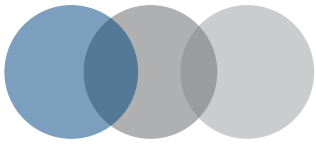
# PROCEEDINGS

# HOW THE GLOBAL ECONOMIC CRISIS IS SHAPING COMPETITIVENESS TEN YEARS OUT:

## International Recruiting, Research, and Relationships

15 September 2009

Hosted by Imperial College London
Co-convened by Illuminate Consulting Group &
The Chronicle of Higher Education



The Illuminate Consulting Group and The Chronicle of Higher Education are pleased to share the proceedings of the seminar "How the Global Economic Crisis Is Shaping Competitiveness Ten Years Out," which was held on September 15 at Imperial College London.

This seminar stressed changes that academic leaders can make today to improve their competitive position in the long term. Speakers talked about how to make strategically important changes in research networks, university alliances, student recruiting, and online alumni relations.

Both attendees and speakers came from the United Kingdom, continental Europe, Australia, Canada, and the United States. In 2010, similar invitation-only seminars will be held at major international academic meetings to give senior leaders focused content and intensive discussion of issues central to their professional lives as well as a chance to network with their peers.

Daniel J. Guhr
Illuminate Consulting Group

David L. Wheeler
The Chronicle of Higher Education

# Programme

## 08:30 • 09:00
Morning tea

## 09:00 • 09:15
Opening remarks
**Speaker:** David L. Wheeler

## 09:15 • 10:15
Opening presentation:
HOW GLOBAL ECONOMIC & POLICY TRENDS AFFECT EDUCATIONAL COMPETITION DYNAMICS
**Speaker:** Daniel J. Guhr

## 10:15 • 11:15
Research theme:
POSITIONING A UK RESEARCH UNIVERSITY GLOBALLY
**Speaker:** Mary Ritter

## 11:15 • 12:15
Alliance theme:
COLLABORATION AND COMPETITION—THE FUTURE DEVELOPMENT OF UNIVERSITY ALLIANCES
**Speaker:** Maurits van Rooijen

## 12:15 • 13:30
Lunch break

## 13:30 • 14:30
Students and alumni theme:
HOW TO REACH AN ALUMNI AND STUDENT AUDIENCE—WHAT TO SAY, AND HOW TO SAY IT
**Speaker:** Andrew B. Shaindlin

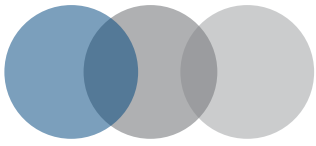
## 14:30 • 15:30
Recruiting theme:
MANAGING RISK: MANAGING RECRUITING IN A TIME OF CRISIS
**Speaker:** Madeleine Reeve

## 15:30 • 15:45
Tea break

## 15:45 • 16:45
Moderated discussion
**Moderator:** David L. Wheeler

## 16:45 • 17:00
Wrap up and close-out

## 17:00 • 18:30
Drinks and hors d'oeuvres reception



Daniel J.
GUHR

# How global economic & policy trends affect educational competition dynamics

**The overall framework we live in—**
**International education and the knowledge economy**

Societies, International Education, And The Knowledge Economy

- We are already well on our way into a global knowledge economy. This is an unprecedented boon to higher education.
- International education has been at the leading edge of this transition. Recruiting and relationships were initial areas of development efforts. Now, research is coming into focus.
- Yet there is a lot of angst about potential negative implications. Much of these worries are based on a misunderstanding of this transition. Claiming the benefits of a knowledge economy require accepting changes.
- It is incumbent on educational leaders to articulate the role of education as well as science and research as positive drivers.

**The specific situation we are experiencing—**
**The global economic and financial crisis**

The Global Economic And Financial Crisis: Acceleration And Amplification

- Until the current crisis, higher education and policy-makers in many countries operated in "splendid isolation" from the realities of a globalized monetary and economic world
- Lip service was paid to managing talent, instituting modern management techniques, and devising forward looking innovation policies, but…
- … many practices and policies in fact remained inward-focused, ill applied, and most definitely not managed for risk
- Three brief case studies illuminate this situation

### The Madoff Scandal

Only one of many unfolding scandals touching the non-profit sector

- This vast Ponzi scheme is said to have involved over USD 60 billion dollars of which over USD 20 billion have been actual cash losses
- Many investors stayed away from Madoff based on due diligence; those who did not often incurred a complete loss of their investment
- Higher education was hit hard with losses of well over USD 1 billion in university and foundation endowments
- In some instances naiveté ruled, in others governance failed—for example, Madoff served on boards and funneled money into his fund

### The Iceland Bank Crash

The time for amateurish (fiscal) management is over

- Iceland has effectively become bankrupt as a nation, driven by the failure of its three major banks
- By early 2009, the stock market had lost 77% of its value over mid-2008 after being suspended in early October
- The only surprise was the eventual date of the crash—analysts had long warned about the state of Icelandic banks
- Yet about a dozen UK universities held around USD 125 million in cash in accounts at these banks, much of which has been lost
- Affected institutions include Oxford, Cambridge, Manchester, Exeter, etc.

### How The Mighty Have Fallen: Harvard University

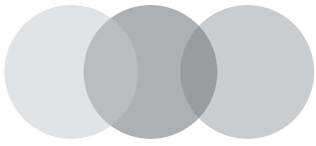
- In 2008, Harvard's endowment peaked at about USD 38 billion—despite an unprecedented hiring and spending binge over the last couple of years
- By December 2008, staff members were worried Harvard could not pay salaries. A USD 2.5 billion "emergency" bond had to be placed
- Harvard's current debt: USD 6 billion. Annual debt service: USD 571 million. Volume of upcoming calls on the endowment: USD 11 billion.
- Stunned institutional silence has ensued. Alumni (donors) and the public have remained uninformed, or effectively misinformed.
- Everything is being diminished: Staffing headcount, dorm food, libraries, student-staff ratios, travel, etc.

Harvard has mismanaged itself, and seems to lack basic leadership

## Economics and policy-making over the next couple of years—Diminished opportunities and rising players

### Economics And Educational Policy-Making In The Near Future

- One already visible outcome from the crisis is the rise of massive public debt. Many OECD countries are projected to exceed debt levels of 100% of their GDP by 2013
- Some countries will be structurally hard pressed by their debt load: Belgium, Ireland, Japan, Spain, the UK, and the US
- Other countries with healthy debt levels stand to gain: Abu Dhabi, China, Norway, Saudi Arabia, and Singapore



Daniel J.
GUHR

- Some countries are likely to experience a slow economic recovery, especially the US
- One result of economic and fiscal conditions: Education is a prime target for (substantial) cut backs. This is already a reality in many US states, and will become one in the UK.

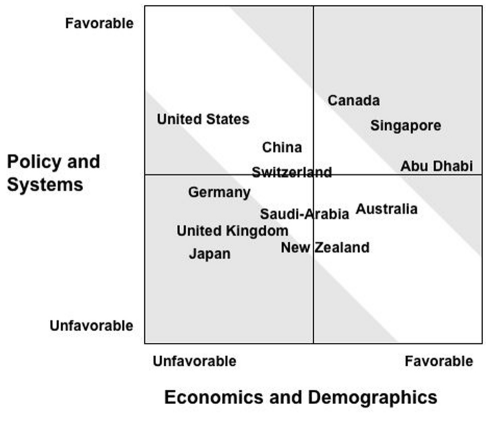
## Implications for institutional competitiveness

Implications For Institutional Competitiveness

- The crisis brought to the fore that higher education is subject to the same global dynamics and pressures as other industry sectors. This is a fundamental departure from historical norms
- Competition for the three 'R's will increase notably. In some areas, hyper-competition is on the way
- The crisis will accelerate and amplify—albeit in granular and different ways—already existing and emerging change dynamics
- Institutions will rise and fall in unprecedented ways
- Ignoring or opting out is not an option. For many institutions, education systems, and decision-makers, a period of painful adjustments lies ahead

## Implications for national competitiveness

Implications For National Competitiveness



Notes
- The two axes denote internal/education factors (policy and systems), and external/ societal factors (economics and demographics)
- The ranking scale from unfavorable to favorable denotes general conditions
- The intention is to categorize relative national competitiveness but not to make any specific forecast

## Insights and outlook

### Insights For Higher Education Institutions

Requirements for success
- Good management (not what has passed for good management)
- A new understanding and practice of risk management
- A fundamental reconsideration of performance capabilities
- A willingness to break with engrained practices
- A bit of ruthlessness (a sad departure, but hard to avoid)

### Outlook
- Ten years from now, we will live in the early stages of an integrated global knowledge society.
- Twenty years from now, higher education will be fundamentally different from today's landscape.

Question:
**Where would you put India in the country matrix?**

Daniel J. Guhr:
- There is no such thing as putting one perspective on India.
- China has a government that can move policy overnight, but India is in a different situation.
- India is being torn apart from its variegated regions, and is opening the door to private innovation in higher education.
- History of successful trajectory in India has been the private sector taking over; the state has not done well itself.
- India will do well, especially given its entrepreneurial culture, but will be a bit of a bubble.

David L. Wheeler:
- India has low internet activity, even on its campuses—technology has happened in India in spite of the government, not because of it.

# Daniel J. GUHR

Question:
**Dan said it is now time for research relationships, but given rest of slides, this seems to point to research with industry, more than a supranational body. Comment?**

Daniel J. Guhr:
- We are entering a phase where research will have to be redefined.
- The first painful truth is that we're entering into a time where governments are focusing more on certain types of research (science and technology) and less on others (social sciences and humanities).

- This has been a rude wake-up call for social science and humanities faculties, but is the reality for research funding streams in the US, UK, Europe.
- So we will see an overall shift in funding patterns.
- Second question is about funding structure/where the money will come from—can institutions continue to rely on the government to always fund research? No.
- Exceptions to this are some countries in the Gulf region.
- Many think Abu Dhabi and Qatar will bail them out, but this won't happen—the governments are too smart and there are too many countries.
- The last point is that there will have to be a new relationship with industry.
- Many technical universities will have problems with this; they have to reengineer the way they deal with industry (bring them on campus, handle spinoffs, outsourcing faculty/PhD students) and realize that what happens is outcome.
- We have fallen into the trap of propping up failed industrial models—e.g. bailing out the automotive industry.

