LINKÖPING UNIVERSITY
PHD STUDENT SURVEY 2017
ABOUT THE SURVEY

Data collection period: 22/02 – 15/3 2017
Method: Web survey (CAWI)
Response rate: 64%
Number of responses: 672
Responsible Linköping University: Sophie Dufwenberg
Responsible Ramböll: Erik Fender, Line Hjort Sørensen, Arnt Olaf Storeng

Essentially the same questions as in previous years. In the English version however, many questions are rephrased since 2015.
RESPONSE RATE

RESPONSE RATE BY INSTITUTION

<table>
<thead>
<tr>
<th>Institution</th>
<th>Sample Size</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>672</td>
<td>64%</td>
</tr>
<tr>
<td>TEMA</td>
<td>32</td>
<td>68%</td>
</tr>
<tr>
<td>IKK</td>
<td>18</td>
<td>67%</td>
</tr>
<tr>
<td>MAI</td>
<td>25</td>
<td>76%</td>
</tr>
<tr>
<td>IMT</td>
<td>12</td>
<td>80%</td>
</tr>
<tr>
<td>ISV</td>
<td>49</td>
<td>77%</td>
</tr>
<tr>
<td>IMH</td>
<td>90</td>
<td>57%</td>
</tr>
<tr>
<td>ISAK</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>ISY</td>
<td>39</td>
<td>63%</td>
</tr>
<tr>
<td>IFM</td>
<td>66</td>
<td>50%</td>
</tr>
<tr>
<td>IDA</td>
<td>42</td>
<td>84%</td>
</tr>
<tr>
<td>IBL</td>
<td>52</td>
<td>81%</td>
</tr>
<tr>
<td>ITN</td>
<td>44</td>
<td>67%</td>
</tr>
<tr>
<td>IKE</td>
<td>97</td>
<td>57%</td>
</tr>
<tr>
<td>IEI</td>
<td>97</td>
<td>65%</td>
</tr>
</tbody>
</table>
The rating for the post-graduate education as a whole ends up at an average of 3.9, which is the same as in 2015. Best rated institutions are TEMA, IKK and MAI. The total score of the post-graduate education seems to have no importance for if the PhD students is at a LiU-campus or not, as both groups get the same average score.

Strengths of the graduate program is also this year guidance. The PdH students are particularly satisfied with the supervisor's ability to create commitment and motivation. Other questions that get high scores are the service of the university library, to have the opportunity to present research at seminars, as well as to obtain feedback on the draft text within a reasonable time.

Challenges for the post-graduate education is linked to the themes 'courses, seminars, conferences' and 'Education and other institutions work'. It is mainly more courses that PhD students want, to get a specialization in their field of research. Stress is also this year a challenge for the post-graduate education, three of the questions about stress are among the bottom 10 questions that get the lowest average score.

Compared to the 2015, more PhD students say this year that they have the opportunity to present their research at seminars, and that they have benefit of their graduate courses.

The two questions that have fallen the most are linked to IT service and that the follow-up from the last survey resulted in revisions of the study plan, which are important for further post-graduate studies.
CONTENT AND STRUCTURE

- The post-graduate educations as a whole
- Strengths, challenges and development
- Belonging
- Guidance
- Negative treatment
- What drives satisfaction?
THE POST-GRADUATE EDUCATION AS A WHOLE
The PhD students belonging to the institutions TEMA, IQC & MAI gives the post-graduate education the highest score. Besides those institutions the scores varies substantially between 4.1 and 3.8.

The overall result for the post-graduate program as a whole is 3.9, which it also was in 2015 and 2013. The overall result is therefore unchanged since 2013.
THOSE WHO HAVE COMPLETED 0-24 % OF THE POST-GRADUATE EDUCATION GIVES AN AVERAGE OF 4,0

POST-GRADUATE PROGRAM AS A WHOLE DIVIDED BY HOW BIG PART OF THE EDUCATION THAT IS COMPLETED

Those who have completed 0-24% of the post-graduate education seems to give it a slightly higher rating in the whole than those who have completed 50-74% of the education.

