PhD of the Future

PNN, De Jonge Akademie, NEWS

PNN Promovendi Netwerk Nederland

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NATIONAAL EXPERTISECENTRUM WETENSCHAP & SAMENLEVING

Introduction

This Guide is part of a larger movement, the PhD of the Future, which aims to open our minds to new ways of thinking about PhD programmes and improve the dialogue between science and society. The dialogue envisaged here goes further than ‘classic’ science communication of research findings for a wider audience. It should also be about the questions asked, methods and interpretive frameworks used, and include limitations and doubts researchers may encounter. It involves research participants, practitioners and professionals, and partners in education, business, and society at large. And it recognises diverse forms of knowledge production as integral components of the PhD process, rather than as supplementary or peripheral activities.

The Guide is aimed at prospective and actual PhD candidates, their supervisors, and the institutions in which they are embedded, across all disciplines and covering the entire spectrum from fundamental to applied research. It offers practical tools and inspiration for starting a conversation about different approaches to the PhD journey. It features specific examples of PhD candidates who shaped their research in conjunction with civil society partners, for example by involving the elderly as co-researchers to investigate age-friendly communities, or by exhibiting art objects to analyse and discuss multi-species justice. Other examples include lessons in schools, podcasts and documentaries, policy advice, media appearances, focus groups, citizen science, making software and datasets publicly available, and setting up a helpdesk.

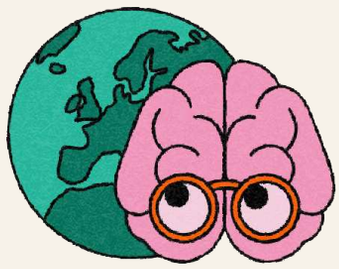
Clearly, the aim is not that this whole range of elements is integrated by all PhD candidates at all times. It is about striking the right balance in a way that fits the field, project, and personality of the involved researchers. To this end, the Guide presents a practical four-phase model for a research process in dia-logue with society and maps out existing opportunities in the Dutch PhD regulations along with the obstacles currently known to hinder progress.

Ultimately, this Guide calls on us to take a fresh look at PhD research, theses, committees, and defences, and imagine what they could be if researchers engaged in dialogue with society in a way that suited their project, discipline, and personality. This is where the PhD of the Future begins.

Background

A significant share of the research carried out at Dutch universities is performed by PhD candidates employed on temporary contracts, who generally spend three to five years working towards their doctoral degree. In 2025, there were nearly 38,000 PhD candidates in the Netherlands, with almost 5,600 successful defences in 2024 (Rathenau). They now represent roughly 40% of all research FTEs at universities and medical centres (Springcast). This makes PhD candidates one of the largest groups within the academic workforce, de-fined by their youth, temporary status, and diverse nationalities.

The landscape that awaits candidates after completing a PhD is markedly different from the one in which they are trained. While 96% of PhD holders are gainfully employed, nearly 69% of Dutch PhDs continue their career outside of academia. The vast majority view their degree as a career catalyst, but also perceive a lack of vocational preparation: only 13% feel they were adequately prepared during their PhD for a career outside the academic world (Rathenau). This suggests that PhD programmes should increasingly be understood as research training programmes that prepare candidates for various research-related roles inside and outside academia, rather than solely as an entry ticket to a university career. One way to effectuate this shift in perspective is to ensure that PhD candidates interact in various forms with society as an integral part of their research process.



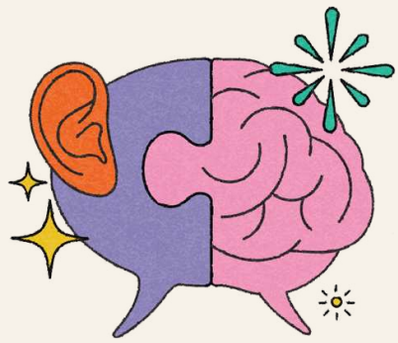
There are signs that candidates themselves already see their PhD programme as training for a variety of roles. The Rathenau Institute's 2022 Motivations of Researchers survey, which involved more than 2,200 respondents, found that PhD candidates are far more motivated by societal impact than their more experienced colleagues, with half of those surveyed being eager to develop skills that bridge the gap between the lab and the public. The same survey, however, showed that the 'publish or perish' mentality appears to persist, with traditional research indicators dominating how researchers are evaluated. Candidates reported that the system offered little recognition for efforts beyond publishing traditional academic output (peer-reviewed journal articles), and several were told that the national Recognition and Rewards programme was not really intended for them (Rathenau). A similar pattern emerges around the Open Science movement: in 2020, the PNN PhD Survey found that while a majority of PhD candidates were encouraged to contribute to Open Science, engagement remained largely limited to open-access publishing rather than such practices as adhering to FAIR data principles or contributing to Open Education.

