Health Ph.d.-udvalg (Health Ph.d.-udvalg)

30-08-2021 15:00 - 16:30

Katrinebjergvej 89F Ph.d.-skolen 5132-133

Indhold

Punkt 1: Mødeinformation

Deltagere

VIP:
Ditte Demontis, Stine Sofia Korreman, Rikke katrine Jentoft olsen, Ole Ingemann Hansen, Loni Kraus Ledderer, Lise-Lotte Kirkevang

PHD:
Maria Louise Gamborg, Emil Nielsen Holck, Zheer Husain, Cecilie Siggaard Jørgensen, Omeed Neghabat, Ankur Razdan

ADM:

Ph.d.-skoleleder Helene Nørrelund, funktionschef Damian A. Hertoft Goldberg, afdelingsleder Birgitte Rosenvind Eriksen Rådgiver Lene Bøgh Sørensen,

Afbud:
Stine Sofia Korreman
Gæster:

Ebba Nexø, ph.d.-rådgiver

Beslutning for Punkt 1: Mødeinformation

Der var yderligere afbud fra Maria Louise Gamborg og Ankur Razdan

Punkt 2: Status fra ph.d.-vejleder Ebba Nexø.

Det indstilles, at
Ph.d.-udvalget orienteres om status for ph.d.-rådgivningen på Health og drøfter Ebba Nexøs oplæg .
Sagsfremstilling
Ph.d.-rådgiver Ebba Nexø vil på mødet orientere om status for ph.d.-rådgivningen på Health.
Ansvarlig/ sagsbehandler
Ebba Nexø/ Lene Bøgh Sørensen
Bilag
PP-Præsentation

Beslutning for Punkt 2: Status fra ph.d.-vejleder Ebba Nexø.

Ph.d.-rådgiver Ebba Nexø gav på mødet en grundig gennemgang af sin funktion som Ph.d.-rådgiver de sidste 2 år. Funktionen er rettet mod Ph.d.-studerende, der har problemer i deres ph.d.-forløb. Ebba har også samtaler med ph.d.-vejledere der ønsker at drøfte problemstillinger i vejledningen, og hun kan fungere som bisidder i atypiske ph.d.-forløb. Ebba havde i 2020. 24 henvendelser hvoraf 4 var fra vejledere.

Ebba fremhævede følgende

1. Der er et betydeligt emnemæssigt overlap mellem de henvendelser Ebba får som Ph.d.-rådgiver og som RCR -rådgiver. Det giver derfor god mening, at det er den samme person, der varetager funktionen

2. Der er forholdvis få henvendelser, men de konkrete henvendelser viser, at der er behov for funktionen. Typisk henvender den ph.d.-studerende sig ikke før problemerne har vokset sig store. Det er en god service forskerskolen har

Konkret drejer henvendelserne sig typisk om

1. Regler vedr. forfatterskaber, publisering og ejeskab til data

2. Relationer til ph.d.-vejleder, der er kørt skævt

3. Usikkerhed i forbindelse med 3 måneders genopretningsforløb. Der er ganske få af disse om året.

Ebba foreslog, på baggrund af de erfaringer hun har gjort som ph.d.-rådgiver, at Ph.d.-udvalget kan overveje at tage følgende emner op til videre drøftelse

1. Skal der være et slutmøde (med referat) med den ph.d.-studerende, hvor vejldere runder af med en snak om forskellige forhold, vedr. ejerskab til data, fremtidige publikationer og muligheder for fortsat forskerkarrierer o.a.

2. Skal evaluering af ph.d.-vejledere sættes mere i system, og hvordan undgår man, at den samme vejleder bliver ved at begå de samme fejl, som reulterer i problematiske ph.d.-forløb

3. Er der behov for at tydeliggøre, hvad der konkret skal ske i 3 måneders genopretningsforløb, (særligt for udenlandske ph.d.-studerende) og skal der være mulighed for, at tilbyde den ph.d.-studerende en bisidder i forløbet.

Der var på mødet en livlig drøftelse af Ebbas forslag og tilslutning til, at Ph.d.-udvalget tager emnerne op til videre drøftelse på et af de næste møder.

PHD STUDENT COUNSELLING

GRADUATE SCHOOL, HEALTH, AU

EBBA NEXØ

AARHUS
UNIVERSITY
DEPARTMENT OF CLINICAL MEDICINE

25 FEBRUARY 2021

EBBA NEXO
PROFESSOR EMERITA

THE COUNSELLING SERVICE

PhD students
Who experience unsolved problems related to their PhD studies

Supervisors
Who wish to discuss a dilemma or a specific case regarding their supervision

All discussions are confidential, and you are guaranteed anonymity

https://phd.health.au.dk/aboutus/phdstudentcounselling

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PROFESSOR EMERITA

THE TASK

Overlap to chores as Named Person

Both for teaching and counselling:

Teaching

PhD courses and supervisor course

Counselling

Mail – that is answered ASAP

A "meeting" by phone, Zoom or in person

Can offer to act as by-stander

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PROFESSOR EMERITA

REQUESTS

2020

Twenty-four requests – four from supervisors

o   Few related to the number of PhD students and supervisors

o   Some cases points to issues in need for further discussion

TYPES OF QUESTIONS ASKED

—

Students or Supervisors want to ask – often "just to be sure"

Related to rules for RCR

o   Can the same paper be part of more than one PhD thesis

o   Should I insist on being corresponding author

o   Can I change content and co-authors as compared to the draft published in my thesis

o   How do I avoid not to be credited in relation to papers written after the end of my study

Issues for further discussion

o   An obligatory final meeting with minutes at the end of the PhD study to clarify
    - Access to data and material
     - Plan for further publications

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TYPES OF QUESTIONS ASKED
—

Often desperate students ready for a leave – or change

Often related to supervision

o My supervisor do not let me work independently

o My supervisor is invisible – and it is unclear as to who is my daily supervisor

o My supervisor and co-supervisors give me conflicting advise – who should I listen to

o My supervisor hates me and does not answer my requests

Issues for further discussion

o How is supervisors evaluated.

o How do you avoid that the next student will experience the same with this supervisor

o How are chores of individual supervisors defined

TYPES OF QUESTIONS ASKED

—

Students wishing - or forced to discontinue

Discrepancy between student performance and supervisor/Graduate School expectations

o   I am confused. I did my best and now I am asked to sign a 3-month probation

o   Is it better to quit than to entera probation period

Issues for further discussion

o   Improve help for student in cases where a 3-month probation is at stake.
    This goes especially for "non -Danish" students

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EBBA NEXO
PROFESSOR EMERITA

COUNSELLING SERVICE - SUMMARY

o A valuable service

o A limited number of cases
    – Is everything OK
    – Is it the top of the iceberg

o Have resolved issues to consider for improvement, notably

  - How to evaluate supervisors

  - A final meeting with minutes at the end

  - A bystander in relation to probation periods

Punkt 3: Diversitet, sexisme, krænkende adfærd.

Det indstilles, at

Ph.d.-udvalget orienteres om nyt undervisningsmodul på ph.d.-vejlederkurset om krænkende adfærd.

Sagsfremstilling

Aarhus Universitet har fokus på diversitet, sexisme og krænkende adfærd og som supplement til øvrige initiativer på AU niveau, er der udviklet et modul til ph.d.-vejlederkurset om krænkende adfærd og håndtering heraf.
Ph.d.-skoleleder Helene Nørrelund, der selv underviser på modulet sammen med Mette Krogh Christensen fra CED, vil på mødet orientere om undervisningen og ph.d.-vejledernes evaluering af modulet.

Ansvarlig/ sagsbehandler

Helene Nørrelund/ Lene Bøgh Sørensen

Beslutning for Punkt 3: Diversitet, sexisme, krænkende adfærd.

Helene orienterede om et nyt modul om sexisme og krænkende adfærd på Ph.d.-vejlederkurset .Modulet har kun kørt 1 gang. Undervisningen tager udgangspunkt i det assymetriske forhold mellem ph.d.-studerende og ph.d.-vejledere og forsøger, f.eks gennem dilemma spil , at sætte fokus på forskellige opfattelser af seksuelt krænkende adfærd med henblik på at få en bedre forståelse af, at vi som individer har forskellige grænser. Det er Helenes indtryk at ph.d.-vejlederne fandt emnet både interessant og relevant i forhold til at blive opmærksom på nogle ting, man ikke tidligere har været opmærksom på. Helene afventer evalueringen af modulet og orienterer Ph.d.-udvalget, når den er modtaget.

Ph.d.-udvalget er meget tilfreds med, at der på Health er fokus på at forebygge seksuelt krænkende adfærd, herunder at der er igangsat initiativer ude på institutterne f.eks på IKM, hvor der arbejdes med at fremme "god tone" i forskningsmiljøerne, og hvor der er etableret en whistleblowerordning, der kan være med til at afdække hvor stort problemet med seksuelt og andre typer af krænkende adfærd er. Nye spørgsmål relateret til krænkende adffærd vil også indgå i APV'en i 2022 og give en indikation af problemets karakter og omfang.

Ph.d-udvalget drøftede i forlængelse af ovenstående, at det er vigtigt at få alle ph.d.-vejledere til at tage vejlederkurset og at målrette information om vejlederkurset så alle kommer med.

Ph.d-udvalget foreslog, at det fremover bliver muligt at tage det midterste modul i ph.d.-vejlederkurset som et opdateringskursus. Helene vil tage forslaget med videre til kursusansvarlig Mette Krogh Christensen fra CED. (Center for Educatuional Development AU)

Punkt 4: Quality in the PhD Process. 2021.A survey among PhD students at Aarhus University. 2 drøftelse

Det indstilles, at

- Ph.d.-udvalget fortsætter drøftelsen af rapporten Quality in the PhD Process. 2021.

Sagsbeskrivelse

Ph.d.-udvalget besluttede på deres sidste møde d.5 maj at fortsætte drøftelsen af rapporten Quality in the PhD Proces 2021. Rapporten bygger på en survey undersøgelse blandt alle PhD studenderende på Aarhus University og udarbejdes hvert 4 år af Centre for Educational Development på Aarhus Universitet. Ph.d.-udvalgets medlemmer bedes læse rapporten igen inden mødet med henblik på at drøfte resultaterne for Health.
Der blev på sidste møde i Ph.d.-udvalget peget på følgende særlige opmærkssomhedsområder:

1. Vejlederstyring
Selvom der ikke er tale om nogen markant stigning, kan det være tegn på at uheldig udvikling, hvor selvvstændigheden i ph.d.-projekter bliver sat under pres. Ph.d.-udvalget fremsatte ønske om at få belyst eventuelle forskelle mellem FP programmerne.

Ensomhed og og stress.

Ph.d-udvalget besluttede, at der skal mere fokus på at forebygge ensomhed og stress og pegede på følgende mulige initiativ:
Etablering af mentorordning på frivillig basis tæt på forskningsmiljøet, evt. yngre forskere som mentorer (ph.d.-studerende 3 år eller Post.docs)
Ph.d.-skoleleder Helene Nørrelund vil under punktet orientere om resultater på FP program niveau og særskilte resultater for internationale på de to opmærksomhedsområder.
Ph.d.-foreningen vil under punktet orientere om et samarbejde, foreningen har indgået med de andre ph.d. foreninger omkring de kvalitative data og hvilke øvrige tiltag til forbedring af trivsel blandt ph.d.-studerende, som foreningen vil arbejde med.

Ansvarlig/sagsbehandler
Stine Sofia Korreman, Helene Nørrelund/ Lene Bøgh Sørensen

Bilag
Quality in the PhD Process. 2021.
Klumme nyhedsbrevet august 2021/ *Let's shed light on the mental health of PhD students.* Omeed Neghabat

Beslutning for Punkt 4: Quality in the PhD Process. 2021.A survey among PhD students at Aarhus University. 2 drøftelse

Helene orienterede kort om særkørsler på data og konkluderede at,

1. der ingen forskel er mellem FP'erne mht. grad af vejlederstyring

2. der er typisk mest styring i starten af ph.d.-projketet og i slutningen af ph.d.-projektet.

3. der er en anelse mere ensomhed, usikkerhed og stress blandt internationale studerende

Ph.d.-udvalget drøftede ovenstående og var enige om, at der er behov for sociale eller faglig aktiviteter rettet mod internationale ph.-d.-studerende.

Emil Nielsen Holck (Ph.d.-foreningen) orienterede herefter om de drøftelser, der har været i ph.d.-foreningen om stress og trivselsproblemer blandt ph.d.-studerende. Ideen om at etablere en mentorordning for ph.d.-studerende er indtil videre lagt til side. Der er behov for at få talt mere sammen om, hvilken vej det er mest hensigtsmæssig at gå for at hjælpe ph.d.-studerende med ensomheds- og trivselsproblemer. Foreløbig har følgende forslag været drøftet.

1. synliggørelse af faglige og sociale aktiviteter i et årshjul

2. walk and talk arrangemnenter

3. opfordring til at deltage i journal clubs

4. snak om ensomhed og andre trivselsproblemer på introdag

5. Generel italesættelse af trivselsproblemer.

Emil orienterede herefter om, at ph.d.-foreningen på Health sammen med andre ph.d.-foreninger har en dialog med rapportens forfatter om mulig adgang til de kvalitative data og anvendelse heraf.

