QUALITY IN THE PhD PROCESS 2021

A SURVEY AMONG PhD STUDENTS AT AARHUS UNIVERSITY
Cover photo: Campus
Photographer: AU Picture

Author of the report
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Centre for Educational Development
Aarhus University
https://ced.au.dk/
**Abbreviations used**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Aarhus University</td>
</tr>
<tr>
<td>AR</td>
<td>Faculty of Arts</td>
</tr>
<tr>
<td>BSS</td>
<td>School of Business and Social Sciences</td>
</tr>
<tr>
<td>HE</td>
<td>Faculty of Health</td>
</tr>
<tr>
<td>NAT</td>
<td>Faculty of Natural Sciences</td>
</tr>
<tr>
<td>TECH</td>
<td>Faculty of Technical Sciences</td>
</tr>
</tbody>
</table>
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CHAPTER 1. INTRODUCTION

This report is the third of its kind at Aarhus University (AU). It reports the results of a survey about PhD students’ perception of the Quality in the PhD Process at the university. The survey was conducted by Centre for Educational Development, AU on behalf of the Heads of the five Graduate Schools at AU. Rambøll Management Consulting assisted in the data collection.

Quality in the PhD Process is a quadrennial survey that aims at providing specific, local knowledge to support the quality development of Aarhus University’s Graduate Schools as well as to contribute to international research on PhD degree programmes. It was carried out for the first time in 2013. The report from 2013 includes a thorough description of the theory and research behind the questions asked in the survey.

The survey in 2021 is based on data from an electronic questionnaire, which was sent to 2,130 PhD fellows at Aarhus University. A total of 1,585 PhD students answered the questionnaire giving a response rate of 74.4 percent.

The results of the survey Quality in PhD Process 2021 are reported in the form of tables and figures. The tables show the results for AU at an aggregated level and at the level of the five Graduate Schools. The tables also include data from 2017 to allow a comparison with data from the recent survey. Figures are added to illustrate data at AU aggregated level in 2021. Data at Programme level are not reported here, but are forwarded as Excel spreadsheets to the respective Heads of Graduate Schools.

The Graduate Schools at AU have been reorganized from four to five Schools since 2017. The former Graduate School at ST has been divided into two Graduate Schools at the NAT faculty and TECH faculty, respectively. Therefore, it is not possible to make a complete comparison for these Schools. Please see Chapter 2 for methodological reflections on the issue.

SPECIAL CIRCUMSTANCES

It is important to note that the survey was conducted during lock down due to Covid-19. At the time of the survey, the pandemic had affected Aarhus University for almost a year. To take into account the extraordinary and difficult situation for many PhD students, a battery of questions about Covid-19 was added to the questionnaire, including an open comment box about Covid-19. The respondents received a cover letter with the following instruction:

“In the beginning of the questionnaire, we will ask you some questions about the Covid-19 situation and how it might have affected your PhD process. All remaining questions are related to your overall PhD process, and therefore we kindly ask you to answer these questions based
on a *general perception* of your process so far and to the extent possible”.

We acknowledge the difficulties and potential biases in asking the respondents to take an overall and general perspective, and we remind the reader that the survey results need to be understood in the light of the special circumstances of Covid-19.

Finally, we would like to thank Aarhus University’s many PhD students for their participation in the survey, and for thereby allowing us to bring their perceptions to light.
## Table 1.1. Overview of main results.

<table>
<thead>
<tr>
<th></th>
<th>AU</th>
<th>AR</th>
<th>BSS</th>
<th>HE</th>
<th>NAT</th>
<th>TECH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Covid-19 (Somewhat agree + Agree)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am worried that Corona will affect the quality of my PhD education</td>
<td>78%</td>
<td>80%</td>
<td>80%</td>
<td>74%</td>
<td>79%</td>
<td>81%</td>
</tr>
<tr>
<td>I have looked for other options than going abroad as a way of changing environment</td>
<td>37%</td>
<td>34%</td>
<td>43%</td>
<td>42%</td>
<td>26%</td>
<td>40%</td>
</tr>
<tr>
<td>I have talked with my supervisor about how to ensure progress in my PhD project during Corona.</td>
<td>75%</td>
<td>72%</td>
<td>75%</td>
<td>79%</td>
<td>70%</td>
<td>77%</td>
</tr>
<tr>
<td>I am worried that Corona will affect my career opportunities in a negative way.</td>
<td>53%</td>
<td>64%</td>
<td>60%</td>
<td>43%</td>
<td>47%</td>
<td>62%</td>
</tr>
<tr>
<td><strong>Motives to begin the PhD (Important + Very important)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was passionate about doing research</td>
<td>91%</td>
<td>90%</td>
<td>93%</td>
<td>94%</td>
<td>89%</td>
<td>88%</td>
</tr>
<tr>
<td>I was very interested in my topic</td>
<td>92%</td>
<td>96%</td>
<td>94%</td>
<td>91%</td>
<td>92%</td>
<td>90%</td>
</tr>
<tr>
<td>I assumed that the PhD title would create opportunities in the job market outside the university</td>
<td>60%</td>
<td>49%</td>
<td>47%</td>
<td>66%</td>
<td>62%</td>
<td>68%</td>
</tr>
<tr>
<td>I considered it to be a regular job with a permanent income</td>
<td>44%</td>
<td>46%</td>
<td>47%</td>
<td>37%</td>
<td>42%</td>
<td>54%</td>
</tr>
<tr>
<td>I didn’t have any other plans when I was given the opportunity</td>
<td>19%</td>
<td>17%</td>
<td>15%</td>
<td>13%</td>
<td>27%</td>
<td>22%</td>
</tr>
<tr>
<td><strong>The educational elements of the PhD (To some degree + To a high degree)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the selection of PhD courses give you the possibility of strengthening your general research qualifications?</td>
<td>80%</td>
<td>84%</td>
<td>80%</td>
<td>92%</td>
<td>62%</td>
<td>81%</td>
</tr>
<tr>
<td>Does the selection of PhD courses give you the possibility of strengthening your research qualifications within the framework of your project?</td>
<td>57%</td>
<td>54%</td>
<td>52%</td>
<td>66%</td>
<td>47%</td>
<td>63%</td>
</tr>
<tr>
<td>Has the work you do in addition to your own project (e.g., teaching or other departmental work) been an instructive experience?</td>
<td>81%</td>
<td>88%</td>
<td>84%</td>
<td>83%</td>
<td>77%</td>
<td>76%</td>
</tr>
<tr>
<td>Is the 280 hours of departmental work per year of such a nature that it negatively affects your PhD programme?</td>
<td>49%</td>
<td>56%</td>
<td>39%</td>
<td>33%</td>
<td>64%</td>
<td>48%</td>
</tr>
<tr>
<td><strong>The research environment (Somewhat agree + Agree)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Here I feel respected as a co-researcher</td>
<td>83%</td>
<td>77%</td>
<td>82%</td>
<td>88%</td>
<td>85%</td>
<td>80%</td>
</tr>
<tr>
<td>There is a sense around here that working together on research is fun</td>
<td>74%</td>
<td>61%</td>
<td>67%</td>
<td>80%</td>
<td>81%</td>
<td>72%</td>
</tr>
</tbody>
</table>
Here we present and discuss each other’s research on a regular basis &lt;72% &lt;62% &lt;71% &lt;76% &lt;80% &lt;64%

It is possible to talk openly with colleagues about successful as well as unsuccessful experiences &lt;81% &lt;64% &lt;77% &lt;89% &lt;86% &lt;76%

I feel like I’m part of the research community here &lt;73% &lt;59% &lt;68% &lt;80% &lt;81% &lt;69%

**Supervision** (Somewhat agree + Agree)

I receive sufficient supervision from my main supervisor &lt;83% &lt;85% &lt;88% &lt;83% &lt;80% &lt;79%

My supervisor makes many important choices in my project &lt;38% &lt;17% &lt;20% &lt;48% &lt;47% &lt;43%

My supervisor has clear preferences for the direction my project needs to take &lt;50% &lt;27% &lt;28% &lt;63% &lt;58% &lt;55%

My supervisor has a clear expectation that I will follow the advice I get &lt;63% &lt;44% &lt;51% &lt;71% &lt;70% &lt;65%

The relationship between my supervisor and me is characterised by mutual respect &lt;94% &lt;97% &lt;96% &lt;93% &lt;93% &lt;92%

My supervisor supports me in taking ownership of my research project &lt;89% &lt;90% &lt;89% &lt;90% &lt;86% &lt;88%

**Independence** (Somewhat agree + Agree)

I feel that I’m in control of the project &lt;77% &lt;74% &lt;81% &lt;81% &lt;74% &lt;71%

