BRITISH COUNCIL

GED Global Education Dialogues

WORLD 100 REPUTATION NETWORK

Global Education Dialogue East Asia Series 2013-14

Reputation Management in Higher Education: The East Asian Context

Thursday 6th – Friday 7th March 2014
Tokyo, Japan

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Overview

In today's globally integrated economy, universities face common challenges - about the education and skills they offer young people; the networks they must build to be successful in research; the challenge in responding to the needs of local and global communities through transnational provision; and what the changing international landscape means for university leadership. The British Council Global Education Dialogue East Asia Series provides a programme of dialogues to frame the debate on the issues affecting higher education in East Asia and the United Kingdom. Each Policy Dialogue features the latest thinking in its area with new research and input from government and industry leaders. Papers and research from the policy dialogues are published so that they can contribute to evidence-led policy developments.

This dialogue addressed the theme of 'Reputation management in higher education: the East Asian Context'. Reputation is an increasingly vital component for universities. Research has shown that a university's reputation is a major priority for academics changing jobs and is the top consideration for internationally mobile students, even above tuition fees and course content. Reputation is also key in attracting collaborative partnerships and funding from alumni, philanthropists and industry. Reputations can soon be built and lost in our technologically connected world where information travels fast and can have a global impact. If a university thrives, the value of its brand soon increases, in turn attracting the best academics, students and increased funding. The rapid ascent of Asian institutions in the rankings has been well documented and the appetite in the region for discussion on this topic has never been greater. This event looked to build on the debate by inviting key players from across the East Asia region and beyond to Tokyo to add new perspectives to the discussion.

The event was attended by 116 people, with 14 countries and 75 organisations represented. As demonstrated by this report, the event not only reaffirmed the importance of reputation to modern-day universities but also resulted in new suggestions on how universities might seek to build and maintain their reputations in an increasingly competitive global market.

British Council Japan
April 2014

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Announcement of the 2014 Times Higher Education World Reputation Rankings

Phil Baty
Editor, Times Higher Education Rankings

"In an information-rich age, a highly competitive global higher education marketplace, hard-won reputations often developed over many centuries are vulnerable as never before."

The Symposium began with the global launch of the 2014 Times Higher Education Global Rankings, from Editor Phil Baty. Reputation, he began, was essential to the appeal of a university, even beating out other factors like tuition. Their effect on geopolitics could not be understated, either. From all angles, global rankings for higher education were increasingly essential and influential. Hearsay about a university was not enough—now, data was held in esteem more than ever. How others perceive you had become a much more powerful force these days, with implications for every aspect of a university: from its marketing and branding, to educational content, and even to the structure of a university itself.

He presented the rankings, with many familiar names at the top. The University of Tokyo slipped out of the top 10, but the UK was well-represented, with both Oxford and Cambridge at 5th and 4th. However, there was a clear rift developing, with a 'top six' elite group standing well above the rest in their reputations, which were deemed by Simon Marginson as 'super-brands'.

For other universities outside that elite group, however, reputation-building had become fiercely competitive. He noted that Japanese universities were starting to slip, but were holding on to their number one spot in Asia, and commended the Japanese government for its work to combat its 'insular' reputation. As Mr Baty noted in the panel discussion, although reputation ranking had its shortcomings, reputation was an inevitable facet of a university, and thus they all had to devote some amount of resources to manage it.

Reputation was highly multi-faceted, created through the "weight of activity and hundreds of different institutional sites, relations and transactions, conscious promotional campaigns, major events that result in news reporting, memories of past activities, and word of mouth effects." With that quote, Mr Baty summed up the data with a definitive statement on building reputation: no matter how good your marketing is, you must deliver on the ground with real impact.

Recent initiatives by the Japanese government and the drive to push Japanese institutions up the global rankings.

Hakubun Shimomura

Ministry of Education, Culture, Sports, Science and Technology (MEXT)

“Having internationalisation means that we will have more diversity, and that will be conducive to promote innovative research and teaching.”

The British Council was honoured to receive the words of Minister Hakubun Shimomura of the Ministry of Education, Culture, Sports, Science and Technology. As part of the Abe administration’s initiatives for economic revitalisation, called ‘Abenomics’, reformation of the higher education sector had to be tackled as well. Minister Shimomura aimed to have ten Japanese universities ranked within the top 100 in the world; a very ambitious target. This was not only for Japan’s sake, but would set Japan up as a role model for the rest of Asia as well.

The challenges Japan faced were no small obstacle. Students especially lacked English ability and the support to study abroad, but the Abe administration was firm that it was developing strategies to support Japanese students. They were especially determined to combat the perception that Japanese universities were ‘weak’ at internationalisation, and aimed to promote diversity and innovative research. Minister Shimomura detailed well-known strategies for Japanese universities, such as the Global 30 plan, that were intended to assist Japanese institutions in developing support for a diverse student body and support of English language curricula.

Societal challenges lay ahead for Japan in the 21st century, such as the notion of studying abroad being a risk instead of an advantage. Japan also hoped to double the number of its students studying abroad as well by the time of the 2020 Tokyo Olympics. Overall the government’s challenge was to internationalise Japanese higher education, and to build up the reputation of their institutions based on strong teaching and research. Minister Shimomura also pledged that the government would spearhead initiatives on university governance and entrance examinations, by emphasising the fundamental mission of each university. His speech demonstrated that Japan had its eye on the future, and was fully committed to developing its higher education sector.

