



Global visions and strategies of Asia-Pacific universities

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*Comparative Education Research Centre (CERC) and Community
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Research in progress...

- Qualitative Case Studies of 15 individual national research universities in East and SE Asia and Western Pacific (plus three comparators in North America and two in Netherlands)
- The leading or near leading research university in each system
- Interviews with university President/Vice-Chancellor/Rector, Deputies, leading administrators, deans in Engineering and Social Science, professors in Engineering and Social Science
- Focus on global vision, strategy, engagement. Also national/global tensions. How members of the university see the global higher education and research ecology, and what they do

So far 16 cases completed...

U Tokyo	JAPAN	Australian NU	AUSTRALIA
Shanghai Jiao Tong	CHINA	U Auckland	NEW ZEALAND
U Philippines Diliman	PHILIPPINES	U Toronto	CANADA
Vietnam NU Hanoi	VIETNAM	U Illinois (Urbana)	USA
N U Laos	LAO PDR	Leiden U	NETHERLANDS
RU Phnom Penh	CAMBODIA	U Twente	NETHERLANDS
Chulalongkorn U	THAILAND	Peking U	CHINA
U Malaya	MALAYSIA	U Hong Kong	HONG KONG SAR
NU Singapore	SINGAPORE	Seoul NU	KOREA
U Indonesia	INDONESIA	National TU	TAIWAN

The questions

- Please tell us about yourself. Where did you do your training, and in what field? What was your previous history, in terms of your professional work? How long have you held your present position? What are your main responsibilities?
- What do you understand by the term 'globalization'? Please define this term. What does it mean to you?
- How does globalization affect [the nation/system], as distinct from other nations??How does globalization affect higher education institutions in [nation], especially the leading research universities?
- Summing up what is undoubtedly a rich and complex picture, what are the main kinds of international work and cooperation carried out by and from [name of University]? In recent years, has there been an increase in [name of University's] international work? Has globalization changed the kind of work that you are doing across borders? Has it changed the University significantly in other ways?

The questions 2

- Speaking personally, what are your main sources of information about the international and global environment, on a continuing daily basis, that help you to carry out your work?
- Are there any universities, in any other country, that in your opinion provide a useful example or model for [name of University] to follow? How much should the University adopt from elsewhere? How much should it follow its own path?
- As a public university and a leading research and teaching institution the University has an important role in building the nation. Has that role changed because of global forces and pressures?
- Have recent government policies and policy changes helped the University to become more effective in the global environment? Does globalization mean that the government should introduce new, or different, or additional education policies? (If 'yes', what policies do you have in mind).



The questions 3

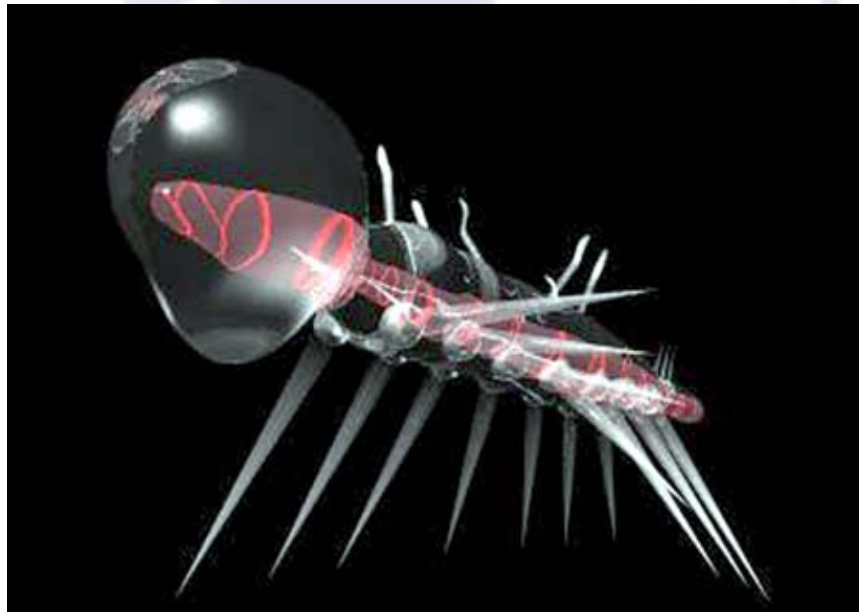
- In your opinion, and again summarizing overall a complex reality, what kind of policies or strategies should the University follow in order to be *as effective as possible* in the global environment? (The 'president for a day' question)
- How is the global environment likely to change over the next five years or so? What are the main challenges facing [name of University] in the next five years, especially in relation to the international and global dimensions?
- Are there any other comments you wish to make?

