

# THE CHINESE UNIVERSITY OF HONG KONG 香港中文大學

## GOLDEN JUBILEE UNIVERSITY PRESIDENTS' FORUM

6-8 DECEMBER 2013

ENHANCING INTERCULTURAL AND  
MULTICULTURAL EXCHANGES IN UNIVERSITIES



# The Chinese University of Hong Kong

Founded in 1963, the Chinese University of Hong Kong (CUHK) is a forward looking comprehensive research university that is firmly rooted in Chinese culture and well positioned in modern society. Since its inception, the university has committed not only to teaching and academic research but also upholding the humanistic culture. The Chinese University distinguishes itself from other local universities by its rich Chinese cultural heritage, a bilingual and multi-cultural tradition, and a unique college system. Its faculty and students hail from all corners of the world, making it a truly global campus.

As a top university in Hong Kong and Asia, CUHK aims to nurture students with both specialized knowledge and wisdom for life. The eight Faculties and Graduate School offer a wide array of excellent undergraduate and postgraduate programmes to

deliver robust and substantive training to students, while the general education programmes and non-formal education provided by the Colleges broaden students' perspectives and promote whole-person development.

Research activities at CUHK cover dimensions laterally to encompass all subjects that are offered at CUHK, vertically to integrate staff research with teaching, and longitudinally to range from upstream research to midstream development. To maximize impact and benefit to society, CUHK has focused its research investments in five already distinguished fields of academic enquiry within the university, namely Chinese Studies, Biomedical Sciences, Information Sciences, Economics and Finance, and Geoinformation and Earth Sciences.







# Contents

- 02-03** Foreword
- 04-05** Celebrating CUHK's 50th Anniversary:  
Examining the Role of Higher Education  
in an Intercultural, Multicultural World
- 06-07** Congratulating CUHK on its  
50th Anniversary
- 08-09** Keynote Speakers
- 10** Moderators
- 11-18** Global Citizenship:  
The Role of University Education  
by Dr. Phyllis Wise, Chancellor  
University of Illinois at Urbana-Champaign
- 19-26** University Policies and Strategies:  
China and the World  
by Prof. Zhang Jie, President  
Shanghai Jiao Tong University
- 27-34** Partnerships and Collaborations:  
Universities, Governments and Community  
by Prof. Andrew Hamilton, Vice-Chancellor  
University of Oxford
- 35** Participants
- 36-39** Snapshots



# Foreword

Prof. Joseph J. Y. Sung  
Vice-Chancellor and President  
The Chinese University of Hong Kong



The Chinese University of Hong Kong (CUHK) is honored to have brought together some 40 heads and leaders of the world's most distinguished higher education institutions to our campus for a Presidents' Forum during 6-8 December 2013 to debate and analyze some of the most pressing issues facing higher education today, as a highlight of our golden jubilee celebrations.

The occasion bears special significance not only for the Chinese University as we reflect on our role and plan for our future, but also for my fellow participants in the arena of global education. The forum shed light on the vision and mission of the university of the future, where institutions of higher education collaborate and cooperate, while maintaining their own identity and competitive edge.

The landscape of university education is undergoing tremendous change in today's connected and globalized world where our graduates are often called to take up multiple careers in different parts of the world. At the same time, the mode of teaching is being revolutionized with the introduction of massive open online courses (MOOCs).

To meet the needs of the times, it is essential for the university of today to prepare our students to become global citizens with a true world view and a multicultural background. We can achieve this through international exposure, and empowering students with critical thinking and life-long learning skills. The opportunities presented by MOOCs in strengthening education and enhancing its accessibility should also be embraced by universities around the globe.

I am particularly gratified to see that liberal-arts education, a long-cherished tradition at CUHK to nurture well-rounded students, is recognized by many university leaders around the world as a crucial means to provide our students with a broader intellectual scope and reasoning skills that will serve them as the world sees increasingly complex and wide-ranging problems.

Meanwhile, given our unique roles in creating knowledge and products as well as promoting innovation and technology transfer, we must always remind ourselves that higher education institutions cannot neglect engagement with our governments and communities in order to drive and support the political, economic and social developments of our nations and local economies.

While governments around the globe might expect to see the results of their investments in a shorter time frame, higher education should move forward in a balanced and strategic way without losing sight of its long-term targets. It is risky for universities to focus too much on short-term outcomes, as it might have long-term consequences. We are duty-bound to remind our governments of the importance of long-sighted vision for higher education.

As we reflect on our mission, the Chinese University is committed to take up a more prominent role in bridging China and the West as our motherland is reforming and internationalizing its higher education at a rapid pace.

With a smaller world but bigger global challenges that call for integrated solutions, let me call upon all of us to encourage broad-based thinking and work by steering and promoting cross-institutional and interdisciplinary education, collaboration and research to further advance the frontiers of knowledge and technology.

Drawing on our fine tradition and success in international and interdisciplinary collaboration, the Chinese University of Hong Kong will continue to seek collaboration with higher education institutions on these fronts. With our concerted and synergistic efforts, I am certain that we can contribute to building a better world.



## Celebrating CUHK's 50th Anniversary: Examining the Role of Higher Education in an Intercultural, Multicultural World



The Chinese University of Hong Kong (CUHK) celebrated its 50th anniversary during 6-8 December 2013, by bringing together some 40 of the world's top experts and leaders in the field of higher education to the university's campus.

Their mission: to explore the theme *Enhancing Intercultural and Multicultural Exchanges in Universities*, which prompted healthy debate and startling insights into the state of modern higher education, as it faces up to the dual challenges of internationalization and global cooperation.

The three-day event comprised a whole-day forum as well as a welcoming dinner and the 50th Anniversary Banquet, celebrating the founding of CUHK back in 1963.

Prof. Joseph J. Y. Sung, the seventh Vice-Chancellor and President of CUHK, kicked off proceedings by extending a warm welcome to the distinguished





guests, representing many of the most storied institutions of higher education in the world: University of Oxford, University of Cambridge, University of Illinois at Urbana-Champaign, ETH Zurich, the University of Sydney, and Peking University, to name but a few.

They came from far and wide, with representatives from 14 countries and regions: Australia, Brunei, Japan, Norway, Singapore, Sweden, Switzerland, Thailand, the Netherlands, the UK, the US, mainland China, Taiwan and of course host territory Hong Kong.

In its half-century of existence, the university has established an identity that is both firmly rooted in Chinese culture and vested in the examination and improvement of modern civilized society. It has evolved into a comprehensive research university, a regional leader with a global reputation.

With a mission to combine tradition with modernity, and to bring together China and the West, CUHK was an opportune location to bring together the best minds from the East and the West to discuss crucial issues facing institutions of higher education on its golden jubilee.

CUHK has embraced internationalization ever since it set up its first exchange programme in 1965, with

the University of California system. It has gone on to establish over 540 international programmes of collaboration with some 300 institutions in 35 countries/regions around the world, improving team research, faculty exchange, joint teaching, and student mobility.

Prof. Sung pointed out that the themes of cross-border and inter-institutional exchange are of paramount importance thanks to the ever-increasing internationalization of higher education throughout the world.

He encouraged participation from all the educators. "You are all speakers here," he told the audience, sparking lively debate after each of three keynote addresses.

Apart from fostering the development of global partnerships, the Presidents' Forum also shed light on the future development of higher education, and how universities are going to capitalize on and tackle the issues raised in the process of internationalization.

A photograph of Mr. Edward Cheng, Chairman of the University Grants Committee, HKSAR. He is a middle-aged man with short grey hair, wearing glasses, a dark grey suit jacket, a white shirt, and a purple patterned tie. He is smiling and looking slightly to his right. He is standing behind a wooden podium with a microphone. In the background, there is a framed painting of a purple and white flower. The text "Mr. Edward Cheng", "Chairman", and "University Grants Committee, HKSAR" is overlaid in the top left corner.

Mr. Edward Cheng  
Chairman  
University Grants Committee, HKSAR

Congratulating CUHK  
on its 50th Anniversary



How does a modern institution of higher learning prepare itself to handle the challenges of the 21st century, and its greater interconnectedness? What does a university need to impart to its students, its faculty, its partners? And what can we learn from Hong Kong's position in the world and academic experience to date?

These were some of the profound questions put forward to the 40-some university leaders by Mr. Edward Cheng, the Chairman of the University Grants Committee at the Chinese University of Hong Kong's Golden Jubilee University Presidents' Forum. The answers to those questions will surely shape the nature of higher education in the decades to come.

At a global level, higher education must play a significant part in preparing students for the role of global citizens in a world that is forever getting smaller and interlinked. Universities can foster that spirit by facilitating intercultural and multicultural exchanges.

