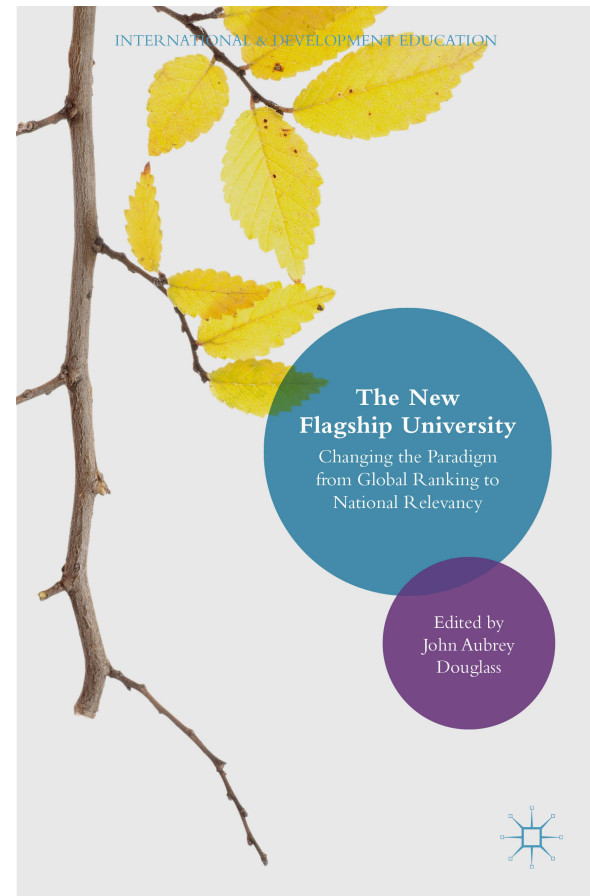


# ***The New Flagship University Model: Changing the Paradigm from Global Rankings to National Relevancy***

Center for Studies in Higher Education/Social  
Science Matrix  
UC Berkeley  
February 23, 2016

John Aubrey Douglass  
Center for Studies in Higher Education  
UNIVERSITY OF CALIFORNIA - BERKELEY



# ***1. The Ranking/WCU Paradigm***

*It's a familiar if not fully explained paradigm.*

*A “World Class University” (WCU) is supposed to have highly ranked research output, a culture of excellence, great facilities, and a brand name that transcends national borders.*

*But perhaps most importantly, the particular institution needs to sit in the upper echelons of one or more world rankings generated each year by non-profit and for-profit entities.*

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***What is wrong with this model for leading national universities?***

## ***2. The Ranking/WCU Paradigm***

*It is not that current rankings are not **useful and informative**.*

*The problem is that they represent a very **narrow band of what it means to be a leading, or what I call a “New Flagship” university within a region, within a nation.***

*Further, WCU advocates do not provide much guidance, or knowledge, on what organizational behaviors and methods can lead to greater productivity in research, teaching, and public service **TO best meet the needs of the societies they serve.***



## ***The Presentation Tour***

- ***Some Familiar Complaints About Ranking***



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  - *Asia*
  - *Russia*
  - *Scandinavia*
  - *South America*



### **A Consistent Bunch: Shanghai Jiaotong Academic Ranking of World Universities 2014**

1. Harvard University
2. Stanford University
3. MIT
4. UC Berkeley
5. University of Cambridge
6. Princeton University
7. CalTech
8. Columbia University
9. University of Chicago
10. University of Oxford
11. Yale University
12. UCLA
13. Cornell
14. UC San Diego
15. University of Washington
16. University of Pennsylvania
17. Johns Hopkins University
18. UC San Francisco
19. ETH Zurich
20. University College London
21. University of Tokyo
22. Imperial College
23. University of Michigan
24. University of Toronto
25. University of Wisconsin

## ***Rankings: The Usual Suspects***

- **Marginal changes at the top**
- **Biased towards sciences and engineering**
- **Limits of citation indexes**
- **Times Higher Ed and others - strong bias on reputation**

