



# Doctoral Survey 2023

*Presentation of results*



# Preface

**Note:** Currently this is a live document where minor changes may occur. If you have any questions regarding the survey, please contact our responsible Education Manager Ugne Miniotaite at [edu@dr.kth.se](mailto:edu@dr.kth.se).

**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

EDUCATION	MANAGEMENT	INTEGRATION
<ul style="list-style-type: none"><li>• Supervision</li><li>• Third Cycle Courses</li><li>• Individual Study Plan</li><li>• PhD Rights/Resp.</li></ul>	<ul style="list-style-type: none"><li>• Departmental Duties</li><li>• KTH Support/Structure</li><li>• Information Availability</li><li>• Workload</li></ul>	<ul style="list-style-type: none"><li>• Swedish Language</li><li>• Immigration</li><li>• Wellbeing</li><li>• Discrimination*</li></ul> <p data-bbox="1735 1229 2237 1268"><i>*Not included in this summary.</i></p>



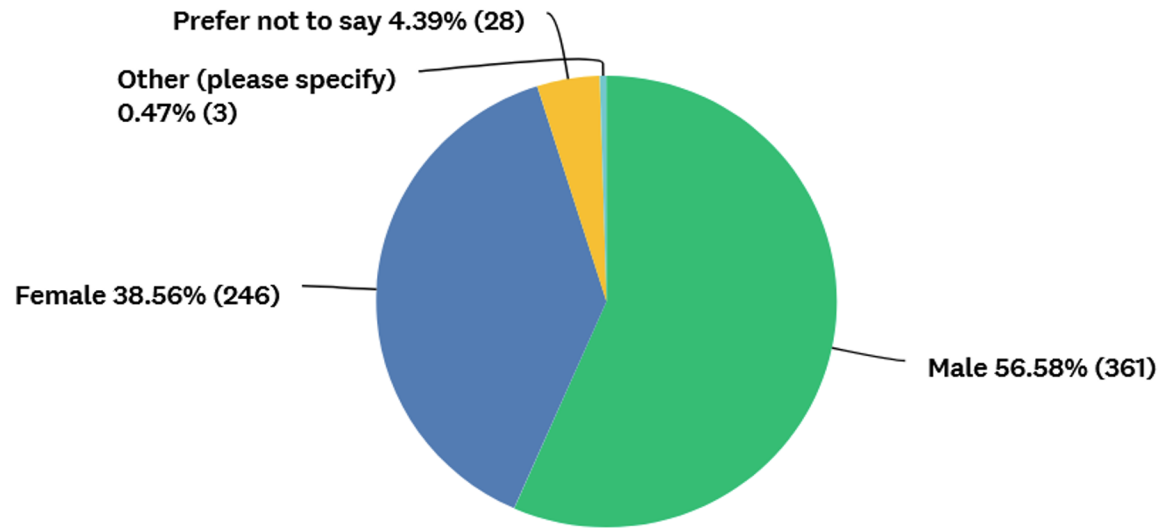
# Our Student Sample (Analysis)

- **638 responses**  $\approx$  **40%** of PhDs registered with at least 1% study pace in Ladok;
- Percentage of PhD students weighted by registered students within each school:
  - ABE  $\approx$  **30%**
  - CBH  $\approx$  **44%**
  - EECS  $\approx$  **44%**
  - ITM  $\approx$  **37%**
  - SCI  $\approx$  **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.

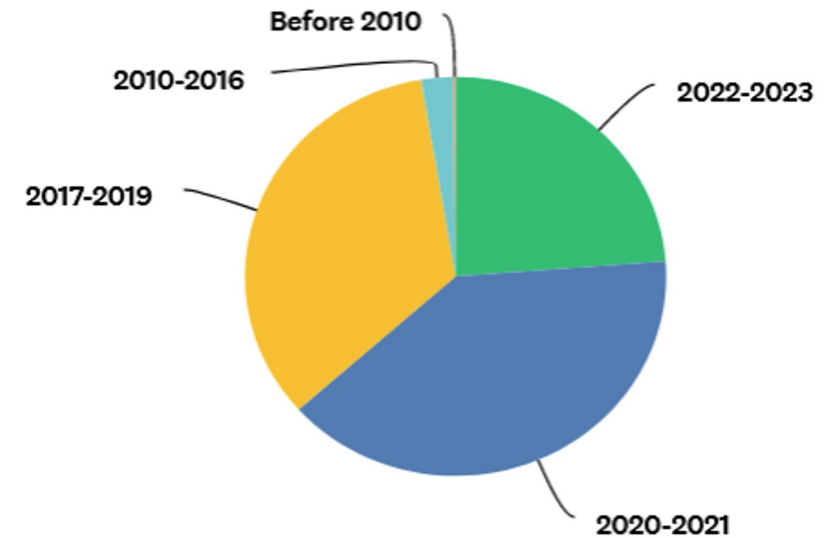


# Our Student Sample (Data)

Gender Distribution



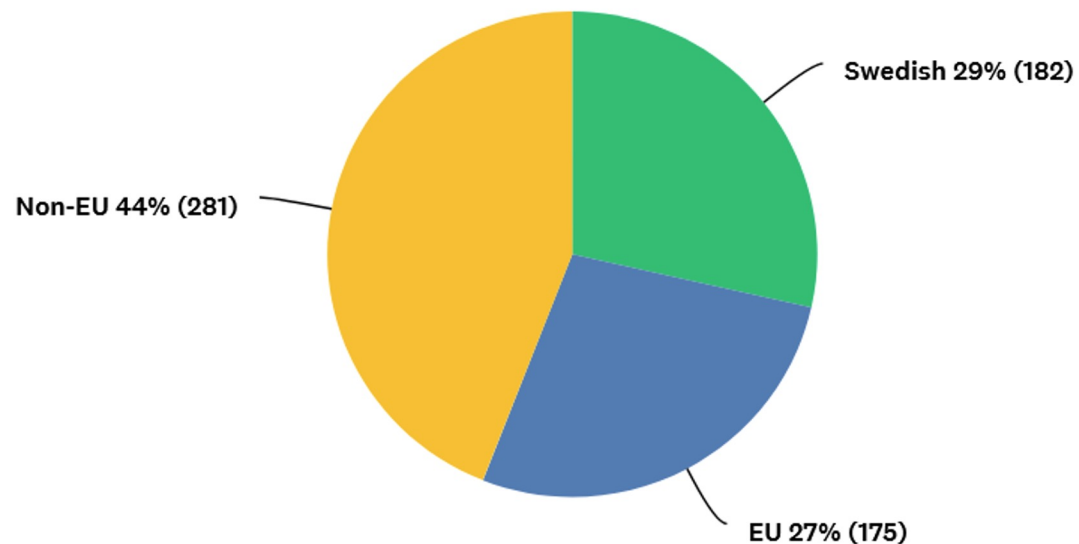
Starting Year of Doctoral studies



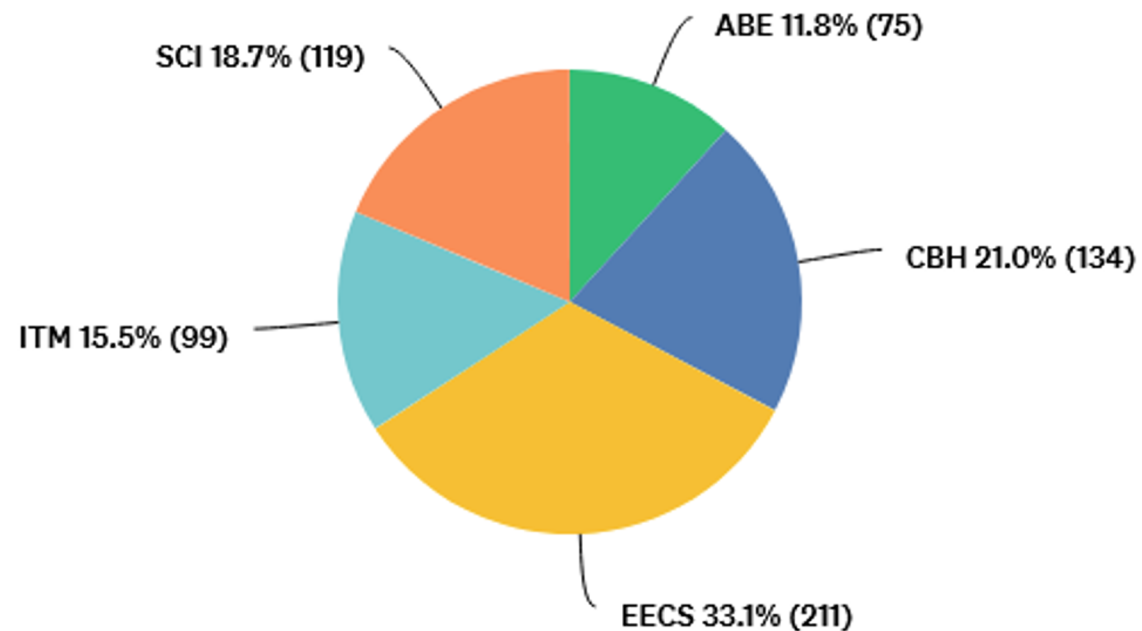


# Our Student Sample (Data)

Citizenship



School



# 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**

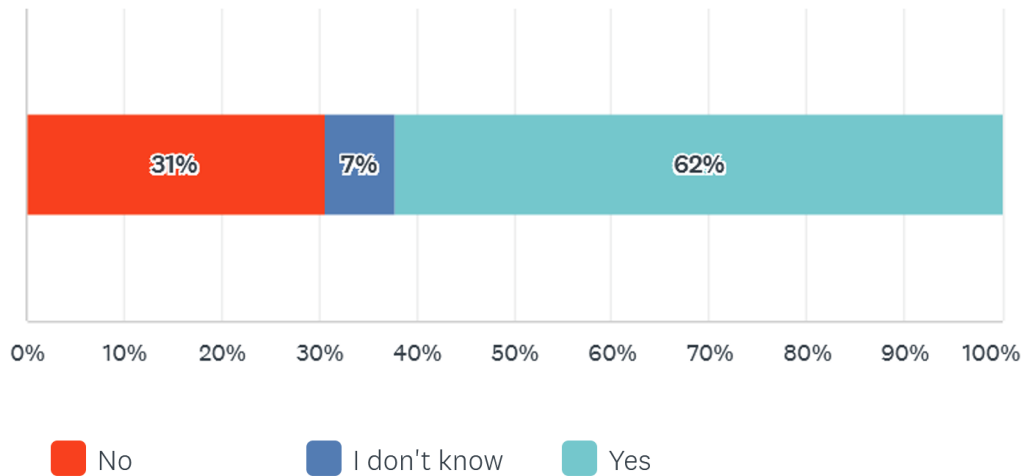
(no significant variations between schools/year)



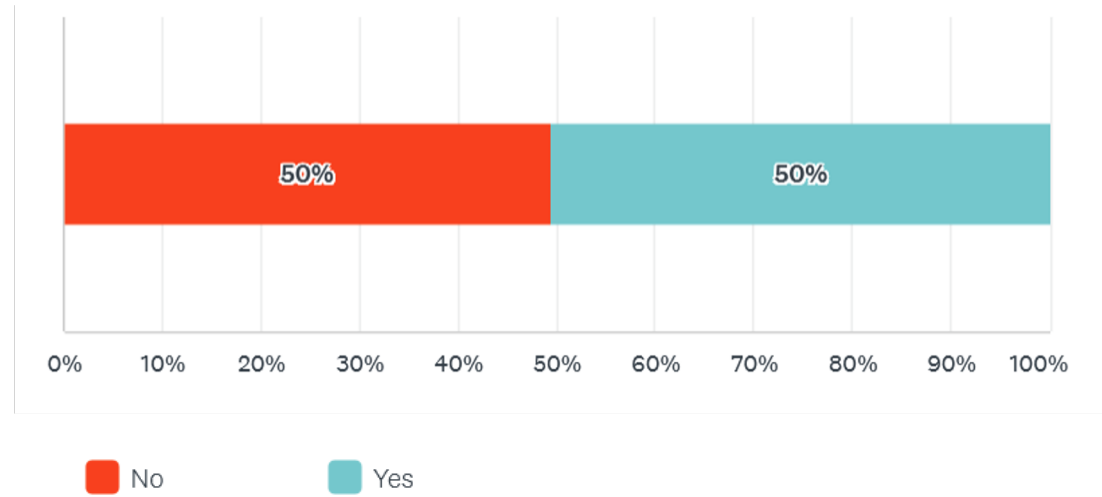


# Third Cycle Courses I (Data)

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



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





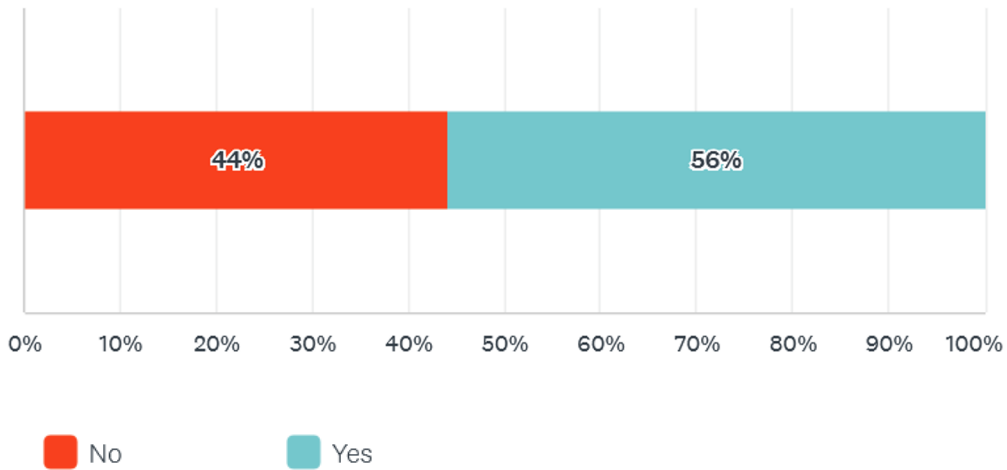
# Third Cycle Courses II (Analysis)

- **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.

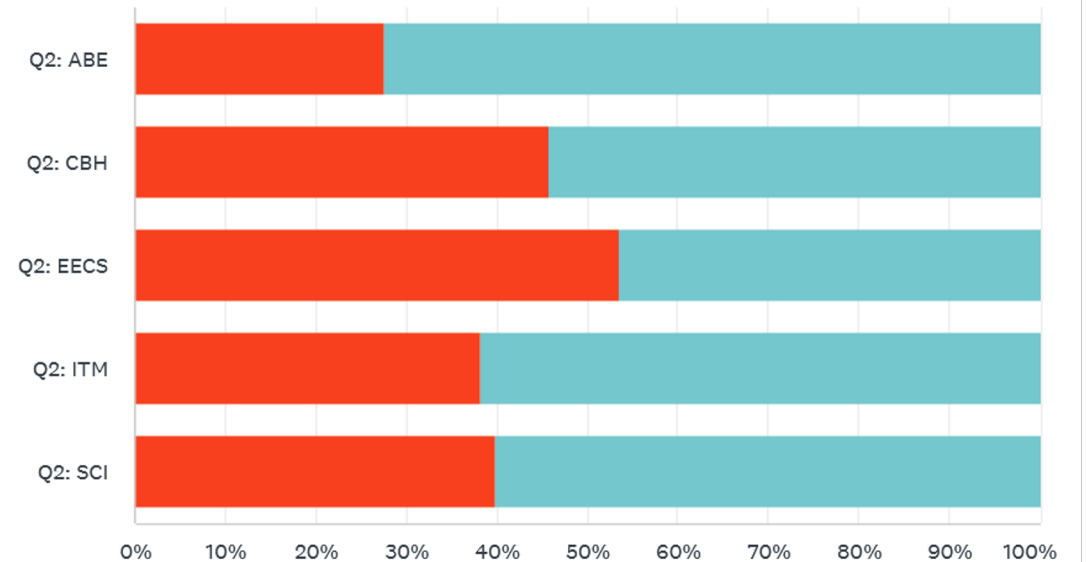


# Third Cycle Courses II (Data)

**Q46:** Do you think that the amount of credits required in your third-cycle study program is fair?



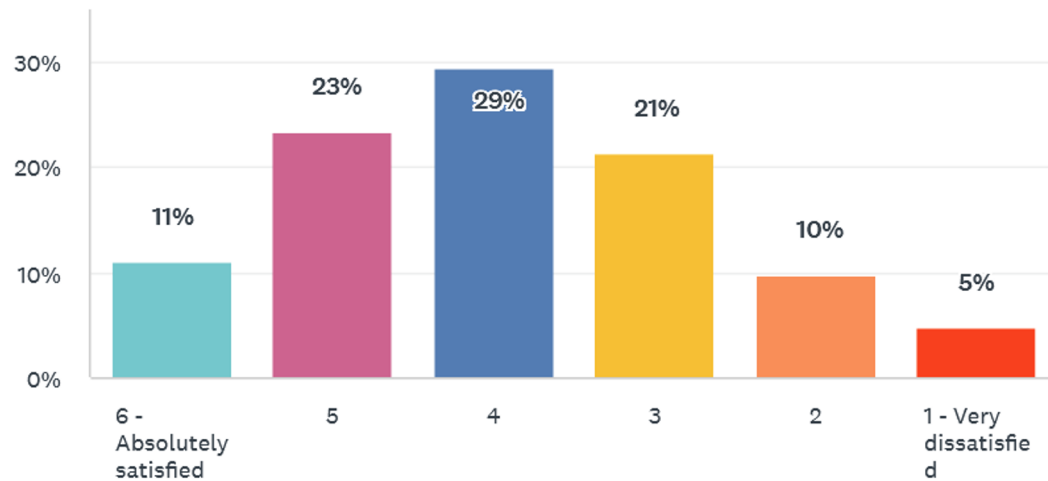
## Correlation Per School



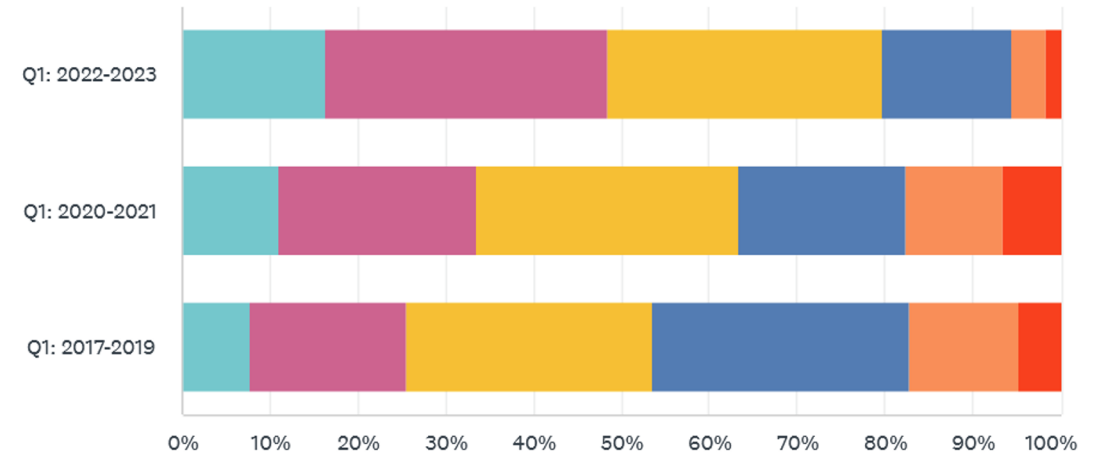


# Third Cycle Courses II (Data)

**Q45:** How satisfied are you with the quality of the third-cycle courses (provided by KTH) you have taken during the last year?



## Correlation Per Year Started





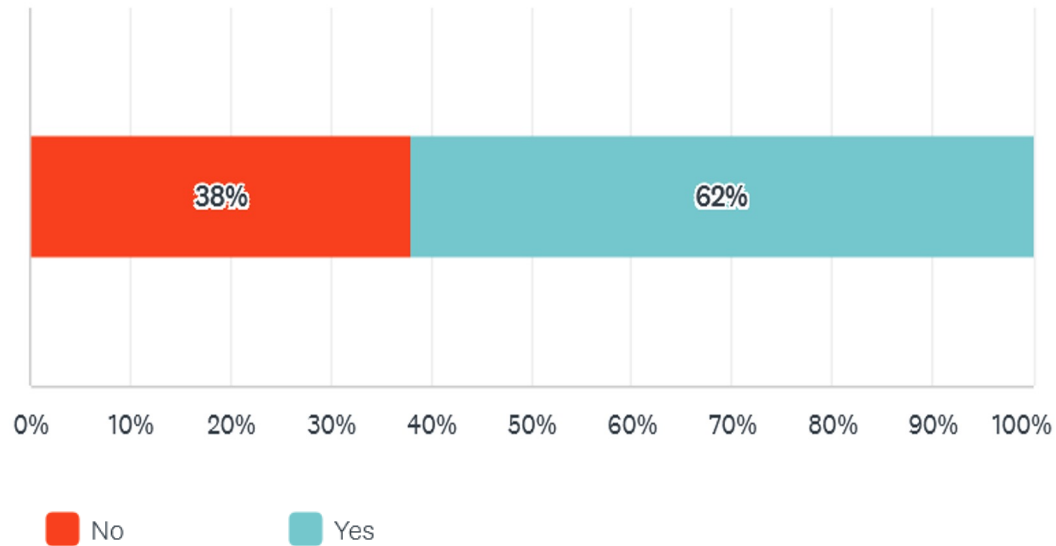
# Third Cycle Courses III (Analysis)

- **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.

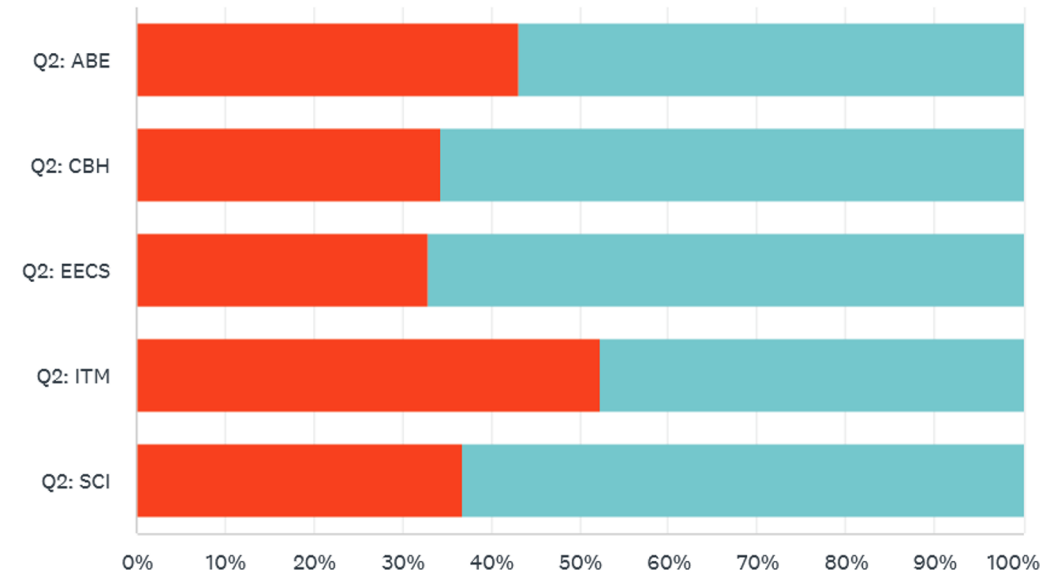


# Third Cycle Courses III (Data)

**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?



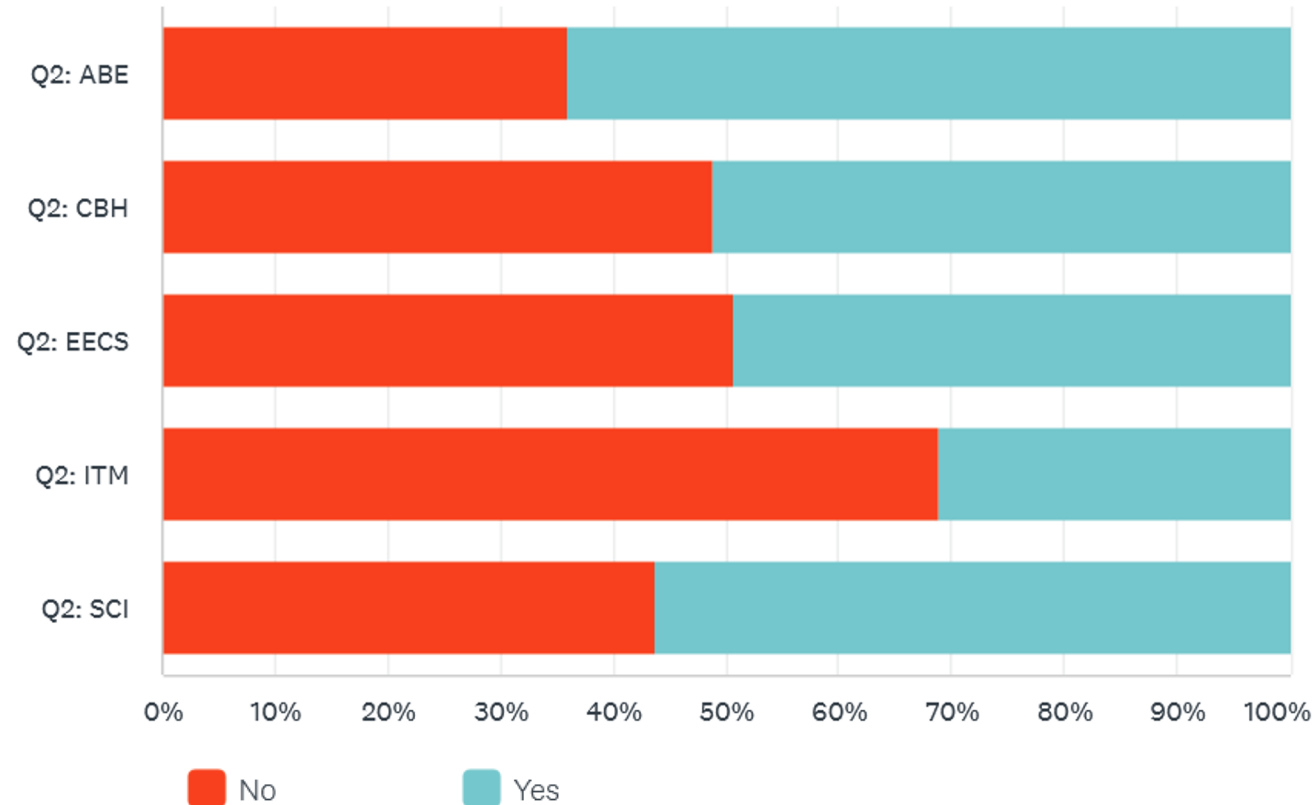
## Correlation Per School





# 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)

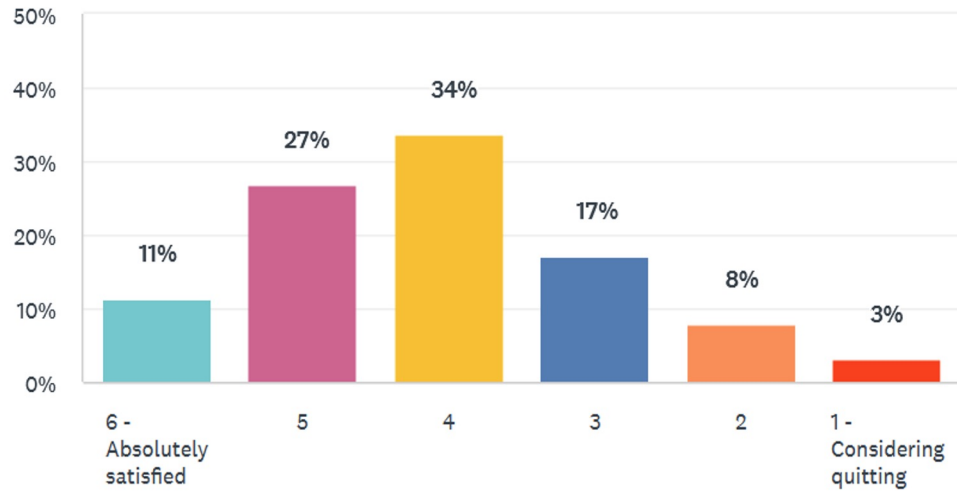
- Nearly **30%** respondents rank their own satisfaction as **3 or lower out of 6**;
- Some fluctuations per school, but no significant differences. No significant difference based on type of contract or citizenship.
- However, **doctoral students are quite satisfied with their supervisor**. Around **80%** 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.



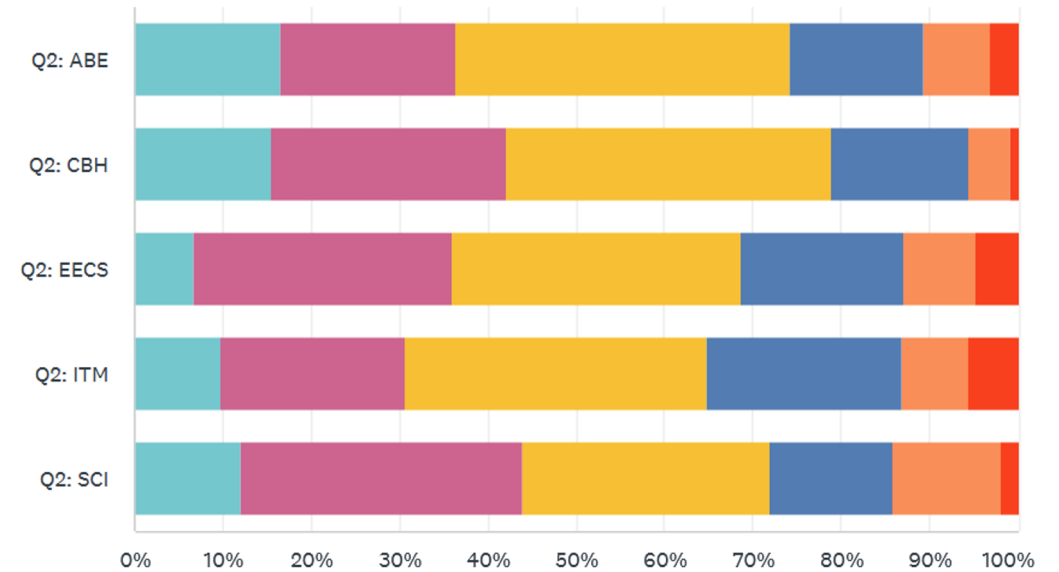


# Supervision and Research I (Data)

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



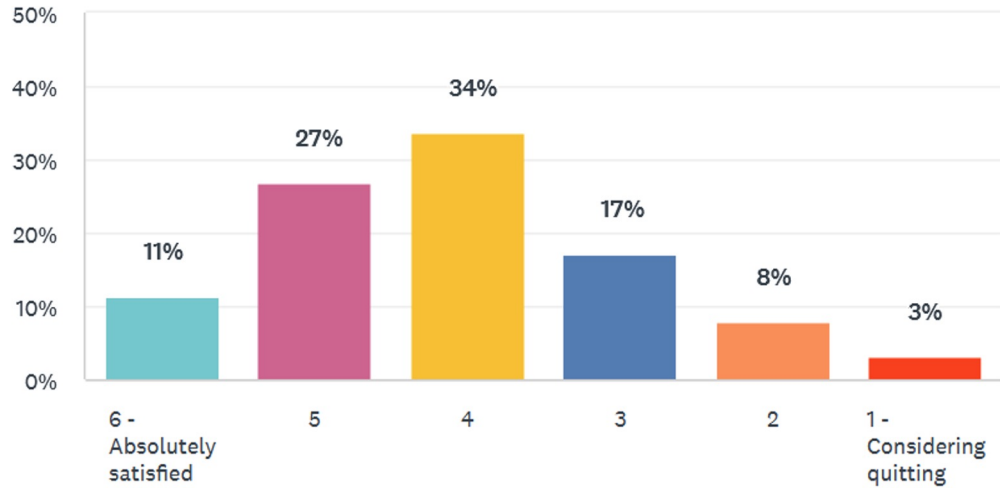
## Correlation Per School



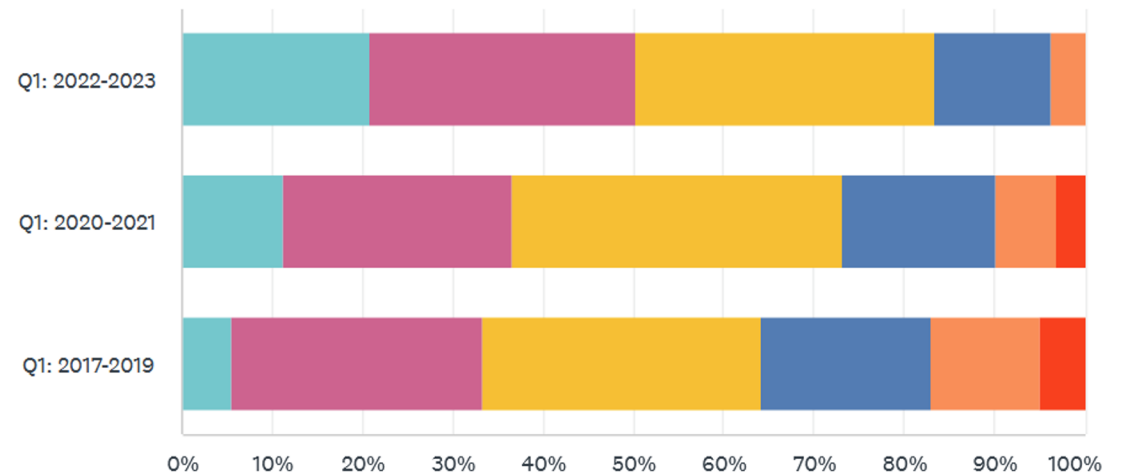


# Supervision and Research I (Data)

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



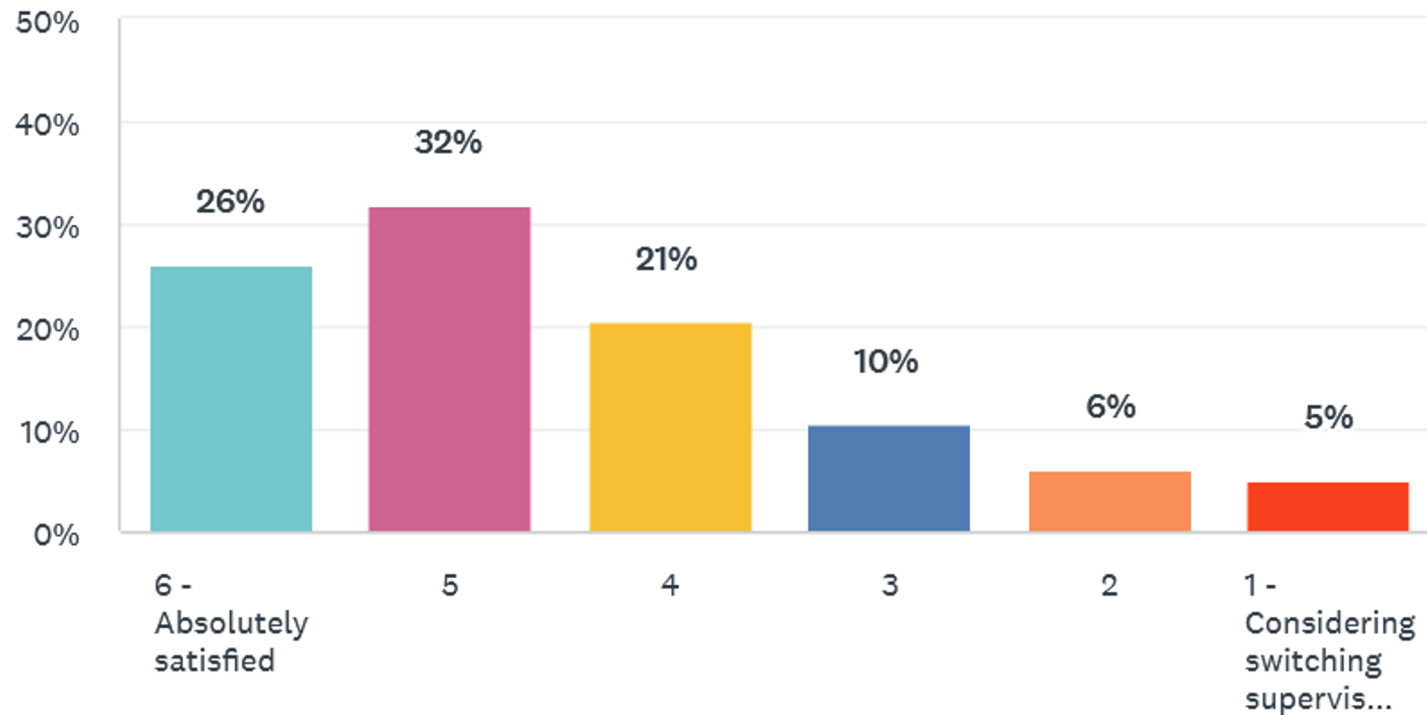
## Correlation Per Year





# Supervision and Research I (Data)

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

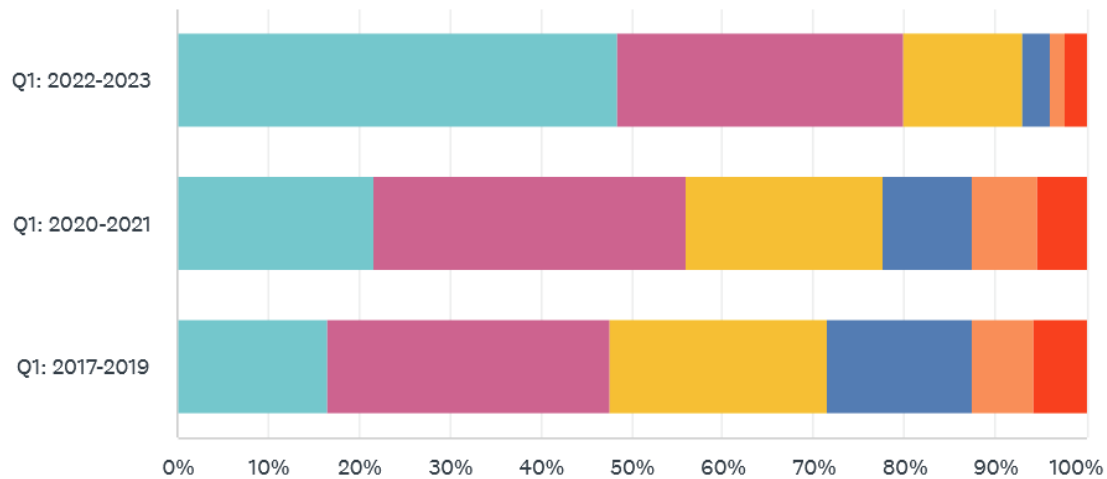




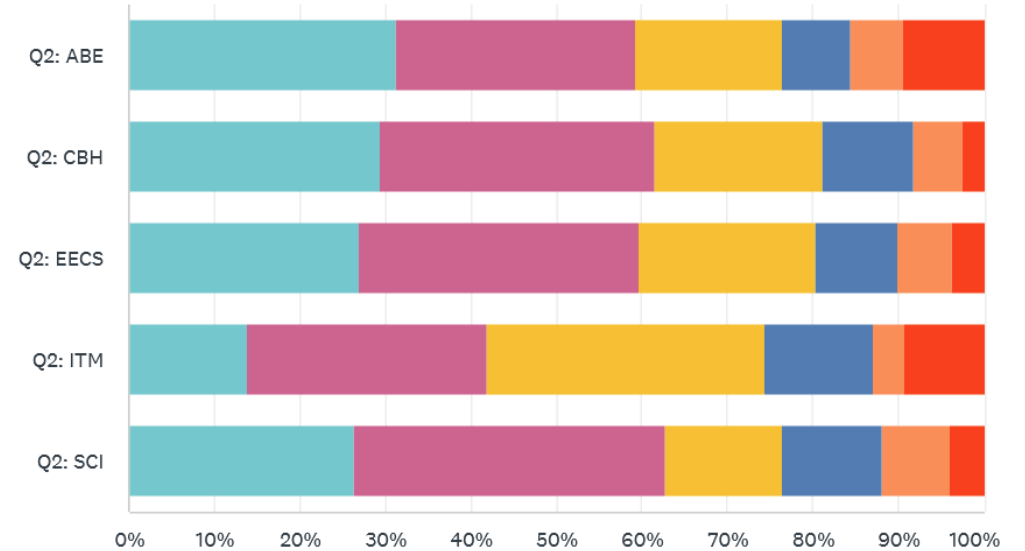
# Supervision and Research I (Data)

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

Correlation Per Year



Correlation Per School



*See previous page for scale.*



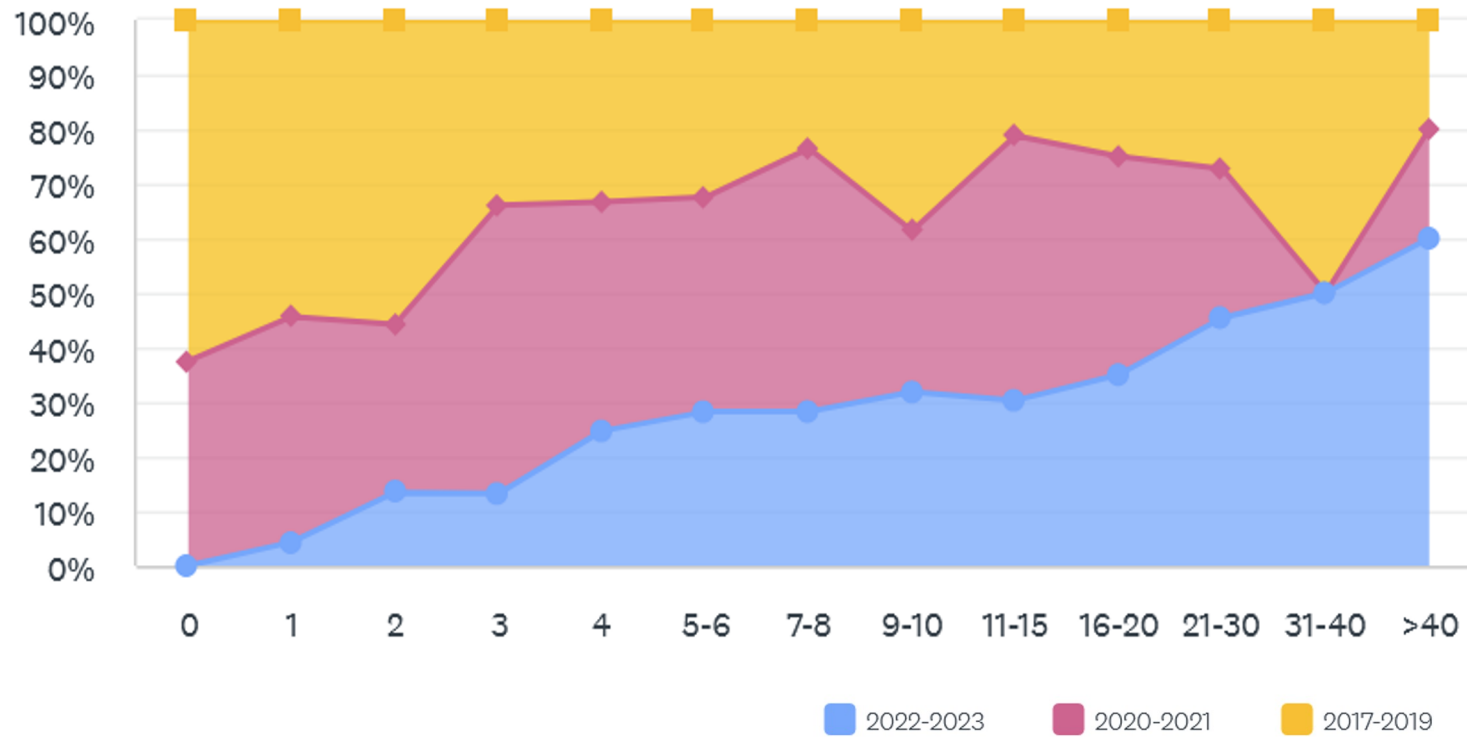
# Supervision and Research II (Analysis)

- **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)

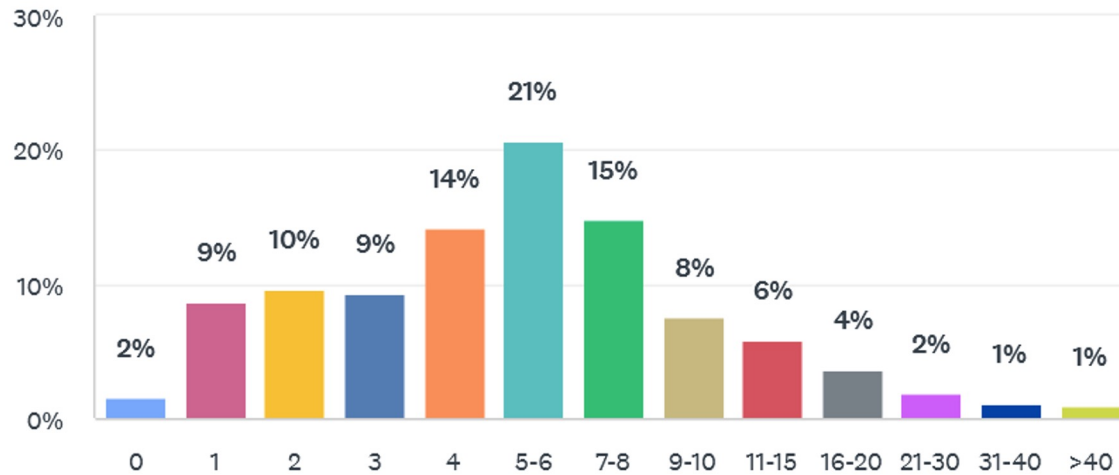
Q27: How many hours of supervision do you receive?



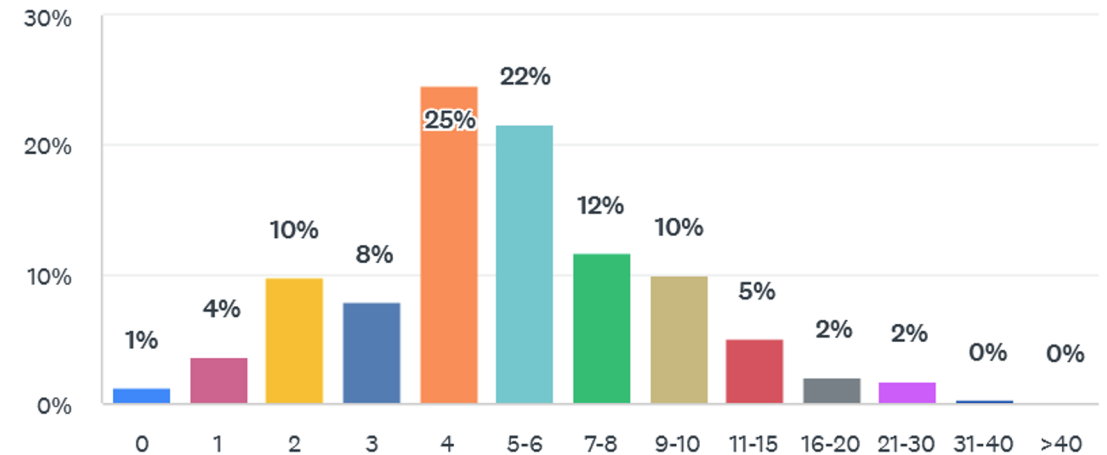


# Supervision and Research II (Data)

**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)?



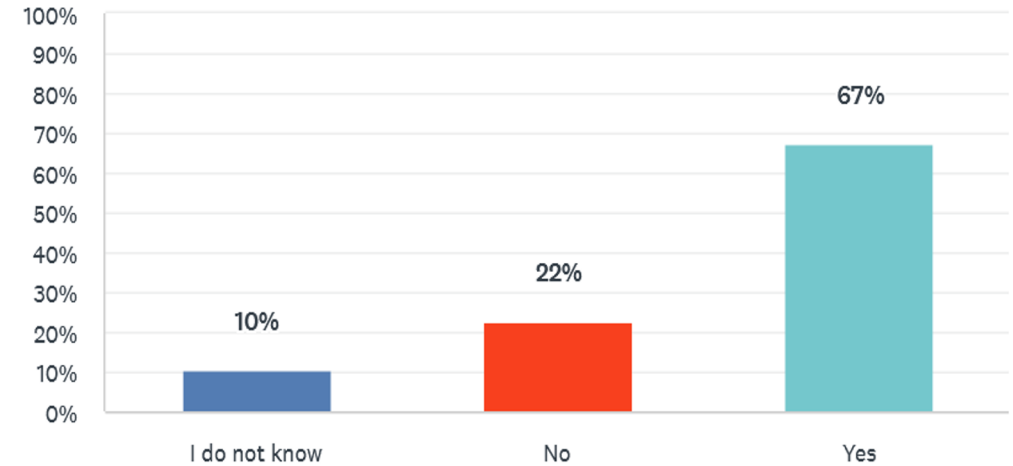
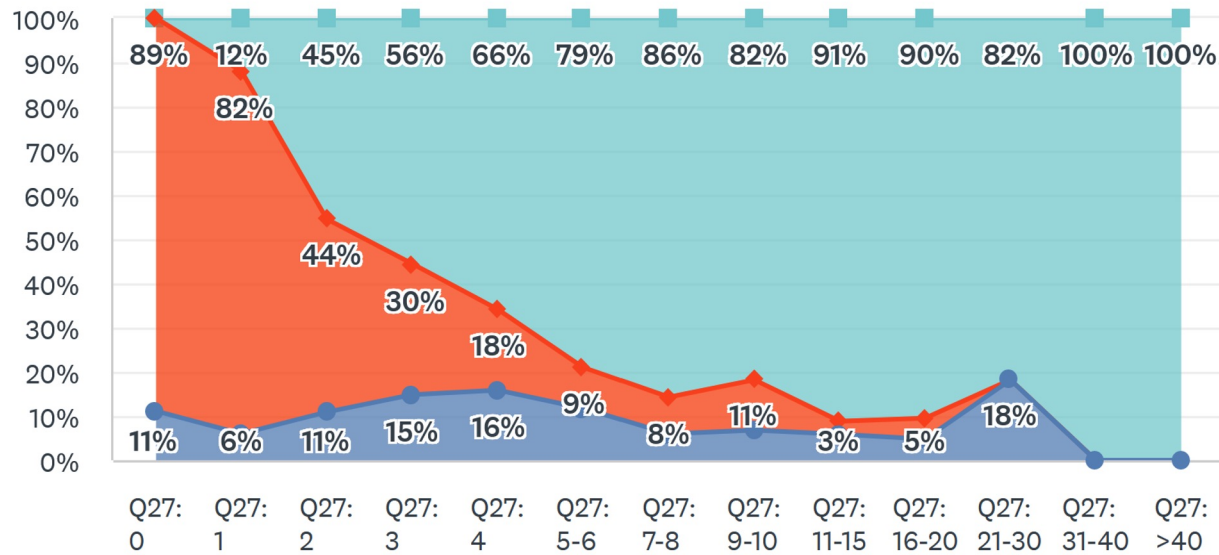
**Q28:** What is the minimum amount of hours of supervision (in scheduled and unscheduled meetings) each month you need to be satisfied with the number of supervision hours (from your KTH-supervisor(s))?





# 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)?



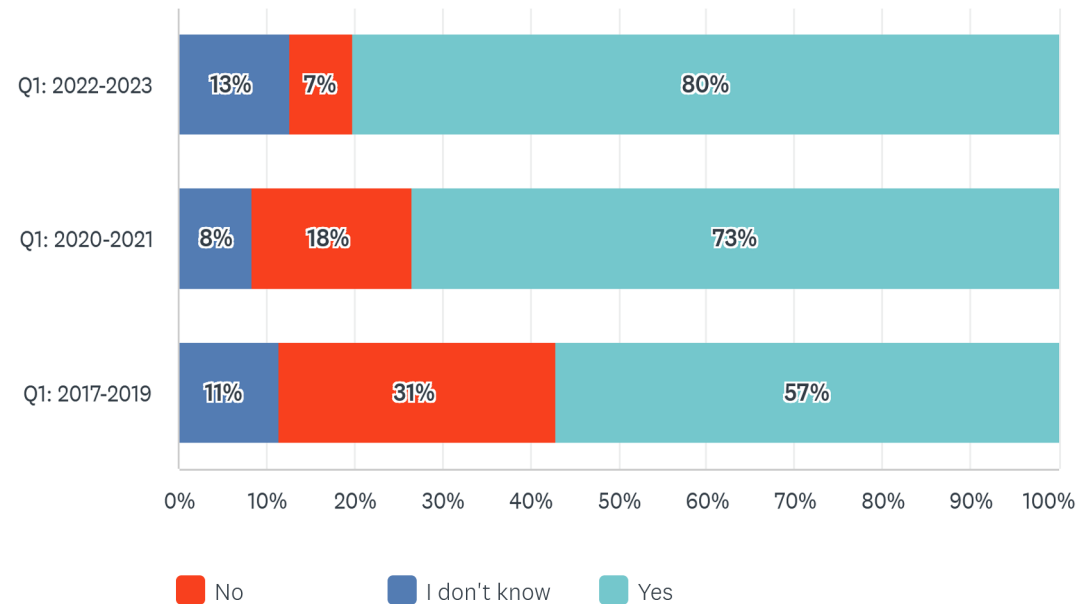




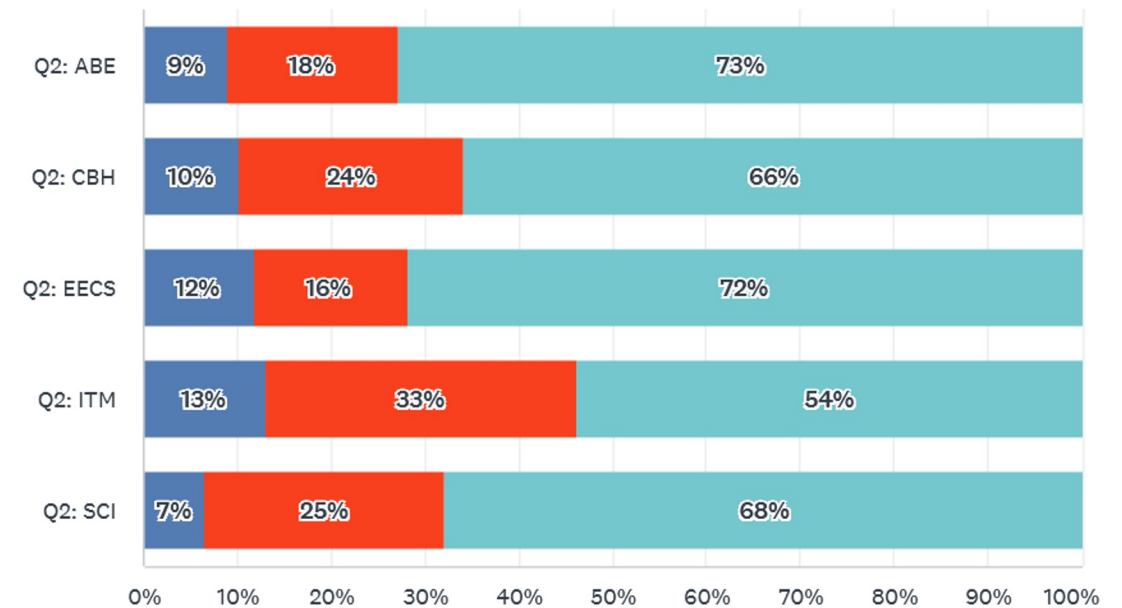
# Supervision and Research II (Data)

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

**Correlation Per Year of PhD Start**



**Correlation Per School**





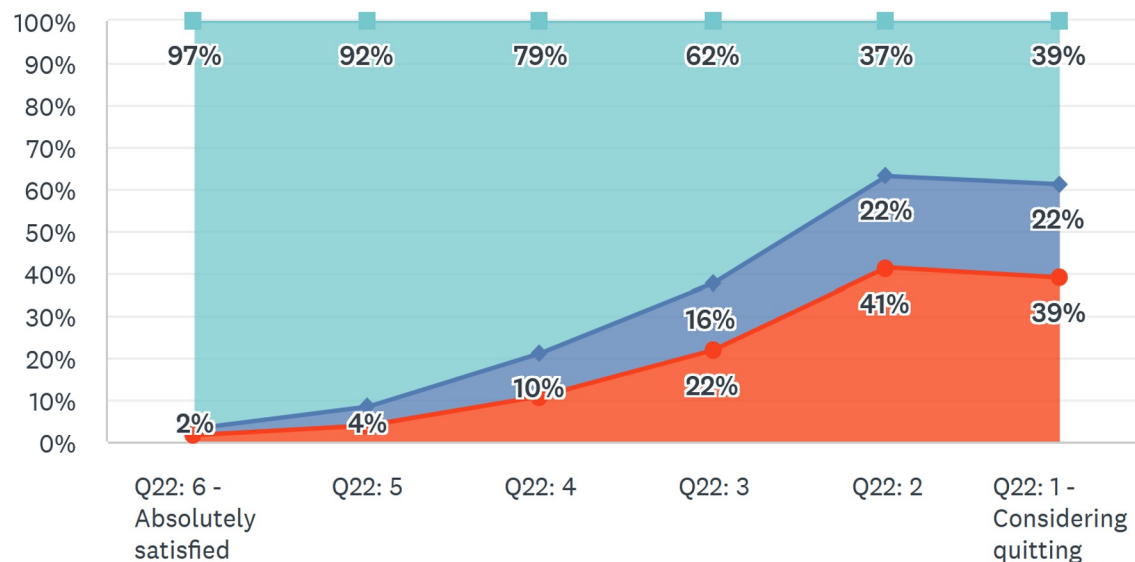
# Supervision and Research III (Analysis)

- **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.**

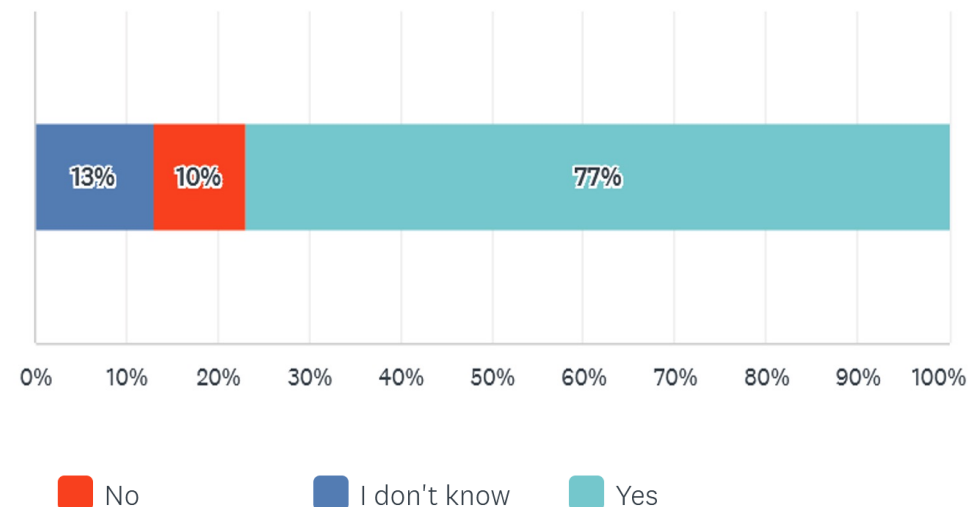


# Supervision and Research III (Data)

**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?



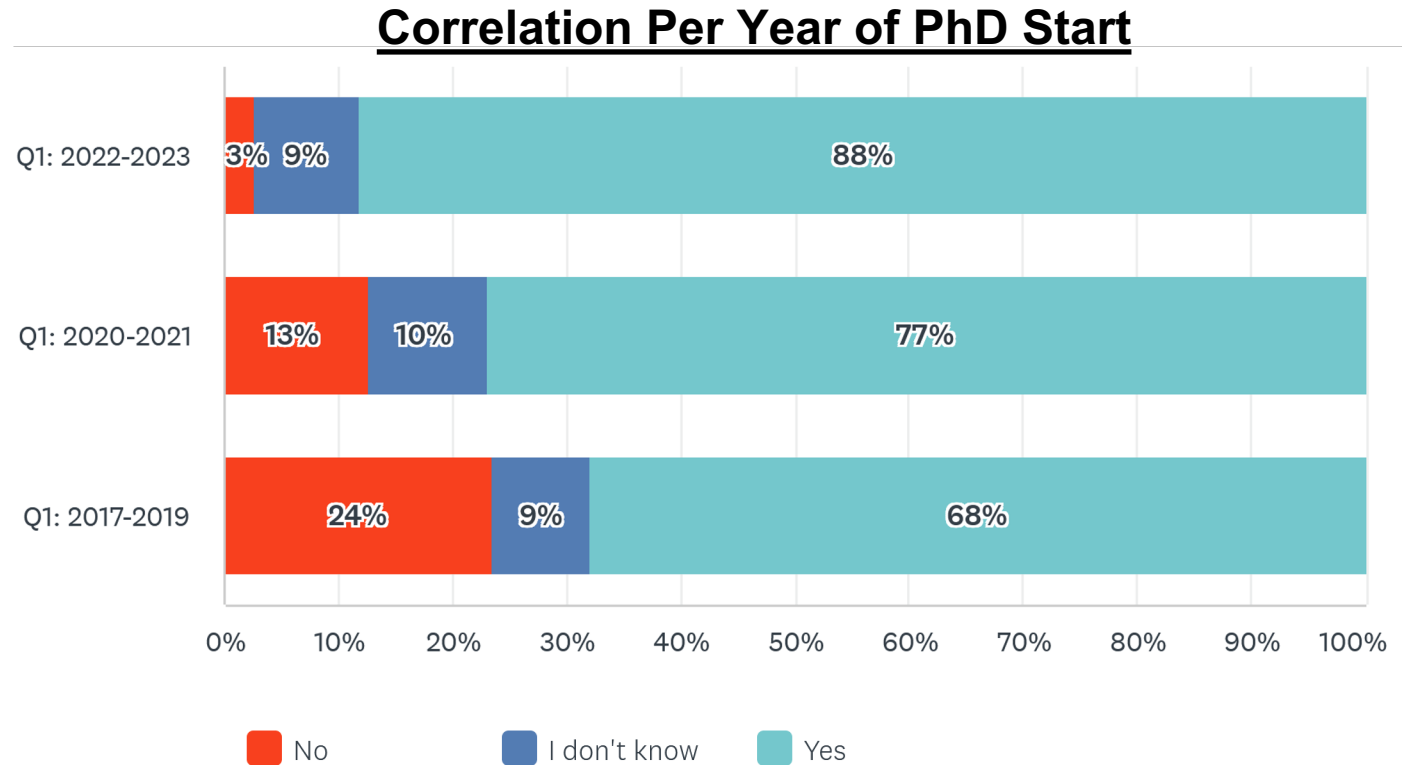
**Satisfaction with Supervision**





# 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?

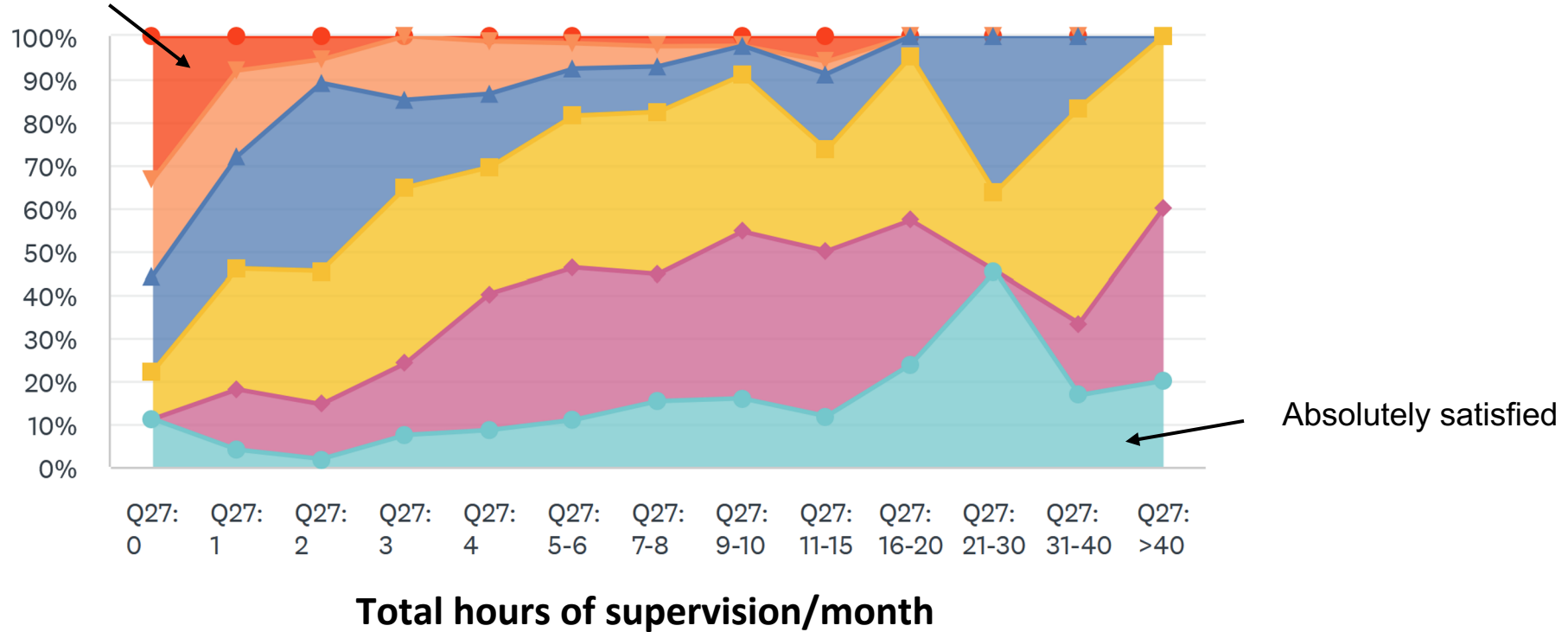




# Supervision and Research III (Data)

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

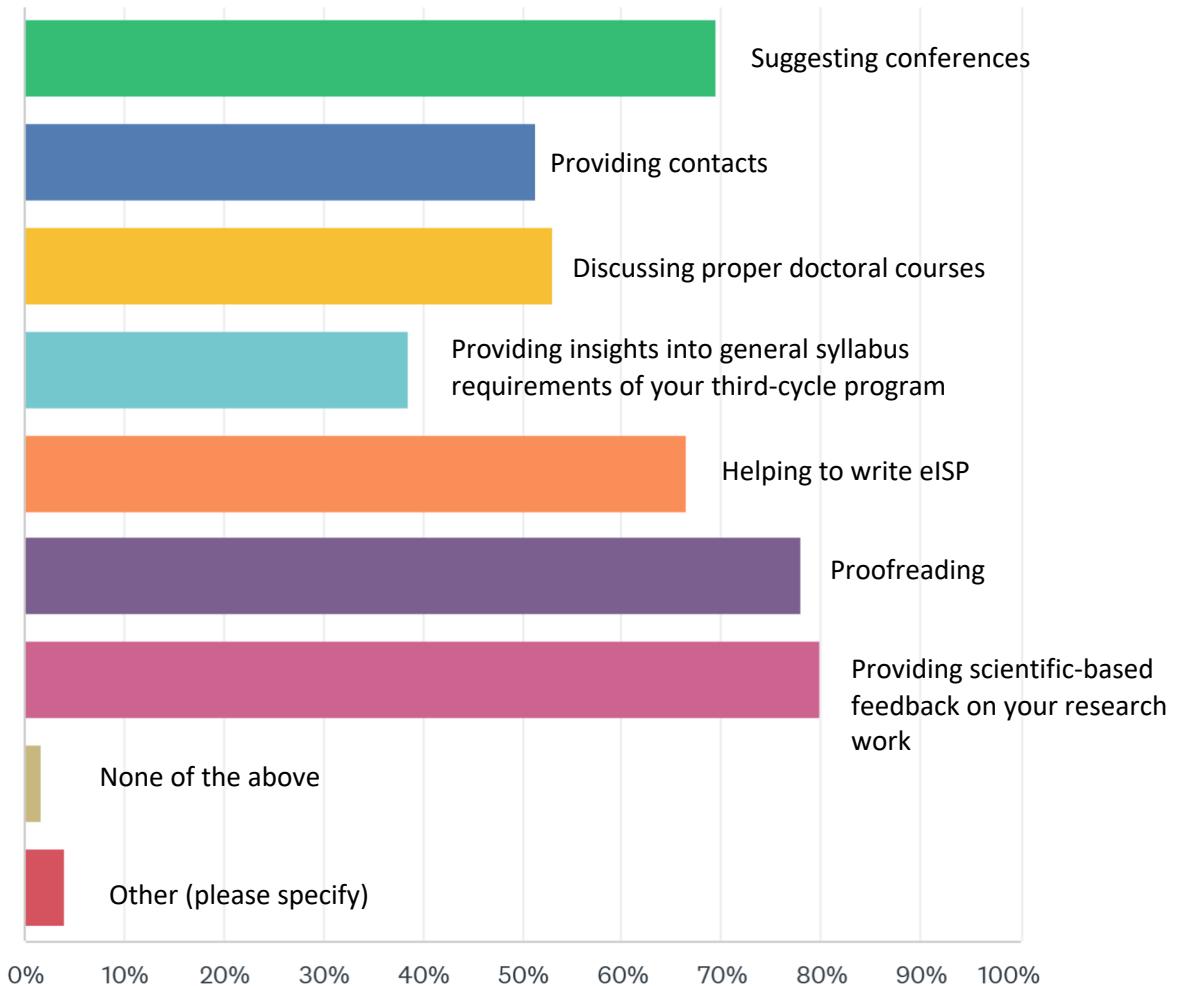
Considering quitting





# 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)



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



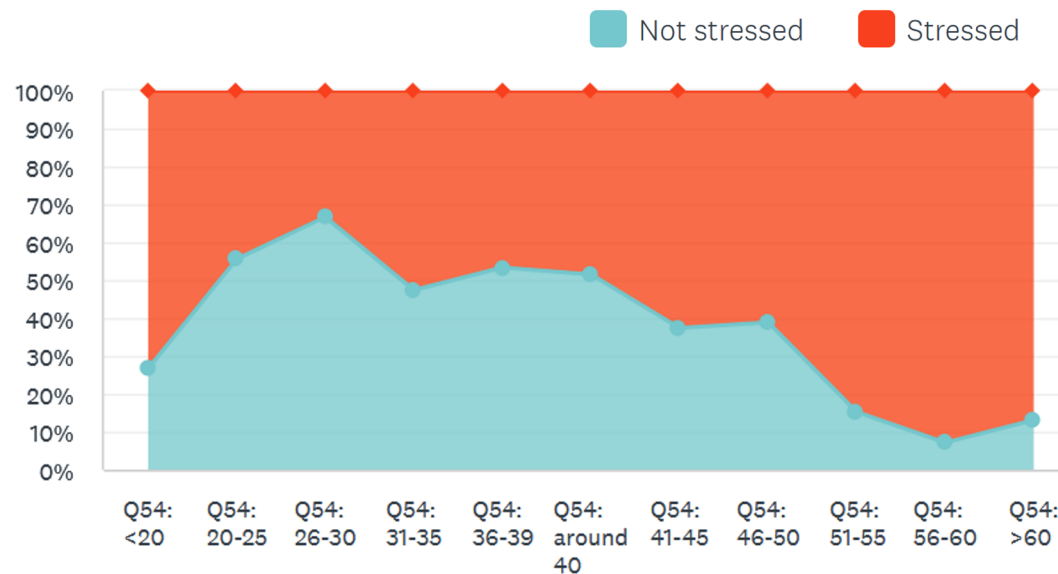
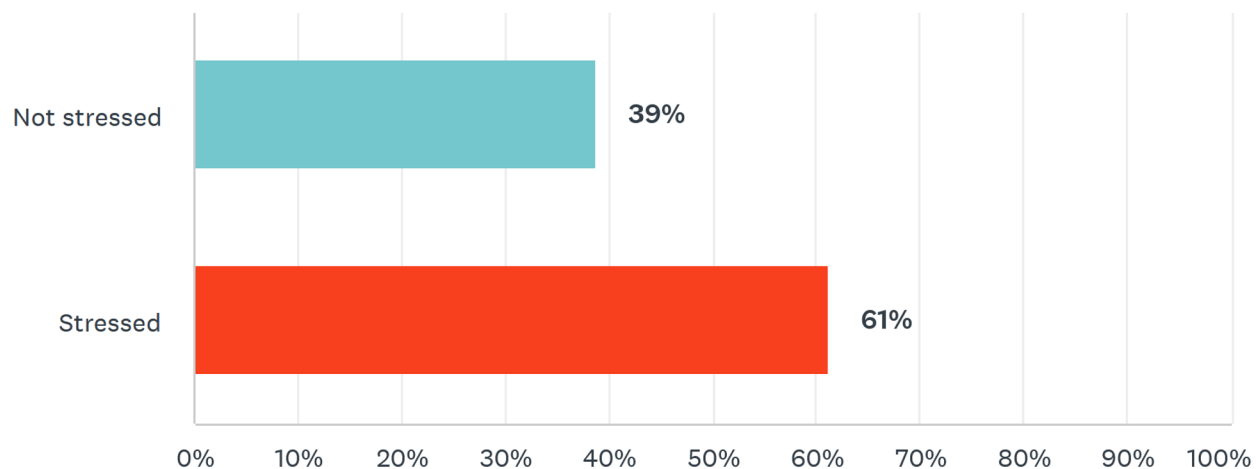
# Supervision and Stress (Analysis)

- **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?



