

Report from RSW

***DOCTORAL EDUCATION IN COOPERATION BETWEEN INDUSTRY AND THE UNIVERSITY
- Stakeholder meeting***

Date: 2nd of October, 2020

Place: Tampere, Finland

**Organizing institution: Doctoral School, Tampere University: Doctoral School, and
Doctoral School of Industrial Innovation (DSII), Tampere University, Finland**

No. of participants: 13

Agenda for the Regional Stakeholder Workshop:

8.45 - 9.15 MORNING COFFEE

9.15 - 9.35 WELCOME & INTRODUCTION TO THE DISCUSSION

Research Director **Pirjo Nikander**
Doctoral School, Tampere University

9.35 - 9.55 COLLABORATION PRACTICES WITH INDUSTRY IN DOCTORAL EDUCATION

Director **Pauli Kuosmanen**
Cooperation and partnerships, University of Tampere

9.55 - 10.15 COMPANY AS THE SUPERVISING ENVIRONMENT FOR THE DOCTORAL RESEARCHER

Senior Research Scientist **Turo Välikangas**
Koja Oy

10.15 - 11.30 Discussion on the wishes, roles and practices of different actors

11.30 - 12.00 SUMMARY AND FOLLOW UP PLANS

Specialist **Virve Kallioniemi-Chambers**
Doctoral School, Tampere University

12.00 -13.00 LUNCH



DocEnhance



Photo: Jonne Renvall / Tampere University

STAKEHOLDER MEETING IN TAMPERE, FINLAND

As part of the EU-funded Horizon 2020 DocEnhance project, Tampere University Doctoral School together with the Doctoral School of Industrial Innovation organized a Stakeholder meeting in Tampere on the 2nd of October 2020. Due to the special situation (Covid-19) the event was organized as small-scale.

The participants in the Stakeholder meeting formed an excellent group to discuss the development of doctoral education in collaboration between the university and stakeholders. The group included responsible representatives from the doctoral programs, the Doctoral School, DSII, both from the SME and big companies and also from the Tampere Chamber of Commerce and Industry.

OBJECTIVES

As the starting point for the discussions the workshop raised questions like, 1) do PhDs have the skills needed in different work environments, companies, or organisations? 2) How would the collaboration, roles and division of labor ideally work between university and other actors? 3) What are key transferable skills needed? The meeting also investigated possibilities of companies and other stakeholders stronger involvement in the planning and organizing of doctoral education. This would allow better sharing of better understanding of doctoral skills and competencies and making extensive use of stake-holders' research knowledge.

The main conclusions of the discussions are summed up below focusing on 1) what skills are especially important for doctoral researchers working in the company context during



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



DocEnhance



the doctoral education, and also 2) how the collaboration between the company and university could best operate to ensure the development of these skills.

Conclusions

'making researchers more industry- and society- ready'

- 1) The following key transferable skills required from the doctoral researcher were identified in the workshop:
 - digital skills (highly important)
 - communication and presentation skills (writing skills also highly important)
 - skills to identify own skills and communicate them to different audiences
 - problem solving
 - management & leadership skills
 - contextual flexibility
 - creativity
 - adaptability, motivation, ethics
 - teamwork and networking
 - language skills
- 2) The following topics were raised regarding the planning and sustenance of collaboration:
 - Plan the collaboration of activities well in advance and take time to build understanding of the shared goals of the collaboration in the context of doctoral education.
 - Trustful relationships require continuity in collaboration.
 - Formal agreements and arrangements (e.g. IPR) need to be available from the beginning of the process. It helps if the university has services that can be involved in clarifying the agreements and commitments in them.
 - Keep in mind the diversity of possible collaborative actions and allow space for flexibility in collaboration.
 - The specificity of SMEs should be paid special attention (e.g. companies' staff may have scarce experience of what the doctoral degree consists of, and expectations can be unclear).
 - The collaborative recruitment process of doctoral researchers should ensure the enrolment of doctoral candidates with the right skill profile.
 - It is essential to discuss the collaborative practices and supervision agreements (roles, division of labour, practices) between academic supervisor and co-supervisor in non-academic context, securing the they are transparent to both parties.





DocEnhance



- Both the university and the company supervisors need to know in detail the essential tasks and activities the doctoral researcher will and can participate in the company and in the academic context.
- The university's essential role is to provide support e.g. in the form of relevant and identified courses for the doctoral researcher to develop her/his transferable skills.
- The university offers supervisor training and support for the academic supervisors; it is important to clarify the possibilities to open this training and support to stake-holder and industry PhD supervisors as well.
- Besides formal agreements on the university level, it is advisable to have good practices guidelines, that provide e.g. choice of topic, supervisory responsibilities, participation possibilities in conferences and academic seminars)
- Successful doctoral education collaboration substantial and continuing networking between university and regional actors. Doctoral education could be seen explicitly one key means to develop the core regional ecosystems in the fields that are in focus also globally.

It is possible to set goals for cooperation high!

Special thanks to all participants!

