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Department of Service Studies

GUIDELINES FOR DOCTORAL PROGRAMME AT THE DEPARTMENT OF SERVICE STUDIES

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Doctoral programme in Service Studies

The first doctoral students in Service Studies were admitted in spring 2006. Our ambition at the Department of Service Studies is to admit at least two new doctoral students every two years.

It can take some time for newly admitted doctoral students to gain an overview of how the department, the Faculty of Social Sciences and Lund University are organised. We have therefore compiled and revised a few general guidelines for our doctoral education. These guidelines are based on the general syllabus for doctoral studies that are available for the department (see website <https://www.ses.lu.se/en/research/doctoral-studies/>) and the faculty's regulations (see website <http://www.sam.lu.se/forskning/forskarutbildning>) but the guidelines also serve as a guide to established procedures for doctoral studies in Service Studies.

At our department, the director of doctoral studies has overall responsibility for the content of the programme, while the head of department is responsible for doctoral studentships and admissions to doctoral studies (operational responsibility for the admissions process is delegated to the director of doctoral studies). The human resources manager coordinates the relationship between study and employment in collaboration with the director of doctoral studies and the head of department. There is also a doctoral student representative appointed from among the doctoral students at the department and a mentor is assigned to every newly admitted doctoral student from among the other doctoral students.

For more general information on the organisation of doctoral studies, please consult the faculty and university policies on doctoral education, the doctoral students' union, and the doctoral student ombudsman.

The research area

Service Studies is an interdisciplinary research area that focuses on investigating and re-examining services. The research aims to understand, analyse and explain service society. The research area of Service Studies considers services from a sustainable, economic, spatial, cultural and social perspective and addresses both public and private businesses and organisations.



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Service Studies is a subject that not only interrogates service society based on intellectual premises, but also identifies tangible problems that are defined by the industries and organisations we study and collaborate with. As Lund University's

leading interpreter of the complexities of service production and service consumption, we work to ensure that the research conducted has an impact on society. The department therefore strives for the results generated by our research to contribute to local, regional and national debate in policy-making and the media.

At the department, Service Studies research is conducted on a range of themes such as: consumption; retail; sustainability; organisation, leadership, and service work; welfare services; tourism and hospitality; as well as culture and creativity.

The programme

The aim of the doctoral programme is to develop more in-depth knowledge of Service Studies and train independent researchers with broad theoretical social science knowledge and methodological skills. Those we train in Service Studies are to acquire broad expertise that enables them to work within and outside the University.

Those we train in Service Studies are to have the ability to carry out and communicate research projects that focus on services from multiple perspectives. Doctoral students are also given the opportunity to develop their expertise in teaching and learning and are encouraged to present and explain their research to other researchers and interested parties outside the University.

Degree and rate of study

The programme leads to a PhD and comprises four years of full-time study (240 credits), or to a licentiate, comprising two years of full-time study (120 credits).

The programme may be studied part-time (at least 50%) and then comprises a maximum of eight years of study. Doctoral students have the right to complete a licentiate (120 credits) as a stage in their studies towards a PhD, but are not obliged to do so. If a student is admitted as a licentiate student, he or she must re-apply to the programme after graduation in order to continue studying towards a PhD.

Doctoral courses

The 240 credits are divided between a thesis (165 credits) and courses (75 credits). Of these 75 credits, 55,5 are for compulsory courses and 19,5 for elective courses chosen in consultation with the supervisor. (For more information about the division between thesis and courses for a licentiate, see the revised general syllabus). Teaching at the department takes the form of courses, seminars and supervision.

Of the compulsory 55,5 credits, 30 credits shall address methods (both qualitative and quantitative). The balance between qualitative and quantitative method courses is determined on the basis of the research area and in consultation with the supervisor. Fifteen credits comprise Service Studies, 7.5 credits comprise theory of science, and 3 credits comprise research ethics¹. The compulsory 15 credits in Service Studies are regularly offered at our department. Of the remaining 19,5 credits, a maximum of 10 may be studied in the form of individual literature

courses. These courses are also chosen/developed in consultation with the supervisors (including the appointment of an examiner).