The aforementioned observations form the background against which the PhD of the Future movement would like to start a broader conversation exploring alternative ways of doing research and producing output, in dialogue with stakeholders and society. In the long run, this will require a different mindset of PhD candidates, their supervisors, administrators, and policymakers, as well as changes to incentive structures and reward cultures. We hope that readers of this Guide will join us in continuing to work towards these aims in the years to come.

Inspiring examples

Kayla Green: Connecting vocational education and research

Kayla Green is a good example of what it means when a new PhD candidate starts bridging worlds. In her PhD programme, Kayla studied the socio-economic, social, and neural determinants of wellbeing across adolescence and young adulthood. Fresh from defending her dissertation at Erasmus University Rotterdam (EUR), she also took up a practor position[1] within the Equal Opportunities practorate at Albeda, a vocational and educational training institute (VET) in Rotterdam. Instead of treating VET as an outreach destination, Kayla embedded her research in her work there from day one by involving students and teachers in her investigation of such issues as performance pressure and sense of belonging.



She made the logic explicit with her ‘double defence’. After her traditional academic PhD defence, Kayla organised a second, on-site defence at Albeda. It was less formal, more interactive, reviewed by a smaller committee, and focused on the social impact of her research. It also featured a workshop with a youth organisation and framed the PhD as accountable to its community as well as to academia. Her approach sent a powerful message: research on young people’s wellbeing should be situated where young people are, and the people who are affected should be able to co-examine the claims.

Kayla Green

‘Science is everywhere and for everyone. If you don’t get the chance to do your scholarship in line with this conviction during your PhD programme, and aren’t given recognition and appreciation for doing so, it’s a missed opportunity.’

1 A **practor** is a teacher-researcher who form multi-disciplinary teacher team (**practoraat**) in many VET-schools (MBO-instellingen). Practors operate as mediators conducting and linking research with education practice. Source: practoraten.nl

Kayla's practorate is now building a four-year programme to co-design projects with vocational students and staff, including a learning network with YoungXperts, Life After School, TIME OUT, and other partners. The ambition is not to make 'impact at the end', but to ensure early alignment by identifying needs with the people concerned, testing what works, and making evidence comprehensible for policymakers who can act. In other words, the PhD of the Future swaps one-way dissemination for shared ownership. In doing so, it creates career paths across universities and vocational educational institutes that also value that choice.

Kayla's efforts were also recognised by the EUR. She was awarded the PhD Excellence Award for Best Social Impact and the Best PhD Thesis in 2024 by the Erasmus Graduate School of Social Sciences and the Humanities.

Kayla Green during her social defence. Photo: Sanne van der Most

Katya Sion: Healthcare impact recognized with the UM Impact Prize

Katya Sion's dissertation at Maastricht University reframed quality in long-term care for older people. Katya created a new approach to evaluating the perceived quality of nursing home care by listening to the personal narratives of residents, their families, and caregivers and acting on what they said. Her method, 'Connecting Conversations', systematically collects narratives from all three members of the care triad. It trains staff to conduct the dialogues with a dedicated app and turns the resulting narratives into lessons for teams, managers, and national stakeholders.

This is impact embedded in the research architecture. By making staff the interviewers and integrating results into organisational learning cycles, the method moves beyond ratings and rankings. It guides continuous improvement, while broadening how future professionals are educated to understand what ‘quality of care’ really means.

Katya Sion receives the Impact Prize. Source: Maastricht University.

Maastricht University’s Impact Prize recognised Katya’s work for exactly that. This is research that is co-created, implementable, and useful at multiple decision levels. It is the PhD of the future: rigorous academic work that is, at the same time, embedded into the systems it aims to improve.

Participants about the care triads

‘This is what we want to know.’ – **Client representative**

‘I’ve just had my first triad conversation with a family caregiver. Wow, what a special experience. It left me feeling warm and deeply moved. The stories people share with you are so personal, and I have the privilege of being part of that.’ – Interviewer

Towards four years of dialogue

Science is never a solo endeavour. PhD candidates share insights and findings with fellow researchers and students and collaborate with them on questions, methods, and interpretations. They chat with friends and family about what's on their mind as a researcher. And depending on the type of research they will likely be in contact with partners outside of the university. But there is also a great deal of work that falls solely on them - reading, measuring, thinking and writing - thereby creating a balancing act between working alone and working with others.

