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31 mei 2016

Betreft: Notitie 'PhD candidates as Teachers at Radboud University'

Geacht college,

Hierbij bieden wij u de notitie van het Promovendi Overleg Nijmegen en de Universitaire Studentenraad aan over promovendi als docenten. Bijgevoegd zijn tevens het rapport van het Promovendi Netwerk Nederland en het Interstedelijk Studenten Overleg 'De Promovendus als docent' (bijlage A) en de resultaten van de enquête van het Promovendi Overleg Nijmegen 'Results from the survey PhD candidates as Teachers at Radboud University' (bijlage B). De notitie is in het Engels geschreven vanwege de volgende redenen: (1) de enquête is in het Engels uitgezet en geeft op deze manier weer wat er daadwerkelijk gevraagd is, (2) onze volledige achterban, inclusief de promovendi die de Nederlandse taal niet machtig zijn, kan zodoende kennis nemen van de resultaten en notitie, en (3) alle leden van het Promovendi Overleg Nijmegen konden op deze manier een bijdrage leveren, inclusief degenen die de Nederlandse taal niet machtig zijn. Een korte samenvatting van de notitie in het Nederlands is ook toegevoegd (bijlage C).

In het agendaoverleg van donderdag 26 mei 2016 is afgesproken om deze notitie te agenderen voor de overlegvergadering van maandag 27 juni 2016.

Hoogachtend,

Namens het PON,

Tim Riswick

# PhD candidates as Teachers at Radboud University



**Date:** 31-05-2016

**Contact person:** Tim Riswick ([t.riswick@let.ru.nl](mailto:t.riswick@let.ru.nl))

**Commission 'PhD candidates as Teachers':** Michelle Everard (USR), Monja Froböse (PON-OR), Mohammad Ghashghavi (PON-OR), Suzanne Kali (PON-OR), Isabel Kimmelfield (PON) Delano van Luik (USR), Tim Riswick (PON-OR), James Trujillo (PON-OR), and Daan Verwaaij (USR).

## **Introduction**

Headlines such as ‘Students are often taught by ill-prepared PhD candidates’ (NOS) and ‘PhD candidates are ill-prepared to teach’ (Nultweevier) received nationwide media coverage when the report of the PhD Network the Netherlands (PNN) and the Intercity Student Council (ISO) titled ‘De promovendus als docent’ was presented on Thursday April 21<sup>st</sup> 2016. The main task of the report was to investigate in which ways PhD candidates are prepared to teach by looking at four topics: (1) when does a PhD candidate start teaching, (2) how much do they teach, (3) is the quality of the courses that prepare PhD candidates for teaching sufficient, and (4) what is the opinion of PhD candidates with regards to the supervision of their teaching.

The report shows a more nuanced view than the headlines in the news, but it still gives many reasons for concern regarding the support that is given to PhD candidates by universities before and during their teaching duties. The results of the report demonstrate the following five problems: (1) PhD candidates start their teaching duties much too early in their graduate career, (2) the amount of teaching is too much or too little, (3) the time spent on teaching is usually more than stated in the contract, (4) education for teaching is not supported and/or when it is, it is too little too late, (5) supervision of PhD candidates while teaching is non-existent or of low quality. In general, a small majority of the respondents grades the support for teaching as sufficient, whereas 46% report this support to be insufficient and are unhappy about it.

The report from PNN and ISO makes it absolutely clear that something needs to be done. Moreover, it offers eight recommendations which can be summarized as follows: (1) there should be a structural policy about the ways PhD candidates are educated at every university, supervised and supported in their teaching duties, (2) every PhD candidate should get the opportunity to follow a basic training preparing them to teach at a university level, (3) PhD candidates should not (because of the basic training) teach in the first six months of their contract, (4) the amount of hours needed to teach should be equal to – not more than – the amount stated in the contract, (5) PhD candidates should be given the opportunity to receive certificates for parts of the University Teaching Qualification, (6) quality of supervision should be guaranteed by getting repeated feedbacks from experts and peers, (7) the individual trajectory of a PhD candidate should be the most important factor in determining a specific teaching-trajectory, and (8) the quality of the support and supervision before and during teaching obligations for PhD candidates should be monitored.

## **The situation at Radboud University**

Because the report of PNN and ISO only includes 13 respondents from Radboud University, it is difficult to conclude anything specific about the situation at this university. Yet, PON recognizes the aforementioned problems because these topics similarly arise during our talks with fellow PhD candidates and meetings with PhD councils of different faculties. Moreover, the USR also receives

some complaints from the perspective of students indicating the insufficient training and quality of PhD candidates that are teaching in their courses. For example, PhD candidates do not have the proper knowledge of, or experience with, examination: PhD candidates are either too strict or too lenient. Therefore, PON and the USR decided to take action and set out a survey to all PhD candidates of the Radboud University. Our goals with this survey are the same as the goals of PNN and ISO: to investigate how well PhD candidates are prepared to teach and how this can be improved. To make our survey comparable, we used questions that were also included in the survey of PNN and ISO. However, we also added some questions which we thought were missing in the original document. We received 301 responses, of which 241 respondents indicate that they are teaching or have taught, from all over the university. More specific information can be found in our detailed report (attachment B), but the following results are the most significant in our opinion:

1. While most respondents (76.8%) spend between 0-20% on teaching, there are also respondents who spend much more time on teaching (13.2%).
2. For the majority of respondents (58.9%), the time they spend on teaching (preparation, giving lectures) is not equal to the time defined for it in their contract or by their faculty. They are spending more time than they are supposed to as defined in their contracts.
3. More than half of the respondents (58.5%) answered that they need more time to prepare, while only 38.2% of the respondents feel they get enough time for preparing and giving lectures. Furthermore, 16.2% even state they need much more time to prepare.
4. Most respondents (76.3%) start their teaching in the first year of their contract with many (45.2%) of them already starting in the first six months.
5. Almost one in five of the respondents (17.8%) believe that their teaching started too early in their PhD-trajectory.
6. Almost a third of the respondents (29.0%) did not receive any kind of support before or during the classes they were teaching.
7. Most respondents who received support (69.7%), were supported by a colleague (52.5%) and/or their supervisor (39.5%). Fewer people got supervision (4.2%) or took courses (31.1%) from the department for Educational Support.<sup>1</sup> Respondents also argued repeatedly that the department of Education Support should offer a course before teaching starts.
8. Only one in four (24.5%) of the respondents was satisfied with the courses which were offered to them. The majority is neutral (38.6%), while 17.5% was dissatisfied with the offered courses.
9. The support which was offered before and during teaching in general is graded very inconsistently by the respondents, ranging from 1 to 10. About 36% grades the support as inadequate (5 or

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<sup>1</sup> Respondents could give more than one answer to this question.

below), while most respondents grade it with a 6 (23%) or 7 (25.7%). The mean is 5.8 and the median is 6.

10. Out of all the respondents, more than half (168) offered advice on how the university can help PhD candidates who are teaching and almost one in four (71) left their email address for us to contact them to elaborate on their personal experiences. This demonstrates that teaching is a topic which is considered important for PhD candidates and can, in their opinion, be improved.

In conclusion, it seems that the Radboud University is doing better when comparing our results with those in the report of PNN and ISO. Yet, in our view the vast number of issues raised by the respondents should not be ignored. Therefore, we will sketch our vision on the PhD candidate as a teacher below and give some recommendations, which is in parallel to the recommendations given by PNN and ISO.

### **Vision of the PON and USR on PhD candidates as Teachers**

We would like to formulate our vision on PhD candidates as teachers as follows: PhD candidates are not required to teach more than their contractual obligations stipulate, nor is the teaching load so high as to seriously and extensively interfere with their research. PhD candidates who wish to teach despite not being required to – as well as those who wish to take on additional teaching tasks – are given the option of doing so in exchange for a contract extension. Straightforward agreements with regard to teaching tasks are made between the PhD candidate and the supervisory team, set up at the start of the PhD trajectory and agreements are regularly monitored and where needed adapted to match the stage and requirements of the candidate's research project. Those PhD candidates interested in pursuing a University Teaching Certificate (UTQ) during their PhD are supported by their supervisory team and transparent information about the requirements and process of obtaining the certificate is provided. Those PhD candidates who do not manage to obtain a UTQ during their PhD trajectory, nevertheless, can benefit from the recognition of their teaching skills by receiving certificates of specific parts that they do fulfil. PhD candidates who teach are supported in the development of their teaching abilities. For example, they are allowed to take courses before their teaching duties start and get ample opportunity for personal feedback. This includes feedback from anonymous evaluation given by students.

### **Recommendations**

Our most important recommendation is that there should be a structural implemented policy and trajectory for the ways PhD candidates are being educated, supervised and supported in their teaching tasks. This means that teaching tasks should become part of the general assessment cycle. The following points could help to achieve this:

- Education, supervision and feedback: Courses preparing the PhD candidate should be offered before they start teaching. This could be a course exclusively for PhD candidates which focuses on basic teaching skills. During their teaching tasks the PhD candidate should get ample opportunity for feedback by a senior colleague and/or a mentor from the department of Educational Support. Being a co-teacher with a senior colleague may also be an option. In addition, anonymous feedback from students is also essential and should be provided for every course in which PhD candidates teach.
- Enable teaching: Whenever possible, PhD candidates who wish to teach (more) despite not being required to, are given the option of doing so in exchange for a contract extension. This may require cooperation with other departments and some flexibility in the timeline of the project.
- University Teaching Qualification: If the PhD candidate wants to obtain a UTQ during their trajectory, it should be facilitated. Supervisors can actively facilitate certain teaching tasks in order for the PhD candidate to meet the UTQ requirements (e.g. 3 lectures, 3 seminars, 3 supervision tasks). When possible, project timelines should be flexible to allow a PhD candidate to take an additional teaching contract (e.g., 0,2fte) in addition to a part time research contract (e.g., 0,8fte).
- Official confirmation of teaching activities: All PhD candidates should be able to receive evidence of their teaching activities at the end of their project. An official overview (UTQ-compact) of conducted teaching activities including teacher professionalization courses should therefore be provided upon request. Getting certificates for finishing certain parts of a UTQ could also be made possible.
- Formalized planning: It is very important to agree on the integration of such a UTQ-compact in one's PhD trajectory at the start of the PhD, by incorporating it in the Training and Supervision Plan timeline. Moreover, in the first six months and in the last six months a PhD candidate should not be required to teach.
- Transparent information: Each faculty should regularly organize a meeting on the topic of a UTQ-for-PhD candidates, to elaborate on ways for candidates to effectively get their BKO-compact and, more generally, how to balance between teaching and research. Moreover, it should be made clear to PhD candidates that teaching is only obligatory when teaching obligations are clearly written down in their contract.
- Maximum teaching loads: To avoid the overburdening of PhD candidates with regards to teaching, we recommend the following characteristics of any teaching obligation: (1) maximum 0,1 fte allocated to teaching for a four year project (which is already the case for new PhD contracts), (2) flexibility in teaching obligations during the first year and last year of the PhD trajectory, (3) an amount of teaching tasks that corresponds with the reality of hours spent on preparing for teaching and teaching itself as being an inexperienced teacher, and (4) only require teaching on subjects within the area of experience of the PhD candidate.

## **Conclusion**

It is clear to us that there are many points on which improvements can be made regarding the ways PhD candidates are being educated, supervised and supported in their teaching tasks. In turn, this can also improve the quality of education students get from PhD candidates. We therefore hope to discuss our recommendations with the General Meeting (GV) and hear from the Executive Board (CvB) about (1) what actions are already taken to facilitate the process and (2) possible ways in which the described situation can and will be improved by the university in the future.





Interstedelijk  
Studenten  
Overleg



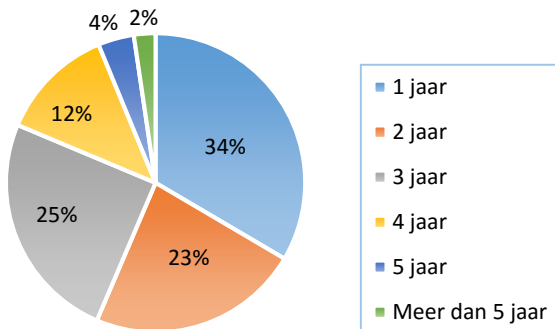
# De promovendus als docent

Onderzoek naar de manier waarop promovendi worden voorbereid en begeleid op het geven van onderwijs

## Samenvatting

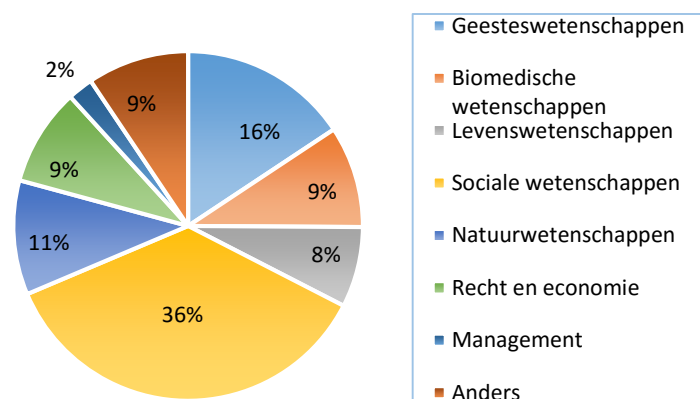
257 promovendi van alle universiteiten, met uitzondering van de Open Universiteit, vulden voor dit onderzoek een enquête in. Promovendi die de enquête invulden, zijn afkomstig uit alle verschillende sectoren en zitten in verschillende fases van hun promotietraject.

