



GSA PhD Survey Report 2023

Karlstad
studentkår
DOKTORANDSEKTIONEN



Contents

- 1 Introduction** **2**

- 2 Problem Areas and Proposed Actions** **3**
 - 2.1 Individual Study Plan (ISP) 3
 - 2.2 Courses at KAU 3
 - 2.3 Supervision 3
 - 2.4 Teaching Duties 4
 - 2.5 Stress 4
 - 2.6 Covid-19 and the Alien Act 4

- 3 Research and Education** **6**
 - 3.1 Supervision 6
 - 3.2 PhD Courses 10
 - 3.3 Individual Study Plan (ISP) 13

- 4 Research Environment** **16**

- 5 Teaching Duties** **19**

- 6 Working Environment at Your Department** **22**
 - 6.1 General 22
 - 6.2 Workload, Compensation and Benefits 24

- 7 Mental and Emotional Well-being** **27**

- 8 Social Environment** **31**

- 9 The Alien Act** **33**

- 10 Covid-19 Pandemic** **34**

- 11 Shadow PhDs** **35**

- 12 General Information about the Participants** **36**

1 | Introduction

The report presents the results of the PhD survey conducted by the Graduate Student Association (GSA, Doktorandsektionen) at Karlstad University (KAU) from May to June 2023. The purpose of the survey is to understand the doctoral students' opinions on research education, work environment and gauge the mental well-being of the doctoral students.

The first sections of the report include some key problem areas and related proposed actions, such as issues regarding the Individual Study Plan (ISP), and course offerings at KAU, as well as some timely issues, such as the impact of Covid-19 and the Alien Act. The second section details the results and is categorized into the related sections before we give some general information about the participants.

Survey Information

- In total, 51 completed questionnaires were collected
- Survey Period: May 17 2023 to June 20th 2023
- Population: Karlstad University PhD students. Data collected in October 2022 shows a total of 214 active doctoral students at KAU
- Data Collection: Respondent survey administrated in Survey and Report; survey link distributed through mailing list 'dokthnt@lists.kau.se' and 'dokt.hs@lists.kau.se' managed by faculty administrators
- Response Rate: 24% (51/214)

The report is produced by the Graduate Student Association (GSA, Doktorandsektionen). If you have any feedback or inquiries, we kindly invite you to contact GSA via email gsa@kau.se

2 | Problem Areas and Proposed Actions

2.1 | Individual Study Plan (ISP)

The survey showed in this Section 3.3, that most of the participants understand the function of the ISP (96%) but over half of the respondents think ISP is more of a bureaucratic chore (53%) and very time-consuming (58.8%) to deal with. Additionally, they also find the tool for managing ISP difficult to use (37.3%) and instructions for how to fill in ISP unclear.

Proposed Actions:

- A more streamlined ISP administration is desirable, and a review of the ISP management process is suggested
- A revised/updated version of the ISP tool could help the PhD students develop and manage their ISP in a timely manner
- A tutorial video/step-by-step guide would be helpful to make each step of the ISP more transparent and easier to understand. Clear instructions should be given, especially regarding the distribution of the percentage. In addition, the activities should be sorted chronologically

2.2 | Courses at KAU

Many participants are dissatisfied with the number of courses in their own subject and dissatisfied with the general availability/quality of the PhD courses at KAU (39.2%). Some PhD students are also dissatisfied with the uneven distribution of needed ECTS among the different disciplines. Those who need to take more credits have reported extra stress and the need for funding to take courses outside of KAU.

Proposed Actions:

- Increase the quality and availability of the mandatory courses at KAU
- Generally offer more courses for PhD students in their respective field or provide sufficient funding (to cover course fees, travelling expenses, etc.) so that the PhD students can take courses outside of KAU
- Standardising the number of ECTS across subjects might not be possible, but the university should offer equal conditions regarding the workload of PhD students and more transparency for such decision-making

2.3 | Supervision

The PhD students who participated in this survey were positive overall. However, the division of the responsibilities between the multiple supervisor(s) is not clear for 31.3% of the students. Furthermore, the participants stated that there is a lack of project management support and advice concerning the future career options. Around 20% of the participants stated, that they already have changed or are considering changing their principal supervisor.

Proposed Actions:

- Encourage the supervisor(s) or other relevant units to give more guidance and advice on the project management aspects of PhD education and future career planning
- Communicate the division of responsibility of main and co-supervisors clearly to the students and set up an evaluation system for the supervisor(s) to bring all parties into a dialogue to improve the situation
- Conduct periodic supervision workshops, such as every few years, to ensure supervisors stay informed about current research and industry trends in their field, and promote continuous learning and knowledge updates

2.4 | Teaching Duties

58.5% of the participants stated they spend way more time on teaching-related activities than the time set out in their terms of employment. In comparison to the survey conducted in 2020, this shows an increase of 29.7%. Furthermore, many PhD students expressed that they would like a teaching workshop before starting teaching and, in general, more pedagogical training.

Proposed Actions:

- Time grids for teaching activities should be revised. More preparation time for each hour in class needs to be counted in administrative systems
- Organize workshops on teaching training and offer opportunities for PhD students with less teaching experience to have allocated hours for practical training (auskultant)
- Encourage doctoral students to participate in UPE pedagogical training and offer the opportunity to transfer those hours into credits that count towards their PhD activities

2.5 | Stress

The survey showed that a common issue in the PhD education is stress. This is particularly visible in Section 6.2 and Section 7. Many respondents have the feeling, that too much is expected from them and that they work more than what is set out in their contract. Furthermore, they have the feeling of not achieving as much as they should, thus having negative thoughts about their work in general which causes additional stress.

Additionally, many participants state, that they feel tired, nervous, restless, sad or even hopeless. This is reflected by 18% of them answering that their mental health is poor.

Proposed Actions:

- Providing clear information and guidance for PhD students who face stress-related issues (e.g. stress-relieving activities, information on occupational health care, etc.)
- Providing guidance to supervisor(s) to identify PhD students experiencing stress and mental health and direct them to get support
- Make sure that onboarding programs for newly-arrived PhD students are in place at each department and conduct frequent (monthly) check-ins with PhD students to guarantee smooth integration into their work environment and maintain good communication channels

2.6 | Covid-19 and the Alien Act

43.1% of the participants stated that the pandemic had a negative impact on their research progress (Section 10), but only 15.7% applied for a PhD prolongation, while another 38.4% considered it. Respondents

reported a lack of information and transparency on this issue, as well as discrepancies on how applications for Covid prolongation are handled in each case or department.

In regards to the Alien Act, one in five of the respondents reported they are personally influenced by it in terms of their (future) residency status (9). Some reported stress and anxiety in regard to the issue and the lack of support from their employer. Around half of the respondents stated that the university did not give enough information about the Alien Act.

Proposed Actions:

- Provide clear instructions on how to apply for the PhD prolongation in regard to the Covid-19 pandemic
- Provide a transparent case-by-case statement on the result of the prolongation application in relation to Covid-19
- Distribute detailed information on the Alien Act to PhD students, supervisor(s) and relevant parties. Provide a better support system for the individuals impacted

3 | Research and Education

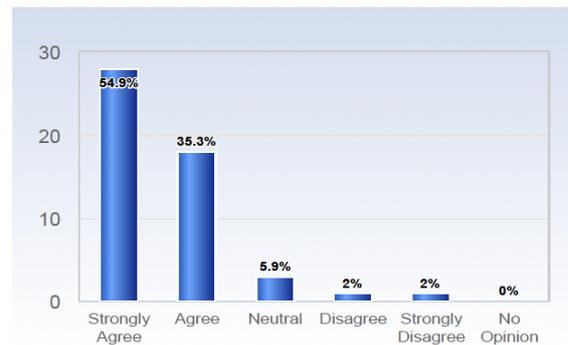
This section addresses the overall topics of Research and Education. This includes aspects about supervision, PhD courses and the Individual Study Plan (ISP).

3.1 | Supervision

The first part deals with the overall supervision of the PhD program. As shown in the following graphs, most of the participants generally agree that the supervisor(s) are available and interested in the research proceedings, with a strong agreement of 54.9%. The same trend is visible in terms of the feedback on good performances as well as the overall confidence of the supervisor(s) towards the PhD student.

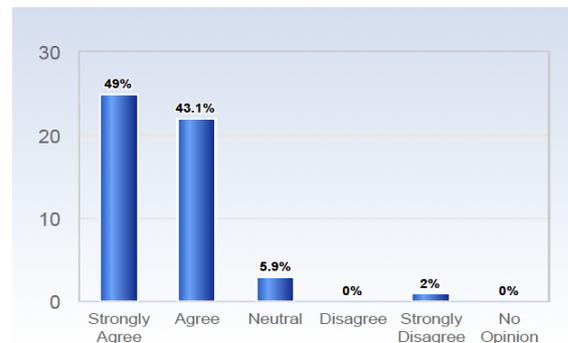
My supervisor(s) is/are interested in how my research proceeds

My supervisor(s) is /are interested in how my research proceeds	Number of responses	Distribution (%)
Strongly Agree	28	54.9%
Agree	18	35.3%
Neutral	3	5.9%
Disagree	1	2.0%
Strongly Disagree	1	2.0%
No Opinion	0	0.0%
Total	51	100.0%



My supervisor(s) is/are available when I need to contact them

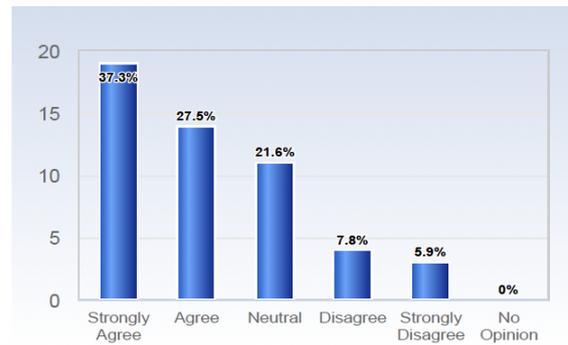
My supervisor(s) is /are available when I need to contact them	Number of responses	Distribution (%)
Strongly Agree	25	49.0%
Agree	22	43.1%
Neutral	3	5.9%
Disagree	0	0.0%
Strongly Disagree	1	2.0%
No Opinion	0	0.0%
Total	51	100.0%



Over half of the respondents agree that the supervisor(s) would encourage the PhD student to participate in international conferences or mobility programs. However, 13,7% disagreed with this statement, and 21,6% answered in a neutral way. The same pattern is visible when asked about the future career plans of the PhD student. This shows that the supervisor(s) would provide more guidance when it comes to international research community outreach and future career advice.

My supervisor(s) encourages/encourage me to participate in academic activities such as international conferences or mobility programs

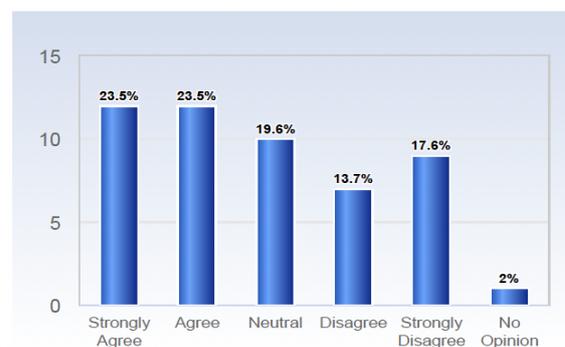
My supervisor(s) encourages/encourage me to participate in academic activities such as international conferences or mobility programs	Number of responses	Distribution (%)
Strongly Agree	19	37.3%
Agree	14	27.5%
Neutral	11	21.6%
Disagree	4	7.8%
Strongly Disagree	3	5.9%
No Opinion	0	0.0%
Total	51	100.0%



The question in regards to the division of responsibilities between the principal and assistant supervisor shows that 47% agree that the division is clear. But an equal number of students are either neutral or disagree with this statement. This indicates a need for a clear division of responsibilities between the principal and assistant supervisor and better communication in regard to this with the PhD students.

The division of responsibilities between principal and assistant supervisors is clear

The division of responsibilities between principal and assistant supervisors is clear	Number of responses	Distribution (%)
Strongly Agree	12	23.5%
Agree	12	23.5%
Neutral	10	19.6%
Disagree	7	13.7%
Strongly Disagree	9	17.6%
No Opinion	1	2.0%
Total	51	100.0%

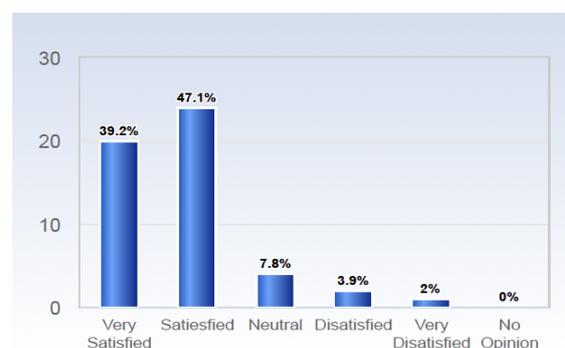


When asked about the overall quality and support they receive from the meetings with the supervisor(s), they answered mostly in a positive way (86.3%). This is also visible in terms of the frequency of the meetings and the feedback regarding publications.

In relation to supervision, to what extent are you satisfied with:

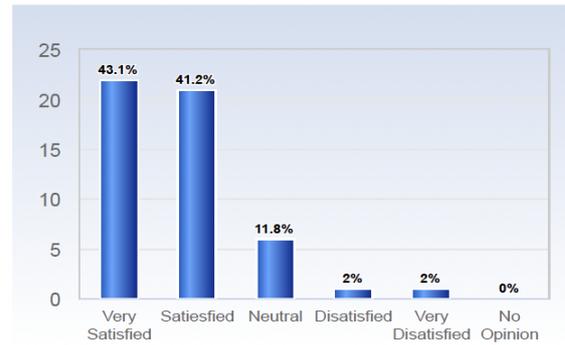
Quality of the meetings

Quality of the meetings	Number of responses	Distribution (%)
Very Satisfied	20	39.2%
Satisfied	24	47.1%
Neutral	4	7.8%
Disatisfied	2	3.9%
Very Disatisfied	1	2.0%
No Opinion	0	0.0%
Total	51	100.0%



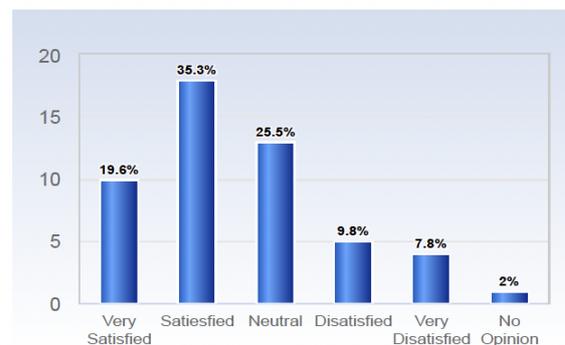
Freedom you get to develop your own research ideas

Freedom you get to develop your own research ideas	Number of responses	Distribution (%)
Very Satisfied	22	43.1%
Satisfied	21	41.2%
Neutral	6	11.8%
Disatisfied	1	2.0%
Very Disatisfied	1	2.0%
No Opinion	0	0.0%
Total	51	100.0%



Introduction to research/scientific network that you can make use of

Introduction to research/scientific network that you can make use of	Number of responses	Distribution (%)
Very Satisfied	10	19.6%
Satisfied	18	35.3%
Neutral	13	25.5%
Disatisfied	5	9.8%
Very Disatisfied	4	7.8%
No Opinion	1	2.0%
Total	51	100.0%

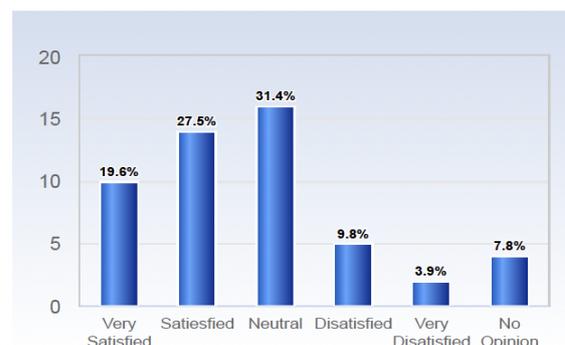


Especially positive is the freedom to develop your own research ideas with 84.3%. This shows that the supervisor(s) listen to the PhD students' ideas. Additionally, it is shown, that the supervisor(s) introduces the student to scientific networks.