Question:
**In the case of Canada—as it moves toward idea of governments funding less the investments in research, they are going into a troubling interim stage of matching funds, which are now starting to turn towards parochialism (only interested in funding projects which are relevant to the regions).**

Daniel J. Guhr:

- This raises a critical point: what policy responses are we seeing to the crisis?
- Relevant not just in Canada but also in USA.
- Education, science, and research is also a trade item
- International products are hard to contain and generally improve from moving around and competing.
- E.g. of Brussels—many of the policies underlying higher education are competitive.
- In Canada, the role of provinces is pronounced.
- Any belief that the provinces in Canada could fund research that is globally competitive is a mistake. This is even the case for nationally funded research.
- What Dan would impress on policy makers is that it is better to fund something that is broad and collaborative rather than something narrower.

Question:

**In the case of Germany—how do you judge the overall research situation, especially given the good research done by organizations such as Max Planck and Fraunhofer Gesellschaft?**

Daniel J. Guhr:

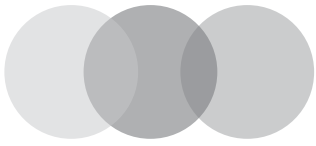
- In rankings, German universities continue to fare relatively poorly (compared to where they once were/where they should be), which affects the quality of research in the country.
- It is true that good research happens at MPG, Fraunhofer, etc.
- What has been damaging to German universities is that in the 1960s research functions were often separated from universities and given to external institutes.
- Capital funding that these institutes run on is very generous.
- The only problem is that their delivery mechanisms are not integrated into the university systems.
- This is tremendously damaging when these universities try to compete globally and/or offer global prices.
- It is difficult also because universities cannot absorb research income streams to help offset their overhead costs.
- Germany may eventually have to ask itself if separating out these entities is going to be productive.
- Working with industry in Germany has been a so-so experience for many.

Question:

**Regarding the economic crisis—for higher education in the Western world, what percentage of that gap will be filled by reducing costs, and what percentage by raising revenue?**

Daniel J. Guhr:

- It is very difficult for established institutions to reconfigure their cost base—usually, their most significant expenses are salaries, and the only real way to do this is to cut staff.



## Daniel J. GUHR

- For various reasons, this is difficult—e.g. because of unionized contracts, because cutting staff means dropping enrolment to maintain student-staff ratios…
- Universities can enter a downward spiral.
- So cutting costs for universities is a difficult endeavor—there are only so many places they can cut from.
- Very different for businesses—it is easier to cut staff there. Less feasible for higher education—hiring and firing people is not how higher-education institutions operate.
- Some universities/countries are exceptions—e.g. private universities like Phoenix.
- Many universities are shocked by needing to lay off people—e.g. Stanford.
- Second question is: To increase revenue streams, where do you find the money?
- One source that people are excited about is the Middle East.
- That is a mirage for a lot of universities.
- Student income is another potential resource.
- But if legislation caps the number of students allowed/amount of student revenue allowed, this can be difficult (e.g. in Germany).
- There are also limits to how much tuition can be raised—e.g. the UK is becoming quite costly, and not set off by many scholarships.
- Beyond that, there are not many different sources of revenue.
- In next couple of years, it will be a landscape of diminished opportunities—there will not be many new resources to tap.
- The next few years will be about managing in a time of scarcity, and not many universities are good at this.
- Many universities are used to managing in times of plenty, stability and growth—including some American flagships.
- Many leaderships have responded badly to the recent economy.

Question:
**In the UK, institutions are constrained by volume requirements, but this is not the case in the US. Unpacking the context of each economy is valuable—Comment?**

Daniel J. Guhr:

- As background, over past year there have been many more domestic applications than there is capacity for in UK higher education.
- The UK has been quite generous with domestic cross-subsidies, but that is not a sustainable model—if institutions want to compete, they have to be set free.
- Second point: differentiated talent acquisition models.
- A structurally sound system (feeders from other countries, etc.) does a lot better in a time of crisis than one that has more flexibility—numbers can go up and down more easily.
- A performance oriented UK university has to embed itself more deeply in these relationships (feeder systems, etc.) in order to insulate themselves from overall changes.

Question:
**Is there any evidence that Abu Dhabi is being entrepreneurial and will survive, large investments non-withstanding?**

Daniel J. Guhr:

- That's a slightly unfair question.
- In the region, there are 4 players who have moved: Qatar, Dubai, Abu Dhabi, and Saudi Arabia.
- All 4 are fundamentally different—one cannot talk about "the Middle East" in general.
- If you put yourself into their shoes, what a lot of the key players (essentially the governments, since it is they who either block or accelerate any kind of reform) have done in the last 5 years is stunning compared to what was (not) accomplished in the decades before.
- Some are trying to cram 100 years of development into 5-10 years.
- This is audacious, there will be mistakes, and some things will not work (e.g. Yale withdrawing from Abu Dhabi).
- But this is a different approach: state sponsored reform movements.
- That is their form of being entrepreneurial.
- The point is that they needed to kick-start domestic innovation.
- The governments wanted to create a counterweight to Western higher-education products and could not rely on the domestic base to do this itself.
- Saudi is coming out of the dark ages of education, and has made some stunning developments with regard to the role of women, considering where they've come from.
- If you look at top end: KAUST is innovative, entrepreneurial, so far very well run, and has the potential to be the harbinger of a truly new delivery model of education.

David L. Wheeler:

- As a journalist, notes that there is often an exquisite sensitivity to criticism in the Emirates, which makes it difficult to move forward.

Mary
RITTER

# Positioning a UK research university globally

## Global challenges

### Global challenges need global solutions

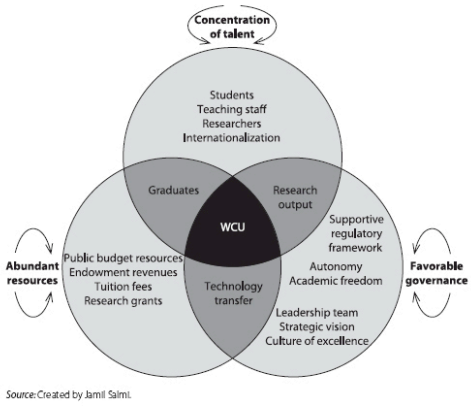
We know many of the global challenges

- Climate change
- Energy
- Depletion of natural resources
- Improving healthcare
- Security

Now we need global solutions

- Global brainpower
- Education and research on an international stage
- Innovation, knowledge integration/transfer
- Universities are key to this

### World Class University: Features




Source: Created by Jamil Salmi.

## Internationalisation

The tangible benefits of collaboration

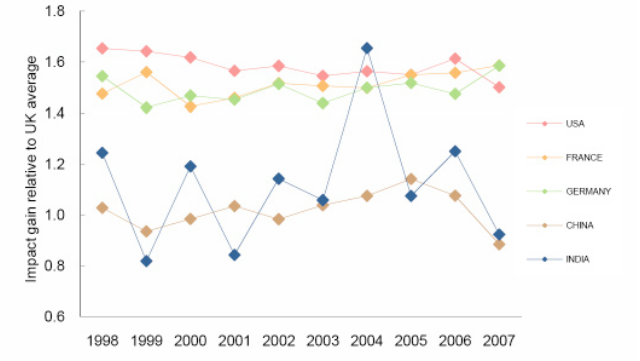
- Complementarity of expertise
- Research output
- Academic impact
- Financial (funding sources, sharing costs)

The necessity to share

- Economic recession
- Large infrastructure
- Research complementarity

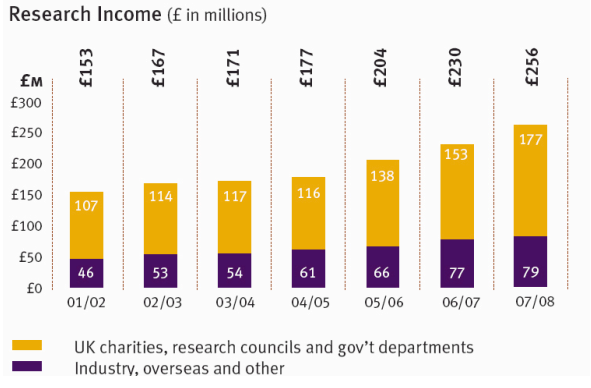
## Added value of collaborative research: Rebased Impact

**Chart 2.02 RBI for co-authored papers relative to UK RBI**




Source: evidence ltd/DIUS: International comparative performance of the UK research base, July 2008

## UK research funding




UK Charities: ~45%
UK Research Councils: ~45%
UK Gov"t Departments: ~10%
Government funding likely to reduce significantly, particularly 2010/2011 and 2011/2012
Charity and industrial funding also strongly influenced by the economic crisis

# Mary RITTER

## Demographic trends: Migration

Which countries? Which universities/Research Institutes? What types of global model should we consider?