### Hoelang ben je werkzaam als promovendus?



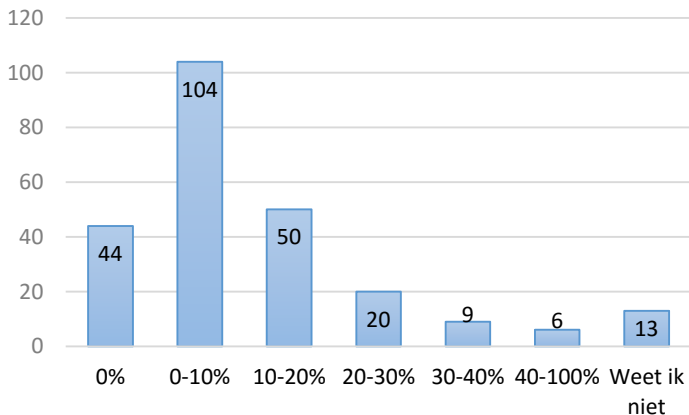
Figuur 1: Hoelang werkzaam als promovendi (n=257\*)

### In welke sector van onderzoek ben je werkzaam?



Figuur 2: Sector werkzaam (n=255\*)

### Hoeveel procent van de tijd ben je bezig met het geven van onderwijs volgens je contract?



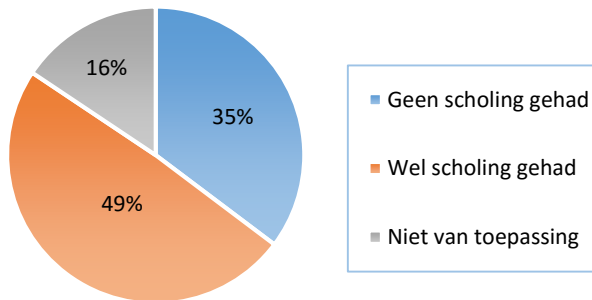
Figuur 3: Tijd besteed aan het geven van onderwijs (n=246\*)

### Hoelang ben je daadwerkelijk bezig met je onderwijstaken?



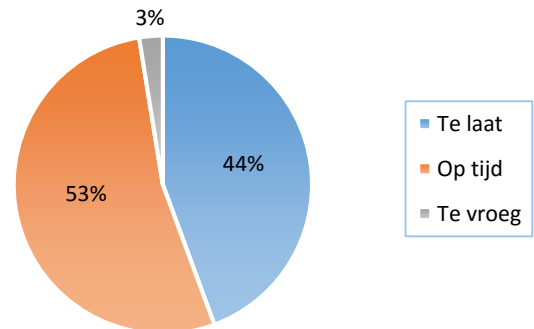
Figuur 4: Daadwerkelijke tijd aan onderwijstaken (n=205\*\*)

### Heb je scholing gehad?



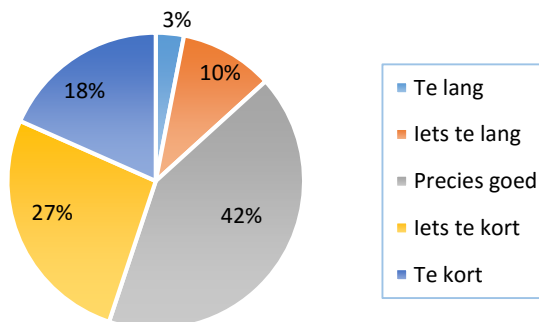
Figuur 5: Wel of geen scholing gehad (n=224\*)

### Vond je de scholing op tijd?



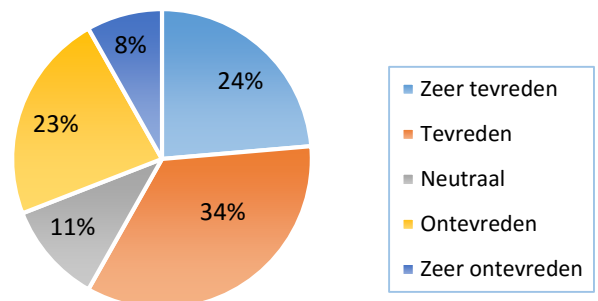
Figuur 6: Het moment van scholing (n=196\*\*)

### Wat vind je van de duur van de scholing?



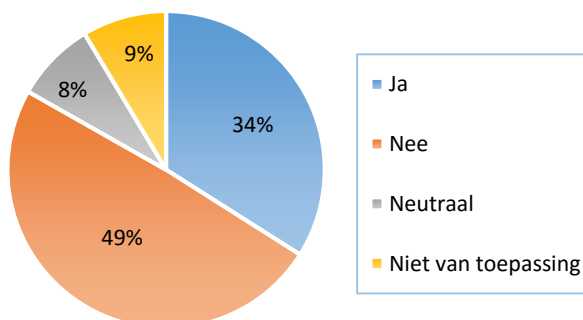
Figuur 7: De duur van de scholing (n=98\*\*\*)

### Wat vind je van de kwaliteit van de scholing?



Figuur 8: De kwaliteit van de scholing (n=110\*\*\*)

### Ben je tevreden over de begeleiding tijdens het geven van onderwijs?



Figuur 9: Tevredenheid over de begeleiding of ondersteuning rondom het geven van onderwijs (n=256\*)

**46% van de promovendi geven als rapportcijfer een onvoldoende aan de begeleiding en scholing bij het geven van onderwijs. Het gemiddelde cijfer is een 5,4 (n=202).**

## Inhoudsopgave

Samenvatting.....	1
1. Inleiding.....	4
2. Methode.....	5
3. Resultaten.....	6
3.1.    Beginnen met geven van onderwijs.....	6
3.2.    Tijd voor onderwijs.....	7
3.3.    Scholing voor het geven van onderwijs.....	9
3.4.    Begeleiding en ondersteuning voor en tijdens het geven van onderwijs.....	12
3.5.    Totale oordeel.....	13
4. Conclusie en aanbevelingen.....	14
4.1.    Conclusies.....	14
4.2.    Aanbevelingen.....	15
Bijlage 1 – Engelstalige vragenlijst.....	16

### Auteurs:

Simon Theeuwes (ISO) – [Theeuwes@iso.nl](mailto:Theeuwes@iso.nl)

Tycho Wassenaar (ISO) – [Wassenaar@iso.nl](mailto:Wassenaar@iso.nl)

Charlotte Gaasterland (PNN) – [Charlotte.Gaasterland@hetpnn.nl](mailto:Charlotte.Gaasterland@hetpnn.nl)

Eduard Schmidt (PNN) – [Eduard.Schmidt@hetpnn.nl](mailto:Eduard.Schmidt@hetpnn.nl)

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## 1. Inleiding

### Aanleiding

De carrière van een docent op de universiteit begint vaak als promovendus. Dan begint men met het geven van de eerste werkgroepen en hoorcolleges. Doceren is vanaf dat moment een onderdeel van de taken van een promovendus. Het Interstedelijk Studenten Overleg (ISO) en het Promovendi Netwerk Nederland (PNN) vinden het belangrijk dat promovendi goed worden voorbereid op deze taken, zodat de promovendi weten hoe ze onderwijs moeten geven en studenten goed onderwijs krijgen. Een gedegen voorbereiding op het geven van onderwijs heeft volgens het ISO en het PNN in grote mate invloed op de kwaliteit van onderwijs. Het is in het belang van de universiteit, studenten en promovendi dat er voor docerende promovendi goede scholing en begeleiding beschikbaar is.

Op dit moment is het niet helder op welke manier promovendi worden voorbereid. De voorbereiding van promovendi op onderwijstaken wordt per universiteit verschillend vormgegeven. Dit gebrek aan een landelijk overzicht heeft het ISO en het PNN ertoe aangezet om te onderzoeken op welke manier promovendi worden voorbereid op het geven van onderwijs, en hoeveel prioriteit er voor het geven van onderwijs is. Er is vooral gekeken naar de hoeveelheid tijd die promovendi krijgen voor onderwijs, de voorbereidende scholing en de begeleiding gedurende het geven van onderwijs. Om dit te onderzoeken is er een vragenlijst uitgestuurd die door 257 promovendi is ingevuld.

### Hoofdvraag

Voor dit onderzoek is de volgende hoofdvraag opgesteld:

*Op welke manier worden promovendi voorbereid om onderwijs te geven?*

Om deze vraag te beantwoorden hebben we de volgende deelvragen beschreven:

- Wanneer beginnen promovendi met het geven van onderwijs?
- Wat vinden promovendi van de hoeveelheid tijd voor het geven van onderwijs?
- Wat vinden promovendi van de scholing voor het geven van onderwijs?
- Wat vinden promovendi van de begeleiding rondom het geven van onderwijs?

### Leeswijzer

In dit onderzoeksverslag wordt aangegeven hoe het onderzoek is uitgevoerd, wat de resultaten zijn, welke conclusies we hieraan kunnen verbinden en welke aanbevelingen het ISO en het PNN op basis van dit onderzoek doen.

Om helder te krijgen welke groepen bij welke vragen zijn meegenomen wordt dit aan de hand van de onderstaande legenda dit per figuur aangegeven:

\*: In deze figuren zijn alle respondenten meegenomen.

\*\* : In deze figuren zijn alleen de respondenten die onderwijs geven meegenomen.

\*\*\*: In deze figuren zijn alleen de respondenten meegenomen die onderwijs geven en scholing kregen.

## 2. Methode

Om de eerdergenoemde vragen te beantwoorden hebben het ISO en het PNN een enquête voorgelegd aan promovendi. PNN heeft via de lidorganisaties de vragenlijst verspreid onder alle PhD-verenigingen in Nederland, die de vragenlijst aan hun achterban hebben voorgelegd. Op deze manier is geprobeerd om in de respons zo veel mogelijk een goede representatie van alle promovendi in Nederland te krijgen<sup>1</sup>. De enquête is opgesteld in het Engels om zowel Nederlandse als niet-Nederlandse promovendi de mogelijkheid te geven om de enquête in te vullen.

Er kan sprake zijn van een selectie bias. Binnen het onderzoek is geprobeerd dit zoveel mogelijk te voorkomen door de enquête zo breed mogelijk te verspreiden over alle universiteiten en de enquête een maand lang open te stellen.

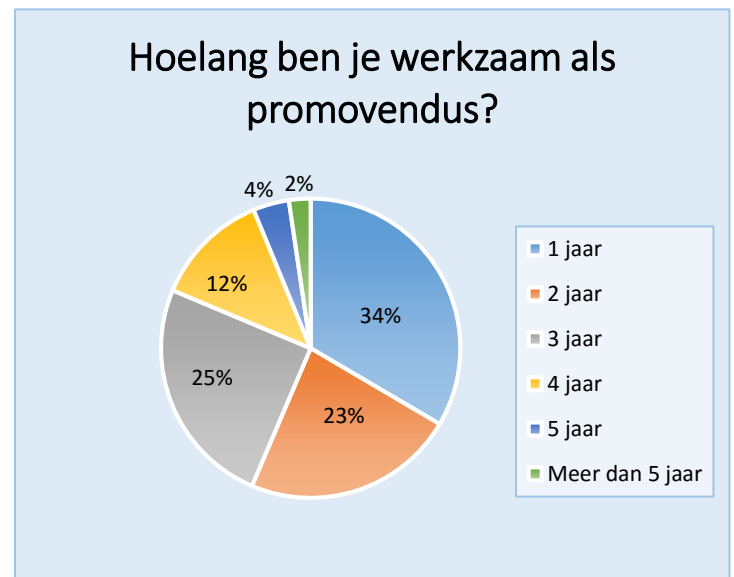
Uiteindelijk hebben in totaal 257 promovendi van 13 verschillende universiteiten de enquête ingevuld. De leeftijd van deze promovendi varieert van 22 tot 55 jaar, met een gemiddelde van 28,2 jaar. We hebben respons ontvangen van alle instellingen behalve de Open Universiteit. De enquête bestaat uit de volgende onderdelen:

- Algemene vragen over onder andere leeftijd, geslacht, instelling en hoever men is binnen zijn promotie;
- Tijd dat een promovendus bezig is met onderwijs;
- Wat promovendi van de voorbereidende scholing vinden;
- Wat promovendi van de begeleiding vinden vanaf het moment dat ze onderwijs geven;
- Vragen over het algemene oordeel over de voorbereiding op het geven van onderwijs.

Binnen de respons is er een evenwichtig beeld van hoe lang promovendi bezig zijn met promoveren en uit welke sectoren zij komen. In figuur 1 en 2 is een weergave te zien van de spreiding omtrent deze twee punten. Daarnaast zijn 64% van de ondervraagde vrouw en 36% man.



Figuur 2: Sector werkzaam (n=255\*)



Figuur 1: Hoelang werkzaam als promovendi (n=257\*)

<sup>1</sup> Hoewel geprobeerd is om de enquête onder alle promovendi onder de aandacht te brengen, is dit geen representatieve steekproef. Tegelijkertijd geven de beschrijvende resultaten aanleiding om dit onderwerp stevig op de agenda te zetten.

