

PhD Employment Survey 2021

Report on PhD graduates from Aarhus University

January 2022

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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.

Contents

| | |
|---|----|
| List of tables and figures included in the main report..... | 4 |
| Introduction | 6 |
| 1. Employment status | 7 |
| 2. Employment – where and how fast? | 8 |
| 2.1. The type of position | 8 |
| 2.2. Employment – where? | 9 |
| 2.3. Employment – how fast? | 11 |
| 3. Job functions and usefulness of the PhD education | 12 |
| 3.1. Employment sectors and job functions | 13 |
| 3.2. The relation between PhD dissertation and current job | 21 |
| Appendix 1. Identification and response rate..... | 29 |
| Appendix 2. Sensitivity of employment shares to weighting method..... | 30 |
| Appendix 3. Tables divided into cohorts..... | 32 |
| Section 1. Employment status | 32 |
| Section 2.1. Type of position..... | 32 |
| Section 2.2. Employment – where? | 33 |
| Section 3.1. Employment sectors and job functions | 37 |
| Section 3.2. Relevance and relation between PhD dissertation and current job..... | 41 |

List of tables and figures included in the main report

- Table 1.1.** Employment status for PhD graduates, year 16/17. Percentages for AU total and by faculties. Weighted by faculty.
- Table 1.2.** Employment status for PhD graduates, year 20/21. Percentages for AU total and by faculties. Weighted by faculty.
- Table 2.1.** Number of working hours for employed PhD graduates, both cohorts. Percentages for AU total and by faculties.
- Table 2.2.** Type of position for employed PhD graduates, both cohorts. Percentages for AU total and by faculties.
- Table 2.3.** Employment sector of employed PhD graduates, both cohorts. Percentages for AU total and by faculties.
- Table 2.4.** Different parts of the public sector for employed PhD graduates, both cohorts. Percentages for AU total and by faculties.
- Table 2.5.** Size of organization for employed PhD graduates, both cohorts. Percentages for AU total and by faculties.
- Table 2.6.** Employment country for employed PhD graduates, both cohorts. Percentages for AU total and by faculties.
- Table 2.7.** Physical location of the workplace for employed PhD graduates, both cohorts. Percentages for AU total and by faculties.
- Table 2.8.** Start time of first job for employed PhD graduates, year 20/21. Percentages for AU total and by faculties.
- Table 2.9.** Career development consultations for employed PhD graduates, year 20/21. Percentages for AU total and by faculties.
- 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.
- Table 3.1.** Employment sectors for employed PhD graduates, both cohorts. Percentages for AU total and by faculties.
- Table 3.2.** Job functions for employed PhD graduates, both cohorts. Percentages for AU total and by faculties.
- 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.
- Table 3.4.** Which type of teaching for employed PhD graduates working with teaching, both cohorts. Percentages for AU total and by 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.
- Table 3.6.** Five most frequent tasks for employed PhD graduates from the **Arts** faculty by cohort. Percentages.
- Table 3.7.** Five most frequent tasks for employed PhD graduates from the **Aarhus BSS** faculty by cohort. Percentages.
- Table 3.8.** Five most frequent tasks for employed PhD graduates from the **Health** faculty by cohort. Percentages.

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

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

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.

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

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

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

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**.

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

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**.

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**.

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**.

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 of 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 customer 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 costumers, 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.