The supervisor(s) could offer more guidance in the project management aspect of PhD education and guidance towards future career options. Regarding the guidance on project management, the participants answered mostly neutral. In terms of future career advice guidance, one in four respondents is dissatisfied.

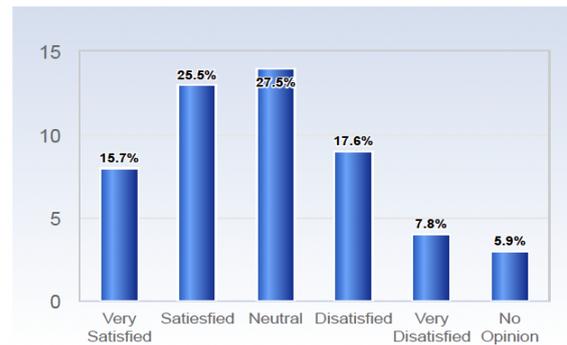
Support for the project management aspect of PhD research education

Support for the project management aspect of PhD research education	Number of responses	Distribution (%)
Very Satisfied	10	19.6%
Satisfied	14	27.5%
Neutral	16	31.4%
Disatisfied	5	9.8%
Very Disatisfied	2	3.9%
No Opinion	4	7.8%
Total	51	100.0%



Guidance and advice concerning future career options

Guidance and advice concerning future career options	Number of responses	Distribution (%)
Very Satisfied	8	15.7%
Satisfied	13	25.5%
Neutral	14	27.5%
Disatisfied	9	17.6%
Very Disatisfied	4	7.8%
No Opinion	3	5.9%
Total	51	100.0%



The participants were asked to expand on their answers, and the testimonies below highlight some specific issues:

Do you have any other comments in relation to supervisor(s) and supervision?

Do you have any other comments in relation to supervisor(s) and supervision?

I have 2 supervisors. One is officially my one and only supervisor but in reality I work and I am supervised by someone who is retired technically. The answers given above refer to the second one. If the questions would have been answered as for my main supervisor will be Exactly the opposite.

I love my supervisor.

My answers are in relation to the main supervisor, not the supervision team as a whole.

I find that I have a lack of access to my main supervisor

I removed my previous supervisor which performed extremely poorly on many supervision tasks.

NO

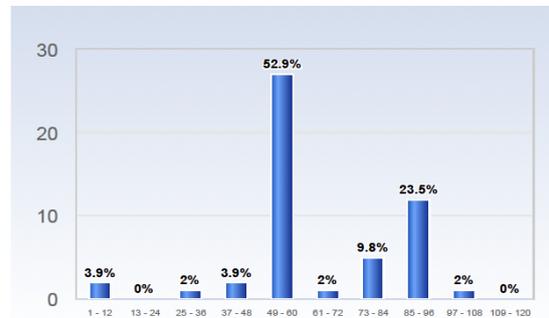
It would be nice to have a regular feedback within 2-3 days.

3.2 | PhD Courses

This subsection deals with the overall PhD courses and ECTS needed for the PhD education. The figure below shows that most of the PhD students need between 49-60 ECTS (52.9%) followed by 85-96 ECTS with 23.5%.

How many ECTS do you need in addition to your thesis (put 0 if you're uncertain):

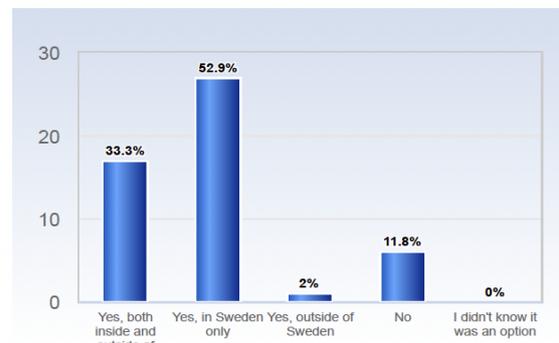
How many ECTS do you need in addition to your thesis (put 0 if you're uncertain):	Number of responses	Distribution (%)
1 - 12	2	3.9%
13 - 24	0	0.0%
25 - 36	1	2.0%
37 - 48	2	3.9%
49 - 60	27	52.9%
61 - 72	1	2.0%
73 - 84	5	9.8%
85 - 96	12	23.5%
97 - 108	1	2.0%
109 - 120	0	0.0%
Total	51	100.0%



Overall most of the participants (86.2%) answered that they took courses outside of KAU. They also indicate there are not enough PhD courses available directly at KAU for the PhD education. This is furthermore visible in the question, about the number of courses in their own subject, where 31.4% are dissatisfied.

Have you taken/applied for courses outside KAU and gotten/will get the credits approved?

Have you taken /applied for courses outside KAU and gotten/will get the credits approved?	Number of responses	Distribution (%)
Yes, both inside and outside of Sweden	17	33.3%
Yes, in Sweden only	27	52.9%
Yes, outside of Sweden	1	2.0%
No	6	11.8%
I didn't know it was an option	0	0.0%
Total	51	100.0%



The number of courses in your own subject

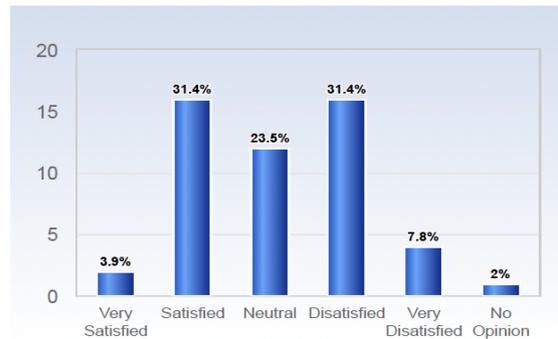
The number of courses in your own subject	Number of responses	Distribution (%)
Very Satisfied	3	5.9%
Satisfied	15	29.4%
Neutral	15	29.4%
Dissatisfied	16	31.4%
Very Dissatisfied	1	2.0%
No Opinion	1	2.0%
Total	51	100.0%



In regards to the available courses at KAU, the participants are leaning more towards being dissatisfied (39.2%). This trend is furthermore visible in the quality of the mandatory courses. This shows that, in general, more PhD course offerings at KAU are desirable.

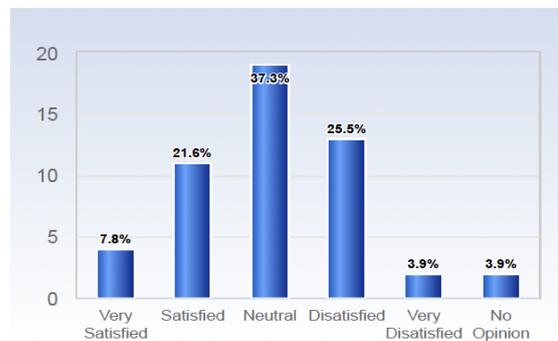
The availability of mandatory courses at KAU

The availability of mandatory courses at KAU	Number of responses	Distribution (%)
Very Satisfied	2	3.9%
Satisfied	16	31.4%
Neutral	12	23.5%
Disatisfied	16	31.4%
Very Dissatisfied	4	7.8%
No Opinion	1	2.0%
Total	51	100.0%



The quality of mandatory courses at KAU

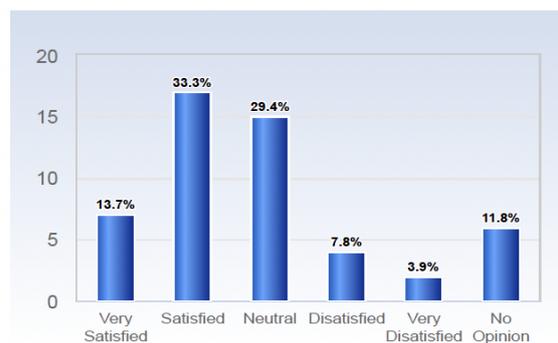
The quality of mandatory courses at KAU	Number of responses	Distribution (%)
Very Satisfied	4	7.8%
Satisfied	11	21.6%
Neutral	19	37.3%
Disatisfied	13	25.5%
Very Dissatisfied	2	3.9%
No Opinion	2	3.9%
Total	51	100.0%



The possibility of attending conferences or specialist training courses, on the other hand, shows a positive result with 33.3% satisfaction and 13.7% very satisfied.

The possibility to attend conferences/specialist training courses

The possibility to attend conferences /specialist training courses	Number of responses	Distribution (%)
Very Satisfied	7	13.7%
Satisfied	17	33.3%
Neutral	15	29.4%
Disatisfied	4	7.8%
Very Dissatisfied	2	3.9%
No Opinion	6	11.8%
Total	51	100.0%



The participants were asked to expand on their answers, and the testimonies below highlight the following specific issues:

Do you have any other comments in relation to PhD courses?

Do you have any other comments in relation to PhD courses?

Not enough courses at KAU available for my subject but solutions are found through national network and international course participation and reading courses, etc. We can definitely use more funding for that though!

We need to take 15 ects more than many other phd students/departments, which is stressful. There are also to few courses in my subjects and to few doctoral courses over all at KAU.

That it differs a lot at KAU. Conferences does not give any credits in my subject.

The possibility to attend more conferences depend on the departments financial support if external grants are not received. At times this is limited in some department or require a lot of negotiation.

I find it unpredictable when I can take the courses. It makes it hard to plan the ISP

KAU's courses for phd students are useless and embarrassing to take.

it is not possible to enter 0 in question 4, I quessed 100

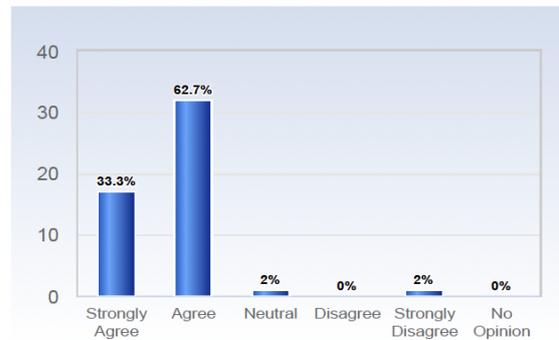
NO

3.3 | Individual Study Plan (ISP)

This subsection goes into detail regarding the ISP. It is visible that most of the participants understand the function of the ISP with 96%. Furthermore, most of them agree that it is a useful tool for the PhD education (56.8%).

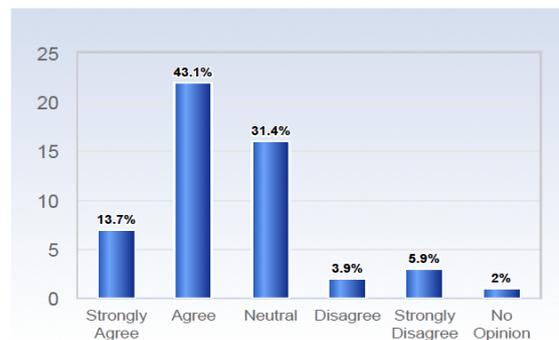
I understand the function of ISP

I understand the function of ISP	Number of responses	Distribution (%)
Strongly Agree	17	33.3%
Agree	32	62.7%
Neutral	1	2.0%
Disagree	0	0.0%
Strongly Disagree	1	2.0%
No Opinion	0	0.0%
Total	51	100.0%



ISP is an useful tool for my PhD education

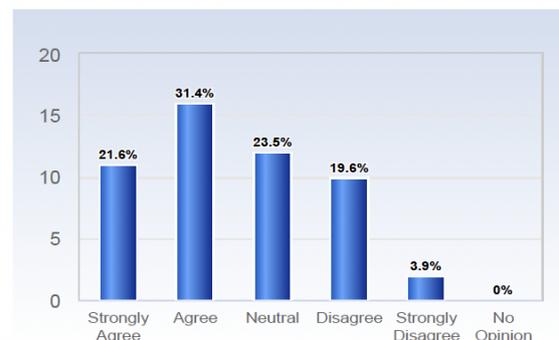
ISP is an useful tool for my PhD education	Number of responses	Distribution (%)
Strongly Agree	7	13.7%
Agree	22	43.1%
Neutral	16	31.4%
Disagree	2	3.9%
Strongly Disagree	3	5.9%
No Opinion	1	2.0%
Total	51	100.0%



Even though most of the participants agree, that it is a useful tool, 53% feel that it is too bureaucratic in general.

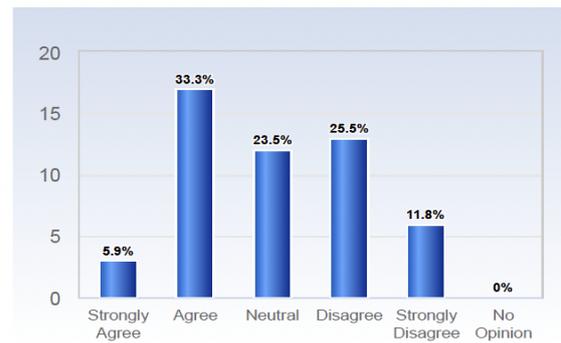
ISP is a bureaucratic chore

ISP is a bureaucratic chore	Number of responses	Distribution (%)
Strongly Agree	11	21.6%
Agree	16	31.4%
Neutral	12	23.5%
Disagree	10	19.6%
Strongly Disagree	2	3.9%
No Opinion	0	0.0%
Total	51	100.0%



The online tool to edit ISP (<https://www4.kau.se/isp/>) is easy to use

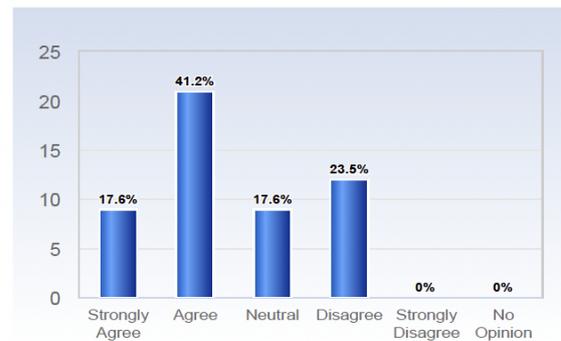
The online tool to edit ISP (https://www4.kau.se/isp/) is easy to use	Number of responses	Distribution (%)
Strongly Agree	3	5.9%
Agree	17	33.3%
Neutral	12	23.5%
Disagree	13	25.5%
Strongly Disagree	6	11.8%
No Opinion	0	0.0%
Total	51	100.0%



Over half of respondents think of the ISP as a bureaucratic chore, and 37.3% think that the online tool is not easy to use. 58.8% of the participants think that filling out the ISP is too time-consuming, while 35.3% think it is anxiety-inducing.

