



THE NEW FLAGSHIP UNIVERSITY CAMPUS ASSESSMENT MATRIX

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SUMMARY

The following Campus Assessment Matrix provides pathway to analyze and evaluate the broad spectrum of activities of universities in fulfilling their mission of teaching, research, and public service. This model reflects the work first developed in the book *The New Flagship University: Changing the Paradigm from Global Rankings to National Relevancy* (Palgrave Macmillan 2016). Researchers are requests to use this Matrix to create a narrative and provide examples of the case study university's programs, policies, procedures, and activities.

Following a brief introduction to the New Flagship University (NFU) Model, the Matrix is organized in four "Policy Realms" followed by a section asking the researcher for an analysis of how the NFU model fits or does not fit the circumstances of the case study university. This includes:

- Profile I: Role in the Universities National Higher Education System
- Profile II: Core Mission – Teaching and Research
- Profile III: Public Service/Economic Engagement
- Profile IV: Management, Accountability, Culture and Quality
- Macro Questions: The Value of the NFU Model for Your University

Researchers are encouraged to focus on all four policy areas on their university case studies, but may also choose to develop an analysis on only one or two areas.

The Matrix is also organized as a series of questions. The intent is that this provide an entry for developing a narrative and examples of university activities and programs – not simply to answer the questions posed.

INTRODUCTION

The popular notion of a "World Class University" is intimately tied to the recent phenomena of international university rankings that are generated by a narrow band of data and prestige scores. Citation indexes are biased toward sciences and engineering, biased in which peer reviewed journals are included – (largely US and European, and the English language), and tilted to a select group of brand name universities who always rank high in surveys of prestige, the number of noble laureates and other markers of academic status.

It is not that these indicators are not useful and informative. But, government ministries are placing too much faith in a paradigm that is not achievable or useful for the *economic and socio-economic mobility needs of their countries*. They aim for some subset of their universities to inch up the scale of this or that ranking by building accountability systems that influence the behavior of university leaders, and ultimately faculty. Some of this is good, creating incentives to reshape the internal culture of some national university systems that have weak internal quality and accountability policies and practices. But it also induces

institutional practices and behaviors toward a vague model of global competitiveness that is not in the best interests of the nations they serve.

In the book *The New Flagship University: Changing the Paradigm from Ranking to National Relevancy* (Palgrave 2016), I originally outlined the concept of the *New Flagship University* as a more relevant ideal -- a model that does not ignore international standards of excellence focused largely on research productivity, but is grounded in national and regional service, and with a specific set of characteristics and responsibilities that, admittedly, do not lend themselves to ranking regimes.

Indeed, one goal of the book, (and a 2017 follow-up publication focused on universities in Asia), was to articulate a path, and the language of a *Flagship University*, that *de-emphasizes* rankings and that helps broaden the focus beyond research. *Flagship Universities* are research-intensive institutions, or in the process of becoming so, but have wider recognized goals.

After a long period of Governments and their Ministries attempting to shape the mission and activities of Universities, including various accountability schemes and demands focused on the normative World Class University (WCU) model, *we need to enter a period* in which institutions themselves gain greater autonomy and financial ability to create or sustain an internal culture of **self-improvement and evidence-based management**.

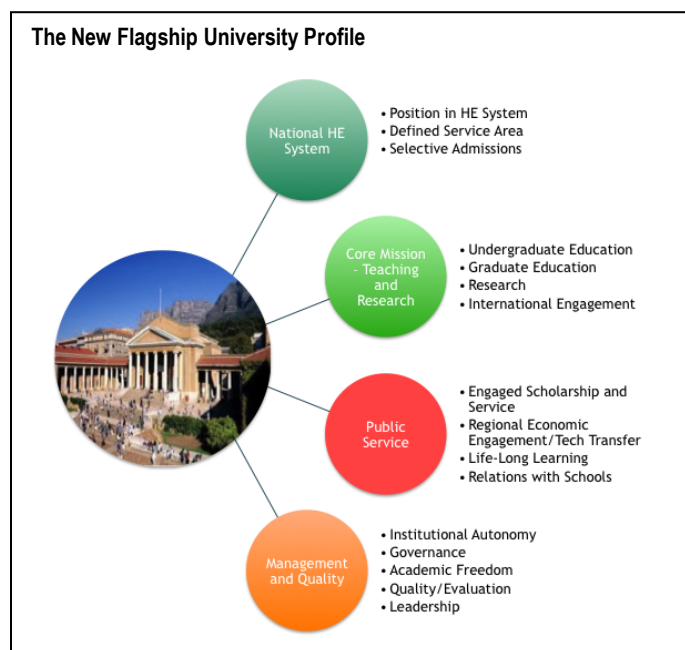
What follows is a simplified version of the *New Flagship University (NFU) Model* and provides a framework or Matrix for a Campus Specific Analysis (NFU-CAM). Reflecting the original book, the Mission, Characteristics, Policies and Practices are organized in *four* categories summarized in Figure 1: the role of the profiled institution in its National Higher Education System, its Core Mission of Teaching and Research, Public Service, and Management and Quality Assurance.

Each category, or Profile, has a set of questions to help guide the analysis of a particular institutional case study. Generally, *the sequence is from the larger external context, to the mission of the institutions and goals, to the management structure* to make it happen.

The broader idea is that, within the context of a larger National Higher Education System, *Flagship* institutions have a set of goals, shared good practices, logics and the resources to pursue them.

Put another way, the NFU model simply attempts to help create coherency, and provide some guides and examples, for what many universities are already doing or are thinking of doing, but with emphasis on internal culture and processes for evaluation and self-improvement.

After using the NFU model as a lens to examine the mission and practices of a particular university, the reviewer(s) are asked the following macro questions that include:



- 1. How the campus currently performs or achieves the mission, culture, policies and behaviors of the NFU Model?** Universities continue to evolve, innovating, expanding the range of their activities that is increasing their value to the societies they were created to serve. Universities are now more important for socioeconomic mobility, for knowledge production, for generating economic and civic leaders, and for pushing innovation and societal self-reflection than in any other time in their history. The NFU Model reflects not only the traditional role of major universities, but their expanding role in society.
- 2. What aspects of the NFU Model do not fit into the cultural context of the campus or needs of its stakeholders?** To state the obvious, different nations and their universities operate in different environments, reflecting their own national cultures, politics, expectations, and realities of their socioeconomic world. The purpose here is not to create a single template or a checklist, but an expansive array of characteristics and practices that connects a selective group of universities—an aspirational model.

3. ***What aspects of the NFU Model might or should the campus pursue?*** *It should be noted that some universities may have an important role and mission to serve an urban area and, perhaps, has a strong role in supporting socioeconomic mobility and meeting local labor needs. In this case, there might be only some aspects of the NFU Model that make sense for that institution.*

The best universities are the ones that are always striving to get better, and not simply in the realm of research, the primary concern of the rhetoric and policy initiatives associated with achieving the World Class designation via international rankings. It's a much broader charge that includes teaching, learning, and public service, and internal mechanisms for supporting quality and excellence.

