

# The Globalization of the University



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# Introduction (1)

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Henry III (1229):

“Greetings to the masters and the whole body of scholars at Paris, Humbly sympathizing with the exceeding tribulations and distresses which you have suffered at Paris under an unjust law, we wish by our pious aid, with reverence to God and His holy Church to restore your status to its proper condition of liberty. Wherefore we have concluded to make known to your entire body that if it shall be your pleasure to transfer yourselves to our kingdom of England and to remain there to study, we will for this purpose assign to you cities, boroughs, town, whatsoever you wish to select, and in every fitting way cause you to rejoice in a state of liberty and tranquility which should please God and fully meet your needs.” (p. 168-69 in Lowrie J. Daly, *The Medieval University*. Sheed and Ward: New York. 1961.)

# Introduction (2)

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By contrast, in a letter from future University of Chicago President Harry Judson to then president William Harper in 1891, Judson writes:

“I dislike the idea of a foreigner at the head of such a department in an American university. It seems to me that departments involving American history, American literature, and American politics should be under the charge of Americans...I must confess that I don't fancy having to work for a German. I doubt if many American professors would.” (Boyer, 2003: 41)

# Core Argument

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**I. Universities are changing from historically rooted national institutions to organizational actors that are supposed to be:**

- ✦ More accessible
- ✦ More entrepreneurial
- ✦ More professionalized

**II. These changes reflect the degree to which universities are influenced by an idealized model university that is:**

- ✦ Dramatized by “world class” metaphors and transnational rankings
- ✦ Disseminated by consultants
- ✦ Portrayed as portable practices

# Broadly Accessible

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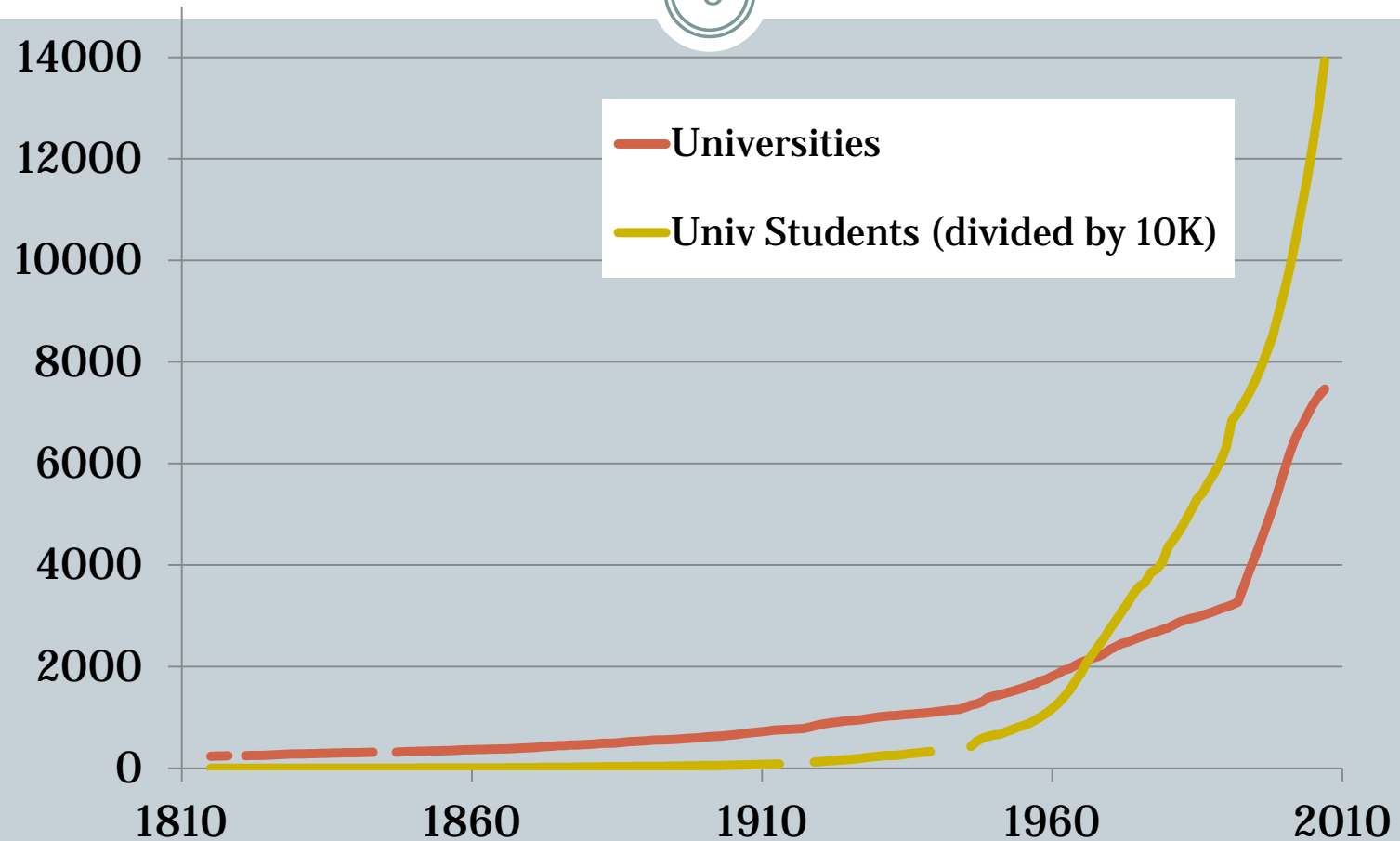


