International Evaluation
Doctoral School of Social Science
2018/2019

AALBORG UNIVERSITY
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Aalborg University

Doctoral School of Social Sciences

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Summary

The Doctoral School of Social Sciences at Aalborg University was established in 2008. Today, the Doctoral School has a population of 98 PhD students distributed on 7 PhD programmes. Since the establishment, the Doctoral School has developed and consolidated its organizational structure, administrative processes and the affiliated PhD programmes. The Doctoral School of Social Sciences are constantly trying to enhance the quality of the elements that support and contribute to a successful PhD study. Among other things the Doctoral School has pointed out 7 strategy goals for the years 2016-2021 to be pursued.

The present self-evaluation is also a part of the quality assessment. The PhD study board has identified four strategic priority areas that they would like the evaluation panel's input to.

Strategic priority area I: Developing supervisor capabilities and skills
The feedback from the PhD students to the Doctoral School on supervisor capabilities and skills are varying from positive in the focus group interviews conducted in relation to the self-evaluation report to less positive in surveys conducted among the PhD students after graduation. The Doctoral School attaches great attention to the quality of supervision as it is perceived a key element in educating PhD students successfully.

Strategic priority area II: Internationalization of PhD studies
According to the PhD Order, the PhD programme is a research programme aiming to train PhD students at an international level to undertake research, development and teaching assessments. Hence, the international perspective is an important element in the PhD programme. The Doctoral School meets a challenge in ensuring that PhD students are on an international level for example through PhD stays abroad, through formal agreements on cooperation and degrees or the like.

Strategic priority area III: Further professionalization and programme development
The PhD programmes are not static. The Doctoral School finds it relevant to evaluate the content, development and legitimaticy of the PhD programmes on a regular basis. To ensure the quality and relevancy of the PhD programmes, the Doctoral School would like to start a bottom-up discussion in the academic environments on the future goals for each programme.

Strategic priority area IV: Facilitation of PhD onboarding and socialization processes
The onboarding process and the social well-being of the PhD students is perceived to be of great importance in order to ensure a successful completion of a PhD study. A great part of the onboarding process takes place in the departments. However, the Doctoral School is continuously looking for initiatives to enhance the perceived quality of these processes within for example administration, research groups, courses, and networks.

International Evaluation of the Doctoral School of Social Sciences 2018-2019

The Danish University Act of 2014 requires that each doctoral school is internationally evaluated every fifth year.

The present self-evaluation report is part of this international evaluation of the Doctoral School of Social Sciences (DSSS) at Aalborg University (AAU). According to the Ministerial order no 960 of 14 august 2014 (concerning the act on Universities) §14, 5 the Rector and the head of the Doctoral School shall initiate and follow up upon an evaluation of the University's Doctoral Schools.

The self-evaluation concerns the period from 2014 to 2018 and is an independent follow-up on a previous (initial) evaluation report of the DSSS in 2014 (Gundelach, Lauvås & Parpart, 2014). The main conclusions of this evaluation report were that DSSS at AAU is well organized and has a solid and effective quality assurance system. The report highlights as positive that most PhD students are associated with a research group; that DSSS is working intensively to promote quality in PhD supervision; that the course portfolio is internationally oriented; and that there is a flexible approach to PhD students' teaching and dissemination obligations. Also the internal evaluation model (the 4-step model) is positively evaluated. The report highlights the clear guidelines for the structure of the PhD dissertation, but recommends increased focus on writing articles and a minor adjustment of the guidelines. The evaluation recommends specific attention to the following focus areas: I) Timely completion of enrolled PhD students, II) More thorough introduction for new PhD students, III) Continued focus on quality in PhD supervision, IV) Better integration of international PhD students.

In addition to the international evaluation from 2014, the self-evaluation draws references to the *Strategic Action Plan for The Doctoral School of Social Sciences 2016-2021*[1], which was formulated in collaboration with the Faculty of Social Sciences (FSS) as part of the university and faculty strategy process. The strategic action plan has seven priorities: I) Recruitment and continuity, II) Quality assurance and efficient PhD processes, III) Optimal workplace conditions in research training, IV) PhD courses, V) Enhanced international profile, VI) Interdisciplinarity and PBL, and VII) Career profiles of PhD graduates.
In order to provide the sufficient background, the strategic action plan will be further elaborated on in the chapter *Presentation of the Doctoral School of Social Sciences and its institutional context*.

The self-evaluation from 2014 has formed the basis for further solidifying the work of the DSSS and has furthermore played an important role in the development of the strategic action plan. In particular, the first focus area is partly reflected in the strategy action plan. Priority II and priority III in the strategic action plan for the Doctoral School address focus areas two and three from the evaluation report and priority IV is partly addressed by point three and five: Ensuring an enhanced international profile. In addition, the strategic action plan underlines procedures for ensuring

[1] Appendix 1 Strategic Action Plan for the Doctoral School of Social Sciences at Aalborg University 2016-2021

recruitment of talent, training with respect to enhancing interdisciplinary and PBL and supporting the development of career profiles for doctoral students.
Implementing the strategic action plan as formulated by the FSS is well underway. However, circumstances and the priorities of this plan has evolved since its formulation and there may be reasons also to reassess and re-prioritize among the set targets.

The purpose of the present report is to give the evaluation panel a status and a basis upon which new initiatives for improving the quality of the work within the DSSS can be developed.

The report is structured in three main sections:

1. Presentation of the Doctoral School of Social Sciences
2. Status report of the Doctoral School of Social Sciences
3. Future focus areas of the Doctoral School of Social Sciences

The future focus areas of the DSSS in section three comprise four strategic priority areas, where DSSS would like the committee's comments and suggestions. These focus areas are in line with the strategy of DSSS and comprise: I) Developing supervisor capabilities and skills, II) Internationalization of PhD studies, III) Further professionalization and programme development, IV) Facilitation of PhD onboarding and socialization processes.

Evaluation Data

The self-evaluation is based on data from PhD students, supervisors, statistical data from the PhD database PhD Manager as well as rules and guidelines developed by the DSSS.

A quantitative survey was conducted amongst 133 primary and secondary active PhD supervisors affiliated with the DSSS. 98 respondents completed the survey which corresponds to a response rate of 73%. The survey mainly focuses on questions related to supervision. The survey report is enclosed in Appendix two.

Of a total of 98 enrolled PhD students at DSSS 19 PhD students have participated in focus group interviews. Each programme has conducted an interview; however the Innovation Economic programme and the Business Economic programme made a joint interview. When selecting the interviewees attention was given to the following criteria: both male and female students, students at different stages of their enrolment, Danish and international PhD students, employed at the university and outside the university, students working at campus Aalborg and campus Copenhagen. The six interviews are included in Appendix three.

The PhD database *PhD Manager* contains data from 2011 onwards regarding PhD students at Aalborg University. Every detail about the PhD students and their progress is registered in the system, which makes it possible to conduct statistical analyses of enrolment, awarded degrees, average study time, financing etc.

Evaluation Panel

The international expert panel has been selected on the basis of the following criteria: knowledge about doctoral education and administration, international outlook, knowledge about problem-based learning. The expert panel comprises of:

- Associate Professor, *Birgitte Gregersen*, Department of Business and Management, Aalborg University (chair)
- Professor, Vice Dean for Research, *Nina Dietz Legind*, Faculty of Business and Social Sciences, University of Southern Denmark
- Dr, Head of the Graduate School, Financial & Business Services, *Jane Wellens*, University of Nottingham

Presentation of the Doctoral School of Social Sciences and its institutional context

DSSS was established in 2008 after the amendment of The Danish University Act in 2007, which introduced doctoral schools and PhD study boards as statutory institutions at Danish universities with formal responsibility for PhD education. The school is placed under FSS and is organised with a PhD study director designated by the Dean, a secretariat and a PhD study board consisting of two PhD students and the heads of the seven individual doctoral programmes. The current PhD study director of DSSS is professor Poul Houman Andersen who has headed the Doctoral School since January 2017.

Within the organizational structure of DSSS, the PhD study director handles legal responsibilities related to DSSS and the PhD study board. The main responsibilities of the PhD study director are admission of PhD students, designation of principal supervisors, approval of research and study plans (PhD plans), regular assessment of PhD studies (progress reports) and internal rules for assessment. The PhD study board primarily handles the Doctoral School's academic policy for example by revising internal rules regarding admission to the PhD programme, conduct of courses etc. Furthermore, they approve of applications for credit transfer and of appointment of evaluation committees.

Though most of the judicial responsibilities for doctoral education are delegated to the doctoral school, it is a priority for DSSS to ensure institutional embedment of the Doctoral School's activities and development. The embedment is ensured by a close strategic cooperation between the PhD study director of the DSSS and the dean of the FSS through a combination of scheduled meetings to discuss and follow up on status and strategy of DSSS and ad hoc meetings about principal cases and decisions.

DSSS is an integrated part of FSS. DSSS's strategic priorities are aligned with FSS and specified in the overall strategy for FSS. DSSS's overall objective is to ensure that the doctoral programmes are of a high quality, effective and show high international standards in the FSS core activities in terms of research and teaching. According to the 2016-2021 strategy plan for FSS, focus is on ensuring research quality, which includes facilitating and nurturing new research talents.

The integration and coherence between the institutional levels within the PhD field can be outlined as follows:

Law	National level	Danish University Act[2]	Law in force for all Danish universities
	National level	PhD Order[3]	Law regulating the PhD field

[2] The Danish University Act
[3] PhD Order

	University	Statutes for Aalborg University[4]	Regulation of the self-governing institution Aalborg University
Strategy	University	Strategy for Aalborg University 2016-2021[5]	Definition of the overall mission and vision within research, problem based learning, education, knowledge collaboration, and the organization
	Faculty	Strategy for the Faculty of Social Sciences[6]	Focus on relevance in research, education, and knowledge cooperation
	Doctoral School	Strategic Action Plan for the Doctoral School of Social Sciences 2016-2021[7]	Definition of 7 strategic action points
	Departments	Strategy for Research Groups	Each research group develops a strategy that also includes the PhD field.

Hence the assurance of quality and legitimacy in PhD education is embedded in AAU's organizational structure both through the strong connections between the institutional levels and through delegations in the "Statutes for Aalborg University" and with reference to the PhD Order and The Danish University Act.

The Strategic Action Plan for the Doctoral School of Social Sciences 2016-2021 sets the framework for the work in the DSSS. To provide an insight into the focus areas and to give an understanding of how the future focus points have been elaborated, the strategic action plan will be presented below.

1. Recruitment and continuity	
Strategic goals	a. Implementing flexible PhD processes (4+4) b. Ensuring a certain proportion of fully funded PhD scholarships c. Increasing the use of the industrial PhD scheme
Accomplishments/initiatives	DSSS has two PhD students enrolled at the so called 4+4 programme. In the 4+4 programme the candidate is initially simultaneously enrolled as a master student and as a PhD student during the first two years. Following this, the master degree is completed and the PhD enrolment carries on for another two years. The development in the PhD funding appears in figure one. The numbers show that DSSS is moving towards a larger proportion of

[4] Statutes for Aalborg University
[5] Strategy for Aalborg University 2016-2021
[6] Strategy for the Faculty of Social Sciences
[7] Strategic Action Plan for the Doctoral School of Social Sciences 2016-2021

	internally financed PhD students. The financing aspects of the PhD study is closely related to the departments and their funding initiatives. The AAU 'Matchmaking' secretariat makes an overall effort to support the industrial PhD scheme by arranging conferences between public and/or private stakeholders, such as for instance municipalities or business organizations and researchers from the university.
2. Quality assurance and efficient PhD processes	
Strategic goals	a. Specifying and assessing the submission rates of individual doctoral programmes b. Analysing the questionnaire responses supplied by external assessors c. Completing courses in supervision primarily offered to new supervisors, including an introduction to assessment work d. Evaluating internal quality assurance procedures e. Ensuring the quality of admission processes through expert assessments and the maintenance of requirements applying to project descriptions f. Continuous focus and follow up on timely completions
Accomplishments/initiatives	New supervisors are obliged to attend a supervisor course within the first year after appointment as supervisor. Experienced supervisors are obliged to attend a supervisor course at least every five years. The supervisor course is offered by DSSS. To enhance the quality of the admission process and of the enrolled candidates, DSSS introduced criteria for assessment of PhD candidates[8] in 2018. The criteria concern project proposal, grade and language requirements. Each year DSSS produces an annual report that describes the key figures of the Doctoral School. As part of the quality assurance, DSSS and the PhD study board evaluate these key figures in order to assess the need for adjustments.
3. Optimal workplace conditions in research training	
Strategic goals	a. Including the PhD students' affiliation to and active participation in research groups as a key element in the Faculty's research strategy and its internal research organization b. Preparing an introductory leaflet targeted at new PhD students c. Increasing the focus on wellbeing and stress prevention, including offers to participate in stress management courses

[8] Criteria for Assessment of PhD Candidates

	d. Evaluating the framework of the organizations and networks of PhD students e. Increasing the number of introductory courses and courses in good scientific practice offered to PhD students f. Introducing a formalised mentoring scheme to improve the integration of new Danish and international PhD students g. Analysing and following up on PhD student evaluations of the overall PhD process
Accomplishments/initiatives	In 2018, all research groups within FSS were to make a research strategy including a strategy for integrating younger researchers in the research group. DSSS is going to follow up on these strategies to ensure that the research groups have a plan for the PhD student's integration.[9] An introductory leaflet[10] has been made describing DSSS, the programmes, courses and possibilities for help and guidance. To support the wellbeing of the PhD students, DSSS has introduced the course "Motivation, Stress Management and the good PhD Life". The course has been offered twice. The PhD students at Aalborg University have formed a network across faculties supported by DSSS and the other doctoral schools at the university. The network arranges discussion sessions, writing sessions and parties to support and integrate PhD students in the PhD environment. DSSS meets regularly with the representatives of the network to evaluate on activities. A course in good scientific practice is offered four times a year together with the other four doctoral schools at AAU. The course is mandatory for PhD students at AAU.
4. PhD Courses	
Strategic goals	a. Reinforced administration of the courses offered b. Evaluating the course portfolio of 2014-2016, taking into account the balance between thematic courses and generic language and process courses
Accomplishments/initiatives	The PhD study board discusses the course portfolio continuously and has addressed the procedures for course funding in several board meetings. Enrollment with respect to courses offered by the PhD school has been centralized. There has been conducted meetings with the leaders of research groups in 2018 encouraging them to engage in joint development of doctoral courses. Also, the Doctoral School has recently applied for membership in the EDAMBA network, which is expected to provide privileged access to a broad range of relevant doctoral courses.

[9] Strategy 2016-2021 The Faculty of Social Sciences at Aalborg University

[10] Introductory leaflet: Welcome to the Doctoral School of Social Sciences

5. Enhanced international profile	
Strategic goals	a. Ensuring that international PhD students are actively integrated in their research groups b. Strengthening the institutional framework of international cooperation on research training; this includes establishing formal agreements on degree cooperation and participating in international mobility programmes c. Continuing the improvement of framework conditions for international PhD students, such as targeted guidance and guaranteed teaching experience. Decentralised strategies are supported by the working group on the improved integration of international PhD students d. Focusing on stays abroad; this includes a clarification of how departments manage the legal requirements applying to PhD student exchanges/studies abroad and an evaluation of how the overall framework may be strengthened, for instance through economic support (such as paying bench fees) e. Continuing the development and internationalization of courses offered by the doctoral school, including the use of international keynotes, interaction with international activities and dissemination of international research
Accomplishments/initiatives	As mentioned in section three, the newly developed strategies for each research group have an obligation to take care of the integration of both Danish and foreign PhD students. Importance is attached to international cooperation in general and AAU is working on an overall international strategy. The focus of FSS/DSSS is to establish international cooperation agreements that support the long term strategy of FSS rather than to have many agreements of various quality. To strengthen the international environment, DSSS has applied for membership of EDAMBA. On an individual level, all PhD students is to make a change of research environment for at least three months during the PhD study. To support this, DSSS has developed guidelines[11] describing different possible ways of fulfilling the request. An initiative has been taken to develop a strategic partnership with the doctoral school at Plymouth university (UK) and a Memorandum of understanding has been signed by AAU in 2018. This initiative and the countersigning is still pending, given a change of leadership at the university.
6. Interdisciplinarity and PBL	
Strategic goals	a. Developing interdisciplinary PhD courses to support interdisciplinary PhD processes

[11] PhD Students International Research Stay

	b. Implementing more interdisciplinary PhD processes – both within the departments and across department and faculty boundaries c. Implementing a basic course in PBL, focusing in particular on international PhD students (included in the autumn 2016 introductory course and integrated in the basic course in pedagogy) d. Analysing the form and content of the PhD programme to ensure that this complies with Aalborg University's updated PBL principles
Accomplishments/initiatives	A course in problem-based learning is offered for all PhD students. The course is mandatory. Other courses like 'Mixed Methods' or courses in developing writing skills are interdisciplinary and PhD students from various PhD programmes are participating.
7. Career profiles of PhD graduates	
Strategic goals	a. Completing a follow-up qualitative study, taking an in-depth look at the career choices of PhD graduates as well as the demand for and application of the specific competences of PhD graduates b. Organizing a career conference based on the results of the qualitative study and focusing on potential employers c. Following up on the study by focusing on broader career paths, including the clarification of the transferable skills of PhD graduates of the Faculty of Social Sciences Cooperating with the Careers Centre on the career guidance of PhD students
Accomplishments/initiatives	DSSS has initiated two reports, "PhD Careers & Competencies"[12] which is a qualitative analysis of PhD graduates from Social Sciences and Humanities at AAU and "Where do they go? - An Analysis of the Career Paths of PhD Graduates from Humanities and Social Sciences, 1994-2012"[13]. In 2017, DSSS arranged a conference in cooperation with "AAU Career" focusing on PhD students and their future potential employers.

Although many of the strategic goals have been reached and several initiatives have been taken, there are still issues that needs further attention, which will be part of the activities in the coming Academic years 2019-2021. In particular, in light of recent restructuring of the departments at FSS, which also affects the current possibilities for cross-disciplinary research, DSSS must also work for ensuring supporting cross-disciplinarity within this new structure. One way of doing this is to explore further collaboration possibilities with the other faculties.

[12] Report: PhD Careers & Competencies

[13] Report: Where do they go? –An Analysis of the Career Paths of PhD Graduates from Humanities and Social Sciences, 1994-2012

The 7 doctoral programmes that are affiliated with the DSSS are:

- Sociology and Social Work, Department of Sociology and Social Work
- Political Science, Department of Political Science
- Innovation Economic Programme[14], Department of Business and Management
- Business Economic Programme, Department of Business and Management
- Culture and Global Studies, Department of Culture and Global Studies
- Law and Business Law, Department of Law
- Education, Learning and Philosophy, Department of Learning and Philosophy

The doctoral programmes vary in volume of enrolled PhD students, in date of establishment, in number of affiliated research groups and in profile. The doctoral programmes in Culture and Global Studies *and* Education, Learning and Philosophy are cross-faculty programmes. Each programme is managed by a head of programme and a secretary. The head of programme is responsible for academic activities related to the programme, i.e. subject-specific courses, internal meetings and sparring with PhD students and supervisors and assessment of applications in relation to vacant PhD stipends. A description of the doctoral programmes can be found in Appendix four.

The doctoral programmes are affiliated with one or more research groups that are founded in the departments. The research groups are together with the PhD student's supervisor(s) important actors for the PhD student's research. The research groups form the academic environment around the PhD student and also play an active role in terms of the PhD student's integration in the group and the department.

The PhD student can either be employed by an external employer or at AAU. If the PhD student is employed at AAU, the head of a department is responsible for the PhD student's overall terms of employment in relation to finances, competency development, working environment etc. Besides the mentioned actors, the DSSS has a number of other collaborators inside and outside the organization, i.e. International Staff Unit at AAU, the HR department, secretaries at departmental level, and other Danish and international universities and organizations.

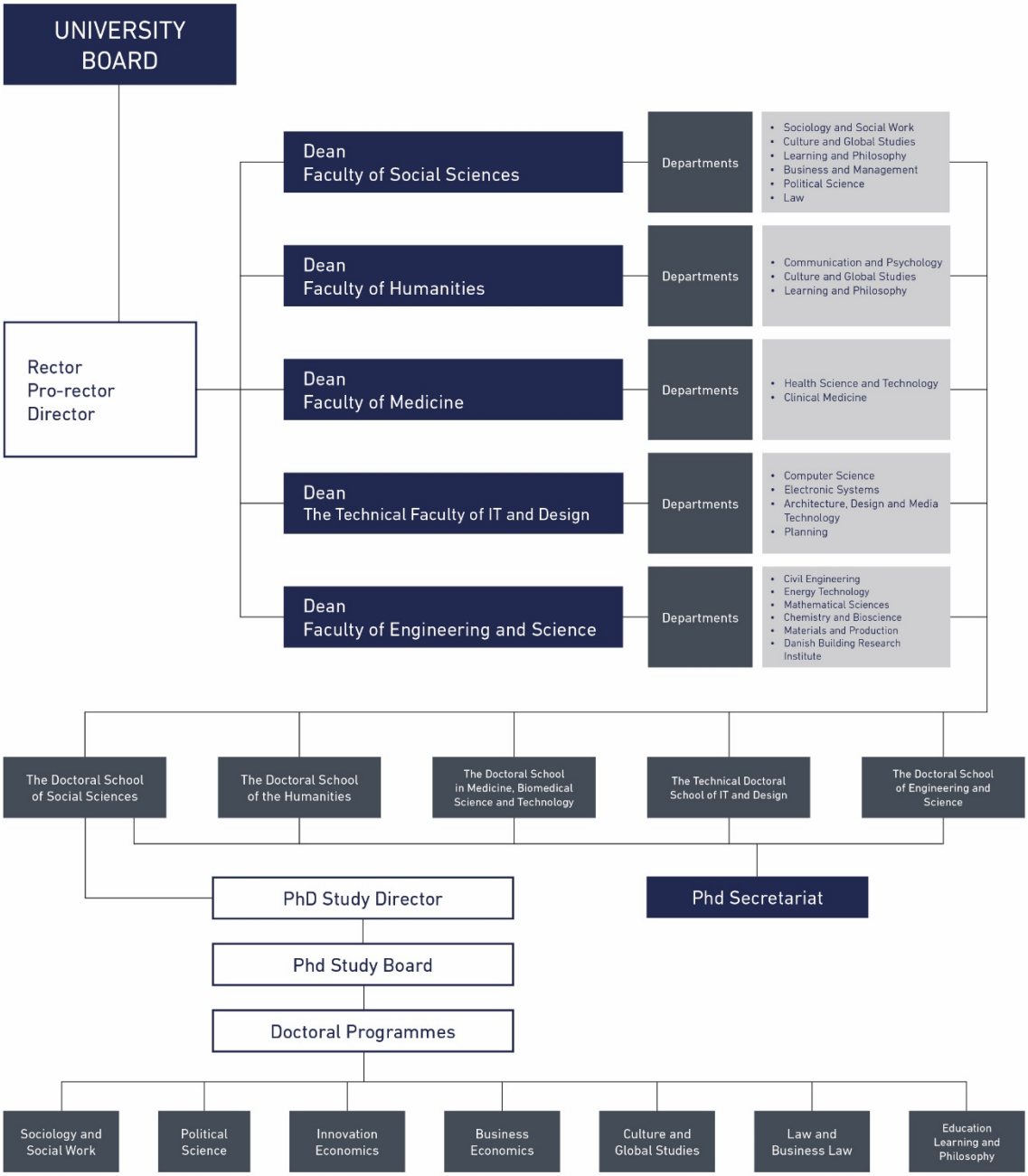
In early 2018 it was announced that from October 2018 a major restructuring of the DSSS administration was planned. Administrative practices should no longer be at faculty level but is to be carried out either at department level or from a central service organization covering the five doctoral schools at AAU. The new structure is still in its implementation phase but is expected to strengthen the administrative level of service to the DSSS.

In January 2019 it was announced that a major reorganization of the Faculty of Humanities and the Faculty of Social Sciences will take place as of August 2019. The reorganization will among other things lead to a closure of cross-faculty departments and with it a closure of cross-faculty doctoral programmes. The faculties will start implementing initiatives for the reorganization

[14] By 1 May 2019 the doctoral programmes in Innovation Economic and Business Economic will be merged to one programme called The Business and Management Doctoral Programme.

ongoing in the spring 2019 and it should therefore be noted that some differences may appear between the descriptions in the self-evaluation and the changing situation at AAU in 2019.

The following organization chart outlines the institutional bodies at Aalborg University.



Organization chart, Aalborg University

Status Report for the Doctoral School of Social Sciences

The following chapter accounts for the status of the Doctoral School in numbers. The chapter seeks to give an overview of the development at DSSS during the last five years in relation to PhD programmes and PhD students. It will appear from the tables and figures, that the numbers are fairly stable. This, however, should not be seen as an expression of a stable PhD environment. Both national and local changes and priorities have had an impact on the PhD field during the last years. To mention a few of the changes: research funding to universities has been cut, funding of PhD students is still and to a greater extend expected to be found externally, new funding possibilities arose with the EU programme 'Horizon 2020', there has been a generational shift in supervisors and in the management level in the departments affiliated with DSSS. The PhD study board discusses the issues and responds where possible, though many of the changes affecting the PhD students are related to strategies and priorities of their affiliated department.

Annual Enrolment

The DSSS has been through an extensive period of growth in the years after the establishment of DSSS in 2008. The primary reason for the high intake of PhD students was that the Danish government increased investments in research and development aiming for sustained economic growth and innovation. Doctoral education was one of the driving forces in the government's strategy and the Danish universities were to gradually double the intake of PhD students from 2005-2012[15]. In 2012 and 2013 DSSS had an annual enrolment of 50 and 39 PhD students respectively whereas the intake in 2014-2018 has been 19 to 32 PhD students. According to the Strategic Action Plan 2016-2021, the aim of the DSSS is to reach an annual intake of 20-25 PhD students.[16] The number of enrolments the last five years is in line with this strategy though 2016 had a higher intake. There is no obvious reason for this, but two factors generally contribute to the change in the number of doctoral students. In 2013, a new law were imposed upon the Danish University Colleges requiring of them to enhance further education of their teaching staff. The aim is that 50 % of the teaching staff should hold a PhD degree by 2022[17]. Another contributing factor to the number of PhD students is an AAU cooperation with SDC (Sino-Danish Center). SDC is a partnership between all eight Danish universities, the Chinese Academy of Sciences and the University of Chinese Academy of Sciences. The overall objective is to promote and strengthen collaboration between Danish and Chinese learning environments and increase mobility of students and researchers between Denmark and China.

