

Doctoral Survey 2022: Results and questionnaire

The Doctoral Survey is part of the University West's quality assurance system for education with the aim to provide information about how doctoral students perceive their physical and social study environment (HV 2021/104). The survey is offered every second year and takes place during the spring semester. The first survey was conducted in 2020 and this year some questions have been revised, with a few simplifications and new questions connected specifically to doctoral studies, for example questions about supervision and departmental duties.

Conducting the survey

The survey questions are in English and were sent to all doctoral students who are employed at University West or have a workplace at University West in spring 2022, in total 57. It was first sent to the students through email on May 2, and after two reminders it was closed on May 27.

The response rate is 60 percent, 7 percent lower than 2020, but still an acceptable response rate. Among the respondents, 66 percent are women and 34 percent are men¹, which is very close to the proportion in the current doctoral student population (67 percent and 33 percent). Within both groups the response rate is 58 percent (with 2 persons coded as missing).

The questions in the survey cover topics such as the students' overall experience with their study environment, premises, services, study situation, departmental duties, equal terms, studies and health, and finally participation and influence. The survey contains background variables for gender and international students, while there is no variable about which research education program the student belongs to. The latter is to secure the anonymity of the respondents.

Results

The overall results of the Doctoral Survey will be presented to the head of departments, director of studies, the subject councils (ämnesråden), the university administration and the Student Union, to identify areas for development (HV 2021/104, Appendix 2).

In the following, the results are presented as tables with averages and frequencies for all scale questions, and frequencies for other questions. Analyses and summaries follow in the section after the table presentations.

For details on the questions, see the questionnaire (Appendix 1). Data with means on scale questions for different groups is found in appendix 2-4. The comparisons made are between means for 2020 and 2022, female and male students, and between international and domestic students.

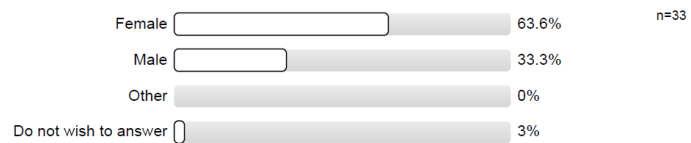
Questions about you

Two questions were asked about the personal background of the students: gender and if the student has moved to Sweden to study. These questions were also asked 2020, which means that comparisons can be made (see Appendix 2).

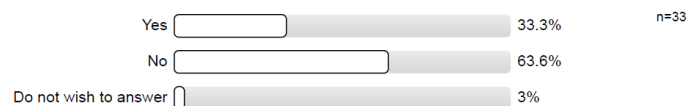
A majority among the responding doctoral students identify themselves as female, 64 percent compared to 33,3 percent identifying as male. Only one person does not wish to answer, and one answer is missing. If the response "do not wish to answer" is excluded the distribution between men and women are almost identical to the distribution in the sample (66 percent women and 34 percent compared to 67 and 33 in the sample).

¹ 2 missing answers are excluded from the percentage base.

2.1) Do you identify yourself as:



2.2) I have moved to Sweden to study

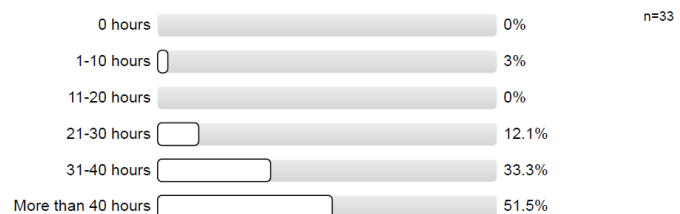


There is a change compared to 2020, when a majority among the participating students were men and as many as 8 percent of the students did not want to answer the question. This is in part due to that the doctoral student population has changed between the years, with an increase of female students in the PTW research education program, but also to the fact that some women chose not to answer the question in 2020.

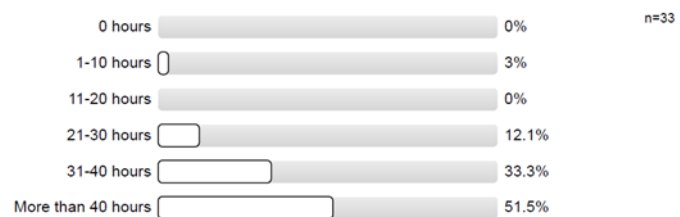
The share of students who have moved to Sweden to study, about a third, is almost identical to 2020.

A question was also asked about the workload. On whole, it is perceived as quite high and the distribution is very much like the one from 2020, only a few percent increase of students stating that they have a weekly workload from 31 hours and above.

2.3) On average, how many hours per week did you devote to your studies last month?



2.3) On average, how many hours per week did you devote to your studies last month?



Overall experience of study environment and your research education program

How satisfied are you overall with:



Comments

As a group, the doctoral students are quite satisfied with their study environment and research education program, and mostly so with their physical study environment. The dispersion among the students is rather high and compared to 2020 they are less satisfied on all three items. The decrease is largest when it comes to the social study environment (-1,1), which might be an effect of the pandemic situation.

Comments made by the students concern all three aspects of the study environment. Two students are somewhat critical of the design of their work office - open workspaces which makes it hard to concentrate - while another student is positive to computers and wifi connections at the university premises. Comments about the social study environment are few, one student thinks the relation to other students are okay, but could be better, while another student thinks it is an advantage for the social study environment to have previously worked at the University West. Related to the education program as such, there are some complaints about the limited amount and low quality of courses offered by University West. The satisfaction with supervision is higher, but one student complains about the long time it takes to get feedback on manuscripts from the supervisor.

Support to doctoral students at University West

How satisfied are you with:



Comments

The students are most satisfied with library services and the DUSK section at The Student Union, while they are least satisfied with the Health Care Services for Employees and study- and career counselling. The latter two services were evaluated by about a half of the respondents.