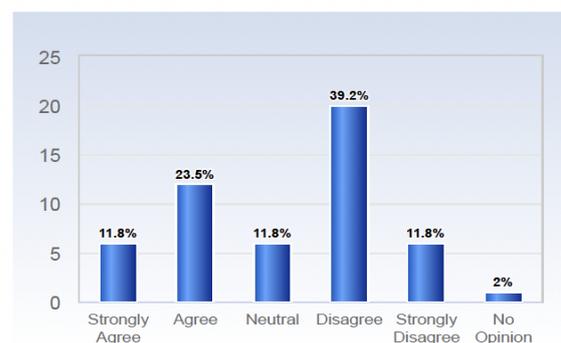
Filling in ISP is time-consuming

Filling in ISP is time-consuming	Number of responses	Distribution (%)
Strongly Agree	9	17.6%
Agree	21	41.2%
Neutral	9	17.6%
Disagree	12	23.5%
Strongly Disagree	0	0.0%
No Opinion	0	0.0%
Total	51	100.0%



Filling in ISP is anxiety-inducing

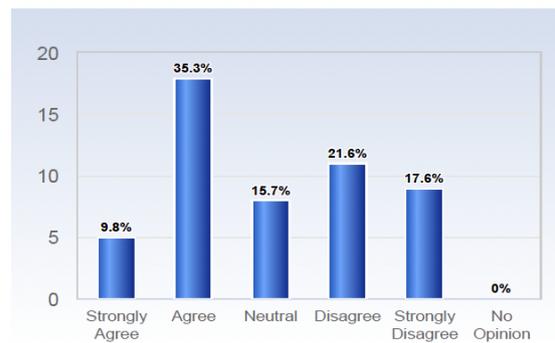
Filling in ISP is anxiety-inducing	Number of responses	Distribution (%)
Strongly Agree	6	11.8%
Agree	12	23.5%
Neutral	6	11.8%
Disagree	20	39.2%
Strongly Disagree	6	11.8%
No Opinion	1	2.0%
Total	51	100.0%



Less than half of the respondents say they update their ISP in a timely manner when changes occur in their PhD education.

I update my ISP in a timely manner whenever changes occur to my PhD education

I update my ISP in a timely manner whenever changes occur to my PhD education	Number of responses	Distribution (%)
Strongly Agree	5	9.8%
Agree	18	35.3%
Neutral	8	15.7%
Disagree	11	21.6%
Strongly Disagree	9	17.6%
No Opinion	0	0.0%
Total	51	100.0%



The participants were asked to expand on their answers, and the testimonies below highlight specific issues:

Do you have any additional comments or suggestions for ISPs, such as how ISPs (the design, the process, the administration, etc.) can be improved?

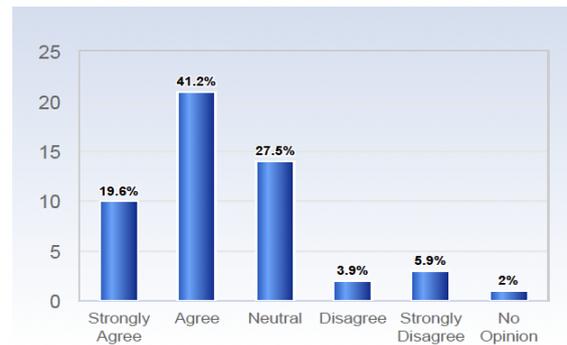
- Due to delayed turnover time, it is almost impossible to a) have the first ISP approved within six months. In reality, this ISP must be handed in no later than at the end of the first month of PhD-studies. This is overwhelming. Turnover time for revisions is often delayed meaning that whenever an ISP revision is approved, it is time to start sending in the next revision. This is not sustainable for mental health, time management and for the progress of the studies. The bureaucracy of ISP is at danger of becoming a work load larger than the actual project. I urge the FUU and FN of each faculty to discuss time frames, pathways for approval, revision strategies and other administrative structures to ease the PhD-students of a heavy work load. I would imagine that licentiate students may hit the wall when trying to keep up with the system. The ISP-system is very important which today unfortunately is working against the PhD student's best interest.
- Some kind of follow up that there is a current version of the ISP. Maybe at least yearly.
- I understand ISP could be important, but it's not obvious, especially when my supervisor doesn't care too much about it. I don't update it in a timely manner, but maybe I should. But the interface could definitely be improved.
- Sync the target matrix spreadsheet with the ISP, there is considerable double documentation.
- Perhaps the ISP could produce a timeline based on the activities entered by the PhD student as a extra feature.
- Make the process more transparent and make sure the output of the ISP system correlates to the input view of the ISP system.
- Filling it in is easy, filling it in in the right way is not. But it's nice that there's possibilities to get help/info about that!
- Most of the ISP is easy to manage but there are some strange things in it, like percentage (800%) and manually taking away things that are completed.
- I find it annoying that my supervisor has to grant me editing rights to it after every final submission. It works better for me to update the ISP immediately instead of all in one go
- The ISP should be replaced with ISP guidelines and each student makes their own which actually suits their planning approach.
- The % system is quite confusing. And the rules (of you get adm time or hours for UPE courses differ with makes it harder to fill in ISP correctly)
- Could activities and courses be sorted chronologically???
- The whole system could be updated a bit, as I got most comments for my ISP regarding the structure or some other weird things. Like the tab on courses where it says semester I initially said 1, 2, 3 etc. because it corresponds to my semesters but then I needed to re-do it a couple of times because I then write V2021, H2021 etc. This also doesn't work, because the system only allows very few characters so I had to re-do it again with V21 and H21. This is unnecessary and should be indicated clearly in the instructions or the information tab in the ISP system.
- better instructions/introduction or a tutorial for what the different parts of the ISP actually are ment to be about.
- NO
- The way the accumulated time is to be reported in ISP is very confusing.
- It would be valuable to see what one has done and what is ahead. The fact that one has to wait till the end of the term is anxiety-inducing because you can't adjust until it is too late. Specially, if you have teaching -hours are more than it was planned which is usually the case.
- Make it easier, especially when it comes to reporting activity. Make some sort of manual to follow.

4 | Research Environment

This section reflects the overall research environment at KAU. Firstly, questions regarding what is afforded greatest importance importance is placed in the research environment. It is clear that most participants agree that publishing in high ranked journals is important in their research environment (60.8%). Additionally, they feel supported in the environment (56.9%) and that there is a high standard in their environment in regard to academic integrity (54.9%).

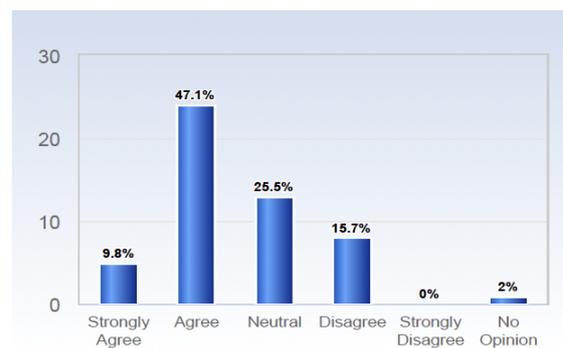
Publications in highly ranked national and international journals

Publications in highly ranked national and international journals	Number of responses	Distribution (%)
Strongly Agree	10	19.6%
Agree	21	41.2%
Neutral	14	27.5%
Disagree	2	3.9%
Strongly Disagree	3	5.9%
No Opinion	1	2.0%
Total	51	100.0%



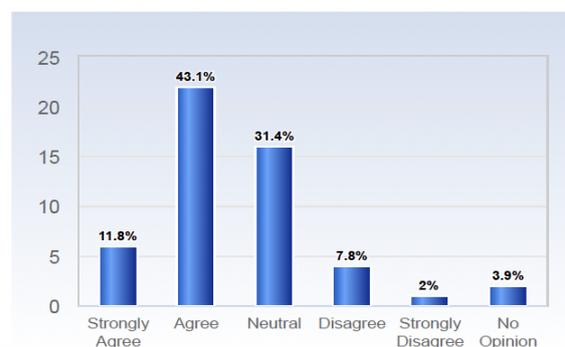
Providing support for junior researchers

Providing support for junior researchers	Number of responses	Distribution (%)
Strongly Agree	5	9.8%
Agree	24	47.1%
Neutral	13	25.5%
Disagree	8	15.7%
Strongly Disagree	0	0.0%
No Opinion	1	2.0%
Total	51	100.0%



Academic integrity

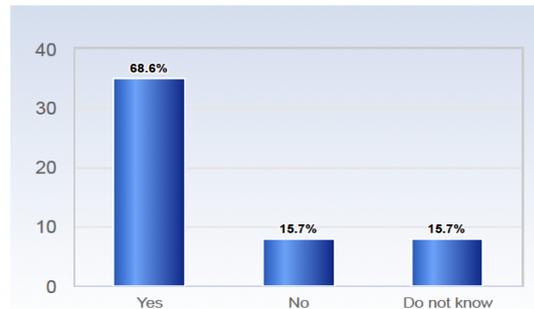
Academic integrity	Number of responses	Distribution (%)
Strongly Agree	6	11.8%
Agree	22	43.1%
Neutral	16	31.4%
Disagree	4	7.8%
Strongly Disagree	1	2.0%
No Opinion	2	3.9%
Total	51	100.0%



With regards to whether the participants would recommend other researchers to apply to their main research environment, 68.6% stated yes. This is also reflected by 80.5% who agree that it is possible to conduct good or very good research in their field.

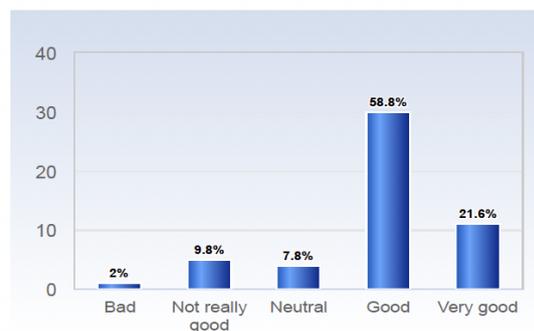
Would you recommend other researchers / (prospective) doctoral students to apply to your main research environment?

Would you recommend other researchers / (prospective) doctoral students to apply to your main research environment?	Number of responses	Distribution (%)
Yes	35	68.6%
No	8	15.7%
Do not know	8	15.7%
Total	51	100.0%



Overall, I think that my opportunity to conduct good research in my main research environment is:

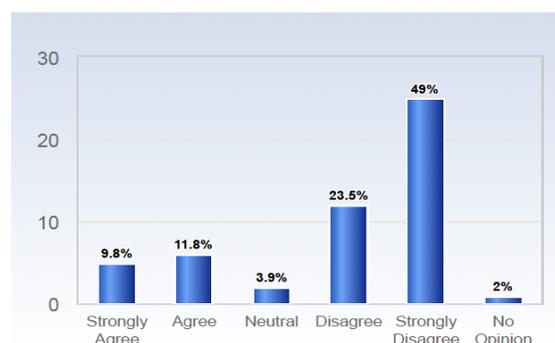
Overall, I think that my opportunity to conduct good research in my main research environment is:	Number of responses	Distribution (%)
Bad	1	2.0%
Not really good	5	9.8%
Neutral	4	7.8%
Good	30	58.8%
Very good	11	21.6%
Total	51	100.0%



72.5% of the participants answered that they would not consider/have changed their supervisor, still 21.6% either already changed their supervisor or are thinking about it.

I have changed / considered changing the principal supervisor

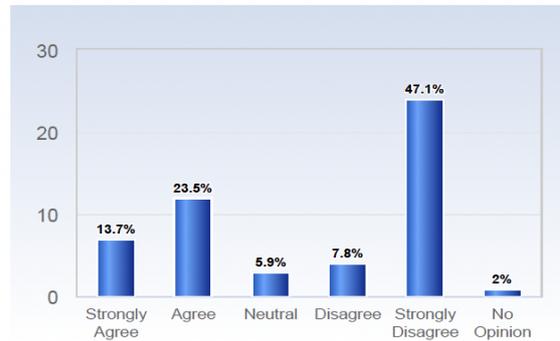
I have changed / considered changing the principal supervisor	Number of responses	Distribution (%)
Strongly Agree	5	9.8%
Agree	6	11.8%
Neutral	2	3.9%
Disagree	12	23.5%
Strongly Disagree	25	49.0%
No Opinion	1	2.0%
Total	51	100.0%



In terms of quitting the PhD education before taking the examination around 37.2% considered it.

I have considered quitting the PhD education before taking the examination

I have considered quitting the PhD education before taking the examination	Number of responses	Distribution (%)
Strongly Agree	7	13.7%
Agree	12	23.5%
Neutral	3	5.9%
Disagree	4	7.8%
Strongly Disagree	24	47.1%
No Opinion	1	2.0%
Total	51	100.0%



After receiving the PhD, around 72.5% aim towards a career at a university, while 23.5% consider a career in industry. The distribution of this question is over 100%, since multiple answers were allowed.

(Upon receiving my PhD,) I primarily aim at

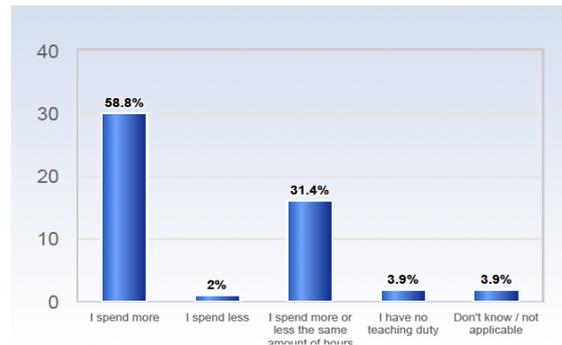
(Upon receiving my PhD,) I primarily aim at	Number of responses	Distribution (%)
An academic career at a university	37	72.5%
An academic career within a non-university organisation	13	25.5%
A career in the industry	12	23.5%
Working for non-profit	1	2.0%
Working in a governmental institution	12	23.5%
Having my own business	3	5.9%
Other	1	2.0%
Do not know	11	21.6%
Prefer not to answer	0	0.0%
Total	90	176.5%

5 | Teaching Duties

This section consists of the overall teaching duties which are conducted during the PhD education. Regarding the time spent, 58.8% stated that they spend more time on the preparation and conducting of the teaching than allocated. This is also visible if the participants have the feeling, that they not have been allocated an appropriate amount of time for the teaching duties, where only 37.2% agree to the statement.