The Internet has revolutionized what education needs to teach, and how it teaches it. The need for rote memorization has been virtually eliminated. Instead, the modern university must shape programmes and course work to prepare students to analyze multiple data sources, make cross-disciplinary connections, integrate input from disparate disciplines, and interpret information from across the globe.

"With Google literally at our fingertips, we have more space in the curriculum for critical thinking and of course general education including the arts and humanities," Mr. Cheng remarks. "Certainly there is the impact of the digital revolution on the delivery and participation of learning itself."

With the right international exposure, intra- and inter-regional cooperative efforts and a new four-year curriculum on the forefront of the academic frontier, it is possible, Mr. Cheng views, to create the "perfect storm of opportunity" to propel the next generation of graduates into the ever-evolving world of the information age.

Hong Kong has the potential to be a case in point, thanks to its ability to connect East and West, mainland China and the outside world. That bridging role provides a pathway allowing academics, researchers, university students and graduates to exchange resources, whether human, financial and physical. It also offers Hong Kong a way of bringing to it a globally competitive pool of academic talent, whether at the professorial or student level.

The presence of four Nobel laureates on the faculty of the Chinese University of Hong Kong demonstrates early success on that front. The university and the city it calls home are already highly competitive, globally, and can burnish that reputation.

To advance the competitiveness of Hong Kong's economy, it is clearly necessary for Hong Kong to enhance its entrepreneurial spirit, something that academia can foster in terms of spinoffs and joint ventures between higher learning and the business world.

"In Hong Kong, entrepreneurship is part of our culture, hard-wired into our very DNA," said Mr. Cheng. "We must retain and even further develop that natural advantage."

As an educator, he points to the role that the Chinese University of Hong Kong has already played in furthering those ideals during its five decades of existence. It is a role that has been scripted, and will surely continue to be written, by the leaders of the institution.

"All seven Vice-Chancellors are accomplished individuals who have engendered significant progress in society and even the world," he said. "Those leaders of this institution, past and present, have really made us proud as a Chinese University ally, as a Hong Kong citizen and as a partner in the higher education sector."

*For the full version of Mr. Edward Cheng's speech, please visit: [www.ugc.edu.hk/eng/ugc/publication/speech/2013/sp20131207.htm](http://www.ugc.edu.hk/eng/ugc/publication/speech/2013/sp20131207.htm).*



# Keynote Speakers

## **Dr. Phyllis Wise**

Chancellor

University of Illinois at Urbana-Champaign

**Global Citizenship:**

**The Role of University Education**

Dr. Phyllis Wise is the Chancellor at the University of Illinois at Urbana-Champaign (UIUC). An internationally respected researcher and leader in higher education, she is a passionate advocate for public research universities. Previously, Dr. Wise was Interim President at the University of Washington, becoming the first Asian American to lead a major research university; and prior to that, she was Provost and Executive Vice President. Dr. Wise holds a PhD from the University of Michigan, a Bachelor's Degree in Biology and an honorary Doctor of Science, both from Swarthmore College.

Dr. Wise's research focuses on issues of women's health and how hormones influence learning and memory and protect the brain against neurodegeneration. She is a Fellow in the National Academy of Sciences' Institute of Medicine and the American Academy of Arts and Sciences.

UIUC is renowned for its cutting-edge discoveries, collaborative interdisciplinary scholarship, innovative learning and global engagement. As Chancellor, Dr. Wise has carried out an extensive "Listening and Learning Tour" and led a "Visioning Future Excellence" initiative to identify areas in which the university is investing deeply to position itself to solve society's most challenging problems over the next 20-50 years.



## **Prof. Zhang Jie**

President

Shanghai Jiao Tong University

### **University Policies and Strategies: China and the World**

Prof. Zhang Jie is the 39th President of Shanghai Jiao Tong University (SJTU) and a prominent laser-plasma physicist in China. As a strong advocator and outstanding practitioner of higher education, Prof. Zhang was elected an Academician of the Chinese Academy of Sciences and a member of the German Academy of Sciences Leopoldina in 2003 and 2007, respectively. He is a Fellow of the World Academy of Sciences in 2008, International Fellow of the Royal Academy of Engineering in 2011 and Foreign Associate of the US National Academy of Sciences in 2012. He was elected an Alternate Member of the 17th and 18th Central Committee of the Communist Party of China in 2007 and 2012, respectively. Prof. Zhang is also a member of the University Grants Committee of the Hong Kong Special Administrative Region.

As the youngest president of SJTU since 1949, Prof. Zhang brought vitality, creativity and passion to the university. He advocates an ethos “pursues knowledge and respects scholars”. He pioneered and executed a model that promotes “student-oriented, integrated education” (curricular with extra-curricular activities, sciences with the humanities, and teaching with research). He is dedicated to establishing a university culture of “gratitude and responsibilities” and “dreams and passion”. Under Prof. Zhang’s leadership, SJTU has made remarkable progress towards a world-class university. Prof. Zhang’s education philosophy and practices exemplify an important exploration and experience in achieving the goal of building world-class universities in China.

## **Prof. Andrew Hamilton**

Vice-Chancellor

University of Oxford

### **Partnerships and Collaborations: Universities, Governments and Community**

Prof. Andrew Hamilton was admitted as Vice-Chancellor of the University of Oxford on 6 October 2009.

Prof. Hamilton, BSc, MSc, PhD, FRS, read chemistry at the University of Exeter. After studying for a master’s degree at the University of British Columbia, he received his PhD from the University of Cambridge in 1980 and then spent a post-doctoral period at the Université Louis Pasteur in Strasbourg.

In 1981, he was appointed Assistant Professor of Chemistry at Princeton University then in 1988 served as a department chair and Professor of Chemistry at the University of Pittsburgh. He joined Yale University in 1997 and was Provost of Yale from 2004 until October 2008 where he combined a wide-range of administrative duties with teaching and research.

Achievements during his time as Provost of Yale included the acquisition of the West Campus, the re-establishment of the Yale School of Engineering and Applied Science after a forty-year hiatus, a reform of the tenure process and the significant enhancement of the Yale undergraduate curriculum. In addition to serving as Provost, he was Benjamin Silliman Professor of Chemistry and Professor of Molecular Biophysics and Biochemistry.

His research interests lie at the interface of organic and biological chemistry, with particular focus on the use of synthetic design for the understanding, mimicry and potential disruption of biological processes. Prof. Hamilton’s academic achievements have been widely recognized internationally. In 1999, he received the Arthur C Cope Scholar Award from the American Chemical Society, and in 2004 he was elected a Fellow of the Royal Society and of the American Association for the Advancement of Science. He was elected a member of the American Academy of Arts & Sciences in 2010 and received the International Izatt Christiansen Award in Macrocyclic Chemistry in 2011.



# Moderators

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## **Prof. Hans de Wit**

Director

Centre for Higher Education Internationalisation

**Catholic University of the Sacred Heart**

Prof. Hans de Wit is Professor (lector) of Internationalisation of Higher Education at the School of Economics and Management of the Amsterdam University of Applied Sciences. He is the co-editor of the *Journal of Studies in International Education* and has co-written several books and numerous articles on international education. Prof. de Wit is actively involved in assessment and consultancy in international education for organizations like the European Commission, UNESCO, World Bank, and IMHE/Organisation for Economic Co-operation and Development. He is also a founding member and past President of the European Association for International Education.

## **Mr. Francisco Marmolejo**

Lead Tertiary Education Specialist

**The World Bank**

Mr. Francisco Marmolejo serves as the World Bank's focal point on the topic of higher education, and provides advice and support to country-level related projects that the Bank has in more than 60 countries. He has served as International Consultant at the Organisation for Economic Co-operation and Development (OECD) and has been part of OECD and the World Bank's peer review higher education teams in Europe, Latin America, Middle East, Africa and Asia. He serves or has served on advisory boards at a variety of universities and organizations, including the International Association of Universities, the American Council on Education's Commission on International Initiatives, NAFSA, World Education Services, and the Centre for Higher Education Internationalisation at the Catholic University of the Sacred Heart in Milan.

## **Mr. David L. Wheeler**

Editor

**Al-Fanar Media**

Mr. David L. Wheeler worked at *The Chronicle of Higher Education* in the US for more than 25 years as a science writer, international editor, and managing editor, and has written news and features on topics ranging from quantum physics to poetry. Mr. Wheeler has a Master's Degree in Journalism from Columbia University and was awarded a Vannevar Bush Fellowship in science journalism at the Massachusetts Institute of Technology. He has written for a variety of other publications including *The Boston Globe* and *The Washington Post* and won awards from the New England Press Association and the Education Writers' Association. He has organized and moderated events and panels at higher education conferences around the world, including Australia, China and Thailand. He joined The Alexandria Trust in June 2012 to lead *Al-Fanar* and other efforts at improving education journalism in the Arab world.