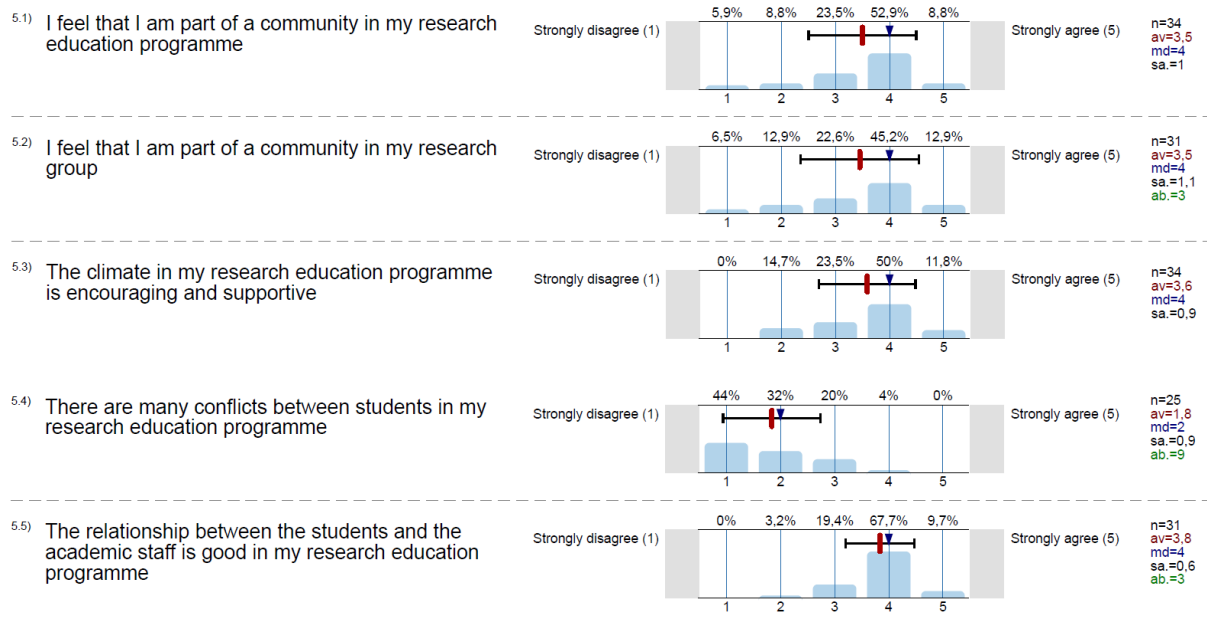
It is worth noticing that the satisfaction with the Study- and career counselling services has increased most between 2020 and 2022. This development stands in contrast to the general trend of decreasing satisfaction between 2020 and 2022.

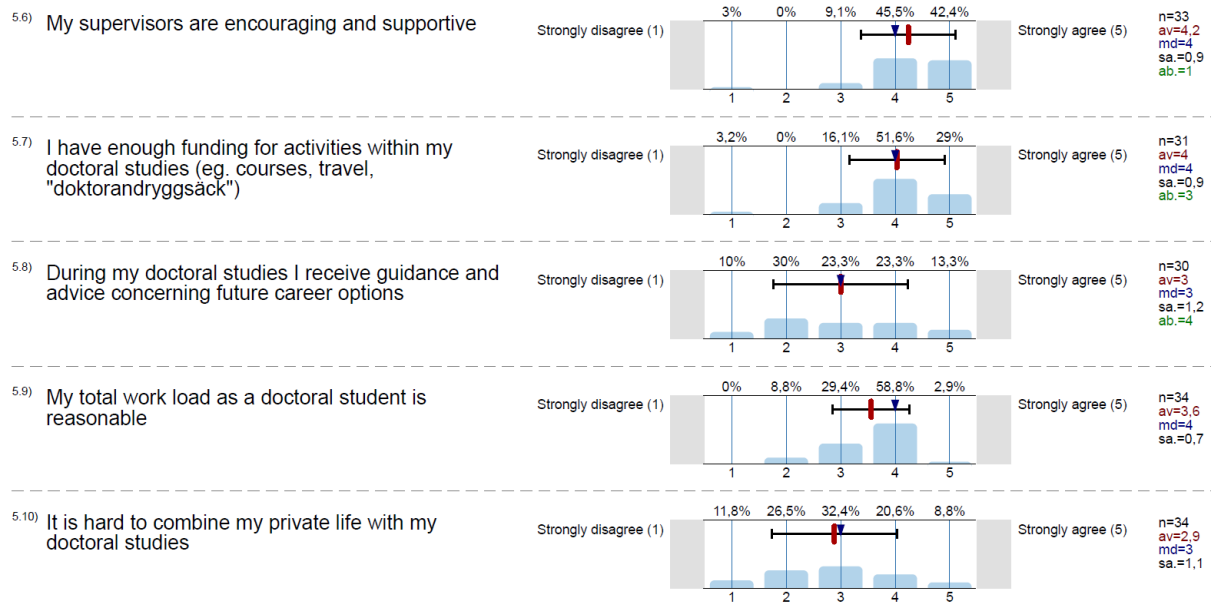
Women are less satisfied than men with their work office, digital tools, and the Student Union. International students tend to overall be somewhat more satisfied with support services than other students.

Most comments made by students concerns the invisibility of some services and organizations, for example the health care services, study- and career counselling, and The Student Union. One student complains about digital tools, for example that students do not have access to the latest version of Nvivo, a software which is used for text analysis.

Study situation

Do you agree or disagree with the following statements about your current study situation:





Comments

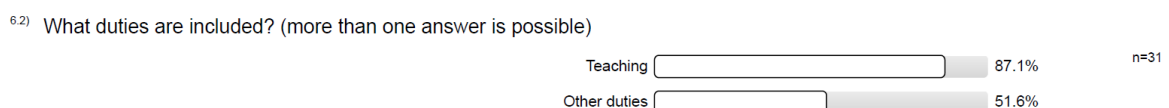
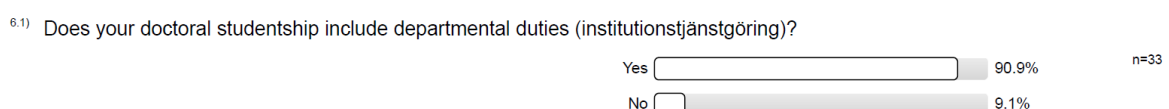
The overall picture is that the study situation is perceived as quite good, but some doctoral students find it problematic. The results indicate that they are least content with guidance and advice about future career options, and most content with supervision and funding.

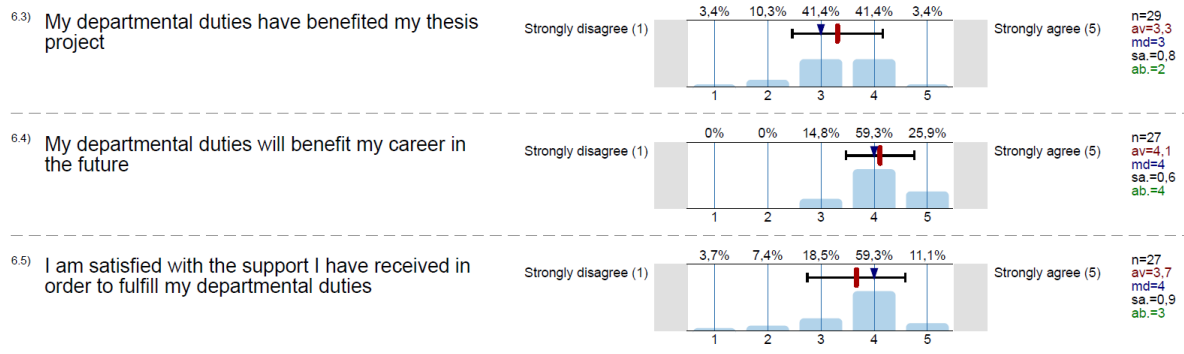
The differences between men and women are generally low, but women to a lesser extent perceive that they have enough funding for activities compared to male students (-1), and as a group women perceive their workload as higher (+ 0,3). International students tend to agree with the statements to a higher degree than domestic students, the only exception is that they perceive the climate in their research education program as less encouraging and supportive than domestic students (-0,3).

