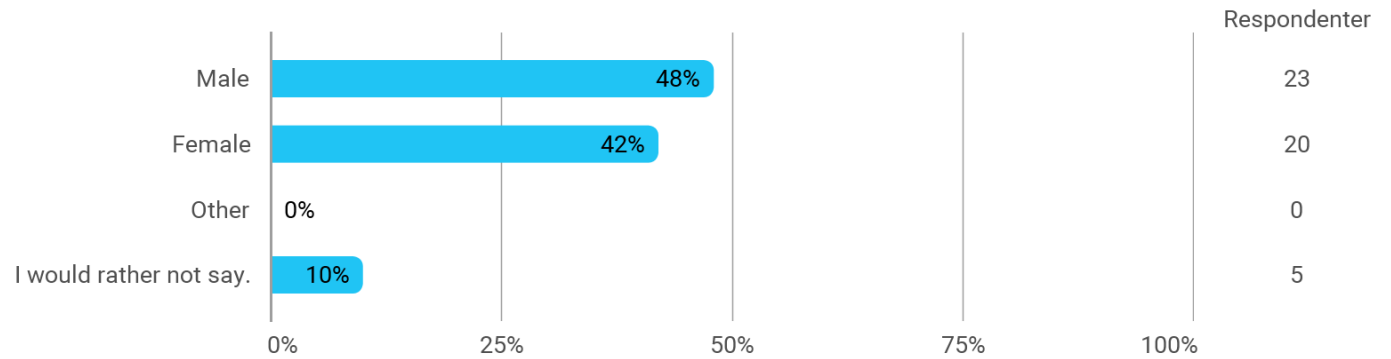
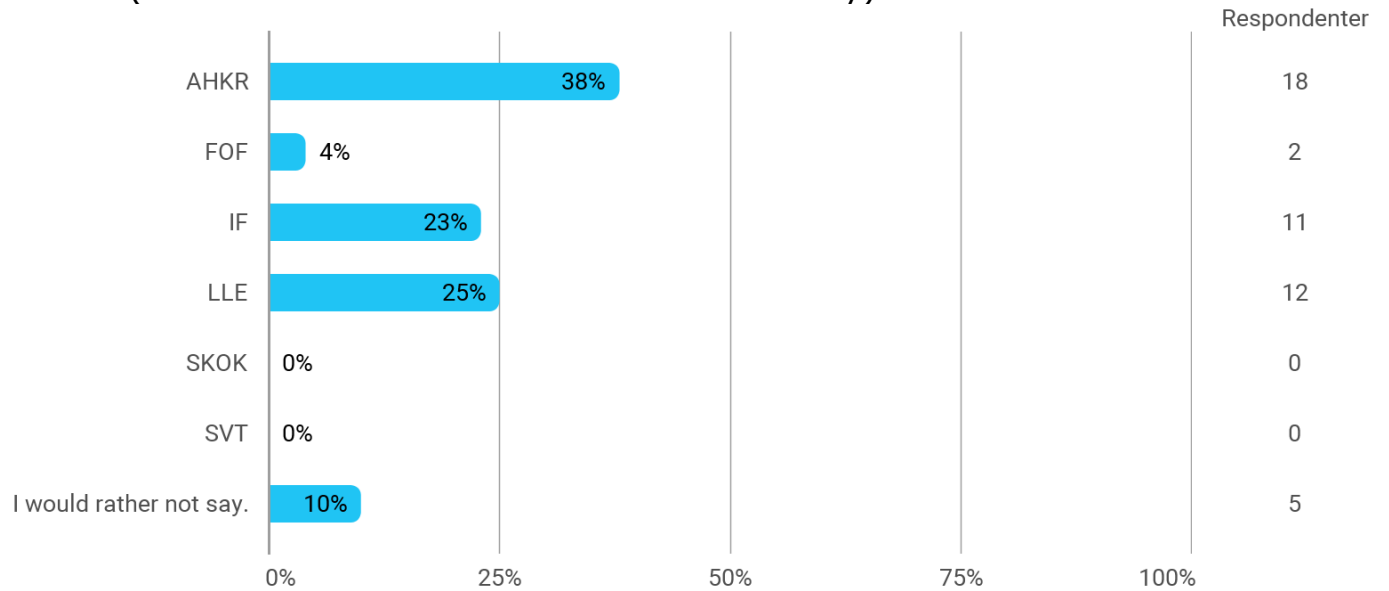


1. Gender



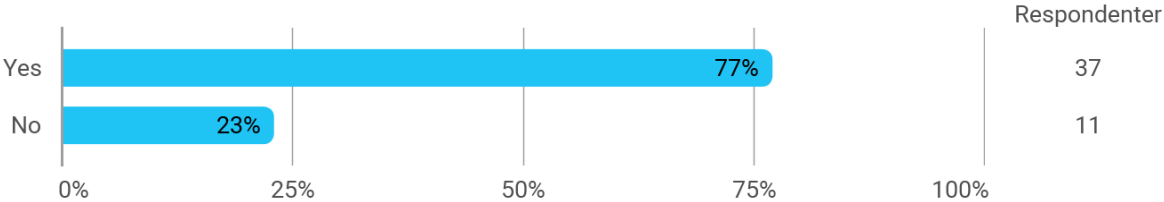
There was a fairly evenly balanced gender dispersion.

2. Department Affiliation (this information will be treated confidentially)

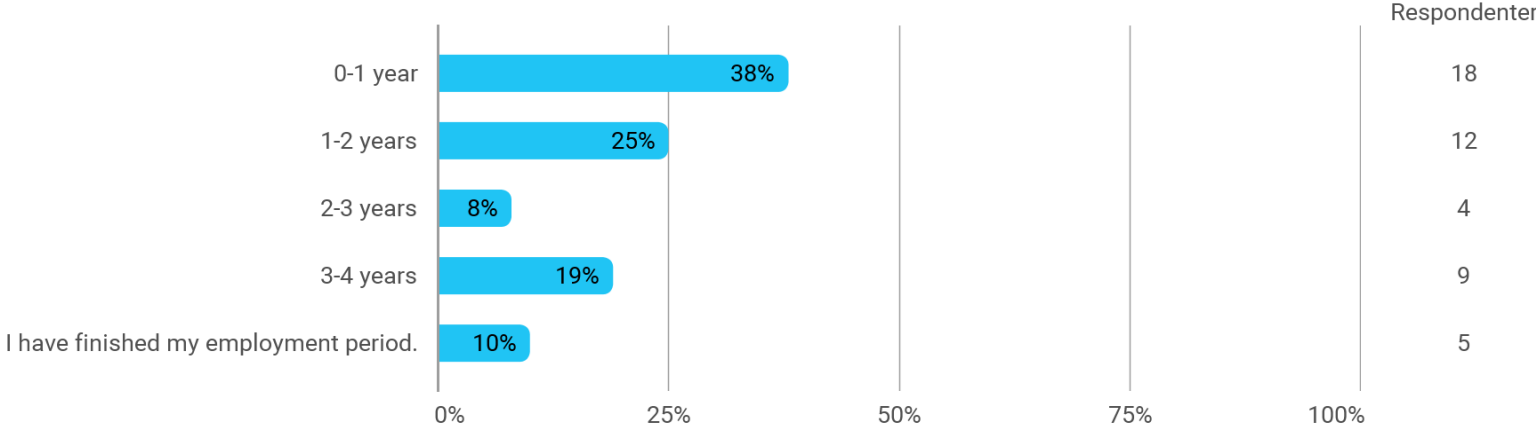


Respondents were also rather evenly dispersed among the three largest institutes.