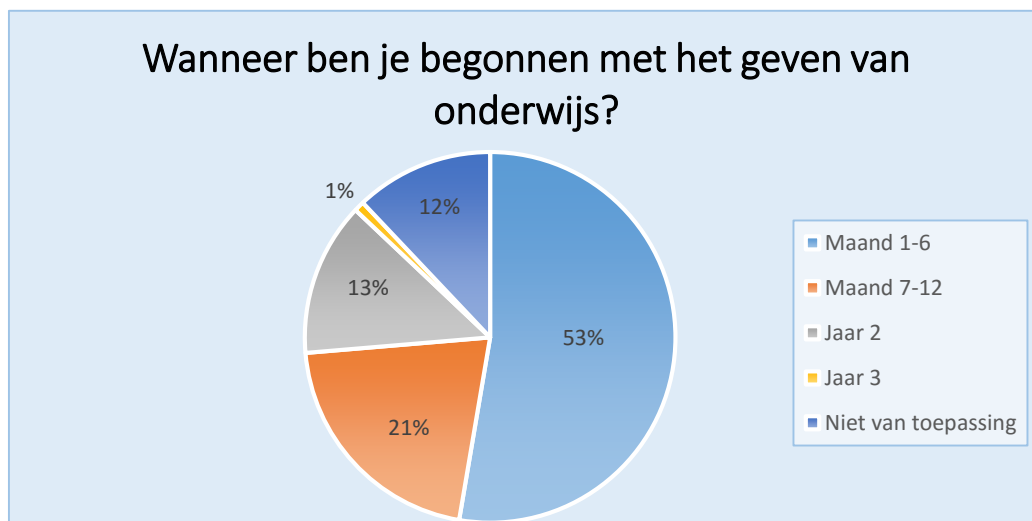
### 3. Resultaten

In dit hoofdstuk worden de resultaten van het onderzoek beschreven. Dit is opgedeeld in een aantal paragrafen, namelijk:

- Het moment waarop promovendi beginnen met geven van onderwijs;
- De tijd die promovendi krijgen voor het geven van onderwijs;
- De voorbereidende scholing die promovendi krijgen voor het geven van onderwijs;
- Begeleiding en ondersteuning rondom het geven van onderwijs;
- Algemeen oordeel over het geven van onderwijs.

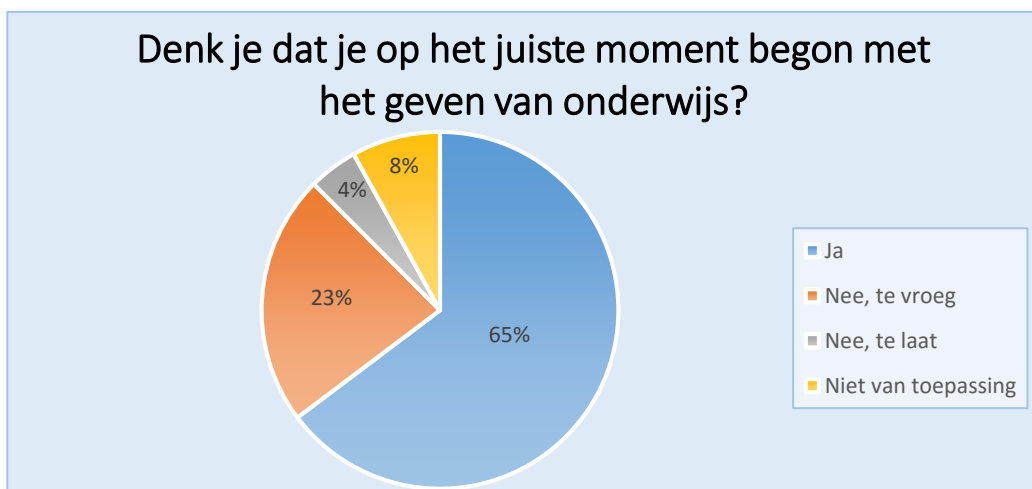
#### 3.1. Beginnen met geven van onderwijs

De ondervraagde promovendi hebben we eerst gevraagd op welk moment in hun promotietraject ze zijn begonnen met het geven van onderwijs. Een groot deel van de ondervraagden zijn vrijwel direct begonnen met onderwijs (53%). Slechts 12% van de ondervraagden geeft geen onderwijs.



Figuur 3: Begonnen met het geven van onderwijs (n=224\*)

Het is opvallend dat promovendi vrijwel direct beginnen met het geven van onderwijs, zonder dat zij eerst de kans krijgen om hun onderzoek goed op te starten. De ondervraagde promovendi vinden het echter over het algemeen niet te vroeg. Van de ondervraagden is 65% tevreden over het moment waarop ze beginnen met onderwijs geven en 23% van de ondervraagden vindt het te vroeg. Van de promovendi die in de eerste 6 maanden van het traject met het geven van onderwijs zijn begonnen vindt 38% dit te vroeg.



Figuur 4: Oordeel over moment waarop je begon met het geven van onderwijs (n=224\*)

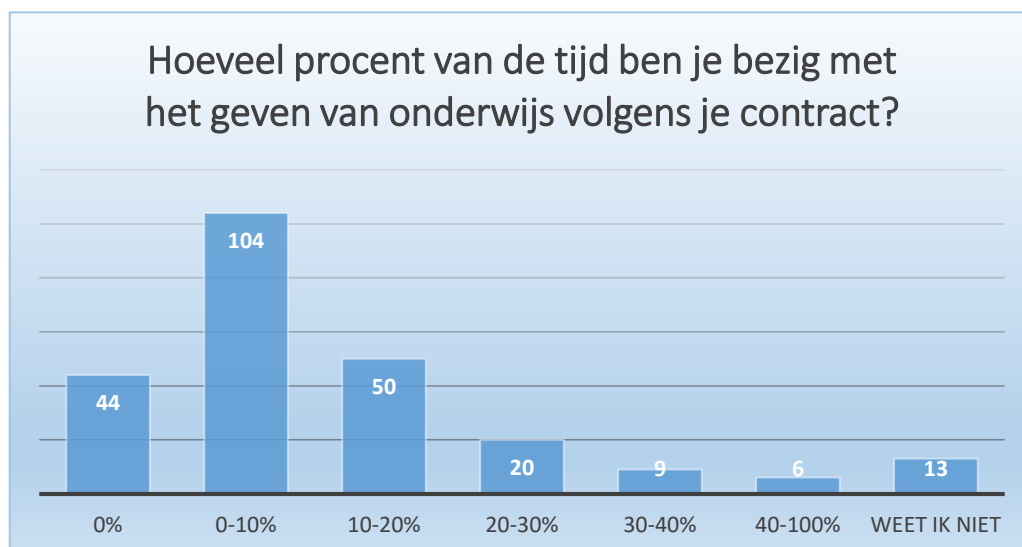
### 3.2. Tijd voor onderwijs

Slechts 53% van de promovendi is tevreden over de hoeveelheid tijd die zij krijgen voor het geven van onderwijs (zie figuur 5). Een vijfde van de promovendi (21%) geeft aan hier neutraal in te staan en 19% is niet tevreden over de hoeveelheid tijd. Hierbij wil ongeveer de helft van de promovendi meer tijd besteden aan onderwijstaken (46,6%) en de helft minder tijd (53,4%). Tussen de hoeveelheid tijd die promovendi hebben voor het geven van onderwijs en het aantal uur dat zij hier daadwerkelijk aan besteden, blijkt nogal wat verschil te zitten. Het zou goed zijn als dit met de promovendus goed wordt afgestemd. Op die manier wordt er beter geluisterd naar de behoefte van promovendi en weten zij beter waar ze aan toe zijn.



Figuur 5: Oordeel over de hoeveelheid tijd kwijt volgens contract (n=256\*)

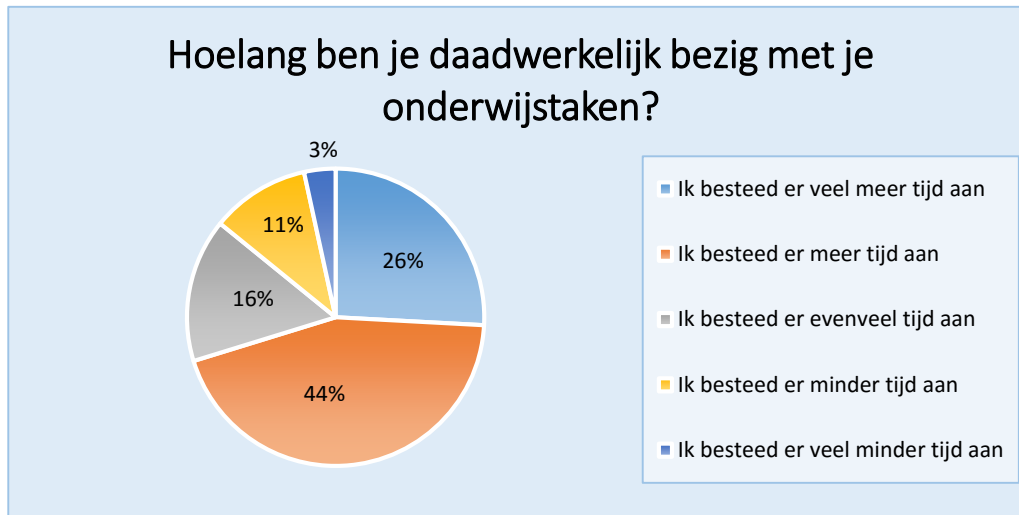
De meeste promovendi geven aan volgens hun contract tussen de 0-10% van hun tijd onderwijs te moeten geven. De tweede grootste groep geeft aan tussen de 10-20% van hun tijd aan onderwijs te besteden (zie figuur 6).



Figuur 6: Percentage van tijd besteed aan het geven van onderwijs (n=246\*)



Daarnaast blijkt dat maar liefst 70% van de ondervraagden meer tijd besteedt aan het geven en voorbereiden van onderwijs dan ze ervoor krijgen. Slechts 30% geeft aan genoeg tijd te krijgen. Hieruit kunnen we concluderen dat het aantal uren dat wordt gegeven voor onderwijstaken vaak niet overeenkomt met het aantal uren dat een promovendus in de praktijk daadwerkelijk nodig heeft.



Figuur 7: Daadwerkelijke tijd aan onderwijstaken (n=205\*\*)

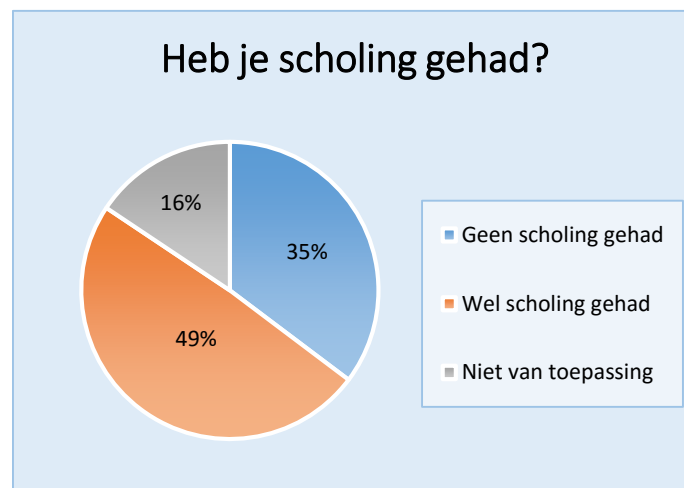
### 3.3. Scholing voor het geven van onderwijs

Ook hebben we promovendi gevraagd wat ze van de scholing voor het geven van onderwijs vonden. Hierbij kan gedacht worden aan een cursus didactiek of peer feedback. We zijn hier ingegaan op een aantal punten namelijk:

1. Of ze scholing hebben gekregen;
2. Of ze de scholing op tijd hebben gekregen;
3. Of de duur van de scholing goed was;
4. Of de kwaliteit van de scholing goed was.

#### Heb je scholing gehad?

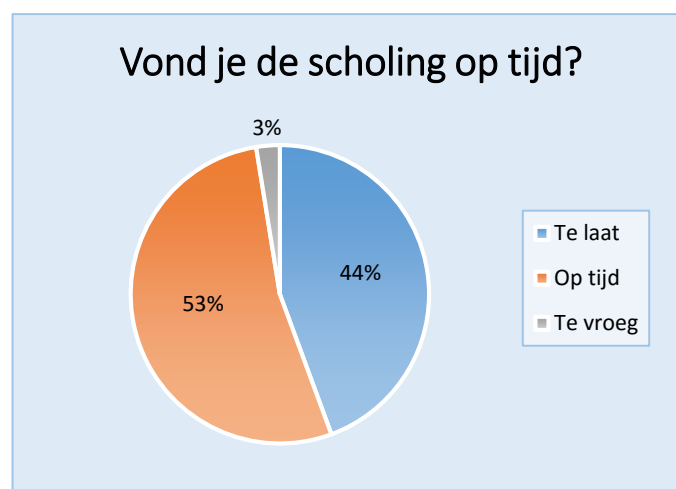
Na het ondervragen van de promovendi blijkt dat 35% van de gevraagde geen scholing heeft gekregen, 49% wel scholing heeft gekregen en 16% geen onderwijs geeft. De scholing varieert van een basiskwalificatie tot aan een uur voorbereiding. Van de promovendi die aangeven dat ze scholing hebben gekregen hebben de meesten slechts een cursus van ongeveer een dag gehad. Figuur 8 geeft een overzicht van de antwoorden op deze vraag.