Welcome from the British Council

Dr Rebecca Hughes formally opened the Symposium on behalf of the British Council. In her introduction she acknowledged and thanked Phil Baty for his presentation and the privilege of hosting the launch of the Times Higher Education World Reputation Rankings.

She illustrated the theme of the symposium, reputation management and development; and stressed how crucial that had become to higher education throughout the world. The internationalisation of education had brought with it many challenges, not least among them of delivering an education to a multicultural student body in a complex world. Universities now had to ask themselves, “What do students actually want from us?”

Universities still had a number of tools at their disposal to understand excellence. Dr Hughes noted that rankings were one, but also the leadership potential inherent to universities. That, she emphasised, was the key to understanding how higher education was shaped across borders and formed a basis for future generations.

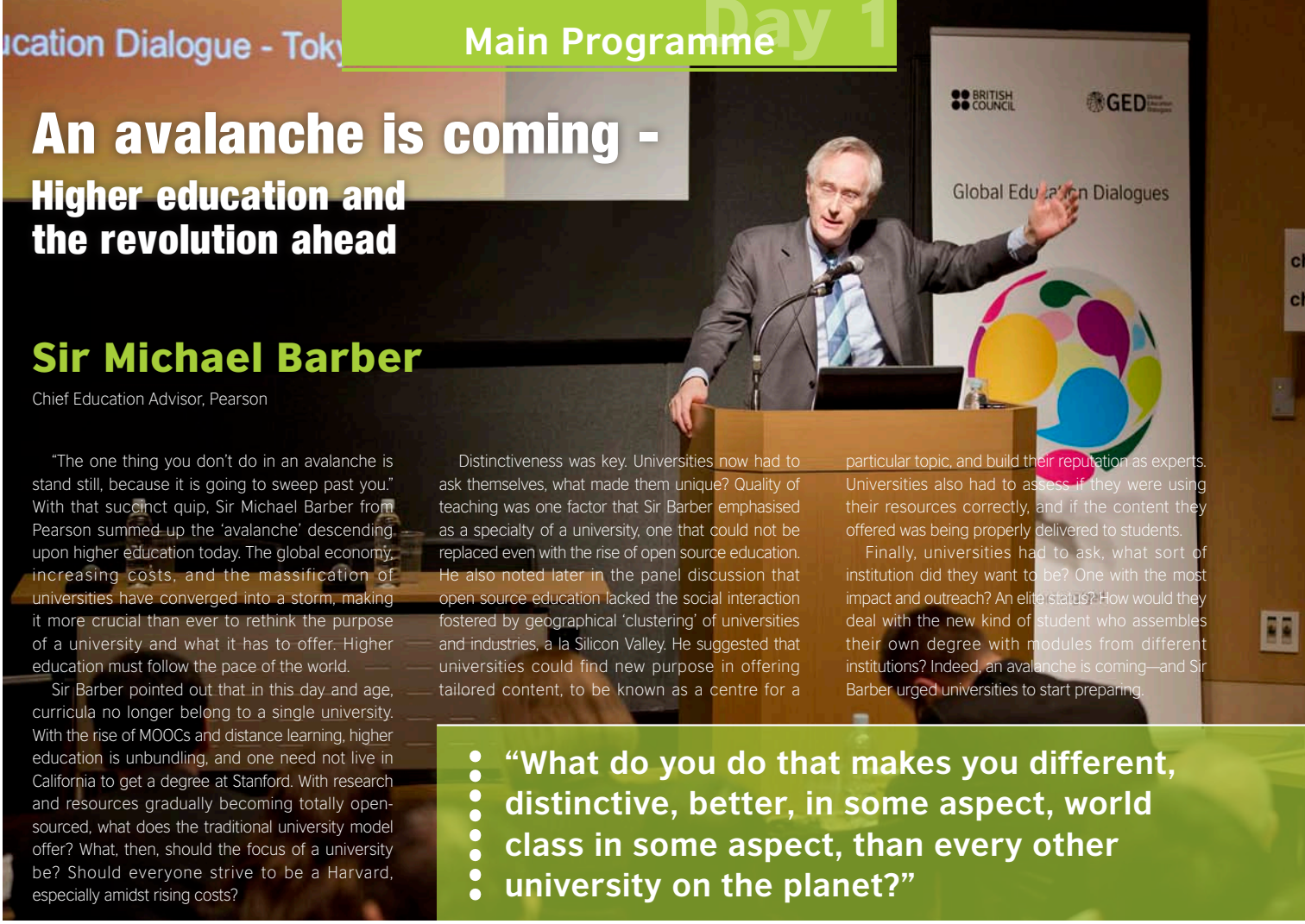
Finally, she thanked and congratulated everyone for their efforts, and welcomed all to the Symposium.

Rebecca Hughes

Director of International Higher Education, British Council

An avalanche is coming –

Higher education and the revolution ahead



Sir Michael Barber

Chief Education Advisor, Pearson

"The one thing you don't do in an avalanche is stand still, because it is going to sweep past you." With that succinct quip, Sir Michael Barber from Pearson summed up the 'avalanche' descending upon higher education today. The global economy, increasing costs, and the massification of universities have converged into a storm, making it more crucial than ever to rethink the purpose of a university and what it has to offer. Higher education must follow the pace of the world.

Sir Barber pointed out that in this day and age, curricula no longer belong to a single university. With the rise of MOOCs and distance learning, higher education is unbundling, and one need not live in California to get a degree at Stanford. With research and resources gradually becoming totally open-sourced, what does the traditional university model offer? What, then, should the focus of a university be? Should everyone strive to be a Harvard, especially amidst rising costs?