I experience that it is possible to explore new research paths within the framework of my project &lt;81% &lt;88% &lt;84% &lt;78% &lt;82% &lt;79%

It is important to me that I make all the critical choices in my project &lt;57% &lt;74% &lt;66% &lt;54% &lt;42% &lt;60%

**Workload** (Often + Almost always)

Do you feel that your work as a PhD student takes up so much time and energy that it affects your private life? &lt;37% &lt;43% &lt;38% &lt;28% &lt;38% &lt;46%

Does your work as a PhD student give you severe stress symptoms? &lt;20% &lt;28% &lt;24% &lt;12% &lt;22% &lt;20%

**Satisfaction** (Somewhat agree + Agree)

Overall, I’m satisfied with what I have learned during my PhD process &lt;86% &lt;86% &lt;88% &lt;87% &lt;85% &lt;84%

Overall, I’m satisfied with the quality of my research work &lt;79% &lt;79% &lt;80% &lt;85% &lt;74% &lt;76%

Overall, I’m satisfied with the quality of my research supervision &lt;81% &lt;83% &lt;84% &lt;84% &lt;77% &lt;77%

I can warmly recommend my main supervisor &lt;82% &lt;84% &lt;85% &lt;84% &lt;82% &lt;76%
CHAPTER 2. METHOD AND DATA

This chapter includes a brief account of the data and methods used in the survey.

DATA COLLECTION

The study is based on data from an electronic questionnaire, which was sent out by e-Boks and e-mail to 2,130 PhD fellows at Aarhus University. The survey ran from the 5th January till the 5th February 2021. During this period, four reminders in all were sent out with regular intervals. The survey population included i) all enrolled PhD students at the time of the study and ii) PhD graduates who, at the time of the study, had handed in their PhD thesis within the recent six months.

RESPONSE RATE

A total of 1,585 PhD students chose to contribute to the study, giving a response rate of 74.4 percent. The response rate is shown in Table 2.1.

Table 2.1. Response rate at Graduate School level and Programme level

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Number of replies</th>
<th>Percent</th>
<th>Programmes</th>
<th>Number of replies</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>1,585</td>
<td>74%</td>
<td>BSS</td>
<td>222</td>
<td>77%</td>
</tr>
<tr>
<td>NAT</td>
<td>360</td>
<td>75%</td>
<td>Business Development and Technology</td>
<td>12</td>
<td>86%</td>
</tr>
<tr>
<td>Biology</td>
<td>45</td>
<td>92%</td>
<td>Economics and Business Economics</td>
<td>50</td>
<td>79%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>46</td>
<td>75%</td>
<td>Law</td>
<td>18</td>
<td>67%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>52</td>
<td>70%</td>
<td>Management</td>
<td>43</td>
<td>83%</td>
</tr>
<tr>
<td>Geoscience</td>
<td>16</td>
<td>80%</td>
<td>Political Science</td>
<td>51</td>
<td>85%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>17</td>
<td>85%</td>
<td>Psychology and Behavioural Science</td>
<td>30</td>
<td>61%</td>
</tr>
<tr>
<td>Molecular Biology and Genetics</td>
<td>53</td>
<td>73%</td>
<td>Social Sciences and Business</td>
<td>18</td>
<td>78%</td>
</tr>
<tr>
<td>Nanoscience</td>
<td>81</td>
<td>69%</td>
<td>TECH</td>
<td>269</td>
<td>81%</td>
</tr>
<tr>
<td>Physics and Astronomy</td>
<td>50</td>
<td>75%</td>
<td>Agroecology</td>
<td>44</td>
<td>77%</td>
</tr>
<tr>
<td>AR</td>
<td>243</td>
<td>75%</td>
<td>Animal Science</td>
<td>26</td>
<td>76%</td>
</tr>
<tr>
<td>Anthropology, Global Studies and the Study of Religion</td>
<td>43</td>
<td>73%</td>
<td>Bioscience</td>
<td>23</td>
<td>92%</td>
</tr>
<tr>
<td>Art, Literature and Cultural Studies</td>
<td>38</td>
<td>78%</td>
<td>Engineering</td>
<td>102</td>
<td>80%</td>
</tr>
<tr>
<td>Didactics</td>
<td>32</td>
<td>78%</td>
<td>Environmental Science</td>
<td>30</td>
<td>81%</td>
</tr>
<tr>
<td>History, Archaeology and Classical Studies</td>
<td>35</td>
<td>83%</td>
<td>Food Science</td>
<td>32</td>
<td>82%</td>
</tr>
<tr>
<td>ICT, Media, Communication and Journalism</td>
<td>17</td>
<td>71%</td>
<td>Quantitative Genetics and Genomics</td>
<td>12</td>
<td>92%</td>
</tr>
<tr>
<td>Language, Linguistics, Communication, and Cognition</td>
<td>18</td>
<td>86%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning and Education</td>
<td>38</td>
<td>73%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theology, History of ideas and Philosophy</td>
<td>22</td>
<td>65%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HE</td>
<td>491</td>
<td>70%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biomedicine</td>
<td>66</td>
<td>69%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ClinFO</td>
<td>363</td>
<td>69%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Health</td>
<td>62</td>
<td>72%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 2.1. How far along are you in your PhD programme?

![Bar chart showing the distribution of respondents in terms of their study phase.]

The distribution of respondents in terms of their study phase is illustrated in Figure 2.1.

**Representativity**

Even though a response rate of 74.4% is high for a study of this type, one in four have not answered the questionnaire for unknown reasons. To see how well the sample matched the survey population, an analysis of the representativity was carried out. This is shown in Table 2.2 below.

**Table 2.2. Comparison of the study population and sample**

<table>
<thead>
<tr>
<th></th>
<th>All (100%)</th>
<th>Sample (74%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender (share of women)</td>
<td>53%</td>
<td>53%</td>
</tr>
<tr>
<td>International PhD. students</td>
<td>29%</td>
<td>30%</td>
</tr>
<tr>
<td>Have submitted their thesis</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Type</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ordinary</td>
<td>81%</td>
<td>82%</td>
</tr>
<tr>
<td>Flexible</td>
<td>19%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Graduate School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>BSS</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>HE</td>
<td>33%</td>
<td>31%</td>
</tr>
<tr>
<td>NAT</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>TECH</td>
<td>16%</td>
<td>17%</td>
</tr>
</tbody>
</table>

As can be seen from Table 2.2, there is a very high degree of correlation between the sample’s composition of variables, such as gender, nationality, Graduate School and the composition of the survey population described with the same variables.

**From Four to Five Graduate Schools**

The former Graduate School at ST has been divided into two Graduate Schools at the NAT faculty and TECH faculty, respectively, since the recent survey in 2017. All the PhD programs included in the dataset for ST in 2017 are identifiable in the dataset for NAT and TECH in 2021. However, it is not possible to make a complete comparison for these Schools, because i) the former PhD Programme labelled “Bioscience” at ST has been divided into “Biology” at NAT and “Bioscience” at TECH, respectively, and ii) a new program has been added to TECH labelled “Quantitative Genetics and Genomics”. Consequently:
• Historic data from 2017 for NAT do not include the new PhD Programme labeled “Biology” in 2021
• Historic data from 2017 for TECH do not include the new PhD Programme labeled “Quantitative Genetics and Genomics”

ANONYMITY AND ETHICS
For detailed information about the survey respondents’ confidentiality and rights, please follow this link.

OPEN COMMENTS
The questionnaire included two open questions allowing the respondents to write more in-depth comments about 1) The Covid-19 situation and 2) General issues related to their PhD study. A total of 387 PhD students wrote open comments about the Covid 19 situation, which corresponds to 24 percent of respondents. A total of 247 PhD students wrote open comments about general issues related to their PhD study, which corresponds to 16 percent of respondents. The open comments are not reported here but are forwarded directly to the Heads of the Graduate Schools.
CHAPTER 3. COVID-19

Table 3.1. During the Covid-19 period, I have mainly asked for advice and support, on how to handle the situation, from...

<table>
<thead>
<tr>
<th></th>
<th>AU</th>
<th>AR</th>
<th>BSS</th>
<th>HE</th>
<th>NAT</th>
<th>TECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>...my immediate leader</td>
<td>45%</td>
<td>48%</td>
<td>40%</td>
<td>49%</td>
<td>45%</td>
<td>42%</td>
</tr>
<tr>
<td>...my supervisor(s)</td>
<td>86%</td>
<td>82%</td>
<td>79%</td>
<td>90%</td>
<td>89%</td>
<td>86%</td>
</tr>
<tr>
<td>...the Graduate School</td>
<td>18%</td>
<td>29%</td>
<td>17%</td>
<td>18%</td>
<td>15%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Note: The figures show the proportion who answered yes. The rest have answered no. The answer “Don’t know/ not relevant” is not included in the calculation.

