



Academic Consortium 21

Competition and Cooperation among Universities in the Age of Internationalization

Proceedings of the AC21 International Forum 2010

Edited by Kai Yu & Andrea Lynn Stith

国际化时代背景下的大学间竞争与合作



上海交通大学出版社
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About AC21

The Academic Consortium for the 21st Century (AC21) was established on June 24, 2002 as an international network comprised of educational, research and industrial organizations. In an era of continuous change, institutions of higher education must take the initiative in responding to the rapidly transforming needs of society, and that an international university network, with its common pool of knowledge, expertise and experience, comprises the optimum means to accomplish this.

The vision of AC21 is the promoting of cooperation in education and research between members, the bridging between different societies in the world and the delivering of wisdom to all people to mutually understand and share values, knowledge and cultures necessary to improve quality of life and to foster co-existence beyond national and regional boundaries in the 21st century. More information about AC21 is available at the Website <http://www.ac21.org/>.

AC21 Member Universities (as of December 2010)

Australia

University of Adelaide

University of Sydney

China

Huazhong University of Science and Technology

Jilin University

Nanjing University

Northeastern University

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Peking University

Shanghai Jiao Tong University

Tongji University

France

University of Strasbourg

Germany

Chemnitz University of Technology

University of Freiburg

Indonesia

Gadjah Mada University

Japan

Nagoya University

Laos

National University of Laos

South Africa

Stellenbosch University

Thailand

Chulalongkorn University

Kasetsart University

United States

North Carolina State University

University of Minnesota

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Preface : A Successful AC21 International Forum in Shanghai

Hosted by Shanghai Jiao Tong University (SJTU), the Fifth Academic Consortium 21 International Forum was held in Shanghai from October 18 to 21, 2010. The Forum brought more than 100 participants together to discuss the significance of, strategies for, and benefits of the internationalization of higher education. In attendance were representatives from 16 AC21 member institutions and two institutions considering membership. Additionally, the Forum attracted professors and educational specialists from numerous non-member universities and international organizations around the globe.

The theme of the Forum was “Competition and Cooperation among Universities in the Age of Internationalization”, and Shanghai Jiao Tong University President Jie Zhang, Nagoya University President Michinari Hamaguchi, and former Nagoya University President Shin-ichi Hirano opened the meeting with welcome speeches. In his opening, President Zhang expressed his pleasure that SJTU had the opportunity to host the gathering at such an opportune time — just as the issue of the internationalization of higher education has taken center stage. He noted that the challenges of meeting contemporary educational requirements in an evolving and increasingly global context are shared by all institutions of higher education. Shared concerns of significant interest include the globalization of academic professions, the internationalization of curricula, and boosting and diversifying of participation in international cooperation. Meeting these challenges will likely require coordinated efforts and coherent policies between governmental bodies and educational institutions.

By organizing a forum on this topic, AC21 hoped to elevate the level of

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dialogue on these issues and to begin mapping out international and collaborative strategies to directly address them. Organized around the three sub-themes of university ranking and the evaluation of higher education, graduate education in the age of internationalization, and building world class-universities in the age of internationalization, the conversation centered on how, while striving as individual institutions to achieve top rankings, cooperative action remains essential. As mentioned by President Zhang, you should be competitive if you want to be incrementally better, and be cooperative if you want to be exponentially better. In this vein, institutional leaders came together at the AC21 International Forum to discuss both competition and cooperation and to help to shape a better future altogether.

On behalf of Shanghai Jiao Tong University, we would like to extend my sincere appreciation to the Steering Committee for calling upon us to host this event. We must also express my appreciation of the many participants whose insights, contributions and enthusiasm helped ensure that the Forum was not only successful, but also productive. Additionally, we are indebted to the AC21 staff for their hard work. Without the contribution of their skills and efforts this meeting would not have been possible. Finally, for those unable to attend the Forum, please visit the website gse.sjtu.edu.cn/ac21/ for more detailed conference information. It was our great honor to host forum and to welcome all of the participants to China and to the city of Shanghai.

