



Universität St.Gallen

PhD Survey 2019

*Report on the Survey on the Supervision and
Working Conditions of PhD Students at the
University of St.Gallen*

This report is a joint project of the Student Union (SHSG) and the Mittelbau of the University of St.Gallen.

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List of Abbreviations

Abbreviation Name of School

LS	Law School
SEPS	School of Economics and Political Science
SHSS	School of Humanities and Social Sciences
SoF	School of Finance
SoM	School of Management

Name of doctoral programme

DIA	PhD Programme International in Affairs and Political Economy
DLS	PhD Programme in Law
DOK	PhD Programme in Organization and Culture
PEF	PhD Programme in Economics and Finance
PiF	PhD Programme in Finance
PMA	PhD Programme in Management

I Introduction

Writing a doctoral thesis is challenging. Good supervision, which includes, for example regular feedback by the supervisor, is essential for the writing process and the success of the doctoral thesis. Moreover, doctoral students represent an important part of the academic staff at HSG. They make up about one third of the Mittelbau¹. Only under good working conditions, which include, for example, a manageable workload within the working hours, employees fully contribute to the success of the university. However, there is no systematic and reliable data on the situation of doctoral students with regard to thesis supervision and working conditions for those who are employed at HSG. Thus, in December 2018, a group of representatives of the Student Union (SHSG) and the Mittelbau developed and conducted a survey on the supervision and working conditions of doctoral students at HSG. The questionnaire can be found in the appendix². The Vice-President's board for Research and Faculty supported the working group but was neither involved in conducting the survey nor the data analysis.

I.1 Aim of the Survey

The aim of this survey is to provide a systematic overview over the supervision and working condition and the respective perceptions of all doctoral students at HSG. In this report, we highlight the strengths and challenges of the doctoral programmes, and the supervision practices and working conditions of those doctoral students who are employed at HSG. Based on the findings, we present recommendations how to further improve supervision practices and the working conditions.

¹ The term «Mittelbau» refers to the academic staff at the university other than tenured professors and could be roughly translated as «Junior Faculty». At the University of St.Gallen, the Mittelbau includes PhD students, PostDocs, other research staff holding an academic degree, assistant professors, lecturers and permanent lecturers.

² Please note that the appendix is not part of the printed version due to limited resources. The report including the questionnaire can be downloaded from the website of the Student Union (SHSG) www.shsg.ch.

1.2 Sample

In December 2018, the survey was sent via email to all 613 doctoral students enrolled in one of the six PhD programmes at that point of time. 379 doctoral students participated in the survey. This represents an impressive response rate of 61.8%. The high participation rate underlines the importance of and interest in the topic of supervision and working conditions for doctoral students at HSG.

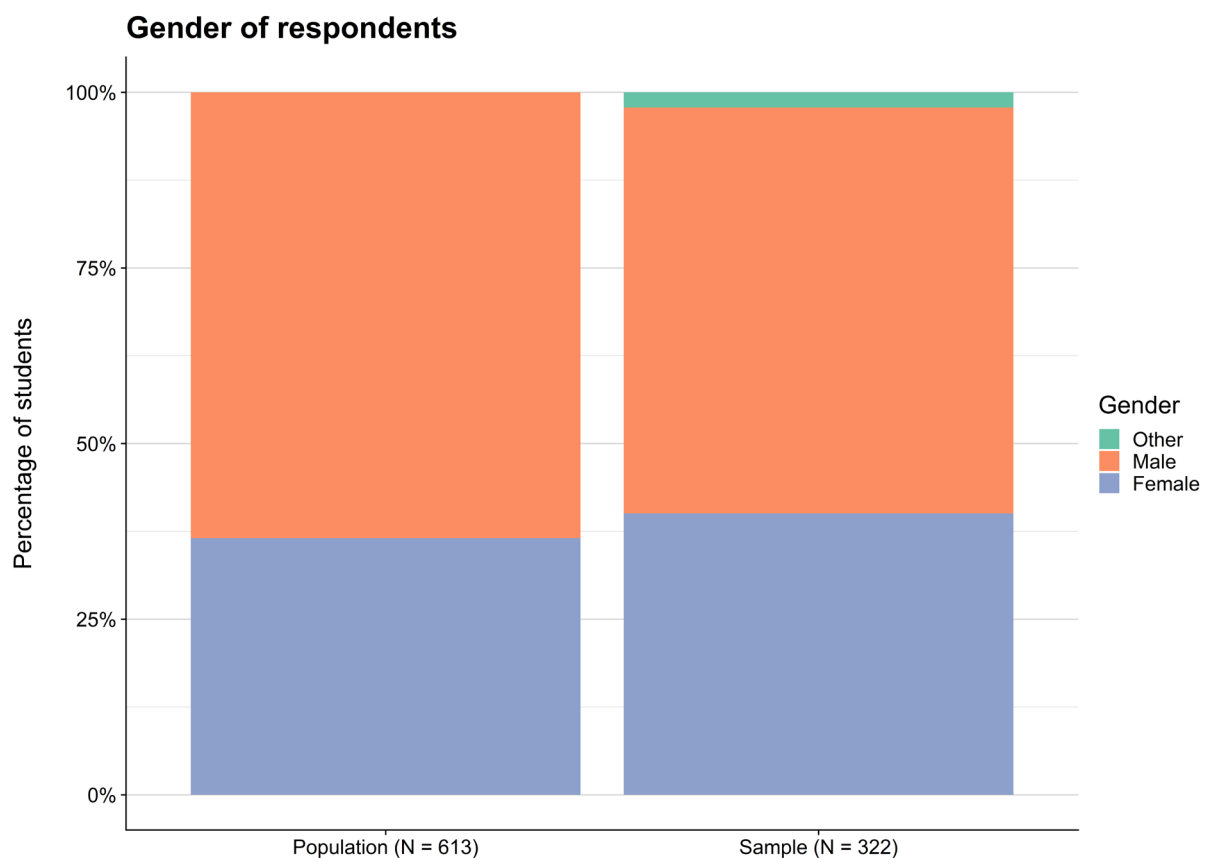


Figure 1: Gender of respondents

The gender share of the survey participants is representative of the population of doctoral students at HSG, as the comparison in Figure 1 shows. In December 2018, 36.5% of all doctoral students enrolled were female and 63.5% were male. 40.0% of the respondents are female and 57.8% are male and 2.8% chose the option «other».

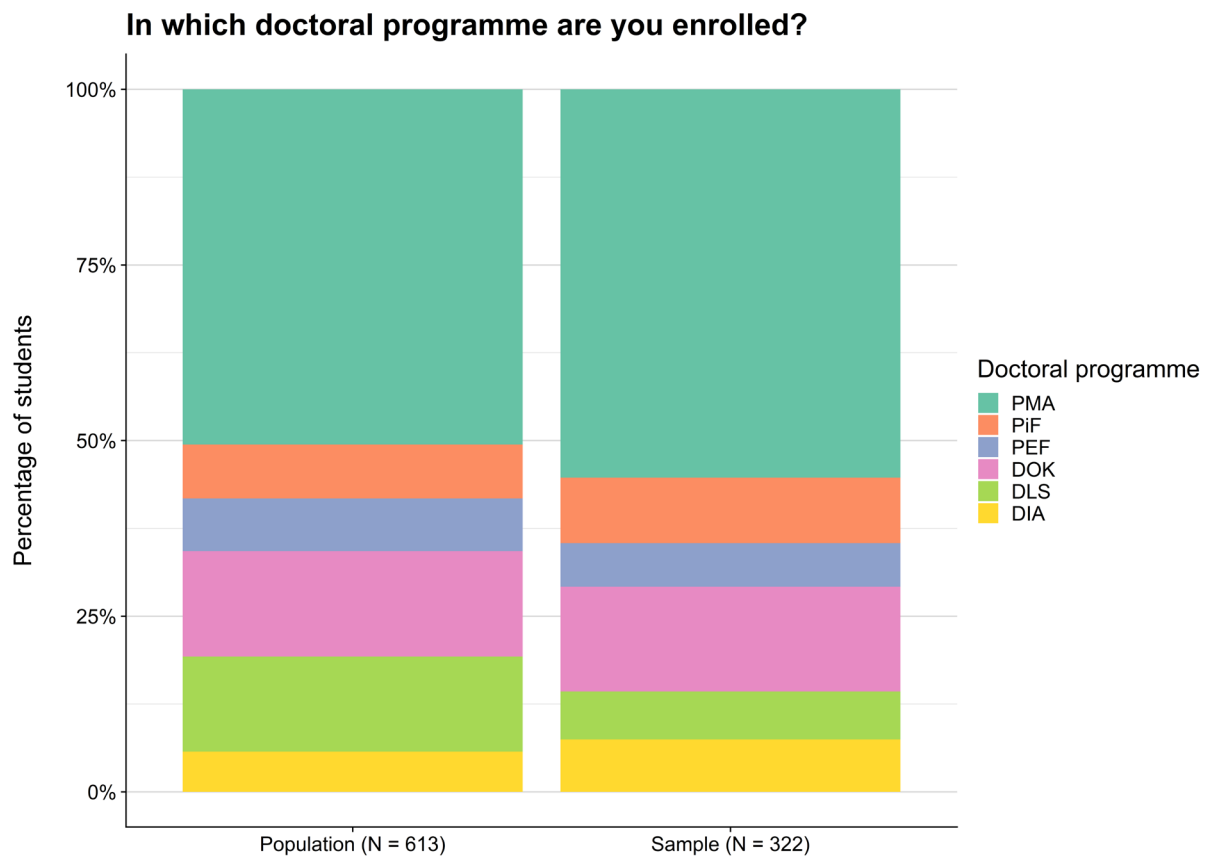


Figure 2: Enrolment in doctoral programmes

Doctoral students from all six doctoral programmes participated. The shares of the six doctoral programmes among the survey respondents are representative of the actual sizes, as the comparison in Figure 2 visualizes. For example, the respondents from the PhD Programme in Management (PMA) represent more than half of the respondents (55.3%) which is very similar to the share of PMA (50.6%) in the population to whom the survey was sent. The second largest doctoral program, Organization and Culture (DOK), made up 15.0% of the doctoral students who received the survey and 14.9% of the respondents claim to be enrolled in DOK.

With regard to nationality, 30.8% report to be Swiss, 49.4% to be German and 19.8% are of another nationality. It has to be mentioned that 57 respondents skipped this question. 70.3% report being employed at HSG and 29.3% say they are not. This means that a large share of doctoral students is interested in the topic of working conditions at HSG.

1.3 Limitations

We would like to highlight that the answers in the survey represent the personal impressions of the respondents. Furthermore, the PhD programmes and schools vary to a great extent with regard to their size (number of PhD students enrolled and employed). This means that for some answers, the numbers are very low which has to be taken into account especially when comparing different programmes and schools.

This report first looks at the doctoral programmes before discussing the results concerning the supervision. The report then sheds light on the working conditions and closes with recommendations how to improve the conditions under which doctoral students study and work at HSG.

2 Doctoral Studies

The first question of the survey asked «Are you happy with the decision to pursue a PhD at HSG?».

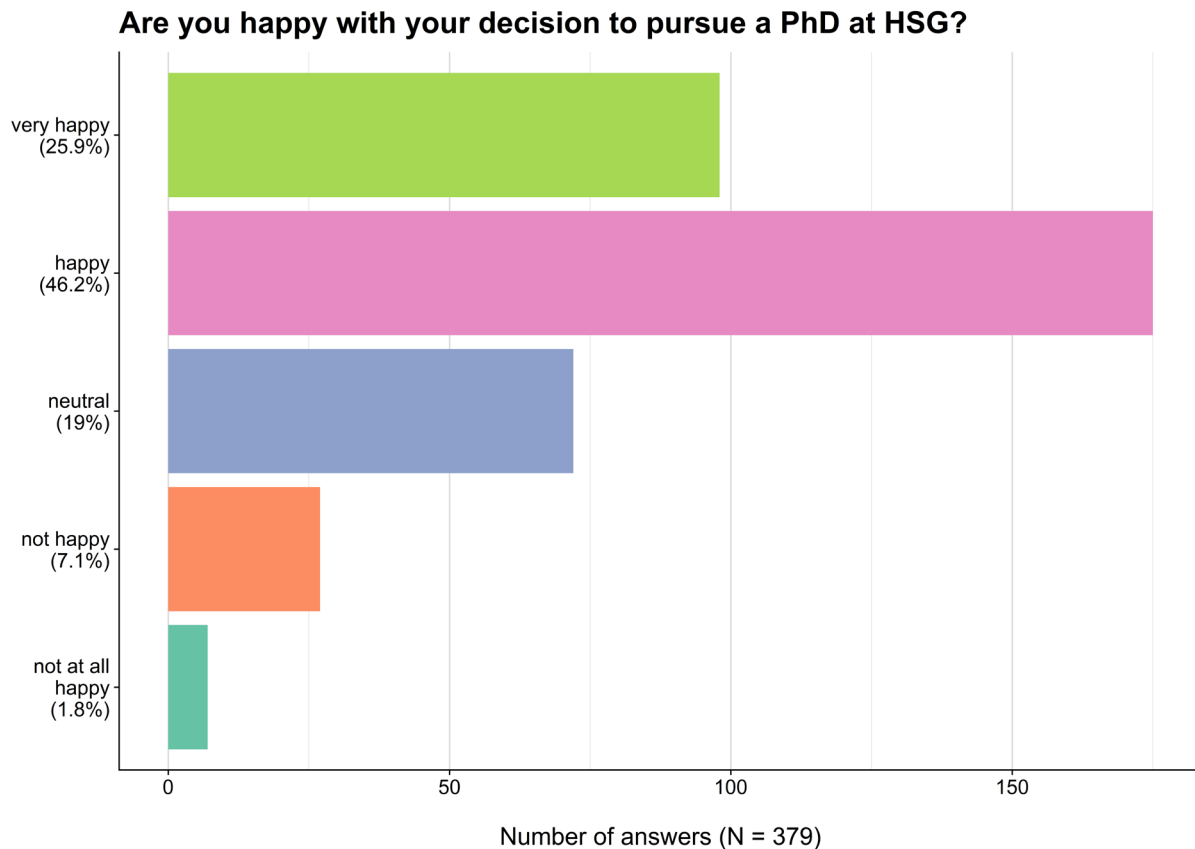


Figure 3: Happy with decision to pursue a PhD

72.1% of respondents are happy or very happy with their decision to pursue a PhD at HSG. However, the conditions under which the students write their thesis and work at the university are not always satisfying, as the following results reveal.

2.1 Motivation to Pursue a PhD

The survey asked for the motivation for pursuing a PhD at HSG. The most common answer (42.0%) is the interest in a specific topic, followed by the interest in pursuing an academic career (23.7%). 22.4% want to improve their career chances and 3.2% are interested in a specific program.

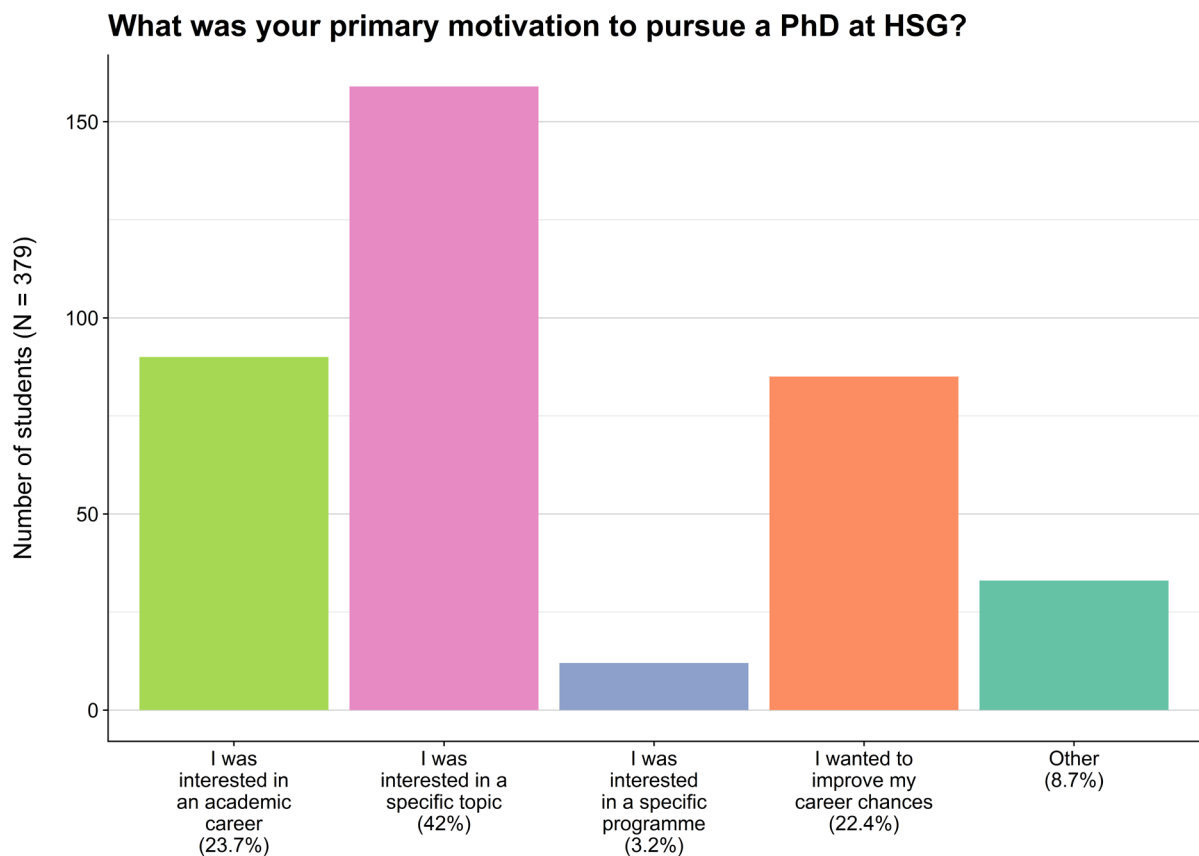


Figure 4: Motivation to pursue PhD

2.2 Satisfaction with the PhD Office Services

The large majority of participants (69.8%) is very satisfied or satisfied with the services of the PhD office that takes care of administrative tasks (such as tuition and examination fees) and assists PhD students in case of problems.

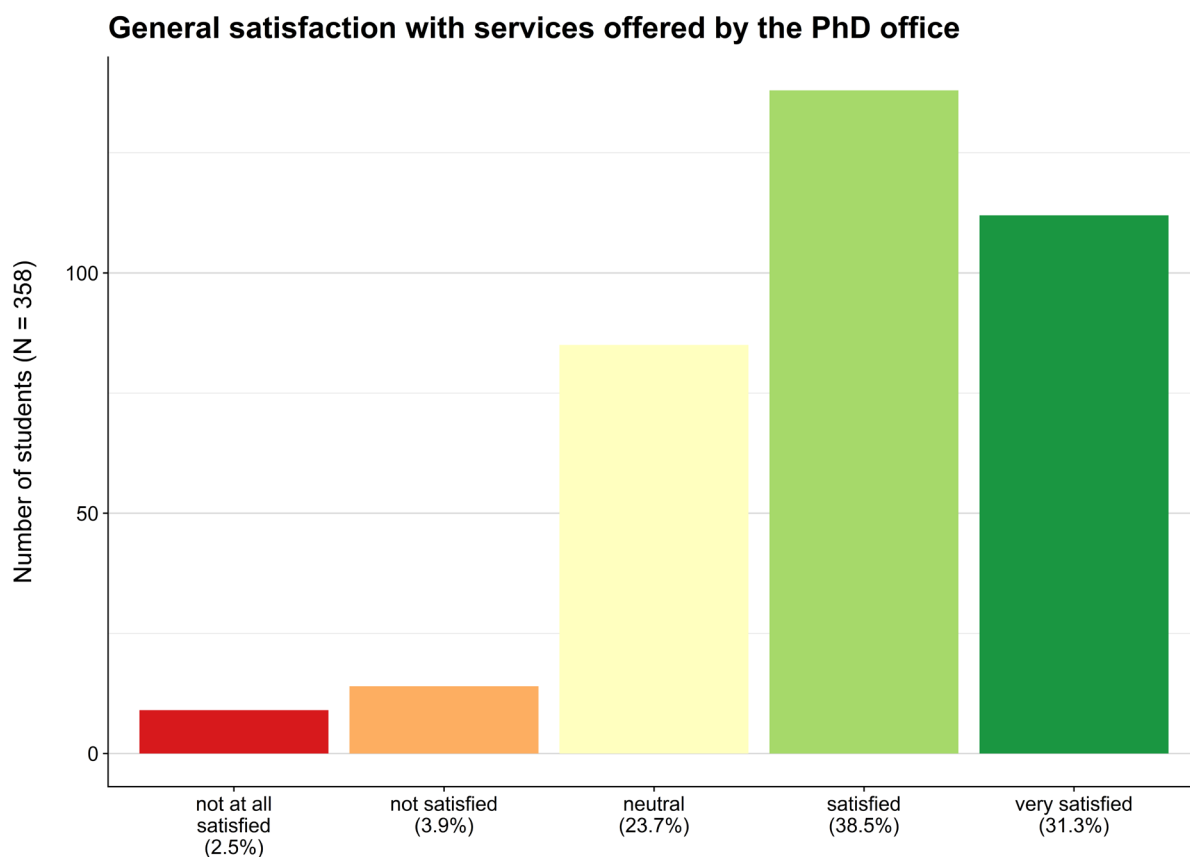


Figure 5: Satisfaction with PhD office

2.3 Tuition Fees

Doctoral students pay tuition fees. While Swiss PhD candidates pay CHF 626 per semester, foreign students pay CHF 1,076³. Assuming a PhD candidate is enrolled for four years (eight semesters) this adds up to CHF 5,008 for Swiss citizens, in contrast to CHF 8,606 for foreigners, in semester fees (not considering the examination fees). Unsurprisingly, only 26.1% of PhD students feel that the tuition fees are appropriate.

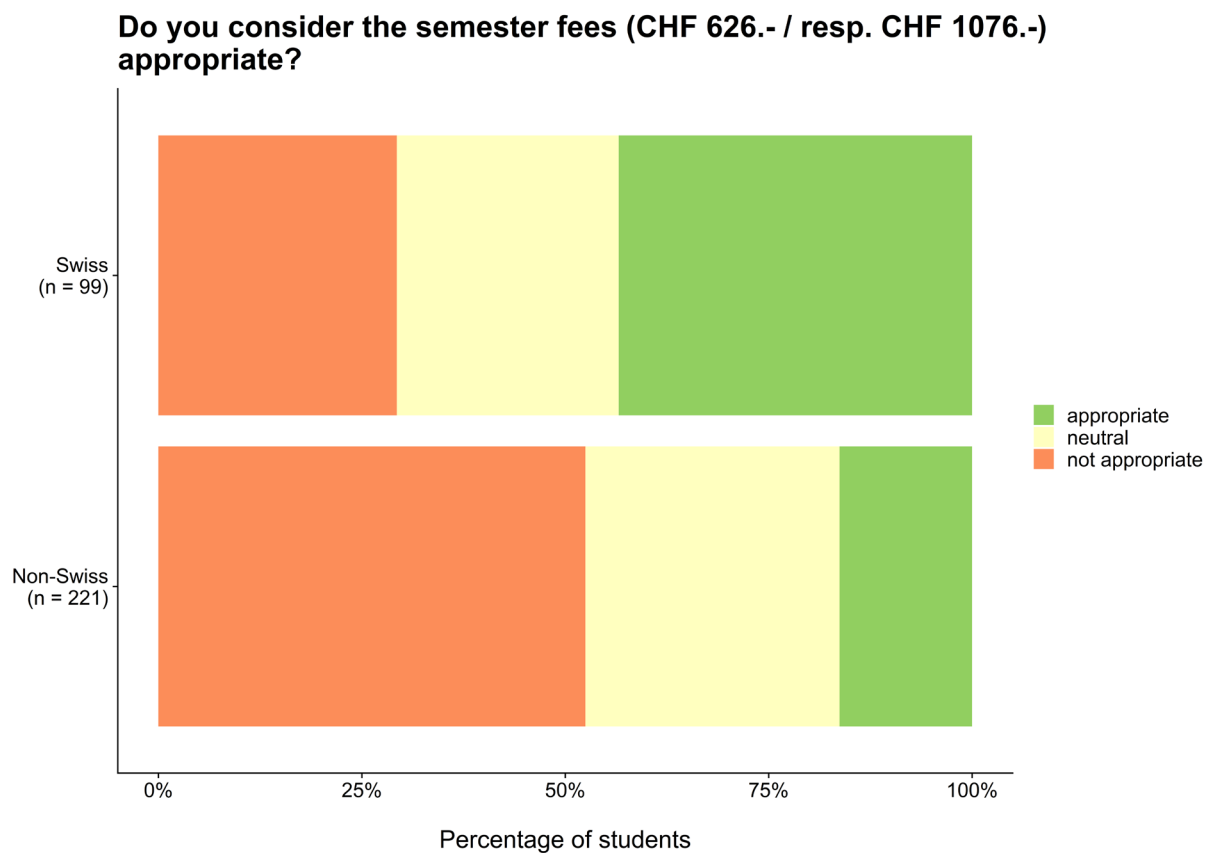


Figure 6: Semester fees

³<https://www.unisg.ch/en/studium/informationsangebote/gebuehren>

As the tuition fees are 71.9% higher for foreign PhD students (who represent 69.1% of the respondents), it is not surprising that there are more foreign PhD students who judge the tuition fees as inappropriate than Swiss PhD students.

