



Editorial

Spring | 2022

Newsletter des Bonner Graduierten-zentrums für Promovierende

*Bonn Graduate Center's Newsletter
for Doctoral Researchers*

Dear doctoral students,

We would like to invite doctoral students from the natural sciences to our upcoming event "[Doktorhut – alles gut?!](#)" on April 27, 2022. The online event will be in German. The orientation event informs on career opportunities beyond academia. Four doctorate holders, all University of Bonn alumni, will talk about their careers, their current job and employers.

Furthermore, this issue includes our new Doctorate plus program, new funding lines, informative reports and interesting portraits of our young researchers in Bonn.

Kind regards
from your Bonn Graduate Center

Liebe Promovierende,

wir möchten gerne Doktorand*innen der Universität Bonn mit naturwissenschaftlichem Schwerpunkt einladen, sich für die Online-Veranstaltung "[„Doktorhut – alles gut?!”](#) am 27. April 2022 anzumelden! Das Event informiert über Karrieremöglichkeiten außerhalb der Wissenschaft. Vier promovierte Naturwissenschaftler*innen werden über ihren Werdegang, ihre derzeitige Tätigkeit und ihre Arbeitgeber*innen sprechen.

Außerdem finden Sie in dieser Ausgabe das neue Doctorate plus Programm, neue Ausschreibungen, spannende Berichte und interessante Portraits unserer Bonner Nachwuchswissenschaftler*innen.

Herzliche Grüße
Ihr Bonner Graduiertenzentrum

Jetzt für
„Doktorhut
– alles gut?!”
anmelden!

Online Coaching for Doctoral Students!

Are you a doctoral student at the University of Bonn and in a challenging phase of your PhD project? Do you need help and suggestions to overcome it?



Patrik Kutzer is happy to answer your questions regarding our coachings:
0228 73-60221
bgz@verwaltung.uni-bonn.de

Benefit from our individual coaching sessions – free of charge. Three time slots are available each month. The coaching sessions are offered in both German and English and they address doctoral students in all stages of their doctoral studies.

Online-Coaching für Promovierende. Sind Sie Promovierende*r an der Universität Bonn und befinden Sie sich in einer schwierigen Situation der Promotion? Brauchen Sie Hilfe und Anregungen, um diese zu bewältigen?

Melden Sie sich für eines unserer kostenfreien Einzelcoachings an. Pro Monat stehen drei Slots zur Verfügung. Die Coachings werden in deutscher und englischer Sprache angeboten und richten sich an Promovierende in allen Phasen ihrer Promotion.

More information and registration for the next coaching dates:

- **April 26, 2022** Dr. Majana Beckmann
- **May 30, 2022** Prof. Dr. Martin Zierold

Join the Pro-Buddy Program and Become a Mentor

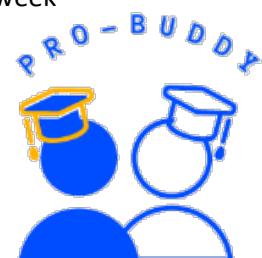
Within the Pro-Buddy program Bonn "Buddies" help new international doctoral students start their doctoral studies and get settled in Bonn. Volunteer as a mentor now!

Want to improve your academic and social networking? Tired of only talking about your research topic? The Pro-Buddy program needs new mentors for our incoming doctoral students. Feel free to join and support your fellow doctoral students during the start of their doctorate.

The only requirements are good vibes for helping and answering new arrivals' questions

as well as about 5 minutes a week in case your mentee needs something clarified.

Beyond the unique intercultural exchange you also have the opportunity to obtain the Certificate for Intercultural Competence. The program is offered by the International Office and is looking for volunteers.



Sparked your interest? Register now:
[**https://mobility-international.uni-bonn.de/mobility**](https://mobility-international.uni-bonn.de/mobility)

Doctoral Researcher Study on Stress Management

There is no doubt about it: The doctorate can be a very stressful phase in your life which often brings challenges and crises. Healthy Campus Bonn offers stress management seminars for doctoral students and is looking for test subjects for a study linked to the seminar.

The stress management seminar is about understanding the origins of stress and its effects, as well as developing beneficial mindsets and attitudes. Time management, one's own work organization and also learning to 'set limits' will take a main part in the seminar. Mindful body and breathing exercises are integrated into each of the 5 sessions. The seminar is tailored to your needs as a doctoral student.

The workshop series is part of an intervention study that aims to evaluate the long-term effectiveness of this seminar. The aim is to implement supportive mental health services

and to establish health-promoting structures for doctoral students at the University of Bonn. Everyone who participates now is not only doing something good for themselves, but also for future doctoral researchers.



Charlotte Henschel is happy to answer any questions on the study:
healthy-campus@uni-bonn.de

Keine Frage: wer promoviert, befindet sich in einer ganz besonderen Lebens-Phase, die oftmals Herausforderungen und nicht selten Krisen mit sich bringt. Healthy Campus Bonn lädt Promovierende ein an einer Doktorand*innen-Studie zum Stressmanagement mitzumachen.



Im Stressmanagement-Seminar geht es darum, die Entstehung von Stress und dessen Auswirkungen zu verstehen sowie förderliche Denkweisen und eine positive Einstellung zu entwickeln. Zeitmanagement, die eigene Arbeitsorganisation und auch ‚Grenzen setzen‘ zu lernen, stehen im Fokus. In jeder der insgesamt fünf Einheiten werden achtsame Körper- und Atemübungen integriert.

Eingebettet ist die Workshop-Reihe in eine Interventionsstudie, die die langfristige Wirksamkeit dieses Seminars evaluieren möchte. Es geht also auch darum, unterstützende mentale Gesundheitsangebote zu implementieren und den Aufbau von gesundheitsförderlichen Strukturen für Promovierende an der Universität Bonn zu etablieren. Jede*r, der*die jetzt teilnimmt, tut nicht nur etwas Gutes für sich selbst, sondern auch für spätere Promovierenden-Jahrgänge.

There are still free places in the seminars starting mid-May. Are you interested? Information about the seminar, the intervention study and registration can be found [online](#).

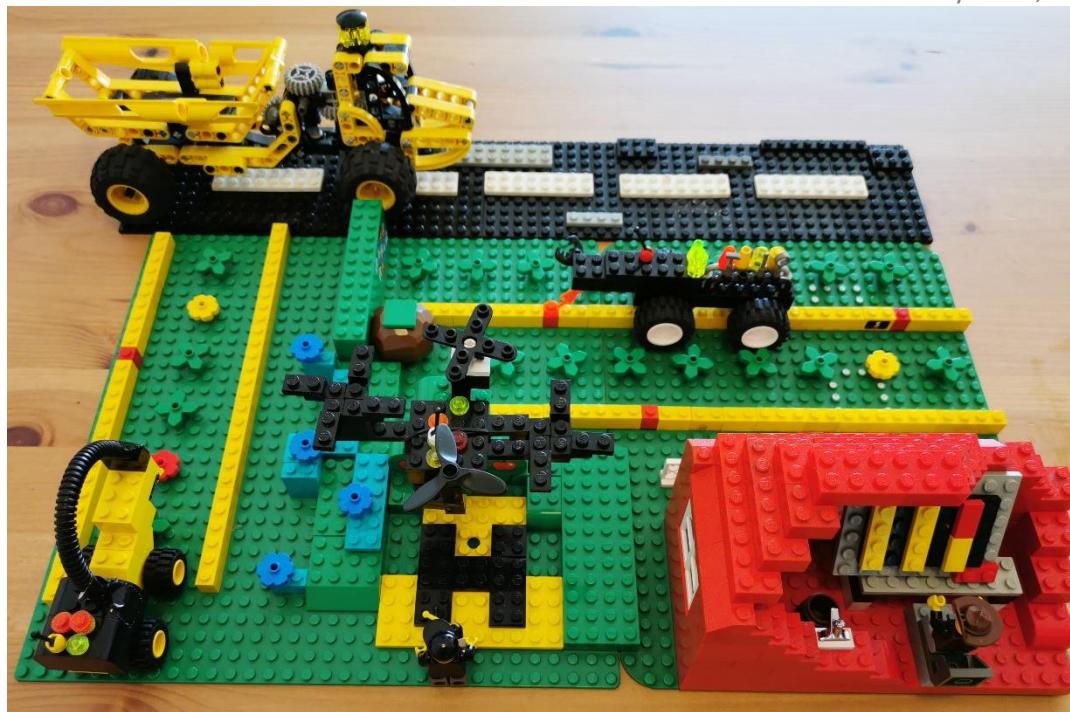
Register now until Mid-April!



An award-winning Lego Model of Resource-efficient Agriculture

Doctoral student Lukas Drees is working on his doctorate in Remote Sensing at the Institute of Geodesy and Geoinformation.

Congratulations on winning a prize at the Bioeconomy Camp of the German Federal Ministry of Education and Research. What was the prize awarded for?



In the camp, about 60 young researchers from all over Germany came together to explore the different bioeconomy facets. Bioeconomy is about using resources in the economy more sustainably, i.e. using renewable raw materials, promoting product cycles and cascade use, and using resources more sparingly overall. All participants were asked to use any "artifact" to present and illustrate their research and intersection with the bioeconomy in a creative way. The three best ideas were chosen and awarded by the

participants themselves at the end of the camp.

What does your Lego model show exactly? Why did you choose Lego?

In the last two years, I've presented enough posters both digitally and non-digitally, so it was a welcome opportunity to let my creativity run free with a different form of presentation. And I have enjoyed playing with Lego since I was a child. The artifact shows the vision of a resource-efficient agriculture of the future. Resistant mixed cropping systems are cultivated by small, autonomous vehicles in a targeted and punctual manner. A drone with a camera flies over the field, detects and locates weeds in real time via image analysis and sends the positions to the field vehicles. So instead of applying crop protection products over a wide area, autonomous systems operate specifically at the plant level. Because resources are only applied where they are needed,

fewer of these products have to be purchased and less enters the groundwater. As a result, large tractors no longer need to enter the field, but stay on adjacent roads, which can reduce soil compaction. In addition, there are green and flowering strips between the cultivated areas, which help to increase the number of pollinators. Such a model also has an impact on the work of farmers: They work less frequently directly in the field, but digitally on the basis of the sensor data collected.



**Is this also the focus of your doctoral thesis?
How would you describe the aim of your
project to someone from a different subject?**

The model covers many areas of the PhenoRob cluster of excellence. My focus is on the interpretation, analysis and modeling of images taken by drones and robots in the field. The goal is to automatically detect weeds, measure plant sizes, or estimate how much biomass the respective components make up in a mixed cropping system. This not only has a positive influence on the actions of robots in the field, but also on the planning of farmers, who can, for example, estimate harvest yields at an early stage or identify potential areas for manual intervention in the field.

Why are you particularly interested in this topic?

It is clear that agriculture must change. On the one hand, it is urgently necessary to save resources in the interests of sustainability in order to reduce emissions of various kinds. On the other hand, it must become increasingly efficient and productive in order to feed a growing world population. I therefore find it really fascinating to work with my research on reconciling these initially contradictory requirements. The fact that I get to work with state-of-the-art technology such as artificial intelligence drones makes it all the more exciting.

What are the most significant results or insights you gained so far?

With the help of artificial intelligence, we have succeeded not only in analyzing images, but also in generating entirely new images of plants of the future. So if you have an image of a plant from an early growth stage, you can visualize what this plant will probably look like at a later growth stage. This makes it possible to identify irregularities in the growth process at an early stage, to which the farmer can react in time.

Do you have any plans for your next steps?

I still have almost 2 years of doctoral studies ahead of me and currently I could well imagine continuing to work in this field on concrete solutions from image analysis.

Thank you very much for the interview and good luck for your doctorate!



Your Skills and Training Opportunities in the Summer Term 2022

The [Doctorate plus skills and training program](#) in three career tracks allows you to broaden your academic and transferable competencies and prepare for your envisaged career path:

- Research Track:** Workshops in this track prepare for an academic career at a university or a research institution.
- Research Management Track:** The training offered in this track qualifies for a career at the interface of science and administration.
- Business and Organizations Track:** The skills and competencies you can acquire in this track equip you for a career beyond academia, e.g. in industry, NGOs or your own start-up.

Learn more about the three career tracks at www.promotion-plus.uni-bonn.de.

Language	D	Deutsch
	E	English
Track		Research
		Research Management
		Business and Organizations

Registration and more info at
www.promotion-plus.uni-bonn.de

April 2022		R	RM	BO
1. + 29.	D DEiN Parcours			
Apr				
5. Apr	D Wissenschaftlerin der ersten Generation - was heißt das für mich?			
7. Apr	D Juniorprofessur und Tenure Track-Professur kompakt: Rechte, Pflichten und Perspektiven			
12. +	E Self-Management in Science			
13. Apr				
21. +	E Argumentation in Scientific Writing			
22. Apr				
25. +	E Leadership Skills for the Non-Academic Job Market			
26. Apr				
25. +	E Getting Started. The Successful Path to a Doctorate Degree			
26. Apr				
26. Apr	D Wissenschaftlerinnen auf dem Weg zur Professur			
25. +	E Applying for Jobs in Germany			
26. Apr				
29. Apr	D Karriereoption: Wissenschaftsmanagement? Arbeitsfelder, Kompetenzprofile, Karrierestrategien			

May 2022		R	RM	BO
3. May	D Promovieren? Ja oder Nein?			
4., 5., +	E A Beginner's Guide to Programming			
6. May				
6., 9., 10. May	E Project and Time Management for Doctoral Students			
6. May	D Virtual Collaboration in der Lehre			
10. May	D Einführung in das Forschungsdatenmanagement			
10., 11., 12., 13. May	E Academic English Refresher: B1/B2			
11. + 18. May	D Gewaltfreie Kommunikation - Empathisch Konfliktsituationen vermeiden und meistern			
12. + 13. May	D Souverän vortragen und präsentieren – von der Tagung bis zum Kolloquium			
13. May	D Feedback und Evaluation - Grundlagen			
16. May	D Stresskompetenz für Promovierende			
16. May	D Wie erstelle ich ein Promotionsexposé?			
17., 19., + 20. May	E How to Be More Employable in the Private Sector?			
17. + 18. May	E Interdisciplinary Competencies Training			
18. May	E Practical Tools for Strategic Innovation Management			

19. May	E	Dealing with Research Ethics - An Introduction			
19. May	D	Auf den Punkt gebracht: Grundlagen des Drittmittelmanagements			
19. May	D	Studierende beraten - Grundlagen			
20. May	E	Time management, Motivation and Writing Strategies			
20. May	D	Prüfen und Bewerten - Grundlagen			
24. May	D	Promotionsfinanzierung			
24. + 25. May	D	Disputationstraining			
30. May	D	Stimme und Körpersprache im Vorstellungsgespräch - Die eigene Präsenz und Kommunikation steigern			
31. May	E	Leadership Skills for Young Scientists			
31. May, 2., 7. + 9. June	D	Female Leadership			

22.+ 23. June	E	Building Resilience: Managing Change, Handling Risks and Coping with Uncertainty			
23. June	D	Prüfen und Bewerten - Aufbau			
23. + 24. June	E	Presentation Skills - How to Deliver Engaging Talks			
23. + 28. June	D	Was hat meine Promotion mit meiner Herkunft zu tun? Persönliche und soziale Einflüsse verstehen und positiv nutzen			
29. June	E	Conflict Management In & Outside Academia: From Squabbles to a Culture of Conflict			
29. June	E	How to Start Your Podcast in Science Communication			
30. June	E	How to Write and Publish a Review Article			
30. June + 01. July	D	Die ersten 100 Tage im neuen Job: Ein guter Start			

June 2022			R	RM	BO
1. + 2. June	E	Managing Scientific Projects			
2. + 3. June	D	(Soziale) Medien und Öffentlichkeitsarbeit für die Wissenschaft: Wie Forschung in die Medien kommt			
2. + 3. June	E	Coaching Skills for Research Managers and Future Academic Leaders			
7. + 8. June	E	Good Manufacturing Practice (GMP) - Compact Course			
7. + 8. June	E	Working in Research Management – Focus: Communication			
8. June	D	Feedback und Evaluation - Aufbau			
9. June	D	Vom Forschungsprojekt bis zur eigenen Geschäftsidee			
9. + 10. June	E	Me and My Supervisor - Tools and Strategies for a Constructive Relationship			
9. + 10. June	E	Identifying Your Competencies and Exploring Your Career Options			
10., 13. + 14. June	E	Science in the Spotlight - Video Production with Smartphone			
14. June	D	Meine Sichtbarkeit als Expert*in für Recruiter auf LinkedIn & ResearchGate			
21. June	D	Studierende beraten - Aufbau			
21. June	E	Research Data Management: A Crash Course			
21. June + 7. July	D	Welcher Job passt zu mir? - Stärkenanalyse und Berufseinstiegsplanung			
21. + 22. June	E	Diversity – Shaping a Successful Team Culture			

July 2022	R	RM	BO
1. + 2. July	D	Wissenschaftliches Schreiben für Promovierende	
5. + 6. July	E	How to Negotiate Successfully in Business - Strategies and Techniques for Best Results	
7. + 8. July	D	Die schriftliche Bewerbung für den außeruniversitären Arbeitsmarkt	
7. + 8. July	E	From PhD to Innovator	
7. + 8. July	E	A Mindful Approach to the Imposter Syndrome	
8. + 15. July	D	Visualisierung in der Lehre	
12. + 13. July	D	Marketing in eigener Sache - ein Workshop für Promovierende beim Berufseinstieg	
12. + 13. July	D	Gute Laborpraxis	
14. July	E	Proposal Writing: How to Create Promising Grant Applications	
14. July	D	Aktivierende Methoden der Gruppenarbeit	
15. July	E	An Introduction to Good Scientific Practice	
19. July	D	Einführung in das deutsche Wissenschaftssystem für Wissenschaftsmanager*innen	
19., 20., 21. + 22. July	E	Scientific Posters: Design and Pitching	
21. July	E	Your Idea's journey: Design Thinking	
21. + 22. July	D	Überzeugen im Vorstellungsgespräch	
22. July	E	Publication of Scientific Work	
26., 27., 28. July	E	Introduction to Statistics	

September 2022

		R	RM	BO
1. Sep	D Ideen aus dem Nichts – Ideen-Mining als Methode zur Generierung ungewöhnlicher Innovationen			
1., 2. + 5. Sep	E Academic Writing across Disciplines			
5., 6., 8. + 9. Sep	E Job Application and Interview Strategies for Natural Science Careers			
5., 8., 14. Sep	E Job Search and Applications for a Career Beyond Academia			
6. Sep	D Grundlagen des Arbeitsrechts und der Vergütung der wissenschaftlichen Mitarbeiter*innen			
7. Sep	E Science Communication			
7. Sep	D Auf den Punkt gebracht: Grundlagen des Drittmittelmanagements			
7. + 8. Sep	D Debatte und Argumentation – Schlagfertigkeit kann man lernen! (Debating-Methode)			
8. + 9. Sep	D Finanzen und Controlling im Wissenschaftsmanagement			
12. Sep	D Veranstaltungen planen mit Tools des Projektmanagements			
13., + 14. Sep	D Grundlagen Betriebswirtschaft in Finanzen und Controlling für Promovierende			
13., + 14. Sep	D Leadership Skills für den außerakademischen Arbeitsmarkt			
15. + 16. Sep	E Social Media and Social Networks in Science Communication			
15. + 16. Sep	E Preparing Funding Applications			
16. Sep	D Online Lehre mit Zoom und eCampus			
20. + 21. Sep	E Science Communication – Media Training to Pitch Your Research to a Broad Audience			
21. + 22. Sep	E Thesis Defense Training			
22. Sep	E Advanced Statistics			
26., 28., + 30. Sep	E Job Interviews and Salaries for a Career Beyond Academia			
27. + 28. Sep	D Karriereplanung und strategisches Netzwerken			
29. + 30. Sep	D Qualitätsmanagement an Hochschulen			
29. + 30. Sep	E Clear, Engaging and Persuasive: Academic Writing to Stand Out			

Registration and more info at
www.promotion-plus.uni-bonn.de

Training on Demand

Register for our [E-Trainings](#) now and learn at your convenience.

You can easily acquire new knowledge from the comfort of your own home with our 45 - 120 minute E-Training courses. Various topics such as agile skills, communication or stress management are available as e-learnings. The E-Trainings contain short learning units such as learning questions, exercises and interactive learning elements. We offer both English and German language E-Trainings provided by Punktum.



Eileen Bradley is happy to answer your questions on Doctorate plus:
bgz@verwaltung.uni-bonn.de

Lernen, wann immer es Ihnen zeitlich passt – Jetzt für unsere [E-Trainings](#) anmelden

Mit unseren 45 – 120-minütigen E-Trainings können Sie sich bequem von zuhause aus neues Wissen aneignen. Verschiedenste Themen wie Agile Skills, Kommunikation oder Methoden stehen Ihnen als E-Learning zur Verfügung. Die E-Trainings bestehen aus kurzen Lerneinheiten wie Lernfragen, Übungsaufgaben und interaktiven Lernelementen. Wir bieten Ihnen sowohl englisch- als auch deutschsprachige E-Trainings von Punktum an.

Open Calls by the University of Bonn

Funding Lines for Doctoral Students

Do you need financial support for your participation in an international conference? Are you planning a workshop in Bonn and want to invite international researchers to work together with you on a topic? Do you want to fly in your international second supervisor for your thesis defense? Then our re-opened funding lines are just right for you. In addition, our support for your participation in academic online events continues.

- [Participation in International Conferences](#)
- [Funding for Doctoral Workshops in Bonn](#)
- [Invitation of international second supervisors](#)
- [Participation in Academic Online Events](#)

Applications can be submitted at any time and will be reviewed quarterly. The next deadlines are April 15 and July 15, 2022.

Argelander International Conference Grants for Postdocs

The University of Bonn awards grants to support postdoctoral researchers' active [participation in international conferences](#), summer schools or workshops, and thus help them build international networks. The next deadline is June 1, 2022.



Dr. Robert Radu is happy to answer your questions on our funding lines:
funding@verwaltung.uni-bonn.de

NEW Argelander Starter-Kit Grants "Stepping Stone" and "Research Funds"

A new call for the "Argelander Starter-Kit Grants" for postdocs is out now! The funding line has been further developed and is available in two variants:

(A) Starter-Kit "Stepping Stone" offers postdocs who want to transfer to Bonn from a national or international research institution up to two years of employment for their start into an academic career. Aim of the grant is to support postdocs in the preparation of a third-party funding application.

As a sign of solidarity with those affected by the Ukraine war, 75% of the personnel costs of early-career researchers who want to transfer from an institution in Ukraine to the University of Bonn will be covered by the Argelander Grant.

The University of Bonn condemns the invasion of Russian troops. The war has manifold consequences also for academic life. Find all support offers and information of the University of Bonn [online](#).

(B) Starter-Kit "Research Funds" is aimed at postdocs at the University of Bonn and provides funding for material resources (max. 25,000€ for a max. of two years) for research activities related to a planned third-party funding proposal and the preparation of the proposal itself.

The application deadline for both funding lines is April 24, 2022.

Meet our Argelander Grantee Dr. Max Christian Pensel

In his research project supported by an Argelander Grant Dr. Pensel analyzed the impact of the Sars-CoV-2 pandemic and official contact prevention measures on psychiatric patients in Germany. He does clinical research at the Department of Psychiatry of the University Hospital Bonn.



© Uniklinik Bonn

How would you describe the aim of your project to someone from a different subject?

We were interested to find out how psychiatric patients are affected by the Sars-CoV-II-Pandemic and by respective countermeasures taken by the government of North-Rhine-Westphalia. To that end, we handed out questionnaires to psychiatric patients of the University Hospital Bonn and healthy subjects

at three timepoints since April 2020. We then correlated psychiatric symptoms (e.g. the perception of the external

world as unreal, also called "derealization") with the incidence of Sars-CoV-II and the intensity of contact prevention measures over time.

What did you find particularly interesting about this research question?

In spring 2020 I sensed a sudden change in the way politicians and journalists talked about respiratory viruses, and how people on the streets reacted to the news of a novel and

deadly disease, that was about to decimate the population of the world. Also, based on my medical and philosophical background, I had the impression that prior scientific and social norms and beliefs have changed their meaning. I felt somehow threatened by this new situation, although I was not able to fully understand it.

At the same time, patients in the clinic of Psychiatry told me about intense feelings of derealization, that fall into the category of dissociative symptoms, and are often found in the context of posttraumatic stress disorder. Since that moment, I was eager to find out how psychiatric symptoms are affected by the current situation, especially in people that experienced traumatic stress in the past.

Which aspects or activities of your research did the Argelander Grant make possible?

The grant was mainly used to finance a student who put a lot of effort into sending and receiving questionnaires, as well as into data management and analysis.

What are the most significant results or insights you gained?

We were able to show, that in a sub-group of patients with posttraumatic stress disorder (PTSD), the change of dissociative symptoms over time correlated much better with the intensity of contact prevention measures than with the local incidence of Sars-Cov-II itself. The results were already presented at an annual congress of psychiatry in Berlin, and a respective scientific publication is in an advanced state of preparation.



What is the societal relevance of your findings?

The study sheds light on the considerable vulnerability of (specific groups of) psychiatric patients towards restrictions of their everyday life. For future pandemics, this underscores the importance of proportionality, whenever it comes to containment measures like mask mandates, bans of hospital visits or closure of schools and social services.

Did the pandemic have any impact on your research question? Did you have to adapt your research focus along the way?

When our research started, I was convinced that the situation would be back to normal in summer of 2020. However, Corona-viruses have not disappeared since then, they can still be detected and our social life has changed much more profound and for a longer time than I expected. Therefore, since we initially planned only two timepoints for data

collection, we later amended a third one to our study plan.

What is your current/next project about? Will it build upon the results from your current project?

The study convinced me to dig deeper into the fascinating field of dissociative symptoms, which also encompass dissociative seizures, dissociative amnesia and dissociative fugue, to

"For future pandemics, this underscores the importance of proportionality, whenever it comes to containment measures like mask mandates, bans of hospital visits or closure of schools and social services."

name just a few examples. My current projects deal with the detection and further classification of these phenomena, as well as with different treatment options.

What has the Argelander Grant meant for your scientific career?

At the moment I can just say, that without the grant this study would probably not have been possible at all, and that I am very grateful for the opportunity that was given to me. Also, future will show what the grant will mean for me and my patients in the years to come. I hope that the often-neglected topic of dissociative symptoms will attract more attention of researchers and clinicians alike, and that support in our society will further grow for the people who suffer from it.

Thank you very much for the interview and good luck with your next projects!

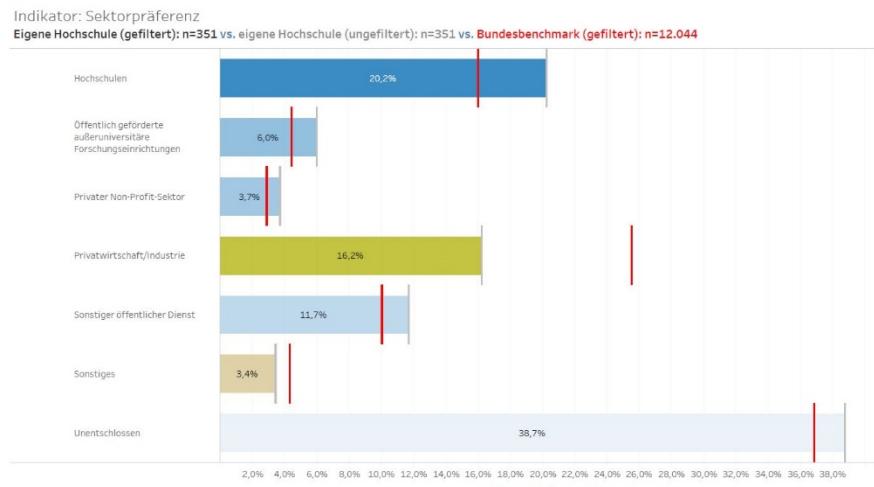
Are Doctoral Students in Germany Happy with Their Situation?

Results of the German wide NACAPS longitudinal study 2021:
Most doctoral students at the beginning of their studies at the University of Bonn are satisfied with their supervision and funding situation.

For the first time, the University of Bonn has participated in the DZHW's nationwide longitudinal study of doctoral students and doctoral graduates in Germany, which is being conducted under the name "National Academics Panel Study" (NACAPS). Among other things, the study inquires about the general conditions under which doctoral students work, as well as their motives, career perspectives and career paths.

A look at the sociodemographics of the 420 Bonn respondents who started their doctorate between December 2018 and December 2020 reveals some interesting initial findings: 40 percent of them are between 27 and 30 years old, almost half are members of a structured doctoral program and 29 percent have a migration background.

The three decisive reasons for choosing the University of Bonn were: the supervisor, that the university was already known through studies or employment, and the location of the university. According to the NACAPS' doctoral student survey, satisfaction with the supervision provided by the main supervisor is slightly higher at the University of Bonn than among the other respondents: 69.3 percent state that they are very satisfied or satisfied with their main supervisor (national average: 65.9 percent). About three-quarters of the Bonn respondents never or rarely consider dropping out of their doctorate.



Response of Bonn doctoral students to sector preference from 2019/20 compared to the benchmark of all German universities from the same year (red). © NACAPS

Asked about their career path, 16.2 percent of them say they want to gain a foothold in the private sector/industry. This is well below the national average, which is 25.5 percent. As many as 38.7 percent are still undecided about their career path. It is striking that 43.9 percent of the Bonn doctoral students surveyed are aiming for a professorship, which is significantly higher than the national average of 32.5 percent. Gender plays a major role here, with as many as 58.7 percent of men aspiring to a professorship, and about half as many women, at 30.9 percent.

The concerns of doctoral students also play a role in the Nacaps survey: for example, 29.7 percent of the Bonn respondents think that it will be difficult or very difficult to find a postdoc position, and one quarter assume that it will be difficult or very difficult to find an adequate position outside academia.

In the [winter 2020 issue of our newsletter](#) we reported on the results of the previous survey. The results showed around three quarters (73 percent) of the total respondents considered their funding to be secure during their doctorate. At the time, we wondered how the Covid19 pandemic would affect this figure. Now we know: 74.6 percent still consider their funding secured. Apparently there was no significant impact in this context as the numbers have merely changed .

Wie geht es Promovierenden in Deutschland? Ergebnisse der Nacaps Promovierendenbefragung 2021: Bonner Promovierende mehrheitlich zufrieden mit Betreuung und Finanzierungssituation.

Zum ersten Mal hat die Universität Bonn an der bundesweiten Längsschnittstudie des DZHW über Promovierende und Promovierte in Deutschland teilgenommen, die unter dem Namen „National Academics Panel Study“ (NACAPS) durchgeführt wird. Dabei werden u.a. die Rahmenbedingungen, unter denen Promovierende tätig sind, sowie ihre Motive, Karriereperspektiven und Werdegänge abgefragt.

Ein Blick auf die Soziodemografie der 420 Bonner Befragten, die zwischen Dezember 2018 und Dezember 2020 ihre Promotion begonnen haben, offenbart erste interessante Erkenntnisse: 40 Prozent von ihnen sind zwischen 27 und 30 Jahren alt, fast die Hälfte ist Mitglied in einem strukturierten

sehr zufrieden oder zufrieden sind (Bundesdurchschnitt: 65,9 Prozent).



Carina Teichrib is happy to answer your questions on our doctoral student statistics: phdata@uni-bonn.de

Etwa Dreiviertel der Bonner Befragten erwägen niemals oder selten einen Promotionsabbruch. Zu ihrem Karriereweg befragt, geben 16,2

Prozent von ihnen an, in der Privatwirtschaft/Industrie Fuß fassen zu wollen. Damit liegen sie deutlich unter dem Bundesdurchschnitt, der hier bei 25,5 Prozent liegt. Immerhin 38,7 Prozent sind, was ihren Karriereweg angeht, noch unentschlossen. Auffällig ist, dass 43,9 Prozent der befragten Bonner Promovierenden eine Professur anstreben, was deutlich über dem Bundesdurchschnitt von 32,5 Prozent liegt. Das Geschlecht spielt hierbei eine große Rolle, denn bei den Männern sind es sogar 58,7 Prozent, die eine Professur anstreben, bei den Frauen mit 30,9 Prozent etwa halb so viele. Auch die Sorgen der Promovierenden spielen in der Nacaps-Befragung eine Rolle: So denken 29,7 Prozent der Bonner Befragten, dass es schwer oder sehr schwer wird, eine Postdoc-Stelle zu finden, und ein Viertel gehen davon aus, dass es schwer oder sehr schwer wird, eine ausbildungsadäquate Stelle außerhalb der Wissenschaft zu finden.



Ausschnitt aus der Soziodemografie der Nacaps-Teilnehmenden an der Uni Bonn © NACAPS

Promotionsprogramm und 29 Prozent haben einen Migrationshintergrund. Die drei entscheidenden Gründe für die Hochschulwahl waren für Bonner Befragte: der*die Betreuer*in, dass die Hochschule bereits durch das Studium oder die Beschäftigung bekannt war und der Standort der Hochschule.

Die Zufriedenheit mit der Betreuung durch den*die Hauptbetreuer*in ist der NACAPS-Promovierendenerhebung zufolge an der Universität Bonn etwas höher als bei den anderen Befragten: 69,3 Prozent geben an, dass sie mit ihrem*ihrer Hauptbetreuer*in

In der [Winterausgabe 2020 unseres Newsletters](#) haben wir bereits von Ergebnissen der vorigen Befragung berichtet. Nach diesen sehen 73 Prozent der Gesamtbefragten die Finanzierung ihres Lebensunterhalts während ihrer Promotion als sichergestellt an. Wir haben uns damals gefragt, wie sich die Pandemie auf diese Angabe auswirken wird. Jetzt sehen wir: 74,6 Prozent sehen ihre Finanzierung als gesichert an. Anscheinend gab es hier kaum Auswirkungen, da sich diese Zahl kaum verändert hat.

[Weitere Informationen zur Studie und den Ergebnissen finden Sie unter \[www.nacaps.de\]\(http://www.nacaps.de\).](#)

Save-the-Date!

What's new at the University of Bonn?
Mark your calendars for the upcoming events and opportunities!

Careers with a Doctorate - June 15, 2022!

Our career orientation event "Careers with a Doctorate – A Day for International Doctoral Students" will take place on June 15, 2022, in the Alte Sternwarte. Do you want to learn more on how to set the course for a career in academia? Then save the date for this year's "Careers with a Doctorate". More information will follow soon.

Diversity Days at the University of Bonn

Within the framework of nationwide events, The University of Bonn's local Diversity Days will take place from May 30 - June 1, 2022.

On Monday, 30 May 2022, researchers from the University of Bonn are invited to present their work dealing with diversity dimensions. Registration is possible until April 10, 2022:

<https://www.chancengerechtigkeit.uni-bonn.de>

Sustainable Science Slam

Enjoy the Sustainable Science Slam with participants from the University of Bonn on April 22, 2022, 7 p.m., HS I in the Main Building of the University.

Veranstaltungen zu Gründungs- und Innovationsmanagement

Wie mache ich aus meiner Forschungsidee ein Geschäftsmodell und habe ich überhaupt den richtigen Geschäftssinn dafür? Oder wie hilft mir die innovative Methode des „Ideen-Minings“, meine Kreativität wiederzufinden, wenn ich seit Tagen ein scheinbar unlösbares Problem vor mir herwälze? Diese und andere Themen rund um Gründungs- und Innovationsmanagement lernen Sie in einer Reihe von Workshops des Transfer Centers enaCom kennen, die im Rahmen von Doctorate plus angeboten werden. Alle Interessierten sind ohne Vorkenntnisse willkommen.

Mehr Infos zu diesen und weiteren Veranstaltungen des Transfer Centers enaCom finden Sie [hier](#).

Schulungsreihe Drittmittelmanagement

In der neuen Grundlagenschulung zum Thema Drittmittelmanagement werden alle Fragen rund um den Umgang mit Projektmitteln geklärt: Was sind Drittmittel? Wer darf Drittmittelanträge stellen? Wie werden die Gelder am besten verwaltet?

Die nächsten Termine sind: 19. Mai 2022 oder 07. September 2022. [Die Anmeldung erfolgt über e-campus.](#)

Learntec Messe in Karlsruhe

Vom 31. Mai bis 2. Juni 2022 werden auf der LEARNTEC Messe in Karlsruhe die neuesten Technologien rund um digitales Lernen, Lehren und Arbeiten präsentiert: www.learntec.de

5 ½ questions...

**...to Marthe-Siobhán Hecke,
doctoral student in English
Literature.**

Could you describe your research topic to someone from another discipline?

I examine the role that literature can play when it comes to the creation of (national) identity through both the texts (descriptions of nature, feminist characters, usage of different languages such as Scots or English...) as well as how these texts are used today (in connection to remembering the Scottish Literary Renaissance but also using them for tourism). The Scottish writer Nan Shepherd also wrote about hiking in the Cairngorms and that you need to experience a place yourself, which is why the last (and shortest) part of my dissertation is more personal and about me following in Nan's footsteps by getting lost in the Cairngorms and stepping on snakes.

What do you especially like about the University of Bonn?

This may sound boring, but I love the main building. We have our very own castle. It's magical!



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department, the university, external people or organisations). Be reckless and apply for all conferences that interest you, travel widely, and connect to researchers from all over the world. Explore Bonn and do not forget to enjoy yourself!

Max Alt-Hessenbruch, the doctoral student introduced in our last issue, wanted to know: **What do you do to detach yourself from your project to refresh, reset or recalibrate your mind?**

Going outside (exercising, taking a walk, gardening, tending to my bees) helps a lot, but I also read ridiculous amounts of books (200+/year) for fun and not for work. You sometimes lose track of why you started studying literature in the first place, reading for pleasure can counter that.

Which three questions would you like to ask the next doctoral student portrayed in our series?

Read our next issue and find out!

You are welcome to suggest a colleague or yourself for the next portrait. Just send an email to:

graduiertenzentrum@uni-bonn.de

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