Doctoral Survey 2023
Presentation of results
Preface

We believe in data-driven decision making. KTH, as a leading technical university, should be using data when making key decisions, especially regarding education quality and the management of its student body. Therefore, tracking education quality and student well-being is vital. The results presented in this document are an example of the collaboration achieved between all the doctoral students and KTH leadership.

The first KTH-wide doctoral survey by the PhD Chapter was conducted at the end of 2019. In the following years small scale surveys were conducted – particularly at the EECS and ITM schools. The current survey was conducted over all schools during the months of May and June 2023, by the Board 2022/2023, and its structure was built upon the experience of the previous years.

This document is a summary divided into three main topics; education management and integration. Transparency is the word that guided the creation of this summary, and the format is the fruit of the dialogue between the PhD Chapter Board, the PhD Councils at each school and the Student Union at KTH (THS). Each topic is divided into an analysis page providing a picture of the status of the topic, followed by slides providing the data. Lastly, there is a part going into deeper analysis on school level, created by the PhD School councils.

We hope that this book brings you many thoughts and inspires new solutions!

Best,

The PhD Chapter Board 2023/2024
The **105 Questions in Perspective**

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>MANAGEMENT</th>
<th>INTEGRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Supervision</td>
<td>• Departmental Duties</td>
<td>• Swedish Language</td>
</tr>
<tr>
<td>• Third Cycle Courses</td>
<td>• KTH Support/Structure</td>
<td>• Immigration</td>
</tr>
<tr>
<td>• Individual Study Plan</td>
<td>• Information Availability</td>
<td>• Wellbeing</td>
</tr>
<tr>
<td>• PhD Rights/Resp.</td>
<td>• Workload</td>
<td>• Discrimination*</td>
</tr>
</tbody>
</table>

*Not included in this summary.*
Our Student Sample (Analysis)

- **638 responses** ≈ 40% of PhDs registered with at least 1% study pace in Ladok;
- Percentage of PhD students weighted by registered students within each school:
  - ABE ≈ 30%
  - CBH ≈ 44%
  - EECS ≈ 44%
  - ITM ≈ 37%
  - SCI ≈ 41%
- **The sample is diverse in gender**, citizenship, year started, as well as over all schools.
- Due to the very small group of students having started in 2010-2016, **no statistically significant comparison can be made when comparing by year started** and they are therefore excluded from this kind of analysis.
Our Student Sample (Data)

Gender Distribution

- Female 38.56% (246)
- Male 56.58% (361)
- Prefer not to say 4.39% (28)
- Other (please specify) 0.47% (3)

Starting Year of Doctoral studies

- Before 2010
- 2010-2016
- 2017-2019
- 2020-2021
- 2022-2023
Our Student Sample (Data)

Citizenship
- Non-EU 44% (281)
- EU 27% (175)
- Swedish 29% (182)

School
- EECS 33.1% (211)
- CBH 21.0% (134)
- ITM 15.5% (99)
- SCI 18.7% (119)
- ABE 11.8% (75)
Education
Third Cycle Courses I (Analysis)

- **33%** of the doctoral students report that **they are not able to find suitable third-cycle courses** for their studies;
- Nearly **25%** (137) of respondents left a comment, mainly mentioning:
  - Poor selection of courses;
  - Mandatory courses not being available;
  - Many take courses provided by other universities;
  - Lack of information on courses;
  - Difficulty knowing when course will be given;
  - Lack of relevant courses;
  - A lot of "dead" courses that never started due to lack of students;
  - Not enough courses to fill up 60/75/90 ECTS;
  - Short notice for when a course will be held.

_This is a KTH-wide problem_
(no significant variations between schools/year)
**Third Cycle Courses I (Data)**

**Q44:** Have you been able to find suitable third-cycle courses for your studies in a timely manner suitable to your study plan?

- No: 31%
- I don't know: 7%
- Yes: 62%

**Q49:** Do you think that your department provides a fair and proper amount of third-cycle courses for your third-cycle study program?

- No: 50%
- Yes: 50%
Third Cycle Courses II (Analysis)

- **Overall satisfaction with course quality is quite high.** However many remark that these rarely are technical courses, but more humanities oriented (e.g. Scientific writing).
- **Students that started more recently are more satisfied.** However this could be due to them not having had to take as many courses yet.
- **45% of all students do not think** that the amount of credits in the third-cycle study programme is fair. Over **50%** of students at EECS report the number of credits not being fair.
- Further analysis could be done by doctoral programme comparing with the demanded amount of credits of each program
- No statistical significance based on citizenship or year started.
Third Cycle Courses II (Data)

Q46: Do you think that the amount of credits required in your third-cycle study program is fair?
**Q45:** How satisfied are you with the quality of the third-cycle courses (provided by KTH) you have taken during the last year?
Third Cycle Courses III (Analysis)

- **40%** report that mandatory third-cycle courses are not easily accessible;
- **50% do not think** their department provides a fair and proper amount of third-cycle courses;
- ITM School is a significant outlier in students feeling that their department does not provide proper third-cycle courses;
- Students starting 2022/2023 are significantly more pleased with the amount of courses.
Third Cycle Courses III (Data)

Q47: Are all of the third-cycle courses that are mandatory in your third-cycle study program offered at KTH easily accessible, being offered in a predictable schedule and with sufficient frequency?

Correlation Per School
Third Cycle Courses III (Data)

Q48: Do you think that your department provides a fair and proper amount of third-cycle courses for your third-cycle study program?
Supervision and Research I (Analysis)

- Nearly 30% respondents rank their own satisfaction as 3 or lower out of 6;
- Some fluctuations per school, but no significant differences. No significant difference based on type of contract or citizenship.
- However, doctoral students are quite satisfied with their supervisor. Around 80% rank their satisfaction a 4 or higher out of 6;
- ITM school is significantly less satisfied with their supervisors;
- There is a clear trend of increased dissatisfaction with the years of PhD passed;
- No significant difference based on type of contract of citizenship.
Q22: How satisfied are you in general with your third-cycle studies over the past year?
Supervision and Research I (Data)

Q22: How satisfied are you in general with your third-cycle studies over the past year?
Supervision and Research I (Data)

Q25: How satisfied are you with your KTH-supervisor(s)?
Q25: How satisfied are you with your KTH-supervisor(s)?
Supervision and Research II (Analysis)

- **30%** of students get less than 4 hours of supervision a month;
- A majority of students report that they would be satisfied with 4-8 hours of supervision a month;
- Newer students get more supervision time, but **22%** report not getting enough supervision hours per month;
- Several comments point out that the hours of supervision does not directly reflect the quality of supervision;
- Clear correlation between hours of supervision and students reporting not getting enough supervision, and dissatisfaction of supervision hours a month and year started.
Supervision and Research II (Data)

Q27: How many hours of supervision do you receive?
Q27: How many hours of supervision (in scheduled and unscheduled meetings) do you get from your KTH-supervisor(s) each month (on average the last year)?

