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Globalisation and Challenges for Higher Education

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‘With 4,000 institutions, over 17m students and some 1.5m staff – of whom 435,000 researchers – European universities have enormous potential, but this potential is not fully harnessed and put to work effectively….

Universities are key players in Europe’s future and for the successful transition to a knowledge-based economy and society…

However this crucial sector of the economy and of society needs in-depth restructuring and modernisation if Europe is not to lose out in the global competition in education, research and innovation.’

(EC, Delivering On The Modernisation Agenda For Universities: Education, Research And Innovation, 2006)

Themes

- Globalisation and Higher Education
- Implications for Institutions and Faculties
- Concluding Observations

1. Globalisation and Higher Education

HE moves to centre-stage

- Global competition and significance of scientific discovery
  - Knowledge = foundation of economic growth, social development, and national competitiveness.
    - Academic knowledge production + innovation = economic growth
  - Strong correlation between HE, and personal and collective opportunity and wealth
- HE and learning as a strategic investment (OECD, 2008)
  - Formation of human capital (primarily through teaching)
  - Building of knowledge bases (primarily through research and knowledge development)
  - Dissemination and use of knowledge (primarily through interactions with knowledge users)
  - Maintenance of knowledge (inter-generational storage and transmission of knowledge)

Change in Scope and Role of HE

- Changing idea and role of the ‘university’
  - Boundary between ‘classical’ and ‘technological’ education disappearing
  - ‘Knowledge-intensive industry’ within the global knowledge economy
- Connected regionally, nationally and globally – simultaneously.
  - National boundaries declining in significance
  - Research now conducted via bi-lateral, inter-regional and global networks of research co-operation.
- Growing importance of global HE networks.
  - Universitas 21, Coimbra Group, LERU, WUN, IARU, etc.
  - Lisbon Agreement/EHEA and ERA

Accelerating Competition and Scrutiny

- If higher education is the engine of the economy, then productivity, quality and status of HE and HE research becomes a vital indicator.
- But many OECD countries face sharp demographic shifts evidenced by the greying of population and a decline in PhD graduates.
- Countries with high levels of international students benefit from the contribution they make to domestic research and development' (OECD, 2007, p34).
- Global competition is reflected in the rising significance and popularity of rankings which attempt to measure knowledge-producing and talent-catching capacity of HEIs.

The EU Response

- EC (2002). More research for Europe: Towards 3% of GDP.
- EC (2002), The European Research Area, An internal knowledge market.
- EC (2003). The Role of the Universities in the Europe of Knowledge.
- EC (2004). Facing the Challenge. The Lisbon Strategy for Growth and Employment, Report from the High Level Group, chaired by Wim Kok.
- EC (2005b). Mobilising the Brainpower of Europe: enabling universities to make their full contribution to the Lisbon Strategy.
- EC (2005c). Working Together for Growth and Jobs. A new start of the Lisbon strategy.
- EC (2006a). Delivering on the Modernisation Agenda for Universities: education, research and innovation.
- EC (2006b). Progress towards the Lisbon Objectives in Education and Training.
- EC (2006c). Efficiency and equity in European education and training systems, Communication from the Commission to the Council and to the European Parliament.
- EC (2007). London Communique - Towards the European Higher Education Area: Responding to Challenges in a Globalised World.
- EC (2007). The European Research Area: New Perspectives.
- EC (2007). Resolution on modernising universities for Europe's competitiveness in a global knowledge economy

The Modernisation Agenda

‘Administrative regulations still hamper academic mobility for studying, research training or working in another country.

Procedures for recognition of qualifications for academic purposes …[fail] to prevent students, researchers and academics from fully appreciating opportunities in other Member States.

Universities … have to accept that research is no longer an isolated activity and that the emphasis is shifting from individual researchers to teams and global research networks.

Scientific problems… go beyond traditional disciplinary structures: cutting-edge research is increasingly…conducted at the interface between academic disciplines or in multidisciplinary settings.

