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Presentation for the CEPS Sympósion

Ljubljana, 23-25 November 2011

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Normative Positions

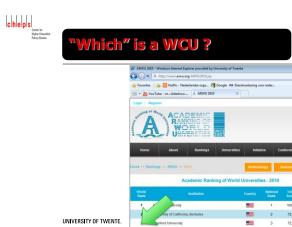
- WCUs are a vital element of a competitive higher education system. Supporting élite universities creates a wider set of societal benefits and returns
 - Stemming from this belief a policy rhetoric has emerged across very different countries, leading to WCUPs worldwide (see next slide) •
- The notion of WCU is focused on a limited range of variables emulating the so-called "Stepford University"
 - Stemming from this belief critiques against global rankings have emerged, attempts to develop better rankings

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WCU Polic lne ۲r) Ditole

- Building world-class universities has been the dream of generations of Chinese [...] not only for pride, but also for the future of China
- The government wants a national innovation system in which universities and research organizations attract the best minds to conduct world-class research, fuelling the innovation system with new knowledge and ideas
- · Top level research to make Germany a more attractive research location
- Aalto University is born to be one of the leading institutions in the world [...] by 2020
- Place France among the highest ranking international universities

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This Presentation

An objective framework by which the public benefits of WCUPs can be understood, and against which the claims by interested parties may be tested, is needed. The presentations covers:

- The public value of HE
- Possible system effects of WCUPs
- Example of France
- Inherent problems and attempted solutions: what role for WCUPs?

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Conclusions

Higher education deserves a public subsidy because it creates public benefits beyond the benefits which accrue to individual recipients • Although higher education does create private benefits, it is the public benefits that justify subsidy

 Need for increased collaboration between universities to collective societal ends rather than encouraging efficiency in quasi-markets throung

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Table 1: The Array of Higher Education Benefits*

	Public	Private
Economic	Increased tax revenues	Higher salaries and benefits
	Greater productivity	Employment
	Increased consumption	Higher saving levels
	Increased workforce flexibility	Improved working conditions
	Decreased reliance on government	Personal/professional mobility
	financial support	
	More research and innovation	Status/Reputation resulting from
		research outputs
		Financial benefits resulting from
		research outputs
	Reduced crime rates	Improved health/ life expectancy
	Increased charitable giving/	Improved quality of life of
	community service	offspring
Social	Increased quality of civic life	Better consumer decision making
	Social cohesion/ appreciation of	Increased personal status
	diversity	
	Improved ability to adapt to and	More hobbies leisure activities
	use technology	

Source: IHEP 2005, p. 4 (* benefits in italics added by authors)

Figure 1 A systems model of investment in the higher education sector

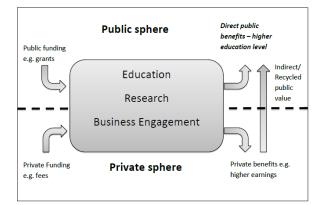
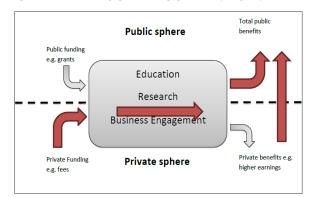




Figure 2 A world-class universities programme increasing higher education system efficiency



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The System Effects of a WCUP (I)

- Increased exogenous resources
- Additional staff, students and research funding from outside the country/ higher education system which spill-over to other higher education institutions
- Increased private endogenous resources
- Resources that would have either not been spent in the country's universities, or gone to other universities, go into the sector, which spill-over to other higher education institutions

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The System Effects of a WCUP (II)

- More efficient use of public resources
- New products (e.g. Graduate School trajectories)
- Reputational benefits
 - All national universities benefit from a higher external awareness/ reputation from the presence of one or more world-class institutions in the system

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The Tensions of WCUPs: from Individual to System Benefits

- WCUP must demonstrate WCUP's aggregate public benefit if they are to become a tool used by public investment
 - For each of the five variables, "worldclass" might get stronger *at the expense* of the system, e.g.
 - Create barriers between the "haves" and the "have-nots"
 - Act as a kind of enclave for global actors exploiting the best of the country's resources

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Beggar-thy-neighbour effect

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Can World Class University Programmes Produ Clear Public Benefits for National Higher Ed?'