NFU - Campus Assessment Matrix

Assessment Guidelines:

In assessing your Case Study University, please keep in mind the following guidelines:

1. The goal is to generate a narrative for each of four Profile sections (or the one or two areas chosen by the researcher) that results in a written NFU Campus Assessment.
2. Review each Profile and respond to as many questions as you deem appropriate.
3. Where appropriate, provide examples of university policy, practices, programs and activities.

For additional information on the New Flagship University model, including examples of university programs and policies, see the earlier two book publications.

Profile I: Role in the Universities National Higher Education System



I.1 Position within a Larger National Higher Education –The idea of the Flagship University, like the idea of the World Class University, assumes that National Higher Education Systems requires Mission Differentiation among an often-growing number of tertiary institutions.

QP1.1 What is the position of your university in your larger national or regional network of universities?

I.2 Defining Service Area – Most public universities have a sense of their responsibilities with regards to student admissions by some defined geographic area, with a caveat related to international students. But, they have a vague understanding of their role in economic development and public service. Greater and overt definition of a distinct “service area” – without exclusion of larger regional and international activities – is an important framework for directing or encouraging universities’ activities, and for evaluating their effectiveness.

QP1.2 Does your university see itself as having a defined service area in admissions, research and economic engagement, and public service?

Are these all the same or different for each university activity?

I.3 Selective Admissions – Conditioned by its position within a larger set of universities and service area, the Flagship University’s admission focuses on enrollment largely on a national and regional pool of talented students. But, this should not be to exclusion of a drawing talent from a continental and international pool – with different goals at the first degree and graduate and professional levels.

QP1.3 What is admission process at the undergraduate/1st degree level based on?

Is it based on a single national exam or other factors?

What efforts are made to provide access to lower-income or other disadvantaged groups?

Are their studies on the academic success of students depending on the process for their admission?

QP1.4 What is the admission process for graduate students, including Master’s degree programs, Professional degree programs, and the Ph.D.?

Profile II: Core Mission – Teaching and Research



II.1 First-Degree/Undergraduate Education Goals – An essential goal of the Flagship University is to provide first-degree students with an education that is engaged, promotes creativity and scholarship, and results in high order skills. Different universities face different challenges in pursuing these goals, including the entering skill levels of students, their socio-economic background, cultural tradition related to learning, along with limited resources that influence student to faculty ratios to the development of student support programs (e.g., tutoring and counseling services). But the educational goals remain relatively similar to create an environment of “Engaged Student Scholarship.” See Appendix 1 for a conceptual model of the undergraduate experience and the concept of student academic engagement.

- QP2.1 What are the strengths and weaknesses of the first-degree/undergraduate education programs at your university?
- QP2.2 Does your campus have goals and programs focused on promoting engaged learning and scholarship. Are their significant differences among the disciplines in the quality of teaching?
- QP.2.3 What support services do you provide to promote more effective teaching and learning – for example, do you have a *Teaching and Learning Center* providing support for faculty and/or awards for teaching excellence?
- QP.2.4 Does your university provide programs and opportunities for first-degree students to engage and participate in faculty- and/or graduate student- led research?

II.2 Graduate and Post-Doctoral Education – Flagship universities have special responsibilities for graduate and professional education and should have a ratio of first degree and second-degree students that reflects the purpose. See Appendix 2 for a model of graduate education.

- QP2.5 What is the proportion of graduate students to undergraduates at your university: (Ph.D., Master’s and Professional)?
- QP2.6 How would you describe the strengths and weaknesses of graduate education (Master’s, Professional, and Doctoral) at your university?
- QP2.7 Are there any recent reforms and support programs to promote excellence in graduate education?
- QP2.8 Do graduate students have a role in undergraduate teaching and do they have support services to help them learn this role?
- QP.2.9 What is the role of post-doctoral students at your university?

II.3 Research – High levels of research productivity by faculty is a significant characteristic of Flagship universities, a responsibility that is roughly equal to teaching responsibilities, and with a variety of purposes that include:

- **Discovery** – Basic or Blue-Sky research that has not immediate application, commercial or otherwise;
- **Integration** - Synthesis of information across disciplines, across topics within a discipline, or across time;
- **Societal/Public Engagement** – Rigor and application of disciplinary expertise with results that can shape public policy, meet societal needs, and that can be shared with and/or evaluated by peers (See Appendix 3 outlining Traditional Scholarship and the Scholarship of Public Engagement); and
- **Teaching and Learning** - Systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others.

Flagship universities also look for ways to encourage academically relevant work that simultaneously meets campus mission and goals as well as community needs. In essence, it is a scholarly agenda that integrates community issues as a value for faculty. In this definition community is broadly defined to include audiences external to the campus that are part of a collaborative process to contribute to the public good.

- QP2.10 To what extent are your university faculty and researchers (including post-docs) pursuing these various areas of scholarly and policy focused research? For example, is Discovery and Integrations (multi-disciplinary and inter-disciplinary) focused research the primary activity of researchers? Are other forms of research less valued in hiring and promotion?
- QP2.11 What are the sources of funding for research at your university? – how much is from the national government, from regional resources (government and private sector), and how much from internal resources at your university?
- QP2.12 Is the research environment changing at your university? For example, is research for societal engagement becoming more valued and recognized in the hiring and promotion process of faculty?

Profile III: Public Service/Economic Engagement

III.1 Engaged Scholarship and Civic Service – Flagship Universities promote public service in various forms by faculty, students and staff via formal programs and incentives. This form of “outreach” is extremely important, providing a significant impact on local and regional communities and direct evidence of a Flagship University’s priorities.



- a. **Community Volunteering** – faculty, students, and staff at most universities interact informally (as individuals) in various forms of community service. But, Flagship Universities should include *formal mechanisms*, such as “community service centers” that attempt to identify and link the university community with opportunities for volunteer work.

QP.3.1 To what extent do students, faculty and staff participate in community volunteering?

- b. **Student Civic Service Learning** – Universities should offer opportunities for students to engage in learning opportunities, including course requirements and course credits, that also support public service objectives. This is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development.

QP.3.2 What university supported programs encourage service learning? (for example, providing course credit for students to volunteer).

III.2 Regional Economic Engagement – This is a key mission of the *Flagship University*, critical for justifying its funding and role in society – essentially, one avenue for making university generated basic and applied research (intellectual property) relevant.

