Globalisation, mobility, autonomy, governance and excellence in higher education

Bernard Hugonnier

27 February 2015

**Mori Arinori Center for
Higher Education and Global Mobility
Hitotsubashi University**

1

Context

❑ A number of global trends have recently shaped the development and wide-ranging mutations of higher education

❑ Once defined in terms of an "ivory tower" model of traditional research universities attended by the elites, higher education today is characterised by

- massive expansion and wider participation;
- the emergence of new types of institutions (vocationally-oriented and private providers);
- more diverse profiles of institutions, programmes and their students;
- broader adoption and more integrated use of communications and educational technologies;
- greater internationalisation, competition and signalling mechanisms;
- growing pressures on costs and new forms of financing;
- new modes and roles of governance, including increasing emphasis on performance, quality and accountability

❑ Tow other views:

- "An avalanche is coming"
- In 50 years, there will be only 10 H.E. providers In the world

Present situation

❖**Globalisation** leads to:
- An increasing demand for high qualifications
- Hence to a high **mobility** of students and researchers

❖This tendency is augmented by the Bologna process that eases international mobility. This leads to:
- A strong international competition in higher education

❖Hence the needs for better universities

❖This tendency is increased by **international rankings**

❖Hence the increasing need for a better evaluation of universities, an evaluation that is reliable and comparable

❖Hence the needs for international standards

❖Hence the need also for better managed universities

❖Hence **more autonomy** is needed

International mobility of students

◆There were 4.3 million foreign students in the world in 2011 (annual growth of 6%) out of 200 million students worldwide

■An increase of 120 % since 1998

■OECD countries receive about 80-85%

Top countries of origin of foreign students, by regions of the world, in 2011

North America

	Students abroad (in thousands)	% in OECD countries
United States	62	90%
Canada	47	96%

Europe

	Students abroad (in thousands)	% in OECD countries
Germany	132	98%
France	80	97%
Russian Federation	71	65%
Italy	63	97%
Ukraine	55	55%

Western and Central Asia

	Students abroad (in thousands)	% in OECD countries
Turkey	83	75%
Kazakhstan	58	15%
Saudi Arabia	57	76%

Eastern Asia

	Students abroad (in thousands)	% in OECD countries
China	723	85%
Korea	139	96%
Japan	39	95%

South-East Asia

	Students abroad (in thousands)	% in OECD countries
Viet Nam	61	82%
Malaysia	61	80%
Indonesia	43	63%
Thailand	28	86%
Singapore	21	94%

Latin America and the Caribbean

	Students abroad (in thousands)	% in OECD countries
Brazil	35	89%
Colombia	32	93%
Mexico	29	92%
Peru	24	80%
Venezuela	19	69%

Africa

	Students abroad (in thousands)	% in OECD countries
Nigeria	57	73%
Morocco	56	91%
Zimbabwe	41	36%
Algeria	27	95%
Cameroon	25	91%
Tunisia	23	81%

South Asia

	Students abroad (in thousands)	% in OECD countries
India	223	90%
Iran	61	65%
Pakistan	49	76%
Nepal	30	85%
Bangladesh	30	69%

Oceania

	Students abroad (in thousands)	% in OECD countries
Australia	13	96%
New Zealand	6	98%
Solomon Islands	5	5%

Note: Countries in red are the overall top countries of origin.

18.4

Trends in international education market shares (2000, 2011)
Percentage of all foreign tertiary students enrolled, by destination
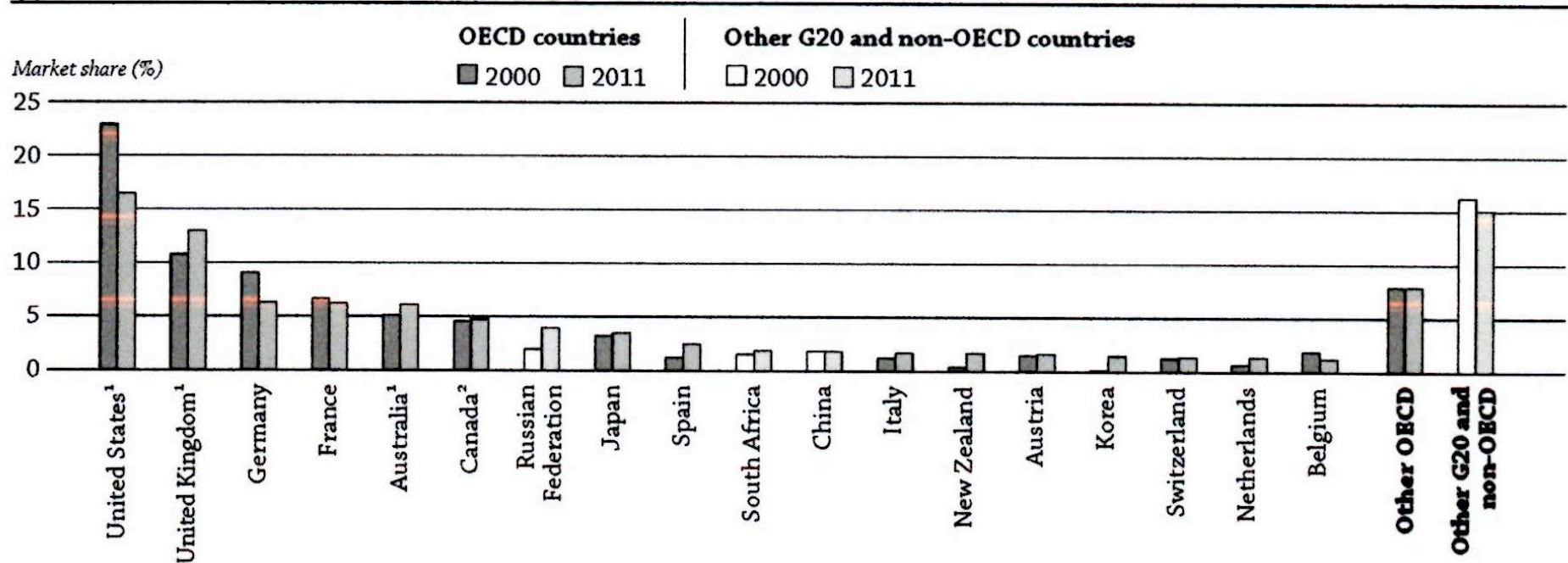
Autonomy