Figure 1: Worldwide Expansion of Universities and post-secondary enrollments, 1815-2010.

# More Entrepreneurial University (1)

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**Ben-David and Zloczower (1962):**

- **The socially buffered versus the socially embedded university**

# More Entrepreneurial University (2)

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Harvard President Charles W. Elliott (1906):

**“In the competition between American universities, and between American and foreign universities, those universities will inevitably win which have the largest amounts of free money. ... How is more free money to be obtained? ... The only way to increase the amount of such funds is to emphasize the urgent need of them, and then to treat them with such steady consideration that they will have... an assured permanence as funds.”**

# More Entrepreneurial University (3)

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**Kai-Ming Cheng (former Vice Provost of the University of Hong Kong):**

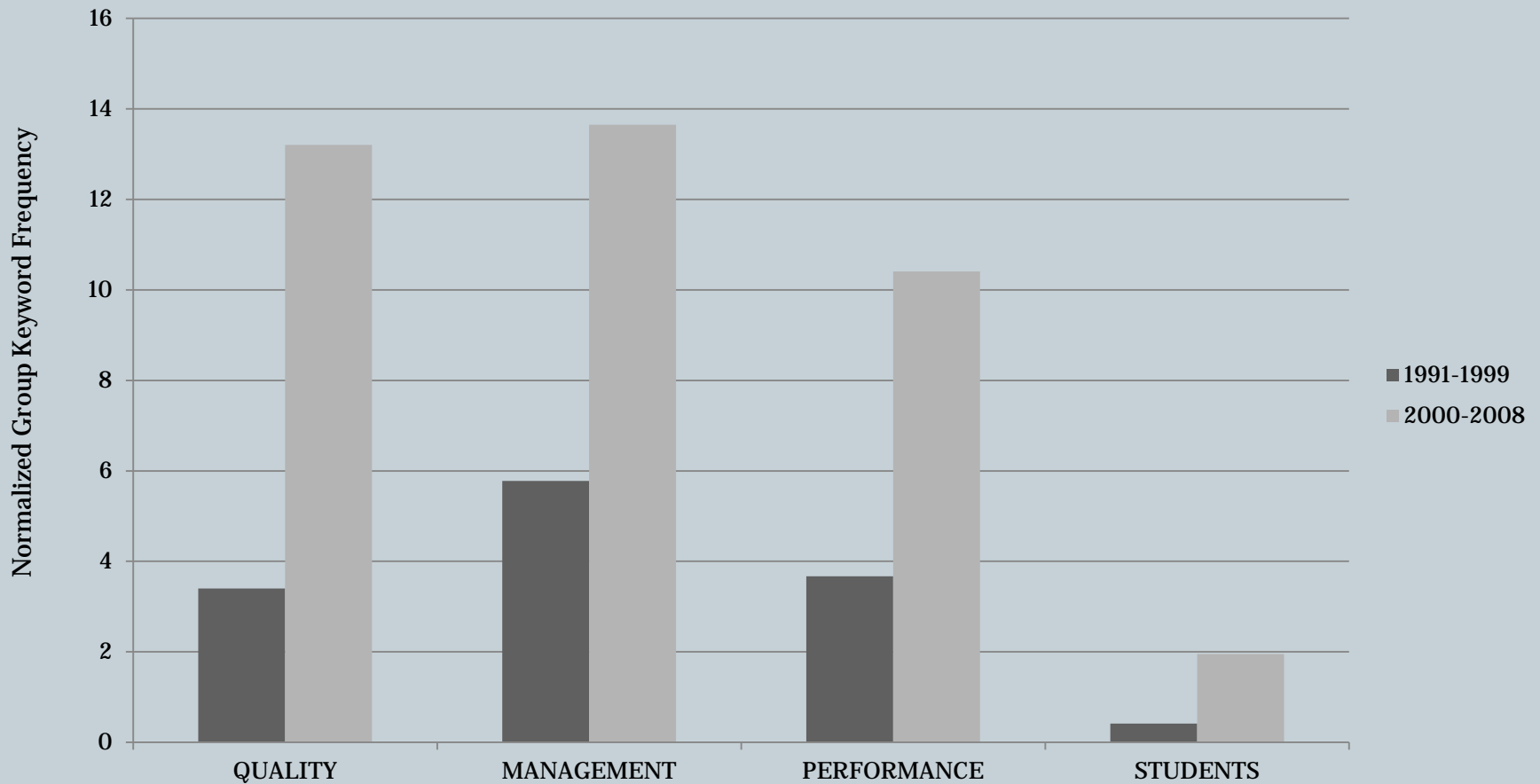
**“The notion of institutional advancement, thus, has a liberating function. It moves academics out of the box fixed by government allocation. It puts the core values back to academic endeavors, it creates room for creative and innovative thinking, it allows dreams to be realized, and it encourages bold explorations and risk taking, which are so precious for academic endeavor and breakthroughs yet are hardly supported by public funding.” (p. 171 in Altbach, ed. *Leadership for World Class Universities: Challenges for Developing Countries.*)**



# More Professional University (1)

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## Keywords subgroups, European articles 1991-2008

