tasks but to equip them with the skills, confidence, and ethical grounding needed to contribute meaningfully to their fields and communities. Seeing students transform through research, reflection, and resilience is both a privilege and a continual source of inspiration in my academic career.

AI disclosure
I declare that the statement is drafted based my own experience, then I asked ChatGPT to correct language, improve clarity, and enhance the logical flow.

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Supervising with Empathy: A Reflective Philosophy Rooted in a Sudanese University Experience
This reflective statement explores my personal journey that shaped my supervision philosophy as a university educator in Sudan. Rooted in a difficult but transformative academic experience during my undergraduate studies, I reflect on how supervisory practices can profoundly influence student outcomes, especially in higher education contexts marked by structural constraints, academic hierarchies, and sociopolitical instability. I advocate for a model of supervision grounded in empathy, clarity, and inclusion:

one that supports both academic excellence and emotional well-being. By writing my supervision philosophy, I aim to contribute to the ongoing discussions about pedagogical reform, capacity building, and student support across Sudanese institutions.

A Defining Moment in My Academic Journey

This statement reflects on my own experience as a student in Sudan and how a deeply personal academic challenge helped shape the supervision philosophy I later adopted as a university educator. It is a story of disappointment, support, and growth, and it offers a perspective on how supervision can become a vehicle for transformation in universities.

It was my fourth year as an undergraduate student majoring in Political Science and Sociology, I was tasked with writing a major research paper in political science. With the guidance of my initial supervisor, I developed a rigorous research plan with my supervisor, combining theoretical analysis with a case study on the challenges of development and underdevelopment in Sudan. I was fully committed, working long hours to meet our shared objectives.

However, my supervisor fell seriously ill. The Department of Political Science had no choice but to appoint a replacement to oversee and evaluate my work. The new supervisor, who was also my instructor in another course, was known for his stern demeanor. I had never seen him smile. His lectures were scheduled for Saturday evenings, and we would attend them with a mixture of fear and anxiety. We nicknamed the session "Saturday Night Lecture", echoing the film Saturday Night Fever—except there was no music or dancing, only tension. With his strictness and limited flexibility, he summoned me to his office, and without much preamble, handed me a list of major revisions in my nearly completed research paper. The changes were extensive, with the final exams for six courses just approaching, and our schedules packed with revision, the timing was crushing. Though he claimed high expectations for me due to my academic record as one of the top students, I vividly remember that I left his office feeling like the world had gone dark. My dreams of earning the highest mark for my research paper seemed to crumble before me. I sat down on the steps

outside and broke into tears, overwhelmed by disappointment and exhaustion.

My classmates, who had heard I had been called in by the supervisor, were waiting for me. I'll never forget their kindness. They comforted me, reminded me that it wasn't the end of the world, and promised to help however they could. It was my peers, not faculty, who helped me regain strength. With their encouragement, I submitted a revised version—good, but not what I had hoped. That moment of emotional collapse followed by collective support, left a permanent mark on how I now view academic supervision.

Lessons Learned: Toward a Human-Centered Philosophy

Supervision feedback for me is a tool for growth, not a weapon From that experience emerged five key principles that now define my supervision philosophy:

Empathy First

Students face personal and structural challenges, by war, poverty, and systemic inequality. Supervisors must listen, respond with compassion, and treat students as full human beings, not just academic producers. When you are supervising students, what are your goals? My approach to student supervision is grounded in empathy, mutual respect, and the belief that academic growth flourishes in a supportive environment and mutual exchange of ideas.

Clear Expectations and Collaboration

I belief that most effective methods for supervision are jointly developing timelines, evaluation method, and research goals minimizes confusion and empowers students to manage their own progress confidently. I believe supervision is not just about academic oversight; it is about guiding students through both the intellectual and emotional complexities of research. Students bring diverse strengths, challenges, and personal stories to their academic journeys. Constructive Feed-back should never belittle. I offer critique that invites reflection and supports growth, fostering a dialogical rather than hierarchical relationship.

Support for Independent Thinking

I encourage students to own their research questions and intellectual processes, while remaining available to guide them through moments of uncertainty or failure. It is our duty as supervisors to recognize that complexity and respond with patience, encouragement, and clarity. I strive to create a space where students feel heard, challenged, and supported. The most important aspects of my supervision are

- Co-creating clear goals and timelines, with room for adaptation. (Postgraduate Students Follow-up Schedule)
- Offering constructive feedback that is honest but always respectful and growth-oriented.
- Being approachable and emotionally attuned, especially during moments of stress or self-doubt.
- Encouraging independence while remaining available for guidance at critical junctures.

My role is not to dictate answers but to guide students in asking sharper questions, evaluating evidence critically, and building coherent arguments. I encourage independence and creativity, while offering support when students feel stuck or overwhelmed.

Cultural and Institutional Sensitivity

Supervision must reflect awareness of students' diverse backgrounds. Inclusivity and flexibility are essential in environments shaped by political instability, gender disparities, and limited access to academic resources. Above all, I aim to be the kind of supervisor I once needed, one who balances high expectations with human understanding. I see supervision not as a transaction, but as a partnership built on trust, curiosity, and a shared commitment to learning. I recognize that research can be both an intellectually demanding and emotionally vulnerable process. Students in my country may be managing multiple responsibilities, uncertainties, or crises, particularly in conflict-affected areas of the Sudan, even before the present Sudanese war. Many of the students I work with, come from diverse social, economic, and cultural backgrounds. I strive to be aware of these differences and ensure that my supervision approach is inclusive, context-aware, and free from bias. I aim to cultivate a space where all students feel respected and valued.

Ultimately, my supervision philosophy is about transformation, not only of research outcomes, but of students as thinkers, collaborators, and professionals. I carry with me the memory of sitting on the steps in tears, feeling unsupported and defeated. That moment continues to shape my commitment to being the kind of supervisor who uplifts, empowers, and equips students with the tools to thrive, even under pressure specifically for students with special needs. Supervision, in my view, is a practice of academic stewardship, about planting seeds, nurturing growth, and "celebrating the journey, not just the destination".

Implications for Higher Education

The challenges I faced are not unique. Across the country, supervision practices are often shaped by power dynamics, lack of training, institutional and supervisors rigidity. By rethinking supervision as a collaborative, humane, and student-focused process, universities can foster environments where students are empowered—not diminished—by the research journey. What began as a painful academic setback ultimately shaped my vision as an educator and mentor. It must evolve beyond formality. It must become a practice of care, clarity, and courage, especially in contexts where students carry invisible burdens. Supervision is one of the most influential yet often under-examined aspects in my institution and in higher Sudanese education. For undergraduate and graduate students alike, the quality of mentorship and coach they receive can shape their academic success, professional trajectory, and personal confidence. In contexts marked by limited resources, shifting institutional policies, and political instability, supervision must be more than administrative oversight. It must become an intentional, empathetic, and responsive practice.

As an African scholar I seek to reform and reimagine higher education, I offer this reflection not as a prescription, but as a contribution to a growing body of thought centered on dignity, humanity, and partnership in learning.

AI disclosure

This statement is drawn from the author's real experience, who drafted the statement and ask

ChatGPT for language refinement. The final output is then revised and confirmed by the author.

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My personal life's philosophy focuses on achieving greatness and nurturing my students like tender plants (in the hands of an agronomist that I am) into becoming the best that they are created to be. I desire to achieve this by getting them fully immersed in their learnings for personal development and career growth. As an academic supervisor who is values-driven, meticulous, dedicated to work, respectful, and considerate, I will conscientiously supervise their research and other academic activities by providing mentorship with honesty, integrity and dedication to work. I will use a structured approach with respect to having physical weekly interactions and then a follow-up on their research activities electronically. I will also be interested in their personal life by asking about their general well-being and be accessible enough to be consulted during their challenging moments; I will show empathy in my dealings however, I will be more assertive even while having a cordial relationship with them.

Every student has great potentials that can translate to valuable insights therefore, I will assist them to develop their critical thinking skills, that is, the ability to analyze, evaluate, and create new knowledge and ideas. They are learners that should be patiently groomed into their life's purpose. These goals I will achieve by providing them with guidance to acquire research skills, and ethical practices that will lead to the successful completion of their academic pursuits in record time. I will be accessible to them through personalized guidance that enhances the quality and originality of their work hence, fostering their confidence and independence to contribute to scholarly writing. The facilitation of their learnings will be considered crucial by my provision of additional resources. I will give room for feedback and freedom of expression in scientific discussions for their personal development and/or new discoveries. More importantly, I will not shy away from providing "constructive" criticism of their work and academic activities whenever they fall short of my expectations of them.

