



SHE PhD Guide

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Introduction

The SHE-PhD guide is aimed at informing PhD-candidates and their supervisors within SHE about our PhD-policy. It offers information about organizational aspects, PhD courses, supervision, annual interviews, monitoring of the progress of the PhD-project and about the PhD-defense.

Organisation

The Graduate School of Health Professions Education (SHE) at Maastricht University is a graduate school for education and research in health professions education. SHE offers a wide range of courses in health professions education ranging from short courses to degree programs such as a Master and PhD program and includes a research program, entitled 'Research in Education'.

Educational research is essential for finding new and better ways to educate doctors, nurses, physical therapists and other health professionals. SHE offers a face-to-face and distance-based PhD program. The PhD candidates receive supervision from highly experienced and internationally acknowledged educational researchers associated with SHE. The general aim of the PhD program is to provide support for research and innovation in health professions education.

The main objective of the PhD program is that participants perform educational research (typically a series of empirical studies), resulting in a PhD thesis. A PhD thesis consists of at least four journal articles, (to be) published in peer reviewed international journals reporting on the empirical work that was conducted. In addition, the PhD thesis includes an introductory chapter and a conclusion/discussion chapter. The aim of writing a PhD thesis is to learn to independently conduct high-quality educational research.

Research program

The research program of SHE, entitled Research in Education, is led by the research program director, Prof. Dr. Jeroen van Merriënboer.

SHE's research programme 2018-2023 is called Task-Centered Learning Environments in the Health Professions. The programme has four main themes: (1) goals and values of and approaches to evaluation, (2) approaches to instruction, (3) approaches to assessment, and (4) approaches to implementation. The full description of the programme can be found [here](#).

Research on education is crucial to increase our understanding about how to optimally educate health professionals in order to prepare them for the delivery of high-quality care within the dynamic context of the healthcare setting and to support innovations in education. Current instructional design approaches emphasize the importance of using task-centered learning environments within training programs, in which learners either work on professional tasks in the clinical workplace or on learning tasks based on professional problems in the educational institute.

Generic final achievement standards for a SHE doctorate

Below, the final achievement standards for a doctorate within SHE are described. These are adopted from the VSNU (Association of Universities in the Netherlands) Position Paper 'Hora est!' (2004) and from the NFU guideline (Dutch Federation of University Medical Centers).

- The successful candidate has made an original contribution to academic research of a quality which stands up to peer review at the level usual within and outside of the Netherlands;
- The successful candidate has demonstrated their ability to apply the academic methods used in the discipline concerned for developing, interpreting and putting into practice new knowledge;
- The successful candidate has acquired and worked with a substantial body of knowledge which, at the very least, embraces the principles and methods of international academic practice and of theorization, methodology and study in the discipline concerned;
- The successful candidate possesses the ability to design and implement a substantial project for the purpose of developing new knowledge;
- The successful candidate is able to communicate knowledge and methods pertaining to their discipline or specialism in an effective way;
- The successful candidate communicates his research and its results through publications in internationally recognized, peer reviewed journals.
- The successful candidate is able to exercise social responsibility in conducting, applying and making use of their own research.

Types of PhD-candidates

Five types of PhD-candidates are distinguished within SHE, being regular PhD-candidates, non-regular PhD-candidates, international PhD-candidates, other external PhD-candidates and prospective or starting PhD-candidates. All types will defend their PhD thesis at Maastricht University. Table 1 provides more details about the differences between the groups of PhD-candidates.

Table 1: Types of PhD-candidates within SHE

| <i>Type of PhD</i> | <i>Location</i> | <i>Employee status/ on payroll SHE</i> | <i>Extent of appointment</i> | <i>Remarks</i> |
|--------------------|---|--|---|----------------|
| Regular PhD | Internal | Yes | 0.8 fte or more | |
| Non-regular PhD | Internal | Yes | 0.4 fte or more and less than 0.8 fte | |
| | International PhD | No | NA | Fee paid |
| | Other external PhD (eg., scholarship) | No | NA | No fee paid |

Research in Education WIKI

SHE hosts a Research in Education WIKI (<https://www.elearningfhml.nl/ovowiki/doku.php>) containing necessary information and documents related to (ongoing and completed) SHE PhD projects, SHE meetings, grant possibilities and research resources. You will receive an account to access the WIKI at the start of your PhD. Jeroen Donkers (jeroen.donkers@maastrichtuniversity.nl) manages the content of and access to the WIKI.

Starting Documents

PhD project proposal

Each PhD-project is defined in a PhD project proposal in terms of starting date and end date of the project, the studies to be conducted, the team of promoters/supervisors, the available budget and the planning of the studies that need to be fulfilled by the PhD-candidate. The PhD project proposal must be approved by the research program director of SHE. The PhD project proposal of all regular PhD-candidates must also be approved by ICO as all regular PhD-candidates are also members of ICO (Interuniversity Centre for Educational Research/Dutch Research School accredited by the KNAW or the Royal Netherlands Academy of Arts and Science). Non-regular PhD-candidates can also be involved in ICO if they meet the requirements of ICO, which implies that they are at least 3.0 years appointed as a PhD-candidate within a period of six years or equivalent. All PhD students shall submit a written statement at the start of the research project (integrated in the letter of acceptance), stating that s/he is familiar with and will commit to the 2004 Netherlands Code of Conduct for Scientific Practice of the VSNU.

