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GRADUATION SURVEY FOR DOCTORAL EDUCATION AT UMEÅ UNIVERSITY 2022/23



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Summary

All of the recently graduated PhDs who responded to this survey completed at least two years of work on their doctoral thesis during the pandemic. Approximately 16 per cent state that their doctoral studies were very much affected by the pandemic, while 20 per cent state that it had no impact whatsoever. Many of those whose studies were adversely affected say that courses and conferences were cancelled, postponed or could not be completed. Data collection was also affected.

There are no significant differences between the 2022/23 graduation survey and those conducted in 2018/19 and 2020/21. The typical doctoral student at Umeå University is a full-time researcher between the ages of 31 and 40. They are generally satisfied with their third-cycle programme and would be happy to recommend it to others. They are also satisfied by their own performance and did not take parental leave during their doctoral studies. Meetings with supervisors have taken place at least once a month and it is this that has done most to promote their studies.

The percentage of respondents stating that the academic environment supported their doctoral project increased compared to the previous survey in 2020/21. Somewhat fewer respondents believed that courses were relevant to their programme or that the demands of their programme were reasonable. There was also a decline in the percentage of respondents who familiarised themselves with their rights and obligations as doctoral students. With regard to qualitative targets, compared to the 2020/21 survey slightly fewer respondents believed that their programme had provided them with the specified knowledge. A larger percentage of respondents reported having more frequent supervisory meetings, such as weekly, while a slightly lower percentage met with supervisors at least once a month compared to the 2020/21 survey. There was massive criticism of the online system for individual study plans (ISPs).

The survey was sent out to all those who defended their doctoral thesis at Umeå University in 2022 or 2023. The majority also completed their first- and second-cycle studies at the University. Just over half of those who responded to the survey received their doctorate from the Faculty of Medicine. While the response rate remains stable, the number of respondents has decreased somewhat compared to the previous survey in 2020/21. The questions in the survey focus on study programmes and academic aspects, supervision, teaching and the acquisition of educational qualifications and future career paths, as well as background questions such as why respondents chose to pursue doctoral studies.



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Background, purpose and method

The Graduation Survey for Doctoral Education is conducted every other year. The survey (Appendix 1) has been sent to those who defended their doctoral thesis at Umeå University in 2022 or 2023. Doctoral students who have started a third-cycle programme but have not yet applied to defend their thesis are not included in the survey, although they are included in the University's Employee Survey. Just over half of respondents received their doctorate from the Faculty of Medicine, around a quarter from the Faculty of Science and Technology and the rest from the Faculty of Arts and Humanities or Faculty of Social Sciences.

According to the Fokus decision-support system, 225 individuals applied for the award of a Degree of Doctor during the period, 98 in 2022 and 127 in 2023. The survey was sent to 220 individuals, 123 of whom responded, corresponding to a response rate of 56 per cent¹. With regard to gender, 60 respondents stated female and 59 male, while one stated other gender identity. Three respondents did not answer the question on faculty affiliation. (See Table 1). There may be various reasons for the disparity between the number of individuals applying for the award of a Degree of Doctor and the number of people who received the survey, including incorrect email addresses and delays in applying for a degree. Compared to 2020/21, just over 10 per cent fewer women responded to the survey, meaning that numerical comparisons between genders are not possible in the present survey. The majority (58 per cent) of those who defended their doctoral thesis at Umeå University were between the ages of 31 and 40.

Appendix 2 is a table showing the percentage and number of responses to a selection of questions, along with the results and response rates, for the surveys conducted in 2018/19, 2020/21 and 2022/23.

Table 1: Distribution of survey responses.

Faculty	Response rate by faculty (%)	Number (percentage) of respondents	Women/Men
Arts and Humanities	45	10 (8)	6/4
Medicine	58	62 (52)	34/28
Social Sciences	59	17 (14)	8/8
Science and Technology	51	31 (26)	12/19
Total		120 (100)	60/59

¹ There is variation in the response rate to questions, as not all respondents answered all questions.

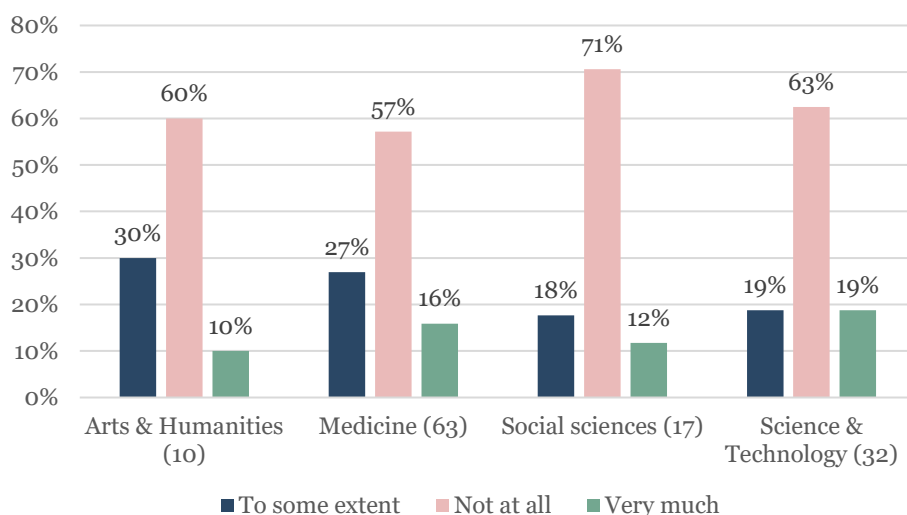
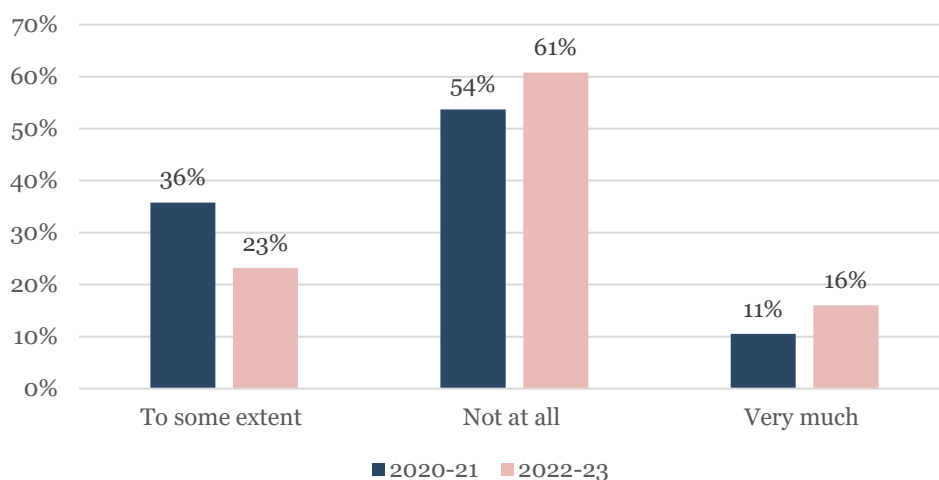




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COVID-19

Although the survey was conducted towards the end of and just after a pandemic, every respondent completed at least two years of their programme without any restrictions. Just over 60 per cent state that the pandemic affected their studies to some extent, and 16 per cent state that they were very much affected. The majority of those at the Faculty of Arts and Humanities and Faculty of Medicine state that their studies were not at all affected by the pandemic. A larger percentage of respondents (16 per cent) than in the previous survey (11 per cent) state that their studies were very much affected. See figures 1 and 2.



