

The Centre for Global Higher Education, Institute of Education, University College London  
CGHE Seminar 83

# University Responses to Global Rankings in Asia

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# Yannie's Research and Teaching

- Lecturer@ Global Studies Programme and Master Programme of Global Political Economy, Faculty of Social Science, The Chinese University of Hong Kong
- Education background: BA@ANU and PhD@CUHK
- PhD specializations: Sociology of education and sociology of organizations
- Research areas in sociology: Higher education reforms and national development, higher education in Asia, gender participation in higher education, higher education curriculum and new institutionalist theory
- Research collaborations:
  - Urban studies: transportation, community participation, older adults' well-being
  - Computer programming and IT education: use of new ICT for students' learning (e.g. weblogs LEGO Mindstorms).
- Teaching Courses: social science research methods, global development, education and national development in global perspective, global cities and urban space, Information Communication and Technology (ICT) and global order.

# Universities in Hong Kong

## Public universities

- 1912 The University of Hong Kong (HKU)
- 1963 The Chinese University of Hong Kong (CUHK)
- 1991 The Hong Kong University of Science and Technology (HKUST)
- 1994 City University of Hong Kong (CityU), formerly as City Polytechnic of Hong Kong est. 1984
- 1994 Hong Kong Baptist University (HKBU), formerly as Hong Kong Baptist College est. 1956
- 1994 The Hong Kong Polytechnic University (PolyU) formerly as Polytechnic of Hong Kong est. 1937
- 1999 Lingnan University (LU), formerly as City Polytechnic of Hong Kong est. 1978
- 2016 The Education University of Hong Kong (EdUHK), formerly as Hong Kong Institute of Education est. 1994

## No. of Undergraduate Students in AY2016-2017

- Total student enrolment in all years (four-program): 99901
- Total first-year-first-degree students: 17826 (% in age 17-18: 27.66%)

## Private university

- 2006 Hong Kong Shue Yan University, formerly as Hong Kong Shue Yan College est. 1971



# The Chinese University of Hong Kong (CUHK)

- Established by intellectuals from mainland China in 1963, a merger of three small college communities
- University mission:
  - To Combine Tradition with Modernity; To Bring Together China and the West

Recent themes:

- **Education:** Nurturing Lifelong Learners as Global Leaders
- **Research:** Cutting-edge Discovery with Global Impact and Societal Contributions
- **Engagement:** Recognition of Distinctive Culture and Tradition



Global Studies Programme:



- Undergraduates
- Interdisciplinary programme
- International Relations, World Economy and Global Sociology



# Sources for Today's Seminar Presentation

## **Working Paper**

Cheung, Yannie, and Suk-ying Wong. "Becoming Asia's World-class Universities: A Comparative and Longitudinal Study on the Global Expansion and Organization of Higher Education Goals in Asia, 1950 – Present."

## **Research Project**

Cheung, Yannie, and Andrew K. F. Lui. "Measuring Up and Reaching Down Effect: The Institutionalization of Global Rankings in Higher Education: A Case Study of Mission Statement in Asia."

# How would we interpret university rankings results?

QS TOPUNIVERSITIES Rankings > Discover > Events > Prepare > Apply > Careers >

University search: Study Level Subject of interest Study destination GO

## Top 10 Universities in Asia Under 50 Years Old

01:00PM Jul 14, 2017 182 shares



CNN Philippines Home News World Business Entertainment SportsDesk Life Videos

## 2018 QS WORLD UNIVERSITY RANKINGS

UNIVERSITY OF THE PHILIPPINES	367th PLACE (374th last year) ↑
ATENEO DE MANILA UNIVERSITY	551st - 600th (501st-550th last year) ↓
DE LASALLE UNIVERSITY	701st - 750th (701st-750th last year) =
UNIVERSITY OF SANTO TOMAS	801st - 1000th (701st-750th last year) ↓

SOURCE: QS WORLD UNIVERSITY RANKINGS 2018

**Metro Manila (CNN Philippines, June 8)** — The country's premier state university



PROFESSIONAL JOBS SUMMITS RANKINGS

## THE World Reputation Rankings 2018: results announced

Analysis reveals Asia's top universities still have low levels of prestige outside continent

Analysis reveals Asia's top universities still have low levels of prestige outside continent

# Chronology of World Rankings

Year	Rankings Agency	Country
1983	US News	USA
2004	The Times Higher Education World University Rankings (THE)	United Kingdom
2004	Ranking Web of Universities (Webometrics)	Spain
2009	Academic Ranking of World Universities (ARWU)	China
2009	The SCImago Institutions Rankings (SciMago)	Spain
2009	University Ranking by Academic Performance (URAP)	Turkey
2010	QS World University Rankings (QS)	United Kingdom
2011	CWTS Leiden Ranking (Leiden)	The Netherlands
2012	National Taiwan University Ranking (NTU)	Taiwan

# Asian Higher Education in Global Rankings (2017)

## Academic Ranking of World Universities (ARWU):

- 24 The University of Tokyo
- 35 Kyoto University
- 48 Tsinghua University

## QS World University Rankings (QS) :

- 17 Tsinghua University
- 23 The University of Tokyo
- 25 The University of Hong Kong

## The Times Higher Education World University Rankings (THE):

- 22 National University of Singapore
- 27 Peking University
- 30 Tsinghua University

## New sub-groups: Young university rankings

1 HKUST

2 Nanyang Technological University

6 Korea Advanced Institute of Science and Technology



# How would the existing literature say about rankings?

- Higher education evolves and expands over time, in the same way as the organization and ordering of knowledge has been changing (Clark 1983, 1987, 1998; Gumpert 2002; Schofer and Meyer 2005).
- Expansion of higher education is **a collective project** extending beyond national boundaries.
- World rankings is one of these transnational activities that organize **global** and **regional** order in higher education (Meredith 2004; Shin and Toutkoushian 2011; Hazelkorn 2015; Millot 2015).
- In response to rankings, universities formulate **strategic goals** to communicate their ranking positions to global, regional, and local audiences.
- The expansion and organization of these goals are **active** responses to external classifications of global and regional excellence.
- Mission statement, information about the university, latest news releases and triennial plans are sources reflecting the scope and intensity of university goals susceptible to external criteria.
- Higher education expansion can be **a contesting ground** among various social constituencies to compete for their own interest and status.