As a seasoned academic supervisor who pays attention to details, I will encourage them to be more conscious of the happenings in their environments and become fully immersed in their learnings for personal development and career growth. Because Collaboration is a vital ingredient in the academic discipline. I will work together with them and link them up with my professional networks in order for them to achieve their goals of becoming successful in their academic journey and other areas of life endeavours. Through mutual respect and trust in their ability to be fully committed to every given task I will not shy away from telling them my academic journey of resilience and tenacity which has paid off and is still paying off till now. Also, I will not hesitate to support, nurture and prepare them to create new knowledge towards becoming skilled in conducting cutting-edge research. Learning is a life-long activity, so I will be disciplined and always show Interest in my students' personal growth by creating an enabling environment of intellectual curiosity for them to thrive. I believe that this will lead to the development of their passion for future careers, which will in turn foster continuous learning and greater knowledge acquisition.

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Introduction
My supervisor philosophy statement is aimed at cultivating growth, innovation and a positive research environment. As an academic supervisor, my core philosophy focuses on fostering an environment where personal growth, innovation, positive work environment and work-life balance are not just aspiration, but a reality. I believe in nurturing the next generation of academic researchers by empowering them to become independent, resourceful, creative and impactful contributors to their field of research interest.

Firstly, I will prefer to start off with a scheduled meeting with my student to get to know and understand them

properly, including their beliefs, values, culture or any potential skill they may possess and if possible, to know their area of research interest in order to ensure full participation and self-motivation during the project. The meeting will enable me understand each student personality and help me strategize how to manage them individually. During the meeting, I will have an in-depth discussion with my student to ascertain their understanding and prospect of the research project in order to know how and where to start from.

Approach

The first practical step I will take as a supervisor after meeting with my students is to give them a little task to handle. This will give me a clearer understanding of their individual ability and potential. It will also serve as an initial step in cultivating trust and confidence.

Belief and Goal

Student growth and development is my primary commitment, as a result, mistakes and challenges are important component of the learning process and not a roadblock or mark of failure. My communication approach will involve direct and frequent check-ins, so as to ensure consistent and timely feedback. This approach will enable us to tackle issues swiftly, celebrate progress and success and fine tune skills. I will prioritize guiding students in developing their research skill, ability to think critically, effective way to communicate their research findings in writing and other new opportunities. Also, I am enthusiastic about fostering innovation by encouraging my students to explore new ideas that are novel. I will also ensure that my students cultivate a collaborative, supportive, innovative and inclusive team culture during their project by fostering an environment of trust, mutual respect and fairness, where they feel heard and their ideas are valued. The core values of my supervision process will be to adhere strictly to ethics that guide an ideal research process such as integrity, transparency and accountability. I will set a good example for my students by promoting honest and ethical research practices, open communication about expectations and progress, and empathy towards the challenges my students face. I will hold my students accountable for their commitment and dedication, while also recognizing the human flaws. My goal is to equip my students with both research skill, professional and

ethical fundamentals that will be invaluable to them as they navigate their career.

Conclusion

I will strive to foster a relationship that will produce vibrant researchers that will be bold and confident to take any intellectual risk and contribute maximally to their field of research interest.

AI disclosure

The ideas, concepts and contents were developed from my experience both as post graduate researcher and my interaction with students as an academia. However, in the course of writing, Gemini Google AI assistant was employed for language structuring, refining, and also to ensure precision in writing.

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As an academic supervisor in the field of molecular biology, I approach supervision as a dynamic and collaborative journey. My philosophy is grounded in the belief that every student possesses a unique potential to innovate, question, and grow—both intellectually and personally. My role is not to provide all the answers, but to create an environment where students feel empowered to discover them.

I adopt a guiding, participatory, and supportive style of supervision, always aiming to balance structure with flexibility. While I believe in maintaining regular, goal-oriented progress, I equally value open, evolving dialogue that adapts to each student's needs and development. I encourage students to approach challenges critically and independently, knowing that meaningful scientific insight often arises from persistent inquiry and self-driven discovery. My supervision is meant to foster their capacity for independent research, mastery of core techniques in molecular biology, and the development of ethical reasoning and clear scientific communication. Ultimately, I aim to guide students toward becoming confident and thoughtful contributors to the scientific community.

Central to my approach are the values of independence, critical thinking, innovation, commitment, and joy in learning. I strive to cultivate a space where students are encouraged to test their limits, question assumptions, and propose creative solutions. My role is to support them through that process—to create space for trial and error, reflection, and growth—with the reassurance that I am present as a mentor throughout their journey.

In my supervision, I remain aware of the complexity that emerges from four interconnected dimensions: the person, the journey, the product, and the rules. I recognize that the supervisory relationship is shaped by the unique personalities and backgrounds of both supervisor and supervisee; that the research process is rarely linear and often demands resilience and adaptability; that producing a high-quality thesis requires clear structure, intellectual rigor, and constructive feedback; and that our work must always be grounded in institutional policies and ethical academic standards. Acknowledging and actively working within these dimensions helps me provide supervision that is both empathetic and accountable.

The challenges students face during supervision are never uniform. For some, the most difficult part is the product—structuring their writing, meeting deadlines, or implementing feedback. For others, it's managing the emotional aspects of the journey, such as self-doubt or fluctuating motivation. Occasionally, everything aligns and supervision flows with mutual understanding and enthusiasm. I adapt my approach depending on where the challenge lies, always aiming to support growth while maintaining clear expectations. For instance, I once supervised a student with a brilliant conceptual mind who struggled with translating complex ideas into a structured thesis. We worked together to break down the process into manageable steps, set realistic deadlines, and held regular feedback sessions. Another student, highly organized and independent with the technical aspects of research, required more support in navigating self-doubt during the unpredictable stages of experimental work. These contrasting experiences affirmed my belief that effective supervision demands context sensitivity, empathy, and flexibility.

To assess student learning and development, I use a combination of regular one-on-one meetings, critical feedback on drafts and experimental plans, and informal discussions that explore the student's grasp of research concepts and scientific logic. These interactions allow me to evaluate both technical progress and deeper intellectual engagement.

Supervision is a reflective practice. I regularly seek feedback from students—both informally and through structured end-of-project reflections—to continuously improve my supervisory approach. I also engage in professional development and exchange ideas with peers to refine my practices and stay aligned with evolving academic standards and diverse learner needs.

One of the most fulfilling aspects of supervision is witnessing the transformation students undergo during their research journey. Many begin feeling overwhelmed, uncertain of their abilities, or unsure whether they can meet the expectations set before them. Over time, they find their rhythm, develop their own voice, and embrace the joy of learning and discovery. Some of the strongest connections I've built in academia have come from these supervisory relationships, and I am especially proud to see former students become supervisors themselves—carrying forward the same values of perseverance, self-belief, and excellence.

In my role as Head of the Department of Basic Medical Sciences within the Faculty of Medical Laboratory Science, I have the privilege of mentoring not only individual students, but also shaping a broader academic culture that values inquiry, reflection, and integrity. This leadership position has deepened my understanding of the diverse pathways students and staff take through research and education, and it has broadened my perspective on supervision as a practice that extends beyond the individual to influence entire academic ecosystems.

A former student once told me, "Nothing is truly difficult if one believes in their capacity and is willing to work for it." That statement continues to inspire and encapsulate my supervision philosophy. I remain committed to nurturing not only capable molecular

biologists, but also reflective, ethical, and resilient individuals prepared to contribute meaningfully to the world of science.

AI disclosure
The reflections, experiences, and content are entirely my own and grounded in my academic practice as a supervisor. However, ChatGPT was used for language refinement and clarity.

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My conception of supervision is that it is an ongoing process, that is built on consistent interaction and support. It involves guiding and overseeing performance with the aim of fostering professional growth and development.

I supervise because it is an opportunity for both personal and professional development, not only for the supervisee, but also for me as a supervisor. It is an enriching process for both sides.

I adopt a collaborative and developmental approach as a supervision style, based on mutual trust and open communication. However, I am fully aware that each individual has his unique needs, therefore, I occasionally tailor my approach to suit specific situations or individuals. I adopt this specific approach because I strongly believe it enhances the supervisee's decision-making abilities, boosts their confidence, and keeps their motivation to achieve more, which will encourage continuous growth and active engagement in their development.

The values I consider most important in supervision are responsibility, integrity, respect, and trust.

I strongly believe that supervision is an ongoing process that requires continuous effort, mutual commitment, and active collaboration between the supervisor and supervisee. The most important goal of supervision, in my point of view, is to promote both personal and professional growth.

AI disclosure
The statement was written by the author; AI was used for language refinement. The final version was reviewed, edited and approved by the author.

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Introduction
I hold a PhD in Curriculum Development and have served in the education sector for over 12 years. I currently lead postgraduate supervision at Tom Mboya University, in Homa Bay, Kenya and have been mentoring master's and PhD students for the past three years, with my first cohort expected to graduate in 2026. This public university, chartered three years ago, is in the rural area, where poverty, class, gender inequality and geographic location affect the quality of enrolment. None of the postgraduate students, both male and female, have been able to acquire sponsorship, which hinders completion time, a big challenge to fledgling universities. To address this challenge, we have been writing funding proposals, and I look forward to one day being successful.