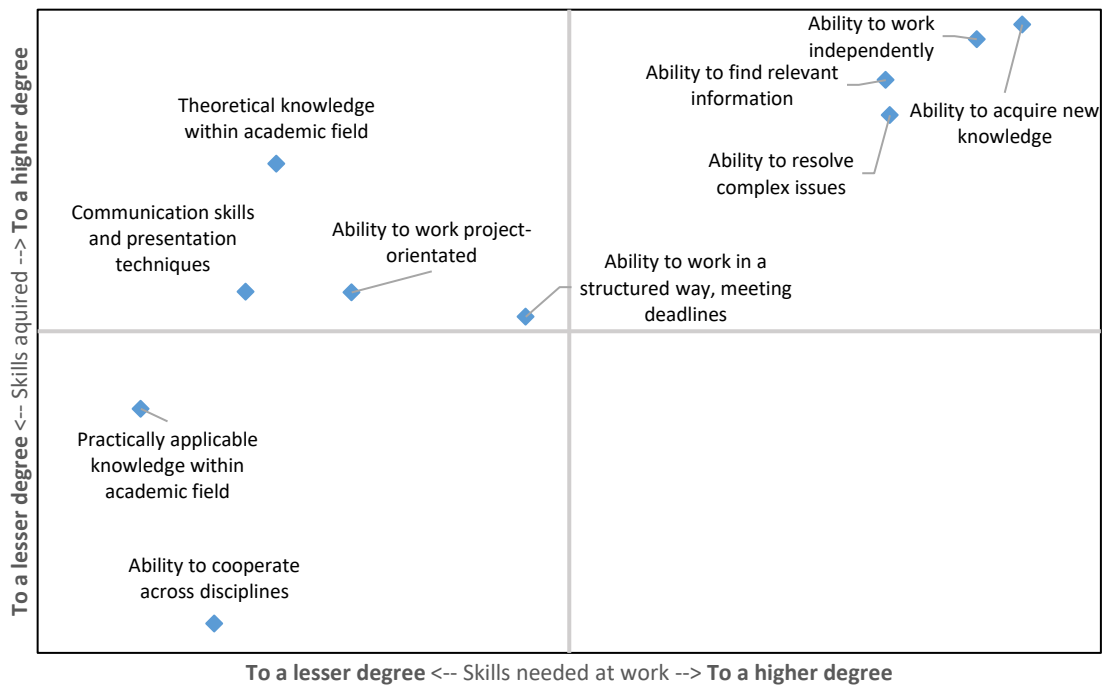
| | AU | Arts | Aarhus BSS | Health | Nat | Tech |
|---------------------|------|------|---------------|--------|------|------|
| To a high degree | 57,6 | 68,6 | 57,7 | 57,1 | 51,9 | 58,9 |
| To some degree | 36,5 | 22,9 | 37,2 | 37,9 | 40,6 | 37,5 |
| Only a little | 5,1 | 7,1 | 5,1 | 3,6 | 6,8 | 3,6 |
| 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.

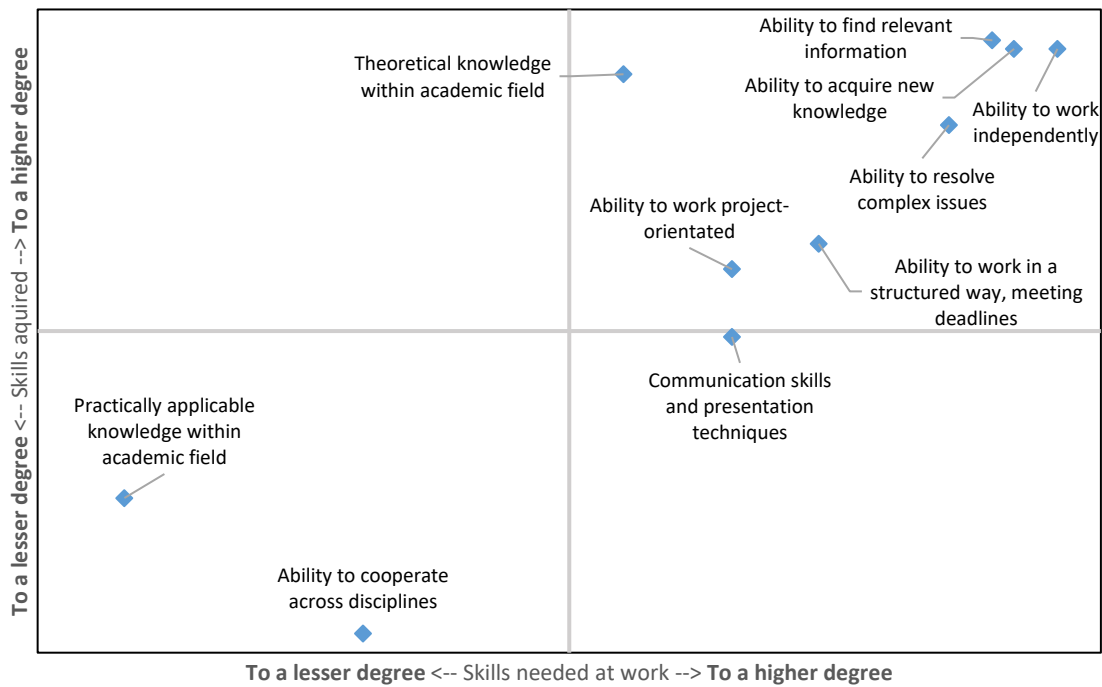


Source: The PhD employment survey 2021.

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.

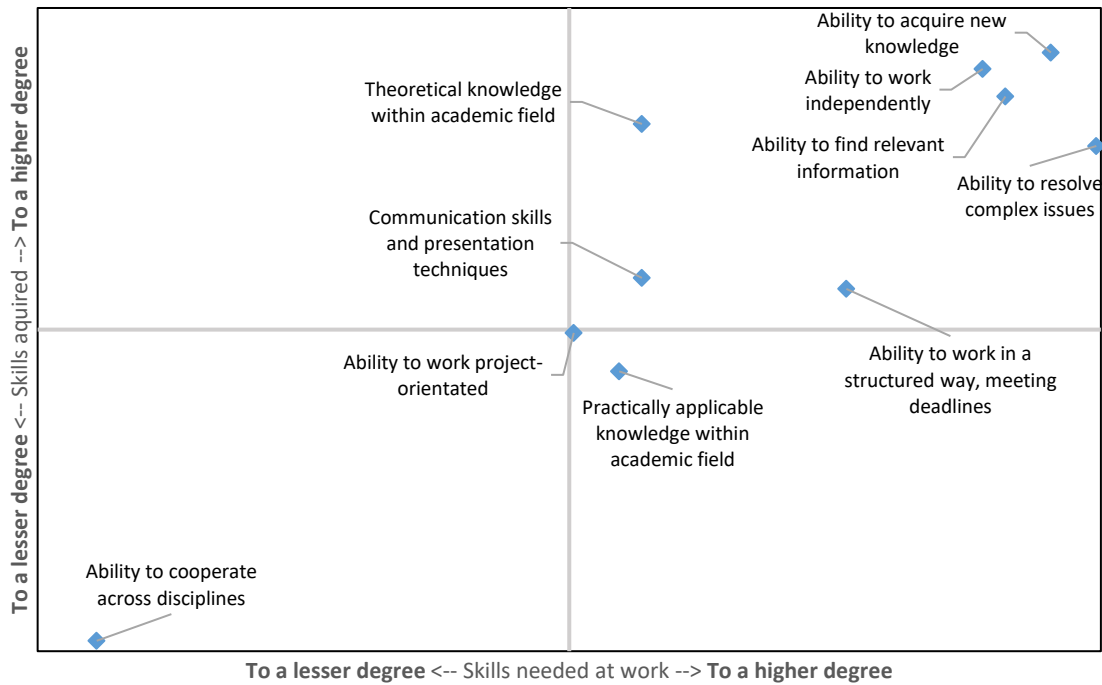
Figure 3.2. Competency map. Qualifications and competences needed at work compared to acquired qualifications and competences during PhD program. Both cohorts, Faculty of Arts.



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.

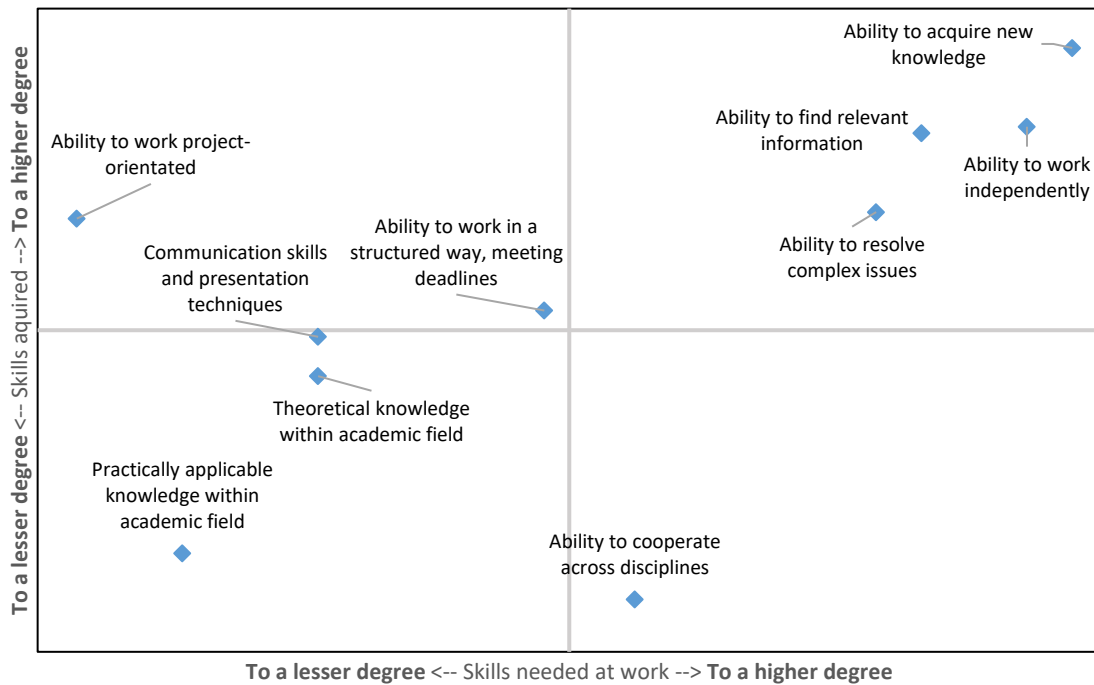
Figure 3.3. Competency map. Qualifications and competences needed at work compared to acquired qualifications and competences during PhD program. Both cohorts, Aarhus BSS.



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.

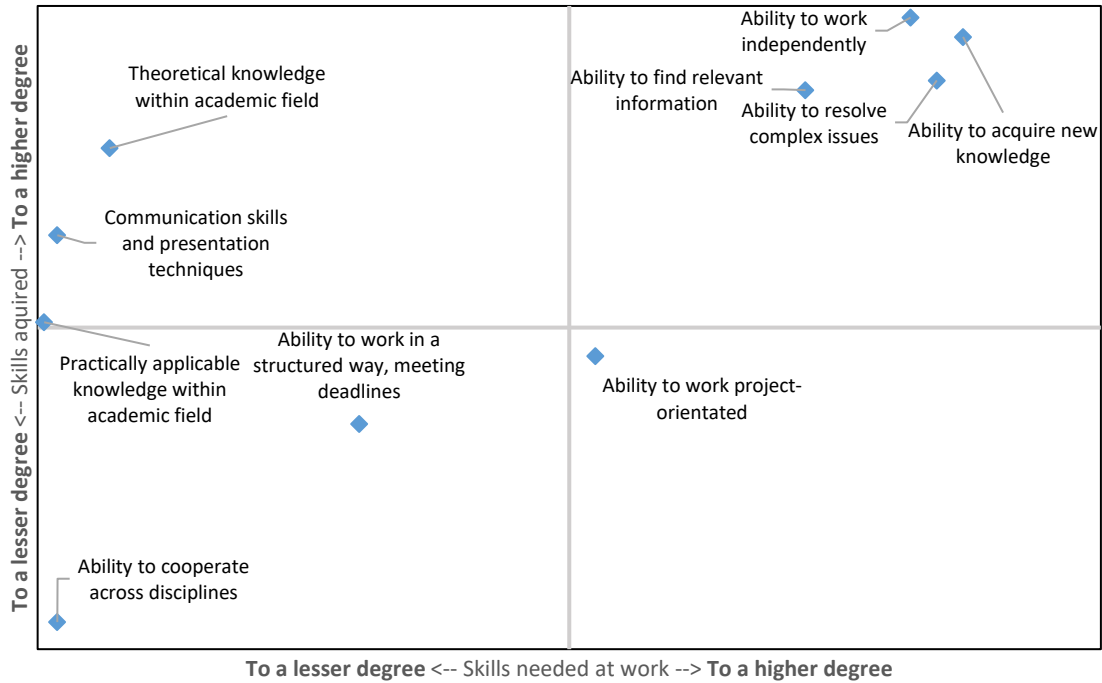
Figure 3.4. Competency map. Qualifications and competences needed at work compared to acquired qualifications and competences during PhD program. Both cohorts, Faculty of Health.



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.

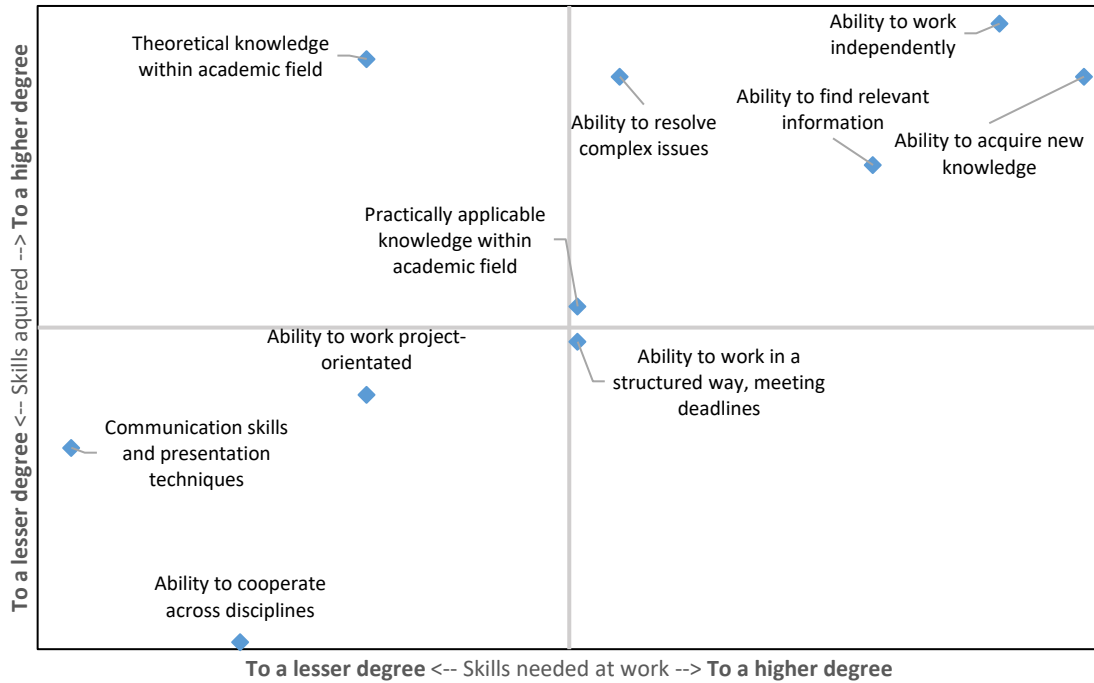
Figure 3.5. Competency map. Qualifications and competences needed at work compared to acquired qualifications and competences during PhD program. Both cohorts, Faculty of Natural Sciences.



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.*