

UDVALG

Akademisk Råd

MØDE

Møde i Akademisk Råd

STED

Frandsenssalen, Nordre Ringgade 1

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Mødeinformation

Mødedeltagere:

Jens Christian Hedemann Sørensen (formand), Allan Flyvbjerg (næstformand), Anders Børglum, Ask Vest Christiansen, Bente Nyvad, Erik Ernst, Kim Overvad, Lene Baad-Hansen, Lene Warner Thorup Boel, Poul Henning Jensen, Jytte Kraglund, Jørgen Andresen, Majken Sand, Christoffer Witt, Erik Elgaard Mikkelsen, Mai-Britt Vestergaard (suppleant for Eirild Espeseth) Line Petersen, Nina Bjerre Andersen, Julius Hvidt (observatør), Nete Ramlau-Hansen.

Afbud:

Jørgen Frøkiær, Eiril Espeseth, Rikke Eltved Pedersen, Tine Gregersen, Peter Hokland

Prodekan Lise Wogensen Bach og Lene Bøgh Sørensen deltager under punkt 1 og 2.

Prodekan Charlotte Ringsted deltager under punkt 3.

Forplejning:

Der serveres morgenmad

Temadrøftelse: Nye tiltag på Ph.d.-området

Temadrøftelsen vedrører nye tiltag på Ph.d.-området og opfølgning på anbefalinger fra det internationale evalueringspanel. Opfølgningen skal munde ud i en ny handleplan for ph.d.-uddannelsen 2015-2020.

Det indstilles

- At Akademisk Råd kommer med bidrag til de temaer, der indgår i arbejdet med ny handleplan for ph.d.-uddannelsen

REFERAT

Prodekan Lise Wogensen Bach indledte punktet med at orientere om forårets debat om kvaliteten af ph.d.-uddannelsen og drøftelsen af om der optages for mange ph.d.-studerende.

Herefter gennemgik Lise den evalueringsrapport, der er udarbejdet om ph.d.-skolen på Health. På nationalt niveau er det besluttet, at landets ph.d.-skoler skal evalueres af et eksternt evalueringspanel hvert 4. år, og Health havde besøg af et internationalt panel sidst i april måned. Nu foreligger rapporten, der overordnet set er meget positiv, men som også peger på områder, som panelet anbefaler, der kan arbejdes videre med (Lise Wogensen Bachs præsentation er vedhæftet).

Med henblik på at bidrage til en revideret handleplan for ph.d.-skolen drøftede Akademisk Råd forslag til konkrete tiltag (se vedhæftede bilag). Rådets bidrag vil indgå i arbejdet med udarbejdelse af en revideret handleplan for ph.d.-skolen, og Lise Wogensen Bach afsluttede punktet med at takke rådet for bidrag. Rådet vil blive præsenteret for handleplanen, når den er udarbejdet.

Ph.d.-uddannelsen på Health blev evalueret af et internationalt evalueringspanel i foråret 2015 (Evalueringspanelets rapport og en kortere sammenfatning af rapporten er vedhæftet som bilag. Herudover er vedhæftet den selvevalueringsrapport, der blev udarbejdet op til evalueringspanelets besøg). Panelets vurderinger og anbefalinger indgår i efteråret 2015 i arbejdet med en ny handleplan for ph.d.-uddannelsen på Health.

På mødet vil prodekan Lise Wogensen Bach, som oplæg til gruppearbejde orientere om

1. Forårets debat om kvaliteten af ph.d.-uddannelsen
2. Hovedkonklusionerne i det internationale evalueringspanels rapport
3. Temaer i efterårets arbejde med ny handlingsplan.

På baggrund af oplægget drøftes nedenstående temaer /spørgsmål i 4 grupper, og hver gruppe præsenterer efterfølgende de vigtigste pointer fra drøftelsen.

A. Hvordan afspejler/dokumenterer det videnskabelige produkt - oversigt og artikler - i samspil med de øvrige aktiviteter i ph.d.-studiet incl. forsvaret den ph.d.-studerende's akademiske udvikling gennem de tre år?

B. Hvordan styrkes kvalitet og transparens i opslags-og bedømmelsesprocessen generelt og konkret for både danske og udenlandske ph.d.-studerende?

C. Hvordan kan ph.d.-skolen og forskningsprogrammerne fremme og støtte opbygning og fastholdelse af internationale samarbejder og herunder rekruttering af udenlandske ph.d.-studerende?

D. Hvordan kan vi sikre, at karriererådgivning af ph.d.-studerende får en hensigtsmæssig vægt og kvalitet og integreres i uddannelsesforløbet?

Forslag til gruppeinddeling

A : Anders Børglum, Ask Vest Christiansen , Bente Nyvad, Anne Sofie Lynnerup, Christoffer Witt.

B: Peter Hokland, Tine Gregersen, Jens Christian Hedemann Sørensen, Eirild Espeseth, Erik Elgaard Mikkelsen, Majken Sand.

C: Erik Ernst, Allan Flyvbjerg, Line Petersen, Nina Bjerre Andersen, Jørgen Andresen

D: Kim Overvad, Lene Baad-Hansen, Lene Warner Thorup Boel, Rikke Eltvéd, Jytte Kraglund.

Drøftelserne i Akademisk Råd vil indgå i efterårets arbejde med ny handleplan 2015-2020 for ph.d.-uddannelsen på Health. Planen forventes at blive sendt i høring ultimo 2015/ primo januar 2016.

Ansvarlig/Sagsbehandler

Lise Wogensen Bach/Lene Bøgh Sørensen

Bilag til Temadrøftelse: Nye tiltag på Ph.d.-området

- Evaluation report - final from the panel
- Sammenfatning af konklusioner i evalueringsrapporten
- Selvevalueringsrapport 2014 m. bilag
- AR_HANDLINGSPLANSMØDE_og STIPENDIER
- Temadrøftelse AR 17 sept. - nye tiltag på ph.d.området

Til orientering: Revideret stipendiemodel

Som opfølgning på tidligere drøftelser i Fakultetsledelsen, er der er foretaget en mindre revision af stipendiemodellen med det formål at forenkle modellen og forbedre incitamentsstrukturen.

Det indstilles

- At orienteringen om den reviderede stipendiemodel tages til efterretning

REFERAT

Lise Wogensen Bach orienterede om den reviderede stipendiemodel (oplæg vedhæftet), og rådet tog orienteringen til efterretning.

Den nuværende stipendiemodel blev indført pr. november 2014. Stipendiemodellen blev drøftet i Fakultetsledelsen d. 7. april 2015, hvor institutlederne kom med tilbagemeldinger på modellen ud fra de foreløbige erfaringer. På baggrund heraf er der foretaget en mindre revision af stipendiemodellen, der træder i kraft pr. 1. januar 2016. I forbindelse med ikrafttrædelsen vil den blive beskrevet i Ph.d.-skolens nyhedsbrev, ligesom der lægges informationsmateriale på hjemmesiden.

Hensigten med revisionen af stipendiemodellen er at sikre den bedste udnyttelse af stipendiemidlerne til understøttelse af de bedste forskningstalenter indenfor fakultetets forskningsområder. Med revisionen er søgt skabt en forenkling af modellen, større incitament til at søge eksterne bevillinger til AU og en forøget tilføring af midler til institutterne til dækning af omkostningerne ved ph.d.-uddannelsen, herunder udgifter i forbindelse med barsel.

Hovedtrækkene i den reviderede model er følgende:

- Der udbydes fortsat 30 fulde stipendier (å 3 * 433.000 kr.) målrettet strategiske formål. Midlerne overføres til det ansættende institut og stipendietildelingen forudsætter dermed ansættelse på AU.
- Der har hidtil været udbudt 130 1/3 stipendier årligt (å 433.000 kr.). Antallet fastholdes men ændres til et tilskud til ph.d.-uddannelsen på i alt 550.000 kr. fordelt over 3 år.
- Tilskuddet gives til de bedst kvalificerede ansøgere uafhængigt af, om der er opnået helt eller delvis ekstern finansiering.
- Der skal betales studieafgift til Ph.d.-skolen i 3 år (og ikke 2 år som hidtil) for de 130 ph.d.-studerende, der modtager tilskud.
- Tilskuddet gives til det institut, hvor den ph.d.-studerende indskrives og ikke som hidtil til ansættelsesstedet. Tilskuddet er øremærket til ph.d.-uddannelse, men ikke til den enkelte studerende.
- Der forventes årligt at blive indskrevet 170 ph.d.-studerende årligt, hvoraf de 10 ikke vil modtage tilskud fra Fakultetet.
- Stipendier og tilskud fordeles af Tildelingsudvalget til de bedst kvalificerede kandidater, uanset øvrige opnåede bevillinger. Det vil fortsat være muligt for et mindre antal ph.d.-studerende at blive indskrevet, hvis der ikke opnås tilskud.

Prodekan Lise Wogensen Bach vil på mødet gennemgå den reviderede model.

Ansvarlig / sagsbehandler

Lise Wogensen Bach/Lise Terkildsen

Bilag til Til orientering: Revideret stipendiemodel

- Stipendiemodel

Til drøftelse: Opfølgning på Studiemiljøundersøgelsen 2014

Det indstilles

- At Akademisk Råd tager tilbagemeldingerne fra institutterne til efterretning og drøfter hvordan svarprocenten på studiemiljøundersøgelsen – og andre undersøgelser med relevans for kvalitetsarbejdet på uddannelsesområdet – kan højnes

REFERAT

Allan Flyvbjerg indledte punktet med at opsummere resultaterne fra den seneste Studiemiljøundersøgelse på Health. Undersøgelsen, der er fra 2014, viser en generel stor tilfredshed blandt de studerende men peger også på områder, der kan forbedres. For Health drejer det sig primært om stress, faglig feedback, digitalt læringsmiljø og plads til gruppearbejdsrum. Undersøgelsens besvarelsesprocent er varierende fra uddannelse til uddannelse. Således er den højeste besvarelsesprocent på 48% mens den laveste besvarelsesprocent er under 30%. Health vil gerne øge besvarelsesprocenten i den næste undersøgelse, der gennemføres i 2017.

Akademisk Råd fandt overordnet set, at der ikke er grund til bekymring over besvarelsesprocenten. Rådet havde dog følgende konkrete forslag:

- Bede de studerende om at bruge 15 min. af en undervisningstime til at udfylde spørgeskemaet
- Udlodning af præmie
- Mulighed for besvarelse via Blackboard.

Rådet havde herefter en drøftelse af resultaterne og institutternes opfølgning. I særlig grad var Akademisk Råd optaget af af hvad der lå i stress-temaet, og der var forslag om, at der i forbindelse med fremtidige undersøgelser gennemføres fokusgrupper, der mere kvalitativt kan undersøge de enkelte temaer. Der var desuden et forslag om at arbejde med mindfulness.

Allan Flyvbjerg afrundede punktet med at påpege at det er yderst vigtigt at opretholde et godt studiemiljø på Health. Derfor er det centralt, at der er kontinuerlig ledelsesmæssige fokus på institutternes arbejde med undersøgelsens resultater. I starten af det nye år vil institutterne derfor blive bedt om ny status for opfølgningsarbejdet.

Ved behandling af Studiemiljøundersøgelse 2014 besluttede fakultetsledelsen, at der skulle ske opfølgning på tiltag iværksat som følge heraf i løbet af foråret 2015. Opfølgningen er sket i form af tilbagemeldinger fra henholdsvis studienævn og institutter.

Opsummerende viste Studiemiljøundersøgelse 2014 på HE, at de studerende trives godt på deres uddannelse. Konkret viste det sig ved, at langt hovedparten føler sig som en del af det faglige og sociale fællesskab på uddannelsen med god kontakt til undervisere og medstuderende blandt andet gennem læsegrupper. Dog er der nogle områder, hvor andelen af positive tilbagemeldinger ligger noget lavere. Det drejer sig primært om stress, faglig feedback, digitalt læringsmiljø og plads til gruppearbejdsrum.

Som det fremgår af tilbagemeldingerne har både studienævn og institutter gjort en stor indsats i opfølgningen på Studiemiljøundersøgelse 2014, som det fremgår af bilaget.

Dog har de lave svarprocenter på studiemiljøundersøgelsen indflydelse på validiteten af undersøgelsen, hvilket påvirker muligheden for umiddelbart at anvende undersøgelsen som et aktivt redskab i fakultetets kvalitetsarbejde uden behov for supplerende analyser.

Ansvarlig / sagsbehandler

Charlotte Ringsted / Liza Strandgaard

Bilag til Til drøftelse: Opfølgning på Studiemiljøundersøgelsen 2014

- Bilag_opfølgning SMU 2014_260515

Til drøftelse: Refleksion over det politiske landskab

Det indstilles

- At Akademisk Råd kort drøfter det politiske landskab

REFERAT

Akademisk Råd drøftede det politiske landskab og de økonomiske scenarier for universiteterne. Rådet blev enige om at drøfte punktet igen på næste møde i Akademisk Råd.

På baggrund af et kort oplæg fra Allan Flyvbjerg bedes rådet reflektere over det sundhedspolitiske, forskningspolitiske og uddannelsespolitiske landskab vurderet ud fra regeringens, Uddannelses- og forskningsminister Esben Lunde Larsens og Sundhedsminister Sophie Løhdes udmeldinger.

Ansvarlig/Sagsbehandler

Allan Flyvbjerg/Nete Ramlau-Hansen

Til orientering: Visionsproces for IO/SKT

Det indstilles

- At Akademisk Råd tager orienteringen til efterretning

REFERAT

Allan Flyvbjerg orienterede kort om den visionsproces, der er i gang på IO/SKT. Målet er at fremlægge en vision for en sammenlagt enhed for bestyrelsen på bestyrelsesmødet d. 3. december.

I foråret foreslog dekanen en sammenlægning af Skolen for Klinikassistenter, Tandplejere og Kliniske tandteknikere og Institut for Odontologi. Forslaget var blandt andet i høring i Akademisk Råd. Dekanen orienterer om status for forslaget og den videre proces.

Ansvarlig/sagsbehandler

Allan Flyvbjerg/Nete Ramlau-Hansen

Mundtlig orientering ved formanden

Det indstilles

- At orienteringen tages til efterretning

REFERAT

Akademisk Råd tog orienteringen til efterretning. På næste møde i Akademisk Råd er uddannelsesområdet, herunder institutionsakkreditering planlagt som tema.

Formanden orienterer blandt andet om ny professoraftale og temaet for næste møde i Akademisk Råd.

Ansvarlig/sagsbehandler

Jens Christian Hedemann Sørensen/Nete Ramlau-Hansen

Mundtlig orientering ved dekanen

Det indstilles

- At orienteringen tages til efterretning

REFERAT

Akademisk Råd tog orienteringen til efterretning.

Dekanen orienterer blandt andet om implementering af ny procedure for, hvordan forskere og forskergrupper skal anmelde behandling af personoplysninger - f.eks. analyse af personoplysninger samt oprettelse databaser og registre med personoplysninger.

Ansvarlig/sagsbehandler

Allan Flyvbjerg/Nete Ramlau-Hansen

Eventuelt

International Evaluation of the PhD Programme of the Graduate School of Health Sciences, University of Aarhus, Denmark

Introduction

The Graduate School of Health Sciences (GSHS), University of Aarhus, has initiated an international evaluation of the PhD Programme of the Graduate School. The evaluation involved the preparation of a report made by an international evaluation panel and containing a set of development-oriented results and recommendations.

The members of the international evaluation panel, and thus the authors of this report, were:

- Professor Stina Syrjänen, PhD, University of Turku, Finland
- Professor Hongquan Zhang, PhD, Peking School of Basic Medical Sciences, China
- Professor Neil Pearce, PhD, London School of Hygiene & Tropical Medicine, UK
- Senior Executive Officer Jakob Ousager, PhD, University of Southern Denmark

The main basis for the conclusions and recommendations in this report is the Graduate School's self evaluation report (December 2014) and the interviews conducted during the international evaluation panel's site visit at the University of Aarhus, Denmark, on April 13-15 2015.

In addition to the self evaluation report, and the interviews, the evaluation panel has had access to an extensive set of information including PhD theses, course evaluations, and the comprehensive report "Quality in the PhD process – a survey among PhD students at Aarhus University ([appendix A](#)).

The self evaluation report refers to the doctoral education quality framework defined by and shared among Aarhus University's four graduate schools. This framework involves four main categories: output, entry level requirements, input, and organisation. The evaluation panel finds this quality framework to be appropriate and useful. Therefore the conclusions and recommendations in the report are arranged according to these concepts.

General comments and recommendations

The panel's over all impression of the GSHS PhD Programme is that of a very well-driven, well-organized and competitive programme. The GSHS PhD Programme offers excellent opportunities for talented future researchers to pursue their ambitions of a career within academia or within other professions that require research competences.

There is a strong focus in the GSHS PhD Programme not only on the scientific quality of the PhD students' work but also on the importance of supporting the PhD students' development of generic competences relevant for an early stage researcher.

There is, off course, always room for improvement. But it is the evaluations panel's perception that challenges faced by the GSHS PhD Programme generally are of a kind that are fairly universal in doctoral education. The panel's recommendations given below should be seen in that light.

Output

It is the GSHS's ambition that PhD students should publish the result of their scientific work whenever it is possible and suitable and with the highest degree of impact. It is also intended that the graduates contribute significantly to the society by bringing their research competences to use in- and outside of academia both in Denmark and abroad.

Comments

The report states that PhD theses submitted to the GSHS contain on average 3,5 manuscripts and that the graduates each contributed to 8,4 publications (some presumably through co-authorships).

While the average numbers of manuscripts per thesis is 3,5 (with 1,6 published manuscripts at the time of submission of the thesis) there is no information of the range of numbers of papers per thesis. Also, it is unclear to what extent the remaining 1,9 manuscripts actually get published. Furthermore, there is no indication of the published manuscripts' bibliometric characteristics such as impact factor.

There are indications that graduates from the GSHS PhD Programme have very high post-PhD employment rates. However, there is not much evidence available concerning the specific nature of the employment obtained by the graduates. It would, of course, be particularly interesting to know to what extent competences acquired during the PhD education are brought to work by the graduate in, for instance, the clinical work.

From a 'client' point of view (the client here being key actors in the health care system) there appears to be a high degree of appreciation of the competences brought into the health care system by health professionals who have undergone research training via a PhD programme. It is the impression that PhD graduates, although they may not all continue to pursue a career as active researchers, nevertheless contribute significantly to improving the quality of health care, and promoting the practice of evidence based medicine, to the benefit of the patients.

Recommendations

The lack of evidence concerning the bibliometric characteristics or other forms of quantification of the PhD theses' and their embedded paper's scientific quality is a challenge shared by most graduate schools. However, it would strengthen the GSHS's position in an international setting if more solid evidence could be provided about both the quantity and the scientific quality of the PhD theses' contents.

It is also recommended to continue emphasizing the 'dual purpose' nature of PhD studies: publications are important, but so are the graduates' contributions to the health care system's general quality and to the promoting of EBM. This may be seen as a key benefit of the GSHS PhD Programme. Also the studies should provide the skills needed in work outside of university in addition to expertise in research work.

Entry level requirements

Vision

It is the GSHS's ambition to enrol only the most talented and dedicated candidates and to accept only PhD project proposals of the highest quality and with a substantial scientific weight. It is also the GSHS's ambition to attract a larger proportion of applicants with an international background.

These ambitions are pursued via clear recruitment measures, policies, and procedures. The head of the PhD School and the heads of the Graduate Programmes are pivotal in these processes. The recruitment and project/applicant assessment also make good use of other faculty's specific expertise and of the administrative staff's practical assistance.

Comments

It is the evaluation panel's perception that the assessment of PhD project proposals and of the applicants' qualifications is carried out with appropriate care and with the involvement of the necessary scientific expertise. Appropriate measures seem to be taken to avoid issues of potential ineligibility or conflicts of interests that might otherwise be a problem when researchers are appointed assessors of PhD projects proposed by their colleagues from the same institution.

The GSHS management has provided the evaluation panel with an overview of how the faculty stipends are allocated to the applicants. It appears that the allocation of funds (full stipends as well as 1/3-stipends) is based solely on the projects' quality and the applicants' qualifications, not taking into consideration any set distribution of the stipends among the graduate programmes and/or the departments.

The evaluation panel acknowledges the logic of these procedures and their underlying intentions, but is at the same time uncertain that it is actually possible to measure and compare the quality of projects and the qualification of the applicants across all the different areas of health research – and more so to do it free of “political” considerations.

It is in any case the panel's perception that the abovementioned procedures demand a very high degree of transparency in order to counteract the potentially less positive perceptions of these processes that might eventually emerge. It is not absolutely clear to the evaluation panel if this high degree of transparency is already established. However, judged by the panel's discussion with key stakeholders it appears that the processes, especially when it comes to the allocation of stipends, are not always perceived of as sufficiently transparent.

When it comes to the possibilities for attracting more international applicants the major obstacle appears to be the fact that applicants cannot apply for enrolment unless they have already established a good contact with their future main supervisor, and have worked closely with him or her and have developed a specific PhD project proposal. This requirement does inevitably favour Danish applicants, or other applicants who have already established good connections with the researchers connected to the GSHS. This is an issue that should be addressed some way or other. The evaluation panel shares the GSHS's perception that the ability to attract international PhD students is crucial, because the influx of highly talented international PhD students is expected to contribute significantly to the University's research environment as such.

The evaluation panel notes that there seem to be good possibilities for funding visits from potential PhD-students.

Recommendations

The GSHS is recommended to consider establishing a project proposal review process that includes the use of external peer reviewers to further strengthen an already strong evaluation process.

Likewise the GSHS is recommended to consider ways to enhance the transparency of the assessment processes and especially of the stipend allocation distribution process. Or, if it is the GSHS management's estimate that the processes are in fact already as transparent as possible, then to consider ways to better advertise this transparency and to stress applicants' and supervisors' possibility of getting more insight into the processes and the results thereof. One such measure could be to provide easily accessible information about the recipients of stipends on the PhD School's website in addition to informing the individual recipients of stipends.