A characteristic trend in the annual enrolment is the majority of women. There is also a majority of Danish PhD students.

[15] Aftale om udmøntning af Globaliseringspuljen
[16] Strategic action plan for the Doctoral School of Social Sciences 2016-2021
[17] https://danskeprofessionshøjskoler.dk/ph-d-loeft-professionshoejskolernes-undervisere/

Table 1 Annual enrolment of PhD students distributed on gender and nationality, calculated per 31 December each year

	2014	2015	2016	2017	2018	Total	Rate
Men	9	10	10	13	11	53	44 %
Women	10	12	22	13	11	68	56 %
Danish	13	15	26	18	18	90	74 %
International	6	7	6	8	4	31	26 %
Enrolled total	19	22	32	26	22	121	100 %

Source: AAU's PhD Manager System

Table 2 Annual enrolment of PhD students distributed on PhD programmes, calculated per 31 December each year

	Sociology/ Social Work	Political Science	Innovation / Business	Culture and Global Studies	Law/ Business law	Education, Learning and Philosophy	Total
2014	6	2	3	7	0	1	19
2015	5	1	8	4	4	0	22
2016	4	4	9	7	4	4	32
2017	6	3	13	2	1	1	26
2018	5	3	3	5	3	3	22
Total	26	13	36	25	12	9	121

Source: AAU's PhD Manager System

The enrolment describes the number of enrolled PhD students each year whereas the PhD population, which is addressed below, describes the number of active PhD students. As not all enrolled PhD students will finish their PhD study in three years or some PhD students will not graduate, the number of enrolled PhD students and the population of PhD students will differ.

PhD Population

The population at DSSS was of 98 PhD students in 2018. After the large intake in 2012 and 2013 as a consequence of the previous strategy at the university level and generous scheme by the government, the intake decreased in the following years leading to a continuously smaller population of PhD students. Furthermore, in 2014 the DSSS started to conduct a stricter policy towards PhD students who had exceeded the nominated three years of study. All PhD students can apply for two times six months of extension (only enrolment and not employment), however if the PhD student does not response to the enquiry from the DSSS in relation to an extension they were and are unenrolled. The number of PhD students in 2018 therefore reflects a truer image of reality as these PhD students are active in relation to their PhD studies.

Table 3 PhD population calculated per 31 December each year

	2014	2015	2016	2017	2018
PhD students	138	121	110	99	98

Source: AAU's PhD Manager System
Note: The PhD population includes PhD students on leave. The PhD population does not include PhD students who have submitted their theses and are awaiting assessment and/or award of degree.

The majority of enrolled women is also evident in table four, which illustrates the distribution of the total population of PhD students on gender, nationality and doctoral programmes. Two thirds of all active PhD students at the DSSS are women. The trend is apparent in four out of seven of the doctoral programmes, only the doctoral programme in Political Science and Innovation/Business Economics have a more evenly distribution of gender.

Table 4 PhD population per 31 December 2018

	Sociology/ Social Work	Political Science	Innovation/ Business Economic	Culture and Global Studies	Law/ Business law	Education, Learning and Philosophy	Total	Rate
Men	5	6	18	2	1	2	34	35 %
Women	18	4	11	17	8	6	64	65 %
Danish	22	9	14	14	8	8	75	77 %
Internat.	1	1	15	5	1	0	23	23 %
Total	23	10	29	19	9	8	98	100 %

Source: AAU's PhD Manager System
Note: The PhD population includes PhD students on sabbatical leave. The PhD population does not include PhD students who have submitted their theses and are awaiting assessment and/or award of degree.

Annual Degrees Awarded

As seen in table five, the number of annual awarded degrees vary from 19 to 33 in the period from 2014 to 2018. 2014 and 2017 have the lowest number of degrees whereas 2016 is characterised by a high number of degrees awarded. This can be explained by the large intake of PhD students in 2012 and 2013 who finished their PhD after three years in 2016.

The number of awarded degrees must be seen in comparison to the number of enrolled PhD students 3-3.5 years prior to when the degree was awarded. In 2014 and 2015, 19 and 22 PhD students were enrolled respectively, and the number of awarded degrees in 2017 and 2018 were 19 and 23 respectively. This is not directly comparable as some PhD students are on leave, are working part-time or of other reasons do not finish their thesis within three years. However, the numbers give an indication of 'time-to-market' as well as of de-registered PhD students. See further about discontinuation rates in table 9.

Table 5 Annual degrees awarded 2014-2018

	2014	2015	2016	2017	2018	Total	Rate
Men	8	9	13	8	6	44	38 %
Women	11	12	20	11	17	71	62 %
Danish	9	17	25	16	21	88	77 %
International	10	4	8	3	2	27	23 %
Degrees total	19	21	33	19	23	115	100 %

Source: AAU's PhD Manager System
Note: Degrees awarded are registered when they are approved by the Academic Council.

Average Time of Completion

The standard time limit in Denmark for completing a PhD is three years plus approximately four months for assessment, defense, and for the Academic Council to award the degree. However, the average study time is calculated from start date of enrolment to the end date of enrolment leaving out the time of evaluation. Table six illustrates the development of average study time for PhD students at DSSS from 2014 till 2017. The average study time includes credit transfer from PhD students which received merits. This is shown in the second row in table six. The average study time for completed PhDs at DSSS is between 3,3 and 4 years during the time period, but the average study time would have been longer if the credit transfers are subtracted from the total. The numbers indicate that the study time for PhD students at DSSS are regularly extended. An extension is to be approved by the supervisor, the head of department and the PhD study director. The average study time for PhD students at DSSS is a matter of concern and it is the expectation of DSSS that the initiatives in the four priority areas will contribute to a decrease in the average study time.

Table 6 Development in average study time for PhD students who have completed the PhD study with a grade in the years 2014-2018 at Doctoral School of Social Sciences, AAU

	2014	2015	2016	2017	2018
Average study time in years	3,8	3,5	3,7	3,3	4,0*
Including credit transfer in months	46	0	44	49	14

Source: AAU's PhD Manager System
Average study time does not include leave, PhD students with no enrolment prior to defence and PhD students working part-time.
Average study time include PhD students with a credit transfer.
*2018 include PhD students who was not de-registered timely. The PhD student has been enrolled from 2007-2018.

In the 2014 report from the external evaluation committee the committee recommends establishing a formal system to handle the situation when PhD students are delayed. It is recommended that the system should ensure PhD students equal rights and avoid undermining the student's dignity. Furthermore, the committee recommends that the DSSS evaluates the management and outcome of the written progress reports and puts more emphasis to the oral reports.[18] DSSS recommends PhD students and supervisors to use PhD Manager as an active tool

[18] Gundelach, P. et al.: International Evaluation of the Doctoral School of Social Sciences, Aalborg University.

in the evaluation process. All PhD students and supervisors have access to PhD Manager. The progress reports, that account for how well the PhD student follows through on his or hers PhD plan, is uploaded in this system. It is therefore suitable to use PhD Manager and the written progress reports to follow up upon a possible delay as well as a base for the oral evaluations.

In line with the conclusions from the 2014 report, the PhD students are satisfied with the progress report as a supporting tool, however the oral evaluation are more valued than the written reports.

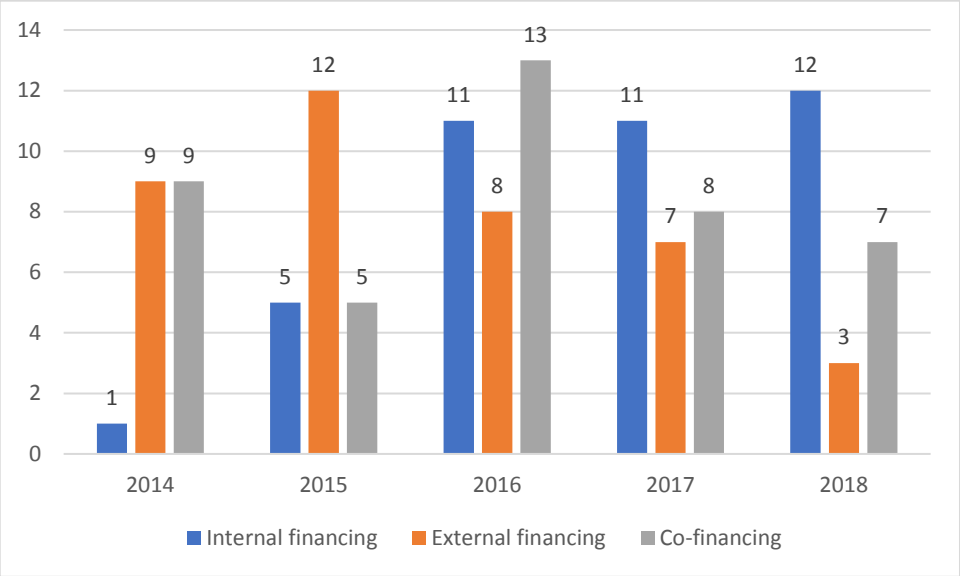
DSSS has an ongoing focus on decreasing the average study time for PhD students and supporting PhD students in completing their theses. Especially the quality of supervision is seen as an essential instrument to help the PhD students to finish the thesis in time. The initiatives in relation to the quality of supervision are addressed in the section about supervisor capabilities and skills.

Models of financing and procedures for recruitment

The PhD stipends are based on different models of financing which influence the terms on which the PhD students are recruited. Either the PhD is fully internally financed, or the PhD is partially or fully externally financed. Internally financed stipends are historically the ordinary form of PhD projects and the position is financed by the department. In addition to general standards and requirements for recruitment, internally financed stipends have to be advertised and follow the existing procedures and regulations for PhD vacancies. The same procedures apply to co-financed PhD projects, if the external financing is less than 50 % of the total costs, while PhD students whose stipends are co-financed by more than 50 % can be employed and enrolled without previous advertisement as part of a cooperation agreement between the department and the grant giver. Lastly, fully externally financed PhD projects cover PhD students nominated by grant givers with at least 95 % financing, PhD students enrolled without employment and PhD students enrolled as industrial PhDs. The formal enrolment procedure across these different types remains the same. The DSSS procedures for recruitment is found in the chapter *Politics and procedures for quality assurance at the Doctoral School of Social Sciences*, while the following depicts the trends and development of the three general models of financing.

As mentioned, historically the internally financed stipends are the ordinary form of a PhD project. However, from 2008 till 2014 the rate of externally financed projects (also covering enrolled PhDs without employment as well as industrial PhDs) and especially co-financed projects increased significantly. Figure one shows that the trend has reversed and that the internally financed PhD projects again make up a significant part/the majority of the projects in 2016-2018.

Figure 1 Development in PhD financing

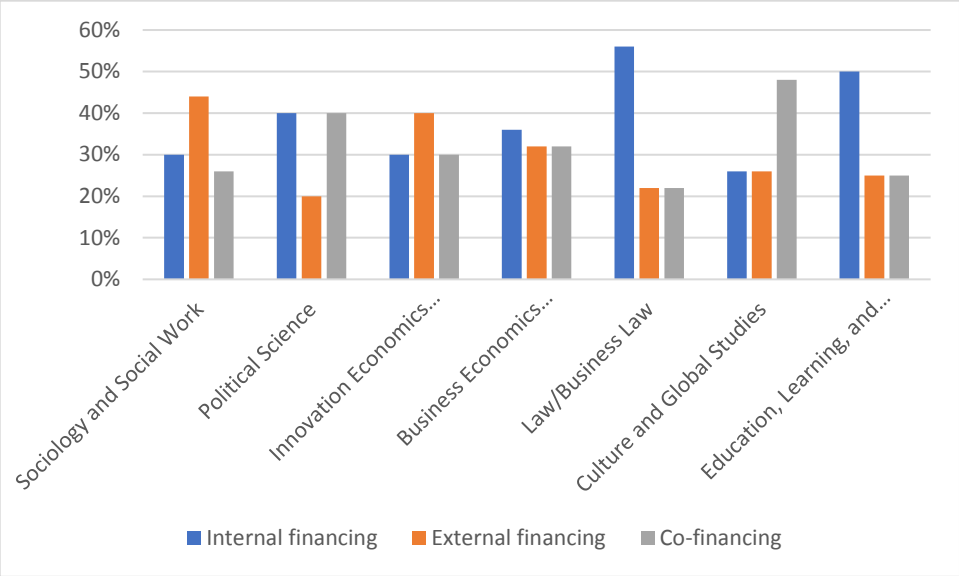


Number of PhD students enrolled with a specific type of financing per year. Calculated per 31 December each year.
Source: AAU's PhD Manager System
Note: Internally financed projects are at least 90 % internally funded; externally financed projects are at least 90 % externally funded; the remainder are defined as co-financed projects.

The development is, however, more likely to be seen as an expression for a decrease in the externally financed projects more than an increase in the internally financed projects. Overall and with annually decreasing budgets for funding to research in Denmark, more universities turn to external sources for funding and encourage researchers to write more applications. The result is an increasing competition among Danish universities resulting in fewer externally funded positions awarded.

Comparing the doctoral programmes, figure two shows that the doctoral programme in Culture and Global Studies has the highest rate of co-financed stipends, while Sociology and Social Work and the Innovation Economics Programme have the highest rate of externally financed stipends. In the programmes Law and Business Law *and* Education, Learning, and Philosophy, there is an overweight of internally financed PhD projects. Regarding Law and Business Law this can be explained by limited external collaboration opportunities and a structural need for internal recruitment.

Figure 2 PhD students financing per doctoral programme 2018



Calculated per 31 December 2018.
Source: AAU's PhD Manager System
Note: Internally financed projects are at least 90 % internally funded; externally financed projects are at least 90 % externally funded; the remainder are defined as co-financed projects.

Discontinuation Rates

Another significant indicator of quality in doctoral education is the rate of discontinuation. Table 7 illustrates the overall discontinuation rates for PhD students enrolled from 2011 till 2015, as they are expected to finish their projects between 2014 and 2018. High discontinuation rates may be established for the enrolment years 2012 and 2013, probably as a consequence of the high intake these years. Another explanation for the relatively high discontinuation rates is that the DSSS in this period of time introduced a more strict policy towards PhD students not finishing on time, meaning that PhD students who exceeded the three years of study and who had not applied for an extension were deregistered.

A PhD student is considered discontinued when the PhD student is disenrolled from DSSS either at the PhD student's own request or as a consequence of the PhD student not meeting the requirements of the PhD Order. By an extension of the PhD study, internally financed PhD students are still enrolled, whereas their employment at the department is brought to an end.

Table 7 Discontinuation rates for PhD students enrolled 2011-2015 (as per 32.12.2018)

Year of enrolment	Total	Awarded degrees	Disenrolled with no degree	Active (31.12.2018)	Discontinuation rate (%)
2011	37	29	8	0	22%
2012	53	35	15	3	28%
2013	39	17	16	6	41%
2014	19	11	4	4	21%
2015	22	5	4	13	18%
2011-2015	170	97	47	26	28%

Source: AAU's PhD Manager System

Table 7 describes the status at the moment. The numbers change if and when a PhD student hands in his PhD thesis at a later date.

There are many reasons for a PhD student to withdraw from the PhD study. Some of these reasons are caused by contingencies unaccounted for, whereas other reasons for discontinuation rates can be addressed in the recruitment process, in the supervision process as well as in the affiliated research groups. As DSSS is focusing on the perceived quality of PhD education in the coming four-year-period, two of the planned focus areas, namely the supervision process in sense of supervision capabilities and skills and professionalization of the programmes, could have a positive effect on the discontinuation rates.

Table 8 Discontinuation rates distributed on doctoral programmes for PhD students enrolled in the calendar years 2011-2015

	Sociology/ Social Work	Political Science	Innovation and Business	Cultural and Global Studies	Law/ Business Law	Education, Learning, and Philosophy
Degree	29	18	25	8	7	10
No degree	9	9	14	7	4	4
Still active	6	2	7	7	2	2
Total	44	29	46	22	13	16
Discontinuation rate	20%	31%	30%	31%	30%	25%

Some variations appear in the discontinuation rates distributed on doctoral programmes. The doctoral programmes in Sociology/Social Work *and* Education, Learning and Philosophy are characterized by lower discontinuation rates than the other programmes.

If the discontinuation rates are distributed on campus Aalborg and campus Copenhagen in the same period of time, there is only a slight difference in the discontinuation rates.

Table 9 Discontinuation rates distributed on campus for PhD students enrolled in 2011-2015 (calendar year)

	Aalborg	Copenhagen
Degree	86	11
No degree	43	3
Still active	22	4
Total	151	18
Discontinuation rate	25%	22%

One PhD student is registered as discontinued at campus Esbjerg in 2013. This PhD students is not included in the table.

Internationalization

According to the Ministerial Order, the PhD education should include a stay of minimum three months, preferably abroad, during the three years of study. Across the different programmes it is the general purpose to encourage the PhD students to go abroad to another research institute (public or private). Some programmes are more challenged in finding relevant research groups internationally, i.e. doctoral programmes that focus on Danish law.

In table 10, an overview is given of the PhD students' research stays for shorter and longer periods of time for 2014-2018.

Table 10 Number of change of research environment for PhD students enrolled at Doctoral School of Social Sciences in 2014-2017

Length of change of research environment	Sociology/ Social Work	Political Science	Innovation and Business	Culture and Global Studies	Law/ Business Law	Education, Learning and Philosophy	Total
None	4	5	19	5	4	4	41
< 1 month	2	1	2	3	4	1	13
1-6 months	5	1	5	5	0	0	16
> 6 months	2	1	1	2	1	0	7
Non-specified period	8	3	7	5	2	2	27
Total	21	11	34	20	11	7	104

Source: PhD Manager, the PhD students' progress reports/supervisor statement. In the progress report, the PhD student accounts for PhD related activities, including change of research environments. In the supervisor statement the supervisor is to make a list of the PhD student's change of research environment. It is not required of the PhD student or the supervisor to specify the length of the stay in the documentation.
Each stay is registered in the table, i.e. if a PhD student has been on a two week and a three month stay, this will be registered as two stays.
"Non-specified period" covers activities as for example: participation in networks and summer schools, co-work on (international) projects, research trips, research stays.

Approximately half of the PhD students in the doctoral programmes Political Science, Innovation and Business Economics, Law/Business Law *and* Education, Learning and Philosophy have not

been on a stay outside the university neither in Denmark nor abroad. At the doctoral programmes in Sociology/Social Work *and* Culture and Global Studies, more than 3/4 and 2/3 respectively of the PhD students have been on a stay. A majority of the research stays are conducted in an international environment. The reporting on these activities are not very set and therefore a large group of PhD students have not indicated the length of their stay.

Table 11 Development in number of exchange of research environment (no matter length of stay)

Year of enrolment	2014	2015	2016	2017
Stay	14	15	20	8
No stay	4	7	12	18

Source: PhD Manager, the PhD students' progress reports/supervisor statement.
The numbers represent the number of PhD students, i.e. the PhD student is counted once, also if the PhD student has changed research environment more than once.

As seen in table 11, a majority of the PhD students is doing a stay outside their AAU research environment. It is expected that a further number of the PhD students enrolled in 2016 and 2017 will make an exchange leading to an increase in the number of stays. As the PhD students are required to do a change in research environment, the numbers are to be followed up upon by DSSS. In the *Strategic Action Plan for the Doctoral School of Social Sciences 2016-2021*, section five about an enhanced international profile, one of the aims is to focus on stays abroad, including an evaluation of how the overall framework can be strengthened. It will be relevant to look further into this in order to ensure that all PhD students accomplish this requirement.

Politics and procedures for quality assurances at the Doctoral School of Social Sciences

The DSSS strives to enhance the quality aspects in the overall framework that it lays out for the PhD students, doctoral programmes etc. Amongst other things, this means that new initiatives, policies and procedures should always contribute to the goal of ensuring a doctoral school, doctoral programmes and PhD students of high quality, effectiveness and high international standard within the scope of rules and regulations. In the sections below, examples of tools and procedures for ensuring high quality at the DSSS are given within I) PhD administration, II) PhD plan, and III) PhD courses.

The administration of the PhD process

One of the aims for DSSS is to ensure high quality in the administrative part of the PhD process, preferably in all steps from enrolling to de-registering a PhD student. The list below describes the areas in the process where DSSS plays an active role in the quality insurance. These well-defined procedures in the PhD process is a solid foundation for the DSSS to build upon in the coming work with the priority areas as the carrying out of the procedures affects both PhD students, supervisors, and departments.

However, it is to be noted that as the PhD students are employed in a department, many aspects of the PhD student's experiences related to the PhD process are mainly influenced by the rules and policies, work environment, and economics of the department.

Commencement of study	**Job advertisement**	The dean approves the financing and the strategy on recommendation from the department and upon quality assurance by the financial department at the faculty. The dean approves the assessment committee on recommendation from the Academic Council and upon quality assurance by the PhD administration (both genders representation and academic level of minimum associate professor). The applicants are given 8 days to object to the committee on the basis of impartiality.
	Enrolment	The PhD study director quality assures and approves the assessment of each applicant on behalf of the dean. The PhD study director reacts if the assessment does not meet formal requirements. The applicants are given the opportunity to comment on the assessment within 8 days, and possible comments/complaints are dealt with by the assessment committee on behalf of the dean. The PhD study director decides whom to enroll on recommendation from the head of relevant department and doctoral programme and quality assures that the admission criteria according to the PhD Order and internal rules are fulfilled. The dean decides whom to employ on recommendation from the PhD study director of the doctoral school.
	Appointment of principal supervisor	The PhD study director quality assures and approves the appointment (or replacement) of the principal supervisor on recommendation from the department. The PhD administration notifies the supervisor of his/her obligations.

	Progress reports (four-step-model)	The head of department approves the student's PhD plan on recommendation from the principal supervisor and the head of the doctoral programme. The PhD study director quality assures and approves the progress reports for each student (four times during the PhD study) on recommendation from the principal supervisor and the head of doctoral programme. The PhD study director reacts if one party does not recommend the plan or progress report for approval, and the student is given the opportunity to get back on course within three months.
	Supervisor courses/PhD courses	The PhD study board decides and assures the quality of the courses. The courses are evaluated by the participants and evaluations are discussed among programme heads at the regular meetings held.
Completion of study	**Submission of PhD thesis**	The PhD study director quality assures that the study has been satisfactory on recommendation from the principal supervisor according to the PhD Order. The PhD study board quality assures and recommends the assessment committee to the dean on recommendation from the department. The student is given the opportunity to object to the committee on the basis of impartiality within 8 days.
	Assessment of thesis	The preliminary recommendation is quality assured by the PhD study director. The PhD study director may demand that the committee alters the assessment according to formal requirements. If the thesis is not recommended for defense, the author is given two weeks to comment, and the PhD study director may subsequently decide upon one of three outcomes: 1) that the defence of the thesis may not take place, 2) that the thesis may be resubmitted in a revised version within a deadline of at least three months. If the PhD thesis is resubmitted, it must be assessed by the same assessment committee, unless special circumstances apply or 3) that the PhD thesis must be submitted for assessment by a new assessment committee.
	Award of degree	The PhD administration quality assures the final recommendation, and the Academic Council awards the degree on the basis of the assessment committee's recommendation.

The PhD plan and the four-step-model

As mentioned in the list, one of the tools to ensure quality is the four-step-model. The model monitors the PhD student's progress and is a tool for both the PhD student, the supervisor, and the PhD school.

The four-step model is structured as follows:

As an essential part of the initiative, each PhD student would receive two oral assessments including advice not only from the supervisors but also from an 'external' discussant – a senior researcher within the research area. This initiative has introduced new and more qualitative perspectives on the internal evaluations as well as a number of deadlines to be respected.

The principal supervisor writes the progress reports on the basis of consultations with the PhD student. The supervisor must take periods of documented illness, maternity/paternity leave and other approved leave into account.

Progress report 1 is written 6 months from enrolment date. The report contains the principal supervisor's written evaluation of the progress of the PhD work, a listing of teaching hours, knowledge dissemination hours, and ECTS valued activities. Based on this information, the supervisor states whether the overall progress of the PhD study can be recommended for approval.

Progress report 2 is written and oral and is carried out 12 months from enrolment date. The head of the doctoral programme initiates a meeting attended by the PhD student, the principal supervisor (and possibly the secondary supervisor) and a discussant. The aim is to assess the progress of the PhD project and to decide whether any adjustments of the PhD plan are required. The principal supervisor is responsible for writing a summary of the meeting, containing a conclusion and information about the participants. In addition the supervisor states whether the overall progress of the PhD study can be recommended for approval.[19]

Progress report 3 is written 24 months from enrolment date. It contains the principal supervisor's written evaluation of the progress of the PhD work, a listing of teaching hours, knowledge

[19] In connection with all progress reports, the PhD students have the opportunity to submit their comments on the principal supervisor's assessment within two weeks from the date of receipt of the progress report (pursuant to section 10, subsection 1, in the PhD Order). Each progress report must be approved by the head of doctoral programme, the head of department and finally the director of the doctoral school. If the progress report is not approved, the student is given 3 months to get back on course (pursuant to section 10, subsection 2, in the PhD Order).

dissemination hours and ECTS valued activities. Based on this information, the supervisor states whether the overall progress of the PhD study can be recommended for approval.

Progress report 4 is written and oral and is carried out 30 months from enrolment date. The head of the doctoral programme initiates a meeting attended by the PhD student, the principal supervisor (and possibly a secondary supervisor) and a discussant. The aim is to assess the progress of the PhD project and to disclose any special considerations about the completion of the PhD project within the next six months. Some of the programmes use the term "pre-defence", others "final seminar". The principal supervisor is responsible for writing a summary of the meeting, containing a conclusion and information about the participants. In addition the supervisor states whether the overall progress of the PhD study can be recommended for approval.

The four-step model has continuously been assessed and refined over the years at courses for PhD supervisors, in the management of the doctoral school, at meetings at department level between head of programmes, PhD students and PhD supervisors as well as in the PhD study board. The four-step model is supported by the administrative software PhD Manager. PhD Manager automatically posts reminders to the PhD student about upload of progress reports etc. and keeps track of uploaded documents. Both PhD students and supervisor are obliged to use the system, ensuring transparency for both students, supervisors and DSSS.

PhD courses

As a part of the doctoral training the PhD student must participate in PhD courses or similar activities corresponding to 30 ECTS points. PhD courses of high quality is a priority to DSSS as the courses are considered a very relevant part of the PhD study.

The PhD students are expected to attend both generic and research specific courses.

