Global perspectives and strategies of Asia-Pacific research universities

WCU-3, Shanghai. 2-4 November 2009
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The Cambrian explosion, 550 million years ago

An incredible profusion of new aggressive/defensive 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.
Strategies that are creating the global in higher education

FROM HOME-BASE
Capacity building WCUs
Education hubs
Knowledge cities
Commercial education export

NETWORKING
Partnerships and joint programs
Combined research
Consortia of institutions

CROSSING BORDERS
Transnational campuses
e-universities

RE-INVENTING THE SPACE
Region-building e.g. Bologna WTO-GATS
Comparisons and rankings

The case study universities

• University of Tokyo
• Vietnam National University (Hanoi)
• Chulalongkorn University, Thailand
• Universitas Indonesia
• University of Malaya, Malaysia
• National University of Singapore
• Australian National University
• University of Auckland, New Zealand
• Universidad Nacional Autonoma de Mexico (UNAM)
• University of Illinois (Urbana-Champaign), USA
• University of Toronto, Canada
• Leiden University, Netherlands
• University of Twente, Netherlands
• watch this space…
The global dimension

There’s more than one perspective on ‘the global’
In this paper the global is...

- The *planetary* things, those elements that contribute to the integration and convergence of the world as a whole (like 'global climate'). Systems and spaces, institutions and agents, models and products that have worldwide reach.

- In the social world, as in higher education, it is a zone that we *imagine* for ourselves, like all forms of association and identity.

- *Not everything.* The global dimension of our lives exists alongside the national and local dimensions. And we also belong to regions, cultures, kinship groups, professions, etc.

Research universities operate in all three dimensions at the same time.
Research universities operate in all three dimensions at the same time

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)
The importance of becoming a World Class University

We are now putting a lot of effort, money and resources and manpower into the research field... promotion to professor and associate professor now depends largely on publication.

~ Hashim Yaacob, Vice-Chancellor, University of Malaya, Malaysia

The double objective

- Be a World Class (Global Research) University
- Sustain and develop own identity and agenda in global setting
Global strategies
that are both responding to, and creating, the emerging global dimension of higher education

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The global dimension of higher education is created by …

- Acts of imagination
- Acts of production
- Acts of regulation

GLOBAL DIMENSION OF HIGHER EDUCATION
The ‘how’ of imagining the global

Now it is the era of information. We get lots of information from personal networking, and university organizations overseas, which always conduct workshops about the development of universities in the era of globalization. We also get information from the Internet, and journals of higher education, which can give us perspective. Next week I go to England for a meeting of Indonesian rectors on university management.

~ Usman Chatib Warsa, Rector Universitas Indonesia

The trick of course is to filter out what’s good and useful. You have to be careful not to be too driven by your own prejudices. To some extent you talk to people with whom you’re comfortable. So it’s a matter of trying to step away from that and think about different ways of doing things.

~ Stuart McCutcheon, Vice-Chancellor, University of Auckland

Globalization is…

Globalization to me in general terms is the increasing convergence and interdependence of economies. In higher education globalization is the increasing convergence and interdependence of higher education systems.

~ Frans van Vught, Rector, University of Twente, Netherlands

The term ‘globalization’ connotes an array of outcomes going far beyond the conventional view of closely linked world markets. In tandem, leaps of technology and the Internet have shrunk time and space as well as levelled the global playing field. We live in a shrinking, flattening world.

~ Shih Choon Fong, President, National University of Singapore
Globalization is…

The world will become one. It’s not that countries disappear or that the barriers between them will go away, no. But the system of the world will be more of a unified system. People can reach each other.

~ Khunying Suchada, President, Chulalongkorn University, Thailand

In Singapore, national = global

Singapore is a tiny island with some big neighbours, e.g. Australia, China, India, Indonesia and Japan. With no retreat or hinterland, globalization is not an option but a necessity for Singapore. We have no choice but to think ‘global’, breathe ‘global’ and to be ‘global’. We constantly have to ask ourselves: ‘How can we build mutual respect?’ ‘How can we be useful and relevant to the world?’ … Singapore was global before the term ‘globalization’ became fashionable… NUS has undergone a dramatic transformation, from a predominantly teaching institution training competent manpower for Singapore to a research-intensive university respected in the global arena, and from a governance and management system closely aligned to the civil service to one based on performance and global best practice.

~ Shih Choon Fong, President, National University of Singapore
Mobile talent drives global production

Individual level exchange has become much more intense and extensive.

~ Hiroshi Komiyama, Executive Vice-President, University of Tokyo

In today’s knowledge-driven global economy, talent, ideas and intellectual capital have taken centre stage… NUS has to compete in the global arena against universities with access to broader and deeper talent and resource pools. We believe that the quality of faculty is the single most important determinant of the quality of education and research.

~ Shih Choon Fong, President, National University of Singapore

Rankings: you lose if you lose, and you lose if you win?

[government reaction after Chulalongkorn was ranked at 121 by The Times]

… Yes, that’s what they said. Even though we don’t give Chula lots of money they can still do well, they can survive. Don’t worry about them.

~ Khunying Suchada, President, Chulalongkorn University, Thailand
Freedom to build the WCGRU


~ Mai Trong Nhuan, President, Vietnam National University Hanoi

Global inequalities 1

Q. What do you understand by the term globalization?
A. The unification of culture by the United States. It’s a very bad aspect of the present phenomenon of globalization. The idea of globalization should mean that all people can access the Internet equally. Japan is an advanced, developed country. We have a completely different culture from the Western world. I think this is quite special.

~ Hiroshi Komiyama, Executive Vice-President, University of Tokyo

Globalization has brought Indonesia into a big arena where the countries become borderless… globalization comes into all countries. The problems are different from country to country. Other countries may be more prepared than Indonesia in facing globalization. If Indonesia is not prepared the country will become the consumer of developed countries… Western culture can now easily come into Indonesia.

~ Usman Chatib Warsa, Rector, Universitas Indonesia
Global inequalities 2

Globalization affects differently each country and each group of countries. It has a completely different impact in the strongest economies such as the United States and many of the European countries, and the newly developed Asian economies, than it has in countries such as Mexico, and the effect it may have in the least developed countries. It has an impact that really increases inequities. That has made very difficult the dialogue at global and international institutions, because the effects are perceived by government and society in one country as different from the effects that are perceived in another country.

~ Juan Ramon de la Fuente, Rector, UNAM, national university of Mexico

Thank you

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

Published by Peter Lang, New York, January 2009

Published by Peter Lang, New York, late 2009 / early 2010