Basis for a discussion on expectations of supervisors and doctoral students

Name:

The aim of this documentation is to identify any areas of divergence in the expectations of the doctoral student and the supervisor with regard to the research studies. It consists of a survey to be completed separately by both the doctoral student and the supervisors, with the specific doctoral student/research project in mind. Once the survey has been completed, the supervisors and the doctoral student compare their answers together with the department representative, using the survey as a basis for a more in-depth discussion, chiefly of their differences but also of the similarities in their expectations.

Instructions

Circle the option that best corresponds to HOW YOU THINK THINGS SHOULD BE. The figures in between the two extremes indicate elements of both factors. For example, choose 3 if you think that both alternatives are equally important. Some aspects listed actually have answers influenced or dictated by regulations. It is the responsibility of the department representative to clarify those aspects at the meeting. Thereby, this exercise also provides an introduction to and a common understanding of some of the relevant definitions and regulations of the research studies.

In general

My view of uo	ciorai siaales d	as a whole.						
1	2	3	4	5				
employment				education				
The aim of doctoral studies:								
1	2	3	4	5				
to write a thes	sis		to bec	come a skilled researcher				
Indicate some other important aims of research studies:								
Supervision								
What form should supervision mainly take?								
1	2	3	4	5				
spontaneous c	liscussions			pre-arranged meetings				
How often should some form of supervision/discussion take place?								
daily	weekly	every fortnight m		nly every 6 months				
Who should supervise?								
A main super	visor	A main supervisor supported by assistant supervisors						

My view of doctoral studies as a whole:

Who takes the initiative for supervision? 1 2 3 4 5 the doctoral student the supervisor How fast is it reasonable for the supervisor to give feedback on a manuscript? 1 day 2 days 2 weeks 3 days 1 week 1 month Who is responsible for the individual study plan? 1 2 3 4 5 the supervisor the doctoral student Research work should be done: 2 1 3 5 4 according to a fixed schedule with deadlines freely If there are deadlines, who sets them? 2 3 5 1 4 the supervisor the doctoral student Research Who defines the original research project? 2 3 4 5 1 the supervisor the doctoral student Who runs the research project (attends meetings, makes contacts, etc.)? 2 1 3 4 5 the supervisor the doctoral student Who is responsible for solving scientific problems? 2 3 5 1 4 the doctoral student the supervisor Who solves practical problems (equipment, field work, logistics, etc.)? 1 2 3 4 5 the supervisor the doctoral student The thesis Who decides on the contents of the thesis? 1 2 3 4 5

the supervisor

the doctoral student

The doctoral student can decide on the form of the thesis (compilation thesis or monograph): 2 3 5 1 4 to a low degree to a high degree The doctoral student can decide on the length of the thesis (number of articles or chapters): 2 3 5 1 4 to a high degree to a low degree How do you think the research work should and will be carried out? 3 5 1 2 4 independently together with others Publication/copyright etc. Who owns the rights to the research findings of the doctoral student? 2 3 4 1 5 The dept/University the supervisor the doctoral student Who has the right to publish the doctoral student's research findings? 2 3 4 5 1 the supervisor the doctoral student *The doctoral student's material should be published:* 2 3 5 1 4 together with the supervisor/colleagues by the doctoral student him/herself Ethical issues affect research: 1 2 3 4 5 to a high degree to a low degree Funding Who applies for funding for ongoing project costs (material, field work, etc.)? 5 1 2 3 4 the project director/supervisor the doctoral student Who applies for funding for travel to conferences, workshops, etc.? 2 3 1 4 5 the project director/supervisor the doctoral student

The workplace

Access to	o a personal co	omputer/telephon	ne/fax etc.:		
1	2	3	4	5	
should b	e ready at the	workplace	arrang	anged by the doctoral student him/herself	
Work ma etc.):	iy be carried o	ut elsewhere for	certain per	iods (fieldwork, other study location,	
1	2	3	4	5	
Likely/d	esirable			Unlikely/undesirable	
Workin	g hours/leave				
Working	hours:				
1	2	3	4	5	
strict wo	rking hours			flexible working hours	
Annual l	eave:				
1	2	3	4	5	
set leave	(taken mainly	in July)	leave taken freely		
Working	longer than n	ormal working h	ours:		
1	2	3	4	5	
right				wrong	
Courses					
Who dec	ides which coi	urses the doctora	l student sh	ould attend?	
1	2	3	4	5	
the super	rvisor		the doctoral student		
The cour	rses are to be c	chosen:			
1	2	3	4	5	
narrowly within the area of research				broadly within the entire subject area	
Teachin	g				
The doct	oral student sh	nould teach:			
1	2	3	4	5	
as little a	is possible			as much as possible	

Content of teaching:

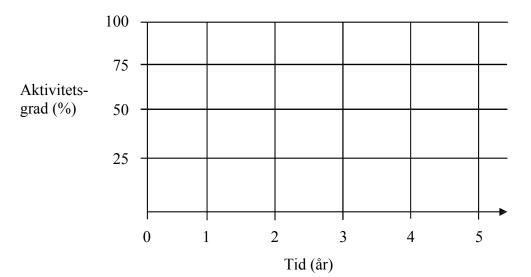
1 2 3 4 5

narrowly restricted to the area of research

broadly chosen from the entire subject area

Distribution of activities over time

Draw three curves in the diagram below to represent how you think the degree of activity within the three areas of <u>research</u>, <u>theoretical study (courses)</u> and <u>teaching</u> should be distributed over your years as a doctoral student:



Use different colours or symbols for the three curves.

Other

Taking part in the common scholarly activities of the department/division (seminars, meetings, etc) is:

1	2	3	4	5				
unimportant				important				
Socialising with other doctoral students and researchers at the department/division is:								
1	2	3	4	5				
unimportant				important				
<i>Taking part in the common social activities of the department/division (coffee breaks, parties, discussions, etc.) is:</i>								
1	2	3	4	5				
unimportant				important				