



The University of Gothenburg Student Unions'  
**Doctoral student survey**

"It can be tough at times but on the whole it's  
very good"

A survey on the situation of doctoral  
students at the University of Gothenburg

**2019**

Charlotte Larsson Hanning and Sari Nauman

# Table of Contents

Introduction	1
Setting and study population	1
Presentation of the study population	1
Method for comparing the two surveys	2
Background information about the respondents	2
Foreign doctoral students	2
How do doctoral students experience doctoral education?	4
The doctoral students who experience the doctoral education negatively	6
The supervisor – the most important person during the doctoral student's education?	7
Change of supervisors	7
Comparison of the years 2013/2014 and 2018/2019	8
Comparison of satisfied respondents 2013/2014 and 2018/2019	9
Comparison of dissatisfied respondents 2013/2014 and 2018/2019	9
Why are the doctoral students dissatisfied to about the same extent as before, even though their opinions about each specific question seem to have improved?	10
Reflections	11
<i>The questionnaire</i>	

## Introduction

During the academic year 2013/2014, the student and doctoral ombudsmen at GUS<sup>1</sup>, Charlotte Larsson and Frida Sandberg, conducted a survey of the study situations and work environments of doctoral students at the University of Gothenburg.<sup>2</sup> In the academic year 2018/2019, five years later, a follow-up to the original survey was carried out. This assignment was conducted by the student and doctoral ombudsmen at GUS, Charlotte Larsson Hanning and Sari Nauman.<sup>3</sup> The authors decided that a close cooperation with GUDK<sup>4</sup> would be of interest this time.

## Setting and study population

The 2018/2019 study consisted of a cross-sectional questionnaire survey based on the questionnaire from 2013/2014. The original questionnaire was further developed, partly in collaboration with the chairman of GUDK, Malin Podlevskikh Carlström. Since the University of Gothenburg is a diverse university the doctoral students come from eight different faculties. As in the former study, all registered doctoral students at the University of Gothenburg were included. The targeted study population consisted of 1529 doctoral students, of whom 895<sup>5</sup> chose to answer the questionnaire, a total of 59 % (895/1529) of the targeted individuals. The dropout rate was 41 %. No non-response analysis has been carried out. This response rate is considered acceptable by most survey researchers.<sup>6</sup>

## Presentation of the survey responses

In order to ensure the anonymity of the respondents the results of the survey will be presented based on the respondents' faculty and gender. In addition, respondents have been divided into two groups, namely dissatisfied respondents and satisfied respondents. This means that most of the data in the "table appendix" is presented in three tables: total number of respondents, satisfied respondents and dissatisfied respondents.

The questions in the survey had different sets of response options. For most questions the response options were "satisfied", "neutral" and "dissatisfied", but there were also some yes/no questions. Respondents who indicated a positive answer, such as "yes", "satisfied" or similar, have usually been sorted as being satisfied. However, when it comes to questions with reverse implications, such as "*Have you been subjected to harassment/discrimination at your department?*"

---

<sup>1</sup> Göteborgs universitets studentkårer (the University of Gothenburg Student Unions).

<sup>2</sup> C. Larsson, F. Sandberg 2014, *A different scientific perspective*.

<sup>3</sup> Sari Nauman was a 50% substitute for Frida Sandberg during the period 2018-08-06 to 2018-12-19.

<sup>4</sup> The University of Gothenburg Doctoral Committee.

<sup>5</sup> 61 % (550/895) women, 37 % (334/895) men, 1% (5/895) other sex, 1% (6/895) gender not specified. In the gender reports, 12 PhD students "are not included. Of these five stated another gender and six did not specify gender. One woman chose to send in comments via e-mail. The final number based on gender and faculty reports consists of 883 respondents.

<sup>6</sup> Cornér et al 2017 report a response rate of 36% with a total of 248 responses (p.95); Holmström 2013 reports a response rate of 47% with a total of 820 responses; Peluso et al 2011 report a total of 292 responses (p. 120); Pyhälto et al 2015 report a response rate of 28% with a total of 1184 responses (p.7); UKÄ 2016 reports a response rate of 32% with a total of 4751 respondents (p.27); Waxell 2016 reports a response rate of 58-59% of a total population of 1696 doctoral students (p.6).

, *“I do not feel comfortable with having to depend on my supervisor”*, or *“Would you like to change supervisor?”*, the answer “yes” has instead been sorted as negative and “no” as positive.

In the “overview tables” only the “extreme” answers are reported. Those who have answered “neutral” or “no response” are not included. Consequently, this means that the “overview tables” do not always add up to 100 %.

The authors chose to “mark” satisfaction as 80 % and more and dissatisfaction as 30 % and less to show the differences between the groups.

### **Method for comparing the two surveys**

In order to conclude whether doctoral students’ perception of doctoral education has changed since the previous survey was conducted, a quota method has been used. The quota is based on the percentage difference between the results of the current questionnaire, in which the numerator is the percentage from the 2018/2019 report, and the denominator is the percentage from the 2013/2014 report. Such a method allows comparison even though the number of responses is different in the two studies. Thus, if this ratio is 1, the outcome is exactly the same in both surveys. In order to compensate for temporary or random variations, a quota outcome between 0.8 and 1.2 has been considered as “the same” outcome.

If the quota is greater than 1.2, the text has been marked in green, as such an outcome indicates that an improvement has taken place between the 2013/2014 outcome and the 2018/2019 outcome. If the ratio is less than 0.8, the text has been marked in red, since such a result is an indication that a deterioration has occurred between the years.

If the question has been formulated negatively, reverse colour marking has been used, so that green text always indicates that an improvement has taken place, and red text that a deterioration has taken place.

### **Background information about the respondents**

At the University of Gothenburg, 58 % of the doctoral students are women and 42 % are men. In this survey, the respondents consisted of 62 % (549/883) women and 38 % (334/883) men.

The mean age of the respondents was 31 years.

The majority of the respondents have parents with upper secondary school or higher education. 12 % (67/549) of female respondents and 13 % (45/334) of male respondents have at least one parent with a doctoral education. 11 % (59/549) of female respondents and 12% (41/334) of male respondents have parents with primary school as their highest level of education.

### **Foreign doctoral students**

According to UKÄ<sup>7</sup>, the proportion of foreign doctoral students in Sweden increased between 2007 and 2012, and has subsequently been around 40% of the total number of new students. At the University of Gothenburg, the proportion of new foreign students is fewer, 25% in 2017 according to the same survey. The proportion of men among these was 46% (women 54%), which can be explained by the university’s focus on medicine and health science, social sciences and the humanities<sup>8</sup>.

