Expanding Higher Education

SHOULD EVERY COUNTRY HAVE A WORLD-CLASS UNIVERSITY?

For most of recorded history higher education was reserved for the elite few. Today, the number of students attending colleges and universities around the world is exploding — a phenomenon specialists call the “massification” of education. Worldwide, university enrollment has grown from about 100 million in 2000 to 158 million today and is expected to reach 263 million by 2025. Higher education is also becoming much more international. The number of students studying outside their home countries is soaring; universities are opening branch campuses in other nations and expanding partnerships with foreign institutions at a rapid pace. But the massification of education also has raised concerns. Some experts worry that educational standards are falling, while others say a glut of graduates could find themselves saddled with debt and facing limited job prospects. Some even question whether the traditional university model still makes sense in the Internet age.

Some of the 10 million Chinese students who took the National College Entrance Examination in June 2010 head for classrooms in Bozhou City to take the exhaustive test, which takes three days. University enrollment worldwide, which was less than 100 million in 2000, is expected to reach 263 million by 2025.
EXPANDING HIGHER EDUCATION

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Expanding Higher Education

THE ISSUES

Shuyun Liu is a soft-spoken, unassuming young woman, yet she could be considered the face of higher education in the 21st century.

Born and raised in China, Liu attended Beijing Normal University for her undergraduate degree, then spent two years in a special European Union master’s program, where she studied in Norway and Portugal. Liu then got her doctorate in education from the University of London. Now, at age 30, she is returning to Beijing Normal, where she will teach and do research into quality-assurance issues in Chinese education.

The number of people attending institutions of higher education around the world is exploding, a phenomenon education specialists call “massification.” Worldwide, enrollment has grown from a little less than 100 million in 2000 to 158 million just 11 years later and is expected to reach 263 million students in 2025. 1

“Accommodating the additional 105 million students would require more than four major universities to open every week for the next 15 years,” Stamenka Uvalič-Trumbić, chief of the higher-education section at the United Nations Educational, Scientific and Cultural Organization (UNESCO), said at a conference in May. 2

Students’ increased mobility is helping to fuel the massification phenomenon. Liu’s two-continent, four-country quest for an education reflects the increasingly globalized nature of higher education. Nearly 3 million students are studying outside their home countries, a figure that is expected to more than double by 2020. 3

“I have lots of good friends from Africa, from Japan, from Thailand, from England,” Liu says. “Education has become international. You have students from all over the world.”

Universities are also transforming themselves into global institutions by opening branch campuses in other countries and pursuing partnerships with foreign universities. A new university in Côte d’Ivoire (also known as the Ivory Coast) is taking Georgia State University’s curriculum as its model. In Doha, Qatar, “Welcome to Aggieland” banners greet women wearing traditional black abayas as they arrive at a branch campus of Texas A&M. 4 It’s one of several satellite campuses from the United States and Europe that has opened in Doha as part of a plan to make Qatar a higher-ed hub in the Middle East. 5

As higher education expands around the globe, several countries are seeking to improve their leading institutions, hoping to lift them into the top-echelon of research universities, a tier dominated by leading U.S. schools, such as Harvard, Yale, Stanford, University of Chicago and by European universities, such as Cambridge, Imperial College London and the Swiss Federal Institute of Technology in Zurich.

Emerging countries such as China and Brazil, along with smaller nations such as Singapore, have all made significant strides in improving their top universities. And Hong Kong and South Korea now boast universities rated in the top 50 worldwide by U.S. News & World Report. 6

The worldwide improvements have led to concerns that the U.S. higher-education system, generally regarded as an important engine of the nation’s economic growth and creativity, could be knocked off of its lofty perch as a world leader. “We still have some of the very best institutions, with great brand names, but other parts of the world are catching up very quickly,” says John Aubrey Douglass, a senior research fellow at the Center for Studies in Higher Education, University of California, Berkeley.

Massification raises other concerns. Some experts worry that the soaring number of schools and students will...
Enrollment Jumps Nearly 60 Percent

Worldwide, the number of students attending higher-education institutions grew nearly 60 percent between 2000 and 2011 — from about 100 million to 158 million. Global university enrollment is expected to reach 263 million by 2025.

(No. of students, in millions)

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>100</td>
</tr>
<tr>
<td>2011</td>
<td>158</td>
</tr>
<tr>
<td>2025</td>
<td>263</td>
</tr>
</tbody>
</table>


Depress standards and expectations. The harshest spotlight has been on for-profit institutions — the fastest-growing segment of the higher education community. 7 “Most for-profit institutions are degree mills,” Simon Marginson, a professor at the Centre for the Study of Higher Education at Australia’s Melbourne University, says flatly. “Their record is not very good.”

Other analysts say that as education quality declines in some countries, a glut of graduates could find themselves saddled with debt and limited job prospects. Recent studies, for example, have found growing levels of unemployment and disillusionment among China’s rapidly growing college-educated population. 8 Many of those who joined the mass demonstrations that overthrew autocrats in Tunisia and Egypt this past year were reported to be educated, unemployed young people frustrated with their lack of prospects.

Meanwhile, enrollments for online classes and education programs are expanding much faster than at traditional universities, in both the developed and developing worlds. While most educators advocate an expanded role for online and other forms of distance learning in order to reach students for whom a regular university is impractical, few educators expect it to replace the physical university. A strident set of critics, however, questions whether the traditional model of the university still makes economic sense, when the Internet easily brings together students scattered around the globe. (See sidebar, p. 554.)

“Online courses offer the benefits of greater convenience and also a lower total cost,” wrote Clayton M. Christensen, a Harvard business professor, and Henry J. Eyring, a Brigham Young University administrator, in The Innovative University: Changing the DNA of Higher Education from the Inside Out. They consider online learning a “disruptive technology” that will eventually force dramatic changes in university financing and structure. 9

While education expansion has engendered debate and concern, some policy analysts also question the basic premises behind the growth. Citing the underemployment figures for college graduates in the United States, and to a lesser degree in the United Kingdom (U.K.), the critics question whether these countries need as many graduates as they are producing. Some also question the global focus on expanding higher education when the developing world, in particular, has so many other unmet needs. (See sidebar, p. 562.)

But even as they acknowledge the problems of quality and accountability, many of those watching the expansion of education most closely still believe it represents one of the great hopes for a better world. And, even in the poorest nations, the money being spent on expanding universities and other higher learning opportunities is a wise investment, they say.

“You can’t develop any other sector of your economy without higher education,” says Jamil Salmi, a Moroccan World Bank official and higher education specialist. “You cannot improve any elementary or secondary education if you don’t have well-trained teachers. How can you improve health if you don’t have well-trained doctors? You need higher education for all these things.”

Others in the education community reject the idea that better, more competitive universities in developing nations such as China threaten the stature of Western universities.

“Maybe I’m overly optimistic, but I don’t see it as a zero-sum game,” says Paul Temple, co-director of the Centre for Higher Education Studies at the University of London. Having more Chinese college graduates, for example, could just as likely mean more Chinese students who, like Liu, decide to obtain their masters’ or doctorate degrees at universities abroad. Finally, he notes, having more better-educated people “adds to the sum of knowledge around the world.”
No one seems to think that would be a bad thing. The consensus is also that the Harvards and Oxfords of the world probably will do just fine in the face of massification, although the middle-tier U.S. and European schools could face more serious challenges.

