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PhD survey report 2024

Bi-annual survey among PhD candidates at the University of Amsterdam that monitors PhD experiences

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UNIVERSITY OF AMSTERDAM

Central PhD Council

PhD survey report 2024

Bi-annual survey among PhD candidates at the University of Amsterdam that monitors PhD experiences

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June 2025

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ABOUT THE CPC

The Central PhD Council (CPC) of the University of Amsterdam (UvA) represents the interests of all PhD candidates at the administrative level and provides feedback on organisational developments affecting doctoral researchers within the university. The UvA Governance Model recognises the CPC as one of the formal advisory bodies to the UvA Executive Board. Each UvA faculty has a representative in the CPC, including: the Faculty of Economics and Business (FEB), Faculty of Science (FNWI), Faculty of Social and Behavioural Sciences (FMG), Faculty of Humanities (FGW), Faculty of Law (LAW), Faculty of Medicine (AMC), and the Faculty of Dentistry (ACTA). In total, the CPC represents over 4000 PhD candidates across these faculties.

The CPC regularly meets with the central PhD policy advisor and the Rector Magnificus to convey the perspectives and concerns of PhD candidates. Each CPC member is also active within their respective faculty's PhD council, ensuring strong coordination between local and central representation. In addition, the CPC routinely engages with auditors, working groups, and special interest groups within the UvA. At the national level, the CPC is a member of the PhD Candidates Network of the Netherlands (PNN), where we continue to advocate for improved conditions and rights for PhD candidates across the country.

ABOUT THE SURVEY

To monitor how PhD candidates experience key aspects of the doctoral journey at UvA, the CPC conducts a bi-annual survey targeting all PhD candidates at the university. The survey is part of the wider national PhD survey (Nationale Promovendi Enquête) by Universiteiten van Nederland (UNL), and includes questions on a range of important topics, including starting and finishing the PhD, the research environment, supervision by PhD supervisors, teaching and supervision duties, progress during the PhD, social safety, wellbeing, and later career planning and development. The primary goal of this report is to evaluate the experiences of PhD candidates across all faculties and to identify actionable points for institutional improvement. On the basis of the outcomes the CPC formulated recommendations that strongly encourage the CvB and deans to act upon. The coming period the CPC can further advise the CvB and deans about the

implementation and evaluation of the recommendations and action points, together with AcZ and in line with the 'Audit Promovendibegeleiding'.

The report begins with the main recommendations drawn from our analysis of the survey results. These reflect the most urgent and actionable areas where improvements can be made for PhD candidates across faculties.

Following the recommendations, the report is organized by topic, with each topic reflecting a key aspect of the PhD trajectory. For each topic, we follow a clear structure:

- Overview – A brief explanation of what the topic covers.
- Data and Findings – A summary of the most relevant results from the survey, including quantitative data and notable trends.
- Interpretation – Our analysis of what these findings reveal about the current state of PhD life at UvA.
- Recommendations – Specific, targeted suggestions for improvement based on the interpretation of the data.

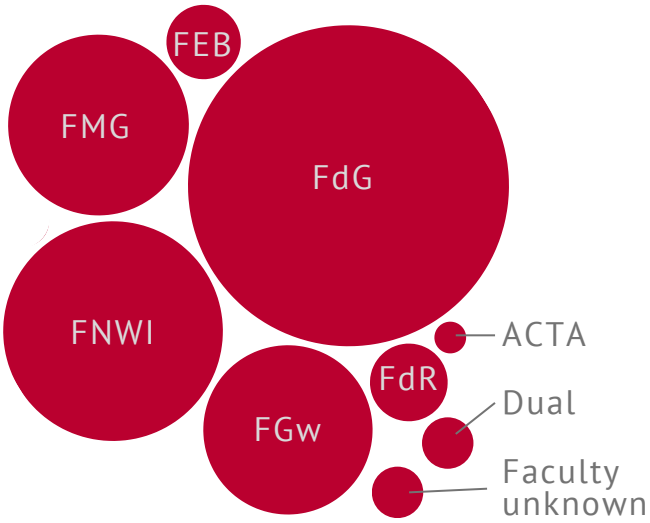
This structure ensures a transparent and systematic presentation of both the lived experiences of PhD candidates and the improvements we believe are needed in response. The appendix includes more detailed information on the survey methodology, analytical approach, and definitions of terms used throughout the report, based on the terminology employed in the survey itself.

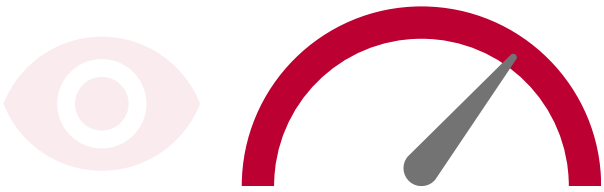
Words of gratitude
We are deeply grateful to the following individuals—this report would not have been possible without their valuable contributions. Former CPC members Wenwen Guan (FGW-chair), Daphnée Chabal (FNWI), Timo Schenk (FEB), Pramiti Parwani (FdR), and Serra Hughes (FGW) for their contributions to the design, distribution and analysis of the survey and report. We also sincerely thank Amy Zeegelaar (policy officer, Academische Zaken/AcZ) for her support. We are grateful to all faculty contact persons who helped disseminate the survey within their respective faculties. Most importantly, we want to **thank all PhD candidates** who took the time to complete the survey and share their experiences; your input is essential in guiding our ongoing efforts to improve the conditions and support for PhD candidates at the UvA.

For any questions about the survey or this report, please contact the CPC at cpc@uva.nl.

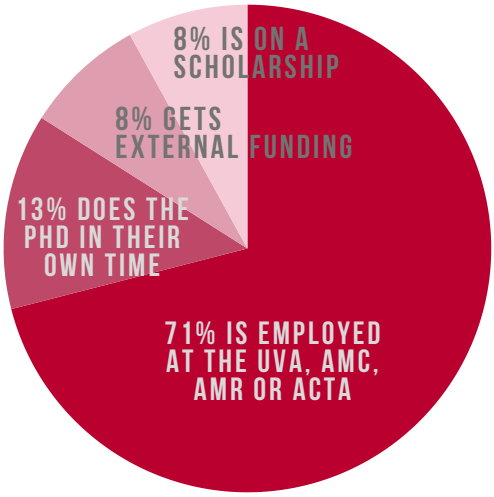
456
RESPONDENTS IN 2024 SURVEY

GIVE ON AVERAGE A **7.0** TO THEIR PHD TRAJECTORY





76% IS OVERALL SATISFIED WITH THE SUPERVISION THEY RECEIVE



54% EXPERIENCES THEIR WORKLOAD AS (TOO) HIGH

27%
EXPERIENCED UNDESIRABLE SOCIAL CONDUCT

70% WORKS MORE HOURS THAN STATED IN THEIR CONTRACT

28%
REPORT PHD INCOME BELOW MINIMUM WAGE

9%
PHD INCOME NEAR OR BELOW THE POVERTY LINE

33% IS BEHIND SCHEDULE IN THE PROGRESS OF THEIR PHD

MAIN RECOMMENDATIONS

Based on the results of the Central PhD Council's biannual survey, along with observations, reports, and signals collected over the past years - including findings from previous surveys - the CPC highlights some major findings and formulates several recommendations for the university to address these pressing issues. In the rest of this report, detailed recommendations are provided organised by topic.

Recommendations PhD trajectory

The CPC strongly recommends action to address the excessive workloads and prevent delays in PhD trajectories, with a particular focus on at-risk groups identified in the data. Majority of respondents report experiencing their workload as (too) high, and an alarming number indicate working more than 40 hours per week. 70% of respondents work more than the hours specified in their PhD contract. Among those who report (too) high workload, nearly 40% are experiencing delays in their PhD trajectory, which they associate with a negative impact on their wellbeing. The CPC is concerned by the lack of perspective on extensions or structural solutions for these delays. We therefore recommend an institutional focus on supporting timely PhD completion, without increasing perceived workload, through multifaceted improvements including better supervision, clear supervision plans, formalised expectations around teaching and supervision duties, improved access to research facilities for all and ensuring a level of financial support to enable a humane standard of living in Amsterdam.

It is known that supervision quality plays a key role in the duration and completion of PhD research. The UvA is investing strongly in the training of PhD supervisors. We recommend including skills training on initiating early conversations around workload, work culture and output expectations, fostering a safe work culture with attention to power dynamics and providing structured guidance during the later stages of the PhD track to prevent progress delays.

Recommendations social safety and wellbeing

The CPC fully endorses the standpoint of the Royal Netherlands Academy of Arts and Sciences (KNAW), which recognises social safety as a fundamental prerequisite for the proper conduct of science. In the 2024 PhD survey, over a quarter of respondents experienced undesirable behaviour, a percentage that has not declined in the recent years. While the UvA has implemented several valuable measures to enhance social safety their impact remains

insufficient, as reflected in the survey outcomes. In addition, the CPC has received multiple signals suggesting that information about these initiatives is not easily accessible or visible to all PhD candidates. We recommend that the university ensures transparent and consistent procedures for reporting, consequences, and appeals, applied uniformly across faculties. The importance of thorough training for supervisors and promotors was already mentioned above. Furthermore, social safety and wellbeing are closely tied to a sense of academic community. Interaction with peers and academic staff should be actively facilitated, particularly for Own-time, Externally-funded and Non-EEA PhD candidates, who report lower levels of engagement.

Finally, it must be emphasised that the responsibility for fixing incidents of social unsafety does not primarily lie with PhD candidates (or others affected by it), but with perpetrators and with the institution. The UvA must lead in ensuring a safe, supportive, and accountable academic environment for all - one in which social safety includes space for dissenting voices, critical debate, and protest without fear of power abuses or violence.

Recommendations internal & external formalisation

The CPC emphasises the importance of continued and well-supported PhD representation in faculty and university councils. The 2024 PhD survey highlights ongoing challenges around PhD trajectories, delays and social safety. A strong, visible PhD voice is essential not only for advocating improvements in these areas, but also for shaping the PhD experience more broadly.

PhD representatives serve as a vital link between PhD candidates and institutional decision makers. Their involvement contributes to clearer policies, improved communication, and greater accountability. To ensure these voices are heard, more structured support is needed, including time, resources, recognition and mandate. These are central to community building and to meaningful participation within the university. The UvA executive board and faculty boards have a key role to play in this process. PhD candidates must actively be involved in efforts to create a more inclusive, connected, and supportive research environment. PhD candidates represent the future of the university and supporting their voice is essential for building a resilient and forward-looking academic community.

1. GENERAL CHARACTERISTICS

456
RESPONDENTS

456 PhD candidates completed the 2024 survey. This is a response rate of 10%. The university had 4476 PhD candidates as of 1 January 2024. This includes all PhD candidates, internal/external, full-time/part-time.

Faculty of	No. of PhDs (2024)	Respon-dents	Response rate
FdG - Medicine	2031	205	10%
ACTA - Dentistry	109	2	2%
FNWI - Science	970	96	10%
FMG - Social and Behavioural Sciences	598	65	11%
FGw - Humanities	493	57	12%
FdR - Law	129	12	9%
FEB - Economics and Business	146	11	8%
Dual	Unknown	5	-
Unknown	-	2	-

Depicted in the table above is the response rate per faculty. The response rate in some faculties, specifically ACTA, was lower than the overall response rate of 10%. Results might not be representative for the population, yet valuable input was provided by those who responded.

- The largest group of respondents (60%) hold a **Dutch nationality,** whereas 21% holds a nationality from another EEA-country, and 19% holds another nationality.
- The majority of the respondents who disclosed their age is **between the age of 26 and 30** (34%), whereas only 9% is younger and 21% older than 30. From this latter group, 6% is above 41.
- The majority (68%) of the respondents **identifies as female.**
- A strong majority of the respondents (71%) is **employed by the university**. 13% of the respondents work on their PhD in their own time, whereas 8% is supported by a scholarship and 8% is externally funded.

The general characteristics of respondents that participated in this survey are not necessarily an accurate representation of their proportion of the PhD population at the university.

Overall satisfaction

The overall satisfaction of respondents regarding the PhD trajectory is 7.01 out of 10 with 44% attributing a score 8 or more. On average, PhD candidates with Dutch nationality were 24% more likely than other nationalities, especially non-Europeans, to report high satisfaction (8 and above).

7.0

Comparison of composition of respondents between faculties

Among the respondents, a large variation with regards to age group, PhD type, nationality and gender between faculties exists (Figure 1). This uneven distribution may largely skew the results as certain groups are over- or under represented. Also, note that ACTA, FdR and FEB are left out of faculty comparisons due to too low response rates (<10%).

