

Eurodoc 2005 Questionnaire
 THESIS e. V.
 Erik Bitzek, Christopher Mues und Max Reinhardt

Part One

IN CASE YOU REPRESENT A COUNTRY WHERE THERE IS NO NATIONAL ASSOCIATION, WHENEVER ASKED FOR ITS OPINION, TRY AND PROVIDE THE GENERAL OPINION IN YOUR COUNTRY (RATHER THAN YOUR PERSONAL ONE).

General questions and Discussion

1. Are there significant changes in the situation of PhD candidates in your country as compared to last year? And in the situation of junior researchers? Please specify if your association considers those changes an improvement or a deterioration.

According to the decision within the Bologna process the doctorate being the third level Germany offers more structured, cooperative forms of doctoral studies This level represents around 5 per cent:

- 277 Research training groups of the German Research Foundation (DFG)
- 49 International doctoral programmes at German institutions of higher education
- 36 International Max Planck Research Schools
- 22 Graduate schools
- double-thesis doctorates.

The discussion about the implementation of the ECTS for Ph.Ds started in Germany yet without becoming concrete.

“On 27 July 2004, the Federal Constitutional Court gave a ruling on responsibilities under the Framework Act for Higher Education (HRG) and declared the HRG Amendment as void. As a consequence, the staff category of junior professorship no longer exists in the HRG, and the Länder which have introduced the junior professorship are in legal contradiction to the now ruling old federal law. In its decision, the Federal Constitutional Court sees the junior professorship as a qualification path in higher education.”

“On 27 October, an Amendment to the University Law, which was agreed with the Länder, was passed by the Federal Cabinet in order to reestablish legal certainty.” (<http://www.bmbf.de/en/820.php>) The federal law was passed on the 31 December 2004. It is the base for maintaining the junior professorship and limiting the phase of qualifying academics.

2. What main improvement would your association like to see in the situation of PhD candidates? And in the situation of post-docs and other junior researchers?

The main improvement for the PhD candidates would be a specially designed contract of employment which enables them to complete the thesis within an adequate framework of three years. Many young researchers have tasks like fundraising, project management and

teaching jobs but too less time to work out their thesis. An adequate contract of employment should include a balance between these tasks.

The main improvement for the junior professors would be a tenure track like in the USA.

“The main concern of most survey participants was the development of their career. Respondents mentioned better career opportunities for postdocs, including fewer temporary contracts and more tenure track opportunities; this was widely considered the most important issue. 75% mentioned improvement of employment conditions for PhD candidates--e.g., having social insurance in their contracts--and 65.5% said that PhD salaries should be increased. Over half the respondents would like to see better structured PhD programs, with 55% wishing to take part in taught courses and 58% desiring to be a part of a research training group.”

<http://nextwave.sciencemag.org/cgi/content/full/2005/01/21/3>

3. In general, what are the hottest topics (in Higher Education and Research & Development) under discussion in your country, in particular affecting young researchers? Specify at least two of these.

The main topics in Germany are: top-class universities, the reform of Germany's federal state-system, the implementation of tuition fees, maybe for PhD candidates, too, a pay-agreement for the field of science and the brain drain.

Top-class universities

“The excellence programme provides for a total of 1.9 billion Euro until 2011 for up to ten top-class universities as well as for the enhancement of international top-class research at universities (excellence clusters and graduate schools to promote young scientists)” (<http://www.bmbf.de/en/1263.php>). Because of a controversy between the Federal Government and the Federal states the programme does not work and less money is available for scientific affairs..

Pay-agreement concerning the field of science

Most experts of various institutions and parties claim for a specific pay-agreement for scientists. Today this is part of the pay-agreement for public servants. A specialized agreement for scientists would advance the interests of scientists, e.g. special working time of a scientist who has a flexitime and not a fixed working time, a special system of extra pay for scientists, rules concerning publishing, teaching and international activities.

