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Globalization and the Internationalization of Doctoral Education: A Macro and Micro View



Center for
Innovation and
Research in
Graduate
Education

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Overview: Globalization in Doctoral Education



1. **The background: 2 CIRGE international working conferences on *Forces and Forms of Change in Doctoral Education Worldwide* funded by US NSF, (Book 2008, *Towards a global PhD?*)**
2. **A conceptual framework for understanding globalization in doctoral education**
3. **Converging practices, future challenges**

I argue:



1. Globalization has brought **common trends** to doctoral education: **converging practices**
2. Due to globalization doctoral/master's education have a **dual mission**:
 - A. Build a nation's infrastructure –prepare the next generation of professional and scholars for the local and national economy inside and outside of academia
 - B. Educate domestic and international students for participation in a global economy and an international scholarly community.

I argue



- 3. Globalization cannot be avoided but institutions of higher education can respond proactively:**

we need to educate our students to be able to define and solve societal problems both at home and abroad collectively in trans- multi- interdisciplinary, and international group

“Think Globally and act locally”

National Strategies in Reaction to Globalization:



1. Increase PhD production at home
2. Liberalize short term immigration so highly skilled laborers can be brought in
3. Bring the work to the highly skilled labor force [*to countries with a somewhat lower salary scheme*]
4. Employ a combination of all 3 strategies

Effect of Globalization on Doctoral Education



- 1. Increase in PhD production: more women, more international students specifically in English speaking nations, more part-time /older students**
- 2. Higher education is responding to market forces faster than before**
- 3. Higher education has become commercial and generates revenue- the degree has become a commodity that has value beyond pure knowledge production**
- 4. More complete their studies**

Effect of Globalization on Doctoral Education



4. A change in the mode of research production
5. Increase in the importance of transferable/professional and **translational** skills
6. Increase in standardization of of doctoral education
7. Quest for greater accountability (input-throughput-output measures)
8. Increased global communication and creation of global networks

Selected Challenges



1. Globalization has different effects on different regions of the world: **Brain gain, brain drain, or brain circulations?**
2. English is becoming the means of doctoral seminar instructions, a step towards internationalization –step towards further distancing science from the local population

Common Definition of a Research Doctorate



- 1. Should contribute to knowledge through original research**
- 2. Expected to have a substantial knowledge in the area of study**
- 3. Training should include the development of professional/transferable skills and competencies**

Converging Practices

ALREADY EXISTING EXAMPLES



1. Shifting emphasis on doctoral degree acquisition for the purpose of employment, less solely for knowledge creation. Preparation for a variety of careers. **Most countries**
2. Access to doctoral program after 3 years or after bachelor degree **Australia, Mexico, Japan**
3. Stated, selective competitive admission standards, **Germany (GK), Japan,**
4. Multiple years of funding including teaching assistantship, research assistantship, fellowships **Australia, Brazil (95%), Denmark (salary), EUI, Mexico (selected students studying abroad), Netherlands, China, Thailand (2 years)**