There is huge variance in the degree to which PhD candidates currently communicate (or are learning to communicate) with partners, stakeholders, and a wider public outside academia. If they do, their communication often still takes the form of 'broadcasting after the fact'. Often, this means sharing only the results of research, for example in the form of lectures, media appearances, infographics, and so on. It is important to shift from 'broadcasting' to a two-way dialogue, and from communicating 'after the fact' to communicating throughout the entire research process. The PhD of the Future movement embraces the four-phase dialogue model that some research disciplines have implemented successfully in recent years. We explain the four phases below.

Phase 1. Exploring context and stakeholders

Start with a map, not a microphone. Identify who is affected by your topic. Identify how decisions are made in that ecosystem, who already holds topic-specific knowledge and experience, and where knowledge is already being circulated. Short listening sprints at the start of the PhD process help to fine-tune research questions, and so do exploratory stakeholder interviews and a scan of ongoing initiatives. Usually, it's enough to have a one-page catalogue that a supervisory team can discuss. This phase ends with explicit decisions about inclusion: whose voices must be heard, in which phase, and why?

Phase 2. Codesigning methods and outputs

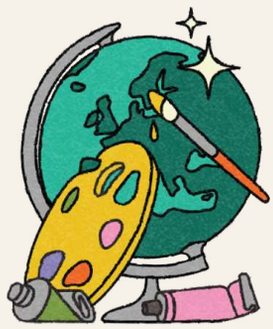
Embed your inclusion choices into your research design. This could mean meeting regularly with a stakeholder advisory group or appointing non-academic experts in mid-process reading committees for chapters and papers (and, eventually, in the formal reading committee for the thesis). Decide

together what ‘good’ looks like. Which indicators matter? What counts as successful and when is knowledge useful? Where possible, build multiple-use outputs that take both the academic field and relevant communities a step further. Examples would be research protocols that double as clinical or organisational tools, FAIR datasets also useful to a partner, or teaching modules co-created with practitioners. Document these design choices in the supervision plan and data-management protocol, but preferably also in more visible locations such as a project web page, blog, or article. Engagement must be visible and resourced.

Phase 3. Sharing intermediate results

Do not wait for the thesis. Pre-register designs, share protocols, and publish preprints. Schedule learning reviews with your advisory group at key milestones and use formats that lower the threshold for participation. Two-page briefs, annotated figures, and walkthrough slide-decks can also be outputs. Where appropriate, test-run a social defence with representatives of relevant communities, and capture what their perspective can add to your methods or interpretation. Not only does this build trust, but letting issues surface early in the project will save time in the often-busy final phase of completing a PhD.

Phase 4. Creating durable impact



Plan the end from the start. Consider using the Theory of Change method[2]. Alongside the dissertation, crystallise at least one durable asset, such as a guidance document for practitioners, an open dataset or software package, a teaching module, a policy memo, or a community event format that others could re-use. Ensure discoverability with persistent identifiers. Ensure adoption with ‘how-to’ notes and licensing. Close the loop with partners. Present the final results where they matter. Agree on a light-touch evaluation after six months to allow for fine-tuning.

What changes if we work this way?

Adopting the four-phase model will make research more robust because it boosts contextual awareness and reduces blind spots. Recognition of science-society interactions will become structural because alternative outputs are pre-agreed, embedded, and assessed in dialogue. Career preparation will become broader because candidates can develop skills and credible profiles for non-academic futures alongside academic ones.

2 For more information, see: https://www.eur.nl/onderzoek/research-services/societal-impact-evaluation/impact-toolbox/theory-change

Open Science in the PhD Journey:

A conversation with Hanne

Hanne Oberman, PhD candidate and Junior Assistant Professor, Utrecht University, Methodology & Statistics

Hanne Oberman, a PhD candidate and junior assistant professor at Utrecht University's Department of Methodology & Statistics, has taken a unique path in integrating Open Science into their PhD programme. While open software is already the norm in their field, Hanne delved deeper into the broader Open Science movement, which offered a fresh perspective on their own research. 'For a long time, I didn't explicitly make the connection between my research and Open Science,' they explain. 'In my field, open-source software is actually already standard, but later I realised it can be even more open.'

