EECS School, KTH 2023-11-29

Basis for discussion in the introduction of newly admitted doctoral students¹

Name:

Date:							
The aim of this document 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. Differences should be resolved since they might create later disagreements. Depending on which stage of the studies the doctoral students find themselves in, not all questions will be equally relevant and should therefore be adjusted accordingly.							
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, if you find both ends of the scale equally correct/important, circle the option in the middle.							
General							
	ctoral studies as		4	5			
1 Employment	2	3	4	5 Education			
The objective	of doctoral stud	ies:					
1	2	3	4	5			
To write a the	sis		To be	come an independent researcher			
Indicate some	other important	t objectives of i	research studie	25:			
	••••••	•••••	••••••				

¹ The document is based on a template developed by the Department of Political Science, Lund University, the University of Gothenburg, and Kristianstad University's Research Platform for Collaboration for Health, 20 January 2017.

Supervision What form should supervision mainly take? 3 Spontaneous discussions Pre-arranged/scheduled meetings How often should some form of supervision/discussion take place? Every fortnight Daily Weekly Monthly Annually Ad-hoc Who should supervise? The main supervisor The main supervisor supported by assistant supervisors What roles should the different supervisors have during the coming year? Who takes the initiative for supervision? 1 5 3 Supervisors Doctoral student How often should the doctoral student present their research progress to their supervisors? Every month Every fortnight Every week On demand How fast is it reasonable for the supervisor to give feedback? 1 day a few days 2 weeks 1 month 1 week Who is responsible for the individual study plan? The supervisor The doctoral student Research work should be done: 1 According to a fixed schedule with deadlines Freely If there are deadlines, who sets them? 3 4 The supervisor The doctoral student Research Who defines the original PhD thesis project? 3 The supervisor The doctoral student Who is primarily responsible for the PhD thesis project? 2 5 1 3

The doctoral student

The supervisor

Who is respon	sible for sol	ving scientif	îc problems rel	ated to the PhD thesis project?		
1 2 3		3	4	5		
The superviso	r			The doctoral student		
Who solves pr	actical prob	lems (equipi	ment, field worl	k, logistics, etc.)?		
1	2	3	4	5		
The superviso	r			The doctoral student		
Who is respon	sible for res	pecting and	following the s	tandards of research ethics?		
1	2	3	4	5		
The superviso	r			The doctoral student		
The Thesis						
Who decides o	on the structi	ure of the the	esis, including i	its form (compilation thesis or monograph)		
1	2	3	4	5		
The superviso	r			The doctoral student		
Who decides t number of art			be defended (s	ufficient research results and a sufficient		
1	2	3	4	5		
The supervisor				The doctoral student		
When should	the requirem	nents for com	pleting the Phl	D studies be set out?		
1	2	3	4	5		
At the beginning	ing of the stu	ıdies		Just before the defense		
How do you th	hink the rese	arch work si	hould and will i	be carried out?		
1	2	3	4	5		
individually				Together with others		
FinanceContri	te the researd bute scientiff feedback on a	ch ĭcally	author of a pub	lication?		
Who decides v	where to sub	mit research	results for pub	olication?		
1	2	3	4	5		
The superviso	r			The doctoral student		
Who travels to	o present res	earch result	s?			

- The first author
- The supervisor
- The doctoral student
- Other:

The doctoDon't knoOther:	ral student w		
The Workplace			
Access to a person	nal computer/telephone	e/fax etc ·	
1 2	3	4	5
Should be ready a	at the workplace		Arranged by the doctoral student him/herself
Work may be carr	ried out elsewhere for c	certain peri	ods (fieldwork, other study location, etc.):
1 2	3	4	5
Likely/desirable			Unlikely/undesirable
Working Hours	and Leave		
Working hours:			
1 2	3	4	5
Strict working ho	urs		Flexible working hours
Working from			
1 2	3	4	5
Home only			Office only
Annual leave:			
1 2	3	4	5
Set leave (taken n	nainly in July)		Leave taken freely
Working longer th	han normal working ho	urs:	
1 2	3	4	5
Right			Wrong
Courses			
Who decides which	ch courses the doctoral	student tak	res?
1 2	3	4	5
The supervisor			The doctoral student
The courses to be	chosen:		
1 2	3	4	5
Narrowly within t	he area of research		Broadly within the entire subject area

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

The first author The supervisor

Teaching

The doctoral student should teach:

1 2

3

4

As much as possible

Content of teaching:

As little as possible

2

4

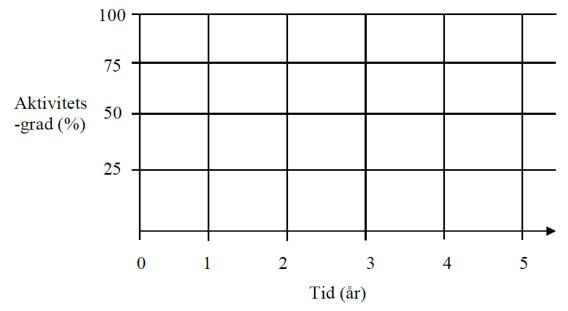
5

Narrowly restricted to the area of research

Broadly chosen from the entire subject

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:



Use different symbols for the three curves.

Other

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

1

1

2

3

4

5

Unimportant

Important

Socializing with other doctoral students and researchers at the department/division is:

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

_

Unimportant

Important

The Doctoral Student's Future

At which	h point during 2	PhD studies sh	ould the studen 4	t start considering f 5	future career options?		
At an early stage				Towards the	Towards the end		
What ca		e there after gra	•••••				
Work F	Environment						
	erence in expe		n the doctoral s	tudent and the supe	rvisor leads to conflict, ho	w	
If the de	octoral studen	t ovnorioncos nr	ocrastination s	tress or other ill he	ealth, how should this be		
U		hould the superv					
					•••		