Q28: What is the minimum amount of hours of supervision (in scheduled and unscheduled meetings) each month you need to be satisfied with the number of supervision hours (from your KTH-supervisor(s))?
Supervision and Research II (Data)

Q26: Do you feel that you get enough supervision hours each month from your KTH-supervisor(s)(on average the last year)?
Q26: Do you feel that you get enough supervision hours each month from your KTH-supervisor(s)(on average the last year)?

Correlation Per Year of PhD Start

Correlation Per School
Supervision and Research III (Analysis)

● **10%** report that their KTH supervisors are not sufficiently engaged in their topic to give adequate scientific supervision;
● Clear correlation with dissatisfaction of supervisor and years of doctoral studies passed, and between general satisfaction and having a sufficiently engaged supervisor;
● Overall satisfaction significantly decreases with fewer hours of supervision, but no meaningful difference can be inferred from 5-6 hours or supervision a month and above;
● When asked about whether the supervisor helps with some specific tasks, **none** of the categories goes above 80%;
● **Supervisors are especially lacking in providing insights into general syllabus requirements of the third cycle education, providing contacts and discussing proper doctoral courses.**
Supervision and Research III (Data)

Q29: Do you feel that at least one of your KTH-supervisors is sufficiently engaged in your research and your topic to give you supervision at an adequate scientific level?
Q29: Do you feel that at least one of your KTH-supervisors is sufficiently engaged in your research and your topic to give you supervision at an adequate scientific level?

Correlation Per Year of PhD Start

- Q1: 2022-2023
  - Yes: 88%
  - No: 6%
  - I don’t know: 9%

- Q1: 2020-2021
  - Yes: 77%
  - No: 13%
  - I don’t know: 10%

- Q1: 2017-2019
  - Yes: 68%
  - No: 24%
  - I don’t know: 9%
Supervision and Research III (Data)

Q22: How satisfied are you in general with your third-cycle studies over the past year?

- Absolutely satisfied
- Considering quitting

Total hours of supervision/month
Supervision and Research III (Data)

Q30: Does at least one of your KTH-supervisors help you with the following activities? (Please choose all that apply)

- Suggesting conferences
- Providing contacts
- Discussing proper doctoral courses
- Providing insights into general syllabus requirements of your third-cycle program
- Helping to write eISP
- Proofreading
- Providing scientific-based feedback on your research work
- None of the above
- Other (please specify)

Other include:
- Scientific insight into the field
- Help with writing
- Teaching and supervision of students
- Support for mental well-being and overall workload
- Administration
Supervision and Stress (Analysis)

- **61%** of doctoral students report experiencing unhealthy levels of occupational stress in the past year;
- **Less hours of supervision correlates to more unhealthy occupational stress;**
- **Clear increase of stress by year of doctoral studies**, and correlation between satisfaction of supervisor and experienced unhealthy occupational stress as well as overall satisfaction and unhealthy occupational stress;
- No significant difference between schools, type of contract or citizenship: **This is an overall problem of KTH;**
- There is a significant increase of **unhealthy occupational stress for students working more than 50 hours/week**, and also an increase in occupational stress when working less than 20 hours per week. The occupational stress for few hours a week might be due to things such as parental leave.
Supervision and Stress (Data)

Q68: Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?
Supervision and Stress (Data)

Q68: Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?

Correlation Per Year of PhD Start
Supervision and Stress (Data)

Q68: Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?

Satisfaction with PhD Studies last year

Satisfaction with supervision
Supervision and Stress (Data)

Q68: Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?

![Graph showing hours of supervision from 2017-2019](image1.jpg)

![Graph showing hours of supervision from 2020-2021](image2.jpg)

![Graph showing hours of supervision from 2022-2023](image3.jpg)
Industrial PhD Supervision (Analysis)

Since the total group of students is very small, there is no statistical significance between year started or school for any of these questions.

- **28%** of Industrial PhDs have experienced a conflict of interest between their employer and KTH;
- **40%** of industrial PhDs have had their work-life negatively impacted by their split loyalty;
- A majority of supervision meetings are without both KTH and industrial supervisor present at the same time;
- **30%** of industrial PhDs rank their satisfaction with their industrial supervisor a 3 or lower;
- **35%** of industrial PhDs feel they do not get enough supervision from their industrial supervisor, although many comments say that they do not see the need for the industrial supervisor to be engaged in supervision;
- **25%** of industrial PhDs feel that at least one of their industrial supervisors is sufficiently engaged in their research topic;
- Other comments highlight the difficulty to balance the companies’ requirements and research needs.
Industrial PhD Supervision (Data)

**Q41:** During your supervision meetings, how often do you have at least two supervisors (one from KTH and one industrial) are present?
**Q35:** As an industrial PhD student, have you ever experienced a conflict of interest between your employer and KTH?

![Survey Results](Image)

**Q36:** As an industrial PhD student, has your split loyalty to KTH and an employer ever had negative impact on your work-life?

![Survey Results](Image)
Industrial PhD Supervision (Data)

Q42: How satisfied are you with your industrial supervisor(s) (outside KTH)?
**Q42:** Do you feel that at least one of your industrial-supervisors is sufficiently engaged in your research and your topic to give you supervision at an adequate level?

- Yes: 68%
- No: 21%
- I don't know: 11%

**Q38:** Do you feel that you get enough supervision hours each month from your industrial-supervisor(s)(on average the last year)?

- Yes: 68%
- No: 32%
Authorship (Analysis)

- 13% have experienced a supervisor taking *undue credit* as co-author on one of their publications.
- ITM report these issues in a statistically higher extent (21%) than SCI and EECS schools; however, no statistical difference between ITM and ABE/CBH can be inferred.
- Not surprisingly, this increases by year started. Out of students starting their PhD between the years 2017-2019, 20% report supervisor claiming undue credit.
- No significant difference between type of contract or citizenship.
Authorship (Data)

Q24: Have you ever experienced that a supervisor has taken undue credit as a co-author on one of your publications?
Authorship (Data)

Q24: Have you ever experienced that a supervisor has taken undue credit as a co-author on one of your publications?

Correlation Per Year of PhD Start

Correlation Per School

<table>
<thead>
<tr>
<th>Year of PhD Start</th>
<th>Q2: ABE</th>
<th>Q2: CBH</th>
<th>Q2: EECS</th>
<th>Q2: ITM</th>
<th>Q2: SCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-2023</td>
<td>86%</td>
<td>87%</td>
<td>89%</td>
<td>79%</td>
<td>91%</td>
</tr>
<tr>
<td>2020-2021</td>
<td>14%</td>
<td>13%</td>
<td>13%</td>
<td>21%</td>
<td>8%</td>
</tr>
<tr>
<td>2017-2019</td>
<td>1%</td>
<td>20%</td>
<td>20%</td>
<td>8%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Individual Study Plan (Analysis)

- **10%** respondents update the eISP less than once per year;
- EECS has the most students who fill out their eISP at least once a year. Possibly due to FAs having designated periods for each PhD Program where every student MUST revise their eISPs at EECS;
- **23%** of students have accepted content in the ISP which they in practice do not agree with. No significant difference between schools, citizenship or type of contract.
- Comments (27) mention:
  - Supervisor has most control over the ISP, making the students feel out of control on what is written in;
  - ISP is too long and takes too much time;
  - Disagreements regarding requirements to move up the PhD ladder between student and supervisor.
Individual Study Plan (Data)

Q33: Have you accepted content in your eISP that you in reality do not agree with?

