

## RIHE's 50th Anniversary International Symposium



# Higher Education Research: Challenges and Prospects

高等教育研究—課題と展望—

19:00-22:00 Saturday, 14 May 2022 (Japan time)

In many countries, higher education research faces numerous challenges to its contribution to academic literature, policy making and institutional practice. Among these challenges is the potential crisis of the shrinking community of higher education researchers, a community which is becoming increasingly marginalized, and exhibiting decreased academic and social impacts, compared to the hard sciences in particular.

The Research Institute for Higher Education (RIHE), Hiroshima University, was founded in May 1972 as the first institution in Japan and East Asia specifically concerned with higher education research. Like some similar institutes and centers in Japan and overseas, while RIHE has made huge efforts to be responsive and relevant to increasingly diversified demands from various levels (government, academia, society, and the university it belongs to), it has been confronted with many challenges, which may affect its survival and further development in the future. As part of events to celebrate the 50th anniversary of the establishment of the RIHE, this international symposium is to analyze and discuss what general and unique challenges individual centers and institutions of higher education face, and how to respond to these challenges in the case countries in a global and comparative perspective. A non-exhaustive list of specific research questions to be addressed is listed below.

1. Are there any challenges facing your center, institution or your country in higher education research and further development? If any, what are they? How does your center or institution deal with these challenges? If not, what are the main missions of your centers or institutions, and how does your affiliation undertake higher education research?
2. What is your suggestion to help centers or similar organizations of higher education research to support the mission of conducting higher education research to overcome such challenges?
3. What do you think of prospects of higher education research in your country, and more generally?

We welcome administrative and academic leaders, and researchers in higher education from different countries to share their thoughts and make any suggestions that would help the healthy development of centers or institutions that primarily undertake higher education research in Japan and abroad.





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高等教育研究—課題と展望—

## Date and time

19:00-22:00 Saturday, 14 May 2022 (Japan time: JST/GMT+9)

## Language

English

## Free registration

<https://rihe.hiroshima-u.ac.jp/2022/04/5-14-symposium/>

## PROGRAM

- 18:30- Online registration  
MC: Futao Huang, Professor, RIHE, Hiroshima University
- 19:00-19:05 Opening Remarks 1  
Manabu Abe, Vice president of Hiroshima University
- 19:05-19:15 Opening Remarks 2  
Shinichi Kobayashi, Vice President of Hiroshima University, Director & Professor of RIHE, Hiroshima University
- Each speaker talks for about 20 minutes*
- 19:15-19:35 **Presentation 1**  
**Possible futures for higher education research and research centres in Australia**  
オーストラリアにおける高等教育研究及び研究センター等の将来性  
Richard James, Professor of Higher Education and former director of the Centre for the Study of Higher Education, The University of Melbourne, Australia
- 19:35-19:55 **Presentation 2**  
**Modernization of Chinese higher education and impact from Japan**  
中国高等教育の近代化と日本からの影響  
Fenqiao Yan, Professor, dean, Graduate School of Education, Peking University, China
- 19:55-20:15 **Presentation 3**  
**Challenges and suggestions for higher education research institutions in China**  
中国における高等教育機関の課題と提言  
Niancai Liu, Dean, School of Education, Shanghai Jiao Tong University, China



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- 20:15-20:25    \*\*\* Break \*\*\*
- 20:25-20:45    **Presentation 4**  
**Possible Futures of Higher Education Research in Germany**  
ドイツにおける高等教育研究の可能な未来  
Ulrich Teichler, Professor at the University of Kassel, Germany
- 20:45-21:05    **Presentation 5**  
**The 'glonacal' paper after 20 years**  
20年後の「グローナカル」という説に関する議論  
Simon Marginson, Professor at the University of Oxford, the UK
- 21:05-21:25    **Presentation 6**  
**Higher Education Research Centers: A Case Study and Broader Patterns**  
高等教育研究センター：ケーススタディとより広いパターン  
Philip Altbach, Professor at Boston College, the USA
- 21:25-21:45    **Panel Discussion**  
Presenters:            Richard James  
                              Fengqiao Yan  
                              Niancai Liu  
                              Ulrich Teichler  
                              Simon Marginson  
                              Philip Altbach
- 21:45-22:00    **Commentary**  
Motohisa Kaneko, Distinguished Service Professor, the University of  
Tsukuba; and Professor Emeritus, the University of Tokyo, Japan

