



A GLOBAL CENTRE OF HIGHER EDUCATION RESEARCH

Simon Marginson, University of Oxford

For University of Alabama delegation

28 March 2023

THE CENTRE FOR GLOBAL HIGHER EDUCATION

Seeks to understand, advance and improve the contributions of higher education. Conducts research on global, national and local higher education. Established by the UK Economic and Social Research Council and its first five-year grant (November 2015-October 2020) was part funded by the then Higher Education Funding Council of England. Initial lead partner was then UCL; Centre moved to Oxford from 1 January 2019. Centre Transition funding was awarded in February 2020 for three years (2020-2023). It has ten university partners in its Centre Transition phase which finishes on 30 April 2023:



- Oxford UK
- UCL Institute of Education UK
- Lancaster UK
- Bath UK
- Surrey UK
- Shanghai Jiao Tong U CHINA
- Lingnan U HONG KONG SAR CHINA
- Hiroshima U JAPAN
- Virginia Tech UNITED STATES
- Dublin Institute of Technology IRELAND

THE CGHE TRANSITION CENTRE 2020-2023

[HTTP://WWW.RESEARCHCGHE.ORG](http://www.researchcghe.org)

- £2.4 million in funding | November 2020 to 31 October 2023
- 10 research projects including one jointly funded in Hong Kong, each 1.5 to 3 years. Eight projects in continuity with prior CGHE projects, two are new. Focus on academic publishing, impact
- HQ at Oxford Department of Education, eight UK-based Research Associates in three locations. Monthly 15-person Research Management Committee, twice yearly Advisory Board.
- Annual conference (online in 2021 and 2022, average 140 participants per session), twice global weekly webinars with regular audiences of 50-200, occasional symposia, conferences and other events with emphasis on impact on policy and practice
- Numerous journal papers and book chapters, 83 Working Papers, 3 research reports, 17 Policy Briefings/Research Findings, CGHE Bloomsbury book series (six books published, three in process), blogs, social and mass media presences
- Bid for full centre funding for 2024-29 in preparation, led by Alis Oancea (Oxford)

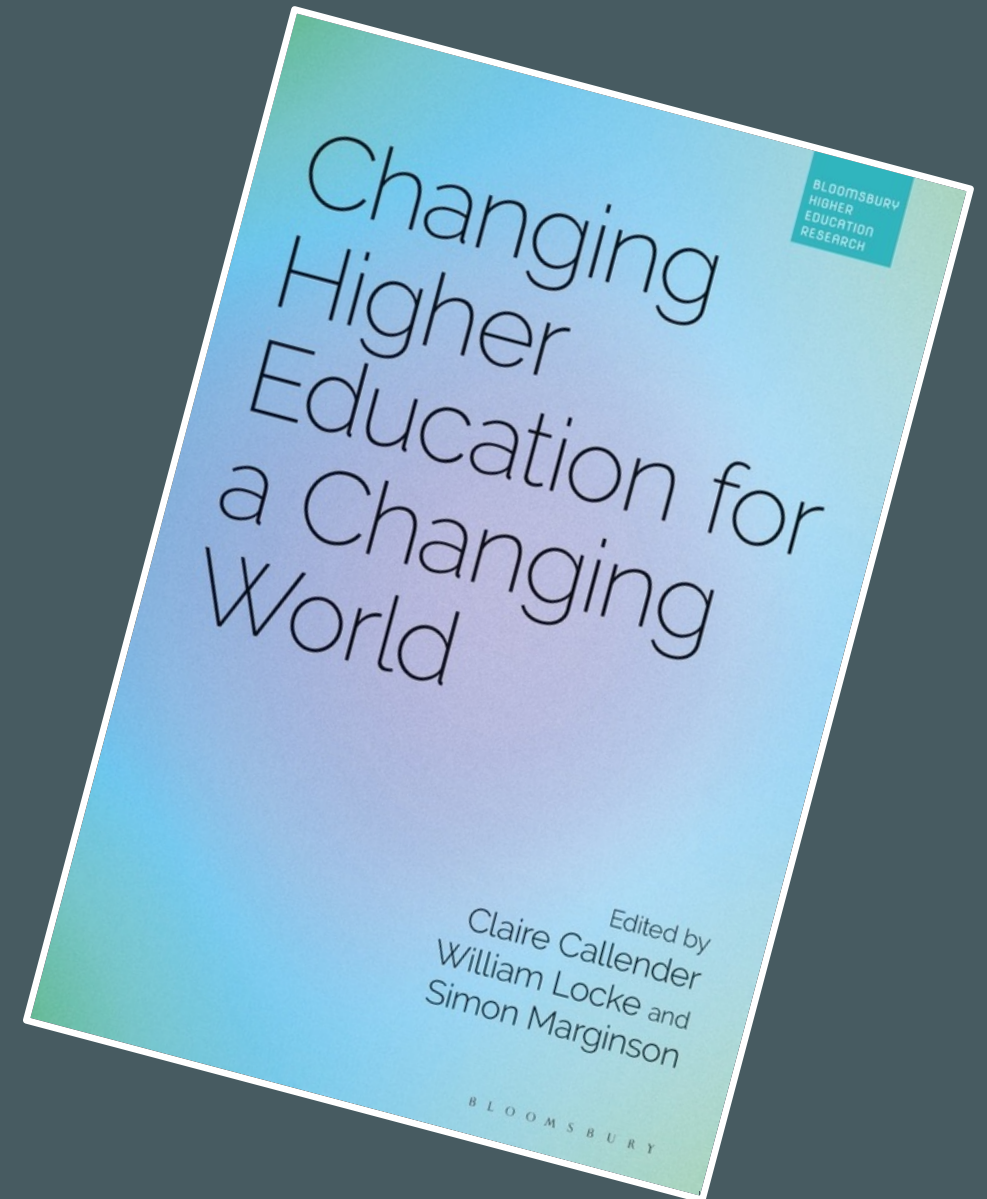
CGHE TRANSITION CENTRE PROJECTS 2020-2023

