

Health Ph.d.-udvalg (Health Ph.d.-udvalg)

21-02-2022 15:00 - 22-02-2022 17:00

Katrinebjergvej 89F 5132.133.

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Punkt 1: Mødeinformation

Deltagere:

Ph.d.: Ankur Razdan, Britt Borg, Cecilie Siggaard Jørgensen, Ellen Hollands Steffensen, Omeed Neghabat, Pernille Louise Kjeldsen,

VIP: Stine Sofia Korreman (formand), Ditte Demontis, Jeppe prætorius,Lise-Lotte Kirkevæng,, Rikke Katrine Jentoft Olsen

ADM: Helene Nørrelund (Ph.d.-skoleleder), Birgitte Rosenvid Eriksen (afdelingsleder), Damian A. Hertoft Goldberg (funktionschef) Lene Bøgh Sørensen (referent)

Afbud

Loni Kraus Ledderer, Ole Ingemann Hansen, Damina A hertoft Goldberg

Beslutning for Punkt 1: Mødeinformation

Ingen bemærkninger

Punkt 2: Konstituering og velkommen til nye medlemmer af ph.d.- udvalget

Det indstilles, at

- Ph.d.- udvalget udpeger 1 formand (VIP) og 1 næstformand (ph.d.)
- Ph.d. -udvalget beslutter om underudvalget for interne retningslinjer skal nedlægges
- Ph.d.- udvalget udpeger nye medlemmer til underudvalg

Sagsfremstilling

Der har i efteråret 2021 været afholdt valg til ph.d.-udvalget (valggruppe 5. ph.d.)
Følgende ph.d.-studerende er valgt ind i ph.d.-udvalget for 1 år: Britt Borg, Cecilie Siggaard Jørgensen, Pernille Louise Kjeldsen, Omeed Neghabat, Ankur Razdan, Ellen Hollands Steffensen. Britt Borg og Ellen Hollands Steffensen har ikke tidligere været valgt ind i ph.d.-udvalget. Velkommen til dem.

I følge forretningsordenen for ph.d.-udvalget (bilag), skal der hvert år afholdes et konstituerende møde, hvor der indstilles 1 formand (VIP) og 1 næstformand (Ph.D), der udpeges af dekanen for 1 år. Nuværende formand for ph.d.-udvalget. Stine Sofia Korreman har meddelt, at hun gerne vil fortsætte som formand. Ph.d-studerende udpeger næstformand. Andre kandidater til posten bedes melde deres kandidatur inden mødet til lbs@au.dk eller på mødet.

I forbindelse med konstitueringen bedes Ph.d.-udvalget drøfte og beslutte, om udvalget for interne retningslinjer skal nedlægges. Baggrunden er, at udvalget de sidste par år har været inaktivt. Det tyder på, at drøftelser og beslutninger, der vedrører ændringer i interne retningslinjer tages i det samlede ph.d.-udvalg, og at der derfor ikke er behov for et underudvalg.

Ph.d.-udvalget bedes beslutte om nuværende VIP medlemmer af underudvalgene ønsker at fortsætte og udpege nye ph.d.medlemmer (1 til kursusudvalget og 2 til udvalget for merit og dispensation)

1. kursusudvalget: **VIP** Lise-Lotte Kirkevang, Ditte Demontis. **Ph.d:** Omeed Neghabat, ?
2. Udvalget for merit og dispensation: **VIP** Ole Ingemann Hansen og Rikke Katrine Jentoft Olsen **Ph.d:** ?
3. udvalget for interne retningslinjer: **VIP** Stine Sofia Korreman, Loni Kraus Ledderer **Ph.d:** Ankur Razdan og Cecilie Siggaard Jørgensen

Ansvarlig/ sagsbehandler

Stine Sofia Korremann/ Lene Bøgh Sørensen

Bilag

1. Forretningsordenen for Ph.d.-udvalg på Health
2. Kommissorier for underudvalg.

Beslutning for Punkt 2: Konstituering og velkommen til nye medlemmer af ph.d.- udvalget

Stine Sofia Korremann startede med at byde nye medlemmer af udvalget velkommen.

Ph.d.-udvalget genudpegede Stine Sofia Korremann, som formand for udvalget. Britt Borg blev valgt som næstformand.

Ph.d.-udvalget besluttede at nedlægge underudvalget for interne retningslinjer som permanent udvalg. Udvalget kan nedsættes ad. hoc. ved behov.

Følgende blev udpeget til de øvrige underudvalg

Underudvalg for merit og dispensation: Ole Ingemann Hansen og Rikke katrine Jentoft (VIP) og Pernille Louise Kjeldsen og Ellen Hollands Steffensen (Ph.d.)

Kursusudvalget: Ditte Demontis og Lise-Lotte Kirkevang, (VIP) Ellen Hollands Steffensen, Omeed Neghabat (Ph.d.)

Det blev besluttet, at give mulighed for at koble 1 eller 2 ph.d.-studerende mere til kursusudvalget. Ph.d.-foreningen vil tage det med som punkt til næste møde i ph.d.-foreningen.

FORRETNINGSORDEN

for

Ph.d.-udvalget ved Health
Aarhus Universitet

Udarbejdet inden for rammerne af den standardforretningsorden for ph.d.-udvalg, som rektor har fastsat, jf. vedtægt for Aarhus Universitet § 19, stk.5.

Medlemstal, konstitution m.v.

§ 1. Ph.d.-udvalget består af 13 medlemmer (7 VIP og 6 ph.d.-studerende), valgt af og blandt det videnskabelige personale og de ph.d.-studerende.

Stk. 2. Ved fastsættelse af medlemstallet og ved eventuel opdeling i repræsentationsområder tages hensyn til ph.d.-skolens faglige bredde.

Stk. 3. Ph.d.-udvalget kan indbyde ikke-medlemmer til, i nærmere angivet omfang, at deltage i ph.d.-udvalgets møder som observatører. Observatører har taleret, men ikke stemmeret.

§ 2. Ph.d.-udvalgets repræsentanter for det videnskabelige personale er valgt for en periode på 3 år. Ph.d.-udvalgets repræsentanter for de ph.d.-studerende er valgt for en periode på 1 år.

Stk. 2. Senest 1 uge før nyvalgte medlemmer tiltræder, afholder ph.d.-udvalget konstituerende møde. På mødet orienterer den afgående formand om ph.d.-udvalgets arbejde, og ph.d.-udvalget fastsætter sin mødeplan.

Stk. 3. På det konstituerende møde indstiller ph.d.-udvalget en formand og evt. næstformænd til dekanen. Formanden og evt. næstformænd udpeges af dekanen for en periode på 1 år.

Udvalg

§ 3. Ph.d.-udvalget kan nedsætte rådgivende udvalg, men disse kan ikke tillægges selvstændig kompetence.

Opgaver

§ 4. Ph.d.-udvalget har følgende opgaver:

- 1) At indstille en formand blandt ph.d.-udvalgets videnskabelige personale og eventuelt næstformand blandt ph.d.-udvalgets studerende.
- 2) At indstille om sammensætningen af bedømmelsesudvalg til rektor.
- 3) At godkende ph.d.-kurser.
- 4) At udarbejde forslag til interne retningslinjer for ph.d.-skolen, herunder ph.d.-vejledning, til ph.d.-skolelederen.

- 5) At udtales sig om evaluering af ph.d.-uddannelse og - vejledning, herunder internationale evalueringer af ph.d.-skolerne, til ph.d.-skolelederen.
- 6) At godkende ansøgninger om merit, herunder forhåndsmerit, og om dispensation.
- 7) At udtales sig om alle sager af betydning for ph.d.-uddannelse og - vejledning, som rektor forelægger.
- 8) Andre opgaver efter universitets vedtægt.

Udvalg

§ 5. Ph.d.-udvalget kan nedsætte rådgivende udvalg, men disse kan ikke tillægges selvstændig kompetence.

Ordinære og ekstraordinære møder, skriftlig behandling

§ 6. Udvalget udøver sin virksomhed i møder, jf. dog § 6. Ordinære møder afholdes på universitetet, dog ikke i tiden 1. juli - 15. august.

Stk. 2. Senest 4 hverdage inden hver ordinær mødedag udsender formanden en dagsorden eller en aflysning til medlemmerne. En evt. næstformand deltager i tilrettelæggelsen af ph.d.-udvalgets arbejde, herunder i udarbejdelsen af forslag til dagsorden. Dagsordenen eller aflysningen skal samtidig offentliggøres på universitetets netsted eller på anden egnede måde. Tillæggsdagsorden med supplerende sager kan udsendes senest 2 dage før mødet.

Stk. 3. Hvis et medlem senest 1 uge forud for et ordinært møde skriftligt anmelder om behandling af en sag, skal formanden sætte sagen på dagsordenen for det pågældende møde.

Stk. 4. Formanden skal sørge for, at medlemmerne får forelagt de nødvendige oplysninger til bedømmelse af sagerne. Hvis materialet ikke er tilsendt medlemmerne sammen med dagsordenen for et ordinært møde, markeres det ved udsendelsen, hvornår materialet kan forventes udsendt eller uddelt.

§ 7. Ekstraordinære møder afholdes, når formanden finder det nødvendigt. Ekstraordinære møder skal endvidere afholdes, hvis der fremsættes krav herom fra en tredjedel af ph.d.-udvalgets medlemmer. Mødet skal afholdes senest 1 uge efter, at kravet er fremsat.

Stk. 2. Indkaldelse til ekstraordinært møde skal ske med mindst 24 timers varsel. Indkaldelsen skal angive dagsordenspunkterne og indeholde de oplysninger, der er nødvendige til bedømmelse af sagerne.

§ 8. Hvis alle medlemmer er enige herom, kan rutinesager afgøres uden for et møde ved skriftlig behandling. Som grundlag for behandlingen udsendes et forslag til beslutning sammen med de nødvendige oplysninger til bedømmelse af sagen. Medlemmerne skal tilkendegive, om de kan tilslutte sig behandlingsmåden, og i bekræftende fald, om de kan tilslutte sig det udsendte forslag til sagens afgørelse. Såfremt et medlem ikke kan tilslutte sig, at sagen afgøres ved skriftlig behandling, optages sagen som punkt på dagsordenen for næste møde i ph.d.-udvalget.

Mødeoffentlighed

§ 9. Ph.d.-udvalgets møder er offentlige. Ph.d.-udvalget kan dog bestemme, at dørene skal lukkes under behandlingen af enkelte punkter på dagsordenen, hvis det på grund af sagens beskaffenhed eller omstændighederne i øvrigt findes nødvendigt.

Stk. 2. Finder ph.d.-udvalget, at dets forhandlinger forstyrres, kan det for det pågældende møde udelukke en eller flere tilhørere. Dørene kan om nødvendigt lukkes for resten af mødet.

Stk. 3. Dørene skal lukkes ved behandling af sager, hvor det er nødvendigt at hemmeligholde oplysninger for at varetage væsentlige hensyn til offentlige eller private interesser. Dette betyder, at blandt andet følgende sager skal behandles for lukkede døre:

- 1) Sammensætning af bedømmelsesudvalg.
- 2) Ansøgninger om merit og dispensationer, for så vidt disse angår navngivne personer.
- 3) Sager, der forelægges udvalget til udtalelse eller til orientering, og som vedrører enkelt-personers personlige eller økonomiske forhold.

Stk. 4. Spørgsmål, om hvorvidt en sag giver grundlag for dørlukning, skal forud forhandles for lukkede døre, hvis dette bestemmes af formanden eller et flertal af medlemmerne.

Stk. 5. Ph.d.-udvalget kan tillade, at observatører overværer behandlingen af sager for lukkede døre.

Stk. 6. I sager, der i medfør af stk. 3 behandles for lukkede døre, har medlemmer og observatører tavshedspligt.

Beslutningsdygtighed, mødeledelse og sagernes behandling

§ 10. Ph.d.-udvalget er beslutningsdygtigt, når mindst halvdelen af det fastsatte antal medlemmer er til stede.

Stk. 2. Ph.d.-udvalgets møder ledes af formanden. Mødelederen træffer afgørelse i alle spørgsmål vedrørende mødernes ledelse.

Stk. 3. Sagerne behandles i mødet i den rækkefølge, hvori de er optaget på dagsordenen.

Stk. 4. Ph.d.-udvalget kan beslutte at optage nye punkter på dagsordenen, og det kan beslutte at fravige den i dagsordenen angivne rækkefølge for sagernes behandling.

Stk. 5. Beslutning i sager, der ikke som selvstændige punkter har været optaget på den før et ordinært møde meddelte dagsorden, kan kun træffes, såfremt intet tilstedeværende medlem protesterer herimod.

Stk. 6. Beslutning i sager, der ikke som selvstændige punkter har været optaget på den før et ekstraordinært møde meddelte dagsorden, kan kun træffes, såfremt alle medlemmer er til stede, og intet medlem protesterer herimod.

§ 11. Ph.d.-udvalgets afgørelser træffes ved simpelt stemmeflertal.

Mødepligt, habilitet og indkaldelse af suppleanter

§ 12. Medlemmerne har pligt til at deltage i udvalgets møder.

Stk. 2. Medlemmer, der er forhindret i at deltage i et møde, skal underrette formanden herom inden mødets afholdelse. I beslutningsreferatet anføres for hvert enkelt møde, hvilke medlemmer der har været fraværende.

Stk. 3. Medlemmerne kan kun deltage i udvalgets afstemninger, når de personligt er til stede under disse, jf. dog § 6.

§ 13. Et medlem skal underrette formanden, hvis der foreligger forhold, der kan give anledning til tvivl om medlemmets habilitet. Underretningen skal så vidt muligt gives inden mødets afholdelse.

Stk. 2. I tvivlstilfælde afgør ph.d.-udvalget, om medlemmet kan deltage i behandlingen af den pågældende sag. Hvis medlemmet ikke kan deltage i behandlingen af sagen, indkalder formanden den pågældendes suppleant, hvis en sådan er valgt, til at deltage i behandlingen.

§ 14. Når et medlem ved fravær i mindst 2 måneder på grund af sygdom, studierejse eller lignende er ude af stand til at deltage i ph.d.-udvalgets arbejde, indkalder formanden suppleanten til at indtræde for fraværsperioden. Formanden afgør, hvorvidt betingelserne for suppleanters indtræden er til stede. Beslutninger vedrørende suppleanters indtræden skal meddeles valgsekretariatet.

Stk. 2. Mister et medlem sin valgbarhed, udtræder medlemmet af ph.d.-udvalget. Ved orlov kan rektor (ved Valgsekretariatet) efter indstilling fra ph.d.-udvalget bestemme, at vedkommende kun udtræder i orlovsperioden.

§ 15. Indtræder der vakance i ph.d.-udvalget, og er der ikke valgt eller udpeget et tilstrækkeligt antal suppleanter til, at ph.d.-udvalget kan være fuldtalligt, afgiver ph.d.-udvalget indstilling til rektor (ved Valgsekretariatet) om, hvorvidt den eller de ledige pladser skal besættes ved suppleringssvalg, eller om besættelsen kan udsættes til næste ordinære valg.

Beslutningsreferat og ekspedition af ph.d.-udvalgets beslutninger

§ 16. Ph.d.-udvalgets beslutninger optages i et beslutningsreferat, der så vidt muligt udsendes senest 14 dage efter mødet. Referatet godkendes ved rundsendelse eller forelægges til godkendelse på næste møde. Ethvert medlem har ret til at få optaget et mindretalssynspunkt i referatet.

