HOW CAN PHD SUPERVISORS DRAW ON THE INSTITUTIONAL RESEARCH COMMUNITY TO ENHANCE THEIR STUDENTS' PROGRESS?

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WHAT TO EXPECT FROM THE WORKSHOP

I.   Presentation: *Function of Supervisory and Researcher Community Support in Doctoral Journey: what is known based on research*

II.   Activity: researcher community network plot. Recommendations for promoting researcher community integration and networking

RESEARCH DESIGN(S)

- Research on doctoral experience since 2006- https://researchondoctoraleducation.wordpress.com

  - Data from doctoral students, supervisors and researcher communities

  - Multimethod data: video, survey, interview

  - Multiple disciplines

- Multimethod cross-cultural comparison on ECR experience since 2013-

  - Data from doctoral students and post doctoral researchers

  - Multimethod: surveys, journey and network plot interviews

  - Finland, Denmark, Sweden, Estonia, Switzerland, Spain, England, and South-Africa

    - Joint project: Finland, Spain, UK and Switzerland http://www.fins-riess.com

  - Multiple disciplines

SUPERVISION AND RESEACHER COMMUNITY MATTER

- Supervision is shown to be one of the most poweful influence on doctoral experience. Both the quantity and the quality of supervision are shown to matter.

- Also RC plays central role in the doctoral journey and life after PhD

Neither S nor RC is are a single entities.
- Size
- Coherence
- Experiences
- Function have shown to vary
- Less or more informal RCs

- Practices of S and RCs, and DS's ways to participate in the practices vary

SUPERVISORY AND RESEARCHER COMMUNITY SUPPORT
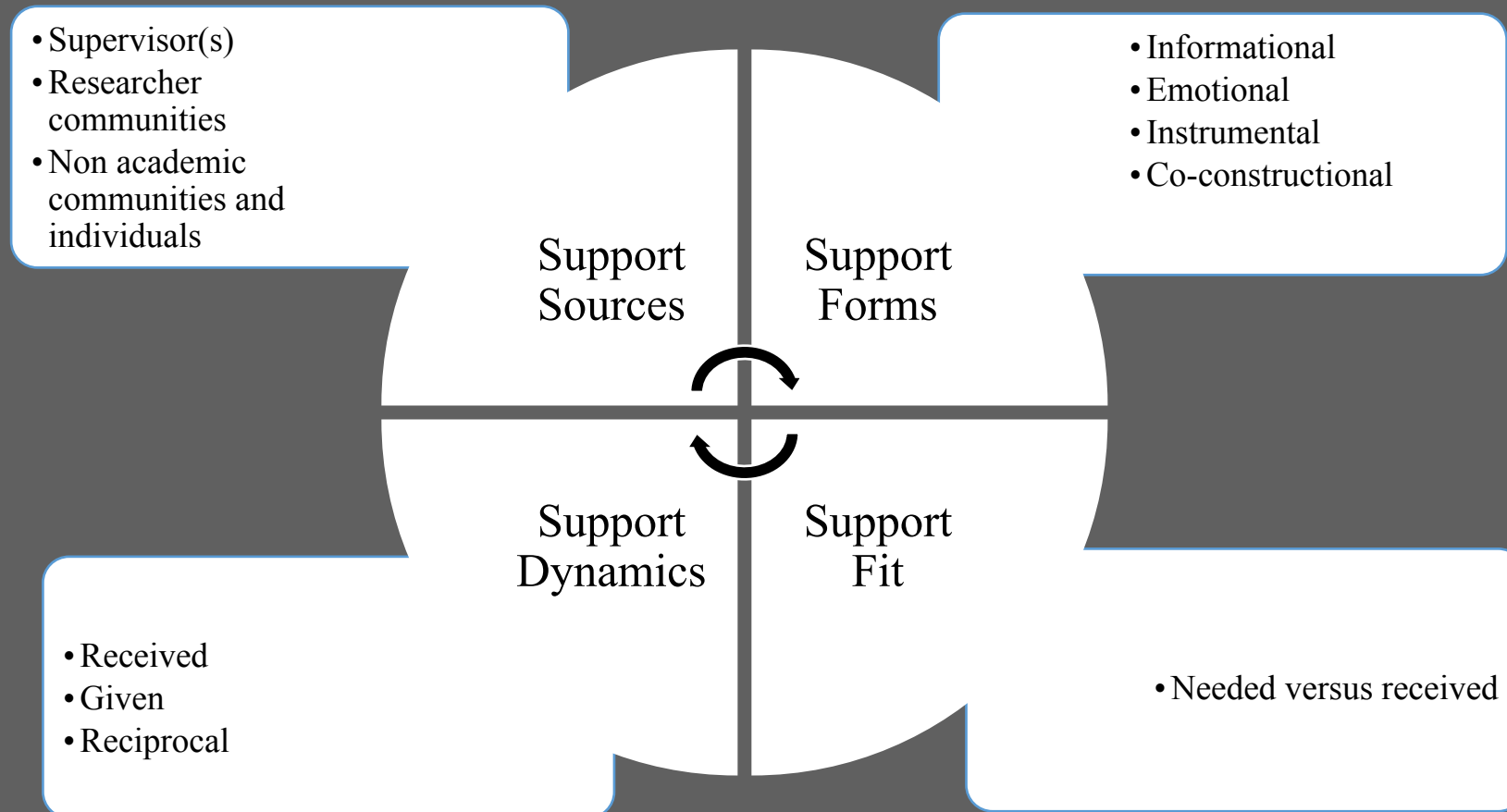
Figure 1. Anatomy of Researcher Community and Supervisory Support model (Pyhältö, 2018)
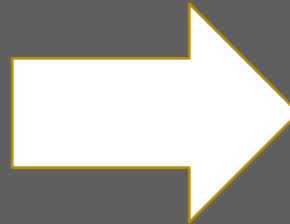
SUPERVISION: UP-SIDE

