



April 2014

# Center for *Studies in Higher Education*

AIMING TO INFORM CURRENT DEBATE ABOUT HIGHER  
EDUCATION POLICY AND PRACTICE

## Summer in Berkeley?

The [Berkeley Institute on Higher Education](#) holds the summer institute July 7-11. Applications are still arriving, and we expect a very diverse international group of participants. The Berkeley Institute has become very popular, and many special groups have come to Institutes this year to learn more about the University of California and higher education in the US. The Berkeley campus has a constant stream of visitors from all around the world wanting to see the campus and learn about how this great public university is organized and governed and what the keys are to its success. The summer institute is a chance to focus on these issues in a cohesive week long program.

We've had university presidents and rectors, ministers of education and their staffs, faculty, new deans, Provosts, administrators of all types. The Institute covers topics such as university governance, faculty and program evaluation, new uses of instructional technology, technological innovation and technology transfer. You can see more about the summer Institute and a sample program at the [BIHE web site](#). The beautiful San Francisco Bay area is a great place to spend a week in the summer. Some Institute participants extend the program into a family vacation.



## *Research and Occasional Papers Series*

The Center's Research and Occasional Paper Series continues to produce approximately 18 scholarly and policy focused contributions a year with a wide circulation internationally. The series is multidisciplinary and provides with contributors having an association with CSHE. The most recent contributions were posted in March with three papers focused on the growing recruitment of international students in US universities and the policy challenges and sustainability of international branch campuses.



## BIHE Sets A New Record!

**V**isitors come to the UC Berkeley campus from universities all around the world to learn about this great public research university. Since the summer of 2010, the CSHE has hosted institutes for visitors from many countries to explore major topics such as university governance and organization, faculty evaluation, research policy and technology transfer, use of technology in instruction. Programs normally run from 1 to 2 weeks. In addition, the Berkeley Institutes on Higher Education have greatly expanded from the one week summer course in English to offer customized programs designed and delivered for the pre-formed international groups, often in translation. For example, this current academic year, the Center hosted an international group in the summer of 2013, plus 4 groups from China and Japan. This spring the Center will host two additional groups from China and Kazakhstan and the 2014 summer program for international visitors. In the past year, among these various groups, about:

**50** Vice Presidents from Chinese national key universities, as well as from Chinese central and western regions have attended.

They are organized through National Academy of Education Administration, funded by Ministry of Education and private foundation of Hong Kong philanthropist Lee Shau Kee.

**100** Deans and Directors have come through programs funded and organized by individual universities such as Harbin Engineering University and Xi'an Jiao Tong University from China, Kochi University of Technology from Japan, or organized through non-profit organizations.

The program curricula have been expanded to address interests of specific groups such as facilitating collaborative innovation in the research universities, online learning and teaching, entrepreneurship education. Site visits were arranged to labs, centers, as well as instruction classrooms and labs, so the visitors can see the collaborative innovation

**BIHE**  
*successfully*  
*hosts seven*  
*events in a single*  
*year!*

environment for multidiscipline research, education and entrepreneurship in action. Groups have also had the chance to visit other universities in Bay Area including Stanford, UC Davis, UCSF, as well as California State Capitol. We also had the good fortune to meet with Randy Schekman in his laboratory the day before he left to collect his Nobel Prize. The Center has been buzzing with all these activities.

## WHAT'S NEW AT ROPS?

**UC BERKELEY'S ADAPTATIONS TO THE CRISIS OF PUBLIC HIGHER EDUCATION IN THE US**  
by George Breslauer  
CSHE.17.13 (December 2013)

From the University Provost a discussion of how UC Berkeley has tried to retain its public character in the face of severe financial pressures.

**ON THE APPORTIONMENT OF ADMINISTRATIVE GOVERNANCE FUNCTIONS WITHIN MULTI-CAMPUS UNIVERSITIES AND UNIVERSITY SYSTEMS** by C. Judson King CSHE.16.13 (December 2013)

**THE MANAGEMENT OF INTERCOLLEGIATE ATHLETICS AT UC BERKELEY: TURNING POINTS AND CONSEQUENCES** by John Cummins and Kirsten Hextrum CSHE.12.13 (November 2013)

How lucky are UC students to engage in research!

**UNDERGRADUATE RESEARCH ENGAGEMENT AT MAJOR US RESEARCH UNIVERSITIES** by John Aubrey Douglass and Chun-Mei Zhao CSHE.14.13 (November 2013)

More about ROPS

## Research & Occasional Paper Series

By John Douglass

Others recent papers have analyzed and discussed important strategic issues facing the University of California system, with a paper by Berkeley's Provost, George Breslauer, on how the campus has attempted to deal with devastating cuts in its state budget, another by CSHE Director C. Judson King on the governing dynamics of multi-campus systems like UC. Each build on earlier analysis that they contributed with other co-authors on how UC's system might develop campus based

boards to help create more localized policy development and links with the local communities they serve. A paper by John Aubrey Douglass also looked at the budget issues facing UC and outlined an basic question that the system is facing: without an adequate economic model, whether or not the system can keep growing with the state population and economic needs in enrollment and programs.

The subjects ventured by CSHE colleagues in this series are wide and often reflect the

approaches their varied disciplines -- from economists, sociologists, historians, public policy to engineers and past university presidents and other academic leaders. Many are later published in academic journals or lead to articles in higher education media outlets. And while ROPS has had many contributions that discuss issues that relate to US higher education, we are seeking to expand the international comparative research agenda of the Center with ROPS as an important vehicle.