# Rankings as Intensification Mechanisms

- A majority of the existing literature examines **selective** effects of global rankings on universities.
- Research in organizational studies give affirmation that rankings provide cognitive information for organizational stakeholders to evaluate performances of universities within a nation or across the nations (Dill and Soo 2005).
- Useful aspects of rankings have occupied major accounts for enhancing competitiveness and enterprisingness of higher education institutions.
- Rankings work as useful indicators to generate annual comparisons of status and reputation of universities released by commercial consultancies and professional bodies (Rindova et al. 2005; Bastdeo and Bowman 2011).

# Critiques on Rankings

Two approaches to criticize the “side effects” of ranking information.

- **Formative** approach
- **Differentiative** approach
  - Examining the effects of rankings on differentiating status and reputation of universities.
- Formative approach: shortcomings of inherent mechanisms and methodological compositions of rankings.
- The main purpose is to attain comprehensive and reliable measurements (Aguillo et al. 2010; Soh, 2011; Saisana, d’Hombres and Saltelli 2011; Tofallis 2012; Waltman et al. 2012; Olcay and Bulu 2017).

# Rankings as Rationalized Authorities

- **Differentiative** approach: gives critical review on university rankings as rationalized authorities. However, professional and expert authorities with their particular interests seek to reinforce existing hierarchy of specialist status and resources (Shore 2008; Post 2012).
- Some further argue rankings are ideologies of new neoliberal techniques on public good management and elitist networks of knowledge economy perpetuate further differentiation of top tier universities from those of downward mobility (Olssen and Peters 2005; Amsler and Bolsmann 2012; Jöns and Hoyler 2013).



# Rankings as Knowledge Economy

- Both formative and differentiative approaches present relevant explanations to the complex competition and dynamics of global university rankings.
- Reordering of global rankings prompts responses from national governments, administrators of subsidized higher education, local grant agencies, commercial high education testing operators, higher education admissions consultants and even prospective students (Espeland and Sauder 2007; Harvey 2008; Bowman and Bastedo 2011).

# What are the local responses to rankings?

- Observations on local responses divert into several actions or inactions, for instance, formalized affirmation (Hazelkorn 2007), positional strategy (Marginson 2006) and weak buffering (Sauder and Espeland 2009) to external ranking results.
- By these responses, showing global ranking information on official documents is one of the deployments for universities to make responses and to gain external recognition.
- Mission statements and year plans are strategies for universities to position themselves in face of external selection exercises (Connell and Galasiński 1998; Morphey and Hartley 2006; Kuenssberg 2011; O'Connell 2013).
- These are the potential factors for nations to bring about reforms to higher education.

# How about responses from Universities in Asia?

- The higher education participation in the East is rising rapidly in enrollment number and national spending (Marginson, Kaur and Sawir 2011).
- To attribute the reasons for rapid rise, the major explanation sheds light on universities in Asia **transplanting** prominent operations and practices with intensive selectivity and competitiveness from those receiving high rankings or upward mobility in annual assessments (Lo 2011; Mok 2011; Ng 2012; Daquila 2013; Tan and Soh 2014; Li 2016).
- But, some argue that university rankings do not entirely standardize ideologies, governance, and deployment of higher education model in Asia.
- **Regional traditions** or **regional alliances** are possible factors shaping responses of higher education with Asian particularities (Shin and Harman 2009; Marginson 2011).

# Types of Responses from Asia

- Formalized affirmation (Hazelkorn 2007)?
- Positional strategy (Marginson 2006)?
- Weak buffering (Sauder and Espeland 2009)?
- Focus on capacity of bottom-up efforts (power, alliance and resistance)
- **Any alternative approach:** world culture approach (University rankings as world culture)
  - **Institutionalization and decoupling (Meyer 1977 and Weick 1976)**
    - Active participation in worldwide platforms showing alignments to the global templates
    - At the same time, decoupling daily operations in face of local conditions.
  - **propose new questions and explore changes in internal structures in relation to external forces.**
- Why Asia? How to know about what has been happening in Asia?
- First examine the characteristics of higher education in the world and Asia



# Main Research Questions

- Why would university rankings become influential?
- Is It related to the ever-expanding nature of higher education?
- Why do modern organizations of higher education expand across the world?