A comparison between 2020 and 2022 indicates that the sense of community in the program and research group have decreased. In 2022 students perceived the climate as less encouraging and supportive, which might be an effect of the pandemic.

A few students have made comments about their study situation. One student describes a very problematic study situation with little support and a risk for burnout, another student thinks there is too little collaboration between PhD students working on similar topics. Yet another student writes that the workload varies much, and that it is very high before important milestones.

Departmental duties





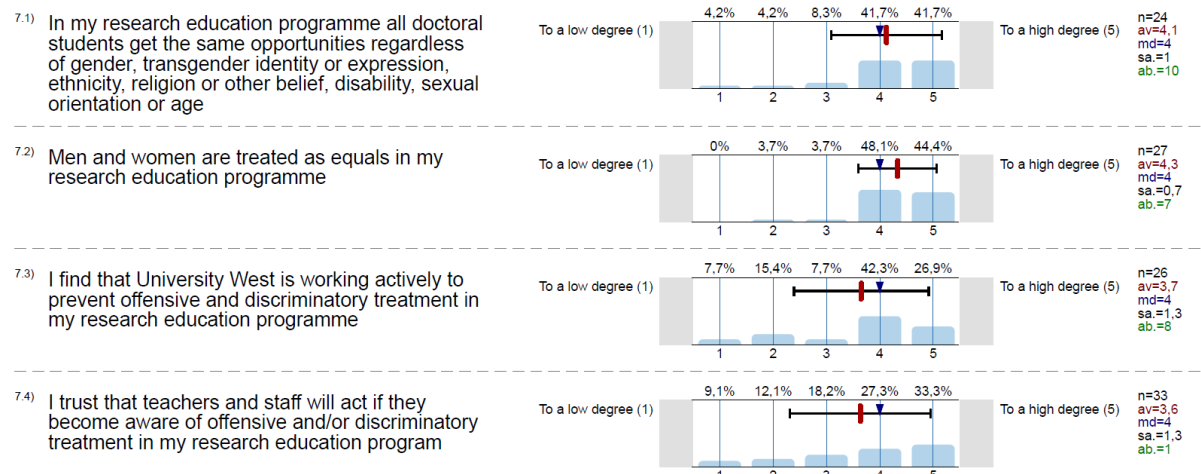
Comments

A large majority of the students have departmental duties, of which the major part is teaching. 45 percent agree with the statement that departmental duties have benefitted their thesis project, while 14 percent disagree. In a comment, one student writes that “departmental duties do sometimes take overhand and my research need to step back”. The benefits of departmental duties are foremost perceived as prospective, 85 percent think it will benefit their future careers.

A major part of students is satisfied with the support they have received to fulfill their departmental duties, but 11 percent is not satisfied. Women tend to perceive both the current and prospective benefits with their duties as somewhat lower, but the differences are small (-0,3/-0,2). On average, international students view departmental duties as somewhat more beneficial than domestic students (+0,2).

Equal terms

To what extent do you agree with the following statements:



Comments

A vast majority of the students agree with statements about equal treatment. 83 percent agree that all doctoral students in their education program get the same opportunities in relation to the mentioned discrimination grounds, while 92 percent thinks that women and men are treated as equals. It is, however, worth noticing that 2-3 persons disagree with these statements. The dispersion among students is greater in perceptions of how University West, teachers and staff work with issues of discrimination. Even if the views, overall, are quite positive, 22 percent do not think that University West is working actively to prevent offensive

and discriminatory treatment and 21 percent do not trust that teachers and staff will act if they become aware of offensive or discriminatory treatment.

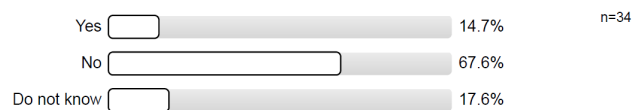
Among the respondents, women on average tend to disagree to all statements to a greater extent than men. It is only one male respondent who disagrees with one of the statements, all others who disagree are women. International students, on the other hand, tend to agree with the statements to a higher degree than domestic students.

Studies and health

^{8.1)} Do you know what kind of help you can get from Avonova Health? (Healthcare for employees at University West)



^{8.2)} Have you had any health issues the last year, which you perceive as related to your studies?