**Citation indexes heavily weighted to STEM fields**

**+ research income**

**+ Nobel or other internationally recognized research awards**

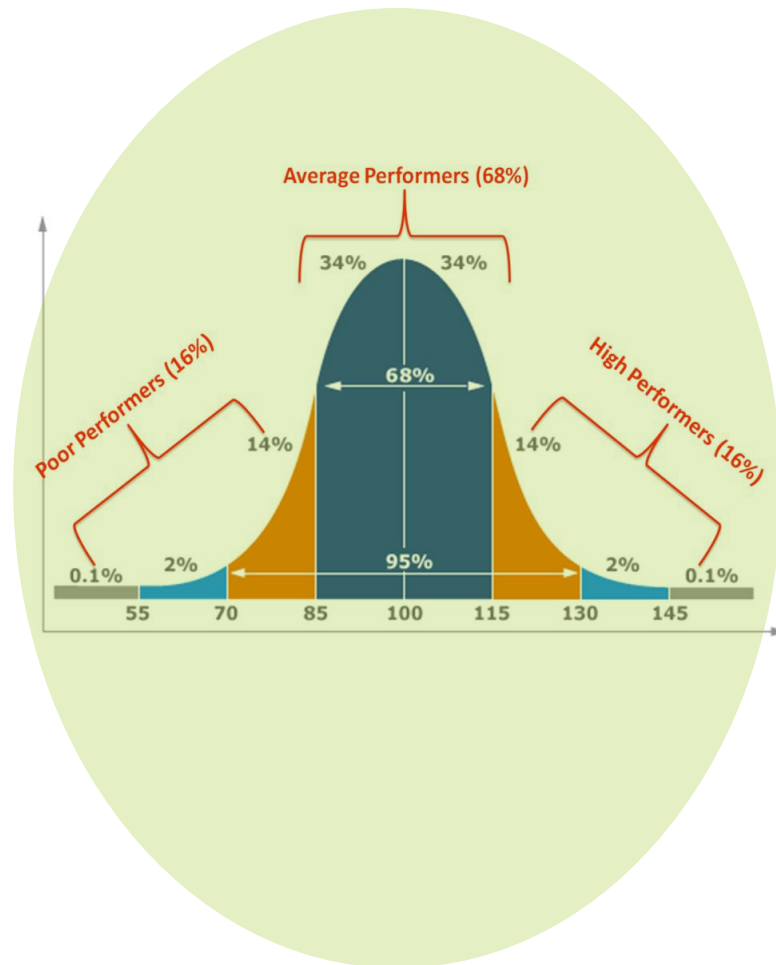
**+ oftentimes, reputational surveys**



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- ***Lack of Trust!*** - For ministries concerned with the overall quality and efficiency of their national higher education systems, rankings provide some form of internationally recognized evidence of the effects of these and other reforms.



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- ***Governments Like/Need Goals*** – Neoliberal search for accountability!
- ***Besides Everyone is Doing It!***



## ***The World Class University Paradigm Frenzy***

- ***There Are Benefits!***
  - New Resources – targeted, in theory
  - Competition – For these resources among HEI's
  - Inducing New Campuswide Strategic Academic Planning Efforts
  - Faculty Advancement - performance vs. civil service
  - Can the Old Dog Learn New Tricks? - Tradition of academics leveraging government \$ and program demands to meet institutional and personal desires



# ***The World Class University Paradigm Frenzy***

## ■ **Government Policies**

- *Germany's Excellence Program – 10 to become elite WCU - €1.9*
- *Australia to have 10 in the top 100*
- *France - €2.0 "Initiatives of Excellence"*
- *China – 20 to match MIT*
- *Russia – 5 in top 100 WCU – Internationalization Strategy*

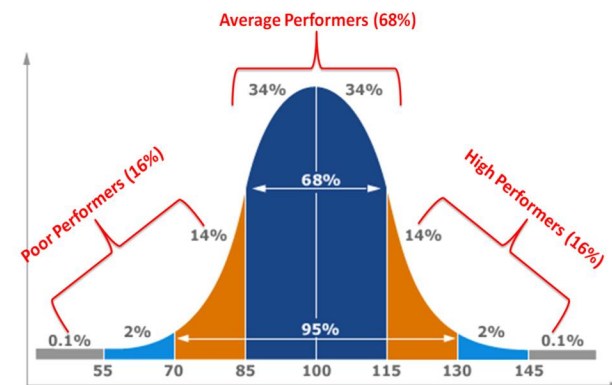




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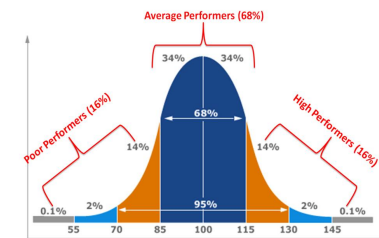
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## ■ **Institutional Behaviors**

