



The Challenge of Establishing World-Class Universities in Egypt

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Luxor
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outline of the presentation

- defining the world-class university
- the path to becoming a world-class university
- implications for Egypt



defining the WCU

- self-declaration



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the Cambridge MBA

WORLD CLASS

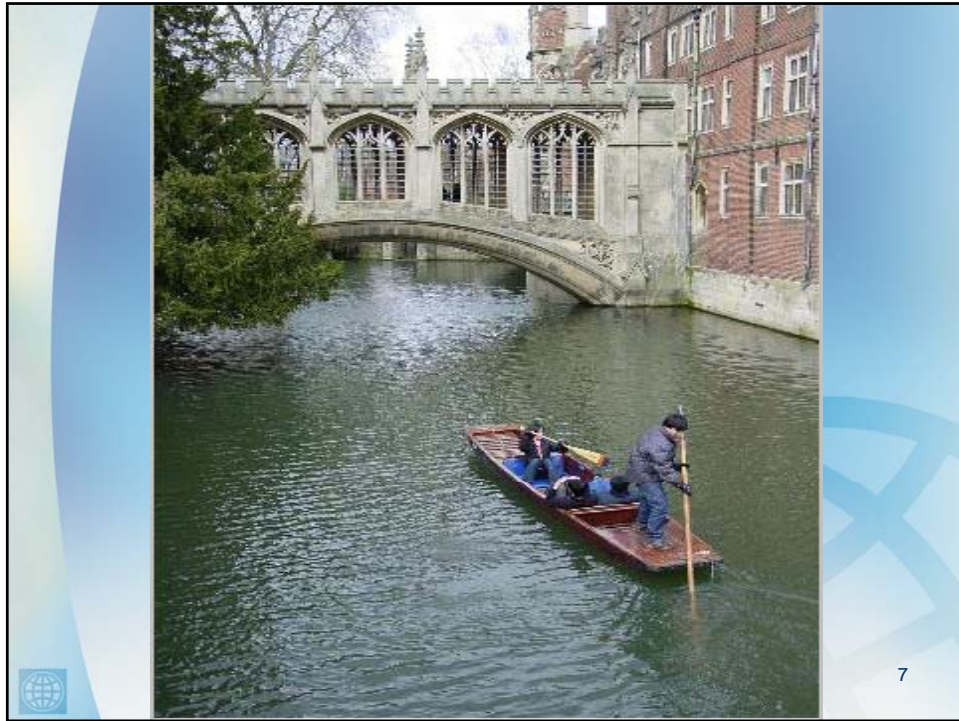
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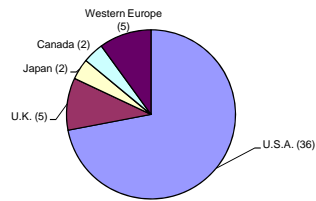
defining the WCU

- self-declaration
- reputation
- rankings

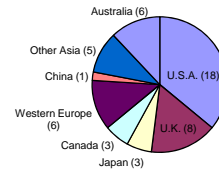
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top 50 universities

SJTU ranking-Top 50: 2008



THES ranking-Top 50: 2009



Egyptian universities in the world rankings

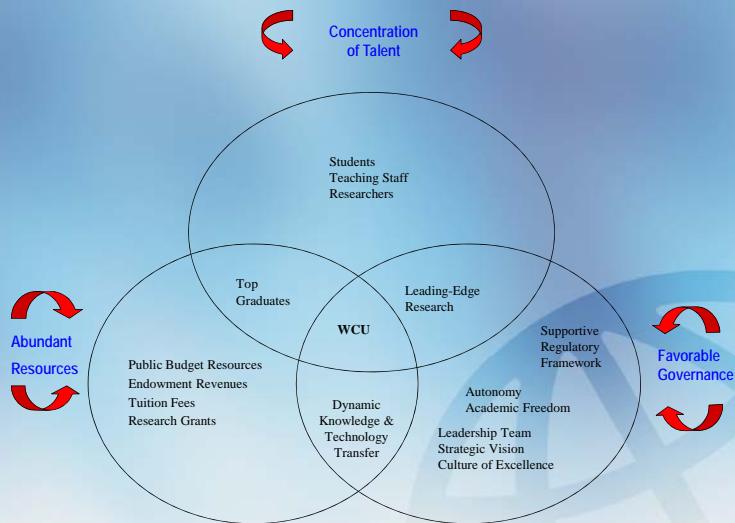
- ARWU 2009: no Egyptian U among top 500
- THE-QS 2009: Cairo University (401-500), AUB at 351, U of Tehran at 368, UAE U at 374