To me, learning is a continuous, life-wide process of critical thinking, problem-solving, and personal transformation. A successful learning experience is rooted in evidence, reflection, happiness, and purpose and it equips individuals with the knowledge, skills, and values they need to contribute meaningfully to society. Mastery, in this context, refers to the confident and competent application of these skills in both academic and real-life settings.

Philosophy of Supervision
I view academic supervision as a structured yet dynamic relationship of guidance, mentorship, and intellectual partnership. I promote consistent engagement, ethical inquiry, critical thinking, and the co-construction of knowledge. My core values; honesty, resilience, and learner agency, shape my approach to supervision and teaching.

I support supervisees in becoming evidence-based change agents, capable of turning research into

practical, scalable, and ethical solutions. I embed Bloom's taxonomy in my pedagogical practice to scaffold their growth from comprehension to innovation.

Supervision Practice

I aim to foster:

- Mastery through hands-on skill development;
- Competency via training that empowers learners to challenge the status quo;
- Transformational learning by instilling ethical responsibility and accountability;
- Lifelong learning that enables continuous adaptation and critical self-reflection;
- Transference of skills to contexts beyond academia; and,
- Intersectionality as a framework and approach which is invaluable for the design and implementation of inclusive, responsive and sustainable development, research, and social and policy change.

I expect my supervisees to be proactive, innovative, and open-minded, capable of navigating challenges with agency and resilience. I also encourage collaboration, peer learning, and effective time management.

My assessment methods are competency-based. I practise:

- Diagnostic assessment to align expectations and objectives.
- Formative assessment to refine progress and address learning gaps.
- Summative assessment to ensure quality and readiness for oral defense and publication.

I rely on portfolios, presentations, and structured rubrics to foster reflective and outcome-driven learning. I try to be meticulous with timelines, ethical standards, and institutional guidelines.

Reflection And Future Goals

My supervision philosophy continues to evolve. I now see myself not just as an instructor but as a co-researcher, communicator, and facilitator. I wish to embrace my students' and fellow colleagues' perspectives and feedback with humility, openness, and adaptability.

I plan to pursue regular training, observe experienced supervisors, and continue strengthening my own supervision practice and global learning networks, such as Africa Science Frontiers Initiative (ASFI). I also plan to establish an approved Academic Supervision course/curriculum model that will enable the university to generate income. I aim to institutionalize this model share it regionally, especially in underserved contexts. I hope to assess my success through the quality of my students' outputs, their scholarly publications, and their ability to create meaningful, cited work.

Ultimately, I am committed to cultivating a robust supervision environment rooted in trust, structure, innovation, and mutual growth.

MAGDI A. BAYOUMI

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My experience as a research supervisor in healthcare has taught me that supervision involves both structured and teamwork-based approaches to encourage academic success and personal growth. My goal is to help students become able to think independently and become skilled researchers who make valuable contributions to their study areas. The main objective of my job is to support the professional development of each student by ensuring the quality and ethics of their work. In addition to a completed thesis, I aim for students to graduate with the skills, mindset, and understanding they need to succeed in academic, clinical, or policy-related environments.

My teaching emphasizes the need for and importance of independence, guiding students in taking charge of their research, making thoughtful choices, and learning from their experiences, including difficulties. I believe that students learn best when they are actively involved with challenges, make informed choices, and think critically about their results. The approach I prefer requires engagement rather than just compliance. I will always set up a clear plan through regular meetings, specific goals, and open communication to maintain progress and responsibility. From my point of view,

supervision should be based on trust, respect, and reliable support. During the course, I hold high expectations for students and urge them to be curious, motivated, and resilient. My role is to help them with their needs, whether it is offering helpful advice, providing constructive feedback, or allowing them to explore on their own.

AI disclosure
This document was written by me. It was revised using ChatGPT to assist in improving the language and make it more readable. I bear full responsibility for the ideas, arguments, and material in this paper.

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Educational Purpose and Learning Goals for Supervisees
My supervision philosophy is informed by my lived experience as a supervisee. I desire to hold the hand of a struggling supervisee through their journey of academic writing so that I can share tips that might assist them. Supervising students will also give me opportunity to learn from them. I value integrity, respect, diversity and inclusivity.

The purpose of graduate education is to learn the disciplines of a given field. These disciplines are best taught to new students by Supervisors who have learned and practically experienced the process. The goal of academic supervision is to journey alongside students as they learn academic writing skills for the purpose of conducting research. First time students may be overwhelmed by all there is to learn about the academic writing process. As a family therapist, I will seek to understand my supervisees unique needs and expectations of me so that I can empathically support them through their academic writing journey.

I will create safe space so that my supervisees can voice concerns about their academic writing journey without fear of judgement or consequences of any kind. I will intentionally support my supervisees' to exploit their full potential. However, supervisee's commitment and

resilience during the rigorous academic writing years will determine their success.

My Supervision Methods
I will provide individual and group supervision. Group supervision sessions will give supervisees opportunity to meet, collaborate and learn from their peers. My choice of supervision styles will depend on supervisees personalities and learning abilities. I will utilize discussion, written, and visual teaching aids. I will also consult senior supervisors and attend related webinars so as to sharpen my supervision skills.

Together, we will focus on building supervisees competency, confidence, critical thinking and transformational skills in academic writing. I will be intentional about the foregoing skills because once learned, supervisees can conduct authentic research and generate evidence-based solutions to social problems. Improved social situations enhance societies mental wellness. Besides, students who acquire the above skills may become leaders and lifelong learners in their spheres of influence.

Methods for Assessing Students Learning
Students' learning will be assessed step by step as we journey together. Completion of quality thesis will be the ultimate goal. However, completion of thesis will depend on supervisees health and tenacity to keep working when things get difficult or slow.

Assessment of Supervision: Supervisees will assess my supervision skills through open or anonymous written feedback at any time. Supervisees feedback will help me to improve my supervision methods. So help me God.

AI disclosure
The content of the statement is mine. ChatGPT was used to generate the section headings and refinement of the readability of the text.

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Introduction

I view supervision as a transformative and collaborative journey between myself and my supervisees. In my experience, supervision is not simply a mechanism for academic progress but a vital process that nurtures the development of confident, critical thinkers and socially responsible professionals. Particularly in the field of community health promotion and more specifically, in sexual and reproductive health education, supervision plays a key role in preparing supervisees to engage ethically and contribute meaningfully to public health initiatives.

My Conception of Learning

I believe optimal learning occurs when students are actively engaged in constructing their own understanding. This happens best when they can apply academic concepts to real-life contexts and reflect critically on their personal experiences. Learning, in my view, is a dynamic process that connects theory with practice. In the context of health education, learning is most meaningful when it empowers students to think logically, act ethically, and strive for solutions that improve community well-being. I see learning as both personal and collective, shaped by curiosity, relevance, and the pursuit of social good.

My Conception of Supervision

My supervision approach is grounded in mutual respect, open communication, and a shared commitment to both academic and personal growth. I view supervision as an evolving relationship, not a one-sided transfer of knowledge, but a process that encourages critical thinking, self-discovery, and the shaping of professional identity. Whether I am working with undergraduates on their final year projects or guiding postgraduate students through structured theses, I tailor my supervision to individual needs, accounting for different learning styles, intellectual capacities, levels of research experience, and ability to learn, unlearn, and adapt.

Why I Supervise

I supervise because I believe in the transformative power of education. Supervision allows me to contribute directly to shaping the next generation of thinkers and public health professionals. I find fulfilment in helping students gain confidence, build skills, and discover a sense of purpose in their academic and professional lives. More than completing a research project, I want students to walk away from supervision with enhanced analytical abilities, academic writing competence, and a strong sense of social responsibility. It is my belief that through quality supervision, we prepare students to not only navigate their careers successfully but to also positively impact the communities they serve.

Goals for My Supervisees

My primary goal for my supervisees is to support students in becoming independent, critical, and ethical researchers and professionals. I want them to leave the supervision experience equipped with the tools to solve problems, engage meaningfully with their field, and take initiative in both academic and work-related environments. I aim to help them develop strong research and writing skills, grow in confidence, and internalise the value of reflection and accountability. Additionally, I want students to appreciate the relevance of their research beyond the academic realm, seeing its potential to influence policy, practice, and social change.

My Supervision Methods

To meet these goals, I employ a variety of supervision strategies. These include structured one-on-one meetings, group consultations, fieldwork involvement, and reflective activities. At the early stages, I assist students in clarifying research questions, refining methodologies, and positioning their work within the existing literature. I begin with close guidance and gradually allow students more autonomy as they build competence and confidence. Feedback is central to my approach. I ensure it is timely, constructive, and balanced, highlighting both strengths and areas for improvement. I use rubrics to guide assessments, emphasising clarity, logical coherence, ethical soundness, and applicability to real-world problems. My goal is to create a safe and inclusive space where students feel supported, challenged, and encouraged to pursue excellence.

