

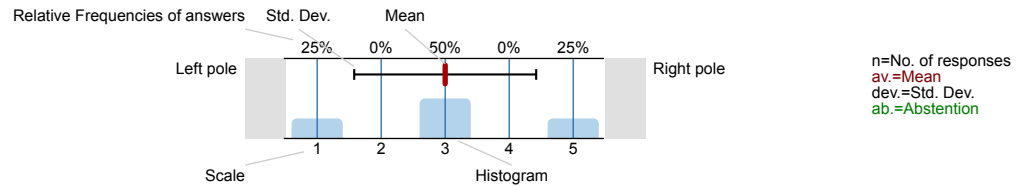
Catharina Lind

Supervision in third-cycle courses and study programmes ()
No. of responses = 134

Survey Results

Legend

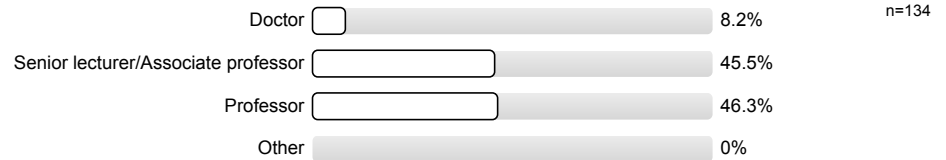
Question text



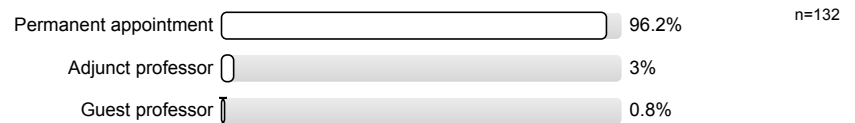
1. Supervision in third-cycle courses and study programmes at Luleå University of Technology 2014

Background

1.1) What is your academic title?



1.3) What form of employment do you have?



1.4) Gender



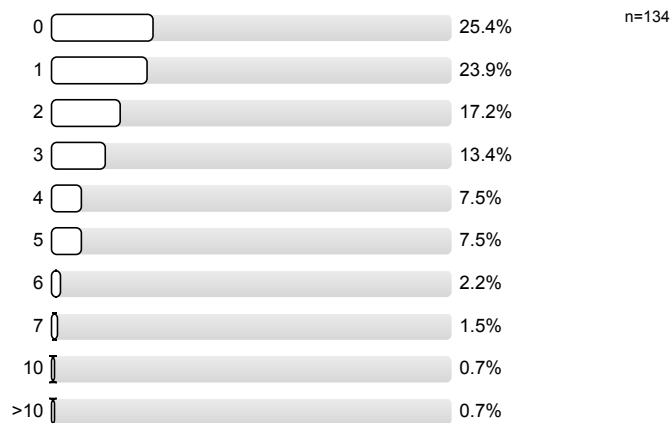
1.5) Age



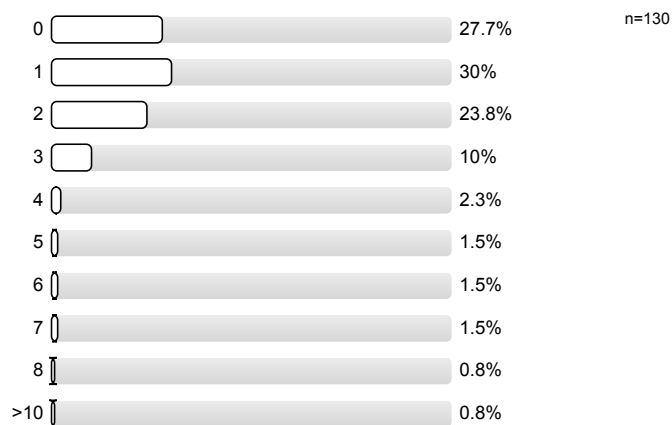
1.6) How many years of supervision experience do you have?



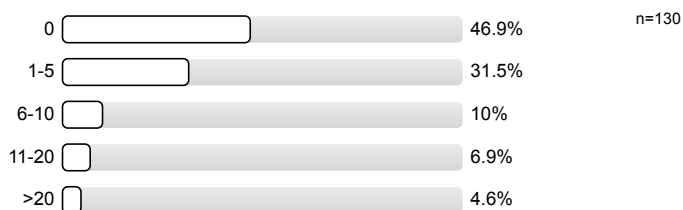
1.7) How many doctoral students do you currently supervise *as a principal supervisor*?



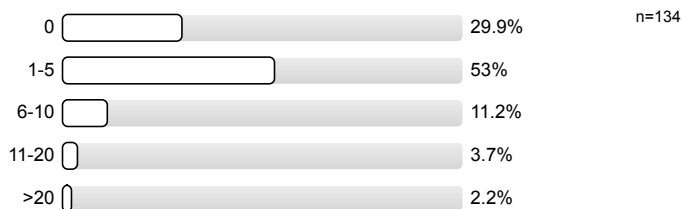
1.8) How many doctoral students do you currently supervise *as an assistant supervisor*?



1.9) How many doctoral students have you supervised to graduation in total *as a principal supervisor*?

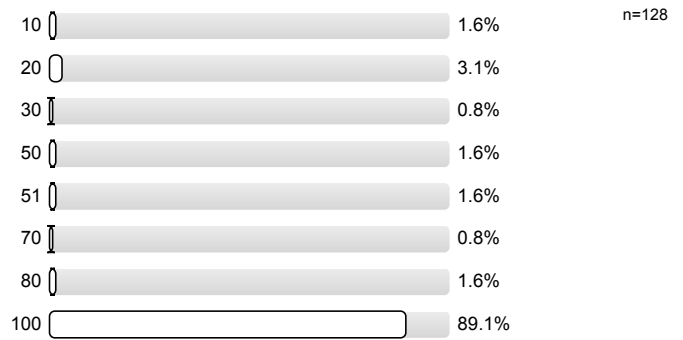


1.10) How many doctoral students have you supervised to graduation in total *as an assistant supervisor*?

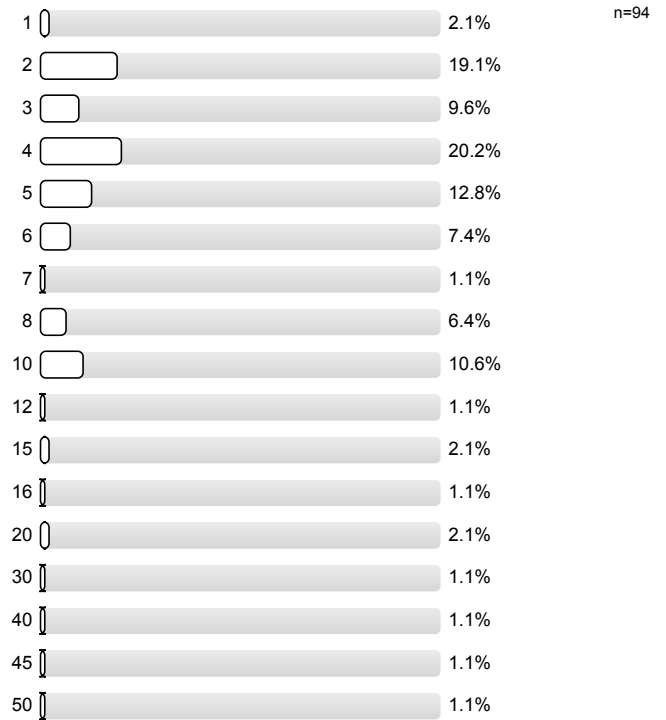


If you have neither been a principal supervisor nor an assistant supervisor at LTU, thank you for participating and you need only respond through question 1.11.