In some cases, an internal prospective PhD-candidate without approved PhD-project proposal is appointed as PhD-candidate. This will be done if (internal or external) funding is guaranteed and if the PhD candidate has been recruited through a selection procedure. In this case, the PhD-candidate will write the PhD-project proposal at the start of his/her project guided by the supervisors.

Training and supervision plan

In addition, no later than twelve weeks after the start of each PhD-project a Training and Supervision Plan (SHE TSP form) is completed and signed by the PhD candidate and the team of promoters. A copy should be sent to the dean, who has delegated this to the School director. Thus, PhD candidates can submit their TSP in the online monitoring system TRACK (see Page 6 for further information). For final approval, please send an email to the PhD coordinator Anique de Bruin (anique.debruin@maastrichtuniversity.nl) after submitting. In this document the official starting and official end date of the project is included, the names of the supervisor, the PhD-training courses to be followed by the PhD candidate, as well as the teaching obligations (max 10%). This document is signed by the PhD-candidate, the promoters/supervisors, and a member from the HRM-office of the FHML (for internal PhD students) at the start of the PhD-project. Furthermore, ICO PhD-candidates also need to fill out the training and supervision plan as used by ICO (ICO-OBP plan).

PhD budget

The PhD project budget is shortly specified in the PhD-project proposal. The costs for internal PhD projects financed by NWO or other institutes than Research in Education are paid for by the respective institutes. The same holds for external PhD projects. **Internal** PhD candidates need to use the example excel sheets provided on the Research in Education WIKI (under 'Research Resources') when specifying their budgets. Two example sheets are provided; one for (mostly) quantitative research and one for (mostly) qualitative research. The internal PhD candidates' budgets need to be submitted to and approved by the Research in Education Management Team as soon as possible after finishing the PhD-project proposal.

Duration of PhD-program

A thesis typically consists of at least four journal articles, an introductory chapter, a discussion/conclusion, and a summary in English and Dutch. How much time it takes to write the thesis varies considerably. A regular (full time) PhD candidate in the Netherlands who starts with a

PhD project on average needs four years to finish the PhD thesis (extension is possible in case of delay for reasons outside of the research such as pregnancy, maternal/paternal leave). Completion duration of non-regular PhDs greatly depends on the percentage of time available to spend on their PhD thesis. PhD teams strive to have at least two articles within the thesis published or accepted in international peer reviewed journals before the approval of the thesis. It is important that at the start of each PhD-project the starting and end date are carefully estimated and determined, taking into consideration prior research experience and percentage of time available to spend on the PhD thesis.

Supervision and monitoring (TRACK)

During all steps of the PhD project, supervision will be provided (e.g., feedback during the writing process, methodological advice on data analysis) by means of face-to-face meetings, or for international PhD-candidates via email, Skype, and telephone. Minimally two and maximally three supervisors are involved. Normally, one promotor (professor) and one co-promotor (daily supervisor) are assigned to each PhD-project. Together they are responsible for monitoring and stimulating the progress and quality of the project. In the case of externally based, non-regular PhD candidates, we advise to include a local supervisor (always holding a PhD degree). When a supervisory committee for specific reasons wishes to include more than 3 members, approval from the dean needs to be obtained.

PhD-candidates schedule a one-hour meeting with their promoters approximately once every three to four weeks. Typically, the PhD-candidate submits an agenda for the meeting and documents to be discussed. Normally, the co-promoter is the daily supervisor who organizes regular supervision meetings with the PhD-candidate (e.g., once per one or two weeks). In addition, PhD-candidates can drop in on their daily supervisor at any time for questions. The hours specified for supervision hold for PhD-candidates with a contract of at least 0.8 fte. PhD-candidates who work less hours on their PhD receive a proportional number of hours for supervision per week. Furthermore, it is important to keep in mind that the numbers of hours of supervision per week might differ per phase of the PhD-project.

Progress of the PhD project is monitored by the PhD student and his/her team through the online program 'TRACK' (<https://she.track.maastrichtuniversity.nl/Public/login>). All PhD students receive a TRACK account at the start of their project and are asked to complete missing information. They also upload their Training and Supervision Plan and Personal Research Plan within 12 weeks after the starting date. Twice a year, a questionnaire is sent out to the PhD to evaluate progress. The content of the questionnaire is afterwards discussed in a PhD team meeting with the supervisors. Moreover, within 12 weeks after starting the PhD project, the PhD team is asked to discuss how they would like to collaborate and communicate, through use of *the PhD Team Tool*. The PhD Team Tool can be found in TRACK under 'documents'. Email notifications will be sent out to the PhD student and PhD Team whenever action in TRACK is required. If you have any questions about use of TRACK, contact Lilian Swaen (l.swaen@maastrichtuniversity.nl).