Global visions and strategies




New scope for vision: like the Cambrian explosion, 550 million years ago

When an incredible profusion of new forms of life emerged, including 35/38 of today's animal phyla, when vision developed and suddenly animals could see their whole environment and each other. They became much more aggressive (and perhaps more collaborative), developing fierce weapons and armoured protections



And many interests and agendas





Spatial strategies that are creating the global in higher education

FROM HOME-BASE

Capacity building WCUs
Education hubs
Knowledge cities
Commercial education export

CROSSING BORDERS

Transnational campuses
e-universities

NETWORKING

Partnerships and joint programs
Combined research
Consortia of institutions

RE-INVENTING THE SPACE

Region-building e.g. Bologna
WTO-GATS
Comparisons and rankings

Different agents drive the global

responding to, and creating, the emerging global dimension of higher education

Government-driven strategies	University-driven strategies	Jointly-driven strategies	Multi-actor strategies
National capacity-building in research <i>e.g. China, Germany</i> <i>mm</i>	Partnership building <i>e.g. all research universities</i>	Export of education to generate revenues <i>e.g. UK, Australia</i>	University rankings, research metrics and other comparisons <i>e.g. SJTUIHE, Times</i>
Global hubs <i>e.g. Singapore</i>	Consortia <i>e.g. Asia-Pacific Rim U's, Universitas 21</i>	Knowledge cities <i>numerous examples</i>	<i>Taiwan, Leiden, CHE, webometrics, etc.</i>
Higher education as a global trading system <i>WTO-GATS</i>	Transnational campuses <i>e.g. U Nottingham in Malaysia and China</i>	Higher education regionalization <i>e.g. Bologna in Europe, South America</i>	
	Global e-universities <i>Not yet successful</i>		

CORE OBJECTIVE OF GLOBAL ACTIVITY

<i>Modality</i>	CORE OBJECTIVE OF GLOBAL ACTIVITY		
	Build local and national prestige, resources and power of university	Build global prestige, resources and power of university	Build global status, resources power of nation/system
Competition with	Other local/national universities in nation	<ol style="list-style-type: none"> 1. National – to establish global player role 2. Global unis – the ultimate competition 	Other nations
Collaboration with	Global partners	<ol style="list-style-type: none"> 1. Selected global partners 2. Subordinated local/nat. unis 	Local/national institutions cooperate to max. global power
Role of nation-state	Manages national competition, tool of capacity building	Supports global competitiveness of universities	Manages and welds system for max. global impact



For university leaders, a constant across the study is the importance of becoming a World Class University

Our ambition is to meet international standards. To be in the top 200 universities in the world. Of course, this is the long-term vision. Not in one day... Our mission is to become a research university that meets international standards. We focus all our efforts to achieve that.

~ Mai Trong Nhuan, President, Vietnam National University Hanoi (2009)



a triple objective

- Be a World Class Global Research University by ‘global standards’
- Sustain and develop own identity and agenda in global setting
- Keep national government onside and the money rolling in

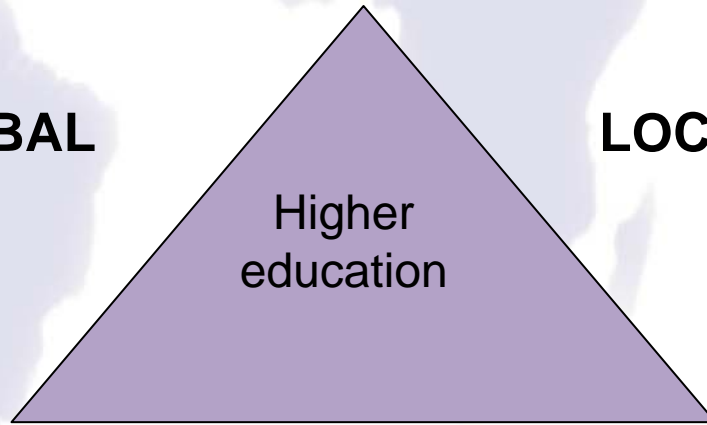
Thinking globally, nationally, locally
...Higher education institutions operate
in three dimensions at the same time

GLOBAL

LOCAL


Higher
education

NATIONAL



Barriers to staff and sometimes student mobility are a key issue for all university leaders





Keeping government
committed to the WCU GRU
project is also an issue in
many Asia-Pacific systems ...

