



Institutional differentiation and the search for excellence in HE

Presentation for the Global Education
Conference: universities in the 21st century

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Can we all be world class?

- A standard
- A race



What makes a university world-class?

- The objective score board
- The subjective beauty contest
- “Webometrics”



Shanghai Jiao Tong: 2004 and 2005

- Alumni prizes 10%
- Staff prizes 20%
- Highly cited researchers 20%
- Science citations 20%
- Soc. Sci./Humanities citations 20%
- Adjustment for size 10%



THES 2005

- Peer review 40%
- Employer ratings 10%
- Citations per FTE staff 20%
- SSR 20%
- International staff 5%
- International students 5%



League tables

- Whole institutions
- Subjects



What makes university world class?

- Research
- Media image
- Graduate destinations
- Infrastructure
- International “executive” recruitment



Gaps

- Teaching quality
- WP and social mobility
- Services to business and the community
- Rural interests
- Other public services
- Collaboration
- The public interest



New York University

In determining its priorities, NYU opted not to break the bank with investments in big science, focusing instead on some of the professional schools and liberal arts departments. The most dramatic transformation came in philosophy....In 1995, the university lacked an accredited Ph.D. program in philosophy; five years later, it was ranked number one (Kirp, 2005).



Rosabeth Moss Kanter

Bestselling author of *THE CHANGE MASTERS* and *WHEN GIANTS LEARN TO DANCE*

WORLD CLASS

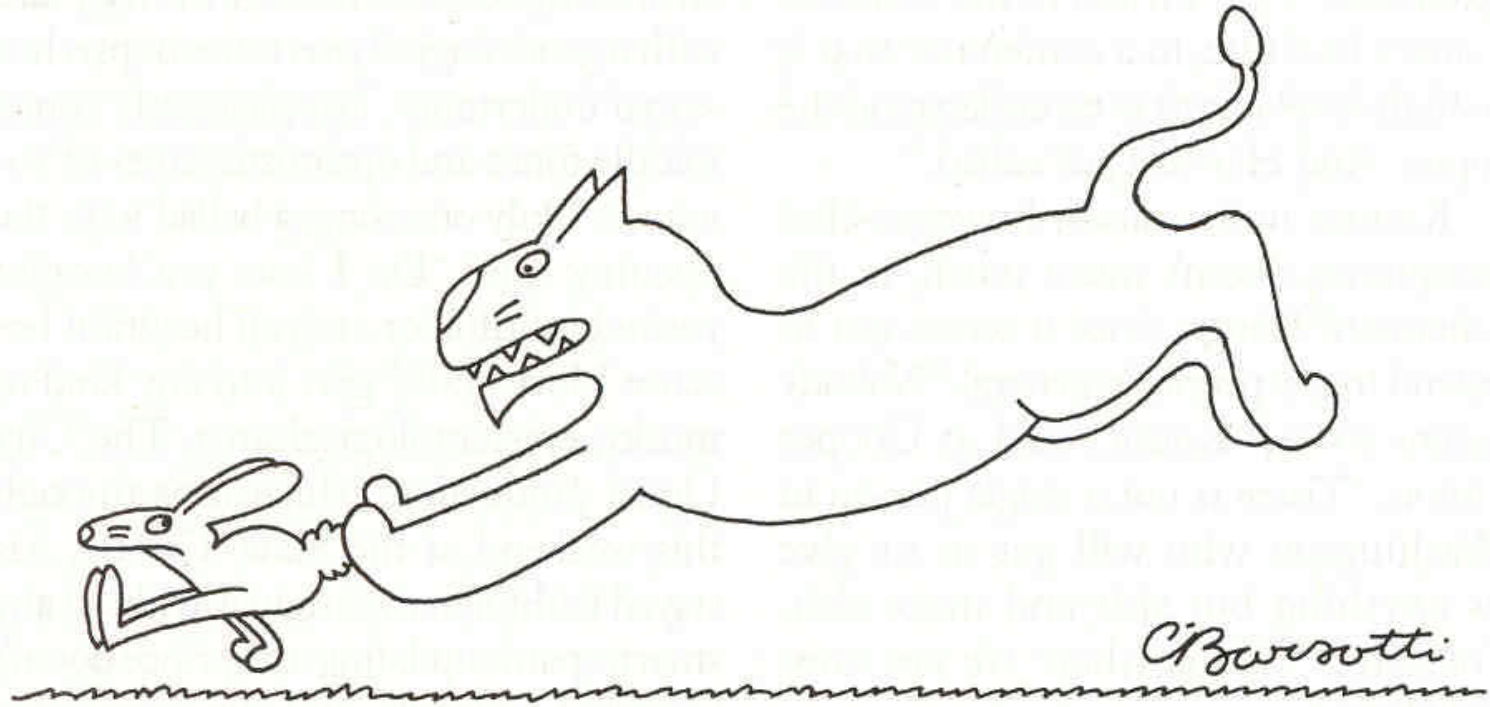
**Thriving Locally
in the Global Economy**

"World Class is in a class of its own." —The Economist



Who cares?

- Governments
- World class institutions
- World class aspirants
- Consumers
- Newspapers and magazines



"What are you complaining about? It's a level playing field."



The public interest

- State-making
- Society-making
- “Dangerous knowledge”
(Daxner, 2004)



The Truth About Markets

This book is about the institutions that define our economic lives. It will become apparent that it is not just economic institutions which matter. Economic institutions function only as part of a social, political and cultural context. This is what I describe as the embedded market. (Kay, 2003:19).



Dilemmas for the state

- “buying” world class
- influencing the judges
- “declaring” world class
- “managing” world class



Dilemmas for the university

- Ambition and realism
- History
- Reflexivity



Conclusion

- Developing the academic portfolio
- Institutional status and identity
- A world-class sector?