Figures 1 and 2: Percentages and numbers responding to the question: “How much has COVID-19 affected your doctoral studies?”



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A total of 20 respondents stated that their doctoral studies had been very much affected by COVID-19. Unlike the previous survey, this included a higher percentage of men (23 per cent) than women (8 per cent). However, a higher percentage of women than men stated that their studies were affected to some extent, see Figure 3.

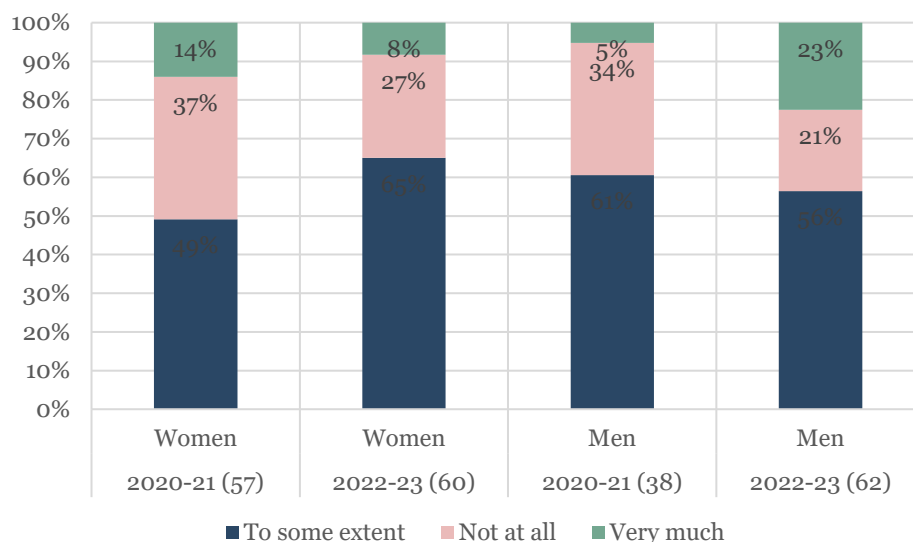


Figure 3: Percentages and numbers of women and men responding to the question: “How much has COVID-19 affected your doctoral studies?”

Among the issues reported by those whose doctoral studies were adversely affected were delays to or the cancellation of data collection and the cancellation or postponement of conferences and courses, see comments in Appendix 3.

The path to third-cycle studies

Almost 70 per cent of respondents have a first-cycle qualification awarded by Umeå University. The others have a qualification from another Swedish or foreign higher education institution. Just over 40 per cent decided to continue studying in the third cycle after completing their second-cycle programme, see Figure 4.



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Figure 4: Responses to the question: "At what point did you decide to apply for doctoral studies?". Number of respondents by gender. The figure on the right is the percentage of all respondents.

Almost 38 per cent were involved in research before being admitted, most of them at the Faculty of Medicine. The vast majority of respondents (93 per cent) state that they were fully or partly aware of expectations when they commenced their third-cycle programme. In comments, it was stated that it can be difficult to understand a doctoral student's work situation and what is expected of them before one has started, and that this can differ between subjects and projects, something that makes it even more difficult to convey expectations to prospective doctoral students, see Appendix 3. The most common reason for beginning doctoral studies, given by over 80 per cent of respondents, was pursuing one's own interests. Pursuing a career in research was given as a reason by 43 per cent of respondents.

Teaching and research aspects

The majority of respondents believe that, to a large extent, their doctoral studies have provided relevant knowledge and skills for a future career. Just over 40 per cent of respondents had familiarised themselves with their rights and obligations as a doctoral student at some point during their studies, the lowest percentage since the survey started. Just over 50 per cent believe that their courses were relevant to their programme. While this is a significant decline since the previous survey in 2020/21 (71 per cent), it is in line with the results of the 2018/19 survey (56 per cent), see Table 2.



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Table 2: *To what extent do you agree with the following statements about your doctoral studies?* Percentage responding 5 or 6 on a six-point scale, where 6 is “completely agree” and 1 is “do not agree at all”.

Statements about doctoral studies	Percentage
The programme has provided me with relevant knowledge in preparation for a future career	78%
The programme has provided me with relevant skills in preparation for a future career	78%
The requirements during the programme were reasonable	60%
I familiarised myself with the qualitative targets of the programme	55%
The courses were relevant to the programme	54%
I familiarised myself with the rules and regulations for the programme	52%
I familiarised myself with my rights and obligations as a doctoral student during my studies	44%

National qualitative targets

The majority of respondents feel that they achieved advanced and up-to-date specialised knowledge in a limited area of their research field, as well as familiarity with the methods of the specific field of research, see Table 3.

Table 3: *To what extent do you agree with the following statements about your doctoral studies?* Percentage responding 5 or 6 on a six-point scale, where 6 is “completely agree” and 1 is “do not agree at all”.

Statements about qualitative targets	Percentage
I have advanced and up-to-date specialised knowledge in a limited area of my research field	90%
I am familiar with the methods of my specific field of research in particular	90%
I am familiar with research methodology in general	88%
I have broad knowledge and systematic understanding of my research field	86%
The programme has provided me with the knowledge specified in the qualitative targets	71%

Areas that promote doctoral studies

Most respondents state that supervision has been the most important factor in encouraging their doctoral studies. The physical and academic work environment has also played a significant role for many respondents. Just over 40 per cent of respondents consider their courses satisfactory in terms of promoting their doctoral studies, see Figure 5.



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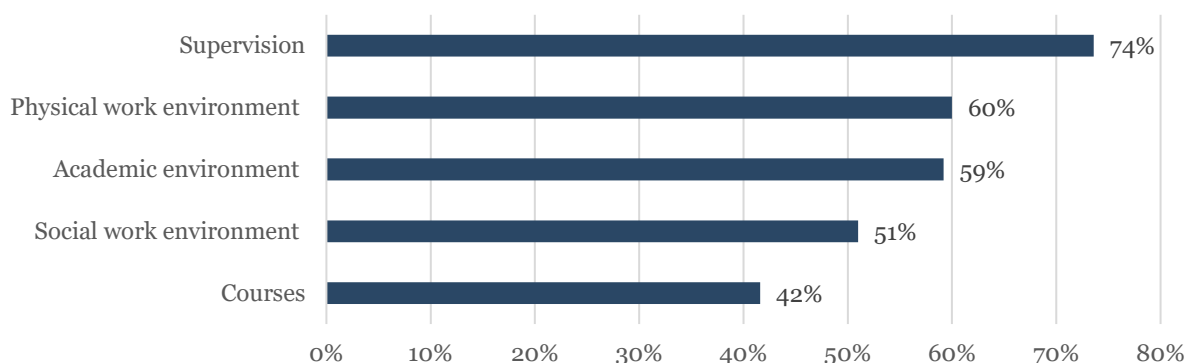


Figure 5: "To what extent do you think the following areas have been satisfactory in promoting your doctoral studies?" Percentage responding 5 or 6 on a six-point scale, where 6 is "completely agree" and 1 is "do not agree at all".

