AARHUS
UNIVERSITET

Fællesseminar den 30. september - 1. oktober 2015

PROGRAM

Sted: Sandbjerg Gods, Sandbjergvej 102, 6400 Sønderborg
http://www.sandbjerg.dk/da/

Lokaler: 'Brænderiet' i bygning H samt grupperum i 'Palæet' i bygning A:
http://www.sandbjerg.dk/da/møde-konference

Deltagere: Ph.d.-udvalg, ph.d.-programledere, ph.d.-skoleleder, forskningskonsulenter og ph.d.-administration

30. september 2015

- 9.45: Fælles busafgang (Todbjerg) fra p-pladsen bag Stakladen, Fredrik Nielsens Vej 2-4, 8000 Aarhus C. Opsamling ved Horsens S/rastepladsen.
- 12.00: Ankomst og tjek ind på Sandbjerg. DPU/Emdrup-kolleger ankommer direkte fra Sønderborg lufthavn.
- 12.00-13.00: Frokost.
- 13.00 - 13.30: Velkomst i lokalet 'Brænderiet' i bygning H ved Anne Marie Pahuus og Christian Ulrik Andersen.
- 13.30-15.15: Problembørs med udvalgte punkter fra Den internationale evaluering. Gruppearbejde styret af Christian Ulrik Andersen og Anne Marie Pahuus.
- 15.15-15.45: Kaffepause.
- 15.45-16.45: Opsamling fra gruppearbejdet ved Anne Marie Pahuus og Christian Ulrik Andersen.
- 16.45-17.00: Pause.
- 17.00-17.30: Refleksioner over gruppearbejdet → handlingsliste.
- 18.30: Festmiddag i spisesalen ('dress accordingly'). Kaffe/te mm. indtages efterfølgende i de gamle stuer på godset.

Aarhus Universitet
Administrationscenter Arts (ACA)
Ph.d.- og Internationalisering/Ph.d.-administrationen
Tåsingegade 3, bygning 1443, 4. etage
8000 Aarhus C

1. oktober 2015

- 8.00-9.00: Morgenmad.

  9.00-10.00: Møde i lokalet 'Brænderiet' i bygning H →
  - Orientering fra "internationaliseringsrekrutteringsudvalget" ved Christian Ulrik Andersen.
  - artikelbaserede afhandlinger/orientering med feedback ved Christian.
  - orientering fra ph.d.-administrationen ved Anna (vedlagt skriftligt-bilag 10).

- 10.00-10.15: Pause.

- 10.15-11.15: Gruppearbejde om færdiggørelsestid; motivering af emnet ved Christian Ulrik Andersen.

- 11.15-11.45: Opsamling på gruppearbejdet.

- 11.45-12.00: Feedback på seminaret ved Christian Ulrik Andersen.

- 12.00-13.00: Frokost og derefter afrejse.

Bilag:

1. GSA's selvevalueringsrapport ('facts and figures') til den internationale evaluering *(bilag til rapporten er ikke vedhæftet men kan rekvireres forud for seminaret hvis der er ønske om det – det er blevet rundsendt i foråret).*
2. Den internationale evaluering – panelets endelige rapport med anbefalinger.
3. Regler og retningslinjer (herunder organisering, institutarbejde, kurser mv.): http://phd.au.dk/gradschools/arts/rulesandregulations/
4. Retningslinjer vedr. rejseudgifter for AU ansatte ph.d.-studerende: http://phd.au.dk/gradschools/arts/rulesandregulations/travelling/guidelines_travel_expenses/
5. International Centre: http://ias.au.dk/goingabroad/
6. Ph.d.-statistik: Sygdom, gennemførsel, aktive ph.d.-studerende, udløb uden indlevering, længerevarende udlandsophold, tildelte grader.
7. GSA's kursuspolitik: http://medarbejdere.au.dk/fakulteter/ar/politikkerogdelstrategier/
8. ECTS: http://phd.au.dk/gradschools/arts/phdstudies/ects/
9. Gennemførselstider på de tre institutter/center.
10. Nyt fra ph.d.-administrationen herunder igangværende sager/opdateret kursusliste.

Gruppearbejde dag 1 - workshop
Grupperum i 'Palæet' i bygning A: http://www.sandbjerg.dk/da/møde-konference

Målet med workshoppen er at udarbejde et handlingskatalog, som kan anvendes strategisk af GSA, programledere og institutter.
Udgangspunktet for gruppearbejdet er de udfordringer, den internationale evalueringsrapport skitserer og dens liste over forslag til os.
Hvert foreslået tiltag rummer i sig selv en række udfordringer (fx manglende kommunikation mellem GSA og institutter, kreditering af kurser osv.), som vi har inddelt i 3 hovedkategorier: **trivsel, miljøskifte og kurser**.

Grupperne må selv prioritere, men skal konkret levere (som posters/slides og max 15 minutters oplæg for de andre):

- En nærmere beskrivelse af en udfordring (kortfattet og evt. i listeform) og dens relation til trivsel, miljøskifte eller kurser.
- En beskrivelse af en eller flere mulige løsninger (noget der fx kan forbedre kommunikationen mellem GSA / institutter, sikre kursusudbud, forbedre integration på institutter etc.).
- En kort liste over hvilke ressourcer, der er nødvendige for at forslaget kan gennemføres (timer, uddelegering af opgaver, stillinger, etc.).

Diskussionen skal begynde med:

- En kort beskrivelse af problemet fra den person i gruppen, der kender det bedst.
- En brainstorm. Det handler om at få mange ideer på bordet – uden at bruge tid på at kritisere dem.

Gruppen skal gerne nå så mange udfordringer/forslag som muligt. Det er med andre ord en del af opgaven at arbejde relativt hurtigt.

Gruppe1: Anne Marie Pahuus, Mads Daugbjerg, Anders Albrechtslund, Jacob Lund, Karen-Margrethe Simonsen, Jette B. Klockmann, Katrine S. Larsen, Annette Gregersen, Minna Elo.

Gruppe 2: Kasper Bro Larsen, Vibeke Hetmar, Lars Albinus, Jakob Williams Ørberg, Signe A. E. Larsen, Anna Louise Plaskett.

Gruppe 3: Sten Vikner, Niels Christian M. Nickelsen, Christian Ulrik Andersen, Sven-Erik Holgersen, Ane Refshauge Høyrup, Lotte Holm, Steen Weisner.

Gruppe 4: Troels Myrup Kristensen, Stefan Iversen, Eva Gulløv, Henrik Nitschke, Anders Gade Jensen, Bodil Bjerring.

Gruppearbejde dag 2 - workshop
Grupperum i 'Palæet' i bygning A: http://www.sandbjerg.dk/da/møde-konference

Diskussion af ph.d.-skolens **gennemsnitlige færdiggørelsestid for indskrevne** studerende samt **international rekruttering**:

Grupperne må selv prioritere, men skal konkret levere:

- En nærmere beskrivelse af en udfordring – men kortfattet og evt. i listeform.
- En beskrivelse af en eller flere mulige løsninger (noget der fx kan forbedre kommunikationen mellem GSA / institutter, sikre kursusudbud, forbedre integration på institutter etc.).
- En kort liste over hvilke ressourcer, der er nødvendige for at forslaget kan gennemføres (timer, uddelegering af opgaver, stillinger, etc.).

Diskussionen skal begynde med

- En kort beskrivelse af problemet fra den person i gruppen, der kender det bedst.
- En brainstorm. Det handler om at få mange ideer på bordet – uden at bruge tid på at kritisere dem.

Gruppe1: Troels Myrup Kristensen, Sten Vikner, Karen-Margrethe Simonsen, Jakob Williams Ørberg, Sven-Erik Holgersen, Katrine S. Larsen, Minna Elo

Gruppe 2: Niels Christian M. Nickelsen, Stefan Iversen, Eva Gulløv, Jette B. Klockmann, Bodil Bjerring, Signe A. E. Larsen

Gruppe 3: Kasper Bro Larsen, Vibeke Hetmar, Jacob Lund, Lotte Holm, Christian Ulrik Andersen, Anna Louise Plaskett

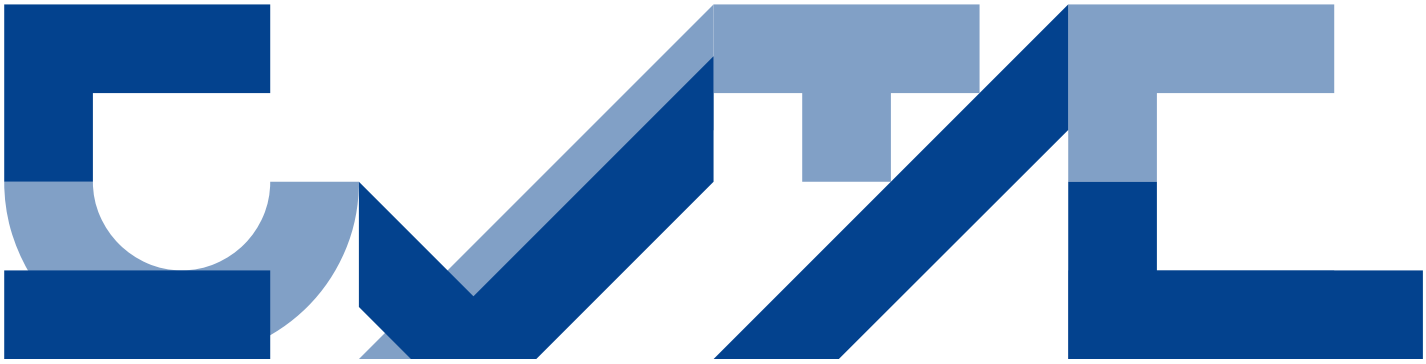
Gruppe 4: Anders Albrechtslund, Ane Refshauge Høyrup, Henrik Nitschke, Anette Gregersen, Lars Albinus, Anders Gade Jensen.

Deltagerliste - seminar 30. september til 1. oktober på Sandbjerg Gods

Deltagere	Titel	Ansættelsessted/Arts
Anne Marie Pahuus (kun 30.9)	prodekan/ph.d.-skoleleder	Dekanat
Sten Vikner	ph.d.-programleder	IKK
Stefan Iversen (isf. Jacob Wamberg)	ph.d.-programleder	IKK
Anders Albrechtslund	ph.d.-programleder	IKK
Troels Myrup Kristensen	ph.d.-programleder	IKS
Mads Daugbjerg (kun 30.9)	ph.d.-programleder	IKS
Kasper Bro Larsen	ph.d.-programleder	IKS
Vibeke Hetmar	ph.d.-programleder	DPU
Niels Christian M. Nickelsen	ph.d.-programleder	DPU
Christian Ulrik Andersen	VIP/ph.d.-udvalg	IKK
Jacob Lund	VIP/ph.d.-udvalg	IKK
Lars Albinus	VIP/ph.d.-udvalg	IKS
Eva Gulløv	VIP/ph.d.-udvalg	DPU
Sven-Erik Holgersen	VIP/ph.d.-udvalg	DPU
Karen-Margrethe Simonsen	VIP suppl./ph.d.-udvalg	IKK
Jette B. Klockmann	ph.d.-repr./ph.d.-udvalg	IKS
Jakob Williams Ørberg	ph.d.-repr./ph.d.-udvalg	DPU
Ane Refshauge Høyrup	ph.d.-repr./ph.d.-udvalg	DPU-Trøjborg
Signe A. E. Larsen	forskningskonsulent	IKS
Katrine S. Larsen	forskningskonsulent	IKK
Henrik Nitscke	forskningskonsulent	DPU
Anna Louise Plaskett	ph.d.-teamleder	ph.d.-administrationen/ACA
Anders Gade Jensen	ph.d.-administrator	ph.d.-administrationen/ACA
Minna Elo	ph.d.-administrator	ph.d.-administrationen/ACA
Annette Gregersen	ph.d.-administrator	ph.d.-administrationen/ACA
Lotte Holm	forskningsrådgiver	Dekanat
Bodil Bjerring	ph.d.-administrator	ph.d.-administrationen/ACA
Steen Weisner (kun 30.9)	Funktionschef	Ph.d.-og Int./ACA
I alt		

Afbud

Niels Christian Hansen	ph.d.-repr./ph.d.-udvalg
Jacob Wamberg	ph.d.-programleder
Niels Nyegaard	ph.d.-repr./ph.d.-udvalg
Johanne Helbo Bøndergaard	ph.d.-repr./ph.d.-udvalg



EVALUATION OF GRADUATE SCHOOL, ARTS

International Evaluation 2014/2015

AARHUS
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Introduction

Evaluation of the Graduate School, Arts

Aarhus University has decided to evaluate its four Graduate Schools. The evaluation will take the form of an international evaluation based on two elements: a self-evaluating report written by the individual schools, and a visit to the school by an international assessment committee. The evaluation starts in 2014 and finishes by the middle of 2015.
According to the Ministerial order of Universities (no. 367, 25.03.2013) Ministerial Order no. 1368 of 7th December 2007 (Act on Universities) §16, 5, the Dean and the Head of the Graduate School shall initiate an evaluation of the University's Graduate Schools, and follow up on that evaluation.

Since 2007 Aarhus University has gone through a process of mergers with a number of other Danish research institutions. These include The National Environmental Research Institute, Danish institute of Agricultural Sciences, The Engineering College, Aarhus School of Business and The Danish University of Education. This has broadened the research coverage substantially of Aarhus University and consequently involved a reorganisation of the graduate schools. In 2011, 8 graduate schools merged into 4 graduate schools: Arts, Science and
Technology, Business and Social Science, and Health.

Following the mergers, the graduate schools reformulated rules and regulation and implemented a new It system, the PhD-planner, which is the basis for collecting a range of data on PhD students, regarding progress, stays abroad, entrance degree, completion time etc. These new rules and the IT system were in place in 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.

A PhD degree in Denmark is a structured research education planned to be completed in 3 years (full-time equivalent) or the equivalent of 180 ECTS. PhD students in general begin their PhD after completion of the Master's degree. Danish PhD scholarships are usually fully funded and there is no tuition fee. The majority of PhD students are full time employees under a regular employment contract, offering all the rights of other employees (e.g. pension contributions, the right to maternity and sickness leaves etc.).
All employed PhD students have an employer at the departments (http://medarbejdere.au.dk/en/administration/hr/), who takes care of the employees' rights and duties and makes sure PhD students are properly involved in the departments' activities in research and teaching.

The components of the PhD programme are: 1) Independent research under supervision, 2) Courses for PhD students (approximately 30 ECTS credits), 3) Participation in research networks, including placements at other, primarily foreign, research institutions, 4) Teaching or another form of knowledge dissemination, which is related to the PhD topic when possible, 5) The completion of a PhD dissertation.
There are exceptions to this general picture; Some PhD students start their PhD studies after completing the bachelor's degree and some start their PhD following only one year of master studies (normally a two-year degree in Denmark) – these are called the flexible PhD-models. Other PhD students come with foreign grants, others with employment in other organisations, i.e. private companies or hospitals.