In addition, of the remaining course credits apart from the compulsory courses, it is possible, in consultation with the supervisor, to obtain a maximum of 7.5 credits through a presentation of research findings in research contexts (seminars, workshops, conferences). Such a presentation is normally worth 1.5 credits. All courses are to be recorded and justified in the individual study plan.

It is important that doctoral students can plan their thesis work and are able to plan in advance for courses and work on the thesis. Advance planning does, however, require a degree of flexibility, because doctoral courses are often offered at irregular intervals. It is therefore expected that doctoral students will keep themselves up-to-date on the courses available at their own department and at the faculty. We also encourage students to take courses at other higher education institutions in Sweden and abroad².

Departmental duties and teaching

Doctoral students may undertake departmental duties, up to a maximum of 20 % of full-time hours. The organisation and scope of departmental duties are planned in dialogue between the doctoral student, the supervisors and the department management. The duration of the doctoral studentship shall be extended accordingly. Departmental duties shall be stated in the individual study plan. The degree of employment is calculated over the entire period of the doctoral programme.

Work duties

Departmental duties usually consist of teaching on various courses and study programmes at the department, but may also include other assignments, such as serving as a doctoral student representative in various bodies, working as an assistant within one of department's research projects or administrative work.

Departmental duties may include, for example:

- Teaching (lectures, seminar management, supervision etc.)
- Assignments as a doctoral student representative
- Elected office in various decision-making bodies at the department and faculty
- Courses in higher education teaching and learning
- Research support (data collection and processing, etc.)
- Conference and seminar administration

¹ The requirement of a compulsory course in research ethics only applies to doctoral students admitted after January 2020.

² Doctoral students are responsible for submitting documentation to the administrative director of studies regarding courses in higher education teaching and learning and courses taken outside Lund University.

Planning of teaching

The director of doctoral studies, together with the director of studies, holds an introductory meeting for newly admitted doctoral students about the teaching opportunities at the department. The doctoral student communicates with the director of studies about specific wishes related to the subject specialisation, form and scope. The doctoral student and the director of studies, in consultation with the supervisor, draw up a plan for the doctoral student's teaching and learning development.

The director of studies, together with the doctoral student, plans the teaching of the coming academic year. The director of studies goes through each doctoral student's teaching per semester. It is important that the teaching is planned in accordance with the individual study plan and that the supervisors are involved in the planning. The director of studies establishes contact between the doctoral student and other teaching staff when needed. The doctoral student may also contact the director of studies to schedule an additional meeting if needed.

Teaching development, mentorship programme and acquisition of qualifications

The planning is to strive for progression with regard to the doctoral student's teaching expertise, and for the purpose of acquiring teaching qualifications. The doctoral student is to be offered the opportunity for teaching development in the different components of teaching (for example, different forms of teaching, but also different types of courses if possible). The teaching shall be planned based on the doctoral student's teaching experience and interest.

Every doctoral student is offered the opportunity to have a teaching mentor appointed. The mentor is to be an experienced teaching staff member at the department (not the supervisor) who can offer support and advice regarding teaching and learning based on the doctoral student's interests and needs.

Every doctoral student who teaches is encouraged to produce personal documentation (a qualifications folder) on their teaching qualifications and to put together a teaching portfolio. The folder is a compilation of the doctoral student's teaching experiences and teaching components such as evaluations and other educationally relevant information, and should be updated continuously.

In connection with the award of a doctorate, the director of studies writes a summarising certificate of academic qualifications that may form the basis for the teaching portfolio in accordance with Lund University's guidelines. Here, the teaching qualifications folder serves as a basis.

Courses in teaching and learning

For doctoral students to be eligible for teaching duties, Lund University requires them to undergo two weeks' training in teaching and learning in higher education (corresponding to 3 credits) during their research studies. To be qualified to apply for a senior lectureship at Lund University, applicants must have undergone five weeks of training in teaching and learning in higher education (corresponding to

7.5 credits) or equivalent. This can be a reason for doctoral students to consider teacher training during their research studies. (For more information, see under Planning of teaching.)