<http://www.wissenschaftsrat.de/texte/5923-04.pdf>

4. Which actions or activities has your national association been involved in this year? What are your association's future planned activities?

In 2004 THESIS organized a nation-wide survey on the situation of PhD candidates. Topics have been the motivation to start a PhD, funding of the doctorate, supervision and participation in the scientific community. Almost 10.000 PhD students have completed the

questionnaire. The results have been published as a supplement of a nation-wide university magazine. All results are available under www.thesis.de/befragung2004.

Thesis has been involved in the discussion of the future of the PhD. Therefore we have participated in different conferences and workshops (Federal Ministry for Education and Research, German Rector's Conference, unions etc.) on higher education topics. Furthermore, Thesis has been interviewed by different nation-wide newspapers (Die Zeit, Sueddeutsche Zeitung, Uni-Spiegel, etc.).

CJC, Addal and THESIS e. V. are hosts of the Eurodoc-conference 2005 in Strasbourg. We cooperated in the Organisation Committee preparing the Eurodoc-Conference. This co-operation is part of the conception of THESIS being a tolerant and interdisciplinary network of young scientists.

We are scheduling a network meeting with the Polish network of young scientists "Sapere Aude" in Frankfurt/Oder from 29 April to 1 May 2005. Hosts are the Viadrina-University and its President, Professor Gesine Schwan, the coordinator of German relationship to Poland, and other exponents of the Viadrina. (www.thesis.de)

THESIS provides special offers to its members, e.g. seminars about setting up business, rhetoric, career in science, time management and other nationwide activities in 2005. Furthermore, we publish our magazine and the membership list concluding information about the members. The board is coordinating this work. Last but not least there are meetings of our local groups.

5. How does your national association define its area of activities? Following which procedure does your association get to establish its official positions (if any)?

THESIS is an independent society aiming to support young scientists. One main point is the network character of THESIS enabling the exchange of ideas in different ways. There are three fields of activities

- *Social Activities:* THESIS is a nation-wide organization and is subdivided in six regional and 29 local groups. These groups arrange meetings to bring together PhD students. by using mailing-lists and our magazine THESE. The mailing-lists are also used to discuss different problems involved by doing a PhD.
- *Science and Education:* THESIS organizes seminars (rhetoric, time management, etc.). Furthermore, THESIS has organized its first scientific conference on transdisciplinarity.
- *Higher Education:* We are partner in talking to different players in the science field like the Science Council, the German Rector's Conference, the Federal Ministry for Education and Research, the German Academic Exchange Service and others. We are invited to discussions concerning the problems of young scientists. THESIS succeeded in engaging most of the important players writing about the results of the interrogation of PhD candidates in 2004. .

6. Did your national association ever make a PhD survey or plans to make one? On which topics? Do you think these surveys would profit from data of other countries being included? How do you imagine Eurodoc contributing to that?

See answer 4 as well.

We are convinced that a European-wide survey could enlighten the situation of PhD-students by comparing the conclusions of different countries. Based on our experience one has to take care of the following:

- *concept*: Drawing up a questionnaire takes a lot of time. We needed more than a half year to outline and to discuss with different experts. Furthermore, we were confronted with the problem to contact PhD students. In Germany doesn't exist an index of all PhD-students.
- *organization*: In our opinion Eurodoc can only coordinate such activities because of the workload. Differently to our survey, an European-wide survey should consider national particularities.
- *funding*: You need money for meetings of the project group and with experts, for the publication etc..
- *publicity*: In order to get people aware of the survey we offered interviews, informed universities, research institutes, organizations etc.. Finally results should be published professionally to guarantee the dissemination.

7. Which are the ideas your association would like to put forward for EURODOC policy in 2005?

We support the idea of an European wide interrogation to have comparable dates about PhD candidates. There are different varieties to design an interrogation. It is necessary to discuss the way either to have an English questionnaire or to have a questionnaire in the national language. THESIS would like to support such an interrogation with its experience of an own nationwide interrogation.