# Methodological Approaches

An integrated framework of comparative and longitudinal study:

- **World** → **Region** → **Polity**

- **World:** Cross-national trend study (182 countries), 1950 to present
- **Region:** Panel study (Asia, 51 countries), two time panels: 1950-1989; 1990-2007
- **Polity:** Case study (Hong Kong), 1908-2012

# World Level of Analysis

# Data Sources and Characteristics

- **Secondary data:**

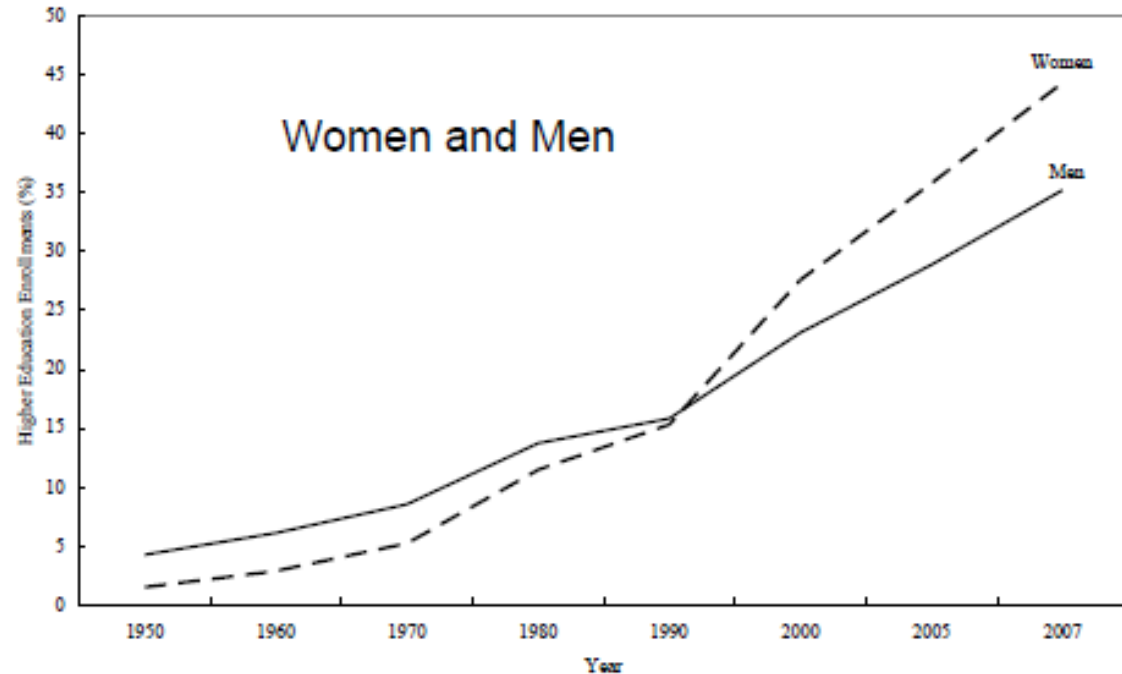
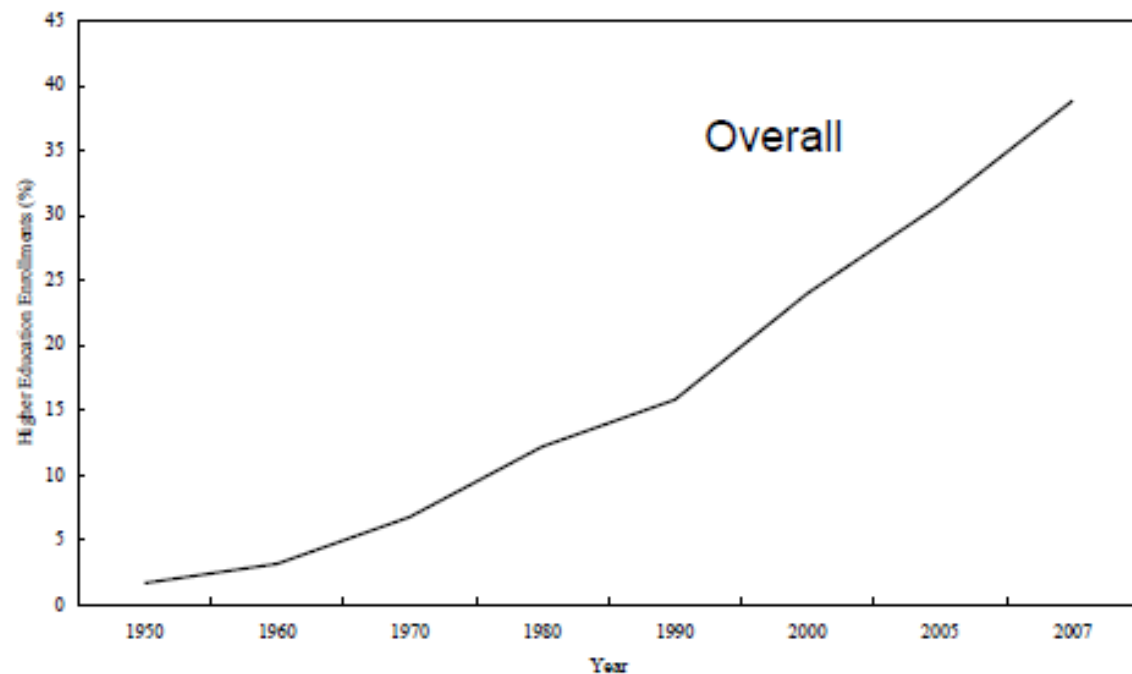
- The Stanford Comparative Institution Seminar Team (2009)

- **Data update:**

- UNESCO's Basic Facts and Figures (1952-54, 1956-62)
- UNESCO's Online Data Center (1970-2007)
- Polity IV (Marshall and Jaggers 2009)
- World Development Indicators
- The Association of Religion Data Archives
- National statistical bureau or ministries of education: online archives and statistical yearbooks of Germany, Taiwan, and Singapore etc.



## Mean Higher Educational Enrollments: For All Available Countries, 1950-2007



### Two Trends after WWII:

- Overall trend is increasing.
- Women's enrollment is increasing faster than men since 1990s.

