



UMEÅ UNIVERSITY



# **GRADUATION SURVEY FOR DOCTORAL STUDIES AT UMEÅ UNIVERSITY, 2020–2021**



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## Summary

The recently graduated doctors responding to this s have completed at least two years of work on their doctoral thesis during the ongoing pandemic. One in ten state that the pandemic had a severe impact on their doctoral studies, while 40 per cent stated that it had no impact whatsoever. Many of those who were adversely affected stated that the defence of their doctoral thesis was delayed. The respondents are among the first doctoral students to defend their thesis digitally at Umeå University.

The results of the 2020–2021 Graduation Survey are not much different from the survey of graduates who defended their doctoral theses during 2018 and 2019. The average doctoral student at Umeå University is a woman between the ages of 31 and 40 enrolled at the Faculty of Medicine who is conducting research full-time. Like many others who successfully defended their thesis, she is satisfied with her doctoral programme and would be happy to recommend it to others. She is also satisfied with her own performance and has not taken parental leave during her doctoral studies. She has received supervision at least once a month and this has been the single factor that has contributed most to supporting her studies.

Despite the pandemic, the situation has changed only marginally for doctoral students, and then for the better. Unlike previous surveys, the majority considered the demands to be reasonable and the courses relevant to and supportive of the programme. A larger percentage will be going on to work in the four regions of northern Sweden after graduation compared to previous surveys. Areas for improvement remain to be addressed, including individual study plans (IPs) and the range of courses on offer.

The survey was sent to all of those who defended their doctoral thesis at Umeå University during 2020 and 2021. Most of them also completed their first-cycle studies at the University. Just over half of respondents graduated from the Faculty of Medicine. Unlike the 2018–2019 survey, more women responded to the survey than men. Both the response rate and number of respondents decreased compared to previous surveys. The questions asked in the survey focus on educational and scientific aspects, supervision, the acquisition of educational qualifications and teaching and future career paths, as well as background questions such as why respondents chose to pursue doctoral studies.



## Background, purpose and method

The graduation survey for doctoral education is conducted every other year. The survey was sent to all of those who defended their doctoral thesis at Umeå University during the period 2020–2021. Doctoral students who began a third-cycle programme but have not defended their thesis are not included in the survey; however, as employees of the University their opinions have been elicited in the staff survey. Just over half of respondents graduated from the Faculty of Medicine, approximately a quarter from the faculties of Arts and Humanities or Social Sciences, and just over a fifth from the Faculty of Science and Technology.

During 2020 and 2021, a total of 239 individuals were awarded a Degree of Doctor according to the decision-support system Fokus, compared to 118 in 2020 and 121 in 2021. The survey was sent to 233 individuals, of whom 131 responded (81 women and 50 men), a response rate of 56 per cent, see Table 1. The disparity between the number of people graduating and the number receiving the survey is due to non-functioning email addresses and some people delaying applying for their degree. Compared to 2018–2019, 10 per cent more women responded to the survey, meaning that numerical comparisons between the sexes are not possible in the current survey. The majority (62%) of those who defended their doctoral thesis at Umeå University are between 31 and 40 years of age.

Table 1: Distribution of respondents.

Faculty	Percentage (%)	Number	Women/men
Arts and Humanities	8	11	10/1
Medicine	53	70	48/22
Social Sciences	17	22	11/11
Science and Technology	21	28	12/16
Total	100	131	81/50

## COVID-19

This graduation survey was conducted during a pandemic. That said, everyone responding to the survey completed at least two years of their programme without restrictions and some had almost completed their studies on the outbreak of the pandemic. The question “How much did COVID-19 affect your doctoral studies?” was added six months after the start of the survey period. A COVID analysis has been performed on those who answered this question (95 individuals). Just over half stated that they were affected to a certain extent and one tenth that they were greatly affected. Most of those studying at the Faculty of Social Sciences stated that they were unaffected by COVID-19. At laboratorial faculties, most respondents stated that they were affected to a certain extent, see Figure 1.



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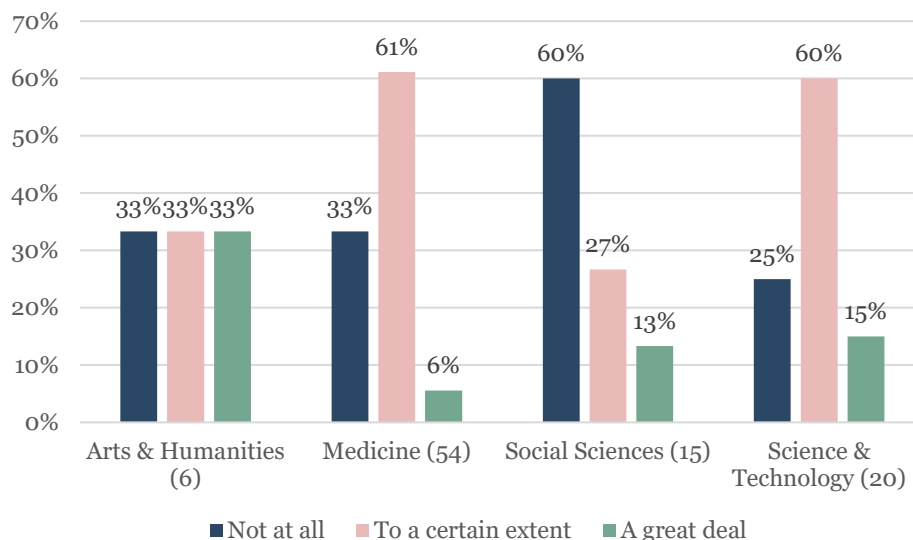