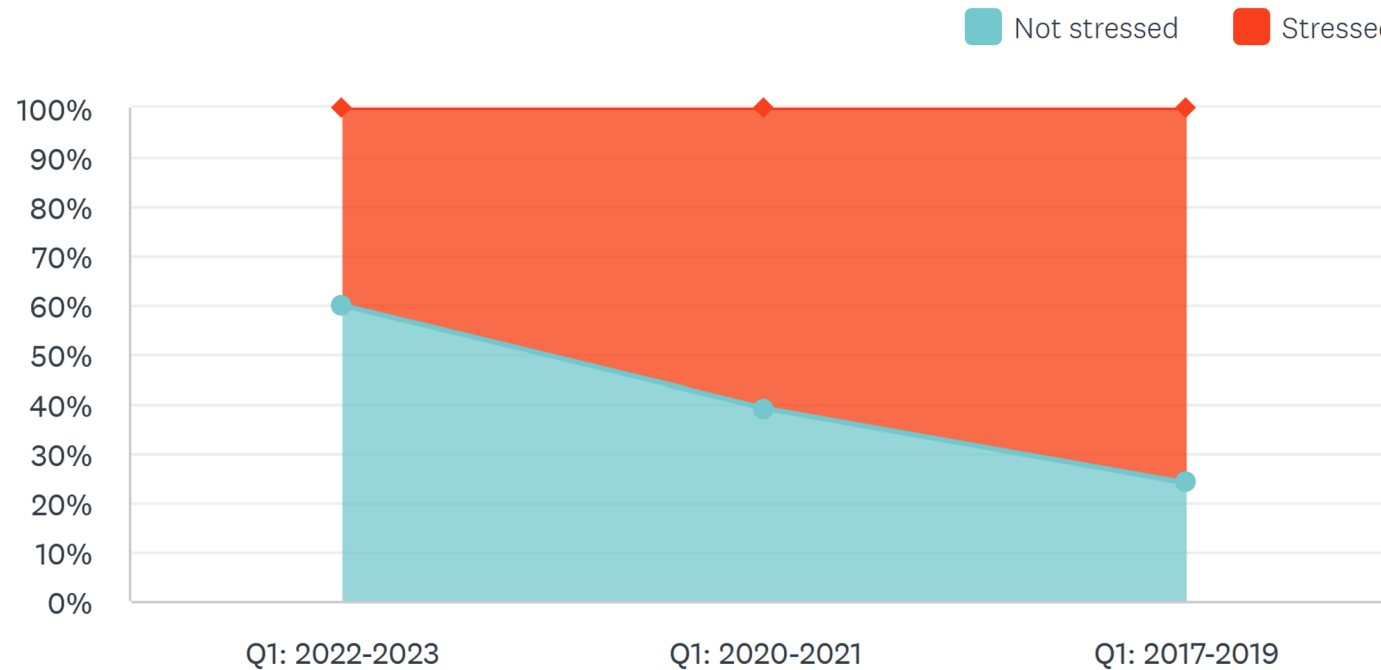
Working hours per week





# Supervision and Stress (Data)

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

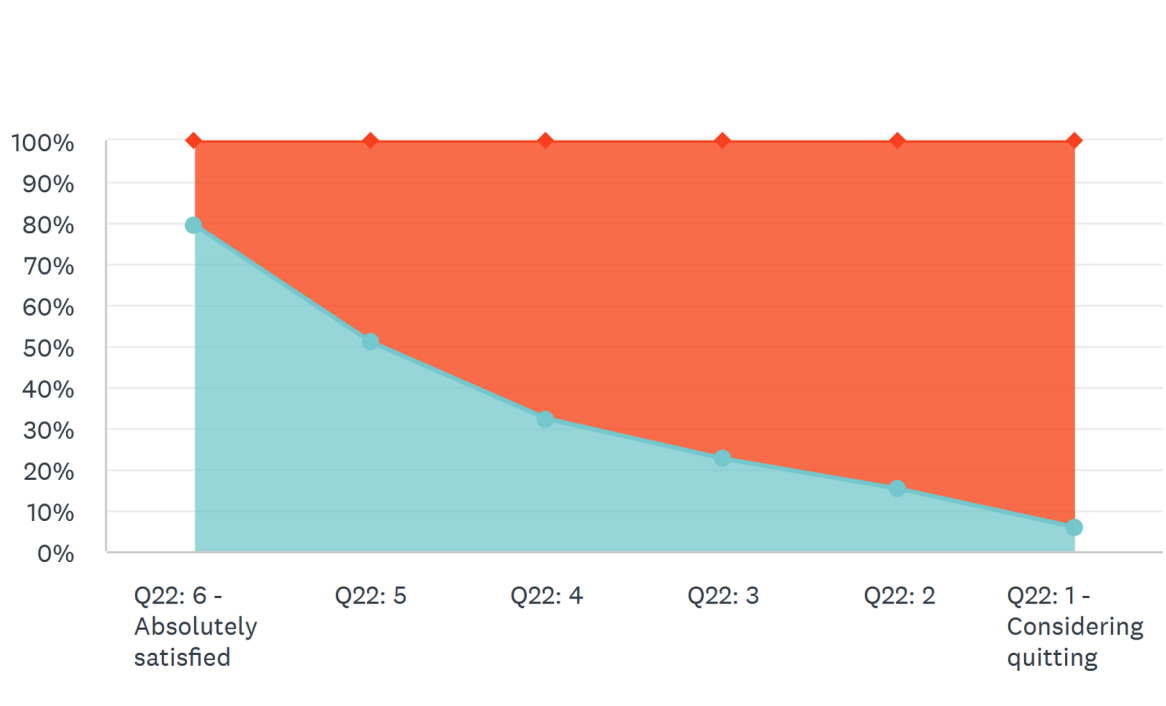


**Correlation Per Year of PhD Start**

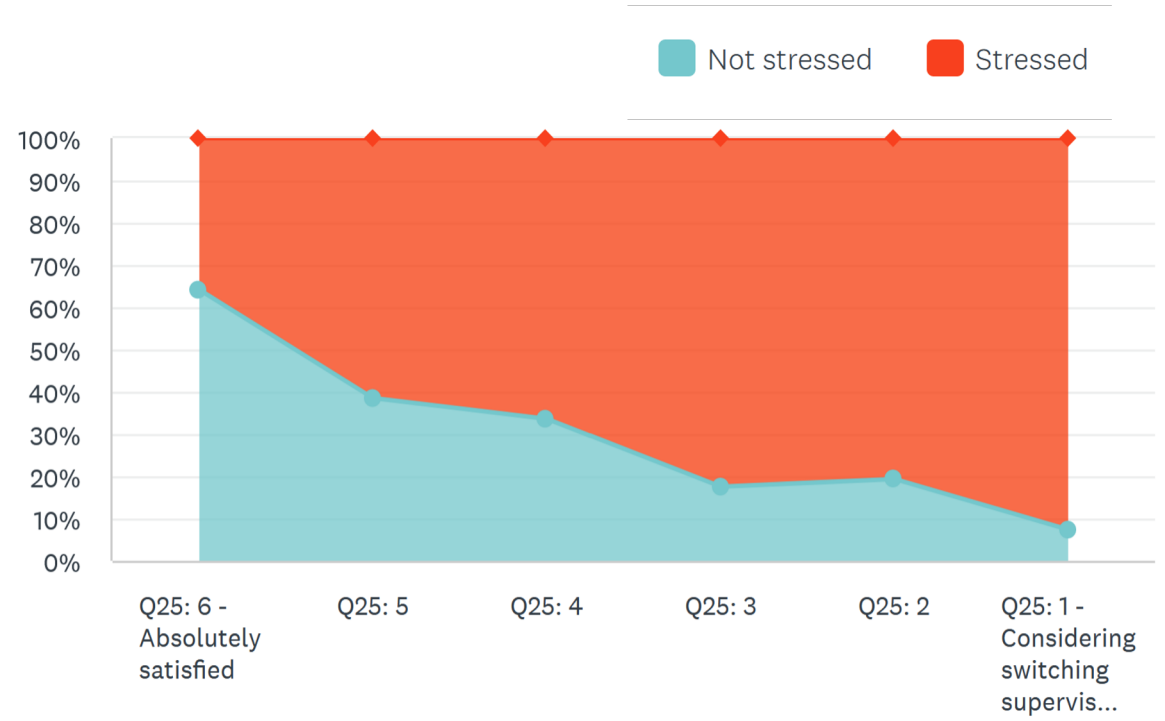


# Supervision and Stress (Data)

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



**Satisfaction with PhD Studies last year**

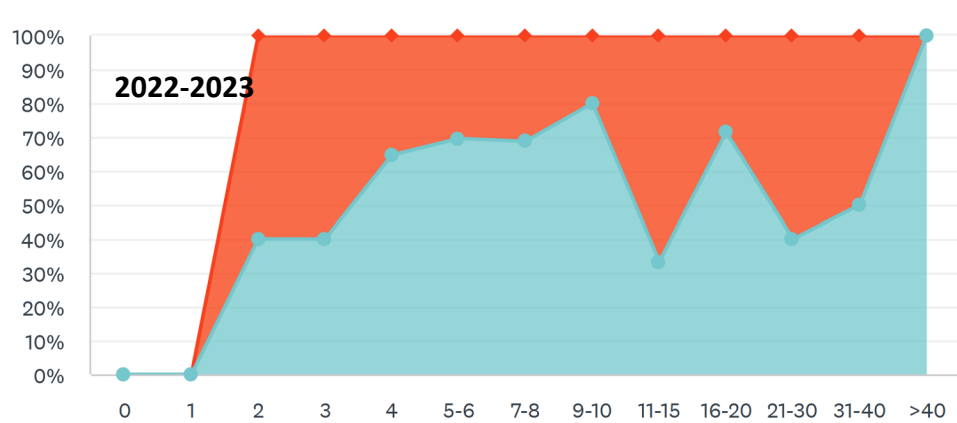


**Satisfaction with supervision**

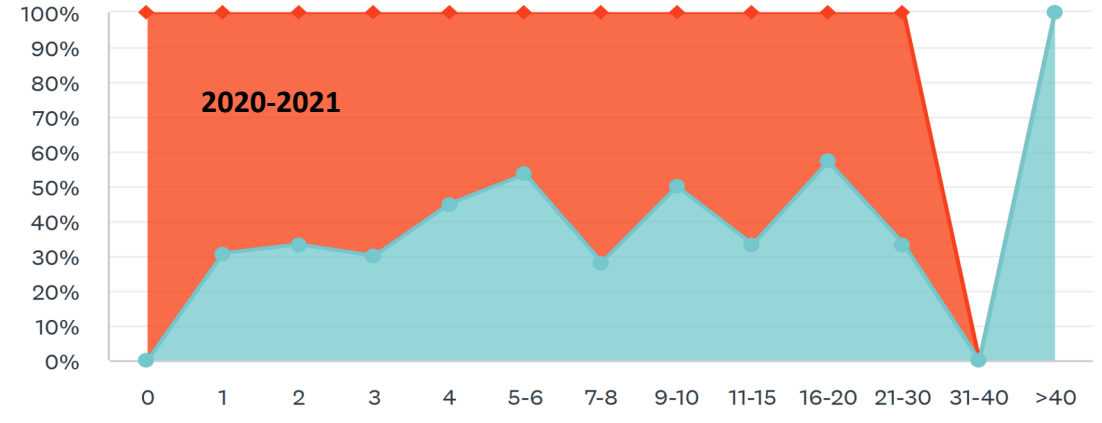


# Supervision and Stress (Data)

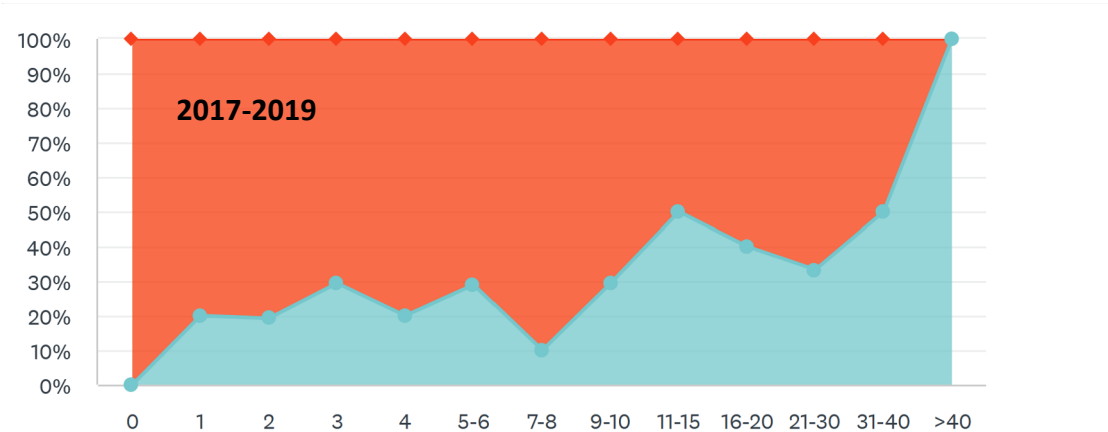
**Q68:** Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?



Hours of supervision



Hours of supervision



Hours of supervision



# Industrial PhD Supervision (Analysis)

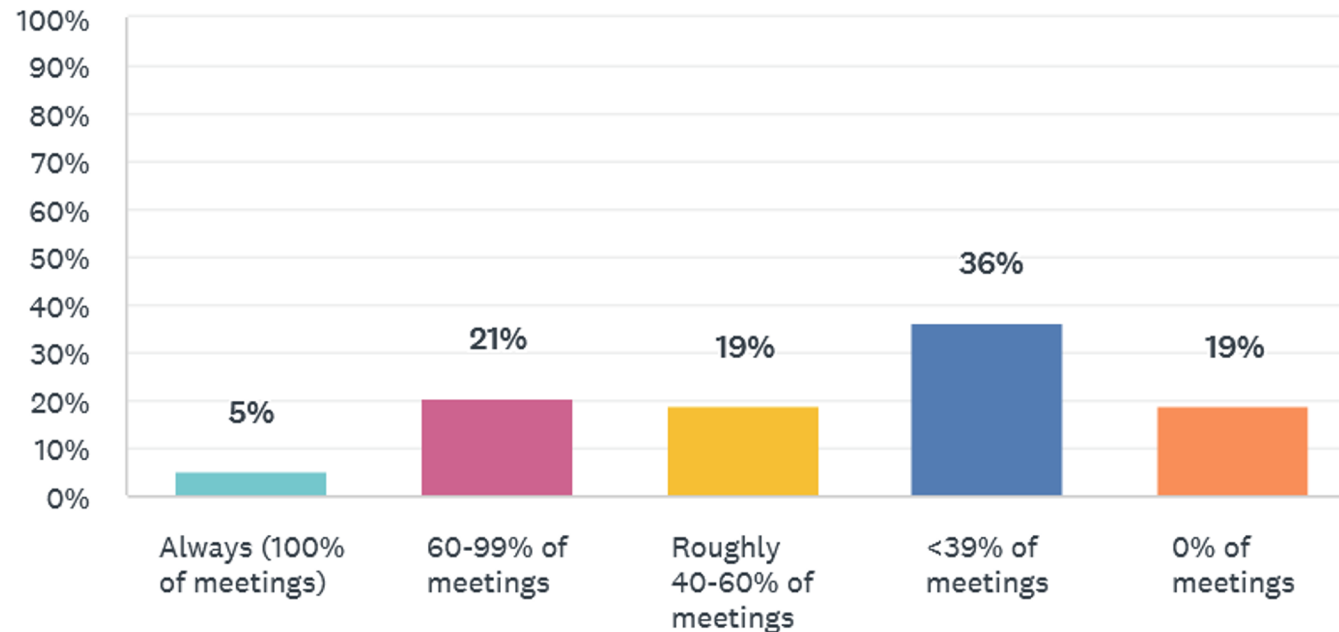
Since the total group of students is very small, there is no statistical significance between year started or school for any of these questions.

- **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)

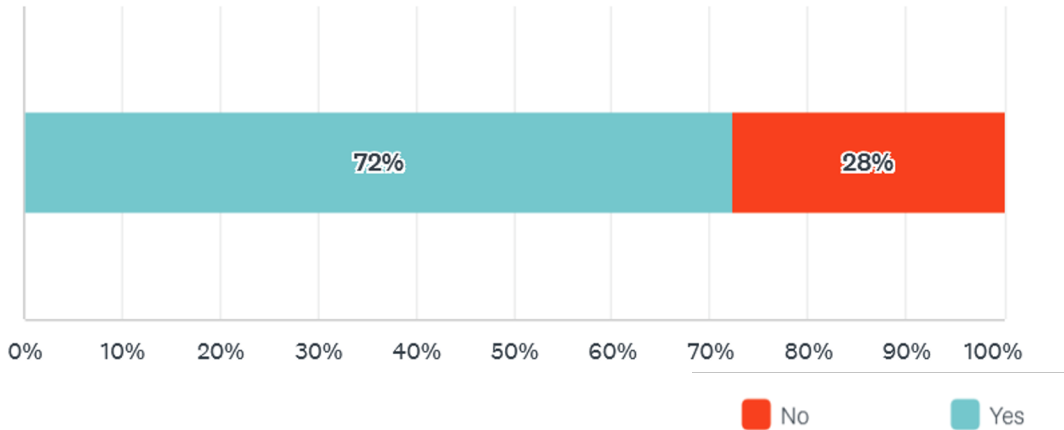
**Q41:** During your supervision meetings, how often do you have at least two supervisors (one from KTH and one industrial) are present?



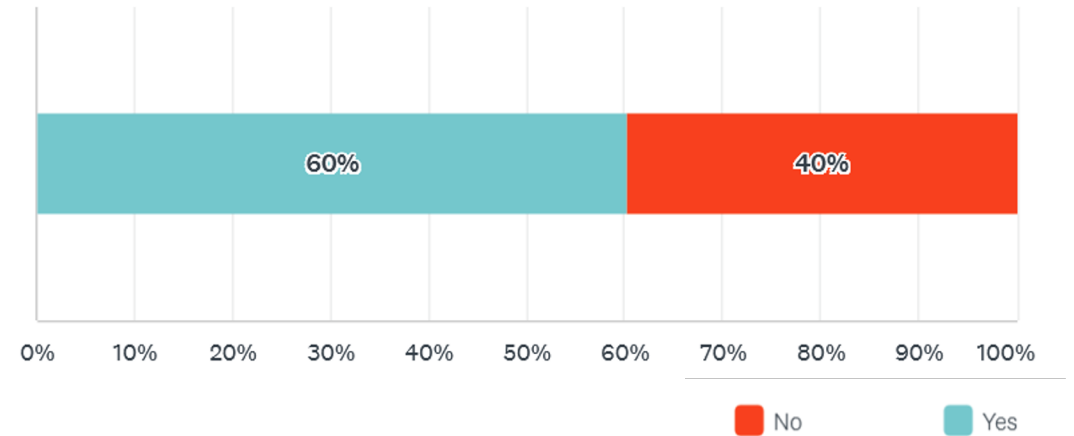


# Industrial PhD Supervision (Data)

**Q35:** As an industrial PhD student, have you ever experienced a conflict of interest between your employer and KTH?



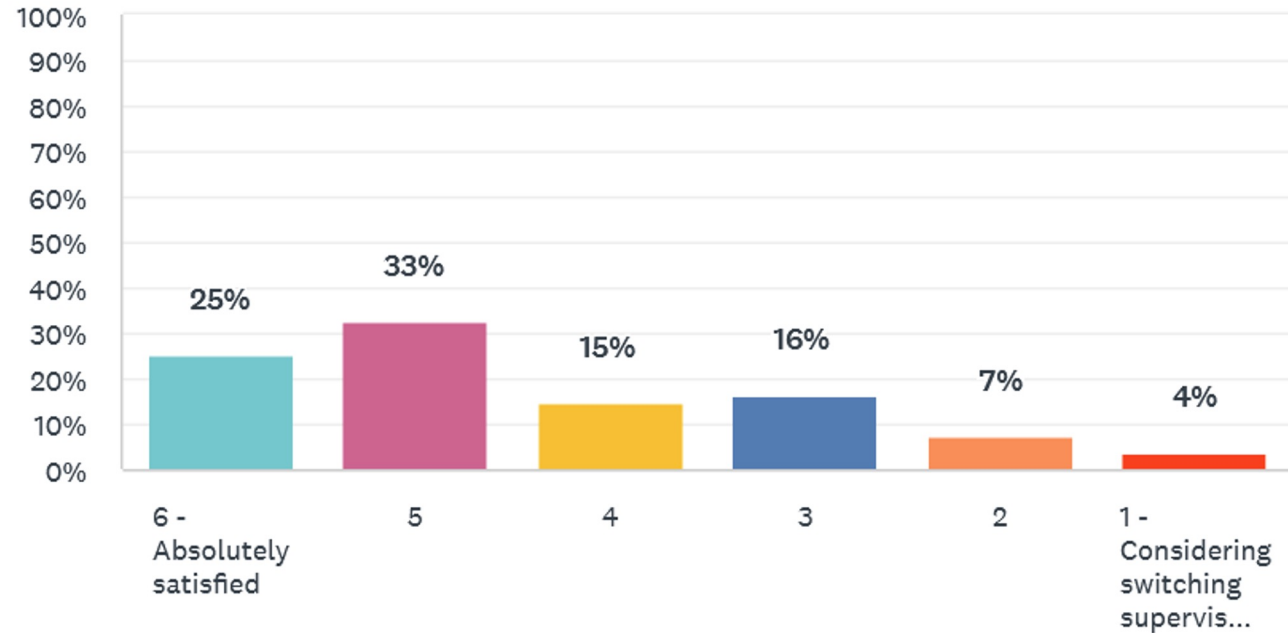
**Q36:** As an industrial PhD student, has your split loyalty to KTH and an employer ever had negative impact on your work-life?





# Industrial PhD Supervision (Data)

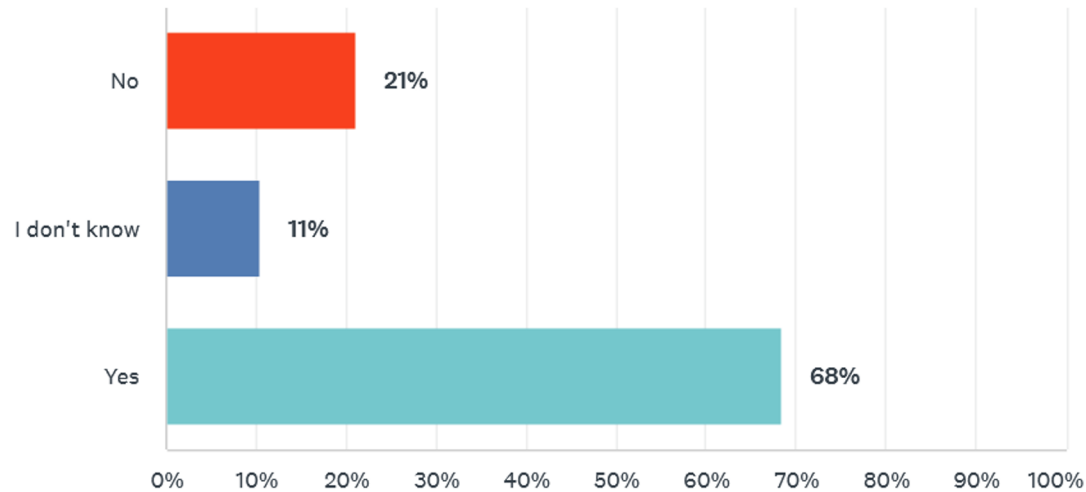
**Q42:** How satisfied are you with your industrial supervisor(s) (outside KTH)?



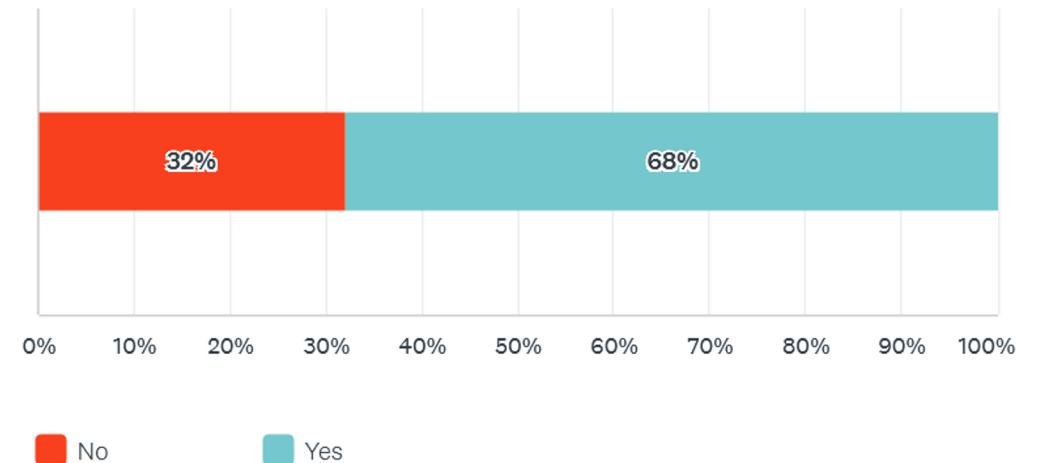


# Industrial PhD Supervision (Data)

**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?



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







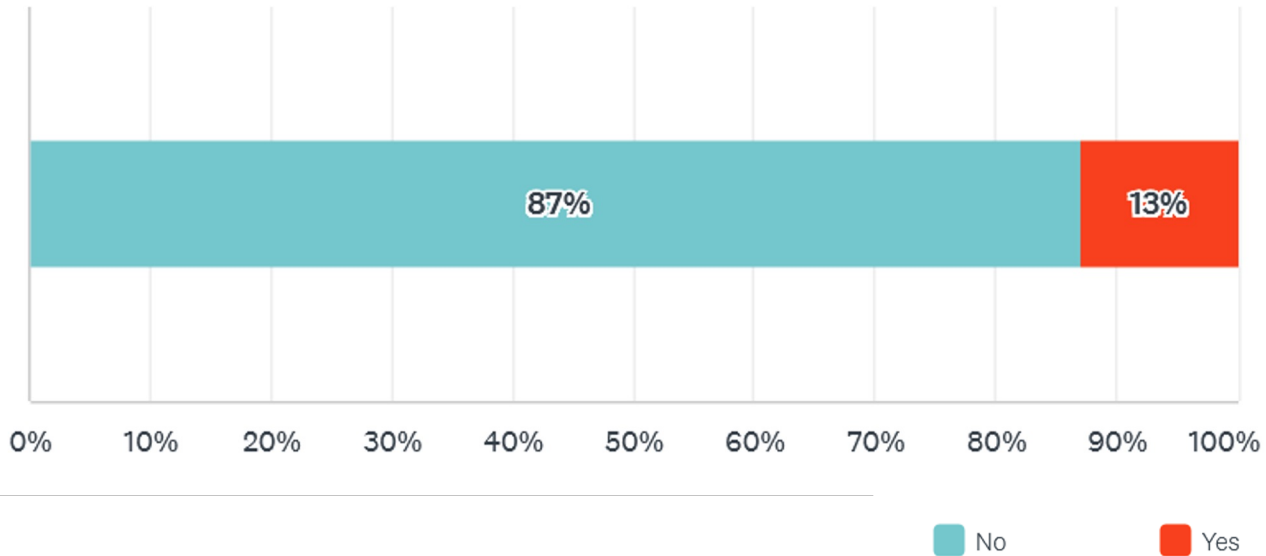
# Authorship (Analysis)

- **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?

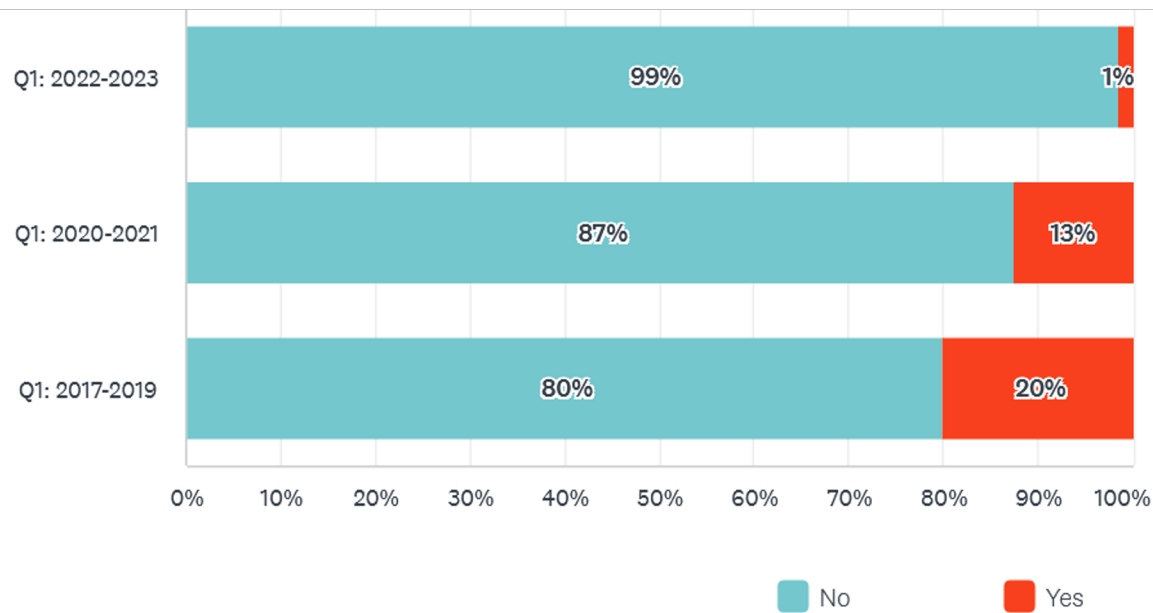




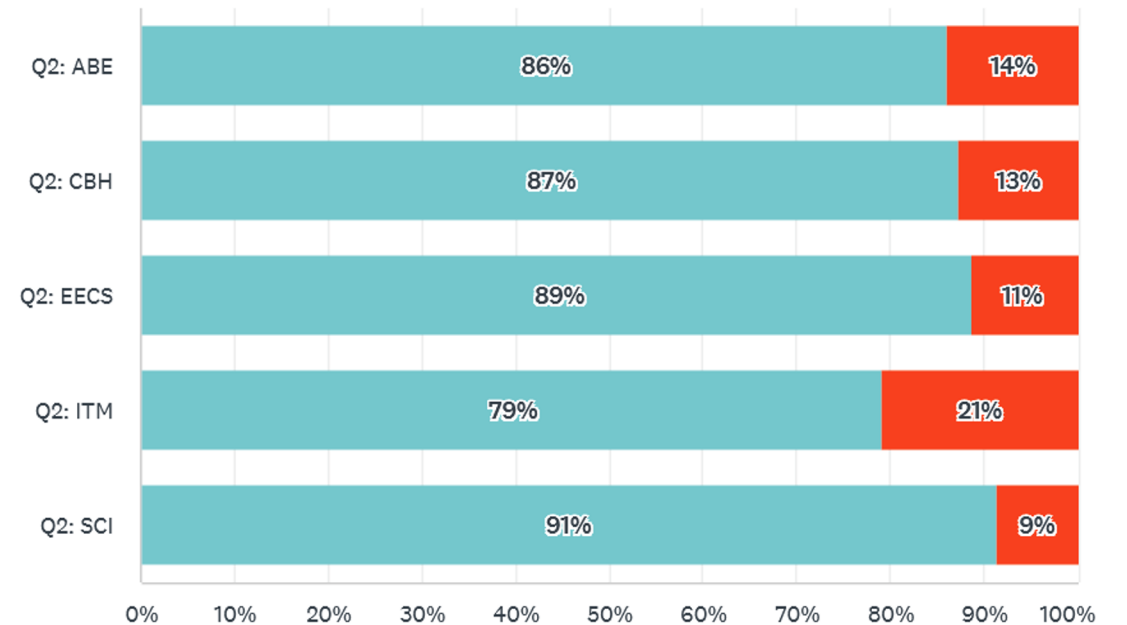
# Authorship (Data)

**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**





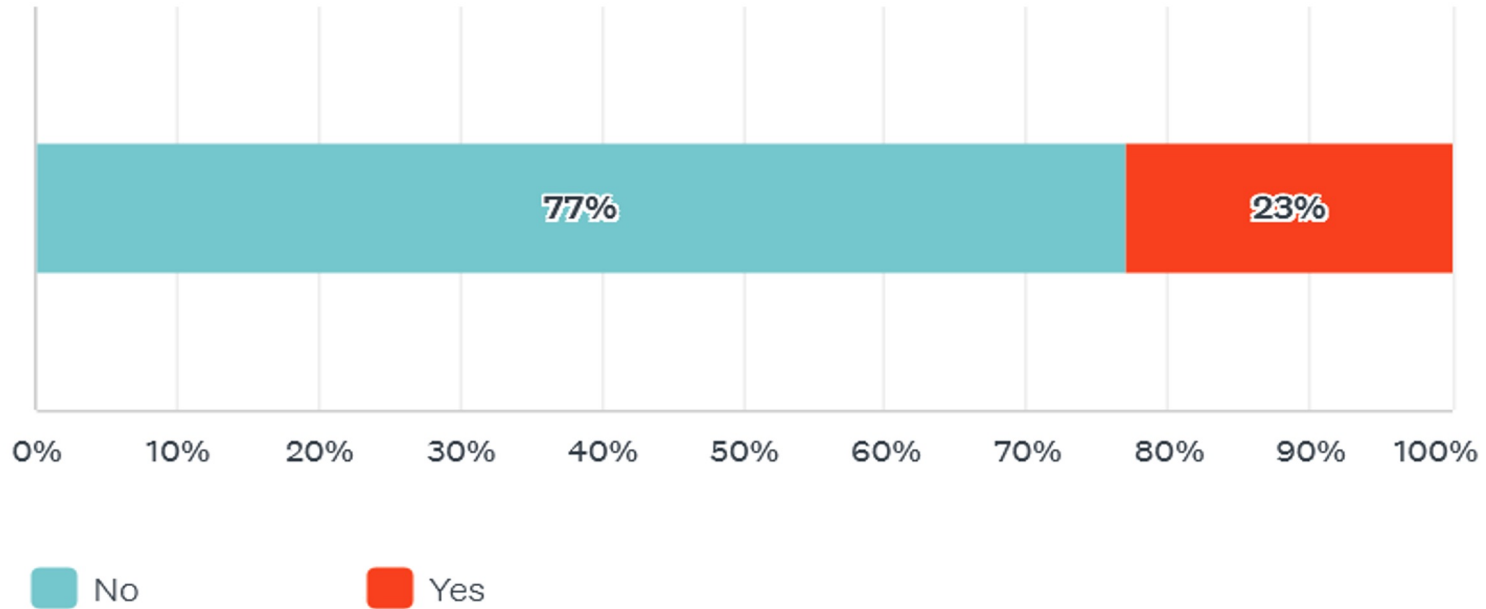
# Individual Study Plan (Analysis)

- **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)

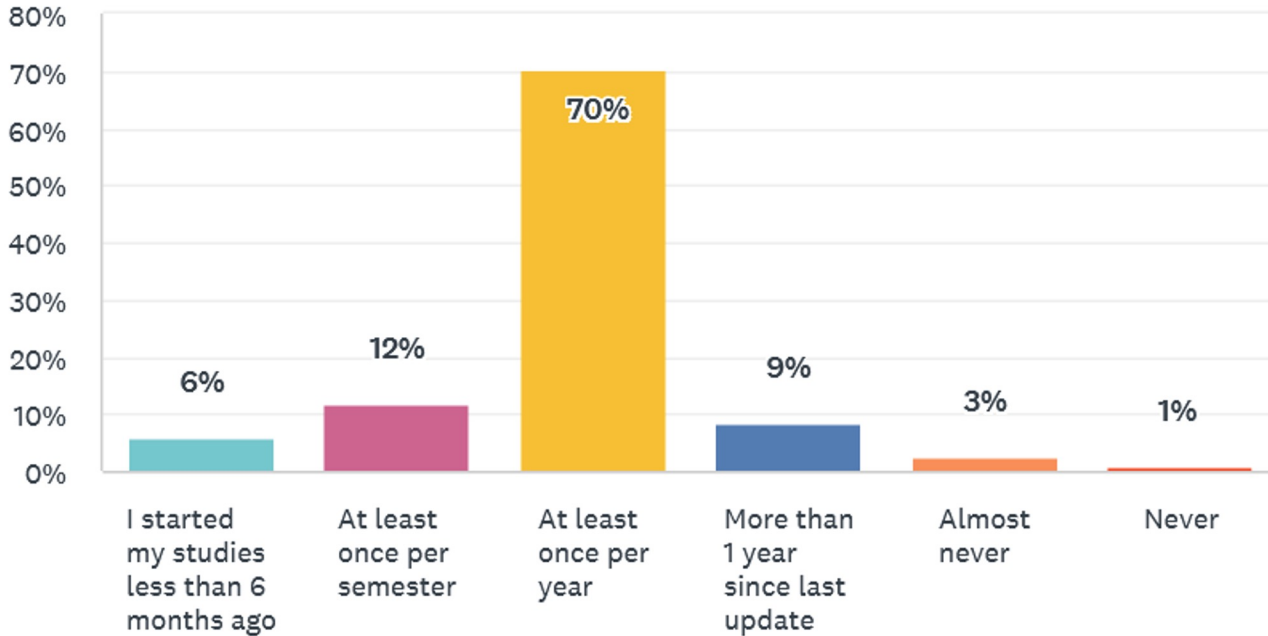
**Q33:** Have you accepted content in your eISP that you in reality do not agree with?



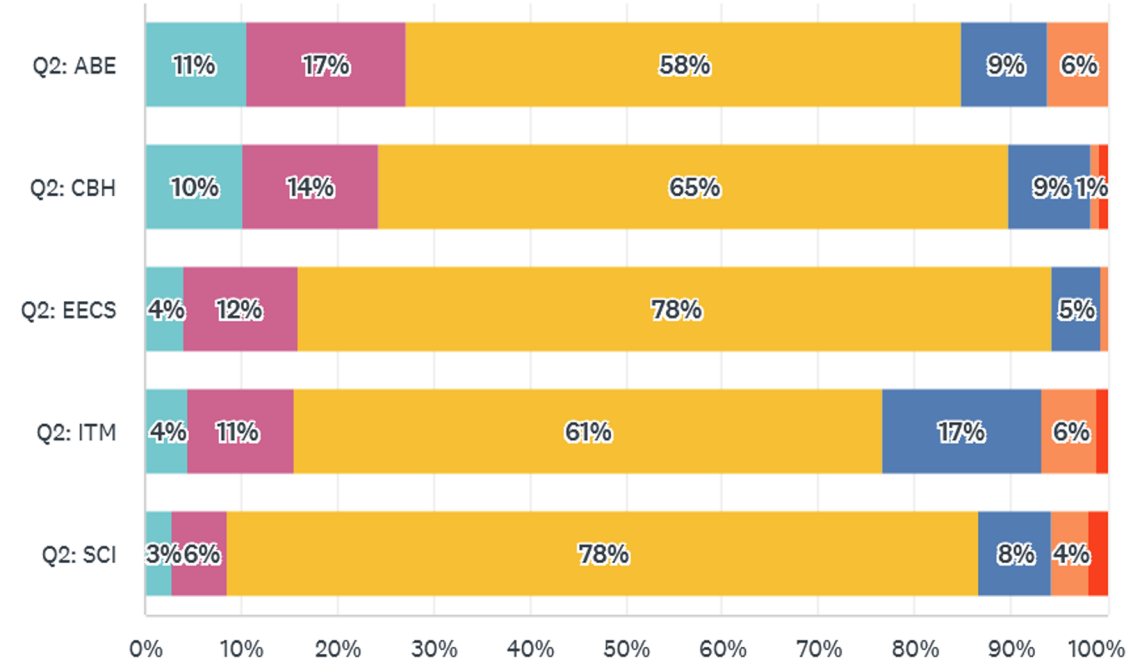


# Individual Study Plan (Data)

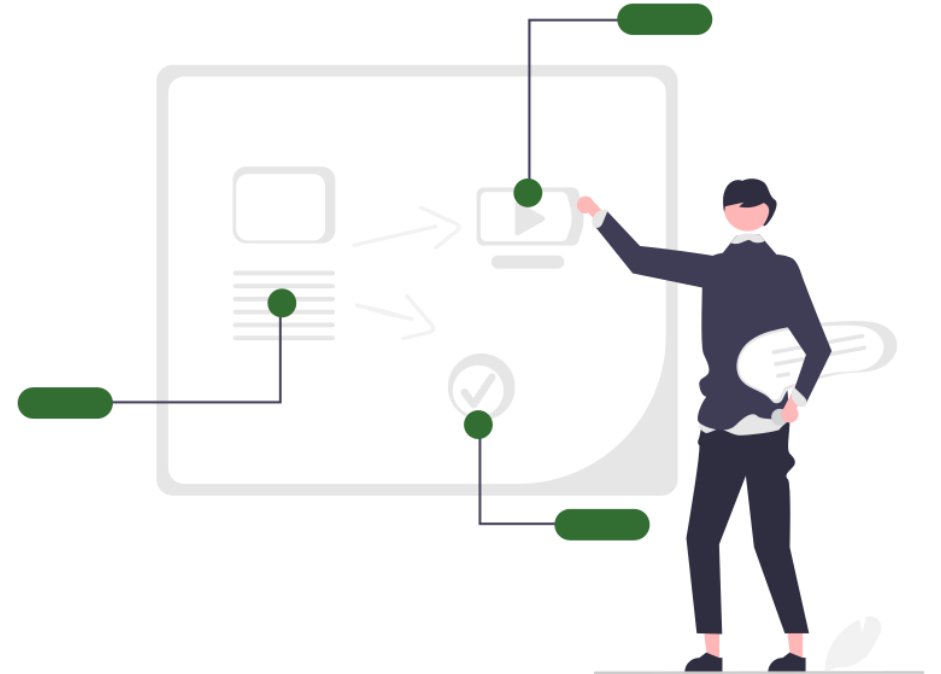
**Q32:** How often do you usually update your eISP in collaboration with your KTH-supervisor(s)?



## Correlation Per School



# Management



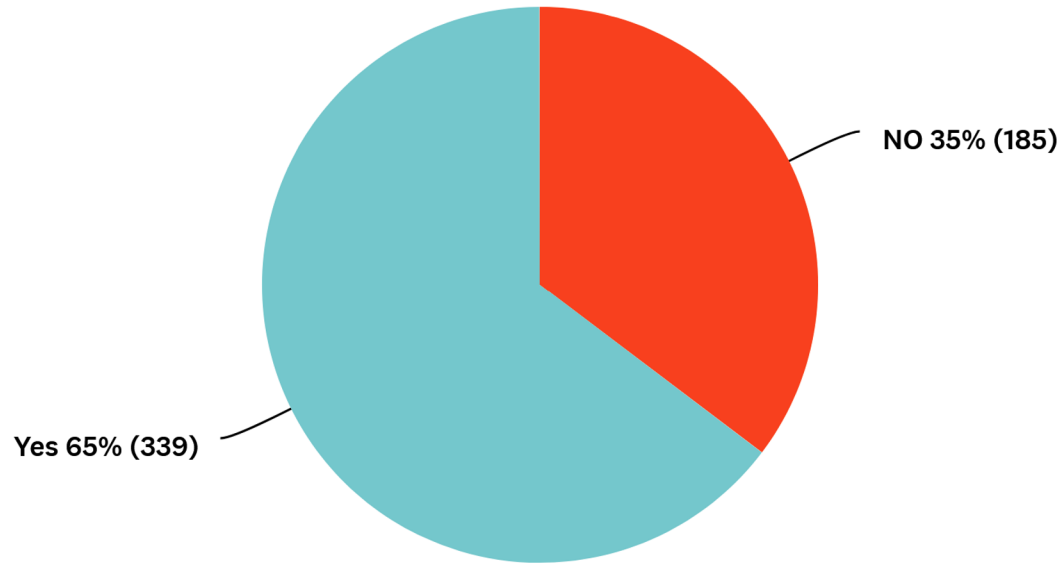




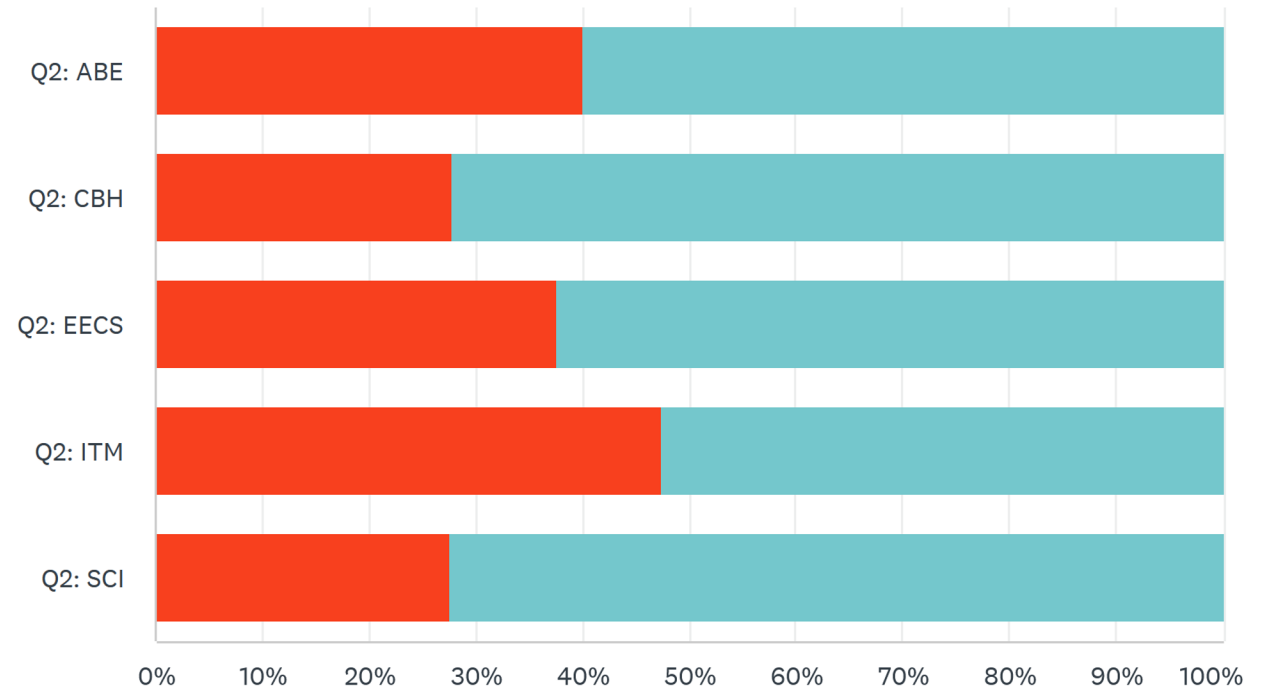


# Salary and Benefits (Data)

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



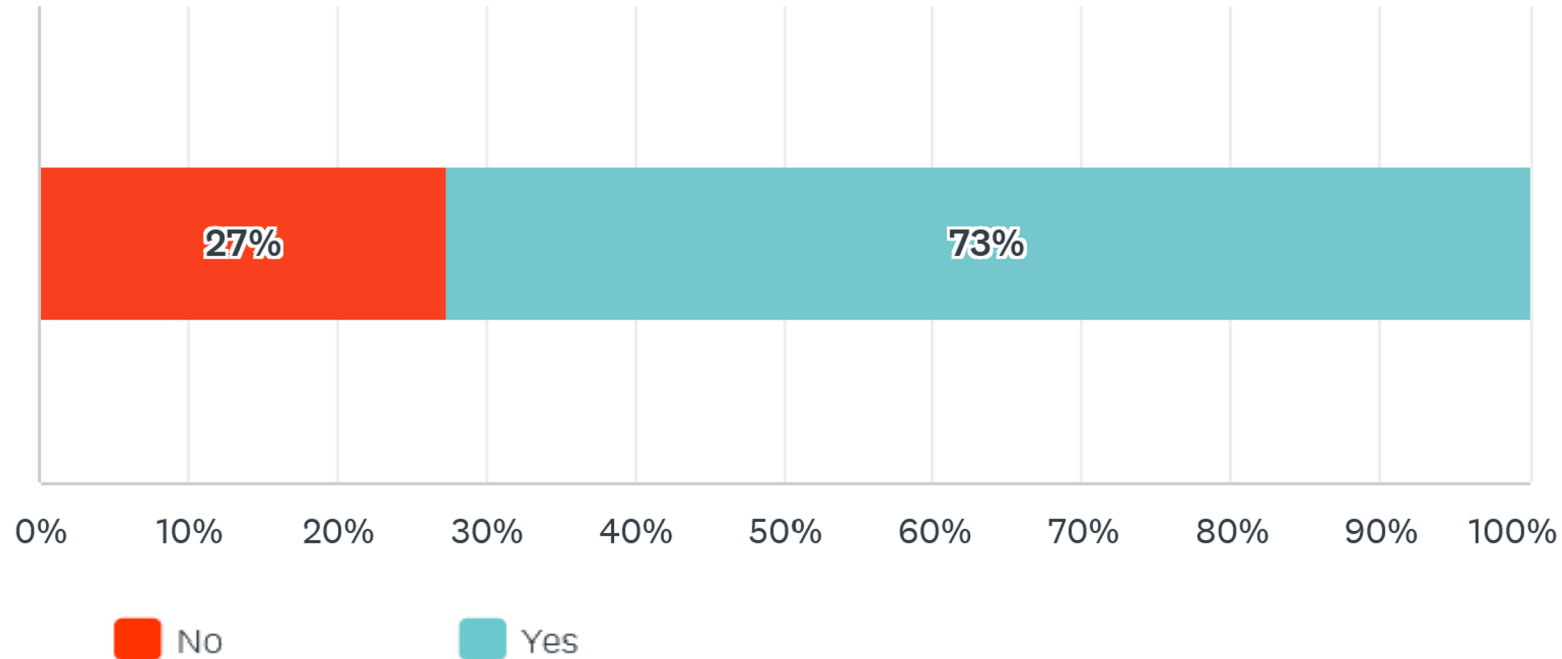
## Correlation Per School





# Salary and Benefits (Data)

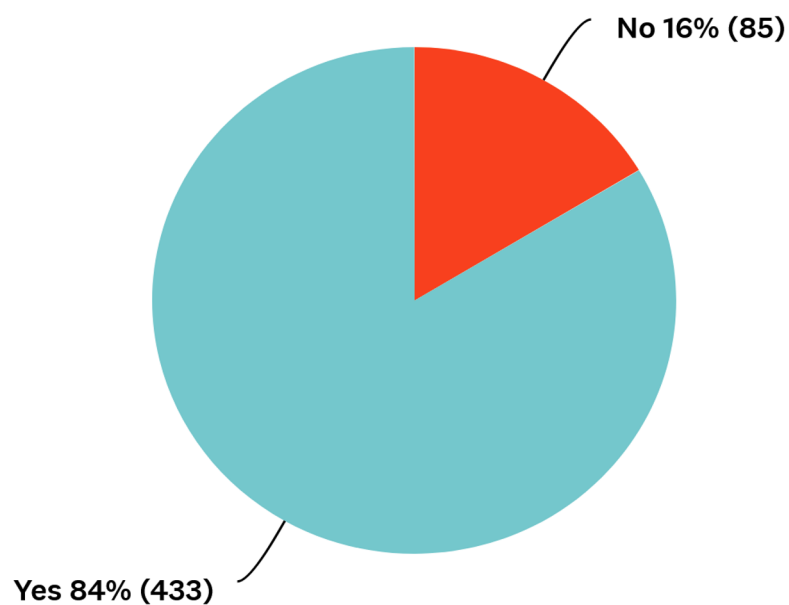
**Q92:** Do you feel that your KTH-salary is sufficient for an adequate living-standard in Stockholm (for a third-cycle student)?





# Salary and Benefits (Data)

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





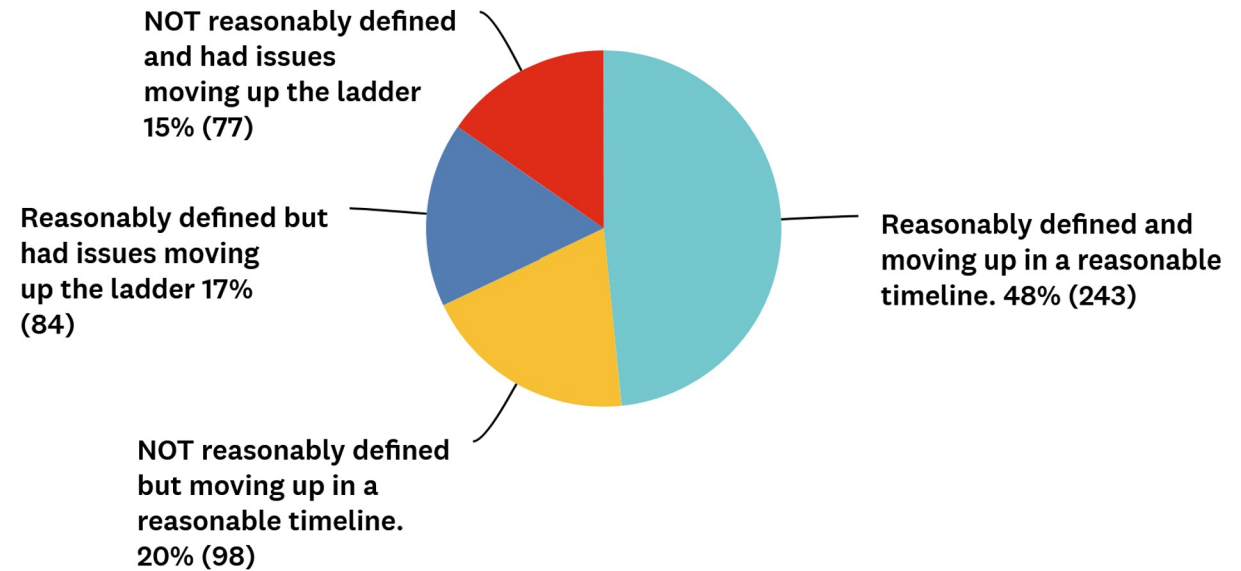
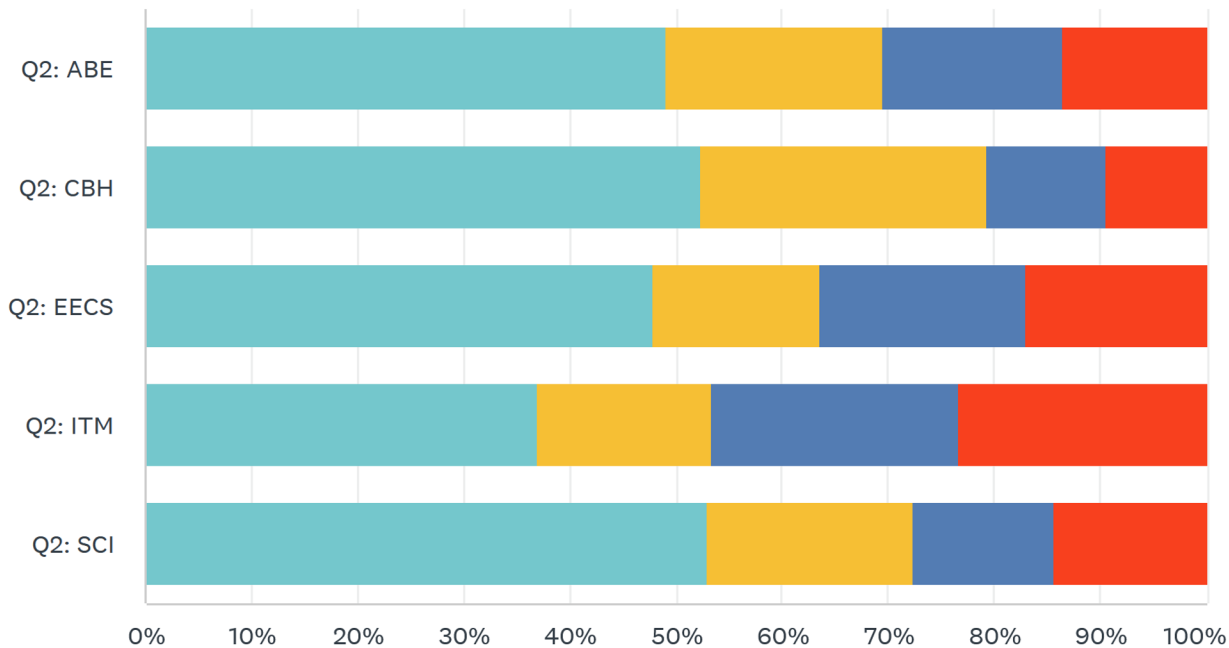
# PhD Ladder (Analysis)

- **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.



