

Supervisor survey 2021 – supervision within the doctoral education

This survey is directed at you as supervisor of doctoral students at Uppsala University. We would like you to answer the survey even if your doctoral student(s) have recently defended their thesis.

Uppsala University is conducting a survey about the doctoral education, directed at doctoral students and supervisors at the University. The main aim with the survey is to provide a basis for quality development, by making visible strengths and areas for development within the doctoral education programmes. In the supervisor survey, questions are posed about, for example, supervision and the doctoral education environment. Your answers are important, and will be a complement to the picture of the doctoral education provided by the doctoral students.

The questions in the are formulated in general terms to capture the breadth and variation of the various doctoral educations at Uppsala University. At the end of the questionnaire, there are open-ended questions where you have the opportunity to comment on overall strengths and areas for development regarding the doctoral education. *Answer the survey based on your overall experiences as a supervisor at Uppsala University.*

COVID-19

At the end of the questionnaire, there is an opportunity to comment on how your supervision has been impacted by the COVID-19 pandemic. When you answer the other questions, please try to ignore the impact that the pandemic may have had on your doctoral student supervision as much as possible.

BACKGROUND

1. Gender identity

Female Male I identify as neither
 male nor female.

2. Within which faculty at Uppsala University are you *primarily* active as a supervisor of doctoral students? (Choose only *one* alternative.)

Arts Theology Pharmacy
 Languages Law Science and Technology
 Social Sciences Medicine Educational Sciences

3. Within which department/equivalent are you *primarily* active as a supervisor of doctoral students?

4. Where did you receive your doctorate?

- Uppsala University
- Other higher education institution in Sweden
- Higher education institution in Europe
- Higher education institution outside of Europe

5. What is your academic title?

- Doctor Docent/Associate Professor Professor Other. Specify which: _____

6. Is your place of work primarily located at Campus Gotland?

- Yes
- No

7. In addition to your research/teaching (including supervision) at Uppsala University, are you also active within some other environment as listed below?

- No
- Yes, clinical environment (e.g., within the medical care system)
- Yes, another field of application (e.g., industry, public administration)
- Yes, other higher education institution (in or outside of Sweden)
- Yes, other, indicate: _____

SUPERVISION AND DOCTORAL EDUCATION ENVIRONMENT**8. How many doctoral students accepted to doctoral education at Uppsala University are you currently supervising?**

	0	1	2	3	4	5	6	7	8	9	10 or more
a) As principal supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) As assistant supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How many doctoral students have you supervised *through completing their doctoral degree*?

	0	1-2	3-5	6-10	11-20	>20
a) As principal supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) As assistant supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. How often do you normally meet for supervision with your doctoral student(s)?

	Never	Occasionally during the semester	A few times a month	A few times a week	Several times a week	Not applicable
a) As principal supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) As assistant supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. To what degree do you and your doctoral student(s) overall discuss the following aspects of supervision?

	To a very low degree	To a fairly low degree	To some degree	To a fairly high degree	To a very high degree
a) Design of research project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Method (quantitative or qualitative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Structure of scientific texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The doctoral student's research findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The doctoral student's time planning for the doctoral education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. To what degree do you feel the supervision promotes critical thinking by your doctoral students?

To a very low degree	To a fairly low degree	To some degree	To a fairly high degree	To a very high degree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any comments: _____

13. To what degree do you agree with the following statements?

	Strongly disagree	Agree to a fairly low degree	Agree to some degree	Agree to a fairly high degree	Strongly agree	Don't know/ not applicable
a) The doctoral students and I have spontaneous discussions about day-to-day research work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I know the rules and regulations related to doctoral education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I feel it is difficult to know what demands I can place on the doctoral students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I feel it is difficult to know what demands can be placed on me as supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. To what degree do you feel you can live up to the demands and expectations placed on you as a supervisor?

To a very low degree	To a fairly low degree	To some degree	To a fairly high degree	To a very high degree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) If you experience any difficulties living up to these demands and expectations:

To what degree do you feel this is because...

	Not at all	To a fairly low degree	To some degree	To a fairly high degree	To a very high degree
a) ...the number of doctoral students to supervise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ...your total workload is too high?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ...your work situation is too scattered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ...the demands and expectations from doctoral students are too high?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ...there are large discrepancies between the doctoral students' chosen topic and your own field of research?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other, indicate reason: _____

15. To what degree do you experience negative stress in relation to your supervision?

To a very low degree	To a fairly low degree	To some degree	To a fairly high degree	To a very high degree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. To what degree do you and your doctoral student(s) discuss their future career?