Generic courses: PhD courses as for example Academic Information Management, Flow Writing, Academic Writing and Publishing. Two generic courses are mandatory for PhD students affiliated with DSSS, namely Applying the Danish Code of Conduct for Research Integrity to your Research *and* the Basic Course in University Pedagogy (for PhD students with a teaching obligation).[20]

Research specific courses: this type of PhD courses is offered by the doctoral programmes and the topics are therefore related to the research conducted within the doctoral programme. The head of programme is responsible for suggesting research specific courses in collaboration with researchers and PhD students. All applications for research specific courses must be approved by the PhD study board before holding.

By emphasizing the PhD courses the DSSS seeks to:

- Provide a sufficient range of courses for the enrolled PhD students to achieve versatile and deep skills and qualifications.

[20] DSSS also offers courses for supervisors which are evaluated upon in Appendix five.

- Attract other Danish and international PhD students in order to stimulate the academic climate and network related to the PhD process.
- Strengthen the connection between doctoral training and scientific activities in the research groups at the faculty, including for instance active involvement of invited guest researchers in doctoral training.

The courses are advertised on DSSS' home page and in the national database for PhD courses. Information about up-coming PhD courses is circulated through research networks.

In 2017 and 2018, 17 and 19 PhD courses respectively were offered under the auspices of DSSS. All doctoral programmes offered research specific courses and the courses were relatively even distributed among the programmes.

All PhD courses are evaluated by a questionnaire for participants. Subsequently the course organizers are to summarize the answers and give their own comments as well as suggestions for improvement. The summaries (together with the results of the questionnaire) are submitted to the DSSS and evaluated by the PhD board. The course organizer and the head of the doctoral programme will get feedback if the PhD board has any comments or suggestions for improvement.

Priority areas for 2019-2023

The strategic vision for DSSS is to continue the process towards developing a doctoral school in alignment with the strategy plan outlined for the period 2016 till 2021. Several initiatives have been taken in alignment with this plan such as implementing mandatory PhD plans (following the Ministerial Order, § 9), evaluation and quality assurance of PhD courses and the development and accessibility of guidelines for PhD Students.

Effective doctoral training seeks to accomplish managing the dilemma of providing enough guidance to acquire research skills while at the same time providing them with sufficient self-direction to live up to the overall aim of the PhD Programme.

Following the status of the initiatives already taken and the overall strategic aim of the FSS, DSSS considers improving the PhD students' satisfaction and perception of the quality of the PhD programme to take centre stage in DSSS's strategic vision. In the case of DSSS at AAU, the perceived quality of PhD education is aligned with *research self-efficacy*. Research self-efficacy describes a doctoral student's perception of having acquired the necessary ability and skills to successfully engage and persist in research tasks (Overall et al, 2011). Thus, the pursuit of research self-efficacy can be seen as a way to achieve the overall aim of PhD programmes: to develop doctoral students' abilities to undertake research, development and teaching assignments as expressed in the Ministerial Order on the PhD programmes at the Universities (The Ministry of Higher Education and Science, 2013)[21].

We strongly believe in the role of the study process as shaping the quality of our PhD students. We consider the PhD study to be a learning process, in which PhD students gradually build research self-efficacy – that is building their capability towards becoming independent researchers. This has been described as a dynamic learning process of providing guidance and self-direction, where PhD students will start at some level of dependency – primarily on their PhD supervisor – to reach a level of research autonomy. This has been described as the rackety bridge of PhD supervision (Gurr, 2001). An illustration of the ideal development process of self-efficacy is shown in figure three.

[21] Para 1.1. *The PhD programme is a research programme aiming to train PhD students at an international level to undertake research, development and teaching assignments in the private and public sectors, for which a broad knowledge of research is required*. Official translation of Bekendtgørelse om ph.d.-uddannelsen ved universiteterne og visse kunstneriske uddannelsesinstitutioner (ph.d.-bekendtgørelsen) (Ministerial Order on the PhD Programme at the Universities and Certain Higher Artistic Educational Institutions (PhD Order).

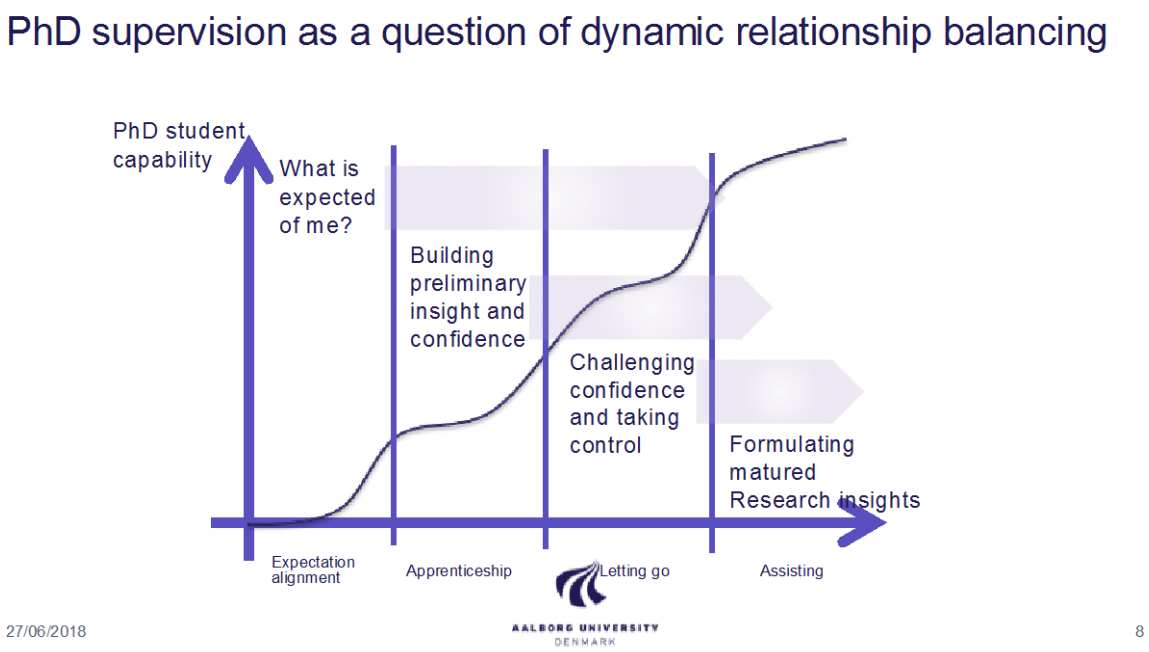


Figure 3 PhD supervision as a question of dynamic relationship balancing

Ensuring effective and successful transmissions of PhD students into self-efficacious researchers is the mission of the DSSS. Our success should be measured on the employability and research impact of the PhD students graduating from the DSSS PhD programmes.

In the following we discuss the perceived quality of PhD education. By using the notion *perceived*, we underscore that our focus must be on the individual student's experience, rather than a given measure of quality. The quality of PhD education is a subjective experience, contingent on the PhD student's assessment of whether they have received the right conditions and support. There are several elements that influences the perceived quality of PhD education, educational elements constituting a viable PhD education with the above aim are not the sole responsibility of DSSS. PhD education is very much part of the research strategy of departments and constituted research groups and researchers at the FSS. Therefore, doctoral education activities are carried out in collaboration with several organisational bodies. Figure four outlines six principal factors which we believe influences the perceived quality of the education received. They include: I) The academic qualifications and preparedness of doctoral students; II) The quality of PhD supervision; III) The resources and practices for supporting PhD capability building taken on by research units and departments; IV) The availability of PhD courses; V) The administrative procedures supporting and controlling the progress in doctoral education as well as dealing with issues delaying or interrupting PhD studies; VI) The assessment and validation process of PhD students' academic work. These factors are seen as a compass and guideline for DSSS's effort to achieve their overall visions.

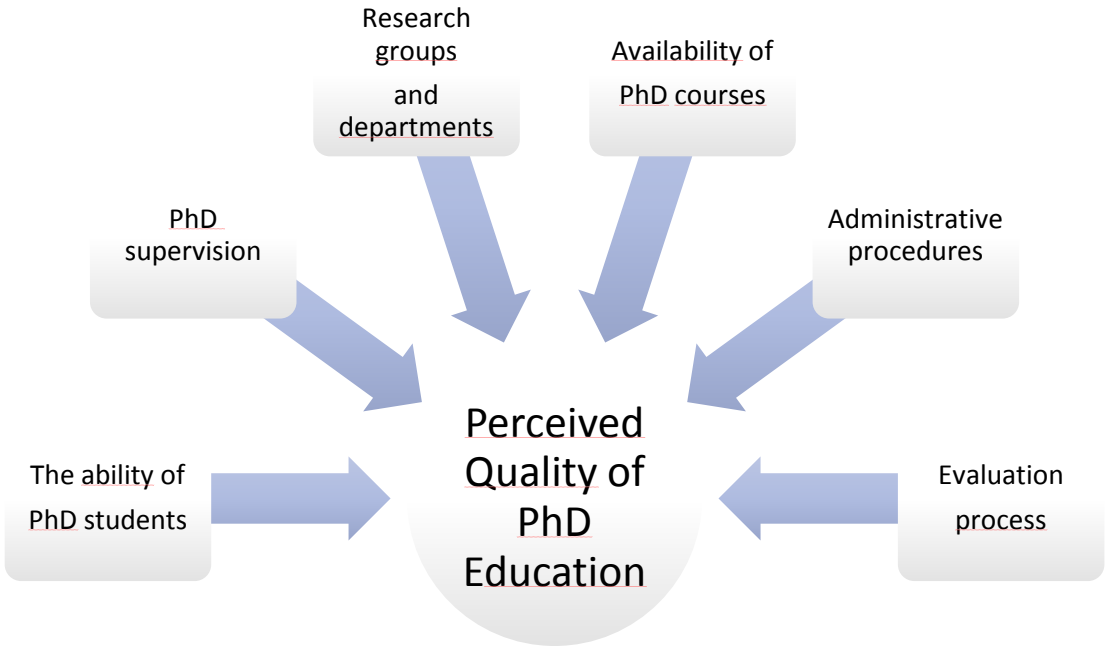


Figure 4 Influencers on perceived quality of PhD education

There are four strategic focus areas which are believed to be of importance for furthering the quality improvement agenda of FFS and DSSS in the coming period 2019 till 2023. These are explained below. It is the expectation that the International evaluation board – besides providing their overall assessment of the activities of DSSS and evaluating the steps already taken, based on the previous assessment report – will discuss and comment on both the relevance and the rigor of these initiatives.

Developing supervisor capabilities and skills

It is the belief of DSSS that the primary factor of importance for the PhD students is perceived satisfaction with the quality of their Ph.D. education. A recent report points out (EUI, 2017, p.21) that *"Strong research supervision is indispensable to the quality of a PhD programme and its provision is a core strategic task for research universities. With the transformation of doctoral education, the nature of supervision has also changed and is no longer solely characterised by a hierarchical one-on-one interaction between the supervisor and the supervisee…. for a long time supervisory training was only empirical ("learning by doing") but in recent years, an increasing number of universities have introduced more formalized training for PhD supervisors".*

Several studies point out that the single most important factor for improving the perceived quality of the PhD study is the quality of supervision (Halse, 2011, Halse & Malfroy, 2010; Lee, 2008). Thus, seeking ways to further develop the capabilities of PhD supervisors associated with DSSS is a key priority for the PhD school.

At DSSS the PhD study director appoints the principal supervisor on recommendation from the department. The supervisor must be a senior researcher (qualifications corresponding to professor or associate professor) within the field of the PhD project. Secondary supervisors can be appointed and the DSSS recommends that it is decided no later than the 12-month assessment (2nd step) whether to appoint a secondary supervisor. Each PhD student is granted 50 hours of supervision each term (if a secondary supervisor is assigned, the hours must be divided, for instance 40/10 or 30/20).

DSSS has made guidelines for the formal tasks of the principle supervisor including the supervisor's responsibilities in connection with the PhD plan, the progress report, the assessment committee etc.[22] Furthermore the PhD study board has agreed upon the following areas of responsibility for the principal supervisor:

- Introduce new PhD students to the department, the doctoral programme, research groups and networks (together with the head of doctoral programme)
- Inform the PhD student about the PhD plan and the four-step evaluation model
- Supervise and evaluate the progress in the PhD study. It is expected that PhD students meet their supervisor for supervision at least once a moth (except vacation periods)
- The form of supervision must be decided between supervisor and PhD student and included in the PhD plan (to be confirmed by the PhD study director of DSSS)
- Advise the PhD student about teaching and dissemination of knowledge throughout the PhD study
- Advise the PhD student about PhD courses and support the PhD student in attending seminars and conferences within the research field
- Confirm the PhD plan and carry out the four-step evaluation
- Write a statement that the whole PhD study is fulfilled when the PhD thesis is ready for submission.

[22] PhD principal supervisors – Guidelines, Faculty of Social Sciences

Background
In general, the various PhD programmes associated with DSSS have access to well-motivated and qualified PhD supervisors. The most recent survey of PhD students' assessment of the quality of the supervisors shows that the PhD students find their supervisors accessible, flexible regarding meetings, and qualified. Some PhD students have both a primary and a secondary supervisor which is a valuable constellation from the PhD student's point of view. The predominantly way of supervision is meetings between the supervisor and the PhD student combined with oral and written communication between the meetings. This practice can be challenged though if the supervisor and the PhD student are situated in different campuses. Some supervisors arrange joint meetings with the other PhD students that he/she is responsible for which is assessed positively. However, there is room for improvement. Based on an assessment made voluntarily by our students after completion of the PhD study, about two of every five PhD students express dissatisfaction or indifference with respect to the supervision received from their main supervisor.[23]

In the focus group interviews, the PhD students highlight some issues to be considered. Firstly, an early *match of expectations* between the supervisor and the supervisee is important to address issues like how often are the parties going to meet, to which extend are the words of the supervisor open for discussion, how does the supervisor count the hours for supervision, what are the expectations for the progress report etc.

If the PhD student has more than one supervisor, it is important that the supervisors meet regularly and collectively with the PhD student to converge the supervision and avoid conflicting advice. The face-to-face meeting is valuable no matter if the PhD student has one or more supervisors, and the face-to-face meeting is more complicated to establish if the PhD student has a supervisor outside of campus. The PhD students ask for the supervisor to remember that they are still *students* and it is vital to have a dialogue of what is expected of the PhD student regarding research, deliveries, teaching etc.

Secondly, PhD students would like a body or an authority to turn to, if the *supervision does not go as planned*. It can be difficult to be critical or to complain about a supervisor, especially if the supervisor has a high position in the department. The PhD students find it unpleasant to turn to the head of the department, and the director of the programme is maybe close colleague of the supervisor which can cause a conflict of interest.

Seen from the supervisors' points of view, the conducted survey (Appendix two) shows that especially the main supervisors feel confident with their own pedagogical supervisor skills (88 %) and scientific skills. 71 % strongly agree and 27 % agree to have sufficient academic skills. Co-supervisors are more reluctant in their assessment of both pedagogical supervisor skills and scientific skills. 66 % of the co-supervisors believe that they possess sufficient pedagogical skills and 43 % respectively strongly agree or agree on having adequate scientific skills. The co-supervisors' assessment of their own capabilities can have more explanations. There is a generational change going on among supervisors in many departments and it appears from

[23] Appendix 6 Survey amongst PhD students who have completed their PhD study from 2015-2019

Appendix two that 48 % of the supervisors have been supervisor for one or two PhD students. The new, younger supervisors don't have the same experience and confidence in themselves as the more experienced supervisors. Another reason could be that the co-supervisors do not have an overview of the entire PhD thesis making them feel less primed for the supervision role.

The supervisors at DSSS evaluate the effect of the written and oral evaluations in the progress report. To the question whether the progress report supports the function as a supervisor, 8 % of the supervisors answer: 'to a great extent', 37 % 'to some extent' and 19 % 'where applicable'. The answers indicate that the written progress report is not an intensively used tool in the supervision process. The oral evaluations at 12 and 30 months in the PhD study is seen as a more valuable support in the function as a supervisor. 67 % of the supervisors reply that they use the oral evaluations to some or to a great extent.

Approximately half of the supervisors who attended the survey have supervised three or more PhD students. 69 % of the respondents have four or more years of experience and one third of the supervisors has more than eleven years of experience. Half of the supervisors who completed the survey have supervised outside of DSSS either at other doctoral schools at AAU or at other Danish institutions or abroad.

The supervisor plays an important role towards the PhD student. It is underlined that a good social relationship with the supervisor is often as important as the supervisor's scientific skills.

DSSS offers a mandatory course for PhD supervisors. The course should be repeated every five years. The survey shows that 34 % of the participating supervisors have never attended a supervisor course. 37 % have attended a supervisor course within the past three years.

In general, the supervisor courses are evaluated positively. As reason for participating, many supervisors indicate that the course is mandatory. Despite of that, the supervisors are satisfied with the content and find it valuable to discuss and get feedback on the supervision and supervision situation.[24]

Initiatives taken

In order to address the specific challenges in the supervisor-supervisee relationship, DSSS has – together with a specialist in the area of motivation and self-efficacy – designed a PhD supervisor course and in parallel a PhD student course. The purpose of the course aimed at supervisors is to develop supervision capabilities and encourage best practice. The DSSS want to raise the awareness of PhD supervisors with respect to their role in shaping the expectations and work motivation of their PhD students. Likewise, through the course aimed at PhD-students, DSSS seek to develop PhD students' abilities to address stress related issues with respect to shaping their work life balance.

[24] Appendix 5 Evaluation of courses for new and experienced supervisors

Challenges ahead

So far, approximately 25 % of the PhD supervisors associated with DSSS have taken the course; however motivating PhD supervisors to take time out of their busy schedules has proven to be a challenge. Although a 100 % participation rate may not be possible or even desirable, a coverage close to 90% is seen as necessary. In order to succeed, new measures are called for, which may encourage more supervisors. On the other hand, it is also important to avoid a too heavy-handed approach, as this may prove to be demotivating and counterproductive. DSSS has suggested for the FSS to authorise that DSSS can refuse to approve a supervisor recommended by the department. This can be based solely on the reason that the supervisor has not attended a supervisor course within a six month period for new supervisors or within the last five years for experienced supervisors.

DSSS would like the evaluation committee to discuss the initiatives towards improving the capabilities of supervision and if possible provide alternative ideas.

Internationalization of PhD studies

In the Ministerial Order it is emphasised that PhD students change their research environment during the study period. It is the belief of DSSS that a change in the research environment is a strong contributor to the development of PhD student's skills and abilities to function as independent researchers at an international level. Accessing a new research environment, gaining an alternative input on the PhD student's research activities and forming contacts to peers can be helpful in furthering a research career.

According to the focus group interviews, the PhD students feel that it is a stressful process to find a relevant exchange institution and especially to find the necessary funding to finance the stay. Some PhD students get financial help from their department but it is not clear whether this applies to everyone. Furthermore, the PhD students point out the administrative tasks as an obstacle, i.e. grant searching, tax rules, accommodation etc. They are not familiar with rules and possible cooperation agreements and do not know where to find relevant information. Further, many of the PhD students stress that it is hard to fit a three month stay outside of their city of study into family obligations, especially in families with children. However, despite the fact that planning a stay is a challenging part of the PhD study, the PhD students who have been away concurrent conclude that it is worth the effort to go abroad. The change of research environment contributes with many positive things in relation to the PhD student's research, network, and access to expert knowledge.

Initiatives taken

From 2017 till 2018 DSSS has developed several explicit guidelines regarding the expectations for the change of research environments. Furthermore, it has been emphasised to future PhD students that a substantial change in their research environment is to be expected and several models have been outlined in order to provide more flexibility for PhD students who – for family reasons or otherwise – may be challenged to spend some time away from Denmark. [25]

PhD students often draw on the general experience and network of their supervisor, when searching for an opening to engage in a relevant research environment. However, on several occasions PhD students have pointed out that their supervisor's relations to other research environments in many cases have not been sufficiently elaborated for them. For this reason, various measures have been taken or is about to be implemented.

A policy towards establishing connections with partner universities in order to endorse the exchange of PhD students is being implemented. A memorandum of understanding has been signed by the Deans of Plymouth University and Aalborg University with the purpose of enhancing collaboration in the area of PhD exchange. Similar agreements are being explored at departmental levels.

In 2018, DSSS was involved in approximately 10 double degree and one joint degree agreement. DSSS attaches importance to the quality of the agreements and require that the head of department approves of an agreement in order to ensure the departments' engagement. In 2019,

[25] Guidelines for change of research environment

DSSS has applied for membership of EDAMBA (European Doctoral programs Association in Management & Business Administration), which is a network of business schools operating in 26 countries. It is the belief of DSSS that the network will be valuable in the work of creating new contacts to research environments abroad and thereby increase the possibilities for exchange.

Furthermore, an initiative supporting the knowledge exchange among PhD students with respect to research environments is planned.

Challenges ahead

As DSSS has already launched several initiatives to support the process of internationalization and change in research environment, the next step is to make the guidelines and information about cooperation agreements etc. more visible for the PhD students, the administrative sections and the supervisors.

DSSS would like the evaluation committee to discuss the initiatives towards furthering internationalization and if possible provide better alternatives for furthering internationalization of the programmes.

Further professionalization and programme development

DSSS is comprised by seven independent PhD programmes, each headed by a programme coordinator and each associated with a department at the FSS or in the case of the cross-disciplinary programmes associated with both FSS and the Faculty of Humanities.[26] The programmes differ in many respects regarding size, scientific approaches and development trajectories. As the programmes are also reflecting the overall research activities in their affiliated department, each programme faces unique challenges and opportunities. They also differ with respect to maturity and how they are related to the head of department and other leading bodies at departmental level.

Being situated in different research and resource contexts and having followed different trajectories in their development, the strengths, weaknesses, challenges and opportunities of each programme differ. DSSS believes that the next fruitful step for the development of the overall quality of DSSS is to start a bottom-up discussion with the purpose of identifying development goals for each programme. We believe involving each of the programme coordinators, research group managers and the respective heads of departments in order to develop the programmes and face their challenges more individually will be a more fruitful process. Thus, DSSS intends to initiate this process.

A structured dialogue may help furthering an understanding and developing ways in which DSSS can support the further development of PhD education and facilitation of infrastructure and administration.

Initiatives taken

So far, no initiatives have been taken beyond discussing and outlining this initiative among PhD programme coordinators. The intent is to engage the head of department and research group leaders in a constructive dialogue and mutual assessment process, with the purpose of identifying strengths, weaknesses and aspiration goals for each programme and its relationship with DSSS.

Challenges ahead

DSSS would like the evaluation committee to discuss this initiative towards furthering professionalization and if possible provide better alternatives for furthering internationalization of the programmes.

[26] See Appendix four for description of the doctoral programmes

Facilitation of PhD onboarding and socialization processes

Since the previous international assessment of DSSS, there has been a strong emphasis on developing and optimizing standard administrative procedures regarding onboarding, processing and completion of the PhD study. Furthermore, these processes have been made transparent and are updated continuously on the DSSS's website which is the primary hub for searching information about practical matters related to the programme.

It is generally acknowledged that PhD onboarding – the transition from student or work life into the PhD study – is difficult. PhD students often remember their start-up period as highly uncertain and unstructured, which reflects negatively on their first working period. Both being a PhD student and an employee causes some confusion with respect to their understanding of rights and obligations – but also in the way that they are being informed about matters related to their employment and their studies by the DSSS, the department and the research groups.

In the focus group interviews, the PhD students stress that a strong and well-functioning *research group* plays a crucial role for them. Besides representing a strong partner for discussion in the PhD students' research, the research group often also function as the PhD student's way to establishing social relations at the university, especially if the PhD student is new at AAU. It is therefore important that the PhD student is affiliated with one or more research group(s) from the very beginning of the studies. The AAU Copenhagen campus seems to be specifically challenged with respect to the onboarding process and the concern is how this shadows into the overall work life for PhD students at DSSS. The social science researchers in Copenhagen are typically affiliated with a research group at the main campus in Aalborg, and a number of the facilitating activities and persons are located there. This means that in daily life there might be few if any people present which relates to the same research group as the PhD student. A lack of daily contact to other PhD students and to a relevant research community is a concern for DSSS.

A not insignificant part of the onboarding concerns the flow in the *administrative processes*. The PhD student is to find his/her way in the procedures and rules linked to being an employee at the department and to being a PhD student affiliated with a doctoral school. The PhD students express frustration now and then in the amount of time used to find relevant information or to be informed sporadically and sometimes by chance. The secretaries associated with the doctoral programmes are often addressed by the PhD students with questions regarding practicalities. DSSS tries continuously to keep the administrative sections updated with relevant information.

Besides the *networks* that the PhD students establish through their affiliated research group, there may be a need of meetings with other PhD students in more informal settings. PhD students within DSSS and within the Doctoral School of the Humanities have established the network Nerds where they meet for lunch meetings to talk about the life as a PhD student. Nerds arranges creative writing sessions to help the PhD students in the writing process. The network is planning to merge with a larger PhD network at AAU covering the Doctoral Schools of Engineering and Science, IT and Design, and Medicine. This network arranges Friday bars, journal clubs (creative writing), summer parties, information meetings concerning going abroad, and they cooperate with SEA (Supporting Entrepreneurship at Aalborg University), International Office and AAU Karriere (making PhDs more employable).

Initiatives taken

As mentioned above, DSSS has focused on shaping the practical guidelines and internal procedures so that the PhD students feel in good hands regarding their uncertainties and questions. This includes for example:

- PhD plan and progress report (four-step-model)
- Guidelines for writing a thesis
- Guidelines for PhD principal supervisors (helps clarify matching of expectations)
- Head of programme responsibilities

In 2018, DSSS decided to revise the homepage and simultaneously ensure that all information is accessible in English. This work is still in progress.

Challenges ahead

The welcoming of new PhD students is always subject for discussion as the needs and expectations vary depending of the PhD student's background (former AAU student or external student, Danish or international student etc.), the dynamics of the research group affiliated with the PhD student, the number of other PhD students at the department, department economics etc. There is no doubt that the departments and research groups play an important role in the onboarding process because the daily life of the PhD student take place in the academic environments. The DSSS should therefore find a way to support the departments in the onboarding task. The focus group interviews reveal that campus Copenhagen faces some special challenges in the onboarding process in order for the PhD students to have a good start at their PhD study period.

DSSS would like the evaluation committee's input and suggestions on how to improve the onboarding process.

