“Made in China”
The impact of global university rankings

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Made in China

Harvard Center Shanghai
哈佛上海中心

FAIRBANK CENTER FOR CHINESE STUDIES

China's Universities ranking

研究生教育研究中心
CSGE: Center for the Study of Graduate Education

访问教授 Prof. Marijke van der Wende
杨波 Ms. YANG Bo
徐扬 Ms. XU Yang
瞿晓蔓 Ms. QU Xiaoman
China’s Role in Global Higher Education:

a Follower *and* a Leader

China’s global agency in higher education

- The Shanghai ranking
- Defining the global order & model of the WCU
- World-Class Movement followed in a range of countries
- Boosting global competition to which Chinese universities are subject
- (Re-)confirming the Anglo-Saxon comprehensive research university model
- Rather than imposing a model “with Chinese characteristics”

Challenges to become a real global leader in higher education:

- Internal culture of excellence in research
- Reform of teaching methods and curricula
- Matching skills demand and supply
- Modernization of governance
- Effectiveness in attracting, retaining global top talents and regaining its diaspora
- Effectiveness in soft power through HE:
  - Low for CIs
  - Potential of NSR / OBOR
Global Stratification

“Shanghai Ranking”

World-Class University Movement

World-Class University

World-Class System
The global knowledge economy is driving the competition for reputation, talent, and resources.

This competition is further fueled by global rankings, dynamic research funding mechanisms, and international student / academic mobility.
Global Flows
Global Flows:

immigration
emigration
balances

(Source: IEEE, 2012)
Mobile PhD’s: Brain Gain for OECD

International doctoral students

> 20% of enrolments in Australia, Belgium, Nordic countries, Canada, New Zealand, and the United States.

> 40% in Switzerland, the UK, and the Netherlands

A large proportion of these students are from non-OECD economies.
International Doctorate holders in the USA (2010)

610 000 in total
27% of the population
+ 38% since 2000.

100 000 born in China (40% US citizenship)

64,000 from India (54% US citizenship).

A decline in the immigration of foreign scientists and engineers during the recent economic downturn?

Need to “rebalance China”?

Will they stay or will they go?

STEM doctoral degrees have higher stay rates

Doctoral graduates originating from China, India, Iran, Romania, Russia and the Ukraine also had above-average stay rates.

Efforts to improve “stay rates”

Because immigrants in US R&D:
• 25% of Nobel prizes
• 60% of PhDs in STEM fields
• 76% of patents had one immigrant as a holder
Increasing disparities - increasing mobility

Vertical mismatch may emerge more in certain countries than in others.

Mobility of the highly skilled towards countries with high R&D investment

Circular mobility or brain drain?

Concentration of minds in particular countries / regions

While other countries may be harmed by losing graduates

Increasing disparities among European countries

Source: Cedefop (IER estimates based on E3ME and StockMOD).
Increasing disparities: The ERC effect

Figure 3. Nationality and national location of grantees of Starting grants and Advanced grants (source: ERC Facts and Figures)

(In: Zeccina & Anfossi, 2015)
Meanwhile in Boston........
A future global higher education scenario
(Gallagher, 2012; Van Vught 2012)

A top echelon (around 50) mainly stand-alone highly prestigious, highly resourced comprehensive universities.

International consortia of a next group of (perhaps 100-200) universities, sharing resources and offering joint and mutually accredited programs.

A range of niche institutions with specializations in a few fields of research and education, both corporate and public-private partnerships, some of them linking with professional occupational practice.

A great diversity of primarily local and regional teaching institutions, both public and private, as well as in public-private partnerships.

A set of high-tech, primarily virtual global teaching providers.
“Made in China”

The Global Model of the Research University?

LERU, AAU, C9, Go8

The first joint statement on the 10 characteristics of contemporary research universities by the world’s leading research university associations

October 2013 in Hefei, China.
Global Perspectives for China

“To make world-class universities in China, they must have Chinese characteristics”
(PKU Party Secretary Zhu Shanlu, quoting Xi Jinping (Febr 3, 2015)

Could such WCUs with “Chinese characteristics” become global leaders?

“This is an open question if they are to exist in a politically illiberal system at all.

And a comparative question: who leads whom and for how long will the US still be leading?”

(Bill Kirby, Harvard, 2014).
References