It is the panel's recommendation that the GSHS initiate a survey of how current international PhD students managed to identify a supervisor and to compose the PhD project proposal that is a requirement for applying for PhD enrolment. The knowledge acquired could be used to present examples of best practice that would be helpful for future applicants.

Input

Vision

The GSHS has a strong focus on offering high quality courses, promoting good supervision, having a well-established monitoring system (progress reports) and generally advancing a good PhD study environment.

There is a particular interest in further advancing PhD students' mobility, both in terms of having more GSHS's students go abroad for stays at other research institutions, and in terms of attracting international PhD students.

Comments

The GSHS and the graduate programmes offer a wide range of both highly specialised PhD courses and broader transferable skills/generic courses. There are elaborate approval and evaluation systems to support the quality control and quality development of the courses and of the course programme. The evaluation panel notes that a course for supervisors is now being (re)introduced, which is seen as a good initiative.

When it comes to mobility - both outbound and inbound – there appears to be room for improvement. This is a challenge shared with other Danish graduate schools. The evaluation panel's discussions with supervisors, students, and the international advisor support the impression that research visits abroad do contribute significantly to the individual PhD student's development as an early stage researcher. The evaluation panel also notes that the GSHS provides ample opportunities for PhD students to obtain funding for research visits abroad.

However, many students are at an age and in circumstances so that they find it difficult to spend periods overseas. Also, other work and training commitments (particularly clinical) may make this difficult. Still, going overseas for short periods during the PhD study period should be feasible to most PhD students.

Interdisciplinary studies are being encouraged, e.g. through students having co-supervisors from other fields, e.g. public health/clinical studies, although in the new structure, most clinical students are placed in the clinical section, even though there may be a public health co-supervisor. There are also some university centres that are cross-disciplinary in nature. Still, interdisciplinary work is particularly difficult for PhDs which tend to be more focussed. However, there are good interdisciplinary collaborations (epidemiological, clinical, basic science) in progress for several diseases including cancer, diabetes, and neurological disease. Therefore if these are encouraged, then individual PhDs can be focussed on a particular topic, but be part of a broader interdisciplinary collaboration.

The monitoring system with various forms of progress reports and mid-term evaluation is generally seen by both supervisors and students as a useful tool, although there appears to be some confusion and/or lack of knowledge about some of the practicalities and procedures.

Good supervision is clearly a necessary element for successful PhD education, as is students' active participation in the scholarly community. Some concerns may be raised when some supervisors have (too) many PhD students. Also, considering that supervision tasks may include a lot of work for the supervisor, it appears to be important to ensure that good supervisors are in fact given proper credit for their work.

Recommendations

The GSHS should continue the good work with progress evaluations, but this would probably benefit from an enhancement of information provided to both supervisors and PhD students. As an example, some students and supervisors seem to be not fully informed of what happens with the progress reports after submittal. This may cause unnecessary concerns.

It is recommended to try and enhance mobility by better advertisement of the ample funding possibilities. Likewise, it would be a good idea to publicise some of the good examples: students who have had good experiences with research visits abroad; students with families who have had shorter visits abroad. Research units should be encouraged to set up exchange agreements with likeminded research units abroad.

Good supervision may be supported by making sure that the good supervisors are given proper credit for their work. It is recommended to consider setting a limit on the number of students per supervisor and/or on the number of faculty stipends allocated to each supervisor, although this is obviously a delicate matter.

It is recommended that it be part of the GSHS's vision to further promote interdisciplinary research where appropriate. One way of doing this could be by promoting interdisciplinary PhD projects through the allocation of targeted funds.

The GSHS offers an impressive PhD course programme, but does not seem to have courses in career planning nor in writing of grant applications. Both career planning and training in writing grant proposals may be highly relevant for PhD students, especially in the last part of the programme. It is therefore recommended to consider adding courses in career planning and in writing grants proposals to the course programme.

Organisation

Vision

The GSHS organisation is built to support the advancement of core values in PhD education. There is a specific focus on supporting a strong scientific environment and on an effective handling of the different processes related to application, enrolment and finalisation.

Comments

It is the evaluation panel's impression that the GSHS has a very well-functioning organisation. There appears to be sufficient and highly qualified administrative support from the secretariat. In addition, there is good and relevant support from other administrative units, e.g. the international advisor and career advisor.

The close collaboration between the Head of the PhD School and the Heads of Graduate Programmes and between the Heads of Graduate Programmes and their respective departments appears to provide a very good linkage between the GSHS and the five departments.

The PhD student counsellor also appears to be an asset for the GSHS, although it is unclear to the panel to what extent there is actually a particularly high demand for counselling among PhD student as compared to, for instance, other early stage researchers. It is also unclear to what extent the PhD students and their supervisors are aware of the counselling opportunities offered by the counsellor.

The PhD Day provides good opportunities for PhD students (and their supervisors) to network across research units. However, the evaluation panel did get the impression that there is not a very close contact between PhD students in general. This could be an area with room for improvement.

Recommendations

The most important recommendation is to allocate more resources to the enhancement of information to supervisors, applicants and other stakeholders about processes and initiatives in the Graduate School. It is the evaluation panel's impression that some or many of the GSHS's initiatives would prove even more fruitful if an extra effort was done to ensure better dissemination of knowledge about current practices and procedures.

The GSHS is also recommended to consider investigating the possibilities of further improving collaboration with other graduate schools, locally, nationally, and internationally. This could be in relation to courses, to collaboration on review systems, and on other areas.

Finally, the panel would suggest that the GSHS set up a seminar or other activity that would gather the stakeholders in a discussion both about the comments and recommendations given in this report and about what has come up in general during the GSHS's work with the evaluation.

Appendix A: Information made available to the evaluation panel before and during the site visit

1. Self-evaluation report from the Graduate School of Health, Aarhus University, December 2014
2. A list of dissertations approved in 2013
3. Ten dissertations approved in 2013 selected by the evaluation panel itself from the above list
4. Course descriptions and student evaluations concerning 10 PhD courses selected by the evaluation panel itself
5. Head of Graduate School of Health Lise Wogensen Bach's overview presentation 13th April 2015
6. Indicative terms of reference for work of the evaluation panel suggested by the Graduate School. 2014
7. Kim Jesper Hermann, Gitte Wichmann-Hansen and Torben K. Jensen: *"Quality in the PhD process – a survey among PhD students at Aarhus University"*. Centre for Teaching and Learning, School of Business and Social Sciences, Aarhus University 2014
8. The Course Calendar of the Graduate School of Health – descriptions of courses offered by the graduate school since 2010
9. Aarhus University Employment Surveys (since 2007)
10. The graduate school's recruiting web (for applicants)
11. The graduate school's internal web (for students, supervisors etc.) – containing all rules and regulations concerning the PhD programme + guides and forms for students, supervisors, assessment committees etc.
12. The Ministerial Order on PhD Studies and Degree
13. The Danish Bibliometric Research Indicator an PURE data on all PhD students and researchers
14. Link to Key figures on Aarhus University

Sammenfatning af konklusioner i evalueringsrapporten vedr. ph.d.programmet

Hovedkonklusionen i rapporten er, at "The panel's overall impression of the GSHS PhD Programme is that of a very well-driven, well-organized and competitive programme. The GSHS PhD Programme offers excellent opportunities for talented future researchers to pursue their ambitions of a career within academia or within other professions that require research competences." Evalueringsteamet har desuden en række forslag til forbedring og udvikling af ph.d.programmet på Health. Det understreges dog i rapporten, at "There is, of course, always room for improvement. But it is the evaluation panel's perception that challenges faced by GSHS PhD Programme generally are of a kind that are fairly universal in doctoral education. The panel's recommendations given below should be seen in that light."

Rapporten er inddelt fire hovedafsnit, og forslagene til forbedring følger denne struktur.

Forslag i relation til output

- It would strengthen the GSHS's position in an international setting if more solid evidence could be provided about both the quantity and the scientific quality of the PhD theses' contents.
- Continue emphasizing the "dual purpose" nature of the PhD studies: publications are important, but so are the graduates' contributions to the health care system's general quality and to promoting of EBM.

Forslag i relation til entry level requirements (intake)

- Consider establishing proposal review process that includes the use of external peer reviewers.
- Consider to enhance the transparency of the assessment processes and especially of the stipend allocation distribution process or to consider ways to better advertise the transparency and to stress applicant ' and supervisors ' possibility of getting more insight into the processes and the results thereof.
- Initiate a survey of how current international PhD students managed to identify a supervisor and to compose the PhD project proposal that is a requirement for applying for PhD enrolment.

Forslag i relation til input

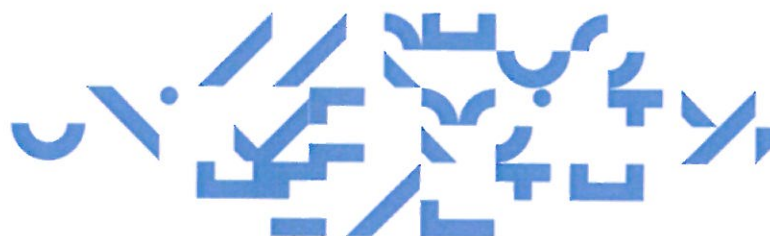
- Continue with progress evaluations but it would probably benefit from an enhancement of information provided to both supervisors and PhD students.
- Try and enhance mobility by better advertisement of the ample funding possibilities.
- Consider setting a limit on the number of students per supervisor and/or on the number of faculty stipends allocated to each supervisor.
- Consider to further promote interdisciplinary research and add it to GSDS's vision.
- Consider adding courses in career planning and in writing grant proposals to the course programme.

Forslag i relation til organisation

- Allocate more resources to the enhancement of information to supervisors, applicants and other stakeholders about processes and initiatives in the Graduate School.
- Consider investigating the possibilities of further improving collaboration with other graduate schools, locally, nationally and internationally.
- Set up a seminar or other activity that would gather the stakeholders in a discussion both about the comments and recommendations of the report.

Self-evaluation report

Graduate School of Health Sciences
(GSHS)



December 2014

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1. Introduction

In 2007 Aarhus University went through a process of mergers with a number of other Danish research institutions: The National Environmental Research Institute, Faculty of Agricultural Sciences, The Engineering College, Aarhus School of Business and The Danish School of Education. This process broadened the research coverage of Aarhus University substantially and was combined with a reorganization of the graduate schools meaning that 8 graduate schools merged into 4: ARTS, Science and Technology, Business and Social Science and Health Sciences.

As part of the mergers, the graduate schools reformulated guidelines and implemented a new electronic system, the PhD-planner, which facilitates the administration and collection of a wide range of data on PhD students, concerning entrance degree, progress evaluations, stays abroad, completion time etc. The new guidelines and the PhD Planner were working from 2012. Therefore the most comprehensive data on the current PhD students is found in 2012 and 2013 and it is predominantly these data which will be presented in this self-evaluation report.

1.1 Quality framework of doctoral education

The mergers lead to a closer collaboration between the university's four graduate schools meaning e.g. that a council of the four heads of schools was established to take care of common interests in order to strengthen collaboration concerning among other things interdisciplinary activities. This forum in 2013 agreed on a common quality framework for doctoral education, focusing on the following categories and elements:

Output

- A high quality dissertation
- Publication during the doctoral education
- Much-coveted graduates
- Internationally oriented graduates

Entry level requirements

- Strong scientific contents in the PhD project
- Talented and engaged PhD students

Input

- A broad and varied range of courses
- Highly qualified supervision
- Internationalised and mobile students
- Teaching and dissemination
- Integration in the scientific environments

Organisation

- A strong scientific environment
- Timely finalisation
- Progress in dissemination, teaching and mobility
- Evaluation of the graduate school
- Course collaboration with other reputed scientific institutions

The four main themes of the quality framework are reflected in the structure of this self-evaluation.

Aarhus University will ensure that doctoral studies are taking place in scientific environments of high international standards. PhD students must complete their dissertation on time and the progress of their work should be supervised, as well as their coursework and teaching activities should be documented. Aarhus University aims to organize PhD courses with international partner universities in order to widen the network of doctoral students. Aarhus University evaluates the doctoral schools on a regular basis.

1.2 Graduate School of Health Sciences

The Graduate School of Health Sciences, Aarhus University (GSHS) was in its present form established 1st January 2011 at the time of the establishment of the present organization of Aarhus University. It covers the following scientific fields: Biomedicine, Clinical sciences, Odontology, Public Health and Forensic Medicine corresponding to the 5 departments of Health.

The mission of the GSHS is adopted from the Ministerial order August 2013, section 1.1 " *The PhD programme is a research programme aiming to train PhD students at an international level to undertake research, development and teaching assignments in the private and public sectors, for which a broad knowledge of research is required.*"

The GSHS stipulates the following aims of its PhD programme in health sciences: 1) to give the PhD student a broad as well as deep knowledge of those scientific theories, methods and tools which form the basis of research in health science and develop the doctoral student's ability to cognition 2) to qualify the PhD student to independently identify and handle scientific problems. To that end he/she should contribute in a defined field with independent research and a scientific dissertation on international level 3) to give the PhD student the requisites to handle jobs in Denmark and abroad where research abilities are necessary i.e. in research, treatment of patients and development, innovation and management in all spheres of the health sector in the broadest sense, including private enterprises and international organisations.

This approach should secure full employment to all PhD graduates. To that end the PhD programme should assure a balance between specific (scientific) and general (transferable) skills. This gives a high priority to collaboration with the players on the relevant labour market – in particular (public and private) health services and relevant enterprises – both of which are and should be involved in courses and common projects to make sure that all graduates in particular those who are not doctors are given the best possibilities for employment. Furthermore the faculty and the graduate school engage as much as possible in national and international partnership and collaboration projects to encourage mobility and improve employment conditions.

The population of PhD students in health sciences at Aarhus University for the last 5 years has developed like this:

Table 1.1 PhD students in health sciences	2009	2010	2011	2012	2013	2014
1st January population	472	531	569	616	639	656
Female percentage	56,8	57,6	58,0	67,0	63,1	61,9

Annual enrolment in the graduate school:

Table 1.2 New PhD students in health sciences	2009	2010	2011	2012	2013
Students enrolled annually	164	201	179	166	203
Female percentage	56,8	55,7	59,8	68,7	54,7
Average age	32	33	32	32	31

and the graduate school annually conferred the following number of PhD degrees:

Table 1.3 PhD degrees in health sciences	2009	2010	2011	2012	2013
Number of degrees conferred annually	122	116	117	116	138
Females - percentage	48	59	47	63	58
Males - percentage	52	41	53	37	42

At spring 2014 the population of PhD students at the GSHS amounted to 635 PhD students. They were enrolled on 11 graduate programmes (GPs) as shown below:

Table 1.4. Graduate programmes (GPs) and students	Number of PhD students (1 st June 2014)
GP 01 Membrane Transporters and Receptors	15
GP02 Molecular Metabolism and Endocrinology	46
GP 03 Public Health	122
GP 05 Inflammation and Infection	56
GP 06 Cardiovascular	56
GP 07 Laboratory Medicine	11
GP 08 Neuroscience	73
GP 09 Oncology	58
GP 10 Translational Molecular Medicine	61
GP 11 Tooth, bone and joint diseases	36
GP 12 Clinical Medicine	101
Total	635

As per 1st September 2014 it was decided to change this organization and consequently to reduce the number of GPs to three partly. The main reason for this change is to strengthen the relation between scientific departments and its graduate programme:

Table 1.5 New organisation of graduate programme structure	
Graduate programmes	No. of students 1 st June 2014
Clinical Medicine, Dentistry and Forensic Medicine	451
Biomedicine	93
Public Health	92
Total	635

Each PhD student's GP affiliation is determined by the department affiliation of her/his principal supervisor.

In general there is a high degree of satisfaction with the PhD programmes in health sciences among the PhD students. According to the Quality Survey of 2013 (table 14.1) 93 % of the GSHS PhD students are personally satisfied with the general outcome of the PhD programme and 91 % of the GSHS PhD students are satisfied with the quality of their research which is regarded highly satisfactory.

There is a close collaboration with Aarhus University Hospital with a bed capacity of app. 1150 and app. 10000 employees. In 2013 the hospital was (for the 7th time) appointed best hospital in Denmark in the category of highly specialized hospitals by the periodical "Dagens Medicin". It is accredited by the Danish Government too. Moreover there is a close collaboration with the rest of the hospitals in the Central Denmark Region.

1.3 Overall management structure

The Graduate School of Health is managed by the *Head of Graduate School*, Lise Wogensen Bach. She also holds the position as Vice Dean of Talent Development. In both capacities she is appointed by the Dean.

The Head of Graduate School among other things has the main responsibility for accomplishing the strategic goals and for the quality assurance policy. To that end she confirms proposals for new PhD courses, appoints principal supervisors, confirms the regular progress reports on each student, confirms changes in the personal programme of each student and decides how to spend the resources at the graduate school's disposal.

The Head of Graduate School is assisted by the *PhD Committee* which according to the Danish University Act is elected by and among the faculty (for 3 years) and the PhD students (for 1 year). Elections are organized by the university. The chairman is appointed by the Dean among the faculty members' representatives after recommendation by the PhD Committee.

According to the University Act the PhD Committee is taking part in quality assurance by approval of PhD courses (At the GSHS such approvals are delegated by the committee to the head of graduate school). Furthermore the committee approves assessment committees, prepares proposals for general guidelines for the PhD studies at the Graduate School, makes statements to the Head of Graduate School concerning evaluation of PhD programmes and supervision including international evaluations of the Graduate School, and approves applications for credit transfers and exemptions.

Appart from that the Head of Graduate School is assisted by the recruitment committee when it comes to decisions on enrolments and grants of stipends.

Each GP is managed by a *head of programme*. The GPs assure the quality of the enrolled PhD student population by taking care of pre-assessment of applications for enrolment, follow-up on regular student evaluations, appointment of members for assessment committees, proposal of relevant courses, assurance of scientific environment and network.

The heads of departments have certain tasks too in relation to the PhD programme. They are staff responsible and day-to-day employers for the GP heads, supervisors, pre-assessors and they are responsible for the provision of time and administrative resources for the researchers to participate in talent development.

1.4 Conclusion

The general quality assurance of the graduate programme is handled by the following entities: a political one (the Head of Graduate School), a general academic body (the PhD Committee) and two expert scientific bodies, the GPs and the recruitment committee. These entities work together with other bodies (principal supervisors, assessment committee, student organisations) handling the quality assurance of the single PhD student and project.

The interaction of these entities will be treated below.

2. Output (A researcher)

2.1 A high quality dissertation

2.1.1 Formal criteria and quality

The Ministerial Order on the PhD Degree of 29th August 2013 is the basis of the contents and management of doctoral education in Denmark. It stipulates the formal basis for assessment of dissertations and the deadlines in the process. The composition of an assessment committee is proposed by the principal supervisor, approved by the PhD Committee and it is appointed by the Dean. The Order also requires that the PhD student should be given the opportunity within at least one week to object. According to the Order the committee should have 3 members: a chairman from the faculty and 2 external members of whom at least one must be foreign "unless this is not practicable considering the subject (of the dissertation) in question".

Moreover it is required that the members should have qualifications at least corresponding to those of an associate professor and be reputable researchers and the GSHS also demands members of both genders in all committees whenever possible. To exemplify this it can be mentioned that the composition of the 166 assessment committees of theses submitted in 2013 was as shown in the table below:

Table 2.1 Home institution of external members of assessment committees on theses submitted in 2013 ¹		
Country	1 st members	2 nd members
Australia	2	1
Austria	2	0
Belgium	5	0
Canada	3	1
Denmark	4	113
Finland	6	2
France	3	4
Germany	22	3
Greece	0	1
Iceland	1	1
Italy	4	1
Netherlands	9	6
Norway	25	5
Portugal	1	0
Switzerland	4	1
South Africa	1	0
Spain	2	0
Sweden	31	16
Tanzania	1	1
Turkey	1	0
UK	30	6
Hungary	1	0
USA	8	4
No. of committees	166	166
Denmark	4	113
Nordic countries	63	24
Europe	83	22
North America	11	5
Other	5	2

Number of committees with 1 foreign member: 109 (66 %)

Number of committees with 2 foreign members: 53 (32 %)

Number of committees with no foreign members: 4 (2 %)

¹ 3rd members were 166 chairmen all coming from Aarhus University.

Table 2.2 Assessment committees and gender		
Gender ratios	no	%
Number of committees with only males	56	34
Number of committees with one woman	70	42
Number of committees with two women	13	8
N Number of committees with only women	4	2
Not fully available	23	14
Total	166	100

The figures show that the degree of participation of foreign members at GSHS is even higher than required in the Ministerial Order. 106 1st independent members came from institutions in 4 countries (Sweden, UK, Norway and Germany) and the rest of them mainly from other European countries.

2.1.2 Academic assessment of dissertations

The formal GSHS requirements for the dissertation are:

- it should be submitted to the GSHS administration as a pdf-file (since the summer of 2014)
- it should be written in English
- it should have a scope and weight corresponding to at least three articles in reputed international peer-reviewed journals
- it should contain a summarizing review covering the current scientific field's literature, objects, methods, possible sources of error, results, weaknesses, strengths, results, conclusion and, finally, perspectives
- enclosed summaries in Danish and English of the dissertation
- enclosed statements from co-authors (if any)
- portfolio

Thorough description of the requirements can be found on the graduate school website. Link to the description

The Ministerial Order sets a general framework for the assessment procedure including a schedule for some of the important milestones in the process to make sure that the PhD student will have the opportunity to defend his/her dissertation within a reasonable time (3 months after submission of the dissertation).

The Order's section 18 contains a relatively detailed description of the process required for the assessment. Further specific requirements for the preliminary assessment stipulated by the GSHS are accessible on the homepage of the graduate school. These comprises e.g. of a set of "guidelines for assessment" (<http://phd.au.dk/gradschools/health/rulesandregulations/>) in which the members of the committee will find thorough instructions for their work to assure the quality of the assessment and prevent delays caused by formal shortcomings in the assessment. The assessment should be written on a special form in order to give the assessments a certain uniformity to ease the subsequent approval procedures and avoid formal errors (<http://phd.au.dk/gradschools/health/formsandtemplates/>). Furthermore it is checked before the assessment is sent to the author of the dissertation that it is in accordance with the requirements.