□ In the new context, higher education institution need more freedom to

- Organise the mobility of students through increased cooperation with other institutions worldwide
- Proceed to the best selection of teachers and students
- Develop the appropriate tuning policy to respond to this challenge
- Raise their funding
- Improve their quality and their efficiency and reach excellence

Accordingly there is a need to change the governance

❑ Being autonomous, most HEIs nowadays in Europe are assuming many of the responsibilities formerly held by ministries.

❑ Most HEIs have:
1. An executive body
2. An academic body
3. A decision-making body
4. An advisory body

❑ The Executive body, often called Rectorate, is headed by a Rector, a President or a Vice-Chancellor. It is in charge of day-to-day management.

❑ The Academic body is usually called a senate, an academic council or an academic board. It is responsible for matters relating to the educational and research activities of the institution

❑ The Decision-making body is in charge of long-term and strategic planning and of the institutional orientation (it can be the Academic body or the Supervisory body)

❑ The Advisory body or supervisory body

Excellence is a must

❑ Many countries and universities nowadays are proclaiming excellence as their ultimate goal to be attained as far as higher education.

❑ Excellence essentially refers to a pronounced elitism:

  ▪ The idea is to be placed as high as possible in international rankings **by hiring the best professors** - based on their number of research publications - or even Nobel prize winners or others with prestigious prizes to their credit, **in order to then attract the best students.**

❑ This results in a sort of selected matching up, reserved for the select few, which leads to two classes of universities:

  ▪ Those close to the top in international rankings, such as those of Shanghai or the *Times Higher Education*, and the rest.

Excellence

❑ What are the risks of this elitist excellence?

- Pushed to the extreme, there is the risk of producing a type of higher education that is largely utilitarian and of creating pointless competition between universities.

- It is also based on a notion as yet unproven: that the best teachers are those with the most publications.

- In this context, it is highly tempting to devote more resources to the universities with the best "performance", to the detriment of the rest.

- One may wonder, moreover, about the viability of aiming to provide access to higher education for 50% of an age group while bearing this notion of elitist excellence in mind. These two objectives are obviously incompatible

Excellence

❑ An alternative solution is a social and societal excellence .

❑ It aims to provide all students, without exception, with the means to achieve their own level of excellence.

- ▪ This cannot help but be of benefit to the collective well-being.

❑ It forces teachers and researchers to focus not on their careers and their publications, but on the quality of their teaching.

❑ The quality of instruction certainly depends upon the quality of research, but research conducted solely for its own ends risks being far removed from teaching.

Excellence

❑ This new type of excellence also enables us to train students - and future citizens –

- who are more responsible in terms of advancing the common good and social co-existence, and
- who are more committed to solving the problems of tomorrow's society and economy
- rather than being merely preoccupied with obtaining a diploma just so as to get the best paying job possible.

❑ And lastly, in the long term, it enables those countries that embrace it to better overcome their problems and to take part in a new era of higher education that is more open to everyone and to the world at hand.

Present situation

Excellence policies	Elitist	Socal and societal	Both
Countries and regions	Germany, Brazil, Canada, Flamish Community of Belgium, France, Spain, Switzerland.	England, Austria, Italy, Ontario, Quebec	French Community of Belgium

Main excellence policy components

❖ Those measures may concern the education mission of the research one or both (Underlined measures are more relevant to the elitist excellence policy).

Education mission	Research mission	Both
▪Better initial training and evaluation of professors ▪Hiring of best professors ▪Selection of best students ▪ Financial support of best institutions ▪Robust assurance quality ▪Excellency prize ▪Scholarships	▪ Financial support of research work ▪System of strict evaluation of research work ▪Hiring of best researchers ▪Scholarships ▪Research prizes ▪Development of links with the private sector ▪Creation of excellency chairs ▪International rankings	▪ University larger autonomy ▪ Merging of universities ▪ Differentiation of university roles ▪ Internationalisation of universities ▪ Modernisation of university governance ▪ National selection of excellent initiatives

The challenge posed by MOOCs

❑ MOOCs are rapidly developing

❑ MOOCs' interactive technology could deliver top-tier teaching from institutions like Harvard, Stanford, and MIT, not just to a few hundred students in a lecture hall on ivy-draped campuses, but free via the Internet to millions around the world.

❑ Sebastian Thrun, cofounder of the MOOC provider Udacity, predicted that in 50 years, 10 institutions in the world would be responsible for delivering higher education

❑ Do MOOCs contribute to improving the quality of higher education in the world?

❑ Is their quality always assured?

❑ Are they always relevant for foreign countries?

❑ Are they a substitute to student mobility?

❑ What are their impact on tuning strategy?

The Bologna Process: an exemple for the world ?

❑To facilitate the free circulation of people within the European Union, E.U. countries agreed to develop the following tools:

- A qualification framework

- An European credits transfer system (ECTS)

- A financial support to the mobility of students and teachers (ERASMUS +)

- The development of the European Association for Quality Assurance in Higher Education (ENQA)

- The creation in 2010 of an European Higher Education Area (EHEA)

- The convergence of national job classification systems

Thank you for your attention

hugonnierb@gmail.com