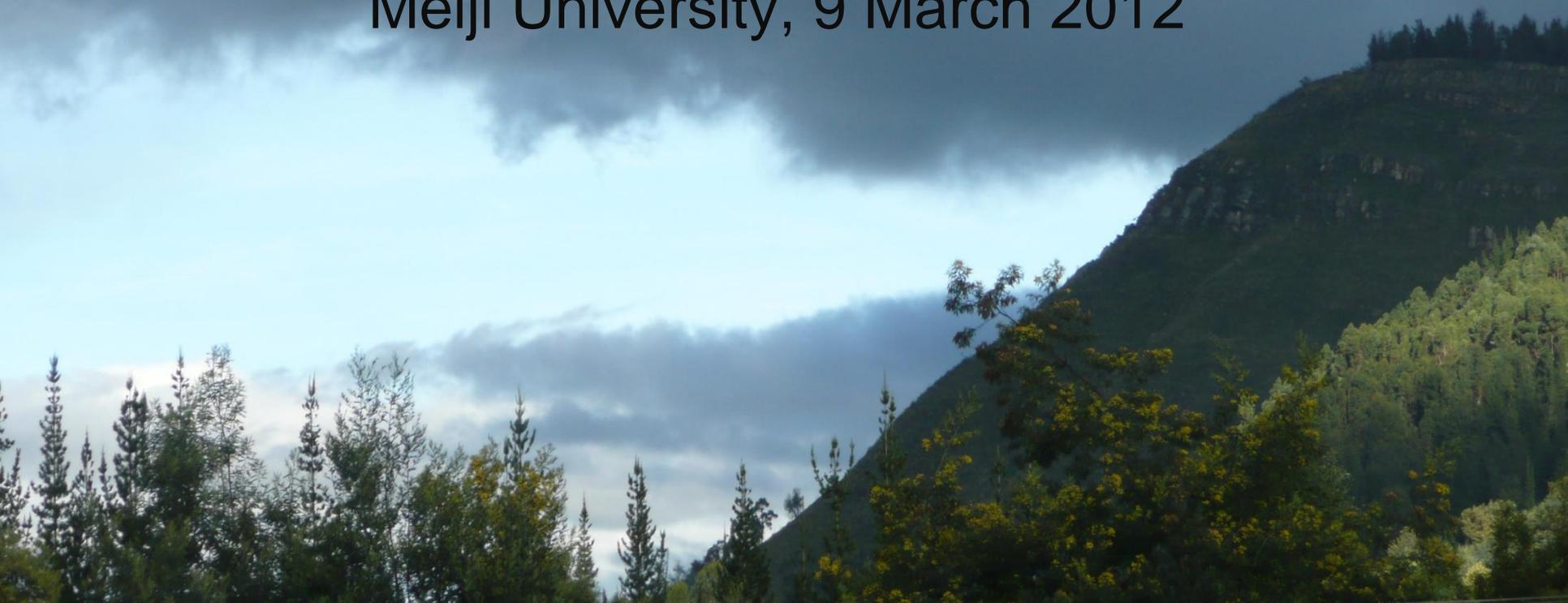


World-Class Universities or World-Class Tertiary Education Systems?

