

# Doctoral studies at the University of Bern – survey on doctoral students' satisfaction levels

## Results

July 2019

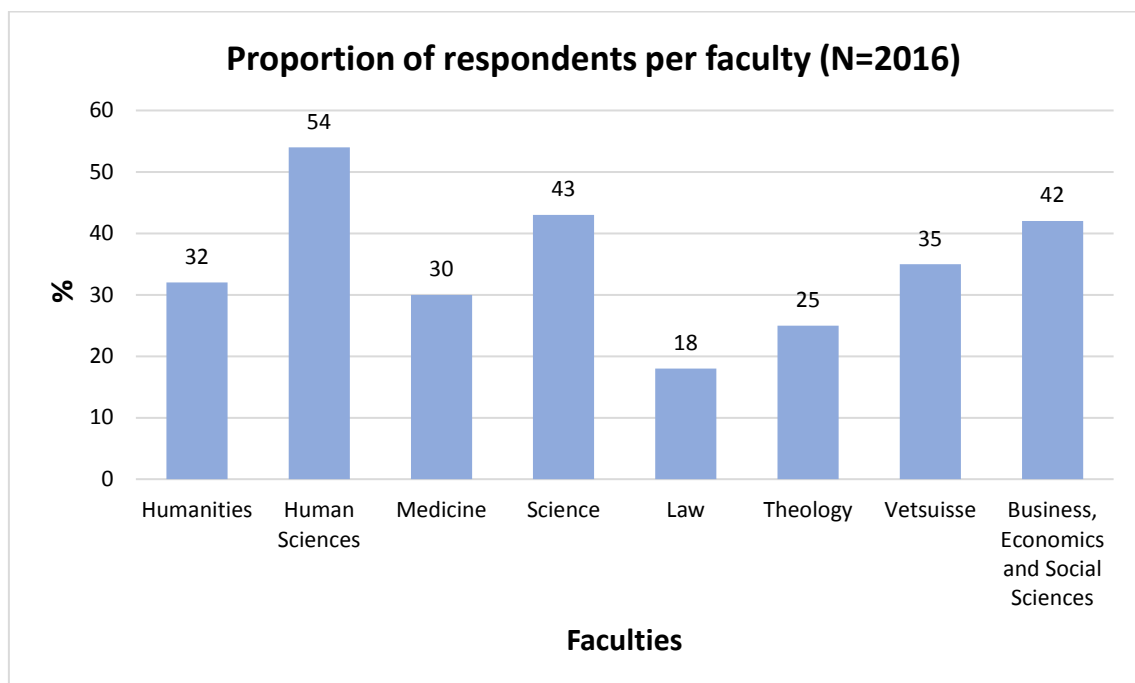
Vice-Rectorate Development

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## 1. Introduction

In November 2018, the Vice-Rectorate Development conducted a survey among doctoral students at the University of Bern on their satisfaction with their supervision and education at doctoral level. The aim of the survey was to describe the current situation of doctoral students in terms of their supervision and education, and to gauge their satisfaction with this situation. The results of the survey should serve as a basis for the further improvement and optimization of the quality and attractiveness of doctorates at the University of Bern. 1,770 doctoral students (excluding doctoral students qualifying for Dr. med., Dr. med. dent. and Dr. med. vet.) were sent an email and a subsequent reminder email, asking them to fill out the anonymous online survey. 723 doctoral students (41%) complied with this request – a satisfactory response rate considering the survey was relatively long (39 questions), therefore highlighting the relevance of the topic. Of the respondents, 684 completed the survey in full and 39 completed it in part. The 723 doctoral students are spread across the following faculties: Faculty of Medicine: 114, Faculty of Humanities: 124, Faculty of Human Sciences: 97, Faculty of Science: 251, Faculty of Law: 38, Faculty of Theology: 13, Vetsuisse Faculty: 33 and Faculty of Business, Economics and Social Sciences: 53. Figure 1 shows the response rate to the survey according to each faculty.



*Fig. 1 Response rate according to faculty*

This report presents descriptive findings on the most relevant questions. Because the report is based on a small proportion of all students and not based on a random sample, inferential statistics have not been produced.

## 2. Results

### 2.1 Subgroups

#### 2.1.1 Subgroups of doctoral students

The following characteristics were used to differentiate the doctoral students: gender, number of supervisors, use of the doctoral agreement and the type of doctoral education (graduate schools, doctoral programs and 'traditional individual' doctorate). Table 1 shows the frequency distribution with regard to these characteristics.

*Table 1 Subgroups of doctoral students*

Characteristic	Proportion															
<b>Gender</b>	<p style="text-align: center;"><b>Gender of doctoral students (N=723)</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Gender of doctoral students (N=723)</caption> <thead> <tr> <th>Gender</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>335</td> <td>46%</td> </tr> <tr> <td>Female</td> <td>381</td> <td>53%</td> </tr> <tr> <td>Third gender</td> <td>7</td> <td>1%</td> </tr> </tbody> </table> <p style="text-align: center;">■ Male ■ Female ■ Third gender</p>	Gender	Count	Percentage	Male	335	46%	Female	381	53%	Third gender	7	1%			
Gender	Count	Percentage														
Male	335	46%														
Female	381	53%														
Third gender	7	1%														
<b>Number of supervisors</b>	<p style="text-align: center;"><b>Number of supervisors (N=704)</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Number of supervisors (N=704)</caption> <thead> <tr> <th>Number of supervisors</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>315</td> <td>45%</td> </tr> <tr> <td>2</td> <td>273</td> <td>39%</td> </tr> <tr> <td>≥3</td> <td>90</td> <td>13%</td> </tr> <tr> <td>Don't know</td> <td>26</td> <td>3%</td> </tr> </tbody> </table> <p style="text-align: center;">■ 1 ■ 2 ■ ≥3 ■ Don't know</p>	Number of supervisors	Count	Percentage	1	315	45%	2	273	39%	≥3	90	13%	Don't know	26	3%
Number of supervisors	Count	Percentage														
1	315	45%														
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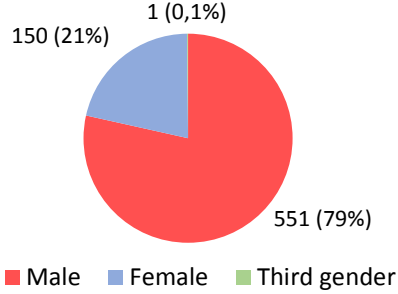
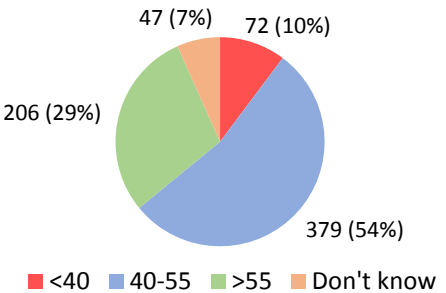
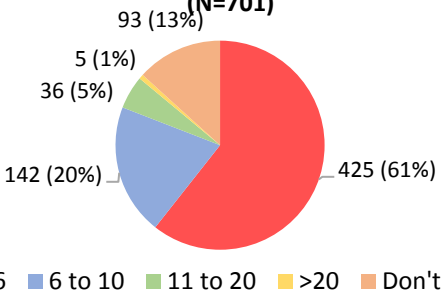
<b>Doctoral agreement</b>	<p style="text-align: center;"><b>Use of a doctoral agreement (N=684)</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>412</td> <td>60%</td> </tr> <tr> <td>No</td> <td>272</td> <td>40%</td> </tr> </tbody> </table>	Response	Count	Percentage	Yes	412	60%	No	272	40%			
Response	Count	Percentage											
Yes	412	60%											
No	272	40%											
<b>Type of doctoral education</b>	<p style="text-align: center;"><b>Type of doctoral education (N=684)</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Type</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Graduate school</td> <td>321</td> <td>47%</td> </tr> <tr> <td>Traditional individual doctorate</td> <td>300</td> <td>44%</td> </tr> <tr> <td>Doctoral program</td> <td>63</td> <td>9%</td> </tr> </tbody> </table>	Type	Count	Percentage	Graduate school	321	47%	Traditional individual doctorate	300	44%	Doctoral program	63	9%
Type	Count	Percentage											
Graduate school	321	47%											
Traditional individual doctorate	300	44%											
Doctoral program	63	9%											

53% of doctoral students are female, 46% are male and 1% are of a third gender. To preserve anonymity as well as for statistical reasons, the group ‘third gender’ (N=7) was not considered when compiling this report. 45% have one supervisor, 39% have two and 13% have three or more. 4% were unable to give a response to this question. 60% of doctoral students stated that they have drawn up a doctoral agreement with their supervisor in which the framework conditions of the doctorate are established (e.g. duration, form, research and educational goals, supervision, frequency of meetings). 40% have not drawn up a doctoral agreement with their supervisor. Of the doctoral students who make use of a doctoral agreement, 56% stated that they use the agreement integrated into the staff appraisal form. 56% of doctoral students are completing a structured doctorate (47% are members of a graduate school and 9% are members of a doctoral program). 44% complete their doctorate as a traditional individual doctorate.

### 2.1.2 Subgroups of main supervisors

The following characteristics were used to differentiate the main supervisors: gender, age and number of doctoral students supervised (per main supervisor). Table 2 shows the frequency distribution with regard to these characteristics.

*Table 2 Subgroups of main supervisors*

Characteristic	Proportion																		
<p style="text-align: center;"><b>Gender</b></p>	<p style="text-align: center;"><b>Gender of main supervisor (N=702)</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th>Gender</th><th>Count</th><th>Percentage</th></tr> <tr><td>Male</td><td>551</td><td>79%</td></tr> <tr><td>Female</td><td>150</td><td>21%</td></tr> <tr><td>Third gender</td><td>1</td><td>0.1%</td></tr> </table> <p style="text-align: center;">■ Male ■ Female ■ Third gender</p>	Gender	Count	Percentage	Male	551	79%	Female	150	21%	Third gender	1	0.1%						
Gender	Count	Percentage																	
Male	551	79%																	
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<p style="text-align: center;"><b>Age</b></p>	<p style="text-align: center;"><b>Age of main supervisor (N=704)</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th>Age Group</th><th>Count</th><th>Percentage</th></tr> <tr><td>&lt;40</td><td>72</td><td>10%</td></tr> <tr><td>40-55</td><td>379</td><td>54%</td></tr> <tr><td>&gt;55</td><td>206</td><td>29%</td></tr> <tr><td>Don't know</td><td>47</td><td>7%</td></tr> </table> <p style="text-align: center;">■ &lt;40 ■ 40-55 ■ &gt;55 ■ Don't know</p>	Age Group	Count	Percentage	<40	72	10%	40-55	379	54%	>55	206	29%	Don't know	47	7%			
Age Group	Count	Percentage																	
<40	72	10%																	
40-55	379	54%																	
>55	206	29%																	
Don't know	47	7%																	
<p style="text-align: center;"><b>Number of doctoral students per main supervisor</b></p>	<p style="text-align: center;"><b>Number of doctoral students supervised (N=701)</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><th>Number of Students</th><th>Count</th><th>Percentage</th></tr> <tr><td>&lt;6</td><td>425</td><td>61%</td></tr> <tr><td>6 to 10</td><td>142</td><td>20%</td></tr> <tr><td>11 to 20</td><td>36</td><td>5%</td></tr> <tr><td>&gt;20</td><td>5</td><td>1%</td></tr> <tr><td>Don't know</td><td>93</td><td>13%</td></tr> </table> <p style="text-align: center;">■ &lt;6 ■ 6 to 10 ■ 11 to 20 ■ &gt;20 ■ Don't know</p>	Number of Students	Count	Percentage	<6	425	61%	6 to 10	142	20%	11 to 20	36	5%	>20	5	1%	Don't know	93	13%
Number of Students	Count	Percentage																	
<6	425	61%																	
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11 to 20	36	5%																	
>20	5	1%																	
Don't know	93	13%																	

79% of doctoral students have a main supervisor who is male and 21% have a main supervisor who is female. One person answered 'third gender.' To preserve anonymity as well as for statistical reasons, this person was not included in this report. The age ranges of the main supervisors are as follows: 10% are under 40 years of age, a good half (54%) are between 40 and 55 years of age and 29% are over 55 years of age. 7% of respondents did not know how old their main supervisor is. 61% of main supervisors have up to five doctoral students, 20% have six to ten doctoral students, 5% 11 to 20 and 1% (N=5) more than 20 doctoral students (the latter group was not evaluated separately in the subgroup differentiation). 13% of doctoral students did not know how many doctoral students their main supervisor has.

## 2.2 Employment relationship

72% of doctoral students (N=721) stated that they have a position at the University of Bern. Figure 2 shows the frequency distribution of the appointments held by the doctoral students (multiple choices were possible). 61% of doctoral students are employed as doctoral candidates and 38% as assistants funded by the University itself. Doctorates are financed by the Swiss National Science Foundation (SNF) in 36% of cases. 10% of doctoral students are financed by other third parties. 45% of doctoral students answered that they have more than one position at the University of Bern.