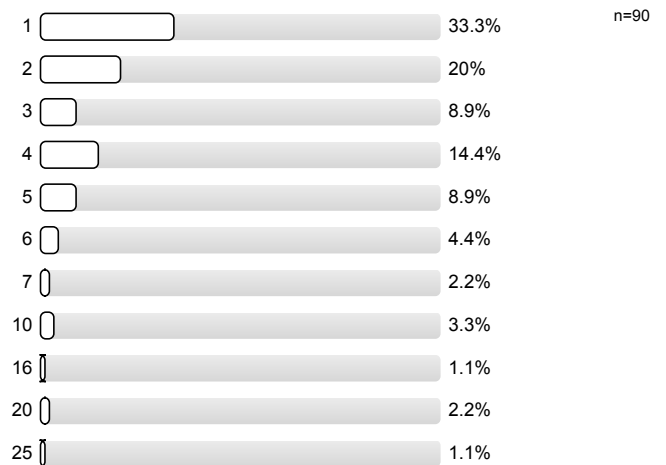
1.11) Do you work full time or part time? Answer i percent.



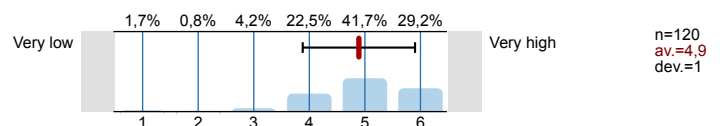
1.12) How many **hours per week** on average do you spend supervising as a principal supervisor (in total)?



1.13) How many **hours per week** on average do you spend supervising as an assistant supervisor (in total)?

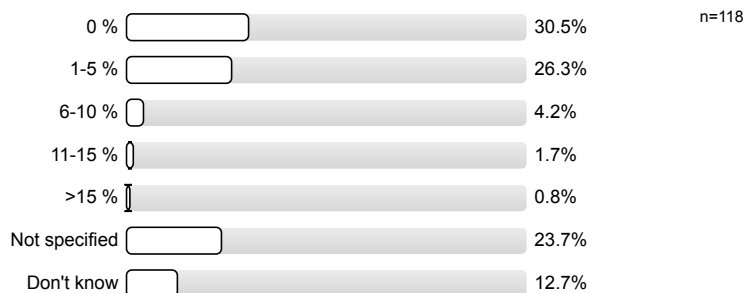


1.14) How would you assess your total workload?

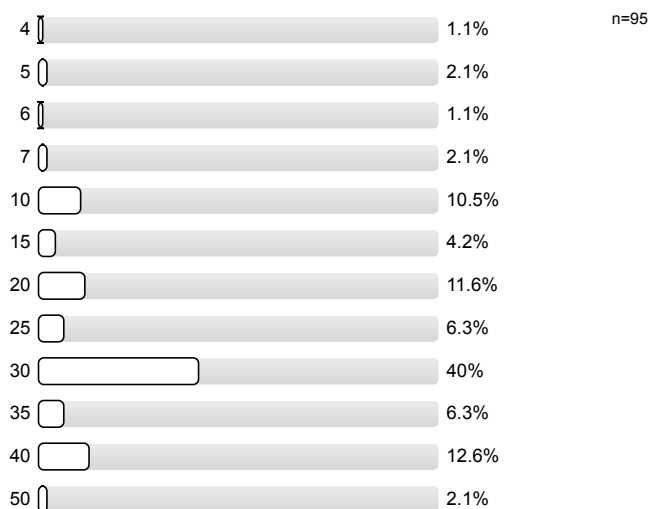


2. Your supervision at LTU

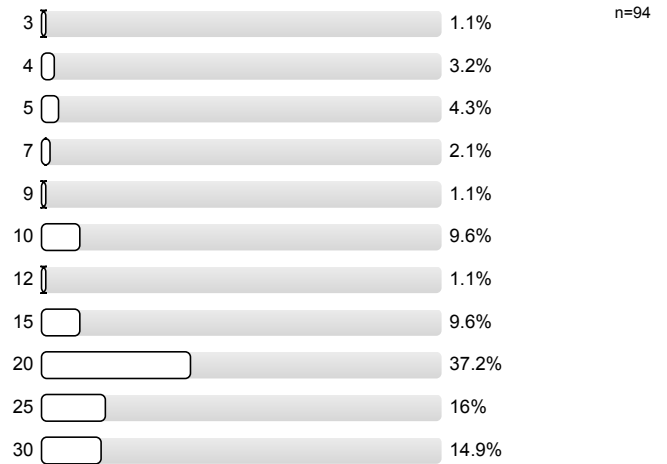
2.1) What is the principal field in which you supervise doctoral students?

2.3) What percentage of a full-time post (40 hours per week) are you allocated according to the division's staffing schedule to serve as a principal supervisor per doctoral student?2.5) What percentage of a full-time post (40 hours per week) are you allocated according to the division's staffing schedule to serve as an assistant supervisor per doctoral student?What is your estimate of the percentage of time you spend as a principal supervisor during the nominal study period of a doctoral student? (total over 4 years should be 100%)

