

Akademisk Råd (Møde i Akademisk Råd)

27-10-2021 14:00 - 17:00

1115-151B mødelokale i Skou Bygningen

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Punkt 1: Mødeinformation

Mødedeltagere:

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Afbud:

Gæster på mødet:

Under punkt 3 om quality in the PhD process deltager ph.d.-skoleleder Helene Nørrelund
Under punkt 5 om orientering om Institut for Biomedicin deltager institutleder Thomas G. Jensen
Under punkt 7 om indstillinger til æresdoktor deltager rådgiver Henry Andreasen

Punkt 2: Til orientering: Nyt fra formanden (14.05-14.15)

Det indstilles

- At akademisk råd tager orienteringen til efterretning.

Baggrund

Tine Brink Henriksen orienterer om nyt.

Ansvarlig/sagsbehandler

Tine Brink Henriksen/Caroline S. Bendixen

Punkt 3: Til orientering og drøftelse: Quality in the PhD process. A survey among PhD students at Aarhus University (14.15-14.50)

Det indstilles, at

- Akademisk råd orienteres om og drøfter resultaterne for Health i rapporten Quality in the PhD Proces 2021.

Sagsfremstilling

Ph.d.-administrationen modtog i foråret 2021 den nye rapport **Quality in the PhD Proces 2021. A survey among PhD students at Aarhus University**. Rapporten, der udarbejdes hvert 4 år af Centre for Educational Development på Aarhus Universitet, har været forelagt ph.d.- skolelederkredsen og ph.d.-udvalget på Health. Rapporten bygger på en survey undersøgelse blandt alle ph.d. - studerende på AU og indeholder denne gang også et separat afsnit med spørgsmål, der relaterer sig til de ph.d.- studerendes situation i corona perioden. Akademisk råds medlemmer kan orientere sig i rapporten inden mødet, hvor ph.d.-skoleleder Helene Nørrelund vil præsentere de vigtigste resultater for Health og hvilke punkter ph.d.-skolen vil følge op på.

Ansvarlig/sagsbehandler

Helene Nørrelund/Lene Bøgh Sørensen

Bilag

Quality in the PhD Process 2021. A survey among PhD students at Aarhus University



QUALITY IN THE PHD PROCESS 2021

A SURVEY AMONG PHD STUDENTS AT AARHUS UNIVERSITY

Cover photo: Campus

Photographer: AU Picture

Author of the report

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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

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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 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. The survey population includes 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. A total of 1,585 PhD students chose to contribute to the study, 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 raw Excel sheets 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.

[Comments to be added by the Heads of Graduate Schools here?]

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%

	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.

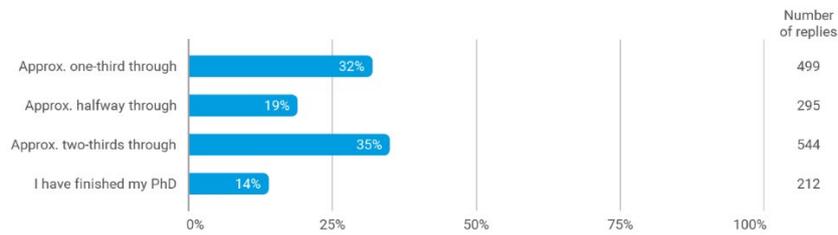
RESPONSE RATE

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%
Flexible	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:

- 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 Programmes 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 PhD students had an opportunity to write more in-depth comments in the questionnaire. A total of 247 PhD students made use of this opportunity, 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%

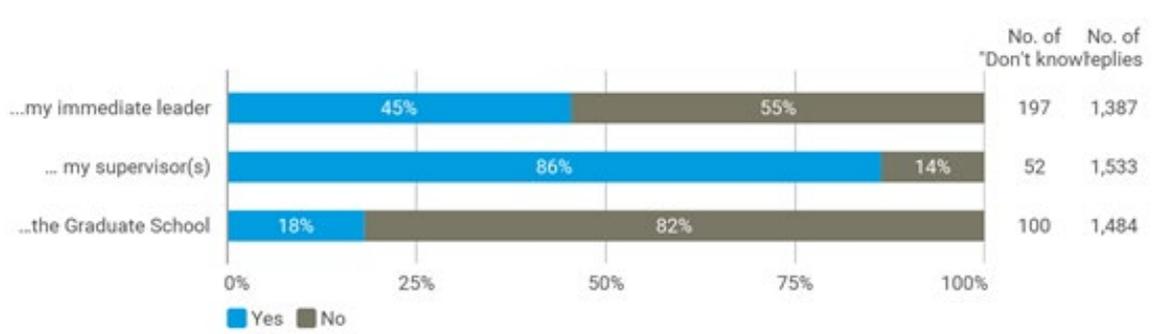
Note: The figures show the proportion who answered yes. The rest have answered no. The answer "Don't know/ not relevant" is not included in the calculation.

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%

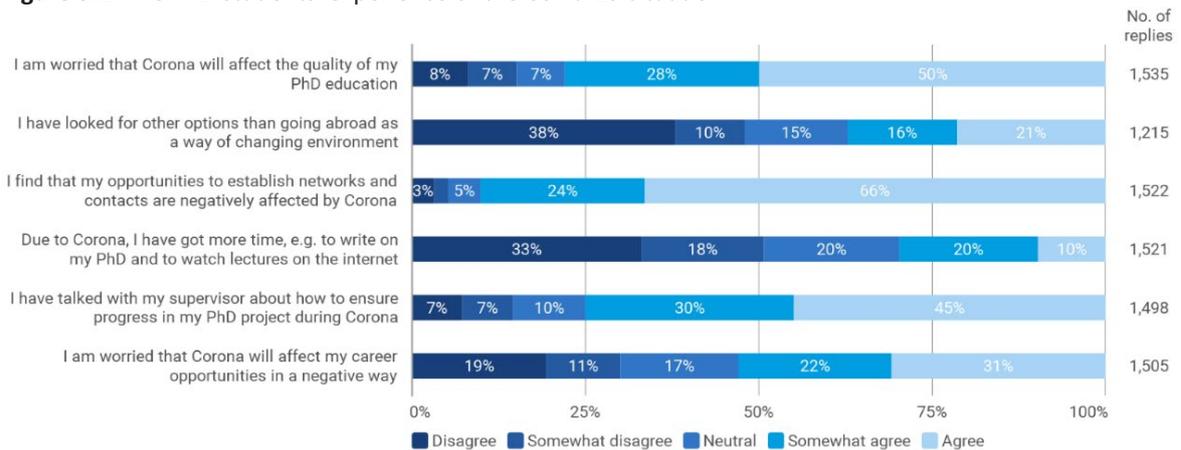
Note: The table shows the proportion who have answered "agree" or "somewhat agree" to the statement. The rest have answered "neutral", "somewhat disagree", or "disagree". The calculation does not include those who have answered "do not know/not relevant".

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.

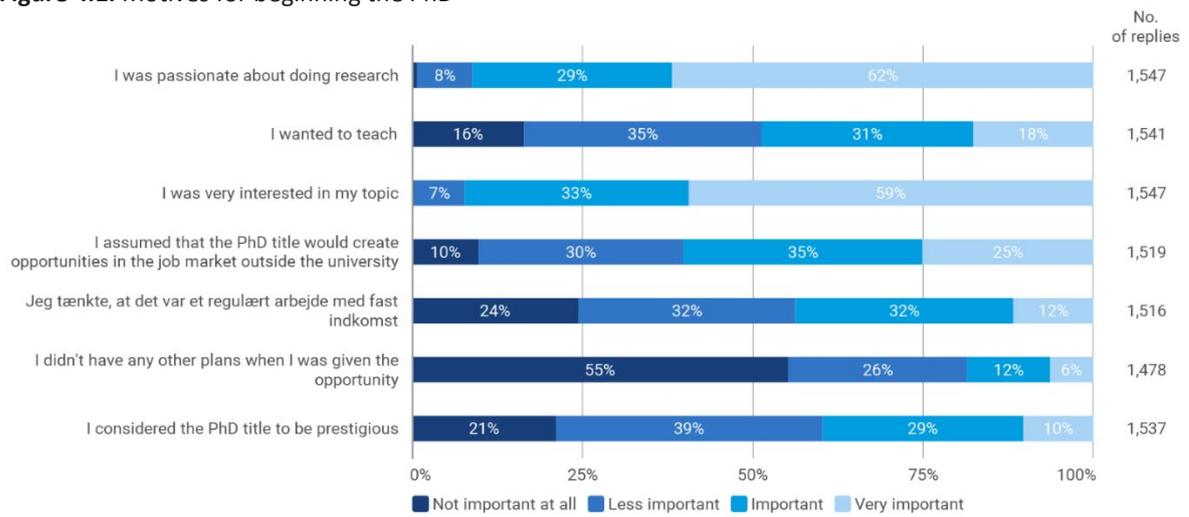
Table 4.3. Motives for beginning the PhD.