Interaction with Supervisees

My relationship with supervisees is firmly rooted in mentorship. I strive to be approachable, empathetic, and responsive. I take time to understand each student's aspirations, strengths, and challenges. Our interactions go beyond project discussions; they are about supporting the student's holistic development as a scholar. I aim to model professional conduct, ethical reasoning, and genuine engagement with public health issues.

Assessing Learning and My Own Growth

I evaluate student learning not solely based on final output, but on their engagement with the research process. That is how they respond to challenges, revise their ideas, and apply feedback. I encourage students to document their journey and regularly reflect on their progress. At the same time, I view supervision as a reciprocal learning process. I grow through every interaction, regularly assess the effectiveness of my practice, and seek feedback from my supervisees. To improve my supervision, I attend professional development workshops, engage in interdisciplinary collaboration, and stay current with innovations in teaching and research supervision. I recognise that effective supervision requires humility, flexibility, and a commitment to lifelong learning. My aim is to continually refine my strategies and remain a role model of curiosity, integrity, and academic excellence.

AI disclosure

I used ChatGPT to reword and check the grammatical constructions and spelling of my write up.

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My approach to teaching and supervision is rooted in the five steps of learning that my father, a schoolteacher, taught me: identifying needs, planning, facilitating, assessing, and evaluating learning. I applied these concepts throughout my learning journey since I was young, and now they form the foundation of how I aim to support others. With yet a lot to learn and minimal exposure to supervision experience, and after obtaining my bachelor's degree in medicine a couple of years ago, I realized the importance of academic teaching. The reason being is I believe that a well-rounded clinician must also be a thoughtful educator, a curious researcher, and a capable leader. I define a successful learning experience by one's ability to simply explain and teach a given concept to someone with no prior knowledge of the topic. Therefore, I wish to have an impact on the young, curious minds.

I consider myself fortunate to have had supportive and inspiring supervisors throughout my journey. They encouraged me to work hard, stay focused, and develop the skills I needed to reach my goals. One of the most important things they taught me is that staying up to date is essential to being a good doctor. They encouraged me to keep learning, not just when things went well, but especially when I made mistakes. Instead of focusing only on what I was doing right, they helped me identify my gaps and gave me the chance to improve. Because of their guidance, I developed stronger problem-solving skills, learned to think more critically, and grew more confident in my abilities. It's important for me to pass on the knowledge and skills I've gained from my mentors to the next generation of supervisees.

To mirror the supervision I received, my goal as a supervisor is to create a learning environment that is supportive, respectful, and growth oriented. I see each interaction as an opportunity to model professionalism and empathy. I find it deeply rewarding to contribute to someone's growth and confidence. Active, collaborative, and meaningful ways of learning are proven to be the most effective. Engaging strategies like case-based discussions, group work, peer teaching, and simulations make the process easier to apply in real life. I've found that when learners are placed in realistic, problem-solving scenarios, they retain information better and build confidence in their clinical reasoning.

As a student, I was assessed with two main goals in mind, which I am trying to instil in my future students. They are to demonstrate my learning and to receive feedback that helped me identify mistakes and improve with each assessment. This approach encourages collaboration and reduces unnecessary competition.

AI disclosure

I used Grammarly and QuillBot to proofread and check the grammar and spelling. All the written text is my honest experience, and I take full responsibility for it.

NEJLAA E. H. TAHA

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My supervision philosophy is grounded in mutual respect, scientific curiosity, and shared growth. I view supervision not merely as oversight but as a dynamic and evolving relationship—one that balances structure with flexibility and academic rigor with empathy. It is a collaborative space shaped by meaningful dialogue, critical thinking, and mutual learning.

I am committed to cultivating an environment where supervisees feel heard, intellectually stimulated, and confident in pursuing their academic and research goals. I encourage bold inquiry, interdisciplinary thinking, and a strong sense of ownership over one's work. My role involves setting clear expectations, offering constructive feedback, and creating space for independent thought—while fostering trust and open communication.

Drawing on my experience as the lead author and contributor to advanced research projects—including my Master's degree research in parasitology, PhD research in molecular biology, and a recent first-author study on public and global health currently under review—I have developed a supervision style that is both structured and adaptive. Alongside my academic training, I have gained practical experience in cell culture, clinical pathology, drug resistance, infectious diseases, and broader themes in population and global health. These combined experiences enable me to support researchers across diverse academic settings and developmental needs. This approach is reflected in how I adapt my supervision to different formats, including one-to-one supervision, group discussions, and thesis-based support.

In one-to-one supervision, I combine technical guidance with regular feedback meetings to help supervisees develop independence in navigating experimental design and data interpretation. I aim to foster scientific rigor while building confidence in their decision-making and analytical skills. This balance allows supervisees to take ownership of their work, make thoughtful research choices, and grow as self-directed scientists.

In group supervision settings, I promote collaborative discussions where supervisees can learn from each other's perspectives, methods, and challenges. I see this as an opportunity to build a shared learning environment that strengthens individual insights through collective reflection. For thesis supervision, I tailor my support to the student's stage of progress—offering milestone-based feedback, encouraging reflective dialogue, and guiding the iterative development of both scientific content and academic writing. These strategies help ensure that each supervisee advances with clarity, purpose, and a deep connection to their work.

As part of my evolving leadership responsibilities, I work to foster a research culture that helps early-career scientists shape their vision, design rigorous studies, and navigate the research and publication process. I am especially mindful of the challenges faced in both resource-limited and competitive academic environments and commit to providing inclusive, sustainable, and impactful supervision.

Five core principles guide my approach to supervision:
- Clarity in roles, expectations, and research goals
- Consistency in support, communication, and feedback
- Respect for diverse backgrounds, identities, and experiences
- Encouragement of interdisciplinary thinking and real-world relevance
- Commitment to ethical, transparent, and reproducible science

I view supervision as a transformative journey—one in which knowledge deepens, character strengthens, and the next generation of scientific leaders is empowered to contribute meaningfully to their fields and to society. I actively welcome feedback and strive to lead by

example, demonstrating curiosity, humility, and professional integrity.

AI disclosure
This supervision philosophy statement reflects my principles, beliefs, values, and academic experiences, as well as the framework for building supervisory relationships. It is based on my own ideas and professional standards. I used OpenAI's ChatGPT to help with rephrasing and finding synonyms, while ensuring the statement accurately represents my voice and thinking.

OLUWATOBI ELUYERA

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Sometimes last year, my child had to start his final year project. He had an idea of the general area, but it took some time to settle on the topic with his supervisor. Then, it was time to write up a proposal. Unfortunately, despite the generation he is in, they had only a theoretical knowledge of writing up a proposal. I then suggested some Artificial Intelligence (AI) website he can go to for ideas and outline. My son was shocked! He never imagined I would know about such stuff, but fortunately for me, I had just had a 1-hour seminar on AI and research a few weeks back. He ended up involving me every step of the way. There was trust, there was rapport. We could speak the same language.

That became my number one (1) guiding principle - to be on top of the game, be aware of the trend in research, to pursue knowledge and be a learner. It would come in handy and pivotal in shaping a responsive and adaptive supervision process. I hope to make it beneficial to both parties involved, a symbiotic relationship, a teamwork, by being present, available and involved; a facilitator of knowledge not just a transmitter, making the best of the pastoral approach. Ensuring supervisees take ownership of their educational journeys, and together we foster an atmosphere that values both collaboration and individual initiative. One thing I gained in my academic journey as a pathologist is "asking questions - why, how?" So as to cultivate a culture of inquiry, this I would like to pass on. The more you ask, the more you find and the more the depth of insight. We therefore have to listen to one another, beyond the verbal cues. Active listening helps with open communication channels and gives room for trust, a safe space that allows feedback between the parties involved.

My assessment of supervision is by observing timelines, meeting deadlines and peer reviewed comments, whether seminar or case study presentations, outside postings, examinations or projects. I am invested in making it work for my supervisee, able to stand on the shoulder of a growing giant and not start all over again. Will this always be a smooth process, oh no! Will it involve emotions, and time, and then money? An absolute yes!! Will it impact? That is the overarching aim, my supervisee must not graduate the same way they came into the program, iron must have sharpened iron, and both of us are the better for it. The supervisor and supervisee must thrive as much as lies in their power. It's not the African style, but I am rapidly learning, my growth is your growth. A balance between authority and approachability, having a demeanour that invites openness and seeking for guidance without fear of judgement.

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Competency-based education prepares health professionals for practice, focusing on graduate outcome abilities and organized around professional competencies tailored to patient needs. Supervision is a dynamic, collaborative process that supports students' competencies and enhances the development of ethical and reflective professionals who are prepared to contribute effectively to patient care, education, and research.

Goals
I aim to tailor guidance to each individual's needs while promoting independence and critical thinking. My supervision seeks to equip students with the skills and attitudes necessary to continually develop their knowledge base, build confidence in sharing their knowledge, enhance their communication skills, and support them in learning and research. I encourage

them to conduct research that encompasses various research gaps related to the clinical aspects of medications, aiming to optimize medication use and improve the quality of patient pharmaceutical care.

