



HAMBURG
RESEARCH
ACADEMY

FOSTERING
RESEARCHERS
FOR TOMORROW

Timelines and forward planning: preparing doctoral researchers for the time “after”

Dr. Kerstin Lange, Hamburg Research Academy, Germany

Friday 24 June 2022, 10:45 – 12:15

Parallel session II

B. Organisation of doctoral programmes around a timeline

euacde COUNCIL
FOR DOCTORAL
EDUCATION

2022 EUA-CDE ANNUAL MEETING

Time and timing in doctoral education

Hosted by University of Manchester
22-24 June 2022 | Manchester, UK

NINE INSTITUTIONS – ONE PORT OF CALL

FOR Doctoral Researchers,
Postdocs and Junior Professors





Hamburg Research Academy

Foto: UHH/Dingler



Universität Hamburg

Foto UHH/Denstorf

44.000 students
5.500 doctoral researcher



Photo: HRA

Information and Advice

Contact us by e-mail or phone and arrange an appointment for personal consultation.

Tel.: +49 40 42838 6473
kontakt@hra-hamburg.de

[Information and Advice >](#)



Photo: HRA

Step by step

Keep informed throughout the course of your doctoral studies – from the orientation phase through the dissertation phase all the way to final completion.

[Step by step >](#)



Photo: HRA

Financing

Find out more about what costs to expect and how you can finance your doctoral studies in Hamburg.

[Financing >](#)



Photo: HRA

Career development

Gain an overview of the courses available and recommended to further your career during your doctoral studies.

[Continuing education >](#)



Photo: HRA

International mobility

Are you looking for information about staying abroad or mobility programs regarding your doctoral studies?

[International mobility >](#)



Photo: HRA

Networking

Exchanging thoughts and ideas with fellow researchers will form a key component of your doctoral studies – benefit from our networking resources.

[Networking >](#)



Photo: ptealby

Symposium 2022

International Perspectives on Good Supervision

JUNE 2022



Photo: ptealby

Lecture Series 2021

HRA Monday Lecture on Good Supervision

JUNE 2021



HRA PROMOVIERENTAG 2022

HRA Promovierentag 2022: Fokus Netzwerke(n)