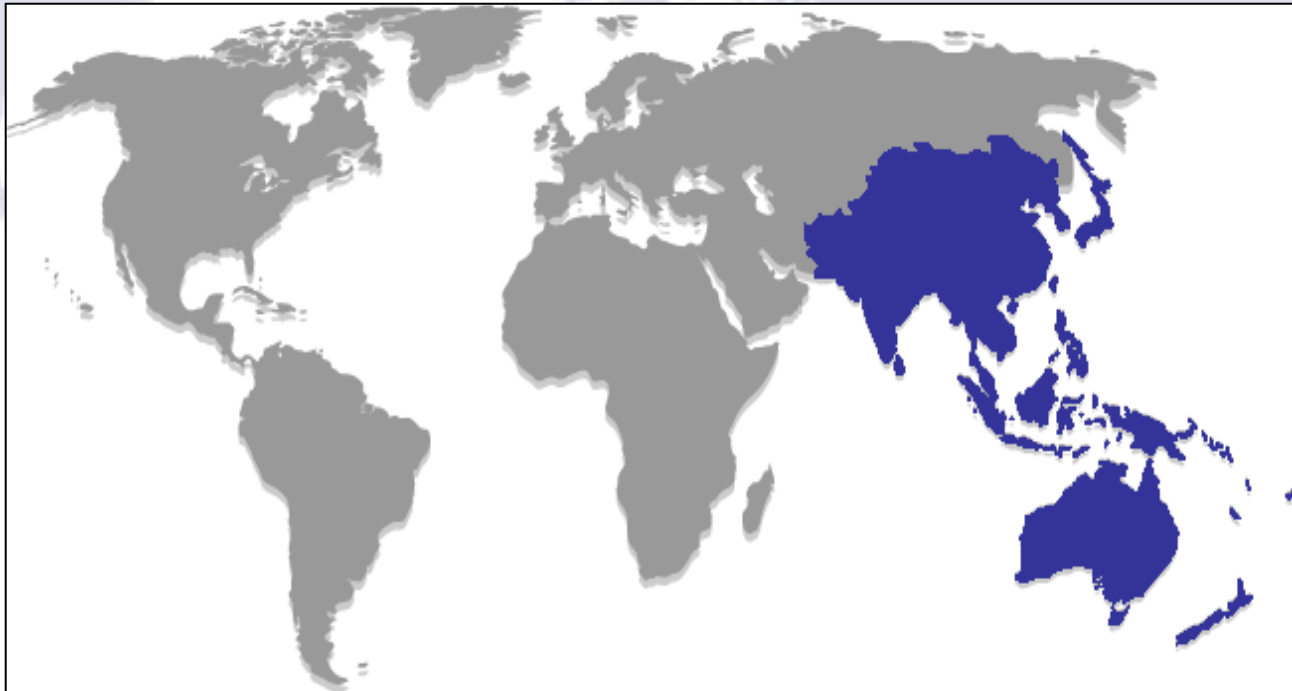
But it is easier in East Asia
than other world regions

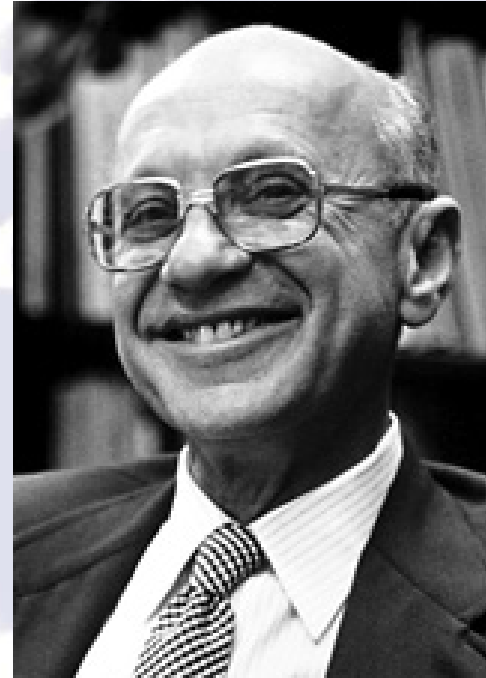
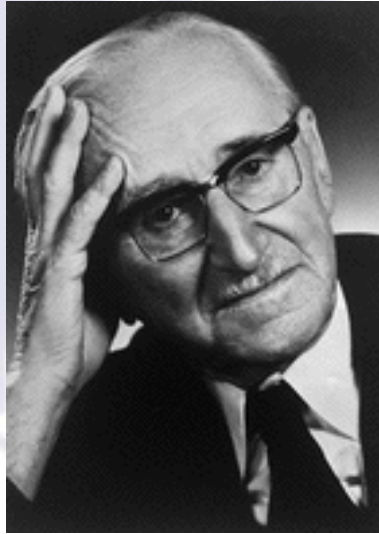
It's a great time for higher education
in Asia (if you are in the right system)



“The rising nations of the East all recognize the importance of an educated workforce as a means to economic growth and they understand the impact of research in driving innovation and competitiveness”

~ Richard C. Levin, President of Yale University, 1 February 2010





Hayek and Friedman

**“Having problems with planning and politics?
Don’t worry, market forces will fix it!”**

**Contrast the policy climate in East Asia with the Anglo-
American disease in higher education policy**

In East Asia and part of SE Asia there is an (arguably, unwarranted) state optimism about the economic potential of higher education and research, which melds with the individual optimism of the growing number of middle class families