Academic environment

Responding to more specific questions about the academic environment, 40 per cent feel that it encouraged them to commit to a long-term career in research. Almost 60 per cent found the academic environment supportive when it came to working on their doctoral project, and that it was conducive to interaction and discussion with other researchers. Almost 45 per cent of respondents found the academic environment creative and inspiring.

International conferences

While virtually all doctoral graduates of Umeå University have participated in international conferences and workshops, there is considerable variation in the number of occasions (0–18). Approximately 15 per cent of respondents completed part of their third-cycle programme at a university abroad and just over 40 per cent co-published with a researcher from a foreign higher education institution. Meanwhile, 30 per cent report that they have not co-published with a researcher from another higher education institution nor with anyone else outside the Umeå University.

Supervision

Nearly 90 per cent of respondents are satisfied with the supervision they received. This high level of satisfaction with how supervision has worked is reflected in the comments, see Appendix 3.

Slightly fewer respondents (18 per cent) changed supervisor during their programme compared to the 2020/21 survey. Various reasons were given for changing supervisor,



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including supervisors leaving to take up a new position, retirement, death and work environment issues, but also poor communication and problems working together.

Three quarters of respondents met with their supervisor at least once a week or month, see Figure 6. In contrast to previous surveys, the percentage of doctoral students meeting with their supervisors more frequently than once a month increased while the percentage meeting supervisors at least once a month decreased.

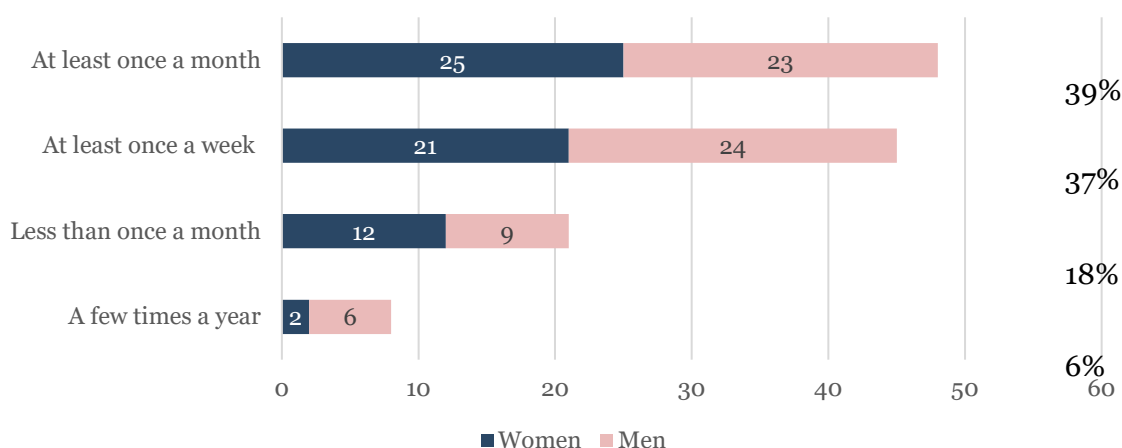


Figure 6: Responses to the question: “Estimate how often you have had supervisory meetings during your studies”. Number of respondents by gender. The figure on the right is the percentage of all respondents.

Most supervisory meetings with doctoral students were taken by the principal supervisor; 16 per cent of respondents report that none of their supervisory meetings were attended by their assistant supervisor(s), see Figure 7.

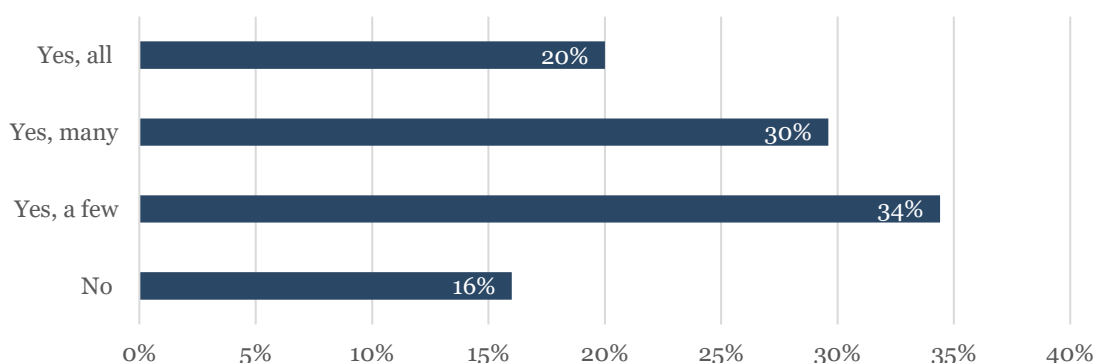


Figure 7: Responses to the question: “Has an assistant supervisor attended supervisory meetings?”. Percentage of all respondents.





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Just over 75 per cent of respondents are satisfied with how their individual study plan was followed up. The remaining 25 per cent are dissatisfied and in the comments many respondents complain that the system itself is convoluted and a waste of time, see Appendix 3.

Educational qualifications and teaching

Just over 70 per cent of doctoral students were offered the opportunity to teach during their doctoral studies. Of those who did teach, 56 per cent believe that it had a positive impact on their doctoral studies and virtually all would recommend that other doctoral students teach during their studies.

Almost 60 per cent of respondents undertook non-teaching assignments alongside their doctoral studies, including working for a student union and departmental duties. Almost 25 per cent had clinical duties, see Appendix 3. “Other assignments” were considered to have a positive impact on doctoral studies by 45 per cent of respondents.

Future career plans

The vast majority (87 per cent) of respondents report that their research activities have whetted their appetite and that they want to continue conducting research after graduation, and that they have discussed their career plans with their supervisors or other senior researchers, see Figure 8.