HRA PROGRAM

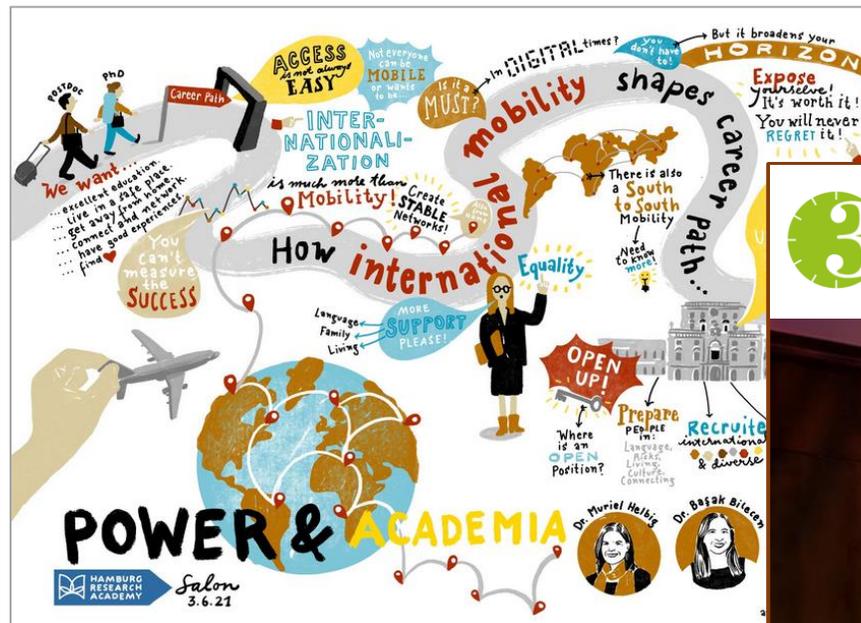


Foto HRA/Oldorf

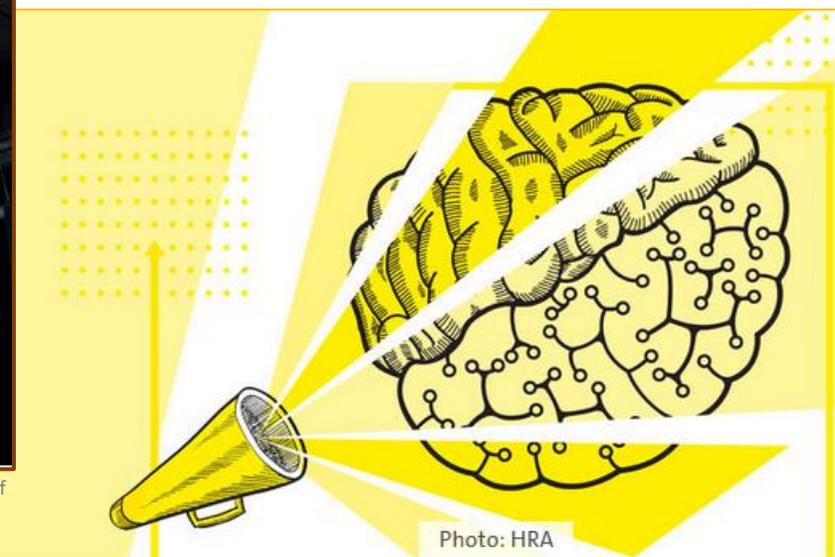
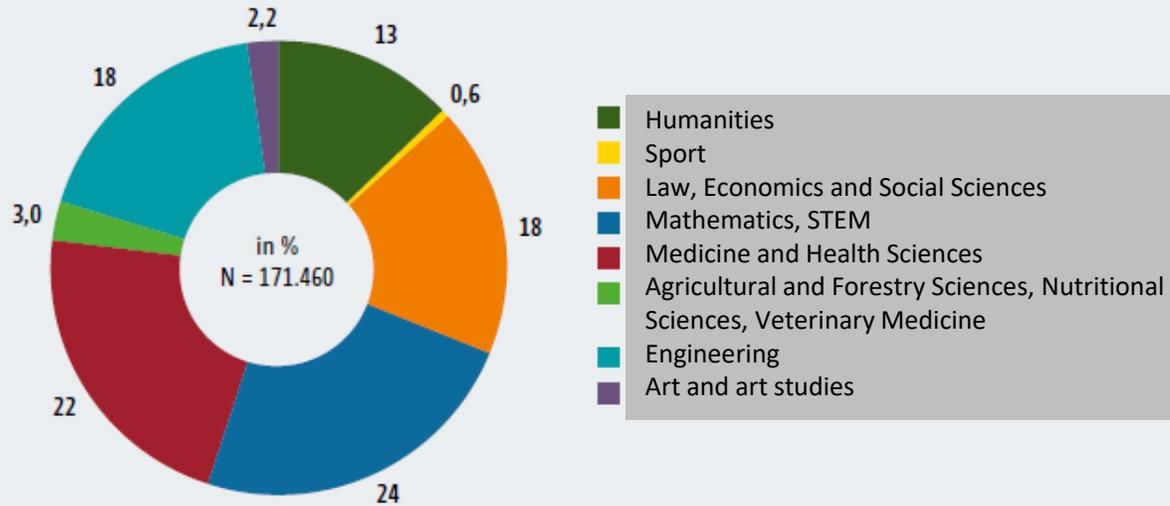


