

At the UNIVERSITY level...

- PhD project/dissertations are very individual and worked on in isolation
- Departments/disciplines are very separated and there is little connection/communication between them
- Lack of communication with other universities
- Professors are chosen for their research, publications, and teaching, but not whether their skills could contribute to existing or future collaborations with other university/faculty members or industry
- No appropriate information/updates for collaborative actions
- Limited access to information resources
- Lack of contact/acquaintance with PhD students
- Large universities
- Push to include undergraduates in research taking some of the work of graduate students

At the ADVISOR/PROFESSOR/SUPERVISOR level...

- Supervisors often demand and promote independent individual research instead of interdisciplinary collaboration
- Different aims between professors and students
- Pressure and anxiety for publication/dissemination
- Not supporting personal projects
- Pressure due to time limitations set by professor/supervisors
- Promotion of selected students by professors
- Communication problems
- Assessment stress
- Obvious hierarchy and not partnerships
- Established researchers stick with same collaborative partners
- Mentorship—professors don't support students enough in taking them to conferences
- Disconnect between what we need and what professors do

At the DEPARTMENTAL level...

- Professors work on specific research and there is little interaction between department members
- Interaction/collaboration among PhD students/researchers is not supported (apart from colloquia held by individual supervisors)
- Competitiveness
- Credits
- Insufficient collaboration among students of different levels
- Lack of communication with fellow students
- Time limitations
- Problems in dividing duties/roles in projects
- Lack of common spaces/rooms
- Students with different personal needs leads to difficulties
- Collaboration among directions/courses are not promoted
- Not enough support in learning the processes
- Students don't know the faculty if they do not have classes with them
- Technology is underutilized for networking and communication

OTHER...

- Collaboration context not properly defined
- Insufficient communication with partners
- Competitiveness among graduate students/professionals
- Competitiveness among females
- Individual differences interfering with collaboration
- Secluded academic community
- Time limitations (due to work)
- Individual learning context
- Internal emotional changes
- Lack of personal interest
- Too many responsibilities for grad students
- No proper channels to communicate concerns of grad students
- We don't know what is feasible to do (no time, money, etc.)