Jamil Salmi

Global Tertiary Education Expert
Meiji University, 9 March 2012



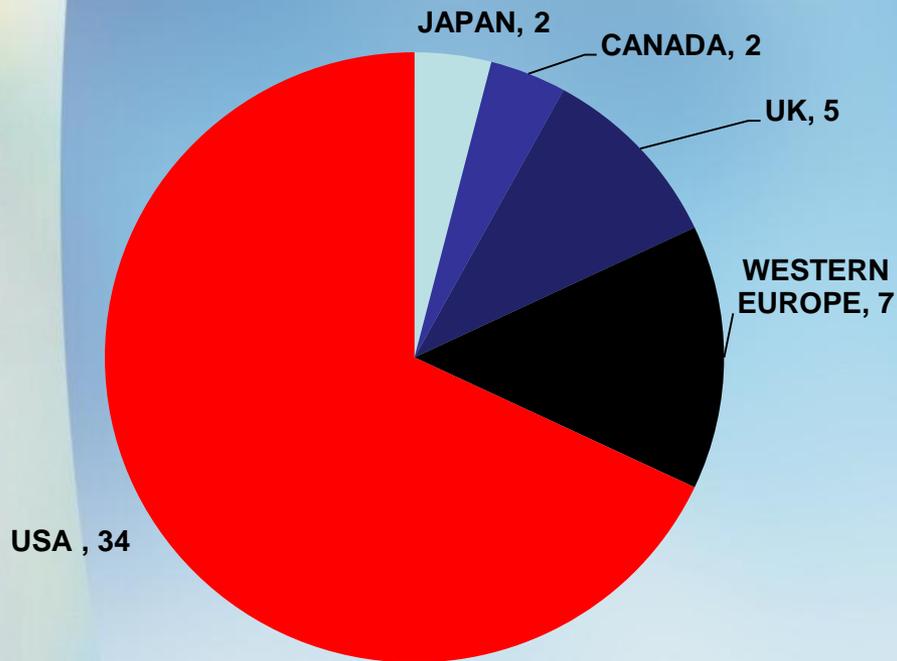
outline of the presentation

- the search for excellence: establishing world-class universities
- rankings and the wcu disease
- the benchmarking of tertiary education systems

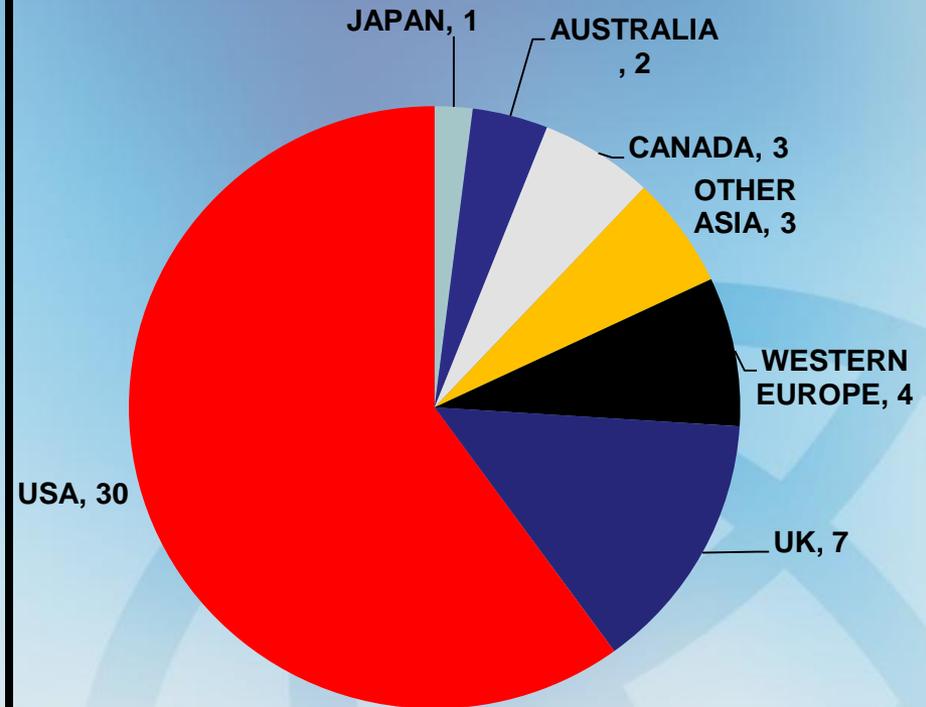


top 50 universities (2011)