Converging Practices



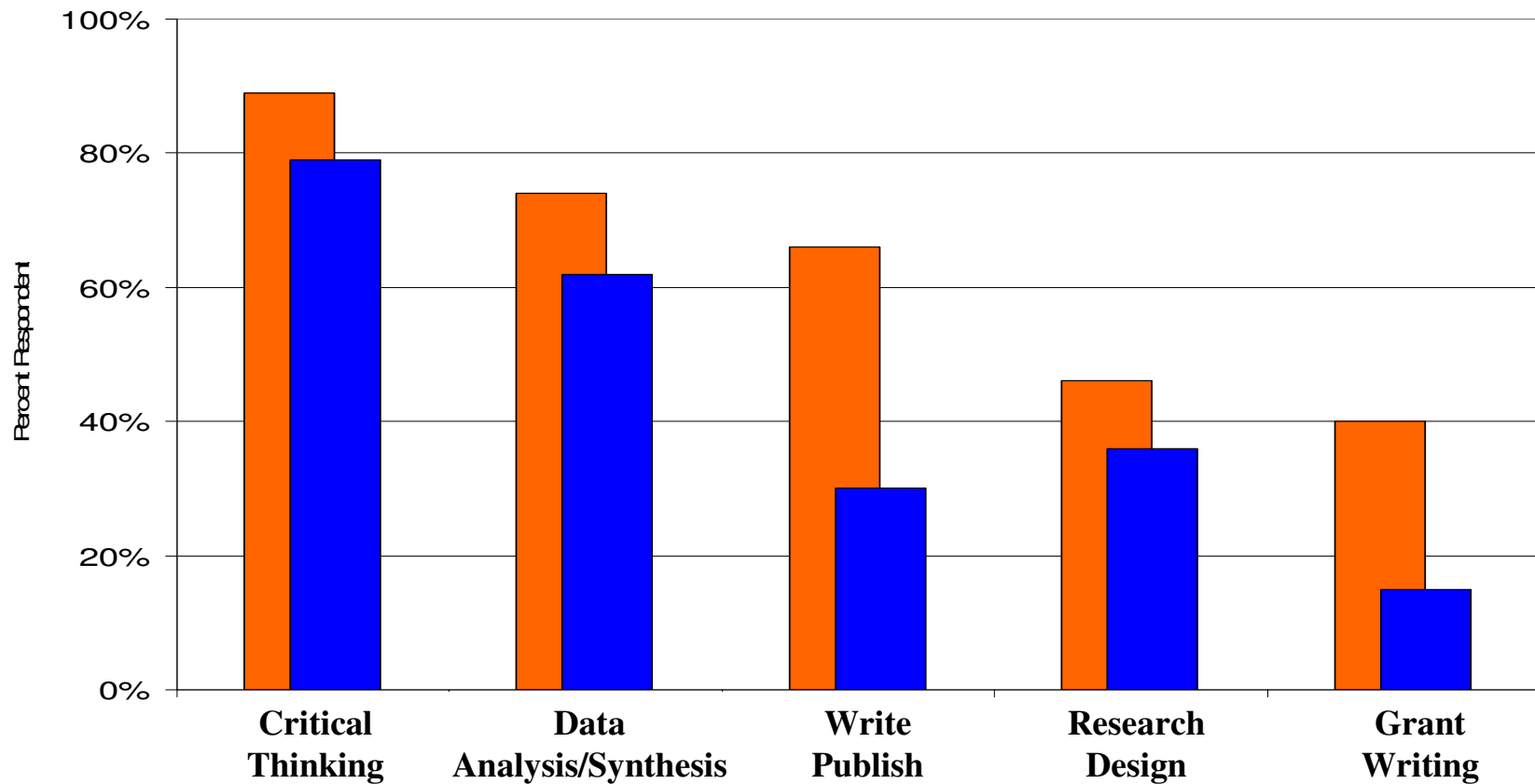
5. Doctoral candidates have more than one advisor/supervisor **US, Australia,**
6. Graduate schools/research schools with overall guidelines for the doctoral education process **US, Australia, China, Europe**
7. Codes of practices for supervisor and training, mentoring awards **Australia, UK, US**
8. Oral examinations **many**
9. Training in professional skills: **teaching - communication - leadership skills working in teams – publishing- grant writing - time and project management, research ethics**