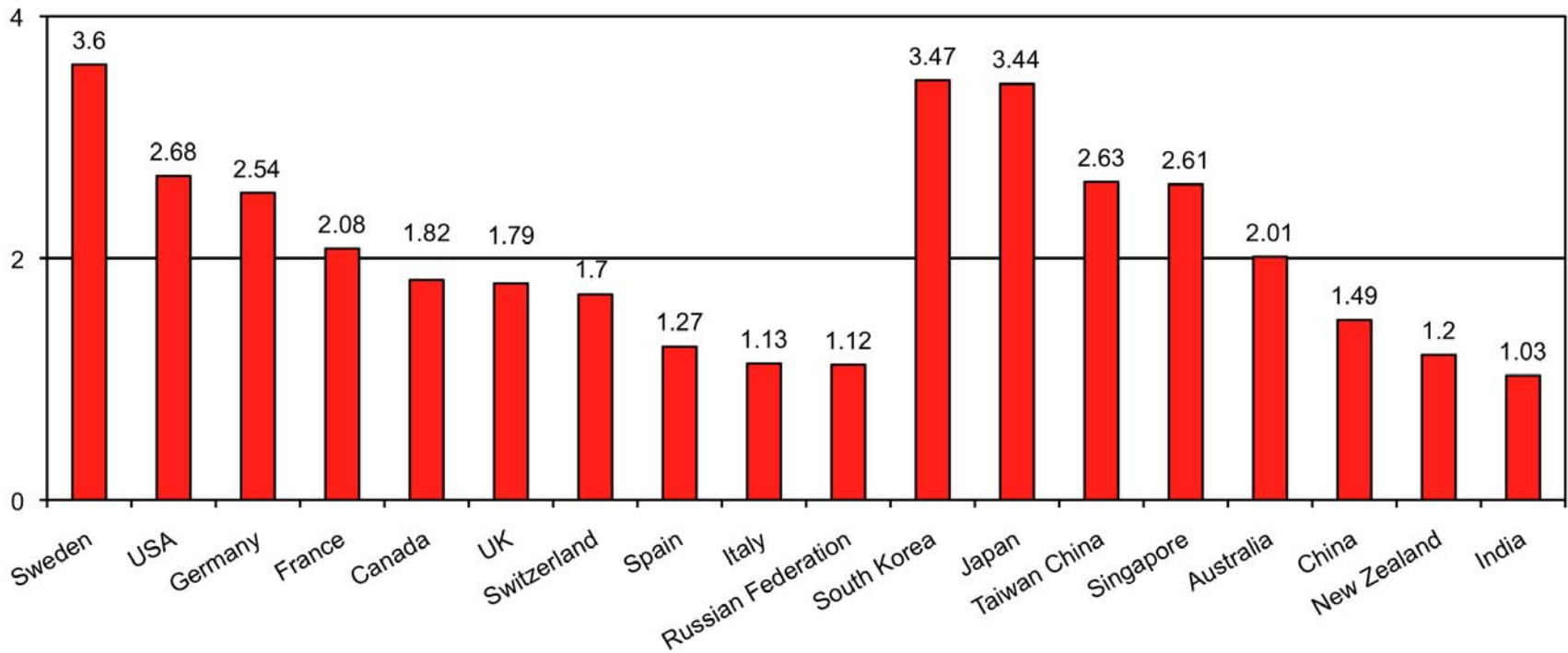
A faint, light blue world map is visible in the background of the slide. The text is overlaid on the map.

Asia has already arrived in higher education.