ARWU 2011

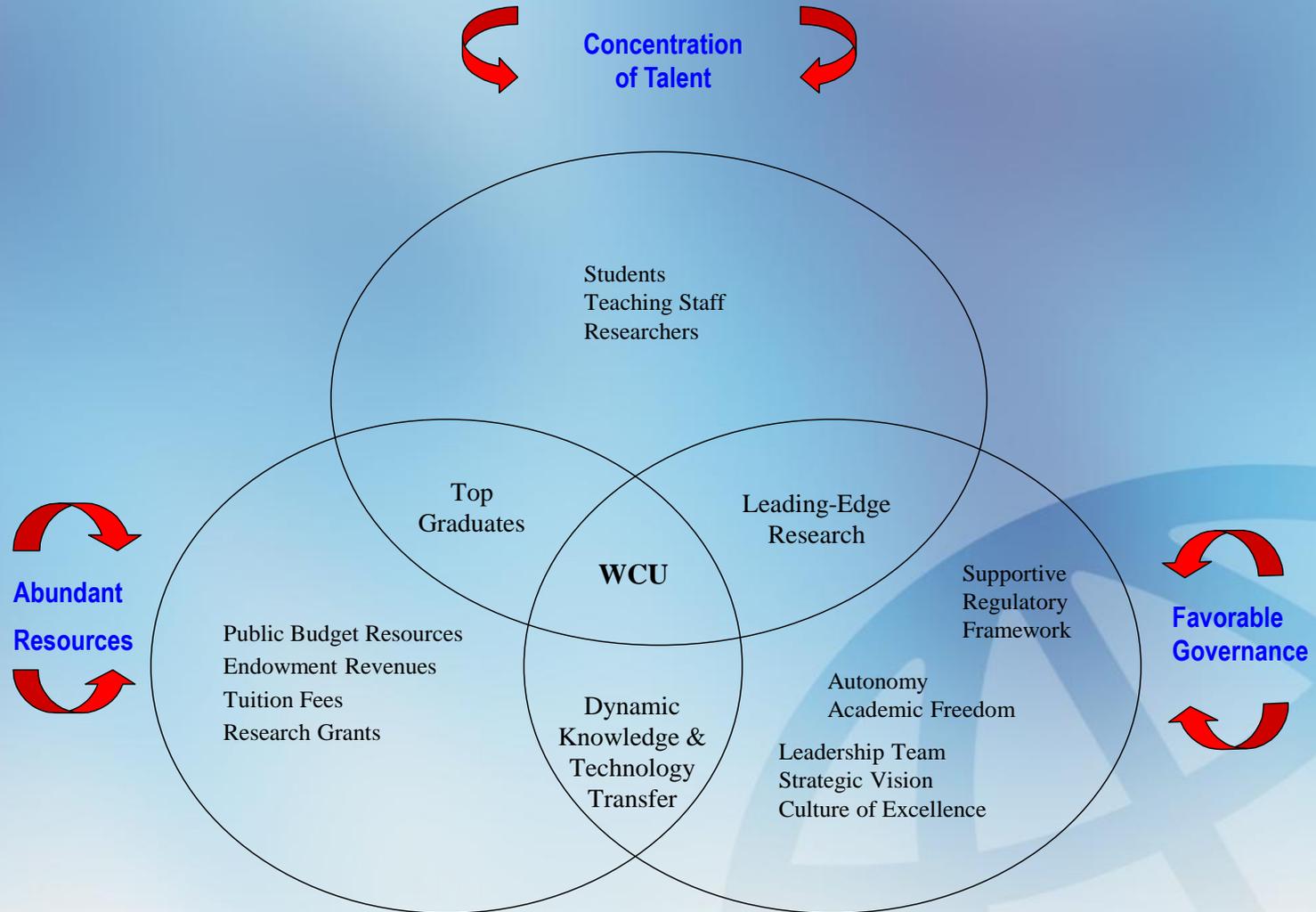


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Characteristics of a World-Class University

Alignment of Key Factors



Source: Elaborated by Jamil Salmi



the path to glory

- upgrading existing universities
- mergers
- creating a new institution



government responses

- let us make a new ranking (Russia, Ecole des Mines, France / EU)
- scholarships and student loans targeted to WCUs
- special visa program
- let us encourage mergers (France, Russia, Denmark, Finland)
- let us give additional money (Excellence Initiatives)



outline of the presentation

- the search for excellence: establishing world-class universities
- **rankings and the wcu disease**



what do rankings tell us about an institution's performance?



what do rankings measure?

- research?
 - quantity or relevance?
- quality of teaching and learning?
- equality of opportunities?
 - Oxbridge?
- engagement with the region?
 - technology transfer?
 - culture?
 - values?



Victoria University

- multi sector University
 - university (bachelors through PhD)
 - vocational education (technical and trades education)
 - further education(language, literacy numeracy; career support and planning; learning skills development)
 - 20.7% of enrolments from low SES
 - 1 in 2 students from non English speaking background
 - majority are first in family to attend tertiary study