- Researcher 1:1 → full overseas campus

## Major economic trends

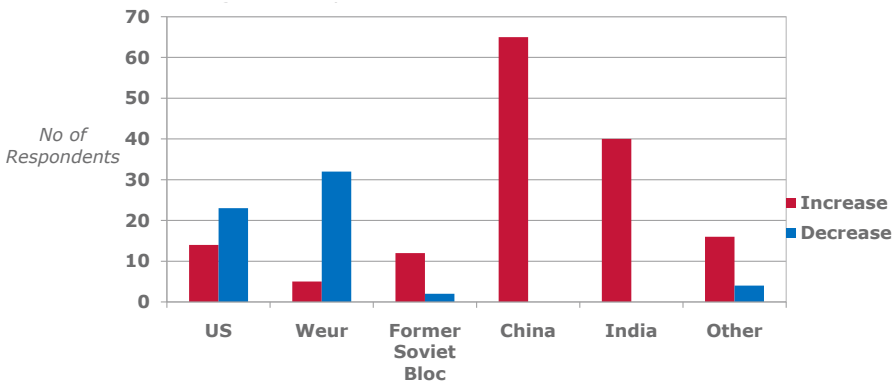
| | 2008 | GDP nominal (US$M) | GDP R&D (2006) | R&D HEI (2007) | | 2050 | GDP nominal (US$M) | GDP on R&D |
|---|---|---|---|---|---|---|---|---|
| 1 | United States | 14,264,600 | 2.6 | 13.3 | 1 | China | 70,710,000 | 4% |
| 2 | Japan | 4,923,761 | 3.4 | | 2 | United States | 38,514,000 | 4% |
| 3 | China | 4,401,614 | 1.4 | 9.2 | 3 | India | 37,668,000 | 4% |
| 4 | Germany | 3,667,513 | 2.5 | | 4 | Brazil | 11,366,000 | 4% |
| 5 | France | 2,865,737 | 2.1 | | 5 | Mexico | 9,340,000 | 4% |
| 6 | UK | 2,674,085 | 1.8 | 26.1 | 6 | Russia | 8,580,000 | 4% |
| 7 | Italy | 2,313,893 | 1.1 | | 7 | Indonesia | 7,010,000 | 4% |
| 8 | Russia | 1,676,586 | 1.1 | | 8 | Japan | 6,677,000 | 4% |
| 9 | Spain | 1,611,767 | 1.2 | | 9 | UK | 5,133,000 | 4% |
| 10 | Brazil | 1,572,839 | 0.8 | | 10 | Germany | 5,024,000 | 4% |
| 11 | Canada | 1,510,957 | 1.0 | | 11 | Nigeria | 4,640,000 | 4% |
| 12 | India | 1,209,686 | 0.7 | 3 | 12 | France | 4,592,000 | 4% |

a Global Economics Paper No: 153, March 28, 2007; OCDE, 2008

## Internationalisation of R&D investment

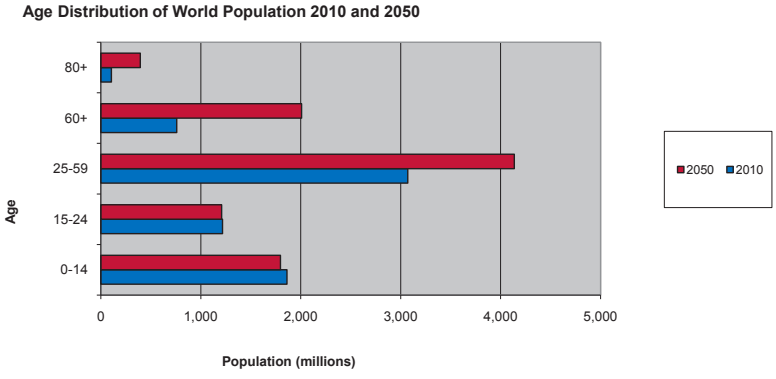
A strong majority of respondents in US or Eur anticipate increasing their technical staff in China and India while vast majority of respondents anticipate decreasing their technical employment in Europe.

Manager's anticipation of their next localisation decisions



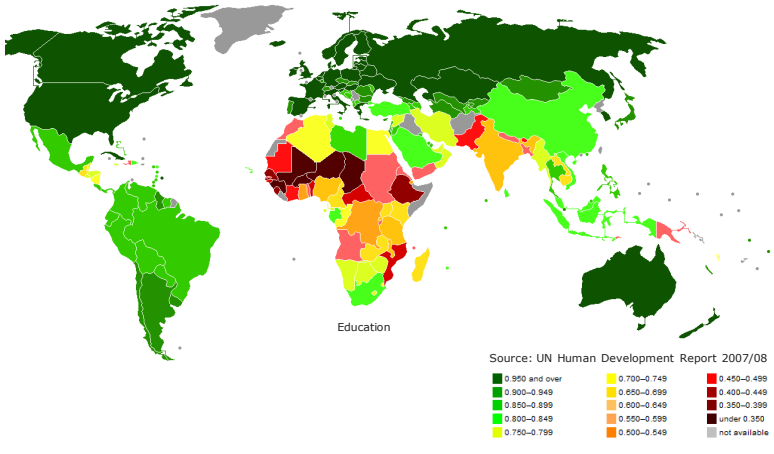

Source: 'Here or There? A survey on the factors of multinational R&D location' , J. and M. Thursby, National Research Council of the National Academies , Washington DC 2006

## Demographic Trends—general perspective




Source: UN

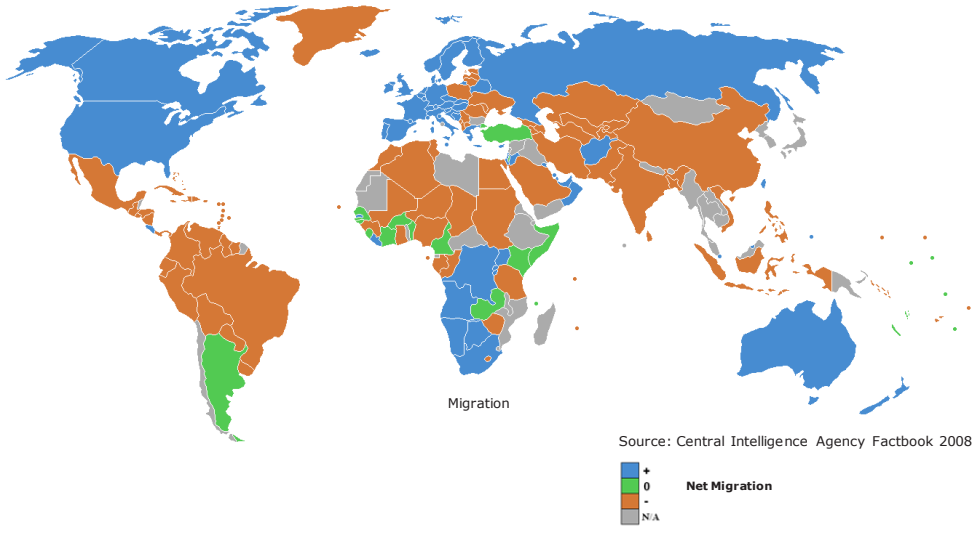
## Demographic trends: Education



# Mary RITTER

## Strategic (top-down) analysis

### The global stage

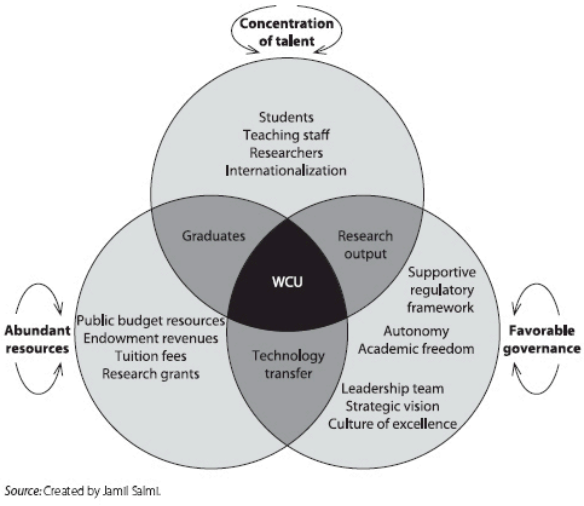



### Major Technologial trends: Tech transfer or knowledge transfer

The role of the university in economic recovery
Global solutions require global brainpower

Research
Education linked to research
Education linked to translation

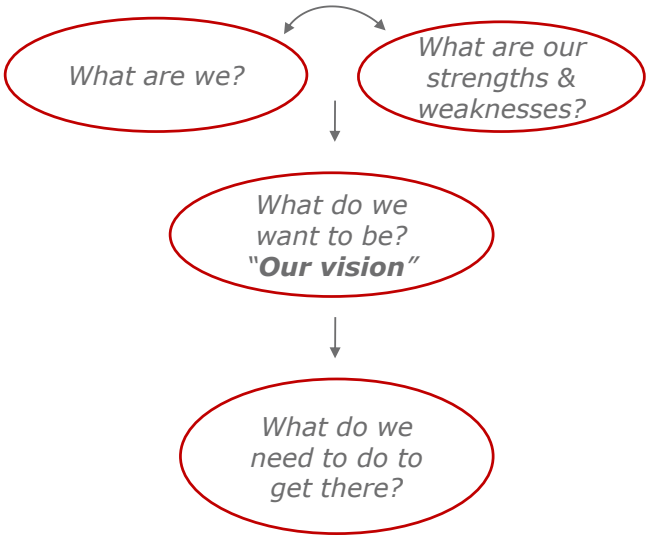
## World Class University: strategic approach




*Source:* Created by Jamil Salmi.