Distinctiveness was key. Universities now had to ask themselves, what made them unique? Quality of teaching was one factor that Sir Barber emphasised as a specialty of a university, one that could not be replaced even with the rise of open source education. He also noted later in the panel discussion that open source education lacked the social interaction fostered by geographical 'clustering' of universities and industries, a la Silicon Valley. He suggested that universities could find new purpose in offering tailored content, to be known as a centre for a particular topic, and build their reputation as experts. Universities also had to assess if they were using their resources correctly, and if the content they offered was being properly delivered to students.

Finally, universities had to ask, what sort of institution did they want to be? One with the most impact and outreach? An elite status? How would they deal with the new kind of student who assembles their own degree with modules from different institutions? Indeed, an avalanche is coming—and Sir Barber urged universities to start preparing.

"What do you do that makes you different, distinctive, better, in some aspect, world class in some aspect, than every other university on the planet?"

Reputation management –

A case study from the University of Tokyo

Dr Masako Egawa

Executive Vice President, The University of Tokyo

"The University of Tokyo is committed to solidifying its position as a world-class comprehensive research university."

What initiatives are Japanese universities taking for brand management and internationalisation? These were some of the themes discussed by Dr Egawa in her presentation. The University of Tokyo, despite its consistently high place in the world rankings, struggled with many of the same challenges facing Japanese higher education, particularly in the area of internationalisation and attracting a truly global student body.

Particularly crucial for the University of Tokyo was raising its international profile. There was no doubt that it was one of the most esteemed universities in Japan and all of Asia, but it still had to create an international environment able to bring in students from across barriers. They had to start completely from scratch to build up an international brand, with even the selection of their English nickname, 'UTokyo,' being of considerable debate.

Dr Egawa discussed some of the drastic changes the University had undertaken to more fully internationalise, such as switching to a quarter system to better align with other countries; and introducing major programs conducted entirely in English, with 41 graduate programs taught entirely in the language and undergraduate programs, such as "PEAK" at their Komaba campus. She admitted in the panel discussion there had been tension from lecturers about how far to adopt English curricula. As the leader in Japanese higher education, the University of Tokyo's decisions had far-reaching implications, and those decisions could not be made lightly. Other internationalisation initiatives included overseas outreach, with their "UTokyo Forum" in Chile and Brazil; and their expansion into online learning through Coursera, where they already offered courses in astronomy and political science.

The University of Tokyo's efforts were summed up beautifully in an advertisement featuring one of their alumni, astronaut Naoko Yamazaki, boasting that their students reach very high places. Dr Egawa thus gave the audience a clear, firm direction on the path of Japanese universities, and the University of Tokyo's unique position to tackle higher education reform.

Building a legacy –
A case study of the University of Hong Kong

Professor Lap-Chee Tsui

Vice Chancellor and President, The University of Hong Kong

> **"Internationalisation is not just about numbers. We share knowledge, we share information, we learn from others."**

Professor Tsui introduced the University of Hong Kong, celebrating its centennial anniversary. Their reputation for excellence has been well-deserved for their capability to meet the needs of students and the changing global economy, though that was not always an easy task, particularly as they began to integrate more with China. He gave some details on the strategy they developed: to partner society and serve the community. They wanted to share knowledge with the environment around them, not simply pass it on to a limited number of students.

He stressed that academic rationale was at the core of everything they did, which included the acceptance of an academic body full of diversity—both for students and staff. This was accomplished with exchange program initiatives, joint degree programs with Chinese universities, and partnerships with laboratories on the mainland. Professor Tsui, in response to a question from the audience regarding internationalisation, stated that they had to include Chinese language study as well, considering their students would likely be working locally. The University of Hong Kong also had very strong links from the past, like the Association of Commonwealth Universities, of which they were a founding member; and their alumni networks, facilitating outreach.

Professor Tsui showed how they had created a community stretching far beyond the campus, through outreach and communication strategies. That also tied in to securing funding, showing how they appealed to their broader community for support by giving their audience solid reasons to donate or contribute. As he clarified in the panel discussion, Professor Tsui noted that as a public university facing decreased government spending, there were fewer funds to allocate for reputation management, which made it especially crucial to build up an endowment culture. Faced with global and regional challenges, the University of Hong Kong consistently marketed their emphasis on academic excellence and their presence as a regional hub, all the while building loyalty and devotion from the community and their worldwide network of alumni.

Context setting :
reputation management, universities and the knowledge economy

The afternoon session of Day 1 began with a brief introduction of the workshops. Mark Sudbury explained that the workshops would be conducted by professionals in communications and marketing, who would share detail on how a university could put reputation management into practice.

First, he encouraged everyone to think about why they worked in the university sector, and why they were so passionate about it. Often universities were seen as being 'ivory towers' of elites that did not engage with wider society, but Mr Sudbury instead emphasised their role in the world's knowledge economy. They were responsible for educating the workforce, to support and create businesses, and for innovations in knowledge and research that positively affected every sector. Building up their reputations in each role was important, but he made sure to stress that having a good reputation was not the goal itself. Good reputations could only be achieved with effort extending beyond the university to their communities. On that note, the workshops began.

> **"The real bedrock of reputation is the delivery of the key academic mission of the institution."**

Mark Sudbury

Director of Communications,
University College London

Raising profile through engagement in major events-

London Olympics case studies

Jo Kite
Director of Communications and Marketing, University of Birmingham
Tania Rhodes Taylor Director of Marketing and Communications, Queen Mary, University of London

Session 1

Ms Jo Kite first explained why Jamaica chose the University of Birmingham as its base for the 2012 London Olympics, which was because it had one of the top three sports-related study programmes in the UK, and a prominent Afro-Caribbean community. But how was the University convinced that hosting the Jamaican team would be 'strategically significant'? Ms Kite explained that they emphasised its benefit for the local community, that it would contribute considerably to public engagement efforts, and that it would be financially sustainable.