Webometrics February 2010

- 4 Saudi universities < 1,000
- Cairo University 1,387
- American University of Cairo 1,713
- Ain Shems University 1,713
- Mansura University 3,100
- Assiut University 4,335



Characteristics of a World-Class University Alignment of Key Factors



Source: Elaborated by Jamil Salmi



concentration of talent

- teachers and researchers
- incoming students
- undergraduate / graduate students balance



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weight of graduate students

University	Undergraduate Students	Graduate Students	Share of Graduate Students (%)
Harvard	7,002	10,094	59
Stanford	6,442	11,325	64
MIT	4,066	6,140	60
Oxford	11,106	6,601	37
Cambridge	12,284	6,649	35
LSE	4,254	4,386	51
Beijing	14,662	16,666	53
Tokyo	15,466	12,676	45



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concentration of talent

- teachers and researchers
- incoming students
- undergraduate / graduate students balance
- international dimensions



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international dimensions

- foreign students
 - Harvard (19%)
 - Cambridge (18%)
- foreign faculty
 - Caltech (37%)
 - Harvard (30%)
 - Oxford (36%)
 - Cambridge (33%)



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abundant resources

- dependence on government funding
 - US able to spend 3.3% of GDP (\$54,000 per student) – 1/3 public 2/3 private
 - Europe (E25) only 1.3% (\$13,500 per student)
- endowments



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Comparison of US and UK Endowment Levels

US Institutions	Endowments Assets (2005 million \$)	UK Institutions	Endowment Assets (2005 million \$)
Harvard University	25,460	Cambridge	6,080
Yale University	15,200	Oxford	5,320
Stanford University	12,160	Edinburgh	340
University of Texas	11,590	Manchester	228
Princeton University	11,210	Glasgow	228

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abundant resources

- government funding
- endowments
- fees
- research funding

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favorable governance

- freedom from civil service rules (human resources, procurement, financial management)
- management autonomy
 - flexibility and responsiveness with power to act
- selection of leadership team
- independent Board with outside representation



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outline of the presentation

- defining the world-class university
- **the path to becoming a world-class university**



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the path to glory

- upgrading existing institutions
- mergers
- creating a new institution



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upgrading approach

- less costly
- challenge of creating a culture of excellence
- focus on governance



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outline of the presentation

- defining the world-class university
- the path to becoming a world-class university
- **implications for Egypt**



talent

- ❖ little incentives for faculty to perform
- ❖ questions about “Thanaouya Aama”:
 - ability to identify and select most talented students?
- ❖ top foreign students and faculty members?



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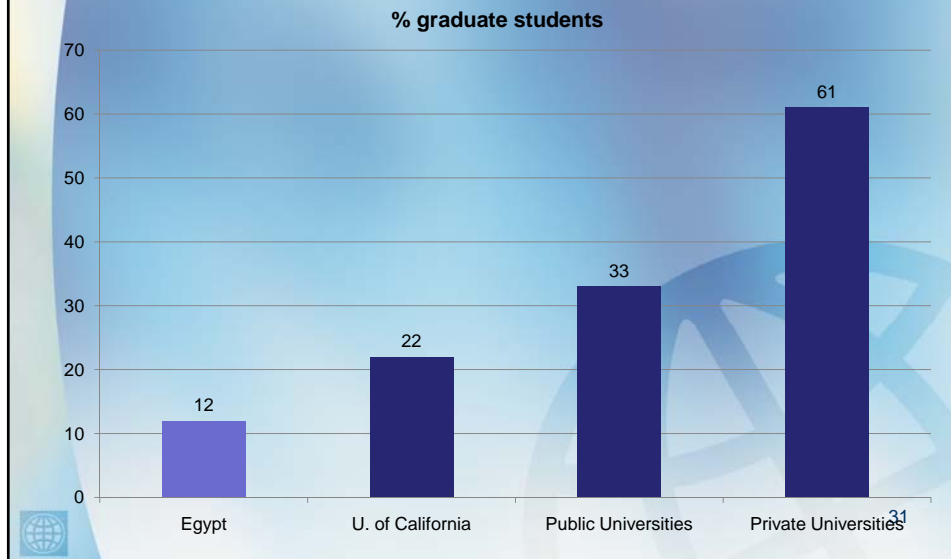
size of institutions