Dr. Phyllis Wise  
Chancellor  
University of Illinois at  
Urbana-Champaign

# Global Citizenship: The Role of University Education



# Orchestrating the University of the Future

The greatest universities in the world need to adapt to an increasingly globalized world, setting up opportunities for both students and faculty to initiate cross-border, collaborative work, or risk becoming irrelevant, according to the university leaders who took part in the Presidents' Forum.

In fact, the role of universities has shifted, according to the keynote address from Dr. Phyllis Wise, the Chancellor of the University of Illinois at Urbana-Champaign, and even state-funded institutions such as her own must chart a course that will prepare students for a wired, interlinked world.

Dr. Wise, the first Asian American to lead a major research university in the US and a specialist in women's health, conceded that the situation had changed since the Chinese University of Hong Kong was founded 50 years ago.

"Our world today is very different from what it was in 1963," Dr. Wise said. "We have seen tremendous advances in every area of arts to engineering and technology. Together we will be even more important contributors during the next 50 years."

Dr. Wise is the daughter of parents who were both born in Beijing. After studying at Peking University, they moved to the US to further their medical education. They were due to return to China on 12 December 1941 – plans that were destroyed by the Japanese bombing of Pearl Harbor on 7 December of that year.

After entering the universe of tertiary education, Dr. Wise has come to realize that institutions need to adapt to a rapidly changing environment if they are to survive. "The landscape of higher education is being changed under our feet," she said.

Education is key to economic growth and to generating international respect, Dr. Wise feels. The

rapid development of the Chinese University of Hong Kong demonstrates how it is possible to achieve significant results in a relatively short period of time, enhancing both of those features.

## Now education is becoming life-long and life-wide

One of the main differences and challenges is the large amount of spending in higher education in Asia and Latin America. That has reshaped the academic world, with greater influence shifting to parts of the world that were previously not hubs of research or instruction.

"The center of gravity is rapidly changing," Dr. Wise said, noting the Chinese University of Hong Kong's success and the role that China is now playing as a center of global education for the next generation.

The responsibility of educators has to adapt not only to the modern geographic balance but also to the evolving nature of the working world. Gone are the days when universities could envision their role as simply educating undergraduates so they could join a large corporation immediately on graduation and expect to remain in one company for life.

Instead, modern universities have to instill students with the critical thinking and analytical skills that will serve them as they navigate an increasingly complex career path.

"Now education is becoming life-long and life-wide," Dr. Wise said. "The 17- to 22-year-old students today are expected to have three careers. Not three jobs – three careers."

That concept captured the attention of many of the educators present.

Prof. Wang En-ge, the President of Peking University, said he was moved by Dr. Wise's personal story, one that took root in his own institution and then led to the University of Washington and now the University



Prof. Wang En-ge, Peking University

of Illinois at Urbana-Champaign. Her life path, he feels, demonstrates that we live “in amazing times”, and have opportunities that are unprecedented.

At the same time, mankind’s challenges are greater than ever before, given the complexity of nations and civilizations, and threats such as weapons of mass destruction and environmental deterioration.

“More urgently than ever before, the world needs new ideas and leaders who have a deep understanding of humanity, cultures and science,” Prof. Wang, one of the discussants said. “They are leaders who have far-sighted vision, critical and creative thinking, perseverance and determination. Universities can cultivate such leaders.”

The second discussant, Prof. Martin Paul, who as a German is the first non-Dutch President of Maastricht University, raised the question of whether modern universities are adaptable enough to deal with the evolving nature of the work force and society.

He cited a publication, *An Avalanche is Coming: Higher Education and the Revolution Ahead*, from the Institute for Public Policy Research, that suggests universities are not ready for the challenges of the modern world, where technological change and reduced financing converge to place stress on the global educational structure.

“They even question whether university degrees will even be needed in the future to make a career,” Prof. Paul notes, a quite distressing picture. “While we agree with the challenges outlined in this report, there is no need to be scared by its threatening consequences. We can and will respond to these challenges ahead.”

Another challenge facing the modern university is the role of the Internet, Dr. Wise pointed out. Massive open online courses, or MOOCs, are just one example of a threat and an opportunity, offering, Dr. Wise feels, the “potential to rewrite how we teach, where we teach and who we even define as students.”

She feels that in the digital age, what used to be huge auditorium-style classes can now be taught online, with small groups getting together in a classroom to address issues with more personal contact.

The idea is to provide a “transformative learning environment”, Dr. Wise feels, using online tools where appropriate. Universities must increase diversity, whether racial, cultural, geographic, economic or by gender.



Prof. Martin Paul, Maastricht University



"This is the essence of excellence," she added. "The more diverse our students are, the more diverse our faculty are, and the more excellent our university will be."

That will involve adaptation not just in student selection but also in pedagogy.

"We are well on our way to provide the students of today and tomorrow better global opportunities, but we may need to adjust our structures and processes," Dr. Wise said.

One major challenge is the subject of who is going to pay for this all. State universities are still expected to provide the finest learning experiences and address the greatest challenges to society, all at a low cost to students. But they are receiving less and less support from regional or national governments.

"There is an undiminished sense of public ownership of these institutions that is in opposition to collective willingness to support them that we saw 50 years ago," Dr. Wise said.

### **If you don't have great faculty you will never have a great university**

When her institution recently went through its own process of mapping out its future, the process took around a year and a half. The concept was to uncover the challenges of society 20 to 50 years from now, and define the role of a preeminent public research university that has benefitted from land grants but still has a global responsibility.

That strategic-planning exercise recently concluded and outlined six main areas of concern: economic development; education; energy and the environment; social equality and cultural understanding; health and wellness; and information and technology.

To that end, the University of Illinois at Urbana-Champaign will, over the next five to seven years, be recruiting 500 new faculty members, hiring

them not in isolation but in cluster hires around those six themes. Faculty members will join different departments but will have overlapping interests, encouraging greater co-mingling of academic objectives and interdisciplinary projects.

It is that fostering of talent that will ensure institutional excellence. "If you don't have great faculty you will never have a great university," Dr. Wise said. "We want to foster scholarship, discovery and innovation."

At the same time, a university such as the University of Illinois at Urbana-Champaign must consider how it prepares Illinois residents, who may live and work in the state for the bulk or all of their lives, for the part they will play in a global future.

"This may sound subtle, but it represents a significant shift in perspective for an American university," Dr. Wise feels. "It's the idea of organizing our educational and scholarly objectives to align with citizens around the world."

A significant portion of that development will involve building networks, processes and relationships to turn potential opportunities into fruitful, meaningful collaborations that yield globally attainable solutions for global challenges.

"We are standing at the next global intersection of complex societal challenges," Dr. Wise said. For global research universities, "it is our responsibility to turn this opportunity into the model for global progress and innovation. The great universities of the next 50 years will be seen as the levers of social and economic leveling and equity."

Let it not be forgotten, Dr. Wise reinforces, that higher education finds its place in the panoply of institutions that serve the overarching greater good. "The first responsibility of the university of tomorrow is to recognize and organize itself within a global society," she said.

*For the full version of Dr. Phyllis Wise's speech, please visit: [www.oal.cuhk.edu.hk/index.php/international-activities-at-cuhk/presidents-forum/keynotes](http://www.oal.cuhk.edu.hk/index.php/international-activities-at-cuhk/presidents-forum/keynotes).*

# Navigators Needed to Chart the Course of Higher Education

Higher education is at a crossroads, the university leaders gathered at the Presidents' Forum felt, and must take a decisive step forward to an internationalized future in which institutions both collaborate and compete.

Moderator Prof. Hans de Wit had noted prior to the keynote address by Dr. Phyllis Wise that, as the first Asian American to lead a major research university in the US, she was the ideal person to consider the issue of the role of universities as global citizens.

Prof. de Wit, the Director of the Centre for Higher Education Internationalisation at the Catholic University of the Sacred Heart in Milan, pointed out that Dr. Wise understood the issues as part of her life journey, research focus and public university experience.

And indeed, her address sparked intense discussion about the future role of universities in an interconnected, international world.

Prof. Michael J. G. Farthing, the Vice-Chancellor of the University of Sussex, questioned how should universities differentiate themselves from their competitors.

"When Sussex was created 52 years ago, one of our distinctive features was interdisciplinarity. Now everyone is doing it," he noted. "How do we define ourselves as distinct?"



Prof. Michael J. G. Farthing, University of Sussex





Dr. Wise replied that it may be the way universities work together rather than the way they set themselves apart that makes the most difference in attracting faculty and students.

