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Diversity within high participation systems of higher education

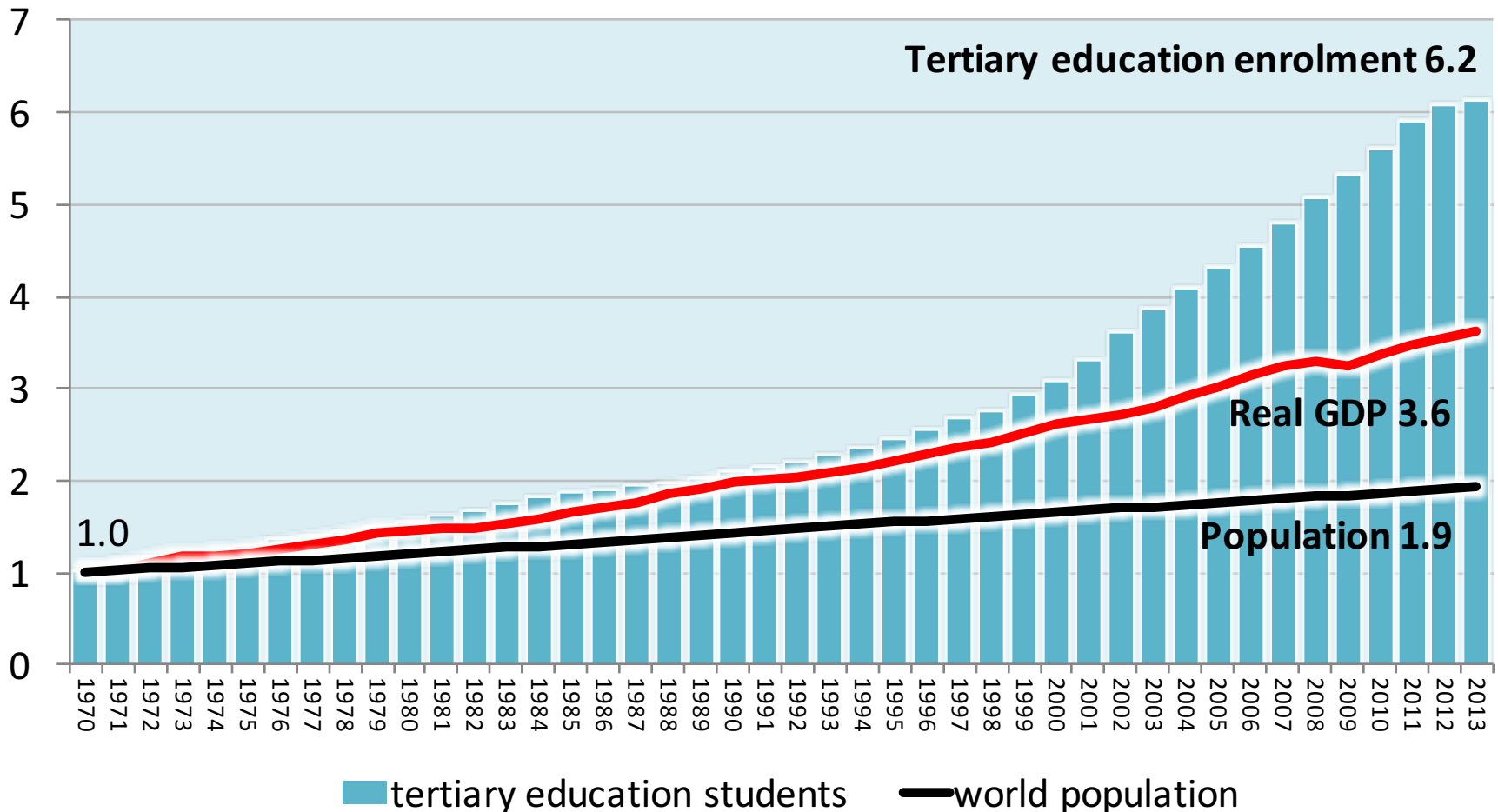
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World GDP, population and tertiary enrolment, 1970-2012 (1970 = 1.0)

Constant price GDP. Data from World Bank, UNESCO Institute of Statistics



Regional Gross Tertiary Enrolment Ratios (%), 1970-2013

UNESCO Institute of Statistics

	1970	1990	2010	2013
World	10.0	13.6	29.3	32.9
North America/ W. Europe	30.6	48.6	76.9	76.6
Central and Eastern Europe	30.2	33.9	67.9	71.4
Latin America and Caribbean	6.9	16.9	40.9	43.9
East Asia and Pacific	2.9	7.3	27.3	33.0
Arab States	6.0	11.4	25.5	28.1
Central Asia	n.a.	25.3	26.7	26.1
South and West Asia	4.2	5.7	17.4	22.8
Sub-Saharan Africa	0.9	3.0	7.7	8.2