Photo: HRA

Facts and Figures

192.300 PhD researchers in Germany in 2020
 26.220 doctorates awarded in Germany in 2020

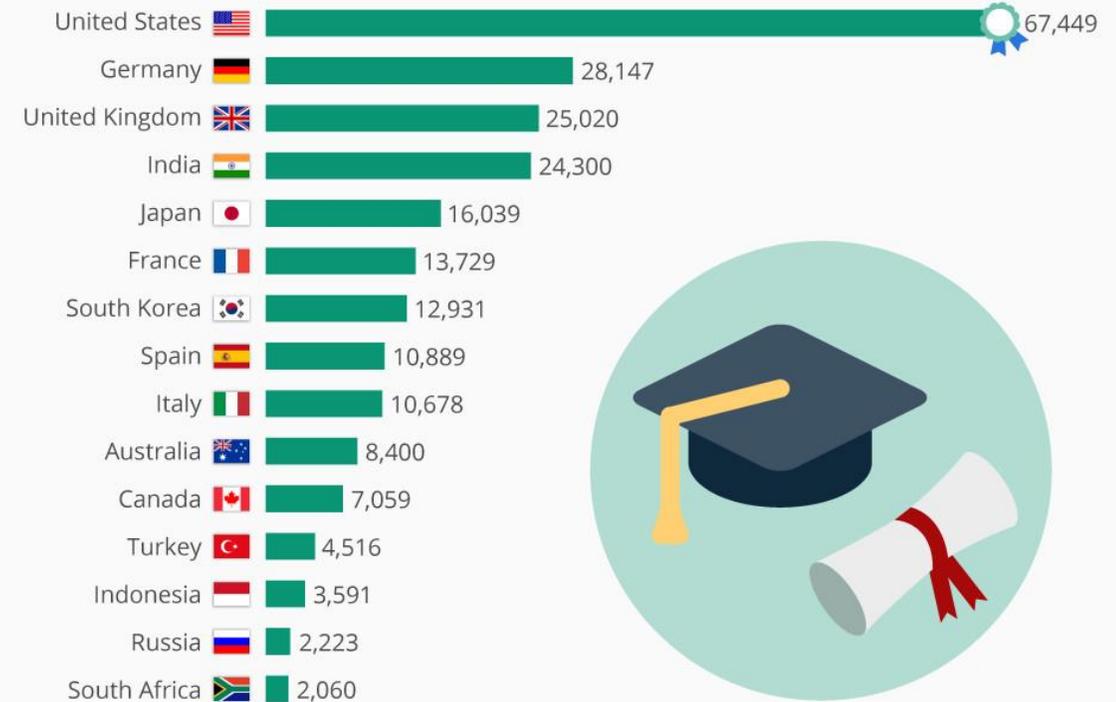
Abb. B4: Promovierende 2018 nach Fächergruppen¹ (in %)



¹ Die Zuordnung „Außerhalb der Studienbereichsgliederung“ (n = 2.319) wird nicht in die Betrachtung einbezogen.
 Quelle: Statistisches Bundesamt (2019): Promovierendenstatistik: Analyse zu Vollständigkeit und Qualität der zweiten Erhebung 2018, Wiesbaden; eigene Darstellung

The Countries With The Most Doctoral Graduates

Number of doctoral graduates (all fields) in 2014



CC BY SA @StatistaCharts Source: OECD

statista

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BuWiN 2021 www.buwin.de

So you're doing a PhD... What's next?

