Working Group One: The Academic Profession in the Age of Globalization

Academics are central actors in higher education institutions. They shape institutions through knowledge production and transmission. Conversely, diversified roles and expectations of higher education institutions shape academics. It is critical to recognize this dynamic interaction because with the massive expansion and diversification of higher education systems, academics are assuming new roles and identities. Research conducted in private and public, prestigious and non-elite institutions in Brazil, Denmark, Mexico, Peru, Russia, and South Africa revealed several relevant findings.

Key findings:

As higher education institutions become more differentiated, a segmented labor market has emerged in the academic profession in many countries. This segmentation is occurring both between and within institutions. Full-time academics with fringe benefits, salary increases, and incentives for research represent a small privileged group, while the majority of instructional staff consists of part-time academics with low salaries, few opportunities for promotion, and limited access to decision-making in academic matters. Many academics have been de-facto redefined as knowledge workers and even "just-in-time" instructors.

Emphasis on research irrespective of the mission and local relevance of a higher education institution places burdens that the institution and academics cannot satisfy. This emphasis may detract from teaching, inhibiting the formation of specialized human resources addressing local and regional needs.

Ethnic minorities and women academics in many systems encounter barriers leading to differential patterns of advancement.

There is now easier access to new and more information, more fluid communication in real time, leading to the creation and participation of knowledge communities and networks. On the negative side are the constant reporting and monitoring of professorial activities and the increasing engagement of administrators in academic matters. New programs and various short-term educational offerings are proposed, often without the input of academics.

Recommendations:

Academics work within broad institutional systemic contexts; therefore, to address professoriate needs and to preserve professional identity, actions must take place at regional and national levels:

__Foster diversification that incorporates different local/national needs, different types of faculty expertise, and different performance indicators.

__Develop a plural system of accreditation that recognizes different missions of higher education institutions and a variety of indicators such as maintaining a balance between full-time and part-time academics.

__Establish equilibrium between governmental responsibilities and market adaptations to generate effective institutions and fair working conditions in order to attract and retain the best individuals into academic jobs.
Set up national and/or regional bodies composed of persons with wide representation to evaluate not only academic performance but also physical facilities and labor conditions in public and private institutions.

**Working Group Two: Access and Equity**

The massive expansion of higher education across all continents has been one of the defining features of the late 20th and early 21st centuries. In looking at access we have analysed the differential levels of quantitative expansion in enrolments. Our analysis focused mainly on eight countries: Ethiopia, France, Ireland, South Africa, United Kingdom, the United States and Vietnam. In considering equity we have sought to examine the extent to which this expansion has led to a widening of opportunity to under–represented groups. Expansion in enrolments has been driven largely by economic priorities, while ideals of social justice and democratisation have influenced the concern with the equity dimension.

**Key findings**

To achieve an understanding of access and equity in a comparative context we identified the following topics as central: an analysis of government policies; the impact of globalisation forces on national policies; an identification of historical and cultural contexts; the structures of higher education systems and of secondary education; an identification of student support mechanisms; and a comparative analysis of intervention strategies. The analytic approach adopted was to move from an analysis of national specificities towards an identification of comparative trends.

A general trend governing access to higher education is movement from a dominant meritocratic norm to a complex mix of merit and equality. This shift is accompanied by some convergence in the definitions of social diversity, a more complex understanding of identities and an increase in the number of relevant categories requiring affirmative action. These identities include gender, social class, geography, ethnicity, disability and linguistic variations. There is a serious gap in current indicators in respect of comparative measures of participation, retention and equity. We have developed an index of participation in higher education and proposed a methodology for the collection of data on equity based on current enrolments. An equal concern for levels of retention and graduation which vary significantly by student background must complement a focus on equity and access. While there is no one optimum structure for higher education systems, massification and diversification will not achieve optimum results unless they are accompanied by the development of flexibility within systems to enable students to progress between different levels and sectors. Policy intervention has to take account of the need for initiatives at other levels of education and critical cross-sectoral boundaries. For many countries the current imperative is to maximize the pool of those qualified to enter higher education. In reviewing intervention strategies a variety of promising initiatives have been identified. These range from financial supports through structural changes in the education system to programs seeking to raise student aspirations. While there is much scope for policy borrowing, interventions need to take account of national cultures, diversity of higher education systems and institutional structures.