Figure 1: Percentage answering the question “How much did COVID-19 affect your doctoral studies?”.

Among the 10 people who stated that COVID-19 affected their doctoral studies a great deal, the percentage of women is higher than men (14 and 5 per cent respectively). However, more men stated that it affected them to a certain extent, see Figure 2.

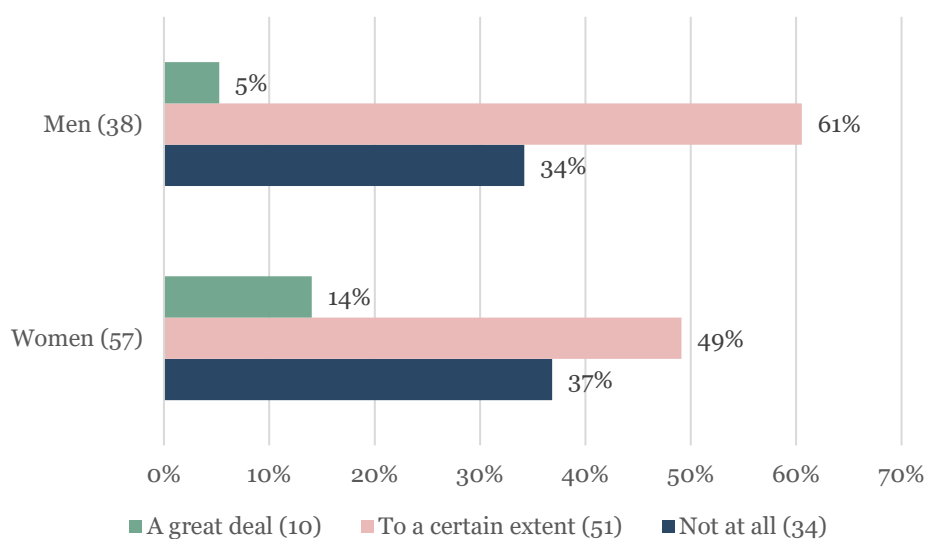


Figure 2: Percentage and number of women and men answering the question “How much did COVID-19 affect your doctoral studies?”.

Many of those on stated that the pandemic affected them a great deal stated that the they were forced to postpone the defence of their doctoral thesis. Other consequences mentioned were cancelled research visits abroad and limited access to IT and library services, as well as delays caused by cancelled business trips.

## The path to doctoral studies

Almost 70 per cent of respondents have a first-cycle qualification from Umeå University, 20 per cent from another Swedish higher education institution and the remaining 10 per cent from a foreign institution. Just over half decided to continue on to third-cycle studies after completing second-cycle studies, see Figure 3.

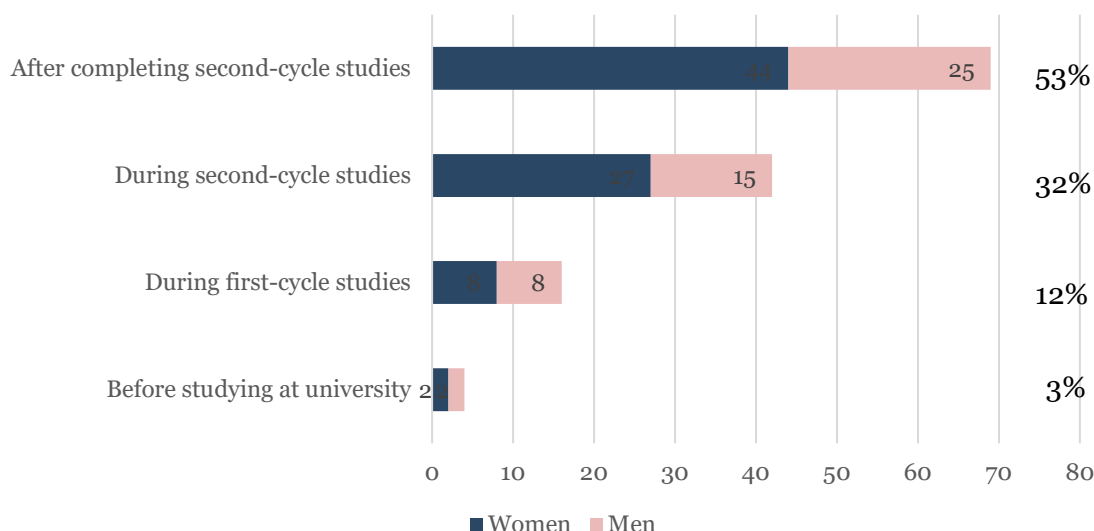


Figure 3: Number of responses to the question "At what point in time did you decide to apply for doctoral studies?" divided by sex. Percentage of all respondents on the right.