- c. **Labor Needs** – While *Flagship Universities* are engaged in the education and training of talent for national, indeed global labor markets, they must include a conscious effort to support regional economies. This is a dynamic process with two general routes:
- Supporting local labor markets and the needs of businesses and municipal and regional government via public service activities, research engagement usually via faculty directed projects, and by part-time work. Public service and research engagement activities, in particular, can act as apprenticeship opportunities and often help guide both student career interests and shapes local economies.
 - Education and Training sometimes for specific professional careers like engineering, law, and medicine, but just as often via students entering the labor market with high order skills – such as writing and analytical abilities.

QP.3.3 To what extent does your university help meet national *and* regional labor needs?

- d. **Technology Transfer** - While the specter of substantial and steady income from patents and licenses, or university associated businesses, is often a goal of *Flagship Universities*, this is rarely a reality. Costs can be high for getting university inventions into the market place, and to then protect them against infringement. Much more importantly, Tech Transfer is part of a larger effort to promote economic development and interaction of faculty and students with local and regional business and industries – a major route for brain circulation between the public and private sectors. Effective Tech Transfer relates not only to faculty-generated research (and the national/regional systems that support their work), but organizational issues at the campus level and relations with the private sector and government.

QP.3.4 What are the goals of technology transfer at your university?

QP.3.5 How does your university organize and support technology transfer? For example, most major universities have an Office of Technology Transfer with varying levels of authority and effectiveness. But large universities with robust research programs in science and technology fields tend to evolve by creating technology transfer staff that work in specific disciplines.

QP.3.6 What are the rules on the ownership of Intellectual Property generated by faculty and researchers? The structure and ratio of ownership may vary, but the driving principle is some form of self-interest by the inventor and the university to get ideas and inventions into the market and facilitating “spin-off” businesses.

III.3 Life-Long Learning/Cooperative Extension/On-Line Education – A critical component in the strategy to extend university-based/ research-based knowledge is to offer non-formal educational programs and services in the field (some defined service area) and that relate to key economic development activities.

While fully online courses leading to a degree or certificate may have some limitations as a curricular tool for enrolled undergraduate and graduate students at a university, they have perhaps the most potential impact as Extension programs. Many leading national universities are expanding their efforts in this area, often using virtual platforms provided by commercial and nonprofit enterprises such as Coursera and Udacity. Some universities have also provided online access to course materials gleaned from their own curriculum and for use by other institutions and by individuals—another example of the public services activities of universities.

QP.3.7 What Life-Long Learning/Extension programs does your university provide? What is the extent of its impact on the regional economy, professional organizations, alumni and needs of your university's self-defined service area?

QP.3.8 To what extent is on-line education in its various forms utilized for Life-Long Learning/Extension?; How is it being used in expanding access to traditional academic degree programs at your university?

III.4 Relations with Schools – Another key concept in the *Flagship* model are indirect and direct influences and assistance to schools within a university's designated service area. This includes:

- e. **Shaping Curriculum Standards** – Through its admissions criteria (e.g., required courses) or other means such as creating or participating in national/regional curricular standards, or special courses in subjects such as math and composition via Cooperative Extension, *Flagship Universities* can and should have a significant influence on school development – particularly at the secondary level.

QP.3.9 Does your university help shape curriculum standards with the schools in your service area/region?

- f. **Teacher Training** – *Flagship Universities* usually operate teaching training program. They need not be large but viewed as setting standards in teaching education.

QP.3.10 Does your university provide formal programs for teaching training/education and retraining, leading to a credential or a degree? What is the role of these programs in meeting regional/local needs for teachers and support staff?

- g. **School Principal Education** – As part of their critical role in supporting local schools, and the path to a postsecondary education, many *Flagship Universities* have distinct graduate programs for current and future heads of schools, often with a focus on secondary schools.

QP.3.11 Does your university provide programs for the training and continuing education of school principals/headmasters, and the education of those who may aspire to this role?

- h. **School and Student Outreach** – *Flagship University* faculty, staff, and students should provide opportunities for students from designated service area schools to visit and be introduced to what it means to be a tertiary student via formal programs.

QP.3.12 What outreach programs for students does your university operate? How many students and schools do they include?

III.5 Relations with Other Postsecondary HEI's – The *Flagship* model assumes formal and informal forms of coordination and mutual support with other major tertiary institutions in a service area and beyond. Admittedly, this runs counter to the political culture of many major research universities where national norms tend to view each institution as an island, seemingly disconnected from the operation and welfare of what are sometimes viewed as competitors. Among the forms of coordination:

- i. **Course Coordination and Transfer Students.** – In some instances, *Flagship Universities* may develop programs at the first degree and professional level jointly with other usually nearby institutions. Where there are binary higher education systems with polytechnics-vocational oriented institutions, *Flagship Universities* can create avenues for students to matriculate to degree programs.

QP.3.13 Does your university have agreements with other universities in your region/service area that allows students to matriculate to your university from another institution?

- j. **Joint Community Outreach Efforts** – *Flagship Universities* should lead and collaborate in efforts to expand access to higher education for lower income and other disadvantaged groups at the secondary and lower levels of education.

QP.3.14 Does your university work with other universities to help inform secondary students about how they might enter higher education?

Profile IV: Management, Accountability, Culture and Quality

IV.1 Institutional Autonomy – The organization and management of higher education systems are changing globally, generally moving toward greater levels of autonomy for institutional decision-making and demands for greater accountability. Yet this still means national and cultural differences—some heavily influenced by traditions of command economies—are significant. Generally, however, *Flagship Universities* have three policy areas of substantial autonomy:



Management
and
Accountability

- **Academic Autonomy** - Flagships should have “Four Essential Freedoms” focused on the academic operation of an institution:

1. The right to *select students* – within some general framework of national and sometimes regional policy.
2. To determine *what to teach*.
3. How it will be taught
4. And *who will teach*.

QP.4.1 Evaluate the extent your university is allowed and pursues each of these “Four Essential Freedoms”? To what extent, if any, is your university and your academic community restricted in one or more of these freedoms by government policies? By the academic culture of faculty?

- **Fiduciary Autonomy**—Flagship universities require a sufficient level of independence for the effective and efficient use of resources. This should include significant budget authority: for example, the ability at the university level to shift some or all

allocated funds and resources, such as land and buildings, to identified needs, and to redistribute personnel, including reallocating faculty positions.

QP.4.2 What level of autonomy have regarding the allocation of government funding for the university, and with the allocation and spending of non-governmental funds? What about the allocation and management of university facilities?

IV.2 Governance – The level of autonomy provided by governments and their ministries varies tremendously, although generally characterized by greater levels of freedom in financial and academic decision-making, and increased management authority among university administrators. Without significant levels of autonomy, including budget management (e.g., the ability at the university level to shift some or all allocated funds to campus identified needs), and the distribution of personnel (e.g., the allocation or reallocation of faculty positions), self-anointed *Flagship*'s cannot compete as top-quality universities or meet their responsibilities.

At the same time, a high-level of institutional autonomy (via law, via government provisions) is not sufficient into itself to support the goals of a *Flagship*. It must be accompanied by a governing and management structure that allows for decision-making with relatively clear lines of authority and rules on shared governance.