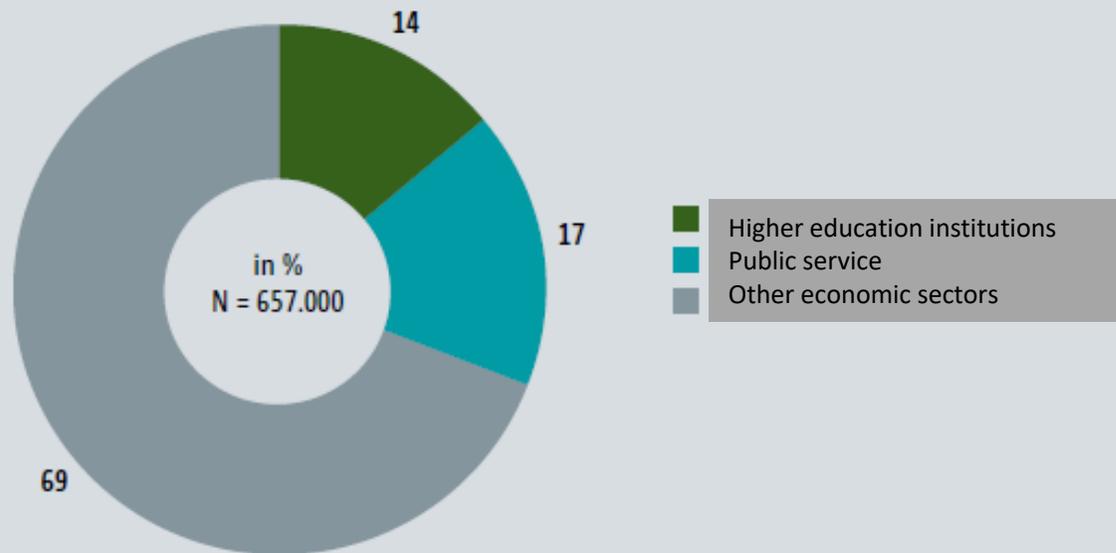
192.300 PhD researchers in Germany in 2020

26.220 doctorates awarded in 2020

48.500 professorships in Germany in 2019

Employed persons with a doctorate according to economic sectors:

Abb. C20: Promovierte Erwerbstätige insgesamt 2019 nach Wirtschaftsbereichen (in %)¹