77% No, 23% Yes
Individual Study Plan (Data)

**Q32:** How often do you usually update your eISP in collaboration with your KTH-supervisor(s)?

**Correlation Per School**

<table>
<thead>
<tr>
<th>School</th>
<th>More than 1 year since last update</th>
<th>Almost never</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2: ABE</td>
<td>58%</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td>Q2: CBH</td>
<td>65%</td>
<td>9%</td>
<td>1%</td>
</tr>
<tr>
<td>Q2: EECS</td>
<td>78%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Q2: ITM</td>
<td>63%</td>
<td>17%</td>
<td>1%</td>
</tr>
<tr>
<td>Q2: SCI</td>
<td>78%</td>
<td>8%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Management
Salary and Benefits (Analysis)

- **35%** of PhD students **do not think the KTH PhD salary is fair**;
- ITM has significantly more students thinking it is unfair compared to both SCI and CBH; However, significant difference can be seen with EECS or ABE
- Nearly **30%** **do not think the KTH salary is sufficient for adequate living standard in Stockholm**. This follows the same trend as for fairness of salary depending on schools;
- **80%** of students are happy with their KTH-benefits, but **50%** of scholarship students are dissatisfied.
- No significant difference based on citizenship or year started.
Salary and Benefits (Data)

**Q91:** Do you think your KTH-salary as a third-cycle student is fair? 

**Correlation Per School**

- **Q2: ABE**
- **Q2: CBH**
- **Q2: EECS**
- **Q2: ITM**
- **Q2: SCI**
Salary and Benefits (Data)

Q92: Do you feel that your KTH-salary is sufficient for an adequate living-standard in Stockholm (for a third-cycle student)?
Salary and Benefits (Data)

Q94: Are you happy with the KTH-benefits (i.e. the Benify-portal / KTH for me)?

Yes 84% (433)
No 16% (85)
PhD Ladder (Analysis)

- **35%** of students **do not think the PhD ladder is reasonably defined**;
- **32%** have **faced issues moving up the ladder**;
- Between schools, significantly fewer students at ITM think the ladder is reasonably defined;
- Comments (95) regarding the PhD salary ladder:
  - The ladder should be time based instead
  - Criterias are vaguely formulated and there is no clear standardization. This leads to each supervisor dictating the circumstances.
Q93: Has the progression in the salary steps (30%-50%-80%) been defined reasonably (what research output constitute each stage) in eISP and moving up the ladder took place in a reasonable time line (roughly one step every 12-15 months)?
Working Conditions and Ergonomics (Analysis)

- 75% respondents rank their satisfaction regarding working conditions 4 or higher out of 6, although more than 25% of students report not having a proper ergonomic standard;
- **Satisfaction significantly decreases with years of doctoral studies completed**;
- Non-EU students are significantly more satisfied in relation to working conditions;
- SCI school reports significantly worse ergonomics than both CBH and EECS;
- Students which started in 2022/2023 reports these problems significantly less than others;
- Regarding ergonomics, there is no statistical significance based on type of contract.
**Working Conditions and Ergonomics (Data)**

**Q52:** How satisfied have you been with your work conditions over the past year?

**Correlation Per School**

- Q2: ABE
- Q2: CBH
- Q2: EECS
- Q2: ITM
- Q2: SCI

- 6 - Absolutely satisfied: 13%
- 5: 35%
- 4: 28%
- 3: 13%
- 2: 7%
- 1: Very dissatisfied 4%
Working Conditions and Ergonomics (Data)

Q52: How satisfied have you been with your work conditions over the past year?

Correlation by Citizenship

Correlation by PhD Start Year

See previous page for scale.
Working Conditions and Ergonomics (Data)

**Q78:** Do you feel that your KTH work station is up to proper ergonomic and healthy standards (e.g. proper desk, adaptable office chair, suitable lighting, continuous cleaning, good ventilation, properly sound proofed etc.)?

Correlation by PhD Start Year

- **Q1: 2017-2019**
  - Yes: 75% (415)
  - No: 25% (142)

- **Q1: 2020-2021**
  - Yes: 80% (420)
  - No: 20% (104)

- **Q1: 2022-2023**
  - Yes: 85% (455)
  - No: 15% (80)
Working Conditions and Ergonomics (Data)

Q78: Do you feel that your KTH work station is up to proper ergonomic and healthy standards (e.g. proper desk, adaptable office chair, suitable lighting, continuous cleaning, good ventilation, properly sound proofed etc.)?

Correlation by School

- Q2: ABE
- Q2: CBH
- Q2: EECS
- Q2: ITM
- Q2: SCI
Workload (Analysis)

- **55% of students work more than 40 hour work weeks**, and over of **30%** of students work more than 45 hours a week;
- SCI School has a significantly higher number of students working more than **60 hours a week**;
- Swedish students work on average less than non-Swedish students;
- Getting closer to the end of the studies leads to a higher workload;
- Over **60%** of PhD students have worked inconvenient hours or when sick involuntarily, with non-EU citizens report experiencing such issue significantly less as well. **However, this could be due to cultural differences and definitions of involuntarily.** Industrial doctoral students and scholarship students are significantly less impacted by this issue;
- **32%** respondents report that their supervisors do not help protect their time;
- Externally employed students and Scholarship students experience this issue much less, and newer students are more likely not to have experienced this issue, yet;
- No statistically significant difference between schools.
Workload (Data)

Q53: How many hours on average did you work per week during the last year (40 h work week is standard)?

Correlation Per School
Workload (Data)

Q53: How many hours on average did you work per week during the last year (40 h work week is standard)?

See previous page for scale.
Workload (Data)

**Q55:** In the last year, have you IN VOLUNTARILY worked for KTH when you were sick or at inconvenient hours (evenings, nights, public holidays, vacations, etc.)?
Workload (Data)

Q55: In the last year, have you INVOLUNTARILY worked for KTH when you were sick or at inconvenient hours (evenings, nights, public holidays, vacations, etc.)?

See previous page for scale.
Q56: Does at least one of your KTH-supervisor(s) help you to protect your time (i.e. help you prioritize your tasks, help you from being overloaded with departmental duties, help you not work inconvenient hours, etc.)?
Workload (Data)

Q56: Does at least one of your KTH-supervisor(s) help you to protect your time (i.e. help you prioritize your tasks, help you from being overloaded with departmental duties, help you not work inconvenient hours, etc.)?

Correlation Per Contract

<table>
<thead>
<tr>
<th>Q7: Doctoral student...</th>
<th>Correlation Per PhD Year Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%</td>
<td>Q1: 2022-2023</td>
</tr>
<tr>
<td></td>
<td>18% 48% 33%</td>
</tr>
<tr>
<td>35% 46% 19%</td>
<td>Q1: 2020-2021</td>
</tr>
<tr>
<td>24% 67% 10%</td>
<td>32% 44% 24%</td>
</tr>
<tr>
<td>19% 42% 40%</td>
<td>Q1: 2017-2019</td>
</tr>
<tr>
<td>8% 39% 55%</td>
<td>40% 44% 16%</td>
</tr>
</tbody>
</table>

See previous page for scale.
Departamental Duties (Analysis/Data)

- **25%** of students that their departmental duties **have exceeded** 20% in their third cycle courses;
- There is a clear confusion on students of what are considered departamental duties.
- No significant difference based on citizenship.