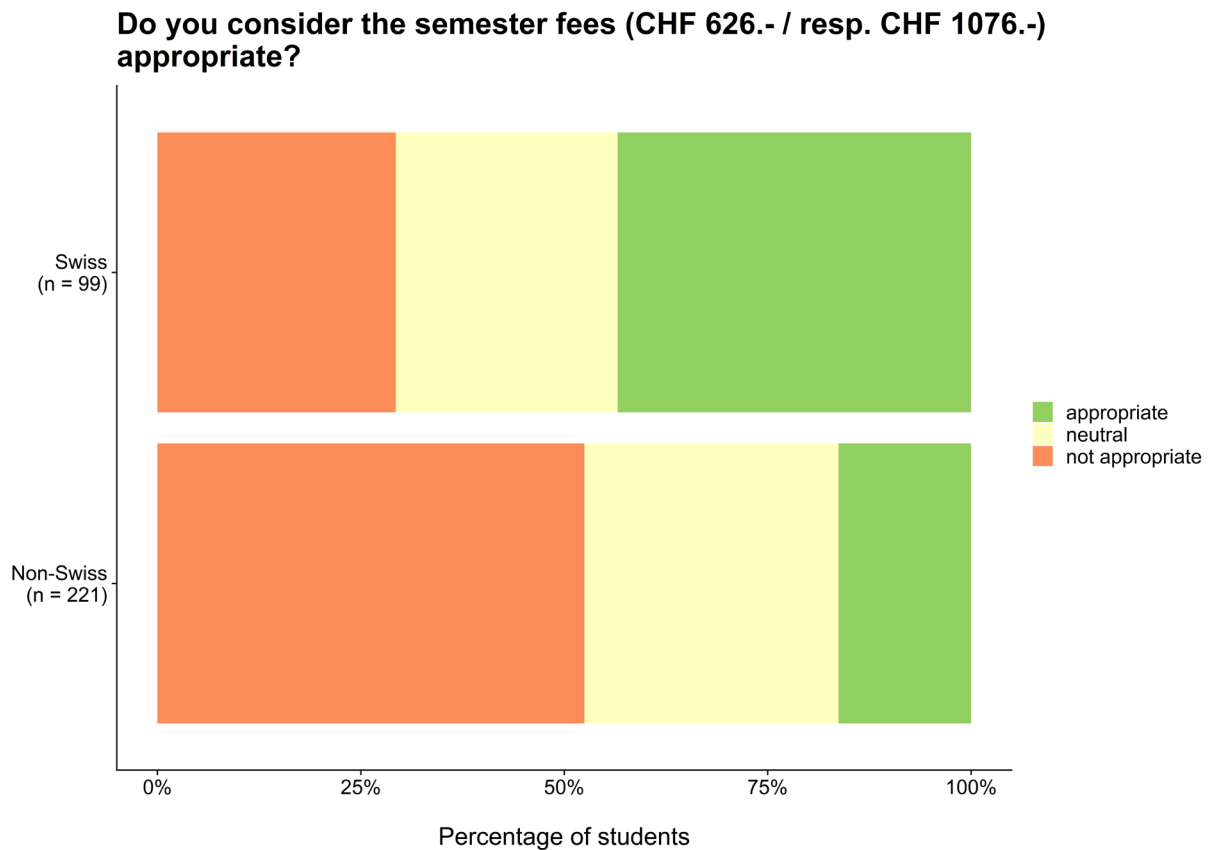


Figure 7: Semester fees by nationality

For those students employed at HSG, the fees can be seen as a hidden reduction in salary as the students have to use their monthly salary to pay the fees back to the university. Ideally, the fees should be reduced and it is of high importance that the tuition fees are not raised further.

2.4 Other Fees

Besides the tuition fees, doctoral students have to pay further fees in order to complete their studies. These include the enrolment fee of CHF 250, the fee for submitting the research proposal (Vorstudie) of CHF 300, the thesis submission fee of CHF 600, and the fee to upload the final thesis on EDIS for electronic publication of CHF 450. Additionally, the university charges CHF 210 for the PhD certificate to be printed in A3-format and a protective sleeve (this fee is optional). The mandatory fees cumulate to another CHF 1,600, totalling in overall costs of a 4-year PhD at HSG of CHF 6,608 for Swiss citizens and CHF 10,206 for foreign PhD candidates. Here, the results with regard to the justification of these fees are very clear. The vast majority (72.8%) is of the opinion, that these additional fees are not appropriate. It also has to be mentioned that it is not transparent what these fees are used for (for example paying CHF 450 for an almost automatic upload). These fees represent an additional financial burden for the doctoral students and should be abandoned or at least drastically reduced. Furthermore, the university should make transparent what these fees are used for.

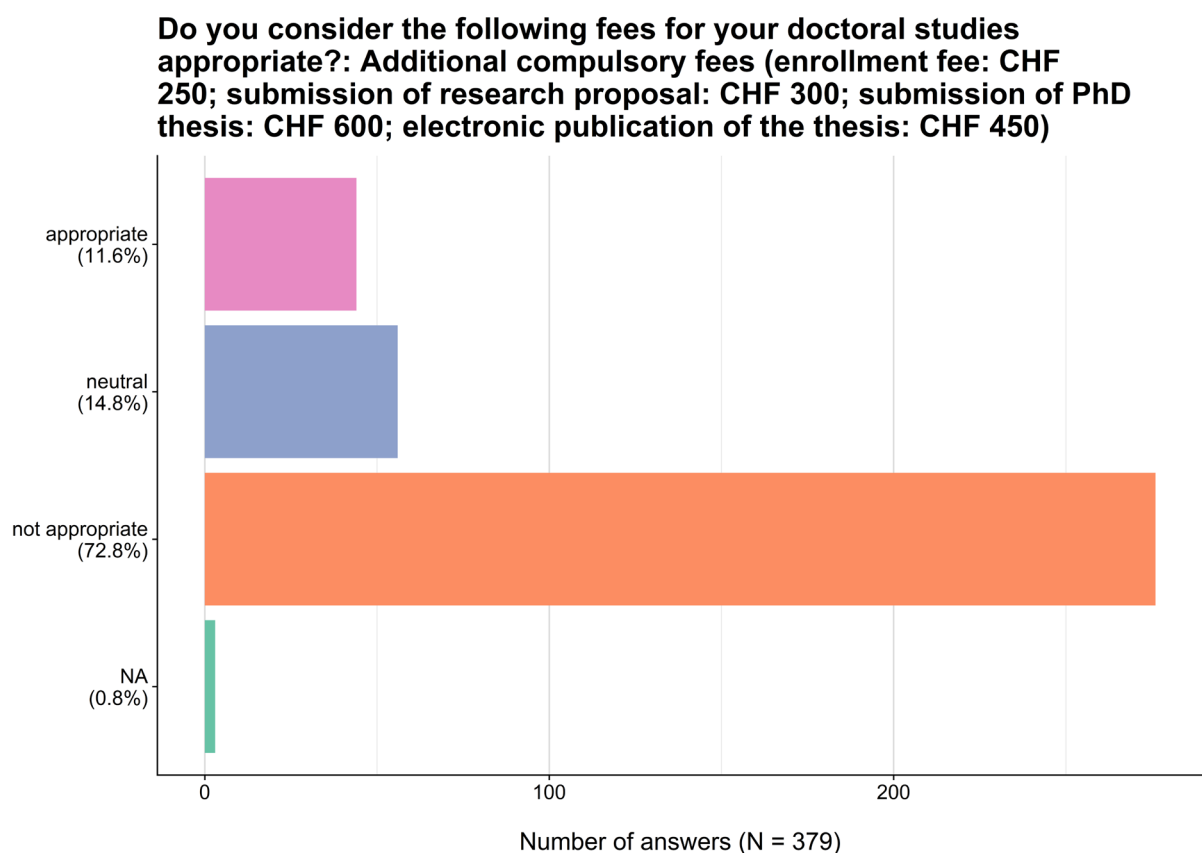


Figure 8: Other fees

2.5 Graduation Requirements

Although half of the participants were fully aware of the graduation requirements (e.g. number of publications, duration of studies, coursework etc.) prior to the start of their PhD studies, the other half had at least some unclarity about these requirements. Here, the PhD office, programme managers as well as the supervisors should educate prospective and new PhD candidates better.

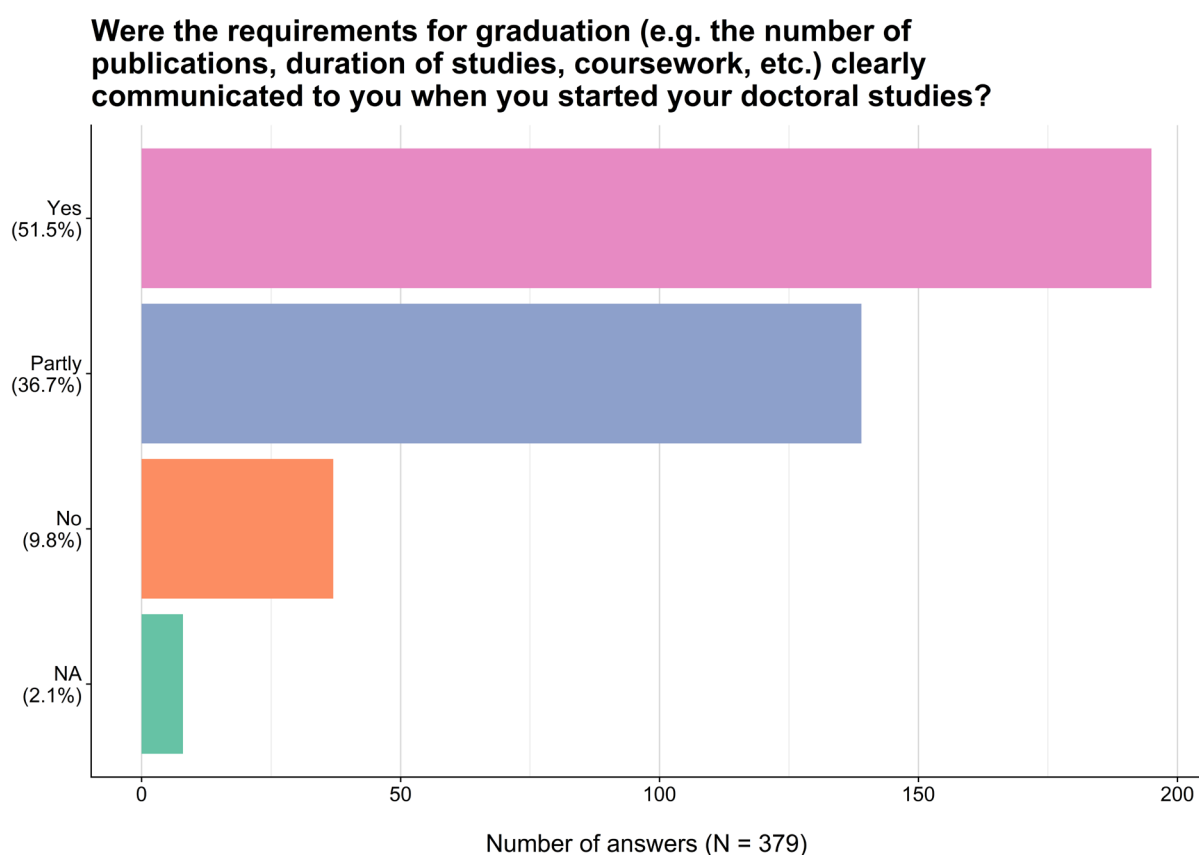


Figure 9: Communication of graduation requirements

Similar to the graduation requirements, only half of the PhD students (49.9%) were fully aware of the rules and regulations for doing a PhD at HSG. 39.6% were only partly and 8.4% were not informed about the rules and regulations. Again, this is something the PhD office and the programme managers can and should communicate more clearly to (prospective) PhD students. Furthermore, each PhD student could be equipped with a programmespecific starter package (which can be provided digitally) with all the relevant information regarding rules and regulations and further useful information.

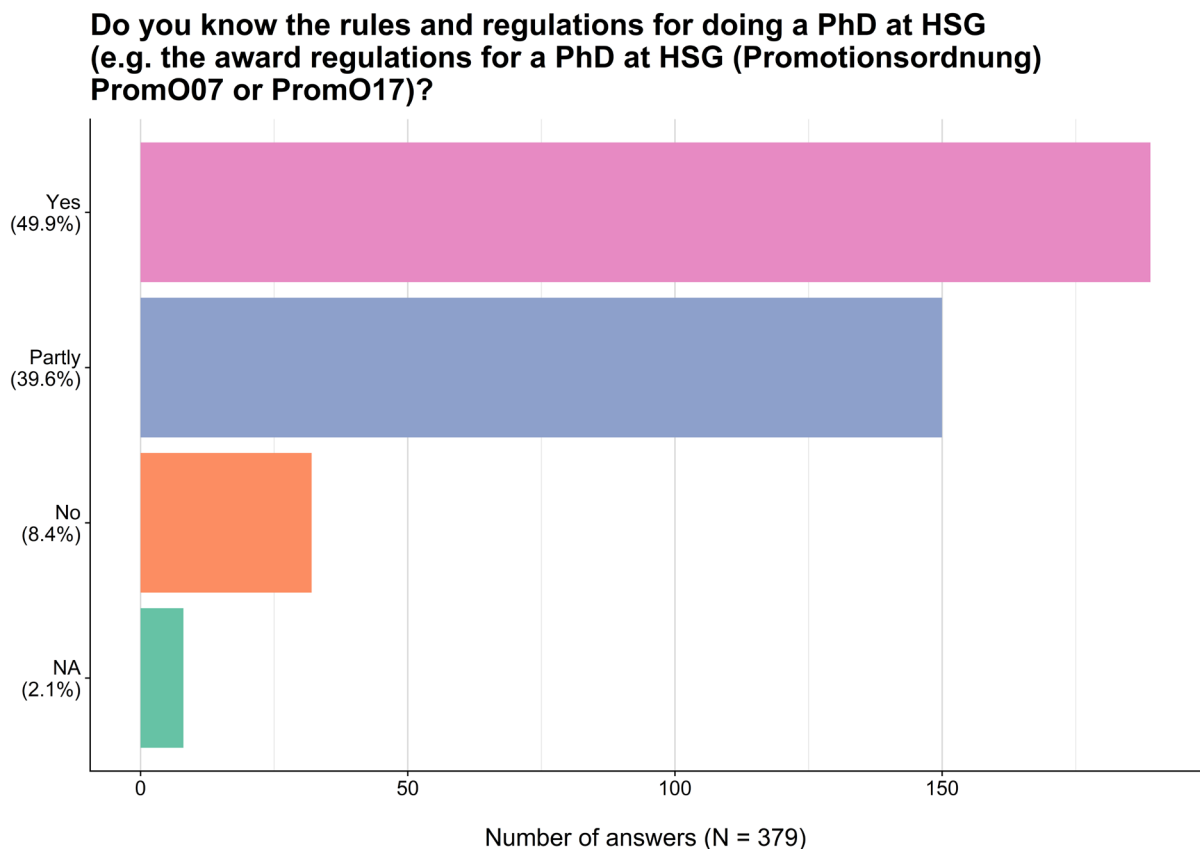


Figure 10: Knowledge of rules and regulations

2.6 Usefulness of Research Proposal

The research proposal (Vorstudie) is a written proposal, which PhD students usually write during their second year and have to hand in at the latest after two years of doctoral studies. It usually includes the research questions, a literature overview and a rough working plan till the final submission. It is important to note that the requirements for the research proposal vary greatly and are defined by the supervisor. The research proposal (Vorstudie) is generally (83.6%) perceived as something useful by the doctoral students who already passed this step and it should remain part of the PhD programmes.

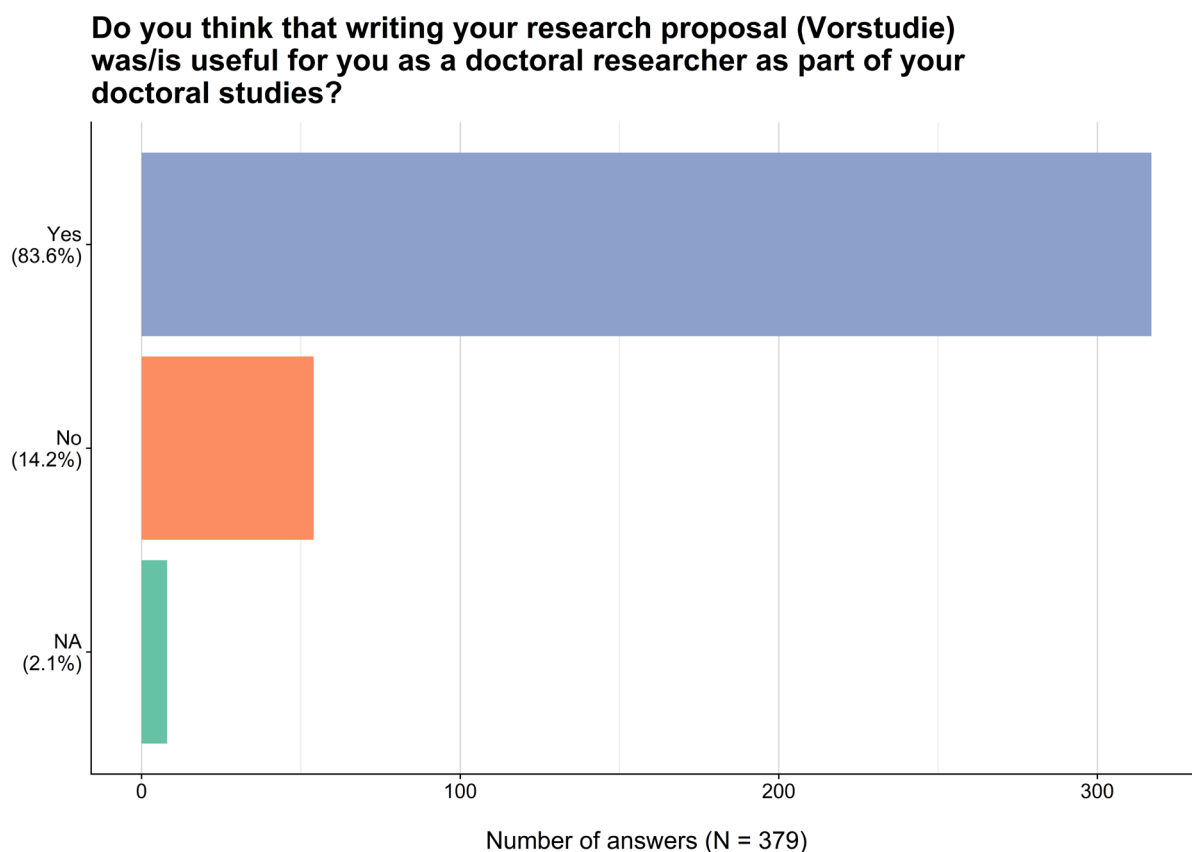


Figure 11: Usefulness of research proposal

2.7 Feedback on Research Proposal

Whereas the writing of the research proposal is perceived as helpful, the quality of feedback received seems to be less comprehensive. 21.6% of those students who claim to have defended their research proposal indicate that the feedback they received has not been useful for the further working process of their thesis. This could be improved by introducing evaluation criteria or a written report by the supervisor and cosupervisor.

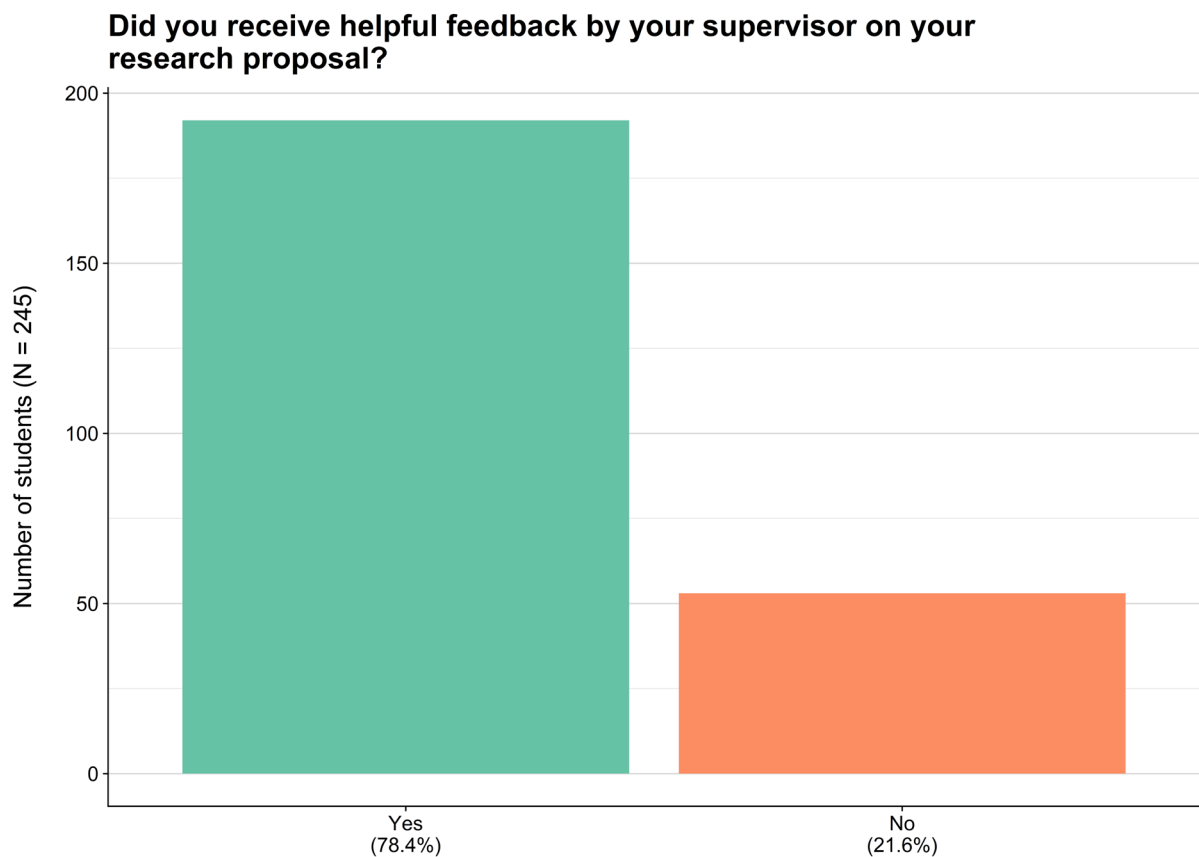


Figure 12: Feedback on research proposal

2.8 General Satisfaction with the Doctoral Program

All doctoral students at HSG have to complete a set of courses. The first two years are referred to as «coursework stage» and the following three years as «research stage». At HSG, doctoral students are divided into six different doctoral programmes which offer programspecific courses. 59.0% of the doctoral students are satisfied or even very satisfied with the academic programme of HSG. But 17.1% are not or not at all satisfied with their doctoral program.

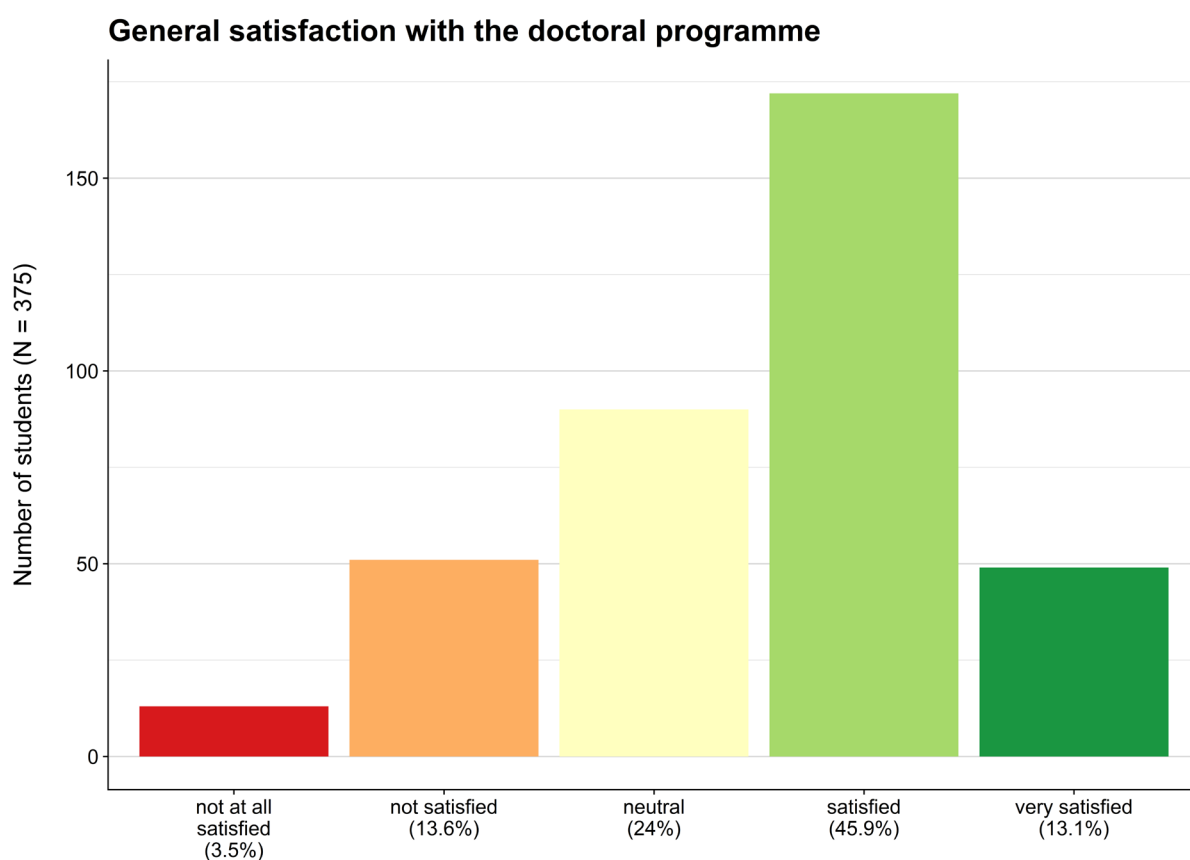


Figure 13: General satisfaction with the doctoral programme

Differences however, can be observed comparing the programmes. In the PhD programme in Finance (PiF), there is not a single doctoral student who is very satisfied with the PhD programme. Furthermore, in the PhD programme in Law (DLS) and the PhD programme in International Affairs and Political Economy (DIA), more than half of the students rate their satisfaction with the programme neutral to not at all satisfied.

