

MHC CE/T Scholar-Reader Expectation Scales

Read each pair of statements describing end points on a continuum. Estimate your position and mark it on the scale. For example, if you believe very strongly that it is the reader’s responsibility to determine the frequency and timing of meetings with the scholar, you should circle “1” on scale #1. If you think that both the reader and scholar should be equally involved, circle “3.”

NOTE: This worksheet was primarily designed to encourage scholars to have conversations with their 1st readers about CE/T expectations. However, this worksheet may also be used in conversations with 2nd readers where applicable.

Contact & Involvement		
1. The reader should determine how often and when to meet with the scholar.	1 2 3 4 5	The scholar should decide how often and when to meet with the reader.
2. The reader should check regularly that the scholar is working consistently and on-task.	1 2 3 4 5	Scholars should work independently without having to account for how they spend their time.
3. The reader should be the first place to turn when the scholar has problems with the research project.	1 2 3 4 5	Scholars should try to resolve problems on their own, including seeking input from others, before bringing a research problem to the reader.
4. The reader is responsible for providing emotional support and encouragement to the scholar.	1 2 3 4 5	Emotional support and encouragement are not the responsibility of the reader—scholars should look elsewhere.
5. The reader is responsible for finding information regarding the CE/T process (Handbook, faculty information, important forms, etc.) on the MHC’s Website.	1 2 3 4 5	The scholar should provide the reader with all information pertaining to the CE/T process on the MHC’s Website.
The CE/T		
6. The reader should always facilitate all necessary communications (questions, paperwork submission, etc.) with the MHC CE/T Advisor on behalf of the scholar.	1 2 3 4 5	Scholars should always directly communicate with the MHC CE/T Advisor when submitting paperwork and/or asking questions.
7. The reader should insist on seeing all drafts of work to ensure that the scholar is on the right track.	1 2 3 4 5	Scholars should submit drafts of work only when they want input and feedback from the reader.
8. The reader should determine if, when, and where to present or publish the research.	1 2 3 4 5	The scholar should decide if, when, and where to present or publish the research.
9. The reader should decide when the CE/T is ready to be defended.	1 2 3 4 5	The scholar should decide when the CE/T is ready to be defended.
10. The reader has direct responsibility for the quality of the CE/T.	1 2 3 4 5	The scholar bears sole responsibility for the quality of the CE/T.