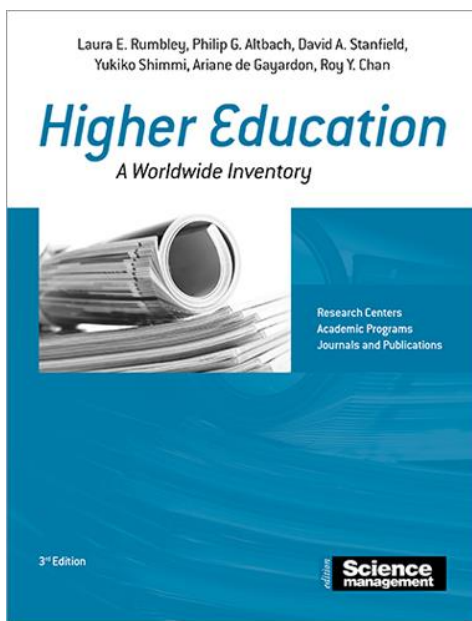




**HIGHER EDUCATION  
A WORLDWIDE INVENTORY OF RESEARCH CENTERS, ACADEMIC  
PROGRAMS, AND JOURNALS AND PUBLICATIONS**

EDUCAÇÃO SUPERIOR  
UM INVENTÁRIO MUNDIAL DE CENTROS DE PESQUISA, PROGRAMAS ACADÊMICOS,  
PERIODICOS E PUBLICAÇÕES

EDUCACIÓN SUPERIOR  
UN INVENTÁRIO MUNDIAL DE CENTROS DE INVESTIGACIÓN, PROGRAMAS  
ACADÉMICOS, REVISTAS Y PUBLICACIONES



Laura E. Rumbley, Philip G. Altbach, David A. Stanfield, Yukiko Shimmi, Ariane de Gayardon e Roy Y. Chan. **Higher education**: a worldwide inventory of research centers, academic programs, journals and publications. 3. ed. Bonn - Alemanha, 2014.

*Thales Fellipe Guill*

The work *Higher education: a worldwide inventory of research centers, academic programs, and journals and publications*, published in its third edition in 2014 by Lemmens Media - Bonn, aims to "provide researchers, legislators and others with a general vision where higher education, training and research are taking place around the world "(2014, page 8, translation GUILL), besides delimiting the field of scientific knowledge in the production of this subject that is in the process of expansion in the area in the second half of the 21st century.

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The work had until this year of 2018, three editions: the first one published in 2001, the second in 2006 where the authors decided to update the content covered, and the third, after an interval of 8 years. In 2014 the content of the book, in addition to the previous revised numbers, brought a more pragmatic approach to the discussion, holding a strong conviction that higher education research is expanding as a source of investigation linked to the extremely political issues related to the regulatory policies implemented by the Neoliberal State.

By giving a brief description of the work, we can say that it is divided into three main blocks. The first seeks to contextualize in a historical way the path traced by Higher Education through the ages, especially in the last decades when there was a very strong growth of the investigations. In this part of the discussion, the authors seek to highlight the urgent need for data to support the decisions regarding regulation and direction that will enable a study on Higher Education, built on a scientific basis.

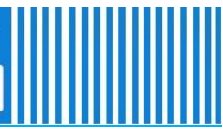
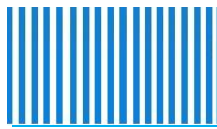
After this historical approach on Higher Education in the first block, the authors present an analysis of the collected data, demonstrating several points of understanding of the discussion, based on the quantitative basis of indicators of how many Centers / Institutes of Research exist in each country; of scientific journals; of articles; among others. After quantifying the data, the authors make a brief analysis of what was found in each country.

In the next and last block, the authors present tables related to the argument previously discussed, showing inventories organized in a specific way for each typicity found, for example the places where the information used in the completed research can be visualized, such as quantity publications in the field of higher education in each country; numbers of Centers/Institutes of each country that have expressive production in the area besides describing the identity of each researched university.

In the work it is highlighted how Higher Education has been "moving rapidly from a margin position to the core of the debates and discussions on the legislative sphere across the globe" (2014, page 8, translation GUILL). According to the authors, these debates are due to the expansion of this level of education and the relation of this action to the development of the nations.