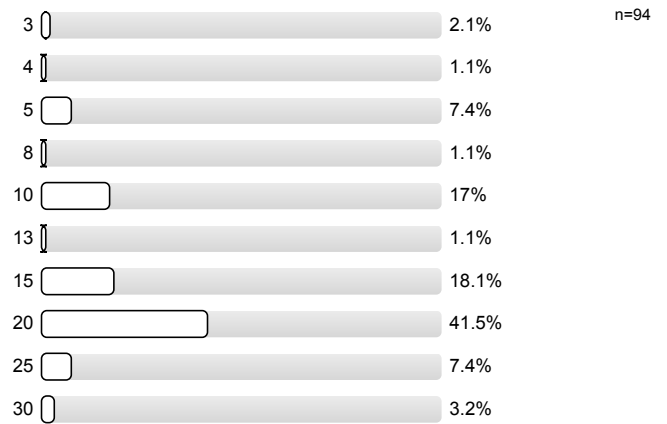
2.7) Year 1



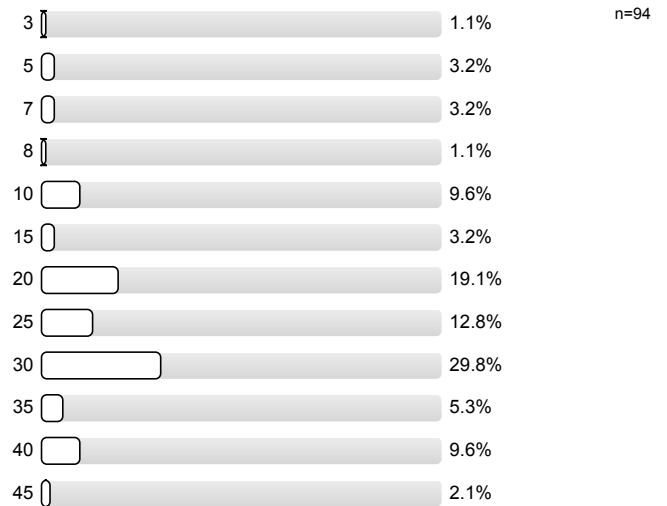
2.8) Year 2



2.9) Year 3

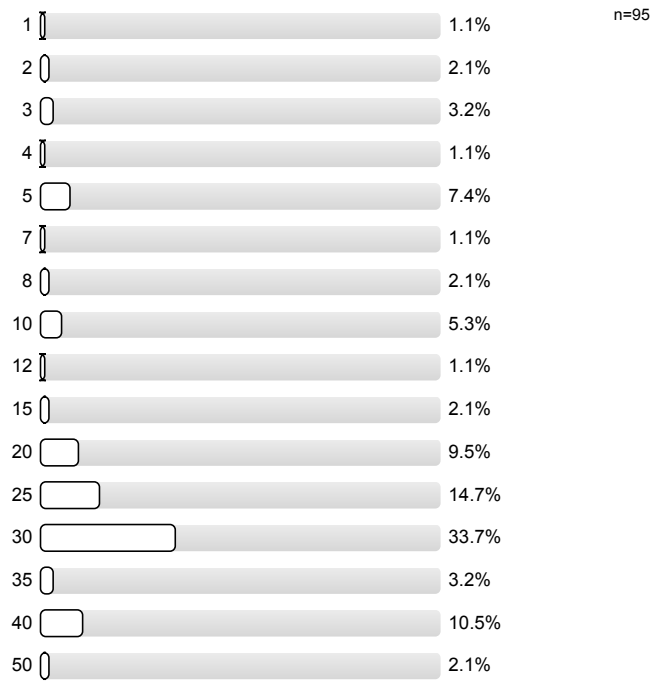


2.10) Year 4

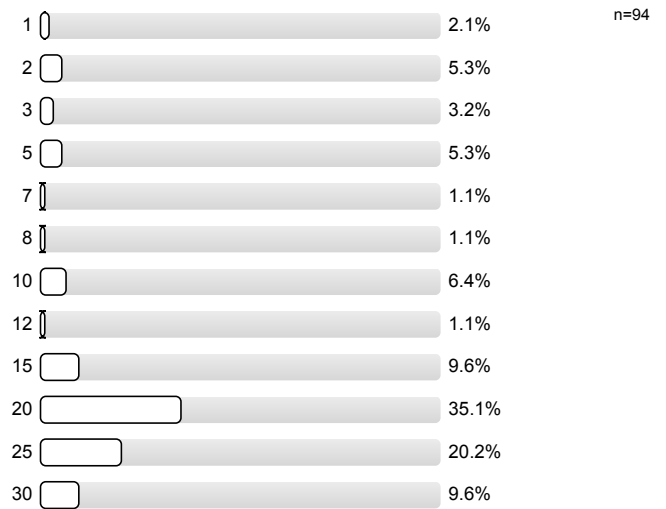


What is your estimate of the percentage of time you spend as an assistant supervisor during the nominal study period of a doctoral student?
(total over 4 years should be 100%)

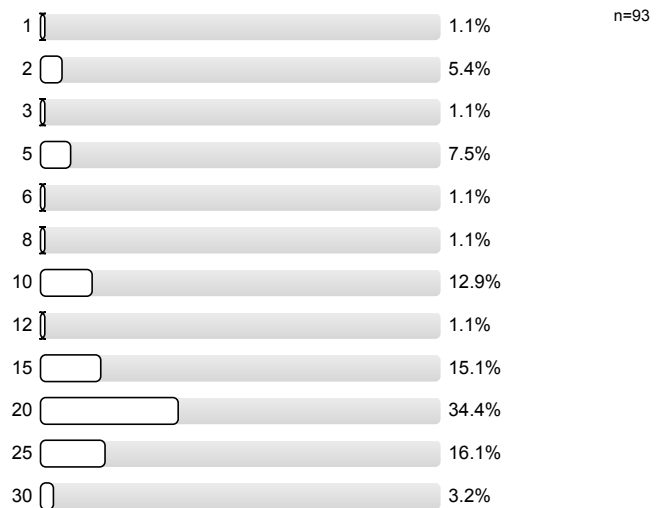
2.11) Year 1



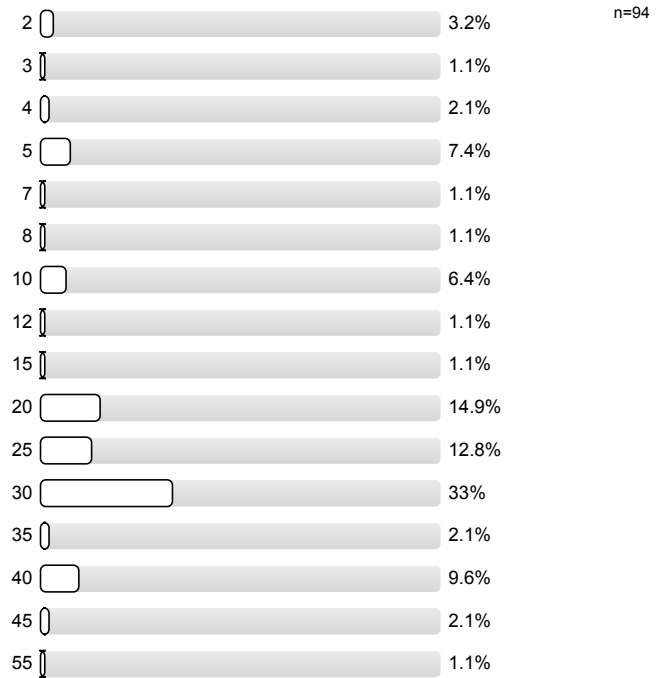
2.12) Year 2



2.13) Year 3

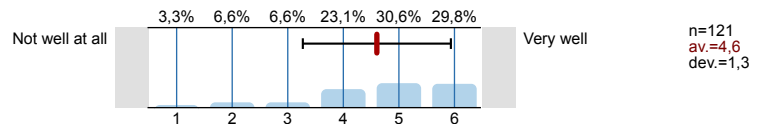


2.14) Year 4

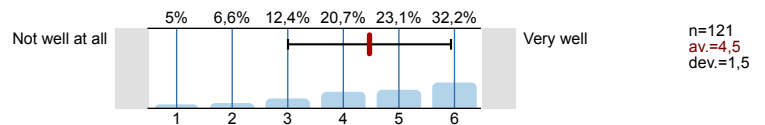


How well do the statements below apply?

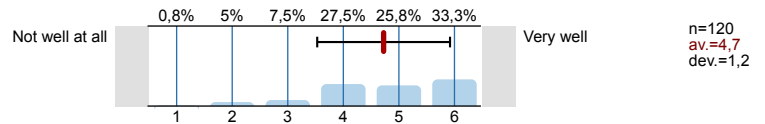
2.15) - My doctoral students and I meet in planned and prepared supervisory meetings



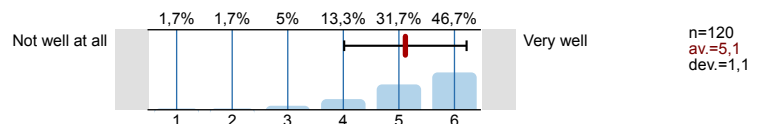
2.16) - My doctoral students and I meet as part of day-to-day research, outside of planned meetings



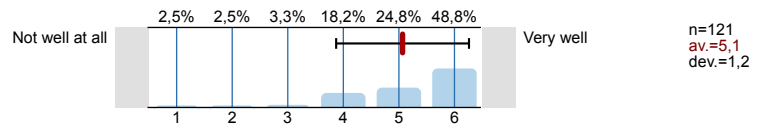
2.17) - My doctoral students do research in the same field of research as myself



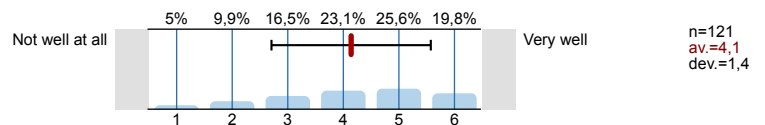
2.18) - My doctoral supervision enriches my own research



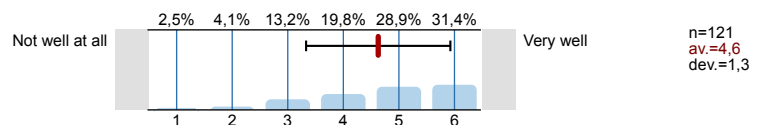
2.19) - My doctoral supervision is important for my academic qualifications



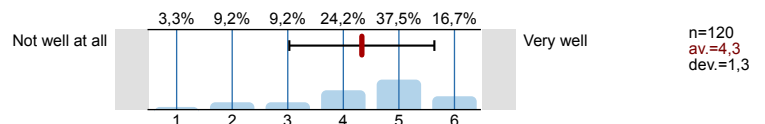
2.20) - I am well-informed about LTU third-cycle courses and study programmes rules and regulations