It is necessary that new members of Eurodoc will be integrated in a better way and that more Eastern European countries join us.

Bologna Process and Lisbon Strategy

8. How would the application of the "Bologna Process rules", like comparability of structures, ECTS systems, Diploma Supplement, affect the Doctoral Level in your country?

Although the last "Bologna Conference" took place in Berlin, the impact of this process on higher education policy in Germany is relatively low, maybe because the ongoing national reform debate primarily circles financial issues. Even many Ph.D. researchers do not know what the process is about, since it does not influence their projects yet. The highest impact of the Bologna process on the German Ph.D. system presumably will be to make it obligatory to take part in courses and seminars. THESIS supports the testing of Ph.D. programmes including a course of study which currently is not customary to Germany; but we are not in favour of compulsory courses. On the other hand, we welcome any measures to facilitate the recognition, of Ph.D. degrees obtained abroad (especially in the EU) in Germany, and vice versa.

Workshop on quality: ENQA (European Network for Quality Assurance) improved quality of doctorate courses

- Establishment of contacts between the actors involved in doctorate studies in Europe, with the consequent synergy that would be created.
- Benchmarking and determination of quality standards, which will permit academic accreditation
- Encouraging doctorate studies as socioeconomic development factors

Eurodoc & national PhD organizations should be involved into the determination of quality standards

9. What is the position of your national association on the insertion of the Doctoral level as the 3rd cycle of the Bologna Process? What are your expectations or fears, if any, related to this?

The declaration of the Doctoral level as the 3rd cycle should not minimize the options of going different routes to do a doctorate in Germany. Neither should be a contract of employment nor a scholarship be the customary way of doing one's doctorate. There should be different ways because of different demands out of the field of science. THESIS hopes that the Bologna-Process advances the integration of the PhD candidates within the universities or institutes. The graduate schools are exemplary, but only 5 % of the PhD candidates are able to work within.

10. Is the Lisbon Strategy [http://europa.eu.int/comm/lisbon_strategy/index_en.html] affecting the policy of your country as what regards the recruitment of young researchers?

Concerning young researchers the Lisbon strategy focuses on Junior Professorships, the implementation of graduate schools and the ECTS for the PhD candidates. The discussion is still at the beginning. The Lisbon strategy offers excellent students to do their doctorate with a bachelor degree. This will lower the age of PhD candidates.

Labour Conditions

11. What are in your country the advantages and disadvantages of the PhD candidates' status (student/employee/mixed status/external)?

The advantage of being an external PhD candidate is the independence of other tasks in the university. The disadvantage is the missing of being integrated into the university.

The advantages of a contract of employment are the salaries and the integration into the university. But the PhD candidate is as an employee often busy with many tasks not concerning his dissertation. Consequently, it often takes a long time to be awarded the degree or he even misses it.

The graduate schools offer a mixed status with the possibility to concentrate on the doctorate and a special integration into the university. Consequently it takes a relatively short time to be awarded the degree.

12. What status does your association prefer for PhD candidates and why?

THESIS prefers offering different routes to the doctorate, but the PhD candidates should have the chance to finish it. The best route is a contract of employment taking into account the tasks the PhD candidate has to do.

Supervision and Training

13. Referring to the Eurodoc supervision and training Charter (to be found as Appendix 2 at : <http://www.eurodoc.net/workgroups/supervision/Eurodocsuptrain.pdf>) : is there any concern or action in your country at present to implement standards that would accommodate the standards outlined here? If this is not the case do you see a need to implement a charter of your own or another suitable document?

Apart from the above mentioned graduate schools mentoring programmes for PhD candidates do not exist.

14. How are doctoral examinations conducted in your country (number of examiners and other people involved, length and format of examination, any specific guidelines on criteria you are given on how PhDs are passed/failed...)? Do examinations vary in style or length in different subject areas or institutions? Are your theses an official publication?