The University regularly offers courses in teaching and learning in higher education. At our department, the compulsory two-week courses enable the extension of the period of employment by ten days, but doctoral students who wish to do so can also count the courses as credits within the course component of their doctoral programme. Doctoral students may transfer up to 7.5 credits from courses in teaching and learning in higher education to the course component of their doctoral programme. If the two compulsory weeks of courses are taken as an extension of the period of employment, the doctoral student can include a maximum of 4.5 credits (equivalent to 3 weeks) in the course component. Teacher training courses are planned and organised in a dialogue between the doctoral student and the supervisor.

Extension of a doctoral studentship

The allocation of hours for teaching follows the template that applies to teaching staff at the Department of Service Studies. With regard to other forms of departmental duties (conference administration, participation in research projects, etc.), the head of department decides on the allocation of hours before the assignment commences.

The extension of a doctoral studentship due to service in bodies at department, faculty and central university level is decided and granted annually with a certain number of working days (see STYR 2017/1715). The holding and execution of elected office are verified by certificates and meeting minutes, as well as other documentation if necessary.

Doctoral students who perform specific duties for student organisations or as representatives of university bodies are entitled to an extension of their employment pursuant to a decision by the vice-chancellor:

<https://www.medarbetarwebben.lu.se/sites/medarbetarwebben.lu.se/files/riktlinjer-for-forlangning-av-doktorandanstallning-mm.pdf>

Salary raise

Lund University applies a standard salary ladder with salary increases when the doctoral student has completed 60, 120 and 180 credits. It is the responsibility of the doctoral student to submit the application for a salary raise when a sufficient number of credits have been reached. Credits are calculated as follows: 60 credits correspond to one year of full-time doctoral studies in the form of doctoral courses and concrete work on the thesis. Time allocated for departmental duties is not included in the study period calculation. The three seminars can be seen as a guideline to assess how the thesis is developing (first seminar at 60 credits, second one at 120 credits and the third one at 180 credits), but consideration is to be taken of the progress made in the work on the thesis. Further information and the form are available at:

<https://www.sam.lu.se/internt/forska-och-utbilda/forskarutbildning/anstallning-arbetsmiljo-och-karriarutveckling>

Supervisors and supervision

Doctoral students are entitled to supervision for a period of time that corresponds

to four years of full-time study. Every doctoral student shall have a principal supervisor who is an associate professor or has equivalent expertise, and at least one additional supervisor. Both supervisors must have completed two weeks' training in doctoral supervision or be deemed to have corresponding expertise by the director of doctoral studies. The principal supervisor must be employed at the department. The principal supervisor is proposed by the director of doctoral studies in consultation with the newly admitted doctoral student and, if the doctoral project is externally funded, the project manager is consulted as well. Within six months, the doctoral student is to submit their preferences for additional supervisors. It is important to stress that the doctoral student's preferences for both principal supervisor and supervisor should be taken into consideration as far as is possible. A doctoral student always has the right to change supervisor on request.

The funding of doctoral studentships can take different forms. A doctoral student may be funded by direct government funding or by external project funding. It is also possible to be an industry-employed doctoral student or a local government-employed doctoral student. As direct government funding is being reduced, externally funded doctoral studentships are becoming more common, and these students are known as project doctoral students. It is common for the project manager/s also to be supervisors of the doctoral student/s who form part of the research project. It is important for externally funded doctoral students in such projects to be aware that they have the same rights and obligations as all doctoral students at the department. For doctoral students recruited through an externally funded project, it is recommended that at least one of the supervisors does not work on the project concerned.

The individual study plan

Following admission to doctoral studies, an individual study plan shall be drawn up as soon as possible. The individual study plan is a document that regulates the undertakings and responsibilities of the doctoral student, the supervisors and the department. The study plan is activated and drawn up by the doctoral student and the supervisors in consultation with the director of doctoral studies. The head of department is responsible for filing individual study plans, which are to be revised once a year. The individual study plan is one of the most important documents during doctoral studies, besides the thesis. In it the doctoral student describes the thesis subject, its aim and research questions. It is to include a rough schedule for each year of the study programme, planned courses, work on the thesis, departmental duties, a financing plan, the expected date of the public defence, information about the supervisors and the scope of supervision. Each year the plan is followed up by the supervisors and doctoral student together with the director of doctoral studies. If the director of doctoral studies also serves as supervisor, the head of department shall follow up the individual study plan. The head of department signs the individual study plan and is responsible for ensuring that all doctoral students have such a plan. The doctoral student is responsible for registering for the doctoral programme.