Project		Project	
1.	Graduate experiences of employment and knowledge (Lancaster Paul Ashwin)	6.	The impact of locality and region on university governance (Oxford (Oxford Mike Shattock)
2.	Realising the potential of technology for scaling up higher ed (UCL Diana Laurillard)	7.	An historical lens on higher education staffing: UK and France (UCL Vincent Carpentier)
3.	Research on research: The research function and mission of higher education (Oxford Alis Oancea)	8.	Local and global public good of higher education: 10 nation study (Oxford Simon Marginson)
4.	Graduate labour market and equity (UCL Golo Henseke)	9.	Mapping supra-national higher education space (UCL/Oxford/Surrey (UCL Tristan McCowan, Surrey Rachel Brooks, Oxford Maia Chankseliani, David Mills)
5.	Student loan debt and graduate decision making (UCL Claire Callender)	10.	UK international graduates in mass media and public perceptions: UK, Mainland China, Hong Kong and Taiwan (Lingnan HK Ka Ho Mok)

IN THE FINAL YEAR OF
CGHE'S CENTRE TRANSITION
PHASE THE FOCUS IS ON –

1. COMPLETING ACADEMIC
OUTPUT, AND IMPACT ON
POLICY AND PRACTICE
(INCLUDING EVENTS)

2. ADVANCING GLOBAL
COOPERATION IN THE HIGHER
EDUCATION SECTOR IN A MORE
DIFFICULT SETTING



HIGHER EDUCATION AMID GEO-POLITICS



THREE THOUSAND YEARS OF DIVERSE PRACTICE OF HIGHER EDUCATION

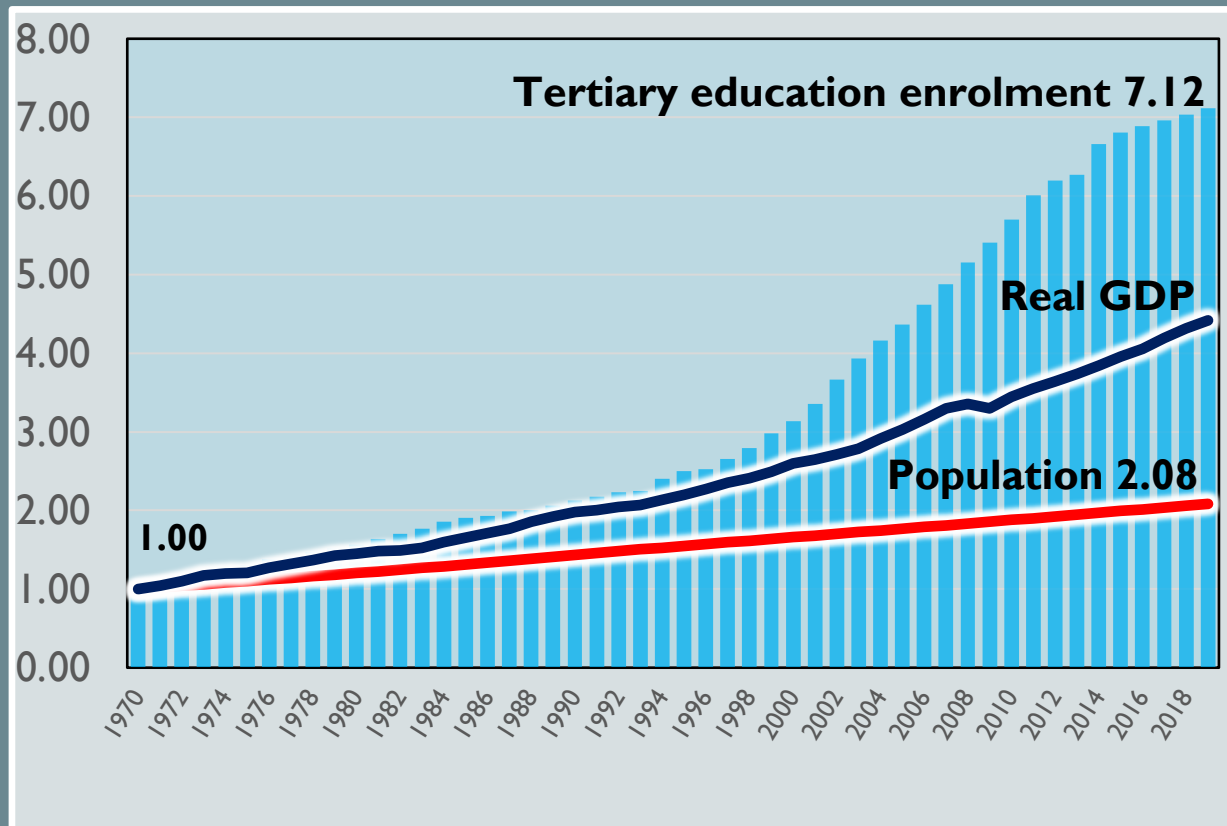
- China's Imperial academies, training scholars in statecraft, began in Western Zhou (1046-771 BCE)
- The great scholarly monasteries of Northern India (5th BCE to 13th CE)
- Library and Mouseion at Alexandria, from 270 BCE
- The golden age of Islamic scholarship, 7th-13th CE
- Medieval European universities, Bologna 1088 CE
- Von Humboldt's teaching/research university in Berlin 1809 CE, followed by the comprehensive US science university that has spread everywhere