PhD coordinator and confidential PhD counselor

A PhD-coordinator is available for all PhD-candidates involved in SHE. The SHE PhD coordinator (Anique de Bruin, anique.debruin@maastrichtuniversity.nl) arranges a meeting with each internal PhD-candidate at the start of the PhD project. The PhD-coordinator informs the PhD-candidates about the PhD policy of SHE, about PhD-courses, supervision of PhD-candidates and about teaching obligations of the PhD-candidates. The PhD-coordinator can also be contacted by PhD-candidates and PhD-supervisors when problems are encountered within the PhD-project. The PhD-coordinator is also responsible for use of the monitoring system TRACK, and for organizing the PhD conference 'SHE

Academy'. Finally, the PhD coordinator is responsible for PhD issues within the Management Team of Research in Education.

Furthermore, a confidential PhD counselor is available for PhD-candidates within SHE. This is Herma Roebertsen (h.roebertsen@maastrichtuniversity.nl). PhD-candidates can contact the confidential counselor for all issues they would like to confidentially talk about with an independent outsider. The confidential counselor will treat all information confidentially. PhD candidates are recommended, if possible, to first discuss their concerns with their supervisors and to search within their team of supervisors for solutions if problems are experienced. However, if there are particular issues that they would prefer to talk about with an independent outsider or if they need advice on how to discuss a topic with their supervisors, there is always the possibility to contact the PhD confidential counselor of SHE. In case of serious conflicts, it is also possible to consult the confidential office of Maastricht University through <https://www.maastrichtuniversity.nl/support/um-employees/you-and-your-work/working-conditions/confidential-advisor-employees>

PhD courses

PhD courses offered by UM – face to face and online

Relevant PhD-courses are offered for all PhD candidates by Maastricht University. The most relevant face-to-face courses are: Multilevel Analysis of Longitudinal Data (MALD), English writing skills for the Sciences, part I, English writing skills for the Sciences, part II, Presentation skills in English, and Self-management for first year PhD-candidates. The career centre at Maastricht University also offers career management courses for *internal* PhD-candidates in the last year of their PhD project. A three or four day long course is offered as well as possibilities for individual coaching and advice. Information about these courses can be found at <https://www.maastrichtuniversity.nl/about-um/faculties/health-medicine-and-life-sciences/education/phd-training-programmes-fhml> and at <https://www.maastrichtuniversity.nl/research/phd/current-phds>

An increasing number of PhD courses is offered online, to make them available to non-regular PhD candidates as well. This includes the 'Online PhD writing course' offered by the Language Center and some of the short courses provided by the University Library. You can find these courses in the overview on the website <https://www.maastrichtuniversity.nl/about-um/faculties/health-medicine-and-life-sciences/education/phd-training-programmes-fhml>.

SHE-PhD advanced courses at UM

The SHE offers three Advanced Courses, one on qualitative research (face to face), one on assessment and one on instructional design (both online). See more information and the possibility to register on the SHE website; www.maastrichtuniversity.nl/she

SHE presents new candidates

Recently started PhD-candidates present themselves and their proposal in one of the 'SHE-presents new candidates' meetings. These are organized twice a year, see SHE website; www.maastrichtuniversity.nl/she

SHE Presents meetings

SHE also offers SHE Presents meetings. These meetings give researchers within the SHE PhD program the opportunity to present and discuss their work (approximately six times a year) during the online meetings called 'SHE Presents'. These meetings are broadcasted over the Internet to allow foreign PhD candidates to join these meetings. See SHE website; www.maastrichtuniversity.nl/she

SHE Academy

Biannually (every odd-numbered year) the PhD conference 'SHE Academy' is organized in Maastricht. The goal of this meeting is community building and exchange of ideas among SHE researchers and

PhD-candidates, for both regular and non-regular, international and other external PhD-candidates. PhD-candidates are required to attend at least one SHE Academy meeting during their PhD-project. The next meeting is planned March 11-14, 2019. All information can be found at www.she-academy.org

SHE-PhD journal club meetings

SHE organizes six journal club meetings per year during which international papers are discussed between SHE researchers. The meetings last one hour and take place at Maastricht University. During each meeting a paper is discussed. This paper typically is a state-of-the-art paper that is selected by a staff member or the organizing team. The discussion is organized around the reading questions that are formulated by the staff member or the PhD candidate who has put forward the paper. The discussions take place in English, except when only Dutch speaking PhD candidates are participating in the meeting. The invitation for each meeting is in English. The meetings take place at Maastricht University mainly during lunch time. See SHE website; www.maastrichtuniversity.nl/she