In carrying out this data collection in order to survey the situation regarding the development of programs and agencies related to higher education, the authors hope to facilitate the dialogue among the researchers of this area (although it is clearly expanding in the field of the research and scientific production, is still a very young area) and regulatory agents.

Broadly displaying the various data, the inventory "contributes with the aim of improving our understanding of Higher Education as a field of study, by making visible who are the main



actors committed to this field of study around the world" (p. 8, translation GUILL). In this way, the book enables a more in-depth view of the development of Higher Education research in some countries of the world.

To conduct the inventory, the researchers adopted criteria to filter the data in order to find the main agents linked to Higher Education research. The authors also state that although the research team made a great effort to keep the results in line with the criteria, it was not always possible to maintain the standard for a variety of reasons, the main one being how each nation understands its programs of Higher Education.

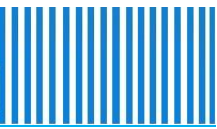
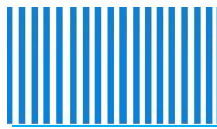
The same questionnaires of the research carried out in 2006, however reformulated, were used to collect data regarding the Centers/Institutes and Academic Programs. In this way, the authors state: "We made some modifications to the 2006 questionnaire with the intention to carry out this new round of data collection, eliminating some categories of information from 2006 and increasing a small number of new information" (p. 9 translation GUILL). With these changes, the authors intended to meet the new objectives (described earlier) regarding the third edition of this book.

According to the authors, the research should not only reflect what was already on the sites and the portfolio of programs available to the public online, but also collect information that was not directly available, thus creating a synopsis of the work and the philosophy of the programs that were not accessible in any other research stock.

Based on the programs and centers registered in the 2006 survey, the researchers sent by e-mail a link containing the questionnaire in order for the coordinators to fill in with the necessary information. Most of the data comes from this data collection material, while another part of the information was brought via consultation to the Association for the Study of Higher Education (ASHE) in the case of the United States and Shanghai Jiao Tong University, in case of China.

The search methodology was repeated in the articles, with the addition of a review of the periodicals that were still being edited, of those that interrupted their publications and of the new ones that were added. The authors of the book commented that in the case of China, due to the large volume of publications, they decided to select only 30 of the main and most influential journals in the scope of national scientific production.

In 2014, a total of 494 products were found among higher education programs and centers, and in 2006 a total of 199 were found. Magazines and scientific publications also increased significantly from 191 (in 2006) to 280 publications (in 2014).



It is worth mentioning that production in higher education has taken a significant place in the geographical space, rising from 25 countries cataloged in 2006, to a total of 56 in 2014.

As a result of this expansion we emphasize that the authors believe that "it is important that these various points of activity in the area become aware of one another and nurture a networking relationship so that they can learn and grow together" (2014, p.11 translation GULL). The most important measure to be taken, therefore, is to strengthen the communication between these various islands, knowing the works being developed, sharing experiences and other approaches, thus enabling a constant and linear growth of this area of research.

In the contextualization of the current scenario of Higher Education as a field of research, the content of the work brings a record of the beginning of the modern university with a birthplace of Europe, a model that would become dominant on the planet, with more than 18,000 universities. The first steps in universities to establish Higher Education as an area of knowledge came after the middle of the twentieth century.

For the authors, the university is a place that develops a complex work, which runs through a structure with unique social characteristics that differentiate it from private and / or state-owned companies. With the modernization, there was also an enormous flow of bureaucracy with the need to organize a structure that would allow the teacher's dedication in the central activities of teaching/research/extension. But the faculty does not handle with this, as most of them have activities that are not part of their professional knowledge and therefore have to deal with different jobs that come up during the process. In this way, modernization forced the University's structure to adapt, creating several positions to meet these demands, while the main leadership should stay with the academics and aware of what is a Higher Education Institution.

Issues such as access to higher education, scholarships, the role of the private sector in this level of education, tuition fees, among many other factors, came to the fore in scholarly and political debates. In this way, the area takes on more and more strength and importance in guiding the decisions to be made.

To meet the demand for data, the university ends up being both the producer and consumer of the scientific knowledge originated by the research. In order to understand the phenomena to which it and society as a whole are subject, it is necessary that reliable data sources be made available and socialized for the elaboration of other researches that guarantee a good number of information, leaving results open so that new works can go on from where the survey was completed. That is why the authors of this book summarize that "contemporary higher education and systems have become significant users of data on every structure of Higher Education." (p. 13, GULL).

