

The background of the slide features a blurred image of a library or study area. On the left, there is a tall stack of books. On the right, an open book is shown with its pages fanned out, creating a starburst-like effect. The overall color palette is warm and muted, with browns, tans, and soft greens.

New to doctoral education: Notes on supervision skills & training

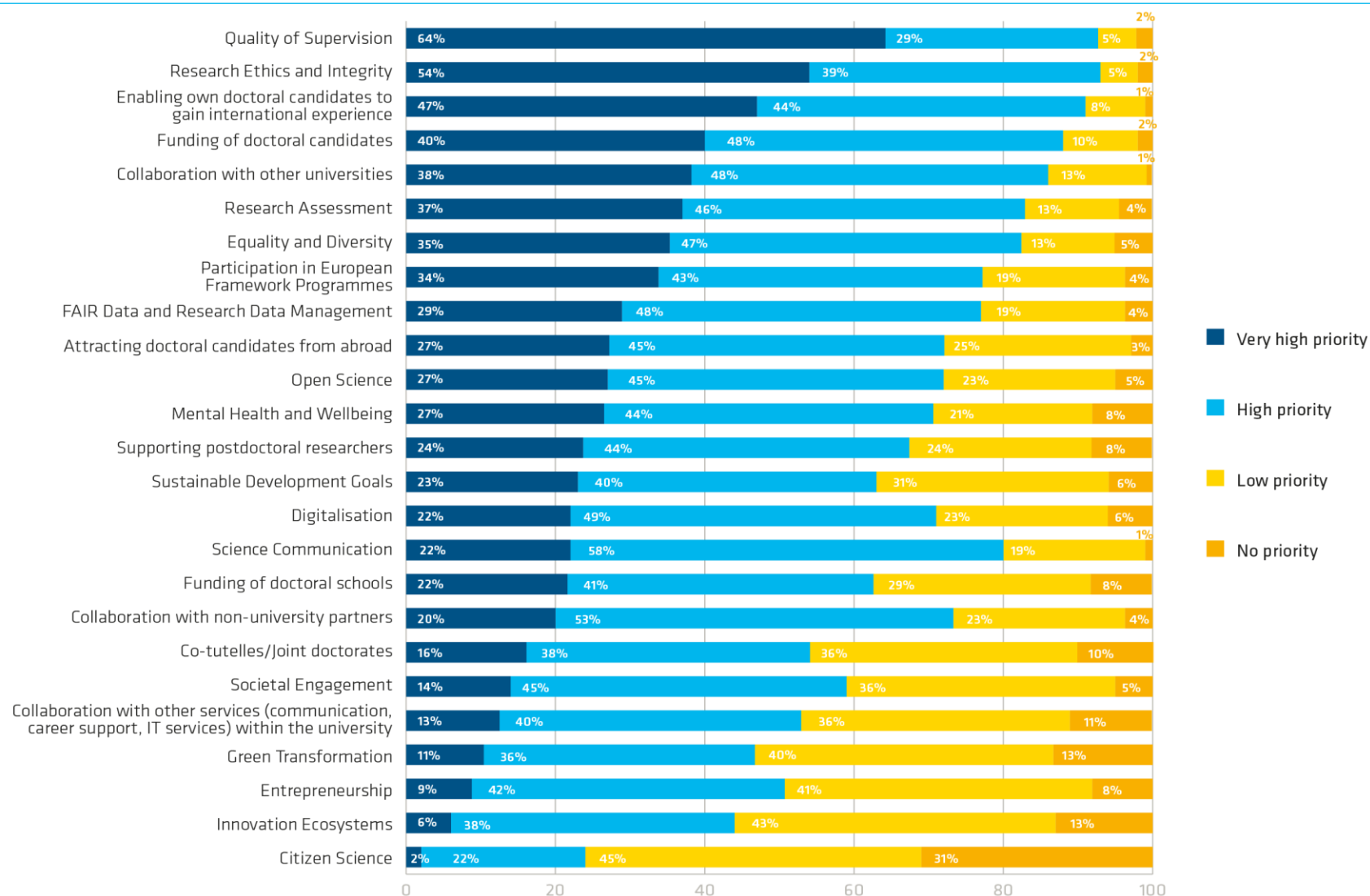
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Joint European EUA - CDE understanding revisited:

- “Supervision must be a **collective effort** with clearly defined and written responsibilities of the **main supervisor**, supervisory **team**, doctoral candidate, **doctoral school**, research group and the institution, **leaving room** for the individual development of the doctoral candidate.
- “Providing professional development to supervisors is an institutional responsibility, whether organised through formal training or informal sharing of experiences among staff. **Developing a common supervision culture** shared by supervisors, doctoral school leaders and doctoral candidates must be a priority for doctoral schools. Supervisors must be **active researchers**.”
(Salzburg II, 2010, emphasis added)
- Supervision is crucial. Its form adapts to the needs and resources of an institution. Universities should invest in the training of supervisors, enabling them to embrace fully their roles and ensure that the doctoral school or environment plays its appropriate supportive role. (position paper 2022)

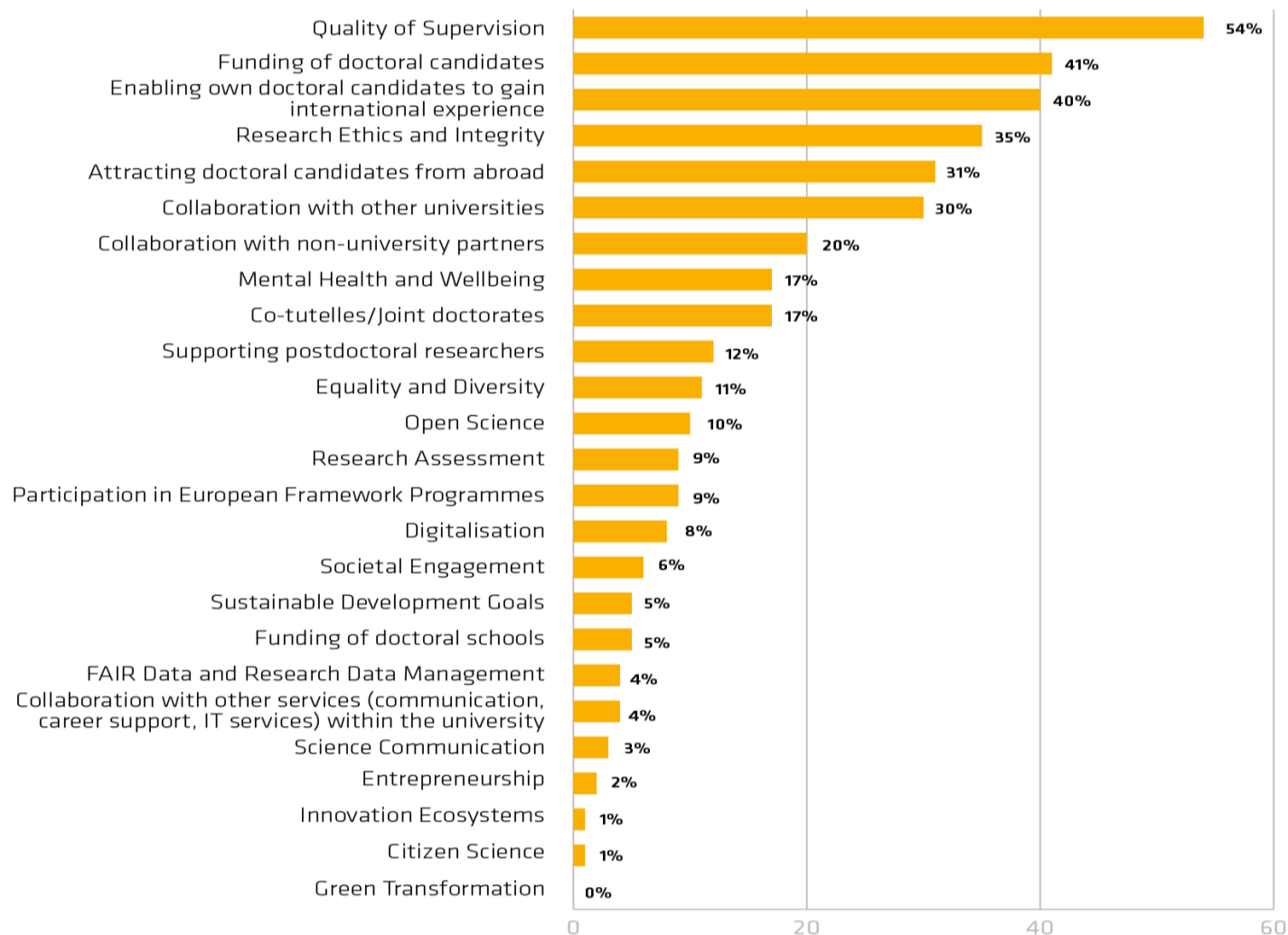