Table 3.2. The PhD students’ experience of the Covid-19 situation

<table>
<thead>
<tr>
<th></th>
<th>AU</th>
<th>AR</th>
<th>BSS</th>
<th>HE</th>
<th>NAT</th>
<th>TECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am worried that Corona will affect the quality of my PhD education</td>
<td>78%</td>
<td>80%</td>
<td>80%</td>
<td>74%</td>
<td>79%</td>
<td>81%</td>
</tr>
<tr>
<td>I have looked for other options than going abroad as a way of changing environment</td>
<td>37%</td>
<td>34%</td>
<td>43%</td>
<td>42%</td>
<td>26%</td>
<td>40%</td>
</tr>
<tr>
<td>I find that my opportunities to establish networks and contacts are negatively affected by Corona.</td>
<td>90%</td>
<td>91%</td>
<td>94%</td>
<td>89%</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>Due to Corona, I have got more time, e.g., to write on my PhD and to watch lectures on the internet</td>
<td>30%</td>
<td>23%</td>
<td>19%</td>
<td>34%</td>
<td>31%</td>
<td>34%</td>
</tr>
<tr>
<td>I have talked with my supervisor about how to ensure progress in my PhD project during Corona.</td>
<td>75%</td>
<td>72%</td>
<td>75%</td>
<td>79%</td>
<td>70%</td>
<td>77%</td>
</tr>
<tr>
<td>I am worried that Corona will affect my career opportunities in a negative way.</td>
<td>53%</td>
<td>64%</td>
<td>60%</td>
<td>43%</td>
<td>47%</td>
<td>62%</td>
</tr>
</tbody>
</table>

Note: The table shows the proportion who have answered “agree” or “somewhat agree” to the statement. The rest have answered “neutral”, “somewhat disagree”, or “disagree”. The calculation does not include those who have answered “do not know/not relevant”.
**Figure 3.1.** During the Covid-19 period, I have mainly asked for advice and support, on how to handle the situation from...

![Bar chart showing percentage responses to queries about advice and support during the Covid-19 period.](chart1.png)

Note: Since these questions were not in the 2017 survey there is no historic data.

**Figure 3.2.** The PhD students' experience of the Covid-19 situation

![Bar chart showing responses to various statements about the impact of Covid-19 on PhD education and career.](chart2.png)

Questions: "Please indicate to what degree the following statements reflect your experience of the Covid-19 situation."

Note: Since these questions were not in the 2017 survey there is no historic data.
CHAPTER 4. THE WAY INTO THE PHD STUDY

Table 4.1. The PhD students’ employment at the university prior to enrolment

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</tr>
</thead>
<tbody>
<tr>
<td>Student teacher</td>
<td>22%</td>
<td>21%</td>
<td>25%</td>
<td>20%</td>
<td>20%</td>
<td>26%</td>
<td>27%</td>
<td>19%</td>
<td>23%</td>
<td>25%</td>
<td>24%</td>
<td>15%</td>
</tr>
<tr>
<td>Assistant lecturer - after Master's degree</td>
<td>5%</td>
<td>4%</td>
<td>9%</td>
<td>5%</td>
<td>4%</td>
<td>1%</td>
<td>8%</td>
<td>8%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Student assistant - with research-related tasks</td>
<td>12%</td>
<td>13%</td>
<td>16%</td>
<td>17%</td>
<td>24%</td>
<td>23%</td>
<td>8%</td>
<td>11%</td>
<td>11%</td>
<td>11%</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>Research assistant - after Master's degree</td>
<td>22%</td>
<td>22%</td>
<td>12%</td>
<td>14%</td>
<td>18%</td>
<td>17%</td>
<td>32%</td>
<td>33%</td>
<td>13%</td>
<td>15%</td>
<td>24%</td>
<td>23%</td>
</tr>
<tr>
<td>Research year student - only at Health</td>
<td>7%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>21%</td>
<td>26%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Other type of work - e.g., student guidance or administrative work</td>
<td>11%</td>
<td>10%</td>
<td>14%</td>
<td>9%</td>
<td>6%</td>
<td>10%</td>
<td>9%</td>
<td>10%</td>
<td>14%</td>
<td>14%</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>No, none of the above</td>
<td>45%</td>
<td>48%</td>
<td>51%</td>
<td>55%</td>
<td>44%</td>
<td>45%</td>
<td>33%</td>
<td>31%</td>
<td>49%</td>
<td>50%</td>
<td>57%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Question: “Prior to your enrolment as a PhD student, have you had a job at Aarhus University (including Aarhus University Hospital)? (You may tick off more than one.)”

Note: The table shows the proportion of PhD students who have ticked off the above categories. Note that the PhD students could tick off more than one choice. It was not possible for the students to tick off more than one choice in the case where they answered “No, none of the above”.

Note: The total sum of all choices does not add up to 100 percent, as it was possible to tick off more than one choice.
Table 4.2. Contact between PhD students and supervisors prior to enrolment

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</tr>
</thead>
<tbody>
<tr>
<td>Did one or more of your current supervisors encourage you to become a PhD student?</td>
<td>68%</td>
<td>65%</td>
<td>60%</td>
<td>58%</td>
<td>61%</td>
<td>54%</td>
<td>73%</td>
<td>79%</td>
<td>69%</td>
<td>65%</td>
<td>66%</td>
<td>53%</td>
</tr>
<tr>
<td>Did you go to one or more of your current supervisors to get help or inspiration for your PhD application?</td>
<td>79%</td>
<td>76%</td>
<td>78%</td>
<td>77%</td>
<td>82%</td>
<td>83%</td>
<td>86%</td>
<td>88%</td>
<td>74%</td>
<td>70%</td>
<td>66%</td>
<td>52%</td>
</tr>
<tr>
<td>Did you as a BA/Bsc or MA/Msc student get supervision from one or more of your current supervisors?</td>
<td>47%</td>
<td>48%</td>
<td>50%</td>
<td>46%</td>
<td>49%</td>
<td>48%</td>
<td>40%</td>
<td>50%</td>
<td>59%</td>
<td>56%</td>
<td>43%</td>
<td>36%</td>
</tr>
<tr>
<td>Did you work for one or more of your current supervisors before you applied for your PhD scholarship?</td>
<td>75%</td>
<td>44%</td>
<td>83%</td>
<td>24%</td>
<td>78%</td>
<td>30%</td>
<td>57%</td>
<td>65%</td>
<td>92%</td>
<td>46%</td>
<td>82%</td>
<td>31%</td>
</tr>
</tbody>
</table>

Note: The figures show the proportion who answered yes. The rest have answered no. The answer "Don't know/ not relevant" is not included in the calculation.
Table 4.3. Motives for beginning the PhD.

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</tr>
</thead>
<tbody>
<tr>
<td>I was passionate about doing research</td>
<td>93%</td>
<td>91%</td>
<td>94%</td>
<td>90%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>89%</td>
<td>91%</td>
<td>88%</td>
</tr>
<tr>
<td>I wanted to teach</td>
<td>45%</td>
<td>49%</td>
<td>57%</td>
<td>60%</td>
<td>62%</td>
<td>55%</td>
<td>39%</td>
<td>46%</td>
<td>40%</td>
<td>44%</td>
<td>42%</td>
<td>45%</td>
</tr>
<tr>
<td>I was very interested in my topic</td>
<td>93%</td>
<td>92%</td>
<td>97%</td>
<td>96%</td>
<td>94%</td>
<td>94%</td>
<td>90%</td>
<td>91%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>90%</td>
</tr>
<tr>
<td>I assumed that the PhD title would create opportunities in the job market outside the university</td>
<td>61%</td>
<td>60%</td>
<td>43%</td>
<td>49%</td>
<td>48%</td>
<td>47%</td>
<td>73%</td>
<td>66%</td>
<td>65%</td>
<td>62%</td>
<td>59%</td>
<td>68%</td>
</tr>
<tr>
<td>I considered it to be a regular job with a permanent income</td>
<td>42%</td>
<td>44%</td>
<td>42%</td>
<td>46%</td>
<td>48%</td>
<td>47%</td>
<td>38%</td>
<td>37%</td>
<td>41%</td>
<td>42%</td>
<td>49%</td>
<td>54%</td>
</tr>
<tr>
<td>I didn’t have any other plans when I was given the opportunity</td>
<td>19%</td>
<td>19%</td>
<td>16%</td>
<td>17%</td>
<td>20%</td>
<td>15%</td>
<td>14%</td>
<td>13%</td>
<td>23%</td>
<td>27%</td>
<td>30%</td>
<td>22%</td>
</tr>
<tr>
<td>I considered the PhD title to be prestigious</td>
<td>42%</td>
<td>40%</td>
<td>44%</td>
<td>38%</td>
<td>47%</td>
<td>44%</td>
<td>36%</td>
<td>35%</td>
<td>46%</td>
<td>41%</td>
<td>43%</td>
<td>46%</td>
</tr>
</tbody>
</table>

Question: "Please think back to the beginning of your PhD process. To which degree were the following statements important to your choice of becoming a PhD student?"