## Strategic Context

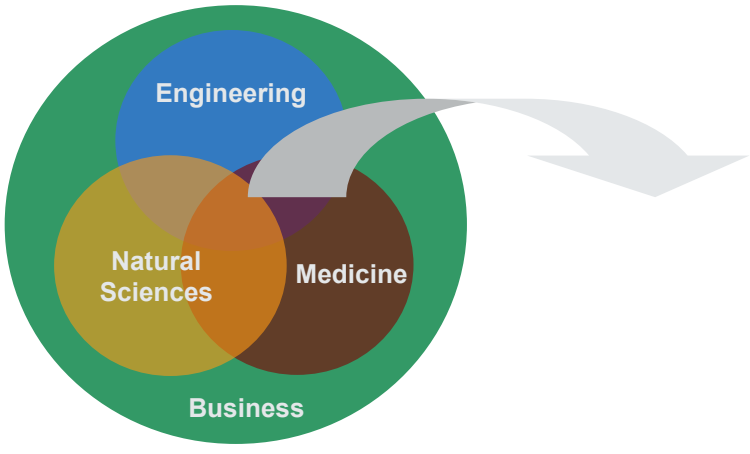
Institutional discussion and analysis



# Mary RITTER

**Institutional (bottom-up) analysis**

Imperial is focussed on Science, Technology and Medicine

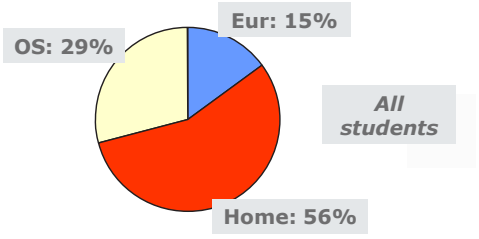


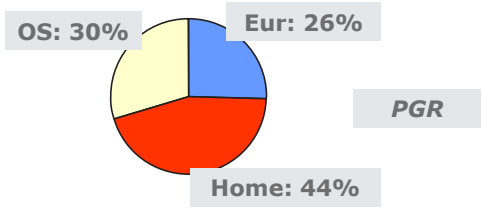

Tomorrow's breakthrough technologies

Institutional (bottom-up) analysis

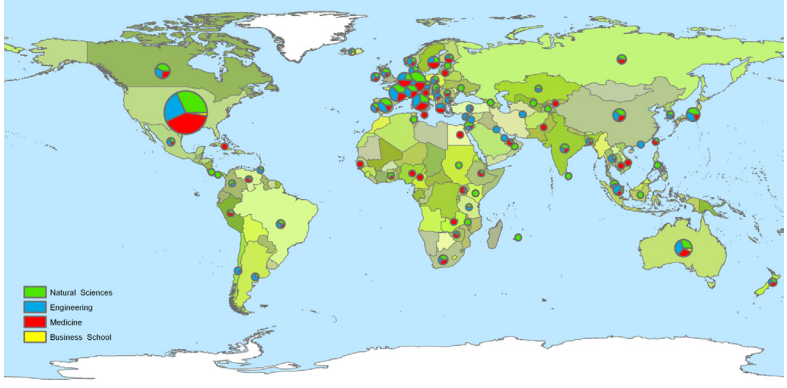
Imperial College is already deeply connected with global developments due to the nature of our institution:

- ~13,000 students in total
- 44% students are international
- ~35% staff are international
- International collaborations database
- >4000 International research collaborations



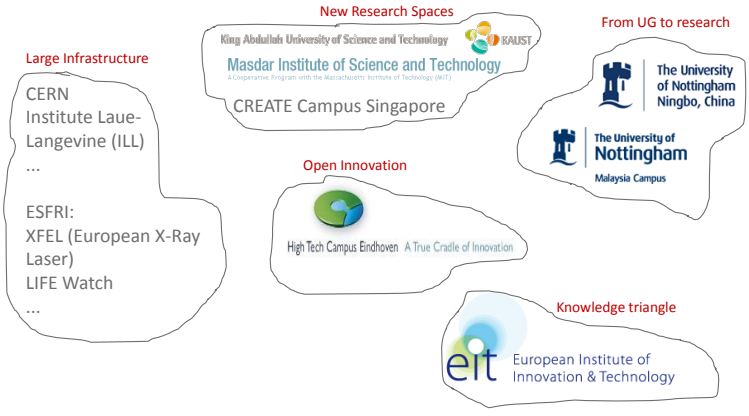




## Our current international collaborations




## Models for global interaction

### Models: Global Knowledge Spaces

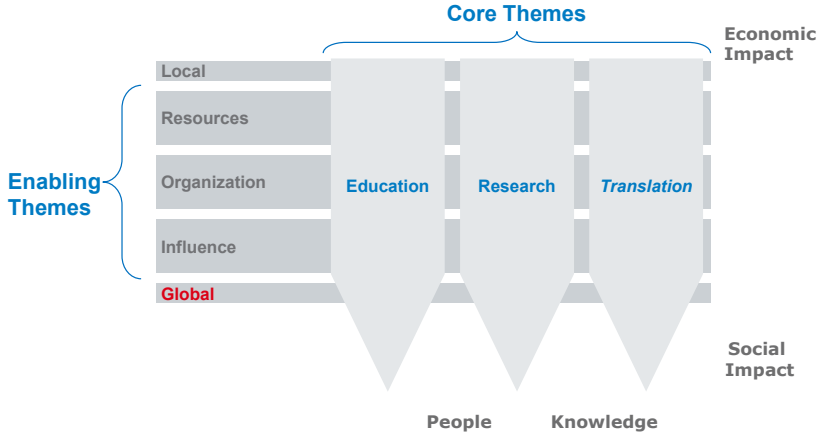


# Mary RITTER

## The right model for Imperial?

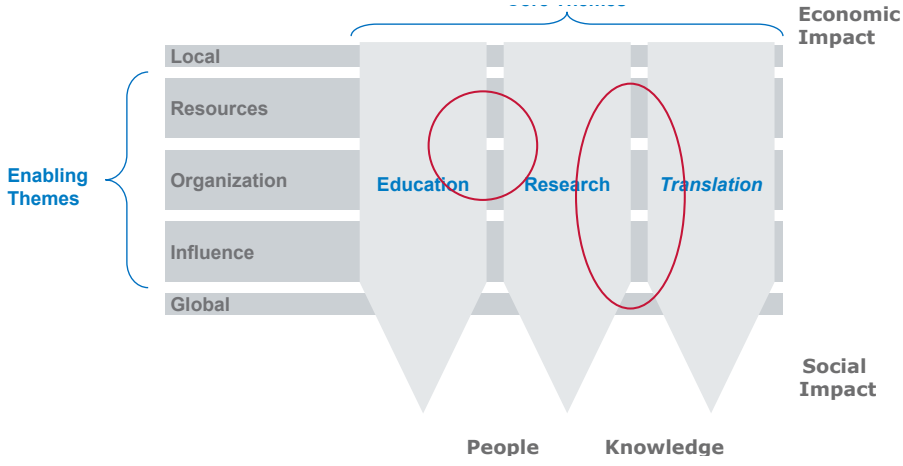
- Research led
- Focus on education linked to research
- Benefitting core activity in London
- Adapting to local social and economic needs
- Support of local governmental, academic, industrial partners
- → subject/department/faculty specific projects depending on region of the world

## International/global as an enabling theme




Based on Bruno Cotta version 1.0 ResearchSocial

## International/global as an enabling theme

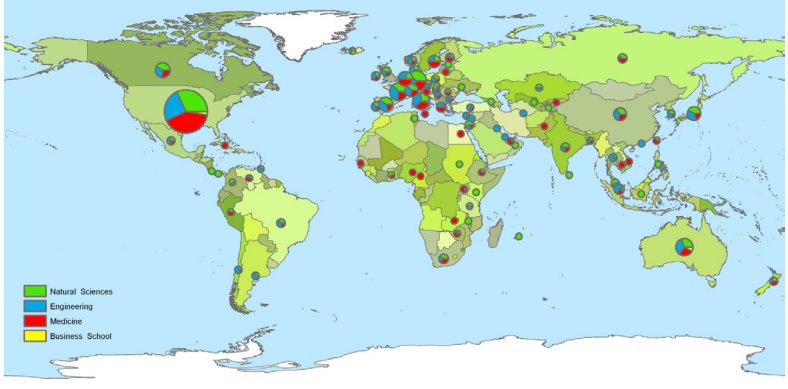



Based on Bruno Cotta version 1.0 ResearchSocial

## Levels of international engagement

Level 1-an institution-level partnership
Level 2 –a Faculty-level partnership
Level 3 –an individual collaboration between academic staff
**Levels 1 and 2 are key to international strategy,** but Level 3 is essential for their success
Also, any Level 1 and 2 partnership needs buy-in from our academic staff because the research/teaching will be done by them

## Our current international collaborations



# Mary RITTER

## Assessment of opportunities

### Major guiding principles

a. That the proposed activity (education, research, innovation) fits with Imperial's strategic priorities
b. That there is an unmet need (Is this a real opportunity to do something that Imperial needs to do and otherwise would not do? Is the activity of real benefit to Imperial?)
c. That there is (matching) capability within Imperial (Do we have the people, the skills and the resources/infrastructure? Alternatively, could we recruit them?)
d. That the proposed activity does not pose unreasonable reputational or financial risk (the level of reputational and/or financial risk has been thoroughly assessed and found to be acceptable)
e. That the proposed activity is consistent with the ethical standards expected of Imperial and a UK institution
f. That the proposed activity will be conducted according to a legal framework that is consistent with that of the UK
g. That the proposed activity does not conflict with existing or potential future partnerships of a similar nature and/or within the same geographical region (e.g. activity is exclusive/non-exclusive; replicative)
h. A formal risk-benefit analysis is needed for any major project

| | KEY: Negative (-1), Neutral (0), Positive (+1) | Location A | Negative | Neutral | Positive | Location B | Negative | Neutral | Positive | Location C | Negative | Neutral | Positive |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Strategic Fit | e.g. ability to attract best students globally | | | | ✓ | | | | ✓ | | | ✓ | |
| Risks & Return | e.g. reputational risk vs additional tuition fees | | | | ✓ | | ✓ | | | | | | ✓ |
| Internal Capacity | e.g. ability and willingness of academic staff to support | | | | ✓ | | | | ✓ | | ✓ | | |
| Competitive Educ | e.g. relative strengths and weaknesses to other providers | | | ✓ | | | | | ✓ | | | ✓ | |
| | TOTALS | +3 | 0 | 0 | 3 | +2 | -1 | 0 | 3 | 0 | -1 | 0 | 1 |

## Some examples

### Joining top-down with bottom up

University partnerships
University consortia
Research, education and translation "global" footprint (campus)

### Research-led global engagement

Imperial College-Abu Dhabi Diabetes Centre

- Clinical service
- Research
- Clinical training

"The Imperial College London Diabetes Centre, ICLDCis a state-of-the-art facility specializing in Diabetes Treatment, Research, Training and Public health. The centre provides the highest level of specialized patient care, from first diagnosis to the management of all complications associated with diabetes."
http://www.icldc.ae

### Research-led global education programmes

Collaborative PhD programmes

- Universities, Malaysia
- A*STAR, Singapore
- KMITL, Thailand
- Number of potential partners

Joint PhD

- Nanyang Technical University (Singapore)
- National University of Singapore
- Hong Kong University
- Small number of potential additional partners