We look at how one WCUP attempted to solve an identified systemic problem, i.e. the segmentation between the élite Grandes Écoles and the mass university system in French higher education

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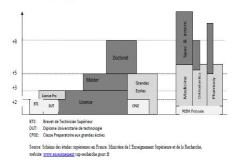
Values in French Higher Education

- Unselective University Sector
- Grandes Écoles cater for an élite minority
 - Research intensive HEIs (universities) are less prestigious than vocational ones (*Grandes Écoles*)

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Equality vs. equity







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- . "Élite republicain" through meritocratic selection
- Attempts to introduce university selection led to opposition . from secondary pupils and university students and "séléction par l'échec"
- Poor infrastructure at university system .
- While universities have tried to create prestigious and . market-facing "professional" Licences and Masters it has been higher education in the Grandes Écoles sector which has provided the most prestigious diplomas
 - Similar duality in research

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Long-Term Effects of the Mass-Élite Split

- Grandes Écoles' minimal contribution to social mobility
 - Not about equity

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- "Grand mérite" vs. "petite mérite"
 Need for reforms of the 2000s
 - Resulting in WCUP

Reforms for Financial Efficiency and Equity

- CEP/"Science Po.": widening participation
- LMD: Bologna –more international competitiveness
- The "Shanghai Crisis" (2003): great expectations
 - LRU (2007) : market and competition for public funds
 - New research policy (concentration, profiling, refurbishment):
 - PRES (2006)
 - Operation Campus and Saclay (2008)

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IDEX (2010)

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More exogenous resources	Increased private resources that would not have been spent in the HE sector on research	System improvements and more efficient use of public resources	New products which increased the overall attractiveness of France as a location for study		Reputation (improving the public profile for all universities)			
New (international) students into the French system and providing	through IDEX and the PRESs - has formed part	the education that higher education students in publicly funded	More students with foreign diplomas (non- Bac). How much of this can be attributed to the WCUP is debatable but it has taken place at a time of increasing	More foreign students but no improvement in ARWU				
higher education abroad which the Free investing an a	of Le Grand Emprunt in which the French state is investing an additional €18.5bn through			Source: tenew arwittion	2003	2011		Table 5 French
	L'Agence Nationale de la Recherche (ANR), a research council created in 2005 to award	reforms (especially the PRESs) led to the creation of AERES. In its synthetic evaluation of	institutionalization	Stornware.	•	1		Cutversities in a
	research funding to universities through direct competition	French research in 2010			2 8	3 7		Table 5 French Universities in each of the top nucles 2003-1.
		Campus and the Grand Emprunt had succeeded. in the absence of a			12	13		5 2003-11
		convincing baseline it is impossible to evaluate this claim.			17	18		
					12	22	Top 580	

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Praise and Critiques in French Higher Education Reform

- WCUPs to:
 - Improve resource efficiency
 - symbolical deployment to legitimate domestic higher education policy
- Free-market vision
 - Policy transfer that France has previously opposed in other fields
- Critique: too many initiatives leading to fragmentation?

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Conclusions (I)

- Part of wider transformation process in French public governance
- ARWU crisis did have key effects:
 - Government could advance a new administrative paradigm into the French Higher Education sector

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- Expectations of transformation
- Some system improvement, e.g.
- Widening participation
- Internationalization
 More investments
- More investments

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Conclusions (II)

- Role of WCUP not straightforward
 - Emerging at the end of a wider shift
- Key challenges remain
- Revitalizing the university sector
- Reconciling the tension between resource-rich Grandes Écoles and the underfunded universities
- System improvements must involve improving student experience in a mass university system very different from the Anglo-American university model

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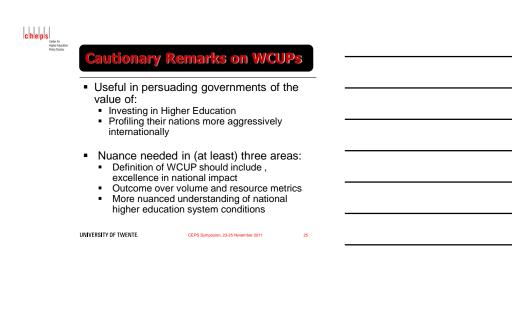
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Conclusions (IIII)

- Apparently no *intrinsic* benefits of WCUPs
 Advantages have come where WCUP activities have played to existing strengths in the system or concentrated resources on achieving difficult changes
- There seems to have been a sincere effort to address the system's problems rather than concentrating resources on the Grandes Écoles to increase the number of French universities in the rankings
 - WCUPs have been one element of those efforts

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We need an "all encompassing quality"

- · MaAdocutdhowjzogntah diversity and pathways within the system
- ActesSystemopermeability • .
- Close Hinterentige traitlying fasturde ant both oth in academic and professional education) antecedent conditions
- Must be internationally attractive
- Therefore: Differentiation Does reputation do it all?
- Does reputation to a data ADOUT aligning optimally private and public returns of higher Prefer (aligning optimally private and public returns of higher Prefer (aligning optimally private and public returns of higher)
- Variety of provision

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