Erfahrungsaustausch 2019 zu Career Development

BY LUCAS ZINNER, March 2019
Agenda

• Analysis of the situation
• Approaches at the University of Vienna
• Existing good practices
Credits

Parts of this content were presented at the EUA-CDE conference in June 2016 by my colleagues Lisette Schmidt and Allison O’Reilly.

Tracking is done by the QA Unit together with Statistics Austria.
Questions

• What do we know about the careers of our graduates?
• Do we have an issue?
• Why should we be concerned?
Our Sources of Information

<table>
<thead>
<tr>
<th>Focus Groups</th>
<th>Special Programme</th>
<th>Employed PhDs</th>
<th>Tracking</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 13 focus groups: 36 PhD candidates and 15 recent graduates</td>
<td>• Online Questionnaire</td>
<td>• Online Questionnaire</td>
<td>• Graduates from 2003-2014</td>
</tr>
<tr>
<td>• Different fields of study, phases and funding</td>
<td>• Sent to all doctoral candidates of this programme = 1293</td>
<td>• Sent to all employed doctoral candidates 6 months before their contracts</td>
<td>• Based on employment and insurance data</td>
</tr>
<tr>
<td>• Topics: motivation, challenges and problems, supervision, work-life-balance, career plans</td>
<td>• 22% response rate</td>
<td>end</td>
<td>• All graduates who remained in Austria</td>
</tr>
<tr>
<td></td>
<td>• Goal: how successful were the measures of this programme</td>
<td>• Topics: e.g. environment, reasons to start a PhD, Supervision, Career</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>planning, research community</td>
<td></td>
</tr>
</tbody>
</table>

Lucas Zinner, Research Services and Career Development
Focus Groups

Experience with “Academic Profession”

„Uncertainty“ experiences

Concerning academic working environment:
• Short term contracts
• High mobility and flexibility
• Very competitive (publications, third-party funds etc)

→ Different experiences according to funding and discipline
→ Adjustment and flexibility of institutional support to heterogeneity of PhDs
Focus Groups

Experience with “Academic Profession” and Career Plans

„Uncertainty“ experiences

Concerning decisions on the individual/personal level:

• How combine requirements of academic profession with personal life planning? ➔ role models
• When is the right time to leave academia?
• Positioning on the labour market outside academia?
Focus Groups

Career Plans and Strategies

Outside academia

„…my problem was that my supervisor just gave tips how you can stay in academia. But if you want to do another thing, then this is not possible and you won’t get advice, you have to fight alone.“ (Graduate in Political Science)

„…There are also other interesting positions [outside academia]. This is not conveyed by the university because nothing ever could be as good. But of course there are alternatives.“ (Graduate in Mathematics)
Focus Groups

Career Plans and Strategies

Outside academia

• „Second option“, not good enough for academia
• Role of supervisor(s)
  • Competence?
  • Afraid of discriminated treatment

→ Lack of support to deeply reflect on career possibilities especially outside academia
Special Programme (DK funded by FWF)

- Structured programmes (at UoV but also all of Austria)
- Cohort-based
- Well funded
- Very much focused to start careers in academia
- Questionnaire in 2015
Special Programme (DK funded by FWF)

Questions on Career Planning

- Careers in- and outside academia
- Transferable skills
- Networking and conferences
- PostDoc preparation
There are many different ways to prepare for a career after graduation. To which degree do the following statements correspond to your experiences during your doctoral studies?

- My supervisor does not show any preferences regarding careers inside vs outside academia.
- My supervisor introduces me to his/her international network.
- My supervisor encourages me to attend international conferences to establish my own network.
- I started to plan my Postdoc early on with the support of my supervisor.
- Internships (e.g., in industry, NGOs) as career preparation is seen as useful.
- Attending workshops on career opportunities outside of academia is seen as useful.
- Discussing various career paths is on the agenda of the meetings with my supervisor.
- Career coaching is part of my doctoral programme.
- Career planning is considered as part of my doctoral project.
- We discuss our career plans openly in the research group.
- Information about career opportunities outside academia are provided regularly.
- My supervisor considers training in professional skills such as teamwork, communication and...
- My supervisors encourages me to develop my transferable skills.
- My supervisor encourages me to constantly reflect on my skills and competencies.