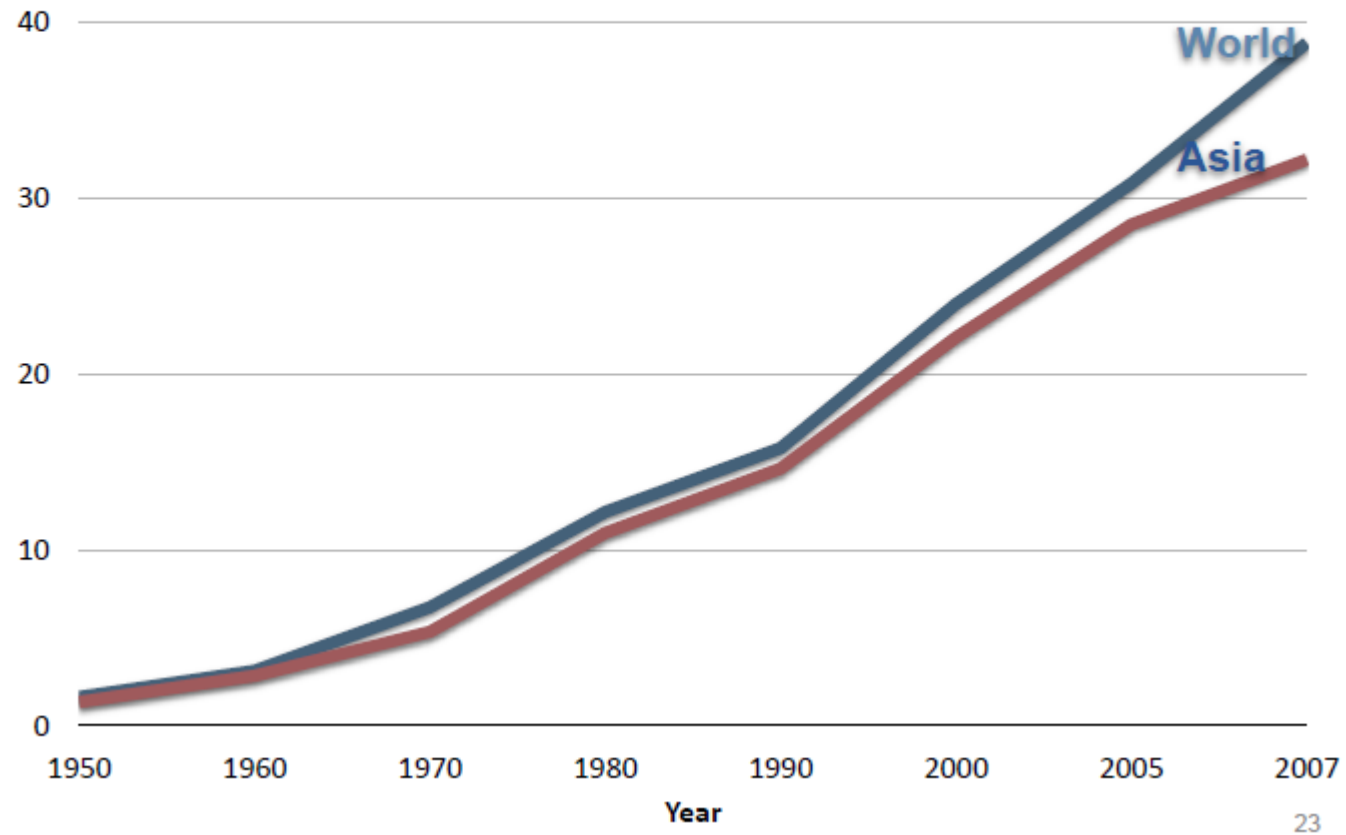
## Why Asia?

- 1) A world region that has a culture that is practiced by most in the world.
- 2) It contains a local culture that is indigenous to some societies in the region, i.e., cannot be found extensively in other world regions. E.g. Confucian thoughts
- 3) We need to explore external cultures that were spreading to the indigenous societies.

## Mean Percent of Enrollment in World Regions

	The West	Central & Eastern Europe	Sub -Sahara	Arab States	Latin America & Caribbean	The Pacific & Micronesia	Asia	Overall
<b>Total</b>								
1950-1969	6.6 (24)	5.8 (8)	0.1 (40)	0.8 (7)	2.1 (26)	0 (2)	<b>2.0</b> <b>(36)</b>	2.4 (143)
1970-1989	20.6 (23)	17.7 (14)	1.0 (35)	4.5 (6)	8.1 (28)	3.4 (5)	<b>7.0</b> <b>(46)</b>	8.6 (157)
1990-2007	53.0 (24)	45.5 (19)	3.7 (42)	15.0 (8)	24.8 (32)	12.8 (8)	<b>22.5</b> <b>(49)</b>	24.2 (182)
<b>Female</b>								
1950-1969	4.3 (24)	4.8 (8)	0.2 (14)	0.3 (6)	1.4 (21)	0 (1)	<b>1.9</b> <b>(18)</b>	2.2 (92)
1970-1989	17.9 (23)	26.6 (11)	0.3 (33)	2.3 (6)	6.6 (27)	4.0 (5)	<b>6.9</b> <b>(37)</b>	8.4 (142)
1990-2007	56.2 (24)	53.5 (18)	2.8 (42)	15.8 (8)	30.6 (32)	16.1 (7)	<b>24.7</b> <b>(47)</b>	27.4 (178)
<b>Male</b>								
1950-1969	9.6 (24)	8.5 (8)	0.5 (14)	1.7 (6)	3.3 (21)	0 (1)	<b>4.2</b> <b>(18)</b>	5.0 (92)
1970-1989	23.5 (23)	23.2 (12)	1.3 (33)	6.6 (6)	8.9 (27)	7.4 (5)	<b>9.2</b> <b>(37)</b>	10.8 (143)
1990-2007	45.6 (24)	39.6 (18)	4.6 (42)	16.6 (8)	21.1 (32)	10.5 (7)	<b>23.9</b> <b>(47)</b>	22.9 (178)