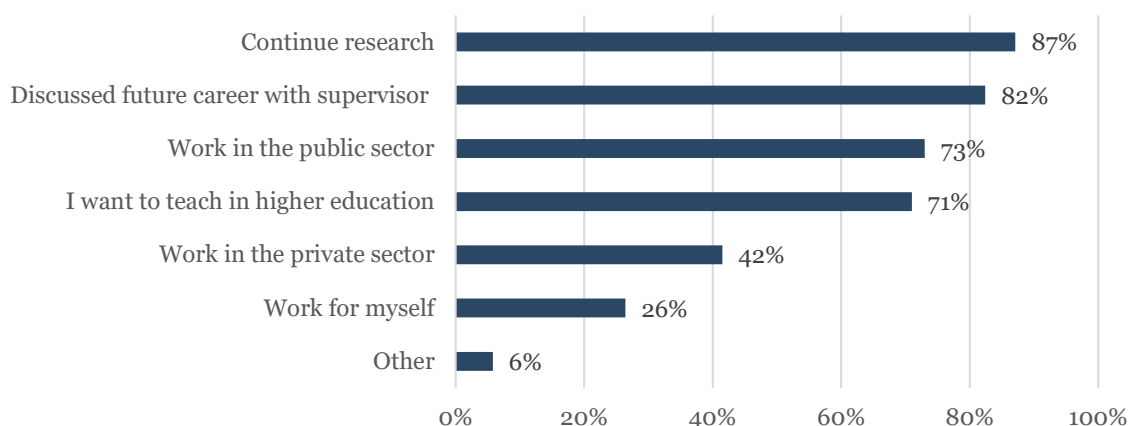


Figure 8: Percentage who answered “Yes” to statements about their future career plans.





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The professions that recent graduates intend to enter immediately after defending their doctoral thesis vary. Almost 20 per cent have not yet found a job, while just over 25 per cent are still at Umeå University. The remainder have found employment within the healthcare sector, either in northern Sweden or with a regional health authority elsewhere in the country, at another higher education institution in Sweden or abroad, or in the private sector, see Figure 9.

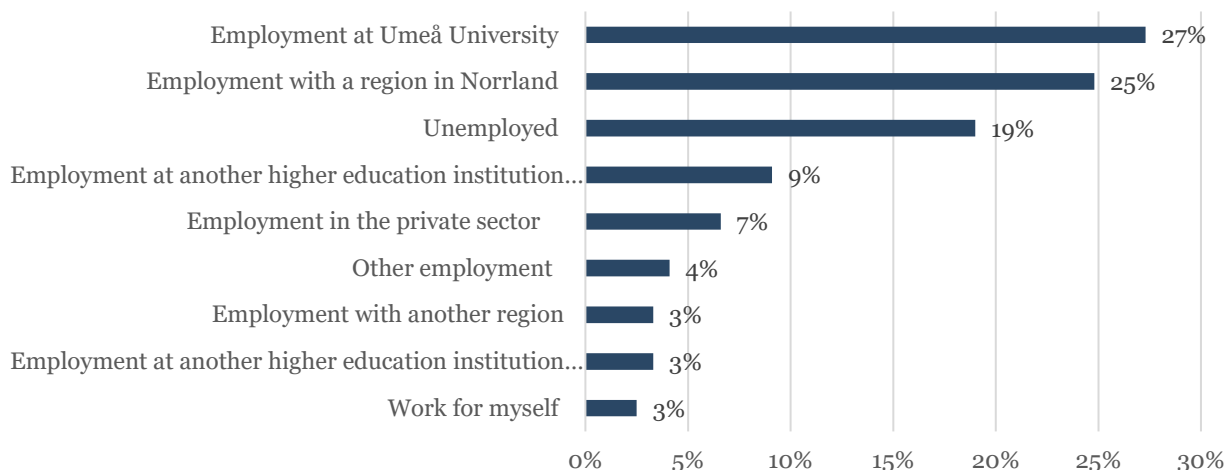


Figure 9: Responses to the question: “What does your employment situation look like over the next few months?”. Percentage of all respondents.

Virtually all respondents believe that their doctoral studies have prepared them for a continued career as a researcher, and 65 per cent feel prepared to apply for funding for their research, see table 4. The reasons given by those who do not feel prepared to apply for research grants include that it was not covered during their programme and that they were off sick during the course.

Table 4: Percentage who answered “Yes” to questions about the future.

Question	Percentage
Have your doctoral studies prepared you for a continued career as a researcher?	96%
Do you feel prepared to seek funding for further research?	65%
Have your doctoral studies prepared you for a working life outside academia?	53%
Have your doctoral studies given you sufficient knowledge about entrepreneurship and innovation?	28%

The vast majority of respondents believe that their doctoral studies have prepared them for a continued career as a researcher. Just over 50 per cent of respondents believe that their





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doctoral studies prepared them for a career outside academia. However, many find the question difficult to answer.

Almost 30 per cent believe that they acquired sufficient knowledge about entrepreneurship and innovation during their third-cycle programme. The majority do not share this opinion however, and comments include: *“Nor is that something I would want”*; and *“This was not something that was emphasised in my courses or the environment”*. Further comments can be found in Appendix 3.

Description of the respondents

Almost 60 per cent of those responding to the survey are between 31 and 40 years of age, see Figure 10. Only 10 per cent are below this age range.

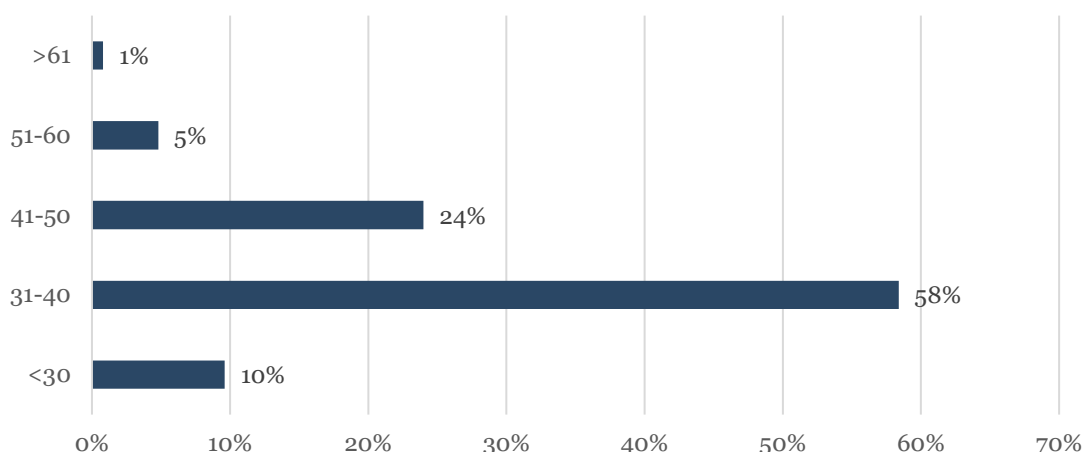


Figure 10: Age distribution of the respondents

Among those who defended their doctoral thesis during the period, 54 per cent have children under 18 and 27 per cent took parental leave for over six months during their study programme. Just over 60 per cent were full-time doctoral students, meaning their programme length was no more than five years. Parental leave was the main explanation for why third-cycle programmes exceeded five years.