Figuur 8: Wel of geen scholing gehad (n=224\*)

#### Was de scholing op tijd?

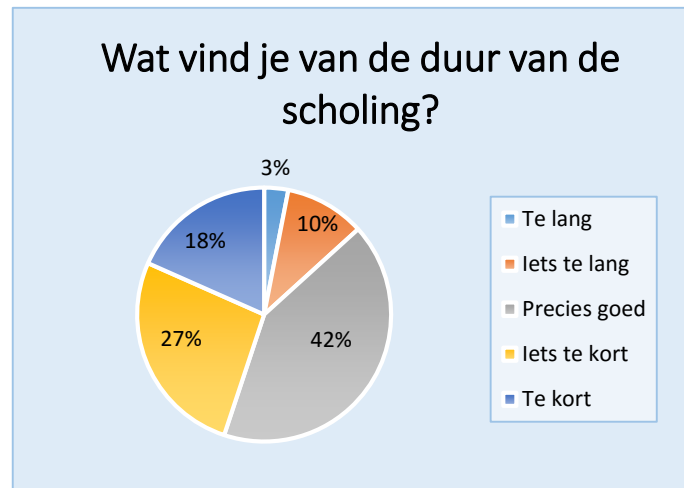
Uit de vraag in hoeverre de scholing op tijd was blijkt dat 44% van de ondervraagde promovendi die onderwijs geeft de scholing te laat vond, 53% op tijd en 3% te vroeg.



Figuur 9: Het moment van scholing (n=196\*\*)

### Wat vond je van de duur van de scholing?

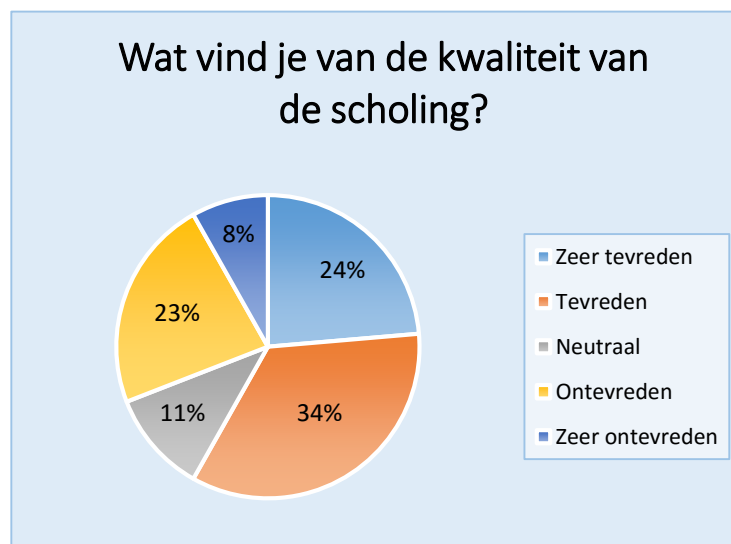
Daarnaast bleek dat van de promovendi die wel scholing hebben gekregen, 45% het een iets te korte of te korte training vonden. Van de ondervraagden die scholing hebben gehad was 42% tevreden over de duur en 13% vond het te lang. Een groot deel van de ondervraagde promovendi die onderwijs heeft gevolgd, vond dat de scholing echter langer zou moeten duren.



Figuur 10: De duur van de scholing (n=98\*\*\*)

### Wat vind je van de kwaliteit van de scholing?

Als laatste blijkt dat het grootste deel van de promovendi die scholing hebben gehad tevreden is over de kwaliteit. Van de promovendi die scholing hebben gekregen is 58% (zeer) tevreden en 31% (zeer) ontevreden. 11% antwoordt neutraal.



Figuur 11: De kwaliteit van de scholing (n=110\*\*\*)

### Wat voor scholing krijgen promovendi?

Ook is gevraagd wat voor soort scholing de promovendi is aangeboden. Promovendi kregen scholing vooral in de vorm van een korte training over het geven van onderwijs. Slechts enkelen hebben uitgebreide trainingen gehad van meerdere dagen. 11% van de ondervraagde promovendi hebben (onderdelen van) een BKO-traject gevolgd. Terwijl het volgens 93,3% van de ondervraagde promovendi mogelijk zou moeten zijn voor promovendi om een BKO-traject te volgen. Hieruit blijkt dat promovendi wel degelijk behoefte hebben aan volwaardige scholing.

Andere vormen van begeleiding die werden genoemd zijn: feedback, samen colleges voorbereiden of één op één uitleg over het geven van onderwijs. Verschillende promovendi geven aan dat ze deze begeleiding op eigen initiatief hebben gezocht en dat ze hun behoefte aan scholing bij hun begeleiders hebben moeten aankaarten.

Hieronder staan een aantal voorbeelden van reacties op de open vraag: “Welke ondersteuning heb je gehad in voorbereiding op en tijdens het geven van onderwijs?”:

*“Aan de start van het collegejaar, voordat ik voor het eerst onderwijs moest geven, werd er een middag ter voorbereiding daarop georganiseerd door een senior staf lid. Ik heb die bijeenkomst gemist doordat ik toen op vakantie was. Ik heb de sheets van die middag destijds gekregen en ik heb 10 minuten met dat staf lid gesproken over tips & tricks. Dat was mijn enige voorbereiding op onderwijs.”*

*“De ondersteuning die ik tot nu toe heb gehad gaat niet verder dan voorbesprekingen van werkgroepen (zo 1 tot 2 weken voor de werkgroepen), en tussentijdse nabesprekingen van werkgroepen. Tijdens deze besprekingen draait het vooral om ervaringen met hoe de stof is gevallen bij studenten.”*

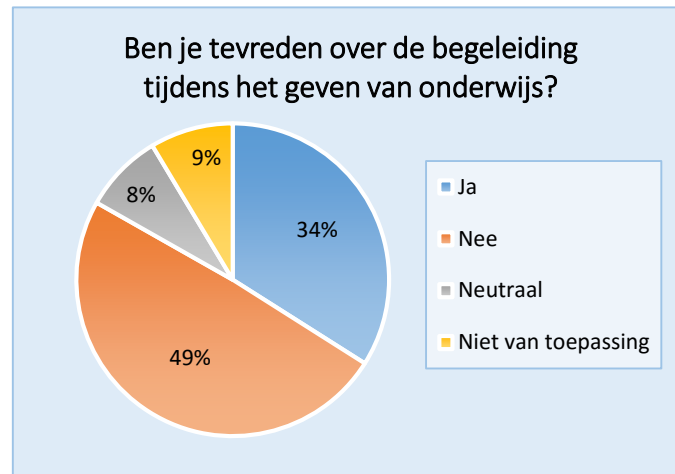
*“Er is een optionele cursus beschikbaar voor begeleiding van studenten.”*

*“Nothing was offered, after asking multiple times, I was allowed to follow courses for the University Teaching Qualification.”*

Het type ondersteuning is dus erg wisselend, vaak te kort en op een moment dat de promovendus al onderwijs geeft. Daarnaast is de scholing die promovendi krijgen in veel gevallen niet verplicht en moeten promovendi er vaak zelf om vragen.

### 3.4. Begeleiding en ondersteuning voor en tijdens het geven van onderwijs

Aan de ondervraagde promovendi is gevraagd op welke manier ze begeleiding en voorbereiding krijgen en in hoeverre ze daar tevreden over zijn. Hieruit blijkt dat een groot deel, namelijk 56%, ontevreden is over de voorbereiding en begeleiding die ze hebben gekregen voor en tijdens het geven van onderwijs. Daarbij geeft een groot deel van de promovendi aan dat ze geen begeleiding hebben gehad. Vaak geven promovendi aan dat ze zelf op zoek moesten naar begeleiding, in plaats van dat het ze werd aangeboden. 34% was echter wel tevreden over de begeleiding die werd aangeboden.



Figuur 12: Tevredenheid over de begeleiding of ondersteuning rondom het geven van onderwijs (n=256\*)

Voorbeelden van begeleiding die werden genoemd zijn: hulp bij voorbereiding, feedback op een college, en coaching tijdens het reflecteren op een college. Van het deel van de promovendi dat positief reageerde op de begeleiding en ondersteuning rondom het geven van onderwijs gaven zij de volgende reacties:

*“Yes, I am satisfied with the support I had. I was always free to ask for help, I was free to teach the way I want and received peer feedback Yes, I am satisfied with the support I had. I was always free to ask for help, I was free to teach the way I want and received peer feedback.”*

*“Yes, I feel that there is enough support, and there is even more when I ask for it. Everyone is willing to help.”*

*“Yes, although I think that university can invest more in peer-feedback circles.”*

Er waren ook een aantal minder positieve reacties op de vraag of ze tevreden waren over de ondersteuning en begeleiding rondom het geven van onderwijs:

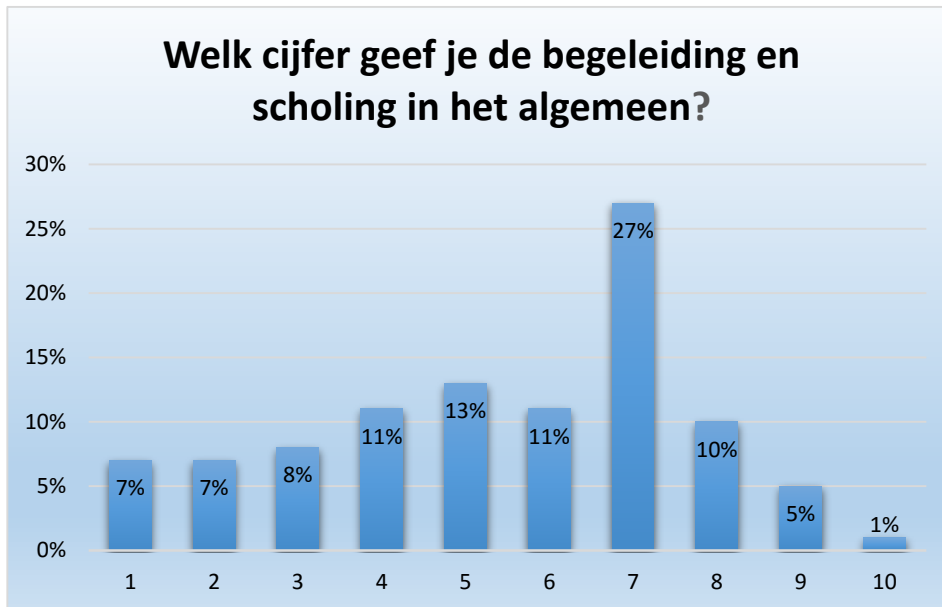
*“Er zou zeker tijdens het verzorgen van onderwijs meer begeleiding kunnen zijn. Nu wordt alleen via studentenevaluaties gemeten of je het goed doet. Zou fijn zijn als er beter naar wordt gekeken, bijvoorbeeld door goede ervaren docenten.”*

*“Not at all, since basically not any support is offered.”*

*“De begeleiding is voornamelijk gericht op de inhoud, en niet op het proces, en hoe je het doet als tutor. Uit mijn studentenevaluaties kan ik opmaken dat ik het goed doe. Hoe ik mijn werkgroepen begeleid, en hoe ik omga met moeilijke situaties, doe ik echter allemaal op gevoel en vanuit persoonlijke opvatting van hoe dit moet.”*

### 3.5. Totale oordeel

Als laatste is gevraagd aan de promovendi welke cijfer ze de scholing, ondersteuning en begeleiding geven. In de onderstaande figuur staat een overzicht van de resultaten. Hieruit blijkt dat 46% van de ondervraagden een onvoldoende geven aan de gehele scholing, ondersteuning en begeleiding bij het geven van onderwijs als promovendi. Van de ondervraagde promovendi geeft 54% de scholing, ondersteuning en begeleiding een voldoende. Gemiddeld geven promovendi de scholing en begeleiding slechts een 5,4.



Figuur 13: Cijfer over het algemeen in staafdiagram (n=202\*)

Promovendi hebben in het onderzoek ook aangegeven wat ze nodig zouden hebben om goed onderwijs te kunnen geven. We laten hieronder een paar voorbeelden zien van wat promovendi antwoordden op de vraag 'Wat zou je nodig hebben om je als promovendus goed voorbereid te voelen op het geven van onderwijs?':

*'The BKO, but my supervisor did not allow me to enroll and I still regret not being more adamant about it.'*

*'At least some educational courses.'*

*'More experience from teaching students while in the PhD, and a closer guidance from well experienced and well qualified teaching staff.'*

*'Time. With all other task that come with a lab PhD, time that is specifically put aside for teaching would be nice.'*

## 4. Conclusie en aanbevelingen

In dit hoofdstuk worden de conclusies en aanbevelingen beschreven die het ISO en het PNN aan de hand van dit onderzoek doen.