From open software to Open Science

Hanne's PhD research focuses on methods for analysing incomplete data. 'I wrote a piece of software, an R package, that makes it easier to visualise and analyse incomplete datasets,' they explain. 'When I started developing soft-

ware myself, I thought: it's great that open-source software is the norm, but how can we make it even more accessible?' To do this, Hanne based their work on FAIR. 'It stands for Findable, Accessible, Interoperable, and Reusable. With the software my research group had already developed, we largely met these criteria, but I wanted to go further and make my software even more widely usable and discoverable.' With the help of the university library, Hanne created a Digital Object Identifier (DOI), allowing the software to be referenced directly in research. To date, the software has been downloaded more than 30,000 times and is used in various consulting projects and in the courses Hanne teaches. These interactions with students and partners, including hospitals and the Dutch National Institute for Public Health (RIVM), continue to shape Hanne's research.

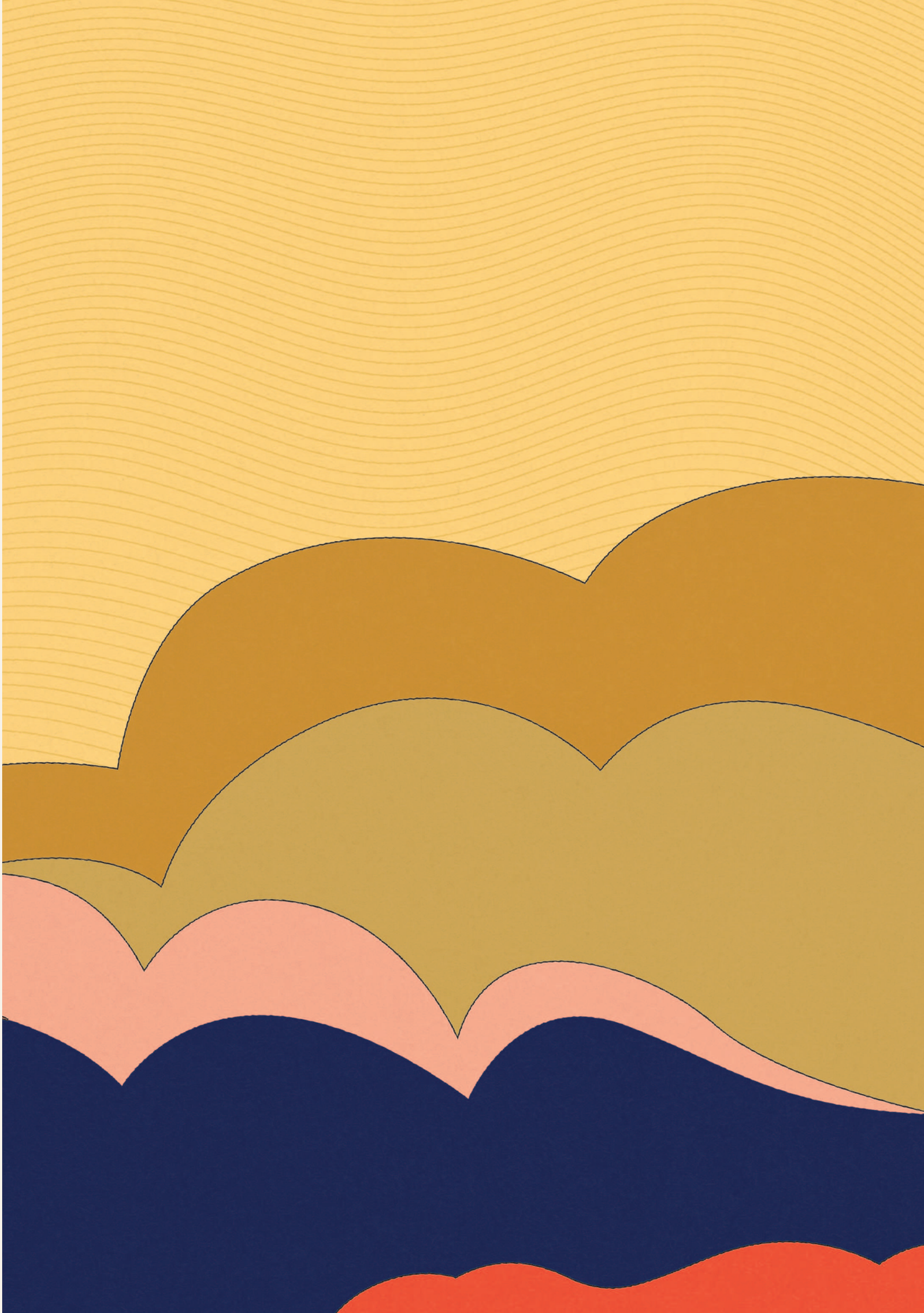
An activist in a unique position

Hanne emphasises that their daily supervisor made one thing clear from the start: the main goal of the PhD programme is to demonstrate that someone can work as an independent researcher. This gave Hanne the freedom to integrate Open Science into their research. However, it was not easy to present a piece of software as a full chapter in the dissertation; the supervisory team initially struggled with the idea and first suggested adding it as an appendix. This summer, however, a new policy at Utrecht University brought change. Alternative forms of research output, such as science communication, software, and open data, are now recognised as full chapters in dissertations. 'I would really like this to become the norm, for alternative research outputs to be fully accepted as dissertation chapters,' says Hanne. The new policy gave Hanne the confidence to convince their supervisor of the importance of software as research output. It provided not only practical support but also the mental encouragement to defend this innovative approach.