Supervision Methods

Every learner is unique, with individual strengths, learning styles, and aspirations. I endeavor to create a supportive, inclusive, and empowering environment where students feel respected, valued, and encouraged to grow and learn. I inspire students to conduct research projects that address problems in various communities, both nationally and internationally. I motivate students to apply for evidence-based medicine in practice, participate in research and quality improvement initiatives, and develop strong communication skills. By integrating clinical teaching with academic inquiry, I help learners bridge the gap between knowledge and application.

I promote regular reflection through debriefings and open discussion, fostering growth, accountability, and resilience. I encourage students to engage in interprofessional and multidisciplinary collaboration in national and international contexts. I maintain open lines of communication and provide regular feedback to students, both face-to-face and via email or social media, regarding their work progress and after graduation. Supervision does not end with graduation or project completion; it continues beyond these milestones. It is an ongoing relationship grounded in lifelong mentorship.

Assessment of Supervision and Teaching

I use valid and reliable assessment methods to measure students' performance in research progress, including the student logbook as a record of procedures and progress reports, along with constructive feedback.

Conclusion

The innovation in pharmacy education and research shapes a skilled student, who is shaped by the quality of the faculty, the environment of the faculty or university, the curriculum, and the effectiveness of the supervising style and strategies.

AI disclosure

I wrote the supervisory statement, but used ChatGPT to check for grammatical errors and fine-tuning of the texts. I take full responsibility for the output.

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I believe supervision is a journey that begins with the supervisor guiding, supporting and advising supervisees to attain growth, transformation and ultimately lifelong learning and meaningful achievements, as they navigate the challenges of conception, proposal, research, data analysis, iterative revision, and final defence of their theses and/or projects.

My supervision philosophy is rooted in constructivism, which sees learners as creators of knowledge rather than empty vessels to be filled. They build understanding by integrating new information with their prior experiences. This process is further enriched through discussions and collaboration with others. Accordingly, I am committed to fostering an individualized and collaborative academic partnership where each supervisee brings his/her own interests, experiences, aspirations, and goals. I strive to create a learning environment where their voices are not only heard but are also respected and empowered. Rather than tell them what to do, I aim to guide and mentor them through inquiry and mutual trust.

I believe effective supervision involves cultivating a calm, supportive, motivating and collaborative environment – one that inspires intellectual independence, critical thinking, and research prowess, while also nurturing personal and professional growth. I am committed to creating a space where supervisees and supervisor feel empowered and confident to develop their skills, take ownership of their work, and contribute meaningfully to the advancement of knowledge. My goal is to empower supervisees with the skills and confidence to conduct independent research, make impactful contributions to their fields and become future scholars or industry leaders.

My preferred supervision style is a blend of the pastoral and contractual, wherein reflective, person-centred support is balanced with structured expectations and professional accountability. I tailor my approach to align with each supervisee's individual needs, providing both empathetic encouragement and clear directives, while exercising strong management skills and fostering effective interpersonal relationships. I aim to offer strategic guidance, constructive feedback, and collaborative engagement, cultivating an environment where supervisees are intellectually and creatively challenged. Through this approach, I seek to empower individuals to take initiative, think critically, and navigate complexity with growing independence. I believe that every learner is unique, with distinct learning styles and professional aspirations, and I therefore adapt my supervision to support their development in ways that are both responsive and purposeful, providing the resources, direction, and encouragement required for both academic and personal growth.

I expect supervisees to set meaningful goals, demonstrate a strong sense of duty, engage openly in communication, seek support when needed, and respect timelines. I also encourage them to develop key professional competencies such as academic writing, oral presentation, collaboration, and networking – skills essential for thriving in both scholarly and professional environments. In return, I commit to offering tailored guidance, facilitating collaboration, and ensuring access to opportunities that support their development into confident researchers, scholars, or industry professionals. My supervision is grounded in the core values of hard work, integrity, loyalty, respect, collaboration, and continuous personal development. I lead by example and prioritize open dialogue and mutual trust. Rather than simply telling supervisees what to do, I strive to mentor them through thoughtful questioning, constructive feedback, and genuine empathy – encouraging them to grow into reflective, capable, and self-directed individuals.

To ensure that aspects of the supervisory process are tracked, supported and improved, we will co-create an agreement outlining learning goals, expectations, timelines, roles and responsibilities, which we shall revisit and revise periodically to assess progress and reflect evolving needs.

AI disclosure
I used ChatGPT to check and organize the text of my supervisory statement, otherwise the text is entirely mine and I take full responsibility for it.

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My supervision philosophy is rooted in the belief that meaningful supervision is a transformational partnership built on trust, clarity, and mutual respect. I see supervision not as a hierarchical duty but as a purposeful and dynamic engagement where learning is co-created. My core values—empathy, empowerment, integrity, and growth—guide every aspect of how I supervise and support those under my care. I believe that supervision must transcend compliance and performance monitoring to become a supportive, ethical, and developmental experience for both the supervisee and the supervisor.

As a supervisor, I view my role as that of a facilitator of growth, a sounding board, and a mentor who models professional standards while encouraging curiosity and reflective thinking. I prioritize building a psychologically safe space where supervisees can be open about their challenges, celebrate their progress, and stretch toward their full potential. I support this by engaging in regular, structured dialogue, goal setting, and accountability frameworks that align with everyone's learning style and career aspirations.

My supervision style is collaborative yet adaptive. I balance structure with flexibility, depending on the supervisee's level of competence and confidence. In the early stages of supervision, I may adopt a more directive approach—providing clear guidance and practical resources. As the relationship deepens and competence grows, I shift toward a more coaching and consultative role, encouraging autonomy and independent problem-solving. This evolving process enables supervisees to take increasing ownership of their learning journey. For example, in my supervision of the undergraduates, we hold meetings at intervals

where they are allowed to clarify area of concern and give feedback. I support them emotionally and share materials with them. I also collaborate with a statistician to guide the students before the collection of data and have published some of research project due to my relationship with my supervisees.

Feedback is central to my supervision practice. I aim to provide consistent, timely, and actionable feedback that is framed constructively and anchored in observable behaviours or outcomes. I also encourage supervisees to engage in self-assessment and critical reflection, while inviting reciprocal feedback on my supervision style. This two-way feedback process fosters mutual trust and positions the supervisee as an empowered agent in their own development.

I am deeply committed to supporting my supervisees' professional and personal development. I intentionally integrate opportunities for skill-building, ethical reflection, emotional regulation, and leadership development into our sessions. I also promote lifelong learning by encouraging participation in seminars, field experiences, peer collaboration, and professional networks. My goal is not only to support academic or job-related success but to help nurture confident, values-driven professionals who can thrive beyond the supervision context.

Supervision, for me, is also a space of shared humanity. I bring my full self—my curiosity, humility, vulnerability, and willingness to learn from each supervisee. I strive to model transparency, ethical reasoning, and emotional intelligence in every interaction. In moments of challenge or uncertainty, I do not presume to have all the answers but aim to walk alongside the supervisee with a spirit of inquiry and care.

Finally, I view supervision as an extension of the values I uphold in my broader professional practice: equity, respect for diversity, and accountability. I continuously evaluate and improve my supervision through feedback, reflective journaling, peer consultation, and professional development. Every supervision encounter is an opportunity.

AI disclosure
I affirm that the content was drafted based on my personal experience and I used ChatGPT for language editing and text refinement.

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I consider supervision a core academic and human responsibility. It is a dynamic and evolving process in which I actively engage with my students throughout their intellectual, professional, and personal journeys. Through supervision, my goal is to nurture independent thinkers with strong critical reasoning, the ability to design rigorous research, and the skills to analysis data with precision and objectivity while maintaining the highest standards of academic integrity and ethical conduct.

For me, supervision is not merely the transfer of knowledge; it is a collaborative intellectual partnership rooted in empowerment and trust. I encourage my students to be autonomous and take ownership of their research, becoming responsible for shaping their ideas and directions. I work to create a safe, stimulating environment that respects intellectual and cultural diversity, supports students in freely expressing their perspectives, and them to innovate and explore.

My supervisory role extends beyond academic guidance to incorporate practical, career-oriented development. I help students build a balanced skill set that includes leadership, teamwork, communication, time management, and strategic thinking preparing them to meet the challenges of both academic and professional life with confidence and competence. I stay current with technological advancements and encourage students to explore digital tools, AI-supported analysis, and data visualization techniques, enhancing both the quality and relevance of their research.

I place high importance on respecting epistemological and cultural pluralism, ensuring every student feels appreciated and included regardless of background. I believe that diverse perspectives and ways of thinking

enrich the research process, leading to more holistic and impactful results. I also encourage students to reflect on the broader impact of their research beyond academic publication by transforming findings into policy briefs, field initiatives, or partnerships with local institutions to serve the community.

My supervision is grounded in ethical values such as honesty, accountability, and empathy, which I model and strive to instill in my students. I view supervision as a reciprocal learning experience in which I grow through interaction with my students. I continuously develop my own supervisory approach through self-reflection, keeping up with recent research, and participating in specialized workshops and academic forums.

