

SRHE 50th Anniversary Colloquium: Valuing Research into Higher Education

Friday 26th June 2015
Church House, London



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#srheevents

Valuing Research into Higher Education

Opening remarks

Helen Perkins

Director, Society for Research into Higher Education (SRHE)

Professor Jill Jameson

Chair, SRHE & University of Greenwich

The Landscape of Higher Education Research 1965-2015

Equality of Opportunity: The first fifty years

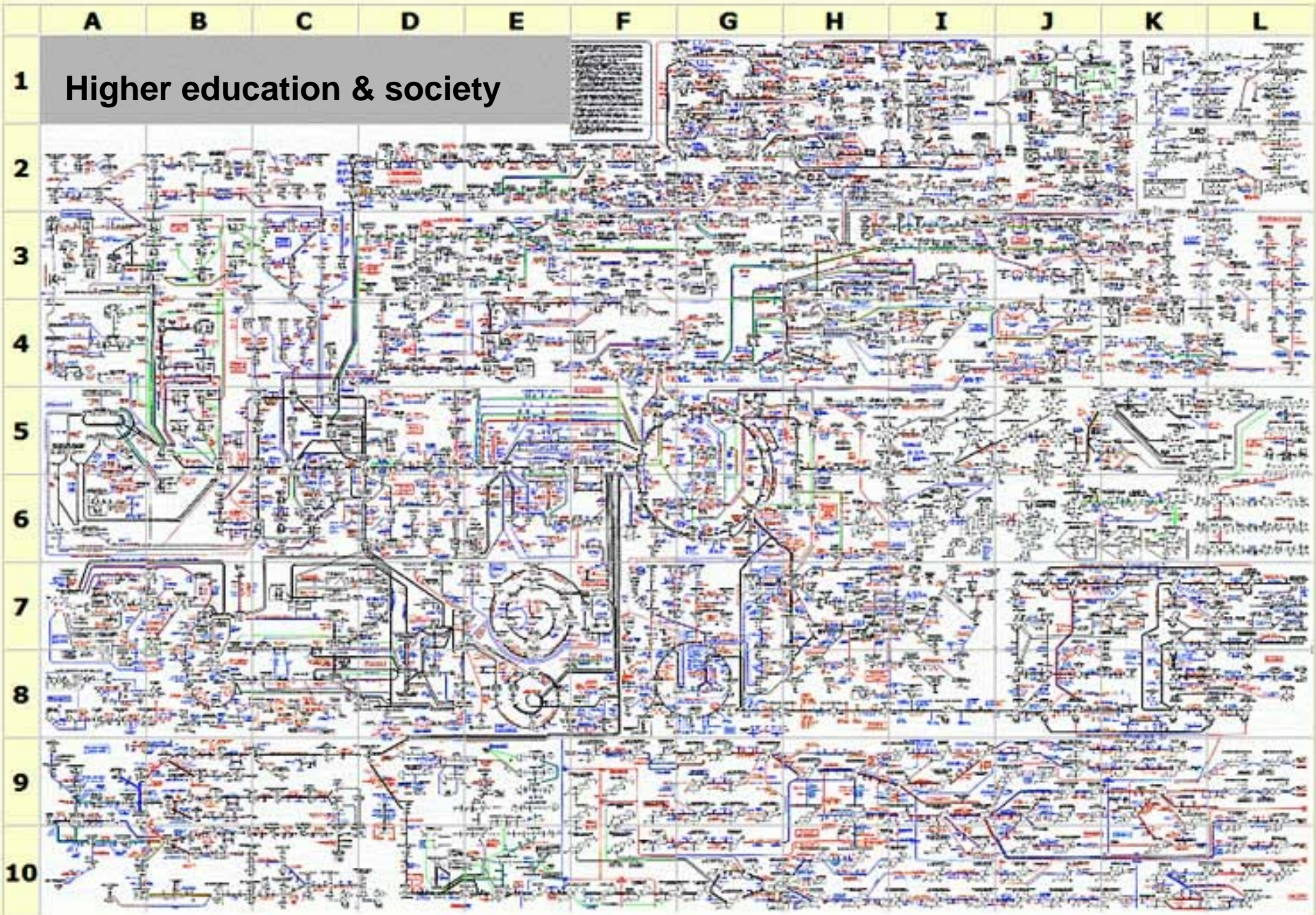
Simon Marginson

UCL Institute of Education, University College London

- Equality of opportunity and human capital theory
- Reform: structures, processes and agents of HE
- The larger patterning of social inequality
- The comparative dimension
- Elite and mass higher education

*The relationship between
higher education and society:*

Conceptual framework



Higher education & society

EQUALITY OF OPPORTUNITY AND HUMAN CAPITAL THEORY

The heyday of equality of opportunity: USA 1950s/1970s

*Postwar growth and 'flat' wage structures,
broad social mobility, mass HE systems*

“During the decades that followed World War II, inherited wealth lost much of its importance, and for the first time in history, perhaps, work and study became the surest routes to the top.”

