



The Challenge of Establishing World-Class Universities

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SHANGHAI JIAO TONG UNIVERSITY

EDUCATION
THE WORLD BANK









natural lab experiment: U. of Malaya vs. NUS

- **early 1960s: 2 branches of University of Malaya**
- **today, stark difference:**
 - **THES: NUS # 30, UoM # 180**
 - **SJTU: NUS 101- 151, UoM not in top 500**



outline of the presentation

- defining the world-class university
- the path to becoming a world-class university
- lessons of experience



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how do you recognize a world-class university?

- everyone wants one
- no one knows what it is
- no one knows how to get one

Philip G. Altbach



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defining the WCU

- self-declaration



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the Cambridge MBA

WORLD CLASS

A 1-year MBA with international students, faculty and corporate connections.
A global perspective on business practice.

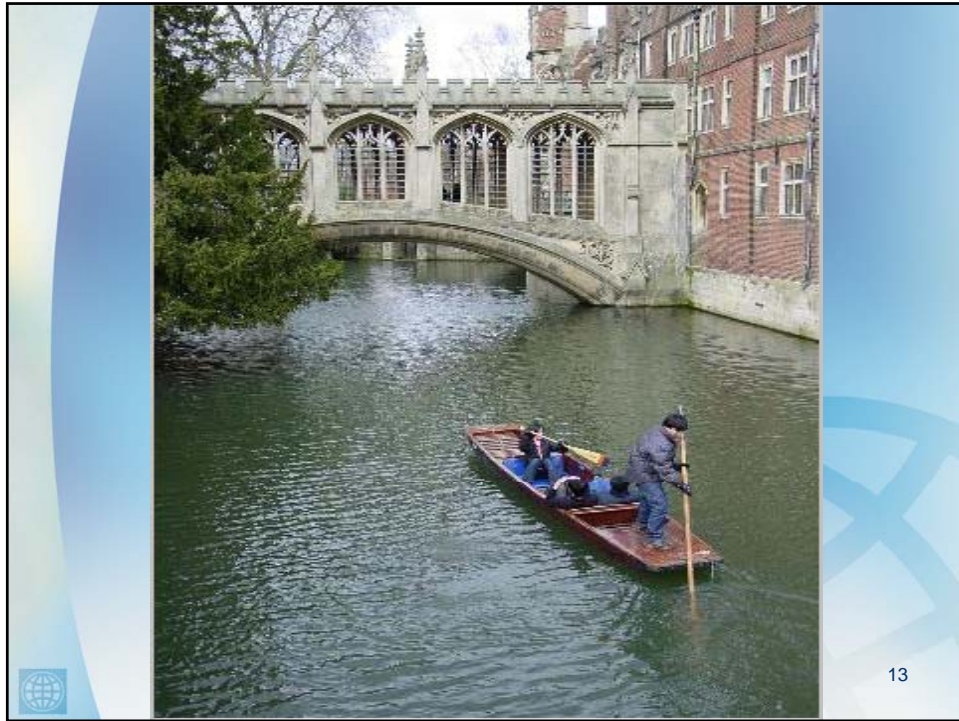
What will you bring ?

worldclass@jims.cam.ac.uk
www.jims.cam.ac.uk



UNIVERSITY OF
CAMBRIDGE
Judge Institute of Management

cambridge's business school



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defining the WCU

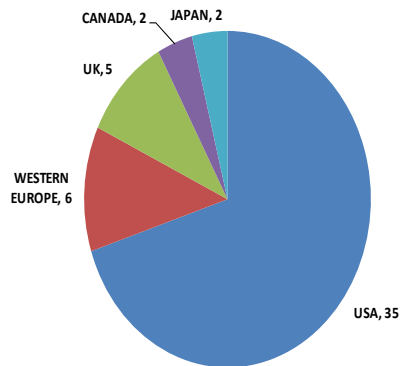
- self-declaration
- reputation
- rankings

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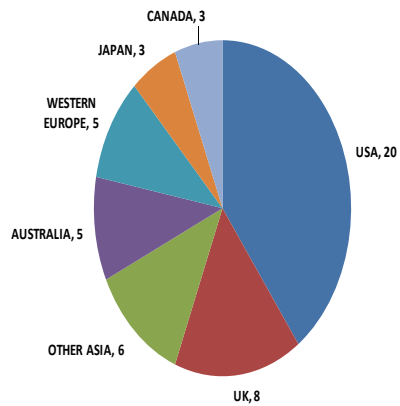


top 50 universities (2010)

