



MINNESOTA'S PRIVATE COLLEGES

While We Are Sleeping

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We in the U.S. are Systematically Ignoring Higher Education Developments in Other Parts of the World

- ▶ Why?
- ▶ Does it Matter?
- ▶ What are “world class standards” and which are “world class institutions?”



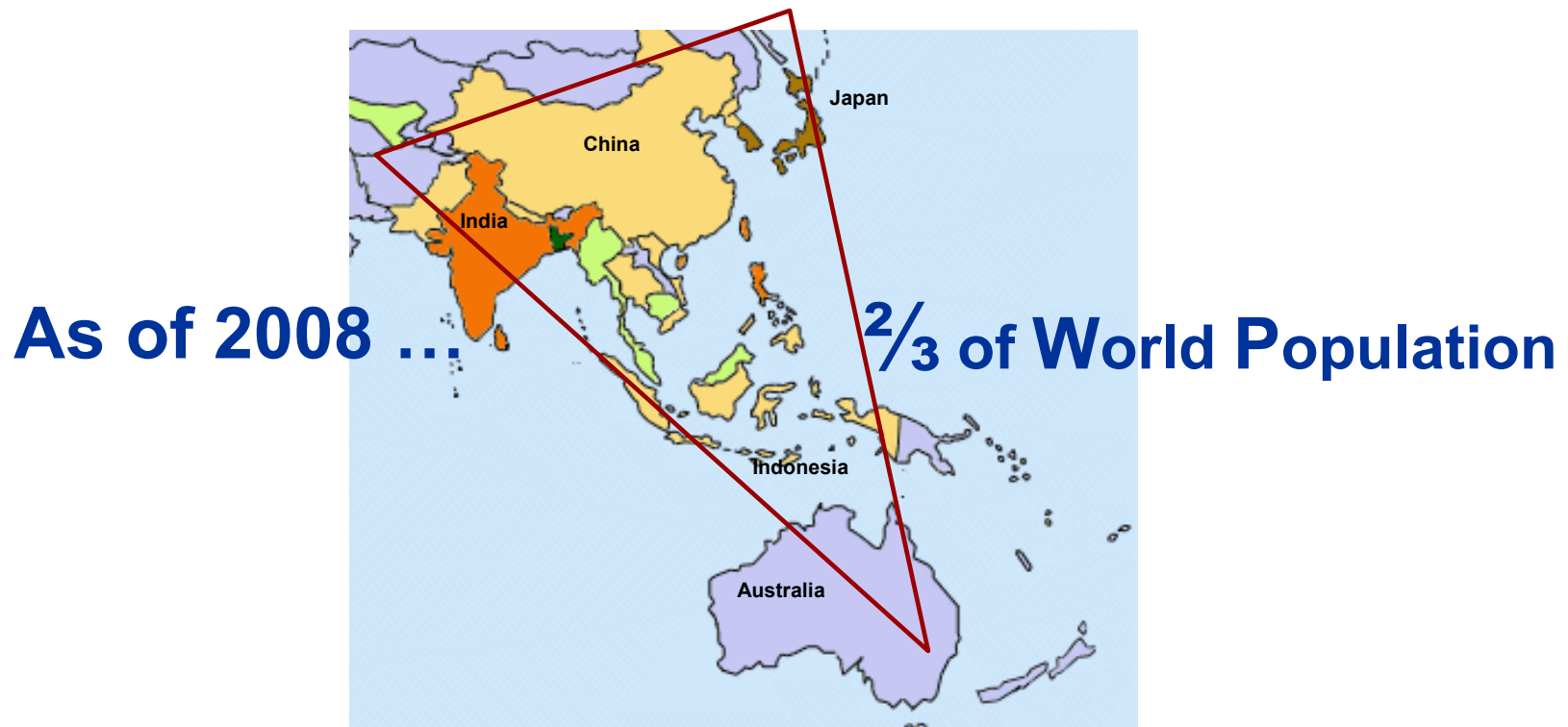
2005 Report to Congress

Without a renewed effort to bolster the foundations of our competitiveness, we can expect to lose our privileged position.

For the first time in generations, the nation's children could face poorer prospects than their parents and grandparents did.

Source: Rising Above the Gathering Storm, National Academy of Sciences 2005

The world is changing. Are we ready?



