



# Supervisor seminar 28/1 2021

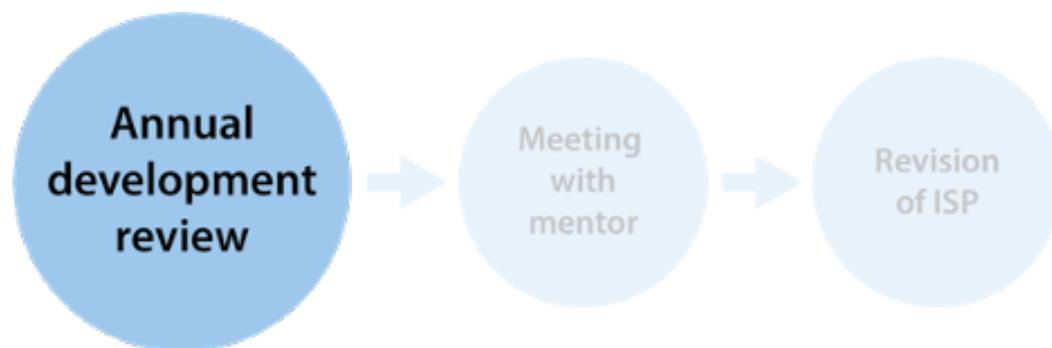
## Agenda:

- Information on the **new procedures for revision of the individual study-plans** and the accompanying **development review**.
- Information on **other new rules**.  
(rules for procedure when selecting new PhD students,  
rule on necessary course-participation by supervisors,  
rule on follow up meeting by director of study in cases where one person is main supervisor for more than four students)
- Discussion about the **time-line for dissertations**.  
(the current time-line is too tight, we have violated the rules and missed dead-lines on several occasions lately!)
- The replies to the enquiry sent to PhD students to estimate the **impact of the pandemic** on their situation.



# Supervisor-seminar 28/1 2021

Development review & update of ISP

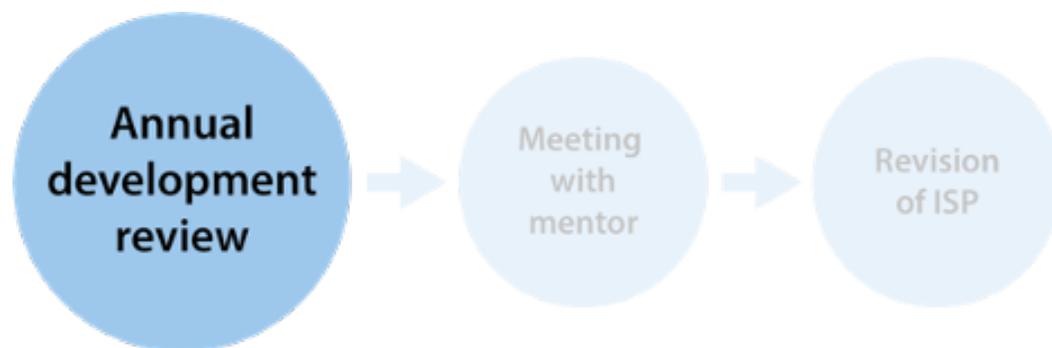


One of the most important tasks for a manager is to continuously communicate the aims of the organisation and clarify how the staff can help achieve these aims. An annual performance review is a part of this work.

In the performance review, the manager and employee should focus on: the employee's working environment, tasks, and responsibilities; the organisation's aims; and the employee's needs for professional development.

Moreover, it is an important opportunity for the manager and employee to set mutual expectations and give each other feedback on the past year.

<https://www.su.se/staff/personnel/working-environment-health/performance-reviews-at-stockholm-university-1.172999>

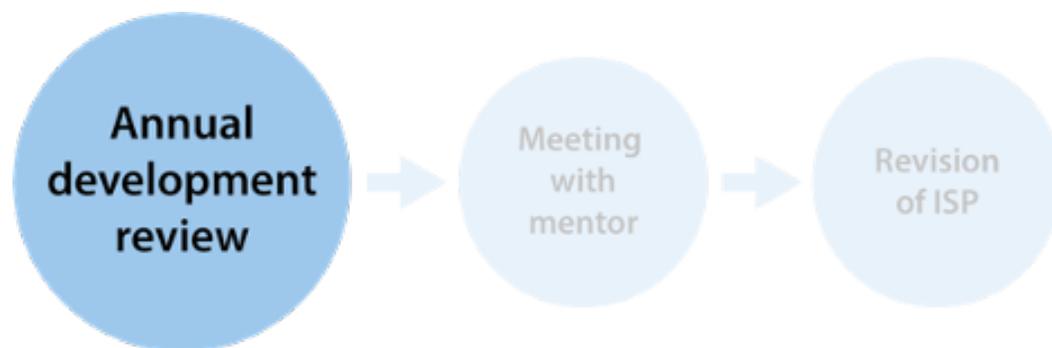


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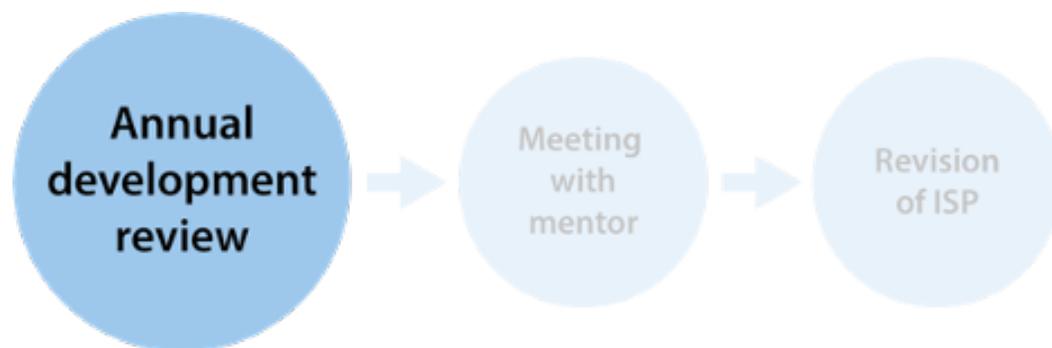


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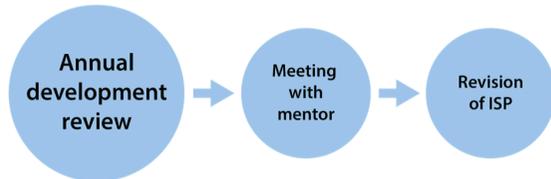
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One of the most important tasks of management is continuous communication with staff members concerning the goals of the organisation and the clarification of how every staff member can contribute to achieving these. For this reason it is the policy of Stockholm University to hold an annual personal development discussion with each member of staff. This document provides guidance for how to conduct the annual development review ("utvecklingssamtal") between the supervisor and the PhD student at Fysikum. The student can ask for an additional person, e.g. the mentor, to be present at the meeting. Also the student can ask this meeting to be led by the director of study.