## Mean Higher Educational Enrollments: World and Asia, 1950-2007



# Unit of Analysis and Variables

- **Variables: Measurement and Indicators**

- Dependent Variable:**

- National enrollment in higher education as percents of the 20-24 age group

- Independent Variables**

- Economic Modernization: electrical usage (kilowatt per hour)
    - Characteristics of Nation-Building through Education (secondary school enrollment)
    - State Strength and Authority (level of state control) : score 10=higher; -10 = low
    - World System Integration (memberships to non-governmental organizations)

- Control Variables**

- Cultural Attributes of Beliefs and Traditions Prevalent in Asia:
      - Islamic Ethics
      - Confucian Traditions
    - Colonial Influence



# Regional Level of Analysis: Asia

# Regional Model (Asia)

## Basic model

$$Y = a + b^1(\textit{Economic Modernization}) \\ + b^2(\textit{Education and Nation-Building}) \\ + b^3(\textit{State Strength and Authority}) \\ + b^4(\textit{World System Integration}) + e$$

Y = the mean percentages of higher education enrollment for each time period to be investigated, 1950-1989 (Time 1) and 1990-2007 (Time 2)

a = the constant term

e = the error term

# Findings

Variables	<u>Time 1</u>		<u>Time 2</u>	
	World	Asia	World	Asia
Economic Modernization	+	+	-	+
Education for Nation-building	+	+	+	+
State Authority	+	+	+	-
World System Integration	+	+	+	-



# What do the findings tell us?

- Time 1: Asia has the same world pattern.
- Time 2: World system legitimacy: countries with characteristics for nation-building, higher degree of state control and closer binding to the world system tend to expand higher education.
- Asia: Richer countries with an educated citizenry, a **lower degree of state control** and **looser linkages to world integration** tend to have rapid expansion of higher education.

Variables	<u>Time 1</u>		<u>Time 2</u>	
	World	Asia	World	Asia
Economic Modernization	+	+	-	+
Education for Nation-building	+	+	+	+
State Authority	+	+	+	-
World System Integration	+	+	+	-

## Intercorrelations between variables: Time 2

- Positive coefficients: **Complementary** relations
- Negative coefficients: **Replacement** relations

**Replacement** relations: All Asia, Islamic societies, Former colonial societies and societies with Confucian traditions

- Education as nation building characteristics and state authority and linkages with world system are **replacing** the effect of state authority.
- **Confucian societies**: **extra** pair of replacement relationship: Economic modernization as with nation building characteristics and world system integration are replacing the effect of state control.



## Comparative case study on Higher Education Reforms in Seven Asian Societies

- Time period: 1985-2010
- How to select the cases?
  - **Stronger** state authority: South Korea, China, Japan, Vietnam and Singapore
  - Relatively **less strong state** control: Taiwan and Hong Kong

# Chronology of Higher Education Reforms, 1985 - 2013



	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
China	X								X		X			X												X	X	
Hong Kong					X							X				X	X	X		X	X					X		
Japan					X	X	X	X		X	X				X	X	X		X					X	X		X	
South Korea															X						X			X				
Macau																X	X	X	X	X	X	X	X	X	X	X	X	X
Singapore																X	X		X		X							X
Taiwan												X			X		X				X	X				X	X	
Vietnam			X						X								X					X				X		

# Changes in Themes of Higher Education Goals: Taiwan, Vietnam, South Korea and Japan

Time	Country	Quantitative Growth	Qualitative Expansion	National Uses	International Status	Regional Role
1980s	Taiwan	18.76	81.24	82.24	17.35	0.41
	Vietnam	4.55	95.45	95.84	4.16	0
	South Korea	24.17	75.83	92.64	7.36	0
	Japan	33.52	66.48	81.41	18.59	0
	<b>Average</b>	<b>20.25</b>	<b>79.75</b>	<b>88.04</b>	<b>11.86</b>	<b>0.10</b>
2000s	Taiwan	13.65	86.35	52.44	39.54	8.02
	Vietnam	16.09	83.91	87.62	9.88	2.50
	South Korea	1.55	98.45	52.71	46.26	1.04
	Japan	7.08	92.92	87.09	12.91	0
	<b>Average</b>	<b>9.59</b>	<b>90.41</b>	<b>69.96</b>	<b>27.15</b>	<b>2.89</b>

# Changes in Narratives

- Examine higher education reform narratives in two time periods (1980s and 2010s)
- Keywords and phrases highlighted in,
  - **Purple**: quantitative growth for national needs
  - **Blue**: qualitative enhancement for international status and recognition
- Selected narratives:
  - South Korea
  - China
  - Japan
  - Singapore
  - Vietnam
  - Taiwan

## South Korea (1999-2010)

- Reorganization of the school system;
- Reform of the **entrance examination system**;
- Modernization of **school facilities**;
- Recruitment of **qualified teachers**;
- Development of **high-level manpower** in science and technology;
- Renovation of educational contents and methods;
- Pursuit of excellence in higher education;
- Autonomy in local educational administration;
- Establishment of a consistent educational administration;
- Drastic **increase in educational investment**.



## South Korea (1999-2010)

- Brain Korea 21 Phase II:
- Nurture 10 top research-oriented universities in key fields;
- Join the world's top ten rank in terms of SCI-paper publication;
- Become one of the world's top ten advanced countries in terms of technology transfer from university to industry.
  