The “academy,” as the world of higher education is often called, once was considered so removed from the pressures of the outside world it was referred to as a land of ivory towers. But today it seems as shaken by the forces of globalization and technological change as any part of the rapidly changing world.

As higher education continues to go global, here are some of the questions being debated:

**Should expanding higher education be a global priority?**

Many experts agree that emerging economic powers such as Brazil and China are wise to invest significant resources in higher education, since a society’s knowledge base plays a crucial role in its productivity and prosperity.

But some question whether the world’s poorer nations, such as those in sub-Saharan Africa, should be allocating limited financial resources to beef up their universities when they have so many other critical needs. Others, particularly in the aid community, wonder whether expanding higher education should be a focus of international aid in these countries.

In the world’s poorest countries, “two generations of economic research around the world have been really pretty clear that the social and economic returns of putting unschooled children into primary schools is far higher than the economic returns of expanding higher education,” says Nicholas Eberstadt, a political economist, demographer and economic development researcher at the American Enterprise Institute, a conservative think tank in Washington, D.C.

Eberstadt does not dispute the overall value of education. “The general proposition that young people should get more education wins on its own merits,” he says. “The question is, how do you parse the scarce dollars?”

Research supports Eberstadt’s assertion. A frequently cited 1986 World Bank study found that the social rates

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**Graduation Rates Nearly Double in Developed Countries**

*In industrialized countries, the average graduation rate for students obtaining the equivalent of a U.S. bachelor’s degree reached 38 percent in 2009, nearly double the rate in 1995. Several nations surveyed — all members of the Paris-based Organisation for Economic Co-operation and Development (OECD) — had significantly higher rates during the period. The rates more than tripled, for instance, in Slovakia, Switzerland and Turkey.*

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**University Graduation Rates in Select Developed Countries, 1995 and 2009**

- **Slovakia**
- **Iceland**
- **Poland**
- **Australia**
- **Denmark**
- **Ireland**
- **Finland**
- **Netherlands**
- **Japan**
- **Portugal**
- **Czech Republic**
- **United States**
- **Canada**
- **Italy**
- **Switzerland**
- **Austria**
- **Germany**
- **Spain**
- **Turkey**
- **OECD Average**

**1995**

**2009**

---

*Leading to the equivalent of a U.S. bachelor’s degree

**2000 rate

# 2008 rate

Can Online Learning Replace the Classroom?

‘Distance education can expand access in a more cost effective way.’

When online education was taking off at the beginning of the new millennium, a research study commissioned by a teachers’ union in the United Kingdom concluded it could soon make attending a brick-and-mortar school obsolete.

“The classroom as we know it may not exist in 15 to 20 years,” wrote Alan Pritchard, an associate professor at the University of Warwick in Coventry, who conducted the study. Instead, he said, it could be replaced by an online “learning space,” where students would gather electronically.

It wasn’t the first time the imminent demise of the traditional classroom was predicted. “If you went back to around the turn of the millenium...a whole series of books and academic papers said campus universities — the bricks-and-mortar institutions — were so 20th century. The future university is going to be virtual,” says Paul Temple, co-director of the Centre for Higher Education Studies at the University of London.

But halfway to 2020, most students around the world still gather in a room with a teacher. And few experts today are predicting that online learning is likely to completely replace the college campus anytime soon. “People still want the experience of being physically in a university,” says Temple. “They want the face-to-face experience with the faculty and other students that universities have always provided.”

Nonetheless, online learning is transforming higher education for millions of people around the world. As massification — or the expansion of higher education — accelerates over the next few decades, the importance of online or distance learning is only expected to grow. “Even if [the nations of the world] were able to build a university a week, it would not be enough to keep up with demand,” says Asha Kanwar, vice president of the Commonwealth of Learning, an intergovernmental distance-learning organization based in Vancouver, Canada. “Distance education can expand access in a more cost effective way.”

Distance learning not only saves the cost of physical facilities, Kanwar says, it makes educational opportunities much easier to expand. “Once the materials have been written, [a class] easily can be scaled up. Whether it’s 30 or 300,000 students, you can still provide access.”

Global online-learning statistics are hard to come by. But in 2009 about 24 “mega” universities were engaged in distance education, several of which boasted a million or more online students, according to a United Nations study. In Thailand two so-called open universities — distance learning institutions, aimed primarily at part-time or adult learners and open to anyone — enroll half of that country’s college population, says Jamil Salmi, a World Bank higher-education specialist.

The African Virtual University, an online university operated by a consortium of African nations, works in more than 27 countries. Goolam Mohamedbhai, former secretary-general of the Association of African Universities, says online education’s economies of scale are crucial for the continent, which has some of the world’s poorest countries. “If Africa wants to increase its enrollment from [today’s] 5 or 6 percent to 20 to 22 percent of eligible students, there’s no way you can do it by building,” he says. “The cost is just too staggering.”

Online learning also is expanding rapidly in developed countries. In the United States, enrollment is growing at more than 10 times the rate of traditional higher-education enrollment, ac-
Some research has found that even in the poorest nations government support for higher education, often provided free to qualified students, largely goes to the children of wealthier families — or to those who are connected to powerful people. A report prepared for the UNESCO 2009 World Conference on Higher Education noted that a study of 15 countries showed “that despite greater inclusion, the privileged classes have retained their relative advantage in nearly all nations.” 12

In developed nations, Kanwar says, brick-and-mortar universities are incorporating online offerings into their curricula, blending in the option while preserving traditional forms of study. “The boundaries are getting more and more blurred as we move on,” she says.

Nevertheless, students enrolled in distance-learning courses still require in-person assistance, Kanwar notes. Indira Gandhi National Open University in India, a distance-learning institution, is the world’s largest university, with more than 3 million students. It uses a range of delivery methods, including online classes, printed materials, radio broadcasts and teleconferencing to reach students. 6 But it also maintains more than 1,400 “study centers” across India to provide support to its students. 7

“It’s absolutely a critical aspect — providing tutoring or counseling for students,” says Kanwar, who formerly served as pro-vice-chancellor at the university.

In parts of the developing world, she says, distance-learning institutions and traditional schools work together, with the distance-learning institution using the university facilities on weekends or evenings for teleconferencing or providing tutorial support. Some online colleges even hire faculty from traditional schools to help students.

Although they expect online education to continue growing, Kanwar and Mohamedbhai believe the traditional university also will thrive.

“There’s nothing like having a classroom of students with someone who can lead them in their journey,” says Mohamedbhai. “All of us who have been to university remember the days when we changed our thinking about something through rubbing shoulders with others. That is part of higher education.”

— Reed Karaim

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4 Elaine Allen and Jeff Seaman, “Class Differences, Online Education in the United States, 2010.”
6 For more information, see the Indira Gandhi National Open University website, [www.ignou.ac.in/](http://www.ignou.ac.in/).
7 Ibid.
acknowledges. “But down the road, we believe we’ll be able to use our strengths as two like-minded universities to complement each other.”

Although Liu acknowledges such collaborations can be complicated by differing expectations and practices, in the end he believes they could raise the quality of life “for people all over the world.”

Is rapid expansion endangering the quality of higher education?

Most of the experts tracking massification seem to agree that the dramatic growth in the number of students in university or other higher-education learning programs has caused a decline in the overall quality of both students and instruction — especially where formerly select education systems are being transformed into “mass” systems. In China, the higher-education participation rate has risen from just under 10 percent of eligible students to more than 24 percent. At that expansion rate, it’s hard-to-believe the expansion has strained the country’s university system.