Most of the published articles follow, unsurprisingly, being in English. The research profile follows the bias of the social sciences and most educational researchers tend to focus more on the early years of basic education. Only a small number of researchers focuses their survey interests on the Higher Education area, but even so, this field continues to grow at an accelerated pace, as we already mentioned.

As for research capacity in Higher Education, the authors comment that a part of what is researched in some countries is centered in the capital as is the case of the United States. The authors of the book comment that in the case of China (where despite the enormous number of publications if compared with other countries), these research agencies are mostly directly linked to the government, thus possessing few places with a certain autonomy to research. They point out that countries like India, Russia and Brazil, despite having large territories and expressive populations, have low scientific production in the area.

As for the financing for the research in the area of Higher Education, the authors warn that the resources, in general, are very scarce. In many countries there is no source of interest in this area. However, when it is found, it is mostly obtained from the government, or even made by the government itself. In some cases where a particular group wishes to have studies that prove their arguments, research agencies with the same ideological bias receive resources. Government financing is carried out, most of the times, through public notices.

The contextualization of the historical scenario in the area continues to go through several other topics of discussion such as: quality and credibility of publications, internationalization, research centers and communities, investigations concerning the institution and its structure of operation, besides the network communication of researchers in this field. This last point is placed as one of the pillars that should be debated and improved, since the interaction between the researches (found in this investigation) from different places remains unsatisfactory, impairing the quality of what is being done.

Describing the contents of the second block of information, we will find at this point of the work, an inventory made via countries, selected Institutions, periodicals, journals; that is productions related to the matter in question, a brief analysis done by the authors of the book, bringing indicators and pointing trends, as well as challenges faced in this field of scientific knowledge.

One of the most relevant data to understand the geographical expansion of research centers in Higher Education, is the percentage of institutes in activity by region. First of all, we have Asia, with 33%, followed by Europe with 28% and the United States with 27%, with Latin America as a whole accounting for only 4% of the centers and institutes cataloged. (2014)

As to the orientation of the research carried out by the academic programs of Higher Education, it was pointed out that the majority is focused on the administrative part, the management and the leadership within the university structure, especially in the case of the United States. The other countries present a high rate of this theme, being surpassed only by production in the area of curriculum, financing and international studies.

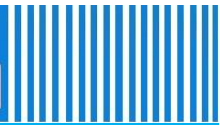
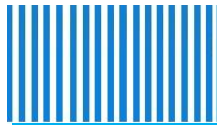
The number of journals published only in English is much higher than the others, with a total of 190. Secondly, there are 27 Chinese-language journals and in third place, 26 in Japanese. As for the articles, North America represents a total of 40% of the publications, with a good advantage over the second place, which is Asia with 28%.

The authors conclude this block of information with the indication that the United States, China, the United Kingdom and Japan are by far the current production leaders in this area. The inventory carried out by the authors shows that developed countries have the highest rates, "and meanwhile it demonstrates the lack of research and training in countries where it would be of the greatest urgency and would have the greatest benefit" (34, GUILL). Financial investments are necessary in order to develop this area of knowledge in the least privileged countries.

The researchers draw the attention, for example, to the situation in which Brazil and India meet, where there is a development and expansion of studies in higher education, but with restricted and scarce research, being carried only to follow indexes and results. This characteristic is frequently observed in developing countries, where there is a predominance of a large number of universities and a low index of research in this field of knowledge presented in the contents of the book. For the authors, "the development of data in this inventory shows that higher education, as a field of research and study, is underdeveloped in countries with a large system of higher education" (2014, p. 34, GUILL). Therefore, they observe, that these systems "would benefit substantially from local growth in the

specialty of higher education, since these countries have a fast-growing and often unpredictable growth system." (2014, p34, GUILL).

This work is an immeasurable contribution in the area of Higher Education bringing a limit to the scientific knowledge in several countries, with several Universities and Research Centers/Institutes, favoring the researchers of the area with a collection of productions related to this research topic. This study demonstrated the current situation of Higher Education research in several countries, allowing programs to know what is being produced. This material is essential for researchers who have this theme as its object of analysis. I can only wish the reader a productive analysis of the work that can be found in the link below:



**Sobre o Resenhista**

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