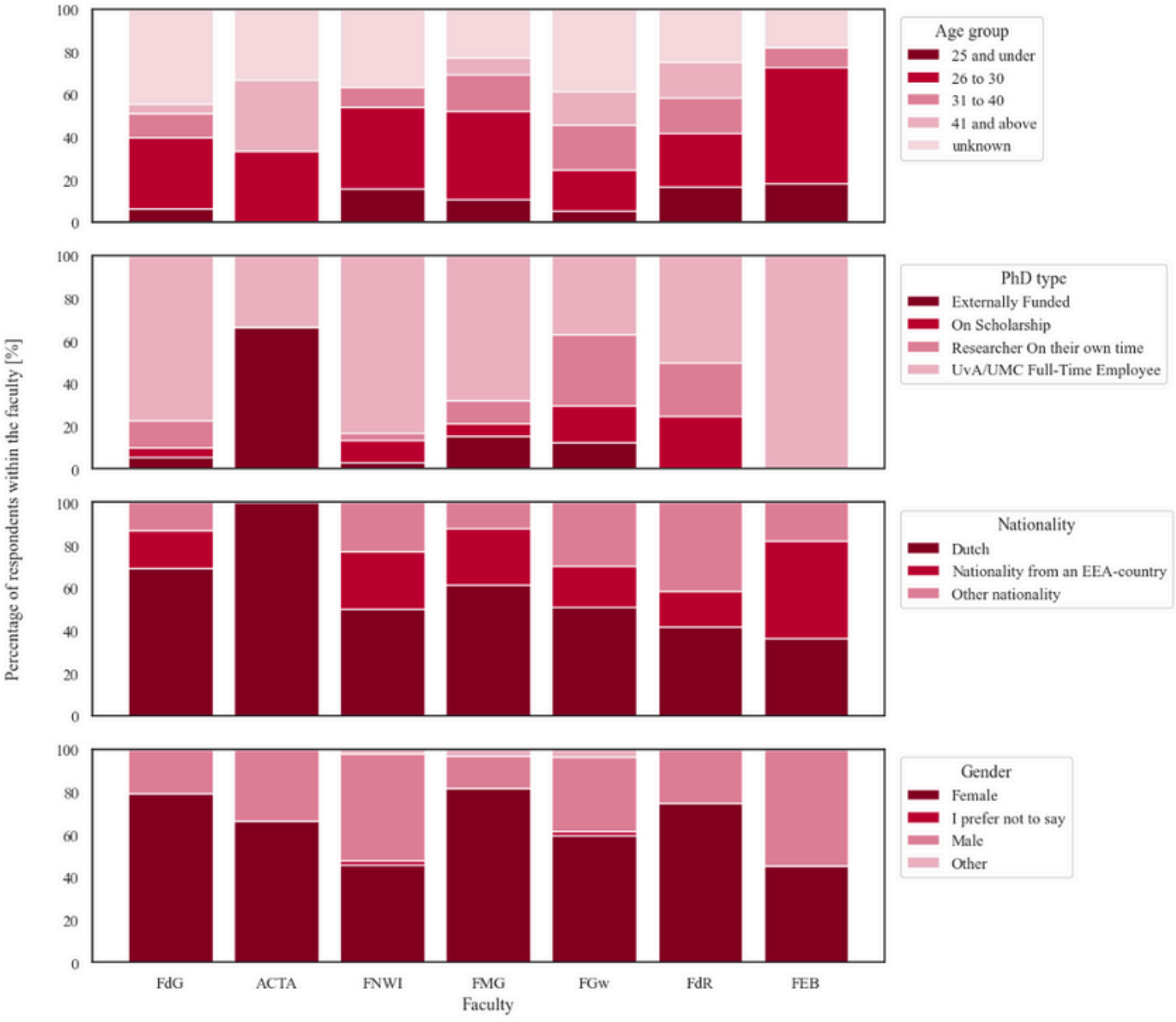


Figure 1 - Percentual composition of Age group, PhD type, Nationality and Gender among the respondents of all faculties

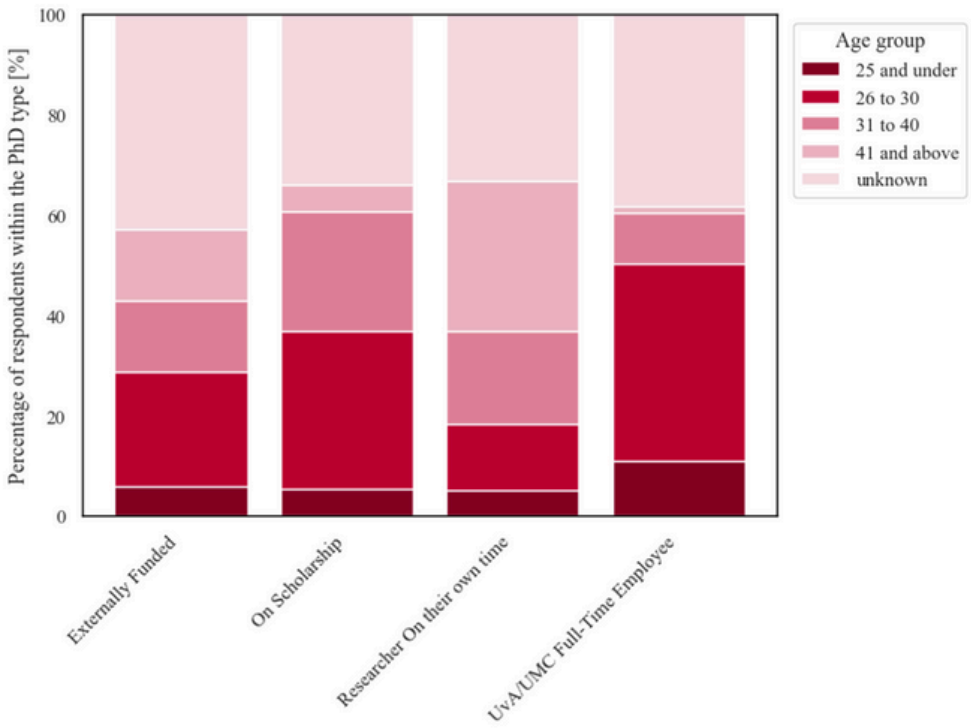


Figure 2 - Percentual composition of Age group among all respondents categorized per PhD type

We especially want to highlight that within the FGw, the proportion of Researchers On their own time is relatively high compared to other faculties. Furthermore, the proportion of researchers on their own time that is in the Age group 41 and above is higher than in for the other PhD types (Figure 2).

2. STARTING AND FINISHING THE PHD

This section gathers information about the starting date of PhD candidates' projects, the nature and duration of their contracts and the time dedicated to their PhD work each week. Furthermore, it reports on whether supervisory agreements in the form of a Teaching and Supervision Plan are in place, how involved PhD candidates were in shaping or co-designing their research projects and how they experienced information provision and assistance during onboarding.

Starting date, length and type of contract

Most respondents started the PhD within the last four years (83%). However, 16% of the respondents started longer than 4 years ago. 70% of respondents have a 4-year contract (Figure 3). 10% of the respondents have a three-year contract, which leaves less time for personal and professional development. 4% indicated that they have a five-year contract. A few respondents have another contract, their official contract duration is not yet determined, or work on their PhD project in their spare time. The Collective Labour Agreement(s) describes that ideally a PhD project lasts four years (if working full-time).

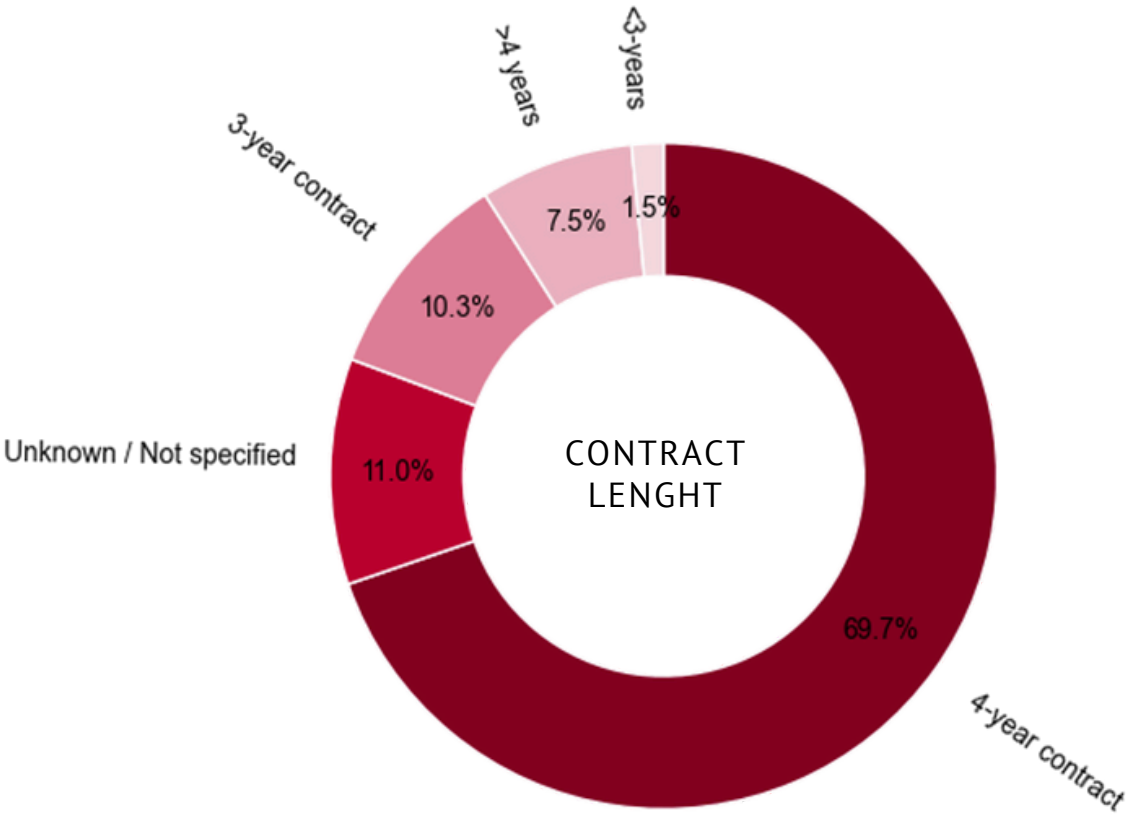


Figure 3 - Percentual distribution of contract length among all respondents

Full time vs. part time

71% of the respondents work on their PhD full time (since they indicated they are on a full-time contract).

Bursary/scholarship/salary/fund

Most of the respondents (90%) receive some form of salary or bursary for the work they do. However, respondents who are older (41 years and older, 18 out of 29 respondents: 62%) and those who do their PhD within FGw (21 out of 57 respondents: 37%) more often report not receiving some sort of funding (also see Figure 1).

Working hours and overworking

71% of the respondents are meant to work on their PhD full time. However, once asked whether this number of hours was also an accurate reflection of practical reality, it becomes prominent that more than 40% work 40-50 hours weekly and still 10% work 48 hours or more per week (Figure 4). Generally, 70% of PhD candidates reported that they are overworking, i.e. working more hours as stated in their contract (regardless of the contract and employment form). From faculties with a response rate >10%, working more than 40 hours per week is most prominent in the FNWI (62 out of 96 responses: 65%) and FdG (109 out of 204 responses: 53%).

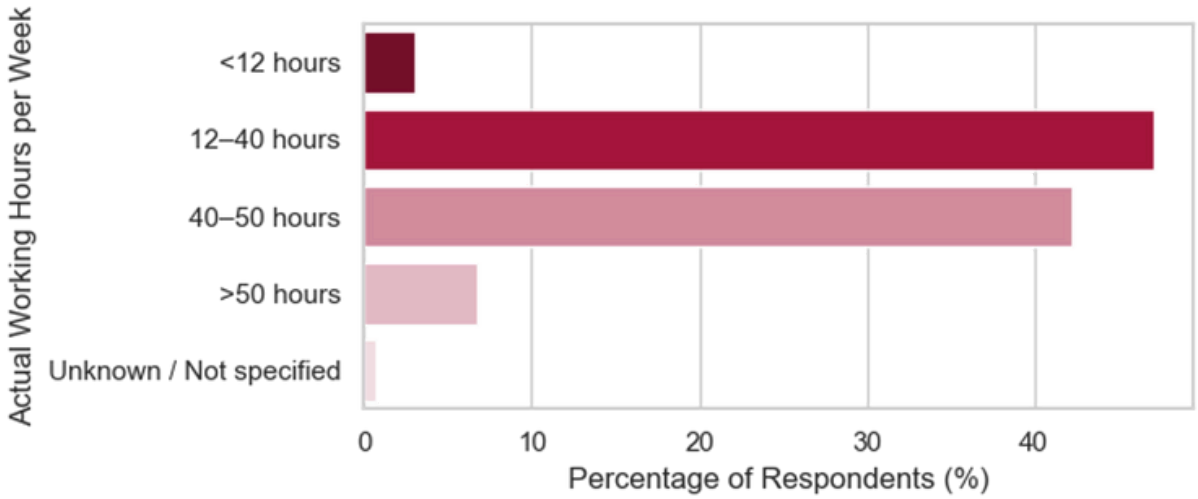


Figure 4 - Distribution of Actual working hours per week among all respondents

Supervision Plan/Agreements and co-designed projects

Teaching and Supervision Plan

The Teaching and Supervision Plan (TSP) is a plan made at the start of a PhD project, which indicates the education PhD candidates will follow, the objectives for their personal and professional development, and agreements about their work relationship with their supervisors. Most PhD candidates (85%) have a TSP. Unlike what was reported in the 2022 survey, there is no longer a ‘gap in having a TSP’ between candidates who started within the last two years and those who started earlier.