- *National Policies on Faculty Advancement*
- *Gaming – UK Example*
- *WCU Narrative Dominates – Altering institutional sense of purpose*





## ***An Alternative Model?***

- *World rankings of universities provide **one window** into a much broader range of activities that leading research universities pursue and accomplish - a narrow band of research activities.*
- *Ranking is here to stay – with the good and the bad.*
- *How to **modify or shift** the paradigm/discussion both Externally (Ministries et al) and Internally (the goals of university leaders)?*



## ***Observations on Top Performers***

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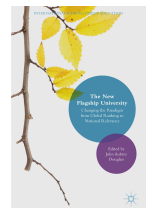


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- *And to **internal organizational cultures and practices focused on self-improvement.***



# ***The Flagship University***

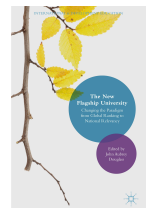




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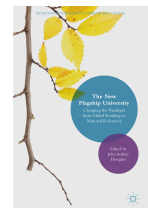
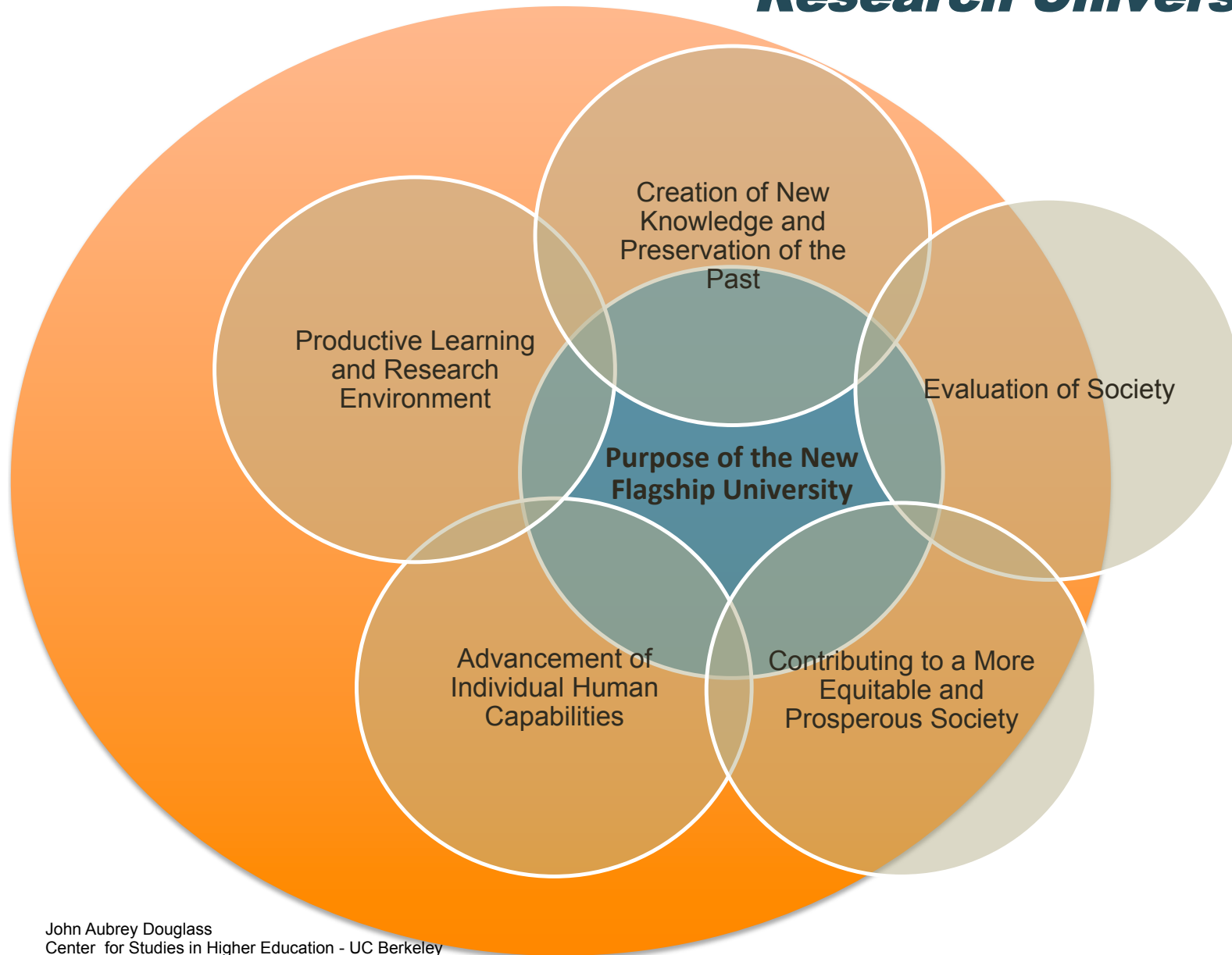
Hard Part #1