Some universities or departments require the PhD candidates to be formally enrolled prior to start working on their thesis, some require this only prior to the defense. At some places oral examinations are obligatory at others they don't exist. Nonetheless some general features exist: usually there are no fees and no obligatory courses; the graduate school could change this. The doctoral thesis has to be published.

15. What are the different routes you have to a doctoral qualification (for example this may be full time research, part of a teaching fellowship or be a longer doctorate with taught elements)? Also give details of any doctorates ("professional doctorates" or "taught doctorates") other than the research doctorate (PhD), such as EngD -doctor of engineering- or PsychD -doctor of psychology- : specify their length, entry requirements and any difference in level they may have.

In Germany there are only very few general regulations about being awarded the PhD-degree. That's why a general statement can't be given.

Dr. phil, Dr. med., Dr. Ing. – young scientists could award more than 40 different PhD-degrees at universities. The differences of the PhD-degrees are the ways awarding the degree, but there are no differences of legal quality or worth.

<http://www.littera.de/artikel/promot.html>

Mainly there are two groups. The first group covers medicine students (approx. 40% of all PhD-students). Their doctoral thesis compares with an ambitious master's degree. The second group includes all other disciplines. Typical routes are:

- *Contract of employment at an university or research institute:* These students are teaching or involved in research projects etc. besides their own research activities.
- *graduate schools:* Students have to participate in courses, seminars and colloquia.
- *external PhD candidate (including PhD students funded by grants):* They only underly the rules given by the funding organisation.

16. Are you aware of any means by which standards on research degrees in your country are monitored? For example, is there an outside agency that will audit institutions on their performance, or are there forums to evaluate performance? Please give any details you have on the above that will measure quality assurance in your institution.

The Accreditation Council might be responsible for an evaluation and accreditation of the PhD education in Germany. But Germany has not yet an evaluation system for PhD education like it exists for bachelors and masters. THESIS takes a stand for a PhD education being evaluated an accredited by the agencies the Accreditation Council has allowed to do so.
<http://www.accreditation-council.de/>

International mobility

We are waiting for statistics of the DAAD for the questions 17-22.

17. Which are the main opportunities (institutional agreements and exchange programmes) for the mobility of researchers offered in your country? Which of them are the most popular?

See question 19 and 20.

18. What is the awareness of young researchers about the possibilities of the various exchange programmes? How could this be improved?

There is no data in Germany.

19. Which grants and scholarships are offered to enhance mobility of national researchers to go abroad? (list in order of their popularity)

German scientists abroad 2001				
Organisations	PhD candidates		Post-Docs	
	Number	in %	Number	in %
Deutsche Forschungsgemeinschaft	598	19,2	556	52,3
Deutscher Akademischer Austauschdienst	2.137	68,8	433	40,7
Studienstiftung des deutschen Volkes	183	5,9	0	0,0
Total	3.108	100,0	1.064	100,0

<http://www.wissenschaft-weltoffen.de/2003/2/2/1/1>

20. Which grants and scholarships are offered to enhance mobility of foreign researchers to come to your country? (list in order of their popularity) Can foreign students and/or students from EU member states get a grant for PhD programmes in your country?

Foreign scientists in Germany 2002		
Organisations	PhD candidates	Post-Docs
Alexander von Humboldt Stiftung ²⁾	0	581
Deutscher Akademischer Austauschdienst	5.854	1.419
Deutsche Forschungsgemeinschaft	1.104 ³⁾	164 ³⁾
Max-Planck-Gesellschaft	1.073	1.908
Katholischer Akademischer Ausländer-Dienst	199	8
Konrad Adenauer Stiftung e.V.	250	0
Hanns-Seidel Stiftung	285	3
Hermann von Helmholtz-Gemeinschaft	866	386
Total	9.909	4.486

<http://www.wissenschaft-weltoffen.de/2004/2/1/1/1>

21. Do you have any examples of institutionalized “joint degree programmes” for European or international PhDs? (if any, indicate number of programmes, their locations and concerned academic disciplines as well as number of participants and their origin/destination country) What are the requirements to get this label (whatever it is called)?