The supervisors and doctoral student are jointly responsible for following up the individual study plan. At the latest in conjunction with the annual appraisal, both parties are to highlight any problems and together take measures to deal with these

(see also Regulations for doctoral education at the Faculty of Social Sciences, reg. no STYR 2017/1434). If a doctoral student substantially neglects his or her undertakings in the individual study plan, a decision may be made that the doctoral

student is no longer entitled to supervision and other study resources (Higher Education Ordinance 6:30). Supervisors who observe such neglect of undertakings in the individual study plan shall, if the problems cannot be solved by other means, report this in writing to the head of department and director of doctoral studies. The doctoral student shall be given an opportunity to make a statement. The head of department then decides in consultation with the director of doctoral studies whether to recommend that the Faculty Board decide to withdraw resources. The Faculty Board shall judge whether the department has fulfilled its own undertakings towards the research student. The doctoral student can apply to the Faculty Board to regain the right to supervision and other resources (HEO 6:31).

Academic dialogue

Doctoral studies entail active participation in different types of academic dialogue. We recommend that doctoral students present their research and/or their findings on at least five such occasions during their studies (in addition to the three compulsory seminars). At least two of these presentations should be as part of formal participation at conferences or workshops. We also recommend that doctoral students give at least one research presentation at another department or institution. Planning and follow-up of active participation in the academic dialogue takes place in consultation with the supervisors. Resources for participation in the academic dialogue are provided by the department.

For Lund University as a whole, active participation in seminar activities is to form a significant part of doctoral studies. The Department of Service Studies regularly organises research seminars where all staff have the opportunity to follow scientific, methodological and educational developments and the debate in the field. Current research and new research findings are presented, and it is expected that all doctoral students will take an active part in these recurring seminars. New doctoral students gain a necessary insight into the theories and methods with which different researchers and lecturers work, and during the work on their theses, these seminars are an important forum where they present their results. The doctoral students in service studies represent the forefront of our research in various ways and the joint seminars are therefore also an important meeting place and a learning situation for all employees.

Thesis

The doctoral thesis can be designed in two different ways. It can either take the form of a monograph, a unified and coherent text, or a compilation of research articles, known as a compilation thesis.

A thesis which is written as a monograph takes the form of a book with different chapters. The division into chapters and the structure of the text is determined by the doctoral student in consultation with the supervisor, but the thesis must include an aim and research questions, an overview of relevant previous research, theory, methods and methodology, analysis and results. A monograph doctoral thesis is normally around 200 pages long in printed book form, with an average of 75 000 words. As a rule, monographs have only one author, but it is possible in principle for two doctoral students to co-write a monograph. In that case, the different

authors' contributions must be clearly distinguishable in the thesis, and a statement of co-authorship must be submitted.

A licentiate thesis in the form of a monograph is similar to a doctoral thesis but, since a licentiate thesis is worth half the credits of a doctoral thesis, the requirements and scope of the work are adjusted accordingly.

A compilation thesis is a thesis consisting of a number of scholarly papers whose content is independent, but which relate to the same complex of problems, as well as a summarising introduction to these papers ("kappa" in Swedish). Together, these elements are to constitute a whole. In the assessment of the thesis, a comprehensive estimate is made of the quality of the summarising introduction, the number and quality of the papers and the scope of the doctoral student's contribution to the papers.

A compilation thesis should consist of at least four scholarly papers. These can be articles in a scholarly journal, but also book chapters in an anthology or part of a monograph. At least two of the papers must have been accepted for publication at the time of the public defence of the thesis and the other papers are to have received strong indication that they are ready for publication. The papers are to be published or publishable in recognised peer-reviewed scholarly journals or in books with a high research standard.