Kai Yu

Andrea Lynn Stith

Shanghai Jiao Tong University

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Section One:
World and World-Class
Universities

1. The World University — Teamwork in a Time of Financial Turbulence

John Hearn

Abstract

The opportunities for international university cooperation, working together to achieve partnerships and impact in research and teaching related to global challenges, are getting better as we learn how to build sustainable programs and projects. At the same time, national and international competition in higher education and research is overt, as universities compete to improve performance and their international rankings, many of which ranking systems now include international performance indicators. The residual ripples and effects of the global financial crisis are resulting in significant obstacles to teamwork. As countries cope with the serious threats to resources, many are implementing policies and practices that can destabilize the academic and business ambitions and plans of leading international universities. In some cases, a predominant focus on the recruitment of international students, as an urgent priority in bridging revenue gaps, is distracting from the real benefits of international engagement and internationalization. Recently, controversy over the role of the various university rankings systems, usually published in mid-year, has added to long held criticism and concerns over their integrity, validity and value. The strategies required to achieve success include a return to core values in education, discovery and innovation, meeting the needs of staff, students and society. University people develop and work in a world that requires them to be international in attitude, flexible in core attributes, strong in understanding of the fundamentals, and informed in the potential applications of knowledge. At a time when the competition for talent around the world calls for inspired curriculum, greater mobility of people, flexibility in joint degrees, and enhanced partnerships through joint international appointments, universities are reassessing their international priorities and frameworks, implementing reforms that could reinvent the

students, staff and universities for the future.

International Cooperation and the Global Financial Crisis (GFC)

The impact of the global financial crisis 2008 to 2009 on higher education and research around the world has been varied, depending on the immediate effects on economies and the flow on effects to national policies and allocations of resources. These effects have been slower to emerge, in research and higher education, and it is only now that some of the serious implications and the requirements for wise responses are being understood.

Most international university cooperation is between individual academics in similar fields, assisted through mutual focus on research questions, and a teamwork that grows through research societies, exchange or visiting fellowships, and dialogue that is assisted by new communications technologies. Over the past ten years, there has also been an emergence of faculty or institution level partnerships where a more corporate approach is taken, usually to bring a broader interdisciplinary team together with the critical mass to address a mutual challenge. In addition, international agencies and governments are sourcing expertise from the leading research universities according to their capacity to address international or national priorities in developed and developing countries.

Higher education and research are recognized internationally as engines for innovation and economic growth, producing the academic and business leaders of the future while developing the capacity to address major issues facing society. The GFC presents some significant obstacles, but also provides an opportunity to return to core values and to regain integrity by the appropriate incorporation of social equity, environmental sustainability and the millennium development goals.

The conclusions of international conferences over the past two years of the OECD, UNESCO, the Beijing Forum and many others, have predicted that effects of the GFC on universities will include reductions in endowments and donations, research contracts with industry, investment and credit, public funding to education

and the ability of students to pay increasing tuition fees. There are apparent risks for graduate unemployment and for the mobility of talented researchers, teachers and students. The dynamics of demographics, retirements and replacements of skilled researchers and teachers are also critical factors requiring attention in planning for the next 10 to 20 years.

International competition for academics and students has always been fierce and is set to become more so. The global dynamics and policy initiatives are diverse, but a short summary could run as follows. In the United States, the Obama administration is deepening educational engagement with Asia, including a focus on research partnerships and on student recruitment. In the United Kingdom, continuing reductions in education budgets have given a new emphasis to education exports, with a whole of government approach being adopted through the British Council, Universities UK, the Russell Group and Foreign Office representations abroad. In Europe, internationalization is a priority, with the Bologna system and numerous exchange programs funded to attract talented staff and students, driven partly by predictions of population decline and a scarcity of talent in the workforce. In Asia higher education and research have long been accorded top priority. China and many Asian countries are investing special funds in their top universities to develop competitive capacity, opportunity and quality, and to advance in international rankings. The massive investments being made by China in its C9, 985, 211 and other university development programs will lead to greatly expanded opportunities for academics and students at home and abroad. In Australia, there has been an increased investment in higher education and in research, although sustainability and continuity is not assured in the forward projections. Political debate during the federal election of 2010 did not include any significant discussion of international higher education and research.

The above summary of global education development, albeit superficial, points in the direction of increased competition for talent, intellectual property and international resources. These developments can be offset against a rising global demand for higher education. The OECD estimates that overall international student numbers will increase from the current 2.5 million to over 6 million in 2020, while