The quality framework for doctoral Education at Aarhus University
In 2013 Aarhus University developed a quality framework for doctoral education, focusing on four elements:

Output
The doctoral education must result in: A high quality dissertation, publications during the doctoral education, high employment among doctoral candidates and internationally oriented candidates.

Entry level requirements
PhD stipends will be granted on the basis of open and fair competition. Applications are evaluated by search committees consisting of four-five tenured faculty members. The applicants are selected on the basis of the quality of their scientific project proposal.

Input
During the doctoral studies, PhD researchers must participate in high quality courses, receive supervision, participate in scientific environments in Denmark and abroad, and conduct teaching and dissemination activities.

Organisation
Aarhus University will ensure that doctoral education takes place in scientific environments of high international standards. PhD researchers must complete their dissertation on time and the progress of their work is monitored, just as the coursework and teaching activities are registered. Aarhus University strives to organise PhD courses with international partner universities in order to widen the network of doctoral students. Aarhus University will evaluate the doctoral schools on a regular basis.

These four themes in the quality framework are reflected in the structure of this self-evaluation. The organisation of the Graduate School is described in chapter 1. In chapter 2 entry level requirements are described and figures on applications and applicants (and their background) are presented. In chapter 3-5 the input side, regarding supervision, internationalisation, course work etc. is described and presented, and the quality target of monitoring and completion time is found in chapter 3. In chapter 6 and 7, the output is described with

regards to employment levels and publication statistics for doctoral researchers.

The quality framework is found in table format in appendix 13.

Evaluation Format and Method
Based on the above mentioned evaluation aspects presented in this report, an appointed international panel is requested to visit to the Graduate School, Arts, to comment on and give advice to the graduate school and the PhD programmes. During the visit, the graduate school will give an introduction to the organisation of the school and its programmes.

The panel members are expected to provide recommendation for actions that can contribute to the further development of the PhD programmes. Following the visit the international review panel will write a report with recommendations.
The final report will be made public on the Graduate School's website.

Data sources
The data in this report is primarily based on 2013-statistics. Partly because there is overall statistics from the AU-level that improves comparison and fault detection, and partly because 2014-data has not yet been fully processed and evaluated. The outline of the annual report 2014 with tentative numbers can be found in appendix 14.
Apart from the descriptions of the organisation of Aarhus Graduate School of Arts there are four main data sources for the evaluation:

1) The IT system PhD Planner offers data on applications, selection, assessment committees, background of applicants, dropout rates, completion time etc.
2) The survey on the quality of the PhD education offers data on supervision and a range of other measures regarding PhD students' evaluation of their programme.
3) Employment surveys offer data on employment rates, employment sectors, and national vs. international labour markets for/of the PhD-students from Aarhus University.
4) Publication records (PURE) will offer data on the PhD students' academic publications during their doctoral studies.

1) The Organisation of the Graduate School

The Graduate School, Arts (GSA) is responsible for PhD programmes at the Faculty of Arts within the humanities, theology and educational studies. The activities of the Graduate School are based at the two campuses of the Faculty of Arts in Aarhus and Copenhagen respectively. The Graduate School is organised in eight multi- or inter-disciplinary PhD programmes. A PhD committee elected by the tenured faculty and PhD students monitors the quality of supervision and progamme activities.

PhD Committee
The main task of the PhD committee is to act as advisory board to the head of GSA, approve PhD courses, draw up internal guidelines for the GSA, and recommend the composition of the PhD assessment committees. The general aim of the committee as a political entity is to identify strengths, weaknesses, challenges, and opportunities in the management of this area.

The Head of the Graduate School
The graduate school is managed by the Head, who is also the vice dean of Research and Talent Development at the Faculty of Arts. The head of graduate school is responsible for all aspects of the graduate school, including budget, rules and regulations, approval of PhD courses and study models. The school head is also responsible for coordinating between the eight PhD programmes and for any co-operation the graduate school may have with other institutions and universities.
The head of graduate school is appointed by the dean, who, furthermore, has the authority to establish or close the graduate school, according to the regulations of the PhD study at Aarhus University §1 and the regulations of Aarhus University of June 21, 2012, §41 (http://www.au.dk/en/about/organisation/index/0%3A-governance%2C-administration/01/01-02-aarhus-university-by-laws/).

The PhD Students at the GSA are affiliated to relevant research environments, which are organised at the departmental level. Normally the PhD students follow the organisational affiliation as their principal supervisor.

The GSA is organised in the following eight PhD degree programmes:

- Anthropology, International Area Studies and the Study of Religion
- Art, Literature and Culture Studies
- Didactics
- History, Archaeology and Classical Studies
- ICT, Media, Communication and Journalism

- Language, Linguistics and Cognition
- Learning and Education
- Theology, History of Ideas and Philosophy

The directors of the PhD programmes are responsible for the administration of the graduate programmes. The directors participate in decisions regarding admissions, academic performance, and the application of the regulations and policies of the Graduate School.

GSA collaborates extensively and nationwide with university colleges (for educational research), with museums (for research into art, archaeology and history), and with hospitals, schools of nursing and regional authorities (for interdisciplinary research into health science). Currently GSA has agreements with all Danish university colleges.

Through this structure GSA aims to maintain the highest possible academic level in accordance with the rules set forth from the Danish Ministry of Higher Education and Science while ensuring timely graduation and a positive work environment.

2) Criteria for Enrolment and Employment

As a graduate school with many external partners, the GSA has worked hard the last years to ensure equal academic procedures for applicants with and without funding from third parties. In 2013 GSA received 482 applications from Danish and international applicants.[1] A total of 72 new PhD students have been enrolled in 2013.[2]

Entry requirements

Graduate School, Arts accepts applicants with a full MA degree (5+3 track) and BA-applicants with master credits of 60-90 ECTS (4+4 track) or their international equivalents.

Academic assessment of the PhD application

Selection for admission to PhD programmes are in all cases made on the basis of relevant academic assessment criteria, with emphasis on the academic evaluation of the applicants' qualifications and of the academic strengths and weaknesses of the proposed projects. The evaluation of applicants' personal qualifications is based on academic achievements, grades on examinations passed, and special qualifications relevant to the proposed project, and other experience or skills that make it probable that the applicant will be able to satisfactorily complete the PhD programme. The evaluation of proposed PhD projects focus on academic originality, methodological and theoretical consistency, possible contribution to the academic development of the disciplines, and an assessment of the feasibility of the project within the given timeframe.

The assessment of the candidates with external funding is kept distinctly from the negotiations of collaborative agreements with the third party. In the process of assessment each programme has a standing assessment committee chaired by the programme director that will carry out the initial assessment and present an agreed upon number of applicants to the central committee consisting of all programme directors at GSA, who in their turn recommend to the dean who should be granted scholarships.

Administrative procedures

In regards to the faculty financed scholarships, the procedure is as follows: GSA has 2 annual calls for applications in March and October. Drafts for the calls are made on the basis of the received suggestions and approved by the head of GSA. They are made available online no later than one month before application deadline. These calls and the online application feature are

[1] Appendix 1
[2] See Annual Report for GSA (Appendix 1) p. 16

supported by the PhD Planner system where all data is processed. After the deadline, files with the necessary data are made for the standing assessment committees. When the dean has awarded the scholarships, offers are sent out to the applicants. As the offer is accepted, the PhD student is flipped from the application facility of the PhD Planner system to Talent Management, where they are formally enrolled and employment and enrollment forms are made.

Number of applicants

Of the total 482 applicants in 2013, 179 were international applicants and 303 were Danish citizens. In the specific calls the number of international applicants was higher than Danish applicants. In the ordinary calls, there was a strong bias towards national applicants while the third party funded ad-hoc applicants had an almost equal distribution.[3]

Number of candidates offered enrollment

The number of candidates accepted has decreased from its peak of 90 in 2008 to a low of 52 in 2012 and increased slightly since. The 2013 number of 65 is near the average of the last 8 years.[4] If the increased mass due to mergers is factored in, the drop in both intake and output is significant.

Academic level of candidates offered enrollment

Since 2007, when the four year track was implemented (the flexible 4+4 PhD), the amount of PhD students accepted on the basis of a BA has usually been around 1/3 of the total amount. In 2013, GSA accepted 58 MA-graduates and 14 BA-graduates. (See table p. 28 of the annual report).

Conclusion

The intake of PhD students is reflecting current university grants and priorities from the management of the university. The large intake in 2008 reflects the implementation of the globalisation pool where all Danish universities agreed to double their PhD output. And the subsequent drop to some extent reflects the expiration of the programme. Futhermore, the variety of intake over the years depends largely on the amount of externally or co-financed PhD students.

[3] See table in Internationalisation 2013, appendix 11
[4] See tables in Annual Report (app 1) p. 28. Note that the Department of Education is only represented from 2012 onwards.

3) Progress Management and Quality Assurance of the Individual PhD Programme

The aim of GSA
The main goal of GSA is to ensure that all PhD students and supervisors, to a larger extent than currently, integrate the semi-annual evaluations and use PhD Planner as a natural part of the supervision. The PhD students use the semi-annual evaluations to take stock of their PhD plan.[5] An improved user interface for PhD planner is a high priority for GSA. The further development of high level PhD courses is also a priority.

PhD Plan
All PhD students must prepare a research and education plan in cooperation with the principal supervisor within three months of enrollment. The plan includes a timetable for the PhD project, including the writing of the PhD dissertation within the standard study period. Furthermore the plan includes a supervision agreement, a plan for participation in PhD courses, a plan for change of research environment (usually abroad), a plan for teaching activities, agreements on IPR, and a financing plan. GSA approves the plan after recommendation from the PhD programme director.

Semiannual evaluations of the PhD Plan
Every six months a digital evaluation of the progress of the PhD plan is carried out. The principal supervisor is responsible for initiating and administering the semi-annual evaluation. The supervisor and the PhD student are required to meet in person and discuss the evaluation and the future course of the programme and project. It is the responsibility of the supervisor to ensure that the evaluation is conducted realistically and in specific terms in relation to the PhD plan. The PhD student has two weeks in which to comment on the supervisor's evaluation before it is assessed by the PhD programme director.

The PhD programme director puts forward the semi-annual evaluation for approval by the head of the graduate school. The head of GSA is responsible for deciding whether the semi-annual evaluation should be approved and the PhD student should continue the studies, or whether special measures such as a three-month probationary period is necessary.

In connection with the evaluation12 months before the end of enrollment, a dissertation seminar is arranged at which the PhD student must present an outline of the planned dissertation, including selected written examples of the basic hypothesis, theories and methods. The outline is critically discussed among the PhD student, principal supervisor, and expert senior researchers.

[5] Based on questionnaire responses from appendix 5, Quality in the PhD Process p. 17.

Courses

The PhD plan must include approximately 30 ECTS of courses on a higher level than MA courses. GSA's organisation of courses and summer schools is falling into place gradually, although much work remains to be done in order to consolidate the infrastructure behind what is still a new organisational landscape for PhD courses at Aarhus University and at the national level. In 2014, GSA will invest in the expansion of its PhD courses aimed at the individual research disciplines as well as more generic courses aimed more broadly at all PhD students. To a limited extent, a maximum of 10 of the 30 ECTS points may be awarded for participation in academic conferences, if the outcome is considered equivalent to the outcome from participating in a PhD course. This is relevant to some of the highly specialised projects in fields with a limited critical mass of senior researchers.

Research environment change

The student travel activity in 2013 at GSA was registered at 88 stays abroad at an average of 75 days. 42 of these stays were at a length of more than 30 days. [6]

Teaching and dissemination of knowledge

Unless otherwise agreed with external partners, PhD students will carry out 840 hours of work within the department in the course of their PhD programme. This may involve tutoring, independent teaching and academic assistance in research centres, academic conferences, academic journals, or major research grant applications. Although the 840 hours are a part of the contractual relationship with the departments, the work serves an educational purpose too. It is a mandatory part of the PhD plan in order to assure that each student gains experience in teaching or other forms of dissemination of knowledge.[7]

The structure of the approval cycle

The approvals of semi-annual evaluations are made in a digital workflow in PhD Planner. The PhD student first sends his/her summary of the past six months and possible alterations to the PhD plan to the supervisor. The supervisor then adds his/her evaluation of the past six months and comments the current state of the PhD plan. The supervisor has to note whether or not the plan will lead to timely conclusion of the PhD study. The PhD student then has two weeks to respond to the supervisor's evaluation before all comments are sent on to PhD programme director along with the PhD plan. If both the supervisor and the programme director approve the plan and evaluation, the PhD administration approves on behalf of the head of Graduate School. If there are any reservations, the head of GSA will make an assessment and take the necessary measures.

[6] Data from PhD Planner. There is some uncertainty to this number since it only counts the stays abroad where prose has been added in the PhD plan. There is probably a number of undocumented stays abroad.
[7] Appendix 3 "Guidelines for the PhD students' work at the department" stipulates the exact rules for these hours.

Administrative procedures
The administration at GSA is constantly working on improvements of the administrative procedures in order to ensure homogeneity across the faculty while maintaining a single contact person for each student and supervisor. The preliminary response of this process, which has been ongoing since 2011, is that the PhD students and supervisors express to have experienced a professionalisation in the day-to-day administrative questions. The administration is still working out better ways of increasing effectiveness, specifically within the area of PhD courses offered by GSA.
Unfortunately, some course networks across the academic areas of the Danish universities have been dissolved, and attempts will therefore be made to have them re-established.

Conclusion
GSA is in a process of professionalisation of the academic as well as administrative progress management procedures. Although the system is neither perfect nor fully developed, PhD Planner is increasing transparency of the supervision process and giving the PhD programme directors, the PhD committee, and the head of GSA the tools to assess the quality of the individual PhD educations and projects on a level that hitherto has not been possible.

Time of study, 2013	
	Average
Dept. of Aesthetics and Communication	
4+4	4,4
5+3	4,3
Dept. of Culture and Society	
4+4	4,3
5+3	3,6
Dept. of Education	
5+3	3,6

Supervision
All students at GSA have at least two supervisors one of which (the principal supervisor) has overall responsibility for the PhD education. With the aim of raising the standards for doctoral supervision further, GSA is currently developing mandatory courses for new supervisors.
The terms of supervision with each supervisor are established in a document that is reviewed along with the PhD plan within three months of enrollment.

PhD students' level of satisfaction
The quality of supervision has been thoroughly examined in the 2013 survey on Quality in the PhD Process, which show a high level of satisfaction. Overall GSA comes out of the survey very well on parameters of supervisors recognition of the PhD student's work (94% positive), and ownership of the project (93% positive). Only 2% indicate that the supervisor sometimes see them pri-

marily as a source of labour to advance his/her research.[8] The level of insecurity concerning the project is high (65%) as is the sensation that work takes up so much time and energy that it affects the private life (32%).[9] These factors indicate a high personal sense of responsibility and ownership for the research project.