# PhD Ladder (Data)

**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)?





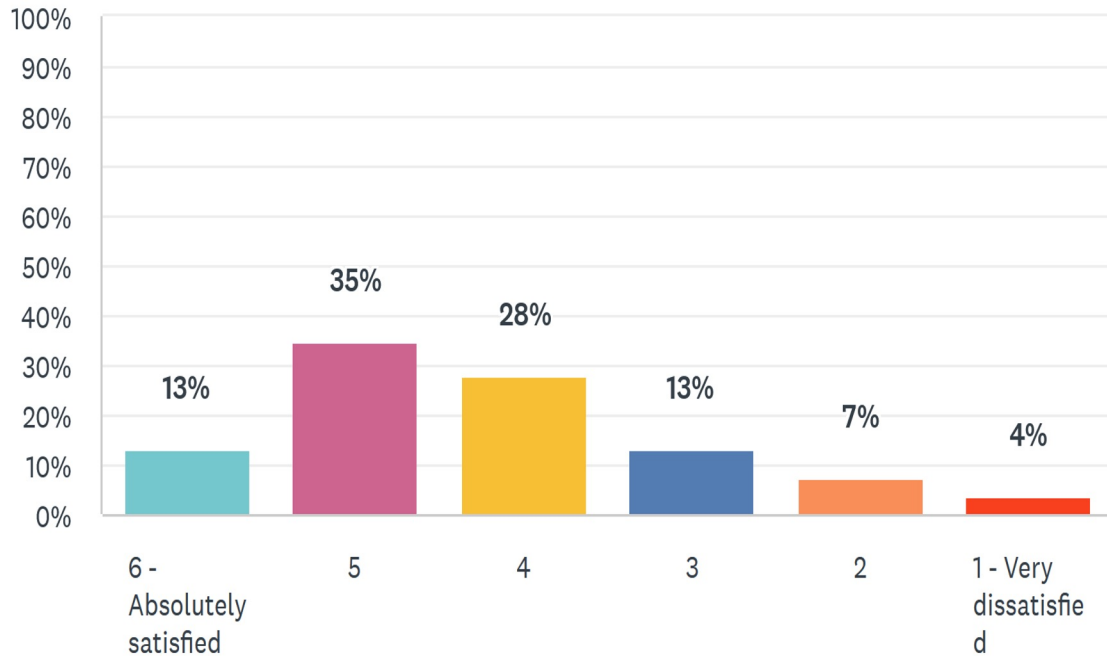
# Working Conditions and Ergonomics (Analysis)

- **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.

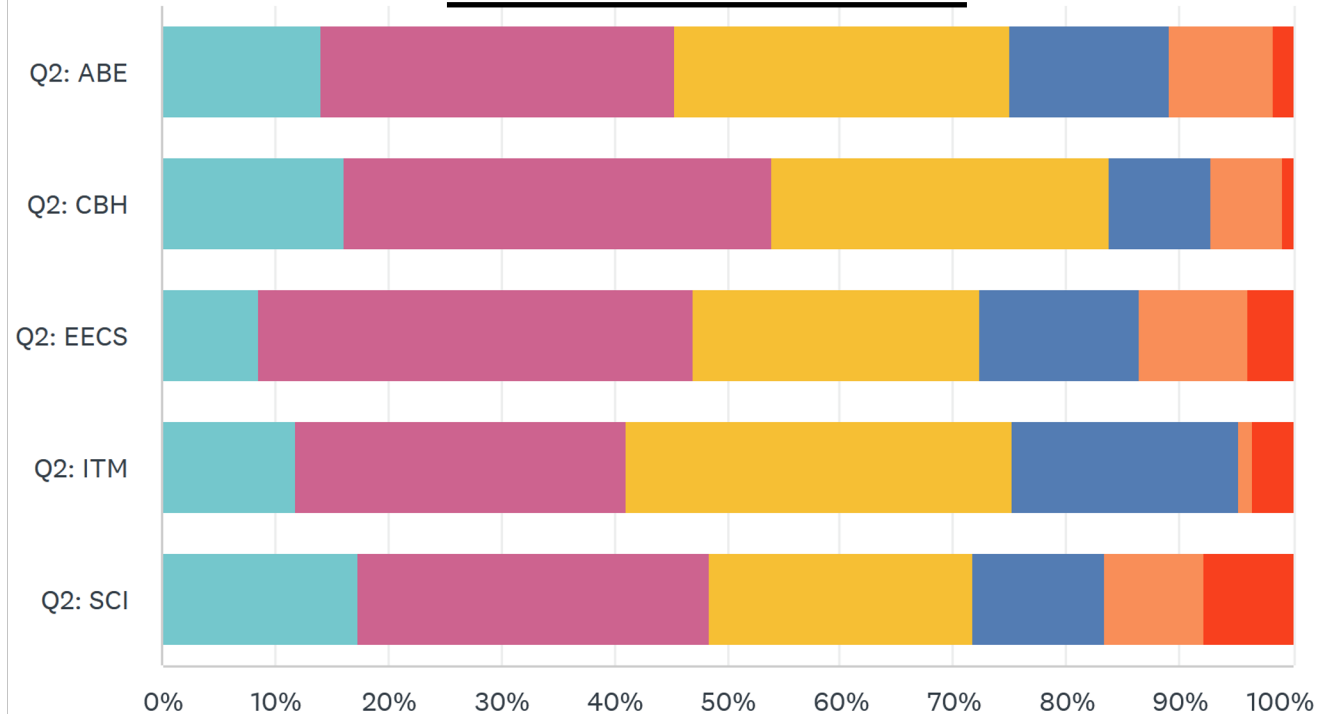


# Working Conditions and Ergonomics (Data)

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



## Correlation Per School

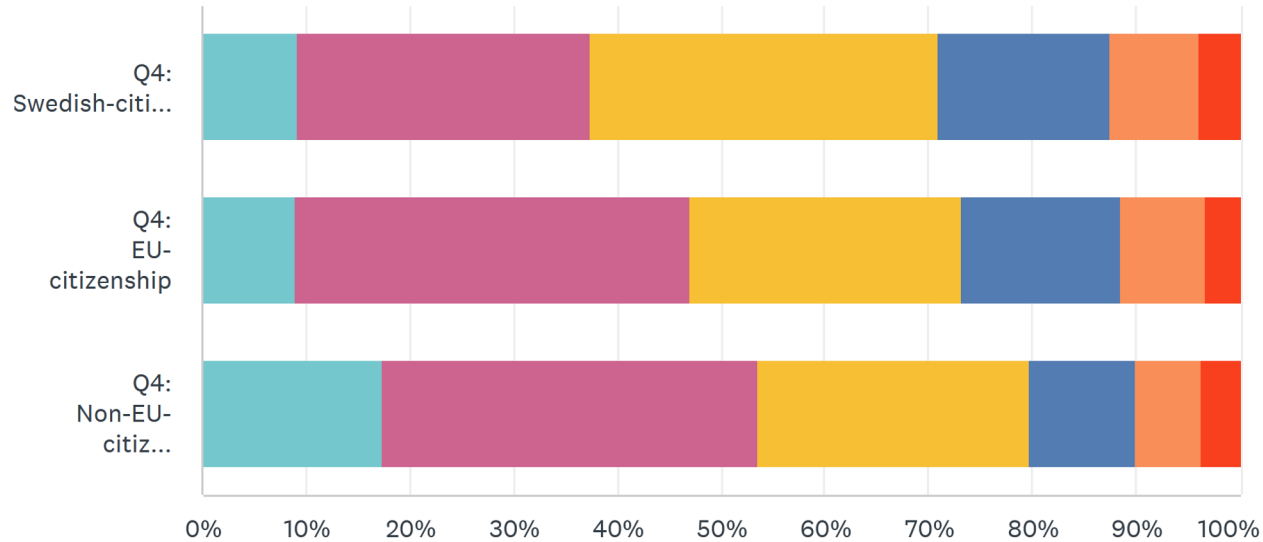




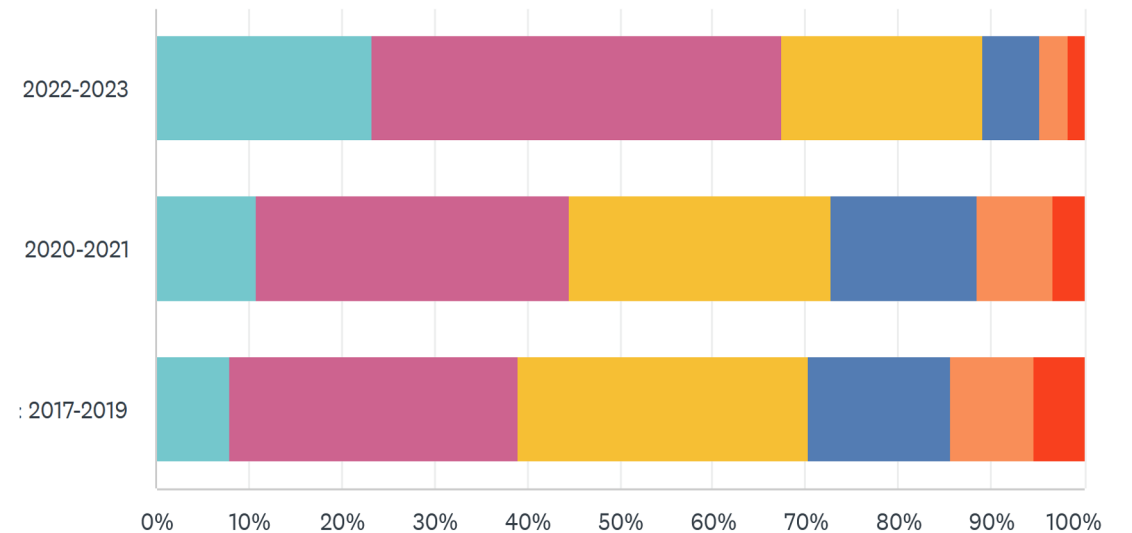
# Working Conditions and Ergonomics (Data)

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

**Correlation by Citizenship**



**Correlation by PhD Start Year**



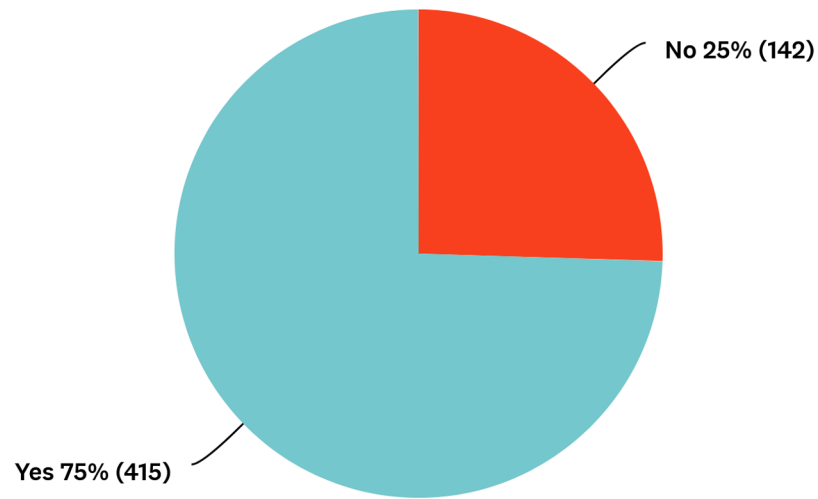
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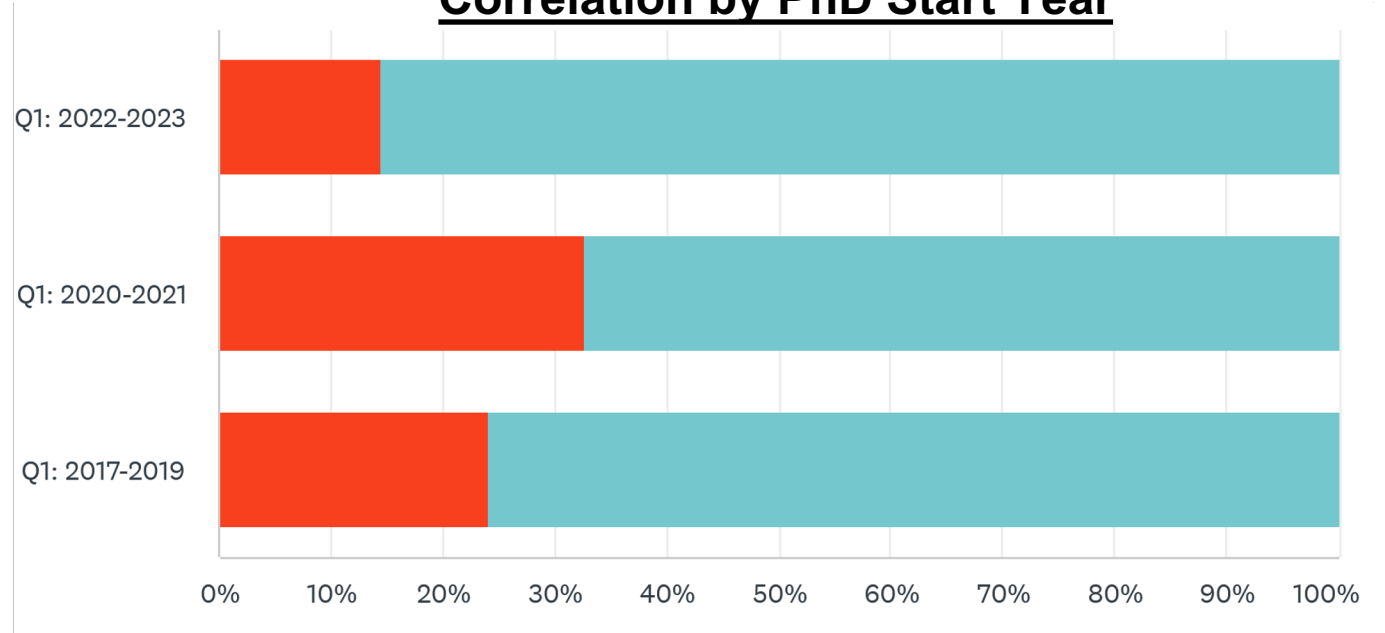


# Working Conditions and Ergonomics (Data)

**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**

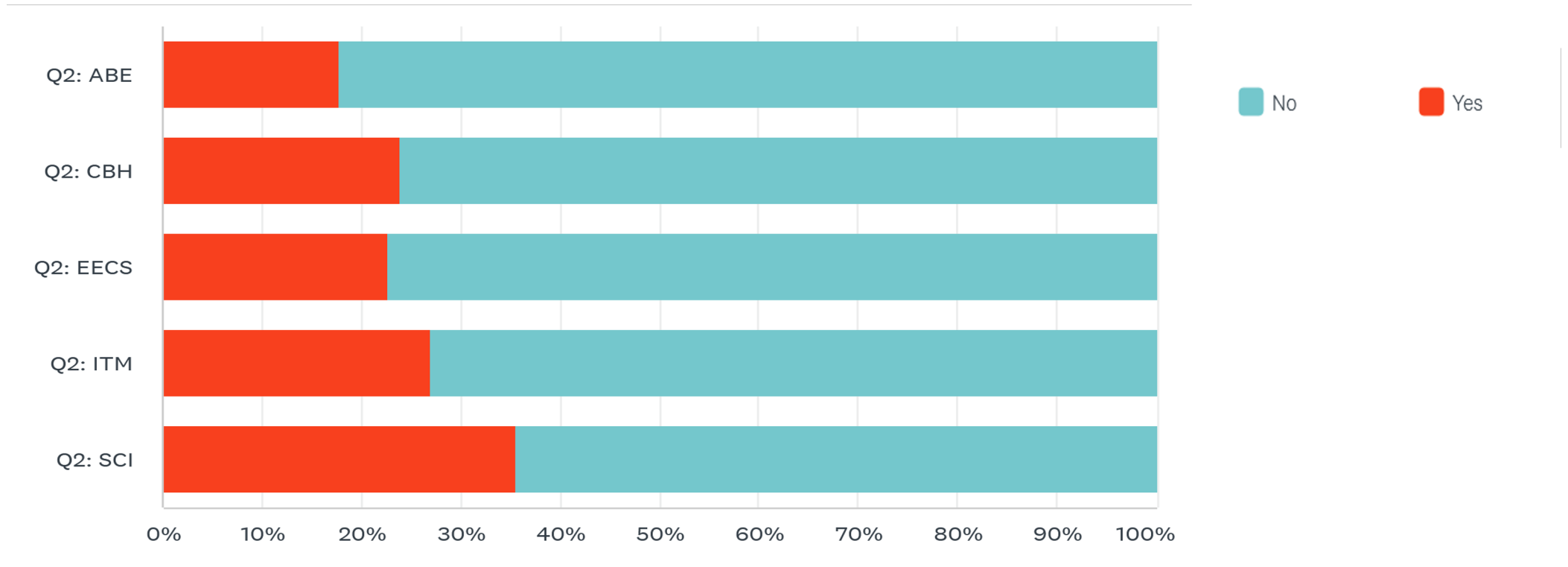




# Working Conditions and Ergonomics (Data)

**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





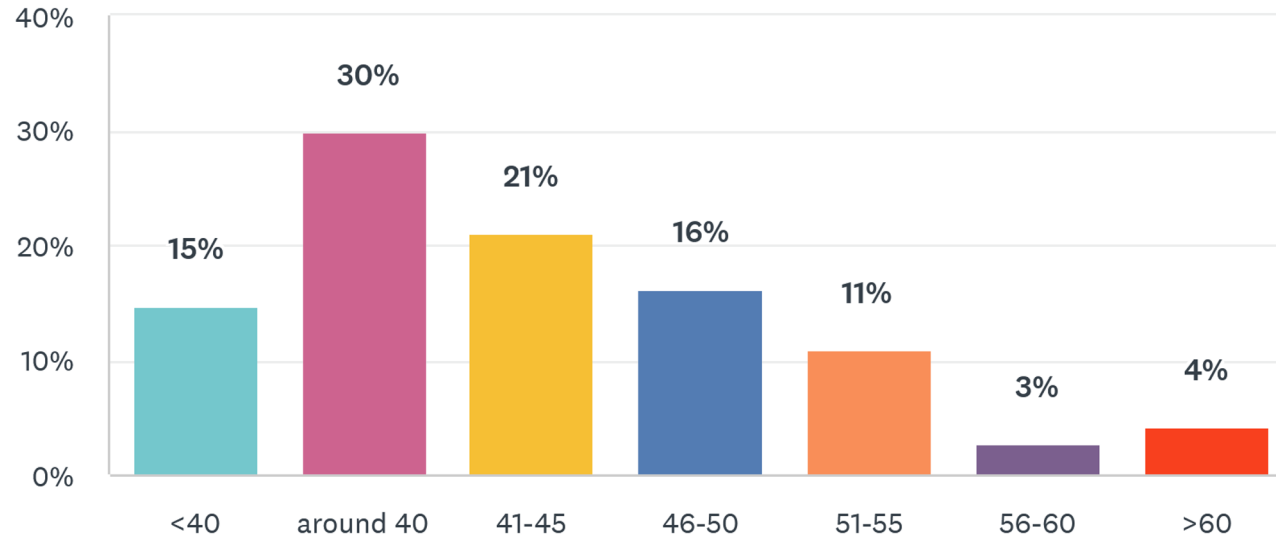
# Workload (Analysis)

- **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.

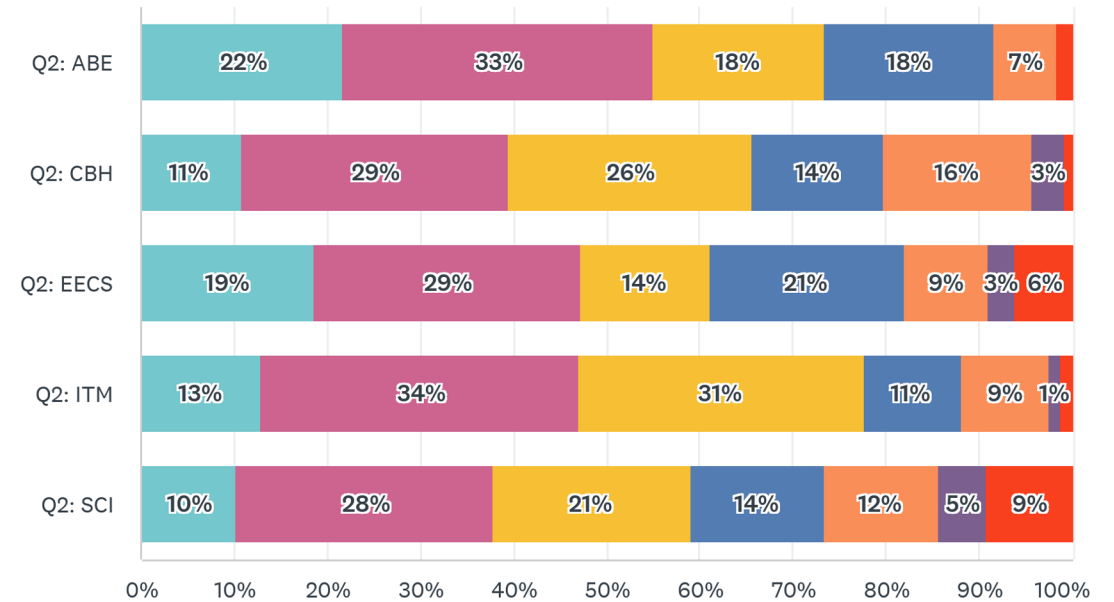


# Workload (Data)

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



## Correlation Per School

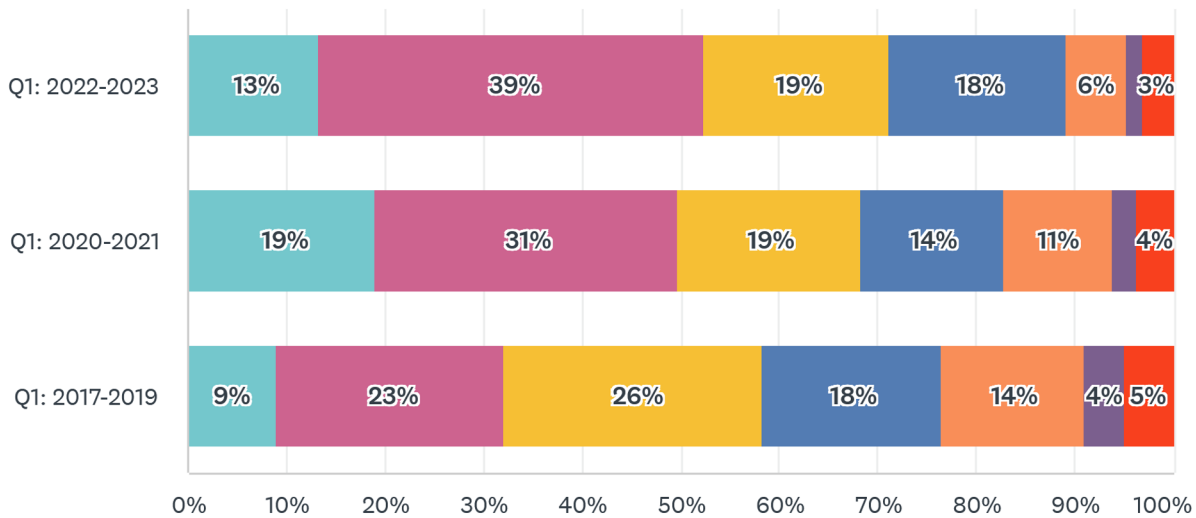




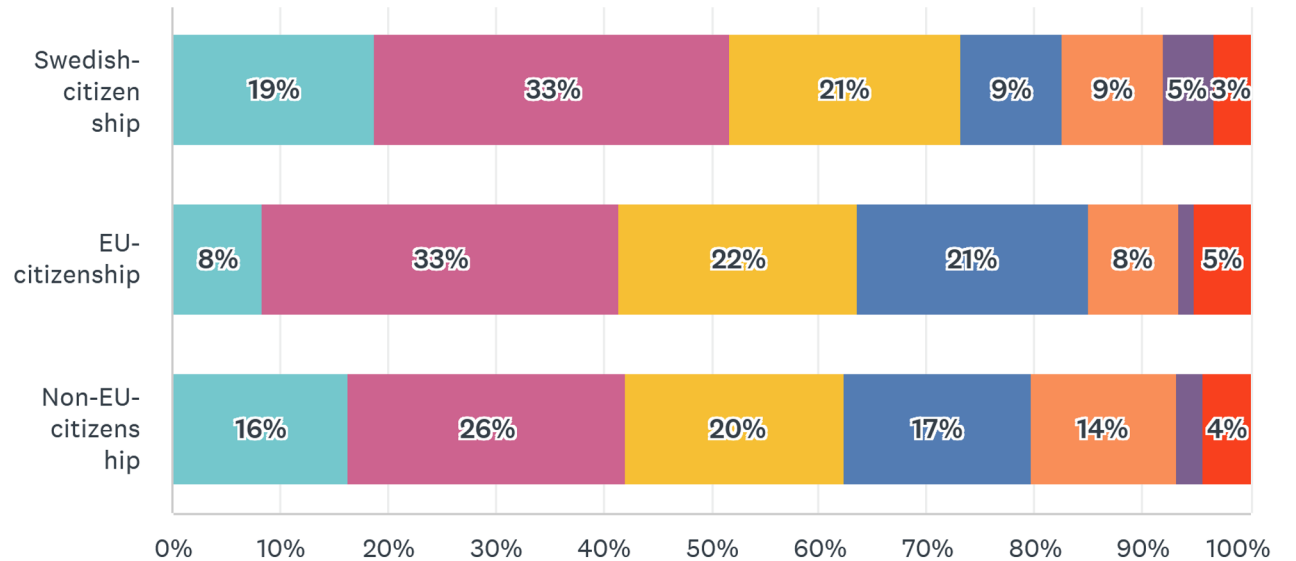
# Workload (Data)

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

**Correlation by PhD Start Year**



**Correlation by Citizenship**

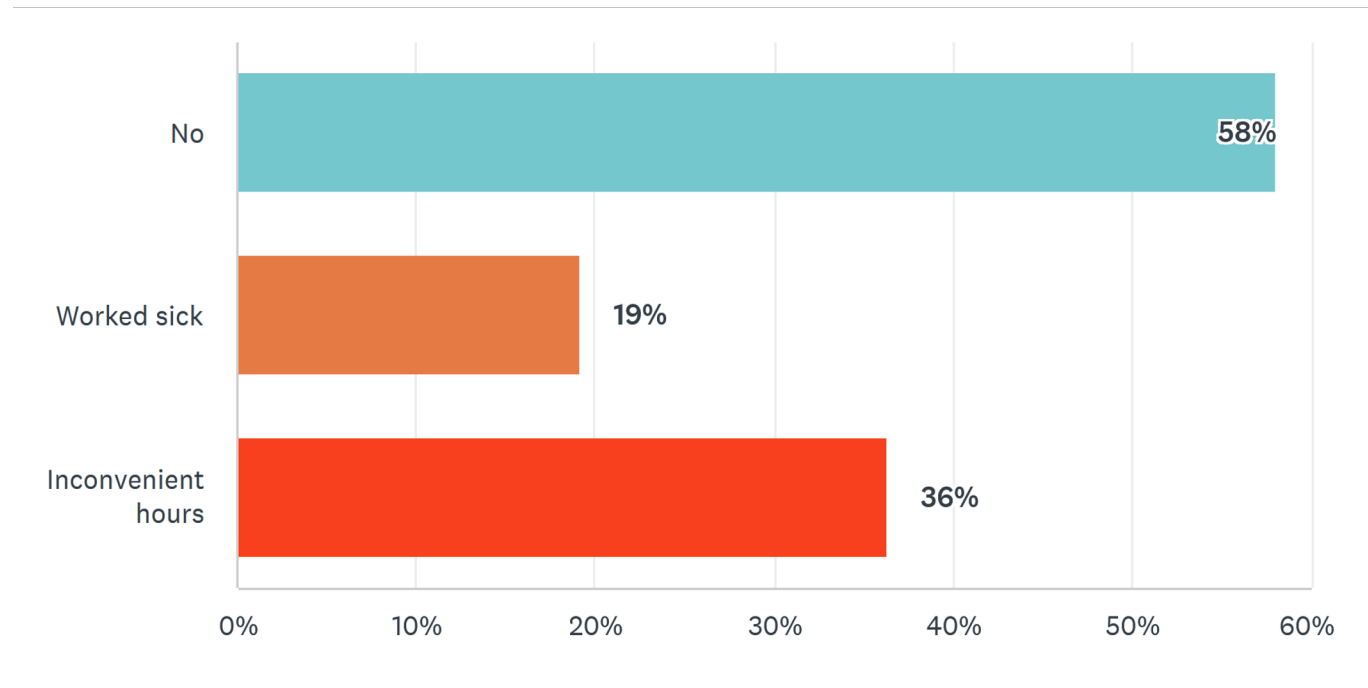


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# Workload (Data)

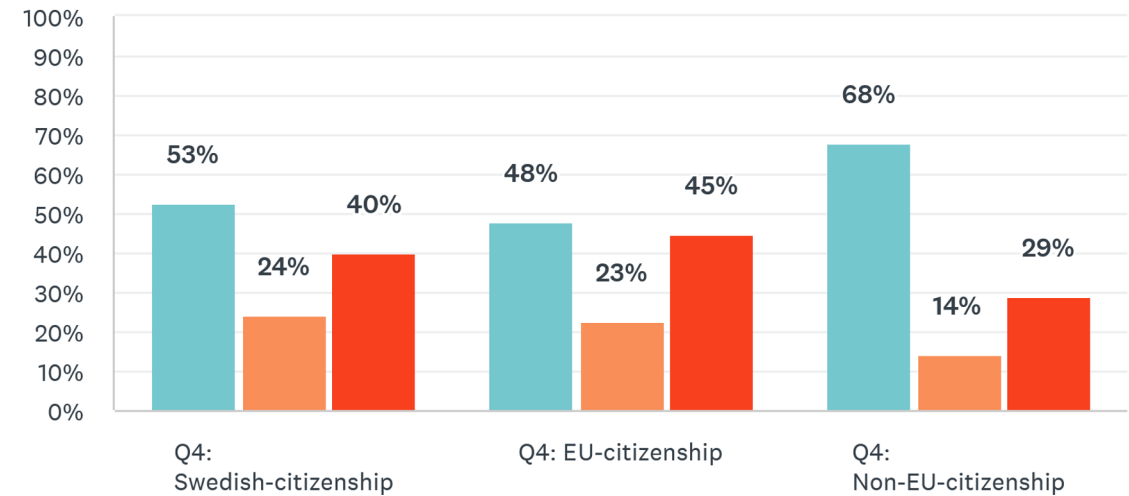
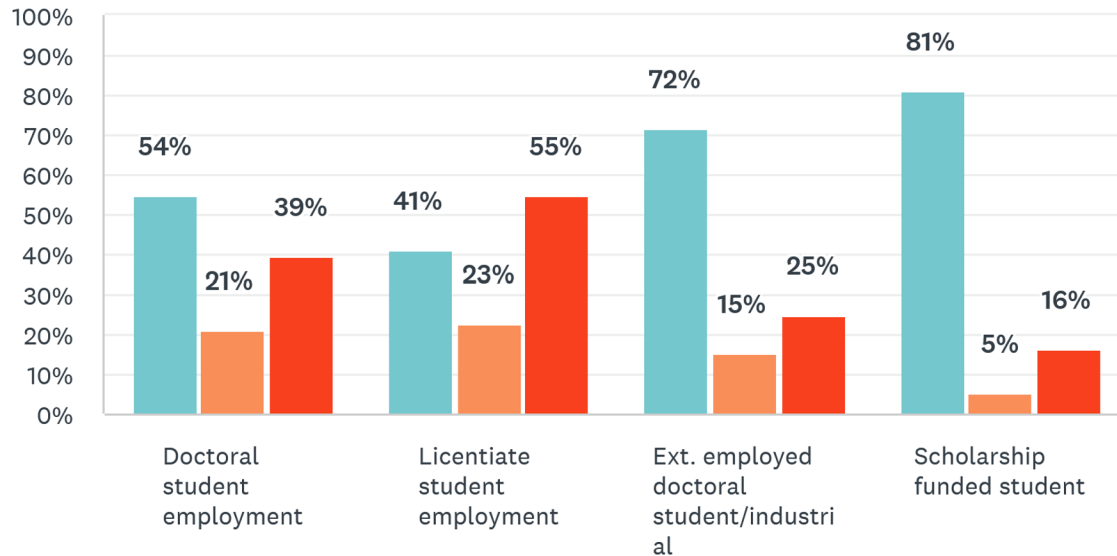
**Q55:** In the last year, have you INVOLUNTARILY worked for KTH when you were sick or at inconvenient hours (evenings, nights, public holidays, vacations, etc.)?





# 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.)?

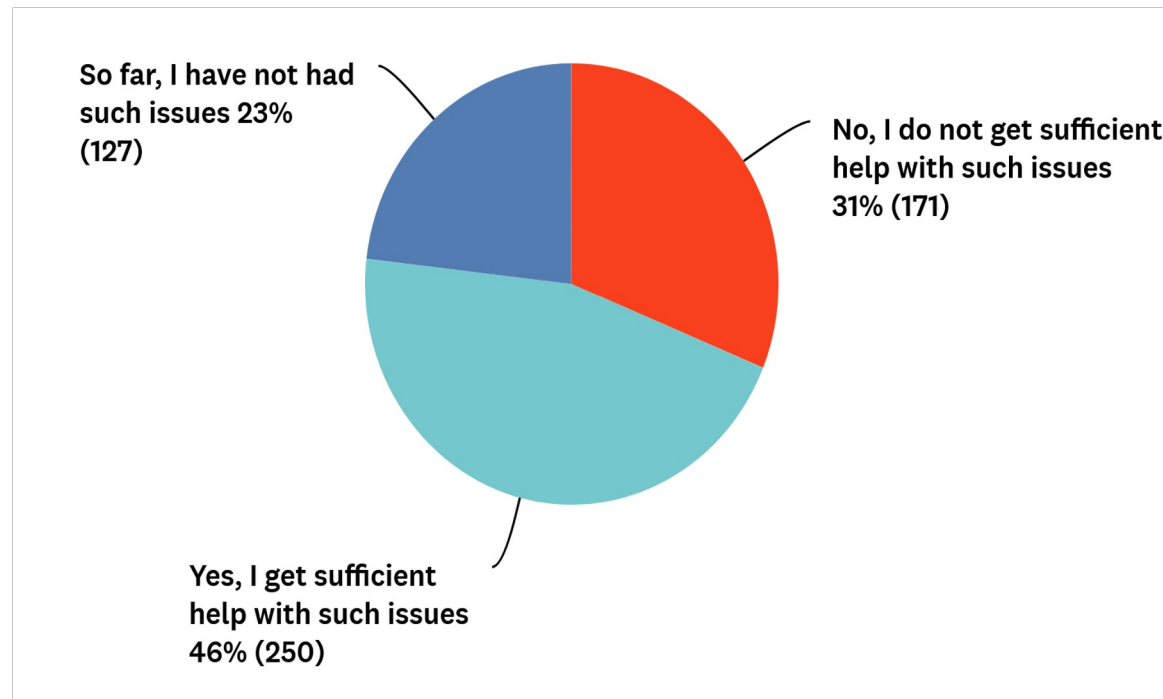


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# Workload (Data)

**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.)?



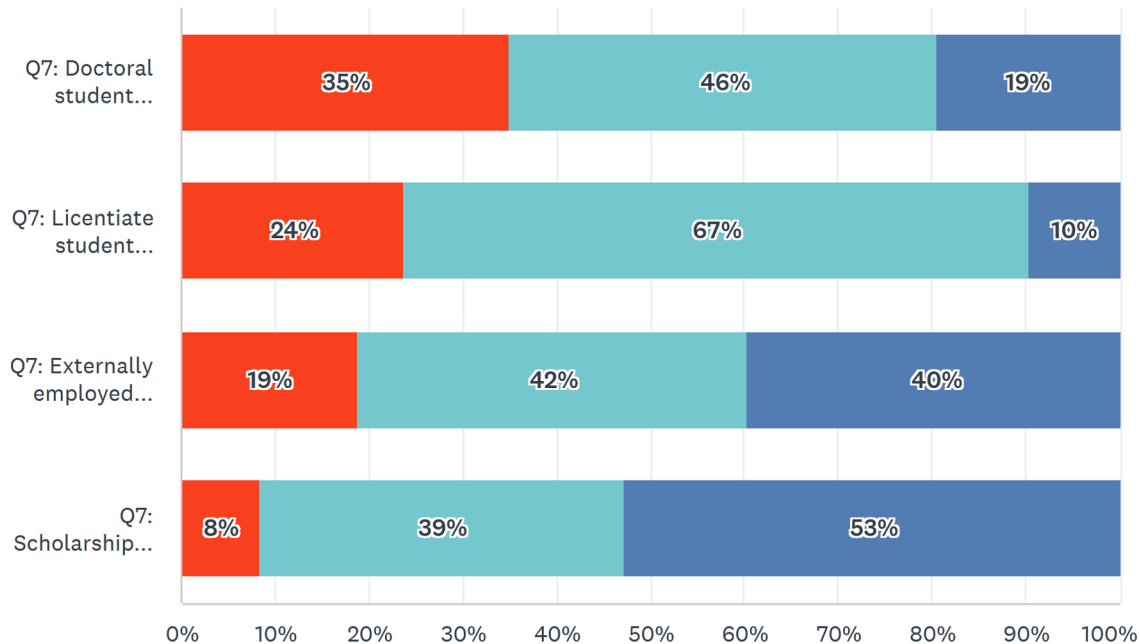




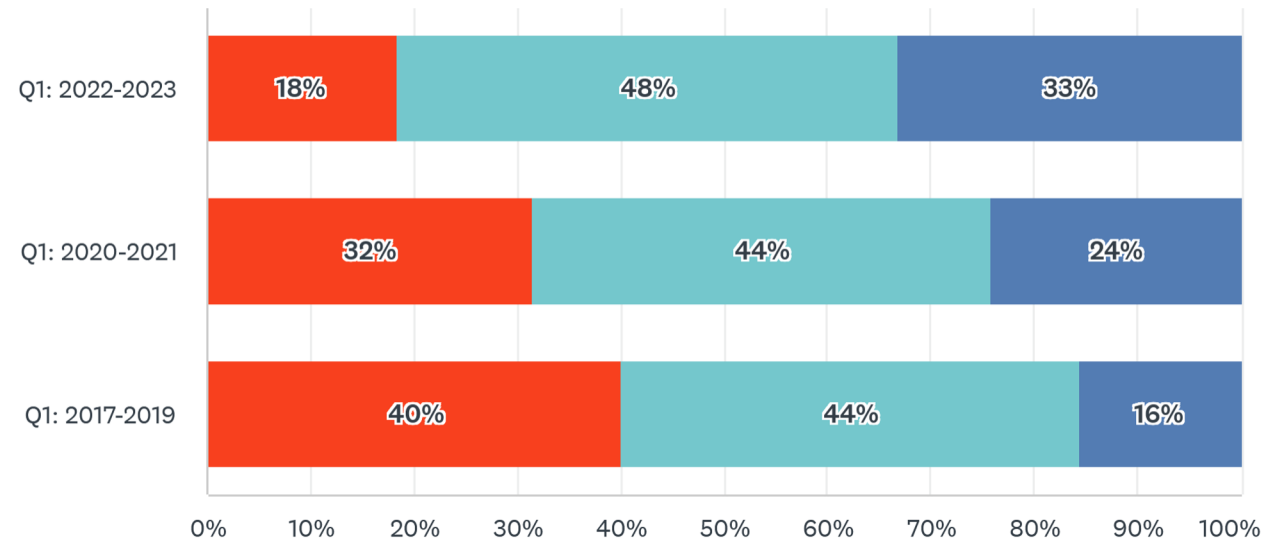
# Workload (Data)

**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



## Correlation Per PhD Year Start



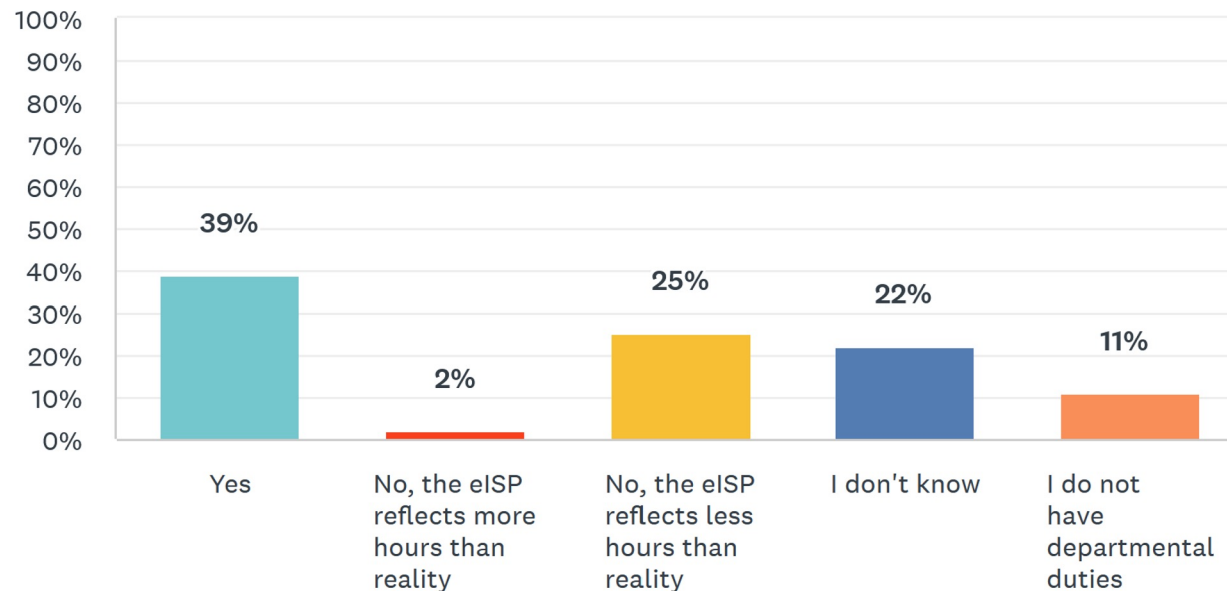
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# Departmental Duties (Analysis/Data)

- **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 departmental duties.
- No significant difference based on citizenship.

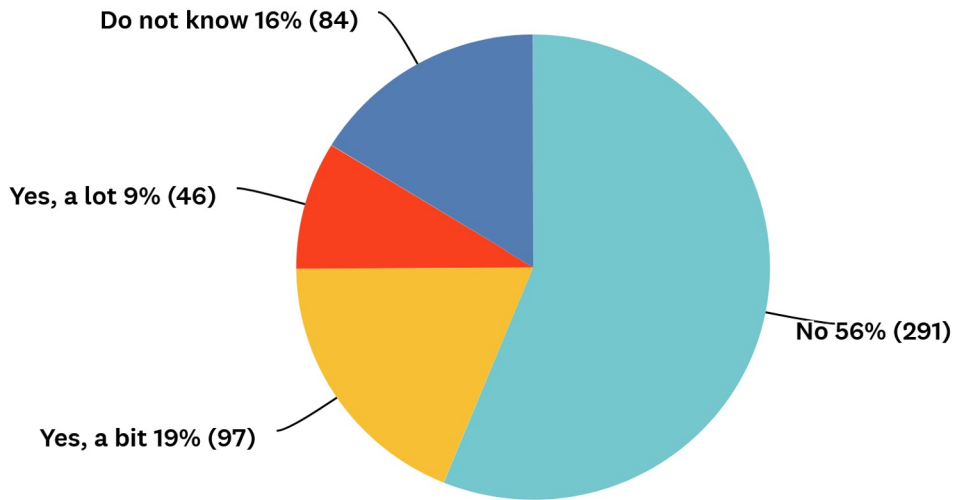
**Q57:** Is the true number of hours that you have spent with departmental duties reflected in your eISP? Departmental Duties defined as: work to a limited extent ( $\leq 20\%$ ) with education, research, artistic research and administration (Higher Education Ordinance Ch5-Section2).



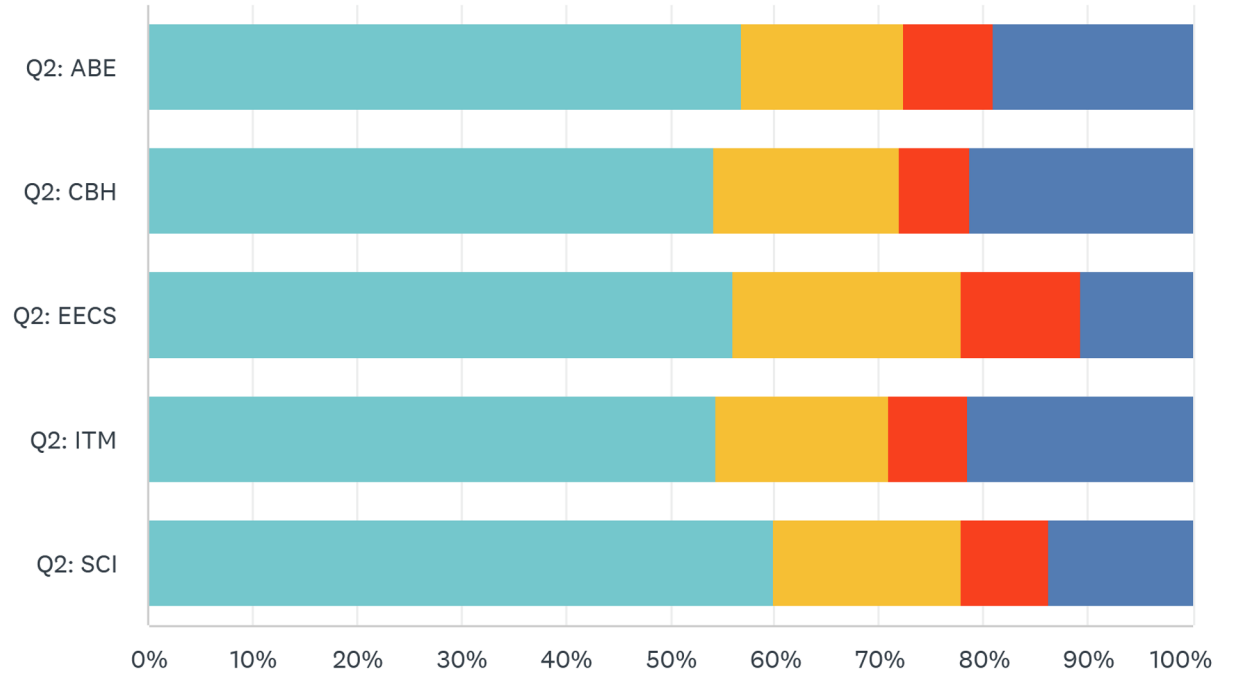


# Departamental Duties (Data)

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



## Correlation Per School





# Departmental 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)

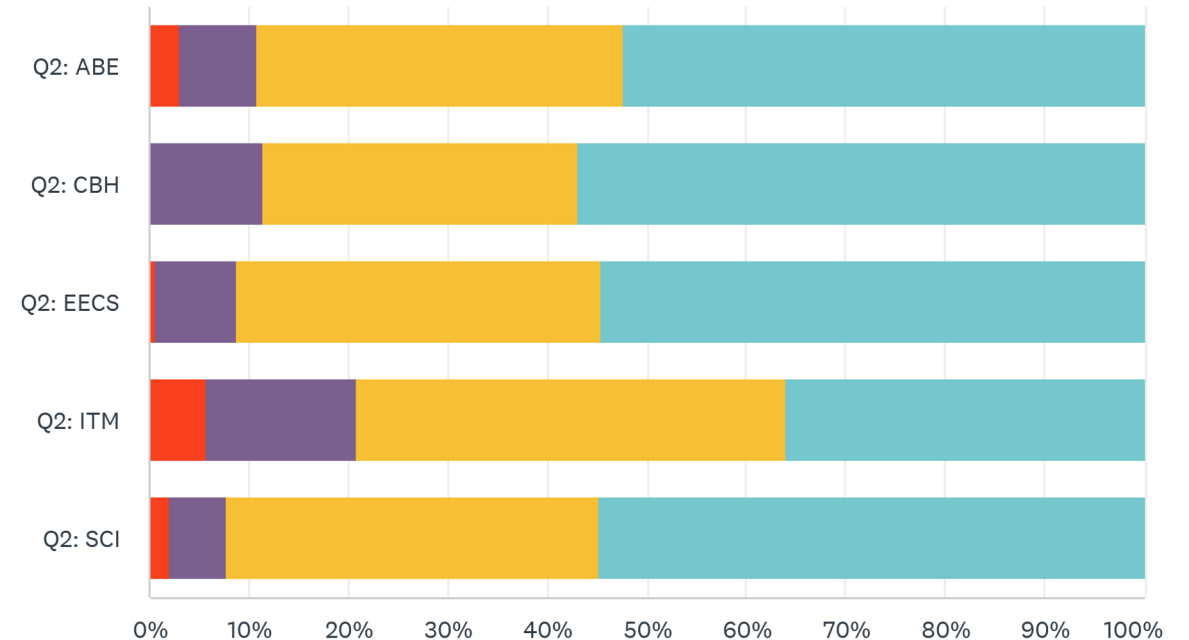
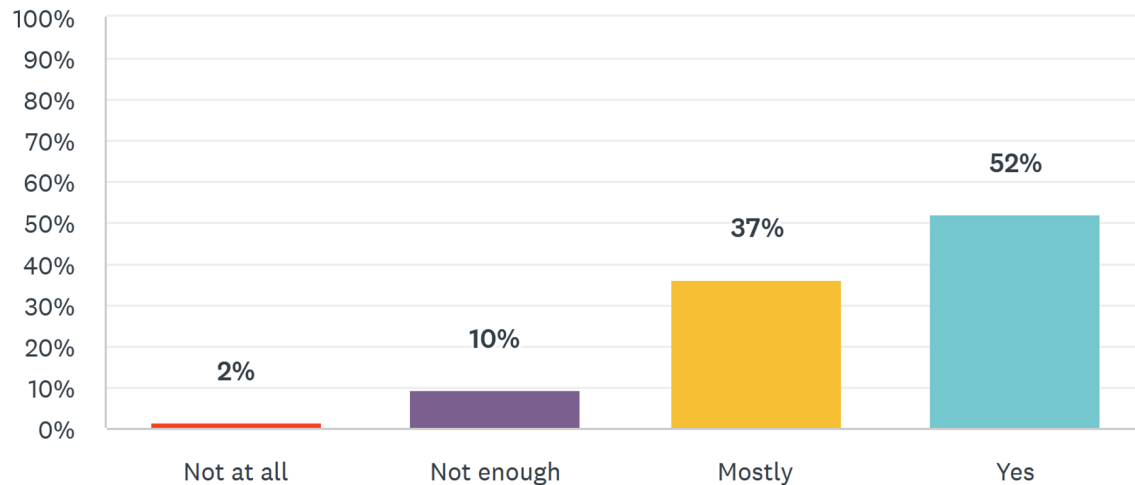
Teaching	76.30%	441
Supervising theses	67.82%	392
Carrying out scientific experiments related to your doctoral thesis	41.52%	240
Assisting in developing courses	53.46%	309
Developing and correcting exams	48.96%	283
Doing chores for the department (cleaning, taking care of dishes...)	28.55%	165
Helping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



# 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



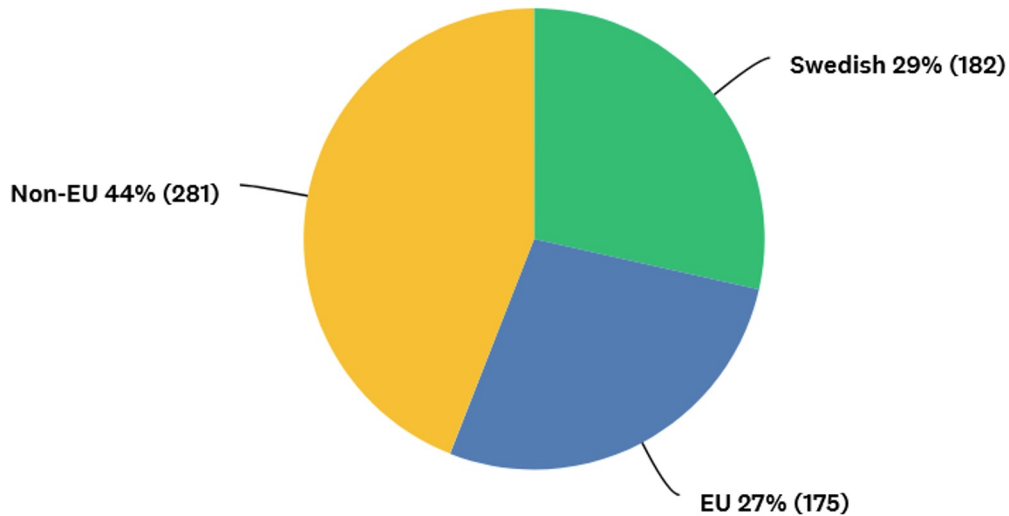


# Integration and Onboarding I (Analysis/Data)

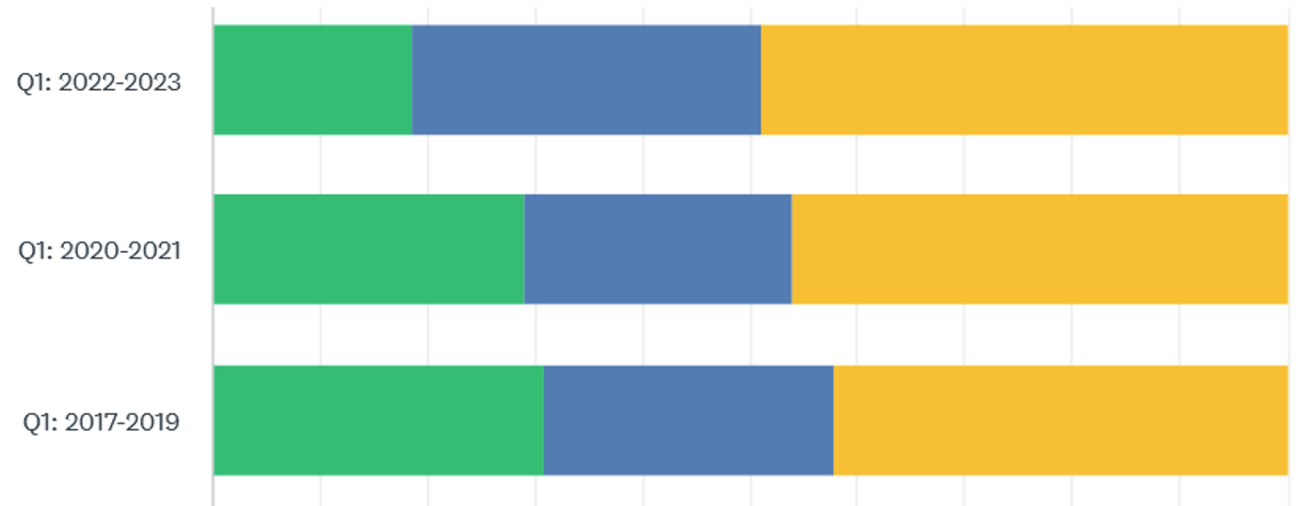
A major part of the doctoral students at KTH are non-Swedish, making integration and onboarding an even more vital part in the overall well-being of the students.

- **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



## Correlation Per PhD Start Year





# Integration and Onboarding II (Analysis)

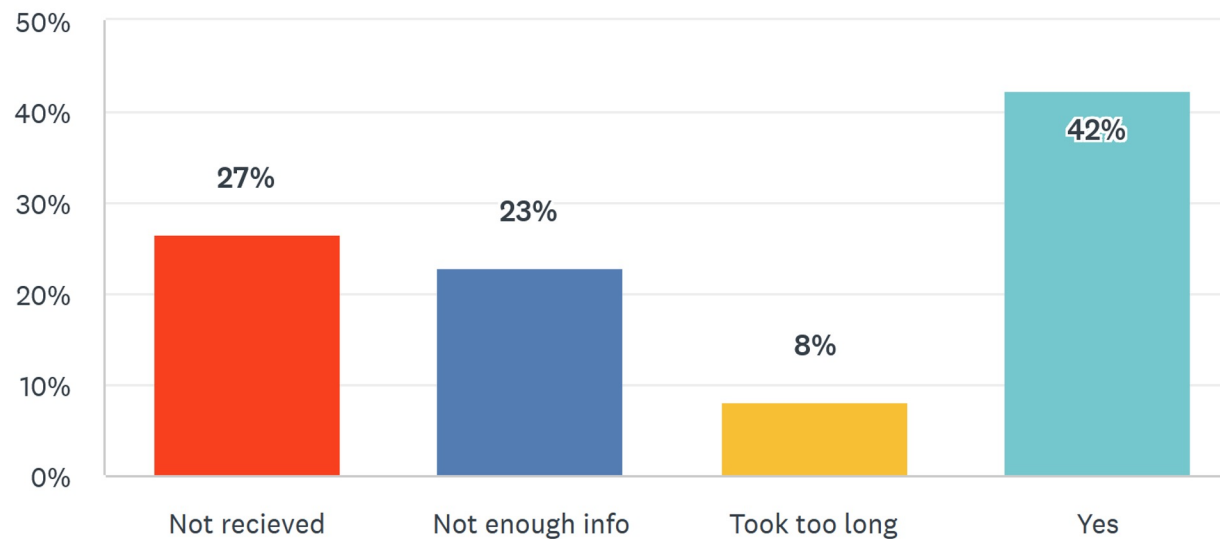
- **26%** of all students did not receive **any** on-boarding;
- **Significant improvement 2022-2023:**
  - Significantly more students received on-boarding;
  - Significantly fewer received too little info;
  - However **still 20%** did not receive **any** on-boarding.
- **Non-Swedish citizens report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



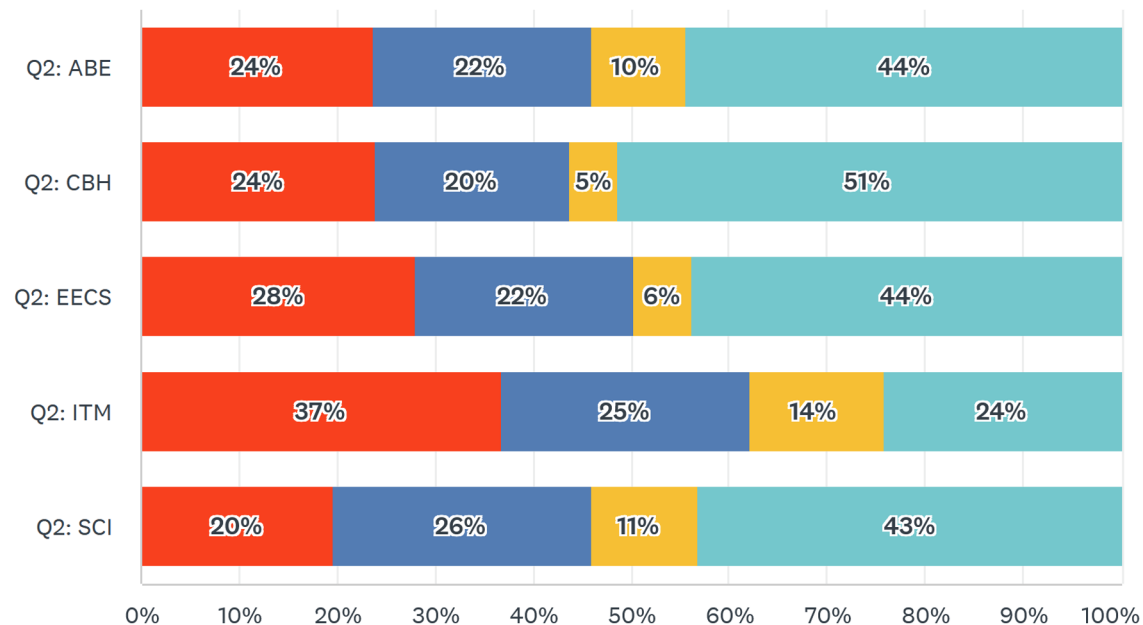


# Integration and Onboarding II (Data)

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



## Correlation Per School

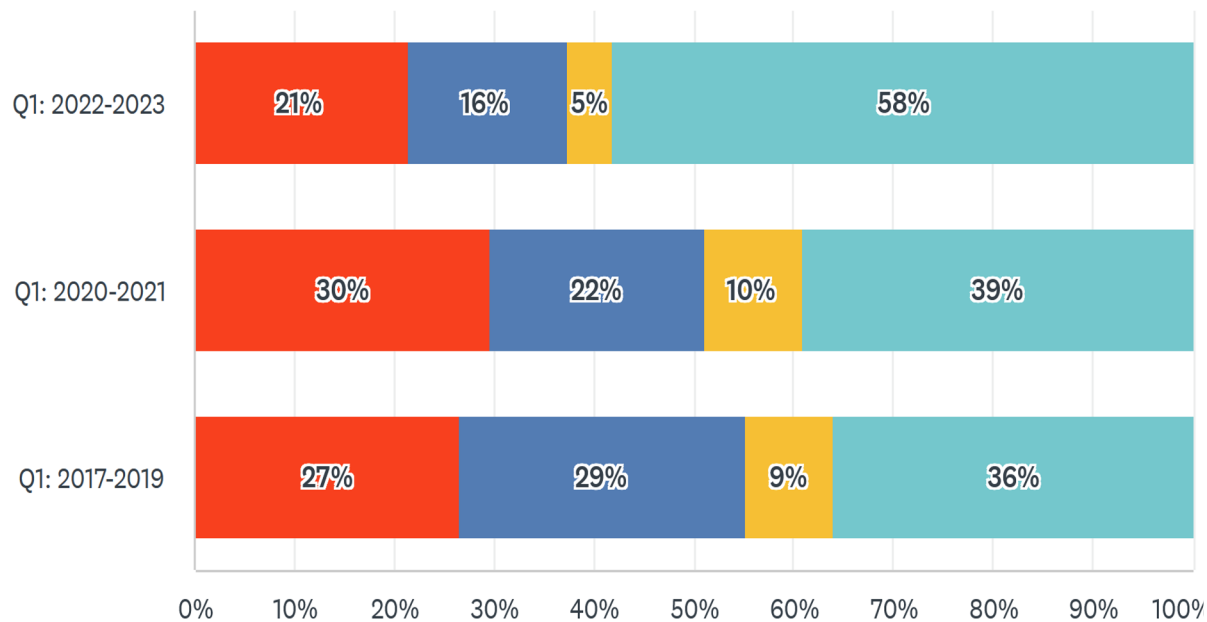




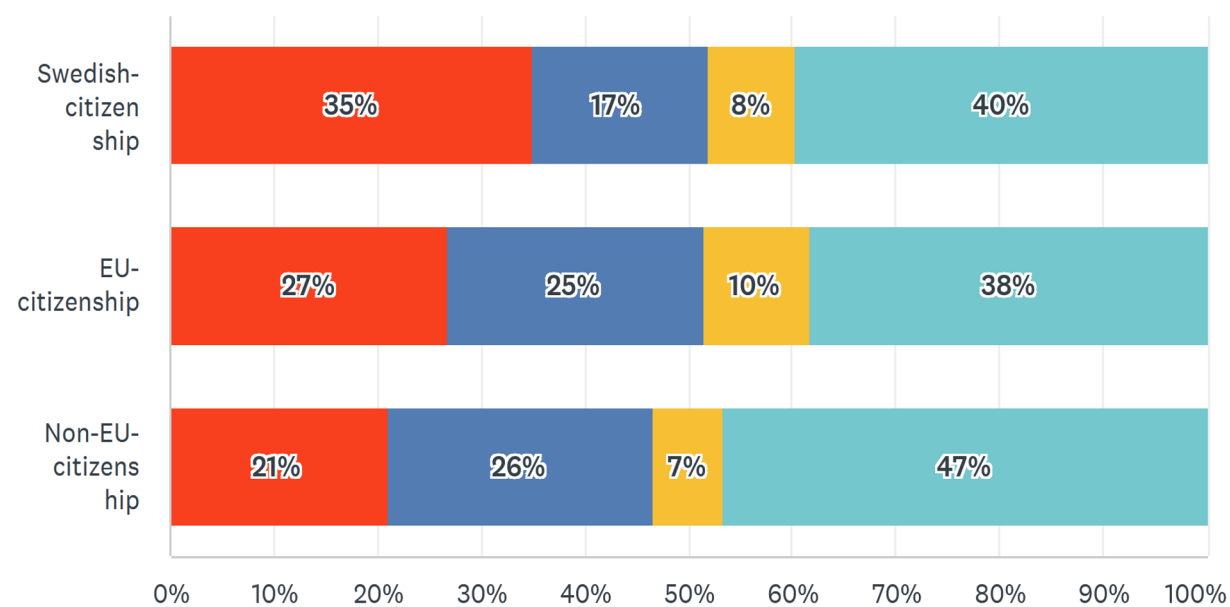
# Integration and Onboarding II (Data)

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

### Correlation Per PhD Start Year



### Correlation Per Citizenship





# Integration and Onboarding III\* (Analysis)

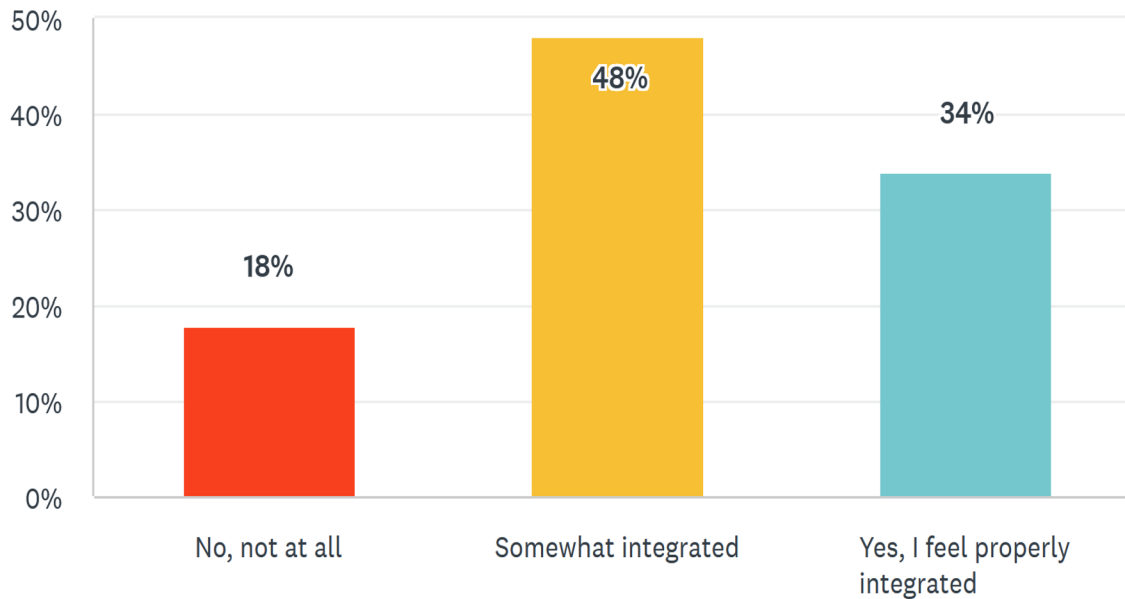
- **78%** of EU students (Q86) feel they do not have enough information on Swedish society and public systems. Only **10%** of these students feel like they are socially integrated into Swedish society.
- **18%** of EU students do not feel socially integrated in Swedish society.

