

IMPRESSUM

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FOREWORD

Dear colleagues,

I am delighted to welcome you to the fourth ICG Thought Leader Session which has been jointly arranged with APAIE.

The session focuses on *The Fall of Shifting Poles of Power in International Education: How the Mighty Have Fallen and the Ascent of Asia*. This theme reflects on an international education landscape which is undergoing sustained structural and programmatic changes.

The overall theme of change is not news. But what is new is the drastic, compound effect of long-term change dynamics and the recent global economic and fiscal crisis. Outcomes have been confusing, sometimes contradictory, and often defied long-standing beliefs.

For example, few would have guessed that Harvard University would effectively run out of cash in late 2008, or that China would become a leading destination country for international students by 2009. International education will continue to rapidly evolve, and in the process challenge institutions and policy-makers alike to adapt to new realities.

The session focuses on questioning this apparent transition of power, influence, and talent from traditional education powerhouses in Europe and North America to emerging institutions in Asia: Is this shift real, or are we experiencing a historical aberration? What might the impact of this shift be on international education in twenty years? Which countries and institutions seem bound to regress, and which are moving up?

ICG is committed to the continuous discussion of salient strategy topics in international education. At NAFSA, ICG will hold its fifth Thought Leader Session on *Talent, Immigration, and Competition* (2 June 2010). At EAIE, ICG will co-convene the 2010 EAIE Conference Symposium on *Perspectives on International Research Relationships, new Collaboration Models, and Cooperation with Industry* (15 September 2010).

A list of registered attendees of this session is enclosed on pages 9-10.

Yours sincerely,

Dr. Daniel J. Guhr,
Managing Director

SESSION PROGRAM

Session Program

- Session opening and housekeeping
- First presentation by Dr. Daniel J. Guhr on *How the Mighty have Fallen*
- Brief discussion
- Second presentation by Prof. Nigel Healey on *The Ascent of Asia?*
- Brief discussion
- Third presentation by Dr. Christopher Tremewan on *Asia and the West: Convergence or Divergence?*
- Brief discussion
- Summation of presentations and discussions
- General discussion
- Closing remarks from the session's speakers

PRESENTERS AND CHAIR

Dr. Daniel J. Guhr (Presenter, Chair)

Prior to 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 a M.A. in Political Science from Brandeis University. Dr. Guhr also trained at Bonn and Harvard Universities, and conducted research at UC Berkeley as well as the Max-Planck-Institute for Human Studies in Berlin. He has authored more than 25 papers, studies, and reports on education, business, and technology issues.

Prof. Nigel Healey (Presenter)

Prof. Nigel Healey serves as the Pro-Vice-Chancellor of the College of Business and Economics, and Professor of International Business at the University of Canterbury. His most recent work is on the internationalization of higher education, with particular reference to the Asia-Pacific region. He has served as an economic policy advisor to the prime minister of Belarus and the deputy minister of economy of the Russian Federation. He also managed a number of international research and educational development projects in central and eastern Europe and south-east Asia.

Dr. Chris Tremewan (Presenter)

Dr. Christopher Tremewan serves as the Pro Vice-Chancellor (International) of The University of Auckland and is responsible for international relations and the University's international education activities. He is a member of the Board of Education New Zealand, an Adviser of the Chinese Language Foundation, and the Manager for Universitas 21. He holds degrees in Social Anthropology, Political Science, and Public Administration from Auckland, Canterbury, and Harvard respectively. He has held senior positions in international organizations based in Tokyo, Singapore, and Hong Kong.

HOW THE MIGHTY HAVE FALLEN

Building a powerful university takes many decades, if not centuries. Falling down from a position of pre-eminence tends to take a long time, too. Yet not all falls take many years, and others resemble prolonged, long-term slippages. This paper examines three case studies to illustrate these observations.