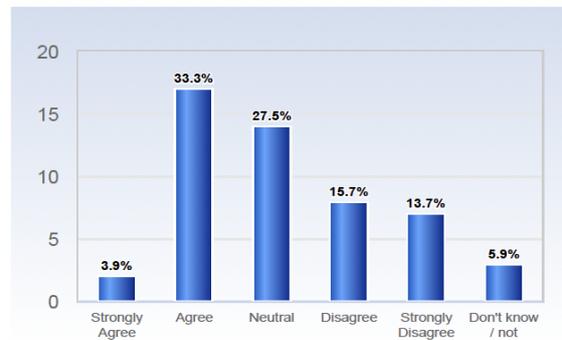
How much time do you spend on teaching (including preparation, time in class, supervision, grading, etc.) compared to the teaching time set out in your terms of employment (i.e. your agreed or contracted time set out in Retendo)?

How much time do you spend on teaching (including preparation, time in class, supervision, grading, etc.) compared to the teaching time set out in your terms of employment (i.e. your agreed or contracted time set out in Retendo)?	Number of responses	Distribution (%)
I spend more	30	58.8%
I spend less	1	2.0%
I spend more or less the same amount of hours given to me	16	31.4%
I have no teaching duty	2	3.9%
Don't know / not applicable	2	3.9%
Total	51	100.0%



I have been allocated an appropriate amount of time for teaching and teaching related activities

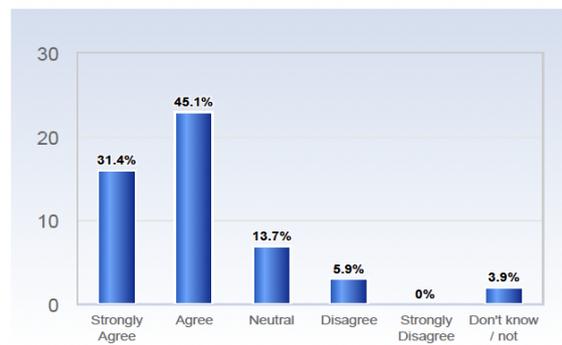
I have been allocated an appropriate amount of time for teaching and teaching related activities	Number of responses	Distribution (%)
Strongly Agree	2	3.9%
Agree	17	33.3%
Neutral	14	27.5%
Disagree	8	15.7%
Strongly Disagree	7	13.7%
Don't know / not applicable	3	5.9%
Total	51	100.0%



76.5% of the participants agree with the statement, that they feel competent enough to fulfil their teaching duties, but 55% wish to receive more pedagogical training from the university.

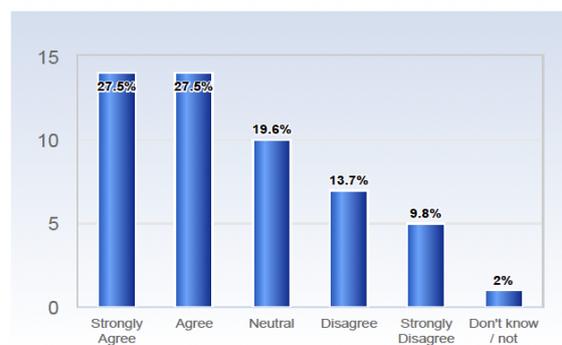
I have the competence to fulfil the teaching duties assigned to me

I have the competence to fulfil the teaching duties assigned to me	Number of responses	Distribution (%)
Strongly Agree	16	31.4%
Agree	23	45.1%
Neutral	7	13.7%
Disagree	3	5.9%
Strongly Disagree	0	0.0%
Don't know / not applicable	2	3.9%
Total	51	100.0%



I'd like to receive more pedagogical training

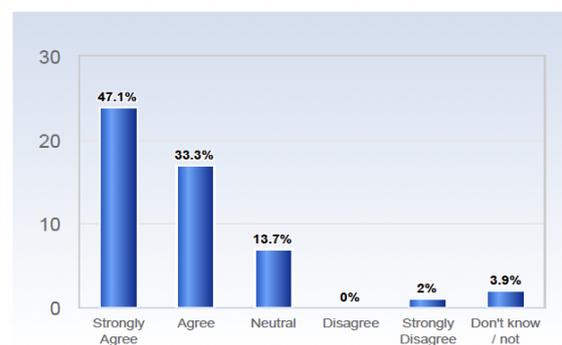
I'd like to receive more pedagogical training	Number of responses	Distribution (%)
Strongly Agree	14	27.5%
Agree	14	27.5%
Neutral	10	19.6%
Disagree	7	13.7%
Strongly Disagree	5	9.8%
Don't know / not applicable	1	2.0%
Total	51	100.0%



In terms of the participants enjoy the teaching in general, 80.4% of them agree with that statement.

I enjoy teaching

I enjoy teaching	Number of responses	Distribution (%)
Strongly Agree	24	47.1%
Agree	17	33.3%
Neutral	7	13.7%
Disagree	0	0.0%
Strongly Disagree	1	2.0%
Don't know / not applicable	2	3.9%
Total	51	100.0%



The participants were asked to expand on their answers, and the testimonies below highlight specific issues:

Do you have any other comments in relation to teaching duties?

Do you have any other comments in relation to teaching duties?

I am a teacher which do research within the employment. Thereby, the job description requires teaching at a high percentage.

I would have loved to take some UPE courses, or do a teaching workshop before I started teaching. That way, the students aren't subjects to my incompetence and novelty in teaching.

There needs to be a cultural shift in academia in general to place more important for teaching and pedagogical training. It's important work that I feel like not being recognised enough.

Regarding workload, the teaching schedule and PhD schedule is not synced leading to a volatile workload in-balance. I do not know who is responsible for my overall workload but no one in my department has asked how the sum of all activities that I conduct under one semester actually affect my work life balance. In my opinion this is an important question to assess among PhD students as this potentially could lead to all sorts of negative consequences such as, reduce capacity to conduct PhD studies, dropout, stress and burnout.

Teaching often takes more hours than the allotted and this leads to additional workload. Sometimes there is competence development workshops conducted for teachers in relation to particular courses we are teaching in. I am always eager to attend these workshops as they are a quick way to update self in teaching in the particular course. But due to lack of hours allocated to self-development like universitetsadjunkts have I find it difficult to attend these workshops.

UPE seems great but I don't get any hours to attend their activities

NO

It is problematic that previous experiences (e.g., in upper secondary school) is not valued, at least not economically.

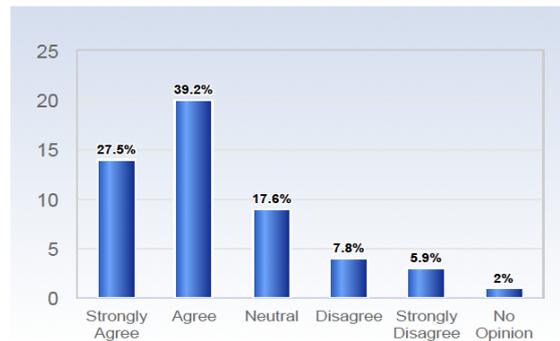
6 | Working Environment at Your Department

6.1 | General

This section contains information about the overall working environment at the specific department of the participant. In general, it is visible, that 66.7% agree, that colleagues share their information and experience, even between various research groups (52.9%).

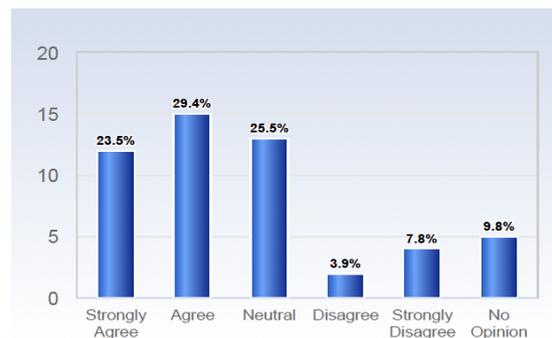
Colleagues share information and experience

Colleagues share information and experience	Number of responses	Distribution (%)
Strongly Agree	14	27.5%
Agree	20	39.2%
Neutral	9	17.6%
Disagree	4	7.8%
Strongly Disagree	3	5.9%
No Opinion	1	2.0%
Total	51	100.0%



Interaction is encouraged between the various researchers and groups (e.g. shared equipment, joint ventures and applications)

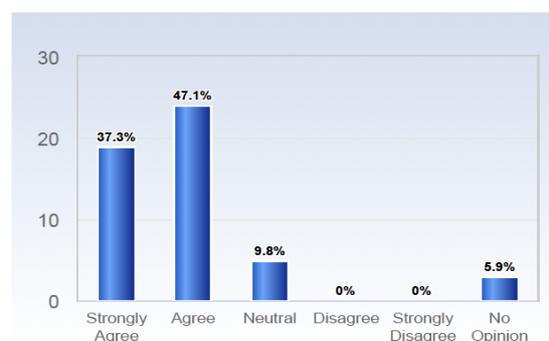
Interaction is encouraged between the various researchers and groups (e.g. shared equipment, joint ventures and applications)	Number of responses	Distribution (%)
Strongly Agree	12	23.5%
Agree	15	29.4%
Neutral	13	25.5%
Disagree	2	3.9%
Strongly Disagree	4	7.8%
No Opinion	5	9.8%
Total	51	100.0%



Over 80% of the participants state, that they are satisfied with the given equipment at the department.

I am satisfied with the equipment I am working with

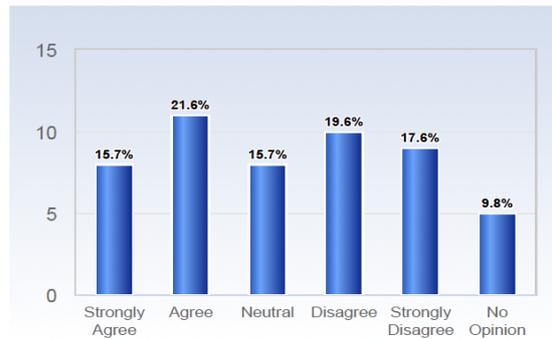
I am satisfied with the equipment I am working with	Number of responses	Distribution (%)
Strongly Agree	19	37.3%
Agree	24	47.1%
Neutral	5	9.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
No Opinion	3	5.9%
Total	51	100.0%



In terms of the overall balance in the gender distribution, 37.3% state that they think it is balanced, while 37.2% think it is not balanced. But the majority of 80.4% thinks that everyone’s voice can be heard during meetings. A similar distribution is visible in the confidence in the management and leadership of the organization (80.4%) and that everyone is treated with respect (88.3%).

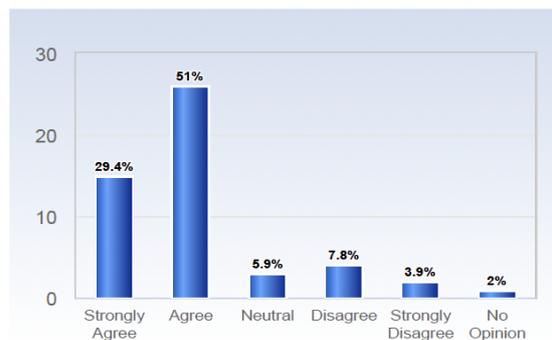
There is a satisfactory balance in the gender distribution

There is a satisfactory balance in the gender distribution	Number of responses	Distribution (%)
Strongly Agree	8	15.7%
Agree	11	21.6%
Neutral	8	15.7%
Disagree	10	19.6%
Strongly Disagree	9	17.6%
No Opinion	5	9.8%
Total	51	100.0%



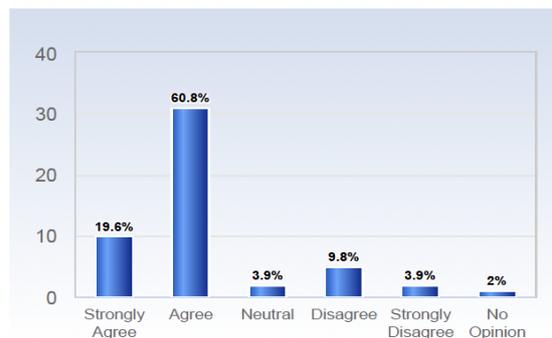
Everyone can make their voice heard at formal meetings

Everyone can make their voice heard at formal meetings	Number of responses	Distribution (%)
Strongly Agree	15	29.4%
Agree	26	51.0%
Neutral	3	5.9%
Disagree	4	7.8%
Strongly Disagree	2	3.9%
No Opinion	1	2.0%
Total	51	100.0%



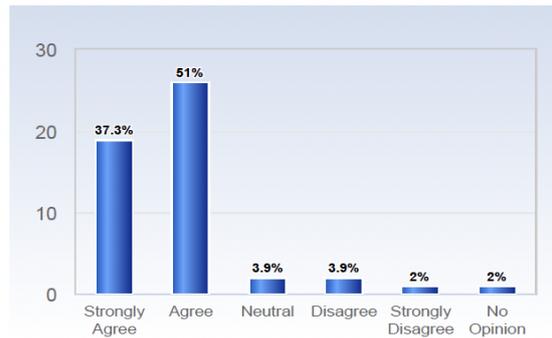
I have confidence in the management and leadership of the organization

I have confidence in the management and leadership of the organization	Number of responses	Distribution (%)
Strongly Agree	10	19.6%
Agree	31	60.8%
Neutral	2	3.9%
Disagree	5	9.8%
Strongly Disagree	2	3.9%
No Opinion	1	2.0%
Total	51	100.0%



Colleagues treat each other with respect

Colleagues treat each other with respect	Number of responses	Distribution (%)
Strongly Agree	19	37.3%
Agree	26	51.0%
Neutral	2	3.9%
Disagree	2	3.9%
Strongly Disagree	1	2.0%
No Opinion	1	2.0%
Total	51	100.0%

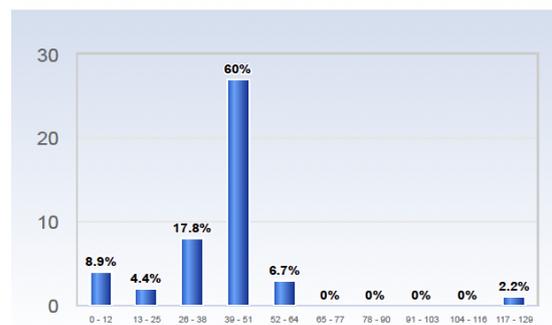


6.2 | Workload, Compensation and Benefits

Regarding the overall academic work, 60% of the participants state that they work between 39 and 51 hours per week, followed by 17.8%, which stated between 26 and 38 hours.

On average, how many hours do you typically spend on academic work?

On average, how many hours do you typically spend on academic work?	Number of responses	Distribution (%)
0 - 12	4	8.9%
13 - 25	2	4.4%
26 - 38	8	17.8%
39 - 51	27	60.0%
52 - 64	3	6.7%
65 - 77	0	0.0%
78 - 90	0	0.0%
91 - 103	0	0.0%
104 - 116	0	0.0%
117 - 129	1	2.2%
Total	45	100.0%



The contractually agreed percentage of the working time for research work amounts to 77-87% for 76.5% of the participants, while the actual percentage ranges mainly between 60-87%.