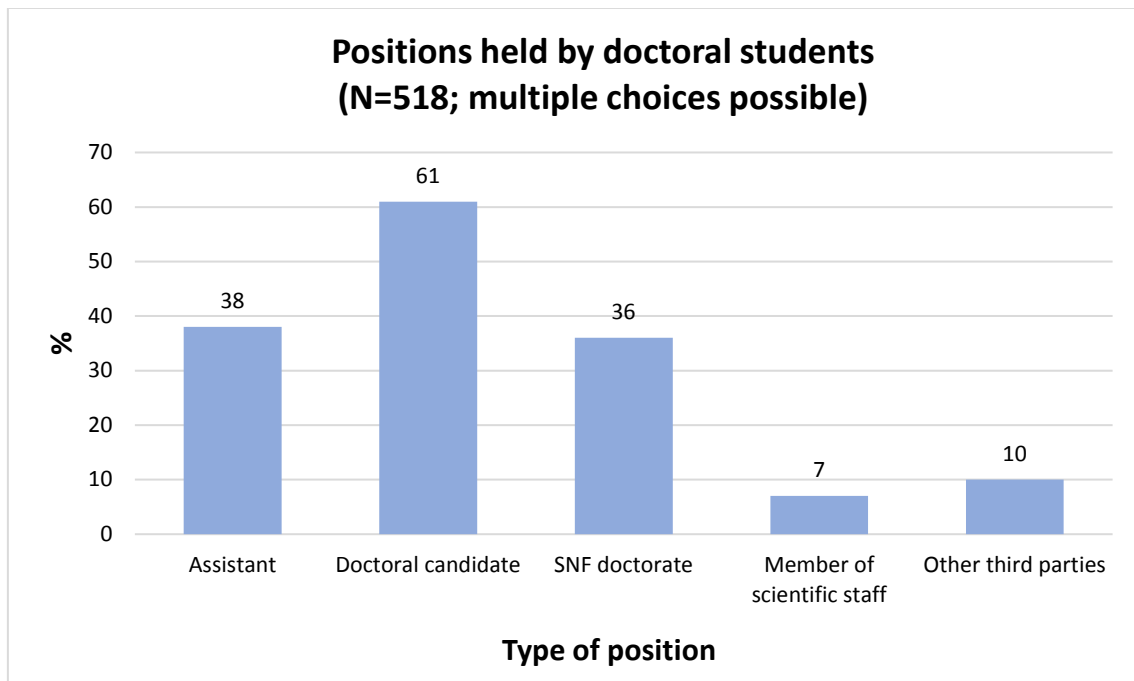


Fig. 2 Type of appointment among doctoral students at the University of Bern

## 2.3 Doctoral agreement

In Table 3, the percentage proportions of the variable 'Use of the doctoral agreement' are listed for each subgroup.

*Table 3a Use of a doctoral agreement; subgroups of doctoral students*

<b>Characteristic</b>	<b>Doctoral students who use a doctoral agreement (in %)</b>
<b>Gender</b>	
Female	62
Male	59
<b>Number of supervisors</b>	
1	53
2	65
≥3	71
Don't know	64
<b>Type of doctoral education</b>	
Graduate school	69
Doctoral program	68
Traditional individual doctorate	49

*Table 3b Use of a doctoral agreement; subgroups of the main supervisors*

<b>Characteristic</b>	<b>Doctoral students who use a doctoral agreement (in %)</b>
<b>Gender</b>	
Female	65
Male	59
<b>Age</b>	
<40	51
40-55	64
>55	55
Don't know	64
<b>Number of doctoral students</b>	
<6	60
6-10	63
>10	53
Don't know	59

Doctoral students who have three or more supervisors use the doctoral agreement more often (in 71% of cases) than doctoral students with two supervisors (in 65% of cases) or those with just one supervisor (in 53% of cases). With regard to the structure of the doctorate, the results show that it is more common for a doctoral agreement to be drawn up in graduate schools (69%) and on doctoral programs (68%) than with traditional individual doctorates (49%; we noted that 64% of doctoral students completing a structured doctorate and 35% of doctoral students completing a traditional individual doctorate have at least two supervisors).



Main supervisors with more than ten doctoral students draw up a doctoral agreement with their students somewhat less (53%) than main supervisors with ten doctoral students or fewer (around 60%). Main supervisors who are female draw up a doctoral agreement with their students slightly more often (65%) than main supervisors who are male (59%). Supervisors who are between 40 and 55 years of age use an agreement slightly more often (64%) than younger (51%) or older (55%) supervisors.

Figure 3 shows the frequency distribution with regard to the evaluation of the usefulness of the doctoral agreement. 73% of doctoral students who have drawn up an agreement consider this to be rather useful to very useful.

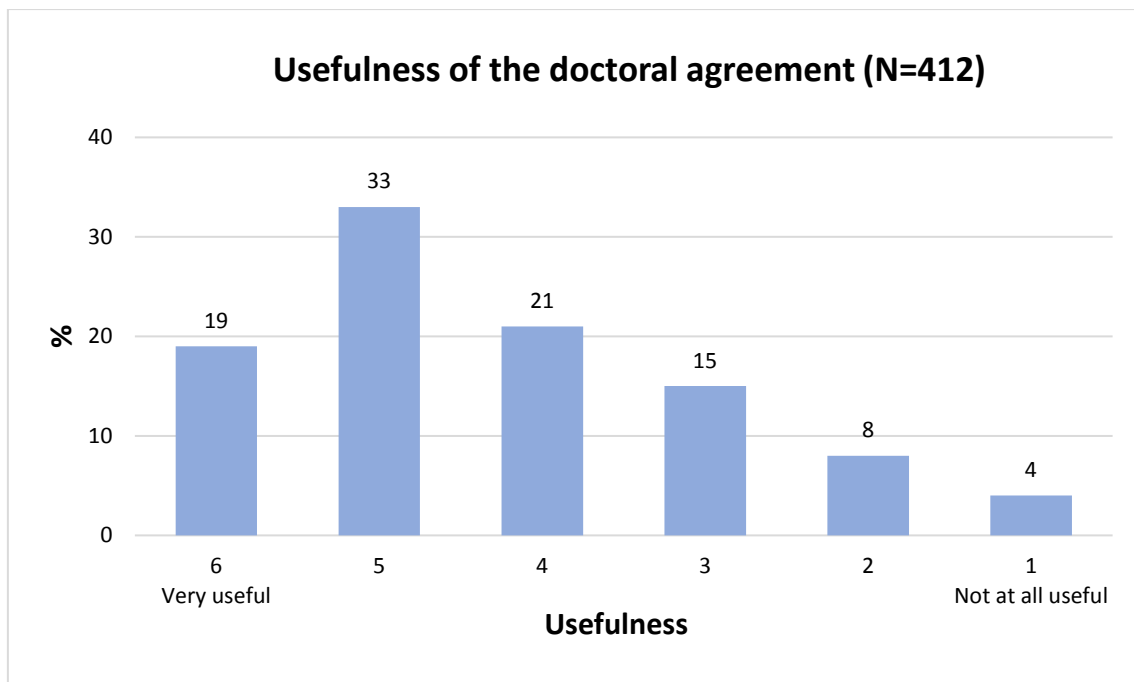


Fig. 3 Evaluation of the usefulness of the doctoral agreement

## 2.4 Communication of requirements

71% stated that the requirements for completing a doctorate successfully (e.g. duration of the doctorate, number of publications, other departmental duties alongside the doctorate) were communicated clearly at the beginning of the doctorate (Fig. 4; subgroup differentiation in Table 4).

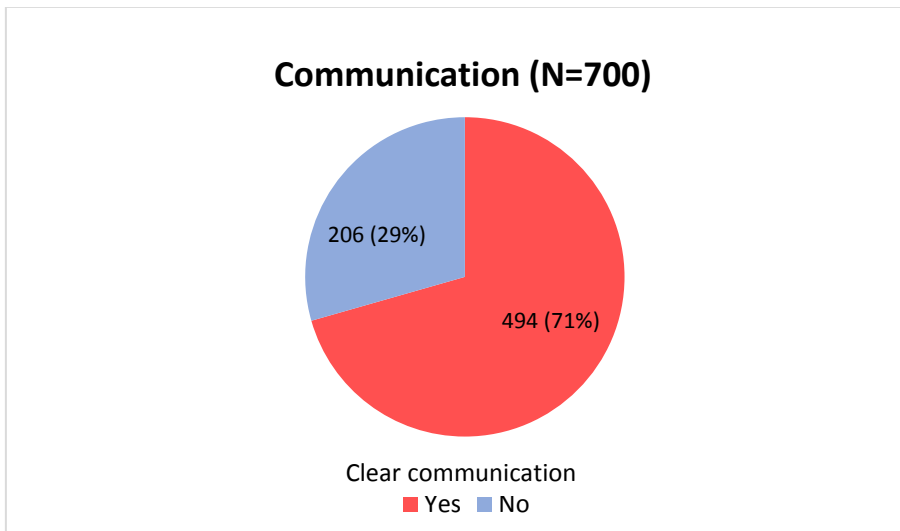


Fig. 4 Communication of requirements at the beginning of the doctorate

Table 4a Communication of requirements; subgroups of doctoral students

Characteristic	Clear communication of requirements at the beginning of the doctorate: proportion of 'yes' answers (in %)
<b>Gender</b>	
Female	67
Male	76
<b>Number of supervisors</b>	
1	71
2	72
≥3	73
Don't know	46
<b>Doctoral agreement</b>	
Yes	81
No	54
<b>Type of doctoral education</b>	
Graduate school	74
Doctoral degree program	83
Traditional individual doctorate	64

*Table 4b Communication of requirements; subgroups of main supervisors*

<b>Characteristic</b>	<b>Clear communication of requirements at the beginning of the doctorate: proportion of 'yes' answers (in %)</b>
<b>Gender</b>	
Female	71
Male	70
<b>Age</b>	
<40	68
40-55	72
>55	68
Don't know	74
<b>Number of doctoral students</b>	
<6	73
6-10	67
>10	56
Don't know	73

For doctoral students with a doctoral agreement, it was more frequently the case that the requirements were communicated clearly at the beginning of the doctorate (81%) than for doctoral students without an agreement (54%). There were also differences in relation to the type of doctorate. For doctoral students completing a structured doctorate, it was more frequently the case that the requirements were communicated more clearly (doctorate programs: 83%, graduate schools: 74%) than for doctoral students completing a traditional individual doctorate (64%). The comparison between the genders reveals that male doctoral students (76%) claimed more frequently that they had been clearly informed about the requirements of the doctorate at the beginning of the program than female doctoral students (67%).

Doctoral students whose main supervisors have more than ten doctoral students stated less often (56%) that they had been clearly informed about the requirements of the doctorate than doctoral students whose main supervisors have ten students or fewer (around 70%).

## **2.5 Meetings**

### **2.5.1 Time taken to arrange meetings**

90% receive a date for a meeting to discuss their research work with their main supervisor within a month. For the majority of students (57%), it usually takes less than a week for their supervisor to be able to schedule a meeting (Fig. 5; subgroup differentiation in Table 5).

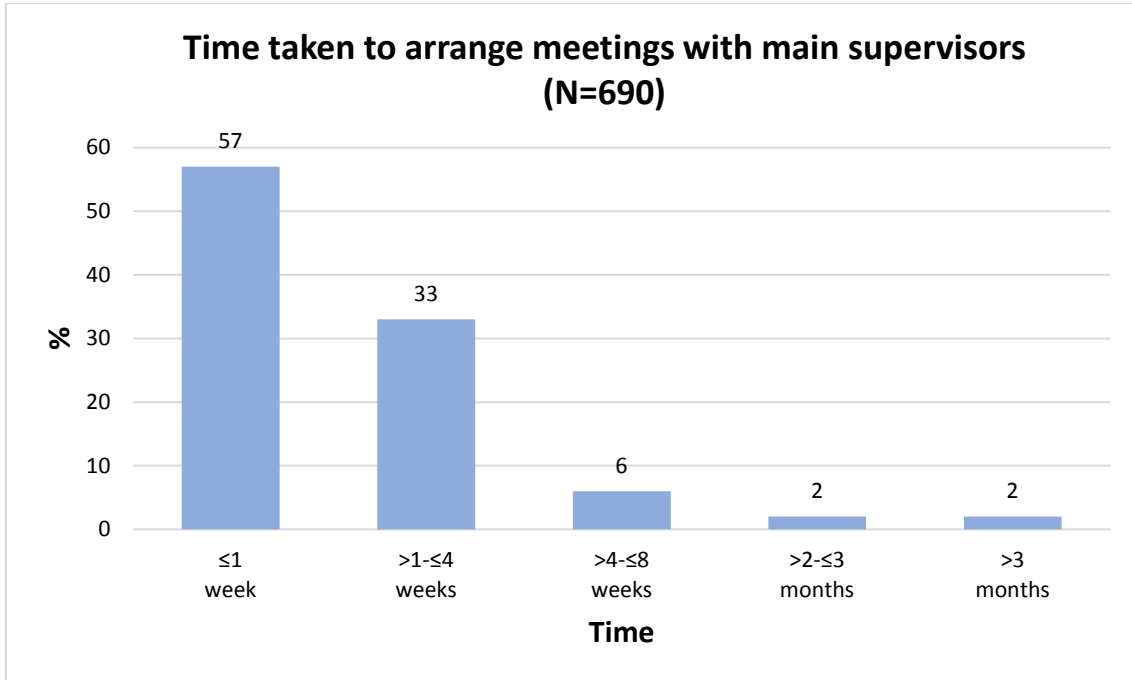


Fig.5 Time taken to arrange meetings with main supervisors

Table 5a Time taken to arrange meetings with main supervisors; subgroups of doctoral students

Characteristic	Time taken to arrange meetings (in %)				
	≤1 week	>1 to ≤4 weeks	>4 to ≤8 weeks	>2 to ≤3 months	>3 months
<b>Gender</b>					
Female	54	35	7	1	3
Male	61	31	4	3	2
<b>Number of supervisors</b>					
1	61	31	4	1	3
2	51	37	8	3	1
≥3	64	29	7	0	0
Don't know	62	27	8	4	0
<b>Doctoral agreement</b>					
Yes	58	32	5	3	2
No	53	35	7	2	3
<b>Type of doctoral education</b>					
Graduate school	58	31	7	2	2
Doctoral program	65	30	2	3	0
Traditional individual doctorate	54	36	5	2	3

*Table 5b Time taken to arrange meetings with main supervisors; subgroups of main supervisors*

Characteristic	Time taken to arrange meetings (in %)				
	≤1 week	>1 to ≤4 weeks	>4 to ≤8 weeks	>2 to ≤3 months	>3 months
<b>Gender</b>					
Female	53	36	7	1	3
Male	58	32	5	3	2
<b>Age</b>					
<40	81	16	1	0	2
40-55	56	37	6	0	1
>55	51	33	6	6	4
Don't know	61	28	4	3	4
<b>Number of doctoral students</b>					
<6	65	29	4	1	1
6-10	54	35	7	2	2
>10	44	46	5	0	5
Don't know	33	42	14	3	8

Male doctoral students answered that they receive a date for a meeting within a week's time slightly more often (58%) than female doctoral students (53%). Around 90% of both male and female doctoral students receive an appointment within one month. The waiting time until a meeting is slightly shorter with younger supervisors and with supervisors who supervise fewer doctoral students.