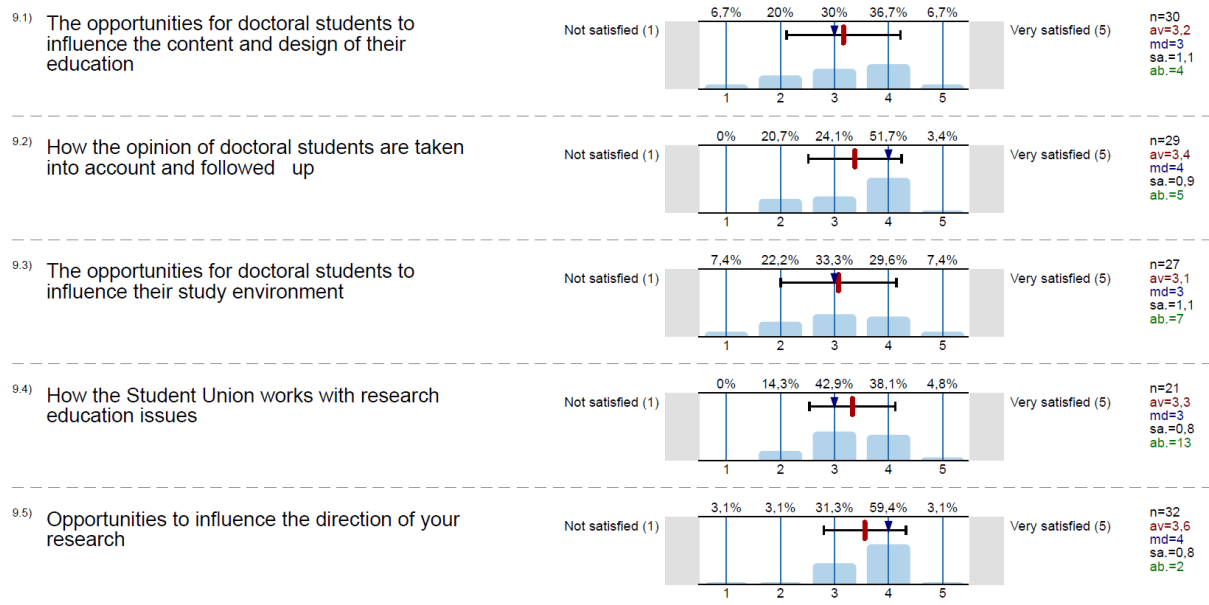
Comments

Compared to 2020 the results are more positive 2022, but there is still room for improvement when it comes to knowledge about available help from Avonova Health. A third of the students have knowledge about what help is available from the healthcare services at University West, which is an increase with 19 percent compared to 2020. About 15 percent have experienced health issues connected to their studies, a decrease compared to 2020 when 27 percent reported that they had had such health issues.

Female doctoral students have a somewhat higher degree of knowledge about the health care services (+8 percent) than their male colleagues, and a somewhat higher percent women have experienced study related health issues (+5 percent). International students have much lower knowledge about the health care services than domestic students (-25 percent), something which is also mentioned in the written answers in this section. A smaller percentage of the international students report health issues connected to studies (-10 percent), but it is mainly those individuals who make comments about health problems in the free text question concerning health, even if they are not directly connected to the study situation.

Participation and influence

How satisfied are you with:



Comments

As in 2022, the students tend to be less content with student participation and influence than with many other items, and the levels are, on whole, the same as in 2020. There is, however, one exception. Satisfaction with how the Student Union works with doctoral student issues, has risen from an average of 2,1 in 2020 to 3,3 in 2022. This is the largest change in averages in the whole survey between 2020 and 2022.

The answers are most dispersed in the view of opportunities to influence the education and study environment, with 27 and 30 percent with negative values (value 1 and 2). Female students are on average somewhat more satisfied than male students when it comes to influence on their education, how the opinions of doctoral students are considered, and opportunities to influence the direction of their research, while they are less satisfied with opportunities to influence their study environment. International students tend to be more satisfied than domestic students with opportunities to influence their education and how their opinions are considered, but they are less satisfied with their opportunities to influence the direction of their research.

One student thinks it takes too long time to “get new courses approved even though there is more interest among the PhD students for such a course”. Another student complains about the Individual Study Plan (ISP), with its matrix. It is seen as of no use to the progression of the studies, rather a necessary evil. Other ways to help and remind doctoral students and supervisors of what a doctoral program should/can contain is called for.

10. Concluding remarks

Many of the concluding remarks from students concern the need to maintain or improve information and communication related to different issues. One student think it is important to maintain “continually dialogs between UW and doctoral students”, while another student finds a need to improve the structure of web pages directed to doctoral students since it is hard to find relevant information in the current web page. There is also a wish for mentors, who can provide new doctoral students with information and support. One student also identifies a need to improve communication between research engineers and doctoral students who are not trained to work in the laboratory. One student wish for a platform gathering information about PhD elective courses in Sweden, and perhaps abroad, and about possibilities for national or international collaboration within the research field.

There are also comments about the quality of education. One student argues that the courses for doctoral students could be less fixed, more open, “and not necessarily come under the same purview of bachelors’ or masters’ courses”. Another student thinks it is important to develop a better process for handling cases when supervision is not working well:

“It’s problematic to write such dilemmas in the ISP, when the supervisors must approve the document. Therefore, it would be great with some kind of yearly discussion, between the head of education program and the doctoral student, so that these issues can come into light. As a doctoral student you are left on your own when the supervision isn’t working properly”.

When it comes to economic resources, another student complains that the “doktorandryggsäck” does not work properly when it comes to expenses for trips and conferences. According to this person, students are sometimes required “to pay x thousands for trips and conferences from their pocket and then letting them alone with fighting the money back”. One student argues “the salaries should be revised in accordance with the current inflation”. Finally, one student maintains that “departmental duties for doctoral students needs to be addressed”.

Conclusion

The results 2022 show many similarities to 2020, but some changes may be noticed. On the positive side is that the satisfaction with student career counselling has improved since 2020, even if it is still relatively low. The satisfaction with how the Student Union works with doctoral education issues is also higher. Students have improved knowledge about health care services provided by the university and report better study related health. On the negative side is a decrease in overall satisfaction with the study environment and education program, plus a lower sense of community in the education program and research group.

On most items the differences between men and women are small, but men show higher satisfaction on somewhat more items than women, for example when it comes to equal terms and the DUSK section at the Student Union. Women are more satisfied with the Grants and innovations office, advice about future career options, and the possibilities to influence their education program. They also report more problems than men when it comes to equal terms and show less trust in how these issues are handled by the university, teachers and staff at their education program.

International students show the same or more satisfaction with their study environment than domestic students, except when it comes to the climate in the research program, funding for activities within doctoral studies, and the opportunities for doctoral students to influence study environment. They also have less knowledge about the health care services provided by the university.

Appendix 1. The questionnaire



University West

The Quality Assurance Council
The Doctoral Student Survey 2022/Doktorandbarometer 2022



1 About the Doctoral Student Survey (Doktorandbarometer)

The Doctoral Student Survey (Doktorandbarometern) is part of University West's quality assurance system for education ([see here](#)) and deals with how the doctoral students experience their study environment. The aim is to identify factors in the study environment for improvement.

Your answers are anonymous. The data is stored and analysed by analysts at the Vice Chancellor's office and results are presented in a way to rule out any potential breach of confidentiality. Any personal data which may be provided by you will be processed according to the GDPR regulation ([see here](#)). Data is stored locally at University West.

Your answers are very valuable for developing the study and work environment for doctoral students at University West!

The Quality Council at University West



2 Questions about you

- 2.1 Do you identify yourself as: Female Male
 Other Do not wish to answer
- 2.2 I have moved to Sweden to study Yes No
 Do not wish to answer
- 2.3 On average, how many hours per week did you devote to your studies last month? 0 hours 1-10 hours 11-20 hours
 21-30 hours 31-40 hours More than 40 hours



3 Overall experience of study environment and your research education programme

How satisfied are you overall with:

0 1 2 3 4 5 6 7 8 9 10

- | | | | | | |
|-----|---|----------------------|-----------------------|----------------|-----------------------------------|
| 3.1 | The physical study environment (e.g. premises, digital infrastructure) | Not satisfied at all | <input type="radio"/> | Very satisfied | <input type="radio"/> Do not know |
| 3.2 | The social study environment (relations to other students, teachers or other staff) | Not satisfied at all | <input type="radio"/> | Very satisfied | <input type="radio"/> Do not know |
| 3.3 | Your research education programme (e.g. courses, supervision) | Not satisfied at all | <input type="radio"/> | Very satisfied | <input type="radio"/> Do not know |

3.4 Please add any further comments about your overall experience of your study environment and research education programme.