POST-GRADUATE PROGRAM AS A WHOLE DIVIDED BY WHERE THE PHD STUDENTS USUALLY ARE WHEN THEY SPEND TIME ON THEIR RESEARCH STUDY

What grade the PhD students give the education seems to have no importance of whether they are at the LiU campus or not.

By a LiU-Campus (Norrköping, US, Valla)

Elsewhere than at the LiU campus

Do not agree at all

Agree completely

1

2

3

4

5
STRENGTHS, CHALLENGES AND DEVELOPMENT
The theme «Work environment» has declined since 2015, as well as «Courses, seminars and conferences».

«Post-degree» has increased since 2015.
THE PHD STUDENTS SEEM TO BE PLEASED WITH THE OPPORTUNITY TO PRESENT RESEARCH AT SEMINARS

Several questions related to guidance get a high score

Greatest score gets the university library-service and the opportunity to present research at seminars

THE 10 QUESTIONS WHICH HAS THE HIGHEST AVERAGE SCORE

- I get feedback on my texts/drafts in a reasonable time: 4.3
- I can influence the focus of my research studies: 4.2
- My supervisor/-s has the ability to create commitment and motivation: 4.1
- Overall, it is my opinion that my supervision is satisfactory: 4.1
- The time which I receive for supervision satisfies my needs: 4.0
- I have the possibility of presenting my research at seminars: 4.4
- I receive the service that I need from the University Library: 4.4
- I feel involved in the work with my individual study plan: 4.1
- I consider myself having the competence required for teaching: 4.0
- I experience support from my research colleagues: 4.0
A challenge for LIU seems to be to offer more courses for graduate students which can provide a deeper and broader knowledge in their research area.

Even this year, stress is a clear challenge. Two of the questions linked to stress gets an average score of less than 3.

The 10 questions which has the lowest average score:

1. There are a sufficient selection of courses outside of LIU in my field of studies
2. LIU offers a sufficient selection of courses that give an advanced view in my field of studies
3. LIU offers a sufficient selection of courses that give a broader view in my field of studies
4. The stress that affects me negatively in my spare time is not related to my research education
5. I rarely experience stress which affects my wellbeing outside of my research education context
6. The stress that affects me negatively in my spare time is caused by demands related to my research education
7. The review resulted in revisions important to my future research education
8. My ISP acts as a support to me in my research education
9. Combining teaching and departmental work with my research education has worked well
10. My department has given me good support and information to help me with my teaching
More PhD students say that they have benefited from their graduate courses in their work and that they have been offered the option of presenting their research at seminars.

Follow-up that resulted in revisions to the study plan and IT service are the two questions that have fallen the most since 2015.

The 10 questions with largest absolute change on average between 2015 and 2017:

- My research education level courses have been proven useful in my research: 0.2
- I have the possibility of presenting my research at seminars: 0.2
- My supervisor/-s facilitates contacts with other researchers: 0.1
- I feel that supervisory deficiencies hampers my work with my thesis: 0.1
- I feel that there is a good balance between demands and support from my supervisor/-s: 0.1
- I consider myself having the competence required for teaching: -0.1
- Combining teaching and departmental work with my research education has worked well: -0.1
- Teaching and other activities are taken into account when planning my research education: -0.1
- The review resulted in revisions important to my future research education: -0.2
- I get the IT-support I need: -0.2
SLIGHTLY HIGHER EXPERIENCE OF STRESS AMONG PHD STUDENTS THAN EMPLOYEES

EMPLOYEES: I RARELY EXPERIENCE WORK-RELATED STRESS THAT AFFECTS MY WELLBEING

PHD STUDENTS: I RARELY EXPERIENCE STRESS WHICH AFFECTS MY WELLBEING OUTSIDE OF MY RESEARCH EDUCATION CONTEXT

A slightly more part of the PHD students say that they experience stress that affects their well-being outside of the graduate program.
BELONGING
6 OF 10 PHD STUDENTS ARE EMPLOYED

The distribution has changed slightly since 2015, when 69% of the PhD students were employed, now it’s 59% that are employed.