How to Define it?





# ***The Purpose and Objectives of Leading Research Universities***





## ***Flagship Assumptions***

- ***Leading National Universities Are Evolving*** – *Their importance, range of programs and activities, and expectations of stakeholders is larger than ever before.*
- ***Only So Many*** - *A nation/region can realistically achieve a limited number of research-intensive universities.*
- ***It Is About Internal Culture*** - *While ministries of education can positively or negatively influence the quality of university academic programs and activities, ultimately top tier institutions require sufficient independence to develop internal cultures of quality and excellence and incentives.*
- ***Role In Nurturing National HE Systems*** – *“Flagship” universities should help nurture and have practices that influence the quality and performance of other HEI’s.*



## ***Flagship Characteristics***

- ***Comprehensive Institutions*** – seeking strength across the disciplines.
- ***Broadly Accessible*** – selective but also representative of the population they serve.
- ***Sufficiently Autonomous and Publicly Financed***
- ***Internal Culture of Evidence-Based Management*** and focused on ***Institutional Self-Improvement***
- ***A Common Narrative*** – but not all the same – Flagship's are necessarily tied to the political, cultural and socio-economic world they serve

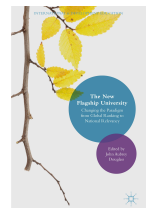




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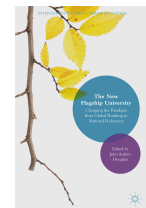
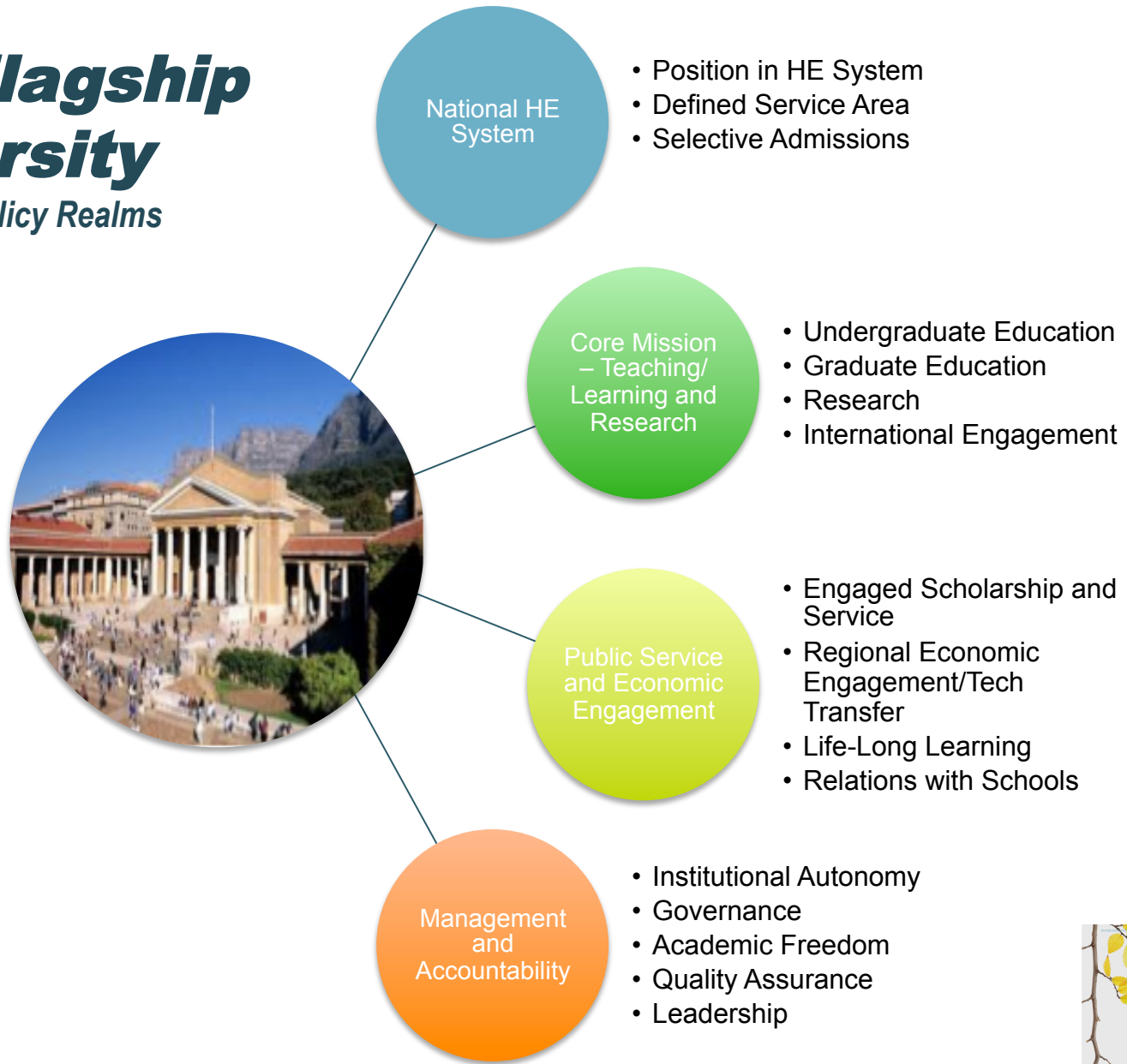