4 Support to doctoral students at University West

How satisfied are you with:

- | | Not satisfied (1) | 2 | 3 | 4 | Very satisfied (5) | Do not know/ Not relevant |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------|
| 4.1 Your work office | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4.2 Library services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4.3 Laboratories and other research equipment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4.4 Digital tools provided by the university (hardware and software) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4.5 The Grants and Innovation Office | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4.6 Healthcare services for employees (Avonova Health) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4.7 Study- and career counselling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4.8 Disability support | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4.9 The Student Union - The Doctoral Student Committee (DUSK) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4.10 The Student Union - The Student Ombudsman function | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4.11 Please add any further comments below about what you are satisfied or dissatisfied with regarding the support to doctoral students.

1	2	3	4	5	6	7	8	9	10	11
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5 Study situation

Do you agree or disagree with the following statements about your current study situation:

		Strongly disagree (1)	Disagree (2)	Neither/Nor (3)	Agree (4)	Strongly agree (5)	Do not know
5.1	I feel that I am part of a community in my research education programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2	I feel that I am part of a community in my research group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3	The climate in my research education programme is encouraging and supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4	There are many conflicts between students in my research education programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5	The relationship between the students and the academic staff is good in my research education programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.6	My supervisors are encouraging and supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.7	I have enough funding for activities within my doctoral studies (eg. courses, travel, "doktorandryggsäck")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.8	During my doctoral studies I receive guidance and advice concerning future career options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.9	My total work load as a doctoral student is reasonable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.10	It is hard to combine my private life with my doctoral studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.11 Please add any further comments about your current study situation.

1	2	3	4	5	6	7	8	9	10	11
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6 Departmental duties

Here are a few questions about your experience with departmental duties (institutionstjänstgöring). If you have not performed such duties, please answer no to question 6.1 and continue to the next section.

6.1	Does your doctoral studentship include departmental duties (institutionstjänstgöring)?	<input type="radio"/> Yes	<input type="radio"/> No
6.2	What duties are included? (more than one answer is possible)	<input type="checkbox"/> Teaching	<input type="checkbox"/> Other duties

Do you agree or disagree with the following statements about your departmental duties:

		Strongly disagree (1)	Disagree (2)	Neither/Nor (3)	Agree (4)	Strongly agree (5)	Do not know
6.3	My departmental duties have benefited my thesis project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.4	My departmental duties will benefit my career in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.5	I am satisfied with the support I have received in order to fulfill my departmental duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.6 Please add any further comments about your experience with departmental duties.

1	2	3	4	5	6	7	8	9	10	11
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7 Equal terms

According to law, the university must work actively to create an environment free from discrimination (disfavourable treatment/violation of personal dignity with connection to the legal grounds of discrimination). [See here](#) for more information about this work.

To what extent do you agree with the following statements:

		To a low degree (1)	2	3	4	To a high degree (5)	Do not know
7.1	In my research education programme all doctoral students get the same opportunities regardless of gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2	Men and women are treated as equals in my research education programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.3	I find that University West is working actively to prevent offensive and discriminatory treatment in my research education programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.4	I trust that teachers and staff will act if they become aware of offensive and/or discriminatory treatment in my research education program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.5	If you or someone else would be subject to discrimination or harassment at University West, do you know where to get help and support?	<input type="radio"/> Yes	<input type="radio"/> No
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1 2 3 4 5 6 7 8 9 10 11

8 Studies and health

8.1 Do you know what kind of help you can get from Avonova Health? (Healthcare for employees at University West) Yes No

8.2 Have you had any health issues the last year, which you perceive as related to your studies? Yes No Do not know

8.3 Please add any further comments about how you perceive the university's support for employees work-related health issues:

1 2 3 4 5 6 7 8 9 10 11

9 Participation and influence

How satisfied are you with:

	Not satisfied (1)	2	3	4	Very satisfied (5)	Do not know
9.1 The opportunities for doctoral students to influence the content and design of their education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.2 How the opinion of doctoral students are taken into account and followed up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.3 The opportunities for doctoral students to influence their study environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.4 How the Student Union works with research education issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.5 Opportunities to influence the direction of your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9.6 Please add any further comments about how you perceive the opportunities for participation and influence in your research education programme.

1 2 3 4 5 6 7 8 9 10 11

10 Concluding remarks

10.1 Do you have any wishes or suggestions to improve the study environment for doctoral students at University West?

10.2 We would appreciate any feedback you have on the survey

Appendix 2. Means 2020 and 2022

Profillinje

Avdelning:	HEI Administration
Namn på utvärderingen	Doctoral student survey_2022
Jämförelselinje:	Doctoral student survey_2020
Namn på utvärderingen	Doctoral student survey_2020

Värden som används i profillinjen: Medel

3. Overall experience of study environment and your research education programme

3.1) The physical study environment (e.g. premises, digital infrastructure)	Not satisfied at all		Very satisfied	n=32 n=37	av=8,1 av=8,8	md=8,0 md=9,0	sa.=1,9 sa.=1,9
3.2) The social study environment (relations to other students, teachers or other staff)	Not satisfied at all		Very satisfied	n=32 n=36	av=7,3 av=8,4	md=8,0 md=9,0	sa.=2,1 sa.=1,9
3.3) Your research education programme (e.g. courses, supervision)	Not satisfied at all		Very satisfied	n=34 n=37	av=7,4 av=8,0	md=8,0 md=8,0	sa.=1,9 sa.=2,1

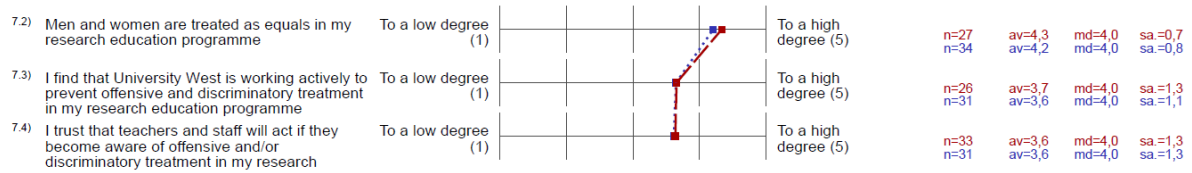
4. Support to doctoral students at University West