3. Are you fluent in Norwegian? (Relevant for questions about the accessibility of information.)

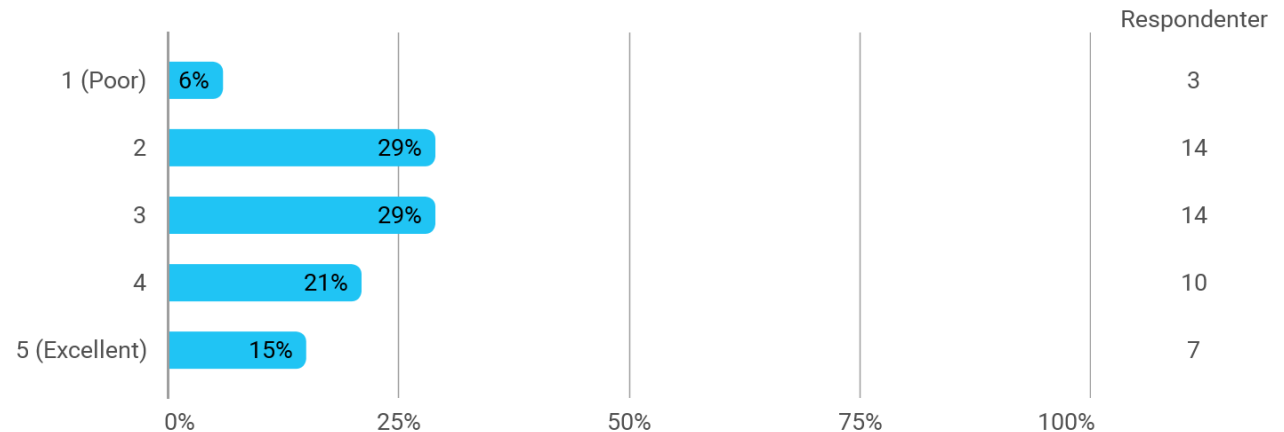


4. How long have you been employed as a PhD candidate (excluding leaves of absence)?



A majority of the respondents (63%) are in the first half of their fellowship.

5. To what degree do you feel there is a good overall balance between your teaching responsibilities and work on your research project?



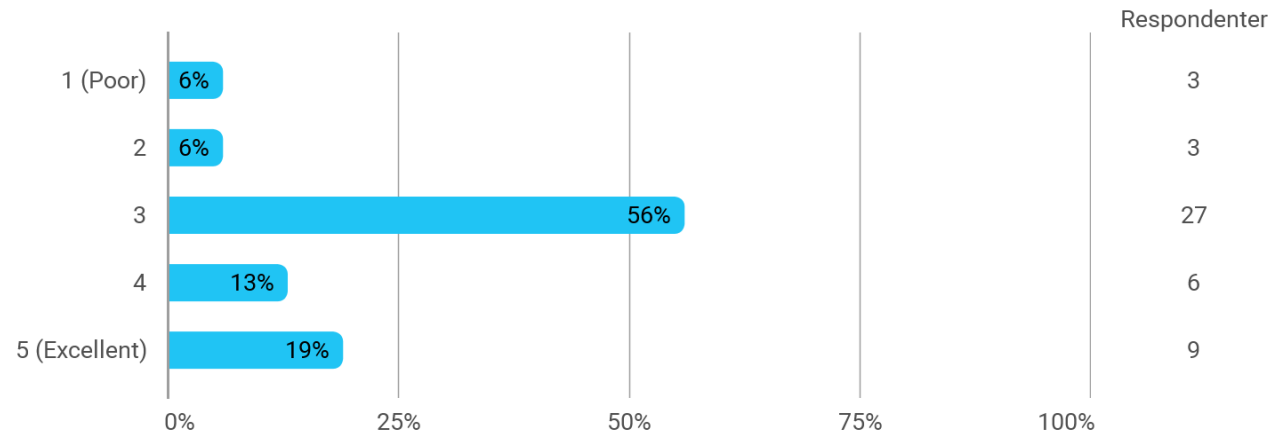
36% feel there is a good overall balance between teaching responsibilities and work on the project

35% lack a balance between teaching responsibilities and work on the project

29% say it is ok.

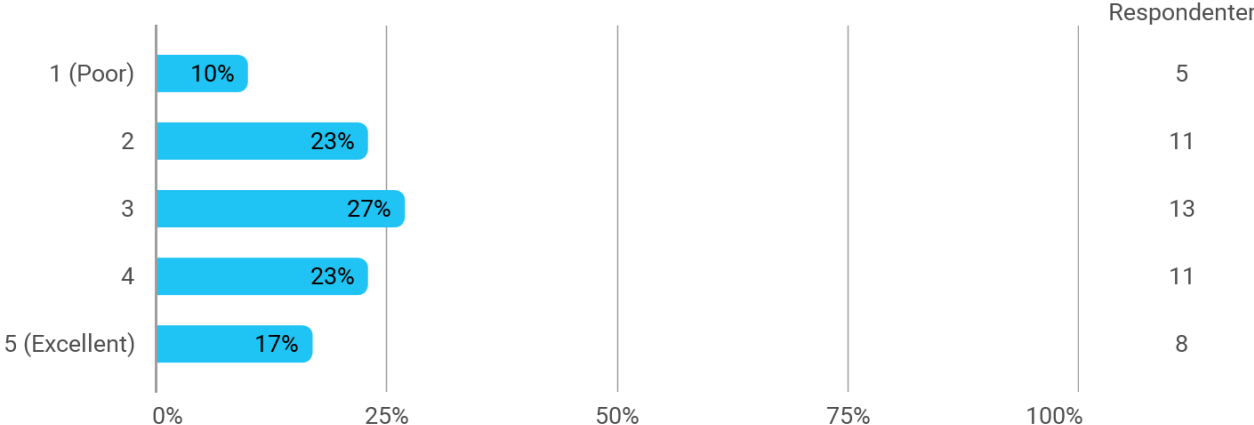
There is a large difference in the way duty work functions, across departments and between individual candidates. Information seems to be difficult to access.

6. To what degree do you feel there is a good overall balance between your administrative duties and work on your research project?

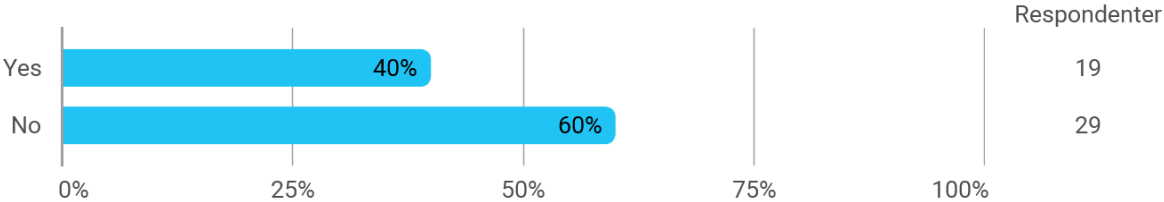


A majority of respondents felt there was a good overall balance between administrative duties and their project, and 32% felt this balance was very good.

