

Universities:

Will they remain the same?

by Dr Jamil Salmi 6:15 – 7:45pm, March 24, 2009, Rayson Hoang Theatre, HKU



Universities: Will They Remain the Same?

Jamil Salmi

Hong Kong, 24 March 2009



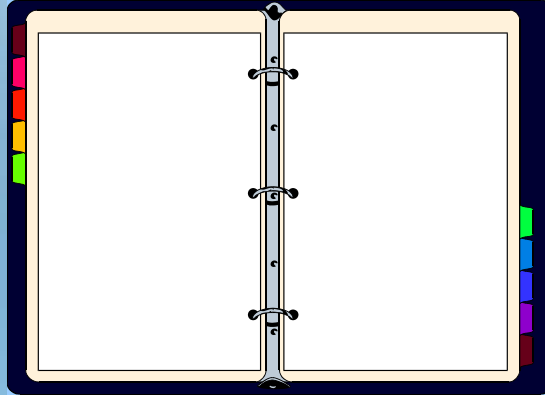
FACULTY OF EDUCATION
THE UNIVERSITY OF HONG KONG

EDUCATION
THE WORLD BANK

are universities ready?



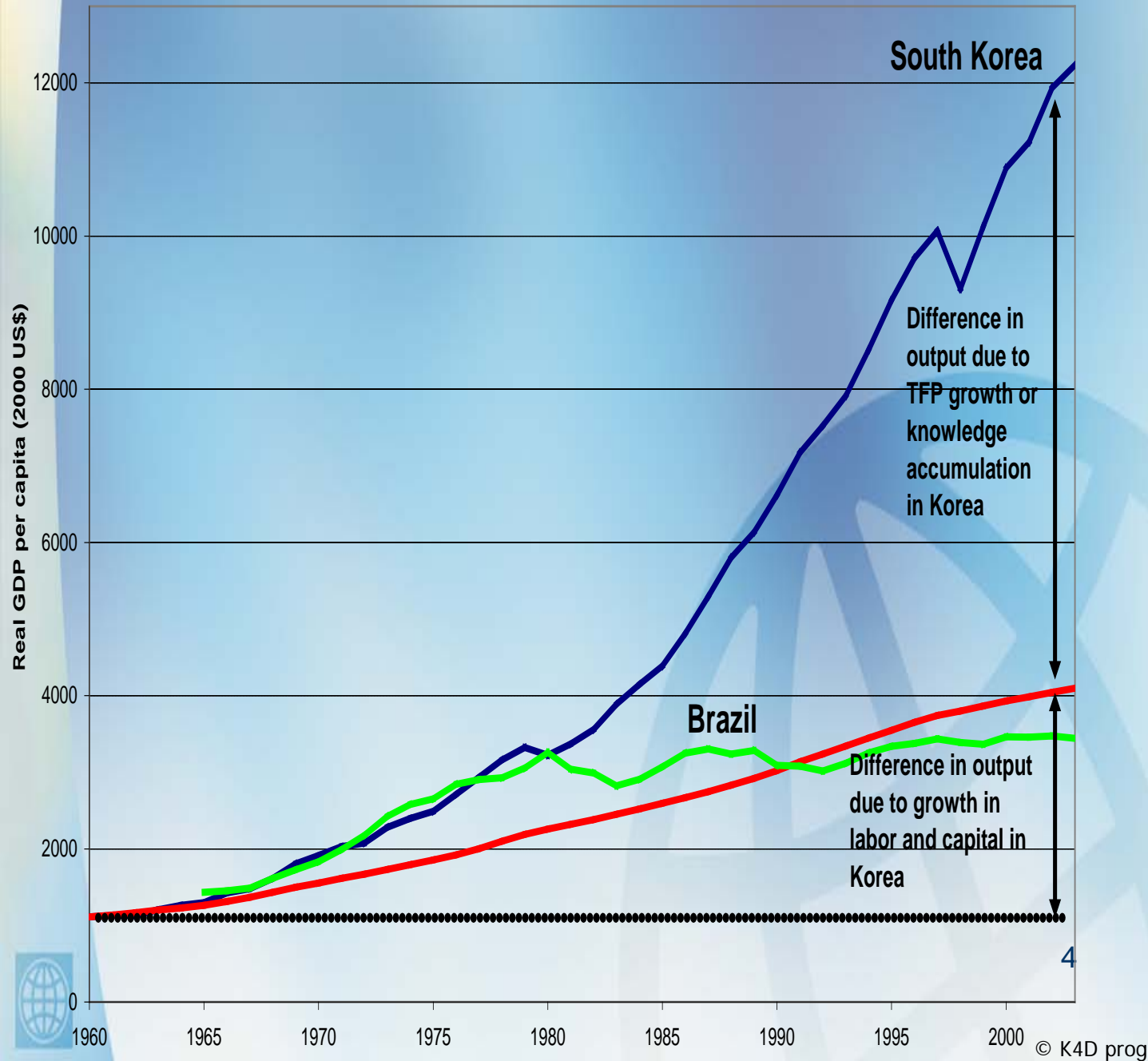
outline of the presentation...



- importance of knowledge
- changing education & training needs
- emerging challenges



explaining the difference between poverty and wealth



creative work in the economy

IN THE UNITED STATES

Creative
Work

- Research
- Development
- Design
- Marketing and Sales
- Global Supply Chain Management

Routine
Work

DONE BY
PEOPLE

Routine
Work

DONE BY
MACHINES

IN LESS DEVELOPED COUNTRIES



resolving environmental problems



knowledge for safety



disaster preparedness

- sismology
- vulcanology
- climatology (floods, tsunamis, droughts, etc.)