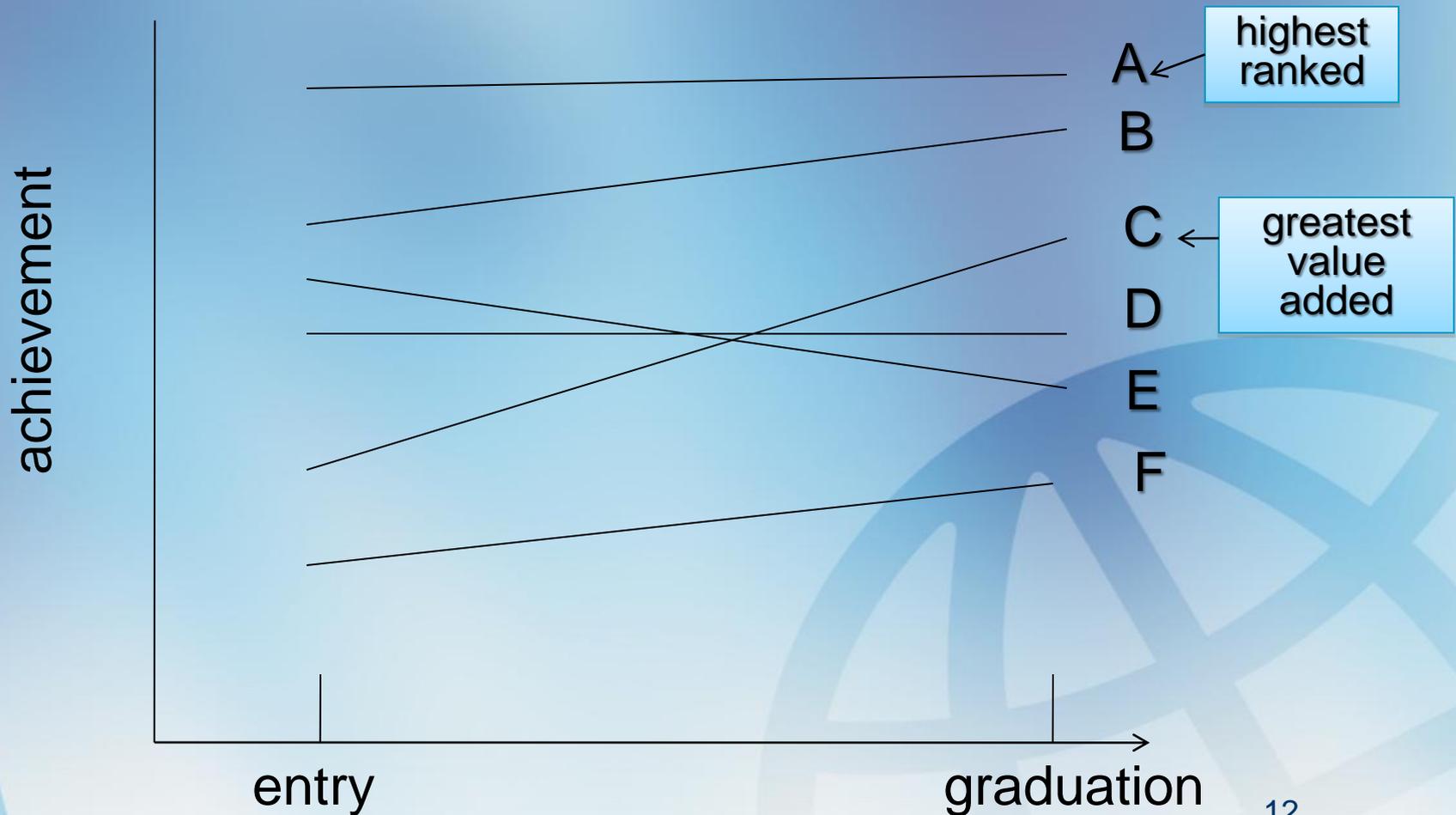


Victoria University and its region

- VU has a commitment
 - to serve Western Melbourne enshrined in its Foundation Act
 - to engage in research and education that “makes a difference” to peoples’ lives
 - to work-based and community-based learning for 25% of every students course



absolute achievement and value added



latest controversy in Australia (Dec 2011)

- leader of Opposition blasts Government for “declining performance of national universities”
- need to have leading 8 Universities among top 50 in THE ranking within 5 years



risk of resource misallocation

'...Australia cannot afford to spread its relatively small resources too thinly. It must invest in niche areas. This means that some universities and some fields should get preferential treatment. If Australia does not have some universities playing at the high end, Australia will fall behind.' (Gallagher, 2008)