However, the biggest challenge lay not in convincing the University leadership, but in making the logistical arrangements for hosting the team. This included support for the athletes to train away from the media's eye, and for the hosting to be relevant to all University faculties. Her final advice for hosting an Olympic team was to make it strategic, start early, play to one's strengths and to embed the success into a long-term legacy for the University.

Next, Ms Tania Rhodes Taylor shared Queen Mary's experiences with the 2012 Olympics. Although they were close in proximity to the Olympic Park, they had no communication strategy in place before the Olympics began, and this limited their ability to capitalise on the event. They had hosted a number of athletes and treated many at their medical centre, but were not allowed to advertise the fact due to privacy policy.

Despite that, there was high student involvement with Olympic activities, and the University was able to use the event to increase awareness of the 'East London Diabetes Belt', a subject around which the University has conducted much research. Although they were successful in promoting issues around the regeneration of East London, further advanced planning would have enabled the University to capitalise on its strategic position to communicate more about itself.

MOOCs and online courses-

Managing the benefits and threats to reputation

Dr David Mole Associate Provost, Hong Kong University of Science and Technology
Dr Miho Funamori Associate Professor, Educational Planning Office / Evaluation Support Office, The University of Tokyo

Session 1

First, Dr David Mole asked why IT and e-education became a key issue for the president of the Hong Kong University of Science and Technology. The University wished to have a more robust pedagogy, and was eager to embrace advanced technology. But would MOOCs drive out other models of education in the process?

He gave further detail on how the University had implemented online learning and the subsequent results. They used MOOCs as an opportunity to encourage the University president to further embrace developments in IT, and also provided for the creation of a large data pool to track student learning experiences. Additionally, he anticipated that open source access would proliferate, further reducing costs to a university. By quickly incorporating MOOCs, Hong Kong University of Science and Technology aimed to stay ahead of the game, becoming a leader in the field if MOOCs took off, and having a rich investment in their IT program even if they did not. Dr Mole expected MOOCs were here to stay.

Dr Miho Funamori spoke next regarding the implementation of MOOCs in higher education. The adoption of MOOCs has certainly become a trend; but there are a number of issues involved in implementation, such as selecting the proper platform to use (edX or Coursera), and who would be the lecturer for the courses. Given the issues surrounding higher education in the United States however, MOOCs were likely to take off, owing to rising tuition and their accessibility.

Despite the hype, problems were evident in the MOOC education model. Dr Funamori noted that the biggest was participation and retention rates, where students completing a course are few in number. However, the model allows for a highly personalised education, allowing students to finish required courses in their own time, and finish their degrees earlier. In our digital age, however, universities cannot afford to debate whether they will use MOOCs or not—what a university has to understand is how to teach effectively with the new tools at their disposal.

University marketing communications and branding

Nick Agarwal
Director of Corporate Affairs, University of Sheffield
Dr Mitsuo Morozumi
Trustee and Vice President, Kumamoto University

Session 1

In this workshop, Mr Nick Agarwal gave a presentation on his experiences in retail, specifically his time at Wal-Mart in the United States, and how he tied the knowhow he gained to his job at the University of Sheffield. Over the years, he observed how the importance of communications teams had grown exponentially, meaning that the image and voice of an institution had become just as important as its actual purpose. A skeleton communications team was not enough in "the world where you are the focus of attention", said Mr Agarwal.

But how did that apply to universities? Just like Wal-Mart, they had to build up emotional trust. The University of Sheffield accomplished this through partnering with the institutes Florey and Imaging, and by promoting student initiatives such as a 'selfie' campaign for international students. Through this, they were able to strike a balance between academic rigor and emotional connection.

Next, Dr Mitsuo Morozumi of Kumamoto University gave a presentation on how his university was managing to build up its brand and reputation, working within the Japanese system. Despite being one of Japan's oldest national universities, Kumamoto University had difficulty raising its public image outside of its home prefecture, amidst its desire to internationalise and attract a global student body. In 2011, Kumamoto University organised a task force for branding, which was reorganised in 2012 to include more input from within the university and the Kumamoto area. That reorganisation led to their current branding strategies.

One of these was promoting their slogan, 'Creative Powers and Challenging Spirits', for which they contacted one of their most famous alumni, the manga artist Takahiko Inoue, to illustrate the slogan with brush calligraphy. Another initiative was to develop a plan for university development over ten years, to revamp Kumamoto University's hierarchy and truly support global research. Dr Morozumi finished by stating he hoped to further attract international students, and to firmly establish Kumamoto University as a leading research university in Japan.

Working in consortia/ networks to collectively improve reputation

Dr Christopher Tremewan Secretary-General, Association of Pacific Rim Universities (APRU)
Mark Sudbury
Director of Communications, University College London

Session 2

First, Dr Christopher Tremewan gave an overview of the Association of Pacific Rim Universities, which aimed to link its activities to international policy in its respective member countries. Since its establishment, however, geopolitics in the region have shifted greatly, and now it seeks to engage in finding solutions for the challenges the region faces. At the heart of the network is the US-China axis, and Dr Tremewan hoped to bring the two powers together and leverage their respective research capabilities.