The conclusion of the preliminary assessment could be one of the following alternatives

- Accepted for defence/Returned for minor changes (no postponement of the defence)
- Returned for major changes (resubmission within at least 3 months and then after reassessment a date for the defence is going to be fixed)
- Rejection

Last stage of the academic assessment is the public defence. "Public" means that anyone can attend the defence and participate in the discussion of the dissertation. The Ph.d.-student gives a presentation and the committee members examine the Ph.d.-student to explore if he or she has obtained the expected academic

competences. The dean appoints a moderator to lead the arrangement and to make sure that it is progressing according to the rules set up by the Ministerial order (part 8, sections 19-20) and by the GSHS regulations. He/She is there to make sure that the PhD candidate gets the opportunity to present his/her research work and findings and that the discussions between him/her and the members of the assessment committee (and subsequently possibly the auditorium) take place in an appropriate manner. This moderator is not a part of the assessment committee and does not take part in the academic assessment.

The defence is concluded by a final assessment from the assessment committee subsequently to be approved by the Academic Council and signed by the Dean

2.1.3 Output figures

In 2013 156 dissertations were submitted and accepted for defence. Of these 86 % (i.e. 134) were instantly given a positive evaluation from the assessment committee and after defence recommended to the Academic Council for a doctoral degree. 7 % (11) were given a negative evaluation but were accepted for defence after resubmission. In August 2014 6 % (i.e. 10) of the dissertations submitted in 2013 had not yet been resubmitted or defended (1 dissertation was rejected).

The high percentage of theses that are given a positive evaluation from the assessment committee indicates a high quality of the submitted theses.

Another way of testing the success rate is looking at one year's intake of students. In 2009 164 new PhD students were enrolled. In August 2014 120 (73 %) of these were conferred the PhD degree, 15 (9 %) were in the process of being assessed, 16 (10 %) were still studying and 13 (8 %) had aborted.

2.2 Publication during the doctoral education

The GSHS' general policy for publication by PhD students is to support and prompt students to publish whenever it is possible and suitable and with the highest possible degree of impact. The graduate school also recommends the faculty's departments to set up incentives for PhD students to publish in scientific journals as much as possible and at least to make sure that publishable findings are in fact published.

It seems that this policy is quite successful! This is indicated in the table below which has been elaborated on the basis of an analysis of the publications of the PhD graduates of 2013.

<i>Table 2.3 Publications Graduates 2013</i>	<i>Women</i>		<i>Men</i>		<i>t-test/P</i>
	<i>total</i>	<i>publ/ person</i>	<i>total</i>	<i>publ/ person</i>	
	80		58		
Hovedtotal	283	3,5	204	3,5	0,90
Published	130	1,6	99	1,7	0,28
Submitted	92	1,2	64	1,1	0,81
Manuscript	61	0,8	41	0,7	0,18

It is obvious that the Health Science PhD graduates are extremely industrious when it comes to research publications: In average each of them contributed to 8,4 publications. There is no reason to believe that graduates of other years are different.

2.3 Much-coveted graduates

Aarhus University makes an annual employment survey which deals with employment conditions for the current year's graduates and those of the year 5 years previously. The latest survey from March 2013 consequently concerns the graduates of the academic years 2012/13 and 2008/09. The employment rate

of these two groups is very high 95 and 96 % respectively, and 2 % of both groups were some sort of other training meaning that 2 and 3 % respectively was unemployed.

The health science graduates of both groups were employed in health services (68 %), in universities and other public research institutions (26 %), in the pharmaceutical industry (1 %), consultancy services (1 %), in private research enterprises (2 %) and in teaching (2 %). So rather few graduates are employed in private enterprises.

All graduates were also asked to state the character of their job: 72 % stated that they were working with research and development, 62 % that they were working with teaching (most of them in universities) and 22 % that they had a job with management responsibility.

2.4 Internationally oriented graduates

Aarhus University's annual employment survey from 2013 shows the geographic spread of the graduates: Of those still living in Denmark 69 % are employed in Aarhus or the eastern part of Mid-Jutland, 19 % in the rest of Jutland and 12 % in the Greater Copenhagen Area, Zealand and surrounding isles. Very few in the survey (less than 10) are living abroad. So all in all the geographic spread of the graduates is not very impressive neither inside the borders of Denmark nor internationally. Probably there are several explanations for this: Maybe it is so because doctors and dentists are very keen on practising their professions and more focused on this than having a career in research which implies stays abroad, publishing etc. Working as a clinical doctor abroad e.g. in the USA is not a simple matter. Furthermore the graduates are very well paid in Denmark – in particular those who graduated 5 years earlier? And/or maybe because they had their first job before graduation (60 %) or less than 3 months after (35 %). Other explanations could be that the graduates are relatively old and have settled (house, family etc.) and therefore are less mobile and a common preference for clinical work.

2.5 Conclusion

The GSHS considers the share (92 %) of submitted dissertations accepted for defence to be highly satisfactory. It is considered to reflect the high quality of the PhD programme. Moreover the considerable international touch in the composition of assessment committees shows the GSHS' efforts to assure the quality and independence of the assessment of dissertations. Finally the procedures for the academic assessment assure a thorough and uniform assessment of high international quality.

The performance of the 2009 intake is also considered to reflect high quality and efficiency. It seems that PhD students are quite diligent in their efforts to publish their findings and present their research in various contexts (journals, conferences etc.).

There are no specific official and general unemployment surveys on PhD graduates in Denmark, but the annual employment surveys made by Aarhus University itself indicates that unemployment rates of PhD graduates from the university in health sciences are extremely low (app. 1-2 %).

It seems that the PhD graduates in spite of studies abroad and publication in peer-reviewed journals feel a close relationship to the health care system/industry in Denmark or that the health care authorities, pharmaceutical companies etc. are very keen on assuring this relationship since the graduates to a very high degree get a job in Denmark, very often before graduation, and in particular in Aarhus and in the Central Denmark Region.

3. Entry level requirements

3.1 Strong scientific contents of the PhD project

The quality and scientific weight of the proposed PhD project is the main parameter of the assessment of applications. Therefore each project and the research environment designated to host it is examined thoroughly and by experts in the current field of research. The assessment procedures are designed to assure the highest attainable quality and independence in the assessment. The project and the applicant are therefore assessed separately. This also makes it possible to have an impression of the general quality of the applicants. The assessment procedures are described below in chapter 3.2.3.

3.2 Talented and dedicated candidates

3.2.1 General recruitment measures and policy

GSHS has a well elaborated recruitment policy to prepare students of all health science fields from Aarhus University for PhD studies and to attract external/international students to the PhD programme and GSHS is trying to attract applicants with general qualifications like personal independence and integrity, self-reliance, hardiness and curiosity.

A very important recruitment channel for students in medicine and odontology is the so called *Research Year* which is an important opportunity for undergraduate students to familiarize with research before achieving their Master's degree. It gives the student an opportunity to work full time for 12 months on a research project guided by an experienced researcher. In the research year the student usually attends an introductory Course in Health Sciences Research and a course in scientific literature search. Furthermore they are offered a "preparation course" that introduces possible PhD applicants in how to design a project, to write a project description, grant writing, application procedures, requirements, the ministerial order and expectations. Finally, introductory meetings for MD and odontology students are held by the GSHS and the Society for Medical Student Research twice every year.

The research year is concluded with an oral defence of a report. The research year can be regarded as the first step of a PhD programme and it may give the student credit of up to 6 months on the PhD programme. Moreover it gives researchers the opportunity to identify current talents among the students.

Danish and foreign research surveys have shown that the students' inward motivation i.e. attraction to certain interesting problems and the attractiveness of scientific preoccupation and research work are some of the most important drivers for research education. This fact also appears in the quality survey on the PhD programme of Aarhus University in which (table 3.3) it is stated that 92 % of the PhD students in health sciences felt motivated by their urge to research and deep interest in their research subject. The survey also shows close relations between the students and the research staff prior to enrolment. This is useful for the supervisor and the applicant because it gives them an opportunity to match expectations. On the other hand it cause restraints on recruitment from abroad.

The recruitment measures described above support these motivating factors among the students. Furthermore the faculty recently adopted a general policy for talent development comprising a series of measures to be established in several fields not only related to the PhD programme.

International recruitment is described in chapter 4.5.2 which also shows that recruitment of international students to a considerable degree is taking place through the faculty's master's programmes.

3.2.2 Entrance criteria

The Ministerial Order stipulates that to be enrolled an applicant should hold a degree corresponding to a Danish master's degree or similar qualifications. Relevant diplomas should therefore be enclosed and foreign degrees are usually examined thoroughly to make sure that the applicant's educational background is adequate.

Further mandatory documents for the application are: summary of project, project description, CV, and motivation. Foreign applicants from outside Scandinavia, the EU and English speaking countries should document adequate skills in English.

Funding of enrolment expenses (fellowship, fees, possible operational costs) must be provided although not finally documented at this stage. This condition may have a moderating effect on applications maybe in particular from abroad because it is probably difficult for foreign applicants to obtain Danish funding without prior relations to Denmark or to obtain foreign funding for a research project in Denmark from donors without relations to Denmark.

Another mandatory element of a GSHS application is an initial PhD Plan. The minimal demands for this plan are stated in the Ministerial Order:

1) A tentative time schedule for the complete ph.d.-training period (project, courses, teaching and dissemination, and mobility). 2) A plan for course activities 3) A plan for teaching activities or other types of knowledge dissemination. 4) Statement concerning planned stays at foreign research institutions. 4) A plan for mobility 5) An agreement on the type of supervision provided. 6) Any agreements on intellectual property rights. 7) A financing plan (budget).

The GSHS initial PhD Plan should furthermore contain the following elements: 1) A statement explaining the applicant's involvement in the elaboration of the project. 2) The designated principal supervisor's approval of the application 3) A proposed group of supervisors 4) A description of the research environment involved.

3.2.3 Academic assessment

Assessment of applications involves several stakeholders:

- a pre-assessor appointed by the GP Head and selected from a pre-assessor panel. The panel of each GP is composed in common by the GP Head, the relevant Head(s) of Department and the Head of Graduate School,
- an examiner from the Recruitment Committee selected by the GP Head,
- the current GP Head him-/herself,
- the entire Recruitment Committee, appointed by the Head of Graduate school and finally
- the Head of the Graduate School

The process takes app. 2 months:

Table 3.1 Time after closing date	Assessment procedure
Week no. 1	The administration carries out the formal control of the applications GP Head appoints pre-assessor (for assessment of the project) and examiner (for examination of applicant's qualifications) for each single application.
Weeks sno. 1-3	Pre-assessors and examiners assess the applications
Weeks no. 3-4	GP Head makes a comprehensive evaluation (including research environment, the match between project and applicant) of each application on the basis of the pre- and examiner's assessments and the administration prepares materials for a joint grant allocation meeting
Week no. 5	Meeting between Recruitment Committee, GP heads and Head of Graduate School: decision on grants of scholarships/offers of enrolments.
Weeks no. 6-8	Offers of enrolment (and rejections) will be sent immediately after this meeting. Enrolment takes place in the following couple of months when offers have been accepted and funding has been documented through a statement from the designated principal supervisor.

Projects are assessed by pre-assessors from the current programme to which the applicant has submitted her/his application. Special emphasis is attached to the scientific weight of the project (originality, background, research level, relevant methodology, statistical power and feasibility) and the qualifications of the suggested group of supervisors/research environment.

Applicants are assessed by an examiner from the Recruitment Committee. Here the following further aspects are taken into account: the applicant's previous research experience, grades, publications, motivation,

mobility, etc. and the overall strategy of the GSHS is also taken in consideration in the committee's recommendation.

The GP Heads' comprehensive assessment ends in a ranging of the project (40%), the applicant (40%) and the research environment and Ph.D.-plan elements (20%) (ranging scale of each subject mentioned: 1 to 6: a 1 in one of the categories means immediate rejection) and forms the basis for the final allocation of fellowships/enrolment offers at a meeting in the Recruitment Committee. The Head of Graduate School has the final say.

Qualified applicants who are not offered a graduate school fellowship may be offered enrolment if further external funding occurs within 6 months.

3.2.4 Administrative procedures (call, application, assessment, enrolment)

General calls – always in English – for applications are usually published 4 times every year with deadlines in mid-February, mid-May, mid-August and mid-November. Special calls based on e.g. external grants for specific scientific fields are published with the same deadlines.

Calls are published on the homepage of the graduate school from which applicants are lead to the electronic application facility which handles the entire process from call to enrolment/rejection including the academic assessment process described above in section 3.2.3. The application facility collects all relevant data and documents and makes it possible to process data about applicants. Only applications received through the electronic application facility are accepted for assessment.

The administrative staff checks all applications for formal shortcomings (e.g.: Can the designated supervisor be approved? Is the application sent to the relevant programme? Does the applicant have an adequate academic background? etc.) prior to the academic assessment and prepares material for the joint allocation meeting. On the basis of the decisions of the School Head the administration sends out offers of enrolment/rejections and later on enrolment and employment letters through the electronic application facility.

Applicants

In 2013 the GSHS received a total of 458 *applications*. The total number of foreign applications was 93. 15 applications were received in response on 4 special calls. 9 of these applications came from foreign citizens.

Students

As mentioned above 203 PhD students were enrolled in 2013. 24 of them were enrolled on masters' programmes and 36 (17,7 %) were foreign citizens.

3.3 Conclusions

The procedures described above intend to make sure that the best possible research projects and the best possible students among the applicants are selected and enrolled and that decisions about enrolment are taken on a fair and independent and scientific basis.

Furthermore the procedures intend to make sure that each application (the applicant's personal background and the research project) is subject to a uniform but individual, comprehensive, careful and highly qualified assessment so that each applicant will have the impression that the decision is taken on a purely scientific and impartial basis.

Certain aspects of the application procedures though may have some negative consequences on applications from abroad. Most likely this is the case with e.g. the requirements about funding as mentioned above, but also the requirement for approval of the project beforehand from a potential supervisor is an impediment for foreign applicants because it implies previous relations to the research environment in question.

4. Input

4.1 A broad and varied range of courses

4.1.1 The course programme

The GSHS course programme aims at offering scientifically relevant courses and high quality “transferable skills” courses to make it possible for the students to obtain the required amount of research courses (30 ECTS). Furthermore procedures for quality assurance of the courses are organised by the graduate school in collaboration with the PhD Committee and on the basis of the student evaluations described below.

To give a general impression of the course programme the following description concerns the full portfolio of courses in 2013. In that year there were 90 PhD courses (i.e. 67 unique courses) in the GSHS course calendar. An outline of the entire programme is shown in annex 3.

Several types of PhD courses are offered by GSHS. In 2013 the course programme of the Graduate School of Health was so:

A. Graduate Programme Courses (97, 4 ECTS)

These courses are specifically aimed at the programmes' own students, but students from other programmes are not excluded.

48 type A courses (44 unique courses as 4 courses were run twice) in 2013 usually affiliated to one specific GP

B. Graduate School Research Courses (45,8 ECTS)

These courses are aimed at students from several of the GSHS programmes

12 type B courses (10 unique courses as 1 course in Laboratory Animal Science was run 3 times that year)

C. Graduate School Generic Courses (e.g. scientific writing, electronic tools etc.) (53,5 ECTS)

These courses aimed at all students and in some case other research staff too.

23 type C courses (13 unique courses as 5 courses were run once, 6 were run twice and 2 were run 3 times) in 2013.

The total course portfolio amounted to a total of 210 ECTS in 2013.

The courses mentioned above are not the only courses attended by the GSHS PhD students: Students carrying out interdisciplinary projects may need master level course (no more than 5 ECTS) in fields not included in their own master's programme. Students also attend courses abroad e.g. during studies abroad. Apart from that they take courses at other Danish universities as well as students from other Danish and foreign universities attend courses offered by the GSHS.

Many courses (in particular type C) are quite short (less than 2.5 ECTS). Most graduate programmes offer their own specific course portfolio (type A) of usually 4-10 courses every year. The number of type A-courses amounts to a total of 97.4 ECTS corresponding to nearly half of the total ECTS capacity. The biggest single programme in this respect was the former GP 3 which offered a total of 30.8 ECTS in 2013.

4.1.2 Course evaluation

The Quality Survey mentioned earlier shows widespread satisfaction with the course programme among the PhD students of GSHS. 88 % of the health science students say that the range of PhD courses gives them the possibility of strengthening their *general research qualifications* (the number is 97 % among students on some of the graduate programmes among them the biggest programme in terms of number of students: GP 12). The rate of satisfaction is lower when it comes to the students' opinion of the possibility of strengthening their research qualifications within the framework of their individual projects. In this case the average is 67 % which is not satisfactory and something the GSHS has to improve.

The GSHS runs a very extensive *evaluation procedure for the courses*. Every single course is evaluated by the students and in principle also by the lecturer in charge of it. After a course all students receive a questionnaire by email in which they are e.g. asked whether the course was relevant to their project, their research education, whether the level was appropriate in relation to their prerequisites, whether they have suggestions for specific changes, their opinion of the lecturer's commitment, the organization of the course, the information of the course in advance, the course materials, the time consumed on course activities and preparation, course room etc. It seems that the vast majority of the participating students fill in the evaluation forms of each course, but some also deny doing so. Many students actually use this opportunity to give their individual comments on a lot the questions asked..

The evaluation material of each single course is summarised by the administration and presented to the lecturer/course leader in charge (type A-courses) and to the GP Head who monitors the courses of his/her own GP. Evaluations of type B & C-courses are also passed on to the course leader by the administration. The evaluations are monitored by the administration and results in case of problems/severe criticism are passed on to the management of the administration to be discussed with the Head of Graduate School. The individual course leader is expected to adjust her/his course according to the results of the course evaluation of the students.

4.1.3 Approval procedures

All type A-courses are initiated by a specific GP and should be accepted by the current GP head before presented for approval to the Head of Graduate School. Each course is planned and organized by a responsible lecturer, usually the person who has proposed the course. Practical matters however are taken care of by the course administration team. Sometimes new courses or adjustment of current courses are suggested by students e.g. because they have been aware of the use of new technology in a certain field (e.g. MR scanning). Such inquiries are forwarded to the GP Head and may lead to changes or modifications.

Type B-courses usually are initiated by specialists in a certain scientific environment. In this case a course is presented for approval directly to the Head of Graduate School. Type B-courses are planned and organized by the course manager him-/herself assisted by the course administration team.

Type C courses usually are suggested by external players. Such courses are presented for approval directly to the Head of Graduate School. These courses are planned and organized by the course manager him-/herself assisted by the course administration team.

Twice a year the Head of Graduate School approves a course programme for the next semester. This works as the final approval of every single course too. The course administration ensures that suggested courses apply with current rules and the head of graduate school makes an assessment of the scientific quality of each course and in this way also sets up the general policy for the entire course portfolio.

4.2 Teaching and dissemination

4.2.1 Teaching

All PhD students regardless of the form of their employment should have the possibility/are expected to carry out teaching or other kinds of dissemination corresponding to 150 working hours including preparation as part of their PhD studies. The teaching should be agreed upon between the student and the principal supervisor. The latter is supposed to supervise the teaching or at least to be responsible for proper supervision of it.

Apart from being prescribed by the Ministerial Order teaching is considered an important experience and a necessary part of being a researcher because it sharpens the ability for dissemination and potentially the researchers' sense of critical approach to her/his research.

The PhD students' teaching at the Faculty can be carried out as class room teaching of or lectures for students, laboratory training of students, supervision of students in their bachelor's or masters' programmes etc. and lectures in patient associations,

All in all the 84 % (in average) of the PhD students of the Graduate School of Health Science state (in table??) that the teaching and other tasks not related to their research project has been a learning experience for them. This figure is rather stable on all programmes except two. On the other hand an average of 41 % finds that teaching has had a negative impact on the research project. In this case the results are very different compared to programmes.

4.2.2 Dissemination

Dissemination of research made by PhD students take place at national and international scientific conferences, at recruitment arrangements for coming students (i.e. grammar school students), lectures in private organisations etc.

In addition an annual PhD Day is arranged by the PhD-students themselves within broad scientific and economic limits to support the formation of a common spirit/mentality that research plays an integrated part in the everyday mutual relations between all people (PhD students, senior researchers etc.) affiliated to GSHS.

On this day it is mandatory to every PhD student to present his/her research project in the form of an oral presentation or a poster. In this way the students have the opportunity to train and practice their abilities to present and disseminate the problems and implications of their research project to each other and to a wider audience. Furthermore internationally renowned scientists and other experts are invited to give lectures or presentations of e.g. medical and/or political topics relevant to all PhD students.

The PhD day is also used as an opportunity to publish a collection of abstracts of the students' projects. The day ends with a dinner which includes awarding a number of prizes for PhD student research (The Fogh-Nielsen Prize) and for excellent supervision (The JCD prize).

4.3 Integration in the scientific environment

To assure the integration of a PhD student in the scientific environment which is supposed to host student's project an assessment of this environment is an important part of the assessment of an application for enrolment as mentioned in section 3.1. Therefore – as mentioned in section 3.2.3 each application should contain a description of the hosting scientific environment and the pre-assessors are supposed to have an intimate knowledge about the current environment(s) in the applications he or she is asked to assess.

On this background it is encouraging to find evidence in the quality survey (tables 5.2 and 5.3) that the PhD students feel respected as colleagues and to a *very* high degree feel that they are regarded as parts of their scientific environments respectively and feel respected as such. This prevents feelings of loneliness, stress and drop-out tendencies which on the other hand seem to be a problem for some PhD students². It is however very positive to see that the vast majority of the PhD students spend most of their time in the scientific environment to which they are affiliated.