PhD Courses

Courses are offered at GSA on four different levels: 1: In each programme, courses are offered in research specific topics relevant for the students of the programme. 2: At the departmental level, the programme directors collaborate to supply courses that are relevant to all the students at the department. These courses are often methodological 3: The Centre for Teaching Development and Digital Media (CUDiM) provides courses in research ethics for PhD students enrolled at GSA. 4: The Centre for Teaching Development and Digital Media (CUDiM) offers generic courses in academic writing, university teaching, presentation etc. at a faculty level.

Quality assurance

The PhD committee has the overall responsibility of quality assurance of the PhD Courses offered at GSA. However it is not the intention that PhD students should complete all of their 30 ECTS at Aarhus University. For this reason, the principal supervisor is responsible for the individual student's portfolio of courses. Courses and ECTS can be taken at other Danish as well as international research institutions.

Evaluation

All PhD courses are evaluated by the participants. The evaluations are sent to the responsible programme directors and reviewed regularly by the PhD committee.

Course administration

The programme directors are responsible for the general availability of specific courses in their area. The administration is responsible for the announcements, registration, evaluations and course certificates.

Level of satisfaction

In the 2013 survey, 63% have indicated that the selection of PhD courses gives the possibility of strengthening their general research qualifications. Only 35% have indicated that the selection of courses gives the possibility of strengthening the qualifications within the framework of the project. It is not a priority of the Faculty of Arts to provide research specific courses for all sub fields covered by PhD students. Usually these types of courses are found elsewhere nationally and internationally.

In 2014 the following programme-specific courses were offered:

[8] Appendix 5, Quality in the PhD Process, p. 18.
[9] Appendix 5, Quality in the PhD Process, p. 18.

Anthropology, International Area Studies and the Study of Religion:
The Role of Obviation (2 ECTS, 6 participants)
Taking Food Public (1 ECTS,7 participants)
The Texture of Time (2 ECTS, 10 participants)
Gender and Culture (3 ECTS, 4 participants)
Text Mining in the Digital Humanities (3 ECTS, 15 participants)

Art, Literature and Cultural Studies:
Context Construction (5.5 ECTS, 23 participants)
SINS 2014 (5 ECTS, 33 participants)
Masterclass with N. Katherine Hayles (1 ECTS, 6 participants)
When the Collector Lives on (3 ECTS, 5 participants)
The Sexual Child (2 ECTS with presentation, 0.5 without, 3 participants)

Didactics & Learning and Education:
Den akademiske tekstdomptør (2 ECTS)
Masterclass on Affective Management (ECTS decided by supervisor)
Undervejs med en afhandling (4 ECTS)
The Philosophy of the Human and Social Sciences (5 ECTS)
Learning from the Margins (6 ECTS)
Evidens i praksis og som videnspolitisk styring (4 ECTS)
Empirisk skoleforskning (3 ECTS)
New Material/Emergent Being (4 ECTS)
Measuring Optimal Mental States like Flow, Peak Experience, Mindfulness and Coherence (5 ECTS)
Workshop with Fazal Rizvi (1 ECTS)

History, Archaeology and Classical Studies:
Comparing the Medieval North (3 ECTS with paper, 1 without, 17 participants)
Approaching 18th Century Culture (1,5 ECTS, 4 participants)
The Use of Collections and Archives (1 ECTS, 8 participants)
Historiography (2 ECTS, 4 participants)
Linked in and Top Tuned (3 ECTS, 7 participants)
Reading Texts in Historical Research (5 ECTS with paper, 3 without, 17 participants)
Crisis. Cultural Responses to Collapse, Conflict and Emergency (2 ECTS with paper, 0.5 without, 5 participants)

ICT, Media, Communication and Journalism:
Methodologies: Mobile Media and Mobility (4 ECTS, 17 participants)
Medier og Virkelighed (4 ECTS, 11 participants)
Web Archiving and Archived Web – a New Research Method, a New Object of Study? (4 ECTS, 10 participants)
Media, Children and Family Culture (4 ECTS with paper, 3 without, 6 participants)
Cultural Im/materialities (5 ECTS, 23 participants)
Postphenomenology – Theory, Methods, Challenges (5 ECTS, 20 participants)
Datafied Research (ECTS ?, 14 participants)

Language, Linguistics and Cognition:
Doing Research in Teacher Cognition (1.5 ECTS)
Forskningsmetoder for Sprogdidaktikere (2 ECTS)

Teaching, Learning and Assessing Vocabulary (1 ECTS with presentation, 0.5 without)
Basis Course 2 (3.5 ECTS)

Theology, History of Ideas and Philosophy:
Workshop on Publications Strategies (1 ECTS)
Max Weber's Importance for the History and Sociology of Religion (3 ECTS)
Ideas of Time and History (2 ECTS)
The Economic Turn in the Humanities (1 ECTS)
Giorgio Agambes Philosophy (2 ECTS)
Moral Engines (3 ECTS)
Perspectives on Print Culture (2 ECTS)

In 2014 the following transferable skills courses were offered (in collaboration with the Centre for Teaching Development and Digital Media)
Introduction to PhD Supervision for PhD students (0.5 ECTS, 60 participants)
Introduction to University Teaching for PhD Students (1.5 ECTS, 47 participants)
Writing a PhD Dissertation in Danish (1 ECTS, 3 participants)
Writing a PhD Dissertation in English (1.5 ECTS, 6 participants)
Introductory Course on Literature Searchers and Reference Management (0.5 ECTS, 19 participants)
Introduction to Research Writing (2 ECTS, 17 participants)
Conference Presentations: Preparation and Delivery (1.5 ECTS, 13 participants)
Writing Group Project (0ECTS, 7 participants)
Writing Workshop for PhD students (1.5 ECTS, 2 participants)

- Furthermore See Appendix (10) "Courses offered at GSA 2015"

4) Internationalisation of the PhD programme

Aim of the graduate school: Further development of internationalisation of the PhD education at Arts is an explicit strategic goal in the 2013-2020 strategy for the faculty. This includes further improvement of the opportunities for longer stays abroad during the PhD studies and an increased internationalisation of the PhD programmes.

Recruitment of international PhD students

As mentioned above, 179 of the total 482 applicants in 2013 were international. On most of the programmes, the international candidates apply almost exclusively to the three year programme. The only two programmes that had an almost equal distribution in 2013 were Language, Linguistics and Cognition; and ICT, Media and Journalism.[10] It has not been evaluated how the implementation of the 4-year track has affected this area at GSA.

On the administrative side, though the current collaboration is very close and good, a further strengthening of the collaboration between the international team and the PhD-team might assist the efforts of getting the international BA and MA-students to apply for a PhD programme in Aarhus.

Mobility enhancing efforts at the Graduate School

A stay at an international research institution is a mandatory part of the PhD education at GSA. The overall primary goal of this is to ensure the quality and diversity of the PhD students' education. But as a positive side effect, the outgoing PhD students can be considered ambassadors for Aarhus University research environment and ensure a more qualified and diverse pool of applicants.

To help outgoing scholars, a mandatory part of the financing of the PhD-scholarship at GSA includes DKK 30.000 to be used for travel expenses over the course of enrolment. In addition to this, AU houses the Research Support Office that supports the academic community with assistance in external research applications – including funds for internationalisation of the PhD population. The mobility of GSA's PhD students is generally improving.

Collaboration with foreign institutions and research projects

GSA has joint and double degree-collaborations with University of Edinburgh, Queens University, Belfast and the University of York.

[10] See Appendix 11, Internationalization 2013.

The use of co-supervision agreements are expanding.

Employability of Danish PhD's on the international job market
Past surveys indicate that the vast majority of finished PhDs from GSA are employed at the national job market.[11] 9-10% of the 2012/13 graduates have indicated to be employed internationally. Albeit this percentage is biased and probably higher, since the survey states that most of the 42/39 responses came from graduates with a Danish address, while the surveys sent out internationally in many cases didn't reach the current address of the recipient.[12] The vision for GSA remains to facilitate research education at an international level that gives graduate the qualifications to conduct research and research management both nationally and internationally.

Conclusion
It is the experience of GSA that the current efforts in internationalisation of recruitment balance with the resources available in the direction of the desired political aims and strategies of both the university management and ministry.

[11] Appendix 8 and 9, Beskæftigelsesundersøgelsen 2012 and 2013, table 3.6 in both.
[12] Appendix 9, Beskæftigelsesundersøgelsen 2013, footnote p. 15.

5) Assessment Procedure and Criteria

The aim of the graduate school is that the dissertations live up to the highest possible national and international standards. If a dissertation does not meet the PhD standards and not considered ready for defence, the committee will give a substantiated critique and suggest a new deadline for a revised edition of the dissertation. In a few cases, the student has been allowed to submit a third time after a second negative assessment.
In 2013, 65 out of 74 submitted dissertations were assessed positively by the committee and after the defence successfully recommended for the doctoral degree.[13] All of the authors who submitted in 2013 have since been recommended for a degree or are still in progress. Out of 86 PhD students who ended their enrolment in 2013, 21 have not yet submitted a dissertation as of October 2014.[14]

The high percentage of dissertations that are given a positive evaluation from the assessment committee indicates a high quality of submitted dissertations and candidates accepted.

Dissertation criteria and formal requirements
The guidelines state that the PhD dissertation must document that the author has carried out an academic project, independently using relevant academic methods, and has carried out research work meeting the international standards for PhD degrees within the field in question. The dissertation can take the form of either a monograph written independently or a collection of several academic texts that are related in content and/or methodology written either by the PhD student alone or by the student together with others. In the latter case, the dissertation must include a separate presentation that takes the form of a large-scale overview article.
With regards to timely completion of the PhD degree, and in order to ensure the three months deadline stipulated by the ministry from submission to defence, the GSA has chosen to impose a 250 page maximum upon PhD dissertations.

[13] Seven of the nine resubmissions were at the Department of Education.
[14] GSA is still in contact with most of these former students, and most of those are still expecting to submit within the foreseeable future. For reference 17 of the 84 students who ended their enrollment in 2012 have not yet submitted a dissertation (October 2014).

Assessment procedure

No later than the submission, an assessment committee consisting of three members is appointed by the PhD committee and the head of GSA. Members of the assessment committee must be at the level of associate professor or higher. Two members are from an external institution, at least one is from outside Denmark, and both sexes should be represented. The principal supervisor participates in the assessment work without voting rights. The candidate can oppose to the composition of the committee within a deadline of 2 weeks.

Two months after submission of the dissertation, the assessment committee sends its evaluation to GSA with a recommendation of whether the dissertation in its current form is suitable for defence. The recommendation is assessed by the relevant programme director and the head of GSA before being sent to the candidate. When the defence is announced, a copy of the dissertation is made available to the general public.

At the defence, scheduled for a maximum of three hours, the candidate is examined by all three opponents in turn. Opposition ex auditorio is also a possibility. Immediately after the defence, the assessment committee withdraws to a separate room in order to make a decision as to whether they will recommend the award of the PhD degree on the basis of the defence and the dissertation as a whole. The chair of the committee usually announces this orally at the venue.

No later than one week after the defence, the committee puts forward its final recommendation for the academic council to GSA, who double checks that the recommendation lives up to the guidelines before sending it to the academic council who awards the degree.[15]

Conclusion

In the guidelines for writing PhD recommendations it is made clear to the assessment committee that the recommendation must be written in such a way that it can be used in an employment context by the author. This does not mean that the critique should be scarce, however, it should be clear from the prose written in the evaluation what kind of work has been done in the dissertation and the performance of the author during the defence. All evaluations are read thoroughly by both the PhD Programme director and by the head of the Graduate school.

[15] GSA has a short four page guideline for writing preliminary and final recommendations (Appendix 4). This serves as a base of reference and ensures some homogeneity in the assessment criteria.

6) Relevance and outreach of the PhD Study

By creating strong internationally minded PhDs, it is the intention of the GSA to educate to a national as well as an international job market. Both at universities and the private and public sector. The past four-five years have been a transition at GSA from a more narrow focus on the scientific output to a focus on the entire PhD education portfolio to also include transferable skills courses and prepare the doctoral students for a diversified career path. It is a strategic aim of the GSA to strengthen career guidance services further by involving the alumnus network.

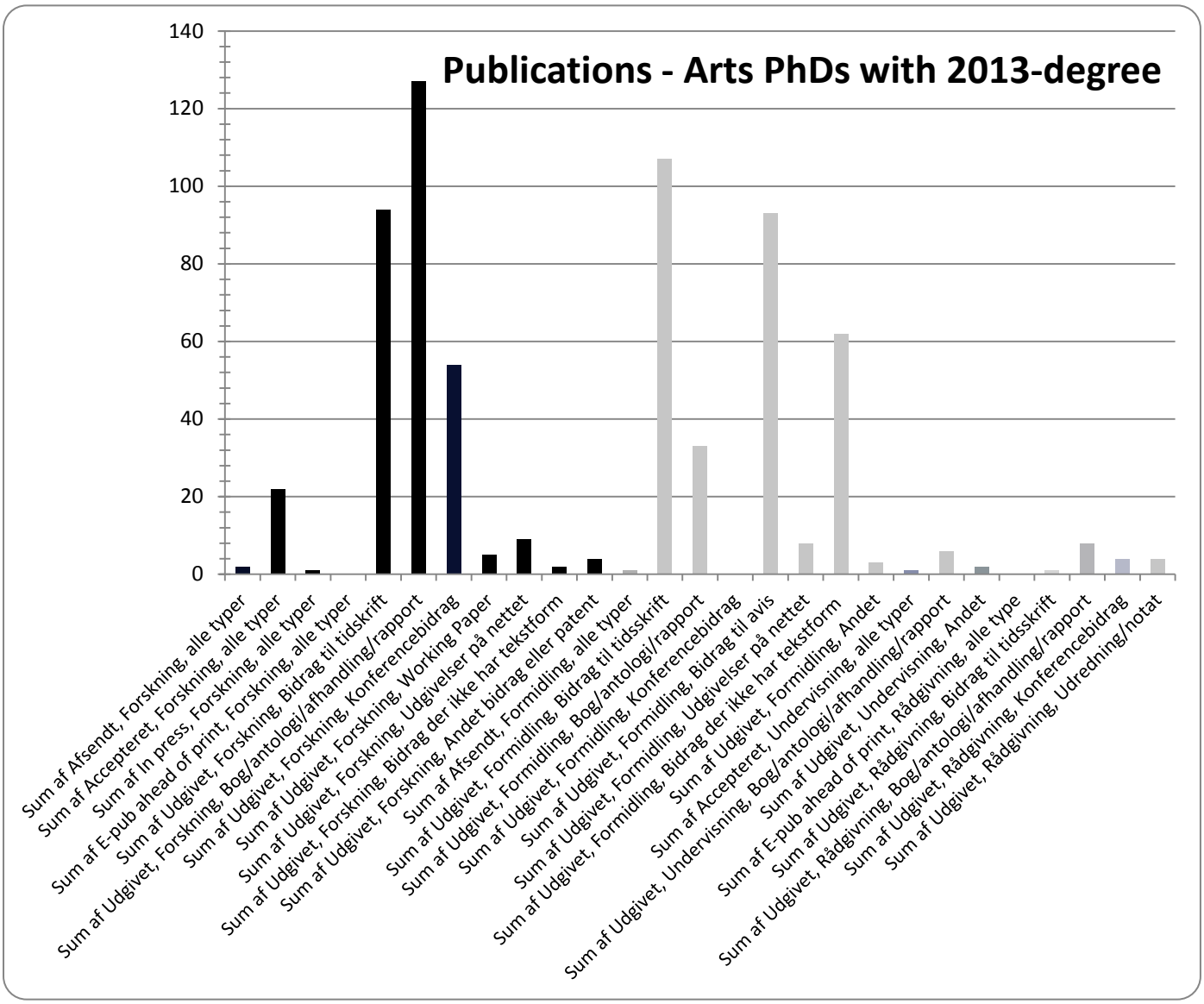
According to Aarhus University's employment survey from 2013 the employment rate one year after study conclusion has risen to 100% for the graduates from the academic year 2012/13 from 94% for the 2008/09 graduates.[16] A large amount of the graduates from both groups goes on to employment in the public sector – mainly universities and other public research institutions (56%), secondarily public administration (15%) and High Schools and other educational institutions (9%).[17] This trend could be indicating that GSA has succeeded in transitioning from a narrowly specialised education focused solely on the academic track to a wider spectrum of employability.
84% of the employed PhDs from the 2013 survey indicate that their job is within the main area of their education. A further 9% indicate that the job was outside of the domain of the education but required general skills, which had been developed through the PhD education.[18] 88% stated that the education to a large degree or to some degree had prepared them for the job market.

