Educational Exchanges: What World-Class Universities Should *Not* Adopt from U.S. Higher Education

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My background

- College president and dean—Colorado College, Brown University, University of Maryland
- Taught at Sichuan University Fall 2000
- Fulbright Scholar, Chinese University of Hong Kong, 2002-2003
- New Century Scholars, 2005-2007
- Research on current reforms in Chinese higher education
What NOT to adopt from American universities

- Uni-dimensional definition of quality
- Publications as the only legitimate form of scholarship
- Rankings define excellence
- Bigger is better
- Financial aid for institutions rather than the public good
1. A uni-dimensional definition of quality
Research = prestige in U.S.

- “Best” professors conduct research
- Bring in large grants and contracts
- Teach fewer courses
- Focus on PhD students

- Recognition beyond home campus
- Potential for mobility
- Quality easily measured
2. Publications as the only legitimate form of scholarship
New definition of scholarship

Boyer, *Scholarship Reconsidered*

- Scholarship of **discovery**—quest for knowledge for its own sake
- Scholarship of **integration**—making informed connections across the disciplines
- Scholarship of **application**—bridging the gap between the academy and worlds outside
- Scholarship of **teaching**—transmitting, transforming and extending knowledge
3. Rankings define excellence
4. Bigger is better
Ten largest American colleges and universities (2005)

- Univ. of Phoenix online 117,309
- Miami-Dade 54,169
- Arizona State Univ. 51,612
- Univ. of Minnesota 51,175
- Western International Univ. 50,663
- Ohio State Univ. 50,504
- Univ. of Texas 49,696
- Univ. of Florida 49,693
- Michigan State Univ. 45,166
- Texas A&M Univ. 44,910

Chronicle of Higher Education, 2007-08 Almanac of Higher Education
Prestige U.S. universities are not the biggest institutions

- Harvard Univ. 25,017
- Stanford Univ. 19,042
- Univ. California-Berkeley 33,547
- California Institute of Technology 2,169
- Columbia Univ. 21,983
- Princeton Univ. 6,773
- Yale University 11,483
- Cornell Univ. 19,642
- Univ. California-San Diego 25,320
- Univ. California-Los Angeles 35,625
- Univ. of Pennsylvania 23,704
- Univ. Wisconsin 40,793

From SJTU Academic Rankings of World Universities 2006
Enrollments from U.S. Dept. of Education
5. Financial aid for institutions rather than the public good
Institution-based system of admissions in the United States

- Students apply directly to as many colleges as they wish
- Individual universities admit the students they want
- No government involvement in the admissions process
Key policy goals of U.S. higher education

- **Access**—education available to all who can benefit
  - Variety of institutional types
    - Large, small; public, private; community college, undergraduate, research university; full-time, part-time
  - Open to all ages
  - Financial support for needy students
    - Low tuition institutions
    - Publicly subsidized grants and loans

- **Choice**—allow students to choose the school that best meets their needs
American financial aid

- Multiple sources of financial aid
  - Government grants and loans
  - University funding
  - Private donors

Over last 50 years, scholarships and loans have usually been given on the basis of need to help poor students afford college
<table>
<thead>
<tr>
<th></th>
<th>1994</th>
<th>2004</th>
<th>% increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need-based aid</td>
<td>$18.6B</td>
<td>$39.1B</td>
<td>110%</td>
</tr>
<tr>
<td>Merit aid</td>
<td>$ 1.2B</td>
<td>$ 7.3B</td>
<td>508%</td>
</tr>
</tbody>
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Market competition and merit aid

- Universities want high quality students
- Students are worried about costs
- But little or no impact at the margin from merit aid
  - Doesn’t increase the total number of students going to college
  - No benefit to the nation as a whole
- Concern as market systems expand
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For further discussion

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