Design of projects

Most respondents (84%) reported that they co-designed their PhD project with their supervisors, although the contributions by the supervisor varied ranging between strong (35%), equally (31%) and modest (18%). 6% of PhD candidates designed the entire project by themselves. For 7% of PhD candidates the project was designed entirely by the supervisor.

Among the faculties with response rates of 10% or higher, the FdG (89%) depicts the highest number of co-designed projects with supervisors, and FGw (65%) reports the lowest number on this matter.

Information provision and assistance

Information provision on employment conditions

Most respondents (79%) were satisfied and did not experience any problems with the university's information provision on their employment conditions (289 out of 364 respondents).

Information on fellowship conditions

Around 15% of the respondents are PhD candidates on a scholarship or grant awarded by an external party or funded by their employer and other parties. Regarding the university's provision of information on fellowship conditions, 43% (15 out of 35 respondents) indicated that they experienced problems and 23% (8 out of 35 respondents) mentioned that they did not receive any information on their scholarship conditions.

Assistance with visa and staff housing

Most international students received assistance from the University of Amsterdam when applying for a visa (93%) and in finding housing (75%).

Recommendations

We recommend that the UvA ensures that PhD candidates have adequate time for personal and professional development by promoting four-year contracts, as shorter contracts may limit these opportunities. Implement measures to monitor and manage PhD candidates' working hours to prevent overworking, especially in faculties where this issue is most prominent. Furthermore, address funding disparities where possible and improve the provision of adequate information regarding scholarship and grant conditions. By addressing these areas, the UvA can further enhance the PhD experience, promoting a supportive and productive environment for its candidates.

3. RESEARCH ENVIRONMENT

This section of the survey examined key factors that influence the working conditions and academic experience of PhD candidates. These questions help evaluate how well the Research Environment supports PhD candidates in their academic work and professional development, as well as their vulnerability to work-related challenges including financial insecurity, lack of resources, and social isolation.

Satisfaction with- and access to facilities

Most PhD candidates reported being satisfied or very satisfied with their workplace, computing and software, research, and library facilities (Figure 5), and only a small number reported having No Access to these resources. Externally funded and PhDs on their own time reported substantially more difficulty accessing facilities than internally employed PhDs, particularly in relation to research infrastructure (Figure 6b). Faculty differences were also apparent: the FGw reported significantly higher rates of reported access issues (Figure 6a). While FGw has a higher share of externally funded and own-time PhDs, this does not fully account for the elevated issue rate, suggesting additional faculty-specific challenges.

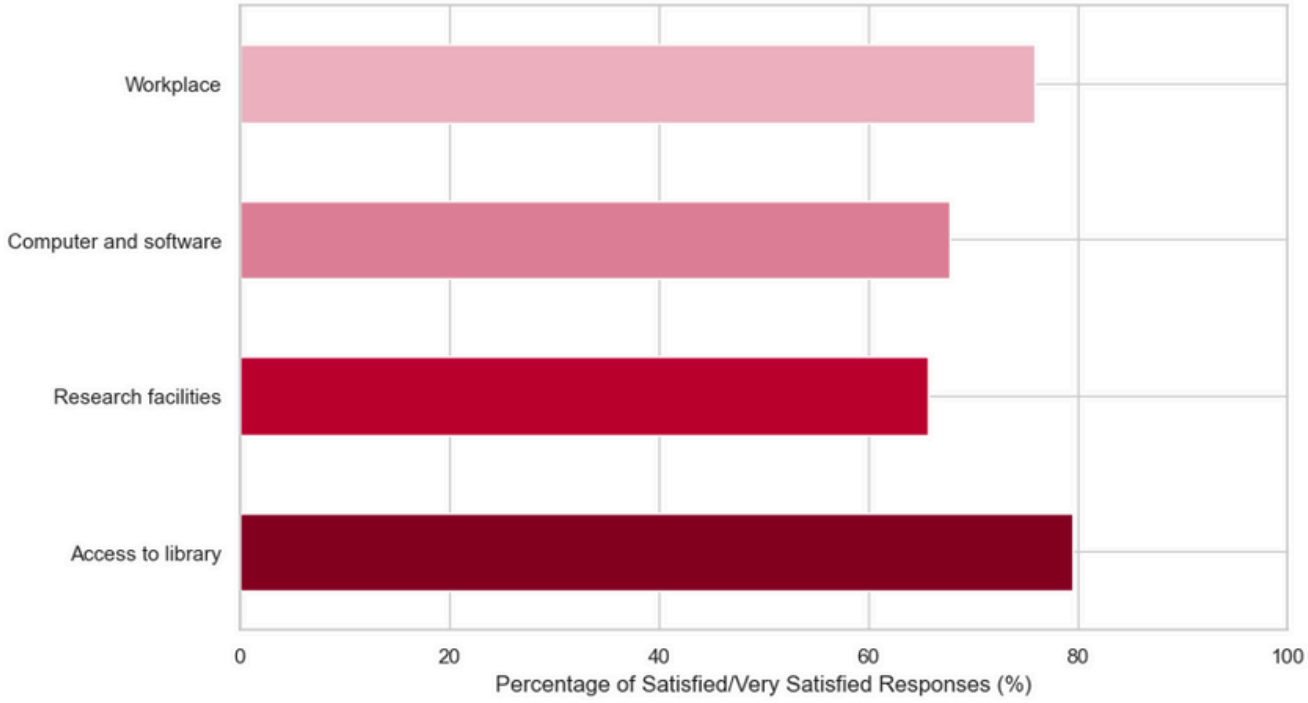


Figure 5 - Overall satisfaction with facilities among all respondents

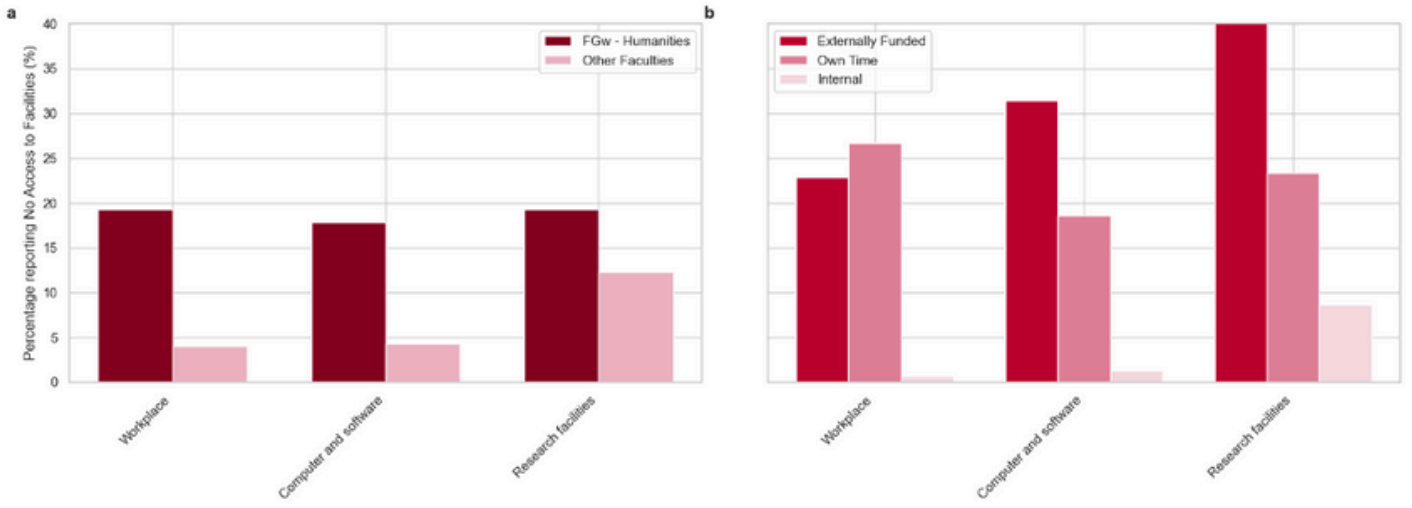


Figure 6 - Percentages of respondents reporting No Access to Facilities, emphasizing the FGw (a) and Externally funded or PhD candidates on their own time (b)

When it comes to **accessibility for disabled PhD candidates**, only 18% of respondents (83 out of 444) reported being satisfied with the available facilities, while 40% (179 out of 444) reported having no access. However, because the survey did not distinguish between respondents who require accessible accommodations and those who do not, it is not possible to determine whether existing accessibility provisions adequately meet the needs of disabled candidates.

Budget for Training, Travel, and Research

Most respondents reported having a sufficient budget for training, travel, and research. However, a substantial minority lacked adequate resources, and 14% were unaware of their budget or lacked the information needed to assess it (Figure 7).

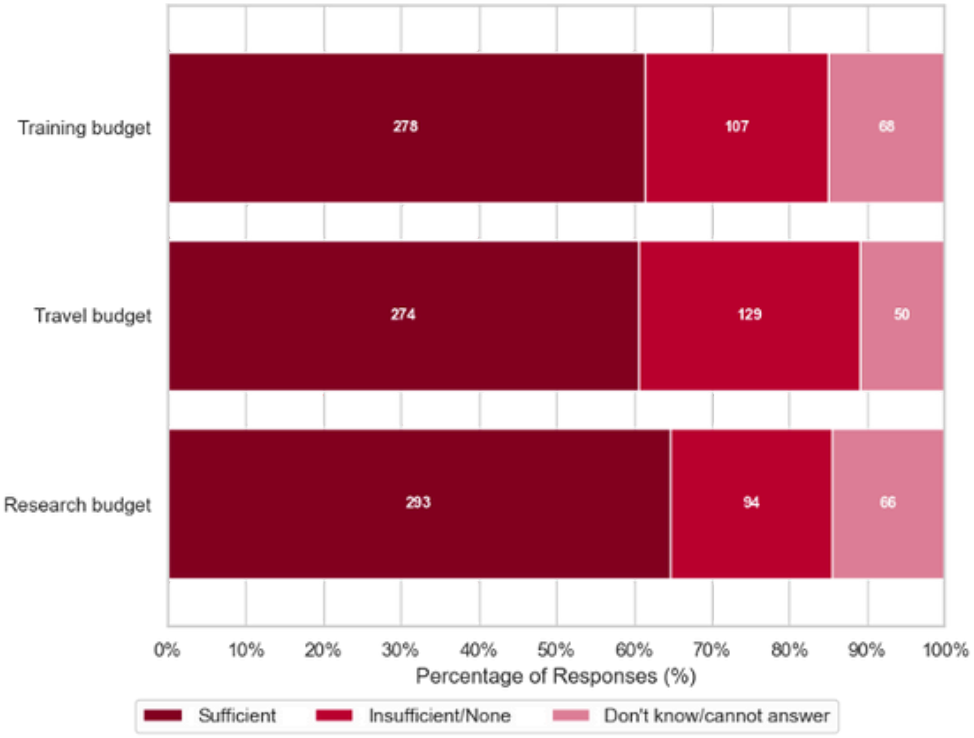


Figure 7 - Percentual reporting extent to which budget is available for Training, Travel, and Research.

Disparities in budget sufficiency were clearly linked to PhD type. Candidates who were externally funded, on scholarships, or working on their own time were significantly more likely to report insufficient access to financial resources for research-related expenses (Figure 8b). In contrast, full-time employed PhD candidates reported substantially higher levels of access. Among faculties, FGw reported the lowest levels of access to funding (Figure 8a), a pattern that is fully accounted for by differences in PhD type. However, this distribution may contribute to perceptions of inequality or differing financial experiences across faculties.

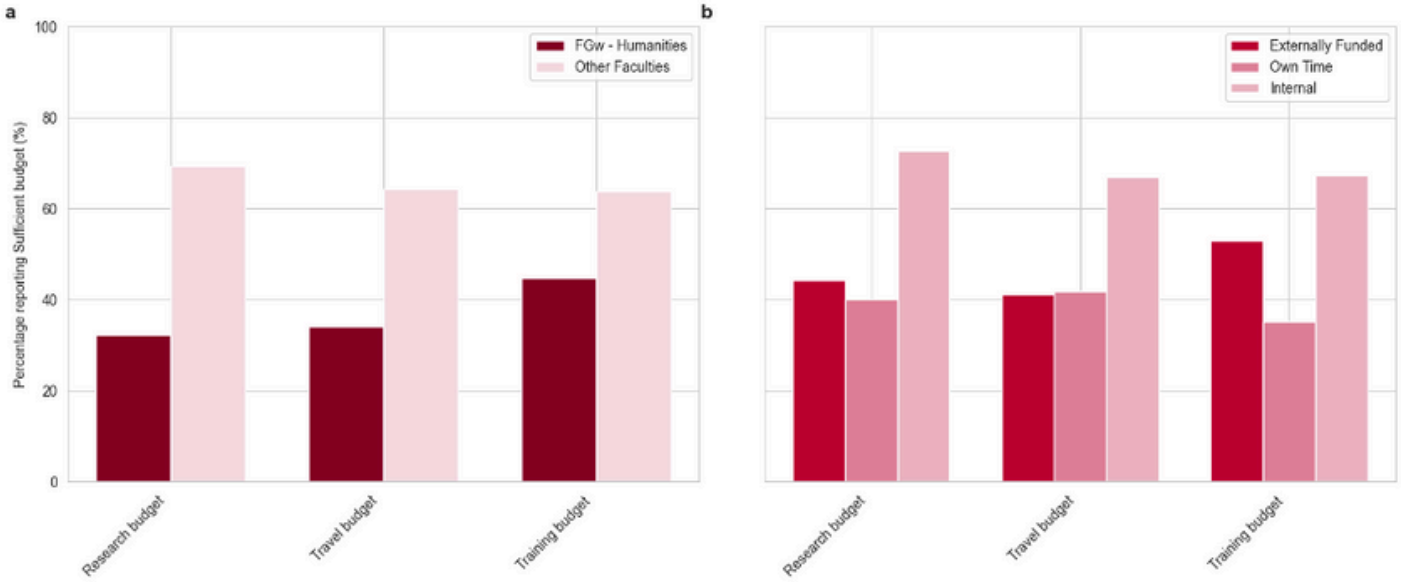


Figure 8 - Percentages of respondents reporting sufficient budget for research, travel and training, emphasising the FGw (a) and Externally funded or PhD candidates on their own time (b)

Monthly net income

Most PhD candidates report earning between €2,000 and €3,000 per month, with €2,750 being the most common income level (Figure 9). A smaller group reports earning below €2,000 monthly, and few earn above €3,000.
Disparities in monthly income were evident across PhD type and nationality:

- 40% of scholarship PhD candidates (15 out of 38), 17% of PhDs on their own time (10 out of 60) and 14% of externally funded PhD Candidates (5 out of 35) earn less than €2,000. This compares to 3% internal PhD candidates (8 out of 323).
- 27% of Non-EEA (23 out of 85) earn less than €2,000, compared to 4% (15 out of 371) of Dutch/EEA PhD candidates. This disparity remains significant even after controlling for PhD type.