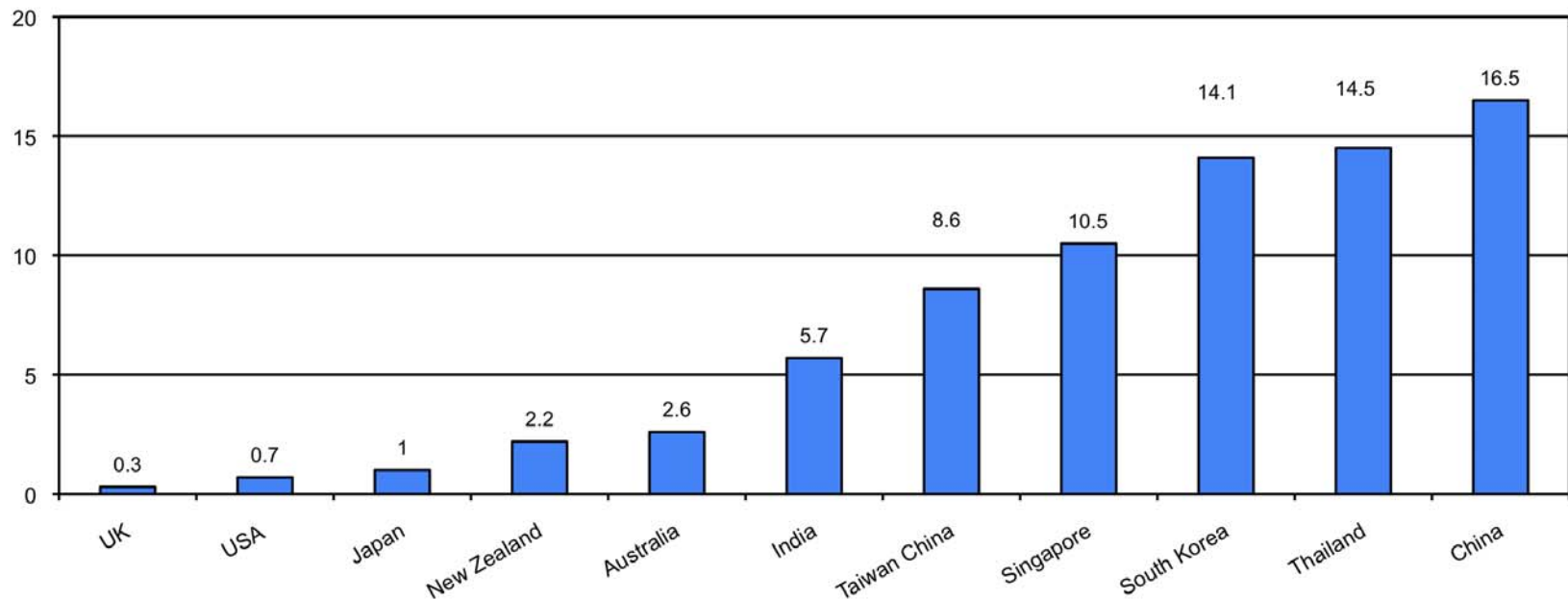
Three major R&D zones in 2007

- North America \$393 billion
- Europe \$313 billion
- Asia and Pacific (including West Asia) \$351 billion