---

<sup>7</sup> Swedish higher education authority, UKÄ.

<sup>8</sup> UKÄ 2018 (Yearly report, p. 78).

In the doctoral survey from 2013/2014<sup>9</sup>, 15 % of the respondents spoke little Swedish or none at all. More than half (54%) of the respondents stated that they felt neglected due to their inability to speak the Swedish language. Several respondents described in an open-ended question the problems they had encountered in their institutions/departments. The proportion of doctoral students who speak little or no Swedish has increased to 25% (223/883) among the respondents in this present survey. The largest proportion of doctoral students who speak little or no Swedish can be found in the IT faculty, 43% (10/23), and in the Faculty of Science, 42% (34/81), followed by the School of Business, Economics and Law, 38% (23/61) and the Faculty of Social Sciences, 35% (44/127). A higher proportion of male doctoral students, 30% (101/334) indicate that they speak little or Swedish, compared with female doctoral students, 21% (118/549).

*Quotes from the open-ended question:*

The biggest obstruction is that so much of the formal and informal information and discussion in my department is exclusively in Swedish even though they know that a significant number have restricted knowledge of Swedish to participate and make use of information. I would like for more communication to be held in English as a general rule.<sup>10</sup>

If a program accepts students and specifies that no knowledge of Swedish is necessary, then it creates an expectation that it really is not necessary. An institution that does this should make sure beforehand that faculty meetings and other activities relevant to the student's program will be held in English.<sup>11</sup>

I'd like my fellow colleague to understand that doing a full time PhD do take up my time for learning Swedish and learning a language takes more than a year or two to master. So, instead of being narrow minded thinking that we came to Sweden so we need to speak Swedish, they should be educated that GU is an international University that accept international student to come and study there. In one of the PhD courses that I've recently attended, the course run entirely in Swedish with English slides, even though I've have requested English as the language of instruction to the course admin. The fellow Swedish PhD students in that course were not helpful as they think it makes no sense to speak English when 90% of the class speaks Swedish. And when asking questions, they also take those in Swedish, making me, as an English speaking student, not only felt neglected but invisible and of no importance. I'm well aware that I'm in Sweden and I'm obliged to learn the language but regardless of my proficiency, the technical terms in science is hard to grasp, even in English. So, I really urge the University to educate the lecturers and the Swedish PhD students to be more professional and take it seriously when it says that English is the language of instruction. Also, I'd like to urge the University to choose lecturer who are comfortable with giving he lecture in English. Last, I'd like to urge that if it is mentioned in the syllabus that English language is available on request, please make sure that it is really available.<sup>12</sup>

Doctoral students who speak little or no Swedish, 50% (59/118) of female respondents and 37% (37/101) of male respondents, feel neglected to some extent due to the language barrier.

The figures are thus lower than in 2014/2015<sup>13</sup>, but still relatively high. The highest proportion of doctoral students who feel neglected due to the language barrier is found in the Faculty of Education, 88% (7/8) and the Faculty of Humanities, 62% (13/21), two of the faculties with the lowest proportion of students who speak little or no Swedish.

---

<sup>9</sup> C. Larsson, F. Sandberg 2014, *A different scientific perspective*, GUS 2014.

<sup>10</sup> Male respondent the Faculty of Humanities.

<sup>11</sup> Male respondent the Faculty of Humanities.

<sup>12</sup> Female respondent, the Sahlgrenska Academy.

<sup>13</sup> The amount 2014 was 54 % and 2018 44 %.

Table 1. Does your inability or restricted ability to speak Swedish in any way make you feel neglected?

	Women						Men									
	Yes		No		No answer		Total		Yes		No		No answer		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Faculty of Humanities	6	75%	2	25%	0	0%	8	100%	7	54%	6	46%	0	0%	13	100%
Faculty of Fine, Applied and Performing Arts	2	40%	3	60%	0	0%	5	100%	1	50%	1	50%	0	0%	2	100%
Faculty of Science	2	17%	10	83%	0	0%	12	100%	7	32%	15	68%	0	0%	22	100%
Faculty of Social Sciences	14	61%	9	39%	0	0%	23	100%	10	48%	11	52%	0	0%	21	100%
Faculty of Education	6	100%	0	0%	0	0%	6	100%	1	50%	1	50%	0	0%	2	100%
IT Faculty	1	25%	3	75%	0	0%	4	100%	3	50%	3	50%	0	0%	6	100%
Sahlgrenska Academy	24	50%	24	50%	0	0%	48	100%	4	17%	18	78%	1	4%	23	100%
School of Business, Economics and Law	4	36%	7	64%	0	0%	11	100%	4	33%	8	67%	0	0%	12	100%
	59	50%	58	50%	0	0%	117	100%	37	37%	63	62%	1	1%	101	100%

The doctoral students who experienced a language barrier were given the opportunity to answer an open-ended question about what they would like to change (Question 9).

The answers to the open-ended question indicate that international doctoral students demand better communication, *in administrative, scientific and social situations*. In view of the fact that many doctoral students who do not speak Swedish feel neglected because of the language barrier, there is reason for the University of Gothenburg to consider how the university can improve conditions for these doctoral students. It should also be mentioned that the university aims to have “*internationally leading research environments in all fields of science*” by 2020.<sup>14</sup> In order to create internationally leading research environments, it is important to improve the conditions for international doctoral students who do not speak Swedish.

### How do doctoral students experience doctoral education?

The majority, 87% (765/883) of the respondents, experience doctoral education positively<sup>15</sup>, although some questions may be responded to more or less positively or more or less negatively. Those who experience doctoral education negatively comprise 13% (111/883). The difference between these two groups is presented in an “Overview table” on page 6 of this summary. It seems that women and men are satisfied and dissatisfied with essentially the same type of questions.

Table 2. How do you experience doctoral education? Women

	Women										Total	
	Positive		Mostly positive		Mostly negative		Negative		No answer			
	n	%	n	%	n	%	n	%	n	%		
Faculty of Humanities	19	35%	27	50%	4	7%	4	7%	0	0%	54	100%
Faculty of Fine, Applied and Performing Arts	6	50%	6	50%	0	0%	0	0%	0	0%	12	100%
Faculty of Science	11	33%	14	42%	5	15%	3	9%	0	0%	33	100%
Faculty of Social Sciences	29	35%	47	57%	4	5%	3	4%	0	0%	83	100%
Faculty of Education	25	57%	14	32%	3	7%	2	5%	0	0%	44	100%
IT Faculty	8	53%	4	27%	0	0%	2	13%	1	7%	15	100%
Sahlgrenska Academy	112	40%	118	42%	26	9%	19	7%	3	1%	278	100%
School of Business, Economics and Law	6	23%	18	69%	0	0%	2	8%	0	0%	26	100%
Faculty not stated	1	25%	1	25%	0	0%	1	25%	1	25%	4	100%
	217	40%	249	45%	42	8%	36	7%	5	1%	549	100%

<sup>14</sup> The University of Gothenburg, *Vision 2020*, p. 15.