He noted that the Pacific Rim countries surpassed the European Union and the United States in publication output, showing that they had a great deal of importance academically. These countries collaborated extensively within their network as well. One of the Association's strategic framework targets was the creation of leaders in the Asia-Pacific region, something which the University of Tokyo was contributing to with its work on female leadership. In closing, Dr Tremewan suggested that it was easier to be innovative in international networks like the Association of Pacific Rim Universities than domestic networks.

Second, Mark Sudbury discussed mission groups and international networks in the United Kingdom. He described four of the main mission groups in the United Kingdom, going into detail about the Russell Group. The Russell Group served partly as a platform for communications specialists from its member universities to discuss how to maximise the income of their members, attract the best staff and students, and create a regulatory environment for work without government interference.

Mission groups did not come without their problems, however. These include issues such as competition, consistency, resource sharing, and 'brand stretching', which simultaneously blurred the line between institutions and made a unified message difficult to communicate. Additionally, the more successful and larger a network became, the higher the membership fees were. However, Dr Sudbury ended by focusing on the benefits of mission groups, primarily their positive impact among key audiences and networking potential.

Resources for reputation management

Emma Leech Director of Marketing, Communications and Recruitment, University of Nottingham
Louise Simpson Director, World 100 Reputation Network

Session 2

The workshop began with Ms Louise Simpson, who asked what a university's marketing and communications team should consist of. She concentrated on three points: how that team influenced the university, how the university would budget for it, and how to assess the work it put out. The World 100 Reputation Network carried out research on university communication teams and their responsibilities. The results showed that public relations were a huge part of their role in Europe, the United States, and Asia. Indeed, all indications are that the importance of public relations specialists is crucial for these teams.

Ms Simpson recommended that if Japan truly wishes to raise the profile and rankings of its universities, it is vital that they allocate larger budgets for communications and marketing teams, and invest in training the staff. Another effective strategy she recommended was the hub and spoke model, where the main team would be located in a corporate office hub and staff would 'travel' to different faculties to understand the wider university culture.

Next, Ms Emma Leech discussed strategies for reputation management. Universities must have a strategy to deal with international communication challenges and the speed of globalisation. Key to this is creating a clear and consistent message, whilst strategically managing stories and images of the university. Ms Leech gave an example of the University of Phoenix in the United States, which spent an enormous amount on its branding and had been very successful.

Ms Leech pointed out that universities recruit young people, meaning they have to keep pace in providing information where their target audience actually accesses it, which in this case is digitally. The most successful route to success is to support creative solutions, and foster positive environments that encourage innovation. Universities also need to embrace social media and third party reviews, and to understand the information people seek from them.

Leveraging regional or national initiatives to support reputation management

Lara McKay Director, University Marketing, The University of Melbourne
Kuniaki Sato Deputy Director, Office for International Planning, Higher Education Bureau, Ministry of Education, Culture, Sports, Science and Technology (MEXT)

Session 2

Ms Lara McKay presented first on the University of Melbourne's marketing strategies. They embraced to the fullest Melbourne's reputation as the number one university in Australia, and emphasised its location in one of the world's most liveable cities. This had the benefit of attracting both undergraduates and research students, who each sought different aspects of the university experience. One aspect they struggled with was not being as 'prestigious' in the eyes of international students, who most often opted for US or UK universities if accepted to both.

The University of Melbourne also cooperated frequently with local and regional organisations to promote itself, such as the state of Victoria. These highlighted not only the University's academic strength, but also Melbourne's environment and cultural opportunities. Ms McKay said their goal was not just to promote Melbourne and academics, but to give potential students a vision of what their life at the University would be like.

Next, Mr Kuniaki Sato of the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) discussed the Japanese government's initiatives for bolstering support for its universities. Improving the reputations of Japanese universities was crucial, which they accomplished through initiatives such as the Global 30 Project. This was an initiative for 13 top Japanese universities to develop courses and degree programs in English, and its success reverberated throughout Asia.

The other initiative supported by the Abe administration was the Go Global Japan project, which focused on support for Japanese students to study abroad, with the aim of reversing the inward-looking tendencies of recent generations and developing the global talent required by the Japanese economy. Mr Sato also brought up new government subsidies to encourage university reform towards internationalisation. Although he admitted that changing the mind-set of traditional university administrations would be a challenge, Mr Sato was optimistic for the future of Japanese higher education.

Attracting the best international PhD students –

How reputation and rankings impact on student decision making

> "Quality and rankings are absolutely critical in your engagements with PhD students."

Louise Simpson

Director, The World 100 Reputation Network

Ms Simpson kicked off the second day, presenting on how PhD students chose where to study, based on the findings of an original survey conducted for the conference. Surveys were sent to PhD students in the world's top 200 universities, and a second survey was sent to staff in order to gain insight to their strategic policies and branding fundamentals.