4.4 Highly qualified supervision

4.4.1 Supervision

As a quality assurance measure the graduate school requires at least 2 supervisors for each PhD student. It is demanded that the supervisors have a regular collaboration about their supervision. It is also required that the principal supervisor is on at least associate professor level and that co-supervisors hold a PhD degree. As an attempt to further assure the quality of the supervision the GSHS is preparing a formal supervisor training programme. The general aim of this is to make supervisors aware of their own role as supervisors and to present and develop relevant tools and methods for creating good supervision. The aim is also to disseminate well-proven methods and procedures to supervisors and facilitate development of collaborative structures and procedures among supervisors. Over time the supervisor training is planned to be mandatory.

At the GSHS all PhD students have at least 2 (23 %) and very often 3 or 4 supervisors (43 % and 27 %, respectively). 7 % of the students have more than 4 supervisors (table 6.1). A considerable number of students (32 %) do not regard their principal supervisor as their most frequently used supervisor (table 6.2).

² See tables 10.1 and 10.2 in the Quality Survey

The relation between the PhD student and her/his supervisor(s) is often regarded as very important if not crucial to the success of the individual PhD programme. Fortunately very good relations can be documented in this respect. A vast majority (95 %) of the students finds their principal supervisor friendly and accommodating and a majority close to this (89%) finds that their work is recognized by the supervisor. The GSHS regards these statements as remarkable in a positive sense and as a sign of the fact that the supervision in general works well and according to intentions.

This is shown in table 7.1 of the quality survey on the most important fields: posing of research questions, designing of research studies, collection and analysis of empirical data and writing academic texts. Nearly all students feel that the supervision has included these themes. App. 75% of the students also feel that planning and managing their PhD project, building of network with other researchers and oral communication of their research was included, but only a half or less find that the supervision included teaching, planning of research stay abroad, handling personal issues and completion of literature reviews. There seems to be room for improvements concerning these matters. These topics will be included in the new course for supervisors.

The quality survey (table 6.3) also shows the frequency of contact between the PhD students and their (most important) supervisor and it shows that 78 % of the students of the GSHS see their supervisor every day or every week. 15 % see their supervisor every month, and 93 % find their supervisor accessible when it is needed (table 6.4). It is also shown in table 6.3 that 66 % of the Health students talk to their supervisor about the project every day or week. In most cases this is complemented by planned regular meetings between the two parties.

The supervisors have an important task too in introducing the PhD students to the research environment at the university/hospital and fortunately the quality survey (table 5.1) clearly shows that the students feel well integrated in their current research environment: 93 % of them state that they feel welcome to ask other researchers in case they have any problems related to the PhD programme. The table also, and maybe most important from a quality point of view, shows that the vast majority find themselves to be in an environment where "we present and discuss each other's research on a regular basis" and where "there is as sense... that working together on research is fun".

Generally the research environments and the colleagues at Health get high scores from the PhD students as shown in table 5.2 of the quality survey. Consequently the PhD students all in all feel integrated and respected in the research environments. Nevertheless the GSHS feels that there is a need for improving the supervision quality by offering a more formal and specific education of supervisors through. Therefore a course programme for supervisors will soon be implemented.

4.4.2 Progress evaluation – a supervision tool

The Ministerial Order states that a research and study plan (PhD plan) for each PhD student should be approved by the university within 3 months from the start of the student's individual programme. In the case of GSHS the initial PhD Plan mentioned earlier in section 3.2.2 complies with this demand and is enclosed in the application.

The Ministerial Order also stipulates how the university should follow each PhD student: "At regular points in time during the PhD degree programme, the institution must assess whether the PhD student is following the PhD plan and, if necessary, adjust the plan. This assessment is based on an opinion from the principal supervisor, who, after having consulted the PhD student, confirms that the PhD degree programme is progressing in accordance with the PhD plan or justifies, in writing, why adjustments are required. The PhD student must be given the opportunity to submit his or her comments on the principal supervisor's opinion within a deadline of at least two weeks. In the assessment, the institution must take full account of periods of documented illness, maternity/paternity leave and other approved leave. The institution lays down rules on the frequency of such assessments."

The regular evaluations which will now be made on an annual basis as it appears below (up till now evaluation has been semi-annual). The purpose of the new procedure is to compensate for a number of shortcomings i.e. to have more thorough evaluations and to have more focus on the relationship with the principal supervisor, whether the student is following the PhD plan, the feasibility of the project, the progression of the project, the student's collaboration with international/external parties and on career counselling/planning. The new evaluation concept is specified in section 5.3.

4.5 Internationalised and mobile students

4.5.1 Intentions and international recruitment measures

The GSHS intends to – as mentioned elsewhere in this report – to increase the share of international student population to app. 25 % and to stress the international level and perspective of its courses and other activities. Thus the graduate school and the departments have implemented a number of measures to attract foreign students and promote an international mind-set as stated below.

Compared to other scientific fields internationalisation of doctoral education in health sciences is to some extent influenced by the relation to patients. It is at least to some extent necessary for most doctor(al student)s to be able to communicate directly with patients i.e. to have a language in common with the current patients. This fact probably has a moderating effect on the ability in a considerable number of scientific environments to absorb foreign students from outside Denmark except Scandinavia (and maybe Germany) and this may also cause some restraint on the ability to establish an intentional atmosphere.

4.5.2 Recruitment of foreign students

Every year the departments receive a number of guest students (5-10) the stays of which are paid by Aarhus University Research Foundation. This is taken care of by the departments, which means that thorough knowledge about the number and duration of these visits is not collected on faculty level. Furthermore the departments every year grant a number (15-20) of so called "recruitment" bursaries which intend to create a situation in which a research environment and a coveted foreign student get the opportunity to know each other. This may later lead to an application from the student for enrolment/scholarship.

The graduate school has also made several targeted campaigns to attract applications from students in specific countries. It has established partnerships in China, Brazil and the UK: *Fudan University, Shanghai; Peking University Health Science Center, Beijing, Rio de Janeiro State University, Rio de Janeiro, Federal University of Bahia, Salvador, and Edinburgh University in the UK* (In the case of China, Brazil and partly Edinburgh based on a number of existing and strong research partnerships). For this purpose the graduate school and the faculty has initiated bilateral meetings/seminars at a number of health science faculties in Brazil and China, participated in recruitment fairs in these countries and in a mutual Danish-Brazilian exchange programme "Science without Borders". A special targeted project has been launched to intensify cooperation with China and inspire former Chinese PhD students in Aarhus to further cooperation and exchange of researchers from Aarhus University and medical faculties in China.

Another element in internationalisation is the contribution to the scientific environments from the population of foreign students' in the form of e.g. alternative cultural and scientific skills and perspectives.. Both perspectives will be dealt with below. The population of foreign PhD students has for the last 5 year developed like this:

Table 4.1 Population of PhD students 1 st January			
Year	Number	Number of foreign citizens	% foreign citizens
2009	472	54	11,4
2010	531	59	11,1
2011	569	71	12,5
2012	616	74	12,0
2013	639	87	13,6
2014	656	96	14,6

The share of foreign citizens among the *population of PhD students* has risen slowly since 2009 from 11.4 to 14.6 per cent. It is the goal of GSHS to have a third of foreign students in its population.

The share of foreign citizens among the *newly enrolled* PhD students every year 2009-2013 raised from 9.1 in 2009 to 17.7 per cent in 2013:

Table 4.2 Annual intake of PhD students					
	Enrolled students	Foreign citizens	Foreign citizens	Persons with a foreign education	Persons with a foreign education
Year	Number	Number	%	Number	%
2009	164	15	9,1	15	9,1
2010	201	35	17,4	28	13,9
2011	179	15	8,4	11	6,1
2012	166	29	17,5	21	12,7
2013	203	36	17,7	27	13,3
Total		130		102	

In the years 2009-2013 a total of 130 foreign *citizens* enrolled as PhD students at GSHS (28 from the Nordic countries, 40 from the EU +Turkey, 46 from Asia – nearly half of them from China – and 16 from the rest of the world). Not all of them came directly from their home country so the number of newly enrolled students with a foreign educational background is lower than the number of newly enrolled foreign citizens. At least 32 of them – in particular the Scandinavians – were enrolled on the basis of a Danish master's degree. There may be a few more as 15 more of the 130 did not register their educational background in their application.

4.5.3 Recruitment of students with foreign education

The overall share of newly enrolled PhD students with a foreign educational background has risen from 9.1 per cent in 2009 to 13.3 in 2013 per cent in this period. In the years 2009-2013 102 persons – 38 of them Danish citizens – with a known educational background from abroad enrolled as PhD students at the GSHS. (Educational backgrounds of 34 persons more – half of them Danish citizens – were not registered. A considerable share of these persons probably also hold foreign degrees.)

This means that app. 25 % of the enrolled foreign citizens did not move to Denmark only to have a PhD degree. Some of them were probably already here because they came to obtain a MD degree – i.e. they were not recruited by the GSHS but by the master's programmes. This e.g. is the case for all the Norwegian and Icelandic and half of the Swedish citizens among the PhD students enrolled in the period mentioned above. A considerable part of the remaining persons did not have their master's degree in the country that issued their passports.

4.5.4 Mobility

As mentioned above the data registered show that there is a certain mobility among young people in health science education and that internationalisation is not only a question of universities and their departments adapting foreign/international influences, procedures, language, tradition etc. Internationalisation is going on also independently of such measures among the student population while moving around between the institutions of higher education in different countries.

4.5.5 Promoting an international study environment

To attract international students and staff it is vital to promote an international study environment including the set-up of a course programme taught in English. This has been supported systematically by the graduate school for several years and now a considerable amount of PhD courses are taught in English: In 2013 47 of 109 courses were taught exclusively in English, 6 in English in case of at least one non-Danish speaking participant, 3 both in an English and a Danish version. So app. ½ of all courses – and the majority of the scientific courses – were taught in English. The courses taught in Danish are usually generic "non-scientific" courses (like Scientific English, Media Training etc.). The goal of the GSHS is that all courses should be taught in English.

4.5.6 Change of research environment

Internationalisation is not only a question of universities and their departments adapting foreign/international influences, procedures, language, tradition etc. Internationalisation is going on also independently of such measures among the student population while moving around between the institutions of higher education in different countries.

On the other hand the graduate school does launch measures to promote mobility among its students. One of these is grants and other types of support for stays abroad as part of an individual doctoral programme.

The GSHS itself supports two types of stays abroad:

- Short stays (for less than 1 month) – grant: max. DKK 10000
- Longer stays (for more than 1 month) – grant: DKK 10000 per month for max. 6 months (i.e. the student may have e.g. 2 stays of 2 and 4 months or 1 stay of 6 months)

The graduate school has until now only had a very scanty registration concerning the PhD students' stays at foreign research institutions and hospitals/laboratories. In 2013 grants for 50 short and 41 long stays at foreign institutions were given (a few students may have received grants for both). There is however until now no central registration of the duration and geographic distribution of these stays.

Table 4.3 Number of short and longer stays abroad granted in 2012-13	2012		2013	
	Short	Longer	Short	Longer
Dept. of Clinical Medicine	36	8	49	18
Dept. of Biomedicine	11	5	12	7
Dept. of Public Health	4	3	21	8
Dept. of Odontology	1	0	2	1
Dept. of Forensic Medicine	1	0	0	0
Total	53	16	84	34

The table above only concerns grants from the Graduate School. Students may have received grants for stays abroad from other sources unknown by the GSHS. Consequently it is only possible to draw a blurred picture of GSHS's relations to foreign collaborators when it comes to exchange of PhD students. This means that it is impossible to identify general patterns, strengths or weaknesses in this field. However, a few conclusions can be drawn from a small, informal survey made in 2011 by an employee in the administration. This small survey indicates that app. 20 % of the PhD population included a stay at a foreign institution in their PhD study programme. On the basis of this survey it is also possible to point at some reasons why PhD students in health sciences do not study abroad: their average age is rather high (31-35 years)³ meaning that a considerable percentage of them are married and settled. This implies very often that their inclination for mobility is dropping. This seems to be the main barrier for studies abroad and measures to overcome it probably should be incentives to facilitate the student's possibility to maintain their family relations in some way or another while abroad (app. a fourth of the respondents mention obstacles as lack of grants, doubts where to go and inhibitions on the part of the research project).

The knowledge about this will probably be better in the years to come when the Graduate School starts to use the PhD Planner for the regular evaluations because this will make it possible to collect and process data on e.g. the character of these stays abroad (duration, geographical, scientific etc.). This knowledge improves the possibilities for taking strategic decisions in this field.

4.5.7 Collaboration with foreign institutions

Apart from the measures mentioned above the graduate school endeavours to establish partnerships to intensify cross-border collaboration concerning doctoral programmes e.g. in the form of double and joint degrees.

³ See table 1.2

Currently possibilities for double degrees has been established with a few universities in Australia (Melbourne University), Belgium (Vrije Universiteit Brussels), Brazil (Federal University of Rio Grande do Sul), France (Lille 1 University), Norway (Oslo University) and the UK (Joint degree with Edinburgh University) and a special odontology relation with an university in Japan (Hokkaido University) is expected to have a similar result in that field.

Concerning general agreements on joint degrees only one is in force at present. It is a general arrangement between the two universities in Aarhus and Edinburgh which includes a number of joint scholarships for that purpose. The current group of partners is expected to expand and it intends to apply for a European Joint Doctorate Programme. Apart from that a few arrangements with foreign universities about individual PhD programmes for individual students have been agreed upon.

4.5.8 Employability of PhDs on the international labour market

The annual employment surveys from Aarhus University indicate that very few health science candidates (6 out of 101 respondents) were or had been employed abroad. The figures may reflect that the response rate of candidates living abroad is lower than that of those living in Denmark.

4.6 Conclusions

The general quality survey initiated by the university and mentioned several times above is in itself an important measure concerning quality assurance and fortunately the results indicate that the GSHS attracts deeply engaged PhD students who seem to be very satisfied with the course programme, supervisors and facilities offered to them.

4.6.1 Course programme

The GSHS regards its course programme as one of high quality already. Quality assurance measures in this field are set up to ensure that feed-back from students is efficiently taken into account by those responsible for each course and by the management of GPs and the graduate school itself. The GSHS will aim to strengthen course activities in specific areas.

4.6.2 Teaching and dissemination

Teaching seems to work quite well as a mandatory part of the PhD programme and as an important task appreciated by the PhD students. Research conferences and the annual PhD Day are other important dissemination activities. In these respects however supervisors should be made more conscious about their duties concerning supervision of teaching and supervision of students' preparation for and participation in conferences.

4.6.3 Supervision

The implementation of a *course for supervisors* is expected to improve the quality and efficiency of the supervision. The PhD Planner is expected to give access to more detailed knowledge about the population of PhD students.

The change of the procedure for regular evaluations is intended to improve the quality of the supervision in itself and support the general quality assurance of the PhD programme too because more - and impartial - persons are involved at an earlier stage.

4.6.4 Internationalised and mobile students

Impediments for foreign applicants have been mentioned above in section 3.2.2. So has the problem of language in relation to patients. The GSHS is aware of these and other problems related to recruitment of talented foreign students and intends to find solutions.

It must be seen as a major contribution from the graduate school to internationalisation of its PhD students and to the promotion of mobility that a majority of the scientific courses are taught in English. On the other hand it must also be regarded as a precondition for recruiting talented students from abroad.

The management of the graduate school is determined to increase the share of foreign Ph.D.-students to approximately 25%. The GSHS has made serious efforts to strengthen enrolment of foreign students both at a

general level through incentives for recruitment arrangements and in a more targeted way towards e.g. China and Brazil. There has been a steady but slow increase in the share of foreign students enrolled for the last 5 years, a considerable number of them are recruited through a Master's degree from Aarhus University. The GSHS will further improve the recruitment of students abroad by offering full mobility fellowships in international competition. There are however also shortcomings in relation to this: The GSHS is not very efficient in integrating foreign student and keep talented students recruited from abroad.

The management of the graduate school is determined to increase the share of the student population having a longer stay abroad (50%). It has therefore been decided to make it mandatory to include plans for a stay abroad in the initial PhD plan to be enclosed in the application for enrolment.

Mobility among the population of the PhD students is also supported by the GSHS through grants for stays at foreign universities/research institutions and the graduate school also contributes to the creation of an international study environment at the faculty through a course programme taught in English and through development of close relations to foreign universities by e.g. establishment of degree collaborations.

5. Organisation

5.1 A strong scientific environment

It is very important that PhD students and projects are hosted by strong scientific environments and therefore it is crucial that such environments are assessed in close relation to an application for enrolment. For this reason the GSHS collaborates with a body of pre-assessors.

The pre-assessment also takes into account the scientific environment's critical mass of resources: current population of PhD students, diversity in staff and potential supervisors, number and quality of publications originating from there and its ability to attract collaborators from abroad. The pre-assessment is thoroughly described in section 3.2.3 above.

5.2 Timely finalisation

In 2013 a total of 155 PhD dissertations were submitted to the GSHS. 34 (22 %) of them were submitted later than the planned submission date. This number hopefully will be reduced when the new evaluations are fully implemented. The planned date is fixed on the basis of a calculation of the actual 36 months' time of studies taking leaves caused by illness and/or p-/maternity into account which are not considered as delays. Extra consume of time for other reasons are not considered appropriate and will therefore be considered as extra time of study. The PhD Planner makes it possible to keep accounts for these "legal" or "illegal" delays.

Drop-out: In 2013 31 students left the GSHS without a PhD degree corresponding to app. 5 % of the student population. (24 more students moved to the newly established graduate school at Aalborg University to finish their studies there are omitted from this calculation.). In the two previous years 2011 and 2012 respectively 12 and 17 students terminated their PhD period without a degree.

5.3 Handling progress in dissemination, teaching and mobility

The regular evaluations intend to guide the PhD student and assure progression. They are mentioned in section 4.4.2. The concept consists of three steps/evaluations:

- A. *A written evaluation after 6 months.* The written evaluation is a formula filled in by the principal supervisor after a discussion with the student in question. It should be signed by the student as well to indicate that the supervisor's point of view has been discussed among the two. The student is given 2 weeks to comment on the evaluation if she/he wants to do so. The focus of this step is on the successful progression of the project, the student's ability to conduct research, plans for external research stay(s) (preferably abroad) and plans for teaching and other dissemination activities.
- B. *A written and oral midterm evaluation after 18 months.* This step is the key of the new evaluation procedure. The purpose is to make sure that the individual student is performing well and benefits properly from the various training activities including a status of the research project. Furthermore the aim is to give the student feedback on her/his project from experts not daily involved in project. This stage contains two main elements:

1) a scientific report on the research project written by the student (a state-of-the-art description of the field of research and status of the project, a statement of the planned progress of the project for the remaining period and intentions for his/her further career and finally a statement of terminated and planned study elements (e.g. external research stays, courses and conferences, teaching)

2) an oral presentation for and discussion of the research with an evaluator (appointed by the supervisor) and the supervisor her-/himself

The result (pass or fail) will be decided by the principal supervisor immediately after the oral presentation. In case of doubts the head of graduate school has the final say.

Pass: the student continues according to plans.

Fail: the student usually will be offered a three months period for retrieval of the project according to the procedure prescribed in the Ministerial Order. The retrieval should be made within the limits of the planned enrolment period.

- C. *A written evaluation after 30 months.* At this stage the procedure will focus on timely submission of the thesis, student progression, the successful termination of the planned study elements (e.g. courses and teaching etc.) and not least and career plans for the individual PhD student.

Since 1st September 2014 the GSHS has used the university's electronic PhD administration system PhD Planner to handle progressions. This "talent management system" is combined with the application facility. PhD Planner handles all relevant data and documents concerning the student and her/his study progression whether the data are produced/supplied by the student, the academic or the administrative staff. The system facilitates the academic and administrative processes like approval of regular evaluations by the supervisors and GP heads and maternity and other leaves, procedures in connection to submission, assessment and defence of the thesis etc.

In the PhD Planner all relevant information about courses, participation in scientific conferences, stays abroad etc. is registered by the students and it facilitates the work of the administration.

The PhD Planner makes it easier to collect, handle and process data on these matters and therefore also to keep the relevant persons informed about the status of each student. The possibilities to see whether political intentions are working/being implemented effectively will be improved.

5.4 Course collaboration with other reputed scientific institutions

The courses offered by the GSHS to some extent receive students from outside the faculty, i.e. from other faculties at the AU (Science & Technology), from other Danish universities (in particular the Health Science Faculties of the universities in Aalborg and Southern Denmark, but also in Copenhagen) and a few students from Norwegian, Swedish and Dutch universities.

GSHS student regularly attends courses abroad, but no systematic collection of data on that field has been done previously. In the future this will be possible in the PhD Planner.

5.5 Collaboration with private organisations and companies

This is mainly taking place at department level which means that the Graduate School has no general view on these matters, but traditionally the research environments collaborate closely with external partners in particularly with Danish and international pharmaceutical companies and patient organisations which are very strong in Denmark. In the future the GSHS will aim to attract representatives from public as well as private companies to teach on courses exposing Ph.D.-students to career possibilities outside academia.

Generally the GSHS administration is not informed about the underlying grants to a university or hospital department for e.g. a PhD student. Such a student may be funded fully or partly by a pharmaceutical company and/or by the department in question. In 2013 39 % of the external (from the GSHS perspective) funding for PhD students came from university or hospital departments (most of it from Aarhus University Hospital) A considerable amount of this probably is granted to the departments from other sources – private and public. 17 % came from pharmaceutical companies and another 17 % from patient organisations. 15 % of the funding was provided by independent public research funding, 8 % from private foundations and 4 % from public institutions.

5.6 Conclusions

It is the opinion of the GSHS that the assessment of applications assures the quality of the research environments in which the PhD students are placed and the readiness of these environments to integrate and handle students. This also influences the ability of the environments to assure timely finalisation of their students although results in that respects ought to be improved.

The new concept for regular evaluations described in this chapter is among other purposes meant to make a considerable contribution to this in addition to the administrative improvements mentioned.

Furthermore the GSHS seeks to widen the perspective of its research education by establishing collaborative relations with other universities and public/private research institutions and companies.