<sup>15</sup> Actually, 774 report their experience of doctoral education as positive, but these eight respondents disappear in the gender- and faculty-divided accounts. The same applies to those who experience the education negatively, which is 112 respondents.

Table 3. How do you experience the doctoral education? Men

	Men										Total	
	Positive		Mostly positive		Mostly negative		Negative		No answer			
	n	%	n	%	n	%	n	%	n	%	n	%
Faculty of Humanities	9	24%	20	53%	6	16%	3	8%	0	0%	38	100%
Faculty of Fine, Applied and Performing Arts	4	44%	5	56%	0	0%	0	0%	0	0%	9	100%
Faculty of Science	18	38%	25	52%	3	6%	2	4%	0	0%	48	100%
Faculty of Social Sciences	24	55%	17	39%	2	5%	1	2%	0	0%	44	100%
Faculty of Education	4	31%	8	62%	0	0%	1	8%	0	0%	13	100%
IT Faculty	4	50%	4	50%	0	0%	0	0%	0	0%	8	100%
Sahlgrenska Academy	63	45%	64	46%	6	4%	4	3%	2	1%	139	100%
School of Business, Economics and Law	12	34%	18	51%	4	11%	1	3%	0	0%	35	100%
	138	41%	161	48%	21	6%	12	4%	2	1%	334	100%

The majority of respondents have an individual study plan (ISP). However, it does not always seem to be updated annually as stipulated by the ordinance.<sup>16</sup> Among the respondents, 7 % (62/883) state that it is never updated. Most of these cases are at the Sahlgrenska Academy, the Faculty of Social Sciences and the Faculty of Science

The majority of the respondents have not changed supervisors and do not want to change. Regarding the change of supervisors, there does not appear to be a difference between female respondents and male respondents, but with regard to whether they would like to change supervisors, female respondents would like to change to a slightly higher degree than male respondents, at 17% (93/549) versus 11 % (35/334).

Female respondents also indicate to a greater extent than male respondents that they would like to change, but that they do not dare. The majority of male respondents know what is expected of a doctoral student, at 87% (291/334). The majority of female respondents also seem to know what is required of a doctoral student, but unlike the male respondents, 19% (105/549) state that they do not know what should be expected of a doctoral student. The corresponding figure for male respondents is 11% (38/334). Both female and male respondents believe that they can handle problems in the workplace. Female respondents perceived the workload as too high to a greater extent, at 31% (172/549), compared to male respondents, at 24% (81/334). Few respondents believe that the workload is too low. The majority of the respondents enjoy socializing in the workplace, and they are rarely on sick leave due to workplace-related problems or stress, 8% (28/334). More than half of the respondents feel that work and studies have a negative impact on family life. About one-third of the respondents feel that they do not receive assistance from their supervisors in stressful situations. Male respondents state that they know what they can expect from the supervisor to a somewhat greater extent, at 85% (285/334) compared to female respondents at 75% (413/549). This means that every fourth female doctoral student does not know what to expect from her supervisor.

Male respondents know to a greater extent where or to whom they should turn if there is a problem with any aspect of their doctoral education, at 80% (268/334), compared to female respondents at 73% (402/549). Female respondents more often feel that inadequate supervision has been an obstacle in their postgraduate education, at 29% (160/549) compared to 21% (69/334) for male respondents. One out of four respondents, with a slightly higher number of female respondents, feels uncomfortable with the supervisor.

<sup>16</sup>The Higher Education Ordinance (1993:100), chapter 6 § 29.

The majority of respondents have their own workplace, which usually means a shared room. They also have adequate equipment to carry out their work and they believe that the requirements for the work are adequate. Male respondents report to a greater extent than female respondents that they have control over their research situation. 26% of female respondents (143/549) feel that they have no control over the research situation compared to 15 % of male respondents (50/334). Female respondents feel to a somewhat greater extent than male respondents that the department does not offer an inspiring research environment (28 % (152/549) of female respondents versus 22 % (74/334) of male respondents. Among the respondents, 29 % (259/883) feel that they are scientifically isolated at the department, with a slightly higher proportion of female respondents.

If the respondents were to make the choice today, the majority of the respondents would have chosen to start a doctoral education, although this is slightly more common among male respondents. Male respondents also state to a somewhat greater extent that they felt well-received at the department when they began their doctoral studies, 85 % (284/334) versus 76 % (419/549) of female respondents. 22% of female respondents (121/549) and 13 % of male respondents did not feel well received when they began their doctoral education.

Table 4. Overview, comparison in % of satisfied doctoral students and dissatisfied doctoral students