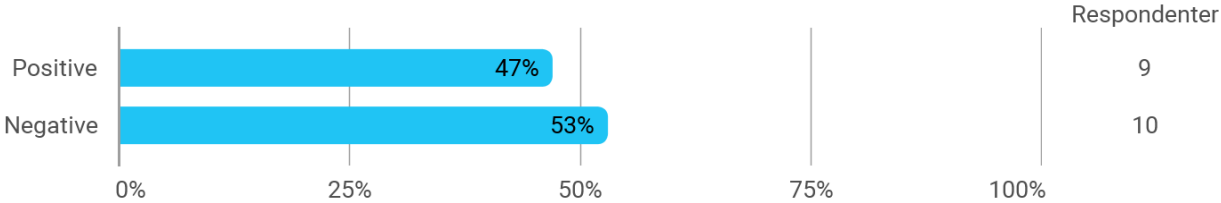
7. On a scale from one to five, rate the process for setting up your duty work plan (in communication with the department administration, supervisor(s), subject coordinators, other faculty/staff).



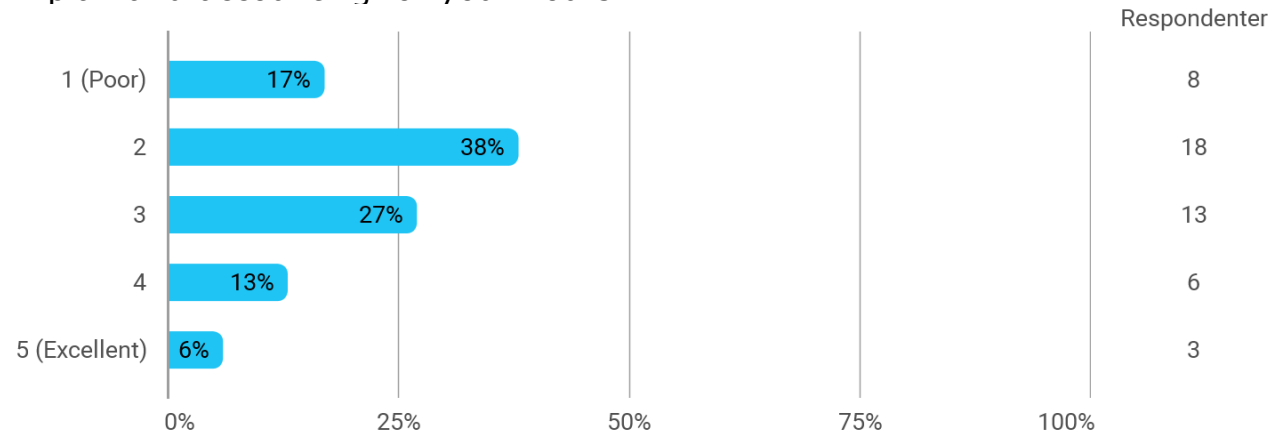
8. Has your work plan been subject to substantial changes?



8½. If your work plan has been subject to substantial changes, was this positive or negative for you?

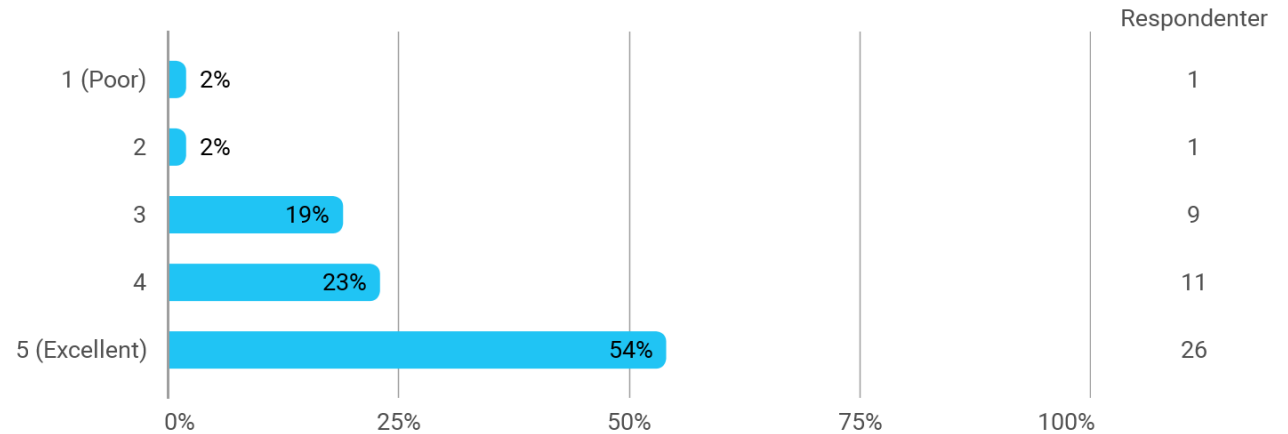


9. Rate the availability and clarity of information related to the rules and procedures involved in setting up your duty work plan and accounting for your hours.



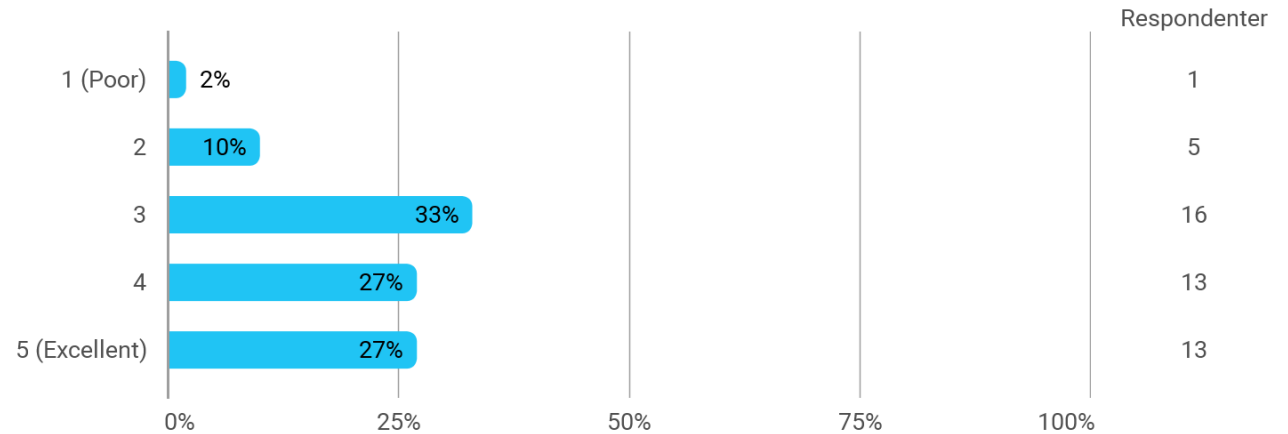
A majority (55%) experience a lack of availability and clarity of information related to the rules and procedures involved in setting up duty work plans.