Conclusion

The present self-evaluation has been elaborated in autumn 2018 and spring 2019 and comprise the development of the DSSS in the years 2014-2018. Besides accounting for the DSSS in numbers, the self-evaluation targets four focus areas: I) Developing supervisor capabilities and skills, II) Internationalization of the PhD studies, III) Further professionalization and programme development, IV) Facilitation of PhD onboarding and socialization processes. The data for the self-evaluation consists of data from the university database, PhD Manager, a questionnaire survey among the PhD supervisors, focus group interviews with PhD students and various rules and guidelines within the field of PhD education. The self-evaluation report will together with a site visit from the evaluation panel and the panel's assessment of DSSS form the basis of the future work within DSSS.

DSSS has an intake of just above 20 PhD students per year. The population of PhD students have decreased during the last five years and was in 2018 of 98 PhD students with a majority of women and a majority of Danish PhD students. The annual degrees awarded corresponds in general with the intake and in 2018, 23 degrees were awarded.

Regarding financing there has been a tendency towards more PhD students being internally financed. Today, more than half of the PhD students are employed by the university whereas the reverse situation was in evidence in 2014-2015. The current financial situation should be seen more as a consequence of declining external financing than as an intentional strategy focus to be predominantly internally financed. However, a positive side effect of most PhD students being employed at the university is that communication, supervision and daily problem solving of work related issues may be easier handled when the PhD students are present at AAU.

The discontinuation rate for DSSS is 28 % on an average in the years 2011-2015. Eliminating discontinuation is not seen as a goal in itself, however DSSS strives to cut the discontinuation rate. An explanation of the relatively high percentage could be that the DSSS ran a 'clean up' process in the above mentioned years where inactive PhD students were withdrawn from the university. Furthermore, the rate will probably decrease as de-registered PhD students from time to time are re-enrolled and hand in their thesis.

DSSS requires the PhD students to make a change in research environment of at least three months during their PhD study time. A manual counting of the Phd students' change of research environment shows that a majority of the PhD students do not include a stay at another (foreign) institution during their PhD even though that PhD students who have been abroad assess it as very valuable for their PhD. This is a focus area for DSSS to support and turn the tide for this area.

Another important factor in making a good thesis is supervision which is the first focus area of DSSS in the report. The DSSS is affiliated with a group of committed and well-qualified supervisors who attach importance to the supervision task by being available as supervisors and competent as researchers. This description of the supervisors is supported by the PhD students. However, the PhD students mention matching of expectations between supervisor and supervisee and an institutional body to address if the supervision does not go as planned as points to pay attention

to. Both supervisors and PhD students are relatively satisfied with the model of progress reporting as well as the system PhD Manager. The PhD students find the oral evaluations more valuable than the written evaluations. Furthermore, some PhD students express the wish for a more user friendly version of PhD Manager.

The second focus area is internationalization of the PhD students. As described above, a change in research environment is mandatory at DSSS and it is assessed very positive by PhD students who have made such a switch. However, the PhD students also express frustration in finding a relevant institution, finding sufficient means of finance and planning the process in relation to their academic work as well as in relation to family obligations.

DSSS is affiliated with seven doctoral programmes which reflect the diversity within the FSS in terms of academic scope, profile and number of enrolled PhD students. The work with further professionalization and programme development will be influenced by the organisational changes that take place at the Faculties of Social Sciences and Humanities in 2019. The programmes will be restructured, however, the discussion of the role and development of the programmes' is still very relevant.

A successful facilitation of the PhD onboarding and socialization process, the fourth focus area, depends on many aspects and employees in the PhD start-up phase. The research group affiliated with the PhD student, the administrative set-up, PhD students in the department as well other colleagues all play a role in the onboarding and socialization process. The assessment of the onboarding process differs between the PhD students. Some are very satisfied and feel welcome and well-informed, while others are dissatisfied and feel that the process take an unnecessary long time. The onboarding and socialization process mainly take place in the departments and it is clear that the success of the onboarding is person-related, i.e. PhD students – especially PhD students new to AAU – should be taken care of by the head of the doctoral programme, the head of the research programme and/or an administrative person. Especially PhD students at campus Copenhagen are critical towards a not well-integrated process perhaps because the research groups are divided between Aalborg and Copenhagen, perhaps because the Copenhagen campus is smaller and the experience with welcoming and integrating PhD students is not as developed as in Aalborg.

The present self-evaluation reveals both strengths and challenges at DSSS. We look forward to receive the expert panel's input in relation to the challenges as well as other issues that they may find pertinent. We are confident that taken together this will provide us with a solid basis for the quality development of our doctoral school in years to come.

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Appendices

Appendix 1: Strategic Action Plan for the Doctoral School of Social Sciences at Aalborg University 2016-2021

SAGSBEHANDLER: HENRIK MARCHER LARSEN
JOURNALNR.:2016-567-00001
DATO: 29-04-2016

AALBORG UNIVERSITET
Den samfundsvidenskabelige
Ph.d.-skole

Strategisk handleplan for Den Samfundsvidenskabelige Ph.d.-skole 2016 – 2021

Det overordnede formål med ph.d.-skolen er at sikre forskeruddannelse kendetegnet af kvalitet, effektivitet og høj international standard. Der lægges vægt på at skabe det bedst mulige studiemiljø, som kan motivere og fremme de ph.d.-studerendes forskerkompetencer. I det henseende prioriteres en række indsatsområder i perioden 2016-2021. Disse er beskrevet i det følgende inkl. konkrete initiativer og delmål for 2016-2017.

1. Rekruttering og kontinuitet

Det er fakultetets strategi at sikre et stabilt ph.d.-optag baseret på fleksibilitet og balance i finansierings- og indskrivningsformer. I den forbindelse prioriteres:

- Igangsætning af fleksible ph.d.-forløb (4+4) (E2016)
- Sikring af en vis andel fuldt finansierede ph.d.-stipendier (løbende)
- Bedre udnyttelse af ErhvervsPhD-ordningen (løbende)

Målsætningen er et årligt optag på 20-25 ph.d.-studerende (15-25 % internt finansierede og 75-85 helt eller delvist eksternt finansierede) samt et øget antal af indskrivninger på ErhvervsPhD ordningen.

2. Kvalitetssikring og effektive ph.d.-forløb

I den foregående strategiperiode lykkedes det at skabe effektive ph.d.-forløb. Forsinkede ph.d.-studerende blev færdige og udskrevet, og bestanden blev reduceret til aktive ph.d.-studerende. Der blev gennemført obligatoriske kurser for alle hovedvejledere, og den gennemsnitlige studietid blev reduceret fra 5,3 år til 3,4 år. Ultimo 2015/primo 2016 har dog vist en tendens til flere genindleveringer, dvs. indleverede afhandlinger, som bedømmelsesudvalgene ikke vurderer egnet som baggrund for tildeling af ph.d.-graden i deres nuværende form. Med henblik på fortsat effektivitet og kvalitet i ph.d.-forløbende, prioriteres følgende indsatsområder:

- Opgørelse og vurdering af indleveringshistorikken på de enkelte ph.d.-programmer (E2016)
- Analyse af spørgeskemabesvarelser fra eksterne bedømmere (E2016)
- Gennemførsel af vejlederkurser rettet primært mod nye vejledere, herunder introduktion til bedømmelsesarbejdet (E2016)
- Evaluering af interne kvalitetssikringsprocedurer (E2016-F2017)

- Sikre kvalitet ved indskrivning gennem fagkyndige bedømmelser og fastholdelse af krav om projektbeskrivelser (løbende)
- Fortsat fokus og løbende opfølgning på rettidig færdiggørelse (løbende)

Målsætningen for færdiggørelse er at nedbringe antallet af genindleveringer samt at fastholde en gns. studietid på højst 3,4 år.

3. Optimale daglige rammer omkring forskeruddannelse

Ph.d.-skolen har i den afsluttede strategiperiode haft fokus på ph.d.-studerendes integration i forskningsmiljøerne samt på at skabe øget fleksibilitet i ph.d.-studerendes undervisnings- og formidlingsforpligtelse. Samtidig blev der iværksat slutevalueringer for ph.d.-studerende ift. deres oplevelse af introduktion, forløb, vejledning, arbejdsmiljø mv. Med henblik på fortsat forbedring af ph.d.-studerendes daglige rammer, prioriteres følgende:

- Adressering af ph.d.-studerendes tilknytning til forskningsgrupperne i fakultetets forskningsstrategi vedr. forskningsorganisering (E2016)
- Udarbejdelse af introduktionsfolder til nye ph.d.-studerende (F2016)
- Fokus på stresssymptomer og udbud af kursus i stresshåndtering (F2016/løbende)
- Evaluering af rammerne for ph.d.-studerenes egne organisationer og netværk (E2016)
- Udbud af løbende introduktionskurser og kurser i god videnskabelig praksis (E2016/løbende)
- Formalisering af mentorordning mhp. bedre integration af nye danske og internationale ph.d.-studerende (E2016)
- Analyse af og opfølgning på ph.d.-dimittendernes evaluering af ph.d.-forløbet (F2017/løbende)

Den overordnede målsætning er fortsat forbedring af arbejdsmiljøet for ph.d.-studerende. Der følges op på dette via dimittendernes evaluering af ph.d.-forløbet suppleret med APV resultater. Det er en konkret delmålsætning at styrke og ensarte ph.d.-studerendes tilknytning til og deltagelse i forskningsgrupperne.

4. Ph.d.-kurser

Ph.d.-skolen har i løbet af den afsluttede strategiperiode intensiveret kursusaktiviteterne til et årligt udbud på 20-25 generiske og fagspecifikke kurser, som er målrettet både danske og internationale, interne og eksterne ph.d.-studerende. Med henblik på konsolidering og udvikling prioriteres følgende indsatser:

- Styrket organisering af kursusudbuddet (E2016)
- Evaluering af kursusudbuddet 2014-2016, herunder vurdering af balancen mellem tematiske kurser og generiske sprog- og proceskurser (F2017)

Målsætningen er et internationalt orienteret og fagligt balanceret udbud på 20-25 kurser årligt.

5. Styrket internationale profil

Ph.d.-skolen har haft fokus på at forbedre rammerne for de internationale ph.d.-studerende, som pr. 1/1 2016 udgør 22% af den samlede bestand (introduktion, kommunikation, ph.d.-kurser), ved at etablere samarbejdsaftaler om joint og double degree forløb med udenlandske universiteter (4 aftaler pr. 1/1 2016) samt ved at lave vejledning til udlandsophold (ca. 50% af ph.d.-studerende på SAMF kommer på udlandsophold). For at styrke ph.d.-skolens internationale profil yderligere, skal følgende indsatsområder **integreres i institutternes strategiarbejde** og udmøntes i samspil med ph.d.-skolen:

- Fortsat forbedring af rammerne for internationale ph.d.-studerende, herunder bedre integration, målrettet vejledning og sikring af undervisningserfaring. Decentrale strategier understøttes af tværgående arbejdsgruppe for bedre integration af internationale ph.d.-studerende (oplæg fra arbejdsgruppe: E2016)
- Fokus på udlandsophold, herunder præcisering af hvordan institutternes håndterer bekendtgørelsens krav til ph.d.-studerendes miljøskifte/udlandsophold samt vurdering af, hvordan rammerne evt. kan styrkes, fx via økonomiske incitamenter
- Øget grad af internationalt forskeruddannelsessamarbejde, herunder etablering af flere gradssamarbejdsaftaler og deltagelse i internationale mobilitetsprogrammer
- Fortsat udvikling og internationalisering af ph.d.-skolens kursusudbud, herunder anvendelse af internationale keynotes, samspil til andre internationale aktiviteter samt formidling af international forskning

Konkrete målsætninger afhænger af decentrale strategiske prioriteringer. Der følges op på udviklingen med løbende evaluering (jf. pkt. 8).

6. Tværfaglighed og PBL

Tværfaglighed og PBL er nye strategiske indsatsområder på ph.d.-skolen. Et øget fokus på tværfaglighed skal dels bidrage til nyskabende forskning og fremtidige nybrud, og dels være med til at skabe resultater med helhedssyn på relationer ml. fx arbejdsmarked, økonomi og sundhed.
Med reference til AAU strategi Viden for Verden ønskes et øget fokus på PBL, dels ift. introduktion af nye ph.d.-studerende, dels for at sikre PBL integration i ph.d.-uddannelsens form og indhold. Således prioriteres følgende indsatser:

- Udvikling af tværfaglige ph.d.-kurser til understøttelse af tværfaglige ph.d.-forløb (E2016/løbende)
- Igangsætning af flere tværfaglige ph.d.-forløb – inden for og på tværs af institut- og fakultetsgrænser (løbende)
- Grundkursus i PBL, særligt fokus på internationale ph.d.-studerende (en del af introduktionskursus E2016 og integrering i pædagogisk grundkursus)
- Analyse af ph.d.-uddannelsens form og indhold i relation til AAUs 2015 opdaterede PBL-principper (E2016)

7. Ph.d.-studerendes karriereprofiler

I 2015 gennemførte ph.d.-skolen en registerbaseret undersøgelse af karrierevejene for ph.d.-dimittender fra HUM og SAMF på AAU. Undersøgelsen dokumenterede en høj beskæftigelse for

SAMF-dimittender på trods af en markant øget tildeling grader. Undersøgelsen peger dog også på nogle udfordringer ift. bredden i SAMF-dimittendernes karriereprofiler – både på landsplan og specifikt i forhold til AAU. I den kommende strategiperiode prioriteres således:

- En opfølgende kvalitativ undersøgelse, der går dybere ned i karrierevalg såvel som efterspørgsel på og anvendelse af ph.d.ernes særlige kompetencer (i samarbejde med HUM) (E2016)
- Afholdelse af karrierekonference baseret på undersøgelsens resultater og med fokus på aftagere (F2017)
- Opfølgning på undersøgelsen mhp. bredere karriereveje , herunder en konkretisering af transferable skills ift. samfundsvidenskabelige ph.d.-dimittender (F2017/løbende)
- Samarbejde med karrierecentret om karrierevejledning af ph.d.-studerende (løbende)

Det er målsætningen at fastholde beskæftigelse for SAMF dimittender på 90-100 %. Derudover er det målsætningen at øge bredden i ph.d.-dimittendernes karriereprofiler (løbende evaluering i relation til "Where do they go")

8. Opfølgning og årsrapporter

For at følge op på og evaluere de prioriterede strategiske indsatser, udarbejdes der årsberetninger, som redegør for skolens og programmernes udvikling

Det nuværende ph.d.-udvalg blev konstitueret d. 02.03 2016

VIP-repræsentanter
Lektor Trine Lund Thomsen, Institut for Kultur og Globale Studier (formand)
Professor Lars Skov Henriksen, Institut for Sociologi og Socialt arbejde
Professor Anette Borchorst, Institut for Statskundskab
Professor Poul Houman Andersen, Institut for Økonomi og Ledelse
Professor Liselotte Madsen, Juridisk Institut
Lektor Annette Rasmussen, Institut for Læring og Filosofi

Ph.d.-repræsentanter
Annette Willemoes Holst, Institut for Økonomi og Ledelse (næstformand)
Cathrine Elgaard Jensen, Institut for Økonomi og Ledelse

Udvalgets sekretær
Merete Rasmussen

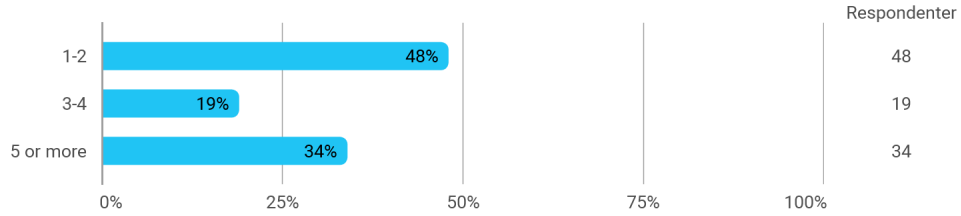
Ph.d.-administration (HUM+SAMF)
Mette Bjerring
Lone Corfixen
Anne Lone Bråten

Ph.d.-skoleleder
Professor Ann-Dorte Christensen

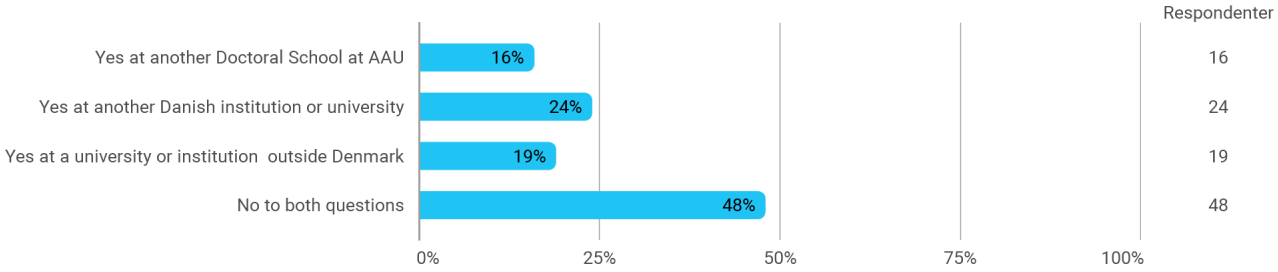
Appendix 2: Questionnaire Survey among Supervisors

Note: Some questions occur twice. In that case, the first question is directed at the main supervisor and the second question at the co-supervisor.

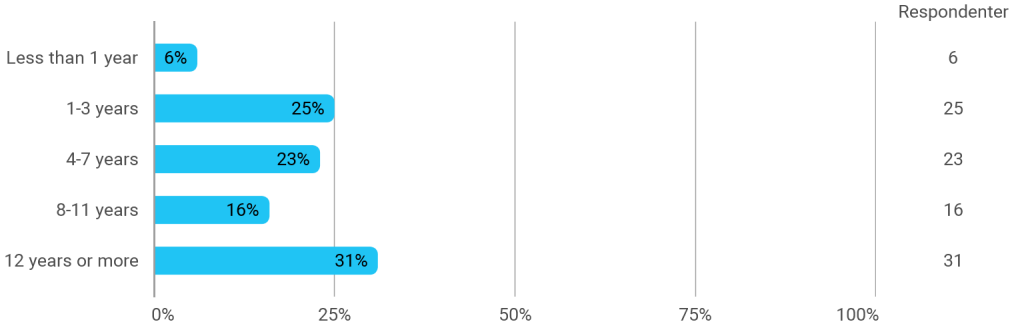
How many PhD students have you supervised as main and co-supervisor (current and completed)?



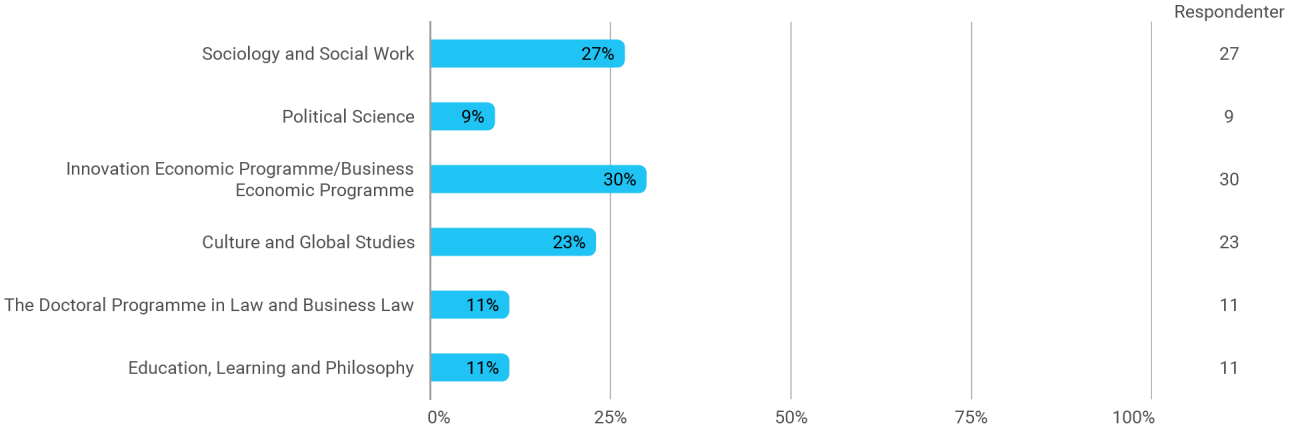
Have you supervised or are you currently supervising PhD students at other Doctoral Schools?



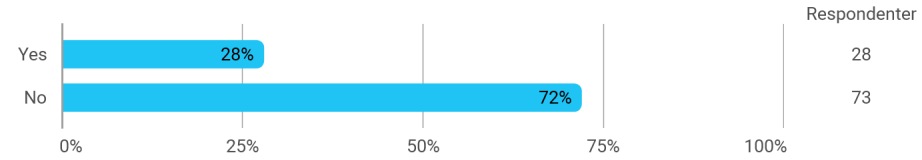
For how many years have you been a PhD supervisor?



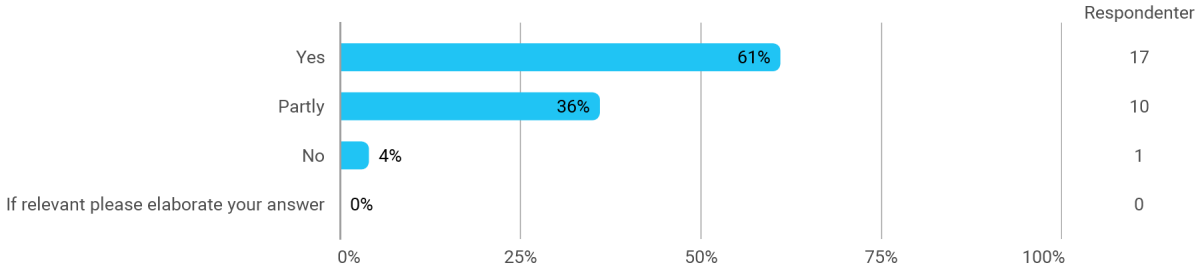
Which of the following doctoral programmes are you affiliated with in your role as a PhD supervisor?



I have only co-supervised PhD students

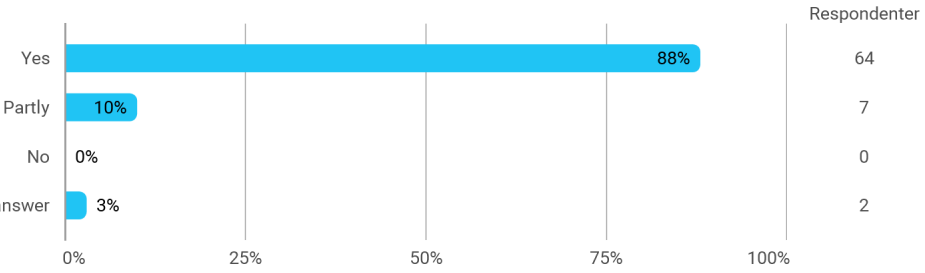


I feel I have the required pedagogical skills to act as a PhD supervisor



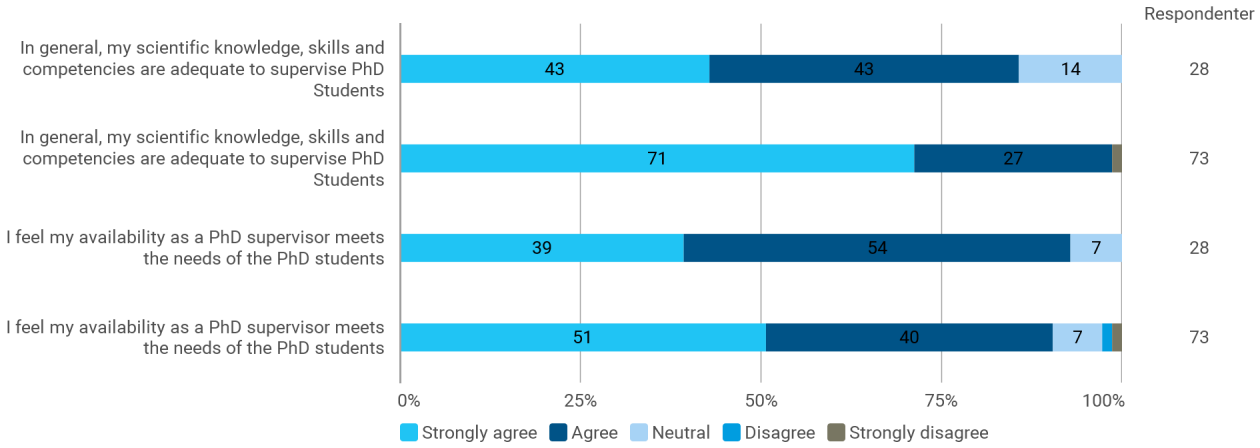
I feel I have the required pedagogical skills to act as a PhD supervisor - If relevant please elaborate your answer

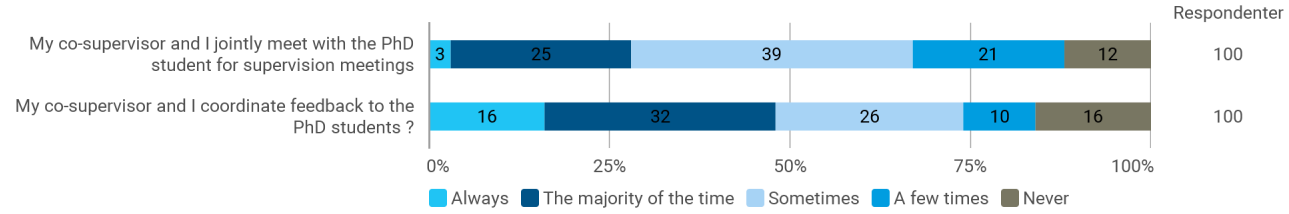
I feel I have the required pedagogical skills to act as a PhD supervisor