2.21) - I am well-informed about the Higher Education Ordinance's examination objectives for doctoral education

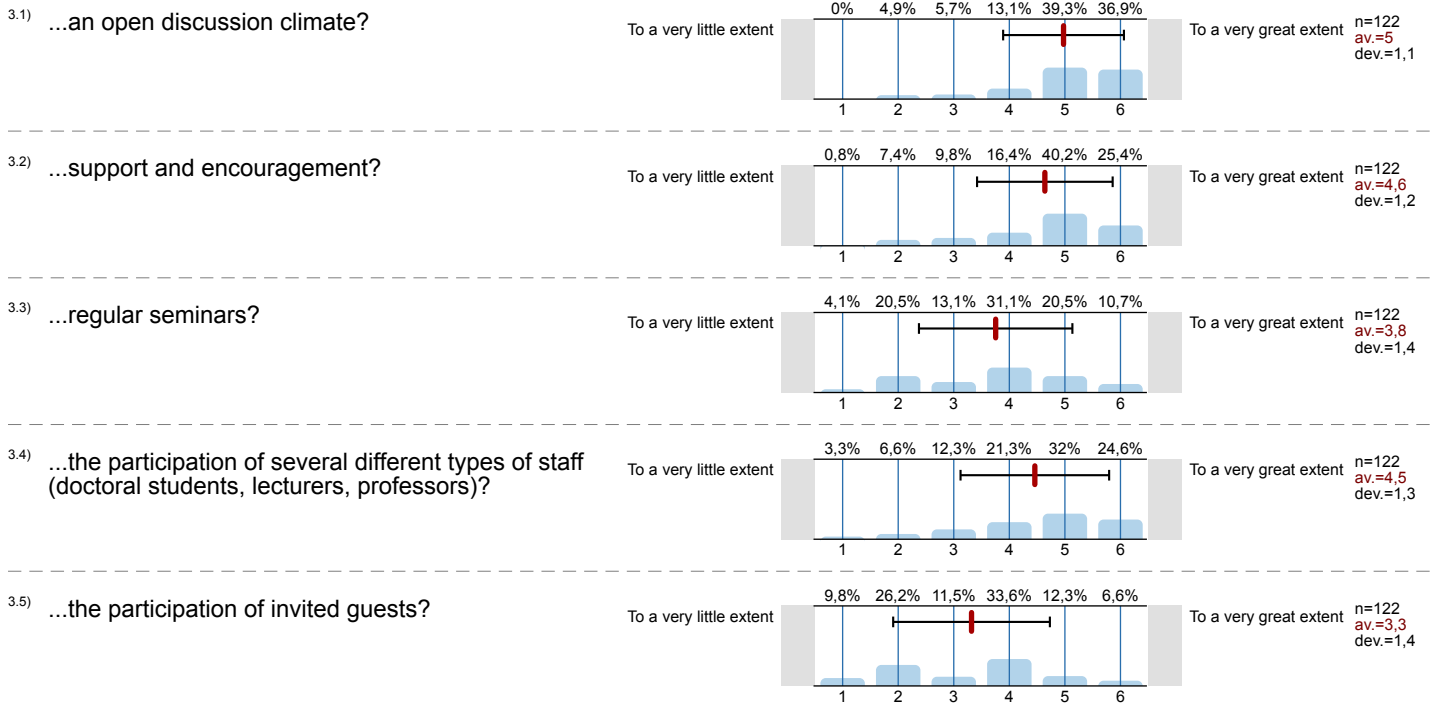


2.22) - My doctoral students and I discuss how learning outcomes for the subject are to be achieved in their studies on an ongoing basis

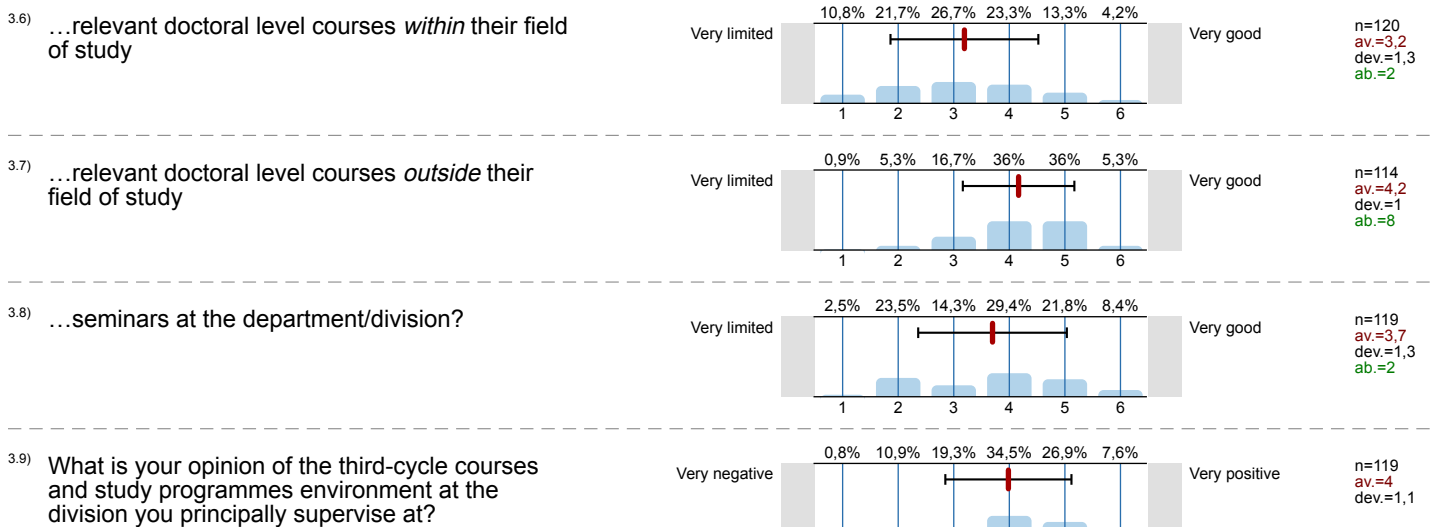


3. Third-cycle courses and study programmes environment

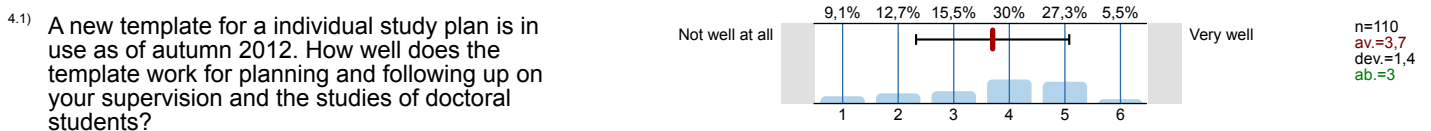
To what extent are scientific discussions and idea sharing in your division characterized by...



What is your opinion of your doctoral students' access within LTU to...