10. To what degree do you find your teaching provides relevant and useful experience for your future career?



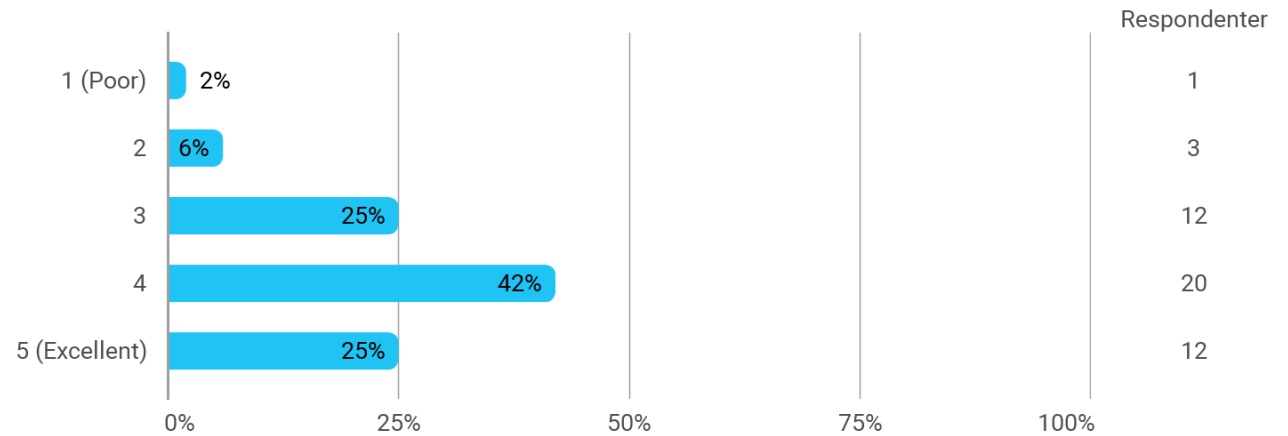
A vast majority of respondents 77% feel their teaching provides relevant and useful experience for their future career.

11. To what degree do you find your administrative tasks provide relevant and useful experience for your career?



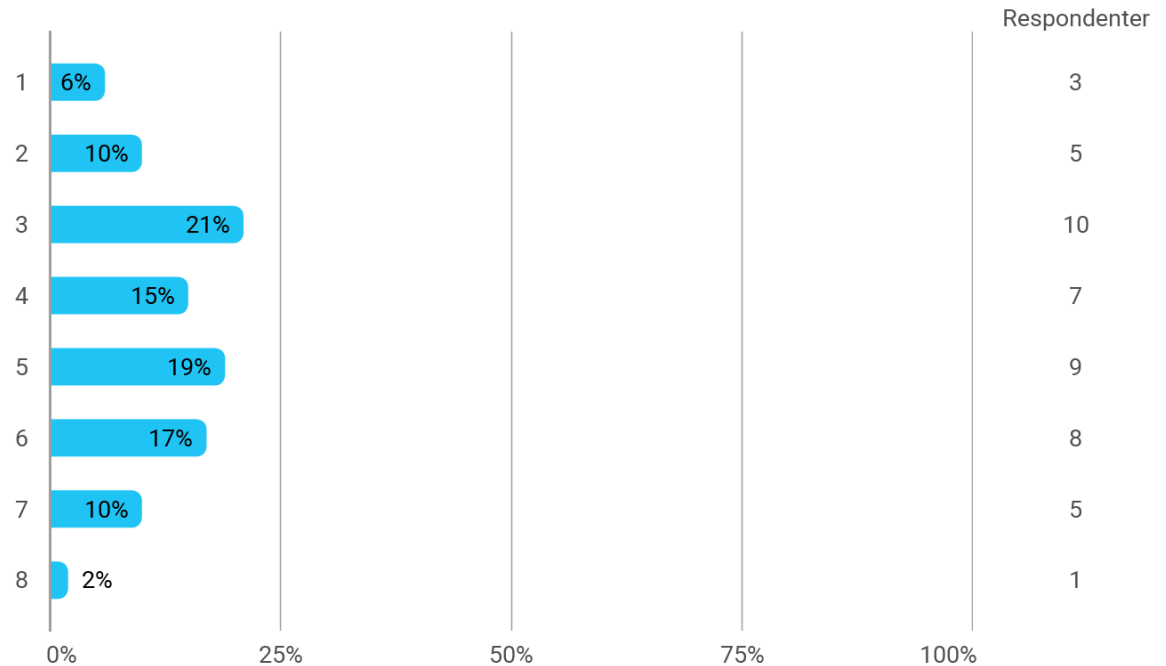
A majority (54%) also find their administrative tasks relevant for their future career.

12. To what degree do you consider your administrative duties useful to your department, faculty or subject area?



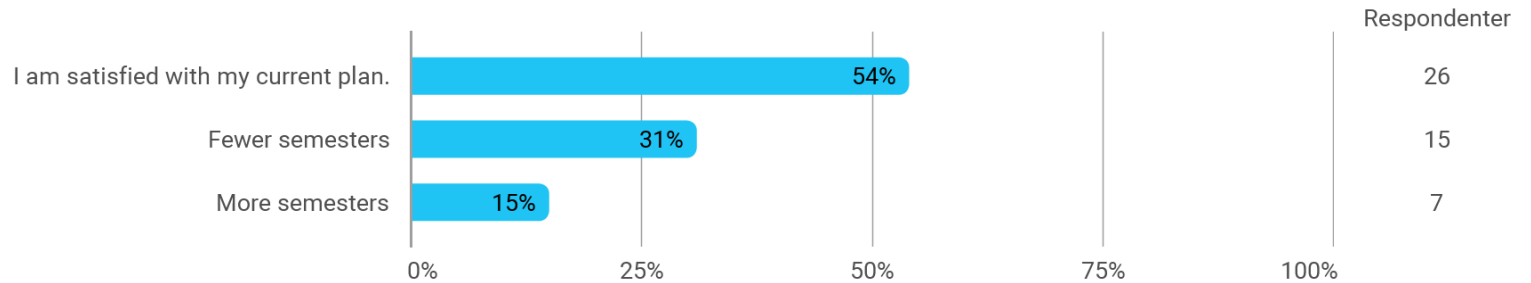
A majority of respondents (67%) also feel their administrative duties are useful to the department.

13. How many semesters of teaching will you have had over the course of your 4 year PhD fellowship?



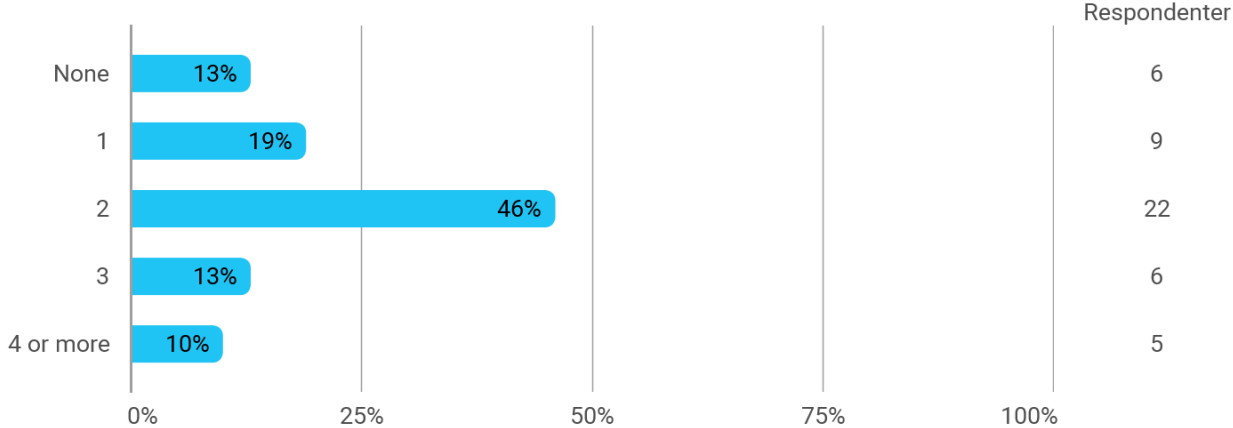
There is a wide variety of the number of semesters candidates teach, from one to eight semesters with the majority (55%) teach between 3 and 5 semesters.