### 4.1. Conclusies

Uit dit onderzoek zijn een aantal conclusies te trekken, namelijk:

- **Moment van onderwijs geven:** van de ondervraagde promovendi vindt 23% het moment waarop ze beginnen te vroeg. Onder de promovendi die in de eerste zes maanden van hun promotietraject onderwijs geven is dit zelfs 38%. Volgens het ISO en het PNN is het van belang om rekening te houden met de behoefte van promovendi en wanneer zij willen beginnen met het geven van onderwijs. Als promovendi met tegenzin onderwijs geven, kan dit ten koste gaan van de kwaliteit van het onderwijs. Daarnaast is het belangrijk dat promovendi voldoende tijd hebben voor het volgen van cursussen, een goede overdracht van hun voorganger(s) en het meelopen met andere docenten voordat zij beginnen aan hun onderwijstaak. In dit onderzoek wordt zichtbaar dat dit op dit moment nog onvoldoende het geval is.
- **Hoeveelheid tijd:** de meeste promovendi vinden de hoeveelheid tijd die ze moeten besteden aan het geven van onderwijs goed. Ongeveer 19% vindt dit niet goed, waarvan de helft het te veel vindt en de andere helft het te weinig vindt. Het is van belang om goed te kijken naar wie meer onderwijs wil geven en wie dit minder wil doen. Op die manier kan er meer maatwerk worden geleverd wat ook ten goede komt voor het geven van onderwijs.
- **Daadwerkelijke tijd:** het overgrote deel van de ondervraagde promovendi (70%) besteedt meer tijd aan onderwijstaken dan in hun contract staat. Hieruit valt te concluderen dat promovendi over het algemeen te weinig tijd krijgen om hun onderwijs voor te bereiden en te geven.
- **Scholing:** wat betreft scholing van promovendi worden een aantal knelpunten zichtbaar die om verbetering vragen:
  - Een groot deel van de ondervraagde promovendi (35%) heeft überhaupt geen scholing gekregen om onderwijs te geven.
  - Verder blijkt dat een groot deel (44%) van de ondervraagde promovendi vindt dat de scholing te laat wordt aangeboden. Hieruit concluderen we dat de scholing op een eerder moment zou moeten plaatsvinden.
  - Een groot deel (45%) van de ondervraagden die wel scholing heeft gehad, vindt de duur van de scholing te kort. De scholing moet volgens hen langer duren.
  - De kwaliteit van de scholing wordt over het algemeen redelijk goed beoordeeld. 31% van de ondervraagde promovendi die scholing hebben gehad, vond de kwaliteit onvoldoende. Het is van belang dat de kwaliteit van de scholing overal goed is, zodat promovendi echt klaar worden gestoomd voor het geven van het onderwijs.
- **Begeleiding en ondersteuning:** de begeleiding en ondersteuning die promovendi krijgen tijdens het geven van onderwijs is over het algemeen van een te kleine omvang en van onvoldoende niveau. Zo geeft 49% van de ondervraagden aan ontevreden te zijn over de begeleiding en ondersteuning tijdens het geven van onderwijs.
- **Algemene beoordeling:** Een kleine meerderheid (54%) van de ondervraagden geeft de begeleiding en scholing voor het geven van onderwijs over het algemeen een voldoende. De rest (46%) is over het algemeen echter ontevreden. De voorbereiding op het geven van onderwijs krijgt gemiddeld het eindcijfer 5,4.

## 4.2. Aanbevelingen

Het ISO en het PNN doen na dit onderzoek de volgende aanbevelingen om deze problemen op te lossen:

- Er moet op elke universiteit structureel beleid zijn over de manier waarop promovendi worden geschoold, begeleid en ondersteunt in het geven van onderwijs. Binnen dit beleid moet het geven van onderwijs meer meegenomen worden in de beoordelingscyclus.
- Elke promovendus die onderwijs geeft en die nog niet de vaardigheden heeft die een docent moet beheersen, krijgt de mogelijkheid om tenminste een basistraining te volgen die onderwijskundig verantwoord is. Dit betekent dat de duur, het moment en de inhoud wordt afgestemd op de betreffende promovendus.
- De afspraken die met promovendi zijn gemaakt omtrent de hoeveelheid uren voor het geven van onderwijs moeten voldoende zijn om het onderwijs goed voor te bereiden, te geven en studenten te begeleiden. Hierbij is het van belang dat de afgesproken uren in het contract overeenkomen met de daadwerkelijke hoeveelheid uren die promovendi nodig hebben. Dit komt volgens veel promovendi niet met elkaar overeen.
- De scholing van promovendi moet beginnen voordat de promovendi beginnen met het geven van onderwijs. Dat betekent dat promovendi in de eerste maanden van hun promotietraject in principe niet ingezet kunnen worden voor het geven van onderwijs.
- Het moet mogelijk worden gemaakt dat promovendi (delen van) een BKO-traject kunnen volgen, en hier ook (deel)certificaten voor ontvangen.
- Na de basistraining krijgen alle promovendi goede begeleiding tijdens het geven van onderwijs. Dit wordt bijvoorbeeld gedaan door regelmatig feedback te krijgen van een expert en peers.
- Het is van belang om goed te kijken naar welke promovendi meer onderwijs willen geven en welke minder, zodat er altijd gemotiveerde docenten voor de klas staan. Het is vooral van belang om promovendi te laten doen waar ze goed in zijn en wat ze leuk vinden. Indien ze graag meer onderwijs willen geven moet dit mogelijk zijn. Maatwerk is dus van essentieel belang.
- Op elke universiteit moet - in samenwerking met promovendi en de medezeggenschap - gemonitord worden op welke manier promovendi worden voorbereid op het geven van onderwijs en hoe dit verbeterd kan worden. De volgende aandachtspunten zijn daarvoor belangrijk:
  - De kwaliteit van scholing;
  - De duur van scholing;
  - De kwaliteit van coaching en begeleiding;
  - De tevredenheid van studenten;
  - De tevredenheid van promovendi.



## Bijlage 1 – Engelstalige vragenlijst

- How long have you been working on your PhD so far?
- What percentage of your time are you, according to your contract, spending on teaching?
- At what institute are you working on your PhD?
- In what field are you doing your PhD?
- What percentage of your time are you, according to your contract, spending on teaching?
- Are you happy with the percentage of time that you, according to your contract, spend on teaching?
- In general, would you like to spend more or less time on teaching in your contract?
- What is the proportion of time that you officially spend on teaching versus the amount of time that you actually spend on teaching?
- In what period of your PhD have you started with your teaching obligations?
- Did you feel that your teaching obligations came in the right time in your PhD?
- What support has been offered to you in preparation of or during the classes that you are teaching?
- Do you think this preparation has been offered to you at the right time?
- Are you in general satisfied with the preparation or support that has been offered to you before or during the classes that you were teaching?
- How satisfied are you with the quality of the preparatory courses that have been offered to you?
- What do you think about the duration of the preparatory courses that have been offered to you?
- Do you think the promotor should be actively involved in supervision by teaching?
- Do you think PhDs should be able to obtain/start the University Teaching Qualification (BKO)?
- In general, how would you rate the support that has been offered to you before and during your teaching obligations? 1 = Very poor, 10 = excellent
- As a PhD candidate, what would you need in order to feel well prepared for teaching students?
- May we contact you again if we want to know more about your experiences?

# Results from the survey

## ‘PhD candidates as Teachers at Radboud University’



**Date:** 31-05-2016

**Contact person:** Tim Riswick ([t.riswick@let.ru.nl](mailto:t.riswick@let.ru.nl))

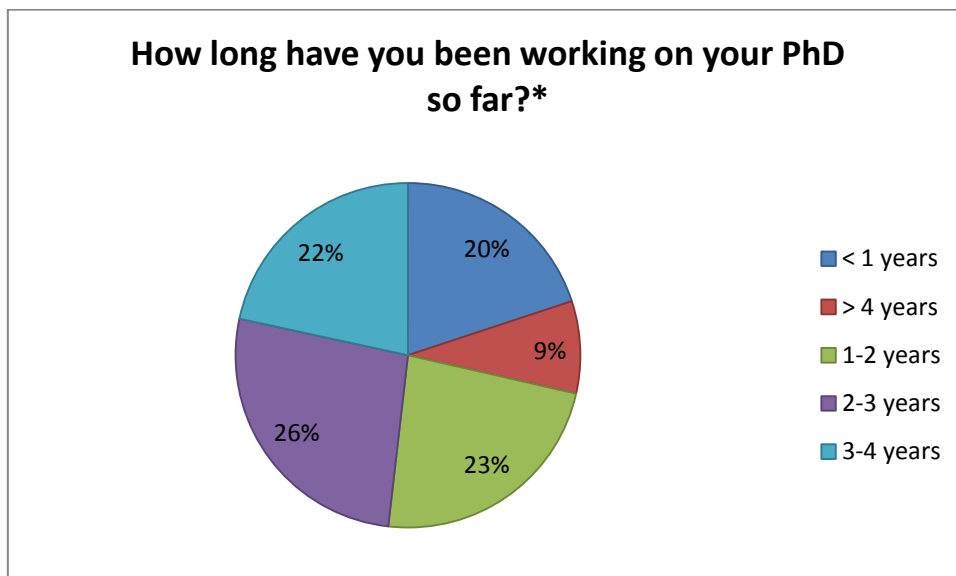
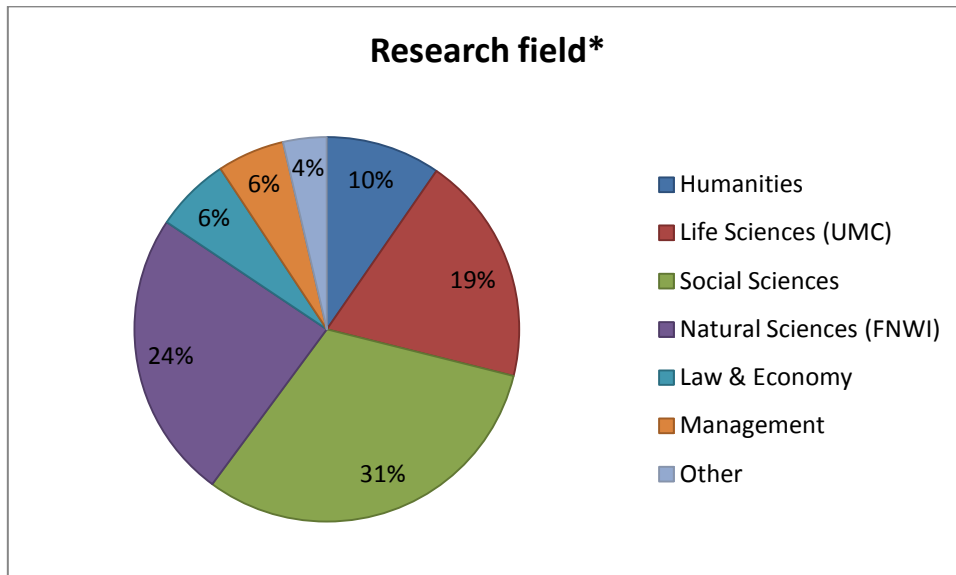
**Commission ‘Survey PhD candidates as Teachers’:** Monja Froböse (PON-OR), Mohammad Ghashghavi (PON-OR), Suzanne Kali (PON-OR), Isabel Kimmelfield (PON), Tim Riswick (PON-OR), James Trujillo (PON-OR).

## Introduction

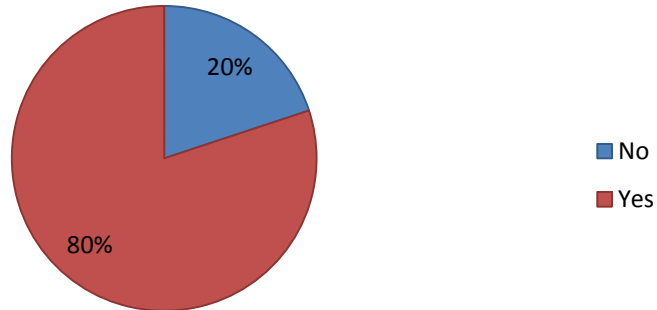
Our goals with this survey were the same as the goal of report of PNN and ISO: to investigate how well PhD candidates are prepared to teach and how this can be improved. To make our survey comparable we used questions which were also included in the survey of PNN and ISO. However, we also added some questions which we thought were missing. We received 301 responses from PhD candidates, of which 241 respondents indicated that they are teaching or have taught, from all over the university. In the next sections the more detailed results from our survey are shown.

## Results from the survey ‘PhD candidates as Teachers at Radboud University’

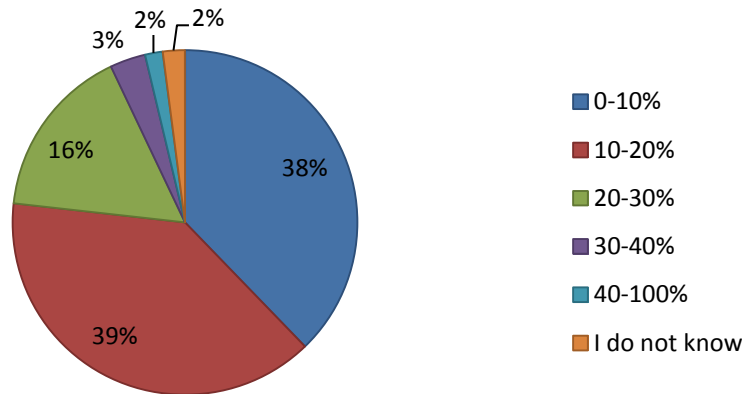
All the figures with an \* include all 301 respondents. All other figures only include the 241 responses of PhD candidates who are teaching or have taught. The last question was an open-ended question.