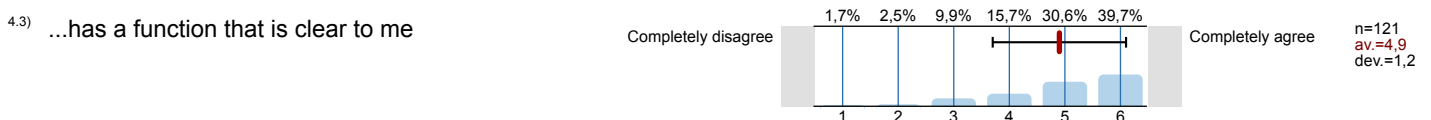


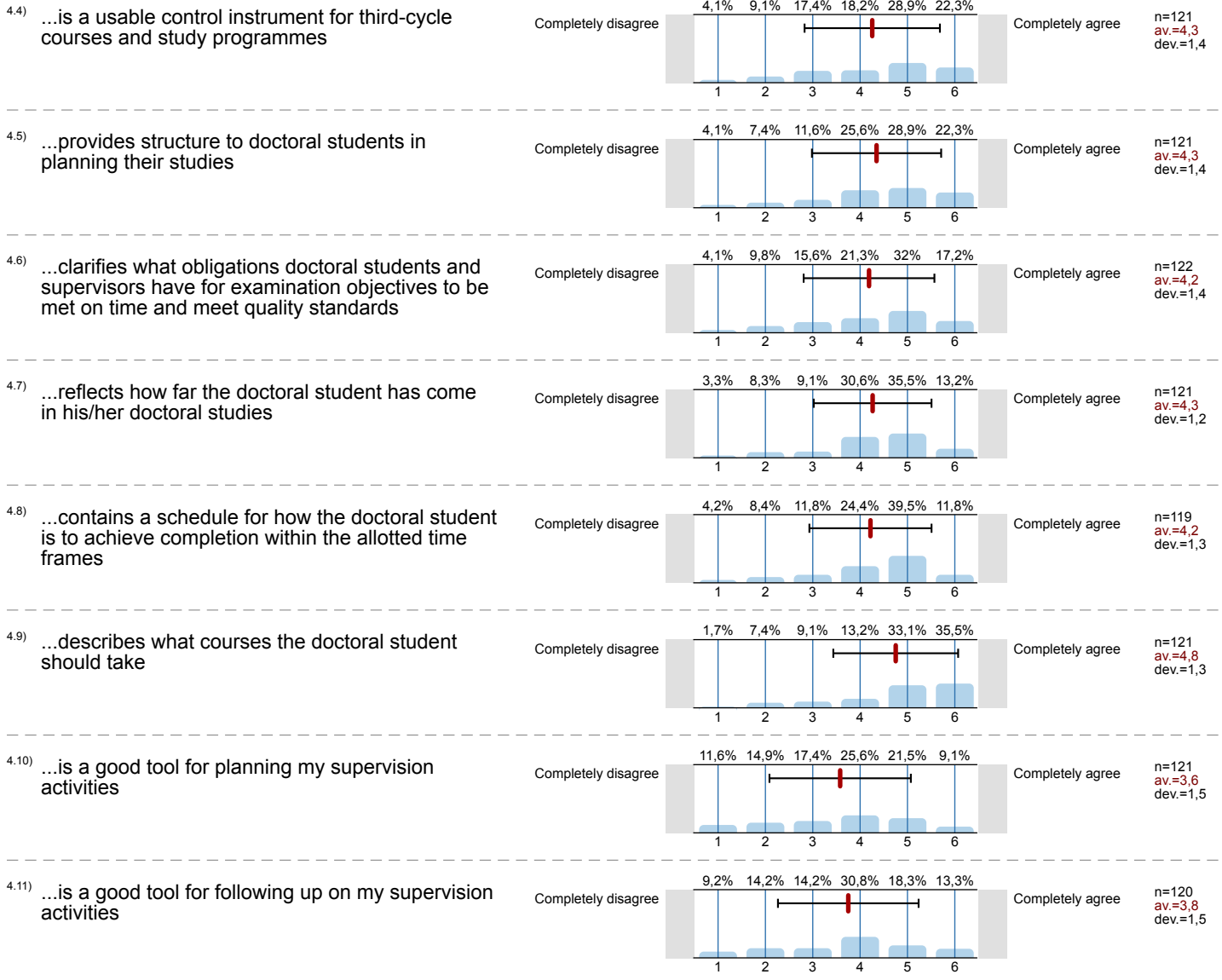
4. Individual study plan (the new template)



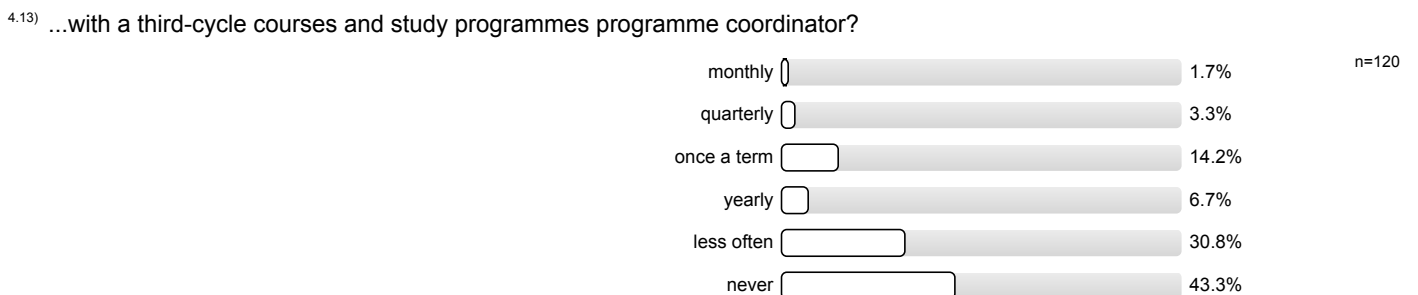
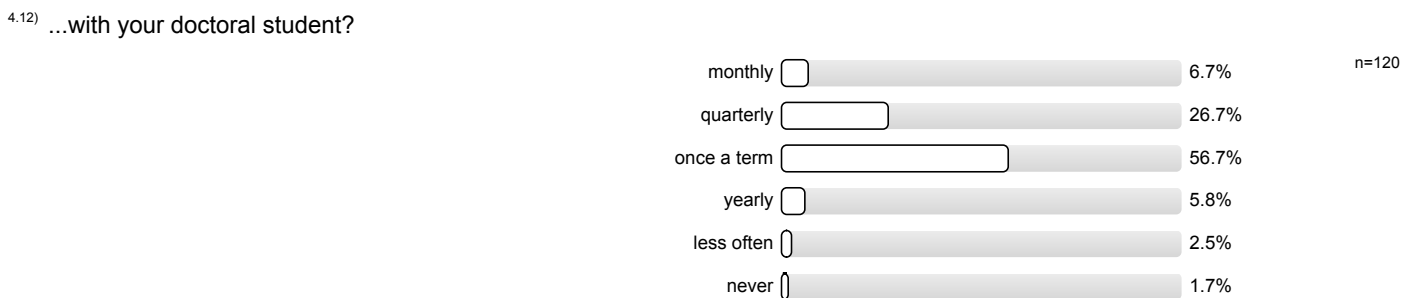
To what extent do the following statements apply to the individual study plan ?

The individual study plan ...

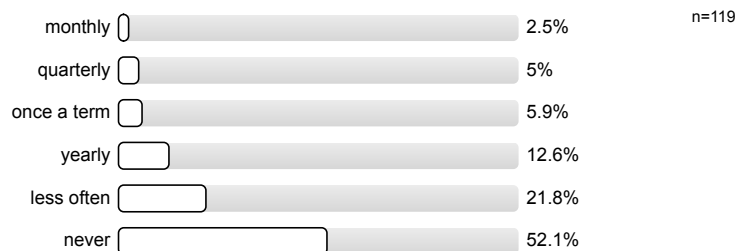




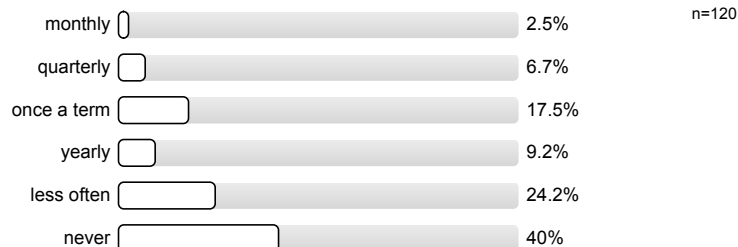
How often do you discuss the contents of individual curricula...