	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
I was passionate about doing re-search	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.

CHAPTER 5. THE EDUCATIONAL ELEMENTS OF A PHD

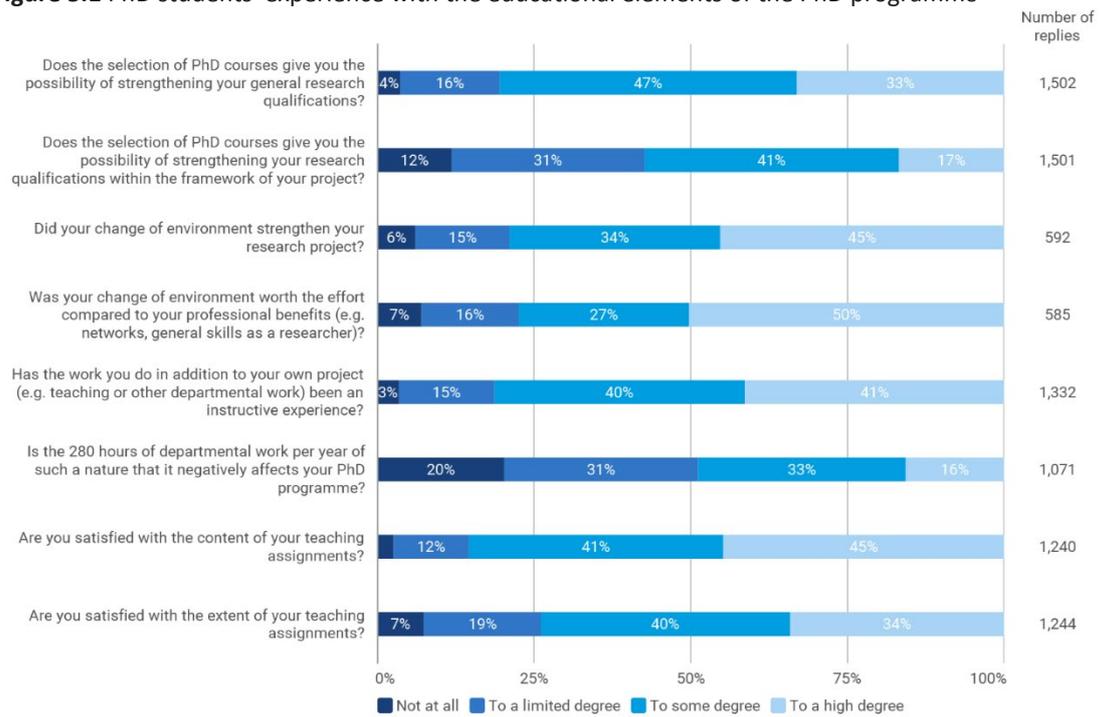
Table 5.1. PhD students' experience of the educational elements of a PhD.

	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".

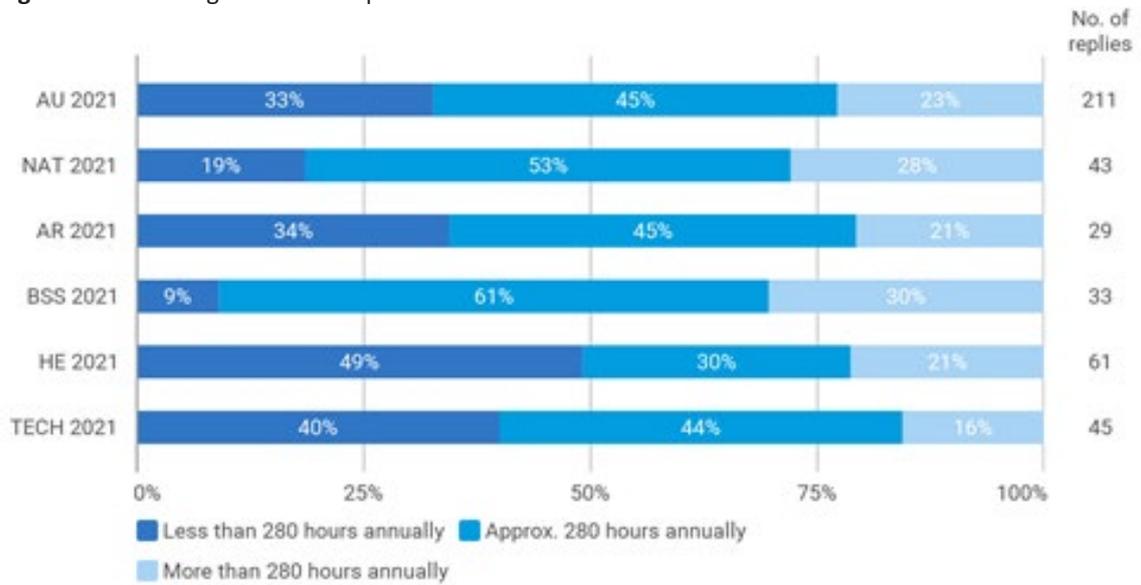
Figure 5.1 PhD students' experience with the educational elements of the PhD programme



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".

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".

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".

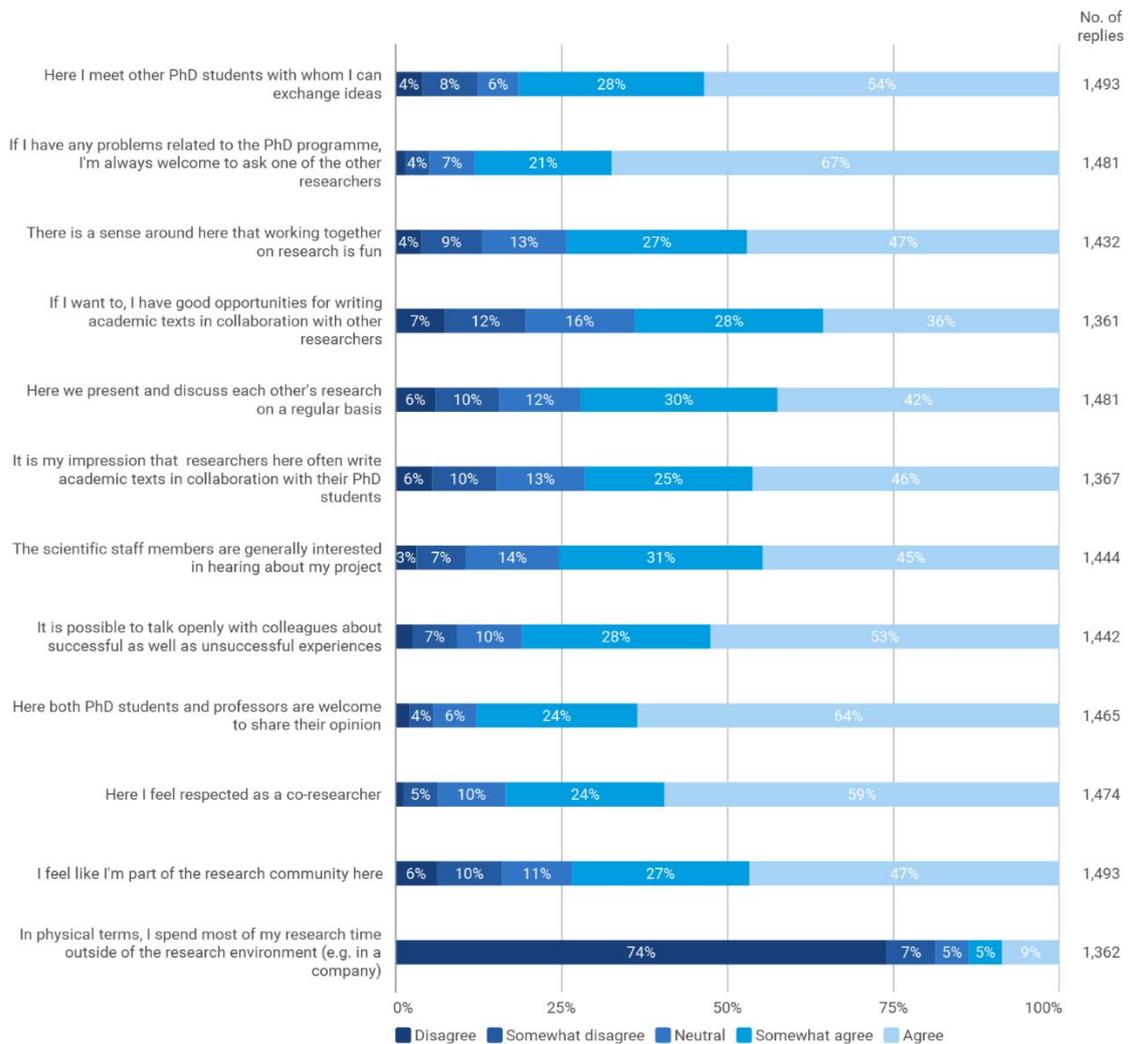
FEELING OF INTEGRATION**Table 6.3.** PhD students' experience of being part of a research community.