In response to the question “Have you been on sick leave for a period longer than 14 continuous days during your studies?”, 15 per cent answered in the affirmative: 11 women and 7 men.



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Almost half (44 per cent) of respondents consider themselves to be international doctoral students.

Doctoral studies and the conditions under which they are conducted vary from one faculty to another. Just over half of respondents undertook their third-cycle programme at the Faculty of Medicine, often in combination with a clinical post.

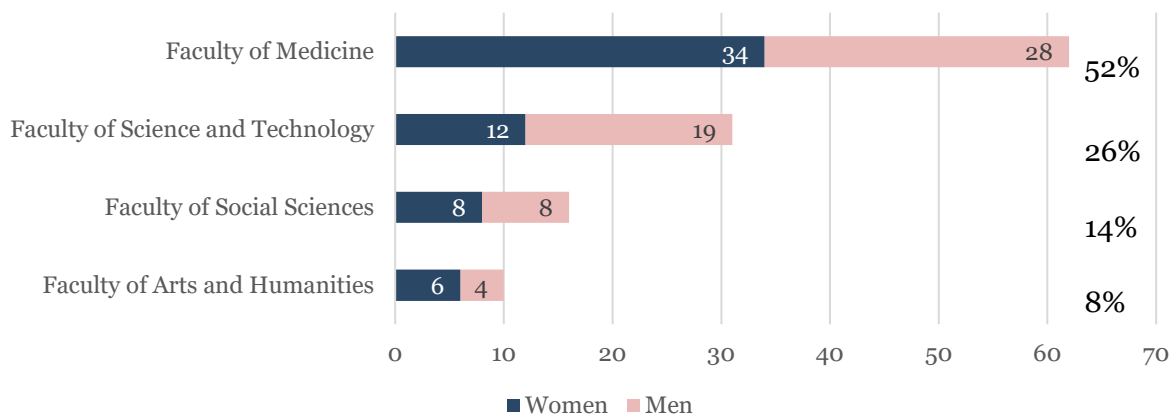


Figure 11: Number of doctoral graduates by faculty and gender. The figure on the right is the percentage of all respondents.

Almost a quarter of respondents defended their doctoral thesis at the Faculty of Arts or Faculty of Social Sciences. More women than men defended their doctoral thesis at both the Faculty of Medicine and the Faculty of Arts and Humanities, see Figure 11.

It is uncommon for those defending their doctoral thesis at Umeå University to have grown up in a household in which someone had a Degree of Doctor: 82 per cent of respondents in the current survey answered “No” to this question.





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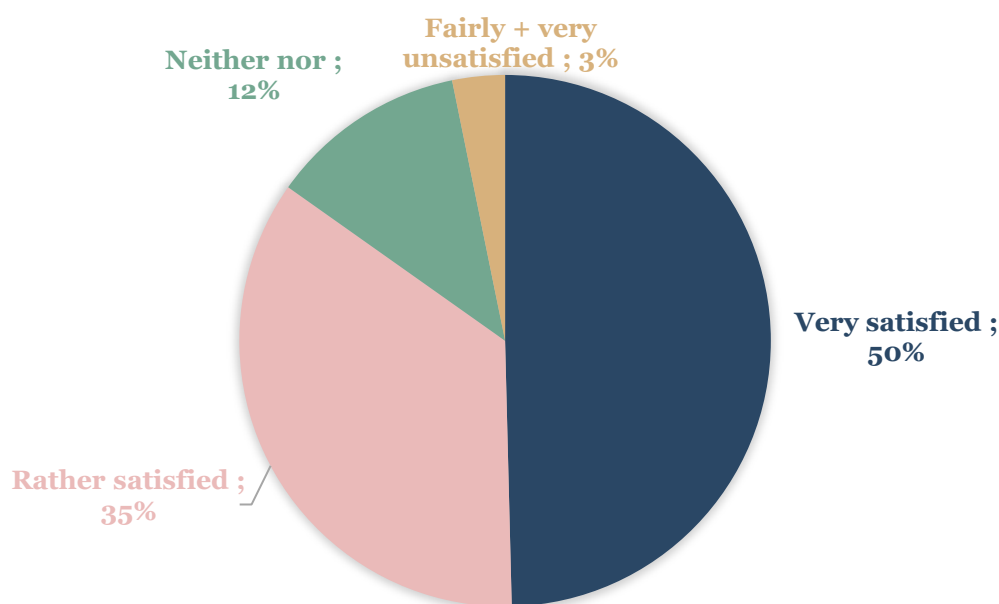


Figure 12: How satisfied are you with your doctoral studies? Unit, percentage.

Figure 12 shows that the vast majority are satisfied with their doctoral studies, with 85% being very or rather satisfied. Comments include: *“Very satisfied with my third-cycle programme at Umeå University. Very satisfied with all of the support received and opportunities provided by the University”*; and *“After all, the most important thing is that I had fun”*, see comments in Appendix 3.

Of those who responded to the survey, 94 per cent are satisfied with their own performance and efforts. The vast majority (86 per cent) would be happy to recommend doctoral studies at Umeå University to others. See Appendix 4 for a selection of responses at faculty level.

What changes do respondents feel could be made to improve the quality of third-cycle programmes?

Finally, the survey asks for the doctoral graduates' views on how the quality of third-cycle programmes can be improved. Many of these opinions relate to third-cycle courses, supervision, internationalisation, the research and work environment, individual study



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plans (ISPs), life after graduation and information. The following section is a brief summary of the comments made, see Appendix 3.

Third-cycle courses

In brief, while there were many viewpoints concerning specific courses, there were also general suggestions for changes and improvements. These included more opportunities for inter-faculty courses, as well as a desire for more and more advanced courses. Courses are too short and easy and some need to be updated. Better, more specialised courses are needed, ideally in collaboration with industry and alumni working there. According to respondents, the quality of compulsory courses needs to be improved as they are too generalised and should be better aligned with third-cycle subjects. Greater flexibility is also called for.

Supervision

Supervisors should be more experienced, competent and mature, and have more time and sympathy for doctoral students. There is a desire for better support in situations such as a pandemic. Respondents would also like to see more involvement with other senior researchers for quality assurance purposes, and to avoid “getting off track” with one’s supervisor. Better guidance for supervisors is also called for, and that it should be possible to change supervisor without detriment to the doctoral student. Supervisors should be encouraged to take more courses in teaching and group psychology. The Development Programme for Doctoral Students should be offered to all doctoral students early in their programme.

Internationalisation

Views were expressed concerning new migration legislation and that it is very difficult for international students to carve out a career in Sweden. There is also a desire for doctoral students in sandwich programmes to be offered the opportunity to stay in the country for at least five months at a time. This would facilitate more concentrated and dedicated time. Respondents would also like to see greater opportunities for exchanges with other universities.