QUALITY IN THE PHD PROCESS 2021

A SURVEY AMONG PHD STUDENTS AT AARHUS UNIVERSITY

AARHUS
UNIVERSITY

Cover photo: Campus

Photographer: AU Picture

Author of the report

Associate Professor, PhD, Gitte Wichmann-Hansen

Centre for Educational Development

Aarhus University

https://ced.au.dk/

Abbreviations used

AU   Aarhus University

AR   Faculty of Arts

BSS   School of Business and Social Sciences

HE   Faculty of Health

NAT   Faculty of Natural Sciences

TECH   Faculty of Technical Sciences

TABLE OF CONTENTS

CHAPTER 1. INTRODUCTION

This report is the third of its kind at Aarhus University (AU). It reports the results of a survey about PhD students' perception of the *Quality in the PhD Process* at the university. The survey was conducted by Centre for Educational Development, AU on behalf of the Heads of the five Graduate Schools at AU. Rambøll Management Consulting assisted in the data collection.

Quality in the PhD Process is a quadrennial survey that aims at providing specific, local knowledge to support the quality development of Aarhus University's Graduate Schools as well as to contribute to international research on PhD degree programmes. It was carried out for the first time in 2013. The [report from 2013](#) includes a thorough description of the theory and research behind the questions asked in the survey.

The survey in 2021 is based on data from an electronic questionnaire, which was sent to 2,130 PhD fellows at Aarhus University. A total of 1,585 PhD students answered the questionnaire giving a response rate of 74.4 percent.

The results of the survey *Quality in PhD Process 2021* are reported in the form of tables and figures. The tables show the results for AU at an aggregated level *and* at the level of the five Graduate Schools. The tables also include data from 2017 to allow a comparison with data from the recent survey. Figures are added to illustrate data at AU aggregated level in 2021. Data at Programme level are not reported here, but are forwarded as Excel spreadsheets to the respective Heads of Graduate Schools.

The Graduate Schools at AU have been reorganized from four to five Schools since 2017. The former Graduate School at ST has been divided in to two Graduate Schools at the NAT faculty and TECH faculty, respectively. Therefore, it is not possible to make a complete comparison for these Schools. Please see Chapter 2 for methodological reflections on the issue.

SPECIAL CIRCUMSTANCES

It is important to note that the survey was conducted during lock down due to Covid-19. At the time of the survey, the pandemic had affected Aarhus University for almost a year. To take into account the extraordinary and difficult situation for many PhD students, a battery of questions about Covid-19 was added to the questionnaire, including an open comment box about Covid-19. The respondents received a cover letter with the following instruction:

> "In the beginning of the questionnaire, we will ask you some questions about the Covid-19 situation and how it might have affected your PhD process. All *remaining* questions are related to your overall PhD process, and therefore we kindly ask you to answer these questions based

on a *general perception* of your process so far and to the extent possible".

We acknowledge the difficulties and potential biases in asking the respondents to take an overall and general perspective, and we remind the reader that the survey results need to be understood in the light of the special circumstances of Covid-19.

Finally, we would like to thank Aarhus University's many PhD students for their participation in the survey, and for thereby allowing us to bring their perceptions to light.

Tabel 1.1. Overview of main results.

	AU	AR	BSS	HE	NAT	TECH
Covid-19 (Somewhat agree + Agree)						
I am worried that Corona will affect the quality of my PhD education	78%	80%	80%	74%	79%	81%
I have looked for other options than going abroad as a way of changing environment	37%	34%	43%	42%	26%	40%
I have talked with my supervisor about how to ensure progress in my PhD project during Corona.	75%	72%	75%	79%	70%	77%
I am worried that Corona will affect my career opportunities in a negative way.	53%	64%	60%	43%	47%	62%
Motives to begin the PhD (Important + Very important)						
I was passionate about doing research	91%	90%	93%	94%	89%	88%
I was very interested in my topic	92%	96%	94%	91%	92%	90%
I assumed that the PhD title would create opportunities in the job market outside the university	60%	49%	47%	66%	62%	68%
I considered it to be a regular job with a permanent income	44%	46%	47%	37%	42%	54%
I didn't have any other plans when I was given the opportunity	19%	17%	15%	13%	27%	22%
The educational elements of the PhD (To some degree + To a high degree)						
Does the selection of PhD courses give you the possibility of strengthening your general research qualifications?	80%	84%	80%	92%	62%	81%
Does the selection of PhD courses give you the possibility of strengthening your research qualifications within the framework of your project?	57%	54%	52%	66%	47%	63%
Has the work you do in addition to your own project (e.g., teaching or other departmental work) been an instructive experience?	81%	88%	84%	83%	77%	76%
Is the 280 hours of departmental work per year of such a nature that it negatively affects your PhD programme?	49%	56%	39%	33%	64%	48%
The research environment (Somewhat agree + Agree)						
Here I feel respected as a co-researcher	83%	77%	82%	88%	85%	80%
There is a sense around here that working together on research is fun	74%	61%	67%	80%	81%	72%

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	AU	AR	BSS	HE	NAT	TECH
Here we present and discuss each other's research on a regular basis	72%	62%	71%	76%	80%	64%
It is possible to talk openly with colleagues about successful as well as unsuccessful experiences	81%	64%	77%	89%	86%	76%
I feel like I'm part of the research community here	73%	59%	68%	80%	81%	69%
Supervision (Somewhat agree + Agree)						
I receive sufficient supervision from my main supervisor	83%	85%	88%	83%	80%	79%
My supervisor makes many important choices in my project	38%	17%	20%	48%	47%	43%
My supervisor has clear preferences for the direction my project needs to take	50%	27%	28%	63%	58%	55%
My supervisor has a clear expectation that I will follow the advice I get	63%	44%	51%	71%	70%	65%
The relationship between my supervisor and me is characterised by mutual respect	94%	97%	96%	93%	93%	92%
My supervisor supports me in taking ownership of my research project	89%	90%	89%	90%	86%	88%
Independence (Somewhat agree + Agree)						
I feel that I'm in control of the project	77%	74%	81%	81%	74%	71%
I experience that it is possible to explore new research paths within the framework of my project	81%	88%	84%	78%	82%	79%
It is important to me that I make all the critical choices in my project	57%	74%	66%	54%	42%	60%
Workload (Often + Almost always)						
Do you feel that your work as a PhD student takes up so much time and energy that it affects your private life?	37%	43%	38%	28%	38%	46%
Does your work as a PhD student give you severe stress symptoms?	20%	28%	24%	12%	22%	20%
Satisfaction (Somewhat agree + Agree)						
Overall, I'm satisfied with what I have learned during my PhD process	86%	86%	88%	87%	85%	84%
Overall, I'm satisfied with the quality of my research work	79%	79%	80%	85%	74%	76%
Overall, I'm satisfied with the quality of my research supervision	81%	83%	84%	84%	77%	77%
I can warmly recommend my main supervisor	82%	84%	85%	84%	82%	76%

CHAPTER 2. METHOD AND DATA

This chapter includes a brief account of the data and methods used in the survey.

DATA COLLECTION

The study is based on data from an electronic questionnaire, which was sent out by e-Boks and e-mail to 2,130 PhD fellows at Aarhus University. The survey ran from the 5th January till the 5th February 2021. During this period, four reminders in all were sent out with regular intervals. The survey population included i) all enrolled PhD students at the time of the study and ii) PhD graduates who, at the time of the study, had handed in their PhD thesis within the recent six months.

RESPONSE RATE

A total of 1,585 PhD students chose to contribute to the study, giving a response rate of 74.4 percent. The response rate is shown in Table 2.1.

Table 2.1. Response rate at Graduate School level and Programme level

	Number of replies	Percent		Number of replies	Percent
AU	1,585	74%	**BSS**	222	77%
NAT	360	75%	Business Development and Technology	12	86%
Biology	45	92%	Economics and Business Economics	50	79%
Chemistry	46	75%	Law	18	67%
Computer Science	52	70%	Management	43	83%
Geoscience	16	80%	Political Science	51	85%
Mathematics	17	85%	Psychology and Behavioural Science	30	61%
Molecular Biology and Genetics	53	73%	Social Sciences and Business	18	78%
Nanoscience	81	69%	**TECH**	269	81%
Physics and Astronomy	50	75%	Agroecology	44	77%
AR	243	75%	Animal Science	26	76%
Anthropology, Global Studies and the Study of Religion	43	73%	Bioscience	23	92%
Art, Literature and Cultural Studies	38	78%	Engineering	102	80%
Didactics	32	78%	Environmental Science	30	81%
History, Archaeology and Classical Studies	35	83%	Food Science	32	82%
ICT, Media, Communication and Journalism	17	71%	Quantitative Genetics and Genomics	12	92%
Language, Linguistics, Communication, and Cognition	18	86%			
Learning and Education	38	73%			
Theology, History of ideas and Philosophy	22	65%			
HE	491	70%			
Biomedicine	66	69%			
ClinFO	363	69%			
Public Health	62	72%			

Figure 2.1. How far along are you in your PhD programme?
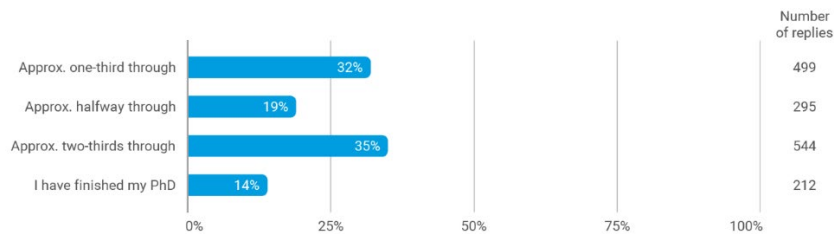
The distribution of respondents in terms of their study phase is illustrated in Figure 2.1

REPRESENTATIVITY

Even though a response rate of 74.4 is high for a study of this type, one in four have not answered the questionnaire for unknown reasons. To see how well the sample matched the survey population, an analysis of the representativity was carried out. This is shown in Table 2.2 below.

Table 2.2. Comparison of the study population and sample

	All (100%)	Sample (74%)
Gender (share of women)	53%	53%
International PhD.-students	29%	30%
Have submitted their thesis	12%	11%
Type		
Ordinary	81%	82%
Flexsible	19%	18%
Graduate School		
AR	15%	15%
BSS	14%	14%
HE	33%	31%
NAT	23%	23%
TECH	16%	17%

As can be seen from Table 2.2., there is a very high degree of correlation between the sample's composition of variables, such as gender, nationality, Graduate School and the composition of the survey population described with the same variables.

FROM FOUR TO FIVE GRADUATE SCHOOLS

The former Graduate School at ST has been divided in to two Graduate Schools at the NAT faculty and TECH faculty, respectively, since the recent survey in 2017. All the PhD programs included in the dataset for ST in 2017 are identifiable in the dataset for NAT and TECH in 2021. However, it is not possible to make a complete comparison for these Schools, because i) the former PhD Programme labelled "Bioscience" at ST has been divided in to "Biology" at NAT and "Bioscience" at TECH, respectively, and ii) a new program has been added to TECH labelled "Quantitative Genetics and Genomics". Consequently:

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- Historic data from 2017 for NAT do not include the new PhD Programme labeled "Biology" in 2021
- Historic data from 2017 for TECH do not include the new PhD Programme labeled "Quantitative Genetics and Genomics"

ANONYMITY AND ETHICS

For detailed information about the survey respondents' confidentiality and rights, please follow this link.

OPEN COMMENTS

The questionnaire included two open questions allowing the respondents to write more in-depth comments about 1) The Covid-19 situation and 2) General issues related to their PhD study. A total of 387 PhD students wrote open comments about the Covid 19 situation, which corresponds to 24 percent of respondents. A total of 247 PhD students wrote open comments about general issues related to their PhD study, which corresponds to 16 percent of respondents. The open comments are not reported here but are forwarded directly to the Heads of the Graduate Schools.

CHAPTER 3. COVID-19

Table 3.1. During the Covid-19 period, I have mainly asked for advice and support, on how to handle the situation, from…

	AU	AR	BSS	HE	NAT	TECH
…my immediate leader	45%	48%	40%	49%	45%	42%
… my supervisor(s)	86%	82%	79%	90%	89%	86%
…the Graduate School	18%	29%	17%	18%	15%	13%

Note: The figures show the proportion who answered yes. The rest have answered no. The answer "Don't know/ not relevant" is not included in the calculation.

Table 3.2. The PhD students' experience of the Covid-19 situation

	AU	AR	BSS	HE	NAT	TECH
I am worried that Corona will affect the quality of my PhD education	78%	80%	80%	74%	79%	81%
I have looked for other options than going abroad as a way of changing environment	37%	34%	43%	42%	26%	40%
I find that my opportunities to establish networks and contacts are negatively affected by Corona.	90%	91%	94%	89%	88%	90%
Due to Corona, I have got more time, e.g., to write on my PhD and to watch lectures on the internet	30%	23%	19%	34%	31%	34%
I have talked with my supervisor about how to ensure progress in my PhD project during Corona.	75%	72%	75%	79%	70%	77%
I am worried that Corona will affect my career opportunities in a negative way.	53%	64%	60%	43%	47%	62%

Note: The table shows the proportion who have answered "agree" or "somewhat agree" to the statement. The rest have answered "neutral", "somewhat disagree", or "disagree". The calculation does not include those who have answered "do not know/not relevant".