**Recommendations**

- National governments should develop a clear specification of what equity groups are to become the target of public policy. Appropriate implementation strategies need to be developed.
- International agencies involved with national governments in collecting comparative data need to agree appropriate measures of access, equity and retention.
- National governments should seek to maximise flexibility within HE systems to facilitate student mobility between levels, institutions, sectors and countries.
- Higher education policy cannot be viewed separately from the problems of primary and secondary education.
- Development partners must commit themselves to extensive and on-going consultation, at the start and particularly at the end of any programme of higher education.
All policy initiatives and interventions should be accompanied by systematic data gathering and monitored for their effectiveness.

**Working Group Three: Higher Education and Social Cohesion--A Global Challenge**

Universities produce more than knowledge and skills; they also affect the attitudes and behavior of society. By promoting informed debate and enforcing rules of civil discourse, by researching commonly-held assumptions and basing conclusions on the weight of the evidence, universities can provide a model of how differences in opinion can be heard with respect. This helps graduates know how to act in the world of commerce and government and to behave in the world of personal relationships, and in turn, facilitates social cohesion in a society.

On the other hand universities have had to withstand damaging forces from the external environment. They have been enlisted to promote aggressive definitions of nationalisms. They have been reduced to narrow vocational functions. They have been utilized to consolidate the power of specific ethnic nationalities or religious views, enforce indoctrination, repress or deny competing world views. Universities themselves have become models of unprofessional behavior and misconduct through corruption. In some instances, discussion of social issues is avoided for fear or retribution. In these instances, universities can be said to have hindered social cohesion.

How are universities currently withstanding these challenges? The administration of a South African university was found to treat the complexity of the HIV/AIDS dilemma with simplistic technical explanations, but two departments of the same university were engaged in profoundly important reflection and questioning of common assumptions. Several universities in the Netherlands were found to be silent and inactive on the sensitive issue of immigration and Islam; but individual faculty were highly engaged on these issues as public intellectuals. Islamic universities in Indonesia were found to actively promote religious tolerance but at the same time, struggle with new forces intending to silence that tolerance and impose a single view. In the former Soviet Union universities were found to often be corrupt, yet in each, individual faculty resisted corruption despite the considerable pressures from senior colleagues, administrators and even family. In each instance, we found evidence that universities were likely to make social cohesion more difficult; and in each instance we found evidence that universities were modelling behavior likely to make social cohesion more possible.

**Recommendations**

Looking across these cases we have concluded that there are 11 characteristics necessary for universities to support social cohesion. Each university should have:

- Publicly available standards of student and faculty conduct
- A transparent process of adjudication for misconduct
- Students and faculty broadly representative of the wider population
- Curriculum which reflects social problems
- Empirical research particularly on social issues
- Commitment to forging linkages with the wider community
- Multiple sources of finance apart from government
- Proactive leadership that explains and defends the role the university
- Public debate over sensitive issues
- Academic freedom to ensure open debate and prevent retribution
- Institutional autonomy so that it takes responsibility for its own policies

If all 11 of these characteristics were to pertain, it would constitute an environment sufficiently enabling for universities to play their proper social cohesion role. These policies deserve support from many different organizations, but UN agencies should have a leading role in promoting two of them: standards of faculty and student conduct and a transparent process of adjudication.
Working Group Four: Rethinking Public-Private Mix in Higher Education: Global Trends and National policy Challenges

Higher education (HE) is experiencing a rapid worldwide expansion and private higher education (PRHE) takes a significant role in that. In many countries the recent increase of PRHE, often associated with a for-profit orientation and the appearance of international providers, raises concerns about academic quality, equity, and the coherence of the system. Recent developments in PRHE, coupled with the increasing marketisation of public institutions, has often led to competition for students, funds, and human resources, blur the distinctions between private and public institutions. In order to address the novel and significant policy challenges, it is necessary to rethink some basic concepts and definitions, because private higher education is here to stay.