4.1) Your work office	Not satisfied (1)		Very satisfied (5)	n=33 n=35	av=3,5 av=3,7	md=4,0 md=4,0	sa.=1,0 sa.=1,1
4.2) Library services	Not satisfied (1)		Very satisfied (5)	n=34 n=36	av=4,2 av=4,3	md=4,0 md=5,0	sa.=0,8 sa.=1,1
4.3) Laboratories and other research equipment	Not satisfied (1)		Very satisfied (5)	n=17 n=21	av=3,5 av=3,6	md=4,0 md=4,0	sa.=1,2 sa.=1,0
4.4) Digital tools provided by the university (hardware and software)	Not satisfied (1)		Very satisfied (5)	n=33 n=34	av=3,6 av=4,0	md=4,0 md=4,0	sa.=1,1 sa.=0,9
4.6) Healthcare services for employees (Avonova Health)	Not satisfied (1)		Very satisfied (5)	n=11 n=11	av=2,9 av=3,0	md=3,0 md=3,0	sa.=1,0 sa.=1,5
4.7) Study- and career counselling	Not satisfied (1)		Very satisfied (5)	n=17 n=17	av=3,0 av=2,4	md=3,0 md=2,0	sa.=1,0 sa.=1,1
4.9) The Student Union - The Doctoral Student Committee (DUSK)	Not satisfied (1)		Very satisfied (5)	n=23 n=18	av=3,9 av=2,9	md=4,0 md=3,0	sa.=1,0 sa.=1,1
4.10) The Student Union - The Student Ombudsman function	Not satisfied (1)		Very satisfied (5)	n=15 n=18	av=3,3 av=2,9	md=3,0 md=3,0	sa.=1,2 sa.=1,1

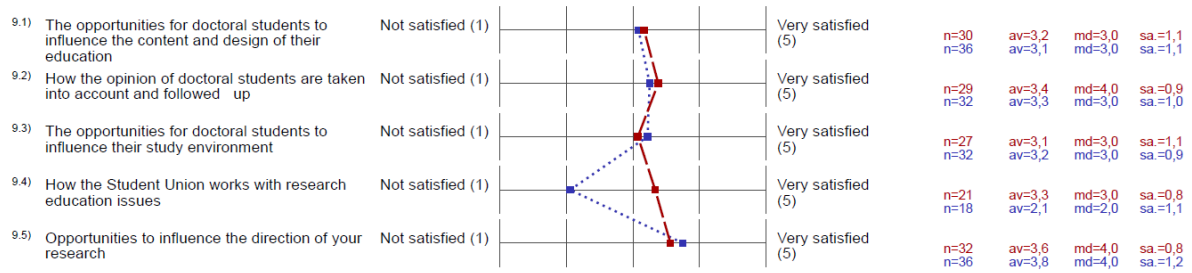
5. Study situation

5.1) I feel that I am part of a community in my research education programme	Strongly disagree (1)		Strongly agree (5)	n=34 n=37	av=3,5 av=4,0	md=4,0 md=4,0	sa.=1,0 sa.=1,0
5.2) I feel that I am part of a community in my research group	Strongly disagree (1)		Strongly agree (5)	n=31 n=36	av=3,5 av=3,7	md=4,0 md=4,0	sa.=1,1 sa.=1,0
5.3) The climate in my research education programme is encouraging and supportive	Strongly disagree (1)		Strongly agree (5)	n=34 n=37	av=3,6 av=3,9	md=4,0 md=4,0	sa.=0,9 sa.=0,9
5.4) There are many conflicts between students in my research education programme	Strongly disagree (1)		Strongly agree (5)	n=25 n=35	av=1,8 av=1,6	md=2,0 md=2,0	sa.=0,9 sa.=0,7
5.5) The relationship between the students and the academic staff is good in my research education programme	Strongly disagree (1)		Strongly agree (5)	n=31 n=36	av=3,8 av=3,8	md=4,0 md=4,0	sa.=0,6 sa.=1,0

7. Equal terms



9. Participation and influence



Appendix 3 Women and men

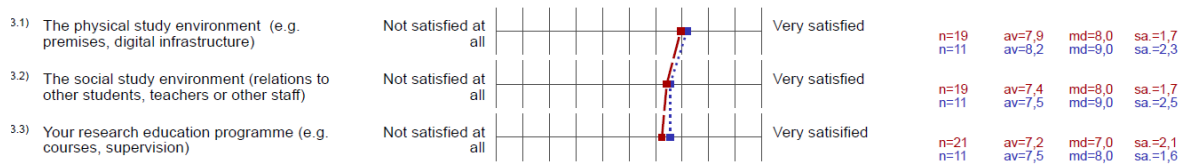
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Undergrupp: Women_Doctoral Survey_2022

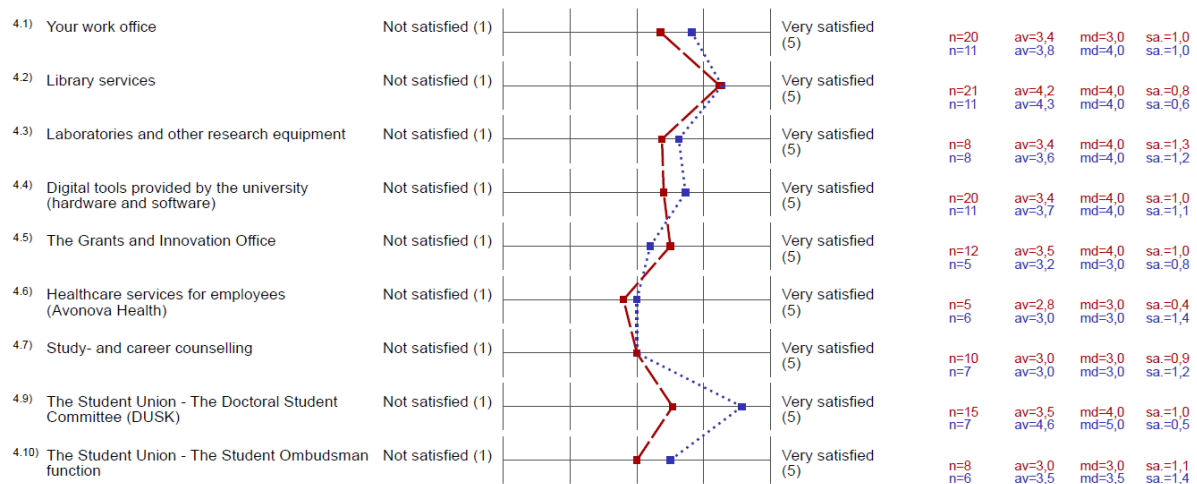
Jämförelselinje:
Undergrupp: Men_Doctoral Survey_2022