Note: The table shows the proportion of students who have answered that the statements (e.g. being passionate about doing research) were important or very important. The rest have answered less important or not important at all. The answer "do not know" is not included in the calculation.
Figure 4.1. Motives for beginning the PhD

Question: "Please think back to the beginning of your PhD process. To which degree were the following statements important to your choice of becoming a PhD student?"

Note: The answer "do not know" is not included in the calculation.
### Table 5.1. PhD students’ experience of the educational elements of a PhD.

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</tr>
</thead>
<tbody>
<tr>
<td>Does the selection of PhD courses give you the possibility of strengthening your general research qualifications?</td>
<td>76%</td>
<td>80%</td>
<td>64%</td>
<td>85%</td>
<td>76%</td>
<td>80%</td>
<td>93%</td>
<td>83%</td>
<td>52%</td>
<td>60%</td>
<td>78%</td>
<td>87%</td>
</tr>
<tr>
<td>Does the selection of PhD courses give you the possibility of strengthening your research qualifications within the framework of your project?</td>
<td>53%</td>
<td>57%</td>
<td>53%</td>
<td>59%</td>
<td>51%</td>
<td>66%</td>
<td>47%</td>
<td>57%</td>
<td>63%</td>
<td>57%</td>
<td>63%</td>
<td>61%</td>
</tr>
<tr>
<td>Did your change of environment strengthen your research project?</td>
<td>81%</td>
<td>79%</td>
<td>80%</td>
<td>78%</td>
<td>72%</td>
<td>80%</td>
<td>79%</td>
<td>86%</td>
<td>80%</td>
<td>78%</td>
<td>80%</td>
<td>78%</td>
</tr>
<tr>
<td>Was your change of environment worth the effort compared to your professional benefits (e.g., networks, general skills as a researcher)?</td>
<td>79%</td>
<td>77%</td>
<td>76%</td>
<td>73%</td>
<td>73%</td>
<td>66%</td>
<td>77%</td>
<td>81%</td>
<td>84%</td>
<td>80%</td>
<td>80%</td>
<td>81%</td>
</tr>
<tr>
<td>Has the work you do in addition to your own project (e.g., teaching or other departmental work) been an instructive experience?</td>
<td>82%</td>
<td>81%</td>
<td>89%</td>
<td>93%</td>
<td>84%</td>
<td>83%</td>
<td>83%</td>
<td>77%</td>
<td>80%</td>
<td>80%</td>
<td>76%</td>
<td>76%</td>
</tr>
<tr>
<td>Is the 280 hours of departmental work per year of such a nature that it negatively affects your PhD study?</td>
<td>52%</td>
<td>49%</td>
<td>57%</td>
<td>42%</td>
<td>39%</td>
<td>39%</td>
<td>33%</td>
<td>70%</td>
<td>64%</td>
<td>50%</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Are you satisfied with the content of your teaching assignments?</td>
<td>84%</td>
<td>85%</td>
<td>93%</td>
<td>86%</td>
<td>87%</td>
<td>86%</td>
<td>87%</td>
<td>78%</td>
<td>80%</td>
<td>78%</td>
<td>79%</td>
<td>79%</td>
</tr>
<tr>
<td>Are you satisfied with the extent of your teaching assignments?</td>
<td>75%</td>
<td>74%</td>
<td>86%</td>
<td>83%</td>
<td>81%</td>
<td>79%</td>
<td>82%</td>
<td>82%</td>
<td>55%</td>
<td>55%</td>
<td>72%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Question: “In the following, we will ask you a number of questions about the PhD education elements. Not all elements are necessarily relevant to your particular PhD programme. If one or more elements are not included in your PhD programme, please tick the box “not relevant”. This also applies if, for example, you have not yet been abroad or have not yet taken classes.”

Note: The table shows the proportion who have answered "to a great extent" and "to some extent". The rest have answered "to a lesser extent" or "not at all". The calculation does not include the answer "do not know/not relevant".
Figure 5.1 PhD students’ experience with the educational elements of the PhD programme

- Does the selection of PhD courses give you the possibility of strengthening your general research qualifications?
- Did your change of environment strengthen your research project?
- Has the work you do in addition to your own project (e.g., teaching or other departmental work) been an instructive experience?
- Is the 280 hours of departmental work per year of such a nature that it negatively affects your PhD programme?
- Are you satisfied with the content of your teaching assignments?
- Are you satisfied with the extent of your teaching assignments?

Question: “In the following, we will ask you a number of questions about the PhD education elements. Not all elements are necessarily relevant to your particular PhD programme. If one or more elements are not included in your PhD programme, please tick the box “not relevant”. This also applies if, for example, you have not yet been abroad or have not yet taken classes.”

Note: The figure does not include the answer “do not know”.
Figure 5.2. Teaching and other departmental work related to the PhD

Question: "Has the work you have done in addition to your own project (e.g., teaching or other departmental work) been more or less than 280 hours annually (cf. the rule of 840 hours within three years)?"

Note: Only respondents who have answered "I have finished my PhD" to the question "How far along are you in your PhD programme?" have answered this question.
## CHAPTER 6. INTEGRATION INTO THE RESEARCH ENVIRONMENT

### COLLABORATION AND FEEDBACK IN THE RESEARCH ENVIRONMENT

Table 6.1. PhD students’ experience of opportunities for collaboration and feedback.

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</thead>
<tbody>
<tr>
<td>Here I meet other PhD students with whom I can exchange ideas</td>
<td>83%</td>
<td>79%</td>
<td>81%</td>
<td>81%</td>
<td>86%</td>
<td>78%</td>
</tr>
<tr>
<td>If I have any problems related to the PhD programme, I'm always welcome to ask one of the other researchers</td>
<td>89%</td>
<td>83%</td>
<td>85%</td>
<td>92%</td>
<td>91%</td>
<td>85%</td>
</tr>
<tr>
<td>There is a sense around here that working together on research is fun</td>
<td>74%</td>
<td>65%</td>
<td>68%</td>
<td>79%</td>
<td>81%</td>
<td>71%</td>
</tr>
<tr>
<td>If I want to, I have good opportunities for writing academic texts in collaboration with other researchers</td>
<td>64%</td>
<td>50%</td>
<td>66%</td>
<td>68%</td>
<td>63%</td>
<td>64%</td>
</tr>
<tr>
<td>Here we present and discuss each other’s research on a regular basis</td>
<td>72%</td>
<td>69%</td>
<td>75%</td>
<td>75%</td>
<td>78%</td>
<td>69%</td>
</tr>
<tr>
<td>It is my impression that researchers here often write academic texts in collaboration with their PhD students</td>
<td>71%</td>
<td>50%</td>
<td>73%</td>
<td>68%</td>
<td>84%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Question: “In the following, we will ask you questions about your perception of the research environment in your unit. A unit can have different meanings such as department, centre, research group or even the entire institute. We would ask you to think about your daily research environment, i.e., the researchers you meet and interact with in your daily life.”

Note: The table shows the proportion who have answered “agree” or “somewhat agree” to the statement. The rest have answered “neutral”, “somewhat disagree”, or “disagree”. The calculation does not include those who have answered “do not know/not relevant”.

21
## Collegiality in the Research Environment

### Table 6.2. PhD students’ experience of collegiality in the research environment.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>The scientific staff members are generally interested in hearing about my project</td>
<td>77%</td>
<td>75%</td>
<td>69%</td>
<td>70%</td>
<td>72%</td>
<td>73%</td>
<td>83%</td>
<td>79%</td>
<td>82%</td>
<td>78%</td>
<td>73%</td>
<td>72%</td>
</tr>
<tr>
<td>It is possible to talk openly with colleagues about successful as well as unsuccessful experiences</td>
<td>80%</td>
<td>81%</td>
<td>68%</td>
<td>64%</td>
<td>70%</td>
<td>77%</td>
<td>86%</td>
<td>89%</td>
<td>87%</td>
<td>86%</td>
<td>79%</td>
<td>76%</td>
</tr>
<tr>
<td>Here both PhD students and professors are welcome to share their opinion</td>
<td>87%</td>
<td>88%</td>
<td>80%</td>
<td>76%</td>
<td>79%</td>
<td>88%</td>
<td>89%</td>
<td>89%</td>
<td>93%</td>
<td>94%</td>
<td>89%</td>
<td>87%</td>
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</tbody>
</table>

**Question:** “In the following, we will ask you questions about your perception of the research environment in your unit. A unit can have different meanings such as department, centre, research group or even the entire institute. We would ask you to think about your daily research environment, i.e., the researchers you meet and interact with in your daily life.”

