

A blue-tinted image of Earth from space, showing the continents and oceans. A network of white lines and dots is overlaid on the globe, suggesting a global network or data flow. The sun is visible on the right side, creating a bright glow.

THE FUTURE OF DOCTORAL RESEARCH

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Outline

- Main issues confronting doctoral education
- The impact of the pandemic on doctoral research
- Equipping supervisors and students
- The role that Norway and Norwegian universities could play in the development of doctoral supervisors



Main issues facing doctoral research

1. Purpose of doctoral research
2. Speed versus thoroughness
3. Short term or long term
4. Competition or collaboration
5. Single or multi-discipline
6. Global or local
7. The role of science in informing political decisions
8. Government versus private funding



Highlighted by the pandemic

- Pressure on funding research vs need for increased scientific expertise
- Increased need for collaboration requires careful management of competitive pressures
- Pressure on ethical decision making



Programmes changing cultures

- 1. Developing doctoral supervisors (DDS)** – for new and experienced supervisors. 6 taught days + time allowance for private study.
- 2. Training the Trainers (TtT)** – for those who want to be able to lead DDS programmes in their own universities



Background to Developing Doctoral Supervisors (DDS)

- Over 150 participants on the UiS led course for supervisors (UiA, UiS & Nord)
- USN has had ca. 120 participants through 4 courses
- Those universities estimated (2016) that more than 300 supervisors could benefit from supervisor development programmes over the next 5 years
- Feedback positive, but evaluation was limited to 'customer satisfaction' surveys

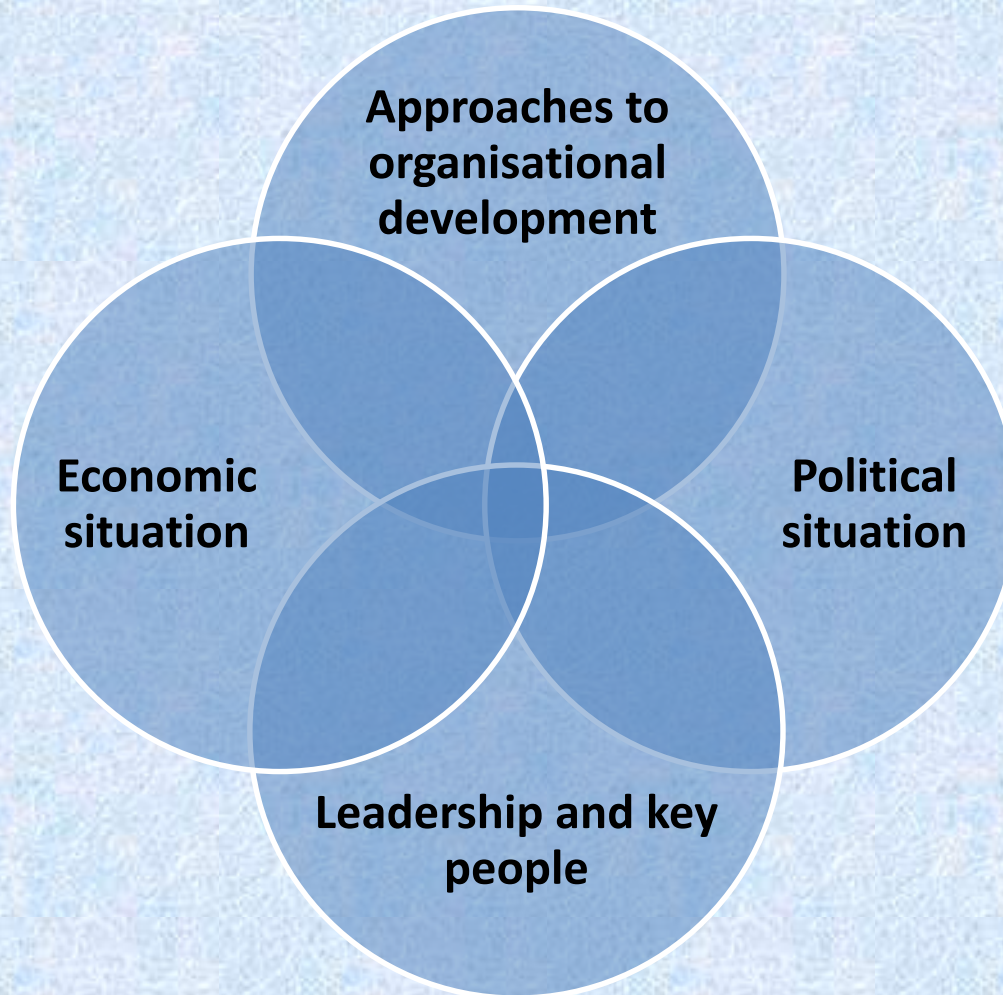


The challenges

- Growing demand for doctoral candidates leads to a 2:1 demand for supervisors
- Societal, national and institutional demands for high quality, ethically strong supervision
- Few facilitators/trainers with time, credibility, appropriate skill and experience
- Existing facilitators/trainers maturing



Opportunities for a positive culture





'Training the Trainers' examples

- Programmes have been held in Norway, Belgium, Sweden and Africa.
- 2-3 day residential programmes (+ follow-up a year later).
- Participant numbers limited to 5-15.
- Participants expected to have already attended supervisor development programmes
- Extensive pre course preparation sent out including asking participants to prepare a 'demonstration facilitation /teaching session'



Subsequently.....

- All previous Norwegian participants have been invited to an annual follow-up day.
- The follow up days create an opportunity to:
 - Keep supervisor developers up to date
 - Problem solve
 - Share new ideas



Based on this: Norwegian Universities have entered a dialogue about a national network, incl. UHR

NTNU

UiB

WNGER II/UiB

UiT

UiS

BI

OsloMet

UiO

UiA

VID

NMBU

Nord

HVL

Høgskolen i Molde

NHH

HINN

Kunsthøgskolen

USN



Where Next?

We all want to create the best possible environment for doctoral research. **PLEASE SEND ANY FURTHER COMMENTS BY EMAIL OR NOW VIA THE CHAT FUNCTION ON ZOOM**

1. Is there a need for support for supervisor development to be co-ordinated at a national level?
 - A) Yes
 - B) No
 - C) Maybe

2. How might support for supervisor development best be organised?
 - A) Through more publicly available 'Train the Trainer courses? Yes/No/Maybe
 - B) Through specific conferences for supervisor developers? Yes/No/Maybe
 - C) Through research leadership in universities and research institutions? Yes/No/Maybe
 - D) Through UHR or a similar national group? Yes/No/Maybe

THANK YOU.

ANY OTHER IDEAS OR QUESTIONS?

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More?

Please Email Rob (Rob.Bongaardt@usn.No)
or Anne (Dr.Anne.Lee@outlook.Com) for further information.

*More background information coming in a forthcoming book
with contributions from around the world: **THE FUTURE OF
DOCTORAL RESEARCH.** Anne Lee and Rob Bongaardt (Eds)
Routledge*



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