Annexes – Self-evaluation report 2014. AARHUS UNIVERSITY, HEALTH

1. PhD survey : <http://www.au.dk/en/quality-in-the-phd-process/reports/>
2. Key HE figures from the PhD Survey: http://www.au.dk/fileadmin/www.au.dk/kvalitetiphd/HE_english_.pdf
3. List of GSHS courses (*enclosed document*)
4. GSHS course calender: <http://phd.au.dk/gradschools/health/courses/>
5. Employment surveys – unfortunately only in English:
<http://www.au.dk/om/profil/uddkvalitet/beskaeftigelsesundersogelser/>
6. The Ministerial Order of PhD studies and degree: [Engelsk - ph.d.-bekendtgørelse.pdf](#)
7. External PhD web HEALTH: <http://talent.au.dk/phd/health/>
8. GSHS' own website: <http://phd.au.dk/gradschools/health/>
9. Website for the international evaluations of the graduate schools of Aarhus University:
<http://phd.au.dk/international-evaluations-of-graduate-schools/>
10. The Danish Bibliometric Research Indicator and PURE data (*enclosed document*)

Annex 3 GSHS courses in 2013						
Course title	GP programme	No. of ECTS	no. of times run	Total ECTS	taught in	max. no. of students
Advanced Course in Health Scientific English	G	4,00	2,00	8,00	Danish	24
Advanced Course in Laboratory Animal Science - gnave	0	3,60	1,00	3,60	English	12
Advanced Course in Laboratory Animal Science - svin	0	3,60	1,00	3,60	English	16
Advanced Epidemiologic Methods	12	3,50	1,00	3,50	English	40
Advanced PowerPoint	G	1,00	1,00	1,00	D/E bet	20
Analysis of variance and repeated measurements	0	3,30	1,00	3,30	English	32
Annual workshop in molecular metabolism and endocrinology	2	1,50	1,00	1,50	English	50
Applied statistical analysis with missing data	3	1,80	1,00	1,80	English	24
Basic and practical introduction to immunoassays	2	2,40	1,00	2,40	English	20
Basic Biostatistics	G	7,00	2,00	14,00	E + D	200+140
Basic Course in Educational Theory and Practice	G	2,10	1,00	2,10	Danish	24
Basic Course in Health Sciences	0	1,60	4,00	6,40	na	37
Basic techniques in flow cytometry	0	3,00	1,00	3,00	English	22
Behavioural Medicine Seminar (3 arrangement)	3	1,20	1,00	1,20	English	38
Bioetiske aspekter ved medicinsk forskning	7	0,70	1,00	0,70	Danish	24
Biomedicinsk isotopteknik	0	6,20	1,00	6,20	Danish	20
Blood pressure and flow measurement	6	3,50	1,00	3,50	English	24
Cardiovascular Methods - Peer-to-peer	6	2,10	1,00	2,10	eng/da	24
Cardiovascular Pharmacology	6	2,00	1,00	2,00	English	24
Clinical assessment of insulin resistance and other metabolic parameters	2	1,60	1,00	1,60	English	24
Clinical Biochemical Assay	7	1,60	1,00	1,60	English	na
Clinical Biochemical Assay - Antibody based methods	7	1,60	1,00	1,60	English	18
DACRAs Cardiovascular Summer School	6	3,80	1,00	3,80	English	30

Electroporation for drug and gene delivery - from the laboratory to clinical use		10	2,00	1,00	2,00	English	na
Epidemiology I		3	2,80	2,00	5,60	English	24
Epidemiology II		3	4,90	1,00	4,90	English	24
Forberedelseskursus (ph.d.-ansøgning)	G/R		1,60	4,00	6,40	Danish	34
FP 11 first annual meeting 2013		11	0,70	1,00	0,70	English	24
From Gene to Function		10	2,90	1,00	2,90	English	12
GCP og forskerinitierede lægemiddelforsøg		7	2,00	1,00	2,00	Danish	24
GP 10 Annual Meeting 2013		10	1,00	1,00	1,00	English	100
Introduction to Clinical Epidemiology		12	2,80	1,00	2,80	English	24
Introduction to MATLAB		8	2,60	1,00	2,60	English	16
Introduktionskursus i sundhedsvidenskabelig forskning	G/R		0,80	2,00	1,60	Danish	34
Ischemia-reperfusion injury and organ protection		6	1,90	1,00	1,90	English	24
Kvalitative metoder i humanistisk sundhedsforskning		3	2,00	1,00	2,00	Danish	14-20
Laboratory Animal Science		0	4,00	3,00	12,00	English	36
Linear and logistic regression		0	3,90	1,00	3,90	D/E bet	24
Lipid and adipose tissue metabolism		2	1,40	1,00	1,40	English	24
Literature search in medical databases	G		0,70	2,00	1,40	D/E bet	24
Litteratursøgning	G/R		1,10	5,00	5,50	Danish	25
Magnetic Resonance		0	2,80	1,00	2,80	English	16
Measurement in epidemiology		3	1,80	1,00	1,80	English	24
Media training	G		0,90	1,00	0,90	D/E bet	20
Medical Scientific English 1	G		2,00	3,00	6,00	English	20
Microsoft Excel in biomedical research	G		1,00	2,00	2,00	D/E bet	24
Mitochondria in Health and Disease		10	2,10	2,00	4,20	English	25
Molecular Medicine		10	3,60	1,00	3,60	English	na
Nutritional Epidemiology		3	1,80	1,00	1,80	English	24
PhD day		0	1,00	1,00	1,00	irrelevant	

Annex 9

The Danish Bibliometric Research Indicator

In 2009, Danish Agency for Science, Technology, and Innovation's launched the bibliometric research indicator (BFI). BFI is based on a political agreement on the allocation of basic funding for the Danish universities and is part of a performance-based model for the distribution of basic funding for universities in Denmark.

The main purpose of the Danish BFI is to reflect the universities' research activity by measuring the number of publications of the individual universities. This is done by recording the extent and form of the academic publications from Danish universities, according to so-called authority lists. The indicator rewards the research publications that are published in the most renowned journals within the each scientific field, and the records are based on the publications registered in the PURE system.

BFI covers all disciplines and their different publishing traditions, and the authority lists are prepared and revised annually by well over 350 researchers spread across 67 disciplines. In 2012, when the bibliometric research indicator is fully implemented the model is used for distribution of 25% of the basic university funding.

Authority Lists

All publications are divided into so-called authority lists of series (conference series, book series and journals) and publishers. The lists are revised annually by researchers of all the involved academic disciplines. All series are divided into two levels, a normal level 1 and a high level 2. Publishing in series on level 2 earns more points than publishing in series on level 1.

PURE

PURE is an IT system for collecting, maintaining, and presenting publication and research data. Furthermore, it works as a personal staff homepage. PURE is used by all tertiary education institutions in Denmark and by a number of institutions abroad. At Aarhus University, the information registered in PURE is used for:

- Presenting updated personal staff homepages at www.au.dk
- Providing access to information about researchers and their fields of research – via [Find a researcher](#)
- Obtaining key figures about the university both for management of Aarhus University and the Danish Agency for Science, Technology, and Innovation's indicator project

AKADEMISK RÅD



AARHUS
UNIVERSITET
HEALTH

LISE WOGENSEN BACH
VICE-DEAN, CHAIR OF GRADUATE SCHOOL

4. SEPTEMBER 2015



FORÅRETS DEBAT

Charlotte Rønhof DI
Thomas Bjørnholm KU UFL
DFIR Søren Bregenholt NovoNordisk
Martin Junge DEA Mads Krogsgaard NovoNordisk
Thomas Kongstad Petersen IF
Stina Vang Elias DEA Morten Pejrup KU
Martin P Bendsøe DTU

FORÅRETS DEBAT

Fremdriftsreform, dimensionering, kvalitet i uddannelser

Flere erhvervsPhD'er
Ph.d.'er i verdensklasse
Værdiskabelse og uddannelse gennem forskning
Prioritering Elite-forskerskole
Der skal flere ud i det private
Ikke flere mere
Styrket
International succes
Forskere bliver i det offentlige
Forskerskoler mere end administrative kursusudbydere
Prioritering af krav til ansættelse i en ph.d.-stilling
Flere midler til erhvervsPhD'er
OMFORDELING
Der mangler ikke kvalitet i ph.d.-uddannelsen
Er der plads til FC Barcelona i Danmark
Eftertragtede og samfundsnyttige
fokus fra kvantitet til kvalitet
Det har kammet over



INTERNATIONAL EVALUERING

Pålagt af ministeriet hvert 4-5 år

Koordineret af det tværgående udvalg for talent/ph.d.-skolelederkredsen

Selv-evaluerings rapport

Site-visit

Rapport

INTERNATIONAL EVALUERING – ENTRY/INTAKE

External peer reviewers of the applications

Enhance transparency of the assesment process, allocation and distribution of stipends

Improve recruitment of Ph.D.-students from abroad

INTERNATIONAL EVALUERING - INPUT

Continue with progress evaluations – but better information is required

Enhance mobility by better information of funding possibilities

Consider a limit on the number of Ph.D.-students per main supervisor

Promote interdisciplinary research and add it to the vision of the GS

Consider courses in career planning and in writing grant proposals

INTERNATIONAL EVALUERING – OUTPUT/IMPACT

Solid evidence should be provided for both the quantity and the scientific quality of the Ph.D.-thesis content.

Continue emphasizing the "dual purpose" of the Ph.D.-studies: publications AND the graduates' contributions to the health care system in general but most importantly in relation to EvidenceBasedMedicine

INTERNATIONAL EVALUERING - ORGANISATION

More resources to information and communication

Improve collaboration with other graduate schools – national as well as international

HVAD NU?

International evaluering – vi er gode, men har et potentiale til at blive endnu bedre –

OG DET VIL VI!

Forskeruddannelse med international gennemslagskraft i 2020



FORSKERUDDANNELSE MED INTERNATIONAL GENNEMSLAGSKRAFT I 2020

.....FÆLLES FORSTÅELSE

.....Ph.D.-SKOLENS MÅL OGSÅ DEN ENKELTES MÅL

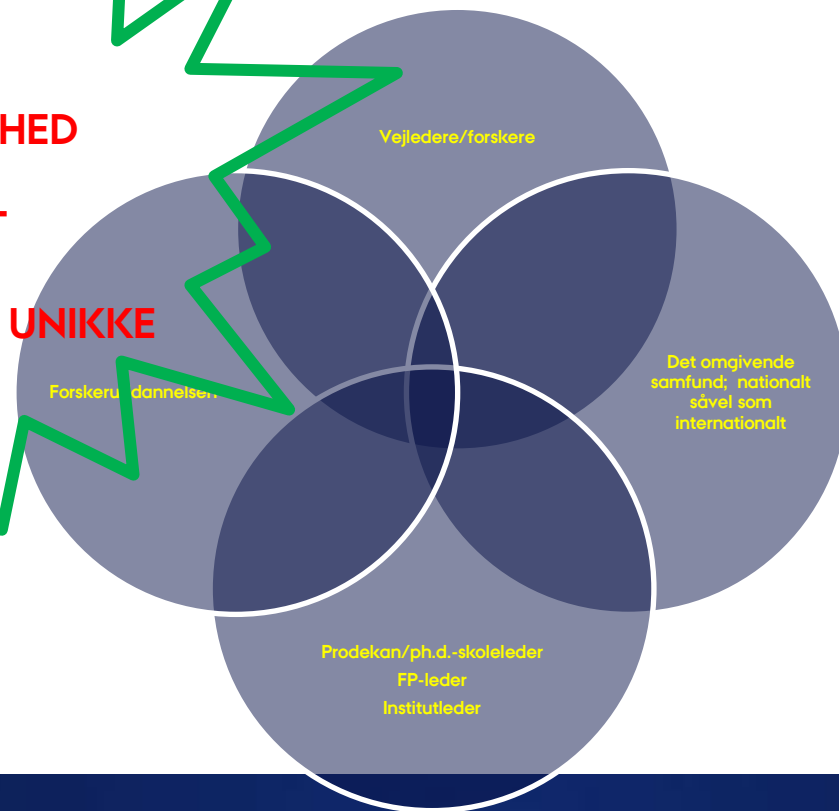
.....I tæt samarbejde



HØJ FAGLIGHED

KVALITET

IDENTIFICER det UNIKKE



.....I FÆLLESSKAB ...



GRUPPE?



TEAM?

PROCES (ULTIMO 15/PRIMO 16) EMNEGRUPPER

Afhandling og den færdige ph.d.-'er: Kvalitet og kompetencer

Rekruttering og internationalisering

Uddannelse og vejledning

Samarbejde – internt og eksternt

INVOLVEREDE PERSONER

Ph.d.-skoleleder/funktionschef/FP-ledere/vejledere/ph.d.-studerende/aftagere



NY HANDLINGSLPAN – PRIMO 2016



PROCES – I DAG

- A. Hvordan afspejler/dokumenterer det videnskabelige produkt - oversigt og artikler - i samspil med de øvrige aktiviteter i ph.d.-studiet, herunder forsvaret, den ph.d.-studerende's akademiske udvikling gennem de tre år?
- B. Hvordan styrkes kvalitet og transparens i opslags-og bedømmelsesprocessen generelt og konkret for både danske og udenlandske ph.d.-studerende?
- C. Hvordan kan ph.d.-skolen og forskningsprogrammerne fremme og støtte opbygning og fastholdelse af internationale samarbejder og herunder rekruttering af udenlandske ph.d.-studerende?
- D. Hvordan kan vi sikre, at karriererådgivning af ph.d.-studerende får en hensigtsmæssig vægt og kvalitet og integreres i uddannelsesforløbet?

NU!



STIPENDIESTRUKTUR-VERSION 2

HISTORIK

MÅL

At sikre den bedste udnyttelse af AU – Healths (stipendie)midler til understøttelse af vores bedste forskningstalenter indenfor Fakultetets forskningsområder.

→ Ny stipendie struktur per November 2014

LØBENDE INPUT

Herunder Fakultetsledelses møde foråret 2016

- ▶ Usikkerhed omkring hvad der egentlig skal søges til
- ▶ Manglende encitament til at søge extern finansiering

"Hvis I støtter med 1/3 kan vi nemmere skaffe resten..."

"Samme model som på SDU..."

Opslåede fakultetsstipendier september 2014, november 2014 og februar 2015

Stipendietype	FP			
	Clinfo	Biomedicin	Folkesundhed	I alt
1/3 stipendium	58	8	13	79
Del A	4		2	6
Fuldt kandidatstipendium	3	3		6
Fuldt ordinært stipendium	5	2	2	9
I alt omregnet til fulde stipendier	28,67 (66,17 %)	7,66 (17,68 %)	7 (16,16 %)	43,33 (100 %)
Antal ansøgere til stipendium udsendt til behandling i tildelingsudvalget	157	42	57	
Succes-rate	44,6 %	31,0 %	29,8 %	
Antal indskrevne ph.d.-studer	460 (72,78 %)	84	88	632

Adgangsgivende eksamen	FP			
	Clinfo	Biomedicin	Folkesundhed	I alt
Medicin og odontologi	44 (62,9 %)	4 (30,8 %)	6 (35,3 %)	54 (54 %)
Øvrige	26 (37,1 %)	9 (69,2 %)	11 (67,7 %)	46 (46 %)
I alt	70 (100 %)	13 (100 %)	17 (100 %)	100 (100 %)

Opslåede fakultetsstipendier maj 2015

Stipendietype	FP			
	Clinfo	Biomedicin	Folkesundhed	I alt
1/3 stipendium	15	5	8	28
Fuldt Kandidat-stipendium (inkl. interdisciplinære stipendier)	1	1	4	6
Fuldt interdisciplinært stipendium	4	1	3	8
I alt omregnet til fulde stipendier	10 (42,8 %)	3,67 (15,7 %)	9,67 (41,4 %)	23,34
Antal ansøgere til stipendium udsendt til behandling i tildelingsudvalget	34	9	19	62
Succes-rate	58,8 %	77 %	78,9 %	
Antal indskrevne ph.d.-	460 (72,78 %)	84	88	632

Educational background	GP: Biomedicine		GP: ClinFO		GP: Public Health		Total	Total percentage
Medicine or dentistry	0	0%	12	60%	2	13,33%	14	33,33%
Other	7	100%	8	40%	13	86,67%	28	66,67%
Total	7	100 %	20	100%	15	100%	42	100%

GRUNDPRINCIPPER VERSION 2

- ca 130 ph.d.-tilskud per år- 550.000 kr
 - Studieafgift på 60.000 kr./år
- ca 30 fulde stipendier til særlige indsatsområder
 - Ingen studieafgift
- 10 indskrivninger med ekstern finansiering uden tilskud
 - Studieafgift på 60.000 kr./år
- Studieafgift overføres til Forskeruddannelsen
- Tilskud/stipendier overføres til institutterne
- Overhead på eksterne bevillinger tilfalder institutterne

FREMTIDIG UNDERSTØTTELSE AF FORSKERUDDANNELSE

- Tilskud
 - Uafhængig af anden finansiering
- Fulde stipendier
 - ordinære
 - 4+4 og MD/ph.d.

GRUNDPRINCIPPER VERSION 2

- Ved tilskud overføres årligt 183.333 kr til institut/FP hvor den studerende er indskrevet
- Ved fuldt stipendium/løn overføres 1.3 mill kr. til institut/FP hvor studerende er indskrevet (fordeles over 3 år, basismidler dækker for FAK-stipendier)
- Tilskud: Projekt, ansøger, ph.d.-plan (herunder mobilitet, integrering i videnskabeligt miljø) vurderes som hidtidigt og kvalificerede ansøgere tildeles "tilskud" uafhængig af anden finansiering, og indskrivning
- Fulde stipendier: Projekt, ansøger, ph.d.-plan (herunder mobilitet, integrering i videnskabeligt miljø) vurderes som hidtidigt herunder indgår også interview og kvalificerede ansøgere tildeles stipendium og indskrivning
- Ansøgere der ikke kvalificerer sig til "tilskud" eller stipendium tilbydes indskrivning

SAMLEDE UDGIFTER VED ET PH.D.-FORLØB	
Personhenførbare udgifter (i kr.)	
Løn (inkl. gens. udgift til sygdom og barsel)	866.00 kr
Summeret	
Direkte uddannelsesrelaterede udgifter (svarer til Finansministeriets uddannelsesudgifter)	
Vejledning (300 timer af 364,66 kr.)	
Afhandling og forsvar	
Kurser	
Korte rejser og konferencer	
Udstyr og instrumenter	
Udvikling af forskningsstrategi	
Summeret	
Indirekte uddannelsesrelaterede udgifter (svarer til 44% af løn + uddannelsestakst)	
Kontorplads	
Forskningsinfrastruktur	
Drift institut	
Drift fakultet	
Generelle omkostninger i forbindelse med forskeruddannelse	
Summeret	
Samlet ph.d.-uddannelsesomkostning	

+550.000 kr

SAMLEDE UDGIFTER VED ET PH.D.-FORLØB	
Personhenførbare udgifter (i kr.)	
Løn (inkl. gens. udgift til sygdom og barsel)	1.300.000
Summeret	1.300.000 kr.
Direkte uddannelsesrelaterede udgifter (svarer til Finansministeriets uddannelsesudgifter)	
Vejledning (300 timer af 364,66 kr.)	109.400
Afhandling og forsvar	50.000
Kurser	50.000
Korte rejser og konferencer	40.000
Udstyr og instruktørgodtgørelser	135.000
Udvikling af forskningsstrategi	80.000
Summeret	464.400 kr.
Indirekte uddannelsesrelaterede udgifter (svarer til 44% af løn + uddannelsesstakst)	
Kontorplads	101.336
Forskningsinfrastruktur	225.000
Drift institut	50.000
Drift fakultet	100.000
Generelle omkostninger i forbindelse med forskeruddannelse	300.000
Summeret	776.336 kr.
Samlet ph.d.-uddannelsesomkostning	2.540.736 kr.

+550.000 kr

KONSEKVENS

- Instituttet tilføres midler til dækning af:
 - Instituttets generelle omkostninger i relation til forskeruddannelse
 - Vejledning af ph.d.-studerende
 - Undervisning på forskeruddannelseskurser
 - Ph.d.-studerendes kortere varende rejser og studieophold
 - Udgifter i forbindelse med barsel

STUDIEAFGIFT

- Studieafgiften og krav om studieafgift ved ekstern finansiering er fastsat i dialog med de øvrige Sundhedsvidenskabelige Forskeruddannelser
- De direkte uddannelsesrelaterede udgifter indeholder bla. studieafgift. Studieafgiften overføres til ph.d.-skolen

TAK!



PRISSÆTNING (FINANSMINISTERIET)

- **Personhenførbare udgifter** (løn)
 - **Direkte uddannelsesrelaterede omkostninger** (vejledning, forsvar, kurser, rejser, udstyr etc.) hvoraf nogle afholdes af institutter, andre af Forskeruddannelsen
 - **Indirekte uddannelsesrelaterede omkostninger** (kontorplads, forskningsinfrastruktur, drift af universitet etc.), hvoraf nogle afholdes af institutter, andre af Forskeruddannelsen og andre igen af hovedområdet via f.eks. basisbevillinger til institutter og bidrag til fællesadministrationen
-
- **2.540.736,00 kr.**

Fordeling af opslåede fakultetsstipendier (antal stipendier) opgjort på FP og køn september 2014, november 2014 og februar 2015

Køn	FP			
	Clinfo	Biomedicin	Folkesundhed	I alt*
Mænd	33 (47,1 %)	4 (30,8 %)	4 (23,5 %)	41 (41 %)
Kvinder	37 (52,9 %)	9 (69,2 %)	13 (76,5 %)	59 (59 %)
I alt	70 (100 %)	13 (100 %)	17 (100 %)	100 (100 %)

*Note: I henhold til Aus nøgletal for 2014 var 37,6 % af alle indskrevne ph.d.-studerende på HE mænd og 34,3 % af de nyindskrevne i 2014 var mænd.

