

## Establishing a Good Relationship from the Beginning

		1	2	3	4	5	6	7		(Optional) WHY? Brief answers are welcome and <b>encouraged</b> . Fill out this section also to specify special circumstances (like when you think "It is X but...")
<b>PROJECT DESIGN</b>										
1	It is the supervisors' responsibility to <b>propose</b> research topics (projects)								It is the student's responsibility to <b>propose</b> the research topic.	
2	It is the supervisors' responsibility to <b>select</b> the <b>final</b> research topic (project)								The student decides which research topic they should investigate.	
<b>OWNERSHIP OF KNOWLEDGE</b>										
3	Supervisors need to have detailed knowledge of the research topic								Supervisors need a general knowledge of the research topic.	
4	The student should not have any knowledge about the research topic (note: basic knowledge from uni courses does not count)								The student should master the topic before starting the project.	
5	The supervisor is responsible for ethics and the standard of the final product (thesis/ article/report/project)								The student is responsible for ethics and the standard of the final product (thesis/ article/report/project)	
6	The supervisor is an authority figure								The supervisor is a colleague, acting as a sounding board.	
<b>MENTORSHIP EXPECTATIONS</b>										
7	Supervisors should provide all the starting material of the project (e.g., papers, previous code, pointers, etc)								Students should search and select on their own for starting material.	
8	The supervisor should propose the first steps of the project.								Students should propose the first steps of the projects.	
9	Supervisors should never look at the student code (evaluation based on results)								Supervisors should regularly look at and evaluate student code.	
10	The supervisor should help students with code debugging.								Students should debug their code on their own.	

11	(During the project) The supervisor should <b>propose</b> the next appropriate steps								(During the project) The student should <b>propose</b> the next appropriate steps	
12	(During the project) The supervisor should <b>decide</b> the next appropriate steps								(During the project) The student should <b>propose</b> the next appropriate steps	
13	Supervisors should propose solutions when problems arise.								Students should propose solutions when problems arise.	
14	Supervisors should evaluate the appropriateness of solutions.								Supervisors should evaluate the appropriateness of solutions on their own (empirically or theoretically)	
15	Students need fully honest feedback, even when it is very critical.								Supervisors need to judge how much feedback to give.	
<b>TIMING AND COMMUNICATION</b>										
16	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.	
17	Supervisors should arrange the appropriate number of meetings								Students should ask for meetings when they need them.	
18	The supervisor should initiate a discussion about the timing for wrapping up the project.								The student should initiate a discussion about the timing for concluding the project.	
19	Students should always adhere to agreed deadlines.								Agreed deadlines are guidelines rather than absolute targets.	
20	None of the digital requests (email, discord message, social) coming from students should be considered urgent.								All the requests (email, discord message, social) coming from students are urgent.	
21	Only <b>urgent</b> requests (email, discord message, social) <b>require</b> a reply before the next meeting.								<b>All</b> the student's requests (email, discord message, social) <b>require</b> a reply before the next meeting.	
22	Supervisors should ignore non-urgent communications and reply to them during the next meeting.								Supervisors should reply to non-urgent digital communications as soon as they read it.	

WRITING THESIS AND SCIENTIFIC ARTICLES									
23	Supervisors should encourage students to publish in academic journals.							Writing academic articles takes too much time.	
24	Supervisors should correct style, grammar and spelling as well as content (thesis/reports)							Supervisors should only correct content, not grammar and spelling (thesis/reports)	
25	Supervisors should correct style, grammar and spelling as well as content (scientific article)							Supervisors should only correct content, not grammar and spelling (scientific article)	
26	Supervisors should send corrections only when the content is completed.							Supervisors should send corrections every time a section/chapter is completed.	
27	The supervisor should insist on reviewing drafts of every section of the work.							It is up to the student to ask the supervisor to review drafts of the work.	

Adapted by Anne Lee ([www.drannelee.wordpress.com](http://www.drannelee.wordpress.com)) from various versions. See Kiley, M. & Cadman, K. (1997) Supervision Expectations adapted from work by Brown, G. & Atkins, M. (1988). Effective teaching in higher education. Methuen, London. 146-147



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