FGw reported the highest share of PhD candidates earning below €2,000 compared to other faculties (Figure 10), a pattern that is fully accounted for by differences in PhD type. However, this distribution may contribute to perceptions of inequality or differing financial experiences across faculties.

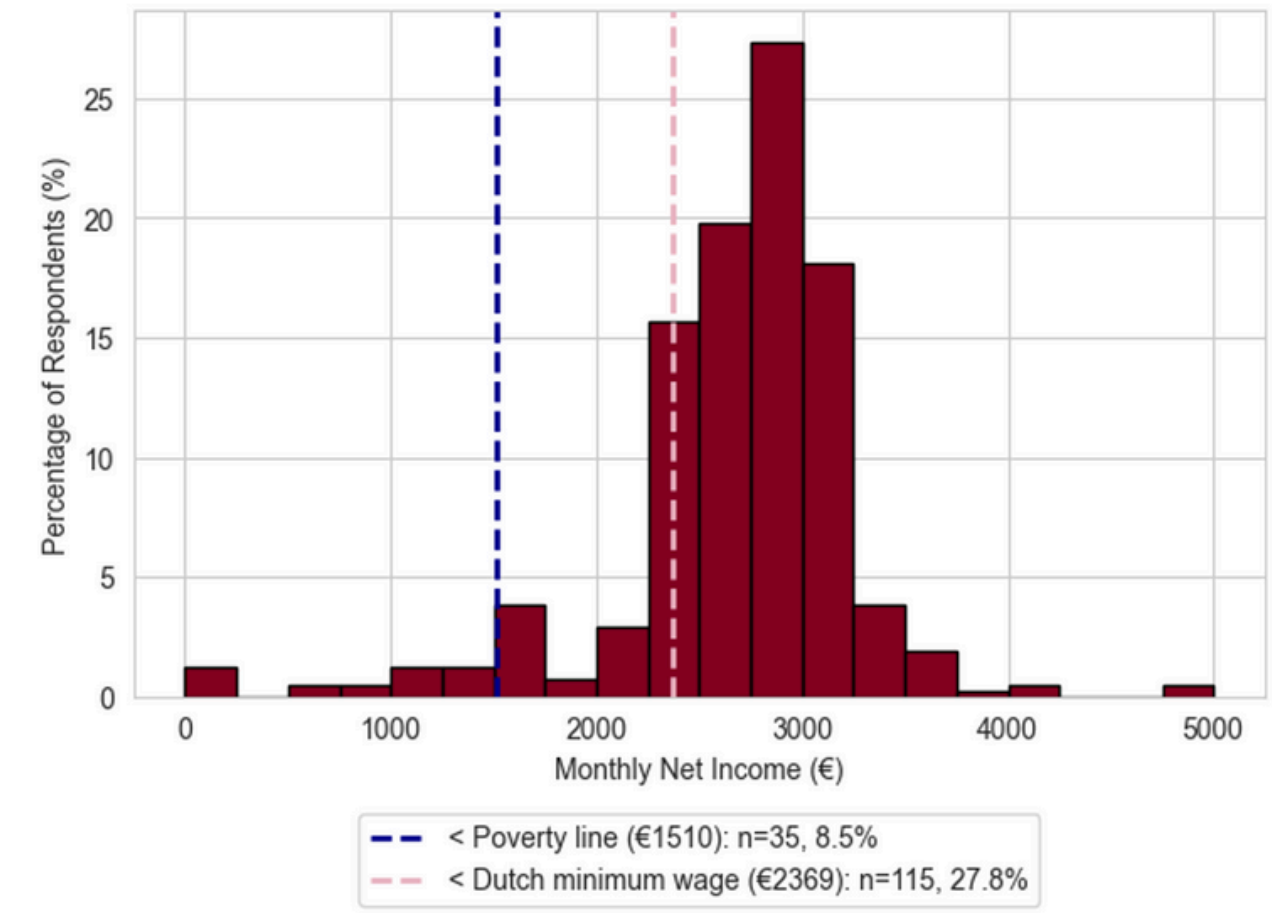


Figure 9 - Monthly Net Income Distribution in percentages across all respondents

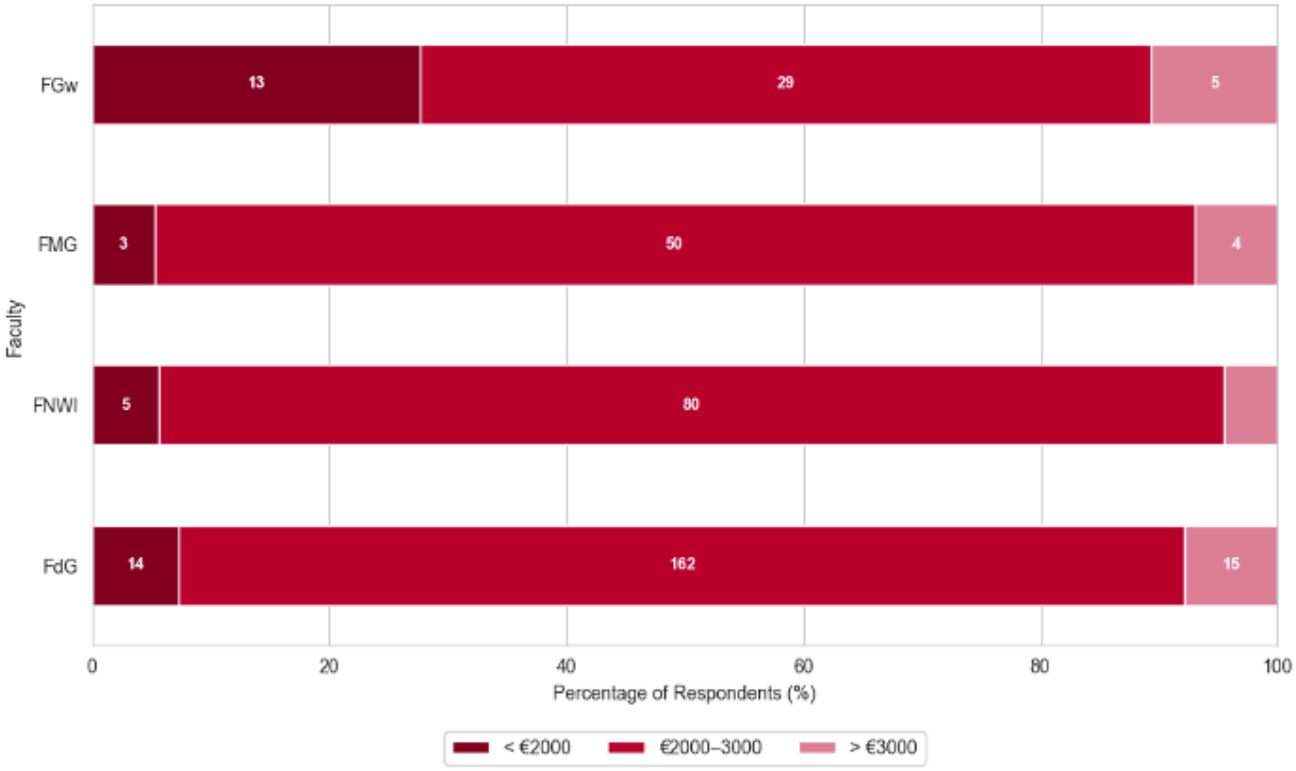


Figure 10 - Monthly Net Income Distribution per Faculty (with overall response rate >10%)

Onboarding process

The survey gathered information on how PhD candidates were introduced to their main research institute. Respondents could select multiple onboarding methods they experienced, of which introduction by supervisor, a colleague, or a PhD guide were the most common.

Only 13% report receiving information from HR during the onboarding process, while another 13% report not being introduced to their institute at all. These patterns were largely consistent across faculties, PhD types, nationalities, genders, age groups, and entry cohorts.

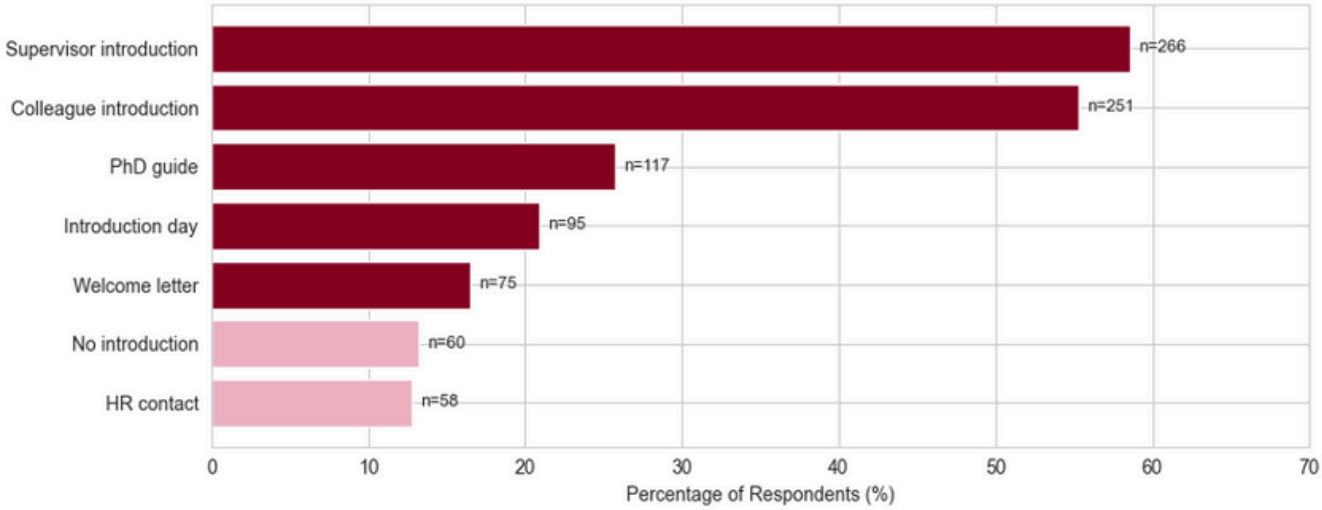


Figure 11 - Introduction of PhD to their Research Institute (multiple answers allowed)

Integration levels

Most PhD candidates reported feeling integrated at the department and institute level. However, as the institutional level broadened to the graduate school and faculty, the sense of integration declined (Figure 12). This downward trend was consistent across subgroups, with FdG and FGw showing particularly low levels of integration, which can partly be explained by their PhD type composition.

- PhD type played a key role. At the department level alone, only 39% of externally funded, PhDs on their own time and PhDs on a scholarship PhD (44 out of 112) reported feeling integrated.
- Age also appeared to affect integration, but this was largely explained by PhD type. Among older (41 years and above), PhDs on their own time and Phd candidates on a scholarship, integration scores were lower. In contrast, older internal candidates reported markedly higher levels of integration, suggesting employment status - not age - is the key driver.
- No statistically significant differences emerged based on gender, nationality, or PhD cohort (whether the candidate started more or less than 2 years ago).