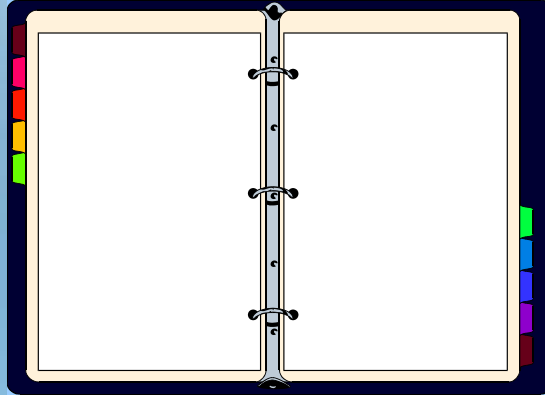
acceleration of speed
of creation of new
knowledge



how can we update our knowledge?



outline of the presentation...



- importance of knowledge
- **changing education & training needs**

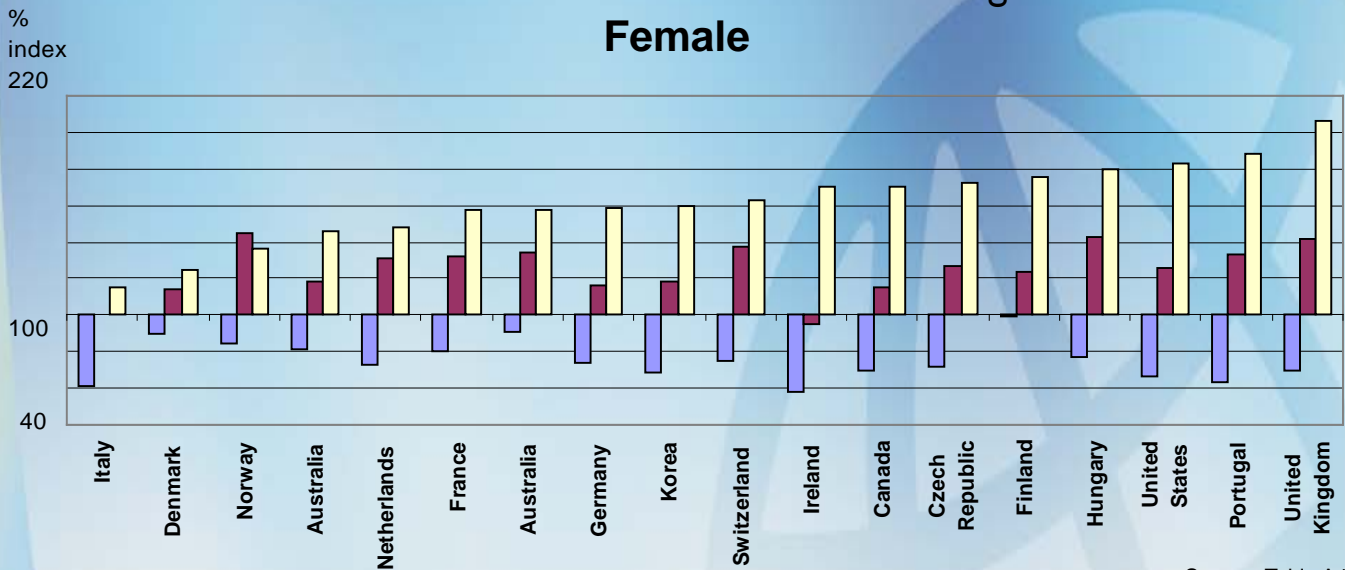
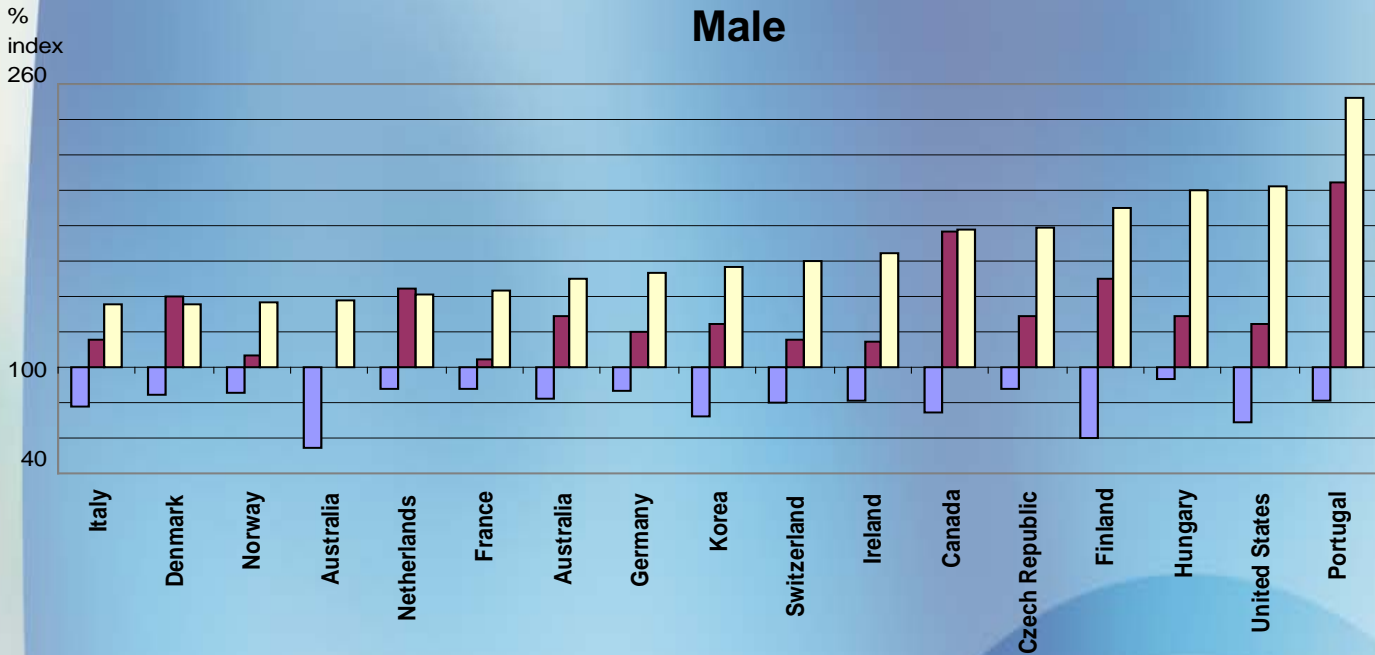