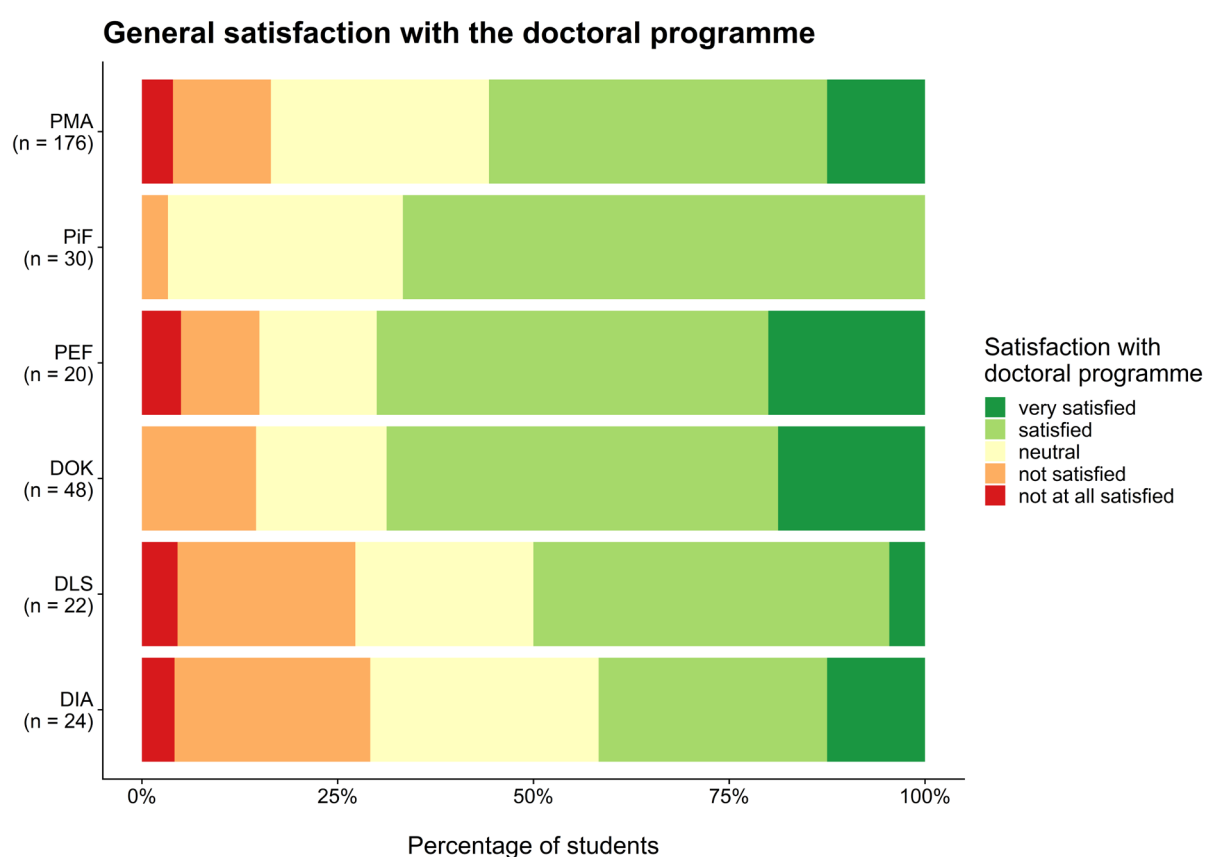


Figure 14: General satisfaction by programme

2.8.1 Usefulness of Courses in the Coursework Stage

During the coursework stage, PhD candidates take four to nine courses (depending on the programme). In total, only 42.7% of the participants perceive these courses as useful or very useful. This aspect should be investigated further, especially by the respective programme managers. It is very important that the courses support the process of writing the dissertation and are of use to the doctoral students. Also, receiving individual feedback on their coursework is important to help students develop their research skills further. In addition, it should be made easier to participate in and integrate external doctoral conferences and courses, including financial support, in order to allow doctoral students to deepen their knowledge on relevant topics and methods applied in their thesis.

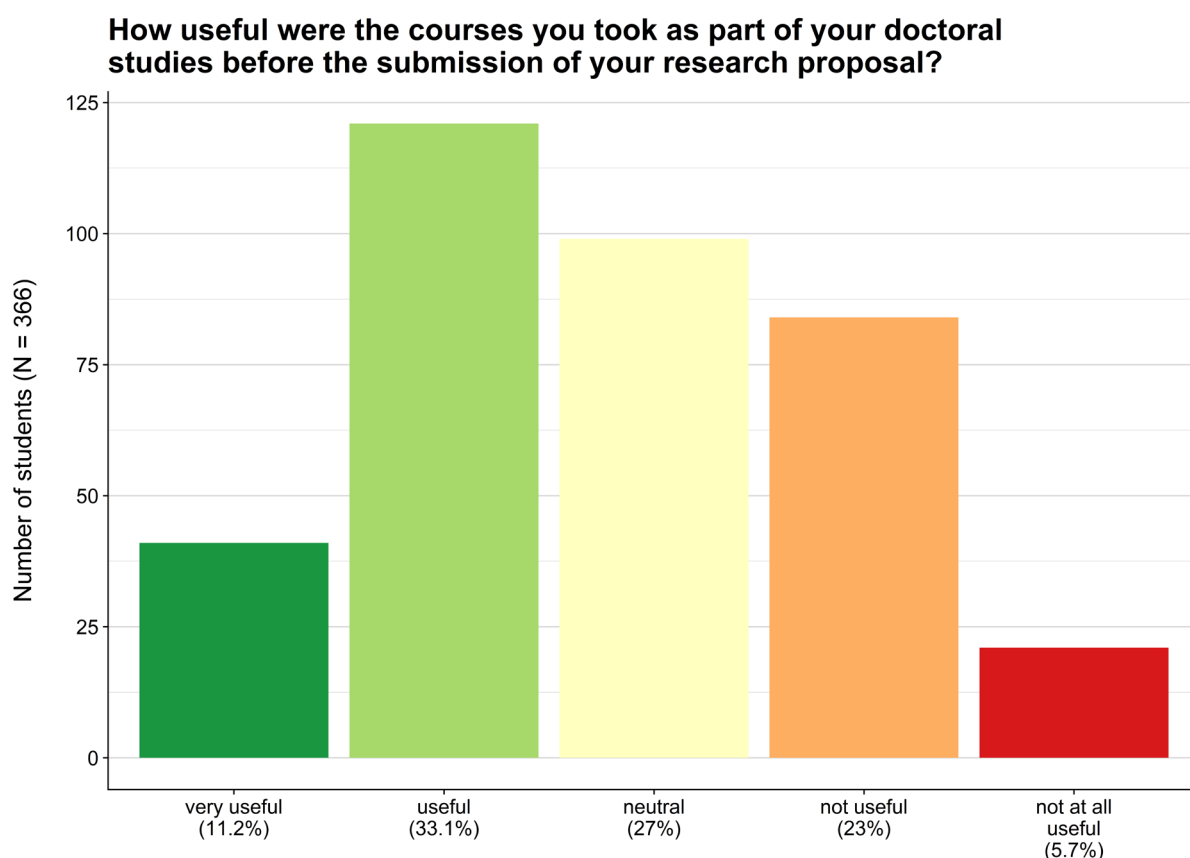


Figure 15: Usefulness of courses in the coursework stage

2.8.2 Usefulness of Courses in the Research Stage

Courses in the research stage usually discuss the current state of the individual research and feedback is more tailored to the specific papers or chapters of the doctoral students. The survey shows that more than half (54.0%) of those who already participated in the research stage courses, find the courses useful or even very useful. Still, 27.0% report to find the courses not or not at all useful. The different programmes could evaluate in greater detail what courses are of use to the students and intensify the exchange of information with other programmes.

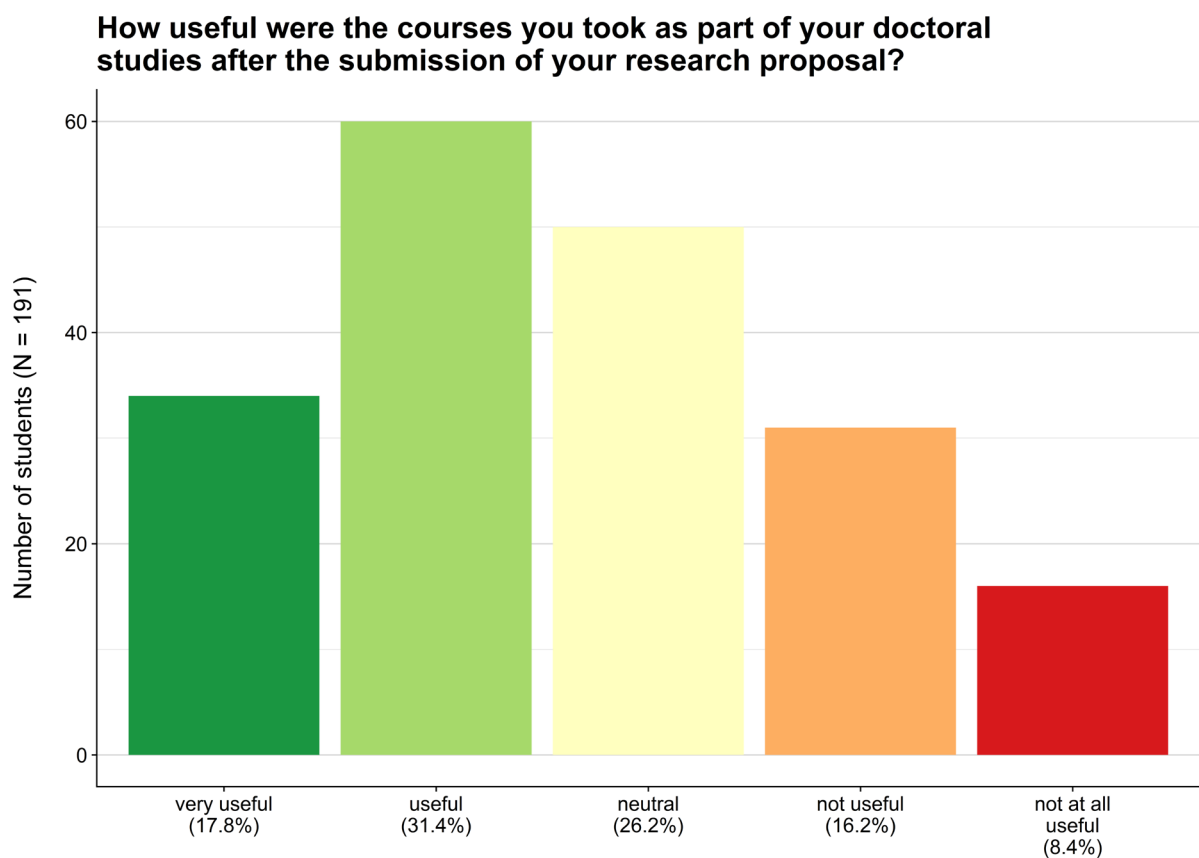


Figure 16: Usefulness of courses in the research stage

2.9 Open Comments on the Doctoral Programme

The survey offered the possibility to leave a comment on the doctoral programme. This is a selection from the 92 comments that were passed.

- «It would be better if more external courses could be counted towards our credits»
- «I would recommend to focus more on methodological courses and Peer Reviews of Proposals»
- «In some institutes support for doctoral students focuses too much on the institute interests (practice projects) compared to PhD student interests (academic education).»
- «The professors seemed to put very little effort in the courses»
- «Most profs seemed not appropriately prepared and read the paper drafts during the presentation. Post Docs were mostly more professional.»
- «Methodological courses have proven to be helpful for me»
- «I'd like to take courses at the summer school. however, our prof. does not allow it during work hours.»

3 Supervision

3.1 General Satisfaction

62.0% of the respondents are satisfied or very satisfied with the supervision of their doctoral thesis.

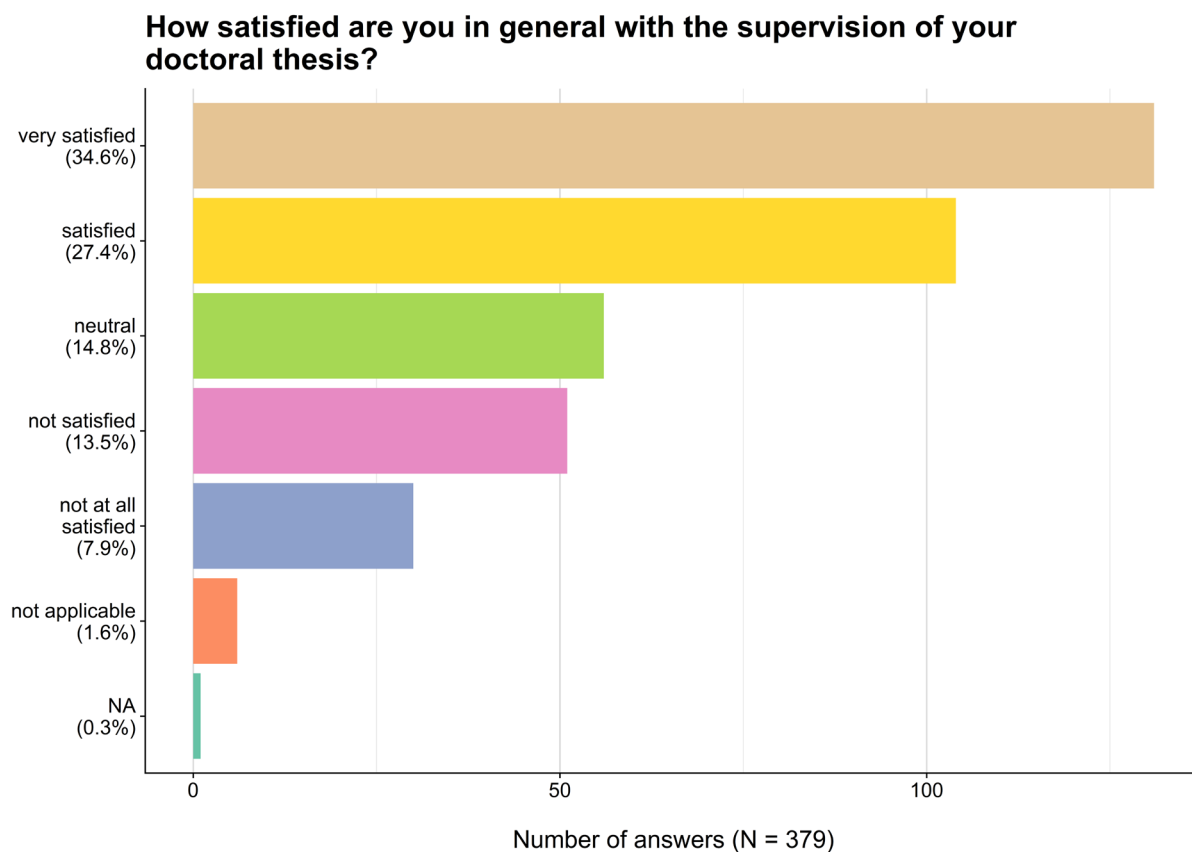


Figure 17: Satisfaction with supervision of doctoral thesis

Ideally, the share of satisfied students should be higher. Especially the share of 21.4% of respondents, who are not or not at all satisfied with their supervision, is alarming.

3.2 Satisfaction with Supervision and Working Condition

There is an interesting overlap between the satisfaction with the working conditions and the satisfaction with the supervision. About half of the respondents who are very satisfied with their supervision are also very satisfied with their working conditions. More than half of those who report to be not at all satisfied with their supervision also report to be not at all satisfied with their working conditions.

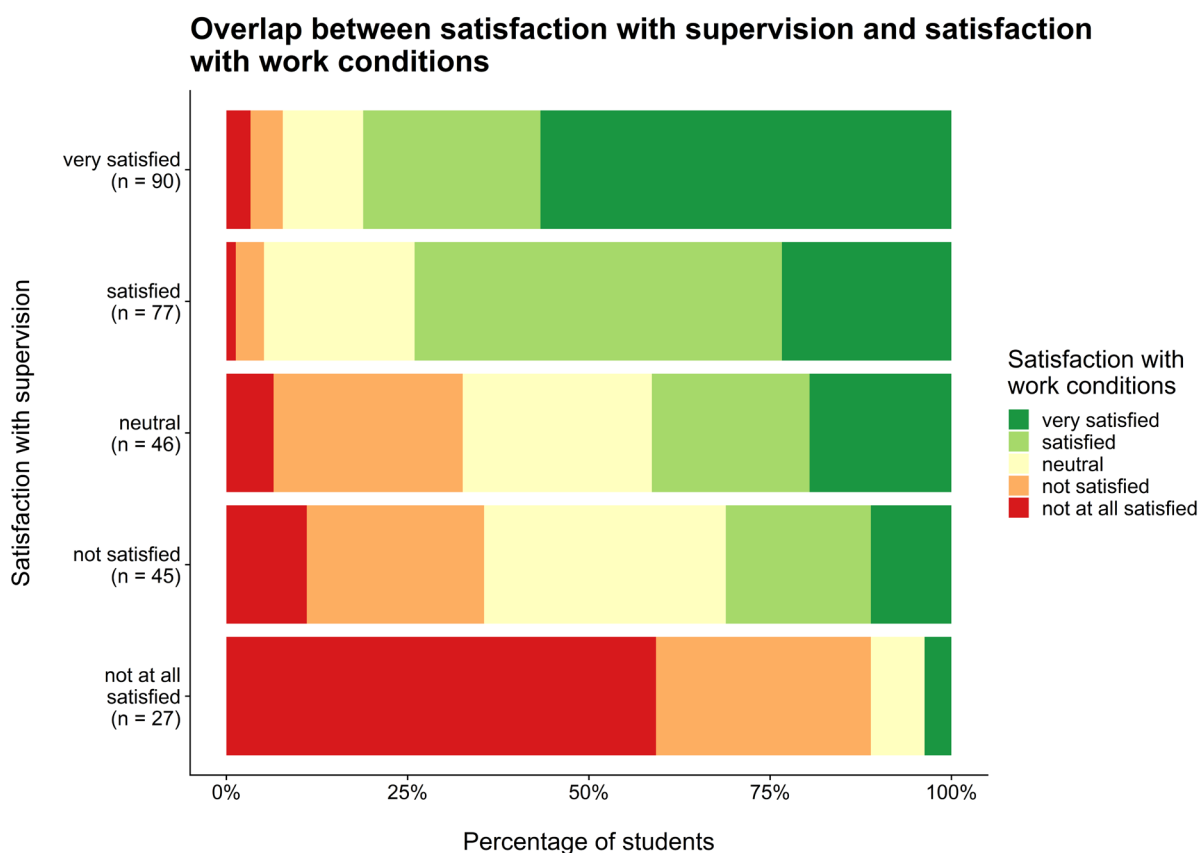


Figure 18: Satisfaction with supervision by satisfaction with work conditions

This overlap demonstrates that supervision and working conditions are closely linked, as PhD students usually (68.6%) work for their supervisors. It also indicates that work and supervision cannot easily be disentangled. Being in an unfavourable working environment usually also means not getting quality support on the PhD project.

3.3 Satisfaction by Programme

The survey reveals differences among the doctoral programmes with regard to the satisfaction with the supervision.

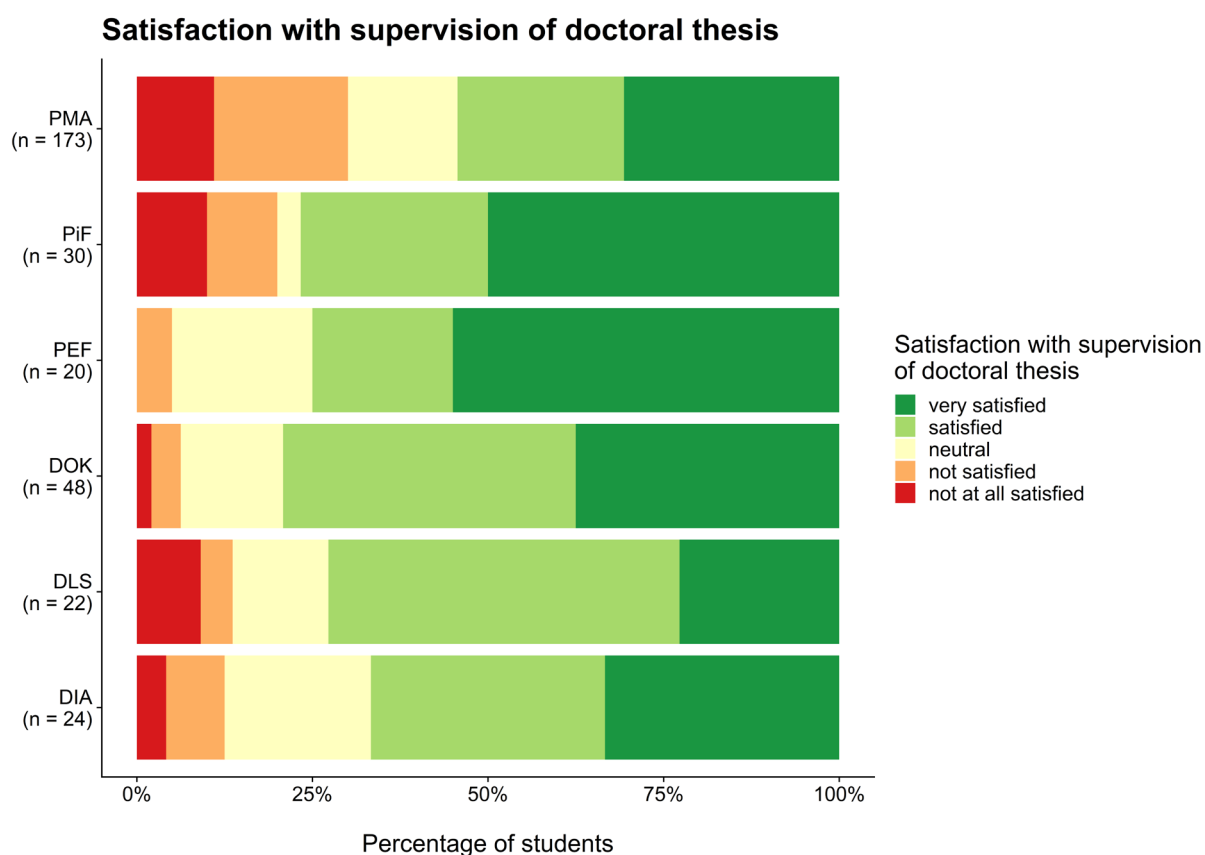


Figure 19: Satisfaction with supervision by programme

PiF, PEF, DOK and DLS have the highest share of students who are satisfied or very satisfied. The relatively high share of respondents who are not or not at all satisfied with their supervision in PMA, PiF and DIA is worrying. Of those three, PMA has by far the largest share with more than a fourth of students not being satisfied with the supervision.

3.4 Number of Students per Supervisor

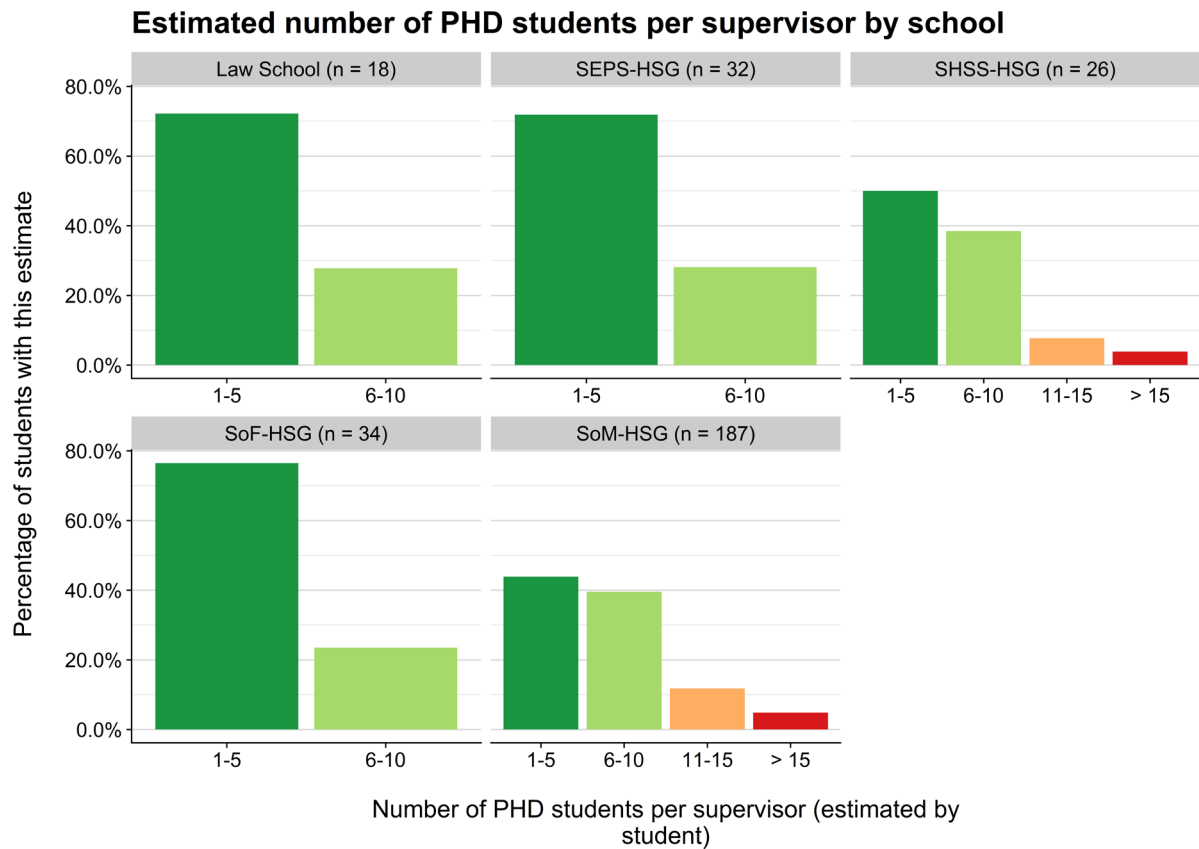


Figure 20: Estimated number of PhD students per supervisor by school

The number of students per supervisor varies to a great extent. 48.9% of the respondents estimate that their supervisor has five or fewer PhD students. 32.9% think the number lays between six and ten. More than 10.0% of the respondents report that their supervisor has more than ten PhD students. High numbers of PhD students per supervisor seem to be most common at SHSS and SoM.