The discussion should focus on: the student's work environment, progress & expectations, and tasks & responsibilities. The development review should precede the annual review of the student's Individual Study Plan (ISP) as well as one of the two annual meetings of the PhD student and the mentor.



**How to conduct a performance review: It should be made clear to the student that not all questions have to be dealt with, e.g. questions of a more private nature**

1. Prepare for the review using the questions in this template as guidelines.
2. Dedicate 60-90 minutes to the meeting, possibly in a neutral location.
3. Make sure that you are able to speak privately, and switch off your mobile phones.
4. The supervisor will lead the discussion, ask and answer questions, and provide feedback to the doctoral student.
5. The doctoral student will answer and ask questions, as well as provide feedback to the supervisor.
6. What is said during the meeting should stay between all participants of the meeting.
7. "Park" issues that tend to take a long time.
8. Be respectful of each other's views and experiences.
9. Be open to alternative solutions.
10. The doctoral student should bring the previous year's development plan and is responsible for filling in the development plan for the coming year.
11. Finish with a summary of the discussion and prepare an development plan with bullet points.

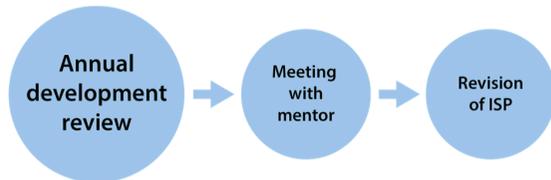


The screenshot shows the Fysikum website interface. At the top, there is a navigation bar with the following items: Start, Utbildning, Forskning, Samverkan, **Internt** (circled in red), and Om oss. Below the navigation bar, the breadcrumb trail reads: Fysikum > Internt > Råd och stöd > Stöd till lärare. On the left side, there is a vertical menu with categories: Arbetsmiljö, Ekonomi, IT och telefoni, Organisation och styrning, Personal, and Råd och stöd. Under 'Råd och stöd', there are sub-items: Arkivering, Att skicka paket, Beställningar, Konferens, Krishantering, Lokalbokning, Stöd till forskare, and **Stöd till lärare**. Below 'Stöd till lärare', there are further sub-items: Utbildning på grund- och avancerad nivå, Utbildning på forskarnivå, Handläggning av disputation, and Redigera kursinformation. On the right side, there is a search bar and a 'Sök' button. Below the search bar, there is a 'Skriv ut' button. The main content area features a large image of people working at a table. Below the image, there are three sections: 'Utbildning på grund- och avancerad nivå', 'Utbildning på forskarnivå', and 'Handläggning av disputation'. On the far right, there is a sidebar with information for students and staff about COVID-19, contact information for the Prefekt (Jan Conrad) and Administrative chef (Malin Hell), and a section for crisis support ('Stöd vid kris'). At the bottom right, there is a 'webmail' button.



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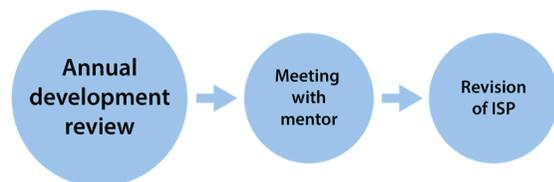
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<https://www.fysik.su.se/internt/råd-och-stöd/stöd-till-lärare/utbildning-på-forskarnivå>



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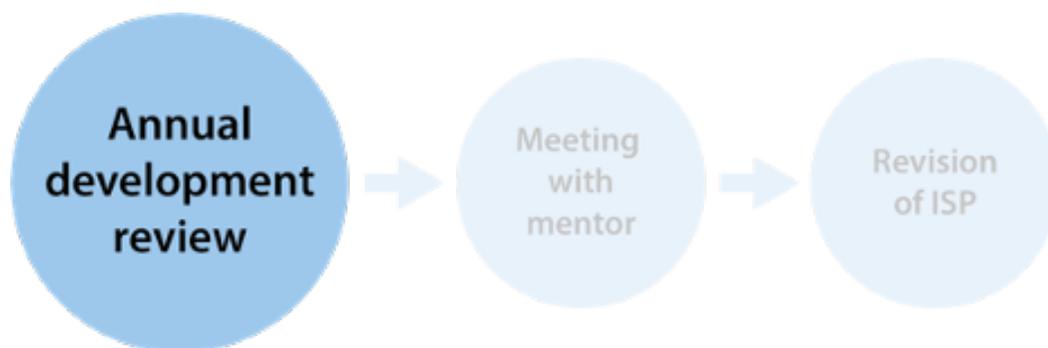
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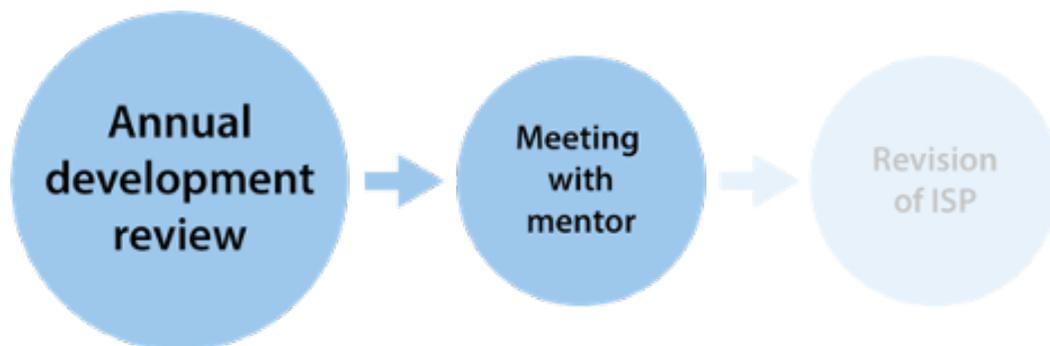
25 proposed questions to discuss covering 5 areas

- Introduction and retrospective
- Work environment and health
- Supervision
- Thesis work
- Development plan

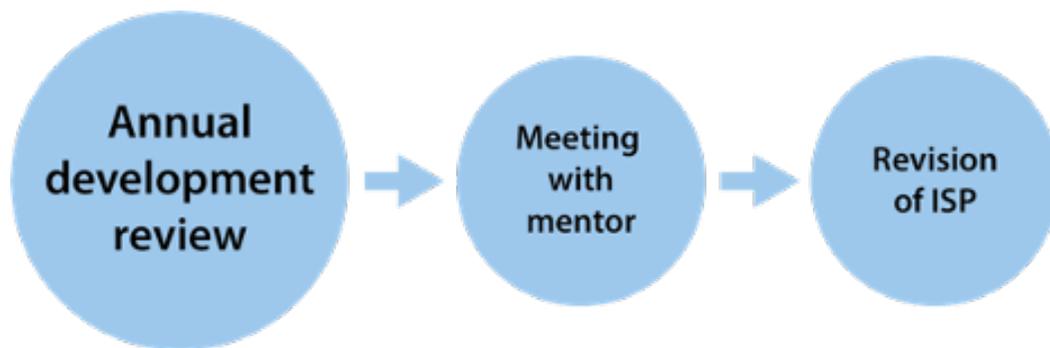


Finish with a summary of the discussion and prepare an development plan with bullet points.