*Thomas Piketty, Capital in the Twenty-first Century, 2014,
p. 241*

Californian Master Plan 1960

- Excellence combined with access in a tiered system, with upward educational mobility secured by the transfer function
 - University of California research campuses (top 12.5% of school leavers)
 - California State University campuses (top 33% of school leavers)
 - Two-year Californian Community Colleges (everyone, open access)
- Principle of universal access
- Clark Kerr's research 'multiversity' at the top of the hierarchy
- Facilitated by open society with fast-growing economy and expanding middle class
- Depended on taxpayer funding of higher education, and on broadly distributed public schooling of good quality

REFORM: STRUCTURES, PROCESSES AND AGENTS OF HIGHER EDUCATION

- Josipa Roksa (2005). Double disadvantage or blessing in disguise? Understanding the relationship between college major and employment sector. *Sociology of Education*, 78 (3), pp. 207-232
- Vikki Boliver (2011). Expansion, differentiation, and the persistence of social class inequalities in British higher education. *Higher Education*, 61, pp. 229-242
- Scott Davies & David Zarifa (2012). The stratification of universities: Structural inequality in Canada and the United States. *Research in Social Stratification and Mobility*, 30, pp. 143–158
- Caroline Hoxby and Christopher Avery (2013). *The missing “one-offs”: The hidden supply of high-achieving, low-income students*. Brookings Papers on Economic Activity, Spring
- Moris Triventi (2013). Stratification in higher education and its relationship with social inequality: A comparative study of 11 European countries. *European Sociological Review*, 29 (3), pp. 489-502
- Vikki Boliver (2013). How fair is access to more prestigious UK universities? *The British Journal of Sociology*, 64 (2), pp. 344-364
- Gerbrand Tholen, Phillip Brown, Sally Power and Annabelle Allouch (2013). The role of networks and connections in educational elites' labour market entrance. *Research in Social Stratification and Mobility*, 34, pp. 142–154
- Anning Hu and Nicholas Vargas (2014). Horizontal stratification of higher education in urban China. *Higher Education*, online, February
- Mettler, Suzanne (2014). *Degrees of Inequality: How the politics of higher education sabotaged the American dream*. New York: Basic Books
- Nicolai T. Borgen (2015). College quality and the positive selection hypothesis: The 'second filter' on family background in high-paid jobs. *Research in Social Stratification and Mobility*, 39, pp. 32–47

THE LARGER PATTERNING OF SOCIAL INEQUALITY

Economic inequality

Income inequality = inequality of income from labor + inequality of income from capital(property, dividends, financial holdings etc.)

Wealth inequality = inequality in capital possessed

- Most people earn majority of their income from labor. Only top 0.1% earn majority of their income from capital.
- Wealth is always much more concentrated than labor incomes. Top decile (10%) typically gets 25-30% of income from labor but 50-90% of income from capital.
- Concentration of wealth and income in hands of the top 10%, top 1%, and top 0.01%, are all increasing

Income shares top 1% / lower 50%

Piketty 2014

	EUROPE 1910 High inequality	SCANDINAV IA 1970s/1980s Low inequality	EUROPE 2010 Medium- high	United States 2010 High inequality
TOP 1% share of labor income	6%	5%	7%	12%
TOP 1% share of capital holdings	50%	20%	25%	35%
TOP 1% share of total income	20%	7%	10%	20%
LOWER 50% share of labor income	n.a.	35%	30%	25%
LOWER 50% share of capital holdings	5%	10%	5%	5%
LOWER 50% share of total income	20%	30%	25%	20%

If higher education generates human capital and earnings...

is higher education to blame for the pattern of earnings inequalities?

“Is it really the case that inequality of individual skills and productivities is greater in the United States today than in the half literate India of the recent past or in apartheid South Africa?”