3.5 Correlation between Number of Students and Satisfaction

The results show that about half of those who report being part of a group of more than 15 PhD students are not or not at all satisfied with the supervision of their doctoral thesis.

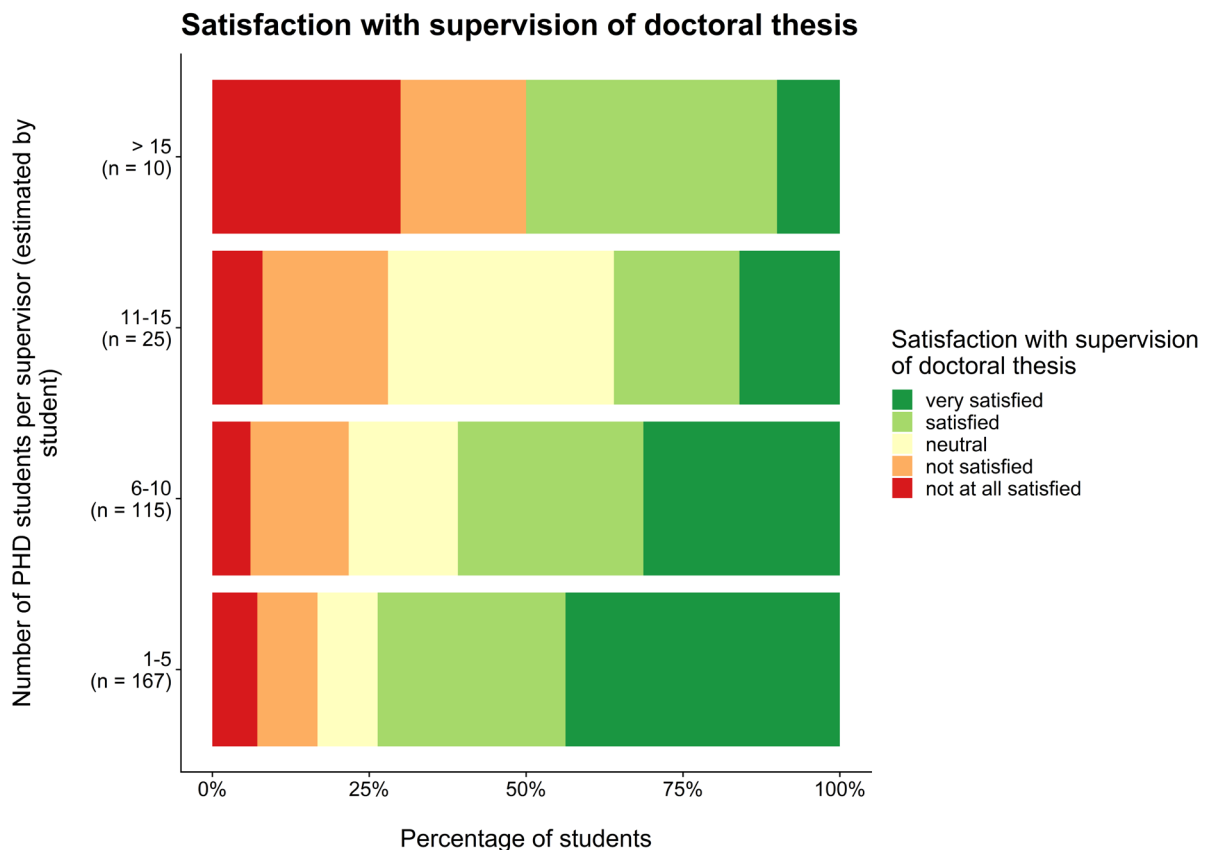


Figure 21: Number of students per supervisor by satisfaction with supervision

Those who report that their supervisor has between 11 to 15 doctoral students are the least satisfied with a share of well below 50% being satisfied with their supervision. In contrast, of those who are part of a group of less than six doctoral students, almost 75% are satisfied with their supervision. The university should regulate and keep an eye on the number of doctoral students by supervisor.

3.6 Feedback by Supervisor

One of the most important aspects of the supervision is the feedback from the supervisor. For doctoral students, it is essential to receive regular feedback of high quality by their supervisor in order to write a good thesis.

3.6.1 Frequency of Feedback by Supervisor

The large majority of the respondents (76.0%) receives feedback from their supervisor at least every six months or more often; 0.6% receive daily, 6.9% receive weekly, 25.7% receive monthly and 42.9% receive feedback at least every six months.

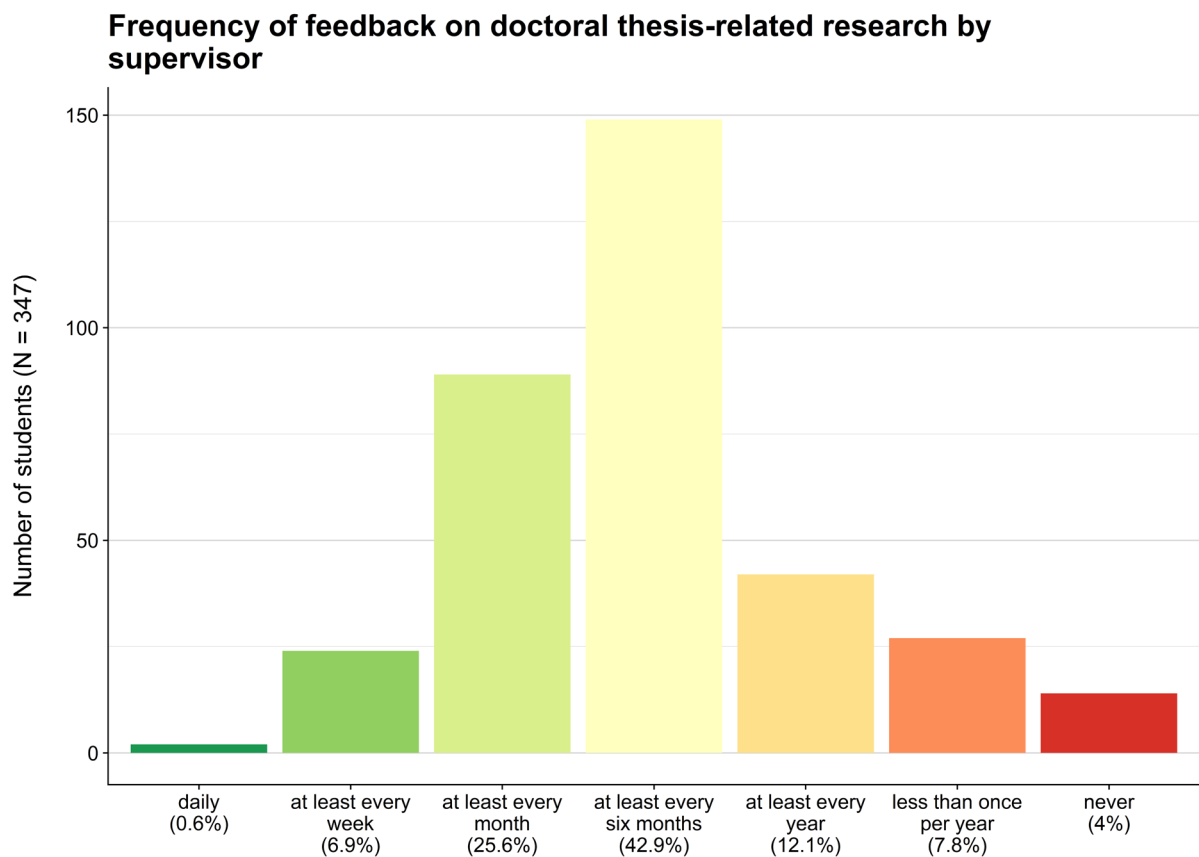


Figure 22: Frequency of feedback by supervisor

However, 4.0% report never receiving feedback, 7.8% report receiving feedback less than once a year and 12.1% report receiving feedback at least once per year. All doctoral students should receive regular feedback namely at least once a semester (twice a year). It should not be accepted by the university that one quarter of the doctoral students receives feedback less than once a semester which includes students who do not receive feedback at all. Feedback processes should be standardized and more closely supervised by the university in order to guarantee regular feedback.

When looking at the frequency of feedback by program, it becomes visible that the programmes seem to have different approaches towards the feedback culture. In the programmes PiF, DOK and PEF the share of students who receive feedback at least every six months or more often is higher (more than 80%) than in the other programmes. In the programmes PMA, DLS and DIA every fourth student receives feedback less than once per semester. Programme managers should have an overview and understanding of the feedback culture and ensure that all students have a chance to receive regular feedback.

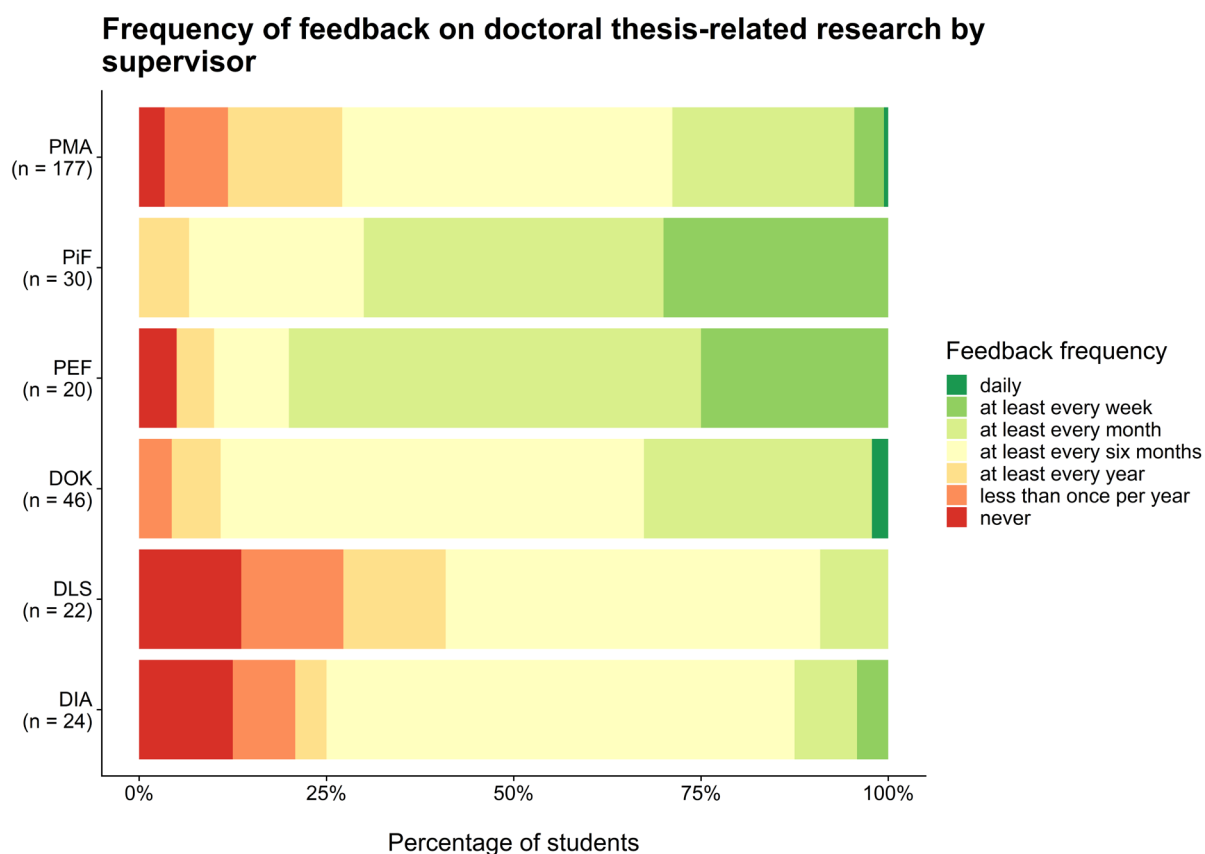


Figure 23: Frequency of supervisor feedback by school

The frequency of the feedback seems to be influenced by the number of doctoral students per supervisor. Those whose supervisor has no more than ten doctoral students clearly receive feedback more often than those students whose supervisor has more than ten doctoral students. About 75% receive feedback at least every semester or more often. Almost half of those whose supervisor has ten doctoral students or more, report receiving feedback less often than once per semester. This finding constitutes another reason to enforce a maximum of ten doctoral students per supervisor.

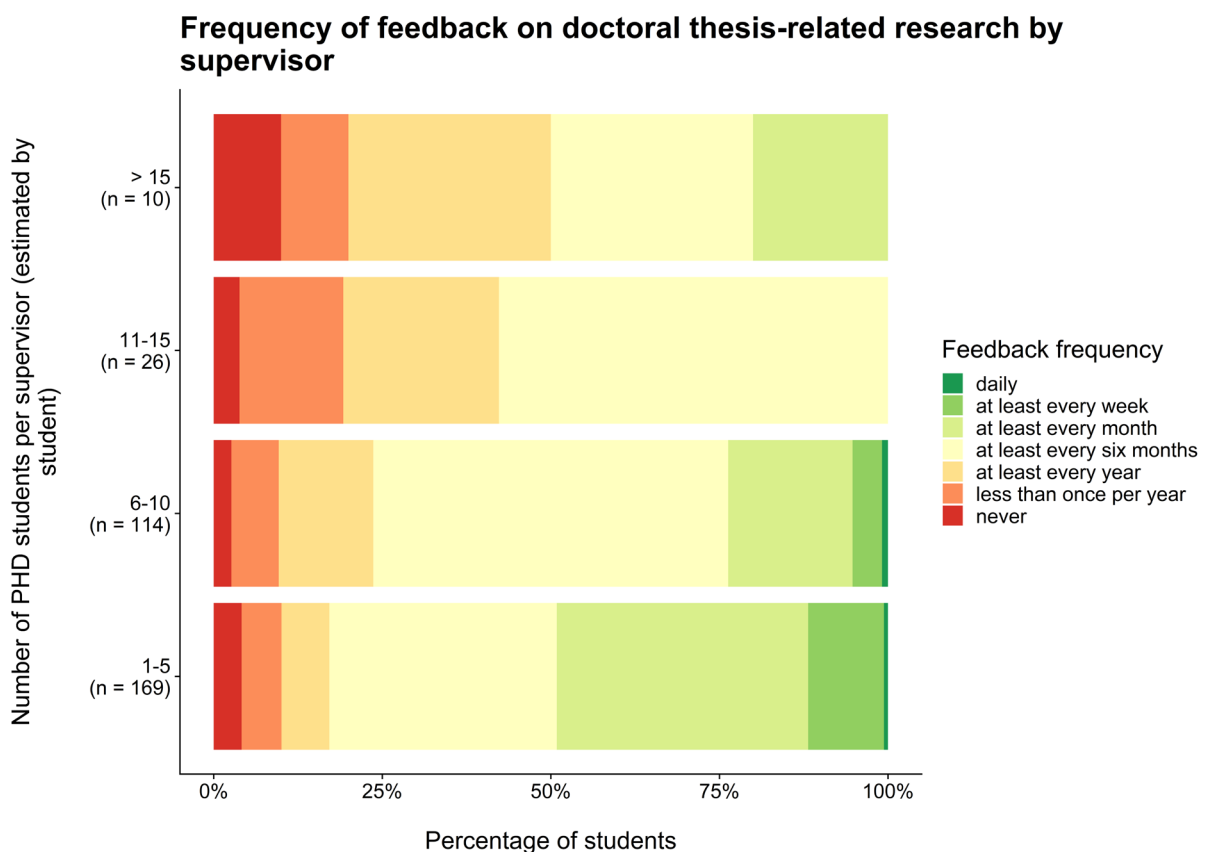


Figure 24: Frequency of supervisor feedback by number of PhD students per supervisor

3.6.2 Satisfaction with the Frequency of the Feedback by the Supervisor

Just over half of the respondents are at least satisfied (28.2% are satisfied and 23.8% are very satisfied) with the frequency of the feedback by their supervisor. Every fourth student (25.6%) is not or not at all satisfied with the frequency of the feedback. Our results show that a higher frequency of feedback goes hand in hand with higher satisfaction with said feedback. It does not come as a surprise that more than 75% of those who are satisfied or very satisfied report receiving feedback at least twice a year or more often. The share of those who receive feedback once a year or less is highest among those respondents who reported to be not or not at all satisfied with their supervision.

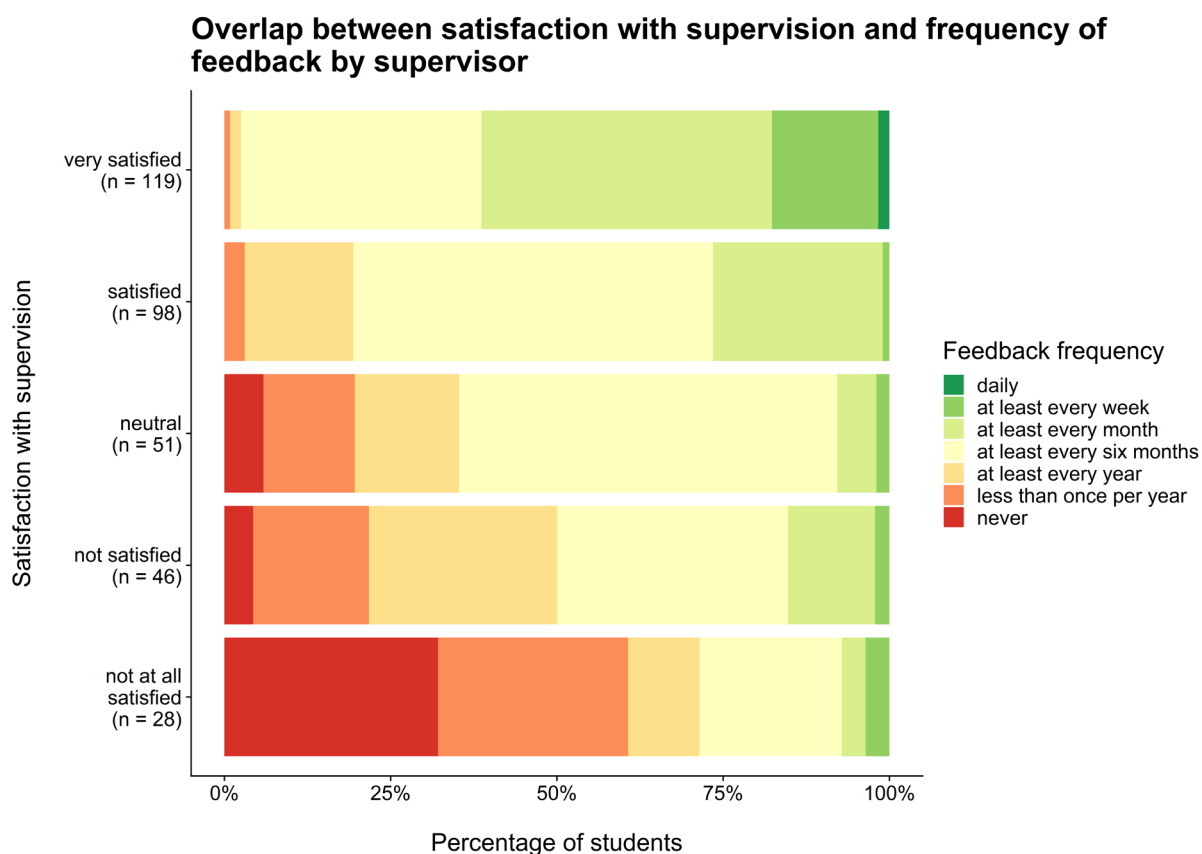


Figure 25: Satisfaction with supervision by frequency of feedback by supervisor

3.6.3 Quality of Feedback

With regard to the quality of the feedback by the supervisor, 28.2% are satisfied and 23.8% are very satisfied with the quality of their supervisor's feedback. However, 11.5% are not satisfied and 10.1% are not satisfied at all. As noted previously, the programmes seem to have different feedback cultures. The programmes PiF, PEF and DOK have the highest share of students (around 75%) who are satisfied or very satisfied with the quality of the feedback. Alarming are the numbers for PMA which show that more than a quarter of the students is not or not at all satisfied with the quality of the feedback. Also, in the programmes PiF, PEF and DLS a share of about 10.0 % is not or not at all satisfied with the quality of the feedback. This shows that further quality control mechanisms are very important and should be implemented by the university.

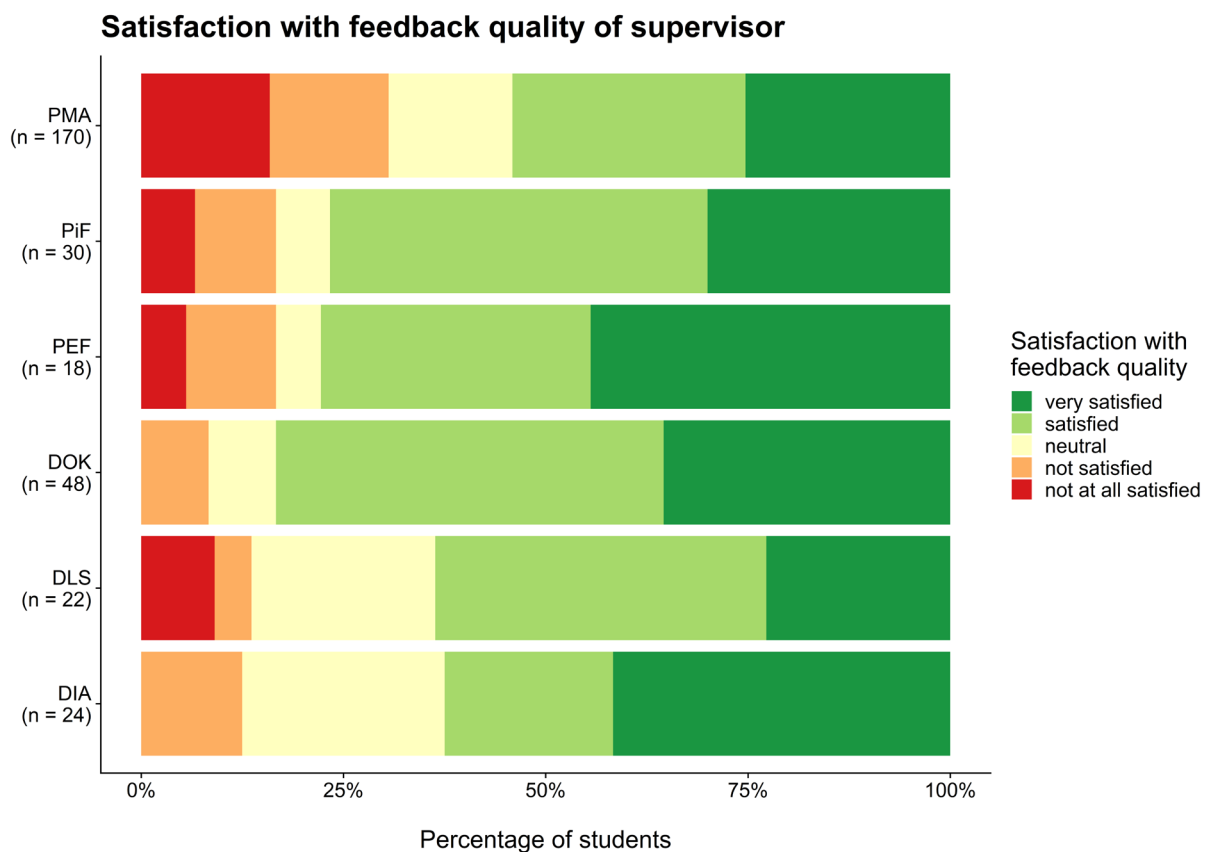


Figure 26: Satisfaction with quality of feedback by supervisor by programme

- The respondents were asked to share «aspects about the supervision of your doctoral thesis that you perceive as specifically positive (a best practice example)». These are some of the 76 responses:
- «We formed an institute group of 5 PhD students, our supervisor and a post doc which met every six months to discuss our work. Additionally an annual institute-wide presentation day»
- «I'm happy to have a supervisor, who provides me with the detailed feedback on the papers, which I write with other professors and does not ask him to be included as a co-author just because he gave the feedback.»
- «Usually weekly calls or meetings with the Post Doc of my supervisor and around every six weeks a call with my supervisor plus quick response via mail on adhoc topics. This has been working very well for me.»
- «Possibility to present at Chair's monthly meeting; cooperation with external researcher»
- «Meeting every week and discussing the work done and planned to.»
- «certainly not»
- «Concerns can always be raised and content / topic related discussions are very fruitful.»
- «My supervisor regularly schedule meetings to discuss the progress of the project. Internal seminars to present early stage ideas»

3.7 Feedback from Anyone other than Supervisor

The survey results show that doctoral students do not only receive feedback from their supervisor. More than half of the respondents (58.0%) report that they receive feedback from other researchers with a doctoral degree at least every six months or more often. 46.3% are at least satisfied with the frequency and 49.7% are at least satisfied with the quality of this type of feedback

A large share (73.9%) of the respondents receives regular feedback (at least every six months) from other doctoral students. However, 17.8% either never, or less than once a year receive feedback from other doctoral students. More than half of the respondents (56.0%) are satisfied or very satisfied with the frequency of the feedback from other doctoral students. When it comes to the quality, 50.6% report to be satisfied or very satisfied with the quality of the feedback from other doctoral students.

47.2% receive feedback from an external collaborator at least once per six months or more often. 40.9% of the respondents are satisfied or very satisfied with the frequency of this feedback. The picture is similar when looking at the satisfaction with the quality of the feedback from external collaborators.