Forty-four per cent had conducted research before being admitted, most at the Faculty of Medicine. The vast majority (94 per cent) state that they were already fully aware or at least partly aware of what was expected of them when they began their doctoral programme. Comments included that it is impossible to know what is expected and that expectations changed during the period of study. The main reason for beginning doctoral studies is *personal interest*. The desire for a career in research was stated by 34 per cent.

## Educational and scientific aspects

The majority were of the opinion that, to a large extent, doctoral studies have provided them with relevant knowledge and skills for a future career. Just over half of respondents were informed of their rights and obligations as a doctoral student during the period of study. Just over 70 per cent felt that courses were relevant to the programme, a somewhat higher percentage than previous surveys, see Table 2.

Table 2: To what extent do you agree with the following statements concerning your doctoral studies? Percentage responding 5 or 6 on a six-point scale, with 6 being completely agree and 1 completely disagree.

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	76%



The demands during the programme were reasonable	76%
Courses were relevant to the programme	71%
I was informed about programme objectives	62%
I was informed about the rules and regulations applicable to the programme	60%
I was informed about the rights and obligations of a doctoral student during the period of study	56%

### Programme objectives

The majority of respondents state that they have acquired in-depth and up-to-date knowledge within a specific research domain, including methods used in that research domain, and achieved the programme objectives, see Table 3.

Table 3: To what extent do you agree with the following statements concerning your doctoral studies? Percentage responding 5 or 6 on a six-point scale, with 6 being completely agree and 1 completely disagree.

Statements about programme objectives	Percentage
I have in-depth and up-to-date knowledge in my own specific research domain	93%
I have knowledge about methods used in my specific research domain	90%
I have broad expertise and a systematic understanding of my research domain	84%
The programme has provided me with the knowledge stated in the programme objectives	80%
I have knowledge of research methodology in general	77%

### Areas that support doctoral studies

Most respondents state that supervision has been the single factor that has contributed most to supporting their studies. For many, the research environment also plays a significant role, as do courses, see Figure 4.

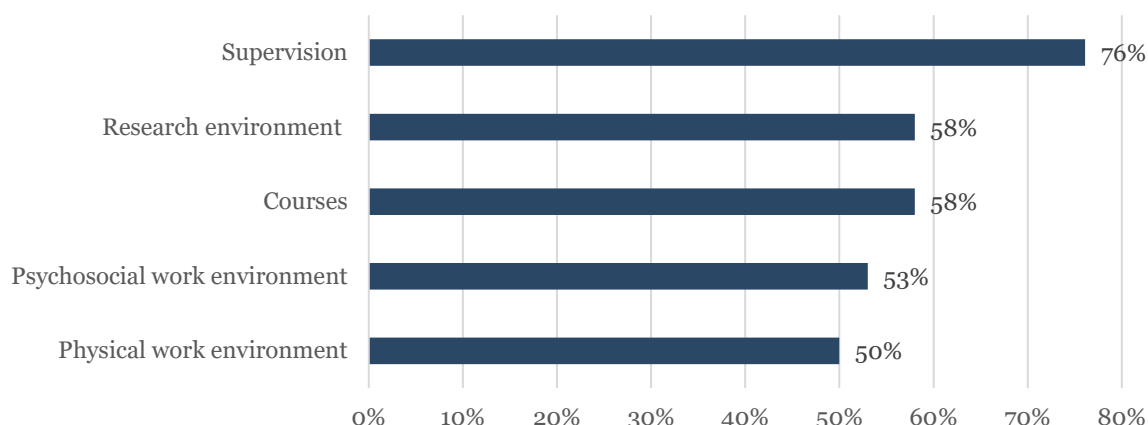


Figure 4: "To what extent do you feel that you have received satisfactory support for your doctoral studies in the following areas?" Percentage responding 5 or 6 on a six-point scale, with 6 being completely agree and 1 completely disagree.

### Research environment

In more specific questions about the research environment, 40 per cent of respondents believe that it encouraged them to make a long-term commitment to a career in research.



Just over half believe that the research environment supported their doctoral projects, that it provided opportunities for interaction and discussion with other researchers, and that it was creative and inspiring.

### International conferences

While virtually all doctoral students at Umeå University have participated in international conferences and workshops, the number of occasions varies considerably (0–12). Fourteen per cent spent part of their doctoral studies at a foreign university. While 30 per cent have participated in international co-publications, 50 per cent have not co-published with researchers at another higher education institution and/or other co-authors outside the university.