changing education and training needs

- higher skill levels



relative earning gaps are increasing

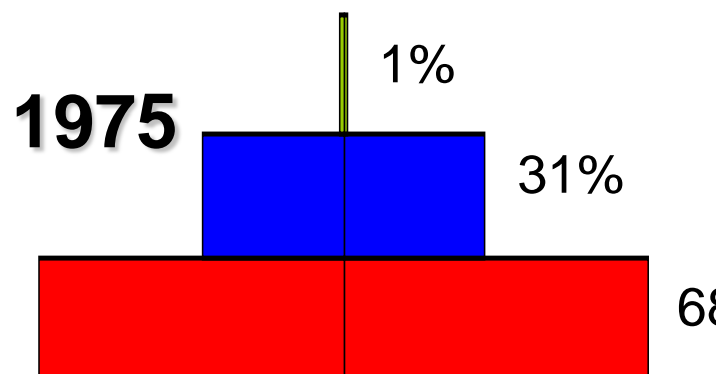
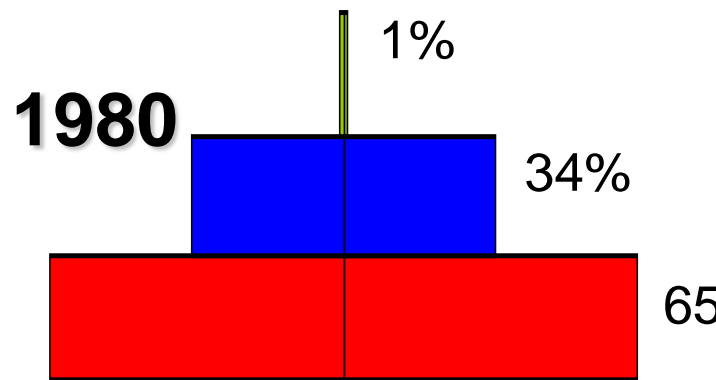
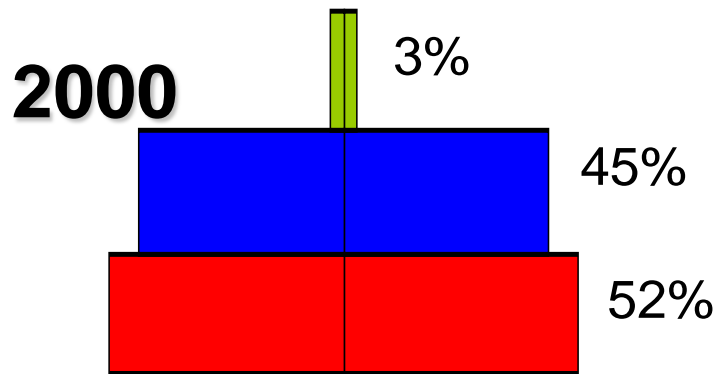
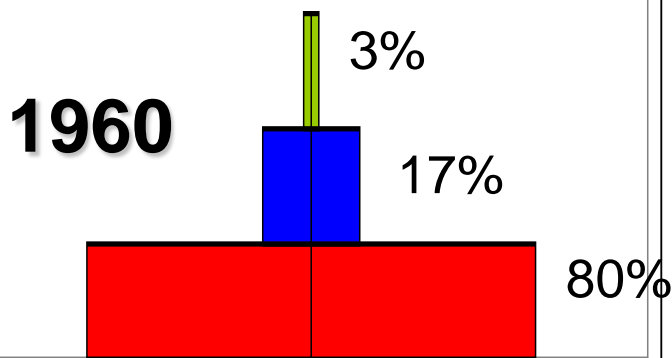
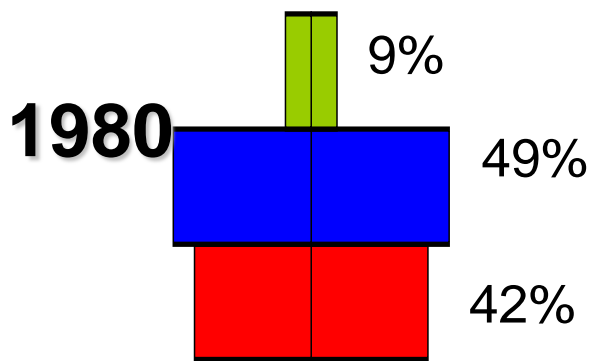
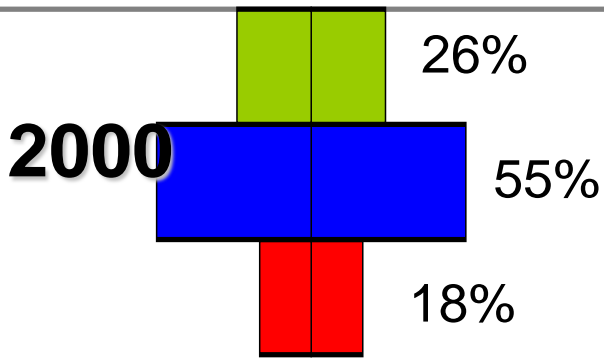