¹ Durch Rundungen addieren sich die prozentualen Anteile auf 101%.

Quelle: Statistisches Bundesamt (2020): Mikrozensus 2019, Sonderauswertung, Wiesbaden

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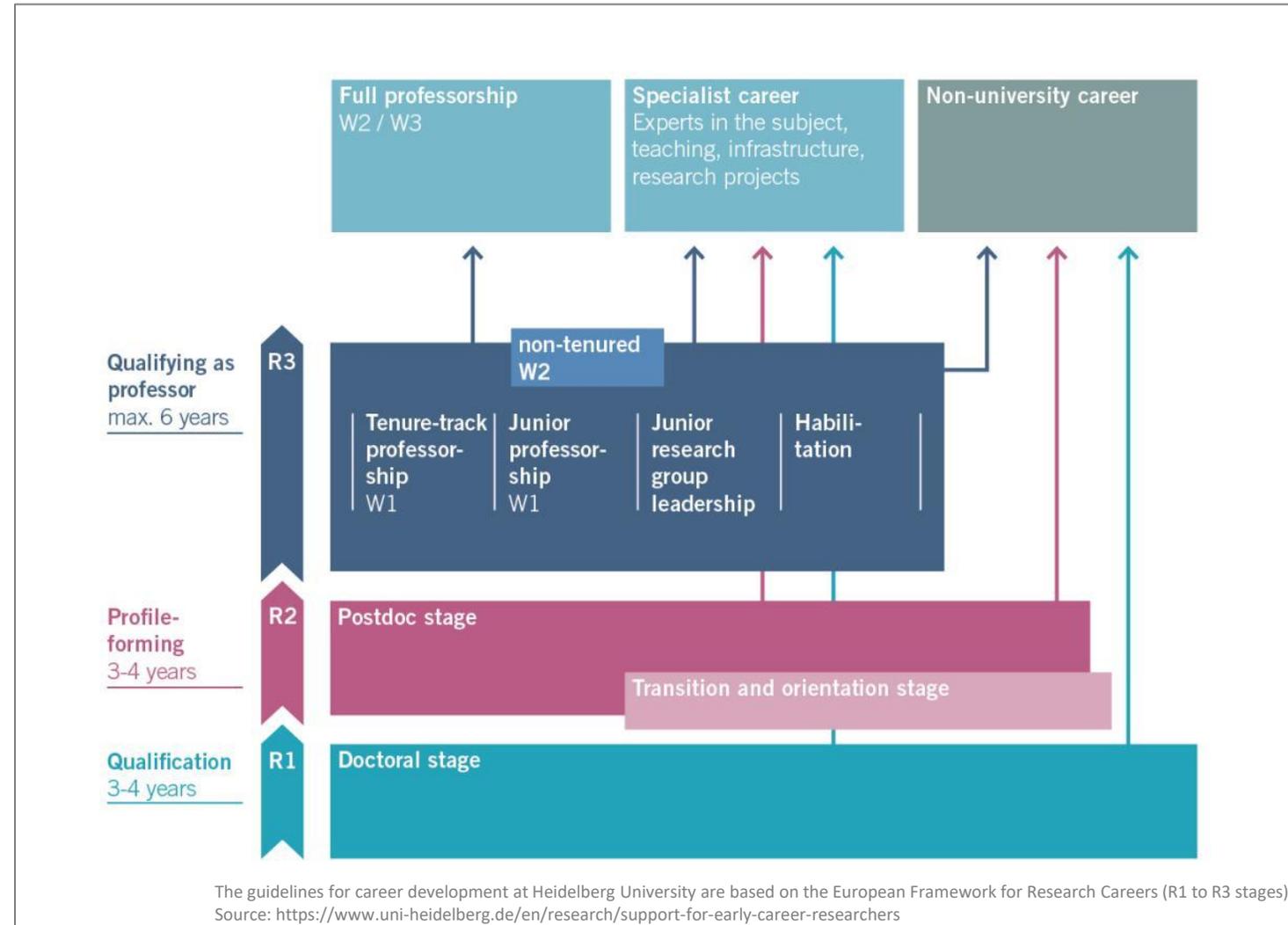