**\*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.

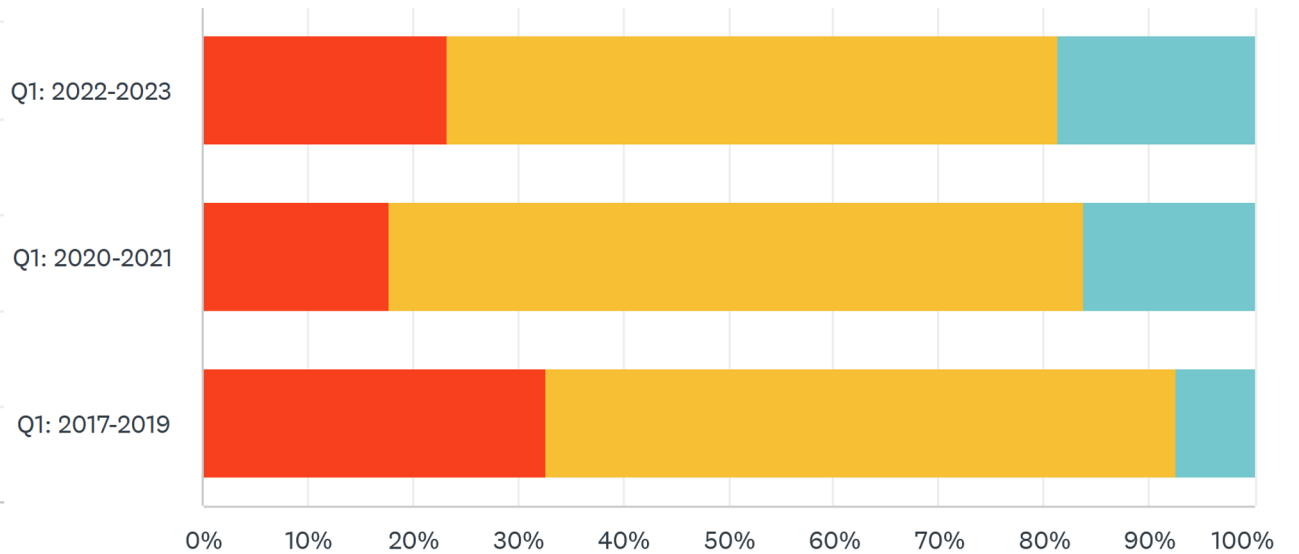


# Integration and Onboarding III (Data)

Q87: Do you feel socially integrated in Swedish society?



## Correlation Per PhD Start Year





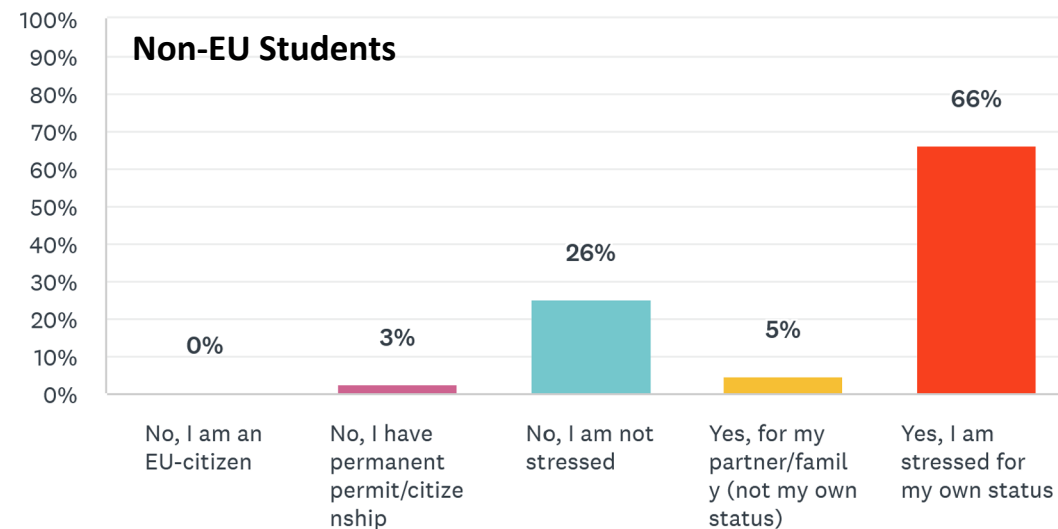
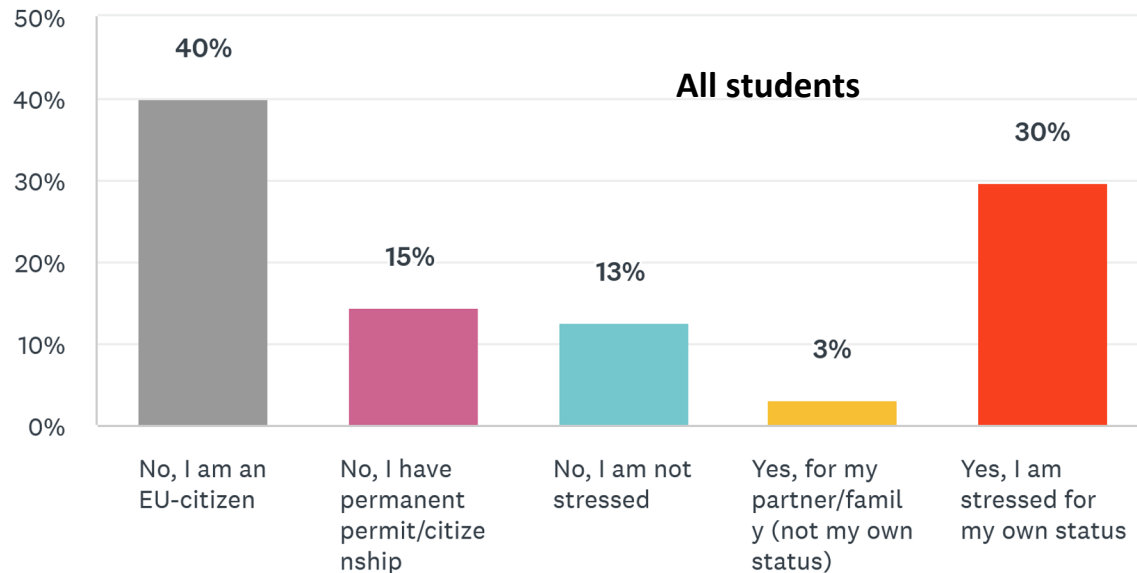
# Residency Status (Analysis)

- **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?

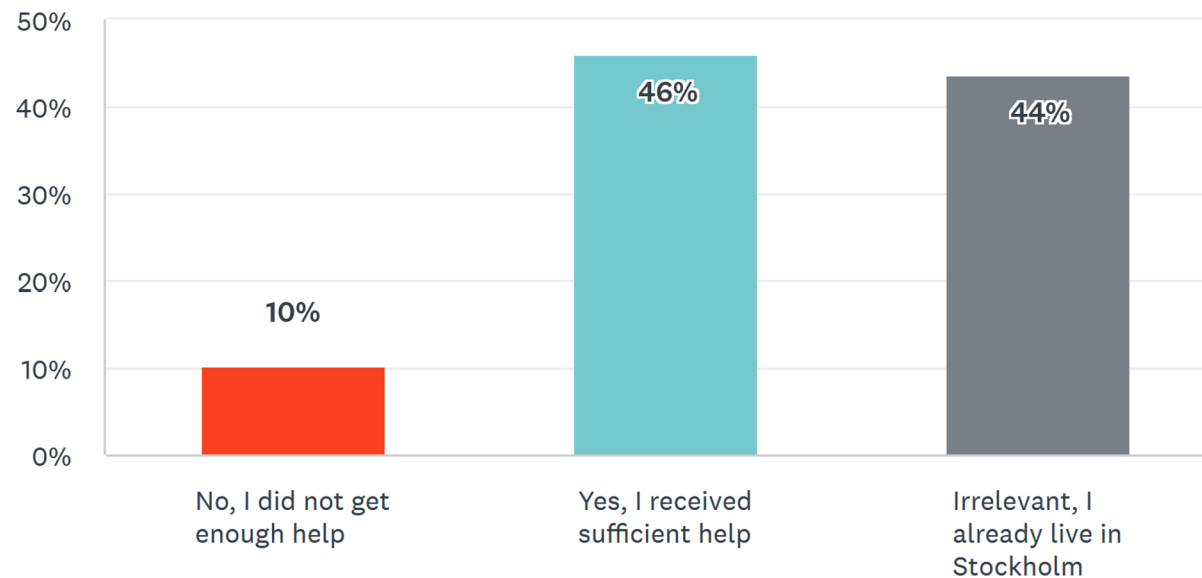




# Relocation (Analysis/Data)

- 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.)?

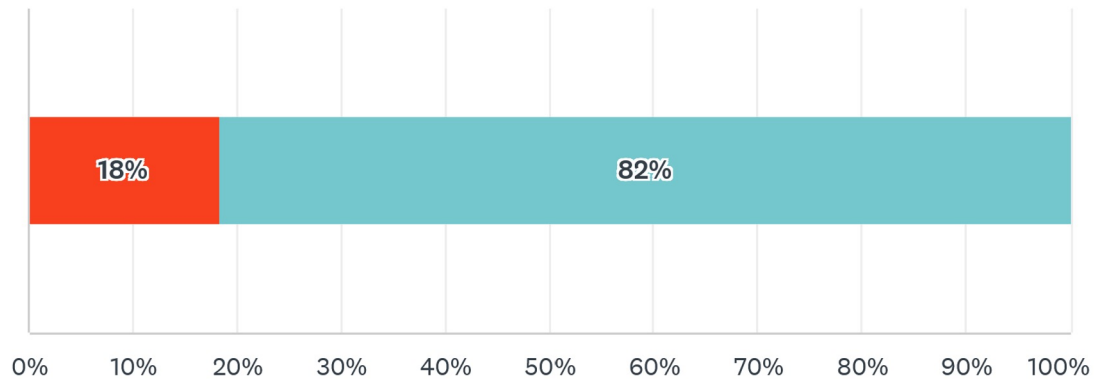




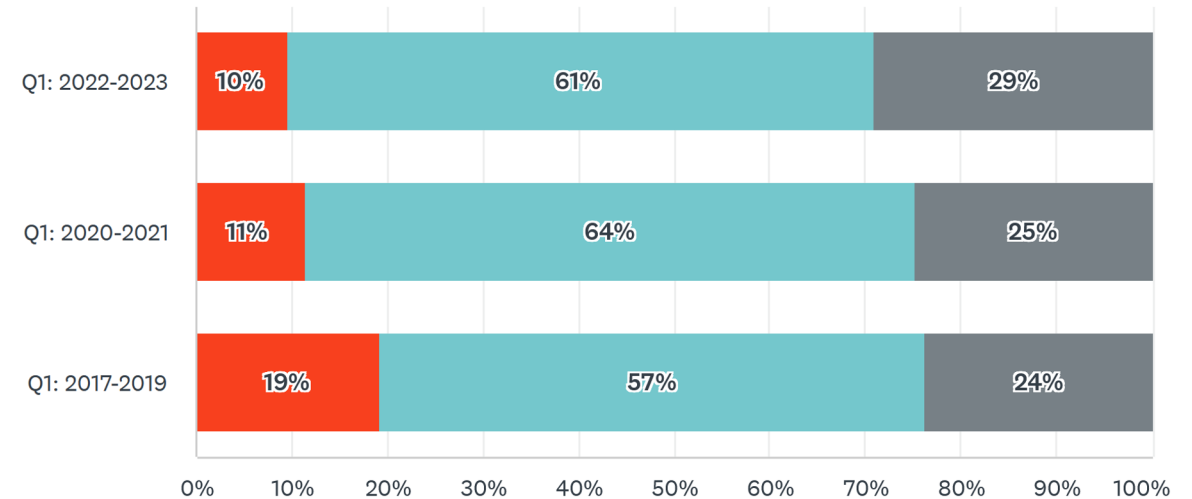
# Relocation (Data)

**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)

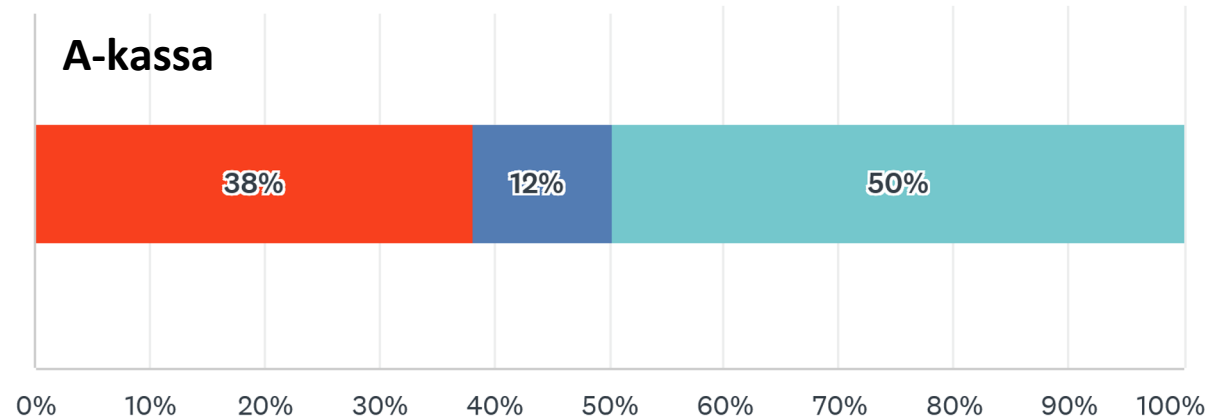
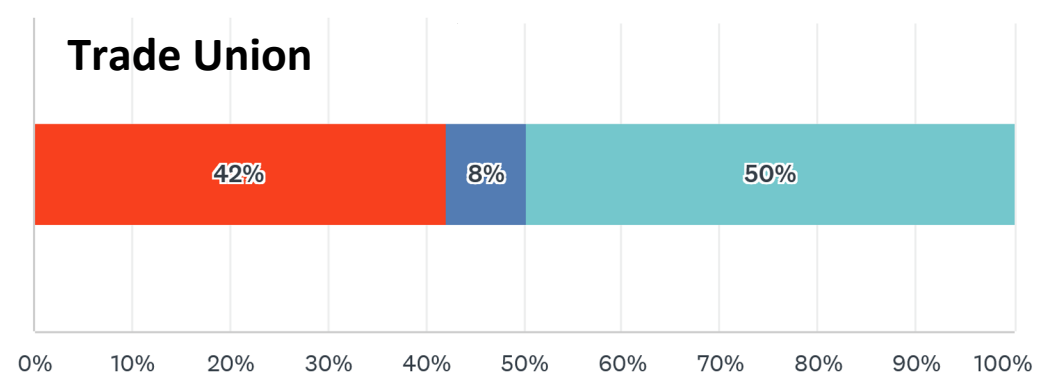
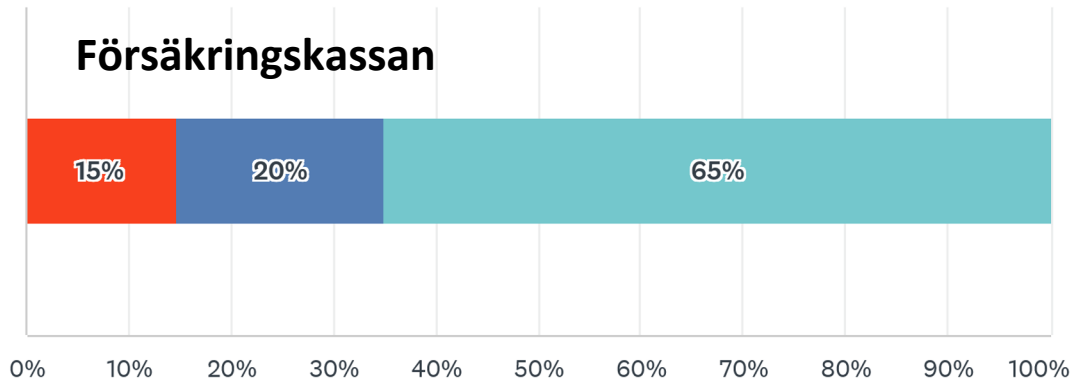
- About **50% are not** part of the A-kassa or a Trade Union;
- About **30% are not** part of the Försäkringskassan;
- Each of them follows a similar trend depending on year started: the longer, the most likely they are enrolled;
- Non-Swedish students are less likely to be a member across all three.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



# Social Systems (Data)

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

■ No    ■ I don't know    ■ Yes

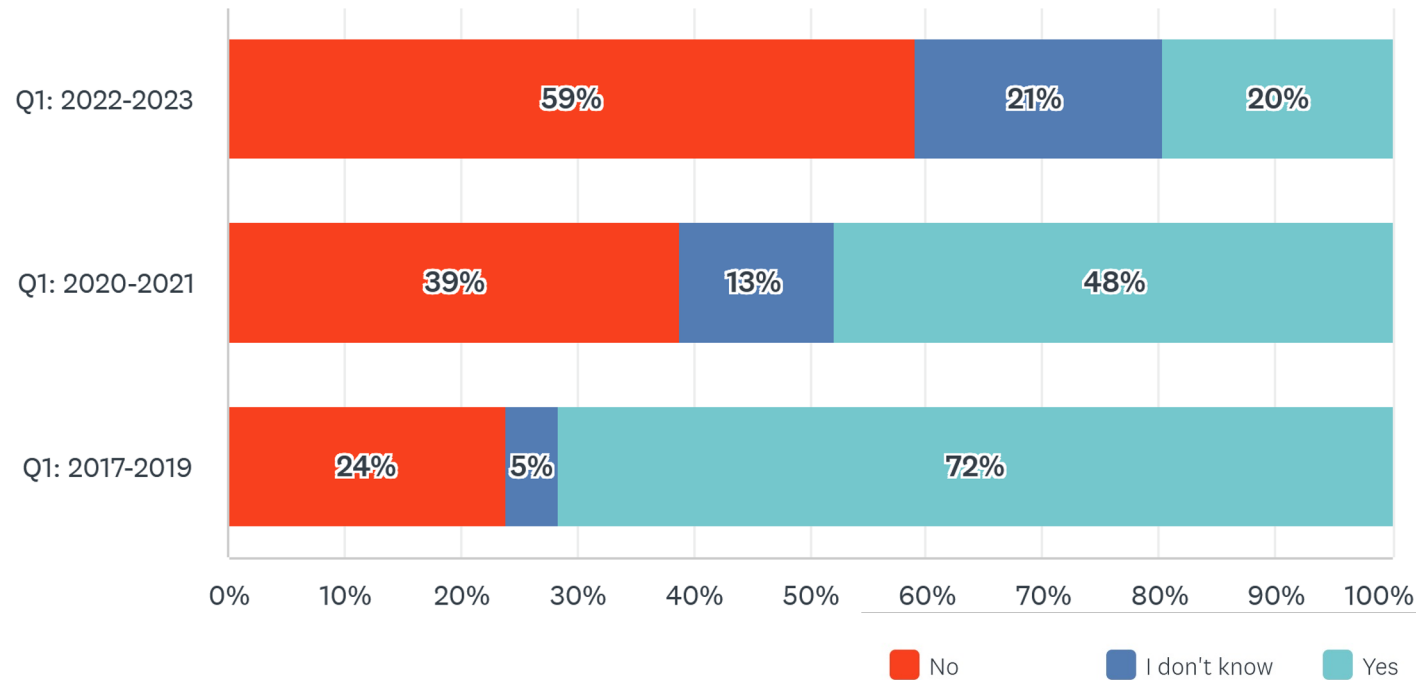




# Social Systems (Data)

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

A-kassan by year started





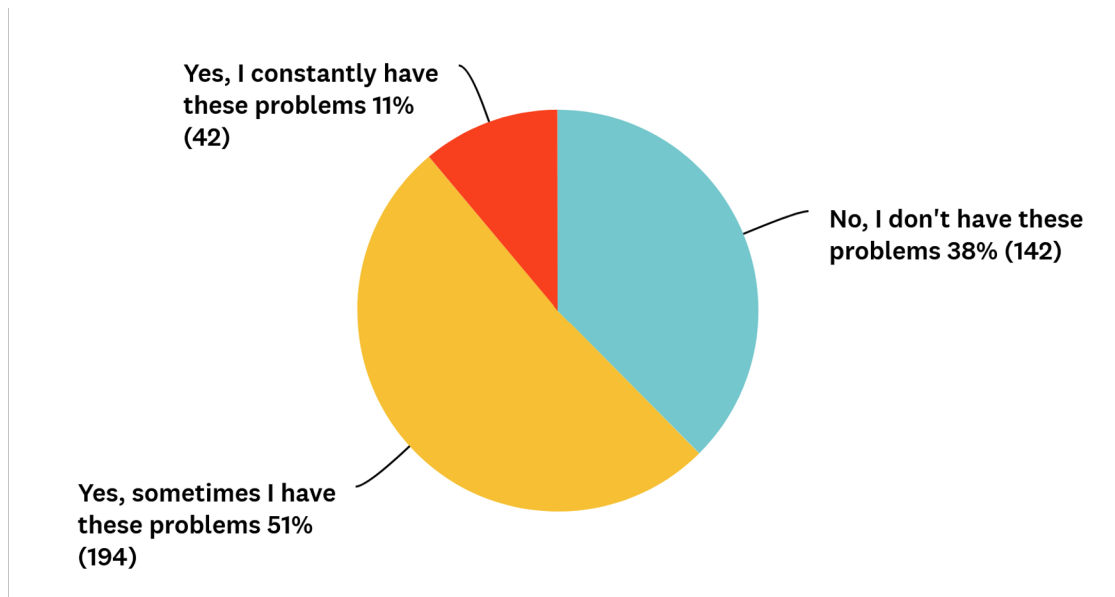
# Swedish Language (Analysis)

- 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.

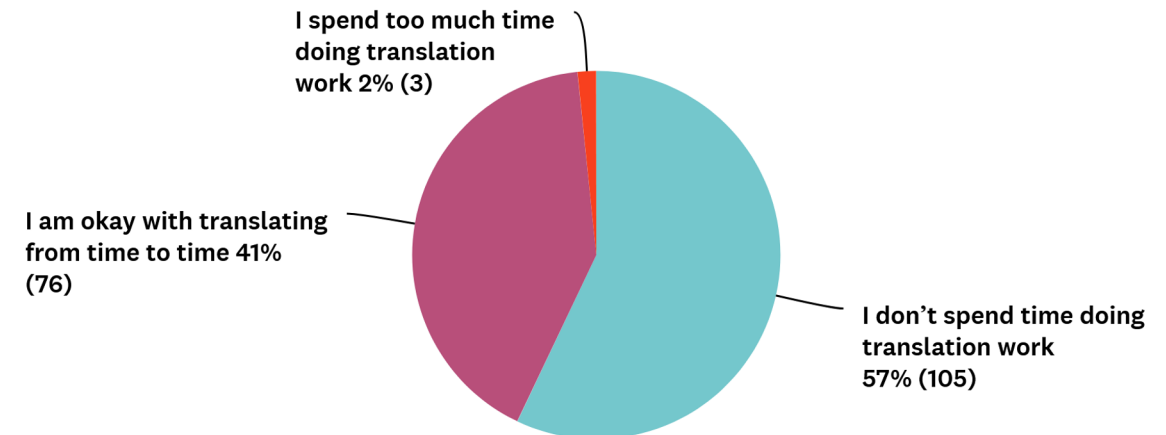


# Swedish Language (Data)

**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.)?



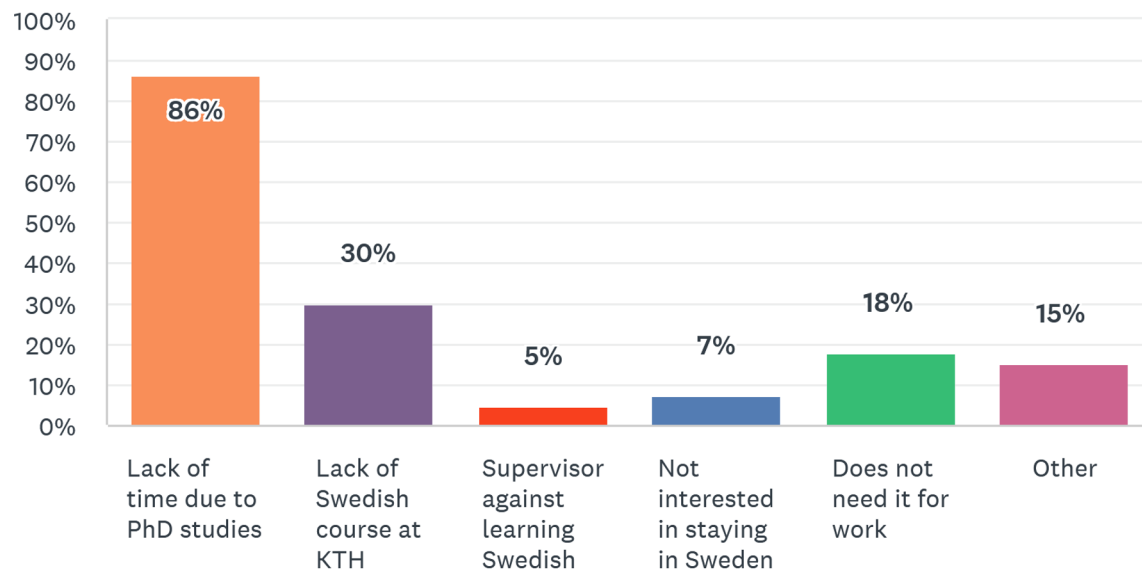
**Q66:** As a person who knows Swedish, do you have to put time into translating documents (e.g. from the department, official KTH documents, project communication, meetings etc.) for your non-Swedish speaking colleagues?



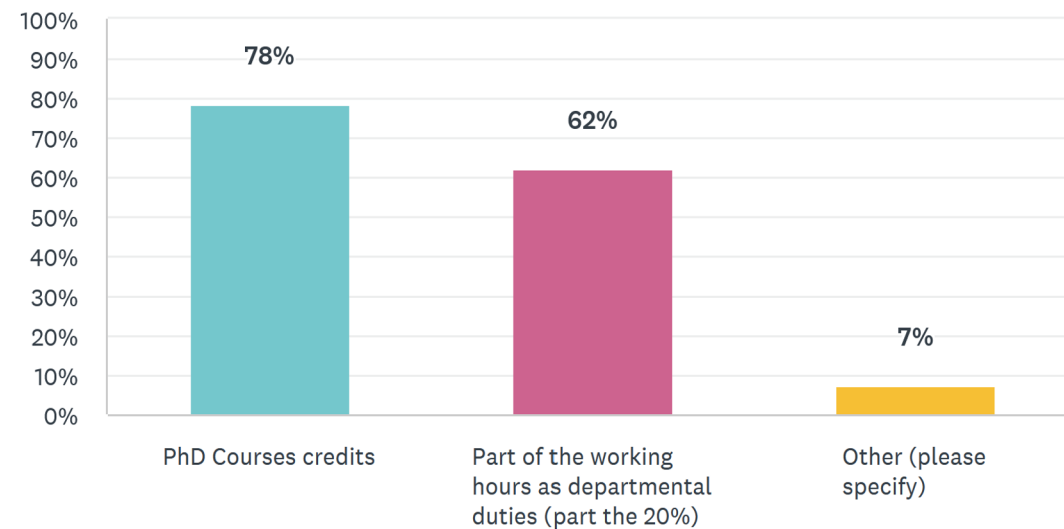


# Swedish Language (Data)

**Q63:** What is the most challenging aspect to learn Swedish language during your PhD studies (choose all that apply)?



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





# 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.

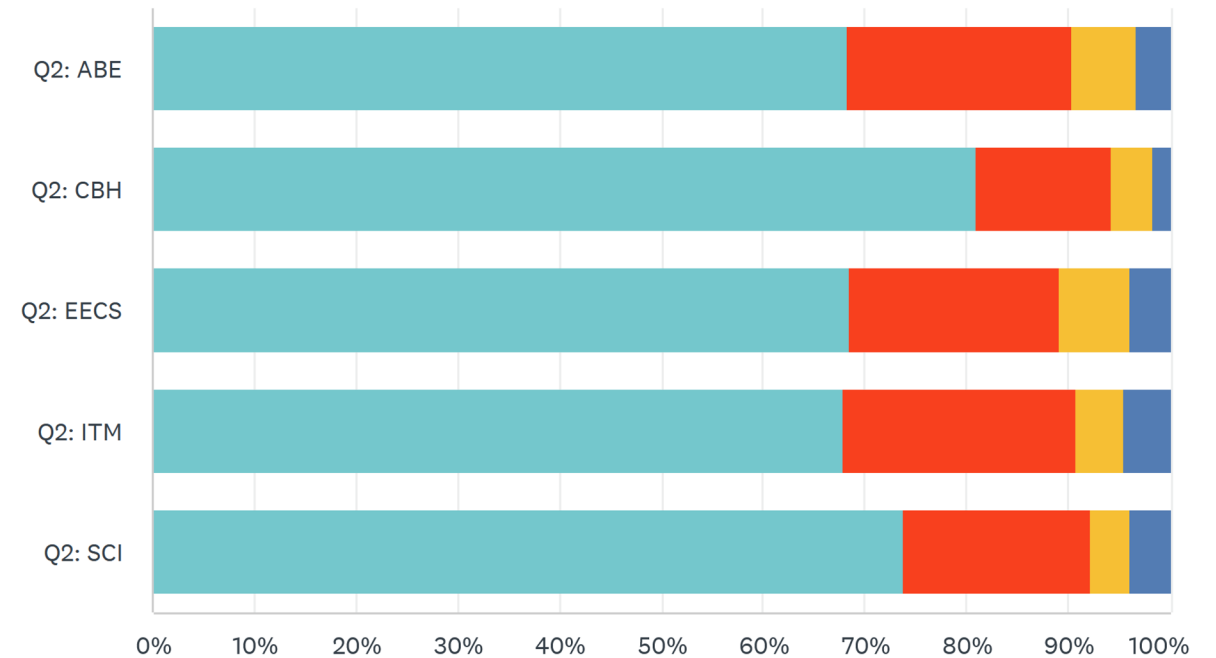
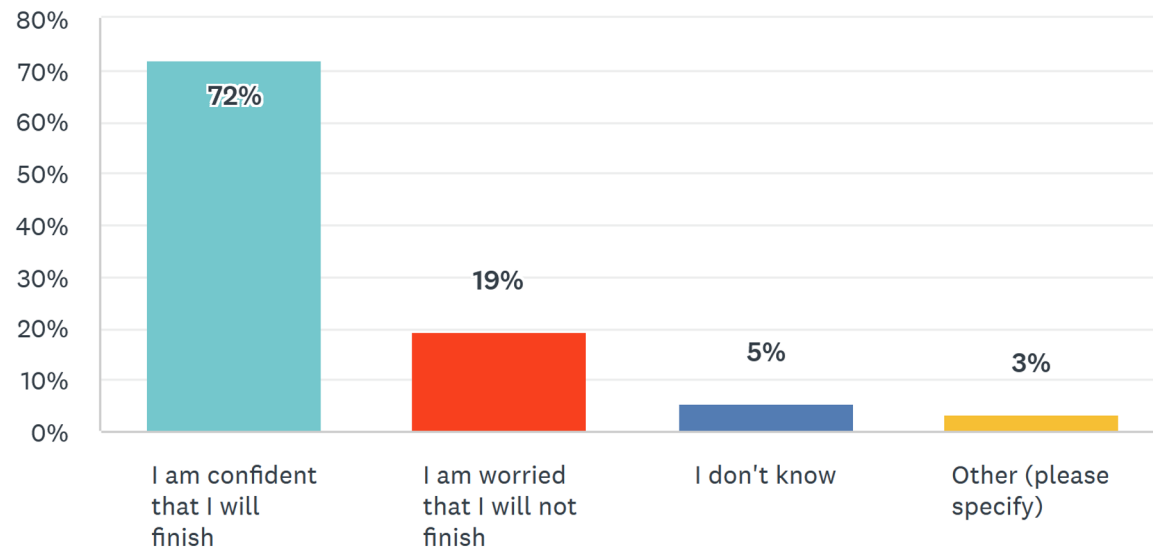
**67%** have not sought help to deal with these health issues in the past year;

- 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**



# Overall Satisfaction and Wellbeing (Data)

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

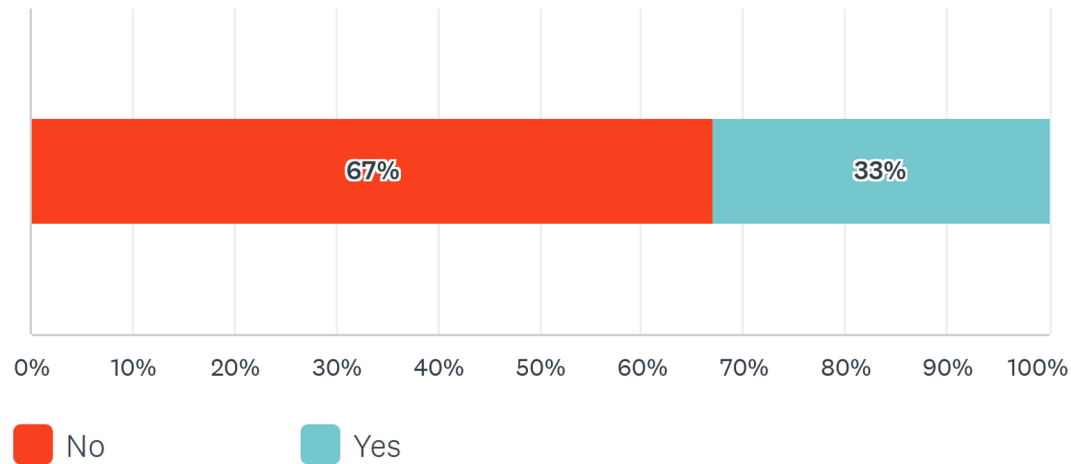




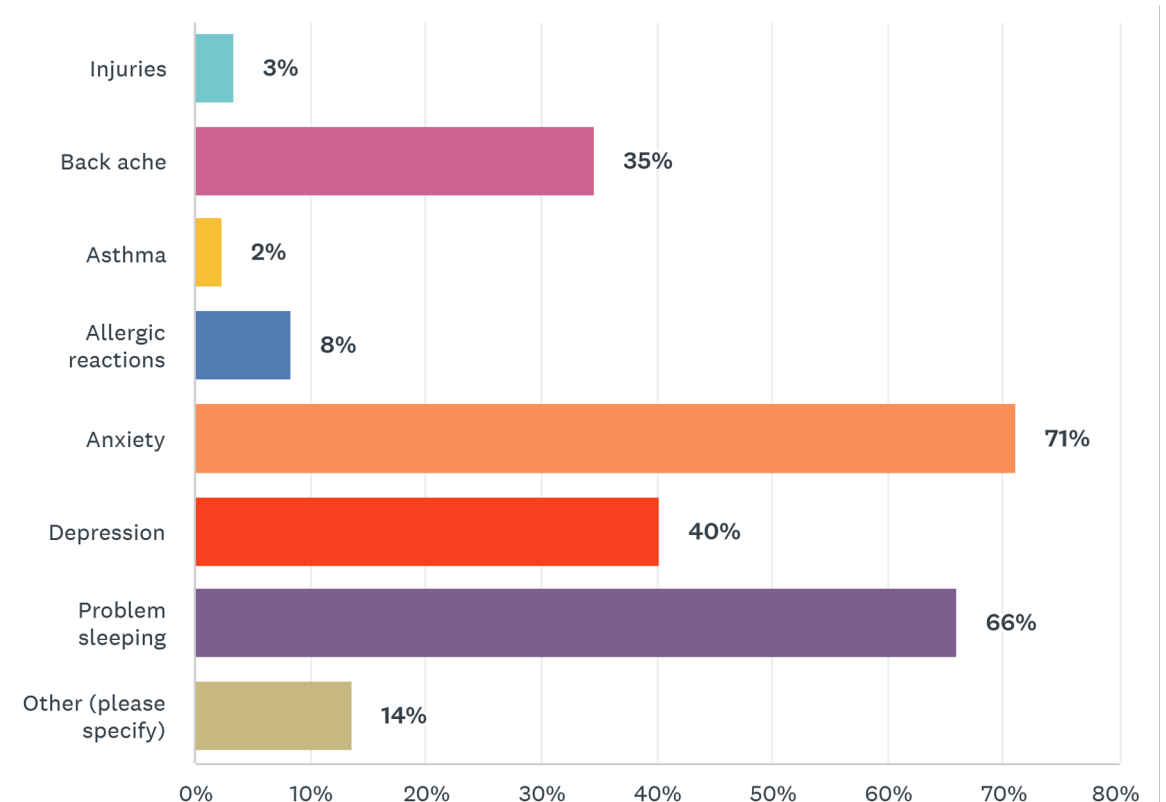


# Overall Satisfaction and Wellbeing (Data)

**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)





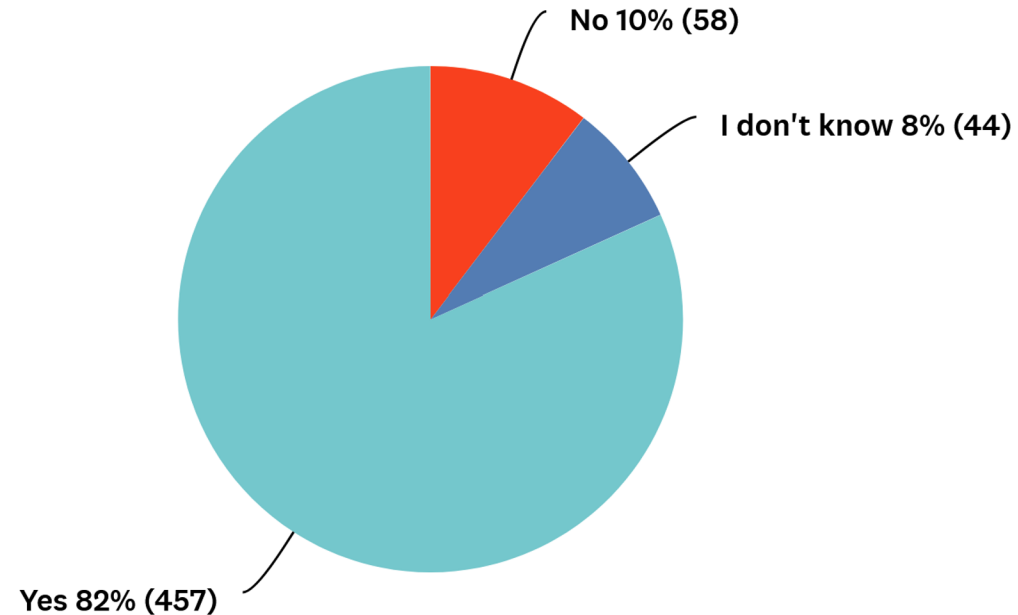
# Collegiality (Analysis)

- 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.



# Collegiality (Data)

**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?

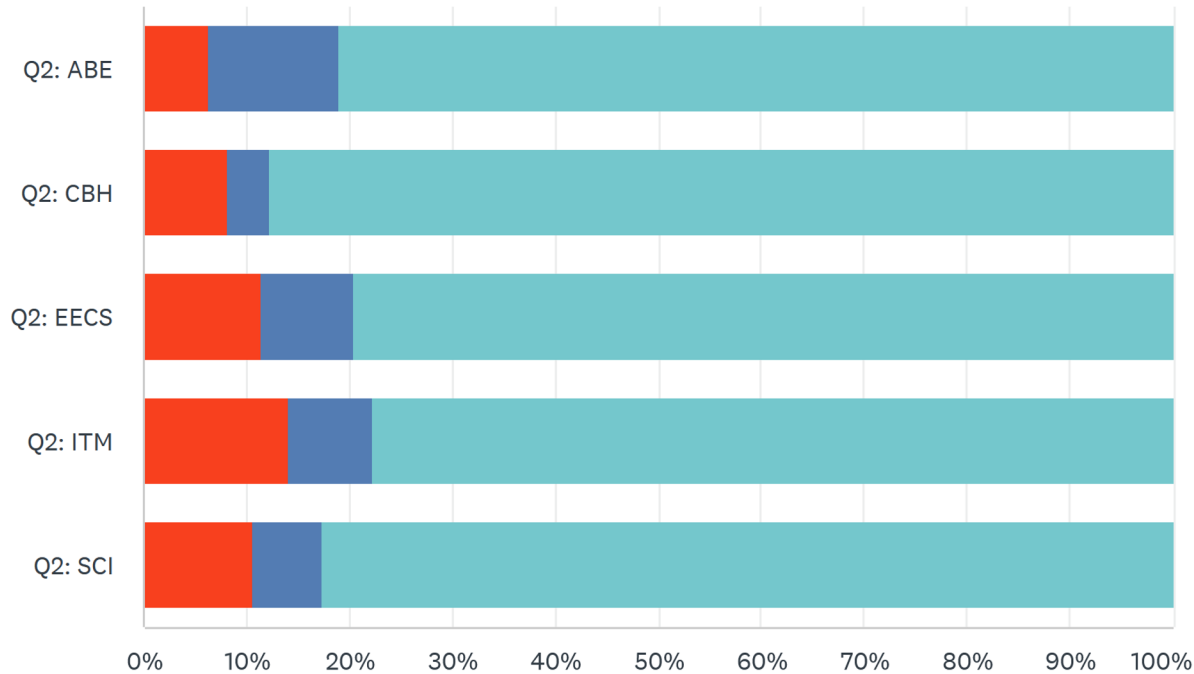




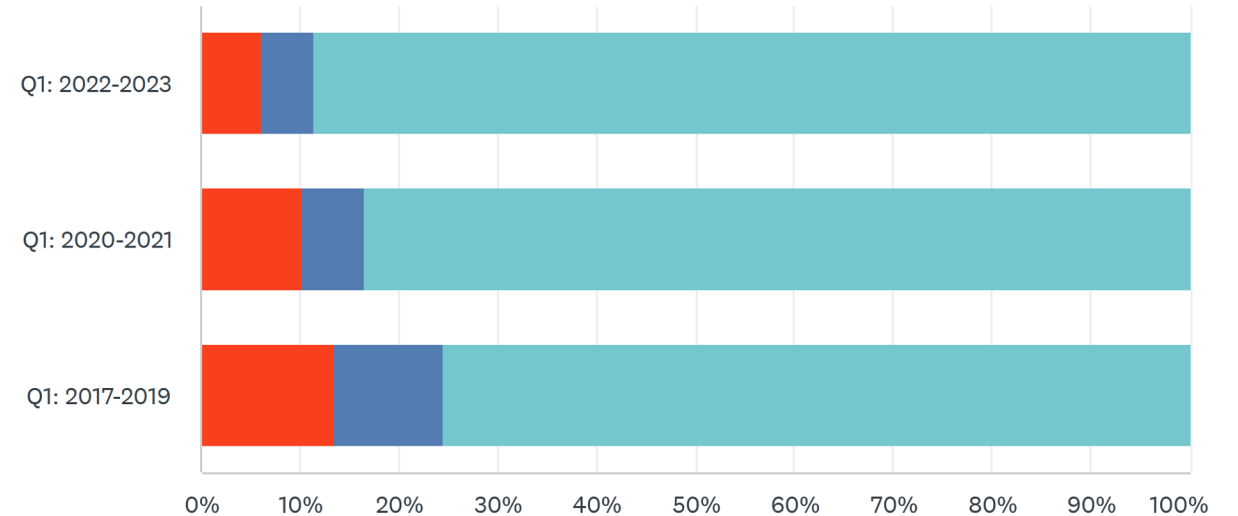
# Collegiality (Data)

**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?

## Correlation Per School



## Correlation Per PhD Start Year



*See previous page for scale.*

# **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](mailto:abe-council@dr.kth.se)
- CBH: [cbh-council@dr.kth.se](mailto:cbh-council@dr.kth.se)
- EECS: [eeecs-council@dr.kth.se](mailto:eeecs-council@dr.kth.se)
- ITM: [itm-council@dr.kth.se](mailto:itm-council@dr.kth.se)
- SCI: [sci-council@dr.kth.se](mailto: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)**



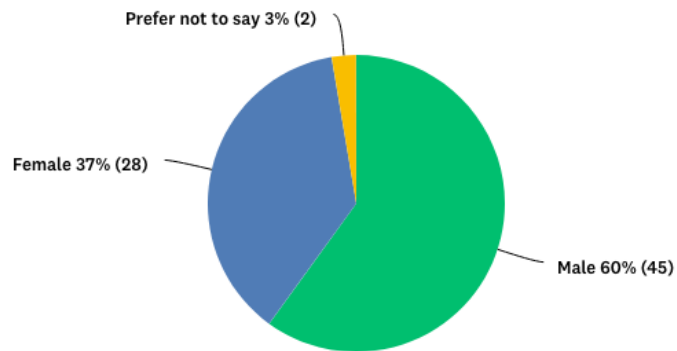


# Who responded? (ABE)

- 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.

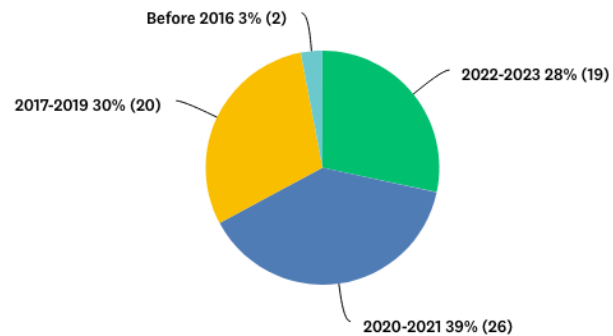
What is your gender?

Answered: 75 Skipped: 0



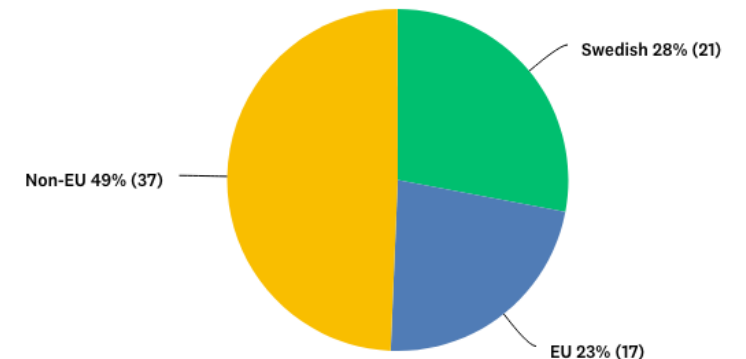
What year did you start your third cycle studies?

Answered: 67 Skipped: 8



What type of citizenship do you have?

Answered: 75 Skipped: 0



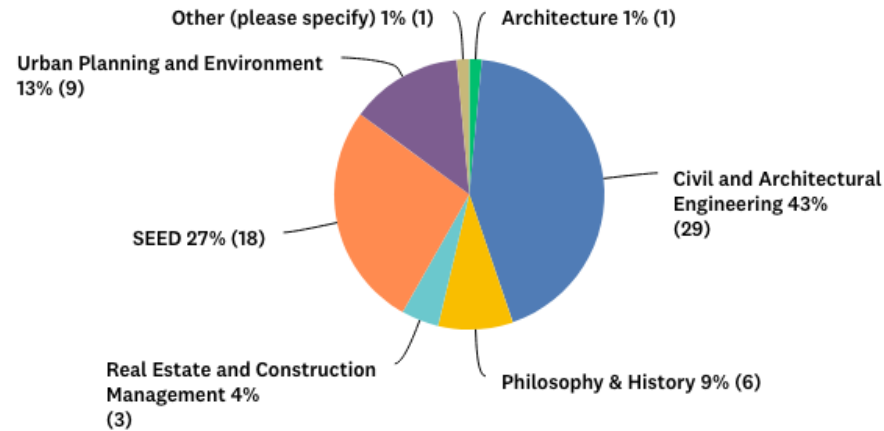


# Who responded? (ABE)

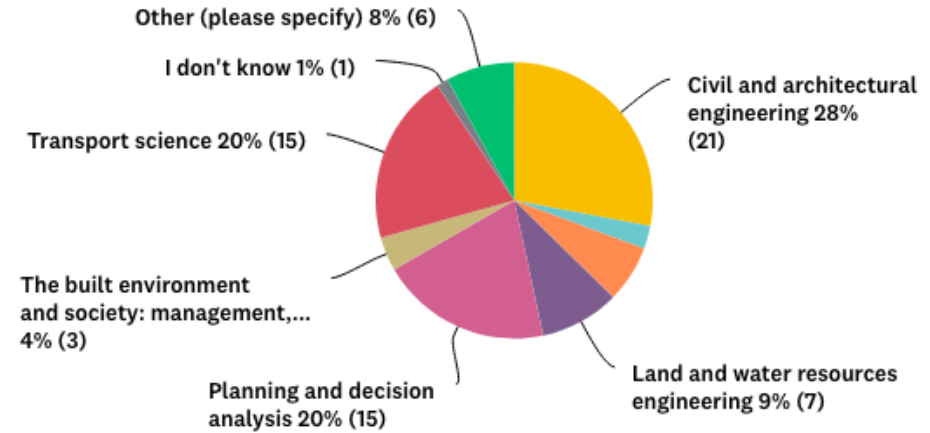
**Obs!** For the departments and doctoral programs with too few responses, and therefore be disregarded in analysis on the difference between departments and doctoral programs

Which department within the ABE school are you assigned to?

Answered: 67 Skipped: 8



Which third-cycle studies program are you enrolled in?





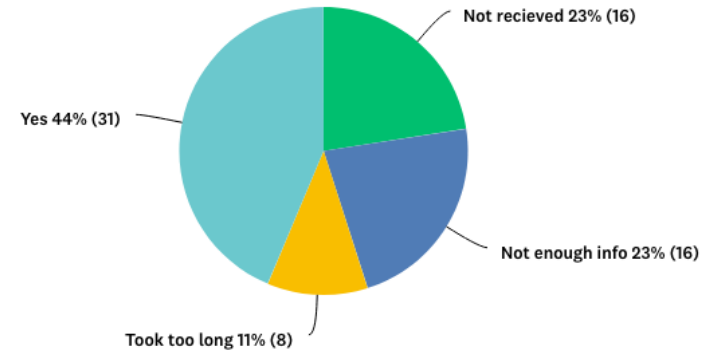
# On-boarding (Analysis) (ABE)

- **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**

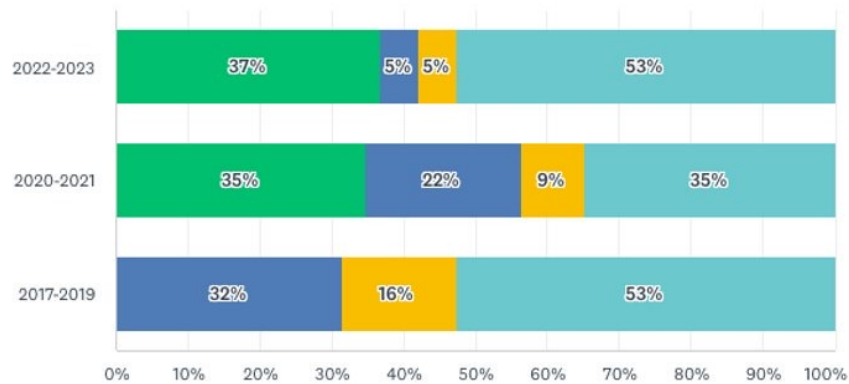


# On-boarding (Analysis) (ABE)

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



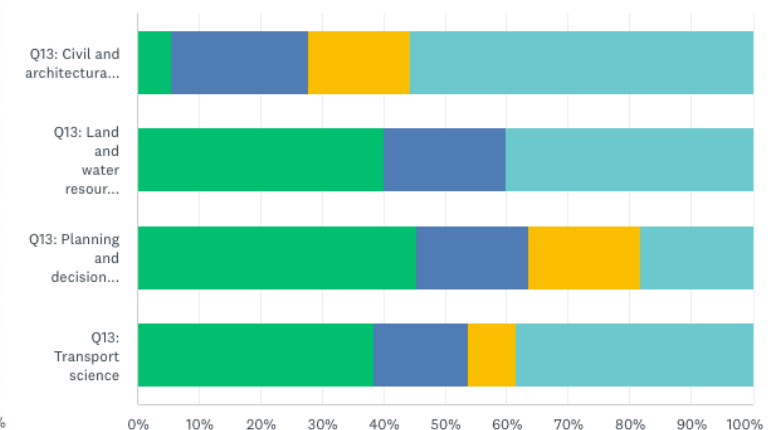
Based on the start year:



Based on the contract type:



Based on the study programme:

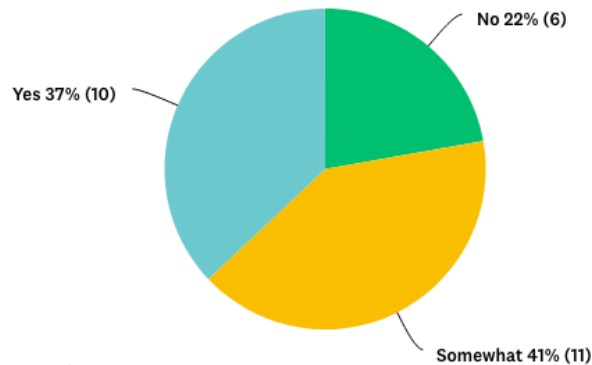




# Integration (ABE)

- **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?

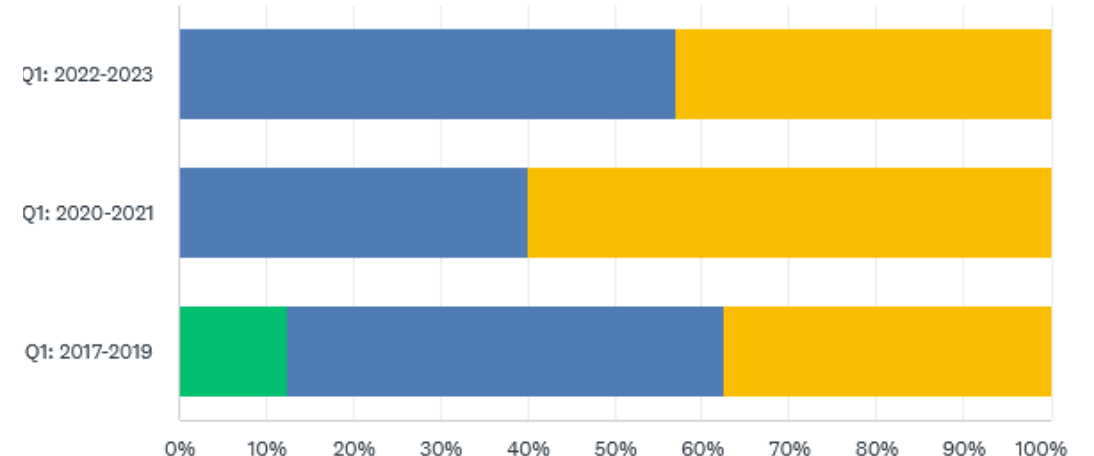


EU students

EU students

**\*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.

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



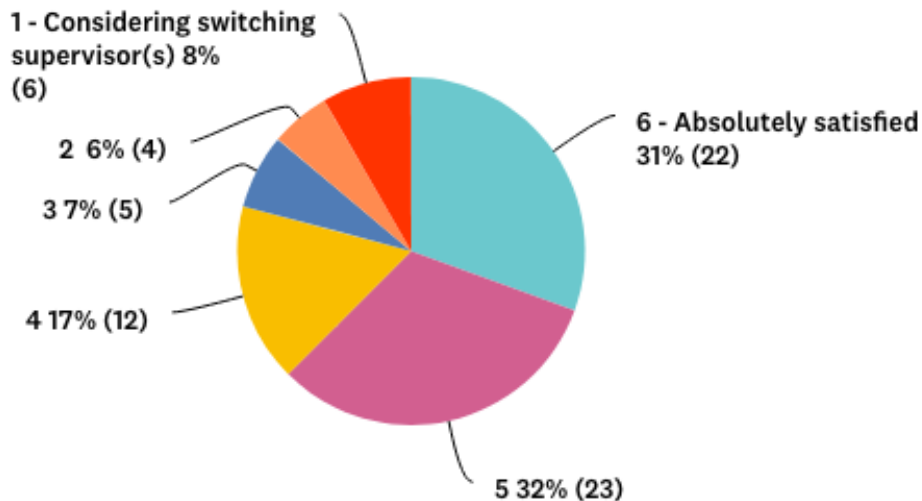
■ No, not at all ■ Somewhat i... ■ Yes, I feel p...



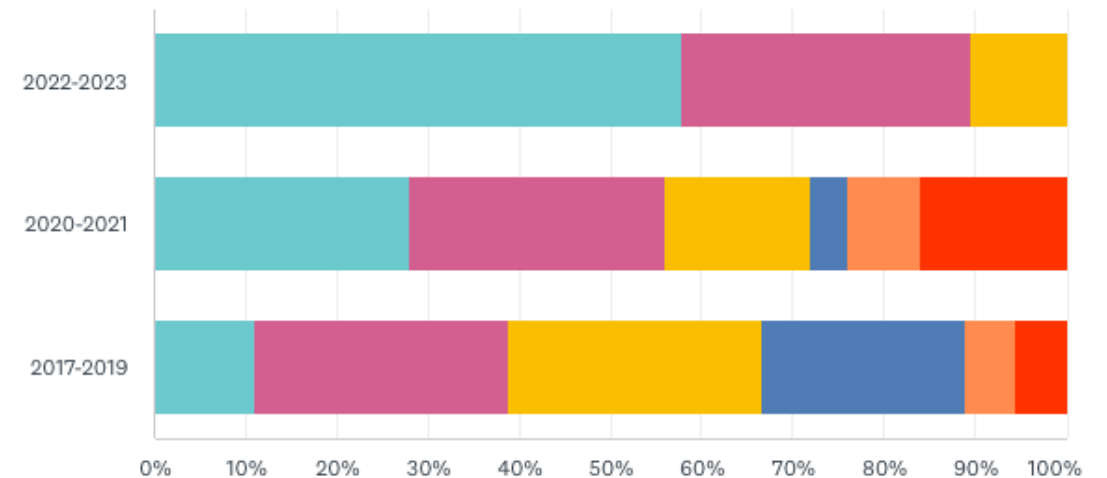
# Supervision satisfaction I (ABE)

- 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:

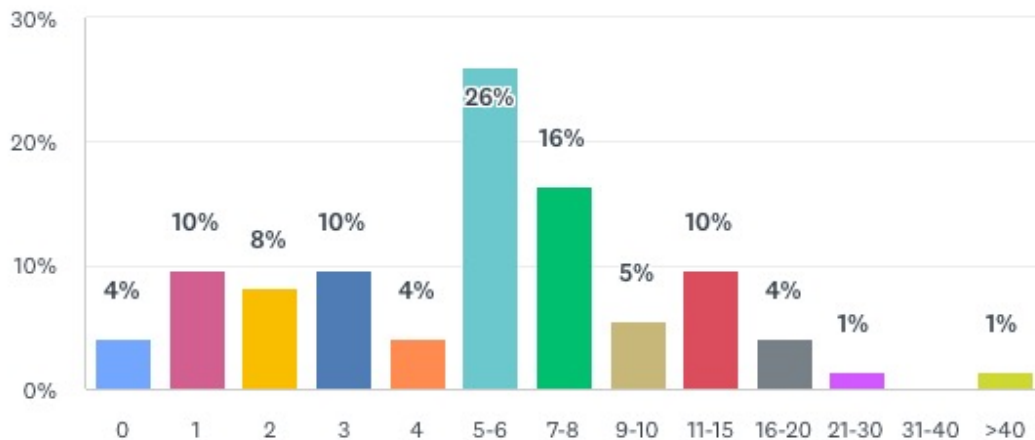




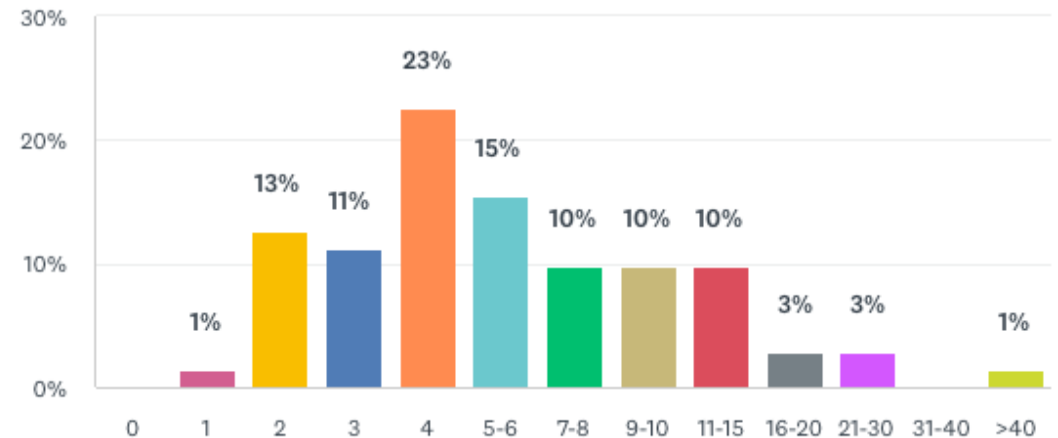
# Supervision satisfaction II (ABE)

- **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?