■ Below upper secondary ■ Tertiary-type B □ Tertiary-type A and advanced research

Source: Table A14. in OECD 2003



Korea and China

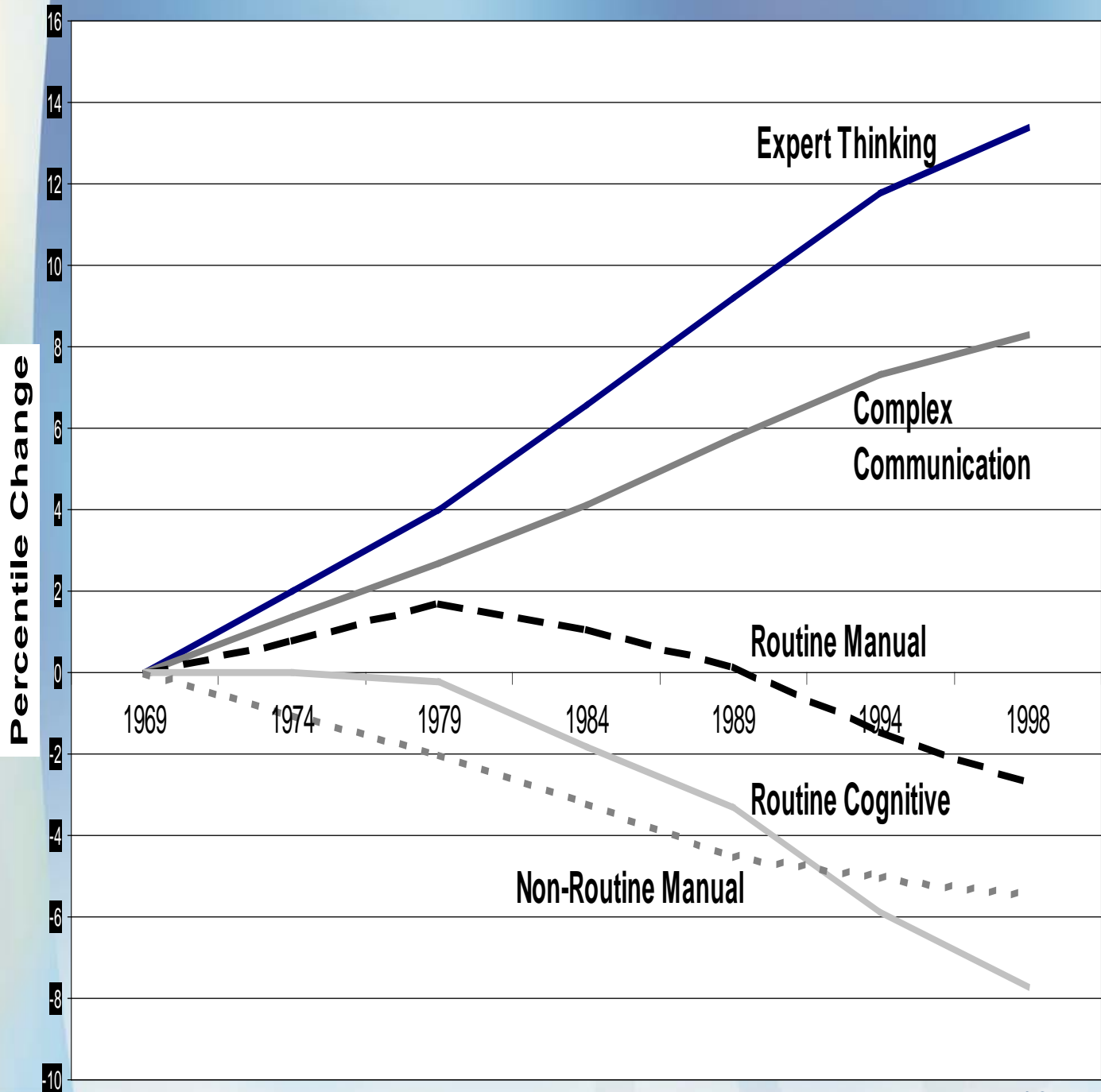


changing education and training needs

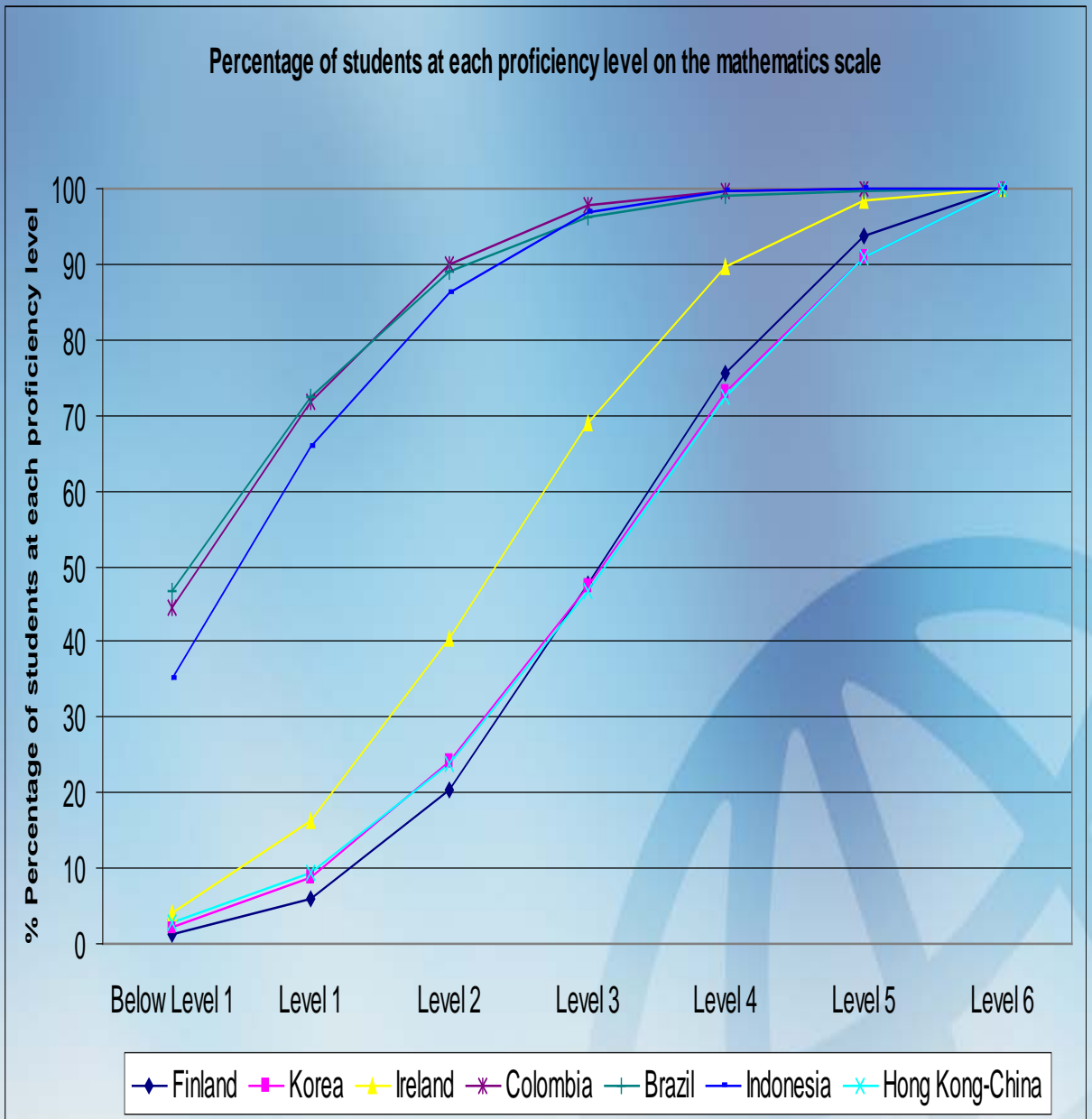
- higher skill levels
- **flexibility to adapt to change**



changes in job task-skill demands in the USA (1960 – 1998)



2006 PISA results



changing education and training needs

- higher skill levels
- flexibility to adapt to change
- **need for continuing education**



university of the future?

continuing education

postgraduate
studies

first degree



university of the future?

Undergraduate studies

Career change studies

Graduate studies

Continuing education



changing education and training needs

- higher skill levels
- flexibility to adapt to change
- need for continuing education
- **learning to learn and unlearn continuously**



new pedagogical approaches