ICO-PhD courses

The Interuniversity Centre for Educational Research (ICO) also organizes PhD courses. ICO PhD-candidates (i.e., all regular PhD-candidates) are required to participate in the following ICO modules: ICO introductory course (200 hours), two thematic ICO master courses (each 100 hours), at least one should be related to research methodology and research techniques and an international summer/winter school (100 hours). Thus, ICO PhD-candidates attend at least 600 hours on the ICO educational program. The master classes deal, among others, with design-based research, assessment, qualitative research, research on teaching and teachers. Participation is free of charge for ICO members. For non-ICO members, participation costs € 1000,00 per course. The training courses mainly take place in Utrecht in the Netherlands and are spread over a period of several weeks. ICO-PhD-candidates are obliged to follow the ICO-PhD training program (600 hours in total). If the PhD-candidate has met all the requirements, the PhD-candidate will receive a certificate to be handed over during the PhD defense. The other PhD candidates are not obliged to follow the ICO courses, but are highly recommended to follow training courses if specific expertise is lacking. They can attend ICO courses if they have a sufficient budget. More information is available at the ICO website (www.ico-education.nl).

Conferences

PhD-candidates are encouraged to present their work at national and international conferences. Interesting Dutch conferences are: Onderwijsresearchdagen (ORD, organized by the Dutch Association for Educational Research/VOR) and the NVMO-congres (organized by Dutch Association for Medical Education). Interesting international conferences are: the AERA (American Educational Research Association), EARLI (European Association for Research on Learning and Instruction), or AMEE (Association for Medical Education in Europe).

Professional associations

The following professional associations are of relevance for SHE PhD-candidates. Two Dutch associations are of interest: NVMO (Dutch Association for Medical Education) and VOR (Dutch Association for Educational Research). The department of Educational Development and Research has a collective membership, due to which all PhD-candidates are automatically member of this association. The NVMO also has a network for PhDs and organizes a meeting once a year where their PhD-candidates and supervisors meet each other. See www.nvmo.nl. The VOR is the Dutch association for educational research. The VOR also has a network for PhD-candidates, entitled VPO (VOR PhD consultation). The also organize a meeting for their PhD's once a year www.vorsite.nl.

At the international level the following associations are of relevance: AERA, EARLI and AMEE. The AERA is the American Educational Research Association. PhD-candidates of SHE do not need to

subscribe as a member, because promoters within SHE are members, due to which PhD-candidates can subscribe to the AREA meetings. www.aera.net. The EARLI is the European Association for Research on Learning and Instruction. This association also has a network for Junior Researchers (JURE) that is of interest to junior researchers and PhD-candidates. They organize pre-conferences for junior researchers before the EARLI-conference (once in two years) that can be attended by PhD-candidates. www.earli.org. Furthermore, conferences on specific topics are organized by special interest groups within EARLI. The AMEE is the Association for Medical Education in Europe and also organizes a conference once a year www.amee.org.

Management of research data at SHE RiE

With regard to European regulations for privacy (GDPR) and national policy concerning research data, PhD candidates must follow the SHE policy for research data management. A background document is available at the RiE wiki:

<https://www.elearningfhml.nl/ovowiki/doku.php?id=rr:dmre:start>

Storing, sharing and transferring research data

In practice, this means the following: Research data containing privacy-sensitive elements (name, student-id, ip-numbers, photographs, etc) must always be stored and transferred in a secure way:

- Anonymise raw data files as soon as possible but you need to keep a key-file referring anonymised keys to person identities and store that at a secure place.
- On laptops and PCs: always use an encrypted disk to store sensitive (= not completely anonymised) data on local disks, but avoid storing data locally as much as possible
- Never use unsafe cloud-storage such as Google drive and Dropbox to store research data. You can request an account for Surfdrive to store data online at our local IT support. See: www.surfdrive.nl
- If you need to transfer data, use www.surffilesender.nl Always select encryption and send the password separately using SMS (or a phone call).
- For internal PhD students: a folder will be available for your research data at the P: disk (research disk). Send a request to shedata@maastrichtuniversity.nl

For collecting survey data, always use our institutional software (Qualtrics). See:

<https://library.maastrichtuniversity.nl/support/qualtrics/>. Do not use other platforms such as SurveyMonkey, since they do not comply with GDPR.

Your research data is property of Maastricht University, so all data must be accessible to your UM supervisors. Only use Surfdrive or the P: drive to share data with your supervisors.

Security breach

In the case that you lost a device or medium containing sensitive research data, or that someone unauthorized gained access to sensitive research data, you need to report this **immediately** to shedata@maastrichtuniversity.nl

Sharing data with the research community

After you published a study, but in any case before you defend the PhD thesis, your anonymized data needs to be made available on the dataverse platform (www.dataverse.nl). Typically, the desirable data format for dataverse is a Microsoft Excel spreadsheet containing a separate tab with metadata and references to publications. For an example see: <https://dataverse.nl/dataverse/HeshamMarei>

Questions

Contact shedata@maastrichtuniversity.nl for any questions on research data management.