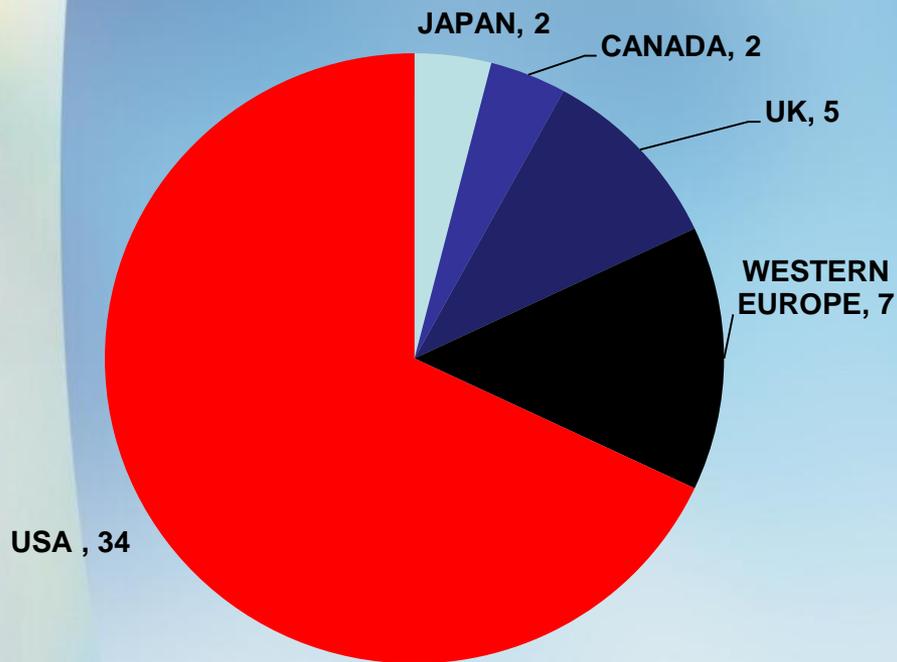


what do rankings tell us about a country's performance?

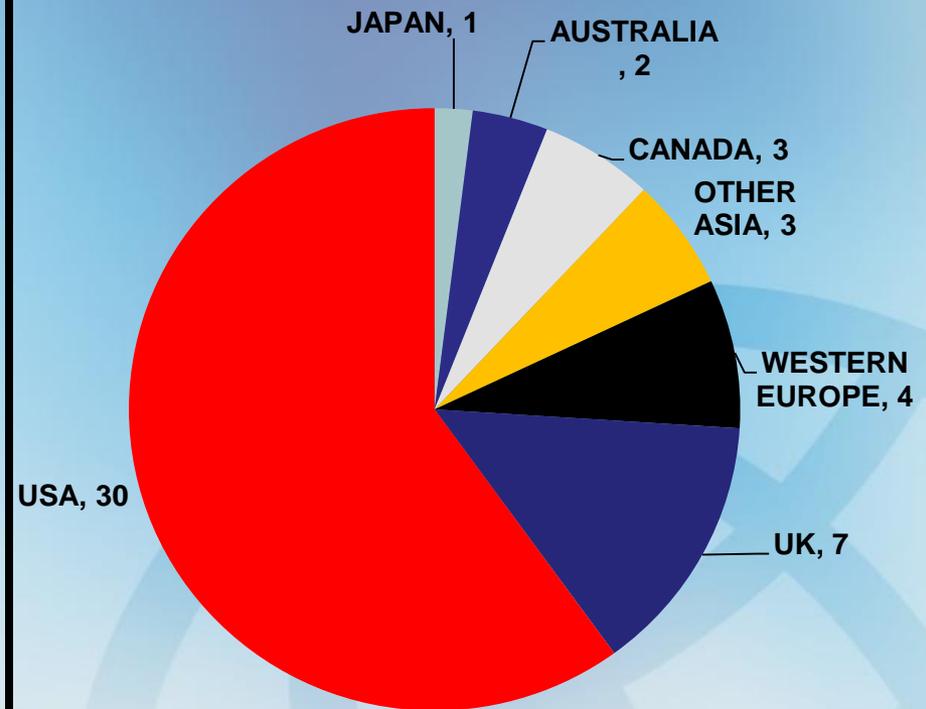


top 50 universities (2011)