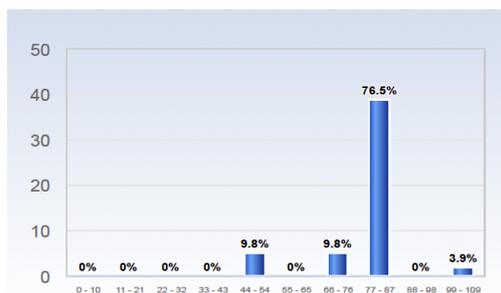


Figure 6.1: Contractually agreed research work time (left) and actual research work time (right) in percentage

The contractually agreed percentage of the teaching time amounts to 11-21% for 78.4% of the participants, while the actual percentage ranges mainly between 11-30%.

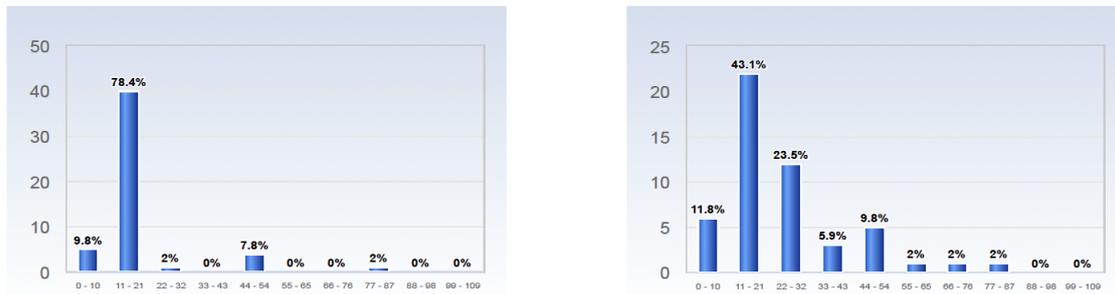


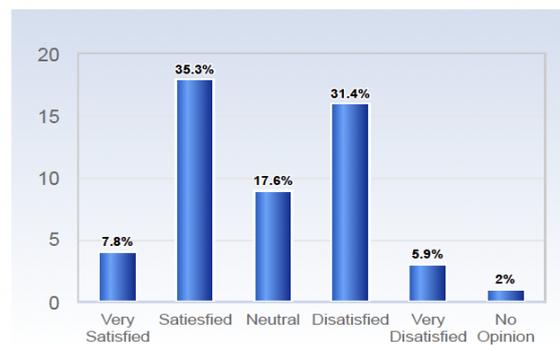
Figure 6.2: Contractually agreed teaching work time (left) and actual teaching work time (right) in percentage

In regards to whether the participants are satisfied with the current salary, 43.1% stated that they are either very satisfied or satisfied, while almost the same amount (37.3%) are dissatisfied.

To what extend are you satisfied with:

Your current salary

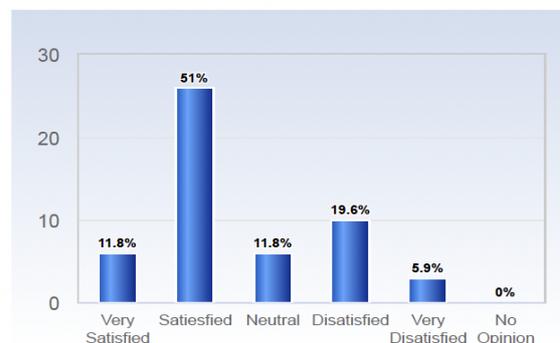
Your current salary	Number of responses	Distribution (%)
Very Satisfied	4	7.8%
Satisfied	18	35.3%
Neutral	9	17.6%
Dissatisfied	16	31.4%
Very Dissatisfied	3	5.9%
No Opinion	1	2.0%
Total	51	100.0%



The amount of time for the research is satisfying for 62.8% of the participants. While 25.5% of the participants think there is not enough time.

Amount of time for research

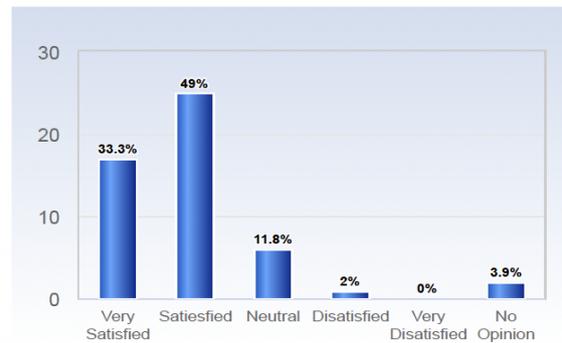
Amount of time for research	Number of responses	Distribution (%)
Very Satisfied	6	11.8%
Satisfied	26	51.0%
Neutral	6	11.8%
Dissatisfied	10	19.6%
Very Dissatisfied	3	5.9%
No Opinion	0	0.0%
Total	51	100.0%



For most of the participants (82.3%) the amount of holidays is satisfying. These positive results can also be seen in the compatibility of the job with personal/family life (74.6%).

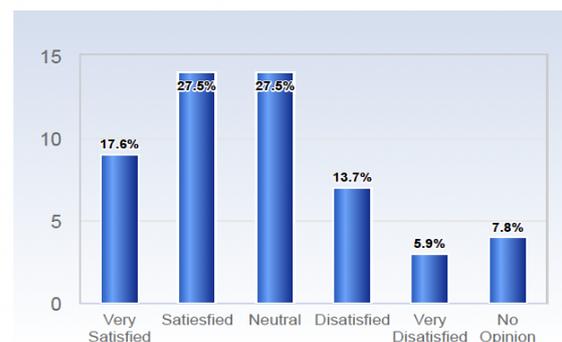
Number of holidays

Number of holidays	Number of responses	Distribution (%)
Very Satisfied	17	33.3%
Satisfied	25	49.0%
Neutral	6	11.8%
Disatisfied	1	2.0%
Very Disatisfied	0	0.0%
No Opinion	2	3.9%
Total	51	100.0%



Compatibility of job with personal/family life

Compatibility of job with personal/family life	Number of responses	Distribution (%)
Very Satisfied	9	17.6%
Satisfied	14	27.5%
Neutral	14	27.5%
Disatisfied	7	13.7%
Very Disatisfied	3	5.9%
No Opinion	4	7.8%
Total	51	100.0%



The participants were asked to expand on their answers, and the testimonies below highlight specific issues:

Do you have any additional comments in relation to your working environment, workload, salary/compensation, or management and leadership of your department?

Do you have any additional comments in relation to your working environment, workload, salary/compensation, or management and leadership of your department?

A PhD salary should be age adjusted. The current model is not applicable in my subject where most PhD students must have both academic merits as well as clinical relevant experience...

At the moment I am not teaching so right now I'm satisfied with the division etc, but I find it difficult to keep to the contracted time for teaching otherwise. I often spend more time preparing for lectures etc than I actually have

I find it hard to define how much time I spend researching. You are not always productive while working, and constantly thinking about research and having anxiety about it is hard to measure as work

I wish we hade adm hours, I know other Phd students do.

I applied twice, but i could get a place in it.

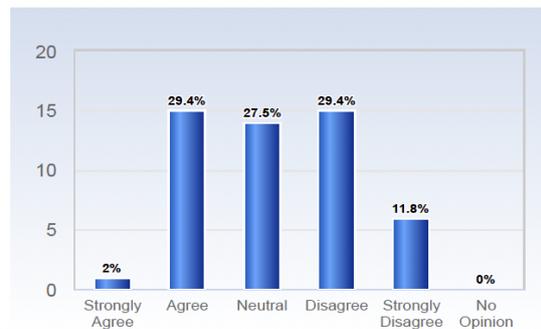
NO

7 | Mental and Emotional Well-being

This section goes into detail about the mental and emotional well-being of the participants in the PhD education. In terms of whether too much is expected of the students, it is visible that it is almost evenly distributed with 29.4% either agreeing or disagreeing with that statement while 27.5% answered in a neutral way. This is additionally visible in the question if the participants have to do more than they want to in their work environment. 27.5% state that they have to work more, while 29.4% disagree with this statement.

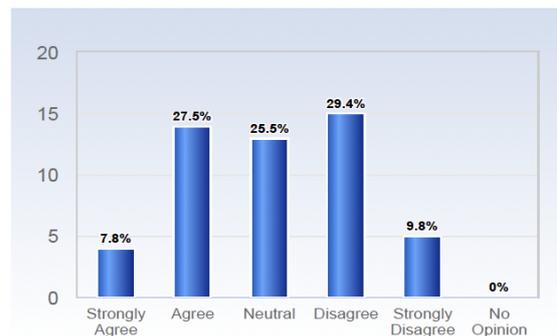
Too much is expected of me

Too much is expected of me	Number of responses	Distribution (%)
Strongly Agree	1	2.0%
Agree	15	29.4%
Neutral	14	27.5%
Disagree	15	29.4%
Strongly Disagree	6	11.8%
No Opinion	0	0.0%
Total	51	100.0%



I have to do more than I want to do

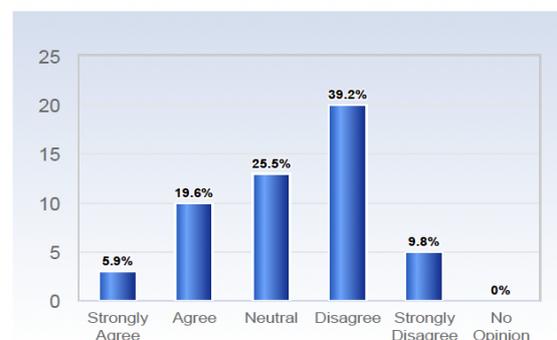
I have to do more than I want to do	Number of responses	Distribution (%)
Strongly Agree	4	7.8%
Agree	14	27.5%
Neutral	13	25.5%
Disagree	15	29.4%
Strongly Disagree	5	9.8%
No Opinion	0	0.0%
Total	51	100.0%



39.2% of the participants stated that they have enough time for themselves, while 19.6% answered that they never have time for themselves.

I never have time for myself

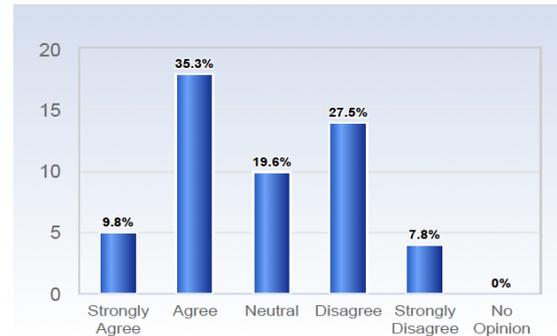
I never have time for myself	Number of responses	Distribution (%)
Strongly Agree	3	5.9%
Agree	10	19.6%
Neutral	13	25.5%
Disagree	20	39.2%
Strongly Disagree	5	9.8%
No Opinion	0	0.0%
Total	51	100.0%



45.1% answered, that they are satisfied with their work-life balance while 35.3% are dissatisfied. A total of 62.8% of the participants stated, that they have the feeling, that they are achieving less than they should while only 27.4% think they do.

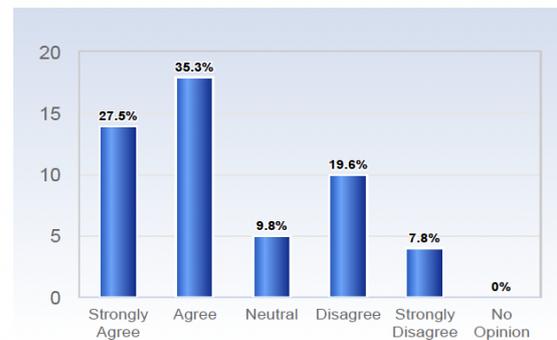
I am satisfied with my work-life balance

I am satisfied with my work-life balance	Number of responses	Distribution (%)
Strongly Agree	5	9.8%
Agree	18	35.3%
Neutral	10	19.6%
Disagree	14	27.5%
Strongly Disagree	4	7.8%
No Opinion	0	0.0%
Total	51	100.0%



I feel that I am achieving less than I should

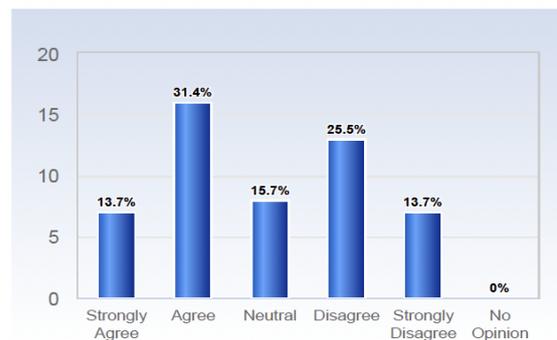
I feel that I am achieving less than I should	Number of responses	Distribution (%)
Strongly Agree	14	27.5%
Agree	18	35.3%
Neutral	5	9.8%
Disagree	10	19.6%
Strongly Disagree	4	7.8%
No Opinion	0	0.0%
Total	51	100.0%



45.1% of the students have negative thoughts about their work while 39.2% disagree with this statement. 15.7% strongly agree with the statement, that they have more work to do than they can handle with 41.2% agreeing to it with only 23.5% disagreeing with that statement.

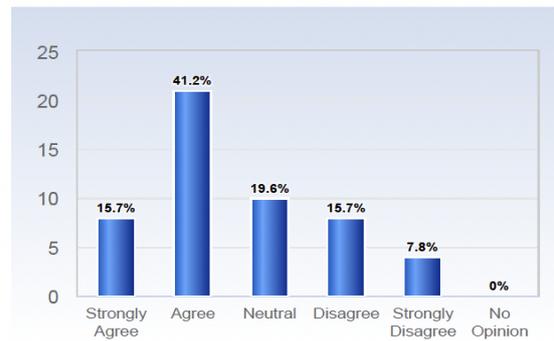
I have negative thoughts about my work

I have negative thoughts about my work	Number of responses	Distribution (%)
Strongly Agree	7	13.7%
Agree	16	31.4%
Neutral	8	15.7%
Disagree	13	25.5%
Strongly Disagree	7	13.7%
No Opinion	0	0.0%
Total	51	100.0%



I feel that there is more work to do than I practically have the ability to do

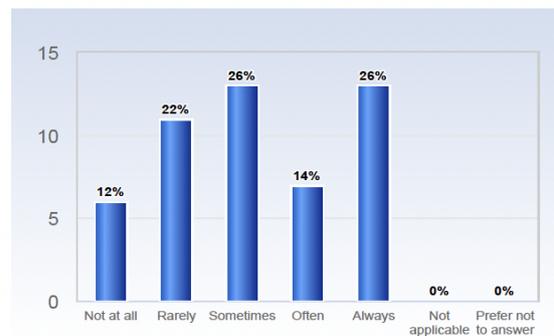
I feel that there is more work to do than I practically have the ability to do	Number of responses	Distribution (%)
Strongly Agree	8	15.7%
Agree	21	41.2%
Neutral	10	19.6%
Disagree	8	15.7%
Strongly Disagree	4	7.8%
No Opinion	0	0.0%
Total	51	100.0%



Regarding the question if the participants feel public pressure on them, 34% stated, that they either do not have it at all or rarely. 26% always have the feeling of public pressure. A total amount of 18% answered, that they have poor mental health with 28% thinking it is fair enough. Only 54% stated, that they have good up to excellent mental health.

Publication pressure

Publication pressure	Number of responses	Distribution (%)
Not at all	6	12.0%
Rarely	11	22.0%
Sometimes	13	26.0%
Often	7	14.0%
Always	13	26.0%
Not applicable	0	0.0%
Prefer not to answer	0	0.0%
Total	50	100.0%



In general, how is your mental health?