Open access policy

SHE promotes open access publishing of PhD thesis manuscripts in journals. However, with about 100 Wi1 publications per year, it should be clear that SHE cannot bear all the costs related to open access publishing. Note that Maastricht University has agreements with several journals to publish open access without costs. You can check whether this applies to the journal you wish to publish in here: http://library.wur.nl/WebQuery/jbrowser/find?q=*&wqflt=consortium&wq_val=UM Furthermore, to find a good balance between promoting open-access publications and staying within financial constraints, the following guidelines are proposed:

- SHE promotes open-access publications, but only in Wi1 journals, that is, journals that have an impact factor and are listed in the Thomson Science Citation Index (SCI) or Social Science Citation Index (SSCI – see Journal Citation Reports in the Web of Knowledge). In this list, there are both exclusive open-access journals (e.g., Plos One, BMC Medical Education) but also a growing number of regular journals that offer their authors the opportunity to publish their article for additional costs as open access.
- In research proposals for NWO, ZonMW, Surf, Kennisnet, ESF, EC and other funding organizations, always include costs for open-access publications in the budget for materials.
- Regular PhDs who are on the payroll of SHE are allowed to pay for open-access publications, as long as it concerns publications in Wi1 journals, from their own approved research budget. New regular PhDs may include costs for open-access publications in their budget.
- Non-regular and international PhD students, who are not on the payroll of SHE, will not be reimbursed for open-access publications. But if they have own funds to pay for open-access publications this is welcomed.
- SHE will encourage the creation of central funds for open-access publications (Universities of Utrecht, Twente, Delft and Wageningen already have such central funds) and the coming about of agreements between the UM Library and publishers that allow UM researchers to publish open access in their journals without additional costs.

More information about open access publishing can be found on the OvO wiki under 'Resources for researchers'.

SHE Scholarships

As of 2016, SHE offers a number of scholarships to financially support students and researchers who would like to participate in SHE's educational or PhD programme. Below, an overview is provided of the types of scholarships, eligibility criteria, and their deadlines. You can find all details of the Scholarship program at <https://she.mumc.maastrichtuniversity.nl/general-information-she-scholarships>

| Deadline | Scholarship | Eligibility |
|---------------------|--|---|
| July 1 Deadline | Course writing a PhD research proposal | SHE MHPE graduates who completed the Research Track |
| | Material research costs | SHE PhD candidates from developing countries |
| December 1 Deadline | Course writing a PhD research proposal | SHE MHPE graduates who completed the Research Track |
| | Coursework at PhD level | International SHE PhD candidates |
| | Bi-annual SHE Academy | SHE PhD candidates from developing countries |
| | Research visits | Non-SHE researchers with PhD degree |

SHE Dissertation Award

In our school, we have about 10 PhD candidates each year that defend their PhD Thesis. Many of these theses are of very high scientific quality. To honor our PhD candidates and to celebrate scientific progress in health professions education it has been decided to offer an annual SHE Dissertation Award for the best PhD thesis defended in a particular year. The winner will be announced at the SHE Gathering, which will be organized parallel to the AMEE conference.

Teaching obligations

PhD-candidates who are employed at Maastricht University are obliged to fulfill educational roles, such as communication skills trainer, tutor, block planning group member in the Master's program, etc. at a max of 10% of his/her appointment. Once a year, usually in April/May, acquisition for the fulfillment of the different educational roles within the Department of Educational Development and Research takes place. All starting internal PhD candidates are asked to schedule a meeting with the coordinator of educational roles within the department of Educational Development and Research, dr. Ineke Wolfhagen (i.wolfhagen@maastrichtuniversity.nl).

Annual interview and assessment interview

Each year an annual interview takes place between the PhD-candidate and the promoters/supervisors. The aim of these interviews is to discuss the progress of the PhD-project, quality of the supervision, the PhD-training courses that were done or still need to be done, the teaching activities, the problems encountered and appointments for improvement. The appointments are documented. All types of PhD-candidates have an annual interview. For regular and non-regular PhD-candidates who are employed within the Department of Educational Development and Research it is the responsibility of the chair of the department of Educational Development and Research to schedule the annual interview. For all other PhD-candidates who are *not* employed within the Department of Educational Development and Research it is the responsibility of the research program director to schedule the annual interview. The team of promoters/supervisors participates in this interview, which might be organized using videoconferencing or Skype for international PhD-candidates. It can be decided to invite another staff member to participate in the annual meeting because s/he might be better informed about the non-PhD related activities of the candidate. During the interviews a review form provided by the HRM-office of FHML is used for PhD-candidates who are employed at Maastricht University. For all other PhD-candidates a SHE-PhD interview/assessment interview form is available. At the end of the first year, during the assessment interview, the promoter must give an advice to either continue or stop participation of the candidate in the PhD program. The final go/no-go decision after year 1 will be taken by the research program director of SHE. The minimum requirement for acceptable progress is one completed manuscript (ready for submission to a journal) per year. A signed copy of the first year assessment interview report is therefore to be sent to the research program director of Research in Education. A signed copy of the interview report of all other years is to be sent to the secretary of Research in Education. This report must be filled out and signed by the promoter.