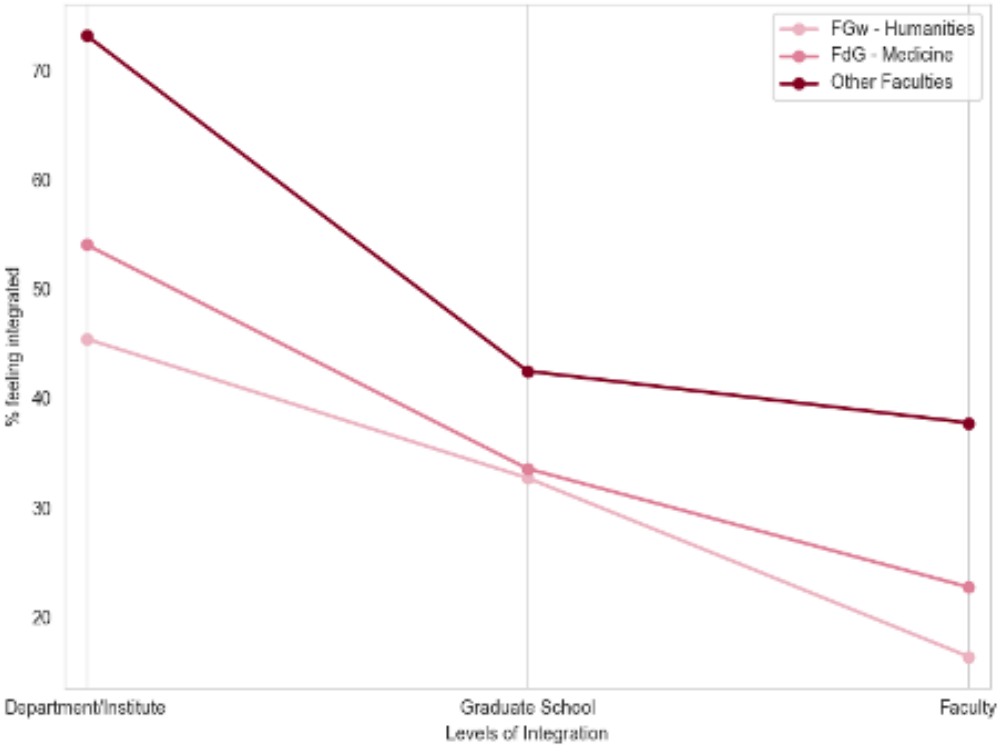


Figure 12 - Percentage of respondents reporting a sense of Integration at different university levels

Social relationships: quality and frequency

Most PhD candidates reported positive experiences with social interaction at work: 77% were satisfied with their social relationships, and 72% said they interacted frequently with other researchers (daily or several times a week) (Figure 13). However, disparities exist.

- PhD candidates on their own time stood out with lower satisfaction (29 out of 60: 48%) and low interaction (22 out of 60: 37%) rates, compared to full-time employed PhDs (81% satisfaction, 84% interaction). Externally funded PhDs had a similar satisfaction rate (26 out of 35: 74%) but a lower interaction frequency (12/ out of 35: 34%).
- Humanities (FGw) PhDs reported the lowest satisfaction (46%) and interaction frequency (33%). While this is partly due to FGw's PhD type composition, the effect remains even when controlling for it.
- Non-EEA candidates were also less satisfied (62%) than EEA nationals (70%) and Dutch peers (81%), even when controlling for PhD type.
- Interaction frequency and satisfaction declined with increasing age and more recent PhD cohorts, and these effects remained significant after controlling for PhD type and nationality.
- Gender did not significantly influence interaction frequency or satisfaction with social relationships.

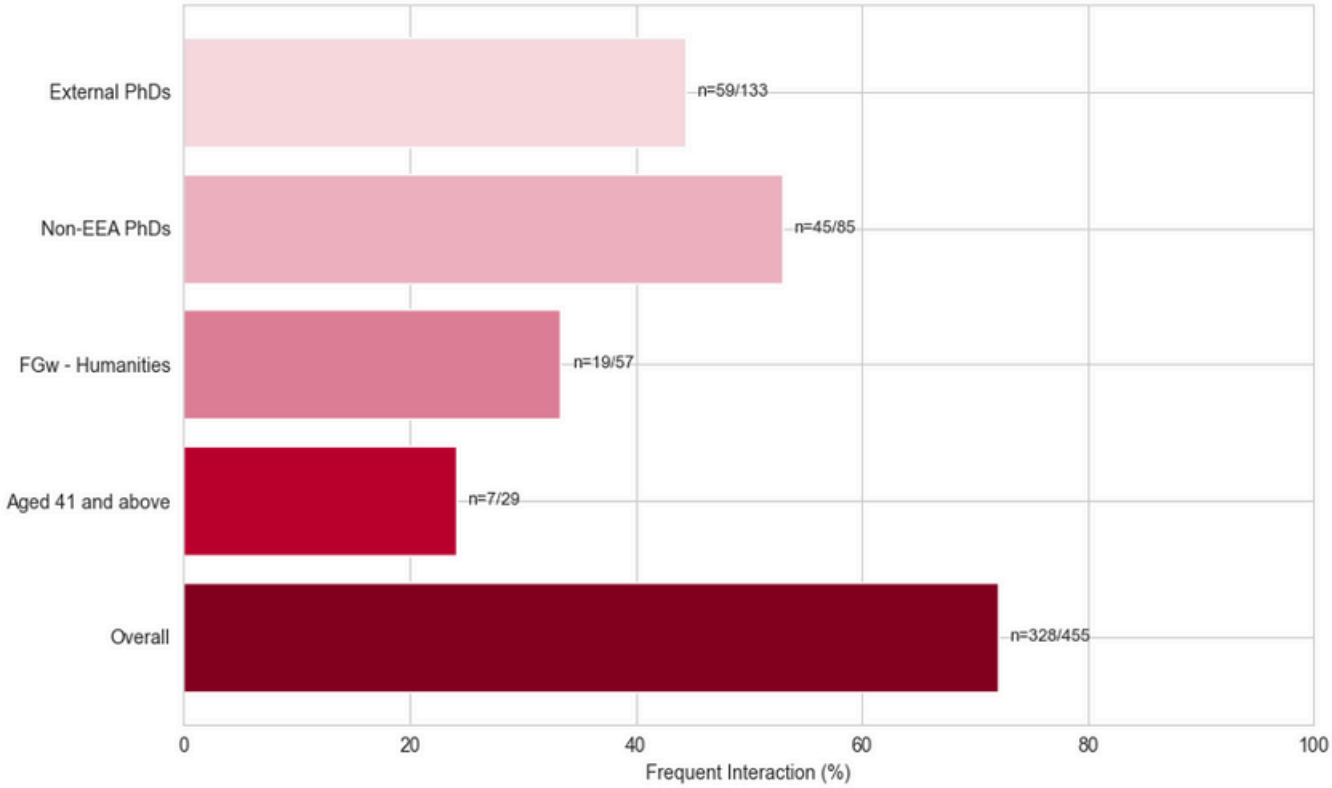


Figure 13 - Percentage of respondents reporting interacting with other researchers multiple times per week, highlighting groups that experience reduced peer engagement. The group 'External PhDs' include Own-time, Externally funded and Scholarship PhD candidates.

Interpretations

Satisfaction with and access to facilities

Satisfaction with key research facilities is generally high, but significant inequities persist. PhDs in the FGw and those who are externally funded or working on their own time report substantially more access issues - especially concerning research infrastructure. Moreover, due to limitations in the survey design, it remains unclear whether accessibility provisions meet the needs of disabled PhD candidates.

Budget for training, research, and travel

The findings confirm that budget access is shaped primarily by structural position, not individual background. PhD candidates outside standard employment routes face systemic financial barriers that can directly impact their ability to engage in research, travel, and training. The fact that over 13% are unaware of their budget underscores a broader issue of transparency and institutional communication, which may compound existing inequalities.

Monthly net income

The income data reveals a clear structural divide: while most PhD candidates are financially stable, a significant minority - particularly scholarship holders and non-EEA candidates - are at risk of a monthy income below the minimum

wage or even the poverty line (see Figure 9 and Footnote 1). These disparities point to underlying funding inequalities, especially for non-employed PhDs, that standard employment protections do not cover.

Onboarding

Onboarding remains inconsistent and informal. While informal introductions by supervisors or colleagues can foster a more personal and supportive start, the absence of a consistent, structured onboarding process means that key information may be missed, and experiences can vary widely depending on local practices. The low rate of HR involvement may reflect both limited integration at the institute level and possible confusion due to the wording of the question: the survey asked about onboarding to the research institute, while HR typically operates at the faculty level.

Integration levels

PhD candidates generally feel integrated at the local level, but this sense of belonging drops significantly at the faculty and university levels. This suggests that integration is not institutionally embedded, but highly dependent on the immediate research environment. While lower integration among PhDs who are externally funded and on their own time is notable, the broader issue is the weak connection between PhDs and the wider academic structures.

Social relationships: quality and frequency

While overall satisfaction with social relationships is high, the data reveals that social and professional isolation is concentrated among structurally more vulnerable PhD groups—including non-EEA candidates, Own-time researchers, and those in certain faculties. These disparities are not only social in nature; limited peer interaction can undermine wellbeing, collaboration opportunities, and academic progress, highlighting the need to address inclusion beyond formal structures.

Recommendations

Satisfaction with and access to facilities

The university should introduce minimum access standards for all PhD candidates and work with faculties to identify and resolve structural access barriers, with particular attention to supporting externally affiliated and non-employed PhDs.

1) At least 28% (115 out of 414) of PhD candidates report earnings below the minimum wage. Additionally, around 9% (35 out of 414) likely live near or below the poverty line. Note: The reported income brackets do not align perfectly with the Dutch poverty line (€1510) and minimum wage (€2369 gross as of July 2024). For the purpose of this analysis, we conservatively classified respondents as below the poverty line if they reported incomes of €1500 or less, and below minimum wage if they reported €2250 or less. Respondents reporting €2500 or more were counted as above the minimum wage threshold.

Budget for training, research, and travel
The university should adopt a transparent and equitable funding framework, ensuring that all PhD candidates — regardless of funding model — have access to sufficient resources. This includes prioritising under-resourced groups and faculties and improving budget communication from the outset of the PhD trajectory.

Monthly net income
Despite existing top-up schemes it is worrying that the financial situation of a group of PhD candidates at the UvA remains precarious. The university should establish a minimum income threshold aligned with the Dutch minimum wage for all PhD candidates, regardless of funding model or nationality. To support candidates currently falling below this threshold - particularly non-EEA PhDs, externally funded, own time, and scholarship PhDs - the university should create a central financial support fund. This fund would offer (additional) top-ups or emergency aid to ensure no candidate is left in financially vulnerable conditions. Such a measure is not only about equity - it is essential for retaining talent and sustaining an inclusive research environment.

Onboarding and integration
Maintain the personal touch of supervisor-led onboarding, but complement it with a structured, university-wide protocol to ensure all PhD candidates receive consistent access to essential information and support. This should include a mandatory introduction session, early and clear HR contact, and a standardised checklist to bridge gaps and promote equal integration across institutes and faculties.

Integration levels
Strengthen institutional cohesion by fostering cross-level engagement. This includes structured onboarding, peer mentoring, and faculty-wide initiatives that help all PhDs—regardless of type—feel part of a broader academic community. Prioritise action in faculties with lower integration to close structural gaps.

Social relationships: quality and frequency
Promote inclusive peer interaction by supporting community-building, mentoring schemes for underrepresented groups, and dedicated spaces or events that enable regular, informal contact—especially among non-employed or non-EEA PhDs.

4. SUPERVISION OF PHDS

Regarding the supervision of PhD candidates, the survey examined how frequently meetings with supervisors typically occur, how familiar candidates are with the administrative elements of their supervision agreement, and whether candidates are satisfied with different aspects of their supervision, including how often supervisory meetings take place, whether supervisors are providing sufficient motivation, and the level of supervisors' expertise.

Promotion team and meeting structure

Official documentation

Out of a total of 456 respondents who answered the question, *'Is your supervision team officially documented?'*, the percentage of those who selected *'I don't know'* was higher in the category non-EEA nationality (17 out of 85: 20%) than it was in other categories (Dutch 32 out of 273: 11%, other EEA country 12 out of 98: 12%). However, general satisfaction with supervision did not vary significantly across nationality.

Number of supervisors

Most respondents had two or three supervisors. The vast majority of candidates surveyed, reported two or more supervisors (290 out of 294: 99%), but a significant number of respondents (162 out of 456: 36%) did not answer this question.

Frequency of meetings

Approximately half of the respondents (238 out of 456: 52%) meet with their supervisor(s) once per week or more. The general tendency is for meetings to be relatively frequently, with the percentage of respondents diminishing as meetings become less frequent or consistent. For example, 87 out of 456 (19%) attend meetings multiple times monthly, while only 44 out of 456 respondents (10%) attend meetings less than once per month (Figure 14).

General satisfaction

A substantial majority (76%) of respondents reported being either satisfied (213 out of 456: 47%) or very satisfied (132 out of 456: 29%) with their supervision. However, the minority (12%) of respondents who reported being either dissatisfied (34 out of 456: 7%) or very dissatisfied (20 out of 456: 4%) was not insignificant. Of the faculties with a response rate >10%, FNWI reported the highest rate of dissatisfaction with supervision (16 our of 96: 17%), while the FGw reported the lowest rate of dissatisfaction with supervision (4 out of 57: 7%).

