

EMERGING ISSUES OF GLOBALIZATION AND HIGHER EDUCATION

Mr. P. SIVAKUMAR

LECTURER

DEPARTMENT OF MANAGEMENT STUDIES
SRI GANESH SCHOOL OF BUSINESS MANAGEMENT,
ATTUR MAIN ROAD, METTUPATTI, SALEM - 636 111.
TAMILNADU, INDIA.

Dr. A. MAHADEVAN

PROFESSOR-CUM-HEAD

EXCEL BUSINESS SCHOOL
PALLAKAPALAYAM
NAMAKKAL DISTRICT-637 303.
TAMILNADU, INDIA.

ABSTRACT

For higher education, globalization implies the broad social, economic, and technological forces that shape the realities of the 21st century. These elements include advanced information technology, new ways of thinking about financing higher education and a concomitant acceptance of market forces and commercialization, unprecedented mobility for students and professors, the global spread of common ideas about science and scholarship, the role of English as the main international language of science, and other developments. Today, trends such as the rise of the Internet and the globalization of knowledge have the potential for creating severe problems for academic institutions and systems in smaller or poorer nations. In a world divided into centers and peripheries, the centers grow stronger and more dominant and the peripheries become increasingly marginalized. Inequalities grow more pronounced. The traditional academic center becomes ever stronger and more dominant-mainly in the English-speaking countries of the North (the United States, the United Kingdom, Canada) and in Australia, and in the larger countries of the European Union (notably Germany and France, and to some extent Italy and Spain). The norms, values, language, scientific innovations, and knowledge products of countries in the center crowd out other ideas and practices.

- ❖ Characteristics of Internationalization towards Education
- ❖ World Trade Impact on Higher Education
- ❖ Globalization: Impact on Education
- ❖ The Views of University Organizations in Europe and North America
- ❖ Higher Education and the WTO: Globalization Run Amok

- ❖ Globalization of the Academic Marketplace
- ❖ America's Higher Education Advantage: International Competitors are No Longer Number Two and Have Big Plans in the Global Economy
- ❖ Globalization: Impact on Education
- ❖ Advantages of Globalization of Higher Education
- ❖ Strategies of Foreign Universities and Colleges towards Globalize Education
- ❖ Global competition for brains (3): doctoral graduates staying in USA

1. Introduction

Today, trends such as the rise of the Internet and the globalization of knowledge have the potential for creating severe problems for academic institutions and systems in smaller or poorer nations. In a world divided into centers and peripheries, the centers grow stronger and more dominant and the peripheries become increasingly marginalized. Inequalities grow more pronounced. There is little leeway for academic systems or individual universities to independently develop in the increasingly competitive and fast moving global higher education scene dominated by the world-class universities in the industrialized countries. The traditional academic center becomes ever stronger and more dominant-mainly in the English-speaking countries of the North (the United States, the United Kingdom, Canada) and in Australia, and in the larger countries of the European Union (notably Germany and France, and to some extent Italy and Spain). The norms, values, language, scientific innovations, and knowledge products of countries in the center crowd out other ideas and practices.

These countries are home not only to the dominant

universities and research facilities but also to the multinational corporations so powerful in the new global knowledge system. Information technology companies such as Microsoft and IBM, biotechnology and pharmaceutical firms (Merck or Biogen), multinational publishers like Elsevier or Bertelsmann, among others, dominate the new international commerce in knowledge, knowledge-based products, and information technology. Smaller and poorer countries have little autonomy or competitive potential in the globalized world. Globalization in higher education exacerbates dramatic inequalities among the world's universities. The Commercialization of Knowledge and Higher Education With the growing commercialization of higher education, the values of the marketplace have intruded onto the campus. One of the main factors is the change in society's attitude toward higher education-that is now seen as a "private good" benefiting those who study or do research. In this view, it seems justified that the users should pay for this service as they would for any other service. The provision of knowledge becomes just another commercial transaction. The main provider of public funds, the state, is increasingly unwilling or unable to provide the resources needed for an expanding higher education sector. Universities and other postsecondary institutions are expected to generate more of their funding. They have had to think more like businesses and less like educational institutions. In this context a logical development is the privatization of public universities-the selling of knowledge products, partnering with corporations, as well as increases in student fees.

