

YEAR 1

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?

- 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 does the division of labour and exchange of information work?
 - 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:
 - What does the pay scale look like?
 - 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 papers 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?

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

- What opportunities are there in the next four years?
- Is there an interest?

Stays abroad at scientific/research institutions

- What opportunities are there in the next four years?
- Is there an 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 courses are expected to complete teacher training corresponding to a minimum of two weeks of higher education pedagogical teacher training within their doctoral education or departmental duties.*

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 will this take up of the doctoral student's time?*
- *How do these affect the work to complete dissertation?*