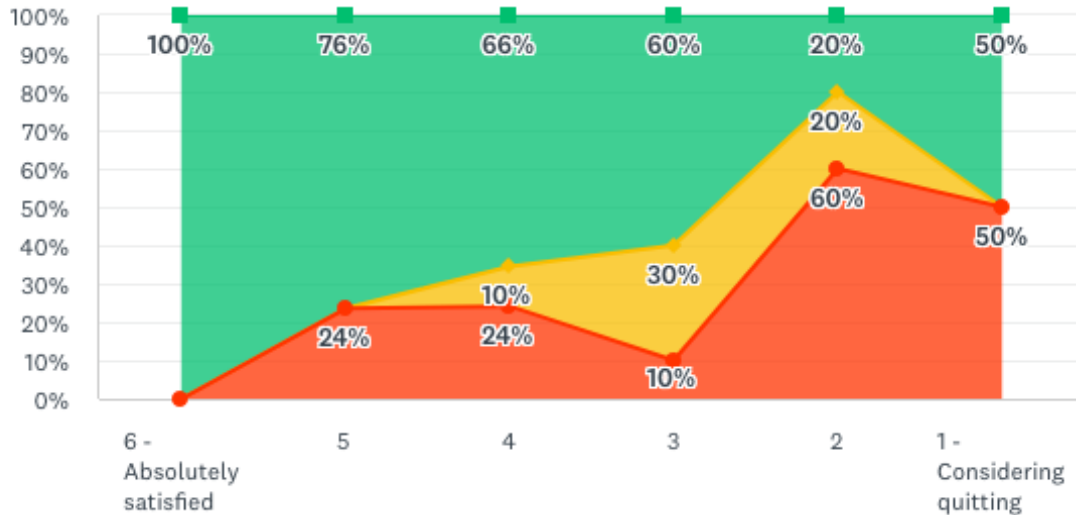




# Supervision satisfaction III (ABE)

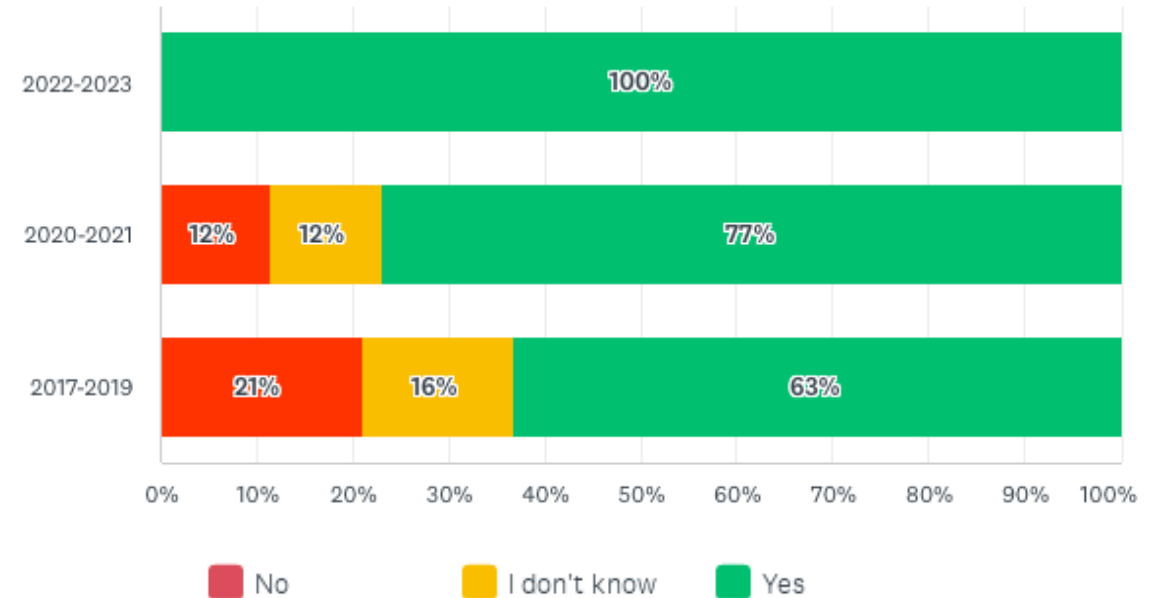
- **22%** report that none of their KTH supervisors is sufficiently engaged in their topic to give adequate scientific supervision
- Clear correlation with dissatisfaction of supervisor and years of PhD passed
- Clear correlation between general satisfaction and having a sufficiently engaged supervisor

**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:



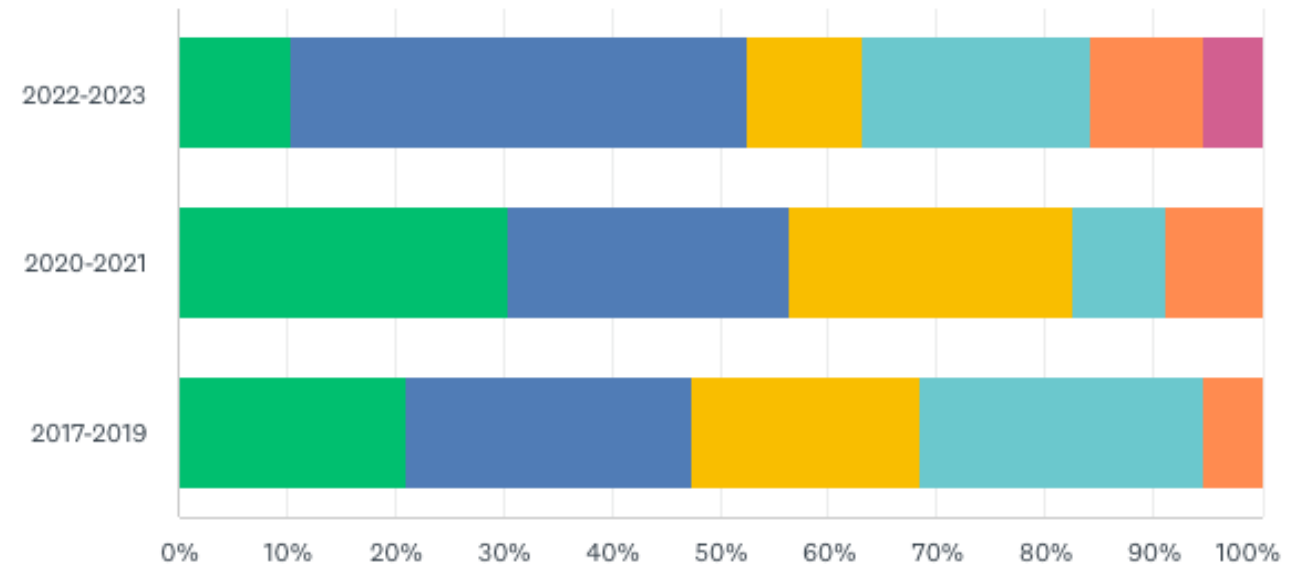
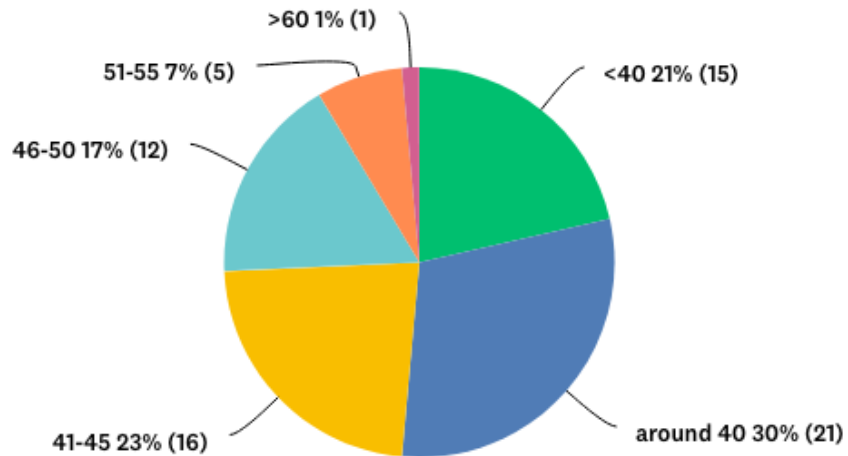




# Workload I (ABE)

- **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?

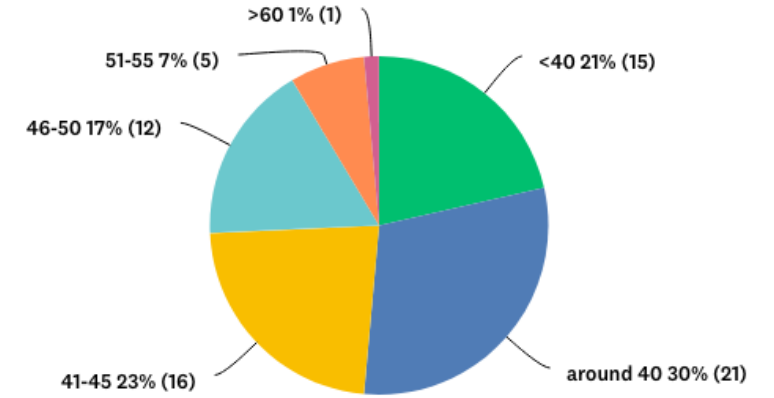




# Workload II (ABE)

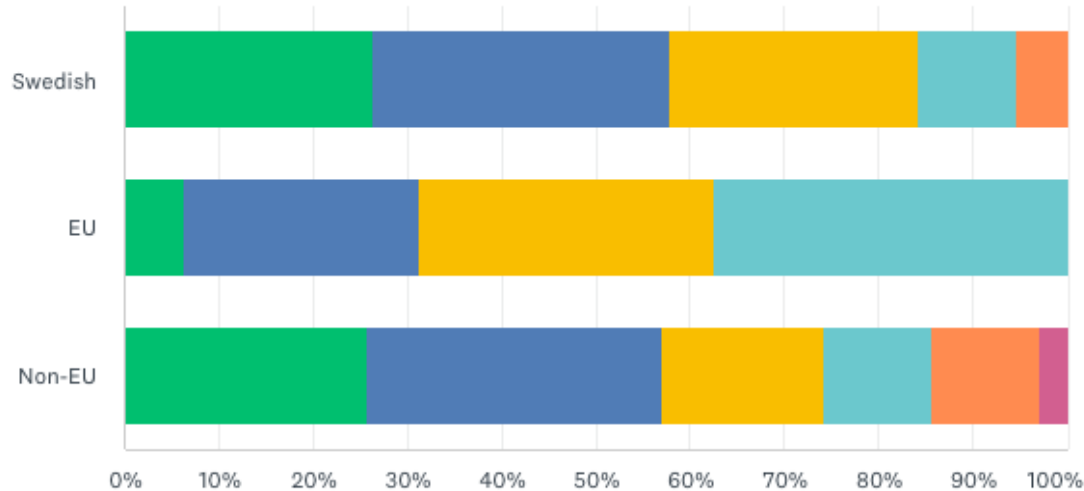
- Civil and Architecture Engineering and SEED seem to have PhD students with a larger workload than URS and Real Estate and construction

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

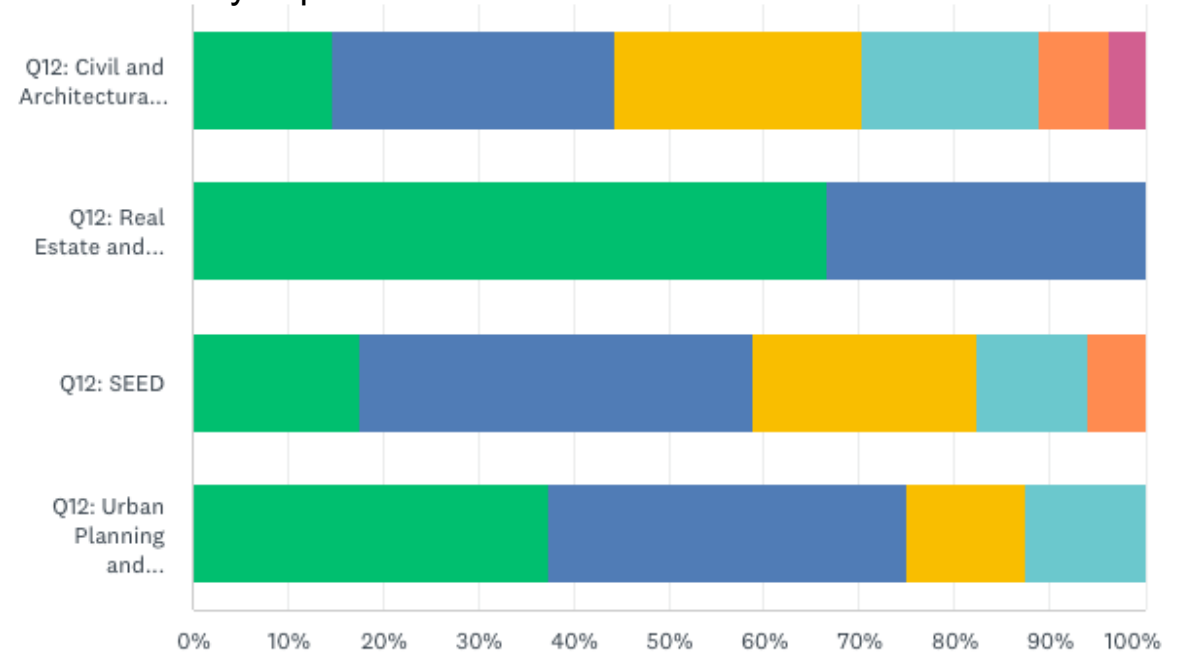


**Q54:** How many hours on average did you work per week during the last year?

By citizenship:



By department:





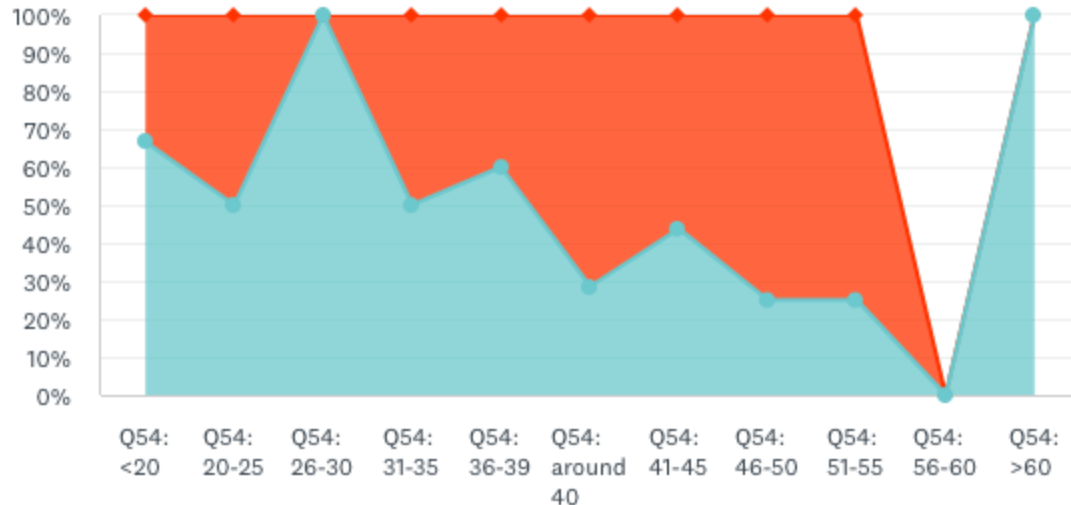
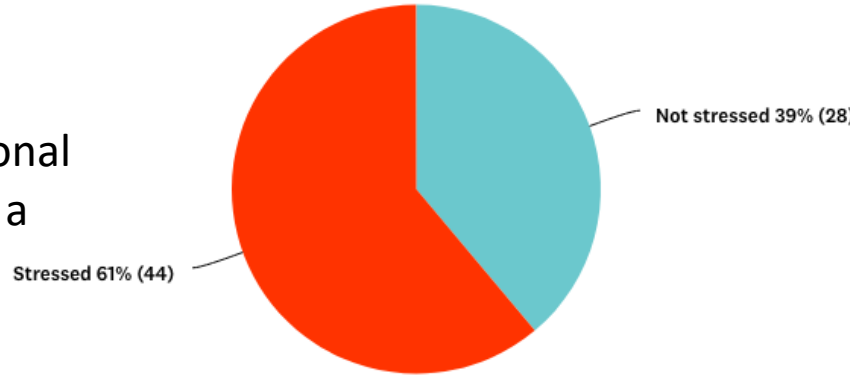
# Occupational stress (Analysis) (ABE)

- **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



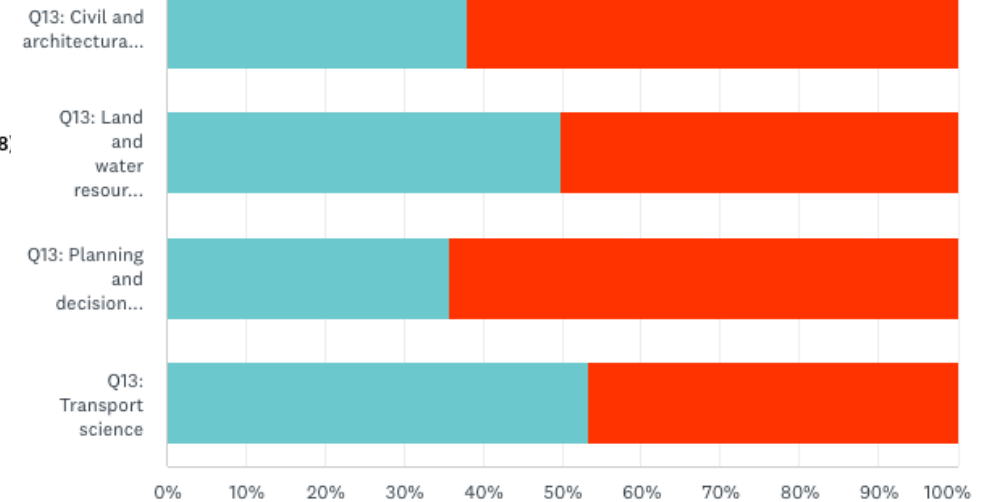
# Occupational stress (Data) (ABE)

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

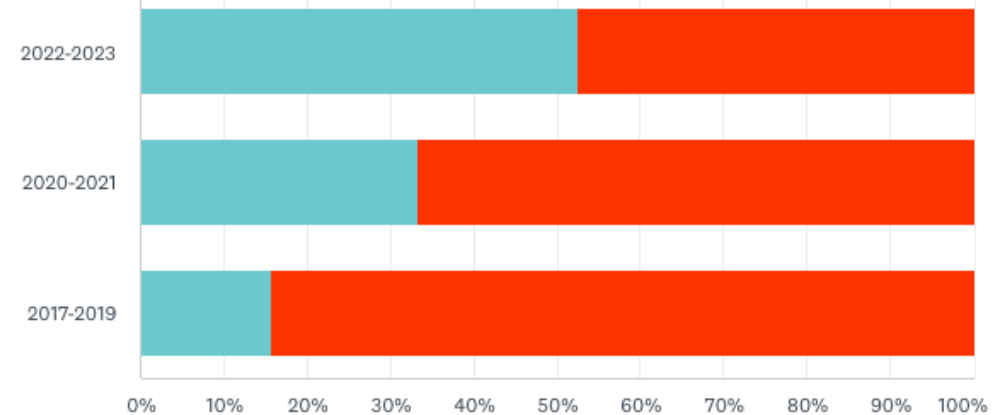


By hours worked in a week:

By Department:



By start year:

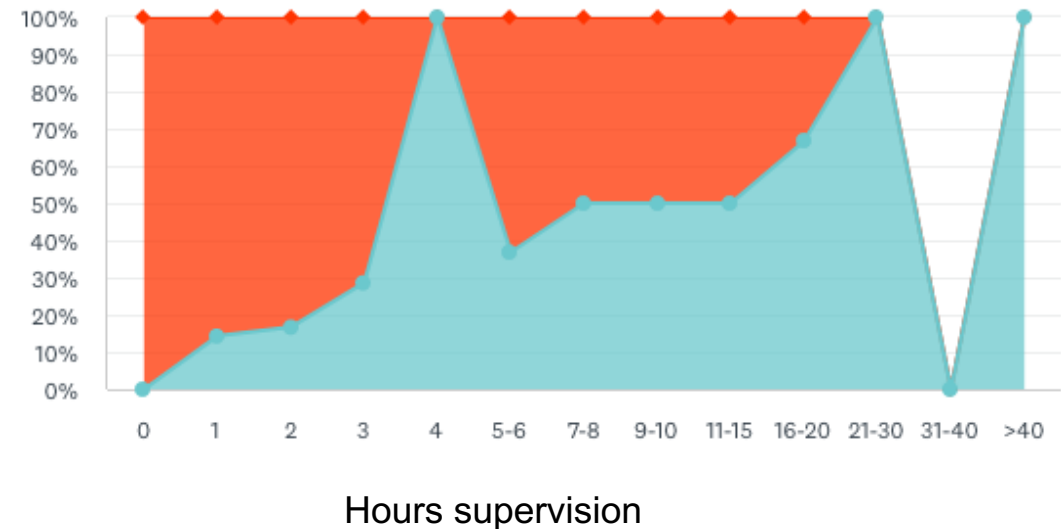
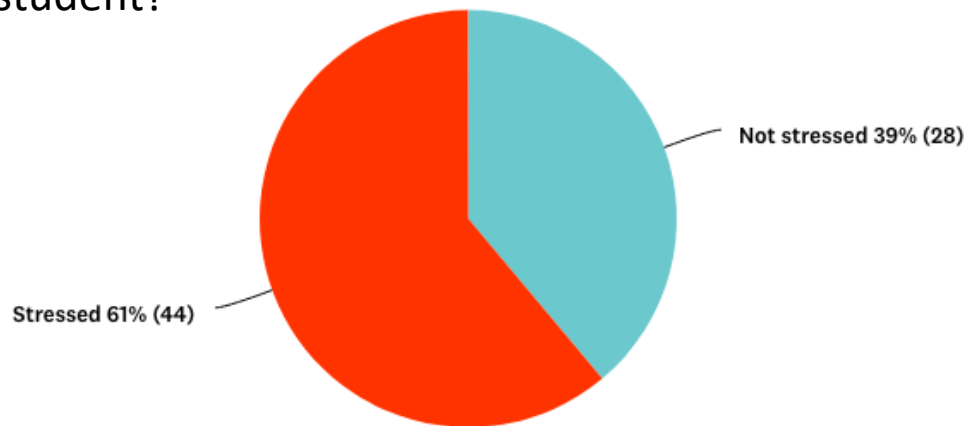




# Occupational stress vs supervision (ABE)

- 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?

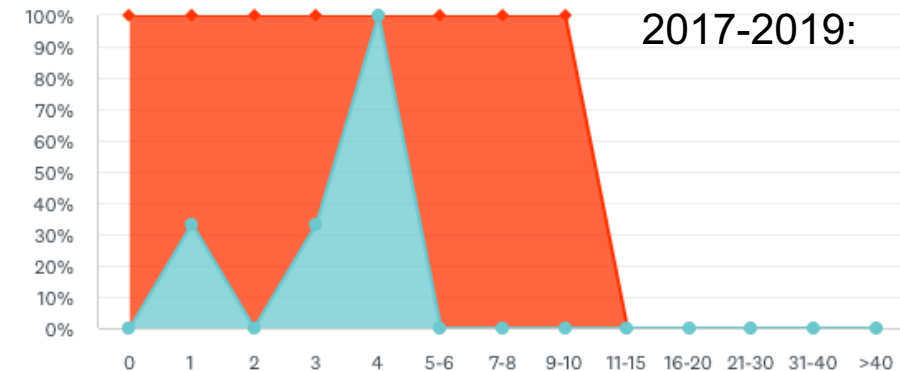
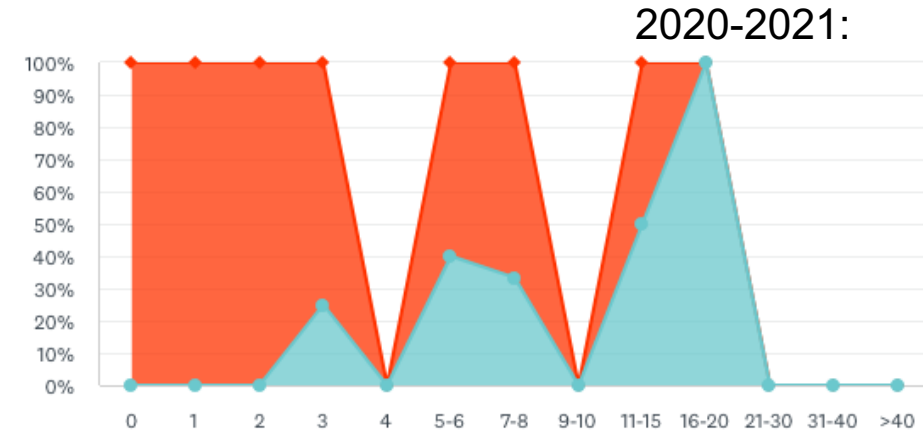
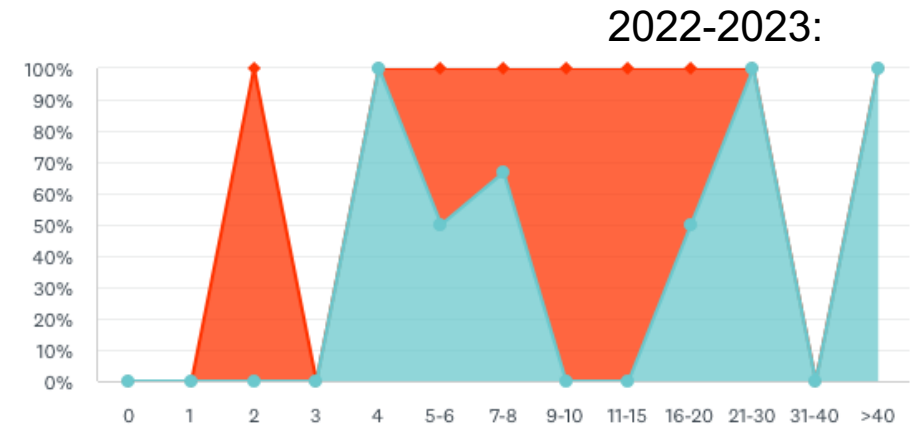
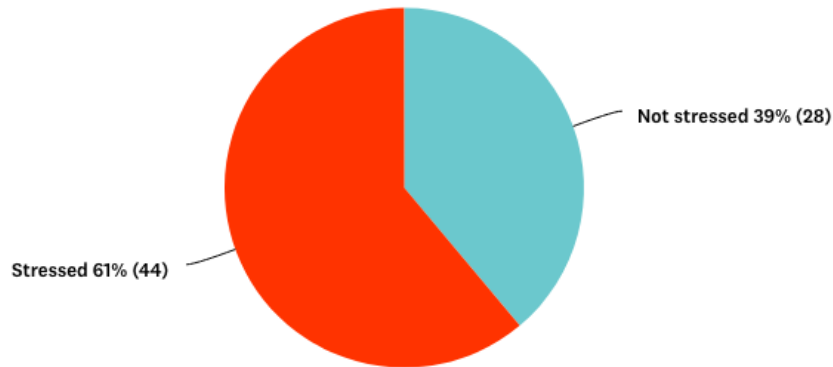




# Occupational stress vs supervision (ABE)

- 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?

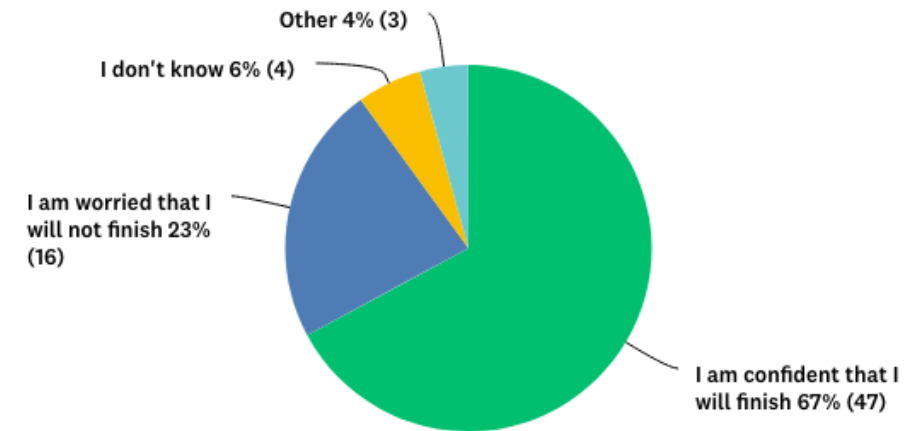




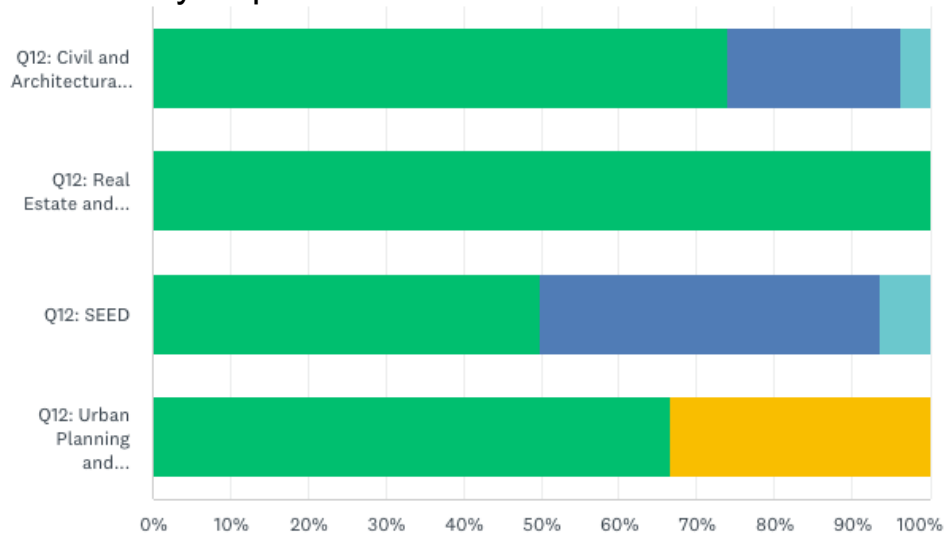
# Overall Satisfaction I (ABE)

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

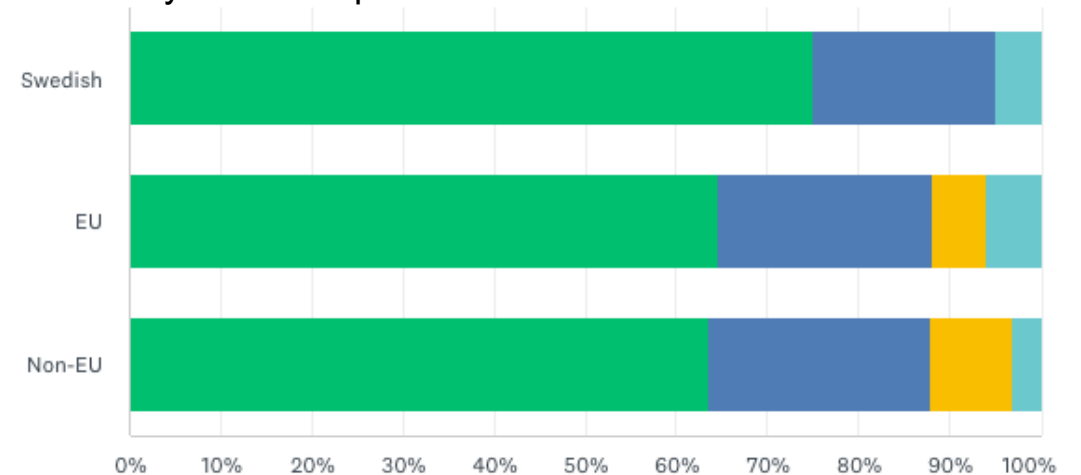
- **23%** respondents are worried they will not complete their third-cycle studies
- No significant difference depending on year started
- Swedish students appear to be less confident of completing their studies
- Real estate and construction students are more confident about completing their studies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



By Department:



By Citizenship

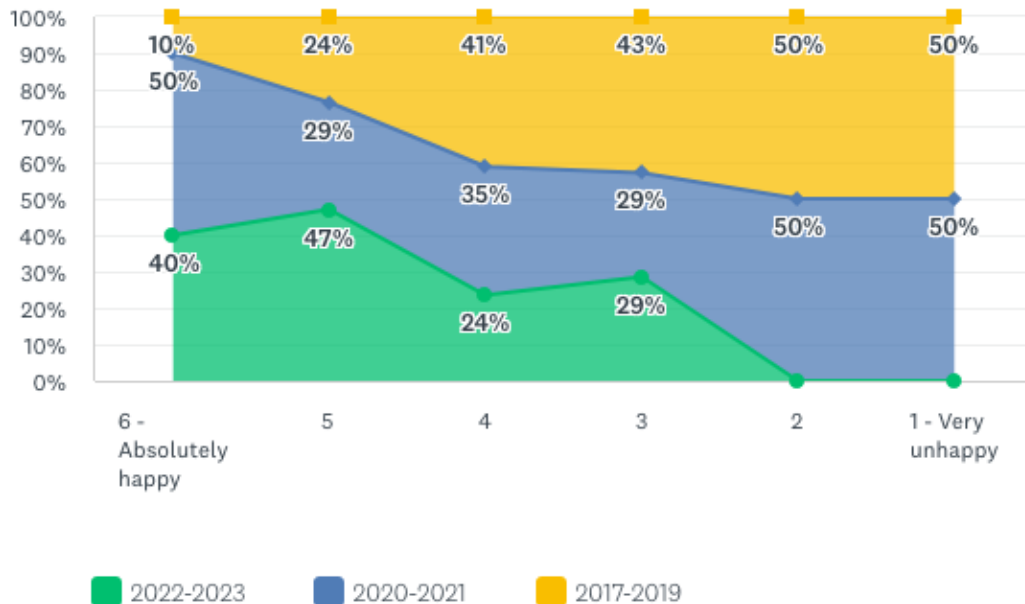




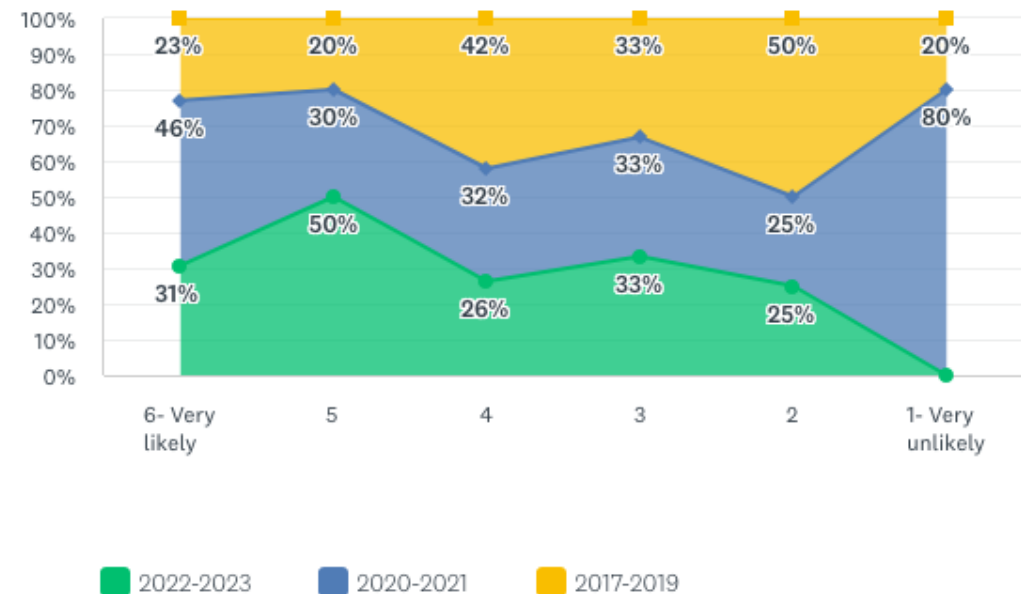
# Overall Satisfaction I (ABE)

- 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?

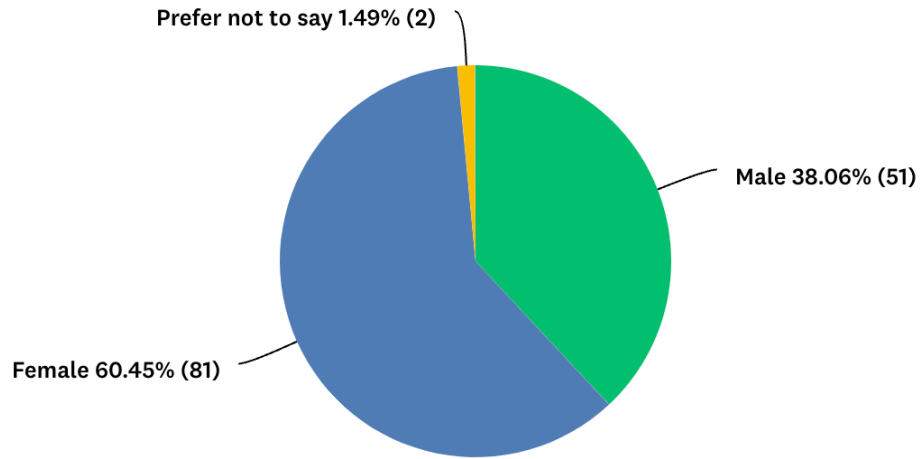




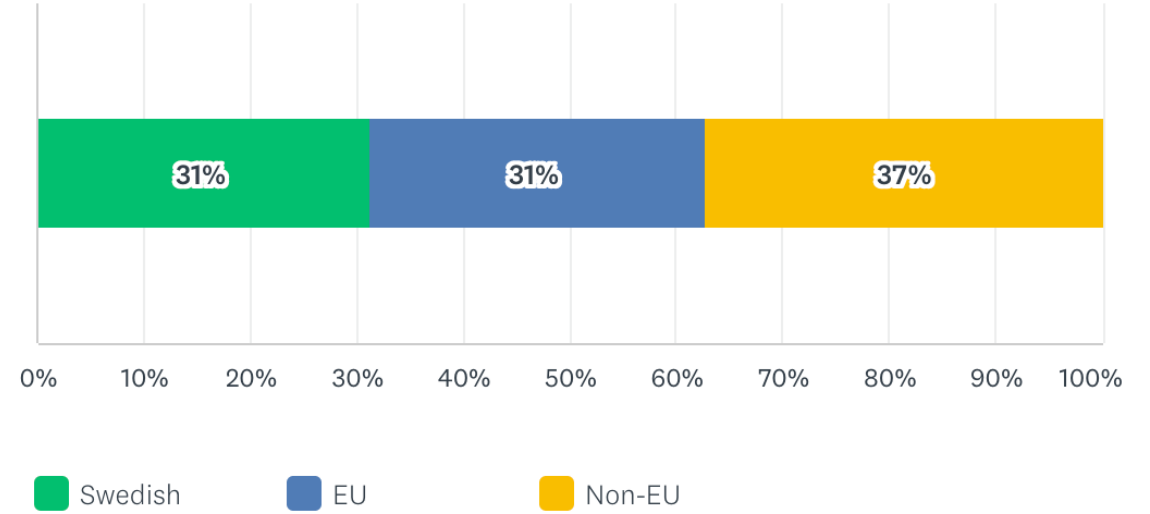
**School of Engineering  
Sciences in Chemistry,  
Biotechnology and  
Health  
(CBH)**

# Background - CBH

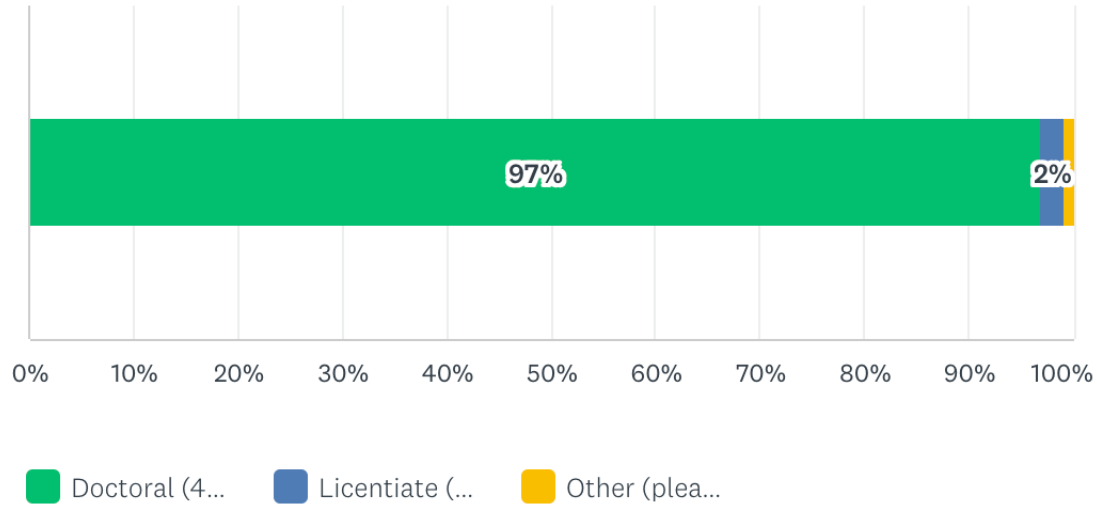
## Gender Distribution



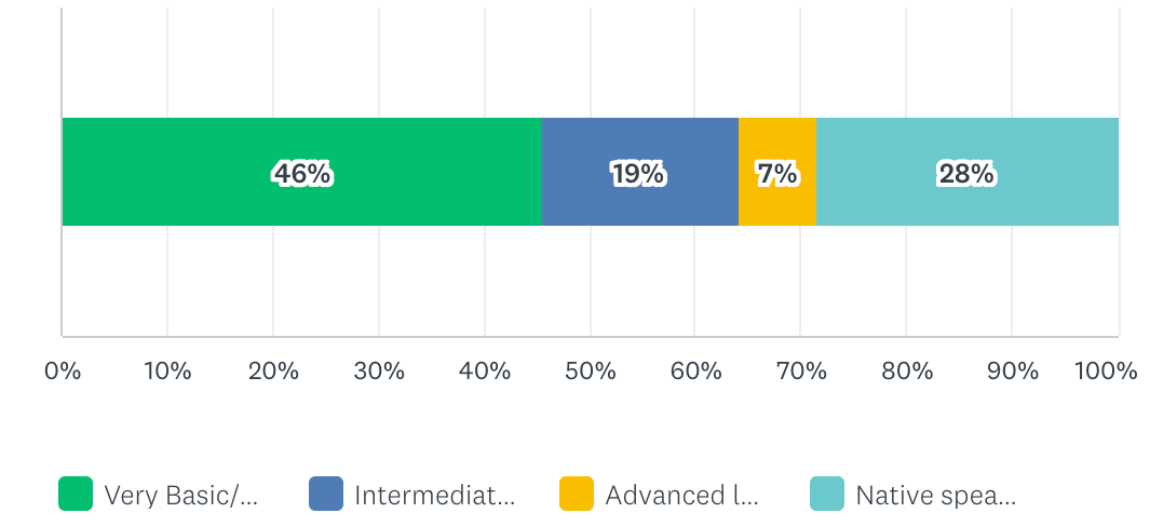
## Citizenship



## Type of Contract

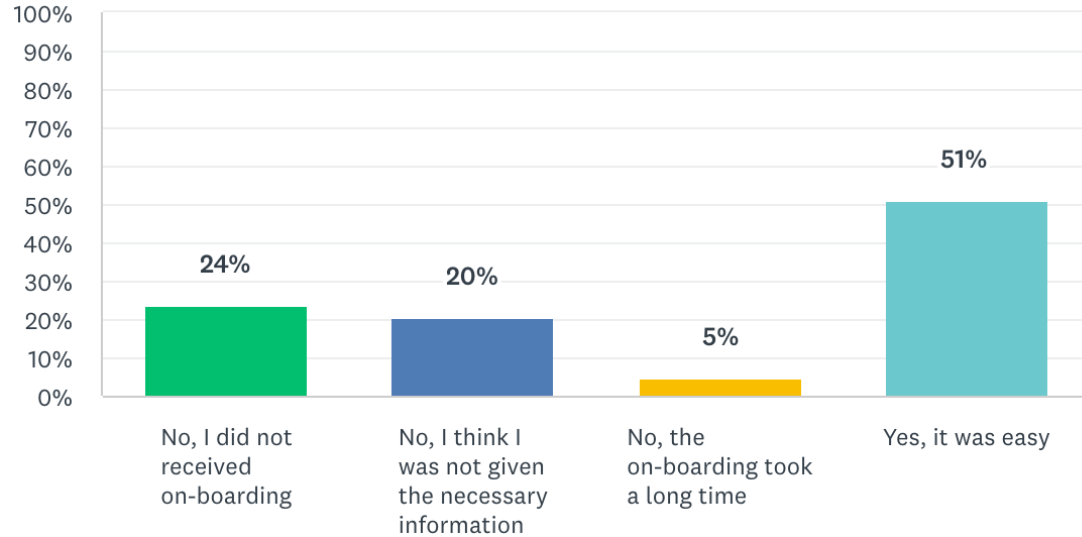


## Swedish Language Skills

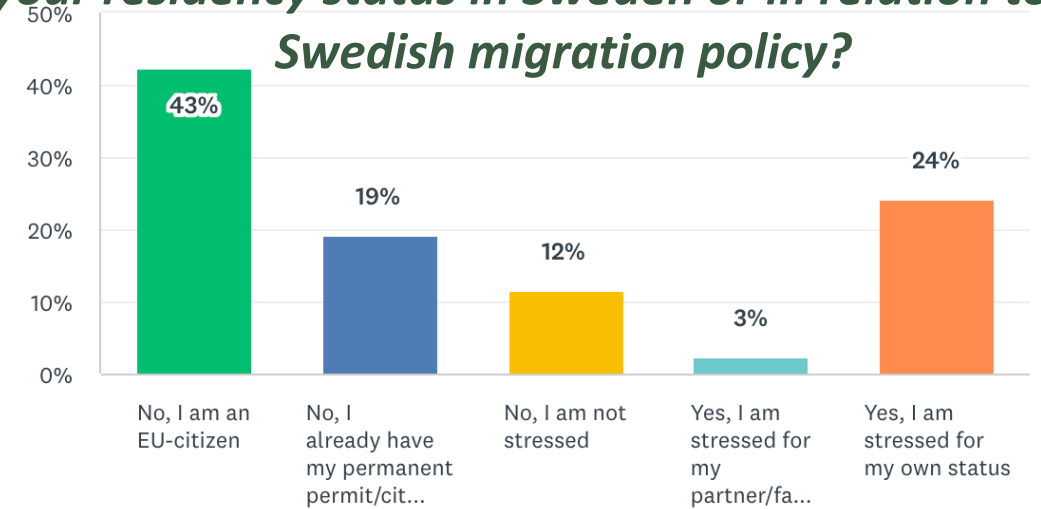


# Onboarding and Integration - CBH

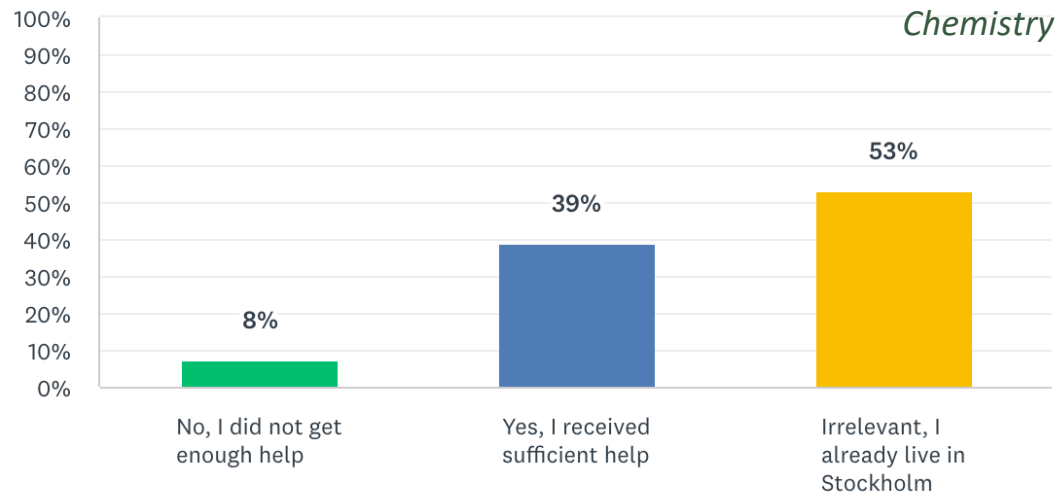
**Did you receive onboarding when starting at KTH?**



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



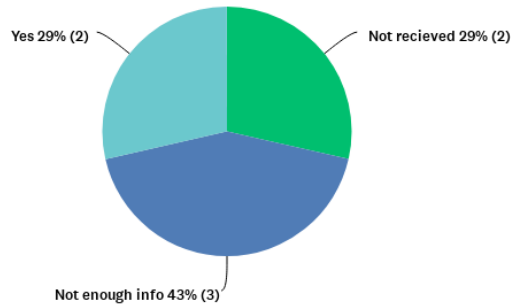
**Do you feel that KTH provided you with enough support to help you with your relocation to Stockholm/Sweden?**



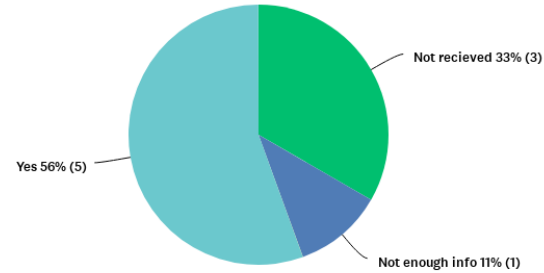
# Onboarding by department – CBH

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

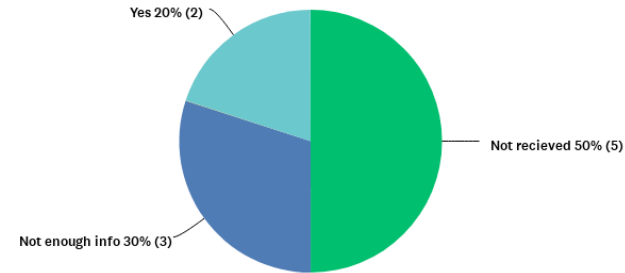
**Biomedical Engineering and Health Systems**



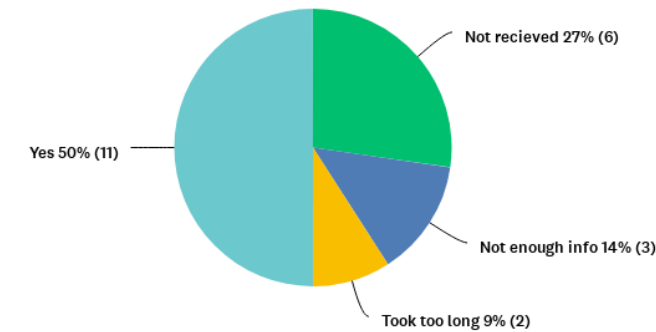
**Industrial Biotechnology**



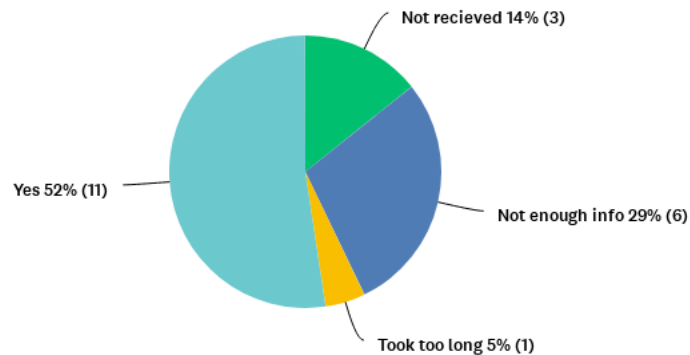
**Gene Technology**



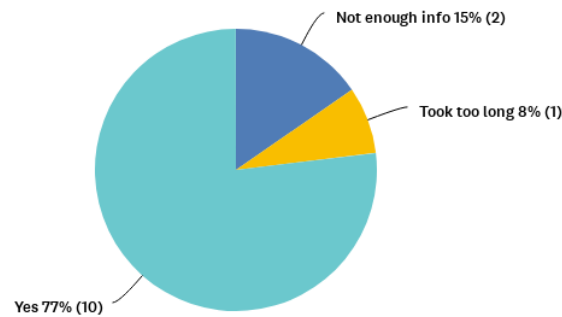
**Fibre and polymer technology**



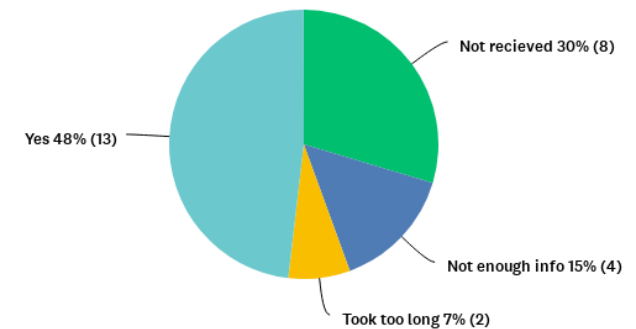
**Chemical Engineering**



**Chemistry**



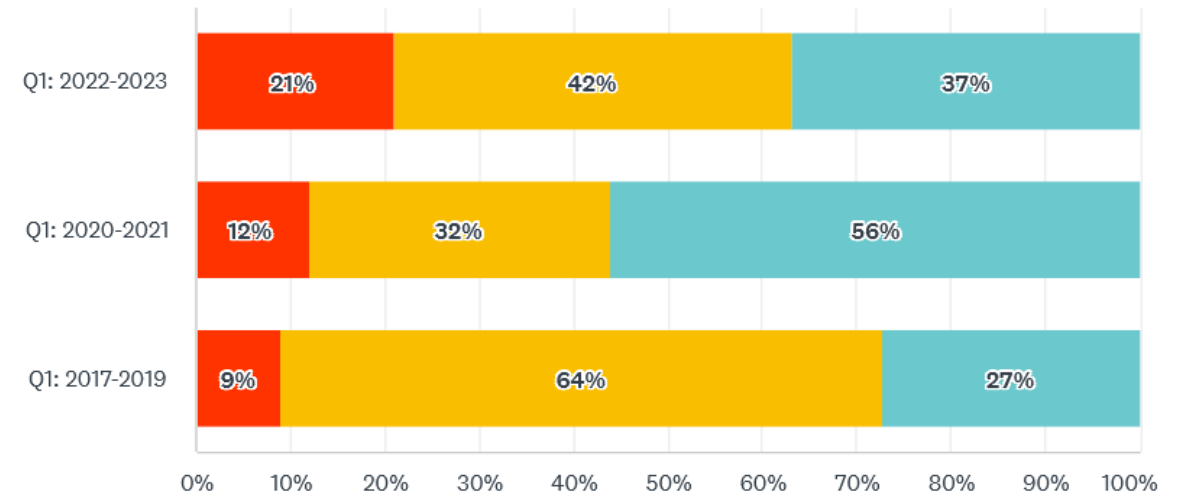
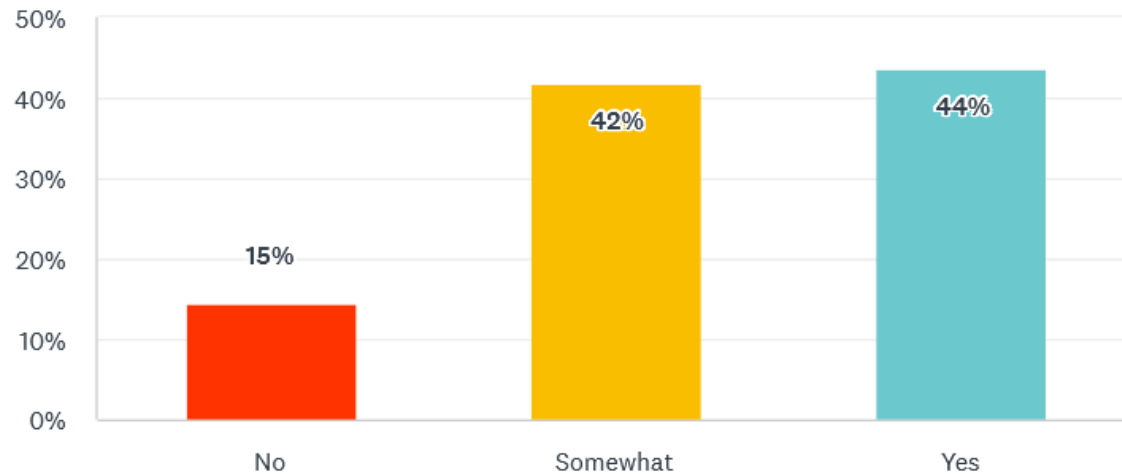
**Protein Science**



# Integration by year– CBH

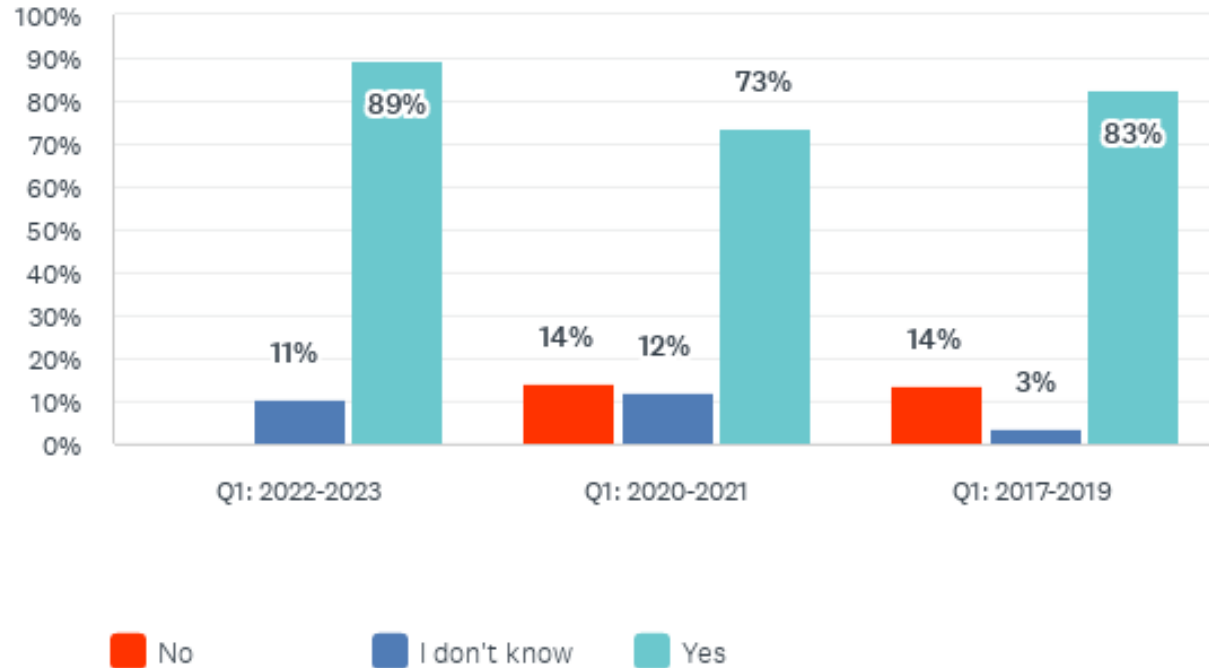
This slide shows the comparison between the extent to which people feel integrated into Swedish society and they year their PhD studies commenced.