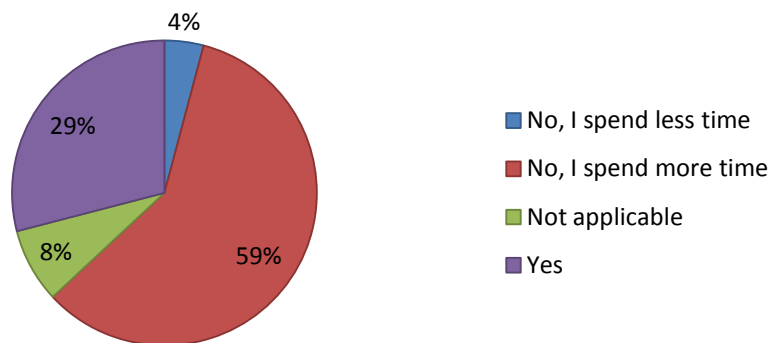
**Are you teaching (or have you taught) any courses or lectures to students at the Radboud University? \***



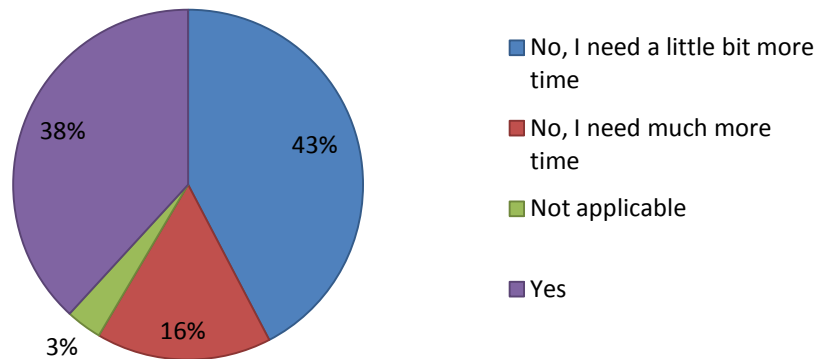
**What percentage of your time do you spend on teaching?**



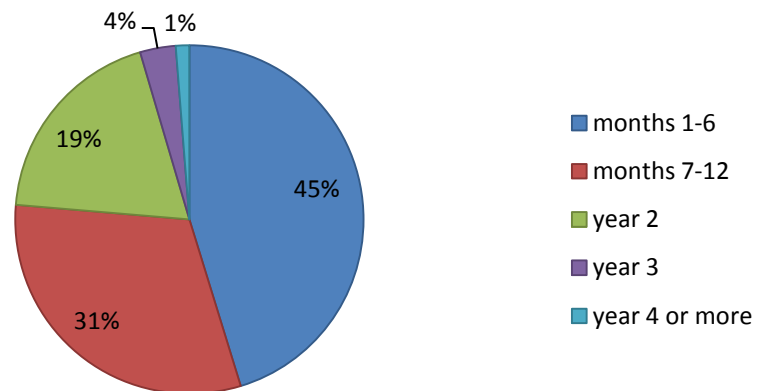
**Is the time you spend on teaching (preparation, giving lectures) equal to the time defined for it (either in your contract or by your faculty)?**



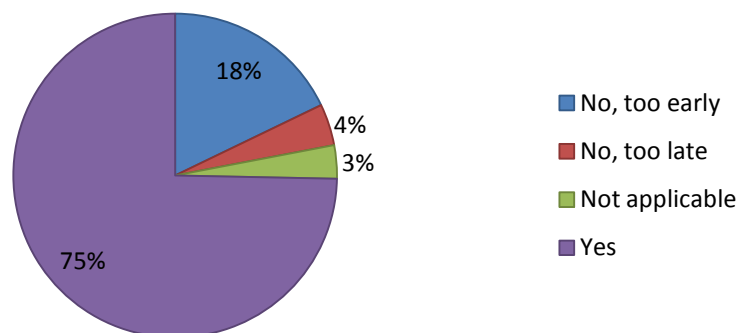
### Do you feel you get enough time for preparing and giving lectures/courses?



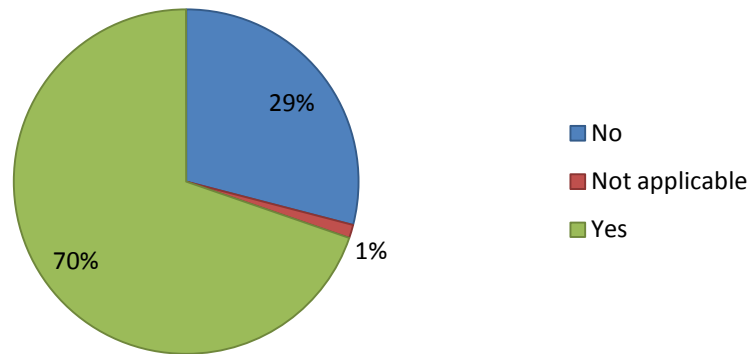
### In what period of your PhD did you start teaching?



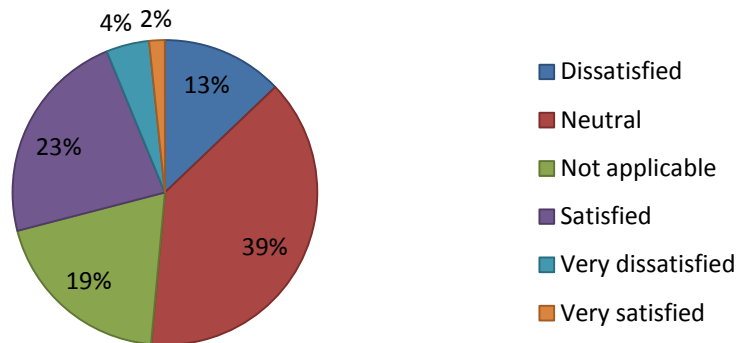
### Did you feel that your teaching (obligations) came in the right time in your PhD?



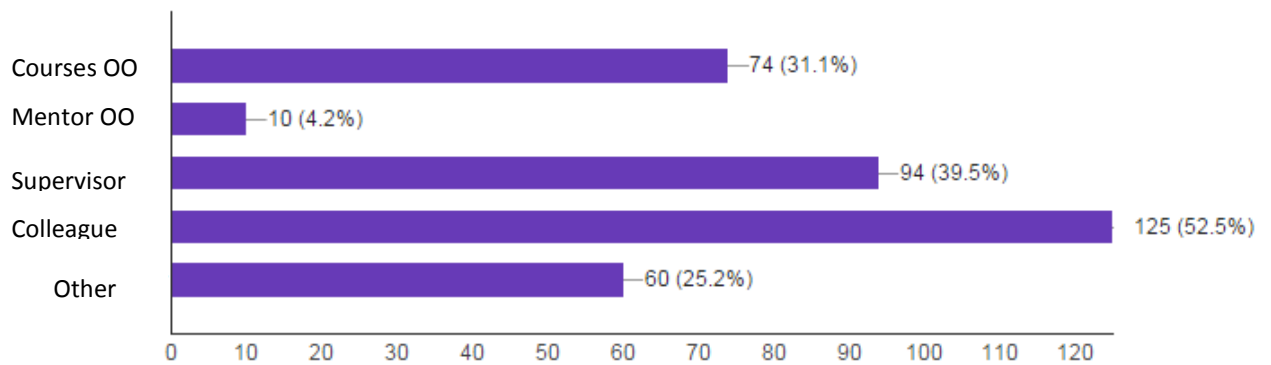
**Was support offered to you in preparation of or during the classes that you are/were teaching?**

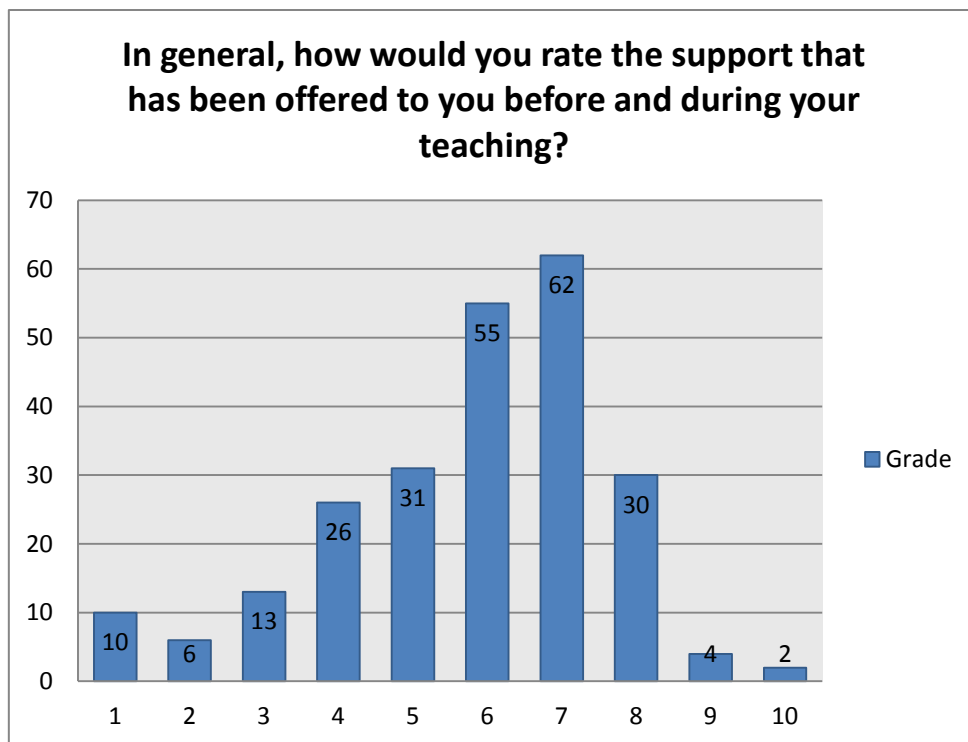


**How satisfied are you with the quality of the preparatory courses that have been offered to you?**



**What kind of support was offered?**





### What can the university do to help PhD Candidates who are teaching?

Courses before the teaching starts and better supervision from colleagues
Offer more support, offer support specifically for PhD candidates.
Always offer support before PhDs start teaching, not during
Rather than general courses run (via the BKO/UTQ programme), a set-up in which senior staff taught alongside PhD's and observed and gave feedback to PhD's on their teaching would be preferable as this would be specific to the teaching experiences of the PhD. PhD's could therefore work alongside senior staff on teaching prep and sit in on the first half of a course and then run the second half while being observed. In this way, PhD's would not simply act to cover teaching hours for senior staff but would genuinely be trained to teach. They would not be expected to cover a course alone until after completing this type of apprenticeship first and thereafter teaching would continue to take place only as and when the PhD wished to teach and not to make up for excess teaching hours in the department.
Do not force PhD's to teach any more than strictly necessary to obtain the BKO qualification. Have senior teaching staff personally guide PhD's who are starting to teach. Have PhD's start out their first courses by teaching directly alongside senior researchers and not on their own. Redesign the BKO so that it actually connects with real teaching needs (too abstract now) And never force PhD's to teach about subjects that are beyond their area of expertise. Also, please stop giving students endless opportunities to repeat failed exams. The current system leads to very high stress levels, and very high workloads that still result in bad teaching no matter how much effort you put into it. Teaching at this university has fundamentally undermined my confidence in the quality of our bachelor's degree program, to the extent that I can no longer in good conscience recommend this university to prospective students.
I only recently found out about the preparatory courses. They should be highlighted at the start of a PhD-student's project, and perhaps even made mandatory for new PhD-students who have no teaching experience yet (which was the case for me)
I think the biggest problem in my case is that I have a 100 % research contract and that I was assumed to teach anyway. I enjoyed teaching so it was not a big deal, but I think that teaching time should be included in the contract
Offer courses/supervision, maybe couple it with help regarding the BKO so that people actually

make use of the facilities
let them only teach about the topic(s) they're working on. Guest lectures etc. Suggestion: make a database of all phd topics/ students, provide access to the whole academic community, and let them be invited as guests. Grading exams and doing complete courses as a phd should not be one of your core-tasks
More systematic coaching and feedback from colleagues and didactically trained people
Account proper hours for the tasks and match course content with skills of PhDs
For me, teaching is an essential part of the PhD experience in preparation of the academic duties that come up while developing your career, e.g. towards a tenured position. However, PhDs should not be obliged to partake in teaching, especially if their career goals lie outside of academia.
Start as early as possible with support courses, and provide good feedback. The preparation for a first time teaching a particular course is quite extensive, so it is beneficial to let PhD Candidates teach more or less the same lectures/courses over several years. This also makes incorporating feedback more useful and effective. The time that is not used for preparing content can be used to incorporate feedback and improve the teaching.
Give them fewer classes than is specified in their contract for the first year: count classes as 1,5 instead of 1 class. i.e. a 50-hour class counts as a 75-hour class for PhD candidates in their first year of teaching. Also, have co-promotors or other experienced colleagues sit in on the PhD candidate's classes regularly and give them feedback.
Be more realistic about time investment and actually offer support
Prepare and check preparation together with staff member.
Give courses in didactics
grant more teaching hours for preparation for beginning teachers
Give PhD candidates a bit more hours for preparation; PhD candidates should also receive teaching credits for supervising research master students; provide more advertisement about the different possibilities to get support; help PhD candidates to do teaching in courses that fit with their own preference and skills
make sure that you can perform your teaching obligation at a relevant department, even if this is not same as the department in which you are formally employed. For example, i have a background in human movement science, but our research group is part of pedagogical sciences so i have to perform my teaching there even though i am not familiar with the study.
Also, make sure that every PhD student gets some proper introduction into the course he/she has to teach and provide with some guidelines. I was lucky enough to have helpful colleagues, but it was still a struggle
do not overload PhDs with courses to teach, allow people to teach the same course for a few years instead of changing the subject often
Supervision and intervision (intervisie) during teaching and about teaching, not only about research
Give some instructions on how best to explain something to a student.
Inform them that they can talk with their supervisors about teh subjects they have to teach and if a subject does not fit int heir expertise that they can also deny to teach it. Offer more supervision during teaching.
Make it obligatory to follow a course (for example Education in a Nutshell by the RU) before teaching. I learned a lot from this course, but (unfortunately) didn't do it early on in my PhD.
Make sure I is not centered around the last years of the phd, when most candidates are likely to be swamped with writing.
In my case, no information about teaching is included in my contract or my PhD plan. This would be helpful, because I would have liked to have taught more lessons during my time as a fulltime researcher (nowadays I am a "buitenpromovendus").
Ik gaf al les voordat ik aan mijn PhD traject dus had al ervaring en had tijdens mijn PhD wat dat betreft weinig begeleiding nodig. Toen ik begon heb ik geen voorbereiding of begeleiding gehad.
Give some lectures, hints and tips on how to teach effectively. And for beginning teachers: what to expect, and how to fulfill the expectations of the students.
Motivate course coordinators to enter all teachers to course Blackboard earlier
Offer preparatory courses before teaching commences and organising 'intervisie' meetings for (almost) new teachers of a course.