BuWiN 2021 www.buwin.de



Postdocs

- About 48.500 full professorships in Germany
- Average age at the time of appointment to a university professorship: 41 years
- 92% of full-time academic and artistic staff at higher education institutions (under 45 years of age, excluding professors) are employed on a fixed-term basis.



Many thanks to the University of Heidelberg for this very clear graphic.

The core component of doctoral training is the advancement of knowledge through original research. At the same time it is recognised that doctoral training must increasingly meet the needs of an employment market that is wider than academia.

Salzburg Principles 2005

Expectations for researchers have changed worldwide. Now new PhD graduates are expected to possess an array of skills in addition to the ability to conduct research.

They are expected to be competent writers, speakers, managers, and team members who can communicate research goals and results effectively inside and outside universities.

Maresi Nerad 2015

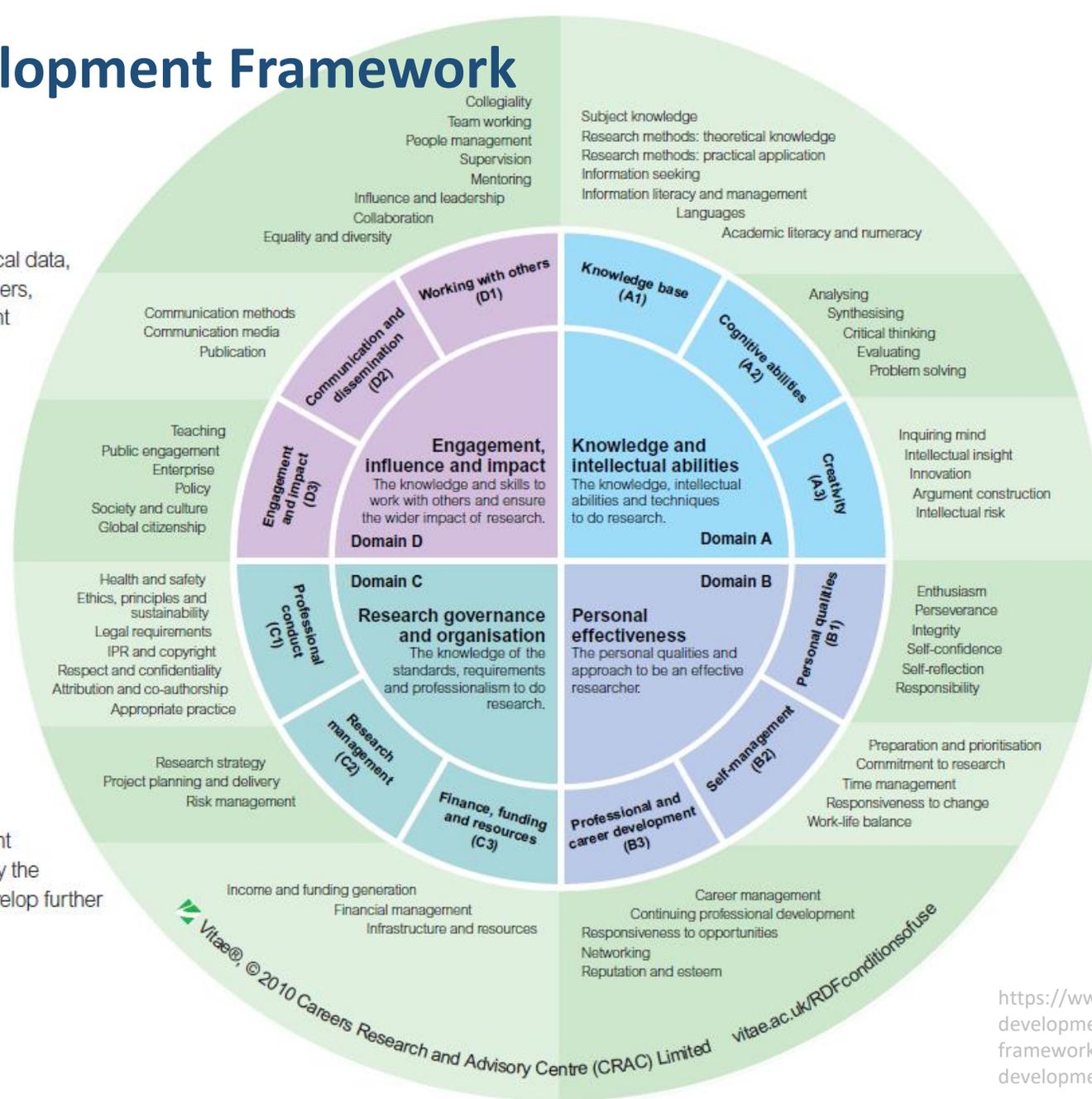
Source: Maresi Nerad, Professional Development for Doctoral Students: What is it? Why Now? Who does it? Nagoya Journal of Higher Education, Vol.15, pp.285-318, 2015.

VITAE Research Development Framework

Structure

The RDF has been created from empirical data, collected through interviewing researchers, to identify the characteristics of excellent researchers expressed in the RDF as 'descriptors'. The descriptors are structured in four domains and twelve sub-domains, encompassing the knowledge, intellectual abilities, techniques and professional standards to do research, as well as the personal qualities, knowledge and skills to work with others and ensure the wider impact of research. Each of the sixty-three descriptors contains between three to five phases, representing distinct stages of development or levels of performance within that descriptor.

The RDF has been incorporated into a downloadable Professional Development Planner to enable researchers to identify the areas in the framework they want to develop further and to create an action plan.



<https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework/developing-the-vitae-researcher-development-framework>