Globalization and Forces for Change in Higher Education ¹

What is globalization and how does it affect higher education policy and academic institutions? The answer is deceptively simple and the implications are surprisingly complex. For higher education, globalization implies the broad social, economic, and technological forces that shape the realities of the 21st century. These elements include advanced information technology, new ways of thinking about financing higher education and a concomitant acceptance of market forces and commercialization, unprecedented mobility for students and professors, the global spread of common ideas about science and scholarship, the role of English as the main international language of science, and other developments. Significantly, the idea of mass access to higher education has meant unprecedented

expansion of higher education everywhere-there are about 134 million students in postsecondary education worldwide, and many countries have seen unprecedented and sustained expansion in the past several decades. These global trends are inevitable. Nations, and academic institutions, must constructively cope with the implications. Contemporary inequalities may in fact be intensified by globalization. Academic systems and institutions that at one time could grow within national boundaries now find themselves competing internationally. National languages compete with English even within national borders. Domestic academic journals, for example, often compete with international publications within national academic systems, and scholars are pressured to publish internationally. Developing countries are at a significant disadvantage in the new globalized academic system, but smaller academic systems in rich countries also face problems. In a ranking-obsessed world, the top universities are located predominantly in the United States, the United Kingdom, and a few other rich countries. The inequalities of the global age are just as profound and in part more complex than the realities of the era of colonialism. Academic systems will need to cope with the key realities of the first part of the 21st century for higher education.

Characteristics of Internationalisation towards Education ²

- ❖ Increasing understanding of each other's cultures
- ❖ Transfer of skills and knowledge through shared study
- ❖ Transfer of understanding of methodologies of science and scholarship
- ❖ Profit motive less important
- ❖ Establishment of a single dominant paradigm
- ❖ Franchising of this paradigm
- ❖ Suppression of alternative cultural approaches
- ❖ Homogenisation of societies
- ❖ Profit motive dominant
- ❖ Higher education increasingly seen as a passport to the better life
- ❖ Studies have demonstrated beyond doubt that HE confers real economic benefits
- ❖ Universities slow to realise the existence of major markets in part-time and evening classes
- ❖ Universities faced with contradictory demands by government

World Trade Impact on Higher Education ³

- ❖ GATS will favour globalisation over internationalisation

- ❖ There will, inevitably, be a homogenisation of supply, especially in arts and social science courses
- ❖ Research will become decoupled from teaching
- ❖ Quality is likely to be compromised unless agreement can be reached on international audit
- ❖ The view of HE as a commodity will damage diversity

The Views of University Organisations in Europe and North America ³

- ❖ Public and private aspects of university activity are inextricably intertwined
- ❖ The HE sector serves the public interest on a wide canvas.
- ❖ HE is not a 'commodity'
- ❖ The GATS treaty must stipulate a quality test
- ❖ Internal cross-subsidy in universities would become illegal
- ❖ Education exports must complement, not undermine, the efforts of developing countries to build up their own higher education systems

Higher Education and the WTO: Globalization Run Amok

Higher education is increasingly seen as a commercial product to be bought and sold like any other commodity. Higher education commercialization has now reached the global marketplace. The World Trade Organization (WTO) is considering a series of proposals to include higher education as one of its concerns, ensuring that the import and export of higher education be subject to the complex rules and legal arrangements of the WTO protocols and free of most restrictions. In the United States, the National Committee for International Trade in Education and a group of mainly for-profit education providers are supporting this initiative. The established higher education community, including the American Council on Education, is not involved in this undertaking. The WTO initiative poses a severe threat to the traditional ideals of the university, as well as to the national and even institutional control of education, and therefore needs careful scrutiny. We are in the midst of a true revolution in higher education, a revolution that has the potential to profoundly change our basic understanding of the role of the university. The implications are immense and as yet little discussed or understood. It is especially alarming, but not surprising, that the U.S. Department of Commerce's Office of Service Industries is behind the effort to commercialize higher education in the United States and worldwide.