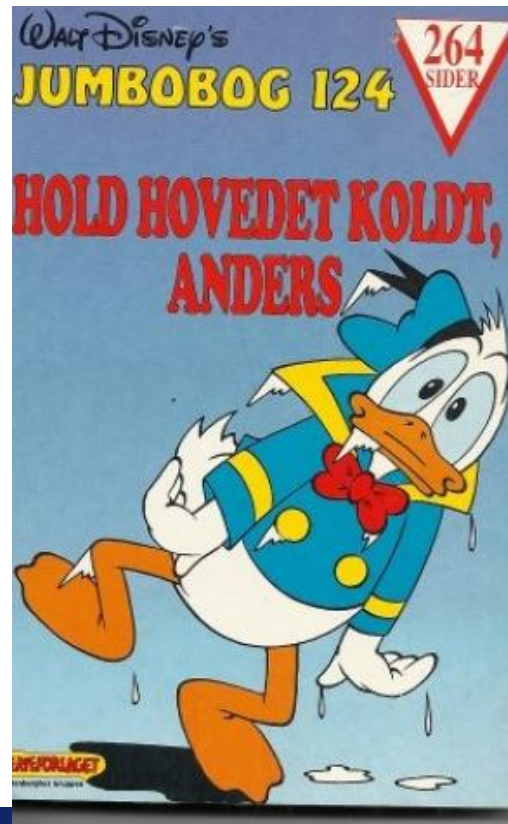


AARHUS
UNIVERSITET

HVORFOR NU?

Den tidligere vision og handlingsplan er fra 2010

International evaluering



Fordeling på institutter af fakultets-finansierede stipendier i perioden 1. januar 2012-1. september 2014

	Klinisk Institut	Biomedicin	Folkesundhe d	Odontologi	Retsmedicin	I alt
1/3-stip.	27	1	11	0	1	40
2/3-stip.	25	6	6	0	1	38
Fulde stip.	53	25	11	2	0	91
Kand.stip, del A	3	0	1	0	0	4
Fulde kand.stip	8	9	2	1	0	20
Friplads	1	0	2	0	0	3
I alt omregnet til fulde stipendier (cirka-tal)	87 (58,3 %)	37 (25,1 %)	21 (13,9 %)	3 (2,0 %)	1 (0,7 %)	149 (100 %)
Antal indskrevne ph.d.-studerende på instituttet i alt*	429 (67,1 %)	102 (16 %)	89 (13,9 %)	16 (2,5 %)	3 (0,5 %)	639 (100 %)

Akademisk Råds møde d. 17. september 2015

Temadrøftelse: Nye tiltag på Ph.d.-området

Noter fra gruppearbejde

Gruppe A. Spørgsmål.

Hvordan afspejler/dokumenterer det videnskabelige produkt - oversigt og artikler - i samspil med de øvrige aktiviteter i ph.d.-studiet incl. forsvaret den ph.d.-studerende's akademiske udvikling gennem de tre år?

Punkter på flip over :

- 1) 3(+ N) artikler virker som incitament for salami-slicing. Mere explicit fokus på
 - a) metodeudvikling,
 - b) undervisning,
 - c) kurser. Kappe til afhandling + portefølje
- 2) Dog stadig størst fokus på forskningsaktivitet
- 3) pas på med ikke at iværksætte yderligere afrapportering/evaluering/ratings, dvs. administrative opgaver som tager tid fra forskning.
- 4) Hvad laver de ph.d.-studerende bagefter

Opsummering

Lidt svært at svare generelt på spørgsmålet, da der er mange retninger i tildeling af ph.d. Spørgsmålet er hvordan man dokumenterer kvalitet. Man skal være varsom med at flytte fokus væk fra forskningen som er det vigtigste, evaluere på alt, og opstille kriterier og incitamentsstrukturer, der har uhensigtsmæssige konsekvenser f.eks salami slicing. (diskussion: afhandlingen skal i volumen svare til 3 års videnskabeligt arbejde – krav om 3 artikler taget ud. De tre artikler er væk, men det ligger stadig i kulturen)

Måske er det i sidste ende, der hvor den enkelte ph.d. havner, der bedst afspejler den akademiske udvikling.

Gruppe B. Spørgsmål

Hvordan styrkes kvalitet og transparens i opslags-og bedømmelsesprocessen generelt og konkret for både danske og udenlandske ph.d.-studerende?

Punkter på flip over:

- 1) Kvalitet sikres ved:
 - a) Ansættelsessamtaler. Ph.d.-stud /vejleder

- b) Adgangsprøver ?
- c) Profilanalyser & andre HR værktøjer
- 2) Bedømmelse
 - a) peer review af projekt & ansøger
 - b) ("Tempered by fire") = peer reviewed/iterativ proces
 - c) evt. international bedømmelse
- 3) Rekruttering
 - a) Det gode opslag. Tekst: DA/ Eng/Tysk. Hvor: nature - Aarhus onsdag
 - b) "Anvende netværk" har du en god studerende?"
 - c) Forventningsafstemning. Fagligt niveau. Stil/kemi/socialt
 - d. Konferencer? Systematiske samtaler under konferencer

Opsummering

Kvalitetssikring sker ved ansættelsessamtaler med ph.d. men også med vejlederen. Adgangsprøve og profilanalyse og andre HR værktøjer kunne overvejes.

Peer bedømmelse af projekt og ansøger, undervejs grundig peer kritik af projektet og gerne flere internationale bedømmere af projekter/afhandlinger.

Samtaler med potentielle ph.d.-studerende ved store vigtige konferencer – ph.d.-skolen kunne evt. deltage. Skal afstemmes i forhold til hvor mange ph.d. er vi faktisk kan tilbyde. Der er muligheder for mobilitetsstipendier eller fellow og/eller observer fellowship. På Dandrite laves screening inden du ansætter

Gruppe C. Spørgsmål

Hvordan kan ph.d.-skolen og forskningsprogrammerne fremme og støtte opbygning og fastholdelse af internationale samarbejder og herunder rekruttering af udenlandske ph.d.-studerende?

Punkter på flip over:

1. Facilitere vejlederdrevne internationale kontakter
2. Internationale ph.d. opslag (slås op på engelsk) – interviews med ansøger i forbindelse med internationale konferencer.
3. Øget fokus på (krav om?) internationalt ophold som en naturlig del af ph.d.uddannelsen.
4. Satse på Erhvervs ph.d.ere med internationale virksomheder.
5. Fremme at udenlandske ph.d. – studerende kommer på forskningsophold på AU af kortere /længere varighed.

Opsummering:

Internationalt samarbejde er bottom up og ph.d.-skolens opgave er at understøtte og facilitere de internationale kontakter og samarbejder. Ph.d.-opslag skal ud internationalt, der kan evt. laves interviews med ansøgere i forbindelse med internationale konferencer. Ph.d-skolen skal hjælpe vejlederne i den internationale rekrutteringspolitik. Man kan forsøge at opbygge samarbejder med store udenlandske firmaer ala det man har med Novo og få flere udenlandske ph.d.-studerende ”på forskningsophold” på AU.

Gruppe D: Spørgsmål

Hvordan kan vi sikre, at karriererådgivning af ph.d.-studerende får en hensigtsmæssig vægt og kvalitet og integreres i uddannelsesforløbet?

Punkter på flip over

1. Er der et reelt behov? ud over hvad der allerede tilbydes.
2. fast emne til midtvejsevaluering

Der er allerede en del gode tilbud. Det er vigtigt, at karrierespørgsmål tages op i samtaler med den ph.d. – studerende i ph.d.- forløbet så det ikke kommer som en overraskelse hvor små chancerne er for at gå videre i universitetskarriere, hvis det er målet med ph.d.en .

Referent Lene Bøgh Sørensen

STIPENDIESTRUKTUR-VERSION 2

HISTORIK

MÅL

At sikre den bedste udnyttelse af AU – Healths (stipendie)midler til understøttelse af vores bedste forskningstalenter indenfor Fakultetets forskningsområder.

→ Ny stipendie struktur per November 2014

LØBENDE INPUT

Herunder Fakultetsledelses møde foråret 2016

- ▶ Usikkerhed omkring hvad der egentlig skal søges til
- ▶ Manglende encitament til at søge extern finansiering

"Hvis I støtter med 1/3 kan vi nemmere skaffe resten..."

"Samme model som på SDU..."

Opslåede fakultetsstipendier september 2014, november 2014 og februar 2015

Stipendietype	FP			
	Clinfo	Biomedicin	Folkesundhed	I alt
1/3 stipendium	58	8	13	79
Del A	4		2	6
Fuldt kandidatstipendium	3	3		6
Fuldt ordinært stipendium	5	2	2	9
I alt omregnet til fulde stipendier	28,67 (66,17 %)	7,66 (17,68 %)	7 (16,16 %)	43,33 (100 %)
Antal ansøgere til stipendium udsendt til behandling i tildelingsudvalget	157	42	57	
Succes-rate	44,6 %	31,0 %	29,8 %	
Antal indskrevne ph.d.-studer	460 (72,78 %)	84	88	632

Adgangsgivende eksamen	FP			
	Clinfo	Biomedicin	Folkesundhed	I alt
Medicin og odontologi	44 (62,9 %)	4 (30,8 %)	6 (35,3 %)	54 (54 %)
Øvrige	26 (37,1 %)	9 (69,2 %)	11 (67,7 %)	46 (46 %)
I alt	70 (100 %)	13 (100 %)	17 (100 %)	100 (100 %)

Opslåede fakultetsstipendier maj 2015

Stipendietype	FP			
	Clinfo	Biomedicin	Folkesundhed	I alt
1/3 stipendium	15	5	8	28
Fuldt Kandidat-stipendium (inkl. interdisciplinære stipendier)	1	1	4	6
Fuldt interdisciplinært stipendium	4	1	3	8
I alt omregnet til fulde stipendier	10 (42,8 %)	3,67 (15,7 %)	9,67 (41,4 %)	23,34
Antal ansøgere til stipendium udsendt til behandling i tildelingsudvalget	34	9	19	62
Succes-rate	58,8 %	77 %	78,9 %	
Antal indskrevne ph.d.-	460 (72,78 %)	84	88	632

Educational background	GP: Biomedicine		GP: ClinFO		GP: Public Health		Total	Total percentage
Medicine or dentistry	0	0%	12	60%	2	13,33%	14	33,33%
Other	7	100%	8	40%	13	86,67%	28	66,67%
Total	7	100 %	20	100%	15	100%	42	100%

GRUNDPRINCIPPER VERSION 2

- ca 130 ph.d.-tilskud per år- 550.000 kr
 - Studieafgift på 60.000 kr./år
- ca 30 fulde stipendier til særlige indsatsområder
 - Ingen studieafgift
- 10 indskrivninger med ekstern finansiering uden tilskud
 - Studieafgift på 60.000 kr./år
- Studieafgift overføres til Forskeruddannelsen
- Tilskud/stipendier overføres til institutterne
- Overhead på eksterne bevillinger tilfalder institutterne

FREMTIDIG UNDERSTØTTELSE AF FORSKERUDDANNELSE

- Tilskud
 - Uafhængig af anden finansiering
- Fulde stipendier
 - ordinære
 - 4+4 og MD/ph.d.

GRUNDPRINCIPPER VERSION 2

- Ved tilskud overføres årligt 183.333 kr til institut/FP hvor den studerende er indskrevet
- Ved fuldt stipendium/løn overføres 1.3 mill kr. til institut/FP hvor studerende er indskrevet (fordeles over 3 år, basismidler dækker for FAK-stipendier)
- Tilskud: Projekt, ansøger, ph.d.-plan (herunder mobilitet, integrering i videnskabeligt miljø) vurderes som hidtidigt og kvalificerede ansøgere tildes "tilskud" uafhængig af anden finansiering, og indskrivning
- Fulde stipendier: Projekt, ansøger, ph.d.-plan (herunder mobilitet, integrering i videnskabeligt miljø) vurderes som hidtidigt herunder indgår også interview og kvalificerede ansøgere tildes stipendium og indskrivning
- Ansøgere der ikke kvalificerer sig til "tilskud" eller stipendium tilbydes indskrivning

866.00 kr

SAMLEDE UDGIFTER VED ET PH.D.-FORLØB	
Personhenførbare udgifter (i kr.)	
Løn (inkl. gens. udgift til sygdom og barsel)	1.300.000
Summeret	1.300.000 kr.
Direkte uddannelsesrelaterede udgifter (svarer til Finansministeriets uddannelsesudgifter)	
Vejledning (300 timer af 364,66 kr.)	109.400
Afhandling og forsvar	50.000
Kurser	50.000
Korte rejser og konferencer	40.000
Udstyr og instruktørgodtgørelser	135.000
Udvikling af forskningsstrategi	80.000
Summeret	464.400 kr.
Indirekte uddannelsesrelaterede udgifter (svarer til 44% af løn + uddannelsestakst)	
Kontorplads	101.336
Forskningsinfrastruktur	225.000
Drift institut	50.000
Drift fakultet	100.000
Generelle omkostninger i forbindelse med forskeruddannelse	300.000
Summeret	776.336 kr.
Samlet ph.d.-uddannelsesomkostning	2.540.736 kr.

+550.000 kr

KONSEKVENS

- Instituttet tilføres midler til dækning af:
 - Instituttets generelle omkostninger i relation til forskeruddannelse
 - Vejledning af ph.d.-studerende
 - Undervisning på forskeruddannelseskurser
 - Ph.d.-studerendes kortere varende rejser og studieophold
 - Udgifter i forbindelse med barsel

STUDIEAFGIFT

- Studieafgiften og krav om studieafgift ved ekstern finansiering er fastsat i dialog med de øvrige Sundhedsvidenskabelige Forskeruddannelser
- De direkte uddannelsesrelaterede udgifter indeholder bla. studieafgift. Studieafgiften overføres til ph.d.-skolen

TAK!



PRISSÆTNING (FINANSMINISTERIET)

- **Personhenførbare udgifter** (løn)
 - **Direkte uddannelsesrelaterede omkostninger** (vejledning, forsvar, kurser, rejser, udstyr etc.) hvoraf nogle afholdes af institutter, andre af Forskeruddannelsen
 - **Indirekte uddannelsesrelaterede omkostninger** (kontorplads, forskningsinfrastruktur, drift af universitet etc.), hvoraf nogle afholdes af institutter, andre af Forskeruddannelsen og andre igen af hovedområdet via f.eks. basisbevillinger til institutter og bidrag til fællesadministrationen
-
- **2.540.736,00 kr.**

Fordeling af opslåede fakultetsstipendier (antal stipendier) opgjort på FP og køn september 2014, november 2014 og februar 2015

Køn	FP			
	Clinfo	Biomedicin	Folkesundhed	I alt*
Mænd	33 (47,1 %)	4 (30,8 %)	4 (23,5 %)	41 (41 %)
Kvinder	37 (52,9 %)	9 (69,2 %)	13 (76,5 %)	59 (59 %)
I alt	70 (100 %)	13 (100 %)	17 (100 %)	100 (100 %)

*Note: I henhold til Aus nøgletal for 2014 var 37,6 % af alle indskrevne ph.d.-studerende på HE mænd og 34,3 % af de nyindskrevne i 2014 var mænd.

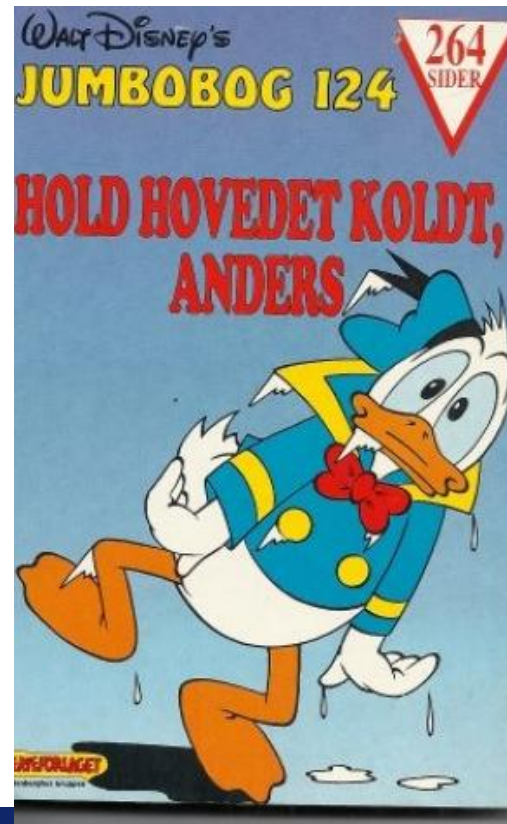


AARHUS
UNIVERSITET

HVORFOR NU?

Den tidligere vision og handlingsplan er fra 2010

International evaluering



Fordeling på institutter af fakultets-finansierede stipendier i perioden 1. januar 2012-1. september 2014

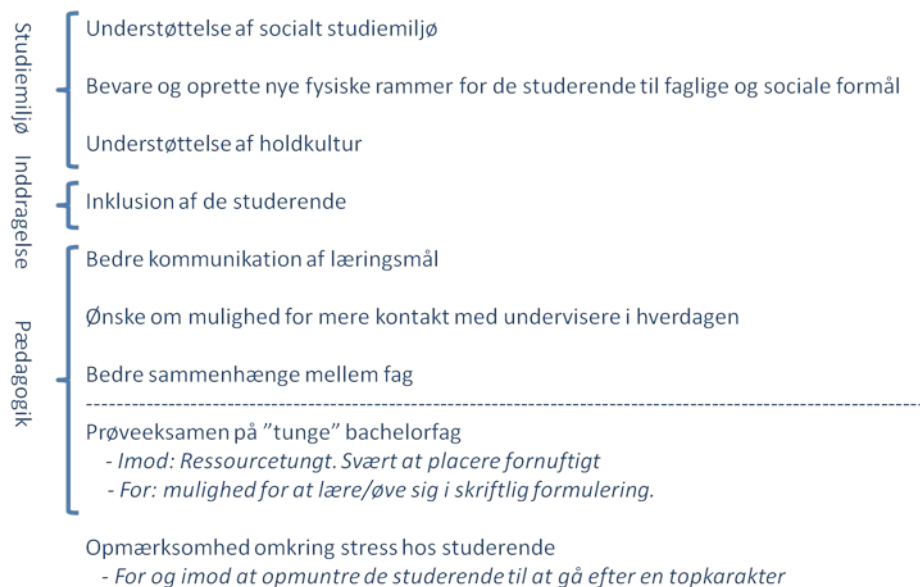
	Klinisk Institut	Biomedicin	Folkesundhe d	Odontologi	Retsmedicin	I alt
1/3-stip.	27	1	11	0	1	40
2/3-stip.	25	6	6	0	1	38
Fulde stip.	53	25	11	2	0	91
Kand.stip, del A	3	0	1	0	0	4
Fulde kand.stip	8	9	2	1	0	20
Friplads	1	0	2	0	0	3
I alt omregnet til fulde stipendier (cirka-tal)	87 (58,3 %)	37 (25,1 %)	21 (13,9 %)	3 (2,0 %)	1 (0,7 %)	149 (100 %)
Antal indskrevne ph.d.-studerende på instituttet i alt*	429 (67,1 %)	102 (16 %)	89 (13,9 %)	16 (2,5 %)	3 (0,5 %)	639 (100 %)

Institut for Biomedicin: Tilbage melding, studiemiljøundersøgelse 2014

Ved den forudgående tilbage melding fra Institut for Biomedicin vedrørende Studiemiljøundersøgelsen (af 21. november 2014) anførte vi, at vi med baggrund i et igangværende arbejde med at etablere en ny ledelsesstruktur for instituttets undervisning ønskede at vente med det videre arbejde med studiemiljøet til dette strukturarbejde var færdigt. Ifølge den daværende tidsplan skulle strukturarbejdet have været afsluttet i løbet af foråret 2015, hvorefter vi forventede at kunne igangsætte det konkrete arbejde med problemstillinger relateret til Studiemiljøundersøgelsen. Desværre er denne proces imidlertid blevet forsinket, og vi forventer nu, at strukturen først er endeligt på plads ved semesterstart, efterår 2015. Der er på institutniveau derfor på nuværende tidspunkt kun igangsat meget begrænsede initiativer i relation til Studiemiljøundersøgelsen. Disse omfatter:

1. En identifikation af for instituttet relevante indsatsområder opdelt i tre emneområder (se understående figur) og en diskussion heraf i Institutforum. Herunder blev muligheder og trusler i forhold til disse indsatsområder, som f.eks effekter af fremdriftsreformen og inddragelse af mere it-baseret undervisning diskuteret.

Forhold fremhævet i trivselsundersøgelse blandt medicinstuderende og vores diskussion heraf i møde i Forum efteråret 2014



2. Der er igangsat samtaler med studieadministrationen rettet mod at undersøge mulighederne for, at vi i højere grad og på en mere formaliseret måde end nu kan tilbyde de studerende at bruge undervisningslokaler under instituttet til deres arbejde i læsegrupper. Dette omfatter muligheden for, at de studerende via internettet og måske via apps løbende kan afsøge ledige grupperum kombineret med en form for tilmelding eller reservering. Hvor langt vi kan komme med sådanne it-muligheder er dog endnu usikkert. Samtidig står vi over for den udfordring, at administrationen af undervisningslokalerne ligger uden for instituttet, og at studieadministrationen har brug for at kunne booke lokaler med kort varsel f.eks i forbindelse med flytning af undervisning udløst af sygdom blandt lærerne.

3. Der er i løbet af efteråret 2014 og foråret 2015 blevet fra instituttets side bevilget penge til indkøb af software/internetadgange, der er blevet brugt til inddragelse af it-baserede elementer i undervisningen i flere fag. Dette gælder bl.a fagområderne genetik, farmakologi og fysiologi. Ved nogle fag indgår disse elementer som en del af den skemalagte undervisning. I andre fag tilbydes de som støtte til selvstudium. Et særligt problem herunder har været, at det p.g.a it-tekniske problemer har vist sig meget svært eller reelt umuligt at tilbyde disse aktiviteter via BlackBoard, hvorfor de tilbydes på andre, uafhængige platforme.

Institut for Folkesundhed: Vedrørende Studiemiljøundersøgelsen 2014/Konkrete tiltag

Instituttet har tidligere drøftet resultaterne fra studiemiljøundersøgelsen 2014 i relevante fora og fremsendt dets kommentarer.

