The Globalization of the University

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THE UNIVERSITY OF HONG KONG
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.)
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)
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
Figure 1: Worldwide Expansion of Universities and post-secondary enrollments, 1815-2010.
More Entrepreneurial University (1)

Ben-David and Zloczower (1962):

- The socially buffered versus the socially embedded university
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.”
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.)
Keywords subgroups, European articles 1991-2008

Normalized Group Keyword Frequency

- QUALITY
- MANAGEMENT
- PERFORMANCE
- STUDENTS

Source: SSCI Data; In: Ramirez and Tiplic 2014.
In 1986
Today
The “World Class” University (1)

Source: Ramirez and Tiplic 2014.
### Selected National Excellence Initiatives related to World Class Higher Education

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

Sources: Salmi 2009; Shin & Kehm 2013; Wildavsky 2010; Ramakrishna 2012.
The “World Class” University (3)

Source: Ramirez and Tiplic 2014.
### Global University Rankings

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

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.
De La Salle University in the Philippines 2007 Letter to Alumni:

- 392\textsuperscript{nd} in the Times Higher Education Supplement, one of the top 500 universities in the world.
- 89\textsuperscript{th} 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

- 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

- Best practices for:
  - Teaching
  - Getting and administering research grants
  - Managing departments and other units
  - Diversifying
Engaging Faculty in Student Learning Assessment
July 21 - 23, 2014  Cambridge, MA

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.
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)

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)

- 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

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