14. Would you have preferred to spread your teaching over fewer, or more semesters?

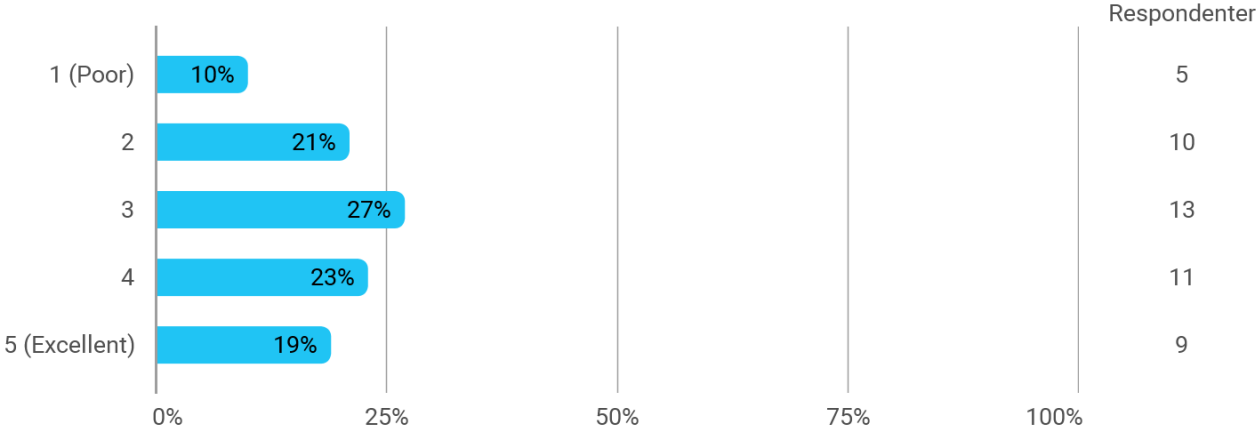


A majority of the respondents are satisfied with the spread of their teaching, however, 31% would have preferred to teach over fewer semesters.

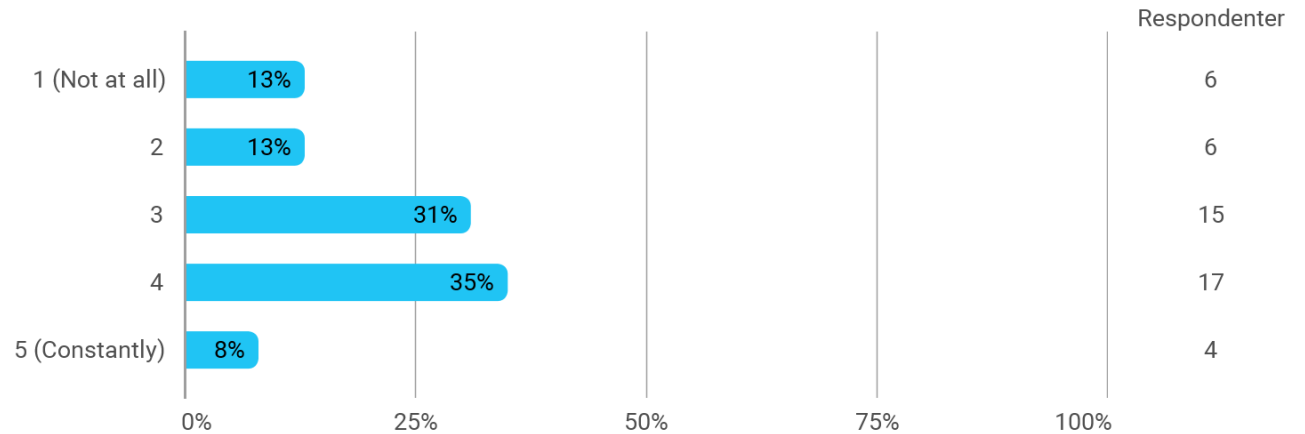
15. Does your duty work plan leave semesters where you only work on your research (with no duty work at all, neither administrative nor teaching duties)?



16. To what degree do you feel your work plan has provided you with enough predictability to plan your research work?

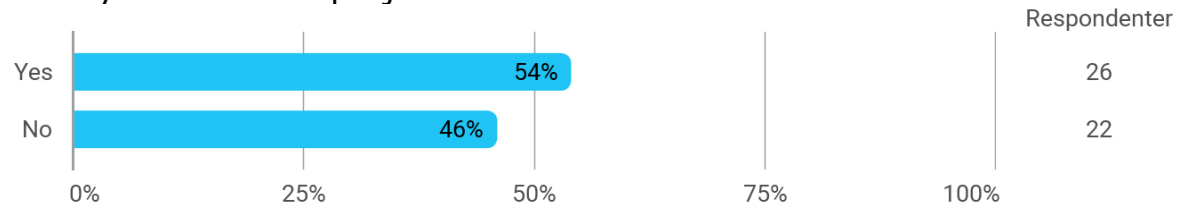


17. To what extent do you feel that duty work challenges the progression of your research or puts a strain on your ability to finish your dissertation within the allotted time frame of 4 years?

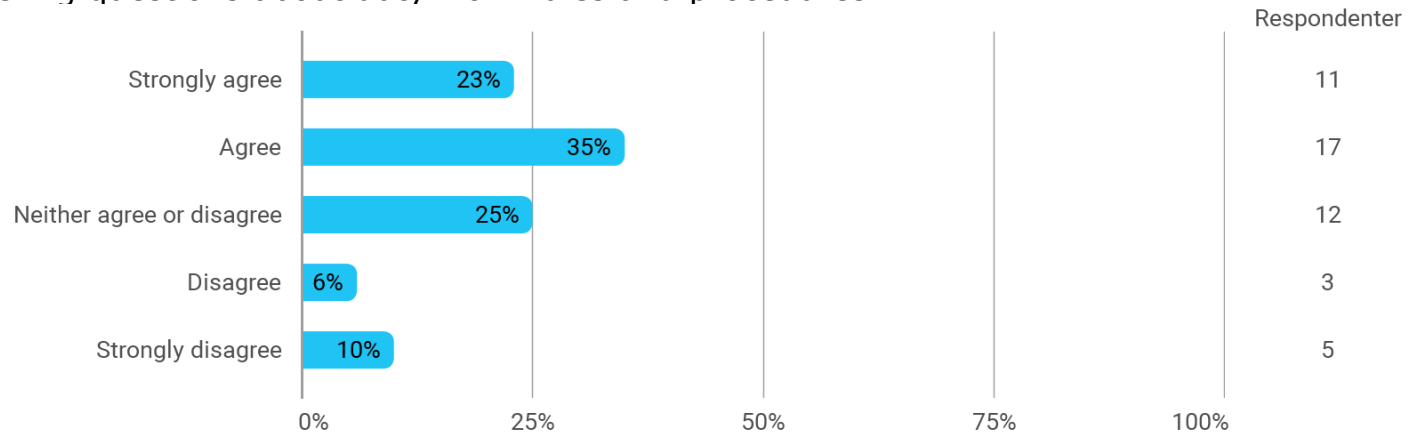


Only 26% feel that duty work does not challenge the progression of their research.