### 2.5.2 Frequency of meetings

76% of doctoral students discuss their research work with their main supervisor at least every three months (29% discuss their work every week). Meetings with the co-supervisor also take place at least every three months for 50% of doctoral students. 41% stated that they discuss their research work less than once a year or not at all as part of a research colloquium. Figure 6 shows the corresponding frequency distributions (subgroup differentiation in Table 6).

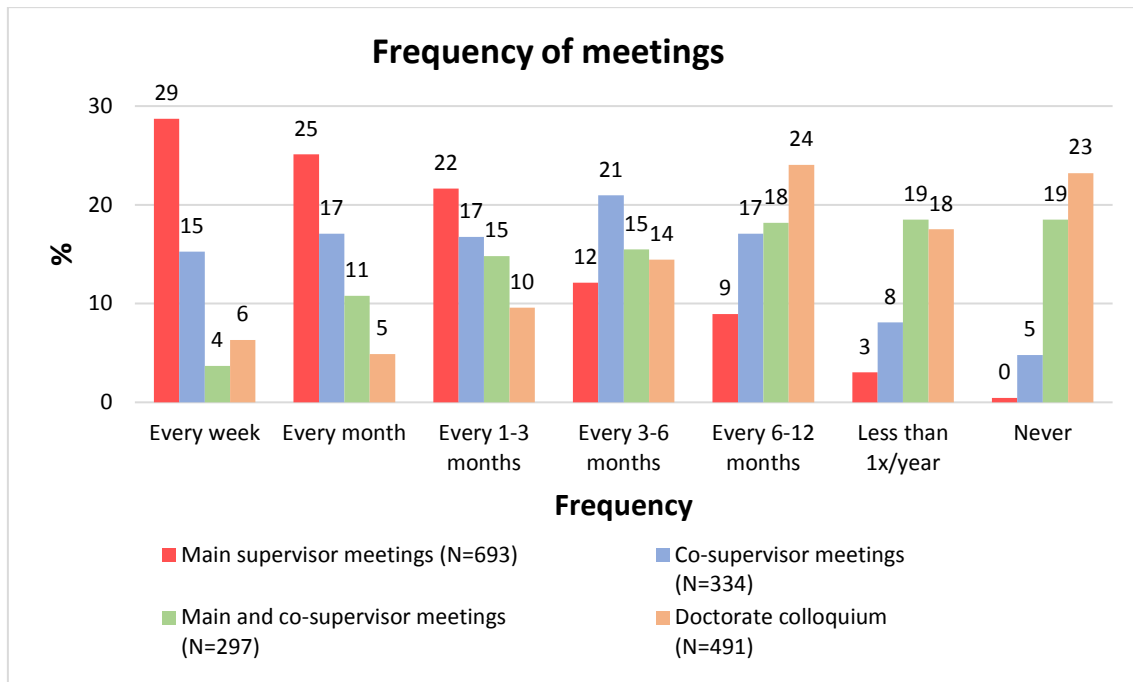


Fig. 6 Frequency of meetings

Table 6a Frequency of meetings with main supervisors; subgroups of doctoral students

Characteristic	Frequency of meetings (in %)				
	Every week	Every month	Every 1 to 3 months	Every 3 to 6 months	Less than every 6 months
<b>Gender</b>					
Female	27	24	21	14	14
Male	31	26	22	11	10
<b>Number of supervisors</b>					
1	28	25	22	10	15
2	26	22	25	16	11
≥3	38	36	11	9	6
Don't know	44	24	16	4	12
<b>Doctoral agreement</b>					
Yes	29	26	22	13	9
No	28	23	21	11	17
<b>Type of doctoral education</b>					
Graduate school	38	26	18	10	8
Doctoral degree program	22	38	24	6	10
Traditional individual doctorate	21	21	25	15	18

*Table 6b Frequency of meetings with main supervisors; subgroups of main supervisors*

Characteristic	Frequency of meetings (in %)				
	Every week	Every month	Every 1 to 3 months	Every 3 to 6 months	Less than every 6 months
<b>Gender</b>					
Female	26	23	24	18	9
Male	30	26	21	10	13
<b>Age</b>					
<40	50	27	14	4	4
40-55	31	26	22	13	8
>55	17	22	24	14	22
Don't know	30	24	17	14	15
<b>Number of doctoral students</b>					
<6	39	26	19	9	7
6-10	16	32	25	15	12
>10	12	22	15	20	32
Don't know	9	11	33	22	25

Doctoral students on a structured doctorate discuss their research work with their main supervisor more often (around 60% have a meeting at least every month) than those completing a traditional individual doctorate (around 40% have a meeting at least every month). Doctoral students with three or more supervisors have more frequent meetings (74% have one at least every month) than those with two supervisors (48% have a meeting at least every month) or those with just one supervisor (53% have a meeting at least every month). 57% of male doctoral students have at least one meeting a month. For female doctoral students, this figure is somewhat lower at 51%.

Comparing the ages of main supervisors reveals that younger supervisors (<40 years of age) hold more frequent meetings (77% hold at least one a month) than older supervisors (40-55 years of age: 57% at least one a month; >55 years of age: 39% at least one a month). Supervisors with fewer (<6) doctoral students hold more frequent meetings (65% hold at least one a month) than supervisors with more doctoral students (48% or 34% hold at least one a month). Moreover, male supervisors hold meetings slightly more frequently (56% hold at least one a month) than female supervisors (49% hold at least one a month).

The majority of doctoral students consider the frequency of meetings about research work to be sufficient (Fig. 7). In addition, the meetings are, on average, perceived to be rather helpful or helpful (Fig. 8).

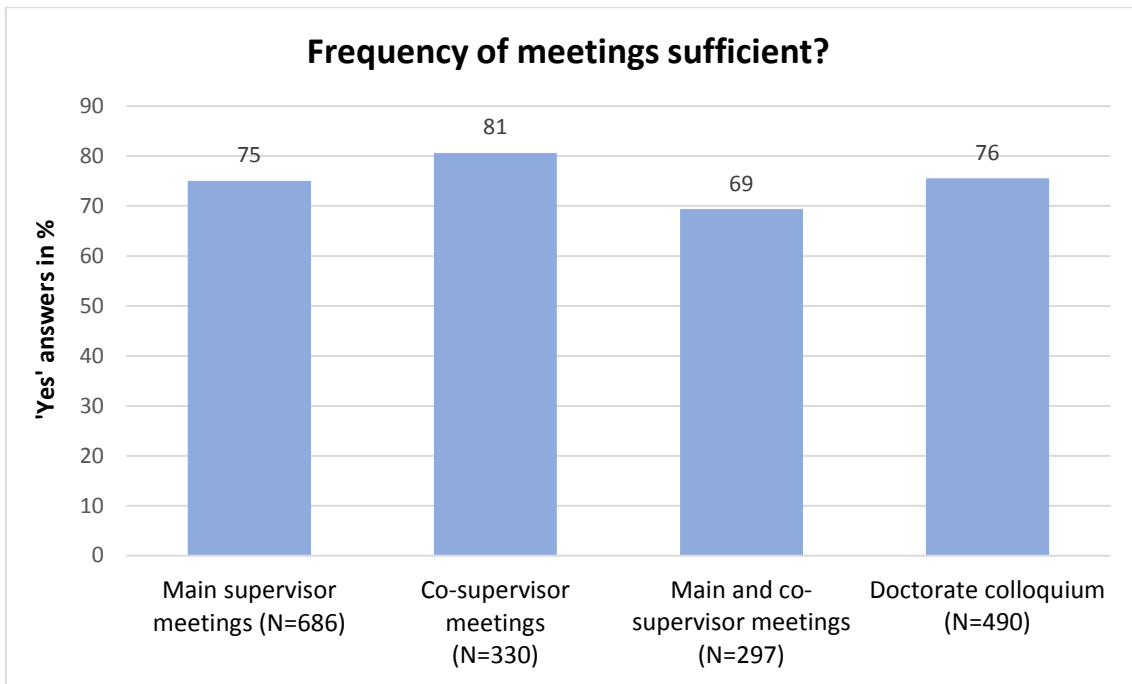


Fig. 7 Satisfaction with the frequency of meetings

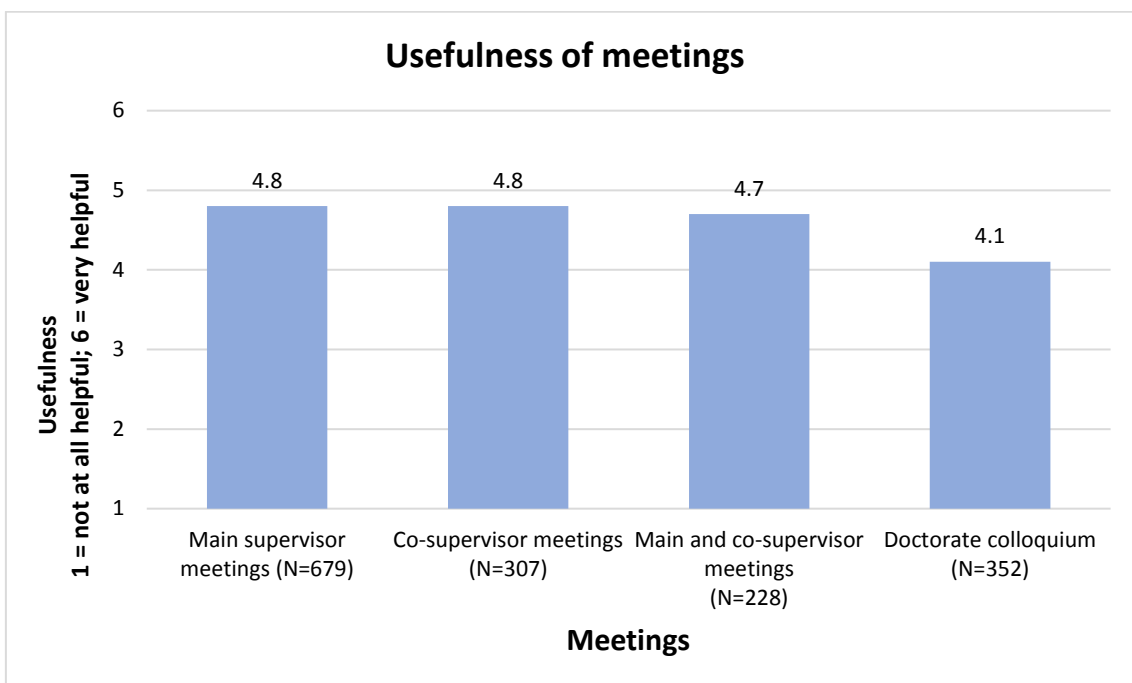


Fig. 8 Evaluation of the usefulness of the meetings about research work (mean values)



## 2.6 Career meetings

### 2.6.1 Progress review meetings

Around half of all doctoral students have or have had a meeting during the first half of their doctorate about whether, based on the current progress they have made in their doctoral degree, it can be assumed that they will successfully complete their course in the specified time. 14% of doctoral students do not yet know whether such a meeting will take place (Fig. 9; subgroup differentiation in Table 7).