Importance of Professional skills training

From

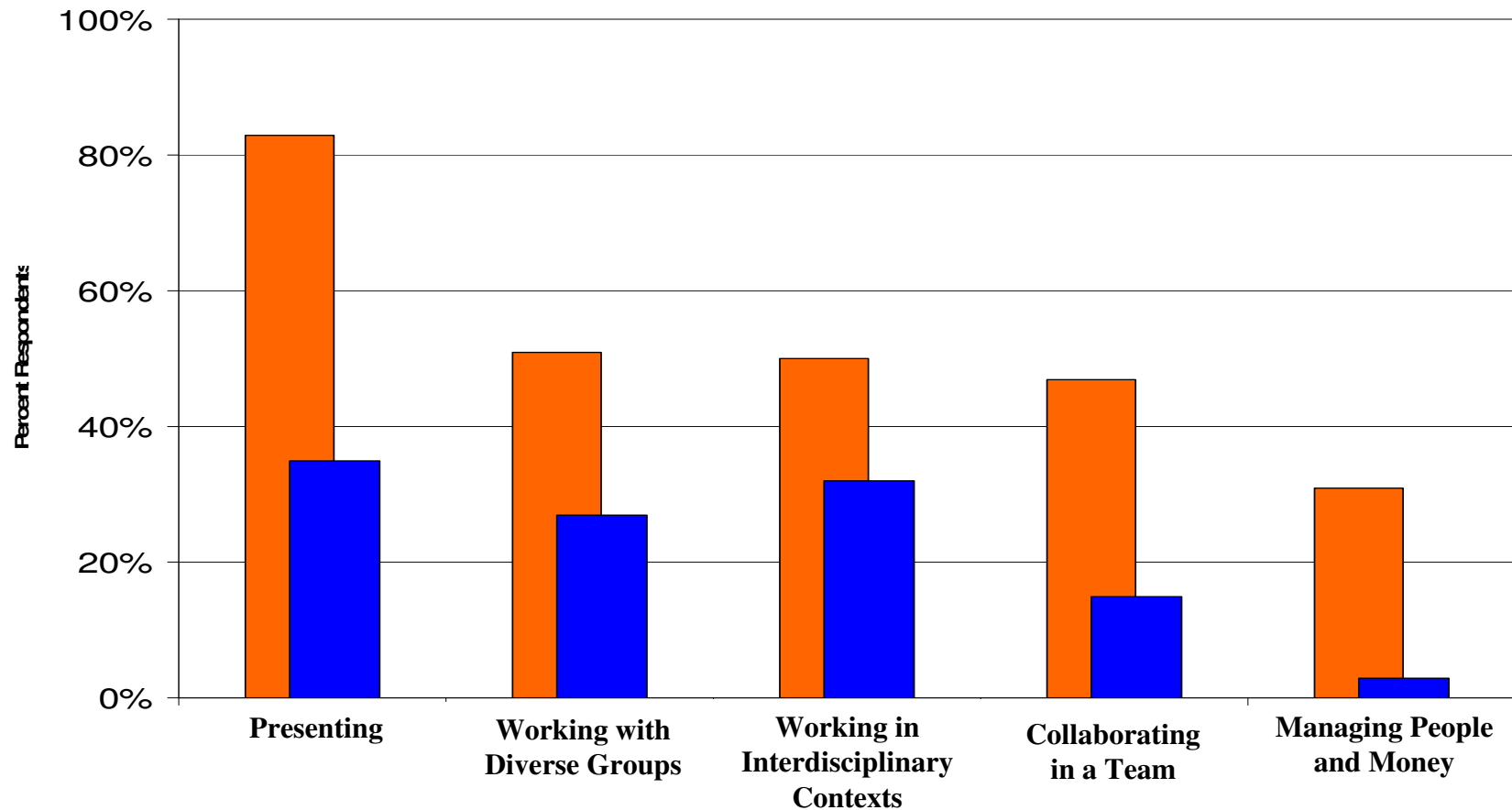
Social Science PhDs—Five+ Years Out

Importance of Skill at Current Job **versus** Excellent Quality of Training in this Skill During PhD Studies



Source: CIRGE, “Social Science PhDs -5 Years Out”, December 2007.

Importance of Skill at Current Job **versus** Excellent Quality of Training in this Skill During PhD Studies



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Converging Practices



- 10 Choosing between traditional dissertation and several peer reviewed articles with multiple authors
US, Australia, Germany
- 11 National funding agencies create templates for review, international review teams, formal doctoral program evaluation **Japan, South Africa, Mexico**
- 12 Formative and summative evaluation for ongoing doctoral programs, **US- IGERTs, Germany GK**
- 13 Concern with diversity among student and faculty is strong in **US, South Africa, Canada**
- 14 Dimension of international involvement/collaborations – joint degrees
France/Australia, Canada, –(requirement) to spend research time in another country

Converging Practices and Challenges



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

Thank you!



Center for Innovation and Research
in Graduate Education



CIRGE website

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

Recent and On-going National Projects Aimed at Change in Graduate Education



1. National Science Foundation:

1. Integrated Graduate Research and Traineeship program (IGERT) **interdisciplinary and socially relevant research**
2. Alliance for Graduate Education and the Professoriate in STEM fields (AGEP) –**underrepresented groups**

2. Council of Graduate Schools

1. Professional Master's Program
2. Preparing the Future Professors/Professionals
3. PhD Completion Project
4. Responsible Conduct of Research (research ethics)

3. Carnegie Foundation for the Advancement of Teaching

Carnegie Initiative on the Doctorate

Recent and On-going National Projects Aimed at Change in Graduate Education



- 4, **Re-envisioning the PhD - Pew Foundation Charitable Trust**
5. **The Responsive PhD – Woodrow Wilson National Fellowship Foundation**
6. **Center for Innovation and Research in Graduate Education – Ford Foundation/ NSF/ Sloan**
 1. National PhD career path and retrospective program evaluation
 2. Evaluation of Doctoral Innovations (IGERTs)
 3. Fostering international collaboration and research network – International research synthesis workshops