- focus on learning tailored to needs of individuals rather than teaching
- new and varied modalities for learning: interactive & collaborative learning



new pedagogical approaches

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- new and varied modalities for learning: interactive & collaborative learning
- reliance on advanced education technology in appropriate ways



new pedagogical approaches

- focus on learning tailored to needs of individuals rather than teaching
- new and varied modalities for learning: interactive & collaborative learning
- reliance on advanced education technology in appropriate ways
- teacher as guide and facilitator

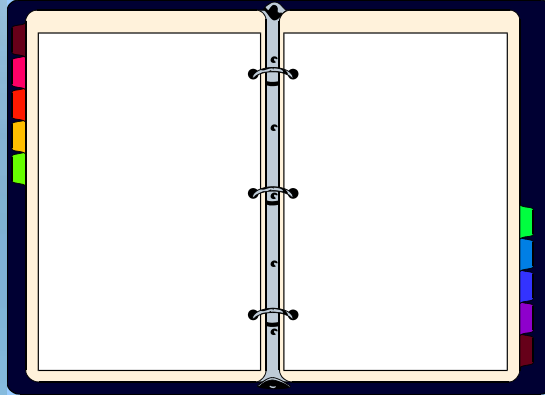


“In the early twenty-first century, people will be able to study what they want, when they want, where they want, and in the language they prefer, electronically.”

Peter Knight, July 1994



outline of the presentation...