Therefore, in order to support the formulation of adequate HE policies, an analytical framework is proposed that is systemic and takes into account the contexts, dimensions, and functions of HE. The historical, socio-economic and political contexts have to be considered as they vary across countries. The dimensions to distinguish between public and private institutions should include sources of funding, ownership, autonomy, and whether the institution is for profit or not. The relative importance of multiple functions of HE (teaching, research, promotions of economic and social development) needs to be reflected in policy making according to national needs.

Recommendations

- The higher education system should be examined as a whole and PRHE regarded as its integral part.
- Effectiveness, efficiency, and equity should be used as the primary goals for policy development. These goals ought to be pursued in all aspects of policymaking including regulations on admissions, quality assurance, governance, institutional support, allocation of research funds and student financial aid.
- Distinguish public from private benefits of HE. Use more public resources to accomplish public missions (such as generation of knowledge and pursuit of socio-economic development) and mobilize private resources to accomplish private benefits (such as individual advancement in the labor market).
- It is important to consider long term and indirect consequences of policies, as well as short term and direct policy objectives to avoid unintended consequences.
- In order to achieve effective policy development, indigenous capacities in research and policy-making in higher education need to be strengthened.
- In countries where the private sector has expanded to accommodate unfulfilled demand, low income students risk paying more for low quality education. Therefore, corrective mechanisms should be developed to address the issues of access and equity.
- In countries where demand for HE has expanded without the corresponding public resources, greater public allocations as well as mobilization of private resources are required, combined with proper quality assurance and accountability mechanisms.

Working Group Five: The Dynamics of International Student Circulation in a Global Context: A Comparative Analysis of Egypt, India, Indonesia, South Africa and the United States

Key issues and global challenges

Students going abroad are the most visible form of international higher education. Whereas enrolment in higher education increased 40% between 1999 and 2004, student mobility increased by 41% from 1.75 million to 2.5 million. A forecast predicts that by 2010 the global demand for international student places will increase to 3.3 million and in 2020 to approximately 8 million. The purpose of this study is to develop a better understanding of the dynamics of international student circulation in the process of internationalization of higher education in a global context, to assess its implication on higher education in different nations and regions, and to provide recommendations for action and study. The focus of the study is on degree seeking international
students in four countries in the South (Egypt, India, Indonesia and South Africa) perceived to be primarily on the sending side of student mobility, and two regions in the North (Europe and the USA) perceived to be primarily but not exclusively on the receiving side. Given the fact that student flows are looked into both inward and outward, the term international student circulation is introduced. Existing assumptions regarding patterns of international student circulation (that it is primarily South-North and North-North, and that South-South flows are rather marginal; that student mobility is dominated by economic rationales; that the growing presence of national and international providers of higher education, as well as opportunities for distance education, will reduce the need for international student mobility) are questioned and discussed.

**New perspectives**

The study provides important data and analyses of the specific role of international student circulation in Southern countries, what makes the study already in itself unique and provides new perspectives on this theme. Regarding existing assumptions, although the economic rationale stays dominant, for instance the religious factor appears to be relevant for changing patterns in student flows in the case of students from Islamic countries. The emergence of cross-border delivery of programs and institutions – based on the data available- appears to have still a rather marginal impact on student flows. And although South-North and North-North student flows are still dominant, one can observe an increase in South-South student mobility: the emergence of regional hubs, also by countries that remain themselves senders of students to the North. Different push and pull factors are looked into for each of the case studies. Inbound and outbound flows are related to rationales and to main approaches to internationalization: mutual understanding; skill migration, revenue generation and capacity building.