Ultimately, my supervision philosophy is centered on empowerment, collaboration, innovation, and ethics. It aims to graduate well-rounded researchers who are academically strong, professionally capable, and socially conscious. I aspire for my students to complete their supervision journey not just with a degree, but with mature critical thinking and a leadership mindset that enables them to make a positive and lasting impact in their communities and fields.

AI disclosure
Part of the writing and editing of my text was supported by ChatGPT, which was used to formulate some sentences, revise grammatical structure, and improve writing style.

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As a lecturer and supervisor in the Clinical Pharmacy Department, my supervision philosophy is fundamentally rooted in established academic principles, yet it is also deeply shaped by my journey and unwavering commitment to nurturing the next generation of clinical pharmacists and researchers. This statement outlines my core beliefs, practical approaches, and aspirations as a supervisor, drawing from both formal training and the invaluable lessons learned throughout my own academic and professional life.

I view academic supervision as a comprehensive and evolving relationship, extending far beyond mere project guidance to encompass the holistic development of each individual. It is a formal yet profoundly personal journey, a sustained effort over time, where my role is to guide, mentor, and facilitate. My primary objective is to empower supervisees to develop essential academic and professional skills, navigate their programs effectively, and ultimately achieve their academic and career goals. This understanding of supervision, as a relationship focused on skill development and goal attainment, resonates deeply with my own experiences as a learner and educator.

I believe in a comprehensive approach to supervision, one that recognizes the intricate connection between a supervisee's intellectual growth, emotional well-being, social integration, and professional identity. This means moving beyond a purely task-oriented focus to consider the individual as a whole, fostering a supportive and inclusive environment that addresses their diverse needs. I recall the profound impact of supervisors who saw beyond my immediate academic tasks, investing in my overall development, and it is this holistic support I strive to provide.

My supervisory approach is primarily collaborative and participatory. I actively involve supervisees in decision-making, fostering a shared sense of ownership and responsibility for the research project. While I provide clear direction, particularly in the initial stages, I strongly encourage independent thought and problem-solving. I aim to function as an expert guide in clinical pharmacy, offering specialized knowledge honed through years of practice and teaching. Simultaneously, I see myself as a coach, dedicated to supporting their broader career development and building their confidence, much like my own mentors did for me.

Within the clinical pharmacy context, this translates into a highly engaged process. From our very first interaction, we collaboratively define clear educational purposes and learning goals, aligning them with the supervisee's academic program and future aspirations in clinical pharmacy. This includes a frank discussion about degree-specific expectations for research, data analysis, and scientific writing. I provide a structured

framework with clear timelines and deliverables, yet I maintain the flexibility to adapt to unforeseen challenges and the evolving needs of the individual. Regular meetings are a given, but I also maintain an open-door policy, understanding that genuine support often happens outside scheduled times.

I challenge supervisees to analyze data rigorously and develop their own solutions, guiding them through inquiry processes directly relevant to clinical pharmacy research. I gradually encourage supervisees to take ownership of their projects, delegating tasks and empowering them to present their work confidently. Above all, ethical conduct and professionalism are paramount; I instil the importance of data integrity and strict adherence to institutional and professional standards in all clinical pharmacy research endeavors.

My methods are justified by a fundamental belief that active engagement and critical reflection are the most potent catalysts for learning. My own academic journey and countless observations confirm that a supportive, yet intellectually challenging environment fosters the deepest learning. I've seen firsthand how a comprehensive approach, one that values the individual's well-being, directly impacts academic performance. The principles of continuous process and sustained effort guide my understanding of academic development, emphasizing that resilience and continuous growth are far more valuable than quick results.

My core values as a supervisor are integrity, empathy, and excellence. I strive to build an environment founded on mutual trust and respect, where open communication and constructive feedback are central to every interaction. My primary goals for supervisees are to develop them into independent, critical thinkers, proficient researchers, and ethical professionals who are confident communicators and lifelong learners, adaptable to the ever-evolving landscape of healthcare.

I assess my supervision quality through a combination of formal and informal measures: the tangible progress of my supervisees (timely milestones, quality publications, successful thesis defenses), their direct feedback, and my observation of their developing skills in critical thinking, writing, and presentation. I also look

for increasing autonomy and, in the long term, the career success of my alumni. Crucially, I engage in continuous personal reflection, constantly asking myself how I can enhance my effectiveness.

My commitment to professional growth as a supervisor is unwavering. I actively participate in professional development opportunities, continuously seek feedback from my supervisees and peers, and engage in regular self-reflection. I also learn from experienced colleagues and remain current in pharmacoepidemiologic and experiential education research areas to ensure I provide the most relevant and insightful guidance. This philosophy statement is a living document; I will keep refining it as I learn and grow as a supervisor, serving as a compass for my interactions and reinforcing my profound dedication to my supervisees' success and their future contributions to clinical pharmacy.

AI disclosure
I used Grammarly to assist with grammar, spelling, and clarity. I reviewed and edited all outputs carefully and take full responsibility for the final text.

SAMUEL A. ABANIGBE

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As a faculty member, I view supervision as a process of academic mentorship, guiding students through the complexities of research, culminating in the completion of their thesis and the subsequent publication of significant findings. I am passionate about the oversight and guidance provided within the framework of a formal agreement, ensuring adherence to its terms and conditions. I do not compromise standards even when the window of negotiation is open to my students. I understand that we both have a prize to achieve at the end of this journey!

My supervisory journey commences with an orientation meeting, which may include both virtual and in-person discussions. I ensured that these sessions are as informal as possible while ensuring that the contents of the method to guide the monitoring process are clearly set out and thoroughly understood by all parties

concerned. The orientation meetings foster a relationship-building environment, which I value and frequently use to attract the upervisee's attention to the research process. Notably, my supervision strategy is to coach, advise, and mentor supervisees towards achieving the product while also developing a long-term relationship between the two of us while I focus on my own product along the way.

I often monitor performance with the established template for our day-to-day research activities. A Gantt chart is designed as one of the outcomes of the orientation meetings, which is used to track research project progress. This Gantt chart is specifically used to monitor and evaluate performance, provide feedback, and address any deviations from the agreed-upon obligations. Sometimes, during progress evaluation meetings, some ideas could be generated to further spice the research outputs in the long run; the Gantt chart helps to be accountable for this deviation from alignment to desired outcomes envisaged. The Gantt chart helps in critical assessment of timelines, meeting deadlines, seminar and workshop attendance, research process details, manuscript submission to journals, peer-reviewed comments, and other research activities tailored towards our corporate outcomes.

Overall, my guidance and mentorship during supervision of the research process for impactful outcomes relies on values of relationship building. It emanates from the passion of facilitating research methodology skills and tactically relying on feedback from the supervisees through effective communication principles. It evolves into technical support for the research details and development of essential skills for academic writing and final reports for thesis completion and publication in reputable scientific journals. The intellectual guidance and mentorship help the supervisees to refine their research ideas and statement of problems and develop appropriate methodologies to navigate the complexities of the research process. The constructive feedback provides critical evaluation into the various aspects of the thesis, including research design, data analysis, and written communication to attain academic standards for impactful outcomes. My supervision style offers supervisees the opportunity to develop essential skills like critical thinking, time management, effective communication, and the ability to conduct independent research. As well, my supervision space provides emotional support and encouragement to supervisees, especially during challenging periods of the research process. However, I do not compromise academic integrity; hence, I ensure that the thesis conforms with ethical standards and that it is original work, free from plagiarism.

By and large, I use open communication to simulate feedback on how my supervisees have improved on their research methodology skills from the commencement of the supervision up to the submission of the thesis to the faculty for examination. I often encourage my supervisees to participate in attending workshops and seminars to enhance their soft and research skills. My postgraduate students are often encouraged to present their progress reports using the available virtual platforms like MS Teams and Zoom. I encourage them to at least participate in at least one conference where they present their research findings to a larger audience to gain more insight and develop their network. As part of the schedule in the Gantt chart, regular meetings are used to discuss and evaluate progress, address challenges, and tactically synthesise feedback about my attitude and approach to the supervision journey. Assessment criteria are used to further synthesise and recognise the unique attributes of individual supervisees and tailor the research process approach to their needs and skills. Hence, I try to balance the formal requirement of academic supervision with the skill of dynamism and collaborative research for the attainment of sustainable outcomes for myself and the supervisees.

AI disclosure
The entirely text is my idea and construction. I used ChatGPT to organize the grammar. I take responsibility for the output.

SAYDA M. SULIMAN
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My supervision philosophy centres on developing individuals, not just projects. I believe that supervision is a shared process where I act as a coach, advisor, and supporter. My role is to help students become

autonomous thinkers and ethical researchers who produce work that matters outside academia.

I supervise with structure and adaptability. I start by co-developing a clear timeline with my students, then guide them through each milestone: proposal, literature review, data gathering, analysis, and final writing. In one instance, a postgraduate student in Sudan had limited access to academic databases. Together, we built a reading list from open-access sources, and I helped them use regional case studies for relevance. This taught me that resource scarcity does not have to mean research failure; it just needs innovative support.