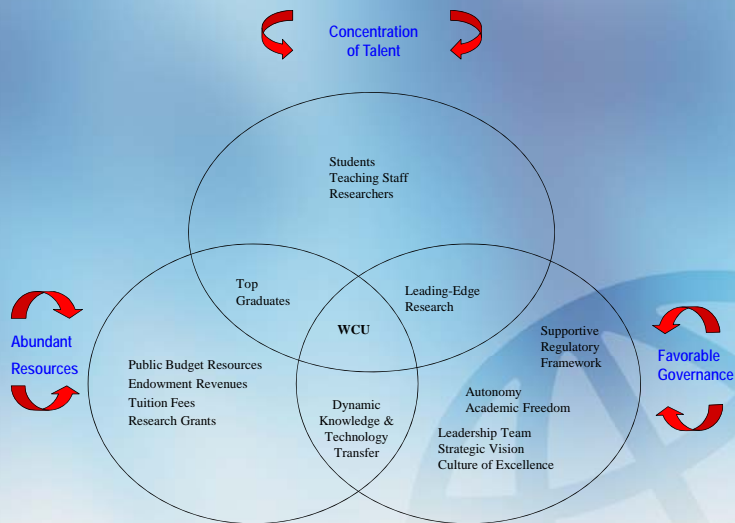
ARWU: 2010



THES: 2010



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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U. Of Malaya vs. NUS

– talent

- UM: selection bias in favor of Bumiputras, less than 5% foreign students, few foreign professors
- NUS: highly selective, 43% of graduates students are foreign, many foreign professors



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U. Of Malaya vs. NUS (II)

– finance

- UM: \$385 million, \$14,000 per student
- NUS: \$1 billion endowment, \$1,200 million, \$39,000 per student



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U. Of Malaya vs. NUS (III)

- governance
 - appointment of VC: political in Malaysia, professional in Singapore
 - UM: restricted by government regulations and control, unable to hire top foreign professors
 - NUS: status of a private corporation, able to attract world-class foreign researchers
 - 52% of professors (9% from Malaysia)
 - 79% of researchers (11% from Malaysia)



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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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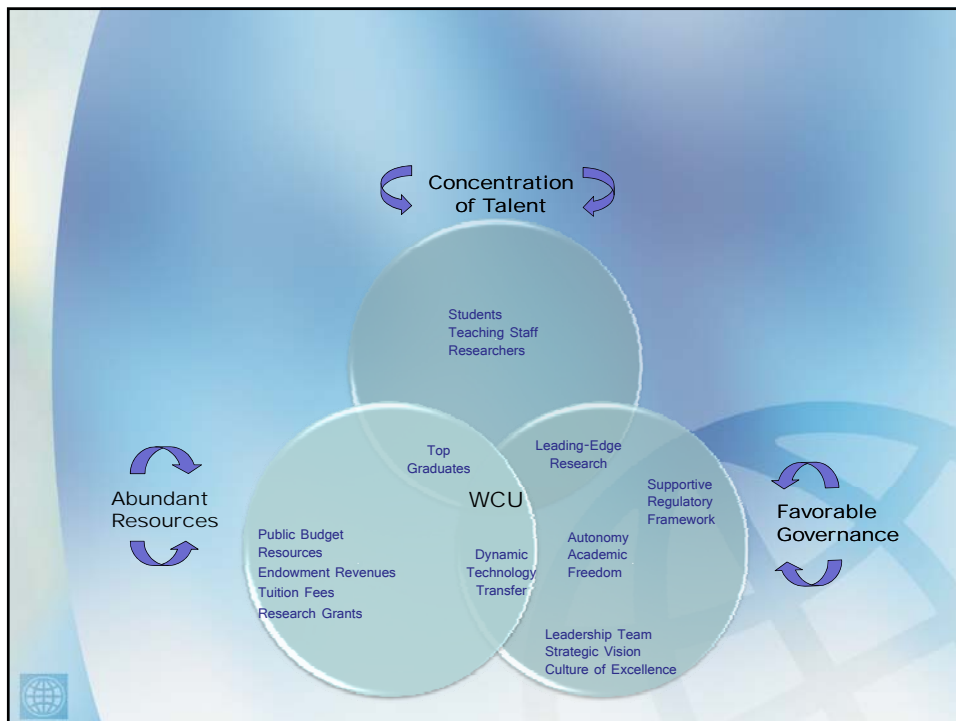