A note on the support I have been offered: during my first year, my co-promotor helped me when I asked for help when I supervised bachelor theses. I independently supervised bachelor and master theses after that. In my second year, I taught Academic Skills and we had almost weekly 'intervisie' meetings with all interested teachers of the course. In my third year, I taught Academic Skills again, but there were no more 'intervisie' meetings; I don't know if there were any teachers who were teaching this (or any) course for the first time, but I missed the 'intervisie' meetings.
NA in my case. I would like to teach but supervisors don't give the opportunity to teach. I only guide students during research projects or I assist during some seminars but not in lectures.
Assess in a more realistic manner the amount of time that is needed for teaching
More short courses/workshops on teaching
adjust research expectations during teaching
Let them all take BKO courses at the start of the PhD
I think the challenges I faced are probably particular to my case. I was basically the lone Teaching Assistant, who had to do practicals, labs, prepare assignments, projects and correct exams, and help students. My background wasn't in the field, which made it even more difficult.
Offer some general courses, and make them obligatory
Make sure courses in teaching are mandatory for PhD students.
Make additional requirements for PhD's before they start teaching, like following UTQ courses or a "Toolkit" on teaching to learn the basics in a short period of time.
Prevent teaching obligations interfering with the PhD research
More support in preparing courses. Feedback on the way you are teaching. I feel that PhD candidates currently need to teach, without having any knowledge or background in how to teach. This negatively affects both the quality of teaching and ones self esteem in teaching. There are courses offered, but you have to know them. People are not encouraged to take them, even though people have to teach for a significant period of time.
curcus didactische vaardigheden. Maar dat zou ook goed zijn voor docenten die al lang en breed hun PhD hebben afgerond..
course
Ask for their wishes
Make sure you let them teach what they know, not what the manager of the department thinks they are supposed to know. Many PhDs didn't go to this University so they've received a different education with different foci. Move to Problem Based Learning system where teaching is 'steering' rather than a top-down effort. Let PhD candidates design their own courses, then you're sure they teach what they know.
Provide funding, extra time and/or courses as a standard
Give them a mug that says 'don't panic'.
Find smaller courses to start out with
Make information on support more accessible: I had to look up most things, like figuring out which courses were available, myself (or ask my colleagues). It would be better if starting PhD Candidates received information about this without having to ask. & Offer courses on grading papers and guiding a master's thesis. There are no courses that give any insight in how to do this, while many PhD Candidates are involved in this part of education.
Offer workshops
Appoint a teaching supervisor who does class visits and provides advice/help
Honest division of the workload amongst PhD students
There are too few teaching jobs and we get way too few hours per job. It's very hard to officially meet the required number of hours while I'm sure I actually do already spend the required number of hours.
I feel I have enough support
At Radboud University, no preparatory classes are offered, since education support organizes courses based on experiences and works from there. In other words: everyone is expected to just start and build from there, which in my view is a very bad approach.
Compulsory didactic courses for PhD candidates who teach

Calculate the hours that are awarded for teaching more accurately, preferably based on the feedback from PhD candidates and other teachers that has offered the courses. The times that are assigned to the courses do not accurately reflect the actual times that are spent for them. Given that most PhD candidates prefer focusing on their research, rather than teaching, working extra hours for providing the students with high-quality teaching that they deserve becomes a huge burden and source of stress.
Offer easy accessible courses next to the BKO-courses
Mandatory, and not refuse a phd-extension even if the PI has money
Decrease the teaching load, it is simply too much.
Select Courses that better match the background knowledge of the teacher
Make sure everybody is on the same page regarding the level of courses. Accept that there is a possibility that weak students will achieve insufficient grades. Discard the "PhD student teaching pool" as employed in for instance physics courses, and instead have PhDs teach the courses of their own department. In that way there is a stake for the lecturing PhD student, who will therefore perform better, which in turn will be beneficial to the level of the teaching.
Mandatory teaching qualification. Easily accessible though
In my opinion it shouldn't be a compulsory task, because many PhD candidates will do it without passion and willingness. Moreover, the "werkcolleges" are organized in such a way that the support of PhD candidates to the students equals almost zero. PhD candidates have merely to mark the received assignments and sit for 2 hours in a class that most of the times is almost empty. Also, many times PhD students have the task to supervise bachelor or master students during their thesis internship. I find this kind of task a lot more useful, both for PhD candidates and for students, but surprisingly so far it is NOT recognised by the faculty as teaching credits.
Provide courses on teaching small classes, individual students and lectures. Assign a teaching mentor to every phd-student who will guide him/her. Specific feedback on teaching and tips for teaching specific courses is also needed in order to become a good teacher
Provide a counselling person that teachers can go to in case they need help, or when they need advice when struggling with teaching obligations. There are also no clear guidelines on what may be expected from persons on how much time they put into preparing for the classes. I feel that many colleagues simply spend too much time in preparing, also because they are not sure of what they need to do. Teaching can always go better, but sometimes enough time and effort is put in the classes.
don't underestimate preparation time
Make BKO course mandatory
Offer more applied teaching courses. Not university broad but focused on the specific faculty or maybe even program in which the PhD student has to teach.
communicate more clearly about the bko end put it more clearly in the contract
Perhaps offer a 'basic course' of didactic skills
Be clear what is expected of the PhD candidate
I assumed master internships were also part of teaching. answer: update BKO courses. BKO1 was hopelessly outdated.
Educational support and preparatory education should be provided PRIOR to the first teaching experiences. A crash course didactics offered by Educational Support or the Radboud Docenten Academie could help to at least prepare PhDs for the basics before they start to take the more elaborate and time consuming courses necessary to acquire their BKO (which commonly happens only after the first teaching experiences). Another helpful tool would be an online platform/community that provides PhDs and any other new teachers with relevant sources, links, templates, tips, and examples for basic practical matters such as:  writing a course syllabus developing and grading assignments structuring your lectures/seminars setting and grading assignments determining and communicating learning objectives teaching methods

Have preparation meeting before each teaching class to prepare the instructor.
More preparation courses,
allow them to choose to teach subjects close to their research, even if only basic skills, so that they are already prepared and/or stand to gain in knowledge
Decrease number of teaching hours. It's huge on top of our projects. It's one of the things that I feel like I'm failing on both sides: I should spend full time on my project but I have to teach, I should prepare my classes better but I have my project
order them preparatory courses or personal feedback from colleagues who teach a lot
Assign one course per academic year to PhD students, have 2 PhD candidates at the same course to prepare exercises/do tutorials together, have them teach this same course until the end of their PhD and do not change course content/semester/expectations every time. Keeping 70-80% of the same teaching material every year, will help the teachers to be better prepared, the students to know what to expect when they follow a course and if they fail, it will be easier for them to attend it again.
Give them less courses to teach, I am currently teaching 3 courses per year.
introductory courses to show hints or motivating actions to be better with students and trying to motivate them
The PhD students should have the opportunity to do the teaching assistant for courses that they actually like. Sometimes there are forced to teach in courses whose topic is too far from their preparation and sometimes is not so much interesting for them. I also think that the university should improve the organization. The exercise sheets, from my point of view, need to be ready one week before the TA session but sometimes you can have a look at them only the day before and you don't have time to prepare the lesson in a proper way. I also think that there should be more TA per course because PhD students usually need to travel for work and sometimes it's hard to find someone to cover them. If each course has at least 2 PhD students as TA, this problem could be solved easily.
Provide better information about support that is available for teaching. I never got informed about these things.
I would like some obligatory courses (very short, maybe 1/2-1 day) before teaching, just to let you know how the Dutch system is structured (different type of lectures and work groups) and give you some idea about how to communicate with students. Because this can be very different if you come from a different country. And everyone who does not choose to take the BROK, does get no official support at all (so you have to be lucky with your supervisor/the person you teach for).
Short introduction to teaching for all PhD candidates, discuss in small groups what is important etc.
For me the issue was not so much in the quality of the preparation, but in the match that is made between teachers and courses. Because I work in the social science faculty, I have to fulfil my teaching duties there, even though my own background is in humanities.
<p>1) First, the reality of the time spend in this activity should be acknowledged, if the university wants to maintain a certain quality standard in the teaching. It is ridiculous to expect us to prepare the tutorials, revise the students homework AND maintain high quality if we should do this in 10% of our time.</p> <p>2) A preparatory course should be mandatory and be in the first year.</p> <p>3) The supervisors and institute should also acknowledge that this takes a LOT of time (if we would like to do it properly) and give us proper support. As it stands now, it is up to each faculty member to decide if there is support or not. This doesn't improve/maintain the motivation that a PhD student might have to teach. In fact, the situation probably kills whatever motivation you might have to help students and give great tutorials.</p> <p>4) The organization of the teaching should be better. This includes how the supervisors/faculty structure the lecture and include us in this process. If there is a better communication between the lecturer and the PhD that assist the lecture, you would be amazed how things can work for better!</p> <p>5) If the lecturer expects the PhD students to solve the exercises that are going to be for the student's homework, then it is of course going to take much more time to prepare. Not all PhD students have ALL the answers in their heads. This is specially the case, when the syllabus changes in the middle of the semester.</p>
Offering 'Beginners' courses in (basic principles of) teaching in the first year of the PhD. A lot of courses are given with the assumption that you already have experience in teaching. The same yields for the BKO: you have learned by experience and then you have to prove that you are capable of teaching. As such, the probability is high that you've also taught some 'bad'

<p>lessons/courses (and learned from it...). When a PhD-student is at least educated in some basic principles of teaching, some of these 'bad' lessons/courses can be prevented.</p>
<p>Provide more time for preparation especially for first time teachers and provide more supervision.</p>
<p>Give more time, thus also reimbursement! Acknowledge that it takes time to do the job well! There is no way it is possible to give good feedback on a 8000 words paper within 15 min! Stop encouraging slacking!</p>
<p>minder bureaucratie (rondom het BKOtraject en BKOCursussen). Buddy systeem met ervaren docent</p>
<p>mandatory courses. Whether you like it or not teaching plays a big part in being an academic. Sufficient preparation and courses are needed to become a good teacher. If they are not mandatory, students are less likely to follow them due to time pressure and it's not seen as a priority by your supervisors. They often prefer you to spend time and courses on research skills.</p>
<p>give instructions on how to teach and supervise</p>
<p>I do not know</p>
<p>Provide more time for predatory courses and teaching time. And work with teaching supervisors/ mentors/ colleagues who help you prepare and give feedback.</p>
<p>Give a preparatory course for PhD candidates before they start teaching. Can be one or two meetings</p>
<p>Acknowledge the teaching hours and the teaching load are nowhere near similar. A course that nets me 40 teaching hours eats up more than 80 in reality, due to preparations, communication with students, and grading.</p>
<p>BKO courses are nice when you already are teaching, but you can't take them before. Also, I found the pace rather slow, it took a lot of time but I could have learned that in half the time. I think it would be could if each department would give an introduction into teaching, i.e. how to supervise master students may differ between departments/masters, but I think that everyone within one department/ master is on the same page regarding the do's and don'ts. I know that there is a discussion about whether PhDs should be obliged to take courses before teaching, but I fear that this will either be to shallow or it will take too much time. At our department, all PhDs teach work groups - and each year, we prepare together, thereby also giving an introduction for the new phd students. So instead of general courses, "Maatwerk" seems a better idea to me. However, voluntary workshops (shorter than a whole BKO course) on certain topics (e.g. how to give constructive feedback), or how to make an exam could be offered.</p>
<p>I am frustrated because it is really an obstacle to my main goal: results of my research cause of course, the funding agency of my project cannot know I am teaching, but the supervision at Radboud expects me to besides my 100% plus an average of 60% of my time invested in 3 months becomes 160% and that I still am supposed to make progress as fast as when I am not teaching.</p>
<p>Provide more preparatory courses. Maybe have a mandatory training before the actual teaching starts. Right now, the PhD Candidates are forced to 'learn by doing'.</p>
<p>Info about teaching requirements should be more easily available and more structured</p>
<p>Note: This survey has been filled in considering the supervision of interns at the laboratory as a teaching process. I have not given lectures or courses during my PhD. As an international student I find hard to find many teaching courses available in English. Education in a Nutshell was the only course related to teaching in my PhD program and despite the fact that I found it really useful, I believe it will not be sufficient if I would like to apply for a teaching position in the future. Not to mention, the certificate of assistance to this course is by itself insufficient to be eligible for these positions.</p>
<p>Guide them and make sure that EVERYBODY meets their teaching hours and not just the Dutch PhD-students</p>
<p>Not expect them to teach courses they lack the knowledge for (e.g. teaching psychology courses without a psychology background)</p>
<p>Ik krijg van mijn promotieteam alle ruimte om onderwijstaken op me te nemen, maar daardoor heb ik minder tijd voor mijn eigen onderzoek (ik geef onderwijs omdat ik dat leuk vind). Dit wordt niet gecompenseerd op een of andere manier. Dat vind ik op zich niet erg, maar het levert de afdeling wel redelijk veel geld op, en ik krijg geen enkel budget om me ook te scholen op onderwijscompetenties.</p>
<p>Improve the introductory BKO course (Nijmeegse curricula) to contain practical handholds for inexperienced teachers. And make the course compulsory for anyone who wants to teach. This is not just a PhD problem - there are lots of bad teachers who are not PhD students as well.</p>