Institutional priorities

Which of the following topics are a priority in the area of doctoral education at your institution?



Top priorities

Please identify which of the following topics you consider most important for doctoral education at your institution. Please indicate max. 3-4.



Key challenges in supervision:

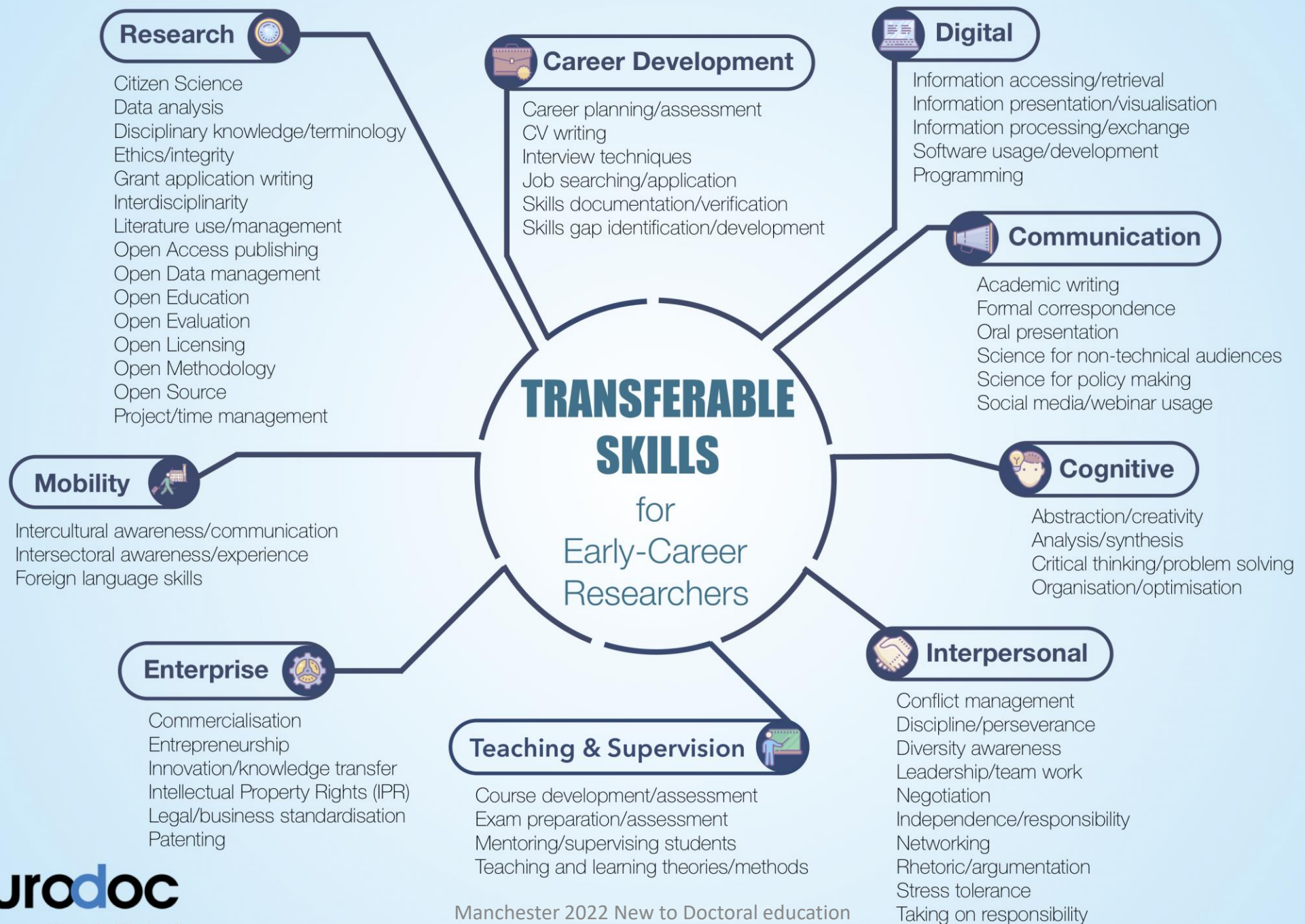
1. Doctoral education in a transition point between older master-apprentice –model and a mixed model that also include formal course work and shared supervisory responsibilities.
2. Keeping up with the widening demands on researcher or transferable skills
3. Supervision needs to prepare for work also outside the academia: career supervision, intersectional supervision?
4. Cohort differences in the group of supervisors
5. Healing the healthy: targeting the right groups
5. Wellbeing and online or hybrid supervision firmly on the agenda
6. Conflict management & power relations
7. Sufficient transparency: the rights and responsibilities, supervisory contracts, ethics, roles etc.
8. Induction of new supervisors