There are not institutionalized joint degree programmes in Germany.

Professional Future

22. Are you aware that the European Commission is about to release a European Researchers’ Charter and a Code of Conduct for the recruitment of researchers? Does your association have any opinion on these documents?

“The researchers' charter is intended to give guarantees to researchers within the EU and make research careers more attractive. Its core aims will be to promote a framework for the career management and employment prospects of researchers; to ensure that researchers are treated as an integral part of the institutions in which they work, and therefore that researchers employed on short-term contracts are not disadvantaged in their career development; and promote equality between contract researchers and long-term staff.”

http://portal.surrey.ac.uk/portal/page?_pageid=953,252351&_dad=portal&_schema=PORTAL

THESIS supports mobility in Europe and that young researchers are treated as an integral part of the institutions.

23. Which way can these European recommendations be better promoted and implemented at the national and institutional level?

Young researchers need to know precisely the working conditions in other countries. Furthermore, the country should be known as an excellent place of science.. These questions should be publicly discussed and bureaucratic difficulties should be reduced.

24. Does your association have any opinion on intriguing issues like the duration of contracts, the assessment of the scientific production, the different career paths and their comparability in academia and industry (or other)?

THESIS supports the assessment of the scientific production as a transparent process. Transparent criteria and a calculable duration of the doctorate are helpful.

See also Question 3.

Gender Equality

25. Are there any initiatives in your country that you estimate to have been at least partially successful in reducing gender imbalances existing at the PhD level or at later academic stages? If yes, please give details. If not, please identify the probable reasons for this and indicate what the most important steps would be towards a programme that really has a practical impact.

In many federal states target agreements are implemented. Part of these target agreements concerning the budget of universities is for example in Lower Saxony the number of female scientists. This way the balance of female scientists improves. The biggest problem are the W 3 Professorships with a high salary. (See below)

“The Bund-Länder programme "Equal Opportunities for Women in Research and Teaching", a special subprogramme of the programme for higher education and science, is to markedly increase the percentage of women professors. The programme was extended for another three years in 2003. The medium-term target is to achieve 20% women professors. Furthermore, the Federal Government and the Länder are aiming at a 40% participation of women at all levels of the scientific qualification process.” <http://www.bmbf.de/en/494.php>

In 2002 8672 women did their doctorate (36,4 %). The share of women continuously rised from 1990 to 2002. The share of women is the smallest one in engineering (9,9 %) and the highest one in veterinary medicine.

In 2002 498 women habilitated in Germany. This is a share of 21, 6 %. The shares of the different disciplines are comparible with the figures of the doctorates, but on a lower level. 2.246 of 34.702 professors were female in 1992; this is a share of 6, 5 % which rises to 11, 9 % in 2002. The higher the salary the lower is the share of women. It is the same with the scientific personal at the research institutions outside of universities like the Max Planck Society and others.

<http://www.blk-bonn.de/papers/heft122.pdf>

26. Are there notable differences in the gender distribution between comparable positions in academia and other sectors? What are the reasons for this? What is the tendency?

84,3 % of the people with a net income of 2300 Euros and higher are males in the area on and around the Ruhr (Ruhrgebiet) in April 2002. The higher the salary in commerce and industry the lower is the share of women, But in the field of science it is higher because of the political will to advance the share of women in this field.