- ❖ MIT: 10,200
- ❖ Harvard University: 29,900
- ❖ Oxford University: 23,600
- ❖ Australian National University: 15,900
- ❖ University of Tokyo: 29,300
- ❖ Beijing University: 32,000
- ❖ Cairo University: 267,800



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proportion of graduate students



abundant resources?

- ❖ significant increase in higher education budget in recent years
- ❖ still low level of expenditures
- ❖ weak link between resource allocation and performance
 - limited competitive research funding

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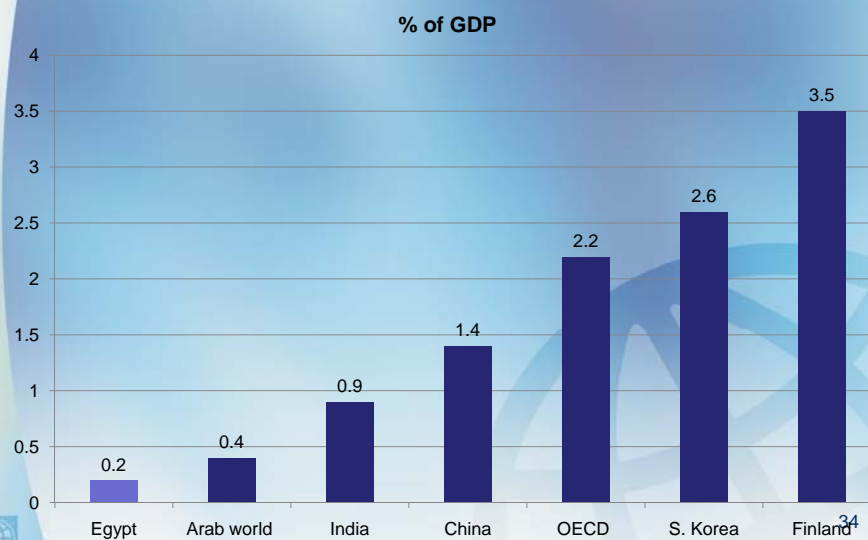
abundant resources

- US spends 3.3% of GDP (\$54,000 per student)
- Europe (E25) only 1.3% (\$13,500 per student)
- Egypt 1.1% (\$ 874 per student)



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public investment in R&D



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abundant resources

- government funding for teaching & research
- cost-sharing (with adequate student aid)
- private funding
 - donations and endowments
 - contracts (consultancy and research)



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governance

- ❖ coordination at the national level
 - clarify respective roles of Ministry of Finance, Ministry of Higher Education and SCU
 - unified framework for all higher education institutions (universities and technical institutes, public and private)
- ❖ steering at a distance



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autonomy and accountability

- ❖ less control of accredited institutions (public and private)
- ❖ civil service status of faculty (salaries, recruitment and dismissal)
- ❖ independent Boards of Trustees with external representation and responsibility for appointment of university presidents
- ❖ decisions about student intake and academic programs



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what is your goal?

