

# Colonial legacies in "academic quality" structures: A missing component in the decolonization debate?

## 21 September 2021

The logo for the Centre for Global Higher Education is a red square with the text "CENTRE FOR GLOBAL HIGHER EDUCATION" in white, stacked vertically in a bold, sans-serif font.

00:15:33 Elliott Spaeth: What about for people who would feel more comfortable asking their question via chat and not put their camera/mic on?

00:16:10 Paul Ashwin: If you want me to ask your question then please indicate this in the chat.

00:23:15 Paul Ashwin: Please remember to share your questions in the chat. If you would prefer me to ask your question after the presentation rather than asking it yourself, then please indicate this when you share your question.

00:30:23 Kunwar Jee Sinha: How do we look value of money, especially in the context of the International non-white student studying in the colonial country? Are they safe and secured from all the way? Are they going to have a good job once they finish their degree from there? Or, after having the degree, still will have to struggle because of this colonial? It is my personal question, as I am connected to some extent. I don't know how genuine a question is this before the panel!

00:39:02 Paul Ashwin: Are there more questions or comments about quality and coloniality?

00:39:40 Jan McArthur: The discussion of assessment reminds me of Soux McKenna's excellent piece in Wonkhe today on proctoring software - certainly challenges what we mean by quality. <https://wonkhe.com/blogs/technology-should-not-stop-us-trusting-students/>

00:39:54 Jan McArthur: Sorry Sioux! Bad typing.

00:45:55 David Law: I would like to ask a question please about externality?

00:46:17 Olga Mun: Thank you for a wonderful seminar. My question is whether the research team also engages with the problematization of the notion of 'quality' of academic journals and journal rankings (e.g. Q1, Q2, Q3, Q4). So many majority of the world countries embrace the internationalization requirement and publications in certain highly ranked journals. Yet we as academics in the UK/US ourselves also participate in creating and maintaining te existing publishing patterns. Do the researchers know of alternative publishing strategies in the US/UK that produce alternative notions of quality on higher education/research? Sorry can't ask this question in person due to bad internet connectivity. Apologies if journal rankings were not a part of quality assurance of the

current research project or it was discussed in the beginning of the talk. Olga Mun, doctoral student, Department of Education, Oxford

00:48:50 David Mills: Thank you for a really excellent presentation - and for all your reflections on our attachments to quality. I would be interested to get your sense of whether the easy reductivism of rankings increasingly supplants more nuanced (albeit neocolonial) approaches to assessing quality - eg lengthy technical QA reports. Can the national accreditation processes stand up to, and potentially contradict, the national rankings processes that states like India and Pakistan are implementing? In short, do metrics reinforce neocolonial paradigms of quality?

00:49:23 Lee Rensimer: I would like to ask a question please about the theoretical framing of (neo)coloniality - how might we distinguish this approach in analytical terms from previous concepts from the organisational theorists on, say, isomorphism or performing legitimacy?

00:53:39 Lauren Bolz: Thanks for an excellent talk! I would love to hear your thoughts on how these nuanced discussions of quality might play into moves to diversify assessment in UK universities

00:54:29 Muhammad Abdul Wahid: Thanks excellent information and presentation

Muhammad Abdul Wahid From Bangladesh

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00:55:55 Eliel Cohen: Brilliant question @Lee Rensimer, very difficult to disentangle these different planes of causality but it is important that we try!

Thanks also @Jan MacArthur for sharing that WonkHE piece, really important insights therein!

00:56:15 Jonah Otto: I used to work in university partnership building for a US HEI that based many partnering decisions based on international HEI rankings which have colonial and post-colonial influence. What alternatives might bring more equity to university partnership decisions?

00:57:41 Gerardo Blanco: Here is age ranking I was referring to:

<https://universitas21.com/agm-2020/u21-rankings>

00:58:09 Dr.Sudheep A.S: Greetings from India

01:03:21 Glen Chatelier: Much thanks for an excellent discussion today, all, especially to CGHE!!!

01:05:56 solomon zewolde: What is quality after all when the HE systems in many countries work in a language the overwhelming majority of the population don't speak or write?

01:07:31 CGHE Webinars: Thank you for joining us today. A recording of this webinar will be available via the CGHE site tomorrow morning: <https://www.researchcghe.org/events/cghe->

[seminar/colonial-legacies-in-academic-quality-structures-a-missing-component-in-the-decolonization-debate/](#)

01:08:51 CGHE Webinars: The next webinar in this special series, 'Racism and Coloniality in Global Higher Education', will take place on Thursday, titled: 'Race, Nativity, and Identity: Engaging an Equity-Driven Approach to International Research'. More details here:

<https://www.researchcghe.org/events/cghe-seminar/race-nativity-and-identity-engaging-an-equity-driven-approach-to-international-research/>

01:09:24 Cristina Carvalho: Thanks all for a wonderful webinar!

01:09:26 Sherran Clarence: Thanks so much Rebecca and Gerardo. Lovely to see you again Rebecca :-)

01:09:44 CGHE Webinars: The next webinar in the overall CGHE programme is tomorrow, 'Supporting higher education in unstable states: Can foreign contributions ever deliver?'. More details here:

<https://www.researchcghe.org/events/cghe-seminar/supporting-higher-education-in-unstable-states-can-foreign-contributions-ever-deliver/>

01:09:56 Dr.Sudheep A.S: Exquisite presentation and informative

01:10:36 Ingrid Baigrie: A really interesting discussion - thank you!

01:10:50 CGHE Webinars: Further resources and discussion for this webinar series can be found on Padlet: <https://padlet.com/trevortreharne/97yk98jrjdw4dx34>

01:11:02 Simon Marginson: Great paper, gets us down to 'tin-tacks' in remaking core processes in higher education. And good to hear Elisa Brewis's brilliant research in Indonesia highlighted by Rebecca in the webinar.

01:11:28 Jean Lee Farmer: Thank you for an interesting and informative discussion. I am sorry I have to leave to another meeting.

01:12:54 Gerardo Blanco: Thank you to CGHE for the invitation. Glad to stay in touch if we couldn't address your questions: [blancoge@bc.edu](mailto:blancoge@bc.edu)

01:14:46 Rebecca Schendel: I agree with Gerardo. My email is [schendel@bc.edu](mailto:schendel@bc.edu)

01:14:58 Karen MacEachern: Many thanks, very informative

01:15:08 Vikki Hill: Many thanks for this thought provoking discussion.

01:15:40 Penny Welch: Thanks for a really interesting session.

01:15:52 Rebecca Schendel: Lee, I believe the spectrum of educational transfer can be found in Phillips, D., & Schweisfurth, M. (2014). Comparative and International Education. An Introduction to Theory, Method, and Practics (2nd ed.). London: Bloomsbury Publishing

01:16:12 Emily Gorlewski: excellent webinar, thank you so much

01:16:27 Minoli Wijetunga: Thank you for this seminar. Much appreciated.

01:16:35 Lee Rensimer: Thank you, Rebecca! Greatly appreciate your response to my Q

01:16:39 Louise Howson: A great thought provoking seminar. Thank you

01:16:40 Jonah Otto: Thank you all very much!

01:16:41 Jan McArthur: Thank you for a great seminar.

01:16:44 Dr.Sudheep A.S: Thanks to all team members behind this webinar

01:16:46 Anoud Abusalim: Thank you so much