In 2008, Harvard showed that a few months can be all that separates a supposedly untouchable university at the height of its financial prowess – with an endowment of USD 37b – from devastating losses resulting in the near inability to settle its accounts. Along the way, hubris, a lack of governance, and, most damaging, a lack of expertise revealed themselves. Within a year, Harvard's endowment has declined by USD 11b, spending cuts rocked the self-esteem of the University, and Harvard had to face a future with annual debt services of well over USD 500 million.

By contrast, the case study of Oxford's alumni network is one of long-time under-achievement. This under-achievement has cut two ways. Owing to Oxford's sustained lack of competence and political will to organize a network commensurate with Oxford's brand, its alumni do not enjoy anything close to the networking power of Ivy League alumni. In response, many alumni have turned away from interacting with their alma mater, least support it financially. The outcome for Oxford has been one of sharply diminished opportunities: Its 2008 endowment of USD 945m (USD 5.1b with colleges) ran at a fraction of Harvard's much diminished 2009 endowment.

The third case study considers German universities' struggle to attract top international talent. Once the premier destination for inquisitive students, German universities never recovered from the devastation the Third Reich wrecked. Subsequent decades of emasculating dependence on ministerial bureaucracies resulted in a fundamental lack of self-identity, mission, and performance. This reality has not been lost on international students. Starting in 2006, international student enrollments began to decline strongly counter to global trends. Even more challenging is the fact that for some time now, top talent has given German universities a wide berth, with no improvement on the horizon.

Does this mean Harvard, Oxford, and German universities are bound to wither away? Certainly not. Indeed, Harvard continues to be the unchallenged leader amongst research universities – just with less of a performance advantage. Oxford continues to attract large donations which plug its budget holes. And German universities seem to be able to muddle along, recalling enough of the past to allow for an uncomfortable future.

All the while, Asia has been on the ascent.

About the presenter: Dr. Daniel J. Guhr is the founder and Managing Director of the Illuminate Consulting Group based in Silicon Valley.

THE ASCENT OF ASIA?

This briefing session explores the rise of higher education in Asia considering both the demand for, and supply of higher education in the region.

On the demand side, it reviews the role of population demographics and economic growth, as well as cultural factors, in fuelling the demand for university places from Asian students over the last 20 years.

On the supply side, it examines the roles of both the public and private sectors in adjusting to meet this growing demand. China provides a case study of unprecedented investment by government in public higher education, which has resulted in participation rates trebling since 2000. In other countries, particularly India, the private sector has supplemented the expansion of public universities.

These supply-side developments, coupled with explicit public policy initiatives to either retain the best students at home and/or attract incoming foreign students for financial or geo-political reasons, are rapidly transforming international student mobility flows. The number of Asian students studying in the West is now subject to a “tug of war” between continuing demand growth on the one hand and increasing supply-side capacity across the region on the other.

Finally, the briefing session considers the impact on quality of the investment in Asian higher education, asking whether the increased quantity of universities is associated with increased or reduced educational quality.

About the presenter: Prof. Nigel Healy serves as Pro-Vice-Chancellor of the College of Business and Economics, and Professor of International Business at the University of Canterbury in New Zealand.

ASIA AND THE WEST: CONVERGENCE OR DIVERGENCE?

Arguments that Asia is merely returning to its 60 per cent of global GDP that it enjoyed 500 years ago underestimate the effects of the triple crisis in imbalanced economic growth, global financial systems, and the environment.

While there is a need to recall the vast historical contribution of Asia in science, technology and the arts from centuries ago and also to recall the many Chinese links to Western science in the first half of the 20th century, the complexity of current developments does not lead in the direction of simple extrapolations of existing growth curves.

China has many strengths. It has been able to mobilise its huge resources behind export manufacturing and has begun to enter new industries at a higher level. Its investment in higher education and research is beginning to release a flow of human talent that the world is competing for. Many of its people have been lifted out of poverty.

However, new challenges have resulted from the speed and unequal distribution of the benefits of economic growth. In addition, China's emergence as a global competitor has led to some countries viewing it as a long-term security risk, a threat to the environment and to democratic norms. Tendencies in the international community range from positive engagement to isolation.