Instituttets uddannelsesudvalg har drøftet feedback og BB som pædagogisk værktøj. Dette arbejdes der overordnet videre med. I relation hertil fastholdes og suppleres med nedenstående:

Medicin

Feedback og elektroniske læringsplatforme

Instituttet bakker op omkring initiativer i forhold til feedback og elektroniske læringsplatform i det omfang, det kan lade sig gøre uden yderligere tilførsel af ressourcer.

Den Sundhedsfaglige kandidatuddannelse

Fagligt fællesskab

Der bakkes om omkring tiltag i relation til en tutorordning, hvor ældre studerende vejleder.

Feedback

Instituttet imødeser en større grad af integreret læsegruppe-/studenteroplæg, herunder også feedback øvelser i kurserne i den nye studieordning 2015.

Kandidatuddannelse i Sygepleje

Instituttet bakker om omkring en nærmere belysning af de faglige arrangementer, som du studerende efterspørger. Konkret vil vi invitere studerende til at komme med forslag om at arrangere sådanne.

Dette initiativ er endnu ikke sat i gang.

Det sociale miljø

Udbuddet af sociale arrangementer ligger i regi af en studenterforening.

Instituttet arbejder på at skaffe flere specialepladser. Foreløbig har Sygepleje 6 pladser på Dalgas Avenue, og det er ved at blive undersøgt om der er mulighed for specialepladser i Emdrup.

Der iværksettes en undersøgelse af fordelingen af specialepladser på Dalgas Avenue. (Idræt og Sygepleje). Opgørelsen er netop iværksat.

Den fysiske adskillelse mellem underviserer og studerende er et vilkår, som søges løst på en længere bane.

Der iværksettes en undersøgelse af, om der evt. kan være plads til Sektion for Sygepleje på Dalgas Avenue. Dette er sket og der er ikke plads til Sygepleje på Dalgas. Der er derimod plads til flere studerende.

Adskillelse af VIP og undervisningsområder er etableret af hensyn til medarbejdernes arbejdsmiljø samt behovet for at kunne udføre forskning.

Der er etableret en kantine på Dalgas Avenue med henblik på at de studerende kan mødes indbyrdes og også mødes med underviserne. Der vil ikke blive etableret et køkken, idet instituttet prioriterer overlevelse af kantinen som også støttes økonomisk af instituttet. Instituttet vil se på muligheden for at have et køleskab til de sygeplejestuderende, som de selv skal sørge for at holde rent. Dette er sat i bero pga økonomien.

Feed back

Det foreslås, at modellen fra f.eks. den sundhedsfaglige kandidatuddannelse tages i anvendelse. Der er ikke mulighed for at øge ressourcerne til feedback.

Folkesundhedsvidenskab

Studienævnet opfordrer til fakultære fælles løsninger. Instituttet vil gerne bakke op omkring helhedsløsninger, specifikt under folkesundhedsvidenskab er nævnt stress og feedback.

Instituttet vil gerne bakke op omkring initiativer til rolle og ansvarsfordelinger på niveauerne. (institut, fakultet og uddannelse).

Fysiske rammer

Det er et vilkår, at undervisningsmiljøet er adskilt fra VIP-miljøet. Instituttet er enig i, at der skal arbejdes på et integreret miljø. Instituttet har ønsket at få flere lokaler i 1150, men disse er optaget af andre.

Det vil være muligt at dele specialepladser med Idræt og Sygepleje, men der er langt til Dalgas Avenue.

Statsbiblioteket har også flere pladser, som er til rådighed i VAB.

Instituttet vil overveje at tage initiativ til at de studerende en gang i mellem inviteres til frokost i 1260. F.eks. en-to gange om måneden, hvor undervisere fra uddannelsen også er til stede.

Der er taget initiativ til en frokost den 28. maj. Bygning 1150 huser også speciallægeuddannelsen i almen medicin. Instituttet vil gerne opfordre til, at der findes andre lokaler til denne aktivitet.

Feed Back

Der bakkes op omkring initiativ til introduktion til de forskellige feedback former og hvorledes, der arbejdes med disse.

E-læring

Instituttet er enige i opkvalificering af undervisere på e-læringsområdet herunder brug af Blackboard.

Dette er også en strategisk målsætning for instituttets kerneaktivitet: Uddannelse.

Stress

Der bakkes op om yderligere undersøgelse af stressniveau i samarbejde med studielederen.

Idræt

Feedback

Instituttet bakker op omkring de initierede tiltag af studielederen, der kan dog ikke tilføres yderligere ressourcer til emnet.

Rammer

Kontorerne med specialepladser reetableres, således at der bliver plads til 6 personer/borde i specialerummene. Der er pt. fire borde i disse rum. De 10 stillepladser i biblioteket vil også være til rådighed for sygeplejerskerne.

Afsluttende bemærkninger

Instituttet vil anbefale studienævnene at opfordre til, at alle uddannelserne har studerende, der aktivt deltager i institutforum, da studiemiljøet er et tilbagevendende punkt på dagsordenen til de fire årlige møder.

Alle instituttets studerende inviteres til at deltage i alle officielle foredrag, ph.d.-forsvar etc. Dette sker løbende.

Notat

Angående studiemiljøundersøgelsen 2014 – opfølgning fra Institut for Klinisk Medicin

Fakultetsledelsen besluttede i december 2014, at institutlederne skal orientere om de tiltag, som er iværksat, på baggrund af studiemiljøundersøgelsen 2014. Nedenfor beskrives de tiltag, som Institut for Klinisk medicin har foretaget.

Maria Bøndergaard Røjkær

Dato: 11. maj 2015
Ref: MBR

Side 1/1

Feedback

Institut for Klinisk Medicin har indført en ny form for evaluering, for at få så meget feedback som muligt fra de studerende – både om undervisningen og klinikstederne. Således evalueres hvert semester på kandidatuddannelsen i medicin nu mundtligt ved institutlederen i slutningen af hvert semester. Der tages referat fra den mundtlige evaluering.

Referatet sendes efterfølgende til kursuslederen for det pågældende semester. Denne har mulighed for at kommentere kritikken samt komme med fremadrettede løsningsforslag. Herefter sendes alle referater til Studienævnet til orientering. Såfremt der flere gange gives kritik af undervisning/kliniksteder, følges der op herpå med kursuslederne med henblik på at få ændret undervisningen, hvor det er muligt.

Instituttet finder, at denne form for feedback giver uddybende og værdifuld information om, hvad de studerende er tilfredse og utilfredse med. Det er vores hensigt at fortsætte med denne evalueringsform fremadrettet.

Pædagogiske udviklingspotentialer

Institut for Klinisk Medicin har fokus på de pædagogiske udviklingspotentialer i Black Board. Der afholdes 3-4 gange om året møde mellem institutledelsen og kursuslederne for alle semestrene, og det er således aftalt, at CEDU (tidligere MEDU) til næste kursusledermøde holder et oplæg om netop de pædagogiske udviklingsmuligheder i Black Board.

Herudover har instituttet to studiesekretærer ansatte, som blandt andet hjælper underviserne med de muligheder, der findes i Black Board og som løbende oplærer nye undervisere i brugen heraf.

Institut for Retsmedicin: Tilbage melding, SMU 2014

På IfR har vi i undervisningen af de medicinstuderende haft øget fokus på læringsmål både fra undervisningens start samt ved starten af det enkelte modul/den enkelte session. Vi har taget Blackboard i brug ved starten af dette semester og har indtil nu anvendt muligheden for at lægge undervisningsmateriale ud også som forberedelse inden en undervisningssession. Vi har tidligere anvendt digitale afstemningssystemer i undervisningen og planlægger at gøre øget brug af dette. Vi har også netop i dette semester i nogle sessioner inddelt de studerende i små grupper, som har besvaret en opgave, og efterfølgende skulle de give hinanden feedback/karakter for opgaverne. Vi mener dog også, at den individuelle feedback fra underviseren, som netop kan gives ved småholdsundervisningen, fortsat har sin berettigelse. Vi formidler vores forventninger til de studerendes eksamensindsats så ofte, som det giver mening (f.eks. at de SKAL kunne udfylde en dødsattest, og at det vil trække meget ned, hvis de ikke kan).

SKT afrapportering til Fakultetsledelsesmøde den 26. maj 2015

Studiemiljøundersøgelse 2014

Indsatsområder: opmærksomhed på studerendes oplevelse af pres, behov for øget faglig feedback, udvikling af digitalt læringsmiljø og behov for grupperum.

Generelt

Skolens strategidag i marts 2015 tog udgangspunkt i indsatsområderne fra studiemiljøundersøgelsen med inddragelse af skolens nyudviklede pædagogiske profil, der er under implementering. Ud fra en reformulering af undersøgelsens spørgsmål i relation til indsatsområderne arbejdede alle skolens medarbejdere med eksponering af indhold, deling af erfaringer og kreative ideer til konkrete handlinger. Resultaterne er nu samlet i et inspirationskatalog med værktøj til konkret brug i skolens pædagogiske miljø.

Respondenter og svarprocent

I studiemiljøundersøgelsen 2014 indgik blot én af skolens uddannelser, tandplejeruddannelsen. SKT ønsker alle uddannelser involveres i undersøgelsen og arbejder på at klarlægge omstændigheder, der kan medføre at alle studerende fremover bliver repræsenteret. Processen er sat i gang af studieleder på uddannelsen til klinisk tandtekniker og tandklinikassistentuddannelsen.

SKT'S svarprocent for 2014 var 22%, hvilket skolen anser for utilfredsstillende og giver anledning til en række indsatser. I forhold til skolens egne tilfredshedsmålninger (ENNOVA) hvor mål for svarprocenten er 90, ligger svarprocenten 2014 væsentlig højere på alle uddannelserne (73-96 %). SKT'S erfaringer peger på tre faktorer med stor betydning for at opnå en øget svarprocent og som skolen vi arbejder videre med:

1. Undersøgelsen skal give mening for de studerende, de skal kunne se deres studie og studiemiljø afspejlet i undersøgelsen.
2. De studerende skal involveres og have tilbagemeldinger på resultaterne og præsenteres for hvilke handlinger, skolen igangsætter på baggrund af resultaterne.
3. Besvarelse af undersøgelsen skal skemalægges, så der foreligger en fast tidsmæssig ramme, som tillige signalerer skolens høje prioritering af undersøgelsen.

1. Studieledere indgår i dialog med AU-studier, HE om mulighederne for understøttelse af initiativer til forebyggelse af stress (fx rusprogram, læsegrupper) inden for de eksisterende ressourcer.

SKT har et velfungerede introduktionsforløb med fokus på faglig indføring i studiet og social integration i studiemiljøet. Kort efter studiestart deltager de studerende i internatkursus om socialpsykologi, hvor der etableres læse/studiegrupper. Skolens studievejledere gennemfører studiesamtale for alle studerende inden for det første halve år og har her mulighed for at identificere de studerende, der har brug for særlig støtte.

Skolen egne undersøgelser og mundtlige evalueringer viser, at de studerende oplever et vekslende arbejdspress med deraf følgende stressfyldte perioder. Desuden har de senere år været præget af mange udviklingsprocesser, hvilket kan have skabt en uro, der har forstærket de studerendes oplevelse af pres. Udvikling af nye studieordninger på tandplejeruddannelsen og uddannelsen til klinisk tandtekniker har

fundet sted samtidig med den administrative forandringsproces og efterfulgt af implementeringen af Blackboard, et nyt elektronisk journalsystem og justeringer af procedurer for aflevering af eksamensopgaver samt fremdriftsreformen.

Skolen iværksat en række indsatser:

Jævn fordeling af opgaver. Uddannelsens koordinationsgruppe ser på fordelingen af fx afleveringsopgaver for at udjævne belastningen.

Trivselsvejleder. En af SKT'S medarbejdere er uddannet trivselsvejleder og står til rådighed for de studerende med rådgivning om trivsel. De studerende skal henvende sig holdvis, da der ikke er tale om individuel vejledning.

Overblik og rettidig information. SKT har fokus på at gøre uddannelsens struktur mere gennemsigtig og gøre det lettere for de studerende at finde rettidig og korrekt information. Men selv efter implementeringen af Blackboard skal de studerende søge information om uddannelsen på SKT'S hjemmeside, Blackboard, WebUntis og Studieportalen samt via deres studentermailadresse. Når Blackboards vision om, at den studerende kun skal have én digital indgang til sit studie, bliver nået og der sker en større integration af disse platforme på AU-niveau, bliver lettere for de studerende at finde informationer.

Reduktion af skemaændringer og aflysninger

Skemalægningsprocessen struktureres med et årshjul og procedurebeskrivelser, der involverer underviserne i selve processen, hvilket forventes at reducere antallet af skemaændringer.

2. Studieleder og institutleder afsøger mulighederne for pilotprojekter inden for forskellige former for feedback

SKT tilstræber løbende at øge de studerendes muligheder for feedback i undervisningen. I den kliniske undervisning møder de studerende principielt de samme 2-4 kliniske undervisere med hvem de er i dialog om deres faglige progression.

Desuden er skolen i gang med udvikling og afprøvning af forskellige former og metoder til feedback. I de studerendes eksterne praktiktid anvendes dagbogen i Blackboard som kommunikationsredskab mellem den studerende og underviserne på skolen og skolen er i gang med udbredelse af denne praksis til andre praktikperioder (se mere i Janne Saltoft Hansens artikel Online dagbogen i praktik- og klinikforløb på sundhedsvidenskabelige uddannelser). Endvidere arbejder SKT med peerfeedback, hvor de studerende under og efter praktikken samler op på deres erfaringer og giver hinanden feedback. I følge ENNOVA-undersøgelser er tilfredsheden med feedback steget med 12 procentpoint fra 41 (2013) til 53 (2014).

I øjeblikket har uddannelsen kontakt til Lotte O'Neill fra CESU om muligheden for at yde sparring til kvalificering af eksisterende OSCE-tests, samt udvikling af metoder til kvalificering af feedback i forbindelse med eksterne praktikophold.

3. Institutterne har fokus på de pædagogiske udviklingspotentialer i Blackboard og indgår i dialog med MEDU herom.

Brugen af Blackboard udvider SKT i takt med at det pædagogisk giver mening. Næste skridt bliver at de studerende afleverer opgaver i Blackboard, hvilket der er planlagt møde om med et par undervisere og Mette Dremstrup.

4. Institutterne afsøger mulighederne for at skabe mere plads til studenteraktiviteter, herunder fleksibel brug af lokaler, som også har anden primær anvendelse.

IO og SKT er i fællesskab i gang med at skaffe flere fælles grupperum. I forbindelse med renovering af 4. sal på Tandlægeskolen får SKT etableret et samlet praktikcenter, og for første gang får SKP eleverne et lokale til undervisning, mv. Samtidig bliver der frigivet et lokale til fælles grupperum for alle IO og SKT'S studerende og elever på 3. sal.

Der er etableret udvidet åbningstid for skolens tandplejer- og kliniske tandteknikerstuderende.

Fakultetsledelsen

Tiltag foranlediget af studiemiljøundersøgelsen 2014/ Odontologi Studienævn og Institut for Odontologi

Som svar på fakultetsledelsens henvendelse af 27. april vedr. tilbagemelding om konkrete tiltag iværksat af studienævnet som reaktion på studiemiljøundersøgelsen 2014 kan Institut for Odontologi og Det odontologiske Studienævn oplyse følgende:

Stress:

På baggrund af dialog med alle kliniske undervisere ved instituttets behandlingsplanlægningsenhed, er det iværksat, at der hver dag indkaldes flere patienter til indskrivning. Desuden er indkaldelsesprocessen effektiviseret, hvilket har resulteret i færre afbud fra patienterne. Tiltaget har allerede vist sig at have effekt.

Dialogmøder med studenterrepræsentanter fra alle semestre er struktureret og igangsat, med deltagelse af institutleder, studieleder, klinikleder samt en repræsentant fra studieadministrationen. Der er således skabt kort vej fra de studerendes indmelding af en problemstilling til Instituttets eller administrationens mulighed for konkret at kunne handle herpå.

Der er indført dyadetræning på instituttets klinikker, hvilket har reduceret de studerendes stress, i forbindelse med at de skal udføre patientbehandlinger, specielt i forbindelse med udførelse af behandlinger første gang og udførelse af komplicerede kliniske opgaver.

Fremadrettet vil studienævnet, som meddelt fakultetsledelsen i november 2014 ved tilbagemeldingen efter studiemiljøundersøgelsen, følge optagelsesproceduren på Medicin med stor interesse. Det er Det Odontologiske Studienævns ønske i fremtiden at indføre optagelsesprøver, med henblik på at identificere og optage de bedst egnede studerende.

**Det odontologiske
Studienævn**

Lise Lotte Steentoft

Uddannelsesrådgiver

Dato: 6. maj 2015

Direkte tlf.: 87153074

Personsøger:

E-mail: lst@sun.au.dk

Afs. CVR-nr.: 31119103

Side 1/2

Bekymringer om uddannelsens kvalitet:

Side 2/2

Den planlagte evaluering af den indførte undervisningsmetode med ”Dyadetræning” fastholdes og forventes gennemført inden sommerferien i juni 2015. Det er planlagt at måle på både kvalitet samt kvantitet i forhold til de patientbehandlinger, der er udført siden indførelse af undervisningsmetoden i september 2014.

Studienævnet har arbejdet med - og implementeret en optimering af processen for Studienævnets behandling af undervisningsevalueringerne. Dette har bl.a. resulteret i bedre dialog mellem de fagansvarlige og studienævnet omkring de elementer i evalueringerne, som studienævnet ønsker belyst eller taget hånd om.

Læsepladser:

Der er foretaget en systematisk gennemgang af samtlige lokaler på Inst. for Odontologi, med henblik på etablering af læsepladser. Dette har resulteret i få men nye muligheder for de studerende.

Herunder er der, foranlediget af at Institut for Odontologi har øget åbningstiderne for dele af Instituttet, hvor det har været muligt, tilvejebragt flere muligheder for læsepladser og faciliteter til gruppearbejde.

Venlig hilsen

Eva Karring
Studienævnetsformand og
Studieleder

Kopi til: Studienævnet og IO

Modtager(e): Dekanatet, HE

Notat

Studienævn for Folkesundhedsvidenskab Angående opfølgning på Studiemiljøundersøgelse 2014

Fakultetsledelsen har udbedt sig, at der fremsendes en oversigt over konkrete tiltag iværksat af studienævnet som reaktion på Studiemiljøundersøgelse 2014.

Jeppe Norskov Stokholm

422

Dato: 28. april 2015

Side 1/4

Studienævn for Folkesundhedsvidenskab behandlede studiemiljøundersøgelsen i oktober og november 2014 og orienterede i den forbindelse fakultetsledelsen om en række forslag til initiativer. Det drejer sig om nedenstående. Under hvert forslag er anført, hvilke tiltag studienævnet selv har iværksat.

Studienævnet finder det i forhold til de fysiske rammer problematisk

- at de studerende kun i ringe grad finder, at der er god mulighed for social kontakt med de medstuderende
- At undervisningen er fysisk adskilt fra VIP-miljøet

Studienævnet foreslår,

- at der etableres bedre mulighed for de studerende for at mødes i grupperum
- at der etableres flere læse- og specialepladser
- at der etableres bedre rekreative områder for de studerende, hvor der er mulighed for at mødes i både faglige og sociale sammenhæng.

Studienævnet anførte i deres tilbagemelding til fakultetsledelsen, at den fysiske adskillelse mellem VIP-miljøet og undervisningslokalerne skal ses som en del af forklaringen på, at blot 24 % af de studerende angiver, at de fysiske rammer giver god mulighed for at møde undervisere i dagligdagen, at blot 8 % angiver, at man ofte ser undervisere uden for undervisningslokalerne, og at blot 46 % angiver at de overordnet set er tilfredse med de fysiske rammer.

De kvalitative kommentarer i studiemiljøundersøgelsen underbygger dette. Flere studerende påpeger således dette som uheldigt, og at det ikke virker befordrende for ambitionen om at skabe et godt og velfungerende studiemiljø.

Hertil bemærkede studienævnet, at bygning 1150 var tænkt som en midlertidig løsning, hvor undervisningen skulle foregå i de to første år af uddannelsens levetid. Af samme årsag er bygningen heller ikke blevet istandsat. Det var meningen, at uddannelsen efter 2 år skulle flytte til en anden og permanent lokalitet, hvilket ikke er sket. Studienævnet foreslog på baggrund heraf, at der på sigt arbejdes på at få VIP-Miljøet og undervisningslokaler (i hvert fald hold- og grupperum) integreret, således de er lokaliseret samme sted.

Tiltag

Studieler har indledt en dialog med Institutledelsen mhp. at forbedre de fysiske rammer. Der er fra institutledelsen forståelse for de problematikker, som studienævnet rejser, dog kan institutledelsen ikke aktuell imødekomme det ønskede, da de fysiske rammer ikke tillader det.

Der er enighed mellem studieleder og institutledelse om, at man vil rejse problematikken med fakultetsledelsen.

Studieleder og institutleder er i den forbindelse opmærksom på, at bygning 1150 var tænkt som en midlertidig løsning, hvor undervisningen skulle foregå i de to første år af uddannelsens levetid. Af samme årsag er bygningen ikke blevet istandsat. Det var meningen, at uddannelsen efter 2 år skulle flytte til en anden og permanent lokalitet, hvilket ikke er sket.