	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 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."

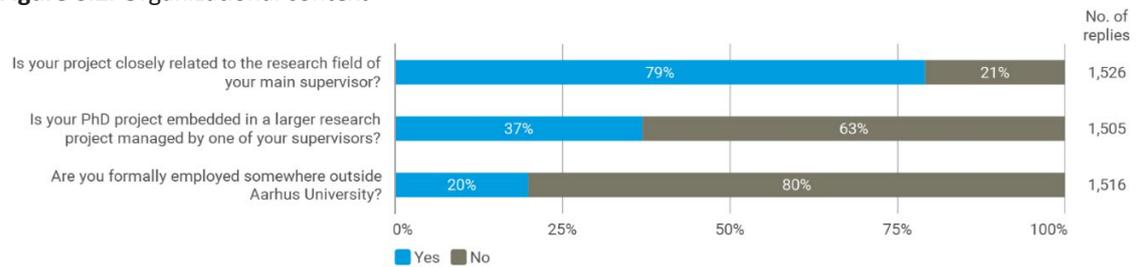
Note: The figure does not include those who have answered "do not know/not relevant".

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



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.)"

AVAILABILITY

Table 7.3. PhD students’ experience of supervisor availability

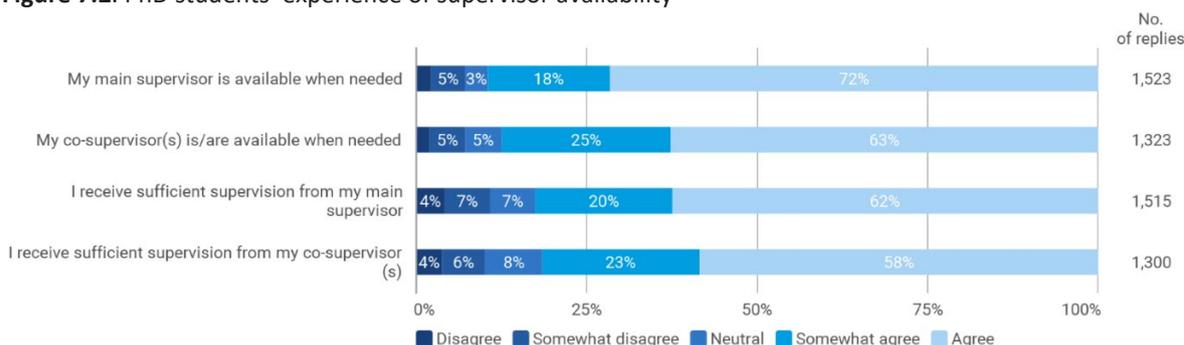
	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
My main supervisor is available when needed	86%	89%	86%	92%	90%	91%	85%	89%	86%	88%	89%	88%
My co-supervisor(s) is/are available when needed	84%	87%	78%	87%	86%	91%	84%	86%	82%	90%	88%	86%
I receive sufficient supervision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

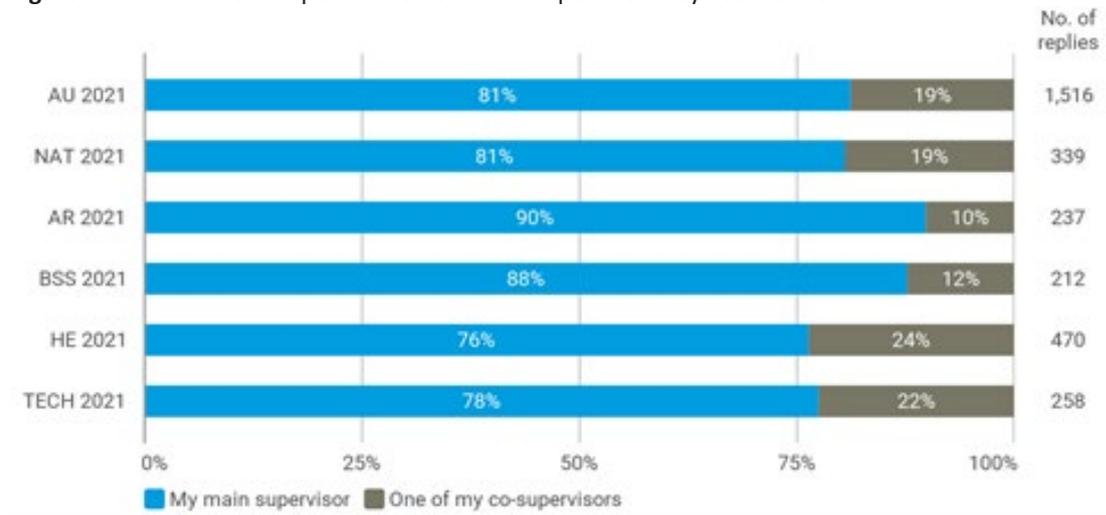
Note: Since "I receive sufficient supervision from my main supervisor" and "I receive sufficient supervision from my co-supervisor(s)" were not in the 2017 survey, there is not displayed historic data.

Figure 7.2. PhD students’ experience of supervisor availability



Note: The calculation does not include those who have answered by not / not relevant.

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

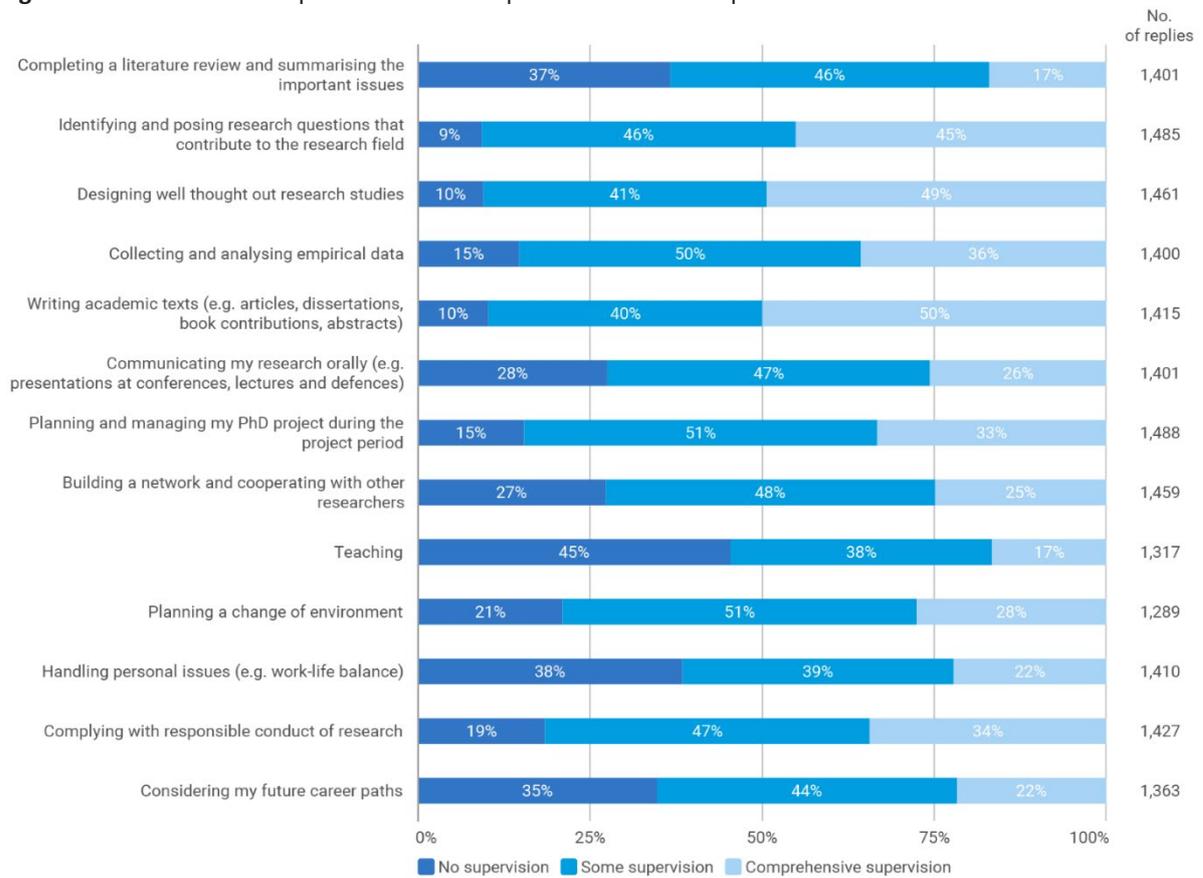
	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
Completing a literature review and summarising the important issues	58%	63%	52%	58%	62%	65%	54%	60%	63%	65%	65%	72%
Identifying and posing research questions that contribute to the research field	90%	91%	89%	91%	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.