- a. Governing Board – Common to all *Flagship Universities* in the US, and increasingly at major, top tier research universities throughout the world, is some form of a governing board that includes members from the larger society that the university serves and that is sufficiently autonomous from national ministries and government in general. See Appendix 4 for an outline and example of the conceptual role and responsibilities of a university governing board.

QP.4.3 Does your university have a governing board and what is the level of its authority?

- b. Executive Leadership - In many countries, the role of the president (or the equivalent title of rector, vice chancellor, warden, etc.) has been extremely weak, largely either a ceremonial position or a temporal, elected position in the university community with no distinct authority to manage an institution. Similarly, the extensive, often invasive, authority of ministries and rules and regulations generated by national governments on university activity has provided little room for institutional governing boards of any significance to arise. This is changing in most parts of the world, with formal government policies creating broader authority for university presidents, including greater authority in budget management and administrative authority.

QP.4.4 What is the role and authority of the Executive Leadership of your university?

- c. Faculty and Shared Governance – Depending on the cultural traditions of various nation-states, the distinct role of faculty in the academic management directly relates to the long-term quality and performance of universities. With the increased authority of academic leaders, such as the president, there is a need for a clearly articulated role for the faculty, particularly in issues related to the academic activities of a university, including academic programs and curriculum, academic advancement, and admissions policies (where there is institutional discretion). See Appendix 5 for a model of shared governance as an example).

QP.4.5 Does your university have a formal body that represents the faculty (academic staff)? What is their role in the governance and management of your university? Is there explicit written rules or policy regarding the role of faculty?

IV.3 Academic Freedom – Critical to the success of the *Flagship University* is the principle of Academic Freedom. The "Hefei Statement on the Ten Characteristics of Contemporary Research Universities" (https://www.german-u15.de/presse/ressourcen/Hefei_statement.pdf) formulated as an international declaration and jointly sponsored by the Association of American Universities, the Group of Eight Australia, and the League of European Research Universities. The statement reads: "The responsible exercise of academic freedom by faculty to produce and disseminate knowledge through research, teaching and service without undue constraint within a research culture based on open inquiry and the continued testing of current understanding, and which extends beyond the vocational or instrumental, sees beyond immediate needs and seeks to develop the understanding, skills and expertise necessary to fashion the future and help interpret our changing world." ¹ Similar rights should be extended to students, in regards to freedom of expression.

¹ "Hefei Statement on the Ten Characteristics of Contemporary Research Universities" joint statement of the Association of American Universities, Group of Eight, League of European Research Universities, Chinese 9 Universities October 10, 2013; See http://www.leru.org/files/news/Hefei_statement.pdf

QP.4.6 What is the extent and meaning of academic freedom at your university? Is there an explicit university statement on academic freedom at your university?

IV.4 Quality/Evaluation – In all nations with advanced systems of higher education, ministries or other government entities have evolving efforts of insuring quality and accountability. Yet the marker of a *Flagship University* is its own internally derived efforts at institutional quality intended to induce a culture of constant self-improvement and that links its teaching, research, and public services mission with rules and behaviors of faculty and other members of the academic community. The corner stone for academic quality is a process of regular and meaningful, peer evaluation that includes both post-tenure review and program review.

- k. **Faculty Appointment and Advancement (Post-Tenure Review)** – Faculty at *Flagship Universities* need clear outlines of expectations that help shape behaviors and advance the broad range of responsibilities of an institution, and that are based on a process of regular and, as noted, meaningful peer review – and not on a civil service structure. See Appendix 3 for a conceptual model of the responsibilities of faculty.

QP.4.7 Does your university have a regularly process of review of the performance of faculty/academic staff and does it influence a faculty member's hiring and promotion? If your university awards tenure, is there a regular process of post-tenure review of the performance of faculty/academic staff?

QP.4.8 Teaching – What role does teaching excellence and creativity play in hiring and promotion of faculty/academic staff at your university?

QP.4.9 Research and Creative Work – What role does research productivity and creativity play in the hiring and promotion of faculty/academic staff? Is the significance and innovation of research and other creative accomplishments evaluated, not merely enumerated?

QP.4.10 Public Service – Does the review and promotion of faculty/academic staff include the role and accomplishments of faculty in public service and engagement with local businesses, government agencies, and other non-university sectors?

QP.4.11 University and Public Service – Does the review and promotion of faculty/academic staff include evidence of a faculty member's service in the management of the university (for example, departmental committees, special university task forces, and academic administrative positions)?

QP.4.12 Professional Competence and Activity – In fields such as public policy, architecture, business administration, dentistry, engineering, law, medicine, and also the social sciences and humanities, is the role of a faculty member in professional activities used as a criterion for appointment or promotion?

- l. **Standards of Ethical Conduct and Conflict of Interest Policies** – Faculty, and staff, are increasingly engaged in activities outside of the university, often serving the larger public service role of the university, sometimes with additional compensation. Universities need policies that insure that these university employees are maintaining their commitments in time and service, such as teaching courses and mentoring students. They must also avoid engaging in consulting and research grants in which their financial interests may interfere with normal duties as university employees or their impartial judgment as researchers.

QP.4.13 Does your university have policies to help avoid conflict of interests by faculty and staff? Does this include a requirement for faculty to disclose compliance with these policies?

- m. **Program Review** – Regular internal university “Program Reviews” of existing academic programs ensure that standards of excellence are maintained and that schools and departments have an opportunity to plan strategically for the future. In many parts of the world, academic program review, like post-tenure review, are new concepts. Increasingly, ministries of education are creating requirements for forms of program review and accreditation. But the most significant path for institutional self-improvement, and evidence-based management, are internal, campus driven review processes that can offer an honest assessment of the strengths and weakness of a department, like history, or physics, or a college.

QP.4.14 Does your university have an internally organized and operated Program Review Process? How is it organized and what impact has it had on the quality of academic departments and degree programs? What are its strengths and weaknesses?

IV.5 Diversity of Funding Sources – Most universities in the world are seeking a greater array of financial sources, moving away from a funding model dependent completely or largely from the government (national or municipal). Should *Flagship Universities* have a certain mix or balance of funding sources? Besides the particulars of the nation/state they operate in and, specifically, the dependency level on ministerial funding, it also depends on the array of programs and activities of an institutions.

QP.4.13 What are the primary sources of funding for your university? How diverse is the funding sources and is it changing?

QP.4.14 What level of autonomy or flexibility does your institution have in allocating these resources?

IV.6 Institutional Research (IR) Capacity – All universities need to pursue evidence-based decision-making. IR is a vital component to increased management responsibility, and for seeking institutional self-improvement. Most universities throughout the world have had very limited formal policies and strategies for gathering institutional data, and for employing trained staff to provide the information and analysis required for competent and innovative management and leadership of higher education institutions.