Globalization of the Academic Marketplace

More than 2 million students are studying abroad, and it is estimated that this number will increase to 8 million by 2025. Many others are enrolled in branch campuses and twinning programs. There are many thousands of visiting scholars and post docs studying internationally. Most significantly, there is a global circulation of academics. Ease of transportation, IT, the use of English, and the globalization of the curriculum have tremendously increased the international circulation of academic talent. Flows of students and scholars move largely from South to North—from the developing countries to North America and Europe. And while the "brain drain" of the past has become more of a "brain exchange," with flows of both people and knowledge back and forth across borders and among societies, the great advantage still accrues to the traditional academic centers at the expense of the peripheries. Even China, and to some extent India, with both large and increasingly sophisticated academic systems, find themselves at a significant disadvantage in the global academic marketplace. For much of Africa, the traditional brain drain remains largely a reality. ⁴

America's Higher Education Advantage: International Competitors are No Longer Number Two and Have Big Plans in the Global Economy

- ❖ Losing ground to international competitors
- ❖ Cutting edge in its devotion to building a vibrant higher education sector
- ❖ America's higher education system, but misses the boat in not recognizing
- ❖ Blindly cutting federal financial aid programs
- ❖ Solutions to which are essential for long-term economic competitiveness and socio-economic mobility
- ❖ The US still enjoys many advantages in higher education
- ❖ Alarm national lawmakers

Professor David Bloom's speech, Conference on "Globalization and Higher Education: Views from the South" - Cape Town, South Africa March 28, 2001

Of the roughly 40 million higher education students in developing countries, relatively few are enrolled in truly high quality programs. The rest face a slew of problems. They are taught by poorly qualified, poorly motivated and (no surprise) poorly compensated faculty, struggling with inadequate facilities and outmoded curricula. The secondary education system has often failed to prepare these students adequately for advanced study - and, once on campus, political activism, violence, cheating, corruption and

discrimination can undermine their progress. He focus on the following key points-

- ❖ Higher education and the public interest
- ❖ Systems of higher education
- ❖ Governance
- ❖ The importance of general education Science and technology

During that conference, he mainly insist the following key points for global education-

- ❖ Global Political Economy of Higher Education
- ❖ Restructuring Higher Education
- ❖ Higher Education and the New Technologies
- ❖ Tasks and Goals of Higher Education
- ❖ Higher Education and the Political: The National and the International Criteria

Globalization: Impact on Education⁵

- ❖ Development of the whole individual.
- ❖ Education needs to be able to respond to additional demands of a rapidly globalizing world by raising awareness of environment, peace, cultural and social diversity, increased competitiveness, and the concept of a global village.
- ❖ Education prepares the individual to connect - and live in harmony - with the environment around him
- ❖ Create and develop systems that prepare the individual to work in a borderless economy
- ❖ Our educational institutions need to produce global citizens.
- ❖ Withdrawal of assessing the return on investments in higher education
- ❖ Liberal democracies have traditionally operated on the principle of separation of activities in the social sphere
- ❖ The rapid expansion of the influence of the private sector at the global level necessitated a corresponding expansion in their sphere
- ❖ United States is worth more than \$500 billion in revenue for the involved corporate.
- ❖ Corporations operate on the principles of cost reduction and profit maximization

Advantages of Globalization of Higher Education

- ❖ It can provide the same opportunities to the deserving students irrespective of its place of origin.
- ❖ Students get chance to innovate and do creative discoveries which other wise may not be possible.
- ❖ Students get chance to share good aspects of their culture.

- ❖ It will motivate graduates to learn at least one foreign language.
- ❖ It increases understanding of global systems.
- ❖ It revamps curricula to reflect the need for international understanding.
- ❖ It focuses on faculty development and rewards.
- ❖ Emphasis on building consortia to enhance capabilities.
- ❖ Cooperation with institutions in other countries will increase.
- ❖ Institutions of higher learning will be forced to improve their infrastructure.
- ❖ The gap between haves and have not will be narrowed.
- ❖ The emergence of new culture and changes in the social aspects.
- ❖ Old problems may be solved but new problems may emerge which may change the methodology of social science research.
- ❖ Establishing institutional linkages with universities abroad.