Universities’ research environments are more competitive and globalised and require greater interaction’

(EC, Delivering on The Modernisation Agenda For Universities: Education, Research And Innovation, 2006)

Overview of Trends

- Expansion of HE systems
- Diversification of provision
- Sophisticated labour market & student demand
- Increasing focus on accountability and performance
- New forms of institutional governance
- New funding arrangements
- Global networking, mobility and collaboration
- Changing nature of the workplace and academic work

What this means for HE

- Make R & D a top priority
  - Increase investment from 1.9% to 3% GDP by 2010
  - Greater collaboration between academic research and innovation
  - Increase attractiveness for researchers/scientists
  - Facilitate rapid start-up of new enterprises
- Complete internal market for the free movement of goods and capital
  - Remove barriers to student and teacher mobility
  - Curriculum Reform and Harmonisation of qualifications
  - Promoting lifelong learning and guidance
- Modernisation of university structures and ways of working

2. Responding to Globalisation

1. Restructuring HE Systems

- Increasing diversification of provision and differentiation of institutional mission
- Renewed attention to cohesiveness of HE ‘system’
- Rise of worldwide rankings focuses attention on capacity of institutions
- World-class Universities vs. World Class Systems
  - Few research universities concentrate all world class research across all disciplines; rest concentrate on undergraduate or professional teaching with limited locally relevant applied research.
  - Spread of teaching and research excellence with universities as ‘main proximity knowledge providers’ driven to specialise because of relevance and competences.

Selective Experiences

- Germany: *Exzellenzinitiative* (2005) = €1.9b over 5 years in to 10 universities
- France: €5b campus-renovation fund to 10 best bids, forcing mergers plus increased autonomy (2007).
- Flanders: 'university associations', bringing universities and colleges (*hogeschool*).
- Denmark: University mergers (2007) 27→11; competitive based funding model (2009-).
- Norway: HE Review recommends mergers 38 →8/10 HEIs, removing traditional distinctions between universities and colleges.
- Russia: call for 'Russell Group' of 'top-rated' universities.
- China: €16b since 1996 on '211' and '985' initiatives developing 100 world-class universities w/ focus on 10 top.
- South Africa: merging universities and Technikons to create better and more competitive HEIs.
- Saudi Arabia: Saudi Arabia plans to spend $15b to establish 100 new colleges.

2. Governance Trends

- ‘Strengthen steering core’ via executive leadership/CEO
  - Professionalization of HE management
    - Competitive executive appointments
    - Career training and succession planning
- Emphasis on the ‘Entrepreneurial’ or ‘Enterprise’ University
- Corporate governance/financial accountability
  - Smaller governing body working closely with chief executive
  - Understand ‘the business’, probe and assess its performance & competitive position
- Institutional contracts related to mission
- Greater efficiency and responsiveness to ‘consumer’ and society

Selective Experiences

- Denmark: University Act (2003) – management and governance structure for all universities
  - Appointment of Rector, Deans, Governing Boards
  - Regulation re programme accreditation including credits
  - Institutional contracts
- Australia:
  - ‘Business’ model for governing council – reduced community & greater ‘corporate’ membership
  - Institutional management and executive leadership strengthened
- Ireland: *Financial Governance of Irish Universities. Balancing Autonomy and Accountability* (2001)
  - Financial Accountability
  - Governance Structures – role and size of governing authority with emphasis on external membership, corporate governance, audit

3. Funding Trends

- Declining public support for public services w/ growing gap between public provision and rising costs
- Differential and de-regulated tuition fees
  - Current financial crisis makes introduction inevitable
- Funding tied to measurable performance outcomes/metrics
- Diversified funding/income sources:
  - Competitive or externally earned funding
  - Private, endowment, alumni funding
  - Commercialisation of research and other knowledge products/services

Selective Experience

- Australia
  - Core grant for specified number of students
  - Research funding allocated competitively
  - Accountability framework via annual submission of Educational Profiles report
  - Higher Education Contribution Scheme (HECS) – student loan system or fee-paying

4. Research Trends

- Research is:
  - increasingly project-based, externally funded with timely outcomes
  - a ‘business’ and not simply an intellectual pursuit
  - critical metric/indicator of institutional performance, quality and status
  - collaborative and interdisciplinary knowledge, created within the context of being useful
- Designation of a few priority research domain
- Increasing emphasis on measuring performance
- Professionalization of research management and TTransfer
- Tensions between
  - Teaching – research; parallel structures and career paths
  - Productivity and integrity; research ethics, conflict of interest
  - Interdisciplinarity and assessment processes

Selective Experiences

- Ireland
  - *National Development Plan* (2000-2006) and *Strategy for Science and Technology* (2006-2013):
    - achieve graduation rates that will place Ireland within front rank of OECD
    - 2x number of PhDs by 2013
  - *National Spatial Strategy* (2002):
    - HEIs linked to ‘gateway’s and ‘hubs’ to ensure social/economic development
  - PRTLI aligning Research Strategy, Priorities & Performance (2006)
  - Current Grant: 5% Research Performance (2008)
  - Researcher Career Structure (2008)

5. QA and Assessment

College guides: fulfil public service role, helping and informing domestic undergraduate students and their parents.

