

## 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?*