**Q57:** Is the true number of hours that you have spent with departmental duties reflected in your eISP? Departmental Duties defined as: work to a limited extent (<=20%) with education, research, artistic research and administration (Higher Education Ordinance Ch5-Section2).
Departamental Duties (Data)

Q59: Did you (on average) exceed 20% of your time spent in departmental duties throughout your third cycle studies so far?
## Departamental Duties (Data)

**Q53:** Which of these tasks do you think are considered legitimate departmental duties that you have been doing/are expected to do? (Please choose all the options that fit)

<table>
<thead>
<tr>
<th>Task</th>
<th>%</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>76.30%</td>
<td>441</td>
</tr>
<tr>
<td>Supervising theses</td>
<td>67.82%</td>
<td>392</td>
</tr>
<tr>
<td>Carrying out scientific experiments related to your doctoral thesis</td>
<td>41.52%</td>
<td>240</td>
</tr>
<tr>
<td>Assisting in developing courses</td>
<td>53.46%</td>
<td>309</td>
</tr>
<tr>
<td>Developing and correcting exams</td>
<td>48.96%</td>
<td>283</td>
</tr>
<tr>
<td>Doing chores for the department (cleaning, taking care of dishes...)</td>
<td>28.55%</td>
<td>165</td>
</tr>
<tr>
<td>Helping the department prepare for an event unrelated to your research</td>
<td>34.78%</td>
<td>201</td>
</tr>
<tr>
<td>Participating in PhD student union activities</td>
<td>21.11%</td>
<td>122</td>
</tr>
<tr>
<td>Participating in mandatory department meetings (APTs/unit meetings, institution meetings, development dialogues)</td>
<td>55.54%</td>
<td>321</td>
</tr>
<tr>
<td>Presenting research in forums with no expected positive input for your research</td>
<td>23.01%</td>
<td>133</td>
</tr>
<tr>
<td>Attending Research seminars</td>
<td>51.90%</td>
<td>300</td>
</tr>
<tr>
<td>Holding Research seminars</td>
<td>35.12%</td>
<td>203</td>
</tr>
<tr>
<td>Participate/work in research projects of little relevance to your research/thesis</td>
<td>24.91%</td>
<td>144</td>
</tr>
<tr>
<td>Support in applying for funding</td>
<td>25.61%</td>
<td>148</td>
</tr>
<tr>
<td>Taking course that count towards your doctoral thesis</td>
<td>44.98%</td>
<td>260</td>
</tr>
<tr>
<td>Writing publications that are relevant to your research/doctoral thesis</td>
<td>48.62%</td>
<td>281</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td>8.65%</td>
</tr>
<tr>
<td><strong>Responses</strong></td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>
Work Environment (Analysis/Data)

- **Only 52%** report having access to the equipment required to work efficiently for KTH;
- ITM school students report have significantly less access to the required equipment;
- No statistically significant different based on year started, citizenship or type of contract.

**Q60:** Do you have access to the equipment required to work efficiently for KTH (e.g. office equipment, lab equipment, recording equipment, etc.)?
Integration
Integration and Onboarding I (Analysis/Data)

A major part of the doctoral students at KTH are non-Swedish, making integration and onboarding an even more vital part in the overall well-being of the students.

- 70% of respondents are non-Swedish citizens:
- 50% have been never been enrolled in a Swedish University before:
- The number of enrolled Swedish students has significantly decreased in 2022-2023.

Citizenship

<table>
<thead>
<tr>
<th>Citizenship</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swedish</td>
<td>29%</td>
</tr>
<tr>
<td>Non-EU</td>
<td>44%</td>
</tr>
<tr>
<td>EU</td>
<td>27%</td>
</tr>
</tbody>
</table>

Correlation Per PhD Start Year

- Q1: 2022-2023
- Q1: 2020-2021
- Q1: 2017-2019
Integration and Onboarding II (Analysis)

- **26%** of all students did not receive **any** on-boarding;
- **Significant improvement 2022-2023:**
  - Significantly more students received on-boarding;
  - Significantly fewer received too little info;
  - However **still 20%** did not receive **any** on-boarding.

- **Non-Swedish citizens report not receiving enough information** significantly more than Swedish students report;
- **ITM School performs significantly worse** with **37%** not receiving **any** onboarding at all. ITM school hosts a significantly higher number of industrial PhDs (40% of the total), which could be correlated. However, no significant differences about onboarding are observed when differentiating by type of contract, which could be due to sample size.
Integration and Onboarding II (Data)

Q81: Did you receive proper and full on-boarding when you started as third cycle student at KTH?
Integration and Onboarding II (Data)

**Q81:** Did you receive proper and full on-boarding when you started as third cycle student at KTH?

### Correlation Per PhD Start Year

- **Q1: 2022-2023**
  - 21% Swedish-citizenship
  - 16% EU-citizenship
  - 5% Non-EU-citizenship
  - 58% Overall

- **Q1: 2020-2021**
  - 30% Swedish-citizenship
  - 22% EU-citizenship
  - 10% Non-EU-citizenship
  - 39% Overall

- **Q1: 2017-2019**
  - 27% Swedish-citizenship
  - 29% EU-citizenship
  - 9% Non-EU-citizenship
  - 36% Overall

### Correlation Per Citizenship

- **Swedish-citizenship**
  - 35%
  - 17%
  - 8%
  - 40%

- **EU-citizenship**
  - 27%
  - 25%
  - 10%
  - 38%

- **Non-EU-citizenship**
  - 21%
  - 25%
  - 7%
  - 47%
Integration and Onboarding III* (Analysis)

- **78%** of EU students (Q86) feel they do not have enough information on Swedish society and public systems. Only **10%** of these students feel like they are socially integrated into Swedish society.
- **18%** of EU students do not feel socially integrated in Swedish society.

*Editor’s Note:* A mistake in survey logic lead these questions to be invisible to non-EU students. Therefore the results reported here are **only of EU citizen students**. Although one can expect the results to be similar or worse when it comes to integration for non-EU students.
Integration and Onboarding III (Data)

Q87: Do you feel socially integrated in Swedish society?

Correlation Per PhD Start Year

- Q1: 2017-2019
  - 18% No, not at all
  - 48% Somewhat integrated
  - 34% Yes, I feel properly integrated
- Q1: 2020-2021
- Q1: 2022-2023
Residency Status (Analysis)

- **34%** of KTH PhD students and **70%** of non-EU students are stressed about their and/or their partner/families’ residency status, or the Swedish migration policy;
- Out of the concerned, about **30%** (53) left comments. Highlighting the main reasons of concern as:
  - New residence permit laws
  - Ambiguity of how the laws will affect PhDs
  - Difficulty understanding procedures with Migrationsverket
  - Long processing times at Migrationsverket
Residency Status (Data)

Q83: Do you experience stress related to uncertainty of your residency status in Sweden or in relation to the Swedish Migration Agency policy?
**Relocation (Analysis/Data)**

- Nearly **20%** of students relocating to Stockholm for their PhD did not receive sufficient support in that process;
- No significant difference depending on school or year started.