**Recommendations**

- Definitions and data should become more compatible. UNESCO’s work on statistics should be supported by common definitions and criteria and more up to date input by the different countries.
- It is also recommended that the example of Australia to include specific data on international student flows in cross-border activities will become generalised and incorporated in the data by UNESCO and OECD.
- Adoption by nations and institutions of higher education of the guidelines for cross-border education as developed by UNESCO and OECD should be stimulated.
- To enhance international student circulation, governments should apply conducive conditions to attract students including investment in the quality aspects of higher education, reasonable visa and study permit conditions, and strategic partnerships at the national and institutional levels.
- The emergence and role of regional hubs in student circulation in the South, the role of regional protocols and agreements, and possible impacts and future trends of these practices are to be given more attention and should be further analyzed.
- The role and impact of religion and other cultural/social rationales on international student circulation require more attention.
- The risks and opportunities of revenue generation in international student circulation for individuals, institutions and nations requires attention by policy makers at the (inter)national level.
- The debate on skill migration and brain circulation related to student mobility remains relevant for further action and study, and should include the design of instruments for mutual benefits and opportunities for the North and the South.
- Where emphasis is still on South-North and North-North mobility and the underlying study is addressing South-South mobility, North-South mobility should be given more priority: identification of what are current push and pull factors for such mobility, what are the main challenges restraining such mobility, and what are potentials for its increase.
Working Group Six: Emerging Model of the Research University

Higher education is an engine of economic development, nation-building, human capital development, and individual advancement in a worldwide economy and knowledge society. The ideals for higher education are converging on an emerging global model that looks to the Western research university as a standard of success. This project analyzes the characteristics of the emerging global model and its relevance in different cultural and institutional contexts. This new trans-national vision of the university is an intensification of existing trends. Only the top 10-20 institutions around the globe actually pursue all of the following but these concepts influence many thousands more worldwide.

1. EGM universities see their mission as transcending the boundaries of the nation-state, educating for global perspective and advancing the frontiers of knowledge worldwide.
2. Universities are becoming more research intensive with the use of scientific methods in disciplines outside the sciences.
3. Faculty members, as producers of new knowledge, are expected to shift roles from traditional individual scholars to members of team-oriented, cross-disciplinary, and international partnerships, with research directed toward real-world problems.
4. The research enterprise is extremely costly; beyond the traditional sources of government support and student contributions, universities are seeking diversified funding from corporations, private donors, grants for technology innovation, and for-profit businesses as spin-offs of research enterprises.
5. New relationships are being created among universities, governments, and corporations to advance economic development and knowledge for the social good.
6. Universities are adopting worldwide recruitment strategies for students, faculty, and administrators.
7. Universities require greater internal complexity directed toward research, such as interdisciplinary centers, integration of research elements in student training programs, and greater technological infrastructure for discovery.
8. Universities participate with international NGOs and multi-governmental organizations in support of collaborative research, student and faculty mobility, and validation of international stature.

Recommendations

Because of the trans-national character of the global research university, governments face new challenges in the pursuit of these goals. Within this limitation, however, higher education policymakers and institutional leaders should:

• Encourage academic competition rather than overly bureaucratic determination of winners and losers.
• Strategize about aspects of the model that are most appropriate in local circumstances, rather than blind imitation of leading institutions or mindless pursuit of high rankings.
• Support collaboration and capacity building across national boundaries.
• Offer incentives for cross-disciplinary research in recognition that development of knowledge for the social good rarely falls into traditional academic divisions.
• Exercise strong quality assurance to counterbalance run-away market forces.
• Expand access to higher education, including appropriate elementary and secondary programs, to generate wide social support for research universities.
• Facilitate private investment from many aspects of society to fund the high costs of global knowledge production.