Hanne sees themselves as an activist, someone committed to driving change within academia. 'I'm in a unique position,' Hanne explains. 'I already know that after my PhD, I'll be working as a university lecturer. That makes it easier for me to take risks.' Having this security allows Hanne to fully commit to advocating for the recognition of Open Science and alternative research outputs without jeopardising their post-PhD career prospects.

Hanne shares some tips for PhD candidates and supervisors who want to integrate Open Science into their PhD programme:

- Find allies: Join your local Open Science Community to share ideas, find like-minded people, and collaborate on change.
- Make your research FAIR: Make as much of your research output as possible open and discoverable, so you gain recognition not only for published articles but also for datasets, blog posts, and software.
- Recognise alternative outputs as full contributions: Advocate for policies that allow software and other forms of output to be accepted as full chapters in a dissertation, and not just as appendices.
- Incorporate impact into the Training and Supervision Plan (TSP): Ensure that social impact and alternative forms of research output have a clear place from the start in both the PhD programmes and disser-tations of those who wish to pursue them.



Step-by-step guide

Shape your PhD differently!

In dialogue with society

Step 1

Explore your options

Examples of how you can shape your PhD differently:

Involve societal partners in your research, from question to result

Build an open dataset following FAIR-principes

TIP Choose a direction that fits your field and research, and reflects what matters to you

Involve patient associations and give them a voice in your data collection or publication

Develop teaching materials or workshops for schools on societal themes

Step 2

Make a plan

1. Talk through your ideas with your supervisor(s)
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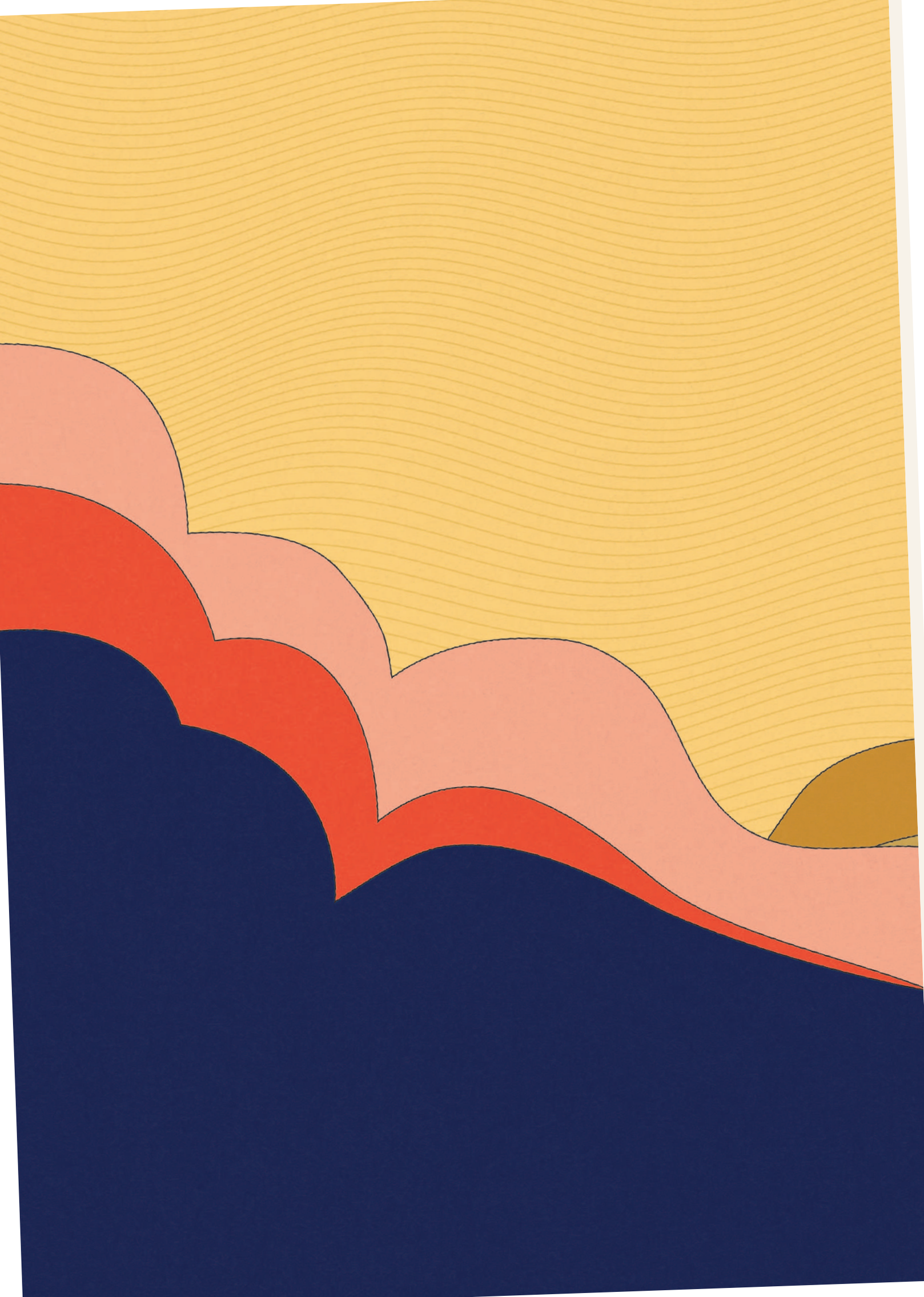
Step 3