Collaborative workshops

- PhD transferable skills
- With NTU, NUS, A*STAR
- With HKU and Tsinghua

### Research-led partnerships: Consortia

Global Tech

- 7 world leading science and technology universities
- NTU, Caltech, ETH Zurich, Georgia Tech, IIT Bombay, Imperial, Shanghai Jiao Tong
- Launched 2009
- Founder member

LERU

- 21 leading European research universities
- Founded 2002
- Imperial joined 2009

Idea League

- 5 Leading science and technology universities
- Consortium is 10 years old

# Mary RITTER

- *Imperial a founder member*
- *Competition versus collaboration*
- *Platform for international activities*

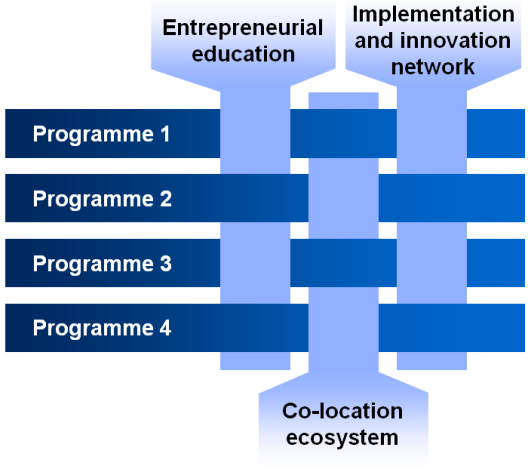
Research-led Europe-wide engagement: EIT-KIC

- Grew from IDEA League
- Research excellence clusters
- Educational programmes
- Other groups/consortia joined
- Corporates joined
- 11 regions of Europe

Application submitted, 27 August 2009

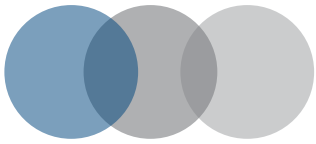
- intensive co-creation along the entire innovation chain
- a critical mass of activity concentrated and focused over extended periods of time
- an entrepreneurial culture of risk-taking and venture capital funding
- an attractive environment for top talent with a high rate of exchange between different sectors.

EIT-KIC



### Major global partnerships/physical footprint

Only a very small number of major partnerships is sustainable
Geographical spread?
*Build on knowledge and experience with the potential partner before embarking on the big project*
Different partnerships likely to involve different Faculties/subject areas
Prioritise (proactive versus reactive; strategy versus opportunity)
A major commitment in research/education
A major commitment in time, finance, management and business skills (buy-in from the „coal face")



Maurits
VAN ROOIJEN

# Collaboration and competition—the future development of university alliances

Universities, even those that act as academic shelters from society, are not immune from globalisation. In fact, globalisation might be seen as an opportunity rather than a threat to higher education. However, understanding globalisation in itself will not determine success. More crucial is how effective and strategic universities manage to interact with the new global reality. A key element in that interaction is the way a university is able to engage with networks, especially international networks.

There are several factors that determine how successful someone is in the global village of today, but one important element is how affective one joins, interacts, maintains and uses in a strategic, smart and sustainable way one's networks. Positioning oneself in the inner circle of valuable networks, maybe joining potentially valuable networks in the outer circle, linking networks together and thus creating important linkages and hubs, these are basic strategic life skills. I suspect this also applies to the way universities could operate in the global village of academia?

In this presentation I shall make a first overview of the strategic networks available to academia and will illustrate them with personal examples, in order to give abstraction some personal colour.

Of course, when speaking about 'universities' there is always this challenge to appreciate what that really means. First of all it is a community of staff and students. For students, personal networks are crucial for future success, as much research over the years has demonstrated. So in that sense a university as an institution needs to facilitate to its students network-building, partly by stimulating to do so effectively, partly by opening up actual networking opportunities, on campus and in the wider world. In the context of globalisation, that means introducing students to international networks, firstly through what is nowadays often referred to as 'internationalisation at home' secondly by organising international mobility, physically and to a lesser extend (because it tends to be less effective) virtually.

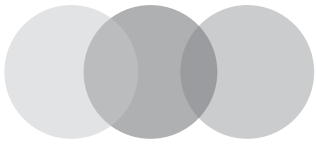
The main actors in the academic community are of course the faculty. The romantic image of the lone genius in this study is a rather outdated concept in modern academic life. The impact an academic has with his research output, the ability to move research to higher levels, the opportunity to enrich teaching, all are greatly determined by networking ability, especially international networking ability. But besides personal initiative, success is also determined by the position of his or her institution in international networks and valuable doors opened by the institutional networking strategy to its employees.

That brings us to the institutional reality of a university as a community with a collective past, a distinctive image, a shared ambition. And with a leadership that translates this all in purpose and ensures effectiveness and efficiency. Or at least, that is the basic intention. This description generates questions, especially in the context of globalisation, such as how well connected by and large is the university and its members? How central is it to a variety of networks? How effective is it in its interactions with these networks? How smart is it in its focus and in its intermediating role between networks? It even presents us with the ultimate question: could a university be just a network itself?

The easiest way to put meat on a conceptual skeleton is through examples. At the core of all networks are the semi-personal networks of staff and faculty. In fact, it is rare to meet an academic who is not linked to at least one professional organisation (in my case, given my interest in green urbanisation policies, this is for instance the IPHS or International Planning History Society, a rather loose but pleasant collection of more or less likeminded spirits). In the European Union academic networks were given a boost with the introduction of subsidised thematic networks, ie European groups of academics in specific fields. It recognises that Europe has a wealth of knowledge but fragmented. Bringing those with specific knowledge together and by stimulating the emergence of a structured research and teaching agendas will generate academic synergy. Pushing this concept to its extreme led to the announcement of the EIT, the European equivalent of MIT. Rather than creating one hub of cutting edge technological discovery, it aims at creating a network or cluster of centres of excellence, with specialised hubs geographically spread over the continent. Obviously it is much too early to judge whether this is sensible or even feasible, but it is certainly an interesting concept, pushing at the boundaries of thematic network strategy.

Optimising the impact of the university's operations in society is not just a matter of academic networks, but also of professional networks. A fine European example is the European Access Network (www.ean-edu.org) whose mission it is to have more underrepresented groups in higher education and at the core of this is the network of professionals combined with those who deal with evidence and with policy. It is through such networking that best practice, insights are shared and opinions amplified.

Moving onwards from the primarily personal driven 'content' or 'topic' networks to the more generic institutional networks we arrive at the more formal institutional networks which often facilitate such content/topic networks as sub-groups. These tend to come in two categories: closed and open. Closed networks are exclusive, mostly small groups of universities that are very similar in a specific aspect. Some may refer to



# Maurits VAN ROOIJEN

them as small groups of mutual admiration, but in fact they are extremely effective when it comes to branding, defining missions, lobbying, collaborative projects (easy to work with colleagues who think alike) etc. A recent European success story is the League of European Research-intensive Universities or LERU (www.leru.org) that brings together universities with high research output and fundamental research focus, such as Oxford, Cambridge, Leiden, Heidelberg etc.

Closed university networks are popular because just being admitted to the club already has value in its own right. Open networks, however, have the potential of being particularly valuable to an institution where it can open the doors to different types of institutions and hence also to new networking resources. At its starting point is diversity as a valuable feature of higher education and especially as a point of strength in international/global higher education. An example of an open university network is the Compostela Group or CGU (www.gcompostela.org) which has more than 75 members, some very old, some very young, some research intensive, some dedicated primarily to teaching, some public, some private, some traditional, some dedicated to e-learning etc. This initially European network is now open to members from across the globe. It even has started to accept as associate members organisations and companies that operate in higher education but are not universities.

The latter feature brings us to yet another level of networks: whereby universities link up globally whilst at the same time linking up with other types of organisations that for instance support a similar form of higher education. The World Association for Co-operative Education or WACE (www.wace-inc.org) with its headquarters in Boston Ma is a good example of this type of network. It is dedicated to the promotion of Work-Integrated Learning and Learning-Integrated Work (so more than pure co-op) and its membership or 'partners' represent both universities and companies from around the globe. It recognises that the value of WIL and more broadly experiential learning; and LIW can only be shown in co-operation with employers, governments and students and that such in the modern society only really makes sense at a global level. At the same time it is linked up and facilitates many national professional organisations in the field.

In fact one of the strength of networking is being able to link local and global networks, rather than approach them as segregated dimensions. For example, many more outward looking universities have local, regional or national networks or clusters.

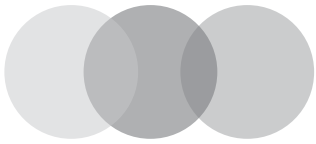
One popular type of local networks is with schools and colleges that facilitate student progression. Or very practically focussed networks to share resources or negotiate with suppliers. Particularly interesting in the global context are clusters created by universities with companies or employers in specific fields linked to a specific departments/school. This is a very important and basic network. In a globalising context, these clusters can linked to similar clusters elsewhere, e.g. of a bilateral partner university or a branch campus. So a cluster in London can be linked to a cluster in Singapore, which means that the local university offers great added value for its local partners. In this system it is the university that to the benefit of its local partners opens doors to potentially highly valuable networks across the globe.

As said, this type of networking can be done via bilateral partners but also and probably even more effectively through branch campuses and similar type of entities across the globe. Universities with campuses all over the world are rare. Monash in Australia tried but did not succeed. I myself, when at the University of Westminster in London tried to use Westminster International University in Uzbekistan (www.wiut.uz) as a model for a Global Westminster. Some universities are now moving slowly and cautiously in this new and challenging direction. One group that already has an impressive global network of branches are the La Salle Christian brethren. However, the latter is not (yet?) a consistent system, but rather a collection of autonomous units.

The emergence of global university systems, consisting of a range of campuses under the umbrella of one academic and/or organisational entity is likely to become reality given the pressures of globalisation, since through economy of scale this is a very appealing model. But I suspect it will be more appealing to the for-profit sector than to the public local/regional/state universities.