## PRESENTATION DETAILS

### **Presentation 1: Possible futures for higher education research and research centres in Australia**

*Richard James*

This presentation will discuss the present character and standing of higher education research and higher education research centres in Australian universities. The presentation will consider key research priorities and areas, the difficulties in securing research funding, the ongoing challenges of conducting research and influences institutional and national policy and practice and the future development of higher education researchers.

### **Presentation 2: Modernization of Chinese higher education and impact from Japan**

*Fengqiao Yan*

In late 19th Century, when the last Qing Dynasty would approach to its end, China began its modernization process. But the process is not voluntary and active but forced and passive. Imperial invasions in the First Opium War (1840-1842) and the Second Opium War (1856) made Chinese people realized that Western countries were much stronger and powerful. The government was advised by intellectuals to initiate Self-Strengthen Movement (zhiqiang yundong) or Westernization Movement (yangwu yundong) by importing



mining, railway, manufacturing and military technology from Western countries. However, the failure in the Sino-Japanese War (jiauw zhangzheng) in 1894-1895, China was conscious that Japan's success in the war was not only attributed to advanced technology but also to social and political institutions. Therefore, China started a new and broad reform movement called the Constitutional Reform and Modernization (weixin bianfa). This movement is labeled the Eastward Transmission of Western Learning (xixue dongjian). As a part of modernization, China created its first modern universities in 1890s by imitating western counterparts (Jin, 2000).

In 1905, China abolished its Civil Examination (keju kaoshi) and old academy of classical learning system (shuyuan) respectively, and built modern schooling system. The new schooling system is beneficial from Western-styled knowledge. In 1911, the old dynasty was replaced by a new Republic sovereignty. China got significant progresses in all areas of life during Republican era (1912-1949) except Anti-Japanese War (1937-1945). In Republican era, China developed its modern higher education system. In the process of higher education modernization, Japan had big impact on China. A lot Chinese scholars went to Japan to study. China also learned from Japan for its modern knowledge and academic institution. The historical study this period can shed light on its current situation.

### **Presentation 3: Challenges and suggestions for higher education research institutions in China**

*Nian Cai LIU*

Higher education research institutions (HERIs) in mainland China have undergone rapid growth over the last 40 years, served an important role in policy-making for both government and university, and tried to be responsive to the growing demands from government, academia, society, and their home university. However, they have also been confronted with a variety of challenges which may limit their future development and scope of influence. While the number of higher education related research publications continue to increase, lack of explanatory power and in-depth theoretical analysis has been pointed out as the main issues in terms of research quality. Higher education research contributes to education practice and policy-making, and its research topics and emphasis are closely related to issues and challenges facing higher education reform and development, but large gap between theory and practice still exists. Furthermore, higher education research suffers from a lack of recognition in academe, and is sometimes placed at a marginalized position, the number of full-time researchers at HERIs is relatively small and the number of professionals holding degrees in relevant fields is even smaller. Suggestions will be provided based on the experience of Shanghai Jiao Tong University.

