

**Fulbright New Century Scholars Symposium on Higher Education**  
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**Statements and Recommendations**

***Working Group Six: Emerging Model of the Research University***

Higher education is an engine of economic development, nation-building, human capital development, and individual advancement in a worldwide economy and knowledge society. The ideals for higher education are converging on an emerging global model that looks to the Western research university as a standard of success. This project analyzes the characteristics of the emerging global model and its relevance in different cultural and institutional contexts. This new trans-national vision of the university is an intensification of existing trends. Only the top 10-20 institutions around the globe actually pursue all of the following but these concepts influence many thousands more worldwide.

1. EGM universities see their mission as transcending the boundaries of the nation-state, educating for global perspective and advancing the frontiers of knowledge worldwide.
2. Universities are becoming more research intensive with the use of scientific methods in disciplines outside the sciences.
3. Faculty members, as producers of new knowledge, are expected to shift roles from traditional individual scholars to members of team-oriented, cross-disciplinary, and international partnerships, with research directed toward real-world problems.
4. The research enterprise is extremely costly; beyond the traditional sources of government support and student contributions, universities are seeking diversified funding from corporations, private donors, grants for technology innovation, and for-profit businesses as spin-offs of research enterprises.
5. New relationships are being created among universities, governments, and corporations to advance economic development and knowledge for the social good.
6. Universities are adopting worldwide recruitment strategies for students, faculty, and administrators.
7. Universities require greater internal complexity directed toward research, such as interdisciplinary centers, integration of research elements in student training programs, and greater technological infrastructure for discovery.
8. Universities participate with international NGOs and multi-governmental organizations in support of collaborative research, student and faculty mobility, and validation of international stature.

**Recommendations**

Because of the trans-national character of the global research university, governments face new challenges in the pursuit of these goals. Within this limitation, however, higher education policymakers and institutional leaders should:

- Encourage academic competition rather than overly bureaucratic determination of winners and losers.
- Strategize about aspects of the model that are most appropriate in local circumstances, rather than blind imitation of leading institutions or mindless pursuit of high rankings.
- Support collaboration and capacity building across national boundaries.
- Offer incentives for cross-disciplinary research in recognition that development of knowledge for the social good rarely falls into traditional academic divisions.
- Exercise strong quality assurance to counterbalance run-away market forces.

- Expand access to higher education, including appropriate elementary and secondary programs, to generate wide social support for research universities.
- Facilitate private investment from many aspects of society to fund the high costs of global knowledge production.