Embed it

Want your work to be taken seriously and actually count? Get it into your supervision plan, annual review, thesis, or even your defence

- Include relevant experts in your reading or defence committee
- Pre-register designs, share protocols, and publish pre-prints and blogs.
- Discuss how partners can help with the evaluation.
- Organize a layman's lecture or social defense



How to make film part of your PhD journey: A conversation with Roman

Roman Giling , PhD candidate Health Care Governance, ESHPM, Erasmus University Rotterdam

Supervisor: Hester van de Bovenkamp, Professor of Patient Sciences & Head of Health Care Governance, ESHPM.

Roman Giling, a PhD candidate and visual anthropologist at the Erasmus School of Health Policy and Management (ESHPM), studies the experiences of people with psychosis sensitivity. For him, working with images is crucial. When he came across a research project in which the camera played a key role, he knew at once: ‘This was made for me.’

Film as method and tool for impact

‘In this project, we explore how film can be used to convey patients’ experiences,’ explains Roman. The camera is not just a tool for presenting scientific evidence in a new way, it also serves as a research method. According to Roman, the process of filming itself is a research activity: ‘You constantly reflect upon your role as a researcher. What am I creating? How will the viewer interpret this? What relationships am I building with the people I film? And what does the camera add to that relationship, or how does it change it?’ As a filmmaker, Roman is continually seeking connections

between the respondent's experience and how it relates to the environment in which that experience is expressed. 'A camera gives you a way to expose that relationship.'

Film as a bridge to society
Film also offers a unique opportunity to make research insights accessible to a broader audience. 'It's a beautiful way of fulfilling the idea of social engagement,' says Roman. Such engagement begins during filming. 'People are very aware of being filmed and consciously show how they deal with social labels and the meaning they assign them in the way they want to be filmed or seen.' For Roman and his supervisor, Hester van de Bovenkamp, film is a way to give these individuals a platform.

Using the flexibility of university policies
While universities often have flexible guidelines for dissertation content, the focus usually remains on a set of scholarly articles or chapters. Roman has cho-sen to include the documentary as a main chapter in his dissertation. Accord-ing to Hester, it is important to utilise this policy flexibility whenever possible. 'In the end, the committee assesses whether the dissertation content is good enough. That flexibility is there, in principle. An article is just one way to present your results, right? It's not the science content itself.'

Exploring new paths
Incorporating a documentary into a PhD programme requires not only policy flexibility but also a new role for supervisors. When expertise in documentary filmmaking is lacking within the supervisory team, it must be sought externally. Hester emphasises the importance of considering alternatives to the traditional dissertation early in the PhD process. 'This puts a significant responsibility on supervisors, but it's also a fundamental task for universities to outline more options.'