**Q82:** Do you feel that KTH provided you with enough support to help you with your relocation to Stockholm/Sweden (documents for migration, accommodation, etc.)?

![Bar Chart]

- 10%: No, I did not get enough help
- 46%: Yes, I received sufficient help
- 44%: Irrelevant, I already live in Stockholm
Q82: Do you feel that KTH provided you with enough support to help you with your relocation to Stockholm/Sweden (documents for migration, accommodation, etc.)?

Results excluding students already living in Stockholm

Correlation Per PhD Start Year

See previous page for scale.
Social Systems (Analysis)

- About **50% are not** part of the A-kassa or a Trade Union;
- About **30% are not** part of the Försäkringskassan;
- Each of them follows a similar trend depending on year started: the longer, the most likely they are enrolled;
- Non-Swedish students are less likely to be a member across all three. There are no significant different based on school or type of contract.
Are you a member of Q75: Försäkringskassan, Q76: A Trade Union, Q77: A-kassa?

**Försäkringskassan**
- No: 15%
- I don't know: 20%
- Yes: 65%

**Trade Union**
- No: 42%
- I don't know: 8%
- Yes: 50%

**A-kassa**
- No: 38%
- I don't know: 12%
- Yes: 50%
Social Systems (Data)

Are you a member of Q75: Försäkringskassan, Q76: A Trade Union, Q77: A-kassa?

A-kassan by year started

<table>
<thead>
<tr>
<th>Year</th>
<th>No</th>
<th>I don't know</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1: 2022-2023</td>
<td>59%</td>
<td>21%</td>
<td>20%</td>
</tr>
<tr>
<td>Q1: 2020-2021</td>
<td>39%</td>
<td>13%</td>
<td>48%</td>
</tr>
<tr>
<td>Q1: 2017-2019</td>
<td>24%</td>
<td>5%</td>
<td>72%</td>
</tr>
</tbody>
</table>
Swedish Language (Analysis)

• Over 60% of non-Swedish speaking students face problems dealing with Swedish documents;
• No significant difference between schools. 3rd and 4th year students report less of these problems as could be expected with having been in Sweden longer and adapted to the systems;
• A vast majority of Swedish speaking students either do not help with translation work in their department, or do not mind doing it;
• 86% respondents report a lack of time as one of the main challenging aspects to learning Swedish;
• 30% report the most challenging aspect to learn Swedish is due to lack of Swedish courses at KTH;
• 78% of non-Swedish speaking students wish that Swedish courses would give ECTS, and 62% wish that it should count towards departmental duties.
Q60: As a person with low skill level in the Swedish language, do you have a problem dealing with Swedish documents (e.g. from the department, official KTH documents, project communication, meetings etc.)?

Q66: As a person who knows Swedish, do you have to put time into translating documents (e.g. from the department, official KTH documents, project communication, meetings etc.) for your non-Swedish speaking colleagues?
**Q63:** What is the most challenging aspect to learn Swedish language during your PhD studies (choose all that apply)?

- Lack of time due to PhD studies: 86%
- Lack of Swedish course at KTH: 30%
- Supervisor against learning Swedish: 5%
- Not interested in staying in Sweden: 7%
- Does not need it for work: 18%
- Other: 15%

**Q64:** Would you like to see Swedish language course offered as part of (choose all that apply):

- PhD Courses credits: 78%
- Part of the working hours as departmental duties (part the 20%): 62%
- Other (please specify): 7%
Overall Satisfaction and Wellbeing (Analysis)

- Nearly 20% respondents are worried they will not complete their third-cycle studies;
- No significant difference depending on year started or citizenship;
- CBH students are more confident about completing their studies.

Health issues caused by being a third cycle student at KTH:
- 70% of PhD students experience anxiety;
- 65% have trouble sleeping;
- 40% have suffered from depression;
- 35% percent report having back aches;
- Others include: migraines, exhaustion, burnout, jaw clenching.

67% have not sought help to deal with these health issues in the past year;
- Significant increase in students seeking help if they started their PhD earlier;
- No statistically significant difference in seeking help based on school, citizenship or type of contract
- Comments report a lack of knowledge an resources on getting help
Q96: How confident are you that you will continue your third-cycle studies until completion?

- **I am confident that I will finish**: 72%
- **I am worried that I will not finish**: 19%
- **I don’t know**: 5%
- **Other (please specify)**: 3%

Bar charts for Q2: ABE, Q2: CBH, Q2: EECS, Q2: ITM, and Q2: SCI.
Overall Satisfaction and Wellbeing (Data)

Q70: Have you sought professional assistance to deal with any of the above mentioned health issues during the last year?

Q69: Have you experienced any of these health issues listed below during the last year caused by being a third-cycle student at KTH? (Choose all appropriate)
Collegiality (Analysis)

- Nearly **80%** of students report having a **positive collegiality** at the department or division during the past year;
- CBH has students reporting **significantly higher rates** of positive collegiality than other schools;
- Students who started more recently experiences significantly higher rate of positive collegiality
- No significant different based on citizenship;
- None of the scholarship students report no collegiality. This is significantly lower than doctoral students.
Q79: Do you feel that there has been a positive collegiality (friendliness and supportiveness between colleagues) at your department and/or division during the last year?
Q79: Do you feel that there has been a positive collegiality (friendliness and supportiveness between colleagues) at your department and/or division during the last year?
School Specific Responses
Preface School Specific Responses

In the following part, each school’s PhD council has provided the data and analysis of a certain set of questions (next page) based on department/division/PhD program. The councils themselves determined which of these categories are the most relevant at their school and the format of presentation.

In order to protect the anonymity of the students, the analysis does not include groups containing less than 10 individuals.

For more information regarding further survey analysis on the school level please contact the corresponding school council:

- ABE: abe-council@dr.kth.se
- CBH: cbh-council@dr.kth.se
- EECS: eecs-council@dr.kth.se
- ITM: itm-council@dr.kth.se
- SCI: sci-council@dr.kth.se
Questions answered

The following questions are answered in this part. If you want information on any of the other subjects on school level, please contact the corresponding PhD council. In these questions Faculty refers to (department/division/PhD program), whichever of these is most suitable for the school.

• Onboarding by Faculty (department/division/PhD program)
• Integration by year started
• Year started vs Supervisor Engagement (eg. Supervision hours received and detailed scientific feedback received)
• Year started and Average hours of workload
• Hours of workload (department/division/PhD program)
• Occupational Stress vs year started
• Occupational Stress vs faculty (department/division/PhD program)
• Occupational stress vs Supervision hours.
• Occupational Stress vs Supervision hours, but for each PhD Year
• Confidence to finish PhD by year started
• Impacts on overall satisfaction in relation to:
  • Occupational stress
  • Supervision hours received
  • Detailed scientific feedback received from supervisor
School of Architecture and the Built Environment (ABE)
Who responded? (ABE)

- 67 responses
- Diverse in regards to gender, Swedish non-Swedish students, year started, etc.
- Due to the very small group of students having started in before 2016, no statistically significant comparison can be made when comparing by year stated and they are therefore excluded from this kind of analysis.
Who responded? (ABE)

Obs! For the departments and doctoral programs with too few responses, and therefore be disregarded in analysis on the difference between departments and doctoral programs.

