



# Evaluations of the doctoral educations in chemistry

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# Doctoral education at the faculty of science and technology

The **faculty board** has the overall responsibility and takes decisions.

The **board for doctoral education**

- prepares the general study plan and guidelines for doctoral education.
- installs doctoral educational subjects and specializations.
- reviews and recommends subject-specific study plans.

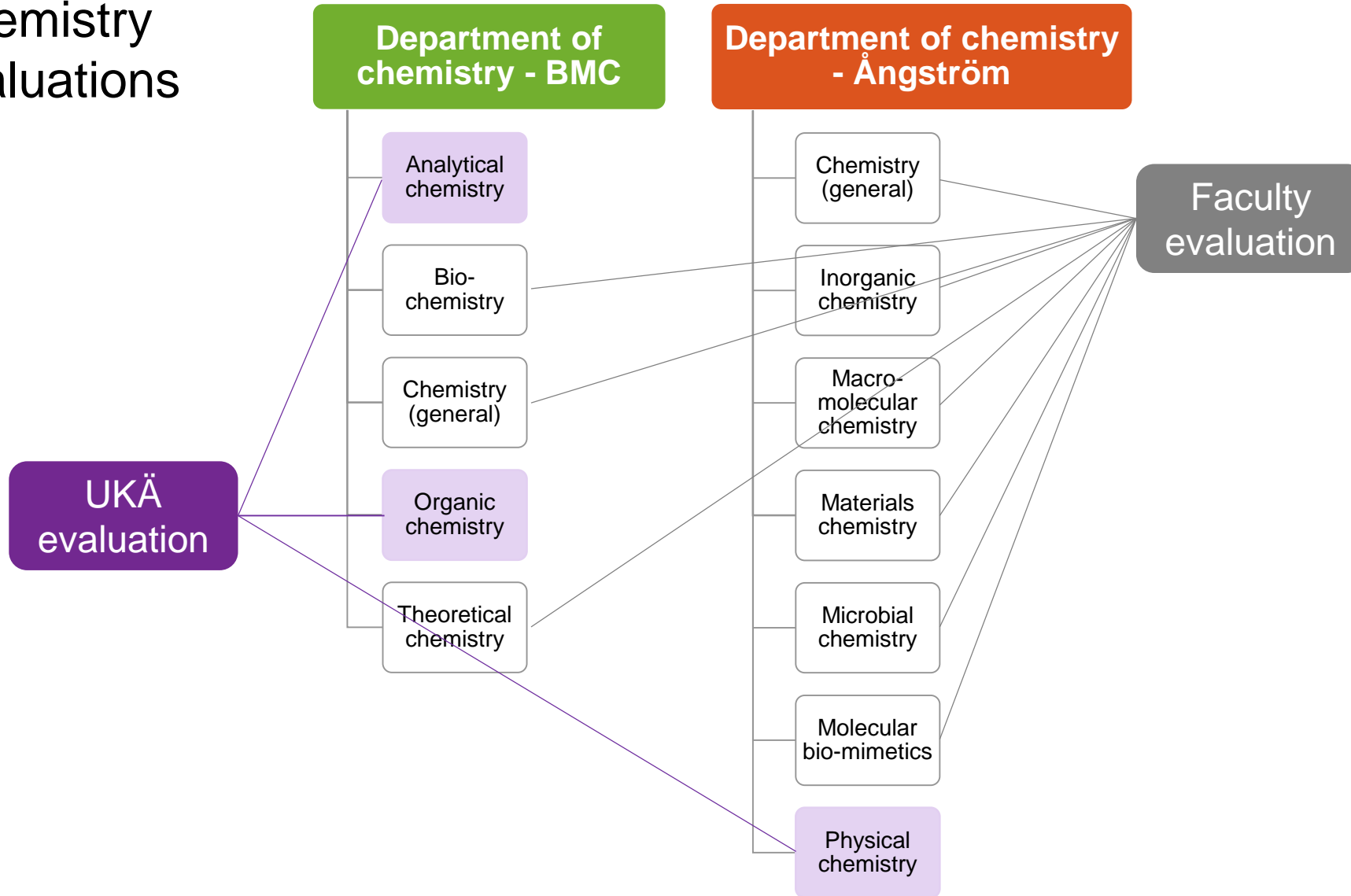
The **department** has the responsibility for the individual doctoral education

Each department has **professors responsible for doctoral education** in their field.

Each subject and specialization has a **subject specific study plan**.



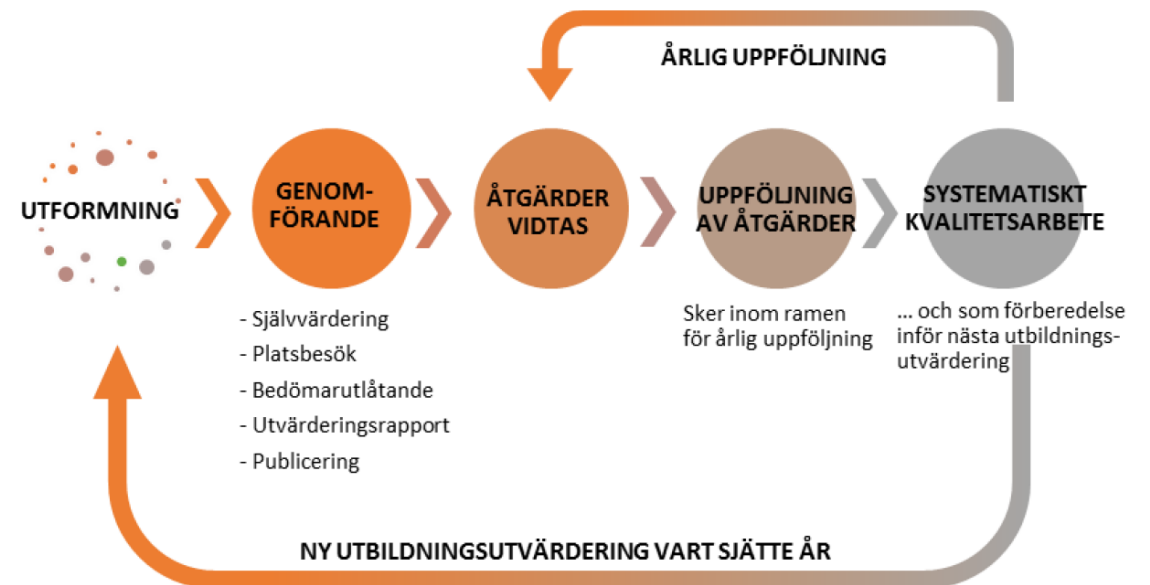
# Chemistry evaluations



# Evaluation according to the faculty of science and technology

1. Self-evaluation
2. Site visit
3. Preliminary statement
4. Final statement, recommendations
5. Evaluation report by the department
6. Follow-up

**Evaluation unit: Department**



# Evaluation according to the Swedish Ordinance for Higher Education, UKÄ

1. Self-evaluation
2. Site visit
3. Preliminary report
4. Sharing, the university may comment
5. Decision and final report

## Evaluation unit: Doctoral education programme/specialization

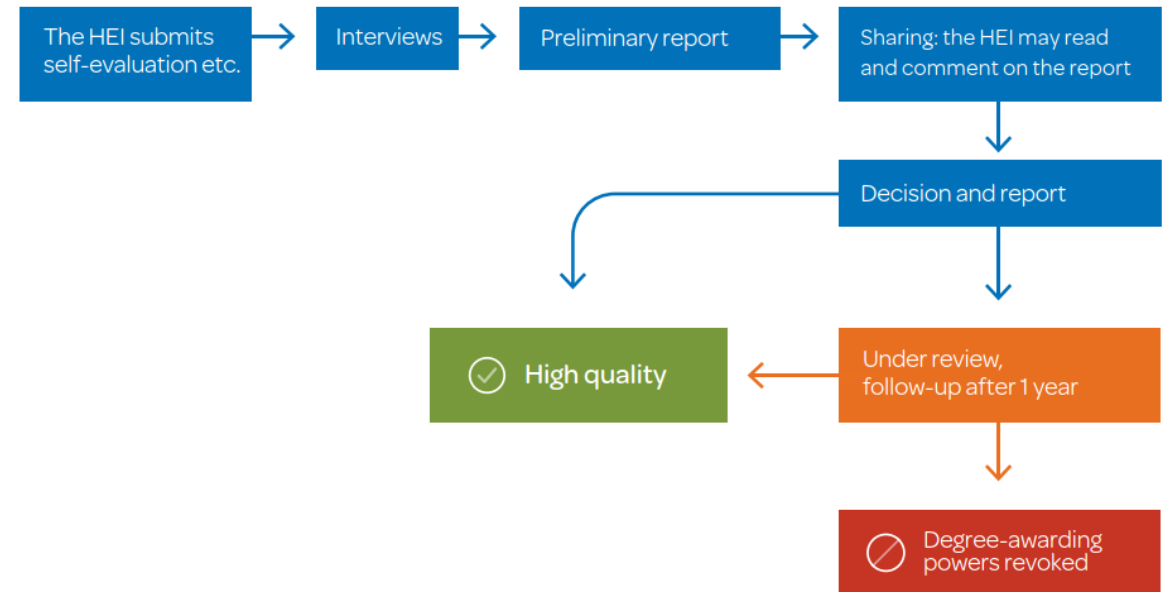
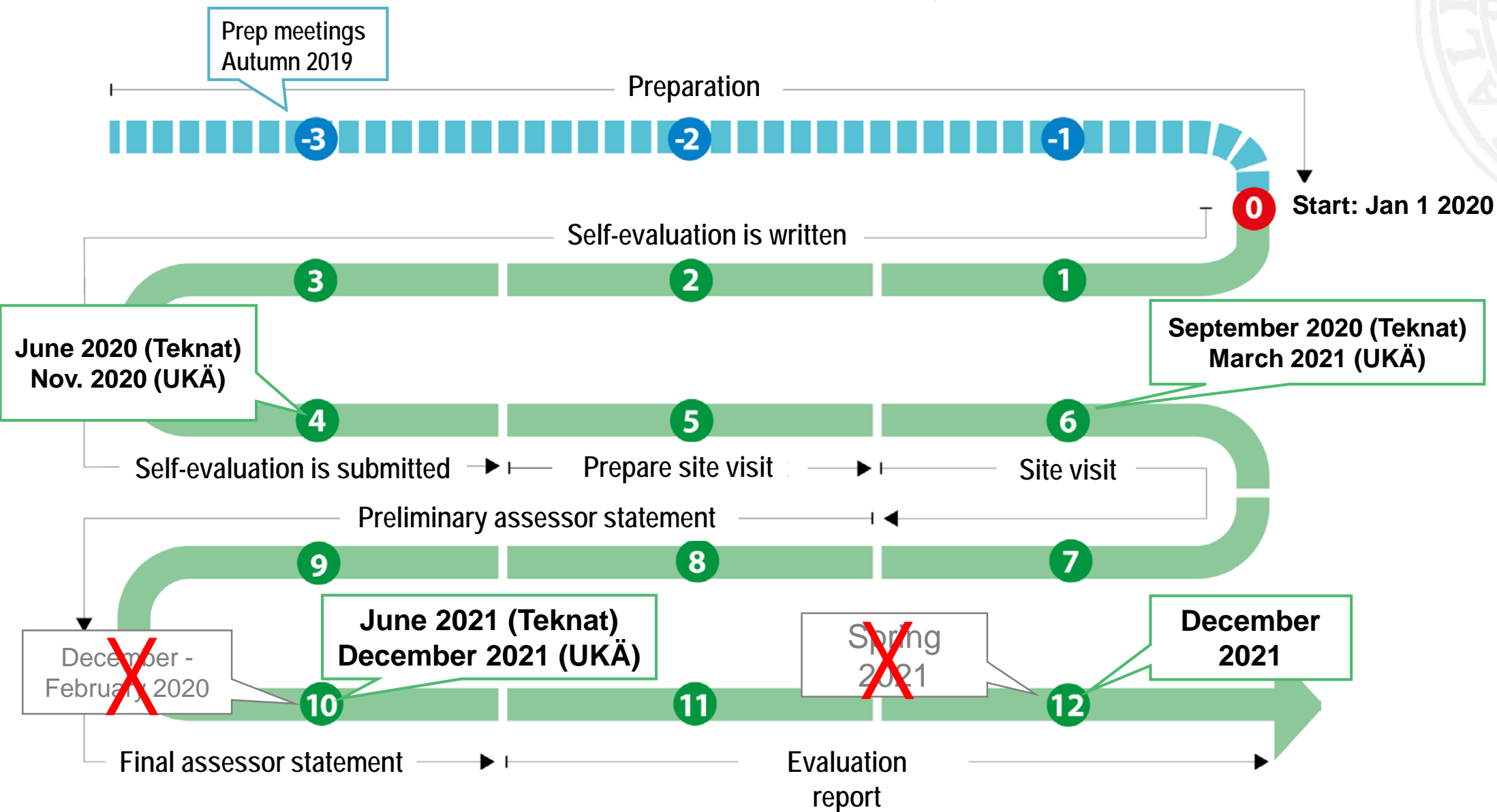


Figure from "Guidelines for the evaluation of third-cycle Programmes" UKÄ 2016



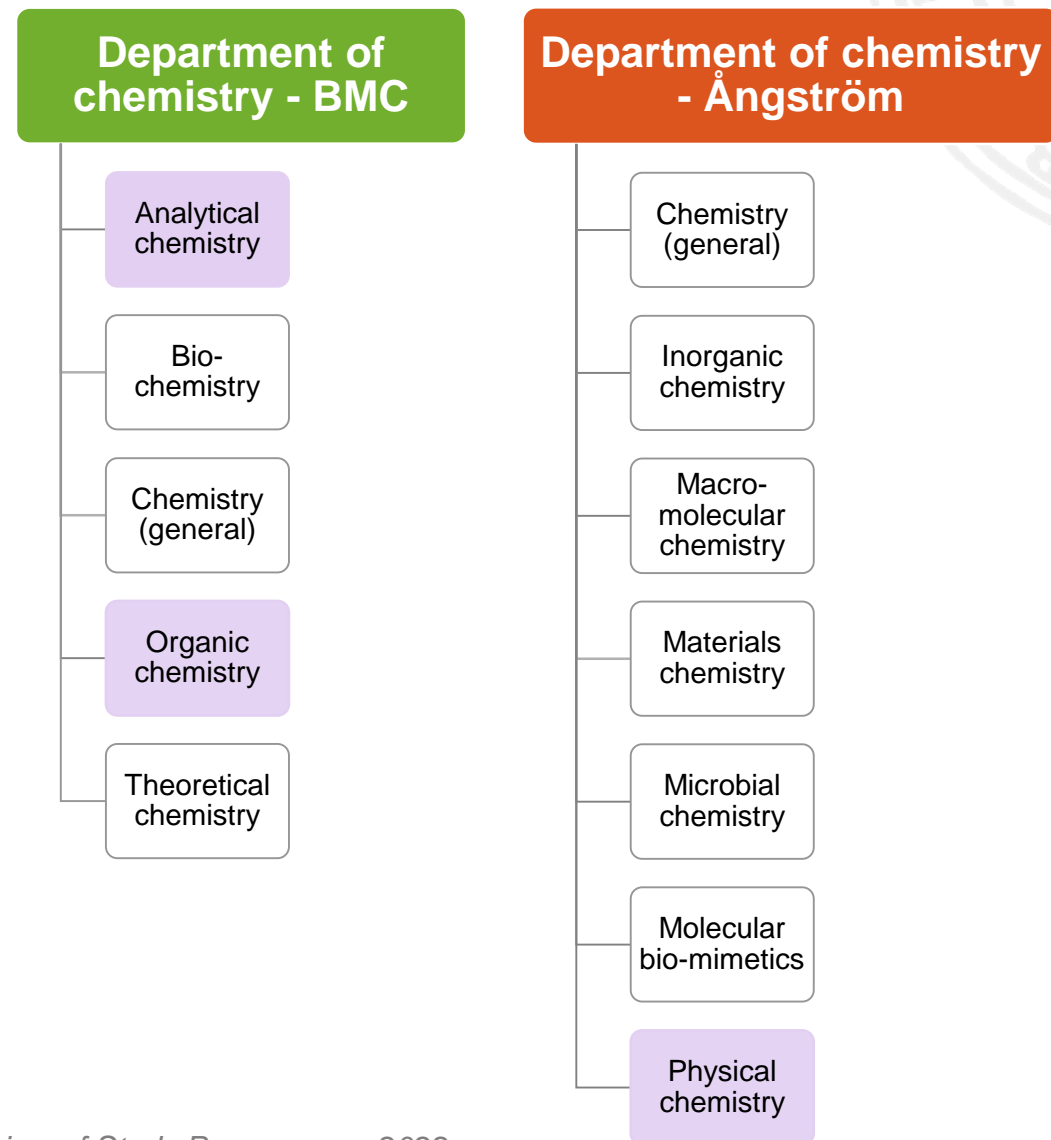
# Timeline for chemistry



# Local procedure, UKÄ

Professors responsible for doctoral education had main responsibility for writing the self-evaluation.

Discussions and input from doctoral students and supervisors.

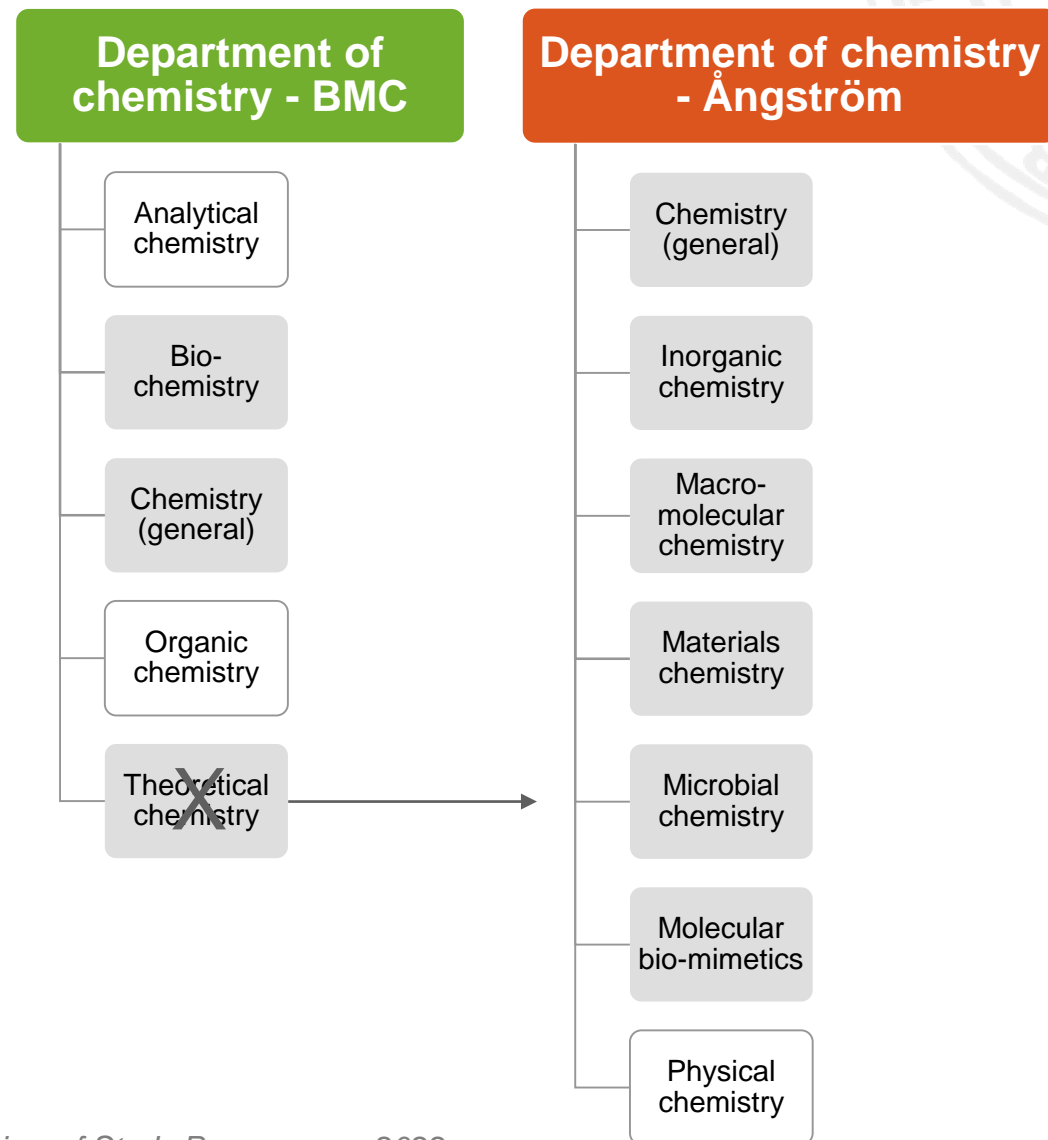


# Departmental processes, Teknat

Chemistry – BMC formed a working group that wrote the self-evaluation.

Chemistry – Ångström distributed the writing of self-evaluations to all educational programs.

A synthesis report was made of the individual self-evaluations.





## Evaluation experience UKÄ – pros and cons

### UKÄ evaluation: Good experience

- Deep analysis of the doctoral education in one subject
- Consistency in self-evaluation and report
- Detailed instructions (you get the answers you deserve)

### UKÄ evaluation: Bad experience

- Selection of traditional subjects misses interdisciplinary doctoral programmes
- Risk of missing departmental processes affecting doctoral education



## Evaluation experience faculty model – pros and cons

### Faculty evaluation: Good experience

- Inclusive of all subject areas at the department
- Departmental processes and environment naturally included
- Continuity in quality assessment

### Faculty evaluation: Bad experience

- Self-evaluation(s) may be very diverse
- Assessment is diluted and lacks depth when combining many doctoral subjects
- Evaluation may become more about departmental processes
- Difficulties with proper coverage in the assessment panel



# Conclusions

## Combining the evaluation reports:

- Incoherent reporting differences in the evaluations meant different focus in reporting.
- Delayed reporting the department had to wait for UKÄ to finish (6 months) before writing the evaluation report.
- More work forcing the combination of different types of evaluation means having to spend much more time with the final report.

## The faculty model:

- A streamlined department process is necessary to avoid inconsistencies when combining different subject specializations.
- When the department is the evaluation unit, the evaluation has a tendency to focus on departmental processes
- More details in the instructions (vaules, focus, emphasis) for the Teknat model would help