The results show that the supervisor is not the only source of useful feedback for PhD students. Peer feedback seems to be especially helpful to doctoral students. Institutes, departments or the programme managers could foster opportunities for exchange between PhD students, such as brown bag lunches or informal PhD colloquia.

3.8 Presentation of own Research

The survey revealed that 40.0% of respondents present their research at least every six months or more often in group meetings with their supervisors' team. But 26.3% claim to never get this opportunity. Also, every third respondent never presents their research at conferences, and 40.0% report never presenting at institute or department meetings. Not even half (48.9%) of the respondents report to be encouraged to participate in academic conferences or workshops. 7.5% even report that their supervisor would be opposed to the idea of participating in academic conferences or workshops. The share is highest for the programmes DLS and PMA (around 10.0%). These numbers are worrying, because the participation in academic conferences is important in becoming part of the academic community. Young researchers should be enabled and supported to participate in academic conferences and workshops to present their research and build up a network in their field of research. When asked about the reasons for opposition from their supervisor, more than 40.5% refer to financial reasons («It is too expensive») and 27.0% refer to the point «It is not worth the time». About one third of respondents thinks that their supervisor would agree if the doctoral student asked to participate in a conference, but do not claim to receive active support.

When it comes to applying for external funding such as SNF or GFF, in three programmes (DIA, DOK, PMA) some supervisors seem to put up resistance. But a large share of respondents (67.0%) reported that their supervisor would encourage or support the application for external funding when asked.

3.9 Open Comments on Supervision

51 respondents made use of the chance to leave a comment on the topic supervision. This a selection of these comments.

- «I appreciate that I have been given the opportunity to receive feedback also from external academic collaborator (co-author)»
- «In my case, it was actively opposed to apply for SNF Doc Mobility, because one would be missing out as regular worker. Further, the argument was that this would be wasted tax money and just touristic visits.»
- «what supervision?»
- «Once I get feedback, it is of high quality. But the challenge is getting it in the first place very busy supervisor with a tendency to ignore emails»
- «we only get real feedback from our direct supervisor after the Vorstudie, where he lets most of the students fail. - he artificially delays the dissertation process by refusing to concretize a topic for almost 1.5 years - he is not able to help us methodically»
- «I am very satisfied with my supervision!»

4 Working Conditions

4.1 Employment at or outside the University

64.9% of respondents claim to work at the university, 27.4% work elsewhere or have no employment. Thus, a clear majority of respondents not only pursues their studies at the university, but is employed by the university as well. LS and SHSS show the highest percentage of external PhD students.

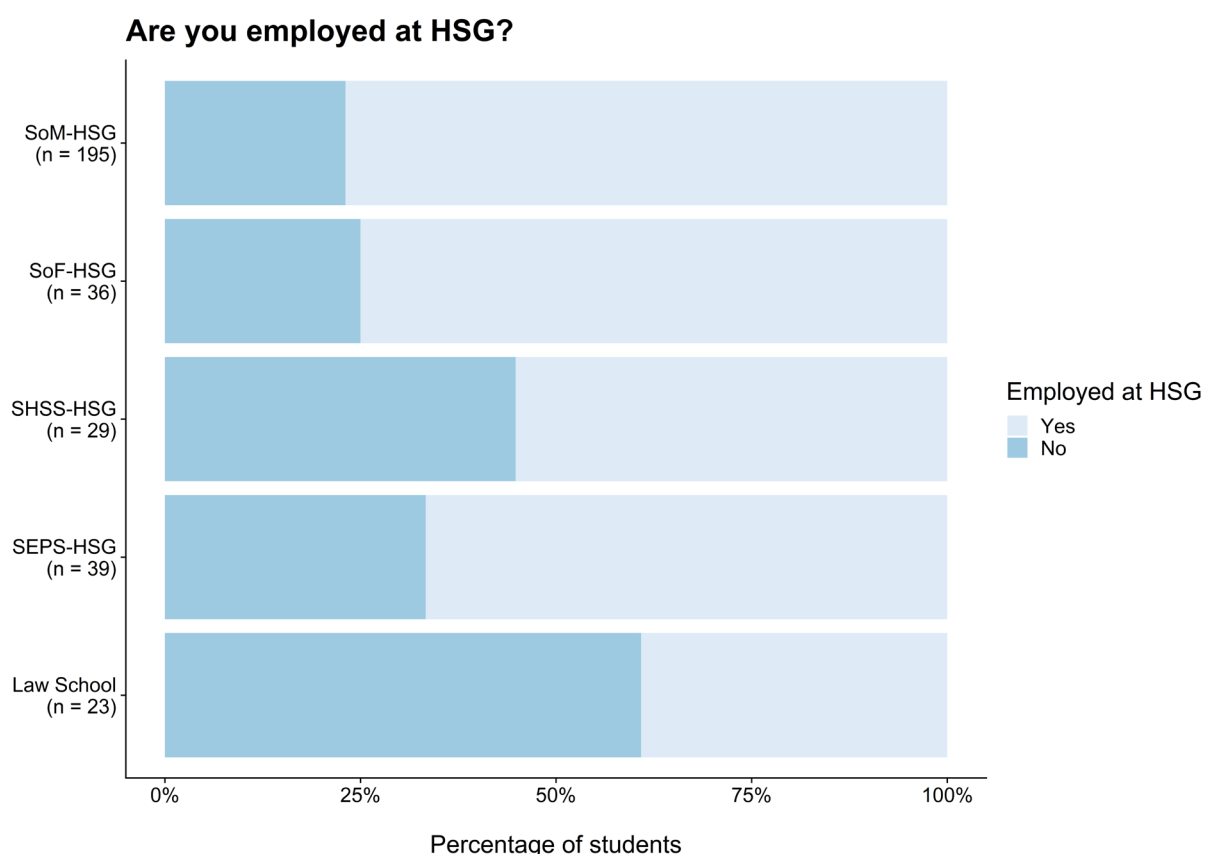


Figure 27: Employment at HSG

4.2 Supervisor as Superior

Not only do most PhD students work at the university, most of them (90.5%) work for their thesis supervisor. Just 7.3% of the respondents employed at the university claim that their supervisor and their superior are not the same person. The percentage of PhD students being employed by their supervisors differs by school, with the Law Schools (LS) and SoF displaying 100%.

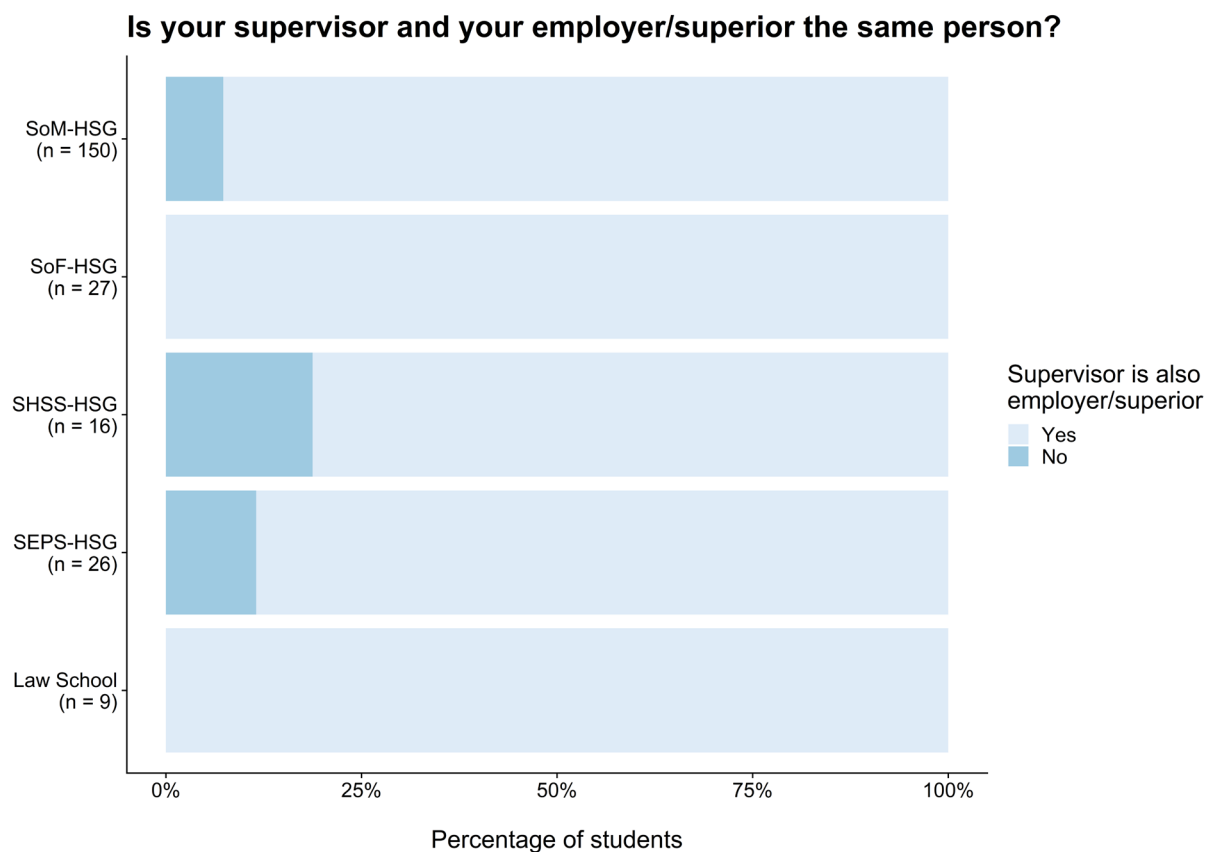


Figure 28: Supervisor and superior the same person

4.3 Work Satisfaction

The work satisfaction of PhD students is positive overall, with 57.6% of respondents claiming to be either satisfied or very satisfied. However, almost one fourth (23.1%) claims to be either not satisfied or not at all satisfied. Again, satisfaction rates vary by school with SoF and SEPS displaying the highest satisfaction rates, and SoM and LS showing the highest rates of dissatisfaction. The highest rates of extreme dissatisfaction («not at all satisfied») are displayed at SoM and SEPS.

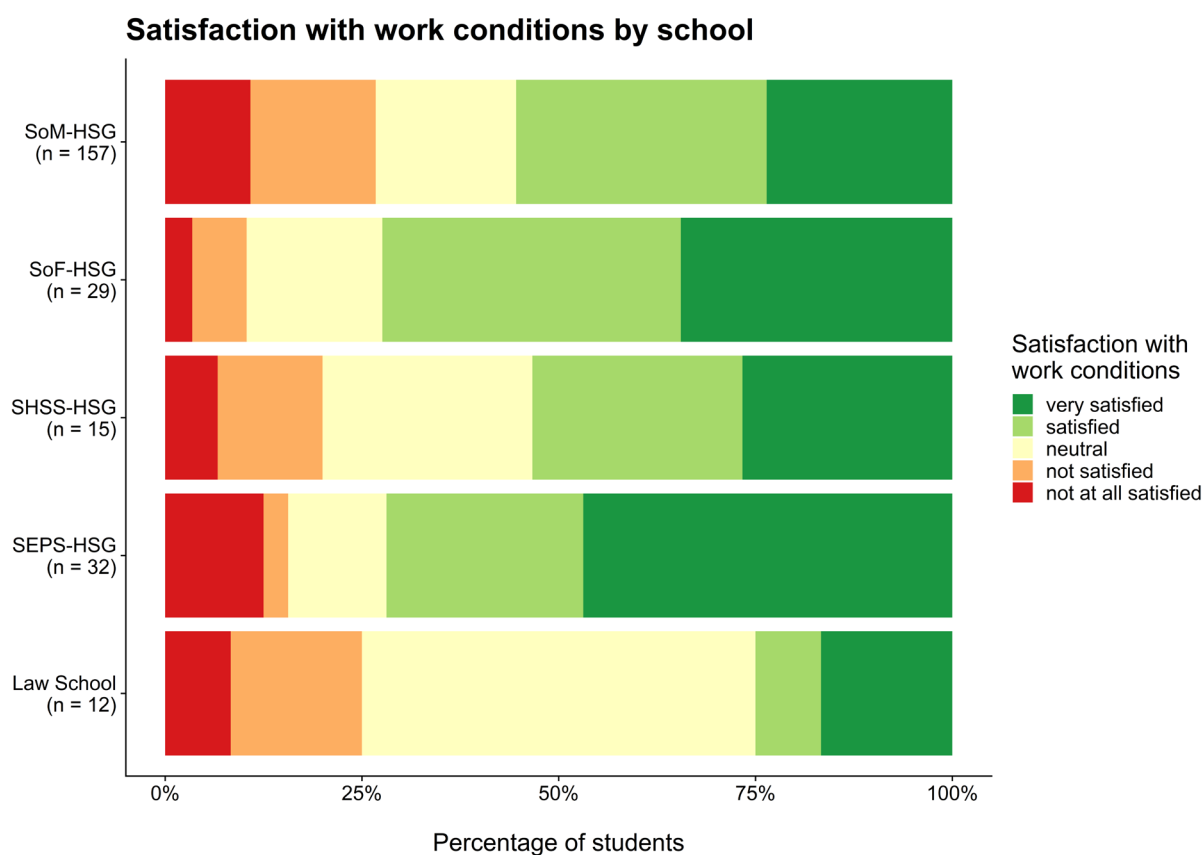


Figure 29: Satisfaction with working conditions by School

4.4 Communication

The survey asked whether the employment conditions (e.g. working hours, presence hours, type of project, duration of contract) were clearly communicated at the start of the employment. 53.4% of respondents who work at the university answered affirmatively, while 32.3% claim they were only partly informed about the employment conditions and 12.1% claim to have been completely uninformed.

SoM and LS display the highest percentage of respondents claiming to be only partly or not informed about their employment conditions, with 50.7% and 55.6% respectively.

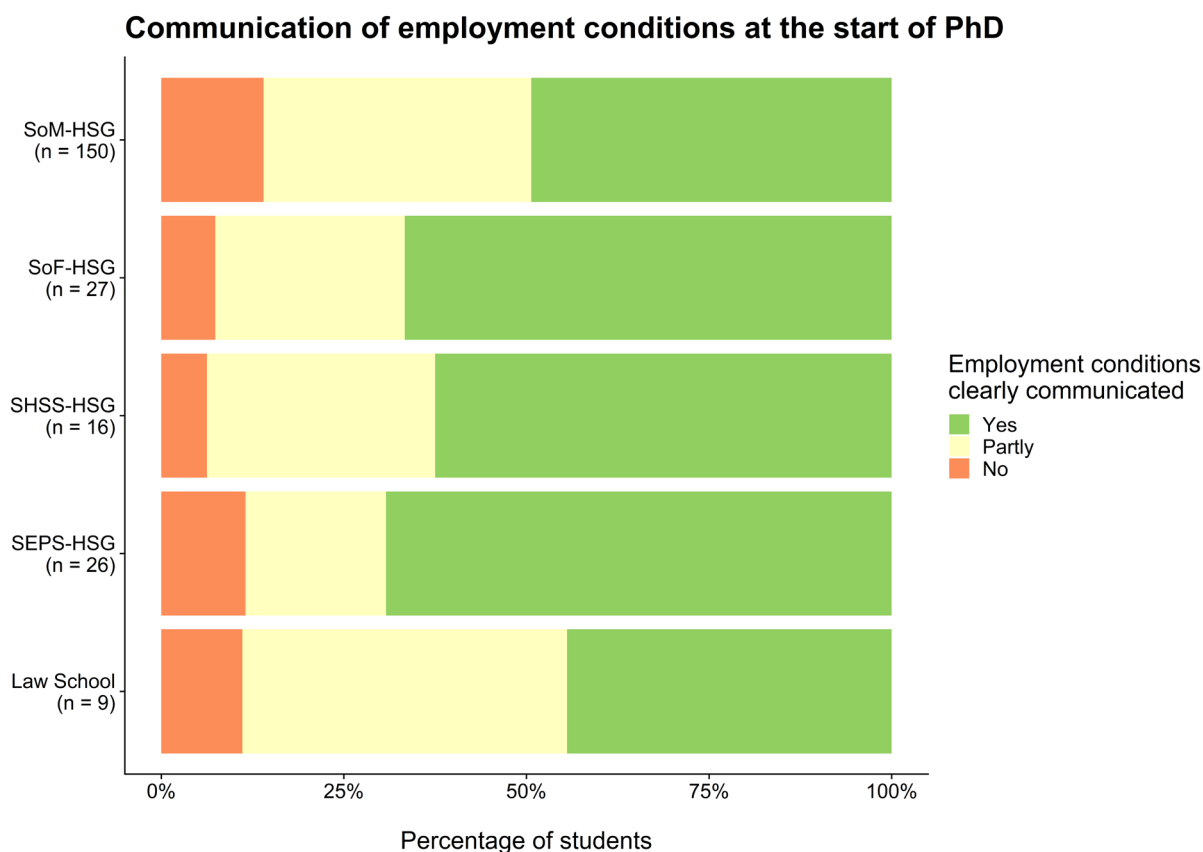


Figure 30: Communication of employment conditions by school

The relevance of communication becomes clear when correlated with the question of satisfaction with work conditions. Respondents who claim to have been thoroughly informed before the start of their employment are considerably more satisfied than the average. In contrast, respondents who claim to have been uninformed about the employment conditions are a lot more dissatisfied.

Being clear about employment conditions and expectations beforehand is very important for the working relationship and should be considered the norm of professional supervision.

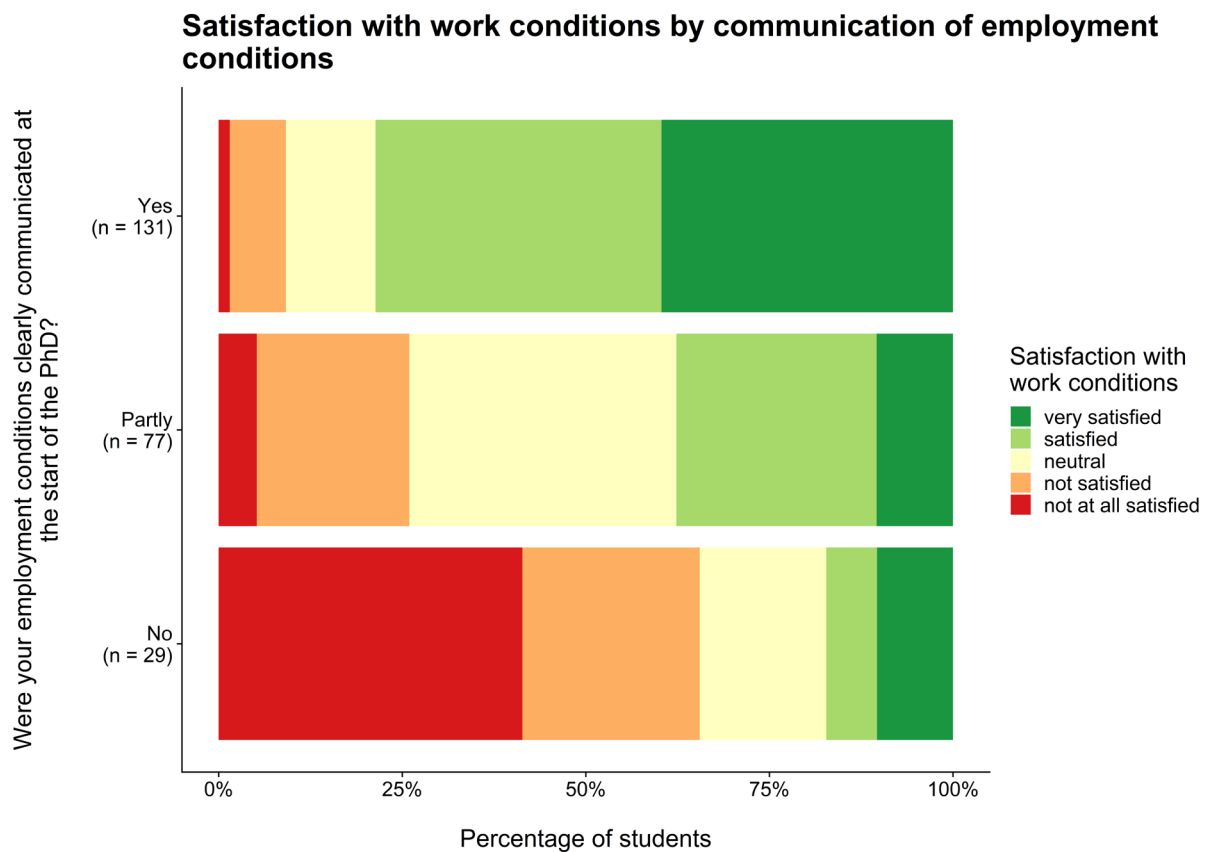


Figure 31: Satisfaction with work conditions by communication of employment conditions

4.5 Appraisal Interviews (Mitarbeitergespräche)

The survey addressed the question of whether superiors hold regular appraisal interviews in which they review their employees' performances and discuss further career prospects, as required by the Canton of St.Gallen. 40.5% of respondents who work at the university claim to have formal appraisal interviews with their superiors, 28.9% say they have informal interviews. 28.4% claim to not have any kind of appraisal interview.

Reviewed by school, SHSS and SoF seem to have a culture of holding appraisal interviews, although a lot of them are informal. LS and SEPS report the lowest percentage of appraisal interviews.

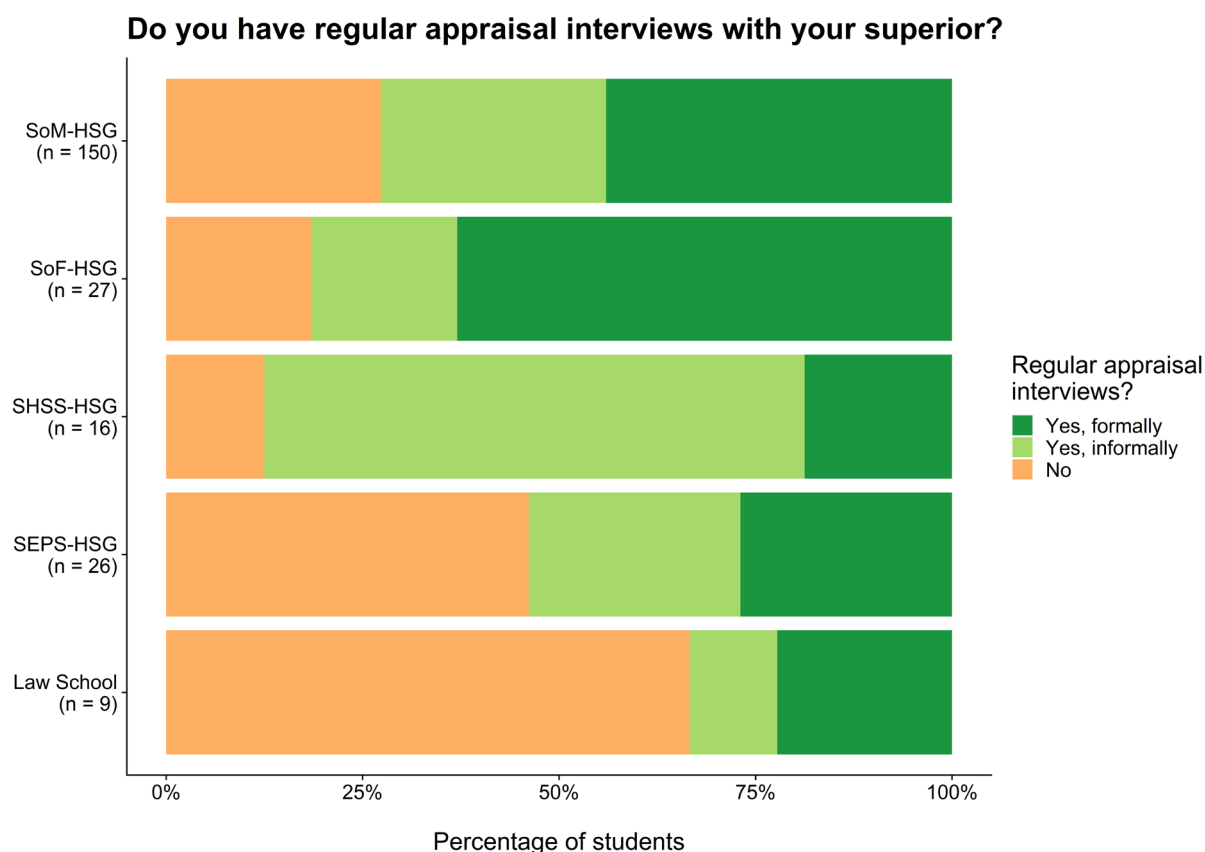


Figure 32: Appraisal interviews by school

4.6 Time Spent on Activities

The survey asked how much time respondents spend on the following activities: Thesis-related research, other research, teaching assistance, consulting/practitioner projects, administrative task and other activities. The pattern of how much time respondents spend on each activity varies widely between, but also within, schools. It has to be underlined that the question of how PhD students spend their working time depends more on their individual supervisor than their affiliation to a school or an institute. However, we can report on some general trends. Respondents working at SEPS and SoF display the highest percentages of those claiming to spend «a lot» of their working time on research related to their own thesis.