"I think being distinctive is probably less important than being collaborative in this new global world," she said. "Students will choose us not only to be on that particular campus but also to partner with different institutions and countries in the way they are going to have to when they graduate and go out into the world."

I don't think we should "McDonald-ize" universities and make them the same all around the world. We should each keep our own culture, our own uniqueness and at the same time work hand in hand with other universities

But there may be a middle path to tread. The Chinese University of Hong Kong's Vice-Chancellor and President Prof. Joseph J. Y. Sung would like to see institutions walk down the road of "glocalization", retaining their identity while reaching out around the world.

"I don't think we should 'McDonald-ize' universities and make them the same all around the world," Prof. Sung said. "We should each keep our own culture, our own uniqueness and at the same time work hand in hand with other universities."

As English has become the universal language of educational exchange, Prof. Katsuichi Uchida, the Vice President (International Affairs) at Waseda University in Japan, raised a fascinating point along those lines. He noted that for Asian institutions such as his, it is important as they reach out beyond their borders that they also recognize and serve the needs of their home nation.

"I understand the importance of globalization and internationalization," Prof. Uchida said. "But at the same time we must not ignore the importance of national universities that will promote the national interest and the regional interest as well."

Still, a key driver of the university of today is its imperative to create "global citizens" that are able to work, research and collaborate across borders, the educators at the Presidents' Forum felt. A major obstacle, the university leaders said they were well aware, is that universities are often entrenched in their own cultures and structures and not the easiest institutions to redirect. That makes it harder to adapt.

"It's important to recognize there is a lot of inertia at our universities," Prof. Arthur B. Ellis, the Provost of City University of Hong Kong, said. "There needs to be a reward system that's really designed to help promote achieving the objectives of a strategic plan."

Another hindrance is the way that grant giving and funding are set up. The "big questions" of the modern world require long-term, multidisciplinary examination. But it is very hard for professors and researchers to win grants for such work, because universities are still structured in academic "silos", and the payoff is potentially very long.

Efforts to introduce interdisciplinary learning could be thwarted by the demands of professional bodies to fulfill curriculum requirements.

“We have structured systems in place that are really making it very hard for our faculty to do what I think they’re instinctively very keen to do in terms of interdisciplinary research,” Prof. Don Nutbeam, the Vice-Chancellor of the University of Southampton, said.

Prof. Dag Rune Olsen, Rector of the University of Bergen concurred, and said that is why events such as the Presidents’ Forum are important.

“Universities are not necessarily structured in a way that paves the way for these kind of interdisciplinary research, which we desperately need at least if we are going to address the global challenges like food security, energy, health and the environment,” Prof. Olsen said. “This is a proper time to discuss how we can strengthen that way of working.”

Universities must, if they are to find their place in global society, become more inclusive, more diverse. That applies to ethnic, cultural, academic, social, economic and geographic distinctions, barriers that are broken down as universities become more outward-looking.

However, Prof. Jan Carlstedt-Duke, who is responsible for international strategy at the Karolinska Institutet, a medical university in Stockholm, lamented the lack of diversity in the upper echelons of education, noting the “dominance of the dark suits” around the room at the Presidents’ Forum.



Prof. Jan Carlstedt-Duke, Karolinska Institutet

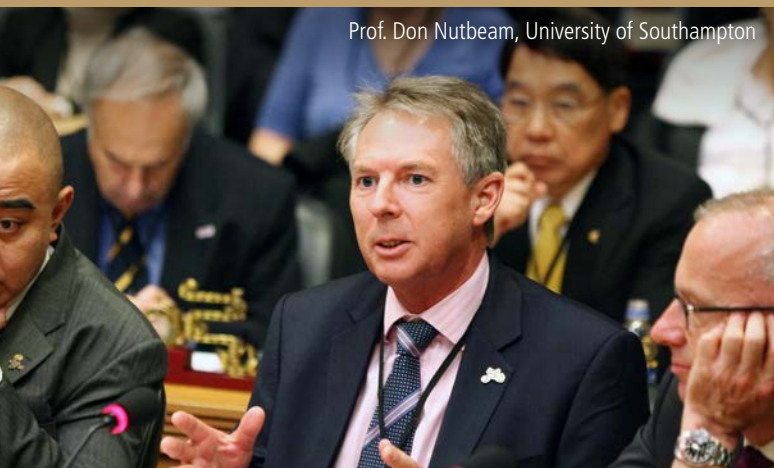
“This is one of the major aspects that really needs to be addressed in a very active way to drive a fruitful global development,” he said.

Dr. Wise said she had wondered if anyone had picked up on the lack of women in the room. “We are missing out on 50 percent of the population, and it’s a shame to do that,” she said. “I would argue there are plenty of women in the academic pool. We just have to identify them.”

Despite the weighty issues considered, there was much optimism and eagerness to rise to the challenges presented.

Universities are a resilient breed. They have survived the plague, wars, political and industrial revolutions and have been a stage for societal change

Prof. Martin Paul, the President of Maastricht University, believes that universities will respond to the challenges that they face.



Prof. Don Nutbeam, University of Southampton



“There is no need to be depressed,” he said. “Let us not forget that universities are a resilient breed. They have survived the plague, wars, political and industrial revolutions and have been a stage for societal change.”

He quoted the philosopher and educator Wilhelm von Humboldt, who designed the German education system and founded the University of Berlin, in expressing the importance of taking on these challenges with equanimity and optimism:

*“I am more and more convinced that our happiness or unhappiness depends more on the way we meet the events of life than on the nature of those events themselves.”*


Mr. David L. Wheeler, who also moderated the session, said in summing the discussion up that universities must prepare global citizens, and must teach citizenship.

Mr. Wheeler is the editor of *Al-Fanar Media*, which sees him working in the Middle East, a conflict area. “Intercultural diverse education is not a magical elixir to prevent war,” Mr. Wheeler said. But ignorance “is almost a guarantee of conflict.”

It is the global focus of universities that can help. “Internationalization can help steer the world away from disaster,” Mr. Wheeler said. “It’s not just about moving up in rankings. It’s making the world a better place.”



Mr. David L. Wheeler, *Al-Fanar Media*

A photograph of Prof. Zhang Jie, President of Shanghai Jiao Tong University, speaking at a podium. He is wearing a grey suit, a white shirt, and a dark tie with thin green stripes. He has glasses and is gesturing with his right hand. The background is slightly blurred, showing a large painting of a person in a suit.

Prof. Zhang Jie  
President  
Shanghai Jiao Tong University

# University Policies and Strategies: China and the World



## Changing China Reshaping the Academic World

Nowhere in the world is seeing greater changes in higher education than China. That is thanks to the Middle Kingdom's lightning-quick revolution from an agrarian society through to a manufacturing economy – and a just as rapid transition occurring now away from factories to a world of services, entrepreneurship and high technology.

That is placing great importance on the way universities are planned and run, Prof. Zhang Jie, the President of the Shanghai Jiao Tong University, told the 40-some university heads who gathered at the Presidents' Forum.

Chinese universities must build three systems: excellence in talent development; excellence in innovative capacity; and excellence in university culture

While the pursuit of academic excellence is clearly the goal of all institutions, the policies and strategies used to govern them are inevitably shaped by the culture from which they come. In China's case, a warp-speed period of 35 years of economic growth have propelled universities to a position on the front edge of China's transition.

"Universities have to serve as the innovation engine of society," Prof. Zhang said. "In order to fulfill this task, the Chinese universities must build three systems: excellence in talent development; excellence in innovative capacity; and excellence in university culture, which will have big impact on society as well."

While top-ranked international universities invariably use a well-honed academic style of policymaking and management, Chinese universities are at an earlier stage in their development. That requires a different approach, one that emphasizes the human development of both their faculty and students, as well as the support and service to stimulate them,

Dr. Michael Spence, The University of Sydney



often through systematic incentives.

"We have to know what we should do for faculty and staff and also students," and let that shape university policy, said Prof. Zhang, who when he took office in 2006 became the youngest of the 39 presidents that have led Shanghai Jiao Tong University. "For faculty, we mainly rely on academic dignity to stimulate them. For students, we really depend on their proud membership of our family. For management staff, it really depends on their sense of accomplishment."

What makes the quality of a university is not the quality of your best researcher. It is the quality of your worst researcher. It is not the quality of your best teacher, but the quality of your worst teacher

Shanghai Jiao Tong has been evolving just as fast as the nation it calls home. It has overhauled its faculty, and dramatically ramped up investment in not only its scientific fortes but also the areas where it was weaker, such as medicine, the social sciences and the humanities.

That kind of academic revolution can bring fast results but is also risky. "How do you bring about

that change without blowing the university up?" Dr. Michael Spence, the Vice-Chancellor and Principal of the University of Sydney, wondered.