Studienævnet finder det i forhold til den faglige feedback problematisk

- at blot 37 % af de studerende oplever, at det er muligt at få tilbagemelding på deres faglige præstationer ved eksamen
- at blot 46 % af de studerende oplever, at den feedback, de får på deres arbejdsopgaver, er med til at gøre det tydeligt, hvad de ikke helt har forstået
- at blot 49 % af de studerende finder, at den feedback, de får på deres faglige bidrag i løbet af semesteret, forbedrer den måde, de lærer og arbejder på
- at blot 37 % af de studerende oplever, at de modtager tilstrækkelig feedback på deres faglige bidrag i løbet af semesteret

På baggrund af ovenstående anbefalede studienævnet i deres tilbagemelding til fakultetsledelsen

- at de studerende i større grad end hidtil får tilbud om at få feedback på deres skriftlige hjemmeopgaver
- at de forskellige former for feedback former i mere udbredt omfang integreres i undervisningen i forbindelse med faglige oplæg og bidrag fra de studerende
- at både brugen af de forskellige feedbackformer og forskellene i mellem dem tydeliggøres over for de studerende

Tiltag

Studieleder og underviserne har drøftet muligheden for i større grad at implementere feed back som en fast del af undervisningen. Det undersøges i den forbindelse, om

der kan etableres muligheder for at give de studerende feed back via Black Board. Det kunne eksempelvis være i form af underviserstyret studenter peer-feedback.

Studieleder har drøftet med underviserne, hvorledes de forskellige former for feed-back former kan integreres i undervisningen i forbindelse med faglige oplæg og bidrag fra de studerende. Hertil er det også drøftet, hvorledes både brugen af de forskellige feedbackformer og forskellene i mellem dem tydeliggøres over for de studerende.

Studienævnet finder det i forhold til E-læring problematisk

- at de studerende kun i ringe grad finder, at underviserne generelt er gode til at bruge de elektroniske læringsplatforme til at aktivere de studerende (fx ved brug af diskussionsfora, blogs.)

På baggrund af ovenstående anbefalede studienævnet i deres tilbagemelding til fakultetsledelsen

- At underviserne tilbydes en faglig opkvalificering i forhold til brugen af Blackboard
- At underviserne får mulighed for faglig backup i forhold til brugen af Blackboard (eks. i form af en hotline)
- At MEDU tilføres kompetencer ift. e-læring (evt. under inspiration fra Center for Undervisning og Læring på BBS)
- At der udarbejdes en samlet strategi og indsat i forhold til brugen af e-læring på Health

Tiltag

Alle undervisere er på Black Board og er opfordret til at følge de kurser, der udbydes heri i regi af blandt andet CESU.

Hertil er studieleder opmærksom på de tilbud fra CESU, der foreligger med henblik på at etablere kursusforløb på konkrete forespørgsler fra underviserne. Sidstnævnte koordineres på Institutniveau.

Studienævnet finder det i forhold til stress problematisk

- At 28 % angiver, at de har oplevet stærke stress symptomer ifm. studiet op til eksamen, og at 10 % angiver, at de har oplevet stærke stresssymptomer ifm. studiet i dagligdagen

På baggrund af ovenstående anbefalede studienævnet i deres tilbagemelding til fakultetsledelsen,

- At der iværksættes en yderligere undersøgelse af de studerendes stressniveau. Dette dels med henblik på at få afdækket i hvilket omfang og hvorledes de studerendes stress relaterer sig til studiet, og dels med henblik på at få afdækket sammenhængen mellem de studerendes stressniveau og hvor meget tid de studerende reelt bruger på studiet pr. uge.

Tiltag

Side 4/4

Der er ikke sat nogen konkrete tiltag i værk ift. ovenstående.

Da flere af de ovenfor nævnte forhold jævnfør studiemiljøundersøgelsen også er gældende på andre af uddannelserne på Health, anbefaler studienævnet, at der iværksættes koordinerede initiativer på tværs fakultetet med henblik på at sikre helhedsorienterede løsninger. Hertil anbefaler studienævnet også, at der sikres en klar ansvars- og rollefordeling i forhold til de initiativer, der iværksættes. Dvs. hvem der har hvilket ansvar på hhv. fakultet-, institut- og uddannelsesniveau.

Modtager(e): Dekanater, HE

Notat

Studienævn for idræt Angående opfølgning på Studiemiljøundersøgelse 2014

Fakultetledelsen har udbedt sig, at der fremsendes en oversigt over konkrete tiltag iværksat af studienævnet som reaktion på Studiemiljøundersøgelse 2014.

Studienævn for Idræt behandlede studiemiljøundersøgelsen i oktober og november 2014 og orienterede i den forbindelse fakultetsledelsen om en række forslag til initiativer. Det drejer sig om følgende:

Jeppé Norskov Stokholm

422

Dato: 28. april 2015

Side 1/2

Feed back

- Det blev foreslået, at der i forbindelse med studenteroplæg fra undervisernes side er en tydelig forventningsafstemning ift. form og indhold på oplægget, samt hvordan og i hvilken form feedbacken gives.
- Det blev foreslået, at der på det naturvidenskabelige spor i højere grad bliver defineret nogle rammer for, hvorledes der skal gives feedback på studenteroplæg.

Tiltag

Studieleder har orienteret underviserne om studienævnets forslag. Der var blandt underviserne opbakning til studienævnets forslag. Fremadrettet vil der således blive lagt vægt på, at der i forbindelse med studenteroplæg fra undervisernes side er en tydelig forventningsafstemning ift. form og indhold på oplægget, samt hvordan og i hvilken form feedbacken gives.

- Det blev foreslået, at der bliver et obligatorisk tilbud til de studerende om at få tilbudt feedback fra vejleder ifm. eks. bachelorprojekt og andre større skriftlige opgaver.
- Det blev foreslået, at der i forbindelse med aflevering af skriftlige afleveringer er mulighed for at få feedback.

- Det blev foreslået, at der på de kurser, hvor der er flere undervisere, bliver mere tydeligt, hvem de studerende skal kontakte, hvis de ønsker feedback.

Tiltag

Studieleder har drøftet studienævnets forslag med underviserne. Der var enighed om at afsøge muligheden for at implementere en fast praksis, således at de studerende i en eller anden form får feed back på deres skriftlige opgaver. I den forbindelse er det blandet blevet overvejet, om indsatsen primært skal være koncentreret omkring de større skriftlige opgaver på 1 år af uddannelsen samt på bachelor-projektet, eller om det er et andet snit, der skal lægges.

Formen på feed back'en drøftes pt., og i den forbindelse er CESU inviteret til at afholde en seance om feedback på medarbejderinternat i juni.

På baggrund heraf vil studieleder i samarbejde med underviserne udarbejde et konkret oplæg til, hvorledes og i hvilket omfang feed back skal gives på skriftlige opgaver. Sidstnævnte er afhængig af ressourcer.

Læsegrupper

- Studienævnet foreslog, at der i forbindelse med studiestart etableres læsegrupper mhp. at fremme det faglige studiemiljø samt sikre en god integration af de nye studerende op studiet, fastholdelse af de studerende og dermed hindre frafald.

Tiltag

Studieleder og AU Studier har sammen med Studievejledningen taget initiativ til, at der fra studiestart 2015 etableres læsegrupper på 1. år af bacheloruddannelsen.

Studievejledningen har allerede udviklet en række tiltag, der, hvis ønsket, kan rekvireres.

Læsepladser

- Studienævnet efterspurgte flere læsepladser på Dalgas. Dette blandt andet med henblik på at forbedre det faglige studiemiljø.

Tiltag

Sektionsleder har etableret yderligere 10 studiepladser som stillepladser på biblioteket.

Modtager(e): Dekanatet, HE

Notat

**Studienævn for medicin
Angående opfølgning på Studiemiljøundersøgelse 2014**

Fakultetsledelsen har udbedt sig, at der fremsendes en oversigt over konkrete tiltag iværksat af studienævnet for medicin som reaktion på Studiemiljøundersøgelse 2014.

Karoline Engsig-Karup

Uddannelsesrådgiver

Dato: 5. maj 2015

Studienævn for medicin behandlede studiemiljøundersøgelsen i oktober og november 2014 og orienterede i den forbindelse fakultetsledelsen om en række forslag til initiativer. Det drejer sig om følgende:

Side 1/2

Stress og ensomhed

- Studienævnet efterspurgte en klarere definition af, hvad der er stress og hvad der er andre forhold, fx depression. Det blev foreslået at en sådan definition/undersøgelse kunne gennemføres af AUs egne psykiatriske/psykologiske/pædagogiske forskningsenheder.

På Fakultetsledelsesmødet indstillede man:

”Studielederne indgår i dialog med AU Studier, HE om mulighederne for understøttelse af initiativer til forebyggelse af stress (fx rusprogram, læsegrupper) inden for de eksisterende ressourcer.”

Tiltag

Studienævnet har ved hjælp fra Vejledning og Studieinformation siden sidste studiemiljøundersøgelse igangsat en række tiltag mod stress, bl.a. hjælp til at etablere læsegrupper, læsemakkermatchning, mentorordning og studiekompetencedag; desværre uden den store effekt. Inden Studienævnet igangsætter flere tiltag foreslår Studienævnet derfor, at der iværksættes en undersøgelse af, hvad der blandt de studerende forstås ved stress, og om der evt. er gemt andre forhold under denne betegnelse, fx depression. Det er også vigtigt at afklare om der er stress pga. dårlig planlægning fra fagenes eller den studieadministrative side, eller om der er stress fordi et studium ved et universitet, der ønsker at være i verdensklasse, nødvendigvis

er krævende. Denne afklaring anses for hensigtsmæssig for at målrette indsatsen mod stress i større grad og med forhåbentligt større effekt.

Side 2/2

Feedback

Studienævnet foreslog Fakultetsledelsen konkrete initiativer til pilotprojekter omkring feedback:

- Det blev foreslået, at der kunne arbejdes med bedre sikring af kommunikation om faktiske læringsmål mellem kursusledere, undervisere og de studerende.
- Det blev foreslået, at der blev igangsat et pilotprojekt om den potentielle effekt af systematisk peer feedback (fra studerende til studerende).
- Det blev foreslået, at der blev igangsat et pilotprojekt om den potentielle effekt af midtvejstests, i første omgang på to udvalgte kurser.

På Fakultetsledelsesmødet indstillede man:

”Studieleder og institutleder afsøger mulighederne for pilotprojekter inden for forskellige former for feedback.”

Tiltag

Studieleder har ikke modtaget svar fra Fakultetsledelsen vedrørende ressourcer til igangsætning af de foreslåede initiativer. Der er derfor ikke igangsat konkrete pilotprojekter, idet Studieleder ikke har de økonomiske rammer hertil. Studieleder er i dialog med institutlederne på Institut for biomedicin og Institut for klinisk medicin om hvorvidt undervisningen kan tilrettelægges på måder, der resulterer i bedre feedback til de studerende.

Med venlig hilsen

Per Höllsberg
Studieleder, Medicin

Modtager(e): Dekanatet, HE

Notat

Studienævn for Den Sundhedsfaglige kandidatuddannelse Angående opfølgning på Studiemiljøundersøgelse 2014

Fakultetsledelsen har udbedt sig, at der fremsendes en oversigt over konkrete tiltag iværksat af studienævnet som reaktion på Studiemiljøundersøgelse 2014.

Studienævn for Den Sundhedsfaglige Kandidatuddannelse behandlede studiemiljøundersøgelsen i oktober og november 2014 og orienterede i den forbindelse fakultetsledelsen om en række forslag til initiativer. Det drejer sig om nedenstående. Under hvert forslag er anført, hvilke tiltag studienævnet selv har iværksat.

Fagligt fællesskab

Vedr. det faglige fællesskab, som er spm. 4, så ligger uddannelsen lavt på denne. Det blev af de studerende problematiseret, hvorledes "fagligt fællesskab" egentlig skulle forstås? De var i tvivl, om det skulle tillægges betydning i form af fællesskab på Health eller alene på scient.san uddannelsen.

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I løbet af nævnets drøftelse blev der ytret ønske om, at der var en større, naturlig kontakt og fællesskab på tværs af årgangene på uddannelsen. Studievejleder, Anne, fortalte, at der på kandidatuddannelsen i sygepleje var etableret en mentorordning, hvor studerende fra 2. kandidatår fungerede som mentorer for studerende på 1. semester.

Det blev også drøftet, om studiestarten (den kommende i 2015 er den første, hvor de tre uddannelser starter sammen på metodespor) kunne få et løft med et mere omfattende program sat i værk af ældre studerende (tutorer). Det ville kunne ryste studerende, der er optaget på 3 forskellige uddannelser, men som starter på et fælles metodespor, godt sammen, og tutorer vil også bane vejen for en større og mere naturlig kontakt på tværs af årgangene.

Nævnet ønsker, at man går videre med at få etableret sådanne tiltag, og det undersøger med Vejledning og Studieinformation i Studier, hvad der kan gøres inden for de eksisterende rammer og ressourcer.

Tiltag

Med henblik på blandt andet at styrke det faglige miljø, er der fra 2015 etableret en fælles studiestart for Kandidatuddannelsen i Sygepleje, Kandidatuddannelsen i Optometri og Den Sundhedsfaglige Kandidatuddannelse, forhåbentlig med velkomst ved dekanen. Den praktiske håndtering af den fælles studiestart varetages af Studievejledningen.

Hertil er der på Kandidatuddannelsen i Sygepleje, Kandidatuddannelsen i Optometri og Den Sundhedsfaglige Kandidatuddannelse fra studiestart 2015 etableret en mentorordning for de studerende med henblik på at sikre fagligt fællesskab på tværs af såvel de tre uddannelser som årgangene herpå.

Endelig er der etableret fælles holdundervisning og forelæsninger på de tre uddannelser på blandt andet det fælles metodespor og valgkurserne, samt etableret et fælles *Speciale kick-off* på tværs af de tre uddannelser. Sidstnævnte varetages af Studievejledningen.

Fra Studienævnet er der desuden et udtrykt ønske om, at der på Kandidatuddannelsen i Sygepleje, Kandidatuddannelsen i Optometri og Den Sundhedsfaglige Kandidatuddannelse etableres flere læse- og specialepladser. Dette både fordi, der er en stor efterspørgsel herpå fra de studerende, og fordi dette kan være med til at understøtte etableringen af et fagligt miljø.

Fælles læse- og specialepladser vil tillige også kunne være med til at imødekomme efterspørgslen på forbedringen af det sociale fællesskab, som det i studiemiljøundersøgelsen påpeges, der mangler på både Kandidatuddannelsen i Sygepleje og Den Sundhedsfaglige Kandidatuddannelse.

Studieleder undersøger tillige ifm. ønsket om forbedringer af den sociale fællesskab muligheden for at etablere en fælles fredagsbar, samt at der åbnes op for, at de studerende på de tre uddannelser kan gøre brug af motionsrummet på Dalgas Avenue.

Feedback

De studerende får en del vejledning på uddannelsen, og der får de studerende høj grad af feedback.

På kurserne i epidemiologi anvendes en model, der kombinerer underviser- og peer-feedback. Modellen forudsætter, at alle studerende er velforberejede, så de har grundlaget for at give hinanden feedback.

Studienævnet ser gode muligheder for at indarbejde flere feedbackaktiviteter i uddannelsen ved fx i større grad at integrere læsegruppe-/studenteroplæg, herunder også feedback øvelser i kurset "introduktion til sundhedsvidenskab" og på "sundhedsvidenskabeligt projekt" i den nye studieordning.

Tiltag

Studieleder og undervisere er udover ovenstående opmærksomme på CESUs forskellige kursus- og undervisningstilbud i relation til brug af feedback i undervisningen. Tiltag i denne henseende koordineres på institutniveau.

Modtager(e): Dekanatet, HE

Notat

**Studienævn for Sygepleje
Angående opfølgning på Studiemiljøundersøgelse 2014**

Fakultetsledelsen har udbedt sig, at der fremsendes en oversigt over konkrete tiltag iværksat af studienævnet som reaktion på Studiemiljøundersøgelse 2014.

Studienævn for Sygepleje behandlede studiemiljøundersøgelsen i oktober og november 2014 og orienterede i den forbindelse fakultetsledelsen om en række forslag til initiativer. Det drejer sig om nedenstående. Under hvert forslag er anført, hvilke tiltag studienævnet har iværksat.

Studienævnet fandt følgende problematisk i forhold til undersøgelsens resultater vedr. egen uddannelse:

Studienævnet fandt det i forhold til det *faglige miljø* problematisk,

- at de studerende finder udbuddet af faglige arrangementer for lavt
- at de studerende i ringe grad prioriterer at deltage i de faglige arrangementer
- at de studerende kun i ringe grad finder, at der er gode muligheder for tilbage-melding på deres faglige præstationer ved eksamen, samt
- at de studerende kun i ringe grad finder, at underviserne er generelt gode til at bruge de elektroniske læringsplatforme til at aktivere de studerende (fx ved bruge af diskussionsfora, blogs.)

Studienævnet fandt det i forhold til det *sociale miljø* problematisk,

- at de studerende kun i ringe grader tilfredse med udbuddet af sociale arrange-menter, samt
- at de studerende kun i ringe grad finder, at der er god mulighed for social kontakt med de medstuderende

Studienævnet fandt det i forhold til det *fysiske miljø* problematisk

- At der er en fysisk adskillelse mellem undervisere og studerende i Aarhus (Dalgas Avenue og Campus)
- At der på Dalgas Avenue er men en meget skarp adskillelse mellem undervisningsområder og VIP-områder. Dette har ifølge studienævnet den betydning, at de studerende opfatter adskillelsen mellem VIP og studerende som meget skarpt optrukken.

Studienævnet foreslog i deres tilbagemelding til fakultetsledelsen i relation til ovenstående, at den skarpe adskillelse mellem undervisningsområder og VIP-områder på

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Dalgas Avenue opblødes, samt at undervisnings- og VIP-miljøet samles på en fælles lokalitet.

Studienævnet foreslog tillige i deres tilbagemelding til fakultetsledelsen, at der på Dalgas Avenue etableres bedre mulighed for de studerende for at mødes i grupperum, at der etableres flere specialepladser på både Campus Aarhus og Campus Emdrup, og at der etableres bedre rekreative områder for de studerende, hvor der er mulighed for at mødes. I forhold til sidstnævnte foreslog studienævnet også, at der etableres køkkenfaciliteter for de studerende på Dalgas Avenue.

Tiltag

I forhold til undervisernes brug af de elektroniske læringsplatforme er der oprettet tilbud i regi af CESU, hvor underviserne kan tilmeldes kurser mhp. oplæring og opkvalificering i brugen af Blackboard.

Med henblik på blandt andet at styrke det faglige miljø er der fra 2015 etableret en fælles studiestart for Kandidatuddannelsen i Sygepleje, Kandidatuddannelsen i Optometri og Den Sundhedsfaglige Kandidatuddannelse, forhåbentlig med velkomst ved dekanen. Den praktiske håndtering af den fælles studiestart varetages af Studievejledningen.

Hertil er der på Kandidatuddannelsen i Sygepleje, Kandidatuddannelsen i Optometri og Den Sundhedsfaglige Kandidatuddannelse fra studiestart 2015 etableret en mentorordning for de studerende med henblik på at sikre fagligt fællesskab på tværs af såvel de tre uddannelser som årgangene herpå.

Endelig er der etableret fælles holdundervisning og forelæsninger på de tre uddannelser på blandt andet det fælles metodespor og valgkurserne, samt etableret et fælles *Speciale kick-off* på tværs af de tre uddannelser. Sidstnævnte varetages af Studievejledningen.

Ovenstående tiltag anses som et skridt på vejen til at få løst nogle af ovenstående problematikker i forhold til det *faglige, sociale og fysiske miljø*, der nævnes i Studiemiljøundersøgelsen. Yderlige tiltag anses fortsat som nødvendige. Dette specielt i forhold til det fysiske miljø.

Der er derfor et udtrykt ønske om, at der på Kandidatuddannelsen i Sygepleje, Kandidatuddannelsen i Optometri og Den Sundhedsfaglige Kandidatuddannelse etableres flere læse- og specialepladser. Dette både fordi, der er en stor efterspørgsel herpå fra de studerende, og fordi dette kan være med til at understøtte etableringen af et fagligt miljø.

Fælles læse- og specialepladser vil tillige også kunne være med til at imødekomme efterspørgslen på forbedringen af det sociale fællesskab, som det i studiemiljøundersø-

gelsen påpeges, der mangler på både Kandidatuddannelsen i Sygepleje og Den Sundhedsfaglige Kandidatuddannelse.

Side 3/3

Studieleder undersøger tillige ifm. ønsket om forbedringer af den sociale fælleskab muligheden for at etablere en fælles fredagsbar, samt at der åbnes op for, at de studerende på de tre uddannelser kan gøre brug af motionsrummet på Dalgas Avenue.

Studienævnet fandt det i forhold til den faglige feedback problematisk

- at de studerende oplevet, at det kun i ringe grad er muligt at få tilbagemelding på deres faglige præstationer ved eksamen
- at de studerende kun i ringe grad oplever, at den feedback, de får på deres arbejdsopgaver, er med til at gøre det tydeligt, hvad de ikke helt har forstået
- at de studerende kun i ringe grad finder, at den feedback, de får på deres faglige bidrag i løbet af semesteret, forbedrer den måde, de lærer og arbejder på
- at de studerende kun i ringe grad oplever, at de modtager tilstrækkelig feedback på deres faglige bidrag i løbet af semesteret

Der blev drøftet følgende løsningsforslag vedr. den faglige feedback:

- Det blev foreslået, at der i forbindelse med studenteroplæg fra undervisernes side er en tydelig forventningsafstemning ift. form og indhold på oplægget, samt hvordan og i hvilken form feedbacken gives.
- Det blev foreslået, at der i forbindelse med aflevering af skriftlige afleveringer i større grad end hidtil bliver mulighed for at få feedback.

Tiltag

Det blev i Studienævn for Sygepleje vedtaget, at følgende skulle tilføjes studieordningen på de kurser, hvor eksamen bestod af en større skriftlig opgave, for blandt andet herigennem at imødekomme de studerendes efterspørgsel på feedback:

"Studerende kan efter offentliggørelse af karakteren modtage en kort mundtlig tilbagemelding på opgaven fra vejleder. Studerende skal, hvis det ønskes, selv kontakte vejleder."

Hertil er studieleder og undervisere opmærksomme på CESUs forskellige kursus- og undervisningstilbud i relation til brug af feedback i undervisningen. Tiltag i denne henseende koordineres på institutniveau.