Conclusion
The employment rate does not indicate a problem. In addition, it will continue to be a strategic aim of the graduate school to offer career courses and career service help in order to assist in and survey the employability of the PhD graduates.

[16] Appendix 9, Beskæftigelsesundersøgelsen 2013, p. 8 This percentage is only based on replies from 20 individuals and does thus not have statistical significance. A similar trend can be traced in the evaluation from 2012 comparing the 2007/08-graduates with the 2011/12-graduates. This point to the fact that the development is not a statistical coincidence.
[17] Appendix 9, Beskæftigelsesundersøgelsen 2013, p. 14.
[18] Appendix 9, Beskæftigelsesundersøgelsen 2013, Table 4.3

7) Bibliometrics

Aim of the graduate school
As a majority of the PhDs from Arts graduate with a monographic dissertation, large-scale publication strategies during the course of the PhD is not expected. One or two peer-reviewed articles over the time of the PhD is encouraged, but is not a requirement. Dissemination of results to the public is also encouraged.



Source: www.pure.au.dk.
Total amount of publications from the population of PhDs that graduated in 2013.
Black columns are peer reviewed research; the grey columns are teaching, knowledge dissemination, newspaper articles etc. The numbers have been extracted from the years 2009-2013, so material published before or after the PhD within this time frame has been included. However, if the PhD student or graduate is no longer hired by the university, he/she is not likely to keep their PURE profile updated and the numbers are therefore likely to be lower than the actual publication level.

	Publications pr. person		
Pro-gramme	Per-sons	Publica-tions pr person	Research Publ. Pr. prs.
AIOR	9	5	3
KLK	11	10	5
Didactics	12	15	9
HAK	5	5	1
IKT	7	6	4
SLK	1	2	2
LP	10	22	3
TIF	6	7	3
To-tal/mean	**52**	**9**	**3,75**

Source: www.pure.au.dk.

Abbreviations:

AIOR	Anthropology, International Area Studies and the Study of Religion
KLK	Art, Literature and Culture Studies
HAK	History, Archaeology and Classical Studies
IKT	ICT, Media, Communication and Journalism
SLK	Language, Linguistics and Cognition
LP	Learning and Education
TIF	Theology, History of Ideas and Philosophy

Publication of dissertation

The dissertation is made public prior to the defence in accordance with the ministerial order. But it is up to the PhD student whether or not the dissertation should be available for lending after the defence. GSA is not involved in a possible subsequent publication of the dissertation, and we unfortunately have no data as to how many dissertations are subsequently published.

Conclusion

The publication strategies of graduate students at GSA varies significantly from programme to programme. This is due to different research cultures (e.g. numbers of co-writers on scientific articles, general media interest in research topics etc.).

Appendices

1. Annual report for GSA 2013
2. Rules for the PhD Programme at GSA
3. Guidelines – PhD Students' work at the department
4. Guidelines for writing recommendations
5. Quality in the PhD Process (2013 survey)
6. Quality in the PhD Process, Arts tables
7. Quality assurance for PhD programmes at AU
8. "Beskæftigelsesundersøgelsen 2012" [Survey of employment for PhDs] (Danish)
9. "Beskæftigelsesundersøgelsen 2013" [Survey of employment for PhDs] (Danish)
10. List of courses offered at GSA 2015
11. Internationalisation 2013
12. Workflow chart, PhD Planner
13. The Quality Framework for Doctoral Education
14. Annual Report 2014, tables

Links:
http://phd.au.dk/international-evaluations-of-graduate-schools/
This link contains Quality surveys, Employment surveys, Key figures on PhD Students (These figures are not necessarily exactly the same as the local figures used in this report)

http://talent.au.dk/phd/arts/
An external site for potential applicants with information concerning the application process, key economic figures for external parties considering co-funding, and contact information for relevant administrators.

http://phd.au.dk/gradschools/arts/
An internal site for active PhD students containing rules, guidelines, forms and contact information.

http://medarbejdere.au.dk/en/administration/hr/
The website of the HR-department of Aarhus University. Most GSA students are subjected to the same obligations and benefits as all other employees at the university. (This excludes 4+4-part A students, who are considered MA-students and externally employed PhD students who are subjected to the rules of their own employer.

International Evaluation of the Graduate School of Arts
Aarhus University - 2014/2015

Site visit April 14-15, 2015

1. INTRODUCTION

The International Assessment Committee (IAC), comprising Prof. Ann Bygholm (Chair), Prof. Janis Jefferies and Prof. Christoph Lindner, were invited to evaluate the Graduate School of Arts (GSA). GSA provided the panel with an evaluation report (25 pages + 14 attachments) covering relevant aspects of the activities at the GSA. The report and timetable for site visit were sent well in advance of the visit, which gave ample time for preparation.

On arrival IAC were treated with great hospitality and warmth, which enabled interviews, both in person and by video link, with appropriate stakeholders to be conducted in a spirit of openness and cooperation.

The IAC met with a broad range of GSA faculty, administrators, and PhD candidates, and was able to discuss all aspects of the GSA's activities and programmes during the visit.

2. THE ORGANIZATION OF THE GRADUATE SCHOOL

The Graduate School of Arts (GSA) is coherently organized and well resourced, and has clear administrative functions. The 8 PhD programmes are suitably varied and cover the broad fields of interest and expertise represented by the faculty. There is an emphasis on interdisciplinarity running through the PhD programmes, which is reflected not only in the topics and approaches of the selected PhD projects, but also in the PhD course offerings.

The GSA makes it easy for students to follow courses in any of the PhD programmes, and aims to facilitate intellectual collaboration and exchange across disciplinary boundaries where desired or appropriate.

Despite the strong organization and structure of the Graduate School, many GSA members, supervisors, and departmental stakeholders express difficulty in understanding the School's structure and, in particular, its place within the faculty and its relationship to surrounding organizational units. As a consequence, PhD

candidates are too frequently uncertain about where they belong in the faculty, where their primary institutional or intellectual "home" is, and who is responsible for different aspects of their work. This lack of clarity is also shared by many School and Department (Section) Heads and PhD supervisors.

Recommendations:

- Improving communication between GSA and other organizational units, particularly Schools and Departments (Sections). In particular, more coordination is needed with relevant stakeholders over issues such as (1) PhD courses and staffing, (2) intellectual development and content of the PhD programmes, (3) standardization/agreement of staff teaching hours for PhD courses. In addition, the committee recommends that the GSA works on enhancing awareness of its structure. Consequently, its place within the faculty would be clearer to its members and stakeholders.

- Delineating roles and responsibilities more clearly and explicitly for all activities within the GSA, particularly in the areas of: recruitment, supervision, assessment, and human resource management.

- Standardize calculation of hours for teaching PhD courses.

- Create a PhD common room where the GSA PhD community can meet and spend time informally.

3. CRITERIA FOR ENROLMENT AND EMPLOYMENT

The GSA has two open calls per year for applications and these calls account for approximately 1/3 of student enrolment. The remaining 2/3 are enrolled based on external funding and co-funding. Each program has a standing assessment committee chaired by the programme director that carries out the initial assessment of all PhD students applying for enrolment in that program.

The open calls attract qualified applicants and the selection process is highly competitive. The selection process - which occurs in two stages and involves an appropriate range of relevant stakeholders – seems reasonably transparent and fair. Only a small number of selected applications are international and this poses a problem for the GSA's internationalization ambitions (see section 4 below).

International applicants who are not familiar with the Danish university system appear to be disadvantaged in the current application/selection procedure. This is mainly due to unfamiliarity with the standards and expectations of the Danish PhD system.

Recommendation:

- More guidance and orientation for international applicants not familiar with the Danish system.

4. PROGRESS MANAGEMENT AND QUALITY ASSURANCE

The GSA carefully and consistently monitors the progress and quality of PhD work. PhD candidates receive good support for their professional and personal development, and they have a strong voice - and are well represented - in the PhD committee.

The GSA organizes a rich and diverse variety of PhD courses, which respond to student needs and initiatives, as well as to current developments in individual fields of enquiry. The generic PhD courses (mainly focused on skills development and professionalization) are appropriate in terms of topic, although feedback from PhD candidates suggest that the coursework itself is often too generic and below the threshold of PhD level.

The committee supports the flexibility that currently exists in the GSA in awarding ECTS for various forms of learning activities, although there remains a need to agree some norms across the Faculty as a whole for calculating the credit.

Student interviews and recorded data indicate that there are high levels of work-related stress, often connected to (1) teaching obligations and (2) candidates' experience of navigating the administrative structure of the GSA and Faculty. All parties recognize that the time available for completing the required aspects of the PhD degree is becoming increasingly compressed. The GSA is sensitive to this issue.

Recommendations:

- Agree on norms for awarding ECTS (especially for conference participation/presentation).

- Continue to improve PhD planner, esp. turn-around time, notifications, and user-friendliness/interface.

- Review content and level of generic PhD courses.

5. INTERNATIONALIZATION OF THE PHD PROGRAMME

a) Outgoing

The IAC acknowledges the openness and ambition of the GSA for internationalization. The IAC welcomed the opportunity to meet with scholars from a range of PhD programmes. They gave us many invaluable insights into their experiences at an international research institution (from America to Japan, Germany to Canada), which is a mandatory part of PhD education at the GSA. Choices about where to travel were also made and influenced by co-supervisors being at the international host institution. Their feedback gave a strong impression that they found their international stays very valuable for their individual research projects. This feedback also outlined that more flexibility was needed in order to fulfil the 60-day requirement. For example, some found that family responsibilities meant that they had to negotiate shorter periods of stay over a longer time frame. Whilst this was negotiated with individual supervisors it would be helpful if greater flexibility could be built into the system as a matter of standard practice. It was also the case that more financial support was required for the international stays.

The committee also believed that there should be more opportunities for returning scholars to disseminate their experience to their peers within GSA thereby building a value added knowledge bank.

Recommendations

- Greater flexibility for accommodating different kinds of international stays.

- More financial support for international stays.

b) Incoming

IAC picked up some issues that needed to be addressed by the GSA in relation to those applicants from overseas who were not familiar with the Danish system. More guidance, transparency and orientation for international applicants was needed via the University website (possibly with interviews from those who had been successful in achieving PhD entry as video clips). This would help potential scholars in making more appropriate and higher quality applications for PhD admission.

We were pleased to learn that the default language for seminars and PhD courses was English thereby allowing international scholars to participate fully with all aspects of PhD provision.

Recommendation

- More guidance and orientation for international applicants not familiar with the Danish system. (Also see recommendation for Section 2.)

6. ASSESSMENT PROCEDURE AND CRITERIA

IAC acknowledges that the GSA is both rigorous and consistent in its assessment of PhD work. It appropriately recognizes new and emerging forms of output such as products that may be seen as a practice based element in submission. The assessment procedure conforms with relevant regulations which may evolve over time should practice based work impact on text only submissions. The scholars that we met were fully apprised of dissertation criteria and formal requirements. Supervisors appeared satisfied with academic standards and the IAC concurs that regulations and standards are maintained for both monograph and paper-based dissertations.

7. OUTPUT

IAC were pleased to note that graduates of the GSA were very successful in securing employment subsequent to the award of PhD. It is worth noting that GSA succeeds in placing candidates not only in academic/research environments, but also more widely in the public and private sectors.

The GSA is explicit in directing scholars to publish peer-reviewed articles and other relevant academic outputs (such as conference presentations) as part of

their PhD education. IAC were confident that adequate support and guidance was given to achieve this.

Nonethless, IAC found it difficult to interpret the bibliometric data provided in the self-assessment, partly because some of the data were provided in Danish, and partly because the data categories were sometimes unclear and did not always correspond to international norms. However, the output and dissemination levels appear to be suitably high and take appropriately varied forms (which may increase in the future, as practice could result in commercialization and patents, exhibition and other forms of internationally recognised output and dissemination).

8. CONCLUSION

The GSA is conscious of the challenges it faces in refining its structure and improving its communication within the Faculty, but it is pro-active in addressing these challenges and is putting appropriate measures in place.

The IAC concludes that the GSA offers high quality PhD education and training, with an emphasis on professionalization and employability. The GSA is characterized by a spirit of intellectual openness and a willingness to engage all stakeholders in developing a shared vision for arts and humanities research. The IAC concludes that the GSA presents an academically sustainable vision, programme, and membership with strong potential for future growth and further internationalization.

Janis Jefferies Christoph Lindner Ann Bygholm

Janis Jefferies

LONDON, UK
22/04/2015

Christoph Lindner

Ann Bygholm

Ph.d.-statistik

Sygdom, 2011-2014

Antal personer der har været fraværende pga. sygdom. Det er kun godkendt fravær, der medtælles (dvs. fravær der efterfølgende er lavet en forlængelse på).
For at et fravær ikke tæller med 2 gange, hvis det krydser årsskiftet, tælles fraværet kun med det år, hvor første fraværsdag lå.