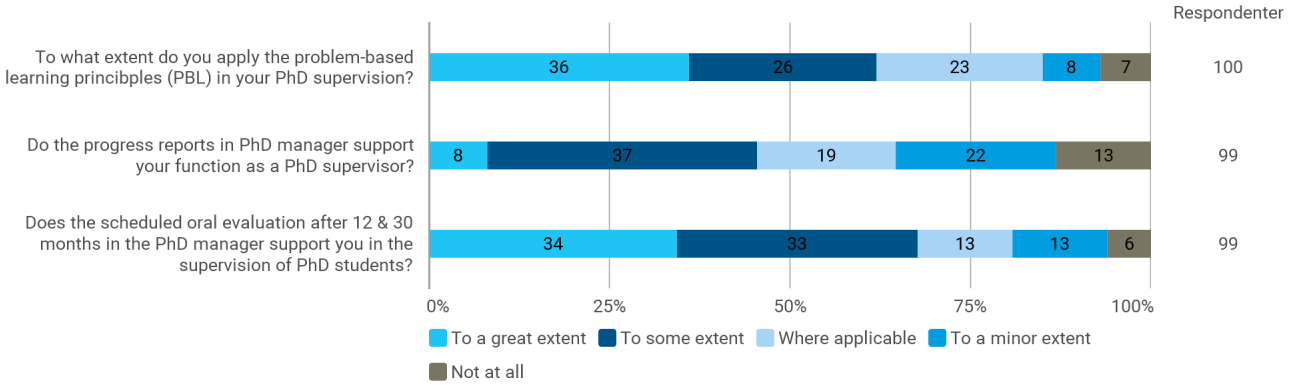


I feel I have the required pedagogical skills to act as a PhD supervisor - If relevant please elaborate your answer

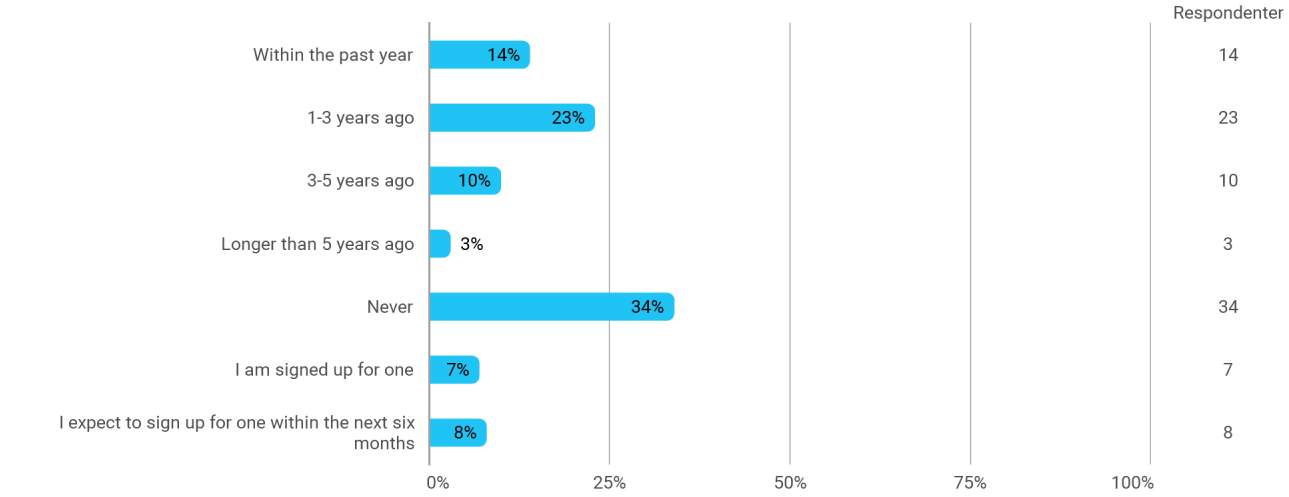
- I think more could be done to supervise the supervisors when phd processes do not go according to standard
- Yes, but we always need more training



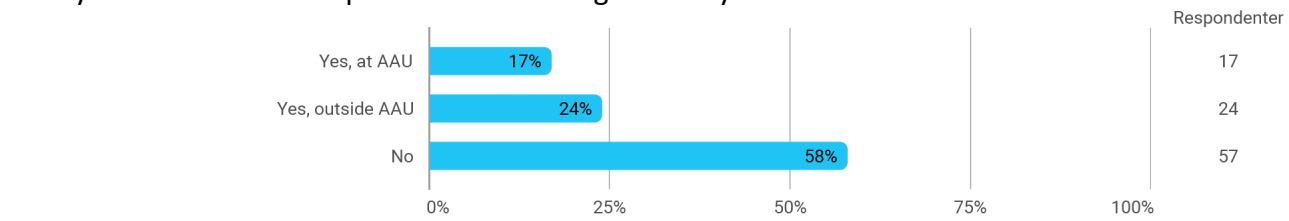




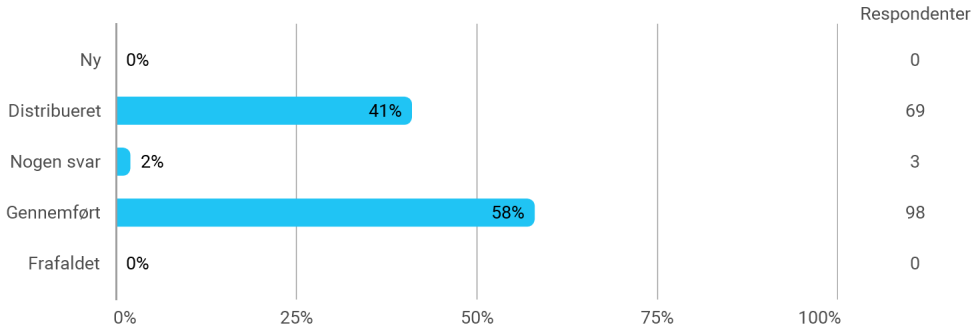
Have you attended a PhD supervisor course or seminar arranged by the Doctoral School of Social Sciences?



Have you attended PhD supervisor courses organized by others?



Samlet status



Appendix 3: Summaries of Focus Group Interviews

Fokusgruppeinterview: Juridisk Institut

Design

Fokusgruppen bestod af tre ph.d.-studerende fra juridisk institut, indskrevet på den samfundsvidenskabelige forskerskole. Interviewet foregik i et lokale på campus i Aalborg, hvor alle var fysisk tilstede. Det havde en varighed af ca. en time og blev foretaget af programskoleleder, Thomas Neumann. Nedenfor anføres en profil for respondenterne.

Profil af respondenter

Køn	Ansættelse	Ansættelsesperiode	Nationalitet	Campus
Kvinde	AAU	Ny	Dansk	Aalborg
Kvinde	AAU	Næsten færdig	Dansk	Aalborg
Kvinde	AAU	?	Dansk	Aalborg

Ph.d.-vejledning

Vejledning

Det studerende bliver først spurgt til deres oplevelse af vejledningen og kvaliteten deraf. Der gives umiddelbart udtryk for at vejledningen er god, men at det fagspecifikke kommer næstefter den personlige kontakt og kemi man har med vejleder. En studerende har fast aftale med vejleder om et månedligt møde, hvilket giver tryghed og sikkerhed i at vedkommende ved hvad der skal forberedes til. Dog havde den ene studerende en rigtig ubehagelig oplevelse med en vejleder, der ikke skabte tryghed, men kaos og det ikke i et grimt samarbejdsbrud. Den nye vejleder er endvidere sygemeldt og vedkommende har nu en midlertidig. På ingen måde en optimal situation. Dertil kommer et forslag om, at der bliver brugt mere tid med vejleder i starten af forløbet. Dermed mulighed for at få afstemt, da der er en tendens til bare at rette sig ind efter vejleders udmeldinger, så der skal forventningsafstemmes hvor meget vejleders ord er lov. Her anerkendes det at den studerende selv har et ansvar, men det er også en uddannelse man som ph.d.-studerende er ved at gennemføre og derfor har universitetet også et ansvar. Endvidere efterspørges der en neutral person som studerende kan gå til, hvis der skal klages eller gives udtryk for, at det ikke går godt med vejleder. Ofte er vejledere så involveret i instituttet at dette kan være svært at få igennem. Der er et gensidigt ansvar for at

vejlederprocessen bliver god, men også ift. at få den stoppet hvis den ikke er. Men dette kræver også, at ved hvor man skal gå hen og at det er nogle man stoler på ift. at få hjælp.
Dernæst bliver de ph.d.-studerende spurgt til oplevelsen af den "support-funktion", der er på instituttet. Der er enighed om at denne er rigtig god. Særligt den del der omhandler undervisning, da man er forpligtet til at gennemfører undervisning uden at kende til kvalitetsniveauet og mængde at nødvendig forberedelse. Her bruges vejleder kun, hvor der er fælles faglig interesse ift. undervisningsemnet. Support-funktionen benyttes til evaluering og feedback ift. undervisning. Dog opleves det at man selv skal opsøge hende der besidder denne funktion, og der er et ønske om, at det skal være obligatorisk, at hun knyttes til den studerende i starten, særligt hvis man er uden undervisningserfaring. Her kunne det være godt med information/en invitation fra start, men de studerende påpeger at de kan få hjælp hvis de søger det. Endvidere ønskes der mere fokus på at vejleder skal have forståelse for at det er et uddannelsesforløb og dermed en læringsproces, hvor man som ph.d.-studerende ikke allerede er forsker når man indtræder i forløbet. Derfor er der behov for hjælp til at forme forløbet. I forbindelse med dette tema bliver der spurgt til evalueringerne. Her var der blandede oplevelser. En studerende oplevede ingen evalueringen ved en første af de skriftlige evalueringer. Den blev bare godkendt. Ved den første mundtlige evaluering havde vejleder opsagt samarbejdet og fortalt opponenten om egne private holdninger til projektet og den studerende. Dermed var det et rigtig ubehageligt udgangspunkt for evalueringen. Dog endte det med at være en ok oplevelse. Ellers blev evalueringer omtalt som gode og vigtige. Dette bygger især på at den opponent der havde været tilstede udviste stor interesse og engagement samt forståelse for at man stadig var i starten af forløbet.

PBL

De studerende var meget tvivl om hvad der forventes af svar til denne del. De beskriver, at PBL ligger under overfladen. Det er "bare" det man gør og ikke noget man taler med vejleder om. Hvis der har været PBL i vejledning, så er det ikke noget de studerende er klar over og det er ikke et eksplicit fokuspunkt.

Internationalisering

Ift. til internationalisering beskriver de studerende, at der går mange timer til planlægning, ansøgninger og legater. Det er omfattende proces, hvor der forsvinder meget tid fra projektet,

hvilket de finder ærgerligt. Dog vil den studerende, der havde været afsted, ikke være det foruden. Der er dog et ønske om, at forskerskolen tilbyder mere hjælp til den administrative del. Her tænkes der særligt på budgettet, da en af de studerende oplevede at der var skjulte udgifter, som vedkommende ikke selv komme finde frem til forinden og dermed endte med at betale et større beløb for egen regning. Endvidere udtaler de deltagende studerende, at det giver god mening med et miljøskifte, da man for et stort udbytte ud af det. Samtidig får man tilegnet sig et godt internationalt netværk og opbygger mere selvtillid. En studerende påpeger, at hvis man har familie og en partner som ikke kan involveres i at rejse til udlandet, så er det rigtig hårdt, at et udlandsophold bliver et krav. Vedkommende tror dermed, at mange vil ende med at falde fra, hvis man samtidig skal have familielivet til at fungere. Ligeledes påpeges det, at det er afgørende at modtagelsesstedet, er forberedt på, at den studerende kommer ellers kunne den studerende lige så godt være hjemme. Afslutningsvis udtaler de studerende, at det ikke giver mening at der stilles krav om at skulle til udlandet, hvis projektet er meget dansk orienteret og man skulle dermed have lov til, at vurdere hvad der er mest givtigt for projektet

Forskningsmiljø

De ph.d.-studerende oplevede en god modtagelse, da de startede ved instituttet. Det var en positiv oplevelse med god information fra vejleder fra start. Dog kan dette variere alt afhængig af vejleder, hvor en af de deltagende studerende ikke havde denne oplevelse overhovedet. Dermed bliver den faglige integration også udfordret, da denne er meget vejlederafhængig. Samtidig erfarede de studerende også, at de selv kunne gøre en del ved at deltage i sociale arrangementer i begyndelsen. Der skulle være etableret en "buddy-ordning" til de nye studerende, men denne fungerer ikke optimalt og det kunne være godt, hvis der var et sted man kunne få hjælp til ting der ikke er fagligt orienteret. Generelt føler de studerende, at det sociale er godt blandt kollegaerne. Endvidere udtaler de, at det er stort tab, at DELFI er blevet nedlagt. Det var rigtig givtigt med gode arrangementer på tværs af institutterne, som DELFI tilbød. Samtidig fik de studerende en stemme via DELFI, men de anerkender også de udfordringer der er ved opretholdelsen af dette organ. Dog håbes der på at noget tilsvarende oprettes, når nu rektor også har et ønske om at samle universitetet mere. Generelt set opleves det, at man som ph.d.-studerende bliver godt integreret socialt på instituttet og at der er interesse for vedkommende.

Ift. akademisk anerkendelse er der stor enighed om, at man som ph.d.-studerende er ligeværdig med andre i de faglige diskussioner. Med de større forskningsgrupper på instituttet er der ikke mange møder og kun den ene gruppe formår få stablet flere møder på benene. Endvidere mangler der et miljø der kan håndtere de mere specifikke fagområder, da der bruges meget tid på at få kollegaer klædt på til at kunne tage en mere specifik diskussion. Her søger de studerende at få dette opfyldt gennem konferencer, men dette er sværere efter reglerne for ETCS og konferencer er ændret. Samtidig er det en balancegang ift. hvor mange man kan trække på, da det kan få konsekvenser for mulighederne til et bedømmelsesudvalg. Andre studerende søger at opfyldet ønsket om mere specifik diskussion blandt de mennesker de arbejder sammen med og deres netværk.

Andet

Nedenstående er kommentarer og opfordringer, som de deltagende ph.d.-studerende gerne vil have med i resuméet.

Her stilles der spørgsmålstegn ved undervisningen, da kravene bliver flere og flere samtidig med at der skal leveres 600 timer. Det skaber et stort pres at skulle leve op til flere krav samtidig med at kvaliteten skal opretholdes, særligt, når man kun er ansat i tre år.

Der ønskes endvidere en opstramning af kommunikationen fra forskerskolen når regler og retningslinjer ændres. Særligt i forbindelsen med ændring af ETCS-point. Som studerende er der brug for en vis ro omkring formalia. Derfor ønskes der mere information omhandlende hvem det gælder og hvornår det gælder fra. Hvad har det af betydning når er på sit 1, 2. eller 3. år. Generelt ønskes der mindre usikkerhed omkring ændringer.

Der ønskes genoprettelse af DELFI eller lignede organ, så studerende har mulighed for at få en stemme og for at kunne etablere sig.

Sidst er der flere ønsker i forbindelse med indleveringen af den færdige ph.d.

- En opdatering af vejledninger på forskerskolens hjemmeside. Her tænkes der på det skema der skal indleveres til Danmark Statistik. De studerende kan ikke finde det på hjemmesiden.

- Der er et ønske om at forskerskolen sørger for, at der er kvalificeret hjælp i ferieperioderne, hvor der også skal indleveres ph.d.-projekter. Der bør ikke være forsinkelser med proceduren i ferieperioden.
- Endvidere er der et ønske om at der fremadrettet vil komme en bekræftelsesmail når der er indleveret via hjemmesiden, så man har en kvittering på at ens ph.d. er uploadet.
- Slutteligt, så ønskes der, at forskerskolen ser på deres procedure for nedsættelse af bedømmelsesudvalg, så den studerende kunne være sikker på at dette blev nedsat i forbindelse med eller lige efter indlevering. Samtidig skal det sikres at institutterne ved, at der skal være et forslag til bedømmelsesudvalg i god tid før indlevering, så man ikke risikere at der er yderligere forsinkelser eller lignende pga. dette.

Summary of the focus group interview: Business and Management

Design

The focus group consisted of five PhD students from the doctoral programs at the Department of Business and Management enrolled in the doctoral school of Social Science. The focus group participants were selected to reflect the different research groups at the department with different degrees of internationalization and writing traditions. The group turned out to be rather similar in terms of period of employment since most of the younger Ph.D. students were travelling and the older didn't want to participate. The interview was conducted at the AAU campus in Aalborg. The interview had a duration of approximately one hour and was conducted by the program director Christian R. Østergaard. Prior to the interview there was a short introduction to the purpose and format of the interview. Listed below is a profile of each participant from the focus group.

Profiles of the participants

Gender	Employment	Period of Employment	Nationality	Campus
Man	Externally funded – employed at the department	About 2 years	Spain	AAL
Man	Internally funded - employed at the department	About 2 years	South Africa	AAL
Man	Internally funded- employed at the department	About 2 years	Denmark	AAL
Man	Internally funded- employed at the department	About 2 years	Denmark	AAL
Woman	External funded- employed at the department	About 2 years	Denmark	AAL

The quality of the PhD Supervision

Supervision

Generally, the PhD students are satisfied with their supervisors and the supervision that they provide. They are available when they need to be and take their time to talk to the students when the students have an issue they need to discuss. Even though the students are satisfied with the PhD supervision there is a problem with not having the supervisor located at the

university, physically. It gets a little harder to find a balance between figuring out when the students are better of working on the project and when they need supervision. This can make it a bit more difficult to locate potential problems early on. The students with supervisors who are not located at the university are therefore also missing out on being able to have a quick check with supervisors. Furthermore, they cannot get much help regarding administration or topics related to that, due to the fact that the supervisor has no idea about what the students need to do or go to solve any administrative issue. One of the students mentions that this is also an issue with the supervisors located at AAU. The supervisors are great when it comes to the research topic but cannot help much with any administrative issue or questions.

Regarding the progress report the PhD students agree on the fact that it is a nice tool to have because it makes you realize just how much you have done which can be hard to see sometimes. Therefore, they see it as being a great help to them. The same goes for the evaluation. It is great to have an opponent take a look and give feedback on your research and it's a good opportunity to reflect on the work the student has done at the time. At the same time the PhD students wonder why all the evaluations are not oral. Especially if there is only one year left of the process because the last oral evaluation is too close to the deadline if anything needs to be changed. One student says that he/she has a conversation with the supervisor regarding the written evaluation so that they can discuss and reflect on it together which works really well for them. Even though the students find the evaluation and progress report to be great they do state that the forms that they need to fill out are horrible to work with because they are locked for editing and normal word editing tools. They are not in any way user-friendly and there is a lot of work involved in working with them because of that and they would like if that could get changed. Also, if you forget one thing it still goes all the way through the system and then get completely rejected in the end and you have to start all over. Therefore, the students are wondering if that could be changed in any way. Lastly, one experiences that the supervisor does not approve anything on PhD Manager and because the supervisor is not from AAU - the person does not really know how to use it properly, so it looks like the students is not doing what the student is supposed to do when people look at PhD Manager.

PBL

Regarding PBL the students mentions that it is not at all a focus. It might be there, but it is not intended. Especially the students with supervisors from a different university or location experiences this. If it is a requirement from the school, then the supervisors should be aware of this and then know how to incorporate it into their supervision. Lastly, one student mentions that formal parts of a PBL process is working against PBL. For example, you cannot change your PhD plan which does not really work with a PBL approach to things, in the student's opinion.

Internationalization

When asked about internationalization the students who have been abroad says that it was a great experience and that they loved experiencing a different research environment. It was a great opportunity to see how others work and being able to share what we do here at AAU. With that said all the students agree on the fact that the funding is very stressful. Especially if you do not have the money from the beginning. One student had a deal, where the student needed to find, as much money by themselves and then the department would cover the rest. Then that changed and it was a very stressful experience to then try to find the money elsewhere. Overall the process is very stressful, but the outcome is good. One student mention that it is difficult to plan to go abroad when the research project that is about a topic specifically relevant to Denmark and therefore also written in Danish. It's is not really relevant to go abroad in the same way. Others mentions it gets much more difficult to plan if there are family and children involved that rely on you at home. Especially if you have to be away for about three months.

The Research Environment

The research environment is pleasant but at the same time isolated. People generally keep to themselves and for one of the students it took two months before there was any interaction with people. The research group is pretty small so getting to know people was quick. Sometimes they write papers together in the group and there is a lot to learn from that. It also prepares the student for when the student needs to write papers on his own. Other students mention that they are better at getting together during lunch breaks and therefore have a better social environment than some of the other students.

On the other hand, getting all the information you need in the beginning to feel comfortable and settled in takes a very long time. It is very depended on whether you have any connection to

the university before you start your PhD or not. There is a lack of a good onboarding process and it is so difficult to figure out what is mandatory and what is not. It takes a lot of time and you get sent around in the system for so long before you figure out who you need to go to, to get the answers you need because you cannot find much on the website. The students suggest that there should be some kind of introduction pack with all the necessary information. Especially for PhD students who have not been at AAU before. Related to this, the students talk about how difficult it is to figure out which PhD courses that are mandatory. The system does not work very well and is not user-friendly. You do not really know when the courses are available and therefore, as a student, you have to go look every day because the courses also get filled up very quickly. At the same time, it is very difficult to find relevant courses for some of the students.

Knowledge Dissemination and Cooperation
There are no comments directly related to this topic.

Other
Lastly, the students are asked if they have any other comments. One of the students mention that it would be nice with a local course that gave ECTS point and was about data management. This student needed a Python course and ended up being a part of the Engineering school in order to get it which was a bit over the student's head. It would be nice with something like advanced statistics that could be taken at PhD level because the number of ECTS points you can get from the courses here at AAU are pretty limited.

Fokusgruppeinterview: Kultur og Globale Studier (CGS)

Design

Fokusgruppen bestod af to ph.d.-studerende fra ph.d.-programmet kultur and globale studier, indskrevet på den samfundsvidenskabelige forskerskole. Interview foregik hovedsagligt i et mødelokale i Aalborg, hvor det ene studerende deltog fra København via Skype. Det havde en varighed af ca. en time og blev foretaget af Trine Lund Thomsen. Nedenfor anføres en profil for respondenterne. Der var inviteret en enkelt studerende mere, men vedkommende måtte melde afbud grundet sygdom.

Profil af respondenter

Køn	Ansættelse	Ansættelsesperiode	Nationalitet	Campus
Kvinde	AAU	Næsten færdig	Dansk	København
Kvinde	AAU	?	Dansk	Aalborg

Ph.d.-vejledning

Vejledning

De studerende bliver først spurgt indtil deres erfaring med vejledningen, hvortil der er enighed om, at der er en passende mængde timer til rådighed og god fleksibilitet fra vejledernes side. Der ønskes dog mere information angående formalia ift. bi-vejledning samt mere information i starten af forløbet ift. hvad vejleder tager af timer for "ansigt-til-ansigt"-vejledning og læsetimer. Endvidere ønskes der mere forventningsafstemning mellem vejledere og studerende angående fordeling af timer og hvad der er tilladt at gå til vejleder med. Begge studerende oplever, at det er vejlederne, der har styr på antallet af vejledningstimer, der er til rådighed. Her ønskes der i høj grad mere formalia i forbindelse med forventningsafstemmelsen, men også at vejledningstimerne bliver tilrettelagt anerledes, således at hvis man går over tid, så er det muligt at have løse timer, som en "buffer". Der nævnes ligeledes at der er svært at tale om vejledningstimer med en der har en interessekonflikt, altså hovedvejleder. Her ønskes der mere pres fra institutionens side om at muligheden for en bi-vejleder skal introduceres tidligt i forløbet. Begge studerende fortæller, at deres vejledninger med hoved- og bi-vejleder holdes separat. Ellers har de begge kun været til stede under 12 måneders evalueringen eller til "pre-defense", og der gives udtryk for, at det var været meget givtigt at have dem i samme rum.

Selvom vejlederne har forskellig fagligt baggrund opleves det at de bidrager forskelligt og respekterer hinanden. Dog erfarer den ene studerende problemer ift. fokus, men i det store hele er vejledningen god. Dernæst bliver de spurgt til deres erfaringer med 12 måneders evalueringerne. Her er der stor enighed om, at de opleves som værende stressende, særligt de første, men at det alligevel er en god måde at få overblik over sine fremskridt. Den ene studerende finder det ærgerligt, at det ikke er mere tydeligt hvad konsekvenserne af ens "progress rapport" er og hvor baren ligger ift. forventninger, altså hvornår der er kontraktbrud. Mange ting virker uklare og derfor opleves evalueringen som en eksamen. Samtidig kan det være angstprovokerende, at den skal igennem mange hænder, der skal godkende den og dette er med til at skabe en del stress samtidig med at det er tidskrævende, hvilket gør at de studerende stiller spørgsmålstegn ved, hvorvidt "hele møllen skal sættes i gang hver gang". Ift. de mundtlige evalueringer er der stor enighed om, at disse er de mest produktive og brugbare evalueringer. Her opleves der stor feedback ift. forskningen og der er mulighed for at øve det at skulle forsvare sin forskning. Trods dette ønskes der mere information omkring evalueringerne online, så man ikke er i tvivl om hvorvidt det er en eksamenen eller ej, for sådan opleves det. Overordnet set er der dog tilfredshed med vejledningen.

PBL

Dernæst bliver de studerende spurgt indtil PBL. Her udtaler de, at det ikke er noget, de som sådan taler om, men at det ligger under overfalden og opleves mere latent. Det har dog hjulpet med vejledere der har været mere fokuseret på PBL. Ligeledes har den undervisning og vejledning som de studerende selv gennemfører hjulpet dem til at forstå samt benytte PBL. Dermed bruger de det mest som en tænkemåde, men der er endvidere enighed om, at det ville være mere givtigt, hvis det pædagogiske forløb lå i starten af ph.d.-forløbet.

Internationalisering

I forhold til internationalisering, så er der stor enighed om, blandt de studerende, at det har være en god oplevelse. Begge har været rigtig glade for deres ophold både ift. forskningsmiljøet og ph.d.-studiet. Det har været rigtig godt at få kontakt med flere eksperter på området. Dog opleves arrangeringen af opholdet i udlandet meget forskelligt. For den ene har det været en nem proces, hvor det for den anden oplevede det meget sværere, da vejleder ikke havde et netværk og dermed stod vedkommende alene med planlægningen, langt hen ad vejen. Det

artede sig dog fint til sidst. Trods dette, opleves der et behov for at universitet stiller en ressource til rådighed ift. budget mm., da det har været svært at finde ud af hvorledes skatteforhold, legater og forskningsmidler skulle bruges samt information ift. at kunne få midler, eksempelvis til husleje. Ligeledes holdes oplægget omhandlende udlandsophold ikke ofte nok eller er udbydende nok. Særligt ikke hvis man er interesseret i et ophold uden samarbejdsaftale. De studerende foreslår at der laves en guide på hjemmesiden, der giver et overblik over den nødvendige information – også ift. økonomi, som en måde at imødekomme dette.