The high public investment in higher education and research has seen Chinese universities and research institutes rapidly emerge as global players. The designation of the C9 universities is another step towards a set of world-class universities to rival the best internationally.

At the same time, within China and other Asian growth economies, questions linger about innovation and creativity in societies with constrained social and political environments.

This presentation examines these questions and posits that there are as many arguments for institutional convergence with Western elite research universities as for divergence. It also notes the implications of a recent shift in IMF policy for the macro economic environment. It presents the view that we will continue to live in interesting times.

About the presenter: Dr. Christopher Tremewan serves as the Pro Vice-Chancellor (International) of The University of Auckland.

REGISTERED SESSION PARTICIPANTS (I)

- Christopher Auld, Griffith University (Australia)
- Britta Baron, University of Alberta International (Canada)
- Steve Berridge, University of Westminster (UK)
- Soh Bee Leng , SMA Institute of Higher Learning (Singapore)
- Gilles Breton, University of Ottawa (Canada)
- Hye Jin Byun, The Catholic University of Korea (Republic of Korea)
- Chung Yin-Wen, Kaohsiung Medical University (Taiwan)
- Gunilla Carlecrantz , Malmö högskola (Sweden)
- Antoinette Charon Wauters, University of Lausanne (Switzerland)
- Gordon Cheung, The Chinese University of Hong Kong (Hong Kong)
- Yin-Wen Chung, Kaohsiung Medical University (Taiwan)
- Mark Darby, Department of Education, Employment and Workplace Relations (Australia)
- Xu Decheng, Chinese Academy of Medical Sciences (China)
- Wedigo de Vivanco, Freie Universität Berlin (Germany)
- Stephen Dunnett, The State University of New York at Buffalo (USA)
- Sue Elliott, University of Melbourne (Australia)
- Andrew Everett, The University of Queensland (Australia)
- Yves Guay, Université de Montréal (Canada)
- Daniel Guhr, Illuminate Consulting Group (USA)
- Matthew Hall, Aston Business School (UK)
- Nigel Hemmington, Auckland University of Technology (New Zealand)
- Yew Sing Hii, Queensland University of Technology (Australia)
- Andrew Holloway, Victoria University (Australia)
- Julie Hummel, University of Waterloo (Canada)
- Fiona Hunter, Libera Università Carlo Cattaneo (Italy)
- Yasmine Inauen, University of Zurich (Switzerland)
- Raymond Kelly, Queensland University of Technology (Australia)
- Eun-Eee Ko, Hanyang University (Republic of Korea)
- Pierre Lafleur, École Polytechnique (Canada)
- Insung Lee, Soongsil University (Republic of Korea)
- Leo Mian Liu, University of Newcastle (UK)
- Karin Lundhgren , Linnaeus University (Sweden)
- Sang-Yoon Ma, Catholic University of Korea (Republic of Korea)
- Christopher Madden, Griffith University (Australia)
- Simon Marginson, The University Of Melbourne (Australia)
- Randall Martin, British Columbia Council for International Education (Canada)
- John McPartland, University of Dublin, Trinity College (Ireland)
- Stéphanie Mercure, Department of Foreign Affairs and Trade Canada (Canada)
- Anh Thu Nguyen Thi, Vietnam National University (Vietnam)

REGISTERED SESSION PARTICIPANTS (II)

- Carolyn O'Brien, The University of Melbourne (Australia)
- Mary Pang, City University of Hong Kong (Hong Kong)
- Edgar Porter, Ritsumeikan Asia-Pacific University (Japan)
- Douglas Proctor, University of Melbourne (Australia)
- Ulrich Scheck, Thompson Rivers University (Canada)
- Scott Sheppard, Queensland University of Technology (Australia)
- Edward Shultz, University of Hawaii at Manoa (USA)
- Kirk Simmon, University of Arizona (USA)
- Mark Snowden, Department of Education, Employment and Workplace Relations (Australia)
- Giancarlo Spinelli, Politecnico di Milano (Italy)
- Elizabeth Stinson, La Trobe University (Australia)
- Sarah Todd, University of Otago (New Zealand)
- Brett Walker, Bond University (Australia)
- Edward Weymes, University of Waikato (New Zealand)
- Angelika Wittek, Eidgenössische Technische Hochschule Zürich (Switzerland)
- Serena Yeo, School of Oriental and African Studies (UK)