	Satisfied with the doctoral education				Dissatisfied with the doctoral education			
	Women n= 466		Men n= 299		Women n =78		Men=33	
	Satisfied %	Dissatisfied %	Satisfied %	Dissatisfied %	Satisfied %	Dissatisfied %	Satisfied %	Dissatisfied %
Question 18. I was admitted with sufficient legal certainty	46	10	50	11	29	23	30	21
Question 26. Supervisors support and help with thesis	78	5	83	3	26	38	39	24
Question 30. Co-supervisors support and help with thesis.	69	6	71	3	32	26	36	12
Question 32. Not changed supervisor	84	16	84	15	77	23	67	33
<b>Question 33. Would like to change supervisor</b>	87	12	92	8	53	45	61	36
Question 36. Satisfied with supervision	75	5	80	4	21	41	36	21
Question 38. I have an ISP	97	2	96	2	94	5	85	12
Question 39. ISP revised according to the rules	67	5	64	8	59	17	64	9
Question 43. I have the opportunity to present articles etc	65	4	75	2	31	19	36	9
Question 44. I have a work space in the department	92	8	94	5	89	12	94	6
Question 45. I have the equipment needed for work	94	5	94	5	87	13	97	3
<b>Question 46. The demands of the PhD education are OK</b>	85	9	84	11	50	32	42	42
Question 54. Your overall comfort in the department is OK	64	4	74	2	21	24	21	24
Question 55. The work environment at the department is OK	59	9	68	5	14	41	12	30
Question 56. Suggestions for work environment improvements	72	19	79	15	42	45	42	45
Question 57. Satisfied with the leadership in my department	54	7	56	8	21	22	30	30
Question 58. I receive encouragement from others in my department	67	4	64	5	26	27	39	27
Question 61. I can influence my PhD studies	74	2	77	1	29	21	33	12
<b>Question 62. I have control over my research situation</b>	81	18	87	12	26	74	61	39
Question 63. I do not feel scientifically isolated in my workplace	72	26	75	25	38	59	55	45
Question 64. I do not feel socially isolated in my workplace	87	12	87	13	60	37	64	36
Question 65. Sick-leave for workplace-related problems (i.e.stress)	86	13	94	6	77	22	73	27
Question 66. Help and support from dep., if work-related problems	41	6	52	4	15	26	21	27
Question 67. Satisfied with the way the dep. handles conflicts	26	12	29	13	5	36	15	33
Question 68. Never been harassed/discriminated against in the dep.	76	9	80	9	67	33	75	26
Question 69. My department follows up discrimination, if any	13	7	16	5	5	9	12	6
Question 70. I can complete my PhD degree in the appointed time	70	13	71	13	32	37	30	39
Question 71. Workload in postgraduate education is OK	67	27	72	22	26	54	33	42
<b>Question 72. I can handle problems related to work</b>	90	9	93	6	42	54	64	36
<b>Question 73. Work affects my family situation negatively</b>	53	47	51	49	8	91	3	94
Question 74. Supervisor helps to cope with stressful situations	73	26	69	29	26	71	39	58
<b>Question 75. I would start a PhD education today</b>	86	12	91	8	35	60	42	55
Question 78. Dep. takes into account the views of the PhDs present.	48	7	52	6	29	19	33	24
Question 86. Well taken care of in the dep when starting PhD studies.	82	17	87	12	44	53	70	30
Question 87. I know what is expected of me as a PhD student.	86	14	91	8	49	50	61	39
Question 88. I know what expectations I can have of my supervisor.	81	19	88	10	41	56	67	33
Question 89. Insufficient supervision is an obstacle to research work.	76	23	81	17	29	67	36	58
Question 90. Not comfortable with having to depend on my supervisor	76	20	76	20	31	64	55	39
Question 92. I know where to turn if problems with PhD education	79	20	83	15	41	56	58	36
Question 93. My department provides an inspiring research environment	76	22	80	18	31	63	30	64

### The doctoral students who experience the doctoral education negatively

The questionnaire in 2014/2015<sup>17</sup> included a question, “Overall how do you feel about your doctoral studies?” This question was the “dividing line” among the respondents. The responses were classified on a 4-point scale as 1. Positive and stimulated, 2. A little uneasy and insecure, but mostly positive, 3. A little uneasy and insecure, but mostly negative, 4. I often have negative

<sup>17</sup> C. Larsson, F. Sandberg, *A different scientific perspective*, GUS 2014.



*feelings and I feel uneasy all the time*, in order to measure how the respondents perceived their doctoral education.

The first two response options were merged into a group that was labelled “satisfied”, comprising 85 %, while the last two response options were merged into a group that was labelled “dissatisfied”, at 15 %. There was not a great difference between female respondents and male respondents regarding satisfaction or dissatisfaction.<sup>18</sup>

In the present survey female respondents appear to experience the doctoral education negatively to a somewhat greater extent than male respondents do. 14% of female respondents (78/549) experience postgraduate education negatively, as do 10% of male respondents (33/334). The tendency is the same across all faculties, except at the Faculty of Humanities, where 11% (8/54) female respondents and 24% (9/38) male respondents experience postgraduate education negatively. However, the latter 24% correspond to only nine individuals. A comparison between the faculties must be made with great caution, as the number of respondents differs at the various faculties. For example, at the Faculty of Fine, Applied and Performing Arts, no respondent has expressed dissatisfaction, but the total number of respondents there is only 21. Among male respondents at the IT faculty, no dissatisfaction has been expressed. The IT faculty has only a few female respondents on this issue. Female respondents have increasingly expressed dissatisfaction at the Faculty of Science and the Sahlgrenska Academy

In principle, male respondents have the same view of doctoral education as female respondents, although they are not equally dissatisfied. What distinguishes female respondents and male respondents is that male respondents are dissatisfied to a lesser extent *with the leadership of the department, and that they have changed supervisors to a somewhat greater extent.*

### **The supervisor – the most important person during the doctoral student’s education?**

The supervisor is perhaps the most important person during the doctoral student’s education. According to the rules for doctoral education at the University of Gothenburg, the doctoral student’s wishes must be considered when the supervisor is appointed.<sup>19</sup> In the satisfied group, 48% (365/765) responded that they had chosen their main supervisor, compared with 25% (28/111) in the dissatisfied group.

### **Change of supervisors**

The doctoral students who had changed supervisors, or wanted to change supervisors, were asked to state their reasons in an open-ended question (Question 34). Among the respondents 202 chose to answer the question. In general, the answers can be divided into five categories:

- *The supervisor had insufficient scientific expertise in the field.*
- *The supervisor was uninterested in the dissertation.*
- *The doctoral student experienced inadequate supervision.*
- *The supervisor did not provide social support or had a conflict with the doctoral student.*
- *The supervisor changed workplace (including a number of cases where the change was caused by the supervisor’s retirement).*

Doctoral students state several reasons for changes. The supervisor may be perceived to have insufficient scientific competence in the field. At other times, the doctoral student has perceived

---

<sup>18</sup> C. Larsson, F. Sandberg, *A different scientific perspective*, GUS 2014, p. 12-13.

<sup>19</sup> Dnr V2018/603.

that the supervisor has been assigned the task for other reasons, such as needing the task in order to qualify for a higher position.

In the answers to question 34, many doctoral students state that they have changed or are considering changing supervisor because they have not received sufficient supervision, for example because the supervisor has not responded to emails or cannot be reached. Doctoral students who state that they wish to change or have changed supervisors due to lack of social support or a conflict often describe difficult supervision situations. Some argue that the supervisors use the doctoral student's research to pursue their own theses or improve their own scientific position, for example by requiring co-writing of articles. In addition, a number of doctoral students also stated that instead of supervisors being replaced, they were assigned an additional co-supervisor. This solution is usually described as satisfactory, as in the following example:

I did not change but added an additional supervisor. This was an extremely important turning point for me. I would have been much farther along much faster if X had been a part of the process early on. X was the supervisor I would have selected if I could have chosen.<sup>20</sup>

Thus, a change of supervisors does not have to be full of negative emotions and conflicts, but can also be used as an effective method to obtain competent assistance during the different stages of the dissertation. However, based on the answers received in the open-ended question, it appears that many doctoral students experience the situation as difficult, and the changing of supervisors generally seems to be caused by some kind of conflict.