Frequent supervision

Several supervisors

Shared expectations

Constructive feedback and support

Similar understanding about the challenges and resources

Co-authoring/providing writing support

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- Lower attrition risk
- Timely completion
- Satisfaction with studies
- Satisfaction with supervision
- Research engagement
- Reduced burnout
- Research productivity

Löfström, et al, 2015; True et al., 2011; Castello et al, 2016; Pyhältö et al, 2016; Pyhältö et al., 2009; Pyhältö et al, 2009; Evans & Stevenson 2011; Anderson et al, 1994; Bruhn, 2008; Castelló et al, submitted; McAlpine & Admundsen. 2016

SUPERVISION: DOWN-SIDE

- Minimal/lack of supervision
- Problems in supervisory relationship
- Opacity or changing expectations
- Lack of useful feedback
- Supervisor assigned
- Lack of support in academic writing
- Lack of career development support

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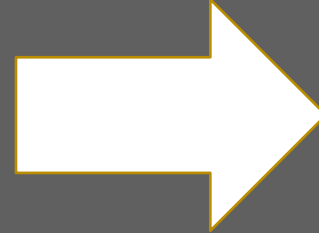
- Attrition
- Prolonged studies
- Reduced satisfaction with doctoral studies
- Reduced interest in research
- Increased risk of burnout
- Reduced productivity
- Reduced research engagement

Löfström, et al, 2015; True et al., 2011; Castello et al, 2016; Pyhältö et al, 2016; Pyhältö et al., 2009; Pyhältö et al, 2009; Evans & Stevenson 2011; Anderson et al, 1994; Bruhn, 2008; Castelló et al, submitted; McAlpine & Admundsen. 2016

RESEACHER COMMUNITIES: UP-SIDE

Integration into the researcher groups/communities

Sense of belonging

Having extensive networks

Social support from researcher community
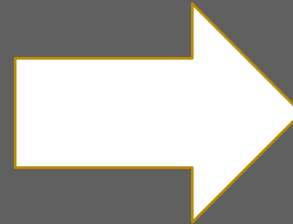
- International experience
- Immediate employment
- Research engagement
- Timely completion
- Reduced risk of burnout and attrition
- Research productivity
- More frequent supervision
- Satisfaction with doctoral experience
- Ethical code of conduct

Löfström, et al, 2015; True et al., 2011; Castello et al, 2016; Pyhältö et al, 2016; Pyhältö et al., 2009; Pyhältö et al, 2009; Evans & Stevenson 2011; Anderson et al, 1994; Bruhn, 2008; Castelló et al, submitted; McAlpine & Admundsen. 2016
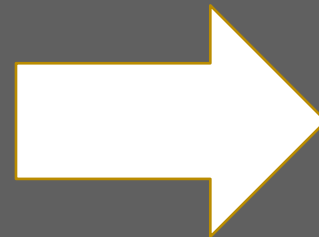
RESEACHER COMMUNITIES: DOWN-SIDE

Being outsider (International at risk)