Evaluation and assessment of research, and teaching & learning or whole institutions for QA and accreditation.

Benchmarking: used to manage more strategically, effectively and efficiently as systematic comparison of practice and performance with peer institutions.

National rankings

- Modernisation of HE management, strategic planning and accountability/public disclosure.
- Because of connectivity with future career and salary, students demanding better information about HEI choices.

Global rankings next logical step. The rising significance and popularity of worldwide comparisons.

Assessment: Selective Experiences

- ESMU: Benchmarking in European Higher Education
- EU Classification Project
- OECD AHELO Project
- EU Expert Group: Assessment of University-Based Research
- French Presidency Conference: An International Comparison of Education Systems: a European model?
- EU Tender for Rankings
- OECD Selects Scopus ‘to help countries compare research output’

Select Indicators re research activity:

- Publications in scientific journals/international journals
- Citations of publications by peers in scientific journals
- Reviews of publications by peers on the internet
- Cooperation with peers, e.g. contributions to courses
- Scientific awards
- Number of monographs
- Keynote speeches and invited lectures
- Editorship of scientific journals
- Invitations by journals to review scientific publications
- Invitations to contribute to special issues or collections
- Received grants
- Co-operation with international networks
- Number of visiting lecturers
- Published conference papers
- Development of research data base
- Significant national or international conferences
- International reviews participated in
- Membership of international bodies
- Awards and prizes

Select Indicators re teaching and learning:

- Text books and lecture materials sold
- Reviews of publications by students on the internet
- Courses for students abroad
- Graduate student numbers – PhD and Masters
- PhD completion rates
- Graduate Masters students and their first jobs
- Internationalization: students and academics

Select Impact Indicators re. policy makers :

- Publications via dissemination channels of policy makers
- Citations of publications by policy makers in reports, etc.
- Reviews of publications by policy makers
- Cooperation with policy makers
- Lectures for policy makers
- Memberships of bodies advising policy makers.
- Grants received from policy makers

Select Impact indicators re business and professions:

- Patents, licensing, company formation, etc.
- Publications
- Citations of publications in their dissemination channels.
- Reviews of publications
- Collaborative research
- Grants received
- Lectures for business community.
- Memberships of bodies advising business community.
- Awards.
- Memberships of prestigious organizations.

Select Indicators re public/community engagement :

- Publications via public channels
- Citations of publications in media
- Reviews of publications by broader public
- Contribution to public meetings and exhibitions
- Awards by the broader public
- Lectures for public audiences
- Grants received
- Historical research leading to preservation of media and/or other cultural artefacts;
- Enhancement of performing arts quality/scope resulting as indicated by greater public participation and satisfaction captured by the audience surveys;
- Contribution to policy outcome producing measurable significant or outstanding benefit.

Selective Experiences

- UK
  - Research Assessment Exercise (RAE)
  - Changing from peer review to metric-based allocation
  - ‘League table’ of research excellence; concentration of ‘winners’
- China
  - Project 211 and 985 to spearhead research productivity
  - 38 universities designated under Project 985:
    - Recruited international renowned scholars
    - Significant government funding
- Australia
  - ‘Research quantum’: centralised formula for allocation of funding based on success in competitive bids
  - RQF being replaced by ERA
    - Research output measured by 4 standard types: academic books, book chapters, refereed journal articles, conference papers)
    - Discipline related
    - Social and economic impact

5. Changes in Curriculum and Student Expectations

- Labor market demand for advanced qualifications means HE is now compulsory education
- Discerning, diverse, mobile and international students
  - Students seen as ‘citizens’, ‘consumers’ and ‘clients’
  - Changing student experience
- Globalisation and internationalisation of education
  - New learning models over distance and over time
  - Cross-border student mobility, esp. for English-language specialist and postgraduate programmes
  - Transportability of internationally accredited qualifications – is the Bologna model the new world model?
  - Global rankings influencing student behaviour and choice

Selective Experiences

- USA (Spellings Commission, 2006)
  - Quality measurements via ‘inputs’ no longer adequate; More comprehensive, comparative, data required
  - ‘HE must change from a system primarily based on reputation to one based on performance.’
- Bologna Process
  - Creating European Higher Education Area by 2010
- Sweden (Higher Education Ordinance, 2003)
  - Fees for tuition may not be charged
  - Students own right of representation in all decision-making bodies
  - Students to have reasonable access to resources necessary for the course, even outside scheduled teaching hours.
  - Approved syllabuses for courses and programmes published and available at least one month prior to final application date.