I value candid, practical feedback. I do not overwhelm students with vague theory. Instead, I use guiding questions and annotated comments to encourage critical thinking. I also ask students to write short reflections on each draft stage to help them process their learning and improve clarity. This method has worked well in business and quality management projects where practical thinking is crucial.

Instability, digital disparities, and institutional gaps often shape supervision in Sudan. During the recent conflict, I assisted students through WhatsApp voice notes, email-based reviews, and weekend Zoom calls when electricity was accessible. This demonstrated the importance of adaptability, patience, and emotional backing in tough situations.

My objectives for each student are to:
- Cultivate a research identity anchored in integrity and relevance.
- Comprehend the ethical duties of inquiry.
- Develop habits of clear thinking and independent problem-solving.

I evaluate progress not just by thesis completion but by the quality of thinking, ownership of ideas, and ability to apply knowledge. I believe students learn best when supervision is respectful, structured, and centered on long-term growth.

Supervision also shapes me. I learn from each student's questions, each setback, and each breakthrough. I continue to grow by attending supervision workshops, engaging in reflective practice, and collaborating with peers. My philosophy is always evolving, but my commitment remains constant: to empower capable, confident researchers even in the most uncertain conditions.

Final Thought
Good supervision is about building confidence and competence. I aim to leave my students not only with a thesis, but with the mindset and tools to keep learning, asking, and contributing after they graduate. My success as a supervisor is not only measured in pages completed, but in people empowered.

I believe good supervision shapes not only the academic product but also the person behind it.

AI disclosure
While writing my academic statement, I used ChatGPT tool to help organize my ideas and refine the wording. All insights and experiences are my own, and I ensured the final version reflected my work accurately.

SHAHENAZ S. SALIH
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Supervision is a crucial part of professional development that requires a high sense of responsibility, merit, consistency, patience, and enthusiasm. I always think of my supervision style and personality to be realistic with resources available and to create a collaborative and dynamic learning environment in which the supervisees can flourish and develop into competent and socially responsible professionals.

I am always persuaded that supervision is a growth opportunity that builds skills of critical thinking, problem-solving capabilities within ethical framework. I also believe that successful supervisors always help supervisees to thrive, develop mastery, become competent, confident, and future givers.

Supervision is a partnership, a journey of shared learning and growth, and learning is not merely the acquisition of knowledge but the development of numerous skills starting from critical thinking and problem-solving to applying the knowledge to real-world situations. I remember when I was a PhD student, my supervisor was assigning me different tasks, from deciding over every single tiny decision to grant writing. I admit that I swung from deep endless anger to complete frustration when no results were to be concluded despite the huge amount of hard and smart work. After six years of PhD journey, I do today owe my supervisor the personality I developed.

My approach to supervision is grounded in ethics, courage in facing challenges, and a commitment. I believe it's my duty to set a positive example of understanding and welcoming personal differences, tackling difficulties in the research journey, and competing with our vulnerabilities. The main objective I target is to help the supervisee grow into skilled, principled professionals who are dedicated to ongoing learning and making a positive impact on others.

To measure the effectiveness of my supervision style, I will look at several key areas, from assessing how well supervisees translate their gained knowledge and think critically to how many goals have been achieved within the agreed timeframe. I believe in reflection and regular feedback from them through both formal evaluations and informal conversations, using their insights to improve the approach.

Although my philosophy looks to the future, it is shaped by my past experiences. I will guide students through research projects, supporting them from start to finish. We will set goals by the time their research is released. We will plan to publish, participate in international conferences, and publish proceedings. This would evaluate the impact of my supervision.

During the upcoming months, I will be supervising a group of students who should submit their BSc graduation thesis in Medical Laboratory Sciences. The challenge we have is we all have fled the war in Sudan, and each one is in another country with no resources or facilities to commence the wet lab experiments. It will be a big challenge, though I feel enthusiastic to wrap this up and mark the mission as completed.

I prefer a balanced approach in evaluating students' learning against clear, established standards to ensure fair and meaningful assessment. Therefore, I will apply different ways to assess students' promotion, such as small task achievements, shared projects, and presentations to capture the full range of student learning.

To keep improving as a supervisor, I will seek feedback from my supervisees, colleagues, and senior mentors. This input will help me identify areas for growth and adjust my methods. I will also stay updated on the latest research and best practices in supervision by participating in professional development opportunities.

Conclusion
My supervision philosophy will continue to evolve with experience. I am dedicated to supporting supervisees and mentoring them so they can reach their full potential and make significant contributions in their fields. I welcome both the challenges and rewards of supervision and am committed to ongoing learning and growth in this role. My aim is to make a positive impact in the field through effective supervision, with values and goals that positively resonate.

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Supervision, for me, is a dynamic, mutual, and growing process centred on trust, learning, and transformation. It is not merely the act of overseeing students or researchers, but a commitment to encouragement intellectual interest, academic truthfulness, and professional growth in a supportive and challenging environment. I see supervision as a shared journey— one where both the supervisor and supervisee develop.

For me, the purpose of teaching is to develop critical, independent thinkers capable of contributing meaningfully to their disciplines and community and supervision plays a key role in this purpose. I view supervision as mentorship that goes beyond academic

advising—it includes emotional support, skill-building, constructive feedback, and professional development.

In my ideal supervision environment, supervisees feel safe to question, explore, and make mistakes. I try to balance support and autonomy, providing a structured foundation while allowing supervisees the space to follow independent thought and direction.

I supervise with both purposeful and flexible to ensure meeting needs of my supervisee. Every supervisee is unique; hence, my methods differ to reflect their individual strengths, challenges, gaps, and goals.

At the start of the supervision, I work with my supervisee to create a supervision plan that outlines expectations, timelines, and preferred communication means.

My supervision style is the contractual which combines structure and support. I provide step-by-step guidance with clear learning objectives and maintain an open-door policy for addressing challenges. Gradually, I empower supervisees to work independently, aiming to develop future scientists. Students learn best through active engagement, interactive discussion, skill practice, and critical reflection on their own work.

Student evaluations are a key tool in this process. I see them not as judgments, but as valuable insights that help me better understand how my approach is being received. I use them to identify patterns in feedback both strengths and areas for improvement and I reflect on how I can adjust my style, expectations and communication accordingly.
My past supervisees have successfully presented at national conferences, secure fellowships and had advanced research opportunities.

My core values as a supervisor are respect, empathy, and integrity. I value open communication and respectful spaces where supervisees feel acknowledged and valued. I prioritize ethical research practices and emphasize the importance of transparency and accountability in all aspects of academic work.

The objectives I have set for my supervisees are as follows; Enhancing their critical thinking and research skills; Strengthening their professional competencies, including writing, presenting, and collaborating; Evolving into independent scholars and practitioners.

As a supervisor, I view my professional growth as an ongoing journey grounded in reflection, feedback, and a commitment to continuous learning. To continue growing as a supervisor, I set intentional goals for myself that focus on both personal and professional development. One of my primary goals is to deepen my understanding of inclusive and culturally responsive supervisory practices. I aim to achieve this by attending professional development workshops, seeking mentorship from experienced colleagues, and staying current with literature and research in the field.

I see supervision as both a responsibility and a privilege. It is a means through which I contribute to the growth of individuals, the advancement of my discipline, and the betterment of society.

AI disclosure
I utilised ChatGPT to enhance language accuracy, clarity, and flow to ensure coherence and readability. The core ideas, academic content, and arguments are entirely my own.

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Introduction
My philosophy of supervision is shaped by my journey, values, and commitment to fostering a dynamic environment where professional growth, ethical practice, and continuous learning thrive. I supervise to empower individuals, enhance performance, and cultivate a culture of excellence through mutual respect, clear communication, and shared objectives. My supervisory approach is not just a set of techniques, but a reflection of who I am and what I believe about leadership and development.

Personal Narrative & Justification for My Style
Throughout my career, I have been deeply influenced by the mentorship and supervision I have received.

Witnessing how effective leaders inspire, challenge, and support their teams has guided my philosophy. I believe in a collaborative and empowering supervision style—one that nurtures skills, fosters autonomy, and encourages innovation. My approach is rooted in a balance between guidance and trust, ensuring that individuals feel supported while being given the space to grow and develop.

This style aligns with my values of integrity, accountability, and continuous learning. I do not believe supervision should be rigid or solely hierarchical; rather, it should be adaptable to individual and organizational needs. By creating an environment where individuals feel both challenged and encouraged, I aim to cultivate a team that is motivated, engaged, and equipped to succeed.

Core Principles of My Supervision
I am a firm believer in continuous learning—not just for myself but for those I supervise. By modelling curiosity and growth rather than giving instructions, I encourage professional development, research, and the pursuit of new knowledge, ensuring that our practices evolve with emerging trends and methodologies. I ensure supervisees receive clear, practical guidance tailored to their learning styles. Through mentorship, constructive feedback, and hands-on training, I provide the foundation for independent success.