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- changing education & training needs
- **emerging challenges**



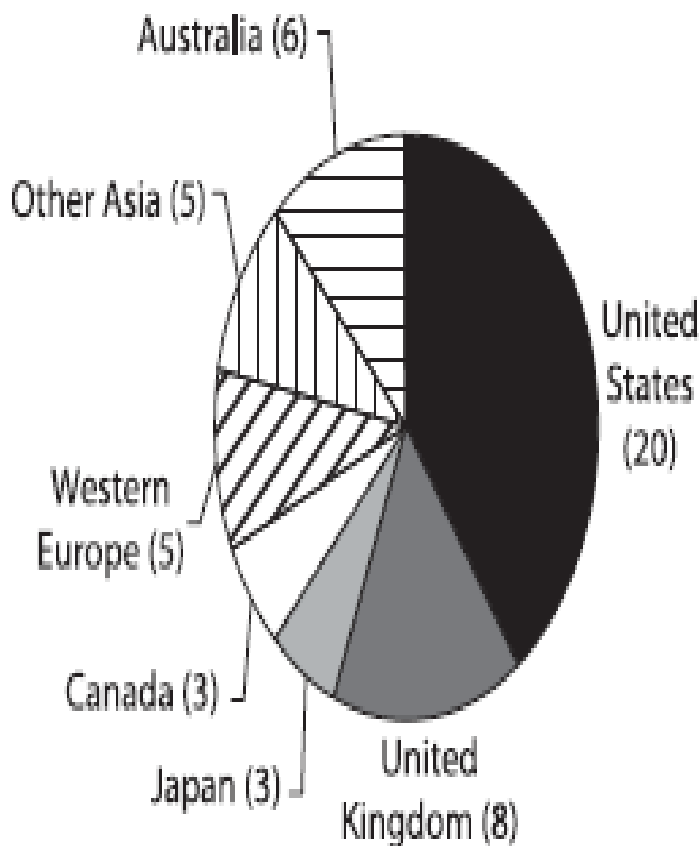
emerging challenges

- world-class universities
- quality and relevance
- values and ethics
- impact of the financial tsunami
- flexibility

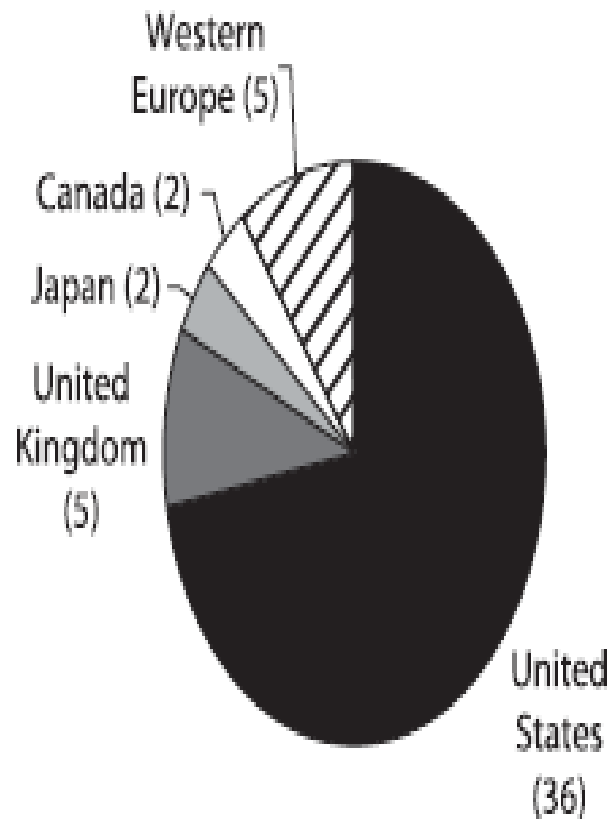


top 50 universities

THES ranking



SJTU ranking



SJTU ranking (2008)

Country Ranking	Country	Rank of Top University in Country
1	USA	1
2	UK	4
3	Japan	19
4	Switzerland	24
4	Canada	24
6	France	42
7	Denmark	45
8	Netherlands	47
9	Sweden	51
10	Germany	55
11	Australia	59
12	Norway	64
13	Israel	65
14	Finland	68
15	Russia	70
16-20	Belgium, Brazil, Italy, Singapore	101 – 151
21-26	Argentina, Austria, Mexico, Spain, South Korea, Taiwan	152 – 200
27-33	China, Czech Republic, Greece, Hong Kong, Ireland, New Zealand, South Africa	201 – 302
34-36	Hungary, India, Poland	303 – 401
37-40	Chile, Portugal, Slovenia, Turkey	402 – 503

Hong Kong and mainland China universities in the world rankings

2008/09



Shanghai Jiao Tong University: ARWU 2008

9 Chinese universities in top 300

• 201-302

- Chinese University Hong Kong
- Hong Kong University of Science & Technology
- Nanjing University
- Peking University
- Shanghai Jiao Tong University
- Tsinghua University
- University of Hong Kong
- University of Science & Technology of China
- Zhejiang University



THE-QS World Universities Ranking 2008

12 Chinese universities in top 400

- 26 University of Hong Kong
- 39 Hong Kong University of Science & Technology
- 42 The Chinese University of Hong Kong
- 50 Peking University
- 56 Tsinghua University
- 113 Fudan University
- 141 University of Science and Technology of China
- 143 Nanjing University
- 144 Shanghai Jiao Tong University
- 147 City University of Hong Kong
- 229 Zhejiang University
- 386 Tianjin University



Webometrics

January 2009

Ten Chinese universities in top 500

- 117 Peking University
- 121 University of Hong Kong
- 156 Chinese University of Hong Kong
- 241 Tsinghua University China
- 355 Shanghai Jiao Tong University
- 387 Hong Kong University of Science & Technology
- 425 ZheJiang University
- 435 City University of Hong Kong
- 477 Fudan University
- 482 Hong Kong Polytechnic University