Forskningsmiljø

I forhold til forskningsmiljøet, så er der enighed om, at det er godt. Som ph.d.-studerende føler man sig ikke udenfor og begge studerende føler sig godt integreret og er glade for at være på universitetet. Samtidig har udlandsopholdet være en øjenåbner for, hvor godt et miljø der er her i Danmark. Den ene studerende nævner dog, at det er svært at skulle så meget frem og tilbage med kontor i den ene ende af landet og undervisning i den anden. Hun erkender endvidere, at der er et godt miljø blandt dem hun deler kontor med, men derudover er der ikke et større netværk blandt ph.d.-studerende på campus i København og dette kunne man godt savne. Her nævner den anden at det heller ikke er så godt i Aalborg, som det engang var.

I forlængelse af dette bliver der spurgt til forskningsgrupperne. Her udtaler begge studerende, at de er glade for deres forskningsgrupper, men at der er stor forskel på hvorvidt det udelukkende er fagligt eller om der også er plads til det sociale. Det at kunne tilslutte sig flere forskningsgrupper er meget givtigt for de studerende. Trods dette kan det dog være svært at finde ud af hvad der er tilladt som ph.d.-studerende og det kan være svært at finde fodfæste.

Ift. miljøet og netværk generelt, så opleves det sværere at blive integreret i København end i Aalborg. I Aalborg er der fokus på at kunne spise frokost sammen og få et socialt aspekt stablet på benene, således at man kan få støtte fra andre ph.d.-studerende. Igen nævnes det at PBL i denne sammenhæng også opleves latent og som værende under overfladen. Dog ses der et stærkt fokus på det empiriske og det at kunne være problemudfordrende og løsende i forskningsgrupperne. Generelt er der en meget positiv holdning til udbyttet af forskningsgrupperne.

Andet

Til sidst bliver de studerende spurgt til, om der er andet de finder vigtigt at få sagt under interviewet. Her fortæller begge studerende at der opleves stor skam i ikke at være færdig til tiden. Det at skulle forlænge sin ph.d. føles både stigmatiseret og stigmatiserende og ender man med at skulle forlænge, så står man, som ph.d.-studerende helt alene. Her ønskes der flere oplysninger om rettigheder og muligheder samt en form for gennemgang af disse, da det hverken er nemmere at forlænge eller få afleveret til tiden, hvilket medfører en kæmpe pres på de studerende. Her ville det være godt hvis AAU kunne tilbyde nogle ressourcer. Afslutningsvis, beskriver de studerende, at det er problematisk, hvor mange der ender med at skulle forlænge, men at de samtidig ved, at dette ikke kun er et problem på AAU.

Fokusgruppeinterview: Sociologi og Socialt Arbejde

Design

Fokusgruppen bestod af i alt 5 ph.d.-studerende fra ph.d.-programmet i Sociologi og Socialt Arbejde, indskrevet på den samfundsvidenskabelige forskerskole. I begyndelsen deltog 3 ph.d.-studerende, hvortil de sidste 2 ankom senere. Interviewet foregik i et lokale på campus i Aalborg, med en enkelt deltagende over videokonference. Det havde en varighed af ca. to timer og blev foretaget af programskoleleder, Lars Skov Henriksen. Nedenfor anføres en profil for respondenterne.

Profil af respondenter

Køn	Ansættelse	Ansættelsesperiode	Nationalitet	Campus
Kvinde	Ekstern	Påbegyndt 3. år	Dansk	Aalborg
Kvinde	AAU	8 måneder	Dansk	København
Kvinde	AAU	1 år	Dansk	Aalborg
Mand	AAU	1,5 år	Dansk	Aalborg
Mand	AAU	4 måneder	Dansk	Aalborg

Ph.d.-vejledning

Vejledning

Der er generelt stor tilfredshed med vejledere og vejledningen samt kvaliteten deraf. Der er fleksibilitet i vejledning, hvilket der sættes stor pris på. Fagligt er sparringen rigtig god. Indimellem er det svært at navigere i, når man har flere vejledere, da de vil lidt i forskellige retninger. Der holdes møder sammen med alle, eneste minus er mangel på hjælp ift. undervisningstimer for en enkelt studerende. En anden får meget af vejledning på skrift grundet afstanden, men det har fungeret godt. Der har dog været et sent bi-vejlederskift, hvor noget af vejlederen feedback er kommet for sent ift. at kunne gøre noget ved det, men vejlederen fungere godt sammen med den studerende. Samme studerende oplever at skulle trække på vejledning ude fra, fordi hendes forskning sker i samarbejde med det medicinske fagområde. Dermed er der mange indover projektet, men der er kun godt at sige om det. Der er taknemmelighed overfor den store interesse i at hjælpe. En anden oplever en meget løbende feedback, da vejleder er en del af det projekt vedkommende udarbejder. Ift. at have en bi-vejleder generelt, har det været en stor fordel, at få nye og andre vejledere på projektet. Der

kan til tider være problemer med at være en del af vejleders projekt med hensyn til hvad det selvstændige ph.d.-bidrag skal være. Modsat er der så en, hvor vedkommende er meget alene, da projekt er udviklet af vedkommende selv, så der er ingen andre der kender til data og dermed er det svært at diskutere fagligt med andre, og man kan dermed mangle muligheder for sparring, da der bruges lang tid på at sætte vejleder eller andre ind i situationen. Herefter ankommer de sidste to deltagende, hvor den ene fortæller at vejleder sidder i Sydhavnen, hvor der ikke er daglig og mere uformel kontakt, men vejleder gør hvad vedkommende kan, for at imødekomme dette. Der er derfor en bekymring for hvorvidt vejleder vil kunne se hvis den studerende går i stå eller har brug for hjælp. Det var udfordrende i starten, da den studerende og vejleder tænkte meget forskelligt, men det er godt nu. Den anden beskriver at der er stor tilfredshed med begge vejledere. De supplerer hinanden godt, særligt at en kan træde til hvis den anden ikke er tilgængelig. Det er meget fleksibelt og der kan klart ses en fordel i, at de alle sidder samme sted. Hvilket der er generel enighed om. Hertil diskuteres også de forskellige evalueringer. Står man overfor sin første evaluering, efter det første år, er det svært at vide hvad der forventes og der mangler retningslinjer ift. hvad der forventes at der er produceret. Afhængigt af hvor man er i forløbet så er det svært at finde ud af hvad der skal afleveres, hvilket rejser stor tvivl og usikkerhed. Her er det dog lidt afhængigt af hvor meget vejleder involverer sig i at forberede den studerende på dette. Der er et ønske om at der skal være en forventningsafstemning forholdsvis tidligt, da man er forskellige steder i forløbet på dette tidspunkt. På den ene side kan det blive meget formalia, men ”progress rapporten” er rigtig god hvis man er tvivl om, hvorvidt man er godt med. En nævner, at 12 måneders evalueringen med fordel kunne rykkes til at være efter halvandet år, særligt hvis det skal bruges som en feedback proces, hvilket der er fælles enighed om, men det skal selvfølgelig også fanges tidligt, hvis der er problemer i forløbet. Rykkerne skal komme tidligere ift. de mundtlige evalueringer. Generelt betragtes dog særligt ”progress rapporten”, som værende et godt redskab.

PBL

Ingen har noget er kommentere på med hensyn til PBL hverken ift. vejledning eller forskningsgrupper.

Internationalisering

Da temaet internationalisering bringes på banen er der meget delte meninger. En har både været i udlandet og på et andet universitet i Danmark, hvor det at være afsted i Danmark var betydeligt mere givtigt end udlandsopholdet, som det meste af tiden gik med at sidde og transskribere på et kontor. Hvortil en anden ser sig enig i dette, som skulle have været i udlandet, men som endte med kun at være et andet sted i Danmark. Generelt anerkendes det, at det er nødvendigt at være klar over hvad man skal have ud af det, før man tager afsted, for at det kan blive en succes. Andre er mere positive overfor ideen, men det handler om det rigtige miljø og ikke nødvendigvis hvor man har været. Ligeledes er der en problematik i at have en familie og skulle afsted, hvor flere nævner at dette kan være svært at imødekomme kravet om at skulle afsted, hvis man har familie. Dette er noget de deltagende studerende i særdeles pointerer. Flere af dem ville ikke kunne gennemføre en ph.d. hvis de skulle efterlade deres familie i tre måneder, hvilket dermed gør at dette krav bliver meget ekskluderende for dem der ikke har mulighed for at ofre deres privatliv for studiet. Et andet aspekt er økonomien, det går ud over andre ting i budgettet og dette kan være svært hvis der er et krav til at skulle afsted, men ikke nødvendigvis får tildelt midlerne til det. De mener dog, at ideen om miljøskifte er god. Der er mange fordele ved det, men der er et ønske om også at kunne benytte konferencedeltagelse til dette, hvis det giver mere mening for projektet, da det er svært at se det meningsfulde i at stille et kvantitativt krav om at skulle være afsted 3 måneder i træk. Måske skulle skolen være mere behjælpelig med hvad der tænkes man skal have ud af et sådan forløb, når det forventes man skal være afsted i tre måneder. Endvidere kunne det være brugbart at få adgang til alle de netværk der er på universitetet, da en har netværk og kontakter, som ikke er relevant for vedkommende nu, men måske kunne være det for andre og omvendt – også ift. et udlandsophold, da man er overladt rigtig meget til sig selv i denne proces.

Forskningsmiljø

De deltagende blev først spurgt til deres oplevelser med ansættelsen på universitetet, hvortil den deltagende fra København udtalte, at vedkommende startede mens alle andre holdt fri og var derfor alene på kontoret. Dermed blev modtagelsen meget forvirrende og der gik en måned før vedkommende havde en samtale med programskolelederen, som med fordel kunne have været afholdt tidligere. En anden udtalte at vedkommende synes at opstarten forløb gnidningsfrit, men at vedkommende tidligere har arbejdet på universitetet og derved kendte både område og kollegaerne godt. Dog har kurserne været en udfordring og der er et ønske om

at mere information evt. en liste eller guide, særligt ift. mulige kurser i udlandet, da man ofte først finder frem til disse når det er for sent. En anden tilslutter sig denne holdning og kommentere yderligere, at det særligt er svært, når man kommer udefra og ikke er bekendt med systemet. Der er også enighed om, at debatten om hvilke kurser der er obligatoriske at deltage i, er meget forvirrende. Endvidere fortæller de deltagende, at der var meget administrativt som tog rigtig lang tid. I forbindelse med ansættelseskontrakten er der et velkomstbrev, som i sig selv er fint, men der ønske en tidligere kontakt til programskolelederen i opstartsfasen, da der er så meget information der skal overleveres og som den nye studerende skal have styr på. Til de mere lavpraktiske ting, forslås der, at en studentermedhjælp kunne vise den nye ph.d.-studerende rundt. Generelt trives de ph.d.-studerende på instituttet. De studerende bliver efterfølgende spurgt til deres oplevelse med netværk og forskningsmiljø. I dagligdagen bruges de nærmeste kollegaer, de andre ph.d.-studerende, til sparring mm., hvilket er noget de selv skaber eksempelvis som frokostmøder og opleves som en kæmpe ressource. Ift. forskningsgrupper, så var det ikke tydeligt at det var noget, man skulle være en del af, hvilket betød, at der gik lang tid før nogle af de studerende blev en del af forskningsgrupperne. Der er endvidere tvivl om, hvor mange forskningsgrupper man må tilhøre. Men forskningsgrupperne giver mening og er meget givende, men de kan også virke som en forstyrrelse afhængigt af hvor ofte møderne er. For dem med forskningsgrupper langt væk, opleves det problematisk, at man ikke rigtig kender hinanden, for misser man et møde, så ser man ikke de andre, hvilket er rigtig ærgerligt. Der er mange miljøer man kan gå ind i og derfor er det svært at navigere i hvad man skal deltage i og hvad man evt. kan fravælge. En anden studerende havde svært ved at placere sig, da vedkommendes ph.d.-emne er ret specielt, samtidig er vedkommendes netværk primært udenfor AAU, men disse er stadig meget givtige. Der er enighed om at der er tilstrækkelige vedkommende netværksmuligheder, som man føler sig godt hjemme i. Mulighederne er der, uden tvivl, men det kan være svært at navigere i, da der er så meget. Særligt som ekstern er det svært at finde ud af hvad der forventes at man deltager i. Har man en forskningsgruppe (og vejledning) et andet sted, kan der være et problem i at blive holdt til ilden, der mangler en jævnlig konfrontation med de ting og beslutninger man laver og tager.

Vidensdeling og samarbejde

De deltagende kommenterer kort på undervisningen, hvor der er delte meninger om hvor nemt det er at finde ud hvor og i hvad man skal undervise, afhængig af, om de har undervist før og

om de kender huset. Her føler de endvidere at de står meget alene ift. at finde undervisningstimer, men der er for nogen, mulighed for hjælp via vejleder. Dog er der ikke tvivl om de krav der bliver stillet i forbindelse med undervisningen. For nogen kan det være nemt at få timer, men svært at navigere i også ift. konsekvenserne at have for mange timer og undervise eksternt ift. en karriere på instituttet efterfølgende.

Andet

En ting der også blev nævnt, var økonomien ift. de studerendes Ph.d.-budget. Det med at der er 25.000 til ph.d.-relaterede aktiviteter om året, var ikke noget, som en af de studerende vidste før tre måneder inde i forløbet. Hvilket havde konsekvenser for feltarbejdet. Den information havde vedkommende aldrig fået. Informationen er lille, men meget vigtig, så det skal siges i starten, hvor man planlægger. I forhold til at skifte stilling fra eksempelvis underviser til Ph.d.-studerende har været problematisk ift. de timer eller eksamener man så havde der overlappede stillingsskiftet. Der burde der laves nogle fælles regler/retningslinjer, da det blev til et unødvendigt stort problem, som flere har været udsat for. Endvidere er det vigtig at man fysisk har et sted at være, hvor man er i nærheden af dem man arbejder sammen med og har mulighed for at være der på daglig basis, så man er integreret socialt og fagligt. Samtidig ville det være rigtig godt hvis det blev mere synliggjort, hvem de forskellige ph.d-studerende er – også når de starter, så man har en ide om hvem der er i netværket og hvad de beskæftiger sig med. Slutteligt bliver der skrevet at instituttet dækker udgifter ift. institut-seminarer osv., men de studerende vidste ikke at det blev trukket af deres ph.d.-budget. Det har der været meget forvirring omkring og der mangler klare retningslinjer for hvad der forventes at deltage i denne forbindelse. Det er ikke som sådan et problem at skulle betale, men det skal bare vides, at det er noget der betales via ph.d.-budget, for så kan der prioriteres efter det.

Fokusgruppeinterview: Sociologi og Socialt Arbejde (København)

Design

Fokusgruppen bestod af to ph.d.-studerende fra Sociologi og Socialt Arbejde, indskrevet på den samfundsvidenskabelige forskerskole. Interviewet foregik i et lokale på campus i København, hvor begge var fysisk tilstede. Det havde en varighed af halvanden time og blev foretaget af programskoleleder, Lars Skov Henriksen. Nedenfor anføres en profil for respondenterne.

Profil af respondenter

Køn	Ansættelse	Ansættelsesperiode	Nationalitet	Campus
Kvinde	AAU	Næsten 2 år	Dansk	Aalborg
Kvinde	AAU	Næsten 2 år	Dansk	København

Ph.d.-vejledning

Vejledning

Generelt opleves vejledning som værende af god kvalitet og der er en stor tilgængelighed. Alt efter den enkelte ph.d.-studerende er det forskelligt hvorvidt vejledningerne er fastelagte på ugentlig basis eller om det er mere efter behov. Her oplever de studerende at dette er meget individuelt. Fælles er dog, at det er vigtigt at der er en umiddelbar tilgængelighed og at vejledningen kan omhandle både stort og småt. Dermed bliver både ansigt-til-ansigtsmøder, Skype, mail og telefon anvendt i denne sammenhæng. En enkelt studerende oplever også at vejleder holder fællesmøde med de andre ph.d.-studerende som har samme vejleder og man kan dermed også sparre med hinanden derigennem, hvilket fungerer godt.

En af de studerende har ikke haft bi vejleder fra begyndelse og oplever en udfordring i, at skulle finde den rette rolle til vedkommende ift. forløbet. Her findes det svært at få koblet bi-vejlederen ordentlig på projektet således, at bi-vejlederen bidrager givtigt. Da de deltagende studerende også har eksterne organisationer, der er interesseret i deres projekt, er det endvidere vigtigt med en vejleder, som man kan læne sig op ad, når der er forskellige krav som skal imødekommes – både fra akademiske og den anden organisations side.

Oplevelsen af PhD-Manager er mindre positiv. Der er enighed om, at det som redskab er godt, men at det rent teknisk ikke fungerer. Det opleves om værende meget forældet og ikke særlig brugervenligt. Formatet og de tekniske indstillinger er ekstremt tidskrævende hvilket betyder

der går unødvendig meget tid til håndteringen af programmet. Endvidere er det svært, grundet teknikken og formatet, at opdatere løbende og dermed ender de studerende alligevel med at have mange andre steder, hvor de holder sig opdateret på anden vis, hvortil de kun benytter PhD-manager fordi dette er et krav. Slutteligt, er der et ønske om, en vejledning ift. kravene til PhD-manager. Eksempelvis var der en der ikke vidste, at vedkommende skulle skrive sine opdatering i forlængelse af den foregående.

I relation til evalueringerne, så er der enighed om, at disse fungerer rigtig godt. Særligt et års evalueringen har været givtig i forhold til at få et skub i den rigtige retning samt grundig feedback fra en relevant opponent. Dog ønskes der her også en vejledning eller retningslinjer om, hvad der eksempelvis er vil være en god ide at sende til opponent i forbindelse med evalueringen, da der er meget tvivl om hvad kravene er.

PBL
Der er ingen kommentarer, der relaterer sig direkte hertil.

Internationalisering
I forhold til internationalisering er der tvivl om hvad de præcis krav er. Det opfattes som om, at der er mange måder, man som studerende kan internationalisere sig på. Samtidig har det at krævet mere, at få det til at fungere, hvis vedkommende eksempelvis har børn, men det er dog lykkedes at komme afsted alligevel. Generelt er der stor positivitet omkring internationalisering og det som de studerende har fået ud af det. Afgørende er dog, at man selv er proaktiv ift. hvad man vil have ud af opholdet, da det eller nemt kan blive et skriveophold. Ligeledes nævner de studerende, at længde ikke nødvendigvis er afgørende for udbyttet, hvor særligt en har haft positive oplevelser med kortere mere flere ophold. Desuden påpeges det, at økonomien spiller en afgørende rolle. En benytter halvdelen af budgettet på udlandsopholdet samt søger legater ved siden af. Legat-/fondesøgning opleves som værende meget tidskrævende og at man er meget alene om det. Endvidere gøres der opmærksom på, at Summer Schools og konferencer har været enormt givtige for de studerende. I denne forbindelse er der uden tvivl også mulighed for at få etableret gode internationale kontakter og disse har generelt været meget betydningsfulde.

Forskningsmiljø

I forbindelse med emnet forskningsmiljø bliver de deltagende spurgt til deres oplevelse med onboarding. Her beskriver den ene, at vedkommende mødte ind til, at der ikke var nogle sekretærer eller andre studerende og at vedkommendes vejleder var ny på instituttet. Dette medførte at meget ansvar lå på den ph.d.-studerendes skuldre hvortil der gik et år før det hele var faldet på plads og man havde lært instituttet at kende. Derfor er der et ønske om, at nogen tager imod den nye studerende og holder vedkommende i hånden i starten. Den anden, som er indskrevet i Aalborg, havde modsatte oplevelse og ser ikke onboardingen som værende anderledes end andre arbejdspladser. Al relevant information var givet, som skulle bruges den første dag. Her tog også vejledere initiativ og fik vist rundt på instituttet mm. eller har vedkommende været meget proaktiv ift. at opsøge kollegaer og mentorordning således at der var nogen at sparre med.
Det har ligeledes været relativt nemt at få undervisning. Her har den ene studerendes vejleder været meget behjælpelig, mens den anden har skulle være mere proaktiv. Dog er det udfordrende at gennemskue hvem man skal gå til for at få tildelt timer. Slutteligt, er det forskelligt hvorvidt undervisning mere er forelæsninger eller vejledning.

Da der bliver spurgt ind til forskningsgrupperne, er der enighed om, at disse er vigtige og har været afgørende for at følge sig fagligt hjemme som ph.d.-studerende. Dog har en studerende har stramme deadlines som har medført at vedkommende har brugt dem i forskningsgrupperne som sparringspartnere på andre tidspunkter end de fastlagt møder. Den anden beskriver, at den gruppe vedkommende var en del af, var i opløsning da vedkommende blev ansat som ph.d.-studerende. Dette gjorde at vedkommende ikke havde mulighed for at deltage i noget før efter et år inde i forløbet, hvilket var rigtig ærgerligt, særligt ift. at kunne føle sig hjemme i forskningsmiljøet. Dog er vedkommende nu en del af en ny gruppe, som fungerer godt. Endvidere har begge studerende grupper uden for universitetet som de ligeledes sparrer med og holder opdateret. Dette er som udgangspunkt også meget givtigt, men der kan være udfordringer i at imødekomme de forventninger der er fra begge lejre når de andre grupper også er nogle, der har krav til den studerendes projekt.

Andet
Igennem interviewet bliver der spurgt til andre kommentarer hvortil der nævnes, at en af de deltagende bruger meget tid på formidling andet steds end universitetet. Hertil er der et ønske

om, at der må bruges mere end de 100 ud af 600 timer til "anden formidling", da det kan være svært at få de 500 timer på Universitetet, når der bruges så meget tid på formidling andet steds. Endvidere har det været svært at danne sig overblik over de ændringer der kommer bl.a. i forhold til ændringer af reglerne om tildeling af kursuspoint. Særligt har det været svært at finde ud af hvad der gælder for hvem, alt afhængig af hvor langt man er i forløbet. Samtidig var det ikke klart for alle, at der var informeret om, at disse ændringer vil komme. Dette skabte en del frustration og der er dermed et ønske om, at det skal tydeliggøres hvilke forventninger der så er og hvem det gør sig gældende for.

Fokusgruppeinterview: Statskundskab (Aalborg)

Design

Fokusgruppen bestod af fem ph.d.-studerende fra ph.d.-programmet i Statskundskab, indskrevet på den samfundsvidenskabelige forskerskole. Interviewet foregik i et mødelokale hvor to studerende deltog via videokonference, fra København. Det havde en varighed af ca. halvanden time og blev foretaget af programskoleleder, Morten Balle Hansen. Nedenfor anføres en profil for respondenterne.

Profil af informanter

Køn	Ansættelse	Ansættelsesperiode	Nationalitet	Campus
Kvinde	AAU	2,5 år (4+4)	Dansk	Aalborg
Mand	AAU (til dels ekstern)	1 år	Dansk	Aalborg
Mand	Ekstern	3 måneder	Svensk	Aalborg
Mand	AAU	1 år	Dansk	København
Mand	Primært ekstern	3 måneder	Dansk	København

Ph.d.-vejledning

Vejledning

Hertil bliver de deltagende ph.d.-studerende spurgt til deres oplevelse med ph.d.-manager. Der er en del forskellige holdninger til programmet. Som udgangspunkt kan de deltagende godt se ideen med værktøjet, men der er nogle udfordringer forbundet med det. Eksempelvis kan den ikke ændres og dermed kan det nemt ligne, at man ikke følger sin plan hvis man dermed gør noget, anerledes og det er svært at vurdere konsekvenserne af at afvige fra sin ph.d.-plan. Samtidig fungere den dårligt hvis man er en del af en 4+4 ordning, da man bl.a. bliver påmindet på det påmindet på de forkerte tidspunkter og det er problematisk at man ikke kan gå ind og ændre eksempelvis aftaler, da det er derinde det skal skrives. Endvidere oplevede en, at det tog et år før en evaluering blev godkendt og kom igennem. I denne proces hver det svært gennemskue hvad der skulle til, før den ville blive godkendt, da du som studerende ikke ved, hvem du skal have fat i. Andre nævner, at det kan opleves "de-koblet" fra det der sker i den reelle proces. Det bliver ikke brugt som et styringsværktøj, som man orienterer sig imod. Dette sker med vejleder i en løbende proces. Dermed opleves den som noget der skal laves, bare fordi det er bestemt at den skal. Det bliver systemoverholdelse og ikke et værktøj, som kan bruges i planlægningsfasen, men ellers ikke. Det kunne være fordelagtigt, at man som et led i

evalueringerne kunne få mulighed for at opdatere din ph.d.-plan. Der er generel tilfredshed med evalueringerne. Dog er det med 4+4 ordningen svært at få mulighed for, at reflektere over processen, da dette er et specialeforsvar og dermed bliver det en almindelig eksamenssituation. I relation til emnet vejledning, så er der en generel holdning om, at det fungerer godt. De fleste oplever at være på bølgelængde med deres vejleder og det er blandet hvorvidt der er fastlagte vejledninger eller om det er mere spontant, hvilket afgøres af, hvorvidt der skal give feedback på skreven tekst. En enkelt af de studerende har dog haft en anden oplevelse. Dette skyldes en del vejlederskift og en nuværende vejleder som er fra et andet institut, som gør, at vedkommende har været sendt en del rundt i systemet og samtidig har svært ved at bruge noget fra dette institut, da vejleder ikke kan give vedkommende adgang. Hertil kan det virke meget sårbart at der ligger så meget ansvar hos vejlederen. Eksempelvis har det taget to år, at få et kontor og en computer.

PBL
Der er generelt en del tvivl om, hvordan der skal reflekteres over dette emne, men der er enighed om, at det er noget der eksisterer både i projekt og i forbindelse med undervisning og forskning. Dog ved de ikke helt hvad det betyder i en vejledersammenhæng

Internationalisering
I forhold til internationalisering, så virker planlægning af forløbet lettere skræmmende, da der ikke er nogen at sparre med. Dog har alle enten været afsted til eksempelvis Japan og Kina eller har planer om at skulle til USA. I Denne forbindelse er der forskellige holdninger til hvorvidt man ser det som noget der giver mening forskningsmæssigt eller om det er et skriveophold. Nogle finder kontakterne igennem deres forskningsgruppe, men dette er meget individuelt og afhængigt af, hvilken forskningsgruppe man er en del af.
Der er dog enighed om, at det internationale på instituttet bør styrkes og der er et ønske om, at der skal gøre en fælles indsat for, at der tiltrække flere internationale både studerende og gæsteforskere.