“China is adding many campuses in rural areas,” says Liu, who formerly headed the English language center at Shantou University in Guangdong. “There is a shortage of qualified faculty.”

In addition, he noted, in an effort to help pay for the expanded growth, some Chinese schools now have a system of “compensated admissions,” whereby students who score lower on entrance exams can still enroll if they pay more. The goal is to bring those students up to a higher level during the four years, but it also means some institutions tend to focus on class “size over quality,” Liu says.

The problems are more severe in nations lacking the financial resources to support rapidly growing student populations. In a 2008 report prepared for the Association of African Universities, Mohamedbhai examined seven universities in Africa that had undergone rapid expansion, with enrollments increasing by 15 to 25 percent a year for more than a decade. He found that severe overcrowding had led to extremely difficult conditions for both students and faculty.

For example, notes Mohamedbhai, the University of Cheikh Anta Diop in Senegal had beds for 5,136 students but an enrollment of 60,000, which meant some dormitory rooms were illegally accommodating as many as seven students and the rest would have to find housing elsewhere. In addition, the study noted, “the residential quarters have become teeming areas where all sorts of people, in addition to the students, live and meet, beggars, ruffians, the mentally sick, prostitutes, street peddlers, etc.” Moreover, overcrowding had rendered the toilets and other plumbing and electrical systems largely inoperable at Cheikh Anta Diop and other universities studied by Mohamedbhai.

Class sizes also had more than doubled in several cases, and student unrest had become a problem. “There has been a tremendous drop in quality in sub-Saharan Africa over the last couple of decades,” he says.

Yet Mohamedbhai and others note that even under such difficult circumstances students are studying and learning, confirming their belief that expanding African higher education remains essential.

“It’s still a positive, yes, because providing some post-secondary education is better than providing none,” says Philip Altbach, director of the Center for International Higher Education at Boston College. “There’s evidence almost everywhere that somebody who studies in higher education does better in life.”

However, critics believe higher education in the West also has lowered its standards to expand its reach. John Leo, a senior fellow at the Manhattan Institute, a conservative think tank in New York, argues that America may be sending more students to college than makes sense.
“In a democracy you don’t want to have a noticeable elite,” Leo says. “If you look at the work of [controversial American political scientist] Charles Murray, he basically says that only 20 percent of kids can handle college work.” But because of dedication to the ideal of educational equality, Murray says the system strains to accommodate masses of kids who shouldn’t be in it at all, Leo adds.

But the University of London’s Temple notes that such concerns are not new. Similar concerns that “all sorts of people who don’t appreciate higher education will be getting in” were made when the United Kingdom expanded higher education opportunity in the 1960s, he notes. Yet the decision to expand was made after a comprehensive study found that failure to attend college was heavily associated with social class. “It was my generation that benefited from that expansion,” he says. “I probably wouldn’t be here otherwise.”

Similarly, Altbach observes that the current expansion has “opened opportunity to young people from a much larger variety of social and ethnic backgrounds than was the case before.”

On the other hand, the American Enterprise Institute’s Eberstadt worries that the merits of a degree vary significantly within the globalized system. “Iran and Jordan have roughly similar income levels, but Jordan generates 500 times as many patents per university graduate as Iran does. Something tells me that a year of higher ed in Iran is not the same as a year in Jordan,” he says. “It would be nice to have some sort of international standardized measure of higher education performance.”

Temple, however, sees hope in the increasingly internationalized nature of higher education. The Bologna Process, a multi-year effort to make it easier for students and faculty to move between universities in the European Union by “harmonizing” requirements, has improved efficiency, and thus quality, on the continent, he points out.

As more students and more schools measure themselves against students and schools in other countries, he says, there is likely to be improvement all around.

Is a college education worth the cost?

Higher education offers many rewards, including cultural and social enrichment and the development of interests and friends that last a lifetime. But the most-touted benefit of college is the belief that a college degree will translate into more earnings over a lifetime.

That proposition, however, has been called into question, especially in the United States, which has the world’s highest college costs. From 2001 to 2011, the cost of tuition and fees at U.S. public universities increased an average of 8.3 percent a year beyond
the rate of inflation for in-state students and 5.7 percent for out-of-state students, according to the College Board, a nonprofit organization that conducts educational research and administers the SAT college entrance exams.\(^{18}\)

Average costs during the current school year — including room and board — reached $17,131 for in-state students at public four-year institutions and $38,589 at private colleges.\(^{19}\) Top private universities can run $50,000 a year.

Some analysts have suggested college may no longer be worth the skyrocketing cost, at least for some students. Leo, at the Manhattan Institute, cites statistics indicating that of the nearly 50 million U.S. college graduates, 17.4 million are holding jobs for which college training is unnecessary.\(^{20}\)

“The idea of college as one size that fits all is passé,” Leo says. “There are jobs out there that would actually pay more — plumbing, electrical work. I think there are people who yearn to go into practical fields [but] are going to college to please their parents.”

“Some people have a very simplistic view of how higher ed works,” Berkeley’s Douglass says. While students may major in a specific field, “they also gain general skills and knowledge, analytical skills, writing skills, leadership and social skills, and all these things help them later in life.”

The research continues to indicate that attending college still pays significant financial benefits on average, according to Bureau of Labor Statistics data: In 2010, the average person with a bachelor’s degree earned slightly over 40 percent more per week than someone with only a high school diploma. Obtaining a master’s degree meant a weekly paycheck more than double what high school graduates earn.\(^{21}\)

However, Leo notes, with the rising cost of U.S. higher education, many of today’s graduates start out their work lives saddled with debts that could cut into their livelihood for decades. For some students, taking a different path would mean starting out “with a $200,000 head start in earnings,” since you won’t have that much college debt to pay off, he says. “That’s pretty significant.”

The situation is different in other countries. In many parts of the world, higher education has been largely free for those who met admissions standards. Public universities in much of Europe, Asia and parts of Latin America have charged only minimal fees, making the cost-benefit equation straightforward. But

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### U.S. Dominates University Rankings

**Fifteen of the top 25 universities worldwide are in the United States, according to the latest rankings from U.S. News & World Report. The United Kingdom boasts five schools on the list, including four in the top 10, one of which — the University of Cambridge — is the highest ranked in the world. The others in the top 25 are in Canada, Switzerland, China and Japan.**

#### Top 25 Universities in the World, 2011

1. University of Cambridge (U.K.)
2. Harvard University (U.S.)
3. Massachusetts Institute of Technology (U.S.)
4. Yale University (U.S.)
5. University of Oxford (U.K.)
6. Imperial College London (U.K.)
7. University College London (U.K.)
8. University of Chicago (U.S.)
9. University of Pennsylvania (U.S.)
10. Columbia University (U.S.)
11. Stanford University (U.S.)
12. California Institute of Technology (U.S.)
13. Princeton University (U.S.)
14. University of Michigan (U.S.)
15. Cornell University (U.S.)
16. Johns Hopkins University (U.S.)
17. McGill University (Canada)
18. ETH Zurich (Switzerland)
19. Duke University (U.S.)
20. University of Edinburgh (U.K.)
21. University of California, Berkeley (U.S.)
22. University of Hong Kong (China)
23. University of Toronto (Canada)
24. Northwestern University (U.S.)
25. University of Tokyo (Japan)

over the last 20 years there has been a shift in higher-education financing around the globe.

