

The professionalization of doctoral supervision. The international challenge!

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DOCTORAL EDUCATION

Key element in the development strategy of a country

20 years ago...

Productivity

Competitiveness

Effectiveness

Research

Basic knowledge

Intellectual
enrichment

DOCTORAL EDUCATION

Key element in the development strategy of a country

Today...



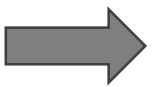
DOCTORAL EDUCATION

Key element in the development strategy of a country

Today...



New challenges for academic and research institutions responsible for doctoral training



Professionalization of the practice of stakeholders with a role in the provision of doctoral education



Cornerstone:
professionalization of doctoral supervisory practice

Professionalization of doctoral supervisory practice

Raising supervisors' awareness of their multifaceted role

Training supervisors to acquire and develop the skills to perform the new role

Provide supervisors with skills to self-manage and generate their own doctoral supervision tools

Needs of the knowledge society continue to shape and change doctoral supervisors' roles



Tarragona Think Tank on PhD
Supervisory Training

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Challenges

I. Transformation of doctoral education

IV. Assessment of the impact of the professionalization of doctoral supervisory practice

II. Sustainability and consolidation of the system

III. International perspective

Challenge (I): Transformation of doctoral education

Educational purpose:

- Shifting the output from a thesis-only perspective towards a person-as-researcher perspective.



Transferable Skills

Doctoral candidates ⇒ plan their professional career

Social purpose:

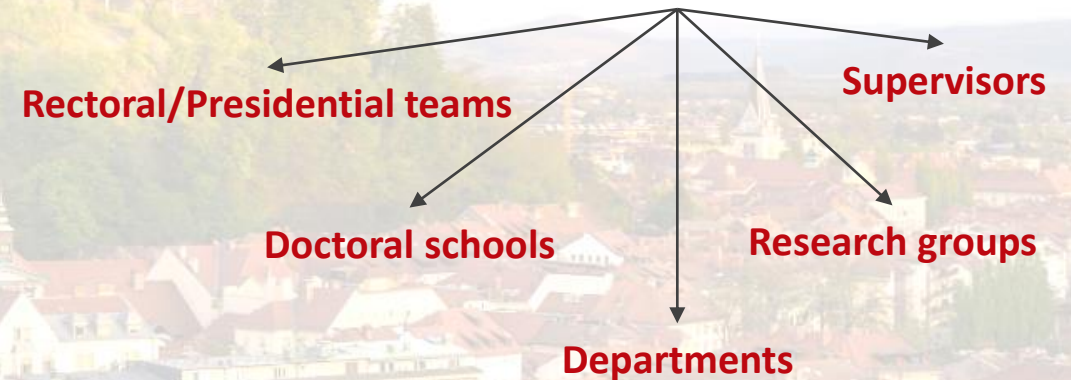
- Wider view of what a doctorate is for.



Prepare doctoral candidates for different career possibilities in a global market.

Collegiate responsibility

- Doctorate as a collective effort to develop a positive supervisory culture across the institution.



Supervisors & Institutions ⇒ Build strong University-Business collaborations

Challenge (II): Sustainability and consolidation of the system:

- Institutional support

Institutional integration / Normative integration

- Quality of the training programs

Supervisors

Institution

Candidates

- Securing resources

- Cooperation among all stakeholders

- Sustainability of training programs

360° training

Challenge (III): International perspective

- Common criteria for assurance of excellence standards

- Excellence standards as benchmarks for doctoral education

- Consolidation and enlargement of international communities interested in the professionalization of doctoral education supervisory practice

- Identify and improve good practices
- Develop new policies
- Organize strategic lobbying nationally and internationally

- Transferable accreditation of doctoral supervision training

- Number of hours of training received
- Areas and topics covered
- Competency acquired

- Transferable evaluation standards of doctoral theses

- Lack of explicit, common, transparent and detailed standards and criteria for examinations
- Universal qualities that determine the “doctorateness” of thesis and candidate?

Challenge (IV): Assessment of impact of professionalization of doctoral supervisory practice

Supervisors

• Satisfaction:

Increase in supervisors' confidence

Better level of motivation and commitment - Job satisfaction

• Transfer from training to practice:

Evolution after training

Acquisition or generation of tools or habits to improve the process

Community of Practice

• Effectiveness:

Qualitative vs Quantitative

Completion of successful theses within the planned time

Quality and diversity of outputs generated during the doctorate

Quality time devoted to supervisory role

Optimization of interaction with other stakeholders involved in doctoral education

Doctoral graduates, institutions and employers

• Employability of doctoral graduates

Assess value, suitability and utility of transferable skills

Adjustment of higher education programmes, supervisory tasks, research lines, and institutional strategies to employment reality and moral responsibility

Assess satisfaction of employers - Engage employers

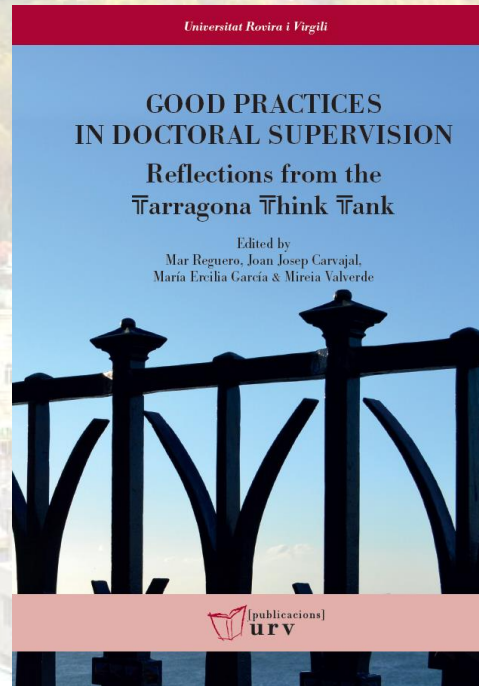
• Contribution of doctoral graduates to institutional development and development of society

Conclusions

The acid test of enhanced supervisory practice must be a **positive doctoral experience**.

It would be wise to **develop our own professional development (CPD) requirements and processes** before others with lesser understanding of the system and situation do it for us.

**Thank you for
your attention!**



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