While universities are increasingly prioritising social impact, Hester sees a discrepancy. 'If you state that science should contribute more to society, you can't keep clinging to the same ways of evaluating and valuing academics.' This is especially true for PhD programmes, where much of the work focuses on social impact, yet this work is barely recognised in assessments.

The future of the film
For Roman, the documentary is not only a crucial part of his dissertation but also a valuable addition to his public defence lecture. He plans to make the film available and has even greater ambitions: 'If the film is good enough to be submitted to a film festival, that would be fantastic.'

Roman Giling won the 'Best Societal Impact Award 2025' for his pivotal role in developing a 'Psychosis sensitivity module' on the public health platform Praten over Gezondheid (Talk about Health).

Roman and Hester share several tips for PhD candidates and supervisors who want to incorporate alternative research outputs, such as film, into a dissertation.

For film:

- Financial freedom: secure sufficient budget.
- Materials and software: arrange access to professional equipment.
- Support and editing: ensure university support is available.
- Film expertise: involve someone with relevant (here: filmmaking) experience.

In general:

- Flexible guidelines: utilise the flexibility that already exists within PhD policies.
- Assessment criteria: encourage recognition of social impact.

Maarten Koreman:
Societal relevance as a test of research

When former TU Delft PhD Maarten Koreman finished his dissertation on the future of young adults in rural areas, he added a simple yet provocative proposal: what if we test social relevance by involving a public that represents the community we studied? He then staged a social defence at the Provincial Government Building of Drenthe. The usual chairperson, committee, and beadle announcing ‘Hora est!’ were all present, but Maarten’s ‘opponents’ in the defence were three socially active young adults living in a rural area.

Maarten Koreman and his opponents during his social defence. From left: Feline de Jong, Kylian Luik and Nikita van Lunzen

They asked different questions than academics do. Were these findings meaningful and relevant in practice? What would you change if you started again? What do these findings mean for us? The exchange uncovered abstraction risks common in comparative projects, and validated findings that reflected lived experience. Crucially, the point was not ceremony but methodology: rehearse social accountability before the formal PhD defence; treat dialogue partners as experts on their realities; create a level playing field

in which knowledge is examined for its usefulness as well as for scholarly rigor.

‘It was a wonderful experience to defend my dissertation before members of the community that I studied,’ Maarten says. ‘They had original and relevant questions rarely asked within academia. Moreover, they said that the experience brought scholarship and their everyday reality closer together.’

Maarten’s example is easy to copy. Run an extra or practice defence with your stakeholder group, document the input it delivers and the changes it may mean for your defence, and include the lessons learned in your thesis. Organising, implementing, and learning from an alternative defence highlights the question: for whom is this research relevant? It also helps candidates practise a form of communication that actually reaches audiences beyond academia.

The dissertation: What is possible beyond academic papers or a manuscript?

A PhD programme culminates in the evaluation of the candidate's dissertation by the reading committee and the candidate's formal defence of that dissertation. While there are many rules and conventions surrounding the defence, the regulations are generally flexible when it comes to the dissertation. For example, while 'four published papers' is often perceived as a requirement, that number is not stipulated in any of the doctoral regulations of the fourteen Dutch public knowledge institutions that are entitled to award doctorates. On the contrary, the formal rules state that the dissertation may take multiple different forms, such as a collection of academic articles, a scholarly treatise or monograph, or a combination of the aforementioned, and may include impact-focused chapters. In specific cases, a thesis may also include other outputs, such as a technical design or collections of artworks.

Doctoral and supervisory committees: Paving the way for dialogue

When assembling supervisory and doctoral committees to evaluate a PhD candidate's process, progress, and dissertation, universities often accept external specialists or practitioners as members. Broader committees of this kind can pave the way for dialogue between the academic community and society at large. Imagine a committee where — alongside academics — a clinical partner, software engineer, community expert, expert by experience, social worker, teacher-educator, or policymaker sits at the table.

Another aspect is timing. Instead of forming a committee in the very last phase of a PhD programme, it can be useful to involve some of its envisaged members at an earlier stage, when a two-way dialogue can still influence the research setup or analysis decisions. While doctoral regulations leave leeway for this approach, it is not part of the 'culture' in many fields.

Translating the PhD across registers — the defense and beyond

Dutch universities have already put practices in place for translating academic work beyond disciplinary boundaries, such as the lekenpraatje ('layman's lecture') and the thesis statements. Alternative defence formats, such as the

examples included in this publication, demonstrate that the PhD programme can also function as a credible platform for confidently engaging multiple audiences.

While the final phase of the PhD is often viewed as a mere procedural requirement, if planned properly and in good time, it can serve as a strategic opportunity to engage with external stakeholders.