Stk. 2. Formanden ekspederer ph.d.-udvalgets beslutninger.

Stk. 3. Godkendte referater af ph.d.-udvalgets møder offentliggøres på universitetets netsted, i det omfang beslutningerne ikke er omfattet af tavshedspligt. Referatet sendes til dekanen, ph.d.-skolelederen samt relevante institutledere og studieledere.

Stk. 4. Ph.d.-udvalgets formand er ansvarlig for, at ph.d.-udvalget orienterer aktivt om sit arbejde.

§ 17. Spørgsmål om forretningsordenens forståelse afgøres af ph.d.-udvalget.

Stk. 2. Spørgsmål om standardforretningsordenens forståelse, eller om forretningsordenens overensstemmelse med standardforretningsordenen, skal dog forelægges rektor.

Ændringer i forretningsordenen og standardforretningsordenen

§ 18. Denne forretningsorden træder i kraft 1. februar 2012. Forretningsordenen kan ændres ved almindelig flertalsvedtagelse i ph.d.-udvalget, når ændringsforslaget er udsendt mindst 14 dage før det møde, hvor det skal behandles.

Stk. 2. Ændringer i standardforretningsordenen for ph.d.-udvalg, fastsat af rektor, ændrer samtidig denne forretningsorden.

Stk. 3. Rektor kan i ganske særlige tilfælde, og inden for vedtægtens rammer, dispensere fra denne forretningsordens bestemmelser.

Rev. den 17. september 2014

Modtager(e): Ph.d.-udvalget

Notat

Kommissorium for rådgivende udvalg under Ph.d.-udvalget: Kursusudvalg

Sidsel Lindberg Tefre

Dato: 05. september 2014
Ref: SLTE

Side 1/2

Udvalget har følgende opgaver:

- At gennemgå og udtale sig om ph.d.-skolens samlede kursusudbud i forhold til kvalitet, kvantitet, relevans, variation mv., herunder
 1. drøfte visioner og retningslinjer for kursusudbuddet
 2. godkende nye ph.d.-kurser¹
- At gennemgå og udtale sig om principper ifm. ECTS akkreditering for eksterne kurser
- At drøfte kursusevalueringer og foreslå revision i kursusudbuddet som opfølgning herpå
- At drøfte kursusevalueringens form og indhold, herunder foreslå revision i spørgsmål og/eller tekst
- At drøfte retningslinjer for udarbejdelse af kursusbeskrivelser

Arbejdsform

Udvalget mødes 4 gange årligt, cirka 2 uger før møde i Ph.d.-udvalg.

Administrationen ved Forskeruddannelsen, Health varetager sekretariatsbetjening af udvalget.

**Sammensætning**

Side 2/2

Kursusudvalget udpeges af Ph.d.-udvalget. Det består af 2 repræsentanter for det videnskabelige personale og 2 repræsentanter for de ph.d.-studerende. Udvalgets medlemmer skal være medlemmer af Ph.d.-udvalget, men ph.d.-studerende fra Ph.d.-foreningen kan deltage som observatører, såfremt Ph.d.-udvalgets ph.d.-studerende ikke kan stille med to repræsentanter til udvalget. Disse har taleret, men ingen stemmeret, jf. Forretningsordenen for Ph.d.-udvalget ved Health, Aarhus Universitet, § 1, stk. 2.

Udvalgets medlemmer vælger en formand iblandt sig, der har til opgave at koordinere udvalgets arbejde.

Revideret den 25. maj 2016 med virkning fra den 25. maj 2016.

¹ Godkendelse af ph.d.-kurser:

Da godkendelsesprocessen for et kommende semesters ph.d.-kurser ligger forskudt af ph.d.-møderne, har Ph.d.-udvalget på møde den 24. maj 2016 givet Kursusudvalget mandat til at godkende de indmeldte kurser på Ph.d.-udvalgets vegne.

På følgende ph.d.-udvalgsmøde gives et samlet overblik over det godkendte kursus-udbud.

Modtager(e): Ph.d.-udvalget

Notat

Kommissorium for rådgivende udvalg under ph.d.-udvalget: Udvalg for godkendelse af merit og dispensationer

Sidsel Lindberg Tefre

Dato: 05. september 2014
Ref: SLTE

Side 1/2

Formål og opgaver

Udvalget for merit og dispensationer har til formål at forberede sager til behandling i ph.d.-udvalget.

Udvalget har følgende opgaver:

- At udarbejde retningslinjer for godkendelse af ansøgninger om merit
- At udarbejde retningslinjer for godkendelse af ansøgninger om dispensation
- At rådgive i forhold til konkrete sager (atypiske sager, der falder uden for de formulerede for retningslinjer)

Arbejdsform

Administrationen ved Forskeruddannelsen sender efter behov sager i skriftlig høring blandt udvalgets medlemmer.

Administrationen ved Forskeruddannelsen, Health varetager sekretariatsbetjening af udvalget.

Sammensætning

Kursusudvalget udpeges af ph.d.-udvalget. Det består af 2 repræsentanter for det videnskabelige personale og 2 repræsentanter for de ph.d.-studerende. Udvalgets medlemmer skal være medlemmer af Ph.d.-udvalget, men ph.d.-studerende fra Ph.d.-foreningen kan deltage som observatører, såfremt Ph.d.-udvalgets ph.d.-studerende ikke kan stille med to repræsentanter til udvalget. Disse har taleret, men ingen stemmeret, jf. Forretningsorden for Ph.d.-udvalget ved Health, Aarhus Universitet, § 1, stk. 2.

Udvalgets medlemmer vælger en formand iblandt sig, der har til opgave at koordinere udvalgets arbejde.



Revideret den 17. september 2014 med virkning fra den 17. september 2014.

Modtager(e): Ph.d.-udvalget

Notat

Kommissorium for rådgivende udvalg under Ph.d.-udvalget: Udvalg for interne retningslinjer

Formål og opgaver

Udvalget for interne retningslinjer har til formål at forberede sager til behandling i Ph.d.-udvalget.

Sidsel Lindberg Tefre

Dato: 07. maj 2014

Ref: SLTE

Side 1/2

Der kan eksempelvis være tale om:

- At forberede en vejlederundersøgelse for ph.d.-skolen
- At udarbejde forslag til retningslinjer for ph.d.-vejledning
- Ændrede retningslinjer for stipendietildeling
- At drøfte forslag til indhold af interne retningslinjer for ph.d.-skolen generelt
- Udarbejde forslag til retningslinjer for ph.d.-vejledning
- Udkast til nye rammer for evaluering af ph.d.-uddannelsen (fx midtvejsevaluering)

Arbejdsform

Udvalget indkaldes ad hoc af administrationen ved Forskeruddannelsen, hvis der er relevante sager til drøftelse.

Udvalget sekretariatsbetjenes af administrationen ved Forskeruddannelsen, Health.

Sammensætning

Udvalget for interne retningslinjer udpeges af Ph.d.-udvalget. Det består af 2 repræsentanter for det videnskabelige personale og 2 repræsentanter for de ph.d.-studerende. Udvalgets medlemmer skal være medlemmer af Ph.d.-udvalget, men



ph.d.-studerende fra Ph.d.-foreningen kan deltage som observatører, såfremt Ph.d.-udvalgets ph.d.-studerende ikke kan stille med to repræsentanter til udvalget. Disse har taleret, men ingen stemmeret, jf. Forretningsorden for Ph.d.-udvalget ved Health, Aarhus Universitet, § 1, stk. 2.

Side 2/2

Udvalgets medlemmer vælger en formand iblandt sig, der har til opgave at koordine-
re udvalgets arbejde.

Revideret den 17. september 2014 med virkning fra den 17. september 2014.

Punkt 3: Opfølgning på grundprincipper for ph.d.-uddannelse på AU.

Det indstilles, at

- Ph.d.-udvalget orienteres om implementering af grundprincipperne for ph.d.-uddannelse på AU.

Baggrund

Efter grundige drøftelser i ph.d.-skolelederlederkredsen og i ph.d. -udvalg, indførte AU i 2019 5 grundprincipper for ph.d.-uddannelse. (se bilag1) Principperne ligger i tråd med de mål for ph.d.-uddannelse, som kommer til udtryk i en række nyere europæiske dokumenter på området og som fremgår af Ph.d.-bekendtgørelsen og "Dansk kvalifikationsramme for de videregående uddannelser."

- "The Salzburg Principles II" (2010)
- "The Principles on Innovative Doctoral Training" developed by the EU Commission (2011)
- "Maintaining a Quality Culture in Doctoral Education at Research Intensive Universities" by LERU (2016)

Principperne skal sikre de ph.d.-studerendes akademiske udvikling og i særdeleshed et tilpass niveau af selvstændighed i de forskellige faser af ph.d.-uddannelsen

Implementeringen af principperne blev drøftet på et møde i AU's forskningsudvalg d. 18 januar 2022, hvor forskningsudvalget også godkendte ph.d.-skolelederkredsens plan for opfølgning på principperne, herunder indikatorer til at måle selvstændighed og workshops på forskningsprogram nivea i samarbejde med CED (Center for Educational Development) (se bilag 2)

Ph.d.-skoleleder Helene Nørrelund vil på mødet komme nærmere ind på de initiativer, der nu sættes igang.

Ansvarlig/ sagsbeandler

Helene Nørrelund/ Lene Bøgh Sørensen

Bilag

Grundprincipperne

Opfølgningsplan

Beslutning for Punkt 3: Opfølgning på grundprincipper for ph.d.-uddannelse på AU.

Ph.d.-skoleleder Helene Nørrelund fortalte, at grundprincipperne fra 2019 har givet anledning til mange interessante drøftelser på tværs af fakulteterne, og at der fra centrale hold er udtrykt ønske om at fokusere mere på, om vi på AU så rent faktisk også når de kvalitative mål i vores ph.d.-uddannelser, som grundprincipperne er et udtryk for.

Kvalitative mål er ofte vanskelige at måle, men man håber, at svarene på de specifikke spørgsmål, der nu er lagt ind i KIP'en fremadrettet kan bruges på alle fakulteterne til at sige noget om graden af selvstændighed i ph.d.-forløb. Der arbejdes på, at få mulighed

for at inddøle de studerende alt efter, om de er i den første, midterste eller sidste fase af deres ph.d.-forløb, når de svarer. Der vil også blive gennemført en række åbne workshops i FP regi samarbejde med Center for Educational Development (CED) i 2022-23, med fokus på selvstændighed

Der blev spurgt ind til forskelle mellem ph.d.-skolerne, og om det kunne være en fordel at lave en tillægsundersøgelse målrettet mere de enkelte ph.d.-skoler. Helene understregede, at man på Health allerede har igangsat flere initiativer, herunder blandt andet en slutevaluering, som de ph.d.-studerende opfordres til at gennemføre *i forbindelse med aflevering af deres afhandling*. (korrigert efter mødet) Det har været en udfordring at få ph.d.'erne til at svare på sluteevalueringen. Det blev foreslået at forankre evalueringen i noget andet for at få flere til at svare.

Helene Nørrelund nævnte også, at de kvalitative mål i ph.d.-uddannelsen, herunder graden af selvstændighed, er noget der bruges en del tid på på vejlederkurset. Det er også et emne Helene gør en del ud af at adressere på velkomst dagen for ph.d.-studerende, hvor hun over for de ph.d.-studerende ikke lægger skjul på, at de har travlt fra dag 1 og at det kræver en god projekthåndtering og tidsstyring at komme igennem et ph.d.-forløb. Det blev på mødet nævnt, at det var en god ide, hvis den ph.d.-studerende tidligt i forløbet bliver involveret i artikel skrivning og selv laver udkast. Det blev på mødet også nævnt, at der tidligere har været udbudt skrive workshops, der er åbne for alle og at man som ph.d.-studerende på ARTS har mulighed for at komme på skriveophold. Dette vil nok være en for dyr løsning på Health antallet af ph.d.-studerende taget i betragtning.

Det blev på mødet foreslået at de ph.d.-studerende introduceres til grundprincipperne på ph.d.velkomstdagen og at dagen iøvrigt fejres som en festdag , og at de ph.d.-studerende mere gradvist indføres i det at håndtere og prioritere tid og aktiviteter i ph.d.-forløbet.

Basic principles of PhD education at Aarhus University

Aarhus University insists on academic excellence in PhD education. Academic development, scholarly integrity, societal engagement, and the ability to collaborate are key in PhD education. Meeting societal challenges requires groundbreaking research and collaboration across academic fields and geography. Aarhus University is committed to help preparing PhD graduates for these challenges.

To help reach these overall goals, the five graduate schools at Aarhus University wish to encourage, simplify and support collaboration between graduate schools and disciplines. Thus, the principles below were developed in mutual agreement by the five graduate schools. They represent a common understanding of the purpose of the PhD education, from enrolment to assessment of the thesis. The central focus of the principles is to safeguard the PhD students' academic development by addressing the appropriate level of independence at different stages of the PhD education.

The principles derive from the objectives expressed in the European debate on doctoral education over the last decade, exemplified by "The Salzburg Principles II" (2010), "The Principles on Innovative Doctoral Training" developed by the EU Commission (2011), and "Maintaining a Quality Culture in Doctoral Education at Research Intensive Universities" by LERU (2016). Furthermore, the Danish PhD Order, the Danish Qualifications Framework for Higher Education, the Third Cycle Qualifications, and the Framework of Qualifications for the European Higher Education Area have provided an important basis for addressing independence and academic development in the principles.

- **Project description:** The ability to conceive and design a research process is a PhD level qualification. In order to start the learning process toward this qualification, the project description, as developed during the early project phase, must demonstrate the PhD student's contribution to the development of research ideas and show originality in applying them within a research context. The project description must also show the PhD student's ability to account for methods and key characteristics of the research field.
- **Supervision:** Independence grows through the PhD process. The main supervisor has the overall responsibility for the progression of the PhD project, but the supervisor should promote and recognize the PhD student in taking ownership of the research project and encourage the PhD student to explore new research paths within the framework of the PhD project.
- **PhD study:** The PhD project is driven by the PhD student. Under supervision, the PhD student develops into an independent researcher in regard to academic growth and originality. During the PhD study, the PhD student should become familiar with all aspects of research and must develop the ability to conduct and position research with critical scholarly integrity. By graduation, the PhD candidate must be able to communicate, collaborate, and position himself or herself as an independent researcher nationally as well as internationally.
- **PhD project:** Independence is key in PhD education. In research projects embedding a PhD student, the supervisor must ensure that the PhD student's main occupation is research tasks allowing academic growth and emancipation. The growth of academic independence is crucial during the PhD study, and the research project must allow the PhD student to influence the research design, the implementation phase and to follow new research paths within the subject area. Therefore, not all research projects and programmes are suitable for hosting PhD education.
- **Thesis:** The PhD thesis must document the academic independence of the PhD student and that the PhD student has contributed to the development of new knowledge that meets the international standards of the field. Therefore, the thesis must demonstrate the PhD student's ability to independently plan, initiate and carry out research as well as participate in international discussions within the chosen research field. The PhD student

is the author of the thesis, and in cases where the thesis contains publications co-authored by the PhD student, the PhD student's contribution must be significant and clearly stated.