It should be emphasized that although a doctoral student has the right to change supervisors, this can be very problematic and take a long time for various reasons. The doctoral ombudsmen have had cases that have taken several years to resolve.

### **Comparison of the years 2013/2014 and 2018/2019**

In general, the situation in 2018/2019 looks roughly the same as 2013/2014. What has changed negatively since 2013/2014 is that more respondents would like to change supervisors. As mentioned earlier in this report, the desire to change supervisors may not necessarily be negative, but may be due to other reasons. What has improved is that the respondents seem to be more satisfied with the leadership in the departments, and that the workload has decreased. Regarding the question of whether respondents know what a doctoral examiner is, this awareness has improved somewhat since 2013/2014. Doctoral examiners are mentioned in the regulations governing doctoral students<sup>21</sup> and therefore all respondents should know, and should also have been assigned one. In this survey, just over 50% of the respondents do not know what a doctoral examiner is.

---

<sup>20</sup> Female respondent, School of Business, Economics and Law.

<sup>21</sup>The doctoral regulations, Dnr V2018/603, p. 9.

Table 6. Overview, comparison of the years 2013/2014 and 2018/2019<sup>22</sup>

All faculties in %	Year 2013/2014			Year 2018/2019			Ratio between the years		
	Women	Men	Total	Women	Men	Total	Ratio	Ratio	Ratio
	n 519	n 324	n 843	n 549	n 334	n 883	Women	Men	Total
	%	%	%	%	%	%			
Question 18. I was admitted with sufficient legal certainty	44	45	44	44	48	45	1.00	1.06	1.02
Question 26. I am satisfied with supervisor's help and support	62	61	62	70	78	73	1.18	1.28	1.18
Question 32. I have not changed supervisor	86	87	86	83	82	84	0.96	0.94	0.97
Question 33. I would like to change supervisor	11	10	11	17	11	14	1.55	1.1	1.27
Question 39. ISP is revised at least once a year	77	73	76	66	64	65	0.85	0.87	0.85
Question 43. I present articles continuously	59	60	59	60	71	64	1.00	1.18	1.08
Question 46. Demands of doctoral education are OK	77	75	77	80	79	80	1.03	1.05	1.03
Question 54. I am satisfied with the overall comfort in the department	55	60	57	57	69	62	1.03	1.15	1.08
Question 55. I am satisfied with the work environment in the department	46	55	49	52	62	56	1.13	1.12	1.14
Question 57. I am satisfied with leadership in the department	34	40	36	49	53	50	1.44	1.32	1.38
Question 58. My colleagues in the department encourage me	53	53	53	61	61	61	1.15	1.15	1.15
Question 59. My doctoral education is positive	84	85	85	85	89	87	1.01	1.04	1.02
Question 61. I can influence my doctoral studies	65	66	65	68	72	69	1.04	1.09	1.06
Question 67. I am satisfied with how department handles conflicts	17	24	20	22	28	24	1.29	1.16	1.20
Question 68. I have not been harassed/discriminated against	90	92	91	85	87	87	0.94	0.94	0.95
Question 69. I am satisfied with how dep. handles discrimination, if any	10	15	12	12	16	13	1.20	1.06	1.08
Question 70. I can complete my doctoral studies in the appointed time	64	67	65	64	66	65	1.00	0.98	1.00
Question 71. My work load is too high	52	49	51	31	24	29	0.52	0.48	0.49
Question 84. I am not aware of the "doktorandexaminator"	66	70	68	60	55	58	0.90	0.78	0.85

### Comparison of satisfied respondents 2013/2014 and 2018/2019

In general, the situation looks roughly the same as in 2013/2014. According to the surveys, the leadership in the departments has improved, and also how the departments handle conflicts. Female respondents report more often than male respondents that the working environment in their departments has improved and also that the departments handle conflicts in a better way. The male respondents appear to be more positive about their supervisors' help and support since 2013/2014.

Table 7. Overview, comparison of satisfied respondents 2013/2014 and 2018/2019

All faculties, satisfied in %	Year 2013/2014			Year 2018/2019			Ratio between the years		
	Women	Men	Total	Women	Men	Total	Ratio	Ratio	Ratio
	n 438	n 275	n 713	n 466	n 299	n 765	Women	Men	Total
	%	%	%	%	%	%			
Question 18. I was admitted with sufficient legal certainty	46	50	47	46	50	48	1.00	1.00	1.02
Question 26. I am satisfied with supervisors help and support	68	69	68	78	83	80	1.14	1.20	1.17
Question 32. I have not changed supervisor	6	4	5	17	11	17	2.83	2.27	3.40
Question 33. I would like to change supervisor	79	75	77	67	64	66	0.84	0.85	0.85
Question 39. ISP is revised at least once a year	63	65	64	65	75	69	1.03	1.15	1.07
Question 43. I present articles continuously	82	76	80	85	84	84	1.03	1.10	1.05
Question 46. Demands of doctoral education is OK	61	65	63	64	74	68	1.04	1.13	1.07
Question 54. I am satisfied with the over all comfort at department	51	60	54	59	68	62	1.21	1.13	1.14
Question 55. I am satisfied with work environment at department	38	44	41	54	56	55	1.42	1.27	1.34
Question 57. I am satisfied with leadership at department	57	59	58	67	64	66	1.17	1.08	1.13
Question 58. My colleagues encourage me at department	73	75	74	74	77	75	1.01	1.02	1.03
Question 67. I am satisfied how department handles conflicts	19	26	22	26	29	27	1.36	1.11	1.22
Question 68. I have not been harassed/discriminated	93	95	94	90	90	90	0.96	0.94	0.95
Question 69. Satisfied with how department handles discriminations if any	11	16	13	13	16	14	1.18	1.00	1.07
Question 70. I can complete doctoral education in appointed time	68	74	71	70	71	70	1.02	0.95	0.98

### Comparison of dissatisfied respondents 2013/2014 and 2018/2019

The respondents who experience their doctoral education negatively in this present survey are not as negative as the respondents in the former survey. The leadership of the department has

<sup>22</sup> The questions *My work load is too high* and *I am not aware of "doktorandexaminator"* were not divided into satisfied and dissatisfied in the previous report.

improved, according to both female and male respondents. In addition, male respondents are more satisfied in relation to the following statements:

- *I was admitted with sufficient legal certainty.*
- *I am satisfied with the supervisor's help and support.*
- *I present articles etc. during the work on the dissertation.*
- *I get encouragement from others at the department.*
- *I can influence the studies.*

What seems to be worse for both female and male respondents in this survey is mainly their overall comfort in the departments.