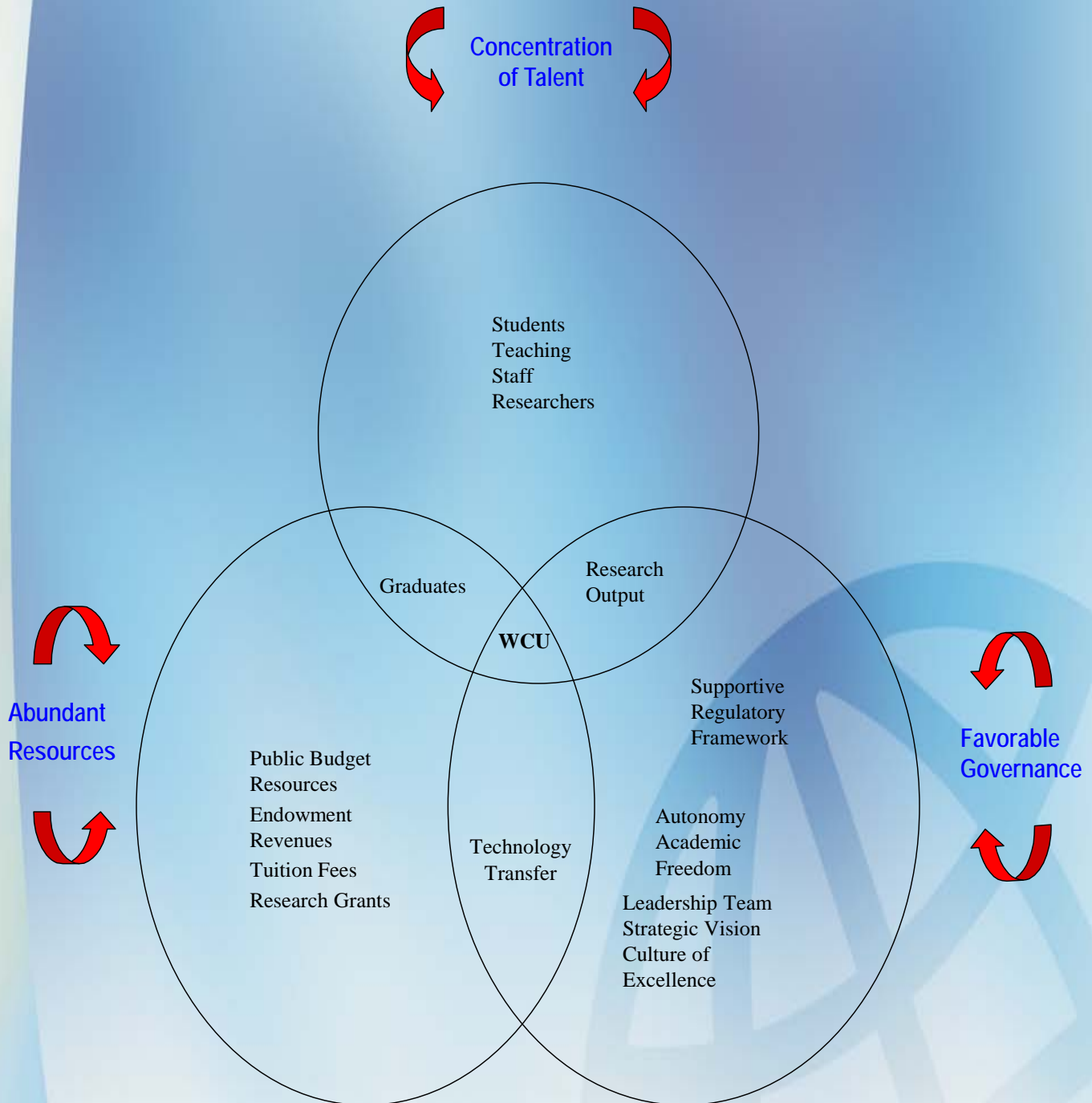
what it means to be world class

- concentration of talent
- abundant resources
- appropriate governance



Characteristics of a World-Class University

Alignment of Key Factors



Source: Elaborated by Jamil Salmi



what it means to be world class (II)

- research universities or all types of tertiary institutions?
- every institution or a select few?



quality and relevance

- **programs**
 - professional skills
 - soft competencies
- **creativity**



creativity

- invent
- experiment
- think out of the box
- take chances
- break the rules
- make mistakes
- and have fun...



quality and relevance

- **programs**
 - **professional skills**
 - **soft competencies**
- **creativity**
- **measurement of student learning outcomes**
- **effectiveness of e-learning**



ethical dimensions

- humanistic values



ethical dimensions

- humanistic values
- conflict of interest in research
- rules for fund raising
- environmental responsibility



is the golden era over?



impact of the crisis

- quality
- equity
- opportunity for further investment as engine of growth
- need to have multiple funding sources and practice contingency planning



flexibility



flexibility

- good feedback mechanisms
- strategic planning to orient change
- ability to react and adapt rapidly