University of Al-Qarawiyyin (Fez, Morocco) founded 859 CE



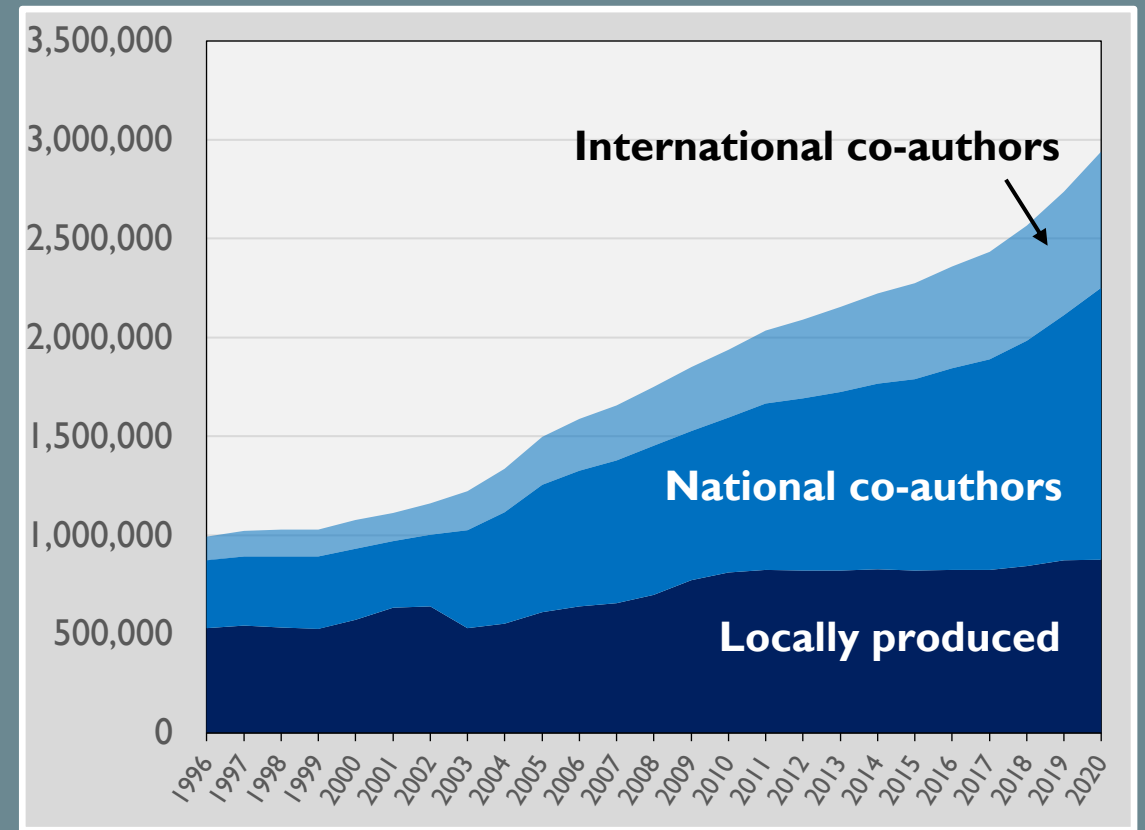
THE EUROPEAN-AMERICAN SCIENCE UNIVERSITY HAS NOW SPREAD ACROSS THE WORLD

WORLD TERTIARY PARTICIPATION RATE NOW OVER 40%: Growth of tertiary students worldwide since 1970



UNESCO and World Bank data

OVER 65 NATIONS HAVE SCIENCE SYSTEM: science papers have grown by 5.2% p.a. since 2020



US Science Board data, derived from Scopus

BUT ALL PREVIOUS FORMS OF HIGHER EDUCATION WERE SUPPRESSED OR LOST SUPPORT

- Vikramshila, Nalanda and other Indian monasteries were brutally suppressed with everything lost. It is said eight million books burned at Nalanda
- Scholars in Alexandria were driven into exile and the library defunded, fell into disuse in the Roman period
- Cosmopolitan medieval Islamic scholarship, and the scholar-officials in China have now given way to more Westernised universities

The destruction of Nalanda, 1193 CE



GERMANY HOUSED THE WORLD'S LEADING SCIENCE UNIVERSITIES BEFORE 1933



Students collecting 'Un-German'
books and papers for burning, 1933



KARAZIN KHARKIV NATIONAL UNIVERSITY, UKRAINE



Karazin Kharkiv was Ukraine's second ranked university. Since February 2022, 10% of all Ukraine's universities have been completely destroyed



GLOBAL GEO-POLITICS AND HIGHER EDUCATION

Geo-politics combines geography, power, politics and international relations in a multi-lateral (nation-state) world. It brings forward spatial thinking and space making strategies, territories, places, resources, and ecological issues that spill across borders. While dividing the global space it has both positive and negative effects in specific countries



- In higher education geo-politics affects the capacity of people to cross borders, shape alliances and cooperation., and drives new research. It may open up new connections. It may also trigger restrictions on free communications, and can become associated with international antagonism and conflict
- Past examples include the nuclear race and space race in the US/Soviet Cold War, the US engagement with China in 1985-2015 in universities and science, the emergence of close cooperation between higher education systems and researchers in Europe



What geo-political
flashpoints are currently
disrupting cross-border
collaboration and
knowledge flows?