Värden som används i profillinjen: Medel

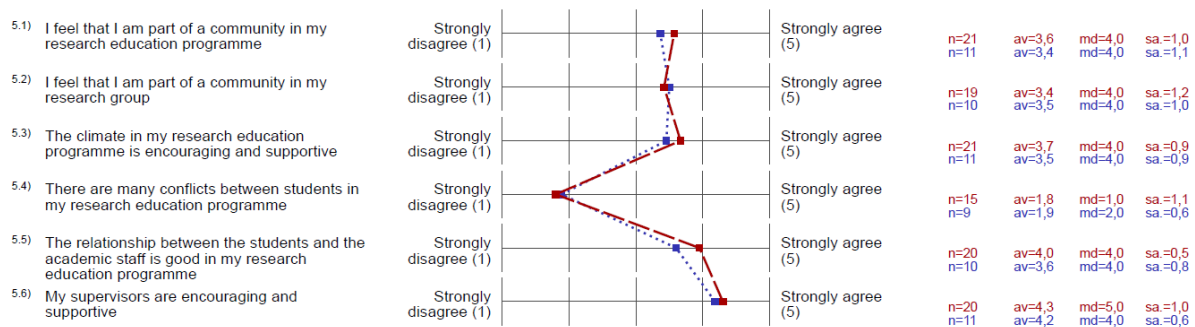
3. Overall experience of study environment and your research education programme



4. Support to doctoral students at University West



5. Study situation



5.7)	I have enough funding for activities within my doctoral studies (eg. courses, travel, "doktorandryggsäck")	Strongly disagree (1)		Strongly agree (5)	n=18 n=11	av=3,7 av=4,5	md=4,0 md=5,0	sa=1,0 sa=0,5
5.8)	During my doctoral studies I receive guidance and advice concerning future career options	Strongly disagree (1)		Strongly agree (5)	n=17 n=11	av=3,1 av=2,8	md=3,0 md=3,0	sa=1,2 sa=1,4
5.9)	My total work load as a doctoral student is reasonable	Strongly disagree (1)		Strongly agree (5)	n=21 n=11	av=3,7 av=3,4	md=4,0 md=4,0	sa=0,6 sa=0,8
5.10)	It is hard to combine my private life with my doctoral studies	Strongly disagree (1)		Strongly agree (5)	n=21 n=11	av=2,9 av=2,9	md=3,0 md=3,0	sa=1,2 sa=1,2

6. Departmental duties

6.3)	My departmental duties have benefited my thesis project	Strongly disagree (1)		Strongly agree (5)	n=17 n=10	av=3,2 av=3,5	md=3,0 md=4,0	sa=0,8 sa=1,0
6.4)	My departmental duties will benefit my career in the future	Strongly disagree (1)		Strongly agree (5)	n=15 n=10	av=4,0 av=4,2	md=4,0 md=4,0	sa=0,7 sa=0,6
6.5)	I am satisfied with the support I have received in order to fulfill my departmental duties	Strongly disagree (1)		Strongly agree (5)	n=16 n=9	av=3,7 av=3,6	md=4,0 md=4,0	sa=0,9 sa=1,1

7. Equal terms

7.1)	In my research education programme all doctoral students get the same opportunities regardless of gender, transgender identity or	To a low degree (1)		To a high degree (5)	n=14 n=8	av=3,9 av=4,4	md=4,0 md=4,5	sa=1,2 sa=0,7
7.2)	Men and women are treated as equals in my research education programme	To a low degree (1)		To a high degree (5)	n=16 n=9	av=4,2 av=4,6	md=4,0 md=5,0	sa=0,8 sa=0,5
7.3)	I find that University West is working actively to prevent offensive and discriminatory treatment in my research education programme	To a low degree (1)		To a high degree (5)	n=16 n=8	av=3,4 av=4,1	md=4,0 md=4,0	sa=1,4 sa=1,0
7.4)	I trust that teachers and staff will act if they become aware of offensive and/or discriminatory treatment in my research	To a low degree (1)		To a high degree (5)	n=20 n=11	av=3,4 av=4,0	md=4,0 md=4,0	sa=1,4 sa=1,1

9. Participation and influence

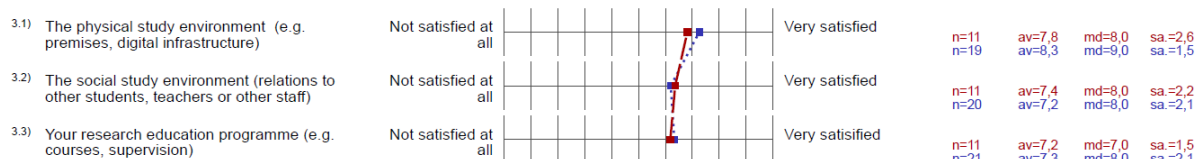
9.1)	The opportunities for doctoral students to influence the content and design of their education	Not satisfied (1)		Very satisfied (5)	n=18 n=10	av=3,3 av=3,0	md=3,5 md=3,0	sa=1,0 sa=1,2
9.2)	How the opinion of doctoral students are taken into account and followed up	Not satisfied (1)		Very satisfied (5)	n=18 n=9	av=3,5 av=3,2	md=4,0 md=3,0	sa=0,7 sa=1,1
9.3)	The opportunities for doctoral students to influence their study environment	Not satisfied (1)		Very satisfied (5)	n=15 n=10	av=3,0 av=3,2	md=3,0 md=3,0	sa=0,9 sa=1,3
9.4)	How the Student Union works with research education issues	Not satisfied (1)		Very satisfied (5)	n=12 n=8	av=3,5 av=3,0	md=3,5 md=3,0	sa=0,5 sa=1,1
9.5)	Opportunities to influence the direction of your research	Not satisfied (1)		Very satisfied (5)	n=20 n=10	av=3,6 av=3,6	md=4,0 md=4,0	sa=0,8 sa=0,8