High Participation Systems of Higher Education

- Marginson, S. (2016). High participation systems of higher education. *The Journal of Higher Education*, 87 (2), 243-270
- Marginson, S. (2016). The worldwide trend to high participation higher education: Dynamics of social stratification in inclusive systems. *Higher Education*, 72 (4), pp. 413-435. Open access publication at <http://rdcu.be/kf7P-x>
- Cantwell, B., Marginson, S. and Smolentseva, A. (eds.) (forthcoming). *High Participation Systems of Higher Education*.
 - Ch 1 Introduction
 - Ch 2 A data based comparison of High Participation Systems
 - Ch 3 Governance
 - Ch 4 Horizontal diversity
 - Ch 5 Vertical stratification
 - Ch 6 Equity
 - Chs 7-12 Cases of Australia, Canada, Finland, Japan, Norway, Poland, Russia, United States

Vertical and horizontal diversity in systems

- Vertical diversity (here **stratification**) distinguishes HEIs by ‘quality, reputation and prospective status of graduates’
- Horizontal diversity (here **diversity**) refers to ‘the specific profile of knowledge, style of teaching and learning, problem-solving thrust’ (Teichler, 1996, p. 118)
- Horizontal diversity can also include differences in mission, governance or internal organizational culture

Teichler, U. (1996). Diversity in higher education in Germany: The two-type structure. In V. L. Meek, L. Goedegebuure, O. Kivinen and R. Rinne, *The Mockers and the Mocked: Comparative perspectives on differentiation, convergence and diversity in higher education* (p. 117-137)

Stratification

- Horizontal differences in the missions, profiles or nomenclature of HEIs can be practised also as vertical differences
- The weightiest distinction between HEIs derives from comparisons of research intensity
- As participation expands there is a secular tendency to greater stratification. Places in elite HEIs shrink as a proportion of total places, competition for entry into the elite segment intensifies and fine differences between institutions, in student selectivity, research intensity and/or price etc., are magnified

Coverage of paper

(1) Prior scholarship on diversity, and (2) actual existing diversity in high participation systems of higher education

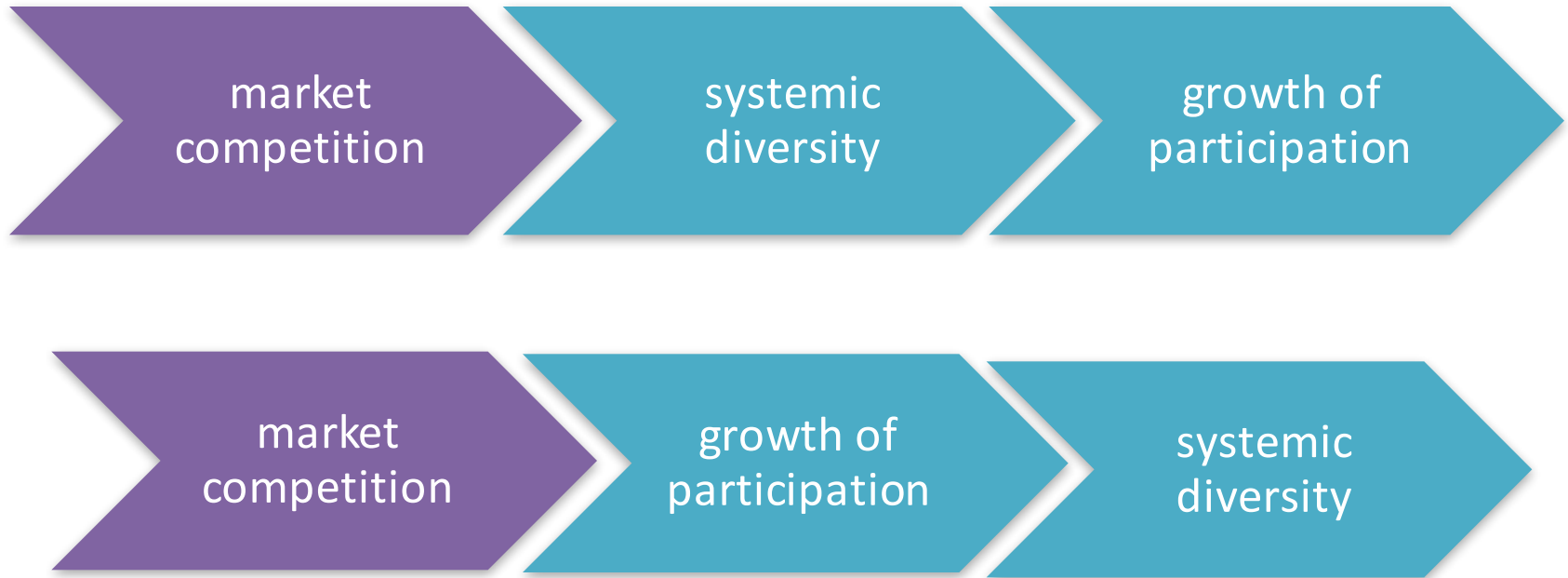
- Discussion of *systemic diversity*: horizontal differences in institutional mission, classification, type, form and activity profile, including the structural diversity in legal foundations, governance or authority, as in public and private sectors
- Also diversity within higher education institutions
- Systems are more diverse if they include a greater number of institutional types, if the distribution of HEIs between the main institutional types is more evenly weighted, and/or if there is greater distance in kind between the institutional types (Wang and Zha, 2015)