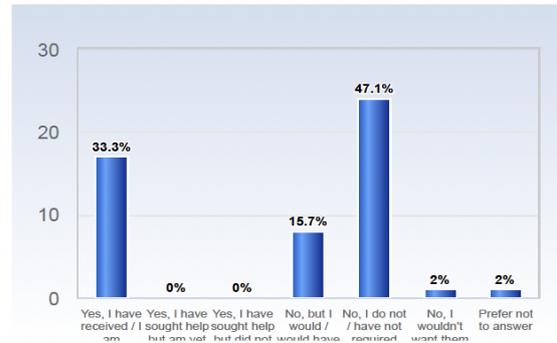
In general, how is your mental health?	Number of responses	Distribution (%)
Poor	9	18.0%
Fair	14	28.0%
Good	11	22.0%
Very good	12	24.0%
Excellent	4	8.0%
Prefer not to answer	0	0.0%
Total	50	100.0%



To the question of whether the participants ever sought or received help for mental health issues through your department or KAU, 33.3% answered that they have received/currently receiving help and 15.7% would like to receive help. 47.1% do not require help for mental health issues.

Have you sought or received help for mental health issues through your department or KAU?

Have you sought or received help for mental health issues through your department or KAU?	Number of responses	Distribution (%)
Yes, I have received / I am receiving help	17	33.3%
Yes, I have sought help but am yet to receive it	0	0.0%
Yes, I have sought help but did not receive it	0	0.0%
No, but I would / would have liked to receive help	8	15.7%
No, I do not / have not required help	24	47.1%
No, I wouldn't want them to know about my problems	1	2.0%
Prefer not to answer	1	2.0%
Total	51	100.0%

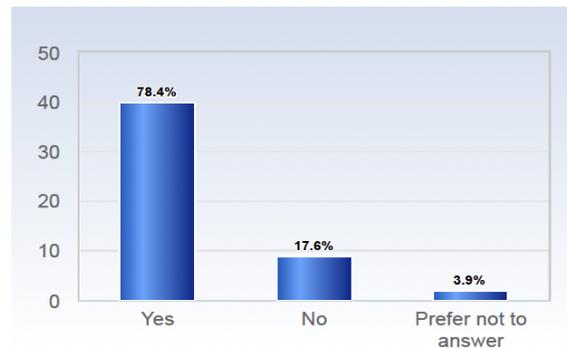


8 | Social Environment

This section deals with the social environment of the students. To the question, if they have an activity they participate in outside of work 78.4% stated yes, while 17.6% answered with no. These results are also visible in the question if the participants think, that they have enough social activities with 68.6% answered yes and 27.5% no.

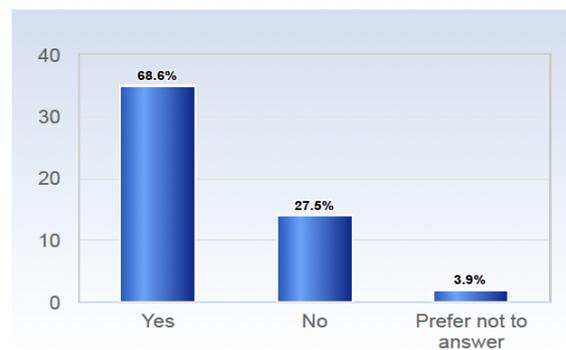
Outside of your work, do you have activities (e.g. sport, film, etc.) every week?

Outside of your work, do you have activities (e.g. sport, film, etc.) every week?	Number of responses	Distribution (%)
Yes	40	78.4%
No	9	17.6%
Prefer not to answer	2	3.9%
Total	51	100.0%



Overall, do you feel you have enough social activities?

Overall, do you feel you have enough social activities?	Number of responses	Distribution (%)
Yes	35	68.6%
No	14	27.5%
Prefer not to answer	2	3.9%
Total	51	100.0%



The participants were asked to expand on their answers, and the testimonies below highlight specific issues:

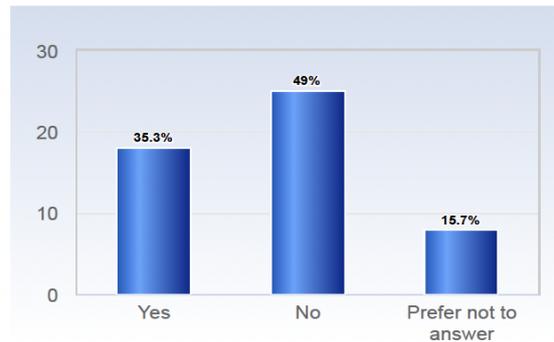
If no, why?

- Small city
- I don't have enough time or energy to do more.
- Difficulty making and maintaining friendships due to work
- I don't know that many people, and I don't feel that I am always included
- Lack of friends
- Because of work pressure.
- It is hard to make friends in Sweden and at KAU
- not too much to do, not much time recently
- Because I'm not very social and tend to shy away from social activities

In regards to the social activities organised by the GSA 49% stated, that they do not need more activities and they are happy with the current amount. 35.3% think that the GSA should organise more activities.

Do you think the GSA should organise more activities for PhD students?

Do you think the GSA should organise more activities for PhD students?	Number of responses	Distribution (%)
Yes	18	35.3%
No	25	49.0%
Prefer not to answer	8	15.7%
Total	51	100.0%



The participants were asked to expand on their answers, and the testimonies below highlight specific issues:

If yes, what activities would you like to do with other PhD students?

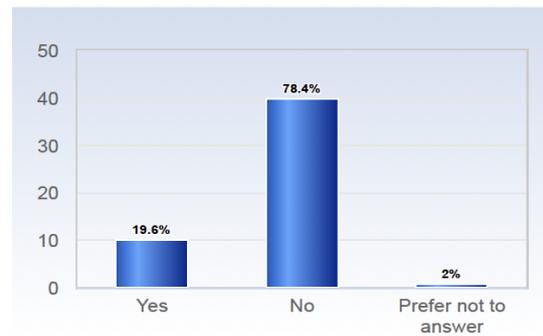
Phd pubs.
I think it would be good if the GSA would do some more activities related to research and academic discussions. At the moment it feels like GSA mostly focus on administrative or practical things related to doctoral studies.
The current level is good
LAN party woووو
I would only attend if I could bring my spouse and they could meet other spouses
outdoor activities, travelling trips, etc.
Board games
Activities for students come and talk but I know not many people join because they are again too busy in the PhD life. So need to find an interesting way to attract them to participate in those activities.
Yes, but I think you are already doing super good
social events, every kind, dinners,
I am not taking part in the activities, but from all the mails I have received about various social activities that you organize you seem to do a great job!
More sports, hiking etc

9 | The Alien Act

This section deals with the Alien Act. In July 2021, the Swedish parliament passed a new piece of migration legislation. The new Aliens Act contains a maintenance requirement for those who wish to obtain permanent residency, which may impact researchers and doctoral students. To the question if the student is personally influenced by this new aliens act 78.4% stated no and 19.6% stated yes. This corresponds to the amount of Swedish participants in this survey. But still 49% think that the university did not give enough information about this act.

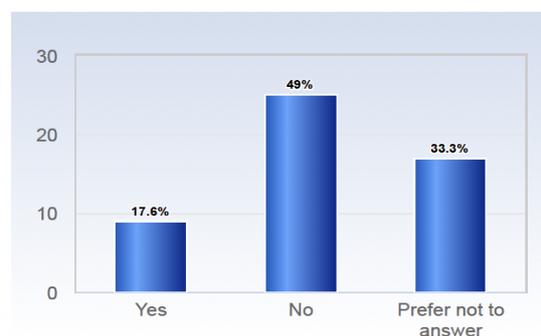
Are you personally influenced by the new Aliens Act, in terms of (future) residency statuses?

Are you personally influenced by the new Aliens Act, in terms of (future) residency statuses?	Number of responses	Distribution (%)
Yes	10	19.6%
No	40	78.4%
Prefer not to answer	1	2.0%
Total	51	100.0%



Do you think that the university have given enough information about the Aliens Act?

Do you think that the university have given enough information about the Aliens Act?	Number of responses	Distribution (%)
Yes	9	17.6%
No	25	49.0%
Prefer not to answer	17	33.3%
Total	51	100.0%



The participants were asked to expand on their answers, and the testimonies below highlight specific issues:

Do you have any other questions or comments in regards the new Aliens Act?

Do you have any other questions or comments in regards the new Aliens Act?

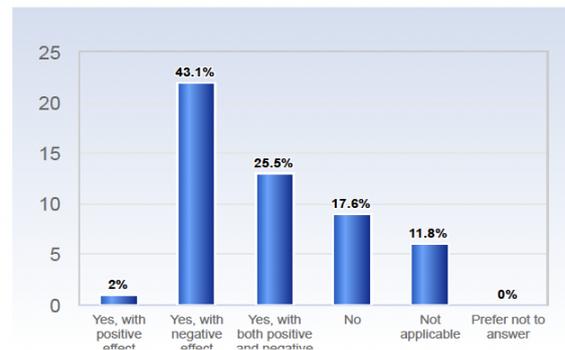
- Not enough support has been given to those who are personally impacted. We're in a limbo and it's anxiety-inducing and super depressing.
- This is the most stressful part of my job. My spouse and I fear we will be deported when I graduate.
- There were a lot of engagement and info a year ago but it turned quite.
- if was supposed to be implemented on researchers who came to Sweden after the legislation, not on those who came before this legislation
- Not really.
- I answered all no because I am not aware about the Aliens Act

10 | Covid-19 Pandemic

This section of the report deals with the Covid-19 pandemic and its influence on the PhD education. 43.1% of the participants answered, that the pandemic has a negative effect on their research progress. This correlates with the former statement, that most of the participants are in their third year of the studies, where Covid-19 mostly influenced their lives. 17.6% stated, that it did not have any effect and 11.8% thought that it was not applicable. Only 11.8% applied for a PhD prolongation due to the pandemic and 29.4% did not apply but considered it.

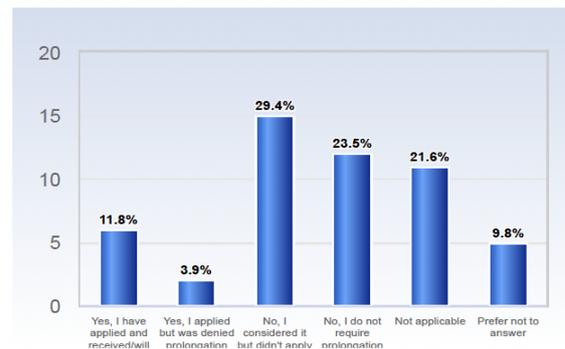
Has your PhD research progress been influenced by the pandemic?

Has your PhD research progress been influenced by the pandemic?	Number of responses	Distribution (%)
Yes, with positive effect	1	2.0%
Yes, with negative effect	22	43.1%
Yes, with both positive and negative effect	13	25.5%
No	9	17.6%
Not applicable	6	11.8%
Prefer not to answer	0	0.0%
Total	51	100.0%



Have you applied for PhD prolongation due to the pandemic?

Have you applied for PhD prolongation due to the pandemic?	Number of responses	Distribution (%)
Yes, I have applied and received/will receive prolongation	6	11.8%
Yes, I applied but was denied prolongation	2	3.9%
No, I considered it but didn't apply	15	29.4%
No, I do not require prolongation	12	23.5%
Not applicable	11	21.6%
Prefer not to answer	5	9.8%
Total	51	100.0%



The participants were asked to expand on their answers, and the testimonies below highlight specific issues:

Do you have any other questions or comments in regard to the Covid-19 pandemic?

Do you have any other questions or comments in regard to the Covid-19 pandemic?

There is very different outcomes and procedures to file for a covid-19 prolongation. Both between the faculties but also inside one faculty. Different prefekts handles the issue very differently. The effect is a very uncertain time planning.

I'd like to have prolongation but don't know how to get it.

Question 46 - Haven't decided yet if I should apply or not.

Question 46 - I answered that I prefer not to answer, but the answer is "no; I haven't applied yet but will the coming month"

I will apply but has heard that I cannot do that until the very end which is very frustrating cause then I do not know how much time I have left

How do we apply for prolongation?

NO

I wrote about experiences about implications of isolation due to covid-19 in an ISP-attachment with my supervisor, mental health, motivational and networking issues. I recieved no comment or response from anyone 'in charge'

11 | Shadow PhDs

This section deals with the topic of a shadow PhDs and if they know any colleagues at KAU who are in this position. 90.2% of the participants do not know anybody who is a shadow PhD student and 7.8% know somebody.

Do you know any colleagues at KAU who are in the position of a "shadow PhD"?

Do you know any colleagues at KAU who are in the position of a "shadow PhD"?	Number of responses	Distribution (%)
Yes	4	7.8%
No	46	90.2%
Prefer not to answer	1	2.0%
Total	51	100.0%



Do you have any other questions or comments in regard to "shadow PhDs"?

Do you have any other questions or comments in regard to "shadow PhDs"?

I was a shadow PhD before I got my current position.

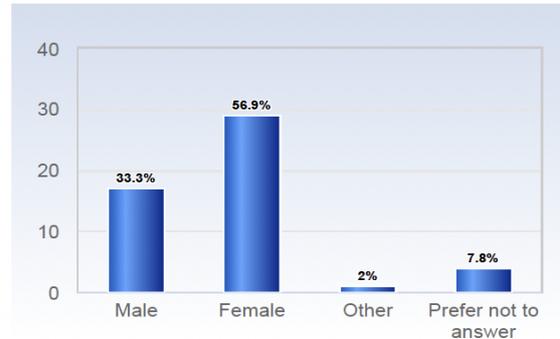
NO

12 | General Information about the Participants

This section gives general information about the participants of the GSA Annual Survey 2023. 51 students have answered the survey. In total 56.9% were female, while 33.3% male.

Gender

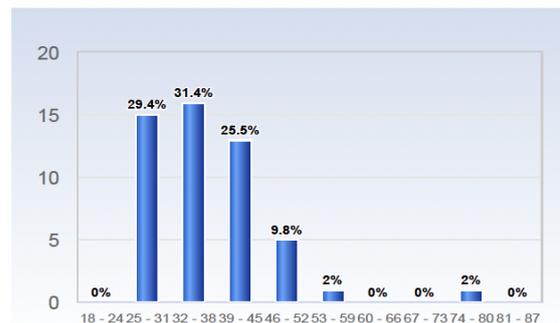
Gender	Number of responses	Distribution (%)
Male	17	33.3%
Female	29	56.9%
Other	1	2.0%
Prefer not to answer	4	7.8%
Total	51	100.0%



An almost equal amount of participants are in the age category between 25-31 (29.4%) and 32-38 (31.4%), followed by the 39-45 age category (25.5%), the 46-52 age category, and lastly the 74-80 age category (2%).