Figure 3.1. During the Covid-19 period, I have mainly asked for advice and support, on how to handle the situation from…
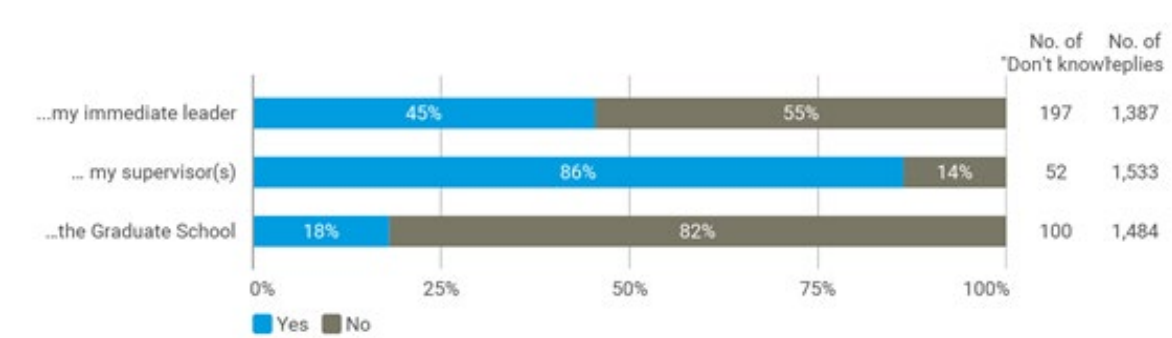
Note: Since these questions were not in the 2017 survey there is no historic data.

Figure 3.2. The PhD students' experience of the Covid-19 situation
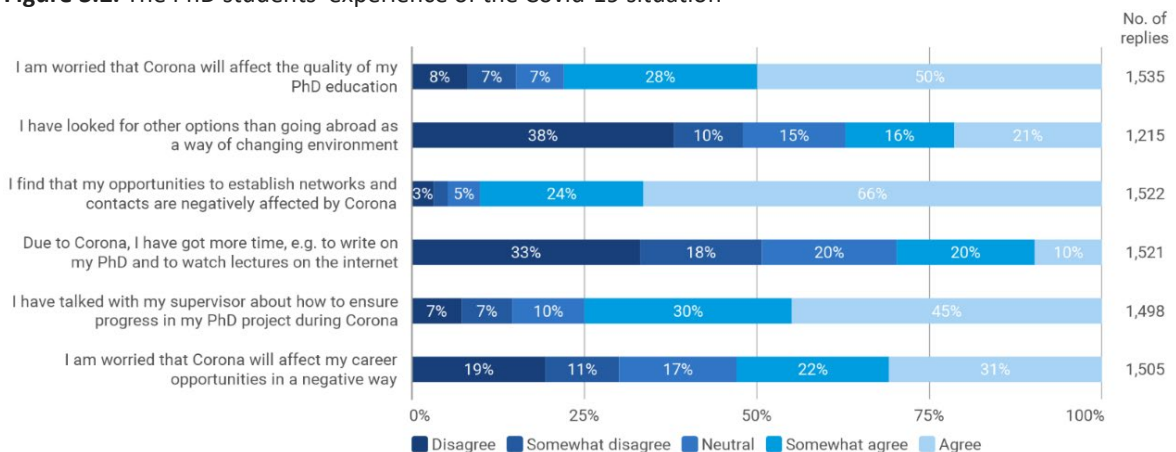
Questions: "Please indicate to what degree the following statements reflect your experience of the Covid-19 situation."
Note: Since these questions were not in the 2017 survey there is no historic data.

CHAPTER 4. THE WAY INTO THE PHD STUDY

Table 4.1. The PhD students' employment at the university prior to enrolment

	AU		AR		BSS		HE		NAT		TECH	
	2017	**2021**	**2017**	**2021**	**2017**	**2021**	**2017**	**2021**	**2017**	**2021**	**2017**	**2021**
Student teacher	22%	**21%**	25%	**20%**	26%	**27%**	19%	**23%**	25%	**24%**	15%	**7%**
Assistant lecturer - after Master's degree	5%	**4%**	9%	**5%**	4%	**1%**	8%	**8%**	1%	**1%**	2%	**1%**
Student assistant - with research-related tasks	12%	**13%**	16%	**17%**	24%	**23%**	8%	**11%**	11%	**11%**	11%	**7%**
Research assistant - after Master's degree	22%	**22%**	12%	**14%**	18%	**17%**	32%	**33%**	13%	**15%**	24%	**23%**
Research year student - only at Health	7%	**8%**	0%	**0%**	0%	**0%**	21%	**26%**	0%	**0%**	0%	**0%**
Other type of work - e.g., student guidance or administrative work	11%	**10%**	14%	**9%**	6%	**10%**	9%	**10%**	14%	**14%**	8%	**4%**
No, none of the above	45%	**48%**	51%	**55%**	44%	**45%**	33%	**31%**	49%	**50%**	57%	**68%**

Question: "Prior to your enrolment as a PhD student, have you had a job at Aarhus University (including Aarhus University Hospital)? (You may tick off more than one.)"

Note: The table shows the proportion of PhD students who have ticked off the above categories. Note that the PhD students could tick off more than one choice. It was not possible for the students to tick off more than one choice in the case where they answered "No, none of the above".

Note: The total sum of all choices does not add up to 100 percent, as it was possible to tick off more than one choice.

Table 4.2. Contact between PhD students and supervisors prior to enrolment

	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
Did one or more of your current supervisors encourage you to become a PhD student?	68%	**65%**	60%	**58%**	61%	**54%**	73%	**79%**	69%	**65%**	66%	**53%**
Did you go to one or more of your current supervisors to get help or inspiration for your PhD application?	79%	**76%**	78%	**77%**	82%	**83%**	86%	**88%**	74%	**70%**	66%	**52%**
Did you as a BA/Bsc or MA/Msc student get supervision from one or more of your current supervisors?	47%	**48%**	50%	**46%**	49%	**48%**	40%	**50%**	59%	**56%**	43%	**36%**
Did you work for one or more of your current supervisors before you applied for your PhD scholarship?	75%	**44%**	83%	**24%**	78%	**30%**	57%	**65%**	92%	**46%**	82%	**31%**

Note: The figures show the proportion who answered yes. The rest have answered no. The answer "Don't know/ not relevant" is not included in the calculation.

Table 4.3. Motives for beginning the PhD.

	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
I was passionate about doing research	93%	**91%**	94%	**90%**	94%	**93%**	93%	**94%**	93%	**89%**	91%	**88%**
I wanted to teach	45%	**49%**	57%	**60%**	62%	**55%**	39%	**46%**	40%	**44%**	42%	**45%**
I was very interested in my topic	93%	**92%**	97%	**96%**	94%	**94%**	90%	**91%**	93%	**92%**	93%	**90%**
I assumed that the PhD title would create opportunities in the job market outside the university	61%	**60%**	43%	**49%**	48%	**47%**	73%	**66%**	65%	**62%**	59%	**68%**
I considered it to be a regular job with a permanent income	42%	**44%**	42%	**46%**	48%	**47%**	38%	**37%**	41%	**42%**	49%	**54%**
I didn't have any other plans when I was given the opportunity	19%	**19%**	16%	**17%**	20%	**15%**	14%	**13%**	23%	**27%**	30%	**22%**
I considered the PhD title to be prestigious	42%	**40%**	44%	**38%**	47%	**44%**	36%	**35%**	46%	**41%**	43%	**46%**

Question: "Please think back to the beginning of your PhD process. To which degree were the following statements important to your choice of becoming a PhD student?"

Note: The table shows the proportion of students who have answered that the statements (e.g. being passionate about doing research) were important or very important. The rest have answered less important or not important at all. The answer "do not know" is not included in the calculation.

Figure 4.1. Motives for beginning the PhD
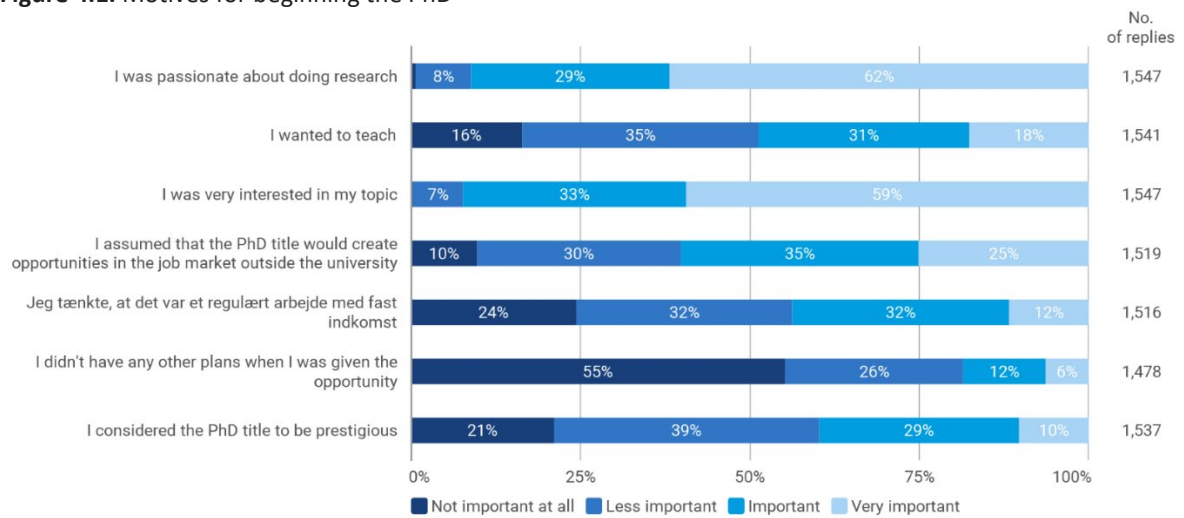
Question: "Please think back to the beginning of your PhD process. To which degree were the following statements important to your choice of becoming a PhD student?"

Note: The answer "do not know" is not included in the calculation.

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CHAPTER 5. THE EDUCATIONAL ELEMENTS OF A PHD

Table 5.1. PhD students' experience of the educational elements of a PhD.

|	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
Does the selection of PhD courses give you the possibility of strengthening your general research qualifications?	76%	**80%**	76%	**84%**	75%	**80%**	83%	**92%**	65%	**62%**	78%	**81%**
Does the selection of PhD courses give you the possibility of strengthening your research qualifications within the framework of your project?	53%	**57%**	46%	**54%**	53%	**52%**	59%	**66%**	43%	**47%**	57%	**63%**
Did your change of environment strengthen your research project?	81%	**79%**	80%	**80%**	78%	**72%**	80%	**79%**	86%	**80%**	83%	**82%**
Was your change of environment worth the effort compared to your professional benefits (e.g., networks, general skills as a researcher)?	79%	**77%**	76%	**73%**	73%	**66%**	77%	**81%**	84%	**80%**	84%	**81%**
Has the work you do in addition to your own project (e.g., teaching or other departmental work) been an instructive experience?	82%	**81%**	89%	**88%**	93%	**84%**	83%	**83%**	73%	**77%**	80%	**76%**
Is the 280 hours of departmental work per year of such a nature that it negatively affects your PhD study?	52%	**49%**	57%	**56%**	42%	**39%**	39%	**33%**	70%	**64%**	50%	**48%**
Are you satisfied with the content of your teaching assignments?	84%	**85%**	92%	**93%**	86%	**87%**	86%	**87%**	78%	**80%**	78%	**79%**
Are you satisfied with the extent of your teaching assignments?	75%	**74%**	86%	**83%**	81%	**79%**	82%	**82%**	55%	**55%**	72%	**68%**

Question: "In the following, we will ask you a number of questions about the PhD education elements. Not all elements are necessarily relevant to your particular PhD programme. If one or more elements are not included in your PhD programme, please tick the box "not relevant". This also applies if, for example, you have not yet been abroad or have not yet taken classes."

Note: The table shows the proportion who have answered "to a great extent" and "to some extent". The rest have answered "to a lesser extent" or "not at all". The calculation does not include the answer "do not know/not relevant".

Figure 5.1 PhD students' experience with the educational elements of the PhD programme
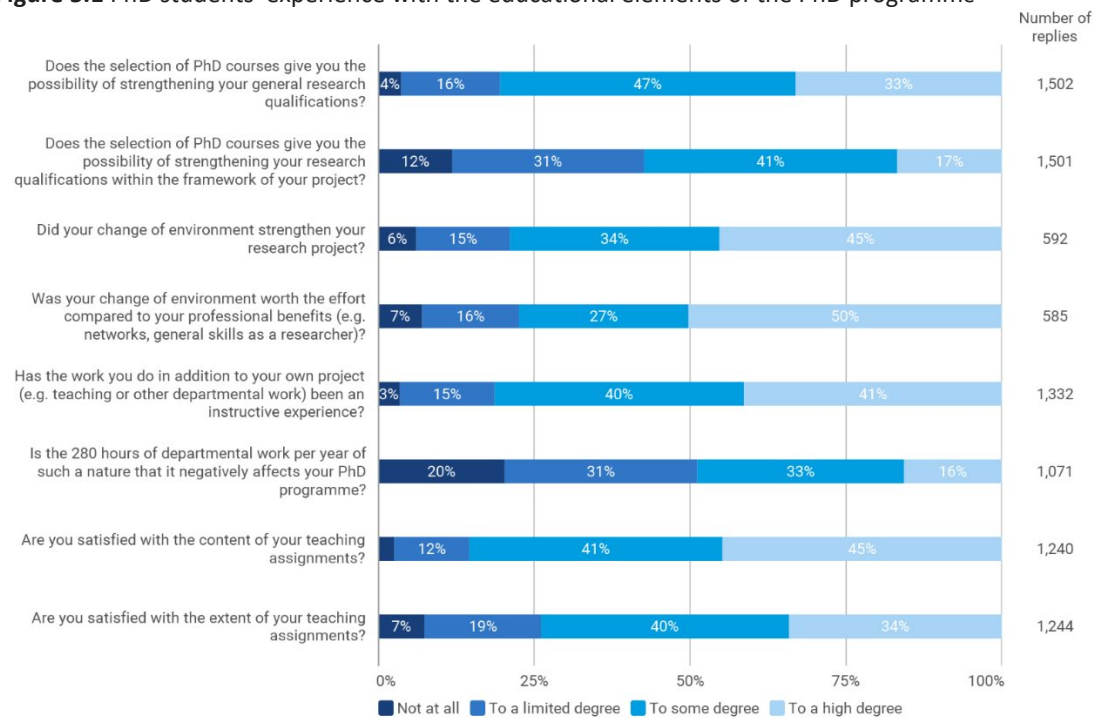
Question: "In the following, we will ask you a number of questions about the PhD education elements. Not all elements are necessarily relevant to your particular PhD programme. If one or more elements are not included in your PhD programme, please tick the box "not relevant". This also applies if, for example, you have not yet been abroad or have not yet taken classes."

