

Summary of the recommendations from the evaluation of Doctoral Education in Business Administration and suggestions for how to address them

Panel Composition:

Chair: Andreas Werr (Professor, HHS)

Members: Pervez Ghauri (Professor, Birmingham Business School); Nefissa Naguib, (Professor, University of Oslo) Patrik Stoopendahl (Doctoral candidate, University College Borås)

Panel Recommendation	Suggested measures to be taken
<p>A more explicit strategy for PhD student placement that may guide recruitment, program design and career support. What careers does the program prepare candidates for and how is this done in the best way?</p>	<p>The Department will formalize the exit talk with Phd students introduced in 21. Exit talks will be individualized and conducted with the main supervisor present. Talk should focus on three issues: ISP; next steps and career options. Students will be encouraged to participate in the career day and to participate in staff development programs for doctoral candidates https://www.staff.lu.se/employment/professional-and-careers-development/career-development-for-academic-staff/career-development-for-doctoral-students</p>
<p>Job market preparation – whether for a career within or outside of academia – should be further developed. For academic careers this may mean further developing publication skills and experiences in the PhD program. For non-academic careers, additional courses on more generic and transferable skills could be developed. Responsibility for career support also needs to be clarified.</p>	<p>See above for non-academic careers Business admin is an interdisciplinary field and career expectations are coupled to the cultures of the different sub specialisations. This dimension should be incorporated in the discourse about post PhD careers. Investigate how we can increase our career support activities</p>
<p>A strengthening of research environments with critical mass of PhD students. The current program is very reliant on the specific relationship between candidate and supervisor. Fixed starting dates once or twice a year would be one way of supporting this by building PhD cohorts.</p>	<p>Suggested starting dates: March and/or September Co-location of PhD students An annual PhD research conference</p>
<p>The PhD process should be further formalized, adding at least one additional milestone (mid-term seminar) and mechanisms to detect and address under-performing students clarified.</p>	<p>The middle seminar should be made obligatory. The main supervisor and the Director of Studies should take responsibility for advising under-performing students of their situation. Periodic reviews at different points in the 4 years. At the end of the first 18 months, students who are not yet finished with the obligatory courses</p>

	<p>and the RP should be advised that they are in danger of not finishing on time. I attach a link here with an example of how this may be done https://www.phd.lth.se/english/my-doctoral-studies/midway-review/</p> <p>A second progress after the middle seminar which should take place at the end of year 2.</p> <p>This progress projection will to some extent depend on a standardization of the requirements for RP.</p> <p>Special follow up meetings after long periods of illness and parental leave. This review should be focused on updating ISP, discussing milestones and expectations for the time left.</p>
<p>The current financial model with a high reliance on project funding limits the department's and the program management's influence over key decisions such as candidate selection and who gets to supervise. In order to ensure quality, we suggest a stronger involvement by the department and/or program in these key decisions.</p>	<p>Standardisation of the selection process for PhD students. The Director of Studies should be involved in the creation of the short list of candidates from the original list of applicants and that the interview process should include the project leader, Director of Studies and one other person.</p>
<p>Strengthen the offering of quantitative method in the course portfolio</p>	<p>The Department is currently understaffed in this competence. The Director of Studies has informed the recruitment group of the need to consider this in future recruitment. Doctoral students at FEK currently have access to a portfolio of quantitative courses at LUSEM, LU and from the various networks to which the department belongs.</p>
<p>Learning the craft of publishing Given the increasing importance of peer reviewed journal publications to succeed on the international job market we noted the lack of emphasis and courses on academic writing (such courses might be part of the optional course program). For an article-based PhD, it could be considered to require that at least one paper should be published (rather than all being "publishable") in the fulfilment of the requirements for a PhD.</p>	<p>Increase the demands for article base dissertations to one published article</p>
<p>We recommend that the course portfolio is further developed to move away from its current "ad-hoc" state and made available and communicated early on in the program to assist the candidate in identifying appropriate course packages. Candidates</p>	<p>Director of Studies will investigate how we can further contribute to structuring the portfolio but bespoke portfolios based on student preference with supervisor guidance is an important element in helping students to develop independence</p>

should, for example, be encouraged to take the compulsory course package in the first year. Today, the portfolio is not fully exhausted in practice, but is rather a construct that few candidates (it seems) manage to fully benefit from.

One of the objectives of the program is to gain the ability to present and discuss research findings with society in general. However, the committee was not able to deduct how this ambition is structured or performed. A mentor-program with actors outside university can be a solution. Otherwise, the department could provide the candidates with a platform from which they may reach out to society, e.g. a blog, a podcast or other popular media outlet. We also encourage further engagement with organizations in the LU network in PhD research to identify research questions with high theoretical as well as practical relevance.

Different areas marketing, organization already provide opportunities of this kind to students depending on student interests and skills.