Age

Age	Number of responses	Distribution (%)
18 - 24	0	0.0%
25 - 31	15	29.4%
32 - 38	16	31.4%
39 - 45	13	25.5%
46 - 52	5	9.8%
53 - 59	1	2.0%
60 - 66	0	0.0%
67 - 73	0	0.0%
74 - 80	1	2.0%
81 - 87	0	0.0%
Total	51	100.0%



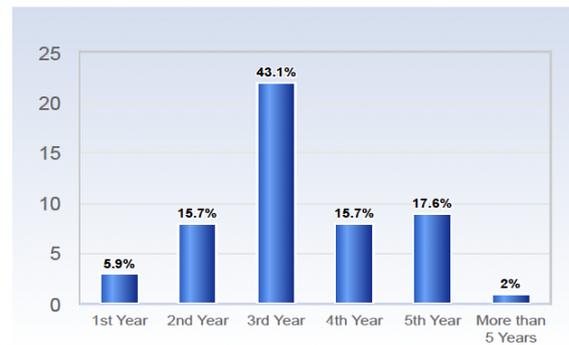
As visible in the figure below, we have participants from all available departments at KAU. The Department of Social and Psychological Studies is most represented (11.8%). The other departments are almost equally distributed between 3 and 5 participants. In terms of the length of the active study time in their PhD education, most participants are in their third year (43.1%). With the exception of the first-year students (5.9%), the other years are represented by an almost equal amount of between 15.7% and 17.6%.

Which department are you affiliated with?

Which department are you affiliated with?	Number of responses	Distribution (%)
Department of Health Science	5	9.8%
Department of Engineering and Chemical Sciences	3	5.9%
Department of Engineering and Physics	5	9.8%
Department of Environmental and Life Sciences	4	7.8%
Department of Mathematics and Computer Science	4	7.8%
Karlstad Business School	3	5.9%
Department of Political, Historical, Religious and Cultural Studies	5	9.8%
Department of Social and Psychological Studies	6	11.8%
Department of Language, Literature and Intercultural Studies	3	5.9%
Department of Geography, Media and Communication	5	9.8%
Department of Educational Studies	5	9.8%
Don't know	3	5.9%
Total	51	100.0%

Which year are you in (active study time) in your PhD education?

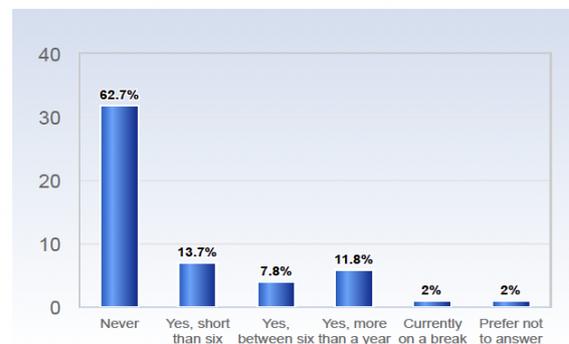
Which year are you in (active study time) in your PhD education?	Number of responses	Distribution (%)
1st Year	3	5.9%
2nd Year	8	15.7%
3rd Year	22	43.1%
4th Year	8	15.7%
5th Year	9	17.6%
More than 5 Years	1	2.0%
Total	51	100.0%



The majority of the participants never had a break from their study (62.7%), while 13.7% stated, that they took a break shorter than six months, and 19.6% stated, that they had a break longer than six months.

Have you had a break from your study? (e.g. parental leave / sick leave)

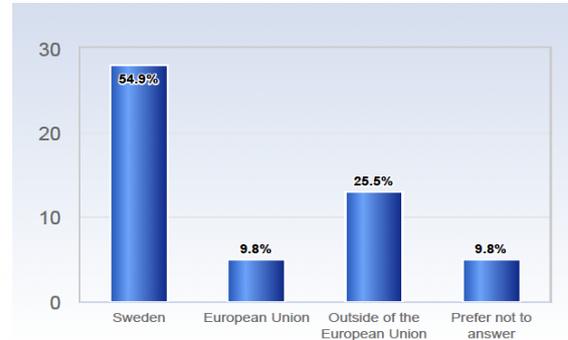
Have you had a break from your study? (e.g. parental leave / sick leave)	Number of responses	Distribution (%)
Never	32	62.7%
Yes, short than six months	7	13.7%
Yes, between six months to a year	4	7.8%
Yes, more than a year	6	11.8%
Currently on a break	1	2.0%
Prefer not to answer	1	2.0%
Total	51	100.0%



54.9% of the participants are from Sweden, followed by 25.5% whose nationality comes from outside of the European Union and 9.8% from within. These results also reflect the proficiency of the Swedish language level and how long they have been living in Sweden, where 56.9% are either fluent or Swedish is their native language, and 58.8% have lived in Sweden for more than 10 years.

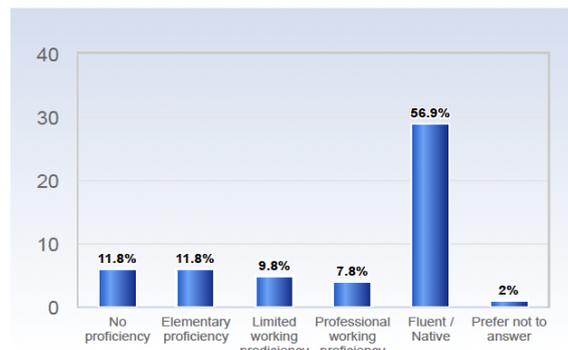
Nationality

Nationality	Number of responses	Distribution (%)
Sweden	28	54.9%
European Union	5	9.8%
Outside of the European Union	13	25.5%
Prefer not to answer	5	9.8%
Total	51	100.0%



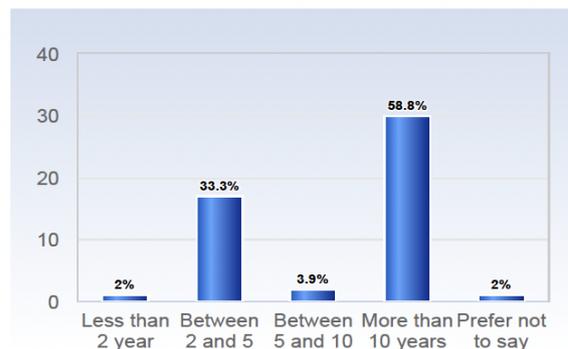
What is your level of the Swedish language?

What is your level of the Swedish language?	Number of responses	Distribution (%)
No proficiency	6	11.8%
Elementary proficiency	6	11.8%
Limited working proficiency	5	9.8%
Professional working proficiency	4	7.8%
Fluent / Native	29	56.9%
Prefer not to answer	1	2.0%
Total	51	100.0%



For how long have you been living in Sweden?

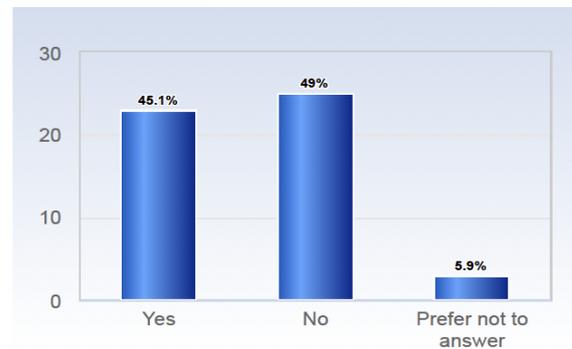
For how long have you been living in Sweden?	Number of responses	Distribution (%)
Less than 2 year	1	2.0%
Between 2 and 5 years	17	33.3%
Between 5 and 10 years	2	3.9%
More than 10 years	30	58.8%
Prefer not to say	1	2.0%
Total	51	100.0%



In terms of having children, a small majority (49%) stated that they do not have children, followed by 45.1% who have children.

Do you have children?

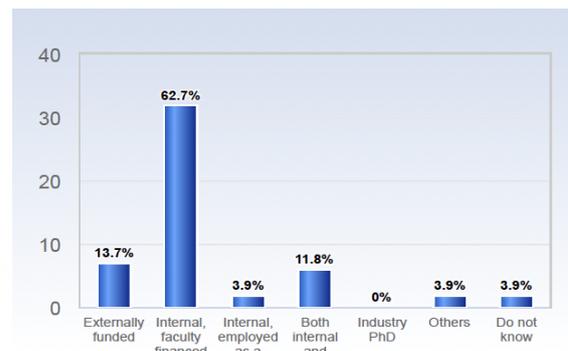
Do you have children?	Number of responses	Distribution (%)
Yes	23	45.1%
No	25	49.0%
Prefer not to answer	3	5.9%
Total	51	100.0%



62.7% of the participants are internally, faculty financed, while only 13.7% are funded externally. 11.8% are funded by a mix of both external and internal funding.

Financing sources

Financing sources	Number of responses	Distribution (%)
Externally funded	7	13.7%
Internal, faculty financed	32	62.7%
Internal, employed as a teaching or administrative staff	2	3.9%
Both internal and external funding	6	11.8%
Industry PhD	0	0.0%
Others	2	3.9%
Do not know	2	3.9%
Total	51	100.0%





Research and Education

Supervision



To which extent do you agree with the following statement in regard to supervision/supervisors (answer in regard to your main supervisor if you have conflicting opinions about the supervising team):

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
My supervisor(s) is/are interested in how my research proceeds	<input type="checkbox"/>					
My supervisor(s) is/are available when I need to contact them	<input type="checkbox"/>					
My supervisor(s) gives/give positive feedback on good performances	<input type="checkbox"/>					
My supervisor(s) is/are interested in the courses I should take or take	<input type="checkbox"/>					
My supervisor(s) has/have confidence in me as an employee	<input type="checkbox"/>					
My supervisor(s) treats/treat me with respect	<input type="checkbox"/>					
My supervisor(s) takes/take an active role in the shaping of my individual study plan (ISP)	<input type="checkbox"/>					
My supervisor(s) adapts/adapt supervision according to my needs	<input type="checkbox"/>					
My supervisor(s) encourages/encourage me to participate in academic activities such as international conferences or mobility programs	<input type="checkbox"/>					
My supervisor(s) cares/care about my future career planning	<input type="checkbox"/>					



To which extent do you agree with the following statement in regard to supervision/supervisors (answer in regard to your main supervisor if you have conflicting opinions about the supervising team):

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
I can share problems, frustrations, and difficulties with my supervisor(s)	<input type="checkbox"/>					
If conflicts arise between me and my supervisor(s), we find viable solutions most of the time	<input type="checkbox"/>					
In my PhD study environment, the mutual expectations of supervisors and PhD students are clearly expressed	<input type="checkbox"/>					
The division of responsibilities between principal and assistant supervisors is clear	<input type="checkbox"/>					
In my department, there are clear procedures and instructions for changing supervisors if need be	<input type="checkbox"/>					



In relation to supervision, to what extend are you satisfied with:

	Very Satisfied	Satisfied	Neutral	Disatisfied	Very Disatisfied	No Opinion
Quality of the meetings	<input type="checkbox"/>					
Frequency of the meetings	<input type="checkbox"/>					
Stimulation/Inspiration to solve research problems/issues	<input type="checkbox"/>					
Quality of feedback on your texts/assignments	<input type="checkbox"/>					
Support you receive in writing articles	<input type="checkbox"/>					
Freedom you get to develop your own research ideas	<input type="checkbox"/>					
Introduction to research/scientific network that you can make use of	<input type="checkbox"/>					
Support for the project management aspect of PhD research education	<input type="checkbox"/>					
Guidance and advice concerning future career options	<input type="checkbox"/>					
Advice and support when you're dealing with stress or other mental health issues	<input type="checkbox"/>					
Overall supervision competence	<input type="checkbox"/>					
The right subject matter competence in regard to your research topic	<input type="checkbox"/>					

Do you have any other comments in relation to supervisor(s) and supervision?

Empty text box for comments





PhD Courses

How many ECTS do you need in addition to your thesis (put 0 if you're uncertain):

--	--	--	--	--	--	--	--	--	--

Have you taken/applied for courses outside KAU and gotten/will get the credits approved?

- Yes, both inside and outside of Sweden Yes, in Sweden only
 Yes, outside of Sweden No I didn't know it was an option
-





To what extent are you satisfied with:

	Very Satisfied	Satisfied	Neutral	Disatisfied	Very Disatisfied	No Opinion
The number of credits I need to take in addition to you thesis	<input type="checkbox"/>					
The number of courses in your own subject	<input type="checkbox"/>					
The quality of the courses in your own subject that you have attended	<input type="checkbox"/>					
The availability of mandatory courses at KAU	<input type="checkbox"/>					
The quality of mandatory courses at KAU	<input type="checkbox"/>					
The availability of general research training courses at KAU	<input type="checkbox"/>					
The quality of general research training courses at KAU	<input type="checkbox"/>					
The possibility to attend transferable skills training courses at KAU	<input type="checkbox"/>					
The possibility to attend conferences/specialist training courses	<input type="checkbox"/>					

Do you have any other comments in relation to PhD courses?

Empty text box for comments

Individual Study Plan (ISP)





Please indicate your opinions about each of the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
I understand the function of ISP	<input type="checkbox"/>					
ISP is an useful tool for my PhD education	<input type="checkbox"/>					
My supervisor(s) helps/help me with filling in the ISP	<input type="checkbox"/>					
My supervisors and I agree on the utility of ISP	<input type="checkbox"/>					
ISP is a bureaucratic chore	<input type="checkbox"/>					
The online tool to edit ISP (https://www4.kau.se/i-sp/) is easy to use	<input type="checkbox"/>					
Filling in ISP is time-consuming	<input type="checkbox"/>					
Filling in ISP is anxiety-inducing	<input type="checkbox"/>					
Filling in ISP is fairly easy	<input type="checkbox"/>					
I update my ISP in a timely manner whenever changes occur to my PhD education	<input type="checkbox"/>					

Do you have any additional comments or suggestions for ISPs, such as how ISPs (the design, the process, the administration, etc.) can be improved?

Research Environment





To what extent do you agree with the following statements: I think that my main research environment places great importance on...

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
Publications in highly ranked national and international journals	<input type="checkbox"/>					
The aspiration to conduct world-class research	<input type="checkbox"/>					
Active quality management for the development of research activities	<input type="checkbox"/>					
Providing support for junior researchers	<input type="checkbox"/>					
Research funding	<input type="checkbox"/>					
Academic intergrity	<input type="checkbox"/>					
Developing knowledge and research connected to sustainable development	<input type="checkbox"/>					
Establishing contacts with internationally leading research environments	<input type="checkbox"/>					
Promoting interdisciplinarity	<input type="checkbox"/>					
Working actively to communicate, promote and utilise research in industry and society (e.g. through collaboration or popular science communication)	<input type="checkbox"/>					

Would you recommend other researchers / (prospective) doctoral students to apply to your main research environment?