4.14) ...with the head of department?



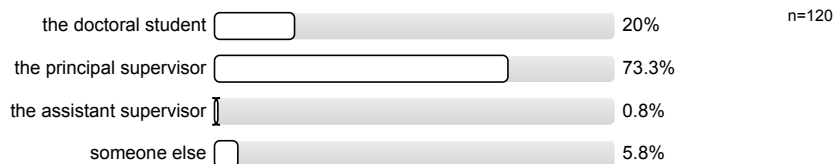
4.15) ...with doctoral student's superior (head of division/external employer)?



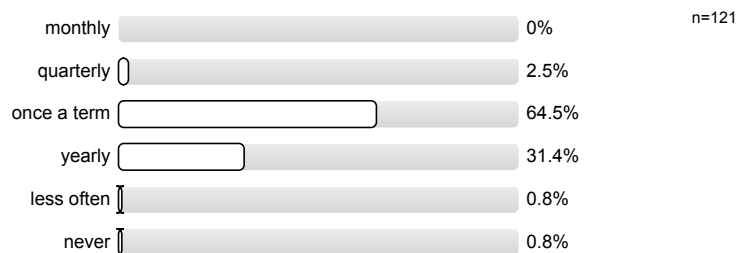
4.16) ...with the professor responsible for the research discipline of the doctoral student?



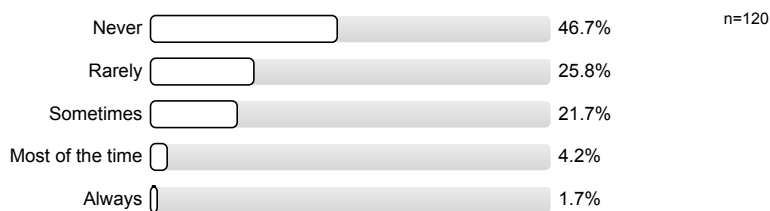
4.17) Who usually takes responsibility for the individual study plan being followed up?



4.19) How often is the individual study plan of the doctoral student followed up and adopted by signature of the parties involved?

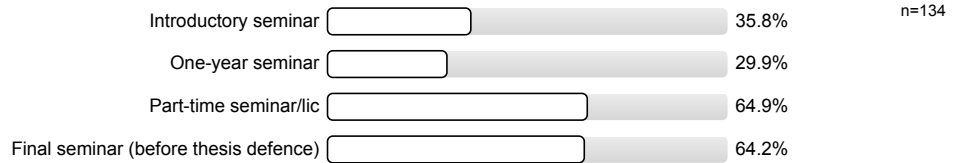


4.20) Do you get constructive criticism from the head of department and/or doctoral education programme coordinator on an updated individual study plan ?

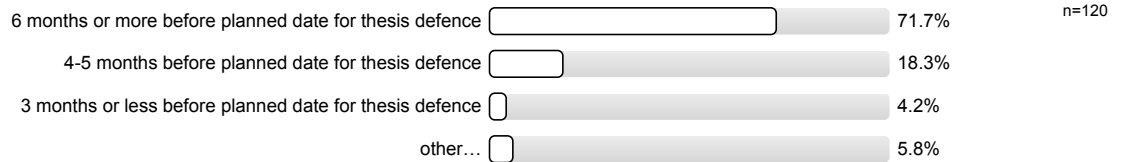


5. Form and content of supervision

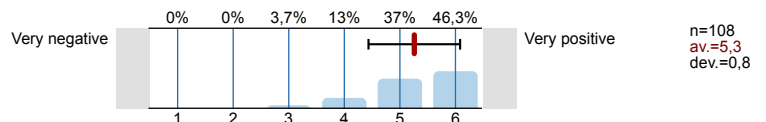
5.1) Which of the following seminars are mandatory for the doctoral students you supervise?



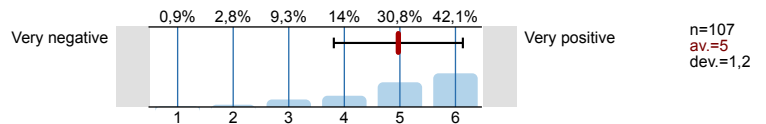
5.2) When do you start discussing formalities (proposal to examination committee etc.) with the doctoral student in advance of doctoral examination?



5.4) What is your experience of cooperation among the main supervisor and assistant supervisor in your role as principal supervisor?

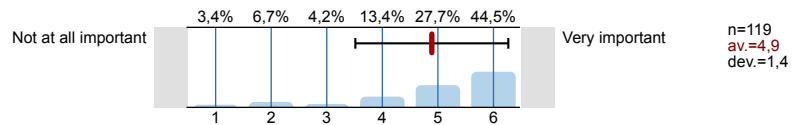


5.5) What is your experience of cooperation among the principal supervisor and assistant supervisor in your role as assistant supervisor?

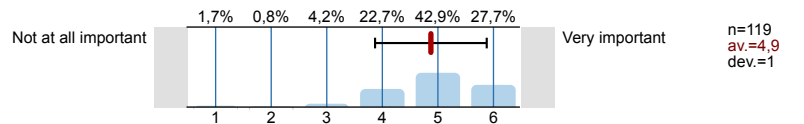


How important are the following aspects of your supervision?

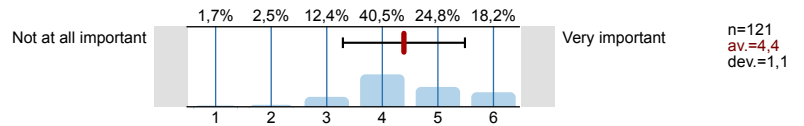
5.6) - Applying for research funding for doctoral students



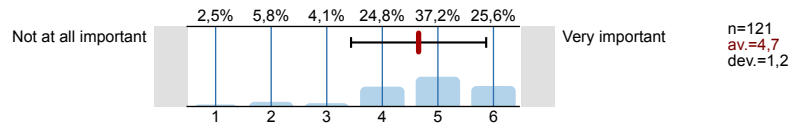
5.7) - Providing tips on sources



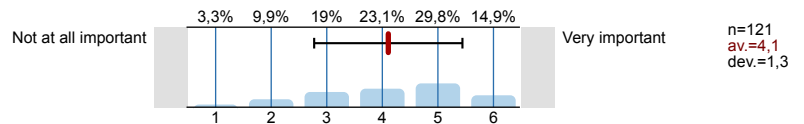
5.8) - Providing support in finding relevant courses



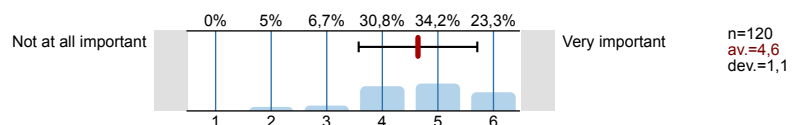
5.9) - Providing support in building networks