China began charging tuition in the 1990s. Since 1995, 14 of 25 countries in Europe, North America and Asia have reformed their tuition systems, according to the Paris-based Organisation for Economic Co-operation and Development (OECD). “Most of these reforms led to an increase in the average level of tuition fees charged by educational institutions,” the study found. 22

However, in most countries costs remain significantly below those in the United States, and in some, such as the U.K., subsidized government loans or grants lower the net cost of a university degree.

Studies have found dissatisfaction among China’s growing ranks of unemployed college graduates. When a university education was reserved for an elite few in China, it meant you largely were assured of a successful career, notes Shuiyun Liu. “The main challenge is the expectations of parents and students that university will mean they are guaranteed a good job,” she says. “The reality now is with mass education that’s no longer the case.”

Experts in international education say there is little debate in most countries that college is worth the cost. As evidence, they point to the rapid growth of private universities and colleges in countries where public universities are hard to get into or are considered academically inadequate. Across much of Latin America, for example, private higher education has been expanding much more rapidly than public education, despite the fact that public universities are nearly free in many countries and overall poverty rates remain high. In Brazil, for example, the number of private institutions of higher learning has tripled from 689 to 2,495 since 1997, accounting for 84 percent of all new college-level schools. 23

Private education also is expanding rapidly in former Soviet Bloc countries, Africa and East Asia. Religious schools account for part of the growth, especially in Africa, according to N. V. Verghese, head of governance and management in education at UNESCO’s International Institute for Education Planning. But most of the growth has occurred in schools specializing in practical disciplines, such as accounting, business or information technology. Students believe such an education will greatly increase their chances of finding better-paying work, he noted. 24

Boston College’s Altbach says the overall advantages of a college degree remain clear: “Both in terms of overall income and all these other softer variables (health, civic participation, quality of life), the literature is just plain overwhelming on the benefits of going to college.”

More Students Studying Abroad
Nearly 3 million students worldwide left their home countries to study abroad in 2007, roughly a 45 percent increase over 2000. More than half studied in North America and Western Europe. Every region saw an uptick in the number of foreign students during the period. The total more than doubled in Latin America and the Caribbean and nearly doubled in East Asia and the Pacific.

Students Studying Abroad, by Host Region, 2000 and 2007

<table>
<thead>
<tr>
<th>Region</th>
<th>2000</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arab States</td>
<td>0</td>
<td>500,000</td>
</tr>
<tr>
<td>Central and Eastern Europe</td>
<td>0</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Central Asia</td>
<td>1,500,000</td>
<td>2,000,000</td>
</tr>
<tr>
<td>East Asia and the Pacific</td>
<td>1,000,000</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>0</td>
<td>2,000,000</td>
</tr>
<tr>
<td>North America and Western Europe</td>
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<td>2,000,000</td>
</tr>
<tr>
<td>South and West Asia</td>
<td>0</td>
<td>500,000</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
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</tr>
<tr>
<td>World</td>
<td>0</td>
<td>3,000,000</td>
</tr>
</tbody>
</table>


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Background

Origins of Higher Ed

Attentive students have gathered around scholars since the beginning of civilization. Centers of higher learning were well known in the ancient world, including Plato’s Academy, and later in China, the Middle East and India — while Europe was still deep in the Dark Ages.

But the university as we know it today was most likely born in Bologna, Italy, in about 1088, when masters of rhetoric, grammar and logic began studying and teaching the law. 25 The first lectures were given at England’s Oxford University around 1096. 26
Scholars think these early universities generally began as “studia generale,” or scholastic guilds attached to cathedrals that were charged with educating monks and clerks. But as they gathered more young scholars and broadened the scope of their study, they came to be known as “universitas,” a Latin word meaning “the whole, the total, the universe, the world.”

Despite the hardships of travel in the 12th and 13th centuries, early universities in Bologna, London, Paris and Salamanca, Spain, quickly attracted students from across Europe. “Scholarly mobility has a long-standing tradition, dating back some 900 years,” noted Ben Wildavsky, author of The Great Brain Race and a senior fellow at the Kauffman Foundation in Kansas City, Mo. The Holy Roman emperor Frederick Barbarossa even issued a degree protecting scholars traveling to foreign lands to study. 27

Students at early universities gathered with their fellow countrymen into clubs called “nations.” The University of Bologna was home to students from 19 nations, including Hungary, Poland and Spain. 28

Wealthy nobles gave local students scholarships to attend the best universities. In the 13th century, Oxford established the first residence halls and then smaller colleges, with students studying under a particular master, or scholar. 29 Today, most big universities still organize themselves around colleges specializing in particular areas of study.

Despite these enduring features, early universities differed markedly from today’s secular institutions. First, they were dominated by the church and its teachings. In the 17th century, teachers (or fellows) at Oxford were expected to be ordained Anglican priests. Today’s fundamental educational concepts — free-ranging debate, the right to follow an idea wherever it leads, academic freedom — did not exist.

The limits on academic freedom affected institutions in both Europe and the American colonies, which eventually enshrined the idea of free speech as a fundamental right, according to historians John Brubacher and Willis Rudy. “In the colonial college, practically no claim was laid to academic freedom,” they wrote. “Religious orthodoxy was rather the rule.” 30

Harvard began in 1636 with nine students. The nation’s first American university modeled its course of study on the classical education curriculums at Oxford and Cambridge. Over the next 140 years, eight other colleges and universities joined Harvard, comprising the “colonial nine.” 31 Seven of those are part of today’s Ivy League. 32

Most of these schools were dedicated to producing scholars or clergy. But one, the College of Philadelphia (now the University of Pennsylvania), founded by Benjamin Franklin, foreshadowed a debate that exists to this day: Should higher education be concerned primarily with teaching skills to earn a living or with knowledge for its own sake? Franklin’s school was “designed to produce men of practical affairs rather than scholars or ministers,” noted Jonathan Cole, former provost of Columbia University, in The Great American University. 33

Germany gave the world the first modern research university in the early 19th century. Education reformer and government official Wilhelm Von Humboldt sparked a revolution with his establishment of the University of Berlin, which embodied his ideal of a university where students not only lis-
## Chronology

### Before 1500

**First universities emerge from monastic centers of learning.**

387 BC.  
The Greek philosopher Plato founds first school of higher learning.

1088 (est.)  
University of Bologna opens in Italy, generally considered the world's oldest continually operating university.

1096 (est.)  
Oxford, the English-speaking world's oldest university, is founded.

### 1500s-1800s

**Higher education expands to the New World.**

1636  
Harvard is founded, the first of the “colonial nine” universities chartered before U.S. independence.

1810  
University of Berlin, which will become the modern research university model, opens its doors.

1862  
The Morrill Land-Grants Act provides land for state agricultural colleges, greatly expanding U.S. higher education.

### 1800s-1950s

**Mass higher education takes hold in the United States.**

1900  
University enrollment worldwide reaches 500,000.

1944  
Servicemen’s Readjustment Act, known as the “G.I. Bill,” opens up U.S. higher education to millions of returning World War II veterans.

1950s  
The Korean War G.I. Bill further boosts enrollment; U.S. government spends billions on research in universities.

### 1960s-1980s

**Global higher education begins to catch up to the United States; online education gains a foothold.**

1963  
British government’s “Robbins Report” recommends expanding educational opportunity in the United Kingdom.

1965  
Higher Education Act of 1965 increases federal aid to U.S. universities, scholarships and low-interest student loans.

1976  
University of Phoenix, now the world’s largest for-profit university, is founded by John Sperling, an economist-turned-entrepreneur, to cater to working adults.

