

College of Education, Faculty Research Symposium
January 18 , 2008

Globalization and its Impact on Doctoral Education Worldwide

**Synthesis of 2 International Working Conferences 2005-2007:
*Forces and Forms of Change in Doctoral Education Worldwide***



Center for Innovation
and Research in
Graduate Education

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Overview



1. **The context: a series of 3 international working conferences on *Forces and Forms of Change in Doctoral Education Worldwide* funded by NSF**
2. **Findings:**
 - a) **Past differences, current commonalities, future trends**
 - b) **The beginning of a conceptual framework for understanding doctoral education within globalization-Book**
3. **Where are we going next? - a 3rd research synthesis working conference on policy and policy dissemination in doctoral education worldwide**

International Working Conferences

Forces and Forms of Change in Doctoral Education Worldwide



2. Working conference 2007 Melbourne, Australia

Goals:

- Research synthesis of **selected topics**
- **Expansion and strengthening of the international network** of experts in doctoral education

Countries: **6** continents, **16** countries

Argentina, Australia, Brazil, Canada, Czech Republic, Denmark, Germany, Iceland, India, Japan, Malaysia, Mexico, Pakistan, South Africa, UK, US,

Participants: Graduate Deans, national funding agencies (i.e. NSF, NIH), researchers of doctoral education, University provosts for research, **early career researchers** (ECR)

Innovative style: professional facilitator, **daily feedback by ECR, IT doctoral student- international communication expert**

Outcomes:

- **Book 2**, University of Washington Press (expected 2009)
- Research agenda for 2008 working conference, extended network
- Melbourne declaration (see CIRGE website)

Future Trends

ALREADY EXISTING



1. Shifting emphasis on doctoral degree acquisition for the purpose of employment, less solely for knowledge creation **All countries**
2. Access to doctoral program after 3 years or after bachelor degree **Australia, Mexico, Japan**
3. Stated, selective admission standards, **Germany (GK), Japan**
4. Fully funded doctoral students **Australia, Brazil (95%), Denmark (salary), EUI, Mexico (selected students studying abroad), Netherlands, China (2 years)**
5. Agreement on the inclusion of transferable/professional skills/competencies (teaching, leadership, communication, project management, working in teams), but the absence of uniform offerings of such skills; **Australia, UK, US, Netherlands, Denmark**

Future Trends

ALREADY EXISTING



6. Introduction of graduate schools/research schools **Australia, China, Germany, Denmark, Japan, UK**
7. More than one supervisor **all**
8. Concern with diversity among student and faculty **US, South Africa, Canada**
9. Introduction of formal doctoral program evaluation **Japan, South Africa, Mexico**
10. Proliferation of professional doctorates (nursing, business administration, etc.) **Australia, Netherlands, Japan, US**
11. Dimension of international involvement/collaborations – joint degrees **France/Australia, Canada**, –(requirement) to spend research time in another country **Denmark, EU Countries, Japan, (China), Mexico**

Future Trends



12. Data collect collection efforts on doctoral education – time-to-degree, attrition, employment, **EU countries- OECD, Canada, Australia, Japan, US**
13. Increase of interdisciplinary programs **Australia, Brazil, Germany, Norway, Japan, Mexico**
14. Governmental initiated innovations in doctoral education (**Germany - Graduate colleges, US-IGERT, Australia–Co-operative Research Centers**).
15. Undertake more socially relevant dissertation research-**national policy debates**

National Policy Responds to Globalization



- Establishment of national governmental research training schemes, research quality frameworks, central council for education: **Australia, EU, Canada, Denmark, Japan, UK, Mexico (Conacyt), New Zealand, Norway,**
- Industrial representation on national PhD program evaluation: **Denmark, Norway**
- Establishment of “sandwich doctoral programs” and exchange programs of both professors and students: **Brazil, Malaysia, Mexico, South Africa**
- Innovative, theme-oriented doctoral programs: **Germany, US, Australia**

Towards a Conceptual Framework for Understanding Doctoral Education within Globalization



Conceptual framework

- Unequal context of doctoral education – **rich and poor countries/universities**
- Globalization and Rule Set- **embrace, resist, both & local solutions**
- Internationalization

Dimensions of Globalization in Doctoral Education

- Commodification of the degree- **be sellable on an international market**
- Market economy- **national government sets research agendas**
- Mode 2 education (Gibbons, et.al. 1994)
- Brain drain
- The use of English- **dominant scholarly language (published, oral)**
- Increase of standardization-
- Quality Assurance- **accountability movement, outcome/benchmark**
 - **Input/throughput/output measures**

Prototype of embracing globalization: **Bologna process- mobile PhDs**

Research in Progress



Research Group 1: Internationalization and Socio-Cultural Responsibilities in Doctoral Education: The Policy Response

Research Group 2: Diversity in Doctoral Education-- Students, Doctoral Programs, Degrees, and Modes of Research Inquiry: National Policies as they Relate to Diversity

Research Group 3: Promoting Intellectual Risk-Taking (including interdisciplinarity): Policy Recommendation

Thank you!



Center for Innovation and Research
in Graduate Education



CIRGE website

<http://www.cirge.washington.edu>

Research in Progress



Research Group 1: Internationalization and Socio-Cultural Responsibilities in Doctoral Education: The Policy Response

1. **What type of distinctions should be made between institutional, national and supranational policies and their respective target groups of policy makers?**
2. **How do we achieve the right balance between communicating with the international community and speaking to the public in home country context?**
3. **How much standardization does internationalization require?**
4. **Is globalization of doctoral education producing greater distribution OR greater concentration of human capital? What is appropriate policy response?**
5. **How can individual graduate schools balance the competing demands of excellence, efficiency and socio-cultural responsibility?**
6. **How do we foster the capacity of domestic doctoral candidates to operate as global citizens?**

Research in Progress –



Research Group 2: Diversity in Doctoral Education--Students, Doctoral Programs, Degrees, and Modes of Research Inquiry: National Policies as they Relate to Diversity

1. How can we ensure researchers and policy makers value diversity of modes of inquiry?
2. Can we develop a set of guidelines and recommendations that encompass the different types of doctoral degrees?
3. What are the influences of policies on the diversity of doctoral students and how does this/should this affect the structures of content of doctoral programs?
4. What are the best practices in policies around the globe that foster diversity in doctoral recruitment and retention and promote diverse ways of knowing?
5. Develop an agenda that encourages researchers, foundations and policy makers to prioritize diversity, social equity and sustainability issues in program development and research.

Research in Progress



Research Group 3: Promoting Intellectual Risk-Taking (including interdisciplinarity): Policy Recommendation

1. What policies and funding mechanisms will help promote intellectual risk-taking?
2. Is knowledge production being over codified by unreasonable demands of policy makers?
3. What is the relationship between funding forms and outcomes?
4. What policies (including budgetary models) will help universities promote interdisciplinarity?
5. What are innovative promotion and tenure guidelines that foster intellectual risk-taking and work against the traditional behavior of risk reduction?

Current Commonalities



1. Defining feature of the PhD - **original research** embodied in a **dissertation**
2. PhDs are expected to have **substantial knowledge** in their area of study
3. A minimum of 3 years length to the doctorate
4. More **structure** doctoral **program**
5. Increase in PhD production
 - steady increase of **women** in doctoral education
 - increase in enrollment of **international students** mainly in the sciences outside the US
6. Long time to doctoral degree is a concern in many countries; average length 4-7 years
7. External thesis examiner(s) except in US, Canada, UK
8. Some form of response to the Bologna process, the European Union's rapidly moving program of higher education reform.