Table 8. Overview, comparison dissatisfied respondents 2013/2014 and 2018/201

All faculties, dissatisfied in %	Year 2013/2014			Year 2018/2019			Ratio between the years		
	Women n 80	Men n 47	Total n 127	Women n 78	Men n 33	Total n 111	Ratio Women	Ratio Men	Ratio Total
	%	%	%	%	%	%			
Question 18. I was admitted with sufficient legal certainty	33	17	27	29	30	30	0.87	1.76	1.11
Question 26. I am satisfied with supervisors help and support	31	21	28	26	39	30	0.83	1.85	1.07
Question 32. I have not changed supervisor	39	38	39	46	36	43	1.17	0.94	1.10
Question 33. I would like to change supervisor	68	64	66	59	64	60	0.86	1.00	0.90
Question 39. ISP is revised at least once a year	33	30	31	31	36	32	0.93	1.20	1.03
Question 43. I present articles continuously	59	72	64	50	42	48	0.84	0.58	0.75
Question 46. Demands of doctoral education is OK	20	30	24	21	21	21	1.05	0.70	0.88
Question 54. I am satisfied with the over all comfort at department	19	26	21	14	12	14	0.74	0.46	0.67
Question 55. I am satisfied with work environment at department	15	13	14	21	30	23	1.40	2.31	1.64
Question 57. I am satisfied with leadership at department	28	15	26	26	39	30	0.92	2.60	1.15
Question 58. My colleagues encourage me at department	25	15	21	29	33	31	1.16	2.20	1.48
Question 67. I am satisfied how department handles conflicts	9	13	9	5	15	8	0.56	1.15	0.89
Question 68. I have not been harassed/discriminated	76	81	78	67	75	70	0.88	0.93	0.90
Question 69. Satisfied with how department handles discriminations if any	4	11	7	5	12	7	1.25	1.09	1.00
Question 70. I can complete doctoral education in appointed time	39	26	34	32	30	32	0.82	1.15	0.94

### Why are the doctoral students dissatisfied to about the same extent as before, even though their opinions about each specific question seem to have improved?

The factors that influence how individual doctoral students experience their study situation and what is important are individual. The years as a doctoral student have the potential to be a fantastic period, but also difficult, as the doctoral student is usually in a dual position, partly as an employee and partly as a student. The doctoral student is also in a strong position of dependency in relation to the supervisor. Their conditions may also vary in terms of funding and forms of employment. A doctoral student with a scholarship is in a completely different situation with less security than a doctoral student with a doctoral position. Furthermore, there are doctoral students who work part-time. Therefore, depending on the different conditions, the doctoral student may consider different issues to be important.

It also generally seems as if female doctoral students are dissatisfied to a somewhat greater extent than male doctoral students.

In her dissertation, Anna Peixoto<sup>23</sup> discusses, among other things, studies that in different ways show that women feel more vulnerable and disadvantaged in their doctoral position than men.

<sup>23</sup> A. Peixoto, *De mest lämpade- en studie av doktoranders habituens på det vetenskapliga fältet*, Göteborgs universitet 2014 (The most suitable - a study of doctoral students' habituation in the scientific field).

The studies are linked to a system of norms that is male coded and thus promotes certain behaviors over others<sup>24</sup>.

Science can be seen as a field with different actors who are fighting for something that is common to them. In the scientific field there is the controversy about what is good science. The players have different leeway depending on their capital resources, especially in relation to the field-specific symbolic capital, the scientific and the academic.<sup>25</sup>

With the “right” habitus, the game becomes easier to play as the field becomes homely. As new in a field, a habitization process occurs, which can be likened to a socialization that also affects the identity construction and habitus of the person entering the field. Through Bourdieu’s conceptual apparatus, we can gain an increased understanding and knowledge of the doctoral student’s position and relationship with other players in the field, how the doctoral students are being habituated and what opportunities and obstacles they experience along the way in relation to the capital assets they possess and how the working conditions are created.<sup>26</sup>

### **Reflections**

The purpose of this survey was to report in particular on how doctoral students generally experience their study situations and work environments at the University of Gothenburg. A comparison between this report and the report from 2013/2014 has also been made. The result is slightly better this year, particularly among the male respondents, than it was in 2013/2014. However, 14% of female respondents and 10% of male respondents experience their doctoral education negatively. This is a result that the University of Gothenburg should work to improve. It is to be hoped that this report will be used by both the University of Gothenburg and the student unions in the work to improve doctoral students’ study situations and work environments.

---

<sup>24</sup> Ibid, p. 42.

<sup>25</sup> Ibid, p. 62.

<sup>26</sup> Ibid, p. 63.

## References

*Most of the references are in Swedish.*

- Cornér et al 2017:101.  
*Doktorandspegeln*, UKÄ 2016.  
E-postkorrespondens med professor Annika Ekestubbe, institutionen för odontologi, Göteborgs universitet.  
Fox et al 2011;  
Göteborgs universitet 2001 och 2014. ", GUS 2015.  
Göteborgs universitet, *Vision 2020*,.  
Göteborgs universitets årsredovisning 2017.  
Göteborgs universitet *Handläggningsordning för ärenden om misstänkt oredlighet i forskning, Konstnärlig forskning eller utvecklingsarbete*, styrdokument Dnr V2015/832.  
*Handlingsplan för jämställdhet och likabehandling*, Göteborgs universitet, Dnr V 2013/514, s. 4.  
Holmström 2013.  
Holmström 2014.  
Holmström 2016.  
Högskoleförordningen (1993:100), kapitel 6 § 29.  
Högskoleverket, Rapport 2012:1 *Orsaker till att doktorander lämnar forskarutbildningen utan examen - en uppföljning av nybörjarna på forskarnivå läsåren 1999/2000 och 2000/01*.  
Högskoleverket PM *Hur kan förekomsten av "skuggdoktorander" förhindras?* Reg. nr 31-3543-05.  
C. Larsson, M. Benserud, " *En inblick i vad yrket innebär, En enkätstudie gällande verksamhetsförlagd utbildning vid Sahlgrenska akademien*, GUS, 2012.  
C. Larsson, F. Sandberg, " *A different scientific perspective, En enkätstudie över doktorandernas studiesituation vid Göteborgs universitet*", GUS 2014.  
C. Larsson; " *Då och nu. En komparativ studie över doktorandernas studiesituation vid vid Göteborgs universitet 2001 och 2014.*", GUS 2015.  
Levecque et al 2017:875.  
A. Peixoto, *De mest lämpande- en studie av doktoranders habituens på det vetenskapliga fältet*, Göteborgs universitet 2014.  
Peluso et al 2011.  
Protokoll, rektorssammanträde 2012:9, 2012-05-02, § 1.  
Pyhäntö et al 2015.  
Rapport från Umeå universitet 2017;.  
Regler för utbildning på forskarnivå vid Göteborgs universitet- doktorandreglerna, Dnr V2018/603,  
C.Ståhl *Att utvecklas som handledare: reflektion kring litteratur, samt ett kort narrativ, Pedagogiskt docenturarbete*, Linköpings universitet 2015-05-19.  
UKÄ 2018, Årsrapport.  
J. Vekkaila, *When failing is the only option: Explaining failure to finish PhDs in Estonia*.  
Waxell 2016.

