**Expectations worksheet – Vienna Doctoral School of Ecology and Evolution**

* This worksheet will be sent to all incoming PhD-candidates after they’ve signed the Code of Good Practice of the Doctoral School
* The worksheet will be provided to VDSEE-supervisors
* It will be made accessible via the VDSEE-website and intranet
* In the beginning of a PhD, latest until the FÖP, supervisor(s) and PhD-candidates are asked to complete the worksheet
* This worksheet can be used as a basis of discussion in progress meetings (i.e. TAC-meetings) between supervisor(s) and PhD-candidate

How to use this worksheet:

* Both supervisor and PhD-candidate complete the worksheet individually
* PhD-candidate and supervisor(s) have a meeting and discuss their worksheets
* In the worksheet, mark the options that best reflect your opinion. Choose 1 if you totally agree with the statement on the left, and 5 if you totally agree with the statement on the right. If you think both are equally important or acceptable, mark 3.
* Please note that not all points might apply to your individual situation; you can skip those that are not applicable for you.

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|  | **1** | **2** | **3** | **4** | **5** |  |
| **GENERAL** |
| 1 | The goal of the period of doctoral studies is to write a thesis |  |  |  |  |  | The goal of the period of doctoral studies is to become a competent researcher |
| **SUPERVISION** |
| 2 | Supervision should mainly take place in the form of spontaneous talks |  |  |  |  |  | Supervision should mainly take place in the form of scheduled and structured meetings |
| 3 | Some form of supervision/discussion should take place daily |  |  |  |  |  | Some form of supervision/discussion should take place monthly |
| 4 | The supervisor prepares for the supervisory meeting and guides the discussion |  |  |  |  |  | The PhD-candidate prepares for the supervisory meeting and guides the discussion |
| 5 | Making an individual research plan is the supervisor’s responsibility |  |  |  |  |  | Making an individual research plan is the PhD-candidate’s responsibility |
| 6 | The supervisor introduces the PhD-candidate to cooperation networks |  |  |  |  |  | The PhD-candidate creates his/her cooperation networks |
| 7 | The supervisor informs the PhD-candidate of suitable professional events, scholarships and other opportunities |  |  |  |  |  | The PhD-candidate looks for suitable professional events, scholarships and other opportunities on his/her/their own |
| **RESEARCH AND THESIS** |
| 8 | The supervisor conceptually guides the research |  |  |  |  |  | The PhD-candidate conceptually guides the research |
| 9 | The supervisor decides on the contents of the thesis |  |  |  |  |  | The PhD-candidate decides on the contents of the thesis |
| 10 | The PhD-candidate does not have much freedom to decide the outline of the thesis |  |  |  |  |  | The PhD-candidate is free to decide the outline of the thesis |
| 11 | International experience in form of short, collaborative exchanges abroad/conferences/etc. is an important and highly recommended part of the doctoral studies  |  |  |  |  |  | International experience in form of short, collaborative exchanges abroad/conferences/etc. is not very important in doctoral studies |
| 12 | The supervisor solves the practical problems (fieldwork, logistics, etc.)  |  |  |  |  |  | The PhD-candidate solves the practical problems (fieldwork, logistics, etc.) |
| 13 | The supervisor takes care of covering costs for travel, seminars, conferences etc. |  |  |  |  |  | The PhD-candidate takes the initiative to acquire funding to cover the costs of travel, seminars, conferences etc. |
| 14 | The supervisor organises access to computer, phone, specialised software, etc. |  |  |  |  |  | The PhD-candidate organises access to computer, phone, specialised software, etc. |
| **KNOWLEDGE** |
| 15 | The supervisor is an authoritative figure |  |  |  |  |  | The supervisor is a partner, acting as a sounding board for the PhD-candidate’s ideas |
| 16 | After completion, the supervisor is responsible for ensuring co-publishing the so far unpublished PhD-candidate’s research materials |  |  |  |  |  | After completion, the PhD-candidate is responsible for ensuring co-publishing the so far unpublished research materials  |
| 17 | Ethical issues do not have much impact on research |  |  |  |  |  | Ethical issues have a significant impact on research |
| 18 | The supervisor is responsible for the standard of the final thesis |  |  |  |  |  | The PhD-candidate is responsible for the standard of the final thesis |
| **WRITING AND FEEDBACK** |
| 19 | The supervisor advises and assists the student in matters related to publishing |  |  |  |  |  | The PhD-candidate finds solutions in matters related to publishing  |
| 20 | The supervisor determines how often they are willing to give written and/or oral feedback |  |  |  |  |  | The supervisor give as much feedback as the PhD-candidate needs |
| 21 | The supervisor reads and approves the final version of the thesis |  |  |  |  |  | The final version of the thesis is up to the student |
| 22 | It is reasonable to expect a response to a manuscript from the supervisor within one week |  |  |  |  |  | It is reasonable to expect a response to a manuscript from the supervisor within one month |
| **TIME MANAGEMENT** |
| 23 | The supervisor keeps track of the timeline and ensures that the PhD-candidate follows it |  |  |  |  |  | The PhD-candidate creates a timeline and monitors his/her/their progress |
| 24 | Supervisor and PhD-candidate always adhere to agreed deadlines |  |  |  |  |  | Agreed deadlines are guidelines rather than absolute targets |
| 25 | The PhD-candidate aims to complete doctoral studies within duration of the initial contract |  |  |  |  |  | Doctoral studies may be prolonged beyond the initial contract (with or without funding – depending on agreement with the supervisor) |
| 26 | Spending additional time (beyond full-time) to work on the project is a normal practice  |  |  |  |  |  | Spending additional time (beyond full-time) to work on the project should not be the norm  |
| 27 | Plans for the post-PhD career should be discussed already at the beginning of doctoral studies |  |  |  |  |  | Plans for the post-PhD career should be discussed during the last year of doctoral studies  |
| **TRAINING AND OTHER ACTIVITIES** |
| 28 | The supervisor decides what courses and training the PhD-candidate will take |  |  |  |  |  | The PhD-candidate proposes courses and training he/she/they will take |
| 29 | The PhD-candidate doesn’t need to teach or does not need to teach more than the required hours (if any) |  |  |  |  |  | The PhD-candidate would like to have the opportunity to teach or teach beyond the required hours (if any) |
| 30 | The PhD-candidate supervises as few Bachelor/Master students as possible |  |  |  |  |  | The PhD-candidate supervises as many Bachelor/Master students as possible |
| 31 | Participation in shared academic activities at the faculty, institute or department (seminars, meetings, etc.) is important |  |  |  |  |  | Participation in shared academic activities at the faculty, institute or department (seminars, meetings, etc.) is of minor importance |

 Other issues that you regard important. Questions?

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