To a high degree  To some degree  To a limited agree  Not at all

Max Mustermann  12
There are many different ways to prepare for a career after graduation. To which degree do the following statements correspond to your experiences during your doctoral studies?

- My supervisor introduces me to his/her international network.
  - 37% of respondents

- My supervisor encourages me to attend international conferences to establish my own network.
  - 57% of respondents
There are many different ways to prepare for a career after graduation. To which degree do the following statements correspond to your experiences during your doctoral studies?

Career planning is considered as part of my doctoral project.

We discuss our career plans openly in the research group.

Information about career opportunities outside academia are provided regularly.
There are many different ways to prepare for a career after graduation. To which degree do the following statements correspond to your experiences during your doctoral studies?

I started to plan my Postdoc early on with the support of my supervisor.
How would you describe career preparation in the framework of your doctoral programme? (open question)

• „Non existent.“
• “Everyone is pushed towards an academic career neglecting the fact that there are nearly no position to fill, once your done with your postdoc phase...”
• “unless you actively seek it, there isn't much career preparation. It's more about the PhD and less about the future plans.”
Questionnaire for employed PhDs

Ongoing activity

Why

• Enabling data based decision making (e.g. career support)

• Creating awareness of problems (e.g. university leadership)

• „Active voice“ of PhDs

• Expertise from different units have been pooled

• Awareness of multiple roles of PhDs (employee, PhD candidate etc)
Questionnaire for employed PhDs

Ongoing activity

Why?

• Enabling data based decision making (e.g. career support)
• Creating awareness of problems (e.g. university leadership)
• „Active voice“ of PhDs
• Expertise from different units have been pooled
• Awareness of multiple roles of PhDs (employee, PhD candidate etc)
Questionnaire for employed PhDs

First findings

Ich hab meinem eigenen Geschlecht entsprechende Vorbilder für eine wissenschaftliche oder außeruniversitäre Karriere.

Ich bin strategisch hinsichtlich meiner Karriereplanung.
Tracking

Data from our Graduates 2004 – 2013: do we have an issue?
Tracking

Data from our Graduates 2004 – 2013: physics

Suchdauer
bis zur Erstbeschäftigung nach Studienabschluss, Median

Einkommen
Monatliches Einkommen, Median (brutto, inflationbereinigt)

<table>
<thead>
<tr>
<th></th>
<th>Frauen</th>
<th>Männer</th>
<th>Gesamt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physik Doktorat</td>
<td>2,3</td>
<td>0,0</td>
<td>0,0</td>
</tr>
<tr>
<td>Univ. Wien Doktorat</td>
<td>1,1</td>
<td>0,5</td>
<td>0,9</td>
</tr>
</tbody>
</table>

Monate

<table>
<thead>
<tr>
<th></th>
<th>Abschl. +1/2 J.</th>
<th>+1 J.</th>
<th>+3 J.</th>
<th>+5 J.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physik Doktorat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ. Wien Doktorat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tracking

Data from our Graduates 2004 – 2013: physics

Erwerbsstatus und Branchen

Erwerbsstatus (inkl. Studierend- bzw. Übergangsjobs)

ÖNACE: Die österreichische Version der europäischen Wirtschaftstätigkeitenklassifikation NACE (Nomenclature générale des activités économiques dans les communautés européennes).
Tracking

Data from our Graduates 2004 – 2013: pharmacy
What are we doing to support careers outside

• Training in and raising a better self-awareness regarding competences and transferable skills.
• Supporting collaborations with industry and other enterprises during the doctoral journey, e.g. via FFG or CDG funded projects.
• Raising awareness of knowledge exchange activities.
Questions

• Do we have an issue and why should we be concerned?
• How far goes the responsibility of universities in supporting the career of doctoral candidates?
• How can institutions encourage PhDs to take responsibility of their own career?
• Should institutions invest in career tracking? Are related cost well justified?
• Careers are diverse and closely linked to disciplines: thus, what can be achieved, what can be realistically expected?
Contact

Lucas Zinner
Research Services and Career Development
University of Vienna

E: lucas.zinner@univie.ac.at
W: http://doktorat.univie.ac.at
in: at.linkedin.com/in/lucaszinner/

President, PRIDE Network Association
for Professionals in Doctoral Education
W: http://www.pride-network.eu/