Indicators, measures, targets, actions, and monitoring related to the basic principles of PhD education at Aarhus University

Basic Principle 1 (Project description) "... ability to conceive and design a research process..."				
Indicator	Measure	Target	Actions	Monitoring
1.1. Confidence identifying and posing relevant research questions	Quality in PhD Process (2017), Q12.1.2; (2021), Q13.1.2*	Increased share of PhDs reporting confidence identifying and posing relevant research questions	HE: Application form to evaluate the student's abilities before enrolment. Follow up is done in a final evaluation at the time of thesis submission	Quality in PhD Process 2025
1.2. Confidence designing research studies	Quality in PhD Process (2017), Q12.1.3; (2021), Q13.1.3*	Increased share of PhDs reporting confidence designing research studies	AR: Addressed by expert committee on ethics and security in connection with project proposals of PhD students NAT: Workshop for new PhD students and peers to get feedback on PhD project with a focus on the basic principles BSS: Recruitment model with open PhD projects fully financed by the graduate school TECH: Admissions committee with representation from all programmes evaluates the student's abilities before enrolment	Quality in PhD Process 2025

* Measure specification

	2013 (AU)	2017 (AU)	2021 (AU)
Q13.1.2: "To what extent do you feel confident managing the following tasks?... identifying and posing research questions that contribute to the research field" Response categories 4+5 on scale from 1 (not at all confident) to 5 (very confident). Don't know/irrelevant excluded	73%	77%	71%
Q13.1.3: "To what extent do you feel confident managing the following tasks?... designing well thought out research studies" Response categories 4+5 on scale from 1 (not at all confident) to 5 (very confident). Don't know/irrelevant excluded	67%	72%	69%

Basic Principle 2 (Supervision)				
“... supervisor should promote and recognize the PhD student in taking ownership...”				
Indicator	Measure	Target	Actions	Monitoring
2.1. Perceived supervisor support of taking ownership of project	Quality in PhD Process (2021), Q9.2.10*	Increased share of PhDs reporting supervisor support in taking ownership of the project	Continuous dialogue with CED about courses for PhD supervisors (across all faculties). Focus on balancing support and control mechanisms in supervision.	Quality in PhD Process 2025
2.2. Perception of being merely a research assistant	Quality in PhD Process (2013), Q9.1.4; (2021), Q10.1.4*	Reduced share of PhDs feeling as nothing but an assistant to someone else's project	Addressed in mandatory courses on responsible conduct of research	Quality in PhD Process 2025

* Measure specification

	2013 (AU)	2021 (AU)
Q9.2.10: "My supervisor supports me in taking ownership of my research project" Response categories 'agree' + 'somewhat agree' on scale from 1 (disagree) to 5 (agree). Don't know/irrelevant excluded	-	89%
Q10.1.4: "Sometimes I feel that I'm nothing but an assistant to someone else's project" Response categories 'agree' + 'somewhat agree' on scale from 1 (disagree) to 5 (agree). Don't know/irrelevant excluded	6%	10%

Basic Principle 3 (PhD study)				
“... communicate, collaborate, and position him- / herself as independent researcher...”				
Indicator	Measure	Target	Actions	Monitoring
3.1. Confidence communicating research orally	Quality in PhD Process (2017), Q7.1.8; (2021), Q13.1.5*	Increased share of PhDs reporting confidence communicating research orally	Each faculty develops and implements an action plan in response to the 2021 international evaluation, to maintain and further improve the overall organisation and quality of the graduate schools and PhD programmes, including focus on balancing teaching/course workload and research and flexibility in PhD projects in collaboration with external partners	Quality in PhD Process 2025
3.2. Confidence communicating research in writing	Quality in PhD Process (2021), Q13.1.6*	Increased share of PhDs reporting confidence communicating research in writing		Quality in PhD Process 2025
3.3. Confidence collaborating with others	Quality in PhD Process (2021), Q13.1.8*	Increased share of PhDs reporting confidence collaborating with others		Quality in PhD Process 2025

* Measure specification

	2013 (AU)	2017 (AU)	2021 (AU)
Q13.1.5: “To what extent do you feel confident managing the following tasks?... communicating your research orally, e.g. at conferences” Response categories 4+5 on scale from 1 (not at all confident) to 5 (very confident). Don’t know/irrelevant excluded	71%	74%	70%
Q13.1.6: “To what extent do you feel confident managing the following tasks?... communicating your research in writing so it is publishable” Response categories 4+5 on scale from 1 (not at all confident) to 5 (very confident). Don’t know/irrelevant excluded	-	-	68%
Q13.1.8: “To what extent do you feel confident managing the following tasks?... collaborating with others, e.g. researchers, organisations, and companies” Response categories 4+5 on scale from 1 (not at all confident) to 5 (very confident). Don’t know/irrelevant excluded	-	-	74%

Basic Principle 4 (PhD project) "... growth of academic independence is crucial..."				
Indicator	Measure	Target	Actions	Monitoring
4.1. Sense of ability to explore new research paths	Quality in PhD Process (2021), Q10.1.2*	Increased share of PhDs who feel able to explore new research paths	CED workshops at PhD programme level (across all faculties), including PhD students, supervisors, and chairs of programme and graduate school. Planned for 2022 and 2023	Quality in PhD Process 2025
4.2. Confidence planning and managing a research project independently	Quality in PhD Process (2021), Q13.1.7*	Increased share of PhDs reporting confidence planning and managing a research project independently	NAT: Peer group that together with supervisor gives semiannual feedback on the PhD project	Quality in PhD Process 2025

* Measure specification

	2021 (AU)
Q10.1.2: "I experience that it is possible to explore new research paths within the framework of my project" Response categories 'agree' + 'somewhat agree' on scale from 1 (disagree) to 5 (agree). Don't know/irrelevant excluded	81%
Q13.1.7: "To what extent do you feel confident managing the following tasks?... planning and managing a research project independently" Response categories 4+5 on scale from 1 (not at all confident) to 5 (very confident). Don't know/irrelevant excluded	66%

Punkt 4: Orientering fra ph.d.-udvalgets forperson

Det indstilles, at

- Ph.d.-udvalget tager orienteringen til efterretning.

Sagsfremstilling

Ph.d.-udvalgets forperson Stine Sofia Korreman, vil på mødet orientere om status på aktuelle opgaver og initiativer.

Ansvarlig/ sagsbehandler

Stine Sofia Korreman/ Lene Bøgh Sørensen

Beslutning for Punkt 4: Orientering fra ph.d.-udvalgets forperson

Stine orienterede om et møde med FP lederne om nedsættelse af bedømmelsesudvalg, som hun som formand er inde over. Hendes oplevelse var, at der i starten, i ca. 25 procent af tilfældende, var isuues af forskellig slags: eks. medforfatterskaber , deklarering af sampublikationer, kvalifikationer, habilitet. Som det ser ud nu, er der næsten ingen anmeldninger.

Punkt 5: Orientering fra ph.d.-foreningen

Det indstilles, at

- Ph.d.-foreningen orienterer om nyt fra ph.d.-foreningen

Sagsfremstilling

Ph.d.-foreningen vil komme ind på følgende emner:

- Trivselsudvalgets rolle/fremskridt.
- Aulmni program for tidlige Ph.d.-studerende – kan man bevare sin tilknytning til universitetet efter Ph.d.-forløb?
- AUH/regionshospitaler giver manglende fleksibilitet ift. at få fri til forskning/ph.d.-forsvar mm. Kan vi gå ind i denne debat? Bedre engelsk kommunikation på alle platforme
- Bedre kommunikation for ændring af retningslinjer (eksempelvis ændring af krav for undervisningstimet)

Ansvarlig/sagsbehandler

Ph.d.-foreningen/ Lene Bøgh Sørensen

Beslutning for Punkt 5: Orientering fra ph.d.-foreningen

Ph.d.-foreningen deltager i det tværfakultære trivselsudvalg under ph.d.-skolelederkredsen v/ Cecilie Siggard og selvom udfordringerne er vidt forskellige giver det god mening at deltage i møderne og i arbejdet med at skabe mere trivsel og mindre stress for Ph.d.-studerende på hele AU. Det er vigtigt at vi bruger hinanden, og i

trivselsudvalget arbejdes der konkret på at lave et katalog med en beskrivelse af initiativer og ønsker, som kan inspirere i forskningsmiljøerne også på Health.

Konkret ønsker ph.d.-foreningen på nuværende tidspunkt og i regi af ph.d.-udvalgetat at arbejde med "onboarding", herunder for internationale studerende og med alumni-netværk for ph.d.'ere fra Health. Derudover ønsker man at trivsel bliver et tilbagevendende punkt på dagsordenen på ph.d.-udvalgsmøder i 2022. Dette var der opbakning til.

De sidste punkter vedr AUH/regionshospitaler og fri til forskning samt kommunikation blev ikke drøftet.

Punkt 6: Orientering fra underudvalg

Det indstilles, at

- Underudvalgene orienterer om nyt siden sidst

Sagsfremstilling

Underudvalgene orienterer om nyt siden sidst i følgende rækkefølge

1. Kursusudvalget - nyt fra kursusudvalget.
2. Merit og dispensationsudvalget. a) Sager og afgørelser siden sidst og øvrigt nyt fra udvalget b) præsentation af udkast til fremtidige retningslinjer for vurdering af ækvivalens ved optag på ph.d.-skolen i lyset af de seneste beslutninger på feltet.(se bilag)
3. Udvalget for interne retningslinjer - nyt fra udvalget

Ansvarlig/sagsbehandlere

Underudvalg / Lene Bøgh Sørensen

Bilag

Nye retningslinjer for ækvivalensvurderinger

Beslutning for Punkt 6: Orientering fra underudvalg

Der var ikke nyt fra kursusudvalget.

Rikke Katrine Jentoft orienterede om en enkelt ansøgning fra Holland, hvor der blev søgt om to års merit for tidlige indskrivning på ph.d.-forløb. Sagen er gået videre til Helene. Det blev besluttet at udskyde præsentationen af udkastet til fremtidige retningslinjer for vurdering af ækvivalens ved optag til næste møde i ph.d.-udvalget.

Mødedeltagere: Zheer, Emil, Ole

1. Master

Krav om gennemført master-/kandidatuddannelse sv.t. minimum 60 ECTS-point

2. Førsteforfatterskaber:

30 ECTS per artikel

- Ingen case reports/series eller narrative reviews
- Skal være acceptered/publiceret i internationalt, peer-reviewed tidsskrift

3. Medforfatterskaber:

I udangspunktet 15 ECTS per artikel

- Der skal vedhæftes redegørelse for det egentlige bidrag (herunder udsagn fra vejleder om ansættelser / timetal i gruppen/laboratoriet)
- Skal være udført efter endt bachelor
- Første- og medforfatterskaber på case reports/series og narrative reviews kan give ECTS sv.t. dette punkt

4. Kurser:

ECTS-point oversættes 1:1

- Minimum på kandidatniveau
- Skal være fagrelevante (hvis kurset er uden for health sciences, skal det redegøres hvorledes det er relevant)

5. Særlige kompetencer

Vurderes individuelt

- Oplært i metode, der implementeres i gruppen
- Evt. relevant erhverserfaring/ansættelser
 - o Skal have ydet et timemæssigt og intellektuelt væsentligt akademisk arbejde

NB: Ingen af ovennævnte punkter har øvre grænse for antal ECTS-point, de kan udløse.

Punkt 7: Orientering fra ph.d.-skoleleder

Det indstilles, at

- Ph.d.-udvalget tager orienteringen til efterretning og kommenterer status

Sagsfremstilling

Ph.d.-skoleleder Helene Nørrelund vil på mødet orientere om status på aktuelle initiativer og opgaver på Ph.d.-skolen og ph.d.-området generelt, herunder status på opfølgingen på den internationale evaluering af ph.d.-skolen.

Ansvarlig/ sagsbehandler

Helene Nørrelund/ Lene Bøgh Sørensen

Beslutning for Punkt 7: Orientering fra ph.d.-skoleleder

Ph.d.-skoleleder Helene Nørrelund orienterede om, at Ph.d. Dagen er flyttet til 24 juni 2022. Der er lidt udeståender vedr. lokaler til poster sessions, men ellers afvikles dagen som vanligt med efterfølgende fest om aftenen. Der bliver ikke en ny ansøgningsmulighed vedr. abstracts/ posters. Ph.d.-skolen er fleksibel ift. godskrivning af deltagelse i tilfælde, hvor flytningen af Ph.d.-dagen har gjort deltagelse umulig.

Helene orienterede derefter om opfølgingen på den internationale evaluering, hvor ph.d.-ledergruppen på Health har gennemgået alle høringsinput på et seminar i slutningen af januar. Der arbejdes på en handleplan, hvor nogle af forslagene fra det internationale panel vil indgå, herunder panelets forslag om at ændre i FP strukturen. Høringsvarene angående strukturen viser, at der er tifredshed med den nuværende struktur, der betragtes som veletableret og velfungerende, men at der også kan justeres på strukturen på flere punkter. Helene nævnte også, at der er et ønske om at FP'erne og de fem forskningsnetværk knyttes tættere sammen og at ph.d.-ledergruppen arbejder med et forslag til dekanatet, hvori det element indgår. Det afledte flere kommentarer blandt andet, at det er svært at se forskningsnetværkene som et fundament for en ph.d.-infrastruktur og undertitel på diplom, og at forskningsnetværkene ikke umiddelbart er velegnede som fagligt baserede programmer, fordi de på en gang er meget brede og samtidig kun dækker et meget begrænset antal faglige områder.

Punkt 8: Temaer for ph.d.-udvalget 2022

Det indstilles, at

- Ph.d.-udvalget orienteres om vigtige kommende emner til møder i ph.d.-udvalget i 2022
- Ph.d.-udvalgets medlemmer kommer med forslag til temaer, de ønsker taget op til drøftelse i udvalget i 2022.

Sagsfremstilling

Ph.d.-udvalget orienteres på mødet om vigtige kommende emner til Ph.d.-udvalget i 2022, herunder blandt andet opfølging på KIP 2021 og trivsel, opfølging på den internationale evaluering af Ph.d.-skolen og handleplan for ph.d.-skolen.

Ph.d.-udvalgets medlemmer bedes inden mødet overveje særlige temaer, der kunne være interessante at drøfte i Ph.d.-udvalget i 2022. Der udarbejdes på

baggrund af forslagene en liste, der vil indgå i forberedelsen af Ph.d.-udvalgsmøderne i 2022.

Ansvarlig/sagsbehandler

Stine Sofia Korremann / Lene Bøgh Sørensen

Beslutning for Punkt 8: Temaer for ph.d.-udvalget 2022

Følgende emner blev nævnt og Stine og Lene laver et årshul 2022 med emner til ph.d.-udvalgsmøderne.

1. Godkendelse af kursuspriogram E 2022 og F 2023
2. Opfølgnings på trivsel / trivselsudvalg etc.incl. onboarding
3. Diversitet og ligestilling (årlig opfølgnings). Lene undersøger hvornår tallene kommer.
Evt. invitere Ida Vogel
4. Handleplan international evaluering.
5. Alumne program ph.d.'er fra Health (Ph.d.-foreningen)
6. Internationale ph.d.-studerende. intergrering socialt og fagligt.

Punkt 9: Evt.

Evt.

Beslutning for Punkt 9: Evt.