**Note:** The table shows the proportion who have answered “agree” or “somewhat agree” to the statement. The rest have answered “neutral”, “somewhat disagree”, or “disagree”. The calculation does not include those who have answered “do not know/not relevant”.
## FEELING OF INTEGRATION

**Table 6.3.** PhD students’ experience of being part of a research community.

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</tr>
</thead>
<tbody>
<tr>
<td>Here I feel respected</td>
<td>84%</td>
<td>83%</td>
<td>78%</td>
<td>77%</td>
<td>81%</td>
<td>82%</td>
<td>89%</td>
<td>88%</td>
<td>83%</td>
<td>85%</td>
<td>85%</td>
<td>80%</td>
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<tr>
<td>as a co-researcher</td>
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<tr>
<td>I feel like I’m part</td>
<td>77%</td>
<td>73%</td>
<td>64%</td>
<td>59%</td>
<td>72%</td>
<td>68%</td>
<td>83%</td>
<td>80%</td>
<td>81%</td>
<td>81%</td>
<td>79%</td>
<td>69%</td>
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<tr>
<td>of the research</td>
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<td>community here</td>
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<td></td>
<td></td>
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<tr>
<td>In physical terms, I</td>
<td>15%</td>
<td>14%</td>
<td>31%</td>
<td>26%</td>
<td>12%</td>
<td>8%</td>
<td>16%</td>
<td>15%</td>
<td>7%</td>
<td>6%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>spend most of my</td>
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<td>research time outside</td>
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<tr>
<td>of the research</td>
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<tr>
<td>environment (e.g., in</td>
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<tr>
<td>a company)</td>
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</tbody>
</table>

Question: “In the following, we will ask you questions about your perception of the research environment in your unit. A unit can have different meanings such as department, centre, research group or even the entire institute. We would ask you to think about your daily research environment, i.e., the researchers you meet and interact with in your daily life.”

Note: The table shows the proportion who have answered “agree” or “somewhat agree” to the statement. The rest have the answered “neutral”, “somewhat disagree”, or “disagree”. The calculation does not include those who have answered “do not know/not relevant”.
**Figure 6.1.** PhD students’ experience of the research environment

**Question:** “In the following, we will ask you questions about your perception of the research environment in your unit. A unit can have different meanings such as department, centre, research group or even the entire institute. We would ask you to think about your daily research environment, i.e., the researchers you meet and interact with in your daily life.”

**Note:** The figure does not include those who have answered “do not know/not relevant”.
Table 6.4: Organizational context

<table>
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<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is your project closely related to the research field of your main supervisor?</td>
<td>76%</td>
<td>79%</td>
<td>55%</td>
<td>60%</td>
<td>63%</td>
<td>67%</td>
<td>77%</td>
<td>84%</td>
<td>91%</td>
<td>89%</td>
<td>85%</td>
<td>84%</td>
</tr>
<tr>
<td>Is your PhD project embedded in a larger research project managed by one of your supervisors?</td>
<td>35%</td>
<td>37%</td>
<td>20%</td>
<td>28%</td>
<td>11%</td>
<td>15%</td>
<td>27%</td>
<td>30%</td>
<td>59%</td>
<td>53%</td>
<td>59%</td>
<td>55%</td>
</tr>
<tr>
<td>Are you formally employed somewhere outside Aarhus University?</td>
<td>25%</td>
<td>20%</td>
<td>33%</td>
<td>24%</td>
<td>9%</td>
<td>8%</td>
<td>42%</td>
<td>36%</td>
<td>7%</td>
<td>6%</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Note: The figures show the proportion who answered yes. The rest have answered no. The answer “Don’t know/ not relevant” is not included in the calculation.

Figure 6.2. Organizational context
CHAPTER 7. CONTACT BETWEEN STUDENTS AND SUPERVISORS

NUMBER OF SUPERVISORS

Table 7.1. The total number of supervisors (main supervisor and co-supervisor) per PhD student (2021)

<table>
<thead>
<tr>
<th>Number of Supervisors</th>
<th>AU</th>
<th>AR</th>
<th>BSS</th>
<th>HE</th>
<th>NAT</th>
<th>TECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 supervisor</td>
<td>14%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>48%</td>
<td>13%</td>
</tr>
<tr>
<td>2 supervisors</td>
<td>45%</td>
<td>69%</td>
<td>84%</td>
<td>18%</td>
<td>39%</td>
<td>50%</td>
</tr>
<tr>
<td>3 supervisors</td>
<td>26%</td>
<td>26%</td>
<td>12%</td>
<td>41%</td>
<td>10%</td>
<td>27%</td>
</tr>
<tr>
<td>4 supervisors</td>
<td>13%</td>
<td>3%</td>
<td>1%</td>
<td>32%</td>
<td>2%</td>
<td>9%</td>
</tr>
<tr>
<td>5 supervisors</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>6 supervisors</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Average number of supervisor/PhD student: 2.5, 2.3, 2.1, 3.3, 1.7, 2.4

Question: “How many supervisors are affiliated with your project? (Please include both main supervisors and co-supervisors.)”

Table 7.2. The total number of supervisors (main supervisor and co-supervisor) per PhD student (2017)

<table>
<thead>
<tr>
<th>Number of Supervisors</th>
<th>AU</th>
<th>AR</th>
<th>BSS</th>
<th>HE</th>
<th>NAT</th>
<th>TECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 supervisor</td>
<td>14%</td>
<td>5%</td>
<td>3%</td>
<td>1%</td>
<td>45%</td>
<td>18%</td>
</tr>
<tr>
<td>2 supervisors</td>
<td>47%</td>
<td>76%</td>
<td>86%</td>
<td>21%</td>
<td>40%</td>
<td>49%</td>
</tr>
<tr>
<td>3 supervisors</td>
<td>26%</td>
<td>18%</td>
<td>10%</td>
<td>45%</td>
<td>10%</td>
<td>27%</td>
</tr>
<tr>
<td>4 supervisors</td>
<td>12%</td>
<td>1%</td>
<td>0%</td>
<td>29%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>5 supervisors</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>6 supervisors</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Average number of supervisor/PhD student: 2.4, 2.2, 2.1, 3.2, 1.8, 2.2

Question: “How many supervisors are affiliated with your project? (Please include both main supervisors and co-supervisors.)”
**Table 7.3. PhD students’ experience of supervisor availability**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>My main supervisor is available when needed</td>
<td>86%</td>
<td>89%</td>
<td>86%</td>
<td>92%</td>
<td>90%</td>
<td>91%</td>
<td>85%</td>
<td>89%</td>
<td>86%</td>
<td>88%</td>
<td>89%</td>
<td>88%</td>
</tr>
<tr>
<td>My co-supervisor(s) is/are available when needed</td>
<td>84%</td>
<td>87%</td>
<td>78%</td>
<td>87%</td>
<td>86%</td>
<td>91%</td>
<td>84%</td>
<td>86%</td>
<td>82%</td>
<td>90%</td>
<td>88%</td>
<td>86%</td>
</tr>
<tr>
<td>I receive sufficient supervision from my main supervisor</td>
<td>0%</td>
<td>83%</td>
<td>0%</td>
<td>85%</td>
<td>0%</td>
<td>88%</td>
<td>0%</td>
<td>83%</td>
<td>0%</td>
<td>80%</td>
<td>0%</td>
<td>79%</td>
</tr>
<tr>
<td>I receive sufficient supervision from my co-supervisor(s)</td>
<td>0%</td>
<td>81%</td>
<td>0%</td>
<td>81%</td>
<td>0%</td>
<td>83%</td>
<td>0%</td>
<td>80%</td>
<td>0%</td>
<td>83%</td>
<td>0%</td>
<td>83%</td>
</tr>
</tbody>
</table>

Note: The table shows the proportion who "agree" or "somewhat agree" with the statement. The rest have answered either "neutral", "somewhat disagree", or "disagree". The calculation does not include those who have answered "don't know/not relevant".