- E.g. The Korea Advanced Institute of Science and Technology (KAIST)

## China (1985)

- To develop a comprehensive disciplinary higher education system which its levels and proportions are equivalent to the level of the nation's economic strength;
- To cultivate high level professional and experts for the nation;
- To pursue scientific and technological development autonomously and find solutions to prominent theoretical and practical problems while developing projects of socialist modernization.

## China 2010

- A comprehensive enhancement of higher education quality for attaining international reputation, approaching first-class standard and strengthening competitiveness of higher education in the international sphere;
- Improving the quality of teaching and learning through quality assurance mechanisms to produce specialists and professionals;
- Raising scientific research standard;
- Strengthening services to the community;
- Building a flexible higher education structure to cater the needs of the nation and special economic regions;
- Building a group of first-class universities and areas of excellence through *Project 211* and *Project 985*.

## Japan (1989)

- National universities are playing an important role in the promotion of basic academic research and **planned human resources development**.
- Local public universities engage in education and research that respond to the diversifying and increasing **needs of communities**.
- In response to the **progress and development of medical sciences and therapy**, the improvement of medical and dental education is in progress.
- With regard to colleges of technology, the establishment and reorganization of faculties and departments is in progress to **meet the progress in science and technology** and the changes in the industrial structure.
- Special training schools are institutions for vocational and technical education for practical purposes and offer learning opportunities that **meet a variety of needs**.
- For the rapid progress of our nation towards **an information oriented society, internationalization and scientific and technological advancement**, facilities and equipment of national universities and other institutions have been developed toward "intelligent" campuses, meeting diversified and advanced needs for education and research.

## Japan 2009 (A)

### 1. Guaranteeing the Quality of Universities:

- Supporting the reforms taking place at various universities, including the development of universities based on individuality and unique character, and **enhancements to international competitiveness**.
- Graduate schools as the “knowledge base” for the development of human resources **accepted by the international community**: to enhance coordinated and structured education without research guidance focused disproportionately on the training of researchers, at the same time working towards the formation of **world-leading centers** for education and research.

2. The Internationalization of Universities: globalization and **improvement in international competitiveness** of Japanese universities a critical issue through the promotion of exchanges among universities with quality assurance in East Asia are making progress in Japan, China and Korea.



## Japan 2009 (B)

3. Dealing with Social Issues: In light of the current harsh economic climate, in addition to efforts aimed at **strengthening job-placement support** offered by universities and students' own employment abilities; to train **highly-skilled professionals** such as medical personnel and those in the legal profession and enhance the function of university hospitals as a central component in regional medicine.
4. Financial Assistance for Students: To ensure that students with the desire and ability to learn do not have to give up their studies for economic reasons and to promote a wide range of initiatives aimed at the diverse growth of higher education, including improvements to the university entrance procedure and the enhancement of colleges of technology.

## Singapore (2000)

- Universities produce the graduate manpower for our high-tech, knowledge economy.
- Universities educate Singaporeans to be global workers but local citizens contributing actively to Singapore.
- Universities are creators of new knowledge and new applications needed to help Singapore become a Renaissance City in the fullest sense, with a blossoming of advances in science, technology, commerce, and the arts.

## Singapore (2005)

- Universities foster a greater sense of ownership and inspire a sense of belonging among their **stakeholders**, namely, the university Council, senior management, faculty, staff, students and alumni so that they can each feel a personal stake in the success of the university and play a more proactive role in helping the universities achieve their missions;
- They are able to differentiate themselves from their competitors and achieve **peaks of excellence** in specific **niche areas at world class level**; and
- They are nimble-footed and entrepreneurial to respond to market changes and hold their own against overseas universities in a **globally competitive university landscape**.

## Vietnam (1993)

“To train the human resources with political and moral qualifications ready to serve the people; knowledge; with practical knowledge, good health and abilities to contribute to the development and the defense of the country.”

- Rational increases in higher education enrollments
- Redefinition of objectives for education and training, redesigning of curricula, improvement of education and training methods for every level of education and training
- Promotion of research and extension activities in universities and colleges
- Consolidation and development of education and training activities in ethnic minority regions and areas with economic difficulties
- Strengthening of educational management by government and Party organizations
- Upgrading of the teaching and managerial staff
- Renovation of educational administration

## Vietnam (2001-2010) (A)

- to provide **high quality human resources** in line with the socio-economic structure of the industrialization and modernization of the nation.
- enhance the competitiveness in fair co-operation **for Vietnam in its international economic integration**.
- to facilitate the expansion of post secondary education through diversification of educational programs on the basis of a path-way system that is suitable for the structure of development, careers and employment, **local and regional human resource needs** and the training capacities of education institutions.
- to increase the appropriateness of the training to the employment **needs of the society**, the ability to create jobs for oneself and for others.



## Vietnam (2001-2010) (B)

- International co-operation policies: In the world of globalization and economic integration, the Government supports the **expansion of international relations** to exchange views, ideas, experiences, advanced progresses in researches, studies, technologies and to enhance mutual understanding among peoples for peace, friendship and co-operation. **International co-operation** provides opportunities to mobilize external resources for the development of higher education.
- The Government also implements policies for **good use of foreign aids** through bilateral and multi-lateral co-operation schemes with **international donors, non-governmental organizations, and loans from foreign banking institutions**. A large percentage of these aids and loans is targeted at the capacity building of higher education institutions and contributes to the implementation of strategic objectives for human resource and technology development.



## Taiwan (1996)

### *University Act (1948.01.12)*

- Universities shall encourage academic research, **cultivating talent**, enhancing culture, **servicing society** and **accelerating the development of the country**.