## Supervision

Of those responding to the survey, 85 per cent state that they are satisfied with supervision. This high level of satisfaction is born out by the comments.

During the period of study, 23 per cent changed supervisor. Various reasons are stated for changing supervisor, including retirement, death, diverging specialisations, bullying, poor communication and problems working together.

Nearly 80 per cent of respondents met with their supervisor at least once a week or month, see Figure 5.

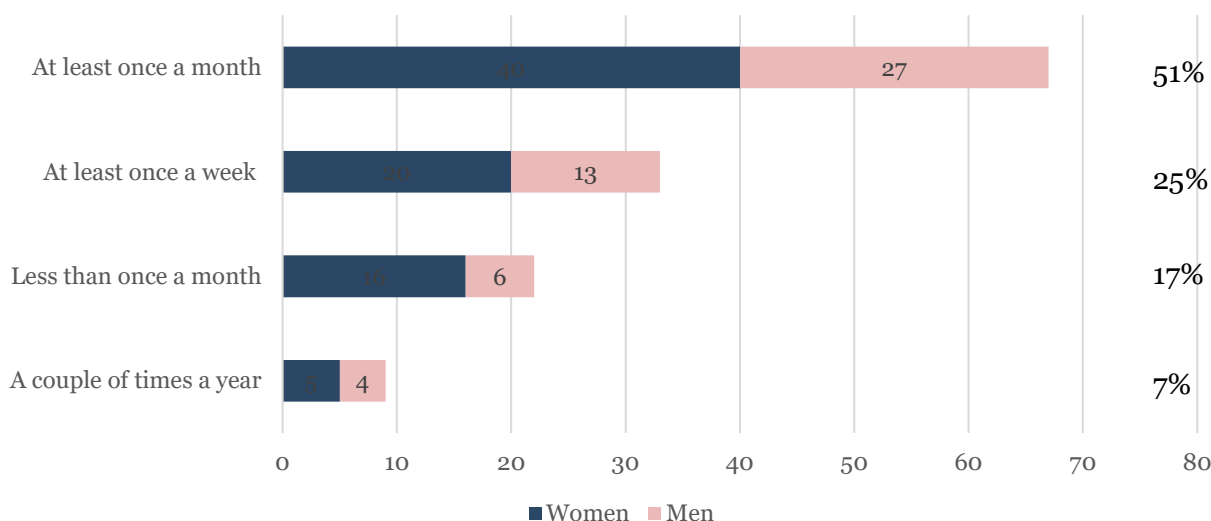


Figure 5: Number of respondents to the question “Estimate how often you have had supervisory discussions during your studies”, broken down by sex. Percentage of all respondents on the right.

The principal supervisor is the person with whom doctoral student have most discussions; almost 20 per cent of respondents have never attended a supervisory meeting with an assistant supervisor, see Figure 6.

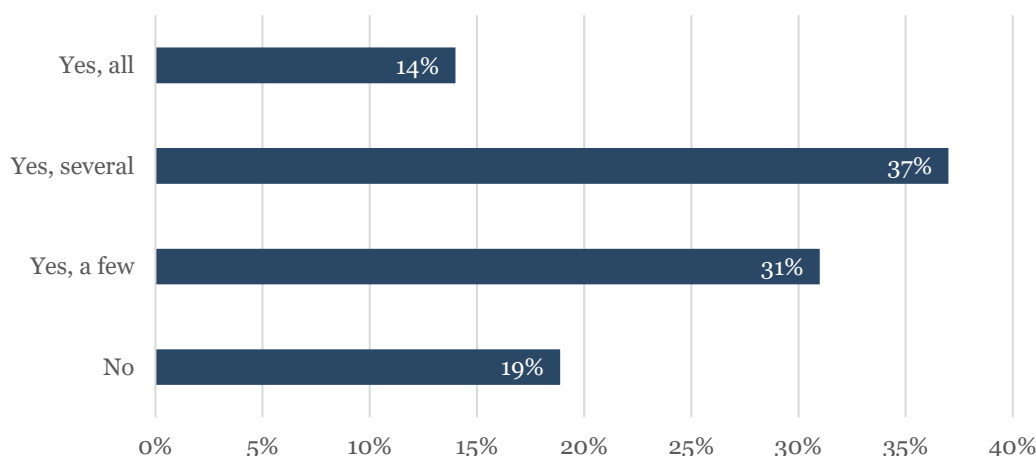


Figure 6: Percentage of responses to the question “Has an assistant supervisor been present at supervisory meetings?”

Most doctoral students are satisfied with how their individual study plan has been followed up. That said, a quarter are dissatisfied and the comments contain remarks about the excessive paperwork involved in ISPs and problems with the digital system.

## Teaching qualifications and teaching

Almost 80 per cent of doctoral students were offered the opportunity to teach during their third-cycle studies. Of these, 65 per cent believe that it had a positive affect on their own studies, and almost 90% recommend other doctoral students to teach during their period of study.