Of course all this does raise the question, if one were to set up a new university today-whether for-profit, private or public - if the network approach should not be at the core of its establishment rather than a (possible) further stage of development. E-learning of course is a major support to a network university, but it can have the disadvantage of missing local or regional roots, which remains a great strength of more traditional institutions of higher learning. An exciting recent example of such a ‘network university’ is the Euro-Mediterranean University (www.emuni.si). It was initiated by the European Parliament in close collaboration with members of parliament across the Mediterranean region and receives funding from amongst other the European Union and the Slovenian government, which hosts its head quarters. But its campus is the entire Euro-Mediterranean region. Its programmes, activities and research—all at advanced and postgraduate level—are delivered through its 100+ network of knowledge organisations, mainly traditional universities. In the case of Emuni, it not only is part of networks, up to a large extend it is a multinational network itself.

Obviously, this overview or rather list of types of networks is not intended to be exhaustive. It is a highly personal, impressionistic sketch of what is happening but maybe even more importantly an indication about how universities can use strategic networking to take advantage of and maybe even influence the process of globalisation.



# Maurits VAN ROOIJEN

Question:
**Comment on the emerging global, accreditation networks.**

Maurits van Rooijen:
- That is a reality.
- There is tension between these international, global networks with the ability to accredit, and the smaller national systems.
- We still often define universities traditionally as national institutions, but for these networks, in terms of accreditation, an institution has to see itself as not just national, but international.
- An obvious downside of accreditation is that it sets rules, and the assumptions behind these rules might not apply to a given school's context, but are rules with which the schools have to comply.
- This is the danger of not taking certain networks seriously – it allows an institution to become a passive element rather than an active element in the alliance, whereas it should seek to be active so as to be able to affect the agenda/nature of the network.
- It is important to be at the core of the network, affecting change, rather than just going along with it and taking on what other people have decided.

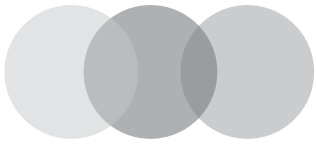
Question:
**In a long term view, how would you define the basic culture of this "international institution" since, up to now, national groups are what contribute a lot to university culture? Raised example of MIT and its many international involvements—is it the picture of an international institution?**

Maurits van Rooijen:
- What MIT illustrates is that, if you are a very large university with a large budget, you approach networking and relationships in a different way.
- MIT is a very international institution; it has a lot of international operations, and has strategic alliances everywhere.
- But being a large institution, they are in a strong position to determine the rules of engagement, and are able to define what they are willing and unwilling to do in a given partnership.

- Of course, with less prominent universities (and few have the clout of an MIT), they have to engage in a different manner – they cannot always determine what exactly they want/don't want to do.
- For an institution, to have clout through a partnership or relationship network, you have to contribute to the network.
- Ultimately, in a network it is not a single institution that decides, but bilateral or multilateral decisions are made.
- This is why networks are complicated – institutions come from different cultures and with different interests, but have to deal with that.
- MNCs do this all the time: this kind of operation it is the reality of most large companies.
- Unlike MNCs, universities have a strong tradition of being a part of a national system, of being in one place, so it is more challenging.
- The future of higher education is also the future of the world: you have to operate in different cultures.

Question:
**Have we done enough as institutions in terms of risk management?**
**E.g. Councils/governing bodies having a high-up view of what business models look like, but these models don't necessarily understand academic risks.**

Maurits van Rooijen:
- When it comes to risk management, obviously, becoming entrepreneurial has to be matched with professional risk management.
- For a university, this is not only about financial risk, but also reputational and academic risk.
- Maurits van Rooijen's own organization decided to not only look at the financial/sustainability aspect of an engagement, but also at the academic side, and also evaluate it on a social basis (how they would contribute to a certain part of the world).
- So, not only driven by academic agenda, but by community/local responsibility.
- A university comprises a very diverse group of people, and many people in the university tend to be quite conservative (don't like what's outside of their comfort zone), so there is a natural resistance to branching out.
- E.g. of Compostela's Central Asia initiative: Very interestingly, once it was in place, it was not questioned as whether it was a good decision or not; by then it was clear to all that it added value to the institution.
- Very often, leadership is focused around the VC and his/her team, and the direction that he/she goes in.
- When a new VC and team come in, one cannot take it for granted that they will go in the same direction as the VC and team before.
- This is a problem: We always talk about progression, but what one team defines as progression may not be what another defines as progression.
- And this is a risk factor, especially when looking at international initiatives.
- Institutions have to manage the risk that a new leadership team will not put the same commitment into the outreach in question.



# Maurits VAN ROOIJEN

- The worst thing one can do is engage in all kinds of entrepreneurial activity without matching it with very strong and sound risk management.
- And ultimately, sometimes you won't do things, because the risk is too high.

Question:
**If you look at successful alliances that benefit the customer—and in the professional world, there are several (e.g. frequent flyer airline alliances, natural resource alliances)—where are we or will we be seeing higher-education alliances as benefiting the customer (i.e. students) and staff?**

Maurits van Rooijen:
- To be successful, you need to engage the student.
- The Compostela group is discussing this exact issue: At a higher level, alliances are wonderful, but what does it mean for staff member X and student Y?
- Examples of how this might happen: If you are a member of a group, you give discounts to other members (e.g. reduced summer school rates/reduced rates for services provided by a non-university associate members).
- Alliances have to move into investigating the real, hard material benefits to staff and students.
- Once you have that sorted, the chances that someone will join and then leave again (for example, from a change in leadership) will certainly be less, because of the staff and student resistance to losing the benefits the network provides.

Mary Ritter:
- Thinking of the IDEA league.
- Should think also about support staff, not just academic staff.

Question:
**Talked a lot about networks and faculty graduate students etc.—but what about undergraduate students? Secondly, look at the Bologna process—what impact is that having on networks?**

Maurits van Rooijen:

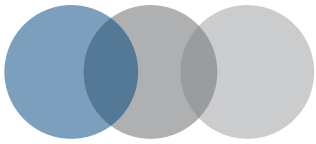
- The Bologna process has had a positive impact, because it has made it easier for institutions to talk about joint initiatives.
- It has had a negative impact in terms of student mobility within networks.
- Students used to be able to study for longer periods of time, and were therefore more likely to do long-term exchanges at other institutions (1 yr+).
- That is harder now, because of Bologna – it has changed the nature of (exchange) programs quite dramatically.
- Bologna is probably by and large a positive story but the long term mobility issue has been made more difficult.
- This is a bit compensated for by growing interest in summer schools and shorter term exchange experiences (though some argue that short term exchanges are not a good replacement for long term exchanges).

Comment/Question:

**Imperial used consortia to benchmark themselves and get degrees internationally recognized. The impact of this to exchange students is enormously valuable.**

Maurits van Rooijen:

- Benchmarking is an important point in context of alliances/networks – it can be a valuable benefit of networks, especially in the case of institutions in small national networks (e.g. Dutch system, Australian system).
- In a small higher-education system, you have a diversity of institutions.
- It is not easy to benchmark a University of Melbourne against a Victoria University (Melbourne) against a RMIT – all have diverse missions/values/objectives, so it makes it difficult to even determine what the common benchmark should be.
- But it is (far more) possible to find an institution elsewhere in the world that has similar missions/values/objectives.
- So, it becomes easier to find a benchmark in international networks than in small national ones.
- In the national system, there are likely to be few institutions that would share one institution's peculiarities/particularities.



Andrew
SHAINDLIN

# How to reach an alumni and student audience—What to say, and how to say it

### Theme: Relationships It's about people, not technology

- Premise: We should build institutional strategies to address rapid, fundamental changes in
  - tools for building and maintaining relationships, and
  - students' and graduates' ways of using these tools

### Background

- Fundraising, alumni relations, communications are converging
- We must collaborate and question our traditional roles
- Students, alumni expect total information access and transparent interaction
- Communication is changing
  - away from top-down, institutional control
  - to distributed, decentralized self-management

### Case Study: Ohio State U.

- OSU removed & blocked student comments, reinstated them after criticism
- Confirms that it "doesn't understand" some current communication trends
- The student who challenged them was an **engaged constituent**
- Students and alumni are more satisfied overall if allowed to complain or comment

### Case Study: Caltech & Orkut

- Google-owned Orkut is bigger than the UK, and especially strong in Brazil and India
- A 1,000 + member Caltech group is not made up of alumni & students—but those who want to become Caltech students
- The group serves as a quasi agent, information clearinghouse, community, and action platform

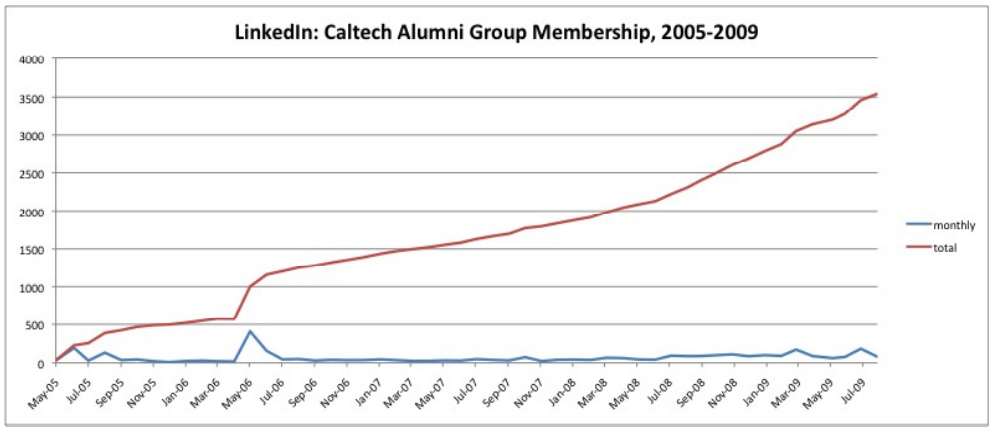
## Social & Professional Networks Online

- We are still in the very early stages of online community and interaction
- Web-based services still divide into:
  - **Business** (or professional) networking
  - **Social** networking