**Hard Part #2**

**Culture, Policies  
and Practices**



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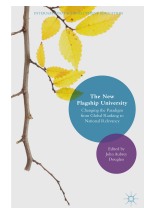
## ***Profile and Policy Realms***





## ***Flagship Conundrums***

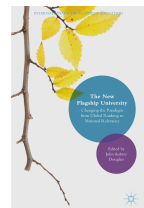
- ***Implies High Level of Policy and Practice Convergence -***
  - *Is there a Russian way to have a research-intensive University?*
  - *A Chinese way?*
  - *An German way?*
- ***Not meant as a Litmus Test – different answers and configurations***
- ***But there has to be enough commonality in intent, effort, and practice to give it meaning – An HEI would need to embrace the Flagship title and articulate its version***
- ***Therefore a self-appointed designation? Or eventually Ministerial designation in the race for resources and prestige?***





## ***Flagship Final Thoughts***

- ***Difficulties in attempting to create a common narrative on what it means to be a Flagship University***
- ***I suffer form a “US/Berkeley-Bias Affliction”***
- ***NON-Quantitative - Difficulties in assessing what is and is not a Flagship University.***
- ***MINISTRIES like/want METRICS – even if dubious.***

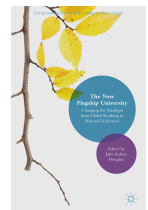




## ***Flagship Final Thoughts***

### ***My Hope:***

***That the Flagship model provides a path for some universities to explain and seek a revised institutional identity, to help them build a stronger internal culture of self-improvement and, ultimately, a greater contribution to economic development and socioeconomic mobility rates that all societies seek.***