Strategies of Foreign Universities and Colleges towards Globalize Education⁶

- ❖ Competition
- ❖ Collaboration
- ❖ Partnership
- ❖ Mutual Understanding
- ❖ Recognition

International Consortia: A Definition

International consortia are voluntary, participatory organizations of at least three higher educational institutions with a primary mission of disseminating and advancing knowledge on an international level. This dissemination and advancement of knowledge may include two or more of the following: collaborative projects and programs that are international in scope; faculty and student exchanges; curriculum sharing; resource sharing; developmental assistance; and faculty training.

The Study

In the study conducted on international consortia in higher education, a total of 635 international university organizations were identified, of which 103 were excluded because they failed to meet the defined criteria for inclusion, provided insufficient information, or could not be reached through four separate mailings. Of the 532 remaining in the study, 180 international university organizations responded with a total response rate of 33.8%. The following analysis of the data compiled illustrates the distinctiveness between international consortia, international alliances, and international agencies in terms of

purpose:-

Table-1 Purposes

The formation of international consortia in higher education has brought with it a number of new challenges for administrative services, academic staff support, and in the sharing of resources and expertise. The following data in Figure 1.4 indicate the distributions of sharing resources among international consortia, international alliances, and international agencies:-

Table-2 Sharing Resources

The following data in table-3 reflect differences between international consortia, international alliances, and international agencies in terms of funding sources:-

Table-3 Funding sources

Chart No.-1

Chart No.-2

Chart No.-3

Primary Challenges for International Consortia in Higher Education

The greatest challenges international consortia have identified for themselves are: 'maintaining partnerships and linkages' (23%); 'fostering active participation of members' (13%); 'dealing with language and cultural barriers regarding communication' (13%); 'standardizing programs and procedures' (13%); and 'recognizing the reality of lack of funds and high costs' (13%). Secondary challenges include: 'conflicting priorities' (33%), and 'improving academic standards and compliance' (12%).

It is this evidence that suggests that international consortia are rising up to the challenge of fostering, promoting, and sustaining international cooperation in higher education. Those universities, which take on the task of becoming more internationally aware, more internationally focused, and more internationally recognized will increasingly find that the inter-institutional relationships cultivated over time will ensure the pivotal role higher education has in the distribution and advancement of knowledge in the world. Through these partnerships, it can only be hoped that knowledge will become a fundamental right for all, that the pursuit and advancement of knowledge be shared, and that the knowledge be used constructively to ameliorate ills that plague the world as a whole.

Five propositions of Globalization and higher education

- ❖ Globalization combines (1) world economic markets operating in real time and producing mainly private goods with (2) the first world-

wide system of communications, knowledge and culture, which are predominantly public goods.

- ❖ The main impact of globalization in higher education is in relation to (2). Higher education is central in the constitution of research and important in communications and culture.
- ❖ However, higher education is configured by policy to support the private economy, and organized as a quasi-market competition;
- ❖ In addition, this weakens global public goods, reproduces global inequalities in the distribution of research capacity, and underpins Anglo-American domination in higher education.
- ❖ The preferred move: enhance and pluralize global public goods.

Global higher education as market competition

- ❖ Two tier global markets in higher education:
- ❖ 'Super-league' of research universities mostly USA/UK
- ❖ Other universities providing cross-border education
- ❖ A fully capitalist market is found only in part of tier (2)
- ❖ Preconditions of 'market' competition: (a) traditional status competition especially in research, (b) worldwide networking/ every university visible, (c) policy-driven system organization of higher education as market competition in many nations
- ❖ Increasingly, in many nations, global markets and the 'super-league' overshadow the leading national universities

Chart No.-4

Chart No.-5

Chart No.-6

Enhancing and Changing Global Public Goods in Higher Education

- ❖ Creation of inter-governmental and multilateral spaces for negotiating recognition systems, cost-sharing, the management of cross-border externalities
- ❖ Specialist units in national governments responsible for monitoring and negotiating cross-border effects
- ❖ Involve non-government interests, market actors, universities themselves in negotiation of global goods
- ❖ Cultural diversity in higher education, on the basis of equal respect, can become a primary global public good
- ❖ This broader spread of higher education capacity as a common global objective (rather

than market competition)

Central Propositions

1. Globalization combines (1) world economic markets operating in real time and producing mainly private goods with (2) the first world-wide system of communications, knowledge and culture, which are predominantly public goods;
2. The main impact of globalization in higher education is in relation to (2), where it is central to research and culture. Yet higher education is configured by policy to support the private economy, and organized as a quasi-market competition;
3. This downplays global public goods, reproduces global inequalities in the distribution of research capacity, and underpins Anglo-American domination in higher education.