### **Presentation 4: Possible Futures of Higher Education Research in Germany**

*Ulrich Teichler*

Higher education research in the Federal Republic of Germany was insitutionalized in the 1970s in response to controversial notions of the rapid growth of student enrolment and to the student protests of the 1960s. Research and service centres for teaching and learning as well as two government-supported institutions outside universities were established, before eventually the centre for higher education research was founded within a university – actually in Kassel - in 1978. Since the mid-1990s, changes of higher education policies – de-regulation, strengthening of university management, increased evaluation activities, internationalisation of higher education, etc. – led to increased interest in higher education research. Various professorships and a few research centres were established at German universities. However, part-time applied research undertaken by higher education managers, projects of consultancy firms, studies based on simple indicators – e.g. „rankings“ - or other „expert reports“ expanded substantially more than typical higher education research. Higher education research is challenged to show that theoretically and methodologically well-based research is not an „ivory-tower“ activity, but rather provides a convincing basis for reflection and creative higher education policy. Also well-based higher education research can play a coordination role for research activities undertaken by administrative staff at individual universities.



### **Presentation 5: The 'glonacal' paper after 20 years**

*Simon Marginson*

The paper reflects on the argument and subsequent discussion, in global and international higher education studies, of the widely cited 2002 paper by Marginson and Rhoades: 'Beyond national states, markets, and systems of higher education: a glonacal agency heuristic'. The paper worked with neutral geo-spatial terminology, and an open ontology. It found that global and international relations in higher education were becoming more important than before, creating new scope for individual and institutional agents, but the national scale remained powerful and productive in higher education. Agents were increasingly active in all three scales at the same time: local, national and global, and no one scale was necessarily primary. This allowed the respective roles of the scales to vary by time and place, e.g. the national scale can be more determining in some countries than others. This argument has stood up well as an explanatory framework, whereas other more normative theoretical paradigms (e.g. the ongoing discussion of 'internationalisation') have undergone frequent revision. However, the glonacal argument needs to be supplemented by (a) recognition of the neo-imperial character of much of the Euro-American globalisation of higher education, (b) more direct recognition of the pan-national regional scale, and (c) acknowledgement that there are different kinds of agency in the local scale.

### **Presentation 6: Higher Education Research Centers: A Case Study and Broader Patterns**

*Philip G. Altbach*

The Boston College Center for International Higher Education is one of the oldest existing center in the world, having been established in 1994. It was founded by Philip Altbach, with several goals at a time when the international study of higher education was in its infancy. These included:

- Building a network of researchers on higher education at a time when there were no such networks and very few organizations focusing on the field in any kind of comparative/international perspective
- Communicate knowledge about higher education to a research audience but also to policymakers. To do this the Center's flagship publication, *International Higher Education*, was established in 1994 and is now perhaps the oldest continuing such publication. It is now published in Spanish, Portuguese, Russian, Chinese and Vietnamese and has a wide international circulation. The Center also sponsors a book series and publishes working papers.
- Educate masters and doctoral students with a focus on comparative and international higher education.
- Sponsor collaborative research on topics of importance to global higher education.

The Center has been supported by Boston College, first through financing from the J. D. Monan SJ Chair and also through 15 years of funding from the Ford Foundation.

The Center has attempted to identify key research topics relevant to international audiences—it is worth in 2022 to think about relevant research themes for the coming period.



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## SPEAKER DETAILS

**Richard James** is a Professor of Higher Education at the University of Melbourne, where he was Deputy Vice-Chancellor Academic until the end of 2020. Richard was Director of the Melbourne Centre for the Study of Higher Education for over a decade. His research interests are in the quality of the student experience, access and equity. He was member of the inaugural Higher Education Standards Panel that developed the present standards framework for higher education providers.

### Fengqiao Yan

Title: Professor, dean, Graduate School of Education, Peking University, China.

Major academic areas: organization and governance in higher education, private higher education, academic profession. He has been principal investigator of several research projects sponsored by World Bank, Ford Foundation, and Chinese government.