Forskningsmiljø
Med hensyn til forskningsmiljøet er det meget afhængigt af, hvilken forskningsgruppe man er en del af. To studerende fra den samme gruppe nævner bl.a. at der er en god atmosfære og at der er plads til både det faglige og sociale. Der er en god støtte fra de andre og dem der er i

gruppen, er generelt meget engagerede, men grundet de kommende besparelser er der er en generel bekymring om hvorvidt man mister nogle af de muligheder der er i forskningsgrupperne. Generelt er der gode muligheder for at præsentere i forskningsgrupperne, men det er forskelligt hvor ofte man mødes. Nogle af grupperne arbejder endda på tværs og dermed er der også mulighed for at være social på tværs, hvilket ses om en værende en kæmpe fordel. Men føler sig akademisk velintegreret. Ift. arbejdsmiljøet på instituttet, så nævner en studerende at dette er ikkeeksisterende. Man møder ikke ind og er en del af noget. En PhD studerende fremhæver at forskningsgruppemøderne er gode, men i den resterende del af hverdagen er der ikke noget miljø, hvilket har medført at vedkommende benytter sin vejleders forskningsgruppe. Dette har stor betydning for, hvordan man integreres. Der håbes på en bedre stabilitet efter omrokeringen, men der skal gøres noget aktivt, før det bliver godt. Dette ser en anden studerende sig enig i, da vedkommende er udefrakommende og derfor ikke i forvejen har en tilknytning til universitetet. Hertil pointeres det, at enerumskontorer ikke er en løsning, for der er i forvejen ikke rigtig nogen andre, så man ender med at sidde meget alene inde på sit kontor. Der er derfor et stort ønske om at få folk slået sammen, således der er kollegaer at møde ind til i hverdagen. I denne forbindelse giver de studerende udtryk for at miljøet er bedre på AAUs Campus i København særligt socialt, hvor der også er gode muligheder for det internationale. Der er bl.a. en mentorordning, som fungerer godt. Det er endvidere meningen, at der skal være møder på tværs, hvor alle PhD studerende mødes tre gange i semesteret, men dette er i øjeblikket lagt i bero. Afslutningsvis, er der et par kommentarer ift. sekretariatet. Hertil er der forvirring om retningslinjer ift. budget. Her mangler der information. Samtidig er det svært at finde rundt i det administrative. I denne sammenhæng kunne det være godt med en oversigt over, hvem der laver hvad og hvad de kan hjælpe med. Der opleves dog, at folk gerne vil hjælpe hvis man spørger.

Vidensdeling og samarbejde

Hertil er der ingen direkte kommentarer. Men der er måske dele fra emnet ”forskningsmiljø”, som kan relatere sig hertil.

Andet

Hertil vil de studerende gerne understrege vigtigheden af at have et kontor og kollegaer der er til stede i hverdagen, så der skabes et godt arbejdsmiljø. Endvidere er oplevelsen af og rammerne for forløbet meget afhængigt af vejleder, hvilket kan påvirke meget, hvis der eksempelvis er en del vejlederskift. Det er meget relations bestemt hvordan forløbet bliver. Derfor bliver det også sårbart, da det kun er ens vejleder man diskuterer sit forløb med. Mister man denne vejleder af forskellige årsager, så er man meget alene. Her har særligt en PhD studerende været uheldig med vejlederskift og et forskningsmiljø i opbrud.

Appendix 4: Description of the Doctoral Programmes at Doctoral School of Social Sciences

Sociology and Social Work
The academic profile of the programme is related to the main areas at the Department of Sociology and Social Work

- Sociology
- Social Work
- Working Life and Organization

The central subjects in this doctoral programme are social relations and social diversification with special emphasis on coherency, social problems, affiliation, identity and organization in complex post-modern societies. The analysis focuses on individuals, groups, social institutions and organizations and attaches importance to variation in class, gender, ethnicity, age and disability.

In 2018 the programme had 23 PhD students, who were connected to one of the department's research groups:

- CASTOR (Centre for Sociological Analysis of Social Transformations)
- SAGA (Sociological Analysis – General and Applied Research)
- SocMaP (Research Group for Demography, Social Geography and Health)
- FoSo (Social Work Research Group)
- LEO (Research Group for Labour Markets, Education and Organization)
- The Research Group Organization and Evaluation

Each PhD student is primarily affiliated with their main supervisor's research group but may participate in activities organized by other groups. Each research group is responsible for giving the PhD students opportunities to present their research projects or research papers for discussion at several times during their enrolment.

The head of programme meets with the PhD students twice a year concerning a specific topic, e.g.; writing a thesis, assessment of a thesis or application procedures for postdoctoral funding.

PhD activities are continuously discussed in the programme board which consists of four professors and two PhD students. The PhD students have formed their own networks in Aalborg and in Copenhagen called GISP and AHA, which organize meetings about research related issues as well as social events. They also assign buddies, i.e.: experienced members who take care of new PhD students and introduce them to different tasks and routines during the first months of enrolment.

Political Science
The changes taking place in the economic, political and administrative system, the public sector and in the relations between state and market are common theme in the PhD education in political science. Within this profile, the programme is divided into eight main fields with eight corresponding research groups:

- Political participation and communication, including general political theory, theories and analysis of democracy and election and public opinion research
- Public organization and administrative theory
- Information systems including IT management and digitalization
- Policy analysis
- Comparative welfare state research
- Labour market research
- Macroeconomics

PhD students must emphasize one of the eight main fields. Within the chosen field the student must obtain sound knowledge in classic and modern theories, analytical approaches and terms including the applied analytical methods and techniques. In 2018 the programme had 10 PhD students.

PhD students are included in research units where they present their research design and their results are being discussed. They have organized a lunch club that meets twice a month to discuss themes of common interest and present projects. The head of the doctoral programme meets with the PhD group once or twice a year, when significant new information is available or when issues should be discussed with the PhD group.

The programme has a mentoring scheme that is connected to the research groups, and sometimes across the groups. The mentor is available for questions and meetings with new PhD students.

The programme has five PhD fellows with non-Danish background, and virtually all communication and joint meetings are held in English. The programme cooperates internationally with The Interdepartmental Centre for Research Training in Economics and Management (CIFREM), CRIC (Centre for Resolution of International Conflicts), University of Trento and via the AAU membership in Scancor (Scandinavian Consortium for Organizational Research) in a Nordic-American network of Nordic universities and Stanford University (USA).

Innovation Economics Programme
The Innovation Economics Program is located at the Department of Business and Management together with the Business Economics Programme. The Innovation Economics Programme focuses on the very core elements of economic development:

- Knowledge
- Innovation
- Entrepreneurship
- Health economics
- Economics

Research is carried out on multiple levels (individual, organizational, industrial, regional or national). Often, researchers take a dynamic/processual perspective and base their investigation on a multidisciplinary approach in which economic theory and empirical data are combined with elements from areas such as sociology, economics, history and psychology. PhD courses, supervision and the ongoing research activities associated with the IKE group support the multifaceted approach.

The programme is affiliated with the cross-institutional research network DRUID (Danish Research Unit in Industrial Dynamics) where the research group IKE (Innovation, Knowledge and Economic Dynamics) participates in close cooperation with the Department of Innovation and Organizational Economics at Copenhagen Business School and the Research Group for Strategic Organization Design at the University of Southern Denmark.

DRUID has established a joint graduate education programme. The DRUID Academy offers a range of statutory and supplementary courses, in which the network's PhD students are expected to participate. PhD supervisors are primarily recruited from the IKE-group, but students are increasingly also affiliated with co-supervisors from IKE's international network of research institutions and universities.

The PhD students present their work regularly at internal research seminars in the various research groups and they have participated actively in many national and international PhD courses and conferences. Furthermore, many of the students collaborate closely with companies and public organizations. The programme had 10 PhD students in 2018.

Business Economics Programme
The Business Economic Research programme had 19 PhD students in 2018 and aims to educate PhD candidates in selected business economic disciplines. The main focus areas of the doctoral programme are international business economics, organization, managerial accounting, financial management and auditing.

The programme is connected to the following research groups:

- MAC (Management Accounting and Control)
- IBC (International Business Centre)
- FIRM (Firms, Innovation, Relationship & Management)

The PhD students present their work regularly at internal research seminars in the various research groups and participate actively in many national and international PhD courses and conferences. Furthermore, many of the students collaborate closely with companies and public organizations.

Culture and Global Studies
Culture and Global Studies is an interdisciplinary doctoral school for the systematic study of themes and theoretical issues related to the intertwining of political, cultural and socio-economic processes with particular emphasis on contemporary globalization trends and their historical preconditions.

Culture and Global Studies is an interdisciplinary doctoral programme within the Faculty of Social Sciences and the Faculty of Humanities conducting research in culture and globalization, current as well as historical. The PhD fellows conduct research in cultural, political and socio-economic processes at local, national, transnational and global levels.

Culture and Global Studies' PhD projects deal with topics of vital importance to understand the historical and ongoing processes and those concerned with their origin, context, conflict and consequences. The research themes range from transnational phenomena and international relations, intercultural and intra-regional issues of changing identities and everyday experiences historically and today.

Culture and Global Studies' research is conducted within four broad themes:

- Transnational change, where the understanding of globalisation and internationalisation and character development is in focus
- Inter-regional developments and conflicts, such as integration or regionalism, i.e.; involving governance and development strategies
- Identity and globalisation, i.e.; focusing on gender conflicts, nation, class and ethnicities in the globalising world
- Intercultural production and consumption, such as companies' handling of transnational challenges, tourism and everyday life are explored

The 19 PhD candidates at Culture and Global Studies are prepared to be qualified researchers and educators or for other knowledge-based job positions. The education is at a high level in an international environment.

Law and Business Law
The programme embraces legal research in a broad sense. The programme covers civil law and public law, national and international law. The aim of the programme is to contribute to the recruitment of a legal research environment on an international level. In this context the work in the doctoral programme aims to be beneficial for the future research environment at the Department of Law and the legal expertise of the surrounding society. In order to obtain this a close cooperation with private businesses and public authorities is strived for, including the establishment of industrial PhD scholarships.

The programme includes four focus areas:

- The effects of European- and supranational law on Danish law
- Danish and International corporate law
- Danish and international regulation of real estate
- Legal regulation of the exercise of authority

Researchers at the Department of Law in cooperation with other researchers at Aalborg University stand behind the programme and the four focus areas. In 2018 the programme had 9 PhD students.

The programme is partner in the nationwide JurForsk network and offers PhD courses in cooperation with this network. JurForsk is a cooperation between Faculty of Law, University of Copenhagen (UC); Department of Law, School of Business and Social Sciences, Aarhus University (AU); Department of Law, University of Southern Denmark (SDU); Department of Law, Aalborg University (AAU); Law Department, Copenhagen Business School (CBS) and Institute of Food and Resource Economics, Faculty of Science, University of Copenhagen (SCIENCE).

The programme also participates in the Nordic Network for Legal Research Education, which offers PhD courses. This occurs in cooperation with the Universities in Uppsala, Sweden and Bergen, Norway.
The programme is furthermore participating in law of torts network and criminal law network. Both networks include Scandinavian researchers and give PhD students opportunities to present their research.

Education, Learning and Philosophy
The doctoral programme Education, Learning and Philosophy had 8 PhD students in 2018. It is an interdisciplinary and cross-faculty doctoral programme between the humanities and the social sciences. The programme is located at the Department of Learning and Philosophy. It collaborates closely with the doctoral programme Technology and Science, which is located in the same department but its PhD students are enrolled in the Doctoral School of Engineering and Science and the Doctoral School of Medicine.

This doctoral programme is focusing on education, learning and teaching adults. The work is centred on the following themes:

- Development of organisations including management, evaluation and handling of knowledge
- Educational sociology, didactics, workplace learning and university pedagogy
- A framework for development of innovative competencies
- Philosophy and theories of science

The purpose of this programme is to establish the best academic and social frames to support the course of study for the PhD students.

The doctoral programme is associated with four research areas at the Department:

- Centre for Education Policy Research which conducts theoretical and empirical research on education. Education is seen as institutionalised programmes aiming at creating learning and competence development
- Research in Education and Cultures of Learning, which has as a starting point the study of teaching at a micro level in all the stages of the educational system
- Research Unit on Learning Environments, which focuses on discourses, culture and differentiation
- Research Group on Philosophy and Science Studies

The Programme has established co-operation with other doctoral programmes both locally, nationally and internationally.

Nationally the programme is connected to the network “forskeruddannelsessamvirket” (researcher educational co-operation), which offers education within pedagogy and learning, and DOCSOL (Doctoral School of Organizational Learning).

In Scandinavia the programme is co-operating with Gothenburg University and the University in Agder.

The programme is organising numerous seminars with involvement of Danish and international researchers every year. These seminars are also offered to PhD students in other departments. Furthermore, the programme organises internal seminars, where the PhD students can present and discuss projects and papers, academic and practical issues with common relevance.

From the start all PhD students are connected to one of the research groups at the department.

Appendix 5: Evaluation of Courses for new and experienced Supervisors

EVALUERING AF PH.D.-KURSET "SKRIVEFÆRDIGHEDER OG VEJEN TIL DET GODE PH.D.-LIV", 30.-31. OKTOBER 2018

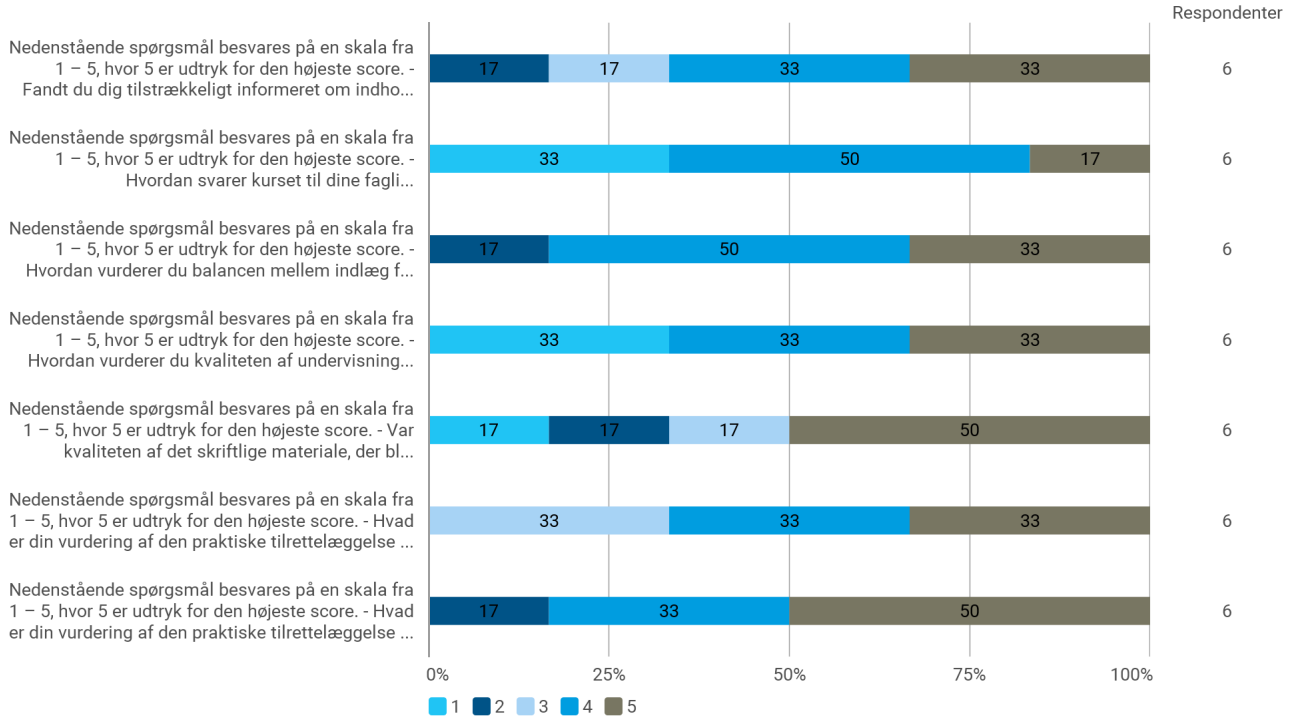
SAMF kursus for nye og erfarne
Underviser Ann Kirketerp Linstad

8 deltagere, hvoraf 6 har besvaret evalueringen.

Hovedkonklusioner fra evalueringen
Overvejende tilfredshed (60-70%) med information om kursusindhold, kursusindholdet i forhold til faglige forventninger, balance mellem underviseroplæg og andre aktiviteter samt kvaliteten af det skriftlige materiale.
Overvejende tilfredshed med den praktiske afvikling både før og under kurset.
Tilfredshed med de psykologiske perspektiver på vejledningen.
Frustrerende at kurset er obligatorisk, da umotiverede deltagere ødelægger undervisningen og umotiverede deltagere synes, at kurset er tidsspilde.

Forslag til forbedringer af kurset
Gerne fokus på den gode ph.d.-studerende *også*.

Efterspørges en gentagelse af kurset
Ikke umiddelbart

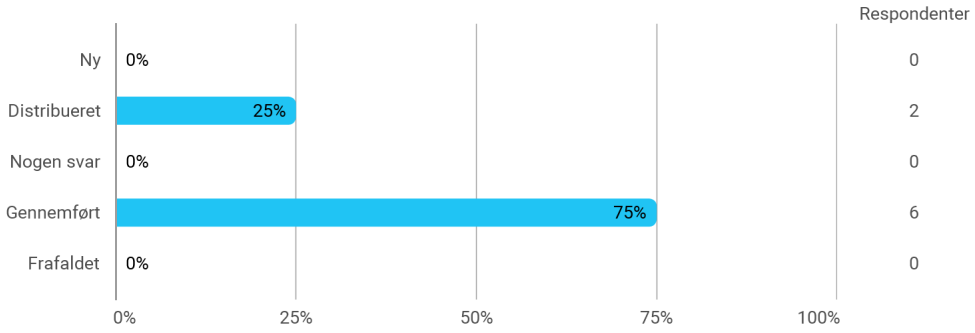


Hvad var det mest brugbare fra kurset?
Indsigt i psykologiske perspektiver på vejledning
Samtalen med gode kollegaer fra andre institutter.
Et psykologisk perspektiv på hvordan man kan give følelsen af succesoplevelser til sine phd studerende igennem phd vejledningen.
Gennemgangen og reflektionerne om motivationsteorierne var rigtig fine.

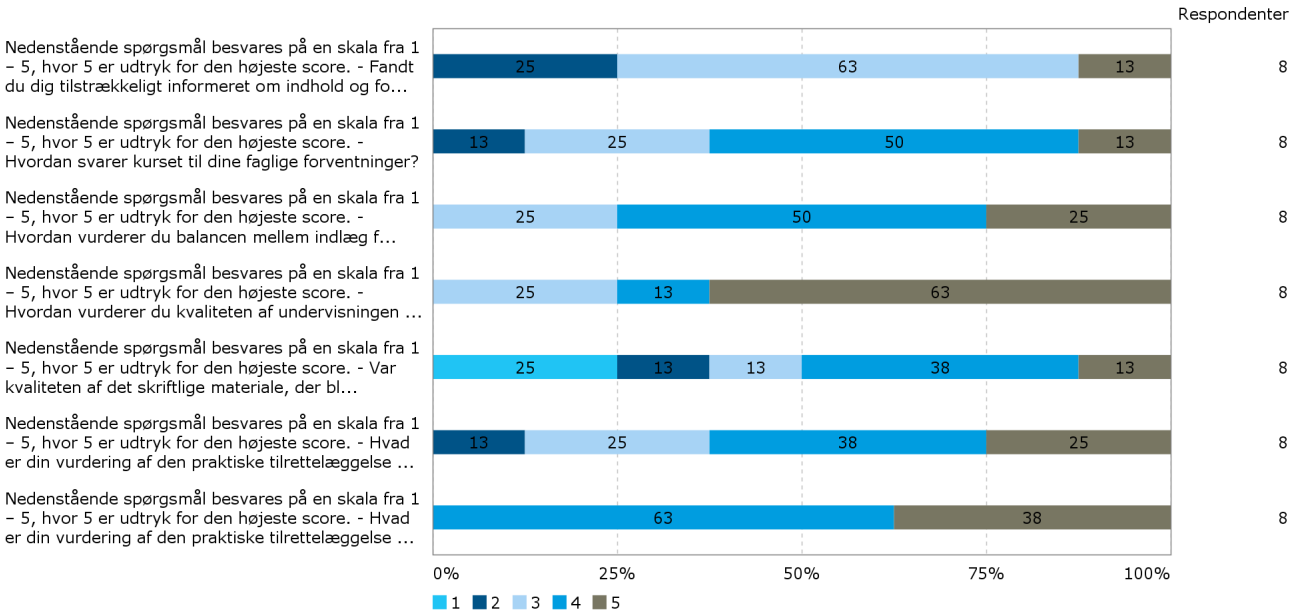
Hvad kan gøres mere hensigtsmæssigt?
Et andet kursus!
Fjern dem fra kurset, som er blevet pådukket at tage kurset. Det er pisseirritererende for os andre, når der sidder nogen der ikke rigtig gider være der.
Framingen var for meget på mistrivende ph.d.-studerende og ikke fungerende ph.d.-projekter. Hvad kan man eksempelvis gøre for at gøre "gode" eller "excellente", og "velfungerende" Ph.d.-studerende endnu bedre? - Den vinkel manglede jeg og havde jeg håbet også var i fokus.

Bemærkninger i øvrigt?
Udover gode samtaler med kollegaer, må jeg sige det var tidsspilde.
Dejligt med en engageret og energisk underviser.

Samlet status



Evaluering af ph.d.-kursus: Skrivefærdigheder og vejen til det gode ph.d.-liv, 26. og 27. februar 2018



Hvad var det mest brugbare fra kurset?

- Godt at der var mulighed for diskussioner om erfaringer i grupper vekslende med plenum diskussioner og oplæg. Udmærket med gennemgang af trivselsmodel.
- At mange elementer, som vi som vejledere har gjort brug af, blev mere synliggjorte og eksplicitte. Samtidig blev der sat fokus på nogle aspekter, som vi fremadrettet bør være mere varsomme med at fokusere på.
- Generel indføring i motivationsteori fra det psykologiske fagområde. Teorien er ikke udviklet specifikt med henblik på forskning (som jeg tro er en speciel case), men på professionelt arbejde generelt. Derfor brugbart eksempelvis i forhold til at tænke på samarbejdrelationer med TAP.
- Begreber og modeller til at tage trivsels- og motivationsemner op med egne phd-studerende og andre phd-vejledere
- Værktøjer til at diskutere motivation med. Og gode samtaler med deltagerne. Anne Kirketerp gjorde det rigtig godt!
- Vigtigheden af at give den PhD-stud. meget self-efficacy
- De psykologiske teorier

Hvad kan gøres mere hensigtsmæssigt?

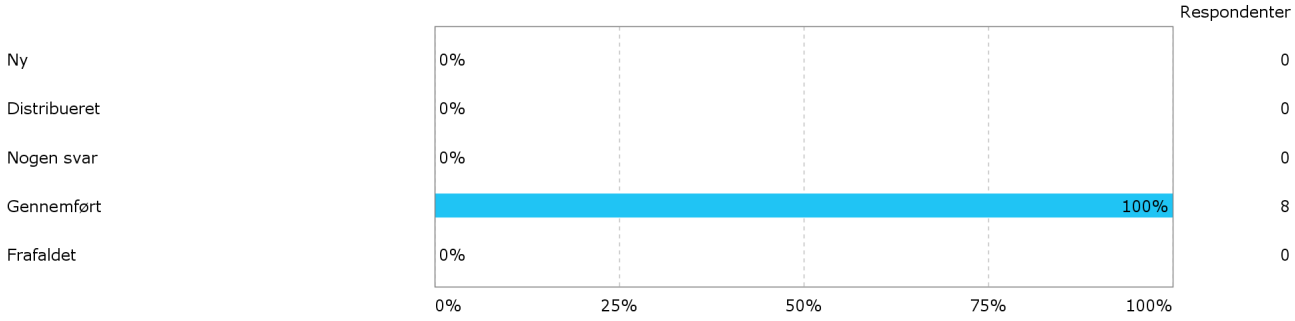
- Kurset kunne udvikles, så det kommer 'tættere' på selve PhD skrivningsprocessen, f.eks. ved at forholde trivselsmodellen til behov på forskellige stadier af PhD processen, men også ved at gå tættere på metoder til at hjælpe de studerende med at få skrevet.
- At ændre på kursusbeskrivelsen - tror, at mange af os fik en forventning om noget helt andet: nemlig, hvordan gør man den phd-studerende skrivefærdigheder bedre (konkrete redskaber til at formulere sig bedre og klarere) - og de to dage handlede egentlig generelt om noget ganske andet (og mere brugbart)
- Det kommer an på hvad formålet er med kurset. Er det om skrivefærdigheder? Er det om trivsel /det gode PhD liv. I begge tilfælde handler det om kobling mellem teori og praksis. Der findes der mængder af litteratur som er specifikt henvendt til PhD studerende og vejledere, både om skrivning og om PhD-livets udfordringer.
- Jeg ville klart have foretrukket kurset afviklet over en dag fra 8.30(9.00) til 16.30/(17.00). Med de mange - og nyttige - gruppediskussioner kan det godt hænge sammen med en 'lang' dag - inkl. tid til reflektion.
- Endnu mere fokus på hvordan træning i at skrive kan integreres.
- Nuancere kurset, så der kommer mere fokus på andre typer PhD-stud end dem med lavt self-efficacy. Måske også få lidt mere fokus på faserne i den proces (ca. tre år), som et PhD-forløb er.

- Bedre info om kursets emne. Det handlede ikke efter min opfattelse om "skrivefærdigheder" men om ph.d.-studerendes trivsel. Og det var heldigvis også meget bedre. Jeg var lige ved at melde fra pga beskrivelsen om "skrivefærdigheder"

Bemærkninger i øvrigt?

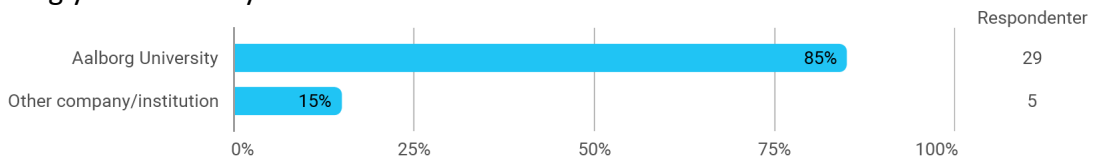
- Kurset blev 'solgt' på at vi skulle have redskaber til at fremme skriveprocesser, men handlede reelt mere om trivsel. Det er helt klart vigtigt, men skulle nok have været fremhævet lidt mere i lanceringen af kurset, så forventningerne blev afstemt derefter.
- Som det blev nævnt på kurset, bør titlen på kurset ændres, så den bedre modsvarer indholdet
- Et meget veltilrettelagt og gennemført kursus, med en dygtig og struktureret underviser - også dejligt, at mødes og snakke med andre PhD-vejledere her på AAU om det at være vejleder.
- Selv om det er træls, så er det ved at være god stil ved kurser med frokost, hvis I på forhånd spørger til allergi m.v. Jeg kunne desværre ikke spise frokosten nogen af dagene. Øv.