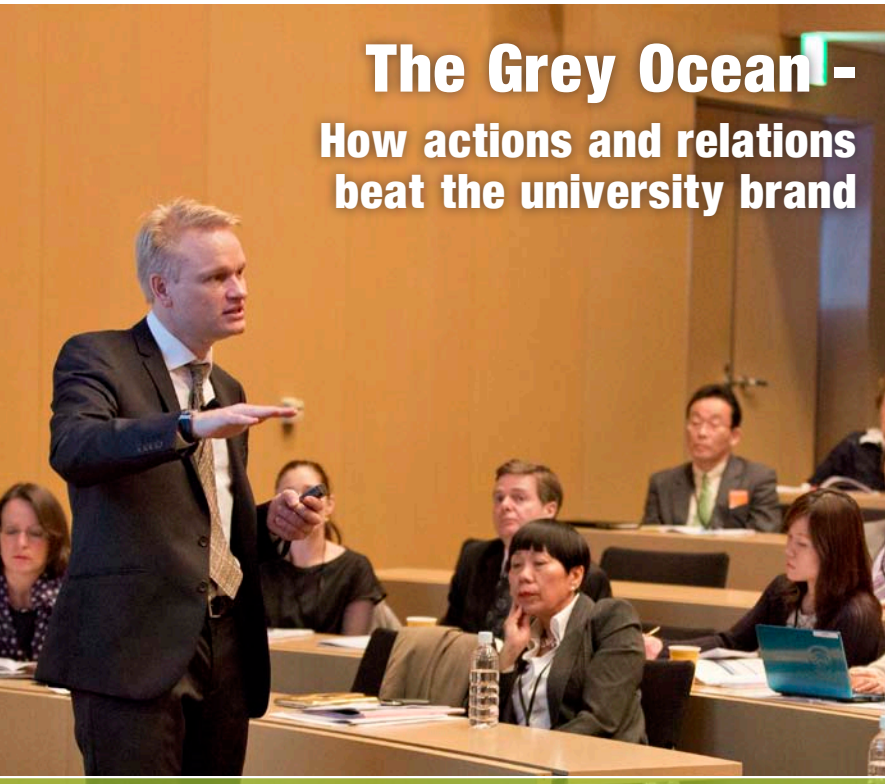
The survey results showed that the destination country was important in the student's decision-making process, with the majority of respondents wanting to study in either the United States or the United Kingdom. The quality of supervisors, the student experience, and the availability of funding were also highlighted as key factors when choosing where to study. Ms Simpson was asked later that morning about why students would not choose a university. She replied that culture was the main reason: for instance, political issues with the United States had dissuaded some Mexican students from even considering studying there.

What were important factors for Japanese students? Most focused on supervisor quality, university reputation, training opportunities, and funding. Ms Simpson found that safety was one of the top factors that brought many to Japan. Another factor was that students coming to Japan clearly wanted "a change", and a very different experience than that of their home countries. However, bigger problems involved the Japanese tax system and insurance, as well as housing issues. Hour-long commutes and the language barrier also limited opportunities for socializing.

Intriguingly, students did not seem to recognise what was meant by a university 'brand'. They mostly concluded a university brand was largely related to research. Ms Simpson finished her presentation by suggesting practical ways a university could improve its brand, such as with student integration and student life, and by promoting the university history and heritage. She returned to this point at the end of the morning, emphasising that a university brand had to be more than stylish graphics—it involved a tremendous amount of effort, and a true commitment to building a cohesive institution.

The Grey Ocean –

How actions and relations beat the university brand



> "Focus on the things that matter which are concrete, and where you can see satisfaction from the students and scientists."

Jasper Steen Winkel

Director of Communications, University of Copenhagen

Mr Winkel spoke next about his experiences working with universities' communication teams, and whether it was true that universities were on a level playing field. Was it possible to manage reputation at all? He made the point that universities were very good at creating content, but had to ask themselves if they were creating useful content. Paradoxically, by communicating everything to the point of noise, universities essentially communicated nothing at all. Universities had to find ways to make sure that students and faculty could clearly differentiate between institutions, and, echoing Sir Barber, had to ask how they can "stand out in the global market of talent". So how would a university go about building a brand effectively?

Data from studies of previous university branding initiatives showed that a university was not an organisation with a coherent single identity, and thus universities should stop trying to create one. He elaborated further on this in the panel discussion, where internal staff had to constantly ask themselves if their efforts to embody the university's vision were truly enough. He saw universities as being in a sort of grey market, where no one competed against each other, but neither did they particularly stand out. Mr Winkel suggested to take cues from major commercial brands and observe how they advertised themselves. Remarkably, few of them mounted big-budget brand campaigns. He suggested universities ought to follow their lead. By doing so, they could focus more on providing high-quality services, and letting the services speak for themselves.

As an example, he introduced the University of Copenhagen's efforts in this area. They managed to build up their reputation through internationalisation initiatives, such as introducing English as a 'parallel' language on campus; getting their big research stories out into global media and creating useful, relevant communication; and creating personalised intranets for their departments. Mr Winkel concluded by stressing the importance of "pure, relevant service communication that will actually create a good brand", and to focus on concrete areas where students and staff derived their satisfaction.

Anne Pakir

Director, International Relations Office and
Associate Professor, Department of English
Language and Literature,
National University of Singapore

