Institutionalization of Global Rankings and World-class University in Asia: National Policy Level and University Level

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1. What is World-class University?

1-1. Conceptual approach

- Global competitiveness in:
  - attracting talented professors and students
  - attracting funding for education and research
  - research productivity
  - student learning outcomes
- Human-value orientation
  (vs. national competitiveness, benefit generation etc.)
- Realigning goals of teaching, research, and service

1. What is World-class University?

1-2. Common features of world-class university

- **Three features**
  - Research productive
  - Strength in hard disciplines (over 40% are in bio-medical sciences)
  - Having distinguished professors
- **Three contextual features**
  - English speaking countries (about 60% of top 200)
  - Economically developed countries (over 90% of top 200)
  - Europe and North America (over 80% of top 200)

1. What is World-class University?

1-3. Institutions called “world-class” university

Research

- Long-term and foundational research
- Topics cover broader global issues
- Interdisciplinary knowledge

Teaching

- Educating global leaders in the sciences, business, NGOs, public organizations, government leaders
- Contents: Liberal arts & interdisciplinary knowledge
- Method: Weight more on Creativity than transmitting disciplinary knowledge

Service

- Contribute to human society by address global issues (vs. local issues)
- May indirectly involve in service activities (vs. direct involvement)

1. What is World-class University?

1-3. Institutions called world-class university

Comparison of a WCU, a NCU, and a LCU

Functions	WCU	National-class University	Local-class University
Research	. global issue . basic/pure > applied . long-term research . by public fund	. national issue . Applied & pure . Long & short term . by public/private	. local issue . Applied>pure . Short>long term . public/private
Teaching	. global leader . creativity . liberal arts	. national leader . Know. trans & creativity . liberal arts subject knowledge	. local leader . Know trans>creativity . liberal arts & subject knowledge
Service	. Global>national>local . non for profits . indirect service	. National>global>local . non/for profits . direct/indirect	. Local>national>global . non/for profits . direct/indirect

2. Nine Case Studies

2-1. Higher Education Systems

Types of Higher Education Systems and Use of Language

Higher Education Systems/Language	English Speaking	Non-English Speaking
Advanced Systems	*. US* *. UK* *. Australia*	**. Germany** **. France** **. Japan**
Developing Systems	**. Malaysia** **. Singapore** **. Hong Kong SAR**	**. Korea** **. China** **. Taiwan**

2. Nine Case Studies

2-2. Contexts of the Nine Systems

Country	GDP per capita (2010)	Tertiary enrollment rate (2008)	R&D exp. In GDP (%) (2009)	International Degree (%)	Degree from an E.S.C. (%)
Germany	40,152	47.2	2.82	8.7	2.0
France	39,460	54.6	2.23	-	-
Japan	42,831	58.0	3.45	4.9	2.2
Korea	20,757	98.1	3.36	44.9	31.1
China	4,428	22.7	1.47	6.5	1.6
Taiwan	-	87.0	2.63	-	-
Malaysia	8,373	32.1	0.63	63.3	53.0
Singapore	41,112		2.66	-	-
Hong Kong	31,758	55.6	0.79	74.3	65.5
Australia	42,131	77	2.35	26.5	90.4
UK	36,144	57.4	1.87	14.9	92.5
USA	47,199	82.9	2.90	5.6	99.9

2. Nine Case Studies

2-3. Strategies of WCU in Different Systems and Contexts

HE Systems/ English Speaking	Country	Strategy for WCU		
		Enhancing Research Productivity	Internationalization of teaching	Selection strategy
Advanced/ Non-English Speaking	Germany, France, Japan	. capacity incubation	low	Applied
Developing/ Non-English Speaking	Korea, Taiwan	. capacity incubation	mid	Applied
	China	. capacity incubation . attracting foreign academics	mid/low	Applied
Developing/ English Speaking	Malaysia	. attracting foreign academics . research < teaching	low	Applied
	Singapore, HK, SAR	. attracting foreign academics	low	Not applied

3. Institutionalization of WCU

3-1. Institutionalization of world-class university worldwide

- **Continental European Countries:**

  Germany, France

- **Asian countries:**

  China, Japan, Korea, Taiwan, Malaysia, Singapore, Hong Kong

- **Anglo-American countries:**

  research policy, accountability, quality assessment approach

3. Institutionalization of WCU

3-2. Institutionalization at government policy level

Why WCU?

- Neo-liberal reforms: Market competition
- Knowledge Society: knowledge as an economic engine
- Global rankings
- Legitimized by World Bank, OECD etc.