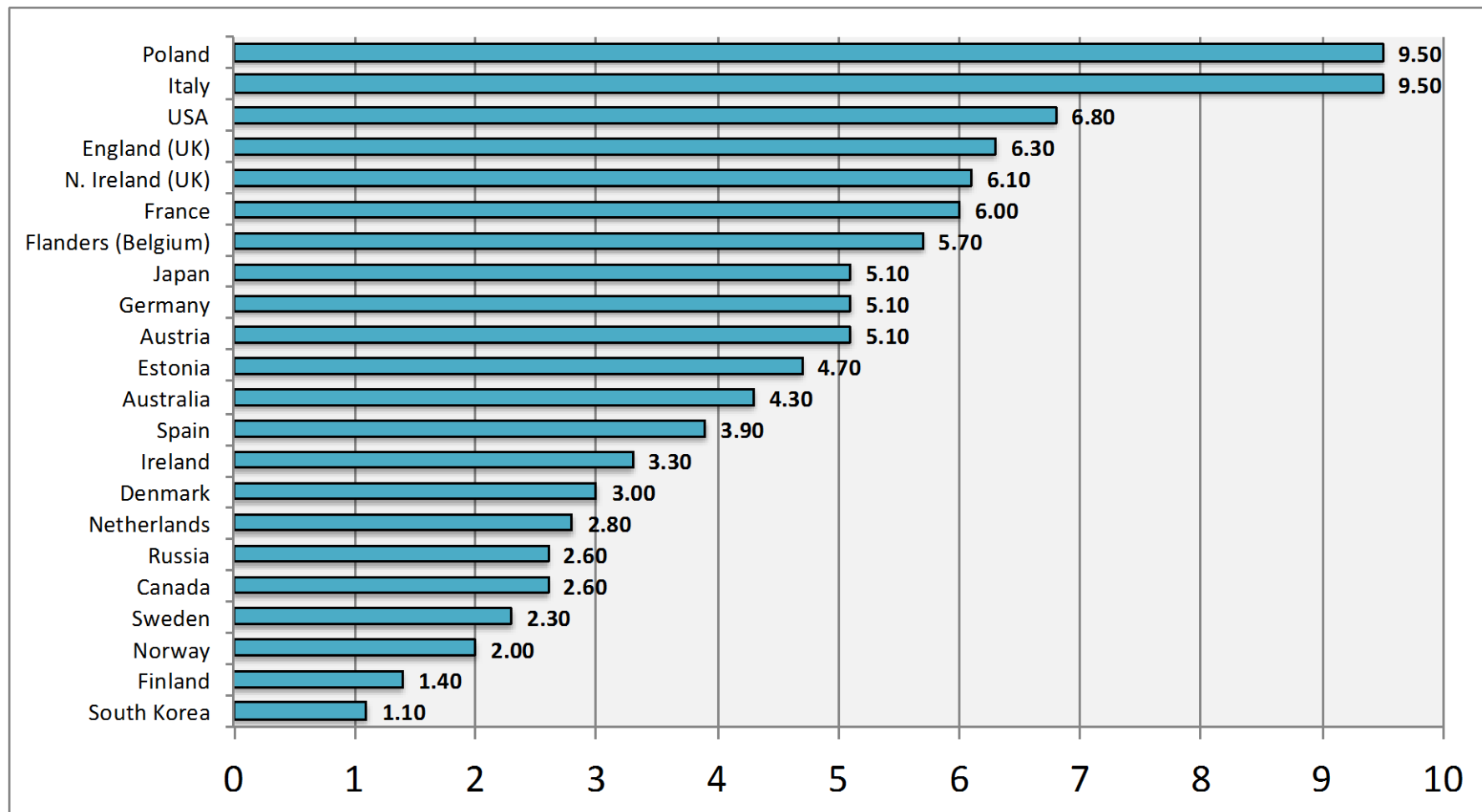
“If that were the case, it would be bad news for US educational institutions, which surely need to be improved and made more accessible but probably do not deserve such extravagant blame”
(Piketty 2014, p. 330)

THE COMPARATIVE DIMENSION

Advantage held by 20-34 year olds with tertiary-educated parents, 2012

e.g. in Poland, a 20-34 year old person with at least one tertiary-educated parent is 9.5 times as likely to participate in tertiary education, as a person whose parents had less than upper secondary education.

Data: OECD 2014



ELITE AND MASS HIGHER EDUCATION

It is possible to sustain equality of opportunity in elite universities

- University of California Berkeley's intake is as academically strong as that of the Tier 1 private universities. But both UC Berkeley and UCLA now *each* have as many low-income students, and students from under-represented minorities, as the *whole* Ivy League
- Berkeley takes in many community college graduates
- Under the progressive tuition policy, 40% of undergraduates at Berkeley are subsidized by other students and pay no tuition
- 65% of all students receive at least some financial aid
- Half of all of Berkeley's students graduate with no debt. The average debt of \$19,000 is just over two thirds of the national average of \$27,000 (2013)

DISCUSSION

The Landscape of Higher Education Research 1965-2015

Equality of Opportunity: The first fifty years

Simon Marginson

UCL Institute of Education, University College London

- Equality of opportunity and human capital theory
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Contemporary Reflections on significant research themes