Almost 70 per cent of doctoral students have had other duties in addition to their doctoral studies. These include student union or political office, patent applications or other laboratory work. Almost 30 per cent of respondents stated that they had clinical duties. Half felt that “other duties” had a positive impact on their doctoral studies.

## Future career plans

Research wetted the appetite of the majority of respondents; 84 per cent hope to continue conducting research after receiving their doctorate and have discussed future career plans with their supervisor or other senior researchers, see Figure 7.



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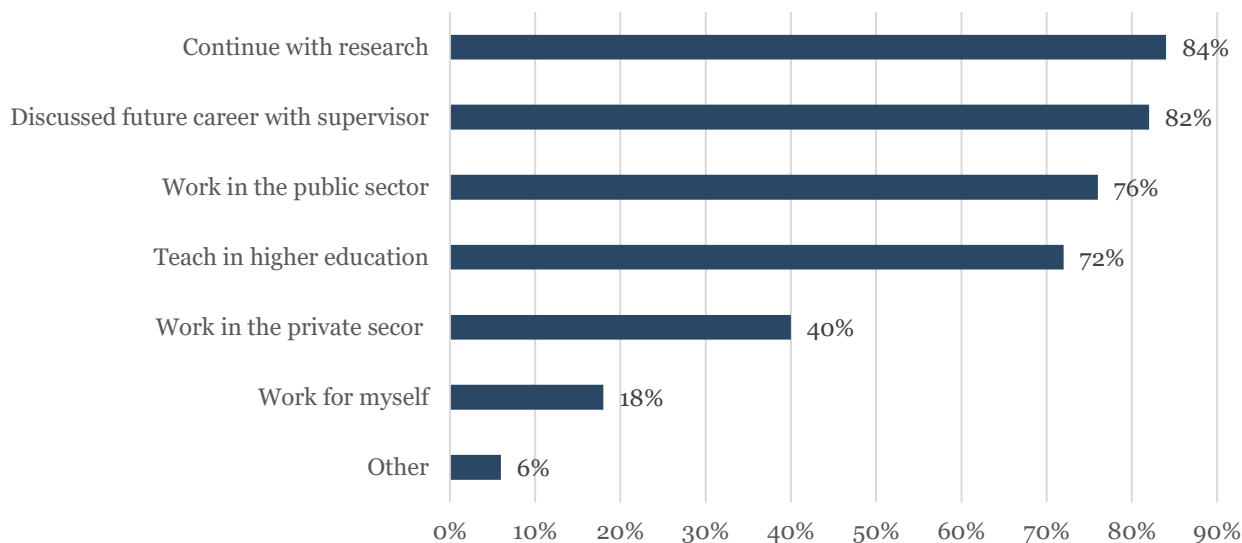


Figure 7: Percentage who answered “Yes” to statements about their future career plans.

Respondents plan to enter various professions immediately after defending their doctoral thesis. Just over 20 per cent have yet to find a job, while approximately 30 per cent intend to remain at Umeå University in some capacity. The remainder have positions within the health sector with regional health authorities in northern Sweden or elsewhere in the country, appointments at other higher education institutions in Sweden or abroad, or jobs in the private sector, see Figure 8.

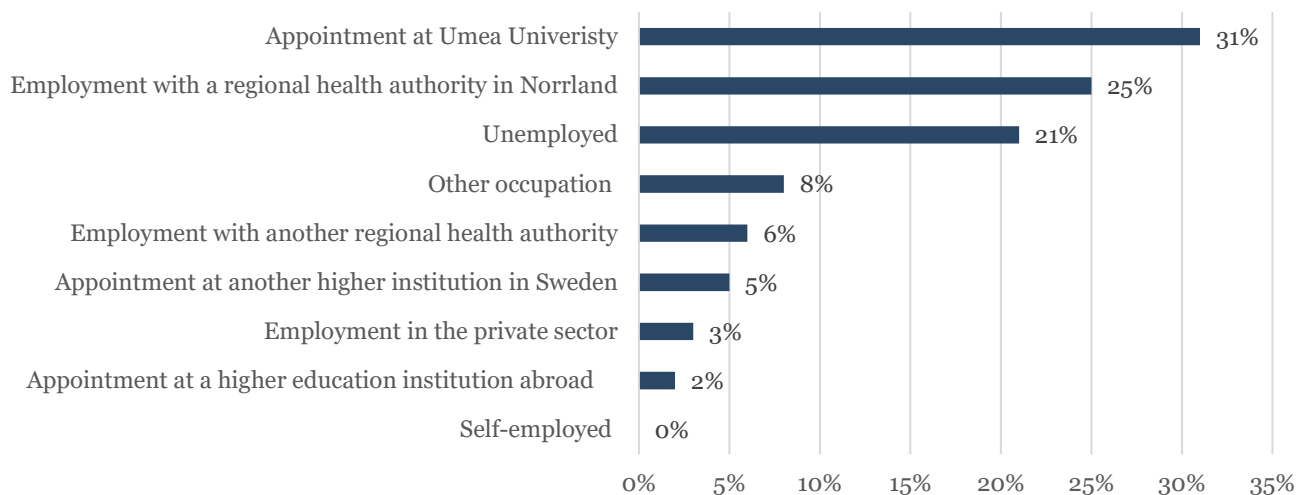


Figure 8: Percentage who answered the question “What is your work situation during the next few months?”