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".

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

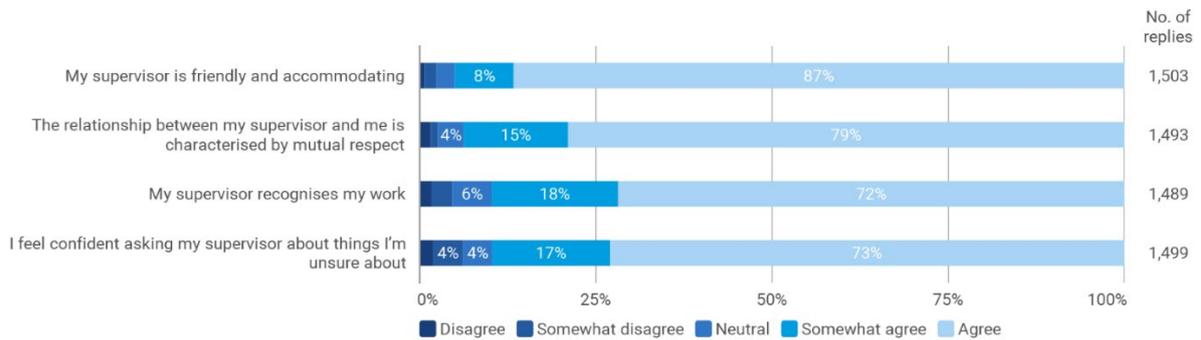
	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
My supervisor often sets the agenda for the supervision	32%	32%	24%	20%	24%	19%	30%	29%	43%	43%	38%	40%
My supervisor makes many important choices in my project	41%	38%	17%	17%	23%	20%	47%	48%	52%	47%	50%	43%
My 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.

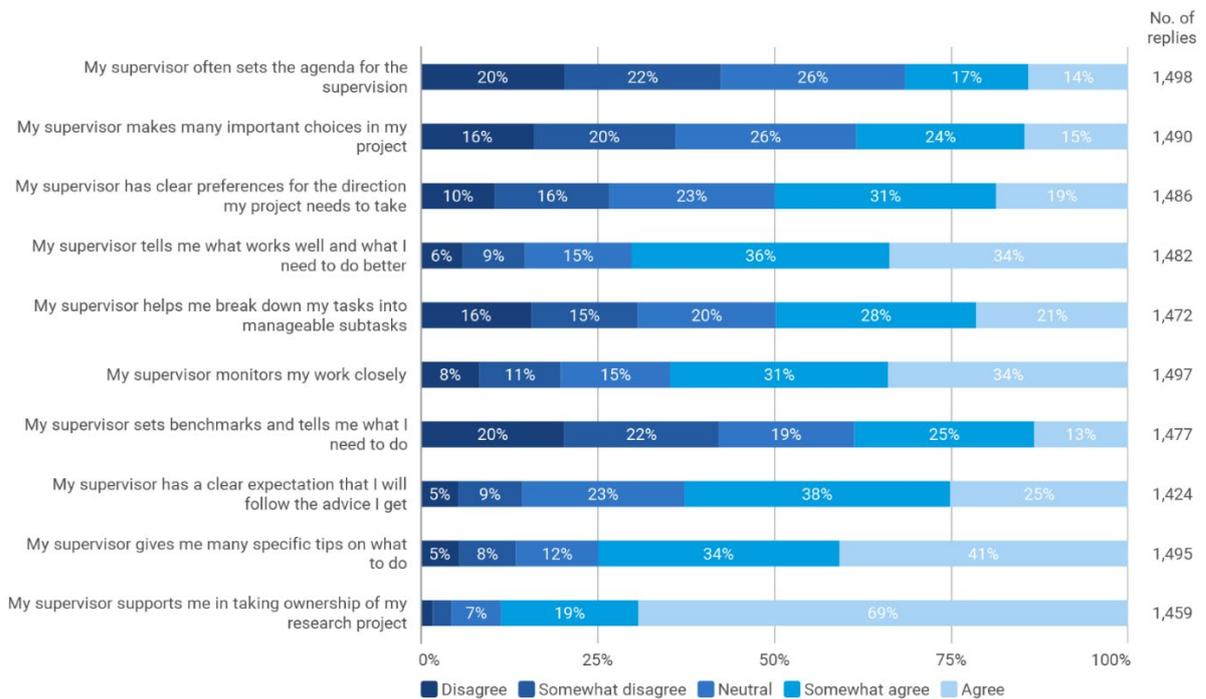
Figure 9.1. PhD students' experience of the quality of the interpersonal relationship



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".

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 project	0%	77%	0%	74%	0%	81%	0%	81%	0%	74%	0%	71%
I experience that it is possible to explore 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 project 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

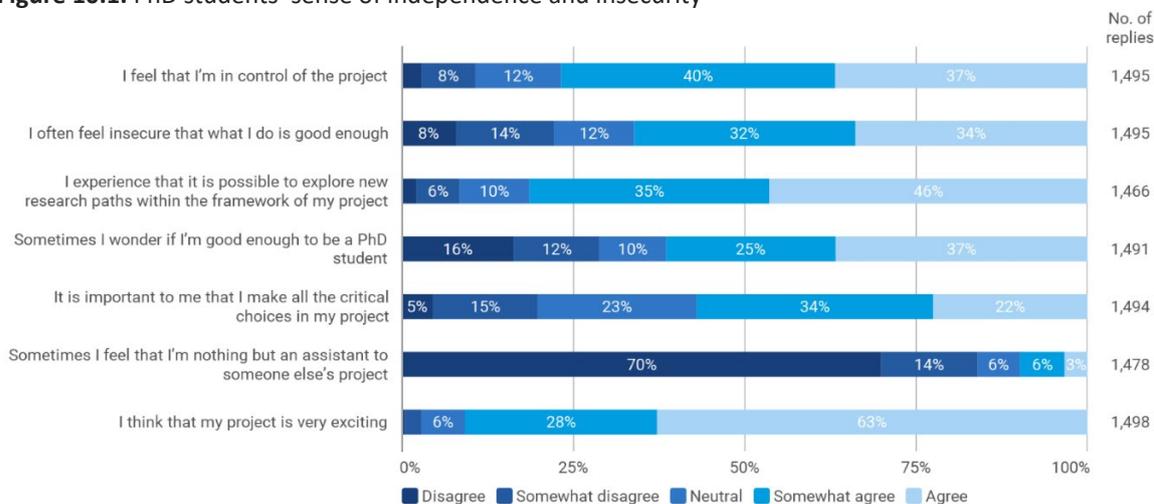
	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
I often feel insecure that what I do is good enough	0%	66%	0%	77%	0%	73%	0%	56%	0%	69%	0%	65%
Sometimes I wonder if I'm good enough to be a PhD student	0%	61%	0%	71%	0%	56%	0%	57%	0%	63%	0%	62%

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

Figure 10.1. PhD students' sense of independence and insecurity



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

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

CHAPTER 11. WORKLOAD AND LONELINESS

WORKLOAD

Table 11.1. PhD students' perception of workload

	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	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".