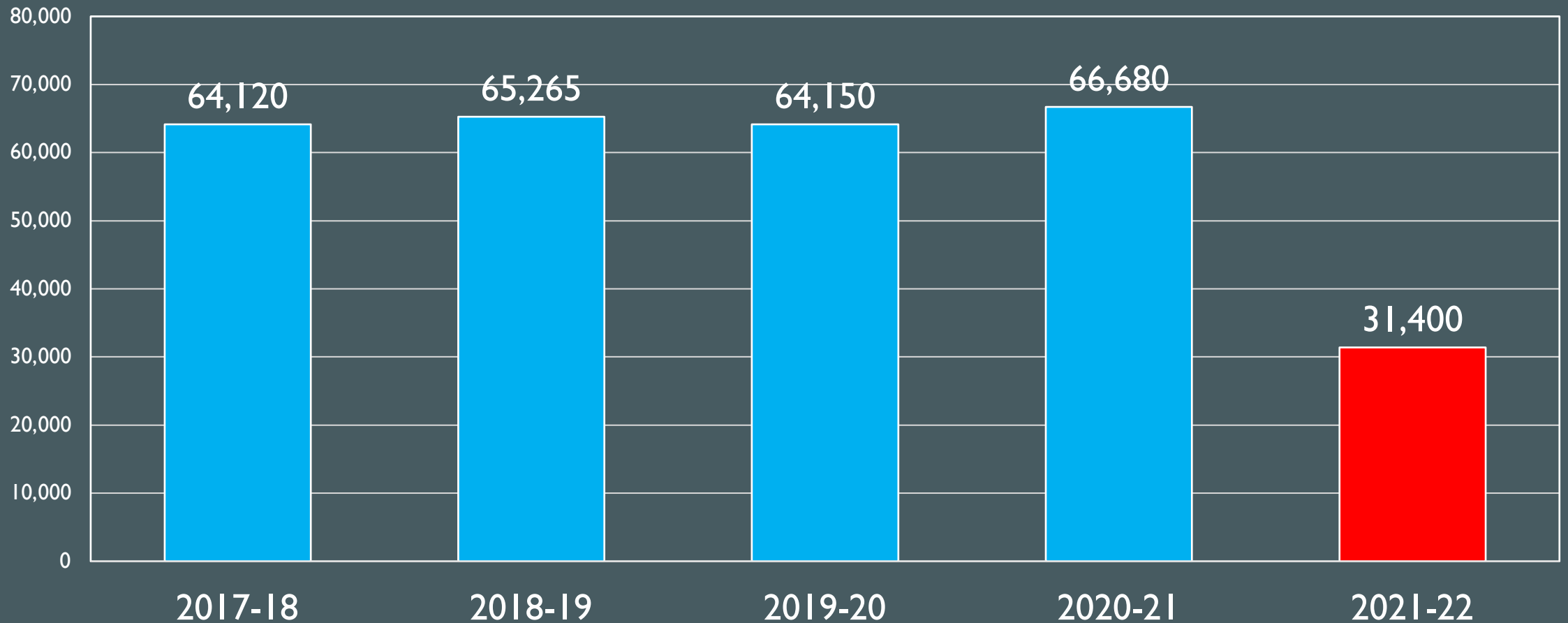
FLASHPOINTS AFFECTING HIGHER EDUCATION

Geo-political conflicts that impair higher education cooperation and global knowledge flows include