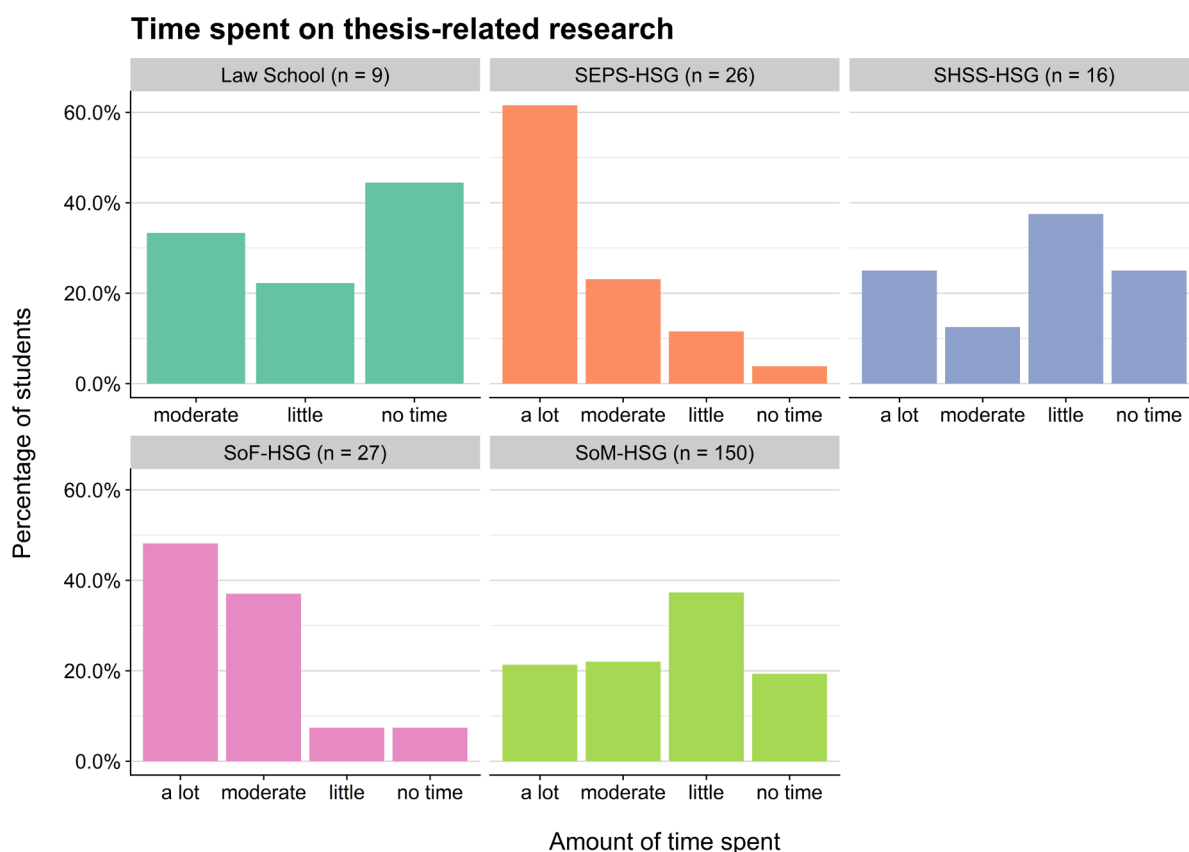


Figure 33: Time spent on thesis-related research by school

In contrast, over 40% of respondents employed at the SoM claim to spend «a lot» of time on consulting or practitioner projects. No other school displays comparable rates.

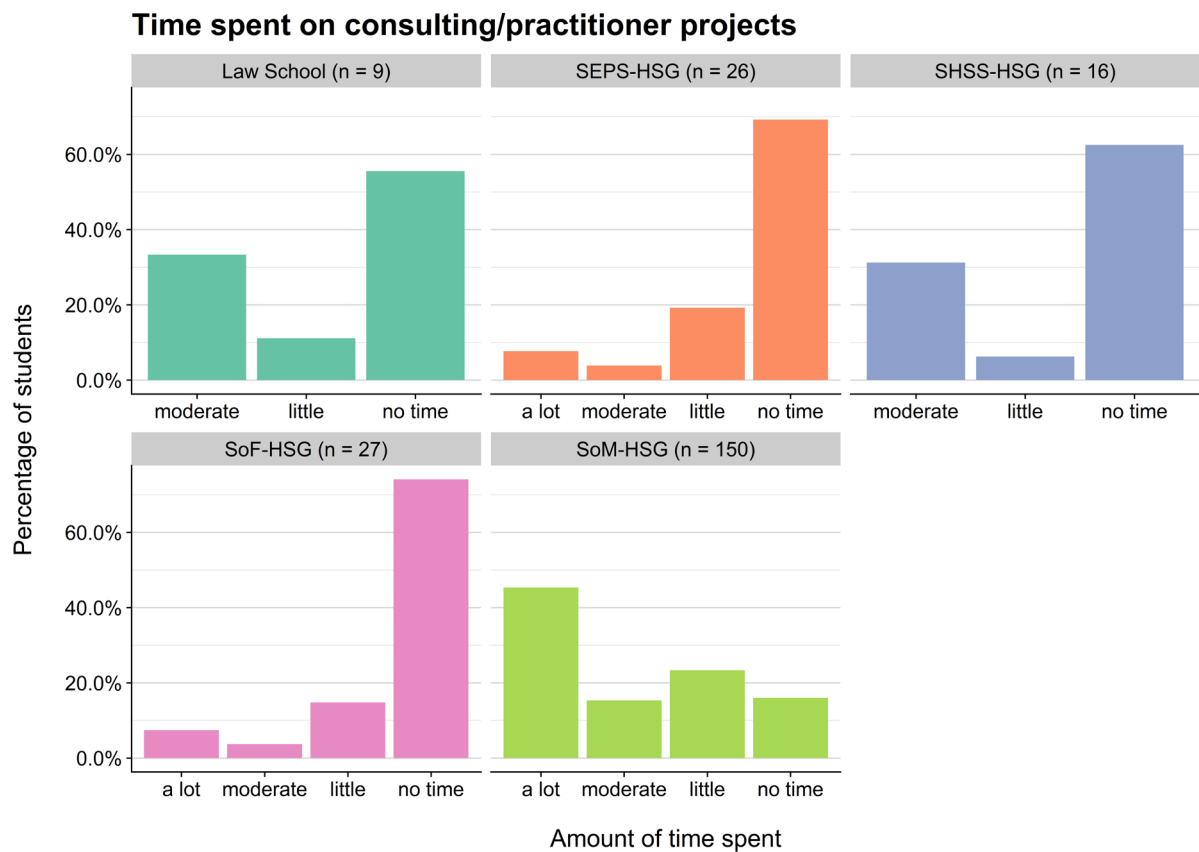


Figure 34: Time spent on consulting/practitioners projects by school

Respondents working at LS and SHSS include more respondents who spend «a lot» of time on administrative tasks.

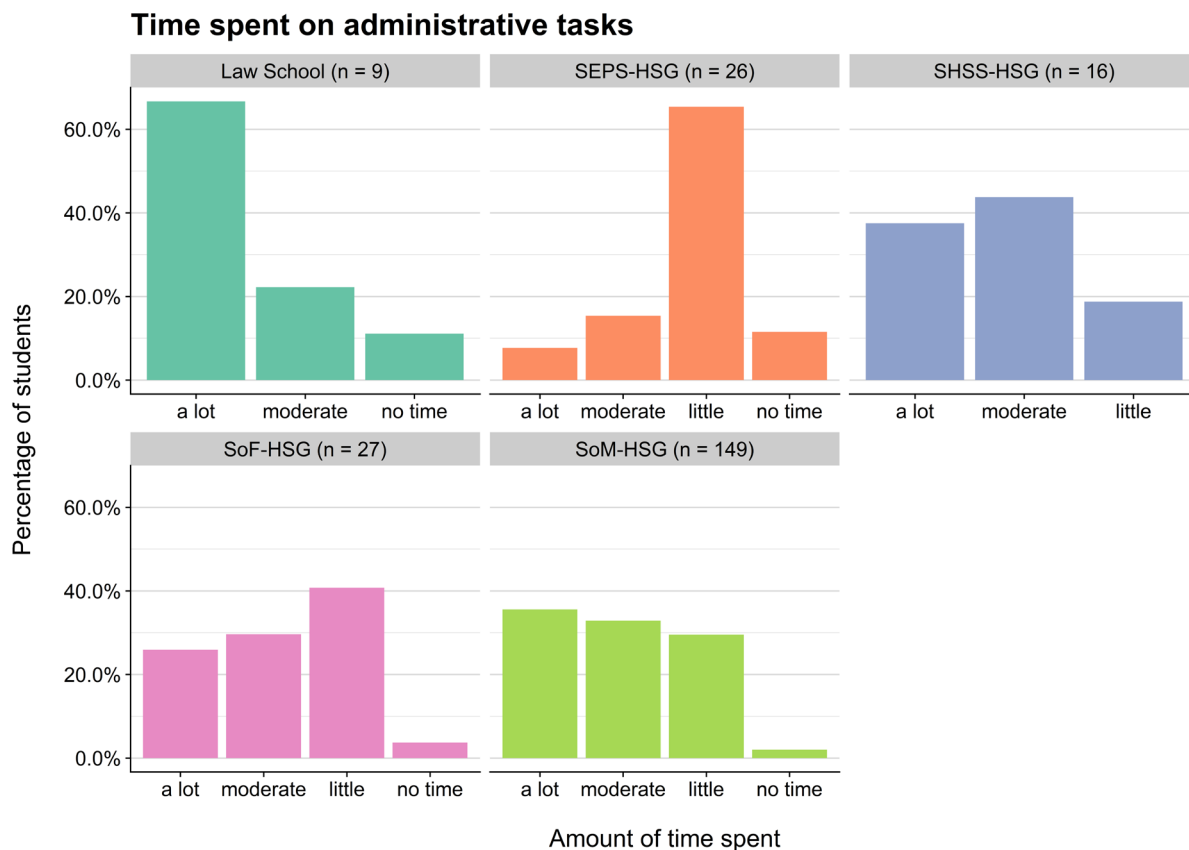


Figure 35: Time spent on administrative tasks by school

The results show that superiors, and likely schools and institutes, interpret the definition of what falls into the PhD students' job portfolio differently. Consequently, PhD students work and study under very different circumstances depending on who they work for. It is safe to say that there are no equal opportunities to graduate and pursue an academic career for PhD students. The university is well-advised to consider the question of how much of PhD students' working time should be devoted to their own research, and to define a minimum standard.

4.7 Workload

48.3% of respondents who work at the university claim that it is impossible to manage their workload within their defined working hours. This number is a first indication that a lot of PhD students are overworked. The shares differ by school, with SoM, SoF and SHSS displaying the highest percentages of «unmanageable» workloads.

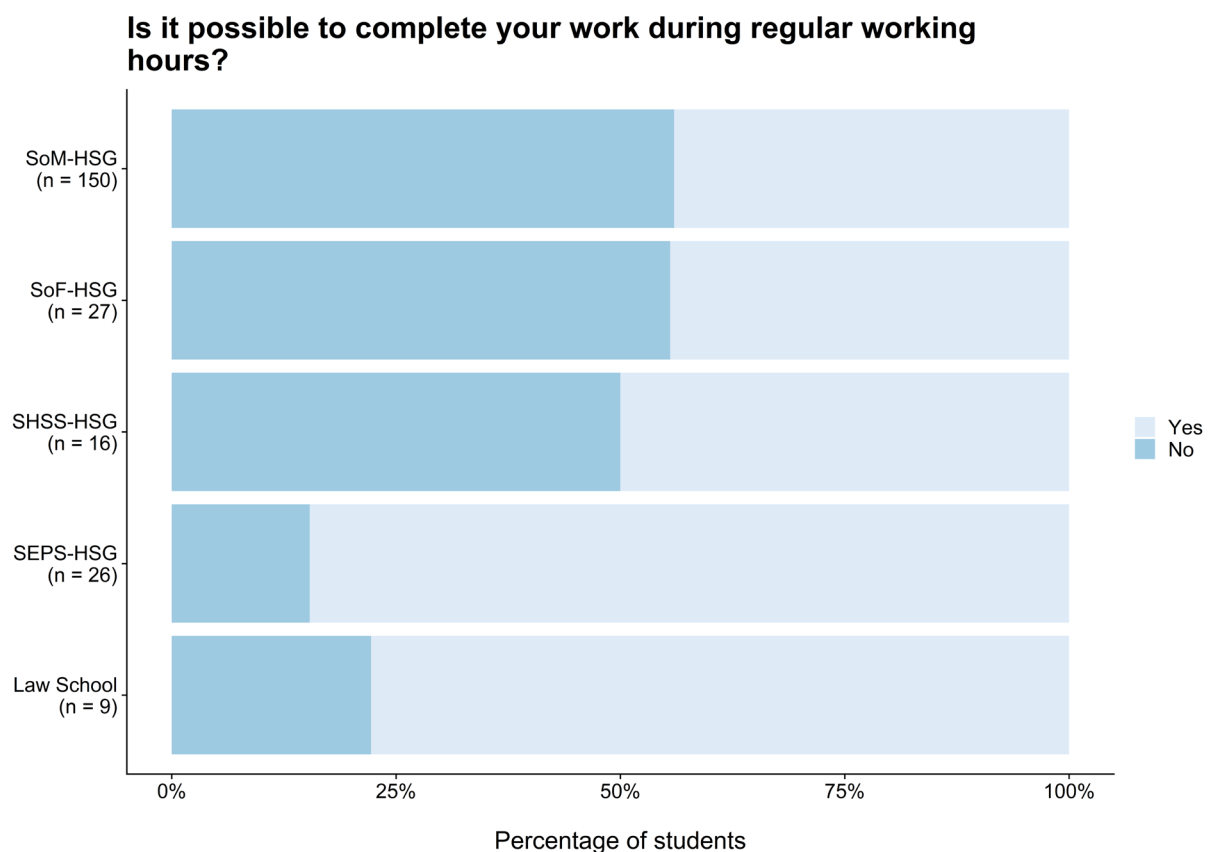


Figure 36: Manageable workload by school

The correlation of the question on which activity respondents spend «a lot» of time, and the question of whether their workload is manageable, results in a clear picture. Over 75% of respondents who spend «a lot» of time on consulting or practitioner projects claim to have an unmanageable workload. «A lot» of time spent on administrative tasks seems to be indicative of an unmanageable workload as well. The correlation is an indication of why so many respondents working at SoM and SHSS claim to have an unmanageable workload, as respondents at those schools claim to work «a lot» in consulting and administrative tasks, respectively.

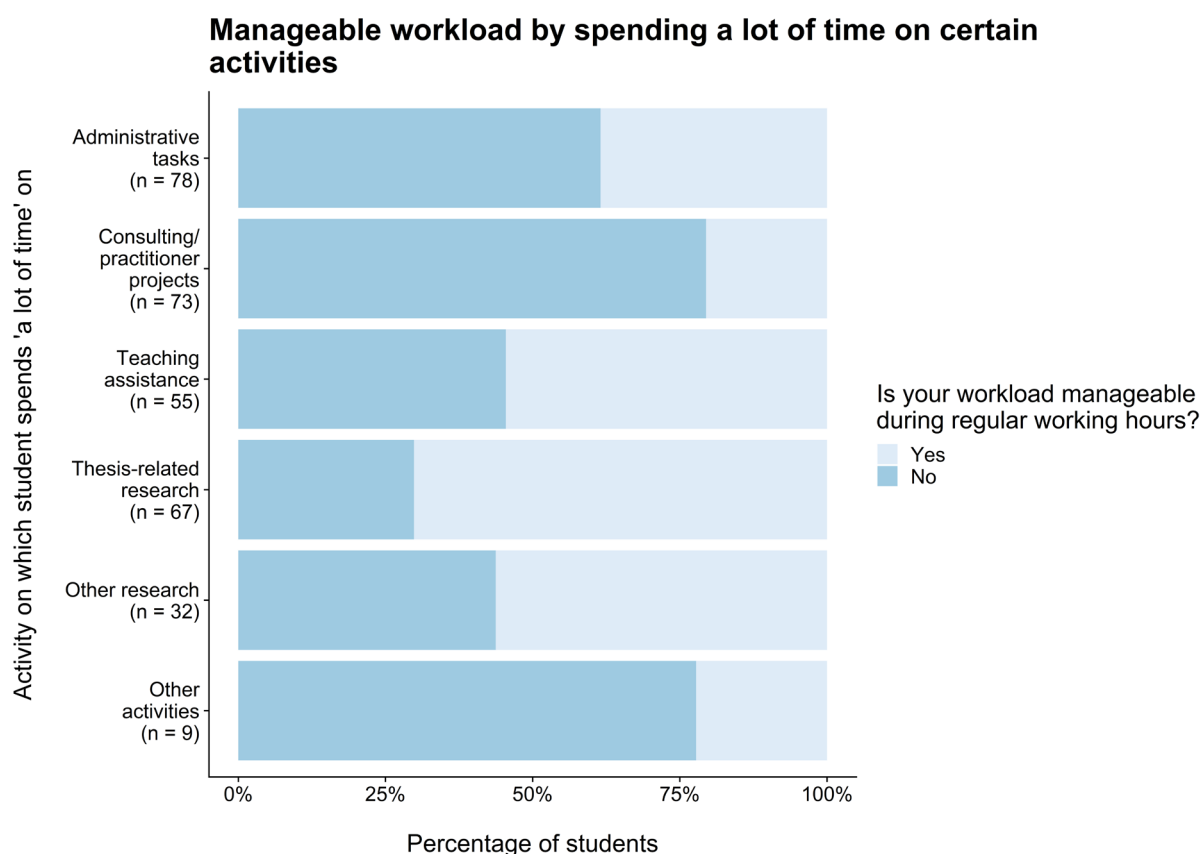


Figure 37: Manageable workload by activities

4.8 Overtime

A vast majority of respondents report working overtime. All schools display high percentages of overtime, with the SEPS being at the lowest with around 50%.

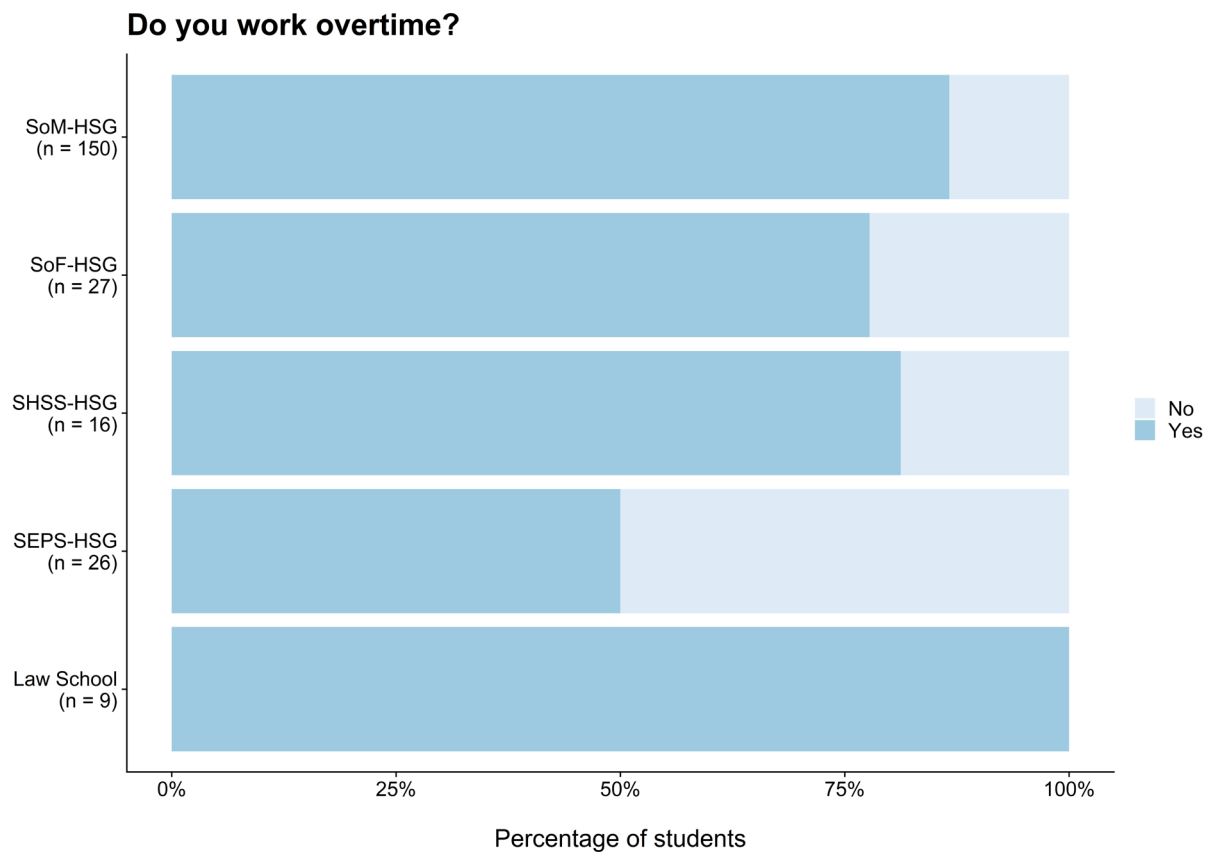


Figure 38: Overtime by school

When asked whether and how they are compensated for overtime, 47.9% of respondents claim that they receive no compensation at all. A compensation in the form of more vacation days, a reduced workload at a later point in time or specified time off work are relatively common, too. A small minority claims to receive a monetary compensation for overtime (multiple answers were possible).

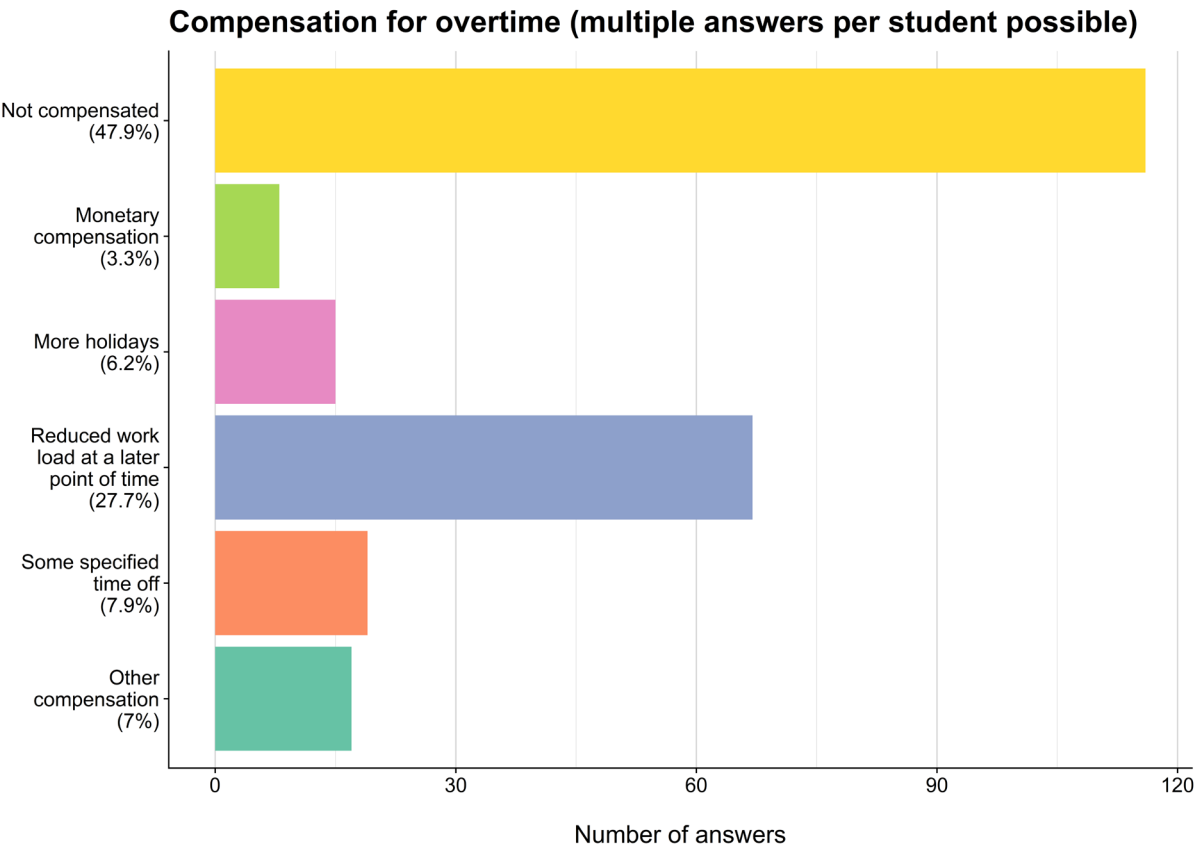


Figure 39: Compensation for overtime

The analysis by school shows that no compensation at all for overtime is relatively common at SoM and SoF, while LS, SEPS and SHSS seem more likely to grant compensations in the form of more vacation time or a reduced workload in the future.