Nations with Major Higher Education Initiatives in Past Decade

- Finland
- South Korea
- the Netherlands
- Japan
- Canada
- Belgium
- China
- India
- Saudi Arabia
- United Arab Emirates
(Dubai)
- Singapore
- Thailand
- Australia
- Great Britain
- Germany
- Ireland
- Hungary
- Poland
- Czechoslovakia

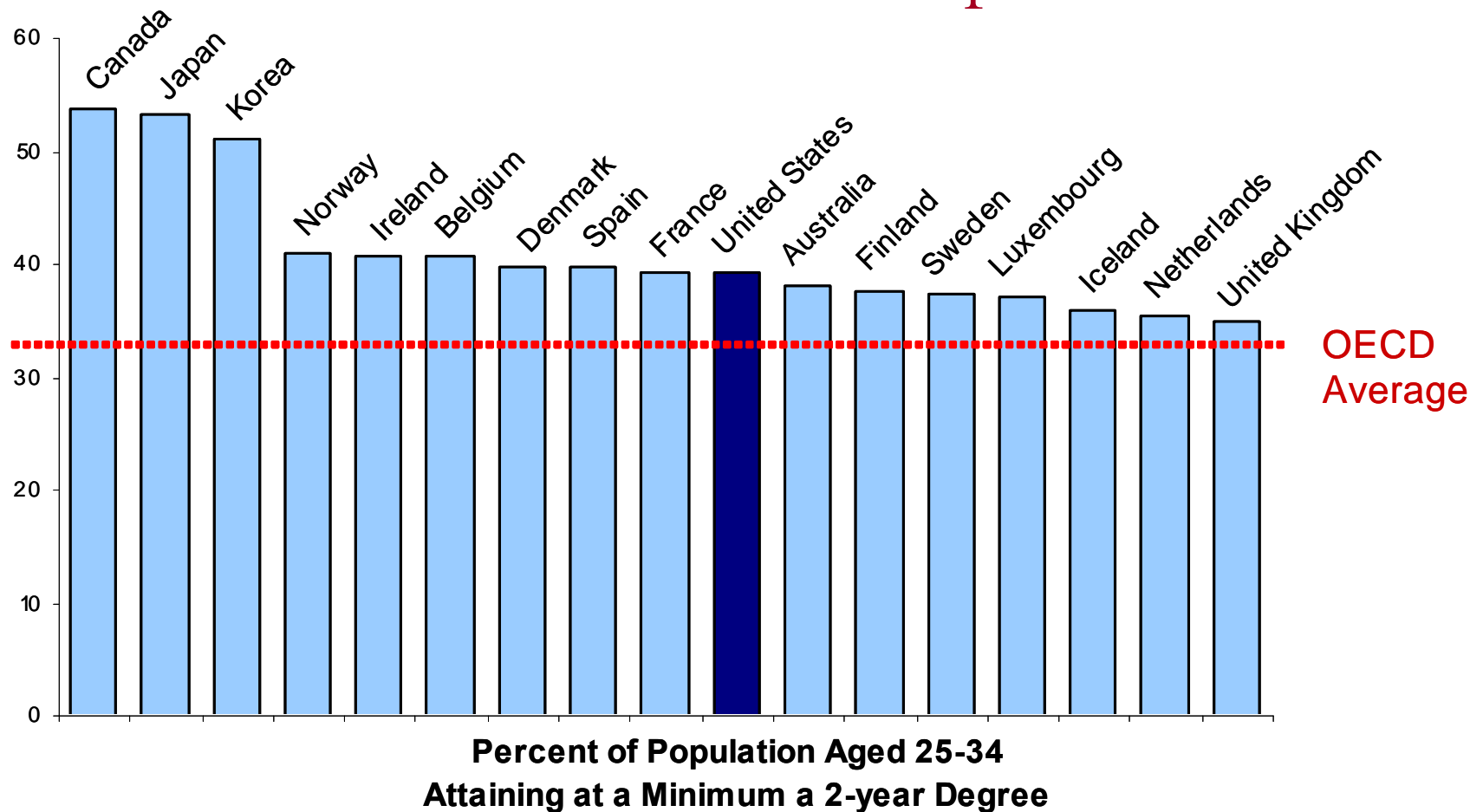
Nations with Organized Programs to Attract Talented Foreign Students

- Belgium
- Canada
- Finland
- India
- Ireland
- the Netherlands
- Sweden
- Australia
- New Zealand
- Singapore
- Taiwan
- Hong Kong
- South Korea

Nations with Organized Programs to Attract Established Scientists and Scholars

- ▶ European Union, Singapore, South Korea, China, India, Australia, New Zealand
- ▶ In 1975 the U.S. ranked third in the world in production of degrees in natural science or engineering – in 2005 the U.S. ranked 20th. In 2004 both China and India produced ten times more than in the U.S.

