

# The contribution from *academia* to *standardization*

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# and vice versa



# The Academic Institution

## *Serving standardization*

- RESEARCH
- TEACHING

The contribution from academia to standardization...  
and vice versa



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# The Academic Institution

## *Serving standardization*

- RESEARCH
- TEACHING

**BUT ALSO**

# Standardization

## *Serving the Academic Institution*

- RESEARCH
- TEACHING
- MANAGEMENT

Standardization: *-serving the Academic Institution*

# RESEARCH

- Discovery requires transgression → Fundamental research and standardization appear to be in contradiction

The contribution from academia to standardization...  
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Standardization: *serving the Academic Institution*

# RESEARCH

- Discovery requires transgression → Fundamental research and standardization appear to be in contradiction

**BUT**

- Validating a discovery requires reproducibility → standards
- Implementing results of a discovery requires standards

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# TEACHING

- Structuration of contents: ECTS, diploma
- Communication (attractiveness, mobility, exchange)
- Recognition

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# TEACHING

- Structuration of contents: ECTS, diploma
- Communication (attractiveness, mobility, exchange)
- Recognition

**BUT**

- Too tight a framework may restrict innovation (e.g. pedagogy)

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# MANAGEMENT

## **Calibrating systems, processes, programs**

- Accreditation, certification
- Ranking, benchmarking

## **Support for quality control, governance**

- Efficiency, accountability

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# MANAGEMENT

## Calibrating systems, processes, programs

- Accreditation, certification
- Ranking, benchmarking

## Support for quality control, governance

- Efficiency, accountability

**BUT**

**Integration in the academic culture is difficult !!!**

# and vice versa

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# RESEARCH

- Contributing to creation of new standards (expertise)
- Monitoring implementation of standards
- Monitoring « side effects » of standards
- Sociology of a standardized world  
(is it a dream or a nightmare?)

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# TEACHING

- Training of experts in the field of standardization
- Sensitization of students in all fields to the importance of standardization

Creation –

Discovery –

Application -

Creation – *ART*

Discovery – *SCIENCE*

Application -

Creation – *ART*

Discovery – *SCIENCE*

Application - *STANDARDS*

Empiricism – *ART*

Evidence Based Medecine  
– *SCIENCE*

Patient care –

Empiricism – *ART*

Evidence Based Medicine  
– *SCIENCE*

Patient care – *STANDARDS*