The Language of Research Productivity in World Class Universities

EPU Policy Forum

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Abstract

The drive for “world-class” universities is linked with a global movement to create comparable, cross-national indicators of research quality. This linkage creates tensions within higher education. On the one hand, globalization increases the contact and sharing of information, values, and common agendas. On the other hand, citation indexes have become accepted metrics in the race to create world-class universities. And by considering local, non-English journals as less-valuable from a research quality assessment perspective, journal classification has the unintended consequence of discouraging research that is inherently difficult to communicate to English language readers but that may be of local importance. There are fields with strong national traditions – including education - where the production of “excellent” scholarship is increasingly compared based on the metric of publication in American or European journal. Promoting a common language of scholarship (usually English), and prioritizing certain research journals in research assessment exercises may lead to a sharper (but narrower) research focus.

Speaker’s Bio

David Post teaches sociology and policy of education at Penn State University in the USA. He has also taught at HKUST, at FLACSO-Ecuador, El Colegio de Mexico, at the University of Pittsburgh, and the University of California and he worked last year at UNESCO. From 2003-2013 he edited the Comparative Education Review. This talk grows out of a project done with colleagues in Hong Kong, Taiwan, Japan, South Africa, and Australia to explore differences in the pressures to produce good education research (forthcoming in a special issue of the journal Higher Education Policy). The talk also grows from a special issue David Post edited of Education Policy Analysis Archives on the future of education journals.

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ALL ARE WELCOME

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