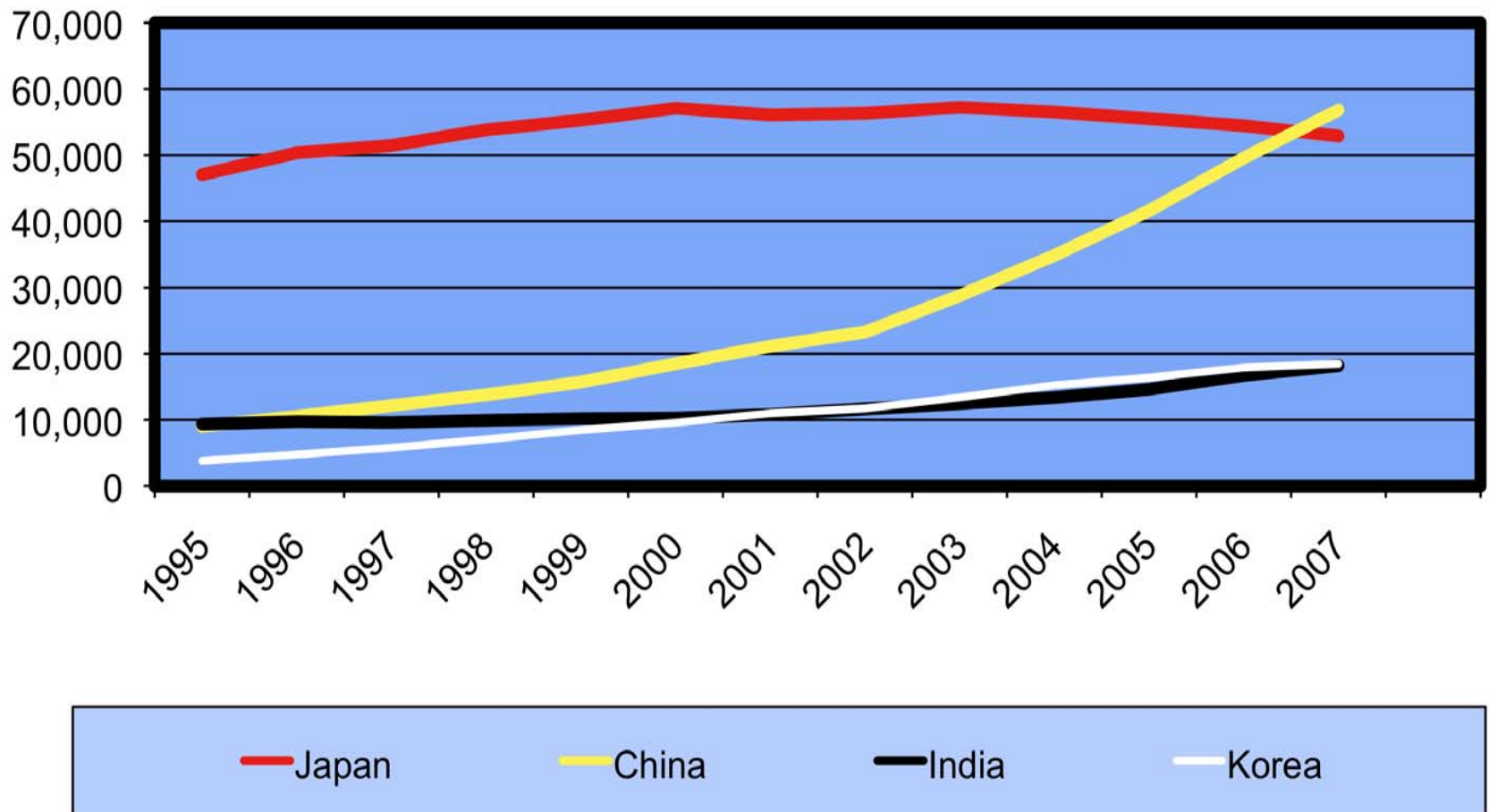
Investment in R&D, % of GDP, 2007



Annual average increase in number of science papers, 1995-2007 (%)



Number of Science papers per year, four Asian nations, 1995-2007



Jiao Tong top 500 universities in China, 2005 and 2011

	2005	2011
China Mainland	8	23
Hong Kong SAR	5	5
Taiwan	5	7
Total	18	35

Asia-Pacific unis in Leiden rank 1 (2007)

	total publications	total publications in terms of citations per publication normalized for field	citations per publication normalized for field
U Tokyo	2	10	160
Kyoto U	8	27	180
Osaka U	17	36	171
Tohoku U	21	45	202
Seoul National U	27	57	203
NU Singapore	43	63	164
Tsinghua U	44	136	239
National Taiwan U	50	110	227
Sydney	52	72	175
Melbourne	58	70	154
Kyushu U	63	120	225
Nagoya U	65	119	216
U Hong Kong	70	114	117
Queensland	73	88	159
Peking U	75	145	228

BUT capacity to be globally effective is uneven: differentiation in Asia-Pacific

1. Highly developed

Japan, South Korea, Hong Kong China, Taiwan, Singapore, Australia, New Zealand

2. Middle emerging knowledge economies moving up

China (soon to be in Group 1), Thailand, Malaysia, India (at the bottom of this group)

3. Less developed emerging knowledge economies with slower and uncertain transitions ahead

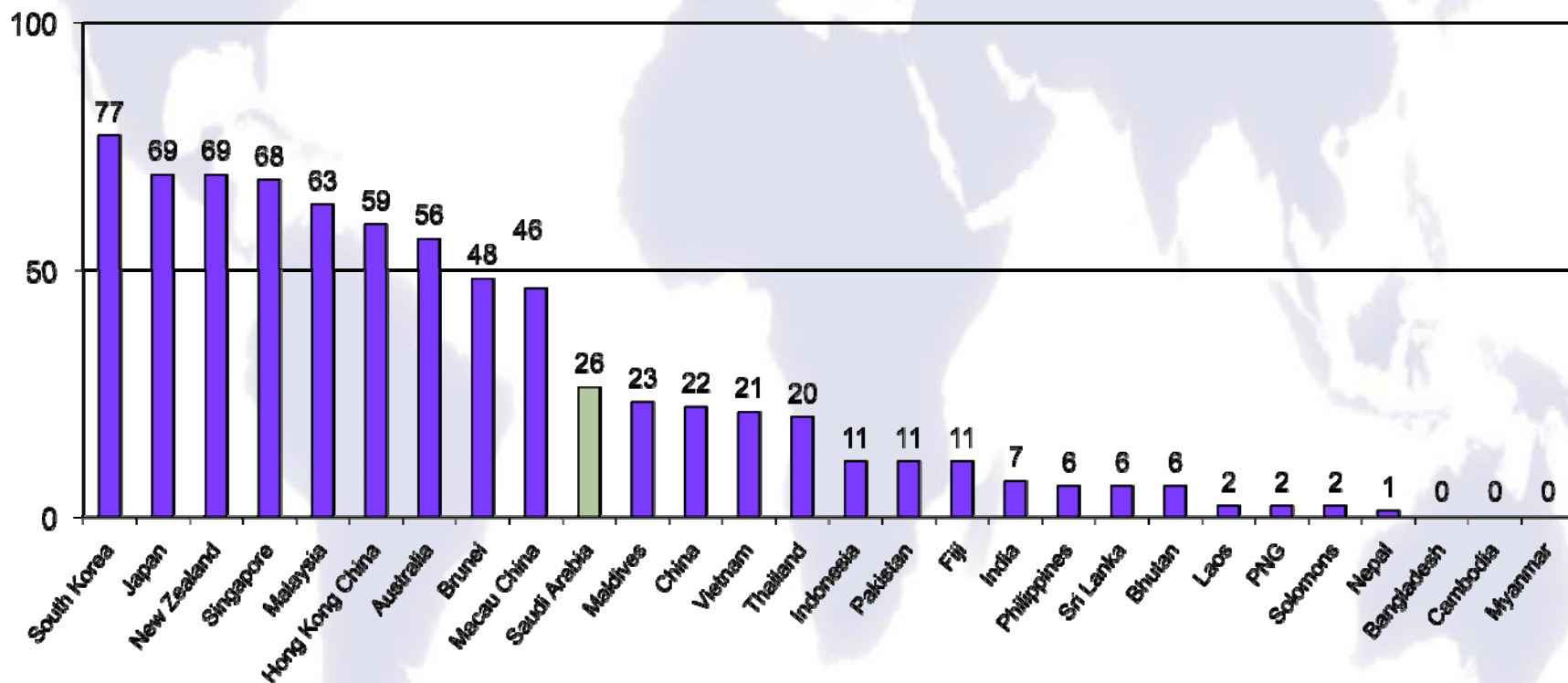
e.g. Vietnam, Lao PDR, Philippines, Indonesia, Pakistan, Sri Lanka, Fiji