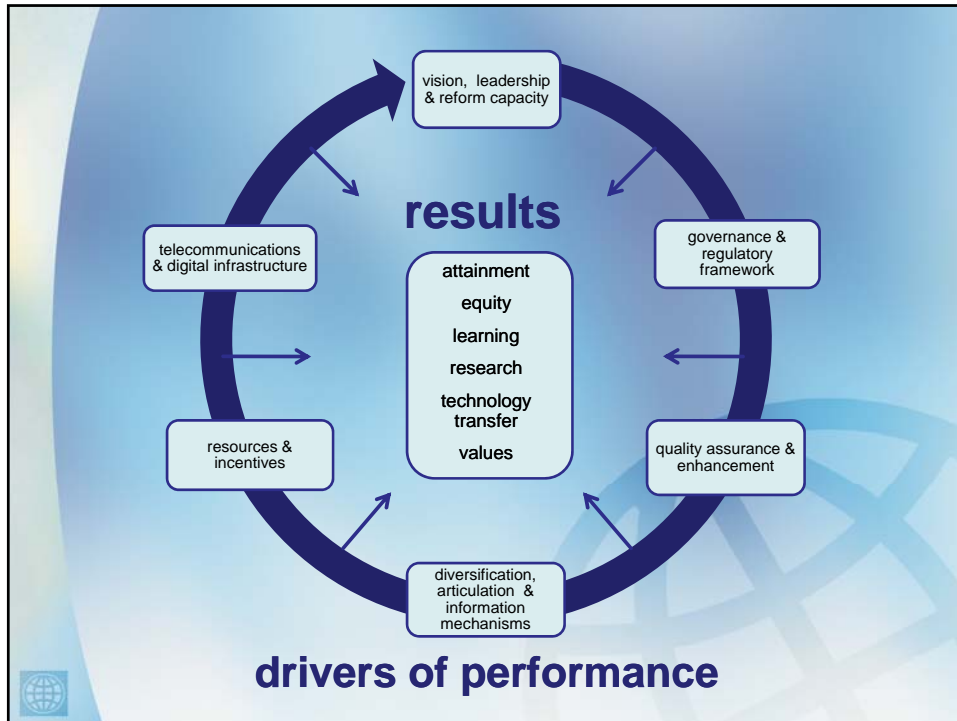
world-class **universities**?

or

a world-class higher education **system**?



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the end

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a word of caution

- ❖ need for diversified higher education system
 - universities and non-universities institutions
- ❖ not many institutions “world-class”



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a word of caution (II)

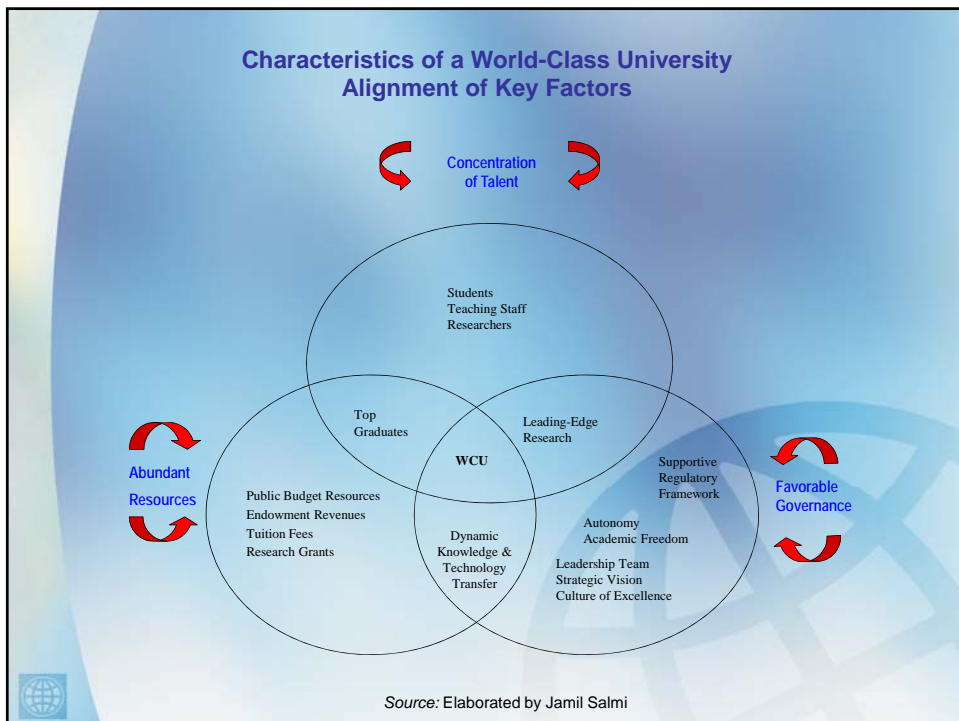
- ❖ world-class higher education **system**
- ❖ top tier
 - one or two world-class research universities, and
 - several centers of excellence across the other top universities



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danger of complacency







World Class University Recipe

Lots of Talent

Plenty of Resources

A Touch of Governance

Allow to Simmer for a Long Time