### Taiwan (1996)

- To Diversify types of higher education **to meet research and community needs**.
- To establish quality assurance mechanisms
- To emphasize policies promoting **internationalization** and to cultivate students' **international perspective**, abilities to handle **international affairs** and **foreign language abilities**.
- To set up research clusters of excellence and to establish links with other national research centre

## Taiwan (2010)

- To enhance the cultivation of higher education **talents for national development**
- To continue the implementation of "Aim for the Top University Project" in order to **promote world competitiveness** of higher education.
- To support "The Program for promoting Teaching Excellence of Universities" in order to inject competitiveness to the future Taiwan society.
- To promote flexible remunerative policy in order to **recruit and retain world talents**
- To establish Advanced Interdisciplinary Education to **strengthen international links** through international academic conference and accreditation.

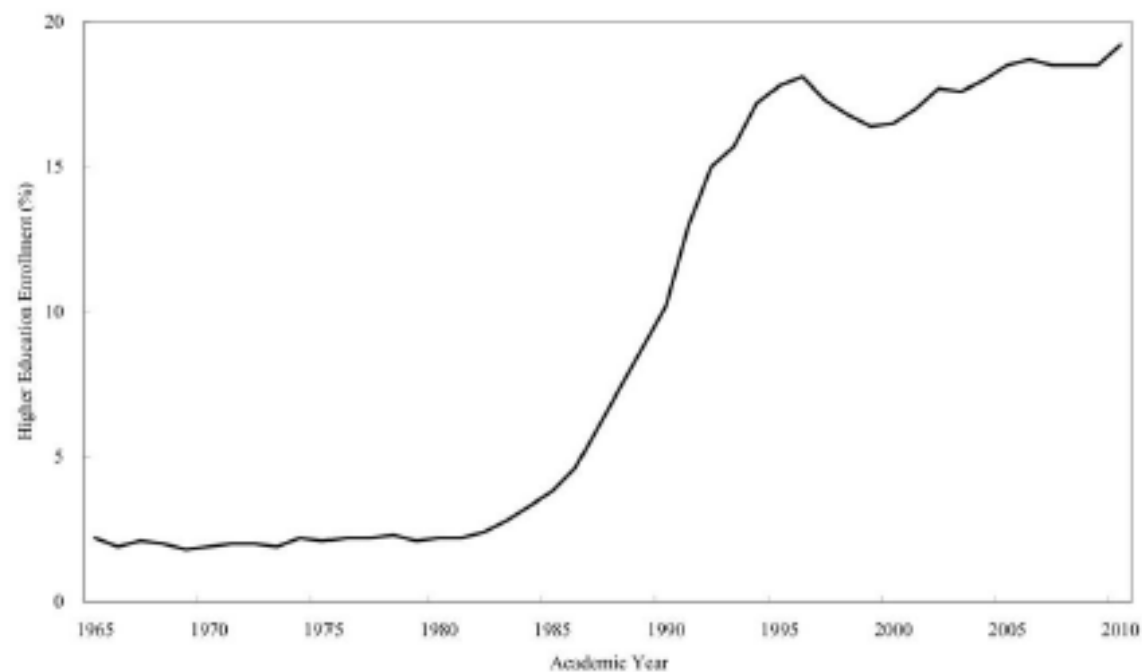
## Prevalence of Asian Countries as Percents of the World Memberships for International Organizations of Higher Education, 1950-2012

International Organizations of Higher Education	1950-1969	1970-1989	1990-2012
Association of Commonwealth Universities (ACU)	28.9	53.2	47.3
International Association of Universities (IAU)	22.6	25.6	40.7
Asian Development Bank (ADB)	50	46.8	48.5
Universitas 21	-	-	40
Global University Network for Innovation (GUNI)	-	-	15.9
Worldwide Universities Network (WUN)	-	-	30.4

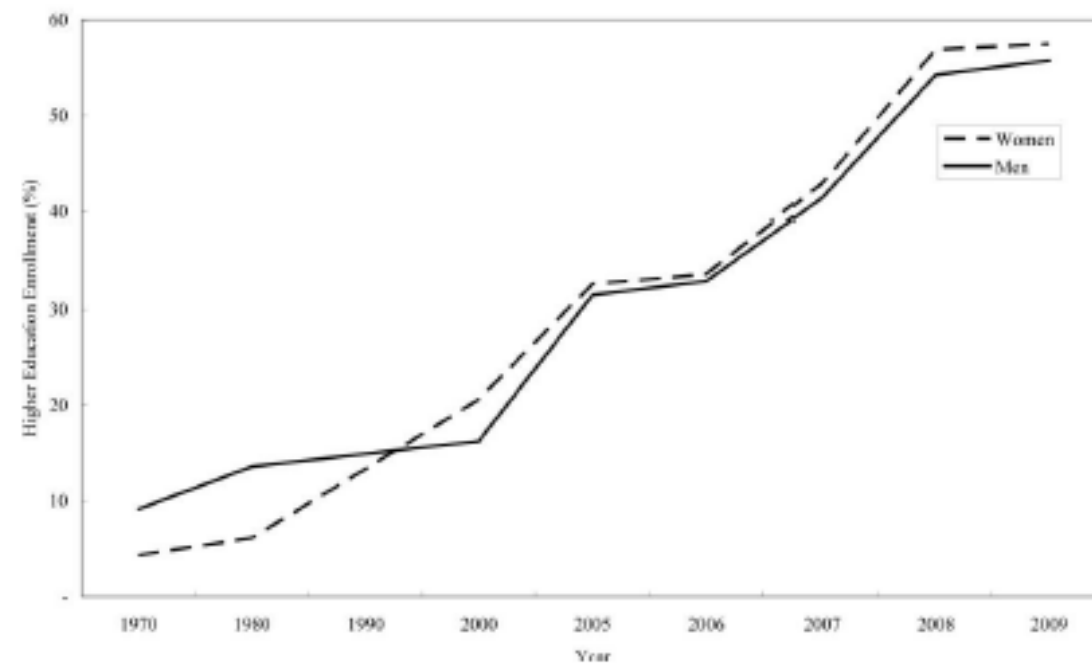
# Polity Level of Analysis: Hong Kong

# Higher Education Enrollments in Hong Kong

Overall  
(1965 - 2010)



Women and Men  
(1970 - 2009)



# Why Hong Kong?

- A semi-autonomous polity, experienced transition from colonial period before 1997 and then a special administrative region of China
- Total conformity to standards and expectation of organizations of world culture or alignment to sovereign state?
  1. Compositions of members to university governing body in Hong Kong (University Grants Committee)
  2. Hong Kong's participation in international education assessment since 1960s.