Rikke Katrine Jentoft nævnte at mange ph.d -forsvar fortsat foregår online eller som hybrid og spurgte ind til, om der ligger en beslutning om dette evt. af sparehensyn. Helene Nørrelund kunne helt afkræfte at sparehensyn på nogen måde spiller ind, og der var bred enighed i ph.d.-udvalget om, at det fysiske forsvar fungerer bedre. Omed Neghabat nævnte at samme spørgsmål havde været drøftet i akademisk råd, hvor der også er bred opbakning til så vidt muligt at afholde ph.d.-forsvar med fysisk tilstedeværelse af opposenter og formand for bedømmelsesudvalg tilhørere etc. Den grønne dagsorden betyder selvfølgelig, at man bør overveje, om opposenternes fysiske tilstedeværelse ikke også kan udnyttes ifm andre faglige aktiviteter – især, når de rejser langt.

Punkt 10: Ph.d.- beskæftigelsesundersøgelsen 2022(læs selv punkt)

Det indstilles, at

Ph.d.-udvalget orienterer sig i beskæftigelsesundersøgelsen 2021 (læs selv punkt)

Baggrund

Den årlige ph.d.-beskæftigelsesundersøgelsen, der udarbejdes af CfA er nu kommet, denne gang på engelsk. på engelsk. Svarprocenten i år er 53% (52% for 5-årsdimittender og 55% for 1-årsdimittender). Rapporten drøftes på et kommende ph.d.-skoleledermøde..

AU ph.d.-og fondsbetjening har sendt følgende hovedpointer fra rapporten:

1. **Beskæftigelsesprocenten** er fortsat høj: 97% for AU samlet (1.1., 1.2)
2. Størstedelen af de beskæftigede er **fuldtidsansatte** (2.1). Det er dog værd at bemærke, at der er en tendens til, at 1-årsdimittender oftere er i deltidsjobs end 5-årsdimittender, mest udtalt for Arts (2.1A, 2.1.b).
3. Gennemsnitligt er knap 45% i en **tidsbegrænset stilling** (2.2). Mest udtalt blandt 1-årsdimittender men stadig gældende for 33% 5-årsdimittender (2.2.A, 2.2.B)
4. 30% er ansat i den **private sektor** (gennemsnitligt for AU). Her spænder forskellen mellem lige godt 50% (Nat og Tech) til 7% for Arts (2.3). For alle fakulteter ses en stigning i procentdel ansat i det private efter 5 år (2.3.A, 2.3.B)
5. **Karrierevejledning**: Vejleder og eksterne samarbejdspartnere er de parter, den ph.d.-studerende typisk har konsulteret vedr. karriere
6. **Sektor**: Arts, BSS, Nat og Tech-dimittender finder typisk job på et universitet. Health-dimittender viser et andet billede, da de typisk ansættes i sundhedssektoren (3.1)
7. 70% finder at ph.d.-projektet havde **relevans** for job og 58% svarer, at jobbet ligger inden for ph.d.-projektets fagområde (3.11, 3.11)
8. 94% mener, at ph.d.-uddannelsen **forberedte til arbejdslivet** (3.13)

Der er flere spændende resultater at dykke ned i. God læselyst.

Ansvarlig/sagsbehandler

Stine Sofia Korremann/ Lene Bøgh Sørensen

Beslutning for Punkt 10: Ph.d.- beskæftigelsesundersøgelsen 2022(læs selv punkt)

Stine Sofia Korremann opfordrede ph.d.-udvalgets medlemmer til at læse rapporten og understregede, at bemærkninger til rapportens resultater for Health naturligvis er velkomne på de kommende ph.d.-udvalgsmøder.



PhD Employment Survey 2021

Report on PhD graduates from Aarhus University

January 2022

The PhD Employment survey 2021 at Aarhus University is conducted by Christinna Weyergang Ladegaard, Magnus Bod Middelhede Hansen, Rikke Evald Povlsen and Ebbe Krogh Graversen, The Danish Centre for Studies in Research and Research Policy, Department of Political Science, Aarhus University.

Faculties at Aarhus University (AU):

In 2021, there are five faculties at Aarhus University: Arts, Aarhus BSS, Health, Science and Technology.

Arts: The Faculty of Arts was established in 2011 when the former Faculty of Humanities, Faculty of Theology and the Danish School of Education were merged.

Aarhus BSS: Aarhus BSS was established in 2011 when the former Faculty of Social Sciences and Aarhus School of Business were merged.

Health: The Faculty of Health got its name in 2011 and provides degree programmes in all areas of the health sciences, including: medicine, dentistry, sports science and public health.

Nat: The Faculty of Natural Sciences was established in 2020 after the former Faculty of Science and Technology was divided and now encompasses the classical natural science fields of biology, physics and astronomy, chemistry, geology, mathematics, computer science, molecular biology and nanoscience.

Tech: The Faculty of Technical Sciences was also established in 2020 after the former Faculty of Science and Technology was divided and now encompasses activities in the fields of engineering, agro ecology, food, animal science, biology and environmental science.

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Introduction

This report presents the results of the 2021 PhD Employment Survey for PhD graduates. The survey includes two year groups (cohorts) of PhD graduates from Aarhus University (AU): PhD students that graduated between April 1st 2016 and March 31st 2017; and PhD students that graduated between April 1st 2020 and March 31st 2021. The report describes the employment status of the PhD graduates as of October the 1st 2021 and characterizes the employment situation in terms of sectors, branches, tasks, geography, and usefulness of the PhD degree programs.

The results are presented at AU and faculty level, and the report shows overall results for all graduates (both cohorts) as well as results divided into cohorts. The main results presented in the report will primarily consist of merged results of both cohorts whereas the corresponding results divided into cohorts can be found in Appendix 3. During the report, there will be departures from the standard way of displaying the results if there is a large difference between the cohorts or if a specific question is most elegantly displayed by using both cohorts separately.

The data was collected by sending out invitations via e-mail (if possible) or e-Boks to the PhD graduates with a link to the survey's online questionnaire. Invitations were sent by e-Boks to Danish citizen respondents if there was no valid e-mail address registered. For non-Danish citizen respondents without a valid e-mail address registered, e-mail addresses were looked up manually. If no e-mail address could be identified, the questionnaire was sent via e-Boks.

When calculating the results at AU level, the report weights the responses to even out differences in response rates between the faculties. A more detailed weighting accounting for in-faculty differences between different PhD programs within each faculty is not used due to lack of responses in a few PhD programs, which exacerbates the risk of giving a few responses a non-representative weight. Hence, this report uses a faculty-based weighting method, which also means that within-faculty numbers are not weighted.

This simpler choice of weighting method seems robust when looking at the differences in numbers calculated using a faculty-based and a more detailed PhD program-based weighting method (c.f. Appendix 2), where only very minor differences in calculated employment rates between the two weighting methods are found.

Appendix 1 provides information about the identification and response rates of the PhD graduates.

Appendix 2 compares the results of using different weighting methods and thereby provides a justification for applying faculty-based weights.

Appendix 3 presents all remaining tables of the main report divided into cohorts. Table numbers refer to the corresponding tables in the report added an A or B respectively.

1. Employment status

Tables 1.1 and 1.2 show the employment status of PhD graduates five and one year after completion of the PhD education, respectively. The results are weighted by faculty, but non-weighted results and results weighted by PhD program can be found in Appendix 2. A comparison of the results shows that there are only minor differences between the non-weighted results and the results weighted by faculty or PhD program. This, combined with the problems of using weighted averages by PhD program outlined above, leads us to apply the weighting by faculty in the remainder of the report.

It appears from table 1.1 that almost all graduates are in employment five years after completion of their PhD. There is almost no variation across the faculties.

Table 1.1. Employment status for PhD graduates, year 16/17. Percentages for AU total and by faculties. Weighted by faculty.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Employed	98,1	97,3	95,6	98,8	100	95,8
Other education	0	0	0	0	0	0
Unemployed	1,1	0	4,4	0	0	4,2
Inactive	0,8	2,7	0	1,2	0	0
Total (%)	100	100	100	100	100	100
Number of responses	265	37	45	83	76	24

Note: "Employed" includes respondents who answered "On leave with unconditional right to return". "Inactive" includes respondents who answered "inactive (homemaker, early retirement, etc.)". Source: The PhD employment survey 2021.

Table 1.2. presents the employment status for the 2020/21 graduates. It appears that the overall employment rate is only marginally lower for the newly educated graduates compared to the 2016/17 cohort. The employment rate is lower for newly educated PhDs from Arts, but the difference has evened out five years after completion of the PhD education.

Table 1.2. Employment status for PhD graduates, year 20/21. Percentages for AU total and by faculties. Weighted by faculty.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Employed	94,8	82,9	97,6	96,9	95,4	97,2
Other education	0,3	2,4	0	0	0	0
Unemployed	4,8	14,6	2,4	3,1	4,6	2,8
Inactive	0	0	0	0	0	0
Total (%)	100	100	100	100	100	100
Number of responses	248	41	41	65	65	36

Note: "Employed" includes respondents who answered "On leave with unconditional right to return". "Inactive" includes respondents who answered "inactive (homemaker, early retirement, etc.)". Source: The PhD employment survey 2021.

2. Employment – where and how fast?

The rest of the report concerns respondents who are in employment per October 1st 2021. The tables in section 2.1 and 2.2 include both cohorts. All the tables relate to the employment status per October 1st 2021. Tables divided into cohorts can be found in Appendix 3.

2.1. The type of position

Table 2.1 displays the number of working hours for employed PhD graduates. A clear majority of the employed respondents have a full-time job.

Table 2.1. Number of working hours for employed PhD graduates, both cohorts. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Full-time job	94,6	87,1	93,9	94,4	97,1	98,3
Part-time job	5,4	12,9	6,1	5,6	2,9	1,7
Total (%)	100	100	100	100	100	100
Number of responses	492	70	82	144	138	58

Note: A "Full-time job" is a job with at least 37 working hours a week. A "part-time job" is a job with less than 37 working hours a week. Source: The PhD employment survey 2021.

Table 2.2 shows the type of position for employed PhD graduates. Just above half of the employed PhD graduates have a permanent position, and just under 45 % of the respondents have a temporary position. The table reveals a variation across the faculties as the percentage of permanently employed is highest among graduates from Tech and BSS.

Table 2.2. Type of position for employed PhD graduates, both cohorts. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Permanent position/tenure	51,7	44,3	59,3	47,9	50,7	62,1
Temporary/fixed-term position	43,2	50,0	34,6	47,2	42,8	36,2
Temporary substitute position	1,6	1,4	1,2	1,4	2,2	1,7
Subsidized employment	0,6	0	0	0,7	1,4	0
Self-employed	1,4	1,4	4,9	1,4	0	0
Other	1,6	2,9	0	1,4	2,9	0
Total (%)	100	100	100	100	100	100
Number of responses	491	70	81	144	138	58

Note: A temporary/fixed-term position is described as "Temporary/fixed-term position (e.g. project employment)". Source: The PhD employment survey 2021.

2.2. Employment – where?

Table 2.3 shows the employment sectors for employed PhD graduates. Looking at the results for AU overall, it appears that a majority of the PhD graduates are employed in the public sector. Just below one third are employed in the private sector. There is a substantial variation across the faculties as almost 90 % of the graduates from Arts are employed in the public sector, whereas graduates from the natural sciences are almost equally distributed between the public and the private sectors.

Table 2.3. Employment sector of employed PhD graduates, both cohorts. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Employed in private sector	29,6	7,1	25,9	21,5	44,9	46,6
Employed in the public sector	64,2	87,1	66,7	75,7	43,5	50
Employed in a professional or non-profit organization	2,9	2,9	2,5	1,4	5,8	1,7
Other	3,3	2,9	4,9	1,4	5,8	1,7
Total (%)	100	100	100	100	100	100
Number of responses	491	70	81	144	138	58

Source: *The PhD employment survey 2021*.

In the survey, the graduates employed in the public sector are asked which part of the public sector they are employed in. Table 2.4 displays the results of this question. Overall, most graduates are employed by central government institutions or the regions, but there are notable differences between the faculties.

Table 2.4. Different parts of the public sector for employed PhD graduates, both cohorts. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
EU	1,8	1,6	1,9	0	5,1	3,4
Central government	44,9	65,6	63,0	23,1	47,5	65,5
Region	32,4	6,6	13,0	64,8	11,9	10,3
Municipality	5,6	11,5	11,1	1,9	5,1	3,4
Other	15,3	14,8	11,1	10,2	30,5	17,2
Total (%)	100	100	100	100	100	100
Number of responses	311	61	54	108	59	29

Source: *The PhD employment survey 2021*.

Table 2.5 shows the size of the organizations that employ the PhD graduates. Most of the graduates are employed in large enterprises or organizations. This pattern is similar across the faculties.

Table 2.5. Size of organization for employed PhD graduates, both cohorts. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Small enterprise/organization	9,6	12,9	4,9	9,1	10,2	12,1
Medium-sized enterprise/organization	8,4	7,1	13,6	7,7	8,8	5,1
Large enterprise/organization	81,9	80	81,5	83,2	81,0	82,8
Total (%)	100	100	100	100	100	100
Number of responses	489	70	81	143	137	58

Note: A small enterprise/organization is described as a “small enterprise/organization (less than 50 employees)”, a medium-sized enterprise/organization as a “medium-sized enterprise/organization (50-250 employees)” and a large enterprise/organization as a “large enterprise/organization (more than 250 employees)”. Source: The PhD employment survey 2021.

Table 2.6 displays results showing whether the PhD graduates are employed inside or outside of Denmark. Overall, more than 80 % are employed in Denmark, and there is only a slight variation across the faculties.

Table 2.6. Employment country for employed PhD graduates, both cohorts. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Employed in Denmark	81,1	84,3	76,5	87,4	73,7	81,0
Employed outside of Denmark	18,9	15,7	23,5	12,6	26,3	19,0
Total (%)	100	100	100	100	100	100
Number of responses	489	70	81	143	137	58

Source: The PhD employment survey 2021.

The graduates employed in Denmark were further asked about the psychical location of their workplace. Table 2.7 presents the results from this question. Evidently, a majority of the PhD graduates are employed in the eastern part if Jutland. Overall, around one out of five graduates are employed in Greater Copenhagen, whilst the percentage is somewhat larger among graduates from Arts.

Table 2.7. Physical location of the workplace for employed PhD graduates, both cohorts. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Greater Copenhagen	21,0	35,6	16,1	17,6	21,8	19,6
Zealand and islands	2,1	0	0	0,8	2,0	10,9
Funen	2,0	5,1	1,6	1,6	0	4,3
Aarhus and eastern part of Jutland	62,2	40,7	72,6	68	64,4	52,2
Rest of Jutland	12,6	18,6	9,7	12	11,9	13,0
Total (%)	100	100	100	100	100	100
Number of responses	393	59	62	125	101	46

Note: Postal codes under 3000 is defined as Greater Copenhagen, postal codes between 3000 and 4999 as Zealand and islands, postal codes between 5000 and 5999 as Funen, postal codes between 8000 and 8999 as Aarhus and the eastern part of Jutland and postal codes between 6000 and 7999 and above 9000 as the rest of Jutland. Source: The PhD employment survey 2021.

2.3. Employment – how fast?

A small block of questions was only a part of the newly educated PhD graduates' questionnaire. The 2020/21 graduates in employment October 1st were asked when they started their first job. The results are presented in table 2.8. It appears that almost 80 % started their first job in less than 3 months after completion of the PhD program. Compared to the other faculties, the results indicate that fewer graduates from Nat and Tech, employed October 1st, began their first job before completion of the PhD education.