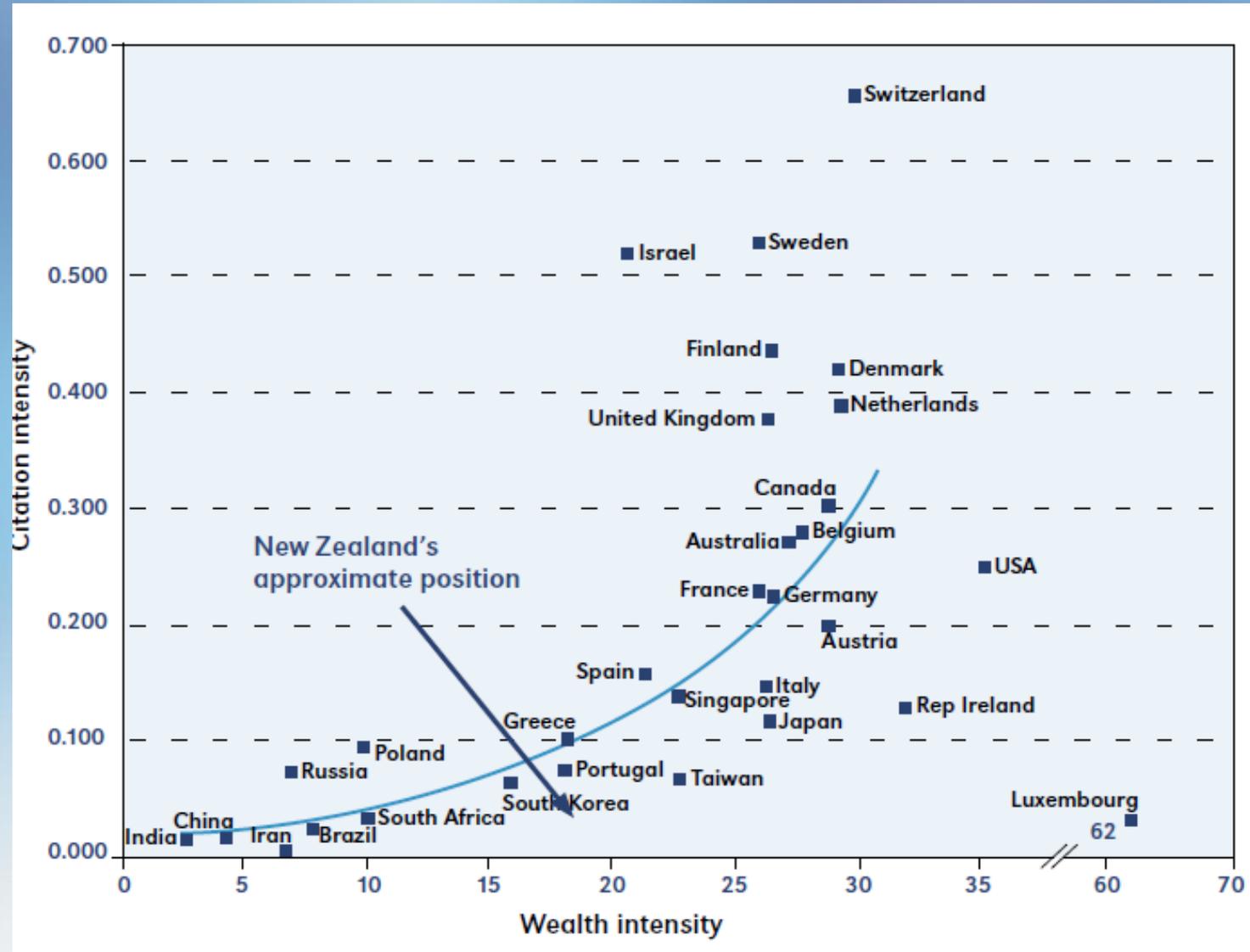
ARWU 2011



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size effect

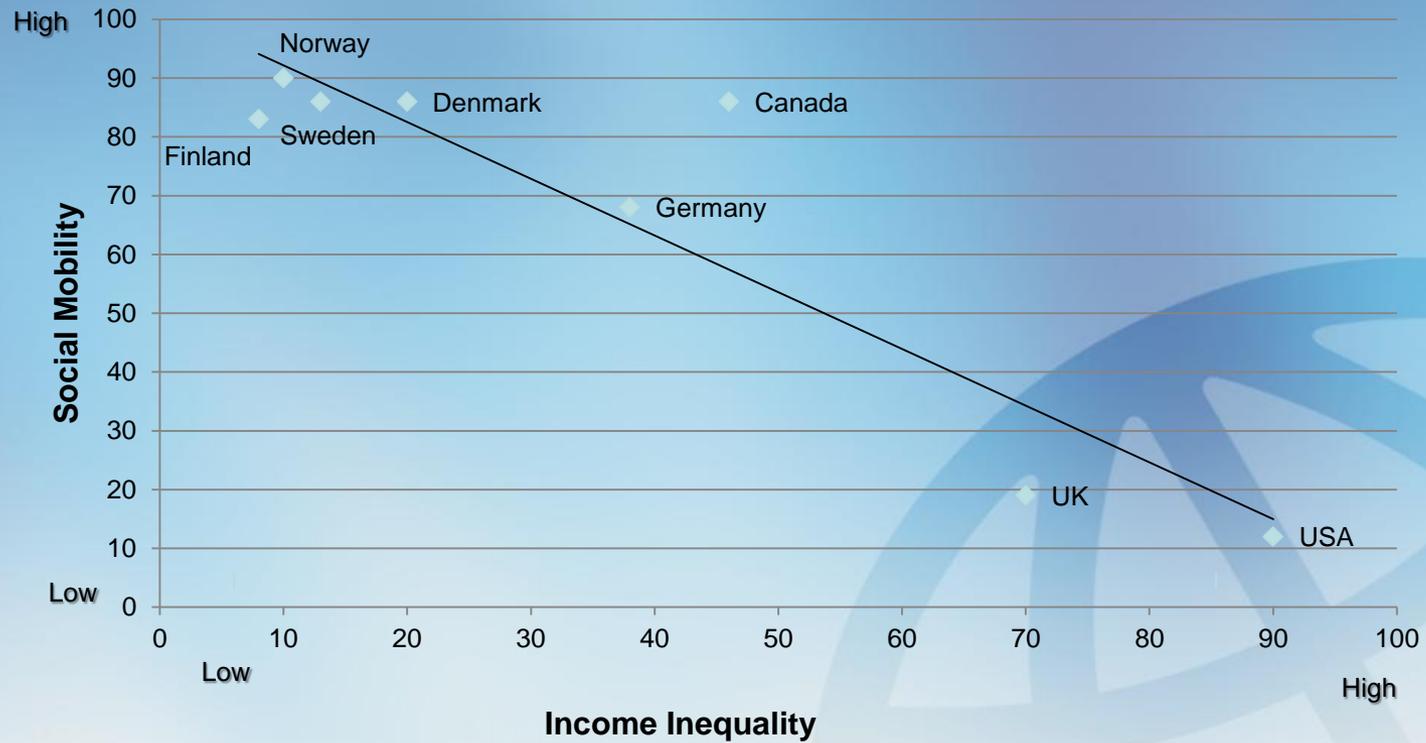


ARWU ranking related to population

Country	No. Top 500s	population (000s)	people required to produce each top 500 U
Ireland	3	4,451	1,484
Denmark	4	5,565	1,391
Australia	17	22,327	1,313
Norway	4	4,883	1,221
Austria	7	8,382	1,197
Switzerland	7	7,790	1,113
Israel	7	7,577	1,082
Finland	6	5,363	894
New Zealand	5	4,371	874
Sweden	11	9,394	854



social mobility and inequality



'The United States doesn't have a world-class higher education system because it has many world-class universities; instead it has world-class universities because it has a world-class higher education system.'
(Birnbaum, 2007)



outline of the presentation

- the search for excellence: establishing world-class universities
- rankings and the wcu disease
- **the benchmarking of tertiary education systems**



what is benchmarking?

