

Training Programme for Doctoral Thesis Supervisors in University of Turku

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Content of the Presentation

Intro

- Doctoral Training in Finland
 - University of Turku Graduate School
- >The role and nature of doctoral supervision has changed in many ways during the last years in the Finnish doctoral education system.

Training programme for supervisors

- training programme in the academic year 2014-2015
 - description, our experiences, the feedback received
- training programme in the academic year 2015-2016
 - summary of the changes made to the programme

Future



Doctoral Training in Finland

General

- Doctoral training given in universities
- Masters degree (or equivalent) required
- ca. 18 500 doctoral candidates in Finnish universities (incl. part-time doctoral candidates)
- national aim to have 1600 new doctorates/year (1860 doctorates in 2014)
- the share of international doctoral candidates to be increased to 20% (UTU 15,9% in 2014)
- ca. 0,4 % of the population has a doctoral degree
- Funding

Doctoral degree - research plus formal education

- Thesis: $\geq 75\%$ of the doctoral degree is research
 - compilation dissertation (articles)
 - monograph
- Formal education (20-60 ECTS points): ca. 25% of the degree
 - practical courses, lecture courses, workshops, seminars, symposia
 - transferable skills

aim to complete the degree in four years net time

University of Turku Graduate School UTUGS

General

- Established 1st of August, 2011
- Consists of 16 doctoral programmes which cover all disciplines and doctoral candidates of the University of Turku
 - 1800 doctoral candidates in 2014 (incl. part-time doctoral candidates)
 - 186 doctoral degrees in 2014
- Director professor Pirjo Nuutila
- Rules of procedure of UTUGS (accepted by University Board 2/2014)
- UTUGS actions developed and the quality of the operations monitored by the UTUGS Steering committee and by the working group focusing on training

Main objectives

- to promote systematic, efficient and high quality doctoral training and supervision
- to support completion of the doctoral degree in four years (net time)
- to train highly qualified experts with the skills required for the academic research career and other positions of expertise



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Starting point

- Feedback collected in 2013-2014 from students, doctoral candidates, teachers and supervisors indicated that the quality of counselling and guidance could be improved in our university
- The Rector of the University decided that counselling and guidance were to be improved :
 - Guidelines on counselling and guidance of students at candidate and master's level were written
 - a training programme for teacher tutors was started
 - a training programme for thesis supervisors was started



Aims of the training programme for supervisors

- To standardize as much as possible the way how doctoral candidates are supervised
- To recognise good practices in supervising including also doctoral candidates' counselling and guidance
- To spread the good practices within our university
- To give good and practical "tools" for work with doctoral candidates
- To broaden supervisors' understanding of good supervision, that it extends beyond scientific excellence in one's own field. (e.g. how to help students with everyday problems)
- To offer a forum to speak about quality and content of supervision with other supervisors



How the training programme was put in practice in the academic year 2014-2015?

Organised by

- University of Turku Graduate School
- Unit for Human Resources Development
- Unit for Educational development

Lectures provided by

- many units of University Services
- different faculties
- various external experts



How the training programme was put in practice in the academic year 2014-2015?

Organised in five 2-3 hour sessions during the academic year 2014-2015. The training dealt with themes related to doctoral thesis supervision, such as

- Academic leadership,
- Supervising doctoral thesis work,
- Well-being at work
- Good academic practices, the question of authority in scientific publications, plagiarism
- Project management, Employment relationship issues,

The training programme formed a coherent whole but each session could also be participated separately. The training was in Finnish



How did it go?

- 30-60 participants / training seminar
- In general, feedback from the training programme was very good
- Themes of the training were found topical
- Forum for peer-supervisor discussions were offered and participants felt that it worked. They got new ideas and adopted good practices.
- All goals for the training programme were at least partly fulfilled



Changes made

- New training language (English)
- Experienced supervisors personally invited to the audience to promote seminar discussions
- Topics of the lectures were updated and new current themes were introduced



Training programme in the academic year 2015-2016

Six 2-3 hour sessions during the academic year 2015-2016. The training deals with themes:

- Academic leadership,
- Supervising doctoral thesis work,
- How to facilitate and support creative processes
- Project management, Employment relationship issues,
- Good academic practices and
- Career planning during doctoral training

The training programme forms a coherent whole but each session can also be participated separately. The training is in English.



Goals for the future

- To develop content of the training according to the feedback and current needs
- To motivate more supervisors to attend the training
- Offer / create the supervisors a forum for peer discussions
- Find new pedagogical models to implement training programme (now lectures and discussions; perhaps workshop working, peer-group working etc.)
- Encourage the doctoral training developers from different faculties to participate in the provision of versatile training programmes for supervisors



Questions and challenges

- Training programme for supervisors is good starting point to develop doctoral candidates guidance and counselling, but what would be the next step?
- Confirm the view that supervision is a skill - separate from scientific expertise - that can be developed