Dr. Spence, who spoke after Prof. Zhang's address as one of two discussants, is no stranger to rapid shifts in the education landscape himself, having overseen a transition from a university that has gone from a financial deficit to being self-supporting, and from fifth to second in the Australian university rankings.

The process of change may be painful but is equally necessary, and must occur from the bottom to the top of an institution. It is not enough to have a handful of "star" professors that provide an institution with an international profile and acclaim. It is vital to have excellence from the roots of the grass to the top.

"What makes the quality of a university is not the quality of your best researcher," Dr. Spence posited. "It is the quality of your worst researcher. It is not the quality of your best teacher, but the quality of your worst teacher."

Dr. Spence praised the balance that Shanghai Jiao Tong is seeking to achieve, with middle ground necessary between disciplines, between star teachers or researchers and the overall university culture, between time in the classroom and time on personal research, between external and internal funding.

Shanghai Jiao Tong University is engineering a massive overhaul of its academic structure. By the middle of this decade it intends to have hired 800 high-caliber scholars from around the world, skimming the cream of the academic world, a process that it is half-way through. At the same time, it is restructuring its existing faculty of around 3,000 people.

The infusion of fresh academic blood has left Shanghai Jiao Tong with a split nature when it comes to assessing and evaluating its faculty. In its dual-track system, the international scholars are on the Western tenure-track path. The legacy staff are on the original Chinese model, one that for instance paid professors for publishing papers, a policy that it has now stopped.

The university has also moved from a system of annual evaluations to a far-sighted six-year evaluation cycle. And it has put incentives in place to encourage research over simple publication.

"The purpose is to provoke an innovative mentality," Prof. Zhang said. "Now we have these kind of steps, so faculty members want to build larger labs, build larger teams, and the university gives very strong support for this desire."

The reform process also involves a shift of emphasis from knowledge transfer to knowledge pursuit. It also stresses the importance of developing integrity among students and scholars, and of focusing on the student body rather than a top-down instruction method.

"We want to train our students to have a global vision and multicultural background," Prof. Zhang said. "We performed pedagogical reforms to nurture students, changing our education philosophy."

Shanghai Jiao Tong intends to move entirely to the tenure system by 2018. "The leadership of the university didn't believe we could achieve this goal, but at the end of last year we reached the first goal," Prof. Zhang said, in terms of the international hires. "Now by 2018 we will reach this goal of having all existing faculty of a very high standard."

Shanghai Jiao Tong has also focused on changing the way its students behave. It has encouraged its students to study abroad – some 30 percent of them now have that experience. It has also struck collaborative partnerships such as the renowned China Europe International Business School, or CEIBS, a partnership with the European Foundation for Management Development.

The university in 2005 formed a joint institute with the University of Michigan to provide global education and encourage research collaboration. That was followed in 2012 by an engineering institute in conjunction with the ParisTech Institute of Technology. This year, Shanghai Jiao Tong will launch a school of public health with Johns Hopkins University.

Funding the university's overhaul has not been easy.



“There is a very strange phenomenon in China,” Prof. Zhang said. “If a university has a lot of research funding, the university will become very poor. The government will not want you to charge overheads.”

Shanghai Jiao Tong in 2008 began offsetting overheads by charging for lab space, the usage of water and electricity, and the use of facilities. Now the income it brings in from those overheads is about the highest for a Chinese university, Prof. Zhang said, providing sufficient resources for further reforms.

The revolution in Chinese higher education is of course being directed by the very highest ranks in Beijing. The Chinese government has stepped up its interest in higher education, and with that, its financial commitment as well. The education budget hit 378 billion yuan (US\$60 billion) in 2012, the latest figures available, an increase of 16 percent over the prior year. The increased investment means per capita funding has risen by 50 percent at China’s universities – although that still leaves them at only 10 percent of the level of Hong Kong.

The country has set the goal of seeing 23 percent of its economic growth come from growth in science and technology in 2020. “The expectation is quite high,” Prof. Zhang said. That commitment, while admirable, brings its own challenges. With financial backing comes responsibility and the need to demonstrate the outcome of all that spending.

“The only thing that is worse than a government that doesn’t care about higher education is one that does,” Dr. Spence said, only half in jest. “A government pouring resources in will expect results in a relatively short time period.”

That can be difficult in an industry where the payoff for investment may not be clear for some time to come. In areas such as the humanities and social sciences, it may never be demonstrable or quantifiable.

“We put in a huge sum of money today, but we may not be able to see the results in two years, three years or even 10 years,” the Chinese University of Hong Kong’s Vice-Chancellor and President, Prof. Joseph J. Y. Sung, said. Prof. Sung spoke as the second discussant.



Yet research funding in China has increased 10-fold, from 5.73 billion yuan in 1998 to 59.73 billion yuan in 2010. Such figures cause the jaws of all the university leaders in attendance at the Presidents’ Forum to drop, Prof. Sung believes. “No other country can match that sort of growth,” he said.

Attempting to capture the impact of that investment is exceedingly difficult. The plethora of university rankings leaves Prof. Sung feeling “a little bit dizzy”, with a flood of data rating not only universities around the world that may have very different missions but also rating each discipline, each department.

“Is there a single scale that we can use to compare universities from around the world that is fair and reflecting equitably?” Prof. Sung asked. “If there is one, should all universities be playing the same game with the same criteria?” The Chinese University of Hong Kong leader admitted he did not have the answers to those questions, but intended them as food for thought for educators.

“It is inevitable that we are collaborating against each other as well as collaborating with each other,” he concluded. “How do we balance that, and are the numbers leading us to where we want to go?”

*For the powerpoint presentation of Prof. Zhang Jie, please visit: [www.oal.cuhk.edu.hk/index.php/international-activities-at-cuhk/presidents-forum/keynotes](http://www.oal.cuhk.edu.hk/index.php/international-activities-at-cuhk/presidents-forum/keynotes).*

# Taking Up the Challenge of Change

The context of the challenges that universities face today, and the solutions they must generate in response, vary substantially by the location and mission of each institution. But there are still some new quandaries that all institutions face.

Even if universities tackle them with practicalities unique to their own circumstances, the principles that are used to face them are essentially the same, according to the university leaders who heard the keynote address on structuring and administering a modern university from Prof. Zhang Jie, the President of Shanghai Jiao Tong University.

For instance, nowhere in the world faces the rapid rate of growth seen in China, or the same level of support to fund education. But Shanghai Jiao Tong and other Chinese universities are, like any university in the West, now working out how to educate students for a very different working world from what it was a generation, even a decade ago.

“We are not necessarily educating people for their first year in their first job,” Prof. Dag Rune Olsen, the Rector of the University of Bergen, said, picking up on the way Shanghai Jiao Tong stresses a base in the humanities even for its science students. “We’re educating them for the second and third job. That’s why a liberal-arts approach and critical thinking is so important. That will provide them with the best fundamentals and base for what they will face later in their career.”

China may be going through the most rapid change, in its economy and academia alike. Nevertheless, over the centuries since they were founded, the entire face of higher education has changed for the oldest institutions in Europe – who must also adapt to stay relevant.



Prof. Ralph Eichler, ETH Zurich





The learning and the skills we have to give to our people is also cultural, and much more global as our companies are global

When his university was founded 160 years ago, not only 65 to 70 percent of the faculty were imported, but even many of the students were imported, Prof. Ralph Eichler, the President of ETH Zurich, pointed out. At that time, the goal was to produce the engineers that would build a nation. There was a lack of them, and “there were not enough people in the country of Switzerland” to provide sufficient quantities of them, Prof. Eichler said.

Modern universities are the mirror opposite. Now they are expected to produce the graduates who will build not only their own nation but the rest of the world as well.

“Companies say ‘We need engineers who are trained at your institution, but who are able to build that manufacturing company in Kenya, where it is a different culture, different climate zones,’ ” Prof. Eichler noted. “The learning and the skills we have to give to our people is also cultural, and much more global as our companies are global.”

To add to the complexity, there is not one model that fits all. Switzerland, for instance, is largely rural, and does not for the most part want to become an entirely urbanized post-industrial economy. It is the overseas internships and international exposure that will reveal such intricacies and provide as important an education as technical knowledge or book learning.

One of the most dramatic illustrations of that point comes from the tiny nation of Brunei. The country is “cursed with black gold”, Dato Dr. Zulkarnain Hanafi, the President and Vice-Chancellor at the Universiti Brunei Darussalam, said. “The kids expect everything to be given to them. So we say in the third year of your studies, 100 percent of the students must leave the university.” That can take many forms: exchange programmes, internships, substantive community service either with friends from the same university or other institutions.