The doctoral student should bring the previous year's development plan and is responsible for filling in the development plan for the coming year.



One of the regular meetings with the mentor should take place shortly after the development review



...and then you proceed with the revision of the ISP



Revision  
of ISP

Finally the digital tool for ISP, **dISP**, is being launched.

We still have some work to do at Fysikum:

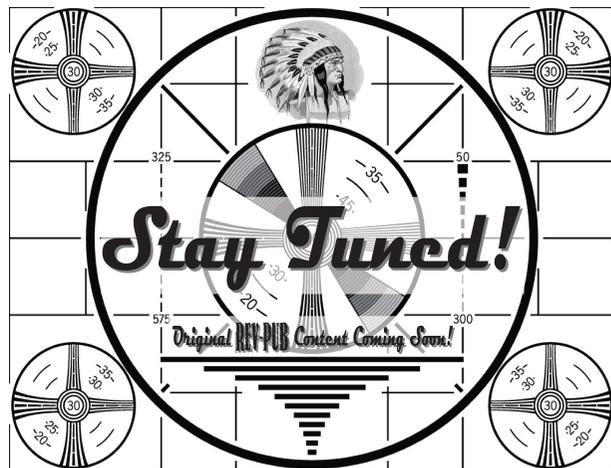
- assign roles and authorizations
- decide on mandatory appendices

Once finalized the revision will be initiated through the system.

You will be able to start from last years ISP and revise it.

First digital version will be created "from scratch".

All work can be done through the web-interface (except producing pdf's for appendices).



# Supervisor seminar

2.

Rules for the assessment of PhD position applicants

Main supervisor and required supervision education

Supervisors with more than 4 PhD students

## Rules for the assessment of PhD position applicants.

The *responsible advertiser*, in cooperation with their group/division (or any expert in the relevant field), assesses candidates (more information can be taken into account, e.g. through letters of recommendation and / or interviews) and establishes a ranking of competent candidates. At least two professors or senior researchers should participate in the assessment. The proposed candidate is contacted and asked if she/he accepts the position. When this work is completed, the *responsible advertiser* sends a report to the director of PhD studies:

- A report on the selection process, signed by at least two professors or senior researchers.
- Proposed candidate.
- Research subject (physics, theoretical physics, chemical physics or medical radiation physics)
- Proposed supervisor and assistant supervisor.
- Financing: Which project number (if not faculty funded).
- Information that the master thesis is approved or when it is expected to be presented.
- When the candidate is to start their education (approximate date).

(FS 2020-11-12)

## Main supervisor and required supervision education

In order to be appointed as main supervisor, successful participation in the supervisor course, organized by SU, within **3 years** of the start of the employment, is required.

Exceptions can be made for recruited professors having a corresponding education from another university, or having documented experience of supervision.

Temporary exceptions can be made if the SU course is overbooked.

FS 2020-11-12

2021-01-28

Supervisor seminar- Per-Erik Tegnér

## Supervisors with more than 4 PhD students

The director of PhD studies meets once a year with the mentors of the PhD students in order to probe the situation.

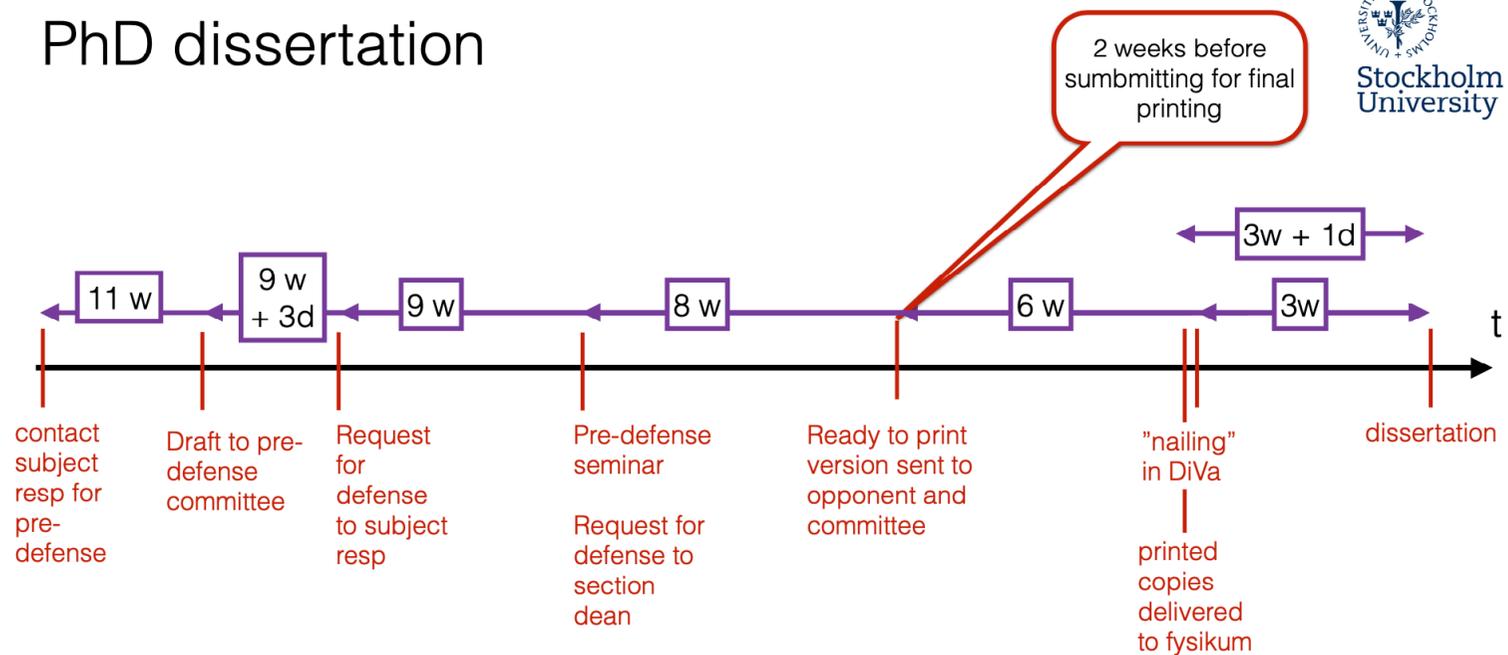
(FS 2020-11-12)