Note: The calculation of the table is based on what the PhD students have answered earlier on the question of which supervisor they use the most. If the PhD student has stated, for example, that he or she most often meets with a co-supervisor, the question of accessibility is based on the availability of a co-supervisor.

Note: Since "I receive sufficient supervision from my main supervisor" and "I receive sufficient supervision from my co-supervisor(s)" were not in the 2017 survey, there is not displayed historic data.

**Figure 7.2. PhD students’ experience of supervisor availability**

![Graph showing PhD students' experience of supervisor availability](image)

Note: The calculation does not include those who have answered by not / not relevant.
Question: “Which supervisor is in contact with you most often and is the most well-informed about what you are doing?”
### Chapter 8. Scope and Content of Supervision

#### Table 8.1. PhD students’ experience of the scope and content of supervision

<table>
<thead>
<tr>
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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing a literature review and summarising the important issues</td>
<td>58%</td>
<td>63%</td>
<td>52%</td>
<td>62%</td>
<td>65%</td>
<td>54%</td>
<td>60%</td>
<td>63%</td>
<td>65%</td>
<td>65%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>Identifying and posing research questions that contribute to the research field</td>
<td>90%</td>
<td>91%</td>
<td>89%</td>
<td>91%</td>
<td>91%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>84%</td>
<td>86%</td>
<td>89%</td>
<td>90%</td>
</tr>
<tr>
<td>Designing well thought out research studies</td>
<td>89%</td>
<td>90%</td>
<td>84%</td>
<td>88%</td>
<td>88%</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>86%</td>
<td>88%</td>
<td>87%</td>
<td>89%</td>
</tr>
<tr>
<td>Collecting and analysing empirical data</td>
<td>85%</td>
<td>85%</td>
<td>77%</td>
<td>83%</td>
<td>79%</td>
<td>84%</td>
<td>91%</td>
<td>91%</td>
<td>82%</td>
<td>83%</td>
<td>86%</td>
<td>81%</td>
</tr>
<tr>
<td>Writing academic texts (e.g., articles, dissertations, book contributions, abstracts)</td>
<td>88%</td>
<td>90%</td>
<td>76%</td>
<td>85%</td>
<td>86%</td>
<td>88%</td>
<td>94%</td>
<td>94%</td>
<td>86%</td>
<td>88%</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>Communicating my research orally (e.g., presentations at conferences, lectures and defences)</td>
<td>74%</td>
<td>72%</td>
<td>57%</td>
<td>63%</td>
<td>69%</td>
<td>70%</td>
<td>78%</td>
<td>75%</td>
<td>81%</td>
<td>73%</td>
<td>78%</td>
<td>76%</td>
</tr>
<tr>
<td>Planning and managing my PhD project during the project period</td>
<td>82%</td>
<td>85%</td>
<td>78%</td>
<td>86%</td>
<td>86%</td>
<td>89%</td>
<td>80%</td>
<td>83%</td>
<td>82%</td>
<td>80%</td>
<td>85%</td>
<td>88%</td>
</tr>
<tr>
<td>Building a network and cooperating with other researchers</td>
<td>74%</td>
<td>73%</td>
<td>73%</td>
<td>77%</td>
<td>69%</td>
<td>69%</td>
<td>77%</td>
<td>76%</td>
<td>73%</td>
<td>67%</td>
<td>73%</td>
<td>74%</td>
</tr>
<tr>
<td>Teaching</td>
<td>51%</td>
<td>55%</td>
<td>52%</td>
<td>62%</td>
<td>65%</td>
<td>68%</td>
<td>49%</td>
<td>48%</td>
<td>41%</td>
<td>45%</td>
<td>54%</td>
<td>60%</td>
</tr>
<tr>
<td>Planning a change of environment</td>
<td>71%</td>
<td>79%</td>
<td>65%</td>
<td>71%</td>
<td>76%</td>
<td>85%</td>
<td>67%</td>
<td>83%</td>
<td>74%</td>
<td>75%</td>
<td>76%</td>
<td>80%</td>
</tr>
<tr>
<td>Handling personal issues (e.g., work-life balance)</td>
<td>54%</td>
<td>62%</td>
<td>51%</td>
<td>67%</td>
<td>56%</td>
<td>66%</td>
<td>52%</td>
<td>63%</td>
<td>53%</td>
<td>56%</td>
<td>60%</td>
<td>57%</td>
</tr>
<tr>
<td>Complying with responsible conduct of research</td>
<td>80%</td>
<td>81%</td>
<td>67%</td>
<td>79%</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
<td>85%</td>
<td>83%</td>
<td>82%</td>
<td>81%</td>
<td>77%</td>
</tr>
<tr>
<td>Considering my future career paths</td>
<td>0%</td>
<td>65%</td>
<td>0%</td>
<td>66%</td>
<td>0%</td>
<td>73%</td>
<td>0%</td>
<td>67%</td>
<td>0%</td>
<td>60%</td>
<td>0%</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Question:** “Describe the extent to which you have received guidance on the following points. The guidance may be given by one or more supervisors.”

**Note:** The figures show the proportion who have answered that they have received “some supervision” or “comprehensive supervision”. The rest have replied that they have not received any guidance. The answer if not / not relevant is not included in the calculation.

**Note:** Since the statement “Considering my future career paths” was not in the 2017 survey, there is no historic data for this question.
Figure 8.1 PhD students’ experience of the scope and content of supervision.

Question: "Please describe to what degree you have received supervision in the following areas. The supervision given can be from one or more supervisors."

Note: The figure does not include "Do not know / Not relevant".
CHAPTER 9. THE SUPERVISION RELATIONSHIP

THE INTERPERSONAL RELATIONSHIP

Table 9.1. PhD students’ experience of the quality of the interpersonal relationship

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>My supervisor is friendly and accommodating</td>
<td>95%</td>
<td>95%</td>
<td>96%</td>
<td>96%</td>
<td>95%</td>
<td>95%</td>
<td>96%</td>
<td>93%</td>
<td>93%</td>
<td>96%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>The relationship between my supervisor and me is characterised by mutual respect</td>
<td>92%</td>
<td>94%</td>
<td>92%</td>
<td>94%</td>
<td>96%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>My supervisor recognises my work</td>
<td>90%</td>
<td>90%</td>
<td>89%</td>
<td>92%</td>
<td>92%</td>
<td>90%</td>
<td>91%</td>
<td>91%</td>
<td>87%</td>
<td>88%</td>
<td>92%</td>
<td>87%</td>
</tr>
<tr>
<td>I feel confident asking my supervisor about things I’m unsure about</td>
<td>89%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>87%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td>85%</td>
<td>86%</td>
<td>90%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Question: Please indicate to what degree the following statements reflect your experience of the relationship between you and your supervisor.

Note: The table indicates the proportion that have answered "agree" and "somewhat agree". The rest have answered "neither/nor", "somewhat disagree" or "disagree". "Do not know/not relevant" is not included in the calculation.
### THE DEGREE OF HANDS-ON SUPERVISION

