

Design Principles for a Regional Graduate Network of Oceanography (RGNO)

1. The RGNO should be innovative and as such should pioneer a new mode of graduate education in ocean sciences that includes several modes of graduate education:
 - students enrolled for the degree to be granted by their home university AND an RGNO made up of a several universities in the region (i.e., a special "Joint Degree");
 - rotating special study months (e.g., between traditional semesters or in summers) that are hosted each year by a different university in the region;
 - Web-based learning involving faculty and researchers from the RGNO and from universities and institutions in developed countries;
 - affiliation of RGNOs with cooperating universities and institutions in developed countries;
 - exchange visits of RGNO faculty and graduate students between the RGNO and affiliated universities and institutions in developed countries for purposes of advanced training and/or use of the most advanced instrumentation; and
 - dissertation or thesis committees that involve a primary advisor from the student's home university and co-advisor from RGNO participating university, and one committee member from a cooperating developed country university/institution.
2. The RGNO should be situated in a developing region, to make it possible for students to study ocean science issues important for the region, using equipment and facilities available in the region.
3. Every aspect of the program design should emphasize its long-term sustainability.
4. General Masters' and Ph.D. curricula will be designed for use in all the RGNOs, with an emphasis on providing broad oceanographic training. Research will be tailored to the students' and their advisors' interests. Having students involved in research with faculty in the program will be important for building the RGNO.
5. Instruction at the central location will be conducted using a team approach, where a retired ocean scientist would provide the basic background lectures along with a host RGNO faculty group and together they would bring in "active" experts for supplemental lectures/visits/discussions.
6. The RGNO should have its Coordinating Office at a leading institution in the region, which would support the office as their contribution to the RGNO.
7. There will be a central location established for classes, but students will return to their home institution or disperse to other participating institutions to conduct their thesis work. Annual or semi-annual gatherings will be convened for intensive seminars in which students will present their research progress.
8. At least three institutions should be involved in each region, but ideally, more than this. Each participating institution would be responsible to
 - a. Provide one member for a Regional Coordinating Committee to manage the RGNO, and would pay this person's travel to at least one meeting in the region

each year. The Coordinating Committee would adapt the global curriculum to the region, design the application process, screen applicants, select instructors for classroom instruction (both retired and active ocean scientists, from within the region and external), and would interact with the International Advisory Committee described below.

- b. Seek endorsement of the degrees granted from their institutions and their national Ministries of Education.
9. An International Advisory Committee would be formed to provide independent advice to the RGNO and track its performance. SCOR would seek funding for this committee and it would be overseen by SCOR.
10. SCOR will work with the institutions and the Regional Coordinating Committee to raise funding for the program and for scholarships.