	2011	2012	2013	2014	I alt
Centre for Teaching Development and Digital Media				**1**	**1**
ICT, Media, Communication and Journalism				1	1
Danish School of Education	**7**	**7**	**6**	**6**	**26**
Didactics	4	4	2	1	11
Learning and Education	3	3	4	5	15
School of Communication and Culture	**12**	**5**	**6**	**7**	**30**
Art, Literature and Cultural Studies	6	3	3	3	15
History, Archaeology and Classical Studies	1				1
ICT, Media, Communication and Journalism	4	2	1	4	11
Language, Linguistics and Cognition	1		2		3
School of Culture and Society	**15**	**8**	**9**	**12**	**44**
Anthropology, International Area Studies and the Study of Religion	7	1	3	5	16
History, Archaeology and Classical Studies	5	3	2	3	13
Theology, History of ideas and Philosophy	3	4	4	4	15
I alt	**34**	**20**	**21**	**26**	**101**

Effektiv studietid, 2011-2014

Regnes fra studiestart til indlevering af afhandling.

2011

	4+4	5+3	I alt
School of Communication and Culture	**2,96**	**3,37**	**3,17**
Art, Literature and Cultural Studies	2,95		2,95
ICT, Media, Communication and Journalism	3,00	3,54	3,41
Language, Linguistics and Cognition		3,11	3,11
School of Culture and Society	**3,00**	**3,76**	**3,63**
Anthropology, International Area Studies and the Study of Religion		3,85	3,85
History, Archaeology and Classical Studies		3,30	3,30
Language, Linguistics and Cognition	3,00		3,00
Theology, History of ideas and Philosophy	3,00	4,00	3,75
I alt	**2,98**	**3,68**	**3,49**

2012

	4+4	5+3	I alt
School of Communication and Culture	**3,05**	**4,06**	**3,59**
Art, Literature and Cultural Studies	3,03	3,28	3,20
ICT, Media, Communication and Journalism	2,95	3,00	2,97
Language, Linguistics and Cognition	3,16	6,14	4,65
School of Culture and Society	**3,04**	**3,36**	**3,24**
Anthropology, International Area Studies and the Study of Religion	2,98	3,25	3,21
History, Archaeology and Classical Studies	2,87	3,98	3,50
Theology, History of ideas and Philosophy	3,16	3,04	3,09
Danish School of Education		**4,03**	**4,03**
Didactics		4,03	4,03
Learning and Education		4,01	4,01
I alt	**3,05**	**3,72**	**3,51**

2013

	4+4	5+3	I alt
School of Communication and Culture	**3,28**	**4,40**	**3,94**
Art, Literature and Cultural Studies	3,26	4,28	3,77
ICT, Media, Communication and Journalism	3,35	3,57	3,50
Language, Linguistics and Cognition		9,38	9,38
School of Culture and Society	**3,08**	**4,10**	**3,81**
Anthropology, International Area Studies and the Study of Religion	2,79	4,48	4,14
History, Archaeology and Classical Studies	3,29	4,51	3,60
Language, Linguistics and Cognition		3,12	3,12
Theology, History of ideas and Philosophy	3,00	3,61	3,51
Danish School of Education		**3,70**	**3,70**
Didactics		3,49	3,49
Learning and Education		3,96	3,96
I alt	**3,20**	**4,00**	**3,82**

2014

	4+4	5+3	I alt
School of Communication and Culture	**3,43**	**4,56**	**4,14**
Art, Literature and Cultural Studies	3,35	3,84	3,68
ICT, Media, Communication and Journalism	3,61		3,61
Language, Linguistics and Cognition	3,39	5,98	5,46
School of Culture and Society	**3,74**	**3,66**	**3,68**
Anthropology, International Area Studies and the Study of Religion	4,41	3,61	3,77
History, Archaeology and Classical Studies	3,56	3,64	3,61
Language, Linguistics and Cognition	2,87		2,87
Theology, History of ideas and Philosophy	4,15	3,72	3,77
Danish School of Education		**3,54**	**3,54**
Didactics		3,50	3,50
Learning and Education		3,60	3,60
I alt	**3,61**	**3,86**	**3,79**

Antal aktive ph.d.-studerende pr. 1.9.2015

	4+4	5+3	I alt
Centre for Entrepreneurship and Innovation		**1**	**1**
Theology, History of ideas and Philosophy		1	1
Centre for Teaching Development and Digital Media		**1**	**1**
ICT, Media, Communication and Journalism		1	1
Danish School of Education	**2**	**72**	**74**
Didactics		31	31
Learning and Education	2	41	43
School of Communication and Culture	**28**	**51**	**79**
Art, Literature and Cultural Studies	15	23	38
ICT, Media, Communication and Journalism	8	20	28
Language, Linguistics and Cognition	5	8	13
School of Culture and Society	**51**	**59**	**110**
Anthropology, International Area Studies and the Study of Religion	19	24	43
History, Archaeology and Classical Studies	16	19	35
ICT, Media, Communication and Journalism		1	1
Language, Linguistics and Cognition	1		1
Theology, History of ideas and Philosophy	15	15	30
I alt	**81**	**184**	**265**

Antal udløb de sidste 6 mdr. uden indlevering af ph.d.-afhandling

	4+4	5+3	I alt
Danish School of Education		**5**	**5**
Didactics		1	1
Learning and Education		4	4
School of Communication and Culture	**4**	**5**	**9**
Art, Literature and Cultural Studies	3	3	6
ICT, Media, Communication and Journalism		2	2
Language, Linguistics and Cognition	1		1
School of Culture and Society	**4**	**5**	**9**
Anthropology, International Area Studies and the Study of Religion		3	3
History, Archaeology and Classical Studies	3		3
Theology, History of ideas and Philosophy	1	2	3
I alt	**8**	**15**	**23**

Antal længerevarende udlandsophold, grader tildelt 2013 - 2014

Her tælles i antal ophold og ikke personer. Den samme person kan godt være på flere ophold i løbet af indskrivningsperioden.

	1-3 måneder			Over 3 måneder			15-30 dage			I alt
	5+3	4+4	I alt	5+3	4+4	I alt	5+3	4+4	I alt	
2013				**9**	**4**	**13**	**1**	**2**	**3**	**16**
Danish School of Education				**4**		**4**				**4**
Didactics				2		2				2
Learning and Education				2		2				2
School of Communication and Culture				**2**	**1**	**3**		**1**	**1**	**4**
Art, Literature and Cultural Studies				2		2				2
ICT, Media, Communication and Journalism					1	1		1	1	2
School of Culture and Society				**3**	**3**	**6**	**1**	**1**	**2**	**8**
Anthropology, International Area Studies and the Study of Religion				1	1	2	1		1	3
History, Archaeology and Classical Studies					2	2		2	1	3
Theology, History of ideas and Philosophy				2		2				2
2014	**11**	**2**	**13**	**8**	**3**	**11**	**7**	**3**	**10**	**34**
Danish School of Education	**1**		**1**	**1**		**1**	**1**		**1**	**3**
Didactics				1		1	1		1	2
Learning and Education	1		1							1
School of Communication and Culture	**4**	**1**	**5**	**3**	**2**	**5**	**3**		**3**	**13**
Art, Literature and Cultural Studies	2		2	2	2	4	1		1	7
Language, Linguistics and Cognition	2	1	3	1		1	2		2	6
School of Culture and Society	**6**	**1**	**7**	**4**	**1**	**5**	**3**	**3**	**6**	**18**
Anthropology, International Area Studies and the Study of Religion				1		1				1
History, Archaeology and Classical Studies	6	1	7		1	1	1	3	4	12
Theology, History of ideas and Philosophy				3		3	2		2	5
I alt	**11**	**2**	**13**	**17**	**7**	**24**	**8**	**5**	**13**	**50**

Antal tildelte grader, 2013 – 2014

Nedenfor ses antal tildelte grader sammenlignet med antal udlandsophold. Vær opmærksom på, at en person godt kan være i udlandet mere end en gang, derfor kan andelen i procent være højere end 100.

	5+3	4+4	Grader i alt	Udlandsophold i alt	Andel i %
2013	**50**	**15**	**65**	**16**	25%
Danish School of Education	**22**		**22**	**4**	18%
Didactics	12		12	2	17%
Learning and Education	10		10	2	20%
School of Communication and Culture	**13**	**9**	**22**	**4**	18%
Art, Literature and Cultural Studies	7	7	14	2	14%
ICT, Media, Communication and Journalism	5	2	7	2	29%
Language, Linguistics and Cognition	1		1	-	-
School of Culture and Society	**15**	**6**	**21**	**8**	38%
Anthropology, International Area Studies and the Study of Religion	8	2	10	3	30%
History, Archaeology and Classical Studies	1	3	4	3	75%
Language, Linguistics and Cognition	1		1	-	-
Theology, History of ideas and Philosophy	5	1	6	2	33%
2014	**49**	**17**	**66**	**34**	52%
Danish School of Education	**14**		**14**	**3**	21%
Didactics	9		9	2	22%
Learning and Education	5		5	1	20%
School of Communication and Culture	**12**	**7**	**19**	**13**	68%
Art, Literature and Cultural Studies	8	4	12	7	58%
ICT, Media, Communication and Journalism		2	2	-	-
Language, Linguistics and Cognition	4	1	5	6	120%
School of Culture and Society	**23**	**10**	**33**	**18**	55%
Anthropology, International Area Studies and the Study of Religion	8	2	10	1	10%
History, Archaeology and Classical Studies	7	5	12	12	100%
Language, Linguistics and Cognition		1	1	-	-
Theology, History of ideas and Philosophy	8	2	10	5	50%
I alt	**99**	**32**	**131**	**50**	38%

Bemærkninger til udlandsophold:

Grad 2013
En 4+4-stud. på HAA-programmet har 2 ophold på over 3 mdr. og 1 ophold på 15-30 dage

Grad 2014
En 5+3-stud. på HAA-programmet har 2 ophold på 1-3 mdr.
En 5+3-stud. på HAA-programmet har 3 ophold på 1-3 mdr. og 1 ophold af 15-30 dage
En 4+4-stud. på HAA-programmet har 3 ophold af 15-30 dage og 1 ophold af 1-3 mdr.
En 5+3-stud. på SLK-programmet har 2 ophold på 1-3 mdr. og 1 ophold på 15-30 dage
En 5+3-stud. på KLK-programmet har 1 ophold på 1-3 mdr. og 1 ophold på over 3 mdr.
En 5+3-stud. på TIF-programmet har 2 ophold af 15-30 dage

Ansøgninger fra udenlandsk statsborgere

Åbne opslag, F2012 - F2015

Fordelt på programmer

Rækkenavne	E2012	E2013	E2014	F2012	F2013	F2014	F2015	I alt
AIOR	14	15	28	10	3	4	14	88
Didaktik	2	1	1				1	5
HAA	6	7	9	5	1	5	6	39
IMKJ	8	11	19	3	5	2	15	63
KLK	7	18	14	4	2	6	12	63
LP	8	4	9				11	32
SLK	4	6	9		4	6	8	37
TIF	5	10	8	3	2	2	8	38
I alt	**54**	**72**	**97**	**25**	**17**	**25**	**75**	**365**

Ansøgninger fra udenlandske statsborgere

Åbne opslag, F2012 - F2015

Fordeling af de behandlede ansøgninger

Rækkenavne	Admitted	Declined	Rejected not qualified	Rejected qualified	I alt
E2012	**3**		**11**	**40**	**54**
AIOR	1			13	14
Didaktik			1	1	2
HAA	1		1	4	6
IMKJ	1		1	6	8
KLK			4	3	7
LP				8	8
SLK				4	4
TIF			4	1	5
E2013	**2**		**10**	**60**	**72**
AIOR			1	14	15
Didaktik			1		1
HAA	1		4	2	7
IMKJ			2	9	11
KLK			2	16	18
LP				4	4
SLK	1			5	6
TIF				10	10
E2014			**10**	**87**	**97**
AIOR			6	22	28
Didaktik				1	1
HAA			2	7	9
IMKJ				19	19
KLK			1	13	14
LP				9	9
SLK			1	8	9
TIF				8	8
F2012			**7**	**18**	**25**
AIOR			3	7	10
HAA				5	5
IMKJ			3		3
KLK			1	3	4
TIF				3	3
F2013	**1**		**2**	**14**	**17**
AIOR	1			2	3
HAA				1	1
IMKJ			1	4	5
KLK				2	2
SLK			1	3	4
TIF				2	2
F2014			**6**	**19**	**25**
AIOR				4	4
HAA			2	3	5
IMKJ				2	2
KLK			1	5	6
SLK			2	4	6
TIF			1	1	2
F2015	**2**	**1**	**4**	**68**	**75**
AIOR			1	13	14
Didaktik				1	1
HAA				6	6
IMKJ		1		14	15
KLK			1	11	12
LP	1		2	8	11
SLK	1			7	8
TIF				8	8
I alt	**8**	**1**	**50**	**306**	**365**

Ansøgninger fra udenlandske statsborgere

Åbne opslag, F2012 - F2015

Fordelt på optagelsesgrundlag

Rækkenavne	Bachelor (3 years)	Master (2 years)	Other	I alt
E2012	**9**	**40**	**5**	**54**
AIOR	3	11		14
Didaktik		2		2
HAA	2	4		6
IMKJ	1	7		8
KLK	1	4	2	7
LP		8		8
SLK	1	2	1	4
TIF	1	2	2	5
E2013	**8**	**58**	**6**	**72**
AIOR	3	11	1	15
Didaktik		1		1
HAA		6	1	7
IMKJ	2	9		11
KLK	1	15	2	18
LP		4		4
SLK	1	4	1	6
TIF	1	8	1	10
E2014	**11**	**76**	**10**	**97**
AIOR	2	22	4	28
Didaktik		1		1
HAA	1	7	1	9
IMKJ	2	15	2	19
KLK	2	11	1	14
LP	1	8		9
SLK	3	5	1	9
TIF		7	1	8
F2012	**15**	**4**	**6**	**25**
AIOR	7		3	10
HAA	4		1	5
IMKJ		3		3
KLK	3	1		4
TIF	1		2	3
F2013	**14**	**1**	**2**	**17**
AIOR	2		1	3
HAA	1			1
IMKJ	4		1	5
KLK	1	1		2
SLK	4			4
TIF	2			2
F2014	**16**	**1**	**8**	**25**
AIOR	2		2	4
HAA	4		1	5
IMKJ	1	1		2
KLK	2		4	6
SLK	6			6
TIF	1		1	2
F2015	**13**	**54**	**8**	**75**
AIOR	2	11	1	14
Didaktik		1		1
HAA		5	1	6
IMKJ	1	11	3	15
KLK	5	6	1	12
LP	1	10		11
SLK	2	5	1	8
TIF	2	5	1	8
I alt	**86**	**234**	**45**	**365**