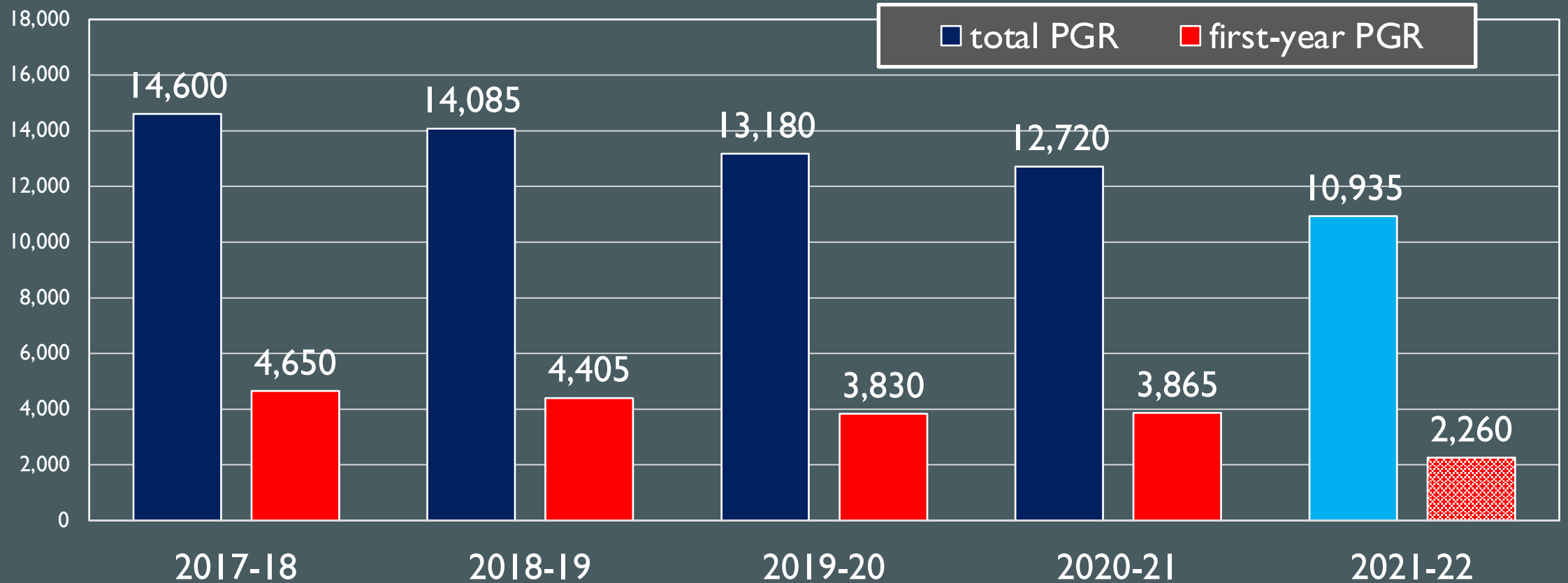
- 'Decoupling' of US and China, with flow on effects in relations between China and allies of US including in Europe, East Asia and Australia
- Russia versus Ukraine (and versus US-Europe)
- Long antagonism between Pakistan and India
- Tense relations between China and India
- Brexit's partial decoupling between UK and European Union countries in higher education and research



ERASMUS STUDENTS NO LONGER ENTER UK, AND FIRST YEAR EU STUDENTS IN UK DEGREES ARE DOWN SHARPLY: CHANGE FROM 2017-18 TO 2021-22



POSTGRADUATE RESEARCH STUDENTS FROM EU IN UK DEGREES, TOTAL NUMBER AND FIRST YEAR STUDENTS 2017-18 TO 2021-22



THE U.S.-CHINA DECOUPLING

- U.S./China engagement in higher education and knowledge (mid 1980s to mid 2010s) was a tremendous step forward. Two large, fertile and different civilisations coming together opened the way to a diverse multi-polar world of mutual learning
- But the two parties had different expectations. The U.S. expected China to transform along Western lines. China saw it as capacity building and catchup, without China ceasing to be China. China achieved its goals, the U.S. did not
- China's economy, society and higher education transformed but it did not become a U.S.-style democracy. The U.S. learned much less about China than China learned about the U.S.
- The U.S. shifted from engagement and collaboration to confrontation in the economy, military, science and technology, despite the efforts of U.S. universities to sustain engagement
- Responding, China began to impose its own restrictions ...