Research and work environment

Initiatives to increase cohesion within groups of doctoral students and a sense of being in a group were sought in the interests of both research and the wellbeing of doctoral students. Research meetings or discussion groups with doctoral students and other research groups for the exchange of ideas is something that would be appreciated. National graduate



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schools and the pandemic's opportunities for distance education have facilitated network building. The desire was expressed for senior researchers to take greater responsibility for introducing doctoral students to, for example, the research networks that they are members of or know of, and to generally be more helpful to doctoral students in networking. The quality of both third-cycle programmes and the research being conducted would be improved if doctoral students were under less pressure. Many doctoral students find the pressure and pace stressful, leading to sick leave. There is a desire for more preventive stress management early in the programme. The comments also include views on improved monitoring of the work environment, with opportunities to actually exert influence. There are also calls for permanent instead of fixed-term employment. Doctoral students with children find the programme period more difficult, as the workload can be both very high and uneven and spill over into leisure time, adversely affecting the situation at home.

Individual Study Plan (ISP)

One message that is loud and clear in the comments is the need to improve the online ISP system. ISPs require a great deal of paperwork, especially regarding qualitative targets, which need to be better explained. Umeå University must review the digital tool that is currently used and all the formalities around following up ISPs. One respondent states that it is unreasonable to expect doctoral students to waste precious research time on wrestling with a computer program that does not work. One proposal is that faculties employ someone with competence in layout, editing and reference management who is freely available to doctoral students, as a great deal of time is spent trying to flip tables and move references.

Information

Online information could be improved, especially information on third-cycle courses and how to apply for research grants. Information on the defence of doctoral theses should also be more detailed. In the event of another pandemic, doctoral students must be informed about available support as soon as possible. The English version of the *Handbook for Doctoral Students*, or equivalent, should be updated as a matter of urgency. The Development Programme for Doctoral Students needs to be promoted to a greater extent.

Working life after doctoral studies

In brief, doctoral students would like more advice and support concerning research, teaching and applying for funding in preparation for a future academic career. They would also like greater clarity and ease of access to knowledge on entrepreneurship and the utilisation of research results. It is suggested that an annual meeting be arranged with



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Uminova Innovation at which doctoral students can learn more about careers outside the higher education sector. More encouragement for internationalisation is also sought.

The faculties

While many results are consistent across faculties, there are some differences. These are highlighted in this section.

Faculty of Arts and Humanities

- Half of respondents were awarded a second-cycle qualification by Umeå University.
- Least likely to agree that their programme provided relevant knowledge in preparation for a future career.
- Most likely to find the social work environment satisfactory in terms of promoting their doctoral studies.
- Least likely to find supervision satisfactory in terms of promoting their doctoral studies and least satisfied with supervision in general. No respondent at the faculty had a supervisory meeting at least once a week.
- Most likely to be employed at Umeå University in the months immediately after defending their doctoral thesis.
- All respondents were full-time doctoral students.

Faculty of Medicine

- More likely to have been involved in research prior to admission.
- Most likely to believe that the academic environment provided the opportunity for interaction and discussion with other researchers.
- Least likely to have taught during their doctoral studies.
- Least likely to have had student union duties.
- Most likely to be employed by one of the four regional authorities in Norrland in the months immediately after defending their doctoral thesis.
- On average, slightly older on defending their thesis than respondents at other faculties.
- More like to have pursued doctoral studies on a part-time basis.

Faculty of Social Sciences

- Largest percentage of respondents with a first- or second-cycle qualification awarded by Umeå University.



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- All respondents stated that personal interest was their main reason for beginning doctoral studies.
- Most likely to believe that their courses were relevant to their programme.
- Least likely to have found the academic environment creative and inspiring, and that it encouraged them to commit to a long-term career in research.
- Least likely to feel prepared for a working life outside academia.
- Most likely to be very satisfied with their doctoral studies.
- Almost half have been on parental leave for longer than six months.
- Lowest percentage of respondents who consider themselves to be international doctoral students.

Faculty of Science and Technology

- Less likely to decide to begin third-cycle studies while studying in the second cycle.
- More likely to give a career in research as their reason for beginning doctoral studies.
- Least likely to have found their courses and the social work environment satisfactory in terms of promoting doctoral studies.
- Most likely to have found the academic environment supportive of their doctoral project.
- More common to have supervisory meetings more frequently than once a month.
- Most likely to want to work in the private sector after graduation.
- Almost 40 per cent had no job after graduating.
- More men defended their thesis than women.

How Umeå University intends to improve third-cycle programmes

Ensuring that we offer high-quality third-cycle programmes is a matter of importance to the entire University at central, faculty and departmental levels. Operational responsibility for third-cycle programmes and courses, as well as for improvement measures, rests mainly at departmental level. The Strategic Council for Research and Doctoral Education (FOSTRA) holds university-wide discussions on the quality enhancement of doctoral education.

The survey is sent out centrally from the Planning Office of the University Administration and this report is a comprehensive summary of results for the University as a whole. Each



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faculty can find its own results, so that it can prepare and implement targeted improvement and quality-enhancement measures. Responses to the survey show that third-cycle courses are one area for improvement.

At the university-wide level, this survey identifies an ongoing need to improve the follow-up of individual study plans (ISPs). This has already been addressed and today all new doctoral students register their ISP in Ladok. This has been made possible thanks to a national initiative that Umeå University has been involved in.

Online information is another area in which respondents offer constructive suggestions for improvement.





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Annex 1 The survey

AVGÅNGSENKÄT FÖR DOKTORANDER/ GRADUATION SURVEY FOR DOCTORAL STUDENTS

VÄGEN TILL UTBILDNING PÅ FORSKARNIVÅ/ THE PATH TO DOCTORAL EDUCATION

1. **Var tog du din behörighetsgivande examen på avancerad nivå? / Where did you graduate in cycle two?**

Umeå universitet/ Umeå University

Annat lärosäte/land, ange vilket/ Other higher education institution/country; indicate which_____

Examensår?/ Year of degree_____

2. **Vid vilken tidpunkt bestämde du dig för att söka till en forskarutbildning? / At what point in time did you decide to apply for doctoral studies?**

Innan universitetsstudier/ Before beginning higher education

Under utbildning på grundnivå/ During undergraduate studies

Under utbildning på avancerad nivå/ During master's studies

Efter utbildning på avancerad nivå/ After master's studies

3. **Deltog du i forskarutbildning innan du formellt blev antagen? / Did you take part in doctoral studies before you were formally admitted?**

Ja, 1-6 mån innan/ Yes, 1-6 months before

Ja, 7-12 mån innan/ Yes, 7-12 months before

Ja, mer än 12 mån innan/ Yes, for more than 12 months before

Nej/ No

4. **Kände du till vad som förväntades av dig som doktorand när du påbörjade forskarutbildningen? / Did you know what was expected of you as a doctoral student when you started doctoral studies?**

Ja/ Yes

Delvis/ In part

Nej/ No

Kommentar:/ Comments:_____

5. **Vilket var det huvudsakliga skälet till att du började på forskarutbildningen? / What was the main reason you started doctoral studies (flervalsfråga)**

-Eget intresse/ My own interest

-Forskarkarriär / Research career

-Annat/ Other



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UTBILDNING & VETENSKAPLIGA ASPEKTER/ EDUCATIONAL & SCIENTIFIC ASPECTS

6. I vilken utsträckning stämmer följande påståenden om din forskarutbildning? / To what extent do you agree with the following statements about your doctoral studies?