Table 2.8. Start time of first job for employed PhD graduates, year 20/21. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Before completion of PhD	44,9	48,5	54,1	63,3	20,3	30,3
Less than 3 months after completion of PhD	34,3	33,3	37,8	20	44,1	48,5
3-6 months after completion of PhD	12,1	9,1	8,1	10	16,9	15,2
7-12 months after completion of PhD	6,8	9,1	0	6,7	10,2	6,1
More than 12 months after completion of PhD	2,0	0	0	0	8,5	0
Total (%)	100	100	100	100	100	100
Number of responses	222	33	37	60	59	33

Source: The PhD employment survey 2021.

The 2020/21 PhD graduates were also asked with whom they had been consulting on their career development during their PhD education. These results are shown in table 2.9, and it appears that the most common consultations were with the supervisor and external collaborators.

Table 2.9. Career development consultations for employed PhD graduates, year 20/21. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Supervisor	66,0	57,6	73,0	63,3	67,8	69,7
Head of department/ closest manager	16,8	36,4	27,0	18,3	0	15,2
Internal mentor	3,2	12,1	0	1,7	5,1	0
Au Career consulting	15,5	9,1	10,8	16,7	22,0	12,1
External collaborators	52,3	60,6	59,5	48,3	54,2	45,5
My colleagues	24,1	15,2	27,0	13,3	32,2	39,4
No one	12,7	12,1	13,5	18,3	6,8	9,1
Number of responses	222	33	37	60	59	33

Note: Multiple choices possible. Source: The PhD employment survey 2021.

To paint a picture of the pace with which the PhD graduates change jobs in the years after completion of their PhD program, the 2016/17 graduates were asked how many positions they had had after they handed in their PhD thesis. Table 2.10 displays these results. The most common answer with 36,2 % respondents is two positions, but the answers are fairly spread out across the response categories. There is a weaker tendency that a higher share of graduates from Arts and Health have had more than three positions, and this corresponds to the results presented in table 2.2 showing that a larger percentage of Arts and Health graduates have temporary positions.

Table 2.10. Number of positions after PhD-thesis hand-in for employed PhD graduates, year 16/17. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
One position	16,9	16,7	19,5	8,8	25,7	17,4
Two positions	36,2	25	31,7	31,3	45,9	47,8
Three Positions	27,8	25	31,7	36,3	18,9	21,7
More than three positions	19,0	33,3	17,1	23,8	9,6	13,0
Total (%)	100	100	100	100	100	100
Number of responses	254	36	41	80	74	23

Source: The PhD employment survey 2021.

3. Job functions and usefulness of the PhD education

Compared to earlier years, this final part of the 2021 report contains an expanded section on the value added by a PhD degree in the actual employment situation. Before that, section 3.1 describes the graduates' employment sectors and job functions. All the tables and figures relate to the employment status per October 1st 2021. Tables divided into cohorts can be found in Appendix 3.

3.1. Employment sectors and job functions

Table 3.1 presents the employment fields in which the PhD graduates are employed. There are fairly large differences across the faculties. For all faculties except Health, it is most common to be employed by universities or other public research institutions. More than half of the graduates from Health are employed by the health sector. Generally, the differences between the faculties correspond very well to what we would expect given the content of PhD programs.

Table 3.1. Employment sectors for employed PhD graduates, both cohorts. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Health sector	20,4	1,4	5	53,8	2,2	3,5
Pharmaceutical industry/biotech	8,4	1,4	1,3	15,4	8,8	3,5
Industry	4,0	0	2,5	0	8,0	12,3
Building and construction	0,6	0	1,3	0	0	3,5
IT and telecommunications	3,6	0	3,8	0,7	10,9	0
Trade and commerce	0,4	0	0	0	0	3,5
Finance and insurance	1,6	0	8,8	0	1,5	0
Law practice	0,7	0	5	0	0	0
Public administration	3,5	4,3	8,8	1,4	2,2	5,3
Culture and tourism	1,5	8,6	0	0	1,5	0
Media and communication	0,4	1,4	1,3	0	0	0
Consulting and counselling services	3,5	7,1	3,8	0	4,4	7,0
Transportation and services	0,4	0	0	0,7	0,7	0
Universities, government research or other public research institution	38,7	55,7	51,3	22,4	45,3	38,6
Non-public research company	1,7	0	0	2,1	2,9	1,8
Teaching institution	2,2	11,4	1,3	0	1,5	1,8
Food industry	3,3	0	1,3	0,7	5,1	12,3
Other	5,0	8,6	5	2,8	5,1	7,0
Total (%)	100	100	100	100	100	100
Number of responses	487	70	80	143	137	57

Note: The category "advertising and marketing" is left out due to zero answers in that category. The category "Teaching institutions" is in the questionnaire described as "Teaching institution (colleges of education, grammar/high school, primary/elementary school or similar)". Source: The PhD employment survey 2021.

Table 3.2 shows which job functions PhD graduates have as part of their jobs. For all faculties, the most common job function is research and development. The largest variation across faculties is found in relation to teaching which is a part of the job for half of the graduates from Arts and Aarhus BSS but only around 20 % of the graduates from Nat and Tech.

Table 3.2. Job functions for employed PhD graduates, both cohorts. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Research and development	80,0	80	80	74,1	83,2	89,5
Teaching	34,9	50	50	38,5	20,4	22,8
Managerial responsibility	20,3	15,7	20	27,3	17,5	12,3
None of the above	12,5	8,6	15	15,4	10,9	8,8
Number of responses	487	70	80	143	137	57

Note: Multiple answers possible. Source: The PhD employment survey 2021.

PhD graduates having research and development as a part of their jobs were asked which type of R&D they work with. The results from this question are displayed in table 3.3 and paint a mixed picture with applied research as the most common answer (63,1 %).

Table 3.3. Which type of R&D for PhD employed graduates working with R&D, both cohorts. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Basic research	39,6	55,4	48,4	29,2	54,4	11,8
Applied research	63,1	50	70,3	70,8	48,2	78,4
Development	45,8	32,1	35,9	49,1	51,8	49,0
Number of responses	391	56	64	106	114	51

Note: Multiple answers possible. Source: The PhD employment survey 2021.

PhD graduates having teaching as a part of their jobs were asked in which type of institution they teach. Table 3.4 shows that teaching at universities is the most common type of teaching for PhD graduates across all faculties.

Table 3.4. Which type of teaching for employed PhD graduates working with teaching, both cohorts. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
University	71,8	62,9	82,5	70,9	71,4	69,2
Other higher education institution	6,0	8,6	2,5	9,1	3,6	0
College of professional education	9,4	20	5	12,7	0	0
Gymnasium	1,6	5,7	0	0	3,6	0
Folk high school	0,6	0	0	0	0	7,7
Elementary/primary school	0,5	2,9	0	0	0	0
Own training company	10,1	5,7	10	12,7	14,3	0
Other educational institution	12,2	5,7	5	14,5	17,9	23,1
Number of responses	171	35	40	55	28	13

Note: multiple answers possible. "Technical school" is not included due to no responses. Gymnasium is described as "upper secondary education, i.e. grammar school/high school" Source: The PhD employment survey 2021.

PhD graduates having managerial responsibility as part of their jobs were asked which type of managerial responsibility they have. Overall, table 3.5 shows that the most common answer is project responsibility reported by more than 80 % of the graduates. Half of the PhD graduates with managerial responsibility have staff responsibility. Around 20 % of the graduates report that they have financial or production responsibility. Especially when it comes to financial, staff, and production responsibilities, there is a notable difference between the faculties.

Table 3.5. Which type of managerial responsibility for employed PhD graduates with managerial responsibility, both cohorts. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Financial responsibility	22,6	27,3	6,3	20,5	33,3	28,6
Staff responsibility	50,6	36,4	68,8	43,6	62,5	42,9
Production responsibility	20,7	9,1	18,8	30,8	8,3	14,3
Project responsibility	83,1	90,9	75	76,9	91,7	100
Other	7,4	9,1	6,3	10,3	4,2	0
Number of responses	97	11	16	39	24	7

Note: multiple answers possible. Source: The PhD employment survey 2021.

Tables 3.6 to 3.10 on the following pages show the distribution of the PhD graduates' work tasks in their present job as of October 1st for each faculty and cohort. The five most frequent tasks in each faculty table are highlighted. Each faculty's graduates were presented with a faculty-unique set of predefined possible tasks and were asked to choose up to five 'most frequent tasks in your job' from the list.

Table 3.6 below shows the most frequent tasks reported by graduates from Arts. It appears that the most frequent tasks are data collection and processing, research, communication and dissemination, coordination and planning, project management and project work, and teaching and guidance/supervision. The answers are very similar across the two cohorts.

Table 3.6. Five most frequent tasks for employed PhD graduates from the Arts faculty by cohort. Percentages.

Tasks	2016/17	2020/21
Data collection and processing	44	47
Design and system development	3	9
Events	8	12
Research	67	65
Research management	17	3
Fundraising	8	12
Directing and performance work	3	0
IT support	3	3
Communication and dissemination	58	77
Coordination and planning	33	53
Customer and citizen planning	3	3
Courses	11	0
Marketing and/or advertising	6	3
Personnel management	6	3
Policy	6	0
Production of music, radio and TV	3	0
Project management and project work	56	47
Educational work	28	12
Editorial work	19	21
Advisory and consultancy services	6	6
Council, committee, board, etc. (participation)	11	0
Secretariat functions and/or public sector consultancy/management	11	3
Language and translation tasks	0	9
Team management	3	6
Exhibits, curation and archival work	8	21
Development and innovation	17	21
Teaching and guidance/supervision	53	41
Other	0	6
Number of respondents	36	34

Note: Up to five answers per respondent. The categories "HR", "Procurement and/or sales", "Church ceremonies", "excavation and finds processing" and "finance" are left out due to no responses. Source: The PhD employment survey 2021

Table 3.7 displays the most frequent tasks for graduates from Aarhus BSS. Again, the answers are very similar across the two cohorts. The most frequent tasks are analysis and/or evaluation, data collection and/or processing, research, communication and/or dissemination, and teaching and/or supervision.

Table 3.7. Five most frequent tasks for employed PhD graduates from the **Aarhus BSS** faculty by cohort.
Percentages.

Tasks	2016/17	2020/21
Analysis and/or evaluation	71	81
Data collection and/or processing	54	68
Business development	12	3
Research	68	62
Research management	7	14
Fundraising	12	8
Legal functions	10	5
Communication and/or dissemination	37	41
Courses	15	11
Marketing and/or advertising	5	0
Personnel management	7	3
Policy	5	5
Product and/or system development	5	3
Programming	17	22
Project and/or development work	27	19
Project management	27	22
Advisory and/or consultancy services	24	5
Case handling and/or documentation	0	8
Secretariat functions and/or public sector consultancy/management	5	3
Taxes	0	3
Language and/or translation tasks	5	3
Strategy development and/or implementation	12	11
Therapy and interviews	7	5
Team management	0	3
Teaching and/or supervision	42	46
Development and efficiency measuring	12	3
Finance and/or accounting functions	2	3
Number of respondents	41	37

Note: Up to five answers per respondent. The categories "procurement and/or sales", "support function (e.g. IT or costumer service" and "other" are left out due to no responses. Source: The PhD employment survey 2021.

Table 3.8 below shows the most frequent tasks for graduates from Health. Compared to graduates from Arts and Aarhus BSS, the diversity in tasks is larger for graduates from Health. For both cohorts, data collection/processing, writing articles, and patient related clinical work are among the top five most frequent tasks. Other frequent tasks include analysis, research management, clinical work, and meetings.

Table 3.8. Five most frequent tasks for employed PhD graduates from the **Health** faculty by cohort. Percentages.

Tasks	2016/17	2020/21
Administration	11	7
Outpatient clinic	23	18
Writing articles	33	31
Analysis	25	26
Data collection/processing	36	38
Diagnostics	11	15
Preparation	5	7
Dissemination	19	28
Research	23	15
Research management	25	43
Fundraising	9	7
Patient related clinical work	24	28
Clinical dentistry	1	2
Coordination	15	13
Courses	4	2
Quality assurance /documentation	10	8
Laboratory work	13	15
Management	8	8
Study of literature	14	13
Clinical work	28	21
Monitoring of medicine	1	0
Meetings	9	34
Autopsies	19	2
Surgeries	5	10
Patient treatment	5	18
Patient administrative work	18	3
Communication with patients	20	7
Project management	13	25
Programming	4	3
Advisory/consultancy services	4	0
Secretariat functions and/or public sector consultancy/management	3	3
Software development	4	0
Specialist doctor	10	8
Group leader	13	2
Therapy and interviews	1	2
Teaching	10	20
Supervision	15	13
Economy	0	2
Number of respondents	80	61

Note: Up to five answers per respondent. The categories "surgeries assisting", "course leader" and "other" are left out due to no responses. Source: The PhD employment survey 2021.

Tables 3.9 and 3.10 on the following pages show the most frequent tasks for graduates from Nat and Tech, respectively. Table 3.9 shows that analysis, data collection/processing, and research are in the top five of most frequent tasks for both cohorts of graduates from Nat. Other frequent tasks include innovation, communication/dissemination, laboratory work, programming, and project management.

Table 3.9. Five most frequent tasks for employed PhD graduates from the Nat faculty by cohort. Percentages.

Tasks	2016/17	2020/21
Administration	15	7
Analysis	41	65
Calculation engineer	1	0
Business care configuration	0	2
Data collection/processing	43	52
Research	48	67
Fundraising	8	5
Innovation	25	17
Communication/dissemination	25	23
Coordination	17	8
Client support	3	2
Quality assurance/documentation	5	10
Laboratory work	24	30
Modelling	17	15
Personnel management	8	0
Product development	11	3
Programming	20	42
Project work	21	25
Project management	29	10
Advisory/consultancy work	5,3	0
Sales/procurement	4	2
Scrum master tasks	4	0
Secretariat functions and/or public sector consultancy/management	5	2
Software development	15	15
Team management	8	5
Technical tasks	9	5
Tests	7	10
Preparing applications/quotations	8	5
Development	20	18
Teaching including preparation	11	13
Guidance/supervision	15	10
Contact with customers, citizens, pupils, students, etc.	8	7
Other	3	5
Number of respondents	75	60

Note: Up to five answers per respondent. The categories "design verification", "inspection" and "offshore work" are left out due to no responses. Source: The PhD employment survey 2021.

Table 3.10 displays the most frequent tasks for graduates from Tech. They are similar compared to graduates from Nat as analysis, research, and communication/dissemination are among the most frequent tasks for both cohorts of graduates from Tech. Again, there is some variation across the cohorts, and other frequently reported tasks include data collection/processing, laboratory work, project management, advisory/consultancy work, and development.

Table 3.10. Five most frequent tasks for employed PhD graduates from the **Tech** faculty by cohort. Percentages.