The importance of global academic reputation in fostering global partnerships-

Case studies from National University of Singapore

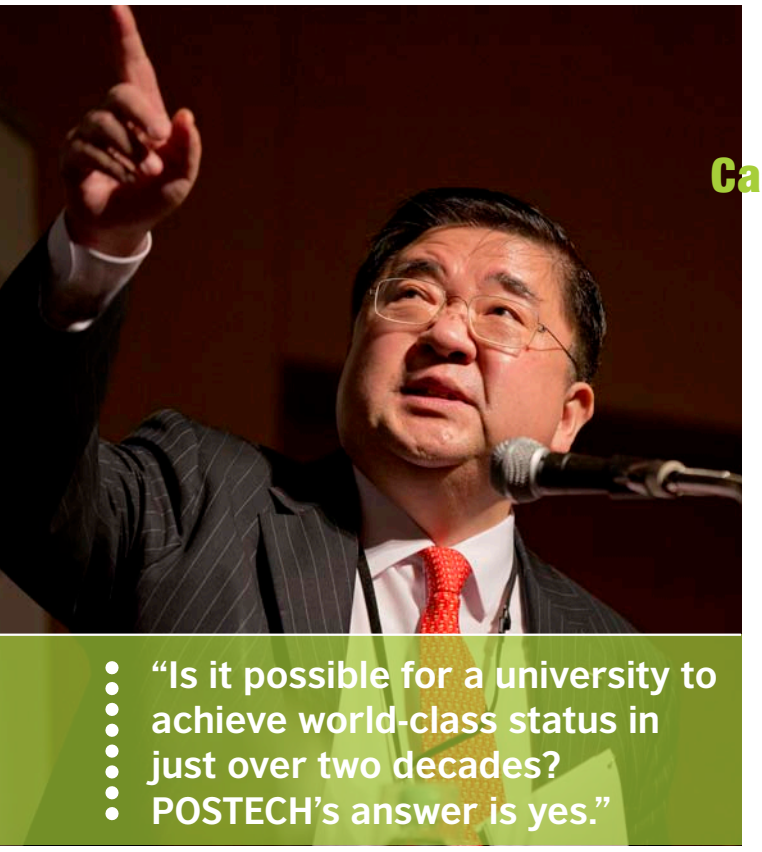
"We have to worry about universities having a sense of place and a sense of purpose for the context that they are in."

Ms Pakir discussed how to build global partnerships in the context of reputation management, with the National University of Singapore as an example. Ms Pakir noted the irony inherent in universities building their reputations with partnerships, because they had to still be collaborative with each other while guarding their own reputation. How was that accomplished?

Modern universities had quite a challenge when building reputation, compared to long-established institutions like Harvard or Cambridge. Thus, they often went into partnerships to be more competitive, and for economic reasons such as sharing resources. Things began to change for National University of Singapore around 2000, when the university promoted its new mission to be the "leading global university in Asia influencing the future." Numerous curriculums were developed for online and flipped-classroom models, in addition to traditional teaching. They also built up global partnerships based on three different pillars: education and research, global programming, and network partnerships. Their network partnership in the ASEAN region was particularly significant, and neighbouring countries often turned to National University of Singapore for expertise.

When managing partnerships, universities had to ask what new value would be added for the students, faculty, staff, and stakeholders; what each university's strengths were and what they would accomplish better together than separately; and how to collaborate successfully. Ms Pakir offered case studies from their partnerships with Duke and Yale, demonstrating how they put these into practice and how they were successful. Afterward in the panel discussion, she described the partnerships as a 'spoke' model, working closely with faculty on each side to maintain a strong central vision.

National University of Singapore had struggled to develop critical and creative thinking skills among its students, and partnerships such as these were crucial in helping students gain them. Finally, Ms Pakir stated that successful collaborations hinged on more than reputation: what was necessary for success was both academic complementarity and a shared vision between institutions.



"Is it possible for a university to achieve world-class status in just over two decades? POSTECH's answer is yes."

Professor Yonge Ha

Vice President of External Relations,
Pohang University of Science and Technology (POSTECH)

POSTECH, Making the Impossible Possible

Case study from a modern university

Is tradition a prerequisite for success in reputation? Professor Yonge Ha posed this question at the beginning of his presentation. He gave a short background on the history of Pohang University of Science and Technology, which opened in 1986 in a strikingly desolate, rural area. However, it was now positioned as one of the leading universities in South Korea, managing to rank 60th in the Times Higher Education rankings overall, and first out of institutions established within the past 50 years.

Not only did it have a reputation for affordability, it also provided students with extensive financial support. He described the two visionaries who led the university's development, Mr Park Tae-joon and Mr Hogil Kim, and their belief that "you can import coal and machines, but you cannot import talent." When asked in the panel discussion about how they have developed their reputation continually, Professor Ha replied that because their alumni were still comparatively young, they were able to gather resources from and raise awareness in their employment sectors.

But how did it manage to become a global university amidst South Korea's modernisation in the 1980s? Of course it managed to provide high-class laboratories and resources, but largely it owed its success to a low student-to-faculty ratio, the largest educational investment in Korea, outstanding faculty, full industry cooperation, and the first official bilingual campus in Korea. As a research-oriented university, it had several research institutes on campus, and its success in such a short time was well-recognised by academia.

Additionally, as part of their internationalisation efforts, Pohang University of Science and Technology also contributed to other countries' institutions of higher education, such as in Ethiopia, where they offered extensive aid. Professor Ha himself was drawn to Pohang University of Science and Technology in order to be involved in its fundraising and public awareness, eager to contribute to supporting one of the most prestigious universities in Korea.

The rise of Asia.

A look at the rapid improvement of Asian institutions in the global rankings and the initiatives that enabled them to achieve this

Phil Baty Editor, Times Higher Education Rankings
Associate Professor Dr Chaowalit Limmaneevichitr
Vice President for Student Development, King Mongkut's University of Technology Thonburi

This session began with Phil Baty offering an analysis of the key indicators in the World University Rankings (separate from the World University Reputation Rankings). One of the most important was teaching, at 30% of the total score; others included international outlook, research productivity, and citation impact. One of the universities that had risen quickly among the rankings was Nanyang Technological University, which focused on a knowledge economy and working with industry, along with applied research. In addition to that sustenance, they offered generous salaries and employed an aggressive branding program.