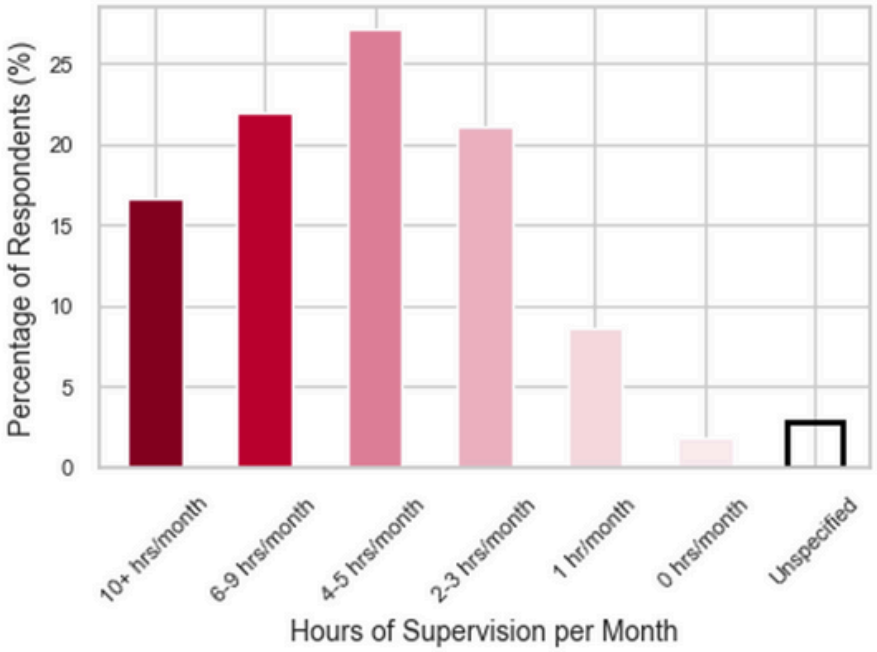


Figure 14 - Reporting on hours of supervision per month.
Note: FNWI and FdG are over-represented in the 10+ hrs/month category

Respondents who were Externally funded reported a high level of satisfaction, with 29 out of 35 (83%) identifying as either satisfied or very satisfied with their supervision. 244 out of 323 (76%) respondents on a Full-time UvA/UMC contract were either satisfied or very satisfied. PhD candidates who identified as researchers on their own time had the highest level of dissatisfaction among the PhD types, with 9 out of 60 (15%) reporting as either dissatisfied or very dissatisfied with their supervision. However, 43 out of 60 (72%) of the researchers within this same category (Own time) were either satisfied or very satisfied.

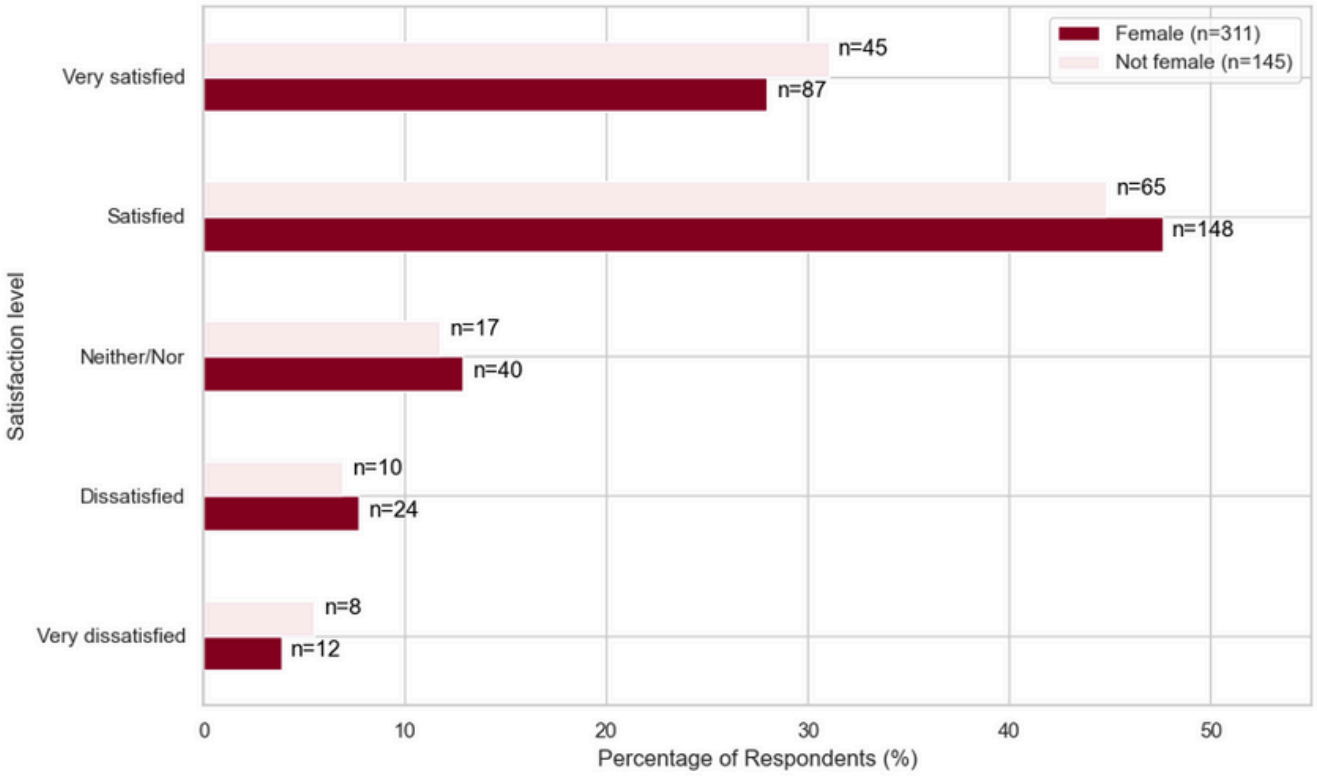


Figure 15 - Supervision satisfaction by gender

Of those identifying as female, 235/311 (76%) respondents reported being satisfied or very satisfied with the supervision they were receiving. 36 of these (12%) were dissatisfied or very dissatisfied (Figure 15). Those identifying as male were just slightly more satisfied overall, with 105/136 (77%) reporting being either satisfied or very satisfied, and 15 (11%) reporting being dissatisfied or very dissatisfied. Of a total 456 respondents, 9 (<2%) did not disclose a binary gender identity.

Interpretations

The CPC is generally satisfied with the findings of the recent survey on PhD supervision. The data reflect continued success in ensuring that most PhD candidates have more than one supervisor, and overall satisfaction remains high, with 76% of respondents reporting being satisfied or very satisfied with their supervision. Additionally, 87% expressed satisfaction with their supervisor's knowledge and expertise. These results are consistent with previous years, including 2022, indicating sustained positive trends. The significant drop in reports of extreme dissatisfaction – from 12% in 2020 to just 4% in 2024 – further reinforces this improvement, with earlier figures likely impacted by COVID-related disruptions.

While no significant differences in satisfaction were observed across gender or nationality, there were notable variations at the faculty level. The FdG consistently reported the highest levels of satisfaction, whereas the FNWI had the highest levels of dissatisfaction among faculties with a response rate exceeding the 10% threshold. As in previous years, female PhD candidates generally reported more frequent meetings with supervisors. Although it remains difficult to benchmark these findings against non-academic professional environments due to the unique nature of PhD supervision, the CPC notes that a comparison with other academic institutions could provide valuable context going forward.

Recommendations

While the data in this survey indicates a relatively high level of satisfaction with the quality of PhD supervision, the UvA's 2024 audit of PhD supervision provides more detailed insight into this topic. The audit (Aartsen & Demmendaal, 2024) reveals that there are occasional complaints about inadequate supervision contributing to delays (sec. 5.4.1), and the 2025 PNN report on PhD trajectory likewise observes that supervision quality plays a key role in the duration and completion of PhD research (p. 13). On this note, we would like to recommend that the UvA implement mandatory supervisory training with the aim of guaranteeing that every PhD candidate is supervised by at least one trained (co-)supervisor.

5. TEACHING AND SUPERVISORY DUTIES

The survey included questions about whether respondents engaged in teaching and supervision, and whether these responsibilities were part of their employment contracts.

Amount and preparation of duties

Across all types of PhD candidates, 73% are involved in teaching and/or supervising (under)graduate students. In one year, PhD candidates that taught spent a median of 10% of their allocated project time on teaching and/or 10% of their time supervising. 29% of respondents are teaching and or supervising even though it is not a part of their contract/agreement.

Out of 294 responses, 28% responded that the support they receive prepares them well for teaching and supervision, while 20% (60 out of 294) neither agreed nor disagreed. 23% (68 out of 294) found the question not applicable. Meanwhile, 22% disagreed or strongly disagreed that they receive enough preparation. Additionally, 5% responded with "I don't know."

Interpretations

PhD candidates report diverse experiences with teaching and supervision, ranging from contractual obligations to informal expectations. PhDs that did not fall into the set categories had unique situations briefly described here. Some are allowed to teach or supervise but have not started yet due to timing or lack of opportunities. Others want to teach despite it not being in their contract, while some feel expected to do so unofficially. External candidates often teach elsewhere but not at UvA. Several respondents are uncertain about their obligations, and a few face restrictions due to workload or supervisor decisions. Overall, experiences vary widely, with many navigating unclear requirements or expectations.

Compared to the 2020 results, where 50% of PhD candidates agreed that teacher-training activities prepared them well for teaching and supervision, the 2024 survey shows a decrease, with only 24% agreeing and 4% strongly agreeing. Meanwhile, the percentage of disagreement has not changed.

Recommendations

Overall, these findings point to a need for greater clarity in expectations, better communication of available resources, and stronger support mechanisms to ensure that PhD candidates are well-prepared for their teaching and supervisory roles.

6. PHD TRACK PROGRESS

In this section of the survey, PhD candidates were asked about their experiences with workload or time pressure in the project, and how they evaluate support in navigating this. The candidates were also asked about the progress in their PhD track and the situation around possible delays and extensions.

Workload and delay

A large majority of the PhD candidates that filled out the 2024 survey reported a workload that they considered normal (44%) or high (43%) (see Figure 19). 11% of respondents describe the workload as too high, especially at the FNWI (60 out of 95: 63%). Also, the proportion of more senior PhD candidates (2+ years in their trajectory) who report the workload as being high or too high is significantly higher (158 out of 263: 60%) compared to "newer" (< 2 years) PhD candidates (86 out of 195: 44%).

It was striking that a high percentage of externally funded PhD candidates reported the workload as being (too) high (26 out of 35: 74%), compared to full-time employees (180 out of 321: 56%), PhD candidates on scholarships (22 out of 38: 58%,) or researchers doing the PhD in their own time (26 out of 60: 43%).

39% (96 out of 244) of those PhD candidates reporting a high or too high workload are experiencing delays in their PhD track, with varying expected durations (Figure 20). Of all respondents 33% are behind schedule, whereas 52% of the respondents are currently on schedule with their research.

For those who are encountering a delay, most (115 out of 147: 78%) have discussed this with their supervisory team. However, the majority (68 out of 115: 59%) have not (yet) managed to make agreements about a possible extension of the PhD project.

19% (28 out of 147) of those PhDs who report (expected) delays in their PhD trajectory experience a poor overall wellbeing, 51% (76 out of 147 experience a fair wellbeing and