Tasks	2016/17	2020/21
Administration	22	3
Analysis	26	58
Calculation engineer	17	0
Business care configuration	0	3
Data collection/processing	13	55
Design verification	4	0
Research	30	61
Fundraising	9	9
Innovation	22	24
Inspection	4	0
Communication/dissemination	35	42
Coordination	22	12
Client support	9	0
Quality assurance/documentation	13	9
Laboratory work	17	36
Modelling	17	21
Personnel management	4	0
Product development	13	15
Programming	17	18
Project work	13	21
Project management	30	15
Advisory/consultancy work	26	6
Secretariat functions and/or public sector consultancy/management	4	0
Software development	0	3
Team management	4	6
Technical tasks	13	3
Tests	0	6
Preparing applications/quotations	13	9
Development	26	21
Teaching including preparation	13	9
Guidance/supervision	22	18
Contact with customers/citizens/pupils/students etc.	17	6
Other	4	0
Number of respondents	23	33

Note: Up to five answers per respondent. The categories "offshore work", "Sales/procurement" and "Scrum master tasks" are left out due to no responses. Source: The PhD employment survey 2021.

3.2. The relation between PhD dissertation and current job

The last section of the report examines how the PhD graduates experience the relation between their PhD education and their current job. First, the report examines the graduates' assessment of the relevance of their PhD research topic or method for their current job, as well as how the PhD education has prepared the graduates for working life. Second, the report displays competency maps for all graduates (AU level) and divided into faculties. The competency maps show the relation between the competences acquired during the PhD education and the competences needed at work.

Table 3.11 shows whether the PhD graduates find their PhD education relevant for their current job. The respondents are asked to assess whether the topic of the PhD dissertation or the chosen research method is relevant to their current job. A clear majority of close to 70 % find that their PhD topic or research method has relevance to their current job.

Table 3.11. Relevance of PhD dissertation topic or research method for the current job for employed PhD graduates, both cohorts. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Relevant	68,9	78,3	82,1	68,6	53,4	76,8
Partially relevant	11,8	7,2	14,1	13,6	14,3	3,6
Not relevant	19,3	14,5	3,8	17,9	32,3	19,6
Total (%)	100	100	100	100	100	100
Number of responses	476	69	78	140	133	56

Source: *The PhD employment survey 2021*.

As a related question, the respondents are asked to evaluate the relation between their PhD degree program and their current job. Table 3.12 shows that more than 90 % of the respondents find at least some relation between their PhD program and current job. The most common answer is that the job is within the academic content of the PhD, and this applies to all faculties.

Table 3.12. Relation between PhD and current job for employed PhD graduates, both cohorts. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Job is within the academic content of the PhD	57,5	72,5	69,2	54,3	49,6	53,6
Job is outside the academic field of the PhD, but requires general qualifications acquired through the PhD	34,6	21,7	26,9	36,4	41,4	37,5
No clear connection between the academic content of the PhD and job	7,9	5,8	3,8	9,3	9,0	8,9
Total (%)	100	100	100	100	100	100
Number of responses	476	69	78	140	133	56

Source: *The PhD employment survey 2021*.

Table 3.13 displays results showing to which degree the PhD program prepared the PhD graduates for working life. 94 % answer that the PhD program has prepared them for working life, at least to some degree. The answers are similar across the faculties even though there is an indication that a larger share of the graduates from Arts find that the PhD program has prepared them for working life to a high degree.

Table 3.13. Did the PhD program prepare for working life? For employed PhD graduates, both cohorts. Percentages for AU total and by faculties.

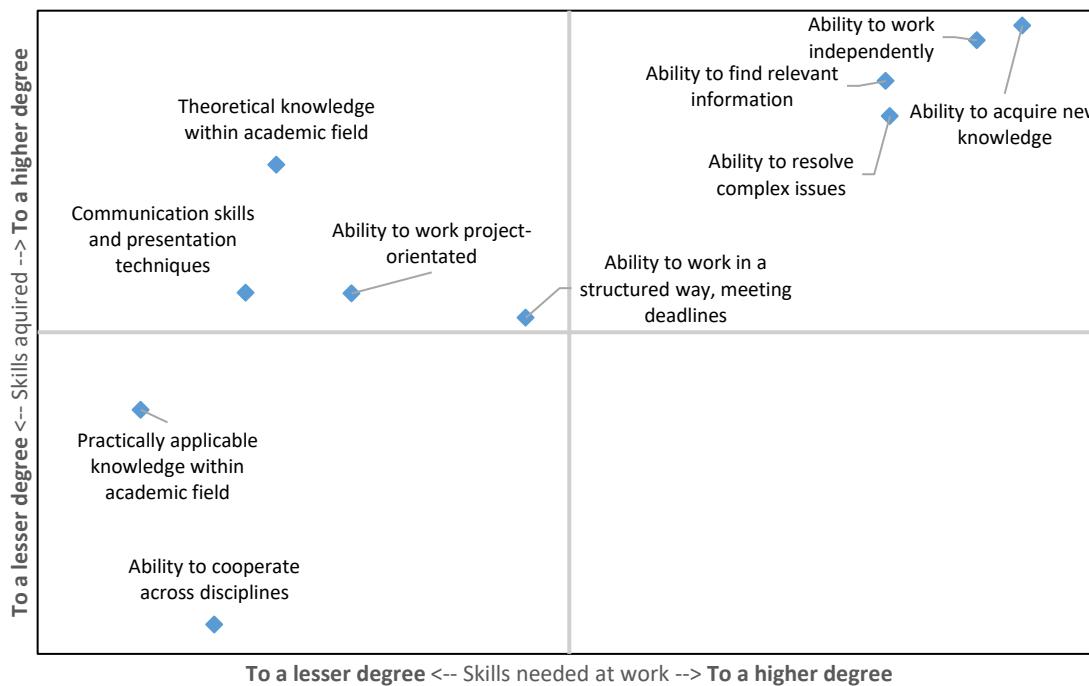
	AU	Arts	Aarhus BSS	Health	Nat	Tech
To a high degree	57,6	68,6	57,7	57,1	51,9	58,9
To some degree	36,5	22,9	37,2	37,9	40,6	37,5
Only a little	5,1	7,1	5,1	3,6	6,8	3,6
Not at all	0,9	1,4	0	1,4	0,8	0
Total (%)	100	100	100	100	100	100
Number of responses	477	70	78	140	133	56

Source: *The PhD employment survey 2021*.

The last part of the main section of the report consists of competency maps. The competency maps show the relationship between the qualifications and competences acquired during the PhD education and the qualifications and competences needed at work. The maps are created based on two questions asking the PhD graduates to evaluate to which degree they acquired the listed competences during their PhD education, and to which degree they need the competences in their current job. Hence, the figures show which competences the graduates themselves experience to be most important in their current job. The results are both depicted for AU overall and at faculty level. The competency maps are made using merged data from both cohorts. The scaling in the five competency maps is not comparable across figures as they are rescaled individually.

Figure 3.1 shows the competency map at AU level (all five faculties). Most of the competences are located relatively close to the diagonal which indicates that there is a match between the acquired competences and the competences needed in the current job.

Figure 3.1. Competency map. Qualifications and competences needed at work compared to acquired qualifications and competences during PhD program. Both cohorts, **AU total**.

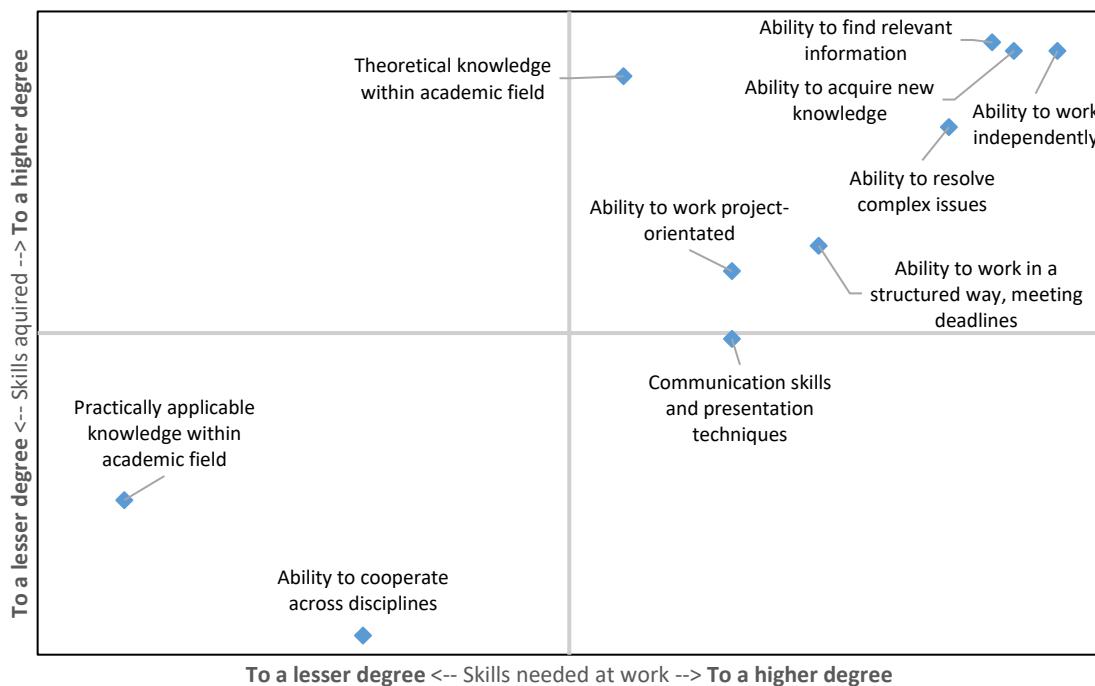


Source: The PhD employment survey 2021.

Looking at the results for AU total, the four most important competences are: Ability to acquire new knowledge, work independently, find relevant information, and resolve complex issues. All these competences are acquired during the education to a high degree. The largest divergence is seen in relation to theoretical knowledge within the academic field which is perceived to be less needed in the current job.

Figure 3.2 shows the competency map for graduates from Arts. Again, most of the competences are located along the diagonal. The four most important competences are the same as for AU overall. The figure indicates that graduates from Arts experience a greater need for communication skills and presentation techniques, as well as theoretical knowledge within their academic field, compared to graduates from other faculties.

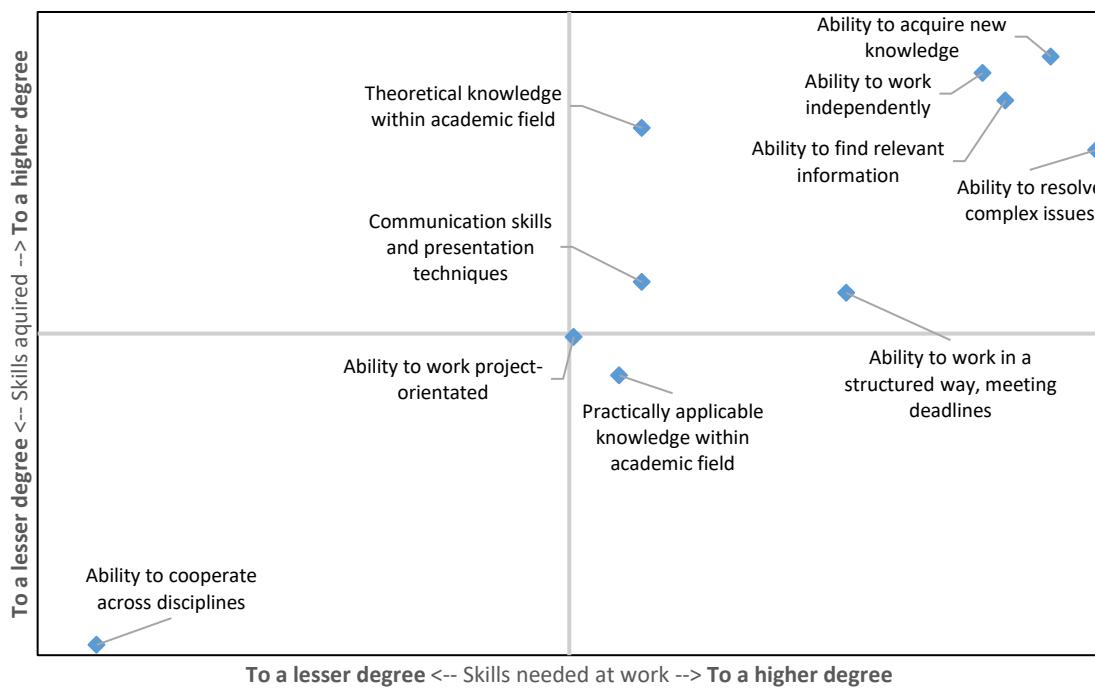
Figure 3.2. Competency map. Qualifications and competences needed at work compared to acquired qualifications and competences during PhD program. Both cohorts, Faculty of Arts.



Source: The PhD employment survey 2021.

Figure 3.3 displays the competency map for graduates from Aarhus BSS. The figure indicates that there is a strong relationship between the acquired and needed competences. The top four most important competences are again the same as for AU overall. Compared to AU overall, practically applicable knowledge within the academic field seems to be more important for graduates from BSS in their current job.

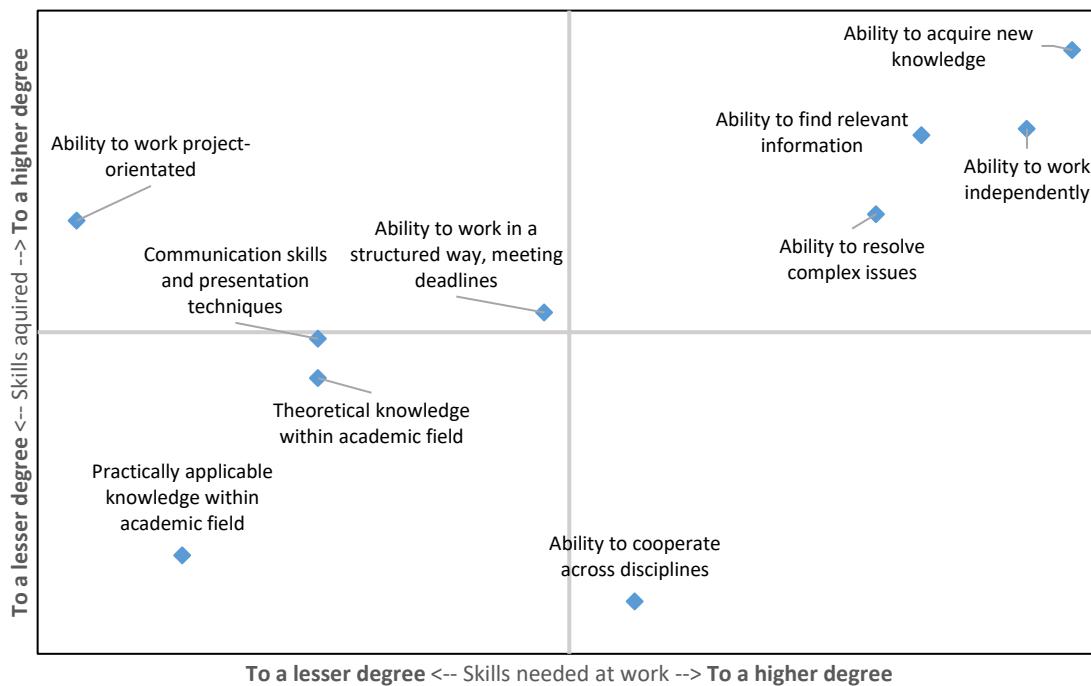
Figure 3.3. Competency map. Qualifications and competences needed at work compared to acquired qualifications and competences during PhD program. Both cohorts, **Aarhus BSS**.