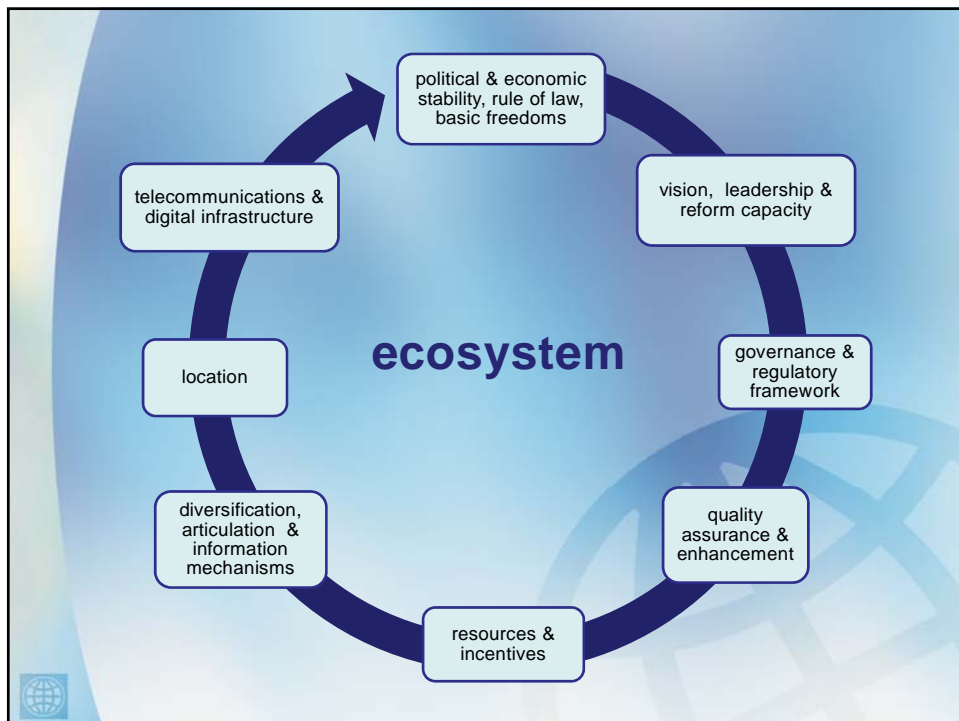
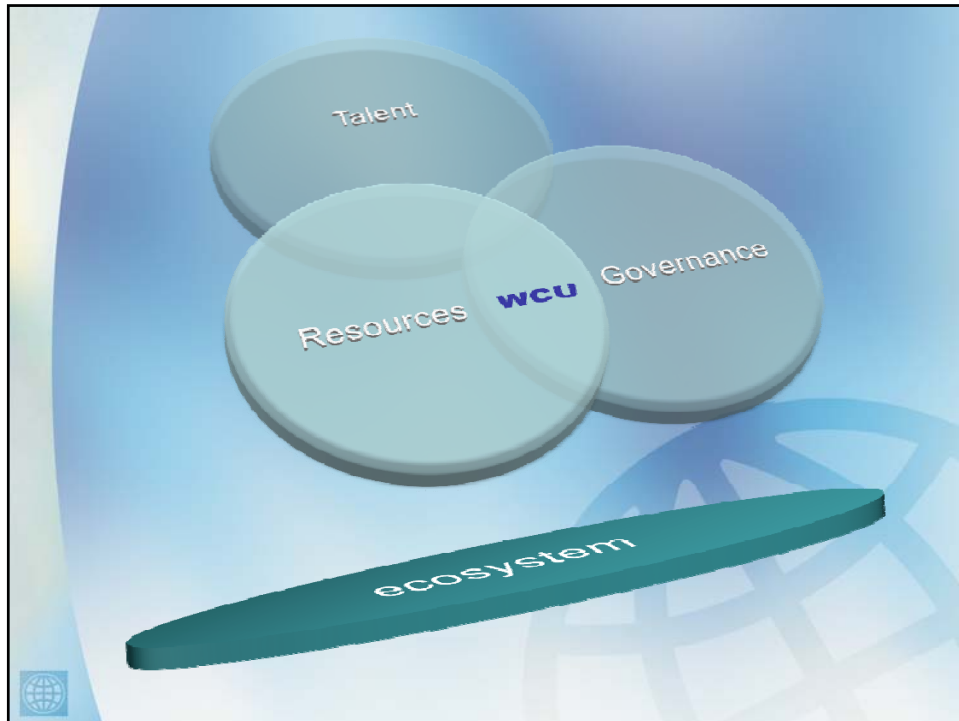
outline of the presentation