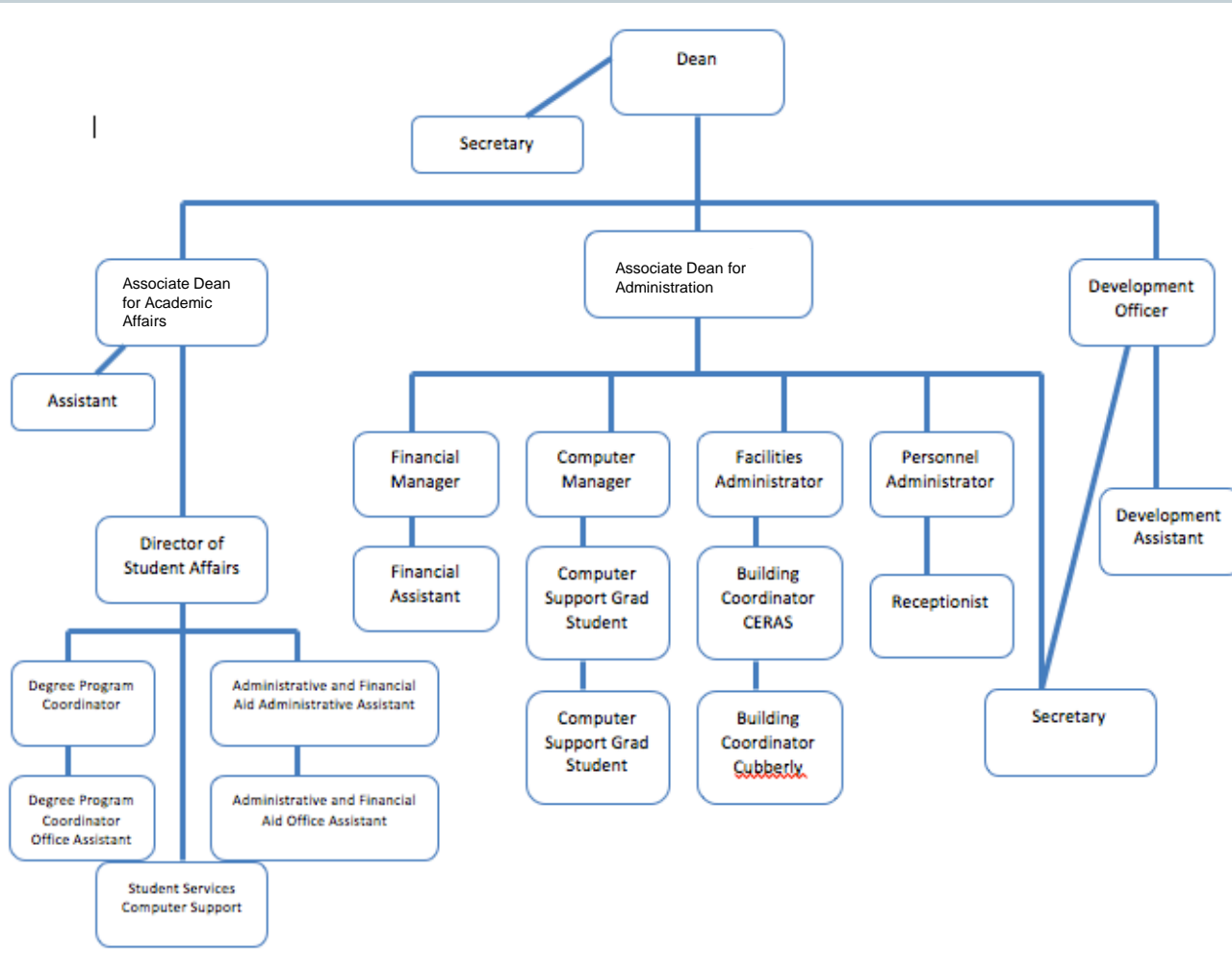


Source: SSCI Data; In: Ramirez and Tiplic 2014.