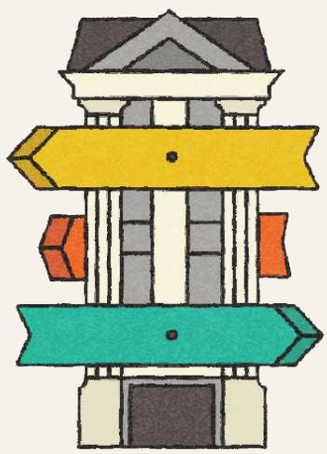
Conclusion:

When alternative outputs are no longer ‘alternative’

In theory, PhD programmes have considerable scope to accommodate alternative approaches. Many Dutch doctoral regulations specify the written dissertation as the only formal output requirement, but the ‘four-paper rule’ and other conventions are deeply ingrained in the culture made up of PIs, graduate deans, and others. Anything produced in addition to or instead of such conventions therefore typically requires individual negotiation with supervisors, graduate schools, or faculty boards. Examples in this Guide include open-source materials, software tools, educational innovations, documentaries, and clinical and community work, but in practice the list is much more diverse. A culture in which these meaningful and often labour-intensive forms of impact gain broad recognition is the end goal of the PhD of the Future movement.

Institutional reform

On a positive note, while specifying the written dissertation as a formal requirement, university doctoral regulations do in fact allow other forms of output. This means that in most cases, PhD candidates and their supervisors themselves hold the key to shaping what counts as output. If the PhD journey is to evolve, then training at graduate and research schools must evolve with it. Stakeholder engagement and co-design, and open-science skills such as FAIR data management, version control, and replicability need to become standard elements of doctoral training. Creative dissemination - for example through exhibitions, podcasts, or visual elements - should not be treated as extra-curricular, but rather as legitimate academic output.



Dutch universities are currently calling for engagement with society and Open Science practices, but PhD candidates should not be expected to do everything in one project. It is important to create space within the PhD programme for alternative forms of output and ensure that they are formally recognised as part of the dissertation. A first step is to spotlight existing PhD projects that do so at each university.

Supervisors and incentive structures

Systemic transformation is impossible without addressing academic incentives. Supervisors currently advance their careers primarily by publishing output. As a result, they may unintentionally discourage broader forms of impact or view them as distractions. If we value good mentorship and supervision, we must recognise that it takes time – time that supervisors are not explicitly given. Not only does academia need to set aside dedicated time for supervision, it also needs to reward and recognise supervision that encourages educational innovation, software development, collaborative public-facing work, and other alternative forms of research output.

The role of research funders

Research funders can accelerate structural and cultural change more than any other actor by recognising alternative outputs as official deliverables. They can do this by financing research phases dedicated to dialogue and co-creation, and by adjusting reporting guidelines. In this way, funding agencies can assist projects in connecting with their real-world goals.

At its core, a PhD is about conducting scientific research. In practice, however, many PhD candidates want to get much more out of the experience. The **PhD of the Future**...

- …**recognises** that a PhD often produces many valuable outcomes in addition to scientific publications. Educational materials, software, documentaries, public engagement activities, and policy advice are just a few examples.
- …**stands for** timely and ongoing dialogue between PhD candidates and their supervisory teams about the activities they undertake, the outputs these activities lead to, and the ways in which these contributions are recognised and valued.
- …**encourages** the development of research questions, methods, interpretive frameworks, and findings, where appropriate, in dialogue with stakeholders outside of academia. This increases the relevance and impact of research and ensures a better connection to future careers, as the majority of PhD graduates continue their professional lives outside academia.
- …**ensures** that dissertations and doctoral examination boards reflect this way of working by making the choices made throughout the PhD journey visible and open to assessment. While much of this is already possible within existing doctoral regulations, it often requires a cultural shift within institutions and graduate schools.
- …**creates space** for every PhD candidate. Dialogue within and between supervisory teams makes it possible to take into account the needs of different research projects, personalities, ambitions, and future career paths.

About this publication

This Guide is part of the PhD of the Future project which is initiated by De Jonge Akademie, Nationaal Expertisecentrum Wetenschap & Samenleving (NEWS) en Promovendi Netwerk Nederland (PNN).

The PhD of the Future initiative started during De Jonge Akademie 2024 working week at Landgoed Noorderheide. Financial support for the project was provided by De Jonge Akademie and NEWS.

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Design: Megan de Vos, Maarten Huizing

Further reading:

www.phdvandetoekomst.nl

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