

Symposium on
Excellence in Higher Education

January 23 – 24th 2014



Theme 1 – Determinants of excellence

Academic production and the Academic ladder

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The origins of the academic community

In the year 1155 or 1158 (70 years after Bologna was established)

Emperor Frederick Barbarossa published the *Authentica Habita* (or *Privilegium Scholasticum*) a set of rules protecting scholars at Bologna.

It ruled that professors and those coming to Bologna to study Law would be under the protection of the Church or the Empire, in the sense that *they would enjoy similar immunities and freedoms as those held by the clergy, provided they conformed to certain attributes, such as wearing clerical/monastic dress, including:*

- *freedom of movement,*
- *immunity against loss of property due to debts of their country/city in case of war, and*
- *the right to be judged by the court of Bishops, and not by the local authorities.*

Founding decree of the University of São Paulo

Art. 1º – Fica creada, com sede nesta Capital, a Universidade de São Paulo.

Art. 2º – São fins da Universidade:

- a) promover, pela pesquisa, o progresso da ciência;*
- b) transmitir pelo ensino, conhecimentos que enriqueçam ou desenvolvam o espírito, ou sejam úteis à vida;*
- c) formar especialistas em todos os ramos de cultura, e técnicos e profissionais em todas as profissões de base científica ou artística;*
- d) realizar a obra social de vulgarização das ciências, das letras e das artes, por meio de cursos sintéticos, conferências palestras, difusão pelo rádio filmes científicos e congêneres.*

<http://www.leginf.usp.br/?historica=decreto-n-o-6-283-de-25-de-janeiro-de-1934>

Net enrollment ratio and HE systems

M. Trow's (1970) criteria for systems of HE regarding their scope, in terms of fraction of the population enrolled in HEIs.

Net enrollment ratio (NER) - the percentage of the university age population (say, 18-24) that is enrolled in the system's HEIs.

- Elite systems: NER up to 15%
 - Mass systems: NER greater than 15% and up to 30%
 - Universal systems: NER greater than 30%
-
- Elite systems <---> Seen as a privilege (reach only few)
 - Mass system <---> Seen as a right (reach many)
 - Universal system <---> Seen as an obligation of state/society (reach most)

M. Trow, Reflections on the transition from mass to universal higher education systems. Daedalus 99: 1-44, 1970.

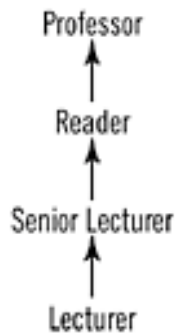
OECD countries average > 30%, Brazil – 15%

The changing academic ladder: the case of England

First Emergent Academic Career Model:

UNITARY, EXCLUSIVE, LINEAR

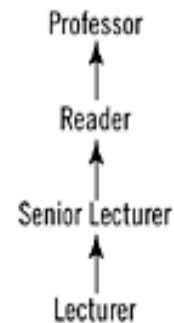
Traditional Career Model



Third Emergent Academic Career Model:

INCLUSIVE AND SEGREGATED

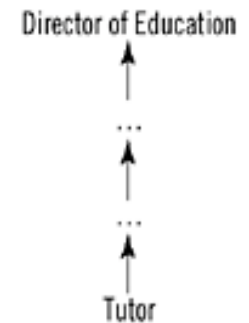
Traditional Career Model (research, teaching, administration)



Parallel Pathway



Parallel Pathway



Source: T. Stryke, Evolving academic career pathways in England. In: Academic and Professional Identities in Higher Education. The challenges of a diversifying workforce. G. Gordon, C. Whitchurch (Eds.). Rutledge, NY, 2010.

Faculty at the federal universities

	Total	MSc		PhD		Fulltime faculty	
		N	Share	N	Share	N	Share
Brazil	78,774	20,965	26.6%	47,302	60.0%	67,149	85.2%
North	7,841	3,062	39.1%	3,154	40.2%	6,457	82.3%
Northeast	22,927	6,864	29.9%	11,910	51.9%	18,471	80.6%
Southeast	25,046	5,224	20.9%	17,664	70.5%	22,271	88.9%
South	14,088	3,466	24.6%	9,319	66.1%	12,341	87.6%
Centerwest	8,872	2,349	26.5%	5,255	59.2%	7,609	85.8%

Table 1 - Faculty employed by federal universities, by region, degree and workload. Source: HE Census data, 2011, INEP/Ministry of Education.

From: Brito Cruz, C.H, R.H.L. Pedrosa.

Internationalization and the Brazilian research university: past and present trends.

Preprint 2013.

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Thank You!

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