***The quote on the front page is taken from a female doctoral student at the Faculty of Education, question 94.***



## Survey on the situation of doctoral students at the University of Gothenburg

### *Background information*

#### 1. Age:

- 25
- 26-30
- 31-35
- 36-40
- 41-45
- 46 or older

#### 2. Year of admission?

3. Are you admitted to a Licentiate degree or a PhD?

Licentiate degree

PhD

4. How much of your PhD time have you completed?

0-25%

26-49%

50-74%

75-100%

5. Gender

Female

Male

Other

6. What is your parents` level of education? If level differ, please enter only the highest level achieved.

Primary school (grundskola)

Upper secondary school (gymnasium)

University or higher education

Postgraduate degree

I do not know

7. Do you speak and understand Swedish?



If you answer "Yes, fluently", you will jump to question number 10. If you answer "Yes, a little" or "No" you will continue with question number 8.

Yes, fluently

Yes, a little

No

8. Does your inability or restricted ability to speak Swedish in any way make you feel neglected?

Yes

No

9. If yes, what would you like to change?

10. Are you a parent or legal guardian of a child 12 years old or younger, alternatively a single parent or legal guardian of a 13-16 year old?

Yes

No

11. Faculty

Faculty of Arts

Faculty of Fine and Applied and Performing Arts

Faculty of Science

Faculty of Social Sciences

Faculty of Education

IT Faculty

Sahlgrenska Academy

School of Business, Economics and Law

**12. Department (or equivalent)**

**13. What kind of doctoral student are you?**

If you answer "CUL doctoral student" or "PhD student at another research school" you will continue with question number 14. If you answer "Collaboration PhD", "PhD student in a project funded by external funds" or "None of the above" you will jump to question number 15.

CUL doctoral student

PhD student at another research school

Collaboration PhD (Samverkansdoktorand)

PhD student in a project funded by external funds

None of the above

**14. Are you satisfied with what the research school contributes to your education?**

Yes

No

**15. What type of thesis are you working on?**

If you answer "Monograph" or "Not decided" you will jump to question number 18.

Monograph

**Article-based thesis**

**Not decided**

**16. Are you co-authoring any of the articles to be included in your thesis?**

If you answer "No" you will jump to question number 18.

**Yes, with my supervisor**

**Yes, with my supervisors and other researchers**

**No**

**17. If yes, how satisfied are you with the process of collaboration?**

**Very satisfied**

**Satisfied with reservations**

**Dissatisfied**

## ***Admission***

**18. When you applied and were admitted to the PhD Programme, did you perceive a sufficient level of legal certainty (rättssäkerhet)?**

**Yes**

**No**

**No opinion**

**19. Which documents did you submit in connection with your application?**

**Grades**

**Previous essays, reports, thesis**

**Interview**

**Project plan**

**Articles**

**Personal letter**

**CV or artistic CV**

**Example of previous work or artistic practice (i.e. portfolio)**

**Work or example of artistic practice (i.e. portfolio)**

**20. Did you formulate your project plan before or after being accepted to the PhD Programme?**

**Before**

**After**

**I am part of an existing project and did not formulate my own project plan.**

**21. Did you obtain your bachelor's or master's degree at the University of Gothenburg?**

**Yes**

**No**

**22. Do you think this has affected the admission process?**

**Yes, positive**

**Yes, negative**

**No**

***Supervision***

**23. How many supervisors do you have?**

0

1

2

3 or more

**24. What is your principal supervisor's academic level?**

Professor

Docent

Doctoral degree

Other

**25. What is your principal supervisor's gender?**

Female

Male

Other

**26. Are you satisfied with your principal supervisor's support and help with your thesis work?**

Satisfied

Neutral

Dissatisfied

**27. Did you have the opportunity to choose your principal supervisor?**

Yes

No

***Assistant supervisor (biträdande handledare)***

**28. What is your assistant supervisor's academic level?**

Professor

Docent

Doctoral degree

Other

**29. What is your assistant supervisor's gender?**

Female

Male

Other

**30. Are you satisfied with your assistant supervisor's support and help with your thesis work?**

Satisfied

Neutral

Dissatisfied

**31. Did you have the opportunity to choose your assistant supervisor?**

Yes

No

**32. Have you changed a supervisor?**

**Yes**

**No**

**33. Would you like to change one of your supervisors?**

**Yes**

**Yes, but I do not dare**

**No**

**34. If you answered yes to questions 29 or 30, what was the reason for changing or wanting to change?**

**35. Do you receive individual supervision or group supervision?**

**Individual supervision**

**Group supervision**

**Both individual and in group**

**36. Are you satisfied with the supervision you are currently receiving?**

**Satisfied**

**Neutral**

**Dissatisfied**

**37. How important do you think supervision is?**

Very important

Important

Less important

### ***Individual study plan***

**38. Do you have an individual study plan ( ISP)?**

Yes

No

I do not know

**39. How often do you and your supervisors follow up on and revise your ISP?**

Never

Once or twice during your PhD education

Yearly

Continually (the ISP is a living document)