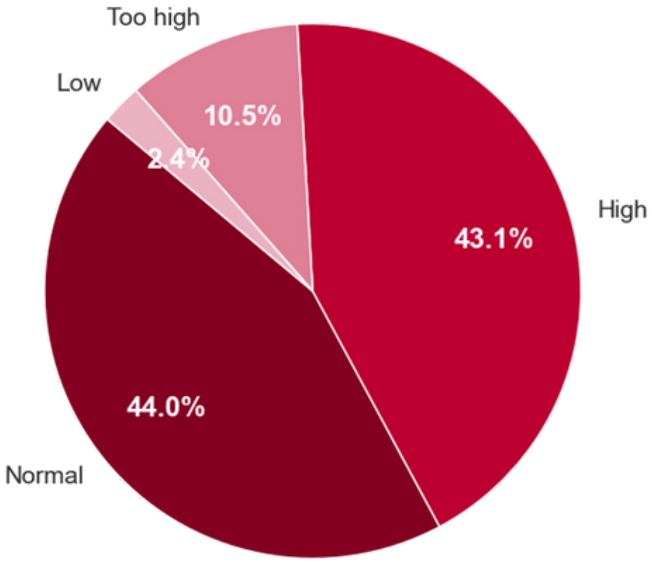


Figure 19 - Distribution of Perception of Workload

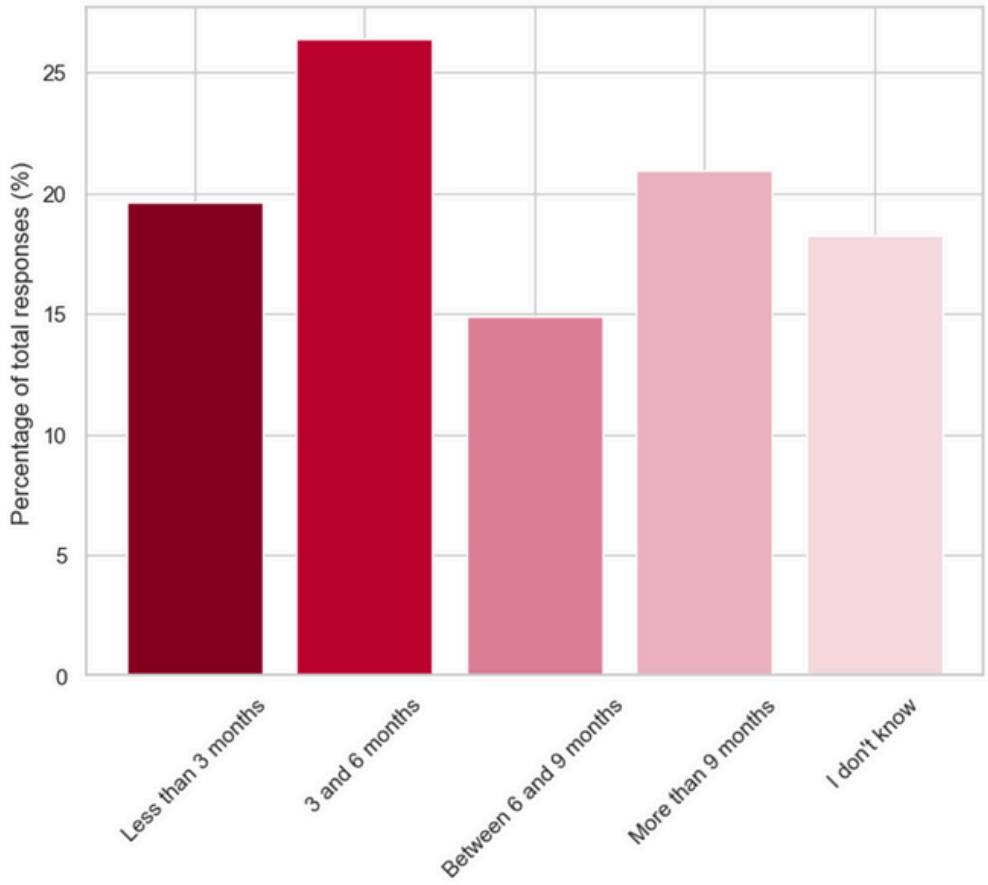


Figure 20 - Expected duration of delays among PhD candidates reporting delays

despite the delay, 28% (42 out of 147) experience a good overall wellbeing. Half of the PhD candidates (72 out of 147) who experience delays do consider their PhD trajectories as direct negative or rather negative impact on their overall wellbeing.

Interpretations

In this survey, the majority of candidates painted a picture of a demanding academic journey. The CPC is alarmed that a majority of respondents described their workload as high or too high. It is important to note that this was self-reported and that the survey did not define or quantify what a (too) high workload entails and was therefore likely to have been interpreted differently by respondents. Understandings of workload may be influenced by cultural priming, both before entering academia and by the perceived work culture of what is normal within the university. Given that we saw that 70% of PhDs report structurally working more hours per week than agreed in their contract, we estimate that a high workload for PhDs can be assumed.

The perception of a high or too high workload has improved in relation to the 2022 survey, where 40% was delayed. The causes of these delays were varied and complex, ranging from the addition of new research themes and extra analytical requirements to broader issues like time management, teaching and student supervision responsibilities, and impacts of COVID-19. Other

delays were due to practical problems, publishing issues, overly ambitious project goals, inadequate supervision, lab availability, or challenges during research visits.

We are pleased to see that the prevalence of respondents whose PhD track progress is delayed at the time of the survey, has decreased compared to the 2022 survey. We realise that PhD candidates that were doing their trajectory during 2022 were strongly affected by the impact of the COVID-19 pandemic, and hope that this impact will continue to shrink. However, it is clear that any delay, particularly when there is no outlook on extension or alternative solutions, form a risk for the candidate's overall wellbeing.

Recommendations

We recommend that the university address the structural issue of high workloads among PhD candidates. The finding that 70% of respondents report consistently working more hours than contracted indicates a systemic concern. We advise the university to promote realistic project planning and output criteria, ensure transparent communication about workload expectations - both within supervisory relationships and beyond - and strengthen support structures to prevent overwork. We also see opportunities to more actively involve PhD candidates and their perspectives in the national Recognition and Rewards programme. It is important to foster dialogue on the academic work culture that may implicitly normalise overworking, and to acknowledge the role model function of senior academics in shaping healthy work-life boundaries and promoting sustainable academic careers.

7. SOCIAL SAFETY

Regarding the topic of social safety, the PhD survey examined whether PhD candidates experienced any undesirable behaviour in the year prior to filling in the survey. PhD candidates that experienced this were asked what their relation was with the people involved, whether they managed to take action afterwards, and whether they felt supported and protected by the university.

Note: as is the case for the whole survey, this methodology of largely multiple-choice questions has advantages and limitations. Particularly when it comes to a sensitive topic, like social safety, there is a risk of failing at capturing the nuances of individual experiences in the complexities of university power dynamics. For example, PhDs may interpret undesirable or transgressive behaviours differently, or one may struggle to recognise this is something that has happened to them. Also, the predefined questions and answer options limit the exploration of specific issues or underlying factors that influence perceptions of social safety, limiting the richness of the insights gathered. Furthermore, in order to safeguard individuals reporting on social safety we were in this section particularly reserved in splitting results to faculty levels or otherwise.

However, regardless of these limitations, the survey outcomes can help us to identify patterns in perceptions of social safety among the respondents. The CPC would also like to stress that even a single case of experience of social unsafety would be worth the university's full attention. Unfortunately, we see far more than single cases. These experiences can adversely affect the mental health and overall well-being of colleagues and brings attractiveness of an academic career under threat.

Experiences with undesirable social conduct

Most of the PhD candidates that participated in the 2024 survey fortunately do not report the experience of undesirable social conduct. However, a worrisome percentage of 27% of the respondents do report having experienced undesirable behaviour, like power abuse, aggression, discrimination, exclusion and physical, social or sexual intimidation (Figure 21).

People could also clarify on other types of misconduct they were exposed to, that was not yet specified in the survey. Respondents shared with us experiences like being targeted by inappropriate or sexist jokes and comments, by racism and antisemitism, of social unsafety due to police violence at the campus and due to being plagiarised.

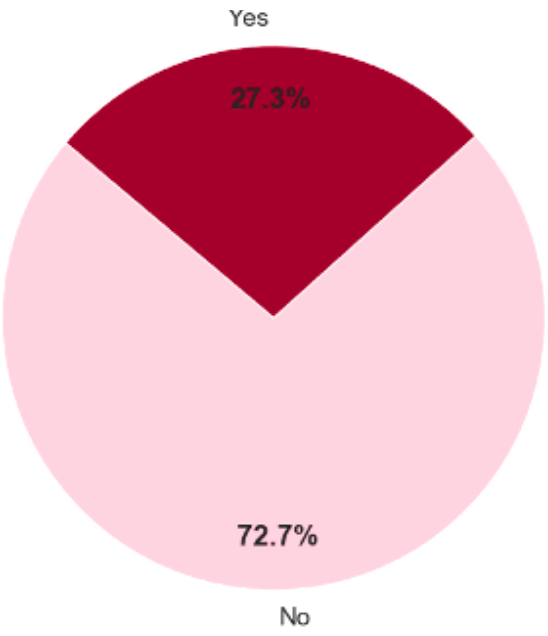


Figure 21 - Percentage of respondents indicating Experience with Undesirable Behaviour

An alarming amount of 20 respondents (4%) report that they experience undesirable or abusive behaviour on a regular basis (monthly to daily).

In the vast majority of cases, it was a supervisor and/or senior colleague(s) who were involved in the social misconduct.

Male respondents remain less likely to report experiencing issues related to social safety. Of the respondents that reported to have experienced any undesirable or abusive behaviour, 75% do not identify as male but have a female or other gender identity or did not want to disclose their gender (Figure 22). Of the respondents that regularly experienced this behaviour (monthly to daily), 80% did not identify as male.

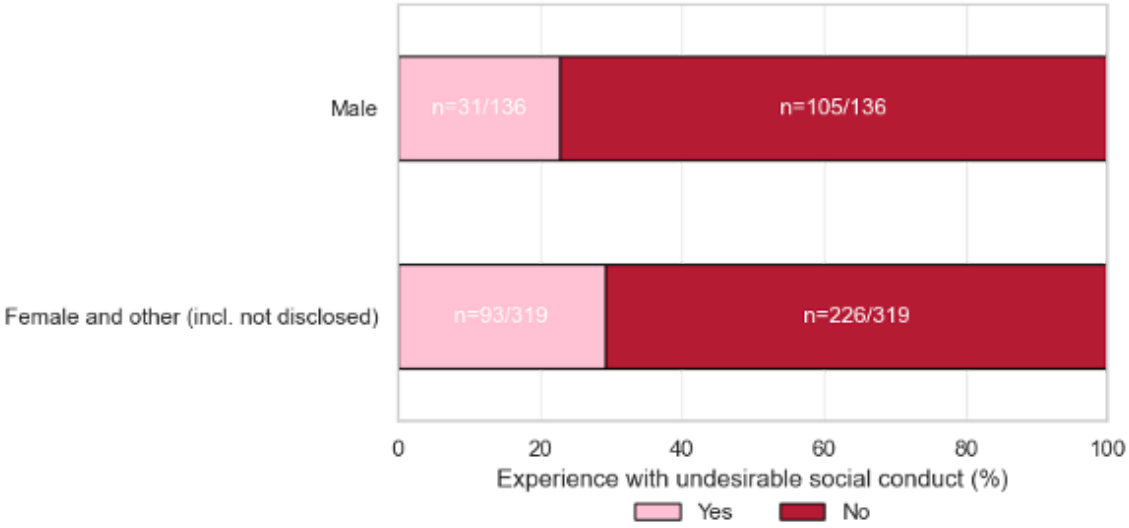


Figure 22 - Gender differences in reporting Experience with Undesirable Social Conduct

Respondents whose PhD is externally funded reported less frequently experiences of undesirable behaviour, compared to PhD colleagues that are full time employed at the university, are on a scholarship, or are PhD researchers on their own time. There were no striking differences coming from the survey outcomes in relation to respondents age, nationality or whether they were in the first or second half of their PhD track.

Interpretations

In spite of social safety being high on the agenda of the university, this prevalence is not going down. There is even a small rise of the experiencing of undesirable behaviour: in the 2022 survey 23% of respondents reported these experiences. The pattern where supervisors and/or senior colleagues are involved in the social misconduct, is also shown in the 2022 and 2020 survey. Less frequently, fellow PhD candidates, other colleagues or other relationships were the ones involved in the undesirable behaviour. Although the 2024 survey did not ask respondents to specify ‘others’, the 2020 survey mentions a few cases where these other relations were patients or students.

As in the previous survey, male respondents continue to report lower levels of exposure to social safety issues. As this survey did not collect personal data related to characteristics such as race, migration or visa status, (dis)ability, sexual orientation or other forms of social stratification, it is not possible to determine the extent to which these factors influence the prevalence of experiences with undesirable behaviour.

The PhD candidates at the FEB (n=11) and the FdR (n=12) who completed the survey reported a relatively higher prevalence of social safety issues compared to the other faculties. While the response rates from these faculties were low (<10%), we still find it important to highlight these signals here. The 2022 survey report noted an increase in the percentage of respondents from the FdR experiencing undesirable behaviour since the 2020 report. Although caution is warranted in generalizing these findings due to the low response rate, this current survey at least does not indicate a turn of the tides.

The findings on social safety from this survey are in line with earlier research findings at universities in the Netherlands, both from within universities as by institutes like Promovendi Netwerk Nederland (PNN) and several union reporting. The gendered aspect of this issue has also had prior recognition, for example through the PNN survey, research of the Dutch Network of Women Professors (LNVH) on women academics experiences with harassment and the 2024 report of the UvA ombudsperson. We can conclude that PhD candidates at Dutch universities, as well as other university staff, keep often facing significant challenges related to social safety.

Recommendations

The CPC fully endorses the standpoint of the Royal Netherlands Academy of Arts and Sciences (KNAW), which recognises social safety as a fundamental prerequisite for the proper conduct of science. Although several valuable measures have been initiated by the UvA to enhance social safety, this has yet had insufficient impact on the survey outcomes. Hierarchical dependency relations on supervisors, promotors and other senior researchers and power concentration in supervisory teams remain an important risk. It complicates anonymity in reporting procedures. This inhibits willingness to report or adequate interventions that correct and repair. A more fundamental cultural shift seems required.

We overall adhere by the recommendations formulated by the PNN in their 2020 survey report that infrastructure to combat these undesirable behaviours should be easily accessible, independent and ‘status blind’, take reporters seriously and have mandate for concrete action. It is crucial that information about contact points, procedures, independence, anonymity,

protection, report handling, consequences and appeal procedures is transparent and as uniform across faculties as feasible. The ombudsperson too has made clear recommendations in the 2024 report around signalling and reporting procedures. We would like to emphasise that PhD candidates should be actively involved in shaping and evaluating these infrastructures.

The CPC has seen an increase in instalment of different formal trust persons like PhD mentors, confidential advisors and ombudspersons, which can be good steps to improving social safety. Given the delicate hierarchical relations, we would like to recommend that PhD candidates should always have the option to approach a different formal trust person if, for whatever reason, the candidate does not feel it is appropriate to approach the designated figure. Furthermore it is important to understand that trust in these figures and procedures is not an automatic given, but something that needs to be build and proven.