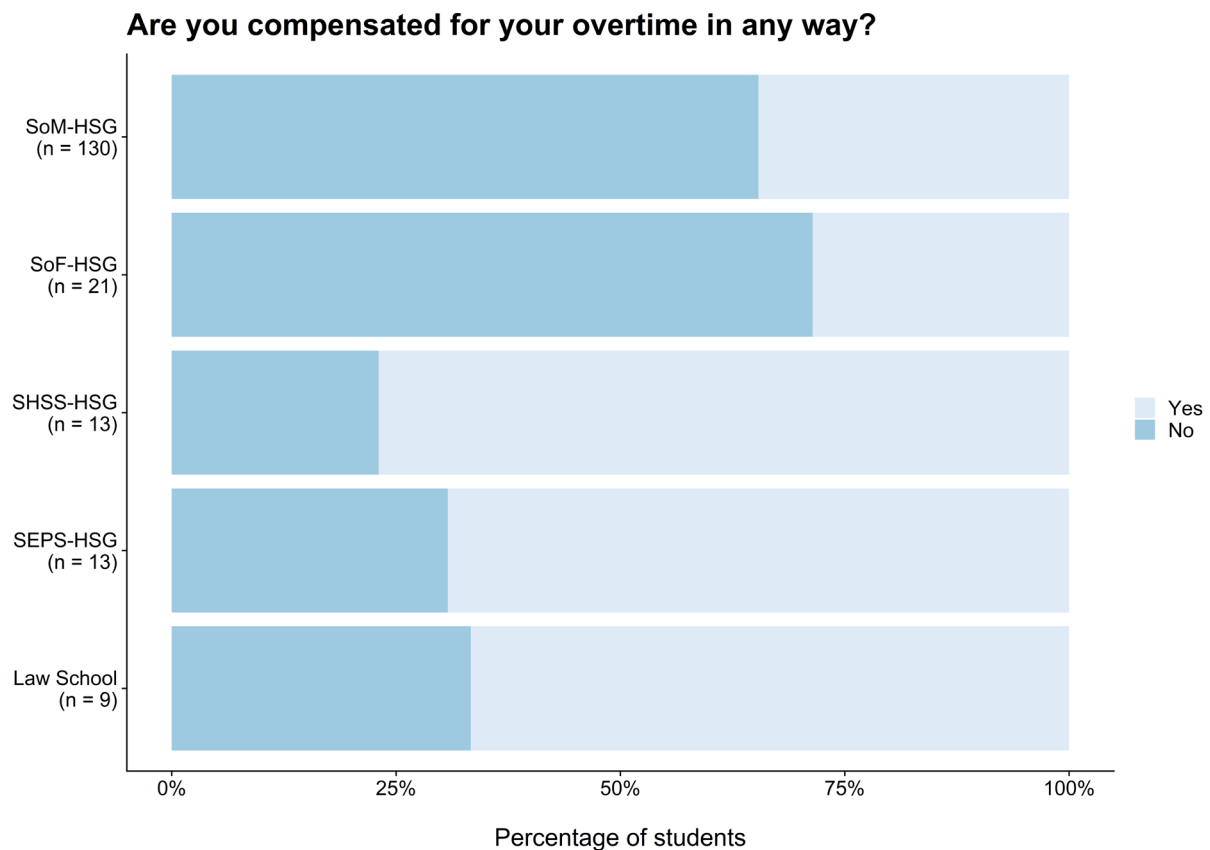


Figure 40: Compensation for overtime by school

It is worrying to see how many PhD students claim to work overtime without being compensated. Having a flexible work arrangement is an advantage for most PhD students, as it gives them the possibility to get time off at labour-intensive stages of their PhD project. However, the time off work has to reflect the actual overtime that is being worked. PhD students are public employees and are entitled to compensation for overtime in either money or free time. This is especially important if their superior does not allow work on the PhD project during regular working hours.

However, a lot of time is necessary to complete a doctorate and, of course, PhD students have to invest free time on their research project as well. Overtime on any other tasks, however, should be compensated in a fair and transparent way. It is up to the university to ensure this.

4.9 Flexibility

The respondents describe the working arrangements at the university overall as rather flexible. 78.0% of respondents report to be flexible or somewhat flexible considering their working hours and work location. 22.0% claim to have fixed core times at the office.

All schools display a pattern of high flexibility, with the SoM showing a slightly higher percentage of fixed core times.

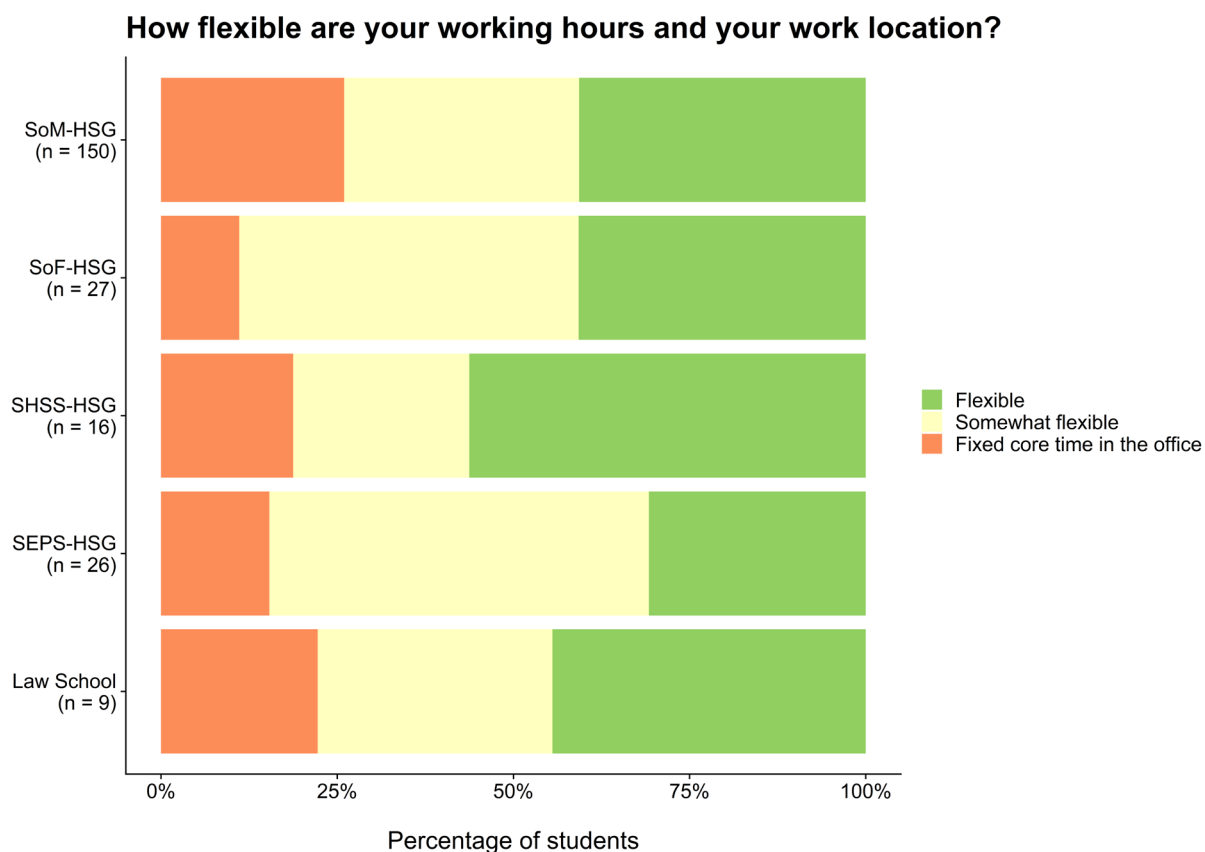


Figure 41: Flexibility of working hours and location

4.10 Salary

A majority of respondents who work at the university (62.9%) perceive their salary to be fair. In contrast, 34.9% consider their remuneration as unfair. SoM and SoF, the schools with the highest percentages of uncompensated overtime, display the highest percentages of dissatisfaction with the salary.

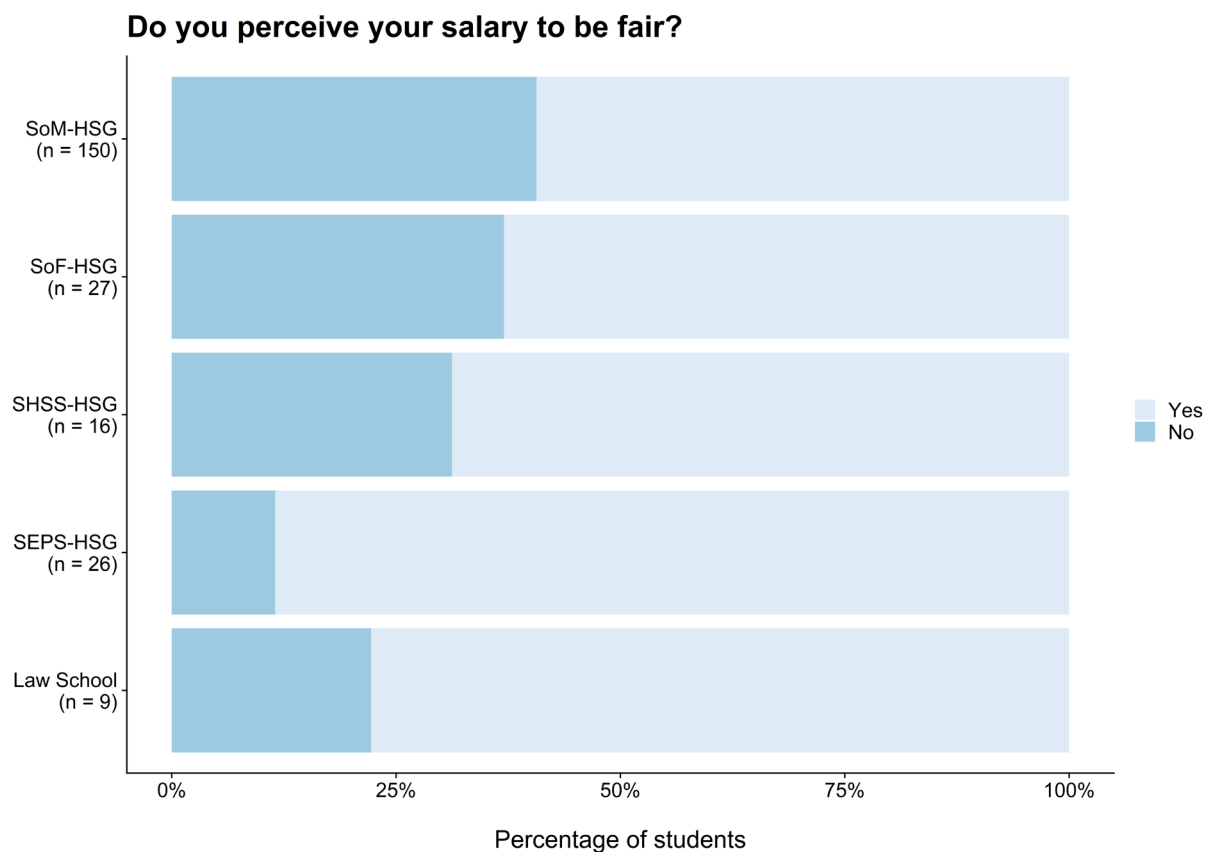


Figure 42: Perceived fairness of salary

4.11 Power Disparity

When asked whether they feel their superior takes too much advantage of his or her power, 61.6% of respondents who are employed at the university answer with no. The main complaints of exploitative and abusive behaviour are claims of superiors to co-authorship without any substantial contribution (19.0% of respondents employed at the university), being asked to work on weekends (13.8%) and implicit or explicit threats of not getting the PhD (12.5%).

Figure 43 shows the claims in detail. Note that multiple answers were possible.

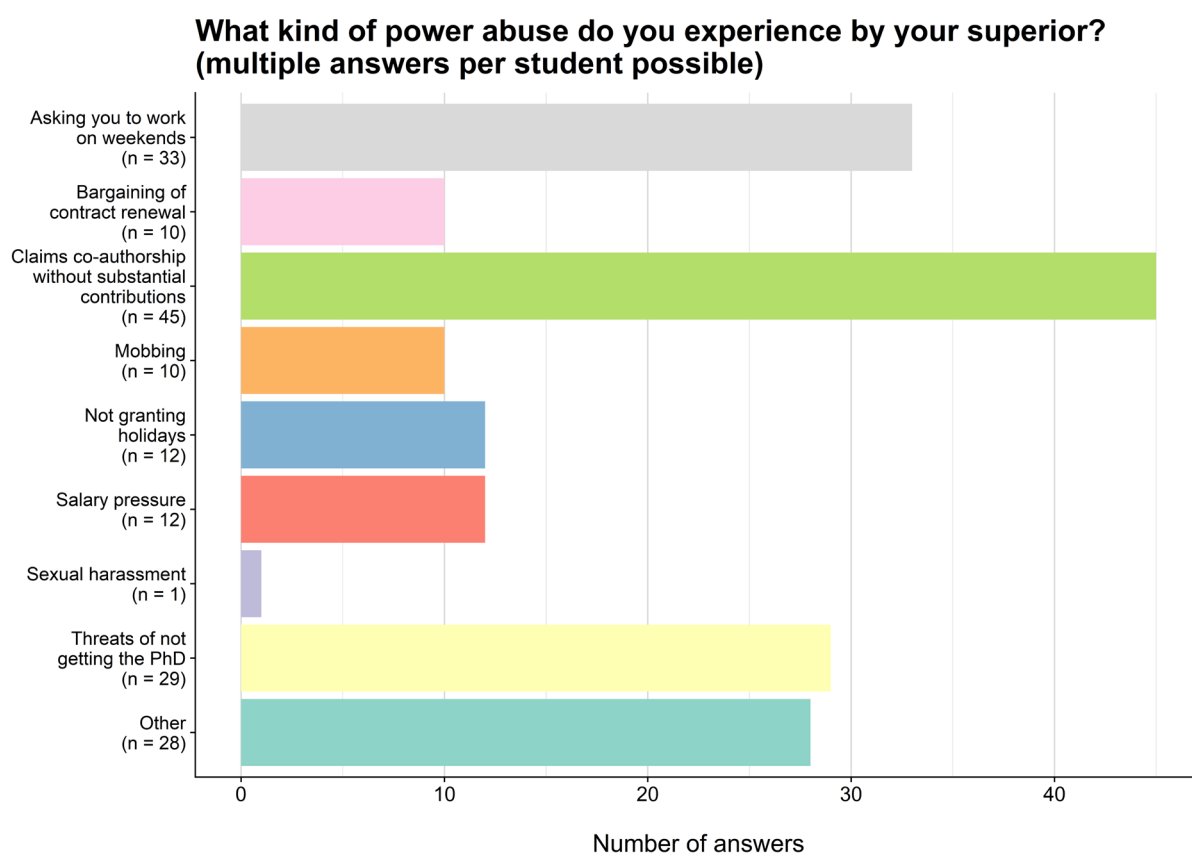


Figure 43: Abuse of power by supervisor

It seems relatively common for supervisors to exploit the power disparity between PhD students and themselves. While some of these cases might be based on differences in perception or misunderstandings, the sheer numbers indicate a deeper structural problem. Supervisors need to be aware of the boundaries of what they can and cannot ask of PhD students, for example compulsory work on weekends. They also need to be sensitized to the fact that PhD students depend on them in more than one way. The doctoral degree can be used as leverage to get PhD students to comply with unacceptable working conditions. The university has to take steps to ensure supervisors fulfil their leadership role and to protect PhD students in abusive or exploitative situations.

4.12 Open Comments on Working Conditions

40 respondents commented on their working conditions. This is a selection from the comments.

- «The work load for the chair is more than the contract defines.»
- «I dislike the fact that we are paid for 70 percent, but have to work for 100 percent.»
- «No leadership at all, no making sure that workload is equally distributed, no adequate replacement of employees after they leave»
- «Co-authorship on papers without any substantial contribution should not be tolerated at HSG.»
- «I like my working conditions and my work environment very much.»
- «Too many projects. No chance to do the work in 6 days per week, excluding own research. And I have a 70% contract.»
- «My supervisor often mentions that he has power over me»
- «Too much administrative work and not enough time for research, but at the same time high pressure to publish in top journals. No support for academic career.»
- «His explicit rule is: I am FIRST author on all your papers till you handed in your dissertation. Sometimes he does not even read the articles himself.»

5 Personal and Professional Development

5.1 Consultation of Supervisor Regarding Career Development

35.8% of the PhD candidates consult their supervisor regarding their future career opportunities. 34.9% on the other hand feel like they do not need the support of their supervisor with regards to their career development.

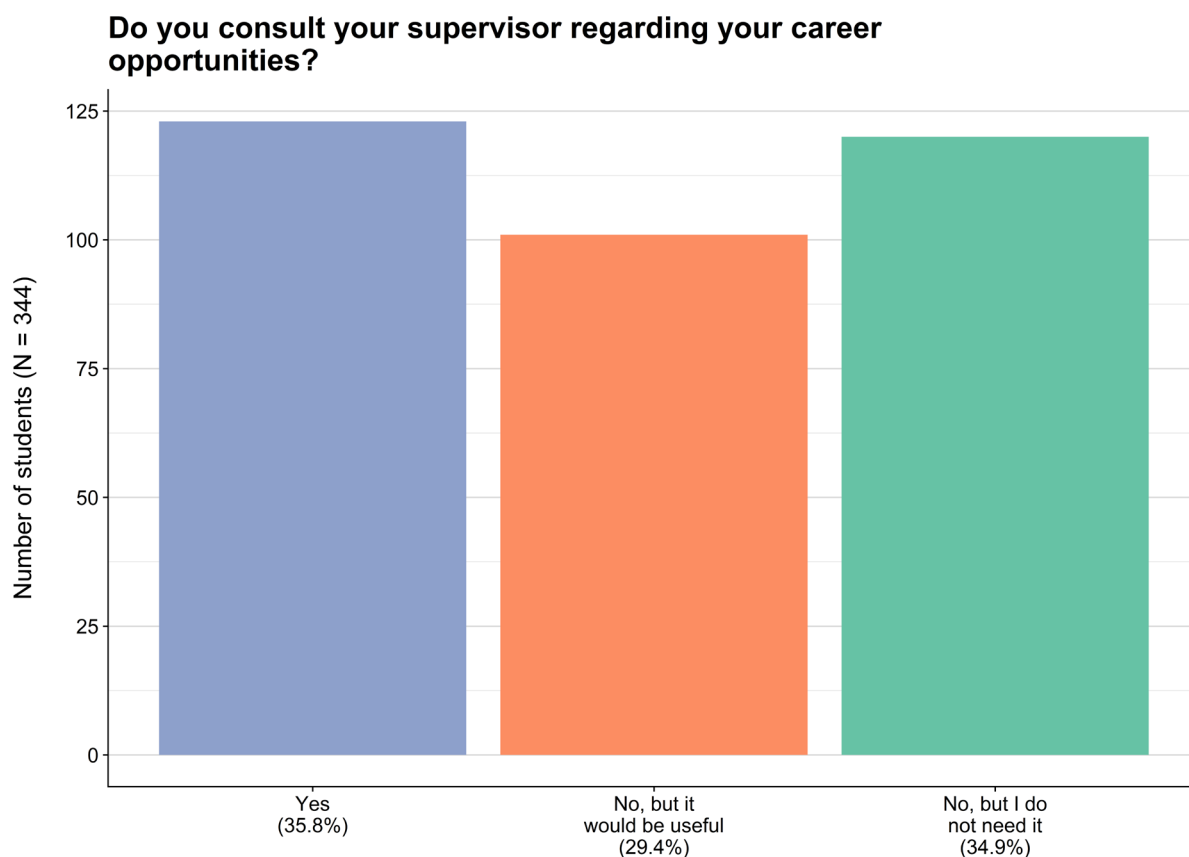


Figure 44: Consulting with supervisor regarding career opportunities

5.2 Personal Development/Soft-Skill Courses

HSG offers a range of courses for PhD students next to the mandatory coursework such as the Young Investigator Programme (YIP). These courses inform students about funding options and career opportunities. They teach academic writing skills or how to implement digital tools in teaching. Unfortunately, only 16.9% of the PhD students are actively encouraged by their supervisors to participate in such courses and 9.3% of the respondents even report that their supervisor is opposed to the idea of participation. It is a pity that many supervisors still perceive such courses as a waste of time and reduction in work-time of their PhD students. All PhD students should be able to participate in personal development and soft-skill courses because they prepare them not only for their future career, but also for their work at HSG. It should be considered whether such personal development courses can be integrated in the doctoral programmes.

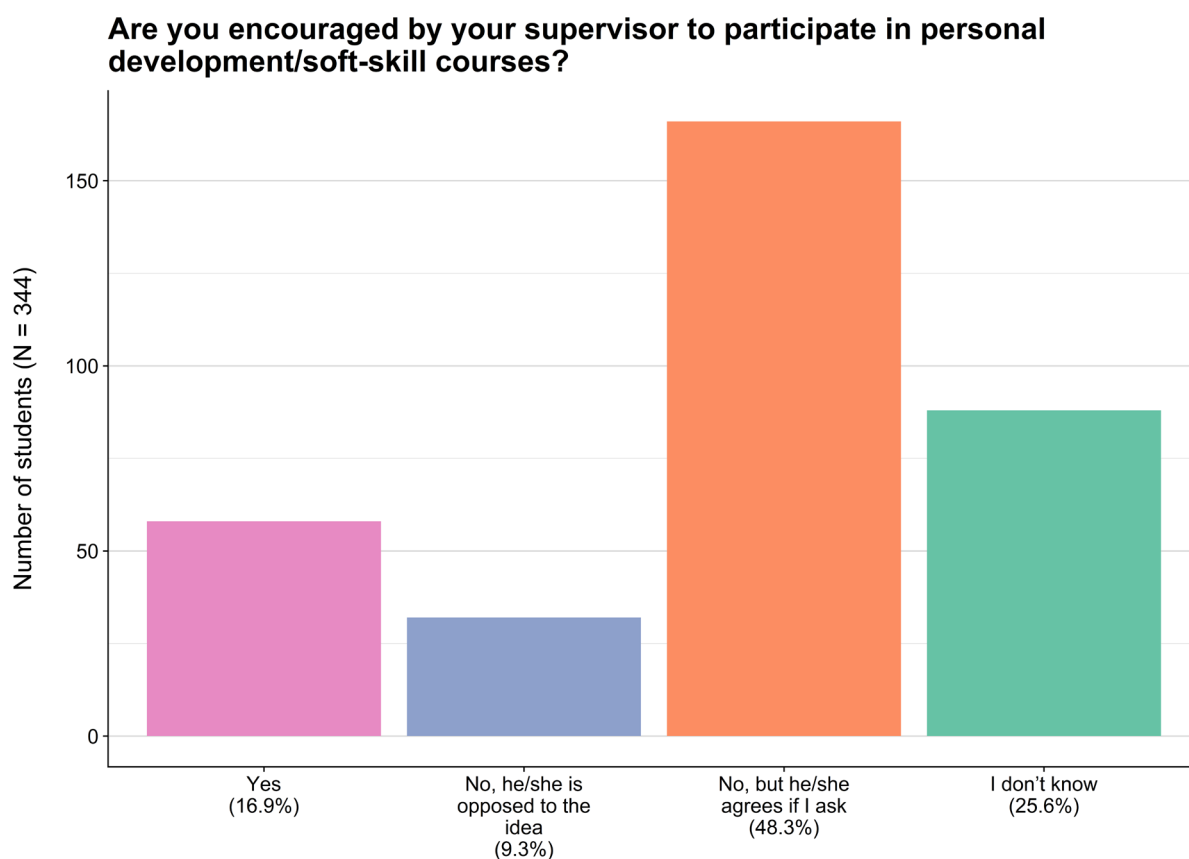


Figure 45: Encouraged by supervisor to attend soft-skill courses

5.3 Academic Career

In contrast to the number of respondents who claim their motivation for the PhD was pursuing a career in academia (23.7%), the share of PhD students who consider a career in academia is almost 15 percentage points higher (38.3%). This means that some doctoral students develop an interest in an academic career while working on their thesis. For this group, it is particularly important that the university and their supervisors support and deepen their academic skills and prepare them for an – often challenging – career in academia.

Participation in academic conferences, enough time for research and participation in the above-mentioned courses are very important in this regard. Furthermore, it is noteworthy that many of the participants who indicated «other» commented in the freetext comment boxes that they used to consider a career in academia but have been disillusioned through their PhD experience at HSG.

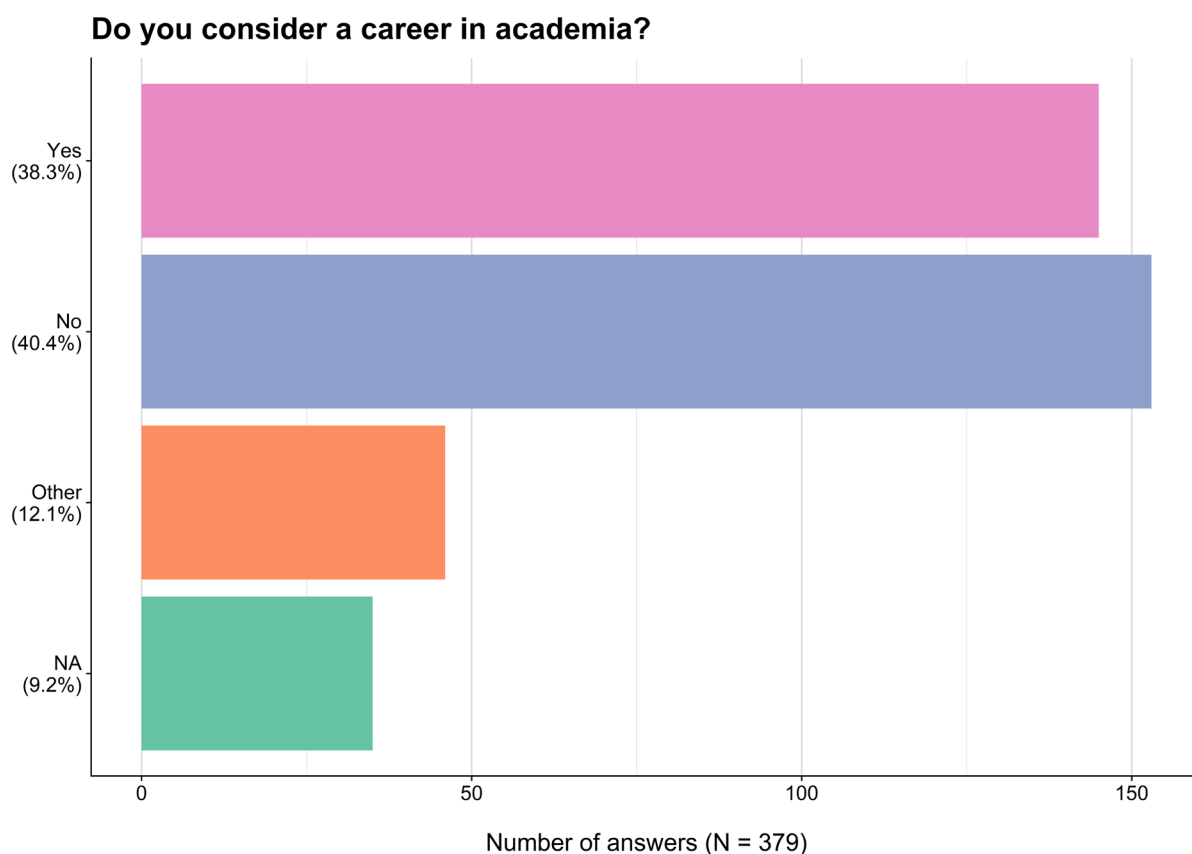


Figure 46: Considering a career in academia

The results reveal different patterns among the schools when it comes to considering a career in academia. At SEPS, SHSS and SoF, the majority of the PhD students would like to pursue a career in academia.