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- the path to becoming a world-class university
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- delay team
- capital to op finan
- foreign capci
- small

s / lity (II)

dership

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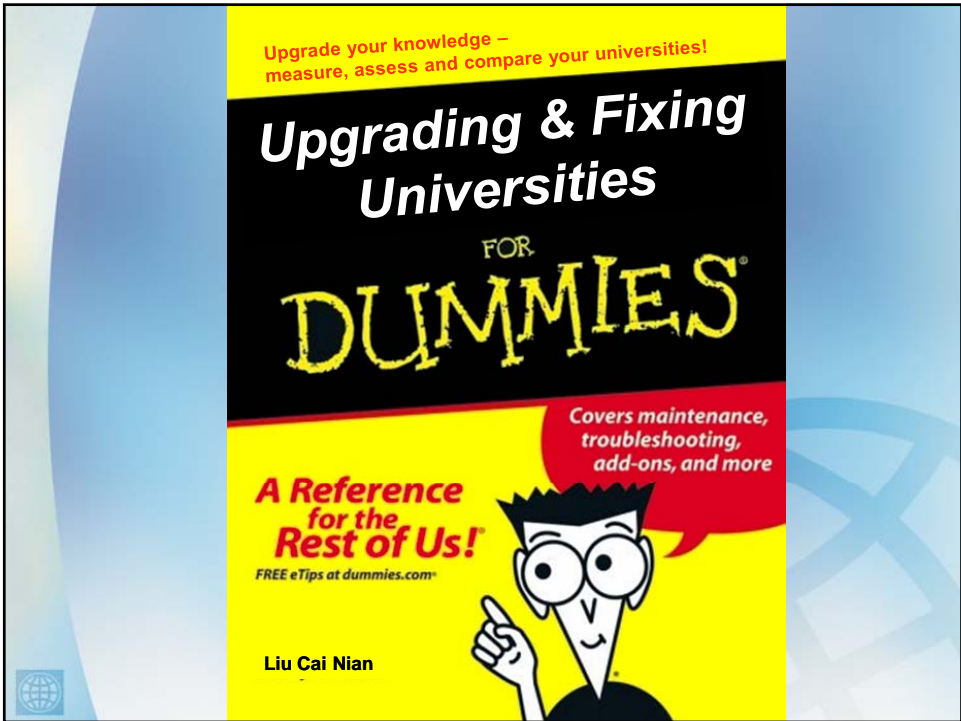
uilding local

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importance of sequencing

- concept to strategic plan
- governance arrangements to implementation
- academic plan to physical infrastructure
- QA and accreditation



a word of caution

- ❖ need for diversified tertiary education system
 - universities and non-universities institutions
- ❖ not all institutions “world-class”
- ❖ world-class tertiary education **system**