The Center for Studies in Higher Education at University of California, Berkeley in partnership with the American Association of Hispanics in Higher Education (AAHHE), is hosting its fourth annual Executive Leadership Academy (ELA) this March 24-28th, 2014 in Berkeley, California.

The ELA continues to embark on an ambitious plan to train leaders of colleges and universities to guide their institutions in an increasingly multicultural global environment. The Academy is designed to enable persons of all backgrounds who may be interested in positions such as deans, provosts, vice president, chancellors and presidents.

The 2014 ELA at UC Berkeley is a five-day program that promotes key critical thinking skills, leadership and strategic planning for higher education officials seeking executive positions.

"The Executive Leadership Academy gave me a chance to think more broadly about higher education and to think of myself and my future career in more purposeful, direct ways. It will help me move from management to leadership," said a 2012 Executive Leadership Academy fellow.

The theme for the Academy is "Ten Years from Now: Leading in a Multicultural Environment." The Center and AAHHE chose this theme because we are in an age of fundamental and accelerating change in higher education. The Executive Leadership Academy aims to help prepare future

## 4<sup>th</sup> Annual Executive Leadership Academy

by  
Josefina Castillo Baltodano, J.D.  
&  
Linda Ge

executive administrators for this new higher education world now and a decade into the future.

This global trend of multiculturalism and diversity is evident in all aspects of academic and administrative life, including research, student affairs, community relations, athletics, admissions, and areas such as development and alumni relations. Anyone who aspires to lead in this new environment must have the knowledge and skills to work with individuals from a wide range of cultures and backgrounds.

"I loved the commitment to diversity and being with such a diverse group of smart, committed leaders. I very much appreciated the time to step away from the day-to-day work and focus on learning a wealth of new information, building my leadership skills, and to think about what is next in my professional journey," said a 2013 Executive Leadership Academy

fellow.

Taught by a select faculty team comprised of 28 senior level higher education executives and scholars from throughout the nation, including 5 current presidents and 3 current chancellors, the Executive Leadership Academy will provide an interactive, focused, and engaging curriculum covering approximately 5 days of intensive instructional time. The program topics include both changes in higher education and higher education leadership, some of which include changing funding sources and expectations, new requisite multicultural competencies, risk management, academic and campus planning, faculty recruitment, resource management, governing board relations and fundraising.

102 fellows have graduated from this program since the first Executive Leadership Academy in 2011, many of whom have applied their insights from the Academy to their career development or to the benefit of their institutions. Previous fellows have lauded the Executive Leadership Academy, citing it as "transformative" and "life-changing."

"It is humbling to be selected for the Executive Leadership Academy. This academy is a must for any aspiring leader," said a 2013 Executive Leadership Academy fellow.

Dr. Qiang Guo has been a visiting scholar at the Center for Studies in Higher Education since July 2013.

Dr. Guo hails from Tongji University, Shanghai, where he is an associate professor in the School of Foreign Languages and Higher Education Research Institute. In May 2013, he completed his doctoral degree, for which his thesis was "The Idea of Liberal Education and its Influence on Moral Education in Contemporary American Universities." He also focuses his academic interest on comparative higher education and intercultural communication. In addition to holding teaching positions at Tongji University, Dr. Guo served as Consul for Education at the Chinese Consulate in San Francisco from 2009-2011.

At the Center, Dr. Guo will explore organization and operation of interdisciplinary research and educational initiatives in higher education, dividing his research into three stages.

He will begin with "Case studies of interdisciplinary research and educational organizations in universities in China and abroad," focusing on selected research universities in China, the U.S. and Europe, analyzing organizational structures and operational mechanisms. Stage Two will focus on "Comparative theoretical analysis," building on Stage One to identify the key elements in successful interdisciplinary initiatives. In Stage Three, Dr. Guo will examine the processes and implementation of interdisciplinary practices. During his tenure here, he hopes to meet with Berkeley faculty and administrators directly involved with interdisciplinary initiatives.

Dr. Guo will also work with Professor Wen-hsin Yeh of the Berkeley History Department to further his studies of American higher education. We are delighted to have him with us!



Visiting Scholar:

**Qiang Guo**

By Meg Griffith



## UPCOMING EVENTS

The Center for Studies in Higher Education is always hosting seminar and events. Click [here](#) to stay updated with the Center.

## New Website for President Emeritus David P. Gardner

In collaboration with the Center for Studies in Higher Education, University of California President Emeritus David P. Gardner is creating a website built around themes of leadership in higher education. A special feature will be an annotated career timeline through which visitors to the site can connect to pertinent chapters in Dr. Gardner's memoir, *Earning My Degree: Memoirs of an American University President*. With the cooperation of UC Press, *Earning My Degree* will be openly accessible through the California Digital Library's eScholarship website. It will also be accessible through HathiTrust.

The website will be organized according to four broad themes:

Understanding the University's Place and Role in American

Culture and Society: How the University Works--Seeing It Whole Working with University Constituencies, Within and Without

Exercising the Leadership Role in the Interests of the Institution Influencing Education on the National and International Scenes.

Each theme will bring together selected publications and speeches for Dr. Gardner's presidencies at the University of California from 1983-1992 and at the University of Utah from 1973-1983. Additional selections held by the UC and University of Utah archives, drawn from other phases of Dr. Gardner's career, will be part of the theme pages.

The website will be completed this spring.