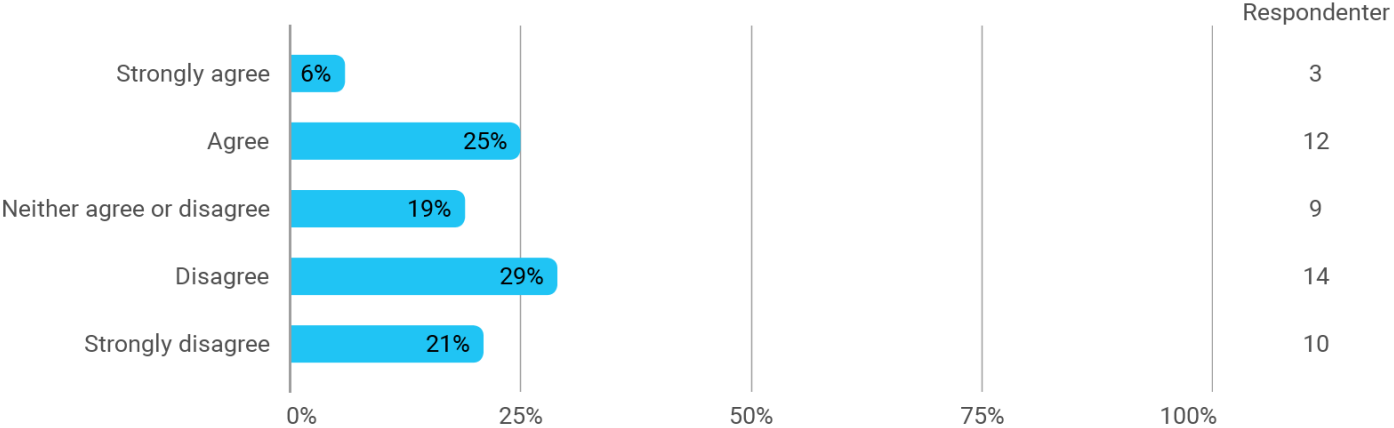
18. Do you feel you are on track in your research project?



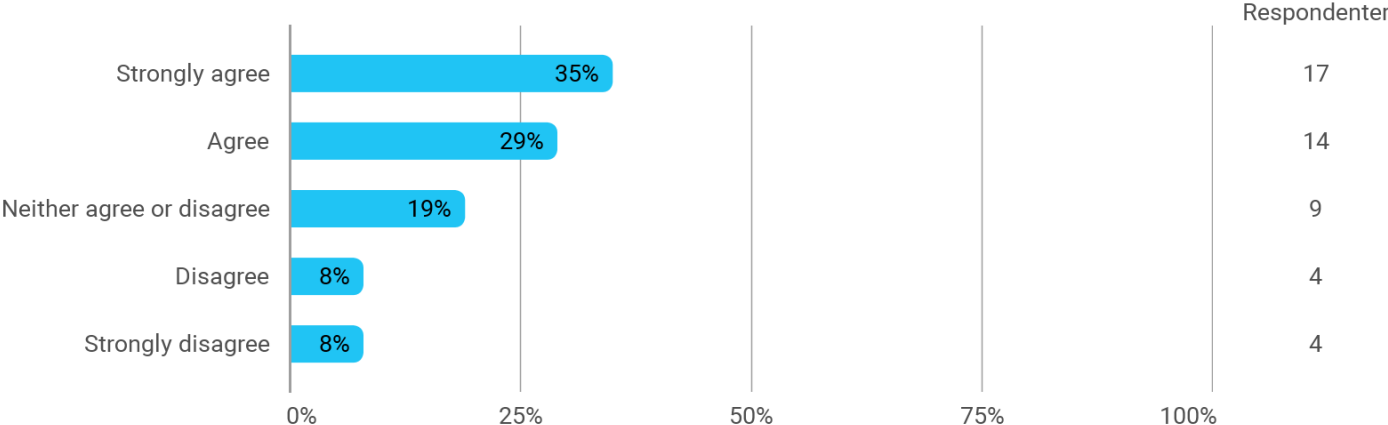
19. To what extent do you agree with the following statements: - My department administration was helpful in answering questions about duty work rules and procedures.



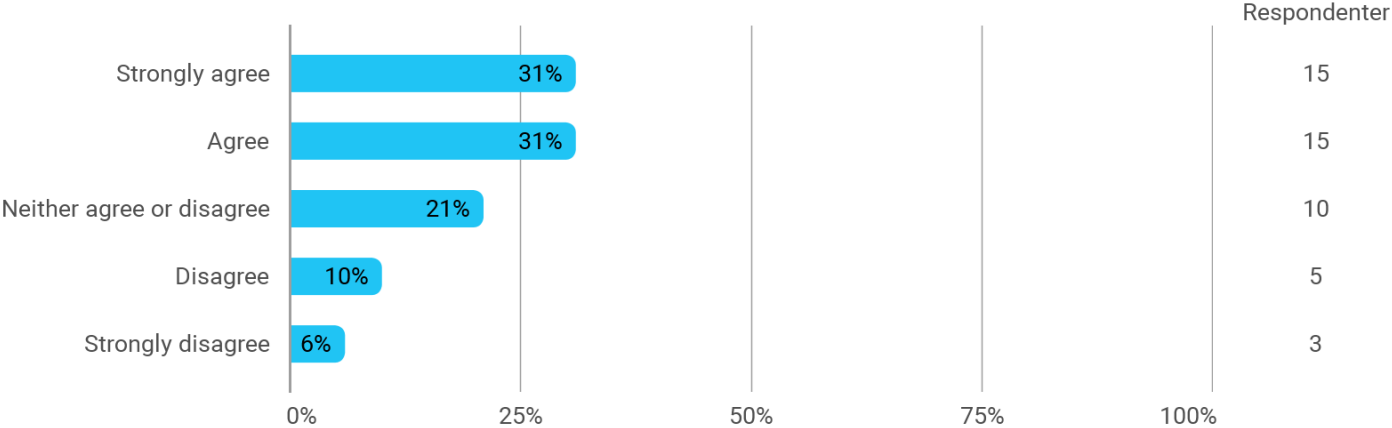
19. To what extent do you agree with the following statements: - I am/was unaware of who to turn to for answers about duty work rules, procedures, etc.