<http://www.rvr-online.de/wirtschaft/frauenerwerbstaetigkeit.pdf>

Part Two : Figures

PLEASE TRY AND PROVIDE THESE DATA, IF AVAILABLE IN YOUR COUNTRY (IF NOT, PLEASE SAY SO). ALL DATA MAY NOT BE AVAILABLE FOR EACH YEAR, PROVIDE THE LAST ONES (WITH REFERENCES). SOURCES EXPECTED ARE INSTITUTIONS THAT MONITOR HIGHER EDUCATION AND PUBLISH STATS (SPECIFY THEIR NAMES, WEBSITES, AND WEBLINKS TO PUBLISHED DOCUMENTS). IN CASE STATISTICS AREN'T AVAILABLE, YOU MIGHT PROVIDE ESTIMATES (IF AVAILABLE) WITH ANY APPROPRIATE SOURCES (SUCH AS NEWSPAPER ARTICLES OR MAGAZINE FEATURES).

WHENEVER ASKED FOR A NUMBER/PROPORTION OF PHD CANDIDATES, PLEASE SPECIFY THE RATIO PER GENDER (MALE/FEMALE) OR DISCIPLINE, IF KNOWN.

1. How many institutions in your country offer PhD degrees? Specify the different types of institutions with PhD awarding powers (research only institutions / universities / colleges / other), and their ratio.

124 German universities are allowed to award the PhD degree. No other institution can do that.

<http://www.hochschulkompass.de/promotion.html>

2. What is an approximate total number of PhD candidates in your country? What has been the trend in the past five years?

Year	People who finished their PhD
1999	24 545
2000	25 780
2001	24 796
2002	23 838
2003	23 043

(Source: Statistisches Bundesamt Deutschland/ Federal Department of Statistics, Germany, www.destatis.de)

In the average it takes four years to be awarded a PhD; the number of PhD candidates is approximately 100.000.

3. What is the average age of students entering doctoral programmes in your country? What is/are the entry qualifications for getting into a PhD programme (Bachelor's/Honours /Master's degree)?

The average age of being awarded a PhD is 33 (source: Statistisches Bundesamt Deutschland, www.destatis.de). With respect to question 2 the average age of entering is 29. Generally the entry qualification is a Master's degree (university) or an excellent Master's degree (university of applied sciences and art).

4. How many candidates defended their PhD last year? What has been the trend in the past five years? What is the average age of the PhD candidates at the time of completion of their doctorate?

See question 2.

5. What is the nominal length of PhD programmes? What is the average time from start to finish? What is the average active time spent to complete the PhD programme? Are there official part-time modes for PhD programmes?

The nominal length of PhD programmes are

- special graduate programs, grants ...: 3 years
- contract of employment at university,...: 5 years

6. What is the percentage of PhD candidates who complete their PhD? Among those, what is the proportion of those who complete it within the allotted time period?

There are no informations available.

7. What is the percentage of PhD candidates who withdraw? Are there interim qualifications for those who do not complete their doctorates (Mphil degree or other)?

There are no informations about withdrawal available. Interim qualifications don't exist.

8. Are PhD candidates registered as such in any place (e.g. at a university or a ministry)?

PhD candidates can register at university like other students. But there is no general duty to do this; it depends on the regulations of the faculty.

9. Are PhD candidates considered students? Do they have to pay fees? How much is it? Does this apply equally to foreigners (EU/ non-EU)?

It is difficult to answer this question. In case PhD candidates are registered at university, they are treated as students (question 8) and have to pay a fee of approx. 150 € In case they do research as an employee at different institutions (question 10) they are paid. Generally, Germans and foreigners are treated alike.

10. What is the proportion of PhD candidates who get funding for their research activity? Specify the different types of fundings and their ratio.

Employment at Universities or Research Institutes	51,4 %
Third Party Funding (external grants)	28,2 %
Scholarships	23,0 %
Support by relatives	17,9 %
Employment outside university	15,5 %

Personal Savings	11,8 %
Employment in university projects outside PhD Work	9,5 %
Other sources	4,4 %
Unemployment benefit, social welfare	2,7 %

(Source: Thesis-Survey 2004, www.thesis.de/befragung2004)

More than one funding source was often applicable to respondents' situation; therefore, the total is greater than 100%.