To a very low degree To a fairly low degree To some degree To a fairly high degree To a very high degree

17. Are seminars held at your department or in your research group/equivalent? (Seminars here mean scholarly discussions in the form of organised meetings with other researchers and doctoral students than at supervision meetings.)

- Yes, several seminars per semester (e.g., in the form of seminar series)
 Yes, a few seminars per semester
 No

18. How often do you usually participate in the seminars?

Rarely Sometimes Most often

Any comments: _____

PEDAGOGICAL TRAINING AND SUPPORT IN SUPERVISION**19. Have you attended any supervisor training course**

- Yes, at Uppsala University Yes, at another higher education institution No

20. Has the supervisor training been useful for your own supervision?

- Yes, to a high degree
 Yes, to some degree
 No

Any comments: _____

21. To what degree do you feel you have a need of additional training for supervision of doctoral students?

To a very low degree To a fairly low degree To some degree To a fairly high degree To a very high degree

Please comment on what type of training you feel like you need:

22. Are there supervisor meetings (i.e., organised meetings where supervision is discussed) at the department/section/research group where you supervise?

Yes No Don't know

b) If yes: To what degree are the supervisor meetings an important forum for you as a supervisor of doctoral education?

To a very low degree	To a fairly low degree	To some degree	To a fairly high degree	To a very high degree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INDIVIDUAL STUDY PLAN

23. Have the individual study plans of your doctoral student(s) been followed up over the past year?

- Yes, a follow-up has been conducted in discussions between myself and my doctoral student(s)
- Yes, it was mostly a formality and was done without discussion
- No, no follow-up has been done in the past year
- No, my doctoral student(s) has/have been active less than one year

24. To what degree do you feel that:

	To a very low degree	To a fairly low degree	To some degree	To a fairly high degree	To a very high degree	Don't know
a) The individual study plan is a useful planning tool for doctoral studies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Follow-up of the individual study plan is a control of whether the doctoral studies are progressing as they should?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

QUALITATIVE TARGETS FOR DOCTORAL EDUCATION

25. The Higher Education Ordinance lists several qualitative targets for third-cycle/doctoral education. To what degree are you familiar with these targets?

Not at all	To some degree	To a high degree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. To what degree do you feel that doctoral students, within the framework for the doctoral education where you are active, *are given opportunities to develop* the following aspects in terms of knowledge and understanding?

	To a low degree	To some degree	To a high degree	Don't know
a) Broad and systematic knowledge within the research domain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Specialised and up-to-date knowledge within a limited part of the research domain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Knowledge of scientific methodology in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Knowledge of scientific methodology in the specific research domain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. To what degree do you feel that the doctoral students, within the framework for the doctoral studies where you are active, *are given opportunities to develop* the following aspects in terms of proficiency and ability?

	To a low degree	To some degree	To a high degree	Don't know
a) Ability for scientific analysis and synthesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Make independent critical reviews and assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Identify the need for new knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Identify and formulate scientific questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Plan and use appropriate methods to conduct research within predetermined time frames	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Plan and implement other qualified tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Contribute to knowledge development within the research domain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Present and discuss research findings nationally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Present and discuss research findings internationally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Present and discuss research findings outside of academia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Contribute to society's advancement through research and education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Support the learning of others through research and education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. To what degree do you feel that the doctoral students, within the framework for your doctoral programme, *are given opportunities to develop* the following aspects in terms of judgement and approach?

	To a low degree	To some degree	To a high degree	Don't know
a) Make ethical judgements in research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Demonstrate intellectual independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Demonstrate scientific integrity (honesty)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Demonstrate deeper insight into the possibilities and limitations of science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONCLUDING OVERARCHING QUESTIONS

29. Overall, how satisfied are you with ...

	Very dissatisfied	Fairly dissatisfied	Neither satisfied nor dissatisfied	Fairly satisfied	Very satisfied
a) ... the effort you put into your supervision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... your potential for serving as a supervisor at Uppsala University?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... the doctoral education within which you are active as a supervisor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Describe the strengths, areas for development and any suggestions for improving the doctoral education in which you supervise.

a) Strengths:

b) Areas for development and any suggestions for improvements:

31. Overall, how has your supervision been impacted by the COVID-19 pandemic?

- My supervision has mostly been impacted positively
- My supervision has mostly been impacted negatively
- My supervision has neither been impacted positively nor negatively
- Don't know

Please comment:

Thank you for your participation.