Ansøgninger fra udenlandske statsborgere

Åbne opslag, F2012 - F2015

Fordelt på nationalitet

Rækkenavne	E2012	E2013	E2014	F2012	F2013	F2014	F2015	I alt
Algeria							1	1
Argentina	1							1
Australia					1			1
Austria			1					1
Bangladesh		1	2					3
Belgium							1	1
Bosnia and Herzegovina		1				2		3
Brazil		2			1			3
Bulgaria	1							1
Cambodia	1							1
Cameroon			2					2
Canada			2				1	3
China	1	2	2		2	1	3	11
Colombia	1			1				2
Croatia		1						1
Cyprus							1	1
Czech Republic					1		1	2
Ecuador		1						1
Egypt			1					1
Estonia	1			2				3
Ethiopia		1						1
Finland	1							1
France			1	1				2
Germany	2	9	5		1	2	4	23
Ghana		2	1			1		4
Greece	1	1	4			1		7
Hong Kong	1		1				1	3
Hungary				1			1	2
Iceland	1	1		2				4
India		4	4		1	2	5	16
Indonesia		2	1				2	5
Iran	2	4	6	1			4	17
Iraq		1						1
Ireland	1		1			1	2	5
Israel						1	1	2
Italy	5	5	9	1			3	23
Jordan				1				1
Kenya	1		1				1	3
Latvia	1	1						2
Lebanon			1					1
Lithuania	1	1						2
Macedonia, The Former Yugoslav Republic of				2				2
Malaysia	1	1	1			1		4
Mexico		1			2		1	4
Nepal		2	1	1			2	6
Netherlands	3	2	3	1		1	2	12
New Zealand		1						1
Nigeria		1	3		1	1	1	7
Norway	3	2	2		1		1	9
Pakistan	1		3				2	6
Philippines			1					1
Poland	1	1					2	4
Portugal		1	1				3	5
Romania	2		3	1	1		4	11
Russia	3	1	3				2	9
Saint Kitts and Nevis	1							1
Serbia	1	3		1	1		4	10
Singapore				1				1
Slovakia			1	1				2
Slovenia			1				1	2
Spain	1	3	5		2	3	2	16
Sri Lanka			1				1	2
Sweden	3	2	3	1		3	4	16
Syria			1					1
Tanzania			1					1
Thailand			1				2	3
Turkey		2	2		1	1	3	9
Uganda	2	2	3				1	8
Ukraine	1	1	2	1				5
United Kingdom	3	1	4	2		3	3	16
United States	4	2	6	3	1	1	2	19
Venezuela		1						1
Vietnam	1							1
Yemen		1						1
Zambia		1						1
I alt	**54**	**72**	**97**	**25**	**17**	**25**	**75**	**365**

Ansøgninger fra udenlandske statsborgere

Åbne opslag, F2012 - F2015

Fordelt på uddannelsesland

Rækkenavne	E2012	E2013	E2014	F2012	F2013	F2014	F2015	I alt
Argentina	1							1
Australia		1			1			2
Austria		1	1				1	3
Bangladesh		1						1
Belgium	1	1					1	3
Bosnia and Herzegovina		1				2		3
Brazil	1	2			1		1	5
China		2	1		1	1	3	8
Colombia	1			1				2
Croatia		1						1
Czech Republic			1				1	2
Denmark	16	12	18	2	1	1	13	63
Estonia	1			2				3
Ethiopia		1						1
Finland			1					1
France		1	2					3
Germany	2	7	8	1		1	3	22
Ghana		1				1		2
Greece	1					1		2
Hong Kong			1				1	2
Hungary				1			1	2
Iceland	1	1		1				3
India		4	2			1	4	11
Indonesia							2	2
Iran	1	4	3				3	11
Ireland						1		1
Israel				1		1	1	3
Italy	3	2	7	1			2	15
Japan			1				1	2
Latvia	1	1						2
Lebanon			1					1
Lithuania	1		1					2
Macedonia, The Former Yugoslav Republic of				1				1
Malaysia				2		1		3
Mexico					2			2
Nepal				1				1
Netherlands	1	4	5			2	4	16
New Zealand		1			1			2
Nigeria			2		1	1	1	5
Norway	2	3	4		1		2	12
Pakistan			3				2	5
Philippines	1							1
Poland	1		1					2
Portugal		1	1				3	5
Romania	1		1	1	1		3	7
Russia	1		2					3
Saudi Arabia		1						1
Serbia		2			1		1	4
Singapore				1	1			2
Slovakia				1				1
Slovenia							1	1
Spain	1	2	5		2	3	3	16
Sri Lanka			1				1	2
Sweden	4	4	6	2		2	3	21
Switzerland			1					1
Thailand			2				2	4
Turkey		1	2		1	1	3	8
Uganda	1	2	1					4
Ukraine	1	1		1				3
United Kingdom	6	4	9	3	1	4	5	32
United States	3	2	3	2	1	1	3	15
I alt	**54**	**72**	**97**	**25**	**17**	**25**	**75**	**365**

Ansøgninger fra udenlandske statsborgere

Åbne opslag, F2012 - F2015

Fordelt på bopælsland

Rækkenavne	E2012	E2013	E2014	F2012	F2013	F2014	F2015	I alt
Austria			1				1	2
Bangladesh		1	2					3
Belgium		1	1				1	3
Bosnia and Herzegovina		1				2		3
Brazil		1					1	2
Bulgaria	1							1
Cambodia	1							1
Canada	1		2					3
China			2		1		3	6
Croatia		1						1
Czech Republic							1	1
Denmark	19	17	22	9	9	7	15	98
Ecuador		1						1
Egypt			1					1
Estonia	1			1				2
Ethiopia		1						1
Finland			1		1			2
France	1			1				2
Germany	4	8	5				2	19
Ghana		2				1		3
Greece	1	1	3			1		6
Hong Kong	1		1					2
Hungary							1	1
Iceland				1				1
India		4	2			2	5	13
Indonesia		2	1				2	5
Iran		3	4	1			3	11
Iraq		1						1
Ireland						1		1
Israel						1	1	2
Italy	2	2	8	1				13
Kenya			1				1	2
Latvia	1							1
Lebanon							1	1
Macau	1	1	1					3
Macedonia, The Former Yugoslav Republic of				1				1
Malaysia						1		1
Mexico			1				1	2
Nepal		2					1	3
Netherlands	2	2	4		1	1	1	11
New Zealand					1			1
Nigeria			1					1
Norway	3	2	1	1			1	8
Pakistan			2				2	4
Palestinian Sovereign Areas				1				1
Philippines	1		1					2
Poland	1		1				1	3
Portugal		1	1				3	5
Qatar							1	1
Romania	1		1				3	5
Russia	2	1	3			1	1	8
Saudi Arabia		1						1
Serbia	1	2		1			3	7
Singapore					1			1
Slovakia			1	1				2
Slovenia			1				1	2
Spain	2	1	2		1		2	8
Sri Lanka			1				1	2
Sweden	4	4	4	1		2	3	18
Switzerland			1					1
Tanzania			1					1
Thailand			1				2	3
Turkey		2	2			2	3	9
Uganda	1	1	3				1	6
Ukraine		1	1	1				3
United Arab Emirates							1	1
United Kingdom	2	2	2	3	1	2	3	15
United States		1	3	1	1	1	1	8
Zambia		1						1
Zimbabwe							1	1
I alt	**54**	**72**	**97**	**25**	**17**	**25**	**75**	**365**

Optag 2008-2012

Optag fordelt på Danmark og udland

	Danmark			Udland			I alt
	5+3	4+4	I alt	5+3	4+4	I alt	
2008	**47**	**21**	**68**	**8**	**6**	**14**	**82**
Danish School of Education	**13**		**13**	**4**		**4**	**17**
Didactics	7		7	3		3	10
Learning and Education	6		6	1		1	7
School of Communication and Culture	**8**	**11**	**19**	**3**	**2**	**5**	**24**
Art, Literature and Cultural Studies	4	7	11	1	1	2	13
ICT, Media, Communication and Journalism	3	3	6	1	1	2	8
Language, Linguistics and Cognition	1	1	2	1		1	3
School of Culture and Society	**26**	**10**	**36**	**1**	**4**	**5**	**41**
Anthropology, International Area Studies and the Study of Religion	7	2	9	1		1	10
History, Archaeology and Classical Studies	7	4	11		3	3	14
Language, Linguistics and Cognition	1	1	2				2
Theology, History of ideas and Philosophy	11	3	14		1	1	15
2009	**48**	**23**	**71**	**6**	**1**	**7**	**78**
Centre for Teaching Development and Digital Media	**1**		**1**				**1**
Learning and Education	1		1				1
Danish School of Education	**23**		**23**	**2**		**2**	**25**
Didactics	16		16				16
Learning and Education	7		7	2		2	9
School of Communication and Culture	**8**	**12**	**20**	**1**		**1**	**21**
Art, Literature and Cultural Studies	4	7	11	1		1	12
ICT, Media, Communication and Journalism	3	3	6				6
Language, Linguistics and Cognition	1	2	3				3
School of Culture and Society	**16**	**11**	**27**	**3**	**1**	**4**	**31**
Anthropology, International Area Studies and the Study of Religion	11	3	14	1	1	2	16
History, Archaeology and Classical Studies		5	5	2		2	7
Theology, History of ideas and Philosophy	5	3	8				8

2010	**41**	**21**	**62**	**8**	**2**	**10**	**72**
Danish School of Education	**20**		**20**	**2**		**2**	**22**
Didactics	11		11	2		2	13
Learning and Education	9		9				9
School of Communication and Culture	**9**	**11**	**20**	**1**		**1**	**21**
Art, Literature and Cultural Studies	4	6	10	1		1	11
History, Archaeology and Classical Studies		1	1				1
ICT, Media, Communication and Journalism	4	2	6				6
Language, Linguistics and Cognition	1	2	3				3
School of Culture and Society	**12**	**10**	**22**	**5**	**2**	**7**	**29**
Anthropology, International Area Studies and the Study of Religion	3	2	5	4		4	9
History, Archaeology and Classical Studies	4	5	9	1	2	3	12
Theology, History of ideas and Philosophy	5	3	8				8
2011	**27**	**29**	**56**	**5**		**5**	**61**
Danish School of Education	**10**		**10**	**2**		**2**	**12**
Didactics	2		2				2
Learning and Education	8		8	2		2	10
School of Communication and Culture	**11**	**8**	**19**	**1**		**1**	**20**
Art, Literature and Cultural Studies	7	6	13				13
ICT, Media, Communication and Journalism	3	1	4	1		1	5
Language, Linguistics and Cognition	1	1	2				2
School of Culture and Society	**6**	**21**	**27**	**2**		**2**	**29**
Anthropology, International Area Studies and the Study of Religion		6	6	1		1	7
History, Archaeology and Classical Studies	1	6	7	1		1	8
Language, Linguistics and Cognition		1	1				1
Theology, History of ideas and Philosophy	5	8	13				13

2012	**31**	**17**	**48**	**7**	**1**	**8**	**56**
Danish School of Education	**16**		**16**				**16**
Didactics	5		5				5
Learning and Education	11		11				11
School of Communication and Culture	**9**	**8**	**17**	**5**		**5**	**22**
Anthropology, International Area Studies and the Study of Religion	1		1				1
Art, Literature and Cultural Studies	4	6	10	1		1	11
ICT, Media, Communication and Journalism	3	1	4	1		1	5
Language, Linguistics and Cognition	1	1	2	3		3	5
School of Culture and Society	**6**	**9**	**15**	**2**	**1**	**3**	**18**
Anthropology, International Area Studies and the Study of Religion	1	4	5	2	1	3	8
History, Archaeology and Classical Studies	1	2	3				3
Theology, History of ideas and Philosophy	4	3	7				7
Hovedtotal	**194**	**111**	**305**	**34**	**10**	**44**	**349**

17.9.2015, bha

Tid mellem indlevering og gradstildeling for grader tildelt hhv. 2012, 2013 og 2014

Side 1 indeholder samtlige grader 2012-2014 inkl. afhandlinger, der er genindleveret. Der kan derfor være lang tid mellem indlevering og grad, hvis der er tale om en genindlevering.

Tid mellem 1. indlevering og gradstildeling

Side 2 indeholder genindleveringerne. Her er det tiden mellem genindlevering og grad, der tælles på.

2012

	5+3								4+4					Private PhD Study				Grader
	1-2 år	3-4 mdr.	4-5 mdr.	5-6 mdr.	6-7 mdr.	7-8 mdr.	8-12 mdr.	I alt	3-4 mdr.	4-5 mdr.	5-6 mdr.	6-7 mdr.	I alt	4-5 mdr.	6-7 mdr.	8-12 mdr.	I alt	I alt
Danish School of Education	2		2	2		1	3	**10**								1	**1**	**11**
Didactics	2		1	1		1	2	**7**								1	**1**	**8**
Learning and Education			1	1			1	**3**										**3**
School of Communication and Culture		1	4	2				**7**	4	2			**6**					**13**
Art, Literature and Cultural Studies		1	1	2				**4**	2				**2**					**6**
ICT, Media, Communication and Journalism			1					**1**	1	1			**2**					**3**
Language, Linguistics and Cognition			2					**2**	1	1			**2**					**4**
School of Culture and Society	1	2	7	3	1		1	**15**	6	1	1	1	**9**	1	3		**4**	**28**
Anthropology, International Area Studies and the Study of Religion	1	2		2				**5**				1	**1**		1		**1**	**7**
History, Archaeology and Classical Studies			2		1		1	**4**	3				**3**					**7**
Theology, History of ideas and Philosophy			5	1				**6**	3	1	1		**5**	1	2		**3**	**14**
I alt	**3**	**3**	**13**	**7**	**1**	**1**	**4**	**32**	**10**	**3**	**1**	**1**	**15**	**1**	**3**	**1**	**5**	**52**

2013

	5+3									4+4					Private PhD Study		Grader
	1-2 år	3-4 mdr.	4-5 mdr.	5-6 mdr.	6-7 mdr.	7-8 mdr.	8-12 mdr.	Under 3 mdr.	I alt	3-4 mdr.	4-5 mdr.	5-6 mdr.	7-8 mdr.	I alt	1-2 år	I alt	I alt
Danish School of Education	3	5	6	1	2	1	3	1	**22**								**22**
Didactics	1	4	2		2		2	1	**12**								**12**
Learning and Education	2	1	4	1		1	1		**10**								**10**
School of Communication and Culture	2		3	2	3	1	2		**13**	3	4	1	1	**9**			**22**
Art, Literature and Cultural Studies			2	2	2	1			**7**	2	3	1	1	**7**			**14**
ICT, Media, Communication and Journalism	2		1				2		**5**	1	1			**2**			**7**
Language, Linguistics and Cognition					1				**1**								**1**
School of Culture and Society	1	3	5	3	2		1		**15**	1	1	3	1	**6**	1	**1**	**22**
Anthropology, International Area Studies and the Study of Religion	1	2	4		1				**8**	1			1	**2**			**10**
History, Archaeology and Classical Studies					1				**1**		1	2		**3**	1	**1**	**5**
Language, Linguistics and Cognition		1							**1**								**1**
Theology, History of ideas and Philosophy			1	3			1		**5**			1		**1**			**6**
I alt	**6**	**8**	**14**	**6**	**7**	**2**	**6**	**1**	**50**	**4**	**5**	**4**	**2**	**15**	**1**	**1**	**66**