Which department within the ABE school are you assigned to?
Answered: 67    Skipped: 8

Which third-cycle studies program are you enrolled in?

Other (please specify) 8% (6)
I don't know 1% (1)

Civil and architectural engineering 28% (21)
Transport science 20% (16)
The built environment and society: management,... 4% (3)
Planning and decision analysis 20% (16)
Land and water resources engineering 9% (7)
• 23% of all students did not receive any on-boarding
• Years 2022-2023 compared to former years:
  • Significantly more students received a full on-boarding
  • However still 37% did not receive any on-boarding
• There are important differences about onboarding when differentiating PhD students by type of contract, with licentiate and industrial doctoral students reporting poorer onboarding at ABE.
• On-boarding is uneven between Doctoral programs
**On-boarding (Analysis) (ABE)**

**Q81:** Did you receive proper and full on-boarding when you started as third cycle student at KTH?

- **Based on the start year:**
  - 2022-2023: Not received 57%, received 43%
  - 2020-2021: Not received 35%, received 65%
  - 2017-2019: Not received 37%, received 63%

- **Based on the contract type:**
  - Doctoral Student: Not received 41%, received 59%
  - Licentiate Student: Not received 25%, received 75%
  - Industrial Student: Not received 32%, received 68%
  - Scholarship Student: Not received 9%, received 91%

- **Based on the study programme:**
  - Q1: Civil and architecture: Not received 44%, received 56%
  - Q2: Land and water resource: Not received 44%, received 56%
  - Q3: Planning and decision: Not received 44%, received 56%
  - Q4: Transport science: Not received 44%, received 56%
Integration (ABE)

- **22%** of EU students do not feel socially integrated in Swedish society
- A majority of EU students feel they do not have enough information on Swedish society and public systems.

**Q87**: Do you feel socially integrated in Swedish society?

**Q86**: Do you feel you have sufficient knowledge about Swedish society and public systems? (unions, public accommodation queues, health care system and insurances, etc.)?

*Editor’s Note*: A mistake in survey logic lead these questions to be invisible to non-EU students. Therefore the results reported here are only of EU citizen students. Although one can expect the results to be similar or worse when it comes to integration for non-EU students.
Supervision satisfaction I (ABE)

- Students are quite satisfied with their supervisor. 63% rank their satisfaction either 5 or 6 out of 6
- Satisfaction decreases significantly with the start year of the PhD

Q25: How satisfied are you with your KTH supervisor(s)?

Based on the start year:
Supervision satisfaction II (ABE)

- More than 35% of students get less than 4 hours of supervision a month
- Most students report that they would be satisfied with 4-6 hours of supervision a month

**Q27:** How many hours of supervision (scheduled and unscheduled meetings) do you get from your KTH-supervisor(s) each month?

**Q28:** What is the minimum amount of hours of supervision (scheduled and unscheduled meetings) each month you need to be satisfied with the number of supervision hours from your KTH-supervisor?
Supervision satisfaction III (ABE)

- **22%** report that none of their KTH supervisors is sufficiently engaged in their topic to give adequate scientific supervision
- Clear correlation with dissatisfaction of supervisor and years of PhD passed
- Clear correlation between general satisfaction and having a sufficiently engaged supervisor

**Q26**: Do you feel like you are getting enough supervision hours each month from your KTH-supervisor(s) (on average in the last year)?

**Q22**: How satisfied are you in general with your third-cycle studies over the past year?

Based on the start year:
Workload I (ABE)

- **49%** of students work more than 40 hour work weeks
- **Over 30%** of students work more than 45 hours a week

**Q54**: How many hours on average did you work per week during the last year?
Workload II (ABE)

- Civil and Architecture Engineering and SEED seem to have PhD students with a larger workload than URS and Real Estate and construction.

Q54: How many hours on average did you work per week during the last year?

By department:

- Civil and Architecture Engineering
- Real Estate and Construction
- SEED
- Urban Planning and Design
• 61% of PhD students report experiencing unhealthy levels of occupational stress in the past year
• Clear increase of stress by year of PhD
• No significant difference depending on department, doctoral programme, or type of contract
• Non-EU students are more stressed than others, which may be due to their residency status
• There is a significant increase of unhealthy occupational stress for students working more than 40 hours/week
Q68: Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?
Occupational stress vs supervision (ABE)

- There is a correlation between low supervision time and occupational stress, showing not enough supervision time leads to higher chances for PhD students to be stressed.

**Q68**: Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?
Occupational stress vs supervision (ABE)

- Older students are likely to receive less hours of supervision, whereas the data suggests that they still need it.

Q68: Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?
Overall Satisfaction I (ABE)

Q96: How confident are you that you will continue your third-cycle studies until completion?

- **23%** respondents are worried they will not complete their third-cycle studies
- No significant difference depending on year started
- Swedish students appear to be less confident of completing their studies
- Real estate and construction students are more confident about completing their studies while SEED PhD students are significantly less.

By Department:

- Q10: Civil and Architecture...
- Q10: Real Estate and...
- Q12: SEED
- Q12: Urban Planning and...

By Citizenship:

- Swedish
- EU
- Non-EU
Overall Satisfaction I (ABE)

- Clear drop in the overall happiness of students with the years spent as a PhD student
- The same trend can be observed in the likeliness of students to recommend others to pursue a PhD at ABE.

**Q98**: How would you rate your overall happiness with your position as a third-cycle student at KTH?

**Q97**: How likely are you to recommend a friend to go into third-cycle studies at your school/PhD program?
School of Engineering Sciences in Chemistry, Biotechnology and Health (CBH)
Background - CBH

**Gender Distribution**
- Male 38.06% (51)
- Female 60.45% (81)
- Prefer not to say 1.49% (2)

**Type of Contract**
- Doctoral (4...): 97%
- Licentiate (...): 2%

**Citizenship**
- Swedish: 31%
- EU: 31%
- Non-EU: 37%

**Swedish Language Skills**
- Very Basic/:...: 46%
- Intermediate...: 19%
- Advanced L...: 7%
- Native spea...: 28%
Onboarding and Integration - CBH

Did you receive onboarding when starting at KTH?

- No, I did not receive on-boarding: 24%
- No, I think I was not given the necessary information: 20%
- No, the on-boarding took a long time: 5%
- Yes, it was easy: 51%

Do you experience stress related to the uncertainty of your residency status in Sweden or in relation to the Swedish migration policy?

- No, I am an EU-citizen: 43%
- No, I already have my permanent permit/cit...: 19%
- No, I am not stressed: 12%
- Yes, I am stressed for my partner/fam...: 3%
- Yes, I am stressed for my own status: 24%

Do you feel that KTH provided you with enough support to help you with your relocation to Stockholm/Sweden?

- No, I did not get enough help: 8%
- Yes, I received sufficient help: 39%
- Irrelevant, I already live in Stockholm: 53%
Onboarding by department – CBH

This slide shows the comparison between each department at CBH and whether the PhD student felt onboarding was sufficient.