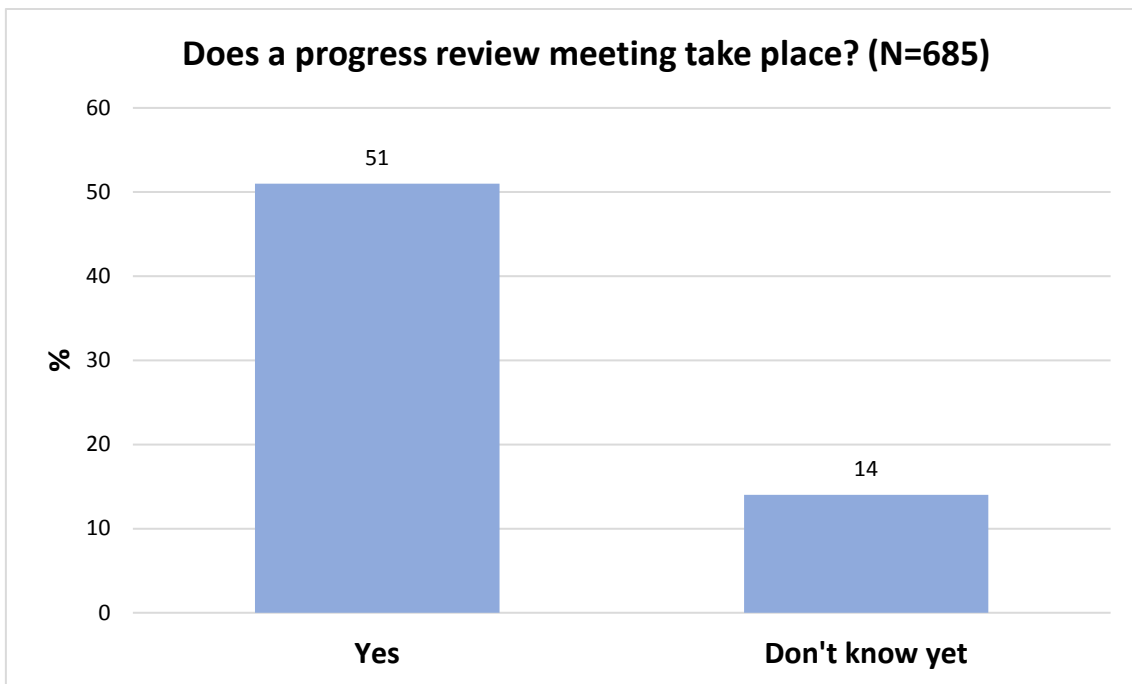


Fig. 9 Provision of progress review meetings

*Table 7a Progress review meetings during the first half of the doctorate; subgroups of doctoral students*

Characteristic	Progress review meeting (in %)	
	Yes	Don't know (yet)
<b>Gender</b>		
Female	50	13
Male	52	16
<b>Number of supervisors</b>		
1	47	16
2	54	10
≥3	56	17
Don't know	50	13
<b>Doctoral agreement</b>		
Yes	59	14
No	38	15
<b>Type of doctoral education</b>		
Graduate school	54	13
Doctoral degree program	59	14
Traditional individual doctorate	45	16

*Table 7b Progress review meetings during the first half of the doctorate; subgroups of main supervisors*

Characteristic	Progress review meeting (in %)	
	Yes	Don't know (yet)
<b>Gender</b>		
Female	58	10
Male	49	15
<b>Age</b>		
<40	50	20
40-55	57	13
>55	40	12
Don't know	56	20
<b>Number of doctoral students</b>		
<6	53	13
6-10	48	16
>10	35	10
Don't know	54	14

Progress review meetings are carried out more frequently (59% vs. 38%) when a doctoral agreement has been drawn up, when the doctoral students have more than one supervisor, and for doctoral students completing a structured doctorate.

Supervisors who are over 55 years of age and supervisors with more than ten doctoral students hold progress review meetings less frequently. Female supervisors hold such interviews more frequently (58%) than male supervisors (49%).

### 2.6.2 Career path meetings

Almost a third of all doctoral students stated that during the second half of their doctorate they have had or will have a meeting to discuss the direction of their career path after successfully completing their doctorate. A good third of all students do not yet know whether such a meeting will take place (Fig. 10; subgroup differentiation in Table 8).

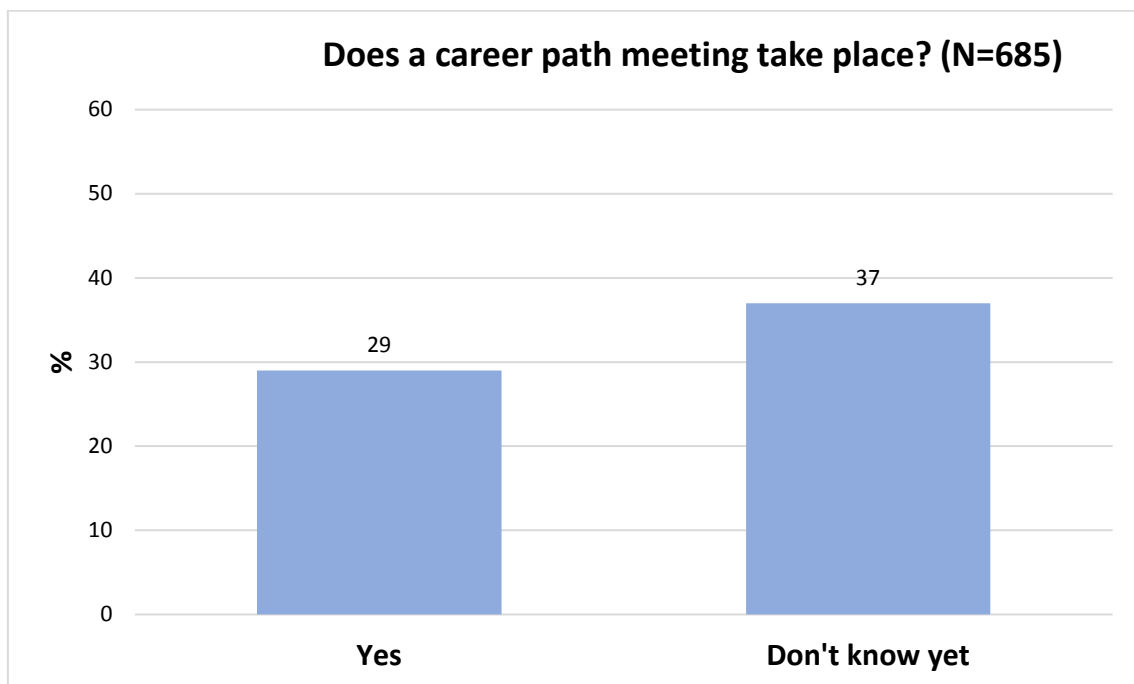


Fig. 10 Provision of career path meetings

*Table 8a Career path meetings during the second half of the doctorate; subgroups of doctoral students*

Characteristic	Career path meeting (in %)	
	Yes	Don't know (yet)
<b>Gender</b>		
Female	30	34
Male	26	42
<b>Number of supervisors</b>		
1	27	36
2	29	38
≥3	37	33
Don't know	12	50
<b>Doctoral agreement</b>		
Yes	33	38
No	22	37
<b>Type of doctoral education</b>		
Graduate school	28	37
Doctoral degree program	43	36
Traditional individual doctorate	26	38

*Table 8b Career path meeting during the second half of the doctorate; subgroups of main supervisors*

Characteristic	Career path meeting (in %)	
	Yes	Don't know (yet)
<b>Gender</b>		
Female	32	30
Male	28	39
<b>Age</b>		
<40	26	50
40-55	30	37
>55	27	32
Don't know	33	40
<b>Number of doctoral students</b>		
<6	29	38
6-10	33	38
>10	25	25
Don't know	24	39

Career path meetings are held slightly more often when a doctoral agreement has been drawn up (33% vs. 22%), when doctoral students have three or more supervisors, and for doctoral students completing a doctoral degree program.

85% indicated that they found the progress review and career path meetings to be rather useful to very useful (Fig. 11).

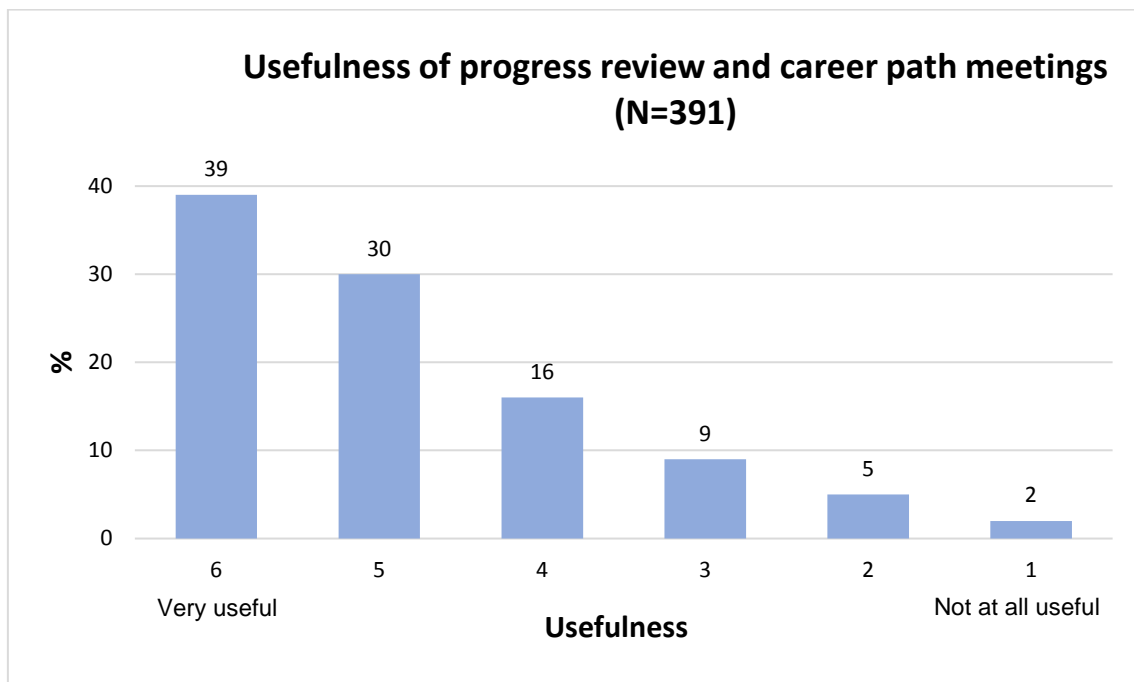


Fig. 11 Evaluation of the usefulness of progress review and career path meetings

37% of doctoral students do not yet know whether they will pursue a career within or outside of academia after they have completed their doctorate. Around a quarter of doctoral students are planning to continue a career within academia. Roughly a third are planning to pursue a career outside of academia (Fig. 12).

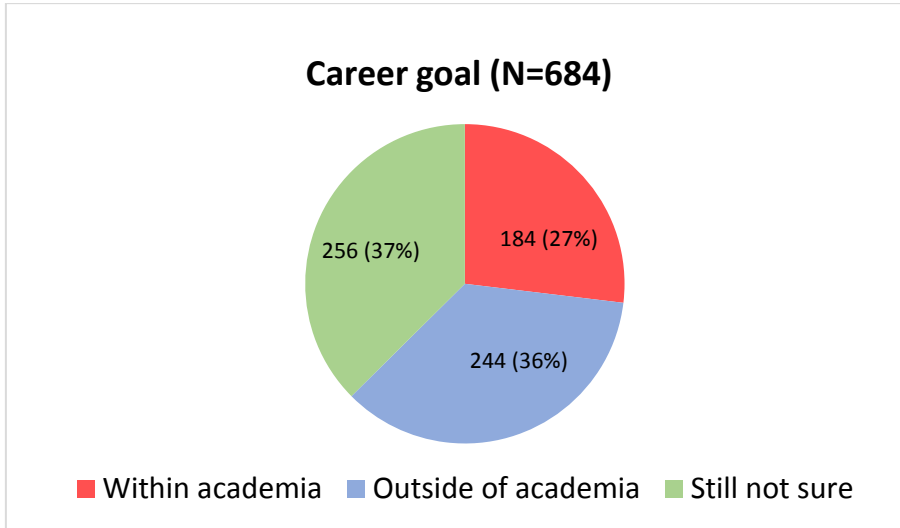
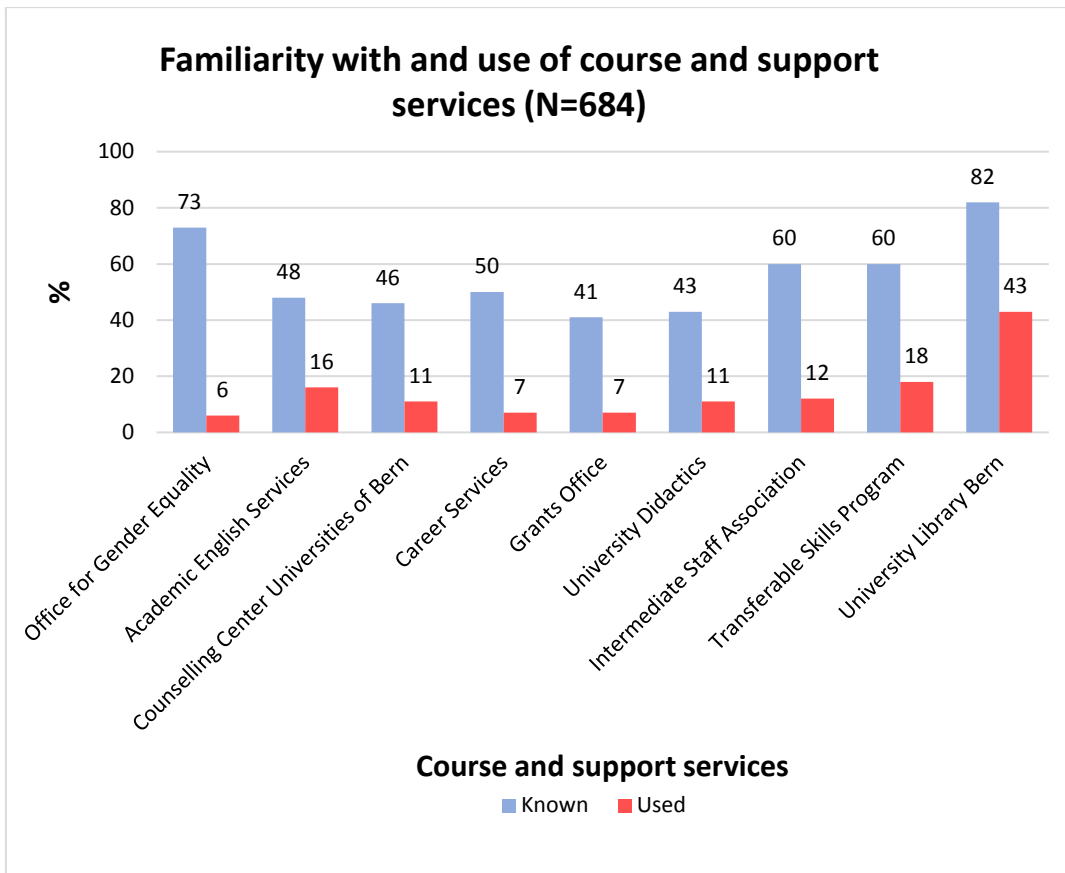


Fig. 12 Career goal after the doctorate

## 2.7 Course and support services

Figure 13 shows the degree of familiarity with and utilization of various university course, information and advisory services. Over 60% of respondents are familiar with the services provided by the Office for Gender Equality (AfG), the University of Bern intermediate staff association (MVUB), the Transferable Skills Program, and the University Library Bern. The services offered by the University Library Bern, the Transferable Skills Program, the Academic English Services, and the intermediate staff association are used most often.