Most believe that doctoral studies have prepared them for a career as a researcher, while 70 per cent consider themselves ready to apply for funding to continue their research, see Table 4. Among those who do not yet feel ready to apply for research grants, reasons given include that this is not something that they have had the opportunity to practice, but also that there are networks that can help them to do so.

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?	95%
Do you feel prepared to seek funding for further research?	71%
Have doctoral studies prepared you for a career outside academia?	52%
Have doctoral studies given you sufficient knowledge about entrepreneurship and innovation?	25%

The vast majority of respondents believe that doctoral studies have prepared them for a continued career as a researcher. Just over half believe that doctoral studies have prepared them for a career outside academia. However, many respondents found the question difficult to answer.

Only 25 per cent of respondents feel that doctoral studies have provided them with sufficient knowledge about entrepreneurship and innovation. The remainder felt that this was not the case. Their comments include: “Not relevant”, “No need of such knowledge”, “I chose not to read such elective courses and to focus on learning things that may be useful in the future career I hope to have”.

## Description of respondents

Just over 60 per cent of the doctoral students who responded to the survey are between 31 and 40 years of age, see Figure 9. Only 10 per cent are 30 years of age or younger.

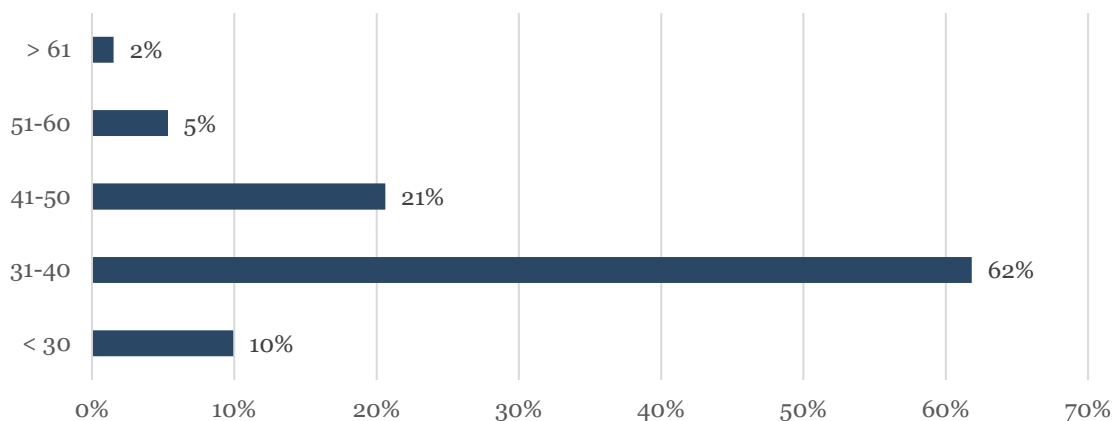


Figure 9: Distribution of respondents by age

Of those who defended their doctoral thesis, 57 per cent have children under the age of 18 and just over 30 per cent have taken over six months of parental leave during their studies. Almost 60 per cent were full-time doctoral students; i.e., they had a maximum study period of five years. Reasons given for taking over five years to complete a doctorate include parental leave and other work.

On the question “Have you been on sick leave for a continuous period of more than 14 days during your studies?”, 17 per cent of respondents answered yes, 17 women and 5 men.

Approaching half (40 per cent) of respondents consider themselves to be international doctoral students.

Third-cycle programmes and the conditions under which they are studied vary from one faculty to the next. Just over half of respondents studied at the Faculty of Medicine and many of them also held a clinical position.