2014

	5+3										4+4								Private PhD Study		Grader
	1-2 år	3-4 mdr.	3-4 år	4-5 mdr.	5-6 mdr.	6-7 mdr.	7-8 mdr.	8-12 mdr.	Under 3 mdr.	I alt	3-4 mdr.	4-5 mdr.	5-6 mdr.	6-7 mdr.	7-8 mdr.	8-12 mdr.	Under 3 mdr.	I alt	6-7 mdr.	I alt	I alt
Danish School of Education	3	3		4	1			1	1	**13**											**13**
Didactics	3	2		3						**8**											**8**
Learning and Education		1		1	1			1	1	**5**											**5**
School of Communication and Culture		2	1	3	3	2		1		**12**	3	2		1		1	1	**8**			**20**
Art, Literature and Cultural Studies		2		2	2	1		1		**8**	1	1		1		1		**4**			**12**
ICT, Media, Communication and Journalism											1						1	**2**			**2**
Language, Linguistics and Cognition			1	1	1	1				**4**	1	1						**2**			**6**
School of Culture and Society		2		5	6	4	1	5		**23**	2	2	3		2			**9**	1	**1**	**33**
Anthropology, International Area Studies and the Study of Religion		1		2	1	2		2		**8**	1		1					**2**			**10**
History, Archaeology and Classical Studies		1			2	1	1	2		**7**	1	1	2		1			**5**			**12**
Language, Linguistics and Cognition												1						**1**			**1**
Theology, History of ideas and Philosophy				3	3	1		1		**8**					1			**1**	1	**1**	**10**
I alt	**3**	**7**	**1**	**12**	**10**	**6**	**1**	**7**	**1**	**48**	**5**	**4**	**3**	**1**	**2**	**1**	**1**	**17**	**1**	**1**	**66**

Tid mellem genindlevering og gradstildeling

2012

	5+3			Genindlev.
	5-6 mdr.	8-12 mdr.	I alt	I alt
Danish School of Education	1	1	**2**	**2**
Didactics	1	1	**2**	**2**
Learning and Education				
School of Communication and Culture				
Art, Literature and Cultural Studies				
ICT, Media, Communication and Journalism				
Language, Linguistics and Cognition				
School of Culture and Society				
Anthropology, International Area Studies and the Study of Religion				
History, Archaeology and Classical Studies				
Theology, History of ideas and Philosophy				
I alt	**1**	**1**	**2**	**2**

2013

	5+3						Genindlev.
	3-4 mdr.	4-5 mdr.	5-6 mdr.	6-7 mdr.	7-8 mdr.	I alt	I alt
Danish School of Education	1	1	2	1		**5**	**5**
Didactics	1	1	1			**3**	**3**
Learning and Education			1	1		**2**	**2**
School of Communication and Culture	1	1	1		1	**4**	**4**
Art, Literature and Cultural Studies							
ICT, Media, Communication and Journalism	1	1	1		1	**4**	**4**
Language, Linguistics and Cognition							
School of Culture and Society			1			**1**	**1**
Anthropology, International Area Studies and the Study of Religion			1			**1**	**1**
History, Archaeology and Classical Studies							
Language, Linguistics and Cognition							
Theology, History of ideas and Philosophy							
I alt	**2**	**2**	**4**	**1**	**1**	**10**	**10**

2014

	5+3					4+4		Genindlev.
	2-3 mdr.	2-3 år	4-5 mdr.	5-6 mdr.	I alt	5-6 mdr.	I alt	I alt
Danish School of Education			2	2	**4**			**4**
Didactics			1	2	**3**			**3**
Learning and Education			1		**1**			**1**
School of Communication and Culture	1	1			**2**	1	**1**	**3**
Art, Literature and Cultural Studies	1				**1**	1	**1**	**2**
ICT, Media, Communication and Journalism								
Language, Linguistics and Cognition		1			**1**			**1**
School of Culture and Society								
Anthropology, International Area Studies and the Study of Religion								
History, Archaeology and Classical Studies								
Language, Linguistics and Cognition								
Theology, History of ideas and Philosophy								
I alt	**1**	**1**	**2**	**2**	**6**	**1**	**1**	**7**

Hvornår bliver afhandlingen indleveret i forhold til indskrivningsperiodens udløb?

Nedenfor viser, hvornår de ph.d.-studerende optaget i hhv. 2008, 2009, 2010, 2011 og 2012 har indleveret deres ph.d.-afhandling efter indskrivningens udløb.

2008

	Senest 1 år			Senest 2		Senest 2 år			Senest 3 måneder			Senest 3 år		Senest 6 måneder			Til tiden			Senest 1 uge		Senest 1 måned			Grader		
	5+3	4+4	I alt	5+3	I alt	5+3	4+4	I alt	5+3	4+4	I alt	4+4	I alt	5+3	4+4	I alt	5+3	4+4	I alt	5+3	I alt	5+3	4+4	I alt	5+3	4+4	I alt
Danish School of Education	**2**		**2**	**1**	**1**	**1**		**1**						**3**		**3**	**3**		**3**	**1**	**1**				**11**		**11**
Didactics	1		1	1	1	1		1						1		1	1		1	1	1				**6**		**6**
Learning and Education	1		1											2		2	2		2						**5**		**5**
School of Communication and Culture		**2**	**2**			**3**	**1**	**4**	**1**		**1**	**1**	**1**		**1**	**1**	**2**	**3**	**5**	**3**	**3**		**2**	**2**	**9**	**10**	**19**
Art, Literature and Cultural Studies		1	1			3	1	4				1	1				1	1	2	1	1		2	2	**5**	**6**	**11**
ICT, Media, Communication and Journalism		1	1														1	2	3	1	1				**2**	**3**	**5**
Language, Linguistics and Cognition									1		1				1	1				1	1				**2**	**1**	**3**
School of Culture and Society	**3**	**2**	**5**	**2**	**2**	**2**	**1**	**3**	**1**	**1**	**2**			**5**	**1**	**6**	**6**	**7**	**13**	**2**	**2**	**1**	**1**	**2**	**22**	**13**	**35**
Anthropology, International Area Studies and the Study of Religion	2		2						1		1			2		2		2	2	2	2				**7**	**2**	**9**
History, Archaeology and Classical Studies	1	1	2	1	1	1	1	2		1	1			3		3	1	2	3				1	1	**7**	**6**	**13**
Language, Linguistics and Cognition																		1	1			1		1	**1**	**1**	**2**
Theology, History of ideas and Philosophy		1	1	1	1	1		1							1	1	5	2	7						**7**	**4**	**11**
I alt	**5**	**4**	**9**	**3**	**3**	**6**	**2**	**8**	**2**	**1**	**3**	**1**	**1**	**8**	**2**	**10**	**11**	**10**	**21**	**6**	**6**	**1**	**3**	**4**	**42**	**23**	**65**

2009

	Senest 1 år			Senest 2		Senest 2 år			Senest 3 måneder			Senest 6 måneder			Til tiden			Senest 1 uge		Senest 1 måned			Grader		
	5+3	4+4	I alt	5+3	I alt	5+3	4+4	I alt	5+3	4+4	I alt	5+3	4+4	I alt	5+3	4+4	I alt	5+3	I alt	5+3	4+4	I alt	5+3	4+4	I alt
Danish School of Education	**2**		**2**	**2**	**2**	**1**		**1**	**3**		**3**	**2**		**2**	**2**		**2**	**5**	**5**	**2**		**2**	**19**		**19**
Didactics	1		1	1	1	1		1	1		1	1		1	2		2	4	4	2		2	**13**		**13**
Learning and Education	1		1	1	1				2		2	1		1				1	1				**6**		**6**
School of Communication and Culture	**1**	**2**	**3**			**1**	**1**	**2**	**1**	**1**	**2**		**1**	**1**	**5**	**1**	**6**				**3**	**3**	**8**	**9**	**17**
Art, Literature and Cultural Studies						1	1	2	1	1	2		1	1	2	1	3				2	2	**4**	**6**	**10**
ICT, Media, Communication and Journalism	1	1	2												2		2				1	1	**3**	**2**	**5**
Language, Linguistics and Cognition		1	1												1		1						**1**	**1**	**2**
School of Culture and Society	**2**		**2**			**2**	**1**	**3**	**2**	**1**	**3**	**4**		**4**	**4**	**1**	**5**	**1**	**1**	**2**	**1**	**3**	**17**	**4**	**21**
Anthropology, International Area Studies and the Study of Religion	1		1			2	1	3	1		1	4		4	1	1	2	1	1	1		1	**11**	**2**	**13**
History, Archaeology and Classical Studies	1		1						1	1	2										1	1	**2**	**2**	**4**
Theology, History of ideas and Philosophy															3		3			1		1	**4**		**4**
I alt	**5**	**2**	**7**	**2**	**2**	**4**	**2**	**6**	**6**	**2**	**8**	**6**	**1**	**7**	**11**	**2**	**13**	**6**	**6**	**4**	**4**	**8**	**44**	**13**	**57**

2010

	Senest 1 år			Senest 2 måneder			Senest 2 år		Senest 3 måneder			Senest 6 måneder			Til tiden			Senest 1 uge			Senest 1		Grader		
	5+3	4+4	I alt	5+3	4+4	I alt	5+3	I alt	5+3	4+4	I alt	5+3	4+4	I alt	5+3	4+4	I alt	5+3	4+4	I alt	5+3	I alt	5+3	4+4	I alt
Danish School of Education	**3**		**3**	**2**		**2**	**1**	**1**	**2**		**2**	**3**		**3**	**2**		**2**	**1**		**1**			**14**		**14**
Didactics	2		2				1	1	2		2	1		1	2		2	1		1			**9**		**9**
Learning and Education	1		1	2		2						2		2									**5**		**5**
School of Communication and Culture	**2**		**2**	**1**	**2**	**3**			**2**	**2**	**4**	**1**	**2**	**3**							**1**	**1**	**7**	**6**	**13**
Art, Literature and Cultural Studies				1	1	2			2	1	3	1	1	2							1	1	**5**	**3**	**8**
ICT, Media, Communication and Journalism	1		1		1	1																	**1**	**1**	**2**
Language, Linguistics and Cognition	1		1							1	1		1	1									**1**	**2**	**3**
School of Culture and Society		**1**	**1**						**1**		**1**	**3**		**3**	**6**	**2**	**8**		**1**	**1**	**1**	**1**	**11**	**4**	**15**
Anthropology, International Area Studies and the Study of Religion												1		1	3		3		1	1			**4**	**1**	**5**
History, Archaeology and Classical Studies									1		1				1	2	3				1	1	**3**	**2**	**5**
Theology, History of ideas and Philosophy		1	1									2		2	2		2						**4**	**1**	**5**
I alt	**5**	**1**	**6**	**3**	**2**	**5**	**1**	**1**	**5**	**2**	**7**	**7**	**2**	**9**	**8**	**2**	**10**	**1**	**1**	**2**	**2**	**2**	**32**	**10**	**42**

2011

	Senest 2		Senest 6		Til tiden			Senest 1 uge		Senest 1 måned			Grader		
	5+3	I alt	5+3	I alt	5+3	4+4	I alt	5+3	I alt	5+3	4+4	I alt	5+3	4+4	I alt
Danish School of Education			**1**	**1**	**1**		**1**						**2**		**2**
Didactics					1		1						**1**		**1**
Learning and Education			1	1									**1**		**1**
School of Communication and Culture	**1**	**1**	**1**	**1**						**1**		**1**	**3**		**3**
Art, Literature and Cultural Studies	1	1	1	1									**2**		**2**
ICT, Media, Communication and Journalism										1		1	**1**		**1**
School of Culture and Society	**1**	**1**				**1**	**1**	**1**	**1**		**1**	**1**	**2**	**2**	**4**
History, Archaeology and Classical Studies						1	1				1	1		**2**	**2**
Theology, History of ideas and Philosophy	1	1						1	1				**2**		**2**
I alt	**2**	**2**	**2**	**2**	**1**	**1**	**2**	**1**	**1**	**1**	**1**	**2**	**7**	**2**	**9**

2012

	Senest 3 måneder		Til tiden		Grader
	5+3	I alt	5+3	I alt	I alt
Danish School of Education	**1**	**1**	**1**	**1**	**2**
Learning and Education	1	1	1	1	**2**
I alt	**1**	**1**	**1**	**1**	**2**

AARHUS
UNIVERSITET

Modtagere: ph.d.-udvalget, ph.d.-programlederne, ph.d.-skoleleder, Forskningsprogramledere – fællesseminar 30. september til 1. oktober 2015

Bilag 10

Nyt fra ph.d.-administrationen

Sager for perioden 15. maj til 1. september 2015

Anna Louise Dolan Plaskett
PhD Team Leader

Dato: 16. september 2015

Optag – både ordinære og samarbejdsaftaler med eksterne parter IKS: 12 IKK: 13 DPU: 8 **I alt: 33**	**Barsel/forældreorlov** IKS: 3 IKK: 5 DPU: 2 **I alt: 10**
Orlov uden løn IKS: 0 IKK: 1* DPU: 0 **I alt: 1** *Orlov mellem del A og del B (4+4).	**Sygemeldte ph.d.-studerende** *(både AU ansatte og eksternt ansatte)* IKS: 6 (hvoraf 2 er raskmeldte men forlængelsessager er i proces). IKK: 3 (hvoraf 1 er raskmeldt men forlængelsessag er i proces). DPU: 5 **I alt: 14**
Indleverede ph.d.-afhandlinger IKS: 8 IKK: 4 DPU: 3 **I alt: 15**	**Tildelte grader** IKS: 5 IKK: 3 DPU: 5 **I alt: 13**
Dispensationssager IKS: 0 IKK: 2 (udskydelse af ph.d.-forsvarsdatoer) DPU: 1 (overskridelse af sideantal i ph.d.-afhandlingen)	

Aarhus Universitet
Arts Ph.d. og Internationalisering
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Opslag efterår 2015 og finansiering	Ans.frist	Studie-start	Pro-gram
Joint degree, Belfast (5+3) *Genopslag* Finansiering: Arts Antal stip.: 1	1.10.2015	1.2.2016	AIOR
Ordinære (4+4 og 5+3)	1.10.2015	1.2.2016	Alle prog.
STS og projektledelse (5+3) Finansiering: IT-Vest, 2.459.000 kr. Antal stip.: 1	1.10.2015	1.2.2016	IMKJ
Urbane samfund i fortiden (5+3) Samfinansiering: UrbNet (2/3) og Arts (1/3) Antal stip.: op til 4	1.10.2015	1.2.2016	HAA

PhD Planner

Analyse med henblik på effektiviseringer

AU's direktør har igangsat en række analyser med henblik på at undersøge, om man kan effektivisere administrative arbejdsgange. PhD Planner er et af IT-projekterne, der er blevet udtaget til nærmere analyser. I første omgang er AU's ph.d.-administrationer blevet bedt om at kortlægge arbejdsgange i forbindelse med udvalgte emner. Der er planlagt tre workshops, hvor medarbejderne fra de fire ph.d.-administrationer gennemgår processerne med et eksternt konsulentfirma (4Improve). Konsulentens opgave bliver at analysere, om processerne fungerer så optimalt som muligt, og om der kan laves tiltag til at forbedre/effektivisere processerne - både internt og på tværs af AU's fire ph.d.-administrationer.
Arbejdsgange/opgaver drøftes i øvrigt løbende i ph.d.-teamlederkredsen og i dialog med IT med henblik på at etablere så effektive arbejdsgange som muligt på tværs af AU/PhD Planner-projektet.