11. What is the average stipend/salary or bursary of the PhD candidates with funding (please give references for comparison : national minimum salary, average salary, salary of people with the same skills)?

There are no general rules for the salary of PhD candidates. It depends on the kind of funding (see question 10). In general there are following standard values:

- special graduate programs, scholarships,...: 1.100 EUR
- employment at university,...: 1.250 EUR - 2.500 EUR (before taxes)

12. What is the proportion of PhD candidates having workers rights and duties? Specify the rights and duties provided to these PhD candidates (social, unemployment benefit, taxes etc.).

Rights and duties depend on the kind of funding:

- *Fixed positions at Universities or Research Institutes:* Comparable to other employees at the universities or research institutes
- *Third Party Funding (external grants):* Depending on the contract.
- *Scholarships:* No special social securities, unemployment benefits, no taxes

13. What is the proportion of PhD candidates that practice teaching during their PhD programme? Are they paid separately for their teaching duties?

PhD candidates who are employed at universities mostly are obliged to teach. They aren't paid separately.

14. What is the amount of time spent on this activity?

A range of 4-16 hours a week.

15. What proportion of PhD candidates are involved in a collaboration between academia and industry during their PhD?

Informations are not available.

16. What are the numbers of incoming and outgoing PhD candidates in your country every year? What are the numbers of incoming and outgoing junior researchers (postdoctoral level)?

2232 foreign persons finished their PhD in Germany in the year 2003. 883 of the 2232 foreign persons were female. Overall 23043 persons finished their PhD 2003. (Source: Statistisches Bundesamt: Statistisches Jahrbuch 2003, www.destatis.de)

17. What is the proportion of PhD candidates who remain working in academia after they defended their PhD?

According to the investigation of Enders and Bornemann one year after their examination from 15 % (electrical engineering) to 43 % (biology) of the internal PhDs are still remaining at the university and from 24 % (German studies) to 76% (electrical engineering) are working outside of the universities. From 1% (engineering) to 10 % (German studies) of the external PhDs stay at the university at this time, from 8% (biology) to 35 % (social science) find a job out of the universities. The investigation is based on about 300 PhDs per subject but not all of them answered. So it is not a study with a high rate of PhDs. (Enders, Jürgen / Bornemann, Lutz 2001: Karriere mit Dokortitel? Ausbildung, Berufsverlauf und Berufserfolg von Promovierenden, Frankfurt am Main, S. 101)

In 2003 32 % of PhDs were taken on by the chemical industry; in the previous year these were 38 %. 11 % found an employment within other industrial branches and 15 % went abroad, mainly as a postdoc. 18 % completed a fixed-term contract of employment in Germany and 5 % remained in research projects at an university or another research institute. 5 % served as public servants and 1 % either registered as students within another discipline or worked as self employed workers. 10 % (in the previous year 9 %) were looking for work at the time of the questioning.

<http://www.idw-online.de/pages/de/news82705>

18. What proportion of young researchers go to R&D departments in companies? How many of them are involved in programs provided by the government to support the employment of young researchers in the private sector (if any)?

Informations are not available at the moment.

19. What is the average salary of young doctors in academic and private sector?

According to Enders and Bornemann the PhDs earn a net income between 2.491,53 Euros as public servant and 8.309,52 Euros as manager in commerce and industry. These results concern the PhDs out of the years 1979/80 and 1984/85. This study is based on about 100 PhDs per subject. (Enders, Jürgen / Bornemann, Lutz 2001: Karriere mit Dokortitel? Ausbildung, Berufsverlauf und Berufserfolg von Promovierenden, Frankfurt am Main, S. 131)

20. How many members (local organisation or individual) does your national organisation have? Specify if they are local organisations (how many of them) or individuals (how many of them). At how many of the PhD awarding institutions do you have members?

THESIS members are doing their doctorate at about 150 universities and in about 140 cities. In 2004 THESIS had 543 members and 29 local THESIS-groups with general meetings.