One catalyst for increasing IR capacity is the growing demands of ministries for information to fit into their evolving accountability schemes; various international and national ranking efforts are also generating campus efforts to generate and maintain data bases and formulate strategies for improving citation index scores and similar measures of output. See Appendix 5 for a conceptual outline of the organization and responsibilities of a university institutional research office.

QP.4.15 Does your university have an Institutional Research office that serves the academic leadership at your university?

QP.4.16 If it does, which of the following services does it provide:

- Data development and maintenance on core university activities
- Enrollment, personnel, and financial management
- Outcomes assessment, program review, accreditation
- Institutional reporting and analysis
- Strategic planning

IV.7 International Cooperation and Consortia – All Flagship Universities should have goals and programs related to various forms of international engagement – from student enrollment and support, to curriculum and research activity. The range of this activity and focus, however, will and should vary depending on the geographic location, language, political considerations, national policies (such as granting travel visas) and the “brain gain” or “brain circulation” needs of a nation or region.

The New Flagship model also assumes that there is significant policy convergence in the activities, and social and economic demands, being made of public universities; a corollary is that institutions, and national ministries, can learn much from each other and benefit greatly by exposure and participation in how institutions can best meet their missions and, ultimately, to improve.² Indeed, international cooperation and joint activities can be transformative interactions.³

Appendix 6 provides a taxonomy of “clusters and modes” of international engagement to help evaluate the range and focus on international engagement at your university.

² John Aubrey Douglass (2009). “Higher Education’s New Global Order: How and Why Governments are Creating Structured Opportunity Markets,” CSHE Research and Occasional Papers Series, December: <http://cshe.berkeley.edu/publications/publications.php?id=348>; also John Aubrey Douglass, “The Race for Human Capital” in J. Douglass, C.J King and I. Feller (ed.), *Globalization’s Muse: Universities and Higher Education Systems in a Changing World* (Berkeley Public Policy Press 2009).

³ For a discussion of models for international consortia, see “Marc Tadaki and Christopher Tremewan, “Reimagining Internationalization in Higher Education: International Consortia as Transformative Space? *Studies in Higher Education*, Vol. 38. No. 3: 367-387.

QP.4.17 Of the 7 Clusters of international engagement pursued by your university, which is the most important and active?

Profile V Macro Questions: The Value of the NFU Model for Your University

The *Flagship* model has a number of major assumptions, including that national and regional higher education systems have significant levels of mission differentiation among institutions and a place for only a select number of truly leading or *yi liu* universities; that there is a significant level of policy and practice convergence, and best practices that can be adopted to different national cultures and traditions; and that universities can manage their evolution if given enough autonomy and sufficient levels of academic freedom.

The political, economic, and cultural peculiarities may make such assumptions a non-reality in many nations—for now. Such was the conclusion for a number of the authors who contributed chapters to the *New Flagship University* book focused on the role of leading national universities in Latin America, Russia, and Asia. They noted that the biggest obstacles lay often in inadequate public funding models, the incalcitrant civil service mentality of faculty, severely inadequate university governance and management structures, mounting governmental controls and, often, political dynamics that make universities inordinately subject to political movements and encroachments.

In their assessment of the *New Flagship* model, Amasa P. Ndofirepi and Micheal Cross note that, “In their pursuit of competitiveness, higher education institutions across Africa set themselves the target of becoming ‘world class,’ and labels such as a ‘world-class African university’ are not uncommon in their mission statements.” The authors see greater value in the *New Flagship* identity and conclude: “Without being overly selective, we propose the possibility of strengthening a few existing, fully established universities in each country to pursue the *Flagship* model, on condition that they prioritise African interests in order to become an authentic African university.”⁴

For universities in Asia, Phan Le Ha has written that it is more than, “just blue-sky thinking but a solid concept that governments and countries would find useful to adopt to reform their higher education systems and deliberate over their future.”⁵

In an article in *University World News*, Elizabeth Balbachevesky stated that the *New Flagship University* model exposed the weaknesses of leading universities in Brazil, and in particular the University of Sao Palo (USP). USP has the reputation as the top research-intensive university in all of South America, ranking highly in the QS World University Rankings by Subject and the Shanghai Jiaotong rankings. But in her view, USP’s role as a vehicle of socioeconomic mobility and regional economic development is lagging. “What is the missing link that prevents USP from fulfilling the role of a *New Flagship University*? I would like to advocate that its main problem arises from its governance processes . . . this unrestricted autonomy coupled with the lack of a clear and independent voice coming from outside make the university deaf to societal demands and expectations and leave the rector and the senior administration hostage to internal power struggles. This situation,” Balbachevesky continues, “combined with the politicization of university life, prevents the university from performing a real *Flagship* role, providing leadership and actively searching for collaboration with other higher education institutions.”⁶

What about the university you are profiling using the NFU Matrix?

- Q5.1 How does the campus currently perform or achieve the mission, culture, policies and behaviors of the NFU Model?
- Q5.2 What aspects of the NFU Model do not fit into the cultural context of the campus or needs of its stakeholders?
- Q5.3 What specific university goals, policies, practices and programs are important and are not part of the NFU model?
- Q5.3 What aspects of the NFU Model might or should the campus pursue?

⁴ Ndofirepi, Amasa P. and Micheal Cross. 2016. “World-class or Flagship—Which way for universities?” *University World News*, No. 183, October 21, 2016; see also Teferra, Damtew. 2016. “Flagship universities—Enrollment, typology, graduates.” *University World News*, Global Edition Issue 396, January 16, 2016.

⁵ Le Ha, Phan. 2016. “A realistic model for international universities,” *University World News*, January 22, 2016 Global Edition Issue 397.

⁶ Balbachevsky, Elizabeth. 2016. “Academically excellent, but deaf to society’s needs.” *University World News*, January 29, 2016 Global Edition Issue 398.

National higher education systems and institutions are rapidly changing. As noted, and reflected in the NFU Model, we are in a period of tremendous innovation that is being led by major research-intensive universities. Many academic leaders and some ministries are beginning to understand that the bell-curve approach of rankings and the research dominant notion of WCU are no longer adequate to help guide policy, funding, and practice. My hope is that the *New Flagship* model provides a pathway to a more elevated discussion on the role and outputs of leading national universities – whether the nomenclature of *New Flagship University* is used or not.

It is important to again note that the *New Flagship* model is not a rejection of global rankings of universities. Ranking products are here to stay, with good and bad consequences. They are a useful international benchmark for ministries and universities, and for students who seek a means to unpack the growing market of higher education providers. The problem is, to reiterate, they represent a very narrow band of what it means to be a leading university within a region, within a nation, and in turn globally. Strategic initiatives by national governments, and by university leaders, are getting lost in the weeds of rankings and the rhetoric of “World Class.”