## Role of Alumni Office or Alumni Association

- Community convener and manager
- Connection broker/network hub
- Networking coach/teacher
- Example: Caltech LinkedIn alumni 17.2% penetration over 4 years

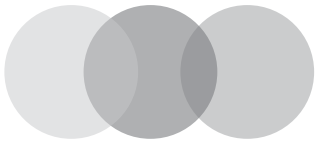
## Case Study: Caltech/LinkedIn




Avg growth: 68/month; 103/month in last year

## Communication Tools: Future Trends

- Targeted, actionable e-mails raise awareness, volunteerism, attendance, donations
- Student blogs add authenticity and informality to recruitment (traditionally print-heavy)
- Institution profiles increasingly intermingled with those of "less elite" brands
- E-mail increasingly ignored; informal, spontaneous permission-based channels grow
- *Sites* less prominent than *services*. First the browser, then desktop, then OS becomes social network



# Andrew SHAINDLIN

## Implications for Higher Ed

- Transition (recruit > student > alumnus) more gradual
- Online self-directed groups can represent institution; no top-down control
- Campus no longer "owns" alumni data, special interest groups, fundraising
- Recruitment and admission must collaborate with advancement from day one of process
- Alumni represent educational outcomes, carry institution's global brand
- Technologies weaken effect of national boundaries

## Ten Years Out (1)

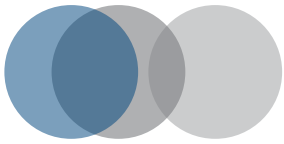
- Centralized model of control erodes, alumni office brokers alumni networking
- **Structured but flexible online frameworks** reveal valuable connections
- Functions overlap, hybrid roles appear, e.g.:
  - *Director of Alumni Relations and Career Services*
  - *Director of Recruiting, Admissions, and Community Management*
  - *Manager of Community Relations and Fundraising*

## Ten Years Out (2)

- Metrics emphasize alumni outcomes: successes, network value, visibility, connections, institutional influence
- Adapting requires only redeployment of existing resources, willingness to experiment
- Leadership opportunities abound; there's no "wrong" way to go, but there are many new avenues to pursue

## Question

How might these developments change your role and enhance—or harm—your effectiveness?



Madeleine
REEVE

# Managing risk:
# managing recruiting in a time of crisis

## Summary of Presentation

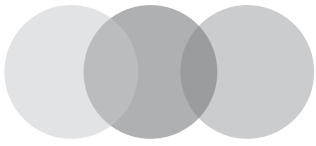
- An overview of RMIT
- RMIT's 'crisis' 2002–2003 and the resulting organisational change
- Ten critical success factors which led to recovery, improved risk management and a stronger organisation
- How the ten CSFs provide the organisational framework for robust international student recruitment

## RMIT: A Global University of Technology With Its Heart in The City of Melbourne

- 70,000 Students
- 25,000 are international
- 10,000 studying in Melbourne
- 15,000 studying programs offshore—Vietnam, Singapore, Malaysia, Hong Kong and mainland China
- 3,500 EFT staff

## AMS Failure 2002. Negative Impacts on:

- Student experience of administrative services
- Financial management—invoicing and management of accounts
- High cost of rebuilding the AMS and impact on operations
- Financial outcomes—deficit budgets
- State government relations including Auditor General report
- Stories in the media—ongoing and focused on the financial situation
- Market place—speculation about RMIT viability
- Reputation
- University Council membership
- Departure of the VC



# Madeleine REEVE

## Council & Management Areas of Focus—Short Term

- Re-building a functioning AMS
- Restoring efficient and effective student administrative services
- Rebuilding relations with government and media
- Restoring any lost public confidence
- Delivering a surplus budget as soon as possible

## Managing Through a Crisis: 10 Critical Success Factors

- Strong and explicit governance
- Strategic planning
- Strong leadership from the top
- Business planning
- Resource planning and budget management
- Productivity improvements
- Brand management
- Marketing and communications
- Leadership development
- Performance management

## The 10 CSFs and International Student Recruitment—Short term response

- Regular communication to stakeholders
- Rapid response to student and agent enquiries
- Centralised and consistent management of corporate public relations and the media
- Proactively manage external relationships important to the university
- Maintain or increase effort on generic marketing and recruitment

## The 10 CSFs and International Student Recruitment: A long term view

- Strong governance: university wide agreement on student profile & revenue targets and high level monitoring
- Strategic planning: the marketing plan reflects strategic goals and priority areas for action
- Leadership: a senior executive has clear accountability to deliver on targets

- Business planning: the business plan must include student profile & revenue targets and be supported by strategic initiatives to assist achievement
- Revenue & budget: recruitment targets & fees must be achievable & based on market analysis
- Productivity: there needs to be standardised systems and business processes
- Brand management: market positioning must be clear & consistent
- Marketing: there needs to be centralised, streamlined recruitment & a professionally managed recruitment infrastructure
- Leadership development: the extended leadership group of the university need to be committed to achieving university strategic and business plan objectives—a collaborative approach
- Performance management: progress towards achieving targets needs to be closely

### Going Forward: Must Haves

- A clear vision
- A focus on providing high quality programs & services
- Programs to support diverse revenue streams
- Internationally recognised & valued qualifications
- Proactive public relations & stakeholder management
- Active institutional networks
- Efficient & effective administrative and business processes which can be flexible if need be
- Sustained focus on brand management and investment in marketing—domestic and international.

### Conclusion

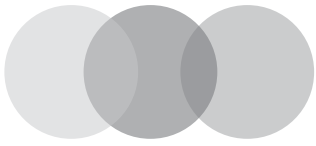
International student recruitment is not an isolated function—nor is it just about 'sales'. It requires whole of organisation planning, proactive risk management based on ongoing environmental scanning and market research, and good management comprised of the 10 critical success factors as I have outlined.

Question:
**How often do you check your metrics?**

Madeleine Reeve:
- Weekly at a university level.
- Council looks at them at every meeting.

Question:
**Do you benchmark yourselves against others?**

Madeleine Reeve:
- Yes—RMIT does national benchmarking, and also monitors the international environment (competitor analysis as well as trends in other countries).



# Madeleine REEVE

Question:
**What's your key benchmarking figure?**

Madeleine Reeve:
- Demand patterns—analysis of demand trends from students in particular cities/countries/programs.

Question:
**Do you check return on investment for marketing?**

Madeleine Reeve:
- Yes—that's done by the financial services group and through the Council's Finances Committee.

Question:
**Most of the students RMIT recruits are from Southeast Asia—for every dollar in revenue gained, how much do you put back into international student services?**

Madeleine Reeve:
- Don't have exact ratio but it is increasing.
- Resources have increased in:
- Orientation.
- Support and learning services.
- Efforts to standardize student services.
- Making scholarship programs for international students more robust.

Question:
**Do you expect strong competition from Asia?**

Madeleine Reeve:
- There is very strong competition from countries around the world (US, Canada, UK, Europe) as well as more local competition (Singapore has developed as a strong international hub).

- But RMIT is not too concerned about competition at this stage, as an institution.
- Feels that focusing on the 10 things talked about positions RMIT well.
- There is concern that Australia in general might suffer from global competition, but ultimately RMIT's view is that a strong institution and a strong brand will still attract students.

Question:
**How far ahead do you budget for student growth? Do you assume 5% growth for 3 years?**

Madeleine Reeve:
- The business plan is a 3 years long, so they plan 3 years in advance.
- They set 3 year growth targets, but monitor them annually.

Question:
**What are some of the things you do to help international students make an adjustment when they come to campus?**

Madeleine Reeve:
- Many things–the orientation period to introduce students to the university and city, housing support, volume accommodation, mentoring programs (incl. being introduced to a buddy before arriving).
- This is quite a big area of focus right now for Australia in general and Melbourne in particular.
- A lot of foreign governments are concerned about the safety of their students on campus.
- So Federal and State governments are focusing on making sure that international students are welcomed, comfortable, and feeling good about being in Melbourne and Australia.
- RMIT also has a large infrastructure of agents.
- RMIT has a contract with each of them that is compliant with government legislation (the ESOS Act, within which is a clause that makes the university responsible for any party representing them overseas), and so are accountable for them.
- So, RMIT has to actively manage those agents and make sure they are behaving in appropriate ways.

Daniel J. Guhr:
RMIT went through an existential crisis and had the fortitude to manage itself out of that crisis. In higher education, history repeats itself—another institution will fall into that crisis without realizing that it has already happened to someone else.

Question for audience:
**Who of you is in at an institution that, on a weekly basis, could pull financial and performance metrics, and also has the ability to tweak services/marketing efforts at the same time?**

(Audience answer 1)
- The reality of student recruitment is that it is long term—today's initiatives will see results 3 years down the road.
- Monitoring has to be done, but a weekly check/target setting may be irrelevant.

(Audience answer 2)
- The reason why (the audience member's) institution has such a close monitoring system is because it too went through a crisis some years back, from which it took a long time to recover.
- The university is thus now more robust about monitoring.
- Such close monitoring has also resulted in the university having more confidence to take risks.

# Biographies

**MODERATOR**

## David L. Wheeler

Mr. Wheeler serves as the Managing Editor of
The Chronicle of Higher Education. He has been with The Chronicle for 23 years as a science writer, international editor, and a member of The Chronicle's senior management team. Mr. Wheeler holds a master's degree in journalism from Columbia University and a bachelor's degree from the University of Massachusetts at Boston. In addition, he was awarded a Vannevar Bush Fellowship in science journalism at the Massachusetts Institute of Technology.

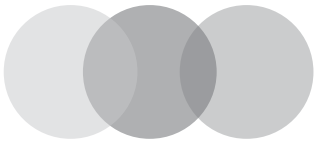
**SPEAKERS**

## Daniel J. Guhr

Before founding ICG, Dr. Guhr served as a consultant with the Boston Consulting Group and as a Director of Business Development with SAP. He holds a D.Phil. in Higher Education and a M.Sc. in Educational Research Methodology from the University of Oxford, as well as an M.A. in Political Science from Brandeis University. Dr. Guhr also trained at Bonn and Harvard Universities, and conducted research at Berkeley as well as the Max-Planck-Institute for Human Studies in Berlin.