*Fig. 13 Familiarity with and use of course and support services for doctoral students*

Figure 14 shows the degree of familiarity and utilization of the offices available to help in the event of disputes with supervisors. With a familiarity rating of around 50% each, the services offered by the Office for Gender Equality and the University of Bern intermediate staff association are the most well-known.

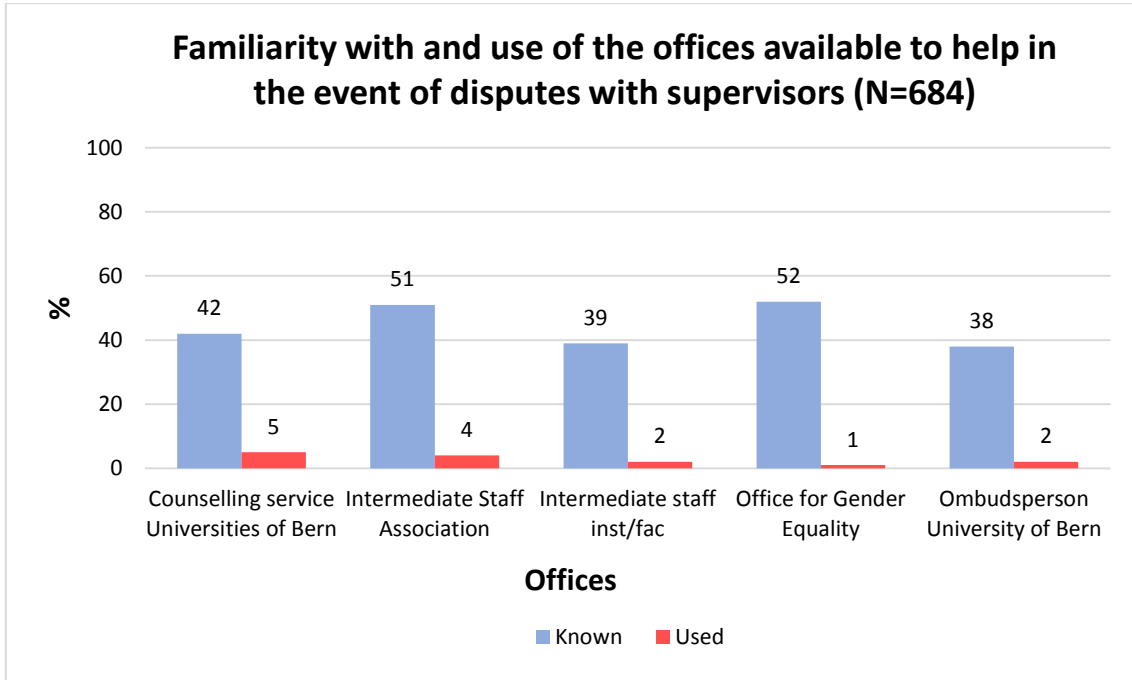


Fig. 14 Familiarity with and use of the offices available to help in the event of disputes with supervisors

## 2.8 Satisfaction

### 2.8.1 Satisfaction with supervisor support

78% are rather satisfied to very satisfied with the overall level of supervisor support (scale: 1=very unsatisfied, 2=unsatisfied, 3=rather unsatisfied, 4=rather satisfied, 5=satisfied, 6=very satisfied). 32% are very satisfied and 4% are very unsatisfied. The mean value is 4.5. Figure 15 shows the corresponding frequency distribution (subgroup differentiation in Table 9).



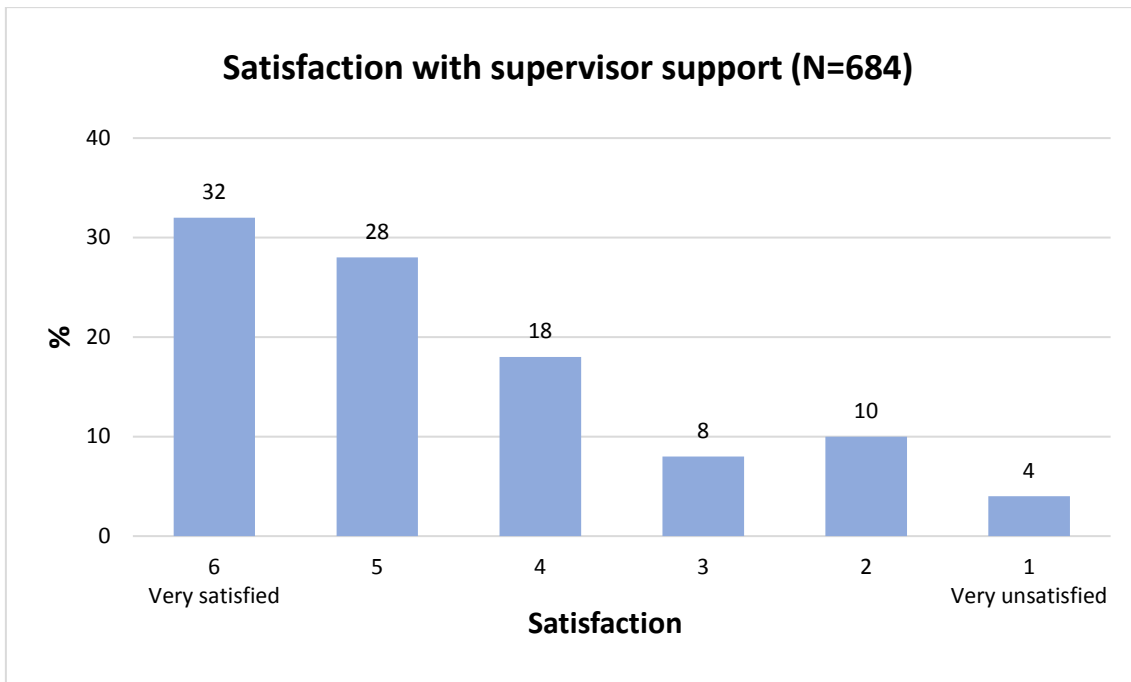


Fig. 15 Overall satisfaction with supervisor support

Table 9a Overall satisfaction with supervisor support; subgroups of doctoral students

Characteristic	Mean value 'Overall satisfaction with supervisor support' (1=very unsatisfied; 6=very satisfied)
<b>Total</b>	4.5
<b>Gender</b>	
Female	4.3
Male	4.7
<b>Number of supervisors</b>	
1	4.5
2	4.6
≥3	4.6
Don't know	4.3
<b>Doctoral agreement</b>	
Yes	4.7
No	4.2
<b>Type of doctoral education</b>	
Graduate school	4.5
Doctoral degree program	4.9
Traditional individual doctorate	4.4

*Table 9b Overall satisfaction with supervisor support; subgroups of main supervisors*

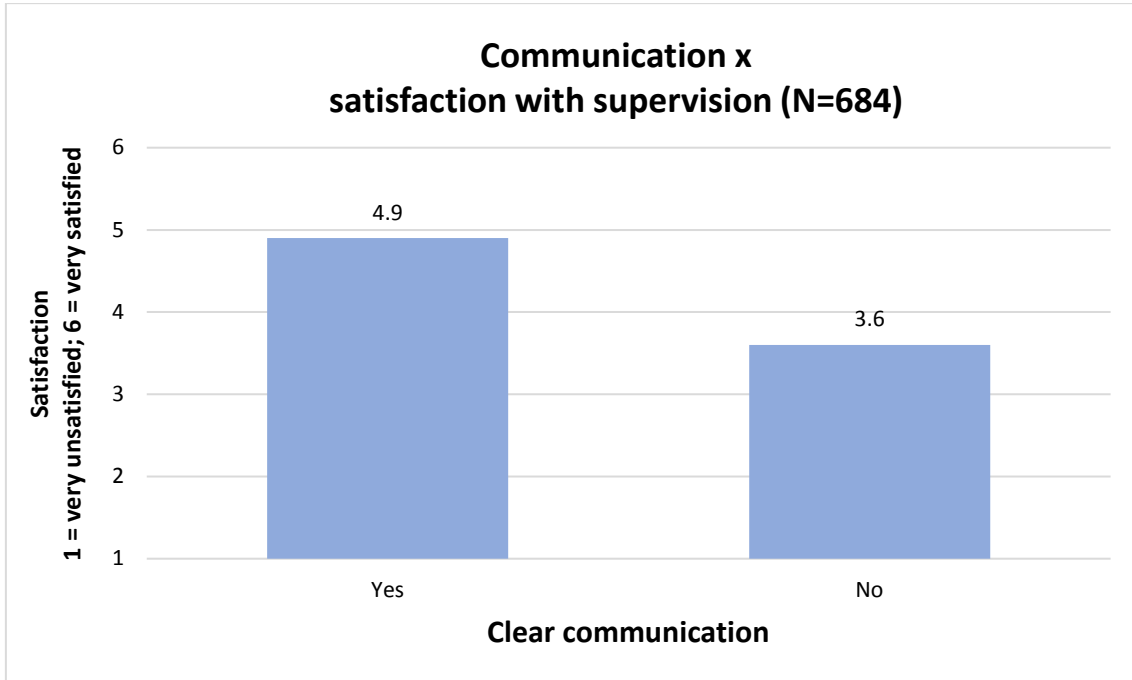
<b>Characteristic</b>	<b>Mean value 'Overall satisfaction with supervisor support' (1=very unsatisfied; 6=very satisfied)</b>
<b>Gender</b>	
Female	4.4
Male	4.5
<b>Age</b>	
<40	4.7
40-55	4.6
>55	4.3
Don't know	5.0
<b>Number of doctoral students</b>	
<6	4.6
6-10	4.5
>10	4.0
Don't know	4.6

Male doctoral students (mean value 4.7) are slightly more satisfied with the supervisor support than female doctoral students (4.3). Doctoral students on structured doctorate programs (mean value 4.9 for N=63) are also more satisfied than those in graduate schools (4.5 for N=321) and those completing a traditional individual doctorate (4.4 for N=300). This is also the case with those who have a doctoral agreement (mean value 4.7; without agreement 4.2).

Doctoral students are more satisfied with the supervisor support when their main supervisor is not over 55 years of age (>55 years of age: 4.3; 40 to 55 years of age: 4.6; <40 years of age: 4.7). The number of doctoral students supervised also influences satisfaction levels. Satisfaction is higher (4.5 or 4.6) when the main supervisor has ten or fewer doctoral students to supervise compared to supervisors with more than ten doctoral students (4.0).

The number of supervisors and the gender of the main supervisor has no influence on satisfaction with supervisor support.

Figure 16 presents satisfaction with supervisor support depending on whether the requirements of the doctorate were communicated clearly at the beginning of the program. Satisfaction levels are higher if these requirements have been communicated clearly.



*Fig. 16 Satisfaction with supervisor support depending on whether the requirements of the doctorate were communicated clearly at the beginning of the program (mean values)*

Figure 17 presents satisfaction with supervisor support depending on the frequency of meetings with the main supervisor about the research work. The higher the frequency of meetings, the greater the level of satisfaction.