1989  
University of Phoenix establishes an “Online Campus.”

### 1990s-2000s

**Developing and developed nations commit to improving higher education.**

1995  
South Korea adopts a market-based approach to expand higher education, creating a wave of new private universities.

1999  
China begins to enlarge the scale of its higher education; new student enrollments more than quadruple in eight years. Europe agrees to harmonize higher-ed systems to make it easier for students to transfer credits between colleges in different countries.

### 2000-Present

**Global competition in education grows as developed countries begin cutting education budgets.**

2000  
Higher-education enrollment reaches 100 million worldwide.

2006  
Germany sets out to improve research and doctoral programs to enable certain universities to better compete globally.

2007  
France’s National Assembly pours money into select institutions to create world-class universities.

2009  
China establishes the “C9” — the country’s Ivy League universities.

2011  
At least 43 U.S. states have cut funding to higher education and/or raised tuition significantly since the beginning of the recession. . . . Brazil announces plan to send 75,000 students to study the sciences at the best universities abroad.
Should Developing Nations Build Top-flight Universities?

“Everybody is trying to become world-class.”

In the late 19th century, oil magnate John D. Rockefeller was preparing a large donation to help found the University of Chicago. What would it take, he asked Harvard President Charles W. Eliot, to make it a world-class institution. Eliot responded, “$50 million and 200 years.”

Nowadays, the price tag for starting a new university is much higher. In 2004, Philip Altbach, director of the Center for International Higher Education at Boston College, put it at more than $500 million, with “clever leadership and much good luck.”

Yet, as higher education rapidly expands around the world, more countries are trying to boost their best universities into the top echelons. “Higher education is becoming very competitive, and everybody is trying to become world-class,” says Goolam Mohamedbhai, former president of the International Association of Universities and former secretary-general of the Association of African Universities, a Ghana-based group of 270 institutions in 46 countries that promotes African higher education.

Even poorer nations want to establish at least one university that can compete on the global stage, a goal Altbach endorses. “Almost all countries, except the poorest and tiniest, should have . . . a serious research university that can engage with the global knowledge economy in a serious way,” he says.

However, he cautions, that doesn’t mean nations should ignore the need for other educational institutions, such as teachers’ colleges. But “countries that can even partially afford it should make an effort to have at least one university that’s at least modestly competitive internationally. . . . Their professors and students need to know what’s going on in the rest of the world.”

But Mohamedbhai worries that the lure of stature and need for major funding that comes with a world-class university can distract leaders from more immediate needs in nations with limited resources. “In many African countries, the minister of education stands up and says, ‘By 2020, we want to create a world-class university,’ and they don’t realize what they mean by that because the investment would be enormous,” he says.

For developing nations, Mohamedbhai says, “tending to their own people should be the absolute priority. . . . What matters is not being world-class, but being relevant to your country.”

For nations farther along the development curve, some analysts believe that striving for world-class status is essential to fully compete in the global economy. Mateo Estrella, a dean at Ecuador’s University of Cuenca, who has written on the so-called massification, or global spread, of higher education, notes that Brazil and China are examples of nations that are creating top-tier universities as part of an overall effort to compete with the United States and other leading economic powers.

But even in the richest countries, reaching top-tier status can be daunting. “Only a handful of institutions achieve the concentration of top researchers, professors, students, facilities and resources that world-class universities enjoy,” notes a study based on data from the World Bank. The United States, for example, is considered to have the finest system of higher education in the world, and its best universities dominate world rankings. But while the United States has 5,000 institutions of higher learning, “no more than 30 universities are among the best in the world,” the study concluded.

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— Reed Karaim
From 1935 to 1943, the National Youth Administration spent more than $93 million to send 620,000 students to college. 38 But the “G.I. Bills” that became law after World War II and the Korean War would make that number look small. 39 The government provided tuition and even a stipend for living expenses to millions of returning servicemen to attend college, university or trade schools. The age of mass higher education had been born.

Meanwhile, the United States began pouring unprecedented amounts into scientific research at universities as part of the Cold War competition with the Soviet Union. By 1961, U.S. colleges and universities were devoting nearly $1 billion annually to research, 30 times the amount of two decades earlier. Government spending accounted for 60 percent of the total. 40

The rest of the world was slow to catch up, both to the size of the research commitment and the support of mass education. Until the mid-1960s, for example, only 5 percent of college-age people in the United Kingdom went to an institution of higher education, a rate comparable to some African nations today. 41 In contrast, the United States in 1960 was the first country to achieve mass higher education, with 40 percent of college-age students attending post-secondary education, noted a report by Boston College’s Altbach and others prepared for UNESCO. 42

The U.K. significantly expanded educational opportunity in the 1960s, and other nations also made a push in the second half of the 20th century. Today, with about 40 percent of its 25-45-year-olds possessing degrees from either a two- or four-year college, the United States is now in the middle of the pack in graduation rates. Several developed nations have steadily increased education levels, and countries such as South Korea (53 percent), Japan (54 percent) and Canada (55 percent) have pulled ahead of the United States. 43

From another perspective, global higher education has outstripped population growth rates drastically. In 2000, the world’s population was 3.6 times what it was in 1900 — from 1.65 billion to 6 billion. 44 During the same period, the number of students in higher education increased 200-fold. 45

Developing countries saw some of the biggest gains in higher education in recent decades. In China, for instance, 24 percent of the eligible high school students now attend college. But equally significant are China’s efforts to improve its universities.

“Chinese universities are currently spending millions of dollars to recruit internationally renowned, foreign-trained Chinese and Chinese-American scholars and build state-of-the-art research laboratories, particularly in science and technology,” notes the World Bank’s Salmi. “The strategy is to surround their star faculty with the brightest students, give them academic leeway and provide competitive salaries.” 47

Still, U.S. universities dominate in world rankings. The most recent U.S. News & World Report rankings gave the United States six of the top 10 spots internationally. And the prestigious Academic Ranking of World Universities, released annually by researchers at China’s Shanghai Jiao Tong University, gives the United States 8 of its top 10 slots. 48

Through the long lens of history, the torch of higher education can be seen passing from the first ancient scholars to religious centers of learning to a handful of early universities to the first great research universities in Germany to the first great system of mass higher education in the United States.

The rest of the world has largely embraced that U.S. ideal and is engaged in an effort to create systems of mass higher education that will equal or surpass the American network of public and private institutions. The World Bank’s Salmi believes, “The U.S. model has relevance, even for Africa,” because it encompasses both top-flight
universities and a large network of community colleges.

Sarah Guri-Rosenblit, director of international academic outreach at the Open University of Israel, Ra’anana, Israel, notes that universities in Europe are making changes that they hope will help them compete more effectively against U.S. schools for international students.

The question is whether at some point in the 21st century such competitors will knock the United States off its pedestal as the global leader in higher education.

Experts warn that if the “massification” of higher education produces too many college graduates who can’t find jobs it could cause political unrest such as the so-called Arab Spring demonstrations that overthrew autocrats in Tunisia and Egypt earlier this year. Many of the demonstrators, such as these in Tunis last Jan. 25, were said to be unemployed university graduates. The placard reads “work + work + work” in French.

CURRENT SITUATION

Western Cutbacks

Though university campuses may seem removed from the world’s tumult, economic and cultural shifts are influencing the shape of higher education around the world. Universities are just as affected as other large institutions by the global financial meltdown and shifts in political landscapes.