From master-apprentice to "it takes a village"

- Elements of collective & cooperative supervision and mentoring are increasingly becoming the norm
- Benefit: the expertise base of supervision is strengthened.
- Broad supervisory engagement with stakeholders, joint research projects & programs with industry, national and international networks. E.g., MSCA sup. guidelines
- Simultaneously the **scope** of researcher/ transferable skills is broadening (open science, data management, intellectual property rights, research ethics, communication and media skills, policy skills, entrepreneurship etc.)
- New division of labour between training (DS) and a team of local and international supervisors.





Questions & aspects to address:

- Format & contents of the training + resources?
- Training for whom: the young/ beginning vs. more mature, discipline specific or generic? Compulsory or voluntary?
 - Healing the heathy – opening the eyes of the “ignorant”
 - Time allotment: short events – longer training
- The contents and width of training: university pedagogical vs. practical induction profile
- Clear division of labour between individual supervisors, the doctoral programmes & the Doctoral School
- Top down and bottom up formats combined.
 - E.g. doctoral supervisors’ coffees
 - Faculty lunches around a topic
 - Young supervisors’ club/peer group for postdocs etc.





DocEnhance

New & upcoming resources

- The DocEnhance doctoral supervision course offers videos, teaching and reading resources, and formats for peer group-work.
- You can use this resource online, face-to-face, or as self-training material, and tailor it for the beginning and more mature supervisors.
- The resource is flexible to allow adding further elements to better cater for local needs.
- DocEnhance courses available by December 2022 <http://docenhance.eu>



Open Course

PhD Supervision

Up-to-date, systematic, and high-quality PhD supervision is the crucial tool that supports impactful doctoral education and prepares doctoral candidates to contribute to research and society. This PhD supervision resource consists of videos, essential reading materials, peer-group working materials and exercises. The resource can be used as part of organized, taught doctoral supervision courses both face-to-face, or online, and tailored to the needs of different supervisory target groups (beginning, young supervisors, more mature, or mixed groups, and industry supervisors).



Access



This project has received funding from the European Union's Horizon 2020 Science with and for Society programme under grant agreement no. 872483