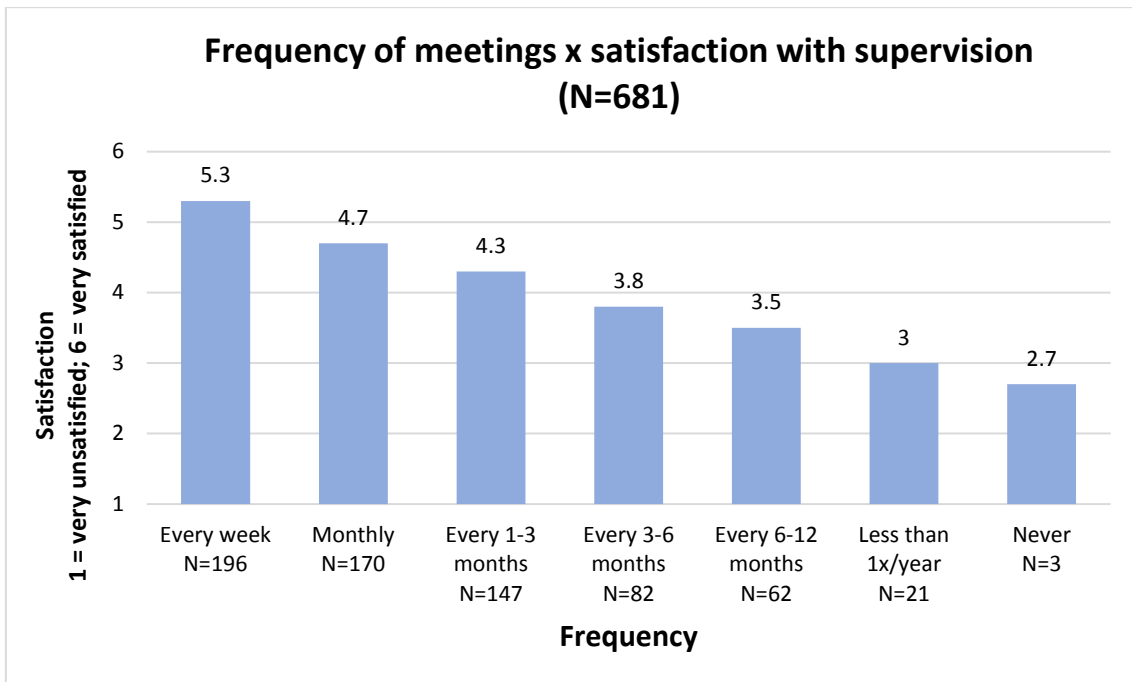


Fig. 17 Satisfaction with supervisor support depending on the frequency of meetings with the main supervisor (mean values)

### 2.8.2 Satisfaction with the doctorate studies

77% of doctoral students are rather satisfied to very satisfied with their doctorate overall. 21% are very satisfied and 3% are very unsatisfied. The mean value is 4.4. Figure 18 shows the corresponding frequency distribution (subgroup differentiation in Table 10).

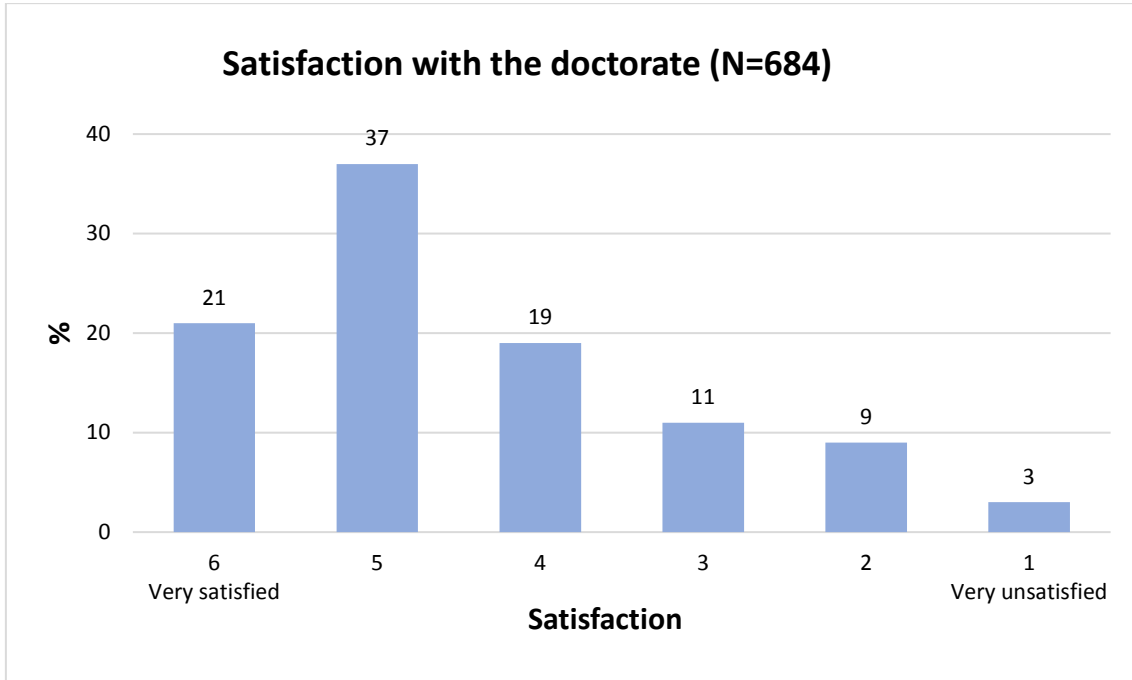


Fig. 18 Overall satisfaction with the doctorate

Table 10a Overall satisfaction with the doctorate; subgroups of doctoral students

Characteristic	Mean value 'Satisfaction with the doctorate overall' (1=very unsatisfied; 6=very satisfied)
<b>Total</b>	4.4
<b>Gender</b>	
Female	4.3
Male	4.6
<b>Number of supervisors</b>	
1	4.4
2	4.5
≥3	4.6
Don't know	4.0
<b>Doctoral agreement</b>	
Yes	4.7
No	4.1
<b>Type of doctoral education</b>	
Graduate school	4.4
Doctoral degree program	5.0
Traditional individual doctorate	4.3

*Table 10b Overall satisfaction with the doctorate; subgroups of main supervisors*

<b>Characteristic</b>	<b>Mean value 'Satisfaction with the doctorate overall' (1=very unsatisfied; 6=very satisfied)</b>
<b>Gender</b>	
Female	4.4
Male	4.4
<b>Age</b>	
<40	4.6
40-55	4.4
>55	4.3
Don't know	4.7
<b>Number of doctoral students</b>	
<6	4.4
6-10	4.5
>10	4.0
Don't know	4.5

Male doctoral students (mean value 4.6) are slightly more satisfied with the doctorate than female doctoral students (4.3). Similar to the satisfaction levels with supervisor support, doctoral students are more satisfied with the doctorate overall if they are members of a doctoral program (mean value 5.0; graduate schools 4.4; traditional individual doctorate 4.3) and if they have drawn up a doctoral agreement (mean value 4.7; without an agreement 4.1).

The satisfaction levels with the doctorate are also slightly higher (4.5 or 4.4) if the main supervisor has ten or fewer doctoral students compared to supervisors with more than ten students (4.0).

The number of supervisors and the gender of the main supervisor has merely a very low or even no influence at all on satisfaction levels with the doctorate.

## **2.9 Feedback/suggestions for improvement**

To enable us to receive qualitative information in addition to quantitative data, the survey was supplemented with two concluding open-ended questions asking for suggestions for improvement and general feedback. We received a number of comments from the doctoral students in which some general, relatively common problematic aspects as well as some quite specific personal experiences were mentioned.

In the comments, the asymmetrical power structures involved in supervision, i.e. the (overly) dependent relationship between doctoral students and their supervisors, was often criticized and, among other things, concern was expressed that supervisors are usually the ones who assess the dissertation. In relation to this, the suggestion was put forward several times to separate supervisory and assessment roles and to have the dissertation assessed by external reviewers. Some of the

respondents also pointed out the advantages of double supervision to reduce relationships of dependency – regardless of the type of doctorate or which faculty the doctoral students belong to. With regard to the relationship of dependency between doctoral students and supervisors, some doctoral students also suggested, in addition to this concern, that the University better monitors the quality of supervision and the compliance of supervisors to their duties, and that clearer provisions or guidelines regarding supervision be imposed. The suggestion was also occasionally put forward to potentially limit the number of doctoral students per professor.

A commonly raised topic relates to the at times insufficient communication at different levels and in various areas. For instance, some students complained that the requirements and expectations for completing the doctorate successfully (e.g. the number of required publications as part of a cumulative dissertation), the rights (e.g. protected research time) and obligations of doctoral students (and supervisors) are not formulated or communicated transparently enough. Moreover, some doctoral students would like to receive more comprehensive information and communication regarding the various educational offers available alongside their research work (e.g. graduate schools, Academic English Services, German as a foreign language) and advisory services (e.g. offices/bodies to which doctoral students can turn in the event of conflicts with supervisors). Occasionally it was pointed out that not enough information and advisory services are available in English. With regard to planning careers after the doctorate both within and outside of academia, the respondents would not only like to see better communication about the existing services but also expressed a wish for the development of career events, for example as part of the Transferable Skills Program and Career Services.

The issue of balancing research and family life or the need for action in relation to improving the working situation of doctoral students (e.g. the expansion of university childcare) was raised several times.

Some doctoral students reported that – depending on the scope of their position – consistent protected research time is not always granted. This point was raised more frequently by doctoral students with positions as assistants (compared to those with positions as doctoral students).

Finally, the issue of too little pay or being paid for working a 75% contract but actually being expected to work full time was frequently broached and criticized.

Selected comments:

*'In my opinion, the crux should be that you can trust your doctoral supervisor and that they are not 'exploitative,' which is thankfully the case for me.'*

*'Clearer guidelines regarding what can/should be required in the doctorate, which the supervisors must adhere to. At the moment, I think it really depends on who your supervisor is. This determines practically everything in the doctorate (how many papers you have to publish, whether you have to take on any teaching, how often you have to come into work etc.). Clearer contractual arrangements at the beginning of the doctorate. For example, this should include what duties you will need to carry out as a doctoral student. I had to keep accepting more and more duties which took me away from writing my dissertation. Then, the term of the SNF grant lapsed and I had to finish writing my dissertation without being paid, which in my opinion isn't fair.'*

*'As a basic principle, there needs to be greater protection for the doctoral students who are too highly dependent on supervisors in today's system. For instance, in the event of disputes with supervisors, doctoral students don't have sufficient scope to protect themselves. An escalation of such disputes currently almost always leads to the doctorate being discontinued, which can't be in the interest of the university.'*

*'To prevent the one-sidedness of agreements (the obligation of supervisors can easily be sidestepped in roundabout ways).'*

*'For me, I would like to see the goal be more clearly defined at the beginning, possibly followed by a meeting every six months in which the expectations and work performed are clearly communicated.'*

*'Transparency in the event of legal concerns – who can a doctoral student turn to if they have a legal concern? Legal Services Office, ombudsperson, MVUB?'*

*'Clearer communication of requirements (number of publications, attendance of conferences, doctoral student workshops).'*

*'Obligation to carry out and document regular performance reviews with clear agreements regarding future projects and dates for completion.'*



*'It would be good to have external mentors (outside of the main supervisor's research group) with whom a review and a forecast could be produced every year in order to better assess the doctoral student's position and to gain an external opinion.'*

*'To have two supervisors so that you aren't at one person's mercy. Make the choice of a co-advisor more organized.'*

*'It should be mandatory to have two unrelated supervisors (for example, from different labs). My graduate school requires this, but there were only two professors written into the registration form and I had no contact with them for the duration of my doctorate.'*

*'Better supervision. Fewer students under a supervisor.'*

*'I would prefer to have more regular/structured meetings with my advisor.'*

*'I have thoroughly enjoyed the doctoral program at Bern. I have an excellent supervisor. She is supportive and, yet, constructive in her feedback and correction, helping me grow and develop in areas of research, documentation and writing.'*

*'I sincerely think the organization of the doctoral studies here is extremely good. I am completely satisfied.'*

*'School-like teaching of a doctorate through a graduate school is as useful as a paper tiger. It results in unnecessary additional effort for all involved. What's more, in the area of adult education (which the doctorate is, of course), everyone should be able to attend lectures and courses off their own back and there should no longer be stipulations made in this regard for doctoral students after they have completed bachelor's and master's degree programs.'*

*'I find the graduate schools good. You can really benefit from these programs.'*

*'The different training and continuing education opportunities and workshops for doctoral students (for example, promoting women in science) should be more greatly advertised and communicated.'*

*'Companies in the private sector and positions in public service (excluding universities) offer much better framework conditions than one or two-year postdocs. Even if you would like to continue to do academic work, hardly any of my colleagues want to take on the uncertainty of an academic career in Switzerland. The goals to promote women in science are not attainable with mostly fixed-*

*term positions lasting a short period of time, because such positions don't allow for reasonable family planning.'*

*'At the University of Bern and its institutions, men still have too much agency and power over decisions. A quota of women only helps change this in a limited way if they later HAVE to decide whether they want a family or a career, unless their partner quits their job (without a partner???). Expand internal childcare and benefit from the advantages of female leadership.'*

*'Doctoral students are almost exclusively prepared for a career in academia. It would be good if there were greater opportunities for students to find out about careers outside of academia and to come into contact with companies.'*

*'Better planning and preparation for the future: most doctoral students will not become professors. There should be more scope within the degree to discuss future plans. Furthermore, there should be more opportunities for coaching.'*

*'Transferable skills/soft skills workshops – usually they are overbooked, so it's hard to make use of them'*

*'The University of Bern does a good job with regard to their services and education offers etc.'*

*'Information sheet with a summary of the most important services.'*

*'More documentation in English.'*

*'The general entitlement to spend a third of your time on your dissertation must be observed and this must also be stipulated in the employment contract so that it is possible to make use of this.'*

*'If full-time work is expected, students must be employed on a full-time basis.'*

### 3. Summary

#### Overall satisfaction

78% of doctoral students are rather satisfied to very satisfied with the level of supervisor support (32% are very satisfied). 22% are rather unsatisfied to very unsatisfied with the level of supervisor support (4% are very unsatisfied). The mean value, on a scale of 1 to 6, is 4.5.

77% are rather satisfied to very satisfied with the doctorate overall (21% are very satisfied). 23% of doctoral students are rather unsatisfied to very unsatisfied with the doctorate (3% are very unsatisfied). The mean value is 4.4.

Male doctoral students are slightly more satisfied with both the supervisor support and the doctorate overall than female doctoral students. Doctoral students who have drawn up a doctoral agreement with their supervisors are more satisfied with the support from supervisors and with the doctorate overall than doctoral students who have not drawn up an agreement. Satisfaction with support from supervisors and the doctorate overall is higher on the structured doctorate programs than in graduate schools and on the traditional individual doctorate. Satisfaction with support from supervisors and with the doctorate is also slightly higher if the main supervisor does not have too many ( $\leq 10$ ) doctoral students and is not over 55 years of age.