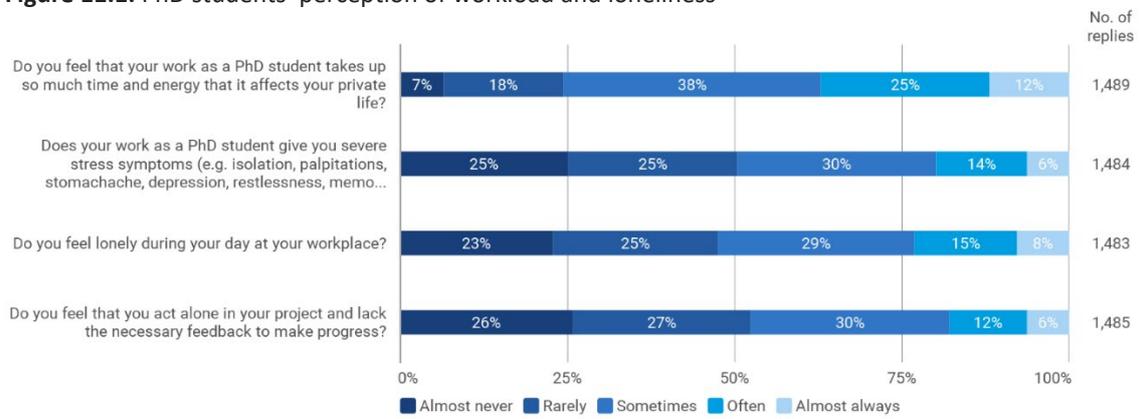
LONELINESS

Table 11.2. PhD students' perception of loneliness

	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	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".

Figure 11.1. PhD students' perception of workload and loneliness



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

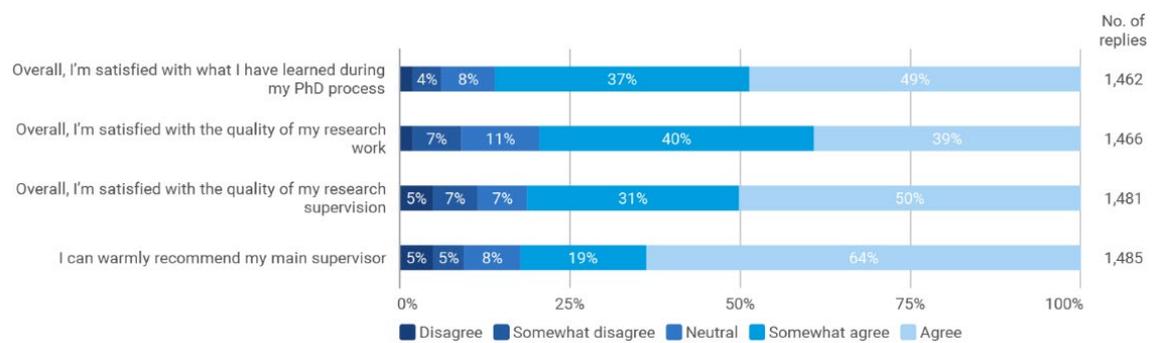
CHAPTER 12. SATISFACTION

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".

CHAPTER 13. RESEARCH SELF-EFFICACY

Table 13.1. PhD students' research self-efficacy

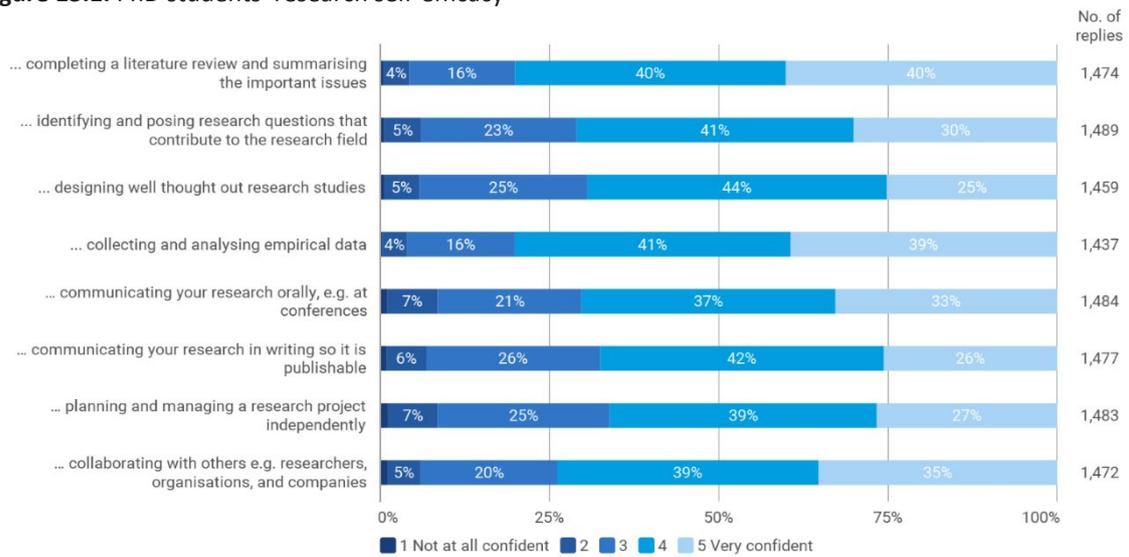
	AU		AR		BSS		HE		NAT		TECH	
	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021	2017	2021
... completing a literature review and summarising the important issues	84%	80%	80%	74%	89%	85%	86%	82%	81%	78%	85%	81%
... identifying and posing research questions that contribute to the research field	77%	71%	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".

CHAPTER 14. CAREER PLANS

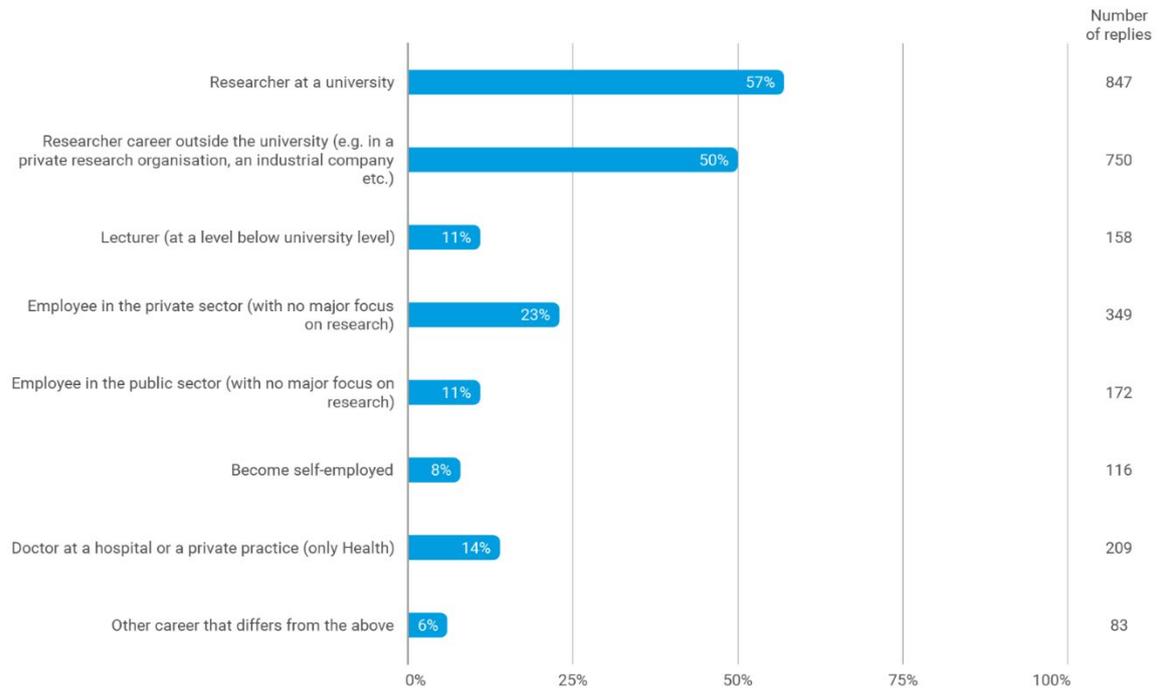
Table 14.1. PhD students' career plans

	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.