**40. How important do you consider this issue to be?**

Very important

Important

Less important

### ***Funding***



**41. When you were first admitted to the PhD Programme, how were your studies funded?**

**Doctoral studentship (doktorandanställning)**

**Employed as a physician/medical doctor**

**External funding**

**Doctoral grant (utbildningsbidrag)**

**Stipend**

**Other**

**None**

**42. How are your doctoral studies currently funded?**

**Doctoral studentship (doktorandanställning)**

**Employed as a physician/medical doctor**

**External funding**

**Doctoral grant (utbildningsbidrag)**

**Stipend**

**Other**

**None**

### ***Research environment***

**43. Are you satisfied with the opportunities you have for presenting articles and/or chapter drafts during your doctoral studies?**

Satisfied

Neutral

Dissatisfied

**44. Do you have access to workspace at your department (or equivalent)?**

Yes, own room

Yes, shared room

Yes, but I have to move frequently

No

**45. Do you have access to the equipment you need for your work?**

Yes

No

**46. How do you feel about the demands of the PhD Programme at your department?**

Too high

Just right

Too low

**47. Do you feel that the department (or equivalent) offers a sufficient number of courses?**

Yes

No

**48. Do you work alone or in a research team (or equivalent)?**

**Alone**

**Research team (or equivalent)**

**49. If you answered that you work alone, how do you perceive it?**

**I am OK with it**

**I feel lonely/ isolated**

**50. What was your "rate of study" (aktivitetsgrad) during last semester, i.e. spring 2018?**

**0-40%**

**41-60%**

**61-79%**

**80-100%**

**Not relevant. I am a newly admitted PhD student.**

**51. If you do not have a 100% degree of activity, what is the main reason for this?**

**Parental leave**

**Teaching**

**Other project**

**Other employment**

**Sick leave**

**Other**

**52. Do you want to continue within the academy after defending your dissertation?**

**Yes**

**Unsure**

**No**

**53. Do you worry about getting unemployed after completing doctoral studies?**

**Yes**

**No**

### ***Working environment***

**54. Are you satisfied with your overall comfort at your department (or equivalent)?**

**Satisfied**

**Neutral**

**Dissatisfied**

**55. Are you satisfied with the work environment at your department (or equivalent)?**

**Satisfied**

**Neutral**

**Less satisfied**

**56. Do you feel that suggestions for work environment improvements are being received positively?**

**Yes**

**No**

**57. Are you satisfied with the leadership/management at your department (or equivalent)?**

**Satisfied**

**Neutral**

**Dissatisfied**

**58. Are you satisfied with the encouragement you have received from others at your department (or equivalent)**

**Satisfied**

**Neutral**

**Dissatisfied**

**59. Overall how do you feel about your doctoral studies?**

**Positive and stimulated**

**A little uneasy and insecure, but mostly positive**

**A little uneasy and insecure, but mostly negative**

**I often have negative feelings and I feel uneasy all the time**

**60. What would you like to change?**

**61. Do you feel that you are able to influence your studies?**

**Yes, satisfied**

**Neutral**

**No, dissatisfied**

**62. Do you feel that you have control over your research situation?**

**Yes**

**No**

**63. Do you feel scientifically isolated at your workplace?**

**Yes**

**No**

**64. Do you feel socially isolated in your workplace?**

**Yes**

**No**

**65. Have you been on sick-leave for workplace-related problems (i.e.stress)?**

**Yes**

**No**

**66. Are you satisfied with the department's (or equivalent) help and support when you have work-related problems?**

**Satisfied**

**Neutral**

**Dissatisfied**

**67. Are you satisfied with the way your department (or equivalent) handles conflicts?**

Satisfied

Neutral

Dissatisfied

**68. Have you ever been harassed/discriminated at your department (or equivalent)?**

Yes, gender

Yes, gender identity or expression

Yes, ethnicity

Yes, religion or other beliefs

Yes, disability

Yes, sexual orientation

Yes, age

No

**69. Are you satisfied with the way your department (or equivalent) has followed up cases of discrimination, if any?**

Satisfied

Neutral

Dissatisfied

**70. Do you think that it is possible for you to complete your PhD degree in the appointed time (4 years full-time / 8 years at half-time)?**

Yes

No

I do not know

71. How do you experience the workload in postgraduate education?

Too low

Just right

Too high

72. Do you feel that you can handle problems that are related to your work?

Yes

No

73. Do you feel that your work affects your family situation/ private life negatively?

Yes

No

74. Does your supervisor help you to cope with stressful situations?

Yes

No

75. If it had been relevant today, would you have chosen to start a postgraduate education?

Yes

No

76. How important is your working environment?

Very important



Important

Less important

### *Student influence*

**77. Is there a PhD student group (or equivalent) at your department?**

Yes

No

I do not know

**78. Do you feel that the department (or equivalent) takes into account the views of the doctoral representatives?**

Yes

No

I do not know

**79. Are you or have you ever been a PhD student representative?**

Yes

No

**80. How important is student influence for you?**

Very important

Important

Less important

## *Miscellaneous*

**81. Have you ever perceived, heard about or come in contact with scientific misconduct at your department (or equivalent)?**

Yes

No

**82. Are you aware of any doctoral student who was “forced” to end his/hers studies with a Licentiate degree instead of a Doctoral degree?**

Yes

No

**83. Are you aware of any so-called shadow doctoral students at your department (or equivalent)? A shadow doctoral student is a student who is involved in doctoral studies but who has technically not been properly admitted to such a programme.**

Yes

No

I have been a shadow doctoral student myself

**84. Central rules concerning doctoral student examiners (doktorandexaminatorer) went into effect in July 2013. Are you aware of their existence?**

Yes, I have been assigned one.

Yes, but I have not been assigned one.

No

**85. Did you know that the University of Gothenburg’s student unions (GUS) offer ombudsmen for doctoral students? Their purpose is to help doctoral students with problems related to their studies.**

Yes

No

*Do you agree with the following statements?*

**86. I felt well taken care of at the department (or equivalent) when I started my PhD studies.**

Yes

No

**87. I know what is expected of me as a PhD student.**

Yes

No

**88. I know what expectations I can have of my supervisor**

Yes

No

**89. I feel that insufficient supervision has been an obstacle to my research work.**

Yes

No

**90. I do not feel comfortable with having to depend on my supervisor**

Yes

No

**91. Senior researchers (in addition to the seminar leader) attend seminars.**

**Yes**

**No**

**92. I know where to turn if I have problems with any part of my research education.**

**Yes**

**No**

**93. My department/group provides me with an inspiring research environment.**

**Yes**

**No**

**94. Is there something you would like to add before submitting the questionnaire?**

***Thank you for your participation!***

0% completed