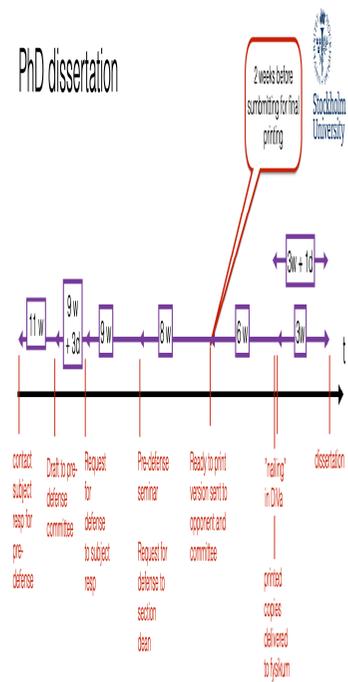
# Supervisor seminar 28/1 2021

Timeline for dissertation

# PhD dissertation

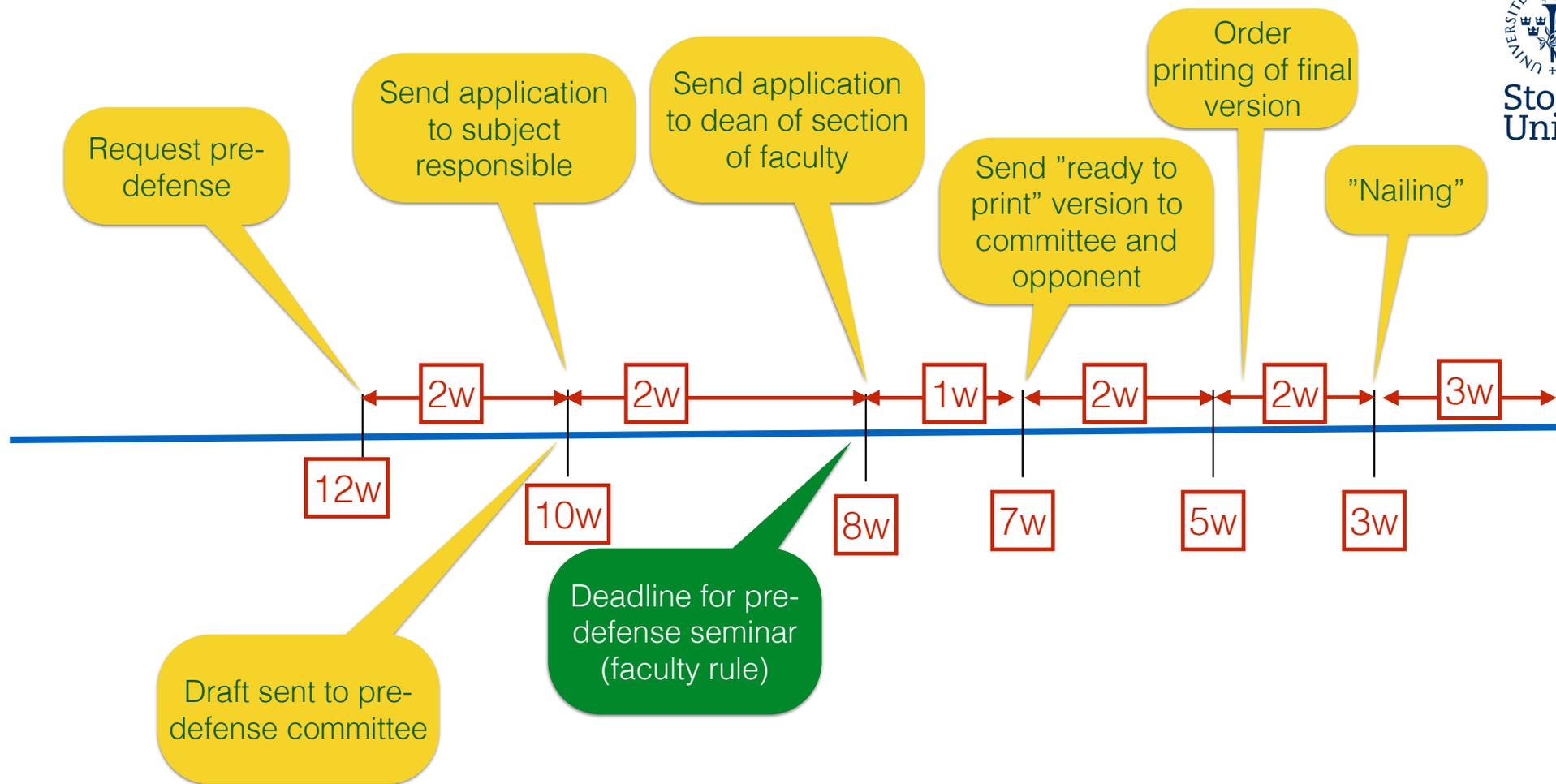


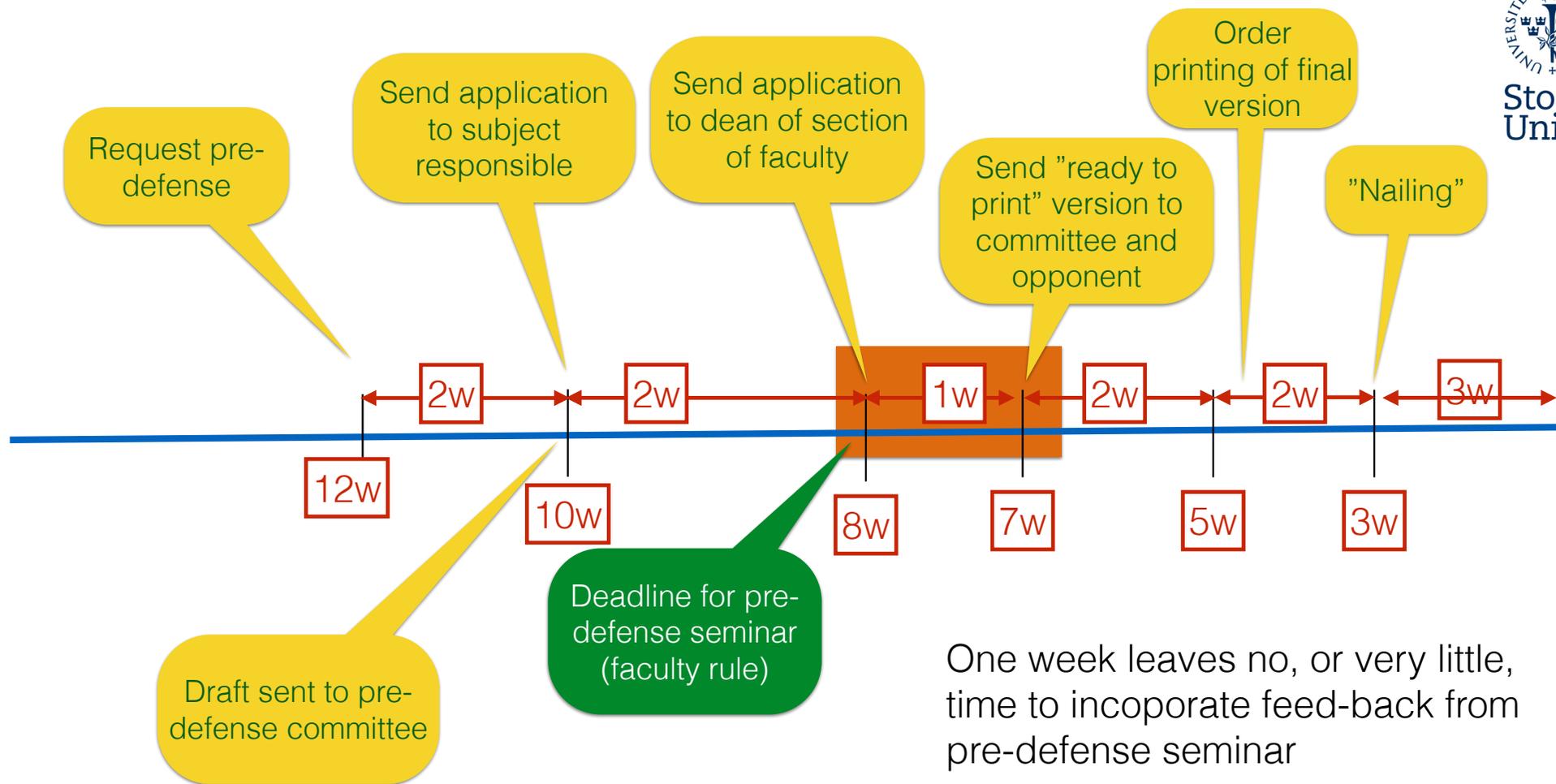
# PhD dissertation

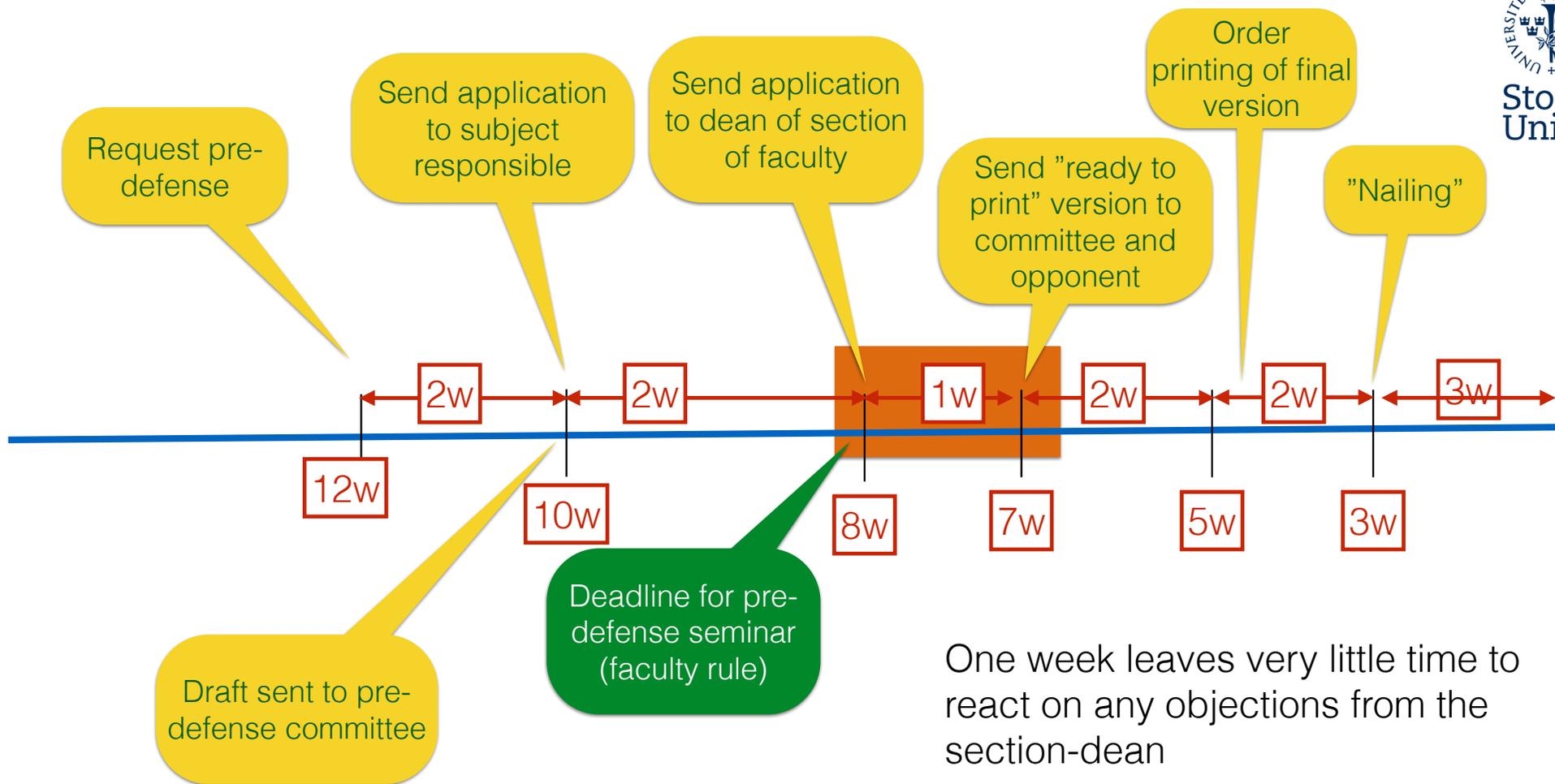


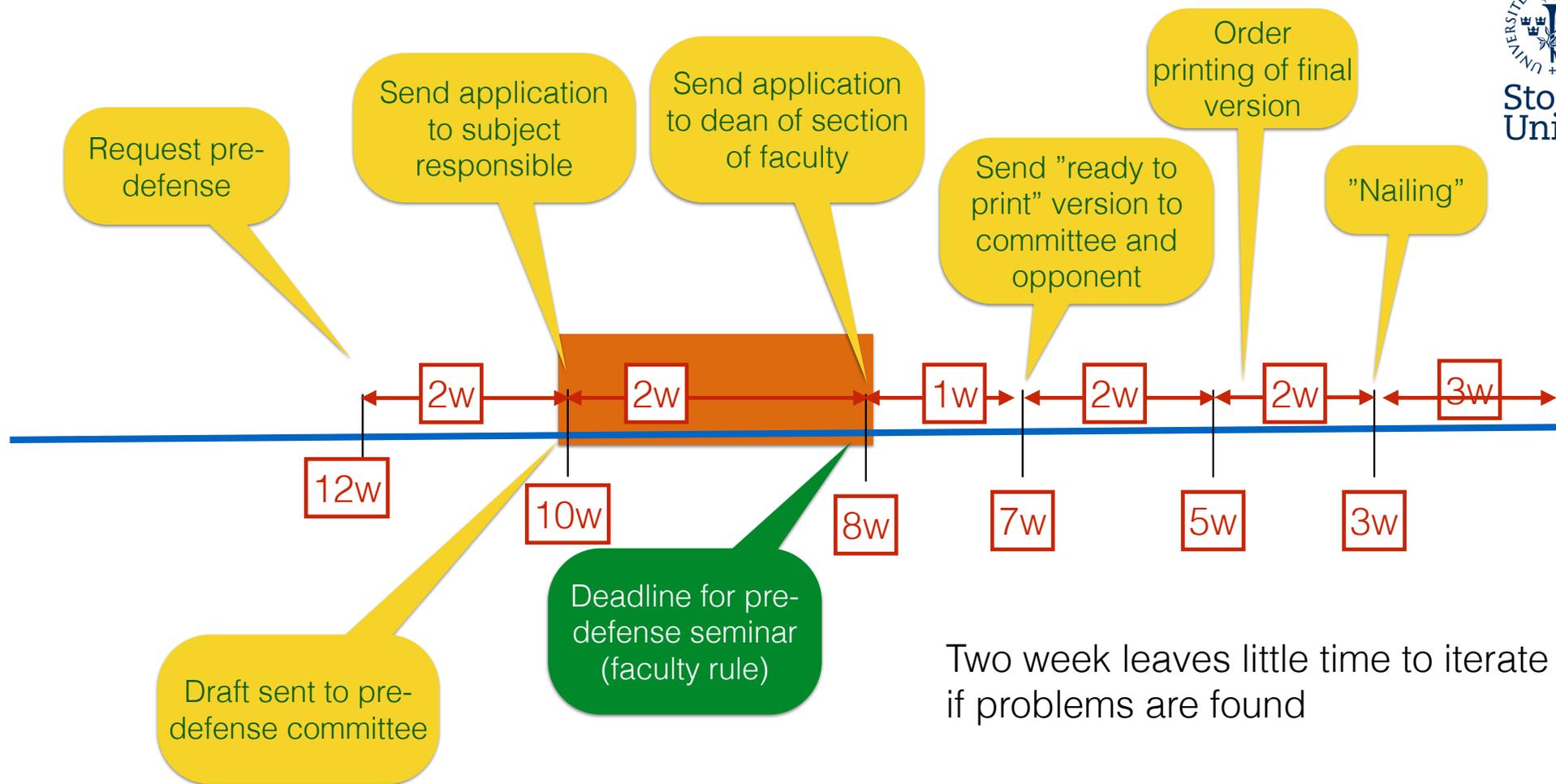
Sten Hellman

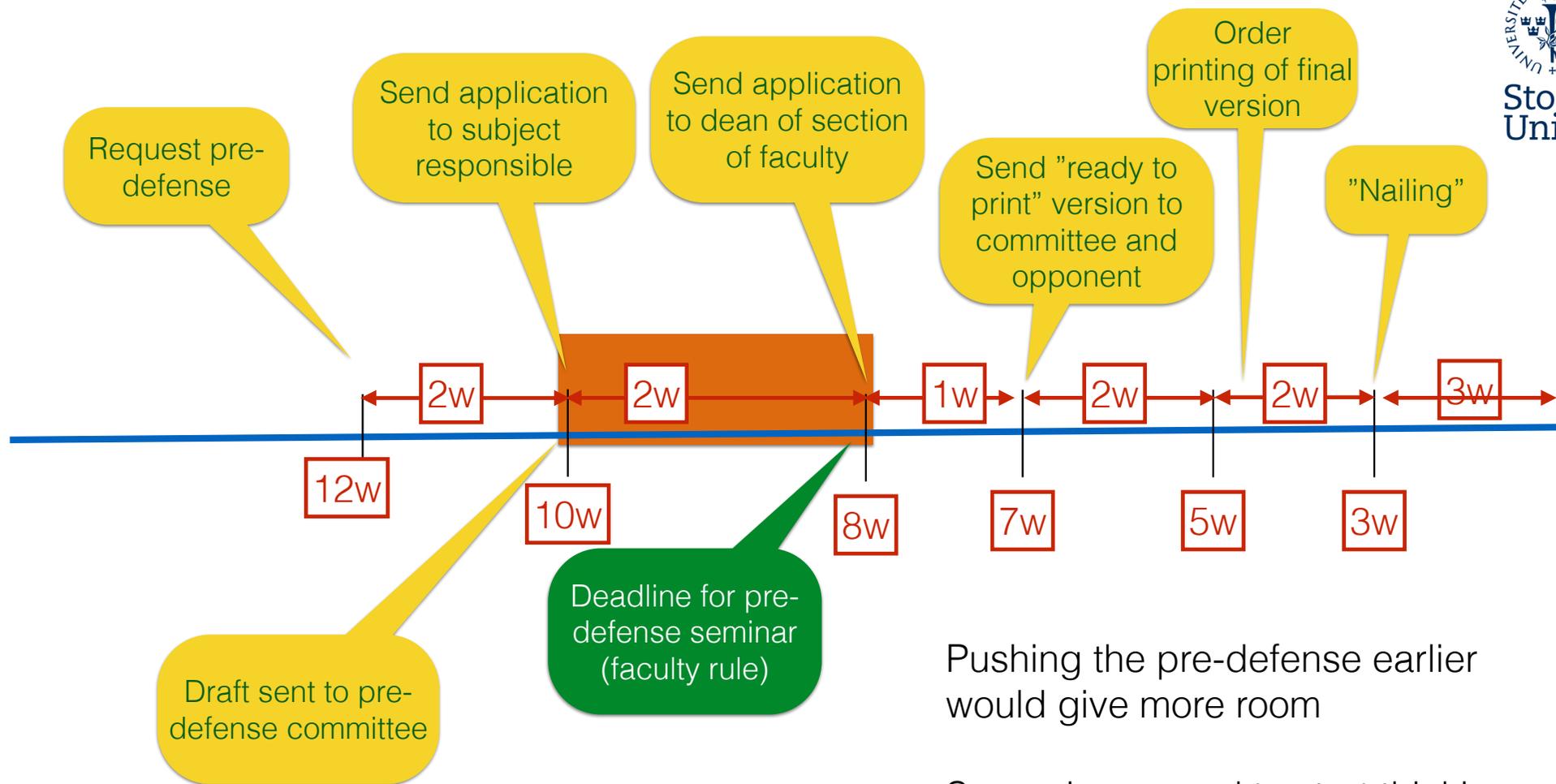
16











Pushing the pre-defense earlier would give more room

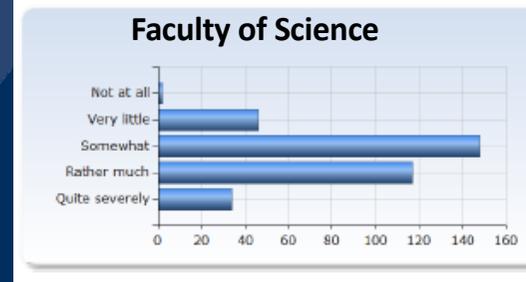
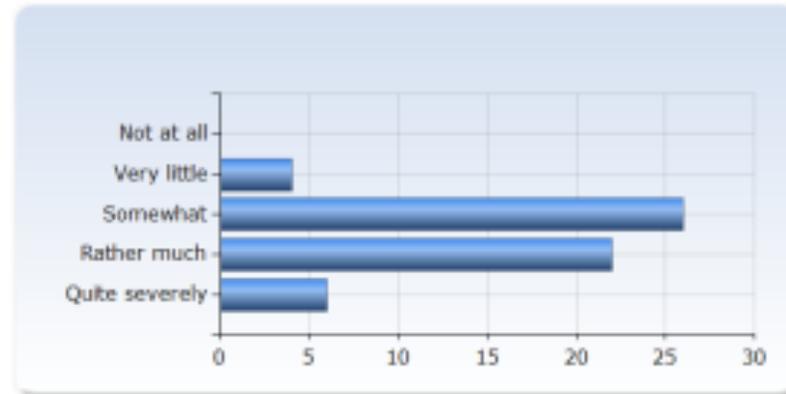
Supervisors need to start thinking about committee early!