Policy Approach

- Classification of universities
- Governance Reform (corporatization)
- Funding reform: evaluation-based approach
- Project-based support systems
- Reforming faculty personnel and incentive systems
- Internationalization

Technical Dimensions : homogenization

- Protocol: application-selection-mid-term evaluation-re-entry
- Performance indicators (e.g., Bibliometric indicators)
- Benchmarking of American model

Impacts

- Research focused/Applied science oriented
- Managerialism
- Arms race/cost transfer to students
- Academics as professional workers

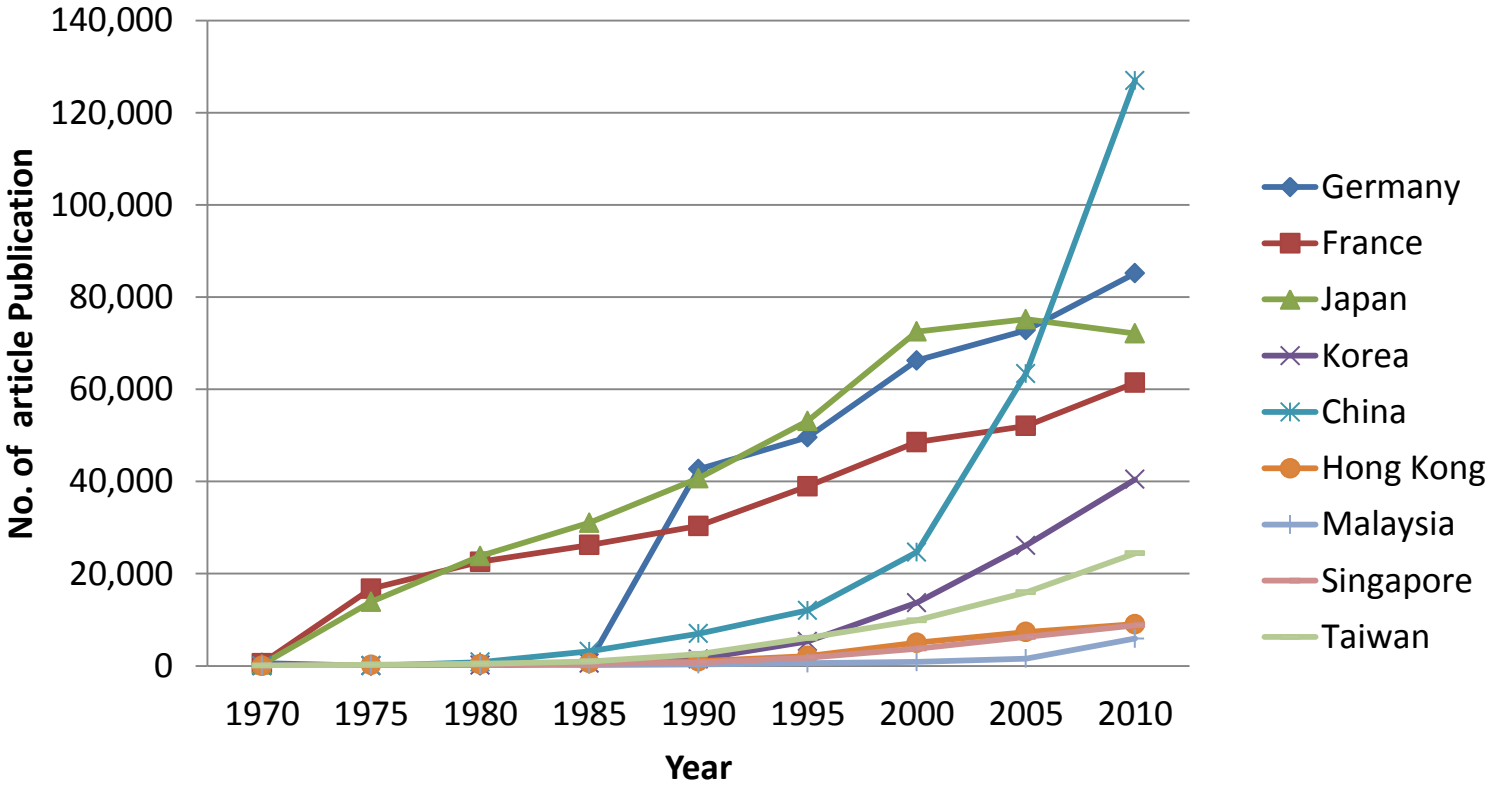
3. Institutionalization of WCU

3-3. Institutionalization at University and faculty level

- **University Level**
  - Developing strategic plan
  - Hiring research productive professors
  - Teaching courses in English
  - Upgrading faculty evaluation criteria
- **Individual Professor Level**
  - Realign time budget between teaching, research, and service
  - Collaboration with domestic and international colleagues

3. Institutionalization of WCU

3-4. Longitudinal Growth of SCI Publication



4. Challenges for World-class University

- **World-class university and massification**
  - **Conflicts of teaching and research systems**
- **Knowledge production and social contributions**
  - **Does knowledge contribute to society?**
- **Global, national, and local focus**
  - **Global ideals/ National supports and demands/ Local realities**
- **Ethical dimension of world-class university**
  - **Publication related ethical issues**
  - **Transfering costs to students (undergraduate students)**

5. Concluding Remarks

"The book is not about how to enhance the ranking status of an institution, nor how to devise better ranking systems. Instead, we focused on how to widen the understanding of university rankings for different audiences – academics, rankers, and general people mostly parents and students."

In JC Shin, R.K. Toutkoushian, & U Teichler (eds.), *University Ranking* (2011)

"In the case study, authors highlight some unintended side effects of WCUs as well as describing the institutionalizing processes. What is interesting from a sociological point of view is that many researchers are rather skeptical about the idea of WCUs and global rankings."

In JC Shin & B. M. Kehm (eds.), *Institutionalization of World-class University* (forthcoming)

Thank You !