Appendix 3 International and domestic students

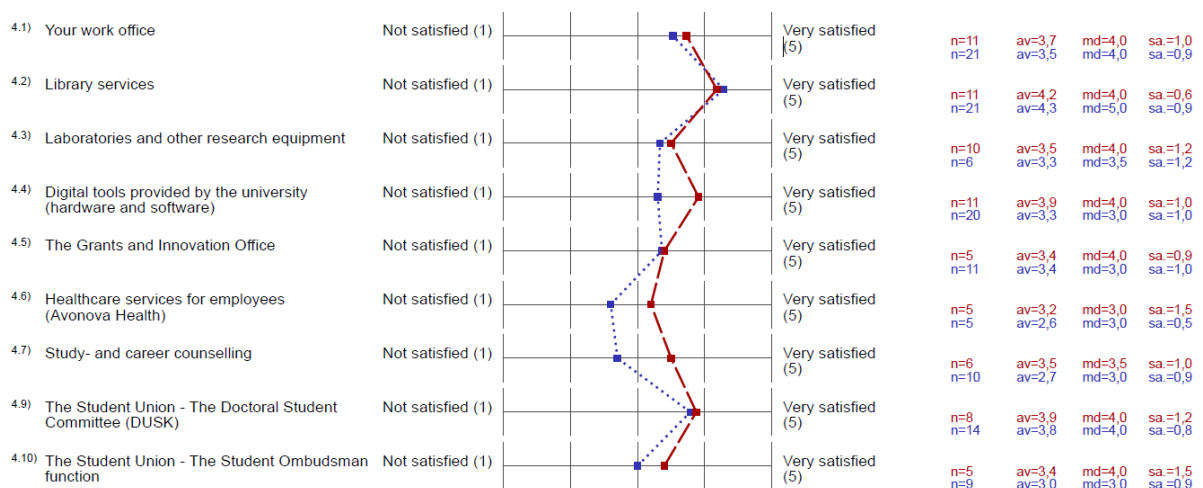
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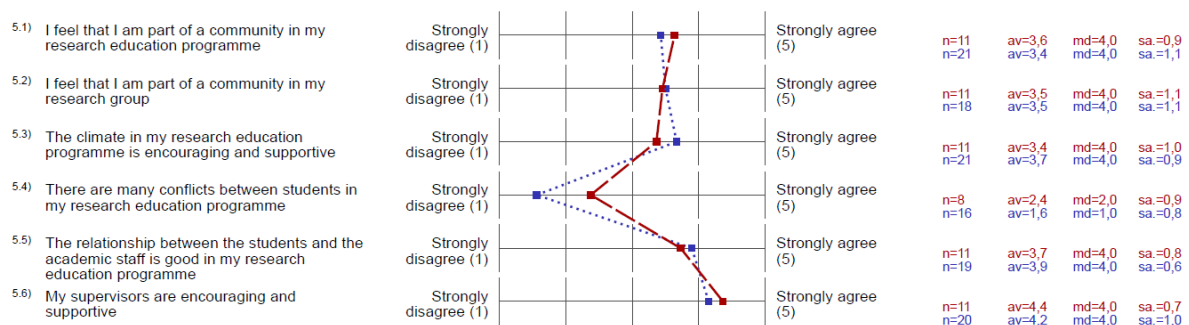
3. Overall experience of study environment and your research education programme



4. Support to doctoral students at University West



5. Study situation



5.7)	I have enough funding for activities within my doctoral studies (eg. courses, travel, "doktorandryggsäck")	Strongly disagree (1)		Strongly agree (5)	n=11 n=18	av=3,8 av=4,2	md=4,0 md=4,0	sa=1,2 sa=0,6
5.8)	During my doctoral studies I receive guidance and advice concerning future career options	Strongly disagree (1)		Strongly agree (5)	n=9 n=19	av=3,2 av=2,9	md=3,0 md=3,0	sa=1,3 sa=1,3
5.9)	My total work load as a doctoral student is reasonable	Strongly disagree (1)		Strongly agree (5)	n=11 n=21	av=3,5 av=3,6	md=4,0 md=4,0	sa=0,7 sa=0,7
5.10)	It is hard to combine my private life with my doctoral studies	Strongly disagree (1)		Strongly agree (5)	n=11 n=21	av=3,1 av=2,8	md=3,0 md=3,0	sa=1,0 sa=1,2

6. Departmental duties

6.3)	My departmental duties have benefited my thesis project	Strongly disagree (1)		Strongly agree (5)	n=9 n=19	av=3,4 av=3,2	md=4,0 md=3,0	sa=0,7 sa=0,9
6.4)	My departmental duties will benefit my career in the future	Strongly disagree (1)		Strongly agree (5)	n=9 n=17	av=4,2 av=4,0	md=4,0 md=4,0	sa=0,4 sa=0,7
6.5)	I am satisfied with the support I have received in order to fulfill my departmental duties	Strongly disagree (1)		Strongly agree (5)	n=9 n=17	av=3,8 av=3,6	md=4,0 md=4,0	sa=0,4 sa=1,1

7. Equal terms

7.1)	In my research education programme all doctoral students get the same opportunities regardless of gender, transgender identity or	To a low degree (1)		To a high degree (5)	n=11 n=11	av=4,5 av=3,6	md=5,0 md=4,0	sa=0,5 sa=1,3
7.2)	Men and women are treated as equals in my research education programme	To a low degree (1)		To a high degree (5)	n=10 n=15	av=4,6 av=4,2	md=5,0 md=4,0	sa=0,5 sa=0,8
7.3)	I find that University West is working actively to prevent offensive and discriminatory treatment in my research education programme	To a low degree (1)		To a high degree (5)	n=11 n=13	av=4,2 av=3,1	md=4,0 md=4,0	sa=1,0 sa=1,3
7.4)	I trust that teachers and staff will act if they become aware of offensive and/or discriminatory treatment in my research	To a low degree (1)		To a high degree (5)	n=11 n=20	av=4,0 av=3,4	md=5,0 md=4,0	sa=1,3 sa=1,3

9. Participation and influence

9.1)	The opportunities for doctoral students to influence the content and design of their education	Not satisfied (1)		Very satisfied (5)	n=9 n=19	av=3,7 av=2,9	md=4,0 md=3,0	sa=0,7 sa=1,1
9.2)	How the opinion of doctoral students are taken into account and followed up	Not satisfied (1)		Very satisfied (5)	n=9 n=18	av=3,7 av=3,2	md=4,0 md=3,0	sa=0,9 sa=0,9
9.3)	The opportunities for doctoral students to influence their study environment	Not satisfied (1)		Very satisfied (5)	n=9 n=17	av=3,1 av=2,9	md=3,0 md=3,0	sa=1,2 sa=1,0
9.4)	How the Student Union works with research education issues	Not satisfied (1)		Very satisfied (5)	n=8 n=12	av=3,3 av=3,3	md=3,5 md=3,0	sa=0,9 sa=0,6
9.5)	Opportunities to influence the direction of your research	Not satisfied (1)		Very satisfied (5)	n=9 n=21	av=3,8 av=3,4	md=4,0 md=4,0	sa=0,7 sa=0,8