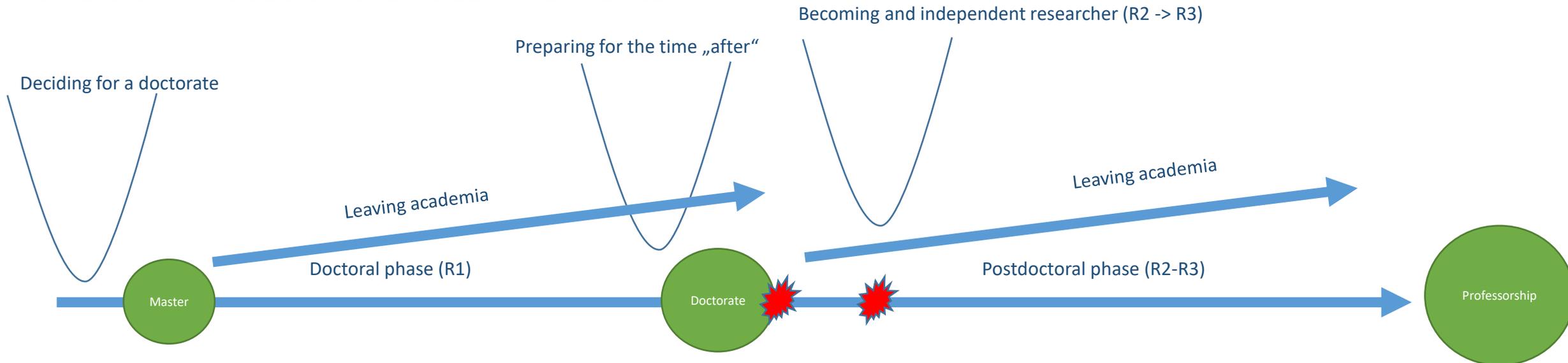
The academic career portfolio



HRA KEY TOPICS

- **Qualification for Academia** Key competencies: academic writing and publishing, time management, oral defense training etc.
- **Academic Career System** Help scholars understand the various stages of an academic career in Germany up to the professorship level
- **Research Communication** Convey a research subject comprehensively and harness the power of storytelling and social media
- **Good Scientific Practice** Advice, information, and training in the field of good scientific practice
- **Good Supervision** Support doctoral researchers and supervisors develop good working relationships
- **International Mobility** Orientation in the German academic system and support for international career planning
- **Mental Health and Wellbeing** Prepare early career researchers to handle tasks, stress, and writer's block confidently, help to balance research, teaching, and personal life
- **Outside Academia** Provide information about requirements and opportunities of a career outside academia

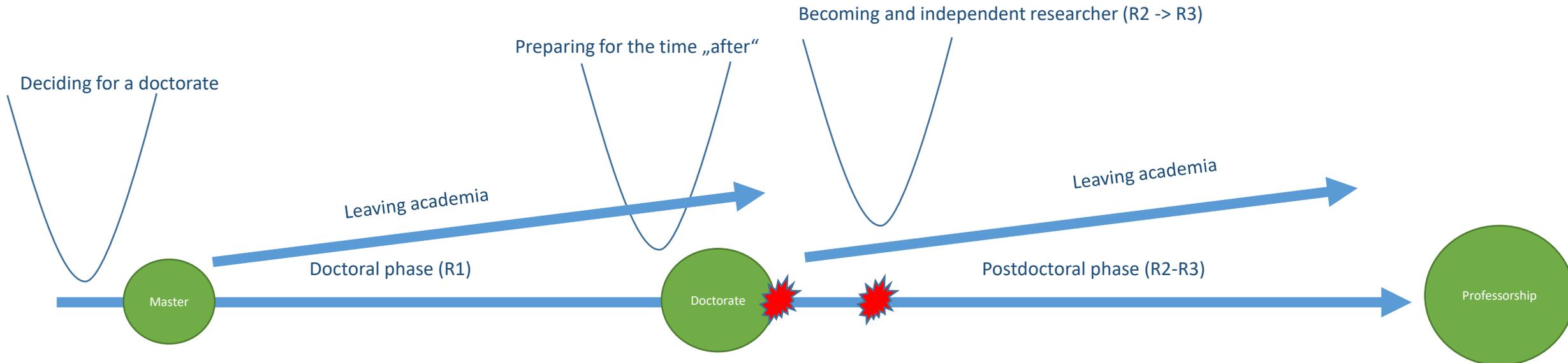
Transition Phases and Critical Moments



Key Questions:

- **When do we offer what?** How can we manage the imbalance between the demand for a full concentration on the thesis, the awareness that a successful career depends on more than excellent research, and the fact, that only a very small percentage of doctoral researchers will be able to remain in academia?
- **When is it enough?** How can we manage an increased expectation of autonomy and personal responsibility within the academic system?
- **When is it time to leave?** When is the time for such a step? How and by whom could this process be supported fair and responsibly?