Sagsfremstilling fra Talentenheden til drøftelse i ph.d.-skolelederkredsen

AU IT igangsatte sidste år en ny procedure, hvor alle it-systemer melder forventninger til udviklings- og forvaltningsopgaver ind. Sidste års indmelding (vedr. 2015) vedr. PhD Planner viste, at **alle it-ressourcer skulle bruges på bundne opgaver – blandt andet pga. lovkrav om indberetning til Danmarks Statistik**

via en XML-løsning, generelle justeringer på skolerne, herunder at understøtte sikker udrulning på HE, samt udefrakommende lovkrav (fx samtidighedsferie).

Indmeldinger for Ph.d.-skolerne (teamlederne) tyder på, at der fortsat er behov for ressourcer til at udvikle PhD Planner i 2016 med henblik på at sikre sikker forvaltning. Udover de opgaver, der løbende er vedr. samarbejdet med leverandøren, mindre lovændringer og løbende mindre justeringer i skolernes forvaltning, er nogle af de store opgaver, der er peget på i 2016:

- Student finalisation (understøtte udarbejdelse af tillæg til eksamensbevis i PhD Planner)
- Indhentning af oplysninger om fagområder og særlige forskningsområder til Danmarks Statistik i forbindelse med ansøgning/ansættelse af ph.d.-studerende
- Systemunderstøttelse af en 3 måneders prøveperiode
- Undersøge mulighed for bedre understøttelse af mail i PhD Planner.

Derudover er der fortsat tre store udestående udviklingsopgaver vedr. PhD Planner, som endnu ikke er igangsat. Det drejer sig om følgende:

- Kursusmodul.
- Anmodninger (i første omgang med fokus på forbedring af arbejdsgange i administrationen).
- Funktionalitet i forhold til afhandlinger (tidligere nedprioriteret efter introduktion fra CBS).

Andet

Ph.d.-administrationen er d.d. flyttet, og den nye adresse er:
Arts ph.d.- og Internationalisering/ACA, Tåsingegade 3, bygning 1443, 4. etage,
8000 Aarhus C.

Kurser 2015						
Program	**kursus**		**dato**	**status for afholdel**	**ECTS**	**antal deltagere**
Antropologi, Internationale Områdestudier og Religionsvidenskab						
	Storying lively worlds	ad hoc	21.-22. januar	afholdt	3,5 med paper - 1,5 uden paper	13
	Studying religion in the global age: mediation, transformation and receptioin in transnational modernities	ad hoc	23.-25. marts	afholdt	3	8
	Infrastructures Entanglements of materiality and sociality in urban life	ad hoc	23.-24. marts	afholdt	2	10
	Statistics for humanities	ad hoc	2.-6. februar	afholdt	2	21
	Theory, Method and Practice in Global Studies	ad hoc	25.-27. august	aflyst - for få tilmeldte	7,5	
	Introduction and application of Roy Rappaport in the the study of religtion	ad hoc	14. + 21. april	afholdt	1	6
	IMC bootcamps	ad hoc	sidste tirsdag i hver måned fra 29. september 2015 - november 2016		1 for deltagelse i tre events	
	Ethnography Plus: Using Mixed Methods in Anthropology and Religious Studies	ad hoc	2. oktober		1,5	
Historie, Arkæologi og Antikstudier						
	Samtidshistorisk kursus v/Thorsten Borring	tilbagevendende	januar	afholdt	ikke oplyst	ikke oplyst
	The archaeology, history and cultural heritage of Jordan	ad hoc	28. marts - 5. april	afholdt	5	7
	Erindring og historiebrug/Public History and Memory Studies (i samarbejde mellem AU og RUC) v/ Anne Brædder	ad hoc	1. - 2. juni	?	ikke oplyst	?
	PhD-kursus i Forskningsprogrammet MCH v/Helle Vandkilde	ad hoc	september/oktober		ikke oplyst	
	Archive archaeology - Archiving and collecting the past	ad hoc	16. - 17. november		3	
	Peer-review og publikationsforberedelse v/Felix Riede og Rubina Raja	ad hoc	december		ikke oplyst	
	Undervisningsplanlægning for ph.d.-studerende	ad hoc	17. juni	afholdt	0	6
IKT, Medier, Kommunikation og Journalistik						
	Artistic research	ad hoc	26. - 27. marts	afholdt	2	8
	Visuality, culture, methods	tilbagevendende	10. - 16. juni	afholdt	5	21
	Excessive research	ad hoc	3.-5. november		5	

	Executions: conversations on code, power & death	ad hoc	3.-4. december		2	
	Addressing the role of media in interpersonal communication and social interaction – in different contexts and professions	ad hoc	12. november		1	
	Contemporary introduction to grounded theory. Also known as GT Fridays book club	ad hoc	11.+25.9, 2.+9. 10, 13.+20.11, 18.12		deltagere kan optjene 0, 3, 4 eller 6	
Kunst, Litteratur og Kulturstudier						
	Sandbjerg 2015: Border trafficking in the aesthetics: rethinking methodologies, rethinking legitimacy	tilbagevendende	20.-24. april	afholdt	5,5	13
	SINS 2015	tilbagevendende	9.-14. august	afholdt	5	25
	Masterclass v/Barry Brummett	ad hoc	17. marts	afholdt	1	4
	Word, Image and the Book Medium	ad hoc	21. -23. september	afholdt	5 med paper, 2 uden paper	13
	Between the discursive and the immersive	ad hoc	2. december		3,5	
	Masterclass v/James Elkins	ad hoc	13. april	afholdt	1	4
Didaktik & Læring og Pædagogik /DPU						
	Den akademiske tekstdomptør	tilbagevendende	7.-8. maj	afholdt	2	17
	Philosophy of the human and social sciences	tilbagevendende	18.-21.maj	afholdt	5	25
	Introduction to systematic reviews - overall perspectives and training in the use of the systematic review management software (EPPI-Reviewer 4)	ad hoc	14. - 17. december		4	
mangler kursusansvarlig	Kvantitative metoder, spørgeskemakonstruktion og statistik med SAS	ad hoc	23. - 25. november		ikke oplyst endnu	
	Analytiske aspekter på børn og barndom	ad hoc	3. - 6. november		4	
	Natursyn i filosofisk, sociologisk og pædagogisk perspektiv	ad hoc	21. - 24. september	aflyst	7 med paper/præsentation, 4,5 uden paper/præsentation	
	Mad, smag, læring og identitet	ad hoc	29. september - 1. oktober	aflyst	4	
	Demokrati og medborgerskan i uddannelse	ad hoc	5.-8. oktober		7,5	
	Etik i pædagogisk forskning v/Susan Tetler	ad hoc	24. - 25. september + 22. oktober	afholdt	5	
Sprog, Lingvistik og Kognition						

	Case study methodology for the humanities	ad hoc	20.-21. oktober	aflyst	3 med paper, 2 uden paper	
	Doing research on language teacher cognition	tilbagevendende	28.-29. oktober		3 med paper, 1 uden paper	
	Basis 1 - Introduction to linguistic research	tilbagevendende	7.-11. december		4	
Teologi, Idéhistorie og Filosofi						
	The Human Condition – Reinventing Philosophical Anthropology	tilbagevendende	23. juni	afholdt	3	5
	Working interculturally in international teams	ad hoc	28.-29. maj	afholdt	2	8
	The successful postdoc application	ad hoc	4. marts	afholdt	2	8
	Dialectical theology - content, critics and perspectives	ad hoc	12. februar - 6. maj	afholdt	2	3
	Theology between economy and society	ad hoc	13. marts	afholdt	3	6 ph.d. + 1 postdoc
	Publication strategies for PhD students	ad hoc	25. august	afholdt	1	8
	Archaeology and the Legitimation of Power	ad hoc	22. oktober		2	
	The enlightenment and why it still matters	ad hoc	1. oktober	aflyst	2	for få tilmeldte
Fælles kurser						
	Etik og god humanvidenskabelig praksis	tilbagevendende	19.-20. marts + 16. april	afholdt	3 (2)	24
AU-kursus, inkl Arts-specifik kursus	How to get published	ad hoc	8. + 9. oktober	afholdes	0	17

Kurser 2016

Program	kursus		dato	status for afholdel	ECTS	antal deltagere
Antropologi, Internationale Områdestudier og Religionsvidenskab						
Historie, Arkæologi og Antikstudier						
IKT, Medier, Kommunikation og Journalistik						
Kunst, Litteratur og Kulturstudier						
	Sandbjerg-seminar v/Jacob Wamberg (endelig titel mangler)	tilbagevenende	25. - 29. april		5,5	
	Læsning af Agamben	ad hoc	F2016 - datoer aftales		2	
	The Human Sensorium and its Prostheses: Aesthetic Viewpoints	ad hoc	20. - 22. januar		3	
	Texts for children and young adults in a new media landscape	ad hoc	26. - 28. januar		3	
Didaktik & Læring og Pædagogik /IUP						
	Performing Beyond Representation, or: Prototypical Narratives - the stuff (:artifacts) that dreams (:theories) are made of	ad hoc	20.- 22. januar		3	
Sprog, Lingvistik og Kognition						
Teologi, Idéhistorie og Filosofi						
Fælles kurser						
fælles Arts-kursus	Etik v/Jette Kofoed og Morten Dige	tilbagevendende	23. - 24. februar & 6. april		ikke fastsat endnu	

AARHUS
UNIVERSITY

Participants: Christian Ulrik Andersen, Anne Marie Pahuus, Sten Vikner, Byron Z. Rom-Jensen, Karen Valentin, Martijn van Beek, Steen Weisner, Anna Louise Plaskett (note taker)

Minutes: Sub-committee meeting set up by the PhD committee at Arts 24th September 2015 at 12.30-15.00, ACA (1443-313)

Anna Louise Dolan Plaskett
Team Leader/PhD Admin

Date: 24th September 2015

Direct tel.: +45 87152581
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Recruitment of international PhD students

Problems and issues

- Worried whether good applicants would want to apply at GSA due to difficult recruitment procedures.
- Some researchers find it difficult to advice potential candidates on writing a good PhD application/project description. Other researchers do not find it difficult to guide international students in applying for a PhD scholarship.
- GSA has great demands for application criteria compared with other countries, for instance the US and Canada.
- Our PhD system is very specific and not compatible with other systems.
- Can we assume that other cultures understand our PhD structure/PhD level?
- Overseas, there are taught programmes to help candidates reaching graduate level thus helping them to apply for PhD scholarships.
- There are ways for researchers to nurse people in their academic networks to help international applicants.
- It seems that GSA is enrolling more Danish students than international students. It may depend on who is in your network.
- Is there enough compensation for researchers to nurse PhD applicants? You are maybe more likely to help your own students.
- Are we missing out very good applications due to the fact that they do not know what is expected of them?
- Are our own enrolled international MA students the talent that GSA is looking for, and how do we find the international talents that are not already enrolled at AU?
- There is a demand of figures showing the number of international students recruited through the open calls. And how many of them are in fact external applicants (meaning not already enrolled on an MA programme at AU). Anna will follow up on whether the PhD admin can draw statistics.

Aarhus University
Administrative Centre Arts
PhD and Internationalisation
Tåsingegade 3, building 1443
DK-8000 Aarhus C

What can be done

- More written guidance on the GSA website on how to write a good PhD project description.
- Perhaps earmark a number of stipends for international students.
- Larger effort by the potential supervisors and the administrators to secure better guidance. We want specific students that match our strategy through existing networks. Can we encourage researchers to help PhD recruitment by giving them direct influence on who we give the stipends? On one hand the researchers need compensation for the time spent on guidance and nursing, on the other hand, the incentive for the hard work is getting a PhD student. But is this sufficient - which model to use?
- Identifying talents among the international students already enrolled here (MA).
- Offer courses, workshops, summer schools that teach talented MA-students on how to apply for PhD enrolment. In the British system they have various diplomas that help recruit talented PhD students.
- Make a number of stipends available for recruitment in the academic fields (by decentralising).

Specific suggestions

*Pilot project: Allocate a number of stipends for international students and assess them in a way that suits them rather than what suits GSA (specific calls). We could use other criteria of requirements like doing interviews and focus on talent development rather than project development. Applicants could apply without having a project outlined and will thus need guidance and help to develop their projects through courses offered by AU.
GSA could maybe decentralise 1 stipend a year and let the relevant fields decide who to recruit.

*Increase information meetings.

*AUFF screening grants; increase the use of these.

*Summerschool; both running a course for international students wishing to pursue PhD studies, but also be sure to promote PhD possibilities to all international participants in the regular AU summer university.

* The PhD Programme directors have influence on forwarding the best candidates for assessment in the second round. The head of school makes sure that they are asked to forward strong international students among the ones sent on to the second round of assessment (‘optagelsesudvalg’).

*Increase the awareness of the possibility of the ad hoc stipends (meaning co-financed projects or fully externally funded projects).

Internationalisation of current GSA PhD students

Problems and issues

Why do PhD students not go abroad to a larger extent?

- Parenthood.
- Raise funding for family members staying abroad with the PhD student.
- The amount of time spent on applying for external funding instead of working on the project.
- Maybe part of Danish culture is not wanting to go abroad for longer stays.
- Stays abroad are part of the PhD education; also it is a good way to recruit international PhD students, when our own PhD students share knowledge of AU.

What can be done

- Network meetings in the PhD programmes, for instance at lunch meetings. PhD programme directors must make sure to discuss these issues.
- Mentor programmes = knowledge exchange from the PhD students who have already been abroad. Stories could be shared on the GSA website or Facebook.
- The International team (admin) can offer help and guidance to outgoing PhD students on mobility agreements. What is the advantage of going abroad with an agreement? It can be easier to get in initial contact with universities abroad.