## Examples:

TIMSS: The Trends in International Mathematics and Science Study

PISA: Programme for International Student Assessment



## Percentages of Member Compositions to the University Grants Committee in Higher Education Reforms

Members' Origin	2002	2004	2010	2017
Hong Kong	54.5	60.9	59.3	63.2
UK	13.6	8.7	11.1	21.1
Continental Europe	9.1	8.7	0	0
US	9.1	4.3	11.1	5.26
Australia	4.5	4.3	11.1	5.26
China	4.5	8.7	7.4	5.26
Singapore	4.5	4.3	0	0

Members' origin (UK, Europe, US, AUS):  
36.3 (2002); 26 (2004); 33.3 (2010); 31.6 (2017)

## Country List of Most Frequent Participants in International Education Tests since 1960s

Country	Total Number of International Tests
United States	30
Netherlands	26
Israel	25
Finland	25
Italy	25
UK	24
Hungary	23
Sweden	23
<b>Hong Kong</b>	<b>22</b>
Thailand	22
Belgium	22
New Zealand	20

# Summary of Findings on Hong Kong's case

- Total conformity to international expectations or alignment to sovereign state?
  1. Compositions of UGC members:
    - Similar proportion throughout the four time points
    - Emphasis on prevalent academic standards and practices in UK, Europe, U.S. and Australia
    - Asia (China and Singapore): Optional
    - Formulate its own operations maintaining a majority of local professionals and a mix of international reviewers
  2. Hong Kong's participation in international education assessment since 1960s
    - Impetus to go international
    - Start in 1960s
    - Following prevalent practices

# Theoretical and Empirical Implications

- World culture theory might make some contribution to understand the case of Asia.
- World-regional-local level of analysis shows that the expansion and organization of higher education is closely related to the dynamics of a world culture firmly institutionalized in the modern world society.

# Intensification or Decoupling?

- Internal arrangements of the organizations are to avoid exposure to the forefront of the external environment while seeking organizational effectiveness and efficiency.
- Daily activities **decouples** from the formal statements, rather than refining and aligning the stated goals.
- Alternative view on understanding global rankings:
  - Programs and bench-markings in higher education are day-to-day activities governed by another mythical set of rules and regulations being legitimated by the world level and then internal to the local.
- NOT to suggest that policy makers to retain their traditional governance of allocating resources or social advocacies to assume their occupation style of mobilizing social justice or equity.
- points to an emerging policy implication extending beyond resources and power of the local society.
- The local demands and public opinions for the betterment of the local society are also reflections of shifts in external norms and rules.
- Local structural changes (e.g. curricular and pedagogical reforms) are increasingly **dressing up** with universalistic values, such as rule of law, democratization, individual and group rights, and social justice.

# Research Project for Exploration (In Progress)

Cheung, Yannie, and Andrew K. F. Lui. "Measuring Up and Reaching Down Effect: The Institutionalization of Global Rankings in Higher Education: A Case Study of Mission Statement in Asia."

- The project seeks to examine how universities portray themselves through mission statements as components that can be found in all higher education institutions, even those that are out of the coverage of rankings.



# Research Objective

- To examine to what extent external ranking results are affecting universities' portrayal to their stakeholders.
- Two research questions would guide the investigation of external influences on the strategic portrayal of university mission statements.
  1. To what extent university mission statements incorporate criteria and results released by the ranking enterprises and external parties that come from non-academic fields?
  2. In what ways links with international education constituencies and world-wide academic affiliations inform mission statements of universities on a global scale?

# Methodology (I)

- Goal: this study will serve as an attempt employing content analysis to understand classification or ranking of higher education institutions across the world.
- Content analysis has its strength in analyzing data in organization studies, in particular identifying themes and meaning as organizations tend to reorder and renew their strategic goals on a regular basis (Swales and Rogers 1995; Fairhurst, Jordan, and Neuwirth 1997; Duriau, Reger, and Pfarrer 2007; Stallworth Williams 2008).
- However, content analysis has a shortcoming.
- It is difficult to catch up with the ever-expanding and revising scale of mission statements to be found on the internet.

## Methodology (II)

- The sample of the proposed study will not be restricted to higher education institutions that have been selected and covered by the ranking companies.
- Following the selected list by ranking companies and institutions would not be able to include all universities and colleges in all continents on a world scale. That will generate selection bias for the data collection design.
- Webpages containing basic university information. That provides abundant sources for data collection, if the world level analysis is to be conducted.

# Research Design

- Data collection method:
  - Programming codes would be developed to serve data mining to identify layers of features from information vast flow of information (Arel, Rose, and Karnowak 2010; LeCun, Bengio, and Hinton 2015).
  - Web-crawling technique
- Data analysis:
  - Computer-assisted content analysis would be experimented to analyze data collected from the Internet.



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End of  
Presentation  
**Thank you!**

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