Although most attention has been focused on the expansion of education in China and other developing nations, important changes are also under way in Europe and Latin America. British students will face a dramatic increase in the cost of attending university or college next September, thanks to fundamental changes in how the country’s institutions of higher education are funded, instituted by the Conservative-led coalition government that took control of Parliament in 2010.

Direct government subsidies mostly have been eliminated, replaced by tuition fees that will nearly triple, in some cases. To keep higher education within the range of most Britons, the government is also instituting an expanded system of student loans, which will be repaid by automatic deductions from paychecks when a recipient’s income reaches a certain level.

The announcement of the new approach sparked student and faculty protests across Britain earlier this year and — coupled with ongoing budget cuts at British universities — led to charges the country was retreating from its commitment to higher learning.

Other countries are watching closely what happens in Britain. “It’s very appealing for any government, for treasuries everywhere,” Melbourne University’s Marginson says. “The temptation is to say we can just treat it as a market, and the consumers will make choices that push standards up.” (See “At Issue,” p. 565.)

Advocates argue the plan will empower students and encourage greater competition in British higher education. Critics say it is likely to force students away from some academic disciplines that are important but less financially rewarding toward more lucrative choices. And, in the long run, they say, the plan is likely to impoverish British universities, both academically and financially. “It’s a very crude policy, which is going to have some unintended consequences,” says Marginson.

Bologna Process

The most significant higher education development across the rest of Europe may be the Bologna Process, whereby 49 European countries have committed to simplifying and harmonizing their graduate and post-graduate systems, making it easier for students and faculty to move between institutions of higher learning across Europe. The process began with an accord signed at the University of Bologna in 1999.

Guri-Rosenblit, of the Open University of Israel, views the Bologna process, in part, as an effort by European universities to lift their standings in international rankings with the goal of becoming more competitive. “Bologna is Europe trying to compete with the United States,” she says.

Continued on p. 566
Should higher education be state-funded as a public good?

What do we mean by “public” and “private good” in higher education? British economist John Stuart Mill and American educator John Dewey distinguish between public and private in terms of different kinds of action. A private action affects only those engaged in it, while a public action has consequences for others not directly involved. Public goods benefit all. Thus, unobstructed views of sunsets are a public good. So too are street lighting and pollution controls.

Since their beginnings, universities have rested on two diverse elements: place-bound identity and universal, mobile knowledge. Universities are place-bound in that they are embedded in communities, cities, nations and, in Europe, a global region. Universities also are dedicated to transmitting, studying and creating knowledge and are part of a larger network of institutions that do this. Knowledge is the unique claim of higher education.

Knowledge is almost a pure public good. Once released into the world it benefits the larger society, not simply the student or scholar. Governments recognize this fact, which is why they fund basic research.

Knowledge is also a global public good. The mathematical theorem retains its value all over the world, no matter how many times it is used. Teaching can be either predominantly public or private. It combines aspects of a public good (knowledge, access to common culture and social opportunity) with some of the qualities of a private good (providing scarce credentials that allow entry into income-generating professions).

But all higher-education programs create public goods — that is, benefits received by persons other than those paying the fees. In his book Higher Learning, Greater Good, U.S. economist Walter McMahon finds that graduates’ additional earnings constitute only 30 percent of the total benefits derived from higher education. On average, private nonmarket benefits received by graduates — such as better personal and family health, broader life choices and lower welfare dependence — outweigh earnings benefits.

On top of that, 50 percent of all benefits from higher education (including some overlap with the private benefits) are public goods, such as more stable, cohesive and secure societies, more flexible labor markets, stronger civic institutions, greater cultural tolerance and enhanced democracy. These benefits, which extend beyond universities to all of global society, provide strong reasons why higher education must be supported as a public good.

The facts in this case are revealed by the curious incident of the dog that didn’t bark in the night-time: There is no systematic, empirical evidence to support the suggestion that countries whose governments spend more on higher education grow faster economically.

Anecdotes exist, of course, but they can be countered by other anecdotes: Britain led the Industrial Revolution without significant government-funded higher education, while the Soviet Union poured public funds into higher education to little positive effect.

A public good cannot be monopolized, so it can be used by more than one person. So a farm that is privately owned can be monopolized and thus can be exploited optimally, while common land (a public good) cannot. Equally, an individual compass is a private good, but the idea of magnetism can be used by more than one person, so it is a public good.

The purpose of higher education is to increase human capital: Students enter higher education with less knowledge and fewer credentials than they have upon leaving it. But students are individuals, and their brains cannot be shared. The product of higher education, therefore, is by definition a private good, not a public one.

Consequently, countries where higher education has been left largely to the market (19th-century Britain, for example, or the United States in the 17th to 19th centuries) have built privately funded universities. Sometimes — as in the cases of Harvard, Yale or Princeton — they have been tolerably good.

Social justice argues that people from less-privileged backgrounds should be subsidized in their higher education, and such people may be deterred from optimizing their human capital by the fees and loan systems of the private sector. (It’s hard to secure a cheap private loan against a potential increase in human capital.)

If such higher education were a public good, the appropriate government subsidies would stimulate economic growth. But, I suspect, such subsidies would not in fact promote economic growth. Even so, social justice has such great emotional traction that I would support such subsidies notwithstanding.

* Equivalent to the president of a U.S. university.
** The only U.K. university not directly funded by the government.
The University of London’s Temple says Bologna has led some university systems to upgrade their practices, improving overall education. “It’s an interesting example of soft power,” he says. “In some European systems it’s been very dramatic. Italy is an example. I’ve heard from colleagues in Italian universities that they can’t believe the effect it’s had.”

While tuition fees across much of the continent remain low by U.S. standards, and some Scandinavian nations still provide what is essentially free higher education, European governments increasingly are asking students to pick up more of the tab for their degrees.

“Historically, European higher education has been free, with the exception of students paying token union or activity fees. This has changed dramatically over the past 15 years,” noted Carlo Salerno, an education expert now with ESM Chaperone, a U.S. education finance company. “In many ways, Europe and the United States represent two ends of a spectrum based on market versus state coordination, and it would seem the two are gradually converging on each other.”

However, some of the most jarring recent adjustments have come in the United States, the country that led the world into the era of mass higher education and whose higher-ed system is the envy of other nations.

“The higher-education system in the United States is the best . . . in the world. I have no hesitation in saying that,” says Guri-Rosenblit.

The strength of U.S. higher education comes not only in its top-tier universities, consistently rated among the best in the world, but in its depth and breadth, say Guri-Rosenblit and other experts. As of 2009, the United States had more than 6,600 institutions providing post-high-school education, ranging from community colleges to its large public universities and elite private schools. “The American higher-education system is the most pluralistic and diverse system in the world,” pointed out Guri-Rosenblit and two co-authors in a study that looked at the diversity of global higher education.

But that system is under significant economic stress as state support for higher education declines, some of which began before the Great Recession but has been accelerated by the economic downturn. At least 43 states have made cuts to public colleges and universities since 2008 and/or implemented large tuition increases to make up for chopping state funds, according to the Center on Budget and Policy Priorities, a Washington, D.C., policy and research group.

In response, institutions have cut faculty and staff, eliminated programs, reduced financial aid and otherwise trimmed budgets. New Mexico, for example, slashed by 80 percent a scholarship fund for poorer students. In Minnesota about 9,400 students will lose their financial grants. Meanwhile, the University of California has raised tuition by 32 percent since the 2009-2010 school year, and other states have imposed increases nearly as large. The situation has led to concern that, in an era of increased global competition, the United States is eroding a key economic and social asset.

