CONFIDENTIAL

Zurich, Click or tap to enter a date.

Doctorate

Annual status conversation: initial survey

There is no requirement to fill out this survey, but it can be helpful, especially for the first annual status conversation.   
Supervisor and doctoral student can complete the survey separately and then discuss.

|  |  | **1** | **2** | **3** | **4** |  |  |  | **Comment** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The supervisor decides the appropriate methodo­logical approach. |  |  |  |  |  |  | The student decides the appropriate methodological approach. |  | Click or tap here to enter text. |
| The supervisor is an authority figure. |  |  |  |  |  |  | The supervisor is a colleague, acting as a sounding board. |  | Click or tap here to enter text. |
| The supervisor should have a timetable in mind and ensure the student keeps to it. |  |  |  |  |  |  | The student should create their own timetable for their research and monitor their own progress. |  | Click or tap here to enter text. |
| Supervisors should arrange the appropriate number of meetings. |  |  |  |  |  |  | Students should ask for meetings when they need them. |  | Click or tap here to enter text. |
| Students should always adhere to agreed deadlines. |  |  |  |  |  |  | Agreed deadlines are guidelines rather than absolute targets. |  | Click or tap here to enter text. |
| Supervisors should always adhere to agreed deadlines. |  |  |  |  |  |  | Agreed deadlines are guidelines rather than absolute targets. |  | Click or tap here to enter text. |
| The supervisor defines timelines for publication/paper preparation. |  |  |  |  |  |  | The student defines timelines for publication/paper preparation. |  | Click or tap here to enter text. |
| The supervisor dictates the format of scientific documentation (lab notebook, etc.). |  |  |  |  |  |  | The student chooses the format of scientific documentation (lab notebook, etc.). |  | Click or tap here to enter text. |
| The supervisor initiates changes to the structure or focus of the thesis research. |  |  |  |  |  |  | The student initiates changes to the structure or focus of the thesis research. |  | Click or tap here to enter text. |
| It is the supervisor's responsibility to define the scope of thesis chapters/publications. |  |  |  |  |  |  | It is the student's responsibility to define the scope of thesis chapters/publications. |  | Click or tap here to enter text. |
| Supervisors should make explicit how often they are willing to give written and/or oral feedback. |  |  |  |  |  |  | Supervisors should give as much feedback as the student needs. |  | Click or tap here to enter text. |
| The supervisor should assist in the writing of the papers if the student has difficulties. |  |  |  |  |  |  | The supervisor advises only, and leaves all decisions concerning content, format, and style of the papers to the student. |  | Click or tap here to enter text. |
| Students need fully honest feedback, even when it is very critical. |  |  |  |  |  |  | Supervisors need to judge how much feedback to give. |  | Click or tap here to enter text. |
| Supervisors should go with students to academic conferences. |  |  |  |  |  |  | Students should attend academic conferences independently. |  | Click or tap here to enter text. |
| The supervisor is responsible for assessing if/when the thesis document is of appropriate quality for submission. |  |  |  |  |  |  | The student is responsible for assessing if/when the thesis document is of appropriate quality for submission. |  | Click or tap here to enter text. |
| The supervisor should assist in the writing of the thesis if the student has difficulties. |  |  |  |  |  |  | The supervisor advises only, and leaves all decisions concerning content, format, and style of the thesis to the student. |  | Click or tap here to enter text. |

This survey has been adapted from Anne Lee, Successful Doctoral Supervision.