

YEAR 4

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:

- How should the division of labour between the principal academic supervisor and the assistant academic supervisor function?
- How often, in what form and in what contents should the academic supervision have?
- What demands and expectations do academic supervisors and doctoral students place on each other?
- What should the division of responsibilities between academic supervisor and doctoral student look like?
- How should the upcoming final seminar and defence of the dissertation be planned? Who selects the possible participants (opponents, grading committee)?
- 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 expectations does the doctoral student have of 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 are the doctoral student's expectations of the 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 are the doctoral student's expectations of any departmental duties?
 - Are there requests in terms of scope or content within the framework of the highest possible proportion of departmental duties (20%)?
 - How is this work distributed in a way that is developing for the doctoral student's research?

.Salary placement

To be discussed:

- 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?*

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/discipline

- *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 and by/with whom? Does anyone have any ideas about post-doc projects?*

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

- *What opportunities are there during the upcoming year?*
- *Is there any interest?*

Stays abroad at scientific/research institutions

- *What opportunities are there during the upcoming year?*
- *Is there any interest?*

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

- *Is there a shortage of course credits?*
- *What measures should be taken for obtain the necessary credits?*

Note:

For permanent employment as a lecturer/assistant professor after a dissertation, at least five weeks of higher education pedagogical training is required, and thereafter within 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”)

- *What possibilities does the doctoral student have to disseminate their research with the upcoming defence of their dissertation?*
- *Are there foundations where grants could be applied for to contribute to the printing and dissemination?*

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

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