**Aligning expectations: tools to make explicit agreements**

**Vote and compare – statements on supervision**

*Originally developed by Brown & Atkins (1988)*

Let the student vote on a series of statements about their expectations, beliefs, understanding or experience. Then compare the votes to your own. Mismatches will be obvious and can then be discussed.

Pick the statements you think are relevant to you and your students, edit, delete or add rows as you find necessary.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 = strongly agree with statement in grey  2 = agree with statement in grey  3 = neutral  4 = agree with statement in white  5 = strongly agree with white |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | 1 | 2 | 3 | 4 | 5 |  |
| **The role as supervisor** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| The student defines the content of his/her own research project |  |  |  |  |  | The supervisor defines the content of the research project |
| The student will work independently in terms of design, data collection and analysis |  |  |  |  |  | The student will work under the daily guidance of supervisors |
| The students will make all the important decisions in the research project |  |  |  |  |  | The supervisor will make all the important decisions in the research project |
| The student will make all the important decisions about training needs |  |  |  |  |  | The supervisor will make all the important decisions about training needs |
| The student will find and read all relevant information on policies, procedures and requirements of the graduate school |  |  |  |  |  | The supervisor will inform the student on policies, procedures and requirements of GSST |
| The student will make sure he/she becomes a part of the national networks within the research area |  |  |  |  |  | The supervisor will make sure the student becomes a part of the national networks within the research area |
| The student will make sure he/she becomes a part of the international networks within the research area |  |  |  |  |  | The supervisor will make sure the student becomes a part of the international networks within the research area |
|  |  |  |  |  |  |  |
| **Supervisory meetings** |  |  |  |  |  |  |
| Supervision works best when meetings are ad hoc |  |  |  |  |  | Supervision works best if meetings are always formal and pre-scheduled |
| The students decides when supervisory meetings are needed |  |  |  |  |  | The supervisor decides when supervisory meetings are needed |
| The student ensures communication between all (co-)supervisors and student |  |  |  |  |  | The principle supervisor ensures communication between all (co-) supervisors and student |
| The student sets the agenda for a supervisory meeting |  |  |  |  |  | Supervisor sets the agenda for a meeting |
| The student provides summaries of supervisory meetings |  |  |  |  |  | Summaries are not needed or if they are, the supervisor will write them. |
|  |  |  |  |  |  |  |
| **Expected progress** |  |  |  |  |  |  |
| The student decides his/her own working hours and will not have to account for his/her whereabouts |  |  |  |  |  | The supervisor decides working hours and are informed about the student’s whereabouts |
| A PhD project should be defined by a number of milestones and deadlines |  |  |  |  |  | A PhD project should have a minimum of restrictions on content and schedule |
| PhD students work 37 hours per week on average |  |  |  |  |  | PhD students work more than 37 hours per week on average |
| The PhD student will work outside normal working hours when needed |  |  |  |  |  | The PhD student can always rely on having regular working hours |
|  |  |  |  |  |  |  |
| **Resources** |  |  |  |  |  |  |
| Students find access to bench space, equipment and office themselves |  |  |  |  |  | Supervisor ensures access to bench space, equipment and office |
| Students will obtain funding for conference participations |  |  |  |  |  | The supervisor will provide funding for all conference participations |
| Participation in conferences and workshops is an important part of a PhD education |  |  |  |  |  | Participation in conferences and workshops is not a priority |
| Participation in outreach activities is an important part of a PhD education |  |  |  |  |  | Participation in outreach activities is not a priority |
| Teaching is an important part of a PhD education |  |  |  |  |  | Teaching is not a priority |
|  |  |  |  |  |  |  |
| **Work environment & collaborations** |  |  |  |  |  |  |
| Students should always participate in social events in the group/section/department |  |  |  |  |  | Participation in social events is not a priority |
| Students will participate in seminars, journal club etc. in the group/section/department |  |  |  |  |  | Participation in seminars etc. is not a priority |
| Students should be prepared to collaborate with other PhD students and post docs in the group |  |  |  |  |  | The PhD student can expect to be the only researcher on the project in the group |
| Students should be prepared to collaborate with international researchers |  |  |  |  |  | The PhD student can expect to be the only researcher on the project |
| The student should be prepared to assist group members in their research projects |  |  |  |  |  | The student should never assist group members in their research projects |
| I have successfully worked with people of other gender |  |  |  |  |  | I have not worked with people of other gender or it has not be successful |
| I have successfully worked with people from a culture different to my own |  |  |  |  |  | I have not worked with people from a culture different to my own or it has not be successful |
|  |  |  |  |  |  |  |
| **Data collection and analysis** |  |  |  |  |  |  |
| The supervisor can contribute to data collection and analysis |  |  |  |  |  | Supervisors do not contribute to data collection and analyses |
|  |  |  |  |  |  |  |
| **Writing and feedback** |  |  |  |  |  |  |
| It is the student’s responsibility that the thesis follows graduate school requirements |  |  |  |  |  | It is the supervisor’s responsibility that the thesis follows graduate school requirements |
| A students should always have first authorship on papers coming out of his/her thesis |  |  |  |  |  | A students will not be first author on papers coming out of his/her thesis |
| Students have the sole decision on co-authorship of his/her papers |  |  |  |  |  | Supervisors have the sole decision on co-authorship of a student paper |
| It is a good idea that supervisors contribute text to student papers |  |  |  |  |  | Supervisors should never contribute text to student papers |
| It is a good idea that supervisors contribute text to a student’s thesis |  |  |  |  |  | Supervisors will never contribute text to a student’s thesis |
| Feedback on texts is best provided within a week from submission |  |  |  |  |  | It does not matter when feedback is provided |
| Supervisors should give feedback on multiple drafts of a paper if necessary |  |  |  |  |  | Supervisors should only provide feedback once |
| It is a good idea that students ask for feedback on early drafts of a text |  |  |  |  |  | Text submitted for feedback should be near-finished |
| Supervisors can give feedback on multiple drafts of a thesis or part A report |  |  |  |  |  | Supervisors can only provide feedback once |
| It is the students responsibility to arrange peer feedback and/or writing groups |  |  |  |  |  | Supervisors will arrange peer feedback and/or writing groups |
| I understand the requirements for a PhD thesis & defence |  |  |  |  |  | I have no understanding of the requirements for a PhD thesis & defence |
| I have full knowledge about the purpose of a part A exam |  |  |  |  |  | I have full knowledge about the purpose of a part A exam |

**Literature**

Brown G & Atkins M (1988). Effective teaching in higher education. London: Methuen.