# Survey regarding the effects of the Covid-19 pandemic on the PhD education

## 5. In your opinion, how much was the quality of your PhD studies impacted overall by the pandemic and its effects?

In your opinion, how much was the quality of your PhD studies impacted overall by the pandemic and its effects?	Number of Responses
Not at all	0 (0.0%)
Very little	4 (6.9%)
Somewhat	26 (44.8%)
Rather much	22 (37.9%)
Quite severely	6 (10.3%)
	58
Total	(100.0%)

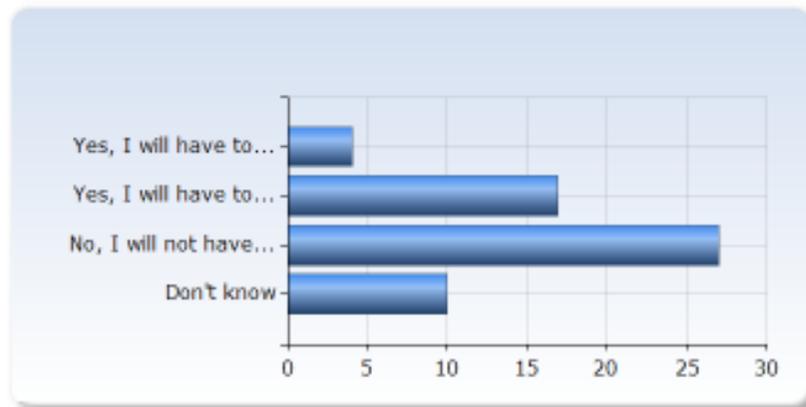
Rather much, quite severely: 48.2%



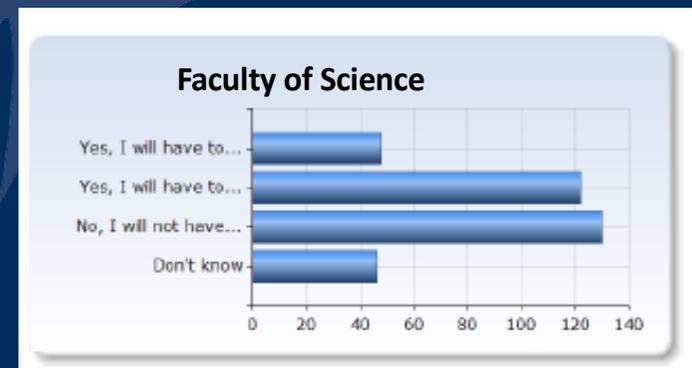