We see great value in strengthening an understanding of community among PhD candidates. We encourage the university and faculties to invest further in supporting and maintaining PhD community building and community organising, ensuring an active and inclusive network of peers. It is essential for the university to create and foster spaces where PhD candidates can express diverse perspectives, engage in critical dialogue, and - when necessary - speak out, even when this involves questioning existing power relations. Social events and interdisciplinary academic activities can contribute to a sense of collectivity and community, as well as generously available workspaces where PhD candidates can meet and work together.

However, despite the importance of community building and the added value of training programs for PhD candidates focused on topics like mental health and resilience, the CPC finds it important to emphasise that the main responsibility for improving social safety and preventing (continuation of) undesirable behaviour does not lie with PhD candidates (or whoever is exposed to these behaviours), but with perpetrators and with the institution.

8. WELLBEING

This part of the survey examined the impact of the PhD project on the wellbeing of the respondent and positive and negative factors influencing wellbeing. Furthermore, perception of general wellbeing was enquired and access to university support in relation to wellbeing.

General wellbeing and PhD impact

The general wellbeing of the respondents was reported as fair (45%) or good (42%) for most PhD candidates (Figure 23). 12% of the respondents reported their wellbeing as being poor. Just a bit below half of the PhD candidates considered the PhD project as having a (fairly) positive impact on their wellbeing, next to 30% regarding it as a (rather) negative impact. Strikingly, the (rather) negative impact on their wellbeing seemed stronger for PhDs who were in the third year of their trajectory or higher (103 out of 264: 39%). Also, PhD candidates doing the PhD research in their Own-time reported more often than other groups such negative impact. 76% (25 out of 33) of those reporting a negative impact of the PhD project on their wellbeing also reported a poor overall wellbeing.

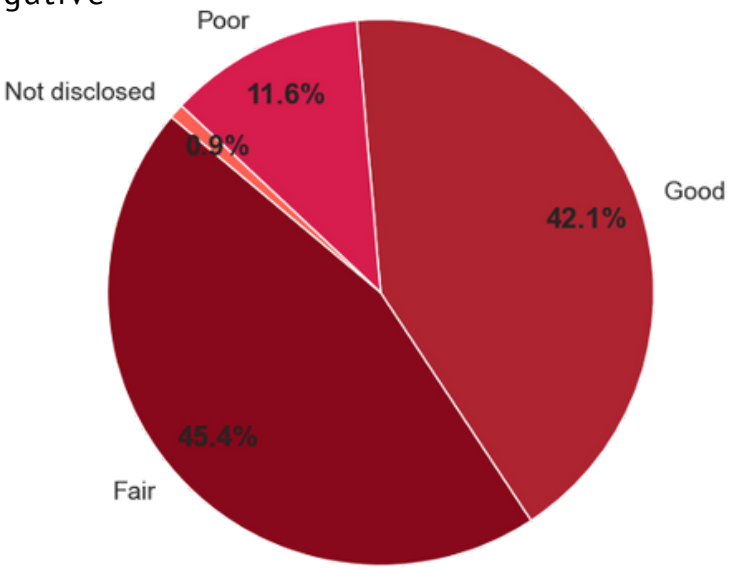


Figure 23 - General Wellbeing rating of PhD's

Respondents highlighted several aspects of their PhD projects that positively contributed to their general wellbeing, such as a good work-life balance, career prospects, progress toward completing the PhD, supportive interactions with supervisors and colleagues, and academic achievements like publications or attending conferences. At the same time, some elements were seen as negatively affecting wellbeing, especially the pressure to finish the PhD, practical or technical challenges, financial strain, and uncertainty about future employment. Interestingly, work-life balance and the prospect of finding desirable employment after the PhD were mentioned as sources of both positive and negative impact.

Support access

A majority (61%) of the respondents discussed their wellbeing with someone at the university, mostly with their daily supervisor, a confidential advisor or

a physician affiliated with the university. Generally, 77% of respondents are aware that there are counsellors or confidential advisors available at the university. This is an improvement to the 2022 survey where 60% reported knowledge on available counsellors. However, most PhD candidates do not have knowledge whether there is a PhD psychologist available to them (71%).

Interpretations

These findings paint a nuanced picture of PhD candidates wellbeing. As CPC we are pleased that many of our PhD colleagues report fair to good overall wellbeing and find fulfilment in their academic achievements and professional growth. Factors such as work-life balance and employment prospects are seen as both fulfilling and stressful, reflecting the complex nature of a PhD.

It warrants attention that the PhD can erode wellbeing, particularly in the later years of the trajectory or when conducting research in own time. Worries around delays in the PhD trajectory, often linked to financial and perhaps visa concerns, or experiences of social unsafety in the workplace, can have a significant impact on wellbeing.

Recommendations

We support that the UvA is investing in the (compulsory) training of PhD supervisors. We recommend including training on initiating early conversations around workload and expectations, fostering a safe work culture with open dialogue around wellbeing and providing structured guidance during the later stages of the PhD track. In doing so, the university not only supports the personal wellbeing of its PhD candidates, but also makes a long-term investment in the sustainable quality of next generations of researchers. We encourage actively involving PhD candidates on a faculty level in the designing and evaluating of training programs, making sure the skills supervisors gain are in line with needs and experiences of PhDs.

9. LATER CAREER

The topic career development included questions about PhD candidates' career perspectives and envisioned career paths after completing their PhD trajectories.

Post-PhD planning

PhD candidates have diverse career ambitions (Figure 24). 35% aim to pursue a research career in academia, with an average self-reported likelihood of 69% that they will continue in this path after their PhD. However, not all candidates follow this trajectory—24% remain undecided about their post-PhD plans, 22% seek research opportunities outside academia, and 19% are exploring entirely different career paths.

Based on 455 responses, PhD candidates expressed interest in pursuing one or more of the following career paths: researchers outside academia (22%), professionals in healthcare (17%), government employees (15%), industry professionals (11%), employees in NGOs or non-profits (11%), university researchers (10%), professors (6%), and entrepreneurs running their own companies (4%). Since respondents could select multiple options, these percentages reflect the proportion of candidates considering each path rather than exclusive choices.

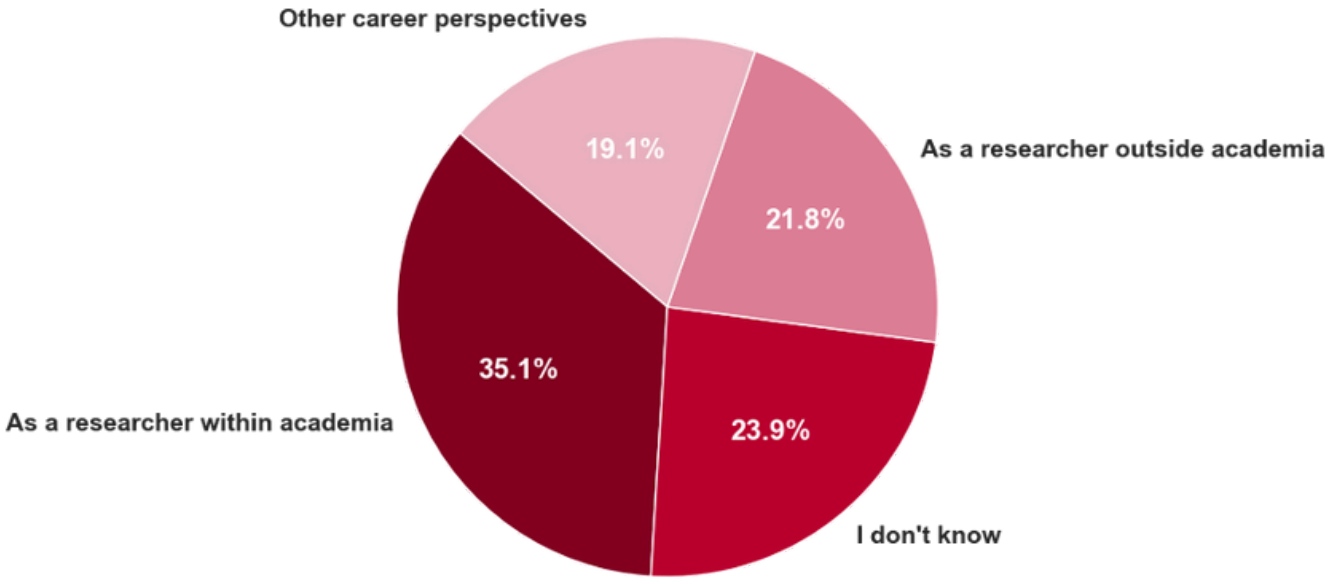


Figure 24 - Distribution of career ambitions among PhD candidates after completing their PhD

Interpretations

The diversity of career aspirations among PhD candidates indicates that, while academic research remains an important ambition for many, a substantial proportion are considering careers beyond the university. This finding underscores the importance of setting realistic expectations about academic career prospects, particularly given the limited number of permanent academic positions available relative to the number of PhD graduates. Supervisors play a key role in shaping these expectations.

Notably, nearly a quarter of respondents indicated they are still unsure about their future career path. This suggests a need for more space and structured support for career exploration throughout the PhD trajectory. Ensuring that all candidates have access to comprehensive and timely career guidance will better prepare them for a broad range of career outcomes.

METHODS

Survey preparation

The survey questions were composed by the Universiteiten van Nederland (UNL) as part of the National PhD evaluation. The questionnaire primarily consisted of multiple-choice items. While there was an option to include university-specific questions, the number of these was limited to keep the survey concise and address concerns about low completion rates in previous years. As a result, the 2024 survey contained fewer questions compared to earlier editions.

The use of predominantly closed-ended questions offers clear advantages, such as efficient data collection and the ability to compare outcomes across different groups of PhD candidates and time points. However, it also introduces certain limitations, as closed questions may restrict respondents' ability to fully express nuanced views or provide context-specific feedback, and it is difficult to assess whether PhD candidates interpreted questions consistently.

National PhD survey

The 'Nationale Promovendi Enquête' (NPE) consists of a set of core questions that all universities in the Netherlands send out every two years to all their PhD candidates. Based on the anonymised output of the NPE, both a general national report and local reports are drawn up containing the experiences of PhD candidates and points for improvement for the PhD policy and the Dutch PhD system.

Survey software tool

The survey was administered using Qualtrics (Qualtrics, Provo, UT).

Survey distribution

The distribution of the survey was organised by the CPC, leveraging faculty board structures to reach potential respondents. Various communication channels such as newsletters, posters, and social media were used for survey dissemination. To encourage participation, respondents were offered the chance to win a VVV gift voucher.

Although the survey was distributed widely, there is a risk of nonresponse bias: some candidates may not have received the invitation, while others may not have had the time or motivation to (fully) complete the questionnaire. The overall response rate was relatively low, which limits the generalisability

of the findings. Nevertheless, the voices of all PhD candidates who took the time to complete the fairly lengthy survey are highly valued and provide important insights for the CPC and the UvA.

Consent and privacy

Prior to participating in the survey, all PhD candidates provided informed consent for the use of their data solely for evaluating their experiences at the University of Amsterdam. This evaluation is conducted by the CPC and contributes to the national PhD evaluation, as detailed in the Methods National PhD evaluation section. Participants who declined consent were excluded from further analysis.

Data anonymisation

To protect participants' privacy, identifiable information such as birth date and research affiliation was removed form the dataset before analysis. This step was conducted by one CPC member (AtW).

Survey analysis

Data analysis was performed using Python version 3.11.7. Additional analyses and tabulation were conducted using SPSS for comprehensive data interpretation.

The survey results were analysed by categorising questions into thematic groups and further subdividing these based on factors such as faculty affiliation and respondent characteristics such as gender, age group and PhD cohort. Figures and tables were generated automatically to support data visualisation and spot trends. The interpretations of findings involved a collaborative process, with each step reviewed by the CPC board. This process informed the development of actionable recommendations.

DEFINITION AND TERMINOLOGY

Definitions relating to PhD candidate types and terminology limitations were clarified to ensure consistent understanding throughout the survey and analysis.

PhD type

Respondents were asked if they knew which category of PhD candidates they belong to with the following answering categories and definition in this report:

- Externally funded: “Yes, I am an external/visiting PhD candidate funded by external employer/parties (receiving support in the form of funding and/or hours allotted to research by external parties)”
- Scholarship: “Yes, I am a PhD candidate on a scholarship/grant awarded by a different/external part”
- On own time: “Yes, I am self-funded PhD candidate seeking to obtain doctorates in my own time and without funding from any source”
- Full-time employee: “Yes, I am an UvA/AMC/AMR/ACTA contracted employed PhD candidate. My first function is PhD candidate” OR “Yes, I am an UvA/AMC/AMR/ACTA employee in the PhD track. PhD candidate is NOT my main job title.”
- Not categorised: “No, I don't know which group of PhD-candidates I belong to”

PhD cohort

Respondents were asked for their starting date, from which was computed if they started their PhD in the last two years, i.e. after august 2022 (‘newer’) or before (‘older’).

Age group

Respondents were asked for their age, from which age groups ’25 and under’, ’26 to 30’, ’31 to 40’ and ’41 and above’ were computed.

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