6. Changes in Academic Work

- Pressure to conduct research in research teams in a timely fashion, with funds won via national/international competitions;
- Performance appraisal – with greater emphasis on outputs – as the vital criteria for appointment, tenure and promotion;
- ‘Perceived’ down-grading of teaching and undermining of collegiality as the professional code-of-conduct and method of decision-making;
- Government and institutional priority-setting replacing and driving (and changing?) individual research agendas;
- Changes in academic contracts and terms of employment with an emphasis on flexibility;
- Faculty in universities experiencing ‘work intensification’; newer HEIs experiencing paradigm shift within ‘three concentric circles of change’.

Selective Experiences

- UK
  - Performance targets for student recruitment, student satisfaction, quality assurance and research ratings
  - Emphasis on ‘getting ahead in career’ rather than ‘advancing knowledge’
  - Need for staff development, certification in teaching, educational management, etc.
- US
  - Tenure process being extended from normal 7 to 10 years
  - 9 month contracts
  - Academic salaries pegged to market value, research performance, etc.
  - Increasing dependence on casual, part time faculty

3. Implications for Institutions and Faculties

Be careful what you wish for…

- HE has wanted to be a policy priority – now it is.
- But, if higher education is so critical, additional funding and autonomy comes with a price:
  - Greater accountability, efficiency and value-for-money,
  - Reform of curriculum, organisation and governance model,
  - Emphasis on academic output which is measurable and comparable,
  - Quality assurance mechanisms

At the Faculty, this means...(1)

- Expansion of student enrolment, especially at PhD level
- Recruit international students
  - Growing importance of English-language provision
- Restructuring academic programmes to make them more competitive and attractive;
- Increased emphasis on research targets and outputs which are measurable and supported by competitively-earned funding;
  - Formation of research centres
  - Tension between teaching and research priorities, careers, etc.
  - Change from promotion via seniority to meritocracy
- Changes in recruitment policy and introduction of merit or performance pay.

At the Faculty, this means... (2)

- More focus on links with industry and technology/knowledge transfer activities;
- Merging departments to promote efficiency, critical mass and visibility or abolishing those which no longer attract sufficient students or meet quality standards;
- Faculties = internal cost centres, occasionally with service-level agreements and competition between centres
- New for new skills as Dean: Strategic and executive management with HR and cost accountancy capabilities
  - Need for career and succession planning

Developments: Positive or Perverse?

- HEIs have often responded too slowly, insufficiently and not at the appropriate level to the technological, economic, social and demographic changes of last 20 years
  - Spelling Commission reacted to perceived sluggishness by universities
  - Popularity of rankings response to perceived lack of transparency about quality and output
- ‘Elite model’ has limited ability to respond to needs of massification, and adapt curriculum, research and services to new students and pressures for a wider role (Coffield and Williamson, 1997)

Change Required, fast...

- Urgency and pace of change requires a new approach to HE leadership and management, at all levels, in order to:
  - Strategic plan within this new competitive and global environment
  - Increase efficiency/productivity to meet accountability and benchmarking criteria
  - Find new sources of income, e.g. 3rd stream, commercialisation, distance learning, etc.
  - Improve performance across ever-widening range of activities and services without undermining quality
- Balance between academic/research reputation and managerial capacity and ability
- What is it about the way HEIs currently conduct their business that should be reformed and what should be preserved?

‘Be Mission Centred, Market Smart and Politically Savvy’

- What type of Faculty do you want to be?
- How do you define your profile?
  - What are your exceptional/niche (comparative) advantages based on your particular experiences and expertise?
  - What is the appropriate strategy?
- What role does research play: Underpin teaching? Pursuit of Knowledge? Contribution to nation/region? Status?
- Do you benchmark your performance?
- Have you costed your ambitions?
- Do you have the appropriate management and leadership capabilities?
- What strategy, human resources policies and organisational structures are required to deliver these objectives?

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http://www.oecd.org/edu/imhe/rankings