# More Professional University (2)

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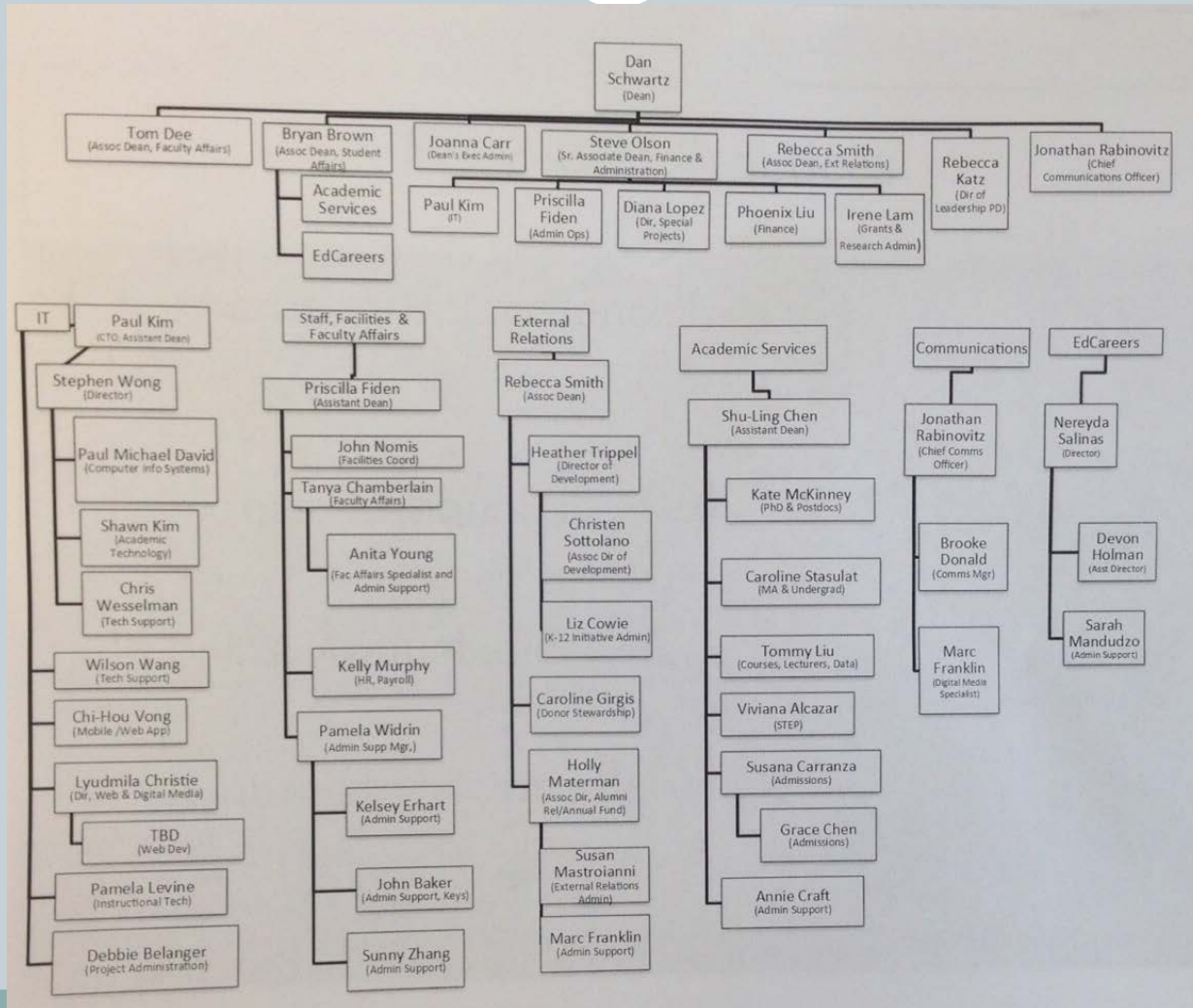
In 1986