Younger Americans are not as well-educated as their international counterparts



Source: Organisation for Economic Cooperation and Development (OECD), Education at a Glance, 2007

Recent Facts to Consider

- ▶ The 6th lowest high school graduation rate (76%)
 - Greece, Japan, Germany, Ireland: 90%+
- ▶ International assessment tests (PISA 2003, 2006)
 - Math and problem solving: U.S. is ranked 25th
 - Reading: U.S. is ranked 15th
 - Science: U.S. is ranked 21st
- ▶ Japan and Korea spend a larger portion of GDP on research and development than the U.S.
 - From 1995-2001 R & D spending in China, Korea and Taiwan increased four times more than the U.S.
 - China plans to double its investment in the next decade.

International Education at a Glance

- ▶ U.S. production of college graduates has shown only “a small synthetic growth” over the past 30 years.
- ▶ High drop out rates in the U.S. are contributing to our standing against other countries.
 - The “survival rate” for the U.S. is one of the lowest, with just over 50% of the entering students graduating as compared to an OECD average of 70%.

Source: OECD “Education at a Glance 2006” 10



Focus on China

- ▶ China now has the largest higher education system in the world.
- ▶ In the past six years, China has doubled participation in higher education and has plans to double again in the next ten years.
- ▶ There are now more people in China who speak English than citizens in the U.S.
- ▶ As China collects income from U.S. debt, it will have a steady resource to invest in education as well as R & D.

China: Major Characteristics

Scale

- ▶ 1.3 billion people
- ▶ 20 cities with 5+ million people
- ▶ Abundant workforce for now

Rich Culture

- ▶ 7,000 years
- ▶ Major discoveries
- ▶ World exploration
- ▶ Silk trade

China: Major Characteristics

Commitment/Determination

- ▶ 20 years of economic development
- ▶ Excellent business instincts
- ▶ Risk is part of the culture

Education

- ▶ Waves of expansion
 - Send abroad
 - 10x2 20x2
- ▶ 800 new universities
- ▶ Why liberal arts?

United International College (UIC)

- ▶ Founded jointly by Beijing Normal University and Hong Kong Baptist University
- ▶ First full-scale collaboration between a Chinese and Hong Kong academic institution
- ▶ Approved by the Ministry of Education with full support of the Guangdong Education Department
- ▶ Mission: To educate the pampered youth from single child families for a lifetime of service in a global context

UIC 8 Step Whole Person Approach

- ▶ Language ability
- ▶ Persistence and will power sportsmanship
- ▶ Environmental awareness
- ▶ Emotional quotient
- ▶ Culturally & Scientifically, sensitivity and creativity
- ▶ Voluntary works and services
- ▶ Adverse quotient

UIC Campus Today

Construction
completed 15
months after
approval



In 1983, in the *Nation at Risk*,
the authors concluded:

Our Nation is at risk...the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. **What was unimaginable a generation ago has begun to occur – others are matching and surpassing our educational attainments.**

Our neighbors and elected leaders are still asleep.
It is time to wake them up.

The rest of the organized world is not waiting for us to assess our challenges and opportunities.

Our Nation is not prepared for the future.

In addition to cited and public sources, this presentation borrows from a speech to the American Association of University Women entitled, "Education and America in the 21st Century" by Steven J. Rosenstone, Dean, College of Liberal Arts, University of Minnesota, November 21, 2005.

A Call to Action:

Our plan for the future should include:

- ▶ Educating the public about our competition in education
- ▶ Placing new emphasis on the quality of education
- ▶ Making strategic new investments in teacher quality, access and choice to quality programs, and faculty/student research
- ▶ Increasing the number of students studying abroad
- ▶ Setting world standards or goals for high school and college graduation rates
- ▶ Setting goals for and rewarding family savings

Supplemental Information

2005 Report to Congress

It is easy to be complacent about U.S. competitiveness and pre-eminence in science and technology. We have led the world for decades, and we continue to do so in many research fields today. But the world is changing rapidly, and our advantages are no longer unique.

Without a renewed effort to bolster the foundations of our competitiveness, we can expect to lose our privileged position. For the first time in generations, the nation's children could face poorer prospects than their parents and grandparents did.

We owe our current prosperity, security, and good health to the investments of past generations, and we are obliged to renew those commitments in education, research, and innovation policies to ensure that the American people continue to benefit from the remarkable opportunities provided by the rapid development of the global economy and its not inconsiderable underpinning in science and technology.