## Do you feel socially integrated in Sweden?

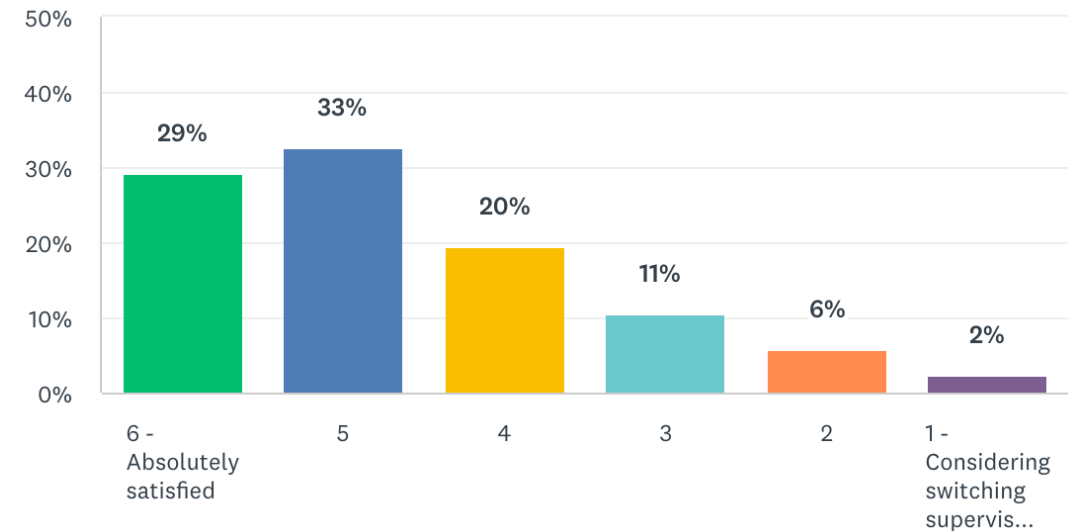


# Supervisor engagement vs year started – CBH

**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?

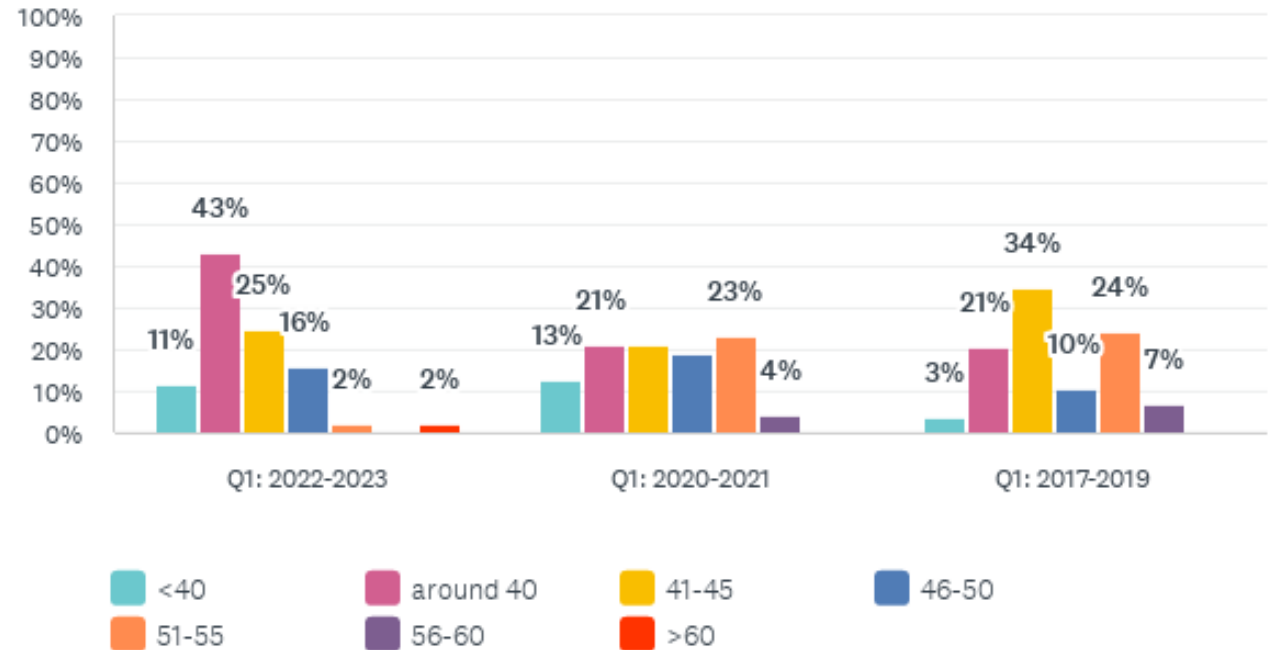
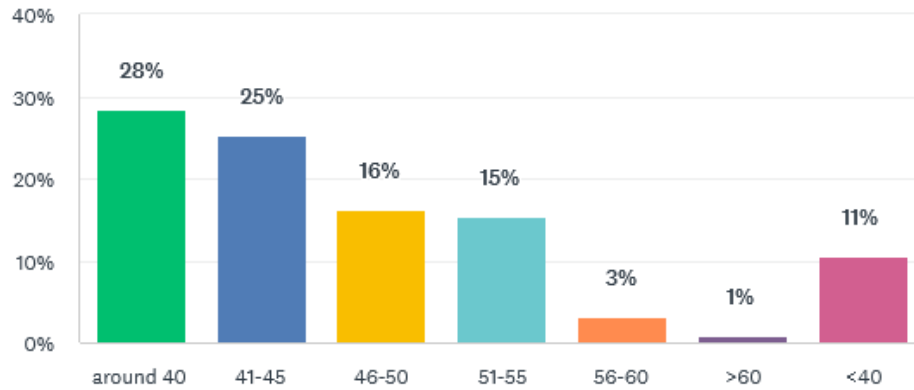


## Satisfaction with KTH-supervisor(s)



# Hours worked vs department – CBH

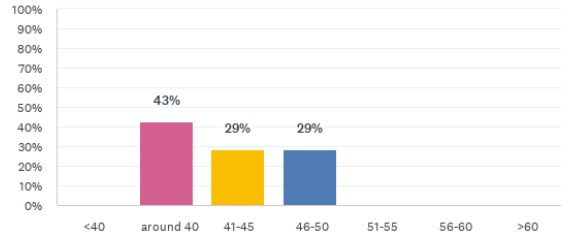
## Average hours worked per week the past year



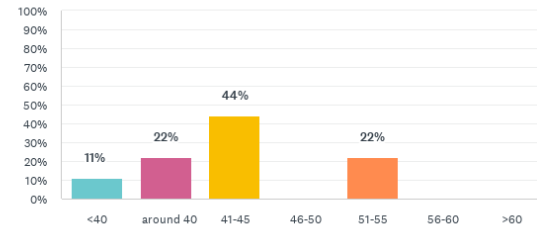
# Hours worked vs department – CBH

Average hours worked per week the past year

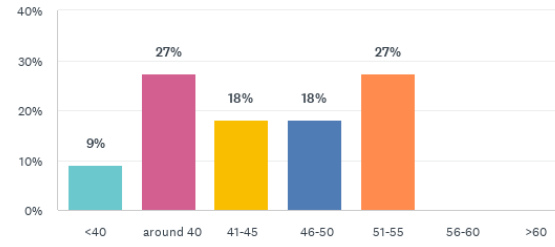
**Biomedical Engineering and Health Systems**



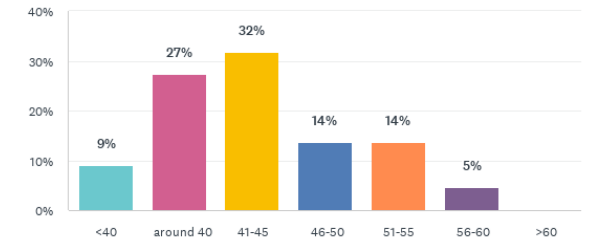
**Industrial Biotechnology**



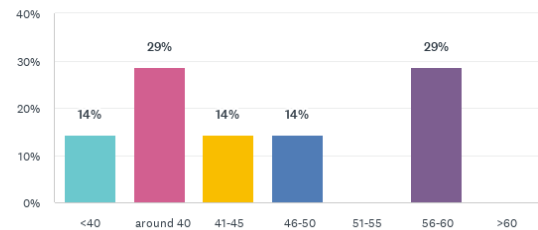
**Gene Technology**



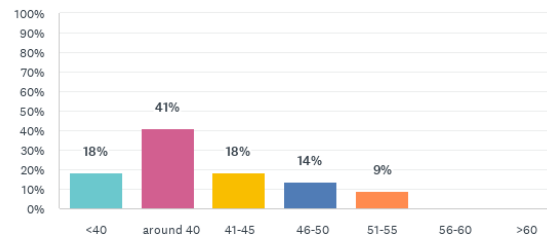
**Fibre and polymer technology**



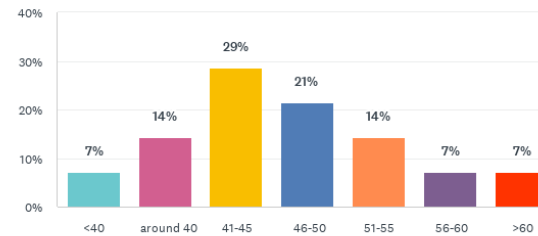
**Medical engineering and health systems**



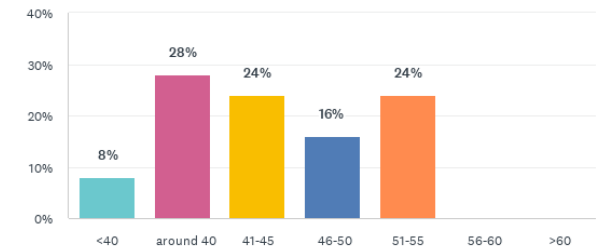
**Chemical Engineering**



**Chemistry**



**Protein Science**

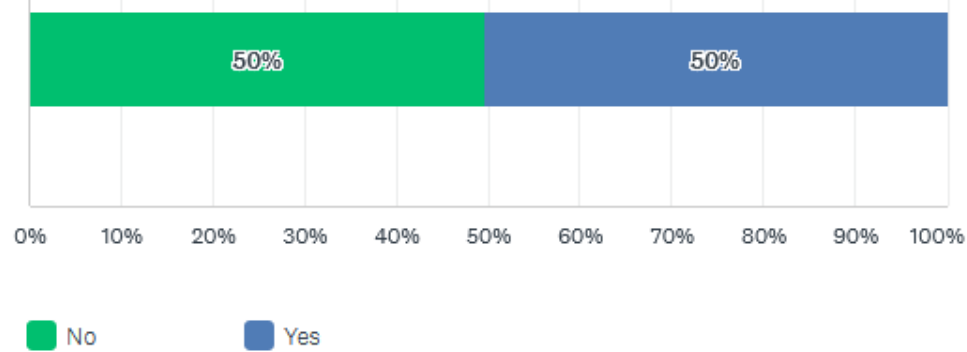




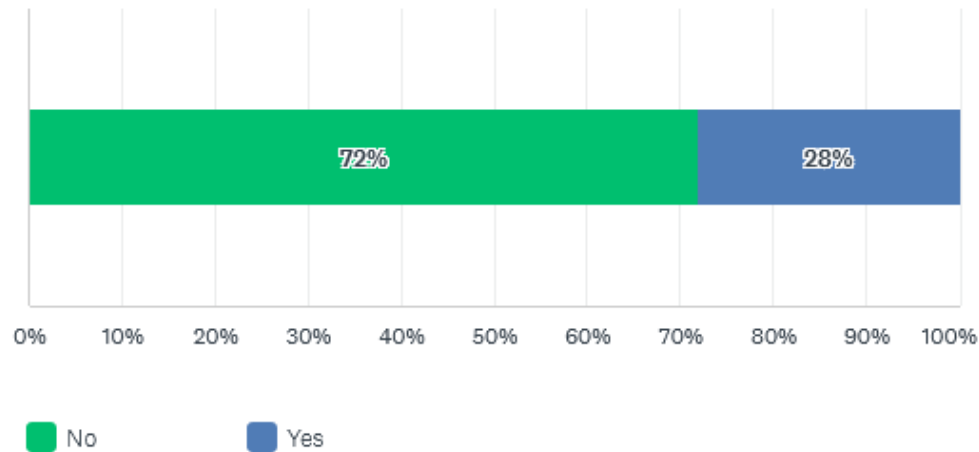
# Occupational Stress – CBH

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

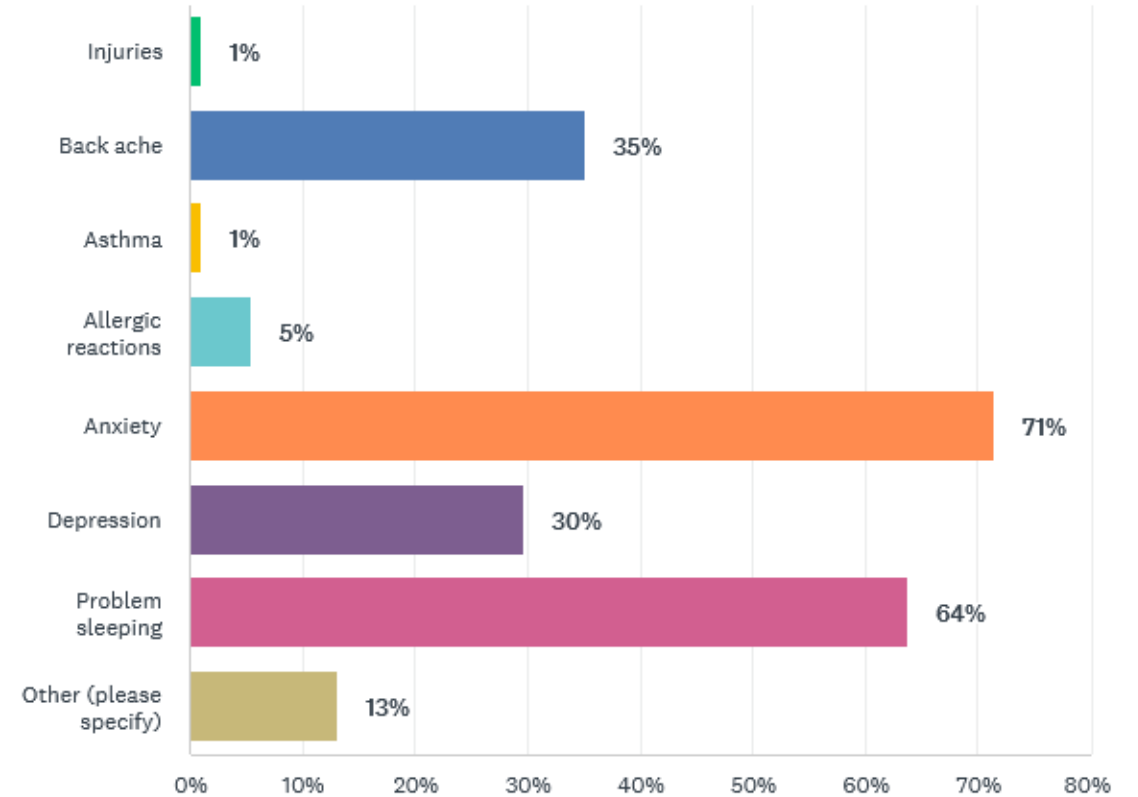
Meeting deadlines, lack of communication with supervisor(s), high workload, finding jobs and dealing with Migrationsverket



*Have you sought professional help?*



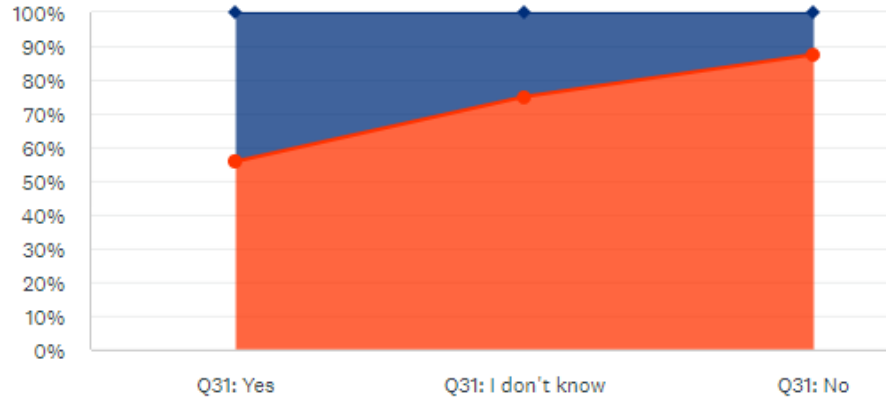
*Have you experienced any of these health issues listed below during the last year caused by being a third-cycle student at KTH?*



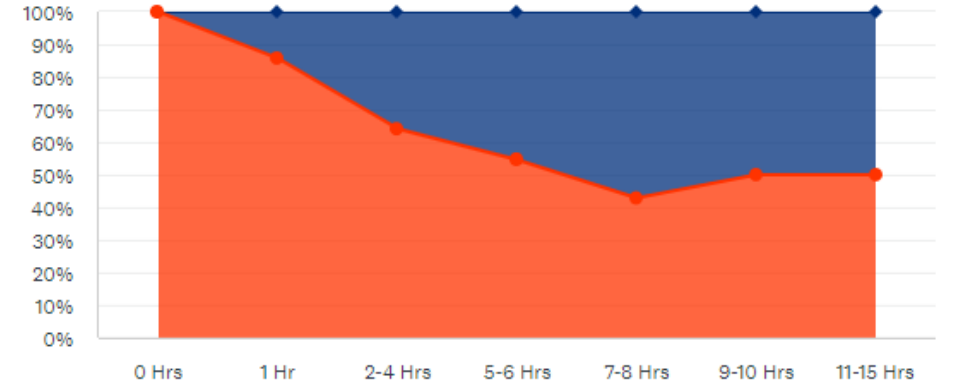
# Occupational Stress and Supervision CBH

Unhealthy Occupational Stress  
vs  
scientific feedback from Supervisors

Unhealthy Occupational Stress  
vs  
Supervision Hrs/month

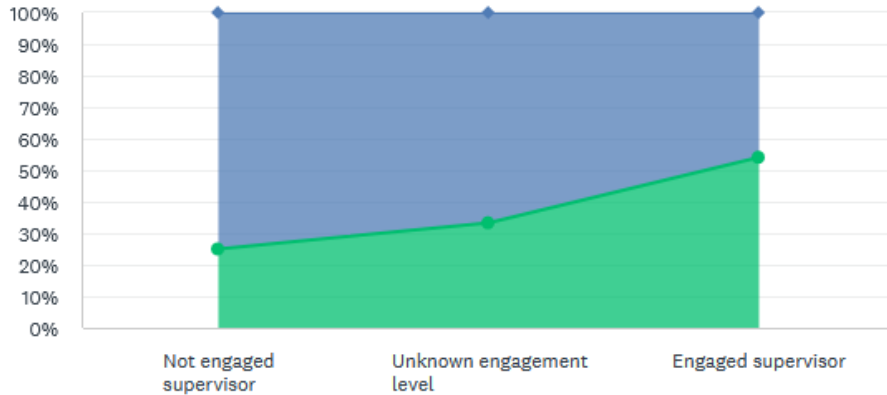


**KTH**

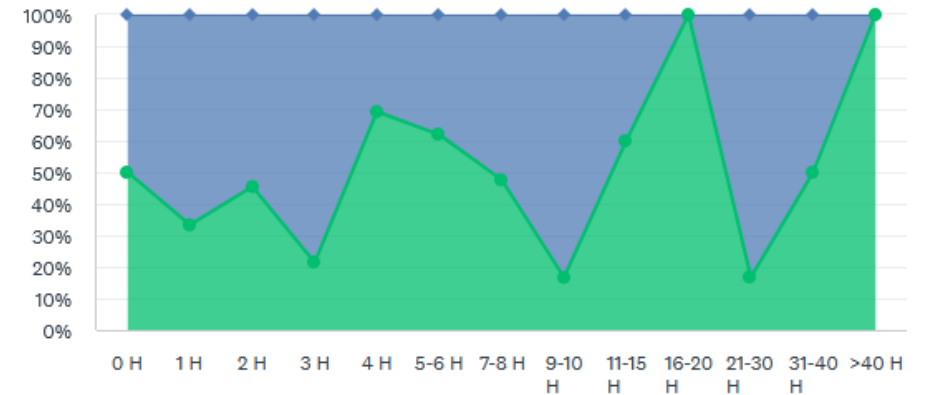


Stressed Not Stressed

Yes No



**CBH**



Not stressed Stressed

Not stressed Stressed

# Occupational Stress vs year started

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

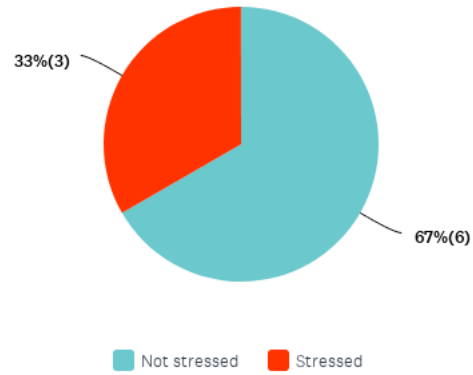


# Occupational Stress vs Department

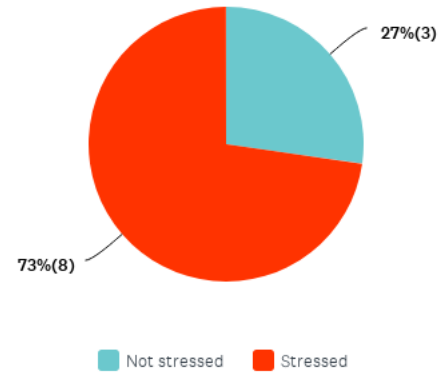
**Biomedical Engineering and Health Systems**



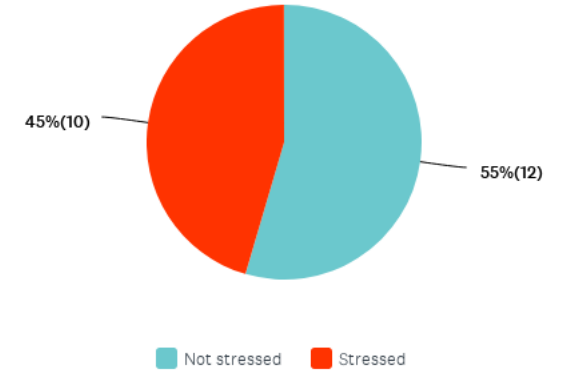
**Industrial Biotechnology**



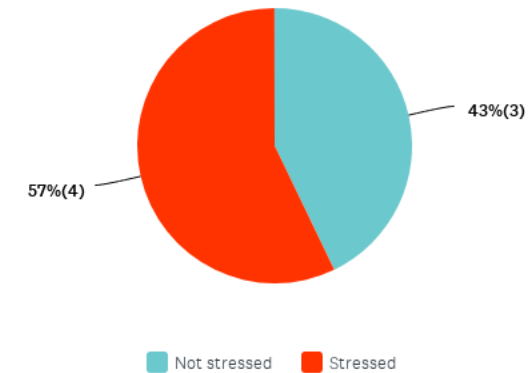
**Gene Technology**



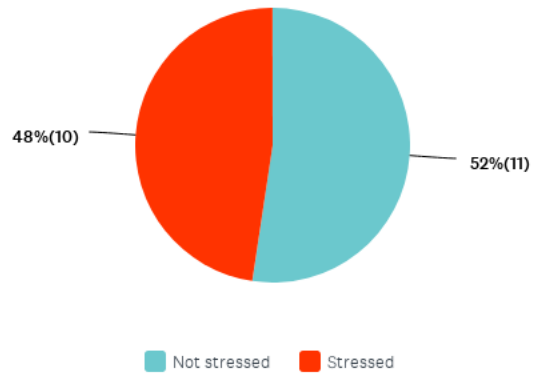
**Fibre and polymer technology**



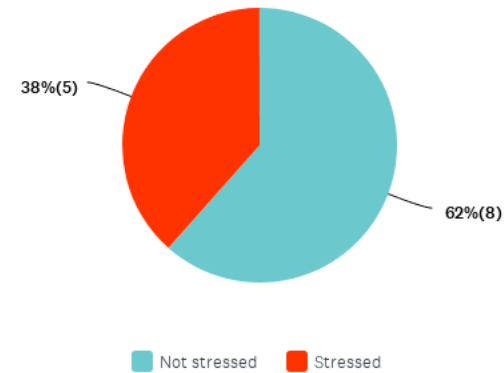
**Medical engineering and health systems**



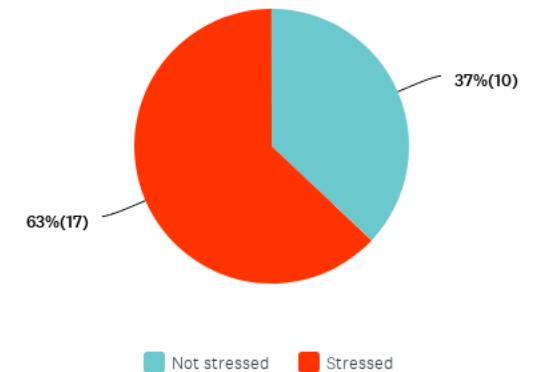
**Chemical Engineering**



**Chemistry**

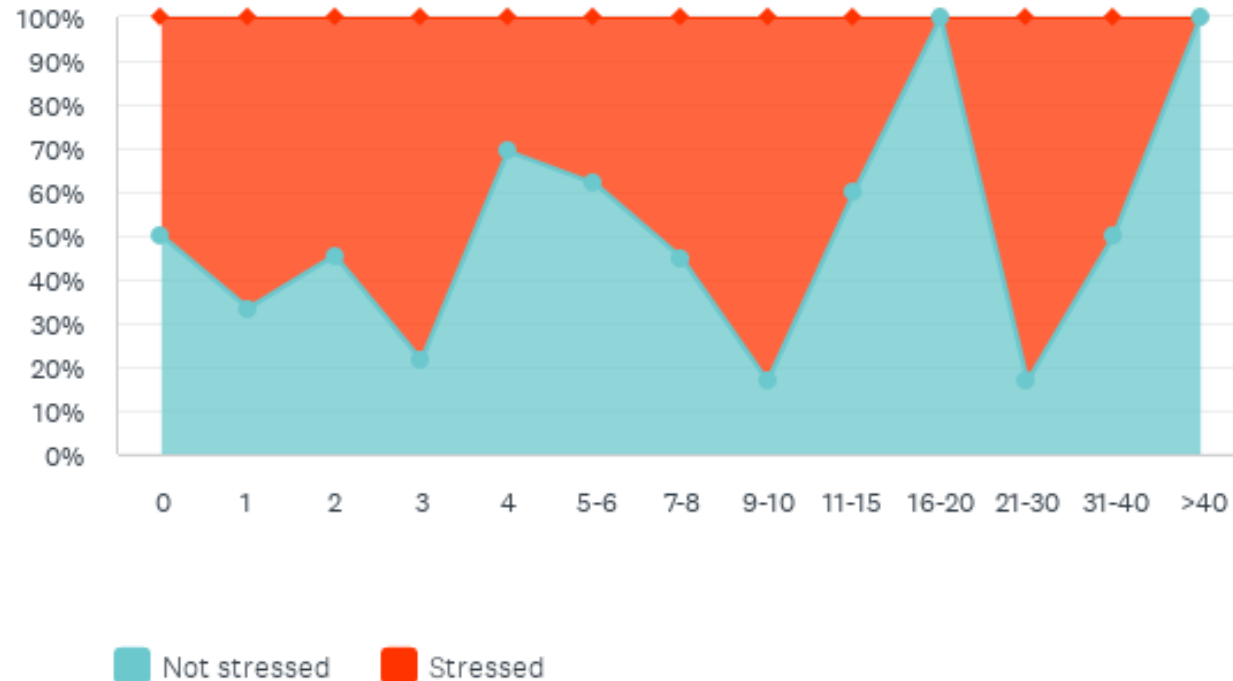


**Protein Science**



# Occupational Stress vs Supervision hour

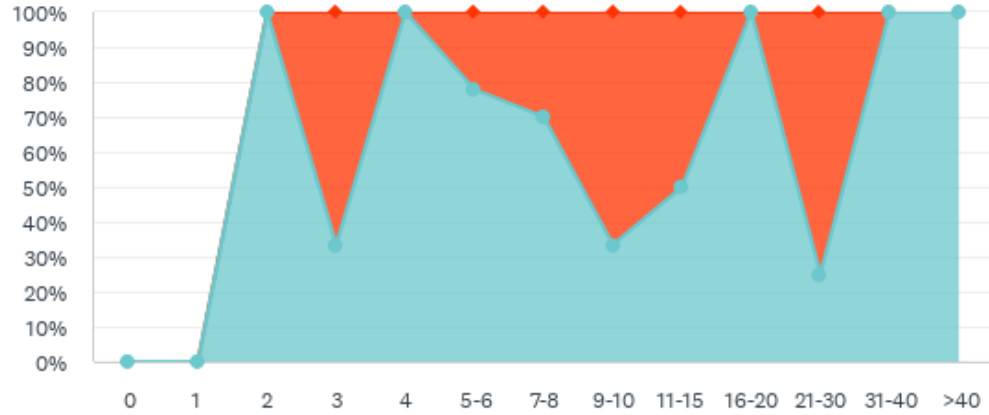
Q68 Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?



# Occupational Stress vs Supervision hour for each year of the

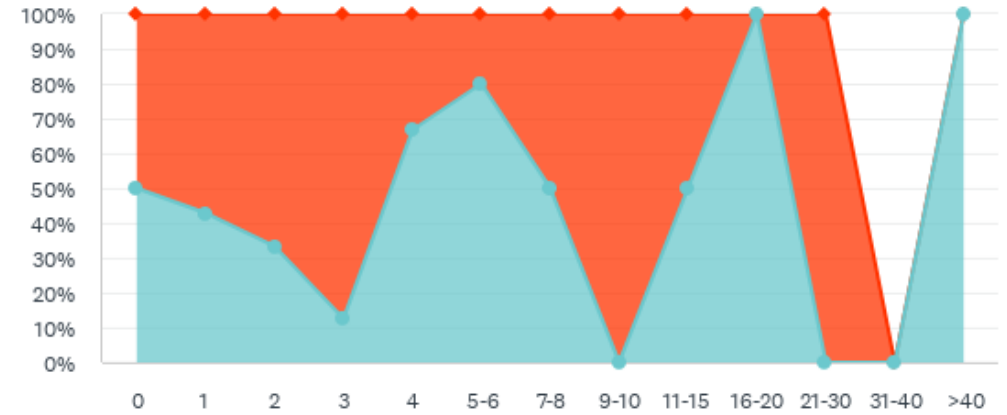
PhD

Year 1-2



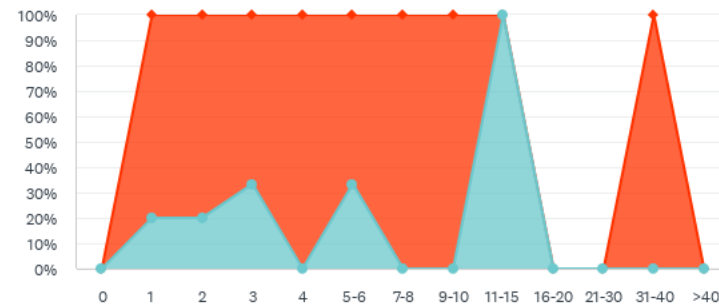
Not stressed Stressed

Year 3-4



Not stressed Stressed

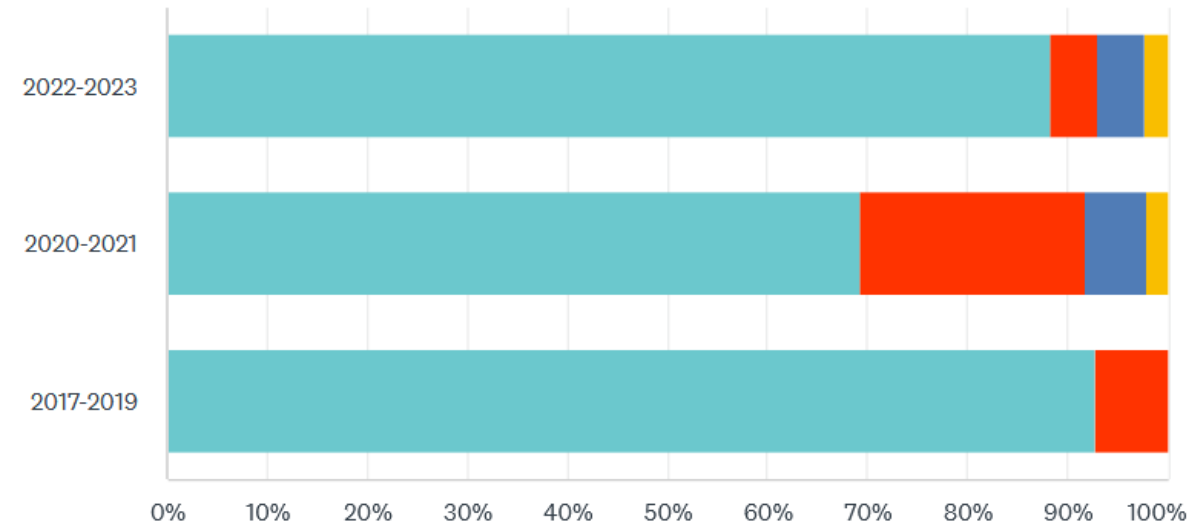
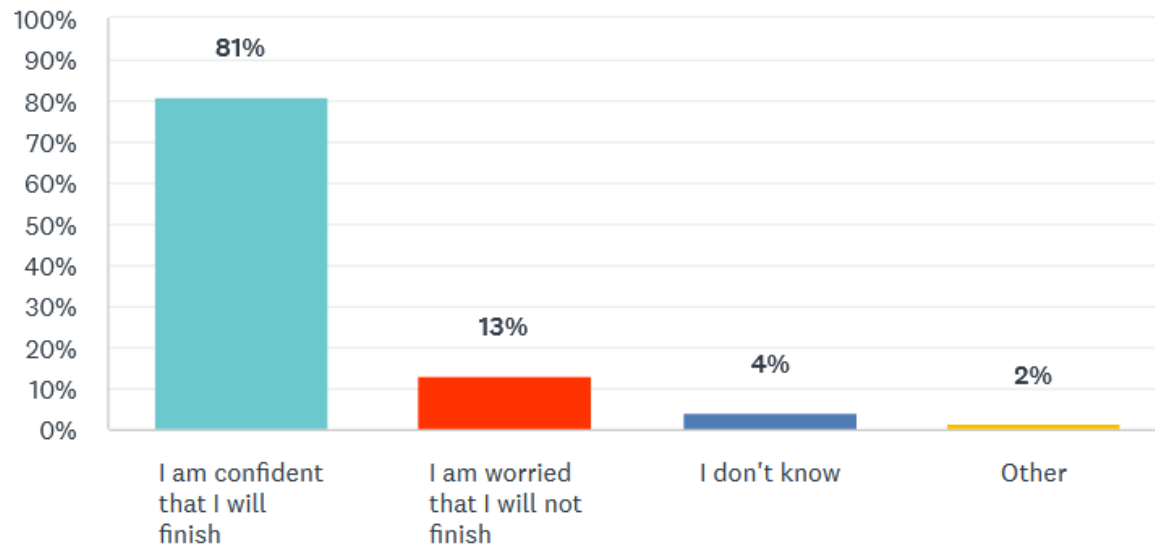
Year 5-7



Not stressed Stressed

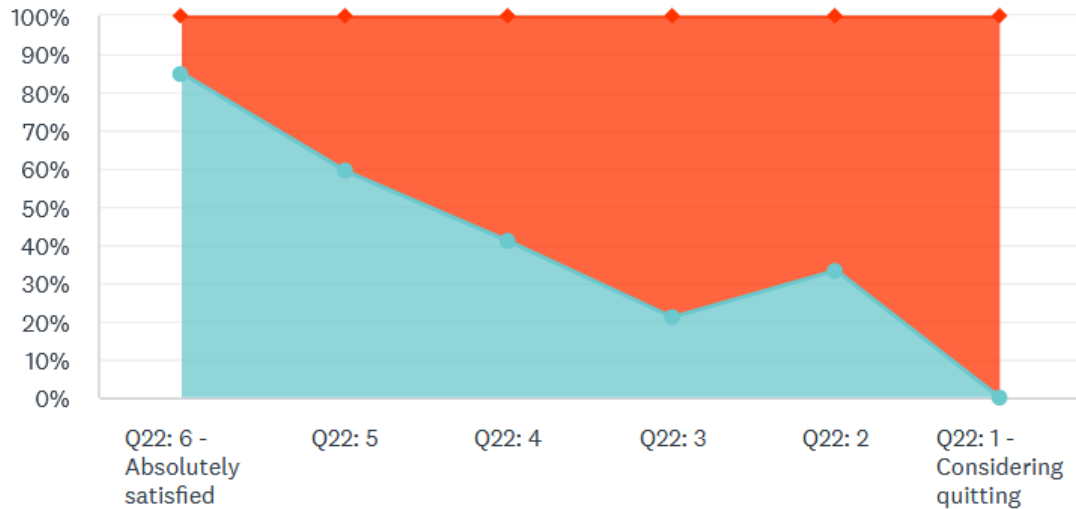
# Confidence to finish doctoral studies CBH

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



# Correlations overall satisfaction / CBH

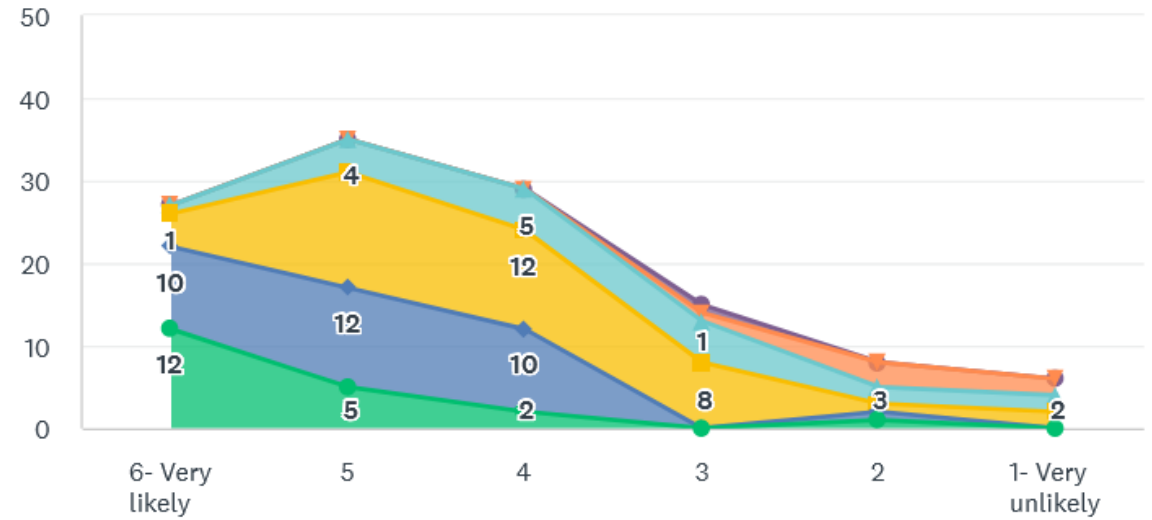
**Q22:** How satisfied are you in general with your third-cycle studies over the past year?



Not stressed (light blue) | Stressed (orange)

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

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



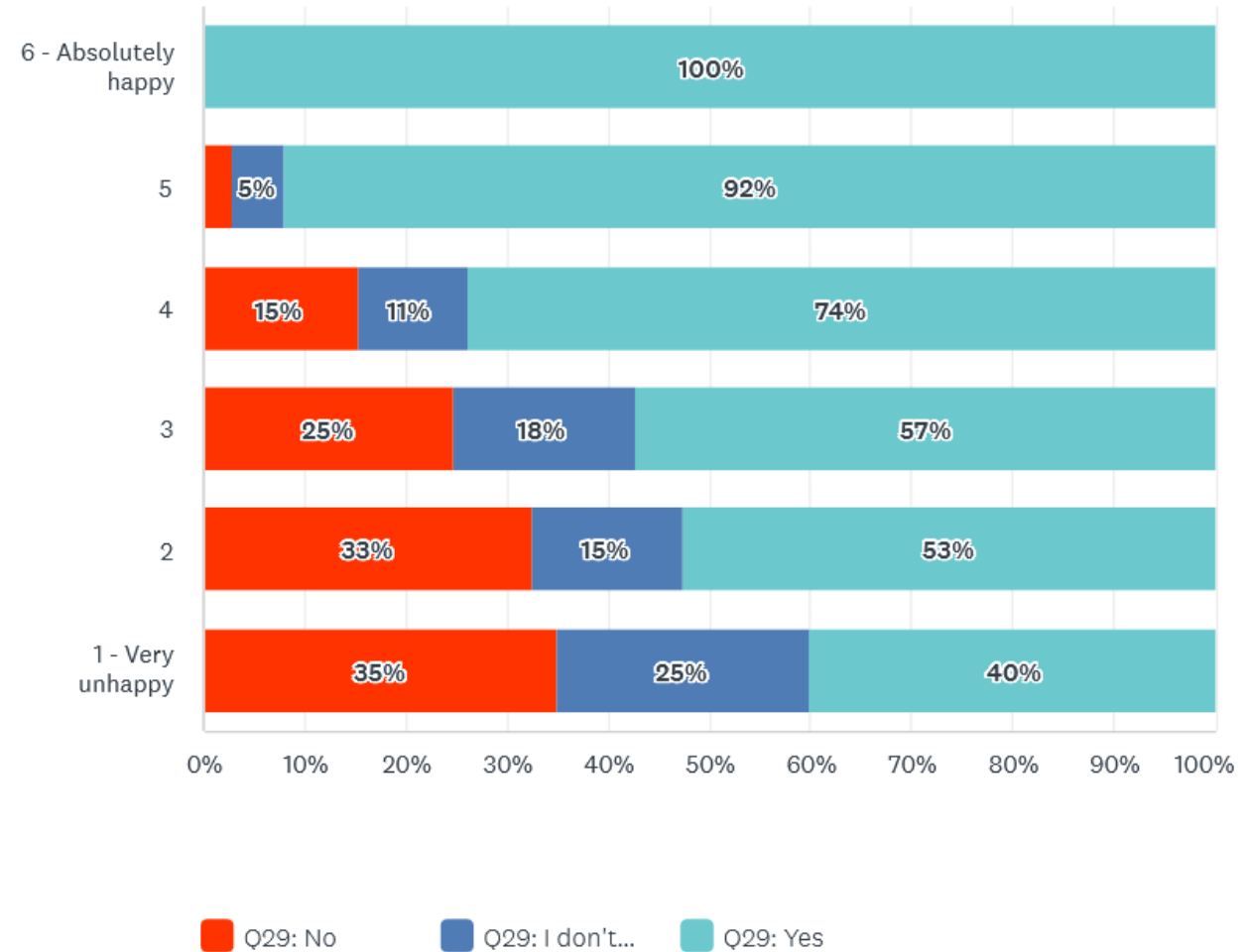
Q22: 6 - Ab... (Green) | Q22: 5 (Blue) | Q22: 4 (Yellow) | Q22: 3 (Light Blue)  
 Q22: 2 (Orange) | Q22: 1 - Con... (Purple)

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



# Correlations overall satisfaction II CBH

**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?

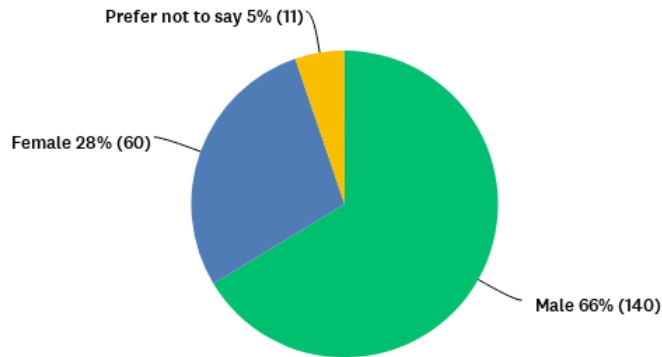
**School of Electrical  
Engineering and  
Computer Science  
(EECS)**



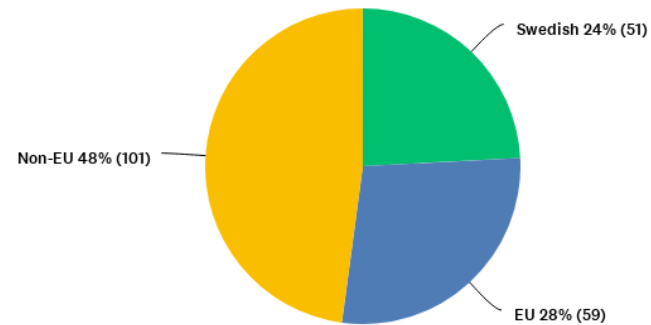
# Who responded? (EECS)

- 211 responses  $\approx$  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.

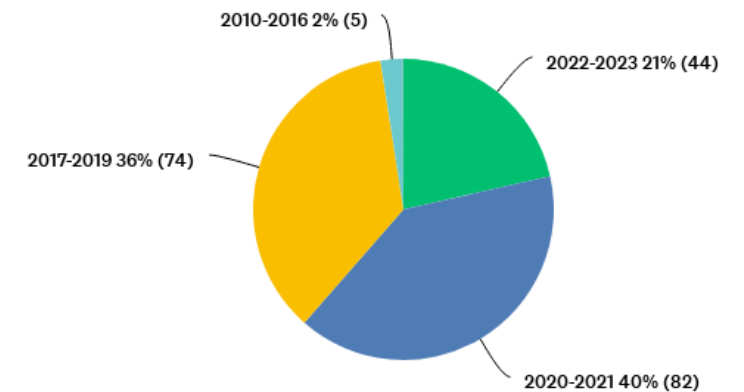
Q3 What is your gender?



Q4 What type of citizenship do you have?



Q1 What year did you start your third cycle studies?

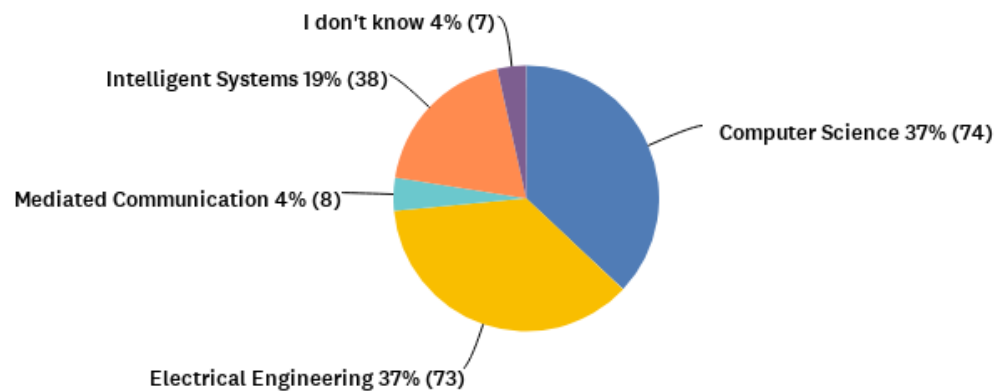




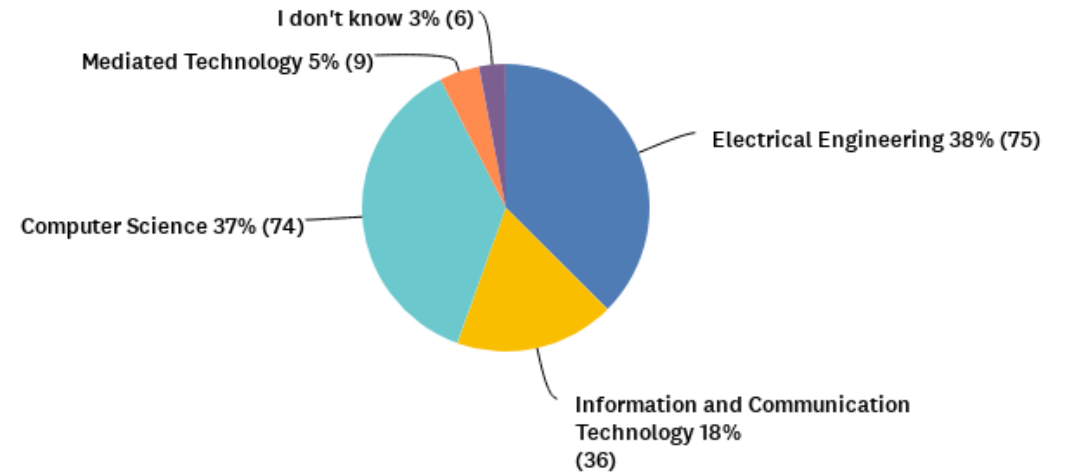
# Who responded? (EECS)

**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?



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





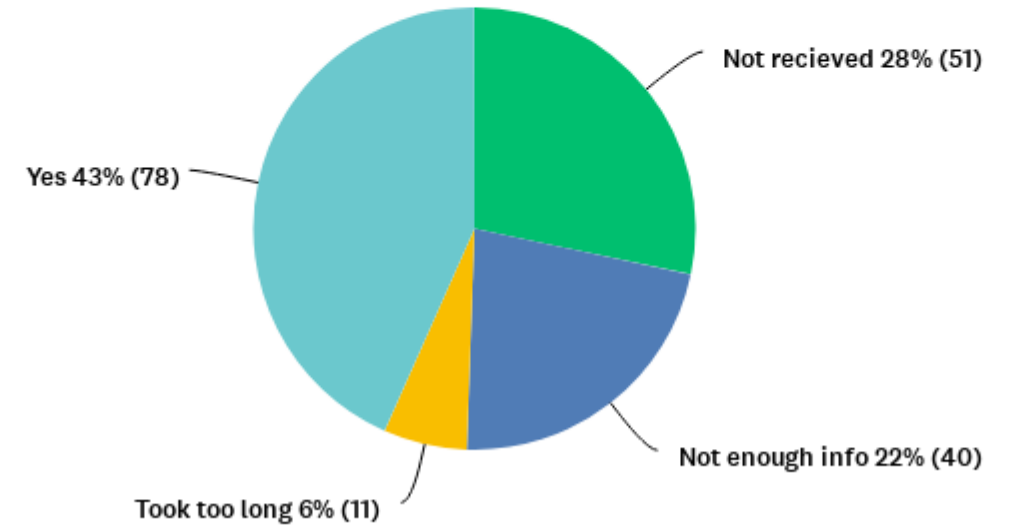
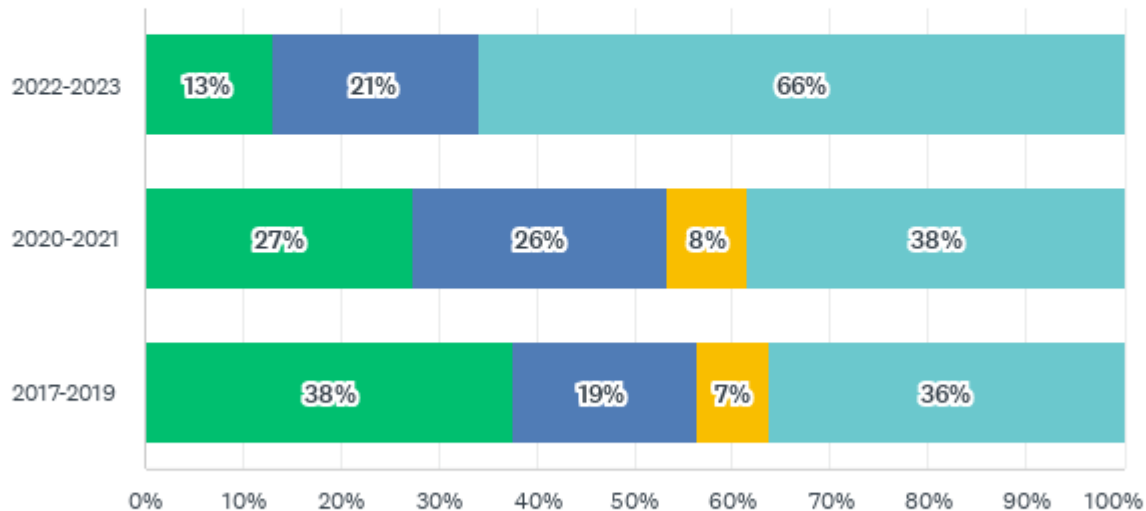
# On-boarding (Analysis) (EECS)

- **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)

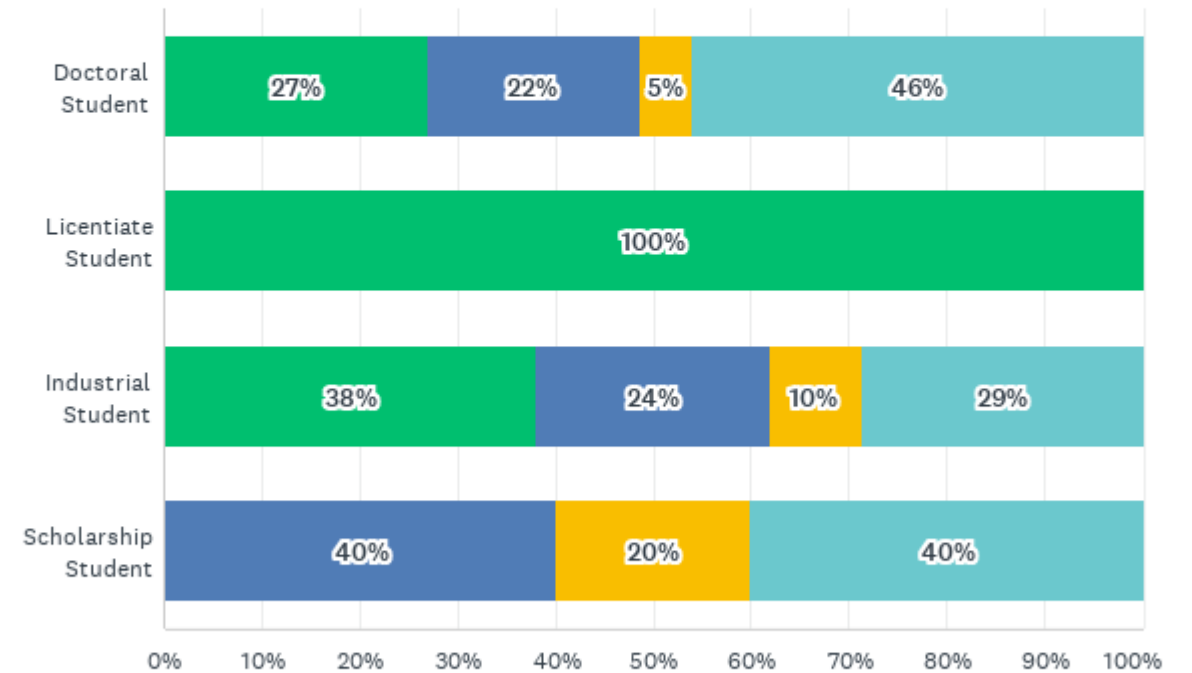
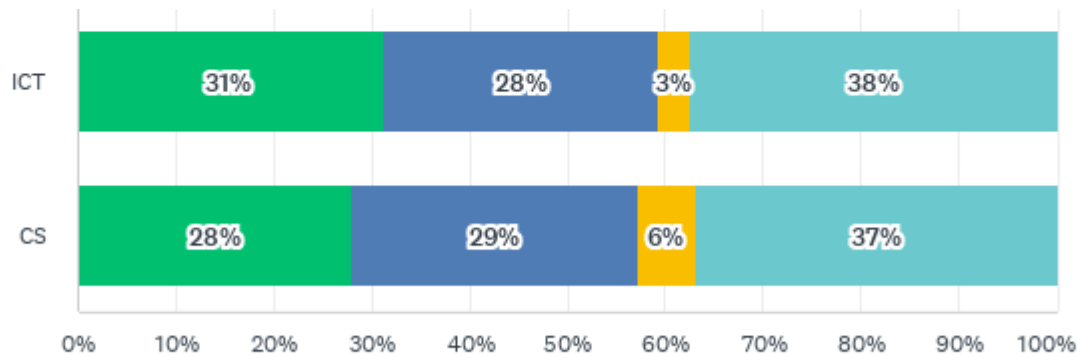
**Q81:** Did you receive proper and full on-boarding when you started as third cycle student at KTH?





# On-boarding (Data) (EECS)

**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

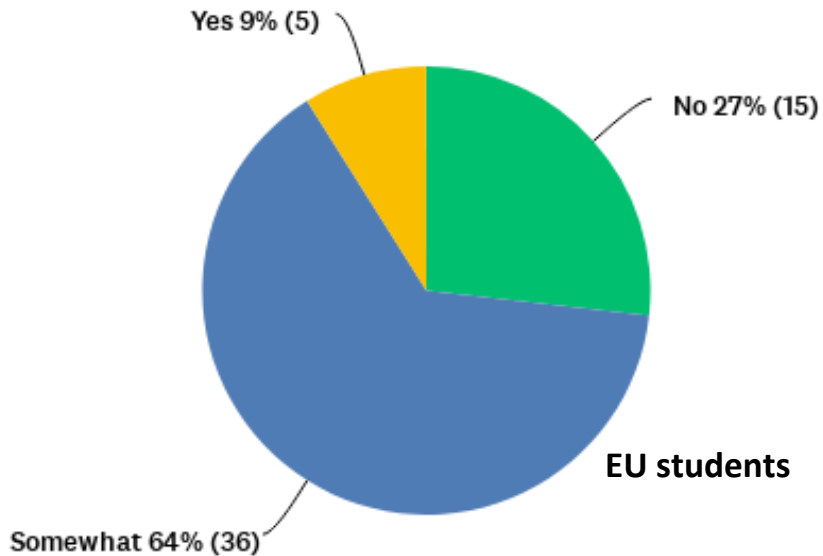
**\*Editor's Note:** A mistake in survey logic lead these questions to be invisible to non-EU students. Therefore the results reported here are **only of EU citizen students**. Although one can expect the results to be similar or worse when it comes to integration for non-EU students.



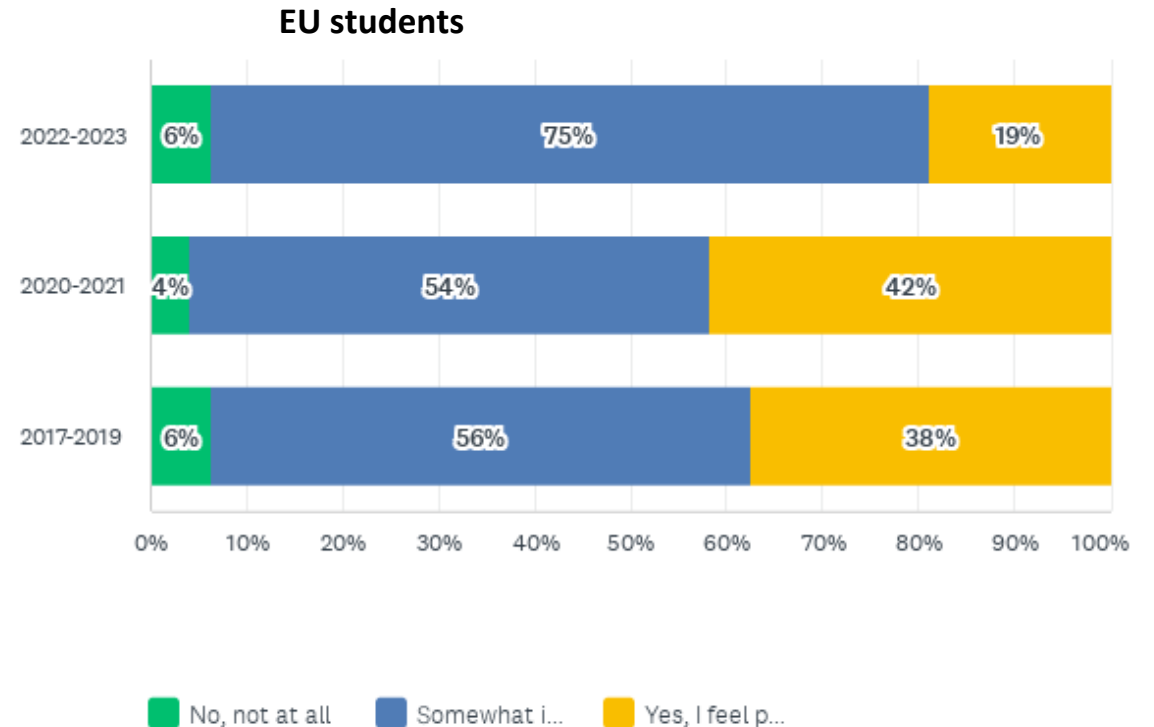


# Integration (Data) (EECS)

**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.)?

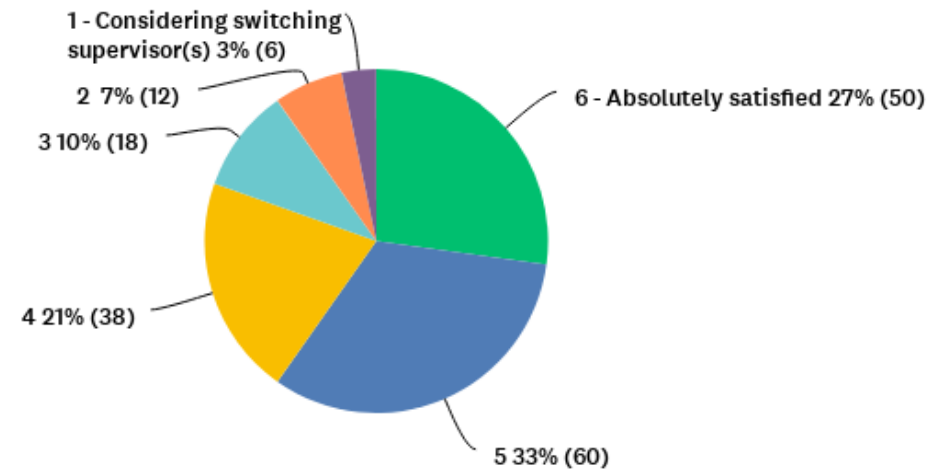
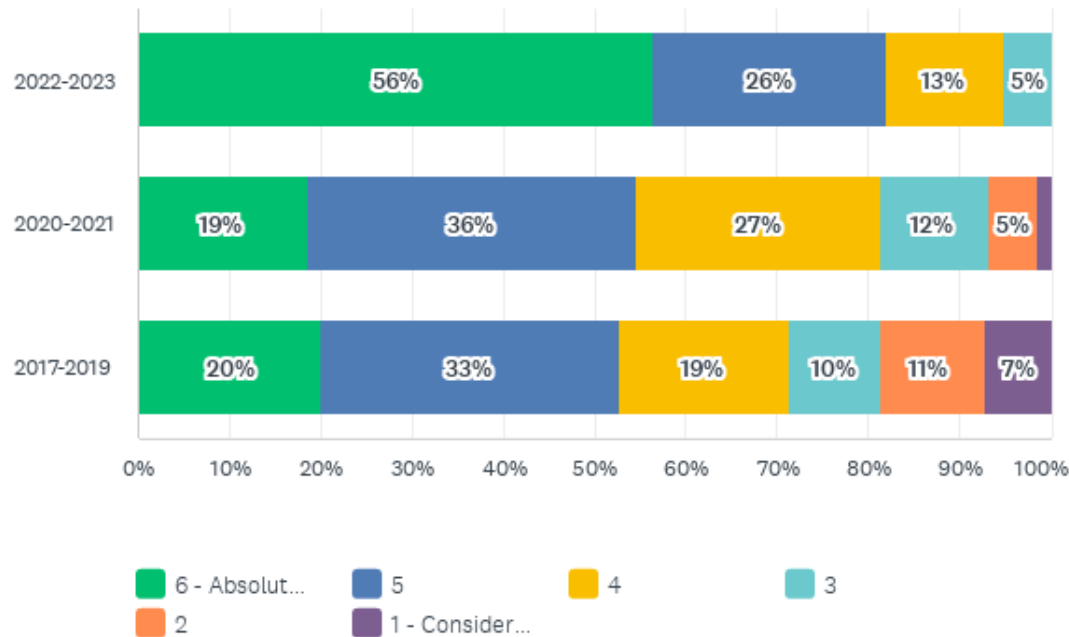




# Supervision satisfaction I (EECS)

- 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)?

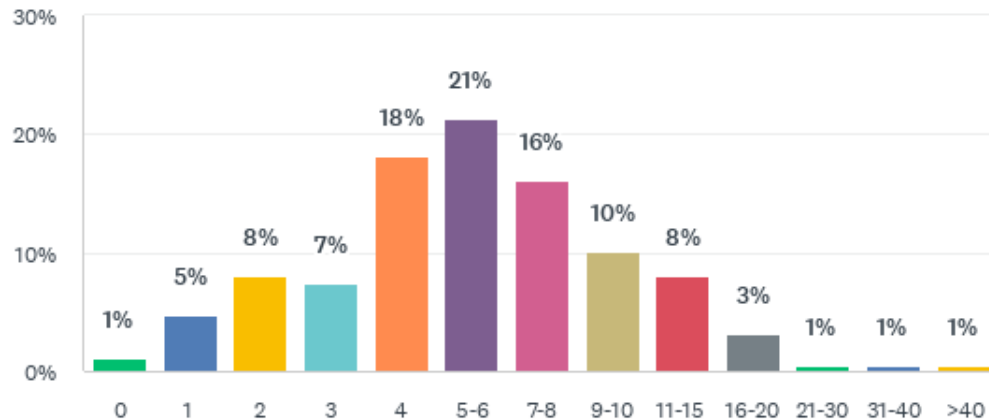




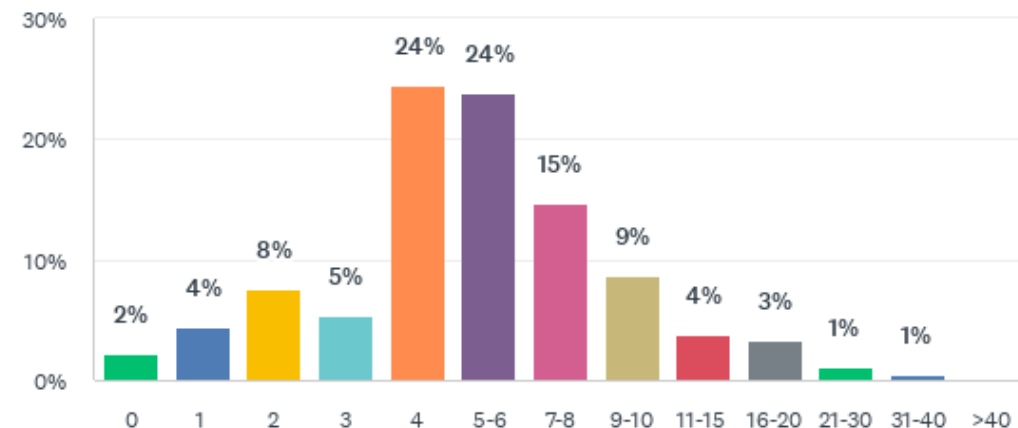
# Supervision satisfaction II (EECS)

- **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)

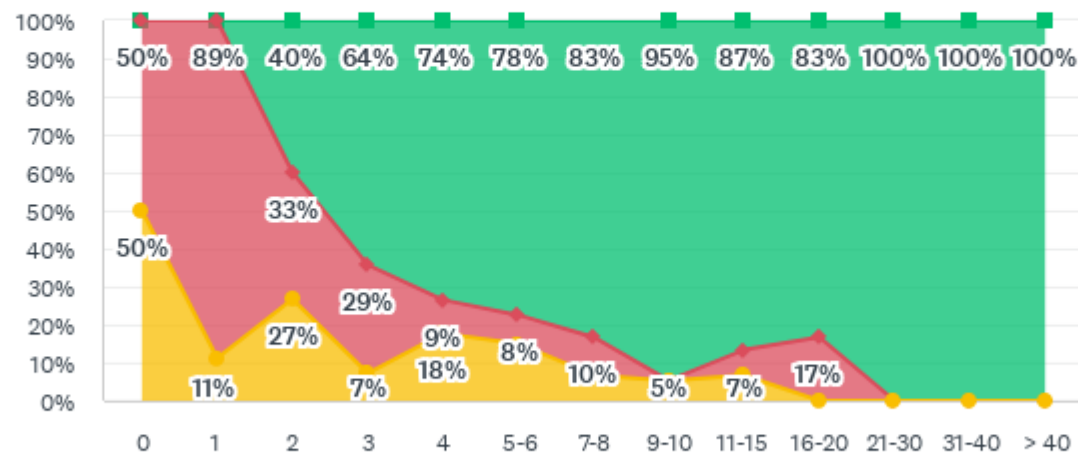
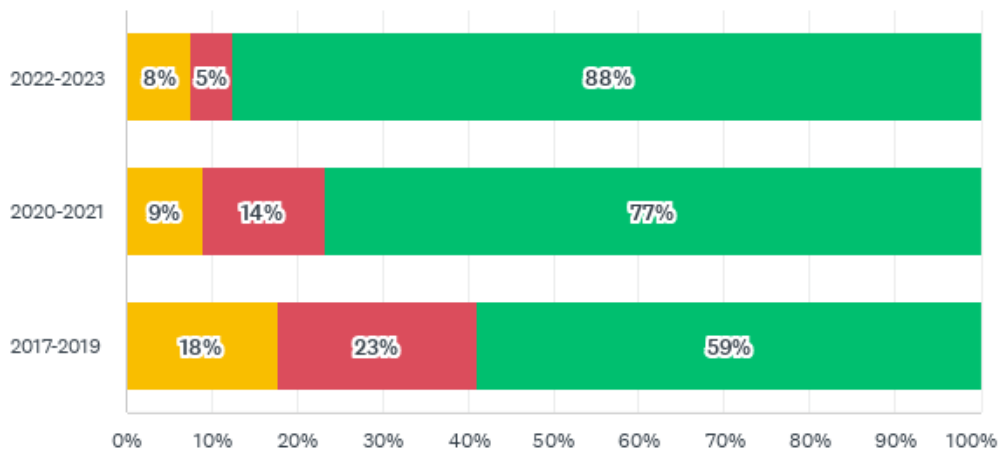
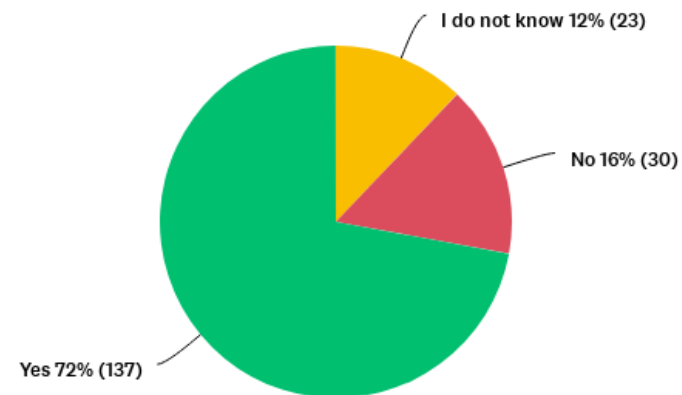
- **30%** report not getting enough supervision hours per month
- Clear correlation with dissatisfaction of supervision hours a month and year started
- No significant differences between doctoral programmes
- Clear correlation between hours of supervision and students reporting not getting enough supervision

**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)?



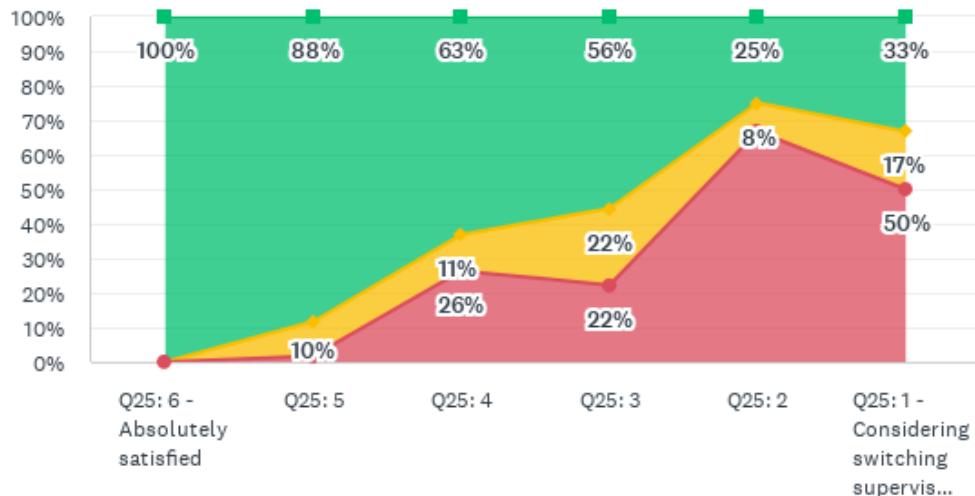
Q86: Monthly hours of supervision



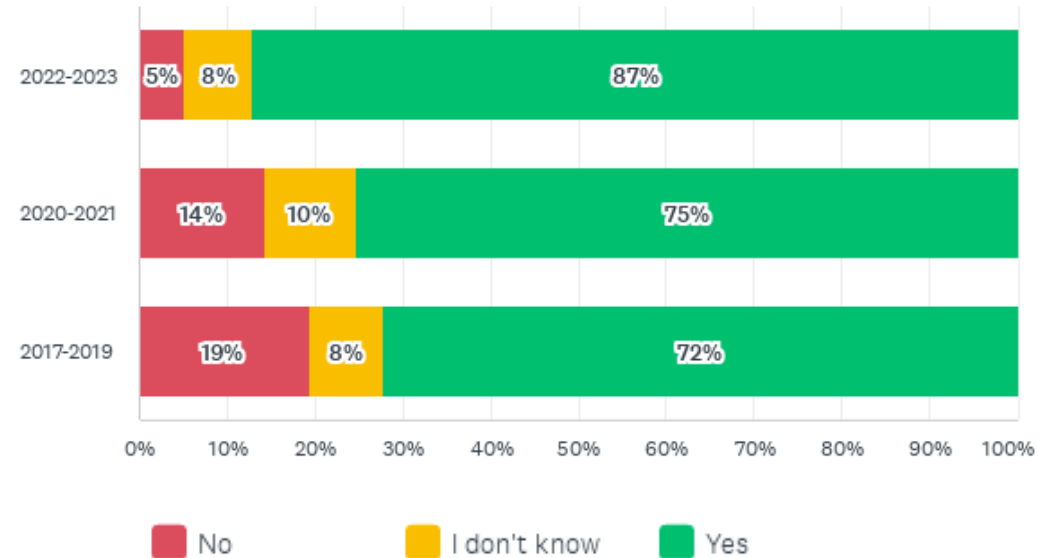
# Supervision satisfaction IV (Data) (EECS)

- **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?