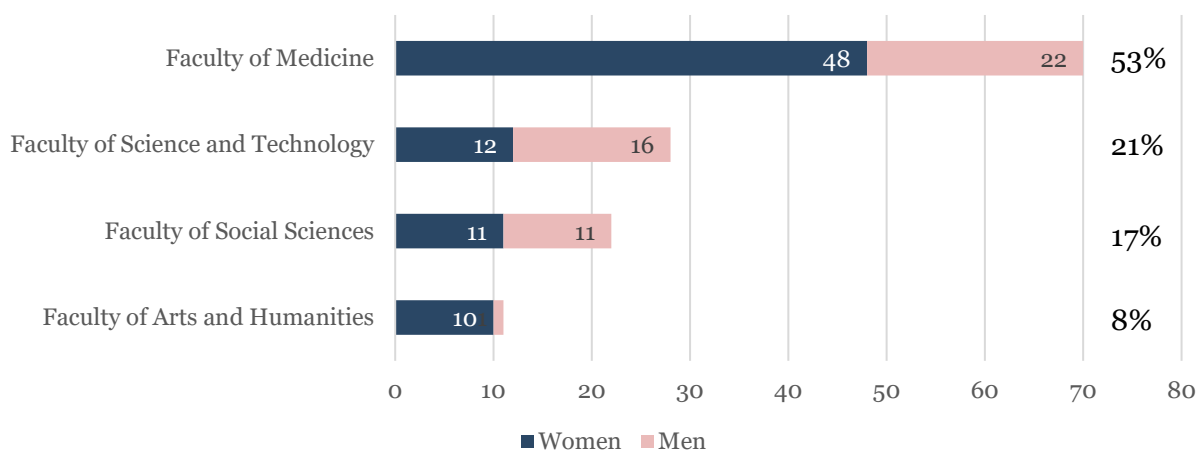


Figure 10: The number of doctoral students defending their thesis at each faculty, divided by sex. Percentage of all respondents on the right.

A quarter of respondents defended their doctoral thesis at the Faculty of Arts and Humanities or the Faculty of Social Sciences. At both the Faculty of Medicine and Faculty of Arts and Humanities, more women than men defended their doctoral thesis, see Figure 10.

It is uncommon for those who defend their doctoral thesis at Umeå University to have parents with a Degree of Doctor; 89 per cent answered no to this question.

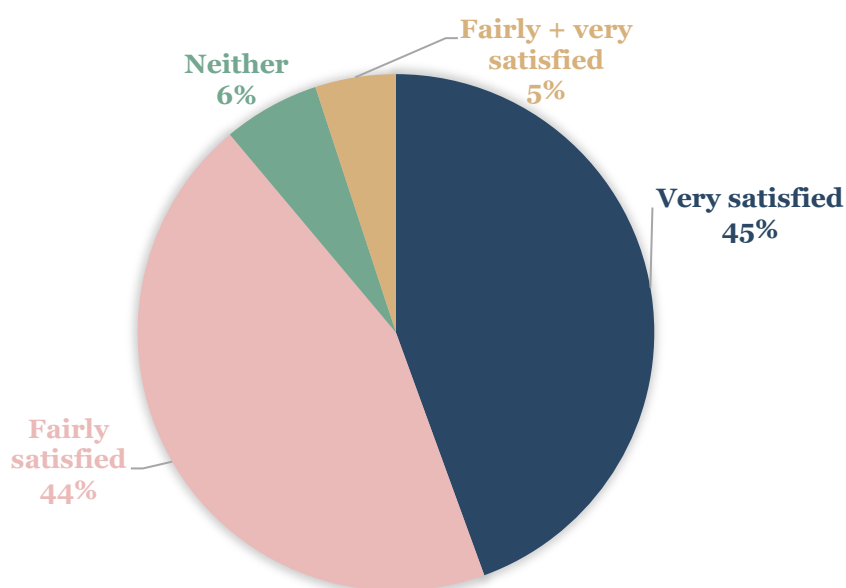


Figure 11: How satisfied are you with your doctoral studies? Unit, percentage.



Figure 11 shows that the vast majority are satisfied with their doctoral studies, with almost 90% stating that they are very or fairly satisfied.

Of those who responded to the survey, 97 per cent are satisfied with their own performance and efforts. A great many respondents (90 per cent) would be happy to recommend doctoral studies at Umeå University to others.

## So, according to those who have recently been awarded a doctorate, what changes can be made to enhance the quality of doctoral studies at the University?

The final question in the survey asked respondents for their opinions on how the quality of doctoral studies could be enhanced. Almost half of respondents answered this question. Once again, many had an opinion on ISPs, especially the online model, but there were also comments on supervision, third-cycle courses, the work environment and life after defending a doctoral thesis. The following section contains a brief summary of comments.

### Individual study plans (ISPs)

Comments concerning individual study plans (ISPs) are numerous and harsh. In part, they address ISPs as an instrument for planning and following up doctoral studies, an instrument that many consider to be unnecessarily bureaucratic and in need of development and clarification. The online ISP also comes in for severe criticism; comments include that it is unwieldy and incomprehensible and that the interface could be made more user-friendly. It is clear from these comments that the ISP is not yet fit for purpose.

### Supervision

Despite widespread satisfaction with supervision at the University, there remains room for improvement. Respondents propose earlier and more coherent follow up to clarify both working arrangements and expectations. Doctoral students are dependent on their supervisors, which can make it difficult for them to offer opinions on the supervision being provided. There are also comments concerning the department's responsibility to take signs that a supervisor may be unsuitable seriously, and to allocate adequate time for supervisors to supervise. Some form of whistle-blower function is called for and doctoral students should be made aware of who they can speak to in confidence, so that information is not passed on to the supervisor.