Source: Rising Above the Gathering Storm, National Academy of Sciences 2005

Supplemental Information

In 1983, in the *Nation at Risk*, the authors concluded:

Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. This report is concerned with only one of the many causes and dimensions of the problem, but it is one that undergirds American prosperity, security, and civility. We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. **What was unimaginable a generation ago has begun to occur – others are matching and surpassing our educational attainments.**

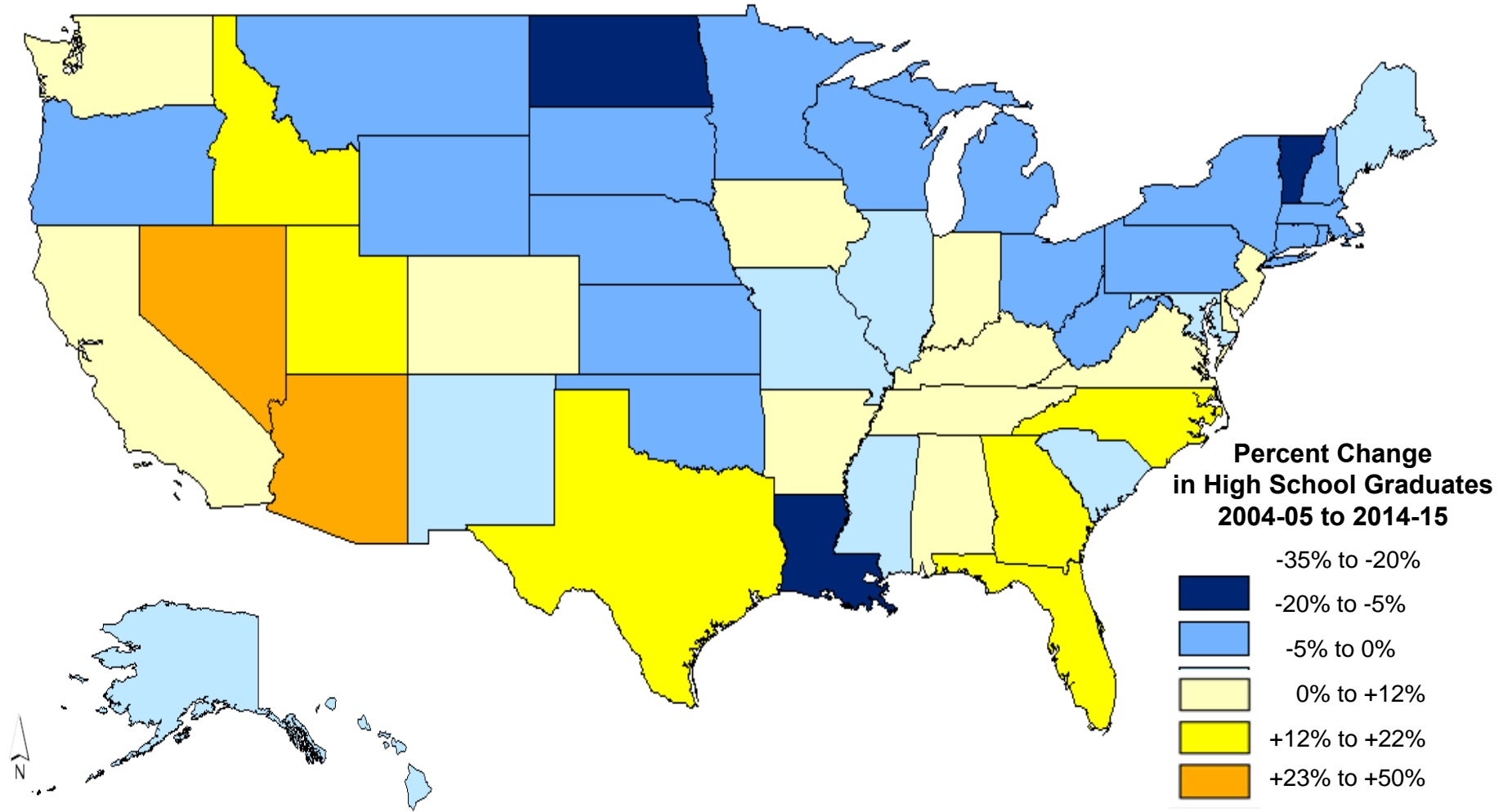
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Supplemental Information

Minnesota & region expect graduate loss



Source: Western Interstate Commission for Higher Education, 2008