# More Professional University (3)

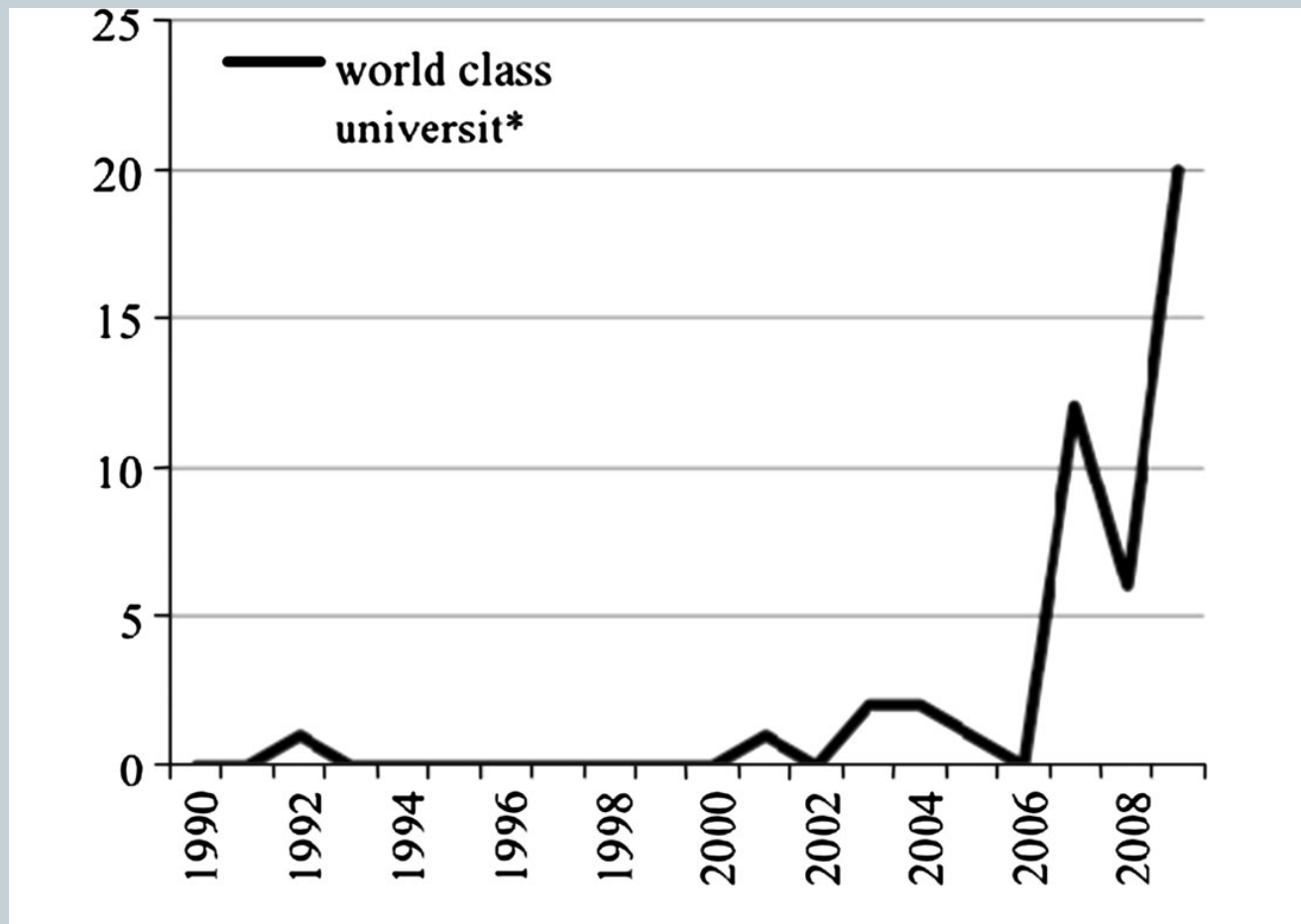
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Today



# The “World Class” University (1)

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Source: Ramirez and Tiplic 2014.