Wang, C. and Zha, Q. (2015). *Measuring Systematic Diversity in Chinese Higher Education: A multiple methods approach*. Paper presented to the 40th Annual Conference of Association for the Study of Higher Education (ASHE), Denver, Colorado, USA, 4-7 November.

The research and scholarship

- Does diversity foster growth? Or, does growth lead to greater diversity?
- Does market competition foster diversity (and hence also growth)? Does market competition directly foster growth (and perhaps also diversity)?

The market diversity 'hypothesis'



American discussion

UK, Australia and Europe

- “The dynamics of higher education are first and foremost a result of the competition for reputation. Higher education systems are characterized by a reputation race. In this race, higher education institutions are constantly trying to create the best possible images of themselves as highly regarded universities. And this race is expensive. Higher education institutions will spend all the resources they can find to try to capture an attractive position in the race. In this sense, Bowen's (1980, p. 20) famous law of higher education still holds: ‘in quest of excellence, prestige and influence... each institution raises all the money it can ... [and] spends all it raises”(van Vught, 2008, p. 169).

van Vught, F. (2008). "Mission Diversity and Reputation in Higher Education." *Higher Education Policy*, 21(2), 151-174

*But is market diversity (for or against)
really the point?*

A more relevant question

- What systemic and institutional configurations are typical of higher education in the higher participation systems (HPS) era, and why?

Systemic and institutional configurations

1. The rise of the multiversity, the large comprehensive research university, to a more dominant role within national systems, together with growth the size and scope of individual multiversities
2. Overall reduction (with some national exceptions) in the role of semi-horizontal binary sector distinctions and single-purpose institutions
3. Growing internal diversity within the comprehensive multi-purpose institutions

It is likely that there is an overall decline in diversity in the horizontal sense, with the (relatively peripheral) exception of on-line forms and in some countries, the growing role of for-profit private sectors

The multiversity

- In national systems, a larger proportion of system activity, resources and status is concentrated in multi-disciplinary multi-purpose research universities, or multiversities
- Research-intensive multiversities are elevated further above other institutions
- The multiversity includes or absorb other institutional forms
- It exhibits greater internal complexity and diversity
- Its average size tends to increase
- It often becomes more autonomous and self-driving in the corporate sense, though mostly remains tethered to state policy and regulation

Size and social power

- Twin objectives of the multiversity, status and resources. The former is the end, the latter the means
- The multiversity is shaped between two contrary and compelling logics: the logic of selectivity, which generates status by increasing unit value; and the logic of aggregation of functions, reach and social power
- Institutional status is generated by both quantity and quality

Reconfigured systems

- Shrinking roles of non-university sectors
- Absorption of specialist HEIs, and some separate research academy activity, by larger multidisciplinary conglomerates
- Combinatory forms develop the size and reach of multiversities, including mergers, multi-site and cross-border institutions, and hybrid structures

Internal diversity

- The growing internal diversity of multiversities affects some or all of the range of missions, business activities, institutional forms and internal structures, the discipline mix, research activities, levels of study and range of credentials, the heterogeneity of the student body, links to stakeholders, cross-border relations, and forms of academic and non-academic labour. It also extends to more diverse financing arrangements and research activities
- Note especially diversity of organizational and academic (departments or schools) units, including cross-disciplinary and problem solving research institutes; and the increasing heterogeneity of student populations

Diversity on the periphery of the multiversity

- Online education and for-profit forms lack the gravitas of the multiversity
- Neither has found a way to generate superior positional value. Arguably, it is the desire for social position is the main driver of the growth of participation in higher education

Conclusions

- All else equal, expanding participation plus enhanced competition in neoliberal quasi-markets is associated with specific effects in relation to diversity, including (1) increased vertical differentiation of HEIs (stratification), (2) reduced horizontal differentiation (diversification), (3) more mission convergence via isomorphistic imitation, and (4) growth in the role of private HEIs, including for-profit institutions
- Institutional forms develop more by combination, including gymnastic joining of heterogeneous parts, than de-bundled missions and nimble specialization as in the market imaginary
- **Less horizontal diversity overall.** Less diversity of institutional types, a less distributed spread of types. Greater distance between types, e.g. online and for-profits, but they are peripheral in high participation systems. More and steeper stratification in many countries (but that's another paper)