Source: *The PhD employment survey 2021*.

Figure 3.4 shows the competency map for graduates from Health. The pattern is similar to the previous figures as most competences are located relatively close to the diagonal. Compared to AU overall, graduates from Health experience a greater need for the ability to cooperate across disciplines, but they only experience to acquire this competence during their PhD program to a lesser degree. The ability to work project-orientated is perceived to be less needed, but it is acquired during the education to a higher degree.

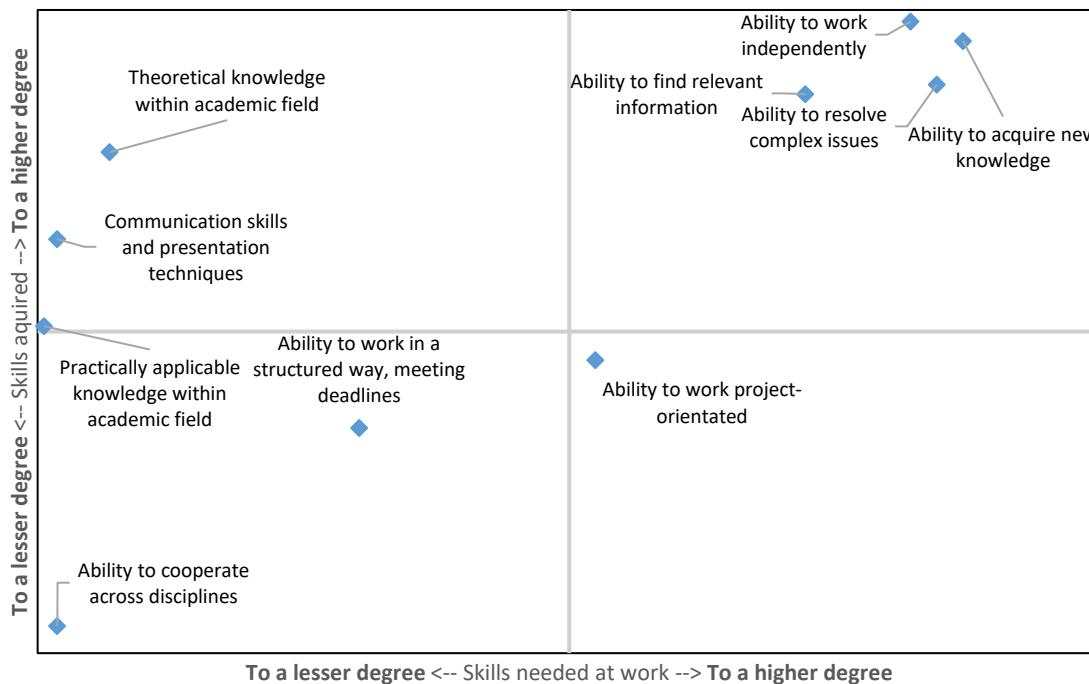
Figure 3.4. Competency map. Qualifications and competences needed at work compared to acquired qualifications and competences during PhD program. Both cohorts, Faculty of **Health**.



Source: *The PhD employment survey 2021*

Figure 3.5 shows the competency map for graduates from Nat. Again, the four most needed competences are the same as for AU overall. Three competences are placed further away from the diagonal: Practically applicable knowledge within the academic field, communication skills and presentation techniques, and theoretical knowledge within the academic field. None of these competences are perceived to be very important in the current job.

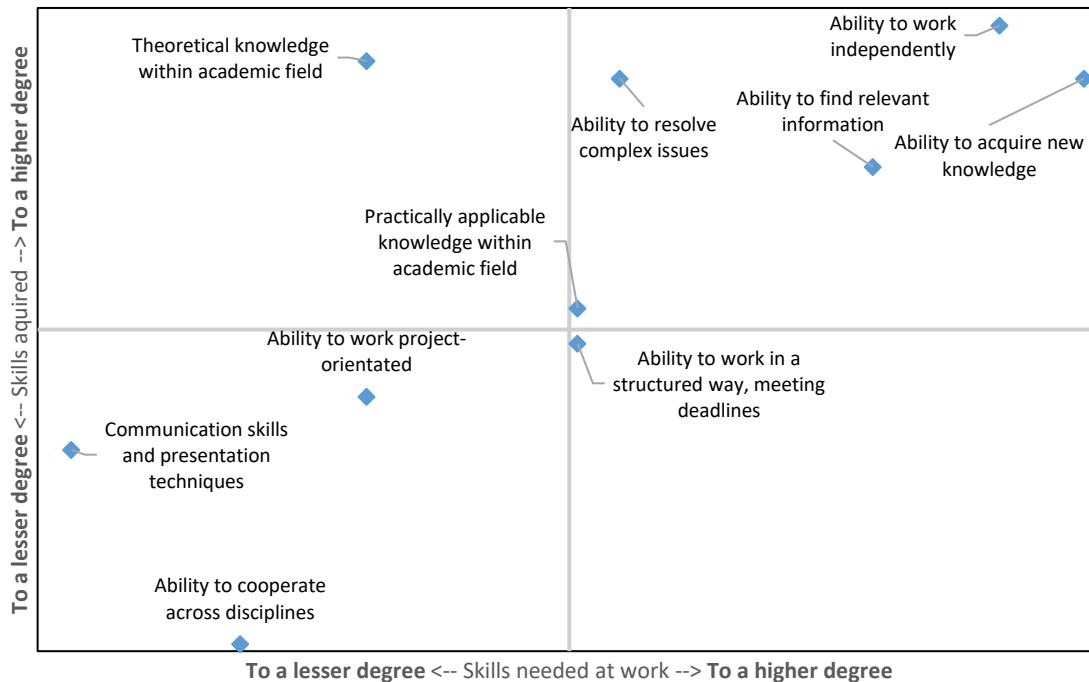
Figure 3.5. Competency map. Qualifications and competences needed at work compared to acquired qualifications and competences during PhD program. Both cohorts, Faculty of Natural Sciences.



Source: The PhD employment survey 2021.

Lastly, figure 3.6 displays the competency map for graduates from Tech. Most competences are located close to the diagonal, and again, the four most needed competences are the same as for AU overall. However, the ability to resolve complex issues is perceived to be a bit less needed in the current job. Compared to the overall AU average, practically applicable knowledge within the academic field seems to be more needed for graduates from Tech.

Figure 3.6. Competency map. Qualifications and competences needed at work compared to acquired qualifications and competences during PhD program. Both cohorts, Faculty of **Technical Sciences**.



Source: *The PhD employment survey 2021*.

Appendix 1. Identification and response rate

The total number of PhD graduates in the two cohorts is presented in table A.1.1.

Table A.1.1. Number of PhD graduates by faculty and cohort. Absolute numbers.

Faculties	2016/17	2020/21
Arts	68	60
Aarhus BSS	81	62
Health	175	153
Science	138	109
Technology	54	71
Total	516	455

Source: *The PhD employment survey 2021*.

It was not possible to send out the questionnaire to a minor group of respondents with unknown (and untraceable) e-mail addresses and no e-Boks accounts. These non-identified respondents are not included in the calculation of response rates, but their non-response is still used in the calculation of the applied weights. Table A.1.2. presents the total number and percentage of non-identified respondents.

Table A.1.2. Non-response caused by a lack of identification. Both cohorts. Absolute numbers and percentages.

	Number	Percentage
Identified	968	99,7
Not identified	3	0,3
Total	971	100

Note: "Not identified" includes respondents with an unknown e-mail address and no e-Boks account. Source: *The PhD employment survey 2021*.

Table A.1.3 presents the identified respondents' response rates divided into faculty and cohort.

Table A.1.3. Response rates by faculty and cohort. Percentages.

Faculties	2016/17	2020/21
Arts	54,4	68,3
Aarhus BSS	56,3	66,1
Health	48,3	42,5
Science	55,1	61,5
Technology	47,2	50,7
Total	52,0	54,9

Note: Response rate does not include non-identified respondents. Partially answered surveys count as a response.

Source: *The PhD employment survey 2021*.

The different response rates across the faculties have the potential to bring about biased results due to an overweight of respondents from certain faculties. To minimize this risk, this report uses a faculty based weighting method. Using this method, the results from respondents from faculties with a lower response rate will be given a greater weight, which will make up for the relatively lower response rate.

Appendix 2. Sensitivity of employment shares to weighting method

This appendix corresponds to section 1 about employment status and shows the results when different weighting methods are applied. Merged data for both cohorts are used, and the results are shown when no weighting is applied as compared to results weighted by faculty and by PhD program. It appears that there are only marginal differences between the different weighting methods. The differences between the weighted averages by faculty and PhD program are small. This, combined with the problems of using weighted averages by PhD program due to lack of respondents in some fields, leads us to apply the weighting by faculty for the rest of this report.

Table A.2.1. Employment status for PhD graduates, both cohorts. Percentages for AU total and by faculties. Not weighted.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Employed	96,3	89,7	96,5	98,0	97,9	96,7
Other education	0,2	1,3	0	0	0	0
Unemployed	3,1	7,7	3,5	1,4	2,1	3,3
Inactive	0,4	1,3	0	0,7	0	0
Total (%)	100	100	100	100	100	100
Number of responses	513	78	86	148	141	60

Note: "Employed" includes respondents who answered "On leave with unconditional right to return". "Inactive" includes respondents who answered "inactive (homemaker, early retirement, etc.)". Source: The PhD employment survey 2021.

Table A.2.2 applies a faculty-based weighting method.

Table A.2.2. Employment status for PhD graduates, both cohorts. Percentages for AU total and by faculties. Weighted by faculty.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Employed	96,5	89,7	96,5	98,0	97,9	96,7
Other education	0,2	1,3	0	0	0	0
Unemployed	3,0	7,7	3,5	1,4	2,1	3,3
Inactive	0,4	1,3	0	0,7	0	0
Total (%)	100	100	100	100	100	100
Number of responses	513	78	86	148	141	60

Note: "Employed" includes respondents who answered "On leave with unconditional right to return". "Inactive" includes respondents who answered "inactive (homemaker, early retirement, etc.)". Source: The PhD employment survey 2021.

Table A.2.3 applies a PhD program-based weighting method. If a PhD program within a faculty has no respondents, the faculty-based weighting method is used for that specific faculty.

Table A.2.3. Employment status for PhD graduates, both cohorts. Percentages for AU total and by faculties.
Weighted by PhD program.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Employed	96,4	89,7	96,3	98,1	98,1	96,7
Other education	0,2	1,4	0	0	0	0
Unemployed	2,9	7,2	3,7	1,2	1,9	3,3
Inactive	0,5	1,7	0	0,7	0	0
Total (%)	100	100	100	100	100	100
Number of responses	513	78	86	148	141	60

Note: "Employed" includes the answer "On leave with unconditional right to return". "Inactive" is defined as "inactive (homemaker, early retirement, etc.)". Source: The PhD employment survey 2021.

Appendix 3. Tables divided into cohorts

Table numbers refer to the corresponding tables in the report added an A for cohort 16/17 or B for cohort 20/21 respectively. If there is only one table, the table covers both cohorts, and the corresponding tables divided by cohort is included in the report.

Section 1. Employment status

Table 1.1.A. Employment status for PhD graduates, both cohorts. Percentage for AU total and by faculties.
Weighted by Faculty.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Employed	96,5	89,7	96,5	98,0	97,9	96,7
Other education	0,2	1,3	0	0	0	0
Unemployed	3,0	7,7	3,5	1,4	2,1	3,3
Inactive	0,4	1,3	0	0,7	0	0
Total (%)	100	100	100	100	100	100
Number of responses	513	78	86	148	141	60

Note: "Employed" includes respondents who answered "On leave with unconditional right to return". "Inactive" includes respondents who answered "inactive (homemaker, early retirement, etc.)". Source: The PhD employment survey 2021.

Section 2.1. Type of position

Table 2.1.A. Number of working hours for PhD graduates, year 16/17. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Full-time job	96,1	94,4	97,7	93,9	97,4	100
Part-time job	3,9	5,6	2,3	6,1	2,6	0
Total (%)	100	100	100	100	100	100
Number of responses	260	36	43	82	76	23

Note: A "Full-time job" is a job with at least 37 working hours a week. A "part-time job" is a job with less than 37 working hours a week. Source: The PhD employment survey 2021.

Table 2.1.B. Number of working hours for PhD graduates, year 20/21. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Full-time job	93,5	79,4	89,7	95,2	96,8	97,1
Part-time job	6,5	20,6	10,3	4,8	3,2	2,9
Total (%)	100	100	100	100	100	100
Number of responses	232	34	39	62	62	35

Note: A "Full-time job" is a job with at least 37 working hours a week. A "part-time job" is a job with less than 37 working hours a week. Source: The PhD employment survey 2021.

Table 2.2.A. Type of position for PhD graduates, year 16/17. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Permanent position/tenure	63,4	55,6	81,0	50	67,1	82,6
Temporary/fixed-term position	32,4	41,7	11,9	43,9	30,3	17,4
Temporary substitute position	0,8	0	0	2,4	0	0
Subsidized employment	0	0	0	0	0	0
Self-employed	1,9	0	7,1	2,4	0	0
Other	1,5	2,8	0	1,2	2,6	0
Total (%)	100	100	100	100	100	100
Number of responses	259	36	42	82	76	23

Note: A temporary/fixed-term position is described as "Temporary/fixed-term position (e.g. project employment)".

Source: The PhD employment survey 2021.

Table 2.2.B. Type of position for PhD graduates, year 20/21. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Permanent position/tenure	39,5	32,4	35,9	45,2	30,6	48,6
Temporary/fixed-term position	54,5	58,8	59,0	51,6	58,1	48,6
Temporary substitute position	2,3	2,9	2,6	0	4,8	2,9
Subsidized employment	1,3	0	0	1,6	3,2	0
Self-employed	0,7	2,9	2,6	0	0	0
Other	1,7	2,9	0	1,6	3,2	0
Total (%)	100	100	100	100	100	100
Number of responses	232	34	39	62	62	35

Note: A temporary/fixed-term position is described as "Temporary/fixed-term position (e.g. project employment)".

Source: The PhD employment survey 2021.

Section 2.2. Employment – where?

Table 2.3.A. Employment sector for PhD graduates, year 16/17. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Employed in private sector	36,8	8,3	35,7	26,8	57,9	52,2
Employed in the public sector	58,0	88,9	57,1	69,5	32,9	47,8
Employed in a professional or non-profit organization	2,6	2,8	2,4	1,2	5,3	0
Other	2,6	0	4,8	2,4	3,9	0
Total (%)	100	100	100	100	100	100
Number of responses	259	36	42	82	76	23

Source: The PhD employment survey 2021.

Table 2.3.B. Employment sector for PhD graduates, year 20/21. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Employed in private sector	21,7	5,9	15,4	14,5	29,0	42,9
Employed in the public sector	71,3	85,3	76,9	83,9	56,5	51,4
Employed in a professional or non-profit organization	3,3	2,9	2,6	1,6	6,5	2,9
Other	3,8	5,9	5,1	0	8,1	2,9
Total (%)	100	100	100	100	100	100
Number of responses	232	34	39	62	62	35

Source: The PhD employment survey 2021.

Which part of the public sector?