# The “World Class” University (2)

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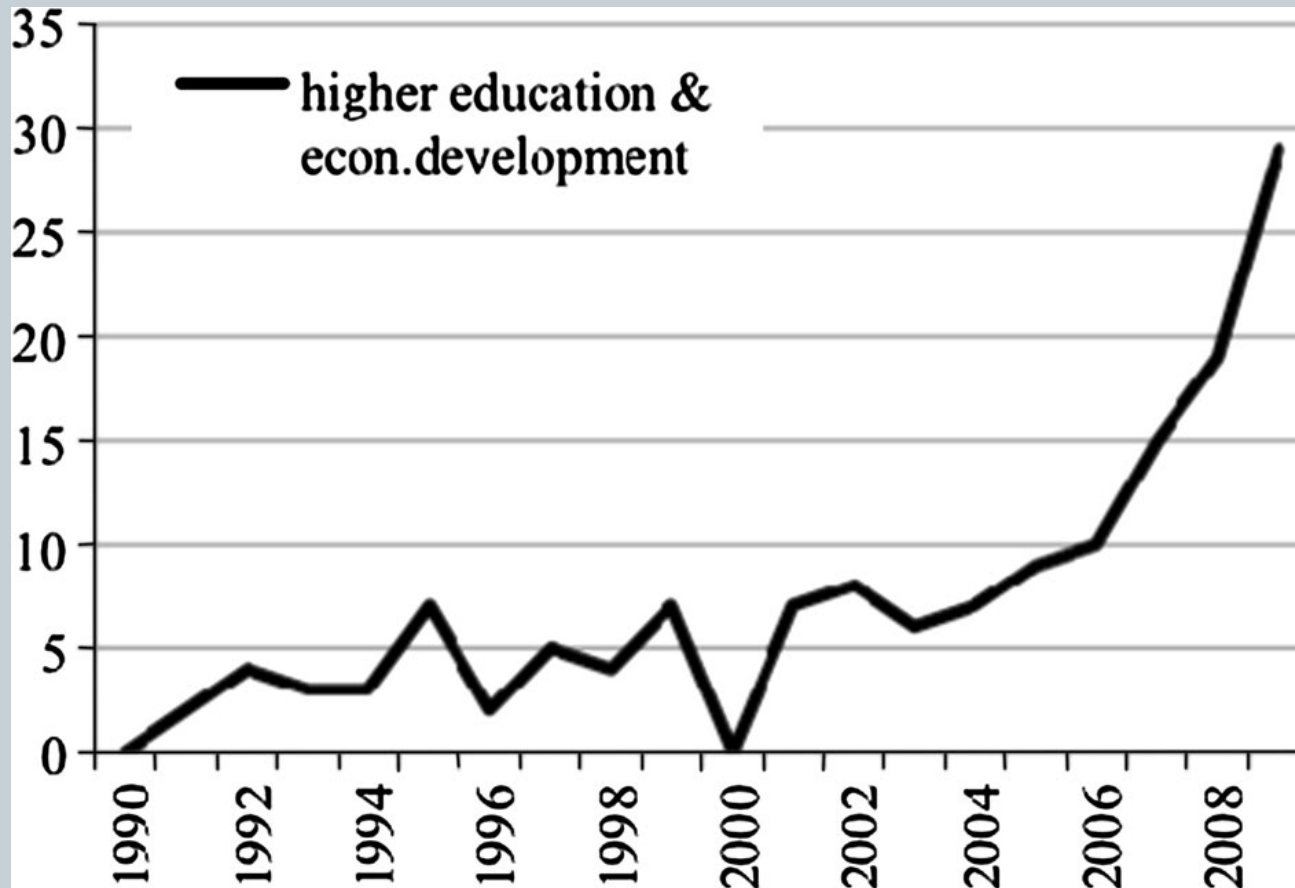
## Selected National Excellence Initiatives related to World Class Higher Education

Country	Initiative Name	Year of Launch
Canada	Canada Global Excellence Research Chairs	2009
China	China 211 Project	1996
	China 985 Project	1999
France	Opération Campus	2006
	Pôles de recherche et d'enseignement supérieur (PRES)	2006
Germany	Germany Excellence Initiative	2004
Japan	Japan Top-30 Program (21st Century Centers of Excellence)	2002
	Japan Global Centers of Excellence Program	2007
Republic of Korea	Brain Korea 21 Program	1999
	World Class University	2008
	Humanity Korea Project	2008
	Social Science Korea	2010
Malaysia	National Higher Education Strategic Plan 2020	2007
Saudi Arabia	King Abdullah University of Science and Technology	opened in 2009
Singapore	Campus for Research Excellence and Technological Enterprise (CREATE)	1997
	Research Centers of Excellence	2007
Taiwan	Program for Promoting Academic Excellence of Universities	1998
	Development Plan for World Class Universities and Research Centers of Excellence	2006

Sources: Salmi 2009; Shin & Kehm 2013; Wildavsky 2010; Ramakrishna 2012.

# The “World Class” University (3)

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Source: Ramirez and Tiplic 2014.

# Transnational Rankings (1)

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## Global University Rankings

Ranking Name	Produced By	Start Date
*Shanghai Academic Ranking of World Universities	Shanghai Academic Ranking Consultancy, China	2003
*Times Higher Education-QS World University Rankings	Times Higher Education and Quacquarelli Symonds, United Kingdom	2004 (ended in 2009)
Webometrics Ranking of World Universities	Cybermetrics lab, Centro de Ciencias Humanas y Sociales, Spain	2004
Performance Ranking of Scientific Papers for World Universities	Higher Education Accreditation and Evaluation Council, Taiwan	2007
International Professional Classification of Higher Education Institutions	École des Mines de Paris, France	2007
Leiden Rankings	Leiden University, The Netherlands	2008
Reitor Global Universities Ranking	Reitor (Peūmop), Russian Federation	2009 (one ranking)
*Times Higher Education World University Rankings	Times Higher Education and Thomson Reuters, United Kingdom	2010
*QS World University Rankings	Quacquarelli Symonds, United Kingdom	2010
U-Multirank	Funded by the European Commission	2013

Source: Rauhvargers 2011.