### Third-cycle courses

Courses are administered, developed and changed on an ongoing basis at faculties. There is a desire for higher quality, more relevant and better structured courses, and preferably more offered as distance courses. Respondents would like to see more emphasis on method and writing early in the programme. They would also like to see expanded collaboration with other higher education institutions, especially on advanced courses. Another improvement would be more direct assistance with applying for courses. It is



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suggested that even doctoral students who do not have the opportunity to teach should be recommended to take a course on pedagogy.

### Work environment

Finally, wishes were expressed for greater unity and interaction among doctoral students, something that might be achieved by creating more forums that doctoral students can attend to discuss common challenges. Administrative support to calculate how much of the study period is remaining and to extend employment contracts would also be appreciated, as would support for international students in contacts with the Swedish Migration Agency. Part-time doctoral students with clinical positions state that they can easily end up caught between the regional health authority and the University.

### A postdoctoral career

Respondents would like to see more emphasis placed on the transition from doctoral student to an academic career. There are many questions once one has successfully defended a doctoral thesis, such as how does when obtain a postdoctoral fellowship? Where can funding be obtained? Should one have a completely independent project? Others would like to see permanent employment that continues after a doctorate has been awarded.

## Faculties

While many responses are consistent across faculties, there are some differences that will be highlighted in this section.

### Faculty of Arts and Humanities

- Approximately half took their prerequisite second-cycle degree at Umeå University.
- Least likely to know exactly what was expected of them at the start of their doctoral studies, but most likely to know to a certain extent.
- Most likely to have decided to apply for third-cycle studies after completing second-cycle studies.
- Least satisfied with the range of courses and agree least with the statement that demands during the programme were reasonable.
- Least likely to believe that their programme provided them with relevant knowledge and skills for a future career.
- Unanimously recommend other doctoral students to teach during their period of study.
- Just over half would prefer not to work in the public sector after graduation.
- Three quarters have children under 18 years of age living at home.
- More likely to have grown up in households in which someone had a Degree of Doctor.
- Unanimously very or fairly satisfied with their doctoral programme.
- Most likely to have taken parental leave during their studies.

### Faculty of Medicine

- More likely to have conducted research prior to admission.



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- Three quarters took their prerequisite second-cycle degree at Umeå University.
- Most likely to believe that courses were relevant to the programme.
- On rare occasions, assistant supervisors attended supervisory meetings.
- Least likely to have had duties other than teaching, such as student union official, but most likely to have had clinical duties.
- Many were hoping to work in the public sector after graduation.
- Almost half of respondents will be working within the four regions in Norrland.
- Almost all have a job after graduation.
- More likely to have been part-time doctoral students.
- Somewhat older on defending their doctoral thesis than respondents at other faculties.

### Faculty of Social Sciences

- Almost none had participated in research prior to admission.
- Most likely to have supervisory meetings less than once a month.
- More common for assistant supervisors to attend supervisory meetings.
- More likely to change supervisor.
- All doctoral students teach and many hope to continue to do so after graduation.
- Least likely to believe that their programme provided them with relevant knowledge of entrepreneurship and innovation.

### Faculty of Science and Technology

- Most likely to feel that courses were satisfactory in terms of supporting third-cycle studies.
- More common to have frequent supervisory meetings.
- Almost all of the faculty's doctoral students teach.
- Most likely to want to work in the private sector after graduation.
- Just over 40 per cent did not have a job after graduation.
- More men have defended their doctoral thesis than women.
- Highest percentage to have defended their doctoral thesis before the age of 30.
- Least likely to have taken parental leave during their studies.

## How the Umeå University intends to improve its third-cycle programmes

High-quality third-cycle programmes are a matter of the utmost importance for the entire university; i.e., at university-wide, faculty and departmental level. Operational responsibility for doctoral studies rests mainly at faculty level, as does responsibility for improvement measures. The Strategic Council for Research and Doctoral Education (FOSTRA) maintains a university-wide discourse on enhancing the quality of doctoral studies.

The survey is sent out from the university-wide level and this report constitutes a comprehensive summary for the University as a whole. Each faculty can read “their”





results in order to be able to work on more targeted improvement and quality enhancing measures.

Despite the pandemic, the situation for doctoral students has changed only marginally, and then for the better, with more respondents expressing satisfaction with their courses and the belief that demands are reasonable and support their studies.

At university-wide level, one area in particular has been identified in which efforts must be intensified: individual study plans (IPs). This area was also identified in the 2018–2019 survey and work is ongoing to find a new model for online IPs, as the requirement to use the existing model was removed from the University's regulations.

While third-cycle courses and supervision were generally rated higher than in earlier surveys, these are also areas in which respondents made constructive suggestions.



## 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

## 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*

Den sociala arbetsmiljön / *The social environment at work*

Kurserna / *The courses*

Handledningen / *The supervision*

Annat, nämligen / *Other, namely* \_\_\_\_\_

**9. I vilken utsträckning stämmer följande påstående 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***

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

- 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* \_\_\_\_\_

**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 uppges

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

Ja / Yes

Nej / No

**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



**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