My hope is that that the *New Flagship* model provides a path for some universities, in Asia and elsewhere, to explain and seek a revised institutional identity, to help them build a stronger internal culture of self-improvement and, ultimately, a greater contribution to the economic development and socioeconomic mobility rates that all societies seek.

APPENDICES

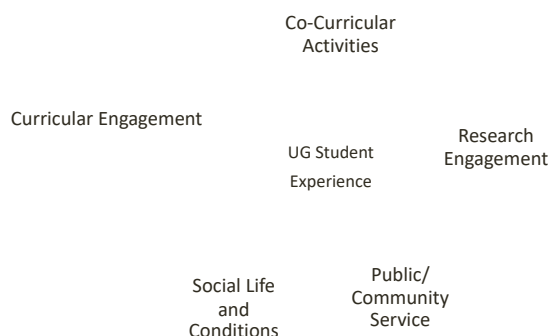
APPENDIX 1 – Undergraduate Education Model and Goals

1.1. A Model of the Undergraduate Experience at New Flagship Universities

An essential goal of the *New Flagship University* is to provide first-degree students with an education that is engaging, that promotes creativity and scholarship, and that results in high-order skills that are useful in the labor market, for entry possibly into graduate education, for good citizenship, and for a fulfilling life. Pedagogical research has generated the concept of engaged learning. This includes two observations: (1) The amount of time and energy students put forth in academic and other pursuits (e.g., community service) is positively correlated to learning and other desired outcomes of undergraduate education; and (2) Institutional policies and practices can influence the level of student engagement.

Our universities strive not to produce passive students who meet some minimum floor of knowledge and skills, but innovative and creative students who are ambitious and talented. One important concept is that there are many different student experiences and learning processes, shaped by the socioeconomic background of students; their mental health, social support systems, and sense of belonging at a large university; their different intelligences, abilities, and interests that may change overtime; their field of study; opportunities for engaging in research, and for being mentored. At the same time, with their wide array of disciplines and faculty, and existing and potential links with local communities, universities must assess and view the student experience holistically, and beyond the narrow confines of the traditional classroom.

Research-intensive universities can conceptualize Five Spheres of the Undergraduate Student Experience: curricular engagement (including courses as well as interaction with faculty and graduate students, learning communities etc.), research engagement (faculty directed or mentored, paid and unpaid), public and community service (voluntary or integrated into requirements or credits toward a degree, often termed service learning), co-curricular activities, and their social life and conditions (comprising a wide array of factors, including their living arrangements, financial needs, working full-time or part-time, and sense of belonging).



the size of each of these spheres of the student experience is representative, reflecting the relative importance for a generic student. Curricular engagement is at the core of the student experience. It is therefore shown as a larger sphere. However, the student experience is not a singular model, but nuanced and varied, within a university itself, within a disciplinary field of study. The socioeconomic background and interests of students is a variable. At the same time, there are academic cultures, and norms in different nations, that may value certain spheres over others.

Many universities are now engaged in a relatively new collaborative process that involves outline learning and professional development goals for students, and assessing outcomes. In some form, these campus-wide objectives provide a tool for focusing faculty deliberations on the shape and structure of the curriculum at the discipline level and, at the same time, providing

students with a sense of what they should get out of their degree program. This often includes a set of goals related to desired engagement with students and educational outcome outline below.

1.2. Concept of Engaged Learning - Goals

- Inquiry-based learning
- Experiential learning
- Research engagement
- Interdisciplinary opportunities
- Integrative knowledge
- Collaborative learning and problem solving
- Diversity/global citizenry
- Ethics/responsibilities
- Quantitative literacy
- Communication skills
- Digital literacy

With a set of campus-wide learning outcome goals, academic departments and schools at Berkeley have also developed their own set of goals for their first-degree students (see Figure 1.4).

1.3 Case Example: UG Learning Objectives for Electrical Engineering and Computer Sciences, UC Berkeley

- An ability to apply knowledge of mathematics, science, and engineering.
- An ability to configure, apply test conditions, and evaluate outcomes of experimental systems.
- An ability to design systems, components, or processes that conform to given specifications and cost constraints.
- An ability to work cooperatively, respectfully, creatively, and responsibly as a member of a team.
- An ability to identify, formulate and solve engineering problems.
- An understanding of the norms of expected behavior in engineering practice and their underlying ethical foundations.
- An ability to communicate effectively by oral, written, and graphical means.
- An awareness of global and societal concerns and their importance in developing engineering solutions.
- An ability to independently acquire and apply required information and an appreciation of the associated process of lifelong learning.
- Knowledge of contemporary issues.

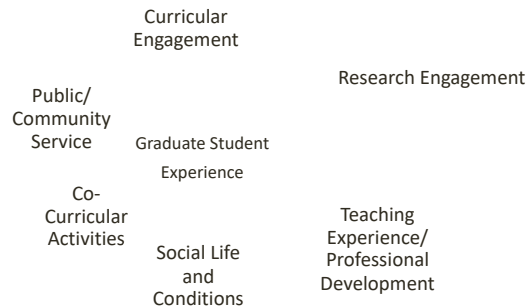
APPENDIX 2 – Graduate Student Education

Flagship Universities have special responsibilities for graduate and professional education, and should have a ratio of first degree and second degree students that reflects this purpose: generally, having 30 to 50 percent of all student enrollment in graduate education, and with an array of doctoral and professional degree programs. Another important marker is the number of degrees granted, along with on-going quality assurance measures.

In addition, *Flagship Universities* need to have and develop graduate programs intended to educate and prepare future academics and researchers, but also professionals that directly benefit the host nation and greater region. The presence of professional master's and doctoral programs and degrees does not feed into the current notions of a WCU, but I would argue they are an important component of universities that are comprehensive and vital to regional economic development.

Similar to the graphic representation of the various activities shaping the student experience at the undergraduate level, Figure 2.2 depicts the graduate student experience. Here, six spheres reflect the complexity of graduate education and training: curricular engagement, co-curricular activities, research engagement, teaching experience, and professional development (including employment and internships in business and government), public and community service, and the social life and conditions in which students pursue their degrees—from master's and professional programs, to the doctorate. In this portrayal of the graduate experience, the size of the sphere illustrates the world of a doctoral student that is not only dominated largely by developing research expertise and preparation for the job market, but is also heavily influence by their personal life.

2.1 A Model of the Graduate Student Experience at New Flagship Universities



Again, universities, and their various disciplines and professional fields, will vary tremendously on what components influence the student experience. For example, co-curricular and public and community service are not always associated with graduate education; yet, degree programs in medicine, social welfare, and law often have significant components related to public service; and STEM fields also can have robust co-curricular activity and forms of social networking.