PREVIOUS ICG THOUGHT LEADER SESSIONS

Looking Beyond the Global Economic Crisis: International Education Ten Years Out

The third ICG Thought Leader Session was held at the 2009 NAFSA Conference. The session was dedicated to a discussion of the future direction of international education. It used the global economic crisis as a jumping off point and looked at the long term trends and strategic change scenarios. Presenters included: Dr. Wedigo de Vivanco, Freie Universität Berlin; Dr. Daniel J. Guhr, ICG; Mr. Andrew B. Shaindlin, Caltech Alumni Association; and Mr. David L. Wheeler, Chronicle of Higher Education. The session was moderated by Ms. Britta Baron.

University Alliances

The annual ICG Thought Leader Session was held at the 2008 NAFSA Conference. The session was dedicated to a discussion of three prominent international university alliances – IARU, the IDEA League, and Universitas 21. Presenters included: Dr. John Andersen from Københavns Universitet (IARU); Dr. Piers Baker from Imperial College London (IDEA League); Mr. Anders Hagström from the ETH Zürich (IDEA League); and Dr. Christopher Tremewan from the University of Auckland (Universitas 21). The session was moderated by Mr. Christopher Madden from Griffith University.

Best Practices in International Education

The first ICG Thought Leader Session was held at the 2007 NAFSA Conference. The session was dedicated to a survey of current best practices in international education. Nine institutions from six countries presented best practice initiatives: Mr. Stuart Boag from Education New Zealand; Dr. Robert Coelen from Universiteit Leiden; Ms. Laurel Bright from the Queensland Department of Education and Ms. Erika Müller-Blass from the Hessisches Ministerium für Wissenschaft und Kunst; Dr. Ayoub Kazim from Dubai Knowledge Village; Mr. Chris Madden from Griffith University; Mr. Wolfgang Meke from Universität Tübingen; Dr. Kirk Simmons from the University of Arizona; and Ms. Tracy Thomas from the University of Tasmania.

Session Reports

The proceedings of Thought Leader Session are available free of charge from ICG and can be accessed at either www.thoughtleadersession.org or www.illuminategroup.com.

ABOUT ICG

Mission

ICG operates as a strategic academic consulting firm with the mission to combine the highest quality academic analysis with the project management experience of strategy management consultants and the institutional experience of education administrators.

History & Organization

ICG was founded in 2002 in California by Dr. Daniel J. Guhr, who is serving as ICG's Managing Director. ICG is organized as an international expert network of academics, administrators, consultants, and entrepreneurs. Since our inception, we have grown to comprise more than 50 members in eight countries.

Practice Areas

Our advisory service is based on eight Practice Areas. These Practice Areas develop and codify our consulting knowledge, and drive client engagements. They are embedded in academic research, administrative practice, and client service.

Members

ICG is firmly embedded in the academic world: Our members are connected to eight of the world's Top 10 universities. 20 members hold a doctoral degree, and 17 members have served or continue to serve as faculty members. In addition, 19 members have academic administration experience.

Half a dozen ICG members have been trained in leading strategy consulting firms such as the Boston Consulting Group and PwC. Most ICG members had lived and worked in two or more countries and our members are fluent in more than ten languages. In total, our members have published more than 80 books and 900 journal articles.

Client Service

We are dedicated to deliver well researched, comprehensively reasoned, and honest advice to our clients. Earning our clients trust and forming long-term relationships to us means to never compromise on these values.