Monitoring

SHE-PhD questionnaire

Each PhD-candidate fills out the SHE PhD-questionnaire annually (in TRACK, see Page 6; Note: every 6 months, another shorter progress evaluation is sent out). The PhD candidate reports in the PhD-monitor about the progress of the project, the number of papers that are published, in press, accepted, submitted or in progress, but also about the quality of the supervision, the PhD-training program, the teaching activities of the PhD-candidate, and the problems encountered. The

information provided in the SHE PhD-monitor will be analyzed by the research program director of SHE. If the responses suggest that further action is needed, the research program director will first contact the PhD candidate in question to discuss this. When deemed necessary, a meeting will be organized between the PhD-candidate, the promoters/supervisors and the research program director of SHE to discuss solutions. It is also possible to consult the PhD-coordinator or confidential PhD counsellor. All PhD-candidates within SHE are required to fill out the SHE PhD-monitor annually.

ICO-PhD monitor

ICO-PhD-candidates also need to fill out the ICO-monitor once a year. In other words, regular PhD-candidates are also monitored by the national research school.

In sum, all regular and some non-regular PhD-candidates within SHE fill in two monitoring forms (the SHE-PhD monitor, the ICO-PhD monitor and the FHML-PhD monitor). These monitoring instruments are used to signal problems that hinder the completion of the PhD within the contract period. If problems are encountered a discussion will take place about possible solutions. It is important to note that PhD-candidates and supervisors are strongly encouraged to discuss and evaluate the progress of the PhD-project at a regular basis during their supervision meetings. In Table 2, the different components of the PhD-monitoring system are summarized.

Table 2: Overview of monitoring system

| | Internal | | External | |
|---|-------------|-----------------|-------------------|--------------------|
| | Regular PhD | Non-regular PhD | International PhD | Other external PhD |
| Starting documents | | | | |
| • PhD project proposal | Yes | yes | yes | yes |
| • Training and supervision plan (TRACK) | Yes | Yes | yes | yes |
| • Personal research plan (TRACK) | yes | yes | yes | yes |
| • Budget | Yes | yes | yes | yes |
| • ICO project proposal | Yes | if desired | no | no |
| • ICO training and supervision plan | Yes | if desired | no | no |
| Annual Review/Interview | yes | yes | yes | yes |
| PhD Coordinator | Yes | yes | yes | Yes |
| Monitors | | | | |
| • SHE-PhD monitor – TRACK | Yes | yes | yes | Yes |
| • ICO-PhD monitor | Yes | If desired | no | no |

***If the candidate is employed at the Department of Educational Development and Research, the department chair will initiate the review meeting, in other situations, the research program director of SHE will initiate the review meeting.

Valorisation

Each Maastricht University PhD dissertation should contain an addendum about valorization of approximately five pages. This part is not to be assessed by the Assessment Committee as these are not part of the dissertation as such. Five questions are provided that can guide candidates in writing this addendum (taken from the Promotion Rules of Procedure):

1. (Relevance) What is the social (and/or economic) relevance of your research results (i.e. in addition to the scientific relevance)?
2. (Target groups) To whom, in addition to the academic community, are your research results of interest and why?
3. (Activities/Products) Into which concrete products, services, processes, activities or commercial activities will your results be translated and shaped?
4. (Innovation) To what degree can your results be called innovative in respect to the existing range of products, services, processes, activities and commercial activities?
5. (Schedule & Implementation) How will this/these plan(s) for valorization be shaped? What is the schedule, are there risks involved, what market opportunities are there and what are the costs involved?

Thesis defense

Once the team of promoters is of the opinion that the PhD thesis is of sufficient quality, it will be presented to an Assessment Committee consisting of several independent and external assessors. But first, it will be checked for plagiarism. The results will only be communicated to the Dean and first supervisor. The Assessment Committee will assess the quality of the thesis and will decide within four weeks whether the thesis is of sufficient quality to be defended at Maastricht University.

As a final step, the thesis has to be presented and publicly defended in a one-hour session in which members of the Assessment Committee, who approved the thesis before it could be admitted for defense, and one or two other examiners question the author of the thesis on various aspects of the research. The defense is an open ceremony and may be attended by relatives, friends and colleagues of the candidate. The PhD degree from Maastricht University is awarded after the ceremony. The PhD-candidate is only allowed to make a reservation for the day of the defense at Maastricht University after the external Assessment Committee has approved the PhD proposal.

The whole approval procedure, starting with submission of the thesis to the Assessment Committee and ending with the PhD defense ceremony, takes at least 20 weeks.

The PhD candidate is allowed a compensation for the costs associated with the defense ceremony (printing the dissertation and reception costs), to a maximum of €2000. Maastricht University will reimburse a portion of the printing costs of the PhD dissertation to the extent that UM will purchase ten copies of the dissertation at a rate of €0.36 per page.

Career development

Promoters and supervisors should discuss career development at regular intervals with their PhD-candidate during the last year of the PhD-project. Excellent PhD-candidates will be encouraged to write a grant research proposal. PhD-candidates are encouraged to discuss their career development with their promoters and supervisors and are also encouraged to subscribe for the PhD career management courses offered by Maastricht University. These courses are free. If the PhD project is not finished within the contract period, the PhD-candidate will not receive an extension of the appointment.