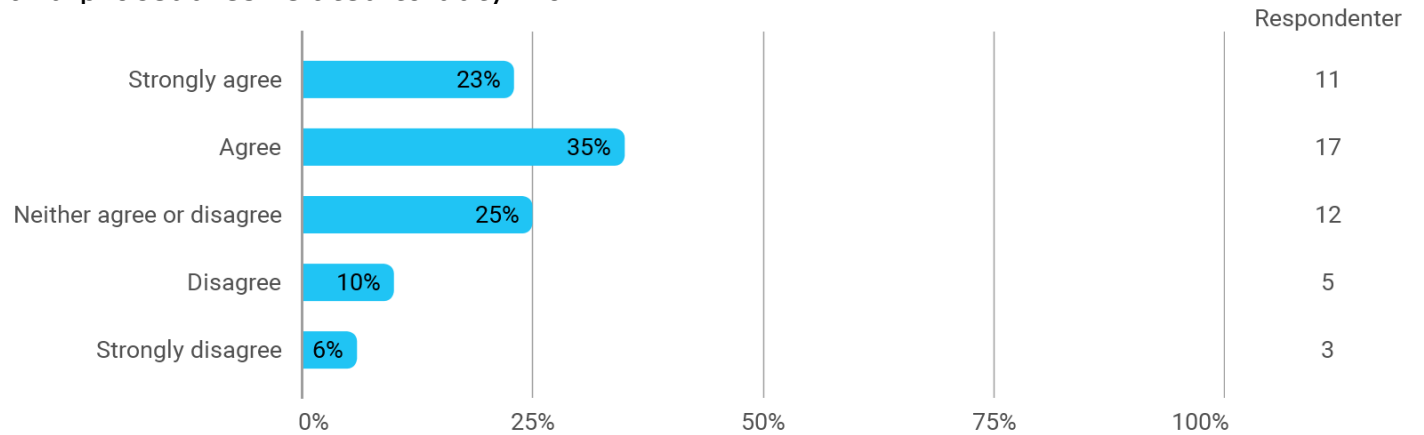
19. To what extent do you agree with the following statements: - My supervisor was/is involved in setting up my teaching work.



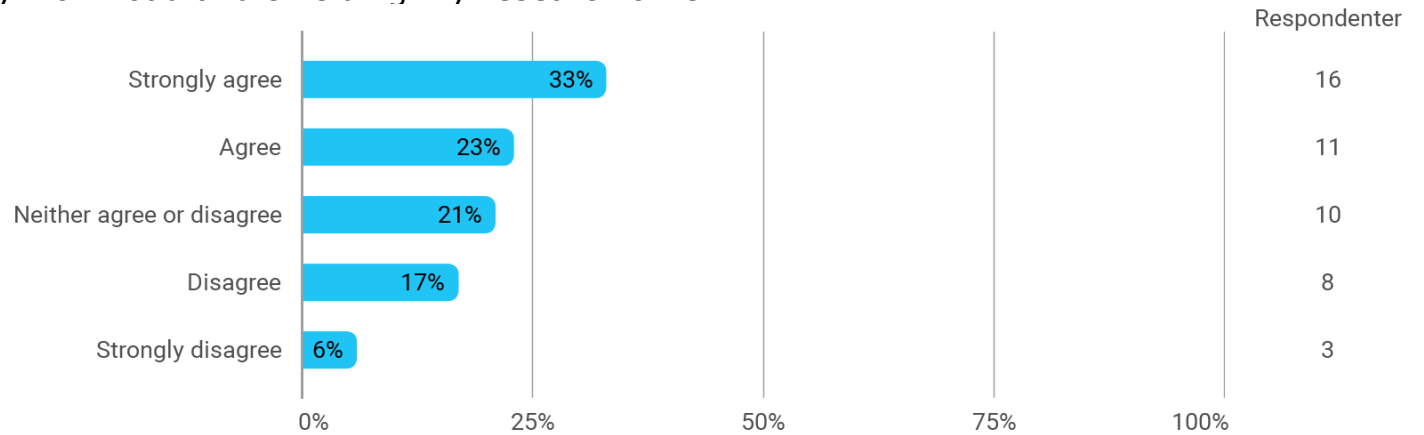
19. To what extent do you agree with the following statements: - My supervisor was/is involved in setting up my administrative work plan.



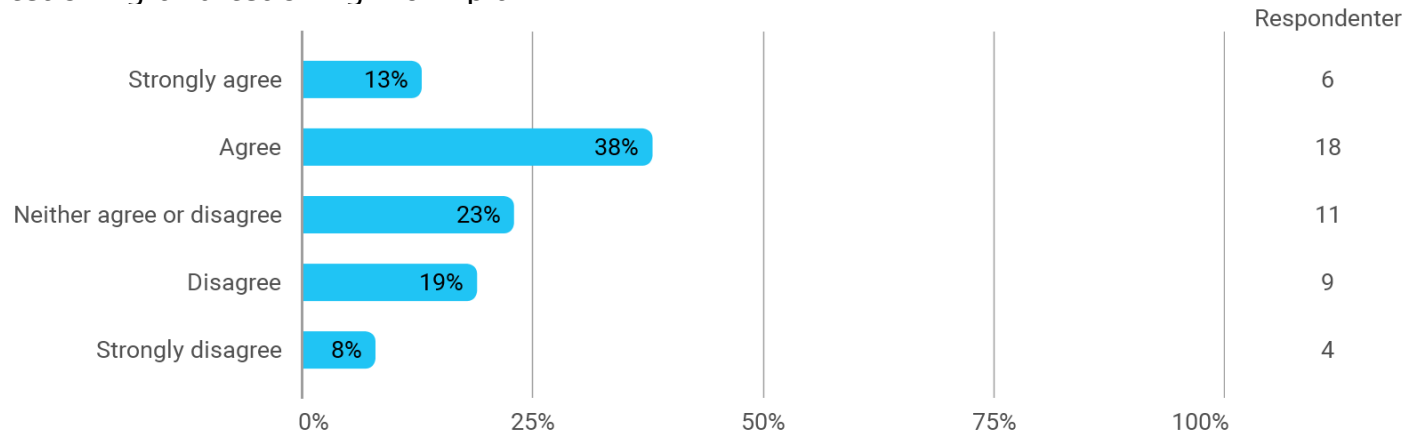
19. To what extent do you agree with the following statements: - My supervisor was/is well-informed about the rules and procedures related to duty work.



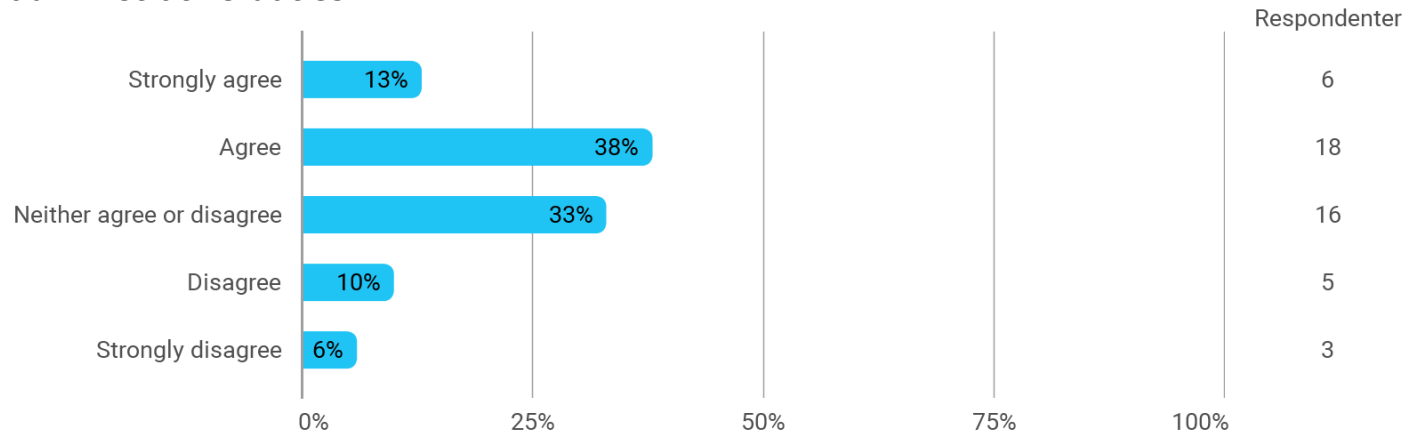
19. To what extent do you agree with the following statements: - My supervisor was/is invested in limiting my duty work load and shielding my research time.