Transition Phases and Critical Moments



Stakeholders involved:

Graduate Institutions

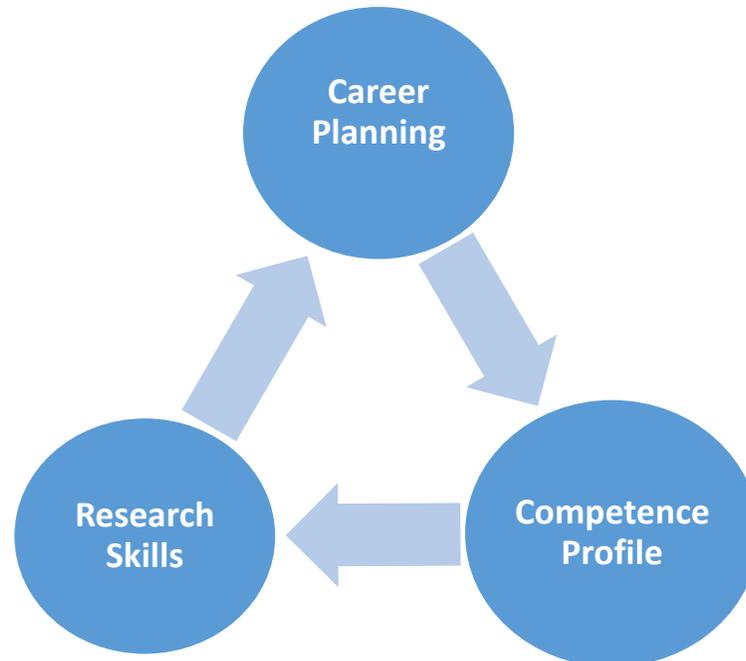
Supervisors

Mentors ?

Service Facilities e.g. International Office, Career Center, Family Office...

Graduate Institutions

Training and Advising:



Understanding the (German) Academic System

Regular HRA workshops and information events:

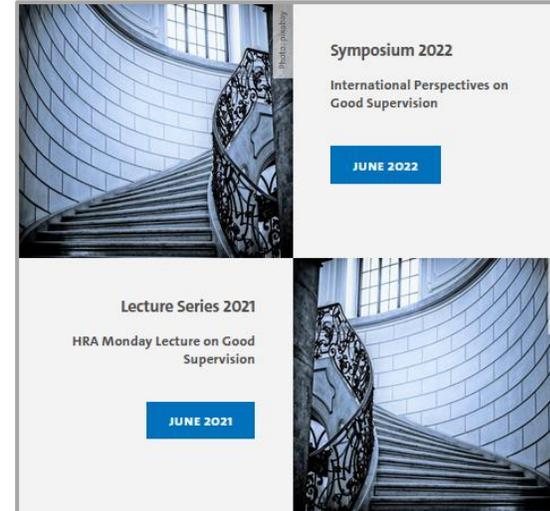
- **PhD Navigator: A course through the German academic system** (Trainer: Dr. Christine Issa)
- **HRA spotlight: The German Academic System: What is it all about and how to use it strategically for your career?** (Trainer: Dr. Linda Jauch, responsible for postdocs and strategic development at the HRA)
- **HRA spotlight: Understand the Wissenschaftszeitvertragsgesetz – WissZeitVG: law on fixed-term employment contracts** (Trainer: Henning Rockmann, Head of the Berlin Office at the German Rectors' Conference)
- **HRA spotlight: Expanding your Networks and Audiences** (Trainer: Dr. Steve Joy, Head of Researcher Development at the University of Cambridge)
- **HRA spotlight: Intercultural Awareness for International Collaboration** (Trainer Dr. Christine Issa)

Supervisors



Paul Brennan on pixabay

Making it work for both sides...



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U+H Universität Hamburg
DIE FORSCHUNG | DIE LEHRE | DIE BERUFUNG

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OF MATHEMATICS, INFORMATICS
AND NATURAL SCIENCES**

my doctoral degree

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DEVELOPMENT
PLAN**

<https://www.min.uni-hamburg.de/en/min-graduierenschule/idp.html>

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