Här följer svarsalternativ på en 6-gradig skala där 1 betyder Stämmer inte alls och 6 betyder Instämmer helt samt alternativet Kan inte ta ställning: / What follows are alternative responses on a 6-point scale, where 1 means "do not agree at all" and 6 means "completely agree" as well as the option "no opinion":

Jag tog del av information om kunskapsmålen för utbildningen / I read information about the educational objectives for the programme

Jag tog del av information om doktoranders rättigheter och skyldigheter under studietiden / I read information about the rights and obligations of doctoral students while a part of the programme

Jag tog del av information om regler och föreskrifter för utbildningen / I read information about rules and regulations for the programme

Kurserna var relevanta för utbildningen / The courses were relevant to the programme

Kraven under utbildningen var rimliga / The requirements during the programme were reasonable

Utbildningen har gett mig relevanta kunskaper inför en fortsatt karriär / The programme has provided me with relevant knowledge in preparation for a future career

Utbildningen har gett mig relevanta färdigheter inför en fortsatt karriär / The programme has provided me with relevant skills in preparation for a future career

7. I vilken mån stämmer följande påståenden om de nationella kunskapsmålen? / To what extent do you agree with the following statements about the national education objectives?

Här följer svarsalternativ på en 6-gradig skala där 1 betyder Stämmer inte alls och 6 betyder Instämmer helt samt alternativet Kan inte ta ställning: / What follows are alternative responses on a 6-point scale, where 1 means "do not agree at all" and 6 means "completely agree" as well as the option "no opinion":

Jag har brett kunnande inom och en systematisk förståelse av mitt forskningsområde / I have broad expertise and a systematic understanding of my research domain

Jag har djupa och aktuella kunskaper inom mitt eget avgränsade forskningsområde / I have in-depth and up-to-date knowledge in my own specific research domain

Jag har kunskaper i vetenskaplig metodik i allmänhet / I have knowledge of scientific methodology in general

Jag har kunskaper i mitt eget specifika forskningsområdes metoder i synnerhet / I have knowledge of my own specific research domain's methods in particular

Utbildningen har gett mig den kunskap som målen anger / The programme has provided me with the knowledge specified by the objectives

8. Huruvida tycker du att följande områden har varit tillfredställande för att främja din forskarutbildning? / To what extent do you think the following areas have been satisfactory in promoting your doctoral studies?

Här följer svarsalternativ på en 6-gradig skala där 1 betyder Stämmer inte alls och 6 betyder Instämmer helt samt alternativet Kan inte ta ställning: / What follows are alternative responses on a 6-point scale, where 1 means "do not agree at all" and 6 means "completely agree" as well as the option "no opinion":

Den vetenskapliga miljön / The academic environment

Den fysiska arbetsmiljön / The physical environment at work



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Den sociala arbetsmiljön/ *The social environment at work*

Kurserna/ *The courses*

Handledningen/ *The supervision*

Annat, nämligen/ *Other, namely* _____

9. I vilken utsträckning stämmer följande påståenden om den vetenskapliga miljön vid Umeå universitet? / To what extent do you agree with the following statements about the academic environment at Umeå University?

Här följer svarsalternativ på en 6-gradig skala där 1 betyder Stämmer inte alls och 6 betyder Instämmer helt samt alternativet Kan inte ta ställning: / What follows are alternative responses on a 6-point scale, where 1 means "do not agree at all" and 6 means "totally agree" as well as the option "no opinion":

Den vetenskapliga miljön var kreativ och inspirerande / *The academic environment was creative and inspiring*

Den vetenskapliga miljön var ett stöd för mig i mitt doktorandprojekt / *The academic environment provided support for me in my doctoral project*

Den vetenskapliga miljön stimulerade till att satsa på en långsiktig forskningskarriär / *The academic environment was stimulating and encourage me to commit to a long-term research career*

Den vetenskapliga miljön gav möjlighet till interaktion och diskussion med andra forskare / *The academic environment provided an opportunity for interaction and discussion with other researchers*

10. Jag har deltagit i en eller flera internationella konferenser & workshops / I have participated in one or more international conferences & workshops

Ja, ange hur många / *Yes, please indicate how many*

Nej / *No*

11. Jag har tillbringat en del av studierna (minst 1 månad) vid ett annat universitet / Part of my studies (at least 1 month) have been spent at another university (Flervalsfråga)

Ja, i Sverige / *Yes, in Sweden*

Ja, utomlands / *Yes, abroad*

Nej / *No*

12. Jag har publicerat med forskare vid annat lärosäte och/eller andra aktörer utanför universitetet / I have co-published with researchers at other higher education institutions and/or other people outside the university (Flervalsfråga)

Ja, i Sverige / *Yes, in Sweden*

Ja, utomlands / *Yes, abroad*

Nej / *No*

HANDLEDNING / SUPERVISION

13. Är du nöjd med handledningen? / Are you satisfied with the supervision you received?

Ja, ange varför / *Yes, please indicate why*

Nej, ange varför / *No, please indicate why*

14. A. Uppskatta hur ofta du har haft handledningssamtal under studietiden / Estimate how often you have had supervisory discussions during your studies



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Minst en gång i veckan / *At least once a week*
Minst en gång i månaden / *At least once a month*
Mindre än en gång i månaden / *Less than once a month*
Någon gång per år / *A few times per year*

B. Har biträdande handledare varit med på handledningssamtalen? / *Has an assistant supervisor been present at the supervisory discussions?*

Ja, alla / *Yes, all of them*
Ja, flertalet / *Yes, most of them*
Ja, några / *Yes, some of them*
Nej / *No*

15. Har du bytt handledare under din doktorandtid? / *Have you changed supervisors during your doctoral studies?*

Ja, ange varför / *Yes, please indicate why*
Nej / *No*

16. Är du nöjd med uppföljningarna av den individuella studieplanen? / *Are you satisfied with the follow-ups of the individual study plan for third-cycle studies?*

Ja / *Yes*
Nej, ange varför / *No, please indicate why*

PEDAGOGISK MERITERING OCH UNDERVISNING / EDUCATIONAL QUALIFICATIONS AND TEACHING

17. Har du under tiden som doktorand undervisat på grund- och/eller avancerad nivå? / *During your time as a doctoral student, have you been teaching at the undergraduate and/or master's level?*

Ja / *Yes*
Nej / *No*

18. Om Ja, på fråga 17 Påverkades din forskarutbildning av undervisningen? / *If yes on question 17, Was your doctoral education affected by the teaching?*

Ja, positivt / *Yes, positively*
Ja, negativt / *Yes, negatively*
Nej / *No*

19. Om Ja, på fråga 17 Skulle du rekommendera andra doktorander att undervisa under studietiden om möjlighet ges? / *If yes on question 17, Would you recommend that other doctoral students teach during their studies if afforded the opportunity?*

Ja / *Yes*
Nej / *No*





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20. Har du under tiden som doktorand haft andra uppdrag än undervisning? / During your time as a doctoral student, have you had assignments other than teaching? (Flervalsfråga)

Nej / No

Ja, klinisk tjänstgöring / Yes, clinical employment

Ja, studentfackliga uppdrag / Yes, student union assignments

Ja, annat / Yes, other _____

21. Om Ja, på fråga 20 Påverkades din forskarutbildning av annat uppdrag? / If yes on question 20, Were your doctoral studies affected by other assignments?