Publication: Dozens of paper have been published in English and Chinese journals, including *The Review of Higher Education*, *European Review*, *Frontiers of Education in China*, *Chinese Education and Society*, *Educational Research* (Chinese), *Higher Education Research* (Chinese) and so forth. Monography: *Organization and Governance of University* (2006)(Chinese). coeditor of two books: *Efficiency, Equity and Adequacy: Financial Reform of Chinese Basic Education* (2010) (Chinese), and *Challenges to the Higher education in Post-massification* (2012) (Chinese).

**Nian Cai LIU** is currently the Director of the Center for World-Class Universities and the Dean of the School of Education at Shanghai Jiao Tong University. His research interests include world-class universities and research universities, educational evaluation and academic ranking, internationalization of education and global common good(s). His recent books include "World-Class Universities: Global Trends and Institutional Models" and "China and Europe on the New Silk Road: Connecting Universities Across Eurasia". He is a member of the editorial/advisory boards of several international and national journals. The Academic Ranking of World Universities, an online publication of his group since 2003 (<http://www.ShanghaiRanking.com>), has attracted worldwide attentions.

**Ulrich Teichler** has been professor at the International Centre for Higher Education Research (INCHER-Kassel) of the University of Kassel (Germany) from 1978 to 2013 and director of the Centre for 16 years. His about 1,400 publications notably address higher education and the world of work, international comparison of higher education systems, the academic profession, and international mobility and cooperation in higher education. He played major roles in the Consortium of Higher Education Researchers (CHER), the European Association for Institutional Research (EAIR), the Academia Europaea and the International Academy of Education. He was awarded the doctor honoris causa by the University of Turku (Finland) and the Comenius Prize of UNESCO. He is sponsor of the Ulrich-Teichler Prize for excellent doctoral dissertations in higher education research in German-speaking countries.

**Simon Marginson** is Professor of Higher Education at the University of Oxford, Director of the ESRC/RE Centre for Global Higher Education (CGHE), Joint Editor-in-Chief of Higher Education, Professorial Associate of the Melbourne Centre for Study of Higher Education at the University of Melbourne. In 2009 he worked at RIHE as a visiting professor for four months. Widely published (Google Scholar h-index 77), Simon's research is focused on global and international higher education, higher education in East Asia, the contributions of higher education, and global science. His most recent book is *Changing Higher Education in East Asia*, edited with Xin Xu (Bloomsbury, February 2022).

**Philip G. Altbach** is Research Professor and Distinguished Fellow at the Center for International Higher Education at Boston College, where from 1994 to 2015 he was the Monan University Professor. He was the



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2004-2006 Distinguished Scholar Leader for the New Century Scholars initiative of the Fulbright program, was given the Houlihan award by NAFSA: Association of International Educators, the Bowen distinguished career award by the Association for the Study of Higher Education, and has been a senior associate of the Carnegie Foundation for the Advancement of Teaching. He has taught at Harvard University, the University of Wisconsin, and the State University of New York at Buffalo.

He is author of *Global Perspectives on Higher Education, Turmoil and Transition, Student Politics in America*, among other books. He also co-edited (with Jamil Salmi) *The Road to Academic Excellence*, (with Michael Bastedo and Patricia Gumpert) *American Higher Education in the 21st Century*, the *International Handbook of Higher Education*, *World Class Worldwide: Transforming Research Universities in Asia and Latin America* and other books.

Dr. Altbach holds the B.A., M.A. and Ph.D degrees from the University of Chicago.

**Motohisa KANEKO** is Distinguished Service Professor, The University of Tsukuba; and Professor Emeritus, the University of Tokyo. Professor Kaneko graduated from the University of Tokyo and received a Ph.D. from the University of Chicago. He taught at State University of New York at Albany, before joining the Research Institute for Higher Education at Hiroshima University. He moved then to the University of Tokyo as Professor of Higher Education, and served as Dean of The Graduate School of Education. Since 2012, he is Professor at Tsukuba University. He served various public committees and councils, including the Central Education Council and the Science Council of Japan. Until 2015, he served as President of the Japan Society for Higher Education Studies.