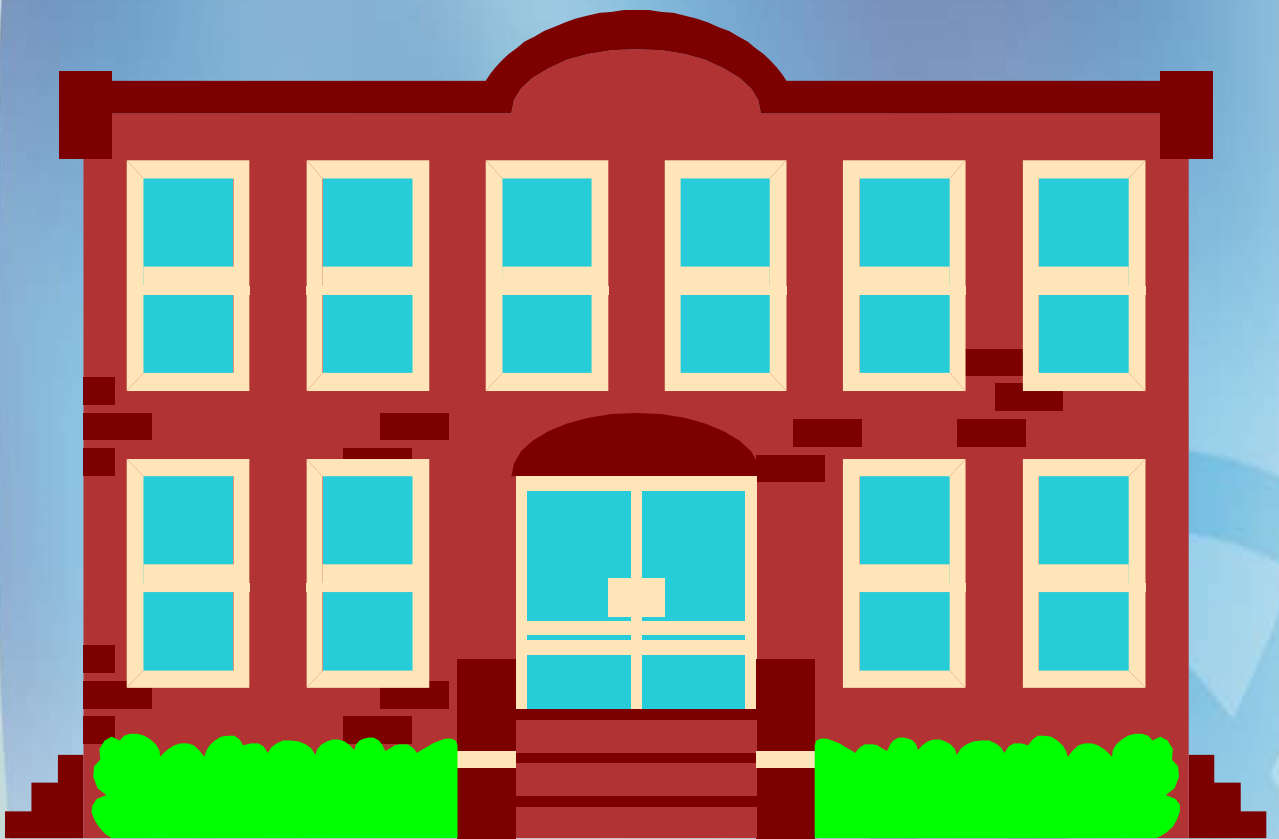


conclusion

the end

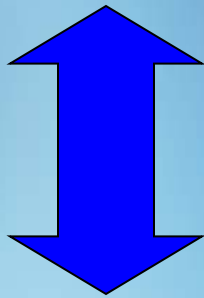
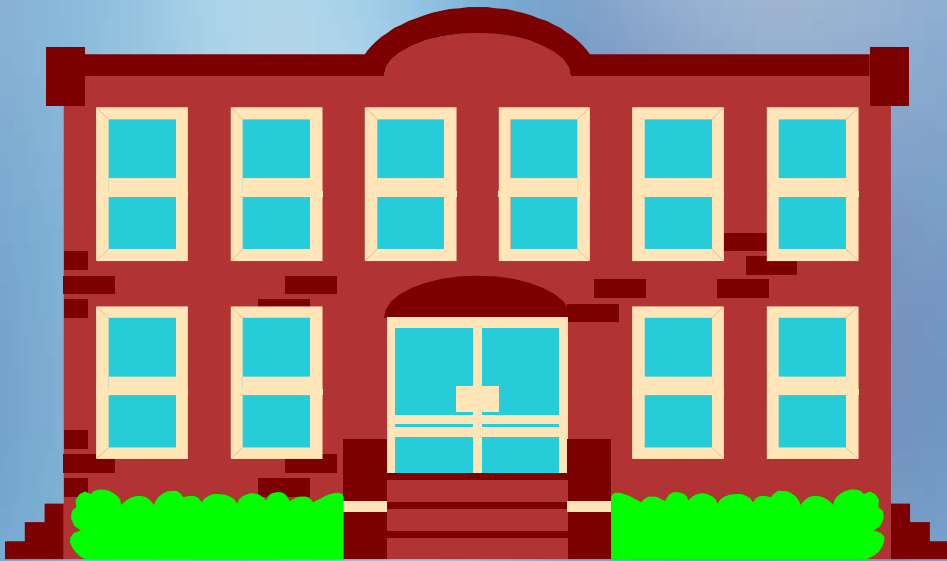


the brick university



the click university





competing in the learning society...



competing in the learning society...



competing in the
learning society...



competing in the
learning society...



危机

crisis



危

danger



机

opportunity



危机

crisis

=

danger + opportunity



what is your vision?



www.worldbank.org/education/tertiary