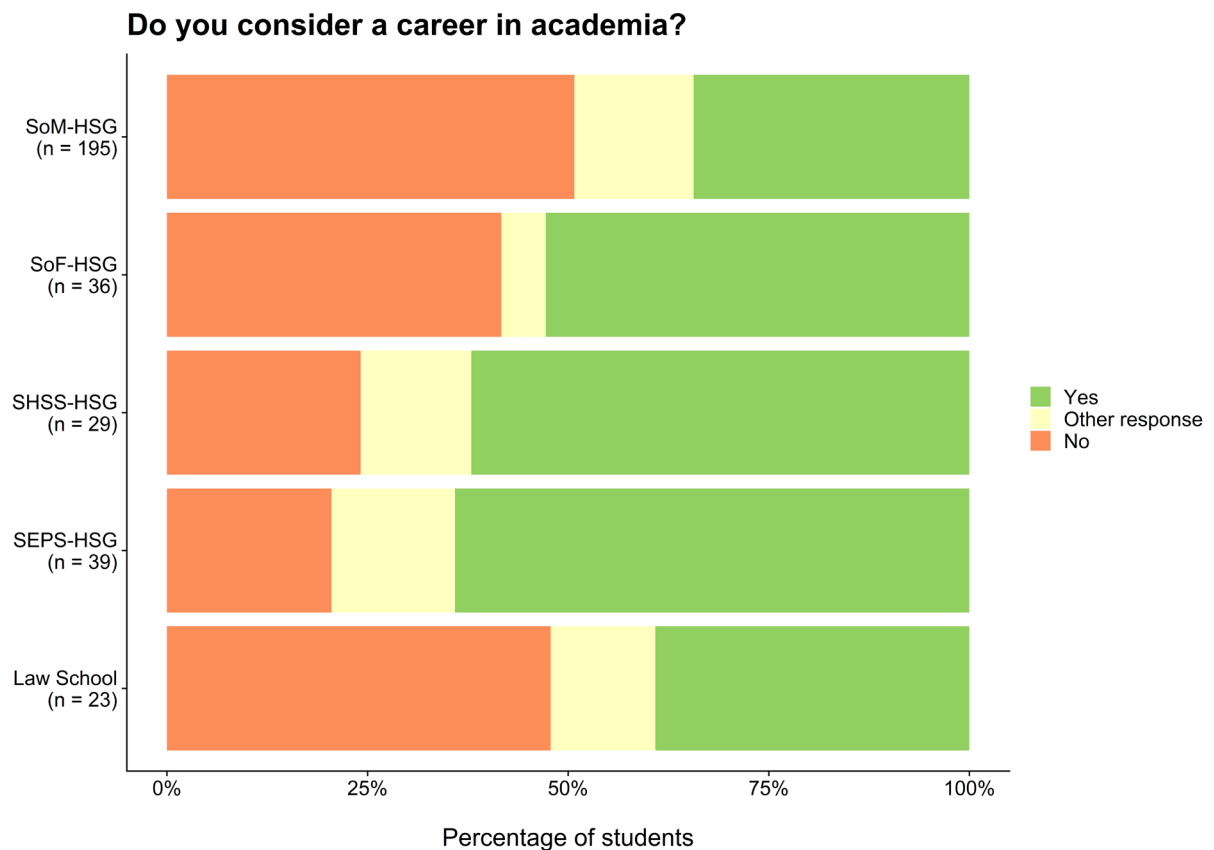


Figure 47: Considering a career in academia by school

5.4 Points of Contact in Case of Problems

As the previous results have shown, some PhD students experience difficulties with their supervisor. Unfortunately, the majority (58.8%) of PhD candidates does not actively know whom to contact to address these problems. 26.2% does not even know where to look up the information if needed. Information on support and contact points for doctoral students should be communicated more clearly, for example by the programme managers and the PhD office. Another important finding is that 9.0% report to be scared to seek help. This is alarming. It shows that not all doctoral students who encounter problems report them and feel free to talk about their problems. Especially with regard to the abuse of power of some supervisors, it is likely that a lot of cases are not reported, as students are too scared of the consequences to seek help. PhD students need to be well informed about contact points and to be able to seek help without fear.

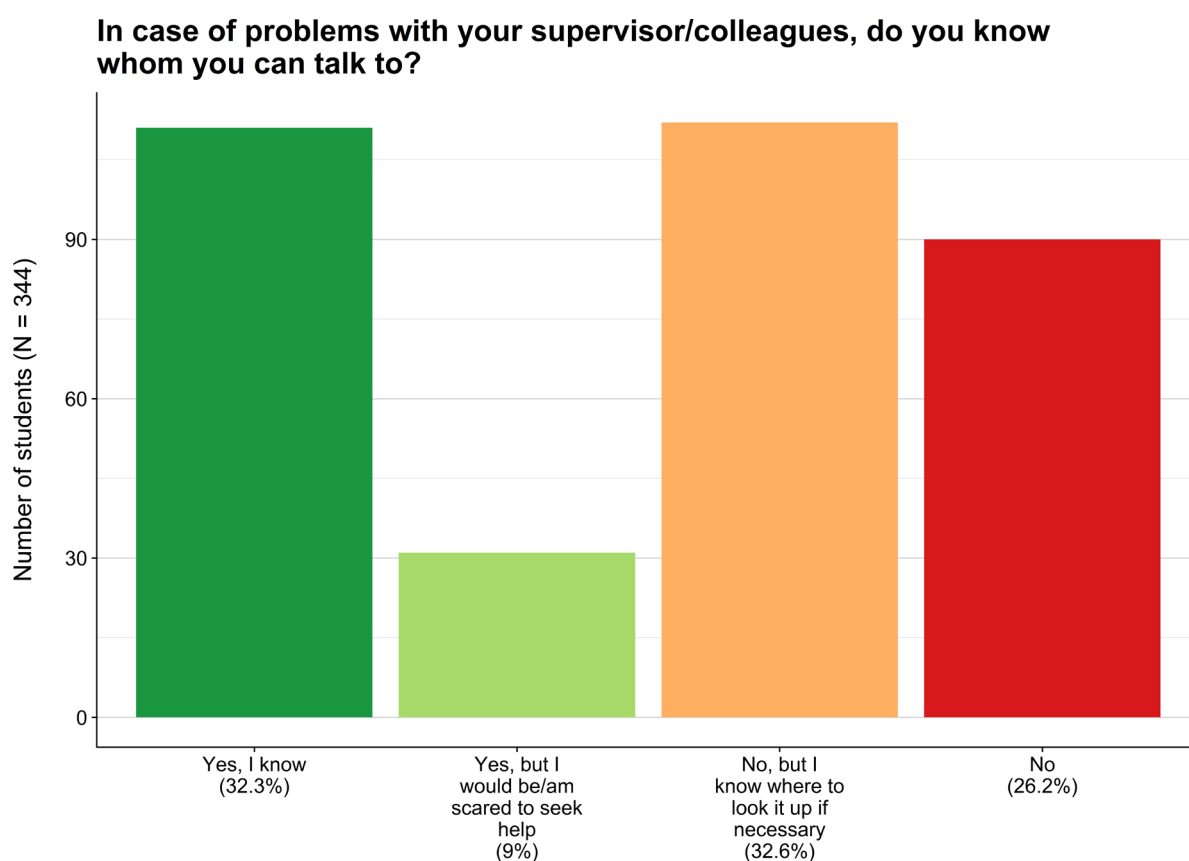


Figure 48: Knowing who to talk to in case of problems

5.5 Open Comments on the Personal and Professional Development

32 respondents commented on the topic of personal and professional development. -This is a selection of these comments.

- «I would also find it helpful if the University had a fund, where PhDs could apply for instance for conference money or financial support for their research projects etc. as the opportunity to get such financial support varies strongly between different institutes.»
- «More information would be helpful. YIP is really good but what else can we do?»
- «I would prefer if there was some centralized entity that takes care of career development for future faculty (also at the PhD level) and that is in frequent communication with the PhD supervisor/employer.»

6 Conclusion and Recommendations

Based on the results of the survey, we conclude that a majority of PhD students are satisfied with their study and work conditions at the University of St.Gallen. However, the survey also reveals substantial structural problems, especially in the areas of supervision and working conditions. It is the university's responsibility to ensure that PhD students are being treated in an ethical, respectful and fair way and that they have equal chances in reaching their academic goals. Thus, we make the following suggestions:

6.1 PhD Programmes

- Courses in the coursework stage are not considered to be helpful by many respondents. We recommend that programme managers evaluate in greater detail how to improve the program's curriculums.
- We recommend to substantially lower the fees that PhD students pay on top of the tuition fees and to make transparent what the PhD students are actually paying for.
- Tuition fees are very high, especially for non-Swiss students, and in comparison to other Swiss universities. Thus, the tuition fees should ideally be lowered but at a minimum not be increased in the future.
- 48% of respondents claim to be uninformed or only partly informed on the graduation requirements of their PhD program. We recommend to structurally improve communication between PhD programmes and students.

6.2 Supervision

- We strongly recommend to discuss and clarify expectations concerning PhD project and assistant positions before entering a supervisor – PhD student relationship, preferably in the form of a PhD agreement. The university should ensure the monitoring and compliance of such PhD agreements.
- We maintain that quality supervision is time and labour-intensive. Therefore, we recommend that professors should not supervise more than 10 PhD students.
- Quality supervision requires time and presence. We therefore recommend that supervisors and PhD students meet at least once each semester to discuss the progress of the PhD project. It is the university's responsibility to develop corresponding guidelines and monitor the compliance.
- The survey shows that PhD students appreciate exchange and support between their peers. We therefore recommend to encourage and support peer networking opportunities such as writing groups. These could be organized on the institute, department or programme level.
- To pursue an academic career, it is important to attend academic conferences. However, the survey shows that many PhD students do not attend conferences for financial reasons. The university should provide funding possibilities that are easily accessible for PhD students to attend conferences. Additionally, supervisors should actively encourage and support their PhD students to present their research in academic contexts.

6.3 Working Conditions

- Quality research needs time. We therefore recommend that PhD students should be entitled to use a part of their paid working time to work on their PhD projects. The university should define a minimum standard, such as one day a week for 70% of employment, which should count into the paid working time.
- The dual position as supervisor and superior facilitates a power disparity between supervisor and PhD student. We recommend to disentangle the two positions, for example by introducing thesis committees.
- The employment conditions of the assistant position, such as working hours, presence time and duration of the contract should be clear and transparent before a contract is signed. Regular appraisal interviews should be used to discuss and, if necessary, renegotiate the working conditions.
- PhD students should be able to invest time in their PhD project. Therefore, the university should not tolerate PhD students having to work uncompensated overtime.
- The university should enforce the rule that only those people who make a significant scientific contribution to a publication are to be considered co-authors. This is, as of now, not always the case.
- Supervision is a complex and demanding endeavour. The university should support professors with training opportunities in the areas of thesis supervision, leadership and HR management.

In order to ensure the further improvement of the study and working conditions of PhD students at HSG in the medium to long turn, it is essential to implement institutional and structural changes. The university should not only develop guidelines but also monitor and enforce their compliance. To this end, we suggest to strengthen and expand the respective authorities in the university's administration.

Appendix

PhD Survey

Overview:

- I. Overall satisfaction (questions 1-4)
- II. Doctoral program (questions 5-10)
- III. Supervision (questions 11-19)
- IV. Employment conditions (questions 20-31)
- V. Personal and professional development (questions 32-36)
- VI. Demographic details (questions 37-46)

I. Overall satisfaction

1. Are you happy with the decision to pursue a PhD at HSG?

<i>not at all happy (1)</i>	<i>not happy (2)</i>	<i>neutral (3)</i>	<i>happy (4)</i>	<i>very happy (5)</i>
☐	☐	☐	☐	☐

2. How satisfied are you in general...

	<i>not at all satisfied (1)</i>	<i>not satisfied (2)</i>	<i>neutral (3)</i>	<i>satisfied (4)</i>	<i>very satisfied (5)</i>	<i>not applicable</i>
... with your doctoral program (PMA, PIF, PEF, DOK, DIA, or DLS).	☐	☐	☐	☐	☐	☐
... with the supervision of your doctoral thesis.	☐	☐	☐	☐	☐	☐
... with your work conditions (if employed at the university).	☐	☐	☐	☐	☐	☐
... with the services offered by the PhD office.	☐	☐	☐	☐	☐	☐

3. How appropriate do you perceive the following fees for your doctoral studies?

	<i>not appropriate (1)</i>	<i>neutral (2)</i>	<i>appropriate (3)</i>
Semester fees (CHF 626.-/ semester for domestic students and CHF 1076.-/ semester for foreign students)	☐	☐	☐
Additional compulsory fees (enrollment fee: CHF 250; examination fee for submission of research proposal: CHF 300; examination	☐	☐	☐

fee for submission of Ph.D. thesis; Electronic publication of the thesis: CHF 450)			
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4. What was your primary motivation to pursue a PhD at HSG?

- ☐ I was interested in a specific topic
- ☐ I was interested in an academic career
- ☐ I wanted to improve my career chances
- ☐ I was interested in a specific program at HSG
- ☐ Other (*please specify below*)

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II. Doctoral Program

5. Do you know the rules and regulations for doing a PhD at HSG?

- ☐ Yes
- ☐ Partly
- ☐ No

6. Were the requirements for graduation (e.g. number of publications, duration of studies, coursework, etc.) clearly communicated to you when you started your doctoral studies?

- ☐ Yes
- ☐ Partly
- ☐ No *(please specify below how this could be improved)*

7. Do you think that writing your research proposal (Vorstudie) was/is useful for you as a doctoral researcher as part of your doctoral studies?

- ☐ Yes
- ☐ No *(please specify below how this could be improved)*

8. If you already defended your research proposal (Vorstudie), did you receive helpful feedback by your supervisors?

- ☐ Yes
- ☐ No *(please specify below how the feedback could be improved)*

9. How useful were the courses you took within your doctoral studies?

	<i>not at all useful (1)</i>	<i>not useful (2)</i>	<i>neutral (3)</i>	<i>useful (4)</i>	<i>very useful (5)</i>	<i>not applicable</i>
Courses in the coursework stage (before the submission of the research proposal (Vorstudie))	o	o	o	o	o	o
Courses in the research stage (after the submission of the research proposal (Vorstudie))	o	o	o	o	o	o

10. Do you have any additional comments on the doctoral program?

{open question}

III. Supervision

11. How many PhD students (do you think) does your professor supervise including you (internal and external doctoral candidates)?

- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ More than 15
- ☐ I don't know

12. By whom and how often do you receive individual feedback on your doctoral thesis-related research?

	<i>never</i>	<i>less than once per year</i>	<i>at least every year</i>	<i>at least every six months</i>	<i>at least every month</i>	<i>at least every week</i>	<i>daily</i>
Your supervisor(s)	☐	☐	☐	☐	☐	☐	☐
Other researchers with a doctoral degree (e.g. Postdoc or Assistant Professor)	☐	☐	☐	☐	☐	☐	☐
Other doctoral students	☐	☐	☐	☐	☐	☐	☐
External collaborators	☐	☐	☐	☐	☐	☐	☐

13. How satisfied are you with the frequency and the quality of the individual feedback by...

...your supervisor(s)						
	<i>not at all satisfied (1)</i>	<i>not satisfied (2)</i>	<i>neutral (3)</i>	<i>satisfied (4)</i>	<i>very satisfied (5)</i>	<i>not applicable</i>
satisfied with the frequency	☐	☐	☐	☐	☐	☐
satisfied with the quality	☐	☐	☐	☐	☐	☐
...other researchers with a doctoral degree (e.g. Postdoc or Assistant Professor)						
	<i>not at all satisfied (1)</i>	<i>not satisfied (2)</i>	<i>neutral (3)</i>	<i>satisfied (4)</i>	<i>very satisfied (5)</i>	<i>not applicable</i>
satisfied with the frequency	☐	☐	☐	☐	☐	☐
satisfied with the quality	☐	☐	☐	☐	☐	☐
...other doctoral students						
	<i>not at all satisfied (1)</i>	<i>not satisfied (2)</i>	<i>neutral (3)</i>	<i>satisfied (4)</i>	<i>very satisfied (5)</i>	<i>not applicable</i>
satisfied with the frequency	☐	☐	☐	☐	☐	☐
satisfied with the quality	☐	☐	☐	☐	☐	☐
...external collaborators						
	<i>not at all satisfied (1)</i>	<i>not satisfied (2)</i>	<i>neutral (3)</i>	<i>satisfied (4)</i>	<i>very satisfied (5)</i>	<i>not applicable</i>
satisfied with the frequency	☐	☐	☐	☐	☐	☐
satisfied with the quality	☐	☐	☐	☐	☐	☐

14. How often do you present your research? (multiple answers possible)

	<i>never</i>	<i>less than once per year</i>	<i>at least every year</i>	<i>at least every six months</i>	<i>at least every three months</i>
Group meetings with your supervisor's team	☐	☐	☐	☐	☐
Conferences	☐	☐	☐	☐	☐
Institute or department meetings	☐	☐	☐	☐	☐
Other opportunities (please specify below)	☐	☐	☐	☐	☐

15. Are you encouraged by your professor to attend academic conferences and/or workshops?

- ☐ Yes
- ☐ No, but he/she agrees if I ask
- ☐ No, he/she is opposed to the idea
- ☐ I don't know

16. If not, do you know why? (multiple answers possible)

- ☐ I have nothing to present
- ☐ Others may steal our ideas
- ☐ It is not worth the time
- ☐ It is too expensive
- ☐ I do not plan a career in academia
- ☐ Others (please specify below)

17. Are you encouraged by your professor to apply for external research funds (e.g. SNF Doc. Mobility, GFF, etc.)?

- ☐ Yes
- ☐ No, but he/she agrees if I ask

- No, he/she is opposed to the idea
- I don't know

18. Are there any aspects about the supervision of your doctoral thesis that you perceive as specifically positive, that we have not covered yet and you would like to share with us (a best-practice example)?

{open question}

19. Do you have any additional comments on your supervision?

{open question}

IV. Employment conditions

20. Are you employed at HSG? (conditional question for the following questions including, if possible question 34 and 35)

- ☐ Yes
- ☐ No

21. Is your supervisor and your employer/superior the same person?

- ☐ Yes
- ☐ No

22. Were the employment conditions (e.g. working hours, presence hours, type of projects, duration of contract, etc.) clearly communicated to you when you started your doctoral studies?

- ☐ Yes
- ☐ Partly
- ☐ No

The canton of St. Gallen suggests that superiors have regular “appraisal interviews” (Mitarbeitergespräch) with their cantonal employees in which they review the performance of the employee and talk about future career prospects.

https://www.sg.ch/common_content/portal_kanton_st_/publikationen_services/mein-arbeitsverhaeltnis-beim-kanton-/jcr_content/Par/downloadlist/DownloadListPar/download.ocFile/90.1%20Mein%20Arbeitsverh%C3%A4ltnis.pdf (p.7)

23. Do you have “appraisal interviews” (Mitarbeitergespräche) with your superior?

- ☐ Yes, formally
- ☐ Yes, informally
- ☐ No

24. Do you think that these meetings are/would be useful for you?

<i>not at all useful</i> (1)	<i>not useful</i> (2)	<i>neutral</i> (3)	<i>useful</i> (4)	<i>very useful</i> (5)
☐	☐	☐	☐	☐

25. How much time of your paid work (excluding specific teaching contracts) do you dedicate to the following tasks over the year? (multiple answers possible)

	<i>little (1)</i>	<i>moderate (2)</i>	<i>a lot (3)</i>	<i>not applicable</i>
Research (not related to my doctoral thesis)	☐	☐	☐	☐
Research (related to my doctoral thesis)	☐	☐	☐	☐
Administrative activities	☐	☐	☐	☐
Teaching assistance	☐	☐	☐	☐
Consulting/practitioner projects	☐	☐	☐	☐
Others (<i>please specify below</i>)	☐	☐	☐	☐

26. Do you think it is possible to cope with your work load during the working hours, which are defined by your work contract?

- ☐ Yes
- ☐ No

27. If you do overtime work, are you compensated for the overtime work?

- ☐ No, I do not work overtime
- ☐ No, I am not compensated for overtime at all
- ☐ Monetary compensation
- ☐ Reduced work load at a later point of time
- ☐ Some specified time off (Freistellung)
- ☐ More holidays
- ☐ Other

28. How flexible are your working hours and your work location?

- ☐ Fixed core time in the office (Kernarbeitszeiten)
- ☐ Somewhat flexible (core time (Kernarbeitszeiten) in the office exists but covers only a few hours per week)
- ☐ Flexible (I can work whenever and wherever I want to)

29. Do you perceive your salary to be fair?

- ☐ Yes
- ☐ No

30. Do you feel that your superior takes too much advantage of his/her power over you? If yes, what do you experience? *(multiple answers possible)*

- ☐ No
- ☐ Salary pressure
- ☐ Bargaining of contract renewal
- ☐ Asking you to work on weekends
- ☐ Not granting holidays
- ☐ Claims co-authorship on papers without any substantial contribution
- ☐ Threats of not getting the PhD (explicit or implicit)
- ☐ Mobbing
- ☐ Sexual harassment
- ☐ Yes, but others *(please specify below)*

31. Do you have any additional comments on your working conditions?
{open question}

V. Personal and professional development

32. Do you consult your supervisor regarding your career opportunities?

- ☐ Yes
- ☐ No, but it would be useful
- ☐ No, but I do not need it

33. Are you encouraged by your supervisor to participate in personal development/soft-skill courses (e.g. Young Investigator Program or didactic courses at HDZ, etc.)?

- ☐ Yes
- ☐ No, but he/she agrees if I ask
- ☐ No, he/she is opposed to the idea
- ☐ I don't know

34. Do you consider pursuing a career in academia?

- ☐ Yes
- ☐ No

35. In case of problems with your supervisor/colleagues, do you know whom you can talk to?

- ☐ Yes, I know
- ☐ Yes, but I would be/am scared to seek help
- ☐ No, but I know where to look it up if necessary
- ☐ No

36. Do you have any additional comments on your personal and professional development?

{open question}

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VI. Demographic details

37. Gender

- ☐ Male
- ☐ Female
- ☐ Other

38. Civil status

- ☐ Single
- ☐ Married/in a registered partnership
- ☐ Divorced
- ☐ Widowed

39. Do you have children?

- ☐ Yes
- ☐ No

40. Nationality

{Drop down with all nationalities}

41. What is the zip code of your home Adresse (please enter in the following format CH-9000 or D-44797 for example)?

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42. Year of matriculation in a doctoral program at HSG

{13 options, Drop down to choose from HS and FS 2012-2018 + longer}

43. In which doctoral program are you enrolled?

- ☐ PMA (Accounting, Business Innovation, General Management, or Marketing)
- ☐ PIF
- ☐ PEF (Economics, Finance, or Econometrics)
- ☐ DIA
- ☐ DLS
- ☐ DOK

If you are employed by HSG, please answer the following questions.

44. How many % are you employed at HSG according to your contract in total?
(enter number)

%

45. How many % are you employed at outside of HSG in total? (enter number)

%

46. At which institute/department are you primarily employed?

Name
ACA-HSG - Institute of Accounting, Control and Auditing
FAA-HSG - Institute for Work and Employment Research
FGN-HSG - Institute of Economics
FIM-HSG - Research Institute for International Management
FIR-HSG - Research Institute for Information Law
GIMLA-HSG - St.Gallen Institute of Management in Latin America
ICI-HSG - Institute for Customer Insight
IfB-HSG - Institute of Management
IFF-HSG - Institute of Public Finance, Fiscal Law and Law and Economics
IfM-HSG - Institute of Marketing (previously: Institute for Marketing and Trade IMH-HSG)
I.FPM-HSG - Institute for Leadership and Human Resource Management
IMP-HSG - Institute for Systemic Management and Public Governance (previously: Institute for Public Services and Tourism)
ior/cf-HSG - Institute for Operations Research and Computational Finance
IPW-HSG - Institute for Political Science
IRM-HSG - Institute of Retail Management
IRP-HSG - Institute for Legal Studies and Legal Practice (previously: Swiss Institute for Administration Courses)
ISCM-HSG - Institute of Supply Chain Management
ITEM-HSG - Institute of Technology Management with Transfer Center for Technology Management (TECTEM)
I.VW-HSG - Institute of Insurance Economics
IWI-HSG - Institute of Information Management
IWE-HSG - Institute for Business Ethics
IWÖ-HSG - Institute for Economy and the Environment
IWP-HSG - Institute of Business Education and Educational Management
KMU-HSG - Swiss Research Institute of Small Business and Entrepreneurship

LOG-HSG - Research Institute for Logistics Management
MCM-HSG - Institute for Media and Communication Management
OPSY-HSG - Research Institute for Organizational Psychology
s/bf-HSG - Swiss Institute of Banking and Finance
SEW-HSG - Swiss Institute for Empirical Economic Research
SIG-HSG - St.Gallen Institute of Management in Asia
SIAM-HSG - Swiss Institute for International Economics and Applied Economic Research
Other
I do not want to specify

VII. Endnote

In case of problems with your supervisor/colleagues, these contacts below might be able to advise you:

[Psychologische Beratungsstelle](#)

Girtannerstrasse 6, 9000 St.Gallen, Tel. +41 71 224 26 39

beratung@unisg.ch

[Diversity & Inclusion](#)

Rosenbergstrasse 51, 9000 St.Gallen, Tel. +41 71 224 22 44

Counselling on

chancengleichheit@unisg.ch

specialneeds@unisg.ch

[Ombudsstelle](#)

Guisanstrasse 7, 9000 St.Gallen, Tel. +41 71 224 39 54

ombudsstelle@unisg.ch

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