Notes: The most influential rankings are starred. In 2010, the Times and QS ended their collaboration and started producing the Times Higher Education World University Rankings and the QS World University Rankings respectively.

# Transnational Rankings (2)

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- De La Salle University in the Philippines 2007 Letter to Alumni:
  - 392<sup>nd</sup> in the Times Higher Education Supplement, one of the top 500 universities in the world.
  - 89<sup>th</sup> in the Asia-Pacific region and second within the Philippines.
  - “Top rated private university in the Philippines, ahead of its perennial competitor, the Ateneo de Manila University.”



# Consultants

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- Consulting to become excellent
- I am part of a team supporting the Kingdom of Bahrain on a comprehensive education reform (spanning all levels: primary, secondary, tertiary, and vocational).
  - What major trends are occurring in education internationally, particularly related to university institutions?
  - What are the factors that make an educational system most successful, particularly in a small, developing nation?
  - What nations are achieving the most success in their educational reforms? From whom can Bahrain learn?

# Portable Practices

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- **Best practices for:**
  - Teaching
  - Getting and administering research grants
  - Managing departments and other units
  - Diversifying

# Portable Practices (examples)

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CONFERENCE

## Engaging Faculty in Student Learning Assessment

July 21 - 23, 2014 Cambridge, MA

Overview

Agenda

Instructors

Location

Testimonials

Register

Engage faculty in building an institutional culture of effective student learning assessment.

Developing a program and culture of effective student learning assessment is extremely challenging without the support and involvement of your institution's faculty. Getting faculty involved in assessment can both improve student learning and help administrators communicate assessment results to stakeholders. Developing your own strategy tailored to both internal competencies and external requirements will allow you to build a truly comprehensive and sustainable culture of assessment.

Join our assessment experts in Cambridge to identify approaches to creating a culture of improvement-oriented assessment at your institution while meeting the growing demands of accreditors, government agencies, and other external stakeholders.

# Portable Practices (examples)

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## Academic fundraising | CONFERENCE

### Fundraising for Deans

October 2, 2015 | Washington, DC

#### **Has fundraising been added to your official responsibilities?**

This one-day conference is designed to equip academic leaders with the skills to more effectively fundraise. During this conference you will:

- Gain an understanding of the current fundraising environment
- Examine a method for developing a culture of philanthropy on campus
- Outline specific priorities to share with development officers
- Learn how best to inform advancement about your interactions with alumni

This event will equip academic leaders from every department or college on campus with a framework to fundraise more effectively.

[Visit Event Page to Learn More](#)

# Portable Practices (examples)

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## INTENSIVE LEADERSHIP DEVELOPMENT CONFERENCE

### Advanced Leadership Development in Higher Education

October 19 - 21, 2015 | Toronto, ON, Canada

**Take a 360° assessment of your leadership, and prepare yourself to better lead at your institution.**

This three-day leadership development program will help you become a better leader. Designed by Pat Sanaghan and Clint Sidle this program is one of the most comprehensive, robust and practical leadership development programs available for higher education professionals. You will get insight into:

- Your leadership style and how you impact others
- Strategies for engagement and inclusion
- How to build and lead high-performing teams
- Leading change in complex systems

[Visit Event Page to Learn More](#)

# Council for Advancement and Support of Education (CASE)

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- **Over 3,000 members in 77 countries**
- **Regional Offices in Europe, Asia, and Latin America**
- **Goal: to teach universities how to professionalize fund raising**

# Conclusions

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- A.** The historical roots of the university matter but matter less as universities globalize
  
- A.** The globalized university is attuned to universal templates of excellence that emphasize accessibility, social usefulness, and professional management and organization
  
- A.** As universities globalize they become organizational actors