At least one of the papers is to have been written by the doctoral student alone. For co-authored works, the distribution of work between the authors is to be well documented, either in the articles themselves or in the summarising introduction. Before the public defence of the thesis, the doctoral student is also to have submitted a co-authorship statement. For guidelines on what qualifies as co-authorship, we recommend the Vancouver protocol on authorship. If several papers are co-authored, the doctoral student's total contribution should be clearly predominant. The doctoral student is to be the sole author of the summarising introduction. As a guideline, the summarising introduction should be 20 000–40 000 words long, however, it may be longer or shorter depending on the nature of the text and the length of the other papers included in the compilation thesis. The summarising introduction is to place the individual papers in an overall context and clarify their mutual relationship and collective contribution. It is also to present the overall aim and research questions of the thesis; it also usually addresses theoretical approaches and presents an account and discussion of methods, methodology and empirical data.

A licentiate thesis in the form of a compilation thesis consists of a summarising introduction and at least two papers. The summarising introduction should be 10 000–20 000 words long. At least one of the papers is to have been accepted for publication at the time of the final seminar and the other papers are to have received strong indication that they are ready for publication. At least one paper must have the doctoral student as sole author. Otherwise, the same guidelines apply as for a doctoral thesis, but as a licentiate thesis is worth half the credits of a doctoral thesis, requirements are adjusted accordingly.

Thesis seminars and the third reader

The progress of the work on the thesis is ensured and quality assured through three seminars and by a so-called third reader who reviews the manuscript prior to the completion of the thesis and the public defence.

First seminar

It is important for newly admitted doctoral students to spend the initial period focusing on the structure of the thesis and the research questions. The first seminar, the presentation seminar, should normally be held six months after admission.

At the seminar, the doctoral student shall present the aims, research questions and contributions of the planned thesis in relation to the field, theoretical approaches and methodological considerations. The text should be well developed. A researcher at the department is appointed to read the submission. The reader then provides written feedback to the doctoral student who then replies in writing. The idea is to train the doctoral student in accepting and responding to criticism. The director of doctoral studies and the supervisor each receive a copy of the correspondence.

Second seminar

The second seminar, the mid-way seminar, should be held after roughly two years of full-time study. The student is expected to report the results produced so far from the selected theoretical approaches, research questions and methodology. At least one finished chapter from the analytical part must be presented. If the doctoral student is writing compilation thesis, a draft of the summarising introduction and at least two of the four articles must be included. From this submission it shall be possible to judge the quality and feasibility of the thesis. The text that is sent out should be fairly comprehensive (half a thesis) and two researchers are appointed to read it. The readers usually work at the department, but it is also possible to appoint an external reader if necessary. Also, in this case, the readers are to provide written criticism, which is to be addressed by the doctoral student in writing.

Third seminar

The third seminar, the final seminar, should be held when roughly six months' work remains on the thesis; this timeframe does not include the time needed for other finishing-up measures (proofreading, printing, etc). At this seminar, the doctoral student presents his or her thesis as a largely finished product. For a monograph, this means the manuscript includes all of the chapters, largely finished, and a clear draft for the conclusions and contributions. For a compilation thesis, this means the scholarly papers meant to be included in the thesis (published or the equivalent) and a clear draft of the summarising chapter are included. The seminar serves to assure the quality of the thesis and provide necessary feedback for the completion of the thesis.

Two reviewers are appointed to read, comment on and discuss the manuscript. One of the reviewers shall be from another department or institution. Both the external

and the internal reviewer shall submit a written judgement within three weeks of the seminar including reflections, criticisms and recommendations with regard to the thesis manuscript. The doctoral student is to respond in writing. The director of doctoral studies and the supervisor will each receive a copy of the correspondence. Neither of the reviewers can be appointed as the external reviewer at the final public defence of the thesis. However, they may sit on the examining committee.