The rating of graduate programs as a whole does not seem to have any importance of what type of employment the PhD students have.
Questions about the individual study plan, post-graduate courses and if you know where to turn if you have problems related to the guidance seems to distinguish employed from not employed PhD students.

Employed PhD students feel to a greater degree that they receive support from their research colleagues, and have the opportunity to present their research at seminars.

NON-EMPLOYED PHD STUDENTS SEES MORE OPPORTUNITIES TO GET A JOB AFTER THEIR POST-GRADUATE DEGREE

10 GREATEST DIFFERENCES BETWEEN EMPLOYED AND NON-EMPLOYED PHD STUDENTS

- I believe I have a good chance to get a job directly after my research degree
- I know where to go if I encounter issues related to supervision
- My research education level courses have been proven useful in my research
- My ISP acts as a support to me in my research education
- My department has given me good support and information to help me with my teaching
- My individual study plan has clear and distinct partial goals
- I would like to continue doing research after my degree
- The review resulted in revisions important to my future research education
- I experience support from my research colleagues
- I have the possibility of presenting my research at seminars

Do not agree at all

Agree completely

Employed
Not employed
Fewer have been getting tutoring for more than 5 hours / month compared to 2015 and 2013.
NEGATIVE TREATMENT
13% of the PHD students indicated that they have been negatively special treatment in one or more ways, it is a 2 point drop since 2015 when 15% said they had been negatively special treatment in one or more ways.
13% of the PhD students indicated that they have experienced discrimination at work in one or more ways, it is a decrease with 2 percent since 2015, when 15% said they had been experienced discrimination at work in one or more ways.
WHAT DRIVES SATISFACTION?
Questions about the supervisor seem to distinguish those who are satisfied and very satisfied with the graduate program.

**THE INTRODUCTION PLAYS A BIG PART FOR IF THE STUDENTS THINK THE GRADUATE PROGRAM IS GOOD OR VERY GOOD**

**TOP 10 QUESTIONS THAT DIVIDES RESPONDENTS WHO THINK THE POST-GRADUATE EDUCATION SO FAR IS GOOD AND VERY GOOD**

- The information/introduction that I got as a newly admitted PhD student was relevant and sufficient: 4.1 (Very good), 3.3 (Good), 4.1
- My research education level courses have been proven useful in my research: 4.3 (Very good), 3.2 (Good), 4.3
- LiU offers a sufficient selection of courses that give an advanced view in my field of studies: 3.7 (Good), 2.6 (Very good), 3.7
- My supervisor/-s facilitates contacts with other researchers: 4.5 (Very good), 3.9 (Good), 4.5
- The time which I receive for supervision satisfies my needs: 4.7 (Very good), 4.1 (Good), 4.7
- I experience support from my research colleagues: 4.6 (Very good), 4.1 (Good), 4.6
- I had a good idea of what was expected of me when I accepted my research education position: 4.0 (Good), 3.5 (Very good), 4.0
- Overall, it is my opinion that my supervision is satisfactory: 4.8 (Very good), 4.2 (Good), 4.8
- My supervisor/-s has the ability to create commitment and motivation: 4.8 (Very good), 4.3 (Good), 4.8
- I am satisfied with the review of my ISP: 4.5 (Very good), 4.0 (Good), 4.5

Do not agree at all - Very good - Good - Agree completely
**The Guidance is the strongest theme in the post-graduate study 2017.** It gets a high average score for the question «What overall grade would you give your graduate studies so far?» and also has a high impact/effect on satisfaction.

Challenges for LiU and the post-graduate education are themes/areas that are about **Teaching and other work for the department** and **Courses, seminars and conferences**. These two areas get a relatively low average score for the questions «What overall grade would you give your graduate studies so far?» but has a fairly high impact/effect on satisfaction.
THE END