Note: The figure does not include the answer "do not know".

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Figure 5.2. Teaching and other departmental work related to the PhD
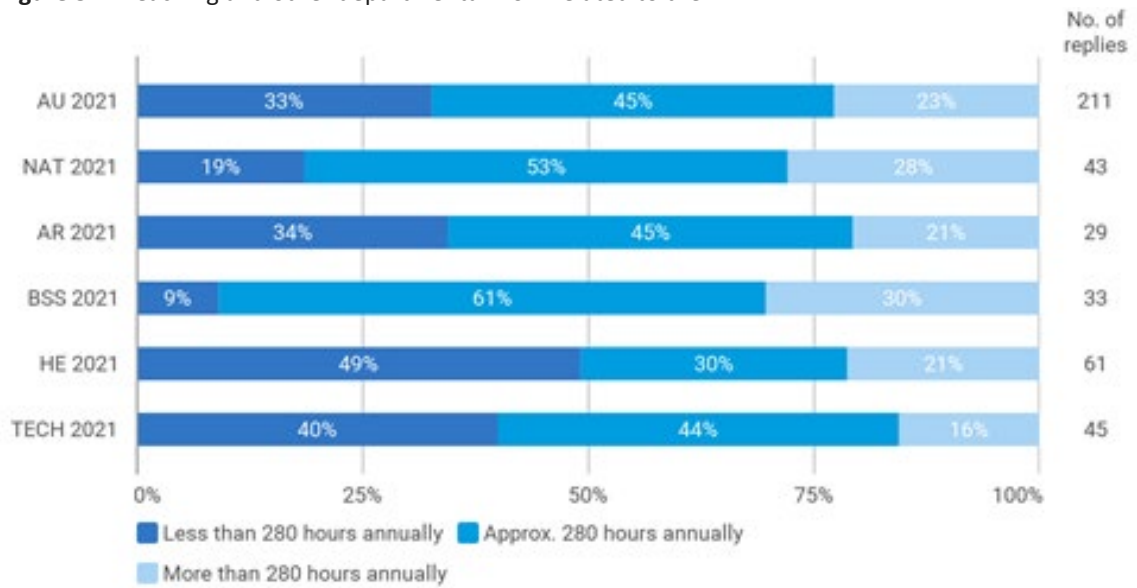
Question: "Has the work you have done in addition to your own project (e.g., teaching or other departmental work) been more or less than 280 hours annually (cf. the rule of 840 hours within three years)?"

Note: Only respondents who have answered "I have finished my PhD" to the question "How far along are you in your PhD programme?" have answered this question.

CHAPTER 6. INTEGRATION INTO THE RESEARCH ENVIRONMENT

COLLABORATION AND FEEDBACK IN THE RESEARCH ENVIRONMENT

Table 6.1. PhD students' experience of opportunities for collaboration and feedback.

	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
Here I meet other PhD students with whom I can exchange ideas	83%	**81%**	79%	**79%**	83%	**81%**	86%	**84%**	86%	**86%**	78%	**74%**
If I have any problems related to the PhD programme, I'm always welcome to ask one of the other researchers	89%	**88%**	83%	**82%**	93%	**85%**	92%	**92%**	89%	**91%**	88%	**85%**
There is a sense around here that working together on research is fun	74%	**74%**	65%	**61%**	68%	**67%**	79%	**80%**	76%	**81%**	71%	**72%**
If I want to, I have good opportunities for writing academic texts in collaboration with other researchers	64%	**64%**	50%	**53%**	66%	**60%**	68%	**68%**	68%	**68%**	63%	**64%**
Here we present and discuss each other's research on a regular basis	72%	**72%**	59%	**62%**	74%	**71%**	74%	**76%**	80%	**80%**	69%	**64%**
It is my impression that researchers here often write academic texts in collaboration with their PhD students	71%	**71%**	31%	**50%**	73%	**68%**	77%	**75%**	84%	**85%**	78%	**69%**

Question: "In the following, we will ask you questions about your perception of the research environment in your unit. A unit can have different meanings such as department, centre, research group or even the entire institute. We would ask you to think about your daily research environment, i.e., the researchers you meet and interact with in your daily life."

Note: The table shows the proportion who have answered "agree" or "somewhat agree" to the statement. The rest have answered "neutral", "somewhat disagree", or "disagree". The calculation does not include those who have answered "do not know/not relevant".

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COLLEGIALITY IN THE RESEARCH ENVIRONMENT

Table 6.2. PhD students' experience of collegiality in the research environment.

	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
The scientific staff members are generally interested in hearing about my project	77%	**75%**	69%	**70%**	72%	**73%**	83%	**79%**	82%	**78%**	73%	**72%**
It is possible to talk openly with colleagues about successful as well as unsuccessful experiences	80%	**81%**	68%	**64%**	70%	**77%**	86%	**89%**	87%	**86%**	79%	**76%**
Here both PhD students and professors are welcome to share their opinion	87%	**88%**	80%	**76%**	79%	**88%**	89%	**89%**	93%	**94%**	89%	**87%**

Question: "In the following, we will ask you questions about your perception of the research environment in your unit. A unit can have different meanings such as department, centre, research group or even the entire institute. We would ask you to think about your daily research environment, i.e., the researchers you meet and interact with in your daily life."

Note: The table shows the proportion who have answered "agree" or "somewhat agree" to the statement. The rest have answered "neutral", "somewhat disagree", or "disagree". The calculation does not include those who have answered "do not know/not relevant".

FEELING OF INTEGRATION

Table 6.3. PhD students' experience of being part of a research community.

	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
Here I feel respected as a co-researcher	84%	**83%**	78%	**77%**	81%	**82%**	89%	**88%**	83%	**85%**	85%	**80%**
I feel like I'm part of the research community here	77%	**73%**	64%	**59%**	72%	**68%**	83%	**80%**	81%	**81%**	79%	**69%**
In physical terms, I spend most of my research time outside of the research environment (e.g., in a company)	15%	**14%**	31%	**26%**	12%	**8%**	16%	**15%**	7%	**6%**	13%	**14%**

Question: "In the following, we will ask you questions about your perception of the research environment in your unit. A unit can have different meanings such as department, centre, research group or even the entire institute. We would ask you to think about your daily research environment, i.e., the researchers you meet and interact with in your daily life."

Note: The table shows the proportion who have answered "agree" or "somewhat agree" to the statement. The rest have the answered "neutral", "somewhat disagree", or "disagree". The calculation does not include those who have answered "do not know/not relevant".

Figure 6.1. PhD students' experience of the research environment
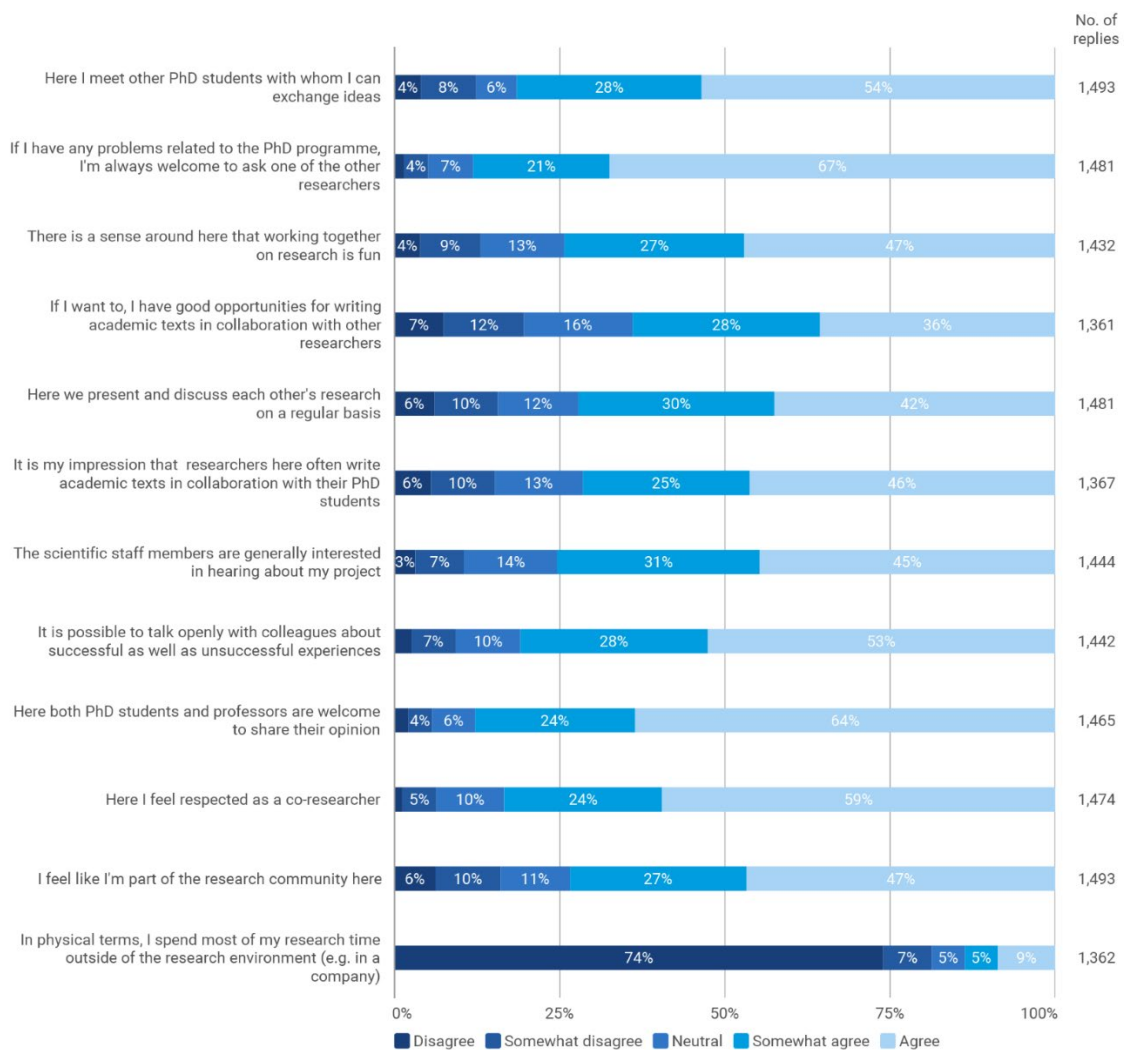
Question: "In the following, we will ask you questions about your perception of the research environment in your unit. A unit can have different meanings such as department, centre, research group or even the entire institute. We would ask you to think about your daily research environment, i.e., the researchers you meet and interact with in your daily life."

Note: The figure does not include those who have answered "do not know/not relevant".

Table 6.4: Organizational context

	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
Is your project closely related to the research field of your main supervisor?	76%	**79%**	55%	**60%**	63%	**67%**	77%	**84%**	91%	**89%**	85%	**84%**
Is your PhD project embedded in a larger research project managed by one of your supervisors?	35%	**37%**	20%	**28%**	11%	**15%**	27%	**30%**	59%	**53%**	59%	**55%**
Are you formally employed somewhere outside Aarhus University?	25%	**20%**	33%	**24%**	9%	**8%**	42%	**36%**	7%	**6%**	15%	**15%**

Note: The figures show the proportion who answered yes. The rest have answered no. The answer "Don't know/ not relevant" is not included in the calculation.

Figure 6.2. Organizational context

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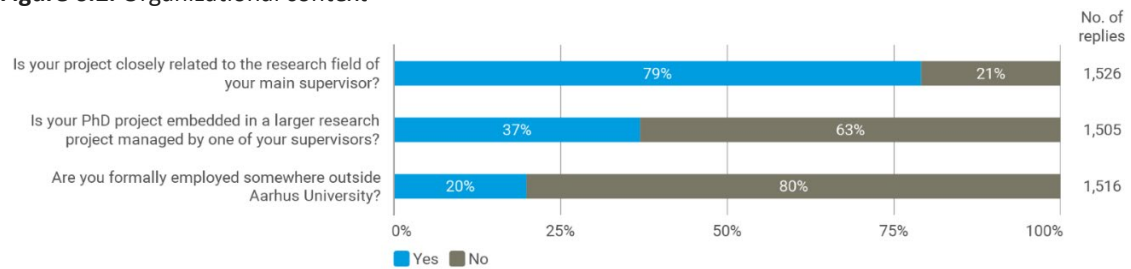
CHAPTER 7. CONTACT BETWEEN STUDENTS AND SUPERVISORS

NUMBER OF SUPERVISORS

Table 7.1. The total number of supervisors (main supervisor and co-supervisor) per PhD student **(2021)**

	AU	AR	BSS	HE	NAT	TECH
1 supervisor	14%	2%	2%	1%	48%	13%
2 supervisors	45%	69%	84%	18%	39%	50%
3 supervisors	26%	26%	12%	41%	10%	27%
4 supervisors	13%	3%	1%	32%	2%	9%
5 supervisors	2%	0%	0%	6%	1%	1%
6 supervisors	0%	0%	0%	0%	0%	0%
Average number of supervisor/PhD student	2,5	2,3	2,1	3,3	1,7	2,4

Question: "How many supervisors are affiliated with your project? (Please include both main supervisors and co-supervisors.)"

Table 7.2. The total number of supervisors (main supervisor and co-supervisor) per PhD student **(2017)**

	AU	AR	BSS	HE	NAT	TECH
1 supervisor	14%	5%	3%	1%	45%	18%
2 supervisors	47%	76%	86%	21%	40%	49%
3 supervisors	26%	18%	10%	45%	10%	27%
4 supervisors	12%	1%	0%	29%	4%	5%
5 supervisors	2%	1%	0%	4%	1%	1%
6 supervisors	0%	0%	0%	1%	0%	0%
Average number of supervisor/PhD student	2,4	2,2	2,1	3,2	1,8	2,2

Question: "How many supervisors are affiliated with your project? (Please include both main supervisors and co-supervisors.)"

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AVAILABILITY

Table 7.3. PhD students' experience of supervisor availability

	AU		AR		BSS		HE		NAT		TECH	
	2017	**2021**	**2017**	**2021**	**2017**	**2021**	**2017**	**2021**	**2017**	**2021**	**2017**	**2021**
My main supervisor is available when needed	86%	**89%**	86%	**92%**	90%	**91%**	85%	**89%**	86%	**88%**	89%	**88%**
My co-supervisor(s) is/are available when needed	84%	**87%**	78%	**87%**	86%	**91%**	84%	**86%**	82%	**90%**	88%	**86%**
I receive sufficient supervision from my main supervisor	0%	**83%**	0%	**85%**	0%	**88%**	0%	**83%**	0%	**80%**	0%	**79%**
I receive sufficient supervision from my co-supervisor(s)	0%	**81%**	0%	**81%**	0%	**83%**	0%	**80%**	0%	**83%**	0%	**83%**

Note: The table shows the proportion who "agree" or "somewhat agree" with the statement. The rest have answered either "neutral", "somewhat disagree", or "disagree". The calculation does not include those who have answered "don't know/not relevant".

Note: The calculation of the table is based on what the PhD students have answered earlier on the question of which supervisor they use the most. If the PhD student has stated, for example, that he or she most often meets with a co-supervisor, the question of accessibility is based on the availability of a co-supervisor.

Note: Since "I receive sufficient supervision from my main supervisor" and "I receive sufficient supervision from my co-supervisor(s)" were not in the 2017 survey, there is not displayed historic data.

Figure 7.2. PhD students' experience of supervisor availability
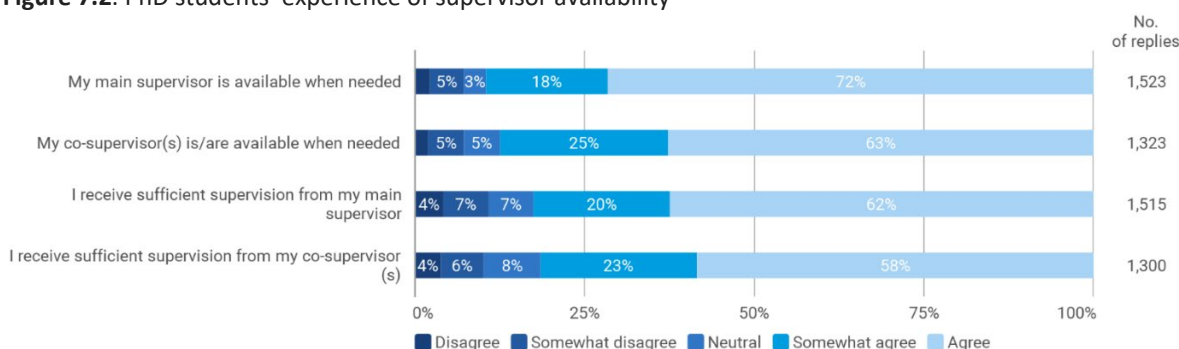
Note: The calculation does not include those who have answered by not / not relevant.

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Figure 7.1. PhD students' specification of which supervisor they use the most
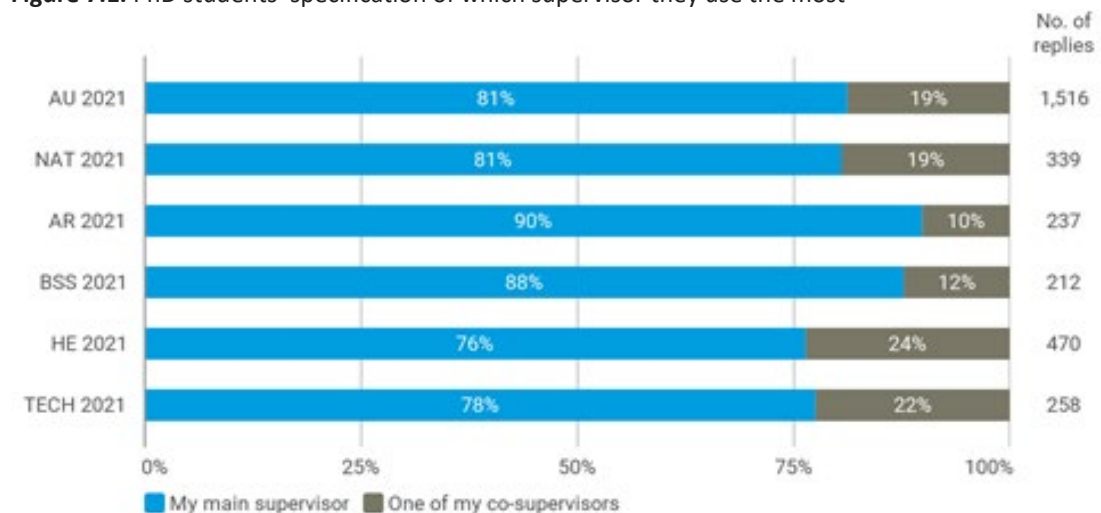
Question: "Which supervisor is in contact with you most often and is the most well-informed about what you are doing?"

CHAPTER 8. SCOPE AND CONTENT OF SUPERVISION

Table 8.1. PhD students' experience of the scope and content of supervision

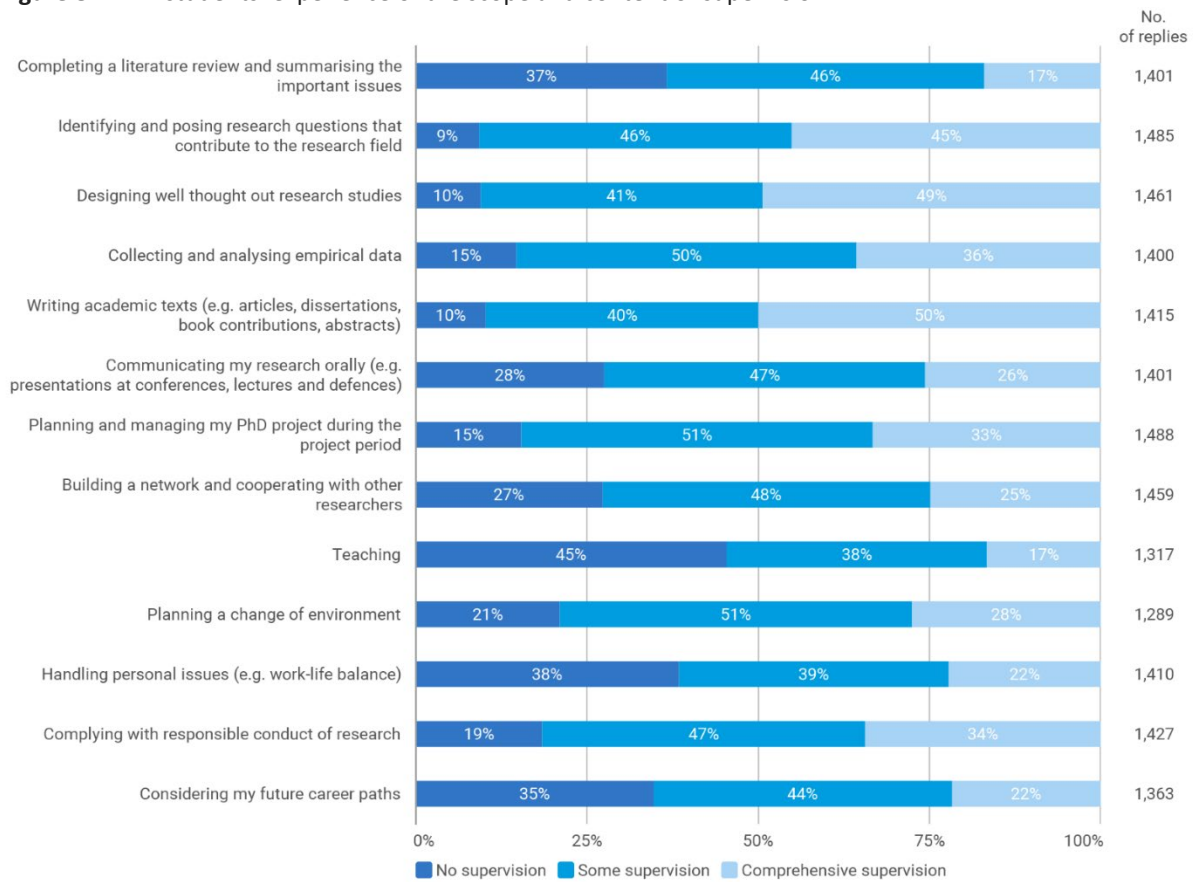|	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
Completing a literature review and summarising the important issues	58%	**63%**	52%	**58%**	62%	**65%**	54%	**60%**	63%	**65%**	65%	**72%**
Identifying and posing research questions that contribute to the research field	90%	**91%**	89%	**91%**	91%	**94%**	94%	**93%**	84%	**86%**	89%	**90%**
Designing well thought out research studies	89%	**90%**	84%	**88%**	88%	**92%**	93%	**94%**	86%	**88%**	87%	**89%**
Collecting and analysing empirical data	85%	**85%**	77%	**83%**	79%	**84%**	91%	**91%**	82%	**83%**	86%	**81%**
Writing academic texts (e.g., articles, dissertations, book contributions, abstracts)	88%	**90%**	76%	**85%**	86%	**88%**	94%	**94%**	86%	**88%**	91%	**90%**
Communicating my research orally (e.g., presentations at conferences, lectures and defences)	74%	**72%**	57%	**63%**	69%	**70%**	78%	**75%**	81%	**73%**	78%	**76%**
Planning and managing my PhD project during the project period	82%	**85%**	78%	**86%**	86%	**89%**	80%	**83%**	82%	**80%**	85%	**88%**
Building a network and cooperating with other researchers	74%	**73%**	73%	**77%**	69%	**69%**	77%	**76%**	73%	**67%**	73%	**74%**
Teaching	51%	**55%**	52%	**62%**	65%	**68%**	49%	**48%**	41%	**45%**	54%	**60%**
Planning a change of environment	71%	**79%**	65%	**71%**	76%	**85%**	67%	**83%**	74%	**75%**	76%	**80%**
Handling personal issues (e.g., work-life balance)	54%	**62%**	51%	**67%**	56%	**66%**	52%	**63%**	53%	**56%**	60%	**57%**
Complying with responsible conduct of research	80%	**81%**	67%	**79%**	75%	**80%**	85%	**85%**	83%	**82%**	81%	**77%**
Considering my future career paths	0%	**65%**	0%	**66%**	0%	**73%**	0%	**67%**	0%	**60%**	0%	**60%**

Question: "Describe the extent to which you have received guidance on the following points. The guidance may be given by one or more supervisors."

Note: The figures show the proportion who have answered that they have received "some supervision" or "comprehensive supervision". The rest have replied that they have not received any guidance. The answer if not / not relevant is not included in the calculation.

Note: Since the statement "Considering my future career paths" was not in the 2017 survey, there is no historic data for this question.

Figure 8.1 PhD students' experience of the scope and content of supervision.

	No. of replies
Completing a literature review and summarising the important issues	1,401
Identifying and posing research questions that contribute to the research field	1,485
Designing well thought out research studies	1,461
Collecting and analysing empirical data	1,400
Writing academic texts (e.g. articles, dissertations, book contributions, abstracts)	1,415
Communicating my research orally (e.g. presentations at conferences, lectures and defences)	1,401
Planning and managing my PhD project during the project period	1,488
Building a network and cooperating with other researchers	1,459
Teaching	1,317
Planning a change of environment	1,289
Handling personal issues (e.g. work-life balance)	1,410
Complying with responsible conduct of research	1,427
Considering my future career paths	1,363

Chart values (No supervision / Some supervision / Comprehensive supervision):
- Completing a literature review and summarising the important issues: 37%, 46%, 17%
- Identifying and posing research questions that contribute to the research field: 9%, 46%, 45%
- Designing well thought out research studies: 10%, 41%, 49%
- Collecting and analysing empirical data: 15%, 50%, 36%
- Writing academic texts: 10%, 40%, 50%
- Communicating my research orally: 28%, 47%, 26%
- Planning and managing my PhD project during the project period: 15%, 51%, 33%
- Building a network and cooperating with other researchers: 27%, 48%, 25%
- Teaching: 45%, 38%, 17%
- Planning a change of environment: 21%, 51%, 28%
- Handling personal issues: 38%, 39%, 22%
- Complying with responsible conduct of research: 19%, 47%, 34%
- Considering my future career paths: 35%, 44%, 22%

Legend: ■ No supervision ■ Some supervision ■ Comprehensive supervision

Question: "Please describe to what degree you have received supervision in the following areas. The supervision given can be from one or more supervisors."

Note: The figure does not include "Do not know / Not relevant".

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CHAPTER 9. THE SUPERVISION RELATIONSHIP

THE INTERPERSONAL RELATIONSHIP

Table 9.1. PhD students' experience of the quality of the interpersonal relationship

	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
My supervisor is friendly and accommodating	95%	**95%**	96%	**95%**	96%	**95%**	95%	**96%**	93%	**93%**	96%	**95%**
The relationship between my supervisor and me is characterised by mutual respect	92%	**94%**	92%	**97%**	94%	**96%**	93%	**93%**	92%	**93%**	93%	**92%**
My supervisor recognises my work	90%	**90%**	89%	**92%**	92%	**90%**	91%	**91%**	87%	**88%**	92%	**87%**
I feel confident asking my supervisor about things I'm unsure about	89%	**90%**	90%	**90%**	87%	**91%**	92%	**93%**	85%	**86%**	90%	**88%**

Question: Please indicate to what degree the following statements reflect your experience of the relationship between you and your supervisor.

Note: The table indicates the proportion that have answered "agree" and "somewhat agree". The rest have answered "neither/nor", "somewhat disagree" or "disagree". "Do not know/not relevant" is not included in the calculation.

THE DEGREE OF HANDS-ON SUPERVISION 32

Table 9.2. PhD students' experienced degree of hands-on supervision

	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
My supervisor often sets the agenda for the supervision	32%	**32%**	24%	**20%**	24%	**19%**	30%	**29%**	43%	**43%**	38%	**40%**
My supervisor makes many important choices in my project	41%	**38%**	17%	**17%**	23%	**20%**	47%	**48%**	52%	**47%**	50%	**43%**
My supervisor has clear preferences for the direction my project needs to take	53%	**50%**	33%	**27%**	33%	**28%**	59%	**63%**	68%	**58%**	59%	**55%**
My supervisor tells me what works well and what I need to do better	67%	**70%**	74%	**77%**	72%	**80%**	63%	**68%**	65%	**66%**	63%	**65%**
My supervisor helps me break down my tasks into manageable subtasks	47%	**50%**	49%	**48%**	45%	**54%**	46%	**52%**	48%	**48%**	51%	**46%**
My supervisor monitors my work closely	61%	**65%**	55%	**63%**	57%	**69%**	64%	**73%**	64%	**60%**	60%	**55%**
My supervisor sets benchmarks and tells me what I need to do	42%	**39%**	36%	**36%**	37%	**37%**	40%	**40%**	46%	**39%**	51%	**40%**
My supervisor has a clear expectation that I will follow the advice I get	64%	**63%**	40%	**44%**	50%	**51%**	74%	**71%**	71%	**70%**	69%	**65%**
My supervisor gives me many specific tips on what to do	72%	**75%**	69%	**73%**	69%	**77%**	75%	**78%**	69%	**76%**	76%	**69%**
My supervisor supports me in taking ownership of my research project	0%	**89%**	0%	**90%**	0%	**89%**	0%	**90%**	0%	**86%**	0%	**88%**

Question: Please indicate to what degree the following statements reflect your experience of the relationship between you and your supervisor.

Note: The table indicates the proportion that have answered "agree" and "somewhat agree". The rest have answered "neither/nor", "somewhat disagree" or "disagree". "Do not know/not relevant" is not included in the calculation.

Note: Since the question "My supervisor supports me in taking ownership of my research project" was not in the 2017 survey there is no historic data on this question.

Figure 9.1. PhD students' experience of the quality of the interpersonal relationship
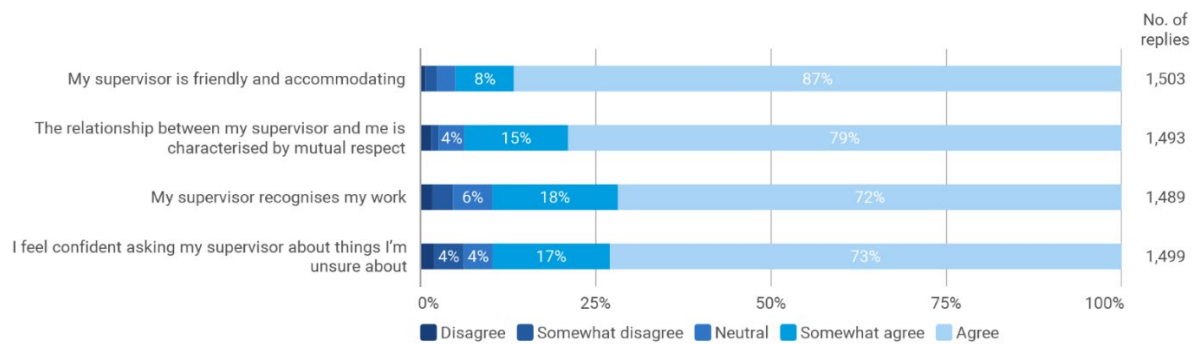
Question: Please indicate to what degree the following statements reflect your experience of the relationship between you and your supervisor.

Note: The figure does not include "Do not know / Not relevant".

Figure 9.2. PhD students' experienced degree of hands-on supervision
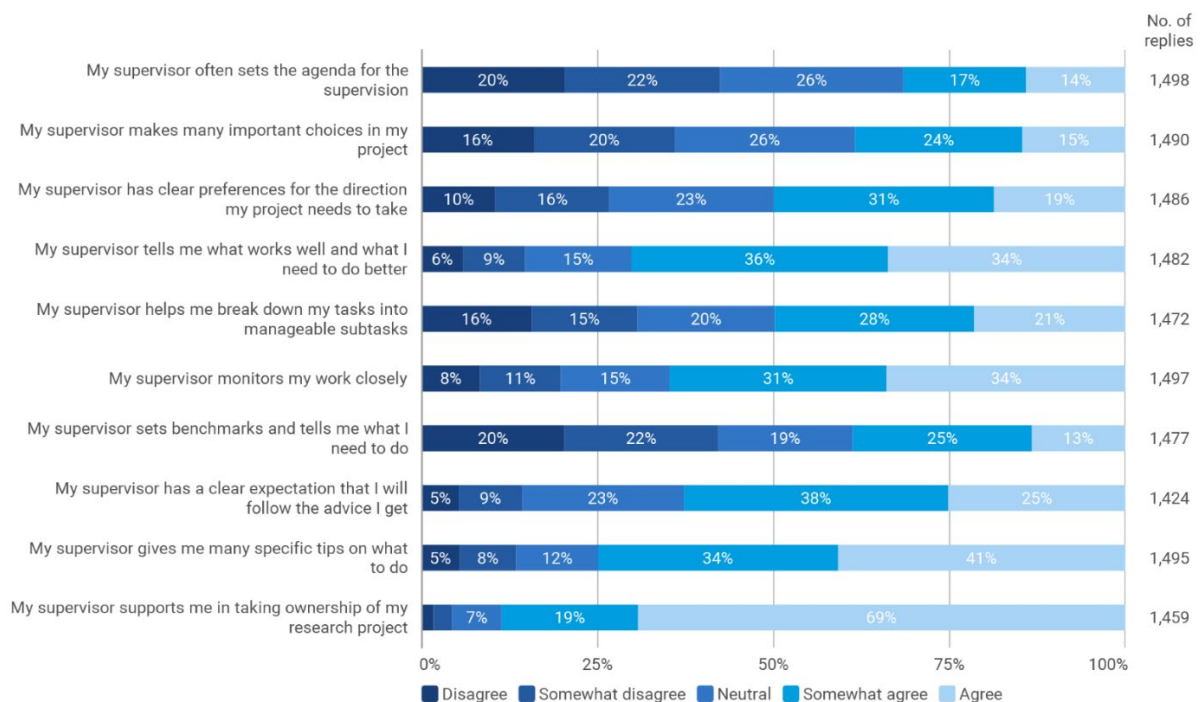
Question: Please indicate to what degree the following statements reflect your experience of the relationship between you and your supervisor.

Note: The figure does not include "Do not know / Not relevant".

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CHAPTER 10. INDEPENDENCE AND INSECURITY

INDEPENDENCE

Table 10.1. PhD students' sense of independence

	AU		AR		BSS		HE		NAT		TECH	
	2017	**2021**	**2017**	**2021**	**2017**	**2021**	**2017**	**2021**	**2017**	**2021**	**2017**	**2021**
I feel that I'm in control of the pro-ject	0%	**77%**	0%	**74%**	0%	**81%**	0%	**81%**	0%	**74%**	0%	**71%**
I experience that it is possible to ex-plore new research paths within the framework of my project	0%	**81%**	0%	**88%**	0%	**84%**	0%	**78%**	0%	**82%**	0%	**79%**
It is important to me that I make all the critical choices in my project	0%	**57%**	0%	**74%**	0%	**66%**	0%	**54%**	0%	**42%**	0%	**60%**
Sometimes I feel that I'm nothing but an assistant to someone else's project	0%	**10%**	0%	**4%**	0%	**6%**	0%	**10%**	0%	**13%**	0%	**14%**
I think that my pro-ject is very exciting	0%	**91%**	0%	**96%**	0%	**90%**	0%	**93%**	0%	**90%**	0%	**85%**

Question: "Please indicate to what degree the following statements reflect your sense of independence and insecurity".

Note: The table indicates the proportion that have answered "agree" and "somewhat agree". The rest have answered "neither/nor", "somewhat disagree" or "disagree". "Do not know/not relevant" is not included in the calculation.

Note: There is no historic data for 2017 because the questions about independence and insecurity were not included in the 2017 survey.
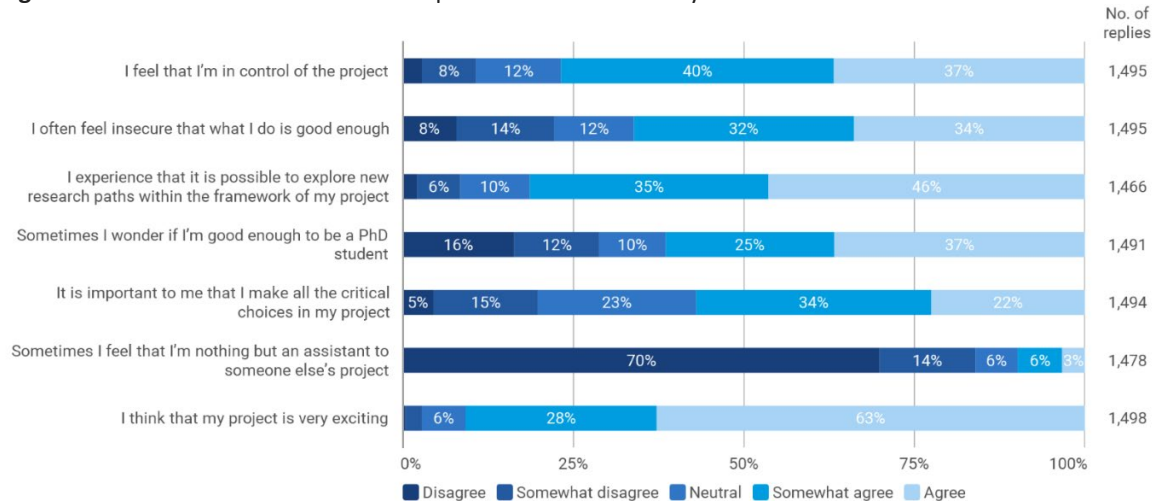
INSECURITY

Table 10.2. PhD students' sense of insecurity

	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
I often feel inse-cure that what I do is good enough	0%	66%	0%	77%	0%	73%	0%	56%	0%	69%	0%	65%
Sometimes I won-der if I'm good enough to be a PhD student	0%	61%	0%	71%	0%	56%	0%	57%	0%	63%	0%	62%

Question: "Please indicate to what degree the following statements reflect your sense of independ-ence and insecurity".

Note: The table indicates the proportion that have answered "agree" and "somewhat agree". The rest have answered "neither/nor", "somewhat disagree" or "disagree". "Do not know/not relevant" is not included in the calculation.

Note: There is no historic data for 2017 because the questions about independence and insecurity were not included in the 2017 survey.

Figure 10.1. PhD students' sense of independence and insecurity

Question: "Please indicate to what degree the following statements reflect your sense of independ-ence and insecurity."

Note: The figure does not include "do not know/not relevant".

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CHAPTER 11. WORKLOAD AND LONELINESS

WORKLOAD

Table 11.1. PhD students' perception of workload

|	AU 2017	AU 2021	AR 2017	AR 2021	BSS 2017	BSS 2021	HE 2017	HE 2021	NAT 2017	NAT 2021	TECH 2017	TECH 2021
Do you feel that your work as a PhD student takes up so much time and energy that it affects your private life?	34%	**37%**	41%	**43%**	32%	**38%**	27%	**28%**	42%	**38%**	35%	**46%**
Does your work as a PhD student give you severe stress symptoms (e.g., isolation, palpitations, stomach ache, depression, restlessness, memory loss)?	17%	**20%**	23%	**28%**	17%	**24%**	13%	**12%**	19%	**22%**	19%	**20%**

Note: The table shows the proportion that have answered "Often" and "almost always". The rest have answered "sometimes", "rarely" or "almost never". The calculation does not include "Do not know/not relevant".

LONELINESS

Table 11.2. PhD students' perception of loneliness

	AU 2017	AU 2021	AR 2017	AR 2021	BSS 2017	BSS 2021	HE 2017	HE 2021	NAT 2017	NAT 2021	TECH 2017	TECH 2021
Do you feel lonely during your day at your workplace?	14%	**23%**	21%	**31%**	15%	**24%**	14%	**20%**	10%	**18%**	13%	**27%**
Do you feel that you act alone in your project and lack the necessary feedback to make progress?	16%	**18%**	23%	**21%**	17%	**15%**	15%	**16%**	15%	**18%**	14%	**22%**

Note: The table shows the proportion that have answered "Often" and "almost always". The rest have answered "sometimes", "rarely" or "almost never". The calculation does not include "Do not know/not relevant".

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Figure 11.1. PhD students' perception of workload and loneliness
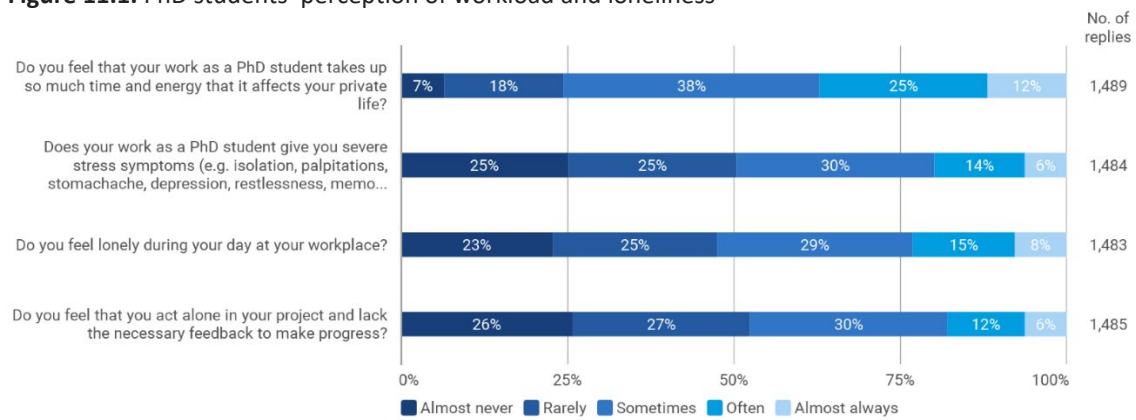
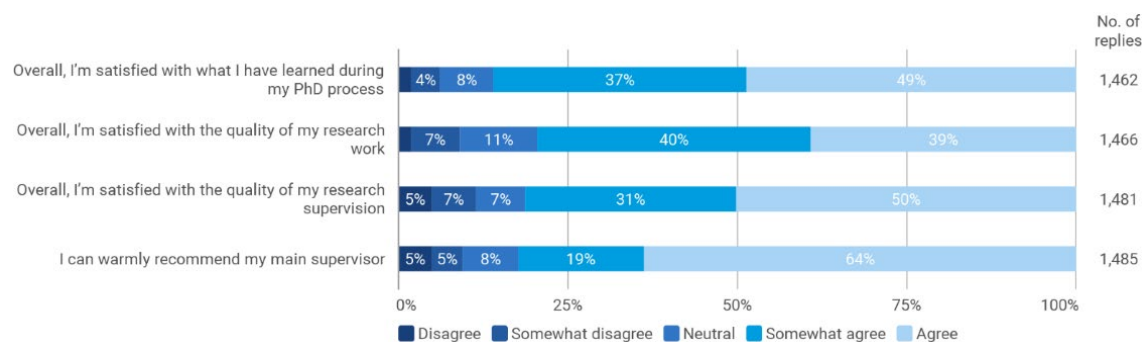Note: The figure does not include "Do not know / Not relevant".

CHAPTER 12. SATISFACTION

Table 12.1. PhD students' satisfaction with the PhD process

	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
Overall, I'm satisfied with what I have learned during my PhD process	92%	**86%**	94%	**86%**	90%	**88%**	92%	**87%**	89%	**85%**	93%	**84%**
Overall, I'm satisfied with the quality of my research work	85%	**79%**	86%	**79%**	80%	**80%**	90%	**85%**	79%	**74%**	86%	**76%**
Overall, I'm satisfied with the quality of my research supervision	81%	**81%**	78%	**83%**	84%	**84%**	79%	**84%**	81%	**77%**	82%	**77%**
I can warmly recommend my main supervisor	81%	**82%**	80%	**84%**	88%	**85%**	78%	**84%**	82%	**82%**	83%	**76%**

Note: The table shows the proportion that have answered "Agree" and "somewhat agree". The rest have answered "Neutral", "Somewhat disagree" or "Disagree". The calculation does not include "Do not know/not relevant".

Figure 12.1. PhD students' satisfaction with the PhD process

Note: The figure does not include "Do not know / Not relevant".

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# CHAPTER 13. RESEARCH SELF-EFFICACY

Table 13.1. PhD students' research self-efficacy

	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
… completing a literature review and summarising the important issues	84%	**80%**	80%	**74%**	89%	**85%**	86%	**82%**	81%	**78%**	85%	**81%**
… identifying and posing research questions that contribute to the research field	77%	**71%**	87%	**76%**	78%	**76%**	81%	**75%**	63%	**61%**	74%	**69%**
… designing well thought out research studies	72%	**69%**	75%	**72%**	70%	**74%**	75%	**71%**	65%	**65%**	75%	**66%**
… collecting and analysing empirical data	82%	**80%**	80%	**79%**	81%	**82%**	81%	**80%**	85%	**82%**	83%	**78%**
… communicating your research orally, e.g. at conferences	0%	**70%**	0%	**73%**	0%	**65%**	0%	**73%**	0%	**66%**	0%	**73%**
… communicating your research in writing so it is publishable	0%	**68%**	0%	**65%**	0%	**65%**	0%	**74%**	0%	**61%**	0%	**69%**
… planning and managing a research project independently	0%	**66%**	0%	**69%**	0%	**72%**	0%	**71%**	0%	**57%**	0%	**62%**
… collaborating with others e.g. researchers, organisations, and companies	0%	**74%**	0%	**72%**	0%	**70%**	0%	**80%**	0%	**68%**	0%	**74%**

Question: To what extent do you feel confident managing the following tasks? (Place yourself on a continuum from 1 to 5.)

Note: The table shows the proportion that have 4 and 5. The rest have answered 3, 2 or 1. The calculation does not include "Do not know/not relevant".

Note: Since the statements "… communicating your research orally, e.g. at conferences", "… communicating your research in writing so it is publishable", "… planning and managing a research project independently" and "… collaborating with others e.g. researchers, organisations, and companies" were not in the 2017 survey, there is no historic data for these questions.

Figure 13.1. PhD students' research self-efficacy
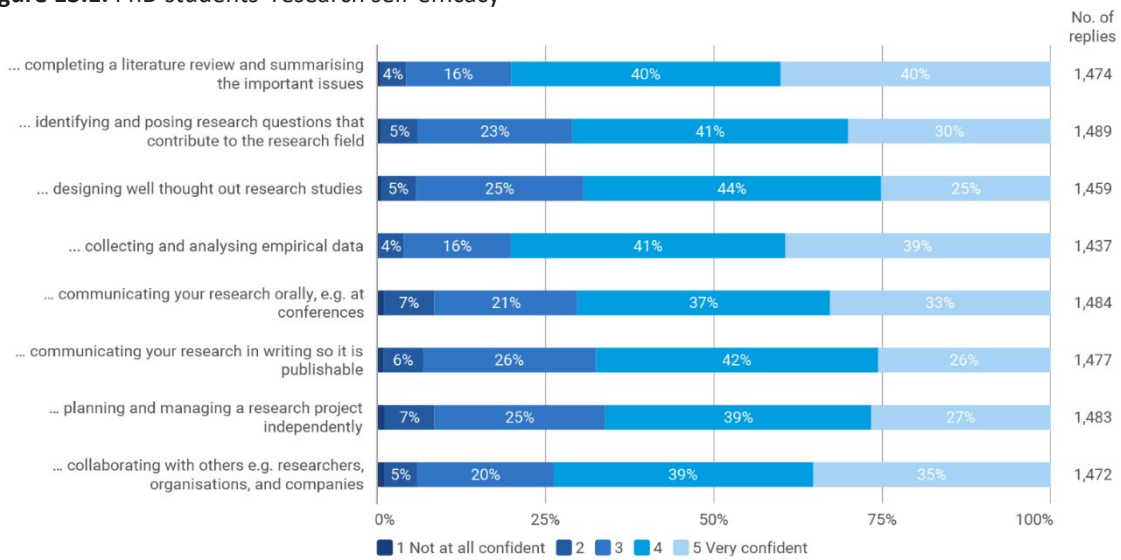
Question: "To what extent do you feel confident managing the following tasks? (Place yourself on a continuum from 1 to 5.)"

Note: The table shows the proportion that have indicated 4 and 5. The rest have indicated 3, 2 or 1. The calculation does not include "Do not know/not relevant".

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CHAPTER 14. CAREER PLANS

Table 14.1. PhD students' career plans

	AU		AR		BSS		HE		NAT		TECH	
	2017	**2021**	**2017**	**2021**	**2017**	**2021**	**2017**	**2021**	**2017**	**2021**	**2017**	**2021**
Researcher at a university	56%	**57%**	68%	**70%**	70%	**70%**	49%	**50%**	47%	**46%**	61%	**58%**
Researcher career outside the university (e.g. in a private research organisation, an industrial company etc.)	55%	**50%**	53%	**45%**	53%	**45%**	40%	**36%**	71%	**65%**	68%	**65%**
Lecturer (at a level below university level)	17%	**11%**	35%	**28%**	15%	**9%**	13%	**6%**	13%	**8%**	16%	**7%**
Employee in the private sector (with no major focus on research)	29%	**23%**	14%	**9%**	38%	**24%**	17%	**12%**	47%	**43%**	37%	**30%**
Employee in the public sector (with no major focus on research)	17%	**11%**	19%	**13%**	25%	**18%**	12%	**12%**	17%	**9%**	17%	**9%**
Become self-employed	11%	**8%**	13%	**11%**	18%	**10%**	6%	**3%**	15%	**10%**	10%	**9%**
Doctor at a hospital or a private practice (only Health)	17%	**14%**	0%	**0%**	0%	**0%**	51%	**45%**	0%	**0%**	0%	**0%**
Other career that differs from the above	9%	**6%**	15%	**11%**	8%	**3%**	10%	**6%**	6%	**4%**	6%	**3%**

Question: "Which career would you currently like to pursue? (Tick off up to two of the career paths below)."

Note: The total sum does not add up to 100 percent, as it was possible to tick off up to two career path options.

Figure 14.1. PhD students' career plans
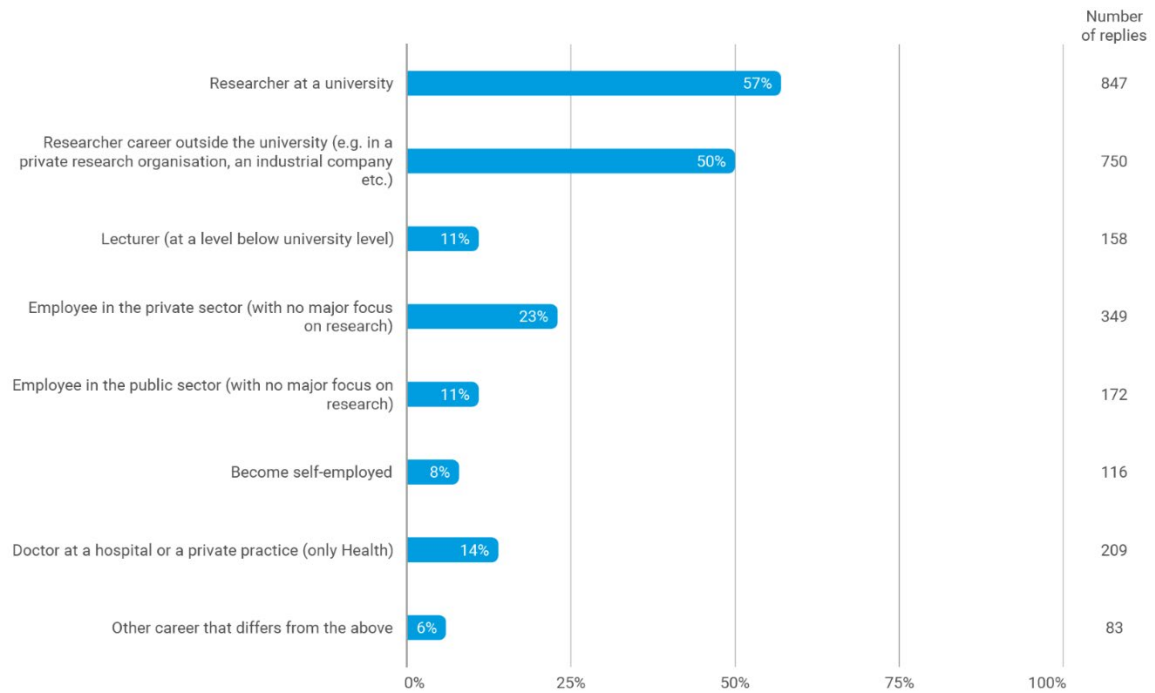
Question: "Which career would you currently like to pursue? (Tick off up to two of the career paths below)."

Note: The total sum does not add up to 100 percent, as it was possible to tick off up to two career path options.

The monthly column august 2021

Let's shed light on the mental health of PhD students

By Omeed Neghabat, Chair of PhD Association, Health, Dept. of Cardiology, Aarhus University Hospital and Dept. of Clinical Medicine, Aarhus University

Far too many PhD students from Aarhus University are experiencing severe stress symptoms. Many report feeling isolated and experiencing palpitations, stomachaches, depression, restlessness, and memory problems. More report feeling lonely in their working environment. Even more report that their work negatively affects their private lives. These are among the conclusions drawn from the recent Quality in the PhD Process 2021 survey that was performed earlier this year. Unfortunately, this is a repeating pattern from the past survey, which was performed in 2017, and it is a major area of concern.

The quality of our PhD projects, the drive and integrity of our working ethics, and the passion of developing new knowledge within our research fields only go as far as our mental health and wellbeing can take us – and if our mental health and wellbeing suffers, it will inevitably have large consequences for us in our work as well as our private lives. For this reason, PhD students' mental health has been a pivotal point of focus on the PhD Association Health's agenda. We want to shed light on this matter going forward and actively engage with it from different perspectives. We are in a strong collaboration with the PhD Committee and the Graduate School of Health as well as associations across faculties and universities in sharing experiences and knowledge. The collective goal is to illuminate the everyday challenges with PhD students' mental health issues.

Specifically, we are presently working on creating weekly and monthly social events for PhD students from different departments and labs, where they can meet other PhD students on a common and informal ground, talk, and share ups and downs in their workday. Moreover, we are planning and helping to bring talks and lectures for our PhD students to attend that will accentuate the importance of a healthy mental working environment and the unsettling prevalence and consequences of facing stress and loneliness in the ever-tempered field of academia. Additionally, we will present an available list with an overview of different events taking place during the year on and outside campus that may be relevant for PhD students wanting to know where and how to connect with others. Finally, we wish to shorten the gap between students in need of guidance and helping hands already established at the university. Stay tuned for more information through our Facebook page: www.facebook.com/phdassociationAU or our Twitter: @phdassoc_health.

However, we realize that handling mental health issues is a long journey that requires involvement from all of us; students, supervisors, administrations, and everyone in between. This requires acknowledgement of the problem and active initiatives from the faculties, graduate schools and institutes of the university – and the PhD Association Health is ready to be a part of a fruitful dialogue to find long-term solutions. We need to purposely move towards environments in which our mental wellbeing is not seen as a taboo and can be discussed freely. Ask your nearest colleagues, office mates or lab partners about their day, laugh about a fun story over the morning coffee, or discuss a difficult situation or task during lunch. It is the little things that will make a big difference in the long run. As things currently stand, it is clear that cultural changes in the academic settings are needed.

We in the PhD Association Health want to help PhD students in identifying and obtaining what they need in order to have a healthy working environment, so that we may tailor our strategies going forward. Therefore, keep us in the loop with what you are experiencing in your individual places of work. Share your ideas of healthy actions to be taken. Tell us about rough times, how you handled them or how you are still struggling with them. We can be reached through our e-mail: phdforeningen.health@au.dk or on our social media listed above. We are eager to connect with you, listen to your needs, offer advice, and guide you through your years as a PhD student.

Let us all stay in touch and speak up about mental health issues. Given the results of the survey, we can assure you; you are definitely not alone.

The content of the column is an expression solely of the columnist's own views and opinions.

Punkt 5: Ny model for ECTS-beregning af ph.d.-kurser på Health.

Det indstilles, at
- Ph.d.-udvalget tilslutter sig ny model for ECTS- beregning af ph.d.-kurser på Health

Sagsfremstilling

Ph.d.-skoleledelsen har fået udarbejdet en ny model for ECTS-beregning af ph.d.-kurser på Health. Funktionschef Damian A. Hertoft Goldberg vil på mødet orientere om den ny model og tidsplan for implementering af modellen.

Ansvarlig/ Sagsbehandler
Damian A. Hertoft Goldberg/ Lene Bøgh Sørensen

Beslutning for Punkt 5: Ny model for ECTS-beregning af ph.d.-kurser på Health.

Funktionschef Damian A Hertoft Goldberg orienterede på mødet om den nye model for ECTS beregning af ph.d.-kurser på Health. Orienteringen blev taget til efterretning og ph.d.-udvalget udtrykte fuld tilslutning til modellen, der vil gøre mange ting nemmere.

AARHUS UNIVERSITET
HEALTH

Notat

Damian A. Hertoft Goldberg

Dato: 23. august 2021

———

Side 1/2

Modtager(e): Ph.d.-udvalget på Health

ECTS-beregning af ph.d.-kurser på Health

Ph.d.-skoleledelsen indstiller til, at ECTS-beregningsmodellen revideres. Hidtil er alle ph.d.-kursers ECTS-tildeling blevet beregnet ud fra en standard-model, som har betydet at nogle kurser er blevet sat relativt højt sammenlignet med den faktiske arbejdsbelastning, mens andre kurser er sat lavt. Samtidig har vi oplevet en diskrepans imellem universiteterne.

Ministeriets definition for ECTS-beregning lyder:

> *"Ved beregning af ECTS-point skal alle former for aktiviteter der knytter sig til det enkelte kursus inddrages, dvs. både forelæsninger, forberedelse, praktik, seminarer, projektarbejde, laboratorieøvelser, skriftligt hjemmearbejde, eksaminer og andre bedømmelser. Vurdering af arbejdsbelastning må med andre ord ikke baseres på kontakttimer alene, og arbejdsbelastningen skal løbende justeres ved hjælp af monitorering og tilbagemeldinger fra de studerende"* (*Undervisnings- og forskningsministeriet*).

Ph.d.-skoleledelsen ved Health foreslår hermed følgende model:

Den nye model

1. Beregning af ECTS:
   Fremover vil ECTS blive beregnet ud fra konfrontationstid + kursusleders konkrete vurdering af arbejdsbelastning (herunder forberedelse og skriftlige hjemmeopgaver mv.). Kursusleders vurdering vil finde sted hvert år i forbindelse med godkendelse af kurset. ECTS-tildelingen kan hermed variere over tid afhængigt af konkret indhold i undervisning, samt tilbagemeldinger fra kursister.

   1 ECTS = 25 arbejdstimer

2. Konfrontationstimer:
   Konfrontationstimer opgøres i hele timer (inkl. eventuelle pauser). Dvs. en undervisningsdag fra kl. 9:00 – 15:00 beregnes som 6 konfrontationstimer.

3. Samlet arbejdsbelastning:
   Alle kursusledere bliver bedt om at gennemgå deres kursusmateriale og undervisningsprogram og estimere, hvor mange timer de vurdere, der skal bruges på forberedelse, opgaver og øvelser imellem undervisningsdagene.
   Den samlede arbejdsbelastning omregnes herefter til ECTS.

4. Anerkendelse af ECTS-tildeling (andre institutioner):
   Ved deltagelse i ph.d.-kurser udbudt af øvrige danske eller udenlandske universiteter (eller tilsvarende institutioner) tildeles den ph.d.-studerende det antal ECTS-point, der er fastlagt af den udbydende institution.

5. Overgangsordning:
   For studerende som er på deres sidste år, kan der søges dispensation fra ECTS-kravet, hvis det viser sig at nogle af de kurser man har planlagt at deltage på, er nedjusteret i ECTS ved implementering af den nye model.
   Man skal kunne påvise, at den oprindelige kursusplan levede op til ECTS-kravet.

Den nye ECTS-beregningsmodel implementeres i forbindelse med godkendelse af kursusudbuddet for efteråret 2022 (godkendes medio februar 2022).

I løbet af efteråret 2021/foråret 2022 vil der blive fremlagt en ny økonomimodel for finansiering af ph.d.-kurser, samt en procesplan for revision af ph.d.-skolens samlede kursusudbud. Formålet er, at skabe mere stabilitet omkring de ph.d.-kurser, som godkendes til afholdelse og annonceres i PhD Course Management, således at ph.d.-studerende i mindre grad oplever, at kurser ikke afvikles grundet manglende tilmeldinger. Vi ønsker samtidig at understøtte kursusudbud i forbindelse med NorDoc-netværket og fakultetets faglige netværk.

Punkt 6: Nye retningslinjer for godkendelse af undervisning ifm. undervisningsforpligtelsen på 150 timer

Det indstilles, at

- Ph.d.-udvalget orienteres om ændringer i retningslinjer for godkendelse af forberedelsestid i forbindelse med undervisningsforpligtelsen på 150 timer.

Sagsfremstilling

FP lederne og Ph.d.-skolelederen besluttede på deres møde d. 3 juni 2021 at åbne op for at godkende forberedelsestid til alle undervisnings-og formidlingsopgaver med faktor 1 1/2. Det betyder, at forberedelsestid til undervisning/formidling, der ikke er på universitetsniveau fremadrettet kan godkendes under undervisningsforpligtelsen på 150 timer.

Følgende undervisnings- og formidlingsaktiviteter kommer ind under den nye beslutning.

- Teaching students (master's degree, bachelor's degree, professional bachelor's degree students and at PhD courses): Classroom lessons, lectures, exercise instruction, in the training laboratory. You can include preparation when teaching students, please see how to calculate preparation.
- Communicating information about your academic field and research area through patient associations, boards or at university extensions (please note, preparation cannot be included)
- Giving talks or presentations about your project or academic field to colleagues, secondary school students, hospital staff etc. (please note, preparation cannot be included)
- Presenting at conferences or congresses (can also be registered for ECTS credits) (please note, preparation cannot be included)

Ph.d -skoleleder Helene Nørrelund vil på mødet orientere om beslutningen og baggrunden herfor.

Beslutningen er trådt i kraft. Ph.d.-administrationen har rettet oplysningerne på hjemmesiden og informeret ph.d.-foreningen.

Ansvarlig/ sagsbehandler

Helene Nørrelund/Lene Bøgh Sørensen

Beslutning for Punkt 6: Nye retningslinjer for godkendelse af undervisning ifm. undervisningsforpligtelsen på 150 timer

Ph.d.-udvalget tog orienteringen til efterretning og tilsluttede sig ændringen.

Punkt 7: Orientering fra Ph.d.-foreningen

Det indstilles, at
- Ph.d. foreningen orienterer om nyt fra foreningen.
Sagsfremstilling
Ph.d.-foreningen vil kort orientere om nyt fra foreningen.

Ansvarlig/sagsbehandler

Omeed Neghabat/Lene Bøgh Sørensen

Beslutning for Punkt 7: Orientering fra Ph.d.-foreningen

Formanden for Ph.d.-foreningen Omeed Neghabat orienterede om følgende

1. Ph.d.-foreningen har planlagt et arrangement, hvor der kommer en oplægsholder, der skal tale om emnet trivsel.

2. Ph.d.-foreningen forsøger at lave arrangementer på tværs for at nå mere bredt ud, blandt andet et kommende foredrag af Peter Vust.

3. Ph.d.-foreningen afholder generalforsamling torsdag d.9 septmber

4. Der har været en drøftelse af samarbejdet med AUPA, herunder manglende tilbagemeding fra AUPA til ph.d.-foreningerne om opgaver AUPA har været involveret i, og generel for lidt kommunikation mellem AUPA og ph.d.-foreningerne.

Der har generelt været lidt stille i foreningen på grund af sommerferien

Punkt 8: Orientering fra Ph.d.-skoleleder

Det indstilles, at
- Ph.d.-udvalget tager orienteringen til efterretning og kommenterer status.
Sagsfremstilling
Ph.d.-skoleleder Helene Nørrelund vil på mødet orientere om status på aktuelle initiativer og opgaver på Ph.d.-skolen og ph.d.-området generelt.
Ansvarlig/ sagsbehandler
Helene Nørrelund/ Lene Bøgh Sørensen

Beslutning for Punkt 8: Orientering fra Ph.d.-skoleleder

Helene fortalte, at den fælles NorDoc kursusplatform åbner d. 1 december.

Punkt 9: Orientering fra underudvalg

Det indstilles, at
- Underudvalgene orienterer om nyt siden sidst
Sagsfremstilling
Underudvalgene orienterer om nyt siden sidst i følgende rækkefølge
1. Kursusudvalget - nyt fra kursusudvalget

2. Merit og dispensationsudvalget. a) Sager og afgørelser siden sidst og øvrigt nyt fra udvalget
3. Udvalget for interne retningslinjer - nyt fra udvalget

Ansvarlig/sagsbehandlere
Udvalg / Lene Bøgh Sørensen

Beslutning for Punkt 9: Orientering fra underudvalg

1. Der var ikke nyt fra kursusudvalget

2. Merit og dispensationsudvalget havde behandlet en sag om ækvivalens. Merit og dispensationsudvalget vil til næste møde i Ph.d.-udvalget d. 1 november præsentere et udkast til fremtidige retningslinjer for vurdering af ækvivalens ved optag på ph.d.-skolen i lyset af de senste beslutninger på feltet.

3. Der var ikke nyt fra udvalget for interne retningslinjer.

Punkt 10: evt.

Evt.

Beslutning for Punkt 10: evt.

Rikke Katrine Jentoft Olsen spurgte på mødet ind til reglerne for ansættelse af Ph.d.ér på projeketer umiddelbart efter f færdiggørelse af ph.d'en, herunder om det er muligt at ansætte uden stillingsopslag og bedømmelsesproces. Teamleder Birgitte Rosenvind Eriksen oplyste, at det ligger under HR lovgivning og at udgangspunktet altid er, at stillinger skal slås op.