Panel Chair: Paul Johnson

Director, Institute for Fiscal Studies

Research in learning, teaching and curriculum

Professor Marcia Devlin

Deputy Vice-Chancellor (Learning and Quality)

Federation University Australia

Research in learning, teaching and curriculum over the past 50 years

- Changes in higher education *per se*
- Learning theory
- Discipline-based higher education research
- Research collaborations
- Dissemination and impact
- Future priorities

Academic practice, identity and careers

Professor Bruce Macfarlane

Professor of Higher Education

University of Southampton

Academic practice, identity and careers

What does it mean to *be* an academic?

Looking back to look forward at the Student Experience

Professor Mary Stuart

Vice-Chancellor, University of Lincoln

50 years of research on the student experience

Metanarrative 1: massification

- Robbins and new students
- Expansion without funding
80's-90's – Access courses
and adult learners
- Inequality of access 2000's
widening participation
- Retention and unequal
outcomes -2015
- Post graduate experience

Metanarrative 2: marketisation

- Tariff market
- International student fees
1980s
- Research on international
students need
- Student experience and
accommodation (institutional
income)
- UG home fees 'student choice'
- VfM BME attainment, class
background and outcomes,
learning gain

DISCUSSION: Contemporary Reflections on significant research themes

Learning Teaching & the Curriculum

Professor Marcia Devlin

Academic Practice, identity & careers

Professor Bruce Macfarlane

Looking back to look forward at the Student Experience

Professor Mary Stuart

Transnational Perspectives on Higher Education and Global Well-being

Professor Rajani Naidoo

Director, International Centre for
Higher Education Management,
University of Bath

Transnational Perspectives on Higher Education and Global Well-being

- Unequal and combined development of higher education worldwide
- New forms of Imperialism(s)
- The competition fetish and market fundamentalism
- Beyond the West versus the rest cultural binary
- Trailblazers for global wellbeing

Research on Higher Education Policy

Professor Jeroen Huisman

Professor of Higher Education

Centre for Higher Education

Governance Ghent (CHEGG), Belgium

Research on Higher Education Policy

- Policy continues to be a more than exciting topic for HE researchers
- A need to learn more from the core disciplines
- How to keep abreast of the burgeoning literature(s)
- How to keep our distance as academics that investigate themselves or their close environment?

DISCUSSION: Contemporary Reflections on significant research themes

Transnational perspectives on Higher Education and Global Well-being

Professor Rajani Naidoo

Research on Higher Education Policy

Professor Jeroen Huisman

Perspectives from the new generation of leading researchers

Panel Chair: Dr Manja Klemencic

Fellow and Lecturer in Sociology,
Harvard University

Going global- challenges and possibilities for HE researchers

Professor Paul Ashwin

Head of Department of Educational Research

Lancaster University

Going global- challenges and possibilities for HE researchers

- Increasing global participation in higher education;
- Increasing scrutiny of higher education globally;
- Tensions we face as higher education researchers;
- Critical and constructive engagement;
- Collective and courageous engagement.

Access and Widening Participation in Higher Education: A Praxis-Based Framework

Professor Penny Jane Burke

Global Innovation Chair of Equity,
University of Newcastle, Australia

Director, Paulo Freire Institute-UK,
University of Roehampton

Access and Widening Participation in Higher Education: A Praxis-Based Framework

- Research plays central role in shaping future directions of equity policy and practice
- Diversity is entangled with historical inequalities & politics of difference and recognition
- ‘Evidence-based’ policy and practice locks policy-makers and practitioners into constrained and reductive ways of thinking
- Universities complicit in perpetuating inequalities through standardising and homogenizing technologies, related to aspirations for ‘excellence’
- A praxis-based approach to equity - brings interdisciplinary and critical research in dialogue with policy and practice

Reflective Teaching in Higher Education: challenges for researchers

Dr Kelly Coate

Director of King's Learning Institute/
Senior Lecturer in Higher Education

King's College London

Reflective Teaching in Higher Education: challenges for researchers

Or: Everything is changing yet it all looks
so familiar

- Students
- Knowledge
- Teaching
- Technology
- The University

DISCUSSION: Perspectives from the new generation of leading researchers

Going global: opportunities and challenges for HE researchers

Professor Paul Ashwin

Access and Widening Participation in Higher Education

Professor Penny-Jane Burke

Reflective Teaching in Higher Education

Dr Kelly Coate

SRHE 50th Anniversary: Valuing Research into Higher Education

Reception at the
House of Lords:
6pm - 830pm



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