Lack of networks and social support

Not understanding value of networks or developing them

Frictions in research community
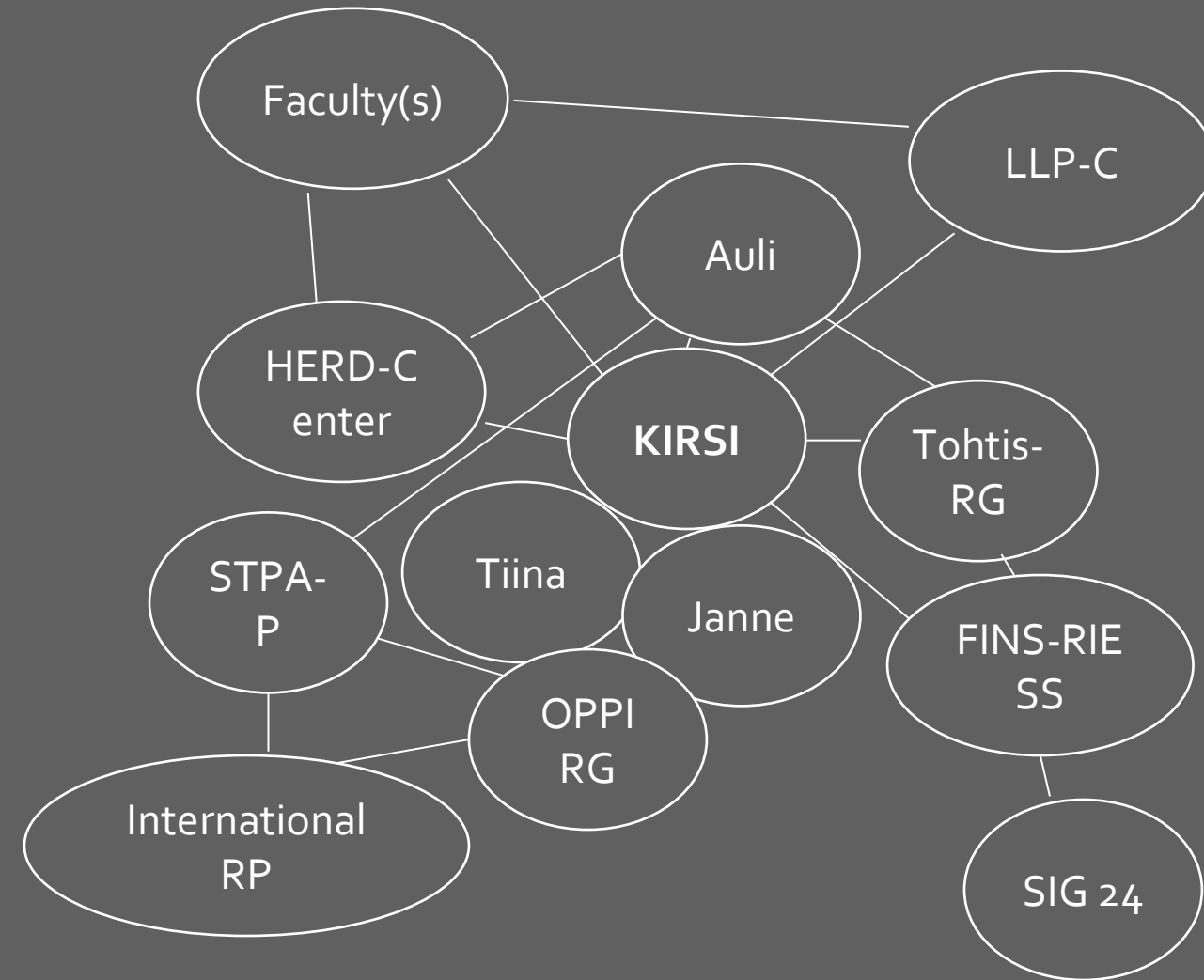
Values and ethical discrepancy

- Increased risk of burnout
- Reduced satisfaction and engagement
- Attrition
- Prolonged studies
- Reduced research productivity
- Lack of interest
- Ethical misconduct

Löfström, et al, 2015; True et al., 2011; Castello et al, 2016; Pyhältö et al, 2016; Pyhältö et al., 2009; Pyhältö et al, 2009; Evans & Stevenson 2011; Anderson et al, 1994; Bruhn, 2008; Castelló et al, submitted; McAlpine & Admundsen. 2016

RESEARCHER COMMUNITY NETWORK PLOT: TIME 5 MIN

Draw your own researcher network plot 5min

- First, write your name at the middle of the paper

- After this, write the names of the individuals or groups (on each circle) that are important in your research experience and the connections between them.

- Set the most important/influential individuals/groups close to yourself

- You can use as many as circles you need to organize your network

Faculty(s)

LLP-C

Auli

HERD-C enter

KIRSI

Tohtis-RG

STPA-P

Tiina

Janne

FINS-RIE SS

OPPI RG

International RP

SIG 24

GROUP WORK:RECOMMENDATIONS FOR PROMOTING INTEGRATION AND NETWORKING: TIME 20 MIN

- **Start with introducing :** your network to your group members: What do the groups/ individuals mean to you? How they contribute to your research experience?

- After this discuss in your group:
  - How to promote DS' researcher community integration and networking?
  - How can you utilize your own networks to promote DS's networking?

- Based on your discussion, prepare to make 3-5 action items. Each group will report their action items/recommendations (please choose a reporter)

SUMMARY: RECOMMENDATIONS