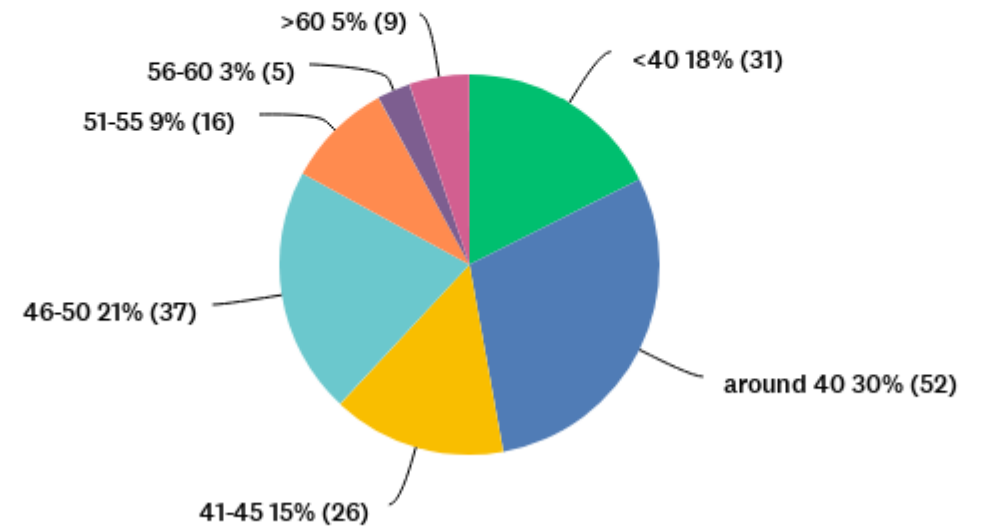
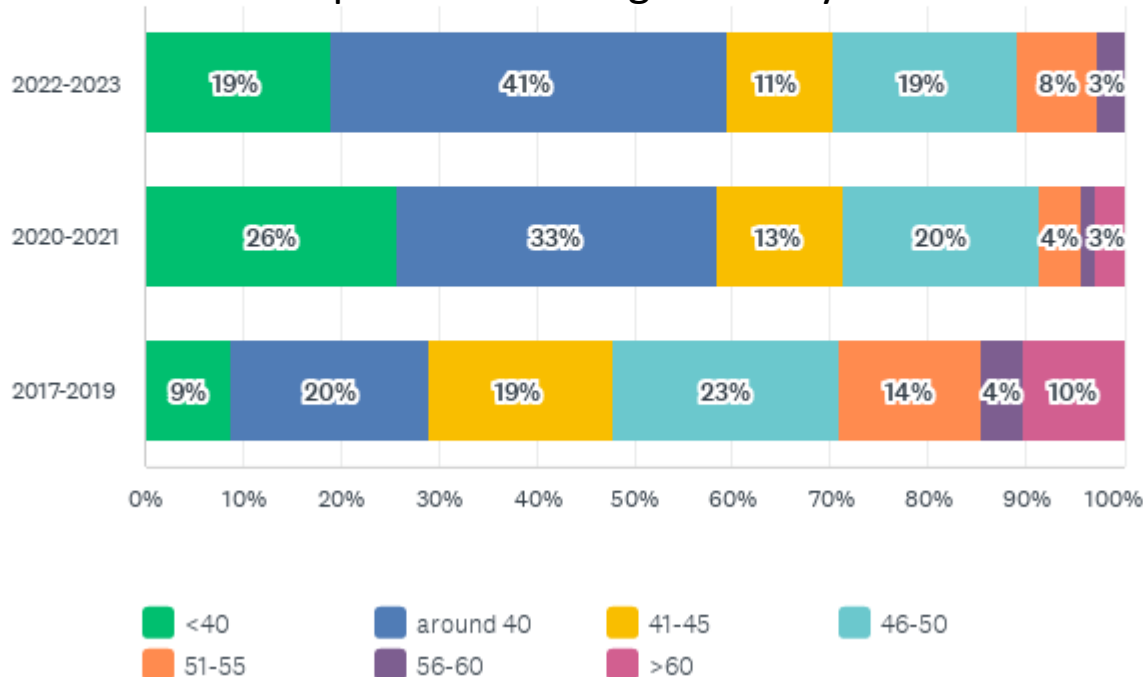




# Workload I (EECS)

- **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?

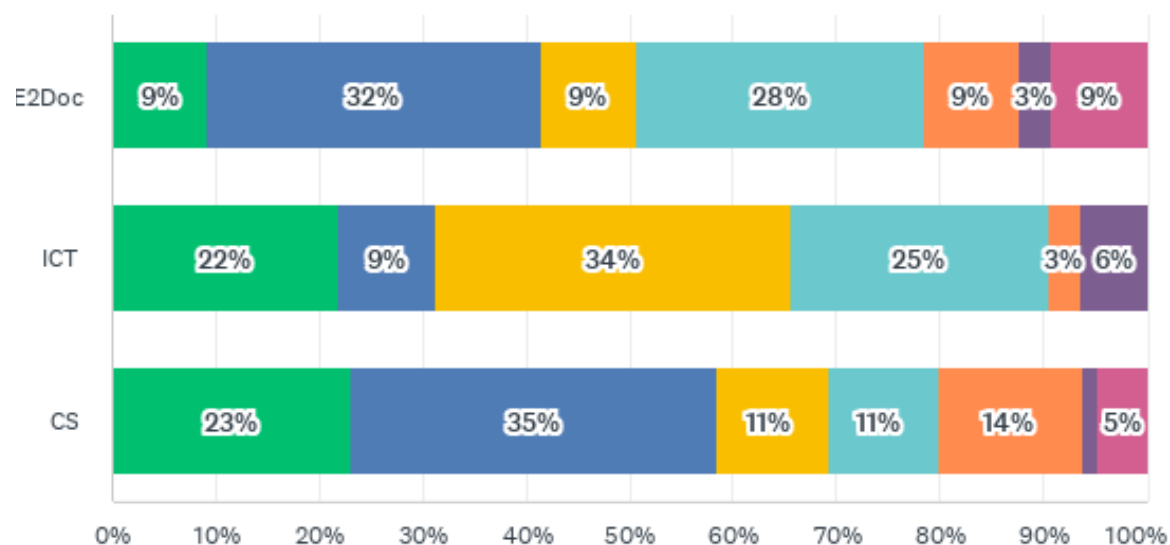
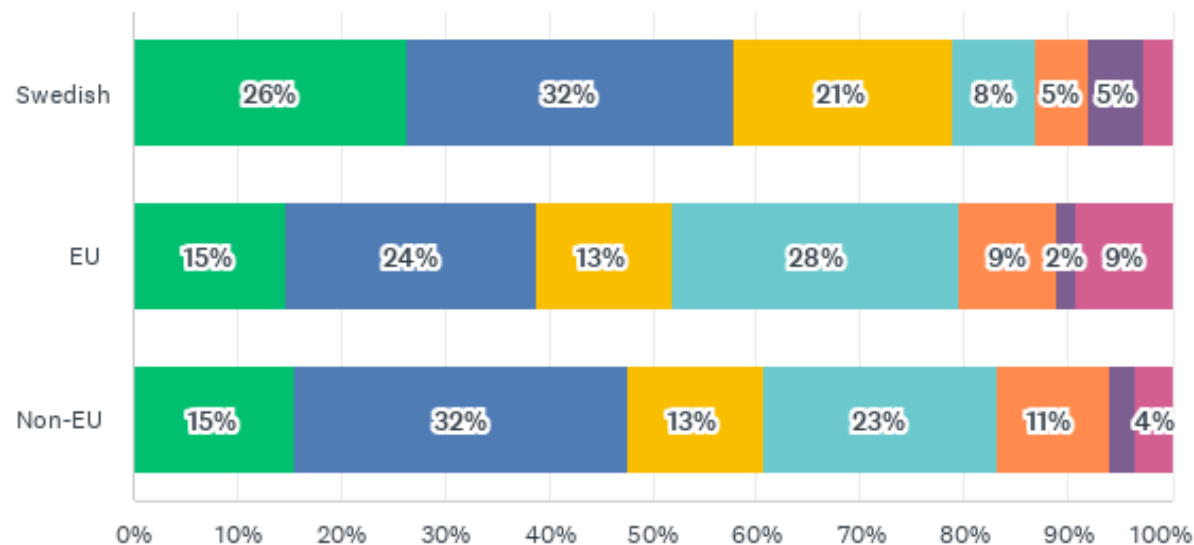




# Workload I (EECS)

- 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?



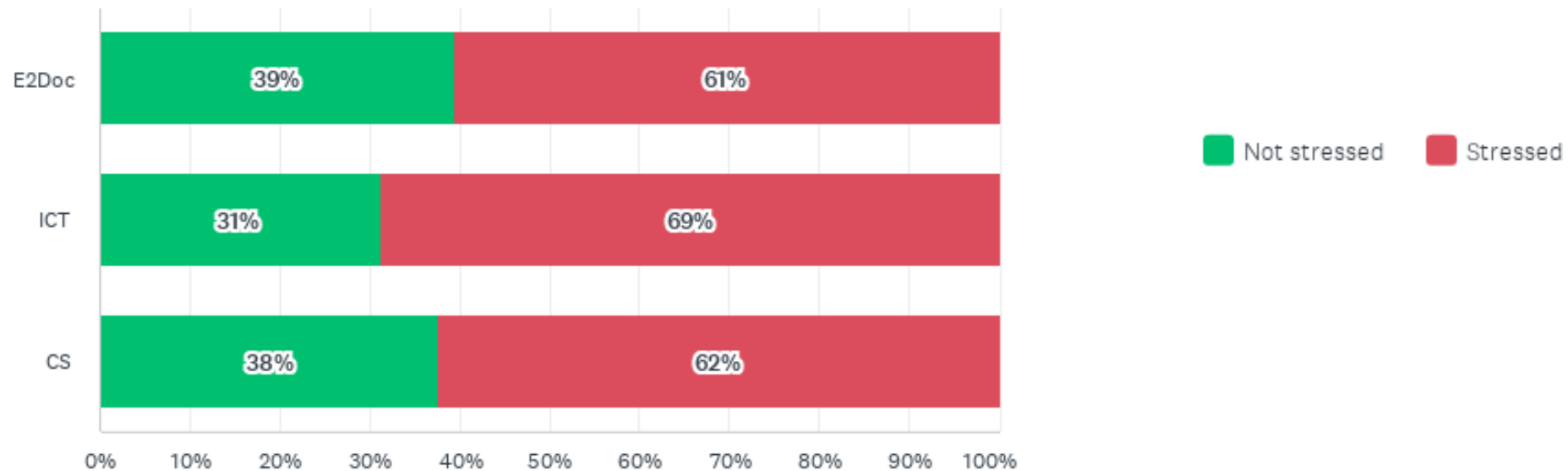




# Occupational stress (EECS)

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

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





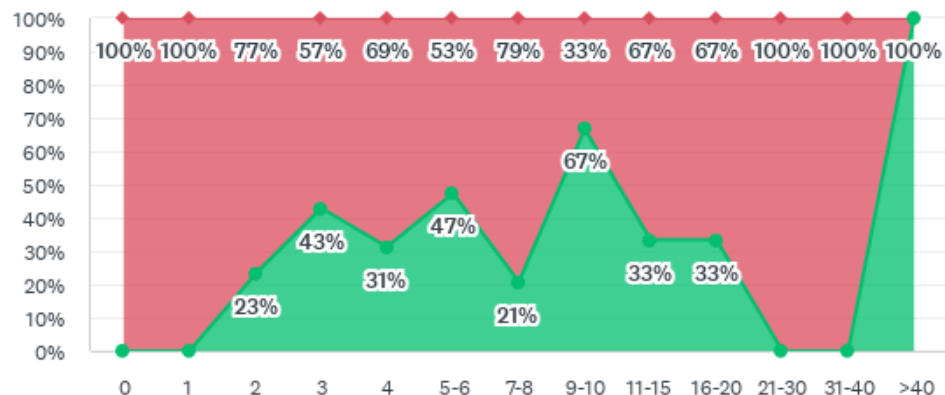
# Occupational stress and supervision time (Analysis) (EECS)

- 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.



# Occupational stress and supervision time (Data) (EECS)

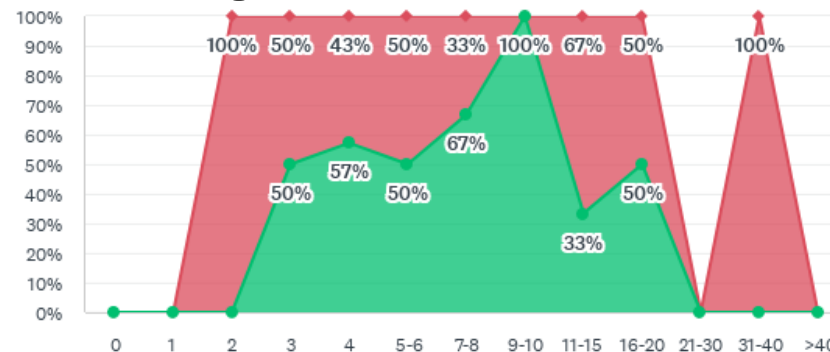
**Q68:** Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?



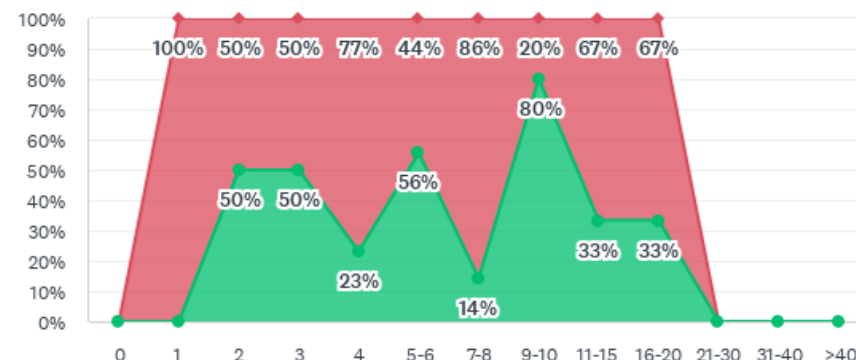
Q86: Monthly hours of supervision

■ Not stressed ■ Stressed

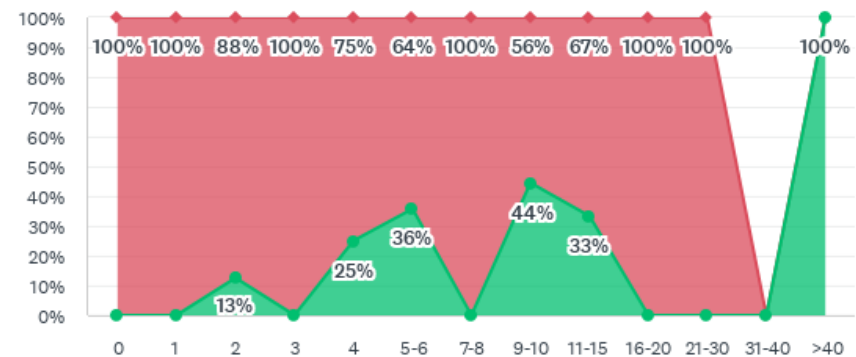
2022-2023



2020-2021



2017-2019



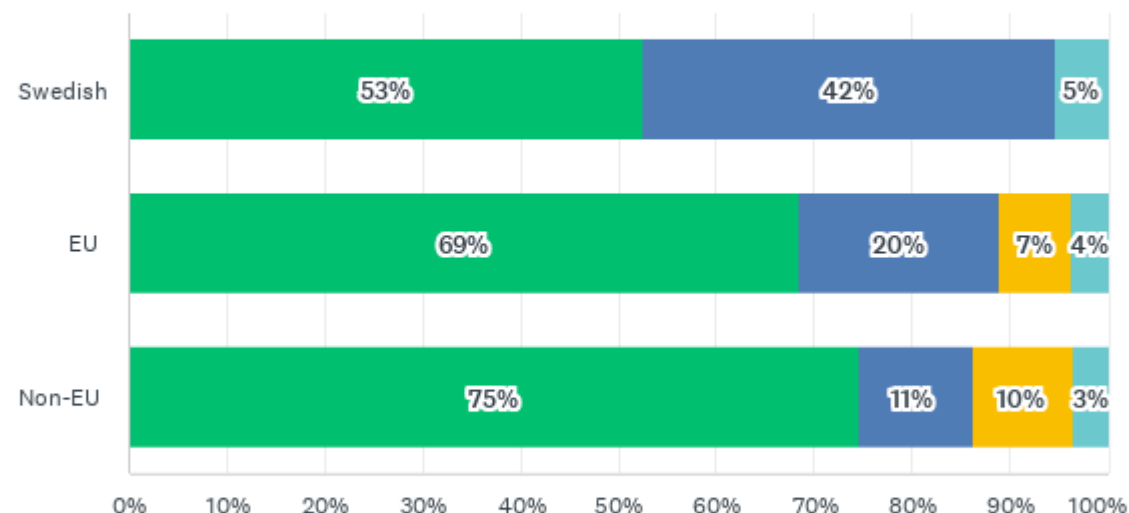
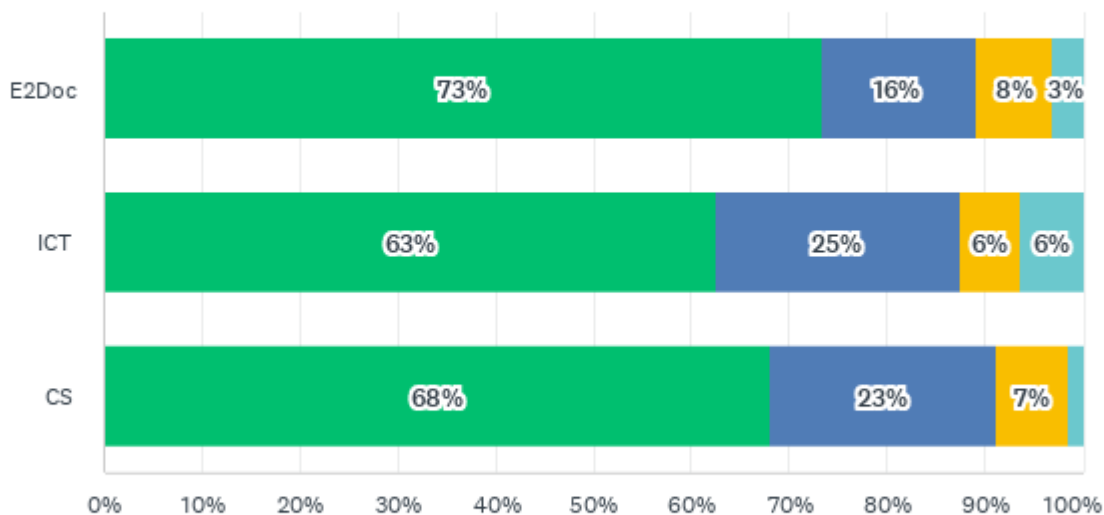
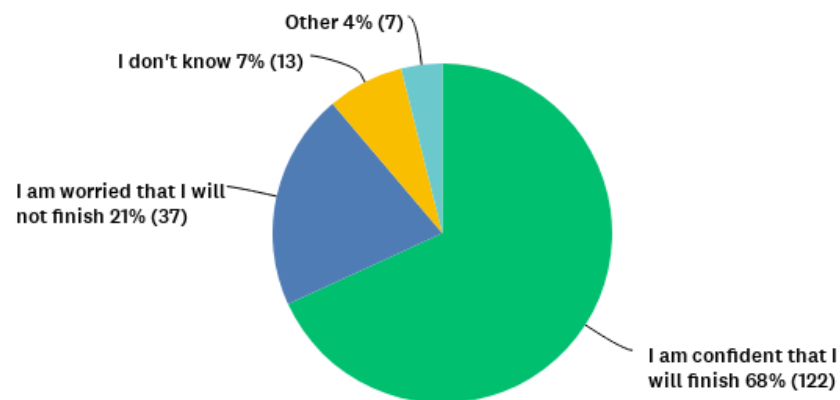
Q86: Monthly hours of supervision



# 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?

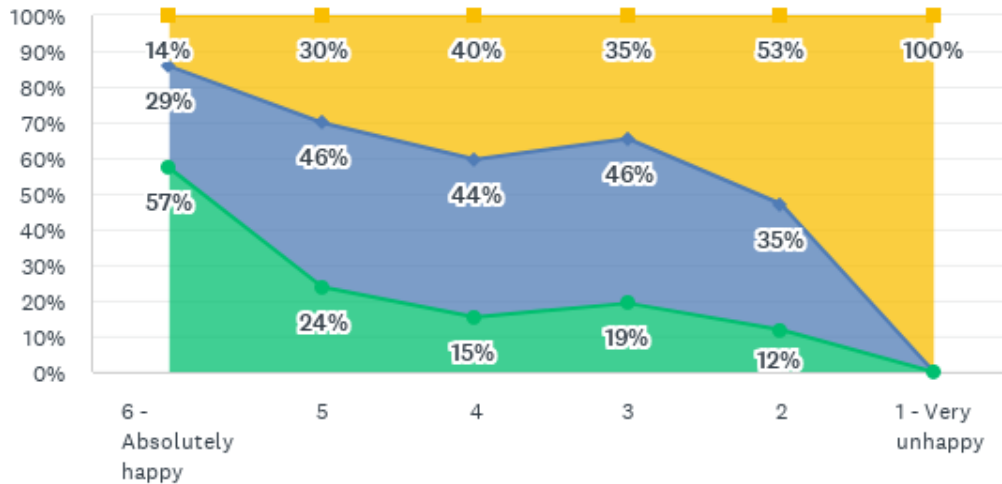




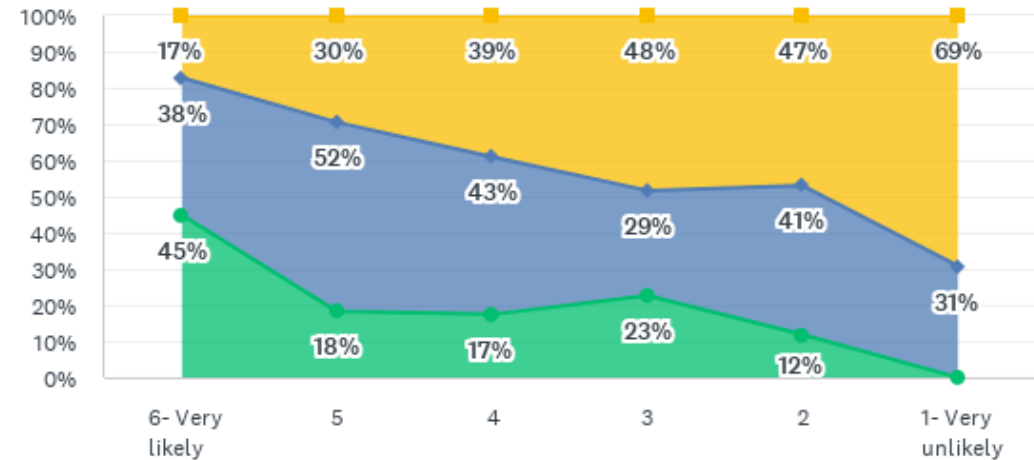
# Overall Satisfaction II (EECS)

- 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?



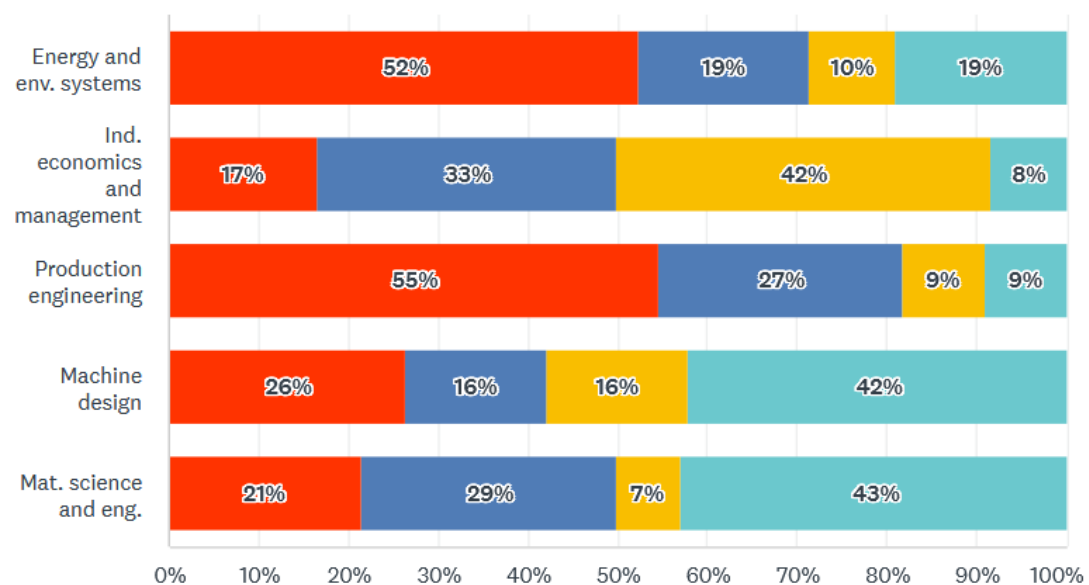
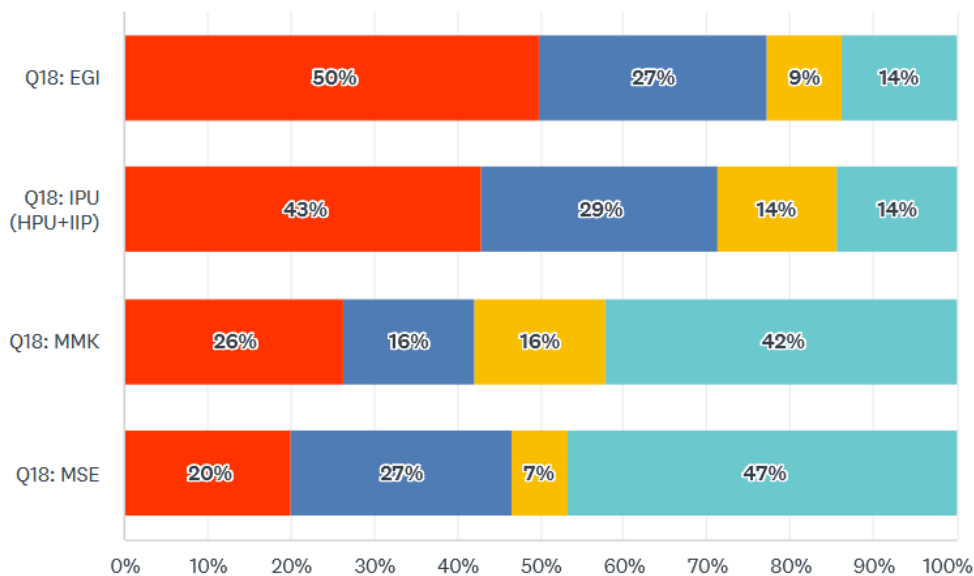
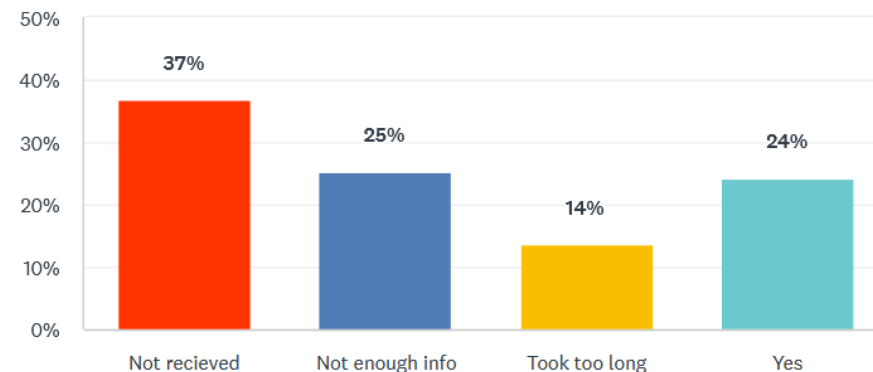
**School of Industrial  
Engineering and  
Management  
(ITM)**



# On-boarding (ITM)

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

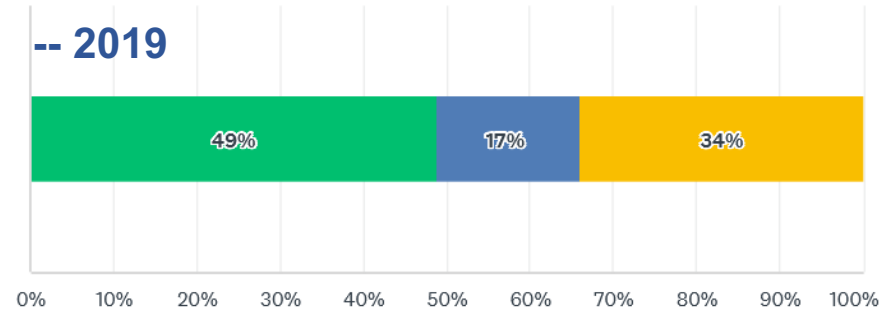
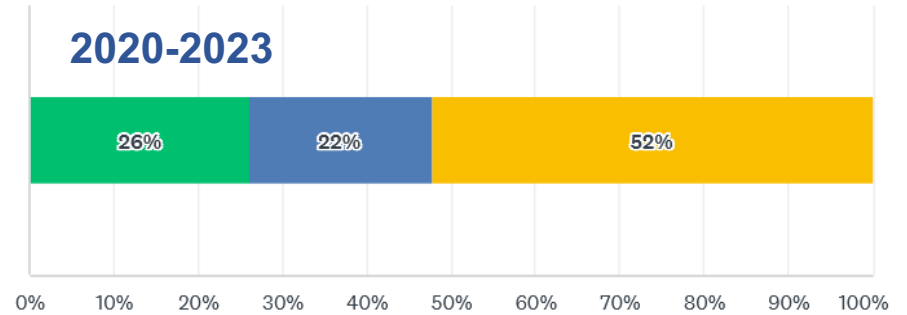
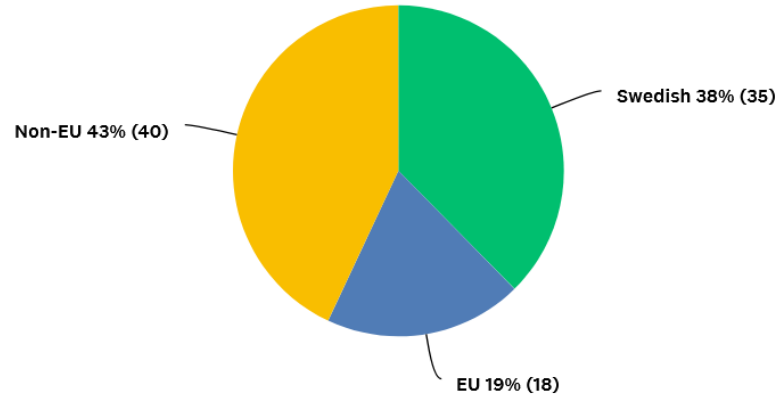
**Q81:** Did you receive proper and full on-boarding when you started as third cycle student at KTH?



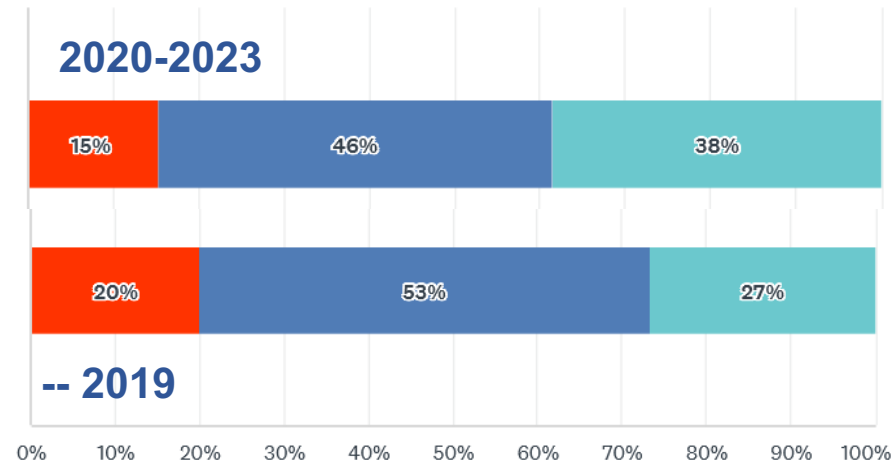
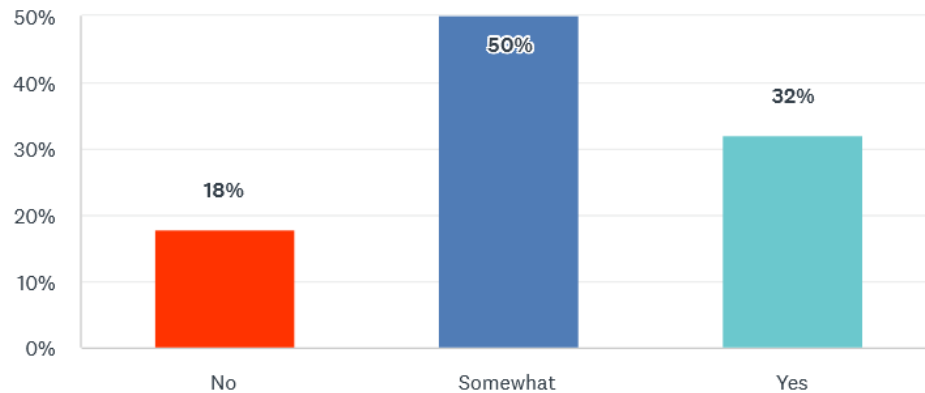


# Integration (ITM)

Only 3 students who started 2022-2023 responded. This group is therefore merged with 2020-2021



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

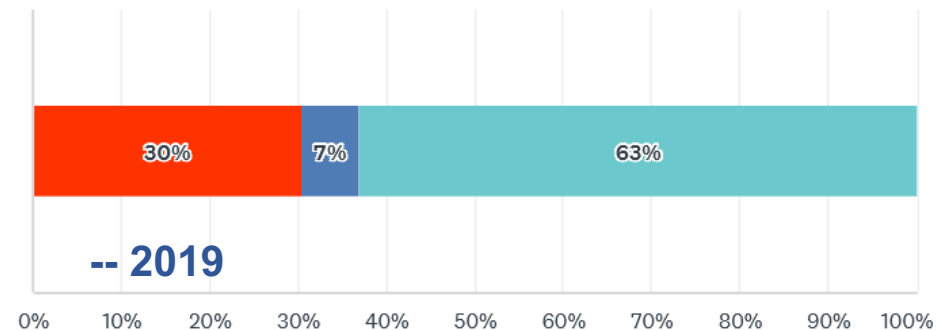
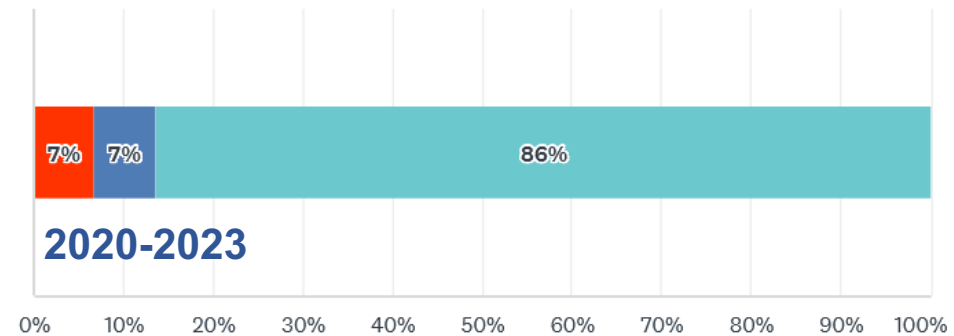
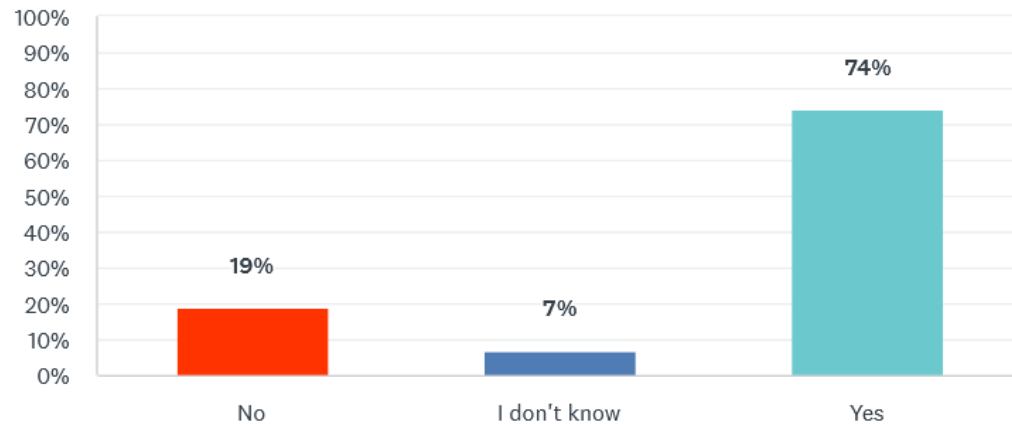






# Supervisor engagement and workload (ITM)

**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?

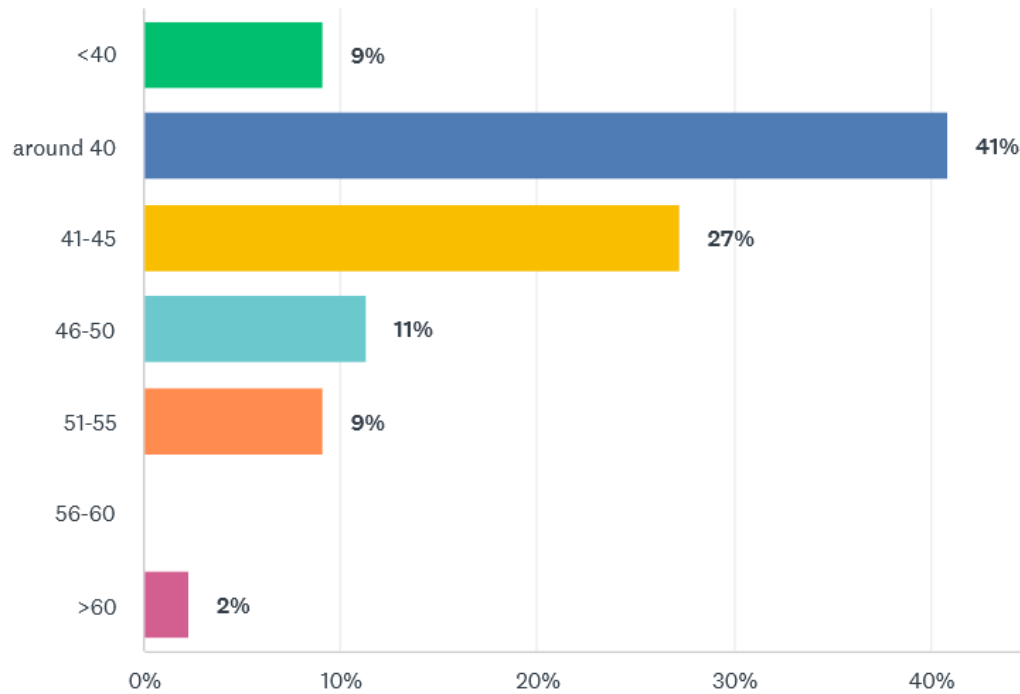




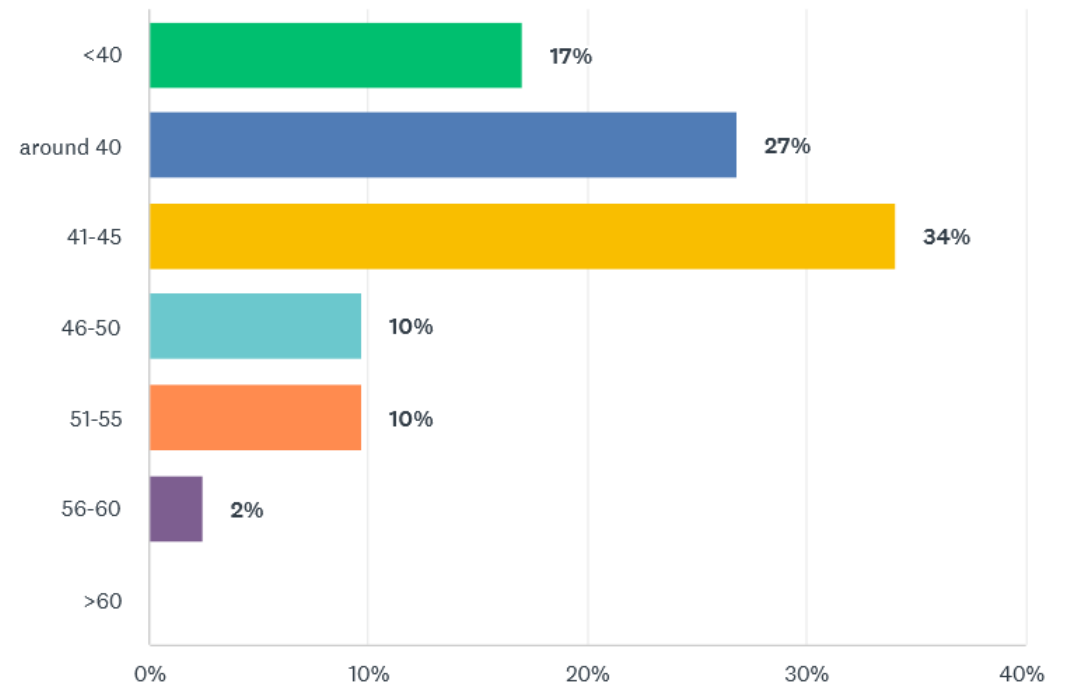
# Workload by year (ITM)

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

2020 - 2023



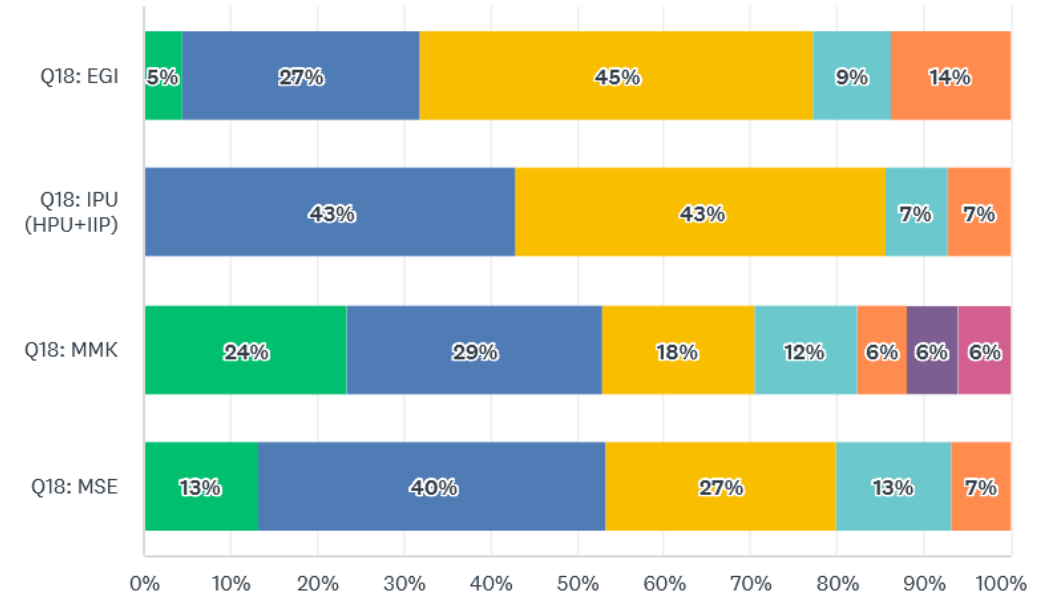
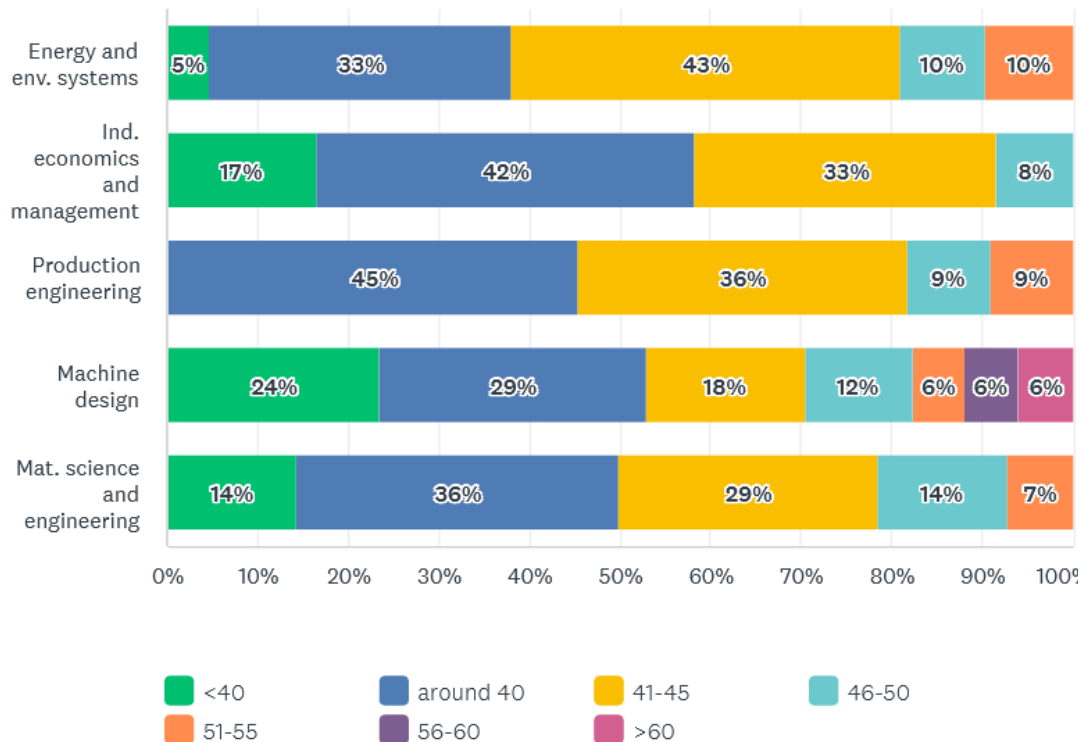
-- 2019





# Workload by program/department (ITM)

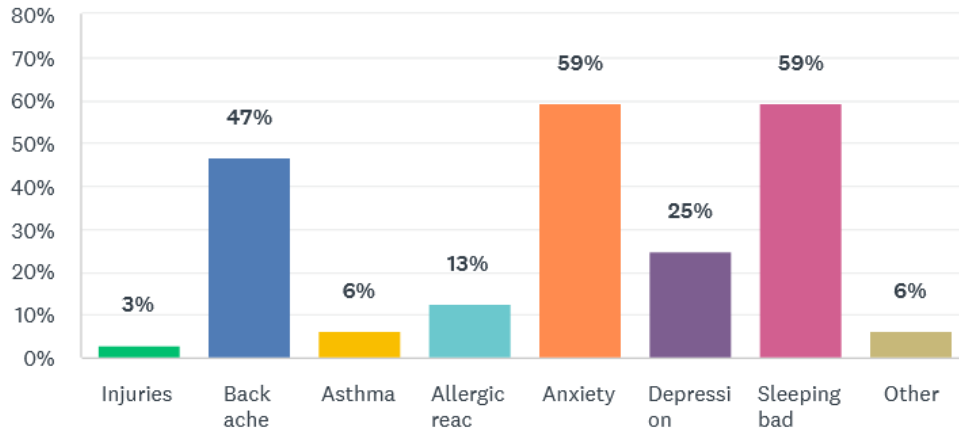
Q54: How many hours on average did you work per week during the last year?



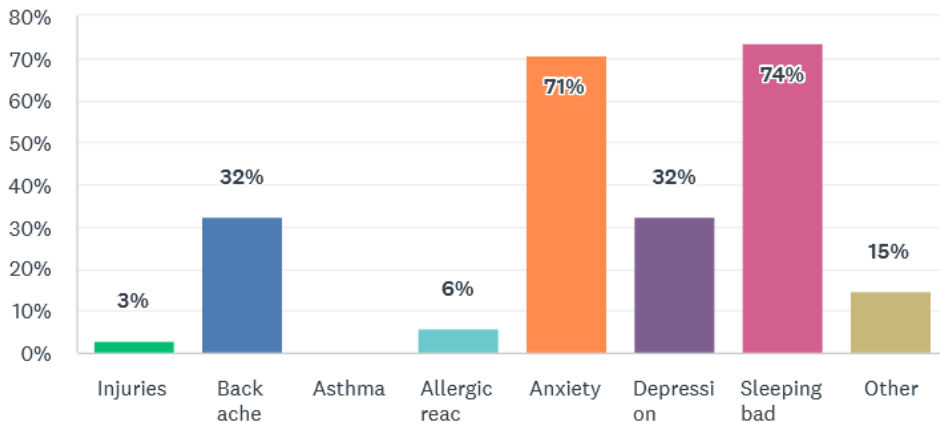


# Occupational Stress vs year started (ITM)

**Q69:** Have you experienced any of these health issues during the last year caused by being a third-cycle student at KTH?

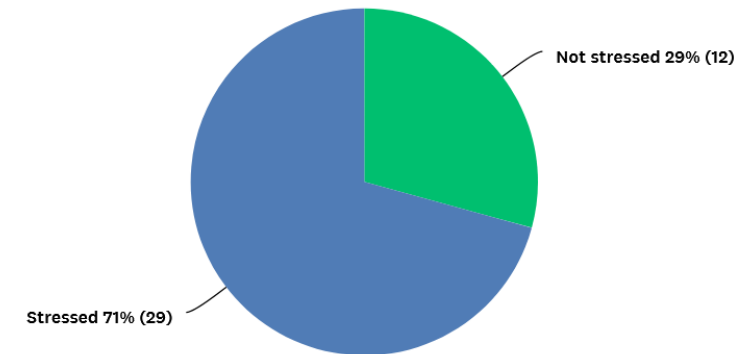
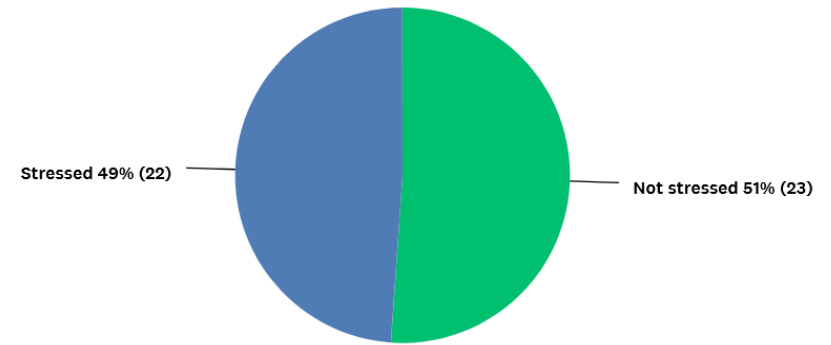


2020 - 2023



-- 2019

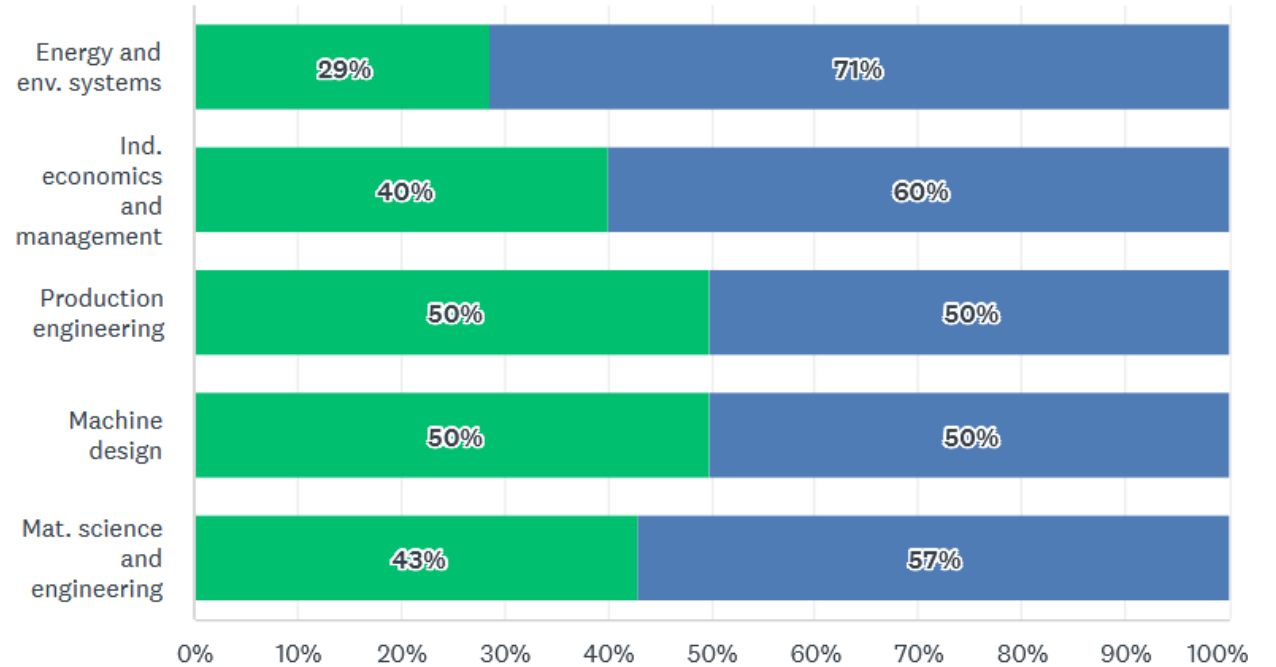
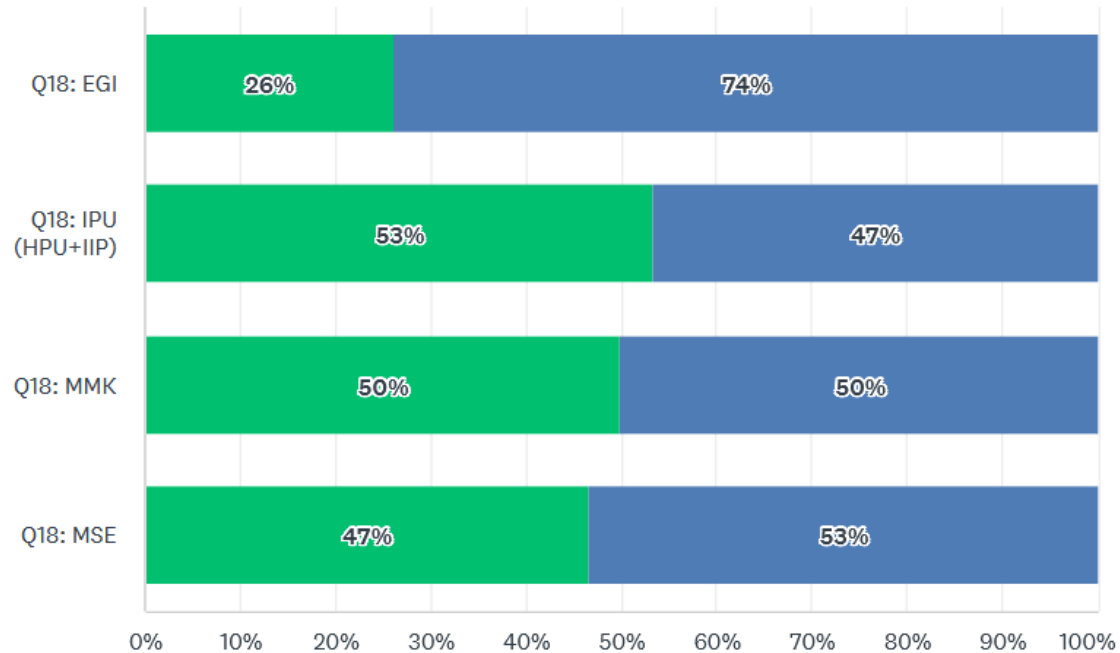
**Q68:** Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?





# Occupational stress vs program/department (ITM)

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

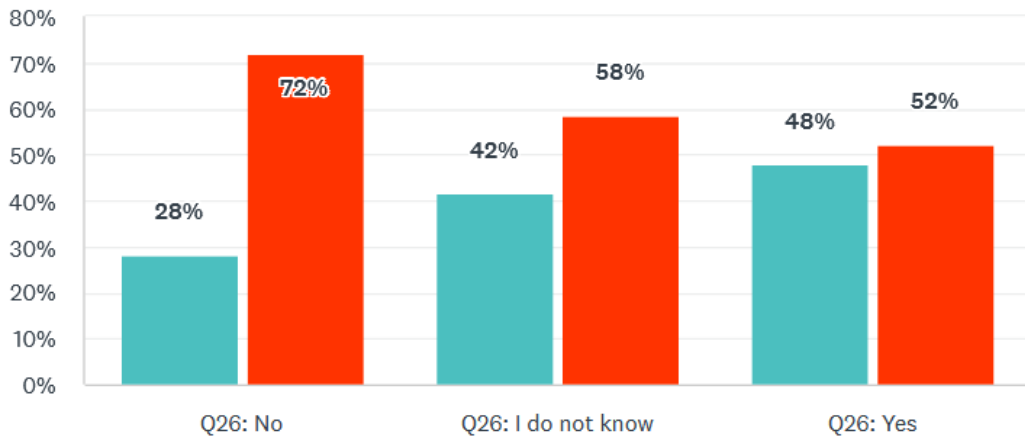


■ Not stressed ■ Stressed

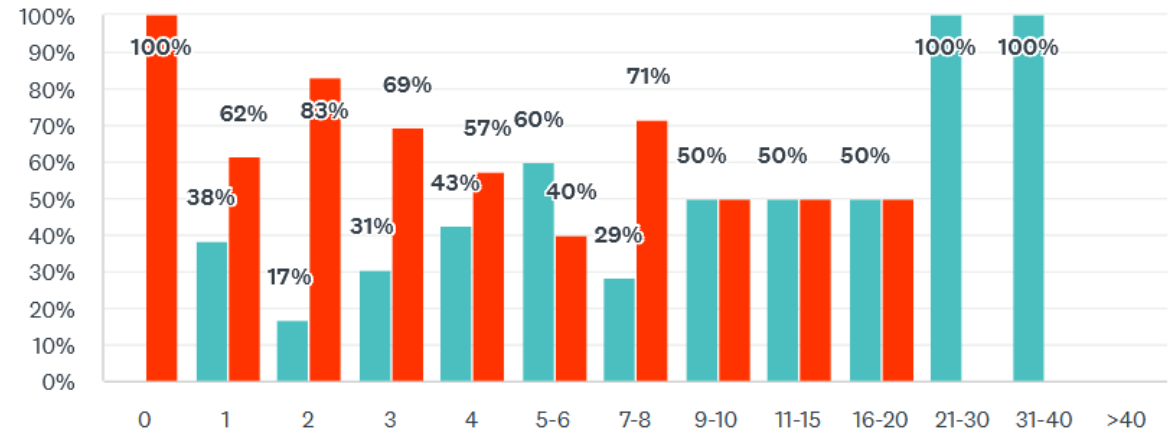


# Occupational stress and Supervision hours (ITM)

**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?

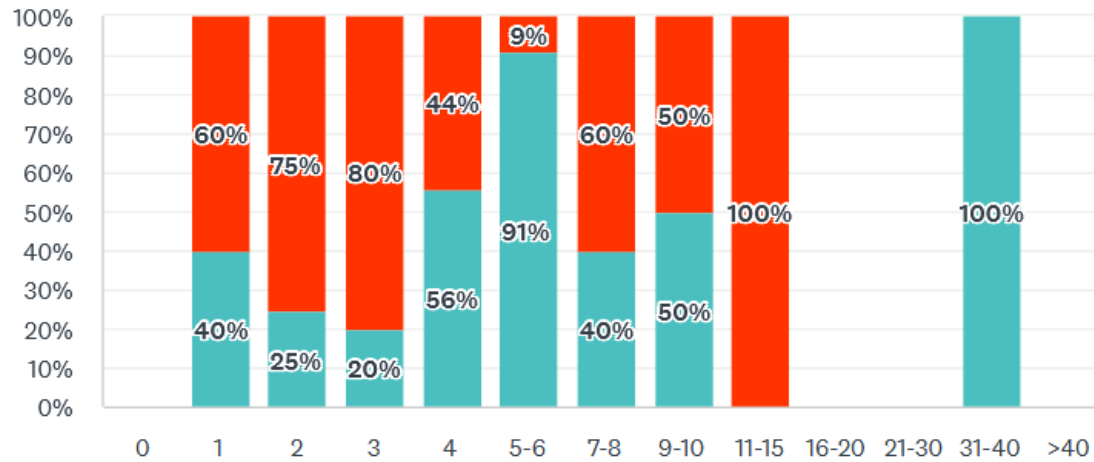
■ Not stressed
 ■ Stressed



# Occupational 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?

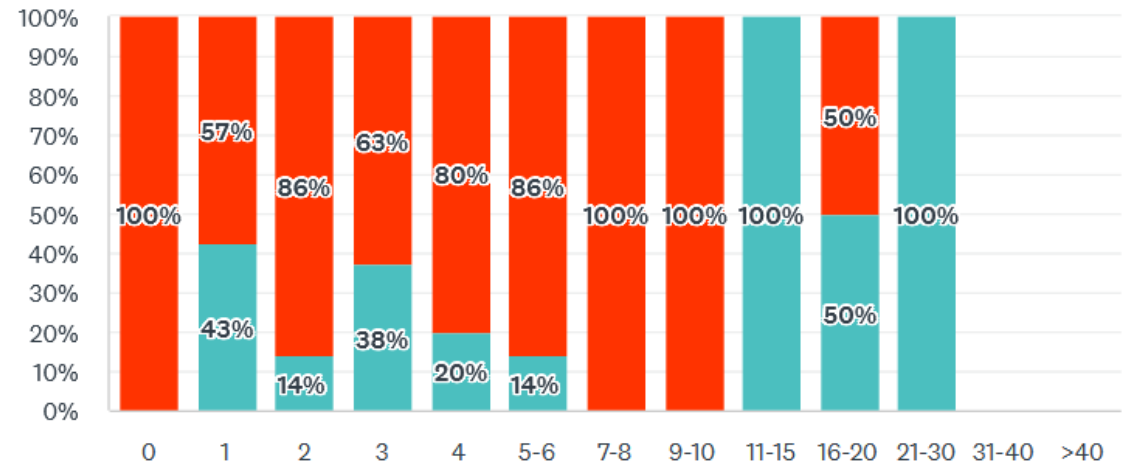
2020-2023



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

Not stressed (teal)    Stressed (orange)

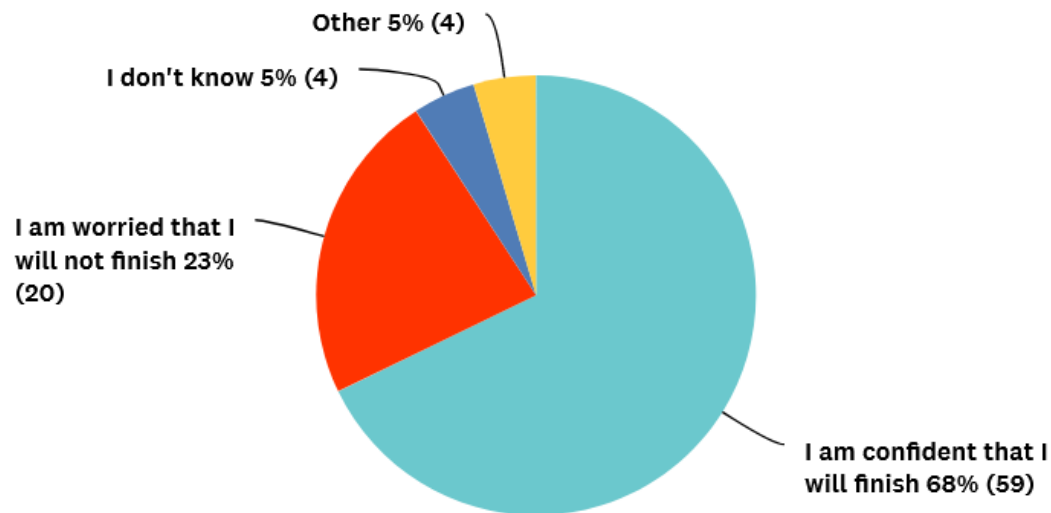
--2019



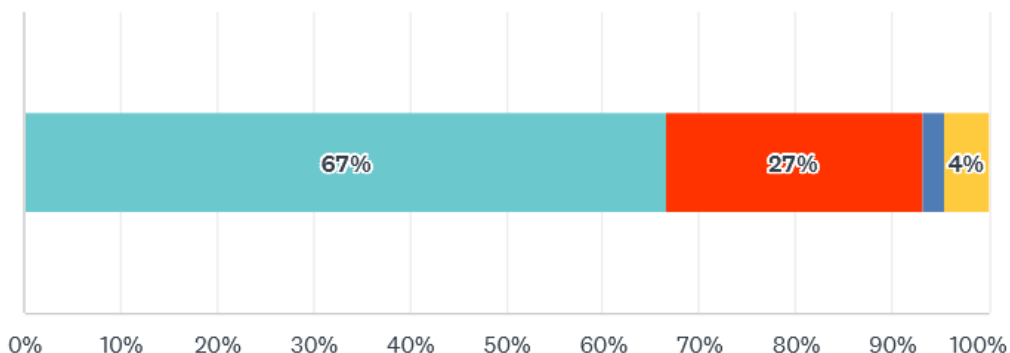


# Confidence to finish doctoral studies (ITM)

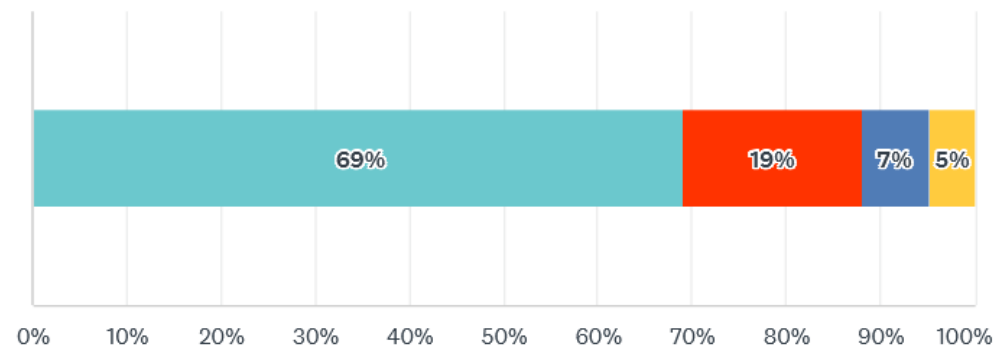
**Q96:** How confident are you that you will continue your third-cycle studies until completion?