4. Predominantly pre-modern and poor and/or isolated economies

e.g. Cambodia, Myanmar, Bangladesh, Nepal, Bhutan, PNG, Timor

Not all Asian education is 'rising'

Percentage of population using Internet Asia-Pacific, 2007





The most dynamic tertiary systems in the world are Confucian heritage systems in East Asia and Singapore

- South Korea
- China
- Hong Kong China
- Taiwan
- Japan showed the same dynamism in the 1960s/1970s when creating its tertiary education and research system
- (Education in Vietnam hasn't taken off yet)
- Singapore

Top ten school systems OECD PISA 2009

(mean student scores, Confucian heritage education systems in red)

Reading	Mathematics	Science
Shanghai China 556	Shanghai China 600	Shanghai China 575
Korea 539	Singapore 562	Finland 554
Finland 536	Hong Kong 555	Hong Kong 549
Hong Kong 533	Korea 546	Singapore 542
Singapore 526	Taiwan China 543	Japan 539
Canada 524	Finland 541	Korea 538
New Zealand 521	Liechtenstein 536	New Zealand 532
Japan 520	Switzerland 534	Canada 529
Australia 515	Japan 529	Estonia 528
Netherlands 508	Canada 527	Australia 527
	<i>Australia 15th 514</i>	
<i>UK equal 25th 424</i>	<i>UK 28th 492</i>	<i>UK 16th 514</i>
<i>USA equal 15th 500</i>	<i>USA equal 31st 487</i>	<i>USA 23rd 502</i>

Confucian dynamism in education

- **CONDITIONS:** Rapid economic growth tending towards Western European levels, coherent state machine, Confucian heritage of family commitment to education and social sorting via examinations
- **NATION-STATE CONTROL:** Shaping of the education and innovation systems by strong nation-state policy and administration that knows what it wants, is prepared to policy borrow smartly and invest selectively, and able to secure outcomes and move forward
- **TUITION:** Tertiary participation tends to 50 per cent or more, with private households playing a growing role in funding tuition inside and outside institutions, underpinned by Confucian values
- **RESEARCH:** Within low tax fiscal regimes, private funding of tuition enables high and growing public investment in science R&D with a strong applied research focus, good scholarships for bright students, 'World-class' research-intensive universities with improving measured performance (rankings, publications, citations, finance for research)

Different paths to the GRU?

A WC GRU is.....

- Research capacity sufficient to enable globally significant output in the sciences ('significant' is open to definition in quantity and quality)
- A comprehensive set of academic disciplines and professional training
- Resources sufficient to support research and teaching
- Nested locally and nationally
- Status and recognition at global level
- Global connectivity through communications, collaboration patterns and two-way people mobility
- Connections to business and industry (extensivity and intensity varies)
- A degree of institutional autonomy ('degree' to be defined) combined with an institutional executive exercising strategic leadership
- A degree of academic freedom in research and scholarship ('degree' to be defined)

Conditions and drivers of a WC GRU

- Within the institution, and perhaps also in the nation-state, desires for institutional prestige and eminence in the form of the WC GRU
- An accumulation of past achievements, especially in producing and using knowledge, consistent with the WC GRU model
- Economic growth and wealth sufficient to finance the WC GRU on a largely stable basis from a combination of public and private sources
- Human resources and physical capacity sufficient to support research, teaching, communications and institutional leadership and organization
- The desire and capacity to connect effectively across borders
- A mix of nation-state policies, programs and regulations, including investment policies, that is favourable to, or at least not unfavourable to, the evolution of the GRU