Teaching courses, public speaking courses
I'm overall pleased with teaching arrangements and support at my faculty/department.
Intervision. Supervision by senior researcher, for example to get help by supervising master students. A problem is that many psychology and pedagogical science students indicate that the bko courses don't match their background knowledge and experience.
BKO course logic is: do teach first, then come do the course to see how to do it better. I find that completely stupid..
Discussions between lecturers and PhD candidates about the topic of the next week.
Not expect them to still work (more than) full time for their research. Teaching is simply not 10% of my contract, it is 10% additional to a full time job.
Peer review and support
There should be a maximum number of teaching hours for PhDs (is it 20% now?) but also some control as to how this is measured. Maybe an inventory as to how the teaching load is measured and assigned would make sense? The onderwijsuren per class are now often bad estimates - for many tasks you need much more time than the onderwijsuren that are calculated, so that, for example, on paper you spend 10% of your contract time teaching, but in reality it is more. Might also be good to have standards how tasks can be assigned, e.g., not on the last minute as it now sometimes happens. During a BKO course I talked to some PhD students who taught classes and did not get any support from course coordinators etc. This should also not happen. So guidelines not to make PhD students responsible for content of courses on their own, etc.?
Provide a tutor.
Offer BKO courses at various time points, days of the week, time in the day etc. Many courses are always given on the same time and days in the week, making it impossible for me to participate due my days off and child care arrangements. Varying on which days the courses are given and varying morning/afternoon sessions may solve this problem.
Give one or two short lectures with general tips for teaching
Ik heb nog geen onderwijs verzorgd, maar dat staat wel op de planning.
make it easier to access information on which teaching jobs are available and what they entail.
Add additional time to your contract that you spent teaching (as in e.g. Sweden).
PhD studenten VOORAFGAAND aan het geven van onderwijs toegang geven tot BKO cursussen. Ikzelf ben bijvoorbeeld in februari begonnen met werkcolleges geven. Half februari kon ik pas de cursus BKO 1 doen welke een ingangseis voor de cursus BKO3 is, die ik nu pas in september kan volgen. Dan ben ik natuurlijk allang klaar met het geven van mijn eerste serie werkcolleges! Ik vind het gek dat er geen basis stoomcursus is: hoe sta ik voor een groep. Zelf heb ik een achtergrond in didactiek en omdat ik veel steun van collega's heb gehad, kon ik mij prima redden. Ik denk dat dit heel anders geldt voor PhD's die geen didactische achtergrond hebben.
This is not a problem for me personally, since I have legally no teaching obligation and am only doing it for experience/fun, but speaking for colleagues: it is very easy for them to become fully absorbed in teaching duties, and very easy for professors and supervisors to use their PhD's for more teaching duties than they should. Obviously, this goes at the expense of the dissertation. In my opinion, every PhD candidate should teach, but none of them should teach a lot. We are not cheap stand-ins to give our professors some breathing room; we are developing professionals. The things PhD's do teach, they should be able to determine or influence themselves, rather than merely reading the notes from their professors. In my experience, PhD candidates tend to be good teachers--their command of English is usually good and they know what students are like and what they want. Therefore, PhD candidates can be given more autonomy to experiment with how they teach. This improves the quality of education and it helps the PhD candidates to learn and develop their skills.
We are expected to spend a lot of time teaching but we also have to do some research. The amount of time that we are expected to teach is too much.
Offer more support from within the Department you work.
Teaching course for every PhD student
everyone should take a course related to his field otherwise we cannot really help students. And I also think 10% of our working hours is not realistic.
I have a 0.8fte PhD appointment and a 0.2 teaching appointment, so I have paid time in which to

prepare courses. I actually already started teaching in the year before I started my PhD. However, a lot of PhD Researchers do not have such a split appointment, but often still have to teach courses. I can imagine that they have a lot less time than I do to prepare teaching and thus lose time to do their research.
Give a reader with tips & tricks for teaching
provide PhDs with all the possibilities of following a teaching course, I think that most PhDs do not know that they exist
joint supervision in the first year of teaching; more opportunities of feedback
A lot of courses don't have supervision from even the course teachers themselves, and PhDs are just put in front of a class and left to their own devices. At least making sure that there are proper guidance meetings for all courses would be a start.
Offer more help when preparing lectures. Usually you start in a course with people who taught the course before and have all the materials ready. For them it takes much less time than for you when you start-up.
Probably ask them for preferences on what courses (not) to teach?
More classes BEFORE teaching. Most of the BKO courses you can only take WHILE teaching. Although this makes sense in certain ways. But before teaching your very first class, I would have liked to get more support (I only got one afternoon, and found out about that option accidentally) through a more general class on what it means to stand in front of a group of students. How you present yourself, what you're supposed to do when they ask questions you can't answer (whether about the content or process of class, etc). Just to get a bit more confident before the first day.
increase the quality of the BKO courses, and give more information about thesis supervision
The support I received from my supervisor was a 7, however, I did not receive ANY centralized support from the university, so that would receive a 1. I see three things that the university can do to improve the situation: 1) Offer a short introductory course concerning didactic techniques and tips specific for supervising exercise classes. 2) Make it clear how much teaching a PhD student should do AND HOLD THEM TO IT. I know of many foreign PhD students that simply don't teach because their supervisor shields them from it. Because of that, other PhD students have more educational tasks. 3) Inform the PhD students of numbers surrounding the educational load: how many FTE of teaching is there? How many PhD students and student assistants do we have to meet that demand? How is the load currently divided? Knowing this sort of stuff can be very motivating, assuming that the load is actually divided well...
Offer basic preparation courses more often
Tell us more about the exact framework in which the course is happening, e.g. the amount of time students will invest in their research, if there are any fixed moments in the process like proposal-presentations (limiting the planning with those students which is particularly important when their work should be integrated in the PhD work)
Offer more preparatory courses and/or promote and advertise said courses better. The availability of such courses has so far gone unnoticed by me.
For example, to make a certain number of teaching preparation course(s) obligatory. For me, my supervisors stimulated me to follow research related courses, since I already had some teaching experience. But I did not feel quite comfortable and some introductory course(s) would have helped me a lot. I think in general, the focus is on research and less (or not at all) on teaching, so I did not feel much 'room' to invest in my teaching (and teaching capabilities).
Better introduction what it means to be teaching. More courses/meetings about teaching and teaching-related topics. (e.g. the meeting organized by the IMR doctoral school about supervising Ba/Ma-theses).
have a more structured way of supervision, for example for master students
De cursus zou wat uitgebreider mogen. Dit was een specifieke voorbereiding op het lesgeven voor kleine groepen. Daarnaast heb ik ook een aantal hoorcolleges mogen geven. Hier heb ik geen specifieke cursus/begeleiding voor gehad. Dit zou wel prettig zijn, omdat hoorcolleges toch wel een hele kunst zijn om op een goede/ leuke manier je kennis over te dragen.
I think the main lecturer is responsible for his/her "helpers" to be well informed. Teaching courses

and guidance from the university for me seems only useful to make clear what the general attitude towards student should be (stay polite/professional, how much you let them struggle vs. how much you help them), and also what you can expect for the student attitude towards you.
Offer them free courses
I am only supervising theses, not teaching courses. And I am an external PhD-student
Hulp bij de voorbereiding vanuit de afdeling, ontbrak nu geheel
Offer a course in didactic skills before you start teaching. I felt very much unprepared and insecure when I started teaching my first course.
I didn't receive any training in teaching and thus had to learn from my own experiences. Some formal training in advance of teaching would have been helpful.
Give them more time for the work they have to do and support them in how to prepare and how to grade/feedback students' written pieces
Give us more opportunities to teach! I have not had, and will not have had, the opportunity to teach on my own during my PhD, which will be a huge disadvantage to me on the job market. My only experience is assisting my supervisor with his courses, courses which he plainly dislikes teaching and that I would gladly take over if allowed. I am told he is obligated to teach these courses, for two reasons: first, because of the course load he's required to maintain in our department per his position, and second, because, I'm told that it's against the legal regulations of Radboud to allow PhDs to be entirely responsible for the grading of a course. Both of these seem like impediments to giving PhDs in our department the experience we both want and need to be competitive candidates in our field.
More appreciation for the energy and time spent.
Make sure there is a contract for it and in general give teaching(methods) more standing at the uni. Now it's a mere side-thought.
cursus didactiek
At the moment at the NSM there is NO teaching support offered. All available support has to be approached and planned by PhD candidates themselves. As teaching can be quite scary and intimidating, really connecting to it and planning your own courses to become a better teacher can be a bridge to far (particularly in the beginning). Therefore, guidance is needed, either by the supervisors, the doctoral school, or the education office. Some options: 1. Plan meetings at faculty level for PhDs in which you can discuss any matters relating to teaching. 2. Make teaching of PhDs part of the supervision duties because supervisors tend to never discuss teaching related issues with PhD candidates. 3. Set up cohorts of PhDs when they start their PhD and guide them (as a cohort) through their teaching duties.
Inform about teaching courses (I did not know there were) or get you informed by educational services, let you attend other ones lectures to get an idea about teaching, supervise you during the first times lecturing and give you feedback, give you instructions about what (not) to tell and what level your audience is.
Every PhD should get a teaching course offered before they start with their teaching duties. And in case of thesis supervision, PhDs should receive a coach or they should start co-supervising a thesis with a more experienced teacher in order to learn how to supervise thesis students.
Give BKO-courses before one starts one's teaching task. Peer review by colleagues. Ensure that there is enough time to prepare for the tutorials. Never let the set-up of a course to a PhD Candidate allow, but require substantive supervision of a superior (UD, senior, prof.).
When starting to teach, you get almost no support. For the BKO-courses you need some experience before you can follow these courses. We do have interventions with other teachers, while teaching the course, but I would have liked to have more information/courses before I started to teach.
I would not know
I dont know
Assign a tutor that can coach you, preferably somebody who has taught the course before.
I wasn't even aware there exist a Department of Education Support
Do the entire BKO before teaching, simply a one-week course at the beginning of the semester. Assign an experienced teacher to mentor starting teachers, and ask professors to occasionally review the teaching of the PhD's.

## **Nederlandstalige samenvatting notitie ‘Promovendi als docenten aan de Radboud Universiteit’**

Naar aanleiding van het rapport van het Promovendi Netwerk Nederland (PNN) en het Interstedelijk Studenten Overleg (ISO) ‘De promovendus als docent’ hebben het Promovendi Overleg Nijmegen (PON) en de Universitaire Studentenraad (USR) besloten om te onderzoeken op welke manier promovendi ondersteund worden in hun onderwijstaken op de Radboud Universiteit. Maar liefst 301 enquêtes werden ingevuld, waarvan 241 door promovendi die onderwijs verzorgen of verzorgden. De belangrijkste conclusies die uit de enquête naar voren komen zijn de volgende:

1. Een gedeelte van de respondenten geeft meer dan 20% onderwijs.
2. Voor de meerderheid van de respondenten is de tijd die besteed wordt aan onderwijs groter dan de tijd die ervoor staat of zoals het in het contract is gedefinieerd.
3. Meer dan de helft van de respondenten geeft aan meer tijd nodig te hebben om zich voor te bereiden op het onderwijs dat ze geven.
4. De meeste respondenten beginnen als docent in het jaar dat ze zijn aangesteld.
5. Bijna een op de vijf van de respondenten vindt dat ze te vroeg moeten beginnen met hun onderwijstaken.
6. Bijna een op de drie van de respondenten krijgt geen opleiding of ondersteuning vóór of tijdens het verzorgen van onderwijs.
7. Een op de vier respondenten is tevreden met de cursussen die aangeboden worden. De meerderheid is neutraal, en een op de vijf is ontevreden met de cursussen.
8. Het algemene cijfer voor de begeleiding en opleiding vóór en tijdens het geven van onderwijs is erg inconsistent. Een op de drie beoordeelt het met een onvoldoende, terwijl de helft van de respondenten een 6 of 7 als cijfer geeft voor de begeleiding en opleiding.
9. Van alle respondenten heeft meer dan de helft schriftelijk advies gegeven over hoe de universiteit de begeleiding en opleiding voor promovendi met betrekking tot onderwijs kan verbeteren. Daarnaast heeft een op de vier respondenten een e-mailadres achtergelaten. Het grote aantal respondenten en de vele reacties laten zien dat onderwijs een belangrijk onderwerp is voor promovendi en dat de ondersteuning voor promovendi met betrekking tot onderwijs verbeterd kan worden.

De visie van het PON en de USR is om de situatie te verbeteren door een structureel beleid en traject in te voeren betreffende de opleiding en begeleiding van promovendi bij hun onderwijstaken. Onze aanbevelingen geven een aantal suggesties ter verbetering op het terrein van het faciliteren van onderwijs, het behalen van een Basiskwalificatie Onderwijs (of delen hiervan), het plannen van onderwijstaken, het transparant maken van informatie, het invoeren van een maximale onderwijslast en een aantal algemene ideeën om educatie en begeleiding van promovendi met betrekking op onderwijs te verbeteren. Wij hopen deze aanbevelingen te bediscussiëren met de Gezamenlijke Vergadering (GV) en van het College van Bestuur (CvB) te horen welke mogelijkheden er zijn om de huidige situatie te verbeteren.