**2020-2023**



**-- 2019**

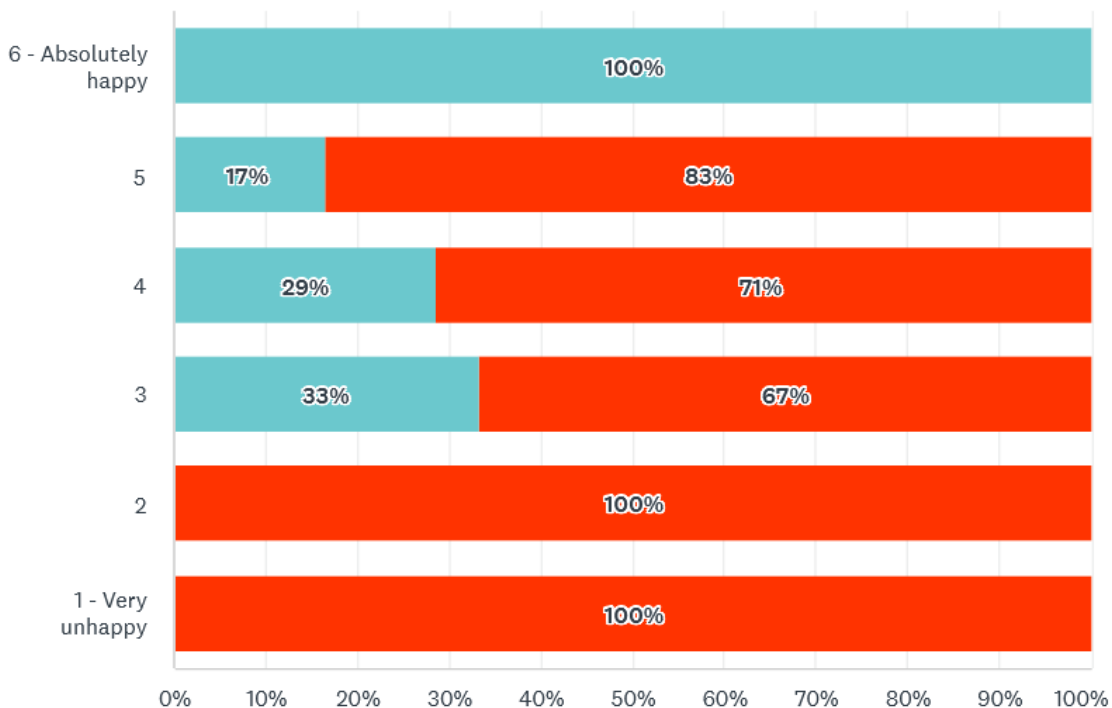






# Correlations overall satisfaction I (ITM)

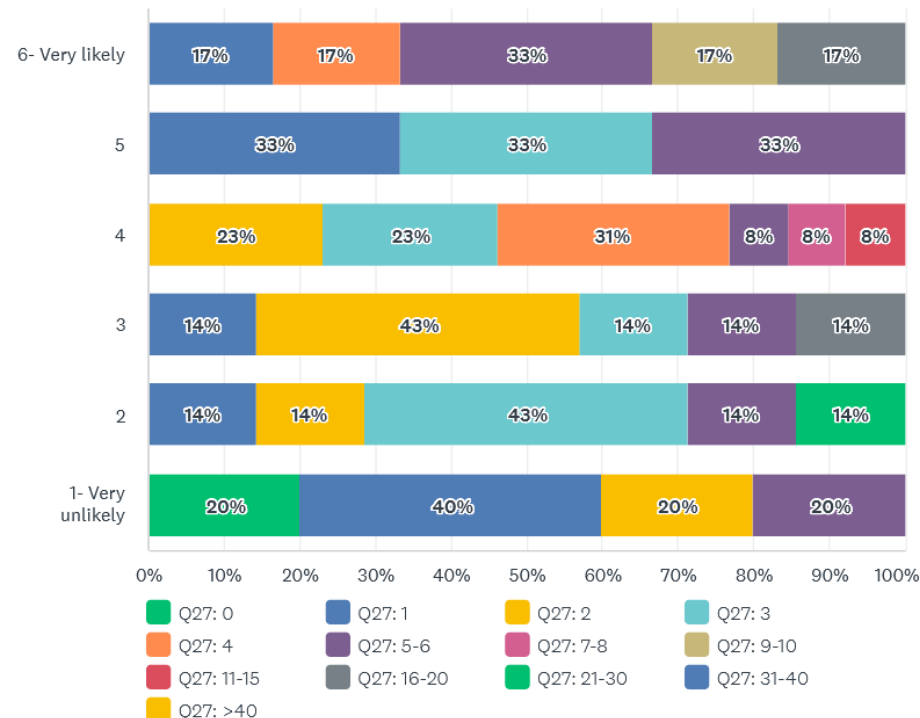
**Q98:** How would you rate your overall happiness with your position as a third-cycle student at KTH?



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

■ Not stressed
 ■ Stressed

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



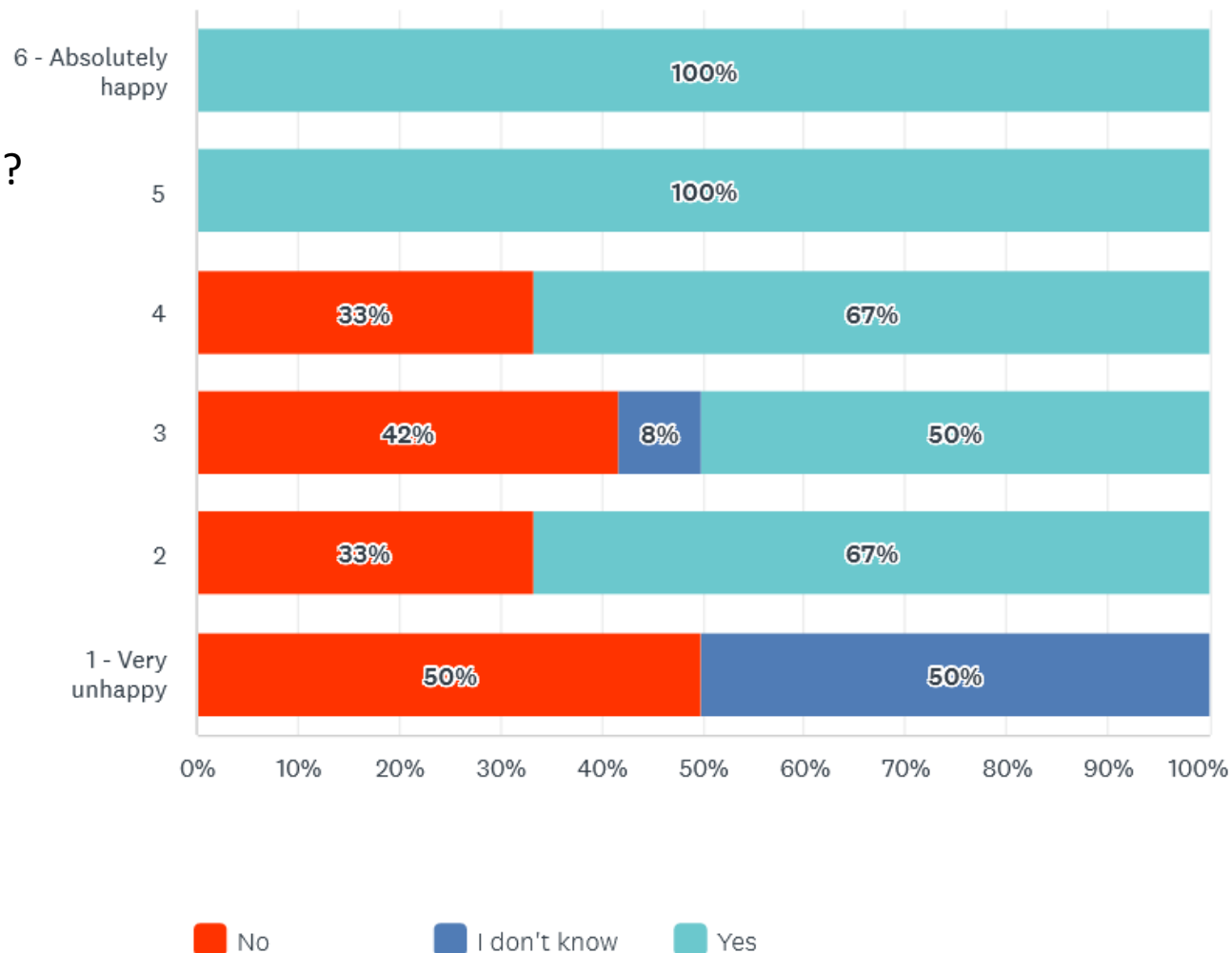
Hours of supervision



# 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?

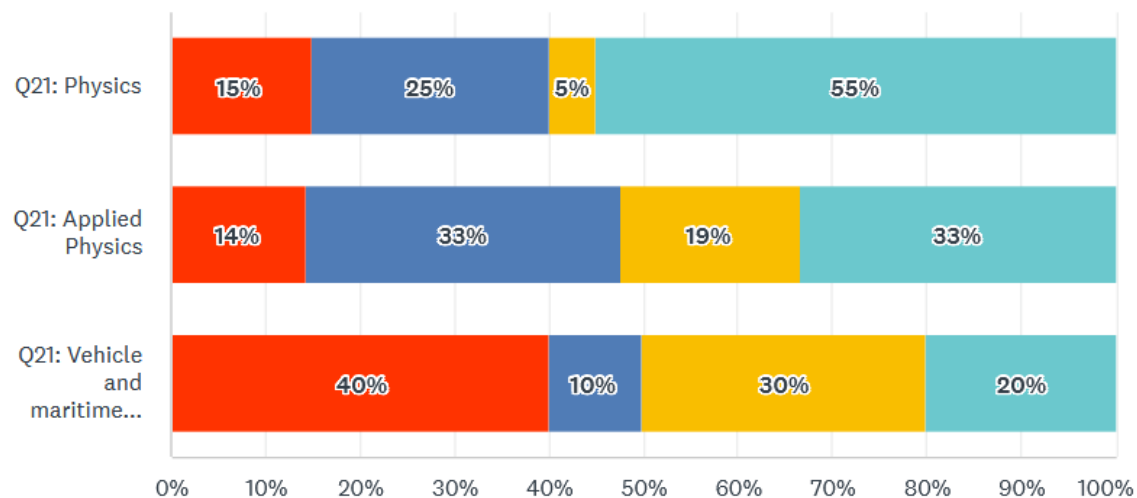
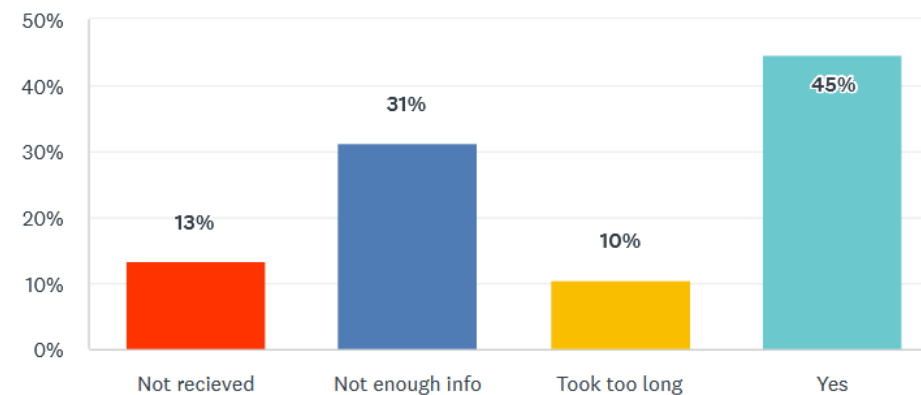
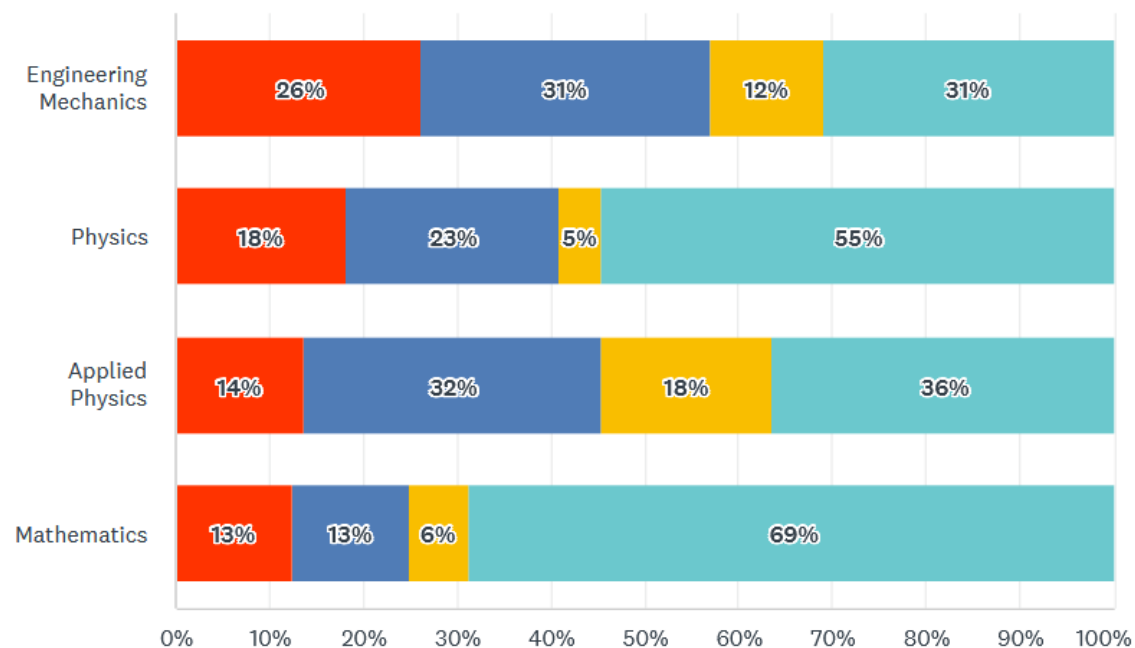


# **School of Engineering Sciences (SCI)**



# On-boarding (SCI)

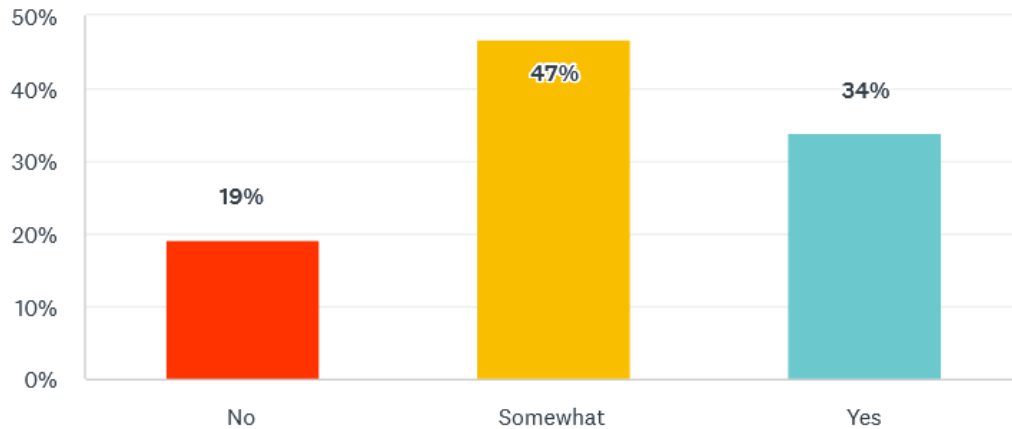
**Q81:** Did you receive proper and full on-boarding when you started as third cycle student at KTH?



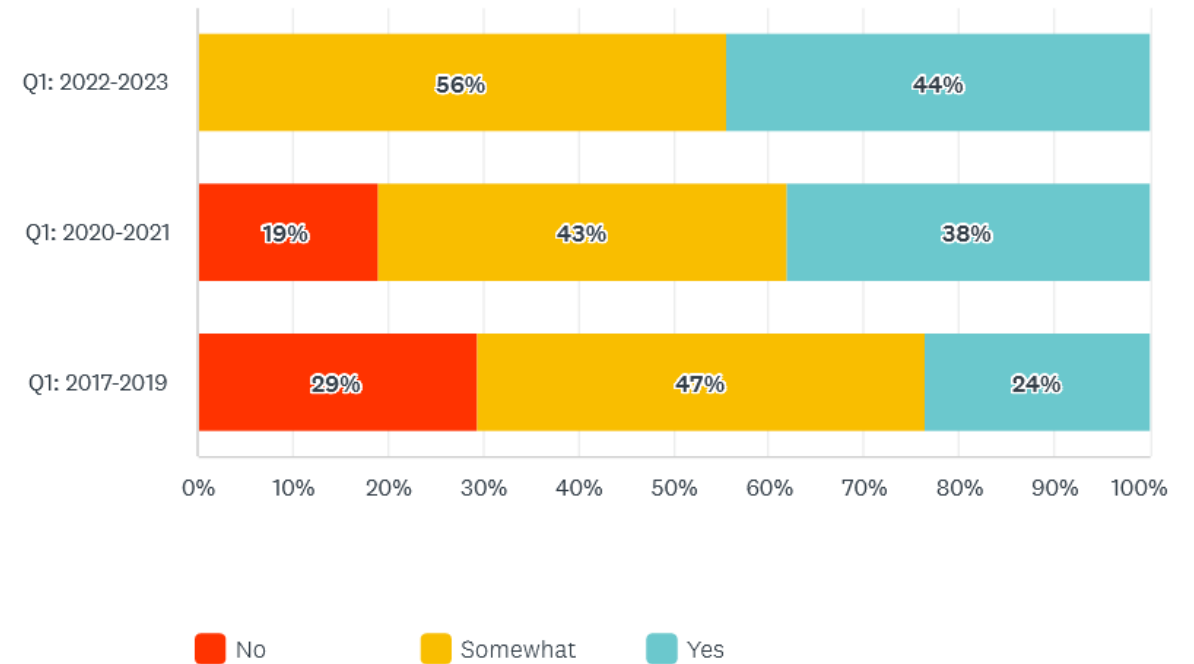


# Integration (SCI)

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



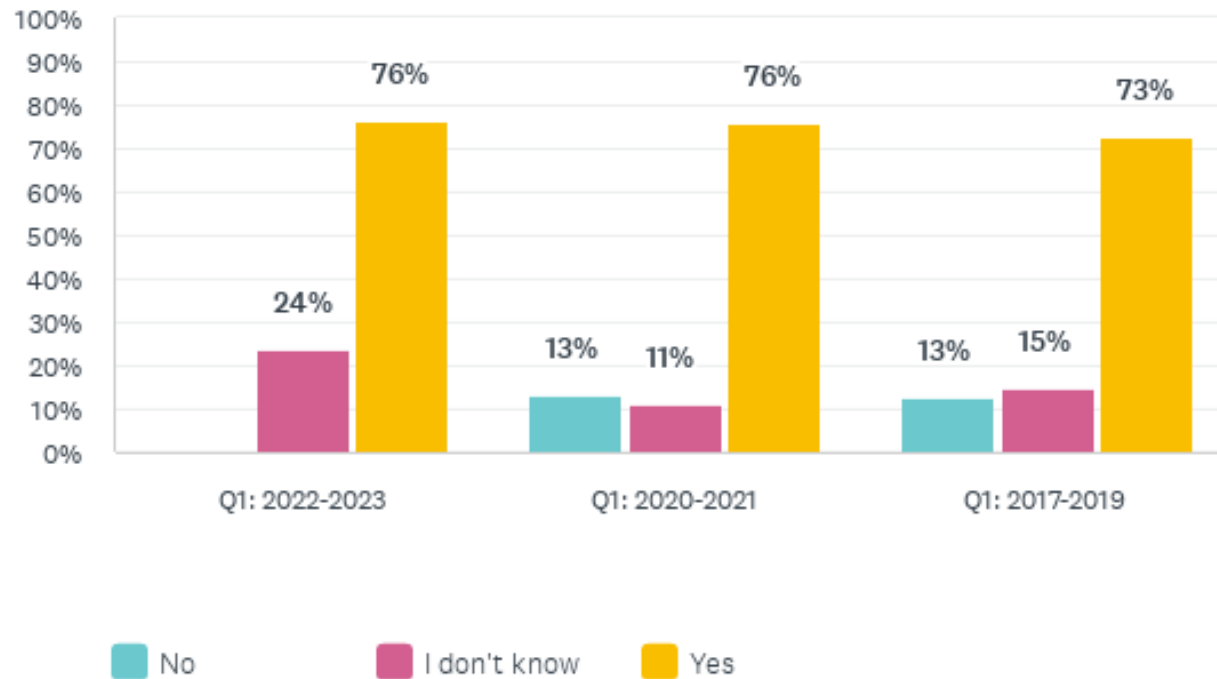
2022- 2023 students are all Swedish citizens here





# Supervisor engagement and workload (SCI)

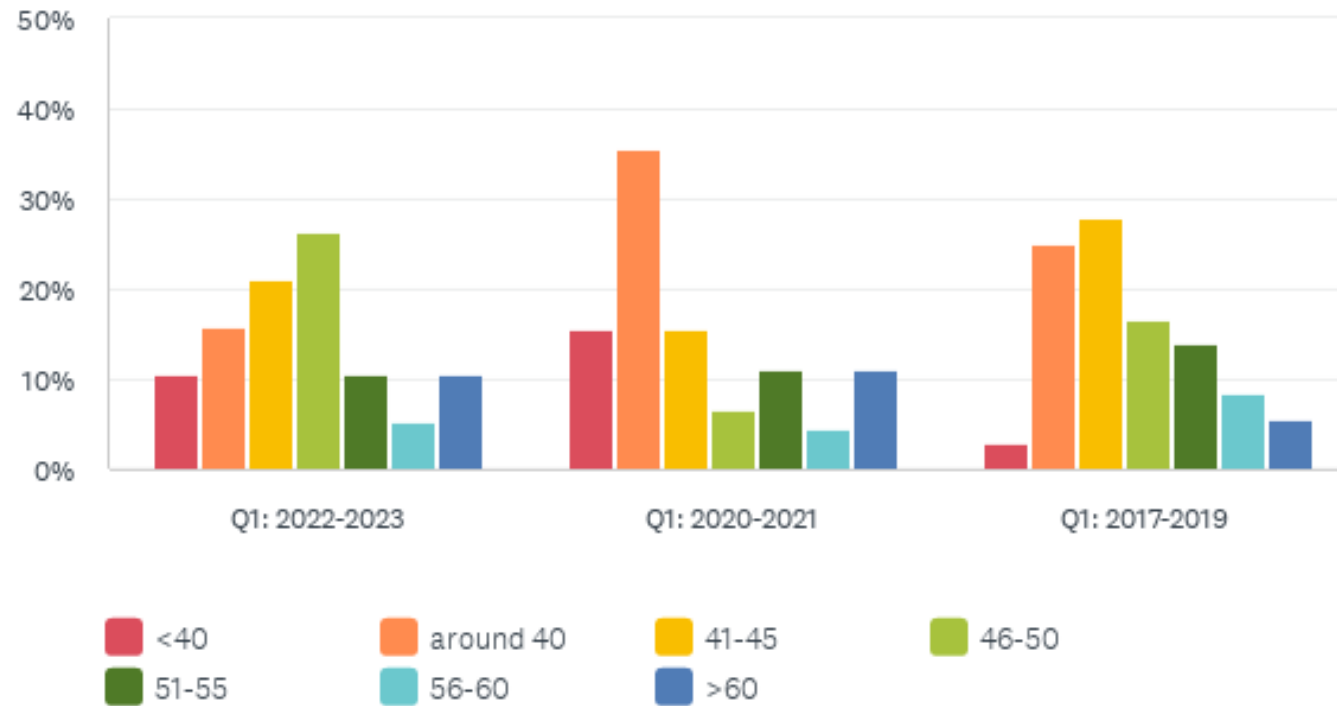
**Q29:** Do you feel that at least one of your KTH-supervisors is sufficiently engaged in your research and your topic to give you supervision at an adequate scientific level?





# Workload (SCI)

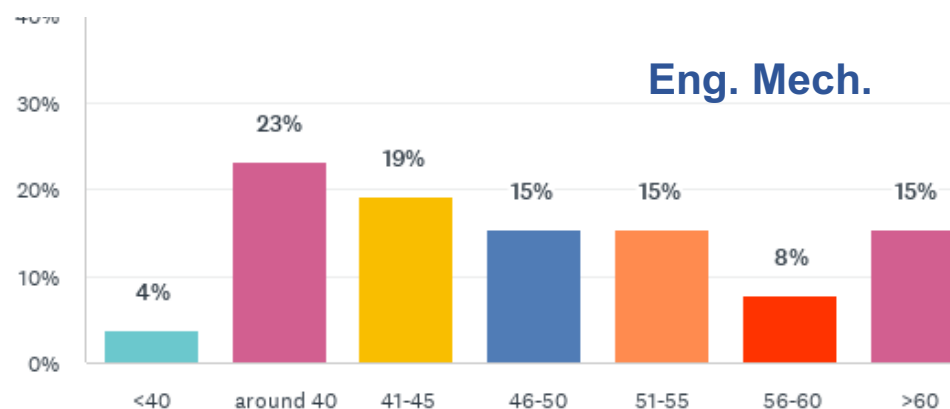
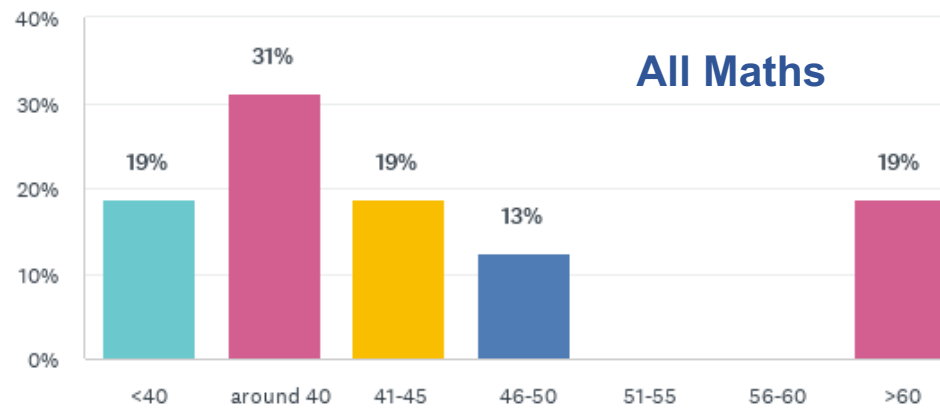
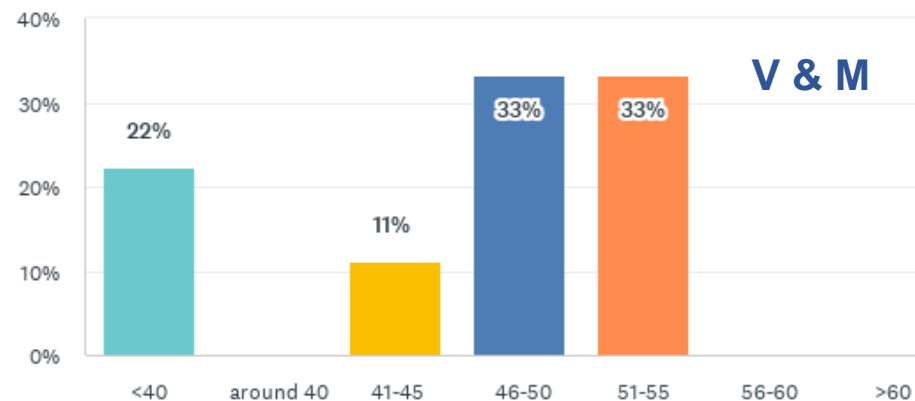
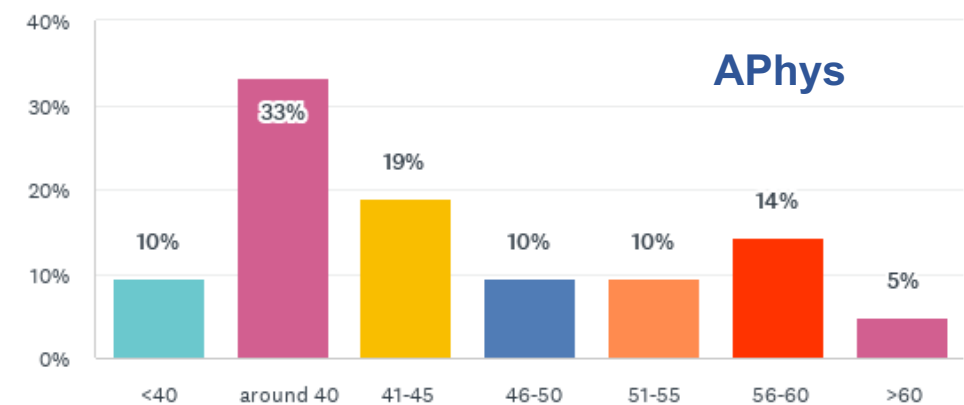
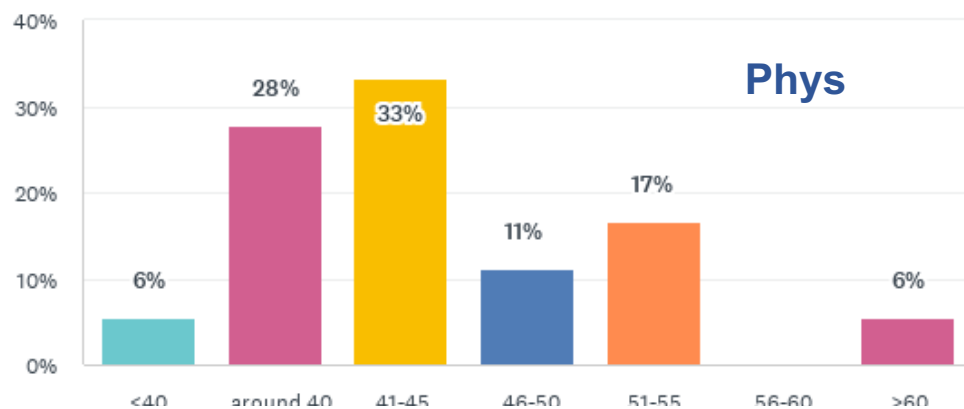
Q54: How many hours on average did you work per week during the last year?





# Workload (SCI)

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

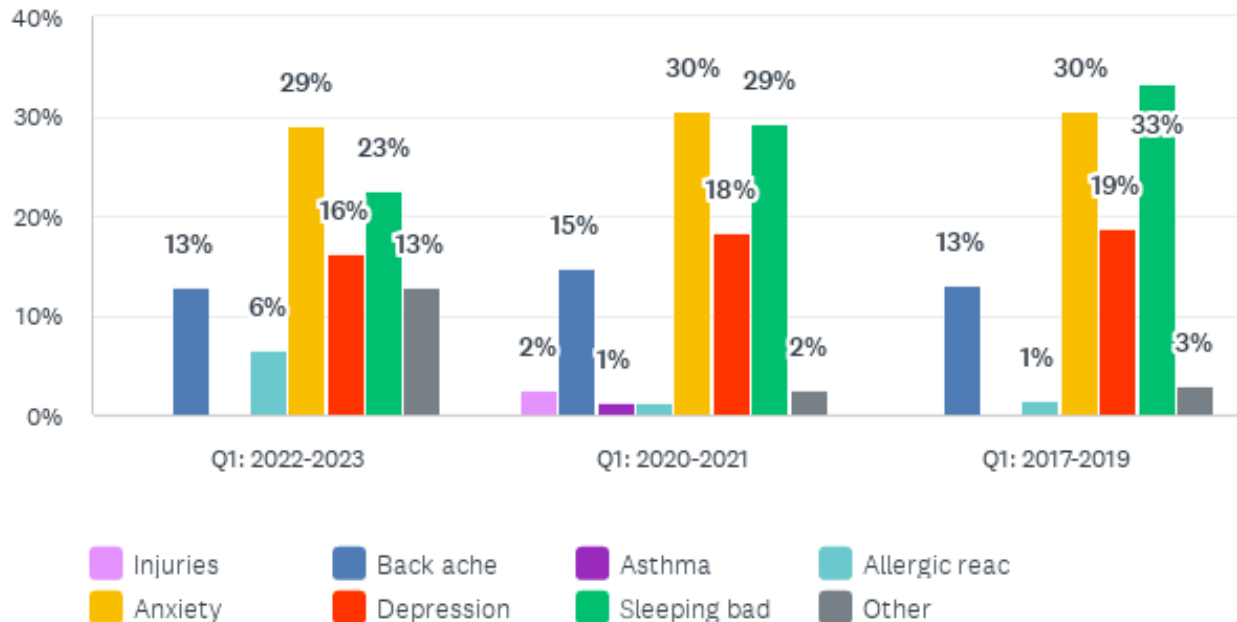




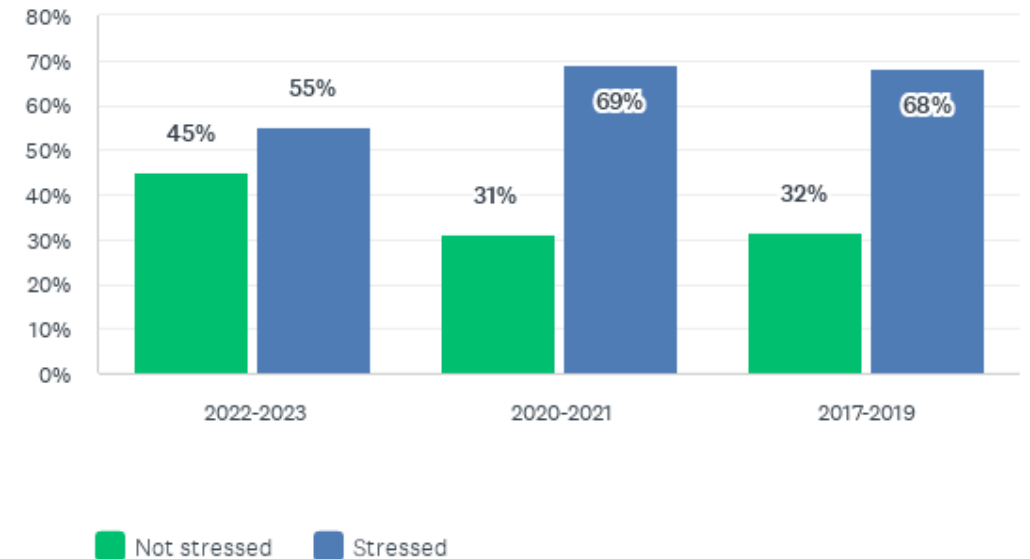


# Occupational Stress vs year started (SCI)

**Q69:** Have you experienced any of these health issues during the last year caused by being a third-cycle student at KTH?



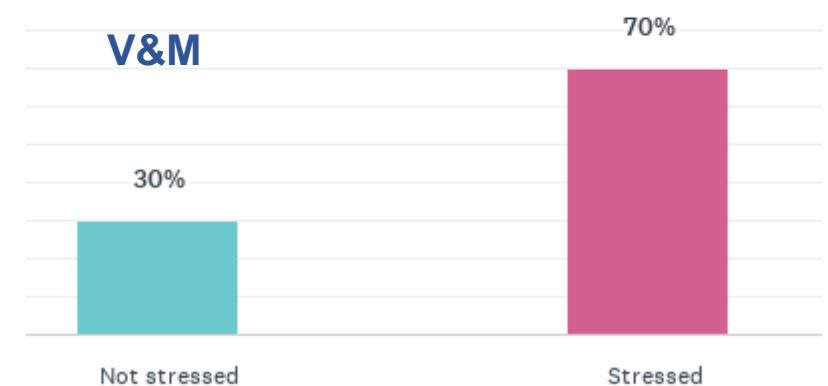
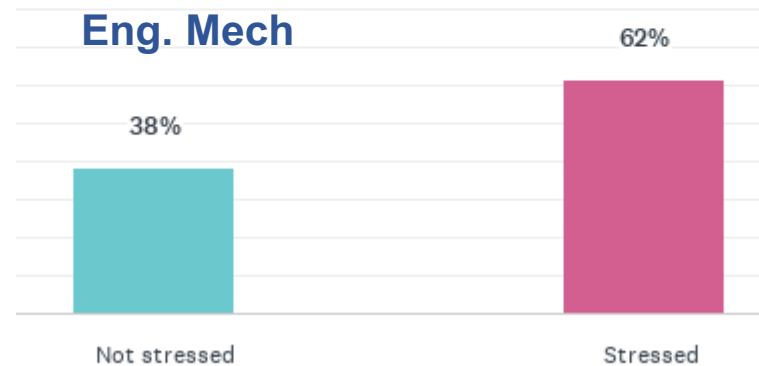
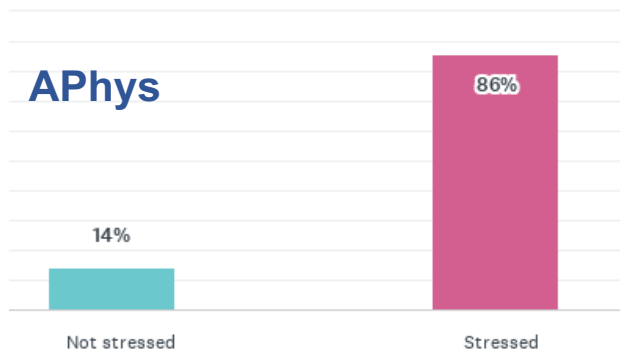
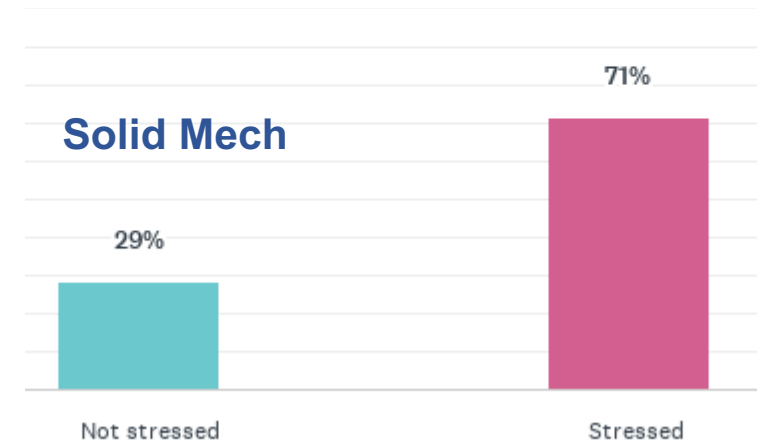
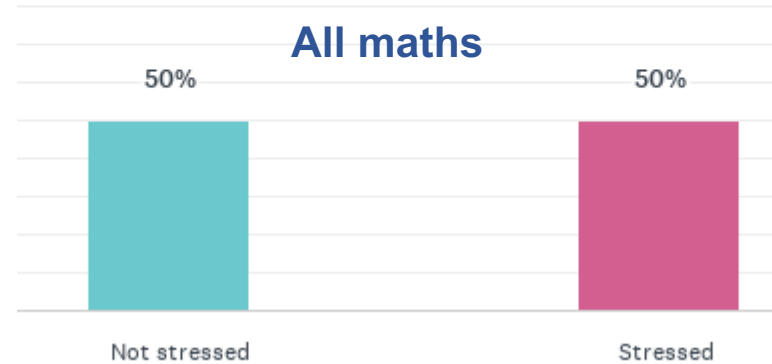
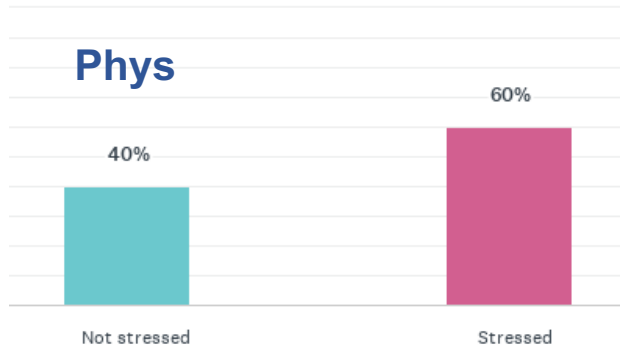
**Q68:** Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?





# Occupational stress vs faculty (SCI)

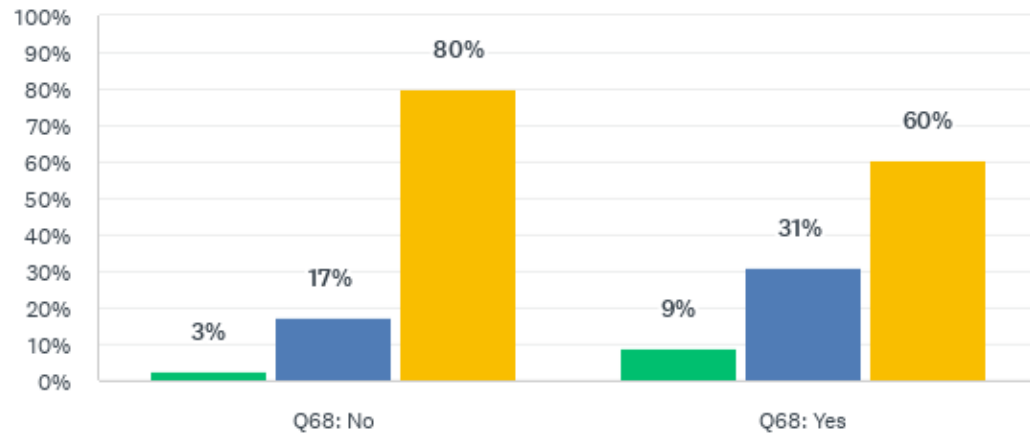
**Q68:** Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?





# Occupational stress and Supervision hours (SCI)

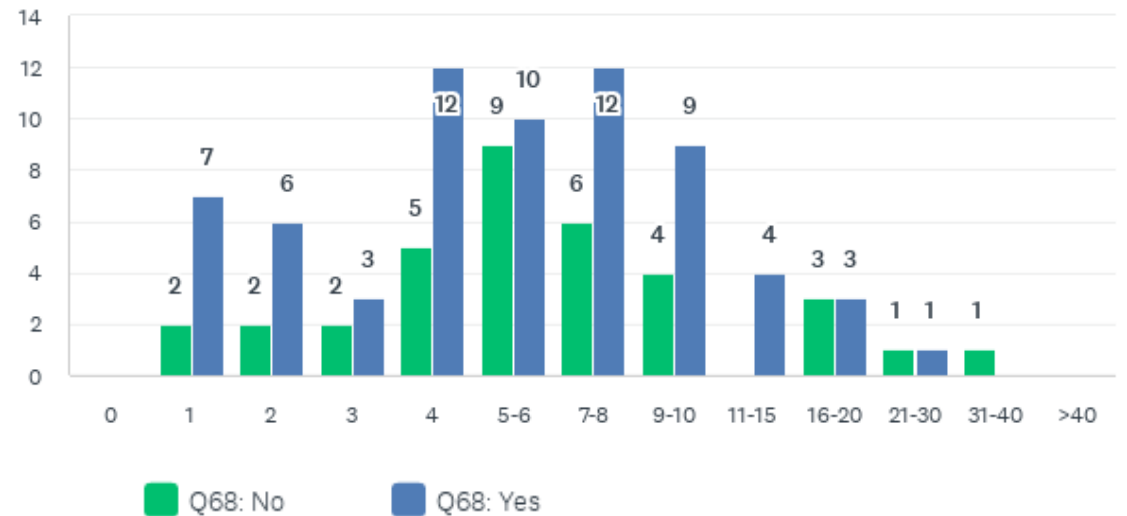
**Q68:** Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?



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

■ I do not know   
 ■ No   
 ■ Yes

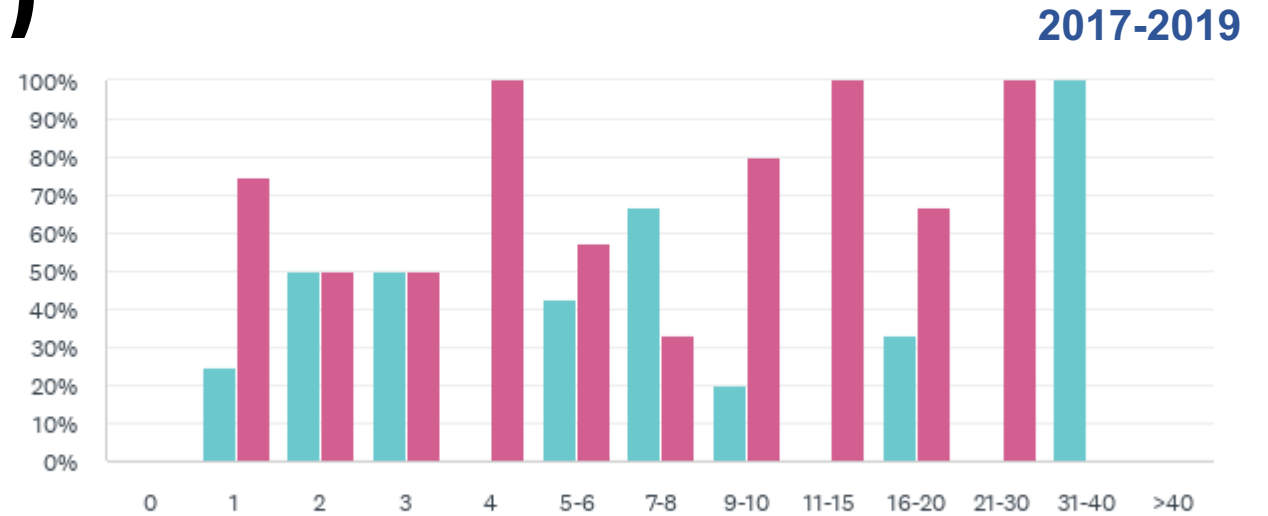
**Q27:** How many hours of supervision (scheduled and unscheduled meetings) do you get from your KTH-supervisor(s) each month?



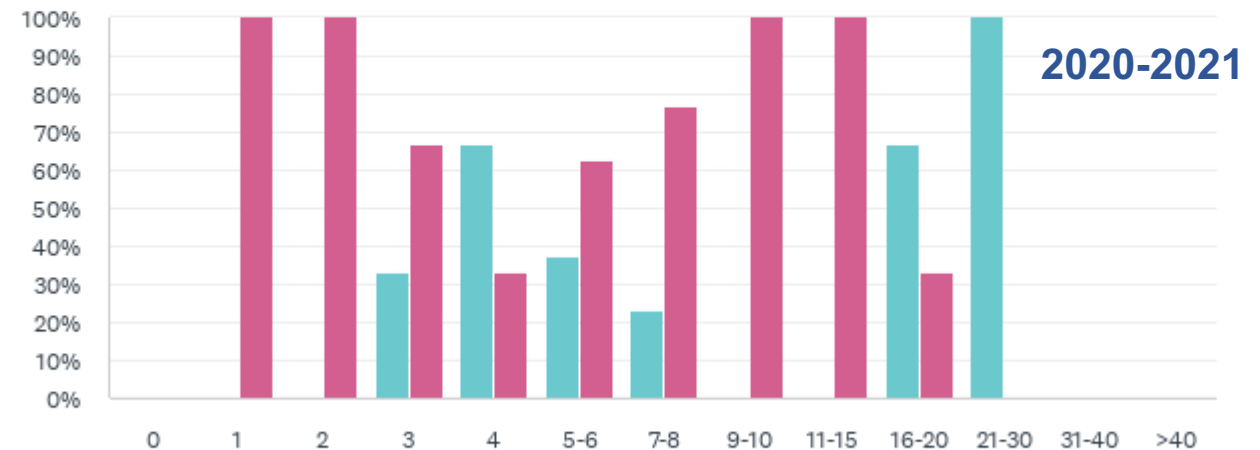
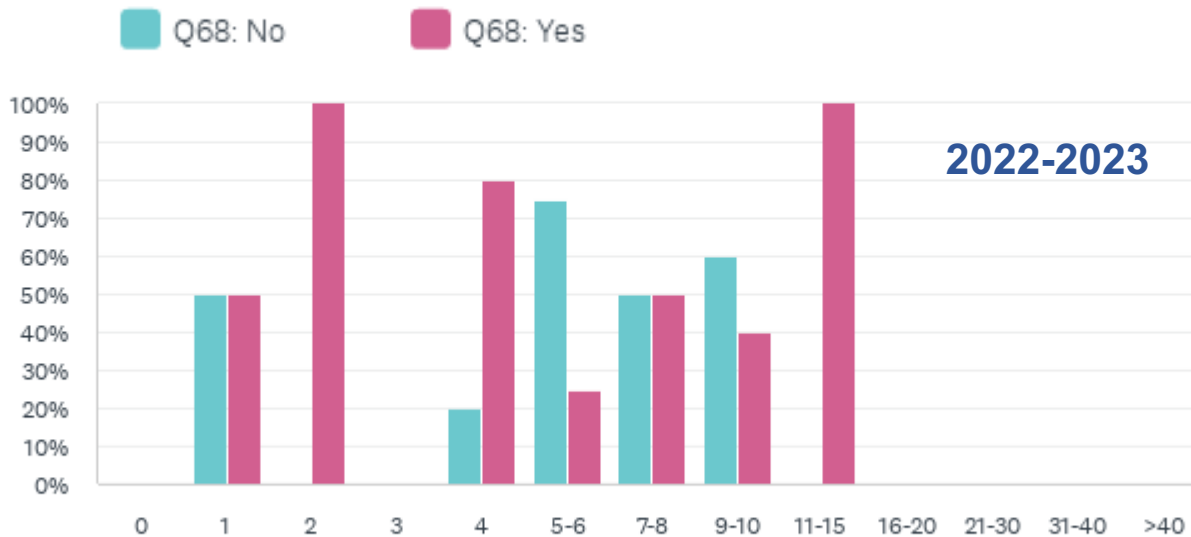


# Occupational stress vs Hours Supervision (SCI)

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



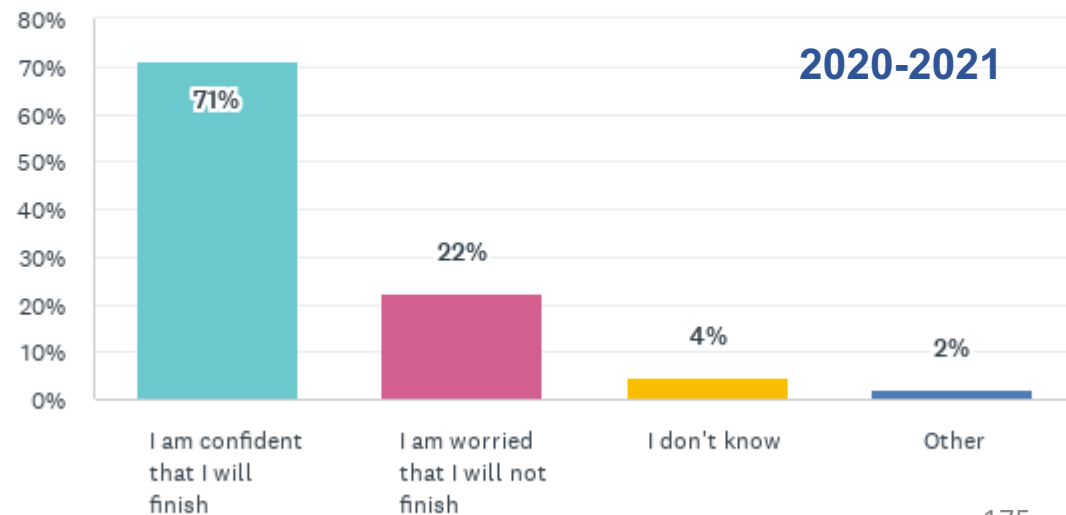
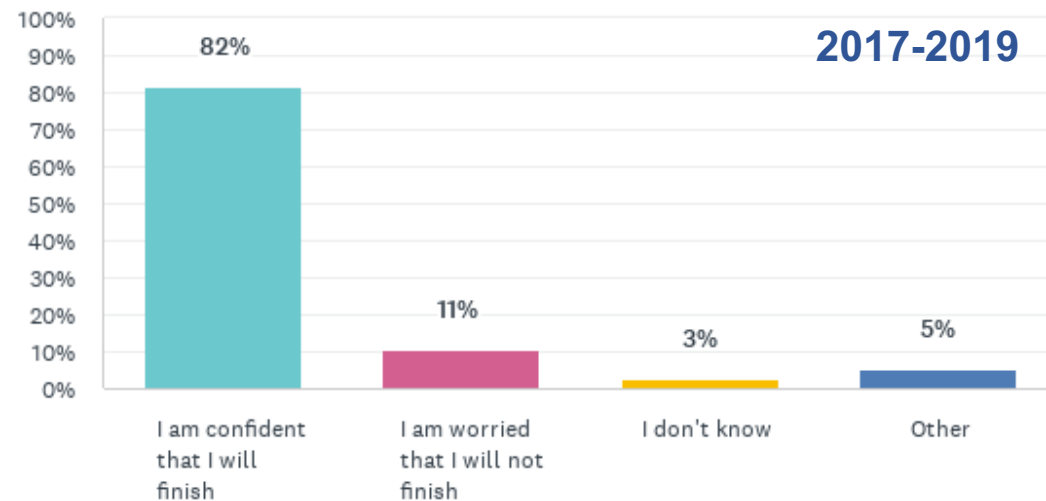
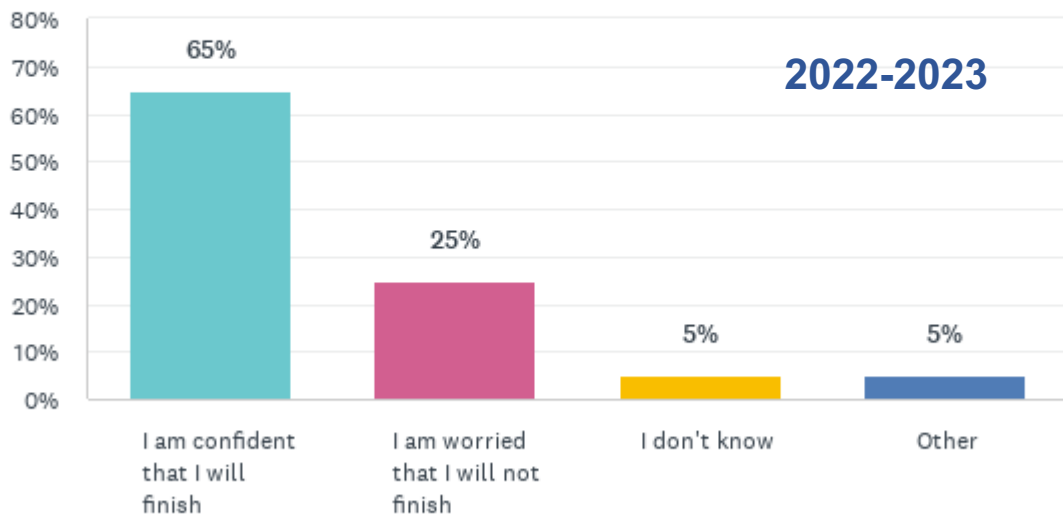
**Q68:** Have you experienced unhealthy levels of occupational stress during the last year as a third-cycle student?





# Confidence to finish doctoral studies (SCI)

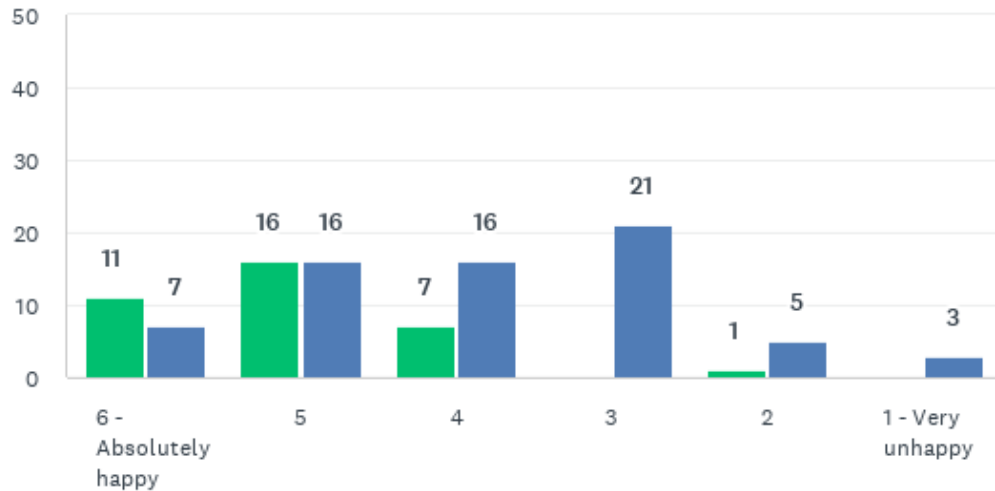
**Q96:** How confident are you that you will continue your third-cycle studies until completion?





# Correlations overall satisfaction I (SCI)

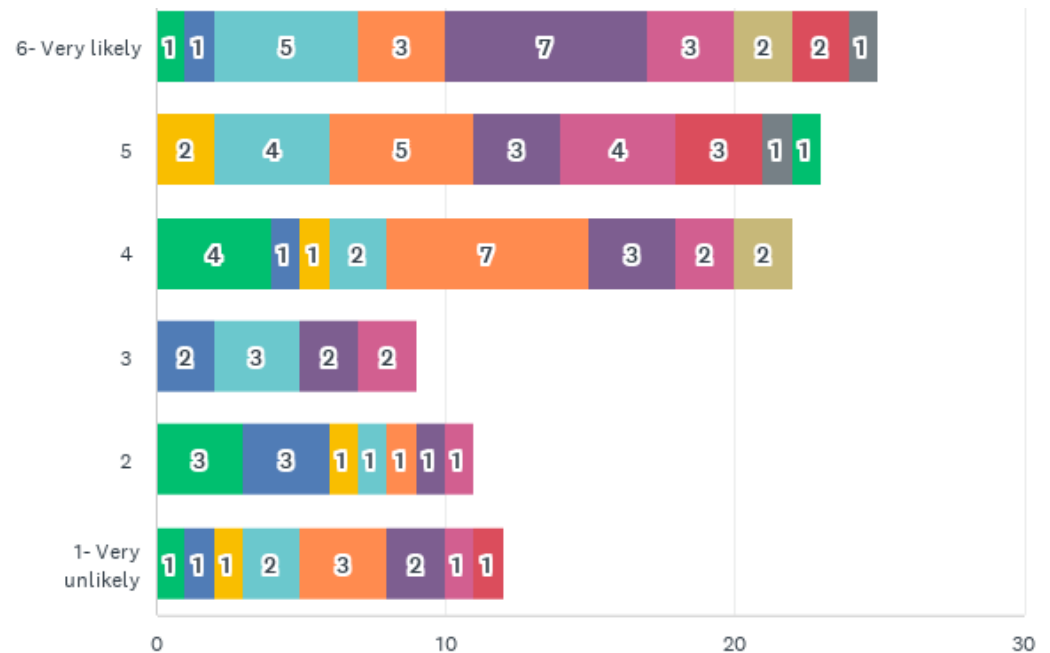
**Q98:** How would you rate your overall happiness with your position as a third-cycle student at KTH?



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



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

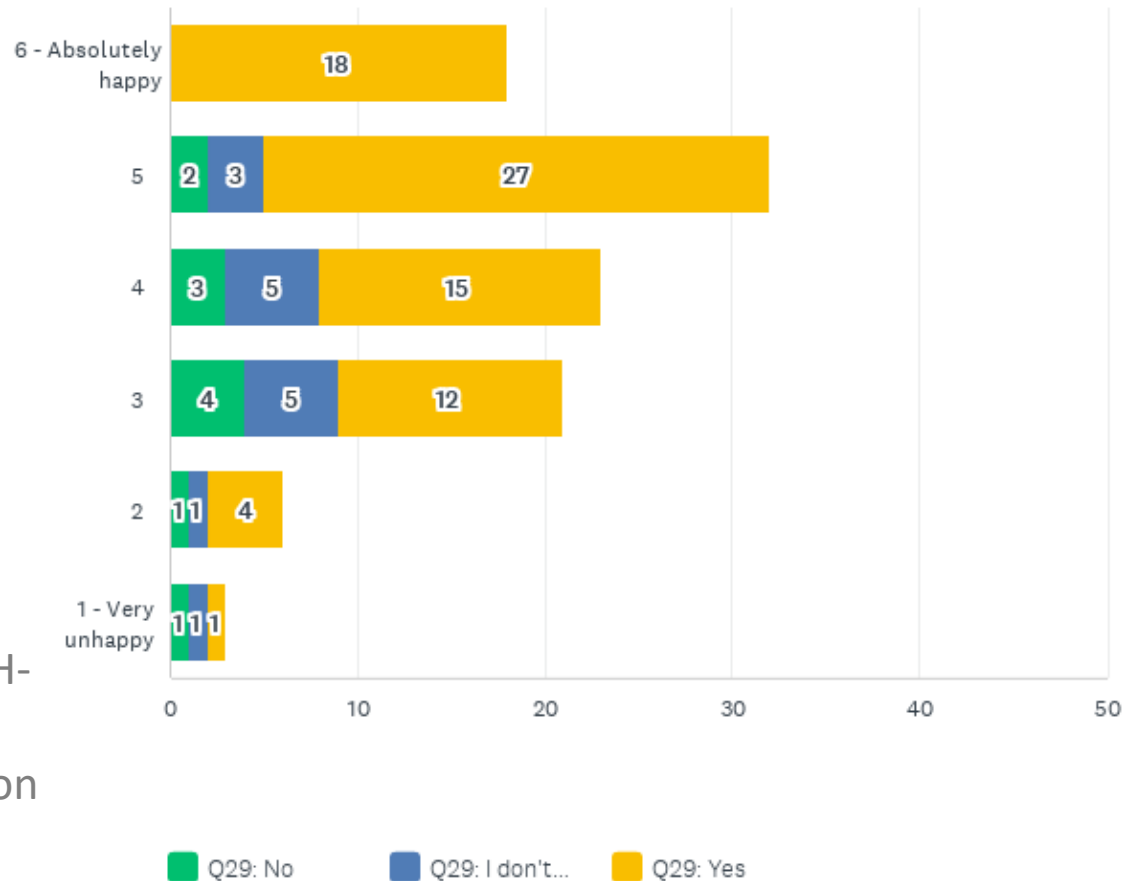


Hours of supervision



# Correlations overall satisfaction II (SCI)

**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?