## Madeleine Reeve

Dr. Reeve has served as the Pro Vice-Chancellor (International and Development) at RMIT University since 2002. She has extensive experience in transnational education, international project management, and the education sector as a teacher and senior executive. Dr. Reeve received a bachelor's degree from Melbourne University, a bachelor's degree in Education from Monash University, a master's degree in Education from Canberra University, and a Ph.D. from James Cook University.



# Biographies

## Mary Ritter

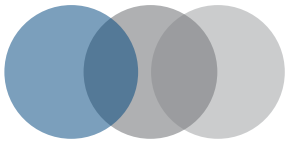
Prof. Ritter is the Pro-Rector (Postgraduate and International Affairs) at Imperial College London, one of the most internationalized universities in the world in terms of students, faculty, and research relationships. She is a member of numerous international research commissions and committees. At Imperial, she was instrumental in setting up two graduate schools. Prof. Ritter was awarded a bachelor's degree in Zoology and a D.Phil. in Immunology from the University of Oxford.

## Maurits van Rooijen

Dr. Rooijen recently retired from his position as the Executive Vice-President (International and Institutional) at University of Westminster. He holds leadership positions with many international higher-education associations, including the Presidency of the Compostela Group of Universities, a consortium of approximately 75 universities, and the Presidency of the Boston-based World Association for Co-operative Education. Dr. Rooijen received a bachelor's degree in History, a doctorate in Geography, and a doctorate in Economic History with Sociology from the University of Utrecht.

## Andrew B. Shaindlin

Mr. Shaindlin serves as the Executive Director of the Caltech Alumni Association and served as the acting Assistant Vice President for Development & Alumni Relations at the California Institute of Technology. He previously worked at Brown University and the University of Michigan. Mr. Shaindlin serves on the CASE Board of Trustees and chairs the Commission on Alumni Relations, and publishes the blog Alumni Futures (www.alumnifutures.com). He holds a bachelor's degree from Brown and is pursuing a master's degree at Claremont Graduate University.



# The Illuminate Consulting Group

The Illuminate Consulting Group (ICG) is an international academic consulting firm advising the leadership of teaching and research institutions, foundations, and public agencies on strategic development issues.

## HISTORY, ORGANIZATION, AND MEMBERS

ICG was founded in 2002 in California. ICG is organized as an international expert network of academics, administrators, consultants, and entrepreneurs. Since its inception, it has grown to an organization of more than 30 members in eight countries.

ICG is firmly embedded in the academic world: Its members, half of whom hold doctoral degrees, are connected to eight of the world's Top 10 universities. Sixteen members have served or continue to serve as university faculty members, and 18 hold academic-administration experiences. In total, the members have published more than 80 books and 900 journal articles.

Half a dozen ICG members have been trained in leading strategy consulting firms such as the Boston Consulting Group, and nine have founded businesses. With most of its members having resided in two or more countries, collectively they are fluent in more than ten languages.

## CLIENT SERVICE

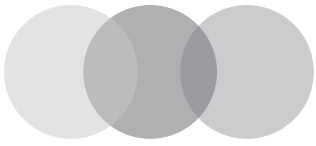
ICG is dedicated to deliver well researched, comprehensively reasoned, and honest advice to our clients. Earning clients' trust and forming long-term relationships with them means to never compromise these values. ICG's client services are based on three pillars, in order to deliver the best possible advice for its clients:

- The highest-quality academic analysis.
- The project-management skills of experienced strategy-management consultants.
- The institutional experience of education administrators.

## CLIENTS

ICG serves clients globally, including:

- Universities: Arizona, Bonn, Imperial College, Monash, National University of Singapore, and Oxford.



# The Illuminate Consulting Group

- Agencies: Australian Department of Education, Department of Foreign Affairs and Trade Canada, Education New Zealand, German Academic Exchange Service, Universities UK.

## PRACTICE AREAS

ICG's client advisory service is based on eight Practice Areas. These Practice Areas drive its research activities, codify its consulting knowledge and drive client engagements. They are fundamentally grounded in academic research, administrative practice, and client service.

## KNOWLEDGE SHARING

ICG's academic heritage is expressed in a deep stream of research and analysis which it shares in a number of formats:

- Thought Leader Session™: ICG hosts the invitation-only, from-experts-for-experts Thought Leader Session at NAFSA.
- Conferences: In 2007-08, ICG chaired or contributed to 38 conference presentations and workshops around the world. Many involved experts in international-education and advancement fields.
- Seminars, workshops, and master classes: Over the last three years, ICG has run more than 20 of these from Singapore to the UK to the US to Australia and Germany.
- Roundtables: Roundtables are by-invitation discussion sessions for senior higher-education administrators at international conferences.
- Publications: ICG publishes its research in a variety of formats, including in *Strategy Perspectives.*
- Media: ICG provides background briefings, commentary, and opinion pieces to media outlets ranging from *The Chronicle of Higher Education* to *The Australian.*

# The Chronicle of Higher Education

For over 40 years, The Chronicle of Higher Education has served the academic world as the most trusted authority on higher education. With headquarters in Washington D.C., The Chronicle's nearly 80 full-time writers, editors, and international correspondents deliver news, information, and analysis vital to the world of higher education.

Since its inception, in 1966, The Chronicle has extended well beyond its flagship print publication to provide a wide range of resources in a variety of formats. The Chronicle's Web site, Chronicle.com, offers timely coverage of breaking news and in-depth analysis of the day's most important issues. Blogs, advice columns, discussion forums, e-mail newsletters, and microsites are part of a vibrant online community that leads the academic conversation at colleges and universities.

Reaching nearly 325,000 readers in print each week and over 1.2 million unique visitors online each month, The Chronicle is also the most popular job service in all of higher education—helping colleges and universities fill more than 25,000 jobs each year. The Chronicle's interactive resources, including job alerts and portfolio-management tools, make it easy for recruiters to reach the best-qualified candidates and for job seekers to select the right institutions.

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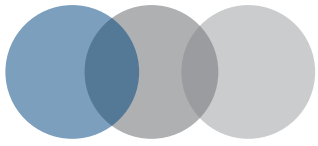

# Imperial College London

Consistently rated as one of the world's best universities, Imperial College London is a science-based institution, whose reputation for excellence in teaching and research attracts students (13,000) and staff (8,200) of the highest international quality.

Innovative research at Imperial explores the interfaces among science, medicine, engineering, and business to deliver practical solutions for improving the quality of life and the environment, underpinned by a dynamic enterprise culture. Imperial staff are frequently consulted by government and departmental committees at both national and international levels. They also act as members of professional bodies, advise industry, and regularly work with the media to improve public awareness and understanding about Imperial's research and its impact on society.

Imperial's critical mass of expertise within its Engineering, Natural Sciences and Medicine Faculties and its Business School will help us take significant steps towards providing solutions to global problems. The high level of interaction between research areas creates a unique multidisciplinary research environment where collaborations within Imperial and with external organisations can flourish.

Since its foundation, Imperial has made several significant contributions to society, including the discovery of penicillin, the development of holography, and the foundations of fibre optics. Our commitment to applying research for everyone's benefit continues today, with a particular investment in multidisciplinary collaborations to improve global health, tackle climate change, develop clean and sustainable sources of energy, and increase safety and security throughout society. Imperial nurtures a 'can-do' entrepreneurial culture and, as a result, has an enormous amount of intellectual capital. Our knowledge transfer activities lead to substantial licensing and industry-relevant opportunities, including about 70 spin-out companies to date, with an average of two new ones each month.

Imperial's strong links with industry mean that it receives more research income from industry than any other UK university, with a large proportion of its total research funding (>£250 million) coming from industrial partners. In addition, Imperial receives significant funding from private and charitable foundations, such as the generous donation in February 2007 from the Grantham Foundation for the Protection of the Environment to found the Grantham Institute for Climate Change.

Imperial College London was established by Royal Charter in 1907, bringing together the Royal College of Science, the City and Guilds College, and the Royal School of Mines in London's cultural heartland of South Kensington. Between 1988 and 2000 several London medical institutions merged with Imperial to form one of the largest medical schools in the UK. Imperial now has seven campuses in London and one in Berkshire. In July 2007, Imperial celebrated its Centenary and left the University of London to become an independent university institution.

Imperial College
London

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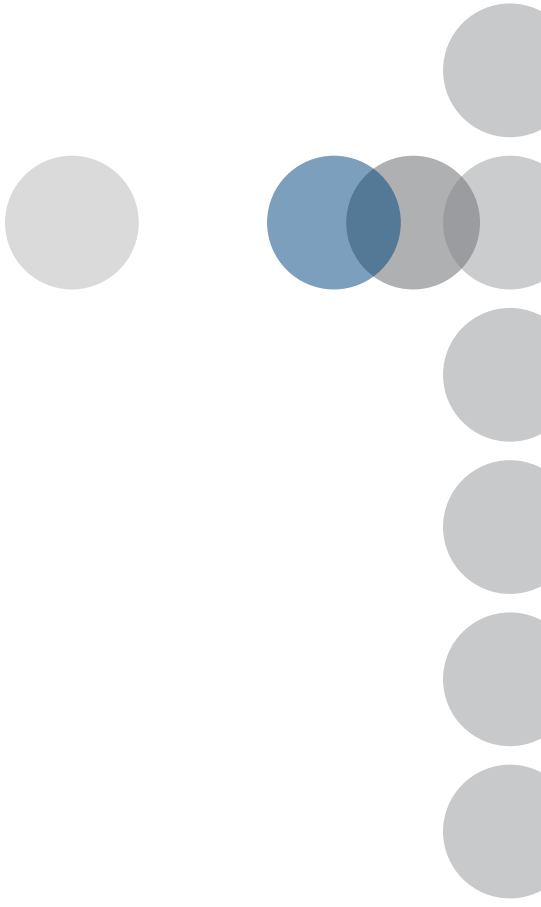
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