“My worry is that you keep cutting and you keep cutting and one day you find yourself without meat,” says the World Bank’s Salmi.

“We built up a very fine system over time, and it takes awhile to unwind it,” says Boston College’s Altbach. “But we’re doing a fine job of unwinding it at the same time others are investing.”

Borderless Science

Brazil has been doing some really interesting things,” notes Mateo Estrella, the dean at Ecuador’s University of Cuenca, who writes about higher education across Latin America. One of the most significant is a government plan to award 75,000 scholarships for top Brazilian students to study science at the world’s best universities.
Called “Science without Borders,” the Brazilian effort will target students in engineering, biotechnology, math and the physical sciences. It is “an effort by the government to take a quantum leap in the formation of a scientific and technological elite,” Aloizio Mercadante, Brazil’s Science and Technology minister, told Time. 57

Overall, the number of college students in Brazil has more than doubled in less than a decade. 58 Most of the growth has been in private institutions, which now enroll about 75 percent of the country’s university students. 59

But, even though the average cost of tuition has fallen at Brazil’s private universities and public universities are free, the higher-education system has been troubled by a rising drop-out rate. Educators blame poor primary and secondary preparation and the necessity for many students to work while attending college. 60

Private universities and colleges are growing rapidly in several Latin American countries. Douglass, at the University California’s Center for Studies in Higher Education, says some of these schools are “Catholic Universities, many of which are of very good quality,” but others are for-profit institutions more interested in collecting fees than in offering a quality education.

Parts of Latin America are bucking another trend: While the cost of higher education has been going up in most countries, they’ve been going down in Latin America, particularly in countries with leftist governments. For instance, a new constitution in Ecuador, Estrella says, are finding out that extensive state involvement can be “too much of a good thing.”

Ecuador’s universities also must cope with uncertain funding levels, which still are being worked out, he added. His own University of Cuenca, for instance, has no more money for graduate programs, he says.

Estella thinks a balanced approach is needed for higher education to expand and improve. “I strongly believe that higher education is critical to improve the country,” he says, “but I believe it’s important to rely on the public and private sectors for support.”

### Outlook

#### Fading Borders

Over the next 10 to 15 years, national borders will continue to fade as barriers to higher education, according to education experts. The number of international students will grow, becoming increasingly important to U.S. and European universities, while distance learning will allow more people around the globe to take at least some college-level courses.

But not all schools will prosper equally in what many analysts believe will be a highly competitive environment. Top-tier universities are expected to continue to flourish, while two-year colleges and vocational training institutions should grow in importance. Schools in the middle, however, could face a financial squeeze.

In a decade, the grassy quadrangles and gracefully aging brick edifices of Western college campuses may look much as they do today, but the character of the leading research universities “will be changed dramatically” by their growing internationalization, says Guri-Rosenblit, of the Open University of Israel. In 2007, about 2.5 million students were studying outside their native countries, according to one study. That number is expected to reach 7 million by 2020. 61

Several European universities already teach graduate classes in English in order to attract students from around the world, according to many analysts. “It’s inevitable because even where the state is still committed to public spending on higher education, massification has outstripped the ability [of governments] to meet all the demands,” says Boston College’s Altbach.

Meanwhile, cuts in state support for public universities, combined with rising tuition costs, could leave some schools struggling to compete in the global environment. “There will be more inequality,” predicts Altbach, “but mass education will continue apace.” Some analysts predict that the top schools in North America and Europe will maintain their position at the pinnacle of higher education, but others believe the playing field will be noticeably more level.

“In 10 to 15 years, those [top] institutions will still be preeminent, but there will be comparable institutions in the developing nations, especially China, which is investing very heavily in education excellence,” says Asha Kanwar, vice president of the Commonwealth of Learning, an intergovernmental organization in Vancouver, Canada, created to encourage the development of open learning/distance education.

However, Shuytun Liu, who will be working on educational quality at Beijing Normal University, believes it will take
longer for China’s universities to catch up to the leading Western institutions. “The essence of the Western [research] university is autonomy and equal dialogue among peers,” she says. “This is the thing that the Chinese university hasn’t gotten yet.”

Distance learning will play a major role in expanding higher education in the developing world, Kanwar believes. “In Asia alone, there are already 70 open universities,” she says, “so that’s the main trend.” But in the developed world, she expects existing universities to absorb distance/online learning. The campus-based university of the future will operate extensively both in the real and virtual worlds, she says.

The University of London’s Temple predicts, along with many other experts, that the traditional university will survive for the foreseeable future, largely because sharing experiences with a community of fellow students and professors — both in and out of the classroom — has a timeless value.


2 “UNESCO Forum, ibid.
4 Wildavsky, op. cit., p. 3.
12 Altbach, Reisberg and Rumbley, op. cit.
15 Ibid., p. 48.
17 Temple was referring to “The Report of the Committee on Higher Education,” chaired by Lord Robbins and commonly referred to as the “Robbins Report,” commissioned by the British government and delivered in 1963.
28 Ibid., p. 17.
29 “A brief history of the University,” op. cit.
FOR MORE INFORMATION

Association of African Universities, P.O. Box AN 5744, Accra, Ghana; +233 302-302-774-495/761-5888; www.aaau.org. With 270 members in 46 countries, the group serves as the voice of African higher education in regional and international organizations.

Association of American Colleges and Universities, 1818 R St., N.W., Washington, DC 20009; 202-387-3760; www.aacu.org. Has more than 1,200 member institutions, including public and private colleges and universities; concerned with the quality of undergraduate liberal arts education.

Center for International Higher Education, 207 Campion Hall, Lynch School of Education, Boston College, Chestnut Hill, MA 02467; 617-552-1061; www.bc.edu/research/cihe. Promotes knowledge about higher education around the world.

Center for World Class Universities, Graduate School of Education, Shanghai Jiao Tong University, 800 Dongchuan Road, Shanghai 200240, China; +86 21-3420-5429, extension 22; http://gse.sjtu.edu.cn/EN/centers.htm. Focuses on the study of excellence in higher education and publishes the annual Academic Ranking of World Universities.

Commonwealth of Learning, 1055 West Hastings St., Suite 1200, Vancouver, BC V6E 2B9, Canada; +1 604-775-8200. Group of more than 50 Commonwealth nations created to encourage the development and sharing of information on distance education.

European Higher Education Area (Bologna Process), Bologna Follow-Up Group Secretariat, UEFISCDI, Schitou Magureanu Nr. 1, et. 3, Sector 5, Bucharest, Romania, 050025; +40 21 307 19 77; www.ehea.info. A program of 49 European nations formed to increase uniformity among higher education requirements and standards.

United Nations Educational, Scientific and Cultural Organization (UNESCO), 7, place de Fontenoy, 75352 Paris 07 SP, France, and 1, rue Miollis 75732 Paris Cedex 15, France; +33 1 45.68.10.00; www.unesco.org. Principal U.N. organization for promoting education worldwide.