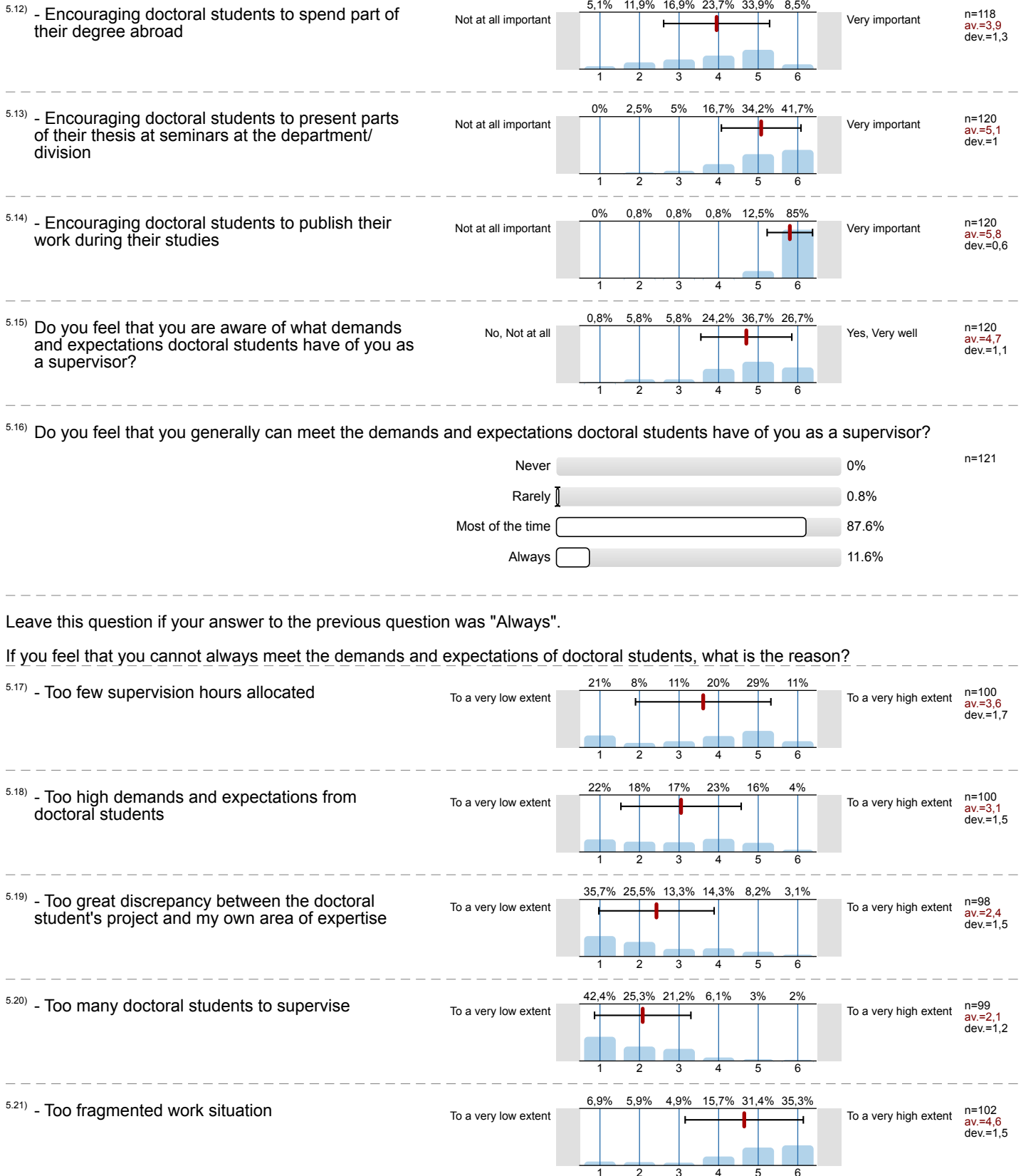


5.10) - Providing support in planning the future career of the doctoral student after graduation



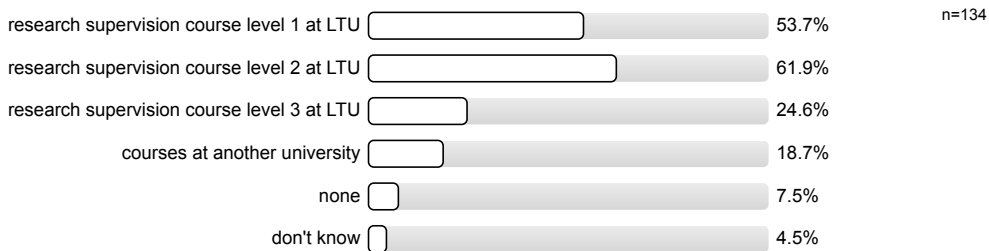
5.11) - Encouraging doctoral students to participate in university teaching and learning courses



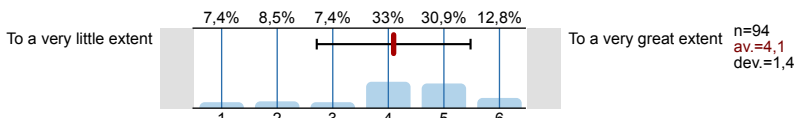


6. Supervision training and support

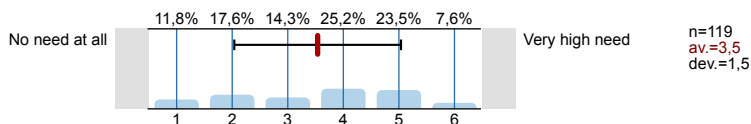
6.1) What research supervision courses have you participated in?



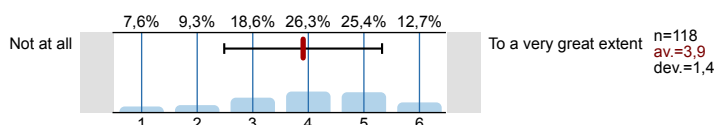
6.2) If you have attended research supervision training at LTU, has it supported you in your role as supervisor?



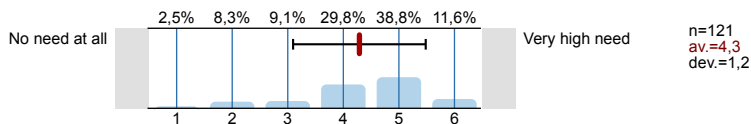
6.3) Do you feel a need for additional skills development with respect to supervising doctoral students?



6.5) To what extent have you within the field of study discussed the learning outcomes of the field of study and appropriate activities to achieve them?



6.6) How much do you feel you need to discuss supervision-related questions with other supervisors?



6.7) Does the department/division where you supervise regularly arrange meetings where questions concerning supervision are discussed?



6.8) Do you have access to an informal network at the department/division where you supervise which you can discuss questions involving supervision with?



Profile

Subunit: Admission office
 Name of the instructor: Catharina Lind
 Name of the course: Supervision in third-cycle courses and study programmes
 (Name of the survey)

