

APPENDIX 20 A. PROFILE OF A FLAGSHIP UNIVERSITY AND REGIONAL VARIABLES

PART 1: Flagship University Profile

Profile I: Flagship Universities and National Higher Education Systems

- 1: Position within a Larger National Higher Education
Number of Flagships may vary based on geography and population density, socioeconomic needs, and financial resources
- 2: Defined Service Area
- 3: Selective Admissions, differentiated by degree levels

Profile II: Flagship Core Mission – Teaching/Learning and Research

- 1: First Degree/Undergraduate Education Goals – The Student Experience
Curricular engagement, co-curricular activities, research engagement
Public/community service, Social life and conditions
- 2: Graduate Education – should be 30 to 50 percent of all student enrollment
- 3: Research
- 4: International Engagement in support of primary mission

Profile III: Flagship Universities and Public Service and Economic Engagement

- 1: Engaged Scholarship and public service from faculty, students and staff
- 2: Regional Economic Engagement – making university-generated basic and applied research and intellectual property relevant
- 3: Continuing Education and Extension Programs
- 4: Relation with Schools
- 5: Relation with Other Postsecondary HEIs – assumes coordination and cooperation

Profile IV: Flagship Universities – the Building Blocks for Management, Accountability, and Quality

- 1: Institutional Autonomy – movement toward greater levels or autonomy which demanding expanding accountability requirements.
- 2: Governance and Management
- 3: Academic Freedom (HEFEI Statement on the Ten Characteristics of Contemporary Research Universities http://www.leru.org/files/news/Hefei_statement.pdf)
- 4: Quality/Evaluation of Faculty and Academic Programs
Clear outline of expectations for faculty
Faculty appointment and advancement – post tenure review
Program review
5. Diversity of Funding Sources- less dependency on government funding
6. Institutional Research Capacity – gathering and analyzing institutional data

7. International Cooperation and Consortia – Clusters and Models for Institutional Engagement (Douglass, 2016, pg 98)

Cluster 1 – Individual faculty initiatives

Cluster 2 – Managing Institutional Demography

Cluster 3 – Mobility Initiatives – exchange programs; study abroad

Cluster 4 – Curricular and pedagogical change

Cluster 5 – Transnational engagements, including branch campuses

Cluster 6 - Network building

Cluster 7 – Campus culture, ethos, and symbolic action

PART 2: National context and other variables

- History of higher education system building
- Demographic variables, economic growth, and funding capability
- Gender, racial and class discrimination
- Democratic traditions and stable governments
- Quality feeder system of students
- Open societies
- Attracting and retaining talented faculty
- University management and governance capacity
- Relevance in developing economies
- Relevance in developed economies
- Official government identification and funding
- Private universities and the New Flagship Model

Extracted from Douglass (2016), Part 1 Exploring the New Flagship University Model

Those wanting even more detail can access

Douglass, J.A. (2014). Profiling the flagship university model: An exploratory proposal for changing the paradigm from ranking relevancy. Research and Occasional Paper Series. CSHE 5:14 accessed 11 July 2016 at

<http://www.cshe.berkeley.edu/sites/default/files/shared/publications/docs/ROPS.CSHE.5.14.Douglass.FlagshipUniversities.4.24.2014.pdf>