Conclusion

This paper has attempted to determine whether globalization, internationalization, and other spheres of influence have direct and indirect relationships on the formation of international consortia. It is clear they do, yet it has also been determined that there is no uniform sense of measurement. External factors such as these are in and of themselves non-linear, ebbing and flowing from various stakeholder agendas competing and vying for control from convergent and divergent perspectives. The ideological hope for fostering international cooperation also buckles under the increasing stress of economic pressures based on realistic need. This may suggest that globalization is contingent on capitalism, but if globalization may be perceived as a way of thinking (a discourse), it may exist with or without capitalism. In other words, globalization is not necessarily dependent on capitalism. Internationalization, on the other hand, may be construed as an outward-seeking, self-fulfilling initiative with incentive-based and competition-induced tendencies. It may also have little, if any, hint of two way or multi-national interaction unless

the type of cooperation serves a tangible purpose. International cooperation may be viewed as a spin-off of the internationalization process, but it is not perceived as the over-riding goal or mission of the institution or institutions involved. Empirical evidence suggests that international consortia have formed solely on the basis of economic need. Given the dominance of international university organizations within the developed world, it will become increasingly necessary for these organizations to offset the knowledge divide between the 'know' and 'know nots' by sharing competencies and infrastructure with partner institutions in the developing world

References:

Davies, Scott & Neil Guppy (1997). "Globalization and Educational Reforms in Anglo-American Democracies". In: *Comparative Education Review*, Vol 41, no 4. (November 1997) Comparative and International Education Society, pp. 435-459.

Altbach, Phillip G., (1998). *Comparative Higher Education: Knowledge, the University, and Development*. Ablex Publishing Corporation, Greenwich, Connecticut.

Kober, Michael (1996). "Certainties of a World-Picture: The epistemological investigations of On Certainty". In: *The Cambridge Companion to Wittgenstein*. Hans Sluga and David G. Stern, eds. Cambridge University Press, Cambridge, United Kingdom, pp. 411-441.

Davies, Scott & Neil Guppy (1997). "Globalization and Educational Reforms in Anglo-American Democracies". In: *Comparative Education Review*, vol 41, no 4. (November 1997) Comparative and International Education Society, pp. 435-459.

Knight, Jane (1997). "Internationalisation of Higher Education: A Conceptual Framework" In: *Internationalisation of Higher Education in Asia Pacific Countries*. Jane Knight and Hans de Wit, eds. EAIE, Amsterdam, The Netherlands, pp. 5-19.

Kober, Michael (1996). "Certainties of a World-Picture: The epistemological investigations of On Certainty". In: *The Cambridge Companion to Wittgenstein*. Hans Sluga and David G. Stern, eds. Cambridge University Press, Cambridge, United Kingdom, pp. 411-441.

Table-1 Purposes

Purpose	International Consortia	International Alliances	International Agencies
Administering Student Exchange	48	20	31
Conducting Initial Research	18	23	26
Internalizing Curricula	31	13	21
Providing Initial Development Asst.	8	18	15
Facilitating Faculty Exchange	34	23	20
Offering Faculty Development	28	18	16
Sharing Resources	36	30	26

Table-2 Sharing Resources

	Sharing resources	Books & publications	Distance learning	Curriculum sharing
International Consortia	36	17	14	13
International Consortia	30	26	8	8
International Agencies	26	17	7	8

Table-3 Funding sources

International Consortia:	21% grants, 19% membership dues, 19% tuition fees, 15% gov't Subsidies up to 13% programs and activities, 10% donations, 3% publications. Funding sources tend to be evenly distributed between the top three
International Alliances:	27% membership dues, 22% programs and activities, 14% government subsidies, and 13% publications, 12% grants, 7% donations, 5% tuition fees. Heavy reliance on membership dues and participation
International Agencies:	23% programs and activities, 20% government subsidies, 15% grants, 14% tuition fees, 13% membership dues, 9% donations, 6% publications. Type 1 is heavily financed by means of government subsidies and grant opportunities. Type 2 is market-driven and keeps financially afloat by means of programs and activities and tuition fees