 I demonstrate leadership by example, thus enhancing accountability, strategic thinking, and integrity, while mentoring others to develop their leadership abilities through practical experiences and decision-making opportunities. I set clear expectations, prioritize attention to details, and uphold ethical guidelines, ensuring that our work remains aligned with professional standards and regulatory requirements. my commitment to supervision goes beyond just overseeing tasks—it's about being truly present. I am accessible, responsive, and actively engaged, making sure my supervisees have the necessary resources, guidance, and encouragement for success, which is viewed as a collective effort. I foster an environment where diverse perspectives are valued, communication is open, and teamwork is prioritized, ensuring our collective goals are achieved effectively. I foster a work culture that prioritizes professional growth while respecting personal well-being to support sustained high performance.

Conclusion
My supervision philosophy reflects my values, experiences, and aspirations. By prioritizing learning, leadership, quality, commitment, collaboration, and well-being, I aim to create a supervisory relationship that is not only productive but also enriching, supportive, and empowering. My goal is to build a team that thrives—professionally and personally—while upholding the highest standards of excellence.

AI disclosure
I used Manus AI to help me produce scientific, sound language after I had outlined my philosophy statement. Then I revised by omitting non-realistic suggestions, rearranging ideas, and substituting subheadings with more succinct ones to humanize writing. Then I used Grammarly for grammar and punctuation corrections.

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Introduction
As an Assistant Professor of Pharmacology, my supervision philosophy is rooted in a student-centred, research-informed, and ethically grounded approach. I am committed to fostering academic excellence by nurturing scientific curiosity and critical thinking. I view supervision as a dynamic, collaborative journey in which both the supervisor and students grow—not only as researchers but also as responsible contributors to the broader scientific and healthcare communities.

I believe that learning is a transformative process driven by inquiry, reflection, and practical application. In the field of pharmacology, where foundational knowledge must integrate with evolving scientific discovery, I strive to cultivate an inclusive and stimulating environment. My goal is to empower students to question, explore, and construct knowledge through hands-on research, interdisciplinary dialogue, and critical analysis.

Goals of Supervision:
The primary objective of my supervision is to guide students in becoming independent, ethical, and

confident researchers capable of designing, conducting, and evaluating high-quality scientific studies. Specifically, I aim to:

- Support the development of strong methodological and analytical skills.
- Promote ethical research practices and uphold scientific integrity.
- Foster academic and professional growth by encouraging confidence, curiosity, and a passion for learning.
- Assist students in publishing their work and contributing meaningfully to scientific discourse.

Methods of Supervision

For undergraduate students, I emphasize experiential learning, structured mentorship, and the critical appraisal of primary literature. With postgraduate students, I focus on facilitating deeper engagement in hypothesis-driven research, critical thinking, and the advancement of pharmacological knowledge.

My supervision approach includes regular, scheduled meetings to discuss progress, refine goals, and provide personalized support. I encourage students to participate in training programs, academic courses, and conferences to address areas of development and expand their expertise. I adopt fair, individualized, and reliable assessment strategies aligned with institutional guidelines and designed to monitor growth and performance effectively.

I am dedicated to ensuring student welfare by recognizing the emotional and psychological challenges that may arise during the academic journey. I will actively support their well-being and maintain an open, empathetic, and respectful mentoring relationship.

Supervisory Values

I believe an ideal supervisor is not only a guide but a mentor who embodies integrity, empathy, and academic excellence. My core supervisory values include:

- Respect for student autonomy
- Constructive and timely feedback
- Collaborative and inquiry-based learning
- A shared commitment to scientific discovery

I am passionate about drug discovery from natural sources and aim to pass on this enthusiasm to my students, encouraging them to explore and innovate within this important field.

Conclusion

I esteem supervision as a reciprocal process—one that enables me to learn from my students and continually refine my mentoring approach. As I expand my role to include postgraduate supervision, I remain committed to ongoing professional development, reflective practice, and staying informed about the latest advancements in both pharmacological research and educational methodologies.

AI disclosure

My supervision philosophy statement was developed based on my own thoughts, ideas and experience. However, I utilized open AI ChatGPT to create the first draft, which was subsequently edited by me and my group. Then it was used for language refinement and check for clarity and coherences.

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Introduction

My view about learning is a lifelong dynamic opportunity to accumulate knowledge, enhance competency and nurture intellectual independence in the learners. As a Nurse Researcher, my concept of research supervision is that of a collaborative, value-adding venture which offers a profound opportunity to shape future nurse scholars, practitioners, educators, and leaders. I believe supervision is a partnership rooted in mutual respect, open communication, and shared responsibility for me and my supervisees.

My philosophy of supervision is grounded in the conviction that each student possesses unique potential, and my role is to guide, support, and challenge them to achieve their fullest capacity as scholars and researchers. Therefore, my goal is to create a safe, inclusive, and stimulating environment where my supervisees feel empowered to explore innovative ideas, question assumptions, and develop critical thinking and research skills.

The core pillars of my supervision philosophy include:

- sustaining student-centered and strengths-based mentorship where I prioritize understanding their individual goals and strengths, and provide mentorship that respects their unique identities, encourages reflection, and promotes intellectual curiosity;
- upholding the highest ethical standards, particularly in studies involving human participants;
- challenging the supervisees to think critically, question established norms and practice reflectively;
- encouraging professional development and scholarly identity formation through conferences presentations, engaging in collaborative projects, and pursuing publications to build their confidence and scholarly voice.

My role as a supervisor is to build a relational process that entrenches values such as integrity, accountability and ethical conduct which are fundamental in maintaining trust and credibility for professional growth. I commit to guiding my supervisees through the research process from novice to becoming competent by striving to understand each supervisee's learning strategies and styles. I am also committed to holding regular and productive meetings with my supervisees which enable evaluation of alignment with earlier stated expectations; and to support by providing regular, constructive, timely and formative feedback which helps supervisees diagnose their own shortcomings in their learning journey thereby supporting ongoing improvement and confidence-building.

I continuously reflect on my supervisory approach and seek to model the principles of lifelong learning and remain committed to my own development as a supervisor and strive to intentionally stay abreast of advancements in my profession.

AI disclosure
The concept of the manuscript is from my experience; however, ChatGPT was used to enhance the logical flow of the work. The author affirms responsibility for the integrity of the work.

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Supervision, to me, is a sincere commitment to nurturing people not only their knowledge but their vision, voice, and sense of responsibility toward the communities they serve. Grounded in honesty and transparency, I approach supervision as a shared journey, one rooted in deep reflection, genuine awareness, and purposeful support.

My role as a supervisor bridges multiple fields: primary health care, dermatology, health policy, data analysis, and youth empowerment. From this rich intersection, my philosophy grows cantered on developing young doctors into compassionate clinicians, critical thinkers, and ethical leaders who see beyond the clinical encounter to the broader systems shaping health outcomes.

I strive to create a warm and professional environment where curiosity, justice, and courage thrive. Whether mentoring a young doctor mastering evidence-based dermatology or guiding a team in data-driven health policy, I listen attentively, encourage boldly, and challenge kindly. I believe that safe, affirming spaces allow potential to flourish.

Ethically, I am committed to supervision grounded in dignity and context. Knowledge without relevance is incomplete, so I mentor with an awareness of the lived realities of underserved populations and systemic barriers. My optimism is grounded aware of difficulties but driven to inspire progress.

My supervisory style balances rigor with empathy, structure with flexibility. Feedback is not merely correction but a tool for unlocking creativity and insight. I foster learning through shared inquiry, questioning, and real-world projects that expand horizons and empower growth.

Youth empowerment is my passion. I am motivated by the moments when young professionals recognize their ideas matter, their stories hold power, and their actions can drive change. In every workshop, research project,

or leadership discussion, my message is clear: "You belong here. Your voice matters".

I measure my impact not by how much I teach but by how deeply I inspire. I aim to help mentees become confident changemakers—doctors and leaders who question outdated norms, advocate for equity, and lead with clarity, compassion, and courage.

In a world that often overlooks young, African, or marginalized voices, supervision is more than guidance—it is an act of renewal and resistance. I am honoured to engage in this work with integrity, warmth, and steadfast commitment.

AI disclosure

Portions of this supervision philosophy statement were prepared with the assistance of ChatGPT to support language refinement, clarity, and structure. All substantive ideas, interpretations, and conclusions are my own. All AI suggestions were reviewed, edited, and approved by me to ensure accuracy, originality, and alignment with the purpose of this statement

CONFLICT OF INTEREST
None declared

AUTHORS' CONTRIBUTIONS
Each author wrote his/her supervision philosophy statement. The first drafts were reviewed within pre-course assigned groups. Group members provided comments to the supervisory philosophy statements members of the group. Authors made final revisions to the statements submitted to the journal. The course teacher, Prof. Bright Nwaru, wrote the abstract of this article.