Historically, there has been great diversity in the approaches to graduate education, in terms of what type of students enter graduate programs (e.g., natives versus international students), how they are educated, what professions they are trained for, and how they find employment. But the elevated role of graduate education has brought an increased focus on the structure and quality of graduate education. And similar to reforms in undergraduate education, there is significant global movement to improve the quality of graduate programs. This includes but is not limited to the goals outlined below:

2.3 Graduate and Professional Education Reforms and Goals

- More deliberately structured curricular requirements geared toward the array of professions the program is intended to serve.
- Increased use of English in courses and for master's theses and dissertations in programs attempting to attract and retain international talent, and for preparing future academics and business leaders whose professions are increasingly global in context.
- Clearly stated skills students are to acquire and expectations on their academic performance.
- Articulating the mentorship responsibilities of faculty.
- Coordination with the professions and business to better match training with labor needs.
- Collaboration with the private sector in providing internships as part of graduate training and integrating graduate students into faculty- led university–industry research activity.
- Assessments of the quality of life of graduate students and efforts to support their financial and social needs to make them productive members of the academic community.
- Improved integration of graduate education into the larger purpose and operations of the university.

APPENDIX 3 – Faculty Appointment and Promotion

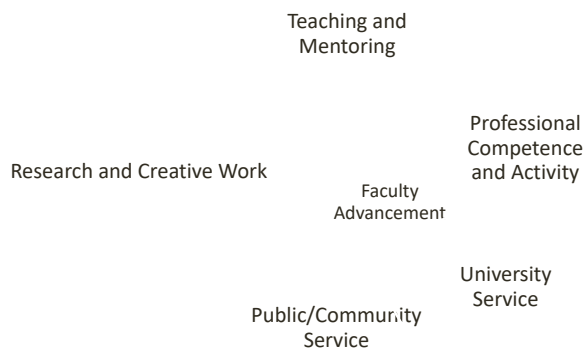
Faculty at *Flagship Universities* need clear outlines of expectations that help shape behaviors and advance the broad range of responsibilities of an institution, and that are based on a process of peer review – and not on a civil service structure. How to evaluate faculty performance and promise? It is important to recognize considerable variation in the research interests of faculty. Harking back to the previous sections, some pursue traditional forms of research and other “engaged scholarship.” Figure 3.1

3.1 Traditional Views on Academic Scholarship Versus the Scholarship of Public Engagement

Traditional Scholarship	Scholarship of Public Engagement
Breaks new ground in the discipline	Breaks new ground in the discipline and has a direct application to broader public issues
Answers significant questions in the discipline	Answers significant questions in the discipline, which have relevance to public or community issues
Is reviewed and validated by qualified peers in the discipline	Is reviewed and validated by qualified peers in the discipline and members of the community
Is based on a solid theoretical basis	Is based on solid theoretical and practical bases
Applies appropriate investigative methods	Applies appropriate investigative methods
Is disseminated to appropriate audiences	Is disseminated to appropriate audiences
Makes significant advances in knowledge and understanding of the discipline	Makes significant advances in knowledge and understanding of the discipline and public social issues Applies the knowledge to address social issues in the local community

Further, faculty teaching, research, and public service interests evolve over time. Figure 3.2 provides a conceptualization of the primary areas of responsibility and activity for faculty: teaching and mentoring, research and creative work, professional competence and activity, university service (including activities related to academic management at the program, discipline, and campus-wide levels), and public/community service. Like the previous depiction of the experience of undergraduates and graduate students, the size of each sphere is only an example of a faculty member with significant research productivity. Theoretically, the weighting will vary depending on faculty members' interests, abilities, and stage in their academic careers.

3.2 Faculty/Academic Staff Responsibilities and Spheres for Hiring and Promotion at New Flagship Universities



APPENDIX 4 – Governance Principals and Models for New Flagship Universities

If properly constituted in their membership and responsibilities, governing boards act as a conduit and forum for major policy decisions that balance the academic values necessary for the internal life of universities while responding to the external needs and multiple demands of stakeholders. Figure 4.1 provides an example of the general principles for a university governing board's operation, developed by the Association of Governing Boards based in the United States.

4.1 General Principles for a University Governing Board - Association of Governing Boards (AGB)

- The ultimate responsibility for governance of the institution rests in its governing board. Boards are accountable for the mission and heritage of their institutions and the transcendent values that guide and shape higher education; they are equally accountable to the public and to their institutions' legitimate constituents. The governing board should retain ultimate responsibility and full authority to determine the mission of the institution within the constraints of state policies and with regard for the state's higher education needs in the case of public institutions or multi-campus systems, in consultation with and on the advice of the president, who should consult with the faculty and other constituents.
- The board should establish effective ways to govern while respecting the culture of decision making in the academy. By virtue of their special mission and purpose in a pluralistic society, universities have a tradition of both academic freedom and constituent participation—commonly called “shared governance”—that is strikingly different from that of business and more akin to that of other peer-review professions, such as law and medicine. Faculty are accorded significant responsibility for and control of curriculum and pedagogy. This delegation of authority results in continuous innovation. Board members are responsible for being well informed about and for monitoring the quality of educational programs and pedagogy. Defining the respective roles of boards, administrators, and faculty in regard to academic programs and preserving and protecting academic freedom are essential board responsibilities.
- The board should approve a budget and establish guidelines for resource allocation using a process that reflects strategic priorities. Budgets are usually developed by the administration, with input from and communication with interested constituents. The board should not, however, delegate the final determination of the overall resources available for strategic investment directed to achieving mission, sustaining core operations, and assuring attainment of priorities. Once the board makes these overarching decisions, it should delegate resource-allocation decisions to the president who may, in turn, delegate them to others.
- The governing board should manifest a commitment to accountability and transparency and should exemplify the behavior it expects of other participants in the governance process. From time to time, boards should examine their membership, structure, policies, and performance. Boards and their individual members should engage in periodic evaluations of their effectiveness and commitment to the institution or public system that they serve. In the spirit of transparency and accountability, the board should be prepared to set forth the reasons for its decisions.
- Governing boards have the ultimate responsibility to appoint and assess the performance of the president. Indeed, the selection, assessment, and support of the president are the most important exercises of strategic responsibility by the board. The process for selecting a new president should provide for participation of constituents, particularly faculty; however, the decision on appointment should be made by the board. Boards should assess the president's performance on an annual basis for progress toward attainment of goals and objectives, and more comprehensively every several years in consultation with other constituent groups. In assessing the president's performance, boards should bear in mind that board and presidential effectiveness are interdependent.
- Boards of both public and independent colleges and universities should play an important role in relating their institutions to the communities they serve. The preceding principles primarily address the internal governance of institutions or multi-campus systems. Governance should also be informed by and relate to external stakeholders. Governing boards can facilitate appropriate and reciprocal influence between the institution and external parties in many ways.

Source: Statement on Board Responsibility for Institutional Governance, AGB, 2010

Most major universities have an affiliated “Foundation” or “Development” corporation with a board to solicit donations and gifts and with funds that are managed outside of the legal framework and restrictions of the university itself. This provides a means to generate additional income to fund targeted projects, like buildings and scholarships, and sometimes to provide operating funds. But this is very different from the larger policy and financial accountability role of an effective governing board that optimally would charter and regulate a university's foundation.