Identifiably different pathways

Key source of variation is nature and policy of nation-state

- **United States** - modern tradition of mass higher education and research university, partial role of federal government in research and student market, biomedicine, self-sustaining civil order that grounds the university in localities and also fosters Ivy League private sector with independent resources
- **Westminster systems** in the UK, Australia, New Zealand - more recent mass education orientation, market equity model, international education exports, finance sector-dominated polity and Treasury-driven government
- **Confucian heritage systems** in East Asia and Singapore - Japan first and others emerged recently, enrolments tend to universal levels, household as well as state investment, accelerated research, state supervision and in some areas control)
- **European social market/democracies** - common global ambitions, mixed funding emerging, state more obvious than in liberal English speaking polities, some like Sweden give primacy to citizenship equity, some like Switzerland veer towards Westminster model, others combine the two approaches, e.g. Germany
- **Gulf States and Saudi Arabia** - aristocrat-led education theme parks using state oil revenues, buy-in research capacity, local nesting of higher education is weak

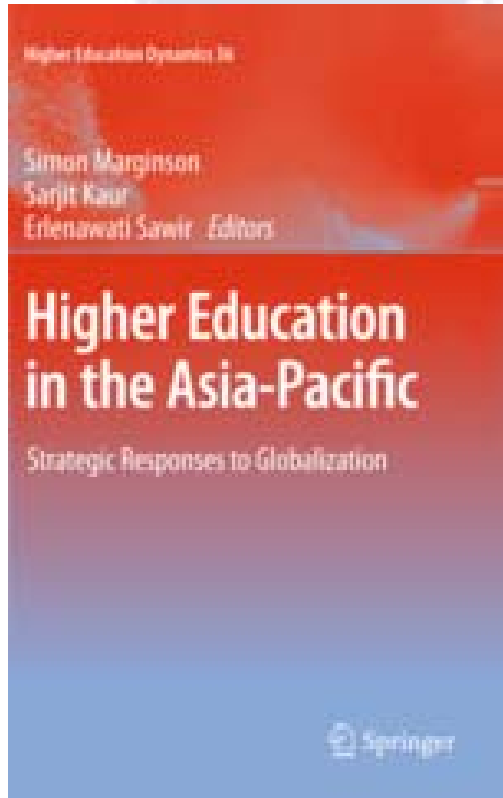
Asia (or East Asia) not a region in the sense that Europe is a region



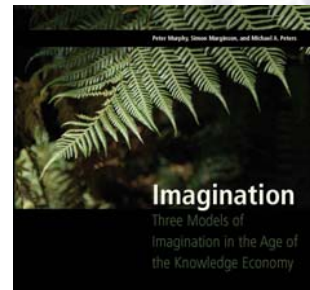
Regionalization became possible in Europe when its nations were able to move beyond the legacy of the destructive conflicts of the 1930s/1940s by openly acknowledging the mistakes of the past. This is not yet the case in East Asia, inhibiting potential regionalization in higher education and research



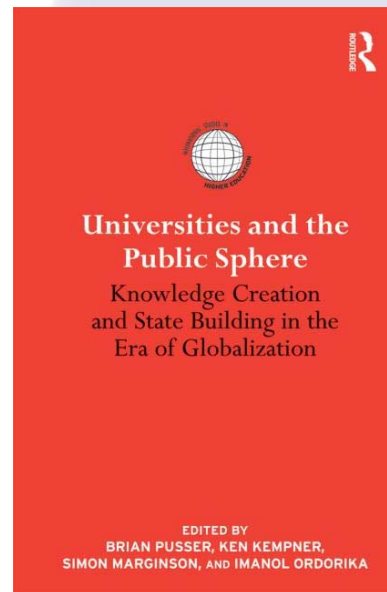
http://www.cshe.unimelb.edu.au/people/staff_pages/Marginson/Marginson.html



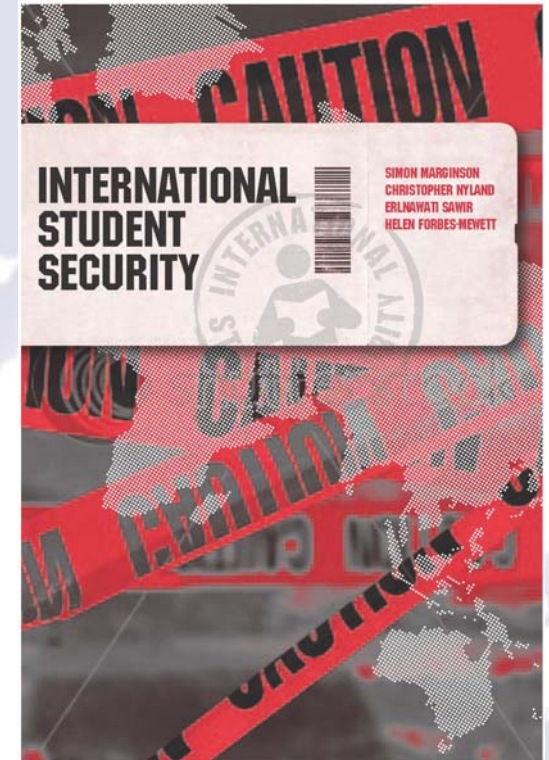
Springer, Dordrecht,
September 2011



Peter Lang, New
York, June 2010



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York, August 2011



Cambridge University Press,
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