Third reader

After completing the final seminar and before the public defence, a third reader is appointed to assure the quality of the manuscript and to give a recommendation on the status of the manuscript to the doctoral student, supervisor and director of doctoral studies. The third reader is proposed by the director of doctoral studies in consultation with the supervisor and the doctoral student. The selection of reader is to be decided in consultation by the director of doctoral studies, supervisor, doctoral student and a representative of the Doctoral Student Committee. If the manuscript is deemed ready to be submitted for public defence, the third reader's recommendation is only to be given in the form of an approval. If the third reader deems that the manuscript is not ready to be submitted for public defence, their recommendation is to be provided in writing and serve as a support for the doctoral student and supervisor. In the latter case, the doctoral student and supervisor are to go through the recommendations together. Prior to the public defence the doctoral student is to provide the third reader with written information on how their recommendations have been handled. The third reader is not required to review the entire manuscript again. The response and recommendations from the third reader is to be sent to the director of doctoral studies.

If the third reader finds that the comments have not been sufficiently addressed, the third reader is first to discuss and try to resolve the issue with the doctoral student and the supervisor. If the third reader, doctoral student and supervisor cannot agree on the status of the thesis, the issue is to be forwarded to the director of doctoral studies, who then requests that the professors' council discuss the issue and make a statement, and schedules a meeting between the supervisor, doctoral student, third reader, director of doctoral studies and head of department.

Completion of thesis

In conjunction with the completion of the thesis, the doctoral student should also apply for a printing grant, and arrange for proofreading and/or translation. The department website has documents about these procedures. The principal supervisor is responsible for booking a date for the public defence with the faculty and for proposing an external reviewer and members of the examining committee in consultation with the director of doctoral studies and the head of department.

The head of department passes these proposals on to the faculty for approval. It is the responsibility of the doctoral student to get an ISBN for the thesis, submit the manuscript for printing, submit the printed thesis to the faculty, register the thesis electronically, send out the thesis to the obligatory list of recipients and announce the date of the public defence (*spikning*) – all in accordance with the procedures posted on the website of the Faculty of Social Sciences.

Thesis defence

At the Department of Service Studies, the principal supervisor is chair of the thesis

defence. The principal supervisor is thus responsible for informing the examining committee and the external reviewer of the defence procedure. The supervisor is also responsible for booking the date and

venue for the defence, no later than six weeks before the intended date of the defence. Contact the Faculty Office to book a date for the defence.

The thesis is assessed by an examining committee comprised of at least three members. The members shall have the qualifications of an associate professor or higher. At least one member who is not active at Lund University shall be included in the examining committee. The Faculty of Social Sciences should be represented on the examining committee. Normally, no more than one of the members should represent the home department and only one of the other two should belong to the Faculty of Social Sciences in Lund. External reviewers and supervisors have the right to attend the meeting/s of the examining committee and to participate in the deliberations, but not in the decision-making.

Organisation of doctoral studies

Being both employed and admitted to a study programme is a somewhat unusual situation. As an employee of the University, you are covered by certain agreements, and as a doctoral student you also have certain rights and obligations. You should pay attention to areas such as annual leave and salary development. It is important for newly admitted doctoral students to learn how Lund University and the Faculty of Social Sciences are organised. The faculty organises introduction days for the new doctoral students on a regular basis. The board of the Faculty of Social Sciences has overall responsibility for doctoral studies.

The department offers the doctoral student an introduction and appoints a mentor to guide the new doctoral student and answer questions of a more practical nature. Meetings with the director of doctoral studies, the head of department, the administrative director of studies, the human resources manager and finance officer are also offered as part of the introduction.

Doctoral students are not required to learn Swedish, but a basic understanding is encouraged and usually facilitates participation at the department. Swedish courses are offered at Lund University. Many meetings are held in English.

The board of the Faculty of Social Sciences has delegated operational responsibility for admissions to doctoral studies, approval of individual study plans, and appointment of examiners and supervisors to the heads of department. At our department, the role of the director of doctoral studies includes processing admissions to doctoral studies (the formal decision is taken by the head of department), heading the supervisor team, appointing examiners (the formal decision is taken by the head of department) and supervisors, and ensuring a functioning dialogue between the supervisors and the doctoral student. The head of department follows up the individual study plans in consultation with the supervisors and the director of doctoral studies. However, the faculty has ultimate responsibility for doctoral studies and in cases of disagreement makes decisions on the individual study plan.