The number of supervisors per doctoral student and the gender of the main supervisor has a very low or even no influence at all on satisfaction levels with support from supervisors or with the doctorate overall.

#### Doctoral agreement

60% of doctoral students have a doctoral agreement. These doctoral students are generally more satisfied with the support from supervisors and with the doctorate overall than those without an agreement and most of them value the doctoral agreement as a useful tool for clarifying requirements and shaping the relationship with their supervisors (doctoral students with a doctoral agreement indicated more often that the requirements for the doctorate were communicated clearly at the beginning of the doctorate). A doctoral agreement is used more often in graduate schools and on structured doctorate programs than on the traditional individual doctorate. The agreement is used less often for doctoral students with one supervisor than for doctoral students with two or more supervisors. The use of a doctoral agreement also goes hand in hand with more frequent progress review and career path meetings. Main supervisors with more than ten doctoral students draw up an agreement slightly less often than main supervisors with fewer than ten doctoral students.

### **Communication and meetings with supervisors**

The majority (71%) answered that the requirements for completing the doctorate successfully were communicated clearly at the beginning of the doctorate. Male students claimed this slightly more often than female students. Doctoral students with a doctoral agreement are clearly informed about the requirements of the doctorate more often than doctoral students without an agreement. For main supervisors with more than ten doctoral students, doctoral students indicated slightly less often that they have been clearly informed about the requirements of the doctorate than those with main supervisors with ten students or fewer. Doctoral students for whom the requirements have been clearly communicated are generally more satisfied with support from supervisors.

29% of doctoral students have a meeting with their main supervisor about research work every week and 76% have one at least every three months. 57% of doctoral students receive a date for a meeting within a week. Research work is discussed more often on structured doctorates than on the traditional individual doctorate. Main supervisors with more than ten doctoral students hold meetings less frequently than supervisors with fewer than ten doctoral students. The more frequently meetings take place, the greater the level of satisfaction with support from supervisors. The frequency of meetings about research work was considered sufficient by the majority of students and the meetings are, on average, perceived to be rather helpful or helpful.

### **Career discussions**

Around half of the doctoral students indicated that during the first half of the doctorate a review meeting was held or will be held about the progress made up until that point and about the prospects for successful completion of the doctorate. Discussions regarding students' future careers following the doctorate are only held in around a third of cases. Most doctoral students consider career discussions to be helpful. 27% indicated that they would pursue a career in academia following the doctorate (37% are still undecided).

## **4. Measures**

The results of the survey point towards various measures to improve the supervision of doctoral students as well as the doctorate overall. Some measures have already been defined as part of the policy to promote early career researchers at the University of Bern and are currently in the process of being implemented.

- 1) Introducing team supervision: Supervision of doctoral students by at least two supervisors for students on a structured doctorate and for those completing a traditional individual doctorate across all faculties. (in progress)
- 2) The doctoral agreement provided as a template by the Executive Board of the University of Bern includes the provisions which all doctoral agreements must contain as a minimum and should be adjusted to include, for example, the milestones of the doctorate, measures for balancing research and family life, and the integration of guidelines or checklists for progress review and career path meetings. (implemented)
- 3) Greater monitoring of the use of the doctoral agreement. Doctoral agreements should consistently be made available in the doctorate administrative section of the 'KSL' (the administrative system of the University of Bern). This makes it easier to record the extent to which the doctoral agreement is used and to assess the quality of agreements on a random basis.
- 4) Publication of an information leaflet about the doctorate (e.g. including information about rights and obligations, the doctoral agreement, gender equality aspects, points of contact, course services etc.). (in progress)
- 5) Introduction of training and information events for supervisors (particularly for newly appointed professors), including the coverage of specific gender equality issues. (in progress)
- 6) Expansion of course services and information services for career planning and preparation (competence profile, professional fields, application forms etc.) as part of the Transferable Skills Program and Career Services, for example. (in progress)
- 7) Introduction of systematic career path meetings during the doctorate (e.g. guidelines/checklists in the doctoral agreement).
- 8) The continuation and potentially the expansion of faculty-based mentoring programs should be supported.

## **5. Acknowledgments**

Our most heartfelt thanks go to all 723 doctoral students who have contributed to the collection of meaningful data by filling out the questionnaire. Our thanks also go to our colleagues in the Office for Gender Equality (Sabine Höfler), the Coordination Office for the promotion of early career researchers (Dr. Matthias Hirt), the Welcome Center (Jasmin Fallahi) and the University of Bern intermediate staff association (Muriel Nann), who helped us to create the questionnaire. We would also like to thank Dr. David Graf and Dr. Etna Krakenberger (both Vice-Rectorate Teaching) as well as the numerous doctoral students for their critical review of the questionnaire.

## **6. Appendices**

Questionnaire in German

Questionnaire in English

#### Angaben zur Person

Welches Geschlecht haben Sie?

- männlich  
 weiblich  
 anderes

#### Angaben zur Person

Wie alt sind Sie?

Answer:

#### Angaben zur Person

Wo haben Sie Ihren Masterabschluss erlangt?

- Universität Bern  
 andere Universität in der Schweiz  
 Universität im Ausland

#### Angaben zum Doktoratsstudium

An welcher Fakultät sind Sie als Doktorand/in immatrikuliert?

Selection: --- Please select an option --- Medizinische Fakultät Philosophisch-historische Fakultät Philosophisch-naturwissenschaftliche Fakultät Rechtswissenschaftliche Fakultät Theologische Fakultät Vetsuisse-Fakultät (Veterinärmedizin) Wirtschafts- und Sozialwissenschaftliche Fakultät

#### Angaben zum Doktoratsstudium

In welcher Form verfassen Sie Ihre Dissertation?

Selection: --- Please select an option --- kumulativ (Dissertation, die durch mehrere Veröffentlichungen in Fachzeitschriften zum Doktorat führt) monographisch (ein einziger Gesamttext als Dissertation) eine Kombination aus monographisch und kumulativ (bspw. Monographie plus eine Publikation mit Erstautorenschaft) noch unklar

#### Angaben zum Doktoratsstudium

Wann haben Sie Ihr Doktorat begonnen?

Jahr:

Selection: --- Please select an option --- 2008 2009 2007 2006 2018 2010 2011 2012 2013 2014 2015 2016 2017

#### Angaben zum Doktoratsstudium

Monat:

Selection: --- Please select an option --- Januar Februar Oktober November Dezember März April Mai Juni Juli August September

#### Angaben zum Doktoratsstudium

Sind Sie an der Universität Bern angestellt?

- Ja  
 Nein

#### Angaben zum Doktoratsstudium

In welcher bzw. welchen Funktion/en sind Sie an der Universität Bern angestellt (Mehrfachnennungen möglich)?

- AssistentIn Uni Bern  
 DoktorandIn Uni Bern  
 DoktorandIn SNF

- Wissenschaftliche/r MitarbeiterIn
- Anstellung über andere Drittmittel (bspw. private Stiftungen/Unternehmen)

#### Angaben zum Doktoratsstudium

Welchen relativen Anteil Ihres Beschäftigungsgrades wenden Sie schätzungsweise für die Arbeit an Ihrer Dissertation auf?

Selection: --- Please select an option --- 0-10% 11-20% 21-30% 31-40% 41-50% 51-60% 61-80% 81-100%

#### Angaben zum Doktoratsstudium

Wieviele Stunden wöchentlich wenden Sie ausserhalb Ihrer Anstellung/en oder ohne Anstellung an der Universität Bern für Ihre Dissertation auf?

Answer:

#### Angaben zu Betreuungspersonen

Wie viele betreuungsberechtigte Personen sind mit der Betreuung Ihrer Dissertation offiziell betraut?

- 1
- 2
- 3
- mehr als 3
- ich weiss es nicht

#### Angaben zu Betreuungspersonen

Wie alt ist Ihre Hauptbetreuungsperson?

- unter 40
- 40-55
- älter als 55
- ich weiss es nicht

#### Angaben zu Betreuungspersonen

Welches Geschlecht hat Ihre Hauptbetreuungsperson?

- männlich
- weiblich
- anderes

#### Angaben zu Betreuungspersonen

Welchen Status hat Ihre Hauptbetreuungsperson?

- ordentliche/r Professor/in
- ausserordentliche/r Professor/in
- SNF-Förderungsprofessor/in oder Assistenzprofessor/in
- Dozent/in mit Promotionsrecht
- ich weiss es nicht

#### Angaben zu Betreuungspersonen

Wieviele Doktorierende betreut Ihre Hauptbetreuungsperson gegenwärtig?

- bis 5
- zwischen 6-10



- zwischen 11-20
- mehr als 20
- ich weiss es nicht

#### Besprechungen mit Betreuungspersonen

Sind die Anforderungen für den Doktoratsabschluss (bspw. Anzahl Publikationen, Dauer des Doktorates, sonstige Institutsverpflichtungen neben dem Doktorat etc.) klar kommuniziert worden, als Sie Ihr Doktorat begonnen haben?

- Ja
- Nein

#### Besprechungen mit Betreuungspersonen

Wie lange dauert es in der Regel ungefähr, bis Ihre Betreuungsperson/en einen Besprechungstermin zwecks Diskussion Ihrer Forschungsarbeit einrichten kann/können?

	≤ 1 Woche	>1 - ≤ 4 Wochen	>4 - ≤ 8 Wochen	>2 - ≤ 3 Monate	>3 - ≤ 6 Monate	> 6 Monate
Hauptbetreuungsperson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-Betreuungsperson (falls vorhanden)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Besprechungen mit Betreuungspersonen

Wie häufig finden Besprechungen bzw. Diskussionen Ihrer Forschungsarbeit statt?

	Wöchentlich	Monatlich	alle 1-3 Monate	alle 3-6 Monate	alle 6-12 Monate	seltener als 1x/Jahr	nie
Hauptbetreuungspers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-Betreuungsperson (falls vorhanden)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haupt- und Co-Betreuungsperson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doktoratskolloquium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Besprechungen mit Betreuungspersonen

Erachten Sie die Häufigkeit, mit der Sie Fragen und Probleme bezüglich Ihrer Forschungsarbeit diskutieren, als ausreichend?

	Ja	Nein
Hauptbetreuungsperson	<input type="radio"/>	<input type="radio"/>
Co-Betreuungsperson (falls vorhanden)	<input type="radio"/>	<input type="radio"/>
Haupt- und Co-Betreuungsperson	<input type="radio"/>	<input type="radio"/>
Doktoratskolloquium	<input type="radio"/>	<input type="radio"/>

#### Besprechungen mit Betreuungspersonen

Sofern Sie Ihre Forschungsarbeit diskutiert haben: war dies hilfreich?

	1 (überhaupt nicht hilfreich)	2	3	4	5	6 (sehr hilfreich)
Hauptbetreuungsperson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-Betreuungsperson (falls vorhanden)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haupt- und Co-Betreuungsperson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doktoratskolloquium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Laufbahngespräche

Findet oder fand während der ersten Hälfte Ihrer Doktoratsphase ein Gespräch darüber statt, ob der bisherige Verlauf Ihres Doktoratsstudiums einen erfolgreichen Abschluss in der vorgegebenen Zeit erwarten lässt?

- Ja
- Nein

Ich weiss es noch nicht

### Laufbahngespräche

Findet oder fand während der zweiten Hälfte Ihrer Doktoratsphase ein Gespräch zur Ausrichtung Ihrer Laufbahn nach erfolgreichem Doktoratsabschluss statt?

- Ja  
 Nein  
 Ich weiss es noch nicht

### Laufbahngespräche

Mit wem finden diese Gespräche statt? (Mehrfachnennungen möglich)

- Hauptbetreuungsperson  
 Co-Betreuungsperson  
 andere:

### Laufbahngespräche

Finden Sie diese Gespräche hilfreich?

- 1 (überhaupt nicht hilfreich)       2       3       4       5       6 (sehr hilfreich)

### Laufbahngespräche

Was ist Ihr Karriereziel?

- Fortführung der universitären Laufbahn  
 ausseruniversitäre Laufbahn  
 Ich weiss es noch nicht

### Laufbahngespräche

Wie zufrieden sind Sie mit Ihren Betreuungsverhältnissen insgesamt?

- 1 (sehr unzufrieden)       2       3       4       5       6 (sehr zufrieden)

### Doktoratsvereinbarung

Kommt bei Ihnen eine Form von schriftlicher Vereinbarung zu Ihrem Doktorat zur Anwendung, in der allgemeine Rahmenbedingungen (z.B. Anforderungen, Dauer Doktorat, Ziele, Betreuung, Periodizität der Besprechungen, Publikationen, Lehrtätigkeit) festgelegt werden?

- Ja  
 Nein

### Doktoratsvereinbarung

Falls bei Ihnen eine Doktoratsvereinbarung zur Anwendung kommt: Welches Dokument wird verwendet?

- Doktoratsvereinbarung, die auch im Formular Mitarbeitendengespräch MAG für Angestellte an der Universität Bern integriert ist (siehe Abbildung oben)  
 fakultätseigene Doktoratsvereinbarung  
 sonstige  
 ich weiss es nicht

### Doktoratsvereinbarung

Halten Sie die Doktoratsvereinbarung für Ihr Doktoratsstudium für nützlich?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 (überhaupt nicht nützlich)	2	3	4	5	6 (sehr nützlich)

### Präsentation der Forschungsarbeit

Wie oft und in welchem Rahmen haben Sie seit Doktoratsbeginn Ihre Forschungsarbeiten vor einem wissenschaftlichen Publikum präsentiert?