Chart No.-1

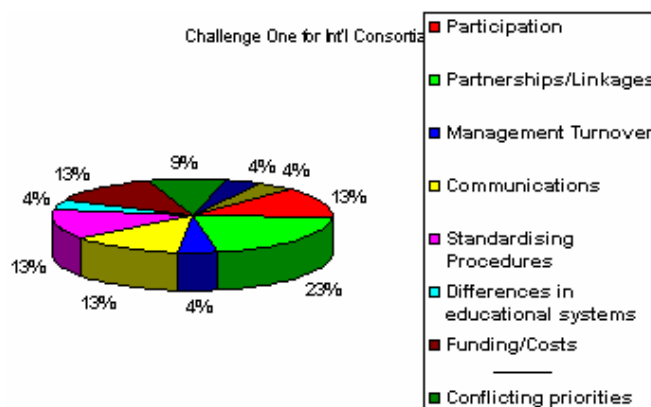


Chart No.-2

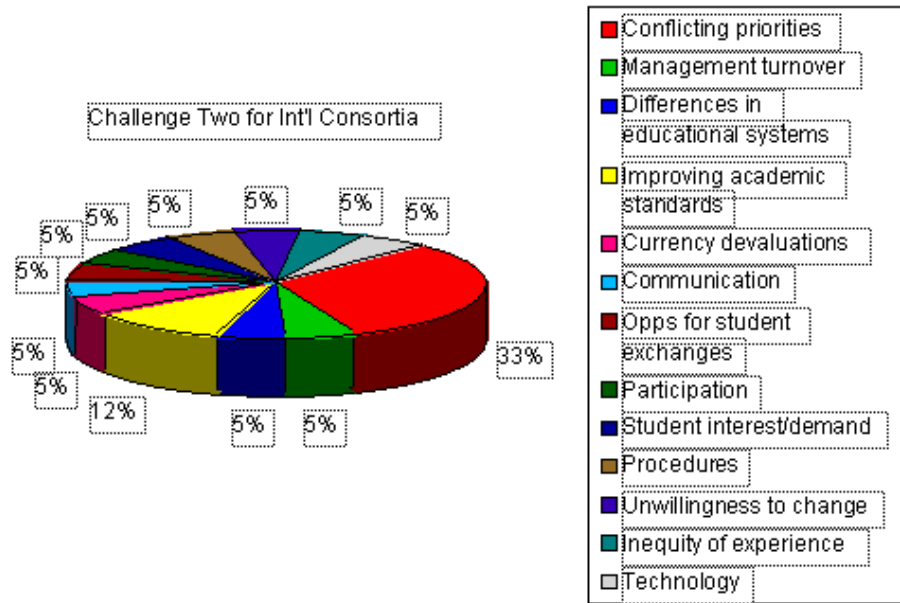


Chart No.-3

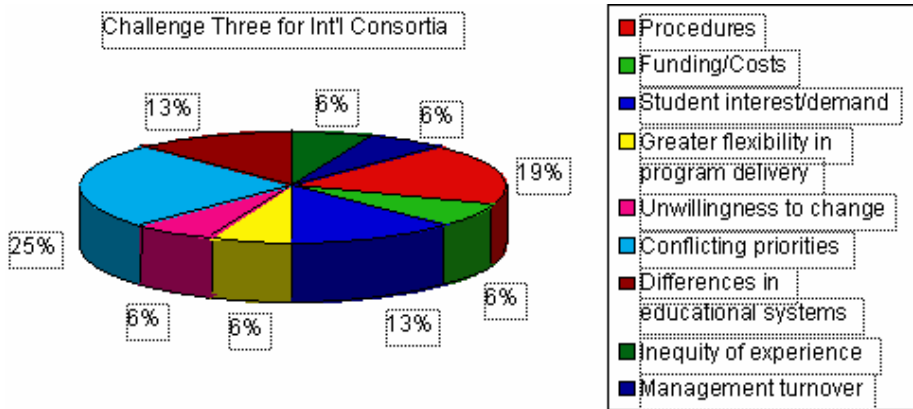


Chart No.-4

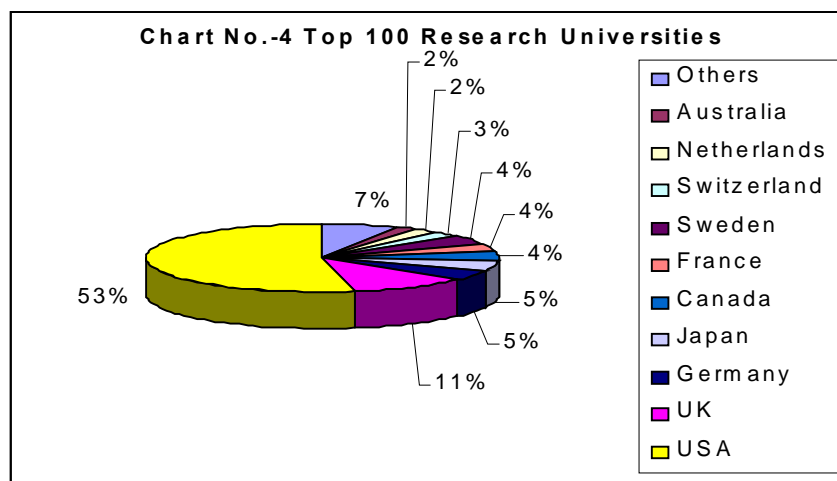
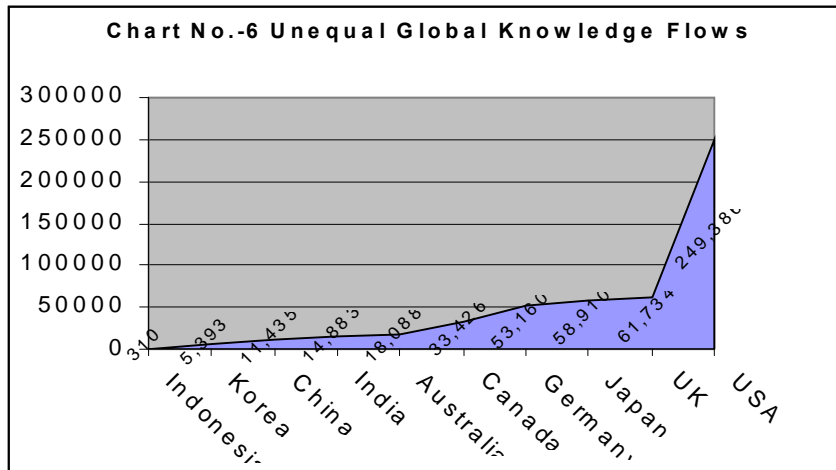
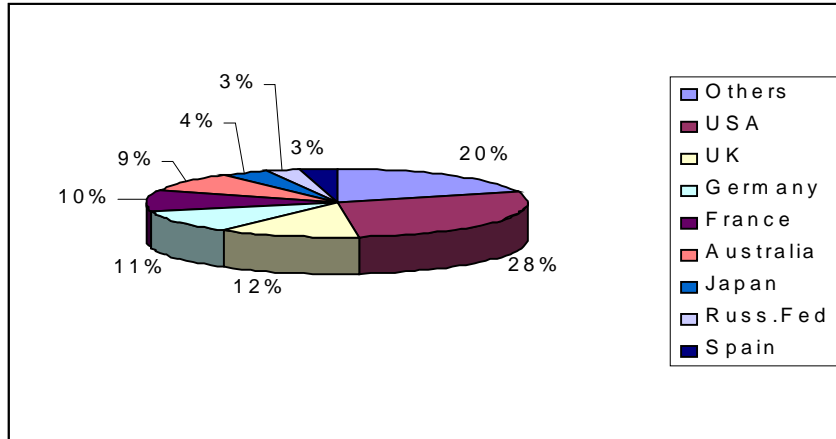


Chart No.-5 The Global Market in Degrees



Global competition for brains (3): doctoral graduates staying in USA

Nation of Origin of Doctoral Graduates (<i>selected nations</i>)	Proportion of Doctoral Graduates Planning to stay
India	83%
China	82%
UK	76%
Iran	67%
Argentina	62%
Germany	59%
Canada	58%
Australia	46%
Mexico	42%
Korea	37%