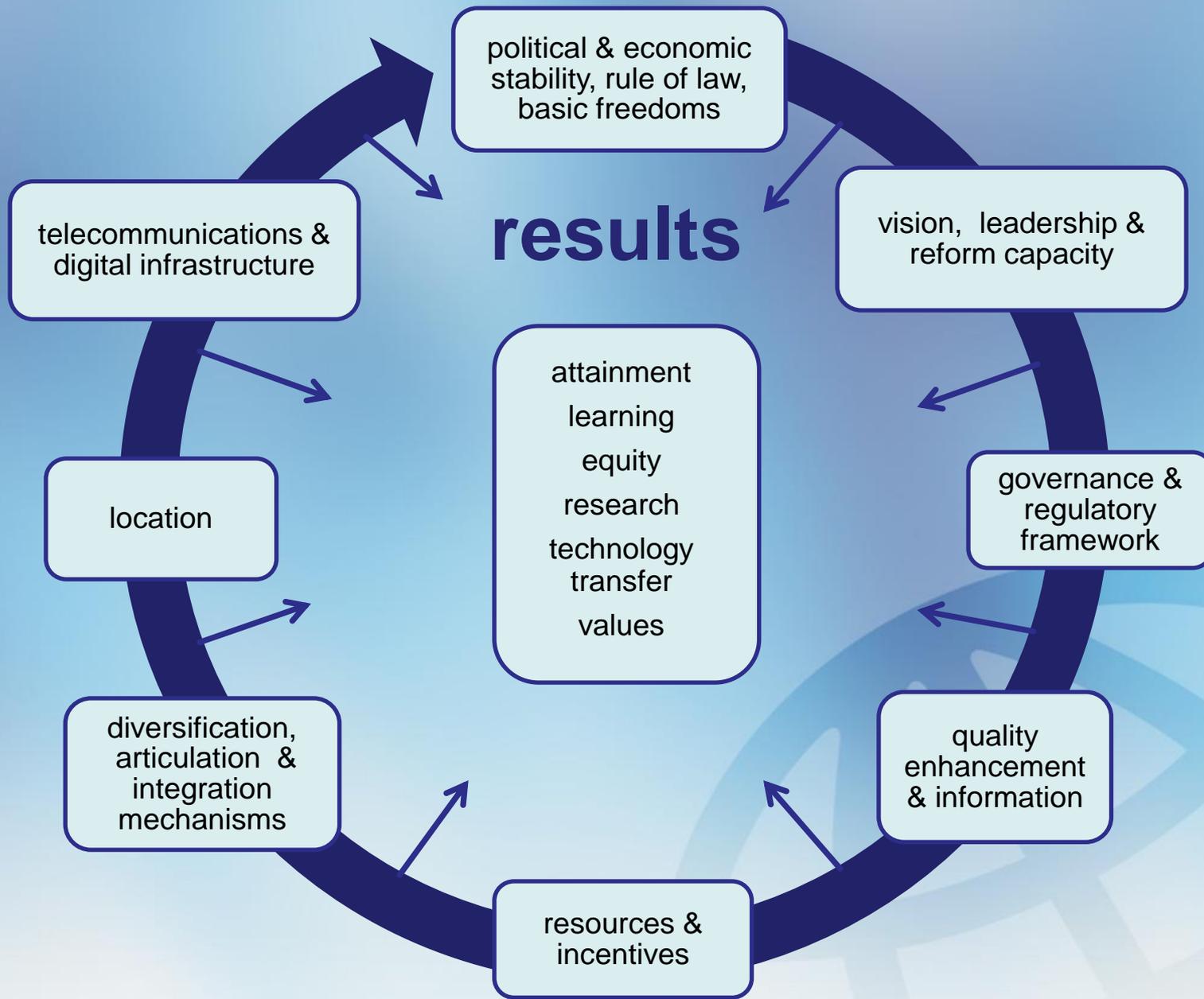
- comparing the performance of one's tertiary education system to that of other systems
 - competitors
 - good practices



elaborating the theoretical framework

- distinction between performance (results) and health of system (determinants)
 - how good are the system's actual outcomes?
 - does it operate under conditions known to lead to high performance?
 - informed by empirical evidence





conclusion



towards world-class tertiary education systems

- multiple contributions of tertiary education
- needs of diverse learners groups
- institutional diversification
- articulation and integration of various institutions as a system



April 2008 Update

MINNESOTA
OFFICE OF
HIGHER
EDUCATION

Minnesota Measures

2008 Report on Higher Education Performance



clear goals

Building Minnesota's world-leading status in the knowledge economy requires setting goals for HE and measuring results.

Governor Tim Pawlenty

GOAL ONE

Improve success of all students, particularly students from groups traditionally underrepresented in higher education.

GOAL TWO

Create a responsive system that produces graduates at all levels who meet the demands of the economy.

GOAL THREE

Increase student learning and improve skill levels of students so they can compete effectively in the global marketplace.

GOAL FOUR

Contribute to the development of a state economy that is competitive in the global market through research, workforce training and other appropriate means.

GOAL FIVE

Provide access, affordability and choice to all students.



benchmarking

Research Expenditures as a Proportion of Gross Domestic Product by State and Country

	2000	2001	2002	2003	2004
Top 3 States					
New Mexico					8.0%
Maryland					6.3%
Massachusetts					5.2%
Minnesota	2.3%	2.6%	2.6%	2.8%	2.7%
Rank	17	16	14	15	14
National average	2.7%	2.7%	2.5%	2.6%	2.4%
Peer States ⁵	2.7%	2.7%	2.5%	2.5%	2.5%
OECD Countries Average	2.2%	2.3%	2.2%	2.3%	2.3%
Top 3 Countries					
Finland					3.5%
Japan					3.1%
Korea					2.9%

Source: The National Science Foundation (national data), Organisation for Economic Cooperation and Development (international data).

Note: In order to scale the measure across states, the indicator was divided by gross domestic product by state which is provided by the Bureau of Economic Analysis.