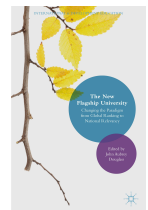


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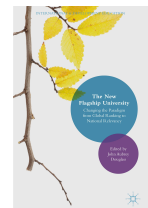
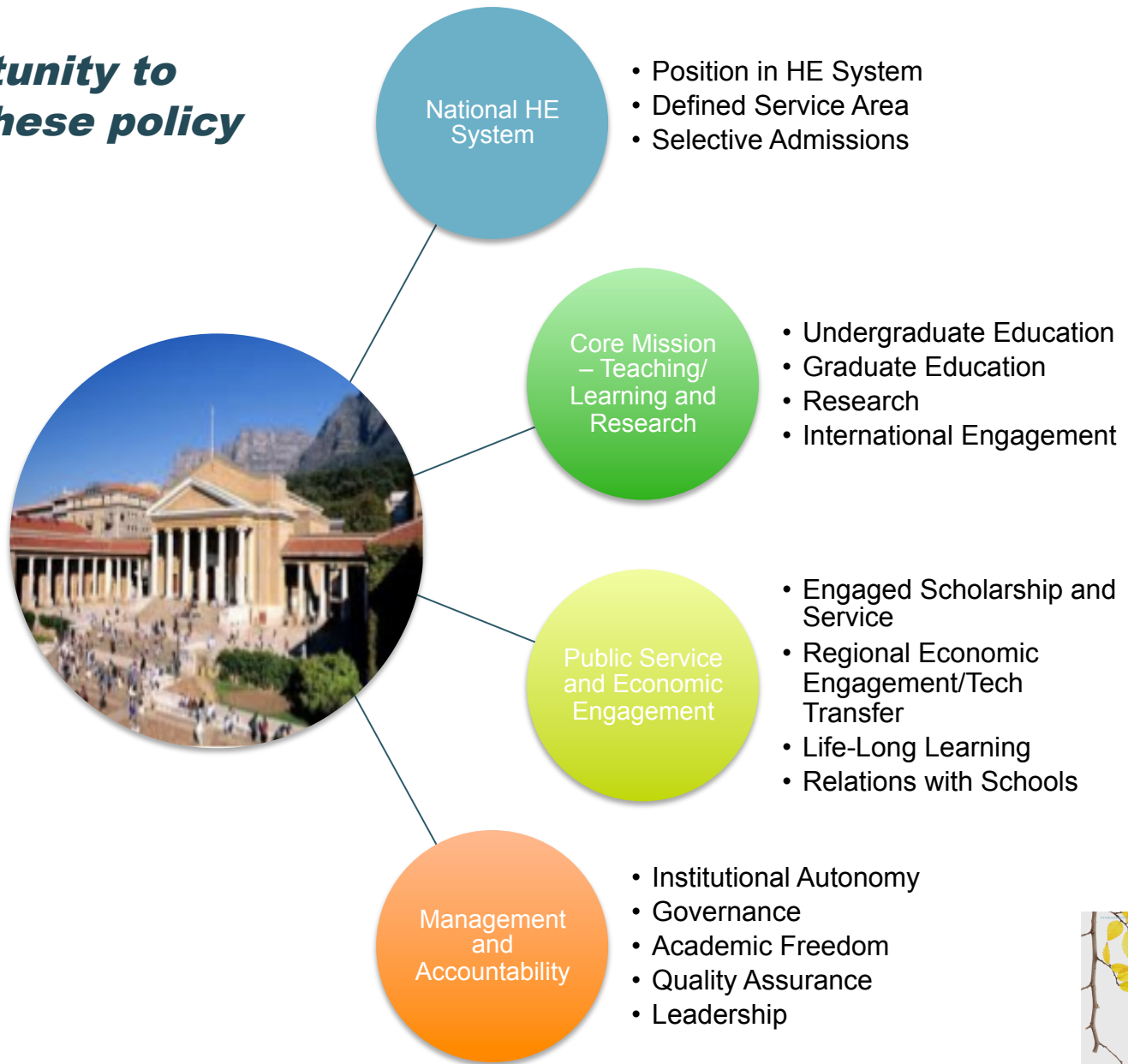
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***But for that to happen, some groups of institutions will need to embrace some version of the model on their own terms and articulate it clearly and loudly.***



***An opportunity to discuss these policy realms***



INTERNATIONAL & DEVELOPMENT EDUCATION

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Edited by  
John Aubrey  
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