Ja, positivt / Yes, positively

Ja, negativt / Yes, negatively

Nej / No

FRAMTIDA YRKESINRIKTNING / FUTURE PROFESSIONAL FOCUS

22. Stämmer följande påståenden om din framtida yrkesinriktning? / Do you agree with the following statements about your future professional focus?

Här följer svarsalternativ Ja eller Nej / Responses should be Yes or No

Jag har diskuterat min framtida karriär med handledare eller andra seniora forskare / I have discussed my future career with my supervisor or other senior researchers

Jag vill fortsätta forska efter examen / I want to continue conducting research after receiving my degree

Jag vill undervisa inom högre utbildning efter examen / I want to teach in higher education after receiving my degree

Jag vill arbeta inom offentlig sektor efter examen / I want to work in the public sector after receiving my degree

Jag vill arbeta inom privat sektor efter examen / I want to work in the private sector after receiving my degree

Jag vill arbeta inom eget företag / I want to work in my own company

Annat / Other _____

23. Hur ser din sysselsättningssituation ut de närmsta månaderna? / What does your employment situation look like during the next few months?

Anställning vid Umeå universitet / Employment at Umeå University

Anställning vid annat lärosäte i Sverige / Employment at another higher education institution in Sweden

Anställning vid annat lärosäte utanför Sverige / Employment at another higher education institution outside Sweden

Anställning vid ett av de fyra norrlandslandstingen / Employment at one of the four Norrland county councils

Anställning vid övrigt landsting / Employment at another county council

Anställning inom privat sektor / Employment in the private sector

Inom eget företag / In my own company

Annan sysselsättning / Another occupation

Har ingen anställning / I have no employment

Kommentar / Comments _____



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24. Har din forskarutbildning gett dig förutsättningar för en fortsatt karriär som forskare? / Have your doctoral studies prepared you for a continued career as a researcher?

Ja / Yes

Nej / No

Om du svarat nej, varför inte / If you answered no, why not _____

25. Känner du dig förberedd att söka finansiering för fortsatt forskning? / Do you feel prepared to seek funding for further research?

Ja / Yes

Nej / No

Om du svarat nej, varför inte / If you answered no, why not _____

26. Har forskarutbildningen förberett dig för ett arbetsliv utanför akademien? / Have your doctoral studies prepared you for a working life outside academia?

Ja / Yes

Nej / No

Om du svarat nej, varför inte / If you answered no, why not _____

27. Har forskarutbildningen givit dig tillräckliga kunskaper om entreprenörskap och innovation? / Have your doctoral studies given you sufficient knowledge about entrepreneurship and innovation?

Ja / Yes

Nej / No

Om du svarat nej, varför inte / If you answered no, why not _____

BAKGRUNDSFRÅGOR / BACKGROUND QUESTIONS

28. Är du / Are you

Kvinna / Female

Man / Male

Annan könsidentitet / Another gender identity

29. Hur gammal är du / How old are you

≤ 30

31-40

41-50

51-60

≥ 61

Vill ej uppge

30. Har du hemmavarande barn under 18 år? / Do you have children under age 18 living at home?

Ja / Yes

Nej / No



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31. Har du vuxit upp i hushåll där personer har doktorsexamen? / Have you grown up in a household where others had a doctoral degree?

Ja, alla / Yes, all of them

Ja, en av dem / Yes, one of them

Nej / No

Vet ej / Do not know

32. Vid vilken fakultet har du varit doktorand? / At which faculty have you been a doctoral student?

Humanistisk fakultet / Faculty of Arts

Medicinsk fakultet / Faculty of Medicine

Samhällsvetenskaplig fakultet / Faculty of Social Sciences

Teknisk-naturvetenskaplig fakultet / Faculty of Science and Technology

33. Har du varit doktorand på / What type of doctoral student have you been?

Heltid, max 5 år, max 20 procents undervisning eller annan tjänstgöring / Full-time, a maximum of 5 years, a maximum of 20% teaching or other employment

Deltid, <5 år / Part-time, <5 years

Deltid, >5 år, annan tjänstgöring i varierande grad / Part-time, >5 years, other employment to varying degrees

Kommentar / Comments _____

NÅGRA AVLUTANDE FRÅGOR / SOME CONCLUDING QUESTIONS

34. Hur nöjd är du med din forskarutbildning? / How satisfied are you with your doctoral studies?

Mycket nöjd / Very satisfied

Ganska nöjd / Rather satisfied

Varken eller / Neither nor

Ganska missnöjd / Rather dissatisfied

Mycket missnöjd / Very dissatisfied

35. Är du nöjd med din egen prestation/insats? / Are you satisfied with your own performance/contributions?

Ja / Yes

Nej / No

Om du svarat nej, varför inte / If you answered no, why not _____

36. Rekommenderar du forskarutbildning i ditt ämne vid Umeå universitet till andra? / Would you recommend doctoral studies in your subject at Umeå University to others?

Ja / Yes

Nej / No



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- 37. Har du haft en sjukskrivningsperiod längre tid än 14 dagar sammanhängande under studierna? / Have you been on sick leave for a period longer than 14 continuous days during your studies?**

Ja / Yes

Nej / No

Vill ej uppge / Do not wish to answer

Vet ej / Do not know

- 38. Har du varit barnledig längre tid än 6 månader under forskarutbildning? / Have you had maternity/paternity leave for longer than 6 months during your doctoral studies?**

Ja / Yes

Nej / No

- 39. Räknar du dig som internationell doktorand? / Do you consider an international doctoral student?**

Ja / Yes

Nej / No

- 40. Vilka förändringar kan göras för att förbättra forskarutbildningens kvalitet? / What changes can be made to improve the quality of doctoral studies?**

Fritextfält / Free text field

- 41. Det här vill jag också framföra / I also would like to state the following**

Fritextfält / Free text field

- 42. Hur mycket har Covid-19 påverkat din forskarutbildning / How much has Covid-19 affected your doctoral studies?**

I viss utsträckning / To some extent

Inte alls / Not at all

Mycket / Very much



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