**Table 9.2.** PhD students’ experienced degree of hands-on supervision

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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor often sets the agenda for the supervision</td>
<td>32%</td>
<td>32%</td>
<td>24%</td>
<td>20%</td>
<td>24%</td>
<td>19%</td>
<td>30%</td>
<td>29%</td>
<td>43%</td>
<td>43%</td>
<td>38%</td>
<td>40%</td>
</tr>
<tr>
<td>My supervisor makes many important choices in my project</td>
<td>41%</td>
<td>38%</td>
<td>17%</td>
<td>17%</td>
<td>23%</td>
<td>20%</td>
<td>47%</td>
<td>48%</td>
<td>52%</td>
<td>47%</td>
<td>50%</td>
<td>43%</td>
</tr>
<tr>
<td>My supervisor has clear preferences for the direction my project needs to take</td>
<td>53%</td>
<td>50%</td>
<td>33%</td>
<td>27%</td>
<td>33%</td>
<td>28%</td>
<td>59%</td>
<td>63%</td>
<td>68%</td>
<td>58%</td>
<td>59%</td>
<td>55%</td>
</tr>
<tr>
<td>My supervisor tells me what works well and what I need to do better</td>
<td>67%</td>
<td>70%</td>
<td>74%</td>
<td>77%</td>
<td>72%</td>
<td>80%</td>
<td>63%</td>
<td>68%</td>
<td>65%</td>
<td>66%</td>
<td>63%</td>
<td>65%</td>
</tr>
<tr>
<td>My supervisor helps me break down my tasks into manageable subtasks</td>
<td>47%</td>
<td>50%</td>
<td>49%</td>
<td>48%</td>
<td>45%</td>
<td>54%</td>
<td>46%</td>
<td>52%</td>
<td>48%</td>
<td>48%</td>
<td>51%</td>
<td>46%</td>
</tr>
<tr>
<td>My supervisor monitors my work closely</td>
<td>61%</td>
<td>65%</td>
<td>55%</td>
<td>63%</td>
<td>57%</td>
<td>69%</td>
<td>64%</td>
<td>73%</td>
<td>64%</td>
<td>60%</td>
<td>60%</td>
<td>55%</td>
</tr>
<tr>
<td>My supervisor sets benchmarks and tells me what I need to do</td>
<td>42%</td>
<td>39%</td>
<td>36%</td>
<td>36%</td>
<td>37%</td>
<td>37%</td>
<td>40%</td>
<td>40%</td>
<td>46%</td>
<td>39%</td>
<td>51%</td>
<td>40%</td>
</tr>
<tr>
<td>My supervisor has a clear expectation that I will follow the advice I get</td>
<td>64%</td>
<td>63%</td>
<td>40%</td>
<td>44%</td>
<td>50%</td>
<td>51%</td>
<td>74%</td>
<td>71%</td>
<td>71%</td>
<td>70%</td>
<td>69%</td>
<td>65%</td>
</tr>
<tr>
<td>My supervisor gives me many specific tips on what to do</td>
<td>72%</td>
<td>75%</td>
<td>69%</td>
<td>73%</td>
<td>69%</td>
<td>77%</td>
<td>75%</td>
<td>78%</td>
<td>69%</td>
<td>76%</td>
<td>76%</td>
<td>69%</td>
</tr>
<tr>
<td>My supervisor supports me in taking ownership of my research project</td>
<td>0%</td>
<td>89%</td>
<td>0%</td>
<td>90%</td>
<td>0%</td>
<td>89%</td>
<td>0%</td>
<td>90%</td>
<td>0%</td>
<td>86%</td>
<td>0%</td>
<td>88%</td>
</tr>
</tbody>
</table>

**Question:** Please indicate to what degree the following statements reflect your experience of the relationship between you and your supervisor.

**Note:** The table indicates the proportion that have answered “agree” and “somewhat agree”. The rest have answered “neither/nor”, “somewhat disagree” or “disagree”. “Do not know/not relevant” is not included in the calculation.

**Note:** Since the question “My supervisor supports me in taking ownership of my research project” was not in the 2017 survey there is no historic data on this question.
Figure 9.1. PhD students’ experience of the quality of the interpersonal relationship

Question: Please indicate to what degree the following statements reflect your experience of the relationship between you and your supervisor.

Note: The figure does not include "Do not know / Not relevant".

Figure 9.2. PhD students’ experienced degree of hands-on supervision

Question: Please indicate to what degree the following statements reflect your experience of the relationship between you and your supervisor.

Note: The figure does not include "Do not know / Not relevant".

33
CHAPTER 10. INDEPENDENCE AND INSECURITY

INDEPENDENCE

Table 10.1. PhD students’ sense of independence

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel that I’m in control of the project</td>
<td>0%</td>
<td>77%</td>
<td>0%</td>
<td>74%</td>
<td>0%</td>
<td>81%</td>
<td>0%</td>
<td>81%</td>
<td>0%</td>
<td>74%</td>
<td>0%</td>
<td>71%</td>
</tr>
<tr>
<td>I experience that it is possible to explore new research paths within the framework of my project</td>
<td>0%</td>
<td>81%</td>
<td>0%</td>
<td>88%</td>
<td>0%</td>
<td>84%</td>
<td>0%</td>
<td>78%</td>
<td>0%</td>
<td>82%</td>
<td>0%</td>
<td>79%</td>
</tr>
<tr>
<td>It is important to me that I make all the critical choices in my project</td>
<td>0%</td>
<td>57%</td>
<td>0%</td>
<td>74%</td>
<td>0%</td>
<td>66%</td>
<td>0%</td>
<td>54%</td>
<td>0%</td>
<td>42%</td>
<td>0%</td>
<td>60%</td>
</tr>
<tr>
<td>Sometimes I feel that I’m nothing but an assistant to someone else’s project</td>
<td>0%</td>
<td>10%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>6%</td>
<td>0%</td>
<td>10%</td>
<td>0%</td>
<td>13%</td>
<td>0%</td>
<td>14%</td>
</tr>
<tr>
<td>I think that my project is very exciting</td>
<td>0%</td>
<td>91%</td>
<td>0%</td>
<td>96%</td>
<td>0%</td>
<td>90%</td>
<td>0%</td>
<td>93%</td>
<td>0%</td>
<td>90%</td>
<td>0%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Question: "Please indicate to what degree the following statements reflect your sense of independence and insecurity".

Note: The table indicates the proportion that have answered "agree" and "somewhat agree". The rest have answered "neither/nor", "somewhat disagree" or "disagree". "Do not know/not relevant" is not included in the calculation.

Note: There is no historic data for 2017 because the questions about independence and insecurity were not included in the 2017 survey.
### INSECURITY

Table 10.2. PhD students’ sense of insecurity

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I often feel insecure</td>
<td>0%</td>
<td>66%</td>
<td>0%</td>
<td>77%</td>
<td>0%</td>
<td>73%</td>
<td>0%</td>
<td>56%</td>
<td>0%</td>
<td>69%</td>
<td>0%</td>
<td>65%</td>
</tr>
<tr>
<td>that what I do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is good enough</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes I wonder</td>
<td>0%</td>
<td>61%</td>
<td>0%</td>
<td>71%</td>
<td>0%</td>
<td>56%</td>
<td>0%</td>
<td>57%</td>
<td>0%</td>
<td>63%</td>
<td>0%</td>
<td>62%</td>
</tr>
<tr>
<td>if I’m good</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>enough to be a PhD</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>student</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Question: "Please indicate to what degree the following statements reflect your sense of independence and insecurity".

Note: The table indicates the proportion that have answered "agree" and "somewhat agree". The rest have answered "neither/nor", "somewhat disagree" or "disagree". "Do not know/not relevant" is not included in the calculation.

Note: There is no historic data for 2017 because the questions about independence and insecurity were not included in the 2017 survey.

Figure 10.1. PhD students’ sense of independence and insecurity

Question: "Please indicate to what degree the following statements reflect your sense of independence and insecurity".

Note: The figure does not include "do not know/not relevant".
CHAPTER 11. WORKLOAD AND LONELINESS

WORKLOAD

Table 11.1. PhD students’ perception of workload

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel that your work as a PhD student takes up so much time and energy that it affects your private life?</td>
<td>34%</td>
<td>37%</td>
<td>41%</td>
<td>43%</td>
<td>32%</td>
<td>38%</td>
</tr>
<tr>
<td>Does your work as a PhD student give you severe stress symptoms (e.g., isolation, palpitations, stomach ache, depression, restlessness, memory loss)?</td>
<td>17%</td>
<td>20%</td>
<td>23%</td>
<td>28%</td>
<td>17%</td>
<td>24%</td>
</tr>
</tbody>
</table>

Note: The table shows the proportion that have answered “Often” and “almost always”. The rest have answered “sometimes”, “rarely” or “almost never”. The calculation does not include “Do not know/not relevant”.

LONELINESS

Table 11.2. PhD students’ perception of loneliness

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel lonely during your day at your workplace?</td>
<td>14%</td>
<td>23%</td>
<td>21%</td>
<td>31%</td>
<td>15%</td>
<td>24%</td>
</tr>
<tr>
<td>Do you feel that you act alone in your project and lack the necessary feedback to make progress?</td>
<td>16%</td>
<td>18%</td>
<td>23%</td>
<td>21%</td>
<td>17%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Note: The table shows the proportion that have answered “Often” and “almost always”. The rest have answered “sometimes”, “rarely” or “almost never”. The calculation does not include “Do not know/not relevant”.

36
**Figure 11.1.** PhD students’ perception of workload and loneliness

Note: The figure does not include "Do not know / Not relevant".