Those interactions are transformative. “They come back to Brunei and say ‘Dr. Zul, people in the outside world don’t live like us,’ ” he said.

The search for a method of ranking all universities, globally, provoked a response from Prof. Leonard K. Cheng, the President of Lingnan University in Hong Kong. He argued that, as a small liberal-arts university with only 2,600 undergraduates, there is no way Lingnan is going to compare to or rank well against the world’s biggest and best institutions. Nor does it want to.

But Prof. Cheng was interested in Prof. Zhang Jie’s revelation that, although the university is so well-known for its sciences, Shanghai Jiao Tong has introduced a liberal-arts education for all students.

The old approach to the humanities in China was limited to a dogmatic approach to Marxism, Prof. Zhang said. That no longer serves them well as Chinese students interact more and more with the rest of the world.

“Now we expose to them all different thoughts, and ask them to discuss all different thoughts,” Prof. Zhang said. “That gives a great advantage of creative thinking to the students.”

Prof. Zhang agreed with Prof. Eichler’s point, however, that while the principles and goals may be the same, there is no universal approach that works for higher education.

One of the biggest shifts in the next 20 years or more will be the increasing interactivity of education, Dr. Phyllis Wise, the Chancellor of the University of Illinois at Urbana-Champaign, opined.

Many educators may originally have seen online teaching as a one-way method, a “data dump” from professor to student. But in fact, it is becoming much more interactive.

She envisions a university world where much of the instruction that used to be done in a lecture hall is done online, and the time of professors and educators is used instead to work with small groups of students.

“The opportunities to be participatory are much greater now than they ever were before, and we will continue to work at that,” Dr. Wise said.

When it comes to internationalization of the student body, bringing students from all around the world to campus, or initiating student exchange, is only the first step. Institutions must create a climate that is truly conducive to organic grass-roots international exchange.

“We have students who come and don’t get the experience they should have, they stay in their clusters where it is comfortable,” she said. “It’s a two-way street.”

Prof. Leonard K. Cheng, Lingnan University



Mr. Francisco Marmolejo, the Lead Tertiary Education Specialist at the World Bank, was moderating Prof. Zhang Jie’s session and the discussion that it elicited. With his perspective outside academia looking in, he had a different take on the role of the modern university.

“The great majority of students in higher education are not part of your universities – they’re in other institutions,” he told the leaders present. It is therefore necessary to govern universities with a sense of responsibility to other institutions in the way students are prepared.

That is not always happening. “Many times, universities are seen as protecting the status quo, and they just don’t get it,” he said.





Prof. Hans de Wit, Catholic University of the Sacred Heart

Prof. Joseph J. Y. Sung, the Chinese University of Hong Kong's Vice-Chancellor and President, believes that to do that, universities must truly encourage and reward academics for teaching – not just for giving a lecture and a few handouts and rushing back to the lab as fast as possible.

“If we give our teachers incentives to really spend time and work with the students, we may get them to think more and interact more with their teachers,” he said. “We need to stimulate and reward our teachers for spending time with their students.”

The modern institution of higher education also does not operate in a vacuum – not only in terms of where their graduates go, but also in terms of where they come from. That may require an overhaul of the entire educational system.

“When students come to university, it is a bit late to get them engaged,” Prof. Sung said. “It should start with primary and secondary school. They should be taught to think and engage.”

Moderator Prof. Hans de Wit, the Director of the Centre for Higher Education Internationalisation at the Catholic University of the Sacred Heart in Milan, believes universities can play a central role in society, he said in summing up the discussion session following Prof. Zhang's speech.

“The driving force increasingly in society is innovation,” Prof. de Wit said. “Innovation has given universities a much more important role than in the past. We are driving the change. That gives us new opportunities but also new challenges.”

To meet those challenges, he added, “We need passion and we need dreams and we need inspiration.”

Prof. Andrew Hamilton  
Vice-Chancellor  
University of Oxford

# Partnerships and Collaborations: Universities, Governments and Community

THE CHINESE UNIVERSITY OF HONG KONG  
GOLDEN JUBILEE UNIVERSITY PRESIDENTS' FORUM



## How the Modern University Finds its Role

Universities must weigh the relationship they have both with the communities they call home and the governments that oversee them nationally and locally if they are to remain relevant and pay back the public's trust, the Presidents' Forum heard as the Chinese University of Hong Kong celebrated its 50th anniversary.

Those not involved in academia are more likely to view universities as serving, above and beyond all, a social or economic need, Prof. Andrew Hamilton, the Vice-Chancellor of the University of Oxford, pointed out in a keynote address. Certainly, he said, over the last two decades, governments the world over have turned their gaze to how university research directly benefits the national economy, through applied research and technology.

The road from research to impact can occasionally be a short and direct one, but very often the route from insight to impact is longer and less obvious

The pursuit of academic excellence is of course a primary motive of any university administrator. There is a risk, though, that the quest for knowledge as an end in itself can be seen as self-absorbed or self-indulgent, particularly by the outside world looking up at those ivory towers.

"In reality, of course, universities make huge practical contributions to local, national, and global economies," Prof. Hamilton pointed out. They underpin industrial strategy, produce the graduates with the necessary skills to carry it out, and contribute to what can be called the "innovation ecosystem" through processes such as technology transfer.

The University of Oxford, for instance, recently celebrated its 101st spinout, a process enhanced by its wholly owned technology-transfer company, Isis Innovation. Just a few weeks prior to the forum,

for instance, Lord Paul Drayson, Britain's former Minister of Science, set the land-speed record for an electric vehicle, hitting 240 miles per hour in a vehicle powered by an engine built by Yasa Motors – an Oxford offshoot.

That is the practical evidence of the fundamental role of universities – to "look at how mankind can improve the lot of mankind," Prof. Hamilton said. "Universities can also play a crucial role in the process of turning research findings and technical innovation into new business ventures."

However, the process of transferring technology out of the lab and into a startup is often far from direct, or instant. It may be a mistake, Prof. Hamilton said, to insist that all research must be driven by a stated product-driven or profit-led goal.

"The road from research to impact can occasionally be a short and direct one, but very often the route from insight to impact is longer and less obvious," Prof. Hamilton said. "We often do not know when or how fundamental research will make a practical difference in the world."

In fact, Prof. Hamilton said, the average length of time for fundamental research to develop its full impact has been set at 17 years. It can be much longer – the hole in the ozone layer was only detected in 1985 as a result of monitoring that began in the 1950s. Universities must help people outside academia to appreciate the importance of patience when considering higher education's role, Prof. Hamilton said.

There is also a risk that focusing on a tangible end product emphasizes only certain aspects of a university's educational system. The need for a concrete result leads to a concentration that is almost inevitable in the field of the sciences. It can also compromise the scope of a researcher's work, continuously bringing them back to a corporate goal.

For instance, China has for a long time following its opening focused its attention on the development of technology, Prof. Yang Yu-liang, the President of Fudan University in China, pointed out. Prof. Yang spoke after Prof. Hamilton's address as one of the discussants.



Prof. Yang Yu-liang, Fudan University

Prof. Yang cited a Chinese saying, “Whoever gives you milk, you should call Mum,” meaning that whenever a university accepts funding from government or industry, it gives up some of its autonomy.

Such an exchange is inherent in the interaction between higher education and an outside world that is funding its research and education. The risk is that all attention focuses on work that produces direct, tangible financial and technological benefit.

Over the last 300 years, Western education has produced thinkers who contemplated weighty issues such as the economy, society, political structures, a process that Prof. Yang believes has proved very successful in shaping the modern world. But now nations like China find themselves approaching a point where they have to consider such issues, just as much as they focus on applied research and concrete results.

The humanities must not be neglected as industry and government push for quick results, the presidents heard. As a result, Chinese institutions of higher education now emphasize liberal-arts education, cross-cultural exchange and critical thought, whatever the ultimate academic emphasis and career goal of a student.

“In the age of today we have a lack of thinkers,” Prof. Yang said. “For this new century, we need some new thoughts for solving the challenges we are facing.

The problems we are facing are very complicated and can’t be solved by the normal way of producing results. Issues like global climate change and so on are too complicated.”

The importance of multidisciplinary education was echoed in Prof. Hamilton’s address. Universities have a broad reach into society, in many different fields, and directly affecting the communities around them. Prof. Hamilton noted that British higher education is estimated to contribute around US\$100 billion to the British economy, 10 percent of that from overseas earnings. For every five jobs in the British university sector, six are created in the wider economy.

“If one looks across the spectrum of major industries, university research plays a major role in helping to shape sound policy and economic choices and outcomes – everything from life sciences to energy policy to the creative industries,” Prof. Hamilton said.