Biomedical Engineering and Health Systems

Industrial Biotechnology

Gene Technology

Fibre and polymer technology

Chemical Engineering

Chemistry

Protein Science
This slide shows the comparison between the extent to which people feel integrated into Swedish society and they year their PhD studies commenced.

Do you feel socially integrated in Sweden?
Q29: Do you feel that at least one of your KTH-supervisors is sufficiently engaged in your research and your topic to give you supervision at an adequate scientific level?
Average hours worked per week the past year
Average hours worked per week the past year

**Biomedical Engineering and Health Systems**

**Industrial Biotechnology**

**Gene Technology**

**Fibre and polymer technology**

**Medical engineering and health systems**

**Chemical Engineering**

**Chemistry**

**Protein Science**
Have you experienced unhealthy levels of occupational stress during the last year?

Meeting deadlines, lack of communication with supervisor(s), high workload, finding jobs and dealing with Migrationsverket

Have you sought professional help?

Have you experienced any of these health issues listed below during the last year caused by being a third-cycle student at KTH?

- Injuries: 1%
- Back ache: 35%
- Asthma: 1%
- Allergic reactions: 5%
- Anxiety: 71%
- Depression: 30%
- Problem sleeping: 64%
- Other (please specify): 13%
Occupational Stress and Supervision CBH

Unhealthy Occupational Stress vs scientific feedback from Supervisors

Unhealthy Occupational Stress vs Supervision Hrs/month

KTH

CBH

124
Q68 Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?
Occupational Stress vs Department

Biomedical Engineering and Health Systems

Industrial Biotechnology

Gene Technology

Fibre and polymer technology

Medical engineering and health systems

Chemical Engineering

Chemistry

Protein Science
Q68 Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?
Occupational Stress vs Supervision hour for each year of the PhD

**Year 1-2**

**Year 3-4**

**Year 5-7**
Q96: How confident are you that you will continue your third-cycle studies until completion?
**Q22:** How satisfied are you in general with your third-cycle studies over the past year?

**Q97:** How likely are you to recommend a friend to go into third-cycle studies at your school/PhD program?

**Q68:** Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?
Q29: Do you feel that at least one of your KTH-supervisors is sufficiently engaged in your research and your topic to give you supervision at an adequate scientific level?

Q98: How would you rate your overall happiness with your position as a third-cycle student at KTH?
School of Electrical Engineering and Computer Science (EECS)
Who responded? (EECS)

- 211 responses ≈ 44% of PhDs registered at EECS with at least 1% study pace in Ladok
- Diverse in regards to gender, Swedish non-Swedish students, year started, etc.
- Due to the very small group of students having started in before 2016, no statistically significant comparison can be made when comparing by year stated and they are therefore excluded from this kind of analysis.

Q3 What is your gender?

- Male 66% (140)
- Female 28% (60)
- Prefer not to say 5% (10)

Q4 What type of citizenship do you have?

- EU 28% (59)
- Non-EU 48% (101)
- Swedish 24% (51)

Q1 What year did you start your third cycle studies?

- 2022-2023 21% (44)
- 2020-2021 40% (82)
- 2017-2019 36% (74)
- 2010-2018 2% (5)
Obs! As shown in the survey done by the EECS PhD Council in VT22, there is a lot of confusion among students regarding divisions, departments, and doctoral programs. Several don’t know which department they work for and/or which doctoral programme they are admitted to.

Q16 Which department within the EECS school are you assigned to?

- Computer Science 37% (74)
- Electrical Engineering 37% (73)
- Intelligent Systems 19% (38)
- Mediated Communication 4% (8)
- I don’t know 4% (7)

Q17 Which third-cycle studies program are you enrolled in?

- Electrical Engineering 38% (75)
- Information and Communication Technology 18% (36)
- Mediated Technology 5% (9)
- Computer Science 37% (74)
- I don’t know 3% (6)
• **28%** of all students did not receive *any* on-boarding
• **Significant improvement 2022-2023:**
  • Significantly more students received on-boarding
  • However *still 13%* did not receive *any* on-boarding
• There are no big differences between Swedish and international students
• There are important differences about onboarding when differentiating PhD students by type of contract, with licentiate and industrial doctoral students reporting poorer onboarding at EECS.
On-boarding (Data) (EECS)

Q81: Did you receive proper and full on-boarding when you started as third cycle student at KTH?

- 2022-2023: 15% (Not received), 21% (Not enough info), 66% (Yes)
- 2020-2021: 27% (Not received), 26% (Not enough info), 8% (Too long), 38% (Yes)
- 2017-2019: 38% (Not received), 19% (Not enough info), 7% (Too long), 36% (Yes)
Q81: Did you receive proper and full on-boarding when you started as third cycle student at KTH?
Integration (Analysis) (EECS)

• **79%** of EU students (Q86) feel they do not have enough information on Swedish society and public systems. Only **9%** of these students feel like they are socially integrated into Swedish society.

• **27%** of EU students do not feel socially integrated in Swedish society

*Editor’s Note: A mistake in survey logic lead these questions to be invisible to non-EU students. Therefore the results reported here are only of EU citizen students. Although one can expect the results to be similar or worse when it comes to integration for non-EU students.*
Q87: Do you feel socially integrated in Swedish society?

Q86: Do you feel you have sufficient knowledge about Swedish society and public systems? (unions, public accommodation queues, health care system and insurances, etc.?)

- EU students
  - 2022-2023: 6% No, not at all, 75% Somewhat, 19% Yes
  - 2020-2021: 4% No, not at all, 54% Somewhat, 42% Yes
  - 2017-2019: 6% No, not at all, 50% Somewhat, 38% Yes
Supervision satisfaction I (EECS)

- Students are quite satisfied with their supervisor. Around 60% rank their satisfaction either 5 or 6 out of 6
- Satisfaction decreases significantly with the start year of the PhD
- No significant difference based on type of employment, citizenship and doctoral program

Q25: How satisfied are you with your KTH supervisor(s)?
Supervision satisfaction II (EECS)

- More than 20% of students get less than 4 hours of supervision a month
- Most students report that they would be satisfied with 4-6 hours of supervision a month
- Newer students get more supervision time

Q27: How many hours of supervision (scheduled and unscheduled meetings) do you get from your KTH-supervisor(s) each month?

Q28: What is the minimum amount of hours of supervision (scheduled and unscheduled meetings) each month you need to be satisfied with the number of supervision hours from your KTH-supervisor?
Supervision satisfaction III (Analysis) (EECS)

- 30% report not getting enough supervision hours per month
- Clear correlation with dissatisfaction of supervision hours a month and year started
- No significant differences between doctoral programmes
- Clear correlation between hours of supervision and students reporting not getting enough supervision

**Obs!** The hours of supervision does not directly reflect the quality of such supervision
**Supervision satisfaction III (Data) (EECS)**

**Q26:** Do you feel like you are getting enough supervision hours each month from your KTH-supervisor(s) (on average in the last year)?