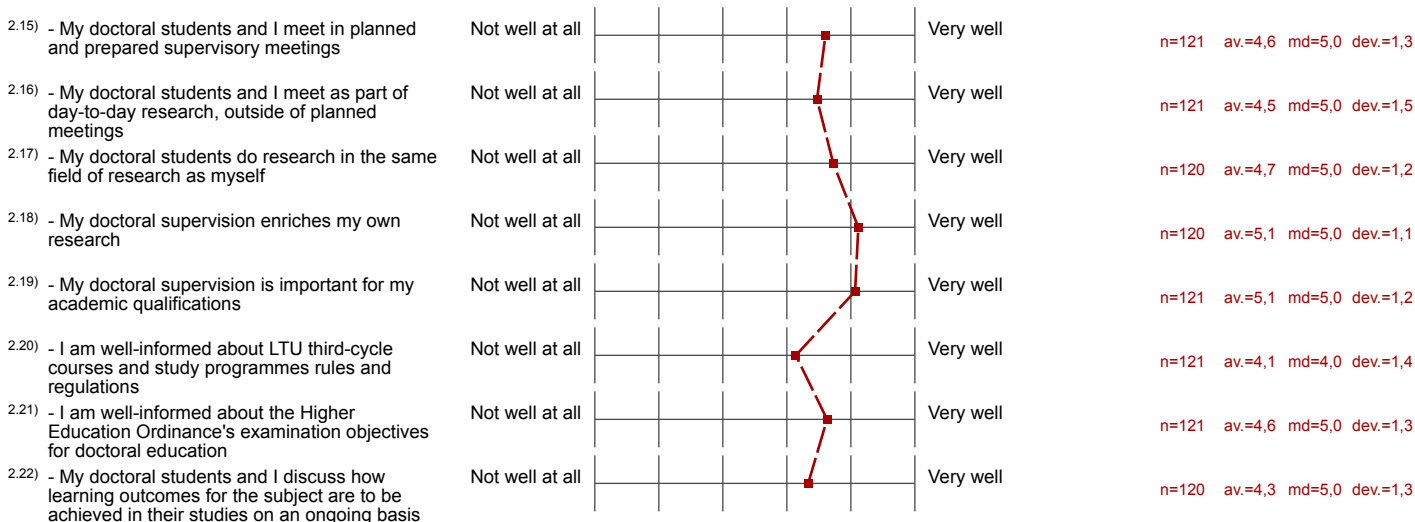
Values used in the profile line: Mean

1. Supervision in third-cycle courses and study programmes at Luleå University of Technology 2014

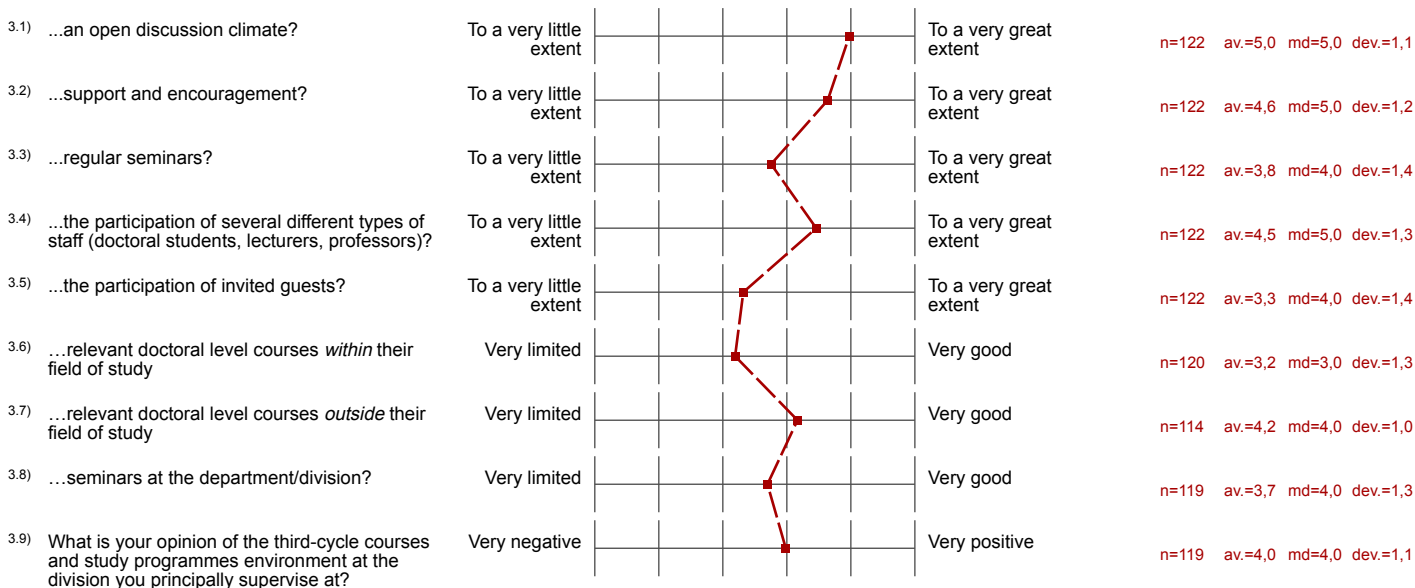
Background



2. Your supervision at LTU



3. Third-cycle courses and study programmes environment



4. Individual study plan (the new template)

4.1) A new template for a individual study plan is in use as of autumn 2012. How well does the template work for planning and following up on	Not well at all					Very well	n=110	av.=3,7	md=4,0	dev.=1,4
4.3) ...has a function that is clear to me	Completely disagree					Completely agree	n=121	av.=4,9	md=5,0	dev.=1,2
4.4) ...is a usable control instrument for third-cycle courses and study programmes	Completely disagree					Completely agree	n=121	av.=4,3	md=5,0	dev.=1,4
4.5) ...provides structure to doctoral students in planning their studies	Completely disagree					Completely agree	n=121	av.=4,3	md=5,0	dev.=1,4
4.6) ...clarifies what obligations doctoral students and supervisors have for examination objectives to be met on time and meet quality	Completely disagree					Completely agree	n=122	av.=4,2	md=4,0	dev.=1,4
4.7) ...reflects how far the doctoral student has come in his/her doctoral studies	Completely disagree					Completely agree	n=121	av.=4,3	md=4,0	dev.=1,2
4.8) ...contains a schedule for how the doctoral student is to achieve completion within the allotted time frames	Completely disagree					Completely agree	n=119	av.=4,2	md=5,0	dev.=1,3
4.9) ...describes what courses the doctoral student should take	Completely disagree					Completely agree	n=121	av.=4,8	md=5,0	dev.=1,3
4.10) ...is a good tool for planning my supervision activities	Completely disagree					Completely agree	n=121	av.=3,6	md=4,0	dev.=1,5
4.11) ...is a good tool for following up on my supervision activities	Completely disagree					Completely agree	n=120	av.=3,8	md=4,0	dev.=1,5

5. Form and content of supervision

5.4) What is your experience of cooperation among the main supervisor and assistant supervisor in your role as <u>principal supervisor</u> ?	Very negative					Very positive	n=108	av.=5,3	md=5,0	dev.=0,8
5.5) What is your experience of cooperation among the principal supervisor and assistant supervisor in your role as <u>assistant supervisor</u> ?	Very negative					Very positive	n=107	av.=5,0	md=5,0	dev.=1,2
5.6) - Applying for research funding for doctoral students	Not at all important					Very important	n=119	av.=4,9	md=5,0	dev.=1,4
5.7) - Providing tips on sources	Not at all important					Very important	n=119	av.=4,9	md=5,0	dev.=1,0
5.8) - Providing support in finding relevant courses	Not at all important					Very important	n=121	av.=4,4	md=4,0	dev.=1,1
5.9) - Providing support in building networks	Not at all important					Very important	n=121	av.=4,7	md=5,0	dev.=1,2
5.10) - Providing support in planning the future career of the doctoral student after graduation	Not at all important					Very important	n=121	av.=4,1	md=4,0	dev.=1,3
5.11) - Encouraging doctoral students to participate in university teaching and learning courses	Not at all important					Very important	n=120	av.=4,6	md=5,0	dev.=1,1
5.12) - Encouraging doctoral students to spend part of their degree abroad	Not at all important					Very important	n=118	av.=3,9	md=4,0	dev.=1,3
5.13) - Encouraging doctoral students to present parts of their thesis at seminars at the department/division	Not at all important					Very important	n=120	av.=5,1	md=5,0	dev.=1,0
5.14) - Encouraging doctoral students to publish their work during their studies	Not at all important					Very important	n=120	av.=5,8	md=6,0	dev.=0,6
5.15) Do you feel that you are aware of what demands and expectations doctoral students have of you as a supervisor?	No, Not at all					Yes, Very well	n=120	av.=4,7	md=5,0	dev.=1,1
5.17) - Too few supervision hours allocated	To a very low extent					To a very high extent	n=100	av.=3,6	md=4,0	dev.=1,7
5.18) - Too high demands and expectations from doctoral students	To a very low extent					To a very high extent	n=100	av.=3,1	md=3,0	dev.=1,5
5.19) - Too great discrepancy between the doctoral student's project and my own area of expertise	To a very low extent					To a very high extent	n=98	av.=2,4	md=2,0	dev.=1,5
5.20) - Too many doctoral students to supervise	To a very low extent					To a very high extent	n=99	av.=2,1	md=2,0	dev.=1,2
5.21) - Too fragmented work situation	To a very low extent					To a very high extent	n=102	av.=4,6	md=5,0	dev.=1,5

6. Supervision training and support