Punkt 4: Til drøftelse: Udpegning af nye medlemmer til disputatsnævnet (14.50-15.00)

Det indstilles at

- Akademisk råd forlænger funktionsperioden for de tre nuværende professorer i nævnet med 1 år
- Akademisk råd tilslutter sig forslag til revision af retningslinjer for Disputatsnævnets arbejde

Sagsfremstilling

Ifølge retningslinjerne for Disputatsnævnets arbejde skal akademisk råd udpege 3 professorer til medlemmer af Disputatsnævnet. Øvrige medlemmer af Disputatsnævnet er akademisk råds formand, der fungerer som formand for nævnet og den ansvarlige prodekan.

Funktionsperioden for nedenstående 3 udpegede professorer udløber 1 februar 2022 og pladserne skal derfor nybesættes/genbesættes for en 2 årig periode.

1. Nanna Brix Finnerup
2. Peter Svensson
3. Ebbe Bødtkjær

For fremadrettet at sikre ekspertise og kontinuitet i Disputatsnævnets arbejde indstiller formanden for Disputatsnævnet Tine Brink Henriksen, at funktionsperioden for de nuværende 3 udpegede professorer forlænges med 1 år og at akademisk råd nyudpeger/genudpeger pladserne i efteråret 2022, med en 2 årig funktionsperiode fra 1 februar 2023.

En forlængelse vil samtidig sikre kontinuitet i det igangværende arbejde med kommunikationen af interne retningslinjer for doktordisputatser på Health.

Da de næverende retningslinjer er uklare angående medlemmer, periode for udpegning og muligheder for genudpegning har Disputatsnævnet udarbejdet et ændringsforslag til nuværende retningslinjer. Akademisk råd anmodes om at tilslutte sig forslaget

Ansvarlig/ sagsbehandler

Tine Brink Henriksen/ Lene Bøgh Sørensen

Bilag

Forslag til ændringer af retningslinjer vedrørende Disputatsnævnets arbejde.

Modtager(e): Akademisk Råd

Retningslinjer for Disputatsnævnets arbejde

Disputatsnævnets medlemmer

4 professorer udpeget af Akademisk Råd. Akademisk Råds formand er født formand for nævnet. En prodekan udpeges som medlem af nævnet.

Nævnets menige medlemmer udpeges for en periode af 2 år.

Akademisk råds formand (født medlem 4 år)

3 professorer udpeget af akademisk råd (2 år med mulighed for genudpegning 1 gang)

1 prodekan

Disputatsnævnets opgaver

1. Beslutter om det indleverede materiale skal/kan tages til bedømmelse (Bekendtgørelsen §4 stk. 2).
2. Indstiller medlemmer til og nedsætter bedømmelsesudvalg.
3. Foretager kontrol af, at bedømmelsesudvalgets indstilling overholder bekendtgørelsens krav til det videnskabelige niveau og indhold

Ad. 1.

Disputatsnævnet beslutter om det indleverede materiale kan tages til bedømmelse evt. efter konsultation med et relevant fagligt miljø på baggrund af en vurdering af:

- Doktorandens videnskabelige modenhed, herunder om doktoranden særskilt har gjort rede for, hvordan og i hvilket omfang hun/han med specifikt anførte forskningsresultater ”i sig selv har bragt videnskaben et væsentligt skridt videre” også i forhold til tidligere resultater/arbejder, der er indgået i og blevet bedømt i forbindelse med tidligere akademiske afhandlinger.
- Disputatsens form og indhold herunder dens fysiske omfang (antal artikler/sider), den faglige vægt af de tidsskrifter, og hvor inkluderede artikler er publiceret.



- Om der ved institutionen er fagkyndighed på professorniveau inden for afhandlingens emneområde.

Ad 2

Disputatsnævnet nedsætter bedømmelsesudvalg, herunder identificeres 3 medlemmer på baggrund af følgende vejledende retningslinjer:

- Til formand for bedømmelsesudvalget udpeges en forsker på professorniveau, som er tildelt doktorgraden, og som er ansat ved fakultetet.
- De to øvrige medlemmer skal også have professorniveau. De skal tillige være eksterne, og mindst ét ansat ved et anerkendt udenlandsk universitet eller en udenlandsk forskningsinstitution.
- Det skal tilstræbes at begge køn er repræsenteret i bedømmelsesudvalget.
- Udenlandske medlemmer er omfattet af de samme habilitetsregler som indenlandske.

Ad 3.

Når bedømmelsesudvalgets videnskabelige bedømmelse og indstilling foreligger har Prodekan/Disputatsnævn en frist på 5 dage til at komme med bemærkninger.

Punkt 5: Til orientering: Orientering om Institut for Biomedicin (kl. 15.00-15.30)

Det indstilles

- At rådet tager orienteringen til efterretning

Baggrund

Akademisk Råd har tidligere besluttet, at alle institutledere på skift skal deltage i et rådsmøde med henblik på at orientere om deres respektive institut. THomas G. Jensen deltager på dagens møde og orienterer om Institut for Biomedicin.

Ansvarlig/sagsbehandler

Hans Erik Bøtker/Caroline S. Bendixen

Punkt 6: Pause 15.30-15.45

Pause

Punkt 7: Til drøftelse: Indstillinger til æresdoktor - proces og opmærksomhedspunkter (15.45-16.05)

Det indstilles

- At Hans Erik Bøtker giver en kort orientering samarbejdet og baggrunden for udpegningen af den seneste æresdoktorer Katja Zeppenfeld.
- At akademisk råd drøfter, hvordan det sikres, at der bliver indstillet egnede kandidater til æresdoktor titlen.

Baggrund

Formål med æresdoktorgraden

Æresdoktorgraden tildeles forskere, der, udover at have gjort en indsats for AU, skønnes at have gjort sig videnskabeligt fortjent i en sådan grad, at det findes naturligt at hædre dem med den højeste videnskabelige udmærkelse. Siden 2007 har hvert fakultet tildelt æresdoktorgraden til en forsker i forbindelse med AU's årsfest i september.

Den interne proces på Health og den videre proces på AU

På Aarhus Universitet tildeles æresdoktorgraden af rektor efter indstilling fra et akademisk råd.

I 2022 tildeles æresdoktorgraden til en person fra hvert sit fakultet. Alle medarbejdere på Health har haft mulighed for at indsende forslag. Forpersonerne for fakulteternes akademiske råd har sammen i efteråret 2021 besluttet, hvilken kandidat fra hvert fakultet, der sendes videre til universitetsledelsen til beslutning. Den samlede indstilling er vedlagt som billag. Overrækkelsen af æresdokortitlen vil finde sted på AU's årsfest fredag den 9/9-22.

Ansvarlig/sagsbehandler

Tine Brink Henriksen/Henry Andreasen

Aarhus, 29. september 2021

Samlet indstilling af Æresdoktorer 2022 på Aarhus Universitet

Forpersonskredsen for de Akademiske Råd indstiller hermed, at nedenstående kandidater tildeles æresdoktorgraden ved Aarhus Universitet 2022. Alle kandidater er fremragende forskere med en meget stærk tilknytning til Aarhus Universitet. Detaljerede indstillinger fra fagmiljøerne er vedhæftede.