# Survey regarding the effects of the Covid-19 pandemic on the PhD education

## 6. Do you expect to have to make changes to your research project due to the corona pandemic?

Do you expect to have to make changes to your research project due to the corona pandemic?	Number of Responses
Yes, I will have to make significant changes	4 (6.9%)
Yes, I will have to make minor changes	17 (29.3%)
No, I will not have to make changes	27 (46.6%)
Don't know	10 (17.2%)
Total	58 (100.0%)



Significant changes: 6.9%

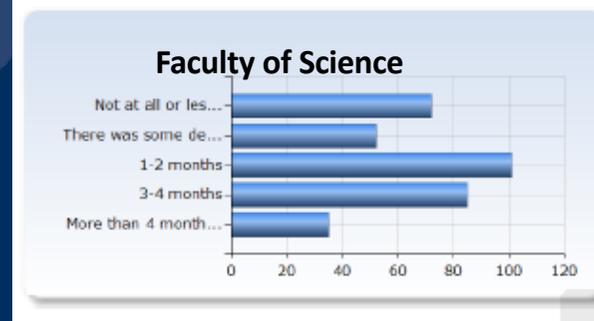


# Survey regarding the effects of the Covid-19 pandemic on the PhD education

## 8. In your own estimation, how much have your PhD studies been delayed so far by the effects of the pandemic, relative to your plans in the ISP?