A study recently showed that one-fifth of the UK’s economic growth between 1982 and 2005 stemmed from the improvement in the skills of university graduates, with one-third of the increase in British labor productivity in the decade through 2005 attributable to the rising number of people with a university degree.

To take Oxford as an example, Prof. Hamilton said, it has an annual turnover of over US\$3 billion, injecting US\$1 billion of that into the regional economy. The university is the second-largest employer in Oxfordshire, supporting more than 16,500 jobs. Oxford Instruments, one of the university’s first spinouts back in 1959, employs 1,900 people alone, with revenues of more than US\$500 million.

Universities in the developing world often serve an even broader remit, according to the other discussant, Prof. Rajata Rajatanavin, the President of Mahidol University in Thailand.

Where developed economies assume that higher education has an important role to play, those in the developing nations often have an even more basic function to serve – changing the mindset of society and politicians.



Developing-world universities may not have quite the scope to contribute in practical terms because of lower levels of research and development, Prof. Rajatanavin posited. Private industry may not have such a mature interaction to transfer technology out of universities because companies may not have the financial backing or structures to foster such entrepreneurial activity.

But they can play vital roles in shaping public policy in areas such as education, health care and social welfare, their advice helping government to break the cycle of poverty and illness that often afflicts the rural poor.

In Thailand, it was universities that led the push for universal health care through the research evidence they produced. The public then saw the need for it, and eventually the government pushed "Go".

Such "transformative education" can play a role in national development, influencing social, medical, political and economic problems, even at times addressing war and the most divisive national and international problems.

"The university consortium in Thailand has emerged as a significant and trustworthy source to alleviate conflicts in the country," Prof. Rajatanavin said. "When the government released its controversial amnesty bill, the public looked to the universities to provide guidance of political reform because of their neutral position."

Prof. Hamilton concurred that colleges and universities can play varied parts in shaping their local community and nation. The role of a university is multifold, and its benefit to society and government multifold, and the fact they contribute massively to the common good is increasingly recognized by a wider and wider array of societies, globally.

Universities "do so by pushing forward the frontiers of knowledge, by training the next generation of academics and knowledge workers, by meeting the needs of local economies for particular types of skilled labor, by creating a path to social mobility, to jumpstarting local economies through the creation of innovation systems, and so on," Prof. Hamilton said.



Prof. Rajata Rajatanavin, Mahidol University

No one institution, though, can meet all the needs of society. The higher education mission of each university sees it carve out its own identity and shape itself in light of its educational surrounds.

The University of Oxford's mission sees it rely equally on Oxford Brookes University, which trains large numbers of undergraduates in nursing, teaching, business administration, and has courses in architecture and town planning that Oxford does not have.

Oxford & Cherwell Valley College, which trains more than 1,000 apprentices each year, is no less important, providing further education and training, often to people already working and studying part-time, in fields such as construction, automotive repair, and furniture making.

"We run into trouble when we start to ask a single given institution to do it all," Prof. Hamilton said. "It takes a variety of institutions, each focused on a coherent set of objectives, and resourced appropriately, to achieve the results that we as universities produce."

*For the full version of Prof. Andrew Hamilton's speech, please visit: [www.oal.cuhk.edu.hk/index.php/international-activities-at-cuhk/presidents-forum/keynotes](http://www.oal.cuhk.edu.hk/index.php/international-activities-at-cuhk/presidents-forum/keynotes).*

## Fitting Short-term Goals in a Long-term Timeframe

The position of the modern university is fluid and hard to define, the 40 or so university heads agreed after hearing a keynote address from Prof. Andrew Hamilton, the Vice-Chancellor of the University of Oxford.

Issues of financial backing, local and national relevance and the relationship with its students all present quandaries for the modern university, the university leaders noted.

The time scale and time table that the politicians expect results might be a bit short for how universities operate

For instance, the way that research is currently funded places universities in a predicament when it comes to receiving funding from governments, Prof. Dag Rune Olsen, the Rector of the University of Bergen, in Norway, said. He agreed that the route from basic research to practical, real-world applications is very long and unpredictable, something that local and national governments either do not always appreciate or, if they do, still struggle to quantify how to back such work.

Prof. Olsen is encouraged that the European Union has established the Horizon 2020 framework to fund research and work on global challenges, innovation, and welfare. But even that €80 billion project has an outlook of less than a decade, a tight turnaround for most original work.



Prof. Dag Rune Olsen, University of Bergen



“The time scale and time table that the politicians expect results might be a bit short for how universities operate,” Prof. Olsen said.

The issue of money strikes at the core of the relationship between universities, their communities, their nations and the relevant governments. To avoid being beholden to any one constituency, it is vital for institutions of higher education to maintain a balance of funding sources as well as to avoid conflicts of interest that can arise.

“Without question, diversification of income streams is going to be vital for all of us,” Prof. Hamilton said. The jury is still out on what the Horizon 2020 scheme will achieve. “But it will have the advantage of freeing us even more from the political dimension of our own country around research grants.”

Moderator Mr. David L. Wheeler, the editor of *Al-Fanar Media*, noted that Prof. Hamilton was well-positioned to provide an international analysis of the role of the modern university, having worked at the University of Oxford in England, and Princeton University, the University of Pittsburgh and Yale University in the US.

Students “want to understand where the new knowledge comes from and have a hand in creating that”

The participants raised an interesting issue while mulling Prof. Hamilton’s keynote address. Not much emphasis had been placed on the importance of students, particularly at undergraduate level, but their increased involvement in the academic world is at a point where it can develop much for the better.

“Most undergraduates take courses, get their degree and that’s it,” Prof. Arthur B. Ellis, the Provost at the City University of Hong Kong, said. “But there are always some students who get involved in research projects, and they often describe that as the best part of their undergraduate education. You want to understand where the new knowledge comes from and have a hand in creating that.”

Some of the students in attendance at the Presidents’ Forum indicated their willingness and desire to participate at a more intimate level with the research occurring in their institutions.



Prof. Arthur B. Ellis, City University of Hong Kong

That struck a chord with Dr. Jennifer Barnes, the Pro-Vice-Chancellor in charge of international affairs at the University of Cambridge. After having spent time in a corporate environment as well as academia, she noted that the business world tends to either dismiss academics out of hand or have a hugely misplaced admiration for higher learning.

“There wasn’t much in between,” Dr. Barnes said, adding that the lack of doctorate graduates in corporations leads to a disconnect between universities and the real world that their research might ultimately benefit. “If they leave as undergraduates experiencing wonderful teaching but not being involved in research, their understanding of what drives a research driven university is missing,” Dr. Barnes said.

Though the point was raised that universities are likely to come under increasing political pressure, both through funding and from the politicians that serve their homes, Prof. Hamilton said that Oxford was ready to support its academics even as they venture into dangerous territory, literally or figuratively.

At Oxford, the university has been conducting a major programme studying democracy in Libya. “There’s nothing more toxic to deal with than Libya in the UK,” Prof. Hamilton said.

Yet the Oxford academics have been determined to mine that particular vein of inquiry. “I expressed caution and they told me the most interesting work in the field of democratization is taking place in unstable countries,” Prof. Hamilton said. “I see that again and again and again,” in terms of the independence and tolerance for risk in their work that many professors manifest. “It often leads to dangerous places.”



Dr. Jennifer Barnes, University of Cambridge

While individual faculty members often take political positions, and express them vehemently, the institution should remain objective, Prof. Hamilton said. Its role is to bring the role of scholarship and the rigor of research to policy making, rather than taking a political stance.

Oxford has, for instance, created a joint research lab devoted to work on drug-resistant malaria with Mahidol University in Thailand. The lab developed the current procedures for treating the disease. It can help to advise social and political discourse in treating the disease.

Prof. Rajata Rajatanavin, the President of Mahidol University, said universities in emerging nations in particular can serve an important purpose in setting the agenda and influencing policy on such key issues.





Mr. Francisco Marmolejo, The World Bank

At risk of confusing everybody all the more, the analysis of the role of the university at the Presidents' Forum had instead raised many pertinent questions facing higher education as it moves beyond the conventional thinking of a university, according to moderator Mr. Francisco Marmolejo, the Lead Tertiary Education Specialist of the World Bank.

The role of the modern university may be changing but it is of increasing importance, he feels. "Higher education institutions are no longer marginal but central for local, national and international communities," Mr. Marmolejo said. "We need to convince ourselves about this and convince others about the key role that education is called to have."

"Our essential mission is preparing people, preparing the citizens, and the leaders of the future of our societies," Mr. Marmolejo added, in summing up the discussion of Prof. Hamilton's address. "If we don't lose that perspective we will make a big difference."