Governing boards retain ultimate responsibility and full authority to determine the mission of the institution within the constraints of state policies and federal funding mandates. But they must do so with regard for the higher education needs of their states, in a deliberative manner that includes the advice of the president, who in turn should consult with the faculty and other constituents. To help navigate the proper balance in authority, universities define the roles of administrative leaders and faculty in university management under a model of “shared governance.” These roles are summarized in the following and in Figure 4.2:

- Academic administrators should, generally, have the primary decision-making authority in all issues related to the institution's budget, and effective management of university operations that support academic activities. They should act as the primary liaison with governing boards, government authorities, and other stakeholders. Executive leaders can also provide a strategic vision for universities and ideas for new initiatives, yet always in a consultative manner with university faculty and other members of the academic community.
- A representative body of the faculty (such as a "faculty senate") should have direct or shared authority regarding all academic activities of a university, including oversight of academic programs and curriculum, a strong advisory capacity to the university's rector or president over faculty appointments, generation of admissions standards and practices where there is institutional discretion, and consultative rights for major budget decisions related to academic programs.

4.1 Model for Shared Governance at New Flagship Universities

APPENDIX 5 – Institutional Research Capacity and Organization

Institutional research (IR) is an essential activity for *Flagship University*. Most universities have had very limited formal policies and strategies for gathering institutional data, and for employing trained staff to generate the information and analysis required for competent and innovative management. One catalyst for increasing IR capacity is the growing demand of ministries for data to meet evolving accountability schemes; various inter-national and national ranking efforts are also leading to relatively new campus efforts to generate and maintain databases and formulate strategies for improving citation index scores and similar measures of output.

In many research-intensive universities, however, there remains a significant lack of IR capacity and understanding, by academic leaders and by faculty, of the critical role of IR for institutional self-improvement and quality control. *Flagship Universities* need to focus on their own data and analysis needs, including internal accountability efforts like Program Review, and not simply react to external demands. IR capability generally includes the following co-dependent functions:

- Data development and maintenance on core university activities
- Enrollment, personnel, and financial management
- Outcomes assessment, program review, accreditation
- Institutional reporting and analysis
- Strategic planning.

These are interconnected purposes, of course, that link general data collection and management with efforts at strategic planning. But how to effectively pursue them? Figure 5.1 offers a model on how an Institutional Research office at a *Flagship*

University might be organized. All major universities need a professional IR staff. They also need to seek collaborations with similar regional or national universities, and even international partners, to help build a comparative perspective, and to bolster institutional research as a profession with common standards of data collection, research, and analysis methods.

5.1 Example of the Organization of an Institutional Research Office at a New Flagship University



Yet there remains in many research-intensive universities a lack of IR capacity and a poor understanding among campus leaders of the critical role and potential benefits of a more organized effort essential to advanced management and information based decision-making at all levels of university administration. ⁷ Information is power. It is of course ironic that most universities have extremely limited IR capabilities, partially understandable, as most universities have had a decentralized structure of decision-making and, until recently, limited accountability demands externally. Organizational models may differ, including the focus of IR efforts that are influenced by the varying demands of ministries. ⁸ Yet I sense that all campuses need some form of a centralized IR office and that, as over time, and since information is power and helpful in requesting resources, for example, IR capacity will be increasingly found at various levels of campus administration.

APPENDIX 6 – Taxonomy of International Engagement by New Flagship Universities

While Flagship universities should have a strong focus on regional and national needs, they must also leverage collaborations with faculty, pro- grams, and, more generally, with universities in other parts of the world. As noted previously, the crucial strategic approach for Flagship Universities is not to see international engagement as an end to itself (or, for that matter WCU rankings), but as a component of their larger missions and pursuits. At the same time, there is significant policy convergence in the activities, and social and economic demands, being made of universities. They can learn much from each other and benefit greatly by exposure to the activities and innovations of peer institutions. Indeed, international cooperation and joint activities can be transformative.

There are institutions that have various international agreements and programs that are not well focused or carefully planned. The volume of engagements appears to take precedence over the value and costs to the institution—in money, but also in faculty time. High-visibility projects, like a branch campus, take shape without a substantial business plan and without strong faculty support. Sustainability in terms of funding and faculty interest and participation is often a challenge. Most international engagements cost institutions money, despite promises of income generation. This is not to discourage experimentation and risk taking, but to encourage greater introspection and analysis on initiatives.

Figure 3.18 lists the ways Flagship University may pursue international engagement (Edelstein and Douglass, 2012). This includes individual faculty initiatives; the management of institutional demography; mobility initiatives; curricular and pedagogical change; transnational institutional engagements; network building; and campus culture, ethos, and leadership.

⁷ Volkwein, Fredericks J., Ying Liu, and James Woodell. 2012. "The Structure and Functions of Institutional Research Offices." In *The Handbook of Institutional Research*, eds. Richard D. Howard, Gerald W. MacLaughlin, and William E. Kight. San Francisco: Josse-Bass.

⁸ Chirikov, Igor. 2013. "Research Universities as Knowledge Networks: The Role of Institutional Research." *Studies in Higher Education*. 38(3): 456-469.

6.1 Clusters and Modes of International Engagement at New Flagship Universities

Cluster 1 – Individual Faculty Initiatives

- Research Collaboration
- Teaching and Curriculum Development
- Academic Program Leadership
- Sanctioning Authority

Cluster 2 – Managing Institutional Demography

- International Student Recruitment
- Recruitment of Foreign Academic and Administrative Staff
- Visiting Scholars and Lecturers
- Short Courses, Conferences and Visiting Delegations
- Summer Sessions, Extension Programs and Language Acquisition Programs

Cluster 3 – Mobility Initiatives

- Exchange and Mobility Programs
- Study Abroad Programs, Internships, Service Learning, Research Projects and Practicums

Cluster 4 – Curricular and Pedagogical Change

- Incremental Curricular Change
- Foreign Language and Culture
- Cross-Cultural Communication and Inter-Cultural Competence
- New Pedagogies and Learning Technologies
- Extra-Curricular and Student Initiated Activities

Cluster 5 – Transnational Engagements

- Collaboration and Partnerships with Foreign Institutions
- Dual, Double and Joint Degrees
- Multi-site Joint Degrees
- Articulation Agreements, Twinning, Franchising
- Research Intensive Partnerships
- Strategic Alliances
- Branch Campuses, Satellite Offices and Gateways

Cluster 6 – Network Building

- Academic and Scholarly Networks
- Consortia
- Alumni Networks

Cluster 7 – Campus Culture, Ethos, and Symbolic Action

- An International Ethos: Changing Campus Culture
- Engaged Leadership