Yes No Do not know

Overall, I think that my opportunity to conduct good research in my main research environment is:

Bad Not really good Neutral Good Very good





General opinions and expectations about the future

On a personal level,

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
I am satisfied with the progress of my PhD education in general	<input type="checkbox"/>					
I am content with the PhD education offered in my PhD study environment	<input type="checkbox"/>					
I have confidence in my supervisor(s)	<input type="checkbox"/>					
I have changed / considered changing the principal supervisor	<input type="checkbox"/>					
I know that I have to achieve to get my PhD	<input type="checkbox"/>					
I believe that I can finish my PhD education within the stipulated time	<input type="checkbox"/>					
I have considered quitting the PhD education before taking the examination	<input type="checkbox"/>					
I believe that I will have a satisfactory employment within a year of receiving my PhD	<input type="checkbox"/>					

(Upon receiving my PhD,) I primarily aim at

- An academic career at a university
 An academic career within a non-university organisation
 A career in the industry
- Working for non-profit
 Working in a governmental institution
- Having my own business
 Other
 Do not know
 Prefer not to answer

Teaching Duties



How much time do you spend on teaching (including preparation, time in class, supervision, grading, etc.) compared to the teaching time set out in your terms of employment (i.e. your agreed or contracted time set out in Retendo)?

I spend more I spend less

I spend more or less the same amount of hours given to me

I have no teaching duty Don't know / not applicable





To which extent do you agree with the following statement?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know / not applicable
Great effort is made in my main research environment to connect teaching to research in a carefully planned and executed manner	<input type="checkbox"/>					
I have been allocated an appropriate amount of time for teaching and teaching related activities	<input type="checkbox"/>					
I have the competence to fulfil the teaching duties assigned to me	<input type="checkbox"/>					
I receive support from my department for my teaching and teaching related activities	<input type="checkbox"/>					
Center for Teaching and Learning (UPE) supports my teaching activities	<input type="checkbox"/>					
I'd like to receive more pedagogical training	<input type="checkbox"/>					
I enjoy teaching	<input type="checkbox"/>					
I have the confidence to deliver the teaching tasks assigned to me	<input type="checkbox"/>					
Teaching is important for my future career plan	<input type="checkbox"/>					
I'd like to teach/teach more but haven't been given enough opportunity	<input type="checkbox"/>					

Do you have any other comments in relation to teaching duties?

Empty text box for comments





Working Environment at your department

General



How well do you agree with the following statements about your main research environment?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
Colleagues share information and experience	<input type="checkbox"/>					
It provides the opportunity to receive constructive feedback on my research	<input type="checkbox"/>					
Interaction is encouraged between the various researchers and groups (e.g. shared equipment, joint ventures and applications)	<input type="checkbox"/>					
Valuable discussions on research are conducted even outside the regular meeting places (e.g. in the hallways, in the break room, at lunch)	<input type="checkbox"/>					
Doctoral students are included in the collegial community	<input type="checkbox"/>					
I am satisfied with the equipment I am working with	<input type="checkbox"/>					
There is too tough competition between colleagues	<input type="checkbox"/>					
There is a satisfactory balance in the gender distribution	<input type="checkbox"/>					
There is a satisfactory balance between junior and more senior researchers	<input type="checkbox"/>					



How well do you agree with the following statements about your main research environment?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
There are senior researchers who take responsibility for ensuring that the collective research environment develops as good as possible	<input type="checkbox"/>					
There is active discussion on issues of research ethics and/or academic integrity (e.g. fraud, plagiarism, manipulation)	<input type="checkbox"/>					
There is an aspiration to achieve gender equality and equal opportunities (regardless of gender, gender identity or expression, ethnicity, religion, physical ability or disability, sexual orientation or age)	<input type="checkbox"/>					



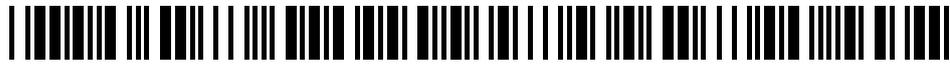


At the department level (or equivalent) in which I work...

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
Everyone can make their voice heard at formal meetings	<input type="checkbox"/>					
I have the opportunity to influence decision-making as a doctoral student	<input type="checkbox"/>					
More decisions are made informally than during formal meetings	<input type="checkbox"/>					
I have confidence in the management and leadership of the organization	<input type="checkbox"/>					
The management is available when I reach out to them	<input type="checkbox"/>					
The management shows flexibility in dealing with issues	<input type="checkbox"/>					
There's clear information about who to turn to for support	<input type="checkbox"/>					
Colleagues treat each other with respect	<input type="checkbox"/>					
I feel safe in the physical working environment	<input type="checkbox"/>					
I find the digital working environment user-friendly and functional	<input type="checkbox"/>					
There is adequate administrative support	<input type="checkbox"/>					
There is zero tolerance against discrimination, harassment and other offensive behaviours	<input type="checkbox"/>					

Workload, Compensation and Benefits





How many hours a week are contractually agreed upon for your current position at KAU? (Answer 0 if you're uncertain)

On average, how many hours do you typically spend on academic work?

How much of your total work time are contractually agreed upon for you to carry out the following types of activities? (Please answer in percentages in whole numbers.)

Research %

Teaching %

Administration %

On average, how much of your total work time do you ACTUALLY dedicate to each of the following types of activities? (Please answer in percentages in whole numbers.)

Research %

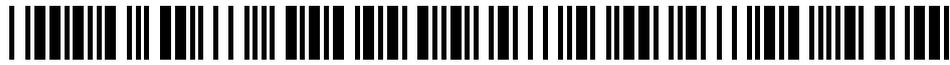
Teaching %

Administration %

Have you faced issues with salary upgradation based on ISP for PhD students on a PhD salary scale?

- Yes No Not applicable Prefer not to answer





To what extent are you satisfied with:

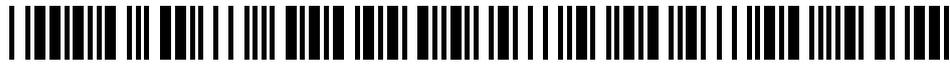
	Very Satisfied	Satisfied	Neutral	Disatisfied	Very Disatisfied	No Opinion
Your current salary	<input type="checkbox"/>					
Amount of time for research	<input type="checkbox"/>					
Total hours worked	<input type="checkbox"/>					
Employee benefits from KAU	<input type="checkbox"/>					
Pension scheme offered by KAU	<input type="checkbox"/>					
Insurance provided by KAU	<input type="checkbox"/>					
Number of holidays	<input type="checkbox"/>					
Occupational health care service provided by KAU (Clarahälsan)	<input type="checkbox"/>					
The information available about salary arrangements and employee benefits at KAU	<input type="checkbox"/>					
Compatibility of job with personal/family life	<input type="checkbox"/>					

Language

In an international research environment, multilingualism is common (e.g. in scientific discussions, social events, teaching, administrative support and information). Do you think that your department (or equivalent) has found an effective way to handle multilingualism?

Yes No No Opinion





In regards to to the Swedish course for international employees offered by KAU, which statement suits you the best?

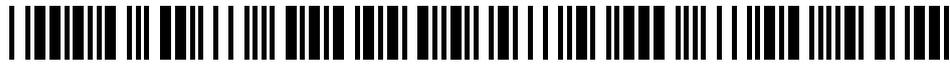
- I have attended and find them useful
- I have signed up/wish I could attend, but I do not have time for it
- I didn't know about the course
- I have no interest in learning Swedish
- I prefer learning Swedish from other channels/sources
- Not applicable

Do you have any additional comments in relation to your working environment, workload, salary/compensation, or management and leadership of your department?

--

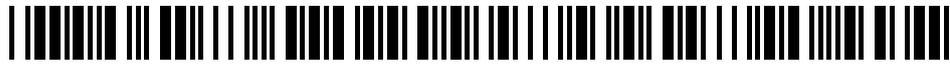
In case you're interested, you can read more about doctoral student salary agreement here:
<https://inslaget.kau.se/medarbetare-chef/lon-och-ersattningar/lonessattning-i-doktorandanstallning> And more about employees' benefits at KAU here:
<https://inslaget.kau.se/medarbetare-chef/formaner>

Mental and Emotional Well-being



Please indicate to what extent you agree or disagree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
Too much is expected of me	<input type="checkbox"/>					
I never have time for myself	<input type="checkbox"/>					
I frequently have to cancel arrangements that I have made	<input type="checkbox"/>					
I have to do more than I want to do	<input type="checkbox"/>					
I find it difficult to balance my professional and private life	<input type="checkbox"/>					
I manage to achieve a good balance between stressful and recreational activities in my life	<input type="checkbox"/>					
I am satisfied with how my priorities are distributed in terms of work and private life	<input type="checkbox"/>					
I am satisfied with my work-life balance	<input type="checkbox"/>					
I feel under an unpleasant level of pressure to succeed	<input type="checkbox"/>					
I feel that I am in the wrong organization of the wrong profession	<input type="checkbox"/>					
I feel that I do not have time to do many of the things that are important to doing good quality work	<input type="checkbox"/>					
I feel that I am achieving less than I should	<input type="checkbox"/>					
I feel isolated and that I have no one to talk to	<input type="checkbox"/>					
I have negative thoughts about my work	<input type="checkbox"/>					

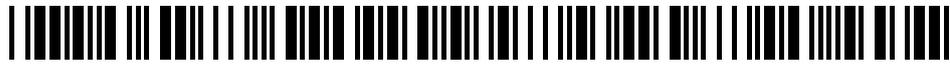


Please indicate to what extent you agree or disagree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
I feel that there is more work to do than I practically have the ability to do	<input type="checkbox"/>					
I feel I am not getting what I want out of work	<input type="checkbox"/>					

Considering the past month, how often have you worried about the following?

	Not at all	Rarely	Somet- imes	Often	Always	Not applic- able	Prefer not to answer
Your job security	<input type="checkbox"/>						
Pressure to compete with others	<input type="checkbox"/>						
Publication pressure	<input type="checkbox"/>						
Your financial well-being	<input type="checkbox"/>						
Your future career prospects	<input type="checkbox"/>						
Your physical health	<input type="checkbox"/>						
Your mental health	<input type="checkbox"/>						
Expectations of your supervisor(s)	<input type="checkbox"/>						
Expectations of your students	<input type="checkbox"/>						
Expectations of friends and families	<input type="checkbox"/>						
Your academic reputation	<input type="checkbox"/>						
Your ability to compete with others in and for work	<input type="checkbox"/>						



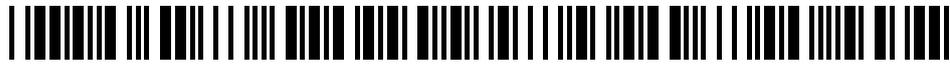
In the past month, how often did you feel:

	None of the time	A little of the time	Some of the time	Most of the time	All of the time	Prefer not to answer
Tired out for no good reason	<input type="checkbox"/>					
Nervous	<input type="checkbox"/>					
Hopeless	<input type="checkbox"/>					
Restless or fidgety	<input type="checkbox"/>					
Sad or depressed	<input type="checkbox"/>					
That everything was an effort	<input type="checkbox"/>					
Worthless	<input type="checkbox"/>					
Trouble sleeping	<input type="checkbox"/>					
Trouble relaxing	<input type="checkbox"/>					
Trouble concentrating	<input type="checkbox"/>					
Feeling tired or having little energy	<input type="checkbox"/>					
Little interest or pleasure in doing things	<input type="checkbox"/>					
Easily annoyed or irritable	<input type="checkbox"/>					

In general, how is your mental health?

- Poor
- Fair
- Good
- Very good
- Excellent
- Prefer not to answer





Have you sought or received help for mental health issues through your department or KAU?

- Yes, I have received / I am receiving help
- Yes, I have sought help but am yet to receive it
- Yes, I have sought help but did not receive it
- No, but I would / would have liked to receive help
- No, I do not / have not required help
- No, I wouldn't want them to know about my problems
- Prefer not to answer

Social Environment

Outside of your work, do you have activities (e.g. sport, film, etc.) every week?

- Yes No Prefer not to answer

Overall, do you feel you have enough social activities?

- Yes No Prefer not to answer

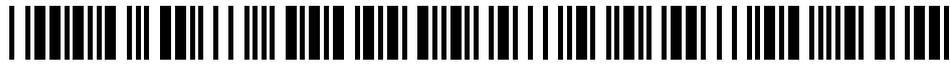
If no, why?

Do you think the GSA should organise more activities for PhD students?

- Yes No Prefer not to answer

If yes, what activities would you like to do with other PhD students?





What are the most convenient days for you to attend GSA activities? Please select all that apply.

- Monday
 Tuesday
 Wednesday
 Thursday
 Friday
 Saturday
 Sunday

What is the most convenient time for you to attend GSA activities? Please select all that apply.

- Morning
 Lunch
 Afternoon
 Evening

Do you know what the role of the Ombudsperson for PhD students at Karlstad University is?

- Yes
 No
 Prefer not to answer

Do you think the university should provide more information about life in Sweden?

- Yes
 No
 Prefer not to answer

If yes, what type of information?

Do you have any questions or comments for the GSA Board?

--

The Aliens Act

In July 2021, the Swedish parliament passed a new migration legislation. The new Aliens Act contains a maintenance requirement for those who wish to obtain permanent residency, which may impact researchers and doctoral students.

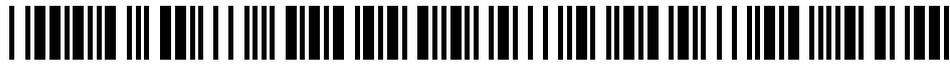
Are you personally influenced by the new Aliens Act, in terms of (future) residency statuses?

- Yes
 No
 Prefer not to answer

Do you know any doctoral student colleagues at KAU who is influenced by the new Aliens Act?

- Yes
 No
 Prefer not to answer





Do you have any other questions or comments in regard to "shadow PhDs"?

--

General Information

Gender

- Male
 - Female
 - Other
 - Prefer not to answer
-

Age

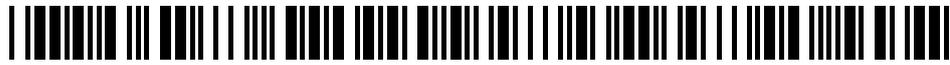
--

Which department are you affiliated with?

- Department of Health Science
 - Department of Engineering and Chemical Sciences
 - Department of Engineering and Physics
 - Department of Enviromental and Life Sciences
 - Department of Mathematics and Computer Science
 - Karlstad Business School
 - Department of Political, Historical, Religious and Cultural Studies
 - Department of Social and Psychological Studies
 - Department of Language, Literature and Intercultural Studies
 - Department of Geography, Media and Communication
 - Department of Educational Studies
 - Don't know
-

Which year are you in (active study time) in your PhD education?

- 1st Year
 - 2nd Year
 - 3rd Year
 - 4th Year
 - 5th Year
 - More than 5 Years
-



Have you had a break from your study? (e.g. parental leave / sick leave)

- Never Yes, short than six months Yes, between six months to a year
 Yes, more than a year Currently on a break Prefer not to answer
-

Nationality

- Sweden
 European Union
 Outside of the European Union
 Prefer not to answer
-

What is your level of the swedish language?

- No proficiency Elementary proficiency Limited working prodiciency
 Professional working proficiency Fluent / Native Prefer not to answer
-

For how long have you been living in Sweden?

- Less than 2 year
 Between 2 and 5 years
 Between 5 and 10 years
 More than 10 years
 Prefer not to say
-

Do you have children?

- Yes No Prefer not to answer
-

Financing sources

- Externally funded
 Internal, faculty financed
 Internal, employed as a teaching or administrative staff
 Both internal and external funding
 Industry PhD
 Others
 Do not know
-

Do you have any other questions or comments you'd like to add?

--