Final steps of the PhD-process within SHE

Submission of PhD thesis to the assessment committee

When you start thinking about writing the final two parts of your PhD-thesis, being the introduction chapter and the discussion chapter, the following steps should be undertaken.

1. Discuss the structure of the introduction and discussion chapter.

Discuss the structure of the introduction and discussion chapter with your team of promoters and propose a structure. Take a look at how these two chapters are structured in various other PhD thesis from SHE, examples are available at the she website:

www.maastrichtuniversity.nl/she.

2. Discuss the assessors of the review committee.

Discuss with your team of promoters which assessors could be involved in the review committee. If your team of promoters perceive the PhD thesis to be of a sufficient quality, it will be presented to a review committee. The review committee consists of at least five members, three from Maastricht University (internal reviewers; one of them is the chair of the committee), two external members of which the majority should be full professor. Take a look at the official guidelines, see <http://www.promotiewijzer.nl/en/>. The review committee will assess the quality of the thesis and will decide whether the thesis is of sufficient quality to be defended at Maastricht University. The review committee will need at least four weeks to give their judgment.

3. Edit or layout your thesis.

Before the PhD-thesis can be sent to the review committee, it should be edited. The lay-out of the document sent to the review committee preferably does not differ from the lay-out of the final thesis. The thesis consists of a contents page, the introductory chapter, chapters reporting the studies, a discussion chapter and an English and Dutch summary. Take a look at examples available on our website www.maastrichtuniversity.nl/she. All chapters should be fully ready in terms of layout. A Dutch and English summary should be included in the final PhD thesis, but for the review committee one summary is sufficient. Acknowledgements and the official pages on which it is stated when the defense will take place should not be included at this stage. A PhD candidate can layout the thesis him or herself or can ask an official publisher for help; e.g. www.gildeprint.nl or www.datawyse.nl. The PhD candidate is allowed a compensation for the costs associated with the defense ceremony (printing the dissertation and reception costs), to a maximum of €2000. Maastricht University will reimburse a portion of the printing costs of the PhD dissertation to the extent that UM will purchase ten copies of the dissertation at a rate of €0.36 per page.

The PhD-thesis will be sent to the review committee by the secretary of SHE. For non-Dutch PhD candidates help will be offered by SHE to write a Dutch summary.

4. Write propositions/statements.

Propositions or statements should be added to your thesis. Four propositions shall relate to the subject matter of the dissertation. Four shall relate to the subject field of the Doctoral candidate, but excluding the topic of the dissertation. Any other propositions need not be related to the topic of the dissertation or the subject field of the Doctoral candidate. The number of propositions is at least 8 and no more than 11. Your team of promoters must approve the final list of propositions. Start in time with thinking about your propositions, preferably when writing the discussion chapter. The propositions do not need to be sent to the review committee. The propositions should be added to your thesis on a separate page in the final dissertation. During the defense questions can be asked about your propositions, so you should be able to defend them.

5. Prepare printing of PhD thesis after approval.

After the thesis has been approved by the review committee, you can continue with preparing the printing of the thesis. First consult the guidelines for the layout of pages 1-3 and the final pages, see below. Page 3 on which the date of defense is stated must be officially approved by the secretary of SHE before the thesis can be printed. The same holds for page 4 on which the names of the team of promoters and the review committee are included. The other parts of the thesis are similar to the document sent to the review committee earlier. The review committee will approve or, in exceptional circumstances, reject your thesis. So check and re-check all information before you print the thesis. A printed version of the PhD thesis should be sent to the review committee members and any others at least one month before the defense. The number of PhD theses to be sent to the SHE secretary is 50 including the 10 copies for the deans' office.

6. Schedule the defense ceremony.

As a final step, the thesis has to be presented and publicly defended in a one-hour session. This ceremony should be scheduled. It is only allowed to make a reservation for the day of the defense at Maastricht University after the external review committee has approved the PhD proposal. This reservation is done by the secretary of SHE after the PhD-candidate has been consulted about a possible date and the secretary has checked which date is appropriate for the team of promoters and if possible some of the review committee members.

7. Discuss additional examiners for the defense ceremony.

The thesis has to be publicly defended in a one-hour session in which members of the review committee, who approved the thesis before it could be admitted for defense, and another one or two examiners question the author of the thesis on various aspects of the research. These two extra examiners can be decided upon after the thesis has been approved by the review committee. Discuss with your team of promoters at least four weeks before the defense the two extra examiners. The promoters will send the two extra examiners a request whether they want to participate. The defense is an open ceremony and may be attended by relatives, friends and colleagues of the candidate. The PhD degree from Maastricht University is awarded after the ceremony. The external review committee members will not be paid any fees or travel costs to participate in the PhD ceremony by SHE. If an external member needs to be paid, the PhD-candidate must find financial resources him/herself.