Table 2.4.A. Different parts of the public sector for PhD graduates, year 16/17. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
EU	3,3	3,1	4,2	0	8	9,1
Central government	41,8	62,5	58,3	17,5	56	54,5
Region	32,4	3,1	12,5	68,4	12	0
Municipality	5,9	9,4	12,5	1,8	4	9,1
Other	16,7	21,9	12,5	12,3	20	27,3
Total (%)	100	100	100	100	100	100
Number of responses	149	32	24	57	25	11

Source: The PhD employment survey 2021.

Table 2.4.B. Different parts of the public sector for PhD graduates, year 20/21. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
EU	0,5	0	0	0	2,9	0
Central government	49,0	72,4	70	29,4	41,2	72,2
Region	31,1	6,9	10	60,8	11,8	16,7
Municipality	5,4	13,8	10	2,0	5,9	0
Other	14,1	6,9	10	7,8	38,2	11,1
Total (%)	100	100	100	100	100	100
Number of responses	162	29	30	51	34	18

Source: The PhD employment survey 2021.

Size of workplace organization

Table 2.5.A. Size of organization for PhD graduates, year 16/17. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Small enterprise/organization	10,2	13,9	4,8	11,0	7,9	17,4
Medium-sized enterprise/organization	9,9	8,3	16,7	8,5	9,2	8,7
Large enterprise/organization	79,9	77,8	78,6	80,4	82,9	73,9
Total (%)	100	100	100	100	100	100
Number of responses	259	36	42	82	76	23

Note: A small enterprise/organization is described as a “small enterprise/organization (less than 50 employees)”, a medium-sized enterprise/organization as a “medium-sized enterprise/organization (50-250 employees)” and a large enterprise/organization as a “large enterprise/organization (more than 250 employees)”. Source: The PhD employment survey 2021.

Table 2.5.B. Size of organization for PhD graduates, year 20/21. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Small enterprise/organization	8,9	11,8	5,1	6,6	13,1	8,6
Medium-sized enterprise/organization	6,8	5,9	10,3	6,6	8,2	2,9
Large enterprise/organization	84,4	82,4	84,6	86,9	78,7	88,6
Total (%)	100	100	100	100	100	100
Number of responses	230	34	39	61	61	35

Note: A small enterprise/organization is described as a “small enterprise/organization (less than 50 employees)”, a medium-sized enterprise/organization as a “medium-sized enterprise/organization (50-250 employees)” and a large enterprise/organization as a “large enterprise/organization (more than 250 employees)”. Source: The PhD employment survey 2021.

Employment country

Table 2.6.A. Employment country for PhD graduates, year 16/17. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Employed in Denmark	82,0	86,1	78,6	84,1	78,9	82,6
Employed outside of Denmark	18,0	13,9	21,4	15,9	21,1	17,4
Total (%)	100	100	100	100	100	100
Number of responses	259	36	42	82	76	23

Source: The PhD employment survey 2021.

Table 2.6.B. Employment country for PhD graduates, year 20/21. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Employed in Denmark	80,5	82,4	74,4	91,8	67,2	80
Employed outside of Denmark	19,5	17,6	25,6	8,2	32,8	20
Total (%)	100	100	100	100	100	100
Number of responses	230	34	39	61	61	35

Source: The PhD employment survey 2021.

Physical location of workplace

Table 2.7.A. Physical location of workplace for PhD graduates, year 16/17. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Greater Copenhagen	24,2	35,5	15,2	18,8	31,7	21,1
Zealand and islands	2,5	0	0	0	3,3	15,8
Funen	1,9	6,5	0	1,4	0	5,3
Aarhus and eastern part of Jutland	56,1	35,5	72,7	65,2	55	31,6
Rest of Jutland	15,3	22,6	12,1	14,5	10	26,3
Total (%)	100	100	100	100	100	100
Number of responses	212	31	33	69	60	19

Note: Postal codes under 3000 is defined as Greater Copenhagen, postal codes between 3000 and 4999 as Zealand and islands, postal codes between 5000 and 5999 as Funen, postal codes between 8000 and 8999 as Aarhus and the eastern part of Jutland and postal codes between 6000 and 7999 and above 9000 as the rest of Jutland. Source: The PhD employment survey 2021.

Table 2.7.B. Physical location of workplace for PhD graduates, year 20/21. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Greater Copenhagen	17,3	35,7	17,2	16,1	7,3	18,5
Zealand and islands	1,9	0	0	1,8	0	7,4
Funen	2,2	3,6	3,4	1,8	0	3,7
Aarhus and eastern part of Jutland	69,1	46,4	72,4	71,4	78,0	66,7
Rest of Jutland	9,6	14,3	6,9	8,9	14,6	3,7
Total (%)	100	100	100	100	100	100
Number of responses	181	28	29	56	41	27

Note: Postal codes under 3000 is defined as Greater Copenhagen, postal codes between 3000 and 4999 as Zealand and islands, postal codes between 5000 and 5999 as Funen, postal codes between 8000 and 8999 as Aarhus and the eastern part of Jutland and postal codes between 6000 and 7999 and above 9000 as the rest of Jutland. Source: The PhD employment survey 2021.

Section 3.1. Employment sectors and job functions

Table 3.1.A. Employment sectors for employed PhD graduates, year 16/17. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Health sector	19,9	2,8	4,9	52,4	1,3	4,3
Pharmaceutical industry/biotech	11,6	2,8	2,4	19,5	11,8	8,7
Industry	0,4	0	0	0	0	4,3
Building and construction	4,9	0	4,9	0	10,5	13,0
IT and telecommunications	3,7	0	2,4	1,2	10,5	0
Finance and insurance	1,8	0	7,3	0	2,6	0
Law practice	1,4	0	9,8	0	0	0
Public administration	3,5	8,3	2,4	1,2	1,3	13,0
Culture and tourism	0,7	5,6	0	0	0	0
Media and communication	0,7	2,8	2,4	0	0	0
Consulting and counselling services	5,3	8,3	7,3	0	6,6	13,0
Universities, government research or other public research institution	34,6	52,8	46,3	20,7	38,2	30,4
Non-public research company	1,5	0	0	1,2	3,9	0
Teaching institution	1,8	8,3	0	0	2,6	0
Food industry	2,7	0	0	1,2	5,3	8,7
Other.	5,3	8,3	9,8	2,4	5,3	4,3
Total (%)	100	100	100	100	100	100
Number of responses	258	36	41	82	76	23

Note: The category "advertising and marketing" is left out due to zero answers in that category. The category "Teaching institutions" is in the questionnaire described as "Teaching institution (colleges of education, grammar/high school, primary/elementary school or similar)". Source: The PhD employment survey 2021.

Table 3.1.B. Employment sectors for PhD graduates, year 20/21. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Health sector	21,1	0	5,1	55,7	3,3	2,9
Pharmaceutical industry/biotech	4,5	0	0	9,8	4,9	0
Industry	3,1	0	0	0	4,9	11,8
Building and construction	0,8	0	2,6	0	0	2,9
IT and telecommunications	3,4	0	5,1	0	11,5	0
Trade and commerce	0,9	0	0	0	0	5,9
Finance and insurance	1,4	0	10,3	0	0	0
Public administration	3,5	0	15,4	1,6	3,3	0
Culture and tourism	2,2	11,8	0	0	3,3	0
Consulting and counselling services	1,6	5,9	0	0	1,6	2,9
Transportation and services	1,0	0	0	1,6	1,6	0
Universities, government research or other public research institution	43,3	58,8	56,4	24,6	54,1	44,1
Non-public research company	2,0	0	0	3,3	1,6	2,9
Teaching institution	2,6	14,7	2,6	0	0	2,9
Food industry	3,9	0	2,6	0	4,9	14,7
Other.	4,8	8,8	0	3,3	4,9	8,8
Total (%)	100	100	100	100	100	100
Number of responses	229	34	39	61	61	34

Note: The category "advertising and marketing" is left out due to zero answers in that category. The category "Teaching institutions" is in the questionnaire described as "Teaching institution (colleges of education, grammar/high school, primary/elementary school or similar)". Source: The PhD employment survey 2021.

Which job functions

Table 3.2.A. Job functions for PhD graduates, year 16/17. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Research and development	76,6	77,8	75,6	70,7	81,6	82,6
Teaching	36,3	61,1	48,8	39,0	21,1	17,4
Managerial responsibility	27,6	22,2	26,8	35,4	26,3	13,0
None of the above	14,5	11,1	17,1	17,1	10,5	17,4
Number of responses	258	36	41	82	76	23

Note: Multiple answers possible. Source: The PhD employment survey 2021.

Table 3.2.B. Job functions for PhD graduates, year 20/21. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Research and development	84,0	82,4	84,6	78,7	85,2	94,1
Teaching	33,6	38,2	51,3	37,7	19,7	26,4
Managerial responsibility	11,9	8,8	12,8	16,4	6,6	11,8
None of the above	10,2	5,9	12,8	13,1	11,5	2,9
Number of responses	229	34	39	61	61	34

Note: Multiple answers possible. Source: The PhD employment survey 2021.

Which types of research and development

Table 3.3.A. Which type of R&D for PhD graduates working with R&D, year 16/17. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Basic research	39,9	60,7	51,6	29,3	46,8	10,5
Applied research	63,7	60,7	83,9	67,2	53,2	57,9
Development	50,0	28,6	48,4	51,7	59,7	47,4
Number of responses	198	28	31	58	62	19

Note: Multiple answers possible. Source: The PhD employment survey 2021.

Table 3.3.B. Which type of R&D for PhD graduates working with R&D, year 20/21. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Basic research	39,2	50	45,5	29,2	63,5	12,5
Applied research	63,3	39,3	57,6	75	42,3	90,6
Development	41,5	35,7	24,2	45,8	42,3	50
Number of responses	193	28	33	48	52	32

Note: Multiple answers possible. Source: The PhD employment survey 2021.

In which type of institution did you teach?

Table 3.4.A. Which type of teaching for PhD graduates working with teaching, year 16/17. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
University	75,4	63,6	90	78,1	75	50
Other higher education institution	6,5	9,1	0	9,4	6,3	0
College of professional education	5,3	9,1	5	6,3	0	0
Gymnasium	2,0	4,5	0	0	6,3	0
Elementary/primary school	1,0	4,5	0	0	0	0
Own training company	14,0	9,1	10	18,8	18,8	50
Other educational institution	10,9	9,1	5	9,4	12,5	0
Number of responses	94	22	20	32	16	4

Note: multiple answers possible. "Technical school" is not included due to no responses. Gymnasium is described as "upper secondary education, i.e. grammar school/high school" Source: The PhD employment survey 2021.

Table 3.4.B. Which type of teaching for PhD graduates working with teaching, year 20/21. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
University	66,9	61,5	75	60,9	66,7	77,8
Other higher education institution	5,5	7,7	5	8,7	0	0
College of professional education	14,6	38,6	5	21,7	0	0
Gymnasium	1,0	7,7	0	0	0	0
Folk high school	1,4	0	0	0	0	11,1
Own training company	5,0	0	10	4,3	8,3	0
Other educational institution	14,3	0	5	21,7	25	11,1
Number of responses	77	13	20	23	12	9

Note: multiple answers possible. "Technical school" is not included due to no responses. Gymnasium is described as "upper secondary education, i.e. grammar school/high school" Source: The PhD employment survey 2021.

Which types of managerial responsibility

Table 3.5.A. Which type of managerial responsibility for PhD graduates with managerial responsibility, year 16/17. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Financial responsibility	28,0	37,5	9,1	24,1	40	33,3
Staff responsibility	51,8	37,5	63,6	44,8	60	66,7
Production responsibility	23,3	12,5	18,2	34,5	10	33,3
Project responsibility	81,7	87,5	63,6	79,3	90	100
Other	8,5	12,5	9,1	10,3	5	0
Number of responses	71	8	11	29	20	3

Note: multiple answers possible. Source: The PhD employment survey 2021.

Table 3.5.B. Which type of managerial responsibility for PhD graduates with managerial responsibility, year 20/21. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Financial responsibility	8,7	0	0	10	0	25
Staff responsibility	47,7	33,3	80	40	75	25
Production responsibility	12,5	0	20	20	0	0
Project responsibility	85,8	100	100	70	100	100
Other	4,7	0	0	10	0	0
Number of responses	26	3	5	10	4	4

Note: multiple answers possible. Source: The PhD employment survey 2021.

Section 3.2. Relevance and relation between PhD dissertation and current job

Table 3.11.A. Relevance between PhD topic or research method and current job for employed PhD graduates, year 16/17. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Relevant	63,6	77,8	82,9	70	39,2	60,9
Partially relevant	12,8	5,6	17,1	11,3	18,9	4,3
Not relevant	23,6	16,7	0	18,8	41,9	34,8
Total (%)	100	100	100	100	100	100
Number of responses	254	36	41	80	74	23

Source: The PhD employment survey 2021.

Table 3.11.B. Relevance between PhD topic or research method and current job for employed PhD graduates, year 20/21. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Relevant	74,6	78,8	81,1	66,7	71,2	87,9
Partially relevant	10,8	9,1	10,8	16,7	8,5	3,0
Not relevant	14,6	12,1	8,1	16,7	20,3	9,1
Total (%)	100	100	100	100	100	100
Number of responses	222	33	37	60	59	33

Source: The PhD employment survey 2021.

Relation between PhD and job

Table 3.12.A. Relation between PhD and current job for employed PhD graduates, year 16/17. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Job is within the academic content of the PhD	51,8	72,2	73,2	50	35,1	43,5
Job is outside the academic field of the PhD, but requires general qualifications acquired through the PhD	37,0	16,7	26,8	37,5	52,7	34,8
No clear connection between the academic content of the PhD and job	11,3	11,1	0	12,5	12,2	21,7
Total (%)	100	100	100	100	100	100
Number of responses	254	36	41	80	74	23

Source: The PhD employment survey 2021.

Table 3.12.B. Relation between PhD and current job for employed PhD graduates, year 20/21. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
Job is within the academic content of the PhD	64,1	72,7	64,9	60	67,8	60,6
Job is outside the academic field of the PhD, but requires general qualifications acquired through the PhD	31,8	27,3	27,0	35	27,1	39,4
No clear connection between the academic content of the PhD and job	4,1	0	8,1	5	5,1	0
Total (%)	100	100	100	100	100	100
Number of responses	222	33	37	60	59	33

Source: The PhD employment survey 2021.

*PhD has prepared for working life***Table 3.13.A.** Has PhD prepared for working life? For employed PhD graduates, year 16/17. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
To a high degree	54,3	69,4	56,1	56,3	47,3	43,5
To some degree	40,3	25	41,5	38,8	44,6	52,2
Only a little	4,7	2,8	2,4	3,8	8,1	4,3
Not at all	0,8	2,8	0	1,3	0	0
Total (%)	100	100	100	100	100	100
Number of responses	254	36	41	80	74	23

Source: *The PhD employment survey 2021*.

Table 3.13.B. Has PhD prepared for working life? For employed PhD graduates, year 20/21. Percentages for AU total and by faculties.

	AU	Arts	Aarhus BSS	Health	Nat	Tech
To a high degree	61,3	67,6	59,5	58,3	57,6	69,7
To some degree	32,4	20,6	32,4	36,7	35,6	27,3
Only a little	5,4	11,8	8,1	3,3	5,1	3,0
Not at all	1,0	0	0	1,7	1,7	0
Total (%)	100	100	100	100	100	100
Number of responses	223	34	37	60	59	33

Source: *The PhD employment survey 2021*.