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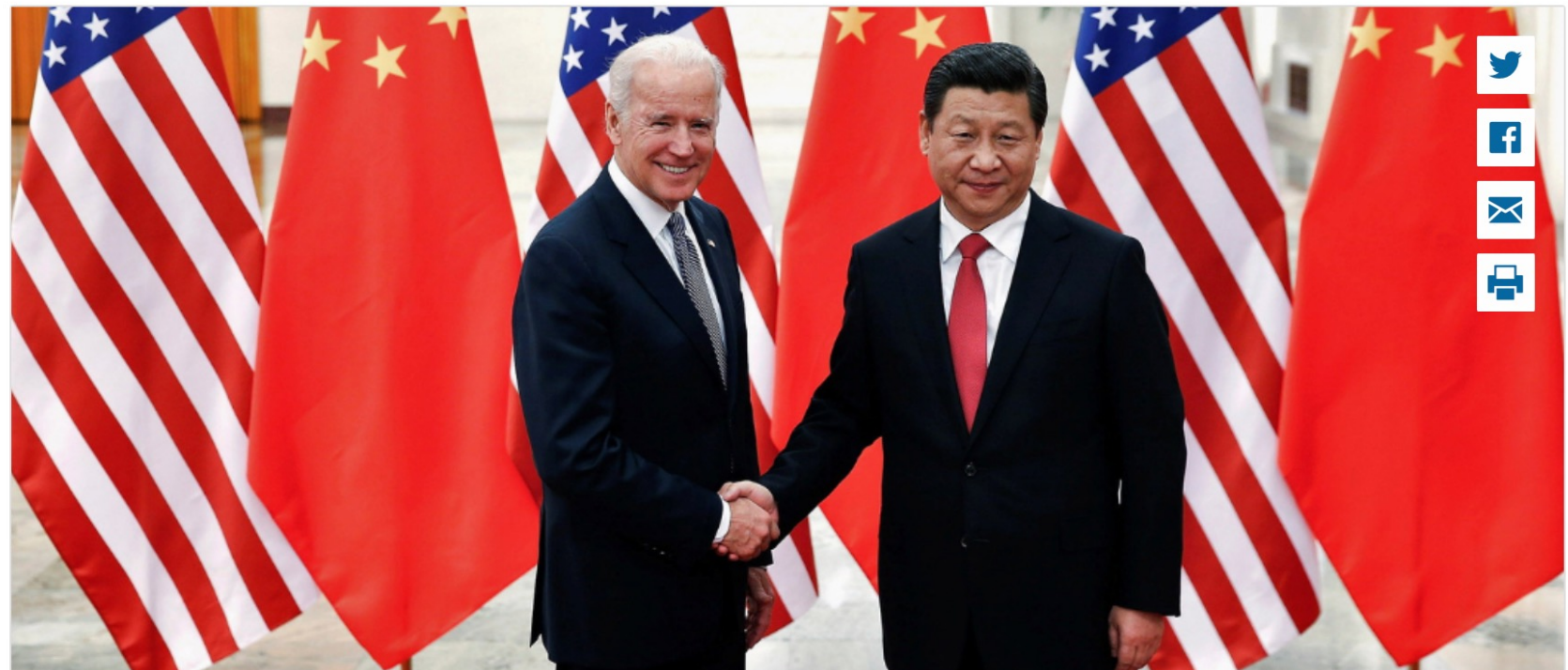
[Start-ups in Max Planck innovation portfolio raise €225 million in venture](#)

Schisms in research collaboration risk worsening global crises, OECD says

16 Mar 2023 | News

Barriers being put up by the US, China and the EU could hinder scientific progress at a time when it is most urgently needed, according to OECD's latest report on the global R&D outlook

By [Thomas Brent](#)



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DIFFERING PERSPECTIVES ON GLOBAL GEO-POLITICS

- 2023 survey, 15 countries by European Council on Foreign Relations: 'Many people in the West see the coming international order as the return of a cold war-type bipolarity between west and east, democracy and authoritarianism. But people in India, China and Turkey see themselves very differently. They do not expect Western domination to continue'. The independent powers are not a new third bloc, they don't have a common ideology, but nor are they 'content to adjust to the whims and plans of the superpowers'.
- Brazil's new president Luiz Inácio Lula da Silva also emphasises multipolarity and wants to build good relations with both the USA and China

Brazil President Lula

QUESTIONS

- How can we protect universities from subordination and destruction?
- How can we advance peace and cooperation and diminish militarism, through higher education and knowledge exchange?
- How can we maintain academic cooperation between systems and between institutions amid growing geo-political tensions?
- How much autonomy do universities have to operate outside government?
- How can we protect and advance academic freedom in all countries?