However, Japanese universities suffered greatly in these rankings, due to a poor showing in international outlook and number of international students. Additionally, rigid salary structures did not help Japan in attracting international faculty members, who were used to higher pay. Mr Baty gave Seoul National University as an example of how freedom from the government and flexibility can enable an institution to improve its performance. In conclusion, he stated that if Japanese and Korean institutions could improve their international indicators, they would perform significantly better in the ratings.

Next, Dr Chaowalit Limmaneevichitr discussed how institutions in countries such as Thailand could improve their position in the rankings. The United States, China, and Japan could spend vast amounts on research, but for a less affluent nation like Thailand, they had to find other ways to succeed. Instability in the government, with Ministers of Education switching every six months, had further hindered their attempts to improve reputation.

Dr Limmaneevichitr described how his home institution, King Mongkut's University of Technology Thonburi, succeeded in improving its rating despite the difficulties it faced. Its strength came from its autonomy, which provided it with more flexibility, and its focus on research. The university recently visited Kyoto University to gain more insight into managing research, where they learned not to spend as much time on administration. They subsequently set up a research administration office to support researchers. This has enabled their researchers to spend more time working with industry and high quality 'open access' journals, and this has benefitted their rankings performance.

Reputation or remuneration - Which is more important for attracting top academics?

Professor Gu Jiang
Nanjing University, China
Louise Simpson
Director, World 100 Reputation Network

In this session, Ms Louise Simpson described some of the research exercises she had done with academics and how ranking affected where they decided to research. Through interviews she carried out she was able to identify key points they desired, such as budget and resources, departmental reputation, quality of life, and status and permanence of tenure. The contracts they accepted tended to depend upon their age: younger academics tended to go for security, whereas older academics with accumulated experience went for challenges.

What reputation means for academics varies widely, but generally the higher the ranking, the higher the funding; thus more support for their research. Younger academics were particularly interested in ranking while older academics found them distorting. Despite the ideological differences, however, all seemed to be in the trap of having to pick increasingly higher-ranked institutions when changing positions. Ms Simpson advised academics to be on the lookout for universities whose rank was increasing, which typically indicates more funding and more opportunities.

Next, Professor Gu Jiang spoke about reputation and remuneration in his home country. In China, many universities wished to rise in the world rankings, and were fiercely driven to beat out their domestic competitors for prestige to attract the top academics. Dr Gu referred to Maslow's Hierarchy of Needs, where material needs had to be met before spiritual needs, and that this was the primary concern of young academics all over the world; but especially true in China.

He boiled down the choices of academics to 'economic incentives' and 'prestige incentives', where academics would naturally opt for the better economic and prestigious choices for research. Universities must recognise how academics prioritise their choices, and have to appeal to them with better funding as well as developing the reputation of their university. Many academics were drawn more to building professional expertise rather than a higher salary, however; and so Dr Gu thought universities would do well to address both their material and non-material demands.

Building reputation through research excellence

Anders Karlsson
Vice President, Global Academic Relations, Elsevier
Professor Jiro Kokuryo
Vice-President, International Collaboration, Keio University

Anders Karlsson from Elsevier started the workshop, and first gave some metrics on how research excellence contributed to the reputation of a university. He compared the world's top six universities in terms of research output and the amount of citations. The comparison showed something akin to a "Facebook effect", where the more 'friends' a university had—the more international it was—the more its research was cited. The American and British universities that made up the top six had high international impact, whereas universities in China and Japan, with less internationalisation, were not cited as much.

With that in mind, how would universities improve their reputation? Mr Karlsson believed that reputation was built on faculty visibility and success, and so recommended that faculty had plenty of opportunities to collaborate globally. And to find attract such opportunities, building up a university brand was essential.

Dr Jiro Kokuryo spoke next, and stated immediately that Japanese universities had to "recognise [their] ultimate vision" if they were to build their reputations. Keio University was proud that it had played a major role in developing Japanese society, but had to ask itself if it had really sufficiently contributed to the world. To that end, Keio had to focus on how it could contribute to solving global issues. It was no longer enough to offer solutions unique to the Japanese context.

Keio's medical school, for instance, as one of the leading medical schools in Japan, had potential to contribute; as did the schools researching cyber-security and cyber-governance.

Keio had also launched a graduate school focused on digital creativity. All of these put Keio in a unique position to deliver research with global impact.

Closing Session

Concluding address: Branding and learning

Mr Ian Pearman of AMV BBDO gave the concluding address, and spoke about brand and challenges for higher education. When trying to sell higher education as a 'product', what exactly did that 'product' entail? Universities had to figure out how to persuade consumers—potential applicants—that the experience was worth it. "You are not selling soup or sneakers; those things are easy by comparison. What you are selling is much, much more difficult," he stressed. What was essential to understand was that a brand could not be controlled or owned, but was wholly in the hands of the consumers, who built up the idea of a brand in their heads.

So what could organisations do but provide the right materials for consumers to build up their desired image? "Brands help us choose; that is their most important function", he reminded all at the symposium. But universities also had to address the 'paradox of choice', where too many options made choices even more difficult for consumers. By truly focusing on their message, they could untangle that paradox and better serve consumers. Social media in particular was a necessary focus, and was making an enormous impact on how consumers interacted with brands, creating a unique back-and-forth full of opportunities. Mr Pearman encouraged universities to embrace these new chances: to experiment with new, creative ways of branding, and for each university to work out how they wanted to reach their audience.

Following Mr Pearman, Mr Mark Sudbury shared closing remarks on how reputation increasingly played a role in helping universities meet the challenges of the global interconnected world. Finally, Mr Jeff Streeter of the British Council thanked everyone for their contributions, and brought the Conference to a close.