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32 Most of the colonial nine were originally known by different names. Harvard, for example, was originally “New College,” while Yale was “Collegiate School.” The seven that are now part of the Ivy League are Harvard, Yale, University of Pennsylvania, Princeton, Columbia, Brown and Dartmouth. The other two members of the nine are Rutgers and the College of William and Mary, www.enotes.com/topic/Colonial_Colleges.
35 Wildavsky, op. cit., p. 20.
36 Brubacher and Rudy, op. cit., p. 207.
38 Brubacher and Rudy, op. cit., p. 235.
40 Wildavsky, op. cit., p. 21.
41 Guri-Rosenblit, Sebkova and Teichler, op. cit., p. 11.
42 Altbach, Reisberg and Rumbley, op. cit.
49 See this special BBC report on the changes in the British higher education system, www.bbc.co.uk/news/education-11727892.
51 Carlo Salerno, “Privatizing the Public European University,” in Privatizing the Public University: Perspectives from Across the Academy (2009), pp. 166, 176.
53 Guri-Rosenblit, Sebkova and Ulrich, op. cit., p. 11.
55 Ibid.
56 Ibid.
59 Downie, “University Growth in Brazil Is Undermined by High Dropout Rates,” op. cit.
60 Ibid.
61 Altbach, Reisberg and Rumbley, op. cit., p. vi.
Books


A well-known specialist on the history of U.S. higher education (Brubacher) and a history professor from Farleigh Dickinson University in Teaneck, N.J., (Rudy) wrote this classic history of the evolution of U.S. universities into the world's first truly mass higher-education system.


Columbia University's provost examines how America's university system rose to the forefront of higher education and how it is being challenged by current trends.


The World Bank's higher-education specialist explores the difficulties developing nations face in setting up elite universities that can compete with preeminent institutions in the developed world.


A senior fellow at the Kauffman Foundation in Kansas City, Mo., and a former education editor of *U.S. News & World Report* looks at the globalization of higher education around the world.

Articles


For-profit colleges are trying to set stricter standards after being dogged by persistent questions about their practices and performance.


The magazine publishes its most recent rankings of the top 400 universities worldwide.


A leading economist argues that the U.S. and U.K. higher-education systems could lose their preeminent worldwide positions because of cuts in government financing.


The president of Yale University argues that everyone gains from increasing the quality of higher education across the globe, even if U.S. schools lose some of their prominence.


Online colleges and other enterprises are making it cheaper and easier to take college classes and earn a degree.


Pittsburgh-based Carnegie Mellon announces plans to build one of Africa's first U.S.-branch campuses — in Rwanda — with support from the Rwandan government.

Studies and Reports


A Paris-based research organization representing the world's most developed nations compares educational participation rates and achievement among its 34 member countries.


The director of the Center for International Higher Education at Boston College (Altbach) and two other academics track the dramatic growth of higher education around the world, the increasing internationalization of education and the challenges presented by those changes.


A Harvard business professor argues that the current model of higher education is broken, and online learning can help deliver more affordable learning.


Academic experts on education from three different countries collaborate on an overview of the various factors shaping the massification of higher education around the world.
**College Costs**

“Household Spending on College Tuition Rises Sharply,” Yonhap news agency (South Korea), June 12, 2011.

South Korean household spending on college tuition rose 77 percent in 2010 compared to five years earlier, indicating that rising education costs could crimp many households.


An increasing number of U.K. students are applying to colleges in Ireland in order to avoid Britain’s rising education costs.


Education-related expenses in the Philippines — primarily tuition fees — are rising faster than inflation if the consumer price index is used as a barometer.

**Developing Countries**


University education in Uganda is suffering as a result of compromises over the range of academic programs offered due to insufficient funding.


The Nigerian government will continue to support the establishment of private universities to cater to the growing number of applicants seeking admission.

**Education Quality**


The Asian Development Bank is interested in working with Bangladesh to improve the teaching quality in secondary and higher-education institutions.

“Call to Improve Quality of Higher Education,” The Hindu (India), Sept. 17, 2011.

The vice chancellor of an Indian university has called for qualitative and quantitative expansion of the country’s higher-education system in order to maintain India’s economic growth.


The Mozambique Council of Ministers has decreed that public and private institutions of higher learning will be subject to quality inspections by educational authorities.

**Online Learning**

“OU M Strikes Right Chord in Distance Learning,” New Straits Times (Malaysia), Aug. 7, 2011.

Open University Malaysia is using distance learning as a means to provide many Malaysians a second chance in pursuing higher education.


Distance education in India costs less than a full-time degree and provides quality, well-structured learning material.


Internet-based learning has its merits and demerits, says a Malaysian reporter, writing about her experiences taking an online Egyptology course from Britain’s University of Manchester.


The Nigerian government has been urged to support universities that run distance-learning programs in order to provide access to higher education for citizens who are denied regular admission to such institutions.


Ireland’s Dublin City University is expanding its online learning programs in an effort to forge greater links with foreign institutions.

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**MLA STYLE**


**APA STYLE**


**CHICAGO STYLE**

Voices From Abroad:

CRAIG JEFFREY
Lecturer in Human Geography, Oxford University, England

Social mobility requires more than education

“I argue that education is a necessary but not a sufficient basis for social mobility. Large numbers of young people acquire high school diplomas or degrees in India but not all of these youth can obtain the secure, salaried jobs that they have been led to expect. Education provides a sense of entitlement but not always the problem-solving skills that allow young people to start businesses.”

The Hindu (India), May 2011

ALBERTO NKUTUMULA
Deputy Justice Minister, Mozambique

Inspection required

“The expansion of universities [in Mozambique] cannot jeopardize the quality of education and skills acquired by the students. Therefore, the Education Ministry should have the right instruments to perform its [inspection] task.”

Agencia de Informacao de Moçambique (Mozambique) June 2011

NAMADI SAMBO
Vice President, Nigeria

Nigeria needs assistance

“Much as the [Nigerian] government is willing to provide the tertiary educational needs of the citizenry, as evidenced in the recent establishment of nine new federal universities, we cannot possibly do it alone.”

Daily Champion (Nigeria) October 2011

RICHARD YANG
Director, Aoji Enrollment Center of International Education Ltd., China

Financial aid difficult for some

“American universities raise their tuition fees annually. This year some public universities imposed an increase of 15 to 20 percent. It’s rare for international students to receive financial aid from many American universities because they don’t have the resources.”

Anchorage (Alaska) Daily News July 2011

BRIAN MAC CRAITH
President, Dublin City University, Ireland

An online future

“It is very clear that the future of all education and higher education in particular will have a significant online dimension. This approach will enhance not only choices and flexibility but also the quality of the learning experience.”

Irish Times, September 2011

JAYATI GHOSH
Professor of Economics Jawaharlal Nehru University, India

A cautious welcome

“The recent global increase in higher education enrollment is certainly welcome, but it should be noted that a significant proportion has been in private institutions with much higher user fees. This is especially true in developing countries, where costly private institutions often dominate higher education.”

Guardian Unlimited (England) August 2011

PATRICK PRENDERGAST
Provost, Trinity College Dublin, Ireland

Ensuring top quality

“The new government is interested in top quality higher education and realises the value of it for the individual and society. Let’s have a discussion about it, because low-quality higher education done on a shoestring is to nobody’s benefit.”

Sunday Business Post (Ireland) April 2011

THOMAS JOSEPH
Member Secretary, Kerala State Higher Education Council, India

Quality must come from within

“The best of foreign institutions are unlikely to set up their branch campuses in India, and those that come with commercial motives are unlikely to invest in study of basic disciplines in research, which are necessary for sustainable development of higher education. Moreover, quality enhancement is an internal process that cannot be transplanted from outside. It has to grow and flourish from within in such a way as to bring about a qualitative change in a majority of institutions in the country.”

The Hindu (India), December 2010