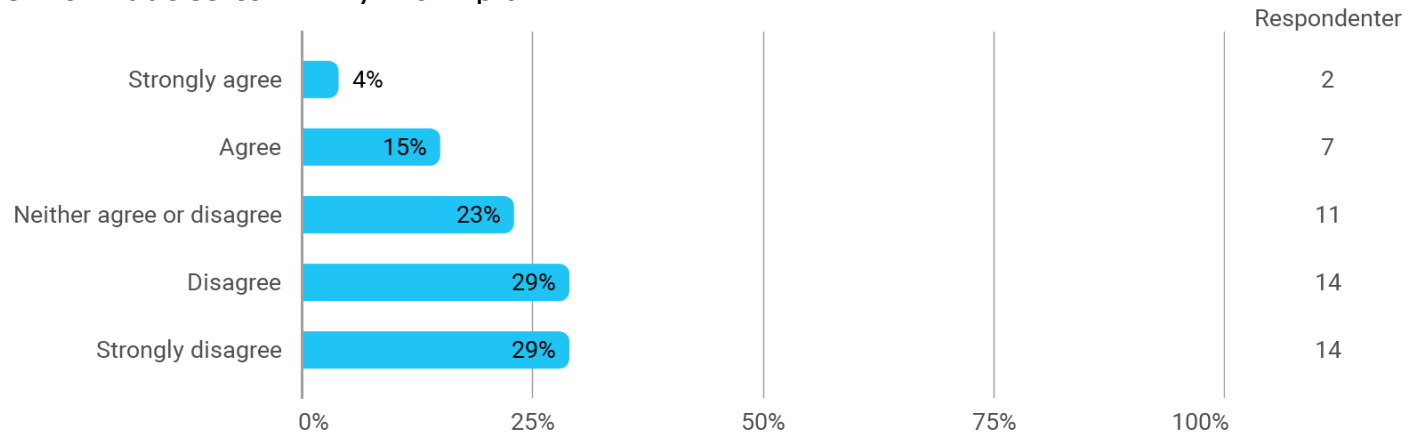
19. To what extent do you agree with the following statements: - I have had enough control when deciding on my teaching and teaching work plan.



19. To what extent do you agree with the following statements: - I have had enough control when deciding on my administrative duties.

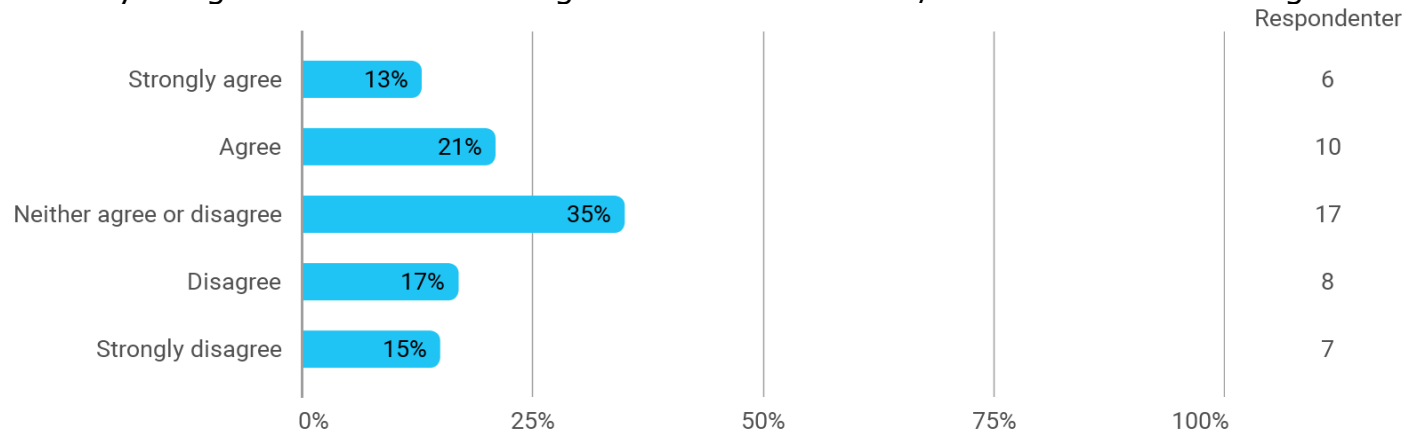


19. To what extent do you agree with the following statements: - I was given a choice from a range of administrative work duties to fill my work plan.

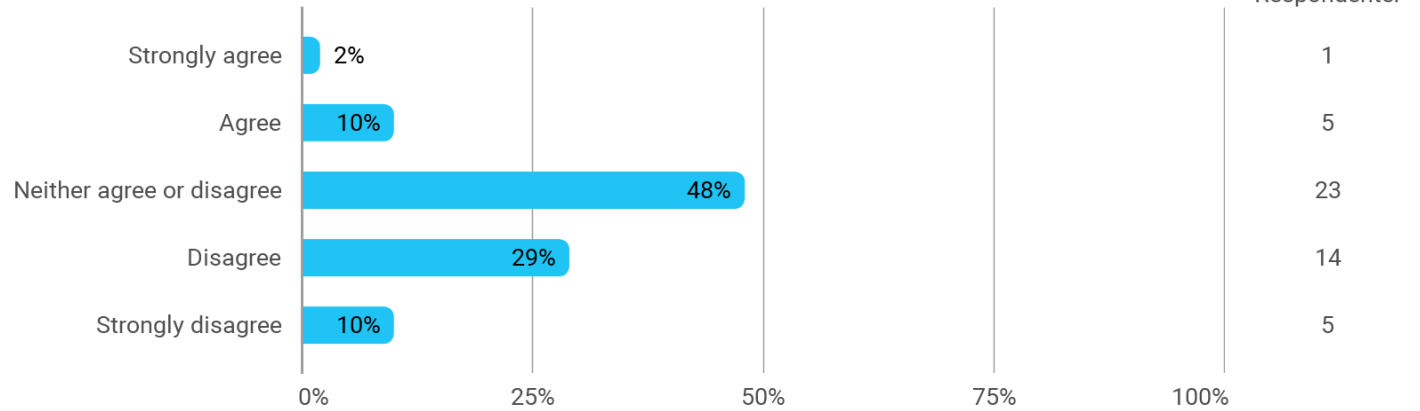


A majority of respondents did not feel they were given a choice in administrative work duties.

19. To what extent do you agree with the following statements: - I have/had too much teaching.



19. To what extent do you agree with the following statements: - I have/had too much administrative
Respondenter



Samlet status