8. Prepare a powerpoint for the defense.

Prepare a powerpoint to be presented during the defense that lasts maximally 15 minutes. This time limit is strict! The powerpoint should summarize your thesis and is meant to inform the audience. Ask your team of promoters for feedback on the powerpoint.

9. Prepare the discussion for the defense.

In order to prepare well for the defense, start thinking about possible questions that could be asked by the review committee members and think about your answers. You could also arrange a session with some colleagues in which you present your powerpoint and defend the questions raised by the colleagues; e.g. you could ask each colleague to prepare one question and divide the chapters among your colleagues and ask them for feedback.

10. Select "Paranimfs".

During the defense two persons will support the candidate. They are called "paranimfs". They have a ceremonial role and will sit next to the PhD candidate during the defense. They could be asked to read aloud one of the propositions during the defense. The PhD candidate can choose these persons; they could be relatives, friends or colleagues.

11. Check the powerpoint for the defense.

A few days before the defense, the PhD candidate can check the powerpoint in the building at the Minderbroedersberg 4-6. An appointment will be made. An e-mail will be send to the PhD candidate to make an appointment.

12. Reception after defense.

After the defense, which will take place at the building located at the Minderbroedersberg 4-6 in Maastricht (in the city center), a reception with drinks usually takes place to shake hands. This is typically paid by the candidate. The PhD candidate will receive an e-mail with information about the possibilities.

13. Duration final steps for the defense.

Finally, keep in mind that the whole approval procedure, starting with submission of the thesis to the review committee and ending with the PhD defense ceremony, takes at least 20 weeks. Usually it is very busy at the end of June and in December, due to which it will be very difficult to schedule a PhD defense during these two months. PhD defenses can take place on Wednesday, Thursday and Friday, both morning and afternoon sessions are scheduled during busy times.

Guidelines for thesis lay-out

In order to promote the School of Health Professions Education (SHE) dissertations, PhD candidates within SHE are requested to use the following structure for first and last pages of their thesis.

Page 1:

Title thesis

Page 2:

The research reported here was carried out at



(can be downloaded from SHE website)

in the School of Health Professions Education



(can be downloaded from SHE website)

in the context of the research school (if applicable)



(Interuniversity Center for Educational Research)

(can be downloaded from ICO website)

and was funded by (if applicable)



(can be downloaded from NWO website)

Pages 3 and 4:

See official regulations UM

Second last page:

SHE dissertations series, check the final version with the secretaries of SHE.

Last pages:

List of ICO dissertations (download at www.ou.nl/ico) (if applicable; is only applicable to ICO PhDs)

SHE dissertations series

The SHE Dissertation Series publishes dissertations of PhD candidates from the School of Health Professions Education (SHE) who defended their PhD theses at Maastricht University. The most recent ones are listed below. For more information go to: <https://she.mumc.maastrichtuniversity.nl>

Mogre, V. (07-11-2018) Nutrition care and its education: medical students' and doctors' perspectives

Ramani, S. (31-10-2018) Swinging the pendulum from recipes to relationships: enhancing impact of feedback through transformation of institutional culture

Winslade N. (23-10-2018) Community Pharmacists' quality-of-care metrics. A prescription for improvement

Eppich, W. (10-10-2018) Learning through Talk: The Role of Discourse in Medical Education

Wenrich, M. (12-09-2018) Guided Bedside Teaching for Early Learners: Benefits and Impact for Students and Clinical Teachers

Marei, H. (07-09-2018) Application of Virtual Patients in Undergraduate Dental Education

Waterval, D. (26-04-2018) Copy but not paste, an exploration of crossborder medical curriculum partnerships

Smirnova, A. (04-04-2018) Unpacking quality in residency training and health care delivery

Hikspoor, J. (05-12-2017) Development of the heart and vessels in the caudal part of the human body

Boymans, T. (06-10-2017) Hip arthroplasty in the very elderly: anatomical and clinical considerations

Zaidi, Z. (04-10-2017) Cultural hegemony in medical education: exploring the visibility of culture in health professions

Harrison, C. (20-09-2017) Feedback in the context of high-stakes assessment: can summative be formative?

Mekonen, H. (30-06-2017) Development of the axial musculo-skeletal system in humans

Taylor, T. (29-03-2017) Exploring Fatigue as a Social Construct: Implications for Work Hour Reform in Postgraduate Medical Education

McLellan, L. (29-03-2017) Prescribing the right medicine: Perspectives on education and practice

Ignacio, J. (09-02-2017) Stress Management in Crisis Event Simulations for Enhancing Performance

Bolink, S. (19-01-2017) Functional outcome assessment following total hip and knee arthroplasty; Implementing wearable motion sensors

Facts (per 31.12.2017)

| SHE | Numbers |
|--|---------|
| (Affiliated) Full professors | 15 |
| Daily supervisors (excluding professors) | 39 |
| PhD candidates | 98 |

Names

| Roles | Names | E-mail |
|--|---------------------------|--|
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| www.maastrichtuniversity.nl/she | | |

Anique de Bruin, November 20, 2018