	0	1-2	3-5	6-10	>10
Kongress/Konferenz/ Tagung in der Schweiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kongress/Konferenz/ Tagung im Ausland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doktoratsprogramm/ Graduate School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Externe Nachwuchswshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Präsentation der Forschungsarbeit

Erachten Sie die Gelegenheiten, Ihre Forschung vor einem wissenschaftlichen Publikum präsentieren zu können, als ausreichend?

Ja  
 Nein

### Kurs- und Beratungsangebote für Doktorierende an der Universität Bern

Bitte kreuzen Sie diejenigen universitären Einheiten an, deren Kurs- und Karriereberatungsangebote für Doktorierende a) Ihnen bekannt sind und b) welche Sie bereits in Anspruch genommen haben.

	bekannt	genutzt
Abteilung für die Gleichstellung von Frauen und Männern	<input type="checkbox"/>	<input type="checkbox"/>
Academic English Services (Vizerektorat Entwicklung)	<input type="checkbox"/>	<input type="checkbox"/>
Beratungsstelle der Berner Hochschulen	<input type="checkbox"/>	<input type="checkbox"/>
Career Services (Vizerektorat Entwicklung)	<input type="checkbox"/>	<input type="checkbox"/>
Grants Office (Vizerektorat Forschung)	<input type="checkbox"/>	<input type="checkbox"/>
Hochschuldidaktik	<input type="checkbox"/>	<input type="checkbox"/>
Mittelbauvereinigung MVUB	<input type="checkbox"/>	<input type="checkbox"/>
Universitätsbibliothek Bern	<input type="checkbox"/>	<input type="checkbox"/>
Kursprogramm Überfachliche Kompetenzen (Vizerektorat Entwicklung)	<input type="checkbox"/>	<input type="checkbox"/>

### Kurs- und Beratungsangebote für Doktorierende an der Universität Bern

Im Falle von Differenzen mit Ihrer Betreuungsperson/Ihren Betreuungspersonen stehen Ihnen diverse Ansprechstellen zur Verfügung. Kennen Sie folgende Stellen, an die Sie sich in solchen Fällen wenden können und haben Sie diese schon mal genutzt?

	bekannt	genutzt
Beratungsstelle der Berner Hochschulen	<input type="checkbox"/>	<input type="checkbox"/>
Mittelbauvereinigung MVUB	<input type="checkbox"/>	<input type="checkbox"/>
Mittelbauvertretung eines Instituts/einer Fakultät	<input type="checkbox"/>	<input type="checkbox"/>
Abteilung für die Gleichstellung	<input type="checkbox"/>	<input type="checkbox"/>
Ombudsstelle der Universität Bern	<input type="checkbox"/>	<input type="checkbox"/>

### Graduate Schools und Doktoratsprogramme

Neben dem freien Doktorat bietet die Universität Bern verschiedene Graduate Schools und strukturierte Doktoratsprogramme an. Sind Sie Mitglied einer Graduate School oder eines Doktoratsprogrammes?

- Ja  
 Nein

#### Graduate Schools und Doktoratsprogramme

In welcher Graduate School oder welchem Doktoratsprogramm sind Sie Mitglied?

- Berner Graduiertenschule für Strafrechtswissenschaft  
 Graduate School for Cellular and Biomedical Sciences  
 Graduate School for Health Sciences  
 Graduate School Gender Studies  
 Graduate School of Climate Sciences  
 Graduate School of the Arts  
 Graduate School of Economic Globalisation and Integration at the World Trade Institute  
 Graduate School of the Humanities  
 International Graduate School North-South  
 Swiss Graduate School for Cognition, Learning and Memory  
 Doktoratsprogramm: falls ja, welches?

#### Feedback/Verbesserungsvorschläge

Wie zufrieden sind Sie mit Ihrer Doktoratsausbildung insgesamt?

- 1 (sehr unzufrieden)     2     3     4     5     6 (sehr zufrieden)

#### Feedback/Verbesserungsvorschläge

Wo sehen Sie Verbesserungspotenzial in der Doktoratsausbildung an der Universität Bern?

Answer:

#### Feedback/Verbesserungsvorschläge

Hier haben Sie die Gelegenheit zu abschliessenden Kommentaren und Anregungen:

Answer:

**Personal details**

Are you:

- Male
- Female
- Other

**Personal details**

How old are you?

Antwort:

**Personal details**

Which university did you complete your Master's degree at?

- University of Bern
- Other university in Switzerland
- University outside of Switzerland

**Information concerning doctoral studies**

Which faculty are you enrolled in as a doctoral student?

Auswahl: --- Bitte wählen Sie eine Antwort aus --- Faculty of Medicine Faculty of Humanities Faculty of Human Sciences Faculty of Science Faculty of Law Faculty of Theology Vetsuisse Faculty (Veterinary Medicine) Faculty of Business, Economics and Social Sciences

**Information concerning doctoral studies**

Which form are you completing your thesis in?

Auswahl: --- Bitte wählen Sie eine Antwort aus --- Cumulative (thesis that leads to a doctorate by way of a compendium of several publications in peer-reviewed journals) Monograph (one single full text as a thesis) Combination of monograph and cumulative (e.g. monograph plus a publication as first author) Not decided yet

**Information concerning doctoral studies**

When did you start your doctoral studies?

Year:

Auswahl: --- Bitte wählen Sie eine Antwort aus --- 2008 2009 2007 2006 2018 2010 2011 2012 2013 2014 2015 2016 2017

**Information concerning doctoral studies**

When did you start your doctoral studies?

Month:

Auswahl: --- Bitte wählen Sie eine Antwort aus --- January February October November December March April May June July August September

**Information concerning doctoral studies**

Are you employed at the University of Bern?

- Yes
- No

**Information concerning doctoral studies**

In which position/s are you employed at the university of Bern (multiple answers possible)?

- Teaching and research assistant Uni Bern
- Doctoral student Uni Bern
- Doctoral student SNSF

- Member of scientific staff
- Externally funded Uni Bern employment (e.g. private foundations/companies)

**Information concerning doctoral studies**

**Roughly what percentage of time of your employment do you spend working on your thesis?**

Auswahl: --- Bitte wählen Sie eine Antwort aus --- 0-10% 11-20% 21-30% 31-40% 41-50% 51-60% 61-80% 81-100%

**Information concerning doctoral studies**

**How many hours a week do you spend outside of your employment/without employment at the University of Bern working on your thesis?**

Antwort:

**Information concerning the supervisors**

**How many authorized supervisors are officially entrusted to supervise your thesis?**

- 1
- 2
- 3
- More than 3
- I don't know

**Information concerning the supervisors**

**How old is your main supervisor?**

- Under 40
- 40-55
- Older than 55
- I don't know

**Information concerning the supervisors**

**Is your main supervisor:**

- Male
- Female
- Other

**Information concerning the supervisors**

**What academic title does your main supervisor hold?**

- Full professor
- Associate Professor (ausserordentliche Professur)
- SNSF professor or assistant professor
- Lecturer with the right to award doctorates
- I don't know

**Information concerning the supervisors**

**How many doctoral students is your main supervisor currently supervising?**

- Up to 5
- Between 6-10

- Between 11-20
- More than 20
- I don't know

**Meetings with supervisors**

Were the demands and requirements for earning a doctoral degree (e.g. number of publications, duration of the doctorate, other obligations at the institute besides the doctorate, etc.) clearly communicated to you at the start of your doctorate?

- Yes
- No

**Meetings with supervisors**

As a rule, how long does it take your supervisor/s to arrange a meeting to discuss your research work?

	≤ 1 week	>1 - ≤ 4 weeks	>4 - ≤ 8 weeks	>2 - ≤ 3 months	>3 - ≤ 6 months	> 6 months
Main supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-supervisor (if existing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Meetings with supervisors**

How often do meetings or discussions concerning your research work take place?

	Weekly	Monthly	Every 1-3 months	Every 3-6 months	Every 6-12 months	Less than 1x/year	Never
Main supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-supervisor (if existing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Main and co-supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doctoral colloquium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Meetings with supervisors**

Do you consider the frequency with which you discuss questions and problems concerning your research to be sufficient?

	Yes	No
Main supervisor	<input type="radio"/>	<input type="radio"/>
Co-supervisor (if existing)	<input type="radio"/>	<input type="radio"/>
Main and co-supervisor	<input type="radio"/>	<input type="radio"/>
Doctoral colloquium	<input type="radio"/>	<input type="radio"/>

**Meetings with supervisors**

If you have discussed your research work, was it helpful?

	1 (Not helpful at all)	2	3	4	5	6 (Very helpful)
Main supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-supervisor (if existing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Main and co-supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doctoral colloquium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Career path discussions**

Will there be or has there been a conversation during the first half of your doctoral phase to discuss whether, based on the current progress of your doctoral studies, a successful completion can be assumed in the specified time?

- Yes
- No

I don't know

#### Career path discussions

Will there be or has there been a conversation during the second half of your doctoral phase to discuss the direction of your career path after successfully completing your doctorate?

- Yes  
 No  
 I don't know

#### Career path discussions

With whom do you have these conversations (multiple answers possible)?

- Main supervisor  
 Co-supervisor  
 Other:

#### Career path discussions

Do you consider these conversations to be helpful?

- 1 (Not helpful at all)       2       3       4       5       6 (Very helpful)

#### Career path discussions

What is your career goal?

- Continue university career  
 Career outside of university  
 I don't know yet

#### Career path discussions

Overall, how satisfied are you with your supervisor relationships?

- 1 (Very unsatisfied)       2       3       4       5       6 (Very satisfied)

#### Doctoral agreement

Does a form of written agreement exist for your doctorate that stipulates the general conditions (e.g. requirements, duration of doctorate, objectives, supervision, periodicity of meetings, publications, teaching activity)?

- Yes  
 No

#### Doctoral agreement

If you have a doctoral agreement: Which document is used?

- Doctoral agreement also integrated in the "Performance appraisal for doctoral candidates employed at the University of Bern" (see figure above)  
 Faculty's own doctoral agreement  
 Other  
 I don't know



**Doctoral agreement**

Do you consider the doctoral agreement to be useful for your doctoral studies?

1 (Not useful at all)
  2
  3
  4
  5
  6 (Very useful)

**Presentation of research work**

Since starting your doctorate, how often and within which framework have you presented your research work to a scientific audience?

	0	1-2	3-5	6-10	>10
Congress/conference/meeting in Switzerland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Congress/conference/meeting outside of Switzerland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doctorate program/graduate school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External young academics workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Presentation of research work**

Do you consider the opportunities given to present your research to a scientific audience to be sufficient?

Yes  
 No

**Courses and support offered to doctoral students at the University of Bern**

Please tick the boxes of the university units that offer courses and career advising for doctoral students that you are a) familiar with and b) have already made use of.

	Familiar with	Made use of
Office for Gender Equality	<input type="checkbox"/>	<input type="checkbox"/>
Academic English Services (Vice-Rectorate Development)	<input type="checkbox"/>	<input type="checkbox"/>
Counselling Centre Universities of Bern	<input type="checkbox"/>	<input type="checkbox"/>
Career Services (Vice-Rectorate Development)	<input type="checkbox"/>	<input type="checkbox"/>
Grants Office (Vice-Rectorate Research)	<input type="checkbox"/>	<input type="checkbox"/>
University Didactics	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate Staff Association (MVUB)	<input type="checkbox"/>	<input type="checkbox"/>
University Library Bern	<input type="checkbox"/>	<input type="checkbox"/>
Transferable Skills Program (Vice-Rectorate Development)	<input type="checkbox"/>	<input type="checkbox"/>

**Courses and support offered to doctoral students at the University of Bern**

There are several offices/bodies you can contact in the event of disagreements with your supervisor/s. Are you familiar with the following offices/bodies you can turn to in case of disagreement, and have you ever used any of them?

	Familiar with	Used
Counselling Centre Universities of Bern	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate Staff Association (MVUB)	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate Staff representative of an institute/a faculty	<input type="checkbox"/>	<input type="checkbox"/>
Office for Gender Equality	<input type="checkbox"/>	<input type="checkbox"/>
Ombudsperson of the University of Bern	<input type="checkbox"/>	<input type="checkbox"/>

**Graduate schools and doctoral degree programs**

Besides the traditional individual doctorate, the University of Bern offers various graduate schools and structured doctoral degree programs. Are you a member of a graduate school or a doctoral program?

Yes

No

**Graduate schools and doctoral degree programs**

**Which graduate school or doctoral degree program are you a member of?**

- Berner Graduiertenschule für Strafrechtswissenschaft
- Graduate School for Cellular and Biomedical Sciences
- Graduate School for Health Sciences
- Graduate School Gender Studies
- Graduate School of Climate Sciences
- Graduate School of the Arts
- Graduate School of Economic Globalisation and Integration at the World Trade Institute
- Graduate School of the Humanities
- International Graduate School North-South
- Swiss Graduate School for Cognition, Learning and Memory
- Doctoral degree program: If yes, which?

**Feedback/suggestions for improvement**

**Overall, how satisfied are you with your doctoral studies?**

- 1 (Very unsatisfied)      2      3      4      5      6 (Very satisfied)

**Feedback/suggestions for improvement**

**Where do you see potential for improvement as regards doctoral studies at the University of Bern?**

Antwort:

**Feedback/suggestions for improvement**

**Please add any final comments and suggestions here:**

Antwort: