

Who are Leibniz PostDocs and what is it like to work at a Leibniz institute? Report of the first Leibniz PostDoc Survey 2020

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Who are Leibniz PostDocs and what is it like to work at a Leibniz institute?

Report of the first Leibniz PostDoc Survey 2020

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*on behalf of the working Group "WG1 PostDoc Survey"
and the Leibniz PostDoc Network*

¹ Order of authorship: First the current two coordinators, then in random order the contributing members, and last the previous two coordinators of "WG1 PostDoc Survey"

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DISCLAIMER: The views and opinions expressed in this report are those of the authors and the Leibniz PostDoc Network and do not necessarily reflect the position of the Leibniz Association or any of the Leibniz institutes.

Contents

Preamble	5
1 The First Leibniz PostDoc Survey	6
1.1 Objectives and aims	6
1.2 Participation and data handling	6
2 Key Findings and Recommendations	7
3 Full Descriptives of the Survey Items	10
3.1 Leibniz PostDoc demographics	12
3.1.1 Affiliation with Leibniz Sections	12
3.1.2 Gender	12
3.1.3 Age	14
3.1.4 Childcare responsibilities and other care obligations	14
3.1.5 Doctoral degree	15
3.1.6 Academic age	16
3.1.7 Nationality and native language	17
3.1.8 Leibniz PostDoc identity	18
3.2 Contract and payments	20
3.2.1 Contracts	20
3.2.2 Payment	20
3.2.3 WissZeitVG	21
3.3 Working hours and tasks	23
3.3.1 Working hours	23
3.3.2 Days off	24
3.3.3 Time spent on tasks	24
3.3.4 Leadership position	26
3.4 Career goals	27
3.4.1 Intention of doing a habilitation	27
3.4.2 Reasons against pursuing a habilitation	27
3.4.3 Career paths	28
3.4.4 Perceived career preparation	29
3.4.5 Thoughts of leaving academia	31
3.4.6 Reasons for leaving academia	33
3.5 Career development - Experiences	35
3.5.1 Academia-related activities	35
3.5.2 Grant writing	35

3.6 Career development - Superior and institutional support	37
3.6.1 Collaboration with a supervisor/superior	37
3.6.2 Institutional support in general	41
3.6.3 Institutional support for professional training	42
3.6.4 Mentoring	44
3.6.5 Guidelines	44
3.7 Satisfaction and working situation	45
3.7.1 Satisfaction with the current employment situation	45
3.7.2 Reconciliation of work and private life	47
3.7.3 Workload	49
3.7.4 Consequences of working in academia	50
3.7.5 Working environment	50
3.8 Good scientific practice, conflicts, and discrimination	52
3.8.1 Good scientific practice and authorship	52
3.8.2 Conflicts with supervisors or co-workers	53
3.8.3 Discrimination	54
3.8.4 Support mechanisms	54
3.9 International Leibniz PostDocs	55
3.9.1 Demographics	55
3.9.2 Experience and expectations of support	56
3.9.3 Language barriers	59
3.9.4 Learning German	61
Appendix	64
A1 Members and contribution	64
A2 Survey development and fieldwork	65
A3 Data analysis	66
A4 Data availability	68

Preamble

The Leibniz PostDoc Network

The Leibniz PostDoc Network was founded to provide a communication platform for all postdoctoral researchers in the Leibniz Association (hereafter called Leibniz PostDocs), thereby giving them a distinct and united voice. The stated aims of the Leibniz PostDoc Network are two-fold: (1) to foster and support Leibniz PostDocs in their career development and (2) to advocate shared values and improve the prevailing scientific culture. Annually, Leibniz PostDocs elect two spokespersons, two working group coordinators for each working group, and one financial officer. These individuals form the Leibniz PostDoc Network steering committee. Currently, the Leibniz PostDoc Network has seven working groups (WG) each with its own distinct focus. These include the “WG1 PostDoc Survey”, “WG2 Public Communication and Advocacy”, “WG3 Network Growth and Outreach”, “WG4 Working Conditions and Mental Health”, “WG5 Career Development”, “WG6 Diversity and Inclusion”, and “WG7 Sustainability”.

For further information, visit <https://leibniz-postdoc.de/>.

How to read the report

This report summarizes the results of the first Leibniz PostDoc Survey, which was open for submission from July to October in 2020. In total, 816 respondents completed the Leibniz PostDoc Survey with all five Leibniz Association Sections represented in the data. While the exact number of Leibniz PostDocs are unknown (and we come back to this point in later sections of this report), estimates suggest the respondents to the Leibniz PostDoc Survey represent around 30% of all Leibniz PostDocs.

The report is divided into three main chapters. In Chapter 1, we outline the objectives of the Leibniz PostDoc Survey and provide key information relating to participation and data handling. In Chapter 2, we summarize the key findings, our conclusions, and identify potential areas for development for both the Leibniz Association but also individual Leibniz institutes to consider going forward. In Chapter 3, we provide a comprehensive description of all results from each survey question. Finally, details relating to survey development, administration, and technical notes on data analysis are provided in the Appendix.

Acknowledgments

We would like to thank the Head Office and Executive Board of the Leibniz Association as well as the Steering Committee of the Leibniz PostDoc Network for their feedback on the survey and report. We also would like to thank Dr. Marvin Bähr, Dr. Johanna Wiebeler, Dr. Sabine Müller, and Dr. Aida Ćumurović for their input and continuing support in creating the first Leibniz PostDoc Survey as well as the written report. We would like to thank Dr. Marta Ferreira Gomes and Dr. Rajini Nagrani for their support as Spokesperson of the Leibniz PostDoc Network. Thank you also to Franka Birkenbach for her support in programming, preparation, and first coding of the raw data and Laura Young for her support in data preparation and analysis. Last but not least, a big thank you to all the respondents of the first Leibniz PostDoc Survey, who took the time and contributed to the survey.

1 The First Leibniz PostDoc Survey

1.1 Objectives and aims

Postdoctoral researchers play a critical role in scientific research and are an integral part of many research groups. This is the case not only for the Leibniz Association but for research worldwide. However, for various reasons postdoctoral researchers are often overlooked or misrepresented as a homogeneous group of researchers. Therein, a key challenge seems to be that there is no agreed upon definition of who a “postdoc” actually is. The principal aims of the Leibniz PostDoc Survey was therefore to firstly, understand who Leibniz PostDocs are and, secondly, attempt to provide some insight into their experiences, interests, and needs. This data allows us to identify areas for development that the Leibniz Association, Leibniz PostDoc Network, and Leibniz institutes can address together to improve the experiences of Leibniz PostDocs.

1.2 Participation and data handling

The first Leibniz PostDoc Survey, which was developed by “WG1 PostDoc Survey” of the Leibniz PostDoc Network, aims to explore the lived experiences of Leibniz PostDocs. This includes collecting information on working contracts, the availability of career support (both research and non-research focused), working conditions, and other areas of interest. Given that there is a significant number of international postdoctoral researchers working in Leibniz institutes, the Leibniz PostDoc Survey also contains questions relating to the specific experiences of international Leibniz PostDocs, for example, whether their Leibniz institute offers support learning German.

The Leibniz PostDoc Survey was open for responses from July to October in 2020. The target group of the survey was all researchers in the Leibniz Association who have completed their PhD or submitted their doctoral thesis (but not necessarily finished their oral disputation) and have not yet gained a permanent position as a professor. Leibniz PostDocs were invited via email invitation, distributed via the Leibniz PostDoc Network mailing list. Additionally, representatives in each Leibniz institute were asked to distribute the survey invitation internally via their respective postdoc mailing lists.

In total, 920 responses were collected, however, 104 cases were not included in the analyses because they did not answer a single question. Thus, this report reflects the answers of the remaining 816 respondents. However, not all respondents answered every question. Therefore, the total number of responses for each question is not always 816. For transparency, the total number of valid cases analyzed for each question is provided in the respective sections in Chapter 3.

2 Key Findings and Recommendations

Please note that references to detailed results are presented in brackets (e.g., "(3.1.1)" indicates that a more extensive description is presented in Section 3.1.1 of Chapter 3 - the full results).

Leibniz PostDocs are a demographically heterogenous group

Leibniz PostDocs that participated in our survey are broadly-speaking evenly split between those identifying as men (45%) and those identifying as women (54%) with a small but no less important group identifying as non-binary/diverse (1%, [3.1.2](#)). The majority of respondents (72%) fell into the age range of 31 to 40 years leading to an average Leibniz PostDoc age of 37 years with a range of 26 to 62 years ([3.1.3](#)). About half of the respondents either had children or some other form of care responsibility ([3.1.4](#)). Approximately 40% of respondents did not have German as their native language and about 20% did not have German citizenship ([3.1.7](#)). Most of our Leibniz PostDocs (66%) completed their Ph.D. within the last 6 years ([3.1.6](#)). Roughly 60% of participants had no leadership position, whereas the other 40% had a position like project, team or junior research group leader ([3.3.4](#)). While the majority of our respondents did not identify with the term 'postdoc' ([3.1.8](#)), they still chose to describe themselves as one in formal documents, such as CVs. Alternatively, they described themselves in less specific terms such as 'research scientist' or 'scientific researcher'.

Overall, Leibniz PostDocs are a diverse group of individuals in a wide range of personal and professional situations, but still share common needs and problems. Understanding their diversity is key for supporting them.

Leibniz PostDocs are only supported in a career path that will not be a reality for most of them

Leibniz PostDocs, across all Leibniz Sections, spend the majority of their contracted time conducting research ([3.3.3](#)) and there are opportunities for Leibniz PostDocs to develop as professional researchers with training provided on for example, scientific writing and grant writing ([3.6.3](#)). In general, Leibniz PostDocs reported a rather high satisfaction with their working conditions ([3.7.1](#)) and they felt well-prepared for an academic career ([3.4.5](#)). These results are in line with a classical view that the postdoc period prepares you for and ultimately leads to a university professorship position. However, this career path might not be what Leibniz PostDocs want. Respondents to the Leibniz PostDoc Survey actually rated permanent positions with a research-focus either in or outside of academia as markedly more attractive than obtaining a university professorship ([3.4.3](#); [3.4.4](#)). Unfortunately, Leibniz PostDocs felt way less prepared for a career outside of academia ([3.4.5](#)). Yet, feeling well-prepared for working outside academia is important, because there are limited options for staying in academia. Put differently, there is only a finite amount of third-party funding and a limited number of university professorship positions available at any one time.

The issue of staying in research based on non-permanent contracts is furthermore complicated by German legislation like the WissZeitVG. The WissZeitVG is a German law that regulates how long researchers can be in academia on a non-permanent position and while the overwhelming majority of survey respondents were aware of the WissZeitVG (77%), only around half knew whether their contract was based on this law. This lack of information is particularly

worrisome, since the overwhelming majority of Leibniz PostDocs have non-permanent contracts (83%) with an average duration of around 2 years (3.2.1). Only a small number of respondents reported having either a permanent contract (12%) or a tenure-track arrangement (4%). The insecure nature of the postdoc period is well-documented and also seems to affect the Leibniz PostDocs, because, at the time of the survey, 37% of Leibniz PostDocs considered leaving academia (3.4.6). The top two reasons were ‘*uncertainty of academic career paths*’ and ‘*higher predictability of non-academic careers*’ (3.4.7).

In sum, Leibniz PostDocs’ career paths are designed to result in a professorship position, which is a goal that many Leibniz PostDocs neither want nor will realistically have the chance to obtain. This topic is well addressed by the #IchbinHannah movement and Leibniz PostDocs seem to struggle with the related issues all the same. Considering that the Leibniz Association is one of the leading scientific organizations in Germany and has the necessary means, **we recommend a bigger, more concerted effort from the Leibniz Association, Leibniz PostDoc Network, and Leibniz institutes working together to broaden career perspectives and options for Leibniz PostDocs.**

Conflict and workplace discrimination seem not to be a systemic issue but are still present to a troublesome degree

Conflict and workplace discrimination do not appear to be systemic issues within Leibniz institutes, but still seem to happen to a worrying degree. Whereas on average, the working atmosphere appears to be rather positive, a substantial percentage of respondents perceive their supervisors to be exploitative, pressuring or not supportive to them (3.7.5). When asked if Leibniz PostDocs had ever reported conflict with either their superior/supervisor or co-worker(s), about 15% of respondents indicated that they had formally complained (3.2.2). With regard to questionable academic conduct, 14% reported not receiving authorship to a paper they contributed to (3.8.1). More concerning is, however, that 129 of our Leibniz PostDocs (23%) reported having been discriminated against based on either their gender/gender identity, age, care responsibilities, physical/mental abilities, sexual orientation, ethnicity or nationality, religion or worldview, or social background (3.8.3). Open-text responses corroborate these findings with several respondents reporting they had been discriminated against based on their nationality.

Workplace discrimination is unacceptable and it should go without saying that even one case is too many. The consequences for the discriminated can be severe and there are well-documented studies highlighting the physical and mental toll placed on employees who experience workplace discrimination. This makes having accessible support mechanisms in place at Leibniz institutes all the more important. However, of the 129 respondents who had reported workplace discrimination, 21% did not know who they could turn to for support (3.8.4). This suggests that the arrangements currently in place to not only deal with workplace discrimination but also support Leibniz PostDocs who report workplace discrimination are, at best, not visible or, at worst, simply not working. **We therefore recommend evaluating prevalent measures for prevention and intervention, such as what is needed to let people know where they can find help. In addition, we also suggest investigating cases that have already happened more closely to understand how the system can be improved for Leibniz PostDocs as well as other academic groups.**

International Leibniz PostDocs face significant barriers especially in administration

By virtue of the range of research conducted under the umbrella of the Leibniz Association, Leibniz institutes have a significant international footprint. As a result, they regularly attract and recruit international postdoctoral researchers, who represent around 25% of respondents to the Leibniz PostDoc Survey ([3.9.1](#)). Despite being a relatively large group, local structures on the ground at Leibniz institutes seem poorly prepared to welcome and support international Leibniz PostDocs during their period of employment. For example, around 60% of international Leibniz PostDocs reported encountering language barriers in their communication at work, while among our respondents, not a single international Leibniz PostDoc reported receiving all important administrative documents in a language they understood ([3.9.3](#)). Furthermore, international Leibniz PostDocs appear substantially less aware of the WissZeitVG ([3.2.3](#)) despite its importance and its role in governing how long a researcher can be employed on a fixed-term basis. The lack of formal support structures at Leibniz institutes mean that international Leibniz PostDocs find themselves relying heavily on informal support from colleagues when, for example, they need to open a bank account or translate important documents ([3.9.2](#)). Together, this indicates that while there clearly are support mechanisms in place at Leibniz institutes, they are not working well for international Leibniz PostDocs.

The Leibniz PostDoc Network regards international colleagues as a driving factor of the Leibniz Association's innovative potential and believes that international colleagues directly contribute to the international reputation of the Leibniz Association. Because of that, **we advise the implementation of more systematic and structured measures to support international scientists in Germany. These measures should include English translations of administrative documents (e.g., contracts or work agreement) that are tailored towards individuals not speaking German as well as considerations on daily communication.**

3 Full Descriptives of the Survey Items

In Chapter 3, we present the full results for each survey question organized by section. For most survey questions, this includes providing descriptive statistics such as item mean (M) and standard deviation (SD) or by providing distribution information using frequencies in text or graphical plots, i.e., violin and bar plots (please see below for additional information on how to read these graphical plots). For a limited number of survey questions, we also performed *linear regression analyses*. Further information on the technical aspects of data presented here are provided in the Appendix. Please note that the order of the results presented here does not necessarily follow the same order as they appeared in the distributed survey. While 816 responses were recorded for the survey overall, not all respondents answered every question. As a result, the total number of responses for each question varies.

Short note on how to read the graphs of this report

Plots on frequencies (“bar charts”)

Responses on categorical variables are represented with bar charts, which show the frequency of response categories as bars (Figure 3a). In general, we used three kinds of bar charts: For responses to a single item (generally one color), for responses to multiple items (multiple colors), and for responses to a variable conditional to responses on a second variable (multiple colors).

In each bar chart, the title usually features the exact wording of the item stimulus. The y-axis of the plot normally indicates the different categories, which most often referred to different response options or items. On the x-axis, absolute response frequencies are displayed with relative frequencies in brackets. The relative frequencies (in percent) refer to the number of the category, for example, it is the percentage of all respondents answering a specific item with one answer category. Colors refer to different response categories.

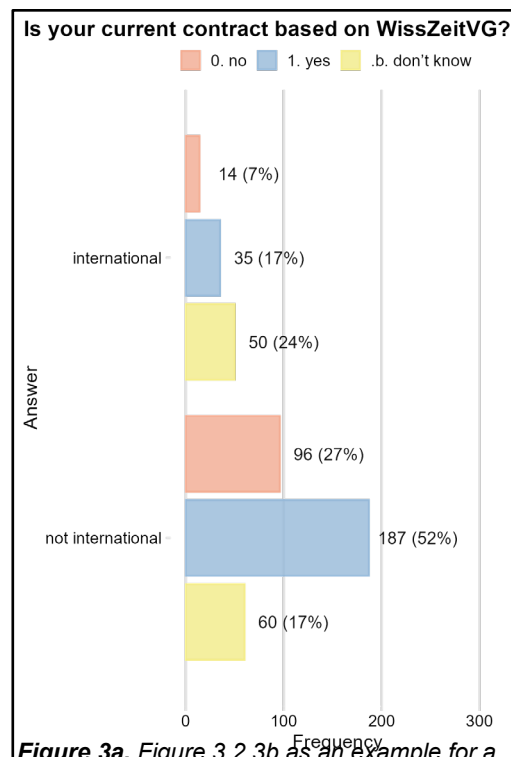


Figure 3a. Figure 3.2.3b as an example for a bar chart graph used in this report.

Plots on distributions of quantitative variables (“pirate plots”)

Responses on quantitative variables such as answers to a Likert scale item over several categories (e.g. the Leibniz sections) are pictured using so-called “pirate plots” (Figure 3b). These plots aim at providing a comprehensive representation of the underlying data by showing central tendencies as well as distribution of the data.

In each pirate plot, the title usually features the exact wording of the item stimulus. On the y-axis of the plot, the different categories (including the frequency of responses to the category) are listed. Most often, these are separate items. The x-axis represents the variable of interest such as the responses on an 11-point Likert scale item. In these cases, the leftmost category usually has a value of ‘0’ and represents the highest disagreement with a statement. The rightmost category usually has a value of ‘10’ and represents the highest agreement with a statement.

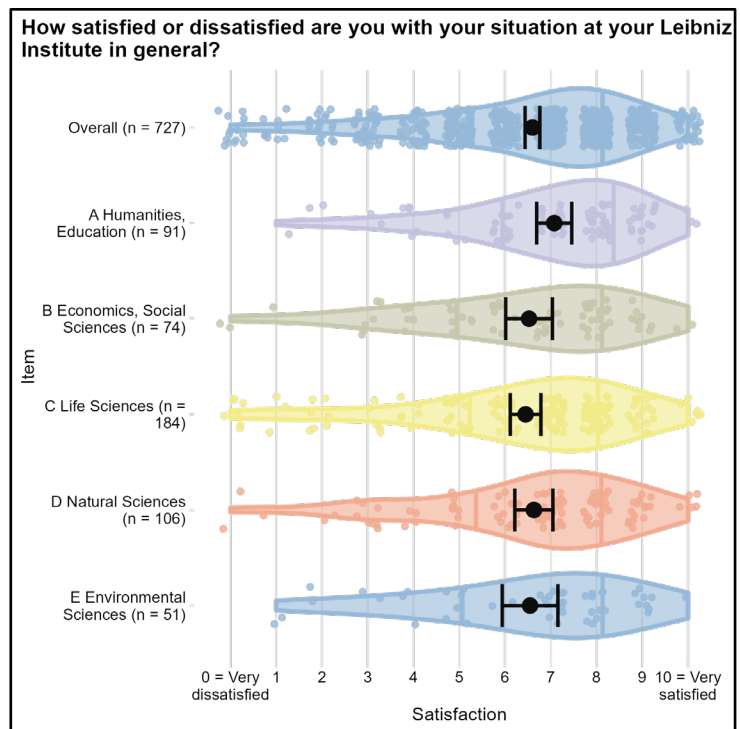


Figure 3b. Figure 3.7.1a as an example for a pirate plot used in this report.

There are four elements in the graphs that represent response behavior to the items. The black point corresponds to the mean value over all responses. Black whiskers attached to the point represent the means 95% confidence interval to show uncertainty in the estimation. The colored area is a so-called violin plot and represents the density distribution of responses. The colored points are individual responses to the item. Please note that in case of Likert type items, these responses are given on a categorical scale (i.e., only full values are possible). However, in the pirate plots they are scattered around the exact scale point to show as many responses of a specific category as possible. In most cases, we ordered the items in descending order of mean values. Please note that the colors in these graphs are mainly used to support ease of reading but do not entail further information about the data. In some cases, continuous variables (like age) are represented in the graphs, in which points are not scattered.

3.1 Leibniz PostDoc demographics

Key findings

- ❖ Leibniz PostDocs of all Leibniz Sections participated in the first Leibniz PostDoc Survey (3.1.1).
- ❖ Gender distribution was nearly balanced, with 54% of respondents identifying as women and 45% as men (3.1.2).
- ❖ Most respondents were between 31 and 40 years old (3.1.3) and obtained their doctoral degree from a German institution (3.1.5).
- ❖ German was the native language for around 60% of the Leibniz PostDocs (3.1.7).
- ❖ 41% of the Leibniz PostDocs are just starting their postdoctoral phase, i.e., they are within 3 years after finishing their PhD (3.1.6).
- ❖ One-third of the respondents are parents or live with children in their household. Besides childcare, 15% indicate other care responsibilities in their families (3.1.4).
- ❖ While the majority of Leibniz Postdocs do not identify with the term "PostDoc/Postdoc", they still choose to use the term "Postdoc or PostDoctoral researchers" to describe their position in CVs or on personal websites (3.1.8).

3.1.1 Affiliation with Leibniz Sections

We first asked participants to report in which Leibniz Section their Leibniz institute belonged. In total, there were 816 respondents to the first Leibniz PostDoc Survey and these respondents came from all five Leibniz Sections. Of those, 507 respondents identified their Leibniz section (Item F8) with the majority in either Section C (37%, $n = 185$), Section D (21%, $n = 106$), or Section A (18%, $n = 91$). Fewer respondents reported belonging to Section B (15%, $n = 74$) and Section E (10%, $n = 51$). A small number of respondents (12%, $n = 60$) indicated that they did not know to which Leibniz Section their Leibniz institute belonged.

Notably, the distribution of respondents across the Leibniz Sections somewhat differs from the official statistics of the Leibniz Association. According to that internal data, in 2019, there were 375 Leibniz PostDocs in Section A (14% of all postdocs), 491 in Section B (19%), 844 in Section C (32%), 642 in Section D (24%), and 282 in Section E (11%). As our inclusion criteria for survey participation were different from the postdoc definition underlying the official statistics, however, we refrain from using weights for our analyses.

3.1.2 Gender

Overall, our sample of 569 respondents was roughly gender balanced with 54% ($n = 307$) of respondents identifying as women and 45% ($n = 256$) of respondents identifying as men. A small but no less important group of respondents (1%, $n = 6$) identified as non-binary or diverse.

The picture within individual Leibniz Sections is less balanced (Figure 3.1.2). While Section B and Section E have near equal proportions of women and men, this is not true in Sections A, C, and D. For example, in Section A and Section C, there appears to be more women than there are men, whereas, the opposite appears to be true in Section D. Please note that the amount of women compared to men in your sample might not correspond to the gender distribution of postdoctoral researchers affiliated with the Leibniz Association. Hence, women might be overrepresented in our sample.

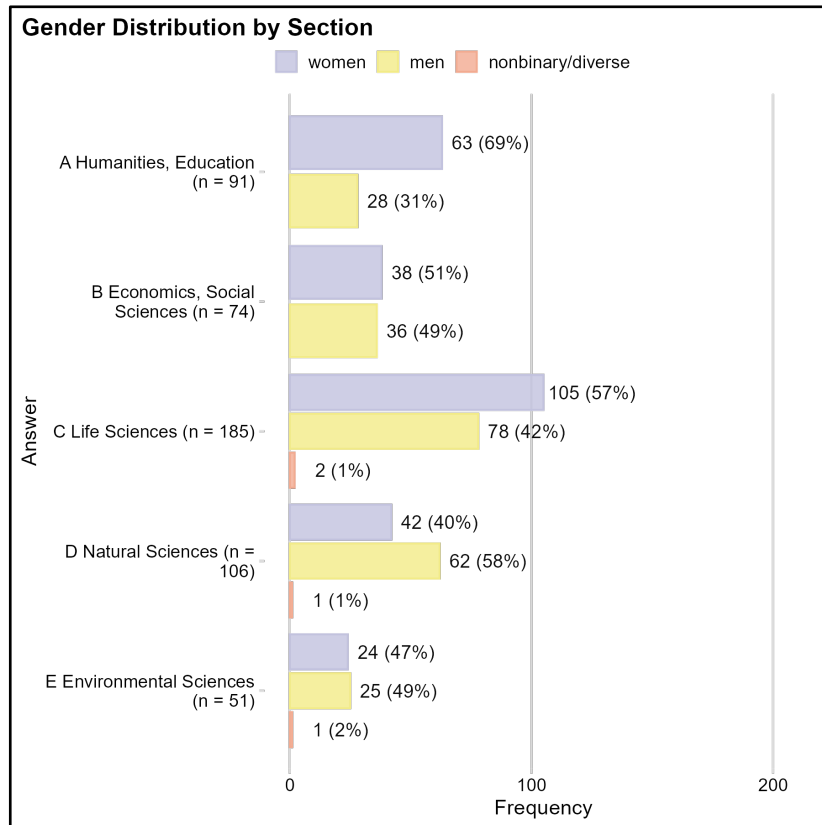


Figure 3.1.2. Gender distribution within the five Leibniz Sections ($n = 501$).

3.1.3 Age

The majority of respondents fell into either the 31 - 35 age bracket (32%, $n = 173$) or the 36 - 40 age bracket (40%, $n = 221$; Item F4). A small number of respondents were under the age of 30 years (3%, $n = 17$), with the remaining respondents being over 40 years old (25%, $n = 136$). The calculated average age therefore of our 547 respondents to this question was 37.2 years old ($SD = 5.6$ years). Within the Leibniz Sections, the age of respondents appears nearly balanced based on the calculated mean age in each Leibniz Section. The only exception to this is Section A in which the mean age is somewhat higher by comparison to other Leibniz Sections (Figure 3.1.3). Overall, a larger share of younger respondents (i.e., under 30 years) participated in this first Leibniz PostDoc Survey from Sections C, D, and E compared to Sections A and B.

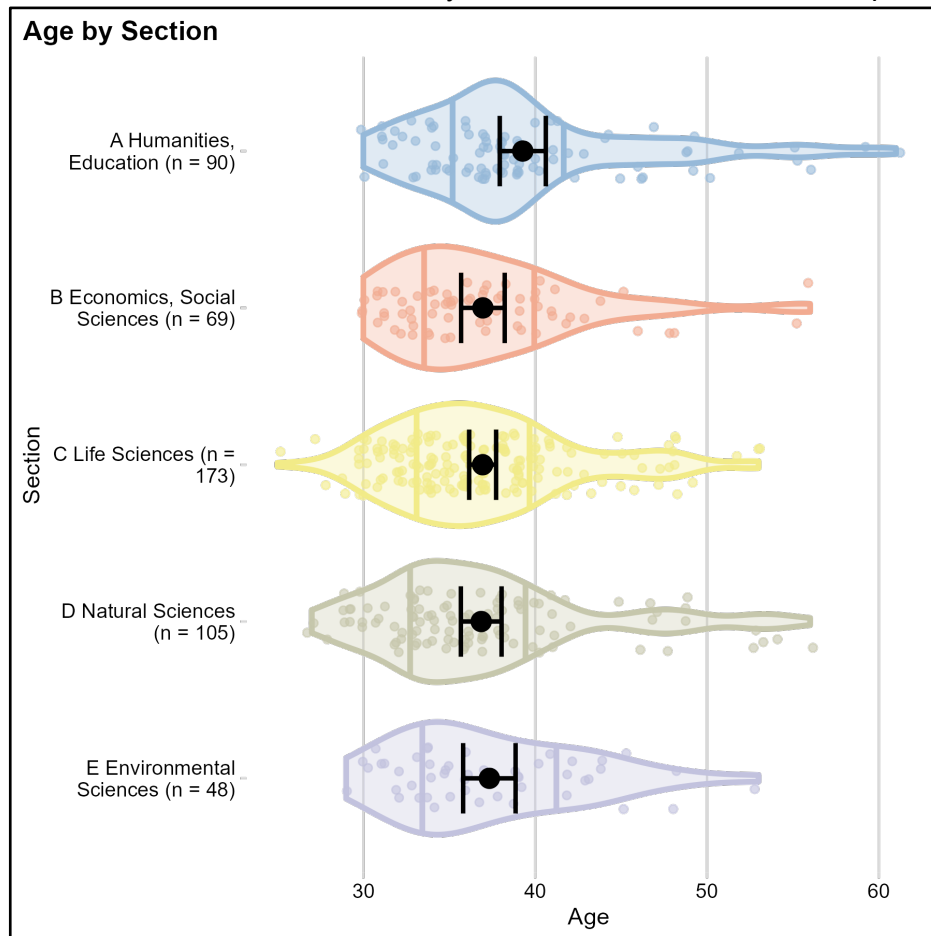


Figure 3.1.3. Age distribution within the five Leibniz Sections ($n = 485$). Shown are means (black dots), 95% confidence intervals of the means (black whiskers), density distributions of responses (colored areas) and raw values (colored dots) for each section.

3.1.4 Childcare responsibilities and other care obligations

We asked participants whether they had childcare responsibilities and of the 565 respondents, 38% ($n = 349$) indicated having children for which they were responsible. More clearly, 40% of men ($n = 101$ of 253) and 37% of women ($n = 113$ of 305) indicated living with children. Where participants indicated that they had childcare responsibilities, they were asked to indicate the age of the child/children in question. Here, the majority are under 3 years of age (45%, $n = 93$),

however, a significant proportion are between the ages of 4 - 6 (22%, $n = 46$) and 7 - 12 (25%, $n = 52$). Only a very small number of children are older than 13 years old (2%, $n = 15$).

In addition to those with childcare responsibilities, 15% of respondents indicated that they had other care responsibilities, for example, looking after a relative (Item F7). A small number of respondents (5%) indicated having both childcare and other care responsibilities.

3.1.5 Doctoral degree

The majority of respondents (68%, $n = 534$) to the Leibniz PostDoc Survey reported that they obtained their doctoral degree from a German institution (Item A3). The remainder either obtained their doctoral degree from an institution outside Germany but still within the EU (20%, $n = 151$) or from an institution outside Germany and outside the EU² (12%, $n = 91$). Looking more closely at the individual Leibniz Sections, while it is true to say that a majority of Leibniz PostDocs in each Leibniz Section completed their doctoral degree in Germany, it is noteworthy that in Section C, D, and E, there is a larger proportion of Leibniz PostDocs who completed their doctoral degree outside of Germany (Figure 3.1.5).

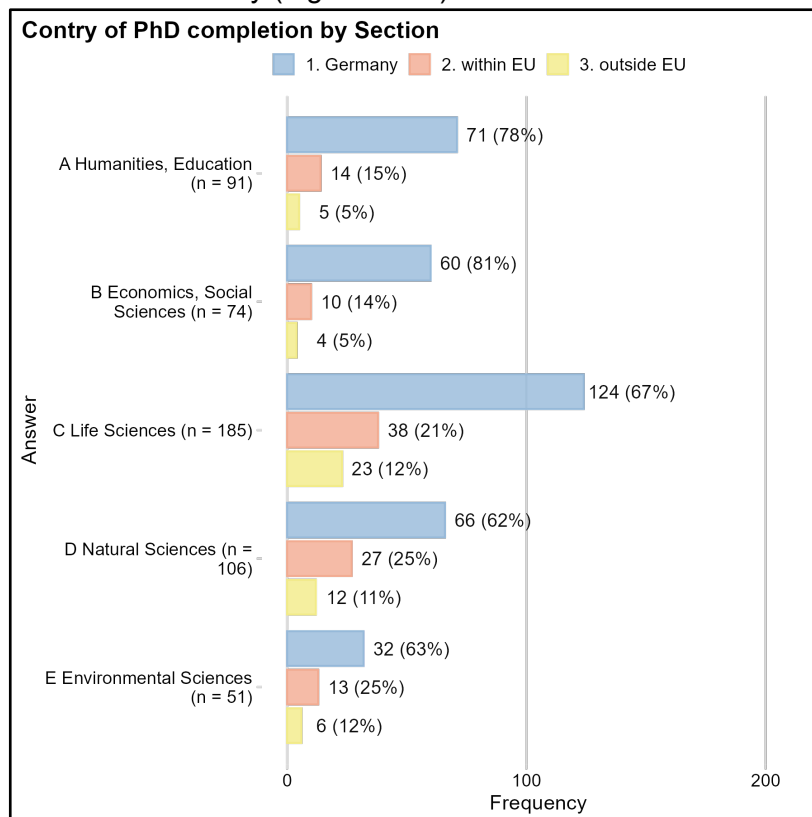


Figure 3.1.5. Country distribution of Ph.D. completion within the five Leibniz sections ($n = 505$).

3.1.6 Academic age

To determine where Leibniz PostDocs are in their postdoc career, we calculated their 'academic age' (i.e., the number of years after Ph.D. completion). This is a rough metric that does not take into account several factors, such as paternity or maternity leave or indeed periods of time outside academia. We found that the majority of Leibniz PostDocs are in the earlier stages of their

² Please note that for this survey, the United Kingdom was handled as a country within the European Union.

postdoctoral career and by this, we mean within 3 years of completing their doctoral degree (41%, $n = 302$). A comparable number of Leibniz PostDocs have already held a or several postdoctoral positions for either 4 - 6 years (28%, $n = 207$) or 7 - 12 years (24%, $n = 180$). Few respondents (7%, $n = 49$) had finished their doctoral degree more than 13 years ago (i.e., before 2008). The distribution of Leibniz PostDocs in terms of their 'academic age' in each of the Leibniz Sections is fairly even, although Sections A and C have a slightly higher mean academic age by comparison to Sections B, D, and E (Figure 3.1.6).

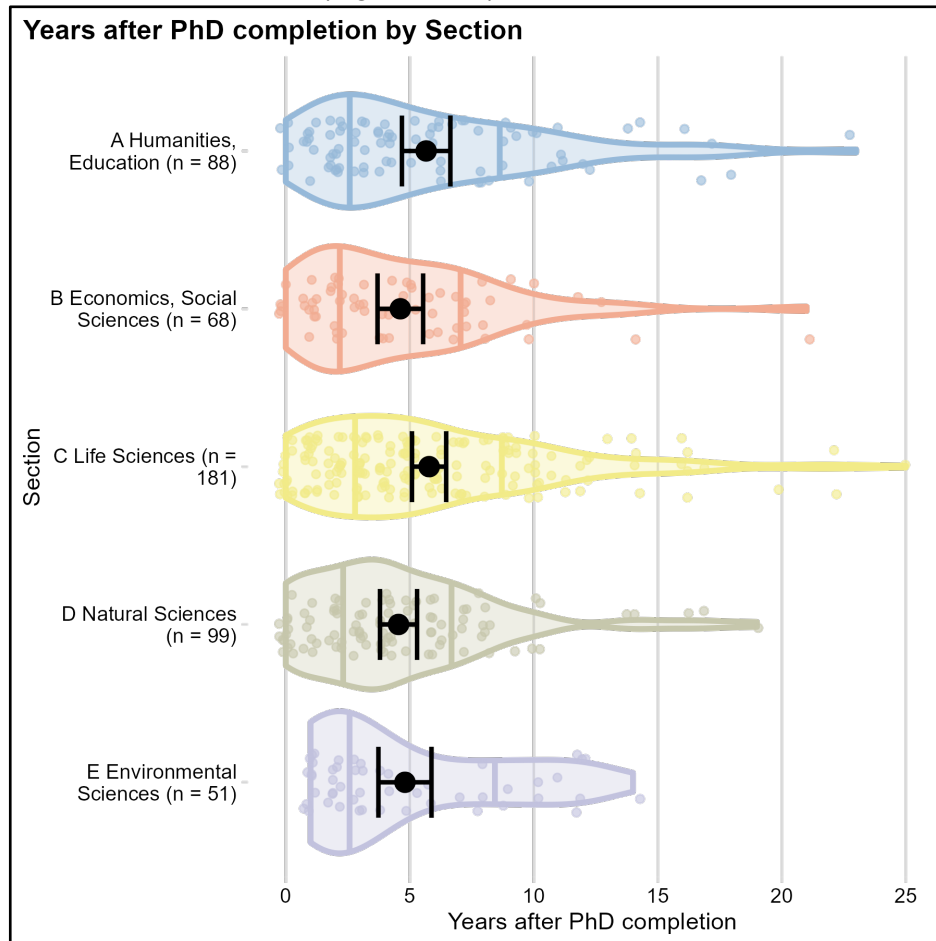


Figure 3.1.6. Distribution of academic age within the five Leibniz Sections ($n = 487$). Shown are means (black dots), 95% confidence intervals of the means (black whiskers), density distributions of responses (colored areas) and raw values (colored dots) for each section.

3.1.7 Nationality and native language

While the majority of 588 respondents to the Leibniz PostDoc Survey have German citizenship (~80%), perhaps surprisingly the remaining ~20% do not (Item F1). Of those without German citizenship, their citizenship status is equally split between countries within the EU³ but excluding Germany ($n = 123$) and those outside of the EU ($n = 105$).

Looking at the distribution of citizenship within individual Leibniz Sections, our survey data shows that the number of Leibniz PostDocs respondents with non-German citizenship is higher for Sections C, D, and E compared to Sections A and B (Figure 3.1.7). With respect to a Leibniz PostDocs native language, 60% ($n = 345$) indicated that German was their native language, while only 3% of respondents ($n = 15$) were raised bilingually (Item F2).

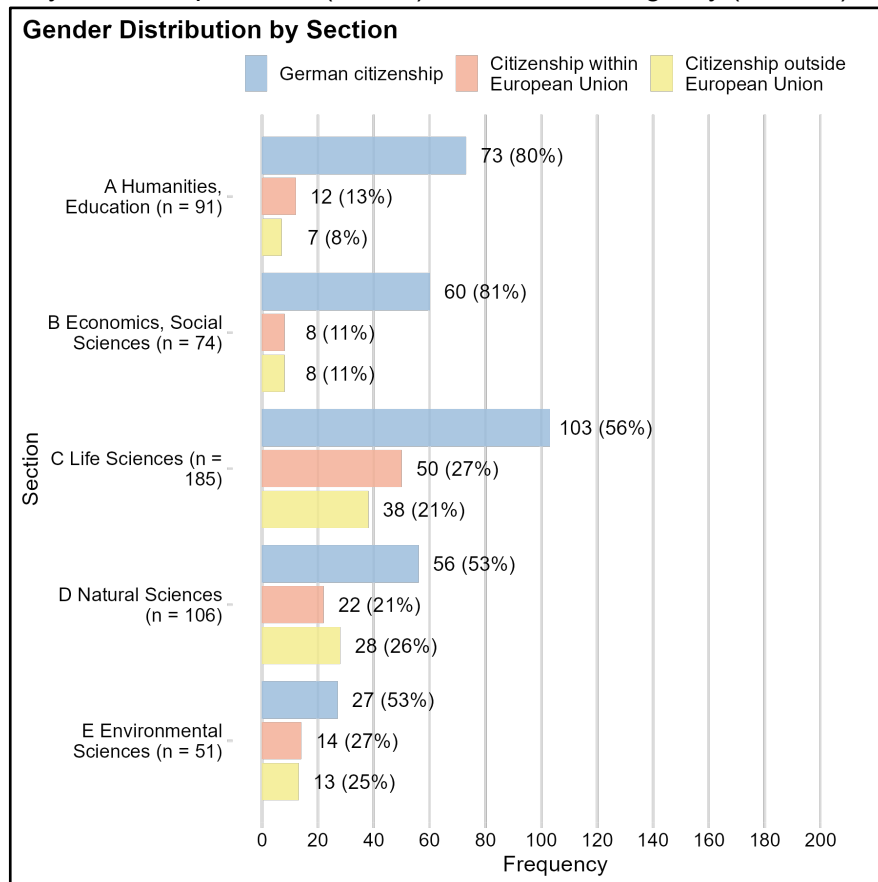


Figure 3.1.7. Distribution of citizenships within the five Leibniz Sections ($n = 507$). Please note that respondents may have more than one citizenship.

³ Please note that for this survey, the United Kingdom was handled as a country within the European Union.

3.1.8 Leibniz PostDoc identity

One of the primary aims of this first Leibniz PostDoc Survey was to try and understand who Leibniz PostDocs are, not least because there is no agreed definition as to when the postdoctoral phase starts and ends. To explore this, we first asked participants to rate how much they identified with the term “PostDoc” using an 11-point-Likert scale with ‘0’ being “*Not at all*” and ‘10’ being “*Very much*” (Item A4). The calculated average mean of 781 respondents to this question was 3.93 ($SD = 2.75$) indicating that, on the whole, respondents do not identify with the term “PostDoc”.

However, we then asked participants to tell us what terms they typically used to describe their position in formal documents, such as CVs or on personal websites (Item A5). In spite of the previous finding, that respondents do not really identify with the term “PostDoc”, we found that the majority ($n = 541$) still choose to describe their role as either “PostDoc” or “Postdoctoral researcher” (Figure 3.1.8a). Another popular option was “Researcher”, which was used by 322 respondents. A word cloud is provided reflecting the full array of terms used (Figure 3.1.8b).

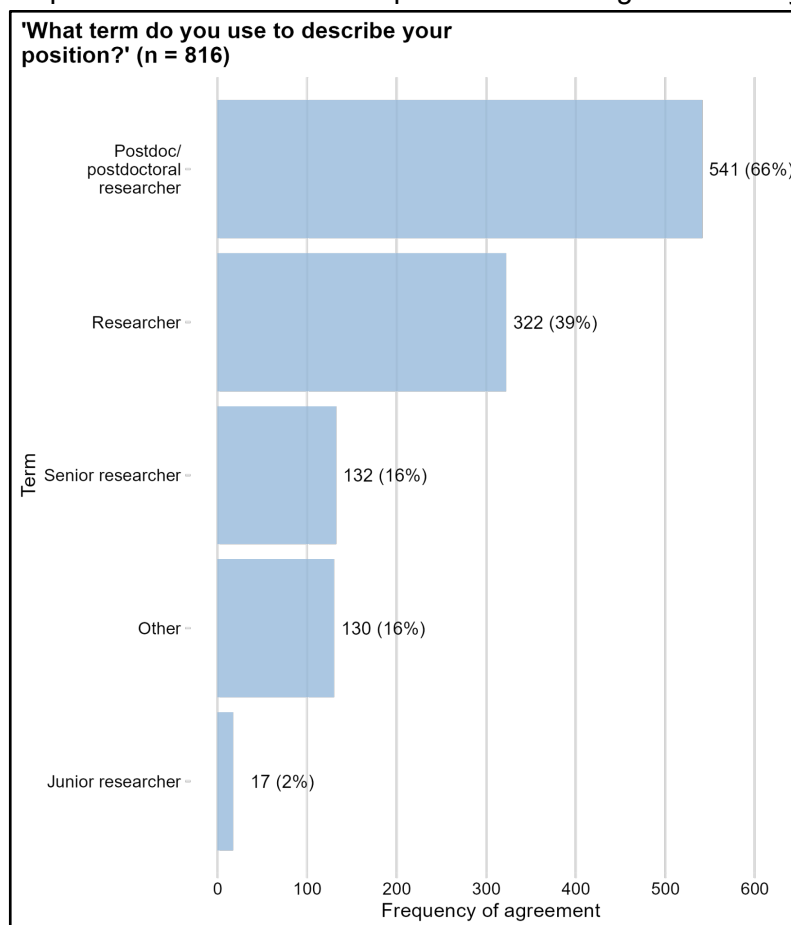


Figure 3.1.8a. Distribution of the term used by our respondents to describe the position or status ($n = 816$). Please note that respondents could select more than one term simultaneously.

3.2 Contract and payments

Key findings

- ❖ The vast majority of Leibniz PostDocs (83%) have a non-permanent contract with a duration of approximately two years (3.2.1) and a pay scale (German: *Entgeltgruppe*) of E13 (3.2.2).
- ❖ More than half of the respondents (58%) were paid through third-party funding, with DFG and BMBF being the two main funding bodies (3.2.2).
- ❖ Around 33% of the Leibniz PostDocs know that their current contract is based on the WissZeitVG. About half of international Leibniz PostDocs (compared to 5% of non-international Leibniz PostDocs) were unaware of the WissZeitVG (3.2.3).

3.2.1 Contracts

The overwhelming majority of Leibniz PostDocs are employed on a non-permanent basis (83%, $n = 601$) with only 12% of the 721 respondents indicating they were employed on a permanent basis either completely (11%, $n = 82$) or with parts of their contract (1%, $n = 8$) or had tenure-track (4%, $n = 30$) position (Item B4, B4a, B4b and B7; Figure 3.2.1). The calculated average contract length was little more than two years ($M = 28$ months, $SD = 18$ months), however, it is noteworthy that 50% of Leibniz PostDocs on fixed-term contracts ($n = 385$) reported that they had had either a contract change or renewal since starting in their position. Of those Leibniz PostDocs who did report a contract change or renewal, only one-fifth of them went on to obtain a permanent (18%, $n = 70$) or tenure-track (4%, $n = 14$) position, the overwhelming majority remained employed on a non-permanent basis.

We next asked participants whether they had, and if so how much, any postdoctoral experience prior to their current position. Around 38% ($n = 258$) of respondents had no prior postdoctoral experience, 24% ($n = 168$) had one previous position, and 14% had two previous positions (including contract renewals). When asked about who their prior employer was (Item B5), around one-third of the 724 respondents indicated that they had worked as a doctoral researcher at the same Leibniz institute as they do now as a Leibniz PostDoc (31%, $n = 226$).

3.2.2 Payment

To better understand how Leibniz PostDocs are funded, we asked participants to explain how their postdoctoral position was funded. In 42% of cases ($n = 307$), their contract was funded by their Leibniz Institute, whereas 58% ($n = 429$) rely on third-party funding, including stipends or fellowships (Item B6, B6a, and B6b). The most named third-party funders (based on 440 respondents of a multi-select item) were the BMBF (Bundesministerium für Bildung und Forschung; 29%, $n = 127$) and the DFG (Deutsche Forschungsgemeinschaft; 28%, $n = 123$). A small number of respondents (7%, $n = 30$) indicated they were funded, at least in part, by the Leibniz Association. The remaining respondents named various other third-party funders, including ERC (European Research Council) and Horizon ($n = 160$).

In addition to their funding arrangement, we asked Leibniz PostDocs to indicate where on the *Entgeltgruppe* (engl. pay scale) their position was graded (Item B11). Around 63% ($n = 511$) of the 703 respondents are paid based on the E13 pay scale, while 17% ($n = 136$) had reached

the E14 pay scale. Around 3% of the respondents were unaware of their current pay scale ($n = 25$) or were not paid based on a fixed pay scale ($n = 17$). However, this relatively small group of respondents indicated a net monthly income between 2,500 - 3,000€, which is approximate to the E13 payment (Item B11a).

Participants were also asked if they knew whether previous work had been considered when their pay was set. Of the 540 respondents, 47% ($n = 255$) confirmed their previous work had been taken into consideration, while 35% ($n = 189$) indicated that previous work had only been partially taken into consideration.

3.2.3 WissZeitVG⁴

We next asked participants a series of questions relating to the WissZeitVG, which is the German law that regulates how long researchers can be in academia on a non-permanent contract. Of the 707 respondents, around 77% ($n = 546$) knew about the WissZeitVG, (Item B10). Participants who answered “Yes” received several follow-up questions relating to their employment and how it relates to the WissZeitVG (B10a, B10b, B10c).

The first was whether they knew if their current contract was based on the WissZeitVG law and of the respondents. While 50% ($n = 272$) of respondents did know whether their current contract was based on the WissZeitVG law, 25% ($n = 136$) did not know. The remaining 25% ($n = 136$) were unsure of their contract situation, which might become troublesome in planning for and negotiating prolongations. The second follow-up question asked whether their Leibniz institute had informed them, in any way, of how long they had left to work on non-permanent contracts based on the WissZeitVG. Of the 540 respondents, more than half (56%, $n = 305$) indicated that their Leibniz Institute had not informed them of how long they had left, while 11% ($n = 57$) could not remember. The remaining 33% ($n = 178$) indicated that their Leibniz institute had informed them at some point, either at the start of their contract ($n = 86$) or later on ($n = 92$).

The third and final follow-up question asked participants to indicate how much longer they had left to work on non-permanent contracts based on the WissZeitVG. Based on 213 respondents knowing this figure, Leibniz PostDocs had around three years left ($M = 38.41$, $SD = 29.27$) to work on fixed-term contracts.

International vs. non-international Leibniz PostDocs

As the WissZeitVG is a German law and its regulations might be unfamiliar for international Leibniz PostDocs, we compared the responses of international and non-international Leibniz PostDocs to two key questions relating to the WissZeitVG. The first was whether they knew about the WissZeitVG law. Here, the data suggests that while the overwhelming majority of German Leibniz PostDocs know about the WissZeitVG (95%, $n = 343$), more than half of the international Leibniz PostDocs who responded to the question did not know about the WissZeitVG (53%, $n = 110$; Figure 3.2.3a).

We next compared the responses of international Leibniz PostDocs (to non-internationals) to the question asking whether they knew if their current contract was based on the WissZeitVG (Figure 3.2.3b). Around half of the international Leibniz PostDocs who responded were unaware if their contract was based on the WissZeitVG (51%, $n = 50$).

⁴ WissZeitVG is the short form of “Wissenschaftszeitvertragsgesetz”.

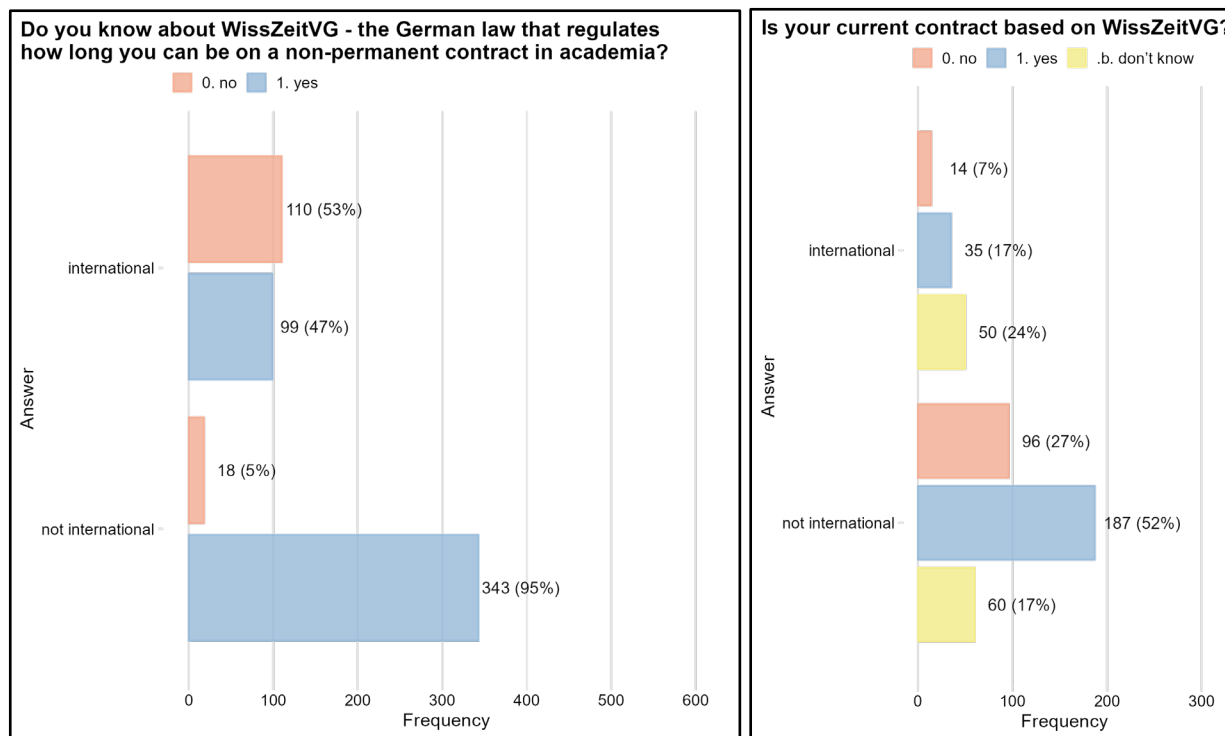


Figure 3.2.3. Distribution of international and non-international Leibniz PostDocs (a, left) knowing the WissZeitVG (n = 570) and (b, right) knowing if their contract is based on WissZeitVG (n = 442). Only respondents answering "yes" to knowing the WissZeitVG received this question.

3.3 Working hours and tasks

Participants were asked to answer questions about working hours, days off, and time spent on tasks during 2019, which was the year before the COVID-19 pandemic and the survey administration.

Key findings

- ❖ The majority of respondents (84%) had a full-time position involving 40 hours per week, although self-reported working time per week was 43.1 hours on average (3.3.1).
- ❖ Independent of their contractual obligations, 48% of respondents reported working on weekends at least once, while only 8% stated that they never work on weekends (3.3.1).
- ❖ Leibniz PostDocs reported having taken an average of 24 vacation days over the course of the year (3.3.2).
- ❖ Asked about the content of their working time, Leibniz PostDocs reported that they spent most of their time on research (3.3.3).

3.3.1 Working hours

Participants were first asked whether they had a part-time or full-time contract (Item B12). The overwhelming majority of respondents (84%, $n = 572$) reported having a full-time contract, while only 16% ($n = 112$) reported having a part-time contract. Of those with a part-time contract, 41% ($n = 45$) had a contract based on a 75% working week, while another 26% ($n = 39$) had a contract based on a 65% - 75% working week. With respect to gender differences, our data shows that 91% of male respondents ($n = 233$ of 256) and 83% of female respondents ($n = 239$ of 307) work full-time. In addition, among Leibniz PostDocs with children ($n = 216$) around 70% ($n = 152$) had a full-time contract.

On average, PostDocs self-reported working, on average, 43 hours per week in 2019 ($M = 43.1$, $SD = 9.49$, $n = 678$; Item B13). Moreover, 25% reported weekly working hours of 50 hours or more. Since this is self-reported information, values might be subject to individual tendencies to overestimate or underestimate objectively measured working hours. Nevertheless, the numbers still indicate that Leibniz PostDocs regularly work overtime.

With respect to working overtime at weekends (Item B15; Figure 3.3.1), 48% self-reported working on weekends at least once a month or more often ($n = 320$). Only 8% ($n = 52$) respondents indicated that they never worked on weekends.

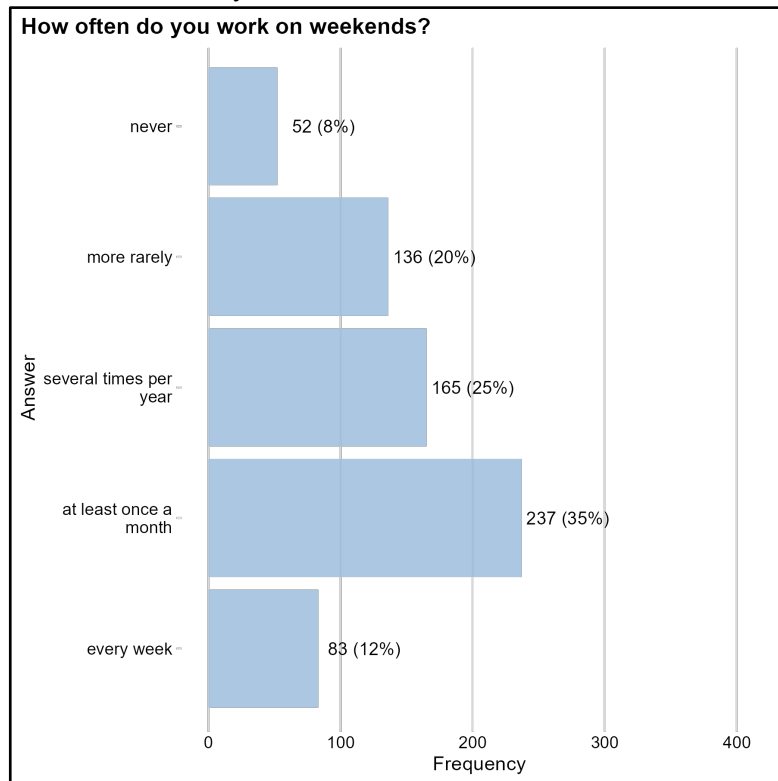


Figure 3.3.1. Distribution of working overtime on weekends ($n = 673$).

Before the COVID-19 pandemic, Leibniz PostDocs worked remotely for, on average, 9 hours a week ($M = 8.70$, $SD = 17.64$, $n = 672$). This equates to a bit more than a day per week (Item B14). That being said, the median time spent working remotely was in fact five hours, with a quarter of Leibniz PostDocs working one hour or less. Only around 20% of respondents self-reported working remotely for two or more full days per week.

3.3.2 Days off

On average, Leibniz PostDocs spent 24 days of in 2019 ($M = 23.87$, $SD = 15.12$; Item B16) and only ~25% indicated that they had taken 30 or more days leave, which is the typical amount for German contracts if you work five days per week, according to the collective bargaining agreement (*Tarifverträge von Bund und Ländern*).

3.3.3 Time spent on tasks

Participants were asked to identify the percentage of their contractual working time they spent on different types of tasks in 2019 (Item B17). On average, Leibniz PostDocs reported spending 57% of their time on research-related activities ($n = 668$), 18% of their time on service tasks ($n = 601$), 14% of their time on administrative tasks ($n = 604$), 11% of their time on teaching ($n = 578$), and 10% of their time on other tasks ($n = 364$). Note that these numbers do not sum up to 100%, as these are averages of multiple responses.

Differences among Leibniz sections

Looking at the distribution of time on tasks within the Leibniz Sections (Figure 3.3.3), Leibniz PostDocs from Sections C, D, and E appear to spend more time on research, teaching, and supervision but less time on service and other tasks. In consequence, Leibniz PostDocs in Sections A and B seemed to spend more time on service-related tasks than the other sections.

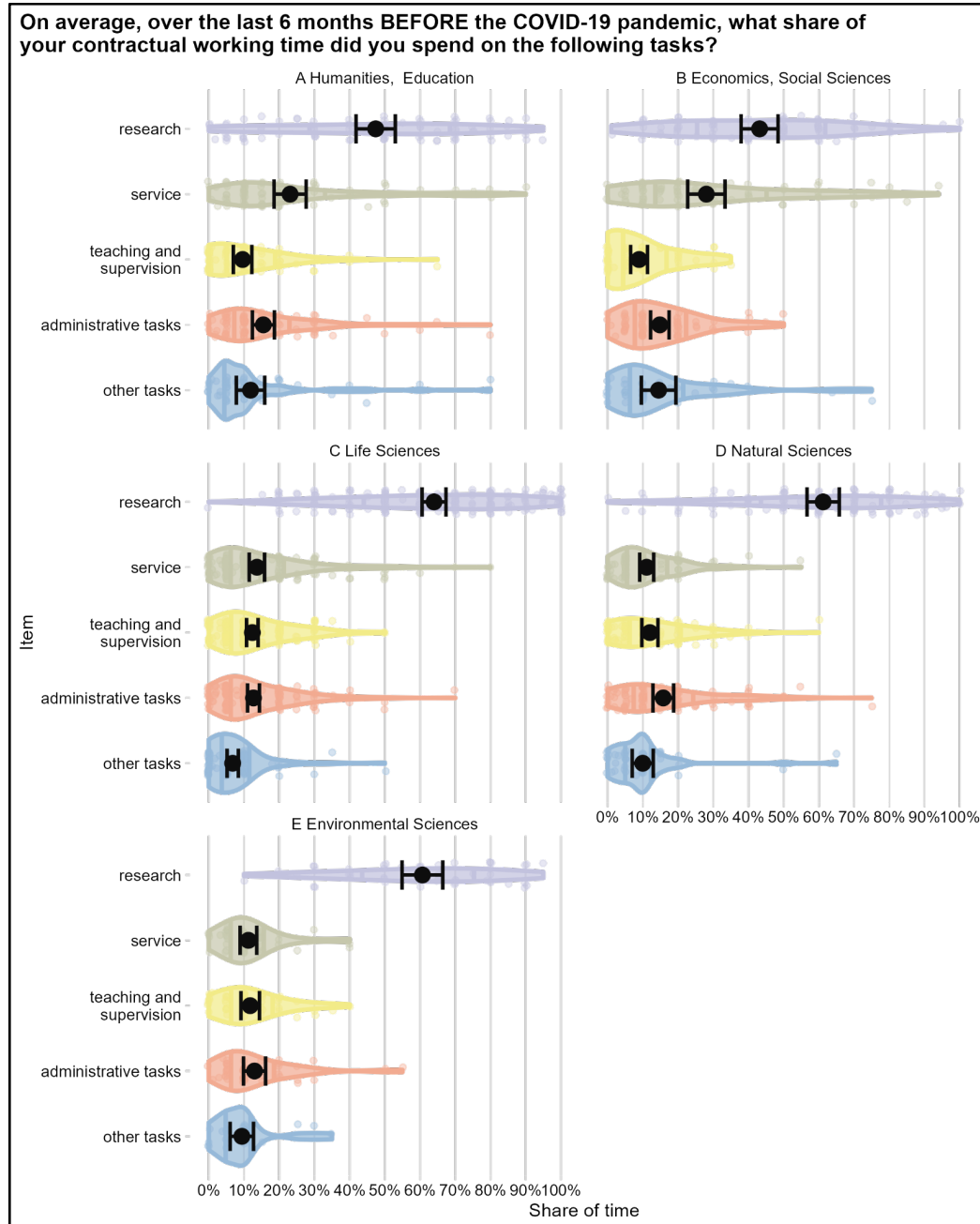


Figure 3.3.3. Task distribution among participants associated with the five Leibniz Sections ($n = 567$). Shown are means (black dots), 95% confidence intervals of the means (black whiskers), density distributions of responses (colored areas) and raw values (colored dots)

3.3.4 Leadership position

Participants were asked to indicate whether they currently held a leadership position in their research group. While the majority of respondents confirmed that they did not hold any leadership positions (58%, $n = 712$), some Leibniz PostDocs indicated that they had and, where this was the case, the respondents described themselves as either a project leader (25%, $n = 712$; Item B18), team leader (8%, $n = 712$) or (junior) working group leader (7%, $n = 712$). Where participants felt these three job titles did not accurately reflect their situation, they were encouraged to make use of an open-text field. A word cloud provided in Figure 3.3.4 summarizes the responses.



Figure 3.3.4 Word cloud showing leadership positions named in open response field ($n = 49$ responses). Words that are more often mentioned appear bigger in the word cloud.

3.4 Career goals

Key findings

- ❖ A habilitation was only pursued by about one-third of the respondents, with another third being undecided about it, mainly because it does not seem to match their personal career goals (3.4.1, 3.4.2).
- ❖ Permanent positions with a research focus inside and outside academia were rated as the most attractive, followed by a university professorship (3.4.3).
- ❖ Although Leibniz PostDocs reported feeling well-prepared for an academic career, this was not the case for careers outside academia (3.4.4).
- ❖ 81% of all respondents considered leaving academia at least at one point in their career. At the time of the survey, 63% of Leibniz PostDocs thought about that (3.4.5).
- ❖ The most relevant reasons for leaving academia were the *uncertainty of an academic career* (94% agreed) and the *higher predictability of non-academic careers* (72% agreed; 3.4.6). Several respondents also mentioned problems with the academic system, such as criticism of the WissZeitVG, fewer job opportunities, and the fact that academia requires high mobility.

3.4.1 Intention of doing a habilitation

Participants were first asked whether they intended to undertake a habilitation (Item C1), which is one of the traditional ways in which a researcher obtains a university professorship position. Around one-third (33%, $n = 212$) of respondents ($n = 649$) indicated that they do not want to pursue a habilitation, while another third (35%, $n = 229$) had not yet come to a decision. The remaining respondents were either planning to start a habilitation (16%, $n = 101$), were actively working on it (6%, $n = 39$), or had previously started a habilitation but subsequently chose to withdraw part way through (3%, $n = 19$). Only a very small number of responding Leibniz PostDocs (2%, $n = 13$) had completed a habilitation. It is noteworthy that a sizable number of respondents ($n = 36$) did not know what a "habilitation" was.

3.4.2 Reasons against pursuing a habilitation

When respondents confirmed they did not want to work on a habilitation ($n = 212$) they were asked a follow-up question about their reasoning (Item C1c). Participants could either choose a predefined option (for example, a habilitation was not essential for their subject area) or, provide their reasoning via an open text field. The majority of responding Leibniz PostDocs indicated that writing a habilitation was simply not necessary for their intended career path (65%, $n = 138$), whereas others indicated that a habilitation was unnecessary in their discipline (25%, $n = 52$).

Open-text answers corroborated this finding with several respondents noting that they "*do not want to be a professor*" and "*do not think a habilitation would support my career*". The lack of interest in becoming a professor was often closely followed by statements outlining a preference for research rather than teaching, administration, and other management-type tasks, which are often associated with a professorship. Some open-text answers described habilitation as a "German thing" and even "old-fashioned". Additionally, some respondents correctly stated that a habilitation will not secure a permanent position in research. Other respondents concluded that the time and effort one must put into a habilitation was incompatible with having a family.

3.4.3 Career paths

Participants were asked to rank the attractiveness of potential future careers, using an 11-point-Likert scale, with '0' being "not attractive at all" and '10' being "very attractive" (Item C2; Figure 3.4.3a). The most attractive paths were a "permanent position *in academia* with a research focus (but not a professorship)" and a "permanent position *outside academia* with a focus in research". Becoming a "university professor", a permanent position "in academia with teaching focus (but not a professor)" and becoming a "professor at a university for applied sciences" were all ranked somewhere in the middle range of attractiveness. The two least attractive career paths were a "research management position (e.g., at a university, research institute, DFG, BMBF)" followed by a "permanent position *outside academia* without research-related tasks".

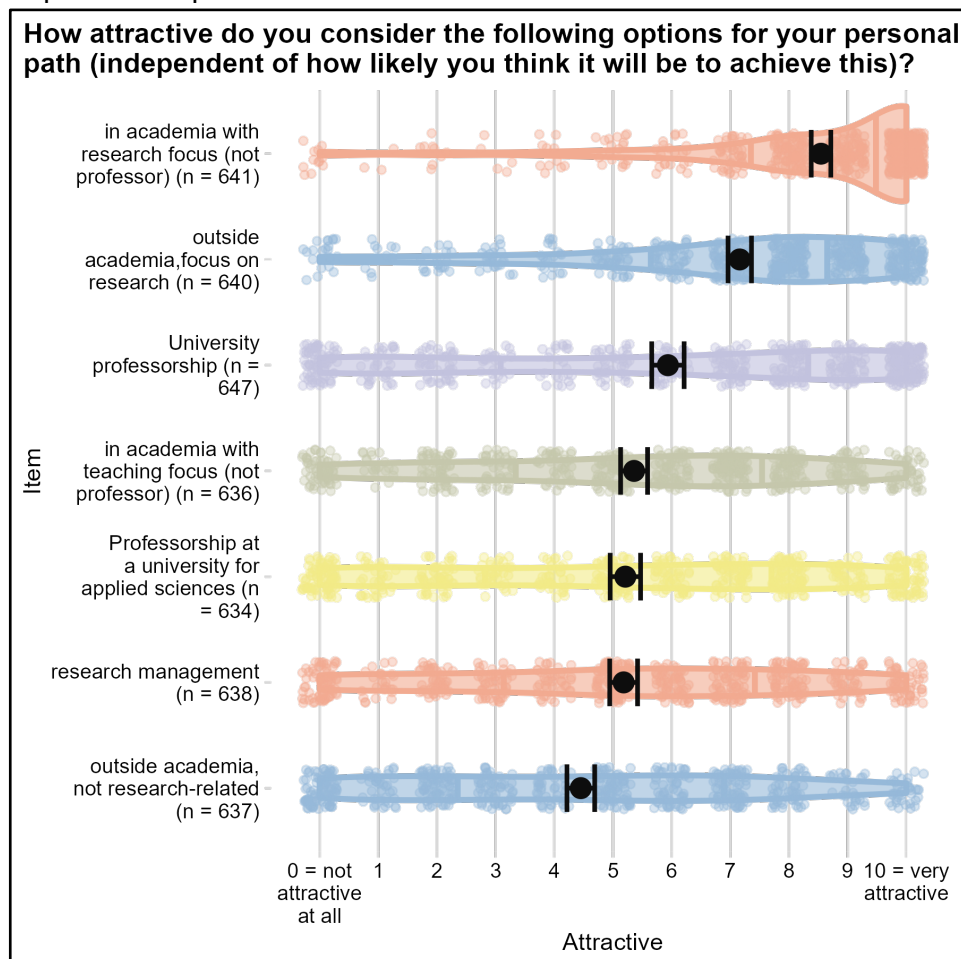


Figure 3.4.3a. The attractiveness of several pre-specified permanent positions within or outside academia. Shown are means (black dots), 95% confidence intervals of the means (black whiskers), density distributions of responses (colored areas) and raw values (colored dots) for each scale. Please note that the answer options are ordered from high (top) to low (bottom) attractively of the respective position.

Participants were provided with the same list of possible career paths and asked, on an 11-point-Likert scale, to rate how likely they would actively pursue each option (Item C3; Figure 3.4.3b). In agreement with 3.4.3a, the clear favorite was a "permanent position in academia with research focus", followed by the position as a "university professor" and then a position "outside academia but with research focus". Similar to the question before, the least popular career paths were

“professorship at a university for applied sciences”, positions “inside academia with teaching”, “outside academia with non-research related tasks” and the “research management position”.

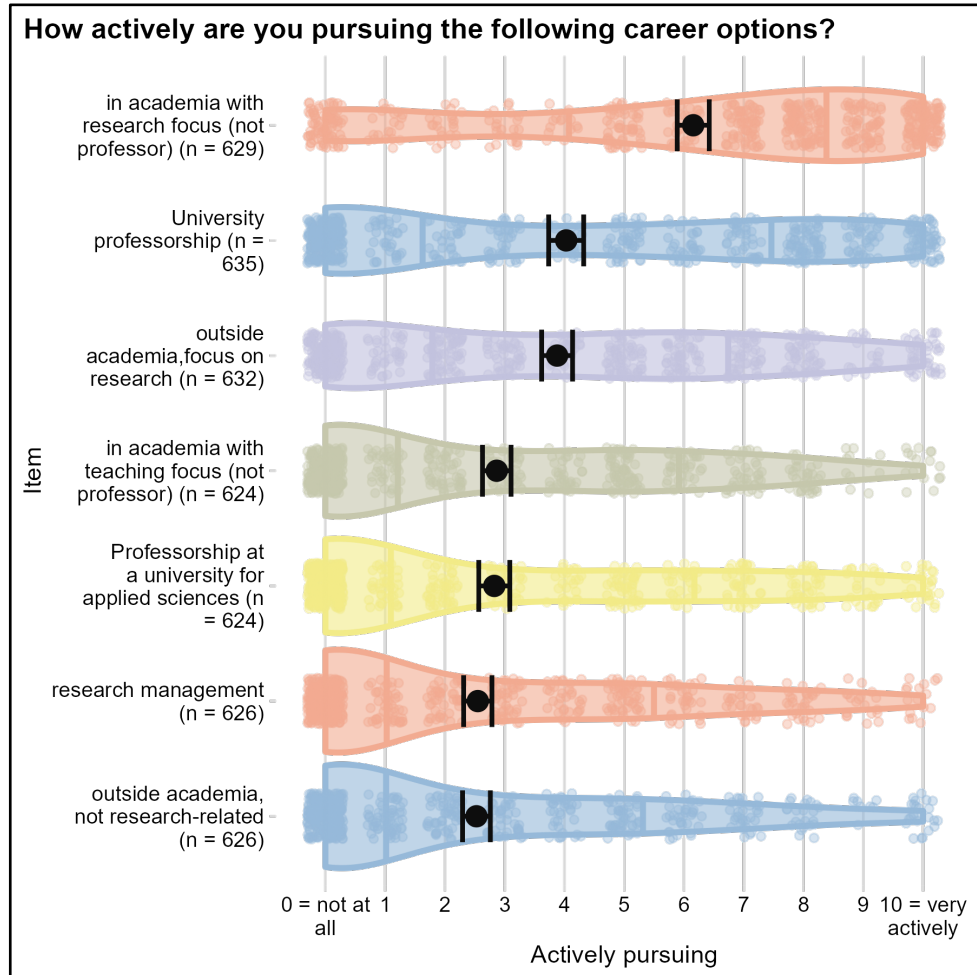


Figure 3.4.3b Active pursuit of several pre-specified permanent positions within or outside academia. Shown are means (black dots), 95% confidence intervals of the means (black whiskers), density distributions of responses (colored areas) and raw values (colored dots) for each scale. Please note that the answer options are ordered from high (top) to low (bottom) activity for pursuing the respective position.

3.4.4 Perceived career preparation

Participants were next asked to indicate on an 11-point-Likert scale if they (1) knew the criteria for having a successful career (a) at their Leibniz institute, (b) within academia more generally, or (c) outside academia, and (2) if they felt well-prepared for their chosen career paths (Item C4). Generally, while the majority of respondents knew what it took to have a successful career in academia, they also felt ill prepared for it. When it comes to their own Leibniz Institute, Leibniz PostDocs indicate lesser knowledge of the criteria but still lacking preparation. In contrast, the criteria for a career outside academia were the least well known, and Leibniz PostDocs feel also less prepared for such a career path.

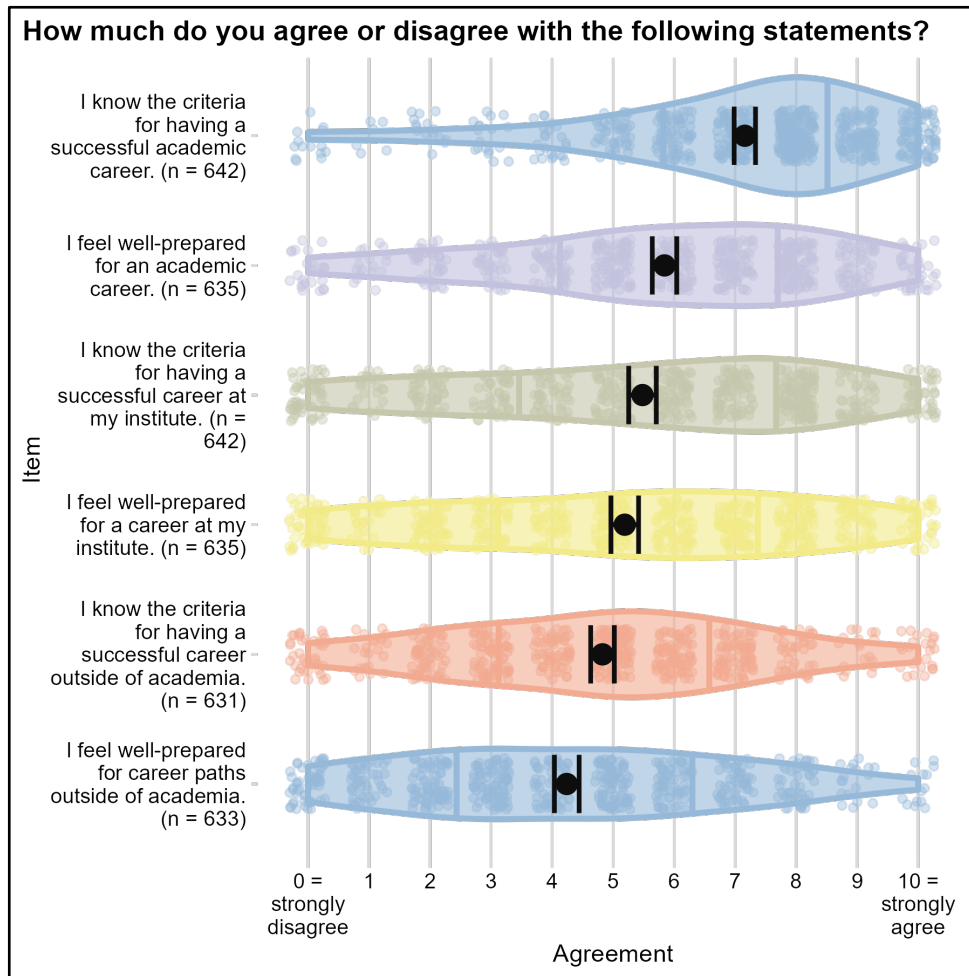


Figure 3.4.4 Agreement to statements on preparedness for several career paths. Shown are means (black dots), 95% confidence intervals of the means (black whiskers), density distributions of responses (colored areas) and raw values (colored dots) for each scale. Please note that the answer options are ordered from high (top) to low (bottom) agreement with the statements.

3.4.5 Thoughts of leaving academia

Participants were asked to indicate if they ever thought about leaving academia and at which time point(s) in their academic career with the available options being: (1) after completing their university degree (BA, MA, or Diploma), (2) during doctoral studies, (3) after completing a doctoral degree, and (4) presently (i.e., during their time as a PostDoc; Item C5 and C5a).

The overwhelming majority of respondents to this question (81%, $n = 524$) had considered leaving academia at one point or another. While the proportion of respondents that had considered leaving academia versus those who had not considered leaving was greater after finishing their Bachelors, Masters, or Diploma, at the time of the Leibniz PostDoc Survey, 196 Leibniz PostDocs were considering leaving academia (Figure 3.4.5a).

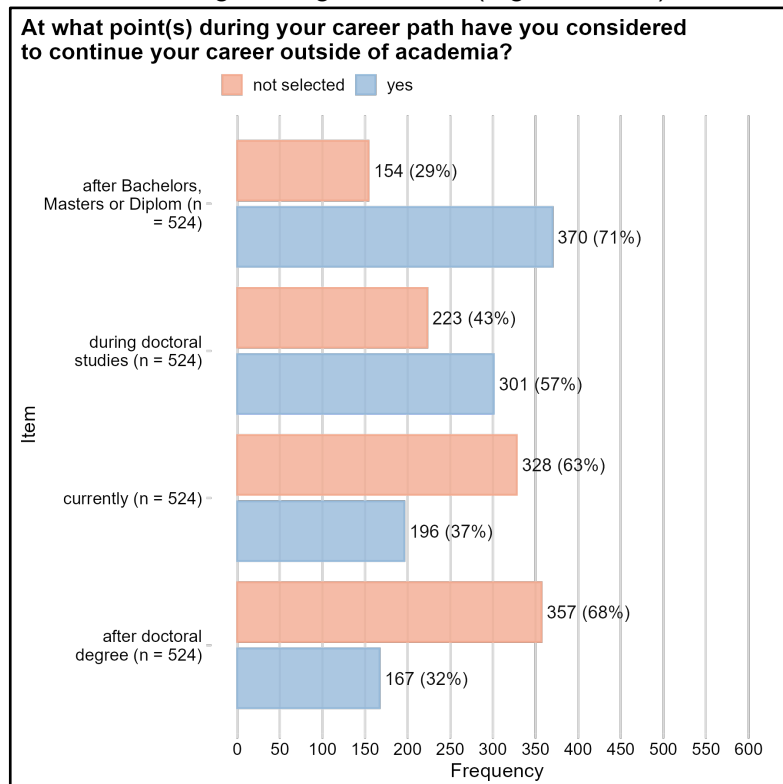


Figure 3.4.5a. Consideration of leaving academia at specific time points ($n = 524$). Please note that respondents could select more than one time point simultaneously.

Group differences based on regression models

A regression analysis was undertaken on data from the question whether participants ever considered a career outside academia and group differences emerged in calculated regression models ($n = 560$). They indicate that international Leibniz PostDocs thought less about leaving academia than their non-international counterparts (Figure 3.4.5b). However, we could not detect any difference concerning gender, childcare responsibility or Leibniz sections.

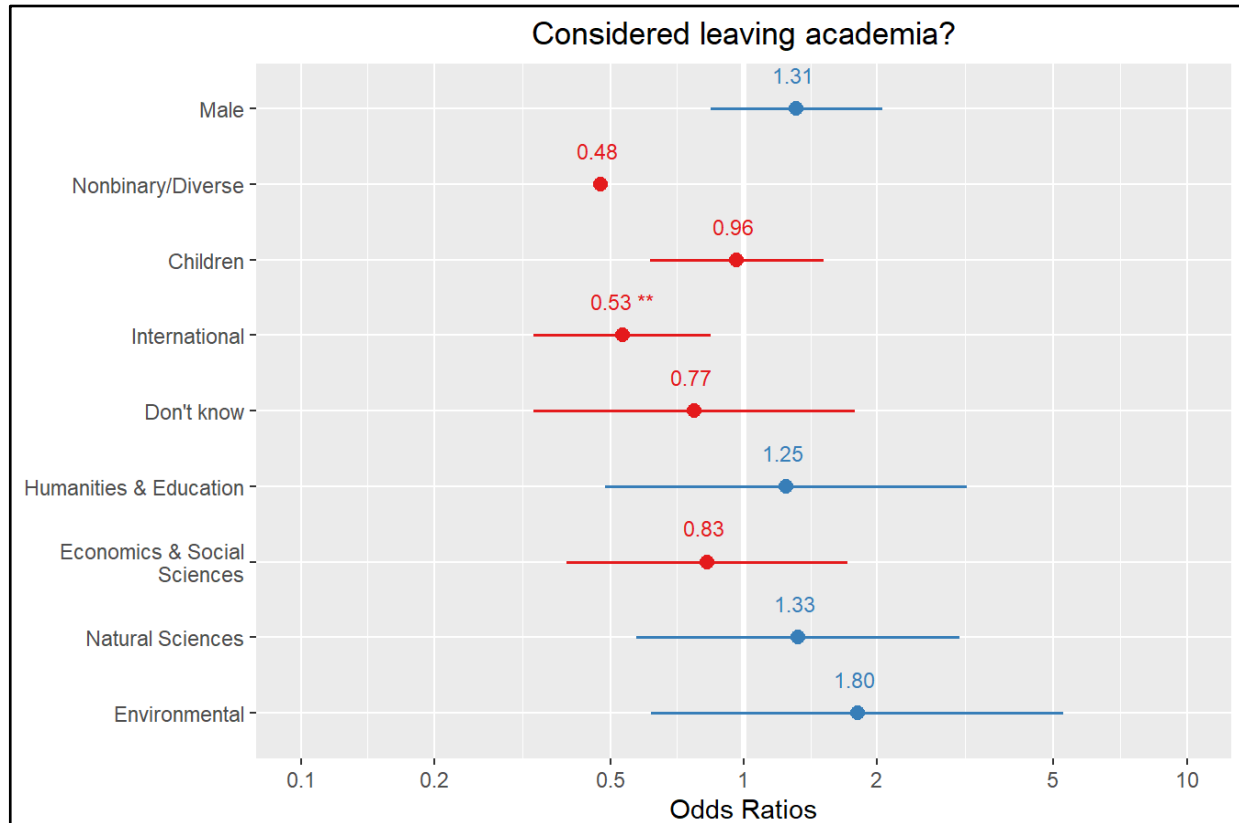


Figure 3.4.5b. Regression analysis predicting the consideration of leaving academia ($n = 560$, Nagelkerke $R^2 = 0.04$) with two asterisks indicating $p > 0.01$. Blue numbers indicate a favorable odds ratio (= possibility), while red numbers are negatively attributed.

3.4.6 Reasons for leaving academia

When respondents were then asked to identify their principal reasons for leaving academia (Item C5b), the most often selected answers included ‘the uncertainty of academic career paths’ followed by the ‘higher predictability of a non-academic career’ (Figure 3.4.6a). In contrast, reasons such as a specific job offer or better working conditions in a non-academic sector were marked less often by Leibniz PostDocs.

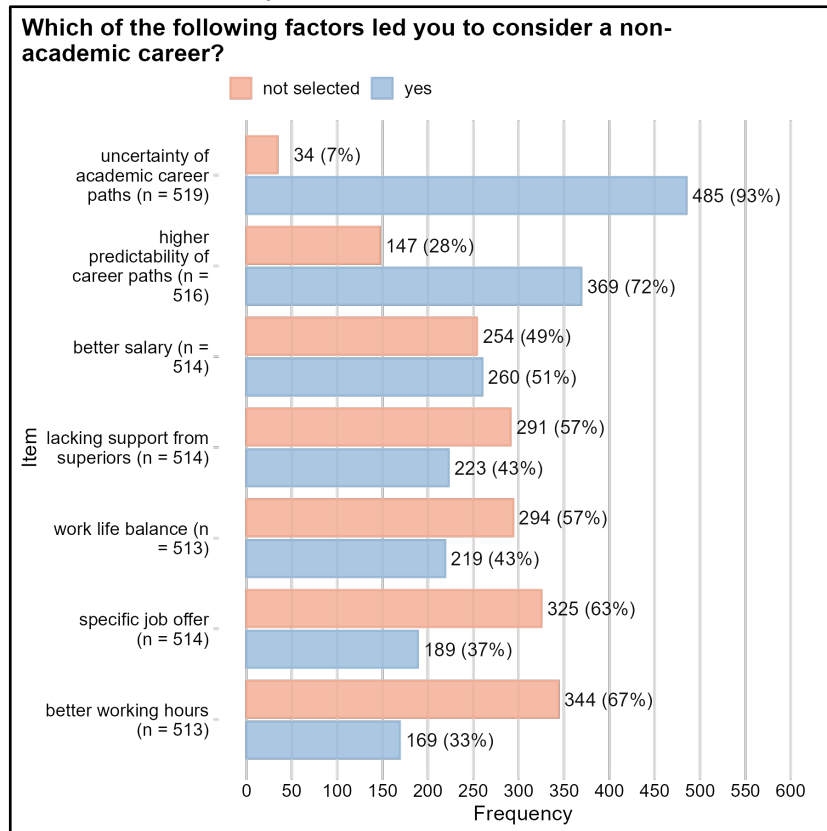


Figure 3.4.6a. Relevant factors for leaving academia selected by Leibniz PostDocs.

Group differences based on regression models

Group differences emerged in regression models predicting the reason for leaving academia “higher predictability of non-academic career paths” ($n = 560$) by gender and Leibniz Sections (Figure 3.4.6b).

Generally, women (reference group) are more likely to appreciate the higher predictability of non-academic career paths than men. In addition, Leibniz PostDocs in Section C (Life Sciences; reference group) also are more likely to value the higher predictability of non-academic career paths than Leibniz PostDocs in Section B (Economics & Social Sciences) and Section E (Environmental Sciences).

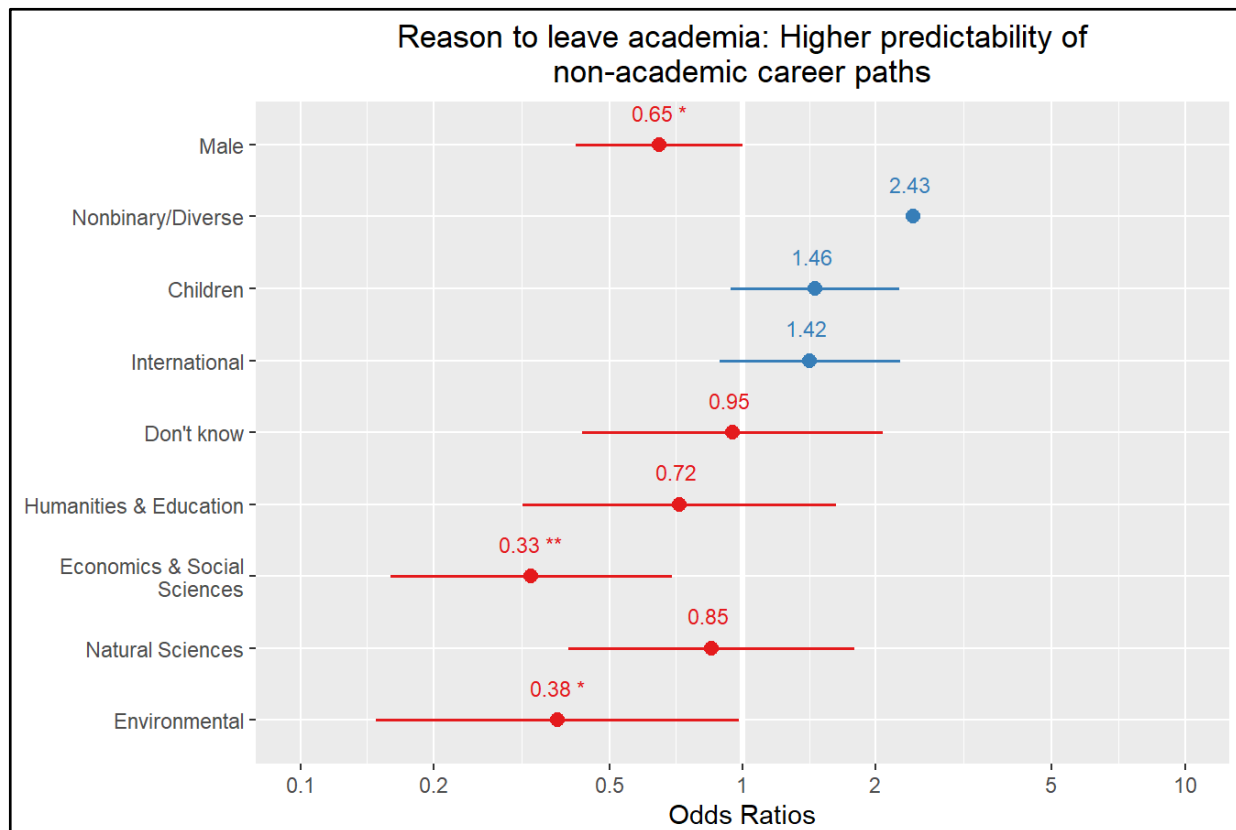


Figure 3.4.6b. Results of the regression analysis for higher predictability as a reason for leaving academia ($n = 449$, Nagelkerke $R^2 = 0.08$).

Leibniz PostDocs identified many other more personal reasons for leaving academia in the open-text field ($n = 168$, Item C5b1). This included general dissatisfaction with the way in which academia worked, including criticism of the WissZeitVG (45 mentions), fewer job opportunities (16 mentions), and the fact that academia requires high mobility (11 mentions). Comments on fewer job opportunities highlighted the lack of professorships and the general lack of permanent research positions.

The lack of permanent contracts was also a significant concern for Leibniz PostDocs not least because short-term contracts and a lack of job options normally require researchers to be flexible in changing locations. This high mobility requirement is an issue for several PostDocs because they are at a stage in their life, where they are willing to settle down and have a family or finance a house. However, these personal goals are often difficult to achieve, when Leibniz PostDocs are working almost exclusively on short-term contracts and therefore experience financial insecurity. Leibniz PostDocs also indicated academic culture as a motivation to leave academia (41 mentions). For example, the pressure and focus on publishing and getting funding often detract from research activities. Leibniz PostDocs also stated that academia is a highly competitive work environment and offers little by way of career support.

3.5 Career development - Experiences

Key findings

- ❖ Leibniz PostDocs had the most experience in publishing, followed by reviewing activities and grant writing, but had lesser chances to gain experience in editorship, supervision (of doctoral candidates, bachelor's or master's students), budgeting, and teaching (3.5.1).
- ❖ During their time as postdoctoral researchers, Leibniz PostDocs participated in approximately four grants, with 79% of the respondents participating in at least one grant (3.5.2).

3.5.1 Academia-related activities

Academia is more than just research and PostDocs are often asked to review academic papers, contribute towards grants, and supervise students. Participants were asked to indicate, using an 11-point-Likert scale, the extent to which they have been involved in these ancillary activities (Item C6). Participants were asked to limit their responses to activities conducted as a Leibniz PostDoc at their *current* Leibniz Institute. As per Figure 3.5.1 (next page), Leibniz PostDocs appear to have ample opportunities to publish work ($M = 9.00$, $SD = 2.41$, $n = 593$) and review academic papers ($M = 7.26$, $SD = 3.33$, $n = 589$), and contribute towards grants. Contributing towards the supervision of doctoral candidates ($M = 4.77$, $SD = 3.77$, $n = 587$) and editorship ($M = 4.39$, $SD = 3.57$, $n = 587$) appeared at the opposite end of the scale.

3.5.2 Grant writing

Science is expensive and, as we reported in 3.2.1, the majority of Leibniz PostDocs are funded by third-party bodies, such as the DFG or BMBF. Participants were therefore asked to sum up how many proposals for substantial third-party funds (not including funds for conference travels) they have written on their own or contributed substantially during their time as a Leibniz PostDoc (Item C7). Of 577 respondents, around 79% ($n = 455$) had written or contributed to at least one grant proposal. On average, Leibniz PostDocs had worked on 3.5 grants ($SD = 4.5$).

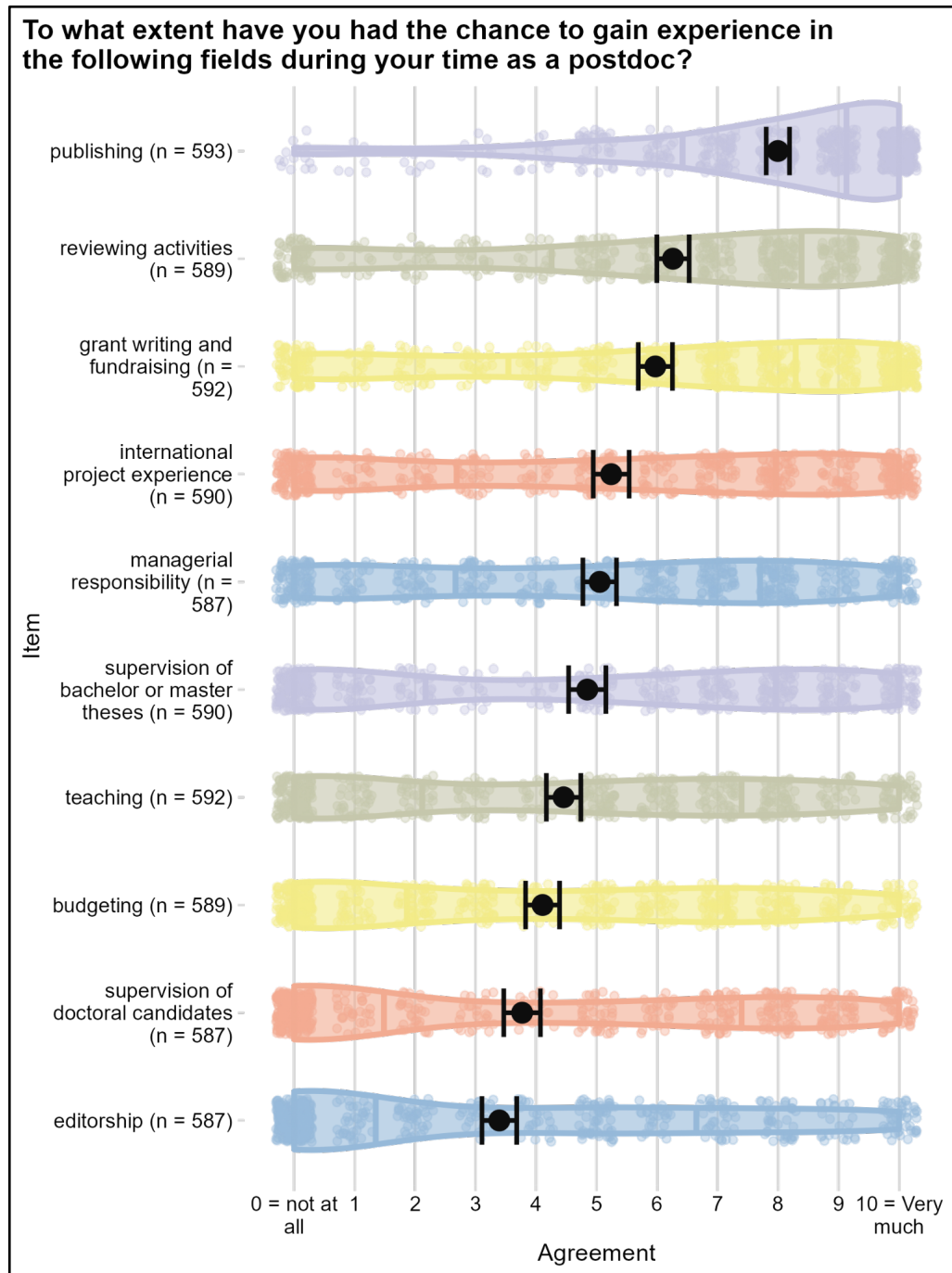


Figure 3.5.1. Respondents' distribution for the chance to gain experience. Shown are means (black dots), 95% confidence intervals of the means (black whiskers), density distributions of responses (colored areas) and raw values (colored dots) for each field. Please note that the answer options are ordered from high (top) to low (bottom) experience possibilities.

3.6 Career development - Superior and institutional support

Key findings

- ❖ Leibniz PostDocs value the freedom to pursue their interests in their work and the opportunity to discuss research with their supervisor(s), needs that, for the majority of Leibniz PostDocs, were fulfilled (3.6.1).
- ❖ Roughly 60% of the Leibniz PostDocs could talk to their superiors about their career development within a formal employee review at least once a year. Although, roughly 13% did not talk to their superiors about their career (3.6.1).
- ❖ Conference travels with active participation are supported with reimbursement at most Leibniz Institutes (3.6.2).
- ❖ Professional training courses are offered for core research tasks, including scientific writing, grant application, or scientific methods (3.6.3). In contrast, courses on career development outside of academia are offered far less.
- ❖ Only 8% of Leibniz PostDocs had a career mentor (3.6.4).
- ❖ Less than a third of our respondents reported the existence of career guidelines for Leibniz PostDocs at their institute (3.6.5).

3.6.1 Collaboration with a supervisor/superior

Although postdoctoral researchers often find themselves working far more independently than during their doctoral studies, there remains an element of supervision from either a Group Leader or other Principle Investigator. To explore the postdoc-supervisor relationship further, we asked Leibniz PostDocs three questions. Firstly, we wanted to know how important things like receiving feedback on work and having the freedom to follow their own research interests were to Leibniz PostDocs (Item C8). Secondly, we wanted to know to what extent Leibniz PostDocs received such support (Item C8b). Thirdly, we asked Leibniz PostDocs how many times in the last 12 months they had spoken to their supervisor about their career (Item C9).

As per Figure 3.6.1a, Leibniz PostDocs rank as important each of the posed scenarios, whether that is having conversations about research with their supervisor(s) or connecting to professional networks. When asked about how often these things actually occur (Figure 3.6.1b), the data shows the same overall ranking of items but with a higher spread of values. The top three items that seem to have a higher agreement, in general, are *freedom to follow my research interests*, *research discussion*, and *feedback on my work*. However, it seems that less attention is paid to aspects more connected to general career developments, such as a *conversation about career or career goal setting and measurement of career*.

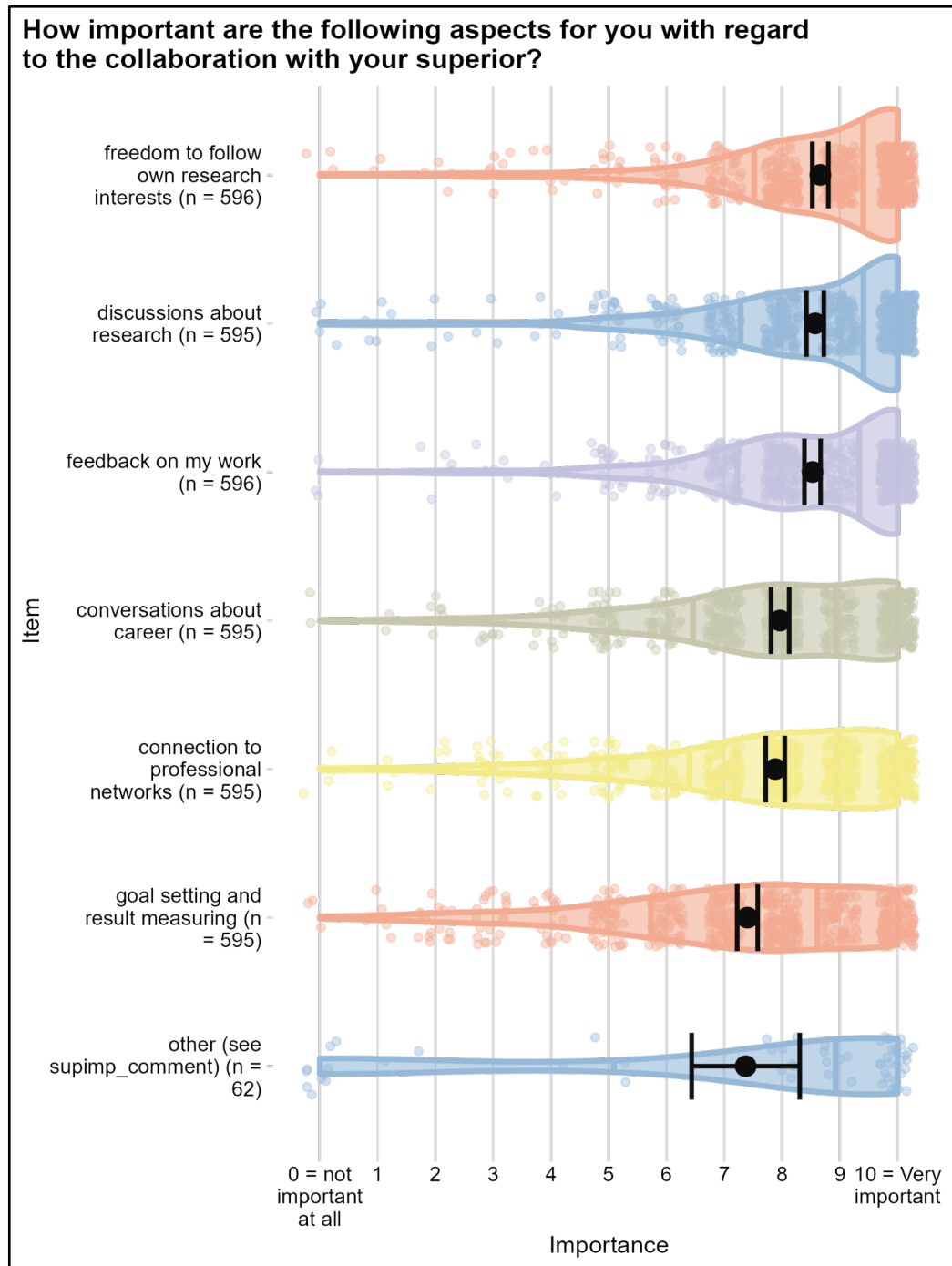


Figure 3.6.1a. Distribution of the importance of specific aspects concerning the collaboration with superiors. Shown are means (black dots), 95% confidence intervals of the means (black whiskers), density distributions of responses (colored areas) and raw values (colored dots) for each field. Please note that the answer options are ordered from high (top) to low (bottom) experience possibilities.

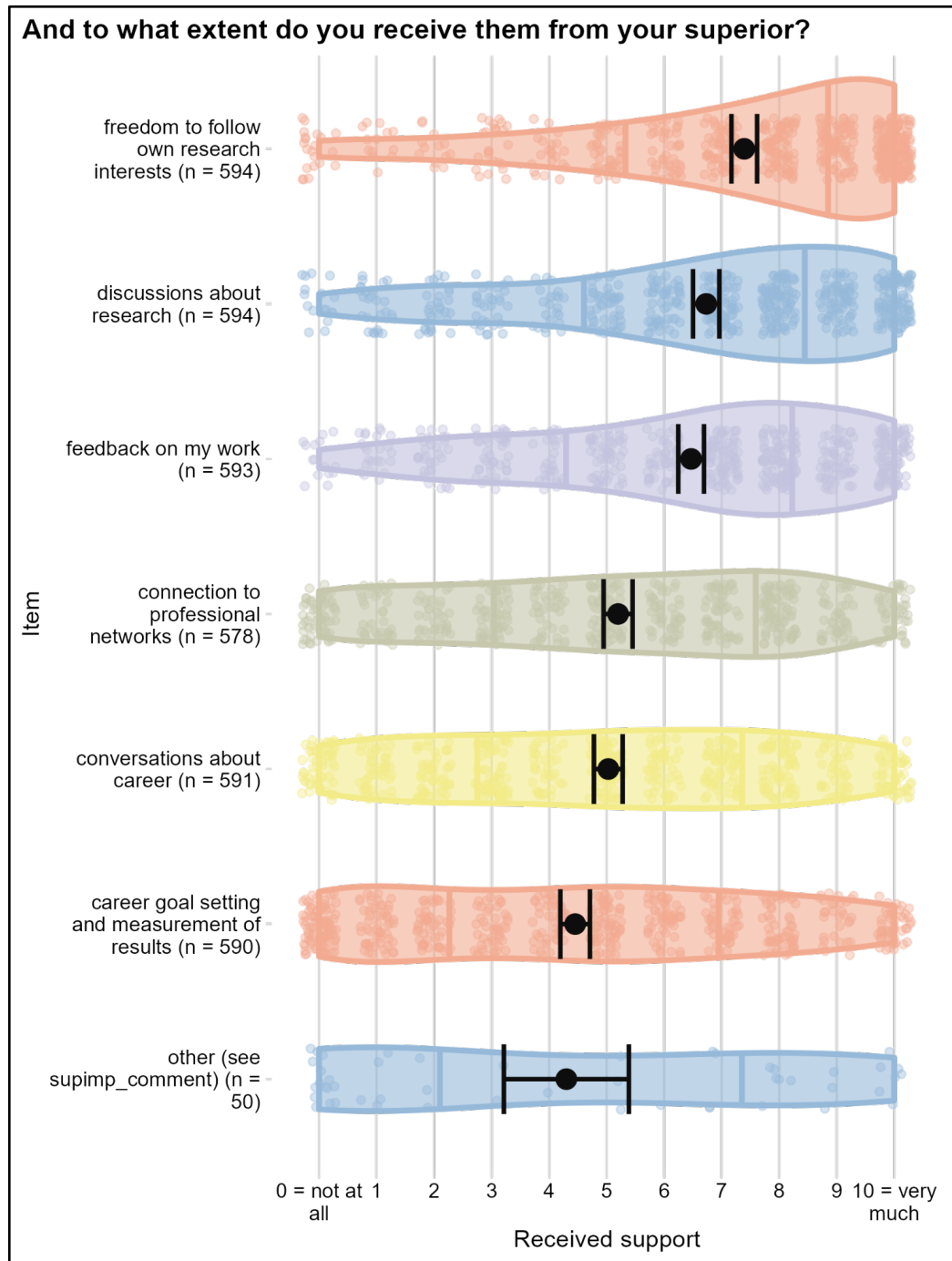


Figure 3.6.1b. Distribution of the extent of specific aspects for the collaboration with superiors as Leibniz PostDocs experience them. Shown are means (black dots), 95% confidence intervals of the means (black whiskers), density distributions of responses (colored areas) and raw values (colored dots) for each field. Please note that the answer options are ordered from high (top) to low (bottom) experience possibilities.

Open text responses to this question could be categorized into one of two categories: (1) comments on the characteristics a good supervisor should have, or (2) comments identifying skills Leibniz PostDocs would like from their supervisor(s). On the former, Leibniz PostDocs would like to see their supervisor(s) acting in a transparent manner e.g., in communicating goals and giving instructions, open and good communication, and respect and acknowledgment for work.

On the latter, Leibniz PostDocs would like to see additional career and mental support from their supervisor(s) and, wherever possible, would like to develop some of the leadership skills shown by their supervisor(s).

When asked how often Leibniz PostDocs met with their supervisor(s) to talk about their career, the majority of respondents (88%, $n = 504$) reported having at least one meeting per year (Figure 3.6.1c). The remaining 12% ($n = 69$) did not appear to have any formal or informal meeting with their supervisor(s) specifically about career development. Leibniz PostDocs had on average one formal meeting within the context of a formal employee review ($M = 1.05$, $SD = 2.54$, Median = 1, $n = 548$) and two informal meetings on other occasions ($M = 2.54$, $SD = 4.55$, Median = 2, $n = 503$). Looking more closely: around 38% of respondents ($n = 209$) answered that they had had no formal meeting in which the topic of career development was discussed (Figure 3.6.1c, "Within the context of formal employee reviews"). Informal talks about career development seem to be evenly distributed between none (25%, $n = 124$) and several (31%, $n = 157$) occasions (Figure 3.6.1c, "On other occasions").

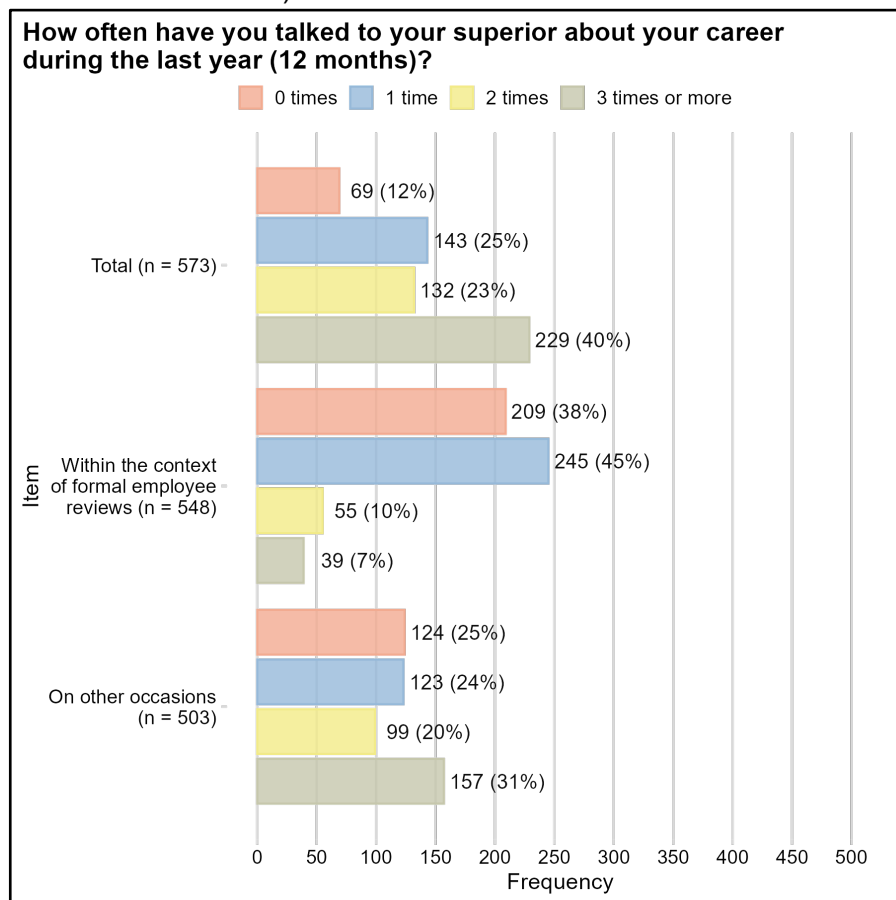


Figure 3.6.1c. Distribution of the number of talks covering career development aspects between Leibniz PostDocs and the superior in total ($n = 573$) and subdivided into the context of a formal employee review ($n = 548$) and other occasions ($n = 503$).

3.6.2 Institutional support in general

We next asked Leibniz PostDocs to indicate the level of support they get from their Leibniz institute for a range of predefined activities such as attending a conference (Item C10). As per Figure 3.6.2,

most Leibniz PostDocs are reimbursed for actively participating at conferences in Germany ($n = 510$ from 556 respondents) and abroad ($n = 493$ from 548 respondents). They also receive reimbursement for attending specific training events ($n = 340$ from 456 respondents). However, only one-third of the PostDocs also indicated getting reimbursed for conference participation without an active role (within Germany: $n = 179$ from 431 respondents; abroad: $n = 137$ from 412 respondents). Additionally, Leibniz PostDocs appear more likely to be reimbursed for shorter (i.e., under one month) research visits ($n = 181$ from 315 respondents) when compared to longer ones ($n = 103$ from 263 respondents). Other activities which Leibniz PostDocs appear to be supported by their Leibniz institute include field trips, language courses, and training for teaching. One respondent also stated that each Leibniz PostDoc at their institute (or department) receives a budget of 1,000 € per year for their career development.

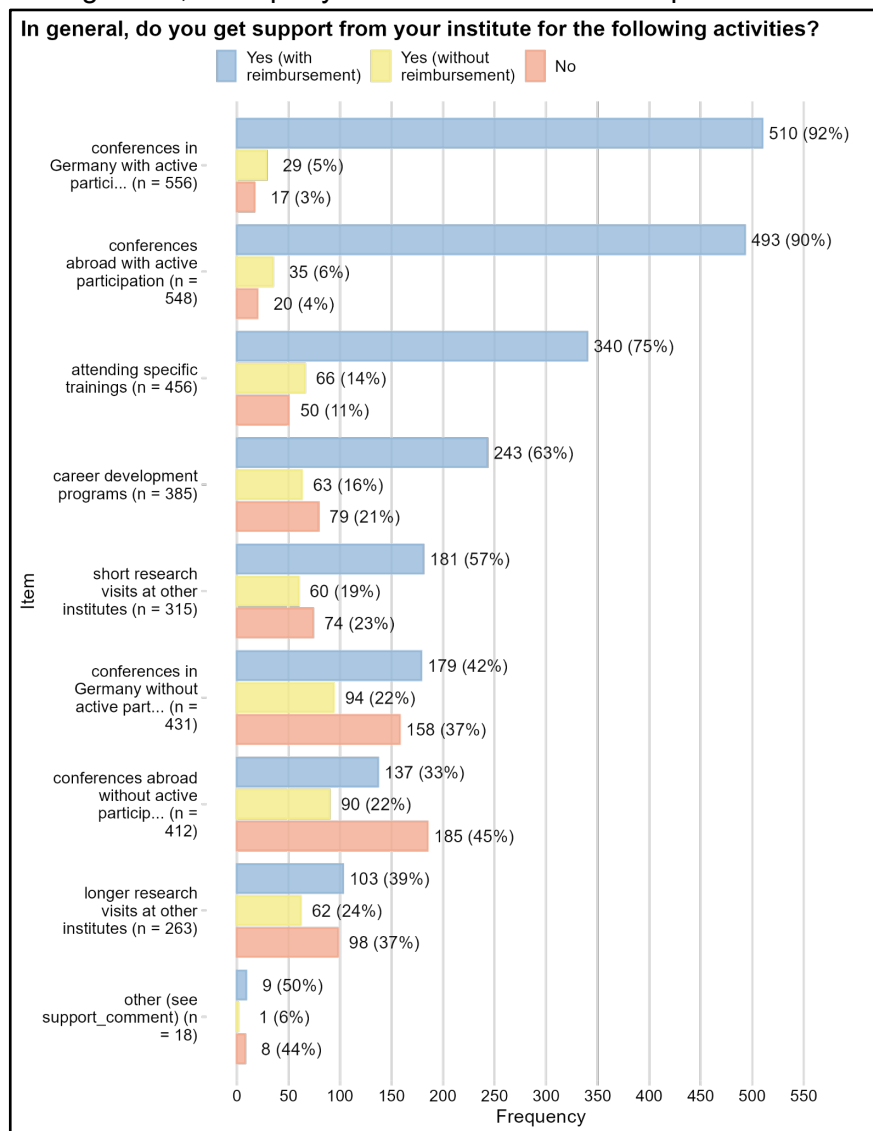


Figure 3.6.2. Distribution of institutional support for predefined activities.

When asked if there is a staff member, unit, or team specifically responsible for PostDoc career development at their Leibniz institute (Item C11), the majority of the 816 respondents were unaware of such a structure ($n = 416$). In contrast, around 29% of the respondents answered with "yes" ($n = 238$).

3.6.3 Institutional support for professional training

To explore what opportunities for professional training currently exist within Leibniz institutes (or affiliated institutions), Leibniz PostDocs were presented with a range of options and asked to indicate if they were (1) not offered, (2) offered, or (3) if they weren't sure (Item C12). Overall, respondents indicated that most of the predefined training opportunities were offered either at their Leibniz Institutes or an affiliated organization (Figure 3.6.3a). That being said, two options (career development outside academia and other language courses besides English) appeared to be offered on a much more limited basis.

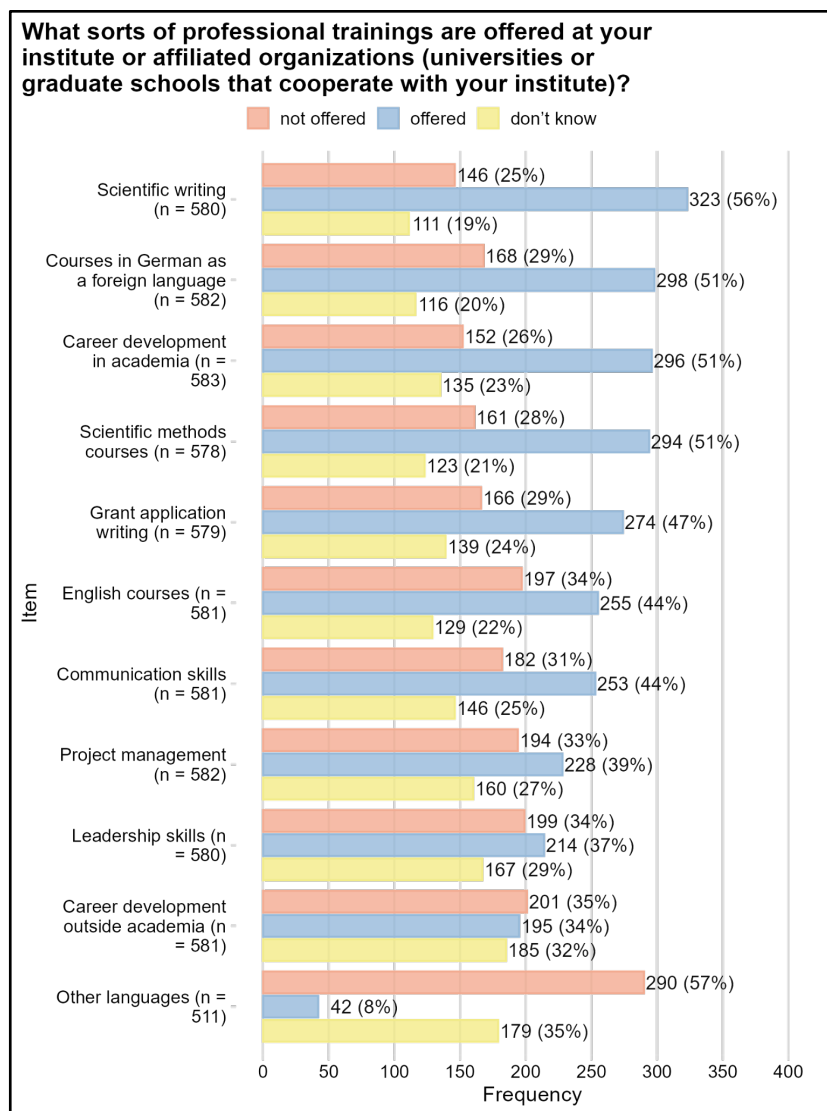


Figure 3.6.3a. Distribution of professional training opportunities offered at Leibniz Institutes or affiliated organizations.

Leibniz PostDocs were also asked to identify professional training that they would like more of (Item C13). Most respondents (163 answers given in the comment field) suggested that programmes covering each of our predefined options (i.e., communication, leadership skills, project management, etc.) would be helpful. Some respondents complained that their institute only offered training for PhD candidates and did not offer any training at all for Leibniz PostDocs. In addition, other respondents would like further training in the English language.

However, several respondents said that whenever Leibniz PostDocs had demonstrated a need for training at their Leibniz institute, they were supported in organizing it. Other areas of professional training stated in the open text field are displayed in the figure below (Figure 3.6.3b).



Figure 3.6.3b. Word cloud shows additional areas of professional training identified by the survey respondents (n = 163 responses). Please note that the letter "e" indicates an "&" within this cloud.

3.6.4 Mentoring

We next asked Leibniz PostDocs if they currently had an official personal mentor for career development either through programs such as the Leibniz Mentoring programme or something similar (Item C14). The majority of our 588 respondents said "no" ($n = 539$) with only a very small number of respondents having either an internal ($n = 10$) or an external mentor ($n = 36$). Three Leibniz PostDocs indicated having both an internal and external mentor. While most respondents answered not having an official mentor (Figure 3.6.4), it seems that women (9%, $n = 36$) reported more often having an official mentor than men (4%, $n = 9$).

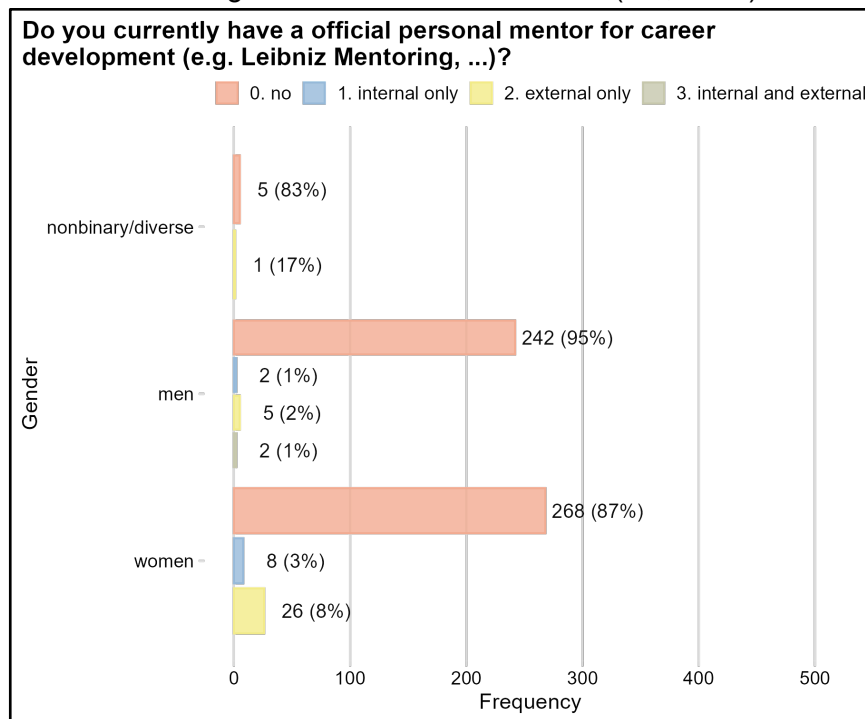


Figure 3.6.4. The distribution of persons with a current official mentor for career development is subdivided by gender ($n = 559$).

3.6.5 Guidelines

When Leibniz PostDocs were asked if there are official career guidelines for PostDocs at their institute (Item C15), only 100 of 325 respondents indicated that there were such guidelines. Understanding what you need to do in order to be promoted is important. We therefore asked how strongly Leibniz PostDocs agreed or disagreed with the statement, "*The criteria and decisions for the promotion of PostDocs (e.g., becoming a group or team leader) are clear and transparent at my institute*" (Item C16). Broadly speaking, Leibniz PostDocs seem more likely to disagree with that statement ($M = 4.04$, $SD = 2.59$, $n = 580$) indicating that, most of the time, the criteria for promotion are neither transparent nor clearly described in any document. As a result, it is unclear how Leibniz PostDocs progress upwards through the academic ranks.

3.7 Satisfaction and working situation

Participants were asked to answer questions about their satisfaction, reconciliation of work and private life, and their working situation as of 2019, which was the year before the COVID-19 pandemic and the survey administration.

Key findings

- ❖ Overall, Leibniz PostDocs appear satisfied with their current employment situation but struggled with aspects such as *job security* or *predictability of the career* (3.7.1). In addition, Leibniz PostDocs wished for more support from their Leibniz Institute on permanent *contracts*, *career planning*, and *families and caregivers*.
- ❖ Referring mainly to pre-pandemic times, Leibniz PostDocs would like to see more *flexibility in remote working* and *working hours* (3.7.2).
- ❖ Considering mental health, issues accompanying a high workload often occur for most Leibniz PostDocs (3.7.3).
- ❖ In general, Leibniz PostDocs see working in academia as compatible with having children or a family (3.7.4) and described the working situation with their superiors, colleagues, and the general atmosphere at their institute as relatively positive. However, they were rarely encouraged to develop an individual research profile (3.7.5).

3.7.1 Satisfaction with the current employment situation

We first asked participants to indicate on an 11-point-Likert scale how satisfied they were with their current employment situation (Item B1). As per Figure 3.7.1a, most Leibniz PostDocs were generally satisfied with their current situation ($M = 6.60$, $SD = 2.23$, $n = 727$) and this was shared across all five Leibniz Sections.

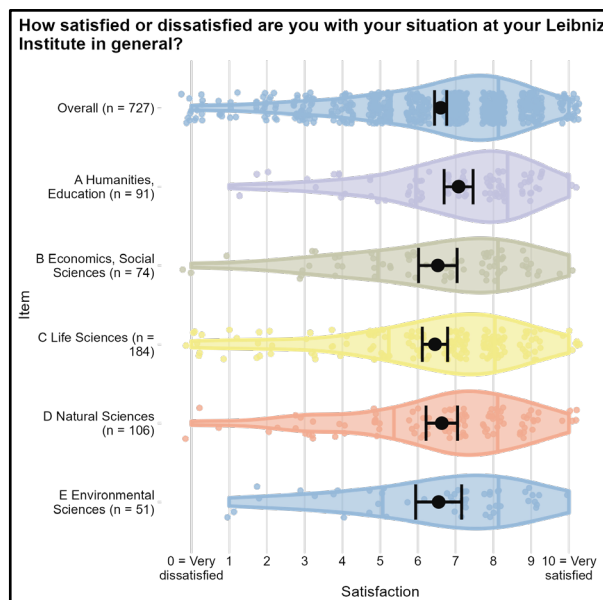


Figure 3.7.1a. General satisfaction with current employment situation overall (first line) and subdivided by Leibniz section. Shown are means (black dots), 95% confidence intervals of the means (black whiskers), density distributions of responses (colored areas) and raw values (colored dots).

That being said, participants show differences in their satisfaction levels when asked about specific aspects of their jobs (Item B2; Figure 3.7.1b). For example, predictability and job security tended to appear at the lower ends of the 11-point scale. In contrast, work equipment (not specified in this survey), organization of working time, and the chance to contribute personal ideas were situated at the higher end of the scale.

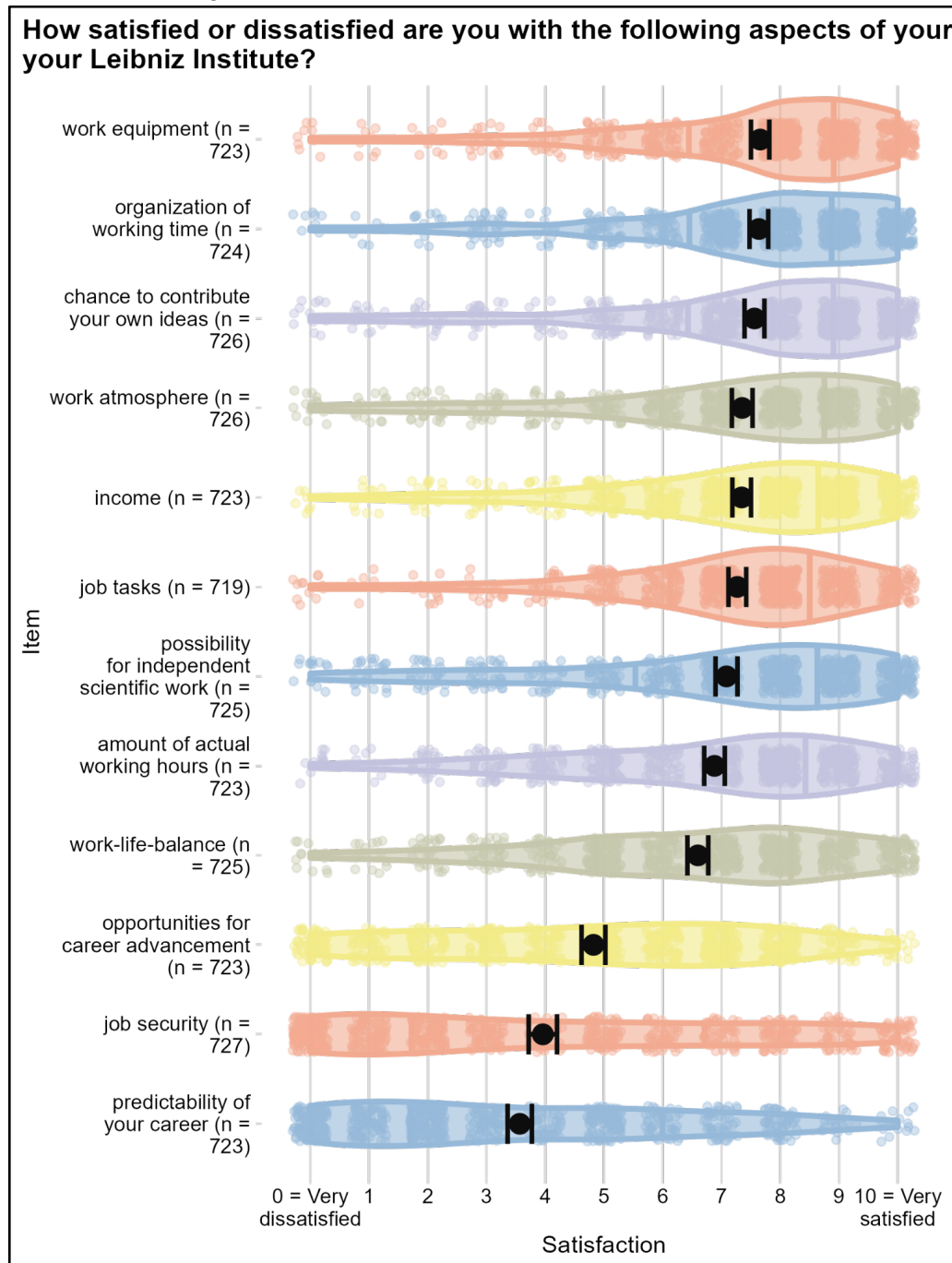


Figure 3.7.1. Satisfaction of several employment situations. Shown are means (black dots), 95% confidence intervals of the means (black whiskers), density distributions of responses (colored areas) and raw values (colored dots) for each scale. Please note that the answer options are ordered from high (top) to low (bottom) satisfactory of the respective situation.

3.7.2 Reconciliation of work and private life

Participants were then asked, firstly, how satisfied or dissatisfied they were with the support from their Leibniz institute concerning the reconciliation of work and private life (Item B21) and, secondly, what kind of support their institutes offer (Item B22). On the first question, the majority of Leibniz PostDocs ($n = 654$) appear satisfied with the support offered by their Leibniz institute ($M = 7.68$, $SD = 2.35$). On the second question, most Leibniz PostDocs reported that their institute offered (1) flexible working hours, (2) the possibility of working from home or remotely, and/or (3) the existence of a parent-child office or room (Figure 3.7.2). Financial support for daycare, childcare during events, and reimbursement for daycare during business travel rank towards the lower end of the scale.

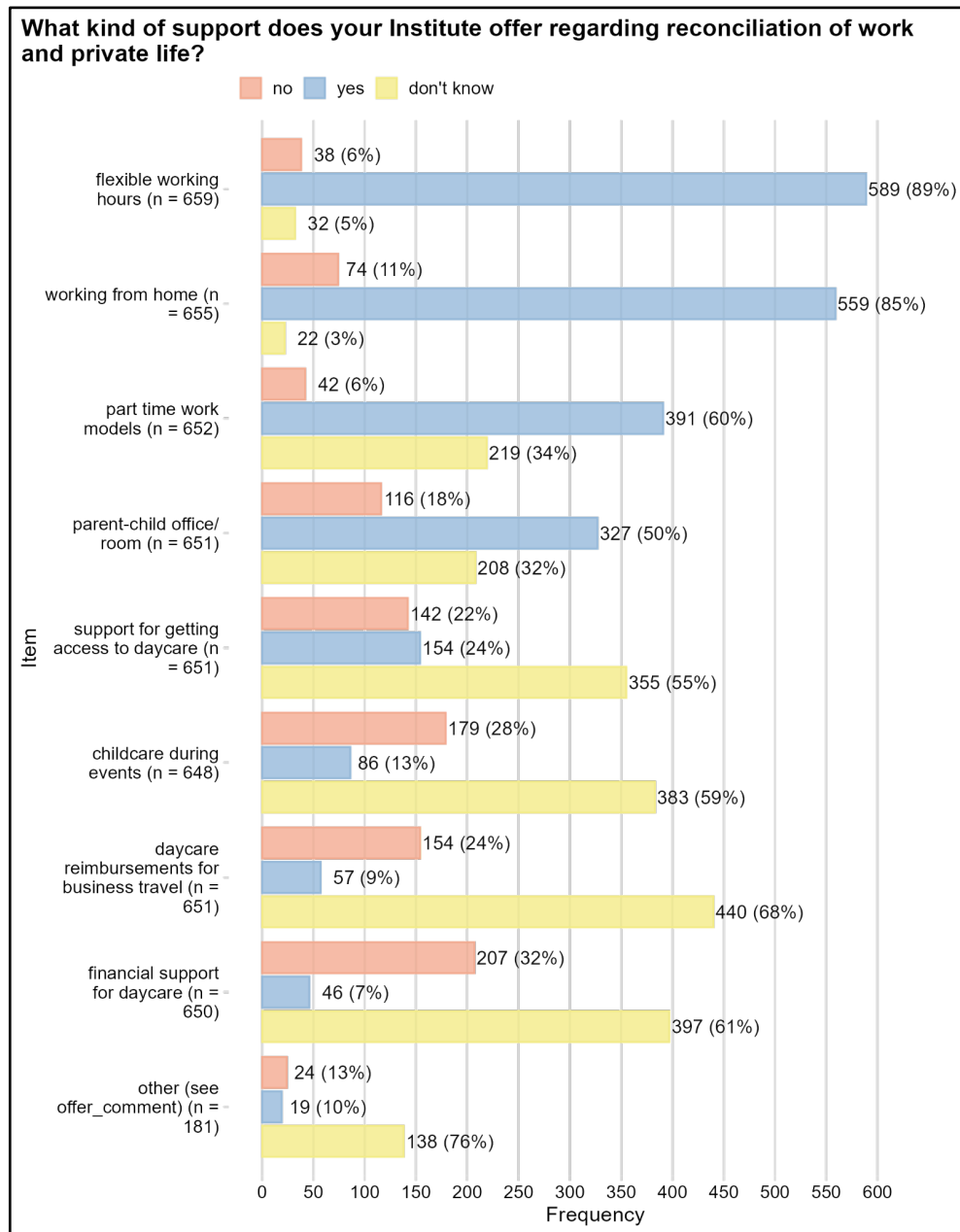


Figure 3.7.2. Distribution of supports offered by Leibniz Institutes as their PostDocs know them.

Participants were then invited to suggest additional support measures they would like their Leibniz institute to offer (Items B22/B23). In total, we received 201 open-text comments that can be broadly divided into the four main clusters: (1) remote work, (2) contract and working hours, (3) children and family, and (4) career planning and support. We explore these in more detail below.

Remote working, also known as 'home office' was important for Leibniz PostDocs and, in their response to this question, several respondents criticized insufficient or strictly limited options to work remotely. Several Leibniz PostDocs requested more transparent remote working regulations. It was noteworthy that, broadly-speaking due to a lack of institutional policy on remote working, Leibniz PostDocs often had to negotiate with their supervisor when it was appropriate for them to work remotely/from home.

The short-term nature of postdoctoral **contracts** is not a new problem but it is a continuing one highlighted by Leibniz PostDocs in response to this and other questions (see also 3.4.7). Additionally, many Leibniz PostDocs would like to have more **flexible working hours** during the day, e.g., to collect their children. Flexible work models, including part-time and/or the option to change to monthly working hours on short notice, would fit some PostDocs better. However, opinions differed on whether trust-based working hours or hour registration should regulate flexible work and compensation for overtime.

We know that many Leibniz PostDocs have not just **families but also caring responsibilities** (see 3.1.4). Several Leibniz PostDocs reported feeling that their Leibniz institute did not acknowledge or support families and people with children or those with other caring responsibilities. This could be another situation in which flexible working hours and changeable work models would help. Additionally, improving daycare options, having more parent-child-offices and having childcare during events or business trips were also requested. Bureaucracy was a big factor here with respondents asking Leibniz institutes to reconsider heavily bureaucratic processes.

Career planning and support are significant concerns for Leibniz PostDocs. Respondents would like support in developing leadership skills and managing leadership in teams. Leibniz PostDocs, specifically international Leibniz PostDocs, would like to see more effort put into integrating and networking with new employees. Other comments related to transparency in job promotion options and other institutional regularities, e.g., concerning contracts, work tasks, and copyright issues.

3.7.3 Workload

The significant workload and constant focus on producing results in academia, often in the form of papers, can impact on Leibniz PostDocs negatively. Therefore, we were interested in the workload perception of Leibniz PostDocs (before the COVID-19 pandemic) (Item D1). To explore this, we presented several scenarios and asked participants to identify how often these scenarios apply to them on a 5-point-Likert scale (Figure 3.7.3). Each of the six scenarios were ranked relatively close to each other; however, two of the higher ranking items ("I already think about work-related problems when I wake up." and "There is high time pressure at work.") could be connected to mental health aspects of Leibniz PostDocs.

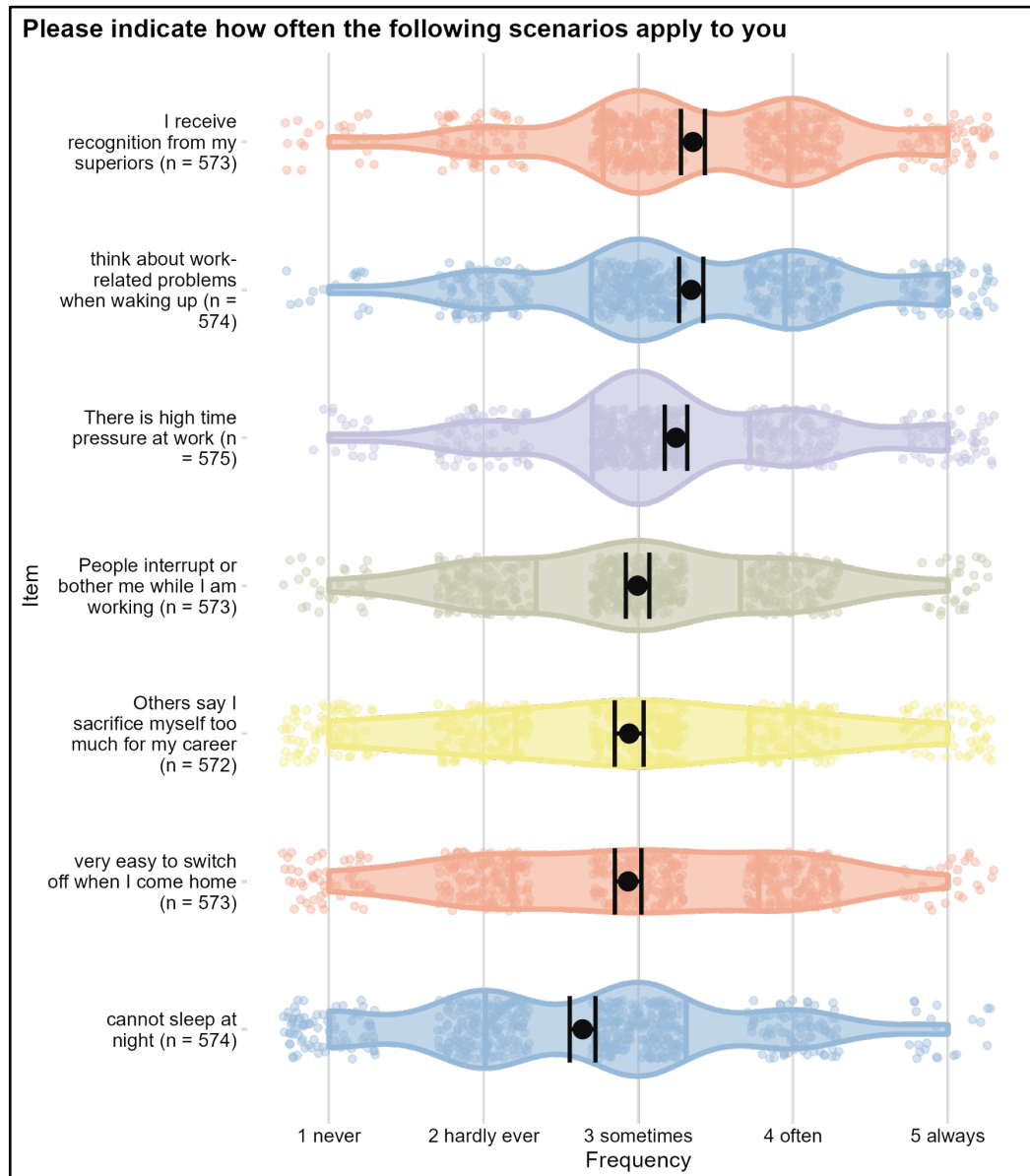


Figure 3.7.3. Workload situation. Shown are means (black dots), 95% confidence intervals of the means (black whiskers), density distributions of responses (colored areas) and raw values (colored dots) for each scale. Please note that the scenarios are ordered from high (top) to low (bottom).

3.7.4 Consequences of working in academia

Working in academia can be challenging and this can have an impact on the lives of Leibniz PostDocs outside of the workplace. We wanted to explore this and so asked participants how much they identified with a range of scenarios that focus on the consequences (e.g., for their social life) of working in academia on an 11-point rating scale (Item D2). For the most part, Leibniz PostDocs do not see working in academia as incompatible with having children or a family (Figure 3.7.4). They do not seem to strongly think that working in academia causes them to neglect their social life. For the overwhelming majority of respondents, working in academia is not negatively evaluated by their friends or family.

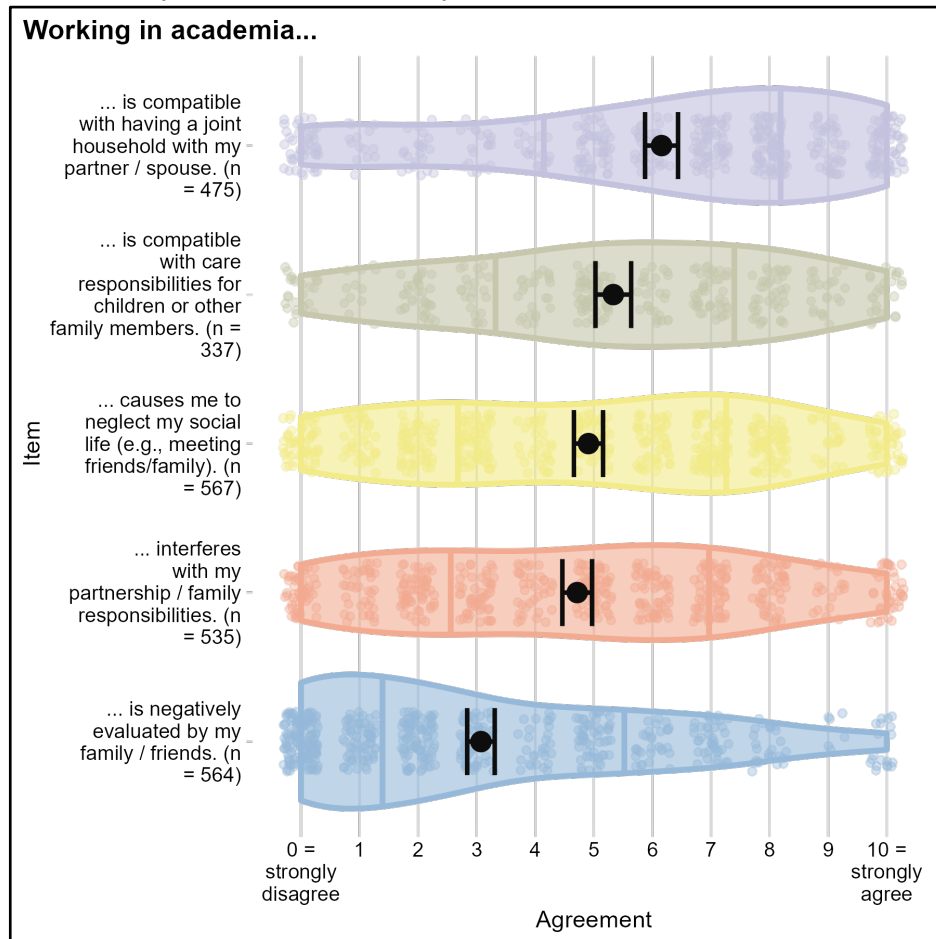


Figure 3.7.4. Agreement of causes when working in academia. Shown are means (black dots), 95% confidence intervals of the means (black whiskers), density distributions of responses (colored areas) and raw values (colored dots) for each scale. Please note that the scenarios are ordered from high (top) to low (bottom).

3.7.5 Working environment

We next asked Leibniz PostDocs to rank several elements of their working environment (Item D3). For example, whether they felt free to express their thoughts and feelings. Broadly speaking, Leibniz PostDocs seem satisfied with their working environment, as the three upper items, which rank from medium to the top of the rating scale, demonstrate (Figure 3.7.5). Specifically, relations with colleagues seem positive. However, negatively-phrased items (like "I feel exploited by my superior" and "My superior puts a lot of pressure on me") are also found in the medium rank

(Mean > 5). Moreover, it is troublesome that most Leibniz PostDocs seem unable to develop their research profile and independence, one of the major aspects postdocs generally have to show when applying for professorships.

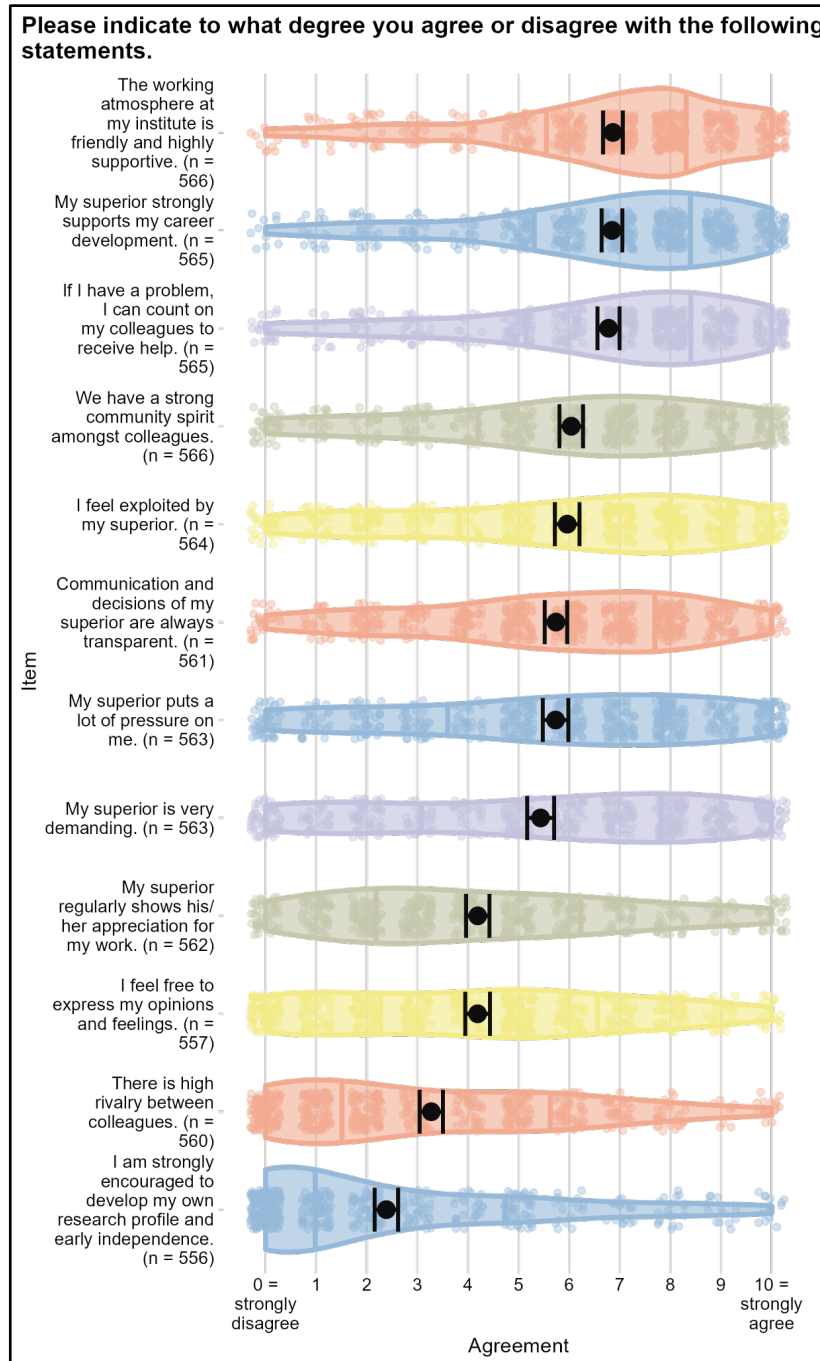


Figure 3.7.5. Agreement of several working environment-related scenarios. Shown are means (black dots), 95% confidence intervals of the means (black whiskers), density distributions of responses (colored areas) and raw values (colored dots) for each scale. Please note that the scenarios are ordered from high (top) to low (bottom).

3.8 Good scientific practice, conflicts, and discrimination

Key findings

- ❖ Most Leibniz PostDocs recognize that their Leibniz Institute provides written guidelines on good scientific practice, but many Leibniz PostDocs do not know whether their Leibniz Institute has an ethics committee (3.8.1). When considering questionable practices, 14% reported that they contributed to a publication but were not listed as authors.
- ❖ 15% mentioned they had officially reported a conflict with a superior or co-worker (3.8.2).
- ❖ Somewhat alarming is that 23% reported having been discriminated against at least once, the most frequent reason being their gender (3.8.3).
- ❖ Of all Leibniz PostDocs who faced discrimination, 18% reported receiving appropriate support, although 21% did not know who could help them (3.8.4).

3.8.1 Good scientific practice and authorship

The Leibniz Association has taken several steps towards promoting the principles of good scientific practice. To explore how these efforts had been received on the ground by Leibniz PostDocs, participants were asked to identify which of several predefined measures (e.g., written guidelines, ombudsperson) their Leibniz Institute provides to implement good scientific practice as of summer 2020 (Item D7). The majority of respondents reported that, firstly, their Leibniz institute had provided them with written guidelines on good scientific practice and, secondly, that their Leibniz institute had appointed an ombudsperson whose role is to investigate allegations of scientific misconduct (Figure 3.8.1, next page).

However, fewer Leibniz institutes appeared to set up ethics committees responsible for overseeing the work of researchers. Similarly, it seems only a small number of Leibniz institutes offer training covering the principles of good scientific practice. In the open response field, some respondents indicated their Leibniz institute had taken further measures to ensure the expectations around good scientific practice are met, such as holding regular group meetings for reviewing (e.g., peer-review in journals) and training, and establishing an "ad hoc" committee for research and grant proposals.

Research published in peer-reviewed journals is the primary output of scientific investigations, and serves to highlight key findings and new information. Authorship is also one of the many in which Leibniz PostDocs are evaluated when it comes to applying for new funding and new positions. With this in mind, we asked participants whether they had either (1) contributed to a publication but were not mentioned as a co-author (Item D5) or (2) have been mentioned as a co-author without contributing to the publication (Item D6). Perhaps surprisingly, 78 of 568 respondents reported that they had contributed to a publication but were not mentioned as an author. Additionally, 27 of 569 respondents self-reported having received authorship without contributing to the particular publication in question.

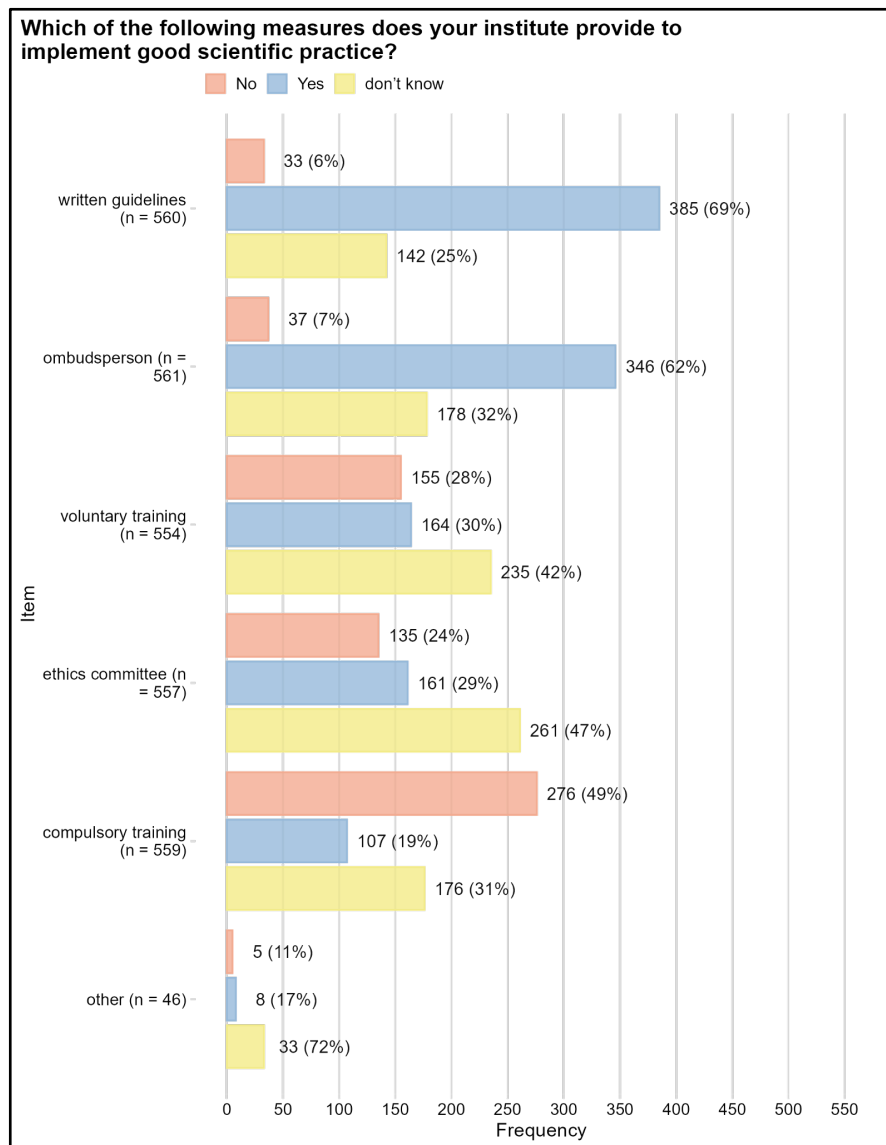


Figure 3.8.1. Distribution of measures for good scientific measures as recognized by Leibniz PostDocs.

3.8.2 Conflicts with supervisors or co-workers

We next asked Leibniz PostDocs if they had ever reported a conflict with their superior/supervisor or a co-worker (Item D9 and D9a). Only a fraction of respondents (14%, $n = 84$ of 573) indicated that they had submitted a formal complaint.

Where respondents indicated that they had reported a conflict of some description, we asked them to whom they submitted their complaint. Most respondents reported the conflict to either their supervisor ($n = 48$) or some other more senior individual ($n = 22$). Some respondents also indicated approaching their Leibniz institute's equal opportunity officer ($n = 14$) or other institutional structures, like their staff council ($n = 30$). Open-text responses to this question suggested an "ombudsperson" or "mediator" had also been used to report a conflict.

3.8.3 Discrimination

Leibniz PostDocs were also asked whether they had ever experienced discrimination in the workplace and 23% (129 of 564) of respondents reported having been discriminated against based on either their gender/gender identity, age, caring responsibilities, physical/mental abilities, sexual orientation, ethnicity or nationality, religion or worldview, or social background (Item D4, Chapter 3.3.3). For most of these cases, the identified reason was gender (96 of 564).

Open-text responses to this question included several respondents reporting they had been discriminated against based on their nationality, i.e., not being German, while some others mentioned their language as a reason for discrimination. Where participants reported having experienced discrimination, we then asked if they received any help and support from their Leibniz institute either during or after the event (Item D4a). Although it is promising that of our 129 respondents experiencing discrimination, 18% ($n = 23$) did get help. However, it is particularly worrying that another 21% ($n = 27$) did not know who could help them. Comments show that standards for handling such cases seem to be lacking. People sought help, e.g., from equal opportunity officers, but were not satisfied with how the discrimination case was handled or solved. Survey comments describe a few severe cases of discrimination and lacking support.

3.8.4 Support mechanisms

The negative effects of conflict and discrimination in the workplace are many, which makes having effective support mechanisms all the more important. To explore what exists on the ground, we asked participants what mechanisms currently exist at their Leibniz institute to support Leibniz PostDocs with conflict and discrimination (Item D8).

Most Leibniz institutes appear to have at least one responsible person, with more than 95% of the respondents knowing of PhD representative(s) ($n = 474$ of 491), workers' or staff councils ($n = 469$ of 488 respondents), and equal opportunity officer(s) ($n = 447$ of 460). However, far fewer Leibniz institutes appear to have a Postdoc representative(s) ($n = 341$ of 459).

3.9 International Leibniz PostDocs

The Working Group designed several questions to explore the experiences of international Leibniz PostDocs given that they face particular challenges when relocating for their research. Only participants self-identifying as an international Leibniz PostDoc received these questions.

Key findings

- ❖ A total of 209 international Leibniz PostDocs responded to the last section of the survey, of which 51% were women, and 48% were men ([3.9.1](#)). The majority of the international Leibniz PostDocs (72%) reported that they did not live with children in their household.
- ❖ Most international Leibniz PostDocs reported a lack of formal support structures at their Leibniz Institute, except for *support finding health insurance* ([3.9.2](#)). Indeed, international Leibniz PostDocs rely heavily on informal support from colleagues when, for example, they need to *open a bank account* or *translate important documents*.
- ❖ Altogether, 60% of international Leibniz PostDocs have experienced a language barrier at work, either in written or oral communication or both ([3.9.3](#)). Furthermore, none (!) of the international Leibniz PostDocs reported that all important administrative documents (like contracts) are available in a language they understood.
- ❖ While 49% of the international Leibniz PostDocs reported that their Leibniz institute offered language classes internally, 77% would still like more support from their institute for learning German ([3.9.4](#)).

3.9.1 Demographics

A total of 209 respondents identified themselves as international Leibniz PostDocs (Item F10). Most were situated within Sections C (41%, $n = 85$) and D (24%, $n = 51$), with fewer respondents in Sections E (11%, $n = 23$), A (6%, $n = 13$), and B (5%, $n = 11$). The remaining 12% ($n = 26$) did not know the section of their Leibniz Institute. Gender distribution is nearly balanced within our sample with 51% ($n = 105$) identifying as women and 48% ($n = 100$) as men. Two respondents chose the "non-binary/divers" answer. In addition, most international Leibniz PostDocs (72%, $n = 149$) did not have children living in their households.

3.9.2 Experience and expectations of support

This first question sought to explore the experiences and expectations of international Leibniz PostDocs with respect to what formal support was available from their Leibniz institute (Item G1). We found that, with the exception of support in finding healthcare insurance, there is a surprising and significant lack of support offered by Leibniz Institutes otherwise (Figure 3.9.2a). As a result, international Leibniz PostDocs rely significantly on the goodwill and kindness of their colleagues who may be more familiar with how things operate in Germany.

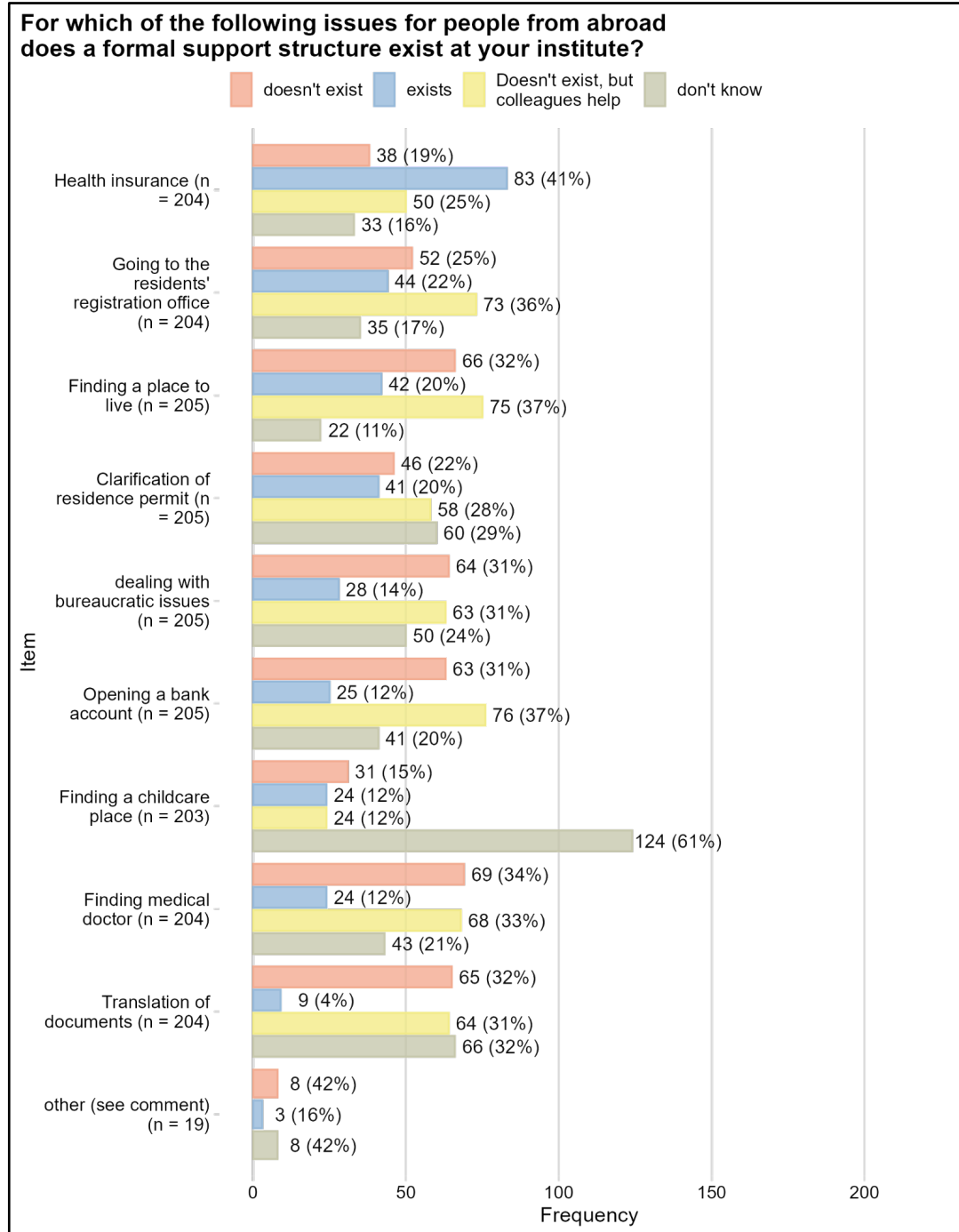


Figure 3.9.2a. Distribution of formal support as recognized by international Leibniz PostDocs (n = 209).

Looking at the specific scenarios in more detail, for *help going to the residents' registration office*, only 22% ($n = 44$) of the respondents reported that this support exists formally within their Leibniz institution. A similar number of respondents (25%, $n = 52$) told us that this support was not formally available. Curiously, 36% ($n = 73$) of respondents told us that while help was available, it was only available through informal channels (i.e., colleagues providing help). This trend was also true for other scenarios, including: *obtaining a residence permit*, *finding a place to live*, *opening a bank account*, and *finding a medical doctor who speaks a familiar language*. In each case, a relatively small proportion of respondents (12 - 22%, $n = 24 - 42$) told us that formal support was available from their Leibniz institute. As before, a significant number of respondents told us that while formal support was not available (22 - 34%, $n = 46 - 69$), there were informal support channels (28 - 41%, $n = 58 - 76$). Some responses ($n = 5$) in the open text field reflected this while reporting that they had received help from their colleagues.

However, a significant proportion of respondents (41%, $n = 83$) did tell us that their institute offered support in *finding healthcare insurance*; although, as in the previous questions, there remains a significant number of international Leibniz PostDocs (25%, $n = 50$) who rely on informal support. Nearly one-fifth (19%, $n = 38$) of respondents reported that their institute did not offer any help with finding healthcare insurance.

Most respondents (61%, $n = 124$) did not know whether their institute offered any support with *finding a childcare place*, which may seem like a significant red flag. However, it should be considered in context. We do not know, for example, how many international Leibniz PostDocs needed to find a childcare place. Of the remaining responses, there is a fairly even distribution of responses for the support with respect to *finding a childcare place* existing (12%, $n = 24$), not existing (15%, $n = 31$), and existing informally (12%, $n = 24$).

The final two questions asked whether there was any formal support regarding the *translation of documents* or *the availability of an accompanying person for bureaucratic processes*. On the translation of documents, only 4% ($n = 9$) of respondents reported that their institute offered any formal help. Most respondents reported no formal support available (32%, $n = 65$) or informal support was available from their colleagues (31%, $n = 64$). Similarly, regarding the availability of an accompanying person, only 14% ($n = 28$) of respondents told us that this level of support existed in their institute. The majority of respondents reported that there was either no formal support available (31%, $n = 64$) or, as we see elsewhere, there is informal support from their colleagues (31%, $n = 63$).

Unsurprisingly, when international Leibniz PostDocs were asked which of the scenarios mentioned above they would like additional support from their Leibniz institute (Item G2), around one-third (36%) indicated they would like additional support for each of the posed scenarios (Figure 3.9.2b). This average value excludes the relatively low response to *finding a childcare place*, as this may not necessarily apply to most international Leibniz PostDocs.

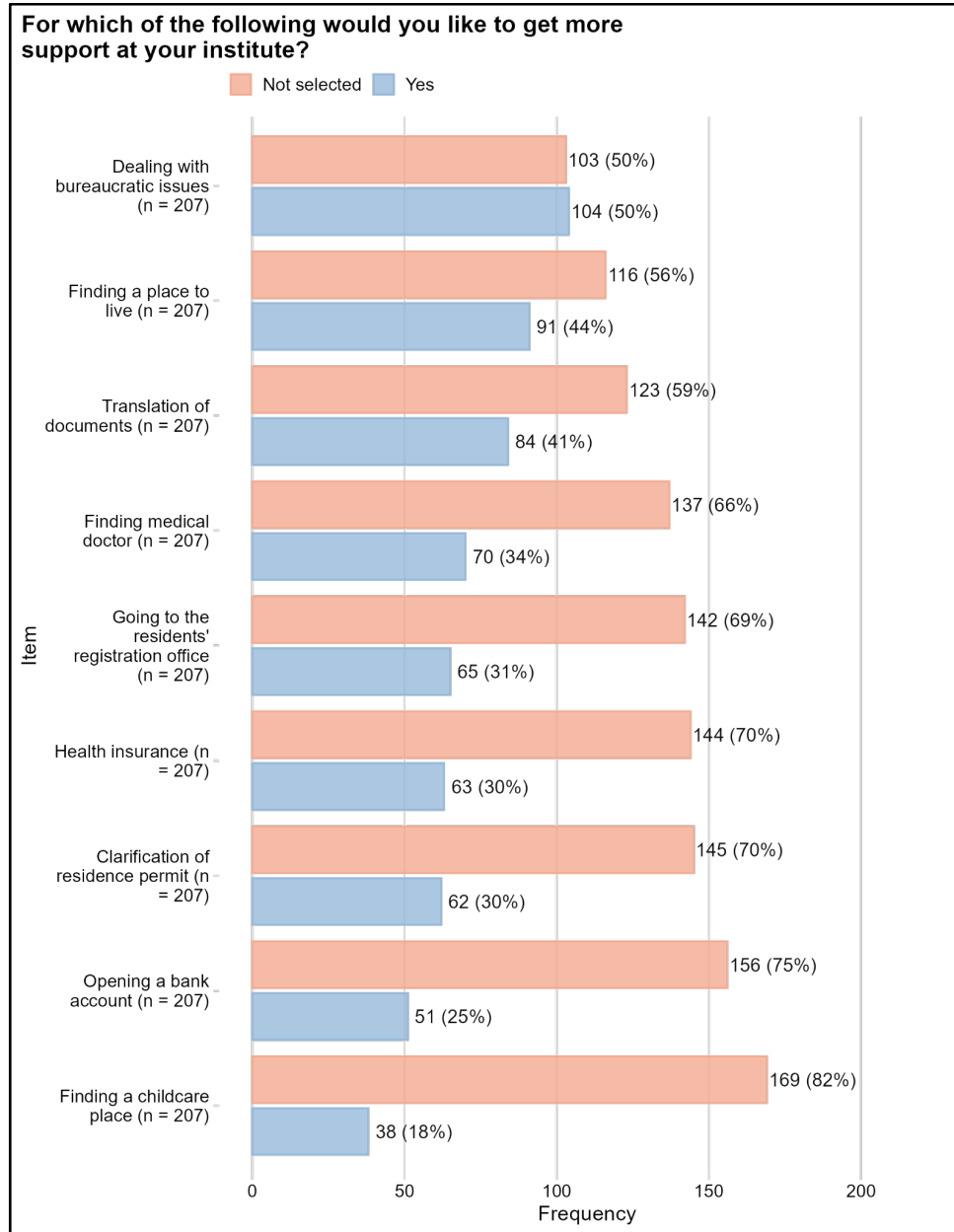


Figure 3.9.2b. Distribution of formal support as recognized by international Leibniz PostDocs (n = 209).

Of particular note, three scenarios scored relatively highly, specifically: *finding a place to live* (44%, n = 91), *support with document translation* (41%, n = 84), and *the availability of an accompanying person for bureaucratic processes* (50%, n = 104), which should not be too surprising as these scenarios scored particularly poorly in terms of the amount of support available from Leibniz Institutes. Concluding, international Leibniz PostDocs currently rely significantly on informal

support from their colleagues in the workplace. There is a clear desire amongst the international PostDoc community for additional, formal support from their Leibniz Institutes.

3.9.3 Language barriers

We next sought to explore whether international Leibniz PostDocs experienced language barriers in their Leibniz Institute (Item G3). Of the 206 responses, nearly one-third (30%, $n = 62$) reported having experienced a language barrier in terms of both oral and written communication (Figure 3.9.3a). A smaller but still significant proportion reported having experienced a language barrier when communicating orally (17%, $n = 35$) or in written correspondence (13%, $n = 26$). Less than half (38%, $n = 79$) reported having experienced no language barrier.

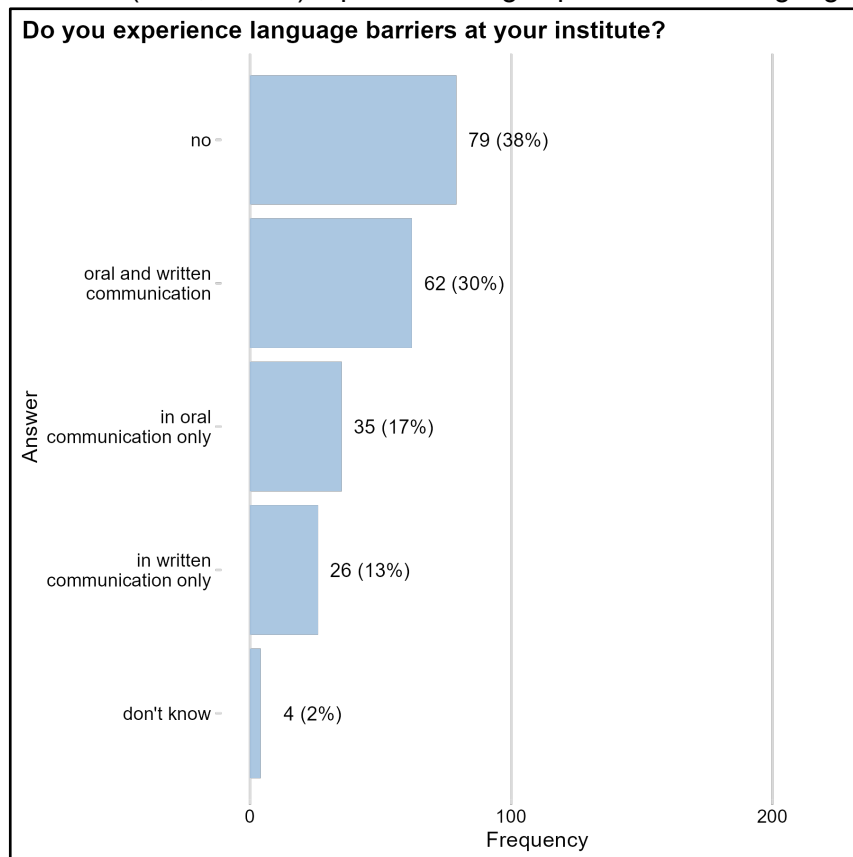


Figure 3.9.3a. Distribution of language barriers experienced by international Leibniz PostDocs ($n = 206$).

To explore this further, whenever respondents answered 'Yes' to either oral communication only, written communication only, or both oral and written communication, they were asked in a follow-up question whether meetings are generally held in a language they understood (Item G3a).

While the overwhelming majority (80%, $n = 98$) of the 122 respondents reported that meetings were generally held in a language they understood (Figure 3.9.3b), there remained a small but not insignificant number of international Leibniz PostDocs who reported that meetings were not generally held in a language they understood (19%, $n = 24$). However, for just over half of this group ($n = 14$), they reported that colleagues provided help and support.

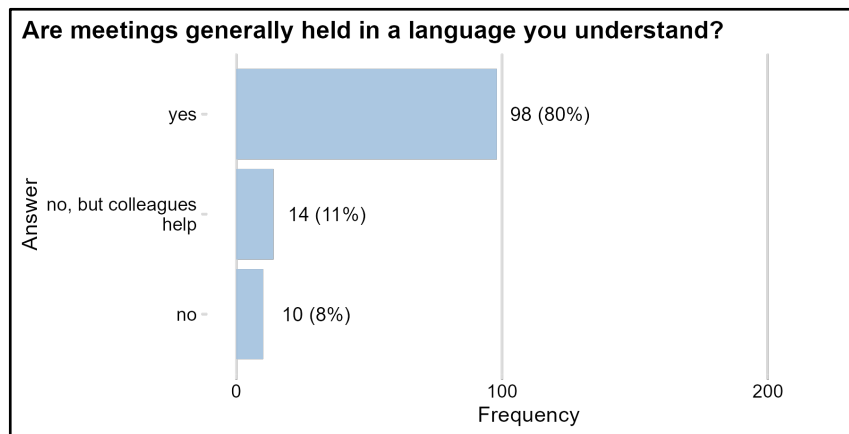


Figure 3.9.3b. Distribution of meeting situations experienced by international Leibniz PostDocs ($n = 122$). Only respondents answering yes to experiencing language barriers received this question.

For those respondents reporting having experienced a language barrier, we also asked whether all important information had been made available to them in a language they understood (Item G3b), which might be, for example, their contract of employment or information relating to their stipend. Although 'Yes' was an option, none of the 121 respondents to this question selected it. Instead, respondents were largely split across either 'No' (37%, $n = 45$), 'No, but my colleagues are helping me' (29%, $n = 35$), and 'I do not know' (34%, $n = 41$; Figure 3.9.3c). The significant number of respondents reporting that their colleagues support them reinforces our earlier findings in this section that international Leibniz PostDocs often rely significantly on informal support from colleagues. Moreover, the significant number of 'I do not know' highlights a problem with a relatively simple fix: Leibniz institutes could just highlight what information is available in languages other than German.

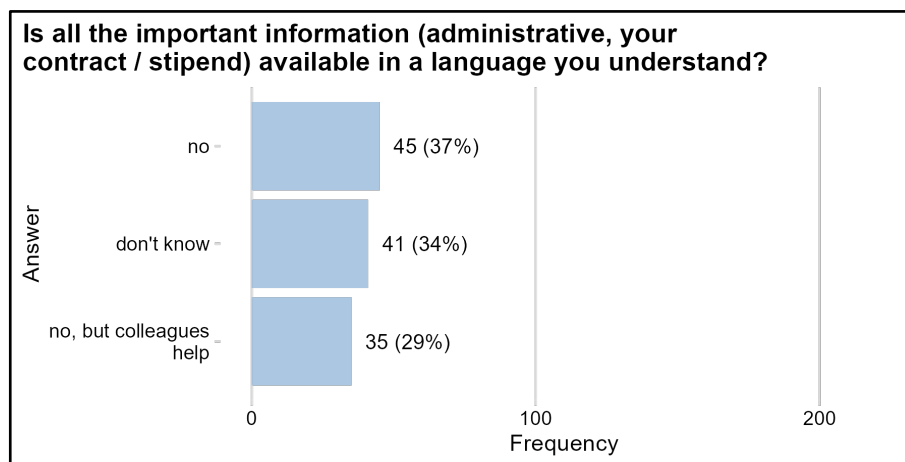


Figure 3.9.3c. Distribution of important information available in another language than German experienced by international Leibniz PostDocs ($n = 121$). Only respondents answering yes to experiencing language barriers received this question.

Looking at the open-text responses to this question (Item G5, $n = 55$), comments from international Leibniz PostDocs centered mainly around the German language and communication difficulties. Otherwise, the main challenges appear to be those which appear around the start of one's job at a Leibniz Institute, like getting their contract only in German. In addition to these challenges,

international Leibniz PostDocs sometimes felt excluded from activities by their colleagues where German is the prevalent language at their Leibniz institute. One respondent describes the situation like this: *"[...] the institute should be more transparent to international candidates applying for jobs that most academic discussions - and all bureaucratic stuff - are run in German. You cannot advertise your institute as some international place when this is not the case. It is misleading and leads to a lot of frustration and disappointment."*

Other comments from international Leibniz PostDocs requested that contracts should be in English (in addition to German) and handed over in advance rather than upon arrival. Salary scale decisions should be transparent and justified, i.e., the work experiences of international candidates should be credited against their pay scale on the same basis as national candidates. Support for moving to Germany is desirable; one respondent stated that their Leibniz institute had a relocation officer.

To conclude, it appears that a significant number of international Leibniz PostDocs experienced a language barrier in the workplace and that where, for example, a meeting is not held in a language they understand, colleagues are chiefly responsible for providing support. We note that none of the responding international Leibniz PostDocs reported that all critical information, like their contract of employment, was available in a language they understood. Again, for a significant number of international Leibniz PostDocs, the only support available was from colleagues.

3.9.4 Learning German

We next explored the appetite for learning German amongst international Leibniz PostDocs (Item G4). Respondents were asked if their institute offered language classes, funding for external language classes, or permitted the attendance of language classes during working hours and whether their colleagues helped them to learn German, if they did not need support for learning German (e.g., because they speak German already) or more support for learning German would be desirable.

The majority of respondents (77%, $n = 151$) reported that more support for learning German would be desirable (Figure 3.9.4). We note that around half of respondents confirm that their Leibniz Institute offers language classes (49%, $n = 99$). However, we also note that a similar number of respondents (52%, $n = 103$) confirmed that their Leibniz Institute did not offer any funding for external language classes. There is a mixed picture regarding attending language classes during working hours, with just under half of respondents (45%, $n = 90$) not knowing whether this was possible. That being said, a significant number of respondents (37%, $n = 74$) reported that their Leibniz Institute would support them in attending language classes during working hours. Again, we find that most respondents (56%, $n = 109$) report that their colleagues support and help them learn German.

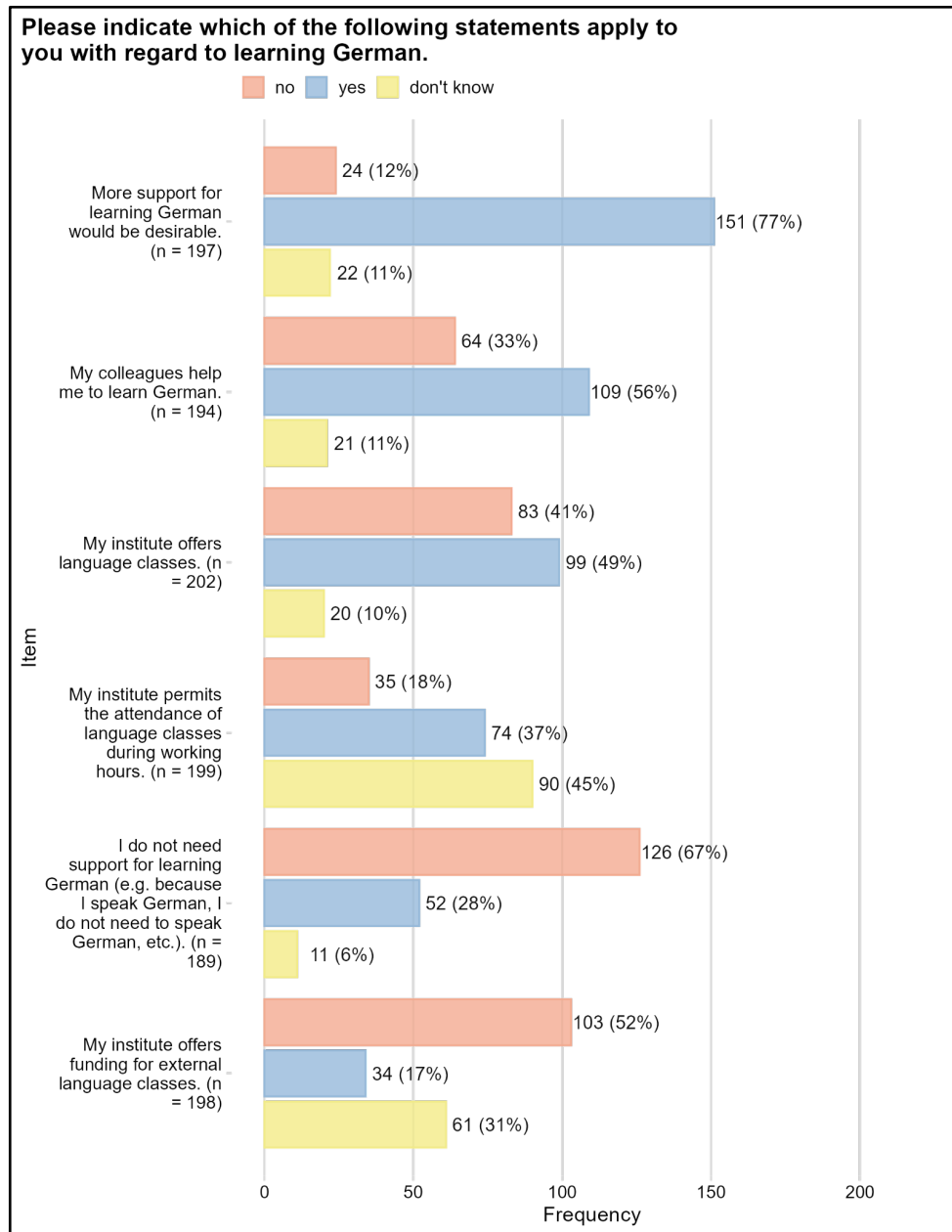


Figure 3.9.4. Distribution of important information available in another language than German experienced by international Leibniz PostDocs (n = 121). Only respondents answering yes to experiencing language barriers received this question.

The postdoctoral phase is rather unlike many other junior-to-mid career points principally because of this need to continually move to new places, new groups, and so on. This presents a particular problem for international Leibniz PostDocs which was captured by one of the open-text responses for this question. *"There is far too much emphasis on learning the native language, especially when we have to move every few years. If I had to learn the language in every country I've lived in, I'd know 5 languages and have zero publications since I spend all of my time in language courses."*

Even where German courses are offered, it is then another job to learn German on top of all of the other things postdoctoral researchers are expected to do, the most important of which is

research. With this in mind, comments from international Leibniz PostDocs request a more flexible approach by Leibniz institutes, who should at the very least offer beginner language courses. Other ideas include a German conversation group organized by colleagues. In conclusion, international Leibniz PostDocs wish for more flexible on-site support and options to learn German around their primary research obligations, which would go some way to helping them overcome language barriers in the workplace (Chapter [3.9.3](#)).

Appendix

A1 Members and contribution

In the following (Table A1), we provide the names and affiliations of the members of the Working Group "WG1 PostDoc Survey" that contributed to the survey development, data collection, analysis or writing of the report of the first Leibniz PostDoc Survey.

Table A1. Contribution of the members of "WG1 PostDoc Survey" in alphabetical order.

Name and Affiliation	Contribution
Johannes Breuer , GESIS - Leibniz Institute for the Social Sciences, Cologne	Survey development Survey distribution Analysis of the quantitative data
Verónica Díez Díaz , Museum für Naturkunde - Leibniz Institute for Evolution and Biodiversity Science, Berlin	Survey development Survey distribution
Daniela Fiedler , IPN - Leibniz Institute for Science and Mathematics Education, Kiel	Analysis of quantitative data Report writing
Tamara Heck , DIPF Leibniz Institute for Research and Information in Education, Frankfurt am Main	Survey development Survey distribution Analysis of the qualitative data Report writing
Gitta Heinz , DRFZ - Deutsches Rheuma-Forschungszentrum Berlin ein Leibniz Institut	Survey development Survey distribution Report writing
Thomas Lösch , DIPF Leibniz Institute for Research and Information in Education, Frankfurt am Main	Analysis of the quantitative data Data visualization Report writing
Lydia Repke , GESIS - Leibniz Institute for the Social Sciences, Mannheim	Survey development Survey distribution
Harry Williams , Bernhard-Nocht-Institut für Tropenmedizin, Hamburg	Analysis of quantitative data Report writing Language editing
Gundula Zoch , LIfBi - Leibniz Institute for Educational Trajectories, Bamberg; Institute for Social Sciences, University of Oldenburg	Survey development Survey distribution Analysis of quantitative data

A2 Survey development and fieldwork

The Leibniz PostDoc Survey Group was formed in November 2018 during the Leibniz PostDoc Network meeting in Berlin. The group researched other surveys and sources in the first phase till August 2019 to develop questions and categories. The primary sources are listed in the table below (Table A2), while a detailed list of the questions' sources and modifications is given in the data repository file. Questions relevant to the first Leibniz PostDoc Survey were collected in an open Google file and discussed during several online meetings. The group transferred the draft into a Word file that was commented on and edited by group members and externals between August 2019 and February 2020. The group requested external feedback from Dr. Johanna Wiebeler (former Dämmrich) and Dr. Sabine Müller (both Leibniz Headquarters at that time). In February 2020, participants of the Leibniz PostDoc Network meeting in Berlin were able to give feedback on the suggested questionnaire items. In April 2020, the group agreed on a preliminary version of the questionnaire and adapted this version into LimeSurvey (hosted at DIPF | Leibniz Institute for Research and Information in Education). Ethical clearance was received in May 2020 by the DIPF ethical commission. Afterward, minor revisions and the completion of the LimeSurvey set-up followed.

Table A2. Primary survey sources for the first Leibniz Postdoc Survey.

Surveys	Link or Reference
1st Leibniz PhD survey 2017	https://nbn-resolving.org/urn:nbn:de:0168-ssoar-61363-9
2nd Leibniz PhD survey 2019	https://nbn-resolving.org/urn:nbn:de:0168-ssoar-69403-1
ISSP Work 2015	https://www.gesis.org/en/issp/modules/issp-modules-by-topic/work-orientations/2015 Jabbehdari, S., & Walsh, J. P. (2017). Authorship norms and project structures in science. <i>Science, Technology, & Human Values</i> , 42(5), 872-900 / Answers from ISSP (256)
First Jena Postdoc study	https://www.uni-jena.de/unijenamedia/PostDoc_studie_1.pdf?download=1
NEPS SC06	http://dx.doi.org/10.5157/NEPS:SC6:11.1.0
MPG PhDnet survey 2019	http://hdl.handle.net/21.11116/0000-0006-B81B-D
SOEP Personal Questionnaire 2016	https://www.diw.de/documents/dokumentenarchiv/17/diw_01.c_499147.de/soep_modules_2016.pdf
Studie Antidiskriminierungsstelle	

Pre-tests were done on June 18 and 19, 2020, with Leibniz PostDoc colleagues from DIPF. Technical and grammatical issues were changed, and a new questionnaire version was set up on June 22, 2020. The group discussed additional suggested changes via email, after which group members tested the digital survey in the second piloting between June 19 and July 07, 2020. On July 07, 2020, the group agreed on the final version of the survey during an online meeting, while the final changes in LimeSurvey were implemented on July 08, 2020. The survey administration

was announced on July 30, 2020, with reminders sent on September 10 and 30, 2020. The survey was finally closed on October 08, 2020 (last entry).

A3 Data analysis

Coding of open text fields

The survey includes 25 open responses and comment fields, where respondents had the option to add an individual answer to a question item or comment on the question. The total number of received answers to those 25 open responses and comment fields is shown in the table below (Table A3). One researcher did qualitative two-step coding with the software MaxQDA. First, answers in each item were openly coded, where the codes were closely based on the answer texts (similar to in-vivo coding). In a second step, codings with the same contextual relation were mapped to a topical heading code. For example, the heading code "remote work" has the four sub-codes "flexible home office options", "home office equipment", "no presence time", and "technical assistance home office".

If responses referred to the same aspects, codings from different question items were merged in a few cases. E.g., this was the case for the questions "What other measures of support for the reconciliation of work and private life, if any, would you like your institution to offer?" and "What kind of support does your Institute offer regarding reconciliation of work and private life?". Responses with no distinct apparent context or meaning were not coded. Moreover, open responses on the third-party funder were not fully coded as many acronyms named cannot be assigned distinctively. Codes that correspond to a determined answer option were not coded.

We report only the highly commented question items and relevant questions from our perspective, marked with an Asterix in the table below (Table A3). Thus, the report does not include a complete analysis of all open responses.

Table A3. Questions with an open text field

Item	Question with an open text field or comment field	Amount
A5*	What term(s) do you use to describe your position/status (for example, in your CV or on your personal website)?	130
B6	How is your current position funded?	13
B6a	Where does the third-party funding for your position come from?	116
B6c	Where does the funding for your stipend/fellowship come from?	19
B11	What is your current pay scale (in German: Entgeltgruppe)? If other, please specify.	14
B18*	Which of the following leadership position(s) do you hold?	48
B22*	What kind of support does your Institute offer regarding reconciliation of work and private life?	29
B23*	What other measures of support for the reconciliation of work and private life, if any, would you like your institution to offer?	172
C1c	Why do you not want to do a habilitation?	43
C5b1*	Are there any other factors that led you to consider a non-academic career?	168
C8*	How important are the following aspects for you with regard to the collaboration with your superior?	48
C10	In general, do you get support from your institute for the following activities?	13

C13*	In which areas of professional training, if any, do you see a need for more support with regard to career development?	163
D4*	During your time as a Leibniz PostDoc, have you been discriminated against at work based on the following?	27
D4a*	Thinking about the worst case of discrimination you faced, did you get help from somebody at your institute?	10
D7*	Which of the following measures does your institute provide to implement good scientific practice? [other]	22
D7*	Which of the following measures does your institute provide to implement good scientific practice? [comment]	10
D9a*	Which of the following people/institutions have you contacted to report the conflict with your superior or co-worker?	16
E1a	How did you learn about the Leibniz PostDoc Network?	23
F5	What is your current partnership status?	5
G1	For which of the following issues for people from abroad does a formal support structure exist at your institute?	5
G2	For which of the following would you like to get more support at your institute?	15
G5*	Do you have additional comments regarding the support of international researchers at your institute?	55
H1	Do you have further ideas or recommendations concerning the work of the Leibniz PostDoc Network?	76
H2	Do you have any final/additional comments or remarks about this survey?	92

Statistical analysis

Analyses in this report are mainly limited to descriptive statistics focusing on frequencies, distributions, mean values, measures of variance etc. and the corresponding graphs. These analyses are performed using R⁵ mainly using functions of the tidyverse⁶.

Regression analyses are performed to detect group differences in the dependent variable. For regression analyses, we always used the same set of categorical predictors. The predictors (and reference categories in brackets) were: Gender (women), having children (no children in household), being an international postdoc (not an international postdoc), and Leibniz Section membership (Section C: Life Sciences). For binary outcomes, a logistic regression model was used and for continuous outcomes a standard linear regression model was used. These analyses were also performed in R. Please note, that in some cases the coefficients should not be interpreted due to small case numbers of certain predictor values. Often, the coefficient for the gender Non-binary/diverse included too few cases to compute standard errors.

⁵ R Core Team (2020). *R: A language and environment for statistical computing*. R Foundation for Statistical Computing, Vienna, Austria. <https://www.R-project.org/>

⁶ Wickham et al., (2019). Welcome to the tidyverse. *Journal of Open Source Software*, 4(43), 1686, <https://doi.org/10.21105/joss.01686>

A4 Data availability

In line with good scientific practice and open science principles, the data from this study will be archived and stored for secondary analyses. The full data set (excluding all open-response answers) will be archived in the professional research data center of GESIS with restricted access by application and for scientific purposes only. In addition, we plan to also achieve a public usable file, which is a reduced version of the data set that does not contain any of the variables that could, in combination, potentially allow identification of individuals or institutes.

Both data sets should be available at the beginning of 2023 via the GESIS system. Links to the Data will then be provided in an updated version of this Report.

Leibniz PostDoc Survey

Thank you for your interest in the Leibniz PostDoc Survey! This study is conducted by the Leibniz PostDoc Network (<https://leibniz-postdoc.net>) and its aim is to gather information about the heterogeneous group of Leibniz PostDocs with regard to their personal backgrounds, interests, career plans, and needs.

Please note: Due to the COVID-19 pandemic your working routine has probably changed. We would like you to answer all questions **NOT** considering any changes due to the COVID-19 pandemic to get a more general view of your experiences.

Based on our pretests, completing the survey should take about 20 to 30 minutes.

Please read the informed consent below and agree to it to start the survey.

There are 112 questions in this survey.



(A) INFORMATION ABOUT DOCTORATE AND THESIS SUBMISSION

This section asks you about your doctoral thesis and current position.

A1.

Did you already complete your doctoral degree?

Please choose **only one** of the following:

- Yes
 No

A1a.

When did you complete your doctoral degree?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '1 [A1]' (Did you already complete your doctoral degree?)

- 🔔 Please complete all parts of the date.
- 🔔 Answer must be between 01/1950 and 06/2020

Please enter a date:

A1b.

Did you already submit your thesis?

Only answer this question if the following conditions are met:

Answer was 'No' at question '1 [A1]' (Did you already complete your doctoral degree?)

- 🔔 Choose one of the following answers

Please choose **only one** of the following:

- Yes
 No

A1b1.

When did you submit your thesis?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '3 [A1b]' (Did you already submit your thesis?)

- 🔔 Please complete all parts of the date.
- 🔔 Answer must be between 01/1950 and 06/2020

Please enter a date:

A1b2.

When do plan to submit your thesis? (Please skip the question, if you don't know yet.)

Only answer this question if the following conditions are met:

Answer was 'No' at question '3 [A1b]' (Did you already submit your thesis?)

- 🔔 Please complete all parts of the date.
- 🔔 Answer must be between 09/2020 and 01/2030

Please enter a date:

A2.

When did you start working on your doctoral thesis?

🔔 Please complete all parts of the date.

🔔 Answer must be between 01/1950 and 06/2020

Please enter a date:

A3.

In which country is the institution located which granted you or will grant you your doctoral degree?

● Choose one of the following answers
Please choose **only one** of the following:

- In Germany
- In a country within the European Union (including the United Kingdom, excluding Germany)
- In a country outside of the European Union

A4.

How much do you identify with the term postdoc?

Please choose the appropriate response for each item:

Not at all 0	1	2	3	4	5	6	7	8	9	Very much 10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A5.

What term(s) do you use to describe your position/status (for example, in your CV or on your personal website)?

● Check all that apply
Please choose **all** that apply:

- Postdoc/postdoctoral researcher
- Senior researcher
- Junior researcher
- Researcher
- Other (please specify):

(B) CURRENT EMPLOYMENT AT LEIBNIZ INSTITUTE

In this section, you will be asked about your Leibniz Institute, your contract, and your satisfaction with several aspects regarding work environment, income, and work-life balance.

B1_SQ001

How satisfied or dissatisfied are you with your situation at your Leibniz Institute in general?

Please choose the appropriate response for each item:

Very dissatisfied 0	1	2	3	4	5	6	7	8	9	Very satisfied 10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B2.

How satisfied or dissatisfied are you with the following aspects of your job at your Leibniz Institute?

Please choose the appropriate response for each item:

	Very dissatisfied										Very satisfied
	0	1	2	3	4	5	6	7	8	9	
Job tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Earnings/income	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of actual working hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization of working time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possibility to conduct independent scientific/scholarly work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to contribute your own ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Predictability of your career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work-life-balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B3.

When did you start working as a postdoc at the Leibniz Institute you are currently associated with?

ⓘ Please complete all parts of the date.
 ⓘ Answer must be between 01/1950 and 07/2020
 Please enter a date:

B4.

When you started working as postdoc at your current institute, was your first employment contract permanent or not?

ⓘ Only numbers may be entered in 'Not permanent, the contract duration was' accompanying text field.
 Please choose **only one** of the following:

- Permanent
- Parts of my contract were permanent when I started.
- Not permanent but it was a "tenure-track position" (i.e., a contract with the prospect of being converted into a permanent one based on a formal review process).
- Not permanent, the contract duration was

Only numbers may be entered in the text field.

B4a.

Has your contract changed since you started working as a postdoc at your current institute?

ⓘ Choose one of the following answers
 Please choose **only one** of the following:

- Yes
- No

B4b.

Is your current contract permanent or not?

Only answer this question if the following conditions are met:
 Answer was 'Yes' at question '14 [B4a]' (Has your contract changed since you started working as a postdoc at your current institute?)

ⓘ Only numbers may be entered in 'Not permanent, the contract duration is' accompanying text field.
 Please choose **only one** of the following:

- Permanent
- Parts of my contract are permanent.
- Not permanent but it is a "tenure-track position" (i.e., a contract with the prospect of being converted into a permanent one based on a formal review process).
- Not permanent, the contract duration is

B5.

Previous to your current position, did you hold any positions as a doctoral and/or postdoctoral researcher at any of the Leibniz Institutes?

☛ Check all that apply

Please choose **all** that apply:

- No
- Yes, at the same Leibniz Institute
- Yes, at a different Leibniz Institute

Contract: Funding and duration

B6.

How is your current position funded?

☛ Check all that apply

Please choose **all** that apply:

- Institute budget
- Third-party funding
- Stipend / fellowship
- I don't know

Other:

B6a.

Where does the third-party funding for your position come from?

Only answer this question if the following conditions are met:

Answer was at question '17 [B6]' (How is your current position funded?)

☛ Check all that apply

Please choose **all** that apply:

- BMBF
- DFG
- ERC (European Research Council Starting Grant)
- Horizon 2020 project
- Leibniz Association (e.g., Leibniz Wettbewerb)

Other, please specify:

B6b.

Is the end of your current employment contract also the time the third-party funded project is supposed to end?

Only answer this question if the following conditions are met:

Answer was at question '17 [B6]' (How is your current position funded?)

☛ Choose one of the following answers

Please choose **only one** of the following:

- Yes
- No

B6c.

Where does the funding for your stipend/fellowship come from?

Only answer this question if the following conditions are met:

Answer was at question '17 [B6]' (How is your current position funded?)

☛ Choose one of the following answers

Please choose **only one** of the following:

- Humboldt
- DAAD

Other:

B7.

Prior to your current contract, how many contracts as a postdoc did you have at your Leibniz Institute (including contract renewals)?

☛ Only numbers may be entered in this field.

Please write your answer here:

B8.

Have you worked outside of academia after completing the degree that qualified you for starting your Ph.D. (e.g., Master or Diplom)?

🗨 Comment only when you choose an answer.

🔢 Please only enter whole numbers.

Please choose all that apply and provide a comment:

- No
- Yes, before starting my doctorate for
- Yes, during my doctorate for
- Yes, after my doctorate for

B9.

Have you been abroad (outside the country where you did your Ph.D.) for the purpose of study or research after completing the degree that qualified you for starting your Ph.D. (e.g., Master or Diplom)?

🗨 Comment only when you choose an answer.

🔢 Please only enter whole numbers.

Please choose all that apply and provide a comment:

- No
- Yes, before starting my doctorate for
- Yes, during my doctorate for
- Yes, after my doctorate for

B10.

Do you know about WissZeitVG - the German law that regulates how long you can be on a non-permanent contract in academia?

🗨 Choose one of the following answers

Please choose **only one** of the following:

- Yes
- No

B10a.

Is your current contract based on WissZeitVG?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '24 [B10]' (Do you know about WissZeitVG - the German law that regulates how long you can be on a non-permanent contract in academia?)

🗨 Choose one of the following answers

Please choose **only one** of the following:

- Yes
- No
- I don't know

B10b.

Did your institute inform you in any way about how much time you have left to work on a fixed-term contract according to WissZeitVG?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '24 [B10]' (Do you know about WissZeitVG - the German law that regulates how long you can be on a non-permanent contract in academia?)

🗨 Choose one of the following answers

Please choose **only one** of the following:

- Yes, when I started working here
- Yes, at a later point in time
- No
- I don't remember

B10c.

Do you know how much time you currently have left to work on a fixed-term contract according to WissZeitVG?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '24 [B10]' (Do you know about WissZeitVG - the German law that regulates how long you can be on a non-permanent contract in academia?)

🗨 Comment only when you choose an answer.

🔢 Please only enter whole numbers.

Please choose all that apply and provide a comment:

- No
- Yes,

Contract: Finances

Note: To answer the following questions, it may help to have a look at your most recent income statement.

B11.

What is your current pay scale (in German: Entgeltgruppe)? If other, please specify.

Choose one of the following answers
Please choose **only one** of the following:

- E12 (TV-L, TVÖD-Bund, TVÜ etc.)
- E13 (TV-L, TVÖD-Bund, TVÜ etc.)
- E14 (TV-L, TVÖD-Bund, TVÜ etc.)
- E15 (TV-L, TVÖD-Bund, TVÜ etc.)
- I don't know
- Other

B11a.

What is your personal average monthly net income?

Only answer this question if the following conditions are met:

----- Scenario 1 -----

Answer was 'I don't know' at question '28 [B11]' (What is your current pay scale (in German: Entgeltgruppe)? If other, please specify.)

----- or Scenario 2 -----

Answer was 'Other' at question '28 [B11]' (What is your current pay scale (in German: Entgeltgruppe)? If other, please specify.)

Choose one of the following answers
Please choose **only one** of the following:

- ≤ 500€
- 501€ - 1000€
- 1001€ - 1500€
- 1501€ - 2000€
- 2001€ - 2500€
- 2501€ - 3000€
- 3001€ - 3500€
- 3501€ - 4000€
- >4000€

B11b.

How many days of vacation do you have per year according to your contract or stipend?

Only answer this question if the following conditions are met:

Answer was 'I don't know' or 'Other' at question '28 [B11]' (What is your current pay scale (in German: Entgeltgruppe)? If other, please specify.)

Only numbers may be entered in this field.

Please write your answer here:

B11c.

What is your current pay scale level (in German: Entgeltstufe)?

Only answer this question if the following conditions are met:

Answer was 'E12 (TV-L, TVÖD-Bund, TVÜ etc.)' or 'E14 (TV-L, TVÖD-Bund, TVÜ etc.)' or 'E15 (TV-L, TVÖD-Bund, TVÜ etc.)' or 'E13 (TV-L, TVÖD-Bund, TVÜ etc.)' at question '28 [B11]' (What is your current pay scale (in German: Entgeltgruppe)? If other, please specify.)

Choose one of the following answers
Please choose **only one** of the following:

- Pay scale level 1
- Pay scale level 2
- Pay scale level 3
- Pay scale level 4
- Pay scale level 5
- Pay scale level 6
- I don't know

B11d.

Were your previous work experiences considered to decide your pay scale level (in German: Entgeltstufe 1-6) at the time you were employed?

Only answer this question if the following conditions are met:

((B11.NAOK (/v3/admin/questions/sa/view/surveyid/189267/gid/466/qid/4003) == "A1" or B11.NAOK (/v3/admin/questions/sa/view/surveyid/189267/gid/466/qid/4003) == "A2" or B11.NAOK (/v3/admin/questions/sa/view/surveyid/189267/gid/466/qid/4003) == "A3" or B11.NAOK (/v3/admin/questions/sa/view/surveyid/189267/gid/466/qid/4003) == "A4"))

Choose one of the following answers
Please choose **only one** of the following:

- Yes, fully
- Yes, at least partially
- No
- Does not apply
- I don't know

B11e.

Were you informed about the pay scale level (in German: Entgeltstufe 1-6) you would belong to before you signed your contract?

Only answer this question if the following conditions are met:

((B11.NAOK (/v3/admin/questions/sa/view/surveyid/189267/gid/466/qid/4003) == "A1" or B11.NAOK (/v3/admin/questions/sa/view/surveyid/189267/gid/466/qid/4003) == "A2" or B11.NAOK (/v3/admin/questions/sa/view/surveyid/189267/gid/466/qid/4003) == "A3" or B11.NAOK (/v3/admin/questions/sa/view/surveyid/189267/gid/466/qid/4003) == "A4"))

Choose one of the following answers
Please choose **only one** of the following:

- Yes
- No
- Does not apply
- I don't remember

B11f.

Were you informed why you would belong to that pay scale level (in German: Entgeltstufe) before you signed your contract?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '33 [B11e]' (Were you informed about the pay scale level (in German: Entgeltstufe 1-6) you would belong to before you signed your contract?)

Choose one of the following answers
Please choose **only one** of the following:

- Yes
- No
- Does not apply
- I don't remember

Contract: Working TimeAs the COVID-19 pandemic has probably changed your working routine, we would like you to **answer the following questions with regard to the time BEFORE the COVID-19 pandemic.**

B12.

Are you on a full-time or part-time contract?

Comment only when you choose an answer.

Please only enter whole numbers.

Please choose all that apply and provide a comment:

 Full time (100 %) Part time:

For part-time contracts: Please only enter whole numbers.

B13.

How many hours, on average, do you work per week, including any overtime?

Please write your answer here:

hours

Please answer this question with regard to the time **BEFORE the COVID-19 pandemic.**

B14.

How many hours, on average, do you work from home per week?

Please write your answer here:

hours working from home

Please answer this question with regard to the time **BEFORE the COVID-19 pandemic.**

B15.

How often do you work overtime on weekends?

🗳️ Choose one of the following answers
Please choose **only one** of the following:

- Every week
- At least once a month
- Several times per year
- More rarely
- Never
- I don't know

Please answer this question with regard to the time **BEFORE** the COVID-19 pandemic.

B16.

How many days did you take off in 2019?

🗳️ Only an integer value may be entered in this field.
Please write your answer here:

days

Please also include days off in lieu (Gleizeitage) if you have them. Please enter only full days in this field (0,5=1).

B17.

On average, over the last 6 months BEFORE the COVID-19 pandemic, what share of your contractual working time did you spend on the following tasks?

🗳️ Each answer must be between 0 and 100
🗳️ The sum must equal 100
Please write your answer(s) here:

Research	<input type="text"/>
Teaching and supervision	<input type="text"/>
Service (e.g., reviewing, consulting, infrastructure work, committees...)	<input type="text"/>
Administrative tasks (e.g., lab management, reimbursement forms)	<input type="text"/>
Other tasks	<input type="text"/>

All time proportions in %. Each answer must be between 0 and 100. 100% in total.

B18.

Which of the following leadership position(s) do you hold?

🗳️ Check all that apply
Please choose **all** that apply:

- Department head
- (Junior) working group leader
- Project leader
- Team leader
- I do not have a leadership position

Other, please specify:

B19.

For how many people do you officially have personnel responsibility (e.g., hiring and staff management)?

🗳️ Only integer values may be entered in these fields.
Please write your answer(s) here:

student assistants	<input type="text"/>
interns	<input type="text"/>
doctoral researchers	<input type="text"/>
postdoctoral researchers	<input type="text"/>
non-scientific staff	<input type="text"/>

Only whole numbers may be entered. Please do not include students for whom you are responsible in the context of teaching obligations (e.g., laboratory internships).

B20.

For how many people do you consider yourself responsible, regardless of your official personnel responsibility?

Only integer values may be entered in these fields.
Please write your answer(s) here:

student assistants	<input type="text"/>
interns	<input type="text"/>
doctoral researchers	<input type="text"/>
postdoctoral researchers	<input type="text"/>
non-scientific staff	<input type="text"/>

Only whole numbers may be entered. Please do not include students for whom you are responsible in the context of teaching obligations (e.g., laboratory internships).

Reconciliation of work and private life

B21.

How satisfied or dissatisfied are you with the support from your institute for reconciliation of work and private life?

Please choose the appropriate response for each item:

Very dissatisfied										Very satisfied
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B22.

What kind of support does your Institute offer regarding reconciliation of work and private life?

Please choose the appropriate response for each item:

	Yes	No	I do not know
Flexible working hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part time work models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for getting access to daycare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial support for daycare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reimbursements for daycare during business travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working from home / remote work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent-child office/room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Childcare during events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other [please specify]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leave "Other" empty, if you do not have any other aspect.

Please write your answer here:

B22b.

What kind of support by your institute have you used or are you using?

Please choose the appropriate response for each item:

	I have used it / I am using it	I have not used it	Does not apply
Flexible working hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-time work models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for getting access to daycare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial support for daycare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reimbursements for daycare during business travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working from home / remote work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent-child office/room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Childcare during events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

"Other" refers to same aspect as in previous question.

B23.

What other measures of support for the reconciliation of work and private life, if any, would you like your institution to offer?

Please write your answer here:

(C) CAREER GOALS AND DEVELOPMENT

In this section, you will be asked about career prospects, career paths, and career counselling.

C1.

What is your intention with regard to completing a habilitation?

Choose one of the following answers
Please choose **only one** of the following:

- I am planning to start it.
- I am working on it.
- I am taking a break from it.
- I have completed it.
- I have quitted working on it.
- I do not want to do it.
- I have not decided yet.
- I don't know what a habilitation is.

C1a.

When did you start your habilitation?

Only answer this question if the following conditions are met:

Answer was 'I am working on it.' or 'I am taking a break from it.' or 'I have completed it.' at question '49 [C1]' (What is your intention with regard to completing a habilitation?)

- Please complete all parts of the date.
Answer must be between 01/1980 and 05/2020
Please enter a date:

C1b.

When do you expect to complete your habilitation? Select the month and year when you expect to submit your habilitation at the university.

Only answer this question if the following conditions are met:

Answer was 'I am working on it.' or 'I am taking a break from it.' at question '49 [C1]' (What is your intention with regard to completing a habilitation?)

- Please complete all parts of the date.
Answer must be greater or equal to 07/2020
Please enter a date:

C1c.

Why do you not want to do a habilitation?

Only answer this question if the following conditions are met:

Answer was 'I do not want to do it.' at question '49 [C1]' (What is your intention with regard to completing a habilitation?)

📌 Check all that apply

Please choose **all** that apply:

- A habilitation is not essential in my subject area.
- A habilitation is not important for the career path I want to follow.
- Other, please specify:

C1d.

When did you complete your habilitation?

Only answer this question if the following conditions are met:

Answer was 'I have completed it.' at question '49 [C1]' (What is your intention with regard to completing a habilitation?)

📌 Please complete all parts of the date.

📌 Answer must be between 01/1980 and 07/2020

Please enter a date:

C2.

How attractive do you consider the following options for your personal career path (independent of how likely you think it will be to achieve this)?

Please choose the appropriate response for each item:

	not attractive at all										very attractive
	0	1	2	3	4	5	6	7	8	9	10
University professorship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professorship at a university for applied sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Permanent position (no professorship) in academia with a focus on research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Permanent position (no professorship) in academia with a focus on teaching (e.g., lecturer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Permanent position in research management (e.g., at a university, research institute, DFG, BMBF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Permanent position outside academia, focus on research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Permanent position outside academia, not related to research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C3.

How actively are you pursuing the following career options?

Please choose the appropriate response for each item:

	not at all 0	1	2	3	4	5	6	7	8	9	very actively 10
University professorship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professorship at a university for applied sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Permanent position (no professorship) in academia with a focus on research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Permanent position (no professorship) in academia with a focus on teaching (e.g., lecturer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Permanent position in research management (e.g., at a university, research institute, DFG, BMBF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Permanent position outside academia, focus on research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Permanent position outside academia, not related to research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C4.

How much do you agree or disagree with the following statements?

Please choose the appropriate response for each item:

	strongly disagree 0	1	2	3	4	5	6	7	8	9	strongly agree 10
I know the criteria for having a successful career at my institute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the criteria for having a successful academic career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the criteria for having a successful career outside of academia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel well-prepared for a career at my institute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel well-prepared for an academic career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel well-prepared for career paths outside of academia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C5.

Have you ever considered to continue your career outside of academia?

Choose one of the following answers

Please choose **only one** of the following:

- Yes
 No

C5a.

At what point(s) during your career path have you considered to continue your career outside of academia?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '57 [C5]' (Have you ever considered to continue your career outside of academia?)

Check all that apply

Please choose **all** that apply:

- After completing my Bachelor's/Master's degree or Diplom
 During my doctoral studies
 After completing my doctoral degree
 Currently

C5b.

Which of the following factors led you to consider a non-academic career?

Only answer this question if the following conditions are met:
 Answer was 'Yes' at question '57 [C5]' (Have you ever considered to continue your career outside of academia?)

Please choose the appropriate response for each item:

	No	Yes
Higher predictability of non-academic career paths	<input type="radio"/>	<input type="radio"/>
A specific job offer in the non-academic sector	<input type="radio"/>	<input type="radio"/>
The prospect of a better salary in the non-academic sector	<input type="radio"/>	<input type="radio"/>
The prospect of better working hours in the non-academic sector	<input type="radio"/>	<input type="radio"/>
Uncertainty of academic career paths	<input type="radio"/>	<input type="radio"/>
Incompatibility between an academic career and private life	<input type="radio"/>	<input type="radio"/>
Lack of support from your superiors	<input type="radio"/>	<input type="radio"/>

C5b1.

Are there any other factors that led you to consider a non-academic career?

Only answer this question if the following conditions are met:
 Answer was 'Yes' at question '57 [C5]' (Have you ever considered to continue your career outside of academia?)

Please write your answer here:

Career Development

In the following, please refer to your time as a postdoc at your current Leibniz Institute.

C6.

To what extent have you been given the chance to gain experience in the following fields during your time as a postdoc?

Please choose the appropriate response for each item:

	not at all 0	1	2	3	4	5	6	7	8	9	very much 10
Budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managerial responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International project experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grant writing/fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publishing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Editorship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervision of bachelor or master theses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervision of doctoral candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C7.

How many proposals for substantial third party funds (this excludes small funds, e.g., for conference travel) have you written or contributed to (including ones you are currently working on) as a postdoc?

Only numbers may be entered in this field.

Please write your answer here:

C7a.

How often and in which role have you participated in the proposals?

Only answer this question if the following conditions are met:

Answer was greater than ' ' at question '62 [C7]' (How many proposals for substantial third party funds (this excludes small funds, e.g., for conference travel) have you written or contributed to (including ones you are currently working on) as a postdoc?)

❗ Only numbers may be entered in these fields.

❗ Sum of entries must be less or equal than !

Please write your answer(s) here:

As the primary/principal applicant

As a secondary/non-principal applicant

As an assistant or "silent contributor" (not mentioned as an applicant)

C8.

How important are the following aspects for you with regard to the collaboration with your superior?

Please choose the appropriate response for each item:

	not important at all	1	2	3	4	5	6	7	8	9	very important
	0										10
Feedback on my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conversations about your professional career and possible options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career goal setting and measurement of results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussions about research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The freedom to follow my own research interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connection to professional networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other aspects [please specify]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please write your answer here:

C8b.

And to what extent do you receive them from your superior?

Please choose the appropriate response for each item:

	not at all	1	2	3	4	5	6	7	8	9	very much
	0										10
Feedback on my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conversations about your professional career and possible options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career goal setting and measurement of results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussions about research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The freedom to follow my own research interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connection to professional networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

"Other" refers to same aspect as in previous question.

C9.

How often have you talked to your superior about your career during the last year (12 months)?

Only integer values may be entered in these fields.
Please write your answer(s) here:

Within the context of formal employee reviews:

On other occasions:

Only whole numbers may be entered.

C9a.

Do you think this/these conversation(s) you had with your superior were helpful with regard to your professional orientation, possible career options and perspectives?

Only answer this question if the following conditions are met:

----- Scenario 1 -----

Answer was greater than " at question '67 [C9]' (How often have you talked to your superior about your career during the last year (12 months)? (Within the context of formal employee reviews:))

----- or Scenario 2 -----

Answer was greater than " at question '67 [C9]' (How often have you talked to your superior about your career during the last year (12 months)? (On other occasions:))

Please choose the appropriate response for each item:

not helpful at all										very helpful
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C10.

In general, do you get support from your institute for the following activities?

Please choose the appropriate response for each item:

	Yes, with reimbursement of expenses	Yes, without reimbursement of expenses	No	I don't know
Attending conferences abroad with active participation (e.g., giving a talk or a workshop or presenting a poster).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending conferences in Germany with active participation (e.g., giving a talk or a workshop or presenting a poster).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending conferences abroad without active participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending conferences in Germany without active participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending career development programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending specific trainings (e.g., special methods, soft skills, using a special software etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staying for short research visits (< 1 month) at other national or international institutes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staying for longer research visits (>= 1 month) at other national or international institutes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other activity [please specify]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leave "Other" empty, if you do not have any other aspect.

Please write your answer here:

C11.

Is there a staff member, a unit or a team responsible for career development and further education specifically for postdocs at your institute?

Choose one of the following answers
Please choose **only one** of the following:

- Yes
- No
- I don't know

C12.

What sorts of professional trainings are offered at your institute or affiliated organizations (universities or graduate schools that cooperate with your institute)?

Please choose the appropriate response for each item:

	Is offered	Is not offered	I don't know
Career development in academia (e.g., applications, career strategies, networking, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career development outside academia (e.g., applications, career strategies, networking, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grant application writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific methods courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses in German as a foreign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other language courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C13.

In which areas of professional training, if any, do you see a need for more support at your institute?

Please write your answer here:

C14.

Do you currently have an official personal mentor for career development (e.g. Leibniz Mentoring, ...)?

☛ Check all that apply

Please choose **all** that apply:

- No
- Yes, at my institute
- Yes, an external mentor (e.g., from the Leibniz Mentoring program)

C15.

Are there official career guidelines for postdocs at your institute?

☛ Choose one of the following answers

Please choose **only one** of the following:

- Yes
- No
- I don't know

C16.

How much do you agree or disagree with the following statement: The criteria and decisions for the promotion of postdocs (e.g., to group or team leader) are clear and transparent at my institute.

Please choose the appropriate response for each item:

strongly disagree										strongly agree
0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(D) WORKING SITUATION / SATISFACTION

In this section, you will find questions about your workload and the working environment at your Leibniz institute.

As the COVID-19 pandemic has probably changed your working routine, we would like you to answer the following questions with regard to the time BEFORE the COVID-19 pandemic.

D1.

Please indicate how often the following scenarios apply to you.

Please choose the appropriate response for each item:

	never	hardly ever	sometimes	often	always
I already think about work-related problems when I wake up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I come home, it is very easy to switch off from thinking about work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I put off something that needs to be done that day, I cannot sleep at night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others say I sacrifice myself too much for my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is high time pressure at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People interrupt or bother me while I am working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive recognition from my superiors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D2.

Working in academia...

Please choose the appropriate response for each item:

	strongly disagree	0	1	2	3	4	5	6	7	8	9	strongly agree	does not apply
... causes me to neglect my social life (e.g., meeting friends/family).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... is negatively evaluated by my family / friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... interferes with my partnership / family responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... is compatible with having a joint household with my partner / spouse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... is compatible with care responsibilities for children or other family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Working environment at your institute

D3.

Please indicate to what degree you agree or disagree with the following statements.

Please choose the appropriate response for each item:

	strongly disagree 0	1	2	3	4	5	6	7	8	9	strongly agree 10
The working atmosphere at my institute is friendly and highly supportive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am strongly encouraged to develop my own research profile and early independence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel free to express my opinions and feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is high rivalry between colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have a strong community spirit amongst colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I have a problem, I can count on my colleagues to receive help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My superior regularly shows his/her appreciation for my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication and decisions of my superior are always transparent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My superior strongly supports my career development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel exploited by my superior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My superior is very demanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My superior puts a lot of pressure on me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D4.

During your time as a Leibniz postdoc, have you been discriminated against at work based on the following?

Please choose the appropriate response for each item:

	No	Yes
Gender	<input type="radio"/>	<input type="radio"/>
Age	<input type="radio"/>	<input type="radio"/>
Care responsibilities	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>
Other [please specify]	<input type="radio"/>	<input type="radio"/>

Leave "Other" empty, if you do not have any other aspect.

Please write your answer here:

D4a.

Thinking about the worst case of discrimination you faced, did you get help from somebody at your institute?

Only answer this question if the following conditions are met:

----- Scenario 1 -----

Answer was 'Yes' at question '80 [D4]' (During your time as a Leibniz postdoc, have you been discriminated against at work based on the following? \$(document).ready(function() { // Identify the questions var q1 = \$("#question'+{QID}+'"); var q2 = \$(q1).nextAll('.text-short:eq(0)'); // Hide the short-text question \$(q2).hide(); // Move the hidden text input into the array \$(th.answertext:last', q1).append(\$("input[type='text']", q2)); // Some styling... \$("input[type='text']", q1).css({ 'width': '50%' }); }); (Gender))

----- or Scenario 2 -----

Answer was 'Yes' at question '80 [D4]' (During your time as a Leibniz postdoc, have you been discriminated against at work based on the following? \$(document).ready(function() { // Identify the questions var q1 = \$("#question'+{QID}+'"); var q2 = \$(q1).nextAll('.text-short:eq(0)'); // Hide the short-text question \$(q2).hide(); // Move the hidden text input into the array \$(th.answertext:last', q1).append(\$("input[type='text']", q2)); // Some styling... \$("input[type='text']", q1).css({ 'width': '50%' }); }); (Age))

----- or Scenario 3 -----

Answer was 'Yes' at question '80 [D4]' (During your time as a Leibniz postdoc, have you been discriminated against at work based on the following? \$(document).ready(function() { // Identify the questions var q1 = \$("#question'+{QID}+'"); var q2 = \$(q1).nextAll('.text-short:eq(0)'); // Hide the short-text question \$(q2).hide(); // Move the hidden text input into the array \$(th.answertext:last', q1).append(\$("input[type='text']", q2)); // Some styling... \$("input[type='text']", q1).css({ 'width': '50%' }); }); (Care responsibilities))

----- or Scenario 4 -----

Answer was 'Yes' at question '80 [D4]' (During your time as a Leibniz postdoc, have you been discriminated against at work based on the following? \$(document).ready(function() { // Identify the questions var q1 = \$("#question'+{QID}+'"); var q2 = \$(q1).nextAll('.text-short:eq(0)'); // Hide the short-text question \$(q2).hide(); // Move the hidden text input into the array \$(th.answertext:last', q1).append(\$("input[type='text']", q2)); // Some styling... \$("input[type='text']", q1).css({ 'width': '50%' }); }); (Disability))

----- or Scenario 5 -----

Answer was 'Yes' at question '80 [D4]' (During your time as a Leibniz postdoc, have you been discriminated against at work based on the following? \$(document).ready(function() { // Identify the questions var q1 = \$("#question'+{QID}+'"); var q2 = \$(q1).nextAll('.text-short:eq(0)'); // Hide the short-text question \$(q2).hide(); // Move the hidden text input into the array \$(th.answertext:last', q1).append(\$("input[type='text']", q2)); // Some styling... \$("input[type='text']", q1).css({ 'width': '50%' }); }); (Sexual orientation))

----- or Scenario 6 -----

Answer was 'Yes' at question '80 [D4]' (During your time as a Leibniz postdoc, have you been discriminated against at work based on the following? \$(document).ready(function() { // Identify the questions var q1 = \$("#question'+{QID}+'"); var q2 = \$(q1).nextAll('.text-short:eq(0)'); // Hide the short-text question \$(q2).hide(); // Move the hidden text input into the array \$(th.answertext:last', q1).append(\$("input[type='text']", q2)); // Some styling... \$("input[type='text']", q1).css({ 'width': '50%' }); }); (Ethnicity))

----- or Scenario 7 -----

Answer was 'Yes' at question '80 [D4]' (During your time as a Leibniz postdoc, have you been discriminated against at work based on the following? \$(document).ready(function() { // Identify the questions var q1 = \$("#question'+{QID}+'"); var q2 = \$(q1).nextAll('.text-short:eq(0)'); // Hide the short-text question \$(q2).hide(); // Move the hidden text input into the array \$(th.answertext:last', q1).append(\$("input[type='text']", q2)); // Some styling... \$("input[type='text']", q1).css({ 'width': '50%' }); }); (Religion))

----- or Scenario 8 -----

Answer was 'Yes' at question '80 [D4]' (During your time as a Leibniz postdoc, have you been discriminated against at work based on the following? \$(document).ready(function() { // Identify the questions var q1 = \$("#question'+{QID}+'"); var q2 = \$(q1).nextAll('.text-short:eq(0)'); // Hide the short-text question \$(q2).hide(); // Move the hidden text input into the array \$(th.answertext:last', q1).append(\$("input[type='text']", q2)); // Some styling... \$("input[type='text']", q1).css({ 'width': '50%' }); }); (Other [please specify]))

❶ Choose one of the following answers

Please choose **only one** of the following:

- Yes.
- No, I was not looking for help.
- No, I did not know who could help me.
- Other

D5.

During your time as a Leibniz postdoc, have you contributed to a publication but were not mentioned as a co-author, although you felt that you should have been?

❶ Choose one of the following answers

Please choose **only one** of the following:

- Yes
- No

D6.

During your time as a Leibniz postdoc, have you been mentioned as a co-author without contributing to the publication?

❶ Choose one of the following answers

Please choose **only one** of the following:

- Yes
- No

D7.

Which of the following measures does your institute provide to implement good scientific practice?

Please choose the appropriate response for each item:

	Yes	No	I don't know
Written guidelines on good scientific practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An ombudsperson for good scientific practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compulsory workshops/training on good scientific practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voluntary workshops/training on good scientific practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethics committee/institutional review board (for your own research and grant proposals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other [please specify]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leave "Other" empty, if you do not have any other aspect.

Please write your answer here:

Support mechanisms at institutes

In the following, we want to ask you about mechanisms and institutions for offering support for employees at your institute.

D8.

Which of the following positions/institutions does your institute have or offer?

Please choose the appropriate response for each item:

	Yes	No	I don't know
Equal opportunity officer(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PhD representative(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Postdoc representative(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological counselling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workers' council or staff council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D9.

Have you ever reported a conflict with your superior or a co-worker?

Choose one of the following answers
Please choose **only one** of the following:

- Yes
 No

D9a.

Which of the following people/institutions have you contacted to report the conflict with your superior or co-worker?

Only answer this question if the following conditions are met:
Answer was 'Yes' at question '88 [D9]' (Have you ever reported a conflict with your superior or a co-worker?)

Check all that apply
Please choose **all** that apply:

- My direct superior
 A higher superior
 Equal opportunity officer
 PhD representative(s)
 Postdoc representative(s)
 Psychological counselling
 Workers' council or staff council

Other, please specify:

(E) LEIBNIZ POSTDOC NETWORK

The following questions are about the Leibniz Postdoc Network.

E1.

Did you know about the Leibniz PostDoc Network prior to this survey?

🗳️ Choose one of the following answers
Please choose **only one** of the following:

- Yes
 No

E1a.

How did you learn about the Leibniz PostDoc Network?

Only answer this question if the following conditions are met:
Answer was 'Yes' at question '90 [E1]' (Did you know about the Leibniz PostDoc Network prior to this survey?)

🗳️ Check all that apply
Please choose **all** that apply:

- From the postdoc representative(s) at my institute
 Via the Leibniz website
 Via the social media activities of the Leibniz PostDoc Network
 I received an e-mail from the Leibniz Association
 Through past events organized by the Leibniz association
 From colleagues
 Other, please specify:

(F) DEMOGRAPHICS

Please give us some details about your demographics. This will enable us to analyze the survey with respect to different target groups among the Leibniz Postdocs.

F1.

What is your citizenship?

🗳️ Check all that apply
Please choose **all** that apply:

- German
 Citizenship of a country within the European Union (including the United Kingdom, excluding Germany)
 Citizenship of a country outside of the European Union

F2.

Is German your native language?

🗳️ Choose one of the following answers
Please choose **only one** of the following:

- Yes
 Yes, but raised bilingually
 No

F3.

What is your gender?

🗳️ Choose one of the following answers
Please choose **only one** of the following:

- Female
 Male
 Non-binary/diverse

F4.

What is your year of birth?

🗳️ Please complete all parts of the date.
 🗳️ Answer must be between 1940 and 2010
 Please enter a date:

F5.

What is your current partnership status?

🗳️ Choose one of the following answers
Please choose **only one** of the following:

- I am single
 I am married
 I have a partner
 Other, please specify:

F5a.

Do you live together with your partner/husband/wife in the same household?

Only answer this question if the following conditions are met:

Answer was 'I am married' or 'I have a partner' at question '96 [F5]' (What is your current partnership status?)

Choose one of the following answers

Please choose **only one** of the following:

- Yes
- Yes, but I also have a secondary residence for my job
- No

F6.

Do you (or your partner) have children, who live in your main household? If yes, how many?

Only numbers may be entered in 'Yes,' accompanying text field.

Please choose **only one** of the following:

- No
- Yes,

F6a.

When was your/your partner's youngest child born?

Only answer this question if the following conditions are met:

Answer was 'Other' at question '98 [F6]' (Do you (or your partner) have children, who live in your main household? If yes, how many? `$(document).on('ready ajax:complete',function() { // Identify the questions var thisQuestion = $('#question{QID}'); $(thisQuestion).addClass('with-inserted-symbols'); $('<input type='text'>, thisQuestion).after(' child/children'); });`)

Please complete all parts of the date.

Answer must be less or equal to 08/2020

Please enter a date:

F7.

Besides children, do you have other care responsibilities in your family or beyond?

Choose one of the following answers

Please choose **only one** of the following:

- Yes
- No

F8.

Which section of the Leibniz Association does your institute belong to?

Choose one of the following answers

Please choose **only one** of the following:

- Section A: Humanities and Educational Research
- Section B: Economics, Social Sciences, Spatial Research
- Section C: Life Sciences
- Section D: Mathematics, Natural Sciences, Engineering
- Section E: Environmental Research
- I don't know

F10.

In the last section we want to ask about challenges that international postdocs might face because of language barriers or unfamiliarity with the German academic system or life in Germany in general.

Would you say you are an international postdoc in Germany?

Choose one of the following answers

Please choose **only one** of the following:

- Yes
- No

(G) INTERNATIONAL POSTDOCS

In this section, we would like to get to know more about the experiences and opinions of international postdocs.

G1.

For which of the following issues for international researchers does a formal support structure exist at your institute?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '102 [F10]' (In the last section we want to ask about challenges that international postdocs might face because of language barriers or unfamiliarity with the German academic system or life in Germany in general. Would you say you are an international postdoc in Germany?)

Please choose the appropriate response for each item:

	Exists	Does not exist	Does not exist, but colleagues help informally	I don't know
Going to the residents' registration office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarification of residence permit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding a place to live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opening a bank account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding a medical doctor who speaks a language you understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding a childcare place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translation of documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accompanying persons for dealing with bureaucratic issues (e.g., dealing with contracts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other [please specify]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leave "Other" empty, if you do not have any other aspect.

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '102 [F10]' (In the last section we want to ask about challenges that international postdocs might face because of language barriers or unfamiliarity with the German academic system or life in Germany in general. Would you say you are an international postdoc in Germany?)

Please write your answer here:

G2.

For which of the following would you like to get more support at your institute?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '102 [F10]' (In the last section we want to ask about challenges that international postdocs might face because of language barriers or unfamiliarity with the German academic system or life in Germany in general. Would you say you are an international postdoc in Germany?)

📌 Check all that apply

Please choose **all** that apply:

- Going to the residents' registration office
- Clarification of residence permit
- Finding a place to live
- Opening a bank account
- Health insurance
- Finding a medical doctor who speaks a language you understand
- Finding a childcare place
- Translation of documents
- Accompanying persons for dealing with bureaucratic issues (e.g., dealing with contracts)
- Other, please specify:

G3.

Do you experience language barriers at your institute?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '102 [F10]' (In the last section we want to ask about challenges that international postdocs might face because of language barriers or unfamiliarity with the German academic system or life in Germany in general. Would you say you are an international postdoc in Germany?)

📌 Check all that apply

Please choose **all** that apply:

- Yes, in oral communication
- Yes, in written communication
- No
- I don't know

G3a.

Are meetings generally held in a language you understand?

Only answer this question if the following conditions are met:

----- Scenario 1 -----

Answer was 'Yes' at question '102 [F10]' (In the last section we want to ask about challenges that international postdocs might face because of language barriers or unfamiliarity with the German academic system or life in Germany in general. Would you say you are an international postdoc in Germany?) and Answer was at question '106 [G3]' (Do you experience language barriers at your institute?)

----- or Scenario 2 -----

Answer was at question '106 [G3]' (Do you experience language barriers at your institute?)

● Choose one of the following answers

Please choose **only one** of the following:

- Yes
- No, but my colleagues are helping me
- No

G3b.

Is all the important information (administrative, your contract / stipend) available in a language you understand?

Only answer this question if the following conditions are met:

----- Scenario 1 -----

Answer was 'Yes' at question '102 [F10]' (In the last section we want to ask about challenges that international postdocs might face because of language barriers or unfamiliarity with the German academic system or life in Germany in general. Would you say you are an international postdoc in Germany?) and Answer was at question '106 [G3]' (Do you experience language barriers at your institute?)

----- or Scenario 2 -----

Answer was at question '106 [G3]' (Do you experience language barriers at your institute?)

● Choose one of the following answers

Please choose **only one** of the following:

- Yes
- No, but my colleagues are helping me
- No
- I don't know

G4.

Please indicate which of the following statements apply to you with regard to learning German.

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '102 [F10]' (In the last section we want to ask about challenges that international postdocs might face because of language barriers or unfamiliarity with the German academic system or life in Germany in general. Would you say you are an international postdoc in Germany?)

Please choose the appropriate response for each item:

	Yes	No	I don't know
My institute offers language classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institute offers funding for external language classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institute permits the attendance of language classes during working hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues help me to learn German.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not need support for learning German (e.g. because I speak German, I do not need to speak German, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More support for learning German would be desirable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G5.

Do you have additional comments regarding the support of international researchers at your institute?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '102 [F10]' (In the last section we want to ask about challenges that international postdocs might face because of language barriers or unfamiliarity with the German academic system or life in Germany in general. Would you say you are an international postdoc in Germany?)

Please write your answer here:

(H) FINAL COMMENTS AND REMARKS

Thank you for participating in the Leibniz PostDoc survey! You are free to write down any comments, recommendations, etc.

H1.

Do you have further ideas or recommendations concerning the work of the Leibniz PostDoc Network?

Please write your answer here:

H2.

Do you have any final/additional comments or remarks about this survey?

Please write your answer here:

Thank you for your participation in our study! We really appreciate your contribution.

Once we have finished the data collection and analyzed the data, we will publish a report with the key results.

If you have any questions or suggestions, please get in touch with the Leibniz PostDoc Network (<https://leibniz-postdoc.net>).

You can now close this browser tab/window.

Submit your survey.

Thank you for completing this survey.