

YEAR 3

Guidelines for Doctoral Students at RÄS, 26/05/2009

Guidelines for Reviewing Individual Study Plans

The doctoral research student's working conditions

Extent and focus of the academic supervision

To be discussed:

- What does the division of labour between the principal academic supervisor and the assistant academic supervisor look like?
- Is the division of labour and responsibilities working out ok?
- How is the planning of the academic supervisions sessions working out? Is there a desire for something more/less?
- How is the division of responsibilities between academic supervisor and doctoral student working out? Is more/less structure and/or the taking of initiative needed from someone?
- Is there an indication of writer's block? (See available support or assistance on the doctoral Student Handbook's website:
<https://www.soclaw.lu.se/en/research/doctoral-studies/phd-handbook>)

The work environment

To be discussed:

- What is the doctoral student's view their work environment?
- What does the doctoral student's relationship with his/her doctoral colleagues, researchers at the Sociology of Law Department and the administrative staff look like?
- What is the doctoral student's view regarding their workload?
- What can be done to improve the physical and psychosocial work environment?
- How well integrated does the doctoral student feel in the research group/term in which he/she is a member?
 - How is the division of labour and exchange of information work working out?
 - Does the individual doctoral student's position need to be strengthened within the group? How?
- What is the doctoral student's view regarding their departmental duties? (if any)
 - Are there any desires regarding the scope or contents within the framework of the possible 20%?
 - Is this work distributed in a manner that is contributing to the development for the doctoral student's research?

Salary placement

To be discussed:

- What is the doctoral student's view regarding the salary increases?
- When can the credits increase be achieved in the coming years? The responsibility for paying attention to earned credits is shared by the doctoral student and academic supervisor.

The research student's "competence portfolio"

Work responsibility for doctoral students and academic supervisors/assistant academic supervisors to improve the research student's competence portfolio.

Participation in national and international conferences and workshops (and presentation of one's own articles in such contexts)

- Which conferences and workshops are relevant and suitable for the coming year?

- *What type of support does the doctoral student feel is needed in preparation before attending a conference or participating in a workshop?*
- *What is expected of the doctoral student with their participation?*
- *Which foundations can the doctoral student apply to for grants in order to receive travel grants?*

Submission of articles to journals (and conferences)

- *When might it be relevant to write during the year?*
- *Should articles be written individually by the doctoral student or in collaboration with the academic supervisor/assistant academic supervisor?*
- *Which journals are relevant and should possibly be considered to submit to for publication?*

Establishment of networks and collaboration with other researchers in the field

- *Which contacts are important for the doctoral student?*
- *Can academic supervisors/assistant academic supervisors contribute with contacts or networking?*
- *What steps could be taken in terms of career opportunities? Post-doc? When should money be applied for? By/with whom? Does anyone have any ideas about possible post-doc projects?*

Participation in seminars and courses at other universities (in Sweden or abroad)

- *What opportunities are there in the coming years?*
- *Is there any interest?*

Stays abroad at scientific/research institutions

- *What opportunities are there in the coming years?*
- *Is there any interest?*

Professionally relevant courses of other than those especially related to the subject (communication/presentation, pedagogy, etc.)

- *What courses are available? Whom should the doctoral student contact to get information about courses?*
- *How can other courses contribute to the doctoral student's competence portfolio?*
- *How can they contribute to the research student's career opportunities inside/outside the university? Note: Doctoral students who are teaching are expected to have completed the equivalent of a minimum of two weeks of higher education pedagogical teacher training within their doctoral education or departmental duties. For permanent employment as a lecturer/assistant professor after graduating with a doctoral degree, at least five weeks of higher education pedagogical teacher training is required, and thereafter within the following two years an additional five weeks.*

Teaching experiences of various kinds

- *What teaching possibilities are available during the upcoming year?*
- *How does the teaching contribute to the competence portfolio and with future career opportunities within/outside the university?*
- *How does the planned teaching affect the work to complete dissertation?*

Qualifications/experience in regards to the disseminating of research information ("third stream activities")

- *How can the doctoral student receive support in learning how to disseminate their research?*

External assignments (e.g. of an investigative nature)

- *What opportunities are there for external assignments?*
- *How is this work to be paid?*
- *How much of the doctoral student's time may this take up?*
- *How does this affect the work to complete dissertation?*