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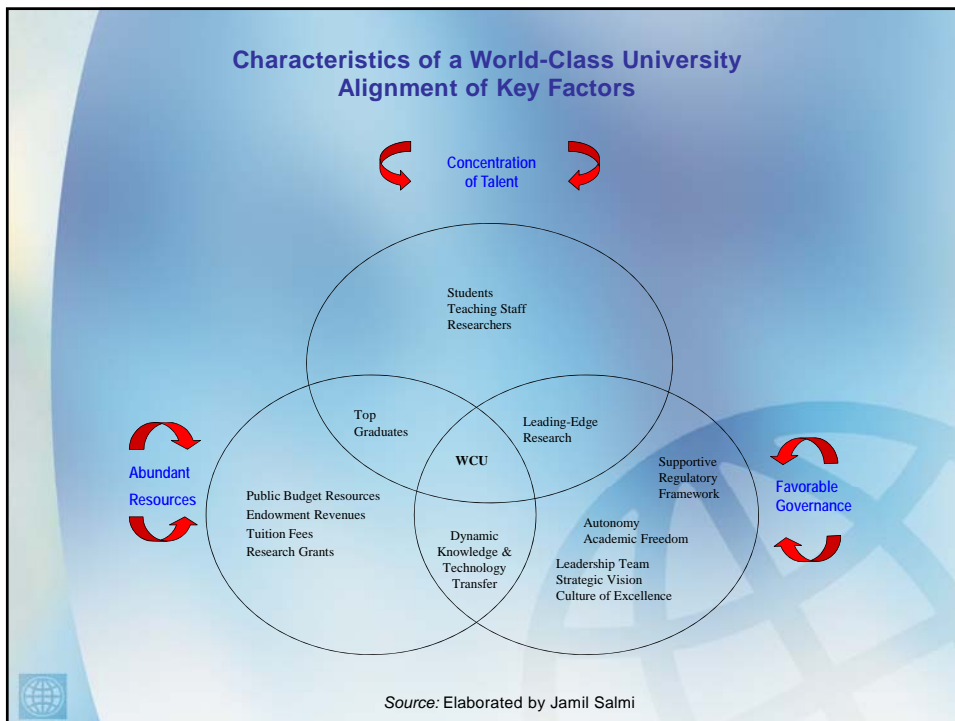
money is not enough

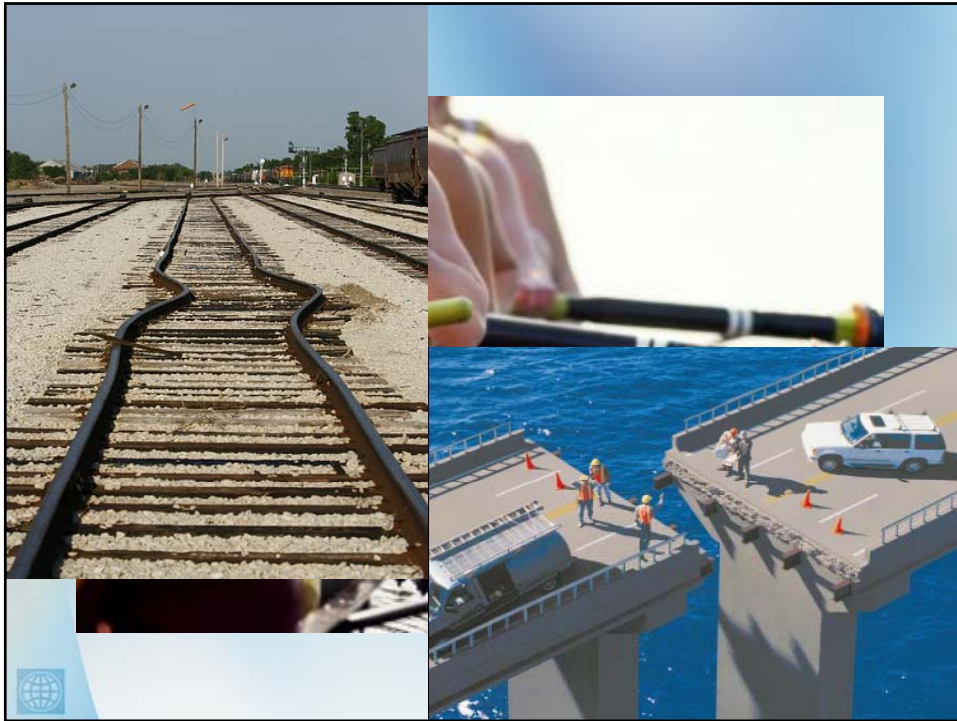
- ❖ the most expensive universities in the world are not world-class
 - George Washington U (Washington DC)
 - Kenyon College (Ohio)
 - Bucknell U (Pennsylvania)
 - Vassar College (NY)
 - Sarah Lawrence College (NY)



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it's all about alignment









World Class University Recipe

Lots of Talent

Plenty of Resources

A Touch of Governance

Allow to Simmer for a Long Time