**Q86:** Monthly hours of supervision
Supervision satisfaction IV (Data) (EECS)

- 30% report that none of their KTH supervisors is sufficiently engaged in their topic to give adequate scientific supervision
- Clear correlation with dissatisfaction of supervisor and years of PhD passed
- Clear correlation between general satisfaction and having a sufficiently engaged supervisor
- There are no big differences between doctoral programs

Q29: Do you feel that at least one of your KTH-supervisors is sufficiently engaged in your research and your topic to give you supervision at an adequate scientific level?

Q22: How satisfied are you in general with your third-cycle studies over the past year?
Workload I (EECS)

• 55% of students work more than 40 hour work weeks
• Over 30% of students work more than 45 hours a week
• Getting closer to the end of the studies leads to a higher workload

Q54: How many hours on average did you work per week during the last year?
Workload I (EECS)

- Swedish students work on average less than non-Swedish students

**Q54:** How many hours on average did you work per week during the last year?

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<th>&lt;40</th>
<th>41-45</th>
<th>46-50</th>
<th>51-55</th>
<th>56-60</th>
<th>&gt;60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swedish</td>
<td>26%</td>
<td>32%</td>
<td>21%</td>
<td>8%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>EU</td>
<td>15%</td>
<td>24%</td>
<td>13%</td>
<td>28%</td>
<td>9%</td>
<td>2%</td>
</tr>
<tr>
<td>Non-EU</td>
<td>15%</td>
<td>32%</td>
<td>13%</td>
<td>23%</td>
<td>11%</td>
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<td>E2Doc</td>
<td>9%</td>
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<td>ICT</td>
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<td>CS</td>
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</table>
Occupational stress (EECS)

There are no significant differences between the doctoral programs at EECS. Still, more than 60% of students report unhealthy levels of stress.

Q68: Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?
• It appears that too little or too much supervision correlates to more unhealthy occupational stress. This suggests that students who do not receive enough guidance, or on the contrary, are supervised in a micromanagement way are more stressed than those who received enough supervision to support them without imposing constraints.
• Older students are likely to receive less hours of supervision, whereas the data suggests that they still need it.
Q68: Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?

Q86: Monthly hours of supervision

- Not stressed
- Stressed
Overall Satisfaction I (EECS)

- **21%** respondents are worried they will not complete their third-cycle studies
- No significant difference depending on year started
- Swedish students appear to be less confident of completing their studies.

Q96: How confident are you that you will continue your third-cycle studies until completion?

![Confidence Levels Chart]

- **75%** are confident they will finish
- **53%** are neutral
- **16%** are worried they will not finish
- **8%** do not know
- Other 4%
Overall Satisfaction II (EECS)

- Clear drop in the overall happiness of students from their 1st to their 2nd year of studies.
- The same trend can be observed in the likeliness of students to recommend others to pursue a PhD at EECS.

Q98: How would you rate your overall happiness with your position as a third-cycle student at KTH?

Q97: How likely are you to recommend a friend to go into third-cycle studies at your school/PhD program?
School of Industrial Engineering and Management (ITM)
On-boarding (ITM)

Programs and departments with less than 10 students have currently been excluded in this comparison.

Q81: Did you receive proper and full on-boarding when you started as third cycle student at KTH?
Q87: Do you feel socially integrated into Swedish society?

Integration (ITM)

Only 3 students who started 2022-2023 responded. This group is therefore merged with 2020-2021
Q29: Do you feel that at least one of your KTH-supervisors is sufficiently engaged in your research and your topic to give you supervision at an adequate scientific level?
Q54: How may hours on average did you work per week during the last year?
**Q54**: How may hours on average did you work per week during the last year?
Q69: Have you experienced any of these health issues during the last year caused by being a third-cycle student at KTH?

**Occupational Stress vs year started (ITM)**

Q68: Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?
Q68: Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?
Occupational stress and Supervision hours (ITM)

Q26: Do you feel that you get enough supervision hours each month from your KTH supervisor(s)? (on average over the last year)

Q27: How many hours of supervision (scheduled and unscheduled meetings) do you get from your KTH supervisor(s) each month?

Q68: Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?

[Bar graphs showing distribution of responses for Q26 and Q27, with categories for supervision hours and stress level (Not stressed, Stressed).]
Occuational stress vs Hours Supervision (ITM)

Q27: How many hours of supervision (scheduled and unscheduled meetings) do you get from your KTH-supervisor(s) each month?

Q68: Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?
Q96: How confident are you that you will continue your third-cycle studies until completion?
Correlations overall satisfaction I (ITM)

Q98: How would you rate your overall happiness with your position as a third-cycle student at KTH?

Q97: How likely are you to recommend a friend to go into third-cycle studies at your school/PhD program?

Q68: Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?
Correlations overall satisfaction II (ITM)

Q98: How would you rate your overall happiness with your position as a third-cycle student at KTH?

Q29: Do you feel that at least one of your KTH-supervisors is sufficiently engaged in your research and your topic to give you supervision at an adequate scientific level?
School of Engineering Sciences (SCI)
On-boarding (SCI)

Q81: Did you receive proper and full on-boarding when you started as third cycle student at KTH?
Q87: Do you feel socially integrated into Swedish society?

2022-2023 students are all Swedish citizens here

- Yes: 44%
- Somewhat: 56%
- No: 0%

Q1: 2017-2019
- Yes: 24%
- Somewhat: 47%
- No: 29%

Q1: 2020-2021
- Yes: 38%
- Somewhat: 43%
- No: 15%

Q1: 2022-2023
- Yes: 44%
- Somewhat: 56%
- No: 0%
Supervisor engagement and workload (SCI)

Q29: Do you feel that at least one of your KTH-superisors is sufficiently engaged in your research and your topic to give you supervision at an adequate scientific level?
Q54: How many hours on average did you work per week during the last year?
Q54: How may hours on average did you work per week during the last year?
**Q69:** Have you experienced any of these health issues during the last year caused by being a third-cycle student at KTH?

**Q68:** Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?
Q68: Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?
Occupational stress and Supervision hours (SCI)

**Q68:** Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?

**Q26:** Do you feel that you get enough supervision hours each month from your KTH supervisor(s)? (on average over the last year)

**Q27:** How many hours of supervision (scheduled and unscheduled meetings) do you get from your KTH supervisor(s) each month?
Q27: How many hours of supervision (scheduled and unscheduled meetings) do you get from your KTH-supervisor(s) each month?

Q68: Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?
Confidence to finish doctoral studies (SCI)

Q96: How confident are you that you will continue your third-cycle studies until completion?
Correlations overall satisfaction I (SCI)

Q98: How would you rate your overall happiness with your position as a third-cycle student at KTH?

Q68: Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?

- Q68: No
- Q68: Yes

Q97: How likely are you to recommend a friend to go into third-cycle studies at your school/PhD program?

Hours of supervision

- Q27-1
- Q27-5-6
- Q27-7-8
- Q27-9-10
- Q27-11-15
- Q27-16-20
- Q27-21-30
- Q27-31-40
- Q27 >40
Q98: How would you rate your overall happiness with your position as a third-cycle student at KTH?

Q29: Do you feel that at least one of your KTH-supervisors is sufficiently engaged in your research and your topic to give you supervision at an adequate scientific level?