

# ECR national input from Finland

**Nordic ECR ESPP meeting**  
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# National input from Finland

- ◆ **Finland did not gather any ECR-specific input for the ESPP**
- ❖ Last November, the Finnish particle physics community met for two days to discuss the country's national input
- ❖ The discussion was organized as a table discussion, with one table focusing on **ECR-specific topics**
- ❖ Unfortunately, ECR-specific issues were not **directly addressed** in Finland's national input
- ❖ The following slides summarize some of the topics discussed

# Finnish Particle Physics Days 2024



# ECR table discussion: Problems

- ❖ A long period of **career uncertainty during the postdoctoral phase**
- ❖ There's a **short window** after a PhD **to find a postdoc** that fits your expertise
- ❖ **Where to find open positions** in academia and industry?
- ❖ How to find possibilities for learning new skills to ease transition to new projects?
- ❖ How to **market your skills** when applying for a job outside academia?
- ❖ The physics motivation for a new collider is not always clear – **how can we communicate** its importance?
- ❖ How can students decide which physics questions to focus on when the **FCC is still far in the future**?
- ❖ Will current knowledge eventually become obsolete for researchers working on LHC physics?

# ECR table discussion: Suggestions

- ❖ Educate students about the full range of career paths **before they start a PhD**
  - Gather statistics on PhD career paths
- ❖ Organize **alumni days** to connect PhD students with graduates working in academia and industry
- ❖ **Improve the system** such that people get to know earlier whether they can **eventually land a permanent position**
- ❖ Improve communication between students and supervisors regarding future career prospects
  - Supervisors should consider the career prospects of their (future) students beyond the LHC
- ❖ Introduce a **mentorship program** to support PhD students in facing their challenges
  - Often seen not to work in practice (issues with commitment)
- ❖ Encourage students to **explore fields** beyond their core area of study