# Participants

Institution	Participant
Central University	Dr. Jou Jing-yang
Chiao Tung University	Prof. Lee Wu Yan-Hwa
City University of Hong Kong	Prof. Arthur B. Ellis
ETH Zurich	Prof. Ralph Eichler
Fudan University	Prof. Yang Yu-liang
Harbin Institute of Technology	Prof. Wang Shu-guo
Hong Kong Baptist University	Prof. Albert S. C. Chan
Karolinska Institutet	Prof. Jan Carlstedt-Duke
Lingnan University	Prof. Leonard K. Cheng
Maastricht University	Prof. Martin Paul
Mahidol University	Prof. Rajata Rajatanavin
National University of Singapore	Prof. Tan Eng Chye
Ningbo University	Prof. Nie Qiu-hua
Peking University	Prof. Wang En-ge
Shanghai Jiao Tong University	Prof. Zhang Jie
The Chinese University of Hong Kong	Prof. Joseph J. Y. Sung
The Chinese University of Hong Kong, Shenzhen	Prof. Xu Yang-sheng
The Hong Kong University of Science and Technology	Prof. Tony F. Chan
The University of Hong Kong	Prof. Tsui Lap-Chee
The University of Sydney	Dr. Michael Spence
The University of York	Dr. Jane Grenville
Universiti Brunei Darussalam	Dato Dr. Zulkarnain Hanafi
University Grants Committee	Mr. Edward Cheng
University Grants Committee	Dr. Richard Armour
University of Bergen	Prof. Dag Rune Olsen
University of Cambridge	Dr. Jennifer Barnes
University of Illinois at Urbana-Champaign	Dr. Phyllis Wise
University of Leeds	Sir Alan Langlands
University of Oxford	Prof. Andrew Hamilton
University of Science and Technology of China	Dr. Hou Jian-guo
University of Southampton	Prof. Don Nutbeam
University of Sussex	Prof. Michael J. G. Farthing
University System of Taiwan	Prof. Ovid J. L. Tzeng
Waseda University	Prof. Katsuichi Uchida
Washington University in St. Louis	Prof. Wang Ping
Worldwide Universities Network	Prof. John Hearn
Yang-Ming University	Prof. Liang Kung-Yee



# Snapshots



From left: Prof. Joseph J. Y. Sung, The Chinese University of Hong Kong and Prof. Don Nutbeam, University of Southampton



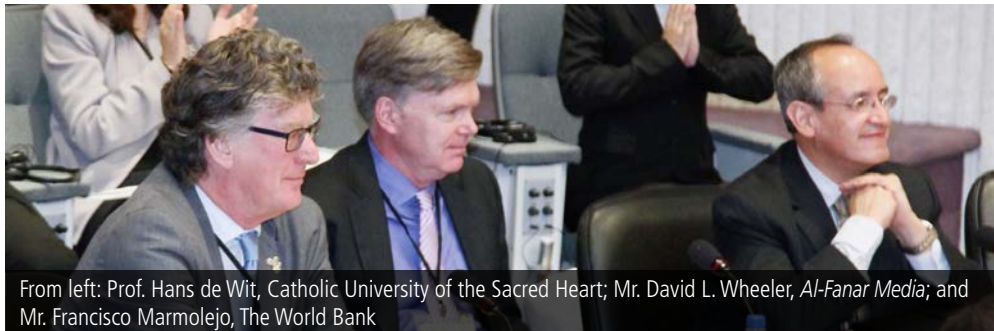
From left: Dr. Michael Spence, The University of Sydney and Prof. Katsuchi Uchida, Waseda University



Prof. John Hearn, Worldwide Universities Network



Presidents' Forum



From left: Prof. Hans de Wit, Catholic University of the Sacred Heart; Mr. David L. Wheeler, Al-Fanar Media; and Mr. Francisco Marmolejo, The World Bank



Prof. Zhang Jie, Shanghai Jiao Tong University



From left: Prof. Leonard K. Cheng, Lingnan University; Prof. Wang Ping, Washington University in St. Louis; and Dr. Jane Grenville, The University of York



From left: Dr. Hou Jian-guo, University of Science and Technology of China and Dr. Jou Jing-yang, Central University





Prof. Wang En-ge (left), Peking University



From left: Dato Dr. Zulkarnain Hanafi, Universiti Brunei Darussalam; Prof. Don Nutbeam, University of Southampton; and Dr. Michael Spence, The University of Sydney



From left: Prof. Joseph J. Y. Sung, The Chinese University of Hong Kong; Mr. Edward Cheng, University Grants Committee, HKSAR; and Prof. and Mrs. Andrew Hamilton, University of Oxford



From left: Dr. Phyllis Wise, University of Illinois at Urbana-Champaign; Prof. Ralph Eichler, ETH Zurich; and Prof. Michael J. G. Farthing, University of Sussex



From left: Prof. Jan Carlstedt-Duke, Karolinska Institutet; Prof. Tsui Lap-Chee, The University of Hong Kong; and Prof. Tan Eng Chye, National University of Singapore



Sir Alan Langlands, University of Leeds



From left: Prof. Katsuchi Uchida, Waseda University; Prof. Martin Paul, Maastricht University; and Prof. Ovid J. L. Tzeng, University System of Taiwan

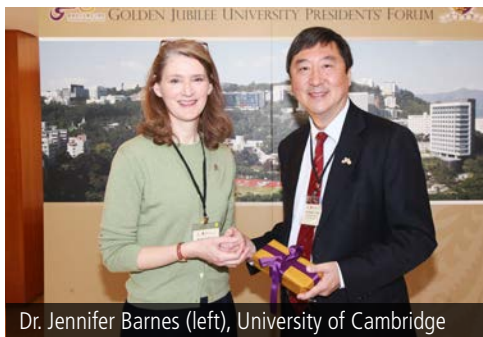


At the registration counter





Dinner at the Vice-Chancellor's Lodge



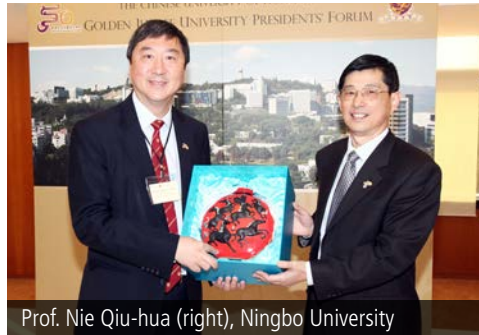
Dr. Jennifer Barnes (left), University of Cambridge



Prof. Rajata Rajatanavin (right), Mahidol University



Prof. Wang Shu-guo (left), Harbin Institute of Technology



Prof. Nie Qiu-hua (right), Ningbo University



Prof. Ralph Eichler (right), ETH Zurich



Welcoming dinner





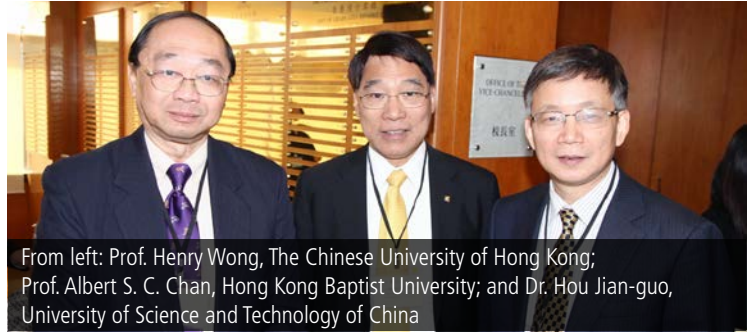
Prof. Tony F. Chan (3rd right), The Hong Kong University of Science and Technology; Prof. Tsui Lap-Chee (2nd right), The University of Hong Kong; and Prof. Fok Tai-fai (far right), The Chinese University of Hong Kong



From left: Prof. Dag Rune Olsen, University of Bergen and Prof. Yang Yu-liang, Fudan University



Lunch at the Institute of Chinese Studies



From left: Prof. Henry Wong, The Chinese University of Hong Kong; Prof. Albert S. C. Chan, Hong Kong Baptist University; and Dr. Hou Jian-guo, University of Science and Technology of China



Dinner at the Vice-Chancellor's Lodge



Dr. and Mrs. Jou Jing-yang (far left two), Central University; Prof. Joseph J. Y. Sung (4th left), The Chinese University of Hong Kong; Prof. Liang Kung-Yee (4th right), Yang-Ming University; Prof. Lee Wu Yan-Hwa (3rd right), Chiao Tung University; and Prof. Ovid J. L. Tzeng (2nd right), University System of Taiwan



Dinner at the Vice-Chancellor's Lodge





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**Embrace our Culture  
Empower our Future**

香港中文大學五十周年  
50th Anniversary of CUHK

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