TECH: Professor Milica Stojanovic, Northeastern University Boston, USA

NAT: Professor FRS FMedSci Fiona M Watts, Kings College, UK

ARTS: Professor Anna L Tsing, University of California, SC, USA

HEALTH: Professor Dr Med Michael Baumann, German Cancer Research Center, Germany

BSS: Professor Jeffrey A Smith, University of Wisconsin, USA

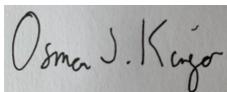
Venlig hilsen



Tine Brink Henriksen, HEALTH



Tobias Wang, NAT



Osman Skjold Kingo, BSS



Niels Nørkjær Johannsen, ARTS



Anne Jensen, TECH

Tidsplan for æresdoktor 2023

Dato (2022)	Aktivitet	Ansvarlige på Health
Primo juni	AU Juragruppen udsender opslag til fakultetssekretariaterne på de fem fakulteter.	
Juni	Fakultetssekretariatet og akademisk råd aftaler en intern deadline på Health. Processen tilrettelægges, således at kandidaterne drøftes på et fysisk møde (og ikke på et onlinemøde) i akademisk råd	Henry Caroline
Juni	Fakultetssekretariatet på Health indkalder kandidater. Opslag sendes til institutlederne og sekretariatslederne. Akademisk råd orienteres via mail og på det første rådsmøde efter udsendelsen af opslaget til institutterne.	Henry Caroline
August	Intern frist på Health. Indstillinger (maks. 5 sider) sendes til fakultetssekretariatet. Indstillingerne videreformidles til akademisk råd.	Henry
September	Akademisk råd drøfter indstillingerne på et rådsmøde og vælger to kandidater, hhv. en kvindelig og en mandlig.	Caroline
September	De fem akademiske formænd mødes og drøfter fakulteternes ti forslag, hhv. fem kvindelige og fem mandlige. De akademiske formænd udpeger en æresdoktor for hvert fakultet.	Tine
September	En repræsentant for de fem akademiske formænd udarbejder et kort brev om fakulteternes fem indstillinger til æresdoktor og fremsender det sammen med indstillingsmaterialet til AU Juragruppen.	
Oktober	Deadline hos AU Juragruppen.	
November	AU Juragruppen sætter emnet på et universitetsledelsesmøde, hvor universitetsledelsen godkender de akademiske råds indstillinger. Rektor vil derefter kontakte de kommende æresdoktorer mhp. at invitere dem med til AU's årsfest i september 2023.	



AARHUS UNIVERSITET
HEALTH

Health indkalder forslag til æresdoktor 2022 – intern deadline: 16/8-21

08-06-2021

See below for text in English

Formål med æresdoktorgraden

Æresdoktorgraden tildeles forskere, der, udover at have gjort en indsats for AU, skønnes at have gjort sig videnskabeligt fortjent i en sådan grad, at det findes naturligt at hædre dem med den højeste videnskabelige udmærkelse. Siden 2007 har hvert fakultet tildelt æresdoktorgraden til en forsker i forbindelse med AU's årsfest i september.

Den interne proces på Health og den videre proces på AU

På Aarhus Universitet tildeles æresdoktorgraden af rektor efter indstilling fra et akademisk råd. I 2022 tildeles æresdoktorgraden til en person fra hvert sit fakultet.

Alle medarbejdere på Health kan indsende forslag senest den 16/8-21 til ha@au.dk. Dekanatet opfordrer til, at der indstilles kandidater af begge køn.

Alle indkomne forslag vil blive behandlet på et møde i akademisk råd den 23/9-21 og på den baggrund, vil rådet udpege to kandidater (1 M og 1K), der indstilles i den videre proces på AU. Formændene for fakulteternes akademiske råd vil sammen i efteråret 2021 beslutte, hvilken kandidat fra hvert fakultet, der sendes videre til universitetsledelsen til beslutning. Overrækkelsen af æresdokortitlen vil finde sted på AU's årsfest fredag den 9/9-22.

Krav til en indstilling

Der er følgende krav til at indstille en kandidat:

- Indstillingen (faglig motivation, CV og publikationsliste) må maks. fylde fem sider.
- Den faglige motivation skal som minimum indeholde en beskrivelse af kandidatens tilknytning til AU samt oplysninger om, hvorvidt kandidaten er blevet spurgt, og om vedkommende kan deltage i årsfesten den 9/9-22.
- CV'et skal som minimum indeholde oplysninger om uddannelse, ansættelser, priser eller udmærkelser, H-index og antal citationer samt kontaktoplysninger (postadresse og e-mailadresse).

Oplysninger om æresdoktorer på Health og AU

Yderligere oplysninger om æresdoktorer på Health og AU kan ses på hjemmesiden:

<http://www.au.dk/om/profil/historie/haedersbevisninger/aeresdoktorer-proklameret-af-aarhus-universitet/>

Spørgsmål

Spørgsmål vedr. ovenstående kan sendes til Henry Andreasen i fakultetssekretariatet på Health (ha@au.dk).



AARHUS UNIVERSITET
HEALTH

Health calls nominations to the Honorary Doctor 2022 – internal deadline: 16/8-21

Purpose with the Honorary Doctor title

The Honorary Doctor title is awarded to researchers who contributes to AU's research and due to their scientific work are considered to have deserved it to such an extent to be honoured with the highest scientific distinction. Since 2007, each Faculty has awarded a researcher the Honorary Doctor title in connection with AU's annual celebration in September.

The internal process at Health and further process at AU

At Aarhus University, the Rector awards the Honorary Doctorate to a candidate on the recommendation of an Academic Council. In 2022, the Honorary Doctorate will be awarded to five people, ie. one person from each faculty.

All employees at Health can submit proposals no later than 16/8-21 to ha@au.dk. The Senior Management at Health ask you to nominate candidates of both sexes.

All received proposals will be processed at a meeting of the Academic Council on 23/9-21 and on that basis, the Academic Council will nominate two candidates (1 M and 1 W) who will be nominated in the further process at AU. The chairmen of the faculties' academic councils will together in the autumn of 2021 decide which candidate from each faculty will be presented for the University Management for decision. The presentation of the Honorary Doctorates will take place at AU's Annual Commemoration on the 9/9-22.

Requirements to a nomination for the Honorary Doctor

There are the following requirements to nominate a candidate:

- The nomination (motivation, CV and publication list) must not exceed five pages.
- The motivation must as a minimum contain a description of the candidate's affiliation with AU as well as information on whether the candidate has been asked, and whether he or she can participate in the Annual Commemoration on 9/9-22.
- The CV must as a minimum contain information about education, employment, prizes or awards, H-index and number of citations as well as contact information (postal address and e-mail address).

Information about Honorary Doctors at Health and AU

Further information about Honorary Doctors at Health and AU can be found here: <http://www.au.dk/om/profil/historie/haedersbevisninger/aeresdoktorer-proklameret-af-aarhus-universitet/>

Questions

Questions to the above can be sent to Henry Andreasen in the Faculty secretariat (ha@au.dk).

Punkt 8: Til drøftelse: Akademisk Råds høringsvar Forfremmelsesprogram (16.05-16.30)

Det indstilles

- at rådet drøfter høringsvar til forslag til retningslinjer vedr. forfremmelsesprogrammet med henblik på at indsende et høringsvar fra Akademisk Råd.

Baggrund

Den 1. januar 2020 trådte den nye bekendtgørelse om stillingsstruktur for videnskabeligt personale i kraft. Med den nye bekendtgørelse er der mulighed for at indføre et forfremmelsesprogram fra lektor-/seniorforskerniveau til professorniveau med det formål at kunne fastholde og/eller rekruttere særligt talentfulde lektorer/seniorforskere.

Universitetsledelsen har på møde den 23. juni 2021 drøftet et udkast til retningslinjer for AU's forfremmelsesprogram (bilag vedlagt). I forlængelse heraf har universitetsledelsen besluttet, at udkastet til forfremmelsesprogram skal forelægges til høring i Fakultetsledelser, Akademiske Råd, FSU og HSU.

Efter høringsprocessens afslutning forelægges universitetsledelsen en sammenfatning af høringsvarene med henblik på endelig godkendelse af AU's forfremmelsesprogram. Forfremmelsesprogrammet foreslås iværksat som en mulighed på fakulteterne fra den 1. januar 2022.

Høringsbrev og udkast til forfremmelsesprogram er rundsendt til Akademisk Råd d. 16. august. Der er indkommet skriftlige bemærkninger fra to rådsmedlemmer.

Ansvarlig/sagsbehandler

Tine Brink Henriksen/Caroline S. Bendixen



AU's promotion programme from associate professor/senior researcher to professor

- Draft guidelines (working group: JLA, TP, EHN, KP, ALBE)

Purpose and use

As part of Aarhus University's strategic objectives to develop core activities, research careers and diversity, the university's management has decided that, in exceptional cases, it will be possible to advertise associate professor/senior researcher positions with the option to enter into a programme for promotion to professor. In exceptional cases, this option can also be offered to already employed associate professors/senior researchers.