<table>
<thead>
<tr>
<th>Question</th>
<th>Almost never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost always</th>
<th>No. of replies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel that your work as a PhD student takes up so much time and energy that it affects your private life?</td>
<td>7%</td>
<td>18%</td>
<td>38%</td>
<td>25%</td>
<td>12%</td>
<td>1,489</td>
</tr>
<tr>
<td>Does your work as a PhD student give you severe stress symptoms (e.g. isolation, palpitations, stomachache, depression, restlessness, memo...)</td>
<td>23%</td>
<td>25%</td>
<td>30%</td>
<td>14%</td>
<td>6%</td>
<td>1,484</td>
</tr>
<tr>
<td>Do you feel lonely during your day at your workplace?</td>
<td>23%</td>
<td>25%</td>
<td>30%</td>
<td>15%</td>
<td>6%</td>
<td>1,483</td>
</tr>
<tr>
<td>Do you feel that you act alone in your project and lack the necessary feedback to make progress?</td>
<td>26%</td>
<td>27%</td>
<td>30%</td>
<td>12%</td>
<td>6%</td>
<td>1,485</td>
</tr>
</tbody>
</table>
# Chapter 12. Satisfaction

## Table 12.1. PhD students’ satisfaction with the PhD process

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, I’m satisfied with what I</td>
<td>92%</td>
<td>86%</td>
<td>94%</td>
<td>86%</td>
<td>90%</td>
<td>88%</td>
<td>92%</td>
<td>87%</td>
<td>89%</td>
<td>85%</td>
<td>93%</td>
<td>84%</td>
</tr>
<tr>
<td>have learned during my PhD process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, I’m satisfied with the</td>
<td>85%</td>
<td>79%</td>
<td>86%</td>
<td>79%</td>
<td>80%</td>
<td>80%</td>
<td>90%</td>
<td>85%</td>
<td>79%</td>
<td>74%</td>
<td>86%</td>
<td>76%</td>
</tr>
<tr>
<td>quality of my research work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, I’m satisfied with the</td>
<td>81%</td>
<td>81%</td>
<td>78%</td>
<td>83%</td>
<td>84%</td>
<td>84%</td>
<td>79%</td>
<td>84%</td>
<td>81%</td>
<td>77%</td>
<td>82%</td>
<td>77%</td>
</tr>
<tr>
<td>quality of my research supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can warmly recommend my main</td>
<td>81%</td>
<td>82%</td>
<td>80%</td>
<td>84%</td>
<td>88%</td>
<td>85%</td>
<td>78%</td>
<td>84%</td>
<td>82%</td>
<td>82%</td>
<td>83%</td>
<td>76%</td>
</tr>
<tr>
<td>supervisor</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

Note: The table shows the proportion that have answered "Agree" and "somewhat agree". The rest have answered "Neutral", "Somewhat disagree" or "Disagree". The calculation does not include "Do not know/not relevant".

## Figure 12.1. PhD students’ satisfaction with the PhD process

Note: The figure does not include "Do not know / Not relevant".
# CHAPTER 13. RESEARCH SELF-EFFICACY

Table 13.1. PhD students’ research self-efficacy

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>... completing a literature review and summarising the important issues</td>
<td>84%</td>
<td>80%</td>
<td>80%</td>
<td>74%</td>
<td>89%</td>
<td>85%</td>
<td>86%</td>
<td>82%</td>
<td>81%</td>
<td>78%</td>
<td>85%</td>
<td>81%</td>
</tr>
<tr>
<td>... identifying and posing research questions that contribute to the research field</td>
<td>77%</td>
<td>71%</td>
<td>87%</td>
<td>76%</td>
<td>78%</td>
<td>76%</td>
<td>81%</td>
<td>75%</td>
<td>63%</td>
<td>61%</td>
<td>74%</td>
<td>69%</td>
</tr>
<tr>
<td>... designing well thought out research studies</td>
<td>72%</td>
<td>69%</td>
<td>75%</td>
<td>72%</td>
<td>70%</td>
<td>74%</td>
<td>75%</td>
<td>71%</td>
<td>65%</td>
<td>65%</td>
<td>75%</td>
<td>66%</td>
</tr>
<tr>
<td>... collecting and analysing empirical data</td>
<td>82%</td>
<td>80%</td>
<td>80%</td>
<td>79%</td>
<td>81%</td>
<td>82%</td>
<td>81%</td>
<td>80%</td>
<td>85%</td>
<td>82%</td>
<td>83%</td>
<td>78%</td>
</tr>
<tr>
<td>... communicating your research orally, e.g. at conferences</td>
<td>0%</td>
<td>70%</td>
<td>0%</td>
<td>73%</td>
<td>0%</td>
<td>65%</td>
<td>0%</td>
<td>73%</td>
<td>0%</td>
<td>66%</td>
<td>0%</td>
<td>73%</td>
</tr>
<tr>
<td>... communicating your research in writing so it is publishable</td>
<td>0%</td>
<td>68%</td>
<td>0%</td>
<td>65%</td>
<td>0%</td>
<td>65%</td>
<td>0%</td>
<td>74%</td>
<td>0%</td>
<td>61%</td>
<td>0%</td>
<td>69%</td>
</tr>
<tr>
<td>... planning and managing a research project independently</td>
<td>0%</td>
<td>66%</td>
<td>0%</td>
<td>69%</td>
<td>0%</td>
<td>72%</td>
<td>0%</td>
<td>71%</td>
<td>0%</td>
<td>57%</td>
<td>0%</td>
<td>62%</td>
</tr>
<tr>
<td>... collaborating with others e.g. researchers, organisations, and companies</td>
<td>0%</td>
<td>74%</td>
<td>0%</td>
<td>72%</td>
<td>0%</td>
<td>70%</td>
<td>0%</td>
<td>80%</td>
<td>0%</td>
<td>68%</td>
<td>0%</td>
<td>74%</td>
</tr>
</tbody>
</table>

Question: To what extent do you feel confident managing the following tasks? (Place yourself on a continuum from 1 to 5.)

Note: The table shows the proportion that have 4 and 5. The rest have answered 3, 2 or 1. The calculation does not include "Do not know/not relevant".

Note: Since the statements "... communicating your research orally, e.g. at conferences", "... communicating your research in writing so it is publishable", "... planning and managing a research project independently" and "... collaborating with others e.g. researchers, organisations, and companies" were not in the 2017 survey, there is no historic data for these questions.
Question: "To what extent do you feel confident managing the following tasks? (Place yourself on a continuum from 1 to 5.)"

Note: The table shows the proportion that have indicated 4 and 5. The rest have indicated 3, 2 or 1. The calculation does not include "Do not know/not relevant".
## Table 14.1. PhD students’ career plans

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher at a university</td>
<td>56%</td>
<td>57%</td>
<td>68%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
<td>49%</td>
<td>50%</td>
<td>47%</td>
<td>46%</td>
<td>61%</td>
<td>58%</td>
</tr>
<tr>
<td>Researcher career outside the university (e.g. in a private research organisation, an industrial company etc.)</td>
<td>55%</td>
<td>50%</td>
<td>53%</td>
<td>45%</td>
<td>53%</td>
<td>45%</td>
<td>40%</td>
<td>36%</td>
<td>71%</td>
<td>65%</td>
<td>68%</td>
<td>65%</td>
</tr>
<tr>
<td>Lecturer (at a level below university level)</td>
<td>17%</td>
<td>11%</td>
<td>35%</td>
<td>28%</td>
<td>15%</td>
<td>9%</td>
<td>13%</td>
<td>6%</td>
<td>13%</td>
<td>8%</td>
<td>16%</td>
<td>7%</td>
</tr>
<tr>
<td>Employee in the private sector (with no major focus on research)</td>
<td>29%</td>
<td>23%</td>
<td>14%</td>
<td>9%</td>
<td>38%</td>
<td>24%</td>
<td>17%</td>
<td>12%</td>
<td>47%</td>
<td>43%</td>
<td>37%</td>
<td>30%</td>
</tr>
<tr>
<td>Employee in the public sector (with no major focus on research)</td>
<td>17%</td>
<td>11%</td>
<td>19%</td>
<td>13%</td>
<td>25%</td>
<td>18%</td>
<td>12%</td>
<td>12%</td>
<td>17%</td>
<td>9%</td>
<td>17%</td>
<td>9%</td>
</tr>
<tr>
<td>Become self-employed</td>
<td>11%</td>
<td>8%</td>
<td>13%</td>
<td>11%</td>
<td>18%</td>
<td>10%</td>
<td>6%</td>
<td>3%</td>
<td>15%</td>
<td>10%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Doctor at a hospital or a private practice (only Health)</td>
<td>17%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>51%</td>
<td>45%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Other career that differs from the above</td>
<td>9%</td>
<td>6%</td>
<td>15%</td>
<td>11%</td>
<td>8%</td>
<td>3%</td>
<td>10%</td>
<td>6%</td>
<td>6%</td>
<td>4%</td>
<td>6%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Question: “Which career would you currently like to pursue? (Tick off up to two of the career paths below).”

Note: The total sum does not add up to 100 percent, as it was possible to tick off up to two career path options.
Figure 14.1. PhD students’ career plans

Question: “Which career would you currently like to pursue? (Tick off up to two of the career paths below).”

Note: The total sum does not add up to 100 percent, as it was possible to tick off up to two career path options.