Samlet status

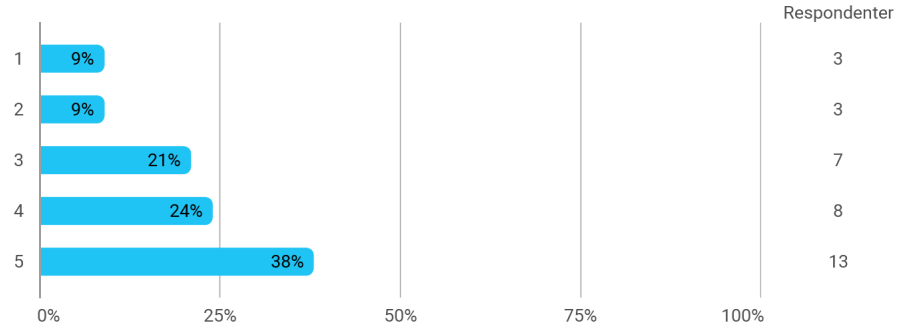


Appendix 6: Survey among PhD students who have completed their PhD study from 2015-2019

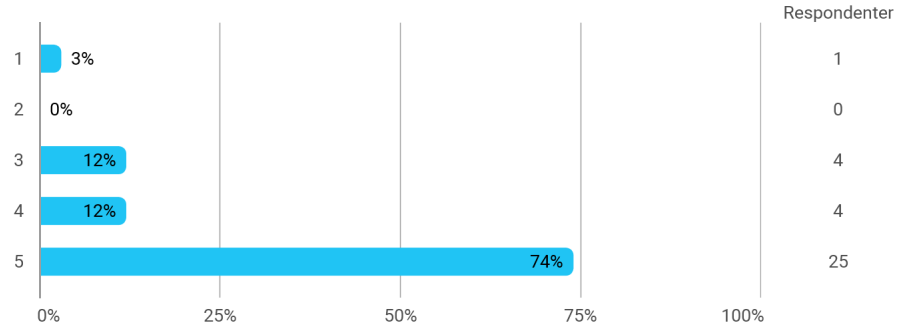
Employment during you PhD study



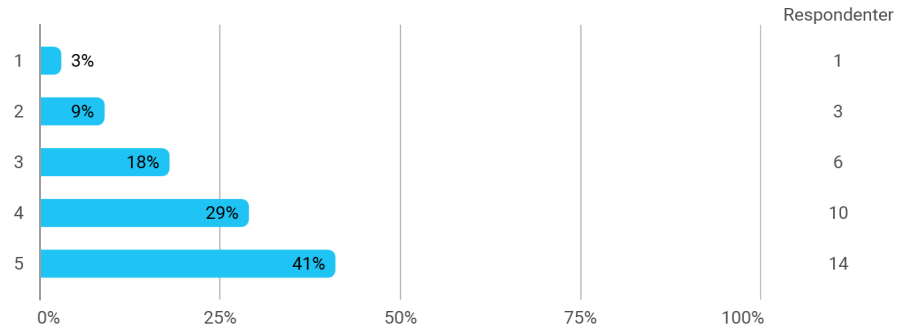
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Overall perception of principal supervisor's guidance



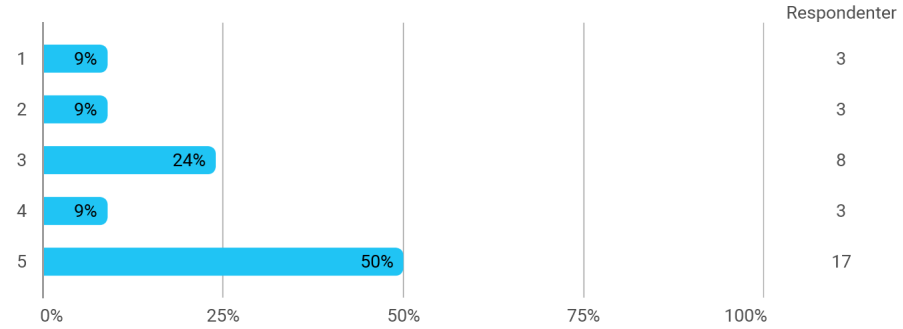
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Overall perception of the degree of independence in your work



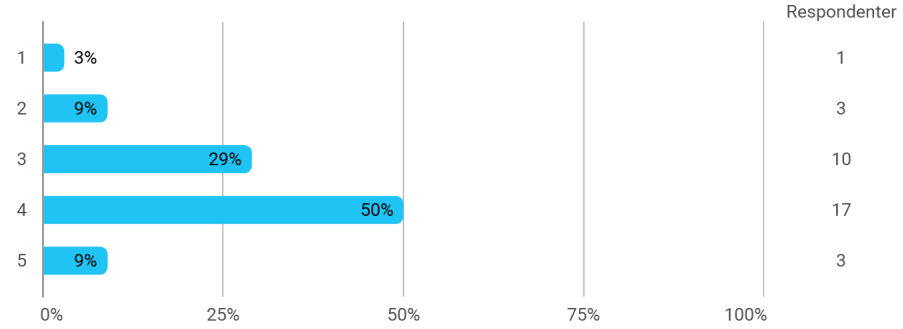
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Principal supervisor's expertise in relevant academic field



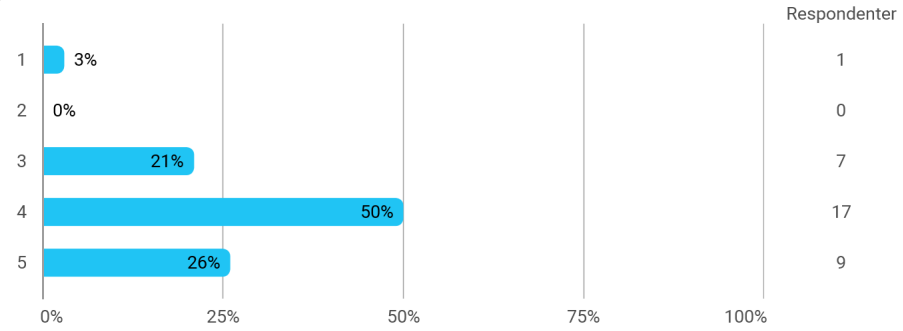
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Principal supervisor's availability and time for supervision



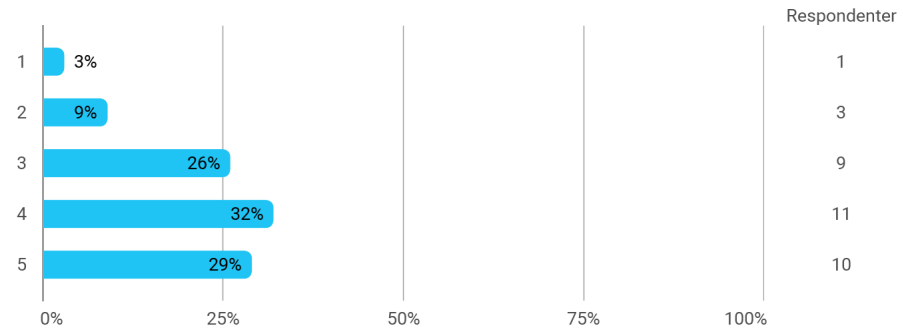
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Relevance of doctoral programme's PhD courses to the PhD project



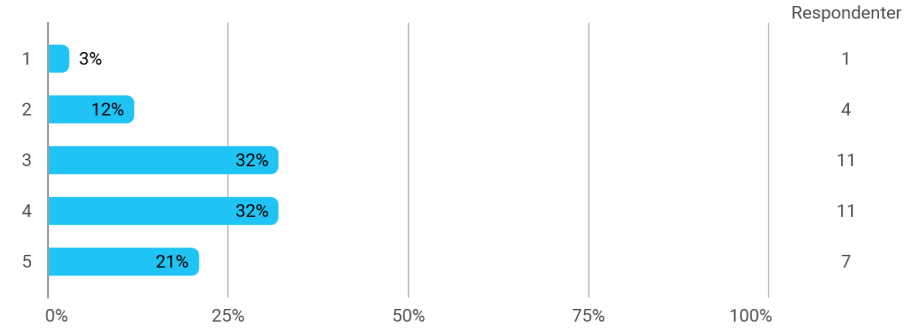
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - The academic level of courses provided by the doctoral programme



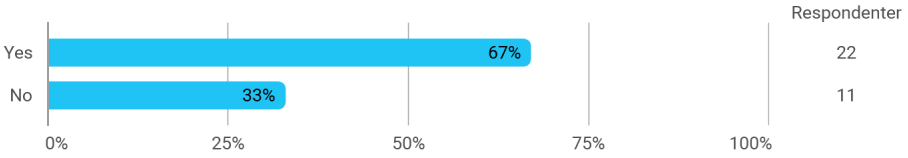
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Relevance of teaching to the PhD project



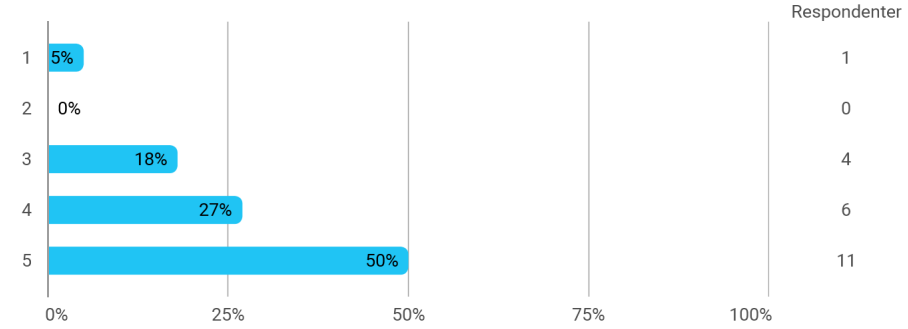
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Relevance of compulsory work to the PhD project



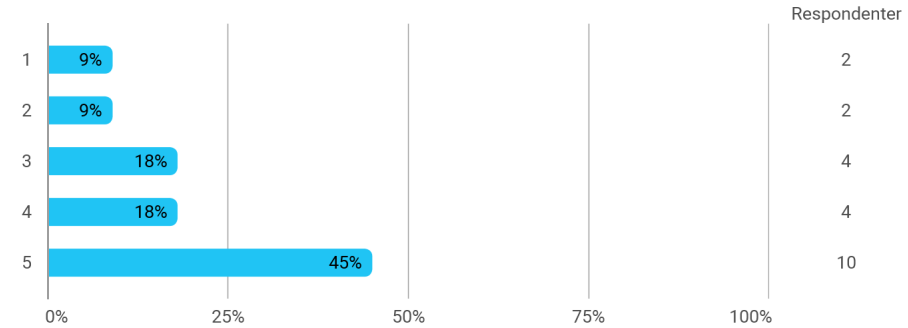
Did you make use of a stay abroad during your PhD study?



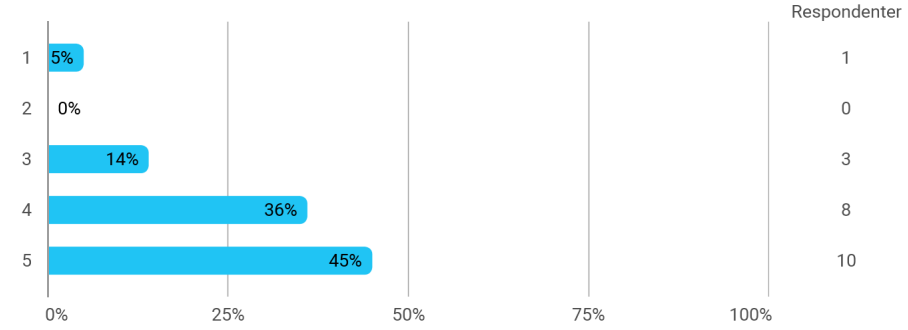
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Relevance of stay abroad to the PhD project



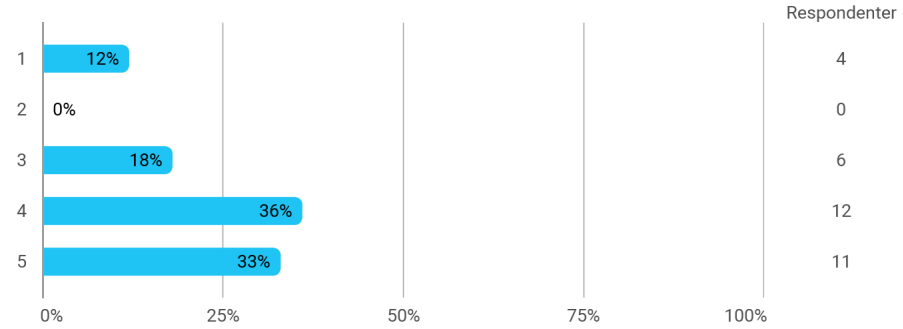
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Social benefits from stay abroad, e.g. networking



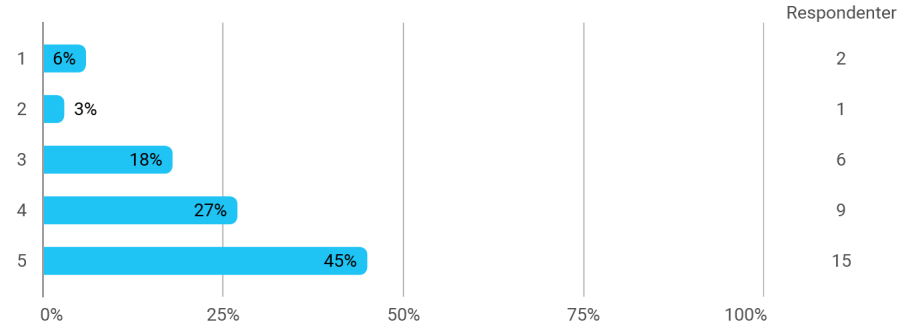
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Overall experience of stay abroad



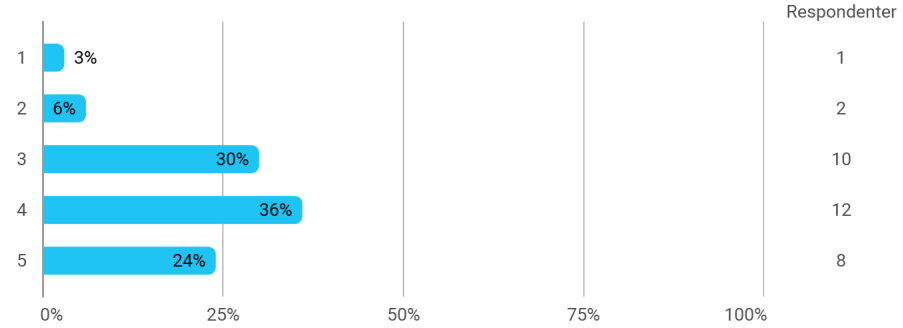
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Your workplace and office conditions



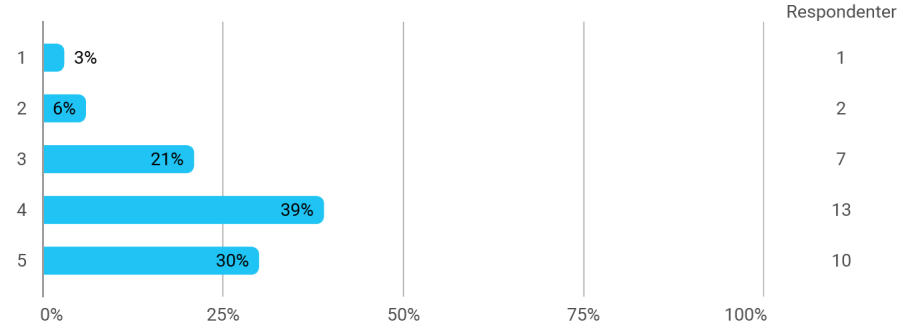
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Access to resources and financing



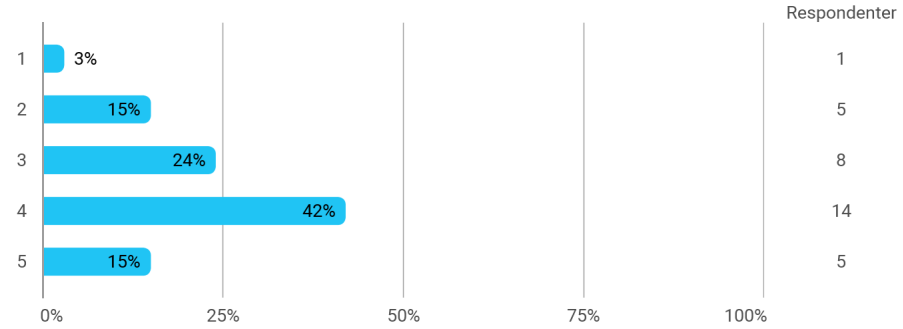
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Assistance from the Faculty Office



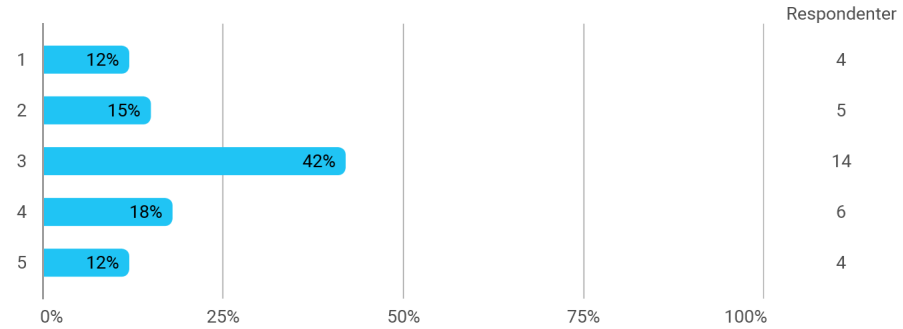
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Assistance from the Department and/or doctoral programme



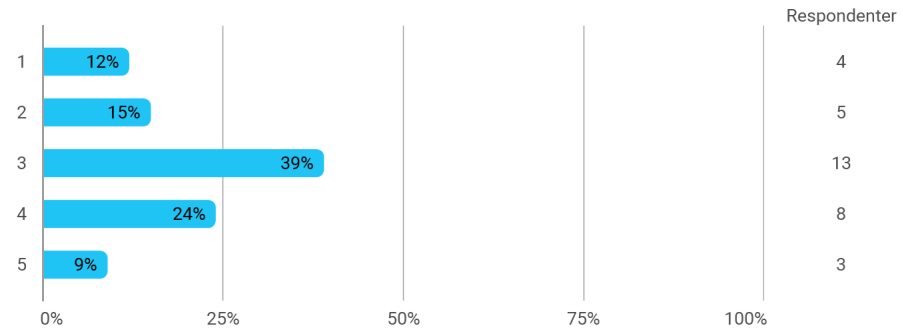
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Quality of the doctoral school web page



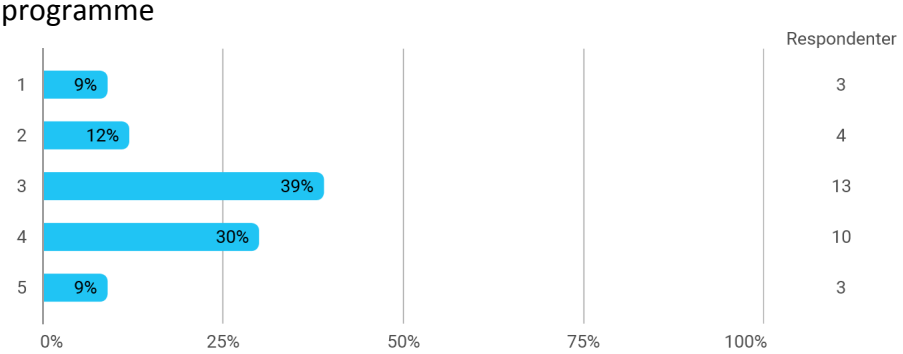
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Introduction to the system and the organisational structure



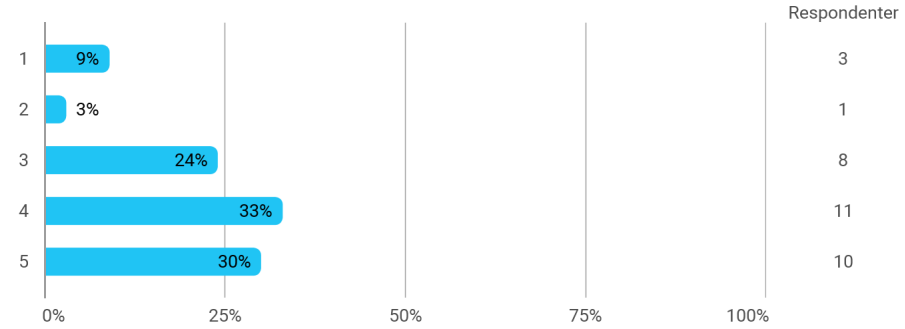
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Introduction to rights, obligations and guidelines for the PhD process



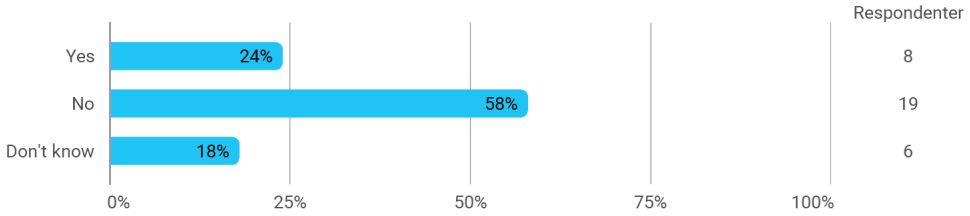
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Integration and affiliation to the department and the doctoral programme



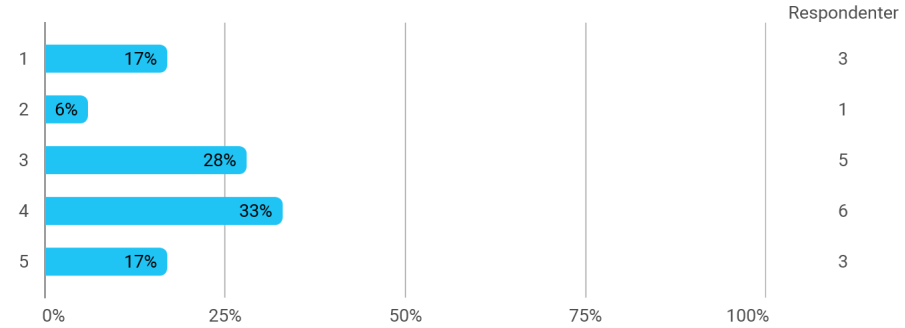
Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Integration and affiliation to the research group



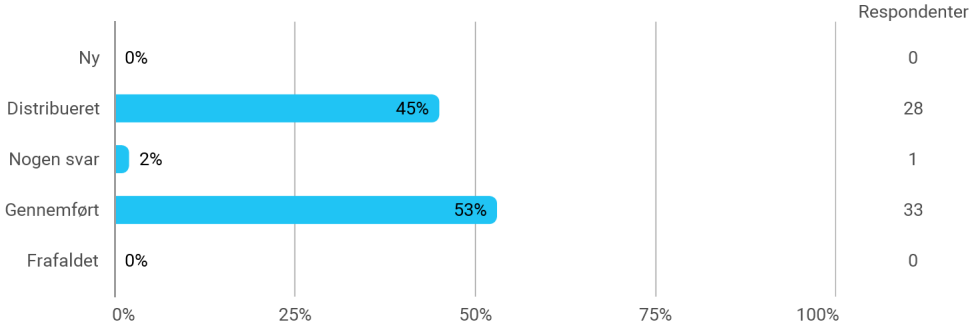
Conduct of yearly staff development interviews



Satisfaction scale 1-5 (1=very dissatisfied / 5=very satisfied) - Quality of yearly staff development interviews (if applicable)



Samlet status



Appendix 7: Requirements for PhD students at Doctoral School of Social Sciences

Requirement	Statute
Admission requirements	
Admission to the PhD programme is based on a Master's degree or equivalent.	Ministerial Order on the PhD Programme at the Universities and Certain Higher Artistic Educational Institutions (PhD Order), 27 August 2013, No. 1039
A PhD candidate must have achieved the grade 10 or above in the Danish grading system (or the equivalent in a different grading system) for their Master's Thesis/final exam. The PhD candidate may be exempted from the grade requirement, if he/she is able to provide other forms of documentation of his/her qualifications.	Criteria for assessment of PhD candidates at the Doctoral School of Social Sciences, AAU
PhD Plan and Progress Report	
The PhD student is responsible for producing a PhD plan in collaboration with the principal supervisor. The plan must be submitted no later than 3 months from enrolment date.	PhD Order PhD Plan and Progress Report
Four times during the PhD study, the principal supervisor is responsible for assessing in writing whether the demands stipulated in the PhD plan are fulfilled and for explaining any necessary adjustments of the plan.	PhD Plan and Progress Report
Courses	
The PhD students must complete PhD courses or similar study elements totalling approx. 30 ECTS points	PhD Order
Mandatory courses: - Applying the Danish Code of Conduct for Research Integrity to your Research (1 ECTS) - Introductory course for university lecturers (2 ECTS) (for PhD students with teaching obligations only)	ECTS-valued activities for PhD students at Doctoral School of Social Sciences
Dissemination/teaching	
The PhD student must gain experience of teaching activities or other form of knowledge dissemination which is related to the student's PhD project.	PhD Order
The basic principle is that PhD scholars are still obliged to teach 600 hours of which 100 hours can be used on other kinds of knowledge dissemination.	List of relevant knowledge dissemination tasks for PhD students at the Doctoral School of Social Sciences
Change in research environment	
The PhD student must participate in active research environments, including stays at other, mainly foreign, research institutions, private research enterprises etc.	PhD Order

The PhD student must spend a total of at least three months in an international research environment during the PhD programme.	PhD students' International Research Stay, Faculty of Social Sciences