The promotion programme entails a targeted development plan and a later possibility to transfer from associate professor/senior researcher to professor without advertising the position (cf. the job structure). Transfer to permanent employment as a professor presupposes, and is triggered by, a positive academic assessment based on the same requirements as for open advertisements for a professorship.

The promotion programme will only be applied in exceptional cases. The programme is a supplement to Norms for recruitment with open and broad advertisements, and these will continue to be the primary form of recruitment of researchers at senior level.

The programme is expected to contribute to the further development of AU as an attractive workplace with focus on long-term career development, targeted recruitment and retention of talented academic staff. No quotas have been set for use of the promotion programme. Each individual faculty will manage the programme within the faculty's recruitment and budget frameworks.

The senior management team will monitor use and development annually and will make adjustments if necessary. Similarly, the academic councils will be involved once a year to discuss use and scope in general.

Before the start of the programme, the framework and content of the proposed programme will be discussed by the Main Liaison Committee, the Faculty Liaison Committees and the Academic Councils with a subsequent decision by the senior management team.

Selection for the promotion programme

The process for selecting candidates for the promotion programme follows the faculties' current guidelines for academic appointments, including professional recognition and inclusion in the process. Selection for the programme is closely linked with other appointments and employment planning, so selection will be linked to the strategic considerations in employment plans and talent development.

In connection with selection for the programme, emphasis will be on documented extraordinary academic initiatives and results. Considerations should also cover how the best qualified candidates can contribute to the strategic and long-term goals of the department/school, for example to improve professional knowledge, diversity, research, education and collaboration within a given academic area. The final selection of associate professors/senior researchers for the promotion programme will be by the dean on the basis of a recommendation from the head of department/school.

The decision regarding selection and whether the promotion programme is to be applied depends on a specific assessment of the candidate's documented qualifications and results, focusing on:

- Research publications of particularly high quality in leading journals within their field
- Teaching efforts and new development of research-based teaching, methods, courses and a PhD programme
- Management competences at group leader level
- The ability to build well-functioning professional collegial environments
- Innovations within collaboration/knowledge sharing
- Attracting external research funding (at least one major grant based on academic assessment and strong competition, for example ERC or an equivalent level).

Use #1: Recruitment of new associate professors/senior researchers

In exceptional cases, the promotion programme may be applied in connection with recruitment within disciplines in which researcher mobility is very high and competition for the most promising researchers is particularly strong. In this context, the promotion programme can be one of several recruitment tools.

As a general rule, associate professor/senior researcher positions are advertised in the usual manner in accordance with the recruitment policy of the individual faculty. If, in connection with the advertisement, the hiring manager assesses that there are exceptional recruitment challenges and/or strong international competition, the job advertisement can state that it is possible to agree on entry into the promotion programme in connection with employment. The job advertisement must refer to the university's guidelines, and it must state that the employee will be transferred to a permanent position at professor level without job advertisement, provided there is a positive academic assessment, usually after three to five years at associate professor level at the earliest. If applicants wish to be considered, as a supplement to the application, CV and the required appendices, they will have to prepare a short personal statement applying for participation in the programme. This applies to both internal and external applicants.

Use #2: Retention of associate professors/senior researchers

In exceptional cases, the promotion programme may also be used for already employed associate professors and senior researchers with a view to retention and career development, if there are compelling reasons to do so. In this case, the employee in question must be assessed as having a very high, consistent academic level, and an ability and willingness to make extraordinary efforts for the academic environment and the study environment of a scale and quality that significantly exceed the level which formed the basis for employment as an associate professor/senior researcher: in other words, what is normally expected of such positions at AU.

The criterion for recommendation for the promotion programme is that, through focused career development, within a few years the employed associate professor/senior researcher will be assessed as able to achieve qualifications corresponding to a professorship in open advertisements. This assessment will be conducted by the head of department/school following advice from internal and/or external experts/bodies. The assessment will be based on the candidate's documented qualifications, results and performance at the department/school within all core activities, cf. the job structure and professional recognition requirements. The programme will be adapted to the individual candidate and the duration of the programme may be shortened.

Assessment in connection with completion of the programme and possible transfer to professorship

The academic assessment will be conducted by an assessment committee set up in accordance with the current rules for academic assessment committees, AU's Norms for recruitment and the faculties' guidelines for academic appointments.

The assessment must be carried out within the final six months of the agreed promotion programme period. It can be agreed specifically that the assessment will be carried out at an earlier point in time. The employee in question must request to be assessed. If the associate professor/senior researcher fails to request an assessment of his or her qualifications by no later than six months before the end of the promotion programme, or if the associate professor/senior researcher is assessed and found not to be academically qualified, his or her employment as an associate professor/senior researcher will continue outside the programme. It is possible to offer the associate professor/senior researcher an additional attempt at qualifying before the end of the specific promotion programme. A maximum of two academic assessments may be carried out.

Following a positive assessment, the head of department/school will submit a recommendation for transfer to professorship for final decision by the dean. The dean will make a decision solely on the basis of the assessment, and will ensure that the academic quality corresponds to appointment of professors in open advertisements.

Content of the promotion programme

The duration of the programme will typically be three to five years. The duration, content and development plan will be adapted to the individual employee and be determined from the beginning.

The individual development plan must contain specific goals and activities to further develop the competences of the associate professor/senior researcher within research, education and collaboration in order for the associate professor/senior researcher to qualify as a professor. In connection with admission to the programme and as part of the development plan, the employee will be assigned a mentor. The mentor will be a senior member of academic staff, and an individual mentorship programme will be planned.

In addition, the development plan will describe the mutual expectations for contributions by the department/school and the employee to the individual career development and a research management vision in relation to the academic development of the department/school. Both the associate professor/senior researcher and the head of department/school will commit to the programme and the plan until the assessment. The employee's development in relation to the plan and the requirements set will be followed up at least once a year in the staff development dialogue.



AARHUS UNIVERSITET

Modtagere:

Fakultetsledelser, Akademiske Råd, FSU og HSU

Høring: AU's forfremmelsesprogram fra lektor/seniorforsker til professor

Den 1. januar 2020 trådte den nye bekendtgørelse om stillingsstruktur for videnskabeligt personale i kraft. Med den nye bekendtgørelse er der mulighed for at indføre et forfremmelsesprogram fra lektor-/seniorforskerniveau til professorniveau med det formål at kunne fastholde og/eller rekruttere særligt talentfulde lektorer/seniorforskere.

Universitetsledelsen har på møde den 23. juni 2021 drøftet et udkast til retningslinjer for AU's forfremmelsesprogram (bilag vedlagt). I forlængelse heraf har universitetsledelsen besluttet, at udkastet til forfremmelsesprogram skal forelægges til høring i Fakultetsledelser, Akademiske Råd, FSU og HSU. Det er op til FSU selv at beslutte, om man vil inddrage de lokale samarbejdsudvalg i høringsprocessen.

Efter høringsprocessens afslutning forelægges universitetsledelsen en sammenfatning af høringssvarene med henblik på endelig godkendelse af AU's forfremmelsesprogram. Forfremmelsesprogrammet foreslås iværksat som en mulighed på fakulteterne fra den 1. januar 2022.

Af hensyn til den videre behandling på universitetsniveau koordinerer fakultetssekretariaterne den lokale høringsproces, og fremsender fakultetets samlede høringssvar i en form, der kan anvendes som bilag til universitetsledelsen.

Høringssvar bedes fremsendt til personalejuridisk konsulent Alev Gencay, AU HR Personalejura, aga@au.dk senest den 29. oktober 2021, men gerne tidligere.

Venlig hilsen

Alev Gencay
Personalejuridisk konsulent

Personalejura**Alev Gencay**

Personalejuridisk konsulent

Dato: 9. juli 2021

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Side 1/1

**Personalejura**

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Punkt 9: Til orientering: Nyt fra dekanen (16.30-16.45)

Det indstilles

- At akademisk råd tager orienteringen til efterretning

Baggrund

Hans Erik Bøtker orienterer om nyt.

Ansvarlig/sagsbehandler

Hans Erik Bøtker/Caroline S. Bendixen

Punkt 10: Eventuelt (16.45-17.00)

Eventuelt