Basis for discussion in the introduction of newly admitted 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 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 meet to compare their answers, 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.

In general
My view of doctoral studies as a whole:
1 2 3 4 5
employment education
The aim of doctoral studies:
1 2 3 4 5
to write a thesis to become a skilled researcher
Indicate some other important aims of research studies:

Supervision
What form should supervision mainly take?
1 2 3 4 5
spontaneous discussions pre-arranged meetings
How often should some form of supervision/discussion take place?
daily weekly every fortnight monthly every 6 months
Who should supervise?
A main supervisor A main supervisor supported by assistant supervisors
Who takes the initiative for supervision?
1 2 3 4 5
the supervisor the doctoral student
How fast is it reasonable for the supervisor to give feedback on a manuscript?
1 day    2 days    3 days    1 week    2 weeks    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:
1     2     3     4     5
according to a fixed schedule with deadlines       freely

If there are deadlines, who sets them?
1     2     3     4     5
the supervisor                                      the doctoral student

Research

Who defines the original research project?
1     2     3     4     5
the supervisor                                      the doctoral student

Who runs the research project (attends meetings, makes contacts, etc.)?
1     2     3     4     5
the supervisor                                      the doctoral student

Who is responsible for solving scientific problems?
1     2     3     4     5
the supervisor                                      the doctoral student

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):

1 2 3 4 5

to a low degree to a high degree

The doctoral student can decide on the length of the thesis (number of articles or chapters):

1 2 3 4 5

to a low degree to a high degree

How do you think the research work should and will be carried out?

1 2 3 4 5

independently together with others

Publication/copyright etc.

Who owns the rights to the research findings of the doctoral student?

1 2 3 4 5

The dept/University the supervisor the doctoral student

Who has the right to publish the doctoral student’s research findings?

1 2 3 4 5

the supervisor the doctoral student

The doctoral student’s material should be published:

1 2 3 4 5

together with the supervisor/colleagues by the doctoral student him/herself

Ethical issues affect research:

1 2 3 4 5

to a low degree to a high degree

Funding

Who applies for funding for ongoing project costs (material, field work, etc.)?

1 2 3 4 5

the project director/supervisor the doctoral student

Who applies for funding for travel to conferences, workshops, etc.?

1 2 3 4 5

the project director/supervisor the doctoral student
The workplace

*Access to a personal computer/telephone/fax etc.:*

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>should be ready at the workplace</td>
<td>arranged by the doctoral student him/herself</td>
<td></td>
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</table>

*Work may be carried out elsewhere for certain periods (fieldwork, other study location, etc.):*

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<th>1</th>
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<tbody>
<tr>
<td>Likely/desirable</td>
<td>Unlikely/undesirable</td>
<td></td>
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</table>

Working hours/leave

*Working hours:*

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<th>5</th>
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</thead>
<tbody>
<tr>
<td>strict working hours</td>
<td>flexible working hours</td>
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*Annual leave:*

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<tbody>
<tr>
<td>set leave (taken mainly in July)</td>
<td>leave taken freely</td>
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*Working longer than normal working hours:*

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<tbody>
<tr>
<td>right</td>
<td>wrong</td>
<td></td>
<td></td>
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Courses

*Who decides which courses the doctoral student should attend?*

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<thead>
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<th>2</th>
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<th>5</th>
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</thead>
<tbody>
<tr>
<td>the supervisor</td>
<td>the doctoral student</td>
<td></td>
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</table>

*The courses are to be chosen:*

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</thead>
<tbody>
<tr>
<td>narrowly within the area of research</td>
<td>broadly within the entire subject area</td>
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Teaching

*The doctoral student should teach:*

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<th>5</th>
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</thead>
<tbody>
<tr>
<td>as little as possible</td>
<td>as much as possible</td>
<td></td>
<td></td>
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</tbody>
</table>
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 research, theoretical study (courses) and teaching should be distributed over your years as a doctoral student:

![Diagram](image)

Use different 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

Taking part in the common social activities of the department/division (coffee breaks, parties, discussions, etc.) is:

1  2  3  4  5
unimportant important