In your own estimation, how much have your PhD studies been delayed so far by the effects of the pandemic, relative to your plans in the ISP?	Number of Responses
Not at all or less than a month (in full time equivalents)	11 (19.0%)
There was some delay relative to the ISP, but I will be able to make up for it later during my studies	8 (13.8%)
1-2 months	17 (29.3%)
3-4 months	15 (25.9%)
More than 4 months	7 (12.1%)
Total	58 (100.0%)

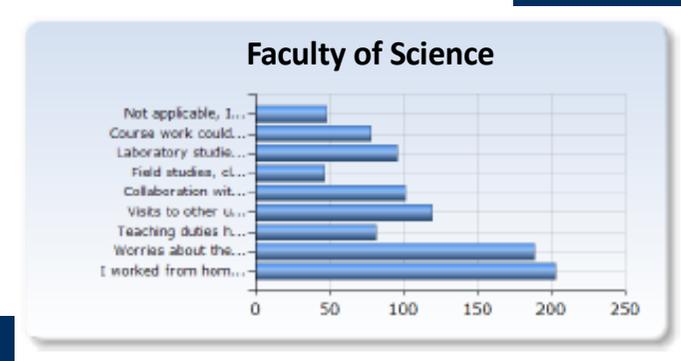
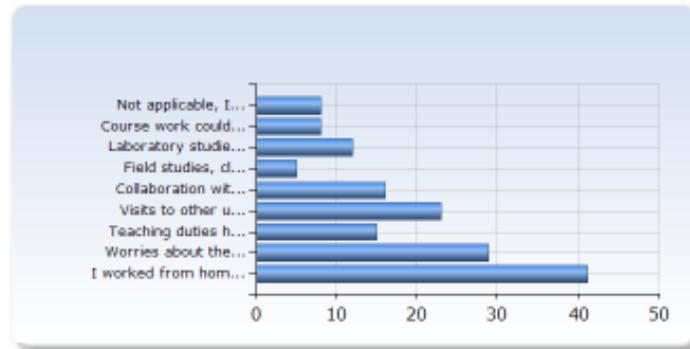
1 – more than 4 months: 67%



# Survey regarding the effects of the Covid-19 pandemic on the PhD education

## 9. What are the reasons for any such delay or loss of quality in the education? (More than one option possible; and comment if you have other reasons)

What are the reasons for any such delay or loss of quality in the education? (More than one option possible; and comment if you have other reasons)	Number of Responses
Not applicable, I could follow my PhD education as planned	8 (13.8%)
Course work could not be done as planned, because of cancelled/postponed courses or restrictions	8 (13.8%)
Laboratory studies could not be performed as planned, due to restrictions	12 (20.7%)
Field studies, clinical work or similar could not be performed as planned, due to restrictions	5 (8.6%)
Collaboration with external partners (e.g. private companies or public organizations) has been hindered	16 (27.6%)
Visits to other universities have been cancelled or postponed	23 (39.7%)
Teaching duties have taken up more time than planned due to it being online	15 (25.9%)
Worries about the situation impacted my work	29 (50.0%)
I worked from home at least part of the time (for any reason, see next two questions) and it was not possible to perform my studies as planned (or as well) during these circumstances	41 (70.7%)
Total	157 (270.7%)



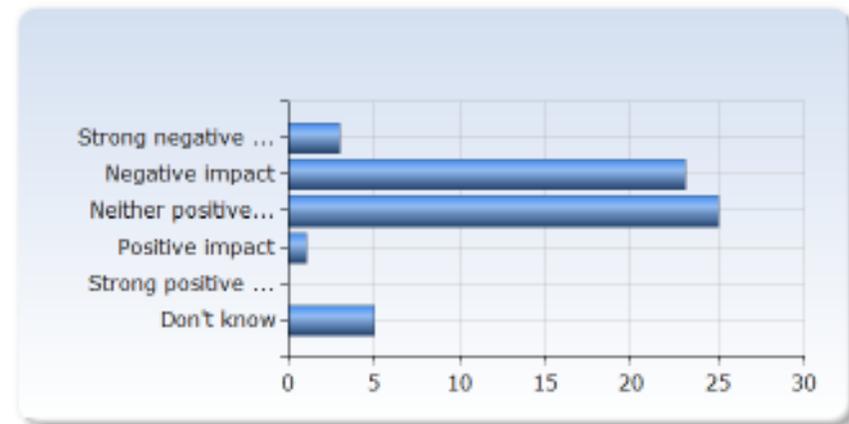
Laboratory work: 21%  
 Teaching duties: 26%  
 Work from home: 71%  
 Worries: 50%

# Survey regarding the effects of the Covid-19 pandemic on the PhD education

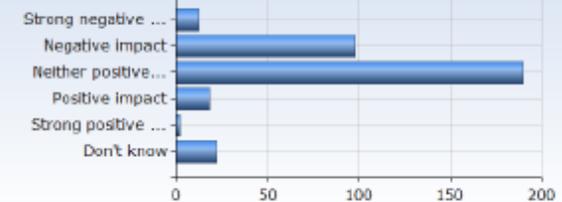
## 12. To what extent has the corona pandemic outbreak impacted your access to supervision?

To what extent has the corona pandemic outbreak impacted your access to supervision?	Number of Responses
Strong negative impact	3 (5.3%)
Negative impact	23 (40.4%)
Neither positive nor negative impact	25 (43.9%)
Positive impact	1 (1.8%)
Strong positive impact	0 (0.0%)
Don't know	5 (8.8%)
Total	57 (100.0%)

Negative impact: 46%



### Faculty of Science



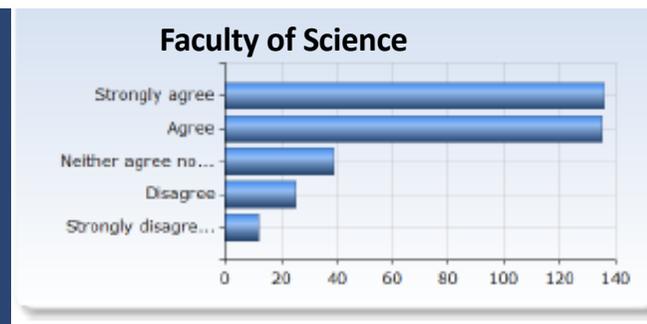
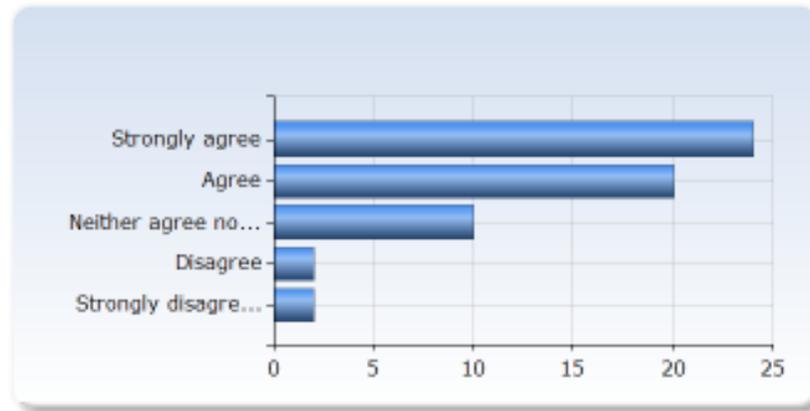
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**19. How much do you agree with the following statement? During the pandemic I have experienced one or more of the following symptoms usually related to stress: Difficulty sleeping, mood swings, headaches, difficulty focusing, trouble with memory, palpitations (or other stress symptoms).**

How much do you agree with the following statement? During the pandemic I have experienced one or more of the following symptoms usually related to stress: Difficulty sleeping, mood swings, headaches, difficulty focusing, trouble with memory, palpitations (or other stress symptoms).

	<b>Number of Responses</b>
Strongly agree	24 (41.4%)
Agree	20 (34.5%)
Neither agree nor disagree	10 (17.2%)
Disagree	2 (3.4%)
Strongly disagree	2 (3.4%)
Total	58 (100.0%)

**Strongly agree, agree: 76%**



# Effects of the Covid-19 pandemic on the PhD education

According to the results of the survey: A large impact on the studies!

## Faculty:

- Mandatory to add a Covid attachment to the ISP
- Prolongation is applied for on an individual basis
- No funds for this

**SFS